



Language
Environment
Inclusion

BASELINE AUDIT AND NEEDS ANALYSIS Northern Ireland (UK) REPORT

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INHOLD

1. National situation, the phenomena of Refugees, migrants and ESL

The Research and Information Service for the Northern Ireland Assembly have quoted that the region has participated in several international educational studies in recent years

-  **PIRLS** - Progress in International Reading Literacy

-  **TIMSS** – Trends in International Maths and Science Study participated in 6 cycles

-  **TIMSS – Advance** participated in 2008

-  **PISA** – Programme for International Student Assessment participated in all 5 cycles

Refugees

Northern Ireland (NI) is relatively new host to asylum seekers and refugees. Whilst asylum and refugee laws still come from the UK Home Office, NI is responsible for integration,

NI also remains outside of the UK policy of dispersal which relocates people who have claimed asylum around the state. This means asylum seekers can arrive independently to NI.

Northern Ireland and Scotland are placed by the Home Office as one region in respect for asylum seekers, making difficulties of capturing how many have claimed asylum in each country

Proximity to the Irish border which people reportedly cross both ways to claim asylum make the situation more complex in NI than elsewhere in the UK. ¹

In 2017 the number of applications for asylum in the UK, excluding dependents was 26,350 was 14% lower than in 2016. ²

In 2017 there were significant increases in the number of applicants from Sudan and Vietnam and significant decreases for Iran and Afghanistan compared with 2016.

The Law Centre NI estimates that there were about 600 people seeking asylum in NI

¹ www.qub.ac.uk/research

² www.refugeecouncil.org.uk

and living in officially supported accommodation in August 2015. (There would also be a few others who are supporting themselves.) There were around 200 applications for asylum here in the year to August 2015 (less than 1% of the UK's asylum applications). This figure does not include the dependents of the main applicants.

The large majority of asylum applications are single adults whereas approximately one fifth of applications are from families. Nationally, there is approximately one dependent for every four applicants. It may take several years for some people to have their asylum application assessed so there are always more people

The Law Centre says that those who arrive here are from very troubled areas in the world.

In Northern Ireland, asylum applicants are most commonly from³

- China
- Somalia
- Sudan
- Nigeria
- Zimbabwe.

Migrants

According to the Northern Ireland statistics and Research In the year ending mid-2016, 23,800 came to NI to live (1.0% per cent more than in the year ending mid-2015. More than half (13,000; 54.6 per cent of the people concerned were from outside the UK (i.e. an international immigrant), while the remainder (10,800: 45.4 per cent) were from the rest of the UK.

However the number of people who came here to live from outside the UK fell by 0.7 per cent, between mid-2015 and mid-2016. In the same period, the number of people arriving to live in NI from the rest of the UK increased by 3.2%.

The vast per cent of the inflows were aged 16 to 39(61.4%).

In the calendar year to December 2016, the top three most common countries of previous residence for international flows were Poland, the republic of Ireland and Romania. The most common reason for international immigrants moving to NI to work were work (40.5%), followed by family (25.6%) and Education (14.5%).

³ www.lawcentreni.org

Country	Migrants per 1000 pop
England	4.5
Wales	1.9
Scotland	1.5
Northern Ireland	1.2
Republic of Ireland	-4.6

The number of newcomer students in schools in Northern Ireland has risen from 5,665 in 2007 to 9,745 in 2012, an increase of 72%¹⁰. Figures collated from the 2013/14 census reveal that 5.7% of the overall primary school population (including nursery units) does not have English or Irish as their first language.

The number those who speak Somali as a first language in primary schools has risen from 7 in 2008 to 42 in 2012 an increase of 500%. This number has continued to rise steeply with just one primary school included in this study reporting 50 Somali children on its register. Fewer than 5 Somali speakers were registered in the post-primary sector prior to 2012, rising to 16 speakers in the 2012 school census count. Again this number has increased significantly with 19 Somali children recorded on the current register for a single post-primary school included in this study.

Romany speakers in the primary sector more than halved between 2010 and 2012, with 50 registered in 2010 and only 22 in 2012. In the post-primary sector, 8 Romany speakers were registered in 2011 and 9 in 2012 (this has significantly increased). In previous years less than 5 were registered. However, current numbers from the schools interviewed for this paper present a picture of a much larger and rapidly growing Roma school population. One primary school currently has approximately 70 Roma children on its register with 30 children on the register of another school, and 12 attending just one post-primary school. The Educational Welfare Office report difficulties in placing children due to a number of factors: the distance required to travel to school coupled with the fear of racist attacks as well as the failure of some families to attend scheduled interviews at prospective schools.⁴

A newcomer pupil is one who has enrolled in a school but who does not have the satisfactory language skills to participate fully in the school curriculum, and does not have a language in common with the teacher, whether that is English or Irish. This category, which has previously been referred to as English an Additional Language, is primarily composed of children from a migrant worker background.

The number of newcomer pupils in Northern Ireland has risen by almost three-quarters (73.9%), from 6,795 in 2008 to 11,815 by 2014. Post-primary pupils accounted for 20 per cent of newcomers.⁵

⁴ <http://www.migrationni.org>

⁵ <https://www.deni.gov.uk/sites/default/files/publications/de/newcomer%20infographic.pdf>

ESL

Early leaving from education and training in the UK: definitions and statistics. Definition of early leaving from education and training used in the UK Young people may leave education and training at age 16 in Scotland, Wales and Northern Ireland. The compulsory participation age in education and training is being raised to 17 from 2013 and 18 years of age from 2015 in England. 16-18 year olds are guaranteed a place in education or training in England which also extends to 19 year olds in Scotland and Wales, should they wish to attend. **In Northern Ireland**, all unemployed 16-17 year old school leavers are offered a guarantee of a training place. Early leavers from education and training in England, Wales and Northern Ireland are classified as NEET (not in employment, education or training) and NET (young people not in education or training). Data on dropping out from VET, which ones, how and by whom

Data regarding school leavers and young people not in employment, education or training (NEET) is collected by various organisations in the UK and statistics are mostly shown for England, Scotland, Wales and Northern Ireland separately, due to the devolved responsibility for education and training. In total, there were 1,093,000 NEETs in the age group 16-24 in the UK in the first quarter of 2013. This number has been falling slightly since 2011, but it is recognised that the number is still far too high. The Data Service, provided by the Skills Funding Agency (SFA), publishes data on qualification success rates and participation in post-16 education in England. Data is collected through the Individual Learner Record (ILR) system. Attendance, achievement rates and progression routes of young people are held in the Department for Education's (DfE's) National Pupil Database. Along with the above sources, NEET and NET (young people not in education or training) statistics are compiled from the Office for National Statistics' (ONS) Schools' Census, Pupil Level Annual Schools' Census and population estimates in addition to the Labour Force Survey and data from the Higher Education Statistics Agency (HESA) and Higher⁶

In NI 2014/15 122 students left school without any GCSEs representing a total of 0.5 per cent of school leavers. Of these, 93 left school without any formal qualifications, a proportion of 0.4 per cent of the leavers cohort that year. More boys (0.6 per cent) left school without any GCSEs than girls (0.5 per cent). Similarly, more non-grammar school leavers (0.9 per cent) emerged no GCSEs than their grammar counterparts (0.1 per cent).

Overall, a key finding from the review of quantitative data and literature review was the limited available data and/or research on key ethnic groups in Northern Ireland and the need for more detailed reporting of ethnicity within education⁶.

In support of findings from the literature review, minority ethnic and Newcomer children were more likely to attend non-grammar secondary schools and represent a greater share of children within the integrated school sector. It is important to note that data for both ethnic minority and Newcomer pupils were subject to low sample size. A range of factors that represented barriers to accessing grammar education was identified in the

⁶ Young People Not in Education, Employment or Training (NEET), ONS, May 2013

literature and qualitative research including the use of tests to determine admission and lack of knowledge of the educational system.

While a high proportion of minority ethnic school leavers attained 2+ A Levels (similar to the proportion of Indigenous school leavers), the research showed that there was also a high proportion of minority ethnic school leavers who left school with no GCSEs, and an emergent inequality is that they were less likely to attain 2+ A Levels or 5+ GCSEs (particularly 5+ GCSEs including Maths and English) than their indigenous peers. This was a reversal in the trend observed in 2007/08. This pattern of results for minority ethnic school leavers was shown to be particularly strong for minority ethnic females – while they were more likely than their male counterparts to achieve 2+ A Levels, they were also much more likely to leave school with no GCSEs. More research is needed on the educational experiences of minority ethnic females in Northern Ireland to better understand this trend. Furthermore, while minority ethnic school leavers were slightly more likely than white school leavers to enter higher education, they were also over twice as likely to enter unemployment after leaving school – and this is an emergent inequality since 2007/08.⁷

2. Public policies and measures (*Description of the different typologies of support policies, programs, measures, for each of the profiles.)*

2.1 Historical perspective (*Brief “historical” perspective, how the situation has evolved during the last years*)

The Education (Northern Ireland) Act 1947 is closely modelled on the Butler Act UK. The main tenets of the act are that education will be compulsory for all children up to the age of 15. Primary education will end at 11 when children will be assessed by tests which will determine what type of secondary school they will attend. Facilities such as milk and dinners are made available. The funding for the Voluntary (Catholic) schools is raised to 65%.

Grants for third level education are also introduced which opens the doors to the universities to many less well-off people.⁸

In 1978 the Education (Northern Ireland Act) is implemented which allows for pupils of two religions to attend the same school. In 1981 the first integrated school opens. The education system in Northern Ireland consists of different types of schools under the control of management committees who are also the employers of teachers. In 1989 the integrated school system became part of the Controlled system.

- I. Controlled (nursery, primary, special, secondary and grammar schools) are under the management of the schools Board of Governors and the employing authority is the Education Authority (EA).

⁷ Education Inequalities in Northern Ireland ; Dr Stephen Burns, Prof Ruth Leitch ,Prof Joanne Hughes QUB

⁸ <http://cain.ulst.ac.uk/issues/educ/ei1947.htm>

- II. The Controlled Schools' Support Council (CSSC) is a non-statutory body, providing services in supporting and representing the controlled education sector. Mostly Protestant
- III. Grant-maintained integrated: These schools have an integrated ethos and high levels of autonomy. They are under the management of a Board of Governors. The Department of Education has a statutory duty to encourage and facilitate integrated education. Many integrated schools are a
- IV. Other maintained schools: The majority of other maintained schools are Irish-medium; the Department of Education has a statutory duty to encourage and facilitate the development of Irish-medium education. The Church of Ireland owns three other maintained schools

The history of education in Northern Ireland has been, to varying degrees, one of separate provision for boys and girls, disabled and non-disabled, Traveller and settled, and children of differing faith backgrounds. An added separation occurs at age 11, when children are further differentiated through the current academic selection process.

In recent years, there has been a significant growth in the provision of integrated education, which now caters for approximately 5% of children being educated in Northern Ireland schools. Further, there are a number of schools attracting students from all community backgrounds. These factors can break down the social, gender, religious and other barriers between children. The Commission welcomes the growth of integrated and shared education as a means of breaking down barriers and of providing a further choice for parents and children

In terms of the children of new residents and migrant workers, the Commission has previously raised concerns with the Department of Education about the provision of support services for children and young people who have English as an Additional Language. Serious shortcomings have been identified in relation to such provision, as well as with existing funding formulas. Difficulties faced by pupils whose first language is not English stretch beyond discomfort in the classroom and barriers on access to the curriculum. It has been reported, for example, that children of new residents and migrant workers face difficulties in accessing grammar schools in Northern Ireland and that problems with accessing academic selection results in systemic, indirect discrimination in education for this group of young people.

Schools may also face difficulties in communicating with parents of children whose first language is not English. This clearly significantly limits parental involvement in the school and their child's school life.⁹

The Human Rights Act 1998. This Act came into force on 2 October 2000 and Has the effect of making it possible for people in Northern Ireland to insist that public bodies here respect the human rights conferred on individuals by the European Convention on Human Rights. One of those rights is the right to education, but

⁹ Equality Commission (2008) *New Migration, Equality and Integration, Issues and Challenges for Northern Ireland*, Agnieszka Martynowicz and Neil Jarman, Institute for Conflict Research

there are several other rights (such as the right not to be degradingly treated or the right not to be discriminated against) which are also relevant within a school environment.¹⁰

Refugees

The Education Authority (EA) was established under the Education Act Northern Ireland 2014 and became operational on 01 April 2015. It is a non-departmental body sponsored by the Department of Education.

EA is responsible for ensuring that efficient and effective primary and secondary education services are available to meet the needs of children and young people, and support for the provision of efficient and effective youth services.

The Intercultural Education Service (IES) is a regional service for Northern Ireland. The Newcomer section of the service provides advice and support for staff in schools who are working with Newcomer pupils. A Newcomer pupil is a pupil whose home language is not English or Irish and who may require support in school for this reason.¹¹

Migrants

All migrants, regardless of their immigration status, are obliged to live according to the laws operating in Northern Ireland. So, for example, children aged four must attend school until they are 16, the age of consent is 16, and children are held criminally responsible at the age of 10. Regardless of cultural norms or laws in their country of origin, once living in NI, migrants are expected to abide by UK or Northern Irish law. Service provision for newly arrived migrants, refugees and asylum seekers was deemed to be difficult by those involved in the delivery of services. Issues such as communication, lack of information, previous negative experiences, the diversity of these populations, institutional racism and, in some cases, the ineligibility of some categories of people (for example, asylum seekers) to access services were

all mentioned in this study. NGOs participating in the same research highlighted similar issues, but also mentioned the 'lack of public sector Infrastructure to keep pace with the changes' that have occurred in Northern Ireland in recent years¹²

¹⁰ A guide for school management to the Human Rights Act 1998
www.nihrc.org/uploads/guide-to-human-rights-act-for-school-management-2003.pdf

¹¹ <http://www.eani.org.uk/schools/intercultural-education-service/newcomer/>

¹² Teresa Geraghty, Celine McStravick and Dr Stephanie Mitchell et al New to Northern Ireland

ESL

In the context of EU freedom of movement of people, it is important to understand that many migrants may arrive with complex needs and priorities, one example of which is placing their children in education or early childhood education and care.

with numbers of newcomer children increasing year on year and particularly notable rises in numbers of children with interrupted education, the principals and staff interviewed were worried about increasing pressure on already stretched resources and clear in their desire for a coordinated approach to supporting this group of pupils. They also regard interrupted education as presenting a discrete set of needs which must be reflected in policy and related guidance. Opportunities to address these needs should also be considered within existing education, further education and NEET policies and related funding streams.¹³ Children with a migrant background are more likely to leave school early

2.2 Actual situation (*Identify actual measures of intervention with the specified profiles related with their education, skills and qualification recognition and social inclusion.*)

The right to education forms a key part of any integration strategy. Adults spoke about how displacement had abruptly interrupted their education and employment pathways, and how fundamental its reacquisition is to gaining a foothold in Northern Ireland. Significant challenges exist in terms of quality education for asylum seekers and refugees, including but not limited to, language and communication issues, prejudice and racism, social exclusion, already substantial educational lag. A number of service providers and voluntary sectors also noted that the unpredictability of housing moves may mean a child may end up having to walk to school through a segregated area dressed in a school uniform which may draw unwanted attention.¹⁴

Refugees

Embrace Refugee booklet¹⁵

¹³ <https://www.qub.ac.uk/research-centres/>

¹⁴ Murphy, F., & Vieten, U. M. (2017). Asylum seekers' and refugee's experiences of Life in Northern Ireland: Report of the first study on the situation of asylum seekers and refugees in NI - 2016. Queen's University Belfast.

¹⁵ <https://www.embraceni.org/wp-content/.../09/Refugee-booklet-January-2017-F.pdf>

Migrants

Rights of Migrants coming to Northern Ireland ¹⁶

Living and working in Northern Ireland¹⁷

ESL

NEET Service directory ¹⁸

3. Good practices (*One for each profile*)

3.1 Refugees

NICRAS is a Refugee Community Organisation (RCO) which was established in 2002. It is the only refugee led organisation in Northern Ireland that represents the interests of the refugee community.

NICRAS aims to:

- Support the integration process of refugees and asylum seekers into local communities throughout Northern Ireland
- Raise awareness of the issues, problems and difficulties faced by refugees and asylum seekers in Northern Ireland
- Inform members of relevant changes to immigration policy and legislation
- Organise social and recreational events
- Respond to the changing needs of its members. ¹⁹

3.2 Migrants

Northern Ireland Strategic Migration Partnership is a multi-agency, cross-party and cross-departmental body working to reflect the regionally specific needs of Northern Ireland in the development and implementation of UK immigration policy.

Zoom

¹⁶ <https://www.lawcentreni.org/migrants.html>

¹⁷ <https://www.lawcentreni.org/migrants.html>

¹⁸ Northern Ireland NEET Service Directory | Working to Help those Not ...
neetni.org

¹⁹ www.nicras.btck.co.uk

The Northern Ireland Strategic Migration Partnership works across spheres of government, private and voluntary sectors in the region to ensure that Northern Ireland is a welcoming place for migrants, refugees and asylum seekers, and supports the retention and integration of people in a way which meets skills and labour requirements to support future economic growth. The Partnership will ensure that Northern Ireland's needs and concerns with regards to immigration are recognised within the constraints of a UK-wide strategy. It will play a strategic leadership, advisory, and co-ordination role for migration in the region.

NISMP is an independent body made up of relevant stakeholders. It is hosted by its lead partner, Northern Ireland Local Government Agency (NILGA), and is funded by the UK Border Agency. Endorsement of a migrant crisis fund to help support service providers dealing with individuals with no recourse to public funds

Production of an at a glance guide to the rights and entitlements of different categories of migrants

3.3 ESLs

Community led organisations are equipped very well to offer advice guidance and 1-1 mentoring for young people who are not in Education Employment or training CO-MENT is a project organised by GEMS NI as part of the European Social Fund. It is a mentoring programme for people who are aged 16 to 24 who are not in employment, education or training. CO-MENT work on four zones of the young person's life such as

- Learning
- Life
- Leisure
- Work

It does not have much class-room activity. Each participant is allocated a personal mentor who works with the young person and is flexible to their changing needs. The young person has access to a training innovation fund.

CO-MENT can work with young people from all over Northern Ireland

4. Principal problems and gaps from the different groups *(For learning processes and social inclusion, for the 3 different profiles)*

Refugees

Northern Ireland in its unique position in the UK currently doesn't have a refugee integration strategy in place. While asylum and refugee laws still come to Northern Ireland from the UK Home Office, Northern Ireland is responsible for integration.

While strong vibrant NGOs, charities and government bodies rally together to improve the lives of those seeking asylum in Northern Ireland, there is a number of areas that need improvement.

Like elsewhere in the UK, the Home Office policy of contracting out the housing needs of asylum seekers to private companies means housing conditions have deteriorated. Enforced destitution is also very visible – asylum seekers can be seen sleeping in parks or on the streets of Belfast, huddled together against the harsh northern climate.

Our report calls for the development of a refugee integration strategy and an accompanying organisation resembling a refugee council in Northern Ireland. We make a number of other recommendations, for example to improve mental health support and housing conditions for asylum seekers and refugees. This will be key to making the lives of asylum seekers and refugees in Northern Ireland better.²⁰

Migrants

Research has highlighted the role of the community and voluntary sector in providing support to migrant communities through a range of schemes including cross cultural events and English language training. In a similar way, this study found that the third sector filled a gap in support to recent migrants through a spectrum of activities from cultural celebrations to political lobbying to advocacy and support. Some migrants explained how they lacked confidence to join more formal training courses such as language. The community and voluntary sectors provides a stepping stone that helps them to access the labour market or suitable training and education. Either way individuals are then better equipped to apply for jobs at an appropriate level. The direct words of this Polish woman very ably encapsulate the type of support offered:

Childcare is a known barrier for anyone seeking employment, but this study found that it was heightened for those from minority ethnic communities as they have fewer family and support networks. The recognition of overseas qualifications seems to be heavily reliant on a combination of serendipity and on individual self-belief.²¹

ESL

The research identified a clear consensus among stakeholders around the need for developing a comprehensive tracking system for young people in Northern Ireland. This system should aim to enable prevention, by being concerned with the early identification of vulnerable young people and to effect reintegration, through a focus on those who are already disengaged. At the same time, there is recognition of the practical benefits such a system could offer young people, practitioners, organisations and policy makers. The potential benefits include the ability to identify vulnerable young people NEET or at risk of becoming NEET; being able to monitor the education, employment and training status of whole cohorts of young people for the first time in Northern Ireland; helping to provide data that could inform referrals to interventions more effectively; and being able to use the data to help evaluate the impact of policies and interventions.²²

²⁰ <http://theconversation.com/what-life-is-like-for-asylum-seekers-and-refugees-in-northern-ireland-88125>

²¹ www.equalityni.org/ECNI/media/ECNI/Publications/

²² www.niassembly.gov.uk/globalassets/Documents/RaiSe/consider

5. Literature review *(National and international perspective, one list with a brief description of each documents' content)*

Queen's University Belfast -life experiences of asylum seekers and refugees in Northern Ireland

The research report was carried out by researchers from the Senator George J. Mitchell Institute for Global Peace, Security and Justice at Queen's for The Executive Office (TEO), with the aim of supporting the development of a refugee integration strategy.

Northern Ireland Strategic Migration partners - The Integration of Newcomer Children with Interrupted Education

Newcomer pupils are identified by the Department of Education as 'a child or young person who has enrolled in a school but who does not have satisfactory language skills to participate fully

This publication explains how newcomer children find the challenges of negotiating an unfamiliar school culture through an unfamiliar language that are compounded by their limited prior experience of formal education.

Equality Commission Northern Ireland - Every Child is an Equal Child

This is research relating to the relationship between low educational attainment and social exclusion.

Northern Ireland Assembly – Research and information Service

This paper provides a brief discussion regarding how the number of young people Not in Education, Employment or Training (NEETs) is calculated.

6. Identifying the models and methods used by VOLL teachers/trainers

There are copious amounts models that are uses by VOLL teachers within Northern Ireland; here in GEMS we put a strong stamp of employability this forms the basis of our training. Below is a programme we hope to be rolling out to our clients soon.

GEMS NI has developed a new integrated support service called **SPEAK** (Supporting People with Employment Access and Knowledge).

The service will be a bespoke service for minority ethnic participants from different backgrounds and will offer dedicated support for the development of IT skills & spoken English in their day to day lives with a focus on training and employment as an outcome. The project aims to work with 48 participants over the year In groups of at least 12 and will offer a dedicated provision which offer participants a key number of support functions:

1 - Development of IT user skills for the world of work/preparation for work by undertaking a 10 week course developed specifically for IT skill development participants. The planned requirement for engagement with this element of the course will be 3 - 4 hours per week.

2 - Development of their spoken English and Communication skills. Spoken English is potentially the biggest barrier faced by migrant job seekers and whilst many have skills and qualifications in professional areas, they are unable to progress into the paid work opportunities befitting their skills. Our programme plans to offer language development opportunities to participants in the form of conversation classes and English classes to help advance spoken levels to intermediate levels. An outcome from this will be to sign post or refer to higher level English development programmes available through local colleges or ESF funded projects in our area. This pathway support enables an increase in confidence and skills and helps to support participants with moving into new training or education opportunities.

3 - Promotion of Integration through learning, support workshops and finally employment (where this suits participant's needs). This is likely to include the involvement of support function with employers

7. Bibliography and external web links used for the report

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www.refugeecouncil.org.uk

www.lawcentreni.org

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Each national report should not have more than 15 pages.