

THIRD PRIZE:

Hira Naseem age 13, St. Dominic's
Secondary School
Title: Me

You call me names
You make me cry
You leave me out
And I ask why?
I could be your friend
If you gave me a chance
Don't look at the colour
Look at
Me

THE POETRY WINNERS

PRIMARY SCHOOL COMPETITION

FIRST PRIZE:

Demi Williams,
Age 9, Castaheany Educate Together
Title: The Yellow Flag

The Yellow Flag brings us altogether
Like the sun
It smiles when it rises
Like a lemon it squeezes juice for us to drink
Or like a daffodil it shines on our faces
We need to
Work together
Play together
And learn together
Like in Castaheany Educate Together

SECOND PRIZE:

Niamh Campian,
Abbie Sheehy and Amy Burk
Title: Feet

When you walk down the street and you look at
everyone you meet
You think of different people and all their different
feet
Because everyone is different in their own
special way
We play with them every day
They are kind to us
And we talk to them on the bus
Because everyone is different
So we treat them the same way
We should play with them every day

THIRD PRIZE:

Agnieszka Patrzatek and Sonia Jarosz
Age 11, Presentation Primary
Title: We are all different in some ways

We are all different in some ways
I'm from Poland,
You're from Kenya,
She's from France
And he's from Ireland.
We're all different in some ways,
But we can be very good friends!
We're small and we're big and it doesn't matter
Some people are a bit fatter
But it still doesn't matter.
There are punks and there are emos.
Some people don't like them, it has to be sad
And it's making me so mad
But at once we're all saying
There's only one HUMAN RACE!

SPECIAL PRIZE

A special prize was awarded to the following joint entries for making an effort to engage in a cultural exchange between Travellers and settled people when writing their poems.

Name: Ally Casey and Donna Hanifin,

St. Dominic's Secondary School

Age: 13 years old

Title: Settled People

Sweet and Kind

Energetic and friendly

Talented and smart

Thin and tall

Likeable and cool

Exciting and fun

Does everything you tell them to..

Peaceful and quiet

Easy-going

Open-minded

Proud and perfect

Lovely looking

Easy to talk to

Name: Lisa Corish

Age: 12

Title: Travellers

Traditions and weddings

Ravers

Always laughing

Very funny

Ethnic minority

Lovely and sweet

Loud

Energetic

Really friendly people

Smiles throughout

Yellow Flag Debating



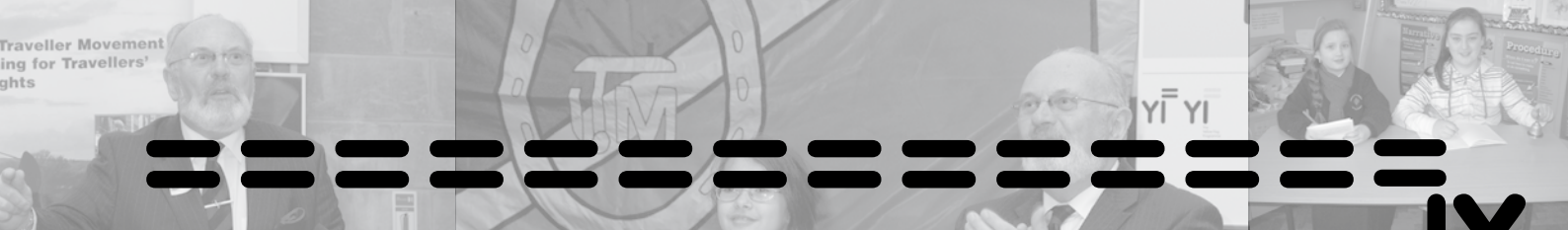
Informal conversations with teachers and students as well as feedback from the qualitative questionnaires suggested that there was a real interest in debating as a tool for promoting intercultural communication among students. Many of the students had already displayed their talents for public speaking at the Roundtable Discussion in December and during class discussions with the YF Co-ordinator, so it was decided that a further forum for these voices was needed. As a result, workshops were organised for the schools in order to begin the process of working towards an exhibition debate between the pilot schools. For logistical reasons, the workshops were limited to 5th and 6th class in the primary schools and 4th and 5th years in the secondary schools.

In the workshops, students brainstormed various topics and learnt about the rules and technicalities of debating. Students became very familiar with the formalities²⁸ of debating and what the students themselves termed 'polite fighting'. Students also learnt about the themes of respect for their opponents and fair play. Students were encouraged to express their own opinions on a variety of topics, but equally important, to listen to others as well. All students in the groups did several impromptu speeches in front of their class and it was a very enjoyable experience.

Students of all different academic abilities took part in the workshops. In fact, one of the unexpected findings of the process was just how much students with special needs and ESL²⁹ students enjoyed the experience as they did not have to

²⁸ For an indication of the formalities involved in the debate, please see excerpts from the students' speeches later in this chapter.

²⁹ English as a second language students



concentrate on writing, spelling or grammar in order to participate to a high standard. In particular, at primary level, there didn't seem to be many nerves or confidence issues. Literature from other innovative education programmes would stress the need for the child's voice to be respected and encouraged and this was certainly the case (Lift Off, 2006).

The debates gave the children a voice and the opportunity for them to give their opinions and their views which they don't always get in such an obvious way (Teacher, interview).

On the rare occasions there was reluctance to speak, these students were given the coveted role of chairperson, adjudicator or timekeeper. As a result, there was a real sense of teamwork and working together during these workshops. Workshops lasted between an hour and an hour and a half on several occasions. Additionally, a Yellow Flag Debating Handbook was also prepared with judging criteria, rules and technicalities, notes on the motions and the job of each person on the team.



Rationale for including Debating

Literature on intercultural education and previous research with practitioners/ educators (Fitzgerald, 2007), have identified a number of key skills considered to be central to intercultural education. These can be grouped into the four categories of communication, intellectual, social and action skills.

The skills to be able to communicate with others, the intellectual skills of being able to

see both sides of an argument, to understand alternative perspectives, to critically reflect on information and opinions (including one's own)... the social skills of being able to interact with others particularly across cultures and finally the skills to take action to challenge inequality, racism and prejudice (Fitzgerald, 2007: 11).

This is why debating was identified as a useful tool to engage young people in the YFP. Students had no choice about the side of the motion they were placed on, their research and fact-finding helped them to see there are two sides to everything and this helped them empathise with others and put themselves in the position of others. The debating workshops were also a worthwhile undertaking for the Co-ordinator to meet with the pilot students on a regular basis and interact with them without it seeming like an official meeting or inspection.

The Exhibition Debate

On Monday, May the 11th, the four pilot schools gathered together in a packed Walton Theatre in Trinity College Dublin. This was the first time in the entire pilot that a substantial amount of students and teachers from all of the four pilot schools had a chance to meet each other in the same place. We were extremely fortunate to have Senator David Norris as the debate chairperson on the day, whose commitment and good humour added tremendously to the success of the event.

Today's debate is an effective tool of the programme, which encourages children to take pride in one's own culture whilst sharing that culture with others. It aids the promotion of equality, human rights, tolerance, acceptance and understanding amongst children, where a healthy curiosity can be explored without the fear of saying the wrong thing (Senator David Norris, May 2009).

The Motions

The motion chosen for the primary school debate was **'That this House believes Ireland is the land of a hundred thousand welcomes'**. This was because it was felt to be quite topical and

linked into a lot of issues getting publicity in the news around the time.

**Order Paper:
'That this House believes Ireland
is the land of a hundred thousand
welcomes'**

Proposition: Castaheany Educate Together, Dublin 15	Opposition: Presentation Primary, Limerick
Mariam Agboola (1)	Natalia Nawrocka (2)
Patrick Rush (3)	Rebecca Radmall (4)
Zach Andrew (5)	Chelsea McNally (6)
Urosh Kutijevac (7)	Zoe Kiely (8)

The motion up for debate for the secondary schools was also quite a topical one. **'That this House would recognise Travellers as an ethnic minority'**. One of the reasons that this was topical was due to the ITM Campaign³⁰ calling on Travellers to be recognised as an ethnic minority. It was thought that this would get young people talking about the topic and challenge some of their pre-conceived assumptions.

**Order Paper:
'That this House would recognise
Travellers as an ethnic minority'**

Proposition: Mercy Mounthawk Secondary School, Tralee	Opposition: St. Dominic's Secondary School, Ballyfermot
Katelyn Galvin (1)	Leah Furey (2)
Ashton Mugabe (3)	Catriona McGann (4)
Patrick Fitzgerald (5)	Anne Connors (6)
Conor Cleary (7)	Jade Kearney (8)

Adjudication

In the first debate Presentation Primary were announced as the winners and Patrick Rush from Castaheany E.T. was declared the Best Speaker. In the secondary school debate, the team from Mercy Mounthawk was victorious, with Anne Connors winning the prize of Best Speaker. The adjudication

panel consisted of Seán Bracken (Marino Institute of Education), Rosemarie Maughan (Irish Traveller Movement) and Salma Shaarawy (Muslim Women Together).

Benefits of the Debate

The Yellow Flag Debate was hailed by many students and teachers as the highlight of their whole experience of the project.

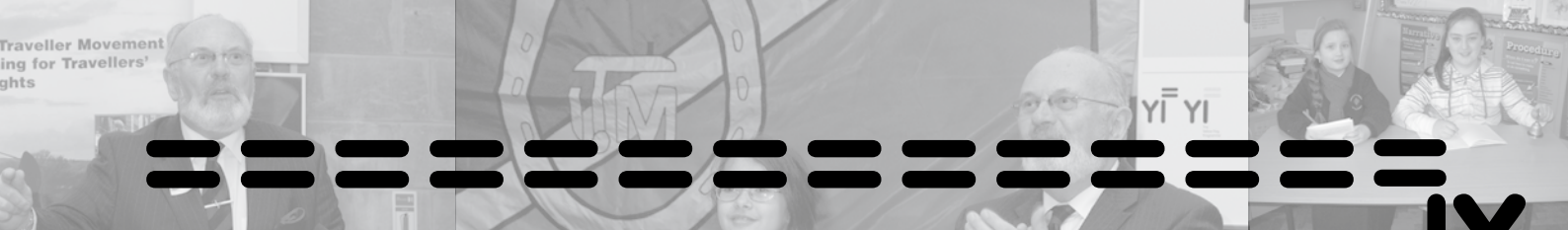
Highlight was definitely the trip to Trinity. It gave the children a fantastic chance to see the place and they learnt so much from it (Teacher, interview).

The debate was also a huge highlight for us. It was so fantastic to see that there was such a mixture of students on that trip from all age groups to backgrounds and they all gelled so well. It was a real mark of the success of the programme (Teacher, interview).

This was due to the fact that they could see so many of the strands of the project come together in this one event which was both a cultural celebration and an academic success for all. Schools put a lot of effort into the preparation for their debate. In Mercy Mounthawk, the ITM representative for the region as well as the Visiting Teacher for Travellers was invited in to meet with the team and help them brainstorm. Similarly, tutorials were held with students from the Traveller Community in the school who were not in the same year group as the debating team. This promoted intercultural dialogue in the school in a very real and tangible way. The students also said their speeches at a lunchtime event when they returned to Tralee, to ensure that students who had been unable to travel to Dublin would also be educated about the topic.

The ambition and scale of the event was also appreciated, especially at primary level. It was thought that these were some of the first primary students to have taken part in an official debate in Trinity College and this was something they all found very exciting. Debating is often not prioritised as a subject in schools until second level, but the primary students proved they were up for the challenge. Debating is something some of the students would never have had experience

³⁰ For further information about this campaign or to sign the online petition, go to www.itmtrav.com.



of and this was highlighted by one of the Principals involved in the project:

The children from the 5th and the 6th who were involved in the debating - it gave them a whole new subject and set of skills. Their sense of achievement and self-esteem as a result was amazing. There were children there from very poor backgrounds going up to the stage on Trinity and that is very important as it gave them the freedom to express ideas they have in their heads. One thing that would be very important for us in this school would be that children from a disadvantaged area would get the same opportunity as everybody else and before that it might have been regarded that something like debating would have been for the middle-upper class scene, but here you had people from disadvantaged backgrounds achieving just as much as someone from any background could do. I think the children here have fantastic talent and sometimes they don't always get opportunities simply because of their background and that is tragic. If education is something that is supposed to achieve change, that's what we are doing here. I mean, those children will never forget their experience of that day for the rest of their lives and they even got to be on television and everything! (Principal, interview).

Links to Step 7: Curriculum work was also very obvious. Debating and communication forms an important part of the English curriculum. The motion up for debate also had significance in the broader curriculum debate.

Very little of Travellers lives or culture is reflected in the school curriculum. A general overview of Traveller origins is usually included in C.S.P.E. and is very simplistic. I feel the inter-school debate this year in Trinity College gave students a real chance to look at Travellers from a Human Rights perspective and it forced students to consider the lives of "Real Travellers" not just the ones in the history books. I would like to see a lot more of this type of approach throughout the curriculum (Service Provider, Interview).

The process even got the schools thinking about how to expand it to other subjects as well.

What I think might be nice next year would be that we would put together a drama from all of the schools and try and explore other art forms (Teacher, interview).

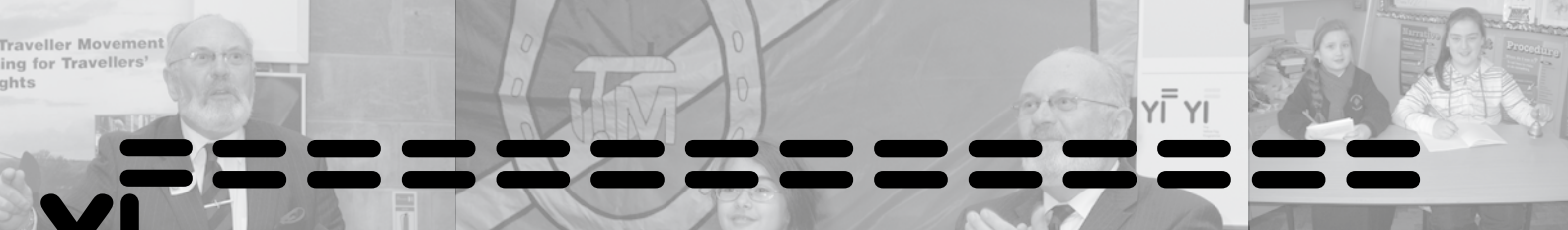
Conclusion

As already outlined, an essential benefit of both the debating workshops and the exhibition debate itself was how well they linked in with Step 7: Curriculum work.

Dialogue and story are identified as fundamental components of intercultural education. While it is important to give young people accurate information and to challenge stereotypes and misconceptions, equipping them with intercultural capacity is more effective if it is done through open dialogue which allows them to express their thoughts, fears and perceptions rather than simply telling them the 'right and the wrong' of the situation (NCCA, 2005: ii).

Another benefit of these initiatives was that it created quite tangible links between four random schools that would never have known each other otherwise.

We would be very keen to meet the other schools. Obviously sometime next year, but it would be lovely to meet the other teachers, we have heard so much about the other schools. Maybe a little visit next year, schools linking in with each other, to the best of my knowledge that doesn't happen with many other programmes. Schools don't communicate amongst themselves, it would be nice to have that opportunity (Principal, interview).



YI

Schools also relished the chance to finally meet all of the other participants in the Yellow Flag pilot. It was commented that it was unusual for primary schools and secondary schools to get to mix in such a fashion.

I really like the links that were forged between the four schools, even if they were only small. It's so random that we would have connections with schools from all over Ireland. The fact we got to know so much about the other schools also gave the children a sense of the wider world that is out there (Teacher, interview).

Yellow Flag Recommendations

- Yellow Flag initiatives such as art, poetry and debating should be continued and should be considered an integral part of the project for the future. Schools signing up for potential participation in the Yellow Flag Programme are displaying a commitment of involvement in these initiatives as well.
- Investigation into the use of other mediums, such as drama, should be undertaken by the schools and future research.
- The possibility of linking up schools in similar regions for 'friendly' / exhibition debates on intercultural topics should be investigated.

National Recommendations

- The YFCB should co-ordinate such national events between interested schools. Where appropriate, schools who are not officially participating in the Yellow Flag Programme may also sign up for such initiatives and attend the relevant national events.



The ITM Roundtable Discussion



The ITM Roundtable Discussion³¹

Another successful initiative that was organised as part of the Yellow Flag Programme was a roundtable discussion which was held in the Teachers Club in Dublin as part of Traveller Focus Week. The event saw almost 70 students, parents, Teachers, community and voluntary organisations and other relevant stakeholders from all over Ireland, come together to feed into the ITM's Yellow Flag Intercultural pilot.

At the roundtable event Paula Madden, Education Officer with the Irish Traveller Movement set the context for holding this event as part of Traveller Focus Week. Traveller Focus Week is an annual event that is coordinated every-year by a number of National Traveller organisations including ITM, Pavee Point & the NTWF the function of which is to

- Highlight the positive contributions that Travellers make to society
- To promote and support the building of positive relationships between Travellers and the wider community
- To promote Traveller ethnicity & culture
- To create discourse and engagement between Travellers and the wider society.

In 2008, the theme for Traveller Focus Week was Intercultural Dialogue, it also being the European Year of Intercultural Dialogue. The Yellow Flag project and the roundtable discussion itself therefore fitted well with this year's theme as the project is promoting interculturalism within schools; and the roundtable was providing an opportunity to create dialogue and get other groups and sectors to feed into looking at ways of supporting the project and its work in developing good practice around interculturalism and integration within schools.

ITM Education worker Paula Madden highlighted that unfortunately when sectors often discuss interculturalism and integration they tend to leave

out Travellers from this discussion. She went on to say how historically Travellers culture and identity has not been celebrated or validated within schools and that often Travellers go through the schools system hiding their identity and or not feeling their identity is validated. This was why ITM saw this project as an opportunity to take a lead around developing practical ways schools could develop a whole-school approach to interculturalism that includes Travellers and is also a broader collaboration with other ethnic, cultural, diverse & religious groups.

Following this Aoife Titley, the ITM Yellow Flag Project Co-ordinator gave an overview of the pilot and the work done to date. She outlined

- The rationale, as well as setting some context for the programme
- The steps of the programme
- The sampling and selection process
- The profile of the pilot schools
- The initiatives that have taken place including art logo competition, poetry completion, Yellow Flag Noticeboard/corner in schools, debating etc.
- Timeline
- Challenges, including the impact of Education budget cuts
- Future work

Personal perspectives

To set the context of the roundtable discussion parents and students gave an insight into their own experience of education in Ireland. Bridget Connors, a young Traveller from Ballyfermot and Annemarie Stokes a Traveller parent involved in the Galway Traveller Movement helped to set the context by giving their own personal perspective

³² This chapter is adapted from a previous report compiled by Paula Madden, ITM Education Officer



on why they felt it was important for them as Travellers for interculturalism to be promoted within schools. Bridget (aged 15) *outlined that 'if she had to hide who she was in school she would have been long gone; that she knew other Travellers who did hide their identity but felt that was terrible as it meant that they weren't being themselves'*

Salma Shaarawy, an Egyptian-Muslim parent spoke about her son's experience in school and gave the audience an insight into how a well intentioned initiative of a visit to a mosque had resulted in her son feeling self-conscious, highlighting the importance of including students as well as parents when developing responses to interculturalism. Finally Kiva Kaneshwaren, (aged 11) spoke of witnessing a boy from Nigeria being discriminated against by other students and how her own experience of racism had helped her to understand how this must have impacted on him. She highlighted the need for all people to identify and challenge racism and discrimination.

Roundtable Discussion

Participants at the Roundtable Discussion were allocated on arrival a group/coloured table to sit at. This allowed for groups to network as well as ensuring that there was good representation of the different stakeholders at each table. Among the topics discussed were the relevance of interculturalism in a widely changing education landscape, the programme as a whole-school approach and the development of the Yellow Flag from a pilot to a mainstream programme. Further information about the content of the discussion and the feedback from the groups is available in the Yellow Flag Newsletter and at www.itmtrav.com/yellowflag.

Conclusion

The Roundtable Discussion generated great energy around the project and enabled many relevant stakeholders to get together and discuss issues at an early stage in the research process. The general feeling of the afternoon was that developing a whole-school approach to interculturalism in schools was critical and should involve members of all communities in Ireland including Travellers. The event was hailed as a great success and many teachers referenced it as having been very beneficial to their involvement in the project as a whole.

The most positive experience of the Yellow Flag for me was being able to go to the Roundtable Discussion as part of Traveller Focus week. That was just fantastic to go and to be able to hear all of the various people speaking and telling their stories. If you are doing training again, it would be great to have people come along and talk to us in the school as well. Sometimes it is easier for a parent to talk to teachers in another school: it takes time for trust and comfort to build up among parents in the school you teach in regardless of their background. It truly was brilliant and we are hoping to incorporate some sort of similar format for our coffee morning next year (Teacher, interview).

Yellow Flag Recommendations

- An annual Roundtable Discussion should take place where relevant stakeholders in intercultural education can share their experiences and personal narratives. This

event will contribute to the advancement of policy in the area and the further development of the Yellow Flag programme.

- Schools signing up for future participation in the Yellow Flag Programme will also be displaying a commitment to partake in the Roundtable Discussion.
- Schools should make every effort to organise or participate in a relevant event as part of Traveller Focus Week.



National Recommendations

- The Yellow Flag Co-ordinating Body will endeavour to ensure that all key policy makers, education practitioners, elected representatives, representatives of education unions and all other relevant stakeholders will be invited to the Annual Roundtable Discussion.

YI Conclusion

Experience of the Schools: Testimonials

Overall, the experience of the pilot schools taking part in the Yellow Flag Programme was overwhelmingly positive. From the start, the teachers and the students displayed genuine levels of enthusiasm and excitement for all elements of the project and this goodwill and commitment remained evident despite the difficult education climate within which it operated. The close relationship between the Yellow Flag and the pilot schools is illustrated well in the following testimonials:

For our school it has enhanced our educational experience and made us more open and alert (Principal, interview).

Because we have such a large percentage of migrant children in the school, I hoped it would integrate the children into the school better and I'm delighted to say it did have a great influence on that. The broadness of the cultures is very visible around the school and now we are really like a school body, one unit. We are very proud of this achievement and our involvement in the Yellow Flag was a major contributing factor to that (Principal, Interview).

As a class teacher, the idea of the Yellow Flag for me, it felt it focused a little bit more the path of talking about interculturalism. We do so much already, focusing more on equal rights and trying to stop stereotypes and trying to help the children learn more about their culture, I just felt it gave it a lens or a sharper focus for what we are doing. It certainly gave us an appreciation of what we are doing. It just became more clear in the school. Everybody was doing it within their classrooms but then we were doing it as a school as well and we got a sense of school community and it became more visual in the school (Teacher, interview).

I loved doing the Yellow Flag and I told my

friends all about it in other schools! (Student, interview).

As a programme it has generated a lot of interest, a lot of curiosity among other schools in the area and the local community and I have no doubt as well that as soon as it is flying out there, people will be more interested in it as well (Principal, interview).

I think that a lot of the teachers and the students in the school had this idea that the Yellow Flag Programme was just going to be benefiting the minority cultures but really what it did was to create an environment of awareness for everybody (Teacher, interview).

It has changed the focus, it was always there underneath the surface whereas now it is out in the open and I think that is great. Even the name Yellow Flag now is instantly recognisable (Principal, interview).

The Yellow Flag Project is an excellent idea as it can serve to highlight the issues facing minority groups within the school community. It can also place collective responsibility on the whole school community to address these issues (Service Provider, Interview).

I would definitely do it again. For me, the benefits were great. It was a huge eye-opener (Parent, interview).

Like anything you take on, it was a lot of work, nothing worthwhile is easy. There is no point in being idealistic about it, it is hard work. It did require a lot of time and co-ordination and keeping track of it but it was definitely worth it. We would definitely do it again, Roll on Flag number 2! (Teacher, interview).

The Future

Considering the success of this innovative model, it is essential that the future of this project is prioritised and safeguarded so that the efforts of all involved can be recognised and celebrated.

The short-term and insecure nature of funding in the community and voluntary sector can heavily impinge on the work of organisations (Equality Authority, 2008) and this means that planning for the future in this context might be difficult. However, the curiosity and interest in the Yellow Flag Programme from education providers and prospective schools alike mean that the momentum that has been built behind the project and the effort that has gone into making it a quality programme should not go to waste.

The ongoing research element to the Yellow Flag has ensured that future schools interested in participating in the programme have a wealth of guidelines and proposals to act upon. In a similar way, the constant feedback from the schools about their experiences puts the ITM in the fortunate position of being able to deliver definite information about its prospective practical application. The following are a list of recommendations for the future development of the Yellow Flag Programme:

- It is important that the **Department of Education and Science** recognises the Yellow Flag Programme as a model of best practice in Intercultural Education and work in partnership with the ITM, key NGO's, the Department of Justice, Equality and Law Reform to ensure the project is mainstreamed in an effective and meaningful way.
- In order to maintain a meaningful level of personal contact with the schools, the post of the Yellow Flag Co-ordinator should be a full-time position. Furthermore, it is important that this individual has a background in education provision, be familiar with the curriculum and keep up to date with emerging intercultural educational trends.
- A **Yellow Flag Co-ordinating Body**, made up of relevant stakeholders and education practitioners should be established to oversee the further development and potential future mainstreaming of the Yellow Flag. Auxiliary assistance in the form of **administration support** and office space should also be made available to the Yellow Flag Co-ordinator.
- In order to contribute to the academic arena of intercultural education and curriculum development, it is essential that the **official research element** of the Yellow Flag Programme should be continued and supported. This will help produce recommendations about how to mainstream the programme as well as suggest ways in which it can be adapted for Youth Organisations and Third Level Institutions.
- For the authority and integrity of the project to continue, it is vital that the Yellow Flag Programme remains a **national initiative** and schools from a mix of geographical locations are chosen for future participation.
- To guarantee the Yellow Flag Programme remains a quality model of best practice, the **mainstreaming process** should not be rushed into. The YF Co-ordinator should continue to work with a small number of schools (maximum five at any time) until the Yellow Flag Co-ordinating Body identifies appropriate operational partners and articulates a suitable long-term plan.

Conclusion

The Yellow Flag Programme is a unique model of intercultural education in the sense it allows schools to develop their own agenda to mould the project to the specific concerns of their own circumstances. It was a project in which everybody was involved, ranging from the students, through to the teachers and many other members of the wider community. Schools identified their own problems and developed their own solutions, celebrated their distinctive identity and allowed the young people to take ownership of the project while also working in partnership with many stakeholders. As a result of all of these achievements, it can be considered a great success.

Central to this success was the role that was played by the Irish Traveller Movement in its inception, design and development. The leadership which was given by the ITM was invaluable in ensuring that the Traveller Community was, for the first time, fully included in an intercultural project such as this. Much can be learned from the Traveller experience of discrimination and exclusion and while this was not the sole focus of the Yellow Flag Programme, the ITM's co-ordination of the scheme guaranteed that the rightful inclusion of Travellers in the intercultural debate could be counted as one of its accomplishments.

Despite the perceived 'newness' of intercultural education, the distinctive role it plays within the general discussion on education can be seen clearly through the experience of the Yellow Flag Programme. This progressive project has made a significant contribution to assisting the cohesion of diverse groups in the Irish education system. Its success in creating a simple and practical model of best practice in a short space of time with relatively few resources means we can be optimistic about the future of intercultural education in Ireland. The Yellow Flag Programme has given schools an opportunity to display both creativity and goodwill, an opportunity which they have embraced with enthusiasm and success. The schools involved took part in the project with goodwill and dedication above and beyond which would normally be expected. In order for the programme not to solely rely on the goodwill of its participants, it is important that the Department of Education and Science recognise this opportunity to take a leadership role in supporting the project and work in partnership with key stakeholders to ensure its success continues. Considering the enthusiasm displayed by the students in the pilot schools over the course of the Yellow Flag Programme, it seems fitting to leave the last word to them.

We're running in a race and I think we're going to make it (Jack Whelan, age 10 Castaheany Educate Together).



YELLOW FLAG RESEARCH REPORT LIST OF RECOMMENDATIONS

Step One: Anti-Racism and Intercultural Awareness Training for Staff and Management

Yellow Flag Recommendations

- Staff should be provided with 1-2 information training sessions from the YF Co-ordinator during the academic year. These sessions should ideally take place in October and February and should act as a way of keeping in touch with staff and their progression on the steps of the programme. Staff should also be provided with a workshop style training session which has sufficient time for feedback and discussion.
- As part of the criteria for being selected for the Yellow Flag Programme, schools should provide the YF Co-ordinator with possible dates for these training sessions as soon as possible. When schools sign up for participation in the Yellow Flag Programme, they are displaying a commitment and willingness to partake in all elements of the training.
- Schools should have a say in what elements of training they would like to receive and there should be clear 'matching' of training and trainee profile with the requests from the school.
- The trainer should preferably have a background in education and should be familiar with the curriculum.
- At least one member of the Board of Management should attend the training sessions in the school and develop a formal method of updating the other members of the board about the content of the training and the progress with the project.
- Similar yet separate training should be made available to the Board of Management, the Parents Committee and Student Council where desired.
- The Anti-Racism and Intercultural Awareness Training should provide instruction and guidance about the development of an Anti-Racist Policy for the school.

National Recommendations

- Anti-Racism and Intercultural Awareness Training should form part of initial teacher education. Colleges of Education should adapt their current modules to include such instruction.
- The Department of Education and Science should provide regular and comprehensive training at in-service level on intercultural education matters.
- Despite the difficult economic climate, the necessity of intercultural education for the holistic development of students must be recognised and as such, the Department of Education and Science should reserve a specific budget for the support and development of this area.
- The Department of Education and Science should support the establishment of an independent expert body that can devise, deliver and accredit anti-racist and intercultural awareness training in an education context. Certified, accredited trainers should be made available to any school who wishes to participate in anti-racist training and a separate 'Training for Trainers' programme should be developed for teachers.
- Experts in the area of intercultural education should be encouraged to submit recommendations to the Department of Education and Science and these submissions should form the basis of the Intercultural Education Strategy.

Step 2: Involvement of Local Community Groups

Yellow Flag Recommendations:

- Schools should reach out to local migrant/ minority/ Traveller organisations in their area.
- Schools should reach out to local 'Gatekeepers' and gain contacts through well-connected individuals.
- In the absence of relevant local groups, schools should remember the support and resources that many national organisations provide in this area.



- Schools should undertake specific initiatives, such as those highlighted in this chapter, to make the schools more inviting to parents who want to get involved.
- Schools should open up the lines of communication with other schools in their locality and investigate the possibility of partner events in the area of interculturalism.
- Schools should send letters to locally elected representatives to tell them of their involvement in the project and invite them to relevant events.
- Schools should avail of the support provided to them over the course of the project by keeping in regular contact with the YF Co-ordinator and the Irish Traveller Movement.
- Schools should investigate the feasibility of linking in with local area based partnerships and avail of any support they may be able to provide through their Education Worker or their specific budget for such actions.

National Recommendations

- National organisations should make more effort to inform schools of the resources, supports and services they provide in the area of interculturalism.
- City and County Development Boards should get involved in the project and employ the Yellow Flag Programme as a potential mechanism to fulfill some of their social inclusion measures.
- The Department of Education and Science should support schools to resource a post of responsibility for teachers in the area of intercultural education.
- Small grants from national organisations should be made available to schools in order to facilitate their efforts on the Yellow Flag Programme.

Step 3: The Diversity Committee

Yellow Flag Recommendations

- YF Co-ordinator should assist in the establishment of the Diversity Committee and should attend the first meeting to facilitate an information session and answer questions.
- Schools should give deliberate and careful thought as to what time of the day their meetings should be in order to maximise involvement from groups with diverse

timetables. A regular day and time for meetings should be confirmed at the start of the year so members can plan their attendance in advance.

- Students are key players in the Diversity Committee process and schools should ensure that there is sufficient peer support for members taking part in meetings.
- Schools should make every effort to ensure that as many diverse opinions are represented on the committee as possible and that the committee is representative of the school population at large. Students should be the majority stakeholder on the committee.
- Schools should make efforts to get representation from local community groups on the committee.
- There should be a minimum of eight people and a maximum of 12 people on the Diversity Committee.
- Diversity Committees should aim to meet once a month.
- The Diversity Committee should regularly consult the Yellow Flag Timetable in the Handbook to ensure that progress towards targets is being met.
- Positions of responsibility should be distributed equally and committee members should take it in turn to act as Chairperson and Secretary.
- Schools should make every effort possible to use formal evaluation measures for this step. An agenda for each meeting should be set in advance and circulated to members where possible. Minutes must be taken for each meeting and made available to any member of the school community who wishes to read them. Templates for agendas and minutes are available in the Yellow Flag Handbook.
- Schools should develop feedback mechanisms that work for them and students should be supported with class-time to inform their contemporaries of Diversity Committee developments.
- In schools where there are low levels of diversity among the student population, schools should make extra effort to consult with minority groups in their area for advice and support.



National Recommendations

- The Department of Education and Science, as part of their Intercultural Education Strategy should recognise the potential of schools having such structures in place and support and resource the Diversity Committee as a model of best practice.

Step 4: The Intercultural Review

Recommendations

- The Intercultural Review should be conducted by the Diversity Committee, while involving as many members of the school community as possible.
- The Intercultural Review should be peer-orientated and teachers, students, parents and community representatives should take responsibility to consult with their contemporaries on a regular basis.
- The Intercultural Review should contain a mix of both formal and informal approaches to information collection and analysis. Further detail about such approaches can be found in the Yellow Flag Handbook.
- The Intercultural Review works best as an ongoing process. However, schools should aim to have two distinct periods of review in order to quantify the process. The initial review with a focus on fact-finding should begin in October and the assessment period of review and analysis of progress should begin in the month of February.

National Recommendations

- Issues arising out of the Intercultural Review should be communicated back to appropriate structures at a national level to inform and support relevant policy development.

Step 5: The Action Plan

Yellow Flag Recommendations:

- The Action Plan should be put together by the Diversity Committee and should reflect the detailed findings of the Intercultural Review.
- The Action Plan should be realistic and achievable in the timeframe allotted and should contain specific recommendations about how it is going to be carried out.
- The final school term is a hectic one so Yellow Flag Schools should aim to have all actions, apart from the Diversity Code, completed by this time.

- The Action Plan can also include long-term preparation for future academic years, where it is either too late to change existing school practices or where it is more appropriate to plan ahead.
- It is important that schools consider the NCCA (2005) guidelines of avoiding 'spectacular' or 'colourful events' and remember that events planned as part of the Yellow Flag Programme should form part of wider intercultural policy in the area.
- Constant dialogue and communication are very important for the Action Plan; schools should ensure as many relevant stakeholders in the school community are involved in the decision making process of the Action Plan as possible.
- The ongoing element of the Action Plan should be acknowledged and amendments to the document should be made in February following the second phase of the Intercultural Review.
- Action Plans can take whatever form a school wishes, however, a template is provided in the Yellow Flag Handbook.
- The Action Plan should be submitted to the Board of Management of the schools who should officially approve the plan before its implementation.

National Recommendations

- Intercultural and Anti-Racism week should be re-instated as a national event and the Department of Justice, Equality and Law Reform should take over the responsibilities once fulfilled by the NCCRI in this regard.
- Traveller Focus Week should continue to be supported and resourced by the Department of Justice, Equality and Law Reform.
- Small grants should be made available to schools to facilitate events as part of Anti-Racism Week and Traveller Focus Week.

Step 6: Monitoring and Evaluation

Recommendations:

- This step should be further developed to include methods of information dissemination for the project.
- A Yellow Flag Website should be established in order to have a central database of information, recommendations, guidelines and tips to assist schools in their running of the project.



- Schools should set themselves clear aims and objectives for their involvement in the Yellow Flag at the start of the process. Schools should ask the questions ‘How are we tracking our progress and how can we measure our success’?
- Schools should create a large Yellow Flag Folder with nine sections where progress on the nine steps of the programme can be clearly kept track of.
- It is important that the Yellow Flag Programme has a broad, visible presence in the school and as such, a Yellow Flag Noticeboard in a prominent place in the school is an important addition to the project.
- Schools should closely follow the Yellow Flag Timetable and familiarise themselves with relevant deadlines and upcoming events.
- A Yellow Flag Photography team should be put in place to visually document the experience for the school.
- A Yellow Flag Recording team should also be put in place to write short accounts of initiatives the school has participated in.
- Schools should take advantage of their own publications and add in regular updates about the Yellow Flag to their newsletter, website and yearbook. The use of the school library for information displays should also be considered.
- Research can be undertaken by members of the Diversity Committee to chart the progress of the school and compare data over the different months. Please see the Yellow Flag Guide to Conducting Research in your school for ideas on how to go about this.
- Informal fact-finding can also be used during the year to monitor and evaluate progress, by availing of informal meetings with students, parents and teachers to gather opinions and impressions.
- Reflection sheets can be used after Yellow Flag events in order to identify particular learning points of the experience. This could be especially useful for staff and management after the Intercultural and Anti-Racism Training sessions.
- The role of the Contact Teacher is especially important for this step. The YF Contact Teacher should provide an email address to the YF Co-ordinator for regular updates and devise an information dissemination plan for

these email updates to be forwarded to the rest of the staff.

- The role of the Diversity Committee is very important for this step as well and the output from their meetings needs to be given attention.
- Schools should avail of templates produced in the Yellow Flag Handbook to assist them with their monitoring and evaluation endeavours.

National Recommendations

- A Yellow Flag Co-ordinating Body (YFCB) should be established, resourced and supported in order to maintain a quality assurance role in the development of the project.
- The focus for ongoing research on the Yellow Flag Programme should centre around the development of the practical application of the project in the future. Data concerning the introduction of supplementary flags, the maintenance of existing flags and the safeguarding of flags needs to be produced.

Step 7: Curriculum Work

Yellow Flag Recommendations

- Schools should undertake Yellow Flag projects for State Exam subjects where significant percentages of the grades will be awarded for their efforts.
- Schools should liaise with contacts they made as a result of Step 2: Involvement of Local Community Groups to see if it is viable to place T.Y. students on work experience. LCA work experience slots should be considered as well.
- The knowledge base that exists among parents should be utilised where appropriate to help with relevant lessons and demonstrations.
- Yellow Flag should provide assistance to schools in placing students on work experience with relevant organisations in their area.
- Schools should keep track of sample lesson plans and records of project work for inclusion in the Yellow Flag folder.



National Recommendations

- The Department of Education should provide training on the NCCA Intercultural Guidelines.
- Guidelines contained in The Report on Recommendations for a Traveller Education Strategy (2006) should be fully implemented.
- The Department of Education and Science should proactively seek strategies and submissions from schools to inform curriculum review.
- The Department of Education and Science should acknowledge participation in the Yellow Flag Programme as an acknowledged Action Project for Junior Certificate Civic, Social and Political Education.
- Small grants should be made available to help facilitate students on Yellow Flag Work Experience placements.

Step 8: Going Beyond the Schools' Walls: Engaging with the Community

Recommendations

- This step should not continue in its current inception instead, its content should be distributed among several other steps on the programme. As a result, the Yellow Flag Programme will be re-designed as an eight-step programme.
- Work on this step which involved reaching out to community groups and cementing positive relationships in the wider community will be amalgamated with Step 2.
- Work on this step which involved gaining publicity and acknowledgment for Yellow Flag successes will form the basis of the new 'Information Dissemination' part of Step 6.
- Journalism modules in TY should liaise with Yellow Flag Diversity Committee to provide guidance and practical support in this area and where appropriate, invitations can be extended to local journalists to sit on the Diversity Committee.

National Recommendations

- The Yellow Flag Co-ordinating Body should continue to raise the profile of the Yellow Flag and raise awareness about intercultural education issues on a national level.

Step 9: The Diversity Code

Recommendations:

- The Diversity Code should be written primarily by the students
- The production of the Diversity Code should be the final step of the Yellow Flag to be done and should reflect the experience of the schools involvement in the programme
- Formulating drafts of the Diversity Code should not be left until the final term
- The Diversity Code should not be vague or generic
- Representatives from the Diversity Committee should work with Boards of Management to turn their diversity codes into anti-racist policies during the next academic school year
- The Diversity Code should not be replaced by an anti-racist policy, but rather seen as a stepping stone to formulating a broader policy in the area

National Recommendations

- All schools should have an anti-racism policy. As part of the Intercultural Education Strategy, the Department of Education and Science should ensure that all schools are being supported and resourced to develop an anti-racist policy.
- The Yellow Flag Co-ordinating Body should develop a series of practical guidelines for creating an anti-racist policy for schools.

National Co-ordination of the Yellow Flag Programme: Art, Poetry and Debating Initiatives

Yellow Flag Recommendations

- Yellow Flag initiatives such as art, poetry and debating should be continued and should be considered an integral part of the project for the future. Schools signing up for potential participation in the Yellow Flag Programme are displaying a commitment of involvement in these initiatives as well.
- Investigation into the use of other mediums, such as drama, should be undertaken by the schools and future research.
- The possibility of linking up schools in similar regions for 'friendly' exhibition debates on intercultural topics should be investigated.



National Recommendations

- The YFCB should co-ordinate such national events between interested schools. Where appropriate, schools who are not officially participating in the Yellow Flag Programme may also sign up for such initiatives and attend the relevant national events.

The ITM Yellow Flag Programme Roundtable Discussion

Yellow Flag Recommendations

- An annual Roundtable Discussion should take place where relevant stakeholders in intercultural education can share their experiences and personal narratives. This event will contribute to the advancement of policy in the area and the further development of the Yellow Flag programme.
- Schools signing up for future participation in the Yellow Flag Programme will also be displaying a commitment to partake in the Roundtable Discussion.
- Schools should make every effort to organise or participate in a relevant event as part of Traveller Focus Week.

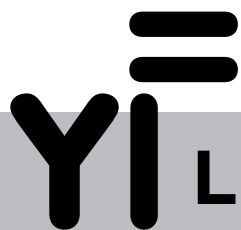
National Recommendations

- The Yellow Flag Co-ordinating Body will endeavour to ensure that all key policy makers, education practitioners, elected representatives, representatives of education unions and all other relevant stakeholders will be invited to the Annual Roundtable Discussion.

Conclusion Recommendations

- It is important that the **Department of Education and Science** recognises the Yellow Flag Programme as a model of best practice in Intercultural Education and work in partnership with the ITM, key NGO's, the Department of Justice, Equality and Law Reform to ensure the project is mainstreamed in an effective and meaningful way.
- In order to maintain a meaningful level of personal contact with the schools, the post of the Yellow Flag Co-ordinator should be a **full-time position**. Furthermore, it is important that this individual has a background in education provision, be familiar with the curriculum and keep up to date with emerging intercultural educational trends.

- A Yellow Flag Co-ordinating Body, made up of relevant stakeholders and education practitioners should be established to oversee the further development and potential future mainstreaming of the Yellow Flag. Auxiliary assistance in the form of **administration support** and office space should also be made available to the Yellow Flag Co-ordinator.
- In order to contribute to the academic arena of intercultural education and curriculum development, it is essential that the **official research element** of the Yellow Flag Programme should be continued and supported. This will help produce recommendations about how to mainstream the programme as well as suggest ways in which it can be adapted for Youth Organisations and Third Level Institutions.
- For the authority and integrity of the project to continue, it is vital that the Yellow Flag Programme remains a **national initiative** and schools from a mix of geographical locations are chosen for future participation.
- To guarantee the Yellow Flag Programme remains a quality model of best practice, the **mainstreaming process** should not be rushed into. The YF Co-ordinator should continue to work with a small number of schools (maximum five at any time) until the Yellow Flag Co-ordinating Body identifies appropriate operational partners and articulates a suitable long-term plan.



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Appendix 1

Diversity Committee Agenda Mercy Mounthawk – First Meeting

- Introductions
- Steps of the Yellow Flag Programme
- Initiatives – Details of Art competition
- Progress to date
- Intercultural Review details - Targets and events
- Dates for next meeting
- AOB

Appendix 2

Action Plan from Presentation Primary

Aims

- To improve the whole-school environment
- To promote the values of kindness, respect, tolerance and understanding among our students
- To promote the study of different cultures and countries around the world and minority cultures in Ireland

Objectives

- In our intercultural review we have highlighted many areas where we feel as a staff we are doing well in and areas where there is room for improvement. We have decided to focus on a number of important objectives for this year:

- To put in place strategies to deal with pupil misbehaviour in light of some of the small incidents that have come to our attention
- To put in place a school uniform policy which is inclusive to all
- To do project work on different countries in S.E.S.E and S.P.H.E and to use the Intercultural Education book for lesson plan ideas
- To develop a school charter on rights

(Presentation Primary, Yellow Flag notes)

Action Plan from St. Dominic's

St Dominic's also put together an Action Plan for next year. Below are a few selected examples from their plan.

Activity	Time – Frame	Who
Appointment of Intercultural Mentors / buddy system	Each New School year	Mentor / Prefect Co-ordination Team
Development of Policies e.g. - Social inclusion - Anti Racism	09-10	Management / staff / Student Council / Parent Council
Ecumenical prayers used to include students from all religious backgrounds	Christian Unity week / World Religion week / Ramadan / Advent / Lent	Religion Department / Student Council
Maps or posters show the countries or flags represented by the school population.	September – Dec 09	Intercultural Club
Map is placed in the entrance area of the school. Ribbons or threads connect the countries of origin of students to the location of the school.	Done	
A display of flags from different countries	September 09 - January 10	CSPE Classes
The word 'welcome' is written in the languages known by students in the school (including Cant)	September 09	Intercultural Mentors
A display of national costumes or photographs illustrating them	On-going	Diversity Committee
Art work and crafts of different ethnic origins displayed	On-going	Art department
Main Irish festivals information are put along the corridors in the different languages represented in the school	On-going	Intercultural Club / Diversity Committee / Intercultural Mentors
International Choir / Music Concerts	09-10	Music Department
Participation in Community Events which promote social inclusion	Traveller Focus Week Social inclusion Week Anti racism Week etc	Staff / student groups – Diversity Committee
Encourage Students to do work experience in office of groups who work with minority groupings	During Work experience for TY students 5th Year LCA 6th Year LCA	Co-coordinator of work Experience

(St. Dominic's, Yellow Flag notes).



Appendix 3

Sample Weekly History Scheme Presentation Primary, May 2009

Class Level	Fifth class
Date	11th – 15th May
Strand	Working as a Historian
Strand units	Irish Universities
Theme	Visit to Trinity College
Objective	1. Use imagination to reconstruct elements of the past 2. Personal observation of Trinity College 3. View the famous Long Library
Teaching Methods and Learning Activities	Hands on learning Using the child's sense of wonder as an agent of learning Physical experience
Resources	www.tcd.ie/about/history Coach to Trinity College
Integration	English – Visit to Trinity College to participate in intercultural debate History – learning about the Book of Kells
Assessment	Teacher observation The level of pupil participation in activities Pupil responses to oral questioning Pupil's SESE workbook
Differentiation	Oral work and questioning will be altered according to the ability level of the pupil being questioned Use of ICT

Appendix 4

Example of an SPHE Workshop Castaheany Educate Together

In Castaheany E.T., Therese Hegarty, an SPHE lecturer from Froebel College provided the school with SPHE workshops on Equality, Respect and Anti-Racism.

They created songs from the words of the students as well.

Some kids have to work all day. They do it to survive. Child labour is not right coz kids need play to feel alive. We could tell the Irish government to notice, put it right. The Irish had a famine once we know what hardship is like' (CETNS 5TH Class song).

She also did a project with the children in which each of them were invited to draw a tree to represent themselves. Each part of the tree represents something different:

- **Roots:** My family and cultural background. Where I come from. Where my parents come from. Important songs, sayings, food, celebrations, places for my family. Important things I have learnt from my family.
- **Ground:** My everyday life, the things I do regularly every day or every week
- **Trunk:** All the skills I have developed in my life so far
- **Branches:** My hopes and dreams for my life
- **Leaves:** All the people living and dead who have been important to me or who have inspired me or influenced me. Pets can be included too.
- **Fruits:** The gifts of my life.

All the trees were then displayed together in a forest and parents came to view the exhibition and to hear the songs (Taken from CETNS Yellow Flag notes).

Appendix 5

Hopes for involvement in the Yellow Flag (Teachers)

- Inclusion as a reality
- I would hope to reduce the social barrier that exists
- To be assisted in the challenges faced by teaching in relation to integration
- Equality and awareness of diversity
- Learning about other cultures, religions
- Making students more self-aware of their words
- Better understanding of different cultures
- A better appreciation amongst students of the culture of minority groups and respect for that culture
- More equality in school
- A more inclusive school
- Stronger working relationships with migrant parents, more awareness and empathy among staff and students for migrant families
- A happy school community where a people work together for the benefit of everyone
- To learn more about interculturalism and the terms that are current and respectful. To learn



strategies that I can pass on to the children in the classroom.

- I would hope that the children in the school will recognise all of us are equal and even though we have different cultures we can learn from each other
- A better understanding of the cultural backgrounds of pupils in the school and an improved attitude of respect between children in the school as regards difference in cultural backgrounds
- I would love to create a more unified classroom where all children feel totally involved and comfortable
- Better understanding of pupils in my class
- Greater understanding and knowledge of different culture and backgrounds of children in the class
- Create awareness in pupils of interculturalism and encourage an environment of inclusion and integration, while celebrating the diversity of all students in the school
- Learn a lot about different cultures, ethnic groups, races. Learn how to work with and teach intercultural education properly! Using the correct language, benefiting all children in my class
- More education for myself as a teacher
- A greater understanding of the diversity and ethnicity. To be a part of a movement that promotes a human 'togetherness'.
- Broaden my mind.
- To promote anti-racism. To promote children of different cultures mixing together in the class and yard as a lot of the cultures stay together in groups and don't mix. That other cultures accept and take on aspects of Irish cultures as well as Irish people learning about their culture

Appendix 6

Student views on Interculturalism

- People coming from all different backgrounds, religions, that sort of thing
- Working together with everybody and accepting that that is how it is
- It's about people from different countries in one place being positive to each other
- Interculturalism is people from all different countries, getting together as friends and

getting along

- Interculturalism means different cultures working together in an environment, for example a school. People will learn about other people's cultures and lifestyles
- You should treat everyone the same as you
- I think everyone should be treated the same no matter where they come from
- It is all kind of people but everybody should be treated the same. It doesn't go by the colour of your skin or your background
- Mixing religions and personalities
- Everyone has the right to be the same, Travellers, black people etc.
- I think everyone coming together is great. It is not right to criticise people because of their race
- No racism
- Lots of different people come together and they are not afraid to mix
- Socialising and communicating with other countries
- That everyone is welcome and treated the same
- When people from different countries mix with other students. No racism. Just people talking to people from other countries like they would talk to their friends.

Appendix 7

Student Comments on the Yellow Flag

- Everyone come together
- Treat us all equal – together we are one
- Use the yellow flag and make everyone happy
- Everyone belongs together
- Come together, join us
- Come together and have your opinion
- Everyone is the same
- Colourful cultures
- Everyone has the right to be the same
- Shine like the sun
- Shine like a star
- Yellow Flag, don't slag
- All together, share together
- Get up and make a difference
- Make new friends
- Unite us together and let us learn
- Live together, work together
- Treat others like you would like to be treated
- Put your heads together

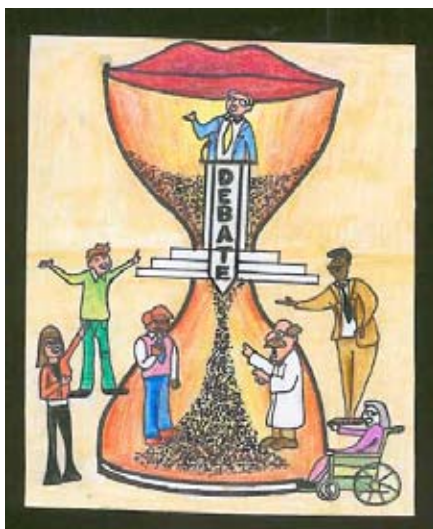
- Treat us all equal
- The more, the merrier
- Yellow Flag in your bag
- We are all the same but in different ways
- Together we are one
- Working together, problems are more easy to confront
- Can we do it – Yes we can!
- Come unite and never fight

Appendix 8

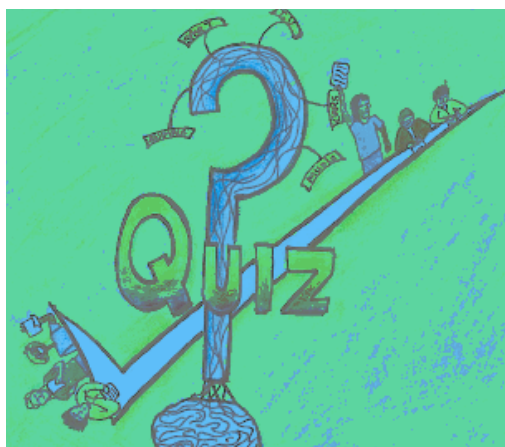
Promotional images for Yellow Flag Events

Designed by Áine Daly, Mercy Mounthawk

Yellow Flag Debate



Fundraising Table Quiz



Debate Quotes

The Proposition

The strands of our culture culminate to define us as a human being. At the present moment the education system of Ireland has ignored the Traveller community. There is not one iota about Traveller culture in primary and second level curricula. I myself was not taught nor aware of Traveller culture before being informed prior to this debate (Patrick Fitzgerald, Mercy Mounthawk).

Ladies and gentlemen, ethnicity may seem like a very abstract and aloof concept. But if we take only one thing away from this debate today, it must be the firm realisation that ethnicity is very real and very relevant. Ethnicity is identity. It is a sense of self; it is the roots that ground us.. But the Traveller Community has not always been allowed to take pride in its ethnicity. In a country where the word pavee, the name Travellers give themselves, is used as an insult; How could anybody claim the playing field is equal? (Conor Cleary, Mercy Mounthawk).

What this motion is today, Ladies and Gentlemen, is a call for change. These calls are growing louder and gaining momentum, and it is time to answer these calls. Just as one can't choose to be Chinese or Irish, male or female, tall or tiny, in the words of Bridget who is a member of the Traveller community, "You can't choose to be a Traveller, you are born one." In the twenty first century, we have matured. As a society, we have learned there is no "one size fits all" solution, and we have finally reached a stage where we accept and embrace our differences (Katelyn Galvin, Mercy Mounthawk).

Ladies and Gentlemen, "If you have health, you probably will be happy, and if you have health and happiness, you have all the wealth you need." This quote should apply to all of us here in this room, indeed in this city, in this fair green island of ours, however the truth is different. Travellers health statistics are much worse than those of the general population. Infant mortality among Travellers is more than twice that of the settled population with life

expectancy more than 10 years less than that of settled people (Ashton Mugabe, Mercy Mounthawk).

The Opposition

I am going to speak to you about my experiences in the education system as a Traveller. I remember my mother telling me about how she was segregated in a different class in school just because she was a Traveller and as a result did not learn to read or write. There were and continue to be many labels put on Irish Travellers (Anne Connors, St. Dominic's).

Ethnicity is a very complicated concept. We only have to look around the world at countries like Rwanda and the former Yugoslavia to know that sometimes ethnic conflicts occur when groups are segregated and labeled as different (Jade Kearney, St. Dominic's).

In the middle of such an uncertain climate as we are in, we have to ask ourselves do we have the financial security to bring in a measure like this that would cost a lot of money to organise and advertise? (Catriona McGann, St. Dominic's).

We agree in theory that Travellers should be recognised as an ethnic minority, but we say we have to be practical about this also and that the timing isn't right in this country at the moment with all of the pressing concerns that the Government have (Leah Furey, St. Dominic's).

The Proposition

Chairperson, Adjudicators, Members of the Proposition, Members of the Opposition, Ladies and Gentlemen, Good afternoon. On behalf of all of my team I would like to welcome you here to Trinity College and to say how happy we are to take part in the Yellow Flag debate. I would also like to welcome the Presentation Primary team who came all the way from Limerick this morning. It's very nice to meet the other Yellow Flag schools. We have heard all about you and we wish you the best of luck in the debate (Mariam Agboola, Castaheany E.T.).

Irish tourism was born out of the heart of Irish people – their willingness to help, their endless capacity to chat and tell stories and their general good nature. We were good at it and everybody love us for it. When I visited the Melting Pot Festival I made friends with a group of Ugandan women and they described to me how welcome they felt in this little rural town in Donegal and how they were looked after by everyone (Patrick Rush, Castaheany E.T.).

Another reason that Ireland is welcoming is because it is a democratic country. Many people come to Ireland because not like in some other countries, you get a chance to have your say in politics (Zack Andrew, Castaheany E.T.).

Now I would like to talk to you about Ireland's great reputation in the world. Ireland is very popular throughout the world because of its kindness and generosity. For example, sometimes when you walk down the street some strangers will walk up to you and say 'Hi' or 'Hello' even if you don't know them (Urosh Kutijevac, Castaheany E.T.).

The Opposition

I feel welcome in Ireland. Luckily most of the time I have no problems. However, I have had some problems in school like some girls were calling me names, telling me to go back to Poland. That was not very welcoming! The Yellow Flag has been very good for me. We have learned about issues of racism and interculturalism. It has helped my class become more understanding. Our school has had lots of fun days like coffee mornings for parents and an intercultural concert. We look forward to flying our flag outside the school (Natalia Nawrocka, Presentation Primary).

I am going to talk to you today about the problems of racism and how Ireland is not as welcoming to people from different countries as they could be. My granddad told me that once upon a time in Ireland you would be welcomed like a dog wagging his tail but now people are more likely to growl at you' (Rebecca Radmall, Presentation Primary).

Now I am going to talk to you about the

government. One of the girls in our schools said that if you take the fada from Fianna Fáil you get Fianna Fail and the government has failed us in education because there have been lots of cuts (Chelsea McNally Presentation Primary).

I am going to talk to you about the problems in the environment. In 2008, an Irish Business against litter survey found that almost half of all approach roads to towns are litter and that Limerick, Cork, Kilkenny and Galway are slipping back from previous improvements (Zoe Kiely, Presentation Primary).

Appendix 9

LIST OF MEMBERS OF THE YELLOW FLAG STEERING GROUP

Mary Cassidy	Tallaght Travellers Community Development Project
Winnie McDonagh	TESO project, Barnardos
Cathal Kelly	Equality Authority
Moira Mulcahy	ASTI
Salma Shaarawy	Muslim Women 15
Doaa Morsej	Muslim Women 15
Nahid Siraj	Muslim Women 15
Kate Morris	NCCRI till Dec 09, continued as individual member
Sean Bracken	Marino Institute of Education
Patricia Oliver	An Taisce 'Green schools programme'
Amel Yacef	The BASE Youth Centre Ballyfermot
Tina Connell	Sports Against Racism
Louise Daly	Educate Together
Paula Madden	Irish Traveller Movement
Doaa Morsy	Muslim Women 15
Naheed Siraj	Muslim Women 15

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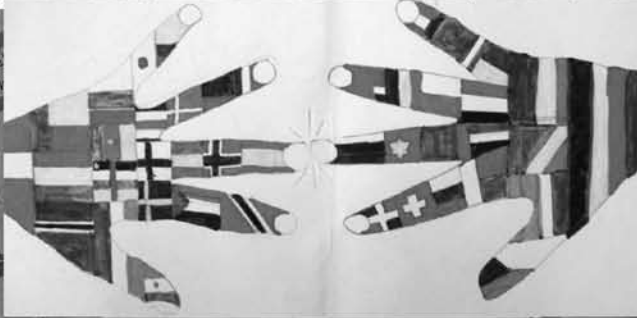
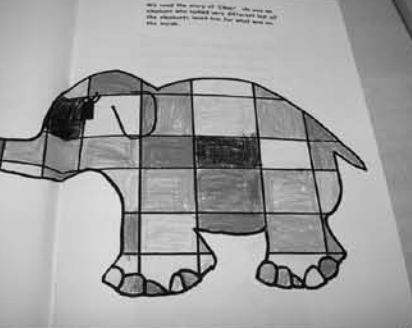
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