

**National University of Ireland,
Maynooth**

*Student Perspectives and Experiences of Interculturalism:
A Study of Inclusion of Ethnic Minority Students in an Irish
Second Level School*

Emer O'Connor

A dissertation submitted to the Education Department, N.U.I., Maynooth in partial
fulfilment of the requirements for the award of the degree of
Master in Education (School Leadership)

Head of Department: *Professor John Coolahan*
Supervisor of Research: *Dr. Anne Lodge*

Acknowledgements

I wish to express my thanks and appreciation to Professor John Coolahan and all the teaching staff in the Education Department in N.U.I. Maynooth for their commitment and inspiration over the last eighteen months. Dr. Anne Lodge was a supervisor of immense support and encouragement. She gave generously of her time and advice and I hope I have done justice to her high standards of research.

Thanks to my colleagues in the M.Ed. class for many stimulating discussions, good humour and much mutual support when needed. Many thanks also to the administration staff in Education House for their courtesy and kindness.

This work would not have been possible without the students who participated in the research. I thank all of them: the International students from nineteen different countries, the Irish Traveller and settled students. I would also like to thank most sincerely my colleagues in school for their interest and enquiries on the progress of the thesis. In particular I offer my thanks to Anne Daly and Tina Doyle who were always on hand to offer advice and friendship. Anne Rhatigan, the Visiting Teacher for Travellers, gave generously of her time to work with me on the questionnaires and interviews with the Traveller students for which I am very appreciative. My good friend, work colleague and principal of the school, Margaret Cavanagh has been a wonderful support. I thank her for allowing me the time to attend lectures and for carrying the full responsibility of running the school in my absence. Michael Geaney, former principal of the school, encouraged me to undertake the course and has continued to offer support and friendship. Thanks also to Co.Dublin VEC for their assistance in funding this course.

Thanks also to my family especially my parents, Tom and Agnes, who have always encouraged a love of learning in all their children. Thanks also to my sister, Maeve, who helped with the intricacies of the SPSS programme (statistical package to analyse data).

My greatest appreciation is offered to my husband, Eoin and daughter, Dearbhla, without whom this work would not have been achieved. They have been a constant source of encouragement, advice and support throughout the duration of the course.

Table of Contents

<i>Acknowledgements</i>		i
<i>Abstract</i>		iv
<i>Glossary of Terms</i>		vii
<i>List of Abbreviations</i>		x
<i>List of Tables</i>		xi
Chapter One	Introduction	1
	1.1 Purpose of the Research	1
	1.2 Outline of Research	3
Chapter Two	Literature Review	5
	2.1 A Changing Ireland	5
	2.2 Immigration Legislation and Policy	8
	2.3 The Traveller Community	14
	2.4 The Role of the Media	16
	2.5 Racism	18
	2.6 Educational Provision	22
	2.7 Education for Interculturalism	25
	2.8 Curriculum Implications	28
	2.9 Attitudes to Ethnic Minorities	29
Chapter Three	Research Methodology	31
	3.1 Introduction	31
	3.2 The School under Study	31
	3.3 Research Group	34
	3.4 Design of the Research Study	35
	3.5 Parent/Guardian Consent	37
	3.6 Questionnaires	38
	3.7 The Pilot Study	40
	3.8 Focus Group Interviews	41
	3.9 Administering the Research Instruments	42
	3.9.1 Questionnaires	42
	3.9.2 Focus Groups	43
	3.10 Analysis of Data	45
	3.11 Conclusion	45

Chapter Four	Findings of the Research	46
	4.1 Social Experience	46
	4.1.1 Early Impressions on Arrival	46
	4.1.2 Relationship with Peers	
	- Ethnic Minority Perspective	48
	4.1.3 Relationship with Peers	
	- Majority Ethnic Perspective	51
	4.1.4 Irish Students' Perceptions of Ethnic Minority Students	53
	4.1.5 Experience of Racism	56
	4.2 Educational Experience	61
	4.3 Cultural Experience	69
	4.4 Relationships with Teachers and the School	73
Chapter Five	Conclusions and Recommendations	76
	5.1 Context of the Study	76
	5.2 Social Experience of Ethnic Minority Students	77
	5.3 Experience of Racism	80
	5.4 Educational Experience of Ethnic Minority Students	82
	5.5 Relationships with Teachers and the School	83
	5.6 Developing Interculturalism	84
	5.7 Recommendations	86
<i>Appendices</i>	Appendix 1: Letter of Consent to Parents of International Students	93
	Appendix 2: Letter of Consent to Parents of Traveller Students	95
	Appendix 3: Letter of Consent to Parents of Irish-born, Sedentary Students	97
	Appendix 4: Evaluation of Piloted Questionnaires	99
	Appendix 5: International Student Survey	100
	Appendix 6: Traveller Student Survey	108
	Appendix 7: Irish-born Student Survey	116
Bibliography		124

Student Perspectives and Experiences of Interculturalism: A Study of Inclusion of Ethnic Minority Students in an Irish Second-level School

This study examined the attitudes and experiences of students in a second-level school in relation to the inclusion of ethnic minority students in the school. In the last six years the school has experienced a significant increase in the enrolment of students from the Travelling community and international students from 19 different countries. The primary objectives of the research were to ascertain to what degree ethnic minority students are included in the school and to examine ways in which the school could make improvements in its current strategies to develop interculturalism in a systemic and inclusive way that caters for diversity as the norm.

The research methodology included surveying all the ethnic minority students in the school and a selection of Irish-born sedentary students to ascertain their views, perceptions and experiences of cultural diversity. In the questionnaires and focus group discussions the areas examined were:

- the social, educational and cultural experience of ethnic minority students in the school;
- peer relationships from minority and majority ethnic perspectives;
- the relationship of the ethnic minority students with the school and with teachers;
- the attitudes of the majority ethnic students to the inclusion of Traveller and international students in the school;
- strategies to develop interculturalism in the school.

From the findings of the research, the author drew the following key conclusions:

- Many of the international students felt isolated and disappointed at what they perceived was their exclusion from Irish peer groups.
- While the majority of Irish students welcomed cultural diversity in the school they were uncertain how to help ethnic minority students to integrate. Some students saw language difficulties and perceived preferential treatment from teachers as barriers to the integration of ethnic minority students.
- The attitudes of the Irish-born sedentary students were generally more negative towards Traveller students than towards international students. Attitudes were more positive where students had personal contact or friendships with ethnic minority students.
- Traveller students felt integrated in the school, educationally and socially, but perceived that the more they conformed to a 'settled' lifestyle, the more positive the attitudes of the majority students towards them.
- The majority of international students were very positive about their educational experience in the school once their language difficulties were resolved.
- Most ethnic minority students had good relationships with teachers and appreciated their helpfulness, caring and understanding.

Arising from the conclusions from the research some key recommendations included:

- a review of the current induction process for new students;
- a greater emphasis on equality and diversity issues in subjects such as CSPE and RSE;
- a Peer Mediation Programme to deal with disputes or misunderstandings between students;
- resources to enhance the teaching of English as a Second Language and to develop interculturalism across the curriculum;
- in-service for teachers in developing strategies to addressing equality and diversity issues in the classroom;
- a review of assessment procedures for the enrolment of ethnic minority students;
- the setting up of a working group of ethnic minority and majority students, teachers and parents to develop a policy on equality and diversity;
- an increase in the allocation of language support to ensure the full participation by international students;
- ensuring the enhanced access and continuing education of Traveller students;

Glossary of Terms

Assimilation

Assimilation occurs when it is not considered to be of value to maintain one's identity and characteristics from the original culture of origin, but when it is expected to integrate into the culture of the majority population.

Asylum seeker

A person who arrives independently in the state seeking to be granted protection under the Refugee Convention. The United Nations High Commission for Refugees defines an asylum-seeker as:

A person who requests refugee status in another state, normally on the grounds that they have a well-founded fear of persecution in their country of origin, or because their life and liberty is threatened by armed conflict and violence. (UNHCR, 1997).

Convention Refugee

Any person who, having sought refuge in a host country, is granted refugee status in terms of the criteria stipulated in the 1951 Geneva Convention.

Ethnic minority

Ethnic minority is a generic term used to describe people who are identifiably different to the ethnic majority because of their ethnic origin (including language or religion).

Immigrant

An immigrant is a person who chooses to live to Ireland for economic reasons. They are not fleeing persecution. In order to immigrate to Ireland legally the individual must first seek permission from the state before arriving.

Integration

Integration means the ability to participate in to the extent that a person needs and wishes in all of the major areas of society, without having to relinquish his or her own cultural identity.

Leave to remain

Leave to remain is granted at the direction of the Minister for Justice, Equality and Law Reform as an exceptional measure to allow a person to remain in the state who does not fully meet the requirements of the Refugee Convention but who may still need protection.

Migration

In relation to population groups, migration refers to the voluntary or involuntary movement of people on a permanent or semi-permanent basis in response to a set of complex factors. People may migrate within their own country or to another country.

Mono-cultural

The situation where a society is represented as having a dominant set of cultural practices irrespective of the existence in that society of differential social an cultural traits.

Multicultural

The situation where a society is represented as having a diverse and heterogeneous set of cultural practices, as a result of the existence in that society of differential social and cultural traits.

Prejudice

A favourable or unfavourable judgement or opinion about a person or thing that is not based on actual experience or accurate knowledge.

Programme refugee

A person who has been given leave to enter and remain by the Government, usually in response to a humanitarian crisis, at the request of the United Nations High Commissioner for Refugees (UNHCR). Section 24 of the Irish Refugee Act, 1996 defines a programme refugee as:

...a person to whom leave to enter and remain in the state for temporary protection or resettlement as part of a group of persons has been given by the Government...whether or not such a person is a refugee within the meaning of the definition of 'refugee' of section 2 [of the Refugee Act, 1996]

Refugee

A person who has been recognised as needing protection under the Refugee Convention. In the Convention, a refugee is defined as someone who: has a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group, or political opinion; is outside the country they belong to or normally reside in and is unable or unwilling to return home for fear of persecution.

List of Abbreviations

The following is a list of abbreviations used in this thesis.

ANC	African National Congress
ASTI	Association of Secondary Teachers in Ireland
CSO	Central Statistics Office
CSPE	Civic, Social and Political Education
DES	Department of Education and Science
EEA	European Economic Area
ESAI	Educational Studies Association of Ireland
EU	European Union
HSCLC	Home School Community Liaison Co-ordinator
ICCL	Irish Council for Civil Liberties
IILT	Integrate Ireland Language and Training
INTO	Irish National Teachers Association
IRC	Irish Refugee Council
JCSP	Junior Certificate Schools Programme
LCA	Leaving Certificate Applied Programme
NCCA	National Council for Curriculum and Assessment
NCCRI	National Consultative Committee on Racism and Interculturalism
RSE	Relationships and Sexuality Education
SPHE	Social, Personal and Health Education
SPSS	Statistical Package for Social Sciences
UN	United Nations Organisation
UNHCR	United Nations High Commission for Refugees
VEC	Vocational Education Committee

List of Tables and Figures

Tables

Table 2.1	Immigration Flows into Ireland (1995-2003)	10
Table 2.2	Traveller Students in Second-level Schools	23
Table 3.1	International Student Group	34
Table 3.2	Traveller Student Group	35
Table 4.1	Experience of International Students on Arrival	47
Table 4.2	International Students' Friendship Groups	49
Table 4.3	Irish-born Students' Friendship Groups	52
Table 4.4	Students needing help with English Language Tuition	61
Table 4.5	Majority Students' Perception of Educational Provision for International Students	65
Table 4.6	Majority Students' Perception of Educational Provision for Traveller Students	65
Table 4.7	Majority Students' Knowledge of Culture and Background of International Students	67
Table 4.8	Majority Students' Knowledge of Culture and Background of Traveller Students	68
Table 4.9	International Students' Perception of Belonging to the School	74

Figures

Figure 4.1	International Students' Experience of Verbal Abuse	56
Figure 4.2	International Students' Experience of being Bullied	57
Figure 4.3	Nationalities of Students who have been Verbally Abused	57
Figure 4.4	Nationalities of Students who have been Bullied	57
Figure 4.5	Percentage of International Students who are happy in the School	74

Chapter One

Introduction

1.1 Purpose of the Research

One of the most challenging developments in the author's school in the last six years has been the enrolment of students from a variety of ethnic groups. These include eleven students from the Traveller community and 46 international students from 19 countries. The latter group are, in the main, children of migrant workers, asylum seekers or refugees. They bring with them a rich diversity of language, religion and culture to a school that was largely homogenous in terms of nationality and religious background up to six years ago.

In meeting the challenges and needs of the increasingly diverse student population the school put measures in place four years ago to support new students, particularly international students. These include:

- English language classes, where required, for individual students or small groups;
- a process of induction for new students, linking them with the Chaplain, Home School Community Liaison Co-ordinator, year head and tutor;
- a 'buddy' system whereby the new student is linked with a designated student in their class who guides and supports them through the initial settling-in period.

However, there is a growing awareness among staff of the need to address the difficulties experienced by some of the international and Traveller students, both socially and academically. Anecdotal evidence suggests that a number of these students feel excluded from the friendship groups of their Irish or sedentary counterparts and others experience difficulty in understanding all that happens in the classroom due to language difficulties. The Draft Recommendations towards a National Action Plan to promote anti-racism and interculturalism suggest that minority ethnic groups have “distinct needs and cultural patterns which must be respected and reflected in an educational context, and in a systematic and inclusive way which caters for diversity as the norm” (2002:2). In their research on students’ attitudes to diversity, Lynch and Lodge found that “where education initiatives had taken place to promote understanding, they did at least create voices of dissent, voices that recognised and respected differences” (2002:145).

The author wishes to examine the extent to which ethnic minority students are included in the school. The objectives of the research are to examine:

- how ethnic minority students perceive their inclusion in the school;
- the perceptions and attitudes of the majority student population to the inclusion of students of different ethnic backgrounds;
- what structures and processes the school has put in place to facilitate the integration of students from different ethnic backgrounds;
- the extent to which current practice in integrating students of ethnic minority groups reflects the school's core value of respect for diversity contained in the ethos statement of the school (Cavanagh and O'Connor, 2003);

- ways in which the school could make improvements in its current strategies to cater for the specific needs of ethnic minority students and to develop interculturalism in a systemic and inclusive way which caters for diversity as the norm.

1.2 Outline of Research

Chapter 2 Literature Review

This chapter examines issues in the literature relating to immigration and cultural diversity. The historical and legal context of immigration policy is outlined and literature relating to racism is reviewed. Following this, the legislation governing educational provision, with particular reference to ethnic minorities, is examined. The role of education in promoting anti-racism and interculturalism is identified and strategies to develop good practice are reviewed.

Chapter 3 Research Design and Methodology

The purpose of the research is to examine the social and educational experience of ethnic minority students and the methodology for this study is outlined. The author decided to use a combination of qualitative and quantitative research. A written questionnaire was constructed which would allow ethnic minority and majority students to comment on a reasonably wide range of issues. Following detailed analysis of the questionnaires, focus group interviews took place to discuss issues arising from the questionnaires.

Chapter 4 Findings and Analysis

Here, the findings from the questionnaires and focus group interviews are presented.

The findings analysed the educational and social experience of the minority ethnic students and the attitudes of the majority student population to the inclusion of ethnic minority students.

Chapter 5 Conclusions/Recommendations

In this chapter, conclusions from the findings of the research are presented with reference to the literature on cultural diversity. Recommendations on improving the social and educational experience of ethnic minority students are listed including strategies to develop a more intercultural ethos in the school. Following this, recommendations at national level are presented.

Chapter Two

Review of Literature

The more people who are on the margins the weaker is the centre. We all have a stake in building a future which respects and celebrates diversity - a generous, sharing Ireland that encompasses many traditions and cultures and creates space for all its people.

President Mary McAleese,
as quoted in MacLachlan and O'Connell (2000:1)

2.1 A Changing Ireland

Until quite recently, Ireland's high unemployment rate, its relative poverty, its island status on the edge of Europe, and, according to Begley (2001:5) its "haemorrhaging tradition of emigration", held little attraction for immigrants. Instead, Ireland was regarded as a country of substantial emigration. This trend continued until 1994, when a net outward migration was last recorded. The extraordinary rise in the immigration flow into Ireland in the last ten years is a consequence of improvement in Ireland's economic fortunes and the growth in migration worldwide, which Cullen (2000) refers to as the two main " 'push' and 'pull' factors". This view is consistent with MacLachlan and O'Connell (2000) who also identify other factors which have stimulated inbound migration to Ireland. These include the well-advertised workforce needs of the thriving economy and government policies to attract multinational companies, particularly in the information technology and financial service sectors.

They describe this 'new' Ireland:

a software hothouse, of *Riverdance*, e-commerce and property speculators, with its cosmopolitan cities and an increasingly self-confident, agnostic, entrepreneurial and worldly youth, has leapt into a future unimagined, and certainly unanticipated, in the doldrums of a decade ago.

(2000: 2)

This booming economy has generated many new jobs. In the years between 1991 and 2000, almost half a million new jobs were created in the Irish economy, an increase of 43% in the total labour force. As a consequence, in the period 1995-2000, approximately a quarter of a million people migrated to Ireland, about half of whom were returning Irish (Mac Éinrí, 2001). Other categories of migrants include those from other EU countries and the USA, international students, high-skills immigrants from non-EU countries, asylum-seekers and programme refugees. In the last census of population, taken in 2002, non-Irish nationals numbered 226,200 or 5.8% of the total population. A detailed breakdown of figures is presented in Table 2.1.

Throughout the past decade, the number of asylum applications received by the Department of Justice, Equality and Law Reform has grown progressively. While only 31 applications were lodged in 1991, there has been significant growth in the number of asylum applications since then, with the highest number, 11,364 recorded in 2002 (Ward, 2003). However, this is still a relatively small proportion of all those coming into the country.

The benefits which immigrants have brought to us are many. Begley (2001) makes the point that non-Irish immigrants have expanded our social and cultural horizons. They have invested their skills in our expanding economy and filled vacant jobs. However, the kind of welcome that has been given to the 'economic' migrants has not been so evidently extended to the much smaller number of asylum seekers. This significant immigration over the past decade, according to Cullen has "profoundly altered Irish self-identity" (2000:1). It has challenged long and dearly held beliefs regarding Irish standards of hospitality and human rights. He argues that with the

new found wealth in Ireland comes responsibilities towards those experiencing persecution and those less fortunate than the Irish themselves.

Recent equality legislation and responses to new minority communities have been influenced by the shifting institutional responses to Ireland's indigenous ethnic minority group, the Travelling Community. Fanning argues that state responses to Travellers continue to be characterised by "monoculturalism and to be dominated by ideological goals of assimilation notwithstanding the emergence of new discourses of inclusion and integration" (2002:152).

This chapter traces the immigration policy in Ireland from the Aliens Act of 1935 to the current legislation in response to issues pertaining to the developing multicultural Irish society of migrant workers, asylum seekers and programme refugees. Following this, a review of policy in relation to Travellers is undertaken, with particular reference to three major developments - the *Report of the Commission on Itinerancy* (1963), the *Report of the Travelling People Review Body* (1983) and the *Report of the Task Force on the Travelling Community* (1995).

As Irish society has changed much in the last decade and new immigrant communities and ethnic minorities are visible in Dublin and other parts of the country, there has been an increased focus on racism, particularly in the media. The literature in relation to these issues is reviewed, with reference to their impact on young people from ethnic minority groups, and measures to develop anti-racism are examined. The importance of education in changing fearful, disrespectful and racist attitudes and

developing an intercultural society emerges from many studies undertaken in this area.

2.2 Immigration Legislation and Policy

Prior to 1996, legislation governing the entry, presence and deportation of immigrants in Ireland was based on the Aliens Act 1935 and the Aliens Order 1946. In the Act, the word 'alien' meant a person who was not a citizen of the *Saorstát Eireann* [the Irish Free State, forerunner to the present Republic of Ireland] (Mac Éinrí 2001:61). Mac Éinrí states that the scope of this Act was extremely wide-ranging and conferred sweeping executive powers on the Minister for Justice. The Aliens Order 1946 further extended the powers given to immigration and police authorities to "arrest a person without warrant if he/she was 'reasonably suspected' of having acted or being about to act in contravention of the Order" (Mac Éinrí, 2001:62). The Aliens Act and the subsequent Order were framed in an era when both the socio-economic and migratory circumstances of Ireland were radically different from those of today.

Historically, Ireland has been a country of significant emigration extending back before the Irish Famine. Although a small number of Eastern European and Russian Jewish refugees fled to Ireland in the nineteenth and early twentieth century, their entry and presence was severely restricted (Ward, 2003). Subsequently, the only immigration experienced by modern Ireland consisted of small, controlled refugee groups and the settlement of now established ethnic minorities such as the Italian and Chinese communities.

The first two refugees groups to arrive in Ireland under unilateral agreements with the UN were from Hungary and Chile. Fanning argues that Ireland "might be described as a reluctant host to asylum seekers and refugees" (2002:108). In 1956, 530 Hungarians were accommodated in a disused army camp outside Limerick. Although they received meals and a small cash allowance out of voluntary funds, considerable efforts were made to prevent the Hungarians seeking employment. Restrictions on the movement of the refugees combined with authoritarian management practices, led to a hunger strike by most of the adults in the camp in April 1957. Fanning argues that "the refugees were treated by the state and by the voluntary agencies responsible for their reception and accommodation as disruptive and subversive" (2002:91). The vast majority left for Canada once the opportunity arose. Following the overthrow of the Allende regime in 1973, 120 Chilean refugees were admitted into Ireland, many of who subsequently returned home. Approximately 212 Vietnamese 'boat people' came to Ireland in 1979. Until recently the Irish Vietnamese community was one of the largest Asian communities in Ireland with 824 members.

It was not until the late 1980s that the state began to move towards responsible participation in international regimes pertaining to both refugees and asylum seekers. This arose from the Schengen Agreement which set out a common EU policy on migrants. Responsibility for programme refugees moved from the Department of Defence to the Department of Foreign Affairs. The latter set up the Refugee Agency in 1991 which was mandated to settle and support programme refugees. In 1992, 770 Bosnians arrived in Dublin. Many were medical evacuees and were housed in hostels and Cherry Orchard (a former nurses' home). The treatment the Bosnians received was considerably better than any of the previous groups. The Bosnian population has

now expanded through natural increase and family reunification to approximately 1,200.

Until the establishment of Independence in Ireland in 1922, there was a history of exchange of labour between Ireland and neighbouring countries, mainly England, Wales and Scotland. This allowed for freedom of travel, residence and work for Irish people in Britain and similar rights were accorded to British citizens in Ireland.

A very different Ireland emerged in the 1990s with the expansion of in the labour force and the consequent increase in the numbers of people migrating to Ireland. The following are the main types of immigration categories as listed by Mac Éinrí (2001) and represented in Table 2.1:

- returned Irish migration
- immigration from other EU and EEA countries
- asylum seekers
- programme refugees
- immigration from non-EEA countries (work permits/work visas/authorisation holders)

Year	Asylum seekers	EU (of which returning Irish citizens)	Non-EU Work Permits, Working Visas and Authorisations
1995	424	21,600 (17,600)	
1996	1,179	24,600 (17,700)	3,780
1997	3,883	28,100 (20,500)	4,550
1998	4,626	29,800 (23,200)	5,720
1999	7,724	31,800 (25,900)	6,250
2000	10,938	26,200 (18,200)	19,387
2001	10,325	24,200 (18,200)	40,184
2002	11,634	Unavailable	42,074
2003	7900	Unavailable	45,000

Table 2.1 Immigration Flows into Ireland (1995-2003)

Sources: Department of Justice, Equality and Law Reform (2004), Connolly, Ó Ríordáin, Roddy (2002).

As a general rule it may still be said that the Department of Justice, Equality and Law Reform retains primary and usually sole responsibility for all core aspects of Ireland's immigration policy, including admission, residence and citizenship issues.

In contrast to the intermittent groups of culturally homogeneous groups of Hungarian, Chilean, Vietnamese and Bosnian programme refugees, asylum seekers and programme refugees coming to Ireland in recent years come from a much broader scatter of ethnic and national groupings. More than 120 different nationalities have been represented in the asylum process since 1991.

The Refugee Act (1996), amended by the *Immigration Act* (1999) replaced the historically outdated legal instruments in relation to refuge seekers. Recent changes to legislation, policy and practice have included a greater degree of inter-departmental co-operation in the fields of immigration and integration. In 1998 The Minister of Justice, Equality and Law Reform established an interdepartmental working group to formulate a strategy for implementing the government's policy of "responding positively to the needs of persons granted refugee status or leave to remain" (Fanning, 2002:107). A report in 1999 from this working group, *Integration: A Two Way Process* emphasised the need to promote the integration of refugees and immigrants into Irish society. It defined integration as "the ability to participate to the extent that the person needs and wishes in all the major components of society, without having to relinquish his or her cultural identity" (Fanning, 2002:107).

Begley comments that the full implementation of the *Refugee Act* (1996) is the single most important legislative development but "this stands alongside some worrying

policy developments that compromise the psychosocial health of asylum seekers" (2001:12). Of particular concern is the imposition of direct provision, the arrangements of which stem from the *Social Welfare Act* (2003). Under this system, lodgings on a full board basis are provided with a money allowance of 19.10 a week per adult and 9.52 per child. Begley argues that it effectively prevents asylum-seekers from participating in the social and leisure life of communities in which they are placed. The Refugee Council also criticised this system of direct provision as "a serious retrograde step" in asylum policy (Haughey, 2003).

While the numbers of asylum seekers rose from 31 in 1991 to a peak of 11,634 in 2002, there was a fall in asylum applications in 2003. Figures confirmed by the Department of Justice showed the number of applications fell by 32% to 7,900. The Department claimed that this decline in applications is due to the Supreme Court ruling in January 2003 denying non-national parents of Irish-born children the right to live in the State by virtue of having an Irish-born child. However, the Refugee Council stated that it had growing evidence of asylum seekers being refused entry into Irish airports by immigration officials and then deported on the next available flight (Newman, 2004). The impending proposal to change the current understanding of Article 2 of the Constitution by way of an amendment to Article 9 will have further implications on the rights and circumstances of current foreign national applicants. This amendment's purpose is to qualify the *jus soli* principal of citizenship (as a birthright linked to birth within the State), which Article 2 'constitutionalised' by linking it to *jus sanguinis* (the principle of citizenship based on blood descent) (O'Connell and Smyth, 2004). In effect, this will stop children born in Irish to foreign

national parents who have no links with the State from gaining an automatic right to citizenship.

Mac Éinrí argues that while the Department of Justice has been obliged to address the more urgent issues in connection with asylum-seekers and refugees, there is a danger that 'normal' labour market immigrants and their needs are not being attended to at all. A recent report, published jointly by the Human Rights Commission and the NCCRI *Safeguarding the Rights of Migrant Workers and their Families* states that the most relevant piece of international human rights legislation, the International Convention on the Protection of all Migrant Workers and Members of their Families (ICPMWF) has not yet been ratified here. The ICPMWF protects the civil and political rights of all migrant workers, whether documented or not. The NCCRI report urges that at the very least, migrant workers' applications for family reunification should be processed more quickly and in a more humane way (Human Rights Commission and NCCRI, 2004).

Criticism has also been targeted at the new Immigration Bill (2004) which is largely a restatement of the Aliens Order 1946, albeit using more politically correct language. The Bill "appears to have been drafted on the premise that unsolicited immigration is inherently suspicious, and that 'undesirables', such as those with mental illness, should be kept out" (Love, 2004).

2.3 The Traveller Community

Travellers are an indigenous ethnic minority who live on the margins of Irish society. Irish Travellers' ethnicity is embodied in their shared history, value systems, language, customs and traditions, which makes them a group that is recognised both by themselves and by others as being distinct. This distinctive lifestyle and culture, based on a nomadic tradition, sets them apart from the sedentary people or majority population. There are approximately 4,790 Traveller families in Ireland which constitutes approximately 0.6% of the total national population (McGréil, 1996; Pavee Point, 2003).

In tracing the development of social policy, Collins (2001) states that travellers have had to fight hard over the years to resist a policy of assimilation and absorption, which was designed by the majority population without any input from Travellers or Traveller organisations. The changes in responses by the state to Travellers, as outlined by the National Consultative Committee on Racism and Interculturalism (2003), are contained in three policy documents. The first of these was the *Report of the Commission on Itinerancy* in 1963. The starting point for the Commission was that itinerancy was a problem to be eliminated. Rehabilitation, settlement and assimilation were the means for achieving this.

The next phase in government policy development in relation to Travellers was the *Report of the Travelling People Review Body* in 1983. This report showed a significant shift in thinking by policy makers. Concepts such as absorption, settlement, assimilation and rehabilitation were no longer acceptable and were rejected in the report. The term 'Itinerant', which was associated with vagrancy and

deviancy, was replaced with 'Traveller', which was a recognition of a distinct identity. Another major development was the establishment of Pavee Point in 1983. This is a non-governmental organisation committed to human rights for Irish Travellers. The group is comprised of Travellers and members of the majority population, working together in partnership to address the needs of Travellers as a minority group. The overall strategic aim of Pavee Point is to contribute to an improvement in the quality of life of Irish Travellers (Pavee Point, 2003).

The third phase of policy development arose from the *Report of the Task Force on the Travelling Community* in 1995. This Report, unlike the earlier reports, included representatives from Traveller organisations. It contains a full section on the issue of discrimination, an issue which was neither recognised nor addressed in the previous two reports. Supporting this view are the findings of the European Committee of Inquiry on Racism and Xenophobia (1991), as quoted in Casey and O'Connell. This report states that

the single most discriminated against ethnic group is the "travelling people"...Like gypsies in other countries, they are considered undesirable neighbours and are usually forced to move out of residential areas.
(2000: 20)

However, NCCRI (2003) argue that, while there is a willingness to acknowledge that there is widespread prejudice towards Travellers in Irish society and also a recognition of discrimination against Travellers there is still strong resistance among the Irish public to calling the treatment of Travellers racist.

Fanning (2002) cautions that the persistence of discrimination against Travellers in areas such as education, health and housing has profound implications for other ethnic

minority communities. A past unwillingness to acknowledge or challenge institutional racism is likely to contribute to the marginalisation of new minority communities within Irish society. However, in examining the implications of the *Report of the Task Force on the Travelling Community* for other minority groups, Crowley (2001) comments that it provides a valuable model in relation to agenda-setting and participation. He states that it is the first official document that sets out to envision what an intercultural society might look like. It identifies the value of cultural difference, outlines the practical implications of this difference and suggests how best to incorporate these into policy-making and service provision. The Task Force Report provides a model that could usefully be deployed across other minority ethnic groups in Irish society.

In this regard, Fanning (2002) comments that it took decades for Travellers to gain a voice in efforts to address the needs of their community. Traveller organisations now play a leadership role in efforts to contest the exclusion of Travellers. Fanning urges that it is vital that a black and ethnic minority civil society be fostered to provide leadership and support to groups to contest the exclusion of all minorities within Irish society.

2.4 The Role of the Media

Most Irish people have some daily contact with the media. As such the media has a continuous and powerful influence on public opinion and can cultivate confidence or insecurity in its readers or listeners. The number of asylum seekers represents about 10% of the total immigrant population of Ireland since 1995 (Mac Éinrí, 2001). For a country of its size this number represents neither an insubstantial nor unmanageable

development. However, sensational presentations in the media and elsewhere have emphasised numbers without giving due consideration to the wider context, and this has distorted public perception of the situation (Cullen, 2000; Mac Éinrí, 2001; Begley, 2001).

Newspaper coverage, with some exceptions has, according to Begley “mirrored the kind of negative, slanted, and sensational reporting previously found only in the British press” (2001:19). These findings are consistent with the research carried out by Andy Pollack, an *Irish Times* journalist and quoted in Haughey (2001). This research found that the emphasis was on an alleged link between bogus refugees, criminals, welfare fraud, prostitution and begging. Pollack has argued convincingly that the reporting of the issue by some newspapers ‘fuelled misinformed intolerance’ of refugees. Furthermore, Cullen (2000) argues that the emotive language used in newspaper coverage about asylum seekers, has been widely used to whip up widespread fear of these new arrivals. Some examples of headlines quoted in Cullen (2000) include:

‘Services face overload as refugee flood continues’
(*Sunday Business Post*, 18/5/97).

‘Crackdown on 2,000 “sponger” refugees’ (*Irish Independent*, 7/6/97).

Similarly, anti-Traveller discourse features frequently in both national and especially local newspapers as the following headlines illustrate (Fanning, 2002: 54):

"They are dirty and unclean. Travelling people have no respect for themselves and their children" (County Councillor quoted in *The Irish Times*, 13/03/91).

"These people have been a constant headache for towns and cities throughout the country" (County Councillor quoted in *The Cork Examiner*, 13/06/90).

'Deasy suggests birth control to limit Traveller numbers'
(*The Irish Times*, 14/06/96).

Article 10 The National Union of Journalists' Code of Conduct states that journalists should maintain the highest professional and ethical standards. It further elaborates on this by stating that journalists should only mention a person's age, race, colour, creed, disability, marital status, gender or sexual orientation if this information is strictly relevant (Haughey, 2001). Guidelines and codes of conduct are essential, but they are ineffective if they are not implemented. Unfortunately, sections of the Irish media have been consistently flouting best practice in their coverage of asylum seeker, refugee and Traveller issues in the past few years. However, Cullen (2000) comments that while there is quite an amount of ill-informed, unbalanced and sometimes inaccurate reporting as well as sensationalist and careless headlines, he recognises that newspaper coverage is improving in quality and balance along with measured and careful headlines. A further examination of racism and the strategies and legislation to address racist attitudes and incidents is outlined in the next section.

2.5 Racism

With the arrival of immigrants, including refugees and asylum seekers, Ireland has become more aware of the issue of racism. Historically, the Irish were the victims of racism during their migration to the UK and the USA. It was not uncommon to have a sign saying "Room to let - no Irish need apply" up to the 1960s. However it is apparent that, in spite of this experience, many Irish people today are guilty of racist attitudes and actions, directed now not only towards members of the indigenous Traveller community but towards newcomers from abroad, as well as Irish citizens who are members of ethnic minorities other than the Traveller community (Connolly, J. *et al.*, 2002).

According to Begley, the most widely accepted definition of racism is that found in Article 1 of the *United Nations International Convention on the Elimination of All Forms of Racial Discrimination* (1996). It defines racial discrimination as

any distinction, exclusion, restriction or preference based on race, colour, descent, 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

as quoted in Begley (2001:14).

In discussing race and racism, Fanning states that "the term 'racism' describes negative attitudes and practices towards persons because of their membership of groups perceived to differ in physical or cultural characteristics from the perceiver" (2002:9). He also comments that the root cause of such negative attitudes and practices are beliefs that different races exist and that membership of a 'race' makes a person innately superior or inferior.

Given the presence of so many ethnic minority groups in Ireland, what has been the experience of discrimination, prejudice or racism? Studies in relation to the levels of racism in Ireland have produced mixed results. In 1977, MacGréil concluded that a relatively severe degree of racial prejudice existed. However, in later research, nineteen years later, he found a significant decline in racism. He suggests that this decline may be influenced by the range of positive reference groups and role models such as the ANC, Nelson Mandela, and the soccer player Paul McGrath. However, he also notes that the findings, "while recording positive trends, still show an undesirable level of dormant racialism in Irish society" (1996:433). It should be noted that this research was carried out before the arrival of large numbers of immigrants to Ireland.

Casey and O'Connell, in their study on the experience of racism among ethnic minority individuals in Ireland, found that there was a high degree of racism experienced by the respondents. The results indicated that black people were the most frequent victims of racial abuse and discrimination. Casey and O'Connell conclude: "it seems that, in the Irish context, the darker one's skin, the more abuse one receives" (2000: 38).

However, the discussion of racism should not be limited solely to issues around immigration and refugee and asylum policy. It is now acknowledged that there are different forms of racism in Ireland, including that experienced by Travellers on the basis of their distinct ethnic and nomadic identity (Farrell and Watt, 2001).

In response to the increase in the numbers of immigrants and ethnic minority groups in Ireland, various new initiatives have been launched in recent years (Connolly, J. *et al*, 2002). Irish law in relation to racism has been developed and expanded. Racist acts or language, spoken or written, are prohibited under the *Prohibition of Incitement to Hatred Act*, 1989. The *Employment Equality Act*, 1998, and the *Equal Status Act*, 2000, prohibit discrimination on race and other grounds.

The Equality Authority was set up in 1998 under the *Employment Equality Act*. It is mandated to address discrimination and harassment on the nine grounds, including race, covered by the equality legislation.

The National Committee on Racism and Interculturalism (NCCRI) was established in 1998 by the Minister for Justice, Equality and Law Reform to offer advice to

Government and to develop initiatives addressing racism and promoting interculturalism. It favours a partnership approach and comprises government and non-government organisations. In December 2000 Ireland ratified the UN Convention on the *Elimination of All Forms of Racial Discrimination*. States that are party to this Convention are obliged to make regular reports to the UN about the situation in their jurisdiction and their compliance with the Convention.

The recently published *Equality Bill 2004* amends a number of provisions of the *Employment Equality Act* and the *Equal Status Act* to give effect to a number of EU Council Directives including the implementation of the principle of equal treatment between persons irrespective of racial or ethnic origin. However, legislation is only a partial response to tackling racism. There is also a need to embrace, respect and celebrate ethnic and cultural diversity and to reflect these principles in the daily life of Irish society.

The role of education in changing attitudes to ethnic minority groups has been well documented (Lodge and Lynch, 2003; Ó Loingsigh, 2001; Keogh, 2000). Lodge and Lynch (2003) refer to the National Co-ordinating Committee of the 1997 European Year Against Racism (1998) which states that schools have a vital role to play in addressing racism and lack of respect for ethnic and racial difference with all students.

Similarly Kaur McFarland states:

I feel that we should have two objectives. First, the introduction and implementation of wide-ranging laws to prohibit any action or activity likely to create racial hatred or intolerance, and second, changes to our education system which would reflect the needs both moral and material, of our changing society.

(2001:34)

2.6 Educational Provision

The Government White Paper on Education, *Charting Our Education Future (1995)*, endorses the need for a global context for the development of Ireland's curricula and schools practice:

National education policy...must be firmly set in an international context...recent geopolitical developments...serve to underline the importance of education in areas such as human rights, tolerance, mutual understanding, cultural identity.

(1995: 203-204)

The *Education Act 1998* advocates provision for all students regardless of "their diversity of values, beliefs, languages and tradition" (1998:4). Ireland has both a moral obligation and a legal duty to cater for the needs of all within those schools. In this regard, Fanning (2002) argues that if the nation is to meet its obligations both morally and as an EU member, adhering to EU and UN policy and legislation relating to the recognition and provision of multi-cultural education and equality of access to education for children of ethnic minority communities, then, not only will the structures on which our education system is founded have to change, but also the culture and ethos of many of our schools. The passing of the *Education Act 1998*, *Employment Equality Act 1998* and the *Equal Status Act 2000* should, in theory, secure the rights of all. However, the enactment of legislation in itself cannot legislate for moral obligations. Legislation must be accompanied by significant attitudinal changes if minority rights are to be adequately protected.

Significant progress has been made in the provision of education for Traveller children in recent decades. This is evidenced in the increased participation in the education system. However, lack of statistical information on Traveller participation in education makes it difficult to assess the achievement levels of Traveller children

(O'Connell, 2002). The estimated numbers of Travellers attending second-level schools in 2002 is illustrated in Table 2.2, which represents 10% of Travellers continuing to second-level. *The Report of the Task Force in 1995* suggested that most Traveller children who attended mainstream secondary education were estimated to have dropped out after two years. Analysis of the reasons for this is limited. Fanning (2002) suggests that the monocultural nature of the school curriculum is a factor.

	Male	Female	Total
Number of Travellers in mainstream post-primary	729	879	1608
1st Year	316	334	650
2nd Year	213	269	482
3rd Year	127	145	272
Transition Year	7	19	26
5th Year	42	60	102
6th Year	22	40	62
Post Leaving Course	2	12	14

Table 2.2 Traveller Students in Second-level Schools

Source: *Survey undertaken by Visiting Traveller Teachers (2002)*.

Devine *et al* (2002) urge that issues of bias and of welcome for diversity must be addressed in education provision, whether a school's local target population is multicultural or not. They outline three Department of Education and Science documents that point the way for such development: *Guidelines on Traveller Education* for primary school (DES, 2002) and for second-level school (DES 2000). The third is a short booklet, *'Information booklet for schools on asylum seekers'* (DES, 2000). The issue of anti racist policy and intercultural curricula are addressed in these three DES documents, and guidelines are in accord with current international practice (Devine *et al*, 2002).

The policy and structural support offered to minority ethnic groups from countries outside Ireland centres on the area of language tuition. The Integrate Ireland Language and Training, a campus company of Trinity College Dublin, is responsible for monitoring English language support, developing teaching materials, providing in-service for teachers and advising the DES on language provision issues. They also work with principals to examine how an inclusive environment may be created in schools (IILT, 2003).

There are now two categories of designated teaching posts that have particular relevance to the education of minority ethnic students: Resource Teacher for Travellers, and Language Support Teacher. For immigrant students the English language classes are essential to full participation in education. Lack of English language proficiency can result in social exclusion from the peer group (Lodge and Lynch, 2003; Fanning et al., 2001; Ó'Loingsigh, 2001).

While accepting that everyone has a need to understand, speak, read and write the dominant language used in society, every child should also have the right to maintain his or her cultural and linguistic identity. In underlining this point, Ó'Loingsigh (2001) maintains that it is the right of every child to learn his or her mother tongue. He asks how, under the present structures, can school realistically hope to implement these objectives.

2.7 Education for Interculturalism

Education is essential to the development of a society. Furthermore, an anti-racist and intercultural education is essential to the development of an equitable and more inclusive society, where cultural diversity is valued and respected. The significance of education in addressing racism and promoting an intercultural approach, as well as furthering the interests of minority ethnic groups is clearly outlined in the *White Paper on Adult Education* (2000).

Ireland joined the European Union almost thirty years ago and has remained an essentially mono-cultural society for most of that time, one that is based primarily on the values and culture of one dominant group. For this reason, Ireland has traditionally made little or no provision for the culture of other groups, including minority ethnic groups. If the country is to develop as a multicultural society, with a tolerance and respect for diversity, an intercultural approach to education is needed, that is education for both the minority and the majority community. In supporting this approach, Ó'Loinsigh (2001) advises that, in promoting the integration of ethnic minority children, educators must also ensure that these children do not lose their ethnic identity and cultural values.

In defining the term 'interculturalism' the Report of Draft Recommendations Towards a Draft National Action Plan advise that it

denotes acceptance not only of the principle of equality of rights, values and abilities, but also of the development of policies to promote interaction, collaboration and exchange with people of different cultures, ethnicity or religion. These groups have distinct needs and cultural patterns which must be respected and reflected in an educational context, and in a systematic and inclusive way which caters for diversity as the norm.

(2003:2)

The point is also made in the Report that intercultural education requires the learner to think critically and engage in a process of questioning and debate to develop an understanding of the complex issues of racism to bring about change for a more inclusive society. While it approves of many of the recommendations in the Report, the ASTI (2002) has some concerns. In its submission to the Draft National Action Plan, the ASTI states that many of the recommendations are aspirational and aim to promote long-term cultural change at system and organisational level. However, there is a marked lack of attention to the operation of schools and the experience of professional educators as they struggle to cope with the challenge of diversity in all its dimensions.

In developing an intercultural approach to education Keogh (2000) acknowledges that understanding another person's ethnicity, their way of life and culture, can often be very difficult because it seems so foreign to our own and in many cases it completely conflicts with our own. Before we can attempt to understand the 'other' and thus welcome difference, we must first understand how our own culture colours the way we perceive the world. We must understand our own ethnicity.

Farrell and Watt (2001) discuss how interculturalism is now replacing the outmoded concepts of assimilation and multiculturalism. They explain that the assimilationist approach views ethnic diversity as divisive and promotes the absorption of minorities into the dominant culture with the aim of making ethnic minority groups as invisible as possible. While the multicultural approach acknowledges the need for the recognition and celebration of different cultures, it tolerates cultural difference rather than acknowledging the need to change the negative attitudes and practices of the

majority population. The concept of interculturalism also celebrates and respects the richness in cultural diversity but also focuses attention on the interaction between the dominant and minority ethnic communities and addresses issues such as racism and inequality and the way power is distributed in society and how decision-making is organised.

The Irish National Teachers Organisation produced a detailed report in 1998 on proposals for intercultural education in *The Challenge of Diversity*. These proposals emphasise equal rights and participation in education for all, the need for anti-discrimination measures, the right for a child from minority communities to learn his or her mother tongue and that ethnic minority parents be actively involved in the development of intercultural education in schools. However, according to Fanning (2002) the Report does not acknowledge sufficiently the problem of racism. He states that the identification of interculturalism as best practice was not accompanied by an examination of difficulties in addressing the exclusion faced by Travellers.

In developing an inclusive school that respects diversity, Crowley (2001) advises that it requires educators to monitor teaching methodologies and curriculum content to assess their capacity to realise outcomes across the diversity of the student population. He acknowledges that the task is complex and requires a wide range of expertise to develop adequate responses.

The *White Paper on Adult Education* (2000) also stresses the need to frame educational policy and practice to serve a diverse population and to develop curricula,

materials, training and in-service, modes of assessment and delivery methods which accepts such diversity as the norm.

2.8 Curriculum Implications

The curriculum at both primary and post primary level has undergone extensive change in recent years and in many areas of new programmes and syllabi there are opportunities to introduce the themes of anti-racism and interculturalism. At junior post-primary level the Civic, Social and Political Education (CSPE) programme is highlighted as a significant means of introducing issues relating to interculturalism (Crowley, 2001; Lodge and Lynch, 2003; Devine *et al*, 2002).

Gannon (2002), in discussing the aims and objectives of the CSPE syllabus, states that as Ireland becomes more culturally diverse, it is clear that young people need to develop the understanding, skills and attitudes necessary to ensure that Irish society becomes truly 'intercultural' - a society where diversity is valued and where this value is reflected in the power structures and institutions of the state; a society where interaction between diverse groups takes place and is underpinned by equality, human rights, mutual respect and understanding. In outlining the resource booklet produced by Curriculum Development Unit, she says that the resource is intended to explore diversity and equality in a holistic way. Rather than focusing on particular minority groups, the activities provide students with frameworks for examining relationships between all groups of people in Irish society.

However, Lodge and Lynch (2003) point out that CSPE is only available to Junior Cycle post-primary students; there is no comparable programme for primary pupils or

Senior Cycle post-primary students. Furthermore they state that, to date, there is not a strong focus on the rights and/or experiences of ethnic minorities in the exemplar material provided to teachers of CSPE.

The Draft Recommendations towards a National Action Plan also highlight certain second-level subjects which provide opportunities for contemporary issues and human rights issues to be discussed and promoted. These include Social Personal and Health Education (SPHE), Civic, Social and Political Education and the Social Education module of the Leaving Certificate Applied programme. They also recommend that all subjects should be taught from a perspective which respects and reflects cultural diversity in order to develop positive, long-term attitudes to all ethnic minority groups.

2.9 Attitudes to Ethnic Minorities

A diverse society is one in which everyone, regardless of race, ethnicity, nationality or religion, is able to choose their own way of living and for it to be respected. One of the most important factors involved in achieving a pluralist society is mutual tolerance and respect for the 'other' (Keogh, 2000). In discussing the attitudes of second-level students to refugees and asylum seekers, Keogh (2000) states that their opinions are not just constructed by what they know, but also by representational experience. What the pupils express is their own particular perspectives conditioned by their own realities.

Attitudes of young people in second-level schools towards refugees and asylum seekers have not been found to be positive or pluralist Keogh (2000). The

documented experience of Travellers in education and in other institutions, also shows a marked failure to respect their cultural differences (Kenny, as cited in Lodge and Lynch, 2003). Where positive attitudes were expressed, these tended to be held by students who had previous or ongoing positive contact with Travellers (Lynch and Lodge (2002).

Lynch and Lodge (2002) found that the lack of awareness of equality and minority identities expressed by young people in schools was mirrored by a similar lack of concern expressed by their teachers. There is some evidence that teachers in primary and post-primary schools may inadvertently exclude some ethnic and racial minority students due to perceived English language difficulties or a lack of training or support in how best to help these young people (Fanning et al., 2001). Witcher as cited in Lodge and Lynch (2003) has observed that the attitudes of teachers are central to the successful communication of an anti-sexist curriculum. They suggest that the same arguments can be applied to the successful teaching of a curriculum that is inclusive and respects racial and ethnic difference.

Chapter Three

Research Methodology

3.1 Introduction

The aim of this research is to examine the social and educational experience of ethnic minority students in a second-level school and to ascertain the attitudes of the Irish born and sedentary student population to these students. The author also wishes to examine how the school has facilitated the inclusion of ethnic minority students in the life of the school.

This chapter describes the research site and outlines the research methods adopted in the study. The author is a deputy principal in a second-level school and conducted the research on her own site. The three target groups for survey and interview are a selection of international, Traveller and Irish born, sedentary students. The question of extending the study to other groups such as teachers and parents was considered. While each of these parties could have a significant perspective on the research area, it was considered that to do so would expand the study beyond the scope of this dissertation.

3.2 The School under Study

The school is a large suburban second-level school under the auspices of County Dublin V.E.C. It opened twenty-one years ago and has an enrolment of 620 students. It is coeducational, non-selective and multi-denominational. The school caters for students from a wide range of social backgrounds and educational achievement.

Some students come from areas of disadvantage, others from more affluent middle-class homes. In the last six years the number of students from overseas has risen from two to 46¹. The school also has eleven students from the Travelling Community. This wide social range is a significant feature and a challenge to the school.

In the last decade the school has introduced many new courses and other innovations, for example Leaving Certificate Applied, Junior Certificate Schools Programme, Leaving Certificate Vocational Programme. Transition Year has been in existence since 1986. These programmes have enhanced the learning experience of the students and have also afforded many opportunities to teachers to develop their teaching, learning and leadership skills.

Each class group has a class tutor who attends to the pastoral, educational and administrative needs of the group. Each year group has an assistant principal (the highest point of promotion of class teacher under deputy principal) to act as year head. Normally the year head proceeds from first year to sixth year with the year group. The year head and tutors form the management team for the year group.

Decisions in relation to school planning, improvement and development are made in consultation with all those involved with the school - teachers, parents and students. Policies in relation to bullying, inclusion of ethnic minorities, or discipline, are devised by staff committees, working for a specified length of time, who then present their proposals to the whole staff for agreement. These agreed policies are then passed to the Parents' Council and the Board of Management for their approval before

¹ These students include children of migrant workers, refugees and asylum-seekers from a wide range of countries of origin.

finally being included in school documentation such as the student journal and staff handbook. The process can be a slow, time-consuming one, yet Smyth (1999) argues that schools that place a strong emphasis on collegiality and staff participation in decision-making have a clear positive impact on the students' academic and non-academic outcomes.

Staff Handbook

The school produces a handbook for staff at the beginning of each year. (Cavanagh and O'Connor, 2003). It contains the ethos statement, school rules, procedures, policies and curriculum. While much of its content does not vary significantly from one year to another, it may be seen as an organic document that is revised each year and is reflective of the inter-staff consultative processes.

Ethos Statement

The ethos statement forms the single most coherent statement of values of the school. Drafted originally by the principal and deputy principal, it was reviewed and redrafted five years ago by the whole staff and approved by parents and the Board of Management.

In expressing the principal values of the school, the main statement of the document reads:

The School values its distinctive features as a second-level school that is co-educational, non-selective and multi-denominational. Catering for students from different backgrounds and varying abilities, the School sees respect for such differences as a central value. The School also values the developmental process of human growth through which young people are progressing. Sensitivity to such development informs our approach to curricular and extra-curricular activities.

(Cavanagh and O'Connor, 2003: 1)

3.3 Research Group

There are currently forty-six international students from nineteen countries enrolled in the school. They constitute 7.4% of the total student population. The author surveyed forty of the forty-six international students; the remaining six students have been in the school for a mere five months and the author decided that their short time in the school and their poor levels of English would limit their potential contribution to the research. The group consisted of 17 female and 23 male students (Table 3.1).

Nationality	Gender (number of students)	Age Range (number of students)	
African	Female (9)	12-13 (2)	
		14-15 (2)	
		16-17 (2)	
		18-19 (3)	
	Male (7)	12-13 (2)	
		14-15 (4)	
		16-17 (1)	
		Asian	Female (4)
			12-13 (1)
14-15 (1)			
16-17 (2)			
Male (9)	14-15 (5)		
	16-17 (4)		
	East European	Female (4)	
		12-13 (1)	
		14-15 (1)	
16-17 (1)			
Male (7)	18-19 (1)		
	13-14 (2)		
	14-15 (2)		
	16-17 (2)		
	18-19 (1)		

Table 3.1 International Student Group

Eleven Traveller students are enrolled in the school, 1.7% of the total student population (Table 3.2). The author decided to survey all of them, working with the Visiting Teacher for Travellers. This group consisted of seven female and four male students.

Gender (number of students)	Age Range (number of students)
Female (7)	12-13 (4)
	13-14 (1)
	14-15 (2)
Male (4)	12-13 (1)
	13-14 (2)
	16-17 (1)

Table 3.2 Traveller Student Group

The author also surveyed twenty-four Irish born and sedentary students who were selected on a random basis with due consideration for gender balance. Twelve students were selected from Junior Cycle and twelve from Senior Cycle.

These forty international students, eleven Traveller students and twenty-four Irish born and sedentary students in the school were the focus for the study.

3.4 Design of the Research Study

The site used for the research is the school where the author is deputy principal. Anderson et al. (1994: 2) use the terms 'practitioner research' or 'insider research' to describe the type of research undertaken by those who use their own site (classroom, institution, school district, community) as the focus of their study.

Munn and Drever (1995) point out that one of the strengths of teachers researching their own practice or school policy is their existing knowledge of the school, the ethos, the student intake and the structures. However, the authors also point to the drawback that, in this form of 'insider' research, "things are taken for granted that ought to be held in question" (1995:3). In designing the research instruments, the author was conscious of the need to maintain objectivity and distance and attempted to follow the advice of Johnson by taking on "a new role of detached enquirer, that is

additional to and to some degree separated from your usual work" (1994:10). It is intended that the methods of data collection chosen will assist the author in eliminating such subjective bias as may arise from her close involvement with the research topic.

A review of the literature in relation to educational research demonstrates that the researcher can influence the data that is collected (Blair, 1998; Denscombe, 1998; Gunaratnam, 2003; Goldstone, 2000). It is impossible to guarantee neutrality in interpretations and analysis because "our histories and memories are shot through with gendered, classed, racialised and other 'excluding' understandings which give us our particular perspectives on the world" (Blair, 1998:13). It is not possible to change one's sex, class and ethnicity but an acknowledgement of these factors in potential researcher bias informed the author in devising the questionnaire and conducting the interviews. Goldstone advises that "we all need to evaluate - and keep evaluating - the motivations we have for doing the work we do" (2000:306). The author was also conscious of her position as deputy principal in the school as another factor in potential researcher bias and in limiting the honesty and quality of the responses from the students surveyed.

Cognisant of these factors, the author took some precautionary steps. In preparing the students for survey, the students were assured of the confidential nature of the research. Students were also encouraged to provide honest answers. The author endeavoured to create an informal environment by holding the discussions in the Parent's Room rather in the more formal setting of a classroom.

The data required for this study relates to ethnic minority students' experiences and perceptions of school and the attitudes of the majority student population to the inclusion of students from ethnic minority background in the school. To gather this data it was decided to use a combined methodology approach - questionnaires and focus group discussions. Questionnaires were used as the initial survey instrument for the International students and the Irish born students and the information gathered informed the construction of the interview schedule.

3.5 Parent/Guardian Consent

Before the questionnaires were distributed, permission was sought from the parents and guardians of all the students involved (Appendices 1 - 3). Denscombe emphasises the importance of seeking consent before conducting any research: "It is dangerous to short-circuit proper channels of authority" (1998:87). Furthermore he advises that gaining permission from appropriate authorities can take time, a factor to be built into the research schedule.

Letters were distributed to the parents and guardians of all the international and Irish born sedentary students involved. In the case of the Traveller students, the Visiting Teacher for Travellers visited their homes. The reasons for the research were briefly explained in a language that was easily understood. The students and parents were informed about the questionnaire and discussions and why they were selected. They were also informed that their participation was voluntary and strict confidentiality was assured. Parents and guardians were offered the option of getting a summary of the survey results and encouraged to contact the author in relation to any aspect of the research being undertaken.

3.6 Questionnaires

The advantages of questionnaires in small-scale research are well documented (Denscombe, 1998; Fink, 1995; Kane, 1995; Wilkinson, 2000; Wilkinson and Birmingham, 2003). Questionnaires are an efficient use of time, offer anonymity to the respondent, give the possibility of a high response rate and allow the use of standardised questions.

However there are limitations also, as Munn and Driver point out. They state that information collected through questionnaires "tends to describe rather than explain why things are the way they are" (1995:5). Furthermore, the information collected may be superficial and there is little opportunity for the researcher to check the honesty of the answers given by the respondents. The author was also conscious of the advice of Denscombe (1998) who suggests keeping the questionnaire as brief as possible by restricting the scope of the questions to crucial issues and avoiding any superfluous detail or non-essential topics.

In the questionnaire for the international and Traveller students the five areas which the author wished to explore were:

- the experience of the students on arrival at the school;
- the relationship of the students with their fellow students;
- the experience of the students in the classroom;
- the extent to which the students feel that they fit in to the school;
- the relationship of the students with the school and with teachers.

In the questionnaire for the Irish born and sedentary students the areas identified were:

- the extent to which the Irish born students were familiar with ethnic minority students and their cultural background;
- their attitudes to ethnic minority students, including Travellers.

These areas provided the framework for the questionnaires. The questionnaires consisted mainly of closed questions so as to minimise the amount of writing required by students. This was a particularly important point for the international students. While the standard of speaking and understanding the English language is generally very good amongst the majority of students, a notable proportion have poor English writing skills. However, students were invited to expand on their answers to some questions if they so wished.

Much care was taken with the layout and length of the questionnaire. Fink (1995) advises that questions should encompass the researcher's need for data while also enabling respondents to answer them easily and accurately. She stresses the importance of a clear layout that is sensitive to the language levels of the respondents. Similarly, Wilkinson suggests that the language used in questionnaires should be "clear, concise and avoid technical or redundant language" (2000:7). In drafting and piloting the questionnaires the author was mindful of this advice.

3.7 The Pilot Study

The importance of a pilot study is stressed by Kane, who states:

A pilot survey...can help not only to define your subject but also to give some preliminary warnings and assistance on problem areas such as questions which are sensitive or meaningless, or which elicit vague responses.
(1995:73)

This advice is echoed by Wilkinson and Birmingham (2003), who observe that usually mistakes are quickly spotted through piloting and can be rectified relatively easily. In the same way, ambiguous questions can be restated or redeveloped. It also provides a useful opportunity to observe the time taken by respondents to complete the questionnaire.

Before distributing the questionnaires to students for testing, they were reviewed by professional colleagues and trained researchers outside the school. Following this, the questionnaire for international students was tested among six students from another school. This group consisted of three from Junior Cycle and three from Senior Cycle. The group varied in gender (three female, three male) and in nationality (three Nigerian, one Romanian, one Latvian, one Angolan).

The questionnaire for the Irish born students was tested among six students from the author's school. Similar to the international pilot group, three students from Junior Cycle and three from Senior Cycle were surveyed. The group also varied in gender (three female, three male). The questionnaire for the Traveller students was piloted with one 5th year male Traveller student.

The students in both questionnaires commented on the questionnaire and helped identify difficulties and ambiguities. Irish born students suggested an additional category "some Irish, settled/some Traveller/some international" to question 4 and 5. This question related to friends in and outside school. They found question 9 (a), (b) and (c) confusing and advised that the relevance of this question be explained clearly to respondents. The students also suggested that more open questions be included in the questionnaire (Appendix 4).

International students were generally satisfied with the questionnaire. They suggested that a page be included at the end of the questionnaire so that students with good levels of written English could expand on their ideas and attitudes.

Certain revisions were made in the light of the students' comments and copies of the final questionnaires are presented in Appendices 5 - 7.

3.8 Focus Group Interviews

The predominance of closed questions in the questionnaires does not provide much scope for respondents to give answers that reflect the intensity of their attitudes or feelings in relation to the topics covered by the survey. Considering the sensitive nature of the research study and the number of attitude specific questions in the survey, the focus group discussions proved to be a valuable method of supplementing and clarifying the available data.

Denscombe, speaking of focus groups, states that they "consist of a small group of people, usually between six and nine in number, who are brought together...to explore attitudes and perceptions, feelings and ideas about a topic" (1998:115).

Hence, eight international students were chosen divided along year group and gender lines. All eight were of varying nationalities (three Nigerian, two Kenyan, one Latvian, two Angolan), and had very good levels of spoken English.

There are eleven Traveller students in the school and the author interviewed a group of six students. The intention of the author was to interview all eleven students but this proved impossible due to the erratic attendance of some of the group. The group interviewed were year group and gender balanced. The Irish born, sedentary students focus group also comprised of eight randomly selected individuals. These students were also divided along year group and gender lines.

It was felt that this list of participants would broadly represent the range of views relevant to the research. The focus group discussions were guided by an analysis of the questionnaires and the use of issues arising in the course of the literature review.

3.9 Administering the Research Instruments

3.9.1 Questionnaires

Each target group was gathered together for the purpose of completing the questionnaire. According to Wilkinson and Birmingham the group-administered questionnaire is a useful instrument for collecting data from a sample of respondents who can naturally be brought together for the purpose. Response rates using group-

administered questionnaires can be higher than those for postal surveys, as "the group is often assembled specifically for the purpose of assisting with the research and the respondents feel personally involved with the work by being handed the questionnaire by a member of the research team" (2003:10).

The questionnaires for the international students were distributed on 13th February 2004 after receiving letters of consent from their parents. All the questionnaires were completed and returned. The questionnaires for the Irish born, sedentary students were distributed on 24th February 2004. All the questionnaires were completed and returned. The questionnaires for the Traveller students were distributed on 31st March and were completed by six of the eleven students.

3.9.2 Focus Groups

The focus group discussions took place during the last two weeks of March following a detailed analysis of the completed questionnaires. Prior to the focus group discussions, each participant was approached and all agreed to take part. Permission was requested to make an audio tape recording of the discussion and all agreed to this. Particular care was taken to ensure that the conditions were conducive to the kind of interviews described by Bogdan and Biklen as ones "in which the subjects are at ease and talk freely about their points of view and produce rich data filled with words that reveal the respondent's perspectives" (1982:136).

The times and places of interviews were designed to accommodate the discussions and took place in the Parents' Room over a cup of tea. The author made every effort

to create a relaxed and informal atmosphere thereby facilitating open and honest discussion.

The author was also conscious that her position in the school, that of deputy principal, could inhibit discussion. She therefore spent considerable time at the beginning of the interviews reassuring the students of the voluntary and confidential nature of the discussions and the importance of honest discussion for the research and for the school in the long term.

Kane (1995), speaking about interviews says that

many things - your tone of voice, manner, gestures, your personal characteristics and those of the interviewee, the presence of others, and interruptions - may influence the quality of the interview, so it is important to record as much as possible of the circumstances of the interview to get it in context.

(1995:69)

The areas explored in the focus groups were consistent with the questionnaires and included:

- early impressions of the school;
- the social, educational and cultural experience;
- relationship with teachers and the school;
- how the school facilitates inclusion;
- how the school could become more intercultural.

3.10 Analysis of Data

Data from the questionnaires was analysed using a computer software package (SPSS). This software allows for large volumes of data to be computed, mathematically analysed and tabulated efficiently.

Comments obtained through the open-ended questions were collated under the areas outlined in the previous section. The transcripts of interviews were written up as soon as possible after the interviews and also collated under the headings outlined above.

3.11 Conclusion

This chapter has outlined the various methodologies used in conducting the research. The general aim of the questionnaires and the focus group discussions was to encourage the international and Traveller students to reflect and talk about their experience in the school and to explore the attitudes of Irish born, sedentary to ethnic minority students. The selection of the research group, the design of the questionnaire and the rationale and conditions of the focus group interviews were outlined. This was followed by a schedule of the administration and the method of analysis of the research instruments.

The analysis and findings of the research are outlined in detail in Chapter Four.

Chapter Four

Findings of the Research

4.1 Social Experience

4.1.1 Early Impressions on Arrival

In response to a statement about the level of difficulty experienced upon arrival in the school, over two-thirds of students declared that they had some difficulty (Table 4.1). Students placed in classes other than 1st year or arriving alone experienced the highest level of difficulty. This was particularly evident in the following comments from interviews:

I found the school a bit weird when I came first. I missed everyone back home and I cried a lot.

(female, African, 6th year)¹

Scared, really scared because my English was really bad and I didn't understand anything or anyone. I wanted to cry I was so stressed.

(female, East European, 1st year)

For a number of international students, the colour of the majority student population was a disquieting factor as borne out by the following comment:

In my country it was strange to see a white person. They were odd, strange, and now I am surrounded by them! I saw a person with red hair for the first time here!

(male, African, 1st Year)

However, for the ethnic minority students who had transferred from the local primary schools the experience was generally a positive one. They declared themselves

¹ For purposes of protecting anonymity and confidentiality, exact countries of origin have not been identified.

excited at the prospect of learning new subjects and making new friends as evidenced by the following comments:

*I had no bother coming here cos all me friends from me old school were here.
(female, Traveller, 1st Year)*

*It was fun. I was excited - new subjects, meeting new people.
(female, African, 1st Year)*

For these students the trauma of dealing with the experience of integrating into a new school is considerable and similar to any student regardless of their culture, race or nationality (Naughton, 1997). Ethnic minority students, particularly the international students experience the added stress of adapting to a new country and culture. Many of them are prone to 'post-migratory symptoms' such as somatic complaints, fearfulness and attention problems. Others demonstrate the anxiety and stress associated with the asylum process (Vekić, 2003).

In response to the statement "I had no one to help me", a very high number (85%) disagreed (Table 4.1).

	Very True	True	Untrue	Very Untrue
I had a lot of difficulty at the beginning	30.0%	47.5%	20.0%	2.5%
I had no one to help me		7.5%	57.5%	27.5%

Table 4.1 Experience of international students upon arrival (N= 40)

Many respondents found their Year Head and Tutor to be the most helpful in helping them to settle in to the school as is evidenced in the comment:

Teachers were really great. They help you by asking one of the students to show you around and help you in the beginning. My year head was really, really great.

(female, African, 5th Year)

New students were formally introduced to another student in the class and this student ensured that the new student became familiar with all aspects of the school. This helped the settling in, but international students found it difficult to feel part of Irish friendship groups as the following comments illustrate:

When Maria and me started, everyone was asking where we came from, questions, questions all the time. But they didn't ask us to be their friends. They were friendly but at a special distance.

(female, East European, 1st Year)

It annoys me when people ask me questions about where I come from and then just walk away.

(male, African, 5th Year)

All of the African girls made me feel welcome. I didn't actually feel any isolation. I had an Irish girl with me for the first few days to show me around and she was really great and I'm still close to her. I think if you start in 1st year it's much easier. But if you start later, everyone has their own groups. It's kind of difficult to integrate.

(female, African, 6th Year)

All the Traveller students have come from local primary schools. The continuity of having been in one school for all of their schooling, along with transferring to second-level with their friendship groups, facilitated the settling-in period in the school. None of the students expressed serious difficulty in the transfer from primary to second-level apart from the short-term anxiety and disorientation expressed by any student arriving into first year as outlined in another study focusing on primary/post-primary transition (Naughton, 1997).

4.1,2 Relationship with Peers - Ethnic Minority Perspective

Among the international students there was considerable divergence of opinion about the friendliness of their Irish peers. In the questionnaire a very high percentage (85%)

found the Irish students friendly. In response to a question about friendships inside and outside school, over two-thirds declared that they had some Irish friends in school and half of respondents declared that they had Irish friends outside school (Table 4.2).

	<i>Mostly Irish</i>	<i>Some Irish</i>	<i>Mostly non-Irish</i>	<i>No friends</i>
My friends in school are	30.0%	47.5%	22.5%	
My friends outside school are	25.0%	25.0%	45.0%	5.0%

Table 4.2 International students friendship groups (N = 40)

However, while the students appreciated the welcome they received when they arrived, they found the friendliness of their Irish peers somewhat superficial. Many commented that the students, after a few questions in relation to where they came from, lost interest and continued to talk to their own friends. Many of the International students found the welcome they received from other international students much more supportive. A selection of their comments reflect the feelings of loneliness and isolation experienced by some African students:

You know in class and your friend is absent. It feels like you're alone and you see the girls talking near you and they don't talk to you. Back in Africa when your friend is sick, everyone talks to you and lets you join in.
(female, African, 3rd Year)

Sometimes if you are with the Irish students, if they see their other friends, they will ignore you and move on. Or sometimes when I speak to some of them they don't understand me even though I speak very good English because I am from Nigeria.
(male, African, 5th Year)

Same with me - the first day, I was following these girls and then next thing I lost them, I couldn't find them. They were talking to their friends and anytime they are talking to their friends I feel so different to them - just kind of sucks.
(female, African, Transition Year)

Interview data highlighted a different experience for other students who commented:

It was different for me. I was in Transition Year for a few months and the class was really nice to me - friendly and nice.

(female, East European, 6th Year)

I didn't find it like this. Maybe when they all arrived (African students) they had one another but when I arrived I didn't really know anybody and the students were very friendly to me.

(female, East European, 5th Year)

It was suggested in the group that perhaps the black students find it more difficult to make friends because of their colour and that Irish students are unsure and awkward in their company. The African students commented that they are aware that they are seen as a very public and visible group around the school but they suggest that this is because they find it difficult to fit in with Irish friendship groups and they provide much support for one another. One student commented:

Because we have something in common, we hang around with each other. They left us with no choice.

(female, African, 6th Year)

For a number of ethnic minority students, however, they had very positive views about their relationships with Irish student as the following comments illustrate:

I have lots of Irish friends.

(female, African, 5th Year)

Irish friends very good to me. They help me if I have a problem.

(male, Asian, 2nd Year)

Ireland feels like my home and I hope to live here forever. Thank you for being so friendly.

(female, African, Transition Year)

Some of the students interviewed acknowledged that in class they had good relationships with Irish students but that they were wary of developing close

relationships outside the classroom. One Senior Cycle student expressed the feeling of a few students in the group when she said:

I would find it hard to really trust a white person. You can have a good laugh with them in class but I would not share a secret. Maybe it's me, maybe I don't trust easily.

(female, African, 6th Year)

The Traveller students did not express any particular difficulty in relation to friendship groups. All of them have come from local Primary schools and had friends from both the Traveller and settled community. All of them had also made new friends since they arrived in the school. One student commented:

I was disappointed that Mary and Anne weren't in my class cos I didn't know no one else. But the teacher put me beside Jessica, you know the way they go by the alphabet and I got to know her- she's real nice.

(female, Traveller, 1st Year)

The Traveller students interviewed, while acknowledging some negative experiences outside of school, did not express any difficulty making friends with the settled students in the school. This is in stark contrast with the findings from the surveys and interviews with the majority ethnic students who expressed very negative and sometimes racist attitudes towards the Traveller students in the school and the Traveller community in general. These findings are outlined later in the chapter.

4.1.3 Relationship with Peers - Majority Ethnic Perspective

In the questionnaire for the Irish born and sedentary students, three-quarters of respondents declared that international students are friendly and almost half declared that Traveller students are friendly. In response to a question about friendships inside and outside school two-thirds of students declared that they had some ethnic minority

friends in school and half declared that they had ethnic minority friends outside school (Table 4.3).

	<i>All Irish and settled</i>	<i>Irish including Traveller</i>	<i>Irish, some international</i>	<i>Irish including Traveller, international</i>
My friends in school are	33.3%	20.8%	33.3%	12.5%
My friends outside school are	45.8%	12.5%	29.2%	12.5%

Table 4.3 Irish born and sedentary friendship groups (N = 24)

An analysis of the Irish students' perceptions of and attitudes towards minority ethnic students indicate that many of them feel that it is the responsibility of the minority ethnic students to make the effort to integrate and make friends. This is well illustrated in the following comments:

*They kind of stick to their own groups at lunch.
(female, 5th Year)*

*Hard to talk to, they keep more to themselves. Most of them sit on their own - they are shy.
(female, 5th Year)*

*Some are very quiet and when you talk to them they don't talk back.
(male, 2nd Year)*

*International students should talk to Irish students more.
(female, 2nd Year)*

*Most of the Internationals hang around with other Internationals. They probably feel more comfortable with them.
(female, 2nd Year)*

*If Internationals tried harder I'm sure people would open up more to them.
(female, 2nd Year)*

However, in a number of instances, students expressed positive views about the friendliness of ethnic minority students as reflected in the selected comments below:

*Most of them are friendly - they just want someone to talk to.
(female, 5th Year)*

*They are generally really nice people and easy to talk to, just quiet that's all.
(female, 5th Year)*

*International students are friendly and try to act like everyone else.
(male, 2nd Year)*

*Traveller students are very friendly but don't get the respect for it.
(female 2nd Year)*

*I personally think that Traveller kids are judged just because of the
background. How can they get an education if not many people help them -
only judge them.
(female, 5th Year)*

*I am friends with International students in the school and I do not consider the
race or origin. If I don't like somebody its because of their personality. The
same with Irish people or Travellers.
(male, 5th year)*

4.1.4 Irish Students' Perceptions of Ethnic Minority Students

The response to the statement in the questionnaire "International students are welcome in our school" 91 % agreed and to the same statement in relation to Traveller student, 70% agreed. However, comments in interviews in relation to attitudes to ethnic minority students elicited negative and sometimes very stereotypical perceptions of these students as the following comments from a group of 2nd Year students illustrate:

*Most Traveller students are very rude and ignorant. I have yet to meet one
who is not. They can be very aggressive and unco-operative.
(male, 2nd Year)*

*Female Travellers are ok, but male travellers are ignorant and disrespectful,
in need of a lot of attention. They spit from the side entrance windows down
to people walking in before lunch.
(male, 2nd Year)*

Some Internationals seem to have a bit of an attitude problem maybe due to background or private life. They can be sometimes arrogant and feel they have more rights than the rest of us.

(male, 5th Year)

They've lovely cars and clothes and stuff and still they're on the streets begging.

(female, 2nd Year)

Remember Mosney, well everything got taken out and it got given to the Internationals. There's more Irish out on the street than Internationals. I think if they're giving houses away they should be given to Irish people.

(male, 2nd Year)

The last two comments from the selection above suggest that, while the concerns expressed do not relate in any way to the school or to personal experience, they influence the attitudes of these majority students to the ethnic minority students in the school. For many of these students, their knowledge and understanding of cultural diversity is formed from sensational media coverage of immigration issues.

Distinctions were drawn by a number of students between international students and Traveller students, the former often spoken of in more sympathetic terms. The views in respect of international students related to their attitude and their perceived preferential treatment. Attitudes expressed by some to Traveller students were very negative and referred to them fighting, stealing and their personal hygiene. The following responses reflect these attitudes:

I like my International friends but I have no time for Travellers!

(male, 5th Year)

I personally do not like Travellers. I have nothing against international students. No offence to anyone but I personally hate Travellers because they bully other students and intimidate them just to look hard. They have terrible personal hygiene and have a bad odour. They make school crap because they annoy teachers and misbehave a lot. Most Travellers give classes a bad name which is stereotypical but it happens - mostly due to knackers.

(male, 2nd Year)

I think Travellers are the least friendly out of everyone and they pick on people most of the time.

(female, 2nd Year)

It is worth noting here that there are eleven Traveller students enrolled in a school of 620 students, 1.7% of the total school population. In a question asking the Irish born students about the number of Traveller students in the school, 45% estimated that there were between 10-20, 25% thought there were between 20-30. A significantly high percentage, 29% estimated that there were over 30 Traveller students in the school.

The eleven Traveller students are considered by the teaching staff to be quite well integrated and progressing well in their learning. Only two students present with behavioural difficulties and these are considered no worse than similar difficulties encountered with any of the majority student population.

It emerged in the interviews and in a cross tabulation of the questionnaire that the students expressing negative attitudes towards ethnic minority students did not have much contact with these students, in class or at break times, and were not familiar with their culture or background. By contrast, students who expressed positive attitudes towards ethnic minority students interacted with them in class or mixed with them at break times and outside school. A selection of comments below illustrate these attitudes:

The Travellers I personally know are hardworking but then there's others that aren't.

(female, 2nd Year)

If you get to know a Traveller student they are the same as anyone else.

(female, 5th Year)

They tend to fit in well with any classes or groups I am in. This is based on the few international students that I have had contact with.

(male, 5th Year)

If you get to know international students they are the same as anyone else.

(male, 2nd Year)

Any international students I have met and become friendly with are just like any other in terms of conversation.

(male, 2nd Year)

I don't know a lot of international students, but the ones in my class are friendly.

(female, 5th Year)

When I came to the school all the African students looked the same but now I'm friends with some of them they do all look different.

(male, 2nd Year)

4.1.5 Experience of Racism

In response to the statement "Some students have said or done things to upset me", two-thirds of respondents agreed, and one quarter disagreed (Figure 4.1). In response to the statement "I have been bullied in this school because some people think that I'm different" the percentage agreeing with the statement was lower but significant with one-third agreeing and almost two-thirds disagreeing (Figure 4.2).

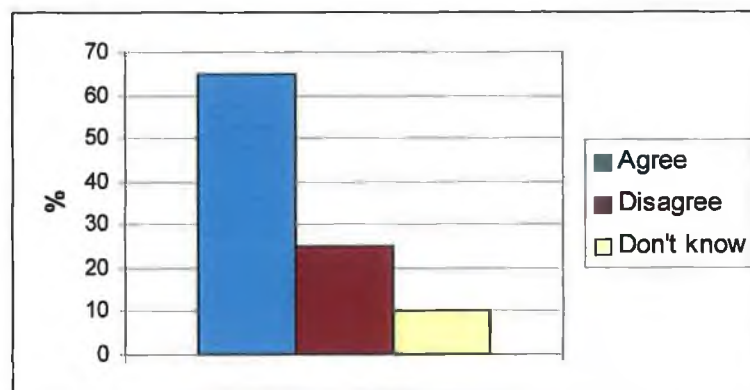


Figure 4.1 International students' experience of verbal abuse (N=40)

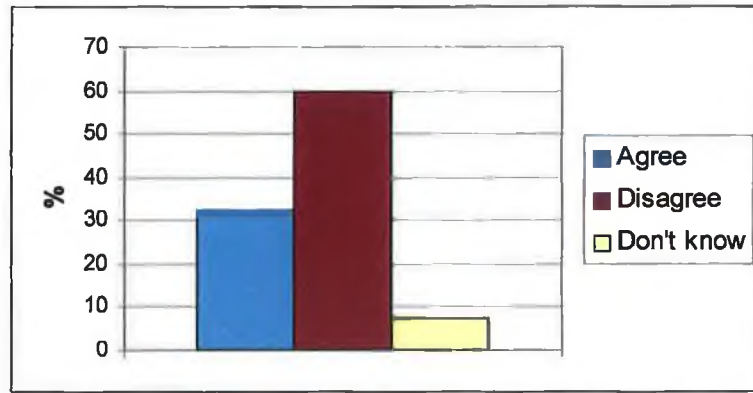


Figure 4.2 International students' experience of being bullied (N=40)

A further analysis of data, in the form of a cross tabulation of the statements with the nationality variable, reveals that African students reported more incidents of upsetting comments or bullying. This is represented in Figures 4.3 and 4.4.

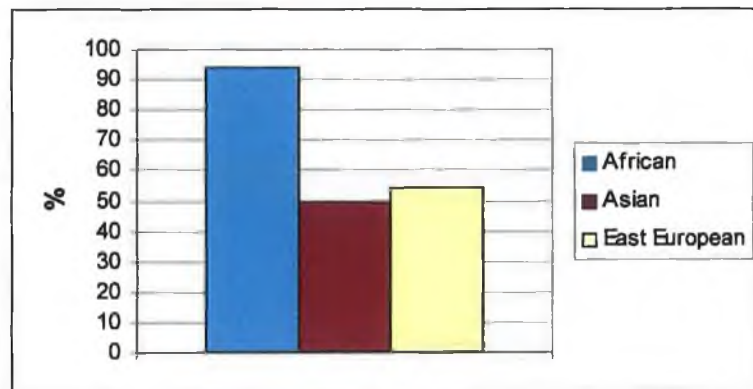


Figure 4.3 Nationalities of students who have been verbally abused (N=40)

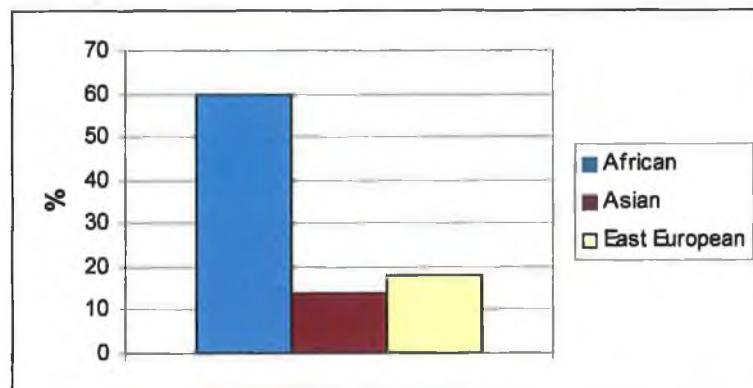


Figure 4.4 Nationalities of students who have been bullied (N=40)

One Junior Cycle student recounted an upsetting incident in class where another student made comments about her:

In the Art class and I know I am drawing really good. One guy from my class - I can't tell you his name - he was with his friends. I wasn't sitting with Maria and I sit beside him. I didn't talk to him, I was just drawing. So he said "Oh look- that's just crap, that's so crap" and he turns to his friends - and says "Oh, I don't understand her, what's she doing here, she can't speak English." I was very upset. I was red. In the next class I saw him talking to some friends and they were laughing and I know he was talking to them about me.

(female, East European, 1st Year)

Other students reported feeling intimidated when attempting to answer questions in class or when students make fun of their accent as evidenced in the following comment:

What I would like to say is that I hate it when some Irish students laugh at non-nationals when they are speaking English. And this always gets on my nerves. For example I have a friend in my year and he is also in my class. He came from India and he is doing his best to speak smooth English. But sometimes when we are in class and he is asked a question he sometimes feels ashamed to answer because the students are going to laugh at the way he speaks.

(male, African, 5th Year)

However, most international students interviewed agreed that while they have been upset by 'slagging' comments made by Irish students, few have been the victims of racist comments. They also agreed that when they reported such incidents of racist comments or bullying, their tutor or year head treated the incidents in a serious manner and action was taken.

In discussions with the Traveller students in relation to racist comments, there was a mixed response. They made a clear distinction between what they perceived as a 'settled' Traveller who lives on a permanent halting site and a Traveller, who lives a nomadic lifestyle. When asked if they had heard settled students make racist comments about Travellers, one girl remarked:

Yes, about the ones at the side of the road. Some students ask me am I a settled Traveller or a Traveller and they know I'm actually a 'settled' Traveller and not one of the ones that travels around the place. And they just treat me normally because of that. Say if you were one of those that travels around I wouldn't say they'd treat you proper.

(female, Traveller, 1st Year)

This girl declared that she had not had comments made directly to her but she was aware of comments made by the settled students about Travellers. She also made the following comment:

I don't mind what they say cos everyone knows I'm a Traveller and they know that I'm proud to be a Traveller and when they're in the class they don't mind talking about it cos they know they wouldn't say anything wrong in front of me.

(female, Traveller, 1st Year)

However, another Traveller student expressed the view that settled students are cautious about revealing their attitudes towards Travellers while he is present.

They try to watch what they say to you most times. Most times you would be talking to them and they might say something bad about Travellers but when I'd be with them they'd be scared to say anything cos they'd think I'd think it was about me.

(male, Traveller, 2nd Year)

None of the Traveller students recounted any incident of bullying against them. In interviews with ethnic majority students, several students expressed the view that, while they acknowledged that they had seen international students being bullied, they had never seen any Traveller student being bullied. Their perception is typified in the following comment:

Traveller students are very protective of themselves. They can be intimidating to other students but some of that is because they would prefer to be the bully rather than be bullied.

(male, 2nd Year)

From the perspective of the majority ethnic students, racism was perceived to be carried out by only a minority of students and they expressed the view that it would not be tolerated by the school. This is evident from the following comments:

International students tend to get insults, but whether they hear these insults is difficult to know. These insults are said quietly.

(male, Irish, 5th Year)

The Irish students who upset international students are in the minority but it does happen. I have heard students backstabbing about international students because they are different but I have never seen confrontation.

(female, Irish, 2nd Year)

However when challenged on earlier comments made in relation to Traveller students, some students admitted that, while they held very negative views about Travellers, they would not risk making these remarks in public for fear of reprisals from the Traveller students or from their teachers.

While only a minority of the international and Traveller students had experienced racism in school, almost every one of them had been subjected to racial verbal abuse outside school. This took place on buses and in shops as these students went about their daily business. The incidents described below typify their experiences.

Joy was on a bus and she was just standing at the disabled area and I was standing too because it was so full. This person brought in this pram and asked another women to watch it and make sure this "black nigger" didn't touch it. Joy was so angry.

(male, African, 1st Year)

Most Travellers are redheads like me and when I walked into the shop he blamed me for the ones who was messing. Even though I said it wasn't me, he says "I know you by the colour". Down at the Spar there's loads of us and if one of us does something wrong he bars the lot of us. But if it was a settled person they wouldn't bar the whole lot of them.

(female, Traveller, 1st Year)

4.2 Educational Experience

The questionnaires and interviews explored the educational experience of the ethnic minority students and identified some positive aspects and some barriers to their learning.

International students were asked about their difficulty with speaking English when they first arrived in the school. A high percentage of respondents (70%) declared that they had little difficulty. Of those who expressed difficulty, most of them, (ten out of twelve students), were offered extra classes in English (Table 4.4). The school does not distinguish, and indeed does not always know, the status of its International students. So, although some asylum seekers are not entitled to state funded language classes, all students in need of language support are offered extra classes in English. Of the ten students who received help with English, nine found them to be helpful.

<i>Did you need extra classes to learn English in school?</i>	<i>Frequency</i>	<i>Percent</i>
No	28	70.0
Yes	12	30.0
Total	40	100.0

Table 4.4 *Students needing help with English language tuition (N=40)*

In interviews, many students declared that English was not a major barrier to their learning but some students found the accent of the Irish students hard to understand at first as reflected in this comment from a Senior Cycle student:

I found the accent really hard at first. Although I had some English coming here I was used to speaking Kikuyu and now I had to speak English all the time.

(female, African, 5th Year)

Other students found that the more they tried to mix with Irish students the more their language proficiency improved. This was particularly the case on school trips as the following comment shows:

*When I went to Delphi (outdoor pursuits centre) in Transition Year, I found it great to talk to people all week and my English started to improve.
(female, East European, 6th Year)*

While most international students did not perceive language to be a problem after the first year attending the school, many teachers have expressed serious concerns in relation the standard of written English among these students, particularly at Senior Cycle.

Most of the international students declared a love of learning and were keen to achieve well. Some of the positive aspects that were mentioned included having a choice of Option subjects, learning new skills and the great variety of subjects. This is reflected in the comments below:

*I love having a choice of option subjects. In Latvia we do too many subjects and we have no choice.
(female, East European, 6th Year)*

*I think school is quite cool. I learn things I never actually know and it's quite interesting. I started to read the whole History and Geography book for myself when my teacher gave them to me.
(male, African, 1st Year)*

*I love learning new skills. When my father needed me to go to the Social because I speak English, I cried because I didn't want to miss school.
(female, African, 1st Year)*

Each year, in December and May, the school presents Student Awards to students who have been nominated by teachers as having achieved in different areas of school

life. Among the international Students, over two-thirds (65%) have received a Student Award.

However, despite the positive attitude of these students to achieving a high standard of education, some frustration was expressed at the requirement to sit in class while their Irish peers were taught Irish. Others were critical of subjects such as History and Geography because of the strong Irish and European bias in the syllabus content.

Almost all the international students interviewed were highly critical of the behaviour of Irish students in class. They spoke of the lack of discipline among the students and the rude manner in which they spoke to teachers. The international students also referred to the difference in attitude of Irish teachers to their students as compared to teachers in their own countries. Their perspectives are typified in the comments below:

In class the way the teacher teaches here is very different and the way the class is set up. Everything is much stricter back home. It frustrates you here. I was trying to do it the way I did it in Africa but the students here don't pay attention.

(female, African, 6th Year)

In Africa, we are more mannered. If you act up you get smacked and so you try to avoid the smacking by being really good and nice and all. But when I came here the students were always talking in class and doing their make up and hair. Here it's up to you if you want to study. In Africa, you have to study, it's your future but here it's much more relaxed.

(female, African, 5th Year)

Same with homework. In Latvia, the teacher will take up your homework every day and mark it and tests every week in every subject.

(female, East European, 6th Year)

A mixed response was evident among the Traveller students surveyed in relation to their educational experience. They expressed a preference for practical subjects such

as Home Economics and Woodwork but placed little value on subjects such as French and Irish. Five out of six students have received Student Awards.

The school offers the Junior Certificate Schools Programme and five out six of the Traveller students participate in this programme. The students participating expressed satisfaction with their progress in the programme and found the teachers helpful but strict. The school also offers an after-school Homework Club. This was originally set up to accommodate the Traveller students. However, the initiative has been expanded to include other students whose home environment is not conducive to study. While the three female Traveller students found the Homework Club very helpful, only one of the male Traveller students found it helpful. One of the students who does not find it helpful stated that the length of the school day was a factor and the other student who does not find it helpful stated that he did not wish to be picked out among his peers as being in need of this 'special class'.

The issue of educational provision with regard to ethnic minority students was raised in the questionnaires and interviews with the majority student population. In response to the statement "International students are in need of our help", over half of respondents agreed with the statement. In response to the same statement in relation to Traveller students, just over a quarter agreed with the statement. A significantly high percentage of respondents disagreed with the statement that international and Traveller students were not given enough attention. There was also very strong disagreement to the statement that ethnic minority students are getting very little help from teachers, over 90% in relation to International students and 83% in relation to Traveller students (Tables 4.5 and 4.6).

	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>	<i>No Answer</i>
In need of our help	58.3%	33.3%	8.3%	
Not given enough attention	4.2%	83.3%	12.5%	
Given more attention than Irish students	62.5%	25.0%	8.3%	4.2%
Getting very little help from teachers	4.2%	91.7%	4.2%	

Table 4.5 Majority students' perception of educational provision for international students (N=24)

	<i>Agree</i>	<i>Disagree</i>	<i>Don't know</i>
In need of our help	29.2%	58.3%	12.5%
Not given enough attention	8.3%	87.5%	4.2%
Given more attention than other students	37.5%	50.0%	12.5%
Getting very little help from teachers	12.5%	83.3%	4.2%

Table 4.6 Majority students' perception of educational provision for Traveller students (N=24)

One could interpret these findings as positive in relation to the provision by the school of resources and supports for ethnic minority students. However, it emerged in interviews with the majority ethnic students that these findings illustrated their perception that the ethnic minority students were given preferential treatment. Concern was expressed, with regard to ethnic minority students, to perceived leniency in implementation of the school rules. They also recounted incidents of over sensitivity on the part of teachers to being labelled racist if they reprimanded an international or Traveller student. The selection of comments from a group of Junior Cycle students illustrate these points:

*I have a lot of Traveller friends but I think some of them get let away with murder when it comes to doing work in class.
(male, 2nd Year)*

*I think that Travellers get away with loads. In one class two of the students were messing. The Traveller student was just told to be quiet and the other got a note in his journal. If we were to do the things that they do we would get into loads more trouble.
(female, 2nd Year)*

I think they should be helped, but I have seen international students have some unfair privileges. If you had a problem, like, the teachers don't really care about us but they'd care a lot if the internationals have problems. They're given special classes and all.

(female, 2nd Year)

Sometimes I feel international students are given more attention and leeway in school as there is a fear of being racist.

(male, 5th Year)

This perception that teachers are inconsistent in their treatment of students can feed notions of injustice by those in authority. Lynch and Lodge (1999) suggest that what young people define as equality issues are not synonymous with those of adults. While inequalities in relation to gender or social may be concerns of educators, students place great emphasis on the use of authority and power as equality issues and are particularly concerned that those in authority are fair and consistent in their dealings with all.

It is also worth noting, however, that some Irish students suggested that international students may need extra attention because of their particular circumstances in relation to language and prior educational experience as illustrated in the following comments:

I have seen most of my teachers helping international students understand better and treating them equal. I think that's only right cos of the problems they've had getting here.

(female, 5th Year)

But sometimes they need more attention and so it's a good thing that they get it.

(male, 2nd Year)

International students should be given more attention and learn more how to speak our language

(female, 5th Year)

These comments along with the previous selection of comments suggest that many majority students acknowledge that ethnic minority students may need extra help from teachers to help their educational progress. However, the majority students were dissatisfied with what they perceived as preferential treatment of minority students in relation to sanctions imposed by teachers.

Other students expressed a view that if international students tried to fit in and assimilate into Irish culture and social norms, they might be more accepted. While over two-thirds of students admitted that they were not familiar with the culture and backgrounds of international students, they suggested that international students should become informed about Irish culture (Table 4.7):

International students I feel don't mix in that well because of language difficulties and because they don't understand Irish people's background and social life.

(male, 5th Year)

I think international students are given a lot of attention and sometimes a bit too much. They might want to just be treated the same as everybody else and they might feel singled out by being given so much attention by teachers. They might want to be left alone and be like everyone else.

(male, 5th Year)

Some International students get too much attention. I think they don't want this - they want to fit in, that's all.

(male, 5th Year)

	<i>Agree</i>	<i>Disagree</i>	<i>Don't know</i>
I know a lot about the culture and background of international students	16.7%	70.8%	12.5%
International students are well educated	50.0%	29.2%	20.8%

Table 4.7 Majority students' knowledge of culture and background of international students (N=24)

One of the most disturbing findings to emerge from the questionnaires and the interviews was that the majority student population have much more negative attitudes towards Traveller students than to international students. In comparing the responses to the statement in relation to international and Traveller students needing help, over half thought international students needed help but only just over a quarter (29%) of respondents thought that Travellers needed help. With regard to the perception of ethnic minority students being well educated, half of respondents perceived international students to be well educated whereas only a quarter considered Traveller students to be well educated (Tables 4.7 and 4.8).

	<i>Agree</i>	<i>Disagree</i>	<i>Don't know</i>
I know a lot about the culture and background of Traveller students	16.7%	79.2%	4.2%
Traveller students are well educated	25.0%	54.2%	20.8%

Table 4.8 Majority students' knowledge of culture and background of Traveller students (N=24)

Comments in relation to Traveller students were, in the main, expressed much more strongly than those in relation to international students as evidenced in the following comments:

Teachers seem friendlier to International students rather than Traveller students.

(female, 2nd Year)

Female Traveller students are grand but male Traveller students don't fit in because they don't get enough attention at home and thrive on attention in this school. They aren't here for a good education, they see it as a place to mess around and be disruptive.

(male, 2nd Year)

I think most Traveller students are messers and shouldn't be allowed in the school because they are unfriendly, disrespectful towards students, teachers and school and they don't listen in class and they waste the teachers time and the class time.

(male, 2nd Year)

I don't really like Travellers because a lot of them are ignorant. But the ones who respect students and teachers I have no problem with them. International students are cool though because they are never cheeky or ignorant towards students or teachers.

(male, 2nd Year)

As noted in a previous section this is a major cause for concern for the author as teachers perceive the Traveller students to be well integrated and progressing well in their learning. It is also worth noting that, in the case of both international and Traveller students, the most negative comments were made by students with little or no personal contact with these students.

4.3 Cultural Experience

For the majority of international students, the main cultural differences they experienced were in their relationships with their peers and in their educational experience. This concurs with the research undertaken by Devine *et al.* (2002). They state that part of the dynamics of inclusion in school revolves around a sense of belonging to peer groups, with whom one has fun, enjoys support and shares secrets. However, the existence of peer friendship groups can alienate those on the outside, an experience commonly felt by the international students. Many of them spoke of their disappointment when trying to make friends with their Irish peers and found it difficult to understand the dynamics and characteristics of the different groups as these comments illustrate:

In Africa, we usen't never have any groups. Everyone speaks with everyone else. But here you have to be in a particular group. If you are alone you are left alone. If you stick with that group, you have to be a smoker, if you stick with that group you are a goody two shoes!

(female, African, 5th Year)

We had a white girl in our class in Nigeria. She was accepted and pampered by us. So I expected the same when I came here - not exactly pampering but I did expect to be welcomed by everyone.

(female, African, 6th Year)

As outlined in a previous section, all the international students surveyed were keen to do well in school and aspired to third level education on completion of Leaving Certificate. However, many of them cited differences in the Irish educational system to their prior experience in education. Most notable differences discussed were the relationships between teachers and students in Irish schools and the perceived relaxed attitude of Irish students to their learning. Some students spoke of the difficulty of understanding the dynamics of student/teacher relationships as illustrated in the following comment:

I always think it's hard to get Irish students to settle down in class. They throw papers and I don't like it when they lie. One day when the teacher asked who was messing I was one of them so I told the truth and then nobody talk to me - just stare at me.

(male, African, 1st Year)

In answer to the statement "School ignores my cultural background", 17% of respondents agreed and two thirds disagreed. When the issue was raised in interviews, many students commented on events in the school which highlighted the diverse student population. One student cited the recent Open Day, which included an international stand which displayed information about all the countries of origin of the students and gave them an opportunity to speak to parents, teachers and students about their country and culture. Another student expressed appreciation that teachers were informed about upcoming religious or cultural events like Ramadan and another said she liked "*the way the school let the girls from Iraq wear their head scarf.*"

However, other students commented that events that highlight the cultural diversity of students, while positive in their intentions, also highlight difference or 'otherness'. They felt they did not want to be made exceptions of and wanted to be treated like their Irish peers.

Several students expressed concern that the longer they lived in Ireland the greater the danger of losing their own language and culture. Two students, in particular, spoke of this experience as reflected in the following comments:

*I sometimes get upset when I forget some words from my own language.
(male, Africani, 1st Year)*

*Even though I am a French speaker, I did not get very good marks in my French test. I think my grammar and spelling are not very good anymore.
(female, African, 2nd Year)*

When asked if they thought Irish students were familiar with any aspects of their culture and background, many international students, particularly the African students, stated that the only interest Irish students had shown in their culture was with their hairstyles!

The issue of cultural diversity was raised in the questionnaire and interviews with the majority students. In response to the statement “I know a lot about the culture and background of international students”, nearly three quarters of respondents agreed. The response in relation to Traveller students was similar.

When asked to elaborate on this matter at interviews, students said that, while issues of racism and prejudice are raised in classes such as CSPE or Religion, they were not informed about the cultures of the ethnic minority students. They also expressed caution around asking questions of these students for fear of causing offence. One student who had very positive attitudes towards ethnic minority groups stated:

*I have two very good friends from Romania and I havn't got a clue where Romania is or what religion they are or anything but I don't ask them about it cos they're very sensitive about where they come from.
(female, Irish, 2nd Year)*

A number of students expressed the attitude that it would be easier for ethnic minority students to integrate if they informed themselves of Irish culture and norms as reflected in these comments:

*They don't know anything about our culture - they should find out.
(female, 5th Year)*

*It they knew more about our ways and social life, they'd be better off.
(male, 2nd Year)*

There is some evidence in comments from all groups involved in the surveys that ethnic minority students are conforming to this expectation that the more they assimilate into the majority culture, the more they are accepted. One 2nd Year sedentary student remarked:

*There's one Traveller girl in this school, she's very hard to tell whether she's Traveller or not. When she speaks with her ma and da she speaks differently than to us. Maybe its because she's trying to fit in.
(female, 2nd Year)*

In response to a question about how she felt she was part of the school another student commented:

*I'm fine. You see, the students see me as a 'settled' Traveller. If I was one of them at the side of the road, they wouldn't treat me proper.
(female, Traveller, 1st Year)*

Finally, when ethnic minority students were asked how they felt about the increasing cultural diversity in the school, two students summed up the general attitudes of the focus groups:

*So many different races in this country now. I say, Ireland, go deal with it. We're here to stay!
(female, African, 5th Year)*

*I think it's great cos then it's not like a posh school, just a normal one where everyone's welcome no matter what culture or what colour or where they're from or what past they have, they're welcome.
(female, Traveller, 1st Year)*

4.4 Relationships with Teachers and the School

Ethnic minority students were asked about their relationship with teachers and how they related to the school. In general, attitudes were very positive towards teachers, with many students finding teachers helpful, friendly and caring. In response to the statement “I feel comfortable approaching my teachers with a problem”, over two-thirds of students agreed. In discussing this issue at interviews, students clarified their attitudes by stating that they would feel comfortable approaching teachers with a problem in relation to their school or to ask for extra help when in difficulty, but they would be reluctant to approach a teacher about a personal problem. Many of them perceived that, while teachers are very interested in their educational progress, few of them are interested in the students’ personal lives or backgrounds.

In discussing these issues with the Travellers, similar attitudes prevailed, with students reluctant to discuss their private lives with teachers. When asked what they considered to be ‘a good teacher’, one student commented:

A teacher that’s not too strict but strict enough but will have a discussion with you and let you answer a question and listen to what you have to say and you can have a bit of a laugh with.

(male, Traveller, 2nd Year)

In response to the statement “I feel I am part of the school like other students”, over two-thirds of international respondents agreed, with just under a fifth disagreeing (Table 4.9). Notwithstanding the misgivings and uncertainty about their welcome in the school, over three quarters of students declared themselves happy in the school (Figure 4.5).

	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>
I feel I am part of the school like other students.	67.0%	17.0%	12.5%
I feel I can be honest with my fellow students about what I dislike about the school	72.5%	12.5%	15.0%

Table 4.9 International students' perception of being part of the school (N=40)

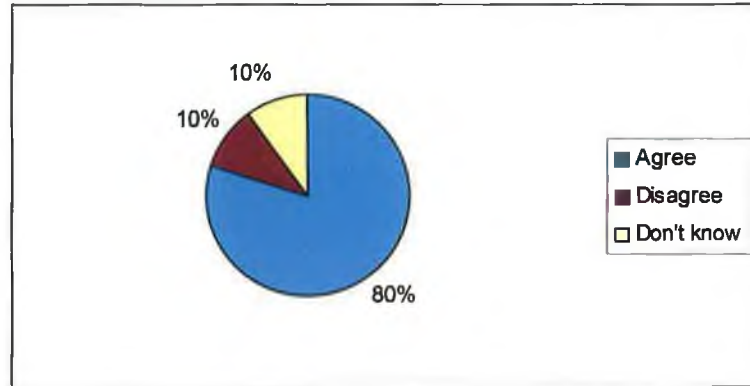


Figure 4.5 Percentage of international students happy in the school (N=40)

When asked what contributed to their sense of being part of the school, the students cited the support of the ethnic minority students for each other as being the most important factor. They also spoke about the confidence they have developed over a number of years to express their likes and dislikes about the school to their fellow students and to approach teachers or management about matters that may concern them. The following selection of comments reflect some of their attitudes:

While the students could be more friendly, I like the school - the atmosphere is great.

(female, African, 6th Year)

It's great - you don't have to follow someone around the school anymore!

(female, African, 5th Year)

I feel I am part of it cos I do what I want. No one tells me what to do – I feel independent.

(female, African, 6th Year)

When asked how the school could help make the social, educational and cultural experience a better one for ethnic minority students, the international students were highly in agreement that the school should engage in much more debate concerning issues related to cultural diversity, racism and equality. Many of them stated that they would welcome open discussion in class about these issues, even though they may be the only ethnic minority student in the class. A suggestion was made to set up a working group comprised of ethnic minority and majority students to discuss issues in relation to interculturalism and to find ways of developing strategies and policies to ensure that the school becomes a more inclusive institution which is not merely multicultural but which is cognisant of the shared benefits of respecting and celebrating cultural diversity.

Chapter Five

Conclusions and Recommendations

5.1 Context of the Study

Historically, Ireland has essentially seen itself as a mono-cultural society and has traditionally been a country of emigration rather than immigration. However, the recent prosperity in Ireland resulting in increased immigration has created a multi-ethnic and multicultural State. In the last census of population, taken in 2002, non-Irish nationals numbered 226,200 or 5.8% of the total population. The Census also indicated that there are 23,681 Irish Travellers, representing approximately 0.65% of the population. While this diversity enriches Irish society it also presents many challenges.

The increasing participation of indigenous ethnic minority students and of international students is now a common feature of both primary and post-primary schools nationally. There is ample research evidence which shows how racism and discrimination affects the lives of people from minority ethnic groups and other minority groups. We know from international research and from research undertaken with Traveller children that racist and discriminatory incidents are frequently experienced and that this affects the lives and participation levels at school of children from various minority groups in society (Murray and O'Doherty, 2001). The increasing participation of indigenous ethnic minority students and of international students is now a common feature of both primary and post-primary schools nationally.

The education system in Ireland has a central contribution to make in addressing racism. To counter racism there is a need for an intercultural approach which challenges stereotypes, celebrates diversity and acknowledges the existence of racism. There are already a number of significant policy initiatives taking place which are relevant to building an intercultural dimension into education policy and these include curricula revision at both primary and second level and additional resources and supports for the teaching of international students and Travellers. Included in these supports are additional teachers and capitation payments.

5.2 Social Experience of Ethnic Minority Students

The adolescent period is a phase more rapid than any other in life, and the needs of the adolescent are complex and challenging. A key factor in the adolescents' development is engaging in activities that help them establish a sense of self and personal identity (Hargreaves *et al*, 1996; Devine *et al*, 2002; Naughton, 2003). Peer friendships are very important in helping them to build their self-esteem and increase their sense of belonging. Peer-group membership also expands their feeling of self-worth and protects them from loneliness (Vekić, 2003). In the case study, many of the international students expressed feelings of isolation and disappointment at what they perceived was their exclusion from Irish peer groups. The evidence suggests that for most of the students who formed friendships, most of these friends come from within their own ethnic group or other non-Irish ethnic group.

The attitude of the majority students to international students was generally positive. Most of them acknowledged the benefits of cultural diversity in the school but were unsure of how to improve the integration of the ethnic minority students. Some saw

their shyness, language difficulties and perceived preferential treatment from teachers as barriers to their integration. A strong assimilationist attitude emerged in their comments, with expectations that, if ethnic minority students conformed to certain Irish norms of behaviours and attitudes, they would be more accepted. Boucher, citing Castles and Miller (1998) defines assimilation as

the policy of incorporating migrants into society through a one-sided process of adaptation; immigrants are expected to give up their distinctive linguistic, cultural or social characteristics and become indistinguishable from the majority population (2000:247).

While there are only a small number of Traveller students in the school, the general hostility towards them was pervasive in the questionnaires and at interviews. However, the Traveller students themselves seemed unaware of the extent of this hostility and most perceived that they had integrated well in the school. They suggested that because they were 'settled' Travellers, they were treated better by the majority students than if they lived a nomadic lifestyle. Again this suggests that the more the Traveller students conform to a 'settled' lifestyle, the more positive the attitudes of the majority students towards them. The attitude of the majority students to Traveller students is a matter of concern to the author. In recent years many Traveller students transfer from primary to post-primary education. However relatively few complete Junior Cycle and a very small number continue to Leaving Certificate (Lodge and Lynch, 2003). In 2002, only 190 Traveller students were participating in Senior Cycle education in the State (Source: Visiting Teacher Service). Winnie McDonagh outlines the difficulties young Travellers experience in relation to living in a modern society:

...the current young generation of Travellers are trying to live in the ever-changing world of today while also trying to hold on to and maintain what their understanding and perceptions of being a Traveller is for them. They have to live in a very different time and society than the one that their parents or grandparents lived in and they have to try to cope with that reality and also with what their families and community expect of them and this can at times be at odds. It is very difficult and confusing for them.

(2004:78)

It is important that the school develop policies and strategies to facilitate the Traveller students' integration in the school and to ensure that the difficulties they encounter in trying to establish their identity are not further compounded by hostile and negative attitudes of some of the majority students.

However, the evidence suggested that attitudes towards ethnic minority students were more positive if the majority ethnic students were personally acquainted with them (Lynch and Lodge, 2002). Evidence also showed that minority ethnic students who were involved in extra-curricular activities felt more integrated and happier in school.

The ethnic minority students are very keen to integrate in the school and to achieve their potential, academically and socially. Young people need to explore and develop their identities through friendship groups and be allowed the freedom to form friendships, both group and individual within and outside school. However, if the exclusiveness of some of these friendship groups causes isolation, or worse, racist attitudes, then the school must seek ways of educating the majority students about the importance of developing a more inclusive and open attitude to ethnic minority students. While any student enrolling in the school where friendship groups are established may experience isolation and exclusion, it is particularly difficult for ethnic minority students. The author is concerned that the 'buddy' system, which

facilitates the introduction of the new student to the school is in need of review in order to ensure that it has a more effective and long term benefit for all students.

5.3 Experience of Racism

All students are influenced by racism and other forms of discrimination. This is true regardless of family background or home environment. Children are receptive to both positive and negative attitudes and behaviours including stereotyping and misinformation about certain groups, especially if they personally have never seen or had contact with these groups. They are learning prejudice from the prevailing attitudes in society (Murray and Doherty, 2001; Devine *et al*, 2002, Keogh, 2000).

In the school under study direct racist incidents are not a major problem in the school because of the discipline code in relation to bullying. This concurs with research undertaken by Devine *et al* (2002) and Malone (2002). Where racist incidents or comments occur they tend to be experienced more by the African students (Casey and O'Connell, 2000).

However, racist attitudes and stereotypical images and labelling of ethnic minority groups were expressed by many majority ethnic students in questionnaires and at interviews. These attitudes were particularly negative towards Travellers and many majority students overestimated the number and impact of Traveller students in the school, referring often to their negative behaviour and poor personal hygiene.

When the majority students were challenged about racist comments and name-calling towards minority students, many of them dismissed such comments as merely

'slagging' and a few of the students stated that ethnic minority students misunderstood these comments and over-reacted to them. Majority students need to learn about the nature and effect of racist attitudes and comments. While the school deals with such matters under its policy on bullying, it needs to acknowledge that racism exists in the school and a separate policy, perhaps linked with an equality policy, should be devised which promotes an anti-racist ethos.

Failure to address racism is also a failure to prepare Irish white students for living in a globalised environment and multi-ethnic workplace. The NCCRI affirm that anti-racism training should be positioned within a 'whole-organisation approach' to addressing racism and supporting interculturalism. They caution against the 'diversity blind and neutral ethos' schools in the following comments:

The 'neutral' ethos can be characterised by the statement *'we treat everyone the same'* or *'one cap fits all'*. On the surface, this would appear to be a fair and balanced approach. However, treating everyone the same can have the effect of being exclusionary, even when there is no intent. It is evident that some groups have much greater needs than others and *'treating everyone the same'* can result in the same or less resources being focussed on groups. In short, the same general policies are applied to minority ethnic groups with little or no attempt to see how they impact on minority ethnic groups.
(2003:6)

McVeigh (2002) cautions that anti-racism has to be developed in consultation with minority ethnic groups. If anti-racism in Ireland is not responsive to the specific demands of the people who are disadvantaged by racism, it will be limited in effect and may be counterproductive.

It is also important to emphasise the connection between racism and other forms of discrimination including gender, disability and sexual orientation (Lynch, 2001; NCCRI, 2004). There is a need to explore racism, diversity and equality in a holistic

way. Rather than focusing on particular minority groups, students need frameworks for examining relationships between all groups of people in society.

5.4 Educational Experience of Ethnic Minority Students

In outlining a holistic approach to the educational provision for international students, Ward (2002) stresses that language/literacy issues are inextricably linked to equality and interculturalism. Competence in the English language is an essential pre-requisite for social integration and for effective participation in the school curriculum (Dinan, 2004). Since 1999 the DES has been providing language support of 1.5 hours per student per week over a period of two years for international students for whom English is not their first language. However, this time frame is not sufficient to allow students to master the technical language skills that are required to deal with particular subject areas. Dinan (2004) quotes an OFSTED report of 2001 from the United Kingdom which states that, while fluency in spoken English is usually achieved within two years, the ability to read and understand more complex text containing unfamiliar cultural references and to write academic English needed for success in examinations takes much longer.

In the case study school, language support is available to international students on a withdrawal basis. Students who have availed of the language support have found it very helpful. This support has been offered mainly to students for whom English is not their first language. Very little support has been offered to students who have already achieved a sufficient level of English to participate in the mainstream curriculum. For some of these students, particularly those of African origin, there is a need for some language support in Standard English, as there are differences in syntax

and meaning in African English. These students need to develop listening, speaking, reading and writing skills in Standard English before moving onto the more advanced skills of the Leaving Certificate English curriculum (Ward, 2004).

5.5 Relationship with the school and teachers

The majority of international students were very positive about their educational experience in the school once their language difficulties were resolved. They expressed appreciation that the school acknowledged their achievements at occasions such as the Student Awards presentations and Open Day displays.

The evidence from the questionnaires and interviews found that ethnic minority students had very positive attitudes towards their teachers. They greatly appreciated the helpfulness, caring and understanding shown to them by the teachers, particularly while they settled in to the school. However, the school needs to examine how the perceived preferential treatment given to ethnic minority students contributes to their sense of exclusion by the majority students.

The ethnic minority students expressed a strong wish for the school to address their concerns, particularly in relation to peer relations, racism and cultural diversity. They were happy to confront these issues in the classroom or in working groups that would create more understanding among the majority students of their needs. Teachers, at staff meetings and workshops on cultural diversity, have expressed the belief that the inclusion of students from other countries into the student population is of great cultural significance and that it enhances the lives of all students. However, they have been somewhat reluctant to address issues such as racism in classes where ethnic

minority students are present for fear of upsetting them or highlighting their situation. They have expressed a need for training in dealing with such issues in their classrooms. To date, we lack a systematic national programme of education for diversity for teachers and for students (Lynch, 2001).

5.6 Developing Interculturalism

Much of the literature in relation to ethnic minority students stresses the importance of developing interculturalism in school to counteract the effects of racism and inequality and build respect and tolerance for cultural diversity (Gundara, 2000; Bagley, 1992; Reissman, 1994). NCCRI (2004) states that "the concept of interculturalism is one that sees cultural diversity as a strength that can enrich society" (2004:6). Furthermore they argue that interculturalism is the opposite to assimilation (the absorption of minority ethnic groups into the dominant culture) and goes beyond multiculturalism which tolerates minority groups culture with no acknowledgement of the need to change the negative attitudes and practices of the majority population.

The school under study has always promoted a strong ethos of respect for difference and caters for students from different social backgrounds and abilities. In the last six years the greatest challenge in testing the values articulated in the ethos statement has been the huge increase in the enrolment of ethnic minority students. To meet this challenge and inform practice in the classroom, in-service training has been provided during staff meetings. Most of the presentations and workshops have focussed on informing staff about the background of Travellers and the asylum seeking process and seeking ways facilitate to their integration in the school. While some teachers would take an assimilationist approach to the ethnic minority students, most would

see the benefits of the multicultural dimension of the school. However, the author asserts that the school has not been active enough in promoting interculturalism in the school. There is a need to develop a whole-school policy on interculturalism. In order to ensure the effectiveness of such a policy, it is essential that those involved with its implementation be included in the process of formulation - teaching staff, students, management, parents and the wider community.

However, while it is essential to develop and promote interculturalism in the school it is also important to be cognisant of the difficulties that may be encountered in developing this ideal. Dadzie (2000) makes the point that if schools are to make the goal of challenging racism and valuing diversity central to their practice, significant changes in the 'mindset' of many teachers will be needed, as well as the time and resources to develop new ways of working. The last decade years has been a period of unprecedented change in education with many changes in curricula and assessment (Drudy, 2001). Teachers in the case study school have welcomed these changes and have worked collaboratively on many new programmes such as JCSP and LCA. In promoting interculturalism in the school, management should be cognisant of the huge burden of work already carried by teachers (Fullan and Hargreaves, 1995). If teachers are to introduce more intercultural dimensions to their teaching practice the principal and deputy principal need to "seek ways of encouraging and facilitating teachers to review their teaching practices and to broaden their teaching repertoires" (Callan, 2001: 12).

In facing up to the challenges of the current changes in society and education Tuohy advises:

Teachers perhaps need to redefine themselves as nomads, constantly moving in the desert of change. In taking on this new role, the desert is no longer seen as a threat, and the individual can enjoy the role of nomad.
(1999: 152)

The following section outlines some recommendations at local and national level arising from the findings and conclusions of the research.

5.7 Recommendations

For the School under Study

1. The research showed that the one of the key blocks to the integration of the ethnic minority students was their perceived social exclusion from majority friendship groups. The 'buddy' system, whereby the new student is linked with a student in their class who has responsibility for introducing them to the school, needs to be reviewed. The system has operated on an *ad hoc* basis without sufficient planning or evaluation. Students taking on this responsibility need training and could be facilitated by a group such as Tallaght Youth Service who have already provided leadership training for the Students' Council and the School Prefects.
2. The school, in acknowledging the cultural and social difficulty experienced by Traveller students in completing Junior and Senior Cycle, should make every effort to ensure that these students are supported. The Homework Club, which

is an after-school programme, should be expanded to give more individual attention and support to students. It is also important for teachers involved in this programme to liaise with the rest of the staff in relation to the progress of the Traveller students and work on strategies to encourage them to remain in school and achieve to their potential.

3. Subjects such as CSPE, Social Education in LCA and RSE should place a greater emphasis on equality and diversity issues to educate both the minority and majority ethnic students to develop anti-racist attitudes and greater respect and tolerance of cultural diversity.
4. The school proposes to introduce a Peer Mediation Programme next year, whereby students would be trained as mediators in conflict management to resolve disputes or misunderstandings with fellow students. This may help to create a more positive and collegial environment for all students to resolve their difficulties in relation to racist attitudes and social exclusion.
5. This year the school has a dedicated room for the teaching of English as a Second Language. Resources should now be gathered and available to enhance the curriculum and provide a wide variety of teaching strategies. Displays and posters around the room in different languages should reflect the wide range of cultures and countries of origin of the international students.
6. Many of the African students, while proficient in oral communication, do not have appropriate levels of written English to manage the Leaving Certificate

curriculum in many subjects. The teaching of Standard English for African English Speakers should be included in the language support for international students. An additional and related concern noted by the researcher is the need for the school to review its assessment procedures for the enrolment of ethnic minority students. Many of these students come from a variety of backgrounds and cultures and have great difficulty with the standard assessment tests, particularly those questions that are culturally specific. Others have suffered gaps in their education arising from situations beyond their control or may have specific language or learning difficulties. The school needs to research appropriate testing instruments to assess the needs of ethnic minority students.

7. A teacher without suitable training cannot adequately meet the language needs of bilingual or multilingual students. At present, English language support positions are temporary and are allocated mainly to part-time teachers at times when they are free from teaching their other subjects. The school should employ a full time teacher of English to provide continuity and cohesion in the area of language support.
8. The achievements and progress of minority ethnic students should be monitored regularly to assess the need for extra support. International students need advice and direction in their choice of subjects and should be supported in taking subjects which will be appropriate to their language needs.

9. Coolahan (2000) advises that in facing up to the challenges of the current changes in society and education, well-devised in-service programmes are essential. The school should facilitate teachers attending in-service pertaining to issues with regard to equality, diversity and interculturalism.
10. In the classroom, teachers need to take into account the various dimensions of the schooling of ethnic minority students. These may include differences in communication styles, learning styles, family traditions and commitments, attitudes and aspirations. Adopting an intercultural approach in the curriculum does not require the addition of another subject area. Rather it means that an intercultural perspective should underpin all school activity (DES, 2002).
11. The principal and deputy principal, working collaboratively with the staff, should develop a more inclusive and intercultural school environment through the whole school planning process. The school plan provides the most effective way of ensuring that cultural diversity is valued and accommodated within the school.
12. The author recommends setting up a working group comprised of teachers, ethnic minority and majority students and parents to develop a policy on equality and diversity. This policy would inform the school's approach to interculturalism and help to foster an appreciation for diversity and a need to challenge inequality in school and society. The process of the majority and ethnic minority groups working together would help in developing positive

attitudes to cultural diversity among all those involved in the school and in the wider community.

13. The Home School Community Liaison Co-ordinator and the Visiting Teacher for Travellers provide essential supports to ethnic minority students. They are a key link with the families of ethnic minority students and the wider community. Their role could be further enhanced by encouraging and facilitating the parents of these students to become more involved in the life of the school. At present the Parents' Council is actively seeking representation from the ethnic minority community on the Council and their involvement at this level will further help develop an intercultural environment in the school.

At National Level

1. One of the key factors in enhancing the access and continuing education of international students is adequate language support. At present students are allocated 1.5 hours per week for two years only. School managements should be able to access additional language support in order to ensure the full participation by international students. The City of Dublin and County Dublin VECs have responded to the emerging diverse population by offering many different language programmes to adult asylum seekers. The DES should facilitate the extension of this service to second-level schools. These language programmes should include a cultural and social dimension along with the acquisition of linguistic skills.

2. The language teacher posts are temporary and therefore it is difficult to recruit and retain teachers in this area. Consequently, schools are forced in many cases to employ untrained teachers. Teachers should be offered secure contracts to ensure continuity and allow them to develop materials and longer term teaching strategies and to monitor and evaluate the progress of the students.
3. In acknowledging and facilitating the increasing cultural diversity of the school-going population, the DES should ensure that, where possible, students can take their mother tongue language as an exam subject, as reflected in the recent inclusion of Russian as a subject in Leaving Certificate. It is essential that the State Examinations Commission and NCCA ensure that the examination results for international students reflect their ability. This may be achieved by such measures as allowing students to use dictionaries at exams.
4. Every effort should be made to ensure enhanced access and continuing education of Travellers. Issues that must be taken into account are the living circumstances of these students, parent, student and teacher expectations and the wider marginalisation experienced by Travellers.
5. The guidelines on *Intercultural Education in the Post-primary School*, being prepared currently by the NCCA, should be completed and distributed to schools as soon as possible. These guidelines will include specific instructions on school and classroom planning for intercultural education. They aim to mainstream intercultural education across all aspects of the curriculum and

demonstrate how teachers can further develop these opportunities. In this way, interculturalism can prepare students for meaningful participation in a diverse world and help them affirm their own unique cultural backgrounds while respecting the cultures of others.

Appendix 1: Letter of Consent to Parents of International Students

20th January, 2004

Dear Parent/Guardian,

I am at present undertaking some study in N.U.I. Maynooth. A part of my work, I am doing some research into the experience of our international students in the school. We note from our records that your son/daughter has arrived to us from abroad.

I am asking your permission to allow your son/daughter to help me in my work by completing a short questionnaire. It should take no longer than 20 minutes and will be given during school time. Your child's involvement in this questionnaire is, of course, voluntary and their answers are strictly confidential. Their name will not appear anywhere on the questionnaire.

When I have looked at the results of the questionnaire, I may ask your son/daughter to attend a group interview with about 7 other students.

If you agree to allow your son/daughter to take part in this questionnaire, please sign the consent form on the following page and return it to me by **Wednesday, 27th January**. If you would like to see a copy of the results of the questionnaire, I would be delighted to send you a copy of them when I have completed my study.

If you have any questions about this please contact me at the school number above.

Yours sincerely,

Emer O'Connor

Student's name: _____

Class: _____

1. I agree to allow my son/daughter to complete a questionnaire.

Yes No

2. I agree to allow my son/daughter to be interviewed about the questionnaire.

Yes No

3. I would like a copy of the questionnaire results sent to me.

Yes No

Signed: _____
(Parent/Guardian)

Date: _____

Appendix 2: Letter of Consent to Parents of Traveller Students

8th March 2004

Dear Parent,

I am at present doing some study in the St.Patrick's National University of Ireland, Maynooth. As part of my work, I am doing some research into the experience of our international students and our Traveller students in the school. Your son/daughter has been selected to help me in my research.

I am asking your permission to allow your son/daughter to help me in my work by completing a short questionnaire. It should take no longer than 20 minutes and will be given during school time. Your child's involvement in this questionnaire is, of course, voluntary and their answers are strictly confidential. Their name will not appear anywhere on the questionnaire.

When I have looked at the results of the questionnaire, I may ask your son/daughter to attend a group interview with about 7 other students.

If you agree to allow your son/daughter to take part in this questionnaire, please sign the consent form on the following page and return it to me by **Monday, 15th March**. If you would like to see a copy of the results of the questionnaire, I would be delighted to send you a copy of them when I have completed my study.

If you have any questions about this questionnaire, please feel free to come to the school and talk to me about it.

Yours sincerely,

Emer O'Connor

Student's name: _____

Class: _____

4. I agree to allow my son/daughter to complete a questionnaire.

Yes No

5. I agree to allow my son/daughter to be interviewed about the questionnaire.

Yes No

6. I would like a copy of the questionnaire results sent to me.

Yes No

Signed: _____
(Parent/Guardian)

Date: _____

Appendix 3: Letter of Consent to Parents of Irish-born, Sedentary Students

20th January, 2004

Dear Parent/Guardian,

I am at present undertaking some study in N.U.I. Maynooth. As part of my work, I am doing some research into the experience of our international students and our Traveller students in the school. Your son/daughter has been randomly selected to be surveyed.

I am asking your permission to allow your son/daughter to help me in my work by completing a short questionnaire. It should take no longer than 20 minutes and will be given during school time. Your child's involvement in this questionnaire is, of course, voluntary and their answers are strictly confidential. Their name will not appear anywhere on the questionnaire.

When I have looked at the results of the questionnaire, I may ask your son/daughter to attend a group interview with about 7 other students.

If you agree to allow your son/daughter to take part in this questionnaire, please sign the consent form on the following page and return it to me by **Wednesday, 27th January**. If you would like to see a copy of the results of the questionnaire, I would be delighted to send you a copy of them when I have completed my study.

If you have any questions about this please contact me at the school number above.

Yours sincerely,

Emer O'Connor

Student's name: _____

Class: _____

7. I agree to allow my son/daughter to complete a questionnaire.

Yes No

8. I agree to allow my son/daughter to be interviewed about the questionnaire.

Yes No

9. I would like a copy of the questionnaire results sent to me.

Yes No

Signed: _____
(Parent/Guardian)

Date: _____

Appendix 4: Evaluation of Piloted Questionnaires

Many thanks for taking the time and effort in completing this questionnaire. Please help me to improve this work by answering the following questions as honestly and as accurately as you can.

1. "I could understand the questions."

(please tick the box that best suits your answer)

All of them *Some of them* *none of them*

2. "My first thoughts on this survey were....."

(please tick the box that best suits your answer)

	<i>Very Good</i>	<i>Good</i>	<i>Undecided</i>	<i>Poor</i>	<i>Very Poor</i>
<i>The question content</i>					
<i>The language</i>					
<i>The layout</i>					
<i>The question order</i>					

3. What questions did you not answer? *(please list them below)*

4. Why did you not answer these?

(please tick the box and say what questions)

I didn't know enough to answer the questions. *Questions No.* _____

I had different answers to the ones listed. *Questions No.* _____

Other reasons _____ *Questions No.* _____

5. What questions would you remove from the survey?

(please list them below)

6. Why would you remove them? *(please tick only one box)*

Not relevant *They are too difficult*

They are too personal

Appendix 5: International Student Survey

Strictly Confidential

1. Are you:

Male Female

2. What age are you? (Tick the right box to suit your answer)

12-13 14-15

16-17 18-19

3. What year are you in? (Tick the right box to suit your answer)

1st Year 2nd Year

3rd Year Transition Year

5th Year 6th Year

5LCA 6LCA

4. What country were you born in? _____

5. What is your religion? (Tick the right box to suit your answer)

Christian Jehovah Witness

Russian Orthodox Mormon

Muslim Catholic

Hindu Buddhist

Protestant None

Other _____

6. How long are you living in Ireland?

(Tick the box that best suits your answer)

0-1 years Over 5 years

2-5 years

7. (a) Tick any of the following words that show how you felt on first arriving into this school.

Excited	
Happy	
Calm	
Worried	
Lost	
Frightened	
Sad	
Welcomed	
Unsure	
Ignored	
Included	

Other (please say) _____

(b) Say whether the following statements are very true, true, untrue or very untrue

	<i>Very true</i>	<i>True</i>	<i>Untrue</i>	<i>Very untrue</i>
I had a lot of difficulty at the beginning.				
I had no one to help me.				

Comment _____

8. Who was the most helpful to you when you started in the school?

(Tick the box that best suits your answer)

Principal	
Deputy principal	
Teacher	
Secretary	
Year head	
Tutor	
Chaplain	

Other (please say) _____

9. (a) Tick the subjects that you are studying.

<i>Subjects</i>	
English	
Irish	
Maths	
History	
Geography	
Science	
Business	
Art	
Music	
Woodwork	
Metalwork	
Mechanical Drawing	
P.E.	
Religion	

(b) What subject do you like most? _____

Why? _____

(c) What subject do you dislike most? _____

Why? _____

10.(a) How did you find speaking English when you first came to the school? (Tick the box that best suits your answer)

- Very hard
- Hard
- Easy
- Very easy

11. If you have a difficulty understanding or speaking English in a subject, are most of your teachers: (tick the box that best suits your answer)

- Very Helpful
- Helpful
- Unhelpful
- Ignore me

12.(a) *Did you need extra classes to learn English in school?*

Yes

No

(b) *If "yes" did you get extra classes to learn English?*

Yes

No

(c) *If "yes" were they:*

Very helpful

Helpful

Not helpful

13.(a) *Tick any of the following extra-curricular activities that you are involved in.*

Soccer	
Basketball	
Gaelic	
Hurling	
Rugby	
Table Tennis	
Choir	
Drama	
Musical	
Students' Council	

Other (please say) _____

(b) *Have you been encouraged by any of the following to get involved in these activities?*

	<i>Yes</i>	<i>No</i>
Teachers		
Year head		
Tutor		
Other students		

14(a) *Have you received a Student Award?*

Yes

No

(b) *If "yes" what award?* _____

15. These statements are about how you feel about school and how you get on with teachers. Please say whether you agree, disagree or don't know to all of these statements.

	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>
I feel I am part of the school like other students.			
I can say in school what I dislike about the school.			
I can say in school what I dislike about Ireland.			
School ignores my cultural background.			
I feel comfortable approaching my teachers with a problem.			
I feel happy in this school.			

16. My friends in school are: (tick the box that best suits your answer)

- Mostly Irish
- Some Irish
- Mostly non-Irish
- I have no friends in school

17. My friends outside school are: (Tick the box that best suits your answer)

- Mostly Irish
- Some Irish
- Mostly non-Irish
- I have no friends outside school

The next two questions, 18a and 18b are alike. 18a is about you talking to **Irish students in general**. 18b is about you talking to **your own friends**.

18.(a) "When I talk to Irish students:" (say whether you talk about these topics a lot of the time, sometimes, or never)

<i>We talk about</i>	<i>A lot of the time</i>	<i>Sometimes</i>	<i>Never</i>
The weather			
What's in the news			
My social life			
My family			
Myself			
My background			
Girlfriends/ Boyfriends			
School			
The country I come from			
Music			
Television			

Other (please say) _____

18.b "When I talk to my own friends:" (say whether you talk about these topics a lot of the time, sometimes, or never)

<i>We talk about</i>	<i>A lot of the time</i>	<i>Sometimes</i>	<i>Never</i>
The weather			
What's in the news			
My social life			
My family			
Myself			
My background			
Girlfriends/ Boyfriends			
School			
The country I come from			
Music			
Television			

Other (please say) _____

19. "Most Irish students are:" (say whether you agree, disagree or don't know to all of these)

	Agree	Disagree	Don't know
Friendly			
Serious			
Interested in me			
Well educated			
Disrespectful			
Relaxed			
Hard working			
Ignorant			
Understanding of me			
Welcoming			
Unfriendly			

Other (please say) _____

20. These statements are about yourself and how you get on with your fellow students. Please say whether you agree, disagree or don't know to all of these statements.

	<i>Agree</i>	<i>Disagree</i>	<i>Don't know</i>
I can be myself around Irish students.			
I feel I can be honest with my fellow students about what I dislike about the school.			
Some students have said or done things to upset me.			
I have been bullied in this school because some people think that I'm different.			
I talk to my fellow students about what I dislike about the school.			
I talk to Irish students about what I dislike about Ireland.			
I talk to Irish students about my background.			
I talk to Irish students about my private life.			
Irish students are friendly towards me.			

Is there anything else you would like to say that has not been covered in the questionnaire?

Thank you for filling out this questionnaire. I really appreciate your help.
Emer O'Connor

Appendix 6: Traveller Student Survey

Strictly Confidential

In this questionnaire 'international students' means all students who have come to live in Ireland, for whatever reasons. These students were not born in Ireland

2. Are you:

Male Female

2. What age are you? (Tick the right box to suit your answer)

12-13 14-15

16-17 18-19

3. What year are you in? (Tick the right box to suit your answer)

1st Year 2nd Year

3rd Year Transition Year

5th Year 6th Year

5LCA 6LCA

4. (a) Tick any of the following words that show how you felt on first arriving into this school.

Excited	
Happy	
Calm	
Worried	
Lost	
Frightened	
Sad	
Welcomed	
Unsure	
Ignored	
Included	

Other (please say) _____

(b) Say whether the following statements are very true, true, untrue or very untrue

	<i>Very true</i>	<i>True</i>	<i>Untrue</i>	<i>Very untrue</i>
I had a lot of difficulty at the beginning.				
I had no one to help me.				

Comment _____

5. Who was the most helpful to you when you started in the school?
(Tick the box that best suits your answer)

Principal	
Deputy principal	
Teacher	
Secretary	
Year head	
Tutor	
Home School Liaison	
Visiting Teacher for Travellers	
Chaplain	

Other (please say) _____

6. (a) Tick the subjects that you are studying.

Subjects	
English	
Irish	
Maths	
History	
Geography	
Science	
Business	
Art	
Music	
Woodwork	
Metalwork	
Mechanical Drawing	
P.E.	
Religion	

(b) What subject do you like most? _____

Why? _____

(c) What subject do you dislike most? _____

Why? _____

7. If you have a difficulty understanding something in class, are most of your teachers: (tick the box that best suits your answer)

Very Helpful

Helpful

Unhelpful

Ignore me

8.(a) Are you in the JCSP programme?

Yes

No

(c) If "yes" do you find it:

Very helpful

Helpful

Not helpful

9. (a) Are you in the Homework Club?

Yes

No

(b) If "yes" do you find it:

Very helpful

Helpful

Not helpful

10.(a) Tick any of the following extra-curricular activities that you are involved in.

Soccer	
Basketball	
Gaeilic	
Hurling	
Rugby	
Table Tennis	
Choir	
Drama	
Musical	
Students' Council	

Other (please say) _____

(b) Have you been encouraged by any of the following to get involved in these activities?

	Yes	No
Teachers		
Year head		
Tutor		
Other students		

11(a) Have you received a Student Award?

Yes

No

(b) If "yes" what award? _____

12. These statements are about how you feel about school and how you get on with teachers. Please say whether you agree, disagree or don't know to all of these statements.

	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>
I feel I am part of the school like other students.			
I can say in school what I dislike about the school.			
School ignores my cultural background.			
I feel comfortable approaching my teachers with a problem.			
I feel happy in this school.			

13. My friends in school are: (tick the box that best suits your answer)

- Mostly Traveller
- Some Traveller,
some settled
- Some Irish, some International
- I have no friends in school

14. My friends outside school are: (Tick the box that best suits your answer)

- Mostly Traveller
- Some Irish Traveller,
some settled
- Some Irish, some International
- I have no friends in school

15. "Most settled students are:" (say whether you agree, disagree or don't know to all of these)

	Agree	Disagree	Don't know
Friendly			
Serious			
Interested in me			
Well educated			
Disrespectful			
Relaxed			
Hard working			
Ignorant			
Understanding of me			
Welcoming			
Unfriendly			

Other (please say) _____

16. These statements are about yourself and how you get on with your fellow students. Please say whether you agree, disagree or don't know to all of these statements.

	<i>Agree</i>	<i>Disagree</i>	<i>Don't know</i>
I can be myself around settled students.			
I feel I can be honest with my fellow students about what I dislike about the school.			
Some students have said or done things to upset me.			
I have been bullied in this school because some people think that I'm different.			
I talk to my fellow students about what I dislike about the school.			
I talk to settled students about my background.			
I talk to settled students about my private life.			
Settled students are friendly towards me.			

17. Do you know how many International students there are in the school? (Tick the box that best suits your answer)

10-20	<input type="checkbox"/>	20-30	<input type="checkbox"/>	30-40	<input type="checkbox"/>
40-50	<input type="checkbox"/>	50-60	<input type="checkbox"/>	60-70	<input type="checkbox"/>
70-80	<input type="checkbox"/>	80-90	<input type="checkbox"/>	90-100	<input type="checkbox"/>

18 "International students are..." (Please say whether you agree, disagree or don't know to the following statements)

<i>International students are</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>
Not given enough attention			
In need of our help			
Welcome to our school			
Taking up the place of other Irish students			
Fitting in well in our school			
Poorly educated			
Treated better than Irish students			
Not very welcome to our school			
Given more attention than Irish students			
Well educated			
Treated the same as everyone else			
Hard to understand			
Have a lot of difficulty settling in to our school			
Getting very little help from teachers			
Happy in our school			

Comment: _____

19. "Most International students are:" (say whether you agree, disagree or don't know to all of these)

	Agree	Disagree	Don't know
Friendly			
Serious			
Interested in me			
Well educated			
Disrespectful			
Relaxed			
Hard working			
Ignorant			
Understanding of me			
Welcoming			
Unfriendly			

Is there anything else you would like to say that has not been covered in the questionnaire?

Thank you for filling out this questionnaire. I really appreciate your help.
Emer O'Connor

Appendix 7: Irish Born Student Survey

Strictly Confidential

In this questionnaire "international students" means all students who have come to live in Ireland, for whatever reasons. These students were not born in Ireland

3. Are you:

Male Female

2. What age are you? (Tick the right box to suit your answer)

12-13 14-15

16-17 18-19

3. What year are you in? (Please tick the right box to suit your answer)

2nd Year 5th Year

4. "My friends in school are..." (Please tick one box that best suits your answer)

All Irish and settled

All Irish including some Traveller

Mostly Irish/some International

Some Irish, settled/some Traveller/
some International

Mostly International

Mostly Traveller

I have no friends in school

5. "My friends outside school are..." (Tick one box that best suits your answer)

All Irish and settled

All Irish including some Traveller

Mostly Irish/some International

Some Irish, settled/some Traveller/
some International

Mostly International

Mostly Traveller

I have no friends outside school

6. Do you know how many International students there are in the school? (Tick the box that best suits your answer)

10-20	<input type="checkbox"/>	20-30	<input type="checkbox"/>	30-40	<input type="checkbox"/>
40-50	<input type="checkbox"/>	50-60	<input type="checkbox"/>	60-70	<input type="checkbox"/>
70-80	<input type="checkbox"/>	80-90	<input type="checkbox"/>	90-100	<input type="checkbox"/>

7. Do you know how many Traveller students there are in the school? (Tick the box that best suits your answer)

10-20	<input type="checkbox"/>	20-30	<input type="checkbox"/>	30-40	<input type="checkbox"/>
40-50	<input type="checkbox"/>	50-60	<input type="checkbox"/>	60-70	<input type="checkbox"/>
70-80	<input type="checkbox"/>	80-90	<input type="checkbox"/>	90-100	<input type="checkbox"/>

8(a) "International students are..." (Please say whether you agree, disagree or don't know to the following statements)

<i>International students are</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>
Not given enough attention			
In need of our help			
Welcome to our school			
Taking up the place of other Irish students			
Fitting in well in our school			
Poorly educated			
Treated better than Irish students			
Not very welcome to our school			
Given more attention than Irish students			
Well educated			
Treated the same as everyone else			
Hard to understand			
Have a lot of difficulty settling in to our school			
Getting very little help from teachers			
Happy in our school			

Comment: _____

8(b) "Traveller students are...." (Please say whether you agree, disagree or don't know to the following statements)

Traveller students are	Agree	Disagree	Don't Know
Not given enough attention			
In need of our help			
Welcome to our school			
Taking up the place of other students			
Fitting in well in our school			
Poorly educated			
Treated better than other students			
Not very welcome to our school			
Given more attention than other students			
Well educated			
Treated the same as everyone else			
Hard to understand			
Have a lot of difficulty settling in to our school			
Getting very little help from teachers			
Happy in our school			

The next three questions, 9a and 9b and 9c are alike. 9a is about talking to **International students** in general. 9b is about talking to **Traveller students**. 9c is about talking to **your own friends**.

9(a) "When I talk to International students:" (say whether you talk about these topics a lot of the time, sometimes, or never)

We talk about	A lot of the time	Sometimes	Never
The weather			
What's in the news			
My social life			
My family			
Myself			
My background			
Girlfriends/ Boyfriends			
School			
My country: Ireland			
Music			
Television			

Other (please say) _____

9(b) "When I talk to Traveller students" (say whether you talk about these topics a lot of the time, sometimes or never)

<i>We talk about</i>	<i>A lot of the time</i>	<i>Sometimes</i>	<i>Never</i>
The weather			
What's in the news			
My social life			
My family			
Myself			
My background			
Girlfriends/ Boyfriends			
School			
My country: Ireland			
Music			
Television			

Other (please say) _____

9(c) "When I talk to my own friends:" (say whether you talk about these topics a lot of the time, sometimes, or never)

<i>We talk about</i>	<i>A lot of the time</i>	<i>Sometimes</i>	<i>Never</i>
The weather			
What's in the news			
My social life			
My family			
Myself			
My background			
Girlfriends/ Boyfriends			
School			
My country: Ireland			
Music			
Television			

Other (please say) _____

10(a). "Most International students are:" (say whether you agree, disagree or don't know to all of these)

International	Agree	Disagree	Don't know
Friendly			
Serious			
Well educated			
Disrespectful			
Relaxed			
Hard working			
Ignorant			
Understanding of Irish students			
Welcoming			
Unfriendly			

Other (please say) _____

Comment: _____

10(b) "Most Traveller students are:" (say whether you agree, disagree or don't know to all of these)

Traveller	Agree	Disagree	Don't know
Friendly			
Serious			
Well educated			
Disrespectful			
Relaxed			
Hard working			
Ignorant			
Understanding of other students			
Welcoming			
Unfriendly			

Other _____

Comment: _____

11. These statements refer to your own experience in relation to International students and traveller students. Please say whether you agree, disagree or don't know to the statements.

(a)

	<i>Agree</i>	<i>Disagree</i>	<i>Don't know</i>
I have seen some Irish students say or do things to upset International students.			
I have seen International students being bullied in this school because they are different.			
I know a lot about the culture and background of International students			
I learn about other cultures/backgrounds in my schoolwork			
I have seen teachers being helpful to International students when they have a difficulty.			

Give details about any statement if you wish: _____

(b)

	<i>Agree</i>	<i>Disagree</i>	<i>Don't know</i>
I have seen some students say or do things to upset Traveller students.			
I have seen Traveller students being bullied in this school because they are different.			
I know a lot about the culture and background of Traveller students			
I have seen teachers being helpful to Traveller students when they have a difficulty.			

Give details about any statement if you wish: _____

12. These statements are about how you observe International and Traveller students around the school. Please say whether you agree, disagree or don't know to the statements.

(a)

International	Agree	Disagree	Don't know
International students talk to Irish students about what they dislike about the school.			
International students talk to Irish students about what they dislike about Ireland.			
International students talk to Irish students about their background.			
International students talk to Irish students about their private life.			
International students are friendly towards Irish students.			

Give details about any statement if you wish: _____

(b)

Traveller	Agree	Disagree	Don't know
Traveller students talk to other students about what they dislike about the school.			
Traveller students talk to other students about their background.			
Traveller students talk to other students about their private life.			
Traveller students are friendly towards other students.			

Give details about any statement if you wish: _____

Write here anything else your would like to say about international students or Traveller students in the school.

Thank you for filling out this questionnaire. I really appreciate your help.
Emer O'Connor

Bibliography

- Anderson, G.L., Herr, K. and Nihlen, A.S. (1994) *Studying Your Own School: An educator's guide to qualitative practitioner research* California: Corwin Press Inc.
- Bagley, C.A. (1992) "In-service Provision and Teacher Resistance to Whole-school Change" in Gill, D., Mayor, B. and Blair, M. *Racism and Education* London: Sage Publications Ltd.
- Begley, M.(2001) "Overview: Asylum in Ireland" in Whelan, T.(ed) *The Stranger in Our Midst* Dublin: KMI.
- Blaire, M.(1998) "The Myth of Neutrality in Educational Research" in Connolly, P. and Troyna, B. (eds.) *Researching Racism n Education: Politics, Theory and Practice* Buckingham: Open University Press.
- Bogdan, R.C. and Biklen, S.K. (1982) *Qualitative Research for Education- An Introduction to Theory and Methods* London: Allyn and Bacon Inc.
- Boucher, G.W. (2000) "Irish Acculturation Ideologies: Mixing Multiculturalism, Assimilation and Discrimination" in MacLachlan, M. and O'Connell, M. (eds.) *Cultivating Pluralism : Psychological, Social and Cultural Perspectives on a Changing Ireland* Dublin: Oak Tree Press.
- Callan, J. (ed) (2001) *School and Curriculum Development: Papers presented at two Dissemination Seminars, Autumn 2001.*
- Casey, S. and O'Connell, M. (2000) " Pain and Prejudice: Assessing the Experience of Racism in Ireland" in MacLachlan, M. and O'Connell, M. (eds.) *Cultivating Pluralism : Psychological, Social and Cultural Perspectives on a Changing Ireland* Dublin: Oak Tree Press.
- Cavanagh, M. and O'Connor, E. (2003) *Staff Handbook* Dublin: (Unpublished).
- Collins, M.(2001) "From Experience to Analysis" in Farrell, F. and Watt, P. (Eds.) *Responding to Racism in Ireland* Dublin: Veritas Publications.
- Connolly, J , Ó Ríordáin, D, Roddy, J.,(2002) *Refugees and Asylum Seekers - A Challenge to Solidarity* Dublin: Trócaire/The Irish Commission for Justice and Peace
- Coolahan, J. (2000) 'Teacher Education in Ireland and Western Europe: A Comparative Analysis in Educating the Educators' Drudy, S and Oldham, E. (eds), E.S.A.I.
- Cullen, P. (2000) *Refugees and Asylum Seekers in Ireland* Cork: Cork University Press.

- Crowley, N. (2001) "Building the Inclusive School" *Paper presented at Joint Equality Authority/ASTI Conference on Equality and Education, September 2001*
- Dadzie, S. (2000) *Toolkit for Tackling Racism in Schools* London: Trentham Books.
- Denscombe, M. (1998) *The Good Research Guide for Small-scale Social Research Projects* Buckingham: Open University Press.
- Department of Education (1995) *Charting our Education Future: White Paper on Education* Dublin: Stationery Office.
- Department of Education and Science (2000a) *Guidelines on Traveller Education in Primary Schools* Dublin: Stationery Office.
- Department of Education and Science (2002b) *Guidelines on Traveller Education in Second-Level Schools* Dublin: Stationery Office.
- Department of Education and Science (2000) *Learning for Life: White Paper on Adult Education* Dublin: Stationery Office.
- Department of Education and Science (2000) *Information Booklet for Schools on Asylum Seekers* Dublin: Stationery Office.
- Devine, D., Kenny, M. with McNeela, E. (2002) *Ethnicity and Schooling: A Study of Ethnic Diversity in Selected Irish Primary and Post-primary schools* Dublin: Department of Education and Science.
- Dinan, A., Finucane, M., Ryder, L. (2004) "Provision of Educational Services in a Multiethnic/Multicultural Society" *Paper presented by LYNS to the Joint Committee on Education and Science, Dublin, 11th March 2004.*
- Drudy, S. (2001) "The Teaching Profession in Ireland: Its Role and Current Challenges" in *Studies Vol. 90, No.360* Dublin: Society of Jesus.
- Fanning, B., Veale, A., O'Connor, D. (2001) *Beyond the Pale: Asylum-seeking Children and Social Exclusion in Ireland* Dublin: Irish Refugee Council.
- Fanning, B. (2002) *Racism and Social Change in the Republic of Ireland* Manchester: Manchester University Press.
- Farrell, F. and Watt, P. (2001) *Responding to Racism in Ireland* Dublin: Veritas Publications.
- Fink, A. (1995) *How to ask Survey Questions* London: Sage Publications.
- Fullan, M. and Hargreaves, A. (1995) *What's worth Fighting for in Your School?* Buckingham: Open University.

- Gannon, M. (2002) *Changing Perspectives: Cultural Values, Diversity and Equality in Ireland and the Wider World* A resource for Civic, Social and Political Education, Dublin: CDVEC Curriculum Development Unit.
- Goldstone, K. (2000) "'Rewriting You': Researching and Writing about Ethnic Minorities" in MacLachlan, M. and O'Connell, M. (eds.) *Cultivating Pluralism : Psychological, Social and Cultural Perspectives on a Changing Ireland* Dublin: Oak Tree Press.
- Government of Ireland (1989) *Prohibition of Incitement to Hatred Act* Dublin: Stationery Office.
- Government of Ireland (1996) *Refugee Act*, Dublin: Stationery Office.
- Government of Ireland (1998) *Employment Equality Act* Dublin: Stationery Office.
- Government of Ireland (1998) *Education Act*, Dublin: Stationery Office.
- Government of Ireland (1999) *Immigration Act* Dublin: Stationery Office.
- Government of Ireland (2000) *Equal Status Act*, Dublin: Stationery Office.
- Government of Ireland (2003) *Promoting Anti-Racism and Interculturalism in Education: Draft Recommendations Towards a National Action Plan*. Dublin: Stationery Office.
- ASTI (2002) *Promoting Anti-Racism and Interculturalism in Education* ASTI Submission to a Draft National Action Plan, Dublin: ASTI.
- Government of Ireland (2003) *Social Welfare Act* Dublin: Stationery Office.
- Government of Ireland (2004) *Equality Bill* Dublin: Stationery Office.
- Government of Ireland (2004) *Immigration Bill* Dublin: Stationery Office.
- Gunaratnam, Y. (2003) *Researching 'Race' and Ethnicity* London: Sage Publications Ltd.
- Gundara, J.S. (2000) *Interculturalism, Education and Inclusion* London: Paul Chapman Publishing Ltd.
- Hargreaves, A., Earl, L., Ryan, A. (1996) *Schooling for Change: Reinventing Education for Early Adolescents* Great Britain: Falmer Press.
- Haughey, N. (2001) "The Media and Racism" in Farrell, F. and Watt, P. (Eds.) *Responding to Racism in Ireland* Dublin: Veritas Publications.
- Haughey, N.(2003) *The Irish Times*, 12th June 2003.

- Human Rights Commission and NCCRI (2004) *Safeguarding the Rights of Migrant Workers and their Families*
- INTO (1998) *The Challenge of Diversity* Dublin: INTO.
- Johnston, D. (1994) *Research Methods in Educational Management* Essex: Longman.
- Kane, E. (1995) *Doing Your Own Research* London: Marion Boyars Publishers Ltd.
- Kaur McFarland, T. (2001) "Migrants in Ireland" in Farrell, F. and Watt, P. (eds.) *Responding to Racism in Ireland* Dublin: Veritas Publications.
- Keogh, A. (2000) "Talking about the Other" in MacLachlan, M. and O'Connell, M. (eds.) *Cultivating Pluralism : Psychological, Social and Cultural Perspectives on a Changing Ireland* Dublin: Oak Tree Press.
- King, D. (2001) *Unaccompanied Minors: An Information Booklet* Dublin: Barnardos, Centre for Social and Educational Research, DIT.
- Lentin, R. and McVeigh, R. (Eds.) (2002) *Racism and Anti-racism in Ireland* Belfast: BTP Publications Ltd.
- Lodge A. and Lynch, K. (2003) Unpublished report to the Equality Authority on Education and the Equality Legislation.
- Love, S. (2004) *Irish Times*, 5th February 2004.
- Lynch, K. (2001) 'Equality in Education' in *Studies Vol.90, No. 360*.
- Lynch, K. and Lodge, A. (1999) 'Essays on School' in Lynch, K. *Equality in Education* Dublin: Gill and Macmillan.
- Lynch, K. and Lodge, A. (2002) *Equality and Power in Schools* London: Routledge Falmer.
- MacGreil, M. (1977) *Prejudice and Tolerance in Ireland*, Dublin: College of Industrial Relations.
- MacGreil, M. (1996) *Prejudice in Ireland Revisited*, Maynooth: Survey and Research Unit, St.Patrick's College.
- Mac Éinrí, P. (2001) "Immigration Policy in Ireland" in Farrell, F. and Watt, P.(eds) *Responding to Racism in Ireland* Dublin: Veritas.
- MacLachlan, M. and O'Connell, M. (2000) *Cultivating Pluralism : Psychological, Social and Cultural Perspectives on a Changing Ireland* Dublin: Oak Tree Press.

- Malone, A.J. (2002) "*He who has the bigger stick has the better chance of imposing his definition of reality*": *Assimilation and Integration: International Students in a Second Level School* Unpublished M.Ed. thesis, Education Dept., NUI, Maynooth.
- McDonagh, W. (forthcoming 2004) "Travellers and Education: a personal Perspective" in Deegan, J., Devine, D. and Lodge, A. (Eds.) *Primary Voices* Dublin: Institute of Public Administration.
- McVeigh, R. (2002) "Is there an Irish anti-racism? Building an anti-racist Ireland" in Lentin, R. and McVeigh, R. (Eds.) *Racism and Anti-racism in Ireland* Belfast: BTP Publications Ltd.
- Munn, P. and Drever, E. (1995) *Using Questionnaires in Small-Scale Research* Edinburgh: SCRE Publication.
- Murray, C. and O'Doherty, A. (2001) '*Eist*': *Respecting Diversity in Early Childhood Care, Education and Training* Dublin: Pavee Point.
- Naughton, P. (1997) "Time for Change: a study of primary to second-level schooling Transition" in *Post-Graduate Research Papers*.
- Naughton, P. (2003) "Primary to Second-level Transition Programmes: Rationale, Principles and a Framework" in *Oideas, journal of Department of Education and Science*, Spring 2003, Dublin: Stationery Office.
- NCCRI (2003) *Raising Awareness of Diversity and Racism: An activity pack for schools and youth workers* Dublin:NCCRI
- NCCRI (2003) *Travellers in Ireland: An Examination of Discrimination and Racism* Dublin: NCCRI
- NCCRI (2003) *Guidelines for Developing a 'Whole Organisation' Approach to Address Racism and Develop Interculturalism* Dublin: NCCRI.
- NCCRI (2004) "Provision of Educational Services in a Multiethnic/Multicultural Society" *Paper presented to the Joint Committee on Education and Science, 11th March 2004.*
- Newman, C. (2004) *The Irish Times*, 5th January 2004.
- O'Connell, D. and Smyth, C. (2004) *Irish Times*, 1st April 2004.
- Ó Loingsigh, D. (2001) "Intercultural Education and the School Ethos" in Farrell, F. and Watt, P. (Eds.) *Responding to Racism in Ireland* Dublin: Veritas Publications.
- Reissman, R. (1994) *The Evolving Multicultural Classroom* ASCD.

- Smyth, E. (1999) *Do Schools Differ?* Dublin: Oak Tree Press.
- Tuohy, D. (1999) *The Inner World of Teaching - Exploring Assumptions*, London: Falmer Press.
- Vekić, K. (2003) *Unsettled Hope: Unaccompanied Minors in Ireland, from Understanding to Response* Dublin: Marino Institute of Education.
- Ward, T. (2002) *Asylum Seekers in Adult Education : A Study of Language and Literacy Needs* Dublin: CDVEC.
- Ward, T. (2003) *Immigration and Residency in Ireland: An Overview for Education Providers* Dublin: City of Dublin Vocational Education Committee and Co.Dublin Vocational Education Committee.
- Ward, T. (forthcoming 2004)) *Education and Language Needs of Separated Children* Dublin: CDVEC.
- Wilkinson, D.(ed.) (2000) *The Researcher's Toolkit: The Complete Guide to Practitioner Research* London: Routledge Falmer.
- Wilkinson, D. and Birmingham, P. (2003) *Using Research Instruments: A Guide for Researchers* London: Routledge Falmer.