



Beyond the single story

Intercultural Education Conference

January 25th to January 26th, 2019
Dublin, Ireland

— DCU School of Stem ED Innovation & Global Studies



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University



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



Welcome from Centre of Human Rights and Citizenship Education

It is our great pleasure to welcome you to Dublin City University for the Intercultural Education Conference - Beyond a Single Story. This conference brings together multiple stories and perspectives to explore different experiences of and possibilities for education. We are delighted with the breath and range of the programme which includes: 16 conference papers, four adult workshops, a parallel children's writing conference, panel stories, interactive sessions, graphic recording, inspiring keynote speeches, a dance and spoken word performance, presentations on current initiatives and delicious food. Our conference participants represent different institutions, organisations and perspectives offering alternative stories.

We wish you all a productive and enjoyable conference and hope to see you again!

Introduction to 'Strengthening the Practice of Intercultural Education in Primary Schools'

The Centre for Human Rights and Citizenship Education, DCU Institute of Education, has been awarded funding by the Office for the Promotion of Migrant Integration for the project **"Strengthening the practice of intercultural education in Primary Schools"**. This project promotes and supports the positive integration of migrants within Irish primary schools, through effective intercultural education for all children, which engages the wider school community, contributes to an alternative narrative on migration and fosters global citizenship. The project builds on the Centre's extensive experience of managing and delivering intercultural education, human rights and global citizenship education programmes for teachers.

The DCU project 'Strengthening the Practice of Intercultural Education in Primary Schools' (2017-19) is funded through the 'National Call for Funding to Promote Integration of Immigrants' from the Office for the Promotion of Migration Integration in the Department of Justice and Equality.

Continuing Professional Development Programme for Teachers

The Centre for Human Rights and Citizenship Education, Dublin City University is running a free programme of 'Continuing Professional Development on Intercultural Education for Irish Primary School Teachers' between September 2018 and December 2019. The programme supports reflection and action on intercultural education within schools and classrooms.

If you are a Primary School Principal or school leader interested in facilitating this programme at a whole school level within Croke Park hours or at other times, or a Primary School teacher looking for Continuing Professional Development opportunities, do get in touch by sending an email to Malgosia: malgosia.machowska-kosciak@dcu.ie or by phone at: 01 8842290.

Keynote Speakers

Dr Amanullah De Sondy

Dr Amanullah De Sondy has been Senior Lecturer in Contemporary Islam at University College Cork since 2015. Amanullah holds a concurrent B.A in Religious Studies and Education Studies with the Diploma in Education from Stirling University. This led to a short but illustrious career as a secondary school teacher of Religious Education (RE) in Scotland where he taught in many different schools, held senior positions in national RE organisations, led a number of in-service events for teachers, consulted the Scottish Government's non-departmental public body, Learning Teaching Scotland (LTS), authored two key texts on teaching Islam and lectured part-time at Strathclyde University's teacher training courses on RE at Jordanhill College, Glasgow. Amanullah completed an M.Litt in the history of Jerusalem at Abertay University in Dundee and his Ph.D in Islamic Studies at the University of Glasgow. He previously taught Islamic Studies in Glasgow, Ithaca and Miami. Amanullah is the author 'The Crisis of Islamic Masculinities' published with Bloomsbury Academic in 2014 and the forthcoming co-authored 'Judaism, Christianity and Islam: An Introduction to Monotheism' (2019) with the same publisher. In his spare time, he has twice served as an umpire at the Wimbledon Tennis Championships in London and has nine half marathons. Amanullah has twice been invited to lead Time for Reflection at the Scottish Parliament, has been a regular contributor to BBC Radio Scotland's 'Thought for the Day' for over ten years and has made significant international contributions to the public understanding of Islam and Muslims. Amanullah's parents arrived in Scotland from Sialkot (Pakistan) in the 1960s and he was born and raised in Glasgow.

Hannagh Mc Ginley

Hannagh Mc Ginley is a member of the Irish Traveller Community. She is a mother, an activist and an educator. Currently, Hannagh is a PhD candidate in the School of Education, NUI, Galway. She is an Irish Research Council Scholar and was the recipient of the Dr. Mary L. Thornton Scholarship in Education in 2011. Hannagh's research examines how the intercultural approach to education is being understood and implemented at post-primary level in relation to Irish Travellers. Hannagh qualified as a post-primary school teacher in 2001 but returned to university to complete an MA in Community Development in 2003 so that she could work more closely with her own community as a Traveller activist and advocate. During this time her interest in anti-racism and intercultural education deepened and inspired her to explore these issues on a more theoretical level. Hannagh works as a part-time teaching assistant in the School of Education, NUI, Galway and coordinates a module on Travellers, Rights, Nomadism and Ethnicity in the School of Sociology and Politics, NUI, Galway.

Participating Organisations

Yellow Flag Programme

The Yellow Flag Programme is a practical intercultural schools initiative which aims at supporting schools to build intercultural communities and tackle racism. The Yellow Flag is an initiative of the Irish Traveller Movement and we have worked with more than 80 primary and post-primary schools since the programme was first piloted in 2008/2009. The Yellow Flag is an awards-based programme of 8 steps which is aimed at all students, teachers, parents and the wider school community to support them to celebrate and promote the cultural diversity in their school and to ensure they are equipped to recognise and address racism where it occurs. Please have a look at our website www.yellowflag.ie to find out more about what we do.

'WAVE'

Wave is a group of young performers interested in interculturalism and motivated by social justice. They began working together on a National Youth Council of Ireland Youth Forum exploring the significance of the SDGs. Since then they have performed for Coalition 2030, Rua Red and the Noise Moves festival. In this dance and spoken word performance, Migration, writer, choreographer and performer Kelvin Akpaloo tells his story and explores the lives of young migrants in Ireland. The show is developed with the support and direction of artist mentor Jenny Macdonald.

Fighting Words

The aim of 'Fighting Words' is to help children and young people, and adults who did not have this opportunity as children, to discover and harness the power of their own imaginations and creative writing skills. At its core, Fighting Words is also about something much broader and more inclusive. It is about using the creative practice of writing and storytelling to strengthen our children and teenagers – from a wide range of backgrounds – to be resilient, creative and successful shapers of their own lives. Fighting Words are running a creative writing workshop for the children of conference attendees.

Francesca La Morgia (Mother Tongues)

'Becoming Language Explorers. Practical ideas to explore multilingualism in the classroom and beyond'

'Mother Tongues' is an organization that aims to raise awareness of the benefits and challenges associated with bilingualism. 'Language Explorers' is a new Language Awareness Programme for primary schools designed to promote an interest in languages from an early age and to raise awareness of linguistic diversity in the classroom and in the community. The project was awarded the European Language Label in September 2018. The lessons from a "crash course" in linguistics, in which children discover the origins of words, recognise sounds of familiar and unfamiliar languages, learn new words from many different languages and reach a deeper understanding of the languages they use in school and at home. The key resources in this programme are the children themselves, who are great language learners and are very sensitive to the nuances of accents, dialects and differences between languages. Through interactive games, storytelling and story writing, children step into a world of languages that makes them aware of their own language abilities and encourages them to learn more about their heritage and about the people who surround them.

Our Table

'Our Table' aims to create nurturing and empathic spaces where people can gain skills, are paid a wage and can gain knowledge of the Irish food industry. It is a non-profit, non-denominational organisation that aims to build an awareness of food in multicultural Ireland and to highlight that the current system of Direct Provision is deeply flawed. We at Our Table find the system abhorrent and want to help to end it. We aim to build a greater awareness of direct provision within the wider Irish public and to induce a sense of anger within them. We create spaces where information is shared and obtained, and want to open conversations with political leaders.

Panel Discussions

Melatu Uche Okorie

Melatu-Uche Okorie was born in Enugu, Nigeria and has been living in Ireland for twelve years. She has an MPhil in Creative Writing from Trinity College, Dublin. Her work has been published in Dublin: Ten Journeys One Destination, Alms on the Highway (New Writing from the Oscar Wilde Centre), LIT Journal, College Green Magazine. Her debut collection, This Hostel Life, was published in May, 2018. She is currently working on a novel.

Cecelia Gavigan

Cecelia Gavigan is a teacher in Balbriggan Educate Together National School. She graduated with a B. Ed. from St Patrick's College Drumcondra in 2008 and completed a Masters in Equality Studies in University College Dublin in 2013. She has a particular interest in the areas of equality and global citizenship and has been involved in educational initiatives with Amnesty International, Show Racism the Red Card and the INTO LGBT Teachers' Group (of which she is currently chairperson).

Tian Yu Lloyd

Tian Yu Lloyd, mother of two, came to Ireland in 2002. She is a keen observer of how children of international backgrounds and their parents interact with the Irish society, especially the education system. Tian is currently working with the network of Places of Sanctuary Ireland on promoting a local culture of welcome, hospitality, inclusion and integration for all, with a particular emphasis on vulnerable migrants such as refugees and asylum seekers.

'For the Sake of Melanin'

Monologue by Elizabeth Akinwande

Elizabeth is a student at Donabate Community College. She wrote and is presenting a powerful monologue called 'For the Sake of Melanin.' In this monologue she is addressing issues of colour, privilege and lack of awareness of these alternative stories being present in schools.

Parallel Sessions Abstracts

Sofia Saleem

'Peace Education and biased approaches towards Muslims in Pakistan'

Peace education finds different ways to tackle the negative peace (war, violence) and endanger positive peace (provision of human rights) in society. Peace education can and must be initiated as a strategy in schools. This paper will highlight the Pakistan studies textbook and curriculum problems which present a biased approach towards Muslims and against towards "the significant others". The analysis and results will recommend peace education implications for multi-cultural education and peace building in Pakistan.

Dr Anne Marie Kavanagh

'A critical case study analysis of one Irish primary school's intercultural practice'

Adopting a case study methodology grounded in critical ethnography, this paper critically analyses the intercultural/critical multicultural approach of one urban, ethnically diverse, socio-economically disadvantaged Irish Primary School. Policy and practice at the school are critically assessed and interrogated using the lens of critical multicultural theory. Data was gathered using the qualitative methods of observation, semi-structured interviews, focus groups and document analysis. Findings indicate elements of both liberal and critical multiculturalism in the school. At an institutional level, the approach is broadly reflective of a critical multicultural approach. Sustained effort to tackle power asymmetries and educational inequities within the school by creating a system of organisational structures which promote democracy and equity are evident. At a classroom level, however, practice is reflective of a more liberal, benevolent approach to multicultural education. The emphasis here is more on developing empathy and increasing awareness of other cultures and of social injustices rather than on encouraging students to become critically engaged, politicised citizens who actively and collectively challenge the

status quo. Nonetheless, the school, through its policy and practice demonstrates how primary schools can challenge structural inequalities and create equitable and inclusive school cultures which foreground children's rights, wellbeing, engagement and achievement. This study therefore informs theoretical and practical knowledge pertaining to the practice of more critical approaches to intercultural education, which can be applied to a range of primary school settings both in Ireland and internationally.

Dr Rory Mc Daid and Dr Emer Nowlan

'Migrant Teacher Project'

The recruitment and integration of migrant or minority ethnic teachers has been identified as an important policy objective both nationally and internationally (Department of Justice and Equality (DJE) 2017; European Commission (EC), 2016; Department of Education and Skills (DES), 2010). However, despite increasing ethnic diversity in the wider population, and these clear policy aims, there remains a persistent lack of diversity in the teaching profession in many international settings (Schmidt and Schneider 2016). This is particularly acute in Ireland (Walsh and Mc Daid, 2019; Keane & Heinz, 2016). Census data, in addition to other sources, suggest a significant number of Immigrant Internationally Educated Teachers (IETs) in Ireland (CSO, 2016; Feldman et al, 2004). However, these teachers are not currently teaching in Irish public primary and post-primary schools (Mc Daid and Walsh, 2016), despite increasing issues of teacher supply in key areas (Teaching Council of Ireland, 2015, Harford and O'Doherty 2018). This paper reports on data generated through a needs analysis element of a DJE funded project into the recruitment of IETs in Ireland. Drawing on a quantitative sample of 220 IETs and concurrent qualitative work with primary and post-primary principals and IETs, the authors highlight the rich reservoir of potential teachers currently residing in Ireland, while paying attention to particular barriers faced by these IETs as they attempt to secure work as teachers in

Parallel Sessions Abstracts (cont.)

this new jurisdiction. The paper concludes by offering insights into how these data inform the development of a Migrant Teacher Bridging Programme, which will work with a selection of these teachers to help them to gain work within the state.

School of Sanctuary

Workshop

The City of Sanctuary network, now involving over 120 cities, towns and villages all over UK and Ireland, is united by the commitment to creating spaces of sanctuary, places where newcomers feel welcome and included, especially refugees who have had to flee their homes to seek sanctuary. Within this broad vision, organisations, communities and places of work, education and leisure commit themselves to actions that help create a culture of welcome that will be inclusive and sustainable. These small actions of welcome take place in theatres, hospitals, sports centres, universities, allotments and also in local councils as well as national parliament buildings. Within this large and diverse network, Schools of Sanctuary are one of the strands (or streams) of activity that has proved the most popular. There are now over 200 schools that have been recognized and awarded as official Schools of Sanctuary. A School of Sanctuary is a school that is committed to being a safe and welcoming place for all, especially those seeking sanctuary. This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety. A School of Sanctuary is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. It is a school that is proud to be a place of safety and inclusion for all.

Dr Anne Marie Kavanagh & Dr Maeve Dupont

'Making the invisible visible: Unpacking tensions in including Traveller culture and history in the Primary School Curriculum'

The formal recognition of Travellers as a distinct ethnic group by the Irish State in 2017 was a significant step towards challenging the pernicious and endemic institutional racism, marginalisation and neglect that Travellers have historically experienced in Ireland. The former Minister for Education and Skills, Richard Bruton T.D. announced in October that in response to this recognition, a range of initiatives will be implemented in order to boost Traveller inclusion in education. Among these initiatives is a proposed revision of the Intercultural Education Guidelines for schools and a review of the place of Travellers in existing school curricula, with a view to including Traveller history and culture at primary and post-primary levels. A significant body of literature highlights the challenges associated with such additive curricular approaches, including tokenism, essentialisation and reification of cultural groups and a failure of such approaches to problematise structural inequities and power relationships between dominant and subordinate groups (May & Sleeter, 2010; Bryan 2008; Sleeter & Bernal, 2004; May, 1994; Troyna, 1987). The capacity of such initiatives to promote equality of educational opportunity and to improve the life chances of marginalised groups are important component of this critique. However, research also indicates that seeing representations of their ethnic group in school and learning about their culture and history has positive effects on marginalised groups' confidence and sense of belonging, resulting in increased attendance, academic engagement, academic attainment and school retention rates (Dee & Penner, 2016; Alton-Lee, 2015). Adopting Bronfenbrenner's Ecological Systems Theory, this paper will provide a critical analysis of the tensions inherent in including Traveller culture and history in the Irish Primary Curriculum.



Paula Galvin

'Global voices for global issues'

Workshop

This workshop explores the use of poetry from the Global South to interrogate ideas around global justice. It is a workshop which I have used with children from 1st and 2nd classes and also with student and practising teachers. I use poetry from the United States, Syria, Russia, Afghanistan, Kenya, Zimbabwe and Tanzania to explore issues of climate change, gender equality, refugees, war and peace. A haiku will be done by each of the participants on one of the themes explored.

Aoife Titley

'A snapshot of teaching: Capturing the narratives of minoritized ethnic young people interested in becoming a primary teacher'

Until recent times, Ireland was often regarded as a homogenous country comprised of a monocultural population with monocultural experiences (Fanning, 2007; Devine, 2011). However, this is a misrepresentation of the Irish cultural narrative, within which immigration, emigration and diversity have always co-existed. Multi-ethnicity in Ireland is not a new occurrence; Irish Travellers, Black-Irish people, Jewish people and other immigrants have been part of Irish society for decades (Lentin & McVeigh, 2002). However, it is fair to say that Ireland's 'migration turning point' (Ruhs, 2005) in 1996, which transformed Ireland from a country of emigration to one of in-migration for the first time, has led to an increase in diversity among school populations, with over 11 per cent of children currently enrolled in Irish primary schools coming from a migrant background (DES, 2014). However, the diversity

which now exists in the typical Irish primary school classroom is not mirrored in the student demographics of initial teacher education, with almost 99% of student teachers self-identifying as White and Irish (Keane & Heinz, 2016). Using a social justice framework, with particular emphasis on the sociological concepts of marginalisation, representation and recognition; this presentation will share image-narrative findings from a PhotoVoice research project with minoritized ethnic young people interested in becoming primary teachers. This paper will attempt to unpack some of the reasons behind the 'demographic divide' which exists in Irish education, as well as the impact that this diversity gap may have on the enactment of intercultural education in the classroom.

Carmelita McGloughlin

'The impact of culture on death education in the culturally diverse primary school classroom in Ireland'

Death is a fact of life. The primary school teacher is at the forefront of the child's life and therefore has to be able to help a child who has suffered a bereavement to cope with this loss. Few studies have examined the cultural differences that impact on the teacher's or child's understanding of grief and loss. Wittkowski et al. (2015) reveal that the relevance of death-related cultural differences have not been well analysed and Alsubaie has shown that there is a relationship between education and culture (Alsubaie 2015). The mixed method study described here considers the effect of the growing diversity of cultures in the Irish primary school and how this might impact on the challenges and responses of the teacher. Teachers and bereavement support service providers participated in a

questionnaire and interviews. Over 85% of respondents believed that the multicultural classroom creates further significant challenges for the teacher and my findings are consistent with those of Cohen and Mannarino (2011). In view of the growth in cultural diversity in Irish classrooms, death education in Ireland cannot therefore be considered without taking into account the possible cultural and religious differences that now exist. It is important for teachers to understand a family's culture in order to provide meaningful support. Teachers need to be knowledgeable about the multiple cultures, rituals and belief systems of their pupils and families to enable them to support the child through the anxiety produced following a death or significant loss. The findings provide some new insights into how Initial Teacher Education and Continuous Professional Development could encompass new approaches to improve the preparation of teachers and develop their capability of dealing with grief and loss in the multicultural classroom. McGovern and Tracey (2010) suggested that multiculturalism and diverse cultural experiences should be addressed during ITE. My research recommends that this is a matter of urgency, especially in the context of grief and loss. This research: (1) Highlights the challenges that face the primary school teacher when coping with grief and loss in the culturally diverse classroom. (2) Identifies different skills that teachers need in order to cope with the sensitive areas of grief and loss within a multicultural classroom setting. (3) Examines the role of Colleges of Education in equipping future primary school teachers to meet these challenges.

Dr Patricia Kennon (Maynooth University)

Workshop


'World of Stories: Exploring Global and Intercultural Issues Through Picturebooks'

Story can provide a powerful yet safe forum for addressing complicated ideologies and dilemmas around identities, belonging, norms, inclusion, diversity and power. In keeping with the conference's emphasis on the importance of intercultural education for today's young people, this workshop will explore the rich potential of contemporary picturebooks as stimuli for exploring human rights and citizenship education, and the opportunities these multimodal texts offer for developing children's critical reflection about important issues relating to twenty-first-century life, society and relationships. Designed for teacher educators, teachers, student teachers, and development and intercultural practitioners, the workshop will engage with critical literacy and address a range of age-appropriate picturebooks suitable across the primary sector. Participants will be invited to explore exemplar picturebooks, to reflect on prompt questions, to engage in story-based activities, and to share their personal and professional experiences about using picturebooks for social justice and citizenship education in the primary classroom.

Seamus O'Connor

'Urban school investigation into the children's experience'

The contextual background to this paper, was the unprecedented growth of immigration in Ireland from circa 1993 to 2011 which resulted in greater linguistic and ethnic diversity in Irish schools. The study, carried out in a large post primary urban school, is an investigation into



the experiences of children of first generation children of migrants in the Irish education system. The purpose and rationale for the study, the theoretical framework and the research questions pivot around the central issue of the need for immigrant students to experience academic and social integration in the school and the obligation of the state, the school management and teachers to support the academic and social integration of immigrant children. The paper is based on the findings of a case study carried out over three years, 2009 - 2011, in a large second level urban school. The issue which I am addressing is the impact which xenophobic bullying has on the social integration of children of migrants. The methods used were for data gathering were interviews with in-school and out-of-school educational personnel and focus group discussions with first generation immigrant student groups in the school. The findings indicated that comments and taunts of a xenophobic, racist and intolerant nature occurred in the school particularly among students in junior classes. The bullying behaviour perpetuated by the majority student population was persistent and negatively impacted on immigrant student wellbeing and socialisation patterns, contributing towards clustering of students in own nationality or in mixed immigrant student groupings, thus becoming a barrier to integration. The school's anti-racism and anti-bullying policy depended on self reporting and proved ineffective as the bullying occurred away from the observation of school personnel and was mostly unreported. The lack of broader interventions against racism and xenophobia pinpointed a failure to acknowledge and address effectively the impact of this behaviour on the social integration of children of migrants.

Santhi Corcoran

Workshop

'Understanding Exodus, Exile and Resettlement and the impact on families and young people in safe havens'

For this workshop, I shall refer to Refugee, Asylum-Seeking and Migrant children as displaced children in reference to their displacement from their homes, land, culture, language and families. The displaced are as diverse as the communities and societies that encapsulate our global world. Examples of displacement include anyone within any given space and time who when in the midst of a conflict must flee due to fear for their lives or their family, those seeking safe havens due to persecution, discrimination or prejudice and those who must leave due to natural and environmental disasters. These events can create homelessness and statelessness whereby individuals, families and communities who leave for places of safety and security when at risk, are then unable to return for a period or indefinitely and are thus considered displaced. Many communities face displacement with members of their family but increasingly survivors include young children who are separated from those who care for them, sometimes for life. It is a situation that could happen to any or all of us. Therefore, the impact and consequences of displacement must be viewed as a universal possibility and with humanitarian lens. Needs of the displaced are not easily defined. They are not a homogenous group and their needs are as complex as the individual experiences of war, famine, persecution, bereavement and loss. Displacement significantly disrupts social, economic and household norms and the protection and security it provides.

In resettlement as in flight most displaced individuals, families and communities face stressors in their safe havens, in understanding systems, language, cultures and navigating processes that are complex and multiple. This state of being creates stressors that have both physical, psychological and emotional impacts. The aim of the workshop is: to create an understanding of disrupted lives and the impact of displacement and new beginnings in the lives of Refugee and Asylum-Seeking families and children. The Objectives are: to participate in group activities whereby these issues are explored and discussed, to view audio visual materials that contribute to discourse, awareness and understanding and the experience of displaced communities. The outcomes are: creating links and connections that enables a broader knowledge that could support and empower teachers working with Refugee and Asylum-Seeking children and families in their classrooms.

Barbara O'Toole and Elaine Haverty

'Challenging the single story: Images of Africa in the primary classroom. Findings from an action research study'

This paper is drawn from one element of a research study which examined the impact of teaching a trade justice module on children's perspectives of Africa. The research question on which the study was based was as follows: Can teaching a trade justice module in primary schools, based on critical development education, help to address deficit perspectives about Africa? This paper focuses on findings in relation to a photo elicitation activity which formed part of the action research study. The research involved four primary teachers in the Greater Dublin area, implementing

pilot materials (Just Trade) with 83 primary school children in 5th and 6th classes in 2016. The theoretical framework for the study was critical development education grounded in postcolonial perspectives. The aim was to investigate if existing stereotypes and assumptions could be challenged through a module that presented balanced and nuanced depictions of African life, and that aimed to counter Eurocentric dominance of educational discourse by examining power structures underpinning global trade relationships. Data were gathered across the four schools at baseline and endline, using five activities adapted from Reading International Solidarity Centre (2015). Findings from four of the five activities evidenced changes in perspectives about Africa, including increased knowledge about global trade, and a reduction in perceptions of charity as the solution to world hunger and poverty. However, this paper focuses on the outlier activity in the study; namely, that which involved photo elicitation. Findings at endline demonstrated little evidence of change in children's perceptions of African workers, particularly in relation to one image taken in a rural setting that depicted employees of a tea cooperative. The paper will present and discuss the findings from this aspect of the study, looking at why, in the case of the photo activity, the data showed less evidence of critical thinking and less transfer of learning from the activities in the module. The paper will examine implications for global justice education and intercultural education in the Global North.

Dr Maeve Dupont

'The role of psychological research in strengthening the practice of intercultural education'

The current study examines the role of psychological research in strengthening the practice of intercultural education (with particular reference to reducing prejudice towards one of Ireland's most marginalised groups, the Traveller community). According to the social psychological literature, contact between different groups has long been considered one of the most effective strategies to improve intergroup relationships (Pettigrew & Tropp, 2006; Wright, 2009). The creation of more favourable relationships is especially relevant for Irish Travellers who experience high levels of oppression and discrimination in the Republic of Ireland (Harmon, 2015; Holland, 2015; MacGreil, 2010; McGaughey, 2011). According to Gordon Allport's Contact Hypothesis (Allport, 1954) a critical source of prejudice is segregation or contact characterised by low levels of interdependence and unequal status sanctioned by authority. More recently, research suggests that indirect forms of cross-group contact (contact strategies that do not involve actual interaction with a member of the other group) also have the potential to create more positive relations between social groups (Vezzali, Hewstone, Capozza, Giovannini and Wolfer, 2014). Furthermore, the role of vicarious contact (observing in-group members having successful cross-group contact) as a tool to improve intergroup relations has been examined. Viewing a positive interaction between an in-group member and an out-group member constitutes vicarious intergroup contact (Mazziotta, Mummendey and Wright, 2011) and experiments using

vicarious contact have demonstrated causal effects for prejudice reduction on cognitive, affective and behavioural measures (Cameron, Rutland, Hossain and Petley, 2011; Mazziotta et al., 2011; Vezzali, Stathi, and Giovannini, 2012). Thus, the current study investigated the effects of vicarious contact on attitudes and intended friendship behaviour towards Irish Travellers along with its impact on perceived group norms about cross group friendships among settled Irish children in the Republic of Ireland. Primary school children aged between 8 and 12 in the Republic of Ireland participated in a 3 week intervention where they read 3 stories (over 6 sessions) featuring settled Irish and Traveller Irish children in friendship contexts. Results showed that those taking part in the intervention, compared to participants in the control group, revealed more positive friendship intentions towards Travellers. Those in the treatment group also expressed that more settled and Traveller children would approve of intergroup friendships. Theoretical and practical implications of the findings are discussed.

Owen Mac an Bhaird

'Retention of Irish traveller students in education, progression to third level education, and the need for an active culturally diverse educational model in primary education'

Although a relatively small group in Ireland, Irish travellers account for less than 1 per cent of the population, Travellers stand out as a group that experiences extreme disadvantage in terms of education, employment, housing and health and that faces exceptionally strong levels of prejudice.

This paper will focus on Irish traveller experience throughout the educational system and

highlight the many barriers that exist. Moreover, it will be outlined in detail how adopting a more active culturally diverse model across the educational system will enable all students from culturally diverse backgrounds to build a sense of belonging within education, improve engagement, retention while encouraging the students to focus on progressing to third level education.

According to the ESRI A Social Portrait of Irish Travellers in Ireland, the odds of leaving school without having completed second level (the Leaving Certificate or equivalent) were 33 times higher for Travellers than for non-Travellers. Travellers are over 50 times more likely to leave school without the Leaving Certificate or equivalent than we would expect based on their age distribution and other characteristics. With 1% of the traveller population obtaining a third level qualification.


This paper will discuss the many barriers and challenges that Irish travellers face within the Irish educational system such as the lack of culturally diversity in the learning environment, staff and across the curriculum. Likewise, this paper will explain how the primary school setting is most suitable to adopting a culturally diverse model that will promote diversity and inclusion, which will break down many of the barriers while highlighting the pathways to third level education such as the NUI Galway schools of sanctuary. The NUI Galway School of Sanctuary aims to assist schools to become committed to a culturally diverse model within education and be a safe welcoming place for all, especially those seeking sanctuary. The model aims for the school to consider intercultural awareness through learning experiences and skills being developed across the curriculum; and

developing intercultural awareness through the gradual acquisition of intercultural skills. These skills improve communication and promote understanding across cultures, academic capital and student retainment in education. This paper will argue that the schools of Sanctuary model can be successfully implemented into primary education and be effective for the retention of Irish travellers in education and progressing onto third level education.

Karl Kitching

'Family Belonging and Secular/Religious School Choice in Irish Primary Schools'

This paper analyses the experiences of diverse parents across rural, urban, suburban and town settings in Ireland in relation to secular/religious choice of school. 39 parents across 9 school sites were interviewed as part of a larger Irish Research Council funded study titled 'Making Communion: Disappearing and Emerging Forms of Childhood in Ireland'. The paper demonstrates how multiple, unequal affordances and constraints shape the moral geographies (Holloway 1998) of parents' 'choice'. It shows the multi-layered ways in which inclusion, majoritarianism and contestation play out across school localities, demonstrating the various, at times contradictory, values and views of parents as they negotiate a school sector that increasingly valorises active parent choice and middle class child developmental norms - above all other principles. It also shows that racialised, classed and gendered forms of family mobility and immobility are important to understanding how parents articulated different values and indeed, hurts as they negotiated school 'choice', or lack thereof. The paper argues that the Irish/global policy fantasy of a self-interested, but equal citizenry competing or voting for



preferred school needs to be challenged in a more sustained manner. Conceptualisation of and engagement with complex, contested, unequal publics in policy discourse and policy enactment crucial.

Edna Lyatuu Hogan

'The seed is good but the temperature isn't so good!'

I run a grant winning Education Programme in Republic of Ireland and in my native Tanzania. Under the programme. We deliver Tailored Educational Talks on various topics in Schools (Primary & Secondary) and Universities. Our talks are entertaining, educational, informative and cover all aspects of life, politically, economically, socially and culturally. We discuss topics such as diversity and the social solidarity model of economics. We also employ Skype to go live in Irish classrooms and link with schools and colleges in Tanzania for live discussion and debate. As a former journalist, before my move to Ireland, I always endeavour to bring my journalistic skills to the project, and, alongside the live links, I film some reports from Tanzania for the purposes of developing the course and make the programme more appealing to Irish students and most importantly the migrant students. With the above in mind, we instil the 'can do' and positive attitude in the young ones and the students get empowered regardless of their skin colour, gender, region and sex orientation. The problem begins when they finish schools. The very same empowered students become discouraged, struggle to find jobs, struggle with job retention and do not see anyone of their profile in higher places. We have many non-migrants members who are highly educated and who receive 'unsuccessful' response from employers daily. Through the

bigger lenses we are trying to see what is going wrong and offer support where we can. I have seen, heard and witnessed 'the good' and the 'not so good' practises from inclusion point of view in Ireland. My own lenses include: A migrant woman, journalist, banker, published author, motivational speaker, entrepreneur community leader, educationalist, wife and mother.

Susan Gallwey and Benjamin Mallon

'Can a story make a difference?: Exploring the impact of an early childhood global justice story sack'

Research suggests that young children have the capacity to engage with complex issues of justice and fairness when appropriate strategies and methodologies are used (Ruane et al., 2009). Aistear, the Early Childhood Curriculum Framework acknowledges this potential, aiming to enable young children 'to learn to value social and cultural difference...and to recognise and challenge injustice' (NCCA, 2009, p. 7). This exemplifies a trend towards recognising and building on children's capabilities and signals the potential for early childhood education to be a site of significant educational change. However, it is also recognised that there are conflicting attitudes regarding children's perceived 'readiness' to deal with global justice questions as traditional perspectives construct children as being too young and innocent to engage with 'adult' issues (Ruane et al, 2009; Oberman, Waldron & Dillon, 2012). Drawing on research which investigates how children aged three to six years engage with issues of empathy, diversity and equality in response to their participation in a specific educational programme, this paper provides a consideration of the methodological challenges of exploring young children's engagement with justice issues and of measuring attitudinal learning in this age group.

The research utilised a qualitative 'mosaic' framework as a participatory, multi-method approach to research, framed by the principles of: young children as experts in their own lives, young children as skilful communicators, young children as rights holders, and young children as meaning-makers (Clark and Moss, 2005, p. 5). Part of the research strategy was to engage directly with children in baseline and post-programme activity sessions that were designed to track attitudinal change in the areas of empathy, diversity and equality (Allum et al, 2015). With reference to emergent themes derived from data gathered across two early childhood settings, this paper considers how exploring the visual similarities and differences between children's lives and the lives of children in other parts of the world may support an exploration of young children's empathy, how investigating understandings of place offer an insight into young children's views on diversity and how an engagement with concepts of fairness and justice may support the exploration of young children's conceptualizations of equality. The research process highlighted the challenges inherent in tracking complex attitudinal change in young children, particularly in terms of attributing change and learning to a specific educational intervention. The paper seeks to offer a research-based perspective on how we elicit, record and analyse evidence of learning in the areas of equality, diversity and empathy, as key principles of intercultural education.

Mary Oyediran

'The power of words to rebuild broken migrant children'


The paper is based on empirical evidence. I was a tutor of special needs in the migrant

community and a home educated for more than 18 years. Purpose: To raise awareness of impact of negative words on migrant children due to blatant racism and discrimination in the society. Aim: To evaluate the devastation migrant children's mental health prior to applying for schools. The paper acknowledges that academic success is just one phase, the child must be made whole to develop their full potential. The paper will discuss the role of positive words to rebuild damaged children. Teachers and educators are encouraged to take advantage of their unique role by introducing positive words that heals the inner wounds of all migrant children. The paper concludes that it is important to foster positive words in the classroom daily, especially in an intercultural school setting.

Dr Anna Kadzik-Bartoszewska, Stephen Cassidy, Seamus Quinn

'Active Citizenship and Empowerment Education - new possibilities'

The Grow from Seeds project funded by Erasmus Plus intends to provide a programme designed to foster intercultural dialogue in Primary Schools recognising European Parliament priorities to address anti-social behaviour through social cohesion and inclusion, active citizenship and the empowerment and participation of pupils. The methodology used to deliver this education programme will adopt multiple strands of Creative Drama (storytelling), visual arts and performing arts which are proven to be highly motivating, multi-sensory and active learning tools. The objectives of this project are to address knowledge gaps, by using innovative methods and ways of outreach and delivery, to provide both pupils and teachers with new learning



opportunities. The partners finalised two resources for teachers; E-book and handbook on the storytelling and would like to present the findings at the conference.

Malgosia Machowska-Kosciak

'Children's narratives and 'small stories' of integration: intercultural practices of Polish immigrant children in Ireland'

This longitudinal study followed four Polish teenagers as they expressed their feelings while grappling with issues of conflicting identities and the accommodation of competing goals of integration with new host society and maintenance of their heritage culture and language. This paper provides snapshots from their lives, illuminating complexities of the process of growing up in a new place, new country and new society. The four young Poles were carefully selected to represent a range of school and community experiences. The work, which was conducted in Polish in order to facilitate an in-depth investigation of the participants' lives and experiences, also involved interviews with families and teachers as well as direct observations in the school context. The theoretical and analytical approach combined Ethnography of Communication approach to data collection and analysis along with Discourse Analysis approaches (Duff, 1995; Davis & Harre 1990, Harre & Langenhove, 1999, Ochs & Capps, 2001). A particular focus was placed on epistemic, moral and affective stances taken by the children in question. I illustrate aspects of agency such as variable participation, allegiances with heritage and majority language peer groups, affective and epistemic stances taken with respect to sociohistorical norms and values of the Irish and Polish culture. The rich data provided by

this study illustrate relationships of culture, power, and identity, showing that, even for the youngest speakers, such associations are always indexed in talk and their social behaviour. There is still relatively little information on how minority immigrant children construct their identities, experience emotions through and towards different languages and cultures, or deal with issues of legitimacy or contesting majority and minority ideologies. This study hopes to facilitate our understanding of the issues involved in integrational practices of immigrant, parental involvement in schooling or heritage language loss and maintenance in an inter-generational context. This paper insight into immigrant adolescents' world in the Irish context where, for historical reasons and as a result of the fast pace of recent immigration, the socialisation process is complex and very likely has distinctive characteristics.

Programme

"Beyond the single story" Intercultural Education Conference

FRIDAY 25TH JANUARY

Time	Room E224
10:00 - 10:15 am	Registration
10.15 - 10.30	Introduction and Welcome from Dr Anne Looney
10.30 - 11.15 KEYNOTE ADDRESS	Dr Amanullah De Sondy 'The Colourful Classroom: Diversity, Pluralism and Inclusion in Ireland'
11.15 - 11.30	Questions and Answers

11:30-12: 45	Session Chair: Mbemba Jabbi Room E305	Session Chair: Ciaran Doherty Room E303	Session Chair: Adekunle Gomez Room E306
Concurrent Session 1	Anne Marie Kavanagh "A critical Case Study Analysis of one Irish primary school's intercultural practice"	Karl Kitching "The family belonging and secular/religious school choice in Irish Primary Schools"	Aoife Titley "A snapshot of teaching: Capturing the narratives of minoritized ethnic young people interested in becoming a primary school teacher"
	Seamus O'Connor "Urban school investigation into the children's experience"	Carmelita McGloughlin "The impact of culture on death education in the culturally diverse primary school classroom in Ireland"	Owen Mac an Bhaird "Retention of Irish traveller students in education, progression to third level education, and the need for active culturally diverse educational model in primary education"
	Rory McDaid and Emer Nowlan Migrant Teacher Project	Meave Dupont "The role of psychological research in the practice of intercultural education"	Malgosia Machowska-Kosciak "Children's narratives and 'small stories': integrational practices of Polish immigrant children in Ireland"

12:45 - 14:00 pm

LUNCH

14:00 - 15:15	Session Chair: Fionnuala Waldron Room E303	Session chair: Audrey Bryan Room E305	Session Chair: Maria Barry Room E306
	Barbara O'Toole & Elaine Haverty "Challenging the single story: Images of Africa in the primary classroom: Findings form an action research study"	Susan Gallwey & Benjamin Mallon "Can a story make a difference?: Exploring the impact of an early childhood global justice story sack"	Mary Oyediron "The power of words to rebuild broken migrant children"
	Anna Kadzik Bartoszewska, Stephen Cassidy, Seamus Quinn "Active citizenship and empowerment education – new learning possibilities"	Anne Marie Kavanagh and Maeve Dupont "Making the invisible visible: Unpacking tensions in including Traveller culture and history in the Primary School Curriculum"	School Of Sanctuary (SOS) Workshop
	Edna Lyatuu Hogan "Empowerment and can do approach for all – insights from Educational Programme"	Sophia Saleem "Peace education and biased approaches towards Muslims in Pakistan"	

15:15 - 15:35	Yellow Flag Room E224
15.35 - 15:50	REFRESHMENTS
15.50 - 16:35	Panel Discussion with Melatu Uche Okorie, Tian Yu Lloyd and Cecelia Gavigan Room E224
16:35 - 17:00	Finish for the day

10.00 - 10.30	Registration Room E224		
10.30 - 11.00	Migration performed by “Wave”		
10.30 - 11.15 KEYNOTE ADDRESS	Hannagh McGinley Intercultural Education in Ireland: Are We Constructing Schools for the “Rotten Apples”?		
11.45 - 12.00	Questions and Answers		
12.00 - 12:20 Interactive session and classroom exhibition	Francesca La Morgia (Mother Tongues) “Becoming Language Explorers. Practical ideas to explore multilingualism in the classroom and beyond” Room E224		
12:20 - 12:30	Elizabeth Akinwande ‘For the sake of Melanin’		
12:40 - 13:30 pm	LUNCH		
13.30 - 15.00	Workshop 1 Room E303	Workshop 2 Room E305	Workshop 3 Room E306
Concurrent Session 1	Paula Gavin “Global voices for global issues”	Patricia Kennon ‘Worlds of Stories: Exploring Global and Intercultural Issues Through Picturebooks’	Santhi Corcoran “Understanding Exodus, Exile and Resettlement and the impact on families and young people in safe havens”
15.00 - 16.00	Final Presentations (Graphic Recording of an event) and Exhibition of Children’s Work		
16:00	CLOSE		

Children's Programme Saturday January 26th

Time	Room E205
10:00 - 10:30 am	Registration
10.30 - 11.00	Migration performed by "Wave"
11.00 - 12.30	Children's workshop with Fighting with Words (age 8-12yrs) - Room E205
12:30 - 13:30 pm	LUNCH
13.30 - 15.00	Children's workshop with Fighting with Words (age 8-12yrs) - Room E205

The Centre for Human Rights and Citizenship Education

The Centre for Human Rights and Citizenship Education, champions educational policy and practice promoting human rights, childrens' rights, global justice and environmental sustainability. Established in 2004, the Centre specialises in research, resource creation and professional development which furthers good practice in relation to global and local citizenship and human rights education. The Centre's expertise extends across early childhood, primary, post-primary and third level education including teacher education. Committed to creative, cutting-edge and collaborative approaches, both in terms of pedagogy and research methodology, the Centre draws on the varied expertise of its members, steering committee, university context and national and international partnerships. Hosting the EU funded Global Schools partnership and the Irish Aid funded Development and Intercultural Education project, and working with governmental and non-governmental organisations, teachers and schools, the Centre is at the forefront of developments in human rights and global citizenship education both in Ireland and internationally.