

Social Inclusion: Policy and Practice for ESOL learners.

Mary Kenny
ESOL Development Officer



Identifying barriers to social inclusion

“We have to ensure that migrants can access information and services and that barriers to their integration are identified and removed”

David Staunton TD, Migrant Integration Strategy, Feb 2017.



Social inclusion in Ireland v EU member states

- (In Ireland), social inclusion measures have ensured that migrants do not experience significantly higher risks of poverty because of their migrant status. P.7 Migrant Integration Strategy Feb 2017.
- In 2012, the differentials in the at risk of poverty rates were narrowest in Ireland of all EU Member States. In 2014, for example, the consistent poverty rate for Irish nationals was 8% and 8.8% for non-Irish nationals
P.7 Migrant Integration Strategy Feb 2017.



Labour market activation: Delivering skills for a growing economy (from 2016)

- **Pathways to work 2016 – 2020**
- **Action Plan for jobs 2018**
- **ETB Strategic Performance Agreements & Planning Framework
2018 to 2020 SOLAS FET**



Language as a barrier to social inclusion

- **10.4% of young adult migrants age 19-24, 14.7% of working age adults and 20% of older adults reported difficulties with spoken English.**

CSO: Census 2016 Chapter 5 Diversity, Table 5.7

- **46,000 or 75% of those who reported poor English skills are estimated to be not availing of English Language provision through publicly funded FET provision.**

Review of ETB ESOL provision, 2017 p.17



Implications of not speaking the language of the country you live in:

- Isolation/marginalisation, wellbeing
- Ghettoization
- Inability to function in society – rights and entitlements, access to services, vote.
- Parental rights: Decision making, involvement in your child's education/schooling.
- Depending on others for interpretation. GP, hospital, chemist.



Implications of not speaking the language of the country you live in

- Long term unemployment
- Access to labour market. Risk of exploitation. Minimum wage.
- Quality employment – opportunities for progression and promotion. Choices and opportunities.



How you can help as Guidance Information Officers

- Facilitate initial contact. Fear of breakdown in communication and how to mediate this. Terminology (“Guidance Counsellor”, “ESOL”).
- Speaking skills can mask reading and writing deficit.
- Initial assessment of language skills to ensure learners can meet the learning outcomes of course. QQI level 6 should be CEFR B2



How you can help as Guidance Information Officers

- **Identify and support Roma**
The National Traveller and Roma Inclusion Strategy 2017 – 2021
- **Facilitate work placements – especially for black Africans**
- **Mediate with DEASP on behalf of vulnerable learners who have low language skills and who need to learn English at their own pace – refugees who may not be literate in their first language.**



Social inclusion

