

SECTION TWO

Working with Young People from a Minority Ethnic Background

Introduction

This section focuses on working with young people from a minority ethnic background. It presents demographics relating to minority ethnic communities, explains the varying needs and issues that young people from minority ethnic backgrounds may face and it offers practical advice on working with these young people. It concludes with a list of contacts and resources that will help you in your work.



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Under the **Equal Status Act 2000** and the **Equality Act 2004**, it is unlawful to discriminate against a person on the grounds of their race (ethnicity, skin colour or national origin) or religious belief in the provision of goods and services, education, sports, access to public facilities and accommodation.

Terminology

An **Ethnic Group** is a group that regards itself or is regarded by others as a distinct community on the basis of shared characteristics such as language, religion, nationality or traditions. We are all members of an ethnic group.

Culture is the way in which ethnicity is expressed. It includes the customs, values, behaviours and means of communication by which we belong to a community.

Minority Ethnic refers to a culture or ethnicity that is identifiably distinct from the ethnic majority. This may include people who have been long established in Ireland, people who are naturalised Irish citizens, or people who have recently arrived.

Ethnic Majority refers to the predominant ethnic group in society (e.g. White, Irish Celtic, Christian, settled).

Migrant (or Immigrant) refers to people who have themselves, or through their parents, chosen and planned to live abroad in order to work and/or study. If they are residents of the European Union (EU) they can live in Ireland without a visa. Migrants from outside the European Economic Area (EEA) must have a visa/permit to work, live or study in Ireland. Various permits are available depending on each person's circumstances. Those who do not have a visa are called **Undocumented Migrants** (or Illegal Migrants).



Refugees have been compelled to leave their country of origin because of a well-founded fear of persecution. They are granted rights similar to Irish residents i.e. the right to work, to social welfare, to claim citizenship etc. (Refugees have not had the opportunity to financially and psychologically prepare for life in a new country).

Asylum seekers are people in the process of applying for refugee status. This is a legal process and refugee status may or may not be granted. The legal process can take several years.

Interculturalism is an approach dedicated to achieve social harmony in a multi-ethnic society. It actively promotes dialogue, understanding, co-operation and respect between and within all cultural and religious groups in society.

Common terminology often used to refer to people from minority ethnic backgrounds includes: foreign-nationals, non-Irish nationals, new communities, black, third country national, people from overseas, international people, people from various ethnic backgrounds etc.

Language changes over time and terms that were familiar in the past may no longer be commonly used and they can often become inappropriate. Terms that should **not** be used are:

- 'non-national' as it denies the fact that most people have a nationality
- 'coloured' as it is associated with the apartheid era and may cause offenceⁱ

Similarly, a term that should **not** be used when referring to children of mixed ethnicity is

- 'half-caste' because of its association with apartheid and the colonial era

REMEMBER

⇒ **Identity, and ethnic identity in particular, is self-defined and open to change. Therefore, we should not assume someone else's ethnicity on the basis of limited information, nor should we assign an ethnicity for someone without asking them how they like to be described. People from minority ethnic backgrounds increasingly prefer to describe themselves in terms of their new identities, their mixed identities or their national identity. So terms such as African-Irish, Polish-Irish, Nigerian-Irish, Indian-Irish, Black-Irish, or just Irish will become more commonly used. This should be encouraged as it denotes a sense of belonging in a community as much as a personal identity. For this reason we use the term minority ethnic background to acknowledge the changeable but still concrete nature of a person's ethnicity. The term respects the fact that we all have a cultural legacy that influences our lives even though our ethnicity might have or will still change from that of our parents.**

Demographics

The demographical data for young people from minority ethnic backgrounds varies considerably throughout Ireland. To discover if you are reaching the young people from a minority ethnic background who live in your community you must first find out the ethnic background of the young people already using your service by including an ethnic identifier question on your registration form. Appropriate wording is given in the box below. It is important to reassure young people and their parents that the information is collected to help plan inclusive and appropriate youth services and do reiterate that it is fully confidential and optional. Best practice models indicate that it is appropriate for all young people over the age of 11 to identify their ethnicity for themselves and for parents to choose the ethnicity for younger children. It is important to be present to answer any questions young people or parents may have about filling out this form.



What is your ethnic/national identity? _____

[Give your answer as you do to your friends. Examples others have given to this question include Irish, Irish-Traveller, Polish, Nigerian, Kurdish, Filipino, Indian-Irish, Brazilian, Nigerian-Irish, British etc.]

What is the ethnic/national identity of your

Parent/guardian/primary care giver? _____

Parent/guardian/primary care giver? _____

(This question is asked to record what other cultural influences may play a part in your life.)

Having collected results for the group of young people you are working with you should then compare the results with the demographics for your own catchment area and determine if the young people from the largest minority ethnic groups in your area are represented proportionately in your service. See **Appendix 1** for a more detailed explanation on collating and comparing data on ethnicity.

Determining the demographics of Minority Ethnic Young People in your Community

You can find statistics for each town in Ireland (over 5,000 in population) classified by ethnic background from

<http://beyond2020.cso.ie/Census/TableViewer/tableView.aspx?ReportId=12483>

For a detailed breakdown by ethnicity for your area you can contact the Central Statistics office (CSO) directly at www.cso.ie

Demographics for Ireland as a whole

Nearly 10% of young people aged 0-24 were identified as non-Irish in the 2006 census. The representations by nationality vary considerably. The following tables give the top nationalities represented in Ireland by age group. The tables also include Irish Travellers as a minority cultural group.



Top 20 Minority Nationalities or Cultural Groups in Ireland

Young people aged 0-14 (2006)*

Nationality/cultural group	Population by number
1. UK	15,651
2. Irish Travellers	9,301
3. Poland	4,790
4. Nigeria	4,151
5. USA	3,535
6. Lithuania	2,778
7. Philippines	1,572
8. Latvia	1,238
9. India	1,162
10. Romania	1,024

Young people aged 15-24 (2006)

Nationality/cultural group	Population by number
1. Poland	17,665
2. U.K.	11,422
3. Lithuania	6,728
4. Irish Travellers	4,601
5. Latvia	3,690
6. China	2,515
7. Slovakia	2,465
8. France	2,116
9. Nigeria	1,626
10. USA	1,615

Cont...

Young people aged 0-14 (2006)

Nationality / cultural group	Population by number
11. South Africa	955
12. Pakistan	952
13. Germany	821
14. Russia	653
15. France	588
16. Australia	568
17. Brazil	446
18. Netherlands	418
19. Slovakia	418
20. China	412

Young people aged 15-24 (2006)

Nationality / cultural group	Population by number
11. Germany	1,461
12. Czech	1,292
13. India	1,156
14. Romania	1,156
15. Malaysia	1,031
16. Pakistan	982
17. Brazil	980
18. Spain	975
19. Russia	793
20. Italy	791

CSO 2006

* It should be noted that these figures include young migrant workers as well as international students. A large number of this group will be in the older age group i.e. over 18 and will have come to Ireland primarily to work.

Growing cultural diversity in Ireland – new trendsⁱⁱⁱ

What the tables do not show is that, in addition, 15,224 young people between the ages of 0-14 have dual nationality with Irish being one of those nationalities. This compares with only 5,625 young people aged 15-24 who have dual nationality with Irish being one of those nationalities. This shows that an increasing number of young people identify as being Irish either:

- Because they have been born in Ireland to parents from minority ethnic backgrounds (prior to 2002)
- They have gained Irish citizenship through naturalisation
- They have been born to parents from mixed marriages and partnerships



Mixed relationships are becoming increasingly prevalent in contemporary Ireland as is the reality of dual nationality. That is why we ask what the ethnic identification of young peoples' parents are as the parents' culture may play a large part in the identity of the

young person you are working with.

Census data indicates that more than a quarter of all black people living in Ireland were born in Ireland and that a third of the black or black Irish community in Ireland is under the age of ten.

The Traveller community similarly has a younger age profile than the wider community, 41% of Travellers are under 15 years, compared to 21% in the general population. And 20% of Travellers are aged between 15 and 25 years compared to 15% in the general population.

Cultural diversity among Young People attending schools and universities in Ireland ^{iv}

- ⇒ **In 2008/9 over 24,000 young people who identified themselves as non-Irish nationals from 163 different countries were registered in post-primary schools. While exact figures aren't available for primary level, the Department of Education and Science estimates that 10% of the primary school population identify as non-Irish nationals (approximately 47,000)**
- ⇒ **Approximately 60% of these children did not have English as their first language leading to 21,000 pupils receiving English language support in 2008/9**
- ⇒ **Demographic spread varies significantly throughout the country. For example, school registrations of young people from minority ethnic backgrounds varies from 0% to 80% depending on the school**
- ⇒ **Approximately 15% of students in third level colleges in Ireland are from countries outside Europe and North America**
- ⇒ **In 2005/6 there were 25,000 registered international students in Ireland. These students are allowed to work on a part-time basis (20 hours per week during term time and full time in the holiday period)**

Language diversity in Ireland

When working with young people from minority ethnic backgrounds it can be helpful to know the principal languages spoken in their homes. The following table shows the principal languages spoken in Ireland.^v

This table shows other significant language groups present in Ireland

Principal minority languages spoken in Ireland	Principal countries in which these languages are spoken
Polish	Poland
Lithuanian	Lithuania
Latvian	Latvia
Slovak	Slovakia
French	France, Belgium, Congo, Rwanda, and several North and West Africa countries
German	Germany
Romanian	Romania
Czech	Czechoslovakia
Russian	Russia, Lithuania, Latvia, Estonia, Moldova, Ukraine, Georgia and other former USSR states
Portuguese	Portugal, Brazil, Angola
Spanish	Spain, South America (excl. Brazil)
Arabic	Middle Eastern countries and Northern Africa

Significant minority languages spoken in Ireland	Principal countries in which these languages are spoken
Yoruba, Ibo (Igbo), Hausa, Fulani, Pidgin English	Nigeria (there are over 200 languages spoken in Nigeria including English as the official language)
Mandarin and Cantonese	China
Hindi, Tamil and Malayalam	India (there are 16 official languages in India including English)
Urdu, Punjabi, Sindhi, Pashto, Balochi	Pakistan
Malay, Chinese, Tamil, Telugu, Malayalam	Malaysia

This table shows other significant language groups present in Ireland



^v‘Working with Young People from a Minority Ethnic Background’ was developed by Anne Walsh (NYCI) and Suzanne Lindsay (Foróige)

Needs and Issues for Young People from Minority Ethnic Backgrounds

For newly arrived immigrants settling in a new country can be a difficult process. It may take years, even a generation or two to develop a real sense of belonging in their new country. Your service can help young people who have experienced migration to make that transition. This includes the opportunity to make friends and reduce social isolation, to increase their proficiency in English, to be acknowledged for themselves and not stereotyped by their status or their ethnicity (migrant, refugee, asylum seeker, Nigerian, Polish, Muslim etc.) and to have a break from family responsibilities. Moving involves facing many life changes and challenges for families including finding employment, securing accommodation, registering in schools, learning a new language and adjusting to life in a new culture. Many people struggle to find the help and information they need to settle in their new country. Often the relevant information is not presented in a way that is clear or accessible. More often the informal networks that might traditionally be used to convey information are not available to newcomers. Parents are unlikely to trust services – including youth services - that have not been personally recommended. These recommendations will be absent if trusting relationships and social networks have not been developed. These relationships will be harder to establish for people who do not have good English language skills or who are not confident speaking English.



Language and Cultural Heritage



Younger members of a family will usually pick up a new language much quicker than their parents and some parents may remain fluent only in their first language. Because of this, young people are often expected to interpret and translate for their parents when accessing services such as housing, health, employment, education, youth services etc. This can inadvertently result in role-reversal where parents become more dependent on their children and children take on much more responsibility than would otherwise be the norm. In the context of youth work, low English proficiency can create barriers, especially where youth

workers want to inform parents about youth work activities and subsequently need to seek permission from parents for children to attend activities etc.



Inter-generational differences can be an additional issue for immigrant families. Parents may expect or hope that their children will adopt the traditional values and roles of their country of origin. Meanwhile young people will face pressures to adopt 'Irish' values and roles. Families often fear that their children will lose their traditional culture and values. As a consequence parents may be inclined to limit their children's involvement in youth services because they fear their children will adopt Irish social practices that they do not like.



Some young people will strongly connect with and maintain the culture, language and values of their parents while others will choose to adopt aspects of 'Irish' culture and will, in effect, lose the culture, language and values of their parents. Other young people will adopt aspects of both cultures and adopt a bicultural identity. Research ^{vi} shows that this third option contributes to a greater long term success for young people and it is this model that intercultural youth work seeks to embed. Your service can do a lot to help young people integrate by doing activities that value the cultural heritages within your group (including the languages spoken at home) alongside Irish cultural values, norms and traditions.

Parental concerns

Just like other families, parents are concerned for the safety of their children. This can be intensified amongst families who have migrated because the parents may not have knowledge of Irish services and organisations and they may not have had the opportunity to develop trusting relationships with Irish people who could explain these to them.



Other parental concerns include:

- ⇒ **Unfamiliarity with the Irish concept of youth work. Youth work differs considerably in other countries**
- ⇒ **Lack of awareness of the existence of local projects and clubs and what they do**
- ⇒ **Unfamiliarity with the practical aspects of joining a youth project (location of clubs, registration for programmes, amenities used etc.)**
- ⇒ **Different cultural perspectives on acceptable behaviour for young people**
- ⇒ **Fear for the safety of their children getting to and from youth groups**
- ⇒ **Fear for the safety of their children in social groups (such as facing racism, isolation, being seen as different etc.)**
- ⇒ **Fear that youth groups will get in the way of school work**
- ⇒ **Concerns over financial issues**
- ⇒ **Fulfilment of responsibilities that young people may have in the home such as—caring for younger siblings**

Young People's concerns

Young people themselves may also have fears. Some may not feel very comfortable in social situations. Social codes of behaviour will differ from those in school so new skills will have to be developed. This can be more difficult if young people have low English language proficiency. For many it can be very difficult to join a new group without having a friend or trusted person present. Young people may fear being perceived as 'different'. Many will have experienced racism or discrimination. Most will not understand the geographical limitations that some youth services work within. This can be especially difficult where established social networks cross geographical boundaries. Other rules may also be confusing. Many young people will not understand the system of waiting lists and may see being placed on a waiting list as a polite rejection.



Separated Children Seeking Asylum, Asylum Seekers and Refugees

Some young people arrive in Ireland without family members. If they

are under 18 and seeking asylum they are placed under the care of the Health Service Executive (HSE). Known as separated children seeking asylum (in the past they were referred to as unaccompanied minors) they will stay in care until their 18th birthday when they must enter the adult direct provision system and be treated as adult asylum seekers. Then referred to as aged-out minors they are not entitled to continue in education and their allowance is €19.10 per week so many find themselves with nothing to do - often for many years - while their asylum applications are being processed. Meanwhile the institutional conditions of direct provision can have a devastating effect on their potential and aspirations.

For all asylum seekers the stresses of living in direct provision will also be compounded by the memory of past traumas that made them flee their countries of origin in the first place. Your service offers a valuable diversion from these stresses and a chance to be treated as a person in their own right rather than as someone with a particular status.

Young refugees and asylum seekers often require extra assistance in educational support because their previous education may have been disrupted or may have even be non-existent. Many of these young people will have missed out on education because they spent a significant part of their childhood in refugee camps or in politically unstable societies.

Many young refugees and asylum seekers in Ireland have to deal with experiences of torture and trauma. Many have been traumatised by their own experiences or those of a loved one. Young people have often experienced or witnessed rape and torture - such as people being killed or unexplained disappearances of family members, destruction of their homes, and illegal arrests. These experiences will have a profound impact on young people's sense of safety and identity, and their ability to trust and develop relationships.

Young people may experience anxiety, difficulties in establishing friendships, low self-esteem, survivor guilt, aggressive outbursts or emotional numbness, sadness, withdrawal,



sleeping problems, intrusive thoughts, post-traumatic stress disorder etc. These experiences will severely limit the young person's ability to concentrate, to retain information and to attend activities on a regular basis.

More information about the educational needs of young refugees and asylum seekers is contained in the Early School Leavers section of this manual.

Practical Tips for Working with Young People from Minority Ethnic Backgrounds

Planning, promoting and delivering a programme to a culturally diverse group of Young People

To **plan an effective service** that includes young people from minority ethnic backgrounds you first need to:

- ⇒ Find out how many people in your local area identify themselves as being from a minority ethnicity or nationality and identify the main countries of origin and languages spoken by people from minority ethnic backgrounds in your area. Check out www.cso.ie
- ⇒ Learn more about the minority ethnic communities in your area such as their religious and cultural backgrounds. It is best if you ask members of the communities directly but many web based summaries are available. You can find summaries through <http://cultural.profiles.spirasi.ie/>
- ⇒ Identify the needs, issues and barriers to youth work that might face the people from minority ethnic backgrounds in your area
- ⇒ Find out about services in your area that work with migrants, refugees and asylum seekers
- ⇒ Attend regionally based forums where you can meet minority ethnic-led organisations
- ⇒ Network with local schools and churches
- ⇒ Prepare your organisational staff and the young people you currently work with by doing cultural awareness and anti-racism programmes

To **offer an effective service** for young people from minority ethnic backgrounds in your community:

- ⇒ **Allow more recruitment time to get youth from minority ethnic backgrounds involved in your service – leaflets or posters are not adequate – going out and meeting the young people and their parents is essential. Developing interagency partnerships is a positive way to reach the target group. Advertise in newspapers that are read by minority ethnic parents such as Metro Eireann and African Voice. Use the internet to advertise your programme. Translate your message or basic information on your service into appropriate languages to reach your target group. Be very specific; explain exactly where and when the group meets**
- ⇒ **Don't be afraid of making mistakes; they are seldom irretrievable and it's a valuable learning opportunity for all**
- ⇒ **Remember the best way to learn about other cultures is directly from the people themselves – don't be afraid to ask. Cultural competence is developed more through openness, curiosity, practice and reflective action than through specialised training. However, do not expect young people to be the representative for their culture. They may not want to be differentiated from others while in a youth group setting**
- ⇒ **Don't be too concerned about 'PC' language or new terminology – use what comes naturally but be open to change. Remember it is better to take action rather than not for fear of offending someone – communication and dialogue is the key. A full guide to terminology is available from NCCRI
www.nccri.ie/pdf/GovTerminology.pdf**
- ⇒ **Seek input from available expertise wherever possible. Share your experiences with others. Network with other support services**
- ⇒ **Consider that young people from minority ethnic backgrounds may not have adequate financial resources to take part in many activities. Transport to and from activities may also be a problem**

The following guidelines will help you to **deliver an effective service** to young people from minority ethnic backgrounds in your community but remember the key to meeting the specific needs of the young people is to talk with them and their parents. Asking questions about someone's cultural traditions is helpful but asking someone about their personal experiences would be considered prying, insensitive and it could bring up very painful memories.

- ⇒ **Create a welcoming environment – food is an integral part of many cultural groups' interactions – try to find a way to provide food, however small**
- ⇒ **Have visual imagery in your centres that shows you are open to diversity – show images of people from different parts of the world, pictures of flags from around the world, welcome signs in several languages etc.**
- ⇒ **Create a safe environment where a trusted person is present**
- ⇒ **Social events can be daunting – social codes may not be known and social language may not be familiar. Speaking in English all the time can be tiring and difficult**
- ⇒ **Be flexible in your programming – your organisation's customary ways of doing things may not work with different cultural groups. Explore what activities are the most relevant to young people from minority ethnic backgrounds**
- ⇒ **Skills development is often more important to people from minority ethnic backgrounds than having a social outlet**
- ⇒ **Art, drama, photography, video, music, sports and games work well especially where language proficiency is a concern**
- ⇒ **Culture proof your activities (ask yourself if what you are planning will work cross culturally)**
- ⇒ **Gender issues can arise. Deal with them as sensitively as possible**
- ⇒ **Introduce new members in a way that can be sustained. This may differ for each group**
- ⇒ **Be patient and resilient**

The following section expands on some of the practical tips outlined above.

Working with other services

Many services that work with migrants, refugees and asylum seekers do not have expertise or the capacity to work with young people. As a result young people from minority ethnic backgrounds often miss out on valuable youth work opportunities. Asylum seekers will also miss out on many opportunities from the formal education sector as they are not permitted to take up government funded courses such as Post Leaving Cert courses, FAS courses or third level education.

One way to meet these young people's needs is to develop a partnership with specialist services that will be able to provide advice and links to the young people. Contact details for local services - including minority ethnic led services – should be available from your local VEC Youth Officer or from your local community/county forum which are all available online. Interagency forums can be a useful way to network with many groups whilst at the same time including minority ethnic led groups. Contact Integrating Ireland ^{vii} to see when their next regionally based forum is due to take place.

Specialised services – working with Young People who have experienced torture or trauma

Young people who have experienced torture or trauma should be engaging with specialist support services. Make sure they are aware of the specialist support services they can access. Meanwhile, it is also important that the young people continue to engage with your youth services.

Experiences of torture and trauma can seriously reduce a person's ability to concentrate. It can also reduce a person's ability to make clear judgements and set safe boundaries for themselves.



The following advice will help you to manage a young person's experiences of post traumatic stress:

- ⇒ **Do not ask the young person about their past experiences. If they divulge any information about their past bring them gently back into the present moment and apply the principles below**
- ⇒ **Restore safety and enhance the young person's control**
- ⇒ **Restore dignity and value**
- ⇒ **Restore meaning and purpose to life**
- ⇒ **Restore attachment and connection to other people**
- ⇒ **Develop and maintain a trusting relationship**
- ⇒ **Remember what you see as a service they may see as a long term friendship. Explain your role, service, and commitment clearly so that their trust isn't broken**
- ⇒ **Specialised psychosocial support may be needed depending on the young person's personal history – develop relationships with service providers that can offer the appropriate support where necessary**

More information and support in working with victims of torture can be sourced through SPIRASI www.spirasi.ie. SPIRASI supports victims of torture who are over 18. The HSE works with under 18 year olds.

Involving parents

Historically Irish youth services have focused on the young person as an individual in their own right and close contact with parents has often been limited. However, when engaging with young people from a minority ethnic background it is important to involve parents from the outset to allay their fears. Youth services such as ours do not exist in many countries so parents can be suspicious of the role and values of youth work. Some families from minority ethnic backgrounds may not allow or may limit their children's involvement in youth services.



Always provide clear information to families about the programs you provide. The NYCI has produced a leaflet which explains youth work and the role of the youth worker. This is a good resource to provide to parents.

If you are running programs that discuss relationships, sexual health or HIV-AIDS, make sure that you speak to parents or elders in the community. Adapt your programme to the needs and issues of the ethnic diversity within your group, in consultation with parents. Issues such as female genital cutting, practiced in parts of Africa, may be raised by participants and you need to be able to provide factual advice in a sensitive way.

When you work with families from minority ethnic backgrounds you will need to gain the trust of parents. Best practice strategies include:

- ⇒ **Where possible have translated information available about your service**
- ⇒ **Reassure parents of the ethos of your organisation and the safety guidelines you follow**
- ⇒ **Have clear information about what activities you run, how they will be run, at what times and where they will be run**
- ⇒ **Work closely with local services that already have contact with parents from minority ethnic backgrounds. You may be able to attend a group that parents attend and explain your program**
- ⇒ **Have open days at your service for parents where they can meet the youth workers face to face**
- ⇒ **Always make a point of introducing yourself and having a chat with parents who visit the centre or drop their children off**
- ⇒ **If a young person has not been given permission to attend your programme or to take part in a particular activity offer to meet with their parents in person**
- ⇒ **Encourage young people to bring their parents to open events**
- ⇒ **Consider holding parent events such as mother & daughter evenings or father & son events**
- ⇒ **If you are working with a particular community which does not allow their children to attend events alone, you may want to hold two separate events at the same venue, for example an activity for young people in one room and a meeting for parents in another**
- ⇒ **Invite parents to get involved as volunteers**

Communications – written, verbal and translations

Language barriers can and do exist:

- ⇒ Many young people will not have strong literacy skills so written communication can prove difficult for them. Introduce written communication gently at first to determine their skill level before relying on it as a communication tool or in activities
- ⇒ It is always good to give information on meeting times, places and dates in written form as well as verbally
- ⇒ Repeat instructions if it is not clear that someone has understood
- ⇒ Don't be afraid to ask someone to repeat themselves if you have not understood what they have said
- ⇒ Don't expect to understand everything someone says to you – give your conversations time; ask questions to clarify things but make sure you have understood enough to move the communication forward. (Some details will often remain unclear, usually because some of the cultural context of the communication is missing.)
- ⇒ Telephone conversations are usually more difficult for people from minority ethnic backgrounds so they can be reluctant to ring up for information, registration etc. A drop-in service needs to be provided for information provision and so that the person can familiarise themselves with your premises
- ⇒ Translated permission notes for activities would be useful, as would a translation of what your youth service provides. Consider asking someone relevant in your community to help you translate your current forms

When providing information about your service make sure that you avoid jargon wherever possible and provide an explanation for terms that people from minority ethnic backgrounds may not be familiar with such as youth work, participation, volunteerism etc. Do not use acronyms unless you provide an explanation. Remember that one in four Irish adults have literacy difficulties so these measures will also help them. Proof all your information for its use of 'plain English'. Try to use short sentences and paragraphs. In promotional material, where possible, include photos of your staff next to their name. Use words such as 'we' and 'you' so that your documents explain things from the reader's point of view.

A useful guide for 'plain English' writing is available at <http://www.plainenglish.co.uk/files/howto.pdf> and at http://www.dest.gov.au/archive/publications/plain_en/writing.htm

Avoid, or explain, the word 'camp' as some families may have had negative experiences of refugee camps. Remember that for many young people from minority ethnic backgrounds the experience of camping or hostelling is akin to a real life situation they have very much rejected and they may be reluctant to take part in camping or hostelling activities.

Increasingly written translations are available for services that are available in the community – from both statutory and non-statutory bodies. It is helpful to have relevant translated information available in your centre in the languages which are most common in your community for you to refer young people and their parents to.



Interpreting (verbal communication)

You may work with young people or parents who are not proficient English speakers. If you decide to provide an interpreter or if an interpreter is present it is important to remember:

- ⇒ **Everyone has a right to confidentiality and professionalism, so do not use children, relatives, friends or unqualified bilingual staff members as interpreters in any conversations that might be personal or sensitive**
- ⇒ **Use short statements and avoid use of jargon or the vernacular in conversations. If necessary repeat what you are trying to say using different and simpler terms**
- ⇒ **Look at the service user and not the interpreterⁱⁱⁱ**

Interpreting can take place face to face or alternatively over the phone.

Games and activities

Many youth services use fun games as a way of engaging young people and developing teamwork in a group. Many of these activities may not be culturally appropriate for young people from minority ethnic or cultural backgrounds.

Adapt games or activities so that **they do not**:

- ⇒ **Contain war-like themes e.g. laser games, paint ball**
- ⇒ **Contain high challenge activities where young people are asked to take sudden or unexpected risks**
- ⇒ **Make people feel uncomfortable or ashamed**
- ⇒ **Make people reveal intimate details about themselves**
- ⇒ **Contain references to spirits, witches, devils etc. Witchcraft is a very real and powerful belief in many cultures**
- ⇒ **Lead to a feeling of loss of control e.g. blindfolding**
- ⇒ **Invade a young person's personal space or involve physical touching e.g. asking people to hold hands or carry each other**
- ⇒ **Contain surprises, because these could trigger traumatic memories**

Many of your activities can be adapted to ensure the involvement of young people from a minority ethnic background. For example, if you are running a physical contact game then split the group into separate groups for males and females. If you are running a challenging activity take the time to explain the activity in advance and allow young people a choice as to whether to participate. Games that would normally involve spirits, devils or witchcraft can be adapted easily by using more neutral terms.

Sports and outdoor activities

The cost of participating in structured sport and outdoor activities, such as registration fees, uniform, kit and equipment costs often amounts to several hundred euros. These costs can be too high for many families from minority ethnic backgrounds especially for those who have financial commitments in their country of origin such as caring for family members. Other barriers to participation in structured sport include lack of knowledge about sporting associations especially Irish sports such as hurling, Gaelic football, and camogie etc. Another issue for some is the lack of access to a car so transport to activities

can be difficult.

To increase participation in sport, provide practical support to the young people by including:

- ⇒ **Subsidised registration fees and uniforms**
- ⇒ **Transport or car pooling to events**
- ⇒ **A simplified registration process i.e. not too many forms**
- ⇒ **Support from schools or youth services**

Learning focussed activities

Ireland often presents a way of learning which might be very different from the young person's country of origin. Irish education – both formal and informal - promotes a considerable degree of self-motivated learning and critical approaches which may be unfamiliar to some cultural groups who are used to a more authoritarian and structured learning process.

Gender issues

Young women from minority ethnic families often miss out on youth services because activities are not gender specific. Some families may not allow their



daughters to attend activities where young men are present. This may apply to all activities or just particular activities e.g. swimming. This varies depending on the religious or cultural values of the parents and also on how they interpret and practice their religion.

For example, in Islam (the Muslim religion) there are restrictions on touching, social contacts and clothing that can be worn. Girls may not be allowed to talk to boys from outside the family unless they are with someone from their family, and any physical contact between unmarried males and females is absolutely forbidden. Therefore some Muslim families do not allow their daughters to participate in activities which young



men also participate in, or activities which involve physical contact with young men.

If you speak to parents about their concerns you may be able to work out a way to adapt your activity. For example if a young woman is not allowed to attend an overnight camp alone you may allow their parent to attend as a volunteer support worker.

You may also consider the types of activities you provide. For example, many girls are concerned about attending swimming or pool based activities due to considerations about modesty of swimming costumes in the presence of young men. Changing rosters to include a girls-only swimming activity allows many young women to participate who might not have otherwise been able to. Some families may find it acceptable just to change the dress code, for example to include a rule that all-in-one swimming costumes are used.

Other strategies to promote the access of young women include:

- ⇒ **Using female tutors and coaches**
- ⇒ **If your service runs activities which require a uniform such as netball or soccer, allow modifications such as long pants instead of shorts or skirts**

Tackling racism

Racial discrimination means treating a person in a less favourable way than another on the basis of their ethnicity, skin colour, religion or nationality. Racism is a crime. It is driven by fear of difference and the practice of negative stereotyping.

Racism is a serious concern for many people from minority ethnic backgrounds. Evidence shows that incidents of racism are on the increase in Ireland.^{ix} Racism has a major impact on the mental health, sense of identity, sense of self and well-being of young people from



minority ethnic backgrounds. Take active steps to prevent and address racism at your service including the development of clear and visible rules, policies and disciplinary procedures.

Actively promote the value of interculturalism and increase the knowledge about different cultural groups at your service.

Ideas:

- ⇒ **Take part in special events such as intercultural festivals**
- ⇒ **Acknowledge and celebrate special cultural days (Eid, Divali, Chinese New Year etc.)**
- ⇒ **Promote positive images of people from a range of different cultural backgrounds, for example in the graphics you use to promote your service and in the posters you display**
- ⇒ **Talk to young people about their culture – including Irish - as part of normal conversation**
- ⇒ **Organise activities for young people that increase their awareness of other cultures. For example some services in areas with a low number of young people from minority ethnic backgrounds should organise combined activities with services in other areas which have a high number of young people from diverse cultural backgrounds. These activities provide an opportunity for young people to learn about each other's cultures through fun and social programmes**
- ⇒ **Treat racist issues initially as you would treat a bullying incident – adopt a no-tolerance approach and create group charters that highlight respect**
- ⇒ **Ongoing racist issues will need more targeted responses that may include training and/or developing a community-wide interagency approach**
- ⇒ **Develop an anti-racist policy for your organisation that includes an anti-racist code of practice**
- ⇒ **Develop a 'Reporting Racism' mechanism with other regional services and with your local Ethnic Liaison Gardaí**

The Role of the Gardaí in Reporting Racism and Community Policing

In some cultures authority figures such as police are treated with fear or seen as corrupt. As a result some young people may be fearful of authority figures such as police, security officers and transport inspectors.

There are a number of community policing projects in Ireland which work with people from minority ethnic backgrounds to allay these fears and increase their awareness of their rights and responsibilities with regard to services provided by the Gardaí. There are ethnic liaison police in many police stations who will respond to issues raised by people from minority ethnic backgrounds including racist incidents. ^x

Challenging Myths about Migrants and Asylum Seekers

One very practical way of challenging attitudes is to be aware of common myths about young people from a minority ethnic background and have the facts that debunk them. You can use these myths in your youth work activities. You can make sure the people you work with are aware of them. You can enlarge them and put them up for service users to see or you can use them as part of an activity – such as a walking debate.

Myths on Migration^{xi}

Nearly 85% of all migrant workers are from the EU. EU nationals (except for Romanians and Bulgarians) are free to seek work in Ireland without any restrictions. Migrant workers from outside the EU require permission to work in Ireland. They will either need a green card or a work permit (depending on the job). The numbers of work permits being issued to non-EU nationals is decreasing considerably.

Myth 1 Migrant Workers take jobs from Irish people^{xii}

- Migrant workers fill many jobs that Irish nationals cannot fill such as nursing, other health professionals, other service industries and agricultural work etc.

- There is always the possibility of displacement in a competitive economy but most available research shows that migrant workers replace rather than displace workers in Ireland
- Research shows that migrant workers are currently losing their jobs at a far higher rate than Irish nationals

Myth 2 Migrant Workers are a drain on the economy

- Migrant workers expand the economy by allowing businesses to grow and by investing their own skills and money in enterprises
- Migrant workers are vital for our health services, the hospitality sector and many other parts of the Irish economy
- The majority of migrant workers are skilled and educated. This contributes to Ireland's competitiveness and productivity levels
- Non-EU students pay over double the fees of Irish and EU students. Non-EU students cannot access any social welfare benefits even if working
- They contribute both as tax payers and consumers of goods and services
- Figures compiled by Migrant Rights Centre Ireland (MRCI) show that migrant workers contribute to the Irish economy in a variety of ways:
 - ⇒ €1.5 billion annually in PRSI and taxes
 - ⇒ €10.86 million annually in registration fees to Garda National Immigration Bureau (GNIB)
 - ⇒ €15.5 million annually in work permit fees to GNIB
 - ⇒ €140 million annually in third level education tuition fees paid by international students
 - ⇒ €2 billion approximately each year in personal consumption

Myth 3 Migrant Workers bring down wages

- Wage levels including the minimum wage have consistently risen over the past decade
- Migrant workers should not be blamed for employers who do not pay minimum wage and who violate employment legislation for their own profit
- Migrant workers are involved in campaigning for fair pay and good standards of employment for all workers

Myth 4 Migrant Workers are a burden on Public Services

- Migrant workers tend to pay more in taxes than they receive in benefits
- Social welfare is important for any worker as a safety net in times of illness or unemployment. Even when migrant workers pay social insurance they can find it hard to access social benefits
- There can be pressure on public services when there are insufficient resources and increased needs (e.g. teachers or language supports) or when waiting lists are already long (e.g. affordable housing lists). This results from public services not being able to keep up with the changing needs of the population and is not the fault of any one group

Myth 5 ‘Illegally’ Resident Migrant Workers should be told to leave

- There are no official numbers of who is undocumented in Ireland. It is the MRCI’s experience that most migrant workers come here legally but become undocumented through no fault of their own e.g. when an employer did not renew their work permit
- Like many Irish emigrants who have found themselves undocumented in the US, undocumented migrant workers living in Ireland are simply trying to make a living and support their family; they do not want to be

undocumented

- Many of those who become undocumented have also experienced workplace exploitation, which often involves being owed significant amounts of money in unpaid wages

Myth 6 Migrant Workers are not interested in being a part of Irish society?

- Sports clubs, churches and community associations all over Ireland are experiencing a new lease of life as migrant workers and their families participate and integrate into their local communities
- Migrant workers often speak several languages and given the opportunity would like to learn English. This can be difficult when working long hours and classes are not available at times when workers are free
- Like the Irish experience of emigration, migrant workers generally develop an identification with the country they live in, while retaining a strong attachment to their country of origin
- Irish society has undergone huge changes in the past 15 years. Only a part of this has to do with migration. Globalisation, communications, wealth and international travel all shape how we define ourselves as a society

Myth 7 Ireland is accepting more Refugees and Asylum Seekers than ever before^{xiii}

- The numbers of people applying for asylum in Ireland has been falling since 2002 (when 11,634 people applied for asylum)
 - ⇒ Since 2005 there have been approximately 4,000 applications per year with numbers consistently decreasing
 - ⇒ Approximately 1.5% of people resident in Ireland have sought asylum at some time

- ⇒ These numbers represents just 2% of the total number of asylum applications made within Europe each year
- ⇒ Approximately 10% of all asylum seekers in Ireland receive refugee status. At the end of 2006 the population of recognised refugees in Ireland was 8,500
- ⇒ In 2009 there were approximately 7,000 asylum seekers resident in direct provision centres^{xiv}
- If an asylum application fails applicants can appeal for humanitarian leave to remain on subsidiary protection. It can take several years for decisions to be reached. During this time asylum seekers live in direct provision accommodation centres throughout the country. Nearly 2,000 of the 7,000 residents living in direct provision centres have been awaiting a decision for more than three years.^{xv}

Myth 8 Asylum Seekers abuse the System^{xvi}

- Asylum seekers are in Ireland legally and are appealing to the Government to recognise their claim of fear of persecution in their country of origin. Offensive labels such as ‘bogus’ have been commonly applied to asylum seekers implying that they do not have genuine cases and they want to access the Irish welfare system. This ignores the fact that many are recognised as having a real fear of persecution and are accordingly given refugee status. Many others receive humanitarian leave to remain because of serious concerns about the harm that might come to them if they were forced to return to difficult political or social situations where violations of human rights are well-known to exist, or where there is ongoing conflict

Furthermore:

- ⇒ By law, asylum seekers are not allowed to work although most would like to. Only recognised refugees have the right to work. Many asylum seekers become active volunteers while waiting for decisions on their case
- ⇒ Asylum seekers are housed in accommodation centres across the country where they receive food and an

allowance of €19.10 a week and €9.60 for each child to pay for essentials such as items of personal hygiene, phone cards and travel costs

- ⇒ Asylum seekers are not entitled to go on public housing lists. Refugees who cannot afford private housing can apply for housing assistance and will be assessed under the same criteria as Irish nationals
- ⇒ Neither asylum seekers nor refugees receive mobile phones or cars from the state as some inaccurate reports have suggested



Checklist 2 - How Accessible is your Organisation to Young People from a Minority Ethnic Background?

This checklist can help you to identify how you can improve your service for young people from minority ethnic backgrounds

Programme planning and delivery

We make sure our programmes are designed and delivered to consciously include the diverse needs and identities of all young people in the community

Our service reflects the diversity of the wider community

- Our service/project/club has up to date information about the numbers of young people from minority ethnic backgrounds in our community Yes Partly No
- Our service knows which minority ethnic communities are highly represented in our area Yes Partly No
- We collect statistics on the cultural and ethnic background of the young people who use our service Yes Partly No
- Our service compares the ethnic profile of participants in our project to that of our target area Yes Partly No
- Our service identifies the young people from minority ethnic backgrounds who do not use our service Yes Partly No
- Our service has a list of the organisations in our area that represent minority ethnic groups Yes Partly No

Our programme responds to the ethnic diversity of the community

- Our programming is relevant to the diversity of ethnicities and cultures in our areas Yes Partly No
- Our programme is flexible so that it meets the specific needs of young people from minority ethnic backgrounds Yes Partly No
- Our programme is responsive to the specific needs, issues and experiences of minority ethnic backgrounds Yes Partly No
- Our programme is considerate of different religious, cultural and ethnic needs Yes Partly No
- We provide anti-racism, equality, inclusion and interculturalism programmes for young people Yes Partly No

Public image

How we present our service to our community

We know and actively communicate with:

- Young people from minority ethnic backgrounds Yes Partly No
- Parents from minority ethnic backgrounds Yes Partly No
- Organisations that have a good understanding of the needs and issues of minority ethnic groups Yes Partly No
- Organisations that have a good understanding of the needs and issues of minority ethnic groups Yes Partly No

We provide relevant information about our service to:

- ⇒ Young people from minority ethnic backgrounds Yes Partly No
- ⇒ Parents from minority ethnic backgrounds Yes Partly No
- ⇒ Organisations that work with people from minority ethnic backgrounds (schools, specialist services etc) Yes Partly No

- Information about our service is translated Yes Partly No
- Our service uses an interpreter Yes Partly No
- Our service has visual imagery in its premises and publications that reflects the ethnic diversity of the community Yes Partly No

Participation

We make sure we include the voices of young people at all levels of our youth service

- We consult with young people, parents and organisations about the specific needs and issues for minority ethnic groups in relation to accessing and participating in youth work Yes Partly No
- Our service promotes the active participation of all young people from different ethnic and cultural backgrounds Yes Partly No
- Young people from different ethnicities are involved in decision making in our project Yes Partly No

Policies and procedures

We have a written commitment to deliver an equal and inclusive service

- Mechanisms are in place that protect participants from racism and discrimination Yes Partly No
- Our organisation has a written commitment to anti-racism, equality, inclusion and interculturalism Yes Partly No

Professional development

Our staff and volunteers are trained and supported to deliver an inclusive youth service

- Our staff, volunteers and young people know about the commitment to anti-racism, equality, inclusion and interculturalism and apply it Yes Partly No
- We provide training to staff and volunteers on anti-racism, equality, inclusion and interculturalism Yes Partly No
- We provide training to staff and volunteers on anti-racism, equality, inclusion and interculturalism Yes Partly No

Useful Contacts

Migrant / Refugee Rights Organisations

Migrant Rights Centre Ireland

55 Parnell Square West

Dublin 1

Phone: (01) 889 7570

Fax: (01) 889 7579

Email: info@mrci.ie

Web: www.mrci.ie

The MRCI is a national organisation concerned with the rights of migrant workers and their families. It provides supports to migrant workers and their families in situations of vulnerability including empowering migrant workers through community work practice achieving policy change.

SPIRASI

213 North Circular Road

Phibsboro

Dublin 7

Phone: (01) 838 9664

Fax: (01) 882 3547

Email: info@spirasi.ie

Web: www.spirasi.ie

SPIRASI is a humanitarian, intercultural, non-governmental organisation that works with asylum seekers, refugees and other disadvantaged migrant groups, with special concern for survivors of torture. In partnership with others, SPIRASI enables access to specialist services to promote the well-being of the human person, and encourages self-reliance and integration into Ireland.

Integrating Ireland (now merged with RIS)

1st & 2nd Floors

18 Dame Street

Dublin 2

Phone: (01) 645 3070

Fax: (01) 677 0061

Email: info@integratingireland.ie

Web: www.integratingireland.ie

Integrating Ireland is an independent network of community and voluntary groups working in mutual solidarity to promote and realise the human rights, equality and full integration in Irish society of asylum seekers, refugees and immigrants. The organisation employs Regional Development Officers in each of its regional networks (Dublin-Kildare, North East & Midlands, South East, South West, Western Alliance) who provide information on regional activities and co-ordinate regional training and support. Regional meetings are held in each network four times a year. It has recently merged with the Refugee Information Service.

Refugee Information Services (RIS)
(now merged with Integrating Ireland)

1st & 2nd Floors

18 Dame Street

Dublin 2

Phone: (01) 645 3070

Fax: (01) 677 0061

Email: info@ris.ie

Web: www.ris.ie

Galway Office

Citizens Information Centre (CIC)

Augustine House

St Augustine Street

Galway

Phone: (091) 532 850

Fax: (091) 530 894

Email: info@galway@ris.ie

The Refugee Information Service exists to counter social exclusion through the provision of a specialist information, referral and advocacy service to asylum-seekers and refugees. The RIS offers a free, confidential and independent information, advice, referral and advocacy service for people seeking asylum in Ireland, for those in need of protection, for people with refugee status and for those with permission to remain in Ireland. The RIS also offers a comprehensive and nationally based training service as well as a Family Reunification & Integration Service for legally resident migrants. It undertakes research and develops policy positions in order to effect change in Government policy and legislation. The RIS also conducts public awareness raising activities. RIS has recently merged with Integrating Ireland.

Irish Refugee Council

Second Floor

Ballast House

Aston Quay

Dublin 2

Phone: (01) 764 5854

Fax: (01) 672 5927

Email: info@irishrefugeecouncil.ie

Web: www.irishrefugeecouncil.ie

The Irish Refugee Council (IRC) is a membership organisation which is open to individuals and organisations that support the organisation's aims. The work of the IRC on a national level includes policy, research, networking, information and legal components while the Ennis sub-office deals with the broad range of issues affecting the local refugee community.



Reception and Integration Agency

Block C

Adrialaun Centre

112-114 St. Stephen's Green

Dublin 2

Phone: (01) 4183200

Fax: (01) 4183271

Email: RIA_Inbox@justice.ie

Web: www.ria.gov.ie/integration/

The Reception and Integration Agency has responsibility for arranging accommodation for asylum seekers and working with statutory and non-statutory agencies to co-ordinate the delivery of other services (including health, social services, welfare and education) for asylum seekers and refugees. The agency co-ordinates the implementation of integration policy for all refugees and persons who, though not refugees, are granted leave to remain; and responds to conflict crisis situations which result in relatively large numbers of refugees arriving in Ireland within a short period of time. The agency also supports the repatriation, on an ongoing basis for the Department of Social and Family Affairs, of nationals of the ten new EU Member States who fail the Habitual Residency Condition attached to Social Assistance Payments.

Office of the Minister for Integration

Minister John Curran TD

Office of the Minister for Integration

Dún Aimirgin

43 - 49 Mespil Road

Dublin 4

Phone: (01) 647 3236

Fax: (01) 647 3119

Email: info@integration.ie

Web: www.integration.ie

The Office of the Minister for Integration sees the concept of integration as a complex one and recognises there are many different views as to what constitutes integration. However, it sees it clearly as an important ongoing long-term social process with rights and responsibilities for both newcomers and the host population. The office also addresses issues such as visa conditions and has a synopsis of key statistics.

Immigrant Council of Ireland

2 St Andrew Street

Dublin 2

Phone: (01) 674 0202

Email: admin@immigrantcouncil.ie

Web: www.immigrantcouncil.ie

The Immigrant Council of Ireland (ICI) is a national, independent non-governmental organisation that promotes the rights of migrants through information, legal advice, advocacy, lobbying, research and training work. The ICI is also an Independent Law Centre.

National Consultative Committee on Racism and Interculturalism (NCCRI)

Web: www.nccri.ie

The NCCRI was an independent expert body that sought to provide advice and to develop initiatives to combat racism and to work towards a more inclusive, intercultural society in Ireland. NCCRI was closed in December 2008 due to Government cutbacks. The NCCRI website remains and offers valuable resources on all aspects of racism and interculturalism, including training resources, glossary of terms, advice to service users etc.

Crosscare Migrant Project

1 Cathedral Street

Dublin 1

Phone: (01) 873 2844

Fax: (01) 872 7003

Email: migrantproject@crosscare.ie

Web: www.migrantproject.ie

Crosscare Migrant Project provides information and advocates on behalf of emigrants, returnees and immigrants through its walk-in, outreach, phone and email services, website and publications - including an induction pack.

Traveller Organisations

Pavee Point

www.paveepoint.ie

Irish Traveller Movement

www.itmtrav.com/

Exchange House - Travellers Service

www.exchangehouse.ie/

National Association of Traveller Centres (NATC)

www.natc.ie/

Islamic Organisations

Islamic Cultural Centre of Ireland

19 Roebuck Rd
Clonskeagh
Dublin 14
(ICC have a youth programme)
Phone: (01) 208 0000
Email: info@islamireland.ie
Web: www.islamireland.ie

Islamic Foundation of Ireland

163 South Circular Road
Dublin 8
(Have a youth football project)
Phone: (01) 453 3242
Email: ifi@indigo.ie
Web: www.islaminireland.com

Ahul Bait Islamic Cultural Centre

Bawn House
Milltown Road
Dublin 6
Phone: (01) 260 4497
Email: abohasan@eircom.net

Irish Council of Imams in Ireland:

contact through the Islamic Cultural Centre of Ireland or the Islamic Foundation of Ireland.

Regional and local services

Please note: the following list is not in any way exhaustive. For a list of many more organisations in your area consult: http://integratingireland.ie/our_network/members/member_list and your local VEC Youth officer and your Community Forum.

Clare

Clare Immigrant Support Centre

Unit 13 Carmody St Business Park
Carmody St
Ennis
Phone: (065) 6822026
Email: cisc@eircom.net
Contact person: Orla Ní Eilí

Cork

NASC (the Irish Immigrant Support Centre in Cork)

Enterprise House
35 Mary Street
Cork
Phone: (021) 4317411
Email: info@nascireland.org
Web: www.nascireland.org/

<p>Dublin</p> <p>AkiDwa - African Women's Network</p> <p>29 Gardiner Place Dublin 1</p> <p>Phone: (01) 814 8582</p> <p>Email: akidwa@eircom.net or info@akidwa.ie</p> <p>Web: www.akidwa.ie</p>	<p>Africa Centre</p> <p>9c Abbey Street Lower Methodist Church Building Dublin 1</p> <p>Phone/Fax: (01) 865 6951</p> <p>Email: info@afriacentre.ie</p> <p>Web: www.afriacentre.ie</p>
<p>Dun Laoghaire Refugee Project</p> <p>Email: dunlaoghairerefugee@ireland.com</p> <p>Drop-in centre Monday night Dun Laoghaire Community Training Centre (DLCTC)</p>	<p>Kerry</p> <p>Tralee Refugee Support Services Drop-In Centre</p> <p>7 Ashe Street Tralee</p> <p>Phone: (066) 7185311</p> <p>Mobile: 086 0772559</p> <p>Email: traleerefugeeservices@eircom.net</p> <p>Web: www.trss.wetpaint.com</p>
<p>Galway</p> <p>Galway Migrant Services</p> <p>Coordinator: Ms Vernice Murray</p> <p>Phone: (091) 533033</p> <p>Office Mobile: 086 6020580</p> <p>Web: www.gcp.ie/communityDevelopment.htm</p>	<p>Galway Refugee Support Group</p> <p>Unit 8, No 2 The Plaza Offices (above Argos & Lidl) Headford Road Galway</p> <p>Phone: (091) 779083</p> <p>Web: www.grsg.ie</p>
<p>Limerick</p> <p>Doras Luimni</p> <p>Mount St. Vincent O'Connell Avenue Limerick</p> <p>Phone/Fax: (061) 310 328</p> <p>Email: info@dorasluimni.org</p> <p>Web: www.dorasluimni.org/</p>	<p>Mayo</p> <p>Mayo Intercultural Action (MIA)</p> <p>Social Services Centre Castlebar Co. Mayo</p> <p>Phone: (094) 904 4511</p> <p>Mobile: 086 3483414</p> <p>Email: miamayo@eircom.net</p>

Translating and Interpreting Services

Forbidden City

Phone: (01) 6174831

Global Translations Ltd.

Phone: (01) 2960533 / (01) 2960069

Lionbridge International

Phone: (01) 2021200

The Irish Translators' and Interpreters' Association

Phone: (01) 8721302

Keeps a register of members, which contains names of individual members and their languages of proficiency.

Word Perfect Translations Ltd.

Phone: (01) 8262649

DCU Language Service

Phone: (01) 700 8077

Fax: (01) 700 5011

Email: interpreting@dcu.ie

Resources

National Youth Council of Ireland (NYCI)

Intercultural Resources can be requested from NYCI or downloaded from www.intercultural.ie.

Activity based publications on intercultural themes are available on:

http://www.youthdevd.ie/resources/download_publications

Central Statistics Office

www.cso.ie

The following report highlights the highest populations of foreign nationals resident in Ireland together with a full breakdown of their living circumstances.

<http://www.cso.ie/census/documents/NON%20IRISH%20NATIONALS%20LIVING%20IN%20IRELAND.pdf>

See also the following detailed reports based on ethnic or cultural background

http://www.cso.ie/census/census2006results/volume_5/vol_5_2006_complete.pdf

Education

AIM (Accessing Intercultural Materials) is a resource developed by the Department of Education and Science for newcomer parents and students, policymakers, and educators. It is an information web portal on immigrants and education, containing information, and links to:

1. Information on the Irish education system
2. Resources available for intercultural education
3. Organisations and institutions (both Irish and international) conducting educational research on migration

It is available online at:

www.education.ie/home/home.jsppcategory=10856&ecategory=30941&language=EN and www.integration.ie/website/omi/omiwebv6.nsf/page/usefullinks-irish-DepartmentEducationportal-en

The National Adult Literacy Agency

www.nala.ie/

The Dublin Adult Learning Centre

www.dalc.ie/

City of Dublin Vocational Education Committee

www.cdvec.ie/

NIACE/Basic Skills (promotes adult learning)

www.niace.org.uk

Information on Countries of Origin

General

<http://cultural.profiles.spirasi.ie/> this is a portal site designed to bring you via the country/ethnic group of your choice to several different cultural profiles on that country/ethnicity.

Cultural Booklet compiled by Joseph Nyirenda. (2009) Available from the Roscommon Integrated Development Company.

On Conflict Zones

European Country of Origin Information Network

www.ecoi.net/

Human Rights Watch

www.hrw.org/

The International Crisis Group (ICG)

www.crisisgroup.org/home/index.cfm

Training

National Youth Council of Ireland (NYCI)

NYCI offers Intercultural Training programmes in:

- Intercultural awareness and cultural competency,
- Cross-cultural communication,
- Tackling racism,
- Practical supports for intercultural youth work,
- Policy development and implementation,
- Developing intercultural programmes.

Other training bodies

Cascade Training Consultancy

Contact person: Anne O'Carroll

Phone: 087 768 2690

Email: cascade@iol.ie

Web: www.cascadetrainingconsultancy.com

Impact Global

Transformation through communication, specialise in Intercultural Training for Trainers.

Contact person: Donal Lynch or Lisa Mauro-Bracken

Phone: +44 (0)208 144 0550

Email: lisa.bracken@impactglobal.eu

Web: www.impactglobal.eu

LIR Anti-Racism Training and Education (specialise in training school groups)

11 Meath Street

Dublin 8

Phone: (01) 473 6975

Email: info@lirtraining.ie

Web: www.lirtraining.ie/

PARTNERS Training for Transformation (specialise in training adult groups)

24 Northbrook Road

Dublin 6

Phone: (01) 667 3440

Email: partners@eircom.net

Web: www.trainingfortransformation.ie/

Show Racism the Red Card (specialise in training young people and training for trainers)

Carmichael Centre for Voluntary Groups

North Brunswick Street

Dublin 7

Phone: (01) 828 0018

Contact person: Garret Mullen

Email: info@theredcard.ie

Web: www.theredcard.ie

Useful Reading Resources

An Garda Síochána. *Your Police Service in Intercultural Ireland*. Dublin: An Garda Síochána

Berry, John. W (2008) *Globalisation and Acculturation* www.sciencedirect.com/science

CDYSB. 2009 *Essential Guidelines for Good Youth Work Practice Toolkit*. www.cdysb.ie

Council of Europe, Croft, T., Crolla, V. & Mida-Briot, B. (2003) *T-Kit on Social Inclusion*

Strasbourg: downloadable from www.salto-youth.net/tkitinclusion/

Dublin City Centre Citizens Information Service & Partners (2009) *Find Your Way – A Guide to Key Services in Dublin City Centre*. Dublin: Dublin City Centre Citizens Information Service

HSE. *A HSE Guide to working with Interpreters* (word document) <http://handbook.muh.ie/admin/120907%20Guidance%20in%20Using%20Interpretation%20Services.doc>

Irish Rural Link, Egan, A., (2009) *Reaching Out – Information and Resources for Rural Community and Voluntary Groups*. Westmeath: Irish Rural Link

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- i. See www.nccri.ie/pdf/GovTerminology.pdf, Also Opening Doors: Intercultural Toolkit for service providers in North west Inner City Network (NWICN)
- ii. It should be noted that these figures include young migrant workers as well as international students.
- iii. A large number of this group will be in the older age group – i.e. over 18 – and will have come to Ireland primarily to work.
- iv. Statistics sourced from: CSO, Department of Education and Science and Report and Recommendations for an Intercultural Strategy in Youth Work by Siobhan Lynham. You can find statistics for residents classified by nationality and age group from <http://www.cso.ie/statistics/nationalityagegroup.htm>
- v. For further information on languages spoken in various countries see <http://www.infoplease.com/ipa/A0855611.html>
- vi. See Berry, John. W, 2008, Globalisation and Acculturation, available on <http://www.sciencedirect.com>
- vii. www.integratingireland.ie
- viii. Guidelines to working with interpreters are available on www.intercultural.ie, www.spirasi.ie and the NWICN Toolkit Opening Doors
- ix. Annual reports from Garda Ethnic Liaison Division
- x. See <http://www.nccri.ie/pdf/ROI-Guidebook.pdf> pgs 28-30 for a list of stations with ethnic liaison Gardaí or contact Community relations section, phone (01) 6663150, fax (01) 6663801 or email crimprev@iol.ie for a confidential service
- xi. Source: Migrant Rights Centre Ireland www.mrci.ie
- xii. **Migrant Worker** - A migrant worker is a person who is working in a state of which s/he is not a national. A migrant worker can be documented and undocumented.
Work Permit - A work permit gives permission for a migrant worker to be employed in a specific job. The employer must show that there are no Irish or EU candidates available to fill the position. A work permit is normally issued for two years and can be renewed for three years.
Green Card – A green card is a type of work permit issued for selected professional areas and for jobs with a salary of €60,000 and over. It is valid for 2 years.
- xiii. Source: www.nccri.ie/myths.html
- xiv. www.ria.ie
- xv. www.ria.ie
- xvi. Source: www.nccri.ie/myths.html