Embracing Diversity, Nurturing Integration Project(EDNIP)

Sharing the model and lessons learnt from a research and intervention project in five DEIS Band 1 primary schools in Limerick City

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Transforming Education through Dialogue
Unlocking Potential

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Department of Children, Equality, Disability, Integration and Youth

Overview of Presentation

- Background and structure of EDNIP
- Model of intervention and project actions
- Examples of work in schools
- Impact of interventions
- Conclusions

Where did the idea to develop this project come from?

Discussions in TED (Transforming Education through Dialogue) supported school networks PLUS and OSCAILT
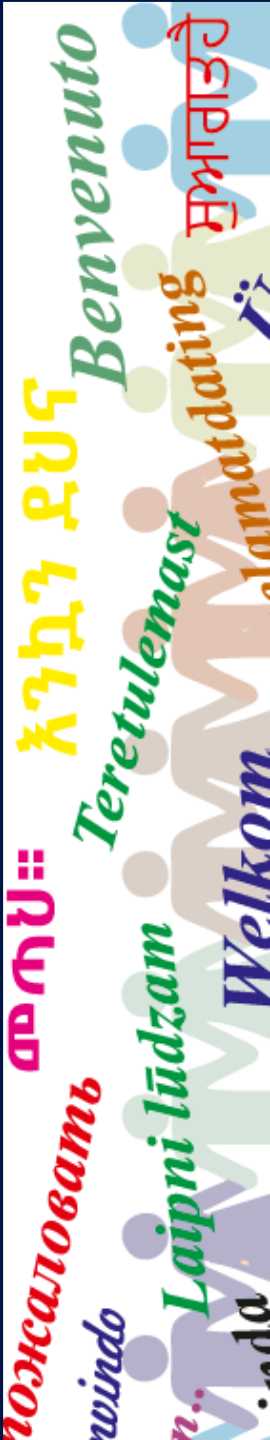
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Changing cultural diversity in DEIS schools and communities in Limerick City

⬇

Rise of racism and fear

⬇

Part schools can play in building a just society

Project Partners

- **Schools**: Scoil Iosagáin (CBS Primary), St Michael's Infant School, Presentation Primary School, St John's Girls' and Infant Boys' Primary School, Our Lady of Lourdes Primary School.
- Teachers, parents and children

- **Partner organisations:** all members of the Project Management Committee (PMC), Mary Immaculate College, Limerick Education Centre, Limerick and Clare Education and Training Board, Limerick City and County Council and Tusla Education Support Service.

Funding

EDNIP 1 was funded by AMIF (Asylum Migration Integration Fund), an EU fund, through the Department of Justice, TED and a Trust.

EDNIP 2 is funded through a combination of Rethink Ireland, a Trust and the National Integration Fund (NIF) through the Department of Children, Equality, Disability, Integration and Youth.

The Key Importance of Schools

- This project acknowledges the <u>role the school can play </u>in answering the need to create awareness and nurture empathy and solidarity so that all children, families and communities might live together in respect and so thrive (Pacino, 2008, 16).

- For many families the school is the <u>first societal institution</u> they come in contact with.

- The participating <u>schools' experiences </u>of supporting families was the <u>starting point</u> of this project.

- The intervention model:
  - ➢Appreciative perspective
  - ➢Multi-layered
  - ➢Bespoke model

Some Background Information

- Across the five primary schools: **1005 children** from **46 countries of family origin, 26 languages** spoken and **17 religions** practiced.

- Across the five primary schools: **131 staff**
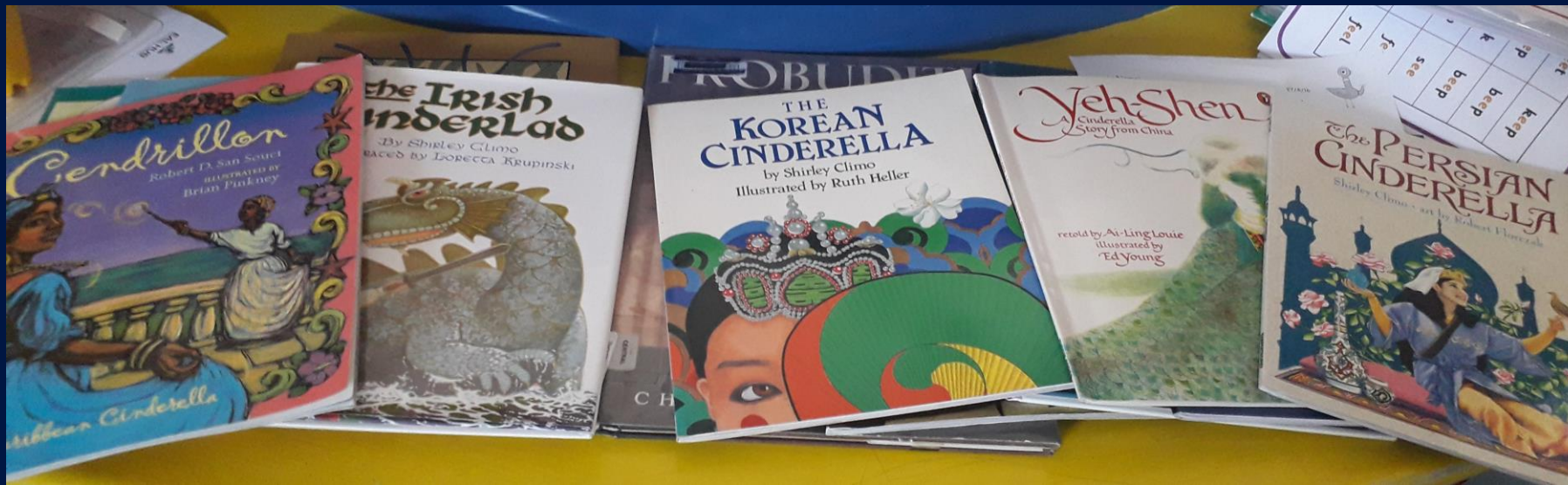
Management Model

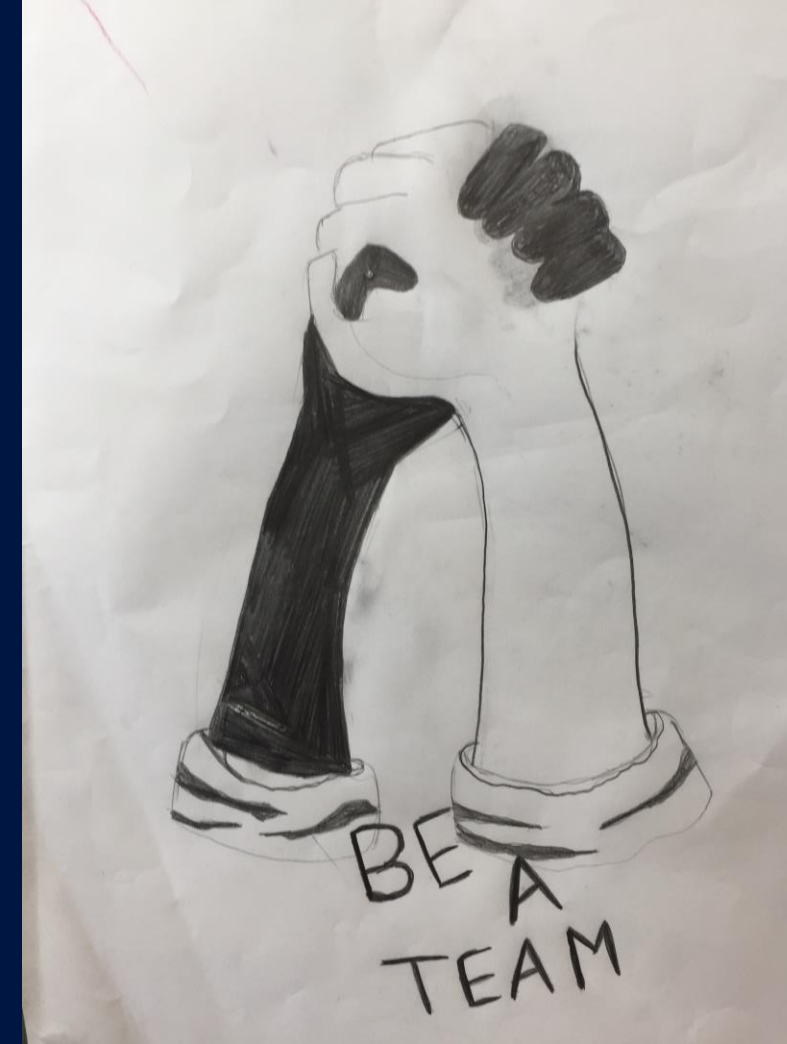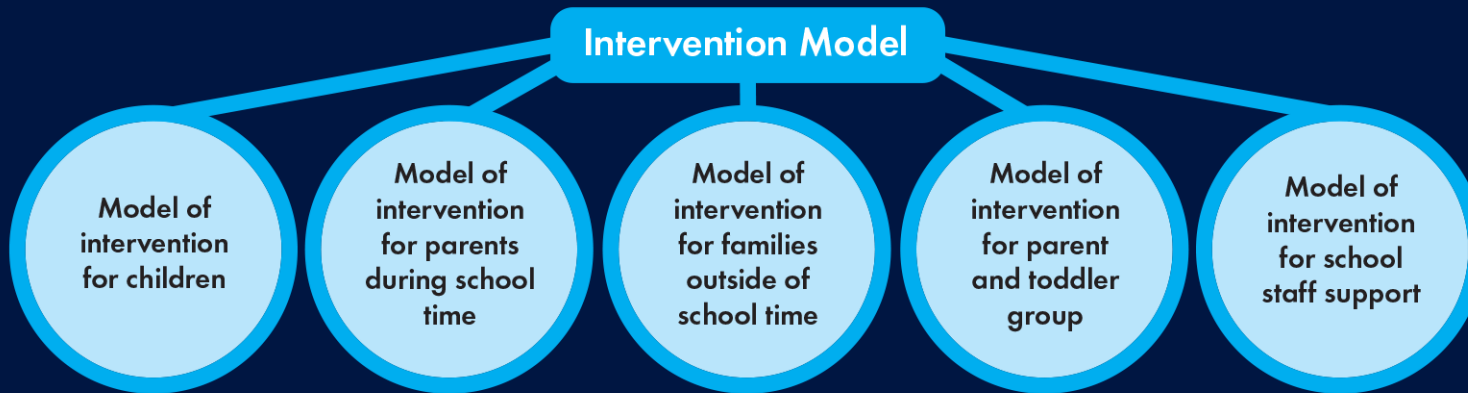## Project Management Committee (PMC)

MEMBERSHIP
TED Coordinator
Members of MIC
Five School Principals
Department of Education
Limerick City and County Council
LCETB
Tusla Education Support Service
Limerick Education Centre

School Integration Committees (SIC)

MEMBERSHIP
Principals
Teachers
Parents
Children
Public Health Nurse (PHN)
Manager of a pre-school

Project actions

- Conducted baseline, formative and summative research (interviews, focus groups, questionnaires)
- Developed Project Actions in consultation with the SIC groups in each school

Intervention Model

- Model of intervention for children
- Model of intervention for parents during school time
- Model of intervention for families outside of school time
- Model of intervention for parent and toddler group
- Model of intervention for school staff support

BE A TEAM

Intervention Model

Model of intervention for children

- EDNIP in-class programmes
- Artist in residence programme
- Mid-West Interfaith Network World Café
- School Intercultural Events
- Experiential learning opportunity
- Sports
- Historical walking tour
- Choir
- Research Participation

Model of intervention for parents during school time

- Membership of School Integration Committees
- English as an Additional Language (EAL) classes
- English Conversation Group
- Choir
- Multi-cultural celebrations
- Family Fun day
- Coffee Morning sporting organisations
- Research Participation

Model of intervention for families outside of school time

- After school family trips
- Treasure hunt
- Day trips to farms, seaside and cultural and historical sites
- Art and Music Day

Model of intervention for parent and toddler group

- Parent and toddler group
- Guest speakers
- Trips to playgrounds and play centres
- Trips to areas of historical and cultural interest
- Research Participation

Model of intervention for school staff support

- Participation in School Integration Committee
- Participation of Principals in Project Management Committee
- Identification and trialing of resources
- Collaboration in the development of resources
- CPD summer course
- Mid West Interfaith Network Café
- Workshops delivered by MIC Staff

Work with children

In school

- **Intercultural education lessons on migration, culture, discrimination, anti-racism**

- **Sports coaching**

- **Additional programmes in art and drama to explore identity**

- **Narrative 4**

After school

- **After school STEAM club**

- **Trips to Museum**

INTERCULTURAL DEFINITIONS

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

Informed by project work undertaken by the Development and InterCultural Education (DICE) students at Mary Immaculate College

Refugee

A refugee is a person who has fled from their country of origin often as a result of natural disasters, military occupation, war, or fear of religious, racial or political persecution (NCCA, 2005).

Racism

Racism is discrimination or prejudice based on ethnicity, culture or religion (Golden & Roche 2017).

Equality

Equality is ensuring everyone is treated the same and has the same rights and opportunities regardless of gender, age, religion, race, culture, sexual orientation, socioeconomic status or disability.

Prejudice

Prejudice involves "Pre" "Judging" someone. It is an opinion or feeling formed about an individual or group without having any prior knowledge about that group. Prejudicial thinking is based on stereotypes leading to "unsubstantiated, unfavourable treatment … designed to marginalise or disadvantage that individual or group" (NCCA, 2005). Individuals and groups may experience prejudice because of their gender, age, religion, race, culture, sexual orientation, socioeconomic status or disability.

Asylum Seeker

An asylum seeker is a person who is currently seeking refuge in a country other than their homeland. This person is awaiting permission from the government to be recognised as a refugee.

Migrant

A migrant is a person who has moved from their homeland to another place perhaps to study, to find work, for better living conditions or for a sense of adventure. It could also be a forced decision based on war or political unrest within their homeland. Many people can be included in the term such as migrant workers, refugees, asylum seekers and undocumented migrants.

Culture

Culture refers to a commonality of characteristics, attitudes, beliefs and customs that a group of people share with each other. These commonalities can be food, language, music, clothing, religion, art, history, customs and traditions.

Stereotypes

To make assumptions about an individual or group of people because of a common trait or membership they share. For example, stereotypes can be formed because of someone's gender, race or religion. These stereotypes can be positive or negative and can have an impact on how someone is treated.

Discrimination

The act of treating an individual or a group unfairly because of their gender, age, religion, race, culture, sexual orientation, socioeconomic status or disability. In Ireland, the Equal Status Acts 2000-2015 provides protection from direct and indirect discrimination based on the following ten grounds: Gender, age, religion, civil status, family Status, sexual orientation, race, disability, membership of the traveller community and housing assistance. The Employment Equality Acts 1998-2015 legislate for discrimination in the workplace.

致家长的入学指南

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د فیسبوک پاڼه: 'د CBS ابتدایی ښوونځی لیمریک'

Pashto

St. Michael's Infant School

www.stmichaelsinfants.scoilnet.ie

Translation - Urdu

School Holidays-Moving beyond the school gates

Intercultural approaches in schools

- What can you do in your school to celebrate diversity, increase inclusion and ensure families feel welcome and included in your school?

- What can be done for free and what requires resources?

Are there a diverse range of languages, cultures, and traditions on display in your school?

- Welcome banners, mats at school/class entrances
- Months, days, numbers on display in different languages
- Maps of the world/globes to identify students countries of origin
- Answering the roll in different languages
- Free translation tools

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

Is there diversity in the books and toys you use in your classroom?

- Books that tell stories from different countries, traditions and cultures

- Are the children in my class room represented in the books and toys in my classroom?

- What about Aistear resources or dress up boxes, do they include clothes and toys from different cultures and faiths

Do you mark or celebrate a broad range of cultural festivals or traditions?

- Using Intercultural Calendars

- Interfaith approach to RE- learning from and about other religions

- It is about additionality-We celebrate Halloween, Christmas and Easter but we also celebrate Diwali, Eid and Chinese New Year

Parent engagement

- EAL support
- Translation support
- Parent and Toddler group
- Coffee mornings

A whole school approach

- Develop a SIC group or similar- to provide a focus for interculturalism within the school-become a School of sanctuary or work towards a yellow flag
- https://schools-ireland.cityofsanctuary.org/
- https://yellowflag.ie/
- Intercultural approaches should not only focus on one off events or celebrations, make it the lens by which you approach everything you do through out the school day and year.

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

Appendices-Resources distributed to EDNIP Schools

- List of EAL resources
- List of dual language resources
- List of intercultural resources
- List of inter-faith and cultural resources
- Sample welcome/information booklet for parents
- Intercultural definitions poster
- Sample flyers and newsletters
- Baseline study for school staff template

Impact of EDNIP on schools

"So, we were enriched by EDNIP beyond our reasonable expectations, and that's in the resource end… and also in terms of the learning experience from methodologies and interactions." **(Principal interview)**

"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)…. Whereas we've actually taken an active role, as a staff." **(SIC Focus Group)**

"EDNIP has increased teacher knowledge, confidence and skills around teaching children from diverse backgrounds" **(Staff surveys)**

Impact of EDNIP on families

- Enhanced relationship between home and school

- Friendships and a sense of belonging

"Well only for this programme (EDNIP) we (parents) wouldn't know half the parents in this school…But now we can stand out and have coffee….have a chat" **(Parents focus group)**

"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. It (EDNIP) helps you don't feel isolated" **(Parent Interview)**

Impact of EDNIP on Children

• Created good memories and promoted learning

It is 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." **(Principal Interview)**

• **Role of education in eradicating racism**

" I feel happy that the subject (racism) was put into the light, because I feel none of the people talk about it today**" (Children's focus group)**
"When you let it (racism) slide as if it was nothing… that's one of the main causes of racism. It is not nice and can make people feel very bad" **(Children's focus group)**

Challenges

- Funding
- Busyness of schools
- Model
- Language
- Sustainability
- SIC membership

Conclusions

- Recognise and resource schools as critical sites for embracing diversity and inclusion
- Adopt an inclusive informed response
- Embracing diversity is a societal mission-schools can't do it alone!
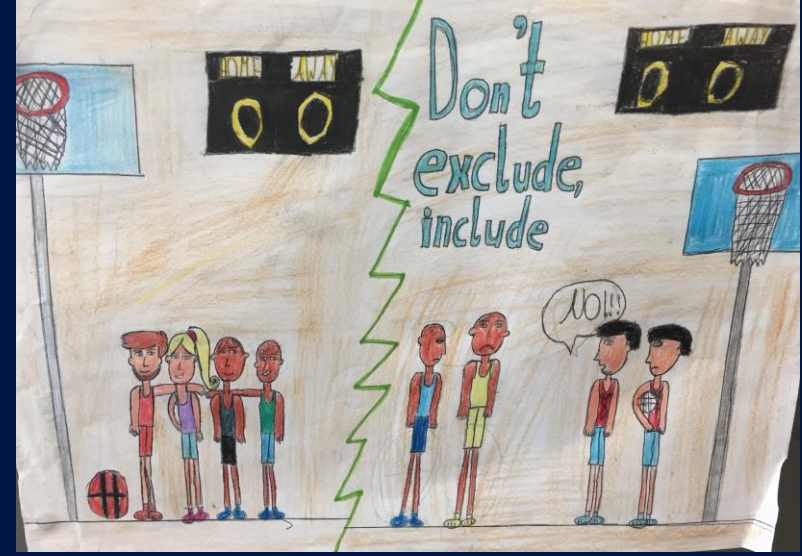
Thank you!
Questions?

You will find the full report on
www.mic.ul.ie/ednip-2020