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| **Seminar Agenda**  **Chairperson: Michael Delargey, President IFUT**   |  |  |  | | --- | --- | --- | | 9.30 |  | **Registration** | | 10.00 |  | **Welcome**: Mike Jennings, General Secretary, IFUT | | 10.10 |  | **Keynote Address**: Prof. David Little, Trinity College Dublin  ***Language, identity and human rights: some reflections on the linguistic integration of refugees and other migrants.*** | | 10.50 |  | **Guest Speaker**:  Dr. Déirdre Kirwan, Scoil Bhríde (Cailíní)  ***From English language support to plurilingual awareness: the response of one primary school to the challenge of linguistic diversity among its pupils.*** | | 11.20 |  | **Coffee** | | 11.40 |  | **Guest Speaker:** Dr. Bríd Ní Chonaill, Blanchardstown Institute of Technology  ***Language as a barrier to higher education in Ireland: the impact of English language competency on the performance of migrants and the higher education sector’s response.*** | | 12.10 |  | **Guest Speaker:**Egide Dhala, Director, National Co-ordinator, International Organisation for Migration and co-founder and Director Wezesha Africa.    ***The refugee and migrant experience in  education in Ireland.*** | | 12.40 |  | **Questions to Panel and Discussion** | | 13.10 |  | Joan Donegan, Deputy General Secretary IFUT:  ***Lessons and Challenges for IFUT*** | | 13.40 |  | **Concluding Remarks**: Michael Delargey, President, IFUT. | | 14.00 |  | **Buffet Lunch** |   **Speaker Profiles and Abstracts**  **David Little Trinity College Dublin**  **Language, identity and human rights: some reflections on the**  **linguistic integration of refugees and other immigrants**  This presentation will begin by offering some reflections on language  from the perspectives of individual human identity and human rights;  go on to summarise the linguistic prejudices that commonly underlie  immigration-and-integration policies; and conclude by considering how  the three levels of the Irish education system can best respond to the  linguistic challenges posed by the current refugee crisis.  **David Little** retired in 2008 as head of the School of Linguistic, Speech  and Communication Sciences and Associate Professor of Applied  Linguistics at Trinity College Dublin. From 2001 to 2008 he was director  of Integrate Ireland Language and Training, a not-for-profit campus  company of Trinity College that was funded by the Irish government  to provide intensive English language programmes for adult refugees  and support the teaching of English as a second language in primary  and post-primary schools. From 2007 to 2010 he directed the Trinity  Immigration Initiative’s English Language Support Programme, which  created the bank of learning materials for post-primary students  available at [http://www.elsp.ie](http://www.elsp.ie/). He is a member of the Council of  Europe’s ad hoc Working Group on the Linguistic Integration of  Adult Migrants (<http://www.coe.int/lang-migrants>).    **Déirdre Kirwan**  **Scoil Bhríde (Cailíní)**    **From English language support to plurilingual awareness: the**  **response of one primary school to the challenge of linguistic diversity among its pupils**  The linguistic map of Ireland has changed dramatically in recent years.  This poses questions for those who shape, deliver and partake of the  education process - policy makers, those involved in initial teacher  education, CPD providers, teachers, pupils and their parents. This  presentation will consider the central part played by language in the  process of teaching and learning; explore the concept of plurilingualism,  and its place in the classroom; describe the approach used in Scoil  Bhríde (Cailíní) to help immigrant pupils become proficient in the  language of schooling, while exploiting linguistic diversity to the benefit  of all pupils.  **Déirdre Kirwan** was Principal of Scoil Bhríde (Cailíní) for over 20 years.  80% of this primary school’s enrolment is comprised of pupils from  more than 50 different cultural and linguistic backgrounds. In 2008,  Déirdre was awarded *European Ambassador for Languages* (Léargas)  for her active promotion of cultural and linguistic diversity within the  school. In summer 2015, she was invited to make presentations in  Washington, Iceland and Denmark on the school’s approach to  language education. Déirdre is currently exploring, with teachers,  parents and pupils, the benefits of an integrated approach to language  teaching and learning.  **Bríd Ní Chonaill**  **Blanchardstown Institute of Technology**    **Language as a barrier to higher education in Ireland:  the impact**  **of English language competency on the performance of migrants**  **and the higher education sector’s response**  The impact of migration in all of its diverse forms on Irish society is a  permanent phenomenon. Irish society is fundamentally and irrevocably  a multicultural society with the repercussions from migration  reverberating across the different sectors of the education system,  including higher education. In its previous *National Plan for Equity of*  *Access to Higher Education 2008-2013*, the HEA recognised migration  as a ‘key emerging challenge in the context of equality of education’,  a challenge it defined as ‘immediate’ at primary and secondary level  and sure to become a significant issue in higher education ‘in the near  future’ (2008, p.37). Far more research and resources have been  dedicated to the English language issue at school level in Ireland,  as opposed to higher education, the focus of this presentation. The  presentation will address the issue of the impact of English language  competency on the performance of migrants since language constitutes  one of the complex barriers to providing higher education opportunities  to migrants (Linehan and Hogan 2008). The findings of a case study  conducted on a group of first year social studies students at the Institute  of Technology Blanchardstown, located in Dublin 15, an area home to  one of the highest proportion of migrants nationwide, will be discussed  including access to higher education, identification of non-native  speakers of English and factors impacting performance. The focus will  then shift to the higher education sector’s response to increased  diversity among students. Some of the emerging issues around English  language support provision will be considered, namely language as a  factor in terms of entry requirements, the question of assigning  responsibility and challenges to providing English language support in  higher education.  *Higher Education Authority (HEA) (2008) National Plan for Equity of*  *Access to Higher Education, Dublin: HEA.*  *Linehan, M. and Hogan, E. (eds.) (2008) Migrants and Higher*  *Education in Ireland, Cork: EINE*.    **Bríd Ní Chonaill** is a lecturer at the Institute of Technology  Blanchardstown in Dublin where she delivers modules on Cultural  Diversity and Intercultural Competency, Irish Culture and Society and  ‘Race’, Racism and Ethnicity in the Department of Humanities. She  completed an IRCHSS funded project entitled ‘Perceptions of Migrants  in the Blanchardstown Area: Local Views’ in 2009 and finished a two  year Dormant Account funded project regarding migrant parents and  the transition to third level education in Ireland in 2011. She conducted  research regarding integration for the Corduff Task Group in  Blanchardstown, Dublin 15 in 2014 and is currently completing a  study on racism in social housing with the Immigrant Council of Ireland.      **Egide Dhala**  **Director, National Co-ordinator, International Organisation for**  **Migration and co-founder and        Director Wezesha Africa**    **Refugee and migrant experience in education in Ireland**  (English language as barrier to Education)  Language is paramount and an essential requirement for accessing  Education. Even though researches reveal that in general immigrants in  Ireland perform well in Education due perhaps to their social backgrounds,  majority of them however lack competence in English language that  would have boost their performance to an excellent level. If the refugee  experience can be considered as a factor affecting the learning ability,  the acquisition of proficient English language as a requirement for  access to formal Education would particularly be a challenging experience  for refugees. In embracing diversity, contemporary Ireland must also  sustain the cultural diversity approach in Education in order to assist  migrant’s social inclusion and integration.  **Egide Dhala** is originally from the D.R.Congo and has been living in  Ireland since 1998. He worked as a Lecturer in the Catholic University  of Congo and in Kimmage Mission Institute of Theology and Culture as  well as in NUI Maynooth. Since his arrival in Ireland, Egide has been  involved with voluntary organisations working with Asylum seekers and  Refugees. He managed the Centre for Education and integration of  Migrants at Spirasi and trained range of service providers on migrant  issues in Ireland. He is a Co-Founder and director of Wezesha, an  African Diaspora led development organisation supporting African  women and children who are affected or are likely to be affected by  conflicts, war and violence. He is currently working as the national  Outreach Coordinator with the International Organisation for Migration  (IOM). |