Communities in Dialogue

A Primary School Good Practice Guide for Newcomer Integration and Support

ief INTEGRATED EDUCATION FUND

Contents

The Context

The dominant European media story of the last year has been the mass movement of people seeking to flee dange , death and destruction in order to find peace and stability for their families. Anti-immigration and anti-Muslim sentiment has proliferated. The number of minority ethnic and newcomer families arriving in Northern Ireland has been increasing too. Growing diversity has numerous benefits and an enhance the richness of cultural and social experiences for all. However, it also presents a number of additional challenges and Northern Ireland has experienced an unprecedented increase in racist hate crime over the last few years, with local media dominated by debate about our response to racial diversity. Our challenge remains to build a truly shared society where everyone can live, learn, work and socialise together free from intimidation and prejudice, in the context of fairness, equality, rights and respect.

The OFMDFM Racial Equality Strategy for Northern Ireland 2014 - 2024 aims to tackle racial inequalities, to eradicate racism and hate crime and, along with 'Together: Building a United Community', to promote good race relations and social cohesion. Education is highlighted within this strategy with schools recognised as playing a potentially crucial role in counteracting prejudice and developing capacity to promote positive attitudes in relation to difference. The IEF believes that integrated schools have the potential to play a key role in this area and is keen to support initiatives which focus on tackling racism and reinforcing positive attitudes towards difference.

It is apparent that the variety of fir t languages and the range of prior educational experiences of newcomer children now attending schools in Northern Ireland, has grown dramatically and an increasing number of schools are trying to create a conducive learning environment for children who have little or no English language. This document outlines how integrated primary schools are approaching this challenge in a way that promotes integration. They are making signifi ant strides to positively and proactively embrace increasing diversity through their integrated ethos; engaging with the wider community; opening the school up and seeking feedback and support in the process of meeting newcomer families' needs; raising awareness; developing initiatives with and for parents; and actively sharing good practice in terms of delivering the curriculum and extra curricular initiatives.

This document collates and illustrates positive examples of integrated primary schools' progress with supporting newcomer and minority ethnic families. The IEF is deeply indebted to the Open Society Foundations for funding many of the initiatives described within the pages of this document. We hope you will find this Guide elevant, thought-provoking and informative as you consider the examples of good practice which are outlined within its pages.

Paul Caskey
Head of Campaign, Integrated Education Fund
June 2016

Background to Integrated Education

The fir t integrated school was started by parents in 1981 catering for children from both Catholic and Protestant backgrounds as well as those from other religious, cultural and faith backgrounds. Today there are 63 integrated schools spread across Northern Ireland, educating over 22,600 pupils. The Integrated Education Fund (IEF) working alongside The Northern Ireland Council for Integrated Education (NICIE), seeks to help increase the number of integrated school places in response to parental demand.

The IEF believes that educating all children together is an essential part of the reconciliation process and of building a society that celebrates, not fears, diversity. The IEF advocates that integrated education can help all children become better citizens of an increasingly global world. Integrated education extends to pupils of all backgrounds, abilities, social strata, religions and cultures. The IEF and NICIE draw their mandate from the growing demand from parents, pupils and schools for inclusive, high-quality integrated education.

'Education is fundamental to equality of opportunity – as a preparation for life, as a powerful influence on access o and advancement in employment and in giving young people the skills to resist the sectarianism and racism that exists in society.'

Equality Commission for Northern Ireland

Newcomer Children in School in Northern Ireland

The current Department of Education 'Supporting Newcomer Pupils' policy (2009) recognises newcomer children as having additional learning needs which require targeted support. It focuses primarily on the acquisition of English language to access the curriculum, with cultural, pastoral and integration needs recognised to a lesser extent. The Inclusion and Diversity Service, a regional body funded by the Department of Education, works with schools to provide support to newcomer children, young people and their families, and, again, with a focus placed particularly on English language acquisition.

'The term 'newcomer' pupil is used to refer to a pupil who has enrolled in a school but who does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher.'
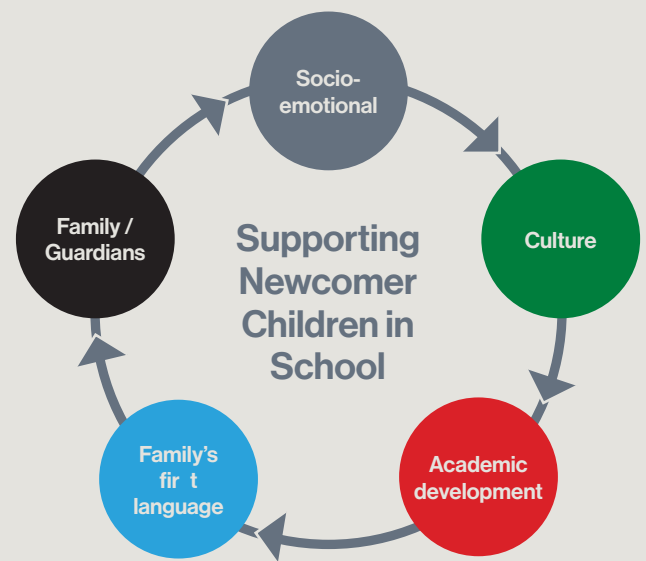
Department of Education Northern Ireland

The IEF is conscious that newcomer families are not a homogenous group as they have differences in ethnic background, language and culture. Newcomer families have differing personal circumstances and families may range from migrant workers who are well settled in Northern Ireland to asylum seekers or refugees. The needs of children, even from the same home country, vary enormously. Such diversity impacts on schools which strive to work with pupils with different levels of need. An increase in the arrival of children with interrupted formal education experiences has been marked over the last 6 years. These children have missed out on formal education in their home countries and may have limited literacy in their home language making acquisition of literacy, numeracy and other skills, in a new language, even more challenging. The additional socio-emotional, cultural and academic needs of those children with interrupted education require much consideration. Tailoring support for individuals is one way of meeting their particular needs but the IEF is aware that increasing numbers and reduced resources require creative approaches.

Teachers of newcomer children face a number of challenges which are often exacerbated by a language barrier. Poor communication can limit the teacher's ability to understand needs, assess progress and provide access to the curriculum. The breadth of home languages, different levels of understanding of English and school readiness, coupled with a range of academic ability within the classroom, presents additional challenges for teachers in preparing and managing classes effectively. In general, in schools, teachers also report difficulty in being able o discern between the language barrier and a potential learning problem or special educational need for newcomer pupils.

Integration into school life, as for any child new to the school, is greatly facilitated if there is open communication between the school and the family and a shared understanding of expectations and respective responsibilities. Effectively meeting the needs of children with limited or no English and/or interrupted formal education experiences is a challenge for most schools. For these children and their families, navigating an unfamiliar school culture in a new language can be daunting. These challenges can be further compounded by the family's expectations; some educationally motivated and keen to register their children at a school and engage with the formal education system whilst others showing less interest can affect how well the child can be supported with their learning at home. Some parents who have had limited experience of formal education themselves may be unfamiliar with school norms and expected behaviours. Children may have limited access to materials in English outside school and have little help with homework. The support of families is critical, and effective communication between home and school can make a signifi ant difference to how well children integrate and achieve in school.

Providing for the education of children and young people as they integrate into a new community must take into consideration the needs of the whole child. It must engage the support of parents and community groups to recognise and develop their identity, build self-confidence and d velop skills, knowledge and understanding enabling them to feel valued and engaged in their school and able to participate in their wider community.

The IEF and NICIE are of the view that a co-ordinated approach to supporting newcomer young people must incorporate a combination of focuses and approaches which involve, but stretch beyond, a mere emphasis on English language acquisition. As a consequence, this document will share good practice which emerges through adopting an anti-bias approach which fosters integration rather than assimilation. Examples will be shared which range from language development strategies which promote bi-lingualism through to innovative whole school initiatives which recognise cultural diversity. Focus will also be placed on effective parental engagement and tried and tested methods for schools engaging the wider community in conversations about increasing integration, being inclusive and tackling racism.

Supporting Newcomer Children in School

- Socio-emotional
- Culture
- Academic development
- Family's first language
- Family / Guardians

Adopting an Anti-Bias Approach

The approach to education, highlighted in these pages, is described as 'anti-bias' in that it seeks to recognise diversity as positive and to consciously explore a multiplicity of perspectives and narratives as a means of developing young people who are confide t in their own identity and open to learning about others who are different from them.

The rationale for the anti-bias approach, highlighted in this document, is clearly outlined in an extract from a piece entitled 'Thoughts on Multi-culturalism through Education' which was written by author and former Ofsted inspector Faysal Mikdadi after his visit to several integrated schools in Northern Ireland in 2013.

"..... I have been working in, and on the periphery of, that much maligned practice called 'multicultural education' since the seventies. After carrying out some research on multicultural education in the mid-eighties for a Local authority in East Anglia, and even when I ran a Multicultural Education Service in the South West in the late eighties and early nineties, I felt awfully uncomfortable with the rather patronising and marginal attitudes that we had to cultural diversity. We focused our work on teaching English as an additional language, enhancing achievement for minority ethnic students and, most embarrassingly, putting on so-called multicultural days that were cringingly offensive not to mention racist; the sort of day during which we employed the three S's – Sari, Somoza and Sitar and convinced ourselves that we had "done India". I well remember attending a Chinese New Year Day at a secondary school in Salisbury where, arriving attired in my suit and tie, I was horrified o find a huge number f primary pupils with shoelace drooping moustaches hanging either side of their toothy smiles, wearing garishly colourful curtain material and shufflin mincingly towards me to welcome me to their celebration of all things Chinese. It was pure theatre. The day started off ather badly when, challenged by a colleague for not appearing in Chinese garb, I angrily responded that I was impersonating a Chinese businessman in Wall Street!

Things went from bad to worse. The day was full of delicious Chinese food (if, that is, it was remotely Chinese), lots of "oooohs" and "aaaahs" over prettily lit lanterns and other such ridiculous artefacts, undrinkable concoctions claiming to be Chinese cures for every disease under the sun and much squeaky voiced chanting of the most excruciating kind. I vowed never ever to attend such offensive functions again......

Ofsted engaged in ...... asking offensive questions about multi-cultural activities that misrepresented minority ethnic persons' beliefs, way of life and culture by stereotyping it and turning it into a theme park representation rather than another valid historic culture .....

... In a lecture given in Seattle, the Israeli writer, Milo Peled, rightly suggested an important shift away from the national narrative: "The truth lay in the personal story, not in the national narrative" (Peled, 2012). Much of what I saw in Northern Ireland confirmed this thesis. Every person I met had a personal story to tell. The sum total of these personal stories are what make up the individual's national narrative and not the other way around as had been the tendency until latterly where the national narrative dictated the values by which all citizens lived – which is a patent contradiction given that these citizens are culturally, ethnically, religiously and nationally diverse. Taken to its logical conclusion a true democracy can and should accommodate a multiplicity of personal narratives.

"My own background of working in so-called multicultural education / cultural diversity in England has shown me a deplorably superficial and, ften, utterly dishonest response to cultural diversity, full of good intentions but rather poor on any worthwhile outcomes.

Integrated Education is a matter of the heart fir t and foremost. The mind simply follows on ....."

Faysal Mikdadi, May 2013

It is through adopting an anti-bias approach that schools can effectively embrace the diversity which exists within them. More detail about the anti-bias approach can be read in the 2014 version of 'ABC: Promoting an Anti-Bias Approach to Education in Northern Ireland' which is recommended within the Department of Education's 'Community Relations, Equality and Diversity' policy.

The anti-bias approach upholds the importance of understanding our own personal narrative as a means of creating self-awareness in order to develop enough confidence o allow space and opportunity for others to express and share their personal narratives. Emphasis is placed on dialogue and the use of innovative, inclusive techniques to facilitate quality in dialogue. By adopting this approach schools can create a holistic learning environment where the individual feels their culture and background are valued and respected rather than feeling that they must assimilate and lose their sense of identity.

The Citizens' Panel

Focusing on the importance of personal narrative, the IEF has developed a process, entitled a 'Citizens' Panel', which facilitates the voices of young people from newcomer and minority ethnic backgrounds in sharing their story of the challenges and opportunities presented by coming to live and go to school in Northern Ireland. Citizens' Panels have been hosted in a number of integrated schools (since 2010) in areas of considerable diversity which have simultaneously experienced an escalation of racism as their diversity has increased.

The aim of running a Citizens' Panel is to create empathy and understanding in the invited guests (who include children from the host school and other invited schools, teachers, governors, parents, community and youth organisations, political and religious representatives and other relevant public services, such as the police).

The event also provides an opportunity for the host school to audit the views of all participants (who are divided into facilitated small groups) on actions which can be implemented, at a school and community level, to deepen integration and counteract racism, prejudice and discrimination. A step-by-step guide on how to run a Citizens' Panel is provided in another IEF document entitled 'Communities in Dialogue: A Citizens' Panel Toolkit for Schools' which can be obtained in hard copy or downloaded from the IEF website www.ief.org.uk

During the life of the OSF funded 'Strengthening and Deepening Integrated Education' programme (November 2014 - February 2016) three integrated primary schools, based in North Belfast, South Belfast and Portadown hosted highly successful Citizens' Panels and have subsequently taken key recommendations forward.

This section of the Good Practice Guide will present extracts from the personal narratives shared at each of the three events, followed by insight into 'school' recommendations which emerged from small group discussions at one event. Finally, there will be a sample of gathered data, to evaluate the impact of the event on participant thinking, at another Citizens' Panel.

Personal Narratives

Soo Dhawow! This means Welcome in Somalian!

My name is ….. I am from Somalia, which is the horn of Africa. I joined Forge in 2013, and this was a special day for me. It wasn't easy because I didn't speak any English, I was nervous and shy. Sometimes I got answers right and I didn't know how!

Once in class, when I went to lift a pen, some of the children pulled their hand away, I think because I looked different. I was very sad, so I made friends with others instead. But I am really happy now and enjoy being in school. I have learnt about different cultures and I've learnt a whole new language. I know about different dresses, food and very different weather!

My parents are very excited to see us gaining knowledge and experiencing new things through school. My dad told me that other children in Somalia do not get these opportunities due to the civil wars in the country, so I feel very lucky! …….

P6 female student from Somalia

> "Once in class, when I went to lift a pen, some of the children pulled their hand away, I think because I looked different. I was very sad, so I made friends with others instead. But I am really happy now and enjoy being in school."

.... My name is ..... and I was born in Poland. I am 10 years old, and I am new to Hazelwood this year. I have been in Northern Ireland now for three years, but have gone to 3 different schools, and have had 5 different places to live. We left some houses because they were too small. We left another because of all the black mould growing on the walls. Another home was in a scary place where my uncle's car had its front window smashed. We felt very unsafe. But like Goldilocks found her perfect chair, porridge and bed, we now have a home in Whitewell that is "just right".

When I first moved here I was very scared. I didn't know much English and hearing it everywhere was strange. I felt different from everyone else, but I tried really hard to learn your language – and now your language is my language too. Since coming to Hazelwood I have found lots of new friends. After only a day or two in P6, Cohen invited me to his 10th birthday party. I really liked it. It was good to be included. It is people like Cohen who have made me happy to be here, and helped my fear to disappear. But it is not just me who feels that way. I have some words from my mum I'd like to read to you.

"My family and I moved to Northern Ireland over three years ago. It was very hard at the start as we didn't know the language and the country itself. We had lots of help from our relatives who lived here before us. Even though we have lived here for so long, I still question myself if my children like it here, or maybe they would rather still live in Poland. I am glad that they learned the language so quickly and had no problems with making friends. Yes, we were really terrified to move here at first, but today I don't regret this decision. It is such a magnificent country with loads of lovely people. I can finally say that I'm happy and I don't have to worry about tomorrow. We all feel blessed living in Northern Ireland. It has changed our lives so much, and I know I can finally give my family anything that they need."

My mum is right. This is a magnificent country and I am glad to be here. Thank you.

P6 male student from Poland

My name is ……
I am from Andhra Pradsh in India. I came to live in Northern Ireland last August.

I was excited when I fir t came to Northern Ireland but worried also. I was nervous when people at my new school asked me questions. I know that they were trying to be friendly but I still felt nervous about answering their questions. At school in India we had lots and lots of work to do. The black board was full of writing every day and we had to write down everything on the whole board!

At this school I have made new friends, but I also miss my friends from India. I now have friends at school but no-one has asked me to play where I live and I can feel lonely. Sometimes the teacher at my old school was cross with us because we climbed the Mango tree to get fruit. I miss my friends in India. I talk to them on Skype. I was sad when some boys in the High Street Mall called me Indian Monkey.

Sometimes my mum is sad. She misses her mother, father and relatives. She talks to them on Skype too.

We are glad to be living in Portadown and I like my new school. My Principal and teacher are very proud of me, they have said a lot of nice things about me.

P6 male student from rural India

"At this school I have made new friends, but I also miss my friends from India……I was sad when some boys in the High Street Mall called me Indian Monkey."

"We are glad to be living in Portadown and I like my new school. My Principal and teacher are very proud of me, they have said a lot of nice things about me."

Actions and Recommendations for Schools

At each Citizens' Panel participants engaged in an initial group discussion to elicit their reaction to the student narratives, while final acilitated discussion focused participants on generating recommendations and actions which could be initiated by schools to help young people and their families, from minority backgrounds, feel welcomed and included.

As a number of schools were represented at the event, suggestions were made for how a school of any management type could take positive actions forward. The collated views from participants at the Portadown event are reproduced below.

One participant said: "all schools need to understand family backgrounds and needs better." There were numerous suggestions as to how schools could visibly become more open and inclusive, ranging from displaying flags f om every country represented in the school, to placing books in the library "in a range of languages" and to "present information about the history of all the countries the students come from."

Holding a culture day or 'culture week' dedicated to exploration of cultures within the school was a popular suggestion, with it being stressed that this should involve "music, food and cultural activities which avoid stereotyping." Moreover, it was felt that festivals and religious days (from the range of represented cultures) offered ideal opportunities to develop understanding and knowledge. It was also felt that this might involve representatives of different faiths and cultural groups being invited into the school to provide information and insight.

Adopting a global outlook and creating global connections was considered essential for the healthy development of young people from Northern Ireland. It was felt that this could be supported through letter exchanges between NI schools and schools in the home countries of young newcomers. Understanding and appreciation could also be developed through pupil, teacher and / or parent trips and exchanges. It was felt that this would help 'promote integration' and encourage young people to "make their minds up for themselves."

...."It is important that cultural and intercultural education extends beyond the superficial level and is not just about food and clothes. It must go deeper to include the bits below the surface".....

While PE and RE were highlighted as curricular subjects that provide good opportunities to promote diversity and integration, it was considered timely, while immigration remains a top story in the media, to explore some education in relation to the challenges of coming to live in a new place. It was suggested that this could be achieved through experiential learning; storytelling; empathy exercises; human rights education; stories of human migration etc.

As one adult participant stressed: "It is important that cultural and intercultural education extends beyond the superficial level and is not just about food and clothes. It must go deeper to include the bits below the surface."

Language difficulties, and ays of tackling them in school were a recurring theme. Pupil participants were particularly conscious of language struggles in the early days of coming to a new school environment and suggested that translation into home languages, via a 'translator' would be preferential, even if having a translator was only 'a gift for a day.' Learning English through games was another of their suggestions. The need for "increased opportunities for language development – both English and home country languages" was also stressed. Indeed, strongly articulated, by adult participants, was the importance of maintaining children's home languages. It was proposed that school classes in English, and a range of home languages, such as Polish and Chinese, could be hosted on school premises and would be really beneficial.

Empowering young people, by giving them a voice, was thought essential. This point was made strongly by both primary and post-primary participants, with the latter stressing the need for school to facilitate them in learning how to think for themselves and make up their own minds, rather than simply adopting the views of their parents. Participants also felt that school could provide additional support "around coping with change." It was considered essential that schools should consciously attempt to tackle prejudice and discrimination, while positively educating young people about diversity, as this could contribute to the process of building empathy and mutual understanding. As one primary school participant commented: "we can teach students to be welcoming of people from other backgrounds." There was also considerable praise for Portadown Integrated Primary School, from newcomer parents, and an appreciation that the school was trying to do its best for their children in relation to diversity and equality.

There were a broad range of recommendations related to parents. It was noted that, in the early stages of newcomer children starting school in NI, the provision of a school prospectus and welcome packs, designed for families with limited English, was beneficial. H wever, most of the suggestions related to creating opportunities for integration. It was thought that schools could arrange more occasions for families from diverse backgrounds to mix. This might involve extending an intercultural day or evening to parents or broadening the range of cultural focus and having events dedicated to individual cultures such as a Polish, Lithuanian, or Pakistani. Newcomer parents could be invited to run events which allow them to showcase their home countries and provide local parents with a chance to interact and learn more at a deeper level. Alternatively, parents could be included through invitations to speak to pupils and parents about what their day to day life entails.

There were also recommendations for how schools could engage actively in challenging prejudice and discrimination in the wider community. Organising a day such as the Communities in Dialogue Citizens' Panel was praised. One newcomer parent said "thank you for showing the reality of the negativity which we often experience, through the video today. When this is not said directly to us, we know it is said behind our backs. We are glad school is helping shed some light on these issues."

Newcomer parents felt that awareness raising with local parents could be carried out by schools because "there are some parents….. who are not so open to diversity and allow the gate to slam in to our faces when we are on our way in to school." It was also suggested that Portadown IPS, particularly, could enable training to take place for those parents who want to learn how to appropriately challenge negative perceptions and racist comments by hosting training at weekends or in the evenings. Overall, it was believed that all schools should defini ely strive to open themselves up to the community, to a greater extent.

" thank you for showing the reality of the negativity which we often experience….. We are glad school is helping shed some light on these issues."

Measuring the Impact

The impact of each Citizens' Panel event was felt by the schools not only through the recommendations generated but also through the evaluation data collected via a live survey taken at the beginning and end of the day by the polling company Lucid Talk.

Participant desire to be inclusive and to take action was reflec ed in the data collected at each event.

An example is provided from the Forge IPS Citizens' Panel.

Primarily, it is interesting to note that the event had some impact on people's perceptions of the greatest barrier experienced by newcomer and minority ethnic people to Northern Ireland as 63% of participants recognised 'feeling welcomed and included' as most important at the end of the day compared to 48% at the beginning of the day. There appears to have been a realisation by some that while 'language difficulti ' are pertinent, they are often less so than being made to feel welcome. This was indicated by a 10% decrease in the choice of 'language difficulties, as a eatest barrier identified t the end of the event.
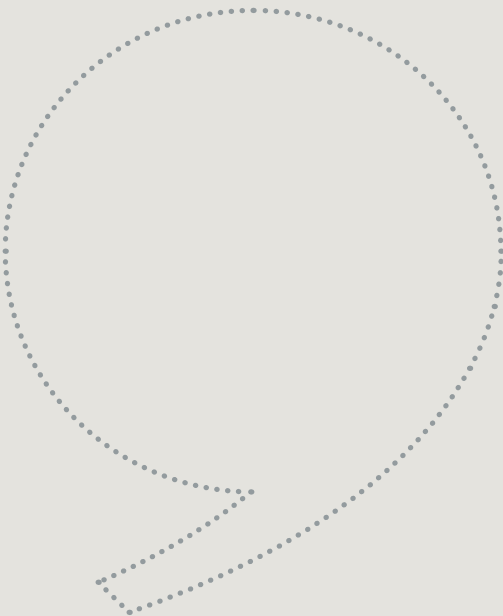
What do you think is the greatest barrier newcomers experience when they come to NI? Before and after

1. **Language difficulti**
   - 38%
   - 28%

2. **Adapting to the weather**
   - 11%
   - 7%

3. **Feeling welcome and included**
   - 48%
   - 63%

4. **Change of diet**
   - 3%
   - 2%

■ 1st Vote   ■ 2nd Vote
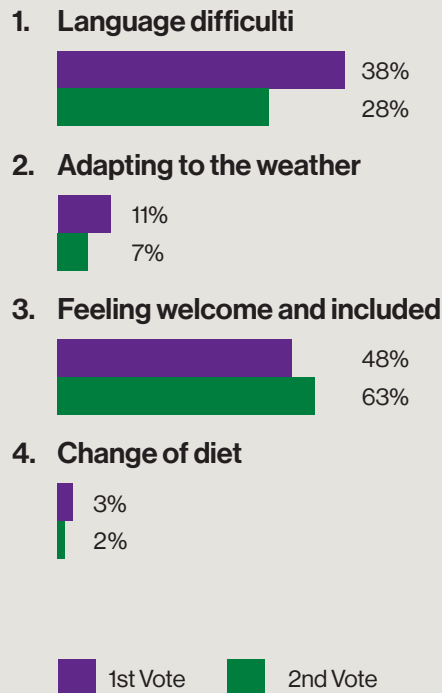
The results show (right) that 64% of under 11 years olds recognised the importance of 'feeling welcomed and included' by the close of the event compared to 40% at the beginning. This is particularly interesting as 76% at the opening of the day acknowledged having close friends from minority ethnic backgrounds. Indeed, their appreciation of the importance of being included replaced a belief that language presented the most important obstacle for 20% of those primary school children who attended the event (falling from 36% of under 11 year olds to 16% in the second vote). This appears to demonstrate considerable understanding and empathy being generated as a consequence of the event.

The empathy seems to have been created by a combination of the different elements of the day, as indicated by 44% (below), although listening to the students' personal stories certainly stood out for 27% of those gathered.
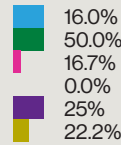
■ Pupil (under 11)
■ Student (12-18)
■ Community or Voluntary Sector Representative
■ Elected Representative (Councillor or MLA)
■ Teacher / Adult facilitator
■ Adult - Other
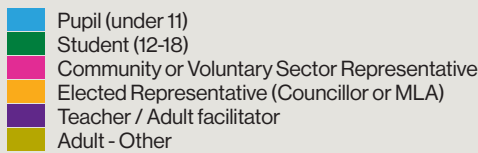
What do you now think is the greatest barrier newcomers experience when they come to NI?
By Activity Group

1. **Language difficulti**

    16.0%
    50.0%
    16.7%
    0.0%
    25%
    22.2%

2. **Adapting to the weather**

    8.0%
    12.5%
    0.0%
    0.0%
    6.3%
    0.0%

3   **Feeling welcome and included**

    64.0%
    37.5%
    33.3%
    0.0%
    50.0%
    55.6%

4. **Change of diet**

    0.0%
    0.0%
    0.0%
    0.0%
    6.3%
    0.0%
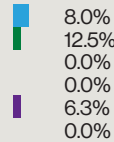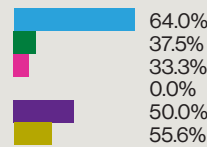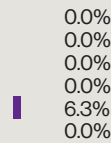
Moreover, beyond creating empathy, the event also appears to have encouraged young people to be up-standers, rather than bystanders, with 44% of under 11s and 62.5% 12-18s pledging to 'speak up / take action when I see or hear racist actions or slurs.'

What elements of the programme impacted on you most?

1. **Student stories**

    27%

2. **Panel Question and Answer**

    2%

3. **Small group discussions**

    19%

4. **Human Eyes Video**

    8%

5. **All elements**

    44%

"I will remember the nasty name calling and be more considerate to others"

"...I will try to make newcomers feel welcome – make friends and show them around..."

"Without friends school wouldn't be fun. I will remember that and be kinder"

"I will consider ethnic minority groups feelings in the future"

What action will you take as a result of today?
By Activity Group

1. **I will start a conversation with someone from a minority background who I have never spoken to before**

- 8.0%
- 12.5%
- 16.7%
- 0.0%
- 18.8%
- 22.2%

3. **I will make an eﬀort to learn more about the minority groups living in Belfast**

- 24.0%
- 0.0%
- 0.0%
- 0.0%
- 37.5%
- 22.2%
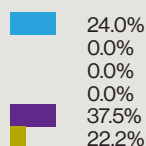
2. **I will speak up / take action when I see or hear racist actions or slurs**

- 44.0%
- 62.5%
- 33.3%
- 0.0%
- 31.3%
- 33.3%

4. **No action**

- 8.0%
- 12.5%
- 0.0%
- 0.0%
- 0.0%
- 0.0%
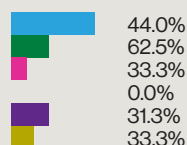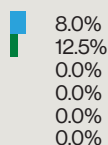
An additional 24 % of under 11s pledged to make an effort to learn more about minority groups living in Belfast.

At each event, as a means of cementing the learning, facilitators requested a recording of final individual pledges by each participant. The participants wrote 'a note to self' which the Principal agreed to send to them some weeks later as a reminder of their commitment to take action. In their 'note to self' they recorded what they had learned w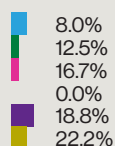hich would encourage them do things differently in the future and contribute to making their school or community a more welcoming place. A sample of expressed thoughts and actions, from adult and pupil participants, are outlined above as they agreed to take action to help newcomers with the process of integration and to counteract prejudice and discrimination:

"In future, I will defend anyone experiencing name calling, verbal or physical abuse"

The Citizens' Panel process provides a perfect example of how schools can engage in an anti-bias initiative which gives voice to young people from minority ethnic and newcomer backgrounds and their families.

Through schools reaching out to connect to the community, and creating opportunities for the personal narratives of young people to be voiced, empathy can be created, positive action generated and other students can be developed as up-standers rather than by-standers.

 "I will personally start to challenge racism and discrimination"

"I will speak to someone I have not talked to before in the playground"

"I will try to dispel myths and misconceptions on a daily basis"

"I will treat others as I wish to be treated myself"

Bi-lingual is Best:
Good Practice in the Classroom

Classroom based examples and their impact are shared in this section of the good practice guide. Schools have developed numerous techniques and approaches which suit their classroom environments and strengthen their integrated ethos. All of the outlined examples affirm   wcomer and minority ethnic children in their own identities and aim to enrich the classroom experience for the benefit   f all. In numerous instances the 'Strengthening and Deepening Integrated Education' programme's small grants were beneficial in enabling the pu chase of relevant resources.

Creating a Warm Welcome

Many integrated schools have produced maps and displays highlighting the range of countries of origin and home languages of their students. This has increased awareness of the diverse cultural profile   f their school when displays are located in a key position, such as in the school foyer. This is also welcoming and inclusive, creating a good fir t impression for the families of children from newcomer and minority ethnic backgrounds. Some have even asked parents to contribute to the display by providing written or visual information which gives deeper insight into their country of origin.

With a desire to promote integration, schools have invested considerable time and effort in preparing classmates to provide a warm welcome to a new class member by introducing them to the new student's background and home language in advance, including how to say 'hello' and 'welcome' on arrival and teaching them accurate pronunciation and the spelling of the new student's name. Involving classmates in the induction, by asking them to contribute to the welcome pack and induction process, through operating a buddy system, has also proved positive.

Bilingualism and Celebrating Cultural Diversity

Schools have found that recognising, valuing and promoting the linguistic and cultural heritage of pupils is essential in terms of building confidence and elf-esteem. This is best achieved through adopting a dual language approach as maintaining fir t language skills is vital for cognitive development.

An immediate impression which is inclusive and welcoming is easily created through multilingual signage around the school. 'Welcome', 'toilets', 'offi ', 'writing' and 'scissors' are displayed on the previous page in bought signs which include the prevalent home languages of the school. However, this can also be achieved in a cost-neutral way by asking parents to write their home language words for a variety of commonly found objects in the school (such as 'table', 'book', 'library'). One integrated primary school, which has children with 26 different home languages, engaged in this process for every classroom, to reflect the home languages f the children in each class. Producing this signage also enabled the school to reinforce the importance of parents maintaining, developing and nurturing their children's proficiency in the language of the home and parents have been extremely positive about the opportunity to contribute to school life in this way.

With the help of their parents, another school encouraged the language development of two new Somali children by producing written Somali translations of commonly used words in English. The teacher would pin up new words for the day, every day, in Somali and English. This began to interest other children in the class too. Emphasis on the child's home language, therefore, went beyond supporting the target pupil's own progress and also led to learning opportunities for peers in the class.

Promoting the positives of being bi-lingual was also lauded by an integrated school which embraced the use of dual language books, which were also practised at home with the child's family. The pupil picked up English very quickly, with good fluenc , with their teacher maintaining that the use of dual language materials was the main contributing factor to this development. Another school encouraged parents to visit the school to help read a dual language book with the class teacher reading the English sections. In this way, the school is concentrated on creating a learning opportunity for the whole class and affirmin children in their home language.

In a few instances, where an integrated primary and post-primary school are located close to each other, schools have swapped skills eg. the integrated primary school benefiting f om regular visits by post-primary teachers of Spanish and German (the home languages of some newcomers) and a primary teacher lending literacy development support to young people in year 8 who benefit from the specialist literacy skills associated with primary teacher training. Teachers in both environments have been supported by sharing each other's practice.

Diversity Auditing

Another useful process, for schools to revisit on a regular basis, is the auditing of their school environment to assess whether or not it reflects the diversity within the school and the messages the school wishes to convey about counteracting stereotyping, prejudice and discrimination. This should involve a walk around the school and classrooms, seeking evidence of focus for learning as well as achievement, celebration and enjoyment of learning. Some integrated schools engage in this process as a whole school staff while others do this on a departmental level. It is a useful activity to carry out on an annual basis.

EAL Learning Environment Audit

Derived from the British Council:
EAL Nexus Project

	Established Practice	Developing	Action Point
Whole School Environment			
School brochure, school entrance			
Multilingual notices, diversity and positive images in displays			
Links with local communities explicit			
School relationships			
Facilities for parents / community / carers			
Print Environment			
Multilingual displays			
Reading areas, role play areas, graphic areas reflect and celebrate the multi-lingual school community			
Learning prompts – curriculum and language prompts, e.g. semantic webs, scaffolds, key vocabulary for specific purposes, photographs, diagrams etc.			
Displays reflect the ethnic, cultural and religious backgrounds of pupils, and celebrate diversity and global perspectives			
Displays challenge bias, racism and stereo-typing			
Displays reflect purpose for learning as well as guidance for parental involvement, taking account of the diversity of parents			
Displays are initiated by pupils as well as adults and celebrate collaborative as well as individual work			
Displays show work in progress and completed work which act as models for learners			
Reading materials in the school and class library include positive role models, reflect and value diversity, include fiction as well as non-fiction from a range of cultures (local and global) and explore a range of issues such as migration, displacement etc.			
Reading material includes include dual language and community language books, newspapers and magazines, books which challenge bias and stereotyping and racism			
Computer suites provide facilities for word processing in languages which use different scripts, and multi-lingual instructions			
Wide range of ICT including listening posts, hand held recording devices, for pupils to use			
Classroom Organisation			
Resources reflect diversity			
Resources easily accessible for all, including early stage EAL learners.			
Furniture arrangement which facilitates flexible use of groupings for teaching and learning.			

Accessing the Curriculum

Many integrated primary schools support newcomer pupils by pre-teaching texts one week in advance of introducing them to the entire class. One school's classroom assistant, who is originally from Poland and works alongside Polish pupils, commented: "by using this method, we find th t children who have English as a second language are performing better because it is much easier for them to take part and achieve in their lessons."

Preparation for written work also often draws on real life experiences which are relevant to the specific tas . In preparation for writing newcomer pupils may be encouraged to engage in a real life experience before discussing their thoughts and observations. At this point key vocabulary will be introduced before pen is put to paper and pupils begin to write. Schools also have carefully developed literacy and numeracy teaching strategies, involving differentiated work, which ensure as much inclusion as possible of young people from newcomer backgrounds in mainstream lessons.

Achieving full Potential

Schools have been keen to recognise the potential of their newcomer and minority ethnic pupils and the importance of them engaging with other pupils who provide positive modelling of language and behaviour in the learning environment. Thought is given to how this can be achieved through collaborative learning opportunities in the classroom and in situations where young people receive small group support from the SENCO or individual needs coordinator. Care is taken to avoid placing newcomer pupils in the same group as indigenous children who have learning needs as this will not create a learning environment which is at the appropriate developmental level. The aspirations for learning and self-esteem of newcomer pupils are influenced g eatly by how language support is organised. Associated with this is the approach of one primary school which offers EAL sessions, before school opening hours, as part of its opportunities for gifted and talented pupils.

Counteracting Racism

Supporting newcomer pupil progress within the school, both academically and as a means of developing a sense of belonging, is to be admired but must also be accompanied by the promotion of forward thinking attitudes towards diversity and strategies to prevent the development of racist attitudes. There could be occasions, for example, when the media focus appears to be anti-immigration or anti-Islamic in nature. Therefore careful thought should be devoted to planned, age appropriate lessons to help pupils understand the catalyst for waves of immigration, or preparation of lessons designed to counteract negativity about particular faith groups. The aim should be to develop empathy in pupils and broaden their understanding.

There are numerous sources for lesson ideas:

- 'Show Racism the Red Card' which is a campaign that uses top footballers to educate against racism
www.theredcard.org

- The organisation 'Teaching Tolerance' www.tolerance.org provides anti-bias programmes on equity, diversity and justice which are suitable for Key Stages 1 and 2.

- 'Refugee Week' takes place every year across the world in the week around World Refugee Day which is on the 20 June. In Northern Ireland, Refugee Week involves a programme of arts, cultural and educational events that celebrate the contribution of refugees, and encourage a better understanding between communities.
www.refugeeweek.org.uk

Organisations such as Oxfam, Amnesty and Save the Children have also produced educational materials suitable for the primary school environment.

Professional Development for Staff

Integrated schools which have been positive and pro-active in supporting the increasing diversity within their schools have also been quick to identify areas of development for their staff as well as their pupils). Professional development, linked to specific cultu al and / or religious differences, has been essential in many instances as well as staff becoming b tter informed about the needs of refugees and asylum seekers. Learning about the differences in the script of some children's home languages has also been important, in some cases, to provide an insight into potential barriers to learning.

Numerous organisations can provide targeted support to staff in chools around cultural and / or religious needs and often this guidance and support will be available free of charge. A list of useful organisations is provided as an appendix to this document.

ABC:
Promoting an Anti-Bias
Approach to Education
in Northern Ireland

As part of the IEF's 'Strengthening and Deepening Integrated Education' Programme, professional development was delivered via three blocks of training for teachers, teaching assistants and senor leaders within integrated schools. This training covered cultural and religious diversity awareness as well as good practice in working with children who are learning English as a second language and anti-racism education. This anti-bias professional development received extremely positive feedback as some of the following evaluation comments indicate:

 "Excellent resources particularly in relation to the induction and inclusion of newcomers and new families. The simple activities on diversity, equality and anti-racism were very e ective...."

"I was left feeling that I would like to do more in school to tackle racism head on and to further promote inclusion and diversity in our own school."

Involving Parents

Parental involvement is a core principle of integrated education and integrated schools have found that effective engagement with newcomer and minority ethnic parents is valuable and enriching for the school and assists families with the process of settling in to both school and community. Schools have embraced a range of methods for improved parental engagement as a means of overcoming the language barrier; increasing communication and supporting the delivery of the curriculum.

Overcoming the Language Barrier

Parent Ambassadors

Integrated schools have found that, particularly in the early stages of engaging with the school, parents can feel self-conscious about their English. This can be detrimental due to the stress inducing nature of school appointments and the resultant missed opportunity to ask questions. Beyond the sound practice of hiring an Interpreter for key meetings within the school, it may be beneficial o develop newcomer parent ambassadors. This was a recommendation which emerged from parents who attended one of the Citizens' Panel events during the life of the 'Strengthening & Deepening Integrated Education' Programme. Developing parent ambassadors would be particularly relevant to schools which have a growing number of families who speak the same home language. The school could provide training to those parents with good English (who have a familiarity with the NI school system) to offer advice and support, on a voluntary basis, to newly arrived parents who are unfamiliar with the system. This helps the ambassadors feel more connected to the school and the newcomer parents feel more relaxed about asking questions.

Parent Involvement

Seeking the volunteering skills of parents with school tasks which don't require English, such as a school garden tidy, enabled parents in one school to get involved with the school in a practical manner which did not require huge commitment, "It had the benefit of helping parents feel more relaxed in the school grounds and facilitated them becoming a part of the community", said one Principal.

Bilingualism and Celebrating Cultural Diversity

Some integrated schools involve parents with the reading of dual language books to show their recognition and appreciation of the benefits f bilingualism. In other cases parents have been invited to teach the class to count to ten in their home language or have read a story (with their child or the teacher acting as translator) as part of World Book Day in March each year. This serves to make the family feel welcome within the school and teaches the rest of the class about the value placed on diversity.

English Language Classes for Parents

Schools have hosted English language classes for parents during the school day, in the evenings or on a Saturday. This can be beneficial n t only in supporting parents to learn English but also in providing an informal setting in which to meet teachers and familiarise themselves with the school environment. Ideally the teacher of English would support parents' understanding by building on vocabulary relevant to their children's education.

Communication

Parent Questionnaires

Integrated schools have found that they benefit f om gathering the views of parents on various aspects of the school and can also become more aware of the skills parents can share with the school if they regularly seek their opinions. One school involves the children in creating a questionnaire for their parents and then sets the task of completion as a homework task in order to ensure parents fill them in

Texting

Parents with limited English often find exting more accessible than hard copy communication. As phoning the school can also be stressful for those who are not confide t in spoken English, it can be beneficial o allow parents to text a mobile number or send an email to the school to inform them when their children are unwell etc.

Podcasts and Apps

Rather than lengthy newsletters it can be straightforward to produce podcasts of school newsletters and upload them to the school website as podcasts can be more accessible to parents with lower levels of literacy. It may also be positive to get newcomer pupils to narrate in order to raise their profil .

'Seesaw – The Learning Journal' free App and 'Seesaw Parents Access' provide a digital portfolio which gives real time glimpses into the child's day. Parents are notified when their child upd tes their portfolio and some teachers have found this is a great way to engage parents.

Assemblies

Integrated schools regularly schedule assemblies, run by the children, which parents are invited to attend. This has the positive impact of making newcomer families feel welcome and included. It also provides parents with updated information about their children's school activity.

The Curriculum

Parents coming from other cultures can find the NI curriculum confusing, rendering them unsure of how to support their children with their learning. Some integrated schools have developed initiatives which recognise and attempt to counteract these issues.

Homework Workshops

Regular workshops haven been scheduled, by some schools, to show parents how they can support their children with homework. These can also offer insight into how maths is taught or familiarise parents with the terminology that teachers use in class. One teacher said, "approaching parents directly to invite them to take part in homework workshops is usually more productive than sending out written invitations as the parents of children who are struggling are more likely to participate if asked directly to take part."

Open Days and Evenings

Regular open days and evenings enable parents to visit their children's classroom, to see their work and progress and offer parents a chance to chat to the teacher in a more informal setting. Scheduling parent meetings more frequently, for shorter periods of time and at different times of the day, has effectively engaged more parents from newcomer backgrounds in schools which have attempted it.

Governors

Those schools which have a significant number of children from minority ethnic communities may benefit f om the recruitment of a governor who can act as an EAL link, involved in overseeing provision and conscious of ways to increase the participation of newcomer parents in school events.

Parent Council

Several integrated schools have also made strides to broaden parent participation in their parent council so that organised events and activities appeal to a broader range of families. This has led to cultural events and evenings being run by parent councils to celebrate the range of cultures within the school. Funds have also been raised by some through the production of diversity calendars, world food recipe cards and a 'Little Book of Wisdom' containing popular sayings from different cultures.
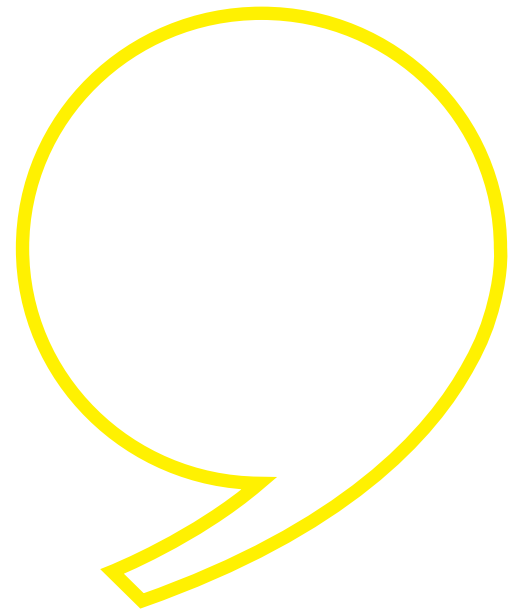
However, there must be a word of warning about running multi-cultural events as sometimes these can veer into the territory of stereotyping if the focus is purely on food and national costumes. Instead, these events should seek to accurately represent every culture within the school or in the surrounding community. Parents from newcomer and minority ethnic backgrounds should decide how their culture is represented and the event should aim to be informative rather than reducing exploration of di erent cultures to the lowest common denominator. This will ensure the event is an enjoyable learning experience. This concern was voiced by one school Principal who was concerned that their multi-cultural evenings had lost focus and was keen to reintroduce a sense of authenticity.

In a similar vein, inviting external groups into the school to help deliver such events can be beneficial but the quali y of outside organisations varies and, therefore, the school should be circumspect in choosing an organisation to engage with. For example, 'Beyond Skin' is committed to peace building by using music, arts and media as a tool for cultural exchange and education, with the aim of addressing racism & sectarianism (www.beyondskin.net). Their mission fi s neatly with the approach being promoted in this Guide and is, therefore, recommended above other Northern Ireland based organisations currently engaged in similar activity.

Overcoming the language barrier, developing good communication and increasing understanding of the curriculum for parents are important areas of development for any school wishing to positively embrace growing diversity. Schools can be helped to action plan in this area by carrying out an EAL parental engagement audit via the example provided.

EAL Parental Engagement Audit

Derived from the British Council: EAL Nexus Project

	Focusing	Developing	Establishing	Enhancing
School Ethos				
Is the school environment welcoming and accessible to all EAL parents?				
Are the views of all EAL parents and children regularly sought and acted upon?				
Is the school or setting conscious of the dierent needs of specific groups of parents, e.g. fathers, parents from ethnic minority groups, working parents?				
Leadership and Management				
Is action planning to improve all EAL parental partnerships seen as a priority within the School Improvement / development plan?				
Does a senior member of staff hve specific esponsibility for all parental partnership work within the school or setting?				
Does the school have the full number of parent governors, and does this include EAL parents?				
Is there an active Parent Council with staff holding pots on the committee?				
Communication				
Do all EAL parents have easy access to all staff and an they meet formally and informally?				
Does the school employ a range of strategies for communicating with parents – text, e-mail, meetings, telephone, letters – in an accessible format for all EAL parents?				
Does the school or setting provide positive feedback to all newcomer parents about their children on a regular basis – as opposed to negative feedback only?				
Curriculum				
Are regular opportunities provided to explain to parents what children are learning and how parents can help them, through written explanation and through workshops?				
Are all parents, including hard-to-reach, given the opportunity to support their children's learning through high quality homework which is clearly explained?				
Does the school or setting arrange opportunities for parents to take part in special events and alongside their children within school and beyond?				
Training / Professional Development				
Does the school or setting arrange learning opportunities for parents in school, e.g. training for parent volunteers, Family Learning courses, adult education courses, ESOL classes, curriculum evenings?				
Are all EAL parent volunteers encouraged to support learning in classrooms throughout the school or setting?				

Community Engagement

Schools can offer leadership in terms of promoting positive attitudes towards diversity and in facilitating community conversations about challenging racism and supporting newcomer families with integration. The Citizens' Panel process (mentioned earlier in this document in relation to student voice) provides a good starting point for engaging the community in discussion and fostering action. The final part f the Communities in Dialogue: Citizens' Panel involves auditing the views of all participants (who are divided into facilitated small groups) on actions which can be implemented, at a community level, to deepen integration and counteract racism, prejudice and discrimination.

Schools which invited a broad range of community representatives were able to generate an interesting array of community based recommendations from participants. The following represents a summary of the actions and recommendations generated at the Forge IPS Citizens' Panel in South Belfast.

Participants felt that community centres were natural environments for facilitating cultural awareness sessions to help newcomers settle in and to foster a 'sense of belonging'. Extending a hand of welcome could be initiated through leafl ting in the locality while identifying local people who could act as newcomer contact / liaison neighbours would be a more personal approach.

Some expressed concern about the local population's lack of knowledge and awareness of the culture and background of new communities. It was suggested that positive images and narratives of newcomers could be used as part of a poster campaign linked to social media. It was thought that this campaign could be dedicated to encouraging the indigenous population to attend workshops providing insight into the main minority communities in Northern Ireland.

One of the primary groups proposed that local people should visit the Chinese Welfare Association and learn a new language and they felt it was important to "get adults out to make friends and meet up." Moreover the Indian Community Centre should encourage more people to celebrate festivals such as Diwali. To reciprocate it was mentioned that more effort should be dedicated to opening up local festivals, such as Christmas celebrations, with a message that everyone is welcome.

An emphasis was placed on the improved role that various institutions could play in working together to counteract racism. Churches, charities, the PSNI and libraries were all encouraged to be more co-ordinated in their efforts and supportive of newcomers. Politicians received specific me tion as it was felt they "should act as role models and raise positive awareness within communities" and one pupil group made reference to how "the First Minister needs to set an example." This was reinforced by the thoughts of other participants who spoke of politicians having "a disdain and disregard for difference." It was felt that "politicians must start to lead the way rather than worrying about tribal loyalties and being re-elected by demonising those who are different and think differently."

> **"Within Northern Ireland, in politics, there is a disdain and disregard for di erence. The principles of integrated education should be applied widely throughout the education system and within public life. Politicians must start to lead the way rather than worrying about tribal loyalties and being re-elected by demonising those who are di erent and think di erently."**

There was also discussion about how the media often play a negative role and are not helpful by perpetuating negativity and stereotyping. One group participant provided an example: "ignorance is often fostered by inaccurate information giving and reporting by the media, such as 'migrants are stealing our jobs'. These stereotypes must be challenged consistently by those with more insight. For example, the huge contribution made to the health service locally by nursing staff f om the Philippines." It was felt that the local media should report on positive stories and play their part in dispelling myths.

It was believed that considerable work would be required with local media in order to sensitize them to the needs of newcomers and how their reporting could be detrimental to integration within the community. Part of their education should be around use of language with an example provided of the negative perception created about the word 'immigrant' The participant who referenced this asked the group to note the different perceptions of the word 'expatriate' compared to 'immigrants' or 'migrants'. This would mean encouraging media to consciously change their language to avoid creating hysteria, such as with regard to the small number of Syrian refugees actually coming to the UK.

Finally, many suggestions made reference to the Ormeau Road community and the actions which could be taken, or services which could be better utilized, within the area. The activity organized by Ballynafeigh Community Association was given particular mention. It was suggested that the association could create more linkages between families through its programme of activities, events and festivals. A representative from the association noted how positive it was that currently 20-30% of families taking part in Ballynafeigh Community Association fun days were from minority ethnic backgrounds. The importance of these families participating, and gaining visibility, was stressed. It was further noted that when a diverse range of families take part, racist comments will sometimes be made and it is important that such occasions happen so that racism can be challenged. Creating conditions where dialogue occurs was thought be essential.

Recommended Organisations

Minority Ethnic Community Support Groups

Ballymena Inter-Ethnic Forum

Ballymena Inter - Ethnic Forum (BIEF) provides support to minority ethnic communities in the greater Ballymena area by providing links to statutory, voluntary bodies and community groups. Through a Bi-lingual Advocacy Service BIEF promotes community and personal safety, capacity building and raises awareness and appreciation of cultural diversity through events and training programmes.
 ivy.ridge@bief.org.uk

Belong

Belong aims to improve outcomes for Black and Minority Ethnic children and young people across the Southern Area of Northern Ireland. It provides a family support programme to promote a sense of belonging.
roisin@belongni.org
Website: www.belongni.org

Beyond Skin

Beyond Skin is a peace building organisation using music, arts and media as a tool for cultural exchange and education, with the aim of addressing racism & sectarianism.
info@beyondskin.netadmin@beyondskin.net
Website: www.beyondskin.net

Foyle Multicultural Forum

The Foyle Multi Cultural Forum is a registered charity established in 2007, consisting of representatives from local minority ethnic community groups in the North West region, as well as representatives from statutory agencies working closely with minority ethnic communities.
foylemf@gmail.com
Website: www.foylemf.org

Migrant Worker Support Network

The Migrant Worker Support Network promotes the sharing of ideas, knowledge and resources between organisations and individuals working to support the signifi antly increased population and developing communities of migrant workers and their families. The organisation's objectives are to ensure access to current, reliable, consistent and relevant information.
keelin@stepni.org
Website: www.mwsn.org

Multi Cultural Resource Centre

MCRC works with and on behalf of black and minority ethnic individuals and families through advice and support and by providing frontline services for asylum seekers and refugees.
sarah@brysononestopservice.com

Northern Ireland Council for Ethnic Minorities

NICEM was officially launched on 8th f June 1994 at the Conference on "Racism and Poverty", which was organised by the Northern Ireland Anti-Poverty Network and NICEM. The initial idea for NICEM developed from the linkage and working relationship between the Chinese, Indian and the Traveling communities, which together with the Committee on the Administration of Justice (CAJ), have been at the forefront in campaigning for race relations legislation in Northern Ireland since 1991.
Website: www.nicem.org.uk

Northern Ireland Community for Refugees and Asylum Seekers

NICRAS is a refugee community organisation which was established in 2002. The aims of NICRAS are to support the integration process, campaigning and raising awareness and informing on changes in immigration law, organising social and fundraising events and responding to the changing needs of its members.
Website: www.nicras.org.uk

Minority Ethnic Community Support Groups

Northern Ireland Muslim Family Association

NIMFA is a Muslim community organization whose aims are to serve the Muslim community by organizing various events such as celebrations, workshops, outings and other religious as well as social activities. NIMFA also serves as a place of worship.
indiaros@hotmail.co.uk
Website: www.nimfa.org

Omagh Ethnic Communities Support Group

Omagh Ethnic Communities Support Group provides training, support and advice to a large number of ethnic groups and families from throughout the Omagh District and beyond. To date the Ethnic Communities Support Group has a membership representing more than 23 different nationalities including; Filipino, Irish, Pakistan, Iranian, Indonesian, English, Central American, Indian, Honduran, Brazilian, Italian, Ghanaian, Chinese, Chilean, East Timorese, German, Russian, Latvian, Lithuanian, Greek, French and Moroccan.
oecsg2@yahoo.co.uk
Website: www.omaghcommunityhouse.com

Strabane Ethnic Community Association

SECA is a community and voluntary organisation which aims to identify and respond to the needs of minority ethnic communities and to raise awareness and understanding within a local community that is becoming more multi-cultural.
Website: www.seca.org.uk

The Welcome Project

Based in Lisburn, the Welcome Project aims to create a safe and welcoming environment through integrating multiple identities by supporting ethnic minority rights and breaking down barriers and stereotypes.
thewelcomehouse@yahoo.co.uk

Nationality Specific Support Groups

- African and Caribbean Support Organisation Northern Ireland
- Horn of Africa People's Aid Northern Ireland
- Bangladeshi Welfare Association
- Bulgarian Association Northern Ireland
- Chinese Welfare Association
- Egyptian Society of Northern Ireland
- Indian Community Centre Belfast
- Indonesian Association Northern Ireland
- Japan Society of Northern Ireland
- Kerala Association
- Kabalikat North West
- Northern Ireland Filipino Association
- Polish Community Council: Polish Education and Cultural Association
- Romanian Roma Community Association Northern Ireland

Religion Specific Support Groups

- Belfast Islamic Centre
- Northern Ireland Muslim Family Association
- Belfast Sikh Gurdwara
- Belfast Jewish Community

Glossary

CRED	Community Relations Equality and Diversity Policy
DENI	Department of Education Northern Ireland
EAL	English as an Additional Language
ECNI	Equality Commission for Northern Ireland
ESOL	English for Speakers of Other Languages
IEF	Integrated Education Fund
IN	Individual Needs
NI	Northern Ireland
MCRC	Multi Cultural Resource Centre
NICEM	Northern Ireland Council for Ethnic Minorities
NICIE	Northern Ireland Council for Integrated Education
NICRAS	Northern Ireland Council for Refugees and Asylum Seekers
NIMFA	Northern Ireland Muslim Family Association
NISMP	Northern Ireland Strategic Migration Partnership
NISRA	Northern Ireland Statistics and Research Agency
OFMDFM	Office f the First Minister and Deputy First Minister
OSF	Open Society Foundations
PECA	Polish Education and Cultural Association
SENCO	Special Educational Needs Coordinator

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Communities in Dialogue

A Primary School Good Practice Guide
for Newcomer Integration and Support