Appendices

Appendix One- Glossary

Definitions, as per the use of terms in the Strategy-

Asylum seekers:	Those seeking to be recognised as a refugee under the 1951 Geneva Convention.
Classroom/ Learning Environment:	These terms are used interchangeably to collectively refer to all formal and informal learning environments, other than parents and communities. It is not simply confined to primary and post-primary schools.
Delegates:	Refers to those who attended the October 2008 conference on developing an intercultural education strategy, and those who attended the sectoral consultation meetings.
Education Provider/ Institution/ School:	These terms are used interchangeably to collectively and generically refer to **all** formal and informal/ non- formal learning environments, other than parents and communities. It is not simply confined to traditional primary and post-primary schools.
Educators/ Teachers:	These terms are used interchangeably to refer in the generic sense to all educators other than parents, in all sectors of education, both formal and informal. Thus it relates to those working in any sector along the lifelong spectrum.
Immigrants/ Migrants:	These terms are used interchangeably to refer to all immigrants, irrespective of nationality, immigration status, or length of stay in Ireland, unless otherwise stated. In some contexts, the term "newcomer" is used with the same meaning.
Interculturalism:	The term is used in a holistic sense, in that it incorporates inclusion and integration, and is founded on the ideas of equality and respect for diversity.
International students:	A term commonly used in third level; usually to refer to fee-paying students who have come from abroad to study in Ireland but intend to return to their countries of origin on completion of their studies. It is also sometimes used in second level schools to refer to students from non-Irish backgrounds.
Mainstreaming:	The term is used in this document to refer to the practice of guaranteeing access to the curriculum, so that students learn with their peers, in the same educational settings, based on their identified educational needs.

Non- Irish nationals: This term refers to those who declared a nationality other than Irish in response to the 2006 Census question: "What is your nationality?"

Parents: Refers to the immediate families of all learners.

Racism: Racism is a specific form of discrimination and exclusion faced by Black and minority ethnic groups, including Travellers. It is based on the false belief that some 'races' are inherently superior to others because of different skin colour, nationality, ethnic or cultural background.

Racial discrimination: Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Refugees: Those who have been granted refugee status in Ireland either through a successful asylum application process or through a refugee resettlement programme.

Stakeholders: Refers generically to education actors/ partners.

Stereotyping: Occurs through persistent assertions being presented as facts over a considerable period of time, and involves the blaming of a minority community for the broader problems of society and the elevation of the anti social actions of some members of a community to be a defining characteristic of a whole community.

Student/ Learner: These terms are used interchangeably to refer to learners at all levels of the education system, both formal and informal.

Abbreviations and abridged references-

ACELS   Advisory Council for English Language Schools

AIM   Accessing Intercultural Materials

BTEI   Back to education initiative

CIF   Cork Integration Forum

CPD   Continuing professional development

CSO   Central Statistics Office

Department   Department of Education and Science

DES	Department of Education and Science
EAL	English as an additional language. The term is used to describe a situation where English is not a person's mother tongue
ECCE	Early childhood care and education. Often internationally referred to as ECEC- early childhood education and care
EDENN	Equality and diversity early childhood national network
EEA	European Economic Area
EINE	Education in employment
ELSTA	English Language Support Teachers' Association
ESOL	English for speakers of other languages. The term is commonly used for adult learners of EAL.
ESRI	Economic and Social Research Institute
EU	European Union
FÁS	Foras Áiseanna Saothair, the national training and employment agency
HEA	Higher Education Authority
HSCL Scheme	Home School Community Liaison Scheme
ICOS	Irish Council for International Students
IVEA	Irish Vocational Education Association
Nat.	Nationality
NCCA	National Council for Curriculum and Assessment
NCCC	National Childcare Co-ordinating Committee
NCCRI	National Consultative Committee on Racism and Interculturalism
NDP	National Development Plan
NEWB	National Educational Welfare Board
NFQ	National Framework of Qualifications

NGO(s)	Non governmental organisation(s)
NPAR	National Action Plan Against Racism
NQAI	National Qualifications Authority of Ireland
NUIM	National University of Ireland Maynooth
NYCI	National Youth Council of Ireland
OECD	Organisation for Economic Cooperation and Development
OMCYA	Office of the Minister for Children and Youth Affairs
OMI	Office of the Minister for Integration (now the Office of the Minister for Drugs Strategy, Community Affairs and Integration)
PLC course	Post Leaving Certificate course
PPPDB	Post primary pupil database
PPDS	Primary Professional Development Service
PPS number	Personal Public Service Number
SLSS	Second Level Support Service
Strategy	Intercultural Education Strategy
TD	Teachta Dála
Towards 2016	"Towards 2016: Ten- Year Framework Social Partnership Agreement 2006- 2015" (2006). National policy document published by the Government.
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VEC(s)	Vocational Education Committee(s)
VFM	Value for money
VTOS	Vocational Training Opportunities Scheme

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Appendix Three- NPAR's 10 outcomes for education

This Plan included ten actions for the Department of Education and Science.

1. Develop a national intercultural education strategy with reference to equality/ diversity policy

2. Develop a more inclusive and intercultural school practise and environment through the whole school planning process, admissions policies, codes of behaviour, and whole school evaluation

3. Accommodate cultural diversity within the curricula

4. Develop an intercultural implementation strategy within youth work

5. Enhance access and education service delivery to Travellers

6. Enhance the participation of refugees and asylum seekers in education up to 18 years of age, as well as the participation of refugees and those with humanitarian leave to remain in the State in Further and Higher Education Provision. A specific focus on the needs of females will be part of this process

7. Enhance access and education service delivery to unaccompanied minors

8. Enhance provision of English as a second language

9. Evolve education related data systems to provide a comprehensive picture of diversity and policy progress

10. Strengthen the participation of key stakeholders in the development of an intercultural approach to education

Appendix Four- EU Common Basic Principles of Integration

The Council of the European Union and the representatives of the Governments of Member States: Established the following common basic principles for immigrant integration policy in the European Union

1. Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States.

2. Integration implies respect for the basic values of the European Union.

3. Employment is a key part of the integration process and is central to the participation of immigrants, to the contributions immigrants make to the host society, and to making such contributions visible.

4. Basic knowledge of the host society's language, history, and institutions is indispensable to integration; enabling immigrants to acquire this basic knowledge is essential to successful integration.

5. Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society.

6. Access for immigrants to institutions, as well as to public and private goods and services, on a basis equal to national citizens and in a non-discriminatory way is a critical foundation for better integration.

7. Frequent interaction between immigrants and Member State citizens is a fundamental mechanism for integration. Shared forums, inter-cultural dialogue, education about immigrants and immigrant cultures, and stimulating living conditions in urban environments enhance the interactions between immigrants and Member State citizens.

8. The practice of diverse cultures and religions is guaranteed under the Charter of Fundamental Rights and must be safeguarded, unless practices conflict with other inviolable European rights or with national law.

9. The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration.

10. Mainstreaming integration policies and measures in all relevant policy portfolios and levels of government and public services is an important consideration in public-policy formation and implementation.

11. Developing clear goals, indicators and evaluation mechanisms are necessary to adjust policy, evaluate progress on integration and to make the exchange of information more effective.

Appendix Five- Independent consultant's Report on the Consultation Process (Mr John Haskins)

Background

The following sets out a summary of the principles and actions arising from (a) the discussions at the seven sectoral consultation meetings and (b) the written submissions received. Because of the considerable detail involved, it is difficult to summarise the rich tapestry of ideas covered in each of the sectors and still maintain some element of conciseness.

Necessarily, the summary also involves some subjective judgment on the relative importance of the various points made. The summary should, therefore, be read in conjunction with each of the sectoral reports.

Before describing the various principles and actions suggested, I would like to make a few general comments which struck me both at the sessions and in examining the various submissions.

Blurring of boundaries between concepts

Everyone agreed that it was important, for discussion purposes, to initially have some kind of draft of what constituted a principle and what was an action. It quickly became clear however that there was a blurring of might have initially seemed to have been a clear distinction.

In talking about mainstreaming or partnership, for example, people talked about actions. In talking about leadership and diversity awareness, people talked about principles. All of which was very instructive and gave a very good basis for re-examining the material. In general, however, boundaries became blurred between:

- Whether a principle (P) was an action or whether an action (A) was, in fact, a principle.
- Whether a principle or an action was, in reality, an outcome.
- Whether an action was simply a general tool or a methodology as opposed to a real and definable action.
- Whether there was a link between a principle and an action, and vice- versa. In other words, the discussions sometimes focussed on whether there was any specific action linked to a principle and did we have principles which in all cases could be linked to actions. Whether a P or an A was sector-specific and thus not qualifying for general adoption in the scheme.
- Whether an idea was more of a "vision statement" than a principle.

Blurring of boundaries between the three areas of discussion (strategy, EU and OECD)

The draft frameworks prepared by the Department were an excellent way of organising the discussions. However, the EU framework was less helpful and was too broad and diffuse. The OECD map was even more non-specific. The overall effect on

the discussions was that we moved back and over into somewhat the same topics trying to get a new angle on what had already been discussed.

As such, I'm not sure it worked very well. However, I feel that all the material covered by all three areas is highly relevant to each. As far as the submission were concerned, some stuck rigidly to frameworks and sectors while others were very general and had to be mapped onto both the Department's and the EU /OECD frameworks.

As requested, I have prepared separate reports on each sector but I am simply saying that it will be useful to cross-reference the reports in many cases. I have tried, wherever possible, not to duplicate too much but I know the Department was anxious to get a separate record of responses in each area.

Suggested steps for adding value to the current reports

While I was asked to simply report on proceedings, having listened to the discussions and studied the material, I would like to make a few suggestions which I hope might be helpful.

- There is a need to further "cluster" all the various points made about both principles and actions. In general, I would feel that the principles need to be boiled down to no more than four or five – otherwise they have less impact. The actions themselves need to be further clustered at (a) a sector- specific level (b) the level of connectedness to a principle and (c) in line with a revised overall model of the strategy as a whole. (see diagram below)

- While the summary attempts to pick out the important ideas, it will be necessary to bring a specific educational bias to my own subjective assessment by examining the detail in each sector. I have preserved the framework in each sectoral report to facilitate this – framework maps of the core points are also provided.

- The language of the strategy will be absolutely critical and this area will have to be further researched. The concepts are complex and there are at least a half dozen important terms which mean different things to different people. There is much helpful material in the submissions on this. The important thing will be the ability to say exactly what the strategy means when it uses specific terms – there is no need for universal agreement – just say what it means and provide detailed definitions in an appendix.

There is a further language issue which will need to be untangled. This refers to the use of the term "migrant" in much of the discussions and in the submissions as opposed to minority ethnic groups etc. In some cases, the references are meant as applying specifically to migrants and migrants only. In other cases, a reference to generic ethnic groups is implied. I have tried to use the correct term as much as I could interpret the comments.

Core messages

Irrespective of any summary on principles and actions, there are a number of key messages or critical success factors arising from both submissions and discussions. Again, my selection is subjective but the following strikes me as being the most important:

- *Meaningful involvement by schools, parents and students* – this is a sine qua non of a successful strategy. Everyone is in favour of partnership – the real issue is how it can be effectively achieved in practice.

- *The strategy needs to be clear and understandable* both in terms of language and purpose.

- *Priorities must be spelt out and commitment given to delivery.* While resources were, predictably, a recurrent theme, beneath the rhetoric, there seemed to be an acceptance that even in a time of recession, it was better to choose a few priorities, commit to their delivery and set down what might be achieved in the future when resources allowed.

- *Make better use of existing resources* in terms of:
  - shared facilities in schools, communities, NGO's etc.
  - better liaison with related State and NGO organisations and sectors (particularly the informal education sector),
  - better use of existing experience, research and studies (it became clear that a huge amount of work has already been done in the intercultural area in education and that perhaps it needed to be brought together)
  - better use of the existing NCCA guidelines (praised incessantly but not used sufficiently)

- *Diversity training for teachers* coupled with the appropriate adjustments to teaching materials / methods and curriculum development.

- *The need to build in outcomes, timelines and resources* into the strategy - agreed by all, including the Department!

- *The need for a heavy bias towards implementation methodologies* – the great failure in many large public-service exercises is not in the quality of the plan but in the quality of the implementation.

A more extended model?

In order to help clarify the blurring of boundaries already mentioned and to assist in the future clustering of ideas, it might be useful to reconsider the overall model for the strategy and to make it more comprehensive. The following model might be used as a first draft and I feel it is self-explanatory:

Suggested strategic model
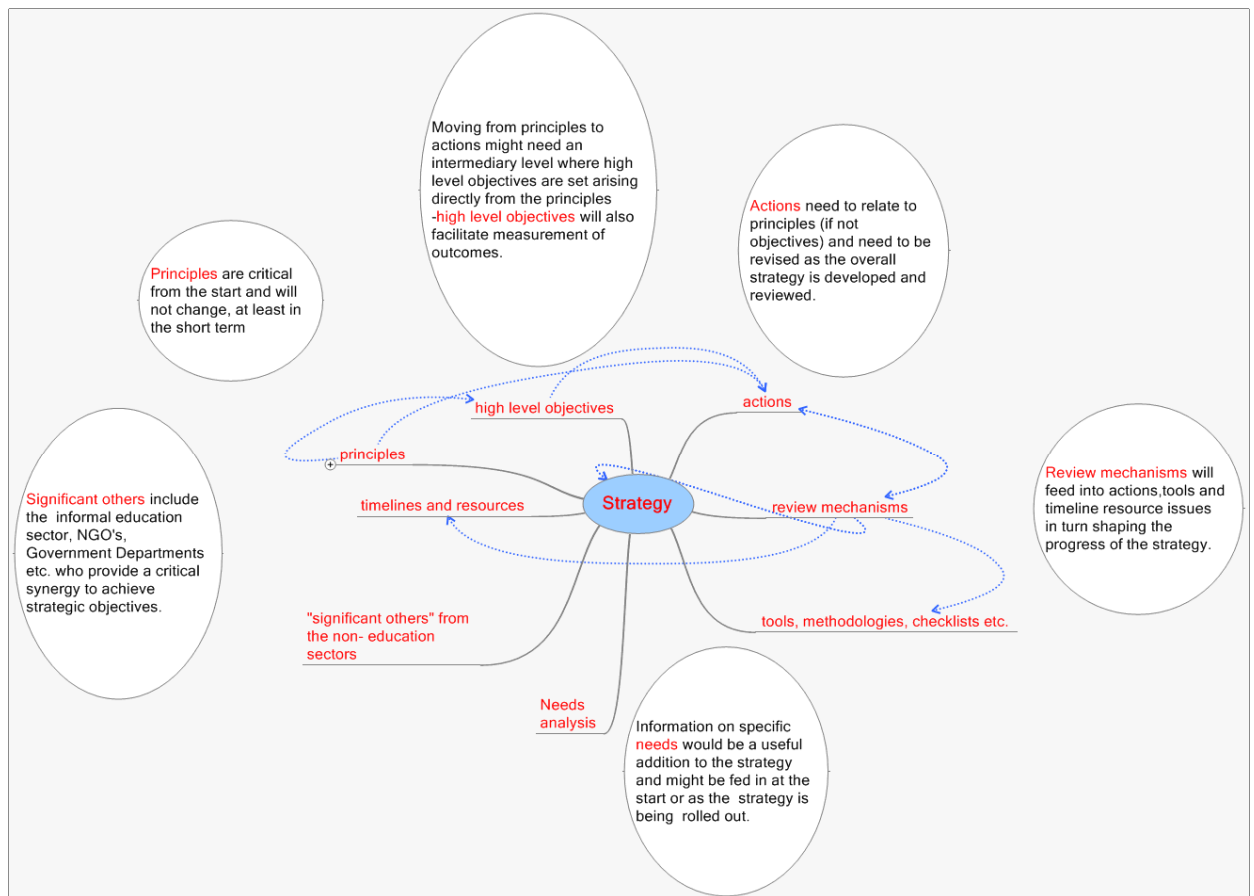
Main summary of discussion on principles

The sequence of this section of the report is as follows:
- Items which correspond to the Department's draft model of principles
- Points made about the principles
- Additional principles mentioned
- Framework map of main points

Headings are underlined and points are bulleted.

DES draft

Suggested introductory material:

- A statement about the purposes of education.

- Description of the value system underpinning
  o education in general,
  o the strategy itself

o the role of minorities and host population

- A detailed outline of what DES understands by the "belief system on integration".

- A reference to the need to avoid a two-tier system of education (even if by default through emergence of disadvantaged schools).

Mainstreaming

Definitions and language

The language used and the definitions of concepts are, in general, very important and should be carefully considered. There is little common agreement on what they mean. The terms which need particular attention include:

- *Interculturalism*
  Define this in terms of understanding "self" as well as "other".

- *Mainstreaming*
  This needs explanation both as a word and as a concept.

- "*knowledge" of English*
  The term "knowledge" is too vague and needs some qualification or description.

- *Intercultural strategy*
  There should be a vision statement which governs the overall strategy – clearly and simply expressed.

- *Intercultural education*
  This also needs elaboration and definition.

- Distinguish between *diversity* and *interculturalism*
  Diversity is a very broad concept and can include faith, nationality, ethnic group, culture etc.

- The term "immigrants" should include all minority groups and "residents" should embrace people in organizations.

- Consider using the term "inclusion" instead of "mainstreaming".

- Reflect on the differences (if any) between "mainstream" and "whole-school" (DCU). (This point reflects the urgency of defining the terms used in the first place.)

- "De-confuse" all the abbreviations used (There are a huge number of abbreviations used in education and there might be a case for a glossary.)

- Explain why a particular term or concept is being used.

- Finally, use strong and simple language.

Inclusiveness

- This should involve <u>all</u> groups and not just migrants.

- Mention all minority groups by name and specifically mention Travellers.

- Without prejudice to the level of inclusiveness, it should be noted that all groups are different and may need different kinds of supports. For example, note migrants with disabilities and consider minorities within minorities (Traveller children).

- In general, *any* form of segregation should be avoided (DUC research view) and the bringing together of ethnic groups should only be done on an exceptional basis under controlled and time-limited conditions.

Mainstreaming

- Well-managed targeting should be accepted as a core part of mainstreaming.

- Mainstreaming needs institutional change – it is not just a term which is used by organizations. It needs real change and adaption within the organization itself.

- For mainstreaming to work, it needs more migrant teachers. There must be some kind of correspondence between the population represented by the ethnic groups and the population of ethnic group teachers who are from those groups.

Knowledge of Irish and English

- A view was expressed that Irish should not be compulsory as a subject in schools. On the other hand, the case was also made that a specific focus on support for Irish is warranted. (See higher education sector report.)

- A specific body should be established to coordinate and drive English language provision.

- Equitable language assessment systems are critical for migrants – particularly when they enter the system for the first time.

Mother-tongue issues

- There are many arguments for mother-tongue support - but there are also practical and resource problems in implementing such support.

- Mother-tongue supports can lead to ethnic cliques.

- Mother-tongue supports are always an overhead. It is necessary to explore how to deliver it in practice. The core requirement here is that the approach be balanced and flexible in accordance with the advantages to be gained and the resources to be expended.

Rights and responsibilities

- There is an issue with "twinning" these two items. A right to education exist on its own, unqualified by any set of responsibilities.

- Develop guidelines for parents about their rights and responsibilities.

- It must be clear from the strategy that responsibilities apply to everyone- with no exceptions.

- Consideration should be given to the idea of a "legal responsibility" or a "positive duty" to achieve intercultural objectives.

High aspirations and expectations

- Resources are needed to meet high aspirations and expectations and they are different for different groups.

Partnership and engagement

(a) With whom

- A comprehensive and specific list of stakeholder partners is important and must include the Government side, the youth sector, parents, the community and voluntary sector, and finally, the informal education sector.

- NGOs make good partners and better use could be made of cooperative working with them.

- Make better use also of the community and voluntary sector.

- Develop partnerships with cultural organisations and the arts in general. They have much to offer in terms of their contribution to an intercultural strategy.

- Give students a voice – through student councils or otherwise.

(b) About what

- Religious beliefs - but foster respect for all.

- Priorities – particularly in view of the recession.

- Power- sharing is an inevitable part of genuine engagement and DES should be open to this concept.

(c) How to engage

- Use an ethnic liaison / cultural mediation officer at community level. Look at the "Schools Mediation Project" for a good example of mediation.

- Appoint a "national coordinator for diversity".

- Appoint an "intercultural liaison person" in each school.

- Good coordination mechanisms are critical to good engagement practices. Someone has to take leadership in bringing partners together and in developing a common plan and focus.

- Examine the role of teacher-centres in linking education to the community.

Some barriers to engagement

- cost
- language
- limits placed by residency status
- poor communication with parents
- translation and interpretation facilities
- information about the system

General comments about the principles

- Actions should be capable of being directly linked to principles.

- The overall role of the Irish language in education needs to be considered. The general view was that it had the potential to be a positive or a negative influence and needs to be reviewed in the context of an intercultural strategy.

- Travellers should be a central concern of the strategy.

- In terms of the general approach to the strategy, a useful suggestion was to complete the needs analysis first (currently being carried out by DES through its own activities) and then to feed this into devising the principles and the actions.

- Returning to the point about language, it was suggested that there was a need for complete clarity in describing the principles. Any ambiguity about the principles will destroy the effectiveness of the strategy as a whole.

- Almost by definition, the strategy should incorporate long-term planning and joined-up thinking.

- The principles should be quality-assured on an ongoing basis.

- It was important to develop a shared vision with stakeholders about the principles and to be generally positive about diversity.

- There was a need to sit down with JELR and examine the JELR- related issues affecting the implementation of the principles.

- The UNCRC was quoted as a very useful reference point in finalizing the principles.

- The strategy should be informed by the denominational nature of the Irish educational system. In other words, many contributors saw the essential nature of the Irish educational system as primarily denominational thus setting challenges for an intercultural environment. It was felt that these challenges must be met.

- Most people greatly value the primary and post-primary guidelines. Most people also said that they are not being effectively implemented.

- Principles 3 and 4 of the EU integration principles are particularly relevant to the strategy and should be examined.

- There are a number of useful references in the submissions for the development of the principles and the actions. These include the UNESCO guidelines.

- As far as influence on children is concerned, it is important to start the educational influence as early as possible at preschool. Identity formation takes place very early in life - children learn the negativities of difference at an early age. The strategy should prioritise the idea of "early influence".

Additional principles suggested

(These were suggested as additional principles but some of the underlying ideas are duplicated with the suggested framework. There is a need to group new "clusters" around the principles. Where the meaning of the principle is felt to be self-explanatory, a single word or set of words is used.)

Equality
- *Of access*
- *Of outcome*
- *Of enrolment processes*
- *As a matter of "legal right"*
- *As linked to the "nine grounds" of equality legislation*
  "religious openness /freedom"

The Government should be made keenly aware of its obligations in the equality and human rights area. It was suggested that the implementation of this principle would

also need a different and more "sensitive" education policy (see UCC submission). At the very least, it would involve teaching a moral ethic catering to those with no religion.

"adequately resourced"

"preparatory for EU living"
- It was suggested that we need an effective intercultural education environment to prepare us to live in the new Europe and that this should be considered as a principle.

"evaluation oriented"
- This reflected a repeated view that the strategy would not work without strong measurement features.

"Leadership" as a principle
- This was a good example of the tension between a principle being an action and an action being a principle.

" whole-school approach"
- This might be put beside the whole idea of "mainstreaming".

"valuing social justice"

"education as an ongoing process"
- This emphasised the links between the various sectors in education and saw the student as a whole person moving from one stage to the next.

"equitable benefits for all"

"quality –driven"

"availability of choice"
- This was not discussed but perhaps touches on denominational issues.

"transparent"
- This point covers the whole idea of making policy and associated processes explicit so that they can be discussed and evaluated in a partnership environment.

" positive action – driven"

"anti- racist"

"anti- discriminatory"

Strategy to be governed by a "right to education"

"equity and fairness" (see equality)

"community-centred" and using community values

Include "sharing of facilities"

"shared human dignity of all" - respect for others and others' dignity.

"reflecting the democratic membership of society"

"integrated / coherent"
- Touching on the need for good coordination across sectors.

"availability of accommodation"
- This is difficult to convert into a principle but is concerned with the issue of a lack of availability of accommodation for migrants and the consequences of all-migrant schools even as a temporary measure.

"student-centred"

"respect for diversity as the norm" and its celebration

"achieving full potential of all students"

"focus on poor / disadvantaged / vulnerable"

Summary report on Actions

This follows the general line of the report on principles in that comments on the Department's own action framework are first outlined. Points made about the actions were, however, very broadly-based and are more difficult to cluster. Once the Department has decided on final principles, it will then be easier to group the actions both as action groups and as clusters linked to each principle.

Apart from specifying the various actions which need to support the strategy, an important overall point was constantly made about the absolute need to have good implementation methods and techniques. One of these involved the establishment of an implementation group or steering group of appropriate stakeholders.

Leadership

- It was pointed out that the youth sector had a very valuable and special role to play in helping to provide student leadership.

- On the belief system underpinning leadership, it has already been suggested that this should be made as explicit as possible. For example:

    - A balance needs to be struck between the ethos of the school and the ethos represented by "other cultures"

    - The "denominational issue" needs to be addressed since this might involve bringing together different belief systems.

- In providing leadership, it was important to be conscious of the power imbalance between students and institutions. Policies and activities needed to reflect this.

- Good leadership should take into account anti-bullying and anti-racism issues.

- Specific leadership programmes should be developed for teachers.

- Leadership will be made more effective if dialogue between the leaders themselves is supported and encouraged.

- Clear leadership roles should be assigned to the various stakeholders as part of the strategy.

- Provide specific leadership training to principals and school management.

- Be mindful that leadership can also come from NGOs and community groups – it is not the prerogative of DES.

- On-line course modules on intercultural leadership should be developed as a resource- effective way of delivering training in a period of recession.

- It was important to "lead" but not necessarily to be a "champion" to the extent that others disengage from ownership of any particular issue.

Awareness raising and training

- Awareness training should be compulsory and apply to all public and civil servants.

- In this regard, it would be useful to re- examine the curriculum and maximise the use of good teaching materials and texts to facilitate diversity training.

- Literacy components should be incorporated into training which should be carried out at both pre-qualification and CPD.

- It was absolutely critical to effectively implement the NCCA guidelines – a point constantly repeated both in submissions and in discussions.

- Consider the use County Education Centres for teacher support.

- Establish a national support body for teacher diversity-training.

- There was a need for a new code of professional conduct for teachers.

- Colleges of education should be more proactive in guiding diversity training.

- Develop guidelines for parental engagement.

- Make better use of the informal education system.

- Good religious teaching is a prerequisite for good teacher training.

- More migrant teachers are needed for obvious reasons mentioned both in discussions and in submissions.

- "Intercultural coordinators" should be appointed in schools.

- The exodus from support teacher to subject teacher is an issue which will seriously threaten intercultural education.

- Training was needed for all stakeholders and all front- line staff.

- EAL practices need to be revised.

- The Teaching Council practices are worth examining to ensure compatibility and maximum synergy with diversity objectives.

Awareness raising and supports for specific groups

For students
- The youth sector represents a valuable resource for the awareness-raising objectives of the strategy.

- Migrant role models should be used to get the diversity message across.

For parents
- Involve migrant parents themselves in developing training modules.

- Give migrants the skills to help themselves in building diversity awareness.

- Be conscious of areas of high concentration of migrants where there are few host parents – integration issues in these circumstances become problematic.

- Parents need mediation, interpretation and family learning services

Host population
- The host population will also need advice / training – there is little point in focusing on only one of the partners involved.

Principals
- Special supports are needed for principals who will be the drivers of the strategy at school level.

Information on the education system for ethnic groups generally
- Where possible, this information should be provided in the person's own language.

- A central information system should be established for migrants to cover educational information.

- In a recession, we need inventiveness - good information fuels inventiveness.

Monitoring and research

Mapping
- Make sure to use relevant demographic data in mapping and planning.

Benchmarking
- Quality- assure the principles on an ongoing basis.

- All aspects of the strategy should be <u>continuously</u> reviewed and monitored.

- Clearly define responsibilities so that outcomes can be measured and accountability ensured.

- Measurements need to be made on an ethnic basis if the success of the strategy is to be measured.

- In relation to using school performance tables as part of the measuring process, note carefully their tendency to cluster "good" and "bad" schools and the possible implications for the intercultural strategy.

 Measuring progress
- Insist on measuring outcomes for specific funding measures in order to ensure value for money.

- Ensure that the monitoring and evaluation systems are built into the overall strategy and that they start from the time the student enters the system.

- Among other things, the DES Inspectorate is doing a really good job in measuring progress and we should build on their work.

Pure research - topics

Suggested research topics included:

- barriers to engagement and equality
- the student's own experiences of education
- schools who have experience of high concentrations of migrants
- experience of large migrant concentration schools
- existing Irish frameworks in the intercultural area (such as NAPR)
- ideas on the "how" of monitoring

- reviewing existing Traveller research

International studies
- Look at what worked and what did not.
- Especially examine the experiences of those Governments who have had to manage their education system through recession.
- Review the 2004 PISA report on school performance.

Other research ideas
- Create a data base on existing good practice and a register of Irish research on intercultural education.

- Introduce a formal objective within the strategy of a focus on more evidence-based policy.

- Set up an independent publicly- accountable quality standards body.

- Note the many linked organisations mentioned in the submissions and follow up their work in the research area.

- Provide seed-funding for research by teaching colleges and universities.

- Make better use of colleges like St Patrick's to develop methods and curriculum material.

Other actions not directly expressed as being included in the DES framework (although many of them are, in fact, included using different language)

- Include timeframe, outcomes, indicators and targets.

- Introduce a national student charter to reflect student rights.

- Make better use of the Arts and Sports sectors to address diversity issues.

- Address "JELR" issues.

- In listing the actions of the strategy, take note of the barriers mentioned and respond specifically to them.

- Consider the implications, if any, of the "brown flight" phenomenon mentioned in the discussions.

- Language teaching methods are very much a part of the overall success of the intercultural strategy and are important to success. Comments made in this area include:

  - Looking at best practice in language teaching methods
  - Examining the role of "immersion" teaching for new migrants

- Investing in preschool language support
- Ensuring that the curriculum is appropriately "tuned" to a diversity agenda
- If it becomes really necessary to separate students for language learning, then doing it in a way that minimises the effect on learning other subjects

- The recession poses special challenges which must be met and the setting of priorities based on dialogue will be essential. Two examples are as follows:

  - Teacher support: Look at the long-term implications of reducing support in this area before deciding on any cutbacks.
  - Less language support may also lead to more need for special education.

- There is no easy solution to "mother tongue" actions or policies - engage with the complexities and develop "balanced" policies.

- Identify the special issues and actions associated with specific client groups and stakeholders. Focus in particular on resources and structures. Issues in these special groups will include:

  - ESOL student issues
  - Adult community education issues
  - Ethnic groups with special education needs
  - Those sitting exams with language issues
  - Older children in younger classes (because of language difficulties)
  - Special culturally-sensitive relationships e.g. (boy/ female teacher - use mediation techniques to handle these
  - Parents and their involvement with education - look at various sectoral suggestions
  - Traveller issues
  - Steps to be taken by higher institutes (DCU)

- The "review progress" principle is very easy to state but very difficult to implement. Great care should be taken to put in place detailed implementation procedures.

- Ensure that overall school policies complement intercultural objectives and make them part of the school development plan. For example:

  - Ensure that enrolment is in line with cultural objectives and that language assessment procedures are likewise.
  - One submission suggested a percentage quota for schools in areas of high migrant concentration.

- Introduce flexibility to reflect migrant irregular arrival times.

- Share resources and experience through:

- use of school facilities after hours and at the weekend, particularly by youth groups
- the establishment of weekend culture classes
- use of the school by other community organizations with an education-related diversity agenda

- Provide adequate resources to make the strategy work

  - carry out an audit of resource needed so that priorities can be established
  - pick out a small number of key objectives and implement them - agree timing of others as resource permits
  - use the resource available from voluntary groups
  - invest in early education

- Increase the number of migrant teachers - look at the "joining up" rules

- Use all available teaching tools / methodologies to get the diversity message across. These would include:

  - curriculum development
  - teaching an "understanding of ideas" to broaden student minds, especially in the religious tolerance area
  - tailoring text books to reflect the diversity agenda
  - making teaching materials diversity-friendly
  - engaging with publishers of textbooks on diversity objectives
  - teaching "diversity as the norm" - not as an "add on"
  - teaching world religions
  - using a comprehensive school checklist (such as suggested by DCU) to lead and implement the strategy

- develop specific "partnership" models and actions to support the partnership principle

  - specific partners should be listed and should also involve other Departments and Agencies
  - synergy is especially needed between higher and further education but collaboration between all sectors is vital

- Develop effective targeting measures which are compatible with mainstreaming.

- Newcomers are not a homogeneous group- approaches must be differentiated.

- Make actions as clear and as specific as possible. For example, tell the host population exactly what contribution is expected from them.

- Irish should not be compulsory.

- Be "positive" about the whole approach to diversity in education.

- Issues arising from the differences in power relations must be factored into the intercultural education strategy.

- Make sure to link actions to principles and outcomes to actions - sometimes an action can look very like a principle, e.g., partnership.

- Address the "denominational issue" as described in the sectoral reports.

Appendix Six- Consultations and delegates

(*- denotes submission made by the organisation/ individual)

Pre- school sector consultation- 7th November 2008

	Name	Organisation
1	Catherine Hynes	Early Years Education, DES
2	Colette Murray	Pavee Point* and EDENN*
3	Frances Coffey	Irish Farmers' Association
4	Brian Dignam	Child, Youth & Family Services HSE
5	Carmel Brennan	Irish Preschool Play Association
6	Patricia Murray	National Childminding Association of Ireland*
7	Teresa Heeney	National Childrens Nurseries Association*
8	Mary Daly	NCCA
9	Miranda Cooke	Clare County Childcare Committee
10	Noirin Coughlan	Ballymun Partnership Ltd.
11	Siobhan Fitzpatrick	High Scope Ireland
12	Heino Schonfeld	Centre for Early Childhood Development and Education
13	Anne Boyle	Traveller Preschool Teachers' Association*
14	Philip Watt	NCCRI
15	Kate Morris	
16	Jennifer Scholtz	Trinity Immigration Initiative
17	Paula Madden	Irish Traveller Movement*
18	Catherine Callaghan	Co. Kerry Childcare
19	Ann Halligan	EDENN*
20	Jim Power	County Childcare Committees
21	Joanie Barron	Wallaroo Playschool, Cork City*
22	Máire Mhic Mhathúna	Dublin Institute of Technology
23	Denise McCormilla	Border Counties Childcare Network
24	Tim O'Keeffe	Early Years Education Policy Unit, DES

Primary sector consultation- 1st December 2008

	Name	Organisation
1	Kevin Haugh	Leadership Development for Schools
2	Barbara O'Toole	Marino Institute of Education
3	Majella O'Shea	NCCA
4	Brendan Doody	Inspectorate and Regional Office, DES
5	Paul Rowe	Educate Together
6	Donall O'Conaill	Foras Pátrúnachta na Scoileanna Lán-Ghaeilge Teo*
7	Bláthnaid Ní Ghréacháin	Gaelscoileanna Teo*
8	Attracta Hayden	Glasnevin Educate Together School
9	Tom O'Sullivan	Irish National Teachers' Organisation*
10	Deirbhile Nic Craith	
11	Deirdre O'Rourke	Mary Immaculate College, Limerick*
12	Mairead Twohig	Primary Professional Development Service
13	Brian Ruane	St. Patrick's College*
14	Rory McDaid	
15	Philip Watt	NCCRI
16	Asiya Al Tawash	Parent
17	Annie Asgard	Claddagh National School, Galway
18	Angela Onuko	Irish Refugee Council
19	Carmel O'Shea	NPC- Primary*
20	Khedidja Toumi	Parent
21	Catherine Hare	Esker Educate Together
22	Enda McGorman	Mother Mary of Hope School, Dublin 15
23	Matthias Fiedler	Development and Intercultural Education Project
24	Amy Callahan	Irish Society for the Prevention of Cruelty to Children
25	Mary Byrne	National Council for Special Education*
26	Colette Murray	Pavee Point*
27	Ian Murphy	Education consultant
28	Jenny Siung	Chester Beatty Library*
29	Martha Wilson	Adamstown Castle Educate Together School

Post- primary sector consultation- 24th November 2008

	Name	Organisation
1	Moira Leydon	Association of Secondary Teachers of Ireland*
2	Aidan Clifford	City of Dublin DVEC
3	Mary Gannon	
4	Lorraine Downey	
5	James Norman	Dublin City University*
6	Ann Dignan	Joint Managerial Body*
7	Anne Gallagher	National University of Ireland- Maynooth
8	John Lucey	Second Level Support Service
9	Ann Fitzgibbon	Trinity College Dublin
10	Zach Lyons	
11	Daniel Faas	
12	Mary Ryan	ELSTA
13	Anne Hayes	Presentation Convent Secondary School
14	Grace Oderinde	Lantern Centre
15	Karen Ruddock	Cross-Cultural Directions*
16	Concepta Conaty	HSCL*
17	Denis McCarthy	
18	Chris Kelly	Social Inclusion Unit, DES
19	Jean Rafter	National Educational Welfare Board
20	Deborah Brock	Tallaght Partnership*
21	Emer O'Connor	Firhouse Community College
22	Eugene Quinn	Jesuit Refugee Service*
23	Judith Leslie	National Educational Psychological Service Agency
24	Carmel Kearns	Teaching Council
25	Clive Byrne	National Association of Principals and Deputy Principals
26	Annette Dolan	Teachers' Union of Ireland
27	Rose Tully	National Parents' Council- Post- primary
28	Marie Fitzpatrick	Pavee Point*
29	Carmel Kearns	Teaching Council*

Further education sector consultation- 17th November 2008

	Name	Organisation
1	Seamus Hempenstall	Further Education Section, DES
2	Helen Keogh	VTOS
3	Pat O'Mahony	IVEA
4	Dermot Stokes	Youthreach*
5	Berni Brady	Aontas*
6	Pat O'Mahony	IVEA
7	Marie Griffin	Co Dublin VEC (Tallaght)
8	Justin Rami	Dublin City University
9	Helen O'Grady	Doras Luimnigh
10	Kerry Lawlor	National Adult Literacy Agency*
11	Berni Judge	Teachers' Union of Ireland
12	Lorraine McDwyer	Léargas
13	Siobhan Magee	Further Education Support Service
14	Fidele Mutwarasibo	Immigrant Council of Ireland
15	Sue Hackett	ACELS
16	Andrina Wafer	Further Education and Training Awards Council
17	Liam Carey	Fáilte Isteach

Higher education sector consultation- 19th November 2008

	Name	Organisation
1	Sally- Anne McIver	Griffith College
2	Orla Christle	HEA*
3	John Lynch	International Education Board Ireland
4	Sheila Power	ICOS
5	Dympna Devine*	University College Dublin
6	Steve Song	
7	Zimba Emmanuel	
8	Maxwell Sikwela	
9	Shadreck Mukuba	
10	Fei Liang	Dublin Institute of Technology
11	Linda Kelly	Union of Students of Ireland
12	Carmel Mulcahy	Dublin City University*
13	John Pender	Sligo Institute of Technology
14	Barbara Lazenby Simpson	Trinity College Dublin
15	Zach Lyons	
16	Keith Sullivan	National University of Ireland- Galway
17	Liza Kelly	Dublin Business School
18	Pat Phelan	DES
19	Catherine Lynch	National University of Ireland- Maynooth*
20	Anastasia Crickley*	
21	John O'Connor	National Qualifications Authority of Ireland
22	Brian Tubbert	Froebel College of Education
23	Seán Bracken	Lóchrann, Marino Institute of Education*
24	Fionnuala Waldron	St. Patrick's College*
25	Maria Campbell	St. Angela's College*
26	Bríd Ní Chonaill	
27	Ruth Harris	IT Blanchardstown*

Youth sector consultation- 10th November 2008

	Name	Organisation
1	Roberto Samson	Catholic Youth Care
2	Fergus McCabe	Foreign National Young People at Risk*
3	Wojciech Mroczek	Peace Corps
4	Jessica Farnan	City of Dublin VEC
5	Eugene Quinn	JRS*
6	Bernard McDonald	Office of the Ombudsman for Children
7	Marie Fitzpatrick	Pavee Point*
8	Audrey Hagerty	OMCYA
9	Judy Howard	Reception and Integration Agency
10	James O'Leary	National Association of Traveller Centres
11	Johnny Sheehan	NYCI*

NGO sector consultation- 8th December 2008

	Name	Organisation
1	Minister Conor Lenihan, T.D.	
2	Anne O'Gorman	OMI
3	Jim Mulkerrins	Social Inclusion Unit, DES
4	Br. Michael Murray	Education Intercultural Project
5	Merike Darmody	ESRI
6	Reginald Oko-flex Inya	New Communities Partnership*
7	Vivien Fitzgerald-Smith	Joint Managerial Body*
8	Diane Nurse	Social Inclusion Unit, HSE
9	Cathal Kelly	Equality Authority*
10	Jean Pierre Eyanga	Integrating Ireland
11	Geraldine Coyle	Department of Justice and Law Reform
12	Fr. Michael Begley	Spirasi
13	Frank Buckley	Sport Against Racism Ireland
14	Tony Watene	Gaelic Athletic Association
15	Sandie McDonagh	National University of Ireland- Galway
16	Audrey Bryan	University College Dublin
17	Deirdre Toomey	Equality Authority*
18	Adekunle Gomez	African Cultural Project
19	Áine Uí Ghiollagáin	Cúram*
20	June Tinsley	Barnardos*
21	Catherine O'Brien	Humanist Association of Ireland
22	Mary Kenny	School Completion Project
23	Ann Gallagher	JRS*
24	Paula Madden	Irish Traveller Movement*
25	Sandra Gowran	GLEN*
26	Martin Collins	Pavee Point*
27	Garrett Mullan	Show Racism the Red Card
28	David Lynch	CPLN Area Partnership
29	Logan Raju	Integrating Ireland
30	Evie Finlay	Galway Traveller Movement
31	Fr. Shay Casey	Athlone Institute of Technology

Other Submissions Received:

	Organisation
1	Senior Traveller Training Centers
2	National Parents' Council- Primary
3	Siobhán Mullally, UCC
4	Mayo County Childcare Committee
5	Melanie Liese, DCU
6	Pobal
7	Migrant Rights Centre of Ireland
8	Olubunmi Salako
9	Africa Centre
10	Scoil Bhríde Girls National School, Blanchardstown, Dublin 15
11	Fiona Ní Fhaolain, Newpark Comprehensive School, Blackrock, Co. Dublin
12	Canal Communities
13	Society of St. Vincent de Paul
14	Children's Rights Alliance
15	Dermot Lane, Mater Dei Institute of Education

Appendix Seven- Information from the Census 2002, Census 2006 and the CSO's *"Population and Migration Estimates"*, **September 2009**

Table A.1
Details of the wide range of nationality groupings in Ireland and their age profiles are provided in the table below.

Table A.1 Nationality of non-Irish

Age group	UK	EU15	EU10	Other Europe	US	Africa	Asia	Other Nat.	Multi-Nat.
0-4 years	2,528	989	4,198	697	926	1,430	1,484	861	183
5-9 years	5773	1019	3398	1351	1365	3593	2242	1226	205
10-14 years	7350	1029	2411	1201	1244	2624	1771	1248	154
15-19 years	6506	1332	3821	1196	836	2141	1556	1259	110
20- 24 years	4916	5742	29509	2323	779	2474	8500	2504	183
25+	85,475	32,582	77,197	17,657	7,325	23,064	31,399	15,324	1,523

From Census 2006, Vol. 4 Usual Residence, Migration, Birthplace and Nationalities, Table 36. (Excludes 'no nationality' and 'not stated').

In September 2009, the CSO released its *"Population and Migration Estimates"*, which contain details of national population changes over time. Table A.2 charts these over the period 1987- 2009, whilst Tables A.3 and A.4 examine the immigration and emigration patterns respectively, for the period 2004- 2009. All tables are extracted from the *"Population and Migration Estimates"*.

Table A.2 Population change 1987- 2009

| Year ending April | Components of Population change | | | | | | |
	Births	Deaths	Natural increase	Immigrants	Emigrants	Net migration	Population change
				000			
1987	61.2	32.2	29.0	17.2	40.2	-23.0	5.9
1988	57.8	31.6	26.2	19.2	61.1	-41.9	-15.8
1989	53.6	31.0	22.6	26.7	70.6	-43.9	-21.2
1990	51.9	32.8	19.1	33.3	56.3	-22.9	-3.7
1991	53.1	31.1	22.0	33.3	35.3	-2.0	19.9
1992	52.8	31.4	21.4	40.7	33.4	7.4	28.8
1993	50.4	30.4	20.0	34.7	35.1	-0.4	19.6
1994	49.1	32.6	16.6	30.1	34.8	-4.7	11.8
1995	48.4	31.2	17.2	31.2	33.1	-1.9	15.4
1996	48.8	32.0	16.7	39.2	31.2	8.0	24.8
1997	50.7	31.7	19.0	44.5	25.3	19.2	38.2
1998	52.7	31.2	21.5	46.0	28.6	17.4	38.8
1999	53.7	32.4	21.2	48.9	31.5	17.3	38.5
2000	54.0	32.1	21.8	52.6	26.6	26.0	47.9
2001	55.1	30.2	24.8	59.0	26.2	32.8	57.7
2002	58.1	29.3	28.8	66.9	25.6	41.3	70.0
2003	60.8	28.9	31.9	60.0	29.3	30.7	62.6
2004	62.0	28.6	33.3	58.5	26.5	32.0	65.3
2005	61.4	27.9	33.5	84.6	29.4	55.1	88.6
2006	61.2	27.0	34.2	107.8	36.0	71.8	106.0
2007[1]	65.8	27.0	38.8	109.5	42.2	67.3	106.1
2008[1]	72.3	27.7	44.6	83.8	45.3	38.5	83.1
2009[1]	74.5	29.4	45.1	57.3	65.1	-7.8	37.3

[1] Preliminary

Table A.3 Immigration numbers for 2004- 2009, showing nationality and gender (to April 2009)

Sex and Nationality	Immigrants					
	2004	2005	2006	2007[1]	2008[1]	2009[1]
	000					
Persons						
Irish	16.7	18.5	18.9	20.0	16.2	18.4
UK	7.4	8.9	9.9	5.9	7.0	4.4
Rest of EU15[2]	13.3	9.3	12.7	10.4	8.6	8.6
EU12[3]	-	34.1	49.9	52.7	33.7	13.5
USA	2.3	2.1	1.7	2.8	2.0	1.1
Rest of world	18.8	11.6	14.7	17.8	16.3	11.3
Total	58.5	84.6	107.8	109.5	83.8	57.3
Males						
Irish	8.4	9.4	9.5	10.1	7.8	10.0
UK	4.5	5.2	5.7	3.5	4.0	2.5
Rest of EU15[2]	6.9	3.8	6.4	4.8	3.8	3.0
EU12[3]	-	22.9	30.7	28.7	15.5	6.6
USA	0.8	0.4	0.4	1.3	1.1	0.4
Rest of world	9.9	5.7	7.6	9.1	7.7	5.6
Total	30.5	47.5	60.3	57.4	39.9	28.2
Females						
Irish	8.2	9.1	9.4	10.0	8.4	8.4
UK	2.9	3.7	4.2	2.5	3.0	1.9
Rest of EU15[2]	6.4	5.5	6.2	5.5	4.7	5.5
EU12[3]	-	11.2	19.2	24.0	18.2	6.9
USA	1.4	1.7	1.4	1.4	0.8	0.8
Rest of world	9.0	5.9	7.1	8.7	8.6	5.7
Total	28.0	37.1	47.5	52.1	43.9	29.1

[1] Preliminary

[2] Rest of EU 15: countries before enlargement on 1 May 2004, i.e., Austria, Belgium, Denmark, Finland, France, Germany, Greece, Italy, Luxembourg, Netherlands, Spain, Sweden, Portugal.

[3] EU12: defined as the 10 accession countries that joined the EU on 1 May 2004 i.e., Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia), and includes the 2 new accession states that joined the EU on 1 January 2007 (i.e., Bulgaria and Romania). For the year 2004 the data relating to the EU 12 are included with the rest of the world.

In contrast, emigration figures can be seen in Table A.4 below.

Table A.4 Emigration numbers for 2004- 2009, showing nationality and gender (to April 2009)

Sex and Nationality	Emigrants			
	2006	2007[1]	2008[1]	2009[1]
	000			
Persons				
Irish	15.3	13.1	13.4	18.4
UK	2.2	2.3	2.4	2.9
Rest of EU15[2]	5.1	6.9	4.2	5.5
EU12[3]	7.2	14.4	18.8	30.1
Rest of world	6.2	5.5	6.4	8.3
Total	36.0	42.2	45.3	65.1
Males				
Irish	8.0	6.2	7.2	11.5
UK	1.6	1.4	1.7	1.8
Rest of EU15[2]	2.5	3.3	1.3	1.3
EU12[3]	3.7	9.4	13.3	20.9
Rest of world	2.8	3.2	4.2	3.4
Total	18.7	23.6	27.6	39.0
Females				
Irish	7.3	6.8	6.2	6.8
UK	0.6	0.9	0.8	1.0
Rest of EU15[2]	2.6	3.6	3.0	4.2
EU12[3]	3.4	5.0	5.5	9.2
Rest of world	3.4	2.3	2.3	4.9
Total	17.3	18.6	17.7	26.1

[1] Preliminary

[2] Rest of EU 15: countries before enlargement on 1 May 2004, i.e., Austria, Belgium, Denmark, Finland, France, Germany, Greece, Italy, Luxembourg, Netherlands, Spain, Sweden, Portugal.

[3] EU12: defined as the 10 accession countries that joined the EU on 1 May 2004 i.e., Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia), and includes the 2 new accession states that joined the EU on 1 January 2007 (i.e., Bulgaria and Romania).

Appendix Eight- Extracts from key relevant international reports

Council of the European Union (2004)
Established eleven common basic principles for integration policy in the EU. The principles most relevant to education include: 1. Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States. 2. Integration implies respect for the basic values of the European Union. 3. Basic knowledge of the host society's language, history, and institutions is indispensable to integration; enabling immigrants to acquire this basic knowledge is essential to successful integration. 4. Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society. 5. Frequent interaction between immigrants and Member State citizens is a fundamental mechanism for integration. Shared forums, inter-cultural dialogue, education about immigrants and immigrant cultures, and stimulating living conditions in urban environments enhance the interactions between immigrants and Member State citizens.
UNESCO's Guidelines on Intercultural Education (2006)
These contained three principles for intercultural education which are that it: 1. Respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all. 2. Provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society. 3. Provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations.
Council of Europe's "White Paper on Intercultural Dialogue" (2008)
This notes that   respect for, and promotion of, cultural diversity on the basis of the values on which the Organisation is built are essential conditions for the development of societies based on solidarity … If there is a European identity to be realised, it will be based on shared fundamental values, respect for common heritage and cultural diversity as well as respect for the equal dignity of every individual (page 4)
EU Green Paper "Migration and Mobility: Challenges and Opportunities for EU Education Systems" (2008)
This notes that "schools must play a leading role in creating an inclusive society, as they represent the main opportunity for young people of migrant and host communities to get to know and respect each other" (page 3).
Council of Europe's "Policies and practices for teaching socio-cultural diversity - A framework of teacher competences for engaging with diversity" (2009)
This document was designed by a collaborative team of experts in teacher education from eight European countries to provide initial primary teacher education institutions an optional basis for improving provision for future teachers' needs in relation to the management of diversity in the classroom. It provides a Framework of 18 Competences on Diversity.

Appendix Nine- Main relevant findings from the ESRI report,
"Adapting to Diversity: Irish Schools and Newcomer Students"

Distribution of newcomer students
• In 2007, the vast majority of second-level schools had at least one newcomer student; most had 2-9% newcomers.   • At primary level, 40% of schools had no newcomers, 10% of schools had more than 20% newcomers and 2% of schools had more than 50% newcomers.   • Newcomers are more highly represented in urban schools, and those dealing with disadvantaged populations.
Whole school approach
• A whole school approach to intercultural education is needed. Non- specialist mainstream classroom and subject teachers both have an important and complementary role to play in language acquisition, as children spend most of their days in mainstream classrooms.   • A positive school climate (that is, one of good relations between students, teachers and parents) best enhances academic progress and social integration of newcomer students into mainstream school life.   • Overall, it is important to promote a positive school environment, for the benefit of all students.
Academic achievement
• Most principals noted that academic achievement amongst newcomers was at least as good as their native peers, if not better. Principals did note that 10% of their newcomer students did have sustained academic difficulties and this could be related in part to language difficulties. However, research by the NESF[1] shows that nationally one-tenth of *all* children have serious literacy problems so this finding would indicate that their difficulties are on a par with their native peers.   • A number of principals noted that newcomer students may raise the standard and learning expectations in DEIS schools.   • Newcomer pupils are seen to be hard working and motivated.
Appropriate materials
• Many teachers reported difficulties in sourcing materials, particularly those suitable for older students.   • The greater use of dual-language materials would be beneficial to language acquisition.   • Curricula and textbooks are not seen as taking adequate account of diversity.   • Many seek access to suitable teaching resources and materials.
Parents
• Newcomer parents are highly educated.   • Principals note that contact with newcomer parents is hindered by a lack of access to interpretation and translation services; most schools report language difficulties as their main barrier to communicating with newcomer parents.
Other areas highlighted

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[1] Reported in *"The Irish Times"* page 1, Thursday, 18 June 2009, available at:
http://www.irishtimes.com/newspaper/frontpage/2009/0618/1224249069171.html

- Less than 10% of principals identified bullying and racist name-calling as contributing "a lot" or "quite a lot" to difficulties for newcomer students. However, this research and other research findings highlight that principals and teachers may not be aware of the extent of racist bullying. This makes it hard for them to intervene effectively.
- Social integration would likely benefit from promoting intercultural awareness both within and outside the school, consistent practice regarding bullying, and the use of student mentors to counter bullying. Bullying may be more prevalent outside the school in the local neighbourhood.
- "Racism" needs to be included as one of the unacceptable behaviours in school anti-bullying policies
- Some schools provided short periods of immersion teaching. However, there were concerns about the implications on social integration of such separate provision over a long period.
- Irish students believe that newcomers and the increased diversity in the country are positive developments
- Provision for newcomers could be enhanced by:
  - Increasing the combination of withdrawal and within class language support; and by supporting differentiated teaching methodologies.
  - Flexibility in resource allocation.

Appendix Ten- Main Relevant Findings of the Value for Money Review of EAL expenditure for the Education of Students who do not have English or Irish as a first language

Demographics
• It is likely that following the recent intensive phase of inward migration, there will be a lasting change in the profile of the Irish population. The growing numbers of newcomer children in schools indicate that families have become established in Ireland and are currently not leaving in significant numbers, despite the deteriorating economic situation. • In the longer term, it makes sense to provide a coherent, targeted programme of intervention to assist newcomer children who need to acquire English (or Irish) language skills.
Language and training
• There are concerns around the specific area of language support. • The message emerging from all the research is that newcomer children can perform as well or better than their native peers *provided* that they receive the necessary language support when they need it. • The ESRI, Inspectorate and OECD are entirely in accord with the need for CPD provision for all teachers and for school leaders.
Efficiency factors
• Spending on EAL support has increased sharply, driven predominantly by EAL teacher salaries. (Salary costs have increased thirteen fold from €10.8 million in 2001/02 to €137 million in 2008/09). Additional EAL teachers were appointed in line with growing EAL student numbers. • The current model is to allocate teaching resources and, broadly speaking, depend on the professionalism of teachers and schools, when there is only limited CPD available, to apply those resources appropriately. • Simply allocating large numbers of dedicated EAL teachers is not the most efficient way to support children in their acquisition of English. Of the overall EAL budget, over 99% is for teachers' salaries, notwithstanding the fact that teachers have an acute need for CPD in this field, as few have EAL qualifications. • There is a need for a learner data base which would track students through school and enable comparable analysis of data at primary and post-primary levels. At present, there is no comprehensive and fully reliable data on EAL student numbers at primary level.
Effectiveness factors
• Most EAL students, based on the limited data available, appear to be accessing the school curriculum successfully. However, more data linking outcomes to inputs need to be collected and analysed in order to draw a definitive conclusion. • Guidance and class teachers have an important role to play in advising students of their options and the appropriate level to sit in examinations; they have a major role is advising students of the significance of subject choice and, particularly, the impact, after completing post-primary level, of not studying Irish. • There is no link between EAL support and outcomes. It appears that at the very least, current support does enable students to gain basic interpersonal

communicative skills but more data are required to determine how effectively the students' academic language proficiency is being developed.
Recommendations and performance indicators
- A range of efficiency and effectiveness performance indicators were devised which were centred on students and whole- school teams.   - The key recommendations were made to meet the needs of EAL students and to enable the whole school to build capacity, and involved actions on the part of the Department and associated bodies, and schools and teachers.   - Specific recommendations included the provision of CPD for all teachers and principals, reinforced assessment for learning, and the recognition of a postgraduate EAL qualification.

Appendix Eleven- Experiences in other countries

1 Introduction

This annex looks in more detail at the policy responses developed to meet the educational needs of migrants in other jurisdictions, as noted in Section 4.8.

To reiterate what is said in introducing that table, when examining these policy responses it is important to remember the different migration patterns which Ireland has experienced and the fact that education and administrative structures vary considerably from country to country.

Much of the information on policies below is drawn from the country background reports prepared for the OECD's thematic review of migrant education. It is, therefore, heavily biased towards policy in primary and post-primary schools.

2 Austria

In Austria, the main target group in the context of integration are students who have a first language other than German. When migrant "guestworkers" began to arrive in Austria, initial policy, as in Ireland, focussed on the provision of language support. Although German language support for migrant children had been in place since the early 1970s, there was no assessment as to whether the support worked well or whether language support improved student performance. There is a lesson here for the Irish system which has also focussed on language support as a key integration tool; it must be monitored and its effectiveness must be appropriately assessed.

In contrast to the situation in Ireland, migrants to Austria are generally of lower socio-economic status and have lower levels of education than their Austrian peers. Migrants, including second generation migrants, tend to perform less well academically than the native population. At age 10, Austrian students divide into two streams, a more academic and a less academic stream with migrants being considerably over-represented in the latter stream. This would seem to suggest that early streaming of students does not work well for migrant integration.

In the early 1990s, Austria moved away from the "guestworker" recruitment policy and put in place new integration policies:

1. Phase 1 from 1992 – 2001: gradual introduction of the three strategies (German support, L1 teaching, intercultural learning) in almost all school types.
2. Phase 2 from 2002 – 2005: almost no political attention, decrease in funding and quantity of courses in L2.
3. Phase 3 from 2005 – ongoing: increase in political attention and support as well as pressure to learn German with a special focus on the period before entering school. After 10 years of little interest in the topic of migrant students, new policy initiatives have now begun which also led to an increase in funding.

The Austrian model over the last 20 years is instructive as Ireland finds itself at the "phase 1" stage. Clearly, the lesson to be learnt from the Austrian experience is that when policies are put in place, there may be a dip in interest particularly if inward migration falls. Nevertheless, migration continues to be a significant issue, even when numbers of immigrants fall.

Austria has a number of policy initiatives for education at city level particularly in cities which have comparatively high shares of immigrants. The Irish government model is largely centralised in relation to policy development. Local authorities do not have such a significant role in education policy.

3 Denmark

Integration is a very important part of the Danish political agenda and has featured prominently in a number of policy initiatives in recent years, including the agreement on securing social welfare in the future, the government's strategy against segregation in ghettos and the integration plan *"A new Chance for Everyone"*. The majority of migrants in Denmark live in a few concentrated areas. Education is the responsibility of each municipality.

The Danish government's policy in the area of integration has three overall aims:

1. That more immigrants and descendants find employment and become self-supporting.
2. Breaking negative social patterns to enable bilingual children and young people to get an education.
3. Building society on basic common democratic values.

Ensuring educational success of immigrant children and young people is one of the key areas of overall policy. Migration policy also focuses on employment and housing. The national policy on immigrant children is aimed at promoting equal access to the labour market and equal participation in democratic society, as well as reducing social problems among immigrant families. The aim regarding education is to help more immigrant young people to gain an education that qualifies them for employment to achieve both increased employment among the group and a distribution in the job hierarchy similar to that of the rest of the population, thus utilising more fully the resources of this group. As in Austria, the percentage of migrants in vocational education is higher than for their native peers.

Danish policy is very much focussed on equality of participation in the workforce and society. Irish migrants tend to have come to Ireland for work in recent years. Their children are generally young and not yet accessing the labour market. There are very few second generation migrants in Ireland. The challenge for Irish policy makers is to ensure that migrants in Ireland do participate in education and society on a par with their native peers and that Ireland as a whole reaps the rewards of a more diversified work force and society into the future. Ireland must take care to avoid a situation where there is a "lost generation" of second generation migrants who are not achieving and participating in society on a par with their Irish peers.

In Denmark, efforts to improve the educational outcomes for immigrant children, focus on two main areas, improving their academic competency (including increasing the percentage who are in academic rather than vocational education) and providing necessary social and other support to enable them to complete their education and prevent drop out (such as guidance, mentoring, etc.). These concerns arise from the continuing significant performance gaps between immigrant students and ethnically Danish students documented by surveys and other reports.

As discussed earlier, the Irish situation is different with migrant students performing generally on a par with their native peers. The challenge for Irish policy makers is to put in place supports for migrant students with identified needs, for example, those who do not speak English at home or those from lower socio-economic groups, while ensuring that there continue to be high aspirations and high expectations in relation to the performance of all migrant students.

Danish policy initiatives include:

- Earlier (from 3 yeas as opposed to 4 years earlier) and obligatory language stimulation for all children, including bilingual children, who need it (early childhood education).
- The Ministry of Education has placed material for language evaluation at the disposal of the municipalities (assessment).
- Better possibilities for the municipalities to refer bilingual pupils with a need of language support to a school outside their school catchment area (school choice).
- An obligation for the municipalities to place supplementary instruction in Danish as a second language outside normal school hours to prevent them missing out on the instruction in other subjects (addressing problems with withdrawal).
- Reform of the teacher and pedagogue educations which ensures that all teachers and pedagogues who complete their education have knowledge about teaching immigrant children and language stimulation (teacher training).
- A project aimed at collecting and disseminating good practice in migrant education called "This Works at Our School". The purpose of the project was to increase the knowledge and awareness among teachers and headmasters in the area of teaching immigrants (networking).

Ireland has some elements of these initiatives in place to a certain extent already. Others do not feature in the Irish system and their possible effectiveness in addressing the needs of migrant and other students in Ireland's increasingly diverse schools and society should be considered.

4 Sweden

Sweden became a country of net immigration during the great depression in the 1930s. Prior to that, as in Ireland, Swedes migrated in large numbers (an estimated 1.2 million Swedes emigrated in the period to 1930) – initially to neighbouring countries and then further away.

The first phase of inward migration was after the Second World War when there was an inflow of refugees from the other Nordic and Baltic countries. Subsequent migrants came from Germany, Austria, Italy, Yugoslavia, Greece and Turkey. Migration from Finland increased also. In 1965-67, on average, 16,000 persons a year moved to Sweden. The high level of labour demand meant that it was easy for these immigrants to access employment. This first phase of inward labour migration lasted until the early 1970s. During the second phase, migration by refugees and for family reunification increased. According to the Swedish Migration Board, in 2006 there were a total of 78,793 immigrants from a wide range of countries registered as residents of Sweden. For example, there are immigrants from 185 different countries in Göteborg. These migrants form part of a total national population of some nine million.

This compares to Ireland's situation where net inward migration dates from 1995 and in the 2006 census there were approximately 420,000 migrants from 188 different countries, representing approximately 10% of the population. In other words, there is a significant difference in scale and in duration between Irish and Swedish experiences of inward migration and this should be considered when looking at the Swedish model and its lessons for Ireland. Furthermore, the Swedish education model is far more decentralised than Ireland's, which also has implications for the transferability of policy.

Swedish policies focus on mainstreaming. Equity issues have been one of the foundations of the Swedish education system, and mainstreaming has been the strategy for achieving this. The basic systems are seen as an instrument to achieve equity. Policy in Sweden focuses on banning discrimination in general and obliges authorities to develop an equality plan for all activities which must be followed up and reviewed each year. Swedish policy also explicitly places a duty on those organising activity to take measures to prevent children and school students from being subjected to harassment and other degrading treatment. Direct and indirect discrimination are also banned.

The Swedes provide classes in Swedish and Swedish as a second language and mother tongue[2].

5 Finland

Finland has similar challenges to Ireland in some regards. The Finnish authorities state that:

> *"It [is] difficult to give unambiguous data on the amount of children with an immigrant background in Finland. The reason for this is the definition of immigrant. One definition is based on citizenship and there is exact data on the number of people with a foreign nationality residing in Finland. Another definition is based on the country of birth, where the returnees also are accounted for. The third possibility is more subjective, as it is based on the registration of mother tongue other than Finnish, Swedish or Sami. In this*

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[2] See "With another mother tongue – a summary of report 321 of 2008" Skolverket, Swedish National Agency for Education, 2009

case, it is up to everyone themselves to define and decide which language they believe to be their mother tongue and the parents to decide how to register their children."
(OECD, 2009d: 5)

These definitional difficulties are also a feature of the current Irish experience where the vocabulary, as well as official statistics, struggle to keep up with the speed and fundamental nature of the change to Irish society.

The integration of immigrants into Finnish society, primarily by means of education and employment, is a government priority. The overall aim is to develop an active, comprehensive and coherent policy, taking into consideration the need for labour, the diverse background of the immigrants and international obligations.

One of the priorities of the *"Development Plan for Education and Research 2007-2012"*[3] is immigrants and multiculturalism. According to the Plan, the aim for general or basic education is to provide all immigrant pupils with sufficient support and foundation to succeed in basic education and general upper secondary studies and for integrating into Finnish society.

Insofar as specific measures for migrants are concerned, Finnish policy focuses on providing support to students in pre-primary and compulsory schooling whose knowledge of Finnish or Swedish is insufficient for instruction in a basic education group. Also, in 2007, the Ministry of Education and the Finnish National Board of Education began a project to support the development and establishment of multicultural skills. The project covers 42 of Finland's 342 municipalities. They received funding for two years to create a development plan for increasing multicultural competences. The aim is to make the elements of the plans part of the daily practices of the schools. Apart from this measure, there are a number of general education reforms which are not specifically targeted at immigrant students, but aim at improving quality in education generally.

The Finnish approach generally consists of mainstream measures which benefit all students. There are, however, also specific language support policies as well as support for improving "multicultural competences" at local level. This capacity building approach is of particular interest in the Irish context.

6 Norway

As in Ireland, the immigrant population of Norway constitutes approximately 10 per cent of the total population. Norway has adopted a policy of mainstreaming in relation to provision for migrants. However, to ensure that government policies in relation to immigrants are coherent and coordinated, and that inclusion is a natural part of the work of all professional authorities and policy development, the Ministry of Labour and Social Inclusion (AID) has an overriding responsibility to coordinate policies and measures in the area of integration and inclusion. This appears to correspond to the role of the Office of the Minister for Integration in Ireland.

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[3] A plan is adopted every four years by the Ministry of Education.

In the late 1970s, Norway established further and continuing-education programmes for teachers within migration pedagogy/multicultural and pedagogy/multilingualism. Universities providing these programmes offer education to pupils and further education to teachers, and carry out research and publish articles on Norwegian as a second language, with an emphasis on how to apply this work in the classroom. A three-year Bachelor's programme for bilingual teachers has been available since 2004.

Since 1970, work in relation to multicultural education has been under the aegis of a range of educational bodies, initially focussing on compulsory education. The current National Centre for Multicultural Education (NAFO) has an expanded mandate which, in addition to competence development, includes other kinds of development work within day care, higher education, adult education and basic education, so that it addresses all levels of education. The NAFO is responsible for the implementation of the strategic plan, *"Equal Education in Practice! Strategy for better learning and greater participation among linguistic minorities in day care, school and education 2007-2009"*. The Strategy is for the entire education and training sector and promotes measures for improving teaching for linguistic minorities with a view to helping them achieve on the same level as the majority population. The NAFO is also responsible for co-ordinating regional networks, comprising day care, primary and lower-secondary schools, upper-secondary schools and adult-education institutions within each region. School and day-care owners take part together with representatives of the local and county municipalities from each region.

The Norwegian model is of particular interest as its Strategy is, like this document, aimed at the totality of the education sector. Of particular interest is the networking which the implementing body uses with stakeholders.

In relation to language learning, Norwegians have moved over the last 30-35 years from a position whereby all students were automatically mainstreamed and provided support in Norwegian language learning, to one where there were fragments of mother-tongue teaching, back to a model where the main support is provided in relation to Norwegian.

It is instructive to see the Norwegians' experience with mother tongue teaching.

> *"In the 1980s, native-language instruction was introduced as a separate subject in school with ambitious objectives of functional bilingualism for all minority children. The strategy was to offer both basic teaching in basic reading and writing in the child's own native language, in addition to giving the children bilingual instruction in their other subjects."*
> (OECD, 2009e: 70- 71)

This, however, was not maintained and, in the 1990s this was altered and "today the main model is that minority children shall only be offered native-language teaching in school, if they have limited proficiency in Norwegian. This applies primarily to those who have recently arrived in the country and migrant children who have such weak skills in Norwegian that they cannot attend instruction in Norwegian." From spring 2007, the curriculum will be replaced by a level-based curriculum in basic Norwegian for linguistic minorities (The Ministry of Education and Research 2007). "Common

to all these measures is that they shall be included in a general pedagogical programme that is temporary, only being in place until the children have satisfactory skills in Norwegian to attend the ordinary teaching" (OECD, 2009e: 56)

7 Hungary

The case of Hungary is instructive as it anticipates inward migration and is putting in place measures to address the needs of migrant children, in *advance* of their arrival. There is currently no public debate regarding the education of migrant children, and neither the public nor the national media is particularly concerned by this issue. Nevertheless, looking to the experience in other countries, Hungary believes that putting in place, inter alia, the following measures are of importance in addressing the needs of migrant students:

- Strengthening pedagogical skills and competencies of teachers involved in the education of migrant children.
- Systematic monitoring of the progress achieved, in particular the capacity for teaching of Hungarian as a foreign language should be strengthened.
- Promoting a more inclusive attitude of local communities toward non Hungarian speaking migrant children of non-European origin.
- Furthering partnership and co-operation among competent line ministries, academics, educators and civic organisations.
- Improving the dissemination of general and practical information to newly arrived migrants on the Hungarian education system, learning opportunities and access to education.

Under Hungary's second *"National Development Plan (2007-13)"*, the Social Renewal Operational Programme will focus on the development of training and in-service training programmes and related pedagogical tools for teaching Hungarian as a foreign language, enhancing co-operation between schools, school maintainers and civic organisations in the field of intercultural education, and promoting the establishment of active partnership on a European level. Related academic research also will be encouraged.

8 South Korea

Initially, as in Ireland, education materials and programmes designed specifically for immigrant students were non-existent, and teachers experienced difficulties in teaching immigrant children in schools. At a national level, South Korea developed a wide range of educational materials, including textbooks for immigrant children and educational reference materials for teachers responsible for immigrant children. They also developed teacher training programmes, a school introduction brochure and related information. However, South Korea acknowledges that there is a significant need to evaluate work to date.

At national level, the country implemented integrated education policies to guarantee the adaptation and integration of immigrant children with native students in schools, and promoted and implemented multicultural education to foster understanding and respect for multiculturalism by native students. In addition, extracurricular activities, programmes, and mentoring mechanisms are provided for immigrant students facing

difficulties due to cultural and language differences. Through the *"Promotion of Education on Understanding Multiculturalism in Schools"* (providing lectures, activities and other mechanisms on multiculturalism), government offices provide support to enhance the understanding of multicultural education for both families of local students as well as immigrant students (co-operation from city and provincial authorities).

9 Turkey

Turkey is a country which has sent large numbers of migrants to other European countries. The Turkish authorities have views on how Turkish migrants can best be integrated. These are of interest as they provide an understanding of how the sending as well as the host country can promote the integration of migrants.

The immigration of Turkish workers to western European countries began in the early 1960s. Today, approximately 5 million Turkish people live abroad, of whom approximately 4 million live in the EU. The first generation of Turkish immigrants had low levels of education and was recruited to fill manual posts; they could not speak the language of the host country and lived within their own cultural enclaves and became segregated from the host community. Many second generation Turkish migrants had neither a good command of Turkish nor of the host country language, leading to lack of communication within families and in schools. Third generation Turks are often still disadvantaged in reading, understanding and writing in the language of the host country. The Turkish government maintains that this is because these Turks have studied in schools which are predominantly attended by migrant children with poor language competencies.

They list the educational problems as follows:

1. Low percentage of attendance at preschool education.
2. Cultural clashes and communication challenges due to poor command of their mother tongue.
3. Poor levels of academic achievement and host country language due to attending schools where the majority of students are migrants.
4. Development of communicational and behavioural disorders due to poor language skills and excessive numbers of students attending special needs schools.
5. High dropout rates due to early streaming of students.
6. Unemployed youngsters who have completed their vocational education but have not undergone apprenticeship / on the job training.
7. Damages to self-image and self-esteem because of negative views of their homeland in curricula and in text books.
8. Negative influence of teachers who are not open to cultural dialogue and who have low expectations of migrant students.
9. Parents' low levels of interest in schools.
10. Deficiencies in counselling and guidance services.

This is a salutary list of perceived failings by host countries in relation to migrant students. While the profile of Irish migrants is different from those of the Turkish "Gastarbeiters" who migrated to our European neighbours, it is important to note the

warnings about ghettoisation, isolation and a cycle of deprivation. Since the 1970s, the Turkish government has appointed Turkish language and culture teachers abroad. The Turkish government has also engaged in a series of bilateral relationships with countries with significant numbers of Turkish immigrants.

10 Northern Ireland

Immigration is a recent phenomenon in Northern Ireland. The number of newcomer pupils has been increasing in recent years from approximately 2,000 in 2004 to almost 7,000 in October 2008. In 2009 the Department of Education in Northern Ireland published *"Every School a Good School – Supporting Newcomer Pupils"* to outline how schools can "address barriers to learning of insufficient skills in the language of instruction to enable migrant children and young people to access the curriculum, and the wider environment, which allows them to feel welcome within and participate fully in the life of the school" (page 1). This policy recognises that newcomer pupils may have significant difficulty with the language of instruction. The policy confirmed that the existing whole school approach to addressing the needs of newcomer pupils would be retained. It would continue to develop the capacity of the school to respond to the linguistic and social needs of newcomer pupils so that they are supported in accessing the curriculum. To this end, funding is divided with 15% going to support services and 85% as grants to schools. The overall aim of the approach in Northern Ireland is to build the capacity and skills of the entire school workforce to support newcomer pupils.

11 California

California's Superintendent of Public Instruction, Jack O'Connell, summed up the position in California and his views on it, thus in 2006:

> *"California has the most diverse student population in the world, with more than 100 languages spoken in the homes of those students. Today, our student population is "majority-minority." Forty-one percent of our students speak a language other than English at home, and a quarter of all California public school students are struggling to learn the English language in school. Sadly, too many people view such diversity as a big problem. I don't. Instead, I say: Imagine the potential of that diversity in today's and tomorrow's –global economy. If we educate these students well, our state would not only be able to compete more effectively, but it would be able to lead our nation and the world economically"[4].*

Nearly 1.6 million, or one in four, pupils, in the public educational system in California, from kindergarten through to the twelfth grade twelve (final year) speak English as a second language. This represents almost one-third of the EAL students in the US.

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[4] http://www.cde.ca.gov/sp/el/er/documents/elfaq.doc

The *"OECD Reviews of Migrant Education - Closing the Gap for Immigrant Students: Policies, Practice and Performance"* (2010) identified some particular aspects of practice in California as best practice:

➢ The Multicultural/Multilingual Teacher Preparation Centre specifically prepares future teachers to work in multicultural and multilingual settings. Emphasis is placed on those who are committed to increasing social justice and educational equity for low income and culturally and linguistically diverse groups.

➢ The English Learner Authorisation requires all California K-12 teachers with at least one EL student to be able to provide English language development and specially designed academic instruction in English. The authorisation can be obtained by completing coursework for either the Cross-cultural Language and Academic Development Certificate or the California Teachers of English Learners Examination.

➢ The Principal Leadership Institute, which prepares future leaders for urban schools with diverse student populations, has included a module on second language acquisition in the initial training for school leaders.

Given California's vast experience in this field and also the fact that the US is a country which has largely been built on immigration, the US experience is very different from the European one. It is useful to consider the policy responses there to gain a fresh perspective on the matter.

12 Canada

The *"OECD Reviews of Migrant Education - Closing the Gap for Immigrant Students: Policies, Practice and Performance"* (2010) has some examples of interesting practice in Canada:

- In British Columbia, ESL funding for up to five years is provided for each eligible student. In order to receive funding the following conditions must be met (and documented):
    o An annual assessment of English language proficiency has determined that the student's use of English is sufficiently different from standard English
    o An annual instructional plan is designed to meet the needs of each student
    o Specialised ESL services are provided for each student
    o Progress in the acquisition of English is reported to parents in regular reporting periods (5 times a year)
    o An ESL specialist is involved in planning and delivering services
    o Additional ESL services must be provided.

- In Toronto, the York University Urban Diversity (UD) Teacher Education Program aims to recruits teacher candidates from widely diverse racial, ethnic, linguistic, religious, and social class backgrounds and to prepare teachers

through experiences that link schools, university, and urban communities; candidates are required to take part in community-based projects. There is a wide variation of results and experiences. Some came to see the community as a valuable partner in education and were challenged in their assumptions about urban, inner-city communities.

13 England and Wales

England in particular, as a former colonial power, has a long history of immigration. The education system in England and Wales is standardised, under the auspices of the Department for Children, Schools and Families. The OECD's *"Thematic Review of Migrant Education- Draft Handbook for Policymakers"* notes several measures (specifically at pre-school, primary and post primary levels) adopted to respond to increased diversity amongst the student body. The Teacher Training Agency has introduced measures to attract more ethnic minority entrants to the teaching profession. These measures include targeted advertising, mentoring schemes, taster courses, training bursaries, and the setting of recruitment targets for initial teacher training institutions. The National College for School Leadership has developed a "Guide to Achieving Equality and Diversity in School Leadership", which highlights the need for a clear diversity policy at school level and outlines key equality and diversity actions for school leaders to follow. The whole-school professional development programme *"Raising the Achievement of Bilingual Learners"* has helped raise the confidence of teachers to support their bilingual students and has led to improved student performance (OECD, 2009b).

14 New Zealand

The Ministry of Education provides educational support initiatives to help immigrant students with their integration and adjustment into school. School based support prepares these students for integrating into wider society both economically and socially. Some of the key initiatives for refugee and migrant background students and their families include:

- funding to support the acquisition of English language skills for immigrant children attending primary and secondary schools.

- Bilingual support: This initiative aims to remove communication and cultural barriers between school and immigrant students (particularly newly arrived refugee students) in their early adjusting years as well as helping with communication between home and school.

- After-school homework help: for refugee background students in secondary schools.

- Refugee careers and pathways funding: Funding to support students from refugee backgrounds with individual course guidance leading to appropriate qualification pathways in school and ongoing guidance from careers counsellors. It also allows for the provision of information to parents.

- Refugee and Migrant Education Coordinators: The Ministry of Education employs 9 regional refugee and migrant educational coordinators plus one national coordinator to coordinate the implementation of the above initiatives in schools and to liaise with schools and communities to provide information and support to both in meeting the needs of English language learners from migrant and refugee backgrounds.

They are able to assist schools with:

- Promoting partnerships between schools, families and communities.
- Providing assistance to schools working with migrant and refugee background students.
- Helping families and schools respond to issues related to education.
- Providing information about schooling in New Zealand.
- Ensuring schooling-related settlement support to migrant and refugee background students.