Embracing Diversity Nurturing Integration Project (EDNIP): sharing the story, evolution, model and outcomes of a research and intervention project in five DEIS Band 1 primary schools in Limerick City 2017-2019.

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EUROPEAN UNION
Asylum, Migration and Integration Fund

BRÉATHAR DÉ MO LÓCHRANN
MIC
MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMÁL

An Roinn Dlí agus Cirt agus Comhionannais
Department of Justice and Equality

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Dedication

This report is dedicated to the children attending the five schools that participated in the Embracing Diversity Nurturing Integration Project (EDNIP). The children are a true inspiration. They deserve the very best life that Ireland has to offer.

We can, and must, be advocates for the inclusion of diverse peoples, traditions, and belief systems in a peaceful world assisted by strong multi-lateral institutions, themselves supported by a deeper global consciousness, one derived from the irreducible rights of human dignity. One where we can recognise the complexities of history while coming together to address common global challenges.

Michael D Higgins, President of Ireland, Inaugural speech 2018

Inclusive education and diversity centres on the values and practices that enable children, as individuals, to belong, feel respected, confident and safe so they can engage in meaningful learning and reach their potential. ... It is concerned with the best interest of every child considering that each child varies in their competency, language, family background, age, culture, ethnic status, religion, gender and sexual identity.

NCCA, 2020, p.20

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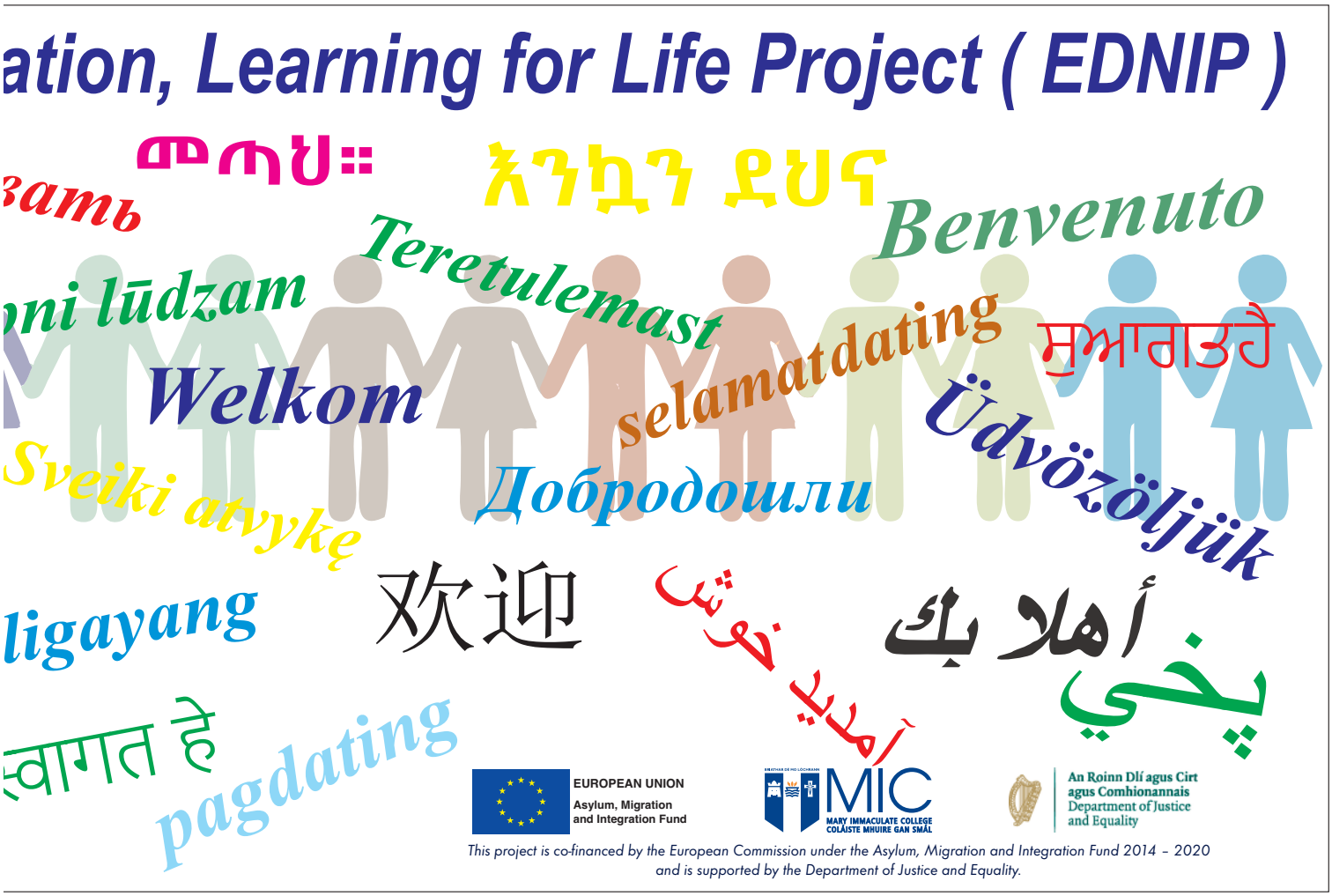

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EUROPEAN UNION
Asylum, Migration
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An Roinn Dlí agus Cirt
agus Comhionannais
Department of Justice
and Equality

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

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Abbreviations

AMIF	Asylum Migration Integration Fund
BOM	Board of Management
CBS	Christian Brothers' School
CDU	Curriculum Development Unit
CoP	Community of Practice
COVID	Corona Virus Disease
CPD	Continuous Professional Development
CSO	Central Statistics Office
CSP	Catholic Schools Partnership
DEIS	Delivering Equality of opportunity In Schools
DICE	Development and Intercultural Education
DE	Department of Education
EAL	English as an Additional Language
EDNIP	Embracing Diversity Nurturing Integration Project
EEA	European Economic Area
EIF	European Integration Fund
ELL	European Language Label
ESB	English Speaking Board
ESOL	English for Speakers of Other Languages
ESRI	Economic and Social Research Institute
ET	Educate Together
ETB	Education and Training Board
EU	European Union
GDPR	General Data Protection Regulation
GLA	Greater London Authority
HIC	Hazelwood Integrated College
HSCL	Home School Community Liaison
ICC	Intercultural Cities Programme
ICT	Information and Communications Technology
INTO	Irish National Teachers' Organisation
IOM	International Organisation for Migration
ITE	Initial Teacher Education
ITM	Irish Travellers' Movement
LCETB	Limerick and Clare Education and Training Board
MIC	Mary Immaculate College
MIPEX	the Migrant Integration Policy Index
MIREC	Mary Immaculate Research Ethics Committee
NCCA	National Council for Curriculum Assessment
NEET	Not in Employment, Education or other Training
NIF	National Integration Fund
OECD	Organisation for Economic Co-operation and Development
PHN	Public Health Nurse
PIP	Parents' Integration through Partnership
PLUS	Primary Liaison with University Services
PMC	Project Management Committee
RE	Religious Education
RGSO	Research and Graduate School
SEN	Special Educational Needs
SET	Special Education Teacher
SIC	School Integration Committee
SIC CoP	School Integration Committee Community of Practice
STEM	Science, Technology, Engineering and Mathematics
TED	Transforming Education through Dialogue Project
TEAL	Transforming Education through Dialogue English as an Additional Language Project
TESS	Tusla Education Support Service
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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[1] The DICE Project is a national education initiative, funded by Irish Aid, which promotes the integration of development education and intercultural education in Initial Teacher Education at primary school level in Ireland. The Project office is hosted by the Centre for Human Rights and Citizenship Education in DCU and the project is implemented by DCU, Maynooth University, Marino Institute of Education and Mary Immaculate College, Limerick.

Introduction

Introduction

This report tells the story of the origin, design, implementation and outcomes of the Embracing Diversity, Nurturing Integration: Learning for Life Project (EDNIP) from 2017 to 2019. EDNIP is a school-based response to the increasing diversity of the Irish population and to the need to support schools to nurture integration and to maximise outcomes for all children.

EDNIP evolved through discussion with members of the PLUS and OSCAILT networks facilitated by TED[2]. Five schools within the networks opted to participate in EDNIP. The participating schools' experiences of supporting migrant families was the foundation stone of EDNIP. EDNIP sought to build on existing good practice and to support schools to serve the needs and build on the strengths of all children in their care. Changing demographics brought our changing society into the classrooms, new cultures, religious practices, languages and traditions. Within school settings, these changes offered opportunities for enrichment and reflection.

Throughout this report we use the terms 'migrant community', 'migrant families' and 'migrants' to describe children or adults who have come to live in Ireland. We strongly acknowledge the limitations of language in describing the complexities of families' experiences with migration. Within families there are children who were born in Ireland, may well be second and third generation living in Ireland and people who have gained citizenship. The influx of migrants was the impetus for the development of EDNIP, born through conversations with schools who sought to address their responsibility to meet the needs of all children, including the increasing diverse migrant population.

The following definition of integration was agreed by the EDNIP Project Management Committee (PMC) at the outset and was informed by the Irish Migrant Integration Strategy (2017). It was adopted by the schools and guided the EDNIP journey:

> *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 is nested within the work of the Transforming Education through Dialogue (TED) Project (https://www.mic.ul.ie/faculty-of-education/ted?index=0), Curriculum Development Unit (CDU), Mary Immaculate College (MIC), Limerick (http://www.mic.ul.ie/Pages/default.aspx). MIC has a longstanding record of working to promote integration and social justice. TED adopts an appreciative perspective and works through 'dialogue and collaboration to unlock the enormous learning potential within learning communities' (TED Mission statement). EDNIP sits within a twenty-two-year trajectory of TED research and intervention work including network development and facilitation, research and evaluation, research and intervention projects, working in partnership, advocacy and dissemination.

Irish society has changed hugely in the past decade in terms of demographics, religious practices and economics. There were 79,300 immigrants living in Ireland in 2016 (CSO 2017). The number of migrant people living in Ireland is increasing. According to the Annual Report on Migration and Asylum 2018 there were 142,924 non-EEA nationals with permission to reside in Ireland compared to approximately 127,955 at the end of 2017. The focus on Ireland's integration strategy increases as inward migration increases.

MIC led a funding submission in 2017 to the Asylum Migration Integration Fund (AMIF), Department of Justice and Equality, and was successful in the funding bid. EDNIP 1 was part funded through the Asylum, Migration, Integration Fund (AMIF), Department of Justice and Equality (75% of costs). The balance of costs, (25%) were met through the TED project Mary Immaculate College, Limerick and the Norman Watson Trust.

[2] The OSCAILT network, comprised the Principals of the DEIS primary and post primary schools in Limerick City, the Department of Education and Mary Immaculate College (The Department of Education is no longer a member of the OSCAILT network). The PLUS network comprises representatives of DEIS schools and two special schools in Limerick city and county along with MIC. The networks aim to be proactive in responding to the identified needs of schools.

While schools strongly welcomed the children and families from increasingly diverse range of backgrounds, they identified schools' need for support to embrace this increasing diversity and enhance inclusive, respectful learning environments. Schools strongly emphasised the need for an holistic approach which included parents and the wider migrant community. From the outset schools identified many positive outcomes relating to the increasing diversity in schools including enriching the school culture, support from parents and the joy of working with children from diverse backgrounds. They identified some challenges including the difficulties of teaching children with little English and sometimes children with little or no prior experience of schooling. They also reported that some children may have emotional issues as a result of trauma.

For many families the school is the societal institution they first come in contact with. The UNESCO Guidelines on Intercultural Education (2007, p.1) acknowledge that the school is the 'most visible educational institution', whose role is 'central to the development of society ... through the transmission of knowledge and the creation of competencies, attitudes and values'.

Aims of EDNIP

EDNIP sought to honour the aspirations of schools to embrace diversity and nurture integration through the development of a comprehensive research and intervention project. These aspirations mirror the aspirations of the Department of Education (DE) Intercultural 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'. Specifically, EDNIP sought to promote integration through:

- Modelling effective inclusive transparent governance practices including the formation of a Project Management Committee and School Integration Committees within each school
- Listening to and learning from school staff to understand their strengths and the needs they wished to address
- Engaging with and promoting understanding and capacity building for school staff
- Listening to and learning from parents to understand their strengths and the needs they wished to address
- Nurturing and promoting parent/carer and community engagement and skill development
- Listening to and learning from children to understand their strengths and the needs they wished to address;
- Providing children and families with a variety of in-school, after-school and holiday opportunities to nurture integration
- Modelling effective interagency collaboration in the promotion of integration
- Being informed by baseline, formative and summative data and the literature on integration and best practice

Executive summary

Executive summary

EDNIP is a research and intervention project located in five DEIS Band 1 primary schools in Limerick City. Responding to their increasing diversity, schools identified the need for support to embrace and nurture integration. A successful funding application to the Asylum, Migration Integration Fund (AMIF), along with support from a Philanthropic Trust and the Transforming Education through Dialogue (TED) project, Curriculum Development Unit (CDU), Mary Immaculate College (MIC), resulted in the development of a two-year intensive research and intervention project which offered a variety of in-school, after-school and holiday time programmes to children, parents, family groups and school staff. Data was collected via focus groups, interviews, questionnaires and document analysis.

EDNIP was found to have a profound impact on the quality of life and learning for children, parents and family groups. Additionally, EDNIP was found to support schools through the provision of needs-led targeted professional learning opportunities, enhanced resources and leadership support. The following recommendations emanate from the report:

- Recognise and resource schools as critical sites for embracing diversity and nurturing integration.
- Adopt an inclusive informed ecological response to the promotion of integration.
- Embrace integration as a societal mission - schools can't do it alone!

The purpose of this report, predominantly based on the summative data gathered as part of the research process, is to share the origin, model and impact of the Embracing Diversity, Nurturing Integration Learning for Life Project (EDNIP) delivered in five DEIS Band 1 primary schools in Limerick City between 2017 and 2019.

EDNIP was funded through the Asylum Migration Integration Fund (AMIF, 75%), and through the Norman Watson Trust and TED (25%). TED was unsuccessful in a subsequent AMIF bid to continue the development of EDNIP but due to the generosity of the Norman Watson Trust was able to continue a scaled down version of EDNIP in 2020 supporting schools to keep in touch with migrant families and providing educational resources during the COVID 19 lockdown. On-line supports were also delivered in collaboration with schools over the summer months of 2020.

In 2020, the TED Project raised €45,000 for COVID responses through Rethink Ireland Social Innovation Funding, to support ICT in the home, provide translation services to the schools and support wellbeing for parents, children and staff in the EDNIP schools. TED was also successful in 2020 in securing €233,017 funding from the National Integration Fund (NIF) to continue the work of EDNIP.

This report strongly acknowledges the commitment of school staff, the pre-existing good practices within schools and the fact that EDNIP built on existing good practices in partnership with schools and organisations. The report includes a comprehensive literature review which informed the design of EDNIP and gives perspective to the research findings.

What is EDNIP?

EDNIP is a school-based research / intervention project developed in response to the increasing diversity in schools. EDNIP is led by the Transforming Education through Dialogue (TED) Project, Curriculum Development Unit (CDU), Mary Immaculate College (MIC), Limerick. Five DEIS band 1 primary schools self-selected to participate in the project. The schools had a combined enrolment of 995 children, from 40 countries, speaking 26 languages and practicing 17 religions. EDNIP was managed by a Project Management Committee (PMC) comprising MIC, the five school Principals, the Department of Education (DE), Tusla Education Support Service (TESS), Limerick City and County Council, Limerick and Clare Education and Training Board (LCETB) and Limerick Education Centre (LEC).

Why was EDNIP developed?

EDNIP was developed to support schools to embrace diversity and nurture integration in response to the opportunities and challenges posed by the increasing diversity in schools. The impetus for the development of EDNIP rests within the TED facilitated networks of DEIS schools, PLUS and OSCAILT, in Limerick City.

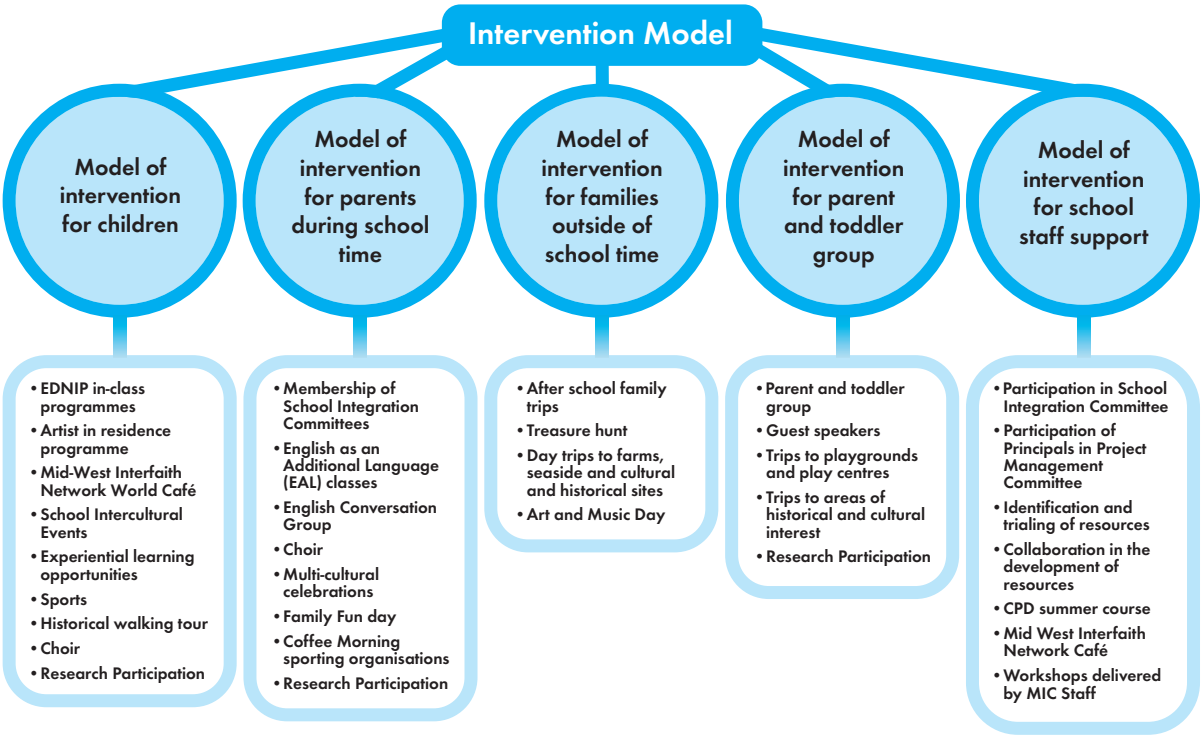
Model of intervention and research

MIC employed one full time EDNIP Project Leader and two part-time project workers to undertake the work between 2017 and 2019.

Each school developed a School Integration Committee (SIC). Membership varied across schools and

included Principals, school staff, parents, a public health nurse, a pre-school manager and pupils. The role of the SIC was to guide and support the bespoke development of EDNIP programmes and activities within each school.

Baseline, formative and summative research was carried out to inform the development of EDNIP and included interviews, focus groups and surveys with children, parents, school staff and members of the SICs and PMC. The model of intervention included in-school activities and programmes for children and parents, out of school time activities for families, professional development for school staff, and the development and purchase of a wide range of resources including: English as an Additional Language (EAL), dual language, intercultural and interfaith resources.



From 2017 to 2019 a total of 11,684 EDNIP programme opportunities were availed of, of which 827 were availed of by school staff, 2,674 by parents and 8,183 by children.

There was a strong consensus across the data that EDNIP made a significant impact on the lives of schools, families and parents. Out of a total of 71 staff surveys completed in the summative stage of data collection N=4 reported that they were unaware of the impact of EDNIP. This feedback is equally important as we can learn from it. Data was coded and analysed thematically.

Context

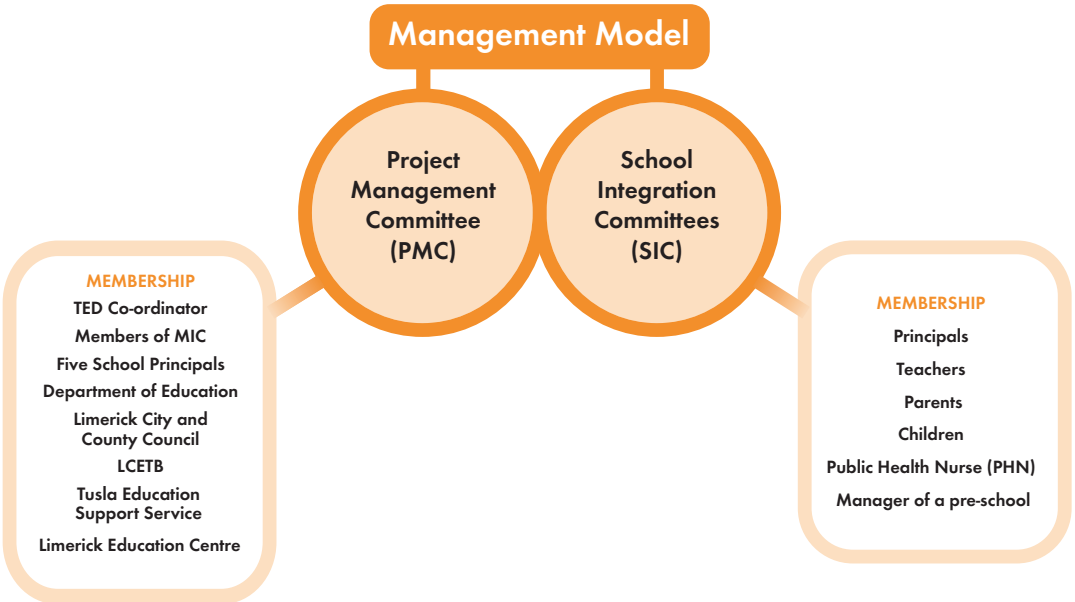
As we wrote the findings section, we realised it was important to write a 'context' section so that the reader could gain an insight into the rationale for the development of EDNIP. We described the context of migrant families living in Ireland, recognising the journey they had made to a new life, the challenges of supporting their children to navigate a complex world, their lived experiences of making homes in Limerick, the reality of living with financial constraints, the challenges of connecting with services and the critical importance of learning to speak English, without which the probability of isolation was very real. We also describe the context of schools. While the impetus for this work originated in schools, there is a strong recognition that schools cannot do it alone – there is a need for all services, statutory, voluntary and community to adapt to our increasing diversity. We recognise that schools are busy places, that the growing diversity offers an opportunity for reflection and action, that staff need and deserve professional development opportunities and that this work needs to be recognised and resourced.

EDNIP Model

This section shares the effectiveness of the management model. Subsequently it shares the intervention model graphic and reports on the impact of EDNIP on the schools, families, children and the MIC DICE students.

Management Model

We learned that the EDNIP management model was effective in that it enabled decision-making at appropriate levels and fostered buy-in from staff, parents, children and organisations.



Management Model Key Takeaways - we learned that it is important to:

- Have a driving force, someone to champion this work, listen to and support staff, children and families
- Develop a deep understanding of the needs that the initiative seeks to address and the specific context within which the intervention is being delivered
- Build on what is already working! Appreciating and respecting the work undertaken by the school prior to implementing an intervention is very important - link with existing communication and practice structures
- Respond to identified needs through the development of a management model which recognises: the unique context of each school; builds school leadership; facilitates decision-making; creates an effective path of communication and is properly resourced
- Research the design, development and implementation stages of the intervention
- Recognise the challenges to the implementation of initiatives within schools including the busyness of schools, physical space, resourcing and communication
- Resource the management structures such as Project Management Committees (PMC) and School Integration Committees (SICs) so that they can function well. This relates not only to administration but to recruitment and scheduling
- Seek multiple perspectives such as staff, parents, children and services to promote success, understanding and buy-in
- Employ multiple modes of communication with staff, parents and the wider community to promote information sharing and advertising of programmes / activities
- Be prepared to listen through the management structures, through engagement and through research and to be flexible and responsive to emerging needs. The process of integration is dynamic

Impact on schools

We found that EDNIP very effectively supported schools to focus on integration through providing a structured and systematic support system. EDNIP, through developing bespoke responses within each school, had a positive impact on school ethos and practice including home/school relationships, and on staff through building their leadership, skills, knowledge and confidence. Schools were strongly confirmed as sites to promote integration, lifelong learning and service delivery. EDNIP had a very positive impact on resources and resourcing of schools.

Schools Key Takeaways - we learned that it is important to:

- Appreciate that schools are busy places – there are competing and increasing calls on schools to address many issues
- Listen to what schools need - schools identified the need to focus on integration as a response to increasing diversity and the desire to be proactive in promoting a sense of belonging for all children and families
- Recognise schools as fertile sites to promote integration and foster a sense of belonging for staff, families and children
- Support schools to develop bespoke responses to promoting integration – there was a recognition of the value of undertaking research within schools to identify home languages, religious practices, countries of origin, skill sets of parents, resource and training needs of teachers, perceptions of children, parents and staff

- Ensure that the school ethos and environment play an important role in welcoming parents and children
- Build school leadership to promote this work – leadership can come from multiple sources
- Create formal i.e. School Integration Committees (SIC), Community of Practice (CoP) and informal structures i.e., programmes, activities, trips, opportunities for people to interact and to build connections
- Represent the diversity of the school population in displays, programmes, curriculum, celebrations and resources and in everyday activities
- Provide CPD for staff in the areas of integration/interculturalism/EAL/anti-racism – this work needs to be embedded within school life
- Support school staff to progress this work – to develop the skills and confidence to deal with issues such as racism, stereotyping, migration etc
- Adopt a perspective of 'diversity advantage' acknowledging that schools can be fertile learning environments drawing on the knowledge and experience of families and staff
- Promote respect for multiple belief systems - belief diversity is a reality in schools and society
- Resource schools to progress this work – physical resources in the form of books, equipment, games, language support materials, personnel supports in the form of dedicated support staff and CPD
- Establish an in-school committee similar to a School Integration Committee which would facilitate a school to focus on issues relating to the increasing diversity in schools. This issue could be a standing item on the BOM agenda – how the school is promoting anti-racism and embracing diversity
- Build Communities of Practice to offer schools opportunities to share good practice, raise concerns and build solidarity and expertise
- Develop multiple modes of communication required to ensure this work reaches all
- Resource schools to promote this work

Impact on Families

The research revealed that EDNIP enhanced relationships between home and school; consolidated the school as a site of service delivery for parents and a conduit for information; nurtured relationships, friendships and increased understanding between parents and created opportunities for parents to support each other.

EDNIP provided opportunities for families to spend time together enjoying a variety of new experiences. We also learned that EDNIP built parental confidence and skills, nurtured their sense of belonging, created an access route to a variety of experiences and cultures including Irish culture, and promoted respect for other cultures. EDNIP also offered adults opportunities to learn English, share skills, ideas and expertise. EDNIP had a profound impact on the quality of women's lives, particularly in relation to addressing isolation.

Families Key Takeaways - we learned that it is important to:

- Understand that migrant families are at different points of creating a new life in Ireland and the supports required differ accordingly
- Recognise that migrant families are not a homogeneous group but come with a variety of skills, competencies, knowledge, aspirations, strengths and needs
- Promote family engagement in school life which fosters positive outcomes for children and nurtures integration

- Create opportunities for migrant families, especially women and babies/toddlers to meet and learn together – the school can play a part in addressing isolation and promoting engagement
- Capitalise on the reality that many families see the school as a safe environment and a source of support and information
- Offer opportunities for adults to learn English as it is critical for integration. Schools can act as locations for the delivery of English as an Additional Language (EAL) classes for parents. Adult EAL learners need opportunities to practice English with native speakers
- Support families to access services and amenities - schools can act as a conduit to services such as health, housing, childcare, recreational facilities and sourcing essential goods
- Create opportunities for families to visit places of social, cultural and historical interest in the locality and further afield as some families may only experience a very limited environment of school/shops/home
- Create opportunities for people from all cultures, including the Irish community to build knowledge of each other's cultures, religions and customs
- Explore approaches to increasing the engagement of fathers in school life
- Recognise that some families have financial constraints and seek to provide opportunities that are accessible to everyone in order to promote experiential learning and integration
- Developing relationships with families takes time
- Resource schools to promote this work

Impact on children

The research found that EDNIP had a significant impact on the quality of children's lives and learning. EDNIP helped to nurture a sense of belonging and promoted integration, created happy memories, promoted learning, had a very positive impact on attitude and behaviour and nurtured empowerment. EDNIP supported social skill development and nurtured bonding within families and between children. Additionally, EDNIP had a very positive social and developmental impact on the babies and toddlers attending the Parent and Toddler Group.

Children Key Takeaways - we learned that it is important to:

- Honour the diversity of children's backgrounds and journeys which brought them to the school
- Support children and plan for learning - schools need to understand the diverse backgrounds and experiences of children – e.g. coming from rural backgrounds to live in the city, coming from families with different skill sets and talents, different religious traditions, rich cultural backgrounds, fleeing war torn countries, and a family's financial constraints
- Provide opportunities for experiential learning e.g. visits to areas of cultural, social, environmental and historical interest to promote learning and create opportunities for intercultural dialogue
- Create opportunities for dialogue in the classroom through interactive methodologies as children from a young age may learn to stereotype and categorise as part of their development
- Develop and make available educational resources to support intercultural education and celebrate multiple cultural identities and empower teachers to promote anti-racism
- Facilitate children to access a variety of opportunities for learning, engaging in sport, cultural and fun opportunities outside of school time. Linking children with local services such as sports and youth organisations is beneficial

- Increase investment in facilities within the schools by creating spaces for expression, creativity and sports (both indoor and outdoor)
- Create opportunities for babies and toddlers to socialise – they need opportunities to meet with other people, including Irish people so that they can become familiar with spoken English etc
- Recognise that some families have financial constraints and seek to provide opportunities that are accessible to all
- Resource schools to promote this work

Impact on DICE elective students

Research undertaken with the DICE students revealed that their placement in EDNIP schools improved their confidence levels and knowledge for teaching topics related to interculturalism while fostering a greater appreciation for and empathy with children.

Conclusions and recommendations

Fundamentally, we found that EDNIP had a major positive impact on schools, and the lives of families, children and DICE students in those schools. The management model facilitated devolved decision-making and tapped into the leadership and vision within schools. The design of the intervention - working with schools, children and parents; in and out of school time, the development and purchasing of resources and the school holiday trips all created an inter-woven web of activities which promoted engagement and integration.

We believe that EDNIP makes a significant contribution to the Irish Educational System and beyond, in that it offers an effective research and intervention model to support schools to nurture integration. As the literature review attests, the importance of nurturing integration extends beyond the school environment, and is of critical importance to society. EDNIP offers a proven cost-effective informed model rooted in the social justice principles. The word EDNIP became part of the vocabulary of the school community. In essence it evolved to become a term which could be evoked to guide behaviour and practice. EDNIP originally a Project located in five schools became a Programme, which is transferable to all schools seeking to nurture integration.

We recommend that this holistic model is promoted as an example of best practice and schools are adequately resourced to enable them to undertake this work. Resourcing schools to undertake this work is a cost effective, accessible route to building a society where inclusion, social justice and respect become the foundation stones of that society.

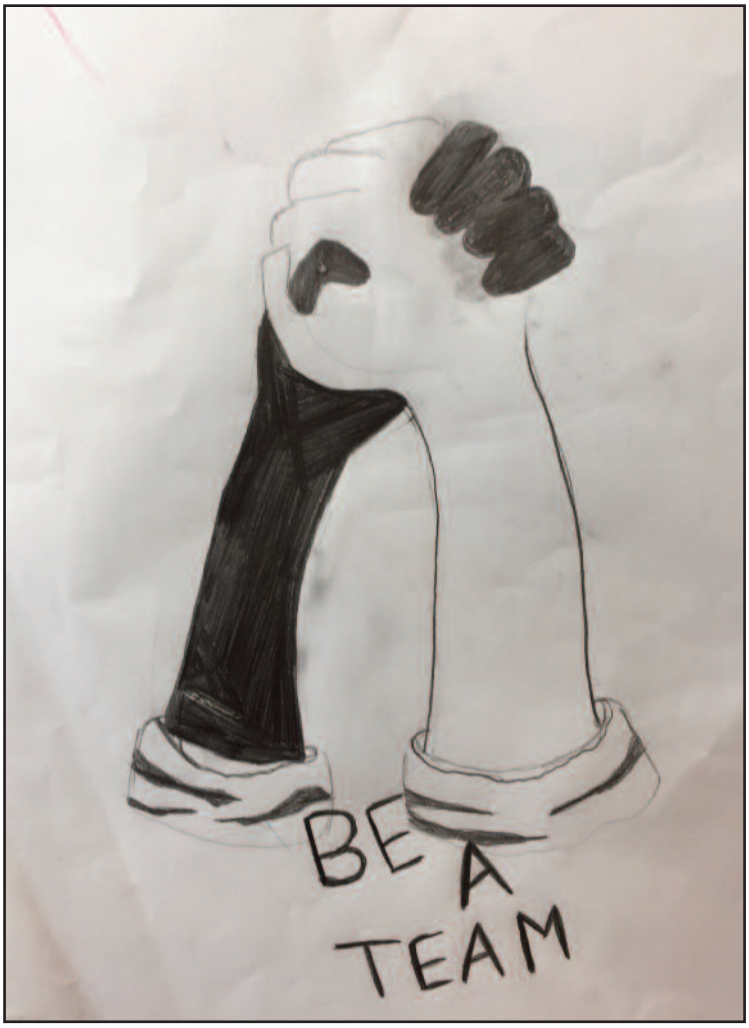
Based on the report findings and our experiences of developing and delivering EDNIP, we developed a suite of three recommendations, each accompanied with a set of aims, objectives, outcomes and indicators of success:

- Recognise and resource schools as critical sites for embracing diversity and nurturing integration.
- Adopt an inclusive-education informed ecological response to the promotion of integration.
- Embrace integration as a societal mission - schools can't do it alone!

The recommendations are intertwined and interwoven with the aspiration to build a just and integrated society. The final words rest with a migrant woman who had to flee from her war-torn homeland. Her words capture the necessity to create safe opportunities for people to meet people, so that our biases and misconceptions can crumble, and we can embrace justice, hope and love instead.

Very nice yes, group trips we need. We can go trips alone with my husband and kids but nothing will be changed. See new places. See Ireland. But when it a group you meet friends, other parents from other cultures. Not knowing is very, very dangerous, not knowing other people.

(Parent Interview)



Literature Review

Literature Review

In this section we review literature which examines the nature of migration and how it is experienced. We examine a number of conceptualisations of integration and the policy context internationally and in Ireland. We also discuss the context for intercultural education as well as some of the challenges and responses in an Irish context. Finally, we provide a snapshot of some examples of best practice in community integration initiatives and intercultural education.

Introduction

Firstly, we need to acknowledge the current climate in relation to immigration in Europe. The European Network Against Racism (2019) states that hate crimes which target racial and ethnic minorities are on the rise. They also highlight that there is a growing polarisation at a political level and within communities. Additionally, institutional racism continues to impact on the lives of racial and ethnic minorities across the European Union as we witness the rising support for political parties with narrow nationalist agendas (Global Education Network Europe 2020) and the increase in xenophobic populism and hate speech in societies (Council of Europe 2018). Westheimer (2019) cites the election of Donald Trump and the Brexit votes in 2016 as two examples in which the winning parties employed right-wing nationalism to rally supporters against the common enemy of 'foreigners', promoting racism and bigotry in politics.

In Ireland diversity has become an integral part of Irish life, with almost 12 per cent of people living in Ireland having a nationality other than Irish. David Stanton, the Irish Minister with special responsibility for Equality, Immigration and Integration in 2019 said "we must be prepared to embrace this growing diversity and look for ways to increase the benefits that it can bring to Irish society" (Stanton 2019). Ireland's President, Michael D. Higgins states that "Displacement is the source of the greatest human rights issue facing the world at this time ..." (Higgins 2015). He also advised that all citizens should reflect on how they promote and protect the rights of every individual and that it's incumbent on everyone to hold governments to account and to study their own thinking and practice (Higgins 2015). Stanton also noted that "we are trying to remove barriers to fully realising the potential and opportunities that diversity can bring" (Stanton 2019). The Intercultural Cities Programme (ICC) a Council of Europe Initiative, in 2017 outlined that:

> *Economic management and psychological research have demonstrated that diversity brings considerable benefits for organisations and cities in terms of increased innovation, productivity and ability to solve problems.*
>
> (ICC 2017)

Furthermore, Belonging to Limerick: Connecting People and Communities. Limerick Integration Plan 2017-2021 places a strong emphasis on 'diversity advantage' and the positive contributions of migrants to the Limerick region:

> *Migration and diversity offer a huge opportunity for Limerick if we focus on the positive side of the balance sheet...migrants bring innovation, language skills and new ways of thinking.*
>
> (Limerick Integration Working Group 2017)

Based on the learning within the Transforming Education through Dialogue (TED) Project facilitated networks, it became evident that schools could and wished to play an active part in promoting integration. This work opened up conversations on the rights of those who are displaced and the need to address integration. It is within this context we conduct our exploration on the nature, needs and responses to integration in Ireland and across Europe, but firstly we will explore understandings of culture.

What is culture?

Any exploration of integration and intercultural education must first start by examining what it is we mean by the term culture? We commonly think of culture as activities, expressions and practices which are visible to us, such as how we dress, the food we eat and artistic expression. However, this visual form of culture is only the tip of what Hall (1976) refers to as the cultural iceberg. All culture is underpinned by cultural attitudes, beliefs and core values. For example, this can include: general roles, body language, religious beliefs, norms and attitudes (Hall 1976).

It is this deeper more layered understanding of culture which is the starting point for interculturalism or intercultural awareness:

> *Intercultural awareness is a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication.*
>
> (Baker 2012, p.66)

As Baker (2012) stated, having intercultural awareness means that you understand how culture impacts on how we communicate with each other and that you can use that understanding in your communication with others. Intercultural awareness is the foundation on which any meaningful integration is built. In order to understand the importance of intercultural awareness and its role in integration, we must first understand the reasons for migration and the migrant experience itself.

What is migration and why does it happen?

Ostensibly migration is the movement of people. The UN Migration Agency (IOM) (n.d.) defines migration as the movement of people away from their habitual residence, regardless of the motivation, duration, legal status or level of personal agency in the decision. King (2020) argues that the primary catalyst for migration currently and historically is economic. However, in contrast, intra-European mobility is often distinguished in the literature as unconfined, adventurous and an expected rite of passage (Franceschelli 2020). This is despite economic motivations or educational factors being a reason for cross border movement for populations from European countries (Franceschelli 2020). This type of discourse can be divisive and is an important factor in the perception of migrants (Franceschelli 2020; King 2020), particularly when discussing models of integration (Gisselquist 2020). King (2020) demonstrates how on the one hand, migrant labour is needed in order to fill labour voids across multiple sectors, but in equal measure "immigrants are presented as a 'problem' which somehow has to be 'solved'" (King 2020, p.192). Significantly, the importance of the migrant labour force to sustain front line services such as healthcare and the food sector has been evident throughout the Covid 19 pandemic (OECD 2020) and thus illustrates this conflicted discourse.

However, evaluation of recent migratory patterns across the Mediterranean would suggest that war, famine and persecution were the primary motivations for movement into Europe, with upwards of 80% of people fleeing for this reason (d'Angelo et al. 2017). Causes for migration therefore are twofold. It can be voluntary, or certainly perceived to be when instigated for economic reasons. Alternatively, it is a necessary means of survival. Regardless, the migrant experience is not uniform, particularly for women which will be discussed in the next section (d'Angelo et al. 2017).

Women's experience of migration

The reasons for and impacts of migration can be different for women compared with men. Holliday et al. (2019) argue that women's type and form of migration is strongly influenced by the gendered norms and societal contexts that women have left. For instance, female migration from Moldova points to the lack of job opportunities proportionate to qualification, as a motivating factor (Holliday et al. 2019). Similarly, economic migration might be the only acceptable option for women to escape marital abuse and violence in more conservative societies, as long as that trajectory is an accepted gender norm within the society (Holliday et al. 2019).

Opportunities within the host country can be different for women and for men. The occupational constraints female migrants face is evident. Female migrants are disproportionately employed in the domestic and caring sectors which is markedly under paid, undervalued and the least protected by law (Gammage and Stevanovic 2018). The majority of female migrants work below their potential and are unable to utilise their education, training and skills (OECD 2020). Female migrants are more vulnerable to the 'triple threat' of exclusion because of their gender, social status and race (King 2020; Ncube and Mkwananzi 2020). A recent OECD (2020) report demonstrates how migrant women in the 15 to 24 year-old age bracket are particularly vulnerable to what is described as 'NEET' (not involved in employment, education or other training) compared with native women and migrant men. Migrant women with children under the age of five are also markedly more vulnerable to 'NEET' compared with native women, irrespective of qualification level (OECD 2020).

Research shows that migrant women in Ireland also experience discrimination in accessing the labour market and integrating into daily life (Pillinger 2007). This was seen to be particularly the case for women originating

from African and Muslim communities (McGinnty et al. 2018). Female migrants in Ireland experience "difficulties accessing information, housing, health, childcare, maternity and other services" (Pillinger 2007, p. 3). Social isolation can be increased due to lack of family networks for childcare and other supports, and furthermore language and cultural factors can impede the uptake of information and services for women. Nevertheless, while female migrants' contributions, and indeed migrants' more generally, are often valued in terms of economic productivity and remittance payments, the capability approach, a measurement of wellbeing, might be a more accurate assessment of migrant women's experiences (Ncube and Mkwananzi 2020). Wellbeing can be quantified by how personal values and capabilities compare with the reality of the life being lived (Ncube and Mkwananzi 2020). Therefore, we posit that integration should not just be measured in terms of access to labour and education but also evaluated according to factors relating to personal wellbeing, accessibility to peer support and information services. So how do these experiences of migration influence integration and integration policy? We will start this discussion by examining what is the understanding of integration in an Irish context.

What is integration?

In the most recent Irish Migrant Integration Strategy (2017), integration is defined 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.*
>
> (2017, p.145)

The Strategy's key message is that successful integration is the responsibility of Irish society as a whole. The Strategy is intended to include European Economic Area (EEA) and non-EEA nationals, including economic migrants, refugees and those with legal status to remain in Ireland. It is directed at Government Departments, public bodies, the business sector, and community, voluntary, faith-based, cultural and sporting organisations as well as at families and individuals (2017, p.145). In *Belonging to Limerick: Connecting People and Communities. Limerick Integration Plan 2017-2021* it states that "integration take places through the interactions of people and implies mutual understanding as well as shared rights and responsibilities" (Limerick Council 2017).

However, the focus of integration policy has been heavily influenced by the topic of migration across Europe or by what has become termed as the 'European Migration Crises' (Georgi 2019). Migration patterns have placed a spotlight on integration policies employed by different governments throughout Europe. At the same time, public opinion and receptiveness to migrants have undergone changes and seen a rise in anti-immigrant sentiment, fuelled by media representations (Sambaraju et al. 2017) and far right political sentiment (Sambaraju et al. 2017; Georgi 2019). d'Haenens and Joris (2019) noted how concerns about immigration was the number one priority for EU citizens in 2016, jumping four places from 2014 which indicates how the rhetoric is shaping policy. At the same time, it is apparent that misinformation on the reality of the levels of immigration has impacted on attitudes towards those seeking asylum (d'Haenens and Joris 2019). Similarly, European policy has started to distinguish migrants according to those migrating for economic reasons and those seeking protection from war. Consequently, the distribution of people among EU countries according to this categorisation has in large part fed this anti-immigrant sentiment. The Migrant Integration Policy Index (MIPEX 2015) highlights that public attitudes towards the population and the provision of effective integration policy are inextricably linked. For instance, Sweden is identified as having the most receptive integration policies across 8 indexes for migrants while also having a population with one of highest rates of positivity towards non-EU migrants (d'Haenens and Joris 2019).

Berry (2011) argues that cultural pluralism is a feature of all modern societies and that there are two aspects to such societies. The first viewpoint is the mainstream-minority view which is that one group dominates societal norms with the 'minority' culture operating on the fringes of society or alternatively is embraced as a part of the mainstream culture. The second viewpoint is the intercultural perspective, which involves a mutual and ongoing negotiation between cultural groups by which all operate under the premise of equality and representation within a country's institutions. As a consequence, Berry (2011) argues that for many minority groups there is an ongoing negotiation of identity. This negotiation is represented by four strategies encompassing attitudes and behaviours. This is reflective of the extent to which cultural identity is maintained or lost, as well as an individual's interaction with larger society and other cultural groups. For instance:

- Individuals who want to maintain cultural identity while simultaneously not wanting to interact with other cultural groups or the dominant group are said to adopt a **separation strategy.**
- Individuals who do not want to endorse cultural traditions and only want to interact with mainstream society on a daily basis are said to use the **assimilation strategy.**
- Individuals who maintain aspects of cultural identity while interacting daily with the larger society employ an **integration strategy.**
- Finally, those individuals who have a lost sense of cultural identity (forced or otherwise) and who do not interact with broader society or groups are said to adopt the **marginalisation strategy.**

Berry (2011) states that in order for integration to occur it "... requires non dominant groups to adopt the basic values of the larger society, while at the same time the dominant group must be prepared to adapt national institutions (e.g., education, health, labour) to better meet the needs of all groups now living together in the plural society" (Berry 2011, p. 2.6-2.7). Berry (2011) also notes a number of alternative perspectives of identity such as bicultural competence and "multiple social categorisation". A person who demonstrates bicultural competence is someone who has an understanding of both the 'home' culture and larger society's culture and can adapt effectively to either. "Multiple social categorisation" occurs when individuals can understand and are enriched by both cultures but are not embraced fully by either.

Gisselquist (2020) expands further on the concept of integration, arguing that integration is not solely the responsibility of migrants, but rather is a multifaceted and dynamic relationship between the host country and the migrant population. The hospitality afforded to migrants can be influenced by public awareness for the plight of migrant communities forcibly fleeing circumstances such as war and persecution. Other factors, such as migration that is perceived to be for economic reasons, voluntary or involuntary also impact on the welcome extended to migrant communities (Gisslequist 2020).

Another increasingly important factor is the value afforded to migrants who meet certain criteria. The post-Brexit migrant point system (Franceschelli 2020), the Canadian merit-based system (Elrick 2020) and America's travel ban from predominately Muslim countries (BBC 2017) are examples where value is placed on migrants who fit certain education, skill and religious criteria. Accordingly, migrant policies are adjusted to facilitate the acceptance of people who fit a certain profile, and appear more hostile to those deemed to be less educated and less skilled. Of note however, are host countries who are seen to develop policies that are supportive of migrant upward mobility, for instance providing access to education and employment opportunities, may in fact view migration more favourably and non-threatening (Gisselquist 2020). Conversely, countries experiencing austerity measures might act less favourably towards migration (Gisslequist 2020).

Equally, Gisselquist (2020) highlights the influence of co-ethnic communities and the labour market opportunities provided to newly arrived migrants. Gisselquist (2020) cites examples of the significant labour opportunities afforded to Vietnamese migrants in America during the 1970s by the existing Chinese American community. Gisselquist's (2020) integration model demonstrates the importance of the host country in how migrants are perceived and thus accepted. On the other hand, the cohesiveness of a migrant community is important for labour market opportunities, but factors such as class, war, gender and religion might result in divisions within the host country (Gisselquist 2020).

The current Covid 19 pandemic illustrates how the push and pull dynamic between host countries and migrants can influence migrant policy and thus integration. In the second quarter of 2020 the number of visas and permits issued by European countries dropped by 59% (OECD 2020). Significantly, the importance of the migrant labour force in front line work such as healthcare and food services has been evident throughout the crises. Ireland for example continued to only issue permits for healthcare workers and for those working in the transport of goods (OECD 2020). With very few exceptions, all other visas and permit holders were forbidden to travel to Ireland. Similar policies were observed across Europe. Therefore, the importance of policy and how this relates to integration, specifically educational integration policy, will now be discussed.

What are the integration policies across Europe?

In an examination of international practice in terms of integration, Waltzer (cited in Choquet 2017) identified three types of political systems that can shape integration policy, namely an intercultural model, an assimilation model and a consecutive approach.

1. Essentially, most countries within Europe can be identified as Nation States, the premise of which is that all people within the state identify according to shared history, language, religion and cultural traditions. Fundamentally, this informs what those accessing/entering from the outside must adhere to in order to be part of the society itself. Within this political system, in theory, all citizens must be treated fairly. However, the means by which this is implemented differs. In the case of the intercultural model of integration, there is a recognition of differences, i.e. a respect for the practice of a variety of religions, language and cultural traditions.

2. In an assimilation model, there is an expectation that in order to access the social and economic benefits of the host country, individual traditions, religions and languages must be disregarded and those of the host country must be fully embraced (Choquet 2017). Many countries in Europe have in the past taken what could be characterised as an assimilation approach to integration such as France and the United Kingdom (UK) (Catarci 2014). For instance, in France the ban on wearing the veil in schools in 2004 caused much international debate as to its infringement on religious toleration. In the UK, the introduction of civic lessons requiring students of minority backgrounds to study English history and language led to the alienation of some children and the rise in separate secular schooling. With the introduction of The Nationality, Immigration and Asylum Act 2002 the UK moved towards a shared symbolic understanding of nationality with the requirement of new citizens to sit tests on the English language, history, institutions and laws of the country as well as swearing allegiance to the Queen (Choquet 2017).

3. The Netherlands adopted a 'consecutive' approach to integration (Choquet 2017) allowing each religious denomination to have separate schools, hospitals, cafés and so on. This led to little connection between communities and fundamentally relatively little socialisation. Consequently, in more recent years a common sense of nationality has been established with the requirement of all non-EU migrants requiring a visa to sit an integration test, allowing the Netherlands to select or remove those who do not pass. Similarly, institutions are now discouraged from providing documentation in different languages and schools have stopped offering a choice of learning 'home' languages for children of migrant background (Choquet 2017). Switzerland while taking a similar approach in terms of having a shared national identify, has differed slightly to other European countries' approaches to integration by placing an emphasis on both the migrant community and the host country to work together so that equality and equilibrium can be achieved (Choquet 2017).

In recent years Germany has initiated a campaign to attract the skilled migrant population to supplement the labour shortage with a number of attractive policies and structures. The 2012 Labour Recognition Act allowed for the qualifications of the migrant population to be recognised in Germany therefore allowing people to access the labour market (Rietig and Müller 2016). 100,000 low skilled jobs were specifically developed to employ members of the migrant community, and in most cases, participation was mandatory or otherwise status was revoked. The 3+2 rule allows protection from deportation for an asylum seeker who undergoes 3 years of vocational training and 2 years of skilled employment following graduation. Only those who have gained employment are allowed to decide where they wish to live in Germany. Otherwise, an internal distribution system called Königsteiner Schlüssel allocates the placement of individuals. It is argued that this allows a more even distribution among cities and avoids certain cities becoming ghettoised (Rietig and Müller 2016).

As can be seen from this synopsis of European approaches to integration practice, policy continues to evolve and change in response to the increasing volume of resettlement. This can also be observed in the Irish context.

What is the current Irish policy on integration?

Migrants in Ireland make up just over 12 per cent of the population (620,000) (OECD 2020). This number is considerably less than many other European countries. The focus on Ireland's integration strategy increases as inward migration increases.

> *Traditionally a country of emigration, rapid immigration during the economic boom has meant that Ireland has become considerably more diverse in terms of national and ethnic origin in recent decades. Increasing diversity can challenge existing ideas about national identity and culture and may influence attitudes to immigrants and immigration.*
>
> (McGinnity et al. 2018, p. 12)

In 2017 The Migrant Integration Strategy "sets out the Government's commitment to the promotion of migrant integration as a key part of Ireland's renewal and as an underpinning principle of Irish society" (2017, p. 2). It outlined a range of actions and strategies across education, health, public services, citizenship/residency, employment, community integration, sport, political participation, promotion of intercultural awareness/ prevention of racism/xenophobia and volunteering strategies to take place from 2017 to 2020. So how has implementation of this policy impacted on the needs of migrants in Ireland? We will first examine what some of those needs are.

What are some of the current integration needs of migrants in Ireland?

The migrant community is not homogeneous and depending on country of origin, gender and educational attainment prior to coming to live in Ireland, they can experience integration in different ways. The Monitoring Report of Integration 2018 (McGinnity et al. 2018), which reviewed progress in the areas of economic and social inclusion, found that while people of migrant background tend to meet the economic and social markers of inclusion (employment and education for instance) compared to the general population of Ireland, there are some groups that continue to under achieve. For instance, while individuals of migrant background had slightly higher levels of employment (69.6%) in comparison with Irish natives (66.4%), as well as higher completion rates for tertiary levels of education, it was still found that individuals of African origin tended to have lower levels of employment (45%) compared with individuals from other countries (70%) or Irish citizens. Individuals of migrant background also were found to be more vulnerable to poverty (21%) compared with Irish nationals (15.7%) and again non-EU nationals were particularly in danger of more marked deprivation in this area.

In 2020 migrants in Ireland experienced the negative effects of COVID 19 more acutely than the general population, the cause of which stemmed from pre-existing disadvantages (Enright et al. 2020). The OECD /EU (2015) report on levels of immigrant integration holds that integration is a multi-dimensional process

and neither employment, social, or spatial occupation is mutually exclusive; "disadvantage and the failure to integrate in one dimension are likely to have multiple repercussions" (2015, p. 19). On average, migrant families have a lower level of income than Irish families and so are likely to feel the financial effects of the COVID 19 lockdowns more strongly. In addition, migrants are over-represented in sectors severely affected by COVID 19 closures including the accommodation and food sectors. Migrant workers are more likely to work in low paid sectors and may have poor working and employment conditions (Enright et al. 2020). Fahey et al. (2019) found that while migrant populations do have a larger concentration in cities, notably Limerick, Cork and Dublin, as yet segregation or ghettoization is not an observed trend. However, a higher proportion of migrants than the general population are living in rented rather than owner-occupied accommodation, which increases the likelihood of overcrowding and sharing space with non-family members. This obviously has impacts on COVID-19 risks (Enright et al. 2020).

Focusing specifically on asylum seekers in Ireland, the implementation of the Reception Conditions Directive in 2018 in theory set out to provide a more even platform for individuals of migrant background to participate in Irish society. However, in reality the obstacles to obtaining work are hindered by very practical considerations such as the inability to obtain a driving license, to open a bank account, the duration of permission to work (6 months at a time), as well as the remoteness of Direct Provision Centres[3]. In reality, its potential for success is impeded (Hennigan 2019). Also, not surprisingly in 2020 residents of Direct Provision Centres were vulnerable to COVID 19 outbreaks. Centres are not conducive to public health guidelines such as social distancing, residents share rooms with non-family members, have shared meal times in communal spaces and use shared washing and laundry spaces (Enright et al. 2020).

In terms of participation in public life, while all individuals residing in Ireland, regardless of nationality or status are entitled to vote in local elections, participation of migrants in elections and the success of candidates falls short of this (Immigrant Council of Ireland 2019). The OECD (2020) highlights that in all OECD countries including Ireland, migrants are under-represented in public services, notable public administration and defence. However, some progress is being made in this area, with the development of the Immigrant Council of Ireland campaigns 'Register, Vote, Run!' and the 'Councillor-Migrant Internship Scheme' which aims to improve and support migrant participation in political life. Nonetheless, the reality is that the Irish community still has a lot to do to achieve the goal of effective integration.

One noted factor in influencing population distribution within Ireland is English language proficiency. Fahey et al.'s (2019) analysis observed that half of Ireland's population with limited English language skills were likely to congregate within the same 135 electoral areas out of a possible 3,409 areas. Fahey et al. (2019) acknowledge that this concentration can be a means of social support and information distribution for the migrant population. However, Fahey et al. (2019) also observed that there is a greater vulnerability for those with limited English language proficiency and greater levels of unemployment and consequently higher levels of unemployment concentrated within a given area.

The importance of English language proficiency in supporting integration highlights the important role education plays in integration and the pivotal role of intercultural education in schools. In Ireland, in 2020 during school closures some migrant parents faced particular difficulties undertaking home schooling due to lack of space, language barriers and unfamiliarity with the curriculum. Access to broadband and adequate IT devices is also an issue for some families (Social Justice Ireland 2020).

[3] Direct Provision Centres: Ireland's reception system for asylum seekers is known as Direct Provision. Under the Direct Provision system, people are accommodated across the country in communal institutional centres or former hotel style settings. In June 2020 the Irish Government announced plans to end Direct Provision in the lifetime of the current Government.

What is intercultural education, and what does it mean for schools?

A number of definitions of intercultural education have emerged. The National Council for Curriculum and Assessment (NCCA) define intercultural education as one which "respects, celebrates and recognises the normality of diversity in all areas of human life" and which "promotes equality and human rights" (NCCA 2005, p.3). The Irish National Teachers' Organisation (INTO), defines intercultural education as an education which respects diversity and promotes anti-racism. Intercultural education supports the celebration of cultures and heritages through an appreciation of Irish culture and should also create an awareness of the inequalities between societies (INTO 2002). Intercultural education should promote an inclusive society where diversity is celebrated and differences are valued. Schools are at the centre of communities and greatly influence the formation of attitudes in young people (Carr 2001). Schools have an important role in investigating and irradiating racial discrimination (Cockrell et al. 1999). Devine (2013) in her examination of leadership in multi-ethnic schools states that effective leadership must be underpinned by an ethic of justice if the minoritised status of 'ethnic' others is to be challenged. The Intercultural Education Strategy 2010-2015 aims to ensure that all those participating in education, are helped/supported so that integration within all learning environments is protected and becomes the norm in Irish society (Dept. of Education 2010). A number of strategies are proposed including developing a welcoming environment, multi-lingual signage and acknowledgement of religious and cultural celebrations.

What factors need to be considered to understand the integration landscape challenges for schools?

The challenges to integration in schools include teacher backgrounds, availability of CPD, religious patronage in schools and the lack of resources to support integration. The most recent census (2016) indicated that despite 18-19% of children of school-going age identifying as being from a non-Irish background, the teaching population has little to no diversity (Beecham 2018). In response to this The Migrant Teacher Project, funded by the Department of Justice and Equality, was developed to connect with teachers of a migrant background. Its aim is to support these teachers, either through the means of information and /or training, and ultimately to re-enter the education workforce. In July 2019, 34 teachers successfully graduated from the programme (Department of Education 2019). Nevertheless, the pre-requisite to have a high level of the Irish language to teach at Primary level continues to be a hindrance to teachers of migrant background (Beecham 2018).

What is the relationship between school patronage and integration practices?

A significant factor in exploring the intercultural environment is the consideration of school patronage and how this impacts on integration practices and policies. This is a complex, evolving educational space. It appears that children are heavily influenced by the ethos of the school in terms of accepting diversity and the willingness to embrace cultural pluralism (Waldron and Pike 2006).

The most recent statistics record the prevalence of religious patronage of schools in Ireland, standing at 96% of available schooling options for parents (NCCA 2017), most of which are Catholic 89% (Catholic Schools Partnership [CSP] 2015). The Catholic Schools Partnership (CSP 2015) issued a series of recommendations

to recognise diversity in the classroom including encouraging interfaith dialogue in the classroom and a number of suggestions for schools to facilitate parents and children to 'opt out' of religious education. More recently the Education (Admission to School) Act 2018, as an extension to the Education Act 1998, recognised the need to promote inclusivity in school admissions. At the launch of the Act Minister Bruton stated that:

> *While recognising the right of all schools to have their distinctive ethos, the removal of religion as a criteria for admission to school seeks to be fair to all parents including non-religious families that will now find that in virtually all publicly funded primary schools they will be treated the same as all other families in school admissions.*
>
> (Department of Education 2018)

In February 2020 the Minister for Education announced that every recognised school will be required to draft a new school admission policy in accordance with the Act's requirements.

However, some issues remain as the NCCA (2017) outlined "The balance between appropriate state provision, consistent with the rights of all children, and the right of the patron to uphold the ethos of their schools is an important consideration" (NCCA 2017, p.53). Again the NCCA (2017) acknowledges that variations continue on the ground, while it is evident that progress is being made in terms of acknowledging the religious and ethnic diversity in Irish Society, the fact that a child's identity is not always recognised when it does not "coincide with those of the patron body, [and] what has been envisaged by a state curriculum for all may transact differently in a given school context" (NCCA 2017, p.53).

The Schools Reconfiguration for Diversity process was announced in 2018 in response to the increasing call for more educational options. Its vision is to increase the multi-denominational and non-denominational school options to 400 schools by 2030 (McHugh 2019). To date, there have been 12 schools which have re-configured as multi-denominational schools. These schools, identified as Community National Schools, have emerged through the initiation by community members and in consultation with the patron body. More schools are being identified through the identification and consultation process currently under way by the Educational Training Board (McHugh 2019). The ethos of Community National Schools is multi-denominational, equality based, community focused and with an emphasis on excellence in education. A mixed methods review of 11 such schools, involving consultation with Principals, teachers, and children, highlighted that while inclusivity and diversity was the heart of the school ethos, the practicing of Catholic sacraments during the school day can be seen as "privileging the Catholic faith over others, presenting a challenge to this ethos and may serve to actively weaken claims to inclusivity and equality" (Faas et al. 2019, p.615-616). This would suggest that some aspects of the practicalities of inclusivity in this type of school needs to be reconsidered.

The Educate Together Model [ET] of education arose out of the need to recognise the diversity emerging in Irish society. From its conception in 1978 with the Dalkey School Project, this model continues to thrive with 95 Primary schools and 19 second level options in Ireland in 2020. The Educate Together Charter of core values stipulates it is equality-based stating that: "All children have equal access to the school and no one religion or worldview is given priority over another within the schoo", Educate Together schools are co-educational, child centred and democratically run (Educate Together n.d.). Its' values are further reflected in its' motto of "Learn Together to Live Together" and "No child is an Outsider" (Educate Together n.d.).

Nevertheless, some research suggests that those in a position to avail of these options tend to be from middle class backgrounds with higher levels of education (ESRI Report 2012). Educate Together Schools typically offer places on a first come first served basis which disadvantages parents of a migrant background who have arrived in the country years after more established families who have a child enrolled from birth. Furthermore, the ESRI study (2012) noted that multi denominational schools are usually located outside of the city centre. Given that families of migrant background typically reside in the city centre (ESRI 2012), accessibility to such schools is also an issue. To conclude, maternal religious affiliation or lack of, was associated with an increased likelihood of choosing a multi denominational school or minority faith school (Darmody et al. 2012; Darmody & Smith 2018). However, a strong indicator of choice was also a family's location and socio-economic status. Less affluent children, regardless of religious background tend to avail of the local school which typically is of Catholic patronage. Therefore, the model of Educate Together, while a worthy alternative, is not necessarily attracting the diverse profile of student as indicated by its values. Similarly, the limited availability of Community National Schools means the options for recognising religious diversity in the school system is still a challenge.

It is worth noting that in an extensive qualitative study with 119 children conducted by Waldron and Pike (2006), children's perceptions of Irish identity were not consumed with notions of religious affiliation or place of birth but were rather fixated on cultural and historical concepts of what it means to be Irish. Some children were also aware of the merging of cultural identities as a concept and seemingly were willing to accept this. Harmon (2018) in his study of Religious Education (RE) in Irish Catholic Primary Schools echoes this finding as he states 'At the beginning of the ... interviews each child was asked to use five words to describe him/her self. No child referred to his/her religious identity or religious or belief tradition in his/her description' (Harmon 2018, p.70). He also concludes that children's sense of religious identity is fluid and that those who are living in blended faith families have views that can be in conflict with what is being presented in school (Harmon 2018). Another challenge to integration in schools is English language acquisition, which will be further explored in the next section.

What is the role of language for integration in schools?

Language is noted as a gateway towards integration. One of the components in the Intercultural Education Strategy 2010-2015, stresses the importance of supporting the proficiency of language acquisition (Dept. of Education and Skills 2010). Multilingualism is increasingly prevalent in Irish primary classrooms (CSO 2017). The 2016 Irish census revealed 76,000 primary school children speak a language other than English or Irish at home. Research carried out with 40 young people from non-EU countries living in Ireland, by the Immigrant Council of Ireland, found that the majority of interviewees highly valued education and the English language support which was available to them. The research found that young immigrants who started in school from the age of 4 or 5 years performed similarly to their English-speaking peers, whilst children who entered the Irish education system from age 12+ performed worse than their peers (OECD 2010). Children who spoke English at home scored significantly better than those who spoke other languages (Annual Integration Monitor 2011 and 2013).

Genesee (1994) warns against the 'deficit' model of language acquisition, which fails to consider the social, cognitive and academic aspects of the second language learner. The NCCA (2005) Guidelines for Schools

provides a suite of recommendations for teachers in the area of language acquisition. It suggests that teachers should show respect and positivity towards other languages by displaying multilingual signs or by providing multilingual reading materials. Hegarty and Titley (2013) suggest that children who speak the same minority language as other children in the school, can interpret for each other (or for parents). It is important for teachers to respect the use of mother-tongue languages often spoken in the school yard. Approaches which respect the languages of the child can encourage parental involvement in helping children acquire the language of instruction are suggested. One example of support for language acquisition in schools is the TEAL Project (TED EAL). TEAL is an initiative of the TED (Transforming Education through Dialogue) Project located within the Curriculum Development Unit at Mary Immaculate College. The project was developed in response to an urgent need to accommodate the diverse language and literacy needs of students in primary and post-primary schools. It aims to assist the children of migrant families in their language learning journey by fostering culturally and linguistically responsive teaching approaches. It celebrates linguistic diversity in the classroom and is designed to increase teacher knowledge and confidence in the teaching of children whose first language is not English. The project has been recognised for its innovation by the European Commission and was awarded a European Language Label (ELL) Award in 2020.

Arnot et al. (2014) and Quigley et al. (2020) outline a whole-school approach to language acquisition. It can include a number of actions including consultation with teachers, students, management and EAL (English as an Additional Language) students' families. A whole school approach must allow time to create an environment of inclusivity. The approach can also extend to include English language support/classes for the parents/families of EAL students as it promotes integration. The school can emphasise the benefits of English language development and bilingual or multilingual practices for all students in relation to learning, communication and integration. This can be incorporated in the ethos and values of the school. In order to emphasise the importance of languages in relation to inclusion and diversity, the school can take measures to acknowledge and recognise the existence of different languages both inside and outside the classroom. (Arnot et al. 2014). The NCCA's consultation on a new curriculum (2017) acknowledges:

> *the language-learning journeys that all children are on in English and Irish. It also acknowledges and harnesses the diversity of languages spoken in Irish primary schools. It supports the introduction of modern foreign languages incrementally building on children's existing knowledge and awareness of language.*
>
> (NCCA 2017, p.13)

So how does Ireland compare to other countries in terms of how our education sector responds to migrant families? We will now examine some of the systems in place in other countries and how they accommodate migrant needs.

What can we learn from how other countries' education systems cater for migrants?

As indicated on the MIPEX (2015), Sweden is one of the most responsive countries in terms of education for migrant children, followed by Australia, New Zealand, Canada, and Norway. Children of migrant background in Sweden are legally entitled to education, and supports are provided to help children to academically catch up with their peers if necessary. Training for teachers on the subject of immigration needs

are extensive and readily available (but optional) and children can learn their mother tongue as part of their language class if requested (subject to the availability of a teacher) (MIPEX 2015). Access to interpreters is provided for families for welcome meetings and parent teacher meetings, but other aspects such as the level of inclusion of parents in the school community or the adaptation of the school to meet specific needs is encouraged but is at the discretion of the school.

Australia ranks second on the list of 38 countries that have favourable supports in education for children of migrant background. Similar to Sweden, children are allowed access to language supports and resources targeted to their needs. A national celebration of diversity called Harmony Day is celebrated annually with the provision of grants to support initiatives and programmes. The Australian educational philosophy of learning and benefiting from the input of diversity in the country is reflected in the education curriculum, with this ethos only shared with Canada and Sweden (MIPEX2015). Australia places an emphasis on intercultural understanding, and it is a stated outcome of one of the general capabilities expected of students as part of the Australian Curriculum (Australian Curriculum n.d.). The 'Racism-No Way' Project provides a range of teaching resources, multi-media and ICT across the grades to engage students in the topic of intercultural understanding and to eradicate racism. The Cultural-Exchange NSW programme is an additional component of the 'Racism-No Way' project and provides resources and supports for schools to participate in cultural exchanges with students in the region or alternatively to connect with students worldwide through the use of multi-media and ICT resources (Racism -No Way n.d.). Additionally, the Civics and Citizenship component of the curriculum (Years 7 to 10) is a compulsory strand of learning for all students to understand the Australian democratic system and empowers them to become active participants in their communities and country (Australian Curriculum n.d.).

New Zealand ranks highly with regards to the level of supports for children of migrant background. All children are entitled to access most levels of education (with some limitations on third level education), regardless of their legal status and are appropriately placed in the education system. New Zealand has one of the foremost approaches to intercultural education in the world (MIPEX 2015). The curriculum focus on inclusion and the recognition of cultural diversity are primary principles informing its education ethos. A number of resources are available on the departmental website including a school self-assessment of inclusion (Ministry of Education n.d.). Additionally, teaching scholarships are available for teachers of different cultural backgrounds. The Office of Ethnic Communities is part of the Department of Internal Affairs and provides support, information, education and funding to assist in New Zealand's pledge for "connected citizens, communities and government" (Office of Ethnic Communities n.d.). It is worth noting however that the MIPEX (2015) indicator stems from information published in 2015 and what with the ever-evolving scale of immigration, school policy and government initiatives, approaches are constantly adapting and updating.

The following are examples of school level local initiatives which were adopted by schools to promote integration.

Firstly, in Scotland a report carried out in 2012 to promote diversity and equality in schools examined the impact of the Scottish Curriculum for Excellence:

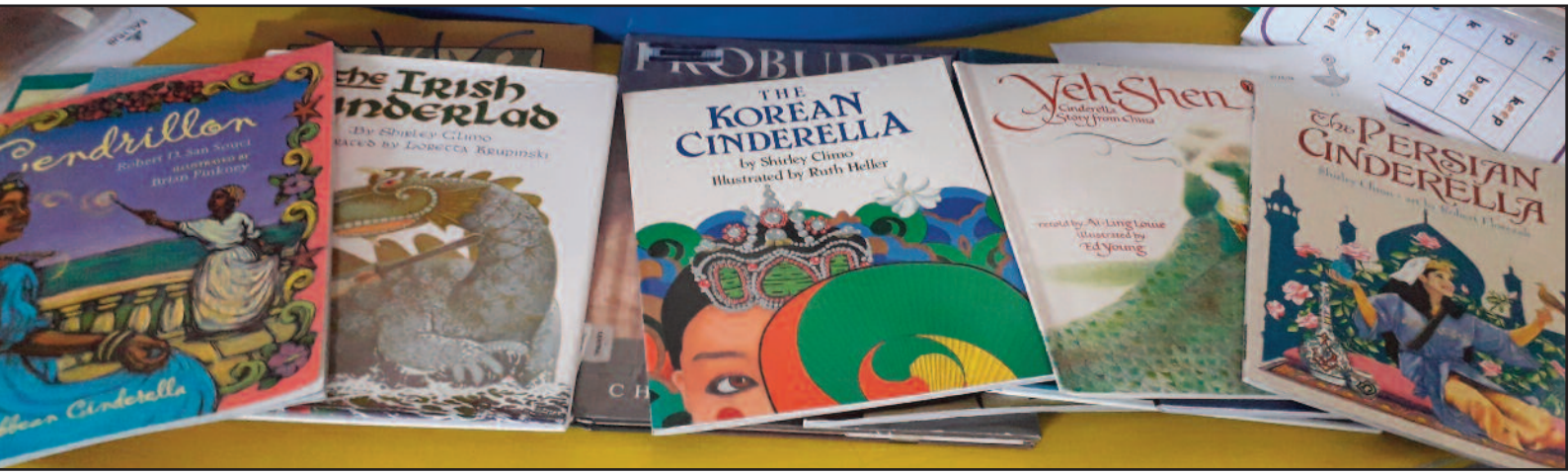
> *The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school.*
>
> (Education Scotland 2016, p.6)

The following is a list of initiatives which were recorded by the researcher's observations over the two years. Some of the initiatives took place in many schools whilst others were rolled out in only one school.

1. A World Book Day: helping to embrace languages and cultures at an international level, authors from all over the world were celebrated. Scottish authors were also discussed which aimed to teach all of the children about the culture in which they were currently living.
2. Sports initiatives: 'Bringing Communities Together' was a project which arranged sporting events for children and ensured the inclusion of all.
3. One school who worked with members of the Traveller community secured a porta cabin on the site in which the children were living. This helped the children to engage with the education system: a system they weren't necessarily accessing due to poor attendance.
4. 'Men and Children Matter' was an initiative in which fathers and grandfathers were encouraged to engage in schools, thus promoting learning for their children within education.
5. Schools developed school committees which promoted diversity in the school. Children and all members of the school staff were represented on the committee.
6. 'Climate Mapping' was undertaken where audits were carried out on the attainment and attendance of all pupils in the school.
7. Two schools regularly came together to organise activities like football matches, parties, and fundraising committees. Teachers from both schools arranged meetings to discuss issues including behaviour management and curriculum planning, etc.
8. One primary school had a link to Malawi. The children in the Scottish school shared their cultural experiences with the Malawian children and some staff made visits to each other's school.
9. In a secondary school, older children were trained to deliver co-operative learning to younger classes.

In 2010 the Northern Ireland Council for Integrated Education and the Integration Education Fund carried out a study into the experiences of newcomers from diverse backgrounds. The study was based in Hazelwood Integrated College (HIC) in North Belfast. The purpose of the research was to create a deeper understanding and appreciation of the difficulties faced by newcomers to the school. Some of the following initiatives were observed during the research:

1. Students carried out projects like 'expressions of personal identity' using digital media.
2. The school hosted international food tasting days.
3. Hazelwood IC engaged in a range of local activities designed to welcome and support newcomer pupils as well as build trust and relationships with the wider school community and beyond. The activities were designed to be as participatory as possible to encourage active engagement as well as fun and enjoyment.
4. The school had a designated room where students could come and self-direct their language learning using computer software and other resources.



The students carried out an audit of their integration structures and recommended the following:

1. The continuation of the 'buddy system' where older children helped younger children to integrate into the school.
2. They suggested that the teachers needed to support the students more, especially those teachers who had training in diversity.
3. They wanted further language support.
4. More preparation on life after school for older children from all backgrounds e.g. work experience, interview techniques, etc.
5. They wanted to involve their parents in afterschool activities and services which promoted integration.

Parker-Jenkins (1995) outlines the following strategies which some British schools put in place to include children of Muslim faith:

1. Head-teachers invited parents into the school and explained the National Curriculum to them.
2. Parents' rooms were set up for parents to use for social purposes and for meetings.
3. An open-door policy encouraged parents from Muslim backgrounds to engage in the education of their children.
4. The school looked at common themes between home and school to find a link between the two which enabled cohesion to be formed.
5. The home-school liaison teacher visited families in their homes to gain an insight into the children's backgrounds. It was noted that these visits should not be carried out solely by the HSLT as other teachers needed to make a link with the family and learn about the differences and similarities between the school and home.
6. The teachers learned some Urdu words.
7. They had one Muslim assembly per month which was facilitated by an Imam (worship leader in a Mosque).
8. Parents' evenings were held and the schools invited interpreters to help with the inclusion of non-English speaking individuals.
9. A school homework-policy was drawn up in schools to facilitate children age 5-13 who visited Mosques for Quran instruction in the evenings.

What can we learn from other countries' community engagement initiatives for migrants?

The following is an examination of community-based initiatives which also engage migrant families and build on the work of schools in this area. A report commissioned by the Council of Europe in 2011 (Living Together Combining Diversity and Freedom in 21st-century Europe) cited the following initiatives in embracing and integrating children from diverse backgrounds. Les Mallette des Parents 24 was an experiment which was carried out in secondary schools in Paris by the Paris School of Economics in 2008-2009. Ten thousand children were involved and were randomly broken into two groups. In one of the groups, parents were invited to meetings with teachers whilst in the control group, the parents were not invited. When parents were invited into the schools, interpreters were used for those who didn't speak French. The meetings were the basis for involving parents in the way the school was run, and the teachers explained the expectations they had of the children. The results were striking. The children of the parents of the first group appeared to have benefitted more than the control group. Parents in the first group were more inclined to get involved in the school and the parents' council. Attendance at parent teacher meetings was higher in this group too. There were less behavioural issues in these children, less suspensions and absenteeism rates dropped. The project was so successful that it was extended to all secondary schools across France for the following three years (Council of Europe 2011).

In Italy a city called Reggio-Emilia has more migrants living there than in any other Italian city. Its policies promote a model which is inclusive and where each resident can access goods and services. There is a focus on children's issues and a children's parliament was set up as a flagship project to give children a voice within their communities. Italian language courses are provided for mothers of immigrant children who attend primary school. The language courses offer the mothers an opportunity to be more involved in their children's education and encourages them to keep in contact with the school. Summer language initiatives are organised for older children.

In Poland, the Bielany Cultural Centre 30 in northwest Warsaw is a good example of measures aimed at improving integration at local level through a local public cultural institution. Several years ago it started a series of events called Poznajemy kulturę i obyczaje innych narodów (Let's get to know the culture and customs of other nations). These events currently take place every two months and are organised by various local communities. The events include lectures, films, artistic performances, orientation courses on the culture and civilisations of selected countries, meetings with diplomats, artists, travellers, photography and art exhibitions.

The *Parents' Integration through Partnership* (PIP) project in the UK was an innovative multi-strand project which was carefully designed to support the language learning and integration of non-EU mothers of school children at partner primary schools and children's centres in Haringey and Lambeth. It was funded through the GLA (Greater London Authority) using EIF (European Integration Fund) funding. PIP had 6 main activities, contextualised ESOL courses for parents which focused on the needs and interests of mothers, family activity programmes and trips and events. These included trips to the seaside, museums and parks. In addition, pre-school children joined their mothers with many other term-time PIP class trips and activities, including trips to local libraries, messy play workshops and story time. This project also included a parent volunteer programme. All the parents were speakers of additional languages and most had the experience of settling in the UK themselves as adults. They supported learners and programmes in a wide range of ways, including supporting

classes and class trips, encouraging participants to attend school events and assemblies, support with exam preparation and helping to facilitate conversation clubs. The conversation clubs were an opportunity for learners and volunteers to meet up informally to chat in general, to converse about what they had been covering in PIP classes, to have additional English Speaking Board (ESB) exam practice and sometimes to host visits from external service providers. This programme also ran a CPD programme for primary school staff, workshops were ran on identified needs and priorities in the different settings and included topics like language awareness, communicating effectively and working with bi-lingual families.

Another example of how parent volunteer programmes can impact the life of the school comes from Spain. The Joaquim Ruyra Elementary School is located in a high poverty suburban district of Barcelona. In the 2016-2017 school year, 92% of students were from migrant families representing 28 different nationalities (including Pakistan, Morocco, Georgia, Colombia, the Dominican Republic, Ecuador, Peru, the Philippines, China, Bangladesh, Senegal, and the USA) or from minority background (Romani). National and international press have referred to the school as the *miracle school* as it had achieved academic outcomes above the average in the Catalan standardised tests, outperforming elite schools in the Catalonia region. All classes in the school feature group work 40% to 60% of the time. The groups mix students of different abilities, genders and nationalities. The small groups are designed to ensure that no one is left out, and students are encouraged to participate actively. Each group is facilitated by an adult (e.g. a classroom assistant, a parent). Psychologists and special education teachers may also work in the classrooms, and they support volunteer parents, teachers and the students. The extra support and student interaction are considered as essential for supporting and reinforcing children's learning.

What are the existing approaches to integration and intercultural education within the Irish Education System?

In Ireland a study by Gilmartin and White (2013, p.124) reported that children from different cultural backgrounds preferred not to be labelled as 'non-nationals' or 'migrants.' The children felt that these labels reinforced the feeling that they didn't belong and that they were different. Children who were 'returnees' and who, for example, might have English accents, perceived that they weren't accepted as being Irish. The children also explained that some school policies on integration and diversity singled them out and 'international days' only reaffirmed that they were different.

Interestingly, the students experienced a better sense of belonging through global consumer-culture. When they had the same iPads, computer games, smart phones etc. they felt a link with their peers. Their similar taste in music and sports connected them with one another. They preferred to purchase on-trend clothing rather than traditional dress as they wanted to feel a sameness which 'international days' failed to do.

A welcome addition in the Irish context is a strong focus on intercultural education in the new draft Primary Curriculum Framework for Consultation (NCCA 2020). It acknowledges the new context in many Irish schools:

> *Schools and teachers face a growing challenge to recognise and respond to this diversity and rapidly-changing context in a way that enables all children to learn and make progress so that they can enjoy their childhoods and become equipped for the world they will inhabit as adults. Irish society is more diverse than ever before.*
>
> (NCCA 2020, p. 3)

There is also a strong emphasis on positive responses and a recognition that schools play a key role in responding to diversity and enabling children to feel respected, valued and engaged in learning through appropriately tailored experiences and through positive interactions within the school community. In turn, these experiences and interactions play a role in the development of a more inclusive society in Ireland. Importantly the draft curriculum outlines the values which underpin this approach:

> *Inclusive education and diversity inclusive education centres on the values and practices that enable children, as individuals, to belong, feel respected, confident and safe so they can engage in meaningful learning and reach their potential. ... It is concerned with the best interest of every child considering that each child varies in their competency, language, family background, age, culture, ethnic status, religion, gender and sexual identity.*
>
> (NCCA 2020, p.20)

The draft consultation document includes a number of key approaches to ensure inclusive learning environments and advocates for a holistic approach that is inclusive of all family members and the community:

> *Understanding that children have individual needs, views, cultures 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.*
>
> (NCCA 2020, p.20)

Any examination of intercultural education in Ireland highlights the need to include Traveller culture and history in the curriculum. In March 2017, Travellers were formally recognised as a distinct ethnic group in Ireland. However also in 2017, Watson et al. outlined that anti-Traveller racism is deeply embed in Irish society. The NCCA (2019) conducted an audit on Traveller Culture and History in the curriculum, which recommended that teachers/early childhood practitioners be provided with professional learning on Traveller and Roma Culture with approaches to embracing cultural diversity to be made a compulsory feature of both initial teacher education and continuous professional development (NCCA 2019). The embedding of Traveller and Roma culture in the curriculum is also recommended (NCCA 2019).

The NCCA (2019) in its discussion of the inclusion of Traveller culture in the curriculum states "The major challenge when discussing the issue of education and interculturalism is dealing with some of the inherent tensions that arise in reconciling competing worldviews with each other." (NCCA 2019, p.12). Equipping teachers to navigate these tensions is a core component of intercultural education. Oxfam's (2018) guide for teachers teaching controversial issues outlines that, the need for young people to feel confident in tackling controversial issues is more pressing than ever if they are to become effective local and global citizens, and

be able to play a critical role in creating a just world. Many bodies and organisations have published guidelines, manuals and programmes on how to approach intercultural education in Irish schools. These guidelines have suggestions for teachers to use within the curriculum and on a day-to-day basis.

The Yellow Flag Programme https://yellowflag.ie/
The Yellow Flag Programme was started in 2008 by the Irish Traveller Movement (ITM) to promote an appreciation of and respect for diversity within schools. The ITM focuses on practical initiatives which help schools achieve and work through frameworks around inclusion and diversity.

One of the schools involved in the Yellow Flag Project noted that:
95% of the children in the school said they were Irish even though 40 languages were represented in the school.

Show Racism the Red Card https://theredcard.ie/
Show Racism the Red Card is an anti-racism charity which is working across seven European countries including Ireland. Their aim is to promote integration through examining and challenging racism by providing education resources and intercultural activities. The charity works with 10-15-year olds and provides workshops to schools and youth groups all over the country. Anti-racism CPD training is available for teachers and an education pack helps students to examine racism, its causes and consequences.

DICE (Development and Inter Cultural Education) http://www.diceproject.ie/
The DICE Project promotes and supports the integration of development education and intercultural education in Initial Teacher Education at primary level in Ireland. This is done through the provision of continuous professional development for staff, the design of relevant resources and supports for the primary classroom and the delivery of a range of mandatory and elective modules for undergraduate students.

An Education Toolkit for the European Year of Intercultural Dialogue 2008 (National Consultative Committee on Racism and Interculturalism, 2008) http://catalogue.nli.ie/Record/vtls000259448
This toolkit was designed to be a support to the National Council for Curriculum and Assessment (NCCA). As a resource its remit is to promote intercultural dialogue in the classroom and to address this at both a regional and national level. A number of activities are outlined such as acknowledging diversity in the classroom using maps and group discussion, or more global connections such as the City Twinning activity which requires students to learn about other worldwide cities and how Ireland is connected through emigration or immigration to these countries. Of added benefit is the addition of a glossary of terms that are used when engaging in intercultural dialogue.

Together Towards Inclusion: Toolkit For Diversity in The Primary School (Integrate Ireland Language and Training & Southern Education and Library Board, 2007)
https://ncca.ie/media/2030/assessment_toolkit.pdf
This toolkit provides recommendations on how to nurture an inclusive and welcoming approach to newly arrived families. This includes the following suggestions:

A welcome display to ensure all families regardless of language or religion feel welcome, multi-lingual signs, interpreters, a buddy system for newly arrived children with EAL needs, a whole school approach to support-

ing the child, a programme of games and activities to support intercultural learning in the classroom, an ethos of working together among students, and supporting language and literacy acquisition for children where English is not their first language.

NASC (The Migrant and Refugee Rights Centre) School Training Pack - Stop! Report Racism! (2015)
https://nascireland.org/sites/default/files/NASC%20School%20Training%20Pack.pdf
NASC Migrant and Refugee Rights have developed a resource to support schools in tackling the issue of racism. The training pack provides information on various definitions such as human rights, racism and online hate as well classroom activities to address these issues. The activities are appropriate for secondary school age children.

Linking and Learning Classroom Resource Pack (WorldWise 2011)
https://ncca.ie/media/2536/linking-and-learning-classroom-resources.pdf
This resource pack is aimed at secondary school students and its focus is on the study area of Local and Global Citizenship which can be linked to Junior Certificate and Leaving Certificate Subjects such as CSPE, Religious Education, Social Education and Social and Scientific. It looks at ways of developing relationships with the 'global south' by first exploring a student's understanding of their own place in the world and what they know of the world around them. Students then examine issues regarding inequities in the world, for instance poverty, conflict and the causes of same. Finally, students explore means of establishing partnerships with the global south and ways that this partnership can be continued and promoted. Students are encouraged to keep a learning journal throughout the programme.

Journeys: A teacher handbook for exploring migration and migrant rights in the primary school classroom (Golden and Roche 2017)
https://www.curriculumdevelopmentunit.com/store/p40/journeys.html
This handbook for teachers, published by the Curriculum Development Unit (CDU), Mary Immaculate College (MIC) in conjunction with DICE and Doras Luimni explores four key themes of stereotypes, culture, journeys and protection. Each theme incorporates multiple lesson plans with an outline of the duration and materials needed for a particular class group.

This section provided an overview of the literature in relation to migration and integration. We examined the policy context for integration internationally and in Ireland. We outlined the practice of intercultural education in schools around the world. Finally, we detailed an overview of best practice in community integration initiatives and intercultural education in Ireland and in other countries.

لیمیرک میں رہ رہے ہیں

نگہداشت طفل

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ویسٹ انٹرفیتھ نیٹ ورک (Mid-West Interfaith Network) لیمیرک کے متنوع عقائدی گروپوں کی ...ائندگی کرتا ہے اور اس کے گرد و نواح میں کیتھولک، اناجیلی، اسلامی، یہودی، ہندو، سکھ، بودھ، بہائی ...ور زرتشتی روایات کے ساتھ دیگر روایات بھی شامل ہیں۔ www.midwestinterfaithnetwork.org/

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روزبرین

Limerick

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EUROPEAN UNION Asylum, Migration and Integration Fund

MIC MARY IMMACULATE COLLEGE COLLISTE MUSIUM OUR LADY

An Roinn Dlí agus Cirt agus Comhionannais Department of Justice and Equality

Urdu

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 - 2020 and is supported by the Department of Justice and Equality.

Our Lady of Lourdes Primary School

اسکول کے بعد کی سرگرمیاں

ٹوٹل لٹریسی
بوم ورک کلبز
باسکٹ بال
ایتھلیٹکس
آئرستانی رقص
فنون اور دستکاری

اوقات

اسکول شروع ہوتا ہے	09.00
صبح میں وقفہ	10.40 تا 10.50
	11.15 تا 11.25
لنچ کا وقفہ جونیئر اور سینئر	12.15 تا 12.45
	1.00 تا 1.30
اسکول بند ہوتا ہے	1.40 (انفینٹس)
	2.40 (1 تا 6)

لنچ

تمام بچوں کو روزانہ اسکول میں مفت، صحت بخش لنچ دیا جاتا ہے۔
بچوں کو اسکول میں روزانہ مفت بن اور دودھ ملتا ہے۔

والدین کے لیے تعاون

براہ کرم یاد رکھیں کہ...

اسکول کے لیے وقت پر پہنچیں

اپنے بچے کو وقت پر لے جائیں

(اسکول بند ہو جانے کے بعد بچوں کی نگرانی نہیں ہوتی ہے)

اپنے بچے/ بچی کے اسکول کے بستے، کپڑوں اور اسکول کی کتابوں پر ان کا نام لکھ دیں۔

گھر پر ملاقاتیں

...e School ...ہوم اسکول کمیونٹی لائزن ...Community Liaison, HSCL) کے تعلیمی سال کے دوران والدین کے بارے میں جاننے اور ان کو درپیش ہو سکنے والے کسی سوال میں ان کی مدد کرنے کے لیے ممکن حد تک زیادہ سے زیادہ اہل خانہ سے ملاقات کرنے کی کوشش کریں گے۔

نام: Ms. Siobhan McKenna

☎ 085 7290048

آپ سے اپنے بچے کی تعلیم پر گفتگو کرنے کے لیے اسکول میں والدین اور استاد کی

رابطے

براہ کرم اسکول سے رابطہ کریں اگر آپ کا پتہ یا فون نمبر تبدیل ہو جاتا ہے
آپ کا بچہ بیمار ہے یا اسکول نہیں آ سکتا ہے
آپ کے بچے پر اثر ڈالنے والا کوئی دیگر مسئلہ

☎ 061 227991

والدین کے لیے کورسز

تعلیمی سال کے دوران، والدین کے لیے مختلف مفت کورسز دستیاب ہیں، مثلاً:

انگریزی زبان کی کلاسیں
StorySacks
ریاضی کے ہاکسز
طباخی کی کلاسیں
بڑھئی گیری
جلد کی دیکھ بھال اور حسن
...اور اس کے علاوہ بہت کچھ!

Our Lady of Lourdes Primary School

مشن کا بیان

...Lady of Lourdes ...ایک کیتھولک، ...وط تعلیمی پرائمری اسکول ہے جو ...رک کے بشپ کے تعلقہ کی ٹرسٹی ...شپ کی ماتحتی میں ہے۔ انتظامیہ، عملہ اور والدین ساتھ مل کر، ایک خوشگوار ماحول تخلیق کرنے کی جدوجہد کر رہے ہیں جہاں طلبہ جسمانی، تعلیمی، جذباتی، ثقافتی، روحانی اور معاشرتی لحاظ سے اپنی لیاقت تک پہنچنے کی جدوجہد کرتے ہیں۔ ہم خود اعتمادی کو فروغ دینے کی پوری کوشش کرتے ہیں اور اس طرح یہ یقینی بناتے ہیں کہ ہر بچے کی مجموعی نشوونما تا حیات آموزش سے پیار پر محیط ہو۔

پرنسپل: Peter Jennings

کتابیں

...ک رینٹل اسکیم
لٹریسی لفٹ آف

بنیادی درسیات رینٹل اسکیم کے ذریعہ فراہم کی جاتی ہیں۔ ورک ...ص/ کاپی ب...کس کلارکیز اینڈ ایسنز میں دستیاب ہیں

یونیفارمز

تمام بچے اسکول کریسٹ والا اسکول یونیفارم یا اسکول ٹریک سوٹ پہنتے ہیں۔

یونیفارمز فینیسی، ولیم اسٹریٹ لیمیرک سے خریداری کے لیے دستیاب ہیں۔

خریدنے کے لیے دستیاب ہے

Fennessy's, 31 William Street

www.fennessysonline.ie

Context - Understanding the lived experiences of migrant families

Context - Understanding the lived experiences of migrant families

This is a big problem (isolation) for someone not Irish. 'What is he doing now'? Because most of them (migrants) are not working. Staying at home. And I know loads of them like this. They not working. Just bring children to school, children goes to school, bring them. And they weren't like this in the past in (country of origin), because in (country of origin) they have families they have going – neighbours. Here nothing. And this is very difficult for them, and anyone, if he is doing nothing like. We are in Corona. Sitting at home doing nothing is another disease.

Before I sat in the house with nothing to do. I go in, I cry. That's no more … I coming!'

(Parent Focus Groups)

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality

ENGLISH CONVERSATION GROUP STARTING TUESDAY 24th SEPTEMBER

DAY: TUESDAY 24th SEPTEMBER 2019

TIME: 11.30am –12.30pm

LOCATION: PRESENTATION PRIMARY SCHOOL

Please contact Aine Lyne on 083-4608486 for information

REGISTER YOUR INTEREST:

NAME: _____ **CONTACT NUMBER*:** _____

FAMILY COUNTRY OF ORIGIN: _____

*Parents/Guardians understand that contact numbers will be stored for the purposes of this project only, will be stored in the EDNIP mobile phone, and will not be used for any other purpose. Parents agree that hey have provided us directly with their contact number and have given permission to receive communication in this manner. Mobile numbers will be stored for the duration of the EDNIP project and will be deleted from communication devices when the project ceases.

EUROPEAN UNION Asylum, Migration and Integration Fund

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An Roinn Dlí agus Cirt agus Comhionannais Department of Justice and Equality

In the introduction to this report, we described the evolution of EDNIP as a collaborative partnership response to the identified need to support self-selected schools to embrace diversity and nurture integration. The schools had high percentages of students from diverse backgrounds. All five schools were under Catholic patronage. Across the five DEIS Band 1 primary schools[4] 995 children were enrolled from 40 countries, 26 languages were spoken, and 17 religions practiced. Of the five Principals, two were newly appointed in Sept 2017, two were newly in Acting Principalship positions and one principal had been part of the dialogue to develop EDNIP over the previous year and a half. All Principals contributed significantly to its development as did their predecessors in the case of the four schools that experienced a change of principal.

This section seeks to create an understanding of the context within which EDNIP developed and evolved in five Limerick City DEIS Band1 primary schools. It seeks to do so by offering an insight into the reality of migration and the reality of school life.

A window into the experiences of migrant families living in Ireland

It is very important for schools to understand the communities and families we serve. This means gaining an understanding of the journeys migrant families have made to their new lives; the isolation they may be experiencing; the challenges of learning the host language and the impact of not being able to communicate in that language; the cultural richness, skills and talents they bring; the aspirations of migrant parents for themselves and their children; the financial constraints some migrants may be living with along with the challenges of accessing services.

With the growing diversity in our schools it is important that we gain an understanding of the lived experiences of migrants to enable us to gain an insight into, and an appreciation of their lives. This, in turn, offers guidance to inform how we respond as an educational community to the opportunities and challenges associated with meeting the needs of all children and families.

Across the interviews there was broad agreement that migration is a reality and therefore we must plan for it, as one School Integration committee (SIC) member noted:

> *Migration is still a big reality and it's going to continue. It's just life now. And we are still in a reasonably young transition period, even though a lot was done without any support from the early days.*
>
> (SIC Focus Group)

We did not ask migrants why they came to live in Ireland, but we know from research that there are many catalysts for migration. We know from Irish history that people left Ireland to escape war, and for famine, financial, family, economic and social reasons. In recent years, some highly qualified young people left for other reasons including adventure and experience, to seek employment and for social and family reasons.

We know that migrants coming to Ireland are a very diverse group. Migrants arrive with a variety of skills, different levels of competency in English and also that some come from conflict regions with few resources. We also know that people are arriving in Ireland to contribute to Irish society, to build a better life for

[4] Delivering Equality of Opportunity in Schools (DEIS) is a Department of Education programme to provide supports to designated schools to promote equity of outcome for children.
https://www.education.ie/en/schools-colleges/services/deis-delivering-equality-of-opportunity-in-schools-/

themselves and their children, to escape war and to seek asylum. We know that some families are separated for part of the year, with one parent living in Ireland or abroad, where they have employment opportunities. In the course of our research we met highly qualified and highly motivated migrant parents committed to making a contribution to Irish society.

We know that migration brings massive life changes for people. This is true for all people but most especially for people fleeing from war torn countries who have left their families behind and are learning to live a different life in a new country. In relation to the harsh reality of migration due to war, Warsan Shire, a Somali-British writer and poet wrote in her poem 'Home' that:

> *No one puts their children in a boat unless the water is safer than the land.*

One of the migrant parents interviewed graphically described the life changing impact of coming to Ireland from a war-torn country:

> *You accept us and you give us loads of things, accept us because war everywhere. Country in conflict and very bad situation. So, we don't have other choice. So, when you do tell us 'yes you can come to our country' that was opportunity for us to live because life is very important. And yes, especially for kids and us. Because we are still young, not in 20s but still in 30s and 40s. Still young. Still life in front of them. This is a very big opportunity for us like, just to live my life. My life is a dream for another one (people left behind in country of origin).*
>
> (Parent Interview)

We learned that life in Ireland can be very different to what migrants have left behind, this is captured very poignantly in the heartful words of one of our migrant parents who said:

> *Because I come from war from (country of origin) so I see the difference. I've gone from a very complete world to no world. It's very difficult.*
>
> *It is very bad, especially for (country of origin) now. Very cold. No school because Corona. They can't make space like here. They can't make for kids in one table, they can't do that in (country of origin). So, no school, no warm home, no food. It is very bad. No life. When I heard from my friend, from my mam and dad, still there, when I heard from them I feel very sad, especially these days with the virus. When they take the virus they have no medicines, hospital not like here, a big difference from here so is a dream for them (to come to Ireland).*
>
> (Parent Interview)

It would be unacceptable to create a stereotypical profile of a migrant family, as like all families, they are diverse in many ways. Some of the parents we met shared details of their backgrounds and it emerged that they were highly accomplished professional people looking for opportunities to contribute to the Irish economy and to Irish society, others were interested in gaining qualifications. Through our research and experience working with them we learned that that some migrants are living in Ireland for a number of years and may not have engaged in any opportunities for learning or integration. Others are here a short time and starting to learn English – some are connected with people from their own countries of origin while others are very

isolated. Across all interviews the ability to speak English emerged as a gateway to integration, communication, education and employment.

Journey to a new life

There are three parts to the migration journey a family takes when migrating. The first part is the starting point - leaving behind their country of origin, and all that is familiar, including their home, family, work, schools, environment and maybe a life that has become too dangerous to live. The second is the journey itself, which may take many months and involve staying in a number of locations. The third is their arrival and all that is involved in learning to live in a new country with its own language/s, cultures and systems.

We did not ask people about their countries of origin, their reasons for migration, or about their journey to Ireland. However, it was inevitable that they spoke about their home countries, offering an insight into the journey that brought them to live in Limerick.

Migrants had lives before they came to live in Ireland which may be very different to the lives they are now living. Our experience was that children who we interviewed from migrant families were very aware of where their families had originated and the extended families they had left behind. They were very open about the value of learning about different countries, having lived in and been part of different cultural contexts. Adults sometimes spoke of their journeys to Ireland, and the challenges this brought in terms of trying to ensure their children participated in good quality education and learning:

> *I was in (name) country for example ... it's very difficult there no work, no school for our kids. Because schools are very bad and if you want a good school, you need money.*
>
> (Parent Interview)

Parents were conscious of the impact of migration on their children, not least the challenge of integrating into a school system without proficiency in the English language. They highly valued the Irish school system, believed it to offer high quality education and valued their interactions with the schools and teachers:

> *My son for example he was four and a half years when we come to here and he was junior and know nothing about English, and he struggled for the first six months. I was helping him at home and the teacher was very smiling and very happy, yes very nice teachers.*
>
> (Parent Interview)

Migrant parents were also conscious of the impact on themselves as adults wishing to live, work and learn in a new country:

> *The group (English conversation class) is very important because they (members of the group) didn't feel embarrassed because of their language. Sometimes they are embarrassed about what they are wearing. And also, the kids. I know some friends that came here recently, the kids are afraid from the school, everything is new around them.*
>
> (Parent Interview)

Schools staff were very aware of the contrast in children's lives in comparison with the countries they had come from. Not only were they removed from family networks but some of them were living in radically different environments:

> *... a lot of them have very rural background, and they are here and there's not a blade of grass like.*
>
> *So, the connection for them to a prior life ... a lot of the boys would come from an agricultural background and grandparents they have left behind.*
>
> *Like the Syrian child talking to me about their grandfather's orange orchards.*
>
> *A Greek child talking about their grandfather's farm and what they used to do with the goats or whatever.*
>
> *Two Pakistani children speaking about the picture of the lamb at the bottom of the Sacred Heart. And I didn't know why they were getting excited, but it was because of the lamb.*
>
> (SIC Focus Groups)

Living in Limerick

> *All the Principals said get them out of Limerick (to experience different environments), get them around Limerick (to become familiar with the resources, amenities, cultural and social life of the city).*
>
> (Principal Interview)

Limerick City, situated on the west coast of Ireland, is the third largest city and the main economic driver for the Mid-West region. Located on the River Shannon, it is a city with a population of 194,899 (Census 2017), a growth of 1.6% since 2011. Limerick is steeped in history, has three third level prestigious institutions, a very proud cultural, sporting tradition and musical tradition.

It emerged that some children, though living in the city, had little experience of the city beyond their immediate home and school environments, as one principal put it: *"You could draw a triangle from school, home, shop"*.

In conversation around children's lack of exposure to the amenities of the city one principal noted:

> *They've never been to the Hunt Museum, never been to King John's Castle, never been to the bridges, never been to the Treaty Stone. They've never been around Limerick.*
>
> (Principal Interview)

Some parents shared neighbourhood safety concerns citing drinking and drug taking and relating that it was not safe to let children out to play alone.

One of the reasons EDNIP was established was to provide opportunities for children and families to integrate through participation in trips within and outside of Limerick City, so that they would become familiar with the wider community and resources as well as our city resources and facilities.

Our baseline research and final research revealed that migrant families and children liked living in Limerick – some of them had heard negative stories about the city. Limerick is a city which over a number of years had a reputation for feuding and criminal activity. Migrants contrasted this with their positive experiences:

> *If I go to shops they say 'Hello, Hi (name)' and they know you and all. That's why I like Limerick. It's small one. My friend says: 'Limerick is like two bedroom'.*
>
> *When I was here, I heard Limerick was very dangerous and a lot of criminals. But I never feel like that. It's getting better and better. Seriously, I'm very happy. I feel safe. Safe and everything.*
>
> *Some people they say (there is racism). I say it never happened to me any problem. Sometimes they say some people they are like that, I say 'Look I don't have any problem since when I came'. The place is not important how big or small. The people are important for how are living there and how they are behaving.*
>
> (Parent Focus Groups)

Migrant families sometimes live very close to the schools and sometimes a distance from the schools attended by their children. This can be due to the availability of housing and school places. Therefore, children who attend school together may not have opportunities to easily socialise outside of school, so opportunities for integration that lie within the school are of critical importance.

During our research we developed some insights into children's lives outside of school hours. Indeed, teachers' awareness of the isolation of some children after school hours and during holiday time was another of the motivational factors for setting up EDNIP. Fundamentally, the staff had aspirations to build connections and relationships for children and families. One SIC member reported that when children live a distance from the school they have *"fewer opportunities to meet outside school but nonetheless relationships are facilitated through the school"*. She noted a change in interaction over time stating one example of children who do arrange meetings outside school and "they are welcomed in each other's houses".

While the parents interviewed in the baseline research spoke very positively about living in Limerick, the issue of racism was raised in Principal interviews and the need to normalise interactions between people from different backgrounds:

> *I have witnessed it. There's still an underlying racial element among some parents.*
>
> *There was a period last year when there was such religious acrimony and even this year that's just passed. There was a lady in Wexford talking about migrants and what they were bringing, and what they were doing, and all this Direct Provision, hotels. And it was just racism. And it was negative. And the conversations would then grow into children listening to parents and then it would come in here and there would be arguments. And I saw EDNIP as a way of addressing those upfront and call it what it is.*
>
> (Principal Interviews)

In our interviews with children they were aware of derogatory terms used to describe migrants and also of the strong connection between racism and bullying, saying that children can be bullied because of *'their culture, or the colour of their skin, or their language, or their religion'* (Children's Focus Group).

Supporting children to navigate a complex world

Part of the motivation to develop EDNIP was the recognition that some children may have experienced trauma prior to attending the schools. Schools wanted to find ways to support children and help them to develop a sense of belonging. In the interviews, SIC members spoke of their awareness that children have experienced trauma prior to coming to Ireland:

> *They were from* (country at war) *so there's a hidden trauma. You don't get to face up with them* (discuss it with them), *because they are not coming forward* (to tell you directly). *And they are not acting out. And that's a cultural thing as well, emotion.*
>
> (SIC Focus Group)

We learned that even when the families are living in Ireland, schools need to be sensitive to the fact that traumatic events in their family's countries of origin can impact on them. Also, we learned that terrorist events in the wider world, can impact on children's lives and teachers need the skills to support children through this. For example, after the Mosque massacres in Christchurch, New Zealand 2019, one teacher spoke of the complexity of supporting children who were coming to terms with the reality of racial violence:

> *And it's tricky because I had children who came* (to school) *after that attack and they were very upset about it. It was all on YouTube. And I had other children who come from the same group, who didn't know anything about it.*
>
> *And then as a parent, I had the perspective of, like it's not that the other parents weren't sympathetic to what happened. But maybe they didn't feel like their children were old enough to be exposed. There is so much negative news anyway that maybe you don't have to know every bad thing that happens and if a child is 9 or 10, do they need to know?*
>
> *But then they were thrown into it and they were saying 'what happened'? And I had children that were upset and needed to talk about it because they have viewed everything on YouTube. And it was people of their faith that had been upset. And other children that didn't know anything about it, but I felt, this had happened, and it had to be acknowledged. Coming from a parent perspective as well, was it my ... Did I have the right to expose children to this information now? Was it my choice to make? Was it my call to make (to expose children to this information) at such a young age?*
>
> (SIC Focus Group)

Isolation of migrants/ migrant communities – impact on adults and children

> *It's very good to see other people and to meet parents, because since I came here I don't know anyone. So it's a chance to see others.*
>
> *At the beginning I was very isolated ... some struggles. They (migrants) come from a different culture and they found a new culture. Some can't accept, some can accept, depends on the people. When go to school and meet teachers, teachers are very very good and help me very much to get rid of this conflict and this thinking and this isolation. I don't have friends here. I don't have anyone you see.*
>
> (Parent Focus Groups)

The desire to meet with Irish people and other migrants was evident among all groups and was warmly captured by the statement from one migrant parent who said *"I always like to live between the people"*.

Children explained that some children in their schools come from a variety of countries, when asked if it was important to get to know children from different countries and learn about their cultures they said that it was really important as *"otherwise you might hear rumours about people you know, and you know they are not true"* (Children's Focus Groups). They also recognised the importance of building friendships among parents stating that *"it is important for different people in different parts of the world to make friends, if parents make friends, then their children are friends"*.

Part of the impetus for the development of EDNIP was the need to address schools' perceived isolation of parents, and of young children and to provide opportunities for integration. Indeed, this perception was strongly confirmed by the migrant parent interviews across all five schools. Isolation was not only experienced by recently arrived migrants but was also evident in discussions with migrants who had lived in Ireland for over ten years. Parents hugely valued the community networks established through engagement in programmes delivered through the Home School Community Liaison (HSCL) scheme, which brought opportunities not only to learn skills but to break down isolation and build networks.

In our research the issue of isolation arose particularly in relation to mothers and their babies, some of whom didn't know any adults beyond their family group (if they had a family group living in Ireland), who didn't speak English and who didn't have the opportunity, or had not been aware of opportunities, to learn English or to work or socialise outside the home.

It emerged that the impact of isolation is multifaceted. Discussions around the impact of isolation on maternal mental health, children's development and lack of readiness for pre-school emerged throughout the discussions. One young mother described her life prior to attending the EDNIP classes as follows:

> *Well, you know I'm usually sitting at home and all the cleaning and cooking and everything, taking care of the child can feel quite lonely. My husband is always busy with work. And I understand that. But I'm usually alone with the kids. My best friend left, to a different country so it's quite lonely. But now I just feel better, I have more energy (since participating in the EDNIP programme).*
>
> (Parent Interview)

The interviews revealed a hidden world of isolation with some parents graphically describing the reality of mothers, babies and toddlers living isolated lives to the extent that the baby cries when they see strangers, as the quote below illustrates. Schools also expressed concerns saying there were some mothers of children in their schools that they had never met. This reality motivated a mother attending the EDNIP programme to ensure her baby did not experience that isolation, and was supported to transition from home to pre-school:

> *Other mothers don't have the chance to see other people and involved in activities with other people. Their daughters is very afraid when she see stranger. And when I noticed that I talk to myself and, 'no my baby should know everyone and not be afraid,' because it's very, very difficult. Even if someone opens the door they (baby) cry. Yes, some isolation. And that's because the mother doesn't go outside and see people and involved in some activities any the activities not only for baby. Because they don't get outside. It is very difficult. Sometimes you don't go out and the child (when they go to pre-school) everything is new, language is new, people around him are new. I don't have friends who have small babies or toddlers and I want my child to meet other children. And I myself wanted to meet new people. I'm at home with him alone so it's nice to have someone to talk to.*
>
> (Parent Interview)

When children discussed their experiences of the summer trips they not only spoke of enjoying the event e.g., a trip to the seaside, but also the opportunity to meet people *"outside the school"*:

> *It was fun, it was nice to see other people outside the school. I probably haven't seen most of the people outside the school.*
>
> (Children's Focus Group)

The impact of isolation on adults was very disturbing, with parents raising issues around mental health and general health issues:

> *I don't even know how to help (people who are isolated). I'd love to go and talk. But I'm scared. Maybe they'll say 'why are you here'? But definitely you can get isolated very easily and depressed.*
>
> *This woman with children, how it might be great but depressing as well. So, it definitely is beneficial for them to get out and talk with other mothers and do something else than just routine.*
>
> (Parent Interviews)

Some children were also aware of the impact of isolation not only on themselves but also on adults in their households:

> *I would (get bored) because I have no cousins and no friends, even. I have cousins but they are not in Limerick. Some of them are not even in Ireland.*
>
> *You can have fun (going on the EDNIP summer trips) and you're not going to be really hot, because inside the house it's going to be really hot, with so many people. Some people stay in houses a lot – bored in the house and sleep.*
>
> (Children's Focus Groups)

Living with financial constraints

We learned that financial constraints are a reality for many Irish and migrant families alike. High rents put financial pressures on families. When reflecting on the trips funded by EDNIP, some Irish and migrant parents reported how much they appreciated the opportunities offered by EDNIP as they got *"access to places wouldn't get to otherwise"* (Parent Interview). Another parent commented that going on trips was:

> *Good for families that don't have a car to get out of the city, because it's very expensive to go. Many times I wanted my child and I to go to the Cliffs of Moher by bus. Excuse me, when I count up the bill, not this week!*
>
> (Parent Interview)

Parents spoke of the importance of the trips being free to families stating that:

> *Yes, everyone was talking about that (the fact that the trips were free). Some of the kids around here would never have gotten or wouldn't get a day trip like that because of the cost and transport would be a problem. So, that was fantastic the trips with them alright.*

> *Cost definitely an issue. Loved that idea that the trips were free. That idea was brilliant. Especially in the summer so many families don't have a car – to go by bus is not cheap – to have the opportunity for free was brilliant. I was very happy my child was happy too, just to get out of the city, to see something and meet other parents. She was playing with other kids, bonding you know, mixing, I just want that. Eat each other food, I want that.*
>
> (Parent Interviews)

FREE EDNIP Summer ACTIVITIES

JOIN US FOR OUR PARENT AND CHILDREN ACTIVITIES THIS SUMMER

FREE

OPEN TO PARENTS AND CHILDREN OF ST. MICHAEL'S INFANT SCHOOL, SCOIL IOSAGAIN PRIMARY SCHOOL (CBS) and PRESENTATION PRIMARY SCHOOL

Subject to availability

TRIP LOCATION	PROVISIONAL DATE	YOUR PREFERENCE (Please Indicate 1 to 4 with 1 being your first choice etc.)
KILLARNEY MUCKROSS TRADITIONAL FARMS & GARDENS	TUESDAY 9th JULY	
KILKEE BEACH	THURSDAY 11th JULY	
MOHERHILL OPEN FARM	WEDNESDAY 17th JULY	
LIMERICK CITY TREASURE HUNT	WEDNESDAY 24th JULY	

SIGN UP FORM

Name(s) of Parent/Guardian _____

Contact Number * _____

Total Number Attending Trip _____

Family Country of Origin _____

*PLEASE SUBMIT THE FORM TO YOUR SCHOOL BY JUNE 21st *

*Parents/Guardians understand that contact numbers will be stored for the purposes of this project only, will be stored in the EDNIP mobile phone, and will not be used for any other purpose. Parents agree that they have provided us directly with their contact number and have given permission to receive communi-

For further information please contact: 083-4608486

- All children must be accompanied by at least one parent/guardian
- Parents are responsible for their own children at all times
- Entrance fees and transport will be covered by the EDNIP project
- Please bring food for your family
- All trips need to be booked as places are limited
- If this trip is oversubscribed a waiting list will be formed
- All trips are subject to change

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality

When asked about the summer trips children spoke of the accessibility for all families, conscious that some families live with financial constraints:

> *Best thing about it, was it was free. You didn't have to pay. You just had to bring your own lunch. It is important because you are including everyone those who can pay and those who can't.*
>
> (Children's Focus Group)

When asked about the mobile farm visit to schools, children again returned to the reality of financial constraints stating that:

> *Some people might not have the resources to go to the farm so this is an easier way, and everybody can see it.*
>
> (Children's Focus Group)

School staff were also very conscious of the reality of financial constraints on children's lives, and how this impacts on children's life experiences. Families are paying very high rent in city centre accommodation. Some families had a large number of children, so paying for trips would have been restrictive. Also, there was the issue of confidence to go places independently – we learned that a number of families went back to places they had visited on EDNIP trips, including Irish families.

> *There are children in this school who have never been to the seaside and we take those type of things for granted. Of course, I brought my kids to the seaside before they ever reached primary school. But we take it for granted and some of them won't get away this summer, except on those (EDNIP) trips. Won't get a holiday.*
>
> (SIC Focus Group)

Connecting with services

Another factor that informed the development of EDNIP was the desire of Principals and school staff to connect migrant communities with services such as health, adult education, information, sporting organisations, housing and welfare services. They were aware of this need through their daily interactions with some families, and Principals saw the schools as a natural conduit for families to become aware of and gain access to services:

> *And that is the reality. We do need more of them (parents) coming into the schools. The public health nurse coming into the school maybe doing an information session with the parents. Can we deliberately set up and target the parents that we feel are vulnerable and may never go to a health centre? Because they need to look after themselves. What about their smears? All that kind of stuff.*
>
> (SIC Focus Group)

An additional cultural challenge to supporting women's health was voiced by a SIC member who said that:

> *It's the fact that the women won't go to the health centre on their own because they are afraid they might come across a man.*

For some women having contact with a man, even in a professional setting such as a doctor/patient setting is problematic due to cultural expectations. This issue was also raised by some school staff in relation to male teachers communicating with mothers of children.

The need to inform migrant parents about vaccinations was also raised.

The importance of speaking English

Migrant parents across all interviews were very conscious of the importance of speaking English not only for themselves but also for their children. They saw the ability to speak, read and write English as an essential tool to support the formation of friendships, prepare toddlers for pre-school, communicate with teachers, access employment, integrate into Irish society, address isolation and promote integration. The lack of childcare was an inhibiting factor for some parents to attend English classes, with the consequent impact on the parents' ability to help the children with their English:

> *With my first son I was usually at home alone with him ... all my friends didn't have children. So when he went to pre-school it was quite difficult for him. He didn't speak with the children, he wasn't crying, but he didn't want to speak.*
>
> (Parent Focus Groups)

Language was strongly identified by participants as a critical factor in addressing isolation:

> Yes, you can have your social life. Not stay at home all the time. Language is the problem. This is difficult. No language for here, it's a difficult one.
>
> (Parent Focus Groups)

Learning to speak English was seen as a mechanism by which children can transition and integrate into Irish culture and society, as one parent said about her children:

> *So, they (teachers) can help him to speak English and involve him in the community because this is their culture now. We speak about our culture, but they didn't see our culture. They want to see your culture now. I want to build him so when he grows up, he feels loyalty to Ireland.*
>
> (Parent Interview)

Children also understood the importance of speaking English in order to make friends and to participate in society. One child spoke of his early experience in Ireland stating that he "used sign language to talk to people when I first got here". They noted the importance of speaking English in order to make new friends and also reported that they sometimes act as translators for new children in the school who don't have any English:

> *If you don't speak English, you won't be able to make new friends.*
>
> *Children can translate for you and help other children so they can have fun and play.*
>
> (Children's Focus Groups)

Children were aware of the need for their parents to speak English for very practical reasons stating that *"parents need English, for example if they want to go on a bus, know what to say, to ask for things"* (Children's Focus Group).

Migrants also highlighted the importance of speaking English so they could communicate with the school, and this was also acknowledged by the school who pointed out complexities, if the child was translating for the parent:

> *If there was a language barrier the child would translate and that can put the child under pressure. And I don't want to do that, and I feel that. I want to say something, but I can't. And now they have confidence to come in and just say yes ok, and come and be part of it* (the school).
>
> (Principal Interview)

The impact of lack of English on life opportunities and quality of life and mental health was also evident throughout the interviews:

> *When I came to here doing nothing, staying at home, afraid to speak with other people. No language, it's very, very hard for people. I know some friends knowing nothing about language. They need someone to help them get some courses. They don't know where to go.*
>
> *So, opportunities can help to meet other people. It helps you don't feel isolated, especially she* (friend) *didn't have English so that made it even worse. So, she cannot communicate. If you can't understand what is happening, you know you start to get depressed.*
>
> (Parent Interviews)

Migrants also drew attention to the relationship between being able to speak English and accessing services:

> *Social welfare, get some help from Citizens' Information like, and doctor is very important. How can I book appointment with the doctor?*
>
> *How to talk with the teacher in the child's school like. Once you speak English you can talk with the teacher 'what happen the children in school like'? There is a lot of different groups around Limerick, basketball, hurling, music or something. Before no English, I don't know nothing. Now I know I can put my children there to learn something like.*
>
> (Parent Focus Groups)

Parents recognised that not speaking English presented struggles for their children. They also recognised the lack of diversity in the Irish teaching population:

> *And even the kids for example 9 or 10 years and only know Arabic or Urdu or any language. It's difficult to involve them in the school immediately with other kids knowing English perfect. They feel some struggles. And I see all the teachers are Irish, I'm sorry for that.*
>
> (Parent Focus Groups)

One of the Irish parents we interviewed said they had not previously considered the impact of not speaking English on the lives of migrant parents. When asked if she thought migrants might feel isolated, she said initially that *"migrants keep to themselves in our school it takes a lot to engage them"*. But later in the interview when she reflected on the impact on migrants of not speaking English she said *"that might explain why the parents don't integrate when they first come here then because they don't have the language"*. (Parent Interview).

Aspirations of migrants

The desire of migrant adults to integrate and to contribute to society and for their children to contribute to Ireland was very strong throughout the interviews, as one migrant woman profoundly noted:

> *They* (Ireland) *give us a lot after all. We have to give Ireland.*
>
> (Parent Focus Groups)

School staff spoke of migrant parents' high aspirations for their children, all of which was echoed in our research with parents:

> *What parent doesn't want to be involved in their child's education? A lot of these international parents are actually highly motivated and as you say it might just simply be English language* (barrier to engagement), *not for all but definitely for a few.*
>
> (SIC Focus Group)

The parents we met also had high aspirations for themselves, wanted to work and contribute to Irish society, and also wanted their children to contribute to Ireland.

Migrant parents we spoke with wanted to spend time with Irish people and get to know about and engage with Irish traditions and culture:

> *Like we went to the Hunt museum and we were not knowing about these things, the place and the people who were coming from other countries. Vikings. We came to know them. They were explaining each and everything. We learned a lot of things.*
>
> (Parent Focus Groups)

We learned that the migrant community come with a variety of professions and skills and are very motivated to work and contribute to Irish society:

> *I like, I need to speak English for work, my profession I am a (name of profession). I need English to live here, for to have contact with Irish people.*
>
> (Parent Focus Groups)

Context: Understanding Schools

> *Look this (EDNIP) isn't just another thing. This is something with vitality and has real opportunity for organic growth not only as a group of professional educators but as a group of human beings trying to manage the discourse that comes with lots of international children being in your school.*
>
> (Principal Interview)

Schools are an integral part of society. They are busy, complex places. Schools need to be resourced in order to fulfil their roles, so that they can effectively act as sites for the promotion of integration and the delivery of services. Staff need continuous professional development opportunities, schools need physical and human resources and school leadership deserves to be supported.

The changes, challenges and opportunities society experiences filter into schools, and impacts on the schools' teaching and learning environments. Therefore, the increasing diversity of the society has an impact on schools, on the population they seek to serve, and the skills, knowledge and competencies required to teach in a changing Ireland.

> *Existing International research recognises that refugee young people can experience a number of challenges and barriers in fully participating in and benefiting from education.*
>
> (Safe Haven Report 2019, p.20)

Schools are uniquely placed to support integration, to welcome children and families and play a proactive role in building a caring inclusive society. For the most part, they are trusted by families, build relationships with children and parents and are not seen as a threat:

> *At home children all the time, stay at the home, sometimes children too much watch the cartoons and some things, but in the school it is very very ... education is very good. They make friends, they see the teachers, they learn. I think the school is very very good.*
>
> *Parent feel welcome in the school. I don't know how I explain, but I feel it is good.*
>
> (Parent Interviews)

The trust-building and communication between schools and homes is central to the work of DEIS schools, who have the support of the Home School Community Liaison Co-ordinator (HSCL) to build links with families and reach out to the wider community. Parents strongly acknowledged their positive relationships with the HSCLs or the 'social teachers' as some parents called them stating that:

> *The HSCL is fantastic. She would help you with anything no matter what it was. She'd find the information for you, or she would let you sit at her computer and use it. Not everyone would have computers.*
>
> (Parent Interview)

Another parent spoke of the welcoming ethos of schools which helped to break down barriers:

> *Yes, schools are very welcoming. Yes, if you are isolated or shy so they help you. We have courses, English courses, we have group meeting, and also cooking course, lovely also you can come. You are ok, language is big problem.*
>
> (Parent Interview)

Unfortunately, COVID 19 restrictions impacted on the accessibility of schools to parents as one parent solemnly stated:

> *HSCL great up until this year. Covid. I'm not getting outside the door because my child has left primary school and gone to (name) school. I'd walk up to the school and have a chat but you can't even stand outside the school anymore now.*
>
> (Parent Interview)

Children spoke of the importance of *"feeling welcome in schools"*, *"because if you'don't feel welcome you don't feel comfortable"* (Children's Focus Group). In another focus group, children spoke of the role of the school in helping children feel welcome as *"someone from a different country might feel uncomfortable"*, and would need to learn that *"it's is not just me from one country feeling it, it is normal"*.

The five DEIS Band 1 schools involved in EDNIP had HSCL Co-ordinators who, along with the Special Education Teachers (SETs) with responsibility for English as an Additional Language (EAL), played a pivotal role in supporting EDNIP. There were also teacher champions within the schools who gave of their time and expertise to sit on SICs, work with the EDNIP team, promote EDNIP to staff and parents. All five Principals actively promoted EDNIP through membership of the Project Management Committees (PMC), SICs and through supporting their staff to engage.

Each day teachers encounter challenges and opportunities to teach children how to navigate, and flourish in this changing world. It is not only the immediate environment of the school or local community that impacts on teaching and learning. Teachers gave examples of children initiating discussions on atrocities and indeed natural disasters that are happening in their families' countries of origin. Teachers acknowledged the complexity and challenges of creating an environment *"for safe dialogue"*, in a reflective respectful space where learning can take place:

> *But at least the dialogue is there. It's a good thing the boys felt they could bring it up (Mosque massacres in Christchurch, New Zealand 2019). That they knew they would be listened to. It's complicated. It's not a simple issue, but it's trying to open up the dialogue.*
>
> (SIC Focus Group)

Changes in society brings change in schools. We learned from the baseline research that schools had a variety of practices in place to promote integration prior to EDNIP (See Appendix 9 baseline study survey template and Appendix 10 for pre-existing integration practices). EDNIP sought to build on existing good practice.

The busy life of schools

> *There needs to be some sort of leader, like* (EDNIP staff) *has been. Because the school is so busy and something else will happen and we won't get back to it* (prioritising integration). *So, we need someone who will pull us in and say 'we are doing this now' to keep us back on track. You've a thousand and one things to be doing so we need someone outside school that will keep us focused.*
>
> (SIC Focus Group)

Schools are busy places –careful consideration needs to be given to introducing programmes / interventions to schools:

> *Schools are such busy places and there is so much diversity within this school. It's just brilliant to have that support* (EDNIP staff and programmes) *and that focus.*
>
> (SIC Focus Group)

Interventions must meet an identified need in the school. Harnessing staff buy-in is critical. In order to prioritise an area of work, or a programme, careful consideration needs to be given to the process by which this is done. EDNIP was developed in response to a need identified by schools, all of whom self-selected to participate:

Yes, there are so many priorities in school. They are so busy ... there is always something more immediate or urgent to address. So, I think it just readdresses our focus on the importance of it and the value of it in the long run. Because teachers really can't take on anymore.

(SIC Focus Group)

In the Model section, we portray the mechanisms through which EDNIP was enabled to develop and deliver within the five distinctive school environments, providing a focus for this research and intervention project.

Growing diversity – opportunity for reflection and action for all

While there are some challenges for schools in supporting children and families from migrant backgrounds including communication due to the lack of English and understanding cultural norms, the interviews and focus groups with school staff repeatedly acknowledged migrant parents' high regard for education and the positive impact this had on the school:

So, their presence has really elevated the whole importance of teaching, no the importance of learning and engaging and aspiring.

The parents are open to trying anything that will benefit their children.

(SIC Focus Groups)

School ethos plays a critical part in promoting integration. A welcoming school environment creates the context for safe dialogue and respect. When children were asked about the role of the school in making children feel welcome, they were very clear that *"if children aren't welcome at the school parents won't bring children to that school"* (Children's Focus Group).

School ethos is communicated through the mission statement of the school, policies, ethos, behaviours and practices of all therein, including staff, children and parents.

Staff were very aware that children come from homes with very different beliefs and the school had an important role to play in creating a space for dialogue and understanding and supporting the children to "think for themselves" and learn to understand the world.

In our research we saw the aspirations of Irish parents to help to make migrant parents feel welcome, recognising the challenges of moving to Ireland:

It makes them comfortable around us as well knowing they can say hello.

I'm sure it's very daunting because most of the parents in our parents' room would be from Limerick or from Ireland. So, for them (migrant parents) to come into our school our area it could be very intimidating.

(Parent Focus Groups)

Another aspect of school ethos is the schools' openness to changing their practices. We learned that if a school wishes to become more inclusive and sensitive to the needs of all children, it must adopt a reflective attitude to what were once taken for granted practices. For example, some schools involved in EDNIP developed 'Winter Celebrations' which included celebrations from different cultural contexts where previously they would have only included Christian celebrations.

A very practical example of reflecting on practices to promote inclusion was the expansion of the kinds of sports the school promotes:

> *The children came to me and said 'can we play cricket? Can we bring in a bat?' So, there's a couple of plastic cricket bats in the hall and I said 'yes bring the ball and away you go'. Well, we never thought we'd have it in our school.*
>
> (SIC Focus Group)

This sentiment was echoed by another staff member who said:

> *Yesterday they were walking down to change their books and someone said 'were you watching the cricket on the telly'? And I just stopped and thought 'I've never heard a child ...'*
>
> *I can see the changes. I remember before with swimming, the girls didn't want to go or weren't allowed. But now it kind of ... they learned how to integrate as well. Because now they wear more full wet suits like going into the pool.*

And we changed our swimming from Friday to Tuesday to accommodate them, because of the prayer (Muslim faith). So, we didn't want them to feel excluded in any way. We were going on Fridays for years and years so in the last two years we've changed it to Tuesday, and it's much better and they are going (swimming).

(SIC Focus Groups)

In another school camogie lessons were made available through EDNIP. These lessons, according to the staff surveys: 'helped pupils form other cultures to experience another aspect of Irish culture' and also fostered 'more inclusivity due to camogie training'.

The need for Staff Continuous Professional Development (CPD)

I think support is needed for schools. EDNIP support. After all, it is a mine field., It's complicated. It's difficult for teachers to take on and any support from anyone that has more knowledge in the field or who has more experience, storybooks all those things are just invaluable.

(SIC Focus Group)

Staff need training in EAL, and information about cultures/norms of different countries/religions. Education on a whole staff basis regarding the background and difficulties which our pupils may have experienced previous to their arrival in Ireland. More networking and focus group meetings for all staff members so that we are aware of activities, more in-class support.

(Staff Surveys)

The desire for CPD was evident from the conceptualisation of EDNIP at the PLUS and OSCAILT network meetings, from the baseline research, from the formative research and in discussions in the SICs and PMC all through the lifespan of EDNIP. A lot of teachers in the EDNIP schools would not have received training in the area of integration or intercultural education. The new draft curriculum places a large emphasis on these areas.

The profile of Irish teachers is typically white, female, middle class and coming from a Catholic tradition. This lack of diversity in the Irish teaching profession was graphically captured by one principal who said:

... and the other thing and this is what EDNIP actually uncovered. It uncovered it for the staff as much as the integration committee. That if we took a photograph of the staff, white, Irish ok maybe English extraction or English connections, but we are Island-based. We are all from this part of the world. And if you take a photograph of our school, we are multicultural, multinational. And so, when children are looking to see where they can connect with somebody, say if you took out a textbook and looked at the photographs or look at the context now publishers have caught up and in Ireland you can see in Bun go Bar that I used to use, you've got children from different nationalities, different skin colours, so that piece is there. But what I was conscious of was we really don't know about the Muslim faith. We don't know about Hinduism except what we might have done as an elective or a piece of study and that's all very well.

(Principal Interview)

We learned that teachers wish to navigate the territory of integration with respect and professionalism. They named their fear of offending people from different faiths stating that:

> *You'd be afraid of upsetting someone from a Muslim faith ... but you assume that you could say the wrong thing and they would be really upset. And they wouldn't tell you. If they were upset, they would stoically carry on.*
>
> (SIC Focus Group)

Yet in reality, we learned that given the opportunity people of different faiths welcomed the opportunity to share information on their beliefs.

The above quote speaks to the reality that we often view change from the impact it is having on us personally, before we consider how it is impacting on an organisation or on society. The increasingly diverse classrooms bring the reality of the changing demographics in society into the classroom, and as the teacher who sets the tone and environment for learning, their knowledge, commitment and skills to nurture the children to embrace diversity, respect and celebrate difference are critical. We found that teachers were very reflective and committed to gaining an understanding of diverse cultures and religious practices. As one SIC member, reflecting on their need for support to navigate relationships and cultural norms with migrant parents shared:

> *A bit of awareness for myself too. I had a hesitancy. What could I say? What shouldn't I say? And what did I know? And what didn't I know? But, I suppose, that sort of awareness around different cultures ... you know and even now not being afraid to ask like. Like a mother came up to me, he (her child) looked at me, and I said 'yes, we say to the children, 'look at me when I'm talking to you'. And she's saying, 'Oh no, in our culture it's a really bad thing for a child to look at an adult'. And to have the conversation. Whereas before, I don't know if I would have been ... and just being afraid to put my foot in it you know. You are afraid to cause offence.*
>
> (SIC Focus Group)

We were very struck by staff honesty around adapting to the diversity of the school population and seeking ways to reach out and make connections with parents:

> *To be honest, I wouldn't consider myself a racist person but when it* (increased diversity in the student population) *started here ... and you know what I mean like ... they did start coming in here with the hijabs*[5] *over their faces and everything. It was a culture shock to me like. And it has taken me personally time to get used to parents coming in and trying to converse with them and trying to see 'God if there is anything at all at all that we have in common'? Do you know that kind of way? That's why you need to be careful. You don't want to give anyone an excuse to go back to those sort of thoughts about other cultures. But we all need time to adjust and people need help. Someone there like* (EDNIP staff) *somebody that is guiding.*
>
> (SIC Focus Group)

The need to support teachers working in our schools was very clear. The journey of integration is complex. As previously noted not only do children bring their beliefs, life experiences, and cultural norms to the classroom, they also bring knowledge of international acts of terrorism, violence and war. The school is

[5] A hijab is a type of scarf that some Muslim women wear, which covers their hair and neck.

charged with the responsibility of deciding the most appropriate response. Central to supporting teachers with specific training and resources, is the recognition of the complexity of this issue and the need to create a safe space for dialogue among staff where they can share their experiences, fears and hopes:

> *I suppose we all acknowledge initially it* (discussions on integration) *can be a tricky thing for teachers to engage in. You know everyone has their own opinions. But it's just how to phrase it correctly in the class. So, I suppose by EDNIP coming in and supporting the teachers that was really valuable.*
>
> *I suppose when you say you are going to have that conversation, you don't know what is going to come back at you. It's like opening a can of worms ... and I think for a lot of teachers that it's just easier to do it at a very surface level. But when you have the support you can see how different things are handled or can be pre-empted. Even the religion workshops, they went very, very well. And the children were so open to talking about it. But you have people who know exactly what they are talking about. Like something as simple as the attack in New Zealand like, we were saying* (staff discussions) *'how would we acknowledge that'? But two weeks later I was saying we should acknowledge it. But also, at the same time a couple of weeks later there was a terrorist attack on Christian churches so it's not just ... it's just dialogue. Isn't it? It's not just one issue, it's the whole issue.*
>
> (SIC Focus Groups)

Official recognition for the need for this work

Schools reported that the needs of migrant children, with EAL needs must be properly resourced and supported. Teachers also reported that some children as old as 12 may never have attended school prior to coming to live in Ireland. Teachers also spoke of the challenges of identifying Special Education Needs (SEN) for children with little or no English. They also identified the need for age-appropriate materials for older children arriving in school without English. Teachers noted the educational benefits to children who had availed of experiential learning opportunities through EDNIP. The Transforming Education through Dialogue (TED) English as an Additional Language (TEAL) project was developed in response to these identified needs.

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Pashto
EUROPEAN UNION Asylum, Migration and Integration Fund
MIC
An Roinn Dlí agus Cirt agus Comhionannais Department of Justice and Equality
This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 - 2020 and is supported by the Department of Justice and Equality.
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Methodology

Methodology

EDNIP is a research and intervention project. The research element played a critical role in informing the design, development and delivery of EDNIP. Data was collected between 2017 and 2020.

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality

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Aims of EDNIP research

The research aims were threefold:

1. Baseline research sought to inform the design of the intervention.
2. Formative research sought to inform planning and adaptation.
3. Summative research sought to gain an understanding of the impact and define and review the model of intervention. Furthermore, based on these findings this report offers a set of recommendations.

This summative report draws on multiple data sources including focus groups, interviews, staff surveys, documentary evidence and member checks. Multiple methods and sources of data facilitate triangulation of research findings (Robson 2011; Creswell 2014).

Methodology

A mixed method multiple case study approach (Stake 1995; Yin 2009; Quinn Patton 2002; Silverman 2005; Creswell 2007) was used which facilitated researchers "to obtain different but complementary data on the same topic" (Morse 1991, p. 122).

Data was collected by members of the EDNIP and the TED teams, some of whom were not directly involved in the delivery of EDNIP. Surveys were distributed to schools and returned to the EDNIP team and analysed for feedback to schools to inform developments and planning. Stage 1 analysis of summative survey data was carried out by a member of the TED project not involved in the delivery of EDNIP. Focus groups were conducted with parents, teachers and children. Data was analysed by members of the TED team and EDNIP Team and by a former member of the TED team. Project Management Committee interviews were conducted by a member of the TED team not involved in EDNIP, and subsequently analysed by a member of the TED team. Story books used in the delivery of EDNIP in-class programmes in schools were used in the focus groups with children to prompt memory and promote dialogue. Colouring activities were also used during focus groups with younger children to support concentration.

Data Sources

A variety of research methods were employed in this multi site case study:

Surveys: The school staff baseline surveys were designed to identify existing practices employed by individual schools and teachers to promote integration and embrace diversity. They sought to identify gaps in relation to training and resources along with mapping the various agencies and organisations the schools were working with in order to build a comprehensive picture of existing links and networks. Staff returned surveys in relation to the EDNIP in-class sessions, and in relation to the CPD sessions offered to staff. Staff surveys were also completed at the end of the first year (2018) and second year (2019) of the project.

DICE student surveys: A total of forty-three DICE student surveys were completed in 2018 and 2019.

Focus groups: During the baseline phase of data collection focus groups were conducted with school staff, children (with children's and parental permission) and parents across the five schools. Furthermore, at the end of the project, focus groups were conducted with four of the five School Integration Committees (SICs), members of the Project Management Committee (PMC), children and parents. Third year B.Ed. students undertaking an elective module called 'Intercultural Education in the Primary Classroom', supported by the DICE project delivered a series of in-class sessions across the schools. Their experiences were captured through focus groups.

Individual interviews: At various stages individual interviews (Quinn Patton 2002) were conducted with key stakeholders including members of the PMC and parents to provide opportunities to explore in depth the themes and issues which arose in the focus groups.

Research schedule

The aims of this research were three-fold, baseline data collection to inform project planning, on-going data collection for review and summative data collection. The schedule of data collection mirrored these three stages.

Stage 1: Baseline data collection sought to inform planning and gain a deep understanding of the five individual school contexts. This informed the development of bespoke programmes and initiatives for each school, with the aspiration of maximising learning within and across schools. The baseline study was carried out between early October and end of December 2017. School staff completed surveys (N=99), and issues which arose were further explored through focus groups (N=5 focus groups). The surveys included ten open-ended questions which invited respondents to consider their understandings of integration and to document the skills and resources used in the schools to enhance integration. Questions also focused on what approaches EDNIP might take within each school to promote integration. Parents (N=6 focus groups) and children (N=10 focus groups) in all five schools participated in focus groups and questions centred on their sense of belonging and integration into life in Limerick City and in their respective schools.

With regard to ongoing CPD for school staff, surveys were completed by staff during the baseline data gathering, requesting details of the kinds of training they would like to see in their schools. They were also asked to identify their CPD preferences during the lifespan of EDNIP and when giving feedback on CPD they had attended. The information informed the EDNIP team on the kinds of speakers and workshops which would be beneficial and informative for staff and which would fit with the aims of the project.

Following analysis of the data, individual school plans were created in collaboration with the SICs. These were presented to school staff and feedback was sought. The school plans provided in-depth details of the kinds of initiatives and resources which staff, parents and children felt would enhance integration.

Stage 2: On-going data collection served as a formative process and informed planning, adaptation and developments within and across schools. Data was sourced from multiple sources.

As part of the in-school initiatives run through EDNIP schools, 3rd year students from Mary Immaculate College who were undertaking an elective in 'Intercultural Education in the Primary Classroom', ran workshops

in all five EDNIP schools. Research was carried out in March of 2018 and March 2019, with this group of students in order to gain an understanding of how they used the *'Journeys'* resource and the experience of teaching topics such as migration, culture, stereotypes and protection in the five schools.

The development of EDNIP was informed through discussions with programme participants and at the regular PMC and the SIC meetings and through dedicated EDNIP staff and TED co-ordinator meetings to review progress.

Feedback regarding the initiatives and work of EDNIP was sought from school staff at the end of each school year through surveys, the purpose of which was to evaluate the effectiveness of programmes designed to help teachers in supporting children to integrate more effectively in the five schools. It sought the opinions of school staff on what they felt worked well in their schools and why. Staff were asked how the work of EDNIP could be improved and if they could outline the impact of the various initiatives and activities on the school community.

Stage 3: Summative data collection sought to gain an understanding of the experiences of children, parents, school staff and the Project Management Committee; review the model of programme development and delivery with an emphasis on what was working well and what could be improved; understand the impact of EDNIP (if any) on children, parents, and school staff and finally, explore whether EDNIP impacted on the school's capacity to embrace integration and nurture diversity. This report is largely based on that cache of data along with the member check data. Data collection included SIC focus groups (N=4), PMC interviews (N=5), children's focus groups (N=8), parent focus groups interviews (N=8). We also surveyed Principals and school staff (N=71). Member check data included children's focus groups (N=5), parent interviews (N=4), presentation of findings to the PMC, circulation of draft summary report for review and feedback to staff in all five schools and to members of the PMC, and circulation of full draft report to the PMC and to the SICs with feedback template.

A total of sixty-five SIC meetings were held across the five schools during the lifespan of EDNIP. Additionally, PMC meetings were held on a monthly basis. These meetings served as a proactive process to inform the design and development of EDNIP. The EDNIP team met regularly and also met with the TED coordinator to review and plan. Furthermore, the EDNIP team delivered many of the programmes e.g. the Parent and Toddler Group and in-class sessions and dialogued with participants on an on-going basis. Quarterly reports were submitted to the AMIF, Department of Justice and Equality.

Table 1: Data collection

Stage	Number of Surveys	Number of Focus Groups	Number of Interviews
Stage 1	School staff N=99	Staff N=5 Parents N=6 Children N=10	
Stage 2	School Staff N=56 DICE students N=24	Parents N=2 DICE students N=7	
Stage 3 Summative data collection and member checks	School Staff N=71 DICE students N=19	Children N= 13 SICs N=4 Parents N=8	PMC N= 5 Parents N=4

Analysis

The audio files from the focus groups and interviews were transcribed verbatim, coded and analysed thematically, as was the data from the surveys. Thematic analysis is an intensive method of identifying, analysing and reporting patterns in the form of themes arising from an in depth analysis of data. (Miles et al. 2014).

Findings from the baseline and formative research were made available through feedback sessions to school staff and through the Community of Practice meetings. Member checks were conducted with participants in the summative data collection stage. As access to schools was problematic, due to Covid 19, member checks were conducted with school staff, the PMC and SICs via circulation of the draft report and draft summary report for review and feedback prior to publishing. A feedback template accompanied the circulation of the draft report. Member checks were conducted via Zoom focus groups (N=5) with children in three schools and WhatsApp interviews with parents (N=4). The parents and children who participated in member checks had previously participated in focus groups and interviews. The children represented a cross section of age groups and the parents interviewed had children attending four of the five schools, had engaged in a number of after-school and holiday-time trips, had participated as members of SICs, EAL and conversation classes or were members of the Parent and Toddler Group.

There was a strong consensus in the data that EDNIP had made a significant impact on the lives of schools, children and families. However, there was a small number of staff surveys (N=4) where staff reported that they were unaware of the impact of EDNIP which they related to their teaching position. The views of those staff members are equally valid to this work and offer an opportunity to learn from their perspectives. Their views are captured in the narrative and integrated into the recommendations section. There was strong triangulation of findings across the parent interviews, PMC and children's interviews, SIC focus groups and parent focus groups. These findings reflected the findings of the majority of the school staff surveys.

The credibility of the research findings was established through triangulation of findings across various data sources, member checks, and discussions with key informants. Additionally, the engagement of personnel to support the research who were not involved in the delivery of EDNIP speaks to the validity of the findings (Bryman 2008; Miles et al. 2014).

Ethical considerations

Mary Immaculate College Research Ethics Committee (MIREC) approved the EDNIP research proposal in advance of conducting this study. All researchers had Garda Clearance. Participation in surveys, interviews and focus groups was voluntary and participants were given adequate information about the research prior to data collection.

Information and consent forms were distributed to school staff and parents. A child information leaflet and consent form were designed specifically for children. Both parents and children were asked to consent in the study and permission to audio record interviews/focus groups was sought, and if declined was respected.

Where participants or their parents declined permission for audio recording handwritten notes were taken with their consent.

Data was treated confidentially and securely stored. Individual schools, research participants or committees are not named in the report. We share findings, citing the opinions of parents, children and staff but do not name the individual, their school nor the group they belonged to in order to maintain anonymity. Quotations from research participants are recorded in this report as follows: all quotes from parent focus groups and parent interviews be they the Parent and Toddler Group, parent group, EAL group or conversation class are all recorded as 'Parent Focus Groups' in order to preserve anonymity. Similarly, quotes from children are recorded as 'Children's Focus Group' and do not refer to class group or school. Interviews took place with the PMC Principals and members of organisations. All interviews are recorded as either a Principal interview if it specifically relates to their school experiences or as a 'PMC interview' if the finding is more general.

All transcripts/notes will be destroyed after a maximum of 5 years in line with MIREC guidelines.

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- 复活节假期：学校在复活节放假 2 周
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- 6 月银行假日：学校在每年 6 月的第一个星期一放假
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Information Hub, FET Centre
O'Connell Avenue
Limerick
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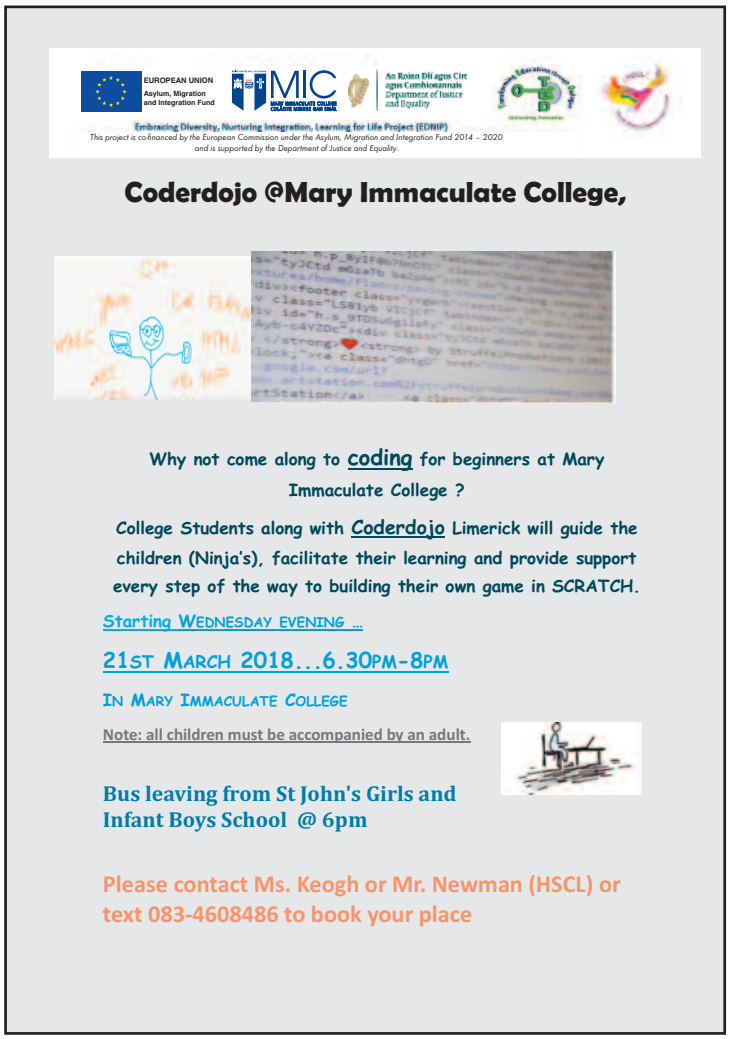
周五 10:00-12:30

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality.

Model

Model

This section shares the EDNIP management and intervention models and the underlying philosophy. The roots of EDNIP lie firmly in the identified needs of schools that sought to embrace diversity and nurture integration. We are very clear that EDNIP endeavoured from the start to build on the work already being undertaken by schools and to provide needs-led supports and scaffolding. In short: to walk the journey of integration in partnership with schools, families and services.



Introduction

In 2017 the combined enrolment across the five schools was 995 children from 40 countries of origin, 39 languages were spoken, and 17 religions were practiced.

The model will be discussed under two headings, the model of management and the model of intervention. Both are inter-related since the model of management facilitated engagement and buy-in.

The model was informed by a literature review by previous Transforming Education through Dialogue (TED) Project intervention work and in discussions with schools and partner organisations. Previous TED research/intervention projects included, *Working Together for Positive Behaviour: A guide for teachers and schools* (Lyons et al. 2006), and the *Family School Community Educational Partnership Project* (Galvin et al. 2009).

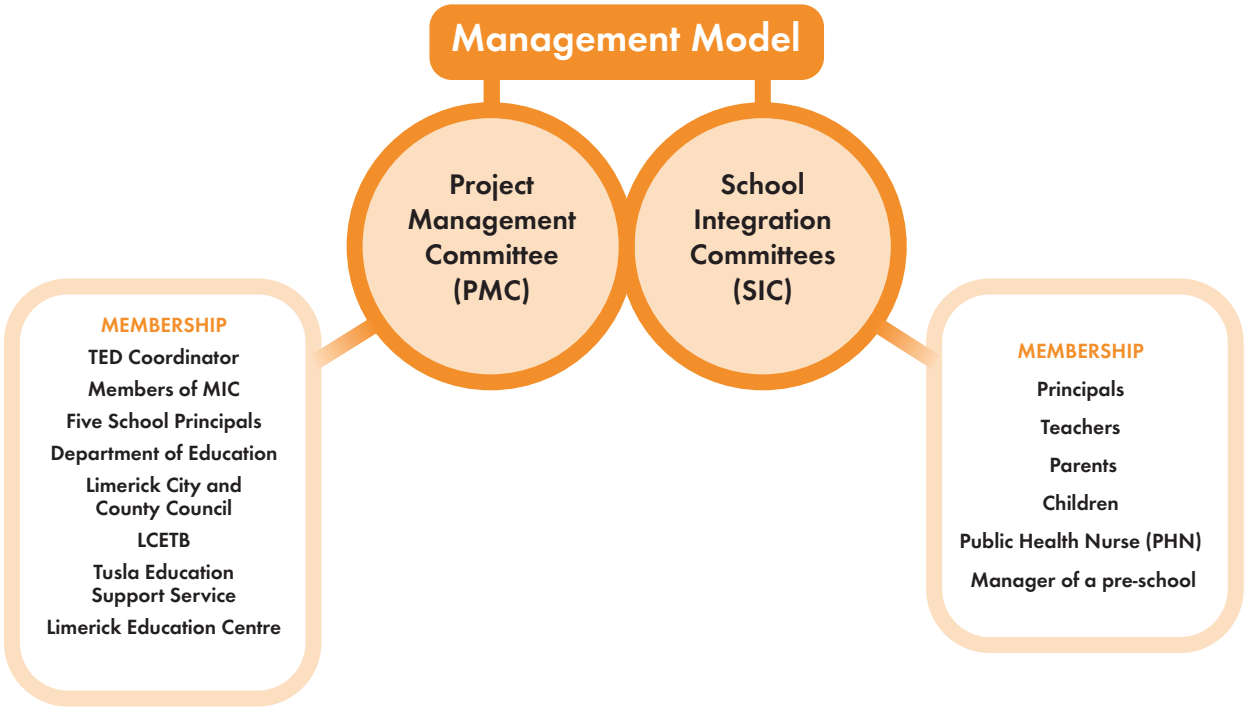
The model is a bespoke response to the context which honours the opportunities and challenges embraced by schools, and consequently developed differently in the five schools. It recognises the reality of the impact of migration on peoples' lives and the absolute imperative to provide safe, nurturing, learning spaces to promote integration and a respect for and celebration of diversity. People need safe places to nurture integration, and in order to do so within the Irish context they also need to be able to speak and understand English.

EDNIP staff comprised one full time Project Leader and two part-time project workers. The three workers were employed as staff members of the TED Project, Curriculum Development Unit (CDU), Mary Immaculate College (MIC), Limerick.

In summary the model offers a web of interconnected layered supports to schools, teachers, children and parents.

EDNIP adopts an ecological perspective (Bronfenbrenner 1979). The EDNIP model sees the child growing within and between family, school, community and wider ecologies. By adopting this lens EDNIP developed a multi-layered, school-specific, flexible, holistic and interconnected model of intervention, honouring each of the ecologies within which the child grows.

EDNIP evolved from the perspective that schools are a natural site to support and nurture integration, but they cannot do it alone. Therefore, the Project Management Committee (PMC) comprised members of the broader community. The intervention model reached beyond the school gates, was delivered during school time, after school time and during holiday time. It was designed to bring services in to the schools and to create opportunities for children and families to reach out into the community and wider environment. This required developing outreach strategies to communicate opportunities for integration to a large body of participants. Additionally, EDNIP honoured existing good practice, learned from it, and used it as a starting point for interventions. Seeking to both build on and address gaps in existing practice, EDNIP identified and delivered a number of new initiatives to the schools (see tables below for details).



EDNIP was informed by Appreciative Inquiry philosophy (Cooperrider, et al., 2008), a strengths-based approach which values the best in people or in a context:

> *Appreciative Inquiry is the cooperative co-evolutionary search for the best in people, their organisations, and the world around them.*
>
> (Cooperrider, Whitney and Stavros 2008, p.3)

Appreciative Inquiry and previous TED intervention work along with on-going dialogue with the schools informed the approach used to bring EDNIP into busy school environments. Bringing an initiative into schools demands respect for the work of schools, in particular a respect for the professional nature of the work undertaken by school staff, an understanding of the specific context of schools, a realisation of the busyness and dynamic nature of schools, and the parameters of school life and staff roles.

EDNIP understands that integration is a process – a process that recognises the barriers and enablers to integration, a process that requires wide stakeholder buy-in, a process rooted in social justice and a process that is both challenging and rewarding. Integration is not embraced as a 'stand-alone' topic, rather a process woven into the life and learning of the school environment.

From the beginning, EDNIP understood that the building of an effective model would require developing a bespoke model of integration for each school. Therefore, the EDNIP model was not prescriptive around what programmes were delivered in individual schools, nor what resources should be purchased for each school. Instead, EDNIP facilitated schools to decide on what would best work within their school contexts and supported schools to build their intervention in a professional, respectful and consultative manner.

Fundamentally, EDNIP took a Community Development perspective investing significant time and energy in developing relationships with all stakeholders including teachers, parents, children and services. Community Development is a process which includes principles of participation, empowerment and collective decision making in a structured and coordinated way (Community Work Ireland 2020). We observed increased participation as trust and understanding grew among all stakeholders.

Management Model

EDNIP adopted a devolved model of management, seeking to make decisions at the lowest effective level, in order to nurture stakeholder buy-in, with due respect for accountability.

Higher Education Institution collaboration and management

The need to develop a holistic informed response to support schools to embrace diversity originated in the MIC facilitated networks of DEIS schools, PLUS and OSCAILT.[6] MIC led the funding proposal and collaborated with schools and partners to develop and deliver EDNIP. The MIC Research and Graduate School Office (RGSO) managed the financial and programmatic reporting to the AMIF, Department of Justice and Equality.

MIC collaboration included harnessing the expertise of MIC staff to deliver inputs to school staff, parents and children, recommend resources and develop new materials to support integration in schools.

The EDNIP Project Support Workers reported to the Project Leader, who reported to the TED Coordinator. The TED coordinator reported to the TED Steering Committee, Director of the CDU and to the Faculty of Education and to the President of MIC.

Project Management Committee (PMC)

EDNIP was managed by a Project Management Committee (PMC) and facilitated by the TED Coordinator, MIC. The PMC comprised members of MIC (TED Coordinator and a member of the Research and Graduate School Office), the five Principals of the participating schools, and representation from the Department of Education, Limerick City and County Council, Limerick and Clare Education and Training Board, Tusla Education Support Service and Limerick Education Centre. The PMC met approximately every month. The EDNIP Project Leader reported on the work undertaken and forthcoming plans. Financial decisions and programme recommendations were made by the PMC. Members of the PMC made substantial contributions to EDNIP through sharing expertise, resources and facilities and proactively working with the Project Leader to expand and deliver programmes in schools. Meetings were very well attended and proved to be a forum for exchange of ideas, and challenges. Partners provided expertise and forged partnerships activities.

School Leadership

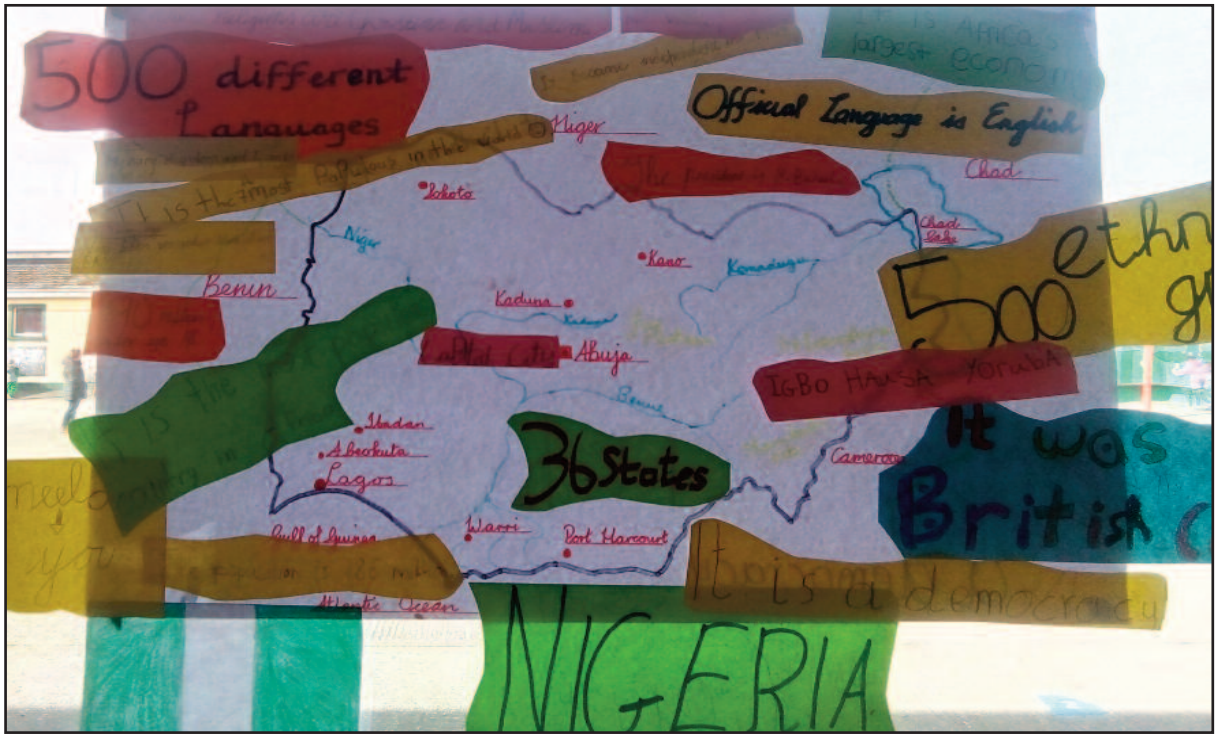
The Principals of the five participating schools invested hugely in EDNIP – four of the five Principals were either newly appointed or Acting Principals when EDNIP was initiated in August 2017. Principals recognised the need to promote integration and had the vision, courage and commitment to establish EDNIP in their schools and embed integrative practices.

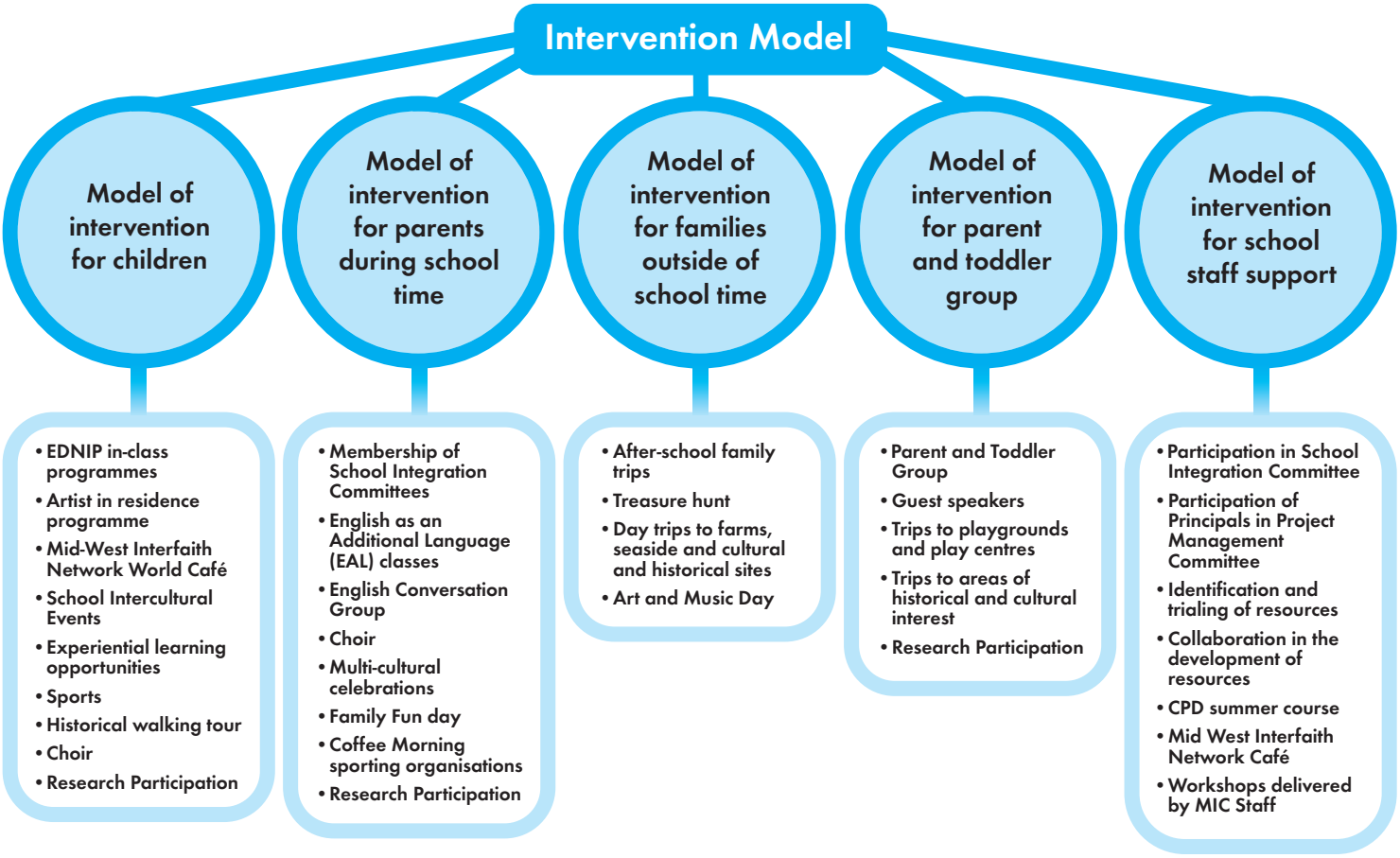
[6] Primary Liaison with University Services (PLUS) is a network of 14 DEIS Band 1 primary schools and 2 special schools in Limerick City and county. OSCAILT is a network of the 12 DEIS Band 1 primary and 4 DEIS post-primary schools in Limerick City. The networks are facilitated by the TED Project since 1998 (PLUS) and 2009 (OSCAILT).

School leadership was also every evident among school staff members who championed this work. The research found that the formation of School Integration Committees (SICs) provided opportunities for staff leadership. Across the schools Home School Community Liaison Coordinators (HSCLs), class teachers and, Special Education Teachers (SETs) teachers committed to working within the SICs to advance this work. HSCLs supported the EDNIP team to reach out to families and involve them in a variety of in-school time programmes, after-school programmes and holiday time programmes.

School Integration Committees (SIC)
Each school formed a School Integration Committee (SIC). Membership varied across committees and included Principals, teachers, parents, children, a public health nurse (PHN) and manager of a pre-school. SICs, informed by baseline research and on-going discussions, considered the needs of their individual schools and developed bespoke school plans which included programmes of activities and interventions, along with identified resource needs. Members of the EDNIP team facilitated each SIC and reported on same to the EDNIP Project Leader. SICs met approximately every six weeks, discussed the specific needs of their schools and planned programmes.

SIC Community of Practice (SIC CoP)
The SIC Communities of Practice (SIC CoP) meetings, comprised members of the five SICs. They were designed to create a forum for the individual SICs to meet each other and share good practice and indeed challenges. They also provided a forum to learn from people with direct experience of migration and to become informed of initiatives within Limerick City which were working to promote integration and address challenges of exclusion and racism.





Intervention Model

The intervention model described below is multi-layered, holistic, evolved over time, and was specific to individual schools. Some interventions were specific to each school while some were common across schools. It is important to note that EDNIP benefited greatly from the collaboration between the five schools, each of whom brought their own strengths, experiences and wisdom to the journey.

The tables below profile the range and scope of activities over the lifespan of EDNIP.

Table 2: Programmes for children during school time

Name of programme/activity	Description
EDNIP in-class programmes	**Intercultural Education Elective** EDNIP supported the delivery of intercultural education with students from the third year Bachelor of Education degree programme at MIC, who were undertaking the Intercultural Education elective. 23 students participated in 2018 and 24 in 2019. Students provided four sessions of intercultural education using the *Journeys* manual published by the CDU, MIC. These sessions were delivered to classes ranging from Junior Iinfants to 6th class across the five schools. Accumulatively 246 children (year one) and 235 children (year two) partook in this initiative. We began delivering these sessions in 2020 but due to Covid 19 school closures they were not completed.

EDNIP in-class sessions
Students across three schools participated in 'Show Racism the Red Card' initiative facilitated by EDNIP staff. The number of sessions that students participated in varied from one to five depending on the school. Accumulatively 104 children took part in these sessions.

EDNIP developed a two-tier intercultural education programme comprising four themes, 'Exploring Identity' 'Intercultural Education' 'Stereotypes' and 'Anti-racism'. Material was sourced from Intercultural education handbooks such as the *Journeys* handbook published by the CDU, MIC, the 'Show Racism the Red Card' programme and lesson plans sourced and developed from online materials. Three schools, from junior to senior classes participated in this programme amounting to 276 children.

COLLABORATIVE INITIATIVES

Homework Club
EDNIP provided academic support to 19 students who participated in a homework club, particularly focusing on students with English as an Additional Language (EAL) needs. EDNIP staff also facilitated games and activities to promote student engagement. This input took place over nine homework club sessions.

STEM
Working closely with Dr. Maeve Liston and Claire Carroll, EDNIP coordinated programmes with the Science Technology Engineering and Mathematics (STEM) Department in MIC. 18 parents and 18 children, participated in two evening CoderDojo sessions in MIC. EDNIP also provided transport for the families. Children learned how to code in a fun and interactive way with their parents.

91 children from 4th to 6th class across 4 schools participated in a five-week CoderDojo programme. This was facilitated by the Scratch Elective DEIS specialism students at MIC. The pupils learned the basics of how to code using the SCRATCH programme, an interactive experience involving animation, stories and games.

The STEM department also supported EDNIP during Maths Week by providing mathematics workshops for 90 children across four schools.

Family Learning
EDNIP supported Junior infants, Senior Infants and First Class students with a family learning craft day in one school. Each student and their parent, grandparent or guardian took part in the one-hour craft session, which encouraged collaboration and camaraderie across the school community. 108 pupils participated.

Artist in residence programme	MIC Artist in Residence Maeve Clancy facilitated two school groups from the homework club in exploring themes relating to identity and home through the medium of art. Group one received two sessions, which comprised 25 students. Students explored this theme, developing comic strips to explain their story and the concept of home. Group two consisted of 15 students, over a period of four sessions, students participated in paper-based mural stencilling and this was showcased on the school grounds.
Mid-West Interfaith Network World Café	Members from the Mid-West Interfaith Network facilitated two sessions across two schools aimed at 4th to 6th class students. The purpose of these sessions was to facilitate interfaith dialogue with students. The sessions were styled like a café, with four to five members from various religious backgrounds (Islam, Christianity, Baha'i, Hindu, Sikh, Quaker) seated at tables and meeting with up to 6 students at a time. The relaxed ambience supported students to enter discussion and ask questions with members about their religion. Members of the different faiths displayed artefacts representing their religion and this visual display allowed all students to engage in the dialogue. 119 students participated in this initiative.
School Intercultural Events	EDNIP supported a winter themed party celebrating diversity for 2nd to 4th class students over two winter seasons in one school. The room had three to four areas where small groups of children could engage with craft activities, cookery, music and games from around the world. A number of parents demonstrated how to prepare food and drinks from their country of origin. The room was decorated with visual displays of flags and languages from around the world. 120 children in year one and 109 children in year two participated. EDNIP supported two schools in the facilitation of a school intercultural celebration. A school committee comprising 10 children was established in one school to ensure cultural representation for the event and to develop the children's ideas and leadership. Children wore traditional dress and demonstrated the different languages present in the school community. Food, music, drama and stories from around the world were presented to the school. 284 children and 50 parents attended the event, Another school was supported with their annual intercultural event over a two-year period. 329 children participated in an intercultural themed quiz and intercultural themed assembly. 15 parents, all with a migrant background made presentations to children on items of cultural significance. This encouraged children to learn about various cultures and customs and engage in cultural dialogue.
Experiential learning opportunity	435 children across three schools participated in a visit from a mobile farm unit, a farming unit designed for an urban setting. Children had the opportunity to interact with farm animals such as hens, goats and sheep which allowed for experiential learning and for teachers to link this learning with the school curriculum. Five members of the Parent and Toddler Group also engaged with this activity.

Sports	EDNIP funded an initiative with The Munster Camogie Association that facilitated sports training across two schools. The purpose of this was to support integration by enabling children to have access to extra-curricular activities. A total of 120 students participated in this initiative with students receiving four to eighteen sessions. Three schools participated in an MIC - led PE instruction class on the MIC grounds. 200 children accessed the event. This event not only provided children with access to extra-curricular activities, but also increased their familiarity with the college and surrounding campus for future education endeavours. EDNIP supported the TED League of Legends School Soccer Tournament, an annual school led event held on MIC grounds. Children participated in an art project with the theme of anti-racism in sport with the art work displayed on MIC grounds. 120 children participated in year one and 200 children participated in year two.
Historical walking tour of Limerick	EDNIP co-ordinated a historical walking tour with an MIC History Lecturer for 25 children and 2 teachers around Limerick City. Children were informed of the historical relevance of buildings and relics located in the city centre and were provided with antidotes and stories to spark their interest. The historical walking tour was also a midterm activity offered to families, with three schools participating. 13 children and 9 parents took part.
Choir	The MIC Children's Choir is a TED (Transforming Education through Dialogue) initiative in collaboration with the Dept. of Arts Education and Physical Education, MIC. This initiative facilitates voluntary placements for MIC students in schools across Limerick to support children to build their repertoire and collaborate with other school choirs in Limerick. EDNIP supported TED in the co-ordination and facilitation of the choir's annual rehearsal and performance at MIC. Four schools participated in year one, amounting to 90 children. Three schools engaged in year two, with 179 children participating in the performance.
Participation in research	Children across all five schools participated in semi-structured focus groups to inform the baseline data for the research project. Prior to undertaking the study information sheets were circulated to parents/carers and children and written consent was sought from parents/carers and from children to participate in the study. Children informed researchers of their experiences of school and community life, and their experiences were qualitatively assessed for themes. 10 focus groups were conducted with children from Junior Infants to 6th class. Children across 4 schools also participated in summative research. 13 children's summative focus groups and member check focus groups were conducted with children from across three schools.

Table3: Model of intervention for parents during in-school time

Name of programme/activity	Description
Membership of School Integration Committees	An objective of the EDNIP School Integration Committee was to ensure parents' voices were included in designing school integration initiatives. School Integration Committees met on a monthly basis. Parents' contributions were an important factor in determining decisions about school integration goals.
English as an Additional Language (EAL) classes	EDNIP staff facilitated EAL sessions for beginner and intermediate speakers across two schools. Class group sizes ranged from 4 to 11 people. A key component of the EAL class sessions was to help to empower parents to access the social and cultural life of the city. Class group trips to cafés were organised and funded by EDNIP and students were encouraged to practice ordering food and drinks and to read menus. Four trips were arranged within the Limerick area and one trip to Killaloe village. Additionally, EDNIP organised experiential learning opportunities for EAL learners including visits to Limerick City Gallery of Art, and a walking tour of Limerick City to explore the urban landscape as part of language learning on the topic of the built environment. Furthermore, in response to requests from students the group visited a local Catholic church.
English Conversation Group	The English Conversation group was an open one-hour session based on the Fáilte Isteach model. Four staff members and four volunteers facilitated small group English conversation sessions, the content of which was flexible and user-led. All levels of EAL language learners were encouraged to attend. These sessions also served as a means of accessing information for members of the migrant community, given the personable nature of the interaction. The group sizes varied from 7 to 25, due to the flexible model of the class. A multitude of countries were represented including parents from Afghanistan, Pakistan, Bangladesh, India, Syria, Morocco and China participating. Members of the conversation group also visited the LCETB Further Education and Training Fair, to become informed of learning opportunities in the city.
Choir	EDNIP co-ordinated the facilitation of a parents' choir as part of the adult education classes in one school. Up to 7 parents participated, shared songs from their country of origin and learned songs with an international theme under the direction of Hala Jaber, Choir Director. Parents performed at the school end of year show and a performance was facilitated with the MIC Children's Choir.
Multi-cultural celebrations	EDNIP organised a number of school initiatives with parents in order to celebrate the diversity in the schools. Parents provided food from their country of origin, donned traditional dress and provided other parents, teachers and students with information on their country of origin. 40 parents collaborated and participated in this initiative.

	EDNIP also facilitated a celebration of Eid[7] on school grounds for parents and children. EDNIP organised signage for the celebration (Eid Mubarak) and confectionary was distributed to parents and children. 70 parents engaged with the celebration. Parents also spoke with children in class groups about Eid, 225 children across two schools engaged.
Family Fun day	Parents, children and staff celebrated the end of the school year with a range of fun and family friendly activities, games, performances and food. In year two a whole school community walk was scheduled to show families the local amenities and services and to build camaraderie in the school community. 96 parents, 148 children and 16 staff engaged in year one and 30 parents, 148 children and 14 staff participating in year two.
Coffee morning: introduction to sporting organisations	A school coffee morning was organised for parents in conjunction with sporting organisations in Limerick City. This allowed parents to familiarise themselves with sports clubs available in Limerick for children and gave parents the opportunity to enrol their children up for extracurricular activities. 55 parents participated in this initiative. Coffee mornings were also a source of recruitment for EAL classes and research participation.
Participation in research	Parents participated in research for the project and provided their views on school life, community life and living in Ireland. 33 parents participated in focus groups across all five school communities as part of the baseline study. Parents also participated in summative research, including 8 focus groups and 4 member checks.

Table 4: Model of intervention for families outside of school time

Name of programme/activity	Description
After-school family trips to museums and places of historical interest	Families were supported in accessing historical facilities within Limerick City. Group trips were organised to King John's Castle during the Easter and summer breaks. Families were given a map and an interactive questionnaire to support their engagement with the castle and its artefacts. 98 children and 63 parents visited King John's Castle. Each of the five schools were offered an after-school visit to the Hunt Museum as well as during the midterm break. Parents and children participated in a workshop where the history and artefacts of the museum were demonstrated. Families were

[7] In the Muslim faith Eid is a religious holiday which marks the end of the fasting period of Ramadam.

	also provided with a tour of the museum. This was an interactive experience for families and aimed to support their confidence in accessing amenities within the city centre. Accumulatively 76 children and 46 parents attended.
Treasure hunt	EDNIP scheduled treasure hunts in Limerick City for families during the Easter and summer school holidays. Families were provided with directions, pictures and questions as part of the activity. This activity allowed families engage with their environment in a new way and explore the city. Children received a treat as a reward for their participation. 102 children participated in this activity and 47 parents.
Day trips to farms and the seaside and sites of cultural and historical interest	EDNIP supported families over the summer holidays by providing opportunities to visit seaside locations such as Lahinch beach, Kilkee beach and Ballybunion beach. This was the first occasion for many families to visit the beach and was an important feature for many children during the holiday period. Overall EDNIP arranged seven day trips to the beach over two summer breaks. 194 children and 113 parents had access to these trips. EDNIP also provided families the opportunity to visit other areas of cultural interest outside of Limerick. This included visits to Moherhill farm, the Burren Nature Sanctuary, Bunratty Folk Park, Stonehall pet farm and Killarney Muckross House and traditional farm. These attractions ensured families had an interactive experience with animals, nature and history. Accumulatively ten visits were scheduled to these amenities throughout the EDNIP project. 241 children and 145 parents visited these amenities.
Art and Music day in MIC	Families were invited to attend a day in MIC filled with activities for their enjoyment. Families participated in group art projects and also participated in a music session with the MIC musician in residence. Toys were provided for younger children. Families also enjoyed a light meal. Families had the opportunity to familiarise themselves with the MIC campus in a fun and interactive way. 50 children and 19 parents attended the day.

Table 5: Model of intervention for Parent and Toddler Group:

Name of programme/activity	**Description**
Parent and Toddler Group weekly sessions	The Parent and Toddler Group was a weekly play and peer support group, provided to families in the EDNIP schools. Its aim was to provide a shared multilingual, intercultural space within the school. Parents and children had access to toys, reading material and arts and crafts equipment to support children's sensory engagement. Multilingual books and translated information were sourced

	to support children's native language development and to engage parents whose first language was not English. Parents were also supported in accessing amenities and areas of cultural interest described below, as well as linking with professionals to support them in their parenting journey. In total thirty parents and their toddlers across eight nationalities attended the group.
Guest speakers	A range of guest speakers were sourced and facilitated via the ABC Start Right programme, PAUL Partnership Limerick. The following sessions and professional information were provided to parents and their children on site: Baby/Toddler Yoga, Occupational Therapy, Infant Mental Health, Speech and Language Therapy, Baby/Toddler Reflexology and ABC Start Right Play Support.
Trips to playgrounds and play centres	A focus of the Parent and Toddler Group was to support parents in accessing amenities within Limerick and beyond. Group trips to local play centres such as Tons of Fun and Dreamland, and playgrounds such as Mungret and Adare were facilitated. Transport was provided when required. This increased parents' awareness of these amenities, improved parents' confidence in accessing these amenities in the future while also offering children novel sensory stimulation.
Trips to areas of historical and cultural interest	The Parent and Toddler Group participated in trips to Bunratty Castle, King John's Castle and Adare town. Transport was provided and onsite amenities were available to the children, thus ensuring children and parents alike enjoyed the interactive experience.
Participation in research	A qualitative review was conducted with members of the Parent Toddler Group to capture their views and experiences of the group.

Table 6: Model of intervention to support school staff

Name of programme/activity	Description
Participation in School Integration Committee	Two teachers in addition to the HSCL and Principal were recruited in each of the five schools as participatory members of the School Integration Committee (SIC). The purpose of the SIC was to facilitate discussions and develop strategies relating to integration within the school. Resources supporting inclusivity were sourced and distributed to the schools via the SIC group members and ideas that would support diversity and integration were discussed. The SIC met monthly in each of the schools.
Participation of Principals in Project Management Committee	The five Principals were members of the Project Management Committee (PMC) which met approximately every month during term time over the life of the project. PMC meetings were an opportunity to exchange ideas and challenges across the five schools.

Identification and trialing of resources	EDNIP collaborated with the SIC team for each school in identifying the resources required to support inclusivity, integration and EAL needs. Dual language books were purchased and distributed according to the language requirements in each school. Books that showcased diversity and inclusivity were also identified and distributed. EAL packs for the Junior and Senior cycle were sourced and allocated to Special Educational Needs teachers. Intercultural toys and activities such as jigsaws, games and globes were also provided to schools to encourage intercultural dialogue in the classroom setting. Examples of resources purchased are included in Appendices 1 - 4.
Collaboration in the development of resources	EDNIP consulted with the schools in developing multi-lingual welcome booklets for families. In the welcome booklet, parents were provided with information on the ethos of the school, school uniforms, lunch breaks, open and closing times, homework clubs, school books and school holidays as well as contact details for the school. In addition, parents were also given details on English classes, useful services in Limerick and a map of Limerick City. Welcome booklet were translated into Arabic, Urdu, Russian, Mandarin, Pashto and Polish, the 6 majority minority languages across the five schools. See Appendices 5 for details. Additionally, EDNIP consulted with the PMC and SIC in the development of a welcome banner for each of the schools. The welcome banner has 'welcome' in 39 languages. This was displayed at school entrances and was a means of welcoming families of all nationalities.
CPD summer course	The EDNIP on-line summer course was a two-week CPD recognised course for teachers to strengthen their knowledge in working with a diverse school population. Five modules were developed which included the following themes- *Intercultural Awareness; Religious Diversity; Global Education* and *Migration Issues; EAL – a whole school approach and Wellbeing*. Teachers had the opportunity to discuss topics and complete written exercises for each of the modules. 54 teachers participated in this course.
Mid-West Interfaith Network Café	The Mid West Interfaith Network Café was an opportunity for staff to meet with people of various religions (Islam, Christianity, Quakers, Baha'i, Hindu, Sikh). Staff met with each member in small groups to encourage an informal dialogue on the topic of religion and faith. 45 teachers across two schools participated in this initiative.
Workshops delivered by MIC staff	• MIC B.Ed. students of the elective module *Intercultural Education in the Primary School* delivered 4 thematic workshops covering journeys, culture, stereotypes and protection over three years.

	• Dr. Patricia Kieran and Najwan Elmagboul delivered training to the school staff entitled 'Islam in the classroom' and along with colleagues in the Mid-West Inter-faith Network delivered café style sessions on a variety of religions to children and to staff. • Dr. Anne Dolan delivered sessions to staff on the topic of 'Exploring refugees through picture books: learning from the stories of refugees and asylum seekers' • Dr. Paul O'Brien led historical walks in Limerick City. • Maeve Clancy, Artist in Residence, MIC, delivered in-school and after-school workshops to children on the theme of 'identity and home'. • Desi Wilkinson Musician in Residence, MIC, delivered in-school sessions and on-campus music sessions to family groups. • Sheila Richardson, artist, delivered an on-campus Saturday art sessions to family groups. • Dr. Maeve Liston, organised CoderDojo computer programmes for families delivered on site in MIC.

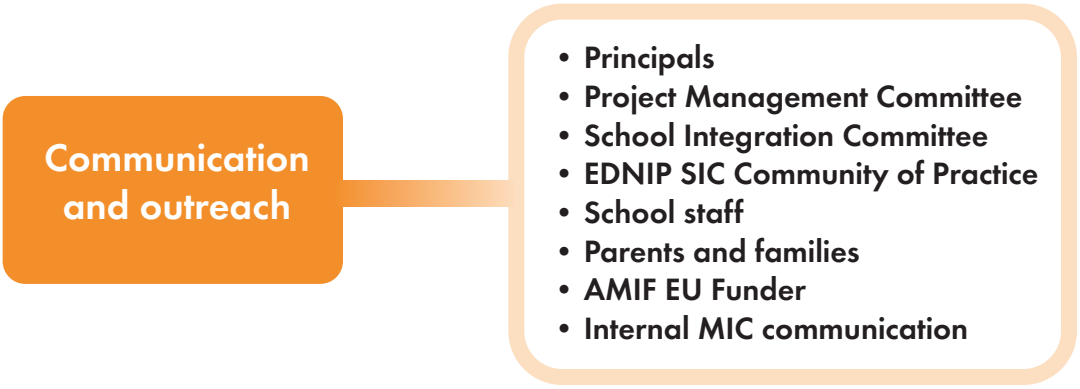
Table 7: Resources purchased

Name of programme/activity	Appendix
EAL	Appendix 1: List of EAL resources distributed to EDNIP schools Appendix 15: Resources for teaching English as an Additional Language (EAL)
Dual language books	Appendix 2: List of dual language resources distributed to EDNIP schools
Intercultural	Appendix 3: List of intercultural resources distributed to EDNIP schools
Interfaith	Appendix 4: List of inter-faith and cultural resources distributed to EDNIP schools Appendix 13: Inter-faith resource list

Table 8: Resources developed by EDNIP

Name of programme/activity	Appendix
School welcome/information booklet sample	Appendix 5
Intercultural definitions poster developed by EDNIP	Appendix 6

Sample flyer for parents	Appendix 7
EDNIP Welcome Banner	Appendix12



Communication and outreach

Effective communication is critical to the success of any project. The foundation stone of communication is trust building, which takes time, commitment, understanding and respect. To stay engaged people must feel informed, consulted and involved. EDNIP delivered a suite of outreach strategies to communicate with schools, families and agencies. Communication with diverse communities brings specific challenges and opportunities, not only language (comprehension, expression and interpretation) but also cultural translations. The EDNIP team played a critical leadership role in communication, facilitation, teaching, sharing ideas, and good practice as EDNIP evolved and developed.

The communication strategy EDNIP developed was as follows:

- **Principals:** Principals communicated EDNIP developments to school staff and promoted EDNIP to the parents and children.
- **Project Management Committee:** communication via email, phone and documentation. Project Leader and EDNIP staff visited schools regularly.
- **School Integration Committee:** communication via email, text and phone and documentation. Project leader and EDNIP staff visited schools regularly.
- **EDNIP SIC Community of Practice:** the EDNIP SIC community of practice convened on two occasions. These events involved sharing good practice across schools and the delivery of presentations by invited speakers.
- **School staff:** EDNIP developed newsletters for staff (Appendix 8) and shared findings of EDNIP research within and across schools. Staff were members of SICs and the SIC Community of Practice and the EDNIP team spent significant time in schools.

- **Parents and families:** Communication via text, phone and flyers (Appendix 7). Project Leader and EDNIP staff visited schools regularly. The EDNIP staff met parents at school gates to distribute flyers and inform them of EDNIP activities and also met parents through the delivery of programmes.
- **AMIF EU Funder:** quarterly reports – financial and programmes.
- **Internal MIC communication:** The Project Leader formally met with the TED Coordinator bi-weekly, and communicated regularly between meetings. The EDNIP team met with the TED coordinator to reflect on practice and share learning. The TED coordinator reported to the TED Steering Committee, the Faculty of Education. The EDNIP work formed part of the regular report to the MIC President.

The findings section captures the feedback on the model of management along with the impact of the intervention on schools, families and children.

EUROPEAN UNION
Asylum, Migration and Integration Fund

MIC
MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMÁL

An Roinn Dlí agus Cirt agus Comhionannais
Department of Justice and Equality

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality.

Volunteer Required
for
Parent & Baby/Toddler

Great opportunity to work with an EDNIP school initiative supporting migrant and Irish parents and their babies/ toddlers. You will:

- Get involved in co-ordinating activities for the children and parents
- Promote integration amongst the parents
- Supporting parents with their English language needs where required

Start date:	**February 21st 9am– 11am**
Frequency:	**Every Wednesday (except school holidays)**
Where:	**Edmund Rice Room, CBS Primary School, Sexton Street, Limerick**

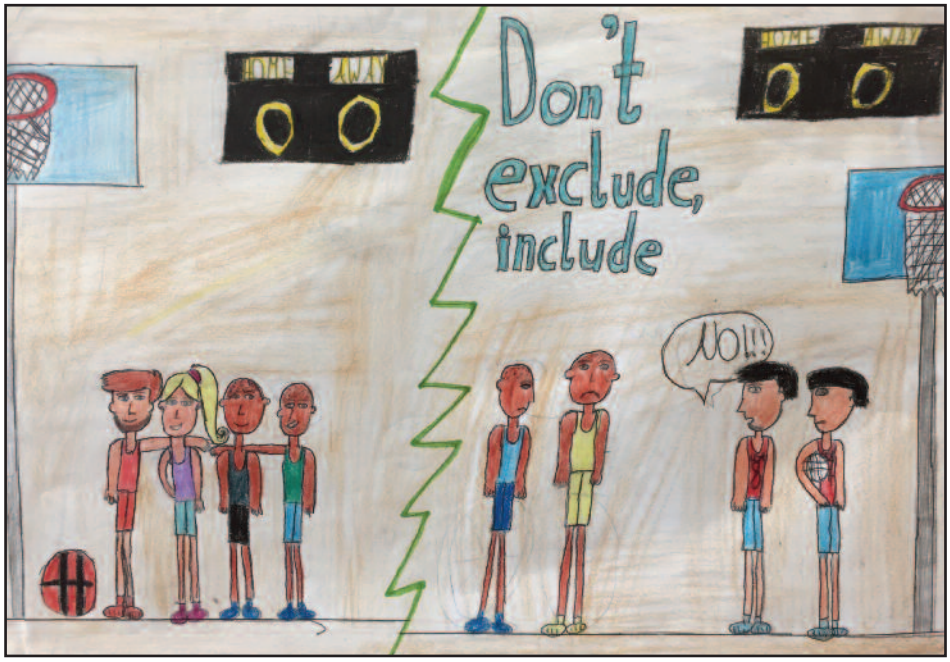
If interested contact: **Aine Lyne**
061-774574
Aine.lyne@mic.ul.ie

Findings: Did EDNIP make a difference?

Findings

In this section we review the effectiveness of the management model and share the impact of EDNIP on schools, children, families and the DICE MIC students. In summary we found that the EDNIP model was fit for purpose and that EDNIP made a significant and profound difference. This project has a lot to offer schools wishing to embrace diversity and nurture integration in Ireland and beyond.

Please see Model section, for a full description of the programmes and activities implemented by the EDNIP team in collaboration with schools. Please see Methodology section, for details on data sources which include focus groups, interviews, staff surveys and documentation review.



We firstly summarise our findings and then discuss them in detail. At the end of each section we summarise our learnings under the headings of key takeaways.

Findings summary

Management model: We found the management model was fit of purpose. The management model was found to be inclusive, flexible and responsive. It facilitated the sharing of expertise, built partnerships, promoted bespoke responses within the five schools while at the same time nurturing solidarity between them.

Impact on schools: We found that EDNIP enabled schools to focus on integration through providing a structured and systematic support system. EDNIP had a positive impact on schools' ethos and practice and also built staff leadership and confidence. The provision of Continuous Professional Development opportunities along with the development and purchase of classroom resources were believed to build staff expertise and have a very positive impact on teaching and learning. Additionally, EDNIP advanced and enriched home/school relationships, and helped to consolidate the school as a site for the promotion of integration, life long learning and service delivery.

Impact on families: We found that EDNIP enhanced relationships and collaboration between home and school, and consolidated the school as a site of service delivery. We learned that friendships between parents were forged and parents found this a valuable source of support as migrant parents can experience isolation. EDNIP built parental confidence and skills, and nurtured a sense of belonging. Additionally, we learned that engagement with EDNIP programmes created access routes to a variety of experiences and cultures and promoted a sense of belonging and respect for other cultures. Critically, EDNIP supported migrants to develop and enhance their English language skills, the lack of which was found to be a key barrier to integration.

Impact on children: We found that EDNIP helped to nurture a sense of belonging and promote integration for children. We learned that participation in EDNIP programmes created good memories, promoted learning, and nurtured children's empowerment. Children loved the in-class sessions and the various out of school time programmes. They reported that they greatly valued the inclusion of family members in programmes. They also believed education has a critical role to play in eradicating racism. The parents attending the Parent and Toddler Group reported very positive outcomes for their young children, citing the importance of offering very young children opportunities to socialise and be exposed to the English language in preparation for pre-school.

Impact on Development and Inter-Cultural Education (DICE) students: We found that students were very happy with their placements in EDNIP schools, some of whom found it to be transformative. Students reported that these placements offered them opportunities to engage in teaching difficult topics in a supportive way, work constructively in teams, build their confidence, utlise interactive teaching methodologies, and develop their classroom management skills. Students also described how this placement made them very aware of the importance of being open to learning from children who come from different cultures, and to the critical importance of recognising and celebrating cultural diversity. The experience also helped students to develop empathy and sensitised them to the trauma some children had experienced.

Findings

EDNIP was a response to a crisis in the schools. So much diversity left teachers not knowing what to do in terms of starting with new people but now the teachers have knowledge and awareness that feeds into practice.

(SIC Focus Group)

EDNIP was good for everyone – even for the Irish community. Even our own lads, even the locals, it brought together.

(Parent Focus Groups)

Not knowing is very, very dangerous, not knowing other people.

(Parent Interview)

EDNIP has laid strong foundations for all our students to understand and appreciate all the diversity within our school and the wider world.

(Staff Surveys)

If these people are in this country and they are in apartment living, and they are afraid to go out, and they have poor communication skills, you know who's advocating for them? And EDNIP became that energy. Now all it was going to do was create a crack and put a little wedge in and then you find the strength of these people and what they have to go through.

(Principal Interview)

A migrant parent from a war-torn country told us that *"not knowing is very, very dangerous"*, as in the vacuum of not knowing each other misconceptions about each other can arise. Those misconceptions and lack of connection can lead to racism, xenophobia, exclusion and violence. That simple statement vindicated the need for EDNIP which sought to promote integration, respect, appreciation and a healthy curiosity about the cultures and lives of all of us who live on this island, and in our world.

The quote above from a School Integration Committee (SIC) focus group speaks of the urgent need to support schools which emerged in discussions within the PLUS and OSCAILT networks. As stated in the introduction to this report EDNIP sought to build on existing good practice within schools. Therefore, EDNIP does not claim that the impact described below is solely due to EDNIP programmes. However, EDNIP brought expertise, resources, and supports to schools, built on existing good practice and developed new activities and programmes. See Appendix 10 for pre-existing integration practices gathered in the baseline research.

The EDNIP model was multi-layered. It offered children, in-school, after-school and holiday provision opportunities. It offered school communities professional development opportunities, practical supports, resources, engagement in research and decision making. It offered parents school-based opportunities such as the Parent and Toddler Group, English classes, conversation classes, along with after-school trips, social events, fun events and holiday time day trips. All of these opportunities created a web of opportunities for engagement, learning, fun and integration.

Fundamentally, we found that EDNIP created safe places for people to get to know each other, learn, and build connections. This was all enabled on a day-to-day basis by the three EDNIP staff who were highly skilled, knowledgeable, flexible, kind, resourceful and committed. One principal noted that doing this work is specialised stating that "it's not just someone with a qualification, it's the person". Another principal described how the EDNIP staff supported young mothers to engage:

> *And I think* (EDNIP staff) *in turn, she's such a gentle person, her level of compassion with the parents. For some of them it's their first time coming inside the door of the place, very young mums that mightn't have a word of English. And they come in and whatever way it happens, she's just a smiling face, and so friendly. And the Parent and Toddler Group is run far better than I could ever do it. Having the right people is very important, definitely ... the person is very important if the project is to be funded again.*
>
> (Principal Interview)

> *The SIC interviews also highly commended the EDNIP staff stating that:* (EDNIP team members) *make a great team and that's a lot to do with why it has been so successful. It's because of the support they have given the school. And how you know, I rang* (EDNIP staff) *to see if we could get the mobile farm during our friendship week and she had the farm booked for me an hour later. It took me two phone calls and we had a great day one of the best days in the school with the farm. Their support has been unbelievable, of anyone we have worked with before, I couldn't say enough about them.*
>
> (SIC Focus Group)

Children reflecting on the in-class sessions delivered by the EDNIP team reported:

> *They* (EDNIP staff) *were kind. They* (EDNIP staff) *had a lot of interest in the class and all the class had interest in what they were telling us and what they were doing. And they had interest in what they were doing as well. They were interested in their job. It's not like they didn't like their job ... They put in a lot of effort, a lot of effort.*
>
> *They* (EDNIP staff) *were great. We were having fun, but we were also being taught and we didn't even realise it.*
>
> (Children's Focus Group)

Review of the EDNIP Management and Intervention model

> *If I was asked 'how do you bring people from a different continent and people from the local parish to come to a place of learning, and there are perceptible tensions, how would you bring them together'? Well, you couldn't have designed a better process than EDNIP. We're all going to meet together to look at possibilities, and then there was an explosion of energy and laughter and ideas, and then I listened, and I learned, and I went off and spoke to the (EDNIP staff) and I spoke to the (MIC staff) and they said 'well ok, that's possible we can do this' ... the project became more organic and grew. I understood the potential, and I saw the journey possible and the transitions that were possible.*
>
> (Principal Interview)

The EDNIP model of management and intervention is described in the Model section. At the end of the project, we were curious to learn from participants whether they believed that the model was fit for purpose and to identify ways in which it could be improved.

As discussed previously, developing and managing effective intervention projects for schools involves giving consideration to the context, resources and the needs that are to be met.

> *What I will say is sometimes we found it hard to fit everything in. We weren't able to engage 100% at times, most things we did but once or twice we found it very hard because school is so busy. You have so many things going on but the model is good.*
>
> (Principal Interview)

Guiding Principles – how did they perform?

The guiding principles which informed the design and development of EDNIP included:

- Embracing diversity and nurturing integration is critical to the effective functioning of schools and society
- Integration is a process
- EDNIP adopts an ecological perspective (Bronfenbrenner, 1979)
- Schools are a natural site for integration work
- Schools cannot do it alone – they need resources, strategic partnerships and supports
- The intervention model was multi-layered – working with staff, children and families, in and out of school time
- The intervention model is guided by an appreciative perspective – honouring existing work in schools and building on best practice
- Research is critical to inform the development of the management and intervention model and identify gaps and share best practice
- Each school context is different requiring a nonprescriptive bespoke model for each school
- Community development principles

The findings in relation to schools, families and parents outlined later in this report confirmed that the guiding principles were successfully embraced in the design and development of EDNIP. Critically, EDNIP did honour the child as central to the design and to all decisions. Multi-layered in and out of school time programmes were developed, EDNIP worked from an appreciative perspective, saw integration as a process and developed individual school responses to the opportunity to nurture integration in each school. The research element was central to the development of the model, to making changes as the project progressed and to the development of this final report. Research was also carried out to identify and develop resources to meet the identified needs of the schools.

One of the challenges of a multi layered model, according to a member of the PMC is that *"if (an intervention) is family focused teachers can be less engaged – if very school focused parents can be less engaged – there is challenge in bringing the two together"*. While there were challenges experienced along the way, we believe that overall EDNIP managed to balance engagement across the various participants.

Model of Management - was it fit for purpose?

We found that the devolved management structure and the leadership of the Principals, the vision of the schools, the commitment of the partners and the leadership of the MIC team all contributed to developing a very successful research and intervention project. This leadership was actioned through the structures of the Project Management Committee (PMC) and the School Integration Committees (SICs) in the schools.

Higher Education Institution collaboration and management:

EDNIP, led by MIC, adopted a partnership approach, facilitating MIC, schools, key stakeholders and services

to work together. MIC, as the lead organisation took responsibility for very practical aspects such as raising funding, financial management and reporting to the funders, recruitment, employment and management of the EDNIP staff, and facilitation of the Project Management Committee. EDNIP and TED staff in collaboration with the schools reached out to partner organisations and services to leverage supports/services for schools, including Limerick Sport Partnership, ABC Start Right, The Hunt Museum and Narrative4. They reached in to MIC to harness the expertise of various MIC supports including the Research and Graduate School, Education Office, Finance Office, individual staff expertise and, undergraduate placement across four electives in EDNIP schools (DICE, DEIS, Drama and STEM). They sought expert advice on resourcing and on the development of the TEAL[8] project. The EDNIP team developed and sourced resources, designed and delivered in-class sessions, organised summer and after-school trips, taught English to parents, set up and facilitated the Parent and Toddler Group, facilitated the SICs, engaged in research and feedback, and reported to the PMC.

The research found that the work undertaken by the MIC staff was deeply appreciated by schools, and the professionalism, skills and commitment of the EDNIP team was a source of inspiration:

> *Huge gratitude to MIC for the expertise it brings, for the EDNIP team keeping integration on the agenda and for the resources – the link to MIC is critical.*
>
> (SIC Focus Group)

> *And I haven't used her name because with GDPR, I'm not saying anyone's names but* (TED staff member) *and* (RGSO staff member) *and the* (EDNIP staff) *they worked so damn hard. They worked so dam hard. Look what they have done. Look what they have created.*
>
> (PMC Focus Group)

A very positive outcome of the close working relationship between MIC and the schools included the link to MIC for children[9] – families came to MIC for a Saturday art /music session, and for a suite of after-school coding programmes. The established links for children and schools with MIC were strengthened through EDNIP. School staff spoke of the children's awareness of the links between schools and MIC – with the children easily identifying the EDNIP team and associating them with the EDNIP programme of events:

> (EDNIP staff member) *was referred to as the something lady, the castle lady, the beach lady. She walked into the school the other day and one child said: 'Oh that's the beach lady' and another child said 'it's not, that's the Hunt* (Museum) *lady'.*
>
> (SIC Focus Group)

Project Management Committee (PMC)

The PMC comprised the five Principals, and representatives of the DE, LCETB, Tusla Education Support Service, Limerick Education Centre, Limerick City and County Council and Mary Immaculate College (facilitator). The PMC met monthly. The Project Leader reported to the PMC at each meeting – using verbal, written and visual presentations.

[8] The TEAL (TED, English as an Additional Language Project) was developed by TED in response to the identified need to upskill school staff in the delivery of English as an Additional Language (EAL) supports to children. Eight DEIS band one schools, five primary schools, four of which were EDNIP schools, and three post primary school participated.

[9] The TED project has a number of initiatives bringing children on site to MIC including The League of Legends, MIC Children's Choir and The Studio Classroom, Visual Arts Programme.

When asked to reflect on the effectiveness of the PMC, members reported that *"we were listened to"*, that there was *"an openness to different perspectives and meetings were not being steered in a particular direction"*. They reported that that meetings were *"well organised, procedures and opinions mattered"* (PMC Interview).

Members greatly valued the opportunities for discussion, feedback, and the opportunity to put ideas forward in a constructive way. They believed there was always scope for change and the openness to change as the project developed. The members of the PMC reported that the meetings were well attended, and they valued the reports from the Project Leader, which facilitated very effective sharing of information and exploration of possibilities. They said the meetings were well managed, communication between meetings was very good as was the sharing of documentation prior to the meetings. The venue (Limerick Education Centre) was very suitable with ample parking, a warm welcome and tea/coffee facilities. Principals also reported that the PMC had a positive impact on the SICs, as the PMC facilitated information flow between schools:

In the words of one PMC member the PMC meetings provided:

> *... an opportunity for a confidential and a robust discussion. A lot of it might be to do with budgets. And then to do with employment of project workers, and finance running out. Or we have this amount for resources, how are we going to apportion this or use it?*
>
> (PMC Interview)

School Integration Committees (SICs)

> *So, the SIC gave us opportunities then to discuss things that we wouldn't have had a chance to discuss, and from those discussions the (EDNIP staff) would then organise information or help for us.*
>
> (Principal Interview)

> *That was good (SIC). It gave the parents involvement. It wasn't just an organisation saying: 'we are doing this, and we are doing that and follow suit as you want'. It gave us the opportunity to say 'well, this is what we like'. It gave us the voice, yes. (EDNIP staff) were brilliant.*
>
> (Parent Interview)

The research participants identified the following aspects of the SICs that they believed worked well:

- Being kept up to date even between meetings
- Communication from/with EDNIP staff
- Follow up on items raised in meetings
- Meetings were kept on track and to time
- EDNIP staff kept members informed – gave guidance
- A conduit to staff from the project and a conduit for staff to nurture engagement
- Model rooted in in-school decision making. SICs representation was very important
- EDNIP Project staff leadership was very important
- SIC enables dissemination of information from PMC
- Parents felt their voices mattered
- Decision making was democratic.

SIC composition varied across schools and comprised staff, Principals, parents, a public health nurse, a pre-school manager and pupils. SICs met approx. every month. As previously mentioned, schools are very busy places and there is enormous credit to the people involved who prioritised this work to nurture integration. SIC agendas were designed in consultation with SIC members and minutes were recorded and circulated by EDNIP staff. The leadership and the support of the EDNIP staff was strongly acknowledged. Principal leadership was critical to facilitating and promoting SIC membership.

Schools sought to make the SICs representative of staff and parents but reported that there are challenges in doing so, in some schools it was *"harder to get parent reps but worked well for teachers"*, and *"hard to run the SICs during the school day"* (Principal Interview). In other schools they noted that *"parents would love to contribute"* (SIC Focus Group). Interestingly in one SIC focus group participants believed that the parents who had participated in trips would *"welcome the opportunity to be part of it (SIC)"*. Despite these challenges SICs agreed that membership of SICs was important for staff members as *"it's easier for people to know what is happening if they are involved"*, advocating particularly for membership of teachers working at the junior section of the school as *"a lot of our international families tend to start with us at infants"* (SIC Focus Group). SICs also proposed inviting children from the student councils to attend SIC meetings at specific stages of the year.

The importance of considering membership beyond parents and staff was captured by one SIC group:

> *I think it's really important to have some medical person on board as well because that is something that is missing. If children don't go for their developmental checks there's no follow up, no appointments sent, if they don't come that's it. We've had children come here to the school that have never attended a developmental check and vaccinations.*
>
> (SIC Focus Group)

The SICs played a strategic part in the development of bespoke programmes and identifying the resource needs for schools.

Principals and SIC members were very pleased with the SIC structures, with one principal capturing this very practically noting a shift of responsibility for leadership to the SIC:

> *The structure of SICs and PMC was excellent. SICs allowed the issues of integration to come into focus – meant it was not principal led but SIC led and supported by the EDNIP staff.*
>
> (Principal Interview)

Reflecting on the effectiveness of the SICs, Principals deeply valued the opportunity it created for staff and other members of the school community to focus on the issue of integration – so that integration agenda was not just led or driven by the principal but had the support of expertise from outside the school while also harnessing commitment and expertise from inside the school:

> *So, you have to be realistic. So, the structure to me is really excellent, and I think it is really important. I think it has made such seismic differences. But the whole politics is about compromise and there's differences, sometimes about priorities. So, that's why I was hoping the agents of change, the enzymes, would be coming from without and not from within. Because if I make a suggestion that's from me,*

> *but if it's made through the SIC, they'll* (staff) *say yes, and it's much easier to say we're an EDNIP school, this is what we do.*
>
> (Principal Interview)

There was also evidence that the SIC structures *"enabled conversations between people who wouldn't easily converse", and "facilitated members to organise events for the school"* (Principal Interview).

In another school the principal captured the dynamics of the SICs stating that:

> *The committee we were literally saying 'what are we going to do with this (opportunity)'? So, the language classes came out of it. The SIC committee did do their cookery classes and they organised trips to the Hunt Museum and then a treasure hunt. And the thing that shone nearly the brightest was the trips and that came up at the end of the first year. What can we do for these families?*

Across the schools research participants reported that the SICs were a forum to discuss issues they would not have had an opportunity to discuss without that structure. EDNIP was a conduit through which to explore issues and identify needs. One of the SICs particularly acknowledged the value of parental participation in the SICs as they believed it promoted parental engagement in the school and of greater involvement in the Board of Management (BOM).

The relationships between the EDNIP team and the other SIC members were also commented upon – research participants believed that they were *"listened to"* and that schools were *"not pressurised"* to *"be the same"*, but were heard and their needs responded to, which takes a lot of time and consultation.

The model was described as "flexible and responsive" (PMC Interview). SIC feedback found that *"voices were heard"* and there were *"good discussions"* which *"led to changes in direction and shifts as we went along"* (SIC Focus Groups). One of the research participants gave a good example of how opinions were taken on board and of the flexibility of the programme delivery. They reported that concerns were expressed in the SIC that all children were not benefiting from after-school family programmes which offered opportunities to visit places of historical or cultural interest. Some parents were not in a position to accompany their children on the visits, therefore some children were missing out. Yet, the SIC believed that it was important for the children to experience these opportunities. EDNIP subsequently extended the programme by offering the after-school opportunity during school time to accommodate all children:

> (name of MIC staff) *did a walking tour of Limerick with ... the historian, during the day with a class from one of the other schools. Because some of the parents were working and couldn't bring them* (children) *afterschool. But the kids whose parents couldn't bring them were missing out. So, a way of doing that, we would want to do both, we could do it with the parents and a class, but I was delighted to see a 5th class from one of the other schools. It worked out very well.*
>
> (SIC Focus Group)

The SIC interviews revealed very high levels of satisfaction with the management structure and operation of EDNIP. The dedication of the EDNIP team and their organisation of various aspects of the project, their availability, and follow through was very sincerely acknowledged.

Bespoke model for individual schools and five schools on a journey together – Building solidarity and Communities of Practice

> *The opinions, aspirations of parents and schools were listened to and acted on. Project team listened – parents coming from different perspectives listened and the model of delivery evolved within each school.*
>
> (Principal Interview)

The research findings indicated that EDNIP managed to create five connected projects within one – honouring the uniqueness of each individual school's strengths and needs and at the same time creating a connection between them to facilitate communication, support and capacity building.

> *Each school is unique, and you look at things and say 'that wouldn't work in our school in a million years'. Well, that's key. Nobody wants to be pushed in a particular direction. It's really five projects under one project. Even in size they are very different. One is an infant school, and your school starts in second class, some are full stream boys and girls and historically they are very different.*
>
> (SIC Focus Group)

One of the reasons that EDNIP achieved what it did was because bespoke programmes evolved within each school through the research process, the SICs and through their participation in the PMC.

> *But, also like I was saying before you don't feel steered. You don't feel pressure from EDNIP to well 'School A has done X, and that worked really well for us, so we're going to make all the schools do it'. Like that's (approach) not there. It's more, 'what do you think'? And 'will this work in your school'?*
>
> (SIC Focus Group)

Programme flexibility emerged as a very valued aspect of the model as one principal noted they all had *"scope to change things as we went along"* (Principal Interview). Another example of how EDNIP responded to the needs of the five individual schools was cited by a PMC member who said: *"some schools had access to EAL for parents, others hadn't, and this was developed through EDNIP"* (PMC Interview).

The following captures the momentum of EDNIP as it moved through phases of development:

> *So, the bedding in period was interesting because teachers didn't know what it was going to be, and parents had great expectations or aspirations. And the journey of bringing these people with all their ideas and all their visions for what embracing diversity would mean became really organic. And it grew into something that was feasible and reasonable and wonderfully supported originally by the first lead worker and then she finished around Christmas time of the first year. There was lots of information gathered, base line data, and focus groups and questionnaires and there is where I put opinions in, and the staff put opinions into it. In terms of the project workers and the management they listened and were very receptive to everything.*
>
> (Principal Interview)

The value of creating five bespoke connected initiatives was captured graphically by one SIC who reflected on the value of the individuality and of the connectivity between schools:

> *Absolutely* (there is a value in working with other schools), *because you're working away in your own little bubble, and then you lift your head, and it's like 'that's interesting, that approach'. Because the schools are really similar in some ways and really different in others.*
>
> (SIC, Focus Group)

> *It's hard on your own but when someone that's throwing ideas at you and saying like* (EDNIP staff) *came ... like the puppets, 'These I got in another school, are they of use to ye'? So, it's also ideas coming from the other four schools and I'm sure we have given ideas to the other schools as well.*
>
> *That was probably the best day we had* (Community of Practice). *Now I know it's not specific to our school.*
> (EDNIP staff) *acted as a conduit to share ideas etc between schools – having five schools was great vehicle to share practice and ideas.*
>
> (SIC Focus Groups)

Information and good practice was shared across schools through PMC meetings, EDNIP staff facilitating the five SICs, and bringing information between schools, and through the Communities of Practice. This enabled schools to learn from each other. Due to time constraints we only managed to organise two Community of Practice meetings across the five schools but they were very well received:

> *The community practice thing was fantastic I thought. Yes, it was brilliant to talk to other teachers with the same objective in mind, just approaching it in different ways.*
>
> *That (CoP) was the highlight for me really because you heard all like different things we might try here and how they enjoyed it. Maybe things they struggled with too. We're all the same, we're all trying.*
>
> (SIC Focus Groups)

> *That was a thing (mobile farm) we (SIC) brought in. We brought in the farm, well we suggested to the school obviously. We didn't bring it in without the school. We did it in another school, and that's the great thing of having five schools involved, because if one school tries something and it will work out for each one or they'll try a visit to the Hunt museum or whatever. And they'll say "that was really good", and then another school will say "I'll try that", or a visit to Bunratty.*
>
> (SIC Focus Group)

Model - Bringing an initiative on site in a school

As discussed previously bringing an initiative into a school demands consideration of the unique school context, appreciation of existing expertise and strengths, an understanding of the needs the initiative seeks to address and a commitment to working in partnership. It also requires patience, flexibility and creativity.

We found that the EDNIP model respected the reality of school life and worked in a respectful consultative supportive way, with one principal noting that *"It worked very seamlessly, and it fitted into the school environment very well"*.

The SIC focus groups highlighted the importance of the support received from EDNIP staff to prioritise integration. Many said that without support teachers just couldn't take on additional work as teachers are already so very busy:

> *We are already past breaking point so saying to a teacher, 'we need to engage in this dialogue around world religions, but we are going to support you to do it', that's just the only way it will work and that's why it works. We are going to explore interculturalism, but we are going to support ye to do it. You know, I just think the support has to be there for it to work because teachers just can't take on another thing independently.*
>
> (SIC Focus Group)

SICs emphasised the need for a hands-on approach to support teachers. They said that the EDNIP team did what was needed, and the flexibility of the EDNIP team was critical:

> *They are hands on. Bags from Dealz and Penneys. They come in they put up the bunting, nothing is a chore for them. They carry tables around the school.*
>
> (SIC Focus Group)

A principal confirmed this position by stating:

> *The work that was done as part of it was brilliant from* (EDNIP staff) *to* (MIC staff) *and the two other EDNIP staff and MIC staff. It worked very seamlessly, and it fitted into the school environment very well because it hit all three aspects* (children, parents, staff). *It wasn't focused on the kids alone, which meant they didn't have to be out of classroom a lot. It worked with parents. It created that bond, so I didn't have to work on it that much.*
>
> (Principal Interview)

Pedagogy – working with adults

> *I was in* (name) *school, in the conversation class. Is very, very good. There is no too much reading, no too much writing, is little bit reading. Too much* (lots of) *speaking, is very good for learning the English. I like all teachers. Sometimes I didn't understand things. They explain all the teachers. They teach every way. I like too much I want again. I did all the conversation classes exercises every night. I fill up the forms 10 times. I practice, practice. I more and more confident.*
>
> *Look I don't feel shy because even if wrong she* (EDNIP staff) *help you to do it. You feel yourself safe you know. We can trust each other, and we trust each other.*
>
> (Parent Interviews)

There are specialised qualifications and skill sets required to work in adult education or family support. Working with migrant adults who do not speak English and are coming into a new cultural context also requires a special skill set. The team were well prepared, created a safe and nurturing environment and built trust with the learners. The professional background, skills and qualifications of the EDNIP staff greatly contributed to promoting an inclusive learning environment centred on the needs of learners as well the adoption of effective teaching methodologies for adult EAL learners.

The EDNIP team, supported by the conversation class volunteers sought creative and respectful ways to promote a safe inclusive learning environment:

> *Because everything is very good organised, very clear for me because I am a beginner in English and* (EDNIP staff) *every time puts the theme of the lesson and teach in a good way.*
>
> *I am very happy for this English class. For me it is the best, because I study English in another place, but every Monday I am very happy to for this class. I enjoy.*
>
> *Because we are like family, no big room full of tables, one small room is good. It's better for me.*
>
> (Parent Focus Groups)

As previously discussed, the acquisition of English is critical to integration, so using effective teaching methodologies is critical, both to the acquisition of English and to building the learners' confidence and networks:

> *Sometimes if we don't know something, we can ask the teacher. Everything she tell us, everything. It's nice. And every lesson* (EDNIP staff) *repeats the last lesson very quickly at the start of the new time.*
>
> *Before I very, very shy. I feel it* (conversation class) *is like my family. I see teachers they like friends. Some people very nice. Teachers explain and make a group of four or five to explain questions, very, very good. English is getting more questions and answers and stories like they help.*
>
> (Parent Focus Groups)

Building on pre-existing EAL classes, and collaborating with the LCETB, EDNIP set up EAL classes for parents in two schools along with a conversation class drawing learners from across the schools. Apart from the in-school sessions, class members visited cafés and went on trips – all of which offered opportunities to practice English and engage in the social and cultural life of the city.

One of the EAL parents graphically described her journey from attending the EAL class to participating in the conversation class, capturing her reticence and evolving confidence:

> *First time I start with* (EDNIP staff) *reading group.* (EDNIP staff) *speak very, very slow. And I think this teacher speak slow and in other school maybe there is big group and too much teachers and maybe very hard. I said ok (to invitation from EDNIP staff to join the conversation group) after 2 – 3 months I went and I see. I wish it again very soon start the English conversation class.*
>
> (Parent Interview)

As one EAL learner reported, going on trips or to the café offers *"another possibility to practice talking"*. Another commented that going to a café offered her an opportunity for *"conversation and try Irish food. Last time I tried something like pie, it was my first time"*. Another described her first visit to a café:

> *One time I went with* (EDNIP staff) *to the café, Punches cross. Everything for me is very changes (different) first time. Is good. People seated quietly and like make tea and some people chat and some people just look outside. Is very good.*
>
> (Parent Interview)

And another EAL learner described her first visit to a Catholic Church:

> *It is very like, outside and inside is very different. I sit here and I look at all things and how they pray and what are they doing here in this place, I was happy for these days. You know holy water and put a little money and light candles and everything is different and everything is good. Church is very good first time inside.*
>
> (Parent Interview)

SICs also commented on the way in which the EAL classes were run: *"(EDNIP staff) manages to work very well with the migrant population – they are happy and learning in her class"*.

In the EAL classes the curriculum was learner-led. Learners were asked about what they would like to learn, and when they identified the need for a conversation class this was developed. Likewise, SICs and parent interviews greatly valued the social learning atmosphere in the Parent and Toddler Group which was described as *"well organised"* (SIC Focus Group).

Intervention Model was responsive and flexible

Research participants believed that the EDNIP model was responsive to needs or concerns expressed by schools. This was manifested in a number of ways including the development of the TEAL project, a sister project to EDNIP. It was also evident in the process through which resource needs were identified, researched, sourced and developed.

The EDNIP model sought to be responsive to needs from the conception of the project and throughout the development and implementation stage. The need to support teachers' skills in the area of teaching English as an additional language featured strongly across discussions throughout the project. Subsequently, TED successfully sought funding to develop a sister project to EDNIP, which delivered staff development across eight schools, four of which were EDNIP schools and the other four were DEIS primary and post primary schools in Limerick City. The TEAL (TED English as an Additional Language) Project, combined with EDNIP was viewed as *"a very powerful package"* (SIC Focus Group).

In response to identified need EDNIP also developed and purchased resources for schools. Examples of developed resources include bespoke information books in multiple languages (Appendix 5), welcome banners in multiple languages (Appendix 12) and an intercultural definitions chart for classrooms (Appendix 6). See Appendices 1,2,3 and 4 for list of resources purchased.

PMC members believed that the process of consulting with schools, researching, purchasing and developing resources was a really important support to schools who *"felt supported and engaged and welcomed the work done by the team"* and that it was critically important that the resources were *"not forced but identified and discussed"* (PMC Interviews). This was also raised in the SIC focus groups:

> *Yes, we got a lot of resources as we went along and what was good is it came from the needs. They weren't resources that were forced upon us there were a lot of conversations before resources were got and purchased. There were a lot of conversations between the different schools about what was working in their schools so most of the things were got were very much based around the conversations that were had at the meetings that came out of there. People would say 'this is what we think is going on in our school'. They might say 'have you seen what's going on in this school'? We would like some of those resources, we feel we need these. 'Would this be available'? And that's the way it was worked, instead of just saying 'one size fits all'.*
>
> (SIC Focus group)

Communication

In the section describing the model, we outline the importance of communication. During interviews we sought feedback on how people learned about EDNIP and the opportunities it offered. As outlined above, communication between the PMC and SIC and the SIC and staff and parents was really important.

EDNIP programmes, both in and out of school time reached a lot of staff, children and adults over its lifespan. EDNIP staff developed a staff newsletter to inform staff of developments (Appendix 8).

We learned that the multiple modes of communication enabled EDNIP to reach a wide variety of parents – when parents were asked how they learned e.g., of the Parent and Toddler Group they said: *"My son is in the school and I see the advertising for this class"*. Another parent said: *"I heard from the school principal"*.

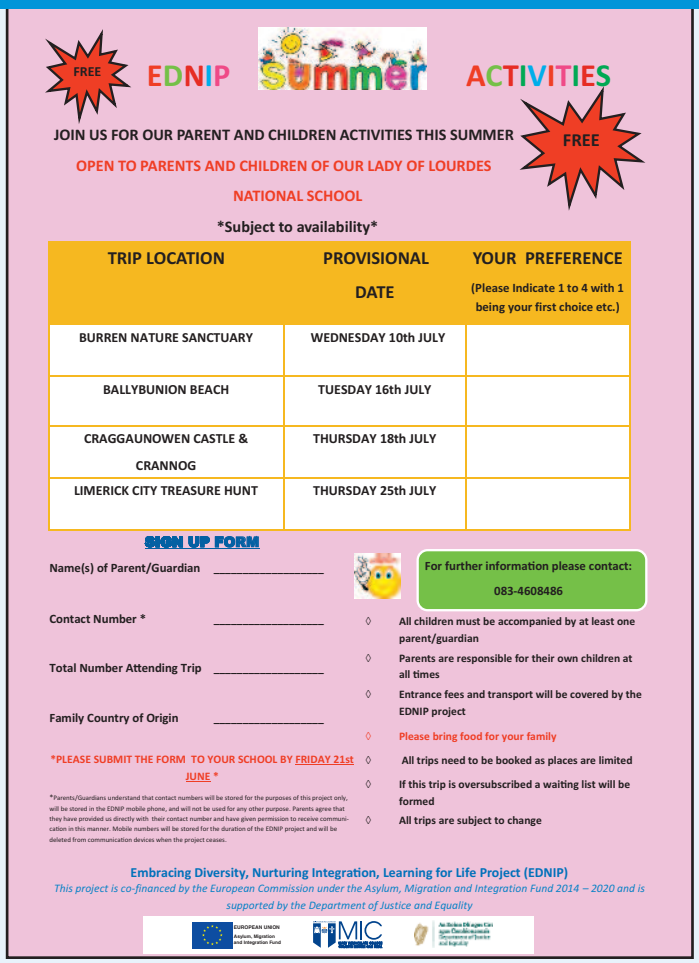
Model of Management: Key Takeaways

We learned that it is important to:

- Have a driving force, someone to champion this work, listen to and support staff, children and families
- Develop a deep understanding of the needs that the initiative seeks to address and the specific context within which the intervention is being delivered
- Build on what is already working! Appreciating and respecting the work undertaken by the school prior to implementing an intervention is very important - link with existing communication and practice structures
- Respond to identified needs through the development of a management model which

recognises: the unique context of each school; builds school leadership; facilitates decision-making; creates an effective path of communication and is properly resourced

- Research the design, development and implementation stages of the intervention
- Recognise the challenges to the implementation of initiatives within schools including the busyness of schools, physical space, resourcing and communication
- Resource the management structures such as Project Management Committees (PMC) and School Integration Committees (SICs) so that they can function well. This relates not only to administration but to recruitment and scheduling
- Seek multiple perspectives such as staff, parents, children and services to promote success, understanding and buy-in
- Employ multiple modes of communication with staff, parents and the wider community to promote information sharing and advertising of programmes/activities
- Be prepared to listen through the management structures, through engagement and through research and to be flexible and responsive to emerging needs. The process of integration is dynamic.



FREE EDNIP summer ACTIVITIES

JOIN US FOR OUR PARENT AND CHILDREN ACTIVITIES THIS SUMMER

FREE

OPEN TO PARENTS AND CHILDREN OF OUR LADY OF LOURDES NATIONAL SCHOOL

Subject to availability

TRIP LOCATION	PROVISIONAL DATE	YOUR PREFERENCE (Please Indicate 1 to 4 with 1 being your first choice etc.)
BURREN NATURE SANCTUARY	WEDNESDAY 10th JULY	
BALLYBUNION BEACH	TUESDAY 16th JULY	
CRAGGAUNOWEN CASTLE & CRANNOG	THURSDAY 18th JULY	
LIMERICK CITY TREASURE HUNT	THURSDAY 25th JULY	

SIGN UP FORM

Name(s) of Parent/Guardian _____

Contact Number * _____

Total Number Attending Trip _____

Family Country of Origin _____

*PLEASE SUBMIT THE FORM TO YOUR SCHOOL BY FRIDAY 21st JUNE *

*Parents/Guardians understand that contact numbers will be stored for the purposes of this project only, will be stored in the EDNIP mobile phone, and will not be used for any other purpose. Parents agree that they have provided us directly with their contact number and have given permission to receive communication in this manner. Mobile numbers will be stored for the duration of the EDNIP project and will be deleted from communication devices when the project ceases.

For further information please contact: 083-4608486

- All children must be accompanied by at least one parent/guardian
- Parents are responsible for their own children at all times
- Entrance fees and transport will be covered by the EDNIP project
- Please bring food for your family
- All trips need to be booked as places are limited
- If this trip is oversubscribed a waiting list will be formed
- All trips are subject to change

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality

EUROPEAN UNION Asylum, Migration and Integration Fund MIC

Impact on Schools

> *So, we were enriched by EDNIP beyond our reasonable expectations, and that's in the resource end, but also with the people who have worked on it, and also in terms of the learning experience from methodologies and interactions.*
>
> (Principal Interview)

> *EDNIP has given lots of support to our school in the form of resources and organisation of events and activities.*
>
> (Staff Surveys)

The research revealed that EDNIP had a very positive impact on the five schools that participated. This is evidenced through the interviews with Principals and the SICs, surveys completed by school staff and through observations and discussions over the lifetime of the project. These findings are very much triangulated throughout the interviews with children and parents.

The research found that EDNIP impacted positively on the school by helping to create a focus on integration. Findings also revealed that EDNIP supported teaching and learning, helped to positively impact on school ethos and practice, nurtured and supported school leadership, promoted connectivity between parents and schools, enabled staff upskilling, developed and purchased resources and developed solidarity across the five schools and between the five schools and MIC, EDNIP partners and organisations throughout the city. Furthermore, the success of EDNIP confirmed schools as sites to promote integration, lifelong learning and service delivery.

As previously stated, schools are extremely busy places. There are constant changes, constant opportunities and challenges, constant upskilling and learning. Schools and their staffs have many competing calls on their time. The development of EDNIP enabled a focus on integration for the five schools that sought this support. The dedication, expertise, and commitment of the EDNIP staff came to light across the research. Their commitment to forging creative ways to support staff, children and parents was consistently recognised. School staff spoke of the various ways that EDNIP staff engaged from leading the SICs, comprehensively reporting at the PMC, organising individual meetings, delivering surveys, taking ideas on board and running with them and developing and sourcing resources. School staff spoke of the availability and openness of EDNIP staff, typically saying that: *"You have someone to contact if you have an idea about something"*.

EDNIP supported schools to focus on integration through providing structured and systematic support system

> *More focused, having someone in a dedicated role is great, and especially when it's someone who maintains good communication and can be contacted as needed.*
>
> (SIC Focus Group)

> *Supported teachers in addressing issues of multiculturalism, migration and immigration, which are topics the children hear a lot about in the media these days.*
>
> (Staff Surveys)

According to the SICs focus groups, individual interviews and staff survey findings, EDNIP enabled the aspiration of prioritising integration to become a reality for busy schools. The development of the SICs created a focus for discussion, decision-making, planning and action:

> *Up until the project (EDNIP), we wouldn't really have sat down as a team and said, 'listen what can we do now to try help parents integrate here'? We would have left it to the Home School (HSCL) doing their classes. Whereas we've actually taken an active role, as a staff.*
>
> (SIC Focus Group)

Reflecting on the impact of EDNIP, a Principal reported that:

> *EDNIP brought focus for the staff on integration, to talk about these issues and also to have people in classrooms delivering on EDNIP. And for us to talk as a staff. The SIC worked pretty well in this school, although the numbers weren't great.*
>
> (Principal Interview)

In another SIC focus group, there was a strong consensus that *"EDNIP keeps the idea of integration front and centre"*, and this helps by *"giving staff that extra push when energy would otherwise be low and activities would possibly be put on the long finger"*. Another SIC noted that *"it's that push from EDNIP is really why that it (international day event in classrooms) is happening. Because as I said, at this stage (of the year) you know the well has run a bit dry"*.

According to staff surveys EDNIP has supported schools to be more aware of the challenges experienced by migrant families and to identify their needs creating *"an understanding and awareness of barriers to inclusion due to cultural differences"*. It also supported them to have a platform to promote the language and practice of integration.

> *EDNIP has helped us to identify the needs our school has, to include all the different nationalities and create an understanding and awareness of barriers to inclusion due to cultural differences.*
>
> *Staff are more aware of the difficulties international families face face and EDNIP has created more inclusivity for them.*
>
> *Showed the non-English speaking parents that we are aware of their needs and are willing to help them.*
>
> (Staff Surveys)

Impact on school ethos and practice - embracing religious diversity - 'not tokenism'

> *We are100% more open. We are more comfortable* (addressing issue of integration).
>
> (SIC Focus Group)
>
> *EDNIP has increased our pride in being a diverse school. It has given all staff an opportunity to focus more on their role in helping newcomer families integrate into Irish society.*
>
> *Inter-cultural events have improved school atmosphere. Raised the status of the importance of embracing diversity. Gave people a voice.*
>
> *EDNIP has greatly impacted our school and has enabled us to provide a genuine welcome to all our pupils and parents.*
>
> (Staff Surveys)

Our research found that EDNIP supported schools *"to be genuine"*, and *"create a sense of equality and unity"*(Staff Surveys) in their aspirations to build an inclusive integrated school:

> *EDNIP has allowed us to be genuine. We have a genuine welcome banner. We will have a genuine prayer space, and we celebrate it. It's not just tokenism 'we'll do the inter-cultural day and it's done'. I think parents are no fools they see us, that we have genuine interest in wanting to be welcoming and we appreciate their presence here and we are happy to get them involved so it's about being genuine as well.*
>
> (Principal Interview)

The impact on the school was seen to be 'very tangible', made visible through the resources and also the language around integration and the language around embracing the diversity. It's like any language, if you use it you won't lose it but, if you don't use it, you will. I think with Mary I and the DICE students that will keep that piece alive. I think an indelible mark has been made on us. But I don't want it to be a little dot, I want it to be something a bit more substantial.

(Principal Interview)

According to the research undertaken with SICs, EDNIP had a profound impact on school practices:

I suppose we are putting more thought into things. If we are making a decision about something we definitely wouldn't do something good (something special for the children) *on a Friday because we know some of them* (children) *are collected and brought to prayer and that would stop them going* (to prayer). *And that was a barrier without even realising it.*

(SIC Focus Group)

In another school, SIC members spoke of how EDNIP *"out of school activities have leaked into the school"*, stating that the programmes had broken down barriers and created a dialogue between the life of the child in school and out of school.

In terms of impact on practices in schools, SIC members and Principals across the schools spoke of the increased knowledge of appropriate language to use in the classroom when discussing issues such as integration, racism and stereotyping. They greatly valued the support from EDNIP both in terms of scaffolding the dialogue among teachers and between teachers and children:

I suppose we've opened up the dialogue for teachers and just supported them.

I suppose we all acknowledge initially it can be a tricky thing for teachers to engage in just, you know everyone has their own opinions but it's just how to phrase it correctly in the class. So, I suppose by EDNIP coming in and supporting the teachers that was really valuable.

(SIC Focus Groups)

Interestingly, the term and concept of EDNIP became integrated into the school language and the implications and expectations that go with *"being an EDNIP school"*. As one Principal noted:

Because of EDNIP we were able to say, 'look absolutely zero tolerance'. We're not having that (racist comments) *... It's the same with violence or intimidation. There will be none of it here. We're an EDNIP school. All of a sudden there's fibre there where there wasn't, and it also gives you the courage to say: 'look that's racism'.*

(Principal Interview)

The Principal also noted the value of using the term when discussing issues with parents. He/she believed that in a way EDNIP offered schools a permit to call out bias:

And when parents come in, 'my lad gets into trouble the whole time and those other ones don't'. I say 'what do you mean those other ones'? 'Well, the black kids'. 'Well hold on a minute, let's talk

about this in terms of what it is your child is in trouble for, because your child misbehaved. If somebody else isn't getting in trouble, it's because they are not misbehaving. I really don't appreciate you using the black kids'. And I can say that to parents. And then I say, 'do you not know we are an EDNIP school'? And they know what EDNIP is in that sense. They would call it helping us to get along.

(Principal Interview)

One of the issues where teachers identified the need for support was in relation to how to manage discussions around religious diversity – some teachers feared that they may use inappropriate language due to lack of knowledge and did not want to cause any hurt. We found in our research that discussion around religious practices had become more normalised and teachers were more comfortable – this they said was due to the summer course, workshops and the world café sessions provided through EDNIP.

We were doing 'Incredible Years' and Ramadan was over and just to hear the children. I think one boy started talking, but then others fed in and it was a lovely conversation, about it (Ramadam) was a celebration of it. The 3 days, like ourselves, we have Christmas Eve and Christmas day, Stephens Day and how bad it was to be in school on a day that you get presents and given money and it was just lovely and natural. The conversation was had. They were Senior Infants. It's natural. It's organic. It wasn't ... tokenism was the word I was looking for.

As well as that EDNIP provided us with two sets of religious artefacts and (MIC lecturer) gave us fabulous methodologies, how to teach with these, how to talk about these, I'd say she's such a great teacher.

(SIC Focus Groups)

For teachers, much was learnt about each different religion and it was an opportunity to ask questions and have them answered by an expert.

(Staff Surveys)

Impact on staff - built leadership and confidence

The interview participants identified several impacts on staff including the learning gained from participation in SICs, the opportunity to take up leadership and champion integration and greater confidence in dialoguing with parents from migrant backgrounds.

Some Principals noted that teachers involved in the SIC in their school *'took leadership'* and worked very closely with the EDNIP team to support the programmes. Peer to peer communication was reported as very effective.

It is very important to acknowledge the changes that some teachers shared in terms of their own confidence and skills in talking with, meeting with, and supporting parents:

Trust takes time and it takes a lot of effort.

Some parents would never in a million years have approached you but now ... they'll take down their hijab, they will take them down now. They know that we prefer to see their faces. Whereas they wouldn't have done that. I think we were nearly afraid to ask them 'can I see your face'? Whereas before .... You're not afraid to talk to them now. I would just talk to them like anyone else.

(SIC Focus Groups)

Teachers reported that they were more confident in navigating cultural differences and better able to forge conversations with parents:

... you know, and even now not being afraid to ask like (to open up conversations with parents). *Like a mother came up to me, he* (her child) *looked at me, and I said 'yes, we say to the children, look at me when I'm talking to you'. And she's saying 'oh no, in our culture it's a really bad thing for a child to look at an adult' ... and we can have the conversation. Whereas before, I don't know if I would have been* (confident to have a conversation) *and just being afraid to put my foot in it you know. You are afraid to cause offence.*

(SIC Focus Group)

Another SIC spoke of the emphasis on acknowledging and celebrating differences and how this impacts on teachers, children and parents. The importance of adding celebrations to the life of the school as opposed to excluding pre-existing celebrations was acknowledged:

Now that the focus is on celebrating those differences really. That you're celebrating Eid or they are celebrating Christmas day when they sit down and have a party and your awareness of that. The parents are more comfortable coming into the school and you are more comfortable talking to them and they are big things.

(SIC Focus Group)

Impact on staff - Continual Professional Development

EDNIP has increased teacher knowledge, confidence and skills around teaching children from diverse backgrounds.

(Staff Surveys)

Schools have support needs to enable them to undertake this work. These needs include resourcing, practical supports such as bringing expertise to the classroom, Continual Professional Development (CPD) opportunities and recognition of their unique position as schools serving diverse populations.

School staff participated in CPD through attendance at summer courses, (Appendix 11), and CPD during the school year. One of the challenges encountered in the lifespan of the project was to find suitable times to deliver CPD – sometimes schools used their Croke Park hour[10] or released teachers in a rota basis.

CPD was delivered by the EDNIP team, MIC staff and the Mid-West Interfaith Network. Specific topics were identified through staff surveys and through SIC and PMC meetings. The staff believed the CPD had a significant impact on their practice and skill set:

[10] The purpose of the Croke Park Agreement between the INTO and the Dept of Education is to provide a block of 36 hours to be allocated to non-class contact activities which would previously have necessitated a school closure / half day.

> *I always remember* (member of Muslim faith) *saying their face is actually a gift from God.*
>
> (SIC Focus Group)

The challenge of learning cultural norms works across all cultures. One of the migrant parents shared her realisation about interacting with Irish people: *"I had not known one thing personally, if you go near to them* (Irish people) *they will not feel good, and always keep a bit of distance"* (Parent Focus Groups).

Staff spoke of the value of the EDNIP summer courses which ran for two summers:

> *I suppose even the course we did last year, I just felt I got a lot of information that I had been looking for.*
>
> (SIC Focus Group)

The feedback on the EDNIP summer courses was very positive, we amended the programme for year two based on the feedback from year one. The summer courses were very valuable opportunities for bespoke sustained CPD. Below one of the teachers offers a very graphic example of how her practice changed because of participation in CPD:

> *I think the whole project has educated us as well in a very broad sense what you are saying now* (refers to a colleague) *in that we're not afraid now to talk to children about it. Because that fear of causing offense is terrible. Because it kind of spancels you in your relationship, that fear of causing ... whereas now we are just talking about it. Whereas other years we may not have. They might have said 'I wasn't in school because of Eid' and I can't really ask them because I don't know anything about it.*
>
> (SIC Focus Group)

The Principals were very clear on the impact of EDNIP for their staff. They spoke of *"building cultural understandings in a multi-cultural environment",* and of the huge value of resources. Principals spoke of their impact on their staff from an empathetic perspective stating that the staff is *"more open, more understanding of families and the experiences they are going through and the isolation"*. One Principal profoundly stated that *"EDNIP became a concept, impacted on the ethos of the school. EDNIP equals integration. We are much more open as a staff, which makes every day in school much better for them (staff) - staff more open"*(Principal Interview).

SICs also highlighted the need for CPD in order to progress the integration agenda – stating that teachers need support and knowledge in order to address sensitive issues such as racism and integration. They recognised that this involves knowledge of appropriate language for classroom use to promote discussions and understanding. Indeed, the parallel pathway of developing understanding for staff and for children was recognised across staff interviews, surveys and SIC Focus Groups:

> *We've opened up the dialogue for teachers and just supported them.*
> *People with experience in talking about racism and other issues, you know we talk about it in class but just to have the support of somebody.*
>
> (SIC Focus Group)

Teachers spoke of the transformative power of CPD:

> *'Muslim in the Classroom' as well, that was really transformative for me because you'd be afraid of upsetting someone from a Muslim faith, because ... but you assume that you could say the wrong thing and they would be really upset and they wouldn't tell you, they were upset they would stoically carry on.*
>
> (SIC Focus Group)

Discussions at SICs revealed very valuable insights into the impact of CPD, the development of teachers' confidence in entering into dialogue about different traditions. The example below graphically displays the change in practice in a school. We learned throughout the research process that teachers feared causing offence and so were sometimes reticent to ask questions about religious or cultural practices, but through the CPD and different processes which they engaged with their confidence grew. This also happened through schools sharing their good practices.

> *But it's like things like Eid when the kids come back from that, and you'd be there like,' well how did ye get on?', and 'what did ye do?' And you're asking the kids and they are all excited, mad to tell you. But we wouldn't have known a lot. Things like that.*
>
> (SIC Focus Group)

> (MIC staff) *delivered workshops for staff and EDNIP bought the religious artefacts – so the school had the knowledge and the resources to support the development of knowledge and respect for different religious traditions.*
>
> (Principal Interview)

Impact on teaching and learning

> *As a teacher, I felt supported in addressing issues around multiculturalism in my classroom.*
>
> (I felt) *support in trying inclusion-based lessons and activities has kept inclusion on the agenda.*
>
> *The Mary I students supported teachers well in addressing issues of multiculturalism.*
>
> (Staff Surveys)

School staff reported that EDNIP had a strong impact on teaching and learning. Staff surveys attested to this with staff stating they had *"increased teacher knowledge, confidence and skills around teaching children from diverse backgrounds"* (Staff Surveys). Staff identified specific aspects of EDNIP that supported teaching and learning including support for EAL programmes: *"EDNIP has been a support for the EAL programme in our school"* (Staff Surveys). EDNIP was also seen to be an active mechanism for educating children to *"accept difference and promote tolerance and respect for all"*.

Teaching and learning has many inter-connected aspects to it. It can be profound, exploring concepts of racism and stereotyping. It can also have very warm moments like enjoying the fun of sharing aspects of their

culture and sharing in learning experiences. The school staff often spoke of the fun of the intercultural days, mobile farm visit, intercultural walks, food tasting, and of course going on trips:

> *The children really enjoyed their day trips – having new experiences and seeing places that they wouldn't have been able to access easily.*
>
> *They* (trips) *allowed the children and their families the opportunity to explore new areas, particularly encouraging them to revisit these areas and take similar trips in the future.*
>
> *The 5th Class trip over to* (name of school) *for Maths Week was very good.*
>
> *Great for integration and knowledge about the local area.*
>
> *Scratch classes in MIC.*
>
> *EDNIP supported teachers with integrating new-comer students.*
>
> *Children loved having EDNIP team in our class. It creates positive relationships with parents.*
>
> (Staff Surveys)

Our research revealed an in-class impact of EDNIP based on the delivery of programmes by the EDNIP team, the MIC staff, MIC DICE students, the Mid-West Interfaith Group and the mobile farm visit:

> *Parent and child telling about Muslim faith on the DICE project and they came out and also the project workers* (EDNIP team) *would go into the classroom and do different pieces of ... there was a book used 'Journeys' and there was some other resource that they used to discuss aspect of ... and then they introduced the Midwest Multifaith Group and they brought resources then. That's when it really started to be meaningful and then we even had two children and their mum who decided to explain what Ramadan was, and what Eid was, and they came in and they went around all of the classes. The mum had made this candy favours. They were sweet treats that would be given out to kids after an Eid celebration and there was one for everyone in the school and the two girls took such delight out of doing this.*
>
> (SIC Focus Group)

Feedback from DICE students corroborated the school staff findings in relation to how they perceived children engaged with complex topics stating that *"children were excited to talk about their own varied backgrounds"*.

Children also spoke about the importance of honouring the different backgrounds stating in relation to their own culture that it is *"important to see things that show your culture"*. They also appreciated the resources which EDNIP had supplied to their schools stating that children *"realise it can be fun (to represent different cultures in displays, books and practices), we have books from Afghanistan in Urdu and Arabic"* (Children's Focus Groups).

Impact on home school community relationships

Also, it brought more people into the school. They were more willing to come into the school. I have never in the whole time ... it's the first time I have ever seen the amount of parents involved and willing to be involved.

(SIC Focus Group)

Allowed isolated mothers to be welcomed into our school and meet other parents.

Positive impact as it afforded parental involvement in a casual, relaxed manner. They were made to feel less isolated, and more valuable members of the school society.

(Staff Surveys)

Yes, that (EDNIP) *opportunity gave parents who wouldn't go into the school - if they found it intimidating or ... like when we were kids our parents didn't come into our school ... you waited down the road for the kids. So, some parents might feel ... other cultures, I don't know how their schools work. So EDNIP was good. It gave an opportunity again to cross the barrier and go in. So, it was a safety net. 'Why are you here?' 'Well, I have a reason to be, I have a purpose to be, because I am with EDNIP'.*

(Parent Interview)

We learned that schools saw an increase in parental engagement and *"more integration between parents and staff"* (Staff Surveys) through EDNIP which they valued greatly. The research found that these increased interactions facilitated trust building, which takes time, understanding, openness and patience: *"barriers between staff and parents were broken down"* (Staff Surveys). The increased interaction did not always relate to school related matters but as noted by one Principal that they were *"approached by parents for information to service"*. Interestingly, these opportunities brought parents to the school who had not previously attended. According to one SIC:

There were days when they (parents) *were all invited in for the different activities. We actually got to meet parents on those days that we had never seen. The art exhibition, they* (men) *brought their wives that we would not have seen them, and actually they introduced us to their wife. We would never have met otherwise. They* (mothers) *don't bring the children to school at all. A lot of males bring the children to school and any conversing, any conversing with us. And it's hard for the males then because they won't look at you. They'll talk to you, but they can't make eye contact.*

And we've seen a lot more of the kids being allowed to take part in our Christmas activities, going to see Santa Claus. The trust is there now even though they wouldn't (in the past), *but they did. Taking part in our activities and Christmas plays and stuff and teachers have tried to make them more universal ... they have like ... the trust is there now. It's not solely religious so they can take part like. They all took part in the winter festival.*

(SIC Focus Groups)

SICs also noted the impact on Irish families, stating that celebrating diversity can provide opportunities for increasing all parental engagement in schools and the informality of EDNIP activities outside of school time have had a positive impact on school life:

> *It has broken down barriers* (between Irish families and migrant families) *that no amount of school concerts or standing in the halla*[11] *in the morning forever would do. And it has taken it outside of school, and it has taken it into their lives at holiday time or weekends or after school. Because it happened outside of school it* (positive attitudes to integration) *has leaked back in to school.*
>
> (SIC Focus Group)

All Principals acknowledged the enhanced relationships with the community, captured below by one of the Principals who acknowledged the impact on the more marginalised parents due to language barriers:

> *I think it's brought the school into the community and the community more into the school. While we were always part of the community, I think it has helped to integrate us a little bit more into the community especially those parents who maybe felt marginalised because of language and things like that.*
>
> (Principal Interview)

Schools also reported an increase in parental participation in the Parents' Association as the dialogue between two school staff exemplifies:

> *Person 1: I think we've had a breakthrough in the last year or two would you agree?*
>
> *Person 2: Yes.*
>
> *Person 1: Certainly, in terms of the Parents' Association and the involvement of parents .... I think there really has been a breakthrough.*
>
> *Person 2: There has been alright. And I suppose the barrier that's broken is that these parents have excellent English. We have a very successful English beginner's language class as you know. There's up to 12 or 13 in it and the biggest barrier for parents getting involved, is their standard of English. And the parents that have made the breakthrough are the ones that have a really good standard. Simple as! It's one of the biggest barriers.*
>
> (SIC Focus Groups)

Schools were very clear that parents wanted to be involved and believed the main hinderance was the lack of English:

> *What parent doesn't want to be involved in their child's education? A lot of these international parents are actually highly motivated, and as you say it might just simply be English language. Not for all but definitely for a few.*
>
> (SIC Focus Group)

[11] School assembly hall.

It was also evident throughout the research that EDNIP had built on existing school/community links and nurtured new links with community and partner organisations for schools:

> *EDNIP helped to develop great home-school links and links with the wider community. It fostered community spirit and fostered links with the wider community.*
>
> (Staff Surveys)

EDNIP staff in collaboration with the HSCLs organised a number of Sports Coffee Mornings – where a variety of sport organisations distributed information to parents.

School as a site to promote integration, lifelong learning and service delivery

The EDNIP schools were confirmed as fertile sites to promote integration, collaboration, leadership and learning for staff, parents and children.

> *So, EDNIP opened that, it was just the notion that, 'I want to help you, we want to help you, the school wants to engage with you, come and help us to know how to do it'.*
>
> (Principal Interview)

Critically the reach of the school extends beyond the children enrolled into their families and community. EDNIP through the schools was able to reach parents and promote engagement and learning. When asked about the suitability of the school as a place for adults to come together one migrant mother replied she came to the school as *"you know you're going to a safe place"* (Parent Focus Group).

There are very well-established mechanisms for involving and reaching out to parents by schools. The excerpt below not only describes one way in which the schools reach out, but the parent's understanding that she can go to the school to seek clarifications:

> *Through the school. They were giving notes from school. So, each class will receive it and they pass it to the parents. So, normally I will fill in all or if I am not sure, I will come in the next day and ask them 'what is the problem about'?*
>
> (Parent Interview)

Building on the success of HSCLs over time, EDNIP helped to promote the school as a site for Life Long Learning for adults. Apart from feeling safe parents also reported that *"time is good"*, as they can engage in programmes after they drop their children to school.

There was a strong consensus that the school can act as a very effective site for service delivery. The EAL classes, conversation class and Parent and Toddler Group attracted parents who needed those services, and they were very comfortable and felt very welcome in the school environment. If the school is to be used as a site for delivery of services, it must be resourced to do so.

Schools need to be resourced not only in terms of personnel support but in practical ways, for example, one of the schools did not have a parent room due to lack of space.

Resources and resourcing

> *And the resources, the physical resources, the boys love those books. And the fact that we are going to be getting more into all the classrooms, and the games and ... even the way the room is decorated because EDNIP had the funding at Christmas. It just made it so much more of a special place to go, we just wouldn't have it. We just don't have it* (adequate funding).
>
> (SIC Focus Group)

> *Resources sourced by EDNIP staff were invaluable – the resources and language of EDNIP and the DICE students will keep this work alive.*
>
> (Principal Interview)

According to the research, one of the very significant contributions EDNIP made to schools was in terms of having the finance to employ personnel, develop and purchase resources, and provide a range of experiences for children and parents.

The need for resources was identified by schools. To meet those needs the EDNIP staff consulted broadly with schools, and then researched, developed, purchased, delivered and reviewed resources. The required resources were identified through discussions in the SICs and at the PMC and in discussions with individual school staff. The EDNIP staff consulted with MIC staff with expertise in various areas and sourced a variety of resources across intercultural, interfaith, EAL and dual language. They also undertook independent research to source resources. Once resources were in place the EDNIP team sought feedback from the teachers and shared this information across schools enabling schools to learn from each other. Resources that the EDNIP team developed included welcome booklets for each school in multiple languages, an intercultural definitions poster to display in classrooms and a welcome banner for display at school entrances. Resources were both classroom-based and school based. For example, some schools developed sacred spaces in public areas with artefacts from across religious traditions.

The result was that schools built a bank of resources to support teaching and learning. Schools shared their experience of the effectiveness of the resources through SIC and PMC meetings. Feedback from staff was very positive, not only in terms of the resources purchased but also in terms of the support offered by the EDNIP staff in researching and purchasing. The following captures feedback via the staff surveys:

> *We have developed a bank of resources that reflects our multicultural reality, that can be used by both children and adults alike.*
>
> *Intercultural books and games provided support for teachers to address various issues around multiculturalism, etc. The EDNIP staff researched and provided excellent resources for us in school. Books reflecting different cultures were very popular with the children. The provision of new picture books in different languages/backgrounds/cultures reflect society. The Red Card Against Racism activities and videos were good.*
>
> (Staff Surveys)

Staff surveys also strongly acknowledged their appreciation of 'increased personnel to work with pupils and adults' and the 'extra funding to provide our children and families with new experiences and activities'.

(Staff Surveys)

Not alone did the schools appreciate the resources, they deeply appreciated the time that the EDNIP team took to research and procure the resources:

Now that probably took a lot of time for (EDNIP team) *to source that and really invaluable resources and that's time that we don't have. There's so many other things going on.*

(SIC Focus Group)

Principals also said that EDNIP enabled them to buy resources they wouldn't normally be able to justify. The rationale for purchasing resources didn't have to be academic it could be cultural. Teachers spoke of the impact of the resources on the children – the delight of seeing their cultures represented in reading books, and resources such as games, posters and floor mats. The teacher below shared his/her experience of the resources, particularly grateful that the resources were *"informed"* and her/his particular appreciation for resources for older children who come to school without any English:

Can I just say this is the EAL room. I love these games here, learning by looking. I love the fact it shows a diversity of children from all different places. The kids love playing these type of things. So, my resources have been added up, I think it's great that I have things like a Roald Dahl book that's in Polish, that if a child wanted to read a Polish library book, instead of an English. The teachers know these are here.

I did not have anything for the (older) *children up the school who arrived with no English. We have our 'Up and Away' programme which is great for children lower down the school. But I now have something I can lay my hands on for a child that arrives in new to the school at the top end. So, in terms of the EAL room I'm delighted on two fronts. Number one, that* (EDNIP staff) *has provided me with such stuff and number two that* (EDNIP staff) *has gone and researched this, and the* (other members of the EDNIP team), *because it's hard to find this stuff sometimes, but they have gone off and researched it ... It's informed. It has really informed, it is yes.*

(SIC Focus Group)

In another school a Principal noted that: *"we are in a much better place in catering for kids with language difficulties now than we were before the start of the project"* (Principal Interview). And in another school another Principal noted:

EDNIP facilitated buying resources because of cultural context of the school and not only has EDNIP given us fabulous resources, we got a reading scheme we picked, and EDNIP paid for. That is allowing children of different cultures to see material that is related to their experience of life. It's not directly EAL it's very much contextually based, cultural experience, there is no way I could have prioritised that (in terms of the limitations of expenditure).

In another school, a Principal reflected on the process of resource identification and delivery:

> *Yes, we got a lot of resources as we went along. And what was good is it came from the needs. They weren't resources that were forced upon us there were a lot of conversations before resources were got and purchased. There were a lot of conversations between the different schools about what was working in their schools so most of the things that we got were very much based around the conversations that were had at the meetings that came out of there. People would say 'this is what we think is going on in our school', they might say 'have you seen what's going on in this school'? We would like some of those resources, we feel we need these. Would this be available? And that's the way it was worked, instead of just saying 'one size fits all'.*
>
> (Principal Interview)

Schools: Key Takeaways

We learned that it is important to:

- Appreciate that schools are busy places – there are competing and increasing calls on schools to address many issues
- Listen to what schools need - schools identified the need to focus on integration as a response to increasing diversity and the desire to be proactive in promoting a sense of belonging for all children and families
- Recognise schools as fertile sites to promote integration and foster a sense of belonging for staff, families and children
- Support schools to develop bespoke responses to promoting integration – there was a recognition of the value of undertaking research within schools to identify home languages, religious practices, countries of origin, skill sets of parents, resource and training needs of teachers, perceptions of children, parents and staff
- Ensure that the school ethos and environment play an important role in welcoming parents and children
- Build school leadership to promote this work – leadership can come from multiple sources
- Create formal i.e. School Integration Committees (SIC), Community of Practice (CoP) and informal structures i.e., programmes, activities, trips, opportunities for people to interact and to build connections
- Represent the diversity of the school population in displays, programmes, curriculum, celebrations and resources and in everyday activities
- Provide CPD for staff in the areas of integration/interculturalism / EAL – this work needs to be embedded within school life

- Support school staff to progress this work – to develop the skills and confidence to deal with issues such as racism, stereotyping, migration, etc.
- Adopt a perspective of 'diversity advantage' acknowledging that schools can be fertile learning environments drawing on the knowledge and experience of families and staff
- Promote respect for multiple beliefs - belief diversity is a reality in schools and society
- Resource schools to progress this work – physical resources in the form of books, equipment, games, language support materials; personnel supports in the form of dedicated support staff and CPD
- Establish an in-school committee similar to a School Integration Committee which would facilitate a school to focus on issues relating to the increasing diversity in schools. This issue could be a standing item on the BOM agenda – how the school is promoting anti-racism and embracing diversity
- Build Communities of Practice to offer schools opportunities to share good practice, raise concerns and build solidarity and expertise
- Develop multiple modes of communication required to ensure this work reaches all
- Resource schools to promote this work.

Impact on families

Well only for this programme (EDNIP) *we* (parents) *wouldn't know half the parents in this school. As I said, they never came in before. But now we can stand out and have coffee with them, go into the parents' room have a chat.*

(Parent Focus Groups)

EDNIP helped make all families feel more included, like they belong here – especially newer families. I think EDNIP has a positive impact on families as they felt included in school life.

(Staff Surveys)

Parents, the PMC and school staff believed that the opportunities offered through EDNIP helped to enhance and consolidate relationships between parents and school. Each of the schools have access to a Home School Community Liaison Coordinator (HSCL) as part of the DEIS programme. The HSCLs were critical to promoting parental and family engagement in EDNIP programmes. They supported the EDNIP team to find ways to reach out to parents and offered invaluable advice and practical support.

Our research found that EDNIP had a powerful impact on families. EDNIP was found to enhance relationships between home and school, nurture relationships between parents and build confidence and skills. It created a route to experience a variety of cultures, breakdown isolation and build a sense of belonging. It was also found to improve English language skills. One staff survey captured this very well stating that:

The body language of the adults in the school community has changed. It is more open and friendly.

(Staff Surveys)

EDNIP Enhanced relationships between home and school. EDNIP helped to consolidate the school as a site of service delivery and a conduit for information

Parents believed that EDNIP had enhanced relationships between home and school and increased levels of engagement among parents. They also believed that by role modelling positive interaction between Irish and migrant parents, the children could learn that racism is not acceptable. Irish parents spoke with pride of their relationships with migrant parents: *"It shows to the kids that, do you know what I mean, that if they see their parents talking, they'll see we're not racist"* (Parent Focus Group).

Parents reported that locating EDNIP within a school environment supported teacher/parent relationship and trust building – it created a natural access to teachers who could be easily contacted if there were any problems:

> *And you know there is a relationship for me. A relationship between the teacher, my daughter's teacher. All the time I have her news you know, all the time. 'How is she?' 'She is fine'. I say to her 'if there is any, any small problem call me, I'm here in school. Just look for me I'm in classes'. She said, 'okay no problem'.*
>
> (Parent Focus Groups)

Staff surveys also reported that EDNIP has helped to foster and nurture school/parent relationships:

> *Parents are more willing to get involved in school activities.*
>
> *EDNIP improved links between parents, the school and the wider community.*
>
> *Parents are comfortable coming to school activities and engaging in community activities.*
>
> (Staff Surveys)

EDNIP schools employed a variety of strategies to show parents they are welcome, as one member of a SIC noted:

> *We speak to them* (parents) *in the morning, and we make time for them. That's what you do. And then over time they* (parents) *realise we do want them in the school. We do respect them (migrant parents) the very same way as other parents* (traditional cohort of Irish parents). *We do, we actually do. I think they actually bring a lot to the schools. It's great. If they* (parents) *have a problem, they have no problem coming to speak to you about it.*
>
> (SIC Focus Group)

A Principal, reflecting on the relationships between the school and parents, and recognising the needs of migrant parents, beyond the scope of EDNIP reported that:

> *The school is a safe place, a place where they can come to learn if they want. We have parents talking to us about their housing needs, about health needs, and I think EDNIP has contributed to that. They see the schools as a safe place and somewhere that's open.*
>
> (Principal Interview)

This belief that parents know that the schools want to make them welcome was echoed in the staff surveys:

> *Families feel more welcome and accepted. They are being offered services such as English classes and many more. It makes them feel that we care about their integration into our community.*
>
> *Newcomer parents/families were provided with lots of information on our school and services available, as well as practical advice regarding services/supports in the local area.*
>
> (Staff Surveys)

The research found that the EDNIP programme attracted some parents who had not previously engaged with the school: *"I know it has even brought families to our school because they know it* (EDNIP) *is here"* (SIC Focus Group). Another principal reported that: *"The parents were more willing to come in and they were able to speak or ask about something"* (as a result of engaging in EDNIP programmes).

The commitment to supporting parents was evident across all schools, for example one Principal believed that:

> *You can support mum as much as you can support the child really in school. It's really good and I suppose if you took an example of maybe three or four parents over the last two years, I can think of specific cases where they have come on in leaps and bounds, when it comes to their friendship groups, support within migrant groups, support from the tutors in their various classes. And I suppose also the opportunity for them to move onto certified courses and at times employment even.*
>
> (Principal Interview)

There was also a strong consensus that EDNIP, located in the schools, provided an important point of contact for information for parents: *"with such a diverse range of nationalities, EDNIP has given families a contact point for information/activities"* (Staff Surveys).

In different ways across the schools, in addition to being participants in programmes and trips, parents got involved in supporting EDNIP. Some parents delivered in-class information sessions on their faith, others participated in the Winter Festival by demonstrating traditional cookery and showcasing aspects of their cultures. Parents participated in SICs and in the two Communities of Practice.

EDNIP nurtured relationships, friendships and increased understanding between parents – created opportunities for supporting each other

> *Is good, different cultures, Chinese and Indians and some Pakistanis and some English* (speakers) *different language, feeling same and happily making friends. Like I feel very good. They all speak English.*
>
> (Parent Interview)

> *EDNIP put emphasis on everyone being valued as part of the community.*
>
> *Families now recognise that differences are something to embrace, not something that should isolate.*
>
> (Staff Surveys)

It (Parents' Choir) *was great to see parents from different backgrounds sourcing and teaching songs from their countries of origin to each other. Great for our children to see and hear them perform for the whole school.*

(SIC Focus Group)

EDNIP created opportunities for parents to build peer friendships across nationalities, whether through participation in EAL classes, the Parent and Toddler Group, membership of SICs or meeting each other on trips or participating in activities such as cultural events, walks, coding classes in MIC, and art and music workshops (see full list of EDNIP programmes in Model section).

One parent captured the dynamic of building friendships between parents through participation in trips as follows:

Some of the parents and kids that were on our trip I would never in a million years go anywhere with them. Do you know what I mean? We wouldn't have that kind of a relationship that you would be doing outings with them and it was fantastic, that, it built friendships. It built lasting friendships. One family we would salute walking past each other, we are still in touch so ... There was a girl (on the trip) *that I would never sit down and we are good friends now. We never had the opportunity. You won't walk up to a stranger and say: 'do you want to come to Bunratty or do you want to come to King John's Castle with me'?*

(Parent Focus Groups)

Another parent described the long-term impact of spending a day with a variety of families:

I remember there was one family at the farm, a black family. I know them but I never talk to them. But that trip you know, I actually start to talk with them. The family you know, and we are still talking. When we meet we talk a lot, so making friends you know, also, make new friends.

(Parent Interview)

Parents were very supportive of each other in the classes, during activities and on the tours, encouraging each other to speak English, sharing food and participating in games etc.

It emerged EDNIP was *"good for everyone"* according to some Irish parents:

I'm still a blow in in Limerick. I wouldn't have known, I know around my area but I wouldn't know over the other side, so you get to know people in your own area, meet them and talk to them.

(Parent Focus Groups)

Parents spoke of the value of peer support, noting that the trips provided a forum for exchanging experiences and getting advice: *"That's what I love about the trips, it's to exchange experiences, I love that. Sometimes I need advice, I need advice you know, and I love that"* (Parent Interview).

Findings from the SIC focus groups revealed that EDNIP facilitated friendships among diverse groups of parents *"because you can't really force friendship"*:

They (Irish parents) *are friends now with the non-national parents coming from* (name area where migrant parents live in Limerick). *It's natural now. Whereas it may not have been without the trips or the cultural days. It seems more natural now when they are walking down the corridor chatting. Even today I saw two parents having a conversation about something to do with going into First Class next year. They were asking each other questions. That would never have happened.*

(SIC Focus Group)

There's a happiness in the parents in their relationships. And that goes both ways. You see the local people are happier in having friendships with the new people. If they don't, they felt uncomfortable in not being able to talk to their neighbour or the person who was dropping the child in. Whereas now they can. It has facilitated something ...

(SIC Focus Group)

It has had a very positive impact among parents and students. We have seen friendships develop between parents from different ethnic backgrounds.

Provided an excellent opportunity for parents to come together and socialise while engaging in English language activities.

(Staff Surveys)

They live near me. We didn't really talk because they didn't have English. But now when I meet them you can see they have improved, two girls. Before just 'Hi Hi'. Now, more interesting, can talk English.

(Parent Interview)

The value of creating safe spaces for people to meet and share stories along with cultural and religious practices was warmly expressed by a school Principal stating that:

We went on a few of these multicultural walks, and there was one lady and she had a very sick child and she had to carry the child. Ramadan was ending. And then we went and sat down at a picnic table, and all the Irish people have crisps and chocolate and sweets and sandwiches and drinks. And she sat down amongst all these people laughing and joking and sharing stories.

(Principal Interview)

Parents said that participation in EDNIP improved the quality of their lives. They were very appreciative of the opportunities EDNIP afforded them to meet each other and share experiences and culture:

Definitely, I am much happier, showing my husband what we are doing and he is happy as well. And showing him the picture of him (child) *playing with other babies. And I met one friend already from* (country). *She's lovely. And my mam's happy about it as well, because she can't be with me all the time now. Because I'm not lonely.*

(Parent Interview)

Parents also said that participation in the project increased general involvement of parents from different backgrounds in the school:

The parents that normally wouldn't come into the school came in that day (Cultural Celebration day). *And now they'll come in more. And they'll salute you. We'll salute each other. We got to taste their culture, the food like, see what we think of it ...*

(Parent Focus Group)

This finding was also echoed in the staff surveys with a teacher observing that *"the clusters of parents chatting are now mixed race"* (Staff Surveys).

The children echoed this impact on families, as captured in the voice of one child:

You can meet other people from around the country. You can have a laugh. Go far away. Using time in a better way and really fun for family and gets family into a good mood – easiest way to get family into a good mood is to ask: 'where do you want to go'?

(Children's Focus Group)

Children also reported that family trips offered parents the opportunity to observe how their children were reacting within a multi-family environment:

Parents can see how their children react to what they see – how they communicate with other people, with other families.

(Children's Focus Group)

There was also evidence of friendships forming within the programmes that enriched the quality of parental lives and built friendships:

And I met one friend already from (Country of origin). *The one you were talking with. She's lovely... We were supposed to go tomorrow to the gym for classes but I don't have a babysitter for tomorrow so I can't go, a different day. We are in touch, we have each other's numbers.*

(Parent Interview)

We can make friends and improve my English and studying. I am happy for this new friends, from China, from Venezuela, and now in the street we have more community. We meet for the birthday of your son in the park.

We made more friends even as parents as well there (attending EDNIP in-school programmes). *So, I thought it was good. 'Cause* (name of a migrant parent), *doesn't usually come into the school. And now she comes in, she wouldn't be shy to come into the classroom.*

(Parent Focus Groups)

Change was also evident within the Irish parent population, for example, in relation to understanding inclusive religious practices some teachers noted that in the past "parents would have said: *"why we are talking about it"?* (religious practices other than Catholic)?

I'm Catholic and this this is a Catholic school. Whereas now, I think parents are more accepting ... that's really nice.

(SIC Focus Group).

EDNIP built parental confidence and skills and a sense of belonging

> *Self-confidence is the problem because when you don't have the language and you have struggle ... the self-confidence will be very, very weak. And these groups and these courses help you to be more confident for speaking and no problem if you make mistakes in language for example make mistakes in present or past.*
>
> *I feel it is hard* (to learn English). *'How I do this'? But when I speak and when I talk, I feel good very good.*
>
> (Parent Focus Groups)

> *EDNIP has created a sense of belonging.*
>
> *Parents are more relaxed as they see we are trying to make a difference by providing classes.*
>
> *EDNIP increased pride among parents that their children are part of a multicultural school.*
>
> (Staff Surveys)

> *Here is home, it is now related to me, here is home.*
>
> (Parent Focus Groups)

Our research found that EDNIP built parental confidence and skills through participation in the SICs and other EDNIP and HSCL programmes. As one Principal stated:

> *They were a platform for someone to stand up and have a look around and not be afraid to raise their head. Now I might be glorifying it a bit more than ... but for me that was exactly what it was.*
>
> (Principal Interview)

Reflecting on the impact on parental participation in EAL classes another principal stated:

> *That mum was one of these really quiet people, and she just blossomed.*
>
> (Principal Interview)

One of the migrant parents interviewed spoke of how her sense of belonging developed through EDNIP trips around Limerick City, she was very keen to learn about Limerick and to develop a bond with Ireland stating that learning more about the city *"gives me a warmful feeling and now I feel I am related to this country"* (Parent Focus Groups). She went on to state her vision for her children saying:

> *My kids in schools and in college and career here. This is their country now. They wake up and see Ireland. They don't know anything about* (country of origin). *They know Ireland. This is their country now.*
>
> (Parent Focus Groups)

SICs agreed that membership of EDNIP provided opportunities for parental leadership and role modelling

to emerge. One SIC focus group reported that: *"Parents' voices were powerful. There was good partnership between the members"* (SIC Focus Group).

Some parents had previously attended parent classes or were continuing to do so along with participation in the EDNIP programmes – their growing confidence was evident throughout the interviews. This confidence was expressed in a variety of ways including their desire to help more recently arrived migrants to participate and integrate:

> *She* (tutor) *lets you talk. If you do something wrong, she will help you. She will correct you. Everything inside here* (reference to confidentiality within the group). *We don't want something out* (confidentiality observed).
>
> *It is true actually you get more confidence. When go for walks, good for me. My friend she went to Killaloe, after that she was more confident, more chitty chat in the class.*
>
> (Parent Interviews)

Staff surveys also reported that EDNIP had helped to improve confidence:

> *Increased newcomer parents' confidence within the community and made them feel welcome and valued as part of our community.*
>
> *Created a sense of belonging, as well as a confidence to integrate their own family into the community and amongst other families.*
>
> (Staff Surveys)

Parents also noted the growing confidence of their classmates:

> *See the change from the ... She is my friend I introduce. They have no English at beginning, but just now she says something in full sentences. She got a lot from the class yes.*
>
> (Parent Focus Group)

EDNIP created an access route to a variety of experiences and cultures including Irish culture and promoted a sense of belonging and respect for other cultures

> *Part of relating to a country is to know the history. When you know the history – when you have new knowledge you feel 'wow this very nice, very helpful'. These trips are very helpful to know Ireland.*
>
> *My friend told me she went for coffee with the English class, that she really, really loved that, going out a different environment. She really loved that.*
>
> (Parent Focus Groups)
>
> *Some parents wouldn't have gone to coffee shop.*
>
> (SIC Focus Group)

A number of EDNIP programmes were specifically designed to offer children and parents opportunities to explore Limerick City and beyond – supporting them to increase their knowledge and experience of the wider environment and Irish culture. These programmes recognised that some families have limited experience of the amenities of the city. Our research found that *"the excursions ensured an understanding of Irish life and helped them to feel involved"* (Staff Surveys). When asked if they believed EDNIP had any impact on families, school staff surveys reported that:

> *EDNIP gave them a point of contact maybe, so that they could find out information or could be linked up with other families if they wished.*
>
> *They got to see new things/experiences and meet people in similar situations.*
>
> *Helped them to integrate more and become more aware of activities and social clubs in the area.*
>
> (Staff Surveys)

The focus group discussions created an opportunity for parents to share their reflections and experiences of participating in groups with people from a variety of countries. They shared the joy of being with people from different countries and learning from each other:

> *It is good that we are from different countries so when we talk to each other we understand the culture of each other. What they do, how they cook their food, which kind of food they like, which kind of dressing they have. It's good, different things – you can see it and learn at one place.*
>
> *When you know what they eating, what they believing, what kind of clothes wearing, it is very nice.*
>
> *Not sure how to start conversation with people of different cultures but once you start it up, it is not that bad. I don't bond with people of African culture but when you get a chance to talk to them you know they are pretty cool, easy to talk. Nice to have different cultures as friends, all equal, very, very important. Once you start to talk you just (say to yourself) 'Oh Jesus, Cop on!' Why did I even think like that?*
>
> (Parent Focus Groups)

In another interview a parent recognised the need to create opportunities for people to experience different cultures:

> *Some people around wouldn't have a clue. They have blinkers on to other nationalities or cultures or ... and it is only when you talk that you realise 'Oh this is actually interesting'. One dish day, it was fantastic, it was brilliant.*
>
> (Parent Interview)

Children also recognised the value of family trips - the value of learning together and meeting other families and seeing different cultures:

Better to go on family trip on bus (than a class tour) *so your family might learn things about other families. And you can speak to other families as well, see different cultures.*

(Children's Focus Group)

EDNIP enabled people to broaden their experiences of living in Ireland. There was a very strong desire among migrant parents to learn about Irish culture, to meet Irish people and participate in the social and cultural life of the city:

Yes, we went to the Hunt museum and we went to John's Castle and for coffee. It was very good. And food. And we did celebrate.

You know why (people enjoy EDNIP), *because they take you to King John's Castle. They take you everywhere off to town. Because the weather it was bad. If the weather was bad, we stay outside but it was fine, it was good. What is this? What is this behind you?* (questions about the site they are visiting). *You know I love it.*

(Parent Focus Groups)

This finding was echoed through the staff surveys:

(EDNIP trips) *Provided opportunities to visit parts of Limerick not yet seen and learn a little of Limerick's history and culture.*
It allowed families to experience aspects of life in Ireland that they may not have had the opportunity to do previously.

(Staff Surveys)

Parents also acknowledged the joy of participating in trips and opportunities for learning. Irish and migrant parents spoke of their satisfaction and enjoyment in participating in trips to the Hunt Museum, King John's Castle and Bunratty Castle. Even though two of those three amenities are located within the city in walking distance of where most people live, they had never visited them, and most were not aware of their existence. We learned that a large number of families revisited these amenities after participating in EDNIP trips. When asked if she though the trips were educational for children a parent replied *"yes, and for the parents"*, and went on to say:

So, for instance the Bunratty trip I had never been there. It was all a new experience to me and we have been back since. King John's Castle which is only down the road. Things you just don't bother with, thinking it would be boring. It opens up your mind to different things.

(Parent Interview)

It is amazing alright that even the locals don't use the amenities. We went back to Bunratty castle and we have been back to the museums which I would never have gone to. It was something like 'I wouldn't be interested in that, why would I be interested in that'? My expectations changed – it changed my mindset. Like it was the child wanted to go in the first place so ... I had no intention of even liking it. I was just going for the child ... it stirred an interest in me then.

(Parent Interview)

EDNIP supported migrants to develop/enhance their English Language Skills

Parent language classes gave opportunities to improve communication skills and afforded opportunities to connect with other newer parents.

I think the parents that attended the English language classes are now able to communicate better in English with their children, who may have picked up the language quickly.

(Staff Surveys)

So, if you know about the Irish people, and talk to them, you will always remember what their way of talking is.

For five years I never make a friend, very little – now made a lot of friends (through EDNIP). *Before I very shy. In conversation class met more Muslim people. Good to have Indian, Muslim, English intermix culture is very good. Then* (when I could not speak English) *I feel very lonely, very sad, now I feel confident and good.*

(Parent Focus Groups)

The need to support migrant adults to integrate and support them to learn English was one of the motivational factors in setting up EDNIP. Working closely with the Limerick and Clare Education and Training Board(LCETB) and the HSCLs in the schools, EDNIP set up English as an Additional Language (EAL) classes in two of the five schools, and an English conversation class in another, attracting adults from across the schools. This class was staffed by a team of volunteers and the EDNIP and TED team members. Participation in the trips, SICs, and other programmes also afforded parents opportunities to practice their English. EDNIP linked with existing LCETB classes and promoted progression and participation. The conversation class also visited the Further Education and Training Fair and learned what opportunities were available in the city. It was evident from the research that schools strongly wanted to offer these learning opportunities to adults to promote engagement and integration:

It makes them feel successful in developing skills in speaking. So, the language provision we provide, we provide here in our clusters is fairly unique actually, considering we have beginners, improvers, advanced language classes they are very well subscribed. As a follow up then your conversation café we'll call it, and various trips and experiences that come out those classes, so I think that's absolutely vital that when new families come into the school we can offer that provision.

(PMC Interviews)

Migrant parents identified the need for opportunities to speak with Irish people so that they could have a greater familiarity with how Irish people speak English:

When the Irish people speaks, they are very fast. And I don't get what they're saying. So, from when I joined this class I'm learning how they (Irish people) *speak.*

(Parent Interview)

School staff were aware of the value of the conversation class stating that *"the 'conversational English' classes were exactly what some parents wanted"* (Staff Survey).

Migrants were very aware of the value of conversation class and the critical need to have opportunities to speak English: *"the only chance I get each week to speak to an Irish person"* (Parent Focus Group). They voiced huge appreciation for the classes and highlighted the relationship between integration and the ability to speak the language of the country.

> *Yes, so the conversation is very good class to improve your English I believe. If you speak that ... sometime there are lot of people in this world who if you give them something to write, they will write grammatically everything perfect. When it comes to speak, they won't be able to speak properly. The reason is this only – if you speak more, you will learn more.*
>
> (Parent Interview)

The value of the EAL and conversation classes was also recognised through the staff surveys:

> *The English classes provided opportunities for parents to improve English language skills and helped both them and the children.*
>
> (Staff Surveys)

The value of the English classes also extended beyond language acquisition to network building and dissemination of information. We learned that the ability to speak English was very important to women in particular – it enabled them to have conversations with their GPs, school staff and housing organisations. There was also strong evidence of how migrants supported each other through translating for each other during class, encouraging each other to speak English and sharing information. It was also evident that parents were advocates for EDNIP and HSCL classes and encouraged their friends to attend. Having classes in the school builds capacity and leadership among parents and promotes integration:

> *And we can help each other, if I have a big group, we already have. So, I would tell them we have lots of courses in our schools. If you are interested you can join. If you don't know how to go there, come with me. My three or four friends have already joined, because they ask you 'which kind of courses are there?'. I then tell them, 'these are the courses'. So, they will tell their interest. I will bring them they will join here like.*
>
> (Parent Focus Groups)

EDNIP helped women to make connections and break down isolation.

> *Sometimes months goes and I don't meet any Irish people or speak to them. Also, we sitting at home doing nothing ... just sitting at home, bringing the children from schools, sometimes meet social teacher, sometimes not. So, no real speaking conversation and real chatting. When we meet* (EDNIP staff member) *and the Toddler Group – have real chatting because language needs continuous speaking, any language needs continuous speaking.*
>
> (Parent Focus Groups)

It was largely women who attended the EAL, Parent and Toddler Group and conversation classes. Men, as part of family groups participated in family day trips and visits to places of historical and cultural interest. We did not have the opportunity to interview men on their thoughts of how EDNIP either impacted themselves or their families. We did have conversations with the men who came on the trips and they were very happy with the experience and very grateful for the opportunity.

As previously stated, women can experience migration and the process of integration differently from men. When asked if women can feel more isolated than men one migrant woman responded that they can due to their different backgrounds and lack of education:

> *Yes, because different background, and some women are not educated than other women. They came without education, so it is very, very difficult for them.*
>
> (Parent Interview)

It emerged in the research that women can find it difficult to attend classes, or as one woman put it, to *"be in a group"*. This was due, she said, to the women's commitments to family and the different lifestyles of men and women:

> *Migrants womens find it hard to be in a group. And also woman come with children so she is busy with her family. She hasn't that time like men to go outside and meet people and educate yourself and it is difficult. If someone mind her children she can go, not like men.*
>
> (Parent Interview)

We learned that some women can experience isolation, their partners may have the opportunity to work thus offering them an outlet to meet with people. None of the women we interviewed were in paid employment. We found that some of the women were unaware of services or opportunities and venues of interest in the city.

> *There were some very meek women whose language* (English) *wouldn't have been great, who would have been really shy about actually going and doing anything about it. And also it wasn't evidenced ... lots of people who were living in great isolation. And I didn't go up and ask them about this. You would just become aware of some of the aspects of their life, apartment life, getting the children to school and then returning to an apartment and bringing the children home and returning to the apartment and not being aware of the ETB adult classes or even the parks in the city or even touristy sites like the Treaty Stone or King John's Castle or the Hunt Museum. The Hunt museum is a wonderful place and it's free as well. Because there's a certain amount of financial isolation as well and then with Direct Provision, people being homeless or not being self-sustaining or having employment or employment rights.*
>
> (Principal Interview)

We found that EDNIP helped to break down isolation and promoted engagement and interaction:

> *I am already much happier, I look forward to the meetings.*

Even I'm sick, I wake up early because I have class. Because you know Monday I have to take my injection at night time. I wake up very tired. But you know I have class I have to go. You see. Before no.

When you stay at home and not feeling well, so you will be more sick I feel. But if you come in the group, between the people you will talk to them. So, for some time you will forget your illness.

(Parent Interviews)

This (EDNIP) *allowed isolated mothers to be welcomed into our school and to meet other parents.*

(Staff Surveys)

Any mother at home with her baby or toddler can experience a sense of isolation if she is at a distance from family or friends. Imagine the experience of being a mother in a new country and not having a family network or not having a network of friends. According to some women we interviewed not only in the Parent and Toddler Group but across the various adult groups, mothers can certainly become isolated. The perceived isolation of some mothers was again one of the motivations for setting up EDNIP:

EDNIP can provide an outlet for isolated parents to make connections.

(Staff Surveys)

Yes, not to feel alone, and 'I'm doing something'. I'm not just sitting, waking up eating, sleeping, wake up, eating, sleeping. I have something today. I will meet my friends, I will meet (EDNIP staff), *I have something.*

(Parent Interview)

According to some of the women we spoke to, isolation can have a negative impact on both mental and physical health. Isolation was described by one parent as a virus. EDNIP through a varied programme offered opportunities to meet other people, learn English, participate in a Parent and Toddler Group, go on trips, and engage with their children's school. All of these offered pathways not only to health and wellbeing and connection but also to integration:

Yes, I have more energy. I wasn't depressed but I don't know how to explain it. I'm happier. It's something different than just routine.

(Parent Focus Group)

Parents expressed great joy at seeing their children playing together:

To see your baby playing involved in some activities. It's very lovely idea. The parents and the baby in front of her daughter or son playing and involved in activities, listening to the stories. I haven't had this chance before.

(Parent Focus Groups)

As part of the Parent and Toddler Group programme the EDNIP team organised speakers/practitioners on different topics to come to the group – this was greatly appreciated by the mothers:

Yes, last week it was. Well, it was fun for babies, but we benefit from it as well. Because the woman was explaining the breathing technique and what we can do at home with baby and without baby.
(Parent Focus Groups)

Families: Key Takeaways

We learned that it is important to:

- Understand that migrant families are at different points of creating a new life in Ireland and the supports required differ accordingly
- Recognise that migrant families are not a homogeneous group but come with a variety of skills, competencies, knowledge, aspirations, strengths and needs
- Promote family engagement in school life which fosters positive outcomes for children and nurtures integration
- Create opportunities for migrant families, especially women and babies/toddlers to meet and learn together – the school can play a part in addressing isolation and promoting engagement
- Capitalise on the reality that many families see the school as a safe environment and a source of support and information
- Offer opportunities for adults to learn English as it is critical for integration. Schools can act as locations for the delivery of English as an Additional Language (EAL) classes for parents. Adult EAL learners need opportunities to practice English with native speakers
- Support families to access services and amenities - schools can act as a conduit to services such as health, housing, childcare, recreational facilities and sourcing essential goods
- Create opportunities for families to visit places of social, cultural and historical interest in the locality and further afield as some families may only experience a very limited environment of school/shops/ home
- Create opportunities for people from all cultures, including the Irish community to build knowledge of each other's cultures, religions and customs
- Explore approaches to increasing the engagement of fathers in school life
- Recognise that some families have financial constraints and seek to provide opportunities that are accessible to everyone on order to promote experiential learning and integration
- Developing relationships with families takes time
- Resource schools to promote this work

Impact on Children

Pupils are more confident as they feel safer, more secure and welcomed in the community.

(Staff Surveys)

There was strong evidence that EDNIP had a wide-reaching impact on children's lives. Our research found that EDNIP nurtured a sense of belonging, promoted integration, nurtured positive memories, promoted positive attitudes, fostered empowerment, created enriched learning experiences, promoted English language learning, and supported social engagement. Additionally for the parents of children in the Parent and Toddler Group believed their children benefited greatly from the opportunities to socialise and be exposed to the English language in preparation for pre-school.

EDNIP helped to nurture a sense of belonging and promoted integration.

It is good to understand why people do what they do ... to understand and know about each other... good to know they (different religions) exist.

(Children's Focus Groups)

I think it made the children feel important and valued and gave them a sense of empowerment and a sense of belonging.
I'm sure the children now feel that their parents, regardless of ethnicity, are welcome in our school.

(Staff Surveys)

One of the most profound impacts we found in our research was that EDNIP activities developed a *"sense of belonging"* for children – belonging in terms of belonging to the city of Limerick, to their schools and to their friendship groups along with having a positive impact on their family life.

Principals and SICs believed that this *"sense of belonging"* for all children was nurtured through seeing their cultures, languages and religious practices visible and respected in the school environment. As one Principal noted EDNIP programmes offered the *"opportunity for a child to be able to share his background and have it acknowledged"*. Parents and children were very aware and appreciative of the attention that was being directed towards recognition of their cultures and backgrounds and the efforts being made through EDNIP to foster integration. Staff surveys also captured this impact:

> *The children have an increased pride in their own culture and there is an increased awareness of diversity in the school among all children.*
>
> *The pupils feel their culture/ethnicity is celebrated in the school and they feel confident including their culture at school.*
>
> (Staff Surveys)

This belief was echoed in a SIC focus groups with participants stating that making the children's culture visible showed them that they were valued:

> *For children to know that they are valued, you know. That there is respect for their culture, their religion, that's very important. There's a sense of pride to it, as opposed to nobody knows, 'I've nobody to share this with, and it's not public'. Whereas now, it's public and accepted.*
>
> (SIC Focus Group)

This sentiment was echoed by children who reflecting on the importance of learning about different religions stated: *"people need to learn why as Muslims we don't eat pork, they wouldn't make fun of others if they knew why"* (Children's Focus Group). Another child advocated for respect for different religious practices stating that; *"people should know that people are different. Some people pray to statues some people don't. We don't make fun of people for how they pray ... people need to learn that people doing things differently is ok"* (Children's Focus Group).

Principals also said that EDNIP promoted a *"sense of camaraderie and equality"* among the children which was very much embraced by teachers and fed into the existing school ethos. SICs felt that the EDNIP trips within Limerick also helped children to identify with Limerick City, to develop a sense of belonging:

> *So also, they have a context for them to talk about Limerick, and they say: 'I'm from Limerick now', 'I'm Limerick'.*
>
> (Principal Interview)

Children spoke of their desire to learn about the history of Ireland to learn *"What's so special about Ireland?"*stating that we *"must know the history to find out"* (Children's Focus Group).

Parents also acknowledged the value of Limerick city trips to museums, parks and galleries, stating:

> *In the summer, it was very lovely and interesting especially for my kids.*
>
> (Parent Interview)

SIC members strongly felt that offering trips was a mechanism to promote integration among families from different backgrounds:

> It's real integration because we have Irish families and migrant families. And that's real integration. When they are on a bus they have to go someplace, or whatever it may be, they have to talk. So, I think those trips away are hugely beneficial to everybody. It's real integration.
>
> (SIC Focus Group)

The trips also provided families with the opportunity to spend time together which was greatly valued by the children:

> *It's nice to spend time with your family and it's good to go to different places.*
> *I enjoyed it and met new friends, and spent a good time with my family.*
>
> (Children's Focus Groups)

This finding was echoed by staff:

> *We found that engagement with EDNIP enhanced their family time through family members participating in shared experiences.*
>
> *All the EDNIP events brought children and families of different faiths and cultures together for positive activities.*
>
> (Staff Surveys)

Parents also enjoyed spending time with other families and sharing experiences with their children. We often think of these experiences as new for the children, but we learned they can be new for parents also – for many parents visits to the Hunt Museum and Bunratty, beaches and farms were new experiences:

> *I had never been on a farm myself, never been out on a farm, she* (child) *had chance to pet bunny so that was exciting.*
>
> (Parent Interview)

Staff also believed that providing coaching opportunities promoted inclusion and created opportunities for children to have shared experiences:

> *The camogie was great and inclusive for all children. This gives girls from different countries a chance to engage in an Irish sport, have fun with friends and have something in common with other Irish children, thus promoting acceptance. Sport is a great way to integrate, particularly for girls who are often neglected.*
>
> (Staff Surveys)

In-school events which engaged children and parents, such as the Winter Celebration, cultural celebrations and flower arranging, also helped parents and children enjoy time together:

> The children and their parents really enjoyed it as they actively participated in it. It created a stronger bond within their families.
>
> (Staff Surveys)

Children described a culture day which was the *"funniest"* day when their families came to the school and they advised the researchers to look at the photo of the day. This highlights the importance of having family events in the school – children really enjoyed them:

> *We did culture day last year in school. Like, all of our families came. We had the funniest day this happened when we were in senior infants. If you go to* (name of teacher) *room, beside her door, they have last year's picture of that day.*
>
> (Children's Focus Group)

EDNIP created good memories for children

> *Yes, good memories, it was a few years ago but you'd remember it. Like if you go to a Museum. If it is two years later and you meet some you met there you can talk about it.*
>
> (Children's Focus Group)

> *They* (children) *tell me 'do you remember where we go to the beach'? 'Do you remember we go to the farm'? We have a good idea, yes, they were very happy.*

> *There is too much fun, the children play with make the sandcastle and like some shells find and water and they make puddle and jumping, like happy.*
>
> *(Parent Interviews)*

> *They* (children) *enjoyed the trips and getting the opportunity to talk about their lives and culture.*
>
> (Staff Surveys)

> *I'd have no way of getting away to the Burren was great and my son absolutely loved it. I mean, I remember like, a couple of months later he was supposed to think of a happy memory* (for a school activity), *and he said that was it* (EDNIP trip).
>
> (Parent Focus Groups)

The topic of creating positive memories for children emerged across all research participants. One parent focus group stressed the value of making good memories with family members because *"you never know what tomorrow holds with kids or adults"* (Parent Focus Groups).

Principals and school staff also believed that participation in EDNIP activities, most especially summer trips and after-school trips, created very positive memories for children:

The summer trips, I felt were brilliant. It just hit a note with me and the pupils and everyone who has heard of it since. You know, this is something! I am really grateful for that. And it's something that past EDNIP, we will need to find a way of doing. How, I'm not sure. It's really important for a kid to be able to say: 'I did something in the summer holiday'. That's gold. They don't care how long they are on holiday for. They just have a memory of being on a holiday. That should happen for every kid. It's a base line every kid should have, because life is tough.

(Principal Interview)

When we interviewed the children there was strong evidence of their enjoyment of the trips and the memories formed:

I have never seen goats and I saw goats. And I'd never seen an ostrich.

We had good fun with our own family and fun with other families. I met a boy and we had fun on the bouncing castle on the water pushing each other off.

I have the best story, the goat started eating my hair.

(Children's Focus Groups)

Children shared stories of EDNIP trips with family members, across the world through phone calls and photographs and with school staff:

I told my nana and my grandad, and I told my aunt.

I told my friends and my dad and my friends at home.

(Children's Focus Groups)

During the interviews, children spoke of the fun they had jumping over waves, swimming, finding seashells, building sandcastles, seeing animals, seeing rocks and seaweed and farms:

It was fun to go far away. I felt sick in the bus. It was relaxing, you could look out the window or sleep on the bus. There were slides and a bouncy castle.

I liked the slides and the pool. When it was raining in Kilkee we went to the pool and went on the slides.

(Children's Focus Groups)

SIC conversations also acknowledged the impact of bringing a mobile farm to the school for a day:

Oh ya, it was brilliant (farm visiting the school). *I'm doing little boxes with them* (class activity) *at the moment their end of year project and one fellow asked about putting a rabbit into the box ... Then he was talking about the farm and it was one of his favourite days at school ... but like, that's a standout day for him. That's a really big day for him, he really enjoyed that. It's that experiential learning for him.*

(SIC Focus Group)

EDNIP promoted learning for children

Across the data set research participants reported that the EDNIP programme promoted learning for children. This learning varied from learning about different cultures and beliefs, exploring dimensions of multiculturalism, maths, language development and the engagement in interactive activities to promote critical thinking and develop vocabulary. Parents were aware that the children shared these learning experiences with their teachers on return to school:

> *After summer when she start school she was telling the teachers too, she went to the beach and yes farm and true.*
>
> (Parent Interview)

In relation to learning about different beliefs staff surveys reported that: *"pupils got to learn a little about faiths they might otherwise not get to experience"* (Staff Surveys). When asked if it was important to learn about different religious practices children replied that *"it is good to see that people have different religions"* (Children's Focus Group).

Staff surveys reported that *"the DICE students gave our children the vocabulary and understanding to discuss difference in a comfortable environment"* (Staff Surveys).

A SIC committee member shared the profound impact of the EDNIP trips on children's learning:

> *That came out* (impact of EDNIP trips) *in the testing we were doing. Talk Boost, which is a language intervention to teach oral language and a lot of our children ... you are trying to get them to talk about their experiences. It's not about actual language. It's whether they can actually talk about something they have actually experienced. So many kids didn't have anything to talk about and if you prompt them, 'were you ever ... '? 'Did you ever go on ...' ? 'Ya'. It was the EDNIP trips.*
>
> (SIC Focus Group)

Staff surveys also reported that the children found the EDNIP and DICE in-class lessons *"interesting, good and enjoyable"*. EDNIP ran a cross-school maths activity which teachers reported was *"very good"* as were the evening SCRATCH classes that parents and children attended in MIC. Staff acknowledged that the learning for children included many areas such as *"integration and knowledge about the local area"* (Staff Surveys).

Children excitedly spoke of their learning on the trips, and recalled in great detail their trips to the beach, farm and to Bunratty Folk Park:

> *I really like Science. So, I liked seeing the sand and how the tides work when I was at the beach.*
>
> *I learned how the blacksmith works.*
>
> (Children's Focus Groups)

When asked how we might improve trips children suggested that we could offer the opportunity for them to discuss their experiences of exploring the beach, showing children's positive attitude to learning:

> *Maybe if you went to the beach you could have asked if you've seen different types of seaweed and like if there was different shells and the shapes of them.*
>
> (Children's Focus Group)

Children also thought we could improve the walking tours by having opportunities to do activities based on the tour when they got back to class.

When asked how we could improve in-class sessions delivered by EDNIP staff and DICE students, children replied that they would like longer sessions, videos and real-life examples:

> *We learned a lot from them* (EDNIP team) *but we could have learned more and more if they got to stay longer.*
>
> *If we had more time and videos. Videos about people this* (racism and stereotyping) *happens to.*
>
> (Children's Focus Groups)

Attitudinal and behavioural impact and empowerment

> *It won't get any better by keeping your mouth shut. You have to talk about it, even if it's hard, because that will make things better. You feel better after it.*
>
> *... Just that you are you, and that's who you need to be.*
>
> *The way you think about it* (racism) *is important.*
>
> *Racism is wrong, rude and hurtful.*
>
> (Children's Focus Groups)

We interviewed children who had participated in the EDNIP in-class sessions. They were very clear that they had a part to play in promoting integration and in calling out destructive behaviours. When undertaking the member checks with children we discussed whether it was important to talk about issues like racism and stereotyping. The children replied that *"if you forget about it (racism) you might treat people differently"* (Children's Focus Group). Highlighting the importance of treating people with kindness children said that *"if you treat people fairly and be kind you can make new friends"*, and *"people will give you more love"* (Children's Focus Group).

SIC participants noted that EDNIP had encouraged dialogue and created a safe place for children to have conversations, which highlighted the need for embedding this work:

> *It's a constant thing* (dialogue). *There is one group I had and it was mixed between Christians and Muslims ... over the year I saw one child in the group that I thought had a problematic attitude, that has really softened and come on. And I think it's because we are constantly discussing things. And it all links in to whether you are talking about Ramadan or whatever ... but I think he started to see Muslims as individuals as opposed to a religion. That is between what is happening in the class and the conversations, it's a constant thing, it's not just one moment but I was happy to see that child had started to think.*
>
> (SIC Focus Group)

As outlined in the Model section, children engaged with complex topics through working with the EDNIP staff in the in-class programmes and with the DICE MIC students and through participation in the Mid-West Interfaith Network World Café. Children and school staff spoke of the development of children's enhanced confidence through participation in the in-class sessions, highlighting the development of children's critical thinking skills, and sense of self efficacy:

> *Pupils are more confident as they feel safer, more secure and welcomed in the community.*
>
> *By educating all the children about cultural, ethnic and religious differences between them, they have become more aware of the world and their place in it.*
>
> (Staff Surveys)

Children also developed leadership skills, manifested for example through organising intercultural events.

Children became animated during interviews describing the stories and activities they engaged in with the EDNIP team and the DICE students. We learned that the EDNIP and DICE programme, building on the work already being undertaken by schools, helped to develop children's capacity for empathy and understanding, and that children were very capable of engaging at an emotional, intellectual and empathetic level:

> *It was OK like* (talking about topics including migration, stereotyping, identity, racism). *But some people felt a bit upset about the people that their feelings are getting hurt and stuff. It also made me feel a bit sad as well just to know that people get called these things every day and a lot of people don't do anything about it. It's really upsetting because if you heard about it, if it happened to you, you wouldn't like it to happen.*
>
> (Children's Focus Group)

> *Teachers believed that the in-class programmes had helped children to develop 'empathy towards their fellow pupils and others'* (Staff Surveys). *Children recognised the power of talking about these subjects, and the impact of not recognising the impact of racism stating that: 'if you talk about it you feel better, otherwise you would go home and feel sad'*
>
> (Children's Focus Group)

They also recognised that while it is important it is not always easy: *"it is important not to annoy the person next to you, it can be hard to talk about it sometimes"*.

Reflecting on the EDNIP programmes which discussed racism, stereotyping and identity, children displayed a strong sense of efficacy and citizenship:

> *I think it made us more mature especially because do you know before, there could have been bullying going on, there could have been racism, all things like stereotyping and then when they* (EDNIP staff) *came we were kind of like copping onto to ourselves a bit and saying 'this is what's right and this is what we should be standing by' and not just by how people look, the way they are, they kind of made us more mature.*
>
> (Children's Focus Group)

> *When the girls* (EDNIP staff) *came in other people were saying like, the girls in our class were saying what big group hanging out with each other but since the girls* (EDNIP staff) *came in people in the class are getting on better and are mixing better. Before the girls came* (EDNIP staff) *in most people were ashamed to go over and ask the girls to play and they just stuck with one friend. But now they spread out.*
>
> (Children's Focus Group)

This belief was endorsed in the staff surveys:

> *EDNIP emphasised for the children their importance in promoting a fair and just school environment.*
>
> (Staff Surveys)

We found that children as young as Junior and Senior Infants were very capable of discussing complex issues such as sameness/difference and a philosophy that promotes non-judgement and seeing difference as normal. Children felt that the topics they discussed during these programmes were important. They valued the opportunity to give their opinions:

> *It was very important we got our own opinion because normally people would ask adults. It's very upsetting ... and when we are able to give our opinions you opened up a bit to say: 'why do people do this?', 'why would they say this about others?'.*
>
> (Children's Focus Group)

Children clearly remember sessions on stereotyping, delighting in the process of learning:*"and rugby players and they were on wheelchairs ... I think that's cool ... We never saw that before"* (Children's Focus Group). Children discussed the importance of reaching out and learning about other people and not drawing conclusions based on appearances:

> *You need to give people a chance. You can't just look at them and think that you are not going to be friends with them. You have to get to know them and see what kind of person they are. Listen to their perspective.*
>
> *Talking to other people is a way of finding out what you have in common.*
>
> *Words can hurt more than physical violence because they can stick with a person forever and it can be more difficult to take back words than you think.*
>
> (Children's Focus Groups)

Children spoke of the transformational impact of participating in the programmes, and shared examples of attitudinal and behavioural changes:

> *They* (EDNIP team) *inspired us to don't judge people by the way they are, who they are. They are after helping us to be nicer and to help other people.*
>
> *It* (stereotyping) *means like putting people in boxes. She's blonde so she must be dumb, or she's Asian so she must be good at maths. Some people put, you know the way boys should wear blue and girls should only wear pink. They* (EDNIP team) *focused the attention on what we can do about stereotyping and that boys don't always have to wear blue and girls don't always have to wear pink. And no matter what you look like, what gender you are, what country you are from, it doesn't matter. We are all equal in our own good way. We are all unique.*
>
> (Children's Focus Groups)

Children spoke of the invasiveness of racism and said it can come into all different shapes and forms: People could say: *"Oh it's just a joke' when really it wasn't, or they could be very direct towards it"*. (Children's Focus Groups)

In discussions in one school children strongly linked racism to bullying – this may well have been due to the anti-bullying programmes in schools. They drew comparisons between racism and bullying and recognised that bullying can occur because of racist beliefs. The children said they gained confidence in speaking out against bullying:

> *I'm actually excited because it's good to learn about bullying and know what actually happens. And if you just keep on crying there and then they still bully you, you don't protect yourself.*
>
> *I learned you have a right to stand up for yourself and also that you shouldn't bully people because of their skin colour, or the way they act, and you should just be kind to everyone you see and respect everyone.*
>
> (Children's Focus Groups)

Throughout the focus group interviews children identified not only that they had gained knowledge about the topics, but also identified that behavioural changes such as being conscious of inclusion of all students and how a person might feel if they were experiencing racism – they strongly endorsed creating opportunities to discuss these topics, and while recognising the sensitivity of the subject, they knew it must be done if things are to change.

Children demonstrated a sense of empowerment – a willingness to take a stand in order to *"spread the good stuff round, not doing all the wrong stuff"* (Children's Focus Group). This was also reflected in the staff surveys: *"children now have a voice and can express their culture in a safe environment"* (Staff Surveys).

The children were well able to articulate how important it is for them to have discussed these issues. They mentioned how it was important to be proud of other people and of doing their best. They were aware that the school context allowed them to hear a range of opinions: *"you can see all other people's opinions now and how they think about it"* (Children's Focus Groups).

Children call schools to action.

> *When you let it* (racism) *slide as if it was nothing ... that's one of the main causes of racism.*
>
> *You have to stop racism. It is not nice and can make people feel very bad.*
>
> *Racism is very bad. But it does happen, like George Floyd and people using the N word.*
>
> (Children's Focus Groups)

Children called schools to action through the research. They understood the powerful position schools hold in influencing behaviour, and that racism can be addressed proactively. There may be apprehension that primary school children are too young to deal with such complex topics as migration, racism, stereotyping and identity and that they should be shielded from same. However, children recognised the challenges of speaking about and learning about these topics and demonstrated a very impressive capacity to engage with these subjects, to voice their opinions, and express empathy. As one child profoundly stated: *"Racism is telling people they aren't like you ... everyone is special in their own way"* (Children's Focus Group).

Children also acknowledged the importance of having their voices heard and opinions listened to. They said that children *"might not agree with the adults, because the adults might not know if it is wrong or right and the children might understand why it is wrong"* (Children's Focus Group).

We learned that it would be foolish to underestimate children's capacity and ability:

> *I feel happy that the subject was put into the light, because I feel none of the people talk about it today. I feel it's just a subject that's taboo or just gets swept under the rug.*
>
> (Children's Focus Group)

Staff also recognised children's capacity to engage in these issues:

> *The children are open and eager to accept change and the earlier they encounter integration the easier it is.*
>
> (Staff Surveys)

Expanding children's worlds - the value of experiential learning opportunities

> *They learn something you know and when they come back to school, they have so much to talk about.*
>
> (Principal Interview)

> *The family trips have provided our families with a hugely valuable experience of life outside Limerick. Children have had the opportunity to visit the beach and farms, many for the first time. These experiences are necessary for learning and language development.*
>
> (Staff Surveys)

This sentiment was echoed by parents who spoke of their first time visiting farms and the beach, and in one instance seeing a piano being played when visiting the Hunt Museum:

> *Very good children is happy. And like to see the beach and children make puddles, castles, and I make like ... I read in the books but 'ok, it is real'. Children digging and puddles.*

> *Different culture, last time I saw two ladies with piano and in my life face to face. And I think it very, very good. Before I see the TV, in the movies, but I see it* (in reality) *and feel very happy.*
>
> (Parent Interviews)

There was strong consensus across SICs, PMC interviews, parents, staff surveys, and children that EDNIP had a very positive impact on developing children's knowledge and skills through opportunities provided for experiential learning during in-school and out of school time (see Model section for description of activities). However, there was a small number of staff surveys (N=4) where staff reported that they were unaware of some aspects of the impact of EDNIP. For example, one of the staff surveys reported: *"As an X teacher* (stating his/her role in the school) *I am not sure* (of the impact on children). *However, I know that many of the families have enjoyed the excursions and the chance to escape the city"* (Staff Surveys).

SICs and Principals acknowledged the huge value of experiential learning, vocabulary building, and the nurturing of children's curiosity through the EDNIP programmes:

> *After the trips they now know parts of Limerick. They tell you places they saw or went to. They went to the castle and they can talk to you about things. They talk about their trips together.*
>
> (SIC Focus Group)

> *It's a part of knowledge* (experiencing different environments), *part of learning as well, if you ask me. You know and then that's where they can explore themselves in fact.*
>
> (SIC Focus Group)

One school organised after school hurling training with a hurling club. EDNIP supported the transport cost, and the Principal strongly acknowledged the impact of giving children the opportunity to experience a new environment:

> *... acknowledging the impact of having the transport so the kids can do hurling after school, and go out somewhere else, away from the school into the community. That has been very good.*
>
> (Principal Interview)

According to the SICs, summer trips had a huge impact on children and parents:

> *I think the summer trips and all the different outings have made a huge impact on the children and their parents. It has opened up Ireland to a lot of them. They've seen things like the beach that they wouldn't have visited beforehand. One of the children saw water moving for the first time on an EDNIP trip, do you know. And then she was able to come back to school and talk about the seaside and the water and sand. Whereas before she would have probably seen a tub of water inside the classroom and she actually got to see the ocean because of EDNIP ... so you know that is huge.*
>
> (SIC Focus Group)

Individual principal interviews also confirmed the value of trips:

> *To take the summer trips ... the kids were coming in talking and they had great stories.*
>
> *There were some families who got two* (summer trips) *and they were talking about it and you know a child said, 'what are those things?' And they were waves. Now I suppose if you come from a dessert bound country to see the ocean is one thing and then to experience it.*
>
> (Principal Interviews)
>
> *The summer family trips have made a huge impact on the children's language learning. They now have a shared experience to talk about.*
>
> (Staff Surveys)

One of the experiential opportunities offered by EDNIP was to arrange for a mobile farm to visit schools. The school staff surveys were very clear on the positive impact stating that:

> *This was excellent as it gave our urban pupils a rural experience which they would not normally have to learn about farm animals.*
>
> *It offered many of the international pupils an opportunity to revisit previous experiences of homes in more rural settings.*
>
> (Staff Surveys)

Children loved the visit of the mobile farms to the schools. They spoke excitedly about the various animals they petted and the fun of sharing the experience with classmates. For some children the experience of visiting a farm during the summer of participating in the mobile farm visit to their school evoked memories of their previous lives:

> *The rabbits were very soft. I love animals. I've seen them before in my father's country.*
>
> (Children's Focus Group)

Teachers told us that boys from migrant rural backgrounds and Irish Traveller boys really enjoyed this experience, sharing their familiarity with animals. We learned that group or class activities allow children to have shared experiences and forge opportunities not only for learning and for fun but also for building friendships:

> *Well, we would be withdrawing the EAL boys for their discreet input and then we do the language experience with them, whatever it might be, like a visit from the fireman relating to the theme of people who help us or whatever. But when the farm came we had it for the whole day and instead of withdrawing them, as an EAL group, we just took them class by class, so that meant they were mixing with peers and they had the one topic of conversation, whatever the level of that conversation was. It was a really positive experience, and it was funny the crossover like. Some of the boys from a Traveller background were hugely comfortable with the animals as were the boys who came from say rural Pakistan background. And then we had the Limerick City boys who were like 'what the hell is that?'*

> *So, I'd say there was different connections made and it's nice to push them to establish friendships outside of their country peer groups and that does happen naturally with soccer or whatever but this was just another opportunity to find common ground. And the same with the Christmas party and the religion workshops coming into class. We're not targeting one group, everyone is together learning about the different religions.*
>
> (SIC Focus Group)

Children also expressed deep satisfaction for the experiential and environmental learning. They spoke in animated tones of how they enjoyed their family days out, played with friends and made new friends and got treats from their parents (ice creams at the beach) along with opportunities for learning. They actively sought to explore learning opportunities:

Reflecting on a visit to the Hunt Museum, one child commented: *"that everybody got to see me. And I got to dress up and everybody would see me as a Viking"* (Children's Focus Group). Another child reported that going to the Hunt was great as you could *"learn things about the Hunt and you could tell your friends or your teacher"* (Children's Focus Group).

Another child reflected on their visit to a farm: *"and then, on the farm I wish we could actually have gone over the fence to the animals, but I don't think we'll ever be allowed to do that. I like to learn about things and see things I haven't seen before"* (Children Focus Group).

Remembering a visit to Bunratty Castle, another child reported: *"I was really excited to know that they found the furniture and they put it back in how it was years ago"* (Children's Focus Group).

Drawing on a variety of experiences children commented:

> *I liked the farm because I got to see all the animals. I really like goats and donkeys and I got to see them. And we got to feed them as well. I liked going to the museum because I like to see all the things that belonged to the Vikings.*
>
> *In the beach the best thing was I had ice cream and we went into the water and we made a sand-castle. But my brother broke it.*
>
> (Children's Focus Groups)

Parents strongly acknowledged the value of trips for their children highlighting the value of seeing different parts of Ireland, having fun and making friends:

> *To make friends and to have a chance to see Ireland and for the kids. Because last time they swim and there were activities, and it was fun. They were so happy. It's a chance to see Ireland and also the sea. First time they see the sea, so they were excited.*
>
> (Parent Focus Groups)

English language learning was recognised from the start as a critical aspect of promoting integration. SICs

reported that English language learning was enhanced through the various EDNIP activities where children shared experiences:

> *So those are the things* (experiential learning) *that reinforces their language learning ... a shared experience with all the boys in our class and those shared experiences are really important for integration as well.*
>
> (SIC Focus Group)

Social opportunity for all the family – making friends, having fun and enjoying family time.

> *The excursions gave them a chance to integrate and socialise outside of school. The children love the family excursions, walks, etc. and often talk about the fun they had and what they did.*
>
> (Staff Surveys)

Parents, children, Principals and SICs believed that the EDNIP programme of activities afforded children and families very valuable opportunities for socialising making friends and family bonding. Children echoed this belief:

> *I felt more comfortable being with my family.*
>
> *It was nice to see other families having fun and being happy.*
>
> (Children's Focus Group)

> *And the fact that I can go also* (on EDNIP trips). *I can meet other parents and my child can meet other children.*
>
> (Parent Focus Group)

Parents hugely appreciated the opportunities they and their children availed of through EDNIP *"we appreciate your great country and your good organisation give us education"* (Parent Focus Groups). They were so happy to share experiences with their children and believed that the trips played a significant part in building their children's social skills and friendships. The trips provided a very effective vehicle for the promotion of integration. Parents recognised the impact the trips had on their children's educational development and valued the opportunity EDNIP offered children to experience different environments. They said that providing out of school time experiences for children to meet offered opportunities for children to interact in different social contexts and promoted bonding among children:

> *.... and to get to know other girls from the school you know. Bonding is important with other kids especially in the summertime when they do nothing. It's a long break and a brilliant opportunity for them to go and see something.*
>
> *My son has a problem with social* (interaction). *He really can't speak in a group, and seeing new friends, these trips help him to make new friends.*
>
> (Parent Focus Groups)

Parents believed that the trips provide a safe place to develop friendships and expand established friendship patterns. Parents highlight the value of having activities that allow the children to bond with children within their own class and from across classes because it can be hard to make friends when they only meet in school. As one parent said:

> *It's a completely different atmosphere* (meeting your classmates outside of school time and in a different environment). *And you can actually talk with the other girls. It's very hard to explain actually. But it is a different atmosphere than school ... and then when they come back to school, they can talk normally rather than bullying each other.*
>
> (Parent Focus Group)

This sentiment was echoed in the staff surveys with for example one teacher stating that *"children from different cultural backgrounds were able to bond through shared experiences"* (Staff Surveys).

Parents also thought that positive interactions between children outside of school could have a positive impact on their interactions within school:

> *Yea I think it would bring a lot of children together inside the school itself. 'cause it might be' jeeze she's very nice, she's very funny', you know cause she's not like that in school. It could be an act in school and a different child outside do you know. One face for school and one face for outside school.*
>
> (Parent Focus Groups)

Simply, but profoundly stated, staff reflected that *"EDNIP has increased the amount of friends the newcomer children have"* (Staff Surveys).

Findings from the staff surveys also recorded that having fun outside of school, participating in the social life of Limerick had positive impact on children's attitudes to school:

> *It has been fun for the families and it has supported families to get out and participate in the social life of Limerick. This participation is leading to positive attitudes to school and education among the children.*
>
> (Staff Surveys)

Parents recognised the value of *"family events"* for parents and kids to be together and also the value of time for kids to be together and for parents to be together which offered peer support to parents. They spoke of the value of having time with their children and time to chat with parents. As one parent noted: *"they can also get advice and meet parents from their own child's class"* (Parent Focus Group).

Trips not only enabled families to have a good time together but also provided them with opportunities to mix and meet with other families from different backgrounds. Parents recognised the profound impact of trips and saw them as an opportunity to bring integration opportunities outside the school and into the broader community.:

> *And they see their parents do it* (integrate with other parents) *and it's not just done in school. Like myself and* (child's name) *were playing Archery with one of the young lads here and his mother which is what we never normally do obviously.*
>
> (Parent Focus Groups)

Another parent reported that the trips served to *"break down barriers"*, stating that:

> *I think with Limerick personally people in Limerick can be very racist. So, it is bred into children then. So, when you are going out with all these other families and your parents are talking with / mingling with them it brings down that barrier. So, the kids are at ease then.*
>
> (Parent Interview)

Parents were very aware of value of trips for children to meet new people and play together:

> *Kids enjoy it, and mixing with people and meeting new people as well.*
>
> *New experience for them. It is letting them know its grand to make new friends and to mix with other races as well.*
>
> *Good to have time with family – and have more time with family.*
>
> (Parent Focus Groups)

When asked about the trips many children focused on their enjoyment of the animals on the farm or the wonders of the Hunt Museum. They also focused on how the trips offered opportunities for socialising – spending time with their families and friends, making new friends, time for a picnic and eating together:

> *I enjoyed it because I met new friends and really just enjoyed it.*
>
> *It's nice to see other people because you can talk to them and do different things with them and you might even get to see them again one time.*
>
> *The trips are fun for family and friends.*
>
> (Children's Focus Groups)

Children loved being with their families, mixing with other families, having new experiences, sharing food and make friends:

> *It's nice to meet other peoples' families, because you can make friends with them and chat to them. It's nice to spend time with your family and it's good to go to different places.*
>
> *I would say it's a very good idea* (to go on trips), *because you can make new friends and see your family again. Not like at home or shopping and school and ... you can see them somewhere you have never been before.*
>
> (Children's Focus Groups)

Some of the parents considered returning to many of the beaches and pet farms at a future date and asked for bus timetables and details of how they could make the journey to these various places with their own families and friends. People began to realise the opportunities and possibilities for travel and fun experiences.

Impact on babies and toddlers

> *Corona is not that dangerous as the disease like mental health, children stay at home 6 months doing nothing, is big, big, big disease for them.*
>
> *So, we thank you and when he goes to pre-school I don't have to be worried anymore.*
>
> (Parent Interviews)

The EDNIP staff developed and ran a Parent and Toddler Group on a weekly basis in one of the schools. Parents, all of whom were mothers, and their young children from across the schools attended. The decision to set up the group was based on school staff observations that mothers with very young children can be very isolated and that young children would benefit from participation in a group setting.

During the research process we interviewed the mothers who had participated and asked if they thought the group had any impact on either themselves or their children. The impact on the mothers is discussed as part of the general feedback on impact on adults. Here we share the impact parents believed the Parent and Toddler Group had on their young children.

Parents spoke of the value of early intervention. They greatly valued the opportunities for their young children to see people, and to be in an environment where English was spoken. The parents believed that their children became more friendly and at ease with other people which caused mothers to worry less about their children going to pre-school. They wanted to support their children's development and get a break from home:

> *Yes,* (the value of the Parent and Toddler Group) *to see people and I introduce him* (child) *to another language. I have* (home language) *and I speak* (home language) *all the time at home, his father, his brothers speak* (home language). *So, he's the first son to speak English and it's very important for him. In two years he will be in the pre-school with no* (home language) *so this is a chance for him to learn another language not only* (home language).
>
> *Well, he* (child) *has changed already. He was so shy. He was crying when he was seeing another person but now, you can see it, he is much better. So, he has changed already. He's not scared of other people anymore. So, he has benefited a lot already and we've only been four times.*
>
> (Parent Interviews)

Children: Key Takeaways

We learned that it is important to:

- Honour the diversity of children's backgrounds and journeys which brought them to the school
- Support children and plan for learning - schools need to understand the diverse backgrounds and experiences of children – e.g. coming from rural backgrounds to live in the city, coming from families with different skill sets and talents, different religious and cultural traditions, rich cultural backgrounds, fleeing war torn countries, and family's financial constraints
- Provide opportunities for experiential learning e.g. visits to areas of cultural, social, environmental and historical interest to promote learning and create opportunities for intercultural dialogue
- Create opportunities for dialogue in the classroom through interactive methodologies as children from a young age may learn to stereotype and categorise as part of their development
- Develop and make available educational resources to support intercultural education, celebrate multiple cultural identities and empower teachers to promote anti-racism
- Facilitate children to access a variety of opportunities for learning, engaging in sport, cultural and fun opportunities outside of school time. Linking children with local services such as sports and youth organisations is beneficial
- Increase investment in facilities within the schools by creating spaces for expression, creativity and sports (both indoor and outdoor)
- Create opportunities for babies and toddlers to socialise – they need opportunities to meet with other people, including Irish people so that they can become familiar with spoken English, etc.
- Recognise that some families have financial constraints and seek to provide opportunities that are accessible to all
- Resource schools to promote this work

Development and Inter-Cultural Education (DICE) student placement in EDNIP schools – what did we learn from them?

Intercultural education strives to develop global competent individuals who can examine local and global issues and come to appreciate the varying perspectives and world views (Ramos and Schleicher 2018).

> *I always considered it* (Development and Intercultural Education) *important, but more so now, but from more of a morality perspective. The values that children can learn through this are considerable and if harnessed correctly can cause changes to occur in society.*
>
> (Survey of DICE Students)

B.Ed. students are offered a variety of elective programmes in third and fourth year. In the second year of their B.Ed. degree students engage with mandatory modules which relate to global issues and in third and fourth year have the option of undertaking additional elective modules. These modules are supported by the DICE Project which aims to support the delivery of development education and intercultural education to student teachers in initial teacher education. In their third and fourth years, B.Ed. students can choose from a variety of optional elective modules which allows them to spend dedicated time in smaller groups learning about topics which interest them. In the Spring semester of third year, students can choose an elective titled "Intercultural Education in the Primary School". As part of this elective, students linked with the EDNIP project and delivered lessons in the five schools. These students are referred to as the DICE students in this report.

During their elective the DICE students went on placement to EDNIP schools for a period of four weeks, delivering one class per week during 2018, 2019 and 2020 on the topics of journeys, culture, stereotyping and protection. DICE students met the class teachers, identified the best approaches for the class and

discussed their placement prior to commencement. They then selected lessons from *Journeys,* progressing weekly through various themes. They were given support in their elective to adapt lessons for their specific class. Each week they completed reflections on the lessons taught and participated in group discussions linking their experiences to theory on Intercultural Education.

Data was gathered from DICE student teachers through surveys in 2018 and 2019 and through a focus group in 2018. The DICE student teachers used the *Journeys* resource developed in the Curriculum Development Unit, MIC to design their sessions with classes from Senior Infants to Sixth Class. Below we include feedback from the students who undertook the elective in 2020 who were also on placement in EDNIP schools.

The key messages from the students centred on being confident instead of fearful in teaching and discussing sensitive issues; being empathetic to the children's backgrounds, culture and accents; using appropriate age-friendly interactive methodologies; creating an inclusive safe environment where controversial issues could be discussed and the importance of being reflective.

Reflections from the DICE students

DICE students reported that the schools were very accommodating and welcoming, and they greatly valued their placements.

One student described working on intercultural educational topics as *"the elephant in the room"* (DICE Students Focus Groups). This confirmed that these topics can, on the one hand be seen as necessary, with a DICE student stating: *"it is an important topic in school. Schools getting more diverse"* (DICE Students Focus Groups), and at the same time challenging as *"they* (topics) *are controversial I suppose, you know and they could be taken up the wrong way if you don't deliver it properly"* (DICE Students Focus Groups).

Student teachers reported that they found teaching in teams very supportive, offering colleagues opportunities for planning and reflection: *"the team-teaching approach meant you had somebody to rely on if tricky situations would arise"* (DICE Student Surveys).

In common with school staff, the DICE students acknowledged the value of using interactive methodologies to promote discussion and address sensitive topics within a safe environment:

> *Yes, I was afraid at the start to talk about the touchy subjects with the children but they were very willing to learn and participate in our lessons. Using activities helped us as it provided a method to teach the topics through.*
>
> (DICE Student Focus Groups)

The DICE students found that interactive methodologies promoted children's motivation and engagement:

> *It* (using interactive methodologies) *engaged them. All the children, even the quiet ones got interested in talking about it got interested in the lesson. I think a lot of the activities allowed them to get into someone else's shoes and when they are doing that they are thinking a lot more critically about these*

issues, a different perspective as well. So, that kinda helped them to grasp it a bit better especially if they haven't experienced it themselves.

(DICE Student Focus Groups)

Yes, I never thought you could teach these topics with infants as it would be too hard. I now understand that you can, and you just adapt it to suit. It's actually really enjoyable to teach.

(DICE Student Surveys)

They also raised the importance of managing class dynamics to foster engagement of all children:

In my class there were some very strong personalities, and the quieter kids would have very good answers to offer. Like they would be kind of more reluctant to say because they would be afraid of what the stronger personalities might have said like you know.

(DICE Student Focus Groups)

They strongly advised not to underestimate children's ability to think about and discuss what might be considered difficult topics. Reflecting on their experience of working in EDNIP schools they reported that they became very aware of how important it is for teachers and student teachers to be open minded toward people from diverse cultures, and to be open to learning from the children. They also highlighted the importance of celebrating cultural diversity.

Feedback from DICE students corroborated the school staff findings in relation to how they perceived children engaged with complex topics stating that:

Children were excited to talk about their own varied backgrounds. I thought it would be much harder and that children would find it difficult or not want to talk but that was proven to be wrong as the children were always excited about the lessons and love to contribute and participate.

(DICE Student Surveys)

I didn't think the pupils would be as responsive, but they loved discussing where they had come from. Yes, I was very surprised as I thought there would be very sensitive issues but the children did not have any problems speaking or learning about these issues.

(DICE Student Surveys)

DICE students also acknowledged that some children may find engaging in these topics challenging due to prior experiences:

It depends on their experience before they came to Ireland. If they experienced trauma they might not want to talk about it. If they had a happy childhood like in their own home country they might be more willing to talk about it.

(DICE Student Focus Groups)

Another issue raised by DICE students was the challenge of communication in relation not only to the level of English spoken by children but also their accents:

Some of them (level of English proficiency was an issue). *It wasn't so much language it was more accents like. I actually found some of them kind of hard to understand when they spoke fast even though they were speaking English but you know you just kind of take that for granted.*

(DICE Student Focus Groups)

The challenge of understanding Irish accents was raised by migrant parents in the conversation group also, so it isn't just language proficiency, but time spent with people of different backgrounds that supports communication.

Impact on DICE students

The impact on students of choosing the DICE elective and working in the EDNIP schools was profound, even transformative for some students. Their confidence to teach these topics grew, as did their knowledge. They employed creative interactive pedagogies, and through the process reported that they had developed greater empathy for and understanding of children.

Change in confidence levels for teaching these topics and knowledge for DICE students

I suppose it's the seriousness of it, when you don't have an interesting way or a good methodology of doing it you are kind of delivering very serious content. So, with the resources we had it was made interesting and we could do it a bit better.

(DICE Student Focus Groups)

I was interested in teaching these topics beforehand but the experience of actually doing so changed my views on how it can be done. I am more open to different ways of integrating it.

(DICE Student Surveys)

A strong transformative theme emerged across the DICE data. Many students were apprehensive prior to their placement but they strongly reported that they gained confidence as the weeks progressed:

I became more and more confident as the weeks went on. I have never taught these topics before, so I was nervous at the beginning. As weeks went on, I was excited to hear children's experience of being a migrant and to hear and learn about different backgrounds as I did not know anything about some cultures.

Yes, I thought it would have been a lot harder to teach difficult topics like migration but the use of the activities from 'Journeys' made it more fun for the children and easier to teach.

I would have been extremely hesitant prior to this placement.

(DICE Student Surveys)

The majority of DICE elective students reported that their attitudes to teaching migration/intercultural issues had changed during placement, citing for example that teaching about stereotypes helped them to understand

that it is possible to change one's thoughts and actions by not holding prejudicial views of other:

> *I used to be nervous and unsure about teaching these things but having taught them in the classroom setting I have realised that they are not as daunting as they seem. The children also love to learn about them and share their own experiences.*
>
> (DICE Student Surveys)

The apprehension experienced by the DICE students is echoed across other data sets including staff surveys and SIC interviews. There is a consensus that this work needs to happen, that it is important and that children need to have safe places in which to learn about and explore these themes. However, both teachers and undergraduate students need support in order to confidently address these issues.

Greater appreciation for and empathy with children

> *I am more open and aware of the issues migrant children of other cultures may face, it makes you more sensitive when teaching.*
>
> (DICE Student Surveys)

> *You were kind of reassured with placement because they* (children) *were keen to talk about the topics.*
>
> (DICE Student Focus Groups)

> *In relation to our class, the children were extremely enthusiastic when it came to discussing their own culture/home countries. This surprised me as I had expected children to be uncomfortable discussing such subjects.*
>
> (DICE Student Surveys)

Students gained a huge appreciation for children, for their eagerness to engage, their willingness to share their life experiences, for the diversity of the level of prior knowledge in relation to the topics. Across the data students noted the high interest level of the children, using terms such as *"interested", "engaged", "honest"* and *"open"* to describe children's responses (DICE Student Surveys).

The development of student empathy was captured by one student who stated that he/she had *"developed empathy with children in this area through teaching in EDNIP schools"* and had *"realised the importance of teaching about these issues in every school"*. Another student stated that he/she was *"more open and aware of the issues migrant children of other cultures may face, it makes you more sensitive when teaching"* (DICE Student Surveys).

The majority of students reported their appreciation for *"how willing some children were to share their own thoughts and ideas and experiences. For example, in one of the lessons one* (of the) *children spoke about how they could hear guns in Afghanistan when they were sleeping which took me by surprise"* (DICE Student Surveys). DICE students also highlighted their surprise at how freely children could speak about their cultures stating for example: *"the way the children spoke so freely about their culture really surprised me"* (DICE Student Surveys). DICE students also gained an understanding of, and sensitivity towards a smaller number of children who were less eager to engage and a deeper understanding of the life experiences of children,

with one student reflecting on *"how children differ in their willingness to talk about their background. Some very eager some not so much"* recognising that *"some of the content may be a bit too personal for the children and they may become upset, but this was not the case"* (DICE Student Surveys).

Teaching these topics is complex. The lessons delivered by the DICE students were building on the work already being done by the schools, prior to and simultaneously with EDNIP. Some students expressed *"surprise"* at the level of knowledge some children had on the topics. DICE student surveys acknowledged *that "the children had quite a bit of prior knowledge on many of the terms we were teaching them, which I thought they wouldn't"*, with another stating that children *"already had a good foundation of knowledge with regards to the topics being covered"* (DICE Student Surveys). However, a minority of students also acknowledged that depending on the class and age group, children had little knowledge of these topics: *"I was surprised that the pupils know so little about issues like racism. They hadn't even heard of the word before. I was also surprised that they never heard of some terms such as stereotypes, famine etc"*. (DICE Student Surveys).

The surveys also captured DICE students' appreciation for *"children's eagerness to learn. They also remembered a substantial amount of what we taught them at the end of the last session"* (DICE Student Surveys).

DICE elective students: Key Takeaways

In 2018 and 2019 the DICE elective students were asked to make recommendations for the future development of this work based on their experiences. In 2020 the DICE lecturer, MIC, asked her students to share their top tips from their participation in the DICE elective, specifically their experience in the EDNIP schools. We have synthesised these below.

Students advocated:

- Knowing yourself as a person – building your confidence and efficacy
- Knowing yourself as a teacher – thinking critically and being open to learning with and from the children – modelling respect and empathy
- Knowing your students – make sure they each feel valued and respected – not under-estimating their capacity or ability to engage with these topics
- Knowing your families – they are a source of knowledge and support
- Building an inclusive classroom climate – with negotiated rules and expectations
- Paying attention to language – including the acquisition of English and respect for home languages
- Not being afraid to start somewhere – doing your research – preparing well
- Using your resources to normalise diversity
- Developing a discussion culture with strategies for responding to controversy
- Representing all school cultures in the resources, displays and celebrations
- Assessing with an unbiased lens
- Pedagogy – building a skill set of age-appropriate interactive pedagogies within a thematic teaching approach
- Pedagogy – using reflective activities, and focusing on empathy building
- Embracing a whole school approach
- Nurturing hope and believing we can build a better future.

Factors which contributed to the success of EDNIP

Higher Education Institutional (HEI) Leadership: MIC played a critical role through sharing expertise, resources and providing leadership. This role was embedded within the aspiration of MIC's Mission Statement to "foster in its students a spirit of justice and compassion in the service of others", to respect "cultural diversity"and promote "equity in society".

School leadership: the leadership of Principals and other staff within the schools was key to the success of EDNIP. They welcomed the increasing diversity in their schools while at the same time they were acutely aware of the challenges experienced by some migrant families, of the isolation they endured and of the potential of migrant families to make a significant contribution to the life and ethos of their schools. Schools had high aspirations, and building on existing good practice, they wanted all children to achieve and to find effective ways to promote integration for all their families and staff.

The partnership model: MIC, schools, and partner organisations worked together in a systematic, strategic and transparent way to promote integration, each bringing their own knowledge, skill sets and resources. Partners reported that the EDNIP model gave partner organisations an insight into a multi-layered approach of working with schools, families, etc. and not a single cohort, e.g. just parents.

EDNIP addressed the identified needs of schools: Schools identified the need for EDNIP and actively engaged in its design and development. School leadership fostered and shaped developments within each school. Each school developed a bespoke programme of activities to meet its unique needs.

The EDNIP staff: the three EDNIP staff were professional, committed, resourceful, kind, skilled, flexible and creative. They built trusting relationships with children, families, parents, staff and organisations. They actively supported the design and delivery of bespoke programmes and activities for each school, developed and sourced resources, and established effective modes of communication across all stakeholders.

The PMC worked because: it was well organised; there was excellent attendance; all opinions mattered; there was shared decision-making; it provided a forum for confidential and robust discussions; it built collegiality across schools; it was a forum for sharing information; the venue was very suitable; the EDNIP Project Leader reports were very comprehensive; and the EDNIP Project Leader style of leadership was inclusive, creative, committed and respectful.

The SICs worked because: they provided a school-based mechanism to champion and develop the work within each school; facilitated staff members to take leadership roles; the EDNIP team provided great support, facilitation, guidance and follow-up; the EDNIP team listened to the needs and responded; they enabled voices and opinions to be heard and conversations between people not normally conversing; they were democratic; they facilitated very positive relationships with parents. Fundamentally, the SICs worked because they were not just talking shops, they were places where information was shared, needs identified, plans made and follow through executed.

The SIC Communities of Practice worked because: schools learned from each other; there was a lot of positivity; very interesting guest speakers attended; it facilitated information sharing and a forum to hear the voices of parents and teachers.

The resources (purchased and developed) worked because: schools did not have a budget to meet the gap in their resources and EDNIP provided this support; schools had autonomy to identify the resources they needed; the resources were researched and sourced by the EDNIP team; appropriate resources supported schools to enhance their learning environments in a way that reflected their cultural community.

EDNIP reached out to services: the EDNIP team through the research process and participation in the PMC and SICs identified a variety of programmes and services in the community and brought them into schools.

Project design informed by research: The design and development of EDNIP was informed by a literature review along with baseline, formative and summative data gathering. This guided the development of a flexible and responsive model.

Challenges

While EDNIP was indeed successful, it nonetheless encountered challenges, some of which it was possible to identify workarounds for, and others that were systemic and beyond the scope of EDNIP.

Funding: EDNIP had a two-year funding time frame. This is a very short time frame to develop the infrastructure, build trust, source and develop resources and build capacity within schools. We were very lucky that the Philanthropic Trust that had part funded EDNIP, supported a scaled down version of EDNIP in 2020. In 2020 TED was successful in a bid to secure part funding for 2021 – 2023 from the National Integration Fund (NIF) to continue the work of EDNIP. EDNIP needs more time to be embedded in the culture and practice of schools.

Busyness of schools: Challenges included the busyness of schools and the time constraints on teachers to participate in the SICs. Finding the time to deliver CPD to school staff as a group was also challenging – some workarounds were identified but this is an on-going challenge for schools.
Model: if a model is very school focused, parents can be less engaged and if very parent focused teachers may be less engaged. The challenge of a multi-layered model is to achieve balance and ensure communication between all stakeholders. This was achieved for the most part, however a small number of staff (N=4), reported they were unaware of the impact of EDNIP. This challenges us to explore the most effective modes of communication within and across schools.

Language: Parents need to speak English and have access to translation services in order to integrate into Irish society. Language was a significant barrier for parents, and was manifested in very practical ways. For example, the EDNIP staff negotiated with an English speaking child around the details of family day trips and hoped accurate information was relayed to parents.

Sustainability: While the upskilling of teachers, changes in practices and the bank of resources are very real footprints of EDNIP, there is a need to provide dedicated staffing to support and promote integration and undertake work such as the summer and after-school trips.

Frequency of SIC Community of Practice meetings: due to time constraints we only held two CoP meetings.

SIC membership: SIC membership varied across schools. As EDNIP develops we would like to see the membership extended. For example, one SIC had a Public Health Nurse and another had a pre-school manager who brought particular expertise to the group. Schools believed that the parental engagement nurtured through EDNIP would promote parental engagement in SICs and other school committees such as the BOM and Parents' Association.

Conclusion and recommendations

Conclusion and recommendations

Inclusive education and diversity inclusive education centres on the values and practices that enable children, as individuals, to belong, feel respected, confident and safe so they can engage in meaningful learning and reach their potential. … It is concerned with the best interest of every child considering that each child varies in their competency, language, family background, age, culture, ethnic status, religion, gender and sexual identity.

(NCCA 2020, p.20)

Conclusion

In the preceding sections we showcased the multi-layered model and the extensive impact of EDNIP on the lives of children, families and schools. EDNIP proved that schools can play an effective proactive role in embracing diversity and nurturing integration. Schools, if supported, can act as sites for the delivery of life enhancing opportunities for all children, parents and staff.

The NCCA Draft Primary Curriculum Framework for Consultation (2020) proposes three key approaches that schools and teachers should take to develop inclusive, learning environments as they "face a growing challenge to recognise and respond to (this) diversity and rapidly-changing context" (NCCA, 2020, p. 3).

- Understanding that children have individual needs, views, cultures 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.

(NCCA 2020, p.20)

We propose that the EDNIP model offers a practical and successful application of the NCCA aspirations, as demonstrated in our research.

Migration is a reality. The most recent census (2016) indicated that 18-19% of children of school-going age identify as being from a non-Irish background. Predictions are that migration will not only continue but increase.

> *International migration has become one of the defining features of the early twenty-first century and is high on the policy agenda at both national and international levels.*
>
> (Sohst et al.2020, p.vii.)

Irish society has a window of opportunity to embrace integration. It is critical that we work together to welcome and integrate migrants to Ireland, in the ethos of "diversity advantage". There are current and historical disturbing examples of the opposite approach, where people were ghettoised, ostracised and treated as "other". We can do better, as our President Michael D. Higgins advocates, calling us to be our best selves:

> *Muintir na hÉireann, I have said that a real republic requires a wide embrace – generous, inclusive, moved by an empathy that sees difference or diversity not as sources of division but as a strengthening of our social fabric and potential sources of an ever-deeper richness in friendship, mutuality, possibility, recognising transcendent concerns and rooted in a shared humanity.*

It is important that we seek to reach always for the best of ourselves, and the best of what we might become, and that we allow that to guide our collective ambition for our country.

(Michael D Higgins, President of Ireland, Inaugural speech 2018)

Indeed, *The Migrant Integration Strategy* (2017) recognises the considerable risks to Irish society if integration is not supported by Government, communities and individuals including:

- Loss to Irish society of the contribution which migrants can make in all spheres of life
- Reduced opportunities for migrants and their families
- Segregation and ghettoization of specific migrant groups, with the potential for social exclusion and economic disadvantage
- Fragmentation of shared societal norms
- Racism and discrimination against migrants and their families
- Promotion of anti-integration agendas among persons of Irish heritage and among migrants

(Department of Justice and Equality 2017, p.7)

EDNIP is based on the premise that embracing diversity and nurturing integration is one of the foundation stones of a just society. One of the ways in which these principles can be fostered for the good of society is through the education system. The NCCA Draft Primary Curriculum Framework for Consultation (2020) recognises the growing diversity within Irish schools and the key role schools can play in the development of "a more inclusive society":

Mirroring society, primary school classrooms are more dynamic and busier places in which teachers support and respond to a greater diversity of learners, helping each to grow and develop. This diversity is evident in the rich kaleidoscope of ages, competencies, cultures, ethnicities, family structures and backgrounds, home languages, religions, sexual identities, and worldviews that now characterise many primary classrooms. A redeveloped primary curriculum can play a key role in supporting schools' work in responding to this diversity and enabling children to feel respected, valued and engaged in learning through appropriately tailored experiences and through positive interactions within the school community. In turn, these experiences and interactions play a role in the development of a more inclusive society in Ireland.

(NCCA 2020, p. 20)

Our recommendations outlined below in tables 9,10 and 11 resonate strongly with *The Migrant Integration Strategy* (2017). Under Action 4. Education, the strategy recognises the education sector as a key stakeholder in nurturing integration. Actions range from enrolment policies, to teacher training, monitoring the English language needs of children, EAL supports for adults, EAL supports for children, participation of migrant parents in school life, and fostering the developments of positive attitudes towards diversity and celebrating difference (Department of Education 2017, p.25-26).

We propose that the EDNIP model offers a practical and successful application for many of *The Migrant Integration Strategy* aspirations.

Recommendations

The Interaction Associates, Dimensions of Success model (1997), propose three factors to be considered in planning for and in building success, namely process, results and relationships. Typically, there is an emphasis on results. This theory, in contrast posits that all three dimensions, if paid due attention, contribute to long term success and sustainability. This framework guides our recommendations, advocating for attention not only to results but to the processes by which they are achieved with due attention to the nature of relationships between all stakeholders.

Our recommendations delivered across tables 9, 10 and 11, are informed by the findings of the report.

Table 9: Recognise and resource schools as critical sites for embracing diversity and nurturing integration

The findings from this report confirm the school as a fertile site to nurture integration. Table 9 below offers a suite of recommendations to strengthen the school's capacity to fulfil its unique position in society.

AIMS	OBJECTIVES	RESULTS	INDICATORS OF SUCCESS
School leadership Develop school leadership and infrastructure to support and develop this work.	To create a school-based mechanism, e.g. a School Integration Committee (SIC) to lead and champion the work of integration. Reach out for support to key organ-isations to leverage expertise and resources.	A dedicated team of school staff, parents, children, service providers undertake to lead and promote integration in the school.	Integration is recognised as a priority area, and the schools leverage supports and expertise from the wider community to support their work.
School staff Create opportunities for school staff to explore issues of integration and how their personal beliefs and experiences impact on teaching and learning.	To provide staff with a suite of CPD opportunities to enhance their skills, knowledge and practice. To create opportunities to share good practice and build a community of support.	School staff are upskilled and supported and have the required skills, knowledge and resources to undertake this work.	Staff are confident and supported in their practices of promoting integration. CPD on integration is included as part of whole school planning.

Support the development of teachers' skill, knowledge and practice through: • the delivery of CPD • the formation of Communities of Practice • Provision of classroom resources	To provide schools with the necessary resources to implement their plans.		
Review of school policies and practice Review existing school policies and the Mission statement through the lens of integration on an annual basis and place integration as a standing item on the BOM agenda. Consider issues relating to integration when developing new policies.	The SIC to lead on the review of existing school policies and practices to ensure they support the school's mission to nurture integration. Consider issues in relation to integration in all new policy development. Include integration as part of the DEIS action plans or School Self Evaluations in non-DEIS schools. BOM agenda to include integration as a standing item.	School policies will reflect the school's commitment to integration. BOM will actively support integration.	School policies and practices will reflect the school's commitment to integration and act as a tool to inform practice.
Planning for integration Development of bespoke school plans/programmes to nurture integration.	To develop bespoke school-based plans /programmes to meet the needs of the school community, staff, children and families.	The development of bespoke plans/programmes to support staff, children and families to learn about integration and participate in programmes promoting / nurturing integration.	Schools will develop and implement integration plans.
Resourcing schools to fulfil their potential as agents of integration	To provide funding for the development and purchase of resources and the funding of programmes.	Schools will be provided with the necessary resources to design and implement a comprehensive programme to nurture integration. In addition, resources external to the school to be harnessed to support an integration programme.	Schools will have the necessary resources representing the children's cultures and needs to implement their integration plans.

School as a site of service delivery The school acts as an effective site of service delivery and recruitment of parents.	To build on existing good practices and develop the school as a site of service delivery for children, parents and the community.	The school will act as a delivery site for services and programmes in and out of school time for children and families.	Use of school facilities will be maximised and accessible.

Table 10: Adopt an inclusive-education informed ecological response to the promotion of integration

We propose that the model of intervention designed to promote integration needs to be multifaceted – it needs to include school staff, children, parents and the wider community. A multi-layered integrated model brings momentum, shared purpose and energy.

AIMS	OBJECTIVES	OUTCOMES	INDICATORS OF SUCCESS
Children • Offer children a variety of in and out of school opportunities for experiential learning, engaging in dialogue and the development of their skills, knowledge and confidence. • Children will have the language to express their feelings and opinions through engaging constructively in dialogue around issues relating to integration and interculturalism.	• To nurture children's critical capacity, to foster their sense of belonging and to build their skills and competencies. • To provide children with a variety of experiential learning opportunities through which their understanding of intercultural issues including integration is fostered. To build a sense of belonging. • To build children's language capacity and critical awareness to enable them to develop and express their own opinions, engage with others with different perspectives, and work collaboratively towards developing shared understandings.	• Children will build their skills, understanding, empathy and competencies to engage with integration and associated issues. • Children will have a variety of opportunities to experience life outside of home and school in a supportive, fun and inclusive way – offering opportunities for integration. Their sense of belonging will be nurtured. • Children will claim their voices through activating their capacity to express their opinions. • Children will dialogue with people of different perspectives, with the aspiration of working towards a shared understanding.	• Children will have the confidence and capacity to engage with complex intercultural topics. • Children will experience a variety of learning environments, both in school and after school time, all of which will act to build their skills, knowledge and confidence. • Children will have a sense of belonging. • Children will demonstrate their competencies in expressing their own opinions, and dialogue constructively with people of different perspectives towards creating a shared understanding.

School staff Support the development of teachers' skill, knowledge and practice through: • The delivery of CPD • The formation of Communities of Practice • Provision of classroom resources	• To provide staff with a suite of CPD opportunities to enhance their skills, knowledge and practice. • To create opportunities to share good practice and build a community of support. • To provide schools with the necessary resources to implement their plans.	School staff will be upskilled and supported and have the required skills, knowledge and resources to undertake this work.	Staff will feel confident and supported in their practices of promoting integration.
Families Promote a sense of belonging for families.	• To promote a sense of belonging for family members. • To identify the factors that inhibit integration and seek to address them in partnership with families. • To provide family members with learning opportunities to meet their identified needs. • To provide families with opportunities for integration.	• Families will avail of needs-led learning opportunities. * Families will be actively involved in opportunities that nurture integration and a sense of belonging.	Families will have a sense of belonging and feel they are valued members of the community.
Women Offer women opportunities to engage in learning and build networks of support and friendship.	• To address the isolation experienced by some women. • To create opportunities for learning and building connections and friendships.	• Opportunities for learning and networking and forming friendships will be availed of. • Reduction in the isolation experienced by some women. • The creation of networks of support.	• Women will have access to learning opportunities. • Access to networks of support and feel more connected to society.

Men Offer men opportunities to engage in learning and build networks of support and friendship.	• To address the isolation experienced by some men. • To create opportunities for learning and building connections and friendships.	• Opportunities for learning and networking and forming friendships will be availed of. • Reduction in the isolation experienced by some men. • Creation of networks of support.	• Men will access learning opportunities. • Access to networks of support and feel more connected to society.
Babies and toddlers Offer babies and toddlers opportunities for social engagement and exposure to the English language.	• To address the isolation experienced by some toddlers and babies. • To support the transition of toddlers from home to pre-school.	• Babies and toddlers will have opportunities to socialise within multi-lingual environments to lay the foundations for English language acquisition. • Babies and toddlers will be comfortable in a social environment.	Happy babies and toddlers, at ease in social environments.

Table 11: Embrace integration as a societal mission - schools can't do it alone!

In the Foreward of *The Migrant Integration Strategy A Blueprint for the Future,* Frances Fitzgerald, Tánaiste and Minister for Justice and Equality, stated that "Effective integration requires ongoing engagement by migrants, public services, businesses and communities" (2017, p.2). Furthermore, she states that the strategy "sets out the Government's commitment to the promotion of migrant integration as a key part of Ireland's renewal and as an underpinning principle of Irish society" (ibid, p.2). David Stanton, T.D., Minister of State with special responsibility for Equality, Integration and Immigration in his Foreward also advocates for integration, stating that "We have to ensure that migrants can access information and services and that barriers to their integration are identified and removed" (ibid. p.3). He goes on to recognise the crucial part communities can play in promoting integration stating that "Communities play a crucial role in making those living within them feel at home. We have to mobilise communities to promote integration. We have to engage sporting organisations, faith-based groups, cultural organisations, community groups more actively in the integration process" (ibid, p.3).

EDNIP benefited hugely from working in partnership with schools and families, and reaching beyond the school gate to harness the expertise, facilities and resources of institutions, multiple environments (farms, seaside, city) and services. This approach, underpinned by policy, needs to be embedded within the institutions and services of society and the State.

AIMS	OBJECTIVES	OUTCOMES	INDICATORS OF SUCCESS
Higher Education Institutions (HEI) All HEIs play an active part in preparing their students to develop the skills, knowledge and competencies to promote integration.	• Incorporate knowledge/ awareness/capacity building to promote integration across all HEIs. • Provide student teachers with opportunities to develop their personal awareness and under-standing of integration. • Provide student teachers with opportunities to develop the skills, knowledge and competencies to promote integration.	• Students gain the skills, knowledge and capacity to promote integration.	• Students will use their skills, knowledge and competencies to play an active part in promoting integration while they are students, citizens and as part of the workforce.
Initial Teacher Education (ITE) Promote representation of migrant communities in ITE. All HEIs increase access to the broader community.	• Representation of the migrant community in the teaching force.	• Student teachers will have the necessary competencies, knowledge and skills to effectively promote integration throughout their careers. • The migrant community will be represented in the teaching force.	• Student teachers will use their skills, knowledge and competencies to play an active part in promoting integration while they are students, as citizens and when they are part of the workforce.
Policy At a national level promote integration through policy development and implementation.	• Develop and implement policies and practice to promote integration. • Review all policy development through an integration lens.	• All policy will reflect a commitment to integration – including e.g., the provision of information on services in different languages, increasing representation (public service duty), intercultural awareness training for staff in public bodies.	Policies will promote and support integration practices across all facets of society.

Service providers (statutory, community and voluntary organisations)	• Develop partnerships within and between service providers to promote and enhance integration.	• Services will have a common aspiration and multiple practices to promote integration.	• Service providers will play an active part in contributing to integration in society.

EDNIP started as a Project and became a Programme – it evolved through practice, research and reflection to become a mechanism to support integration in multiple contexts in an accessible, cost-effective, inclusive and consultative way.

There is learning for everyone including school staff, parents, children and partner organisations who set out on the journey to do the work of integration, inclusion and the promotion of social justice. It challenges us all to reflect, and build our awareness of our beliefs, practices and biases and to move together towards creating a more just and inclusive society.

Integration is an act of social justice, love and healing. To embrace integration is to contribute to building a just and equal society. Fundamentally, we learned that nurturing relationships and building trust which are the foundation stones of this work is a slow process. In order to do this work with integrity, trust, hope and vision must be nurtured.

The final words of this report rest with a migrant woman who had to flee from her war-torn homeland. Her words capture the necessity to create safe opportunities for people to meet people, so that our biases and misconceptions can crumble, and we can embrace justice, hope and love instead.

> *Very nice yes, group trips we need. We can go trips alone with my husband and kids. But nothing will be changed. See new places. See Ireland. But when it a group you meet friends, other parents from other cultures. Not knowing is very, very dangerous, not knowing other people.*
>
> (Parent Interview)

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Appendices

Appendix 1: List of EAL resources distributed to EDNIP schools

EAL ACTIVITY BOOKS & KITS	Source
2016 Oxford English Language Teaching - Shaping learning together	Oxford University Press
50 EAL scatter sheets	
Activate Speech Set (Complete Language Set)	Activate Speech
Cambridge Assessment English Series	Cambridge EAL Resources Website
Cambridge Reading Adventures Series Pink, Red, Yellow, Blue, Green, Orange, Turquoise, Purple, Gold, White	Folens
Cambridge Reading Adventures Series Pathfinders, Wayfarers, Explorers, Voyagers	Folens
Developing Competence EAL Kit	Folens
Dual Language EAL Resource Booklet	TES Website
EAL Activity Book for Primary School - Starter pack 1 & 2	TES Website
Early Acquisitions EAL Kit	TTS Group website
Easy English Series 1-8 by Margaret Warner	ABC School Supplies
ESL Worksheets for kids	
Flip It EAL Set	TTS Group website
Longman's Children's Picture Dictionary	Pearson
My Bilingual Dictionary -Arabic, Polish, Portuguese, Russian, Urdu	Findel
Oxford Discover Student Book Level 1 - 2	Oxford University Press
Oxford International English 1 - 6	Oxford University Press
Oxford International English Level 1 - 2 Student Anthology	Oxford University Press
Oxford International English Level 4 - Student Book	Oxford University Press
Peffermills EAL Resource booklet	TES Website
Renfrew Language Scales Test-Action Picture; Word finding; Bus Story Test	Outside the box learning resources
Starlight Oral Language Programme 3rd - 6th (digital license)	Folens

EAL DIGITAL	Source
PENpal complete set	Language Lizard
Talking Dictionary Latvian	Language Lizard

CARDS/CHARTS /POSTERS/BANNER	Source
50 Speaking Activity Cards	Findel
50 Letters and Sounds Activities Cards	Findel
50 Magnetic Letters Cards	Findel
Multilingual School Information Signs Cards	Little Linguist
50 Phonemic Awareness Activities Cards	Findel
Bilingual welcome School Banner	EDNIP + Signtec
EAL Photocards Pack of 50 - All about me; Animals; School, Food	Little Linguist
English Terms Chart	Little Linguist
Geogrpahy Terms Chart	Little Linguist
Hello in Different Languages - Multilingual Poster	Little Linguist
Key Phrases Chart	Little Linguist
Maths Terms Chart	Little Linguist
Multilingual Months of the year cards	Little Linguist
Multilingual Number Cards 1-10	Little Linguist
Science Terms Chart	Little Linguist
Starlight Oral Language Posters Junior Infants, 1st, 2nd.	Folens
Words - Reception Year Magnetic Activity Chart	

TRANSLATED PACKS	Source
Post Primary Fact Sheets - Stepping Stones	CDETB & YES - www.separatedchildrenservice.ie *please note that website is no longer operational 18.12.20
School Welcome Packs - Arabic, Chinese, Pashto, Polish, Russian, Urdu	EDNIP + Translation company
Translated school letters	www.primaryresources.uk/letters/

EAL FANS	Source
EAL Survival Fans - 6 pack	Findel
Transitions Fans EYFS	Findel
Transitions Fans Ks 1 and 2	Findel

PUZZLES AND TOYS TO SUPPORT LANGUAGE DEVELOPMENT			
120 piece food set	Doll's House	Lego city sets	Shopping List Extra - Clothes
5 Second Rule Junior Game	Easy English Vocal on the farm (Jigsaw)	Listen and put stories in order	Shopping List Extra - fruit and Veg
Alphabet Lotto	Farm animals	Little Bug Bingo	Speaking and listening games pack of 6
Animals 4 in a box	Farm animals set	Lunch box game	Spotty Dogs
Before and after	Farm Opposites	Magical Castle	Story cards
Big aeroplane	Farm set	Monster Bingo	Story scenes
Big Digger	Farm Snap	Old Mac Donald	Tea Party for four
Big Fire Engine	Farmyard	Once upon a time	Tea set
Big Red Bus	Farmyard Dominos	Party, Party, Party	Tell the time
Big Tractor	Farmyard Friends	Pick and Mix People	The Brain game-Vocab and word
Big Wheels	Follow the Car	Play doh classic compound	The story telling game
Brainbox first animals	Fun deck-auditory memorey riddles	Playtime rug	Transport
Brainbox on the farm	Giant Road	Pop to the shops	Tummy Ache
BrainBox OppositeJigsaw	Giant Town	Post Box Game	Two by two
Brainbox opposites	Ginger bread House	Quack Quack	Vet set
Brainbox people at work	Good Behaviour at home	Red Dog, Blue Dog	What do I do?
Bricks on Roll	Greedy Gorilla	Rescue squad	What does not belong
Can you guess?	Guess what they're thinking	Rocket Games	What's in my house
Cash register	Hands on Play and Learn ball	Rorys Story Cubes	Where are we in the house
Cash register with money	Headbanz	Rorys Story Cubes-Actions	Where do animals live?
Conversation cubes	I spy a mouse in the house	Rorys Story Cubes-Max	Where do I live?
Crazy Chefs	Jungle	Rorys Story Cubes-Voyages	Who's in space?
Cutting food	Jungle Snakes and Ladders	Sea creature	Who's on the farm?
Doctor set	Junior 30 Seconds Game	Sequential Thinking-Level 1	Word Puzzles for speakers of other languages
Doctor Kit set	Learning to Sequence-3 scene st	Shopping List	Zoo Animals

Appendix 2: List of dual language resources distributed to EDNIP schools

Book Titles A-Z	Author	Languages A - Z**
Aliens Love Underpants	Claire Freedman & Ben Cort	Arabic
Am I small?	Philipp Winterberg	Bengali
Augustus and his Smile	Catherine Rayner	Cantonese
Brown Bear, Brown Bear-What do you see?	Bill Martin & Eric Carle	Czech
Deepak's Diwali	Divya Karwal	Farsi
Farmer Duck	Martin Waddell	French
Fatima, The Spinner and the Tent by Idries Shah	Idries Shah	Greek
Goal! Let's play!	Joe Mariott	Hindi
Goldilocks and the Three Bears	Kate Clynes	Hungarian
Handa's Surprise	Eileen Browne	Italian
Hansel and Gretel	Manju Gregory & Jago	Latvian
Head, Shoulders, Knees and Toes	Annie Kubler	Lithuanian
I'm coming to get you	Tony Ross	Malayalam
Journey through Islamic Arts	Na'ima bint Robert	Mandarin
Let's go to the park	Kate Clynes	Panjabi
Li's Chinese New Year	Fang Wang	Pashto
My first Bilingual Book - Feelings	Milet	Persian
Neem, The half Boy by Idries Shah	Idries Shah	Polish
Row, Row your Boat	Annie Kubler	Portuguese
Samira's Eid	Nasreen Aktar	Romanian
Sports day in the Jungle	Jill Newton	Russian
The Boy without a Name by Idries Shah	Idries Shah	Slovakian
The Clever Boy and the Terrible, Dangerous Animal	Idries Shah	Somali
The Farmers Wife	Idries Shah	Spanish
The Fox and the grapes	Pauline MacKay	Tamil
The Lion Who saw himself in the Water by Idries Shah	Idries Shah	Urdu
The Little Red Hen	L.R.Hen	Yoruba
The Magic Horse	Idries Shah	
The Man and the Fox	Idries Shah	
The Swirling Hijaab	Nilesh Mistry	
The Three Billy Goats Gruff	Henriette Barkow	
The Very Hungry Caterpillar	Eric Carle	
The Wheels on the bus	Annie Kubler	
Walking Through the Jungle	Stella Blackstone	
We're going on a bear hunt	Michael Rosen	
Wee MacNessie	Pauline MacKay	

* Books purchased from Little Linguist, Language Lizard LLC, Blackwell Ltd
** Books purchased in numerical order

Appendix 3: List of intercultural resources distributed to EDNIP schools

BOOK THEME: CELEBRATING DIVERSITY & INTERCULTURAL EDUCATION

***I'm special	Jen Green
**New social story book	Carol Gray
**Why Johnny doesn't flap	Clay Morton
*Brrmm Let's Go Play (English Edition)	Julie Kingdon
*Goal Let's play English	Joe Marriott
A rainbow of friends	P.K. Hallinan
A rainbow of friends	PK Hallinan
A school like Mine	Penny Smith
All are welcome here	Alexandra Penfold
Alma and How she got her name	Juana Martinez-Neal
Beegu	Alexis Deacon
Birthdays around the world	Jay Dale
Celebrating Birth Around the World	Anita Ganeri
Celebrating differences book pack	Melissa Higgins
Celebrating Weddings Around the World	Anita Ganeri
Chapatti Moon	Pippa Goodhart
Coming of Age Around the World	
Dim sum for everyone	Grace Lin
First Atlas Collins	Collins Kids
Food like mine	DK
Grumpy Frog	Ed Vere
I love my hair	Natasha Anastasia Tarpley
I love my haircut	Natasha Anastasia Tarpley
Is there a dog in this book?	Viviane Schwartz
Lima's hot chilli	David Mills
Lost in translation	Elle Frances Sanders
Massai and I	Virginia Kroll
My Granny Went to Market-A Round the World Counting	Stella Blackstone
Rhyme	Peter Clutterbuck
My Multicultural Classroom	Ellen Lawrence
My World Your world -the clothes we wear	Ellen Lawrence
My world your world – how we get around Ellen Lawrence	Melanie Walsh
My World, Your World	Kathryn Otoshi
One	Anna Burbury
Our Planet and It's People	Linda Ashman
Outside my Window	Peter Spier

People	Stacey Schuett
Somewhere in the world right now	Helen Macgregor
Tam tam tambalay and other songs from around the world	Mem Fox
Ten little fingers and ten little toes	Karen Katz
The colour of us	Karen Katz
The Crayon Box that Talked	Shane Derolf
The Magic Paintbrush	Julia Donaldson
The New Childrens Encyclopedia	DK
The same but different too	Karl Newson
Two tall Houses	Gianno Marina
Varmints	Helen Ward
We're different we're the same	Bobbi Kates
Whoever you are	Mem fox
Yum Let's Eat	Thando Maclaren

* use with Talking PEN
** Autism
*** Disability

BOOK THEME: ASYLUM, MIGRATION, REFUGEE, WAR

A song for Cambodia	Michelle Lord
Ali's Story a real-life account of his journey from Afghanistan	Salvador Maldonado
Brother in hope: The story of the lost boys of Sudan	Mary Williams
Dia’s story cloth: The Hmong people’s journey of freedom	Dia Cha
Far from Home	Malachy Doyle
Four feet two sandals	Karen Lynn Williams & Khadra
How I learned geography	Mohammed
I’m new here	Uri Shulevitz
Juliane's Story a real-life account of her journey from	Anne Sibley O’Brien
Zimbabwe	Andy Glynne
Kunkush: The true story of a refugee cat	Marne Ventura
Lost and Found Cat-The True Story of Kunkush's Incredible	Doug Kuntz
Journey	Edwidge Danticat
Mama’s nightingale: A story of immigration and separation	Patrica de Arias
Marwan's Journey	Suzanne Del Rizzo
My Beautiful Birds	Frances & Ginger Park
My freedom trip: A child’s escape from North Korea	Kate Milner

My name is not Refugee	Karen Lynn Williams & Khadra
My name is Sangoel	Mohammed
Navid's Story a real-life account of his journey from Iran	Andy Glynne
Stepping Stones: A refugee family's journey	Margriet Ruurs
The arrival	Shaun Tan
The boy at the back of the class	Onjali Q.Raúf
The colour of home	Mary Hoffman
The Island	Armin Greder
The Journey	Francesca Sanna
The Silence Seeker	Ben Morley
The Treasure box	Margaret Wild
The unwanted: Stories of the Syrian refugees	Don Brown
Two white rabbits	Jairo Buitrago
Welcome	Barroux
Who are refugees and migrants? What makes people leave their homes and other big questions	Michael Rosen & Annemarie Young

BOOK THEME: EMOTIONS; SELF ACCEPTANCE; BEHAVIOURS

Be where your feet are	Julia Cook
Can I build another me	Shinsuke Yoshitake
Character Matters Book Pack	Capstone publishers
Even superheros have bad days	Shelly Becker
I feel fightened	Brian Moses
I just don't like the sound of no	Julia Cook
I just want to do it my way	Julia Cook
I will try	Marilyn Janovitz
It's hard to be a verb	Julia Cook
Listening to my body	Gabi Garcia
Lost and found	Oliver Jeffers
Me and my fear	Francesca Sanna
My mouth is a volcano	Julia Cook
On Monday when it rained	Cherryl Kachenmeister
On Sudden hill	Linda Sarah
Orion and the dark	Emma Yarlett
Perfectly Norman	Tom Percival
Ruby's worry	Tom Percival

Say hello	Jack Foreman
Shh! We have a plan	Chris Haughton
Small Things	Mel Tregonning
Stop picking on me	Pat Thomas
The dreaming tree	Eithne Massey
The invisible boy	Trudy Ludwig
The River	Alesandro Sanna
The skin I'm in (A first look at racism)	Pat Thomas
The superhero brain	Christel Land
The way I act	Steve Metzger
The way I feel	Janan Cain
The worst day of my life ever	Julia Cook
Today I'm a monster	Agnes Green
Walking through a world of aromas	Ariel Andres Almada
Willy Wobbly and the very bad day	Sarah Nash & Rosie Jefferies

BOOK THEME: STORIES FROM AROUND THE WORLD

A tiger for breakfast (stories around the world)	Narinder Dhami
A year full of stories	Angela McAllister
Beauty and the Beast (stories around the world)	Cari Meister
Chicken in the kitchen (stories around the world)	Nnedi Okorafor
Farid's Rickshaw Ride	Rowan Oberman
Ganesha's sweet tooth	Sanjay Patel & Emily Hayne
Goldy luck and the three pandas	Natasha Yim
Hansel and Gretel (stories around the world)	Cari Meister
Lila and the secret rain	David Conway & Jude Daly
Pattan's Pumpkin	Chitra Soundar
Rama and Sista (stories around the world)	
The Crow's Tale (stories around the world)	Naomi Howarth
The foolish timid rabbit (stores around the world)	Lou Kuenzler
The Jasmine Sneeze (stories around the world)	Nadine Kaadan
The Little Book of Stories from Around the World	Marianne Sargent
The Parrot and the Merchant (stories around the world)	Pippa Goodhart
The Singing Sack 28 song stories from around the world	Helen East
The Tiger Child	Joanna Troughton
Usborne Stories from around the world for little children	
Why the spider has long legs (stories around the world)	Charlotte Guillain

BOOK THEME: RACIAL REPRESENTATION

Amazing Grace	Mary Hoffman
First generation	Rich Wallace
Handa's surprise	Eileen Browne
Lulu Loves Stories	Anna McQuinn
Lulu loves the Library	Anna McQuinn
Malala's Magic Pencil	Malala Yousafzai
Mama Panya's Pancakes	Mary & Rich Chamberlin
Maya Angelou (Little People, Big Dreams)	Lisbeth Kaiser
My two grannies	Floella Benjamin*representation/true life
Old Mikamba had a farm	Rachel Isadora
Radiant Child: The story of young artist Jean-Michel Basquiat	Javaka Steptoe
Rosa Parks (Little People, Big Dreams)	Lisbeth Kaiser
The goggle-eyed goats	Christopher Corr & Stephen Davies
To Market! To Market	Anushka Ravishankar

BOOK THEME: TEACHER RESOURCE BOOKS

Tasks Galore Book 4 Lets Play	Laurie Eckenrode, Pat Fennell, Kathy Hearsey, Beth Reynolds
You, Me and Diversity	Anne M Dolan

MISCELLANEOUS BOOKS: TO SUPPORT ENGAGEMENT

Stanley's Stick	John Hegley
Lots, the diversity of life on earth	Nicola Davies
The Water Tower	Gary Crew
Enormous smallness: A story of E.E. Cummings	Mathew Burgess
Shackleton's Journey	William Grill
How to live forever	Colin Thompson
The very hungry Caterpillar	Eric Carle
Peppa Pig	The Wheels on the bus
Usborne Touch and Feel Book set	Fiona Watt
The encyclopaedia of infant and toddler activities	Donna Wittmer

Appendix 4: List of inter-faith and cultural resources distributed to EDNIP schools

BOOK THEME: RELIGIOUS & CULTURAL CELEBRATIONS

Bonfire Night	
Bringing in the new year	Grace Lin
Chinese New Year	Katie Marsico
Christmas	
Deepak's Diwali	Divya Karwal
Diwali	
Easter	
Eid al Adha-Festivals around the world	Grace Jones
Eight candles to Light	Jonny Zucker
Families and their Faiths (Buddhism in Thailand)	Frances Hawker
Families and their Faiths (Christianity in Mexico)	Frances Hawker
Families and their Faiths (Hinduism in Bali)	Frances Hawker
Families and their Faiths (Islam in Turkey)	Frances Hawker
Families and their Faiths (Judaism in Israel)	Frances Hawker
Families and their Faiths (Sikhism in India)	Frances Hawker
Hanukkah	Owens L.L.
Harvest Festival	
Hats of Faith	Medeia Cohan-Petrolino
Holiday's And Festivals (Diwali)	
Lanterns and Firecrackers	Jonny Zucker
Li's Chinese New Year	Fang Wang
Lighting a Lamp	Jonny Zucker
Passover-Festivals Around the World	Grace Jones
Rama and Sita-The Story of Diwali	Malachy Doyle
Ramadan	Grace Jones
Ramadan	Sheila Anderson
Ramadan Moon	Na'ima B. Robert
Remembering the Dead Around the World	Anita Ganeri
Rosh Hashanah-Festival around the world	Charlie Ogden
Saamiras Eid English	Nasreen Aktar
Sweet dates to eat	Jonny Zucker
The Usborne Book of World Religions	Sue Meredith & Clare Hickman
Yom Kippur-Festival around the world	Charlie Ogden

Appendix 5: School welcome/information booklet sample

Booklets were translated into 6 languages: Arabic, Pasto, Urdu, Chinese, Russian and Polish.

English sample

Welcome Pack for Families

Our Lady of Lourdes Primary School

Rosbrien
Limerick

☎ 061 227991

✉ ourladyoflourdesrb@gmail.com

www.ourladyoflourdesrosbrien.ie

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Department of Justice and Equality

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality.

Our Lady of Lourdes Primary School

Times

School starts	09.00
Morning break	10.40—10.50 11.15—11.25
Lunch break Jr-Snr	12.15—12.45
3rd –6th	1.00—1.30
School closes	1.40 (Infants) 2.40 (1st-6th)

Lunch

All children get a free, healthy lunch every day in school. Children get free Bun and Milk every day in school.

After-School Activities

Doodle Literacy
Homework Clubs
Basketball
Athletics
Irish Dancing
Art and Craft

Living in Limerick

Social & Sport

- There is a playground in the People's park (Near Limerick Railway station).
- Volunteering helps people feel connected to their community. Find out how and where you can volunteer in Limerick: www.volunteerlimerick.ie/.
- Playing sports is a great way of getting to know other people in the community.
- Gaelic games (called the **GAA**) are popular traditional Irish sports and includes hurling, camogie and Gaelic football.
- **Rugby** is also a very popular sport in Limerick. The Limerick club 'Munster' is one of the most successful Rugby clubs in Ireland.
- For information about other sports and clubs, see: www.limericksports.ie .

Events & Holidays

Every year, there are lots of events in Limerick! For example:

- St. Patrick's Festival: March 17th
- Africa Day (usually in May) www.africaday.ie
- Riverfest (May Bank Holiday)
- Find more cultural events: www.ilovelimerick.ie
- Find out more about Limerick and local events by reading local newspapers, such as the Limerick Leader and Limerick Post

Every year, there are also celebrations of important holidays, such as New Years Day, St. Patrick's day, Easter, Halloween and Christmas.

A 'Bank holiday' is a public holiday (usually a Monday) when schools and many workplaces are closed

Our Lady of Lourdes Primary School

Uniforms

All children wear the school uniform or school tracksuit with the School Crest.

Uniforms available to purchase from Fennessys', William .St. Limerick
www.fennessysonline.ie

Books

Book rental scheme
Literacy Lift Off
Core texts provided through rental scheme. Workbooks/ Copybooks available in Clarkes and Easons

Mission Statement

Our Lady of Lourdes is a Catholic, Co-educational Primary School under the trusteeship of the Diocese of Limerick. The Management, Staff and Parents together, strive to create a happy environment where pupils strive to reach their full potential physically, academically, emotionally, culturally, spiritually and socially. We endeavour to promote self-esteem, thus ensuring the overall development of each child, encompassing a lifelong love of learning.

Principal: Peter Jennings

Support for Parents

Home Visits

The Home School Community Liaison (HSCL) Teacher will try to visit as many families as possible during the school year to get to know the parents and help with any questions you may have.
Name : Ms. Siobhan McKenna
☎ 085 7290048
You will also be asked to come to Parent-Teacher meetings in the school to discuss your child's education

Please remember to...

- **Arrive in time** for school
- **Collect your child on time** (there is no supervision of children after school is finished)
- Write your child's **name** on his/her school bag, clothes and school books.

Parents Courses

During the school year, there are different free courses available for parents, for example:

- English language classes
- StorySacks
- Maths Boxes
- Cookery classes
- Carpentry
- Skincare and Beauty

...and much more!

Contacts

Please contact the school if you

- Change address or phone number
- Your child is sick or can't come in to school
- Any other issue impacting on your child

☎ 061 227991

Living in Limerick

Childcare

There are different types of childcare for small children who have not started school yet, including Creche, pre-school, playschool, Montessori, and also Parent and toddler groups.

You can contact Limerick Childcare Committee for more information about services near you:
www.limerickchildcare.ie
☎ 061 60 09 18
✉ info@limerickchildcare.ie

Religion

The main religion in the Republic of Ireland is Catholicism but there are people of many different religions living in Limerick. You are free to practice any or no religion you want.

The **Mid-West Interfaith Network** represents the diverse faith groups in Limerick and its environs including the Catholic, Anglican, Islamic, Jewish, Hindu, Sikh, Buddhist, Baha'i and Zoroastrian traditions among others.
www.midwestinterfaithnetwork.org/

A Mosque and the **Limerick Islamic Cultural Centre** is located in Dooradoyle. Muslims can attend Friday Prayers and receive Quran Lessons there.
☎ 061 635151 ✉ kmag79@gmail.com

Library

Library Membership is **free**, but you need a proof of address (for example a household bill).
Address: Roxboro Shopping Centre, Roxboro Road ☎ 061 417906
✉ roxborolibrary@limerick.ie
Tuesday to Friday, 10am - 1.30pm & 2pm - 5.30pm . There is also a Central library (Michael street) and you can find information about events here: www.facebook.com/LimerickLibrary

Food

There are a number of international grocery shops in Limerick. For example:

- Asian & Arabic, 3 Parnell Street, ☎ 061609360, ✉ fazalhamadi@ymail.com
- East End Halal Shop, corner of Roches Street,
- Global Foods, 17 Davis St, Baker Place ☎ 061415050, ✉ globalfoodslimerick@gmail.com
- Oriental Food store, 11 Roches Street, ☎ 061-417139 ✉ alfalah.trading@gmail.com
- Polonia Foodmarket, Milk Market

Living in Limerick Education

ALL children aged 4-18 years have a **RIGHT** to go to school
ALL children aged 6-16 years **MUST** go to school

Different Levels of Education

Children 4/5 – 11/12 years old	**Primary school / National school**
Children 11/12 – 17/18 years old	**Secondary school / Post-primary school**
Youths (16+ years) & Adults	**Further education / Adult education** For example: Limerick & Clare Education and Training Board (LCETB), Limerick College of Further Education
Adults	**Third level education / Higher Education** For example: Mary Immaculate College, University of Limerick, Limerick Institute of Technology (LIT)

English Classes for Adults

There are free **English for Speakers of Other Languages (ESOL)** classes available with Limerick and Clare Education and Training Board (ETB).
Visit our website: www.learningandskills.ie
Call to our Information Hub in the FET Centre, O'Connell Avenue Campus, Limerick City.
Or, call 1800 707077 (Free) to find out more about our Part-time and Full-time courses.

School Year

- School usually starts at the end of August or start of September
- Midterm break: Schools are closed for 1 week in October
- Christmas holidays: Schools are closed for 2 or 3 weeks at Christmas
- Midterm break: Schools are closed for a couple of days in February
- St. Patrick's Day: School is closed on the 17th of March (Irish National Holiday)
- Easter holidays: School is closed for 2 weeks at Easter
- May bank holiday: School is closed on the first Monday of May
- June bank holiday: School s closed on the first Monday of June
- Schools usually close the last week of June for Summer holidays

Please note, dates can change and every school is different, so always check with your school if you are not sure.

More Information & Support

You can get information and support from different services in Limerick and these are some examples of useful services available, free of charge:

Citizens Information

Information, advice and advocacy
Monday-Thursday 9:30am - 4:30pm
Friday 9:30am - 4.00pm
☎ 0761 075780
✉ Limerick@Citinfo.ie
Ground Floor, Riverstone House
Henry Street, Limerick
Phone Service: ☎ 0761-074000

Employment & Income Support

Intreo / Social Welfare Office
Dominick Street
☎ 061-212200
Monday - Thursday: 9:15 - 17:00
Friday: 10:15 - 16:30

Immigration Support

Doras Luimní (independent, non-profit organisation)
Central Buildings, 51a O'Connell Street
✉ info@dorasluimni.org
☎ 061 310 328 http://dorasluimni.org

Migrants Rights Centre Ireland (MRCI)
☎ 01 889 7570 ✉ info@mrci.ie

Information about Adult Education in Limerick

Limerick & Claire Education and Training Board (LCETB)
Information Hub, FET Centre
O'Connell Avenue
Limerick

Mon-Thurs 10.00-12.30; 2.00-4.00
Friday 10.00-12.30

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MIC Mary Immaculate College Coláiste Mhuire gan Smál

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Department of Justice and Equality

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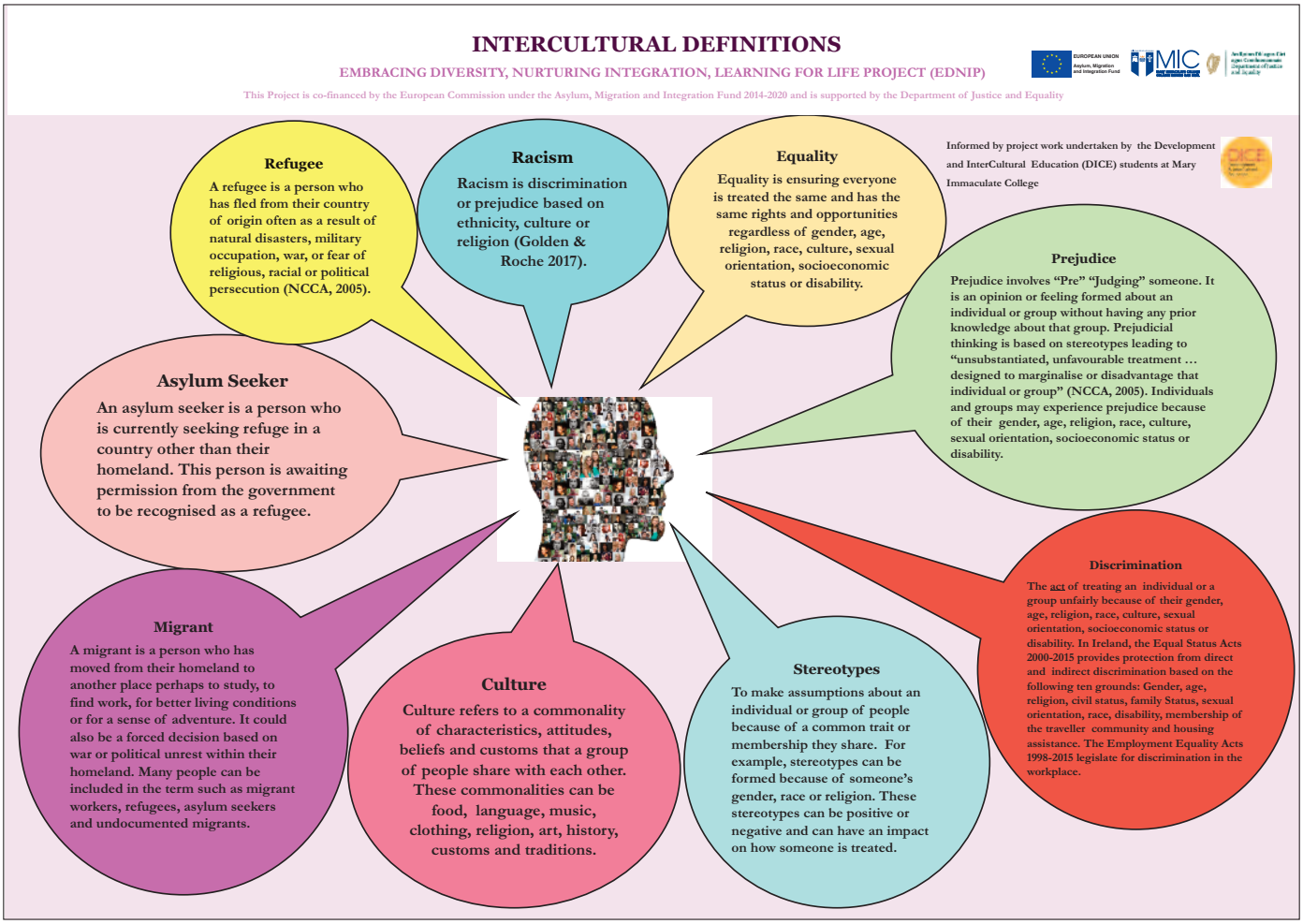
Appendix 6: Intercultural definitions poster developed by EDNIP



Appendix 7: Sample of flyer for parents

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HSCL
Home, School, Community Liaison

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COFFEE MORNING FOR PARENTS

FRIDAY 16th November @ 9am

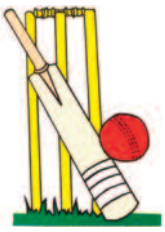
Meet Sports Clubs in Limerick for Children

Sign up on the day

Drink Coffee!

Eat Cake!

All Welcome



EDMUND RICE ROOM SCOIL IOSAGAIN CBS, Sexton Street

Appendix 8: Sample of newsletter for school staff

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An Roinn Dlí agus Cirt agus Comhionannais
Department of Justice and Equality

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund and supported by the Department of Justice and Equality.

EDNIP Report for School Staff February 2019

EDNIP is an initiative led by Mary Immaculate College, Curriculum Development Unit under the TED Project

Funding: EDNIP is co funded through the EU Asylum Migration Integration Fund and co-ordinated by the Department of Justice and Equality. The project is hosted and supported by Mary Immaculate College. The Asylum, Migration and Integration Fund require quarterly reports in relation to financial expenditure, participant tracking and programmes/activities. Reports have been submitted at the end of September 2017, December 2017 and end of April, July and October 2018. The most recent report was submitted at the end of January 2019. EDNIP underwent a three day audit in December 2018.

Management: A Project Management Committee (PMC), facilitated by Ann Higgins (MIC) , has been formed comprising of the principals of the five participating schools and representatives of the DES (Patricia Sheehan), the LCETB (Mary Dunne), Limerick City and County Council (Anne Rizzo), LEC (Carmel O'Doherty) and Tusla Education and Welfare Services (Maria Tobin and David Dineen). PMC meetings are held monthly. The EDNIP Project Leader is not a member but reports to the PMC. The EDNIP Project Leader reports to the TED Co-ordinator, the two EDNIP Project Workers report to the Project Leader.

Staffing: Three staff work on this project. The Project Leader Áine Lyne and two part time project workers Margaret Murphy and Sandra Power.

EDNIP Schools: The five schools involved in EDNIP are St. Michael's Infant School, Presentation Primary School, CBS Primary School, Our Lady of Lourdes Primary School and St. John's Girls' and Infant Boys' School.

Each school has set up a School Integration Committee (SIC) in which membership differs across schools. Members include staff members, SCP members, Public Health Nurse (PHN), parents and children and members of the EDNIP team.

Research: EDNIP is a research and intervention project.

Evaluative questionnaires were distributed to all staff in June 2018 and feedback gathered from all parent activities formally and informally. This data was used to inform activities from September 2018. In-class sessions with children on the topics of identity, interculturalism, stereotyping, and anti-racism have been evaluated through focus groups with children and questionnaires for class teachers. Focus groups have been conducted with parents participating in the Parent and Toddler group.

Intervention strands: EDNIP is a systemic and systematic response which aims to support integration within schools and in the broader Limerick society. Consequently, it works at a number of levels including staff engagement, child engagement, parental engagement and working in/developing partnerships with other organisations.

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Staff engagement

- Principal membership of the Project Management Committee.
- Staff membership of School Integration Committees.
- EDNIP EPV summer course took place over the first two weeks of July 2018; 54 teachers completed the course, 19 of those were from EDNIP schools.
- 11 Teachers took part in CPD session entitled **Exploring refugees through picture books: Learning from the stories of Refugees and Asylum Seekers.**
- **Tidal Educating the Heart** 5 teachers from EDNIP schools completed 2 day course on learning new methods to cultivate compassionate global citizens.
- **EAL:** Provided a list of EAL resources for staff in EDNIP schools compiled by Dr. Fiodhna Gardiner Hyland, MIC.
- HSCL coordinators are very involved across the schools as they have worked very closely with the EDNIP team to organise Coffee mornings, Sports Information mornings, English classes, Intercultural days, Winter Party, Interfaith World Café and the Parent and Toddler group.

Children engagement

- During July and August 2018 152 children went on 7 day trips with their families. This included trips to the beach, the farm and the Burren Nature Sanctuary. For some children it was their first time on a beach or on a farm. It highlighted for us the importance of experiential learning.
- In-class delivery of programmes on the topics of Identity, Interculturalism, Stereotyping and Anti-Racism have been delivered across 11 classes in two schools by the EDNIP team. Elements of this were taken from the 'Journey's' resource as well as from the 'Show Racism the Red Card' resource.
- MIC Artist in Residence Maeve Clancy worked with a homework club for 4 weeks around exploring their ideas through paper based mural stencilling.
- In partnership with the Mid-West Interfaith Network we ran two interfaith world café sessions with 50 children. Children got the opportunity to learn other about other faiths and ask questions in an informal learning environment.
- 120 children participated in a Winter Party which involved a series of workshops for children including music, craft, cookery and traditions from around the world.

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Parental engagement

- 84 parents along with their children went on family trips over July and August. There were 28 countries of origin for these families. Parents were very enthusiastic about the trips and really appreciated the opportunities.
- Members of the parent toddler group continue to meet on a weekly basis where the focus is on child play and peer support for parents. The group has also benefited from a number of inputs including yoga, reflexology and Little Voices through ABC Start Right. Additionally members enjoyed a number of community trips to Tons of Fun play centre, Dreamland play centre and Bunratty Castle and Folk Park.
- English lessons for parents continue in two schools on a weekly basis and have a committed number of parents attending. Parents enjoy the social as well as the educational aspects of the class and friendships have developed between parents through their participation.
- Conversational English sessions have also begun on a weekly basis to allow parents an opportunity to practice speaking English.
- A Parents Choir was formed in one school last term. This group met for 6 weeks and culminated in a performance at the school Christmas Concert. This group has now being sustained through tuition hours from LCETB.
- Volunteering for school events-6 parents volunteered to facilitate workshops as part of the winter party and through this shared recipes and crafts from their cultures.
- Parents are members of School Integration Committees.
- Parental participation in one-off events e.g. Information Coffee mornings
- Parents are also referred on a regular basis to access services like further education and training opportunities.

Working in Partnership

- Working in partnership with agencies/organisations already linked with schools and developing new partnerships and consolidating working relationships with other groups e.g. Limerick and Clare Education and Training Board, ABC Start Right, Limerick Sports Partnership, Garryowen Community Development Programme, STEPS School Completion Programme, CBS School Completion Programme, Adapt Services, Mid-West Interfaith Forum, Camogie Association and Narrative 4.

If you have any ideas to share or if you would like any further information about this project, you can contact the EDNIP project leader, Áine Lyne Mobile phone ☎ 083 460 84 86
Email ✉ Aine.Lyne@mic.ul.ie

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Resources for Schools

- Welcome booklets for parents in multiple languages were distributed to all 5 schools. These booklets contained important information on the school as well as essential services in Limerick City.
- EAL resources were sourced and distributed to all schools, multiple copies of resources were provided when requested.
- A range of dual language books in Arabic, Urdu, Pashto, Chinese, Russian, Polish, Lithuanian, Latvian, Spanish and Portuguese were provided to all five schools.
- Intercultural definitions poster was compiled and printed for display in every classroom across the 5 schools.
- Intercultural books on a range of themes were also distributed. E.g. celebrating similarities and difference as well as people, stories and festivals from around the world.

Future Plans

Out of School Activities: Three family trips planned over February Mid-Term, and additional trips during the Easter holidays. The aim of these trips is to build on the work with families over the summer months and give families the opportunity to enjoy different activities in Limerick City and the surrounding areas.

Saturdays in MIC: We will run a series of workshops on Saturdays in Mary Immaculate College which would be open to families from all 5 schools. We plan to run a range of activities for children of different ages e.g. art, drama, sport and music. These events would also include food for all the family and an opportunity for families to come together in a safe, friendly environment in the city centre.

MIC Student School Placement: Students from the Intercultural Education elective and the Coder Dojo elective will be available for placement in EDNIP schools in March 2019.

Interfaith World Café: Plans are in place to run another interfaith world café for children in early March. This session will also be run with staff during a Croke Park hour.

Further in classroom sessions: Plans to deliver further in class sessions focusing on Anti-Racism work and possibly linking themes to Show Racism the Red Card Creative Competition.

Extracurricular activities for children: In partnership with the Camogie Association GAA coaching has started in one school-we will continue to look at sport and other extracurricular opportunities for children during, after and out of school time.

If you have any ideas to share or if you would like any further information about this project, you can contact the EDNIP project leader, Áine Lyne Mobile phone ☎ 083 460 84 86

Email ✉ Aine.Lyne@mic.ul.ie

Appendix 9: Baseline study surveys for school staff template

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Department of Justice and Equality

Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP)

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Questionnaire for School Staff

Name (optional):

Class/ role:

School:

Question 1.
Integration is defined by the EDNIP Project Management Committee as:
"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".

How do you feel about the definition of integration as defined by the Project Management Committee? Do you feel it reflects your own understanding of integration? If so, why? If not, why not?

Question 2.
In your opinion what **strategies** does your **school** currently use to promote integration? Do you feel they are effective? If so, why? If not, why not? [Continue on next page]

Question 3.
Can you suggest any **strategies** that your **school** might adopt to help promote integration?

Question 4.
What **strategies** do you currently use as a **teacher**/ **school staff member** to promote integration in the classroom/ in your role? Do you feel they are effective? If so, why? If not, why not?

Question 5.
What **resources** (books/ information materials/ visual aids etc.) are you currently using to help you promote integration? Do you feel they are effective? Is so, why? If not, why not?

Question 6.
Can you suggest the types of **resources** that you don't currently have access to that might help you to promote integration?

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Question 7.
Your school has a very diverse student population. Do you feel adequately prepared/ informed to teach all children? If so, why? If not, why not?

Question 8.
How do you think EDNIP might be able to **support you as a teacher/ school staff member** to promote integration?

Question 9.
Would you welcome support in the form of training; workshops; materials; resources; and/or personnel to promote integration in your class activities/ role? Please give specific details and examples.

Question 10.
Are there local or national organisations that you would like to work with to help you promote integration? Please list specific organisations if possible.

Do you have any additional comments/ideas/opinions/suggestions for the EDNIP team?

Thank you for participating and contributing to the EDNIP project.

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Appendix 10: Pre-existing integration practices in EDNIP Schools

INTEGRATION STRATEGIES USED IN SCHOOLS-BASELINE DATA			
Parent Classes	Intercultural events	Use of interpreters for school meetings	Open invitation to parents for school events
EAL Classes	Halal lunch options	Communicate via older siblings and friends	Welcoming parents and children at the school gate
HSCL support	Annual Intercultural Day	Translated materials	
Advice to parents on local amenities and services	World Carnival Sanctuary Project	Multilingual posters	
Involve parents in school programmes	Facilitate mosque attendance during school time	Effortful communication with parents	
Links made with organisations to support families		Linking with Parents Council to include parent voices in school matters	

INTEGRATION STRATEGIES USED IN CLASSROOMS-BASELINE DATA

Social Support	Cultural Support	Communication	Environment
Buddy System - Children are paired with children who speak the same language or child is linked with another child in the class who looks out for that child	Buddy system for language support	EAL support	Welcoming parents and children at the school gate
Pair Work	Projects on different countries and cultures	Visual resources - cues, pictures, Powerpoint	Visual displays- e.g. countries represented in the class, globes and flags displayed in class
Student Council representation	Halal Lunch options	Multilingual Posters	Multilingual Posters
School programmes such as SPHE (Walk Tall), Friends for Life (NBSS)	Annual Intercultural Day	Provision of dictionaries	Role of the teacher- learning and understanding different cultures, customs and languages; Encouraging children to discuss cultures and customs in class; Encouraging children to interact with each other
Group Work e.g. Circle Time	Facilitate mosque attendance during school time In class discussions about cultural events and customs Parents talk in class about culture and customs		

Appendix 11 Sample outline of EDNIP online summer course for teachers

EUROPEAN UNION
Asylum, Migration and Integration Fund

MIC MARY IMMACULATE COLLEGE COLÁISTE MHUIRE GAN SMÁL

An Roinn Dlí agus Cirt agus Comhionannais
Department of Justice and Equality

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality.

Introduction

- Outline of course, technical requirements and support
- Acceptance of DES course conditions

Module 1 Intercultural Awareness

- PDF introducing the topic, definitions, approaches etc.
- Key policy documents:
  - NCCA (2005) *Intercultural Education in the Primary School: Guidelines*
  - IILT and SELB (2007) *Together Towards Inclusion: Toolkit for Diversity in the Primary school*
  - DES (2016) *School self-evaluation guidelines*
- Other resources
  - Council of Europe : *Teaching Controversial Issues*
  - DICE *Intercultural Events*
  - ILLT *Creating Intercultural Environments*
  - NASC *Racism School Training Pack*
  - Oxfam: Teaching *Controversial Issues*
- Sample lesson plans
  - Stereotypes lesson plan from *Journeys* (CDU, MIC))
  - Diversity workshop
  - Family and friends
  - Where we live
- Video: Show Racism the Red Card
- Useful links and online resources
  - The red card website

- **Discussion Forum**: "Based on your professional experiences, and with reference to at least 1 Resource in this module:
  - Reflect on intercultural issues which makes you apprehensive and discuss how your apprehension may be overcome, OR,
  - Discuss barriers and facilitating factors in terms of interculturalism and inclusion in the school setting.
- **Assignment**:
  - Create an **Action Plan** for your school and make references to both the School self-evaluation guidelines and at least two other resources from this module; OR,
  - Create a **Lesson Plan** with a focus on intercultural awareness and make references to the NCCA guidelines and two other resources from this module (this may include

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online resources). Ensure that you include the following headings and details: Class group; Learning outcomes; Duration; Resources/Material; Instructions/Activity.

- **Reflective learning log**

Module 2 Religious Diversity

- Introduction to Religious Diversity (PDF)
- Resources
  - ethical calendar
  - interfaith calendar
  - NCCA 2017 *Consultation on the proposals for a Curriculum in Education about Religions, Beliefs and Ethics*
  - Ways of Seeing II (focus on religion and art) from Chester Beatty Library
  - Building_interfaith_and_intercultural_understandings_in_Australia
- **Useful links** and online resources
- **Videos**: BBC (Youtube) 'My life, My Religion' series; Islamic art; Buddhist making Mandalas
- **Discussion Forum**: Discuss the following statement: 'Religious diversity in the primary classroom in Ireland in 2018, A challenge or an opportunity?' Make reference to at least one of the resources for this module in each posting.
- **Assignment**: For this assignment, please choose one of the following:
  - 1. Drawing on resources in this module, create a Lesson Plan for teaching about a world religion which is not a majority religion in your school. As a minimum, include the following headings: Class group; Learning outcomes; Duration; Resources/Material; Instructions/Activity. In addition, clearly state which resources from this module you have used and why, and include at least one online resource.
  - 2. Create an Action Plan for your school. Draw on resources in this module and consider questions such as: How can your school become more inclusive of all religions? What strategies have you used to date? What practices and guidelines have you put in place in relation to students opting out of religious education? In addition, clearly state which resources from this module you have used and why, and include at least one online resource.
- **Reflective learning log**

Module 3 Global Education and migration issues

- **Introduction** to Global Education and migration issues
- **Resources and Lesson plans**
  - Understanding Refugees Lesson plan with resources
  - SPHE Teacher Guidelines p.50-51 Developing Citizenship
  - 5-Myths-of-Migration_Booklet
  - Child-friendly Universal declaration of human rights.
  - Concern_Food_and_hunger_Lessons plans
  - Resource_refugee_crisis

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  - Irish Aid Unit-1-Sustainable-Development-the-key-to-transforming-our-world-3rd-4th-class
- **Videos**
  - Malala introducing The World's Largest Lesson
  - Leaving home: the stories of Brigit and Sami
- **Useful links**
- **Discussion Forum**: Please discuss the following question and make reference to at least one of the resources available to you in this module: *What impact do Global issues have on me as a human being and as a teacher?*
- **Assignment**: Outline how you can incorporate Global education and migration issues in 4 different subjects and give examples of learning activities for each subject. Review the resources available in this module and make reference to at least 4 different resources (documents, lesson plans, videos or websites)
- **Reflective learning log**

Module 4 English as an Additional Language (EAL)

- **Introduction** to EAL a Whole School Approach
- **Resources**
  - Up and Away
  - Useful vocab for schools
  - NCCA EAL school guidelines
  - Gardiner-Hyland-Beginning EALs-Supporting Oral Language Leaflet
- **Document**: Websites for English Teaching by Dr. Fiodhna Gardiner-Hyland
- **Discussion Forum**: Review the Websites for English Teaching by Dr. Fiodhna Gardiner-Hyland and select one which you think may be of value in your classroom and provide a rationale for why you selected a particular website. Please also read and give feedback to someone else in relation to their selected website.
- **Assignment**: Outline strategies and activities for developing a whole school approach in relation to supporting students for whom English is an additional language. Consider the needs of newly arrived students and their families in particular. Make reference to at least 3 different resources from this module.
- **Reflective learning log**

Other assignment ideas:

- ICT focus: use an app and review it, from a teacher perspective and also consider a student perspective.
- Self-evaluation focus:

Module 5 Wellbeing

- **Introduction** to Wellbeing module
- **Policies and guidelines**
  - DES and DOH 2015 guidelines for wellbeing in Primary school

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  - NEPS 2010 Support guidelines for teachers
  - HSE 2015 Schools for health in Ireland: Handbook + Guidelines
- **Resources**
  - WISE, p.32: "strategies to promote respect for diversity"
  - Bath (2015) the 3 pillars of trauma-wise care
  - DICE Intercultural events
  - Red Cross lesson plan and activities Identity and Belonging (zipfolder with 7 docs)
  - Literature Review: A trauma-sensitive approach 0-8 years, Australian publication
- **Video**: Bath explaining the 3 pillars of trauma-informed care
- **Discussion Forum**: Discuss how some of the suggested activities and strategies for the promotion of wellbeing in the reading material may be relevant for students with migrant backgrounds. Please suggest further activities which promotes wellbeing.
  OR, discuss the three pillars of trauma-informed care and how this can be useful for teachers in Ireland.
  OR, relate to school self-evaluation and ICT.
- **Assignment**: Whilst schools and teaching staff can contribute towards the wellbeing of students and their families, there are times when you may need to refer to services which are better equipped to deal with specific issues. This assignment requires you to research services and resources which are available in the locality of the school where you work which may be relevant for students and their families with immigrant backgrounds. This does not have to be limited to issues of immigration as mental health issues and suicide, for example, are issues which can affect all students. If you notice a gap in provision, make note of this and try to locate a relevant national or regional body/organisation.
  In your submitted assignment, list relevant services, including their area of expertise, contact details (phone, website, email etc.) and any other relevant information.

Reflective learning log

Completion of course

- Learning record (collation of all submissions, postings and all reflective learning logs as an attachment)
- CPD declaration
- Course Evaluation (anonymous)

Appendix 12: EDNIP Welcome Banner

Appendix 13: Inter-faith resource list.

Courtesy of Dr. Patricia Kieran, Mary Immaculate College, Limerick.

Embracing Diversity, Nurturing Inclusion, Learning for Life

Google Islamic Art/Architecture/Calligraphy for images

Look up the British Muslims advice on Christmas celebrations
http://www.mcb.org.uk/keep-calm-christmas/

Look up British Library websites

Dublin City Interfaith Forum Calendar for 2018 will be up loaded after Christmas
https://www.dublincityinterfaithforum.org/

Consider adding intercultural items to dress up boxes in school

Catholic publications re interfaith:

https://www.youtube.com/watch?v=vI0tiN88ldE Pope's prayer for dialogue among religions

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_dialogo-interculturale_en.html VATICAN'S DOCUMENT ON INTER-RELIGIOUS AND INTERCULTURAL DIALOGUE

Key for Ireland is http://www.catholicschools.ie/useful-publications/useful-publications-for-catholic-primary-schools/inclusion/ Catholic School's Partnership – video, publication listing good practice in Catholic schools and the centrality of inclusion – at the heart of what it means to be a Catholic school

Use of virtual reality goggles with old smart phones – download app in order to……App I think is good is
https://play.google.com/store/apps/details?id=com.islamicapps.mosque.alharam.tour&hl=en Mosque tour

https://ieet.org/index.php/IEET2/more/prisco20150214

Link to HSE Intercultural guidelines website
http://www.hse.ie/eng/services/Publications/SocialInclusion/InterculturalGuide/interculturalguide.pdf see pages 105-113 in relation to Islam.

British Museum Sacred Texts
http://www.bl.uk/learning/citizenship/sacred/sacredintro.html (here you get holy books from many traditions – audio books-this is the one I showed you – also browse. The site below lets you ask members of faith traditions questions)

Also for more information
http://www.bl.uk/reshelp/findhelpsubject/phliosrel/sacredtexts/sacredtexts.html

Turn the pages on line of a beautiful Arabic book (not the Koran) to see how lovely the ancient manuscripts are – the writing, calligraphy, embellishments etc.
http://www.bl.uk/turning-the-pages/?id=99766950-7e67-4fde-9e40-bc0c92c04adc&type=book

Chester Beatty Library in Dublin has some beautiful books. Jenny Siung is the Education Officer in Chester Beatty Library. Chester Beatty Library does great school tours, has great resources and is a gem of Irish museums. Really kid friendly. Have a look at the excellent resources they're produced free to download. Ways of Seeing 1 and Ways of Seeing 11.

https://chesterbeattyeducation.wordpress.com/resources/

Great places to buy resources

Materials that Trish used in our workshops were bought from the shop in Henry Street Al HAYAA IN HENRY STREET http://www.limerickleader.ie/news/home/201305/First-Islamic-clothing-store-opens-in.html

TTS in http://www.tts-group.co.uk/primary/re/

Also you might get ideas from
https://books.google.ie/books?id=AA0iAwAAQBAJ&pg=PT107&lpg=PT107&dq=religion+in+evidence+tts&source=bl&ots=AnXTmSKGgK&sig=6C8kBpniY1QKUssDZRPc60ZY_lg&hl=en&sa=X&ved=0ahUKEwio4K2GmYTYAhVDAcAKHdJIADQQ6AEIRTAE#v=onepage&q=religion%20in%20evidence%20tts&f=false

Belief Walls in Schools (see photo below) these boxes are from Ikea but any boxes including shoe boxes might be used – in this case Parents invited to place symbols into the boxes that say something about what is important to them. At whole school assembly parents come and put the items into the space and say why it is important. We might leave an empty space and rotate the things in the spaces year upon year.

Experimental workshop on Islam -individual, pair and group in-class tasks.

50 students 25 minute tasks & pooled information in plenary.

- Identify the location of the Mosque nearest to their home (individual task)
- Source images of the oldest and largest Mosque in Ireland
- Contact details of their local Imam (individual task)
- Next times for prayer on the day in question in Ireland
- Listen to audio files for the call to prayer (group task)
- Use compass app to find the direction of Mecca from various parts of the workshop room and building (pair tasks)
- Write their name in Arabic as well as the day's date, month and year according to the Islamic calendar;
- Find where they could buy a halal pizza or a three course meal in a halal restaurant nearest to their home (individual task);
- Find video clip of an Islamic fashion show exhibiting the latest high-end fashion trends (group task);
- Sourcing a local retailer where they could buy an on-line hijab or Abaya;

Appendix 14: Exploring refugees through picturebooks: learning from the stories of refugees and asylum seekers.

Courtesy of Dr. Anne Dolan, Mary Immaculate College, Limerick.

Picturebook Workshop, Presentation Primary, Sexton street, Limerick.
Monday December 10th, 2018

Exploring refugees through picturebooks: learning from the stories of refugees and asylum seekers

Dr. Anne Dolan

Migration has shaped our world culturally, socially, economically and politically. It is a natural phenomenon. For instance less than a century ago Irish people emigrated to the the UK and USA to look for a better life. Today many British and Irish citizens seek their fortunes in Dubai, Canada and Australia. However, distressing scenes of children separated from their parents at the US-Mexico border, Brexit and the European response to migration have raised serious questions about migration, borders, racism and human rights. As teachers, we need to help children navigate their way through the pervasive anti-immigrant rhetoric which currently dominates the narrative of migration. Picturebooks about the refugee experience assist teachers to explore the complex issue of migration in an age appropriate way for primary children.

The Journey by Francesca Sanna is inspired by real life stories of refugees. This beautifully illustrated, timely book explores the daunting prospect facing a family forced to leave home due to the turmoil of war. Told from a child's perspective, the book opens with a family (Mum, Dad and two children) making a sandcastle city on a beach. Following the onset of war, the widowed mother faces the difficult decision of whether to leave or stay. Sanna traces the family's long journey highlighting the children's reluctance to leave their home and the sheer difficulty of their efforts. 'The further we go the more we leave behind', she writes as the family switch from vehicle to vehicle sometimes hiding behind fruit or clay jugs.

Like all great picturebooks this book requires multiple readings. The time and setting of the story are unspecified without many cultural and historical details leaving space for the reader to interpret the story from a personal perspective. The picturebook codes of shape, position, tone and colour, used dramatically and effectively, provide a source of rich analysis and personal reflection for children.

Sanna captures the enormity of this family's journey through sumptious, distinctive illustarions and interchanging palettes of colour. Dark suffocating double spreads communicate fear, uncertainty and exhaustion whereas the brighter spreads indicate hopefulness. A mixture of realistic and fantastical illustrations provide the reader access to multiple interpretations. From insurmountable waves to images depicting the mother's determination, from the dark hands of danger to the birds of freedom, the illustrations depict the family's life in turmoil. While the children trust their mother to find a solution, the graphic illustrations conveys personal anxiety, maternal love and fear for her children's safety. Fear is communicated through the use of the colour black, images of a menacing sea full of mysterious pictures and the magnified image of the border guard in contrast to the smaller images of the family. Yet, the images also convey small measures of hope. The birds in the air that the family see are free, while the refugees must find a place for themselves.

The reslience of refugees is strongly illustated by the mother, the super heroine of the story. Sanna uses a recurring image throughout the book of the mother encircling her *children, protecting and shielding them from harm. The pictures and words work together presenting a dual narrative: how the children perceive their mother and how we, the reader, perceive her is very different. While she stays strong for her children, the illustrations demonstrate her vulnerability. Her strength in the midst of tremdous stress symblises the resilience and determination of asylum seekers and refugees, qualities which should be applauded rather than demonised.* Amnesty International has completed a wonderful educational resource for teachers to use in conjunction with this book.

Ideally teachers should conduct some initial teaching about refugees. Words such as ref*ugee, asylum seeker, border* and *citizen* need to be explained. While children may have a supeficial awareness of these words, clarification is essential.

Discussions about migration become dehumanized as terms such as *refugee, asylum seeker* and *migrant* are used without understanding, empathy and full knowledge. Introducing children to stories about migration help to counter the biased narrative broadcast through traditional and social media. Children's literature including picturebooks can facilitate the development of empathetic undertstanding (Evans, 2017: Dolan, 2014. Picturebooks about refugees and asylum seekers develop children's understanding about the plight of people who have to leave their homes, the circumstances of their journey and the challenges faced upon arrival at a new destination. Through empathetic and throughful teaching, picturebooks can help nurture children's empathy, tolerance and appreciation of human rights.

An excellent teacher's guide for working with this picturebook has been developed by Amnesty International. Using Fiction to explore human rights can be accessed here: https://www.amnesty.org.uk/files/exploring_the_journey_together.pdf

References

Dolan, A.M. (2014) You, Me and Diversity: Picturebooks for teaching development and intercultural education London: Trentham Books and IOE Press.

Evans, J. (2017): We are all born free and equal. But are we? Children'sresponses to issues of conflict, migration and refugees in picturebooks, Education 3-13.

Hope, J., 2017. *Children's Literature about Refugees: A Catalyst in the Classroom*. London: Trentham Books.

Picturebooks : teaching about refugees

Africa	*The Colour of Home* by Mary Hoffman, (2012) Frances Lincoln Ltd. *Brothers of Hope: The Story of the Lost Boys of Sudan* by Mary Williams illlustrated by and Gregory Christie, 2005) Lee and Low Books *Four Feet Two Sandals* by Karen Lynn Williams and Khadra Mohammed, illustrated by Doug Chayka (2007) Eerdman's Books for Young Readers *My Name is Sangoel* By Karen Williams and Khadra Mohammed, illustrated by Catherine Stock (2009) Eerdmans Books for Young Readers
United States of America	*Joseph's Big Ride* by Terry Farish, illustrated by Ken Daley (2017) Annick Press *I'm New Here* by Anne Sibley O Brien (2015) Cambridge Books *Two White Rabbits* by Jairo Buitrago, illustrated by Rafael Yockteng (2015) Groundwood Books
Haiti	*Calling the Water Drum* by La Tisha Redding, illustrated by Aaron Boyd (2016) Lee and Low Books *Mama's Nightingale: A Story of Immigration and Separation* by Edwidge Danticat, illustrated by Leslie Staub (2015) Dial Books
Mexico	*Dreamers* by Yuyi Morales (2018) Neal Porter Books
Syria and Iraq	*The Unwanted: Stories of the Syrian Refugees by Don Brown* HMH Books for Young Readers *My Beautiful Birds* by Suzanne Del Rizzo (2017) Lixile Measure *Kunkush: The True Story of a Refugee Cat* by Marne Ventura (2017) Capstone *Stepping Stones: A Refugee's Family's Journey* by Margaret Ruurs, illustrated by Nizar Ali Badr (2016) Orca Book Publishers
Asia and Middle East	*Lost and Found Cat: The True Story of Kunkush's Incredible Journey* by Doug Kuntz and Amy Shrodes, illustrated by Sue Cornelison (2017) Crown Books for Young Readers **A** Different Pond by Bao Phi, illlustrated by Thi Bui (2017) Capstone Young Readers *Refuge* by Anne Booth, illustrated by Sam Usher (2016) Little, Brown Books for Young Readers *A Song for Cambodia* by Michelle Lord, illustrated by Shino Arihara (2015) Lee and Low Books *Chachaji's Cup* by Uma Krishaswami, illustrated by Soumya Sitaraman (2016) Lee and Low Books *Mali Under the Night Sky: A Lao Story of Home* by Yourne Landowne (2010) Cinco Puntos Press *Dia's Story Cloth: The Hmong People's Journey of Freedom* By Dia Cha, illustrated by Chiie Thao Cha and Nhia Thao Cha (2009) Lee and Low Books

	The Lotus Seed Garland by Sherry Garland, illustrated by Tatsuro Kichi (1997) HMH Books for Young Readers *My Freedom Trip: A child's escape from North Korea* by Frances and Ginger Park, illustrated by Debra Reid Jenkins 2010) Boyds Mills Press How I learned Geography by Uri Shulevitz, (2008) Farrar, Straus and Giroux (BYR) *Gleam and Glow* by Eve Bunting, illlustrated by Peter Sylvada 2005) HMH Books for Young Readers;
Australia	*I'm Australian Too! by Mem Fox,* illustrated by Ronojoy Ghosh (2017) Australia: Scholastic *Home and Away* by John Marsden, illustrated by Matt Oatley (2008) Lothian Children's Books *Ziba came on a boat* by Liz Lofthouse, illlustrated by Robert Ingpen (2012) *The Wishing Cupboard* by Libby Hathorn, illustrated by Elizabeth Stanley (2002) Lothian Children's Books;
Unspecified or multiple locations	*The Journey* by Francesca Sanna (2017) Flying Eye Books *Me and My Fear* by Francesca Sanna (2018) Flying Eye Books *Marwan's Journey* by Patricia de Arias, illustrated by Laura Borràs (2018) Hong Kong : Minedition *The Treasure Box* by Margaret Wild, illustrated by Freya Blackwood (2017) Candlewick *Welcome* by Barroux (2016) Egmont *Teacup* by Rebecca Young, illustrated by Matt Ottley (2016) Dial Books *My Name is not Refugee* by Kate Milner (2016)The Bucket List *My Two Blankets* by Irena Kobald and Freya Blackwood (2014) Houghton Mifflin Harcourt *Azzi in Between* by Sarah Garland (2012) Frances Lincoln Books. *The Silence Seeker* by Ben Morley, illustrated by Carl Pearce (2009) Transworld Publishers *The Arrival* by Shaun Tan, (2007) Arthur A. Levine Books *The Island* by Armin Greder, (2008) **A**llen & Unwin
Non-fiction	*First Generation: 36 Trailblazing Immigrants and Refugees Who Make America Great* (2018) by Sandra Neil Wallace & Rich Wallace; Illustrated by Agata Nowicka Little, Brown Books for Young Readers (September 4, 2018) *Stormy Seas: Stories of young boat refugees* by Mary Beth Leatherdale, illustrated by Eleanor Shakespeare (2017) Annick Press *Refugees and Migrants* by Ceri Roberts, illustrated by Hanane Kai (2017) Barron's Educational Series *Where will I live?* by Rosemary Mc Carney (2017) Second Story Press *Refugees* by Harriet Brundle (2017) Book Life *Who are Refugees and Migrants? What makes people leave their homes and other big questions* by Michael Rosen and Annemarie Young (2016) Wayland Why are people refugees? By Cath Senker, (2008) Heinemann-

	Raintree
The Leaving My Homeland Series	1. *A Refugee's Journey from Iraq* (leaving my homeland) by Ellen Rodger (2017) Crabtree Publishing Company 2. *A Refugee's Journey from The Democratic Republic of the Congo* (leaving my homeland) by Ellen Rodger (2017) Crabtree Publishing Company 3. *A Refugee's Journey from South Sudan* (Leaving my homeland) by Ellen Rodger (2017) Crabtree Publishing Company 4. *A Refugee's Journey from Myanmar* (Leaving my homeland) by Ellen Rodger (2017) Crabtree Publishing Company 5. *A Refugee's Journey from Somalia* (Leaving my homeland) by Linda Barghoorn (2017) Crabtree Publishing Company 6. *A Refugee's Journey from El Salvador* (Leaving my homeland) by Linda Barghoorn (2017) Crabtree Publishing Company 7. *A Refugee's Journey from Columbia* (Leaving my homeland) by Linda Barghoorn (2017) Crabtree Publishing Company 8. *A Refugee's Journey from Yemin* (Leaving my homeland) by Heather Hudak (2017) Crabtree Publishing Company 9. *A Refugee's Journey from Guatemala* (Leaving my homeland) by Heather Hudak (2017) Crabtree Publishing Company 10 *A Refugee's Journey from Eritrea* (Leaving my homeland) by Linda Barghoorn (2018) Crabtree Publishing Company 11. *A Refugee's Journey from Syria* (leaving my homeland) by Helen Mason (2017) Crabtree Publishing Company 12. *A Refugee's Journey from Afghanistan* (Leaving my homeland) by Helen Mason (2017) Crabtree Publishing Company
Seeking Refuge Series	1. *Rachel's Story A real life account of her journey from Eurasia* by Andy Glynne, illustrated by Salvador Maldonado (2017) Picture Window Books 2. *Juliane's Story A real life account of her journey from Zimbabwe* by Andy Glynne, illustrated by Karl Hammond (2017) Picture Window Books 3. *Navid's Story A real life account of his journey from Iran* by Andy Glynne, illustrated by Jonathan Topf (2017) Picture Window Books 4. *Ali's Story A real life account of his journey from Afghanistan* by Andy Glynn, illustrated by Salvador Maldonado (2017) Picture Window Books
The Refugee Diary Series (Frances Lincoln Books)	*Mohammed's Journey: A Refugee Diary* by Anthony Robinson and Annemarie Young, illlustrated by June Allen (2011) *Hamzat's Journey: A Refugee Diary* by Anthony Robinson and Annemarie Young, illlustrated by June Allen (2011) *Gervelie's Journey: A Refugee Diary* by Anthony Robinson and Annemarie Young, illlustrated by June Allen (2011) Meltem's Journey: A Refugee Diary by Anthony Robinson and Annemarie Young, illlustrated by June Allen (2011)

Appendix 15: Resources for teaching English as an Additional Language (EAL)

Courtesy of Dr. Fiodhna Gardiner-Hyland, Mary Immaculate College, Limerick.

Dr. Fíodhna Gardiner-Hyland©

Resources for Teaching EALs

Developed for the Embracing Diversity, Nurturing Integration, Learning for Life Project (EDNIP) with the Transforming Education through Dialogue Project (TED), Curriculum Development Unit, Mary Immaculate College. This pamphlet aims to highlight a range of resources available for teachers of EALs.

Photo permission from Khadija Ali Mohammed.

Comprising approximately one-third of the total pupil population, the increased numbers of EAL pupils ... has challenged schools in Ireland to adapt their practices and policies...and to respond to the needs of a culturally and linguistically diverse school community (DES, 2012).

Dr. Fíodhna Gardiner-Hyland,
Mary Immaculate College, Limerick. ©
Contact via Twitter: @FiodhnaGardiner

English Programmes: Mainstream Classes

The Rainbow English Programme, J.C. Fallon.

https://www.cjfallon.ie/books/rainbow-english-programme/:

* An interactive, integrated, thematic English programme—Emma and her best friend, Luke, enjoy magical adventures in their Irish town and include familiar settings such as the local GAA club and a trip to the farm. It includes core readers, skills books and teacher's resource book.
* There are interactive posters, dialogues; games; animations and slideshows; songs, poems and lesson plans. **Differentiation of topic-specific language could support linguistic diversity.**

Online Reading, Writing, Vocabulary A-Z .

https://accounts.learningaz.com/accountsweb/marketing/allInOne.do?campaign=freesamples:

* **Core online English programmes with differentiated reading, writing, vocabulary resources across a range of levels.**
* e.g. Reading A-Z (**www.readinga-z.com**) is a complete online guided reading program with downloadable leveled books in English, Spanish and French and a comparable chart with other guided reading schemes, lesson plans, worksheets, and reading assessments.
* Project-based books are printable in small booklet format and could be used with Literacy Lift Off groups as well as a potential way to involve parents. *'This could be a good alternative to using PM books and you can download books in other languages.' (Teacher X, 2018 Embracing Diversity, Nurturing Integration, Literacy for Life Project (EDNIP Summer Course).*

English Programmes: Mainstream Classes

The programmes below incorporate **differentiated content and methodologies for teaching all children, including EALs in whole class and small group settings.** Try to align Primary Language Curriculum (2015) learning outcomes to chosen programme content and differentiated activities.

The First Steps Programme

Published by the Department of Education, Western Australia and used in many Irish DEIS schools to aid choice of teaching language and literacy methodologies when teaching EALs. No longer in print but **available from:** http://det.wa.edu.au/stepsresources/detcms/navigation/

The Starlight Programme, Folens.

* An interactive, thematic programme, including teacher guides, schemes and lesson ideas that are **curriculum-aligned** and integrate across strands. www.folensonline.ie/programmes/starlight/
* There are print and digital aspects; non-fiction texts include photos from places in Ireland; interactive songs, extension literature and cross-curricular links, songs, play-based opportunities and games.
* **Lesson plans for shared readers include ideas for beginning EALs.**

Dr. Fíodhna Gardiner-Hyland©

Intensive Language Programmes

The following sample international programmes were developed for additional intensive English language instructional support of 2-3 hours per week:

1. Poptropica English Language Programme, Pearson/ Folens: https://english.pearson.com/poptropicaenglish/#/teacher/products/14/lessons/units/865/lessons:

* sign up for a month's free trial
* 6 level English series (Pre A1-A2 CERF)
* Includes eText Premium and Active Teach for interactive whiteboards, vocabulary app, e-texts, teacher resources.
* Includes pupil's book-songs, chants, stories, games, listening/reading texts, communicative tasks.
* CliL and cultural references; assessment for learning.

2. Starters, Movers and Flyers Programme, Cambridge English: http://www.cambridgeenglish.org/exams-and-tests/flyers/preparation/

* An assessment of learning-focused English programme (1-5 shields, certificates, no grades)
* Develops basic communication skills (BICs) around familiar topics
* Linked to the CEFR levels
* A focus on vocabulary, grammar, comprehension.
* Picture books, lesson plans, tips for parents.
* Book-based, includes audio files, interactive version available.

3. Macmillan Young Learners Programmes include a range of ELT programmes e.g.

* **Way Ahead'** – an interactive, reading-based programme for young learners: https://www.macmillanyounglearners.com/wayahead/
* **'Brainwave'**-a six leveled English programme, using a blended learning, interactive approach: https://www.macmillanyounglearners.com/

Audio and Dual-Language Books

For EALs, dual-language books and audiobooks, including voice recorders and multimedia stories potentially develop listening comprehension, pronunciation, vocabulary, intonation, fluency. And literacy skills Download one of the following resources to try in class:

Online voice recorder: www.vocaroo.com: could be used to develop pronunciation skills of EALs.

Published audio books:

* www.audible.co.uk: www.storybirds.com: student made and audio-recorded stories.

Professionally read stories for download:

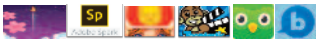
* www.magickeys.com/books/index.html.
* http://storynory.com/archives/

Photo Stories: https://sites.google.com/a/apps.edina.k12.mn.us/ms-kretsch-classroom/photo-story-projects-1

* Incorporates digital photos with audio to create multimedia stories in your classroom.
* Children choose photos to add to their story, create a title, narrate pictures using the microphone. They can add music, re-record their voices, focusing on tone, intonation, pronunciation and fluency.

Dual-Language Books: See: http://www.conventprimaryroscommon.ie/gallery/G07.html

Language Applications



* **Adobe spark**: https://spark.adobe.com/edu/ - give information, tell, narrate a story, create a video, report, inform
* **Toontastic:** https://itunes.apple.com/us/app/toontastic-3d/id1145104532 - developing imagination and storytelling skills
* **Busuu:** For independent language learners, the basic version is free, focusing on vocabulary and grammar practice and spoken or written conversations with native speakers.
* **Duolingo:** A free language learning application designed for learning foreign languages, focusing on translated vocabulary and includes a digital language proficiency assessment.
* **Heads-up kids**: https://itunes.apple.com/us/app/heads-up-kids/id937976391 - informational, explaining, describing
* **Memrise:** For independent language learners, the basic version is free. Lessons consist of memorizing specific words and phrases using mems, which are sentences or images. The format is a game where you travel to a foreign planet as a spy and score points for correct answers.
* **Sock puppets**: https://itunes.apple.com/us/app/sock-puppets/id394504903?mt=8 - interactional, conversational, create your own videos.

Dr. Fiodhna Gardiner-Hyland©

Top 30 Websites

The following list of resources were developed by Dr. Fiodhna Gardiner-Hyland for the Embracing Diversity, Nurturing Integration, Literacy for Life Project (EDNIP):

1. **Activatespeech:** http://activatespeech.ie/ Language resources and games targeting the main speech and language issues of primary school children, including that of EALs.
2. **Little linguist** – www.little-linguist.co.uk: primary resources for EALs, including adapted reading schemes, and foreign language books for children in over 50 languages.
3. **Mantra Lingua** - http://uk.mantralingua.com: Dual-language resources for bilingual children and parents and the multi-lingual classroom.
4. **Reading Rockets** includes a wide range of literacy instructional resources. Type 'ELL', 'ESL' into the search facility: http://www.readingrockets.org/
5. **Black Sheep:** https://www.blacksheeppress.co.uk/ - contains worksheets and assessments that assist the development of children's speech and language and could be useful for teaching EALs.
6. **English4kids** includes ESL lesson plans and resources: www.english-4kids.com/grade1.html
7. **Colourful Semantic cards:** https://billsteachingnotes.wikispaces.com/file/view/COLOURFUL+SEMANTICS.pdf - Could develop oral and written sentence construction, grammar and semantic ideas.
8. **Colorin Colorado:** www.colorincolorado.org: a bilingual U.S. Spainish/English site for teachers and families of English language Learners.

Top 30 Websites

9. **ESL Printables:** http://www.eslprintables.com/ English language teachers exchange resources for a range of classes, including upper primary EALs.
10. **ESK Kids:** www.esl-kids.com—free flashcards, worksheets, games and songs for ESL children.
11. **Twinkl:** https://www.twinkl.ie/ - includes a range of English language resources, posters, lesson ideas. Individual or school memberships are available.
12. **A4ESL:** www.a4esl.org-includes grammar, vocabulary and bilingual quizzes in a range of languages by teachers.
13. **Elkan:** https://www.elklan.co.uk/resources - includes a range of language resources used by Speech and Language Therapists that could be also used with EALs.
14. **International School's Guide to Learning English for Mainstream Teachers of ESL Students:** http://esl.fis.edu/teachers/index-m.htm-Frankfurt
15. **English Language Support Programme, Trinity Immigration Initiative** includes resources for learners of English in upper primary/secondary: http://www.elsp.ie/additionalResources.shtml
16. **Using English** has resources and lesson plans for teachers of ELLs: www.usingenglish/com/teachers/
17. **The British Council Learn English for kids** includes games, stories, songs, activities for ELLs: www.learnenglishforkids.britishcouncil.org/en
18. **Le Club Francais** is a subscription English for children's site that includes stories, phonics, games and grammar activities: www.lcfclubs.com/englishzone/index.asp
19. **ESL Galaxy** includes ESL lesson plans, materials and online activities: www.esl-galaxy.com
20. **Esl4kids:** http://www.esl4kids.net/fingerplays.html:

Top 30 Websites

contains fingerplays and action rhymes which could help EAL learners associate words and phrases with meaning.

21. **Starfall:** http://www.starfall.com: phonic activities.
22. **Sight words:** http://www.sightwords.com: provides a range of activities and techniques to teach sight words, phonemic awareness and pronunciation.
23. **Sparklebox:** http://www.sparklebox.co.uk/literacy: includes a range of free language and literacy resources.
24. **Primary resources:** http://www.primaryresources.co.uk/: language and literacy resources-word, sentence and text levels.
25. **Literacy Trust:** www.literacytrust.org.uk - includes resources relating to English teaching.
26. **Super teacher worksheets:** http://www.superteacherworksheets.com/ - printable phonics, grammar, reading, writing, spelling activities.
27. **MES English:** http://www.mes-english.com/games/files/adayatschool.php: free downloads for teachers of young ELLs.
28. **For customising resources:** www.worksheetworks.com; www.barryfuneglish.com.
29. **Seomra Ranga:** https://www.seomraranga.com/: provides a repository of teacher-created resources for a range of subjects, including English in Irish primary schools.
30. **PDST**: http://www.pdst.ie/eal -suggested websites, Intouch articles and guides on teaching EALs.

Dr. Fiodhna Gardiner-Hyland©

High Interest: Low Readability

The following literacy resources could be used with 3rd-6th class beginning EALs. Topics are at the interest levels of older children, with controlled vocabulary aiding beginning reading and writing:

1. Collins Big Cat phonetic series: https://collins.co.uk/pages/collins-big-cat - engaging, high interest books in a range of genre.

2. Prim Ed's 'The Fast Fiction' series: https://www.prim-ed.com/webshop/Literacy/High-Interest-Low-Ability-Readers/Fast-Fiction- 32 pages each, with young adult characters, short sentences and paragraphs, extensive use of dialogue. The series is supported by comprehensive teacher resources, including lesson plans and guides.

3. Oxford Owl: https://www.oxfordowl.co.uk/- free resources and e-books for varying levels of ability/interest. **Oxford Owl for home:** www.oxfordowl.co.uk/for-home/: free advice, support and activities for parents and children at home.

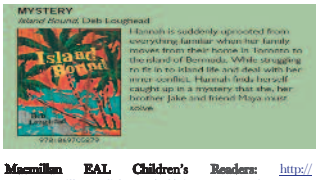
4. Robinswood Readers: https://www.robinswood.co.uk/uploads/files/HI_Primary_-_Information_Sheet.pdage While not written specifically for EALs, with interest ages of 8-12, yet reading ages of 7-8, these 12 novels have controlled language and could be less demanding for upper primary EALs.

5. See also Reading A-Z as outlined on back page.https://accounts.learningaz.com/accountsweb/marketing/

Advanced EALs

Advanced EALs can be accommodated in a similar way to native speakers of English, using differentiated content, methodologies and expectations. Check out the resources below to develop critical literacy amongst advanced EALs in 3rd-6th class:

Nitty Gritty Novels: http://www.pearsoned.co.nz/educator/primary/nitty-gritty/ - aims to develop critical literacy within varying global social and cultural contexts.



Macmillan EAL Children's Readers: http://www.macmillanenglish.com/eal/Literacy%20and%20Reading/PrimaryReaders-tinyslideshow.htm Suitable for beginning and advanced levels of reading, with six colour-coded levels of fiction and non-fiction, cultural and informative, reinforcing basic structures and vocabulary. Includes a picture dictionary, activity pages, audio CDs of stories read for hearing correct pronunciation. Fact files and topical fictional stories in the upper levels aim to motivate older children.

https://hoopoebooks.com/ - with lesson plans to develop advanced literacy, cultural and global skills, multicultural books available in a range of languages.

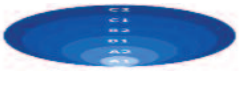
Dolan, A. (2014). ***You, me and diversity***: picturebooks for teaching development and intercultural education, UK: IOE Press. Available at: http://www.ucl-ioe-press.com/books/social-justice-equality-and-human-rights/

Key Supports

Primary Language Curriculum

* What elements are being focused on in your English lesson i.e. communication, understanding the content and structure of language and/or exploring and using language?
* What are the language learning outcomes?
* At what stage of development are children? *(Using the progression continua as a guide only)*
* What support materials are available? **Go to curriculum online at:** https://www.curriculumonline.ie/Primary/Curriculum-Areas/Language/Support-Material-for-Teachers

The Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR), Council of Europe: https://www.coe.int/en/web/common-european-framework-reference-languages/ is a guideline used to describe achievements of learners of foreign languages across Europe and increasingly, in other countries. There are **six reference levels** accepted as the European standard for language proficiency. **Use this in conjunction with the Primary Language Curriculum to guide differentiation and assessment.**



Up and Away' Resource Book (IILT, 2006): A resource book for English language support, used by many schools, now housed on the NCCA website: https://www.ncca.ie/en/resources/up_and_away

St. Michaels Infant School

Школьная форма

Все дети носят школьную форму с гербом школы.

Можно купить по адресу:
Fennessy's, 31 William Street
www.fennessysonline.ie

Девиз школы

Детская школа Св. Михаила стремится развивать ребенка целостно в заботливой, счастливой, позитивной и познавательной, открытой среде

Учебники

Вы получите список со всеми книгами, которые нужны вашему ребенку. Пожалуйста, принесите все книги в первый день учебы.

Система проката учебников

Учебники предоставляются в школе по арендной системе стоимостью 5 евро в год, что включено в наш ежегодный школьный взнос.

Плавание

Старшие дети и ученики 1-го класса посещают бассейн Grove Island каждый вторник во время весеннего семестра.

Инструкторы учат детей плавать, но родители могут приходить и помогать детям потом одеваться.

Учебный год 2018/2019

Школа открывается 29 августа 2018 г.

Промежуточные каникулы:
Школа закрывается с 29 октября по 2 ноября.

Рождественские каникулы:
Школа закрывается с 24 декабря по 4 января.

Промежуточные каникулы:
Школа закрывается с 18 по 22 февраля.

Выходной день в понедельник (на День Святого Патрика):

Пасхальные каникулы:
Школа закрывается с 15 по 26 апреля.

Майский банковский выходной день:
Школа закрывается 6 мая.

Июньский банковский выходной день:
Школа закрывается на 3 и 4 июня.

Летние каникулы:
Школа будет закрыта с 27 июня до следующего учебного года.

Приветственный пакет

Детская школа Св. Михаила

CBS Grounds, Sexton Street, Limerick

☎ 061 317672 / 085 177 66 56

✉ stmichaelsinfantschool@gmail.com

www.stmichaelsinfant.scoilnet.ie

Страница в Facebook : 'St Michael's Infant School

Russian

EUROPEAN UNION
Asylum, Migration and Integration Fund

MIC

An Roinn Dlí agus Cirt agus Comhionannais
Department of Justice and Equality

Жизнь в Лимерике
Образование

Различные уровни образования

ВСЕ дети в возрасте от 4 до 18 лет имеют **ПРАВО** ходить в школу.

ВСЕ дети в возрасте от 6 до 16 лет **ДОЛЖНЫ** ходить в школу.

Дети 4/5 – 11/12 лет	**Начальная школа / Национальная школа**
Дети 11/12 – 17/18 лет	**Средняя школа / Школа после начальной школы**
Молодежь (16+ лет) и взрослые	**Дальнейшее образование / Образование для взрослых** Например: Совет по образованию и обучению Limerick & Clare (LCETB), Лимерикский колледж дополнительного образования
Взрослые	**Образование третьего уровня / Высшее образование** Например: Колледж Непорочной Девы Марии, Университет Лимерика, Лимерикский технологический институт (LIT)

Уроки английского языка для взрослых

Проводятся бесплатные уроки **«Английский для говорящих на других языках (ESOL)»**, предлагаемые Лимерикским и Клэрским Советом по образованию и обучению (ETB).

Посетите наш сайт: www.learningandskills.ie

Позвоните в наш информационный центр в Центре FET, Кампус О'Коннелл Авеню, Лимерик-Сити.

Или позвоните по номеру 1800 707077 (бесплатно), чтобы получить более подробную информацию о наших вечерних и дневных курсах.

Дополнительная информация и поддержка

...мерике вы можете получить информацию и поддержку от различных ...б, вот некоторые примеры доступных бесплатных услуг:

...ens Information

...ция, консультации и ...защитная деятельность
Понедельник-четверг с 9:30 до 16:30
Пятница с 9:30 до 16:00
0761 075780
Limerick@Citinfo.ie
Ground Floor, Riverstone House
Henry Street, Limerick
Обслуживание по телефону: 0761-074000

Поддержка занятости и денежные пособия
Intreo / Отдел социального обеспечения
Dominick Street
061-212200
Понедельник – четверг: 9:15 – 17:00
Пятница: 10:15 – 16:30

Иммиграционная поддержка
Doras Luimni (независимая некоммерческая организация)
Central Buildings, 51a O'Connell Street
info@dorasluimni.org
061 310 328 http://dorasluimni.org
Центр по правам мигрантов в Ирландии (MRCI) 01 889 7570
info@mrci.ie

Информация об образовании для взрослых в Лимерике
Совет по образованию и обучению Limerick & Clare (LCETB)
Информационный центр в Центре FET
O'Connell Avenue
Limerick
Пн–Чт 10:00–12:30; 14:00–16:00
Пятница 10:00–12:30

EUROPEAN UNION
Asylum, Migration and Integration Fund

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Department of Justice and Equality

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality.

St. John's Girls' and Infant Boys' School

Books

دعم الأهل

دليل ترحيبي لأولياء أمور الطلبة

Scoil Eoin Naofa
St. John's Girls' and Infant Boys' School

Cathedral Place, Limerick

Eolas & Spraoi

Scoil Eoin Naofa
EOLAS & SPRAOI

☎ 061 416752

✉ johnsns@eircom.net

www.scoileoinnaofa.ie

EUROPEAN UNION
Asylum, Migration and Integration Fund

MIC
MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMAL

An Roinn Dlí agus Cirt agus Comhionannais
Department of Justice and Equality

العيش في ليمرك

التعليم

صفوف اللغة الإنكليزية للكبار

معلومات أخرى وللمساعدة

معلومات لتعليم الكبار في ليمريك

Limerick & Claire Education and Training Board (LCETB)
Information Hub, FET Centre
جادة أوكونيل، ليمريك

من الإثنين إلى الخميس من ١٠:٠٠ صباحا ـ ١٢:٣٠ بعد الظهر؛ ٢:٠٠ ـ ٤:٠٠ ب.ظ

هناك صفوف مجانية متوفرة للناطقين بغير اللغة الإنكليزية (ESOL) في
Limerick and Clare Education and Training Board (ETB).
زوروا موقعنا:
www.learningandskills.ie
للاستعلام: يرجى الاتصال
Information Hub in the FET Centre, O'Connell Avenue Campus, Limerick City.
للاستعلام عن صفوف أخرى بدوام كامل أو بدوام جزئي يرجى الاتصال مجاناعلى الرقم التالي:

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 – 2020 and is supported by the Department of Justice and Equality.

اہل خانہ کے لیے خیر مقدمی پیک

Presentation Primary School

Sexton Street
Limerick

ایک **معاون** اور **خوش آئند** آموزشی ماحول

061 412494

ٹیکسٹ: 087 2101903

www.preslimierick.ie

EUROPEAN UNION Asylum, Migration and Integration Fund
MIC Mary Immaculate College Coláiste Muire Gan Smál
An Roinn Dlí agus Cirt agus Comhionannais Department of Justice and Equality

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014 - 2020 and is supported by the Department of Justice and Equality.

Urdu

والدین کے لیے تعاون

گھر پر ملاقاتیں

ہوم اسکول کمیونٹی لائژن (Home School Community Liaison, HSCL) کے استاد تعلیمی سال کے دوران والدین کے لیے کسی سوال میں ان کی مدد کرنے کے لیے ممکن حد تک زیادہ سے زیادہ اہل خانہ سے ملاقات کرنے کی کوشش کریں گے۔

Máire O'Sullivan
☎ 087-2101903

آپ سے اپنے بچے کی تعلیم پر گفتگو کرنے کے لیے اسکول میں والدین اور اساتذہ کی میٹنگوں میں آنے کو کہا جائے گا

والدین کے لیے کورسز

تعلیمی سال کے دوران، والدین کے لیے مختلف مفت کورسز دستیاب ہیں، مثلاً:

انگریزی زبان کی کلاسیں

براہ کرم یاد رکھیں کہ...

اسکول کے لیے **وقت پر پہنچیں**

اپنے بچے کو وقت پر لے جائیں
(اسکول بند ہو جانے کے بعد بچوں کی نگرانی نہیں ہوتی ہے)

اپنے بچے/بچی کے اسکول کے بستے، کپڑوں اور اسکول کی کتابوں پر ان کا **نام** لکھ دیں۔

بچوں کو اسکول میں موبائل فون لانے کی اجازت نہیں ہے

تعلیمی سال

اسکول عموماً اگست کے آخر یا ستمبر کے اوائل میں شروع ہوتا ہے

میقات کے بیچ میں وقفہ: اسکولز اکتوبر میں 1 ہفتہ کے لیے بند ہوتے ہیں

کرسمس کی تعطیلات: کرسمس کے موقع پر اسکول 2 یا 3 ہفتوں کے لیے بند ہوتے ہیں

میقات کے بیچ میں وقفہ: اسکول فروری میں چند دنوں کے لیے بند ہوتے ہیں۔

سینٹ پیٹرکس ڈے: اسکول 17 مارچ (آئرلینڈ کا قومی دن) کو بند ہوتا ہے

ایسٹر کی تعطیلات: ایسٹر کے موقع پر اسکولز 2 ہفتے کے لیے بند ہوتا ہے۔

مئی میں سرکاری تعطیل: اسکول مئی کے پہلے پیر کو بند ہوتا ہے

جون میں سرکاری تعطیل: اسکول جون کے پہلے پیر کو بند ہوتا ہے

اسکول عموماً موسم گرما کی تعطیلات کے مدنظر جون کے آخری ہفتہ میں بند ہوتا ہے۔

براہ کرم نوٹ کر لیں، تاریخیں تبدیل ہو سکتی ہیں اور ہر اسکول الگ ہے، لہٰذا اگر آپ کو یقینی طور پر معلوم نہیں ہے تو اپنے اسکول سے معلوم کر لیں۔

...ک میں رہ رہے ہیں

...عمر کے تمام بچوں کو اسکول جانے کا **حق** ہے

...عمر کے تمام بچوں کو اسکول جانا **ضروری** ہے

تعلیم کی مختلف سطحیں

4/5 تا 11/12 سال کی عمر کے بچے	پرائمری اسکول / نیشنل اسکول
11/12 تا 17/18 سال کی عمر کے بچے	سیکنڈری اسکول / پوسٹ پرائمری اسکول
نوجوان (16+ سال) اور بالغان	**مزید تعلیم / تعلیم بالغان** مثلاً: لیمیرک اینڈ کلیئر ایجوکیشن اینڈ ٹریننگ بورڈ (Limerick & Clare Education and Training Board, LCETB)، لیمیرک کالج آف فرتھر ایجوکیشن (Limerick College of Further Education)
بالغان	**تیسری سطح کی تعلیم / اعلیٰ تعلیم** مثلاً: میری ایمیکولیٹ کالج (Mary Immaculate College)، یونیورسٹی آف لیمیرک (University of Limerick)، لیمیرک انسٹی ٹیوٹ آف ٹیکنالوجی (Institute of Technology, LIT)

مزید معلومات اور تعاون

ملازمت اور آمدنی میں تعاون

Intreo / سوشل ویلفیئر آفس
ٹرومینک اسٹریٹ
061-212200☎
پیر تا جمعرات: 9:15 تا 17:00
جمعہ: 10:15 تا 16:30

لیمیرک میں تعلیم بالغان کے بارے میں معلومات

لیمیرک اینڈ کلیئر ایجوکیشن اینڈ ٹریننگ بورڈ (LCETB)
Information Hub, FET Centre
O'Connell Avenue
Limerick
پیر تا جمعرات 10.00 تا 12.30، 2.00 تا 4.00
جمعہ 10.00 تا 12.30

EUROPEAN UNION Asylum, Migration and Integration Fund
MIC Mary Immaculate College Coláiste Muire Gan Smál
An Roinn Dlí agus Cirt agus Comhionannais Department of Justice and Equality

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It is time for the preachers, the rabbis, the priests and pundits, and the professors to believe in the awesome wonder of diversity so that they can teach those who follow them. It is time for parents to teach young people early on that in diversity there is beauty and there is strength. We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter their colour, equal in importance no matter their texture.

Maya Angelou, 1994, p.124

Notes

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Embracing Diversity Nurturing Integration Programme (EDNIP):
sharing the story, evolution, model and outcomes of a research and intervention project in five DEIS Band 1 primary schools in Limerick City 2017-2019.

I want to build him, so when he grows up, he feels loyalty to Ireland

Parent research participant

Embracing Diversity Nurturing Integration Project (EDNIP): sharing the story, evolution, model and outcomes of a research and intervention project in five DEIS Band 1 primary schools in Limerick City 2017-2019.

Participating Schools

Scoil Eoin Naofa

Our Lady of Lourdes Primary School

St. Michael's Infant School

Participating Organisations

CDU Curriculum Development Unit, Aonad Forbartha Curaclaim, Mary Immaculate College

Transforming Education through Dialogue – Unlocking Potential

tess – Seirbhís Tacaíochta Oideachais Tusla, Tusla Education Support Service

Limerick Education Centre – Ionad Oideachais Luimnigh

Bord Oideachais & Oiliúna Luimnigh & An Chláir, Limerick & Clare Education & Training Board

Comhairle Cathrach & Contae Luimnigh, Limerick City & County Council