



Kildare Interagency Integration Committee

Meeting Minutes

Thursday, 11th March 2021 at 10.00 a.m. Via Microsoft Teams

Attendance: Attached

1. Minutes

The minutes of the meeting of the 3rd December 2020 were approved and adopted on the proposal of Denis McDermott, seconded by Anne Daly. There were no matters arising from the minutes.

2. Chairperson's business

Cllr. Breslin asked if any member had any conflicts of interest relating to this meeting – no conflicts were declared.

3. Strategy consultation phase update

Prior to the meeting Sara Stephens circulated a document (appendix 1) containing the main findings from the consultation phase. The Committee were split into breakout rooms and asked to think about which findings might be relevant to their organisation and potential solutions to some of the issues. The breakout groups met 40 minutes and discussed answers to the following questions:

1. Which of the findings do you think are most relevant to your service?
2. What can your organisation do to address these issues?
3. Based on the solutions identified in Question 2, what would you need to do implement them? E.g. management buy-in, resources, etc.

The notes from each group are shown in appendix 2, 3, 4 and 5

4. Any other business

There was no other business

The meeting concluded.

The next meeting will be held on 10th June at 9.30 a.m.

Appendix 1 – Findings Document

Findings from the Kildare Integration Survey Consultation Process **(Focus Groups and Surveys)**

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Overview

Between the period November 2020 to February 2021, eleven focus groups were conducted with community members as part of the consultation phase of the second Kildare Integration Strategy. A total of 116 people attended these focus groups.

In addition to the focus groups, a consultation survey was prepared and translated into ten languages (Polish, Lithuanian, Slovak, Romanian, French, Portuguese, Russian, Ukrainian, Georgian and Arabic). A total of 110 people completed this survey.

While many responses included accounts of positive experiences of community and services, the aim of this document is to identify where the barriers are to integration in order to look at ways of addressing these barriers. Some of the issues that arose are not unique to people of migrant origin and some of the issues cannot be resolved at county level. These issues have still been included at this stage though as they are what community members have identified and they provide readers with a broader picture.

Health

1. Lack of services, costs and long waiting lists
 - a. Difficulty accessing information on healthcare services
 - b. Limited mental health and addiction services
 - c. Difficulty registering with GPs
 - d. Cost of GP services
 - e. Long waiting lists
 - f. Encouraged to go private – cost of private healthcare
2. Racial bias and discrimination in the healthcare profession
 - a. DP residents' issues not being taken seriously
 - b. Discrimination towards some patients based on skin colour
 - c. Lack of cultural awareness and sensitivity from some healthcare professionals
3. Cultural and language barriers
 - a. Difficulty accessing interpretation services
 - b. Varying standards within interpretation services
 - c. Language aids sometimes wrong e.g. Arabic written backwards
 - d. Difficulties communicating with healthcare services e.g. complicated letters or procedures to confirm or rearrange appointments
 - e. Lack of cultural awareness and sensitivity from some healthcare professionals
4. Other
 - a. Traditional information transmission channels (e.g. local newspapers, local and national radio) not reaching communities of migrant origin
 - b. Access to healthcare hindered by poor public transport
 - c. People travelling to home countries to access healthcare services
 - d. Complexity of the healthcare system makes it difficult to navigate
 - e. Cost of dentistry

Housing

1. Difficulty accessing private rental housing
 - a. Cost of rent
 - b. Discrimination against HAP recipients
 - c. Discrimination based on a person's name
 - d. Racism when a person attends a viewing
2. Difficulty accessing social housing
 - a. Long waiting lists
3. Barriers due to language and access to information
 - a. Limited English makes engaging with housing services and landlords more difficult
 - b. Difficulty completing forms and providing the required documentation (but this has vastly improved in the last several years)
4. Other

- a. Difficulty of those with status leaving Direction Provision in accessing housing (dependence on the Integration Worker for support)
- b. Particular shortage of one bedroom accommodation
- c. Unwillingness to ask landlord to address problems for fear of being evicted

Transport

1. Issues with public transport
 - a. Lack of public transport in rural areas
 - b. Limited hours (starts late and finishes early) does not suit many workers
 - c. Difficult to access information about public transport
 - d. Cannot be relied on
 - e. Cost of public transport
 - f. Racial abuse on public transport from fellow passengers and bus drivers
 - g. Having to purchase a car due to the limited public transport options
2. Other:
 - a. Cost of car insurance
 - b. Limited public service affects access to essential services, supports, education and employment

Childcare

1. Shortage of places in childcare
 - a. Long waiting lists for a place
 - b. Enrolment policies exclude people new to an area or without the appropriate information
 - c. Not available in every area
2. Limited length of childcare schemes and cost of childcare
 - a. Difficult for parents (particularly mothers) to access employment
 - b. Cost of childcare can mean it is not financially beneficial to have employment
 - c. Stay at home parents from New Communities are often quite isolated
3. Limited cultural awareness of childcare providers
 - a. Different traditions and cultures tend not to be acknowledged
 - b. Schooling system is very Western centric
 - c. Hesitation on how to support children and parents with limited English

Education

1. Lack of additional supports for children of migrant origin
 - a. English as a Foreign Language
 - b. Irish
 - c. Availability of afterschool/homework clubs varies
2. Difficulties for parents trying to support their children
 - a. A lack of understanding on how the school system works
 - b. May not have the language skills (English and/or Irish) or knowledge to provide support

3. Some parents are wary of engaging with the schools
 - a. Feeling that school and teaching staff treat them in a patronising manner
 - b. Some schools do not take the parents' issues seriously
4. School enrolment policies
 - a. Lack of information about the procedure
 - b. Many prioritise parents as past pupils or having siblings in the school, difficult for people who have less "connection" to the area
5. Lack of information on the Irish school system
 - a. Different enrolment procedures from school to school
 - b. The school system (Transition Year, Junior and Leaving Certification) is unique to Ireland, so parents often do not understand it
6. Lack of diversity and cultural awareness amongst teaching staff
7. Lack of diversity in school curriculum or lesson plans
 - a. Difference is often ignored instead of being acknowledged and celebrated
 - b. Bilingual/Multilingual skills are often ignored, instead of being encouraged to develop
 - c. Students do not see people like them in their books or lessons
 - d. Schooling system is very Western centric
8. Racism and discrimination in schools
 - a. Teachers questioning the "Irishness" of students of migrant origin
 - b. Differing treatment towards students of migrant origin (particularly towards Black students)
 - c. Focus on extreme examples of racism - some schools ignore incidents of daily or systematic racism
 - d. Teachers unwilling/uninterested in addressing racism or discussing issues
 - e. Many teachers who might want to address the racism do not have the skills to initiate these subjects
 - f. Need for racism as a social education topic to be included in the curriculum

Language

1. Acknowledgement that English is crucial to fully participating in life in Kildare
 - a. Difficulty engaging with services
 - b. Language barriers limit ability to integration
2. Need for more language supports for accessing services
 - a. Use of Plain English on forms and correspondence
 - b. Translation of information
 - c. Access to interpreters
3. English language supports for work
 - a. Language a barrier to people using their skills and qualifications

- b. Standard English classes not always appropriate to their specific needs
- 4. Need for wider provision of different types of English classes
 - a. Free English classes
 - b. Conversational English classes
- 5. Experiences of discrimination around language and accents
 - a. Services can be prejudice towards those with limited English or a different accent

Adult Education/Training opportunities

- 1. English language supports for work
 - a. Language a barrier to people using their skills and qualifications
 - b. Standard English classes not always appropriate to their specific needs
- 2. Need for wider provision of different types of English classes
 - a. Free English classes
 - b. Conversational English classes
- 3. Availability of adult education opportunities
 - a. Limited availability particularly in rural Kildare
 - b. Trainings for employment e.g. manual handling, health and safety and first aid
- 4. Other barriers to education
 - a. Cost of education (some people falling slightly above the grant threshold)
 - b. Some Direct Provision residents get places on courses but cannot get financial support for books and transport
 - c. Lack of internet or IT skills for online classes
 - d. Lack of information of opportunities and how to access them
 - e. Lack of transport and cost of transport
 - f. Level of English language

Employment

- 1. Barriers to access employment
 - a. Discrimination in the hiring process
 - b. Issues relating to immigration/citizenship status
 - c. Employment opportunities through local connections – difficulty accessing these
- 2. Difficulty accessing employment matching level of skills/High levels of underemployment
 - a. Issue of qualifications not being recognised
 - b. Work experience from outside Ireland not being considered
 - c. Local references are often required
- 3. Employers not enforcing workplaces policies on discrimination and equality

- a. Prejudice around language and accents
 - b. Stereotyping and judgement is common
 - c. Lack of cultural awareness leads to issues
- 4. Difficulties developing skills or reskilling
 - a. Difficulty accessing information on education and training opportunities
 - b. Qualifications not recognised by employers but cannot access support (SUSI) for levels of qualifications already held
- 5. Lack of people of migrant origin working in the public sector (except the health sector)
 - a. Often unaware of how to enter Civil Service or public sector employment
 - b. Lack of diversity affects the provision of services
- 6. Other
 - a. Lack of transport limits employment opportunities
 - b. Lack and cost of childcare exclude some from employment
 - c. No/limited access to employment if a person is seeking asylum

Service providers/access to information

- 1. Lack of difficulty accessing information on services
 - a. Difficulty understanding how to navigate the systems
 - b. Information often fails to reach intended audience
 - c. Traditional information transmission channels (e.g. local newspapers, local and national radio) not reaching communities of migrant origin
- 2. Need for more language supports for accessing services
 - a. Use of Plain English on forms and correspondence
 - b. Translation of information
 - c. Access to interpreters
- 3. Lack of diversity amongst service providers
 - a. Means that services are less aware of cultural difference
- 4. Lack of cultural awareness amongst service providers
 - a. Need for training on dealing with asylum applicants is necessary to help service providers understand their needs and situation
 - b. Need for training on how to work with interpreters
 - c. A cultural awareness would allow services to be better suited to users' needs
- 5. Experiences of racism and discrimination from some service providers
 - a. Training on cultural awareness and anti-racism is necessary
 - b. Need for clear procedures for service users to report racist or discriminatory experiences and to know they will not be penalised for this
 - c. Need for organisational policies to address discrimination in the workplace to staff and service providers

6. Experiences of the use of discretion from service providers
 - a. Discretion is not available to everyone – can depend on how you look, if you are articulate etc
7. Need for service providers to engage with service users whilst developing services and to request feedback
 - a. Engagement with service users would ensure more appropriate services
8. Other
 - a. More services moving online – difficult to engage with for people with limited English language or IT literacy
 - b. Long waiting times for services (e.g. to get a PPS number or Social Protection payment)

An Garda Síochána

1. Difficulty accessing the Gardaí and action and follow up can be limited
 - a. Often the phone is not answered
 - b. Sometimes they say that there is no car available, they can not help with a particular issue or they show up too late (e.g. the following day)
2. Gardaí are not cooperative with some migrant communities
 - a. The Gardaí are more suspicious of people of migrant origin
 - b. Complaints not always taken seriously when made by non-Irish
 - c. Some issues based on cultural differences
 - d. Some Gardaí have negative perceptions of asylum seekers, Gardaí need training on this and to build relations to understand this community.
3. Garda National Immigration Bureau
 - a. Only accessible by telephone and not good at returning people's calls
 - b. Long delays in waiting for appointments for GNIB cards which impacts many other services
 - c. Lack of cultural awareness of officers
 - d. Lengthy waiting times for appointments
 - e. No public toilet facilities
4. Victims of sexual- and gender-based violence and coercive control
 - a. People of migrant origin, particularly women, face more barriers when dealing with sexual- and gender-based violence and coercive control
 - b. People of migrant origin are often not aware of their rights in Ireland
 - c. People of migrant origin may have concerns reporting a crime if they are undocumented or their visa is linked to their partner's visa
 - d. People of migrant origin may be less willing to engage with the Gardaí
 - e. People of migrant origin may not have familial or community structures that they can turn to for support
5. Other

- a. Family or community members should be used to provide translation in only exceptional cases
- b. Direct Provision Centre management threaten the Gardaí on residents making residents wary of engaging with the Gardaí

Direct Provision

1. The Direct Provision system is incredibly damaging to those who go through it
 - a. The length of time in Direct Provision and the conditions can lead to trauma and mental health difficulties
 - b. Lack of dignity and respect for those in the Direct Provision system
 - c. Experiences of discrimination and unequal treatment from service providers
 - d. Lack of understanding amongst service providers of the experiences of those in Direct Provision and why they are in Kildare
2. Asylum Seekers face additional barriers to daily life
 - a. Cannot access bank accounts
 - b. Cannot access driving licences
 - c. Limited opportunities to access language, educational or training opportunities
 - d. When accepted for training opportunities, cannot access financial support for transport or books
3. Direct Provision impacts on peoples' ability to integrate
 - a. Living in a Direct Provision Centre makes it difficult to be a part of the wider community
 - b. Lack of education and employment opportunities limits the opportunities to build relationships outside of the Centres
 - c. The wider community has limited knowledge about asylum seekers and the Direct Provision system
4. Need for more supports to get Direct Provision residents involved in wider community
 - a. Opportunities to volunteer
 - b. Engagement in community activities
 - c. Measures to allow the community to hear Direct Provision residents' stories
 - d. Educate Direct Provision residents about their rights and support them to be able to speak out
 - e. Wider engagement between people who have come through Direct Provision and those still there
5. Other
 - a. Direct Provision residents are not supposed to contact GPs directly but go through the Centre reception
 - b. Direct Provision Centre management threaten the Gardaí on residents

Community

1. Communities are central to meaningful integration

- a. Community relationships ensure people feel included and significant
 - b. In strong communities, people experience security and safety regardless of background or ethnic identity
 - c. If people feel safe (physically and psychologically) and included it will enrich the community
 - d. Building relationships at community level challenges stereotypes
 - e. Community activities (library and cultural events, community walks, coffee mornings, sports etc) and churches are important for people building social connections
- 2. Importance of celebrating own culture and traditions
 - a. Supports for communities to self-organise and advocate for their needs
 - b. Celebration of own culture ensures children are proud of their heritage and their Irishness
 - c. Need for "Sunday schools" (language classes for children in their mother tongue)
 - d. Allows communities to share and explain their histories and traditions to others
- 3. Importance of celebrating multicultural society
 - a. Many different cultures visible in the St Patrick's Day parade
 - b. Need for more on-the-ground initiatives to remove barriers and build relationships
 - c. Poetry, arts and dance can be used it to help integration and create a sense of connection
 - d. Need for the creation of intercultural spaces in the community for education and cultural activities
 - e. Need for more acknowledgement of the benefits of a multilingual society
 - f. An informal way of educating the host community about different cultures
 - g. Acknowledgement and celebration of diversity can lead to a sense of solidarity
 - h. Dialogue sessions could allow for better understanding and a structure to address misinformation
- 4. Need for wider integration and outreach
 - a. Volunteering can increase interaction with the host community and build relationships
 - b. Residents' Associations often have the same few members but have the potential to be an excellent vehicle for addressing issues locally
 - c. Need for sports clubs and community groups to be encouraged to actively engage with people of migrant origin
- 5. Access to information/specific supports for people of migrant origin
 - a. If people are unaware of community events they cannot participate

- b. Need for a single source hub for information provision
- c. Need for an integration worker to provide a service to people of migrant origin that provides information, signposts services and can liaise with service providers as appropriate (housing, qualification recognition etc)

Women

1. Women are more likely to be socially isolated
 - a. Often end up responsible for childcare
 - b. Lack of women's only community spaces
 - c. Limited supports for those with limited English language
2. Sexual- and gender-based violence and coercive control
 - a. Women of migrant origin face more barriers than Irish women when dealing with sexual- and gender-based violence and coercive control
 - b. Women of migrant origin are often not aware of their rights in Ireland
 - c. Women of migrant origin may have concerns if their visa is linked to their partner's visa
 - d. Women of migrant origin may be less willing to engage with the Gardaí
 - e. Women of migrant origin may not have familial or community structures that they can turn to for support

Political participation, civic rights and media

1. Lack of representation of people of migrant origin in politics
 - a. Some people feel that this is not a space for people of migrant origin
 - b. Concern that candidates of migrant origin would only be seen to represent people of migrant origin
 - c. More diverse representation would mean more inclusive policies
2. Low levels of registration amongst people of migrant origin in Kildare
 - a. Lack of knowledge as to who can vote and when
 - b. Lack of information around how to register to vote
 - c. The complex procedure of changing address means that updating one's voter registration is more burdensome on those who move frequently
 - d. Cost of citizenship a barrier to people naturalising which limits their right to vote
3. Lack of representation of people of migrant origin in media
 - a. Need for people of migrant origin to be heard and seen
 - b. Need for positive stories from communities of migrant origin to be covered
 - c. Need for positive dialogue about New Communities and people seeking asylum and any conversation to include these voices

Appendix 2 – Notes from Breakout Group 1

Integration Strategy Steering Group meeting. Group 1. Facilitator: Cllr. Aoife Breslin. Note taker: Zoryana Pshyk

Question 1: Which of the findings do you think are most relevant to your service? (10 min)

CKLP	<p>A thematic approach proposed to coordinate the strategy in a better way.</p> <p>Lack of English prevents people from recognising their previous education.</p> <p>Diversity training is needed for public service as well as community engagement.</p> <p>Cultural events are very important for reaching out to the wider community.</p> <p>Engagement in voting and participation in the political decisions.</p>
Volunteering Service	Direct Provision opportunities to volunteering are the most relevant.
An Garda Síochána	<p>Barriers through the language and translation.</p> <p>There is no legal entitlement for translation. This has to be addressed at the national level. At the moment it is a discretion of Superintendent</p> <p>The immigration service: all cards have been extended, and currently there are many appointments now available.</p> <p>Cultural awareness will have to be addressed with the staff.</p> <p>An Garda will hold a meeting to explore engagement with migrant communities in the next week.</p>
Aoife Breslin	<p>Qualification recognition is very important as we have highly qualified people working at the jobs they are overqualified for.</p> <p>The role of women – isolated at homes, rely on the children's translation.</p> <p>Social Welfare forms are not user friendly.</p> <p>Council has to recognise diverse communities and engage with them.</p>

Question 2: What can your organisation do to address these issues? (13 min)

CKLP	A thematic approach proposed to coordinate the strategy in a better way.
Volunteering Service	The themes are multifaceted and should be addressed by organisations together.

Integration Strategy Steering Group meeting. Group 1. Facilitator: Cllr. Aoife Breslin. Note taker: Zoryana Pshyk

An Garda Síochána	Anti-racism, diversity and intercultural training will help to overcome bias and stereotyping towards immigrants.
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Question 3: Based on the solutions identified in Question 2, what would you need to do implement them? E.g. management buy-in, resources, etc (7 min)

CKLP	<p>Community Engagement: Communication strategy is needed to reach out to the communities so they can access information in different languages.</p> <p>Employment – retraining, matching people's previous qualifications with jobs, short and long term work experience.</p> <p>Volunteering strategy</p>
Volunteering Services	<p>We can do very little to influence organisations, if they are not at the table with us</p> <p>We need to set up a number of working groups that will work towards the implementation of the actions and feedback to the larger group.</p> <p>Issues with people from DP being involved with Volunteering services – some of them culturally do not understand what is volunteering. There is a need at clearer communication.</p> <p>Transport and Garda vetting are also an issue.</p> <p>Integration worker would be very important for the implementation of the actions.</p>
An Garda Síochána	<p>Resources</p> <p>We need to reach out to the community in a meaningful way.</p> <p>We need to be telling a story to the community that we are here to support them to overcome the preconception in how people might view us, maybe, through the previous experiences in their home countries.</p> <p>Vulnerability of migrant women has to be studied, so we can support women better because we have a very little understanding.</p>
Aoife Breslin	Pandemic has shown that people are afraid to speak out. If they put in conditions, they have no choice but to accept them.
Zoryana	CKLP to work with leaders of KIN and other intercultural communities to develop leaders from different cultural background to reach out to their communities.

Appendix 3 – Notes from Breakout Group 2

Small Working Group Notes – ISIG 10/3/21

Facilitated: Carmel Kelly

Notetaker: Anne Daly

Anna Mc Hugh (KIN & Focolare) , Dennis Mc Dermot (Community & Culture KCC) ,

Kirstin Byrne (Tusla), Brenda Lynch (KWETB). (Kirstin had to leave immediately due to later start of meeting)

Q 1:

KWETB: Language Supports and adult education, Intercultural training.

Focolare & Kildare Integration Network – Focalairi is a Global international community. Mission is to build universal fraternity. In Ireland for 34 years. Supports diversity & Interculturalism. Organising intercultural days – community based. A lot of young people involved. English conversation classes via Zoom. Offers opportunities for involvement.

KCC Community & Culture - Dennis representing community and culture. From Community Work perspective – struggled to reach the migrant groups.

Q2

Brenda - KWETB – Adult Ed Officer. Resident in entire ETB so will **send report to schools** and will link in on actions.

Very prescient – aware of language needs of parents. Inhibits people's ability to get employment.

Do run language classes but clear that ETB are not reaching everyone. Good to be part of the strategy. Language supports for workplace.

Exploring ways of looking at Intercultural training – cultural awareness training. Aware that the profile of teaching body is not representative of our intercultural cultural community. Barriers in terms of Irish language requirement. English language classes offered online – better attendance.

KWETC could support:

1. Offer blended English language classed access post covid.
2. Be more aware of the supports to parents, key focus – will share report with schools.
3. Funding for family literacy
4. Community Education Service – refocus on working with community groups supporting migrants. –
5. Access to information - improving information flow.

6. Could support Family Advocacy Training

Brenda felt that overall KWETB should review and refine the strategy of engaging with people of migrant origin.

Anna - Focalair -

Anna spoke about Family Advocate Training Course & Development of a Kildare Family Advocacy Programme - need assistance with liaising with government services. Supported by Doras Lumni – linked with a particular family.

Dennis KCC –

Look at the steps housing have taken re forms.

Kildare Community Stories – sharing stories that may be of interest to new communities – e.g., Eastern European. Develop information sharing relationship.

Grant System – look at steps taken in Environment Grants – added points for targeted actions. Could add an integrated factor into criteria for assessing community and culture section grants. Review Grants – Festival Grants, Community Grants – Add to assessment process – increased points.

Support Cultural Awareness training - can look at this for agency staff. Space to advance work force development – will explore this.

Engage with new community group – community workers engage on the ground.

Spoke about the family advocacy – trial experience in Clane – one family with advocate. Needs to be a structure put in place to support the advocate, training, GDPR - Need for a managed supported programme. KTB would like to be supportive of this.

Library service re one stop information hub?

Q3:

KWETB: Management buy in – resources. Outreach Workers required – raised this with Department.

KCC Community & Culture: - KCC may be able to work with KWETB – will have 5 Community Workers shortly.

Appendix 4 – Notes from Breakout Group 3

Kildare integration Strategy

Notes from Group 3:

Facilitator; Vanessa Liston, Kildare County Councillor; Notetaker; Mary H. CKLP- SICAP

Attendance: Emma B; CYPSC; Martha Brandes; MU Access Office Outreach Officer.

Jennifer Lloyd Hughes, MU Civic Engagement & Community Partnership

Q.1	Which of the findings do you think are most relevant to your service?	<ul style="list-style-type: none"> • Strategic approach • Intercultural awareness training (All agreed) • Shared approach by service to address the findings. • Promote the use of 'plain English' by service providers. • How we share information • Look to our own practice in our service. • Some people are locked out of the process. • Recommendation of 'how to' do business better. • How to progress into higher education • Diversity of curriculum & diversity of staff • Practicalities of underemployment connect to English, technical English. • Opportunities in the University? • English classes and English language skills • Access to information • People/students locked out of services due to language barrier. • Language for work & blockages there.
Q.2	What can your organisation do to address these issues?	<ul style="list-style-type: none"> • Some organisations are struggling to come up with a model of good practice. • 3rd level Law & masters students do translations. • Translations of commonly used documents. • MU developing training on cultural awareness and will be shared outside of MU. • Gender breakdown of staff • What does MU look like from staff point of view? • Decolonise the curriculum. • Look at who is coming to the college re access to MU. • Sharing expertise • Look at who is supplying integration in the county. • Variety of members sitting at CYPSC table.
Q.3	Based on the solutions identified in Question 2, what would you need to implement them?	<ul style="list-style-type: none"> • Intercultural Awareness training in organisations that sit around the table.

		<ul style="list-style-type: none"> • Support the process of the integration strategy, gather information. • Use the existing Networks in the county to share information. • Plain English examples – NALA • Need national impact. • MU is at national level. • CYPSC also has national role. • Higher participation rates at 3rd level. • Look at Ethnic Minorities in national plan & programme on setting targets re diversity. • MU Campus engages in training of staff and engagement to ensure to target and track integration outcomes and address needs. • National Childcare schemes. • School supports. • Response to domestic violence. • Strategic national change • What do we need to implement?
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Summary:

- Buy-in from organisations is really important and is the core part of this work/strategy.
- This is important and needs extra attention in organisations.
- Actions need to have a 'named' lead agency to commit to the service.
- What does the Integration Strategy mean?
 1. Commitment.
 2. Dedicated response.
 3. Worker time.
 4. Words are important.
 5. Narrower focus and 'can do' attitude.
 6. Need to be meaningful and do-able.
 7. Intercultural Awareness Training countywide for organisations
 8. Focus on 1 or 2 main areas.
 9. Prioritise the top twenty actions.

Appendix 5 – Notes from Breakout Group 4

Notes from Group 4

In Attendance: Sara Stephens, Niamh Conaghan, Terry Conroy DEASP, Julie Kildare Childcare Committee, Philip Donnelly Education Welfare Service.

What report findings are most relevant to your service?

J. Intercultural Training & information dissemination

T. Surprised SW payments & PPs no.'s not flagged. DEASP not lead agency only on periphery

P. looking at language in paperwork from Dept – technical and legalistic

T. Language is an issue. Interpreters available but not always used. Sometimes friend/family/ Google translate used – Can lead to problems – can lead to interpreter answering question not client. GDPR an issue – relying on 3rd party – assuming permission given

J. Childcare sector supports – need to do more research if language/interpreter a barrier. Has rolled out diversity/cultural awareness training. Children also translating for parents

Paperwork

P. 3-5 children every year without a school place. Walks through paperwork with parents. Has never been contacted to say parent cannot fill in forms.

T. Problem with any forms not just SW. Feels Covid speeding up processes going online, making process more difficult in some circumstances

Q2:

T. Very difficult when not using interpreters. Not practical to have them live - too many languages & budget restraints

J. EDI training provided nationally. Will advocate to get it offered to all CC providers. Training for 20 hours for 2 staff for provider. Inclusion trainers/co-ordinators provided. More work to be done in sector. Covid: has put things on long finger, more discrimination & more explicit. Unless national support provided difficult for local agencies.

T. Report touched on DEASP but not specific to DEASP. Nationally - Videos & leaflets being made, and info provided online. Use of language being looked at by Dept & specific employment activation, rent supplement & deposits available to people in DP. Training available and is being expanded.

J. Has been trying to source intercultural trainer but finding it difficult to source.

P. Does not think intercultural training available. Training done on the job. Disproportionate number of Traveller & Roma children using service. Due another round of training.

Enrolment policies:

P. Problems have not been said to him. Deadline for enrolment is Nov. Secondary schools visit the primary schools and enrolment forms given to children in 6th class to bring home. Possible child not giving form to parents. Regarding priority given to children with siblings in the school or parents previous attendance – the Act moved the goal posts – expanded the catchment area. Problem is there will always be losers.

J. Due to lack of places parent might not get 1st choice but will get a place. Will look at issue. Schemes/sponsorship available through Tusla. Will look at ways to facilitate parents. Infor provided through sessions in libraries. Hard to get info out. Sends info to CC providers & it may not be passed on to parents.

J left meeting

Q3: Are there practical things that could be done?

P. Statutory role is prosecutorial. Instructions are provided in different languages, interpreters provided. Education Officer seconded to IPAS for 2 yrs. 1 yr done.

T. Most/all dept weakness are national issues. National policies rolled out at local level. Need to build network with government and other bodies to help. Official/unofficial network would help to know who to contact on different issues.