

A Report for  
The One Foundation

MINORITY CHILDREN FUND:  
EVALUATION REPORT

Prepared by

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February 2009

# The One Foundation

## Foreword to the Minority Children's Fund, Evaluation Report

Few would argue that future integration and social harmony requires an active investment in reaching out to and engaging with ethnic minority young people, and that the earlier and better we do it the greater the potential benefit to all. However, doing it well is challenging and does require both thought and courage. The experience of the projects in this fund is that to be successful requires changing mindsets, changing practice and building understanding and ownership throughout the organisation if barriers to access are to be overcome.

Recognising this and concerned that there was little evidence of ethnic minority children and young people being engaged in mainstream youth and children's organisations we established the Minority Children's Fund as a one year fund to catalyse activity and draw together the people and organisations leading out in developing practice to capture and share lessons learned.

It is our strong belief that time is of the essence. If we are to learn from other European countries and avoid having an alienated group of second generation ethnic minority children we must prioritise active outreach and learn the lessons already known about how to do this well.

It is worthwhile to note that when we initially conceived of such a fund, we allocated €300,000. However, when we looked at the projects coming forward we saw an opportunity if we enlarged the fund to capture learning from a clustering of different approaches and settings, to try to understand better what works where and the differing challenges. Hence the projects cover in-school and out-of-school, from increasing outreach activities to strategy development, aimed at both children and young people. We are pleased that this has worked but recognise that the sample is so small that it cannot be definitive. However, we hope the many programmes and strategies that have been undertaken can serve as models to inform other's thinking.

Collectively there are many valuable lessons to be drawn from this initiative. In order to share the learning from the projects undertaken, Dr. Kieran McKeown was commissioned to evaluate the work sponsored by the fund at the one year point. This evaluation draws out 5 key lessons, which we believe are an important contribution to furthering the discussion on the work of integration of ethnic minorities into mainstream services for children and young people. It is important to bear in mind that this evaluation is a snapshot in time, and it is our belief that the work begun under this fund will only realise its full impact in the coming years.

Finally, we wish to commend the work of the 17 grantees and thank them for sharing their learning so openly in order to better inform the ongoing work of others and positively influence our approach to integration.

Emma Lane-Spollen, Deputy CEO  
The One Foundation, February 2009

## Table of Contents

<b>ACKNOWLEDGEMENTS</b>	<b>6</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>PART ONE</b>	<b>9</b>
<b>CONTEXT FOR EVALUATION</b>	<b>9</b>
1.1 Setting the Scene	9
1.2 Design and Scope of Fund	10
1.3 Evaluation Framework	12
<b>PART TWO</b>	<b>14</b>
<b>EVALUATION OF LARGE GRANTEES</b>	<b>14</b>
2.1 Introduction	14
2.2 Was the proposal implemented and did it have an impact?	14
2.2.1 Foróige	14
2.2.2 FAI	15
2.2.3 NYCI	16
2.2.4 Summary of Large Grantees	17
2.3 Organisational characteristics that influence integration	18
2.4 Contextual characteristics that influence integration	19
2.5 Characteristics of minority communities that influence integration	19
2.6 Advice on preparing a strategy to include minority children	20
2.7 Advice on public policy to include minority children	20
<b>PART THREE</b>	<b>22</b>
<b>EVALUATION OF SMALL GRANTEES</b>	<b>22</b>
3.1 Introduction	22
3.2 Was the proposal implemented and did it have an impact?	23
3.2.1 Dublin 7 School Completion Programme	23
3.2.2 Chester Beatty Library & Draíocht Arts Centre	24
3.2.3 Irish Traveller Movement	25
3.2.4 Fingal County Childcare Committee	26
3.2.5 Roscommon Partnership Company	27

3.2.6 Edmund Rice Heritage Centre in Waterford	28
3.2.7 Canal Communities Intercultural Centre	29
3.2.8 Kerry Diocesan Youth Services	30
3.2.9 The Cavan Centre	31
3.2.10 County Longford Youth Service	32
3.2.11 The Base, Ballyfermot	33
3.2.12 Rathcoole Community Council Youth Services	34
3.2.13 YMCA InterYouth Project	35
3.2.14 SARI Sport Against Racism Ireland	36
3.2.15 Summary of Small Grantees	37
<b>3.3 Organisational characteristics that influence integration</b>	<b>38</b>
<b>3.4 Contextual characteristics that influence integration</b>	<b>39</b>
<b>3.5 Characteristics of minority communities that influence integration</b>	<b>39</b>
<b>3.6 Advice on preparing a strategy to include minority children</b>	<b>41</b>
<b>3.7 Advice on public policy to include minority children</b>	<b>41</b>
<b>PART FOUR</b>	<b>43</b>
<b>SUMMARY AND CONCLUSION</b>	<b>43</b>
<b>4.1 Introduction</b>	<b>43</b>
<b>4.2 Design and Scope of Fund</b>	<b>43</b>
<b>4.3 Evaluation Framework</b>	<b>44</b>
<b>4.4 Results from Large Grantees</b>	<b>44</b>
4.4.1 Project Implementation	44
4.4.2 Project Impact	44
4.4.3 Project Lessons	45
4.4.4 Next Steps	45
<b>4.5 Results from Small Grantees</b>	<b>45</b>
4.5.1 Project Implementation	45
4.5.2 Project Impact	46
4.5.3 Project Lessons	46
4.5.4 Next Steps	46
<b>4.6 Synopsis of Results</b>	<b>46</b>
<b>4.7 Programme Lessons</b>	<b>49</b>
4.7.1 The School as a Setting for Integration	49
4.7.2 Developing a Strategy as an Instrument of Integration	50
4.7.3 The Challenge of Youth Work	50
4.7.4 The Challenge of Sport	51
4.7.5 Staff Recruitment and Retention	52
4.7.6 Size of Grant and Size of Impact	52
4.7.7 Management of the Minority Children Fund	53
<b>4.8 Concluding Comment</b>	<b>54</b>

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The Minority Children Fund was managed by Vicky Brown, Portfolio Manager for The One Foundation, in the period up to July 2008 prior to her maternity leave. Since then, it was managed by Jonathan Tiernan, Portfolio Analyst for The One Foundation. It has been a pleasure to work with Vicky and Jonathan. Both were enormously helpful in ensuring that all data for the evaluation was collected in an appropriate and timely manner.

This report has benefited greatly from the comments made on earlier draft Jonathan Tiernan, and Emma Lane Spollen, Deputy CEO of The One Foundation. Their comments were insightful and our discussions helped greatly in drawing out the key lessons which have been learned from the Minority Children Fund.

All 17 projects<sup>1</sup> who were grant-aided by the Minority Children Fund were fully cooperative with the evaluation. Their responses to the evaluation were thoughtful and reflective, and offered a range of valuable insights into the process of integrating minority children which we have recorded in the report. The 17 projects and their contact persons are:

- |   |                  |
|---|------------------|
| 1. Foróige  | Rachel Murphy    |
| 2. FAI – Football Association of Ireland          | Des Tomlinson    |
| 3. National Youth Council of Ireland              | Johnny Sheehan   |
| 4. Dublin 7 School Completion Programme           | Conor Casby      |
| 5. Chester Beatty Library & Draíocht Arts Centre  | Jenny Siung      |
| 6. Irish Traveller Movement - Yellow Flag Project | Paula Madden     |
| 7. Fingal County Childcare Committee              | Michelle Butler  |
| 8. Edmund Rice Heritage Centre Waterford          | Anne Nolan       |
| 9. Roscommon Partnership                          | Joseph Nyirenda  |
| 10. Canal Communities Intercultural Centre        | Patricia Higgins |
| 11. Kerry Diocesan Youth Services                 | Nora Butler      |
| 12. The Cavan Centre                              | Sheena O'Brien   |
| 13. County Longford Youth Service                 | Mark Noble       |
| 14. The Base, Ballyfermot                         | Jacqui Hoy       |
| 15. Rathcoole Community Council Youth Services    | Sean Reid        |

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<sup>1</sup> Note that the Cabra Partnership is not included in the evaluation since it received a nominal amount (€50) and there are no reports from it for the evaluation.

16. YMCA InterYouth Committee

Mark Moran

17. SARI – Sport Against Racism

Frank Buckley

In acknowledging each and every contribution to the evaluation, it is important to emphasise, as with all studies, that responsibility for the report, and any errors it may contain, rests entirely with the author.

Kieran McKeown,

18 February 2009

## **Introduction**

The Minority Children Fund is a one-year, once-off, grant scheme to support the inclusion of minority children in the activities and services of youth and sports organisations. The fund was set up and distributed in 2007. Seventeen organisations throughout Ireland were awarded a grant to promote the inclusion of minority children in their activities during 2008/9.

A total of €525,735 was distributed in two funding streams: large grants and small grants. Three organisations received large grants amounting to €285,050 in total, equivalent to 54% of the fund. Fourteen organisations received small grants amounting to €240,685 in total, equivalent to 46% of the fund.

In view of these two funding streams, it was decided to separately evaluate each stream while nevertheless providing an integrated summary and conclusion. As a result, the report is divided into four parts:

- Part One: Context for the Evaluation
- Part Two: Evaluation of Large Grantees
- Part Three: Evaluation of Small Grantees
- Part Four: Summary and Conclusion.

## Part One

### Context for Evaluation

#### 1.1 Setting the Scene

The concept of a Minority Children Fund was developed by The One Foundation during 2007 against a background of substantial immigration into Ireland in recent years. In 2006, the Census of Population recorded that there were 420,000 non-Irish nationals living in Ireland, equivalent to about 10% of the total population, of whom about two thirds originated from within the EU25<sup>2</sup>. The flow of net inward migration strengthened from 1996 onwards but accelerated after 2004<sup>3</sup> when, with the accession of new member states, EU15 became EU25, and then became EU27 in 2007.

It is true that many immigrants have found jobs and homes in Ireland, and are integrating into Irish society. At the same time, recent research suggests that immigrants, especially those who are black and do not speak English as a first language, have higher risks of unemployment compared to Irish nationals<sup>4</sup>. Other research has also shown that 'some 24 per cent of non-Irish nationals feel they have been discriminated against over the preceding two years, just over twice the rate for Irish nationals'<sup>5</sup>. In relation to children, national survey has shown that immigrant students tend to have less positive experiences of school and are more 'more likely to report that they have been bullied in school in the past couple of months'<sup>6</sup>. These findings suggest that Ireland has some way to go in order to fully accommodate the inclusion of a more culturally diverse population.

The onset of recession in 2008, and the reversal of a sustained 15-year period of economic growth between 1992 and 2007, is likely to reduce the level of immigration into Ireland, and may also induce the departure of immigrants who have already settled here. At the same time, many immigrant families and their children are now settled in Ireland, and 'second generation' children are already born.

The Minority Children Fund is based on a recognition that Ireland has few state-designed integration programmes; and there are few agencies, whether immigrant-focused or youth-focused, who target the needs of immigrant or minority children. It is true that national policy acknowledges the importance of integrating

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2 Central Statistics Office, 2007, Census of Population 2006, Volume 5: Ethnic or Cultural Background, Including Traveller Community, July, Dublin: The Stationery Office.

3 Central Statistics Office, 2007, Census of Population 2005, Quarterly National Household Survey, Equality Module, Dublin: The Stationery Office.

4 O'Connell, P., and McGinnity, F., 2008, Immigrants at Work: Ethnicity and Nationality in the Irish Labour Market, Dublin: The Equality Authority.

5 Russell, H., Quinn, E., O'Rian, R., and McGinnity, F., 2008, The Experience of Discrimination in Ireland: Analysis of the QHNS Equality Module, Dublin: The Equality Authority, pxii.

6 Molcho, M., Kelly, C., Gavin, A., and Nic Gabhainn, S., 2008, Inequalities in Health Among School-age Children in Ireland, October, Galway, Health Promotion Research Centre, NUIG, p.6.

immigrants – as enunciated in the National Action Plan Against Racism<sup>7</sup>, the Social Partnership Agreement<sup>8</sup>, the National Development Plan<sup>9</sup>, the National Youth Work Development Plan<sup>10</sup>, and by the Office of the Minister for Children<sup>11</sup> – but there are few concrete measures in the field of youth and sports sector to actively promote the integration of minority children.

From a longer term perspective, The One Foundation is aware of the need to learn from the failures of other countries – such as England and France - where the lack of a proactive integration policy for immigrants has imposed a substantial cost on these communities and on society in general. In these countries, children and young people typically present the first symptoms of exclusion from the host society by under-achievement at school, under-participation in mainstream youth and sports organisations, and a tendency towards anti-social behaviours. In light of these considerations, The One Foundation decided to set up the Minority Children Fund as a one-year, once-off, grant scheme to support the inclusion of minority children in the activities and services of youth and sports organisations.

## **1.2 Design and Scope of Fund**

The Minority Children Fund is designed to give grants to youth and sports organisations for the purpose of including minority children in their activities. Minority children, as defined by the fund, include newly arrived immigrant families, asylum seeking children, Irish-born children of immigrants, as well as indigenous Travellers.

The One Foundation regards its grants as investments. In the case of the Minority Children Fund, it is seen as an investment in learning how to promote the integration of minority children, while at the same time producing some concrete examples of it.

The fund sought applications for two types of grant: (i) large grants and (ii) small grants. Invitations for large grants were targeted at larger national organisations in the youth and sports sector, and invitations were issued to Foróige, FAI, NYCI, GAA, IRFU, IMMA, Barnardos, etc. These grants ranged in size from €20K-€100K. Small grants, by contrast, were distributed through an open application process from more locally-based youth and sports organisations, and ranged in size from €1K-€20K.

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7 Planning for Diversity: National Action Plan Against Racism, Dublin: Published in January 2005.

8 Towards 2016: Ten-Year Framework Social Partnership Agreement 2006-2015. Published by Department of the Taoiseach in June 2006.

9 National Development Plan, 2007-2013, Transforming Ireland – A Better Quality of Life for All. Published by the Stationery Office in January 2007.

10 National Youth Work Development Plan 2003-2007. Published by the Department of Education and Science in August 2003.

11 The National Children's Strategy: Our Children – Their Lives. Published by the Stationery Office in November 2000. Also, The Agenda for Children's Services: A Policy Handbook. Published by the Office of the Minister for Children in November 2007.

In order to qualify for a grant, all organisations had to be involved in direct service provision – not referral-based work. In addition, the organisation needed to work with all children and young people, and not just those from the immigrant community. In order to qualify, each project also had to show that it had an explicit focus on outreaching to minorities. Equally, organisations had to demonstrate a capability in terms of good practice or innovation – such as a model that can be replicated - or the development of policies and strategies for increasing access to minority children. Grants were to cover current but not capital costs, and were to required to produce outcomes such as proactively including minority children, developing an intercultural policy or strategy, or determining good practice / effective approaches.

**Table 1.1 List of Organisations in the Minority Children Fund by Size of Grant**

<b>Name of Organisation</b>	<b>Theme</b>	<b>Amount</b>
<b>Large Grantees</b>		
1. Foróige	strategy & programme (urban)	€9,917
2. FAI - Football Association of Ireland	strategy & programme (urban 7 rural)	€6,050
3. National Youth Council of Ireland	strategy (national)	€89,083
<b>Sub-Total</b>		<b>€285,050</b>
<b>Small Grantees</b>		
1. Dublin 7 School Completion Programme	afterschool programme (urban)	€15K
2. Chester Beatty Library & Draíocht Arts Centre	school arts programme (urban)	€20K
3. Irish Traveller Movement Yellow Flag	intercultural project in urban schools	€20K
4. Fingal County Childcare Committee	strategy (kids <14, urban)	€20K
5. Edmund Rice Heritage Centre Waterford	strategy (rural)	€18K
6. Roscommon Partnership	strategy (rural)	€10K
7. Canal Communities Intercultural Centre	strategy & programme (urban)	€20K
8. Kerry Diocesan Youth Services	outreach programme (youth/rural)	€15.8K
9. The Cavan Centre	outreach for activities (urban/rural)	€20K
10. County Longford Youth Service	resource for outreach (rural)	€20K
11. Rathcoole Community Youth Services	gaming club (urban)	€7.7K
12. The Base, Ballyfermot	youth café (urban)	€18,4K
13. YMCA InterYouth Committee	service expansion (urban)	€15K
14. SARI – Sport Against Racism	youth programmes in sport (national)	€20K
<b>Sub-Total</b>		<b>€240,685</b>
<b>Total</b>		<b>€525,735</b>

Applications were received in September 2007 and the final decision was made in October 2007. All grants were drawn down in full by the 1<sup>st</sup> December 2007. A total of 92 applications – 7 for large grants and 87 for small grants were received. From this, 17 successful applicants were selected<sup>12</sup> – 3 large grants and 14 small grants - amounting to a expenditure of €25K. The list of successful applicants is in Table 1.1.

A meeting of the successful applicants to the Minority Children Fund was convened by The One Foundation on 23<sup>rd</sup> January 2008. This was a day-long event comprising presentations the purpose of the fund from Deirdre Mortell and Vicky Brown, presentations on initiatives to include minority children from FAI and Foróige, small group discussions, and a presentation on the evaluation framework and the reporting requirements for grantees. A second convening of the grantees is scheduled for February 2009 to coincide with the launch of the evaluation report.

### **1.3 Evaluation Framework**

The evaluation has two objectives:

1. To assess if the work undertaken through the Minority Children Fund has achieved the aspirations set out in the funding application.
2. To draw out the lessons from this work and inform policy and practice on how to include minority children.

In order to meet the first objective, we compared baseline data, based on the application from each organisation, with follow-up data, based on its reported activities and outcomes. In order to meet the second objective, we drew out the implications of this data, drawing on the answers of projects to the following five questions:

1. What characteristics of your organisation – such as size, skills, attitudes, resources, etc - made it easy or difficult for you to include minority children?
2. What characteristics of the social context – such as type of neighbourhood or client group, type of activity, geographical location, etc - made it easy or difficult for you to include minority children
3. What characteristics of minority communities – such as language, parental interest, numbers and age of children, etc - made it easy or difficult for you to include minority children?
4. If asked to advise other organisations like yours on how to prepare a strategy for including minority children, what advice would you give?
5. If asked to advise the government on public policy for including minority children, what advice would you give?

All projects were contacted to clarify any matters of fact or interpretation, and to draw out the implications of their work.

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<sup>12</sup> Note again that the Cabra Partnership is not included in the evaluation since it received a nominal amount (€650) and

This evaluation, although appropriate to the task, is a relatively modest exercise compared to the what is possible using more complex models of evaluation<sup>13</sup>. In view of this, it is worth drawing attention to a number of limitations associated with the evaluation. First, all of the data is based on self-report from the project promoters. As such, the data has not been independently audited or verified. Second, we have no data on the end-users of projects and how they may have experienced the activities funded by the Minority Children Fund. Third, we have no independent data on how the project may have impacted on the management, staff or volunteers in each organisation. Fourth, there is great variety in the context and methods of work in the different projects and, while this is beneficial in showing the diversity of approaches to integration, it does not lend itself to a systematic assessment of efficiency, effectiveness or value-for-money. Fifth, the full impact of this work may not become apparent until much later, and some projects are still in the process of implementing their proposals. Despite these limitations, the evaluation is a useful way of documenting how the funds were spent and the type of lessons that can be learned from investing in a range of approaches to including minority children in youth and sports activities.

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there are no reports from it for the evaluation.

13 For a useful guide to models of evaluation, see 'Getting To Outcomes: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation', by Chinman, M., Imm, P., and Wandersman, P., published in 2004; this book has the additional advantage of being available on-line at:  
[http://www.rand.org/pubs/technical\\_reports/2004/RAND\\_TR101.pdf](http://www.rand.org/pubs/technical_reports/2004/RAND_TR101.pdf)

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## Part Two

### Evaluation of Large Grantees

#### 2.1 Introduction

This chapter evaluates the 3 large grantees: Foróige, FAI, and NYCI. In the first section we analyse what each project achieved by comparing its original proposal with its final report of activities (Section 2.2). We then report the answers which projects gave to a series of reflective questions on how organisational characteristics (Section 2.3), contextual characteristics (Section 2.4), and minority community characteristics (Section 2.5) influence the integration of minority children. We also report their advice on how to prepare an integration strategy (Section 2.6) and on public policy to promote integration (Section 2.7). In the final part of the report (Part 4), we use the material contained in this, and the next chapter, to draw out the conclusions and implications.

#### 2.2 Was the proposal implemented and did it have an impact?

##### 2.2.1 Foróige

Foróige applied for funding to employ two outreach workers to develop and implement an integration strategy for Tallaght Youth Services (TYS) and Blanchardstown Youth Services (BYS). Although only one outreach worker was employed, because no suitable candidate could be found, Foróige has been successful in producing an integration strategy for both TYS and BYS which will be launched in February 2009. The outreach worker was placed in TYS and it is still hoped to employ a second outreach worker, to be placed in BYS. The process of preparing the strategy – based on the four principles of interculturalism<sup>14</sup>, anti-racism, equality, and human rights - involved consultation and awareness-raising, both inside and outside TYS and BYS, and ‘required a different way of thinking about youth work’. It also involved training for staff and volunteers in how to increase participation by minority children, and the development of a database for tracking participation rates by minority children. Foróige also ran the Springfield Summer Programme and this provided practical learning opportunities about how to involve minority young people such as overcoming their nervousness about participating while also overcoming the tendency for ‘majority’ young people to ‘stick together’.

The main impact of this work will not be known until the end of 2009 when the strategy is implemented in TYS and BYS. There are also no estimates of the number of minority children who participated in these services which makes it difficult to estimate impact. The absence of an outreach worker in BYS does not appear to have had a negative impact since, in light of the strategy which emerged, it is core staff and volunteers, rather than outreach workers, who will implement the strategy. As a result of this work, Foróige has learned that

integration is a more complex process than originally envisaged. It is not just about the participation of minority children although it includes that, or about multicultural activities although it also includes that. Integration is also about how the organisation and its staff respond to the need of all children in a multicultural setting. It has also learned that intercultural work cannot be left to outreach workers but must be part of the responsibility of all staff and volunteers. This has also triggered the learning that an integration strategy needs to be put in place before an outreach worker is recruited, rather than trying to do both simultaneously. The next steps are to implement the strategy in TYS and BYS and then adapt the strategy to become part of the national strategy for Foróige.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Foróige	<i>Size of Grant</i>	€9,917
<i>Purpose of Grant</i>	To employ two outreach workers to develop and implement an integration strategy for Tallaght Youth Services (TYS) and Blanchardstown Youth Services (BYS).		
<i>Impact</i>	It is too early to assess impact since the strategy was only launched in February 2009.		
<i>Key Learning</i>	There is more to an integration strategy than simply encouraging the participation of minority children, or even doing multicultural activities. It is also about how the organisation works and how its staff are trained to work in a multicultural setting.		
<i>Next Steps</i>	Implement the strategy in TYS and BYS and then to adapt it to become the national strategy for Foróige.		

### **2.2.2 FAI**

The FAI proposed six initiatives to increase participation by minority children:

- ✓ The first involved four regional training days for development officers which were carried out (including 8 training sessions for FAI staff).
- ✓ The second involved a range of measures to increase access comprising: a girls programme (which targeted 4 schools in Bray as part of a road show run by the FAI's women's unit), club open days (proposed 24 and carried out 18 with an overall attendance of 902, of whom 70% were ethnic minorities), summer soccer schools (exceeded the targeted level of participation with 1,801 children), fustal programmes (proposed 12 and carried out 6).
- ✓ The third involved an awareness campaign associated with these programmes.
- ✓ The fourth, a new way of working for the FAI, involved recruiting and training 8 intercultural volunteers, 2 less than the target.
- ✓ The fifth involved a pilot after-school coaching programme which was held over 4 weeks in Navan.

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14 Intercultural principles concentrate on openness to the other, active respect for difference, mutual comprehension, active recognition and acceptance, validating the cultures present, providing equality of opportunity, and fighting discrimination.

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- ✓ The sixth involved developing a contact database which is now available to Development Officers and other FAI staff.

The implementation of these initiatives was the responsibility of the Intercultural Coordinator and involved extensive meetings with stakeholders such as schools, communities, youth groups, local authorities, etc. A three-step model of engagement is used by the FAI comprising: (i) a community & football stakeholder information meeting (ii) forming a task-group to plan the event, and (iii) holding the event.

The main impact of the work has been at local level where Development Officers have made connections with minority community groups from which they hope to build participation. The main learning for the FAI is that the proposal and its implementation, with the benefit of hindsight, should have been linked more systematically into the different units of the organisation which include: (i) intercultural programme (ii) women’s unit (iii) fustal (iv) schools & colleges (v) summer soccer schools, and (vi) soccer for all. Each of these units should have had a direct input into the proposal, and a specific set of targets to be achieved. The initiative would also have been more effective if each of the four regions in the FAI had a designated Intercultural Officer to pull the different strands together at local level. The next steps will involve a continuation of most of the above activities by drawing on other funding sources within the FAI. Separate funding, which is not currently available, will be required to run a national volunteer training programme.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Football Association of Ireland (FAI)	<i>Size of Grant</i>	€6,050
<i>Purpose of Grant</i>	To run six initiatives to increase participation by minority children, which are a mix of strategy & programmes.		
<i>Impact</i>	Development Officers have made new contacts with minority community groups.		
<i>Key Learning</i>	Project implementation needs to be linked systematically to the different parts of the organisation so that integration is a core, not a marginal, activity.		
<i>Next Steps</i>	Continue with intercultural activities, subject to funding.		

### **2.2.3 NYCI**

The NYCI proposal sought funding to employ an outreach support worker, who would work closely with an existing project officer, to promote an integration strategy among its 50 member-organisations through training and organisational support. Following delays due to Garda clearance, the outreach support worker started at the end of July 2008 but continued in the position for only four months. As such, the project is still in its implementation phase, a new outreach support worker is being recruited, and the work will continue until the end of 2009. The outreach worker will organise and deliver a series of one-day regionally-based training courses to the member-organisations of NYCI on the following themes:

- ✓ Designing an intercultural programme
- ✓ Competencies required for intercultural work
- ✓ Personal supports
- ✓ Tackling racism
- ✓ Developing an intercultural policy and education plan.

In addition to training, the outreach worker will also be involved in offering support to individual organisations.

The funding has had no significant impact to date but this is expected to change in 2009 when the outreach worker is employed. One of the key learning points has been to take greater account of the risks associated with project implementation, particularly where this involves the recruitment of new staff. Another learning point is that NYCI has established that there is a great demand within the youth sector for more training on all aspects of intercultural youth work, and this was illustrated by the attendance of 150 people at its annual conference on the theme of interculturalism. The next steps are to implement the intercultural plan, as originally envisaged.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	National Youth Council of Ireland	<i>Size of Grant</i>	€89,083
<i>Purpose of Grant</i>	To employ a worker for the outreach, training and local organisational support component of their integration strategy for the youth sector.		
<i>Impact</i>	Little impact – yet – because of difficulties recruiting and retaining an outreach worker.		
<i>Key Learning</i>	Assess the risk to project implementation, especially if this involves staff recruitment. Also, intercultural issues are a major challenge for the youth work sector and significant training and organisational support is needed.		
<i>Next Steps</i>	Continue to implement the intercultural strategy.		

#### **2.2.4 Summary of Large Grantees**

Overall, two of the large grantees – Foróige and FAI - have carried out a good deal of what was proposed in their funding application while the NYCI is still in the implementation phase. There were difficulties in the recruitment and retention of staff for both Foróige and NYCI, and the FAI may have over-estimated what was possible within the timeframe and structure of the organisation. For all three grantees, funding from the Minority Children Fund facilitated the continuation of intercultural activities that were already underway, and seems to have added some impetus to that work.

Both Foróige and NYCI acknowledge that it is too early to assess the impact of The Minority Children Fund since both are still at the early stages of implementing their intercultural strategies. For the FAI, the impact is evident in the range of activities undertaken, and in the contacts and networks which its Development Officers have built up with minority communities throughout the country. However, given that the three large grantees

received more than half of the Minority Children Fund, the overall level of impact is less than might have been expected.

Each organisation has learned a number of important lessons from the initiative. For Foróige and NYCI, the difficulties in staff recruitment are a salutary reminder of the need to undertake a careful assessment of the risks associated with project implementation, particularly where this depends on the recruitment of new staff. In the case of Foróige, it has also been learned that the outreach worker should have been recruited after, rather than before, the integration strategy was in place. For the FAI, it has learned that promoting integration cannot be left to one part of the organisation alone, and the scale of impact is likely to be greater if different units in the organisation are fully integrated into the programme and there is a structured organisation-wide approach. For the NYCI, it has also learned that intercultural issues are now a major challenge for the youth sector, and significant supports are needed in terms of training and organisational development. In different ways, all three organisations have learned that integration is not just about participation by minority children or about multicultural activities; it is also about how the organisation responds to all children in an inclusive manner. Finally, and turning to the next steps, all three organisations will continue with the activities supported by The One Foundation, subject to funding.

### **2.3 Organisational characteristics that influence integration**

The following organisational characteristics were cited as facilitating the inclusion of minority children:

- ✓ Larger organisations have greater capacity to engage larger and more diverse numbers of people. For example, the FAI has a national network of Development Officers in every local authority area with whom there is a co-funding relationship; in addition, it has a network of clubs, leagues and divisional associations. Equally, the NYCI represents and supports the interests of 50 voluntary youth organisations.
- ✓ Organisations such as Foróige who already have a history of working with excluded minorities – such as Travellers or disadvantaged groups – are more likely to have an aptitude for including the children of ethnic minorities.
- ✓ Organisations whose model of youth work recognises the need for young people to be actively involved in their own development will find it easier to involve minority children.
- ✓ A strategy for integration combined with commitment and training is essential to ensure that management, staff and volunteers give priority to the participation of minority children.
- ✓ It is essential that staff are professional and well-qualified youth workers.

The following organisational characteristics were cited as hindering the inclusion of minority children:

- ✓ Delays in recruitment, or inability to recruit suitable staff, combined with delays in Garda clearance for new staff.
- ✓ Ethnic diversity is not reflected in the composition of management, staff and volunteers.
- ✓ Participation rates by minority children in the organisation are low compared to their representation in the catchment area.

## 2.4 Contextual characteristics that influence integration

The following contextual characteristics were cited as facilitating the inclusion of minority children:

- ✓ Local primary schools, particularly in Tallaght, have excellent strategies on integration so that children interact positively on the basis of common identities, apparently unaware of their ethnic diversity.
- ✓ It is easier to recruit minority children to youth projects and clubs in areas with a higher proportion of ethnic minorities.
- ✓ Minority children bring vitality and creativity to youth projects and clubs.

The following contextual characteristics were cited as hindering the inclusion of minority children:

- ✓ The lack of community centres, and qualified youth workers, makes it difficult to run youth projects and clubs in the neighbourhood, and parents may be fearful of children travelling long distances.
- ✓ Some local schools are reluctant to give out information on the ethnic composition of the school, possibly fearing that only minority children will be targeted.
- ✓ Youth services, such as TYS and BYS, are mainly funded to work in older disadvantaged council estates where there are fewer minority families, and often no Travellers.
- ✓ Racism tends to be more prevalent in disadvantaged communities.
- ✓ Some communities, particularly where there are large numbers of minority children, are not well organised.
- ✓ Many of the young people in TYS and BYS come from difficult family backgrounds and present with behaviour problems; as such, parents of minority children may regard these youth activities as a 'bad influence'.

## 2.5 Characteristics of minority communities that influence integration

The following characteristics of minority communities were cited as facilitating the inclusion of minority children:

- ✓ A minority child with a sense of confidence finds it much easier to participate in youth projects and clubs.
- ✓ Parents who have a good relationship with staff and volunteers are more likely to get their minority children involved, and may encourage participation by other minority children.
- ✓ Minority families who participate in formal support groups or networks – such as asylum seekers and refugees – are easier to target.

The following characteristics of minority communities were cited as hindering the inclusion of minority children:

- ✓ Minorities are often not aware of what services are available for children and young people.
- ✓ Minority children are often hindered from participation by family reasons such as babysitting, doing school work, concerns about mixed-gender groups, and about the negative influence of Irish children. By the same token, there may need to be engagement with minority parents before engaging with minority children.

- ✓ Children from central and eastern Europe seem to be harder to target, possibly because many are young single adults and they do not have formal support groups or networks.

## **2.6 Advice on preparing a strategy to include minority children**

The following was offered as advice on how to prepare an integration strategy for minority children:

- ✓ A strategy is a way of generating a shared understanding of, and commitment to, the participation of minority children, and to the principles of interculturalism, anti-racism, equality, human rights.
- ✓ A strategy involves clarifying both policy and practice issues, and supporting good practice through leadership, skills training, providing information and resource materials, and outreach work.
- ✓ The strategy needs to be informed by the views of stakeholders inside and outside the organisation, including minority children and their parents, especially where there is no organisation to represent their views.
- ✓ The strategy needs to be an integral part of the work of everyone in the organisation, underpinned by clear leadership, and designated roles to ensure implementation.
- ✓ It needs to be recognised that the term ‘ethnic minority’ itself includes a wide diversity of people not just in terms of ethnicity but also in terms of needs and skills; nationals from well over 100 countries are now living and working in Ireland.
- ✓ The participation of minority children in youth projects and clubs needs to be placed at the core of the organisation, and championed by management, staff and volunteers.
- ✓ Monitoring and evaluation needs to include performance measures relevant to the participation of minority children.

## **2.7 Advice on public policy to include minority children**

The following was offered as advice on public policy to include minority children:

- ✓ The key components of national policy for the inclusion of minority children need have already been set out in a number of documents<sup>15</sup>; the challenge is to implement these and for Government Departments to show leadership.
- ✓ A key requirement is to provide support for learning English for those families whose first language is not English.
- ✓ The composition of statutory and voluntary organisations needs to reflect the ethnic diversity of society.
- ✓ Pluralism needs to be taught as an integral part of the education of all children in Ireland.

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<sup>15</sup> Planning for Diversity: National Action Plan Against Racism, Dublin: Published in January 2005; Towards 2016: Ten-Year Framework Social Partnership Agreement 2006-2015. Published by Department of the Taoiseach in June 2006; National Development Plan, 2007-2013, Transforming Ireland – A Better Quality of Life for All. Published by the Stationery Office in January 2007; National Youth Work Development Plan 2003-2007. Published by the Department of Education and Science in August 2003; The National Children’s Strategy: Our Children – Their Lives. Published by the Stationery Office in November 2000. Also, The Agenda for Children’s Services: A Policy Handbook. Published by the Office of the Minister for Children in November 2007.

- ✓ The participation of minority children in community and sports organisations needs to be monitored on a regular basis.
- ✓ There is a perception that Government may not be sympathetic to the needs of minority children and their families.
- ✓ Integration and anti-racism work is more effective with children under the age of 12 years because they are more open to accepting difference.

## Part Three

### Evaluation of Small Grantees

#### 3.1 Introduction

This chapter evaluates the 14 small grantees. The work of these grantees falls into four key themes as follows:

1. school-based work
  - ✓ Dublin 7 School Completion Programme
  - ✓ Chester Beatty Library & Draíocht Arts Centre
  - ✓ Irish Traveller Movement
2. preparation of an integration strategy
  - ✓ Fingal County Childcare Committee
  - ✓ Edmund Rice Heritage Centre
  - ✓ Roscommon Partnership Company
  - ✓ Canal Communities Intercultural Centre
3. youth work
  - ✓ Kerry Diocesan Youth Services
  - ✓ The Cavan Centre
  - ✓ County Longford Youth Service
  - ✓ Rathcoole Community Council Youth Services
  - ✓ The Base
4. sport and fitness
  - ✓ YMCA InterYouth Project
  - ✓ SARI Sport Against Racism Ireland.

We begin by analysing what each project achieved by comparing its original proposal with its final report of activities (Section 3.2). The chapter then reports the answers which projects gave to a series of reflective questions on how organisational characteristics (Section 3.3), contextual characteristics (Section 3.4), and minority community characteristics (Section 3.5) influence the integration of minority children. We also report their advice on how to prepare an integration strategy (Section 3.6) and on public policy to promote integration (Section 3.7). In the final part of the report (Part 4), we use the material contained in this, and the previous chapter, to draw out the conclusions and implications.

## 3.2 Was the proposal implemented and did it have an impact?

### 3.2.1 Dublin 7 School Completion Programme

This proposal offered to extend the after-school service in the Dublin 7 area – comprising the north west inner city including Phibsborough and Cabra - to include minority children, since the existing service focused on children with educational or behavioural difficulties. Afterschool clubs in seven primary schools were involved, and the parents of minority children were contacted in their own language. According to its final report, ‘This approach differed from previous afterschool provision in that the local Schools Cultural Mediation Project was involved on a practical level, translating the relevant documents such as permission slips etc., and guiding the project as it went’. Within each primary school, there was active support from class teachers, HSCL’s, Principals and School Completion Programme staff to ensure that the afterschool clubs were well-publicised in the schools and the community, and attractive for the young people. If a young person was not attending the afterschool club, every effort was made by these staff to ascertain the reason why and, where appropriate, efforts were made to encourage attendance. Between 150 and 200 minority children participated, somewhat below the proposed target of 300 because some schools were less effective than in others in supporting the project.

The impact of the project is that minority children participated in the after-school service. The effect of this, as described in its report, is that ‘we broke barriers between the schools and the parents of the minority children. We facilitated the minority children in interacting with each other and the wider community in a non-formal setting allowing for the mutual sharing of cultural experience’. As a result, many parents, both minority and majority, now see the school as ‘a community building rather than a building in the community’. The main learning is that the key to engaging minority children, particularly children at primary school, is their parents. The next steps will continue to include minority children in the after-school service.

Summary of Grant			
<i>Name of Organisation</i>	Dublin 7 School Completion Prog.	<i>Size of Grant</i>	€15,000
<i>Purpose of Grant</i>	To extend the Afterschool service offered to the young people in the area with a particular focus upon encouraging minority student involvement.		
<i>Impact</i>	Minority children participated in the after-school service.		
<i>Key Learning</i>	The key to engaging minority children, particularly children at primary school, is their parents.		
<i>Next Steps</i>	Continue to include minority children in the after-school service.		

### 3.2.2 Chester Beatty Library & Draíocht Arts Centre

This project, called ‘Tell Your Story’, was designed to use the collections and artefacts of the Chester Beatty Library to engage minority school children from the Blanchardstown area of Dublin in an exploration of their own – and each other’s – cultural heritage. Staff from the Chester Beatty Library and Draíocht Arts Centre acted as facilitators in six schools, each working with an entire class at a time. A total of 184 children participated in the project – less than the target of 650 in the application - representing 20 different nationalities. A family day was also organised. This project used story-telling to connect children to: (i) the cultural heritages embodied in the Chester Beatty collection; (ii) to other pupils in the class and their cultural heritages; and (iii) to themselves as creative individuals and their enjoyment of story-telling. The project showed that minority children, even if they do not speak English or understand Irish culture, can find a taste of home in the Asian, Islamic and European collections of the Chester Beatty Library, while Irish children can find there a more expansive sense of 'home', as well as a sense of enrichment that comes from encountering the beauty and diversity that is the Chester Beatty Library. A significant challenge for the project was to create a space within the context of busy schools and classrooms that facilitated the simple art of telling stories. The stories were recorded on DVD and published on the websites of the Chester Beatty Library and Draíocht Arts Centre.

The main impact was on the 184 children who participated and the benefits of being exposed to cultural difference through story-telling, creative writing, and visual arts. An additional impact was for the Chester Beatty Library to reach beyond the building and its city centre location to connect with communities on the outskirts, and to link with a local community arts organisation, the Draíocht Arts Centre. The key learning is that it is possible to do this, and to address intercultural issues using the artefacts of a museum, while also showing how a museum can transcend the limitations of its location. In particular, it has shown how museum artefacts provide a creative, safe and enjoyable way of exploring intercultural issues. The next steps will involve writing up the project as a case study in how museums can promote inter-culturalism and this will be published in 2010 as part of an EU-sponsored programme called Intercultural Dialogue.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Chester Beatty Library & Draíocht	<i>Size of Grant</i>	€20,000
<i>Purpose of Grant</i>	To run a project called ‘Tell your Story’. The project will engage children from diverse backgrounds with the Library’s collections and will encourage them to explore their own – and each other’s – cultural heritage by creating stories which will be recorded on DVD		
<i>Impact</i>	The main impact was on the 184 children who participated.		
<i>Key Learning</i>	It is possible to address intercultural issues using the artefacts of a museum, while also showing how a museum can transcend the limitations of its city-centre location.		
<i>Next Steps</i>	Writing up the project as a case study in how museums can promote inter-culturalism.		

### **3.2.3 Irish Traveller Movement**

This proposal is designed to introduce a system of excellence into primary and secondary schools for promoting the integration of minority groups. The system will be known as the ‘Yellow Flag Programme’ - mirroring the ‘Green Schools Programme’ which was developed by An Taisce to promote environmental awareness and is now adopted by 651 schools throughout the country. The programme is being piloted in four schools, two primary and two post-primary, of which two are in Dublin, one in Limerick city and one in Tralee. The start-date of the project was delayed from May to September 2008 and will run until April 2009. The project involves nine steps, of which the first three have been completed: (1) intercultural training for staff and management (2) involve local community (3) establish diversity committee (4) intercultural review (5) action plan for a diverse school (6) monitor and evaluate (7) develop curriculum work (8) engage with the local community (9) produce a diversity code. One of the tangible outputs of the project will be a toolkit for schools to assist them in developing an intercultural school, and the award of Yellow Flags to the schools who complete the programme in May 2009.

It is too early to assess the impact of the project. However: ‘Preliminary findings indicate that the schools are relishing the opportunity to take part in such a programme, but considering we are still in the early stages of data collection it is difficult to be able to quantify exactly the difference this programme has made. However, the pilot schools themselves have widely publicised the fact that they have been chosen as a Yellow Flag School in their own area and as a result it is safe to say awareness of intercultural education is more heightened in these communities than it was before’. One of the main lessons that has been learned is that interventions within a school must take account of the annual school cycle – including the three-month break over the summer – and must recognise the need to negotiate and adapt the intervention to fit within the school’s crowded curriculum. Another lesson is that staff in schools acknowledge that information and training on inter-culturalism is badly needed and, when provided, is greatly appreciated and enjoyed. The next steps will involve exploring how to mainstream this initiative, including finding sponsorship funding.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Irish Traveller Movement – Yellow Flag	<i>Size of Grant</i>	€20,000
<i>Purpose of Grant</i>	To pilot the Yellow Flag programme, based on practical measures that bring issues of interculturalism into the day-to-day running of the school. This pilot will look to develop workable actions in school planning that deliver intercultural education in the education system.		
<i>Impact</i>	Too early to say but feedback is positive from teachers pupils and parents.		
<i>Key Learning</i>	Interventions within a school must take account of the annual school cycle and adapt the intervention to fit within the school’s crowded curriculum. Also, staff in schools acknowledge that information and training on inter-culturalism is needed.		
<i>Next Steps</i>	Mainstream the initiative and source sponsorship funding.		

### 3.2.4 Fingal County Childcare Committee

The application sought funding to employ a part-time integration officer whose main functions would involve: (i) developing an intercultural and equality strategy (ii) liaising with key agencies, and (iii) supporting childcare providers in meeting the guidelines on diversity and equality prepared by the Office for the Minister of Children and Youth Affairs. There were delays in recruiting an integration officer, who was appointed in May 2008. The intercultural and equality strategy was prepared by undertaking research on developments in other county childcare committees as well as consulting with childcare providers and child minders in Fingal. This consultation process has already helped to open minds about the multicultural issues in childcare. The intercultural and equality strategy was launched in December 2008, and an action plan has been prepared. The action plan will involve providing training to childcare providers and minders, as well as the staff and board of Fingal County Childcare Committee. It is also proposed to run a pilot for childcare providers which will involve examining practices, procedures, communication and barriers from an intercultural perspective.

The main impact of the project has been to open the minds of those involved in childcare to the full implications of an intercultural approach. The key learning is that Fingal County Childcare Committee is now aware of what needs to be done to promote intercultural awareness and practices in the childcare sector. The next steps will be to continue to provide information about multicultural issues through the newsletter and website and, if possible, seek resources to continue employing a part-time integration officer.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Fingal County Childcare Committee	<i>Size of Grant</i>	€20,000
<i>Purpose of Grant</i>	To employ a part time Integration Officer to Develop an Intercultural & Equality Policy and Strategy for FCCC, liaise with key agencies & support childcare providers in meeting the OMC guidelines on diversity and equality.		
<i>Impact</i>	Opened the minds of those involved in childcare to the implications of a intercultural approach.		
<i>Key Learning</i>	Learned about the sale of need and response to multicultural issues within childcare.		
<i>Next Steps</i>	Continue to provide information on multicultural issues through the newsletter and website and, if possible, seek resources to continue employing a part-time integration officer.		

### **3.2.5 Roscommon Partnership Company**

The proposal was to develop a strategy for the integration of minority children and young people into mainstream sports activities in County Roscommon, in line with the Roscommon Intercultural Strategy. The project completed its strategy in February 2009 and this will be launched in March 2009. A steering group comprising the parents of ethnic minorities was formed to oversee preparation of the strategy, and there has been extensive consultation with all stakeholders including young people, ethnic minorities, schools, youth centres, sports organisations, etc. The project is based in the Ballaghadereen area which has a strong Pakistani community and the Pakistani Association distributed questionnaires as part of the consultation process. There has also been consultation with national sports bodies such as the Cricket Board of Ireland to seek support for the local cricket team which is patronised by the Pakistani community and which has been given access by the local soccer club to play on its pitch.

The main impact of the project is that all the main sports providers in County Roscommon – gaelic, soccer, community games, tennis - have expressed a willingness to increase the participation of minority children and to take steps to facilitate this. The main learning is that although sport is a powerful instrument for integration, it is a long and slow process to get sports organisations equipped to actively promote integration. The next steps will be to launch the strategy in March 2009, hold an open day at the youth club in Ballaghadereen to encourage participation by minority young people, and provide training in anti-racism if resources permit.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Roscommon Partnership	<i>Size of Grant</i>	€10,000
<i>Purpose of Grant</i>	To develop a strategy for the integration of minority children and young people into mainstream sports activities in County Roscommon, in line with the Roscommon Intercultural Strategy.		
<i>Impact</i>	The main sports providers in the county – gaelic, soccer, community games, tennis - have expressed a willingness to increase the participation of minority children and to take steps to facilitate this.		
<i>Key Learning</i>	It is a long and slow process to get sports organisations equipped to actively promote integration.		
<i>Next Steps</i>	Launch the strategy in March 2009, hold an open day at the youth club in Ballaghadereen to encourage participation by minority young people, and provide training in anti-racism if resources permit.		

### **3.2.6 Edmund Rice Heritage Centre in Waterford**

In September 2006, the Edmund Rice Heritage Centre established an Information and Support Unit (ISU) to assist refugees, asylum seekers and other immigrants in Waterford. Staffed by two full-time positions, the ISU's activities and facilities include English language classes, computer skills, a drop-in centre, personal development supports, information, cultural events, teenage integration, and a refugee legal service. Its proposal was to develop a Youth Strategy for Minority Youth, with additional supports from the Social Inclusion Unit of Waterford City Council and Waterford Area Partnership. In order to assist in the preparation of the strategy, the ISU commissioned Waterford Youth Arts to consult with young people in schools about the strategy: 'of the 18 schools initially contacted 17 participated. These had nominated over 130 participants between them of which 94 actually took part ranging in ages from 6-18 yrs'. The strategy was completed and launched in May 2008, and will inform the work ISU but will also 'dovetail into the Waterford Citywide Youth Strategy'.

The main impact of the work has been to create better communication and coordination between agencies, particularly in relation to minority children and their families. The Edmund Rice Heritage Centre has played a catalytic role by informing agencies about the needs of minority children and young people, and by referring them to services. One of the lessons learned is that minority parents need to be made aware of the youth and sports services that are available, and encouraged to allow their children to participate. The next steps will involve implementing the strategy and an action plan has been drawn up for this purpose. This will involve seeking funding to employ a minority youth worker and to carry out the different actions in the strategy.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Edmund Rice Heritage Centre (Waterford)	<i>Size of Grant</i>	€18,000
<i>Purpose of Grant</i>	To develop an Integrated Youth Strategy which will dovetail into the Waterford Citywide Youth Strategy, by utilising their networks with the local schools to identify young people from Minority communities to participate in the compilation of the strategy.		
<i>Impact</i>	Better inter-agency communication and coordination, particularly in relation to minority children and their families.		
<i>Key Learning</i>	Minority parents need to be made aware of the youth and sports services that are available, and to be encouraged to allow their children to participate.		
<i>Next Steps</i>	Seek funding to employ a minority youth worker and carry out the different actions in the strategy.		

### **3.2.7 Canal Communities Intercultural Centre**

This project proposed to develop a regional intercultural strategy for the south west inner city of Dublin. This comprises five measures: (i) an integrated structure between Canal Communities Intercultural Centre and Canal Communities Regional Youth Centre (ii) carry out research on attitudes, needs, and international models of practice (iii) training in interculturalism for staff and volunteers (iv) pilot programmes in nine youth organisations (v) an advocacy and evaluation plan. Most of this proposal has not been implemented, but is still planned. Organisational factors seem to be the main reason for the delay, including personnel changes and the fact that no staff were specifically funded to do this work while other staff-funded commitments have had to take precedence. In addition, there are fears in some local youth work services about including minority young people without adequate preparation of youth workers and existing participants, and a lack of consensus among youth work services on a common approach to inter-culturalism. The project has recruited a consultant to assist with the work, and has set up an advisory group with representatives from NYCI. It also held a training day for youth workers on intercultural youth work, and organised a one-day youth fest with the participation of 16 volunteers from ethnic minorities.

It is too early to identify any significant impact since work on the strategy is continuing. However links have been established with a range of migrant-led groups, there is a clearer profile of migrants in the area, and there has been ‘buy-in’ to the process by some local organisations. The main learning is that there are significant obstacles to integration, partly related to the fact that youth services in the area cater exclusively for local residents who live in local authority housing whereas most minority families live elsewhere in private rented accommodation. The project is trying to build a common approach to integration but the slow pace of progress seems to reflect the lack of priority given by organisations to this work compared to other work. The next step in the process is to prepare an outline strategy by June 2009.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Canal Communities Intercultural Centre	<i>Size of Grant</i>	€20,000
<i>Purpose of Grant</i>	To develop a regional intercultural strategy within the southwest inner city of Dublin – aimed at meeting the particular social, cultural and recreational needs of children and young people from the new communities.		
<i>Impact</i>	No significant impacts, but links established with migrant-led groups, and profile built up of migrants in the area. There has been ‘buy-in’ by some local organisations to the process.		
<i>Key Learning</i>	Significant obstacles to integration exist because local youth services cater exclusively for local residents who live in local authority housing whereas most minority families live elsewhere in private rented accommodation.		
<i>Next Steps</i>	Prepare an outline strategy by June 2009.		

### 3.2.8 Kerry Diocesan Youth Services

In its application, Kerry Diocesan Youth Services proposed to involve minority children in its services by offering them opportunities to plan, organise, and participate in its youth club activities. The application sought funding to employ a part-time resource worker to do this work. The project’s final report states that: ‘we completed the objectives that we planned to achieve and exceeded them. We hired staff with skills and extended our programme, we empowered our members to take on a leadership role within the club, members got ownership of their programme and made new friends, gained skills, self confidence and their language skills have also improved’. Minority children and young people were recruited at Reception Centres, and throughout the county. The youth club comprises a junior club (5-11 years) with 32 young people (24 minority and 8 majority) as well as a senior club (12-18 years) with 34 young people (24 minority and 10 majority). It is true that Kerry Diocesan Youth Services run a wide range of other clubs and activities – such as a Traveller Group, a disability group, a Garda youth diversion project, etc – but the main integration work is done in the junior and senior club. The heavy concentration of minority children and young people in the junior and senior clubs seems to be at variance with one of the requirements of the Minority Children Fund which seeks participation from both minority and majority in the service. The President’s Award has been a focus of activity for 15 of the young people in the senior club, and two have already received the award. In addition to activities within the club, members have also participated in local youth forums, inter-club activities, and celebration days.

The main impact of the project has been to promote understanding of different cultures among children and young people. This has helped to reduce language and cultural barriers and promote acceptance and respect. The main learning is that staff and volunteers need to be trained in order to do intercultural work. The next steps are to keep the project going – the junior and senior club – using volunteers, and to seek funding from other sources.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Kerry Diocesan Youth Service	<i>Size of Grant</i>	€15,800
<i>Purpose of Grant</i>	To hire a part-time youth worker to focus specifically on involving minority young people in the activities of the Youth Service.		
<i>Impact</i>	The project promoted understanding of different cultures among children and young people.		
<i>Key Learning</i>	Staff and volunteers need to be trained in order to do intercultural work.		
<i>Next Steps</i>	Keep the project going – the junior and senior club – using volunteers, and seek funding from other sources.		

### **3.2.9 The Cavan Centre**

The Cavan Centre is a residential facility, established in 1973, and run by the City of Dublin Youth Services Board. It offers a space, in rural County Cavan, where organisations working in the inner city of Dublin can bring groups of young people (15-20 years) for a residential week or weekend, particularly young people who have been identified as 'at risk' due to social, educational, environmental and economic disadvantage. In 2008, 190 groups used the centre comprising nearly 3,000 young people. The proposal from the Cavan Centre was to employ an outreach worker for five months in order to 'reach out to minority young people with a view to enabling them to access the facilities of the Cavan Centre and in doing so, to integrate with other young users of the Centre'. The outreach worker started work in April 2008 and made contact with many organisations working with ethnic minorities. As a result of this work, a number of minority young people – some involving minority children only, others involving a mix of minority and Dublin children – used the Cavan Centre during 2008. The proposal estimated that 250 minority young people would use the centre as a result of funding; however the final report was unable to estimate the number of users because 'we target organisations and not individuals', which suggests that the original estimate of 250 was rough guess rather than a firm target.

The main impact is that young people from minority communities are now using the centre and, like other young people, benefit from the experience. These young people typically come as part of a group comprising both minority and majority children, and this helps to promote friendship and understanding. The main learning is that staff in the Cavan Centre recognise their own need for more information and training in interculturalism in order to have a better understanding of the culture, religion, and dietary requirements of different ethnic groups. The next steps will involve recruiting a community youth worker to spend one day per week with organisations in the inner city of Dublin to make them aware that the Cavan Centre is available and to assist them in sourcing funding to spend time there.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	The Cavan Centre	<i>Size of Grant</i>	€20,000
<i>Purpose of Grant</i>	To employ an additional staff member for a period of 5 months to undertake outreach targeting minority young people with a view to enabling them to access the facilities of the Cavan Centre and in doing so, to integrate with other young users of the Centre.		
<i>Impact</i>	Young people from minority communities are using the centre and, like other young people, benefit from the experience.		
<i>Key Learning</i>	Staff need for more information and training in interculturalism in order to have a better understanding of the culture, religion, and dietary requirements of different ethnic groups.		
<i>Next Steps</i>	Recruit a community youth worker to spend one day per week with organisations in the inner city of Dublin to make them aware that the Cavan Centre is available.		

### 3.2.10 County Longford Youth Service

This project received funding to hire a part-time youth worker to ‘specifically focus totally on involving minority young people into activities of the Youth Service’. The project already works to integrate young Travellers but has become aware of the need to include non-nationals and to make integrated activities and intercultural groups a priority. The funding seems to have supported the continuity of existing services rather than stimulate a new and concerted focus on the integration of minority children. In the final report, implementation of the project was described as follows: ‘In April and May CLYS [County Longford Youth Service] were able to continue its work with its young women’s Traveller group. During the month of June CLYS engaged with young people throughout the county by running its yearly summer camps aimed to target young people from disadvantaged areas. ... These camps were well attended and were a great success’. At the time of making the application, minority youth were 45% of service users, rising to 55% in the final report with Travellers forming the majority of these.

The impact of the project is difficult to assess since no information is provided on the number or composition of those using County Longford Youth Service, either before or after funding. One of the lessons learned is that ‘integrated groups do NOT always work and are often NOT what the minority young people want. We feel that it is OK to run groups that are just for minority young people’. Another lesson is that parents are the key to participation of young people and trust needs to be built so that their fears can be dispelled. The next steps are to ensure that County Longford Youth Service retains its four staff.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Co. Longford Youth Service	<i>Size of Grant</i>	€20,000
<i>Purpose of Grant</i>	Funding for a part time youth worker, working specifically with the youth of new communities and Travellers, through an expansion of existing areas of work.		
<i>Impact</i>	Difficult to assess since no information is provided on the number or composition of those using County Longford Youth Service, either before or after funding.		
<i>Key Learning</i>	Integrated groups do not always work and are often not what the minority young people want. Also, parents are the key to the participation of young people and trust needs to be built so that their fears can be dispelled.		
<i>Next Steps</i>	Ensure that County Longford Youth Service retains its four staff.		

### **3.2.11 The Base, Ballyfermot**

The Base is a new purpose-built facility for young people in Ballyfermot comprising a youth café, chill-out area, arts room, recording studio, and media suit. This application sought funding to use the youth café and chill-out area in order to engage with minority young people and promote their integration with Irish young people. According to the proposal: ‘This initiative aims to develop and promote a weekly fun, interactive, multicultural evening in the Base chill out area, by providing a variety of cultural activities and programmes as a means of engaging minority young people and educating a wider youth population on cultural diversity. Minority groups will be consulted as to what programmes and activities they would like to see developed and where possible local minority parents will be involved in providing the activities, i.e., live music, foods of the world, arts workshops, body painting, traditional/modern dance, etc. Joint initiatives will be developed with existing minority groups to ensure that inclusion and integration exists from the initial planning stages’. The new facility did not open until September 2008, and this delayed implementation of the project. In the period since then, the Base hosted three trips for young people, comprising 14 Irish and 8 minority children. However the final report makes no mention of the activities which were planned in its application for funding which envisaged that 2,000 young people would participate of which 500 would be by minority young people.

The project did not implement the proposal as planned but three residential weekends were organised and these had a positive impact because they helped the young people to mix socially and this, according to its report, is ‘of vital importance as the Base will be opening its doors shortly and engaging a variety of young people in social, recreational, and personal development activities’. The main learning has been to discover that the children of minority families are often too young (7 years or less) to participate in youth services, where the age range is 10-21 years; in addition, many minority children use local schools but do not live in the area. The next steps will continue to involve minority young people in The Base, as per the original proposal.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	The Base, Ballyfermot	<i>Size of Grant</i>	€18,400
<i>Purpose of Grant</i>	To run an initiative aimed at developing and promoting a weekly fun, interactive, multi cultural evening in the Base chill out area, by providing a variety of cultural activities and programmes as a means of engaging minority young people and educating wider youth population on cultural diversity.		
<i>Impact</i>	The project did not implement the proposal as planned but three residential weekends were organised which helped the young people to mix socially.		
<i>Key Learning</i>	Minority children are often too young (7 years or less) to participate in youth services, where the age range is 10-21 years; in addition, many minority children do not live in the area.		
<i>Next Steps</i>	Continue to involve minority young people in The Base, as per the original proposal.		

### **3.2.12 Rathcoole Community Council Youth Services**

This project sought funding to purchase computer games for its youth club facility in order to attract some of the growing number of young foreign nationals in the Rathcoole area of south west Dublin. Computer games have two attractions from an integration perspective: (i) there is no language barrier and (ii) many children love computer games. The project purchased Playstation 3, Nintendo Wii, and Xbox 360 as well as three 30 inch TVs. ‘We made up a press on castor wheels for housing the games and equipment ... and mounted them onto the press at 90 degree angles to each other. That way we could maximise the amount of children that could play at any one time. We also purchased a projector and a projection screen for other games, all on castors, so that they could be moved easily’. Two gamers clubs were set up; one for 7-12 year olds and one for 13-17 year olds. Participation in each club was modest: ‘In the older group we had approximately 5 at each session. These sessions were usually from 7.30 pm to 9.00 pm on Wednesday evenings. With the younger group it varied. These sessions were on Saturdays in the early afternoon. Sometimes we had none but other times maybe 3’.

The impact of the project on the integration of minority children has been slight, as explained in the project’s final report: ‘We didn’t get the interest we anticipated. We had a better response from the older group of children. Five of the thirteen members were foreign nationals. However we found that they never turned up on their own and seemed to know when each other wasn’t coming. They didn’t integrate very well’. The main learning is that integration needs to be done by trained staff and volunteers who know how to get young people from different backgrounds to mix with each other. The next steps in the initiative have not been worked out.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	Rathcoole Community Youth Service	<i>Size of Grant</i>	€1,700
<i>Purpose of Grant</i>	Funding to purchase computer games for its youth club facility in order to attract some of the growing number of young foreign nationals in the Rathcoole area of south west Dublin.		
<i>Impact</i>	The impact on the integration of minority children has been low.		
<i>Key Learning</i>	Integration needs to be done by trained staff and volunteers who know how to get young people from different backgrounds to mix with each other.		
<i>Next Steps</i>	This has not been worked out yet.		

### **3.2.13 YMCA InterYouth Project**

The City of Dublin YMCA has been running an integration programme for some time by bringing together, within its youth clubs, local young people and minority young people who are living in hostels. This proposal sought funding to ‘continue all the programmes we have already been running’. Its final report states: ‘We have been running weekly sports and fitness clubs and a weekly DJ club which is the basis for our integration. For the summer we have organised a week long residential focusing on outdoor activities and survival skills in the Cavan Centre’. The expectation was that around 60 young people would participate in the project comprising 60% minority young people. This target seems to have been exceeded since about 150 participated in the programme in 2008 comprising 60% minority (90) and 40% majority (60). These however appear to be rough estimates.

The project had a positive impact on the integration of minority young people, as explained in its final report: ‘InterYouth was a success this year in terms of numbers as well as integration’. The main learning is that integration works in a youth club setting, provided the activities are structured and there is the added incentive of a residential week in the summer. The next steps will involve seeking funding to keep up the activities.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	YMCA InterYouth Committee	<i>Size of Grant</i>	€15,000
<i>Purpose of Grant</i>	To continue & expand a number of social clubs, outings & activities that are aimed at integrating local Irish youths with ethnic minority youths from a nearby hostel.		
<i>Impact</i>	A positive impact on the integration of minority young people.		
<i>Key Learning</i>	Integration works in a youth club setting, provided the activities are structured and there is the incentive of a residential week in the summer.		
<i>Next Steps</i>	Seek funding to keep up the activities.		

### 3.2.14 SARI Sport Against Racism Ireland

SARI was set up in 1997 to promote cultural integration through sport. Its proposal involved running a sporting event – called Count Us In - at which all the main sports bodies in Ireland would be represented, and would focus on attracting minority children and young people. SARI ran two Count Us In events in 2008. A locally-based event was held for eight schools in the Dublin 7 area – comprising the north west inner city, Phibsborough, and Cabra - preceded by an education module on sport and integration. The local Count Us In event was held in April 2008 in Cabra Sports & Leisure Centre with coaching and mini-games organised by Development Officers from the FAI, Basketball Ireland, and Badminton Ireland; 260 children and young people attended, of which over a third were from an ethnic minority background. The national event was held in September 2008 in the Phoenix Park, alongside SARI’s annual Soccerfest, with support from national sporting organisations such as the GAA, FAI, IRFU, and Athletics Ireland; 150 children and young people attended, of which a third were from an ethnic minority background.

The overall impact of the project was positive because ‘the universal language of sport’, makes it ‘easier for children to come together and share their commonalities and get to know each other’. The learning is that schools are very supportive of initiatives that promote sport generally, and of using sport as a method of integration. The next steps will involve running Count Us In at six schools in the D8 area of Dublin, and in the cross-border area involving three schools in Armagh and three in Monaghan. It is also planned to develop the Soccerfest into a Sprotsfest which will include all sports.

<b>Summary of Grant</b>			
<i>Name of Organisation</i>	SARI	<i>Size of Grant</i>	€20,000
<i>Purpose of Grant</i>	Funding for Count Us In, a SARI nationwide project designed to directly involve children and youth from minority backgrounds in sports and by extension local community activities.		
<i>Impact</i>	The overall impact was positive because it brought children and young people from different ethnic backgrounds together.		
<i>Key Learning</i>	Schools are very supportive of initiatives that promote sport, and of using sport as a method of integration.		
<i>Next Steps</i>	Running Count Us In at six schools in the D8 area of Dublin, and in the cross-border area involving three schools in Armagh and three in Monaghan.		

### **3.2.15 Summary of Small Grantees**

Overall, a substantial amount of activity was generated by the 14 small grantees; seven were involved in direct youth service provision, four developed local integration strategies, and three were school-based projects. Most of the projects have been completed but three in particular – Canal Communities, the Irish Traveller Movement, and The Base – still have work to do in order to fully implement their proposals.

Two of the projects which involved school-based provision – Dublin 7 School Completion Programme and the Chester Beatty Library / Draíocht Arts Centre - are excellent examples of how to plan and deliver this type of work. Equally, three of the projects involved in the development of local strategies – Fingal County Childcare Committee, the Edmund Rice Centre in Waterford, and Roscommon Partnership Company – demonstrated the importance of including and consulting the wide range of stakeholders who have an interest in integration.

There was greater variability in the performance of projects involved in direct youth service provision. The challenge offered by the Minority Children Fund was to work with both minority and majority children, and not just minority children on their own. In response to this challenge, some projects tended to focus primarily on groups of minority children as a preparation for integration (such as Kerry Diocesan Youth Services and, to a lesser extent, the Cavan Centre), while others seem to have continued with the same pattern of youth work as preceded the funding (County Longford Youth Service and The Base). The case of Rathcoole is a good example of just how difficult it is to generate participation and integration despite the promising approach of using computer games. The work of both YMCA and SARI illustrate the strong ‘melting pot’ effect that sport and fitness can have, and its potency as an instrument for integration.

The impact of this work can be measured in two ways. First, there are projects which significantly increased the opportunities for minority and majority children to mix together in different settings including: school (such as the D7 School Completion Programme and the Chester Beatty Library & Draíocht Arts Centre), youth club (such as Kerry Diocesan Youth Services, The Cavan Centre, and YMCA), or sport (such as SARI). Second, other projects had the impact of raising awareness about the requirements and responsibilities of service providers to meet the needs of both minority and majority children in settings such as childcare (exemplified by the work of Fingal County Childcare Committee), youth work activities (exemplified by Edmund Rice Heritage Centre) or sport (exemplified by Roscommon Partnership). There are also projects whose impact to date seems low for a variety of reasons: the work was delayed (such as the Irish Traveller Movement, Canal Communities, and The Base), the impact did not materialise (such as Rathcoole Community Youth Services), or was not reported (such as County Longford Youth Service).

Projects have learned a number of important lessons about integration as a result of the work supported by the Minority Children Fund. The most reassuring lesson for many projects is that integration actually works irrespective of the setting. In addition, a number of more specific lessons were learned:

- ✓ Parents are key to the participation of children and young people.
- ✓ Schools are generally supportive of initiatives to address intercultural issues and are willing to facilitate these initiatives notwithstanding a highly structured and busy curriculum.
- ✓ Staff and volunteers in all services recognise the need for more information and training on intercultural issues.
- ✓ Youth services have traditionally catered for young people who are socio-economically disadvantaged but are not yet familiar with the needs of young people whose disadvantage is also caused by barriers such as language, culture, and racism.

The next steps will involve continuing the work and seeking funding to do so. Most projects will be able to continue their activities, but at a reduce level unless new sources of funding are found.

### **3.3 Organisational characteristics that influence integration**

The following organisational characteristics were cited as facilitating the inclusion of minority children:

- ✓ There have been contacts with parents in new communities which has made it easier to get their children involved.
- ✓ The organisation has previous experience of working with minorities and has good contacts in schools and communities.
- ✓ The county childcare committee has representatives from all the key stakeholders in the sector and is in contact with other committees throughout the country.
- ✓ The involvement of a community development consultant combined with an advisory group has ‘brought a refreshing amount of energy and insight into the possibilities for training, capacity building and pilot programmes’.
- ✓ The organisation is run on community development principles and this has been a strength in terms of knowing how best to consult and mobilise stakeholders.
- ✓ This was a school-based project and, in addition to having the use of equipment and space, the project was ‘easily accessible for the targeted minority of children’.
- ✓ It was essential to have the facility to translate timetables, invitations, permission slips, itineraries, etc., into the language of minority parents.
- ✓ The volunteers in the youth club are former asylum seekers and refugees, and they understand the needs of minority young people.
- ✓ Our main facility is a multipurpose centre with a sports hall, computer suite, recording studio, youth café, and meeting rooms to accommodate groups.
- ✓ The organisation, in addition to its collection of Asian, Asian, Islamic and European treasures, has developed an expertise in intercultural education, and of working with new communities in Ireland.

The following organisational characteristics were cited as hindering the inclusion of minority children:

- ✓ The project took longer than envisaged, due to difficulties with personnel and / or recruiting suitable staff

- ✓ The organisation does not have extensive resources to run outreach, or school-based programmes like this, or manage a multi-site project such as an afterschool project in seven schools.
- ✓ Schools can be a challenging setting to run projects ‘from the outside’ because some teachers are less supportive than others, and it can be difficult find space for extra-curricular activities within a busy timetable.

### **3.4 Contextual characteristics that influence integration**

The following contextual characteristics were cited as facilitating the inclusion of minority children:

- ✓ There is a well-developed youth and community infrastructure in the area, including some migrant-led groups.
- ✓ The immigrant community in the town is eager to be part of the community and hence very much willing to participate in any activities that enhance their involvement.
- ✓ Existing relationships between the schools and the families of minority children were of great benefit to the project. Also, the children were already used to mixing in large classes.
- ✓ The target area of the project – Blanchardstown – is heavily multicultural with about 80% of school-children from new communities; as such ‘minority children are not minority children in Dublin 15’.
- ✓ The willingness of schools to learn more about interculturalism and their dedication to this specific project [ITM] has made it very easy to promote inclusive measures for minority children.

The following contextual characteristics were cited as hindering the inclusion of minority children:

- ✓ Lack of awareness about the cultural and religious beliefs and practices of ethnic minorities.
- ✓ Some sports providers in the town are trying to make their sport as exclusive as possible and no minority should be part of it.
- ✓ When a meeting was organised with the youths, none of the indigenous youths turned up. Only the ethnic minority youths turned up.

### **3.5 Characteristics of minority communities that influence integration**

The following characteristics of minority communities were cited as facilitating the inclusion of minority children:

- ✓ Building a relationship with parents is central to promoting the inclusion of minority children. According to the Dublin 7 School Completion Programme: ‘parents are much more inclined to become involved if: (i) they are made understand what is on offer; (ii) they see that there is effort being made to involve them; and (iii) they are given opportunity to communicate to bodies providing services for their children’. Parents may also be involved as volunteers, as in Kerry Diocesan Youth Services.
- ✓ It is important to find creative ways of contacting minority parents, as the experience of Fingal County Childcare Committee reveals: ‘I successfully surveyed / interviewed 28 parents from countries throughout Eastern Europe and Africa. This was achieved through making contact with parents and visiting ‘ethnic’

food shops, though religious meeting places, through contact with community leaders, and on-street contact’.

- ✓ The relatively young age of the children – eight years and upwards – meant that there was ‘a distinct lack of preconception within the groupings around ethnicity or language, with the young people preferring to get on with the business of playing’.
- ✓ Minority children and their families are very eager to take part in initiatives to promote their greater integration in the community.

The following characteristics of minority communities were cited as hindering the inclusion of minority children:

- ✓ Not having basic competency in the English language is a major barrier to participation, and seems to be a greater barrier for parents than children. But it can be mitigated by encouraging those with competency to translate for those without English; and it can be helped by keeping language as simple as possible.
- ✓ Parents are not always given enough relevant information to encourage or support their children to engage in mainstream youth activities. This could be overcome by organising information sessions for parents to visit local facilities to see how they are managed and what supports are in place. ‘Parents need to be walked and talked through the facilities that are available’.
- ✓ Projects need to recognise that it is not enough to address the children; they need to acknowledge ‘the dynamics of the family as a patriarchal system which often dominates decision-making processes’.
- ✓ Not all minority parents are interested in participation and ‘it was very challenging to gain access to sufficient parents for the purpose of consultation’. Another project found that ‘children aren’t encouraged enough to integrate and are not facilitated enough by their parents’. Some minority parents may have little interest in education in light of their own personal experience. Other parents may not be available for meetings due to a busy work schedule or working irregular hours.
- ✓ Not all youth activities are free and the cost may be prohibitive for those on low incomes: there may be a joining fee, a uniform (for scouts) or other equipment (such as dancing costumes, dancing shoes, swimming gear, musical instruments, etc).
- ✓ Some ethnic minority families see sports participation as a ‘babysitting service’ and, according to the Roscommon Partnership Company, ‘sports clubs have suggested that there is need for ethnic minority parents to volunteer in some of the clubs around the town’.
- ✓ Some ethnic minority parents seem more interested in organising activities for themselves rather than their children.
- ✓ Integration requires a concerted pro-active approach as the experience in Rathcoole Community Centre revealed: ‘unless we could provide constant supervision (which is impossible all the time) and mix the children into mixed nationality groups they tended to play in their own circle of friends and didn’t integrate as much as we would like. More mentors or interested staff are needed as the parents don’t seem prepared to help or volunteer’.

- ✓ Volunteers need to be recruited from among minority parents ‘before the activity commences’, otherwise it is ‘nearly an insurmountable task to work in this area ... without the interest and participation of parents’.

### **3.6 Advice on preparing a strategy to include minority children**

The following was offered as advice on how to prepare an integration strategy for minority children:

- ✓ Consultation is crucial and, although time-consuming, is very worthwhile in terms of building a common approach.
- ✓ It needs to be acknowledged that integration is a two-way process, involving both Irish and minority children. The need to listen to Irish young people, particularly in disadvantaged areas about their feelings around the arrival of new communities is very important.
- ✓ Youth workers and intercultural workers need to be aware of unexpressed racism within themselves, and how the experience of engaging with new communities can provoke uncomfortable and unexpected reactions.
- ✓ It needs to be recognised that the term ‘ethnic minority’ itself includes a wide diversity not just in terms of ethnicity but also in terms of needs and skills; nationals from well over 100 countries are now living and working in Ireland.
- ✓ A strategy needs to support not only existing youth services but also migrant-led groups in the area.
- ✓ In order to win the support of sports clubs, it is essential to have face-to-face conversations with the key sports providers since they ‘will be able to help you with lobbying of other providers and hence the success of the project.
- ✓ Training in child protection needs to be provided for all volunteers.
- ✓ Check that the project is feasible and of high quality, and that there is a genuine commitment – preferably involving a signed contact with partners – to making it work.
- ✓ Story-telling is ‘a great way to tap into the commonalities between children’. Include the cultural heritages of all children, including the Irish cultural heritage.
- ✓ Become familiar with the most up-to-date research in the area of the project.
- ✓ Keep the project tightly focused so that it does not become too big.
- ✓ Use ICT as a way to engage young people.

### **3.7 Advice on public policy to include minority children**

The following was offered as advice on public policy to include minority children:

- ✓ Government policy should be mindful of the research finding that: ‘By 3 years of age, and sometimes earlier, children show signs of being influenced by societal norms and biases and may exhibit ‘pre-judice’ towards others on the basis of gender / race / being differently abled. ... By 4 or 5 years,

children ... use racial reasons for refusing to interact with children different from themselves and exhibit discomfort and rejection of differently abled people'<sup>16</sup>.

- ✓ Parents and children needed to be assisted to learn the English language, and translation needs to be available. Introduce a system of free language classes for migrant children and their parents.
- ✓ Youth workers need to be trained in multiculturalism in order to 'avoid problems caused by arranging activities which may be culturally insensitive'.
- ✓ Youth work should be allowed to engage with younger age-group since the Youth Work Act only allows youth work for 10-21 year olds.
- ✓ The level of funding for youth work needs to be expanded.
- ✓ Create a position in the Office of the Ombudsman for Children to deal exclusively with issues relating to minority children, and strengthen the focus of minority children in the Office of the Minister of State for Children and Youth Affairs.
- ✓ Abolish direct provision for asylum seekers so that these children do not face social and economic exclusion.
- ✓ Introduce a statutory entitlement to family reunification under immigration legislation.
- ✓ Introduce a mentoring system for minority children similar to 'Big Brother/ Big Sister'.
- ✓ Increase grants to sports clubs and youth groups to prioritise membership of minority children.
- ✓ Grants to national sporting organisations should 'specifically state that at minimum 30% of monies are used to target the inclusion of ethnic minority children'.

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<sup>16</sup> Louise Derman Sparks and the ABC Task Force, Anti-Bias Curriculum: Tools for Empowering Young Children.

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## Part Four

### Summary and Conclusion

#### 4.1 Introduction

The concept of a Minority Children Fund was developed by The One Foundation during 2007 against a background of substantial immigration into Ireland in the preceding decade. Minority children, as defined by the fund, include newly arrived immigrant families, asylum seeking children, Irish-born children of immigrants, as well as indigenous Travellers. It is true that many immigrants have found jobs and homes in Ireland, and are integrating into Irish society. At the same time, recent research suggests that immigrants have higher risks of unemployment compared to Irish nationals<sup>17</sup>, are twice as likely to experience discrimination as Irish nationals<sup>18</sup>, and immigrant students are more likely to report that they have been bullied in school in the past couple of months<sup>19</sup>. These findings suggest that the Minority Children Fund is a timely intervention as Ireland adjusts to the reality of becoming a more integrated multicultural society.

In this final part of the report – which essentially is an Executive Summary – we briefly summarise the design and scope of the fund (Section 4.2) and the methodology used to carry out the evaluation, including its limitations (Section 4.3). We then summarise the results produced by the 3 large grantees (Section 4.4) and the 14 small grantees (Section 4.5), before offering a synopsis of the results in terms of project implementation and project impact (Sections 4.6). Finally, we draw out 7 lessons which emerge from the evaluation (Section 4.7). The chapter ends with some brief concluding comments (Section 4.8).

#### 4.2 Design and Scope of Fund

The Minority Children Fund is designed to give grants to youth and sports organisations for the purpose of including minority children in their activities. In order to qualify for a grant, all organisations had to be involved in direct service provision – not referral-based work - and to work with all children and young people, and not just those from the immigrant community. Nearly 100 applications were received and a total of €25,735 was distributed in two funding streams: large grants (€20K-€100K) and small grants (€1K-€20K). Three organisations received large grants amounting to €285,050 in total, equivalent to 54% of the fund. Fourteen organisations received small grants amounting to €240,685 in total, equivalent to 46% of the fund.

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17 O’Connell, P., and McGinnity, F., 2008, *Immigrants at Work: Ethnicity and Nationality in the Irish Labour Market*, Dublin: The Equality Authority.

18 Russell, H., Quinn, E., O’Rian, R., and McGinnity, F., 2008, *The Experience of Discrimination in Ireland: Analysis of the QHNS Equality Module*, Dublin: The Equality Authority, pxii.

19 Molcho, M., Kelly, C., Gavin, A., and Nic Gabhainn, S., 2008, *Inequalities in Health Among School-age Children in Ireland*, October, Galway, Health Promotion Research Centre, NUIG, p.6.

### **4.3 Evaluation Framework**

The evaluation is based on documentary materials supplied by each project, supplemented by phone calls or meetings with grantees. These documentary materials included the original funding application, the project's interim and final reports, and responses to five reflective questions about what was learned from implementing the project. We now present the results of the evaluation.

This is a relatively modest evaluation and, before turning to the results, it is worth drawing attention to its main limitations. First, all of the data is based on self-report from the project promoters. As such, the data has not been independently audited or verified. Second, we have no data on the end-users of projects and how they may have experienced the activities which were funded by the Minority Children Fund. Third, we have no independent data on how the project may have impacted on management, staff or volunteers in each organisation. Fourth, there is great variety in the context and methods of work in the different projects and, while this is beneficial in showing the diversity of approaches to integration, it does not lend itself to a systematic assessment of efficiency, effectiveness or value-for-money. Fifth, many projects are still in the process of implementing their proposals and the full impact of their work may not become apparent until much later.

### **4.4 Results from Large Grantees**

#### **4.4.1 Project Implementation**

Two of the large grantees – Foróige and FAI - have carried out a good deal of what was proposed in their funding application while the NYCI is still in the implementation phase. There were difficulties in the recruitment and retention of staff for both Foróige and NYCI, and the FAI may have over-estimated what was possible within the timeframe and structure of the organisation. For all three grantees, funding from the Minority Children Fund facilitated the continuation of intercultural activities that were already underway, and seems to have added some impetus to that work.

#### **4.4.2 Project Impact**

Both Foróige and NYCI acknowledge that it is too early to assess the impact of the Minority Children Fund since both are still at the early stages of implementing their intercultural strategies. For the FAI, the impact is evident in the range of activities undertaken, and in the contacts and networks which its Development Officers have built up with minority communities throughout the country. However, given that the three large grantees received more than half of the Minority Children Fund, the overall level of impact to date would appear to be less than might have been expected.

#### 4.4.3 Project Lessons

Each organisation has learned a number of important lessons from the initiative. For Foróige and NYCI, the difficulties in staff recruitment are a salutary reminder of the need to undertake a careful assessment of the risks associated with project implementation, particularly where this depends on the recruitment of new staff. In the case of Foróige, it has also been learned that the outreach worker should have been recruited after, rather than before, the integration strategy was in place. For the FAI, it has learned that promoting integration cannot be left to one part of the organisation alone, and the scale of impact is likely to be greater if different units in the organisation are fully integrated into the programme and there is a structured organisation-wide approach. For the NYCI, it has also learned that intercultural issues are now a major challenge for the youth sector, and significant supports are needed in terms of training and organisational development. In different ways, all three organisations have learned that integration is not just about participation by minority children or about multicultural activities; it is also about how the organisation responds to all children in an inclusive manner.

#### 4.4.4 Next Steps

All three organisations will continue with the activities supported by the Minority Children Fund, subject to funding.

### 4.5 Results from Small Grantees

#### 4.5.1 Project Implementation

A substantial amount of activity was generated by the 14 small grantees; 7 were involved in direct youth service provision, 4 developed local integration strategies, and 3 were school-based projects. Most of the projects have been completed but 3 in particular – Canal Communities, the Irish Traveller Movement, and The Base – still have work to do in order to fully implement their proposals.

Two of the projects which involved school-based provision – Dublin 7 School Completion Programme and the Chester Beatty Library / Draíocht Arts Centre - are excellent examples of how to plan and deliver this type of work. Equally, three of the projects involved in the development of local strategies – Fingal County Childcare Committee, the Edmund Rice Centre in Waterford, and Roscommon Partnership Company – demonstrated the importance of including and consulting the wide range of stakeholders who have an interest in integration.

There was greater variability in the performance of projects involved in direct youth service provision. The challenge offered by the Minority Children Fund was to work with both minority and majority children, and not just minority children on their own. In response to this challenge, some projects tended to focus primarily on groups of minority children as a preparation for integration (such as Kerry Diocesan Youth Services and, to a lesser extent, the Cavan Centre), while others seem to have continued with the same pattern of youth work as preceded the funding (County Longford Youth Service and The Base). The case of Rathcoole is a good example of just how difficult it is to generate participation and integration despite the promising approach of

using computer games. The work of both YMCA and SARI illustrate the strong ‘melting pot’ effect that sport and fitness can have, and its potency as an instrument for integration.

#### **4.5.2 Project Impact**

The impact of this work can be measured in two ways. First, there are projects which significantly increased the opportunities for minority and majority children to mix together in different settings including: school (such as the D7 School Completion Programme and the Chester Beatty Library & Draíocht Arts Centre), youth club (such as Kerry Diocesan Youth Services, The Cavan Centre, and YMCA), or sport (such as SARI). Second, other projects had the impact of raising awareness about the requirements and responsibilities of service providers to meet the needs of both minority and majority children in settings such as childcare (exemplified by the work of Fingal County Childcare Committee), youth work activities (exemplified by Edmund Rice Heritage Centre) or sport (exemplified by Roscommon Partnership). There are also projects whose impact to date seems low for a variety of reasons: the work was delayed (such as the Irish Traveller Movement, Canal Communities, and The Base), the impact did not materialise (such as Rathcoole Community Youth Services), or was not reported (such as County Longford Youth Service).

#### **4.5.3 Project Lessons**

Projects have learned a number of important lessons about integration as a result of the work supported by the Minority Children Fund. The most reassuring lesson for many projects is that integration actually works irrespective of the setting. In addition, a number of more specific lessons were learned:

- ✓ Parents are key to the participation of children and young people.
- ✓ Schools are generally supportive of initiatives to address intercultural issues and are willing to facilitate these initiatives notwithstanding a highly structured and busy curriculum.
- ✓ Staff and volunteers in all services recognise the need for more information and training on intercultural issues.
- ✓ Youth services have traditionally catered for young people who are socio-economically disadvantaged but are not yet familiar with the needs of young people whose disadvantage is also caused by barriers such as language, culture, and racism.
- ✓

#### **4.5.4 Next Steps**

The next steps will involve continuing the work and seeking funding to do so. Most projects will be able to continue their activities, but at a reduced level unless new sources of funding are found.

### **4.6 Synopsis of Results**

A synopsis of results for each of the projects is presented in Table 4.1. These results focus on the two key issues of project implementation and project impact. As regards implementation, the key question is whether the proposal was implemented or delayed. From this it emerges in Table 4.1 that 12 projects were completed as proposed but 5 were delayed, of which 2 were large grantees. In financial terms, these delayed projects

constitute nearly half the total fund (47%) and, from that perspective, it represents a significant delay in implementing the overall fund.

**As regards impact, this is estimated in terms of creating opportunities for minority and majority children to integrate, and / or for services to become more aware of the requirements and responsibilities of integration.** On the evidence available, and bearing in mind the limitations of the evaluation mentioned above (Section 4.3), we estimated the impact as either large, medium or small. The results in Table 4.1 show that, to date, 7 projects – just less than half the total (41%) – are estimated to have a low impact, 6 are estimated to have a medium impact, and 4 are estimated to have a high impact. It is worth bearing in mind that since all the delayed projects are estimated to have a low impact, it is possible – and in some cases quite likely – that these projects will have a more significant impact in 2009 and 2010 when these projects are expected to be fully implemented. Nevertheless it is reasonable to infer from the data in Table 4.1 that the overall impact of the Minority Children Fund, to date, has been modest, in the low to medium range.

**Table 4.1 Synopsis of Results of the Minority Children Fund**

<b>Name of Organisation</b>	<b>Purpose of Grant</b>	<b>Project Implementation</b>	<b>Estimated Project Impact to Date<sup>20</sup></b>
<b>Large Grantees</b>			
1. Foróige	To employ two outreach workers to develop and implement an integration strategy for Tallaght Youth Services (TYS) and Blanchardstown Youth Services (BYS).	Delayed	Low
2. FAI - Football Association of Ireland	To run six initiatives to increase participation by minority children, which are a mix of strategy & programmes.	Completed	Medium
3. National Youth Council of Ireland	To employ a worker for the outreach, training and local organisational support component of their integration strategy for the youth sector.	Delayed	Low
<b>Small Grantees</b>			
1. Dublin 7 School Completion Programme	To extend the Afterschool service offered to the young people in the area with a particular focus upon encouraging minority student involvement.	Completed	High
2. Chester Beatty Library & Draíocht Arts Centre	To run a project called ‘Tell your Story’. The project will engage children from diverse backgrounds with the Library’s collections and will encourage them to explore their own – and	Completed	High

<sup>20</sup> A project which has had a delay in implementation is defined as low impact due to the fact that it has not had an opportunity to show full impact in the given time period.

	each other's – cultural heritage by creating stories which will be recorded on DVD		
3. Irish Traveller Movement Yellow Flag	To pilot the Yellow Flag programme, based on practical measures that bring issues of interculturalism into the day-to-day running of the school. This pilot will look to develop workable actions in school planning that deliver intercultural education in the education system.	Delayed	Low
4. Fingal County Childcare Committee	To employ a part time Integration Officer to Develop an Intercultural & Equality Policy and Strategy for FCCC, liaise with key agencies & support childcare providers in meeting the OMC guidelines on diversity and equality.	Completed	High
5. Edmund Rice Heritage Centre Waterford	To develop an Integrated Youth Strategy which will dovetail into the Waterford Citywide Youth Strategy, by utilising their networks with the local schools to identify young people from Minority communities to participate in the compilation of the strategy.	Completed	High
6. Roscommon Partnership	To develop a strategy for the integration of minority children and young people into mainstream sports activities in County Roscommon, in line with the Roscommon Intercultural Strategy.	Completed	Medium
7. Canal Communities Intercultural Centre	To develop a regional intercultural strategy within the southwest inner city of Dublin – aimed at meeting the particular social, cultural and recreational needs of children and young people from the new communities.	Delayed	Low
8. Kerry Diocesan Youth Services	To hire a part-time youth worker to focus specifically on involving minority young people in the activities of the Youth Service.	Completed	Medium
9. The Cavan Centre	To employ an additional staff member for a period of 5 months to undertake outreach targeting minority young people with a view to enabling them to access the facilities of the Cavan Centre and in doing so, to integrate with other young users of the Centre.	Completed	Medium
10. County Longford Youth Service	Funding for a part time youth worker, working specifically with the youth of new communities and Travellers, through an expansion of existing areas of work.	Completed	Low
11. Rathcoole Community Youth Services	Funding to purchase computer games for its youth club facility in order to attract some of the growing number of young foreign nationals in the Rathcoole area of south west Dublin.	Completed	Low

12. The Base, Ballyfermot	To run an initiative aimed at developing and promoting a weekly fun, interactive, multi cultural evening in the Base chill out area, by providing a variety of cultural activities and programmes as a means of engaging minority young people and educating wider youth population on cultural diversity.	Delayed	Low
13. YMCA InterYouth Committee	To continue & expand a number of social clubs, outings & activities that are aimed at integrating local Irish youths with ethnic minority youths from a nearby hostel.	Completed	Medium
14. SARI – Sport Against Racism	Funding for Count Us In, a SARI nationwide project designed to directly involve children and youth from minority backgrounds in sports and by extension local community activities.	Completed	Medium

## 4.7 Programme Lessons

The results of the evaluation suggest that 7 key lessons can be learned from the experience of the Minority Children Fund. Despite the acknowledged limitations of the evaluation, these lessons are robust and, in addition to informing integration programmes generally, they should also be of practical value to the individual projects.

### 4.7.1 The School as a Setting for Integration

One of the strengths of the Minority Children Fund is that its investments were spread over a number of different contexts, notably youth work, strategy development, education, and sport. This makes it possible to form a view of how integration works in these different settings and the factors conducive to integration in each. Our impression, based on the evidence considered, is that schools offer a particularly conducive setting for integration. Three of the projects are school-based – the Dublin 7 School Completion Programme, the Chester Beatty Library & Draíocht Arts Centre, and the Irish Traveller Movement – and provide impressive examples of what can be achieved in this setting.

It is true, as acknowledged by all 3 projects, that this is a demanding setting to deliver an integration project essentially because it involves intervention in a very structured and timetabled environment, with relatively few opportunities for additional extra-curricular activities, and a demanding process of negotiation with school principals and teachers. Nevertheless, once the project is accepted by the school, the advantages are considerable because it provides access to a population of children from diverse ethnic backgrounds in an environment that is managed, ordered and safe. Immigrant parents tend to value and respect education, and know that their children are physically and morally safe there. This is significant since one of the challenges to

integration is that some immigrant parents, as reported by one project, fear that Irish children may have a negative influence on their children, particularly in the context of out-of-school youth activities.

Thus schools provide a culturally safe and stigma-free environment where the common objective is learning and where, in the generality of cases, racist attitudes and behaviours are not tolerated. Given that all of the schools in the Minority Children Fund were ‘hand picked’ by the projects, there may nevertheless be a selection bias in favour of schools who are already exceptional in their integration ethos, and are located in areas where ‘minority’ children may sometimes be the ‘majority’.

School-based projects, particularly primary schools, also have the advantage that integration, as a number of projects observed, is likely to have greatest impact with younger children who have fewer preconceptions about difference, fewer inhibitions about mixing, and more confidence about participating. This makes primary schools a particularly appropriate context for integration. This is an important lesson for future integration programmes. Moreover these projects involved relatively small grants, and this suggests that school-based projects may be a cost effective way of promoting integration.

#### **4.7.2 Developing a Strategy as an Instrument of Integration**

A substantial number of projects (6 out of 17, or 35%) were funded to develop and implement an integration strategy: Foróige, NYCI, Fingal County Childcare Committee, Roscommon Partnership Company, Edmund Rice Centre, and Canal Communities. These projects engaged in comprehensive consultation, including surveys, both inside and outside the organisation, and this had the effect of raising awareness of integration issues for a wide range of stakeholders. For organisations, it also drew attention to the ethnic profile of management, staff and volunteers, and the challenges this may pose for integration. For immigrant communities, it provided an opportunity to have their voice heard and learn more about what is available for young people, particularly in the youth and sports sectors. The experience of these projects also highlighted the importance of a whole-organisation approach, since there is a danger that integration becomes marginalised when it is made the responsibility of one person or one section of the organisation.

The evidence from the evaluation suggests that this process of consultation and strategy-making is itself part of the integration process, by virtue of raising awareness, allowing fears to be addressed, and generating practical activities for intercultural engagement. This, in turn, suggests that a good way to begin the integration process is to develop an integration strategy, irrespective of whether the focus is on the organisation, the geographical area, or a particular sector.

#### **4.7.3 The Challenge of Youth Work**

There was great variability in the performance of projects involved in direct youth service provision: Foróige, NYCI, County Longford Youth Service, Kerry Diocesan Youth Services, Cavan Centre, The Base, and YMCA.

This reflects the challenges of youth work which traditionally has tended to work in areas of socio-economic disadvantage – and which may be resistant to integration - whereas many ethnic minorities live in rented accommodation where there are few community or youth work facilities. In addition, as many projects observed, participation in youth activities may not be a priority for minority families compared to the other challenges they face. These families face the challenge of making a new life in a new country, with a new language and some may experience Irish culture as a threat to their traditional values, and may be fearful of allowing their children to participate in youth activities. Irish youth services have traditionally catered for young people who are socio-economically disadvantaged but many are not yet familiar with the needs of minority young people whose disadvantages are also caused by barriers such as language, culture, and racism. In addition, many minority parents may be unaware of the facilities and services available for them and their children. For these reasons, many projects have learned that it is essential to work with parents in order to encourage their children to join youth work activities, and even become involved as volunteers. One project has advised that: ‘Parents need to be walked and talked through the facilities that are available’.

The Minority Children Fund required projects to work with all children, and not just ethnic minorities, otherwise it is just another form of service provision rather than integration. Some projects were challenged by this and focused primarily on groups of minority children as a preparatory stage of integration, such as Kerry Diocesan Youth Services and, to a lesser extent, the Cavan Centre. Others seem to have continued with the same pattern of youth work that preceded the funding such as County Longford Youth Service and The Base. This draws attention to the challenge in youth organisations of working with ethnically diverse groups. A number of the projects observed that having an organisational structure in which there are no minorities involved in management, staff or volunteers not only reduces credibility but can also reflect a skill deficit.

It is true that NYCI is working explicitly to improve youth work practice among its member organisations so that they have the capacity in terms of skill and confidence to work with ethnically diverse children and young people. In light of the experience of these projects, and the difficulty of finding suitably qualified staff to do intercultural work, future integration programmes would need to focus on developing the skill base in the sector. This may not require a separate fund but, subject to a review of what is available, it could involve sponsoring training programmes in intercultural youth work in selected universities and colleges.

#### **4.7.4 The Challenge of Sport**

Two projects focused specifically on sport: FAI and SARI, while the YMCA also has a strong focus on fitness. It is well recognised that the universality of sport is the source of its potency as an instrument for integration. The one-off events run by SARI have an obvious value in terms of introducing children and young people to sport and to the encounter with ethnic diversity. But the power of large sporting organisations like the FAI to generate sustained participation and integration over a much longer period is an important asset that needs to be developed. Other national sporting bodies – such as the GAA, IRFU, etc – also have initiatives to attract ethnic

minorities even though they have not been part of the Minority Children Fund. The experience of the FAI is that integration needs to be a commitment and a target across all sections of the organisation, and not confined to a section dealing exclusively with 'minorities' or 'integration'. This learning should also inform the funding of integration programmes in sport, particularly in larger sporting organisations, by ensuring that all such initiatives comprise actions which are deliverable by different section of the organisation, and not confined to its margins.

#### **4.7.5 Staff Recruitment and Retention**

Most projects (14 out of 17) were able to implement their proposal using the existing complement of staff, or by recruiting staff within a relatively short period. However three projects – Foróige, NYCI, Fingal County Childcare Committee - reported significant delays in implementing their proposal due to difficulties in recruiting and retaining staff. Foróige failed to recruit one of the two staff required, NYCI were delayed by Garda clearance and the outreach worker left after four months, while Fingal County Childcare Committee also experienced delays in recruitment. Given that integration is a relatively new area of work, requiring a particular type of experience and skill set, it is not surprising that staff shortages were a problem. In addition, recruitment was taking place in the context of almost full employment before the onset of the current recession. Significantly, the work of large grantees was more heavily dependent on the recruitment of new staff, and more adversely affected by it. This suggests that, in the appraisal of project proposals, a higher risk might be attached to an organisation which cannot implement its proposal without recruiting additional staff and this, in turn, would inform the decision to fund.

#### **4.7.6 Size of Grant and Size of Impact**

It is reasonable to ask, in view of the two funding streams within the Minority Children Fund, if large grantees has proportionately greater impact – whether measured in terms of participation rates or raising awareness of integration among service providers - compared to small grantees. This question arises because two of the large grantees experienced significant delays in project implementation – and therefore have had low impact to date – while all of the high impact projects, in our estimation, are small grantees. This picture may change in 2009 and 2010 as project implementation is completed, but the evidence to date suggests that large grantees had proportionately less impact than smaller grantees, when the size of grant is taken into account. In other words, although the three large grantees received more than half the Minority Children Fund, and each received an average of five times more money than small grantees, their impact would appear to be much less than five times that of small grantees.

The reasons for this are not immediately apparent. All projects were subjected to a detailed vetting process, and large grantees were also required to make a presentation on their proposal. The fact that large grantees were more likely to be selected (3 out of 7 or 43% selected) compared to small grantees (14 out of 86 or 16%

selected) may simply reflect the limited number of invited applications relative to the fixed fund that was available, rather than an easier selection process for larger grantees.

At the same time, as already observed, both groups of grantees were funded to do broadly similar things and it is not clear if, across the two funding streams, any systematic assessment was carried out in terms of how the level of funding matched the level of projected output in each application. In addition, the level of monitoring by the One Foundation did not vary significantly between the two groups of grantees, with both using the same template for making progress reports and evaluation reports. It is true that larger organisations tend to have more capacity than smaller organisations, but they may not necessarily have the flexibility to adjust to a new programme, particularly where this requires an organisation-wide response. It is also significant, as already pointed out, that the success of large grantees was more heavily dependent on the recruitment of new staff.

These considerations do not fully explain why the rate of return – as measured by the estimated impact relative to the size of grant - from large grantees seems to have been proportionately less than from small grantees. However this finding suggest that, in the appraisal of project proposals, a value for money analysis should be undertaken in order to estimate the potential rate of return since this would also give greater transparency to decisions about the size of grant in each case.

#### **4.7.7 Management of the Minority Children Fund**

The contract between The One Foundation and each project required the completion of quarterly progress reports, as well as a final evaluation report, based on a prepared template. Projects were also brought together for an initial convening in January 2008, and again for a final convening in February 2009. In addition, portfolio managers at The One Foundation had occasional contact with projects to appraise progress. Given the scale of investment by the fund, this level of monitoring by The One Foundation would seem appropriate.

It is true that, in a number of cases, substantial slippage occurred between what was proposed and what was achieved, essentially because key assumptions on which proposals were based - such as staff recruitment and retention, delivery by other parts of the organisation, availability of a building, time required to carry out activities – turned out to be incorrect. This is not necessarily a fault in the management of the fund, or in the projects themselves although, with few exceptions, all parties seem to have adopted a relatively relaxed attitude to these departures from contract. We have already suggested that, at project preparation and appraisal stage, a more rigorous assessment of risks would help to ensure a more realistic project, and a better investment opportunity for The One Foundation. This type of risk assessment itself requires a knowledge of the sector, and of what works in terms of integration, which may not have been available at the time the projects were appraised. In addition, it might also be useful for the contract between The One Foundation and each project to contain an early warning system for dealing with delays and other deviations, and which would require projects to generate and agree viable alternative solutions as quickly as possible.

## 4.8 Concluding Comment

The Minority Children Fund was a one-year, once-off, grant scheme to support the inclusion of minority children in the activities and services of youth and sports organisations. Like all its grant-giving, The One Foundation regards the Minority Children Fund as an investment in learning while at the same time producing some concrete results. This evaluation report has shown that the Minority Children Fund supported both existing and new work in the area of integration, while also yielding valuable insights into the range of issues that need to be addressed as this work evolves further in the newly emerging multicultural Ireland.

It is too early to assess the full impact of the Minority Children Fund on either the organisations who were grant-aided, or the minority children and young people who have been its beneficiaries. Nevertheless, the evidence available suggests that, while the majority of projects (12) completed their proposals as planned, there have also been significant delays in implementation (5) and, since these delays disproportionately affected large grantees, this has delayed implementation of nearly half the total fund. These delays, in turn, have had the knock-on effect of lowering impact and our estimate is that the overall impact of the Minority Children Fund, to date, has been modest since we rated the majority of projects as either low impact (7) or medium impact (6) rather than high impact (4). At the same time, it is worth bearing in mind that since all the delayed projects are estimated to have a low impact, it is possible – and in some cases quite likely – that these projects will have a more significant impact in 2009 and 2010 when these projects are expected to be fully implemented.

The modest scale and scope of the evaluation is such that we do not have the evidence-base to make any firm recommendations, other than the recommendation that Ireland as a society needs to continue to invest in the integration of immigrants many of whom, despite the recession, see this country as their permanent home. Nevertheless we have identified a number of lessons which should inform future work in this area, including:

- ✓ Schools have great potential as settings for promoting integration.
- ✓ The development of a strategy – whether organisation-based, area-based, or sector-based – can be a potent instrument for integration.
- ✓ The youth work sector needs to be supported through information and training in order to address the needs of minority young people whose disadvantage is not just socio-economic – the traditional target group of the sector – but is also shaped by barriers caused by language, culture, and racism.
- ✓ The universality of sport gives sporting organisations a huge opportunity and responsibility to promote integration.
- ✓ The project appraisal process should assess the risk factors associated with each proposal, and undertake a value for money analysis in order to give greater transparency to funding decisions.

The action of The One Foundation in setting up the Minority Children Fund was informed by the need to learn from the failures of other countries – such as England and France - where the lack of a proactive integration policy for immigrants has imposed a substantial cost on these communities and on society in general. Ireland

can avoid these costs, and reap substantial benefits, by investing in the integration of minorities so that parents and children can participate in every facet of Irish life, in much the same way as Irish emigrants have been integrated into the fabric of different societies across the world.

The Minority Children Fund offered a valuable injection of new funds to stimulate an ethos of integration in the youth and sports sector. However the ethos of integration cannot depend on additional funding alone, and cannot be confined to the youth and sports sector. All existing resources need to be examined to ensure that service provision in Irish society is fully cognisant of diversity, and integration is a mainstream activity of all agencies serving the public. The Minority Children Fund has made a valuable contribution towards that goal.

Ends here.