

Ireland's National Integration Strategy

OPMI

Sept. 8th, 2014



Plan for the presentation

1. Introduction
2. Defining integration
3. Education
4. Health and wellbeing
5. Active citizenship and employment

1. Introduction: Intra-EU migrants

- **More than 70%** of the non-Irish population (CSO, 2011)
- More than 12.3 million EU-27 nationals living within the borders of the EU but outside of their own country of origin (Vasileva, 2011; Eurostat, 2010)
- Little known about ‘the objective and subjective profile of the emerging population of free-moving Europeans’ (Braun & Recchi, 2009: 85)
- Integration literature/policy statements/reports tend to ignore intra-EU migrants

Census 2006: 63,276 Poles (disputed)



Recession (return?)



Census 2011: 122,585 Poles

- 545,000 non-Irish nationals (c.12%); 387,000 are from EU countries → Poles make up 22.5% of the non-Irish population



2. Defining integration

- Process that ‘comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups’ (Redfield et al., 1936: 149) → **Two-way process**
- Question: ‘How do newcomers become part of a society?’ (Castles et al., 2002)

3. Education – Children

- Focus tends to be an examination of their physical rather than psychological health (Suárez-Orozco, 2005: 135)
- ESRI (2013) report on births: 18% (2004); 25% (2010)
- Almost 20% of non-Irish nationals are children (CSO figures)
- Schools: children from 160 countries; 200 languages; 70-75%, English/Irish is not their first language (DES, 2011)



- These children, many of whom are being raised bilingually and biculturally, represent a substantial percentage of Ireland's youth population, meaning that the future of Irish society at all levels is **intimately tied** to the adaptation of these children (see Suárez-Orozco & Suárez-Orozco, 2001).
- Census 2011: 122,585 Poles; **25,291 are children**



0-4 years old (pre-school)	5-12 years old (primary school)	13-18 years old (post-primary school)
10,011	10,355	4,925

(Personal communication, Central Statistics Office, Ireland)

Bilingualism and recommendations

- Overcoming the language barrier has been identified as ‘critical to successful integration’ (DJELR, 2000: 45; see also Ager & Strang, 2008: 182; Remennick, 2004; CBP 4)
- An integrated orientation (home and host cultures) – better sociocultural and psychological adaptation (Berry et al., 2006)
- Recommendations:
 - (i) Information is crucial: schools and parents; **recognition of first languages**
 - (ii) State recognition for complementary schools (links, policy partnership, resources, building space, funding, etc.)
 - (iii) EAL support
 - (iv) Language learning across the curriculum
 - (v) Child protection

4. Health and wellbeing

- **Culture in the Integration process**

Definition of culture: *'the deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.'* (Samovar & Porter, 1997: 13)



Culture is defined as a historically transmitted system of symbols meanings, and norms' (Samovar & Porter, 1997)

Importance of culture and language

- Symbols and meanings are the patterns that define culture.
- Culture is not necessarily a spoken language by people but the communication that links them.
- That culture is the way in which people solve problems.
- People from different cultures are likely to produce significant contrasts with respect to problem solving approaches.
- Culture shapes the way people view and interact with the world, so understanding cultural similarities and differences is essential for facilitating effective communication and collaboration in a rapidly globalizing world.
- In our experience, we believe that people needs to undergo to services related health issues in his own language.
- Unless this person speaks in two languages. Then he can choose, in which he feels more comfortable.

Integration and recommendations

- We need to bear in mind that, for some reason, Polish people decided to move to Ireland and live here; therefore, it is not good to be locked in their own community
- Clients should undergo psychotherapy in their own language and culture. We are all human beings and often we just stick to our own cultures
- The CKU is **a bridge** for Polish people to begin integration with the Irish and multicultural communities in Ireland
- It is **vitaly important** for our organisation to integrate with Irish organisations
- Recommendations
 - Increase the linguistic and cultural capacities of State and State-funded services
 - Promote bilingualism and the recruitment of Polish speaking professionals/ increase funds for Polish organisations
 - Provide English language learning opportunities

5. Active citizenship

25+ organisations/media, 30+ schools

Recommendations:

- Reinstate the Minister for Integration
- Secure migrant political representation within existing or new decision-making structures
- Improve voter registration

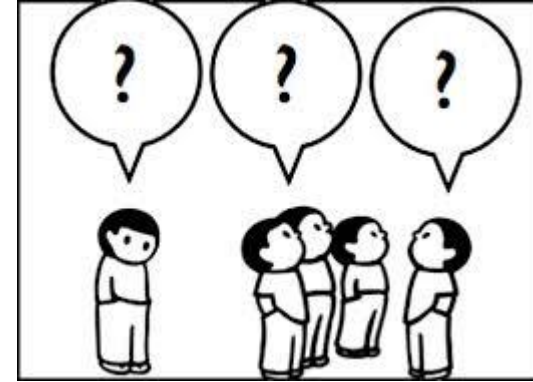
e.g. *Vote! You are at home* campaign



Employment

Language barrier?

Motivation and inspiration needed



Recommendations:

- Information packages with PPS (e.g. IVEA)
- Encouragement for public jobs
- Unions as a tool of access
- Encourage entrepreneurship

Authors

Forum Polonia: www.forumpolonia.org

CKU www.ckudublin.org

Irish Polish Society www.irishpolishsociety.ie

POSK www.en.poskdublin.org

Together-Razem Centre www.together-razem.org

Polish Complementary Schools from Dublin and Dundalk

www.polskaszkoladundalk.com

www.polskaszkolawdublinie.com/en

Polonia Razem www.poloniarazem.com

and various Polish and Irish community activists employed in various Irish organisations and institutions:

Artur Banaszkiwicz (Forum Polonia, employed at the Trade and Economic Department of the Embassy of the Republic of Poland in Dublin, coordinator of “Vote! You are at home” campaign, Complementary School SEN Board member, education consultant), **Wojciech Bialek** (Together-Razem Centre), **Barnaba Dorda** (Forum Polonia, IPS, POSK, organiser at SIPTU, coordinator of “Vote! You are at home” campaign), **Piotr Gawlik** (Forum Polonia), **Sylwia Golebiewska** (Polish Complementary School, Dundalk), **Tomasz Kostienko** (Polonia Razem, Forum Polonia, Polish Scouting Association, Parents’ Council of Polish Complementary School SPK in Dublin), **Emilia Marchelewska** (Cairde, CKU Centre for Counselling & Therapy, Forum Polonia), **Agnieszka Matys** (Polish complementary School SEN, Dublin), **Niamh Nestor** (UCD, Forum Polonia, IPS, Bilingual Forum Ireland), **Jarostaw Plachecki** (IPS), **Katarzyna Walkowska** (Together-Razem Centre).
Presenters: Artur Banaszkiwicz (Forum Polonia), Niamh Nestor (UCD) and Barbara Ozga (CKU, Centre for Counselling and Therapy)