

CHAPTER 6 - EDUCATIONAL DISADVANTAGE

CAIBIDIL 6 - MÍBHUNTÁISTE OIDEACHASÚIL

Educational disadvantage is a multidimensional problem that penetrates all strata of the Irish education system and requires intervention on a number of fronts. It is defined by the Education Act (DES, 1998b: 32) and the White Paper on Early Childhood Education, Ready to Learn (DES, 1999a: 97) as;

"the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools."

Children experiencing poverty and social exclusion, including Travellers and foreign nationals, often do not achieve their educational potential and this may reduce their chance of success in life and perpetuate the cycle of disadvantage (CMRS, 1992a; INTO 1994a, 2000). It can be detected early in a child's life and early intervention has been universally proven as one of the most effective forms of remediation (Kellaghan and Greaney, 1993; DES, 2003a).

Research in Ireland and internationally has emphasised the physical, linguistic, cognitive, emotional and social benefits of quality early intervention initiatives, both short-term and longitudinally (Kellaghan and Greaney, 1993; Educational Research Centre, 1998; Douglas and Sammon, 2000). There are benefits not only to the child however, but also for society in general, in both economic and cultural terms. As Hayes (1995) emphasises, children are important in their own right and cost-effectiveness and societal returns are not the criteria on which success should be measured. While the school is an important entry point in alleviating the pernicious effects of educational disadvantage, it is certainly not the only one and cannot be viewed as a panacea for this complex challenge (Kellaghan, Weir, Ó hUallacháin and Morgan, 1995; Zappone and Haran, 2002). A variety of government departments such as the Department of Health and Children and the Department of Social and Family Affairs, as well as a number of non-government organisations, must play their role in alleviating this problem.

While this audit focuses on research from 1990 to date, educational disadvantage is not a new phenomenon. In the post World War 2 period, an awareness of the negative impact of educational underachievement or failure led to the quest for greater equality in the USA and UK. This was accentuated by the US failure in this period to win the 'Space Race' and the acknowledgement of the 'brain drain' in society educational failure implied. This provided an impetus for increased research initiatives and interventions in the area of early childhood care and education. Ireland drew on much of this

Is fadhb iltaobhach é an míbhuntáiste oideachasúil atá le fáil in gach cuid de chóras oideachais na hÉireann agus éilítear idirghabháil ina leith ar go leor bealaí. Déantar é a shainmhíniú san Acht Oideachais (DES, 1998b: 32) agus sa Pháipéar Bán faoi Oideachas Luath-Óige, Ready to Learn (DES, 1999a: 97) mar seo a leanas;

"the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools."

Go minic ní bhaineann leanaí a fhulaingíonn bochtaineacht agus eisiámh sóisialta, lena n-áirítear an Lucht Siúil agus náisiúnaigh choigríche, a bpoitéinseal oideachais iomlán amach agus d'fhéadfadh sé sin bac a chur lena ndul chun cinn sa saol agus leanfadh an timthriall míbhuntáiste ar aghaidh (CMRS, 1992a; INTO 1994a, 2000). Is féidir é a aithint go luath i saol an linbh agus tá sé cruthaithe go forleathan gurb í an idirghabháil luath ceann de na bealaí is éifeachtaí leighis atá ann (Kelleghan agus Greaney, 1993; DES, 2003a).

Leag taighde in Éirinn agus go hidirnáisiúnta béim ar na sochair fhisiceacha, theangeolaíocha, chognaíocha, mhothúchána agus shóisialta a bhaineann le tionscnaimh idirghabhála luaithe, idir idirghabháil ghearrthréimhseach agus fhadtréimhseach (Kellaghan agus Greaney, 1993; Educational Research Centre, 1998; Douglas agus Sammon, 2000). Ní leis an leanbh amháin a bhaineann na sochair, áfach, ach leis an tsochaí i gcoitinne, i dtéarmaí eacnamaíocha agus cultúir araon. Faoi mar a luann Hayes (1995), baineann tábhacht le leanaí iad féin agus ní cóir rathúlacht a thomhas de réir éifeachtacht chostais agus rudaí a thugtar ar ais don tsochaí. Cé gur pointe tábhachtach iontrála í an scoil maidir le héifeachtaí dochracha an mhíbhuntáiste oideachasúil a mhaolú, ní hí an t-aon cheann amháin í agus ní féidir féachaint uirthi mar réiteach gach faidhbe don dúshlán casta seo (Kellaghan, Weir, Ó hUallacháin agus Morgan, 1995; Zappone agus Haran, 2002). Caithfidh ranna rialtais cosúil leis an Roinn Sláinte agus Leanáí agus an Roinn Gnóthaí Sóisialacha agus Teaghlaigh, mar aon le heagraíochtaí neamhrialtais ról a imirt chun an fhadhb seo a mhaolú.

Cé go ndíríonn an t-íniúchadh seo ar thaighde ó 1990 go dtí seo, ní feiniméan nua é an míbhuntáiste oideachasúil. Sa tréimhse i ndiaidh an Dara Cogadh Domhanda, lorgaíodh comhionannas níos fearr i SAM agus sa RA de bharr aird níos mó a bheith ar an tionchar diúltach a bhain le tearcghnóthachtáil nó teip san oideachas. Theip ar na SA sa tréimhse sin an Spásrás a bhuan agus admhaíodh an easpa intleachtachta a thug teip san oideachas le fios agus chuir siad sin dlús faoi chúrsaí. Dá bharr sin,

international experience and established some small-scale projects such as the Rutland Street Project in 1969. This aimed to assuage the effects of educational disadvantage in a deprived inner-city area of Dublin. While initial evaluations did not show favourable outcomes in terms of children's linguistic and cognitive development, longitudinal research found more beneficial results in terms of emotional and social development (Kellaghan and Greaney, 1993).

The 1980's were characterised by a similar awareness and indeed political will in relation to allaying the effects of disadvantage. However, efforts were marred by economic crisis and a small number of local projects and pilot initiatives were established, such as the Programme for Action in Education (1984-1987)⁵ and the establishment of a fund for schools in areas of extreme disadvantage. However, there was no concerted effort of a universal, comprehensive or integrated nature to alleviate disadvantage at this time.

In the 1990s, a number of factors contributed to increased societal awareness and state intervention. These included Ireland's ratification of the United Nations Convention on the Rights of the Child in 1992 and Ireland's improved economic situation. Moreover, our evolving concept of children as active and valuable citizens in Ireland has strengthened resolve to protect and nurture this important cohort of our society (DHC, 2000a). Consequently, the last decade has witnessed a myriad of initiatives at all levels of the education system, from preschool interventions to supports in adult and continuing education. These include the Early Start preschool programme, the Breaking the Cycle Initiative and Giving Children an Even Break provided by the Department of Education and Science.

Despite increased awareness and efforts to alleviate its detrimental consequences, educational disadvantage still remains one of the most intractable problems in the education system today. While initiatives are welcome, there are still many difficulties including the identification of disadvantage at a micro level (individual children and families as opposed to areas or regions) (Kellaghan, Weir, Ó hUallacháin and Morgan, 1995) and the tailoring of initiatives to suit the needs of individual children in both rural and urban areas (INTO, 2000b). Disadvantage affects different children in different ways and is a dynamic concept, evolving with changing positions in the family's and society's circumstances.

The following **categories** emerged in our analysis of the research relating to educational disadvantage in Ireland since 1990;

- 6.1 Government Publications
- 6.2 Integrated Approaches
- 6.3 International Perspectives
- 6.4 Local Initiatives
- 6.5 School-based Programmes

spreagadh tionscnaimh thaighde agus idirghabhálacha i réimse an chúraim agus an oideachais Luath-Óige. Bhain Éire leas as go leor den eispéreas idirnáisiúnta sin agus bunaíodh roinnt tionscadal ar scála beag cosúil leis an Rutland Street Project i 1969. Is é an aidhm a bhí leis sin ná na héifeachtaí a bhain le míbhuntáiste oideachasúil a mheas i gceantar lárchathrach a bhí faoi míbhuntáiste i mBaile Átha Cliath. Cé nár léirigh measúnuithe tosaigh forthorthaí fabhracha i dtéarmaí fhorbairt theangeolaíoch agus chognaíoch na leanaí, léirigh taighde fadtréimhseach torthaí níos fearr i dtéarmaí na forbartha mothúchánaí agus sóisialta (Kelleghan agus Greaney, 1993).

Sna 1980idí bhí feasacht den chineál céanna i gceist mar aon le toil pholaitiúil i leith tionchair an mhíbhuntáiste a mhaolú. Mhill géarchéim eacnamaíoch na hiarrachtaí, áfach, agus bunaíodh roinnt tionscadal agus tionscnamh píolótach, cosúil leis an Programme for Action in Education (1984-1987)⁵ agus bunaíodh ciste do scoileanna i gceantair atá faoi mhór-mhíbhuntáiste. Níor tugadh faoi aon chomhiarracht, bíodh sin uilíoch, cuimsitheach nó comhtháite, i rith an ama sin chun an míbhuntáiste a mhaolú.

Sna 1990idí, chuidigh roinnt fachtóirí le feasacht níos fearr sa tsochaí agus le hidirghabháil ón stát. Áirítear orthu sin, daingniú Choinbhinsiún na Náisiún Aontaite um Chearta an Linbh i 1992 in Éirinn agus imthosca feabhsaithe geilleagair in Éirinn. Ina theannta sin, de bharr go bhfuil ár gcoincheap den leanbh a bheith mar shaoránach luachmhar agus gníomhach in Éirinn tar éis tréisiú, déantar an grúpa tábhachtach sin sa tsochaí a chosaint agus a chothú (DES, 2000a). Dá thoradh sin, tugadh faoin illiomad tionscnamh sna deich mbliana atá díreach caite ag gach leibhéal den chóras oideachais, ó idirghabhálacha réamhscoile go tacaíochtaí in oideachas aosach agus leanúnach. Áirítear orthu sin an clár Early Start, an tionscnamh Breaking the Cycle agus Giving Children an Even Break arna gcur ar fáil ag an Roinn Oideachais agus Eolaíochta.

In ainneoin feasachta níos airde agus iarracht chun na hiarmhairtí dochracha a mhaolú, tá an míbhuntáiste oideachasúil fós ar an bhfadhb is doréitithe a bhaineann leis an gcóras oideachais sa lá atá inniu ann. Cé go bhfáiltítear roimh thionscnaimh, tá go leor deacrachtaí ann fós lena n-áirítear an míbhuntáiste a aithint ag micrileibhéal (leanaí agus teaghlaigh aonair seachas ceantair nó réigiúin) (Kellaghan, Weir, Ó hUallacháin agus Morgan, 1995) agus sainoiriúnú tionscnamh chun freastal ar riachtanais leanaí aonair i gceantair uirbeacha agus thuaithe araon (INTO, 2000b). Imríonn míbhuntáiste tionchair éagsúla ar leanaí agus is coincheap dinimiciúil é a athraíonn de réir mar a thagann athrú ar chúinsí an teaghlaigh agus imthosca na sochaí.

Tháinig na **catagóirí** seo a leanas chun cinn san anailís a rinneamar ar an taighde a bhaineann le

⁵ Department of Education (1984). *Programme for Action in Education 1984-1987*. Dublin: The Stationery Office.
An Roinn Oideachais (1984). *Programme for Action in Education 1984-1987*. Baile Átha Cliath: Oifig an tSoláthair.

6.6 Socio-Economic Disadvantage

Each of these **categories** are treated under one or more of the following **sub-categories** in chronological order:

- Descriptive/Analysis
- Evaluation
- Guidelines
- Policy

míbhuntáiste oideachasúil in Éirinn ó 1990 i leith:

- 6.1 Foilseacháin Rialtais
- 6.2 Cuir Chuige Chomhtháite
- 6.3 Peirspictíochtaí Idirnáisiúnta
- 6.4 Tionscnaimh Logánta
- 6.5 Cláir Scoilbhunaithe
- 6.6 Míbhuntáiste Socheacnamaíoch

Déileálar le gach ceann de na **catagóirí** sin faoi cheann amháin nó níos mó de na **fochatagóirí** seo a leanas in ord cróineolaíoch:

- Tuairisciúil/Anailísiúil
- Meastóireacht
- Treoirlínte
- Beartas

6.1 GOVERNMENT PUBLICATIONS

There has been a wealth of government publications since 1990 in relation to legislation and policy, a feature that was largely absent prior to this period. This was informed and influenced to a great extent by the National Forum on Education (Coolahan, 1994) and the National Forum on Early Childhood Education (Coolahan, 1998). Legislation in this period includes a White Paper on Education (DoE, 1995), an Education Act (DES, 1998b), a White Paper on Early Childhood Education (DES, 1999a) and an Education Welfare Act (DES, 2000a). These have all served to place the provision of and entitlement to services on a statutory footing, thereby enhancing the rights of all children to an education conducive to their needs.

6.1.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Coolahan, J. (Ed.) (1994). *Report of the National Education Convention Secretariat*. Dublin: National Education Convention Secretariat.

Coolahan, J. (Ed.) (1998). *Report on the National Forum for Early Childhood Education*. Dublin: The Stationery Office.

Department of Education and Science (2002c). *Early Start Preschool Pilot Project*. Dublin: The Stationery Office.

6.1.2 Evaluation / Meastóireacht:

Department of Education (1992b). *Home School Community Liaison Scheme: Interim Report 1*. Dublin: The Stationery Office.

Department of An Taoiseach (1998). *Implementation of the Integrated Services Project, Dublin Castle*. Dublin: The Stationery Office.

6.1.3 Policy / Beartas:

Department of Education (1992a). *Green Paper on Education – Education for a Changing World*. Dublin: The Stationery Office.

Department of Education (1994b). *Child Care Assistants Employed in Early Start Preschools (Pilot Project) - Qualifications and Conditions of Service*. Dublin: The Stationery Office.

Department of Education (1995). *White Paper on Education – Charting Our Educational Future*. Dublin: The

6.1 FOILSEACHÁIN RIALTAIS

Foilsíodh an-chuid foilseachán rialtais ó 1990 i leith maidir le reachtaíocht agus beartas, rud nár tharla den chuid is mó roimhe sin. Bhí treoir agus tionchar le fáil ón National Forum on Education (Coolahan, 1994) agus ón National Forum on Early Childhood Education (Coolahan, 1998). I measc na reachtaíochta a bhaineann leis an tréimhse sin tá an Páipéar Bán Oideachais (DES, 1995), Acht Oideachais (DES, 1998b), Páipéar Bán faoi Oideachas Luath-Óige (DES, 1999a) agus Acht Leasa Oideachais (DES, 2000a). Chuidigh siad sin ar fad le soláthar agus teidlíocht seirbhíse a bhunú sa reachtaíocht, agus ar an gcaoi sin cearta gach linbh a fheabhsú maidir le hoideachas a oireann dá gcuid riachtanas.

Stationery Office.

Department of Education (1997). *Breaking the Cycle. Information Leaflet*. Dublin: The Stationery Office.

Department of Education and Science (1998b). *Education Act*. Dublin: The Stationery Office.

Department of Education and Science (1999a). *Ready to Learn - A White Paper on Early Childhood Education*. Dublin: The Stationery Office.

Department of Education and Science (1999b). *Primary School Curriculum*. Dublin: The Stationery Office.

Department of Education and Science (1999d). *The New Deal – A Plan for Educational Opportunity*. Dublin: The Stationery Office.

Department of Education and Science (2000a). *Education Welfare Act*. Dublin: The Stationery Office.

Department of Health and Children (2000a). *The National Children's Strategy. Our Children-Their Lives*. Dublin: The Stationery Office.

Department of Health and Children (2000b). *The National Children's Strategy. Our Children-Their Lives: Executive Summary*. Dublin: The Stationery Office.

Department of Health and Children (2000c). *The National Children's Strategy. Our Children-Their Lives. Report of the Public Consultation*. Dublin: The Stationery Office.

Department of Health and Children (2000d). *The National Children's Strategy. Our Children-Their Lives. Report of the Public Consultation: Executive Summary*. Dublin: The Stationery Office.

Department of Health and Children (2000e). *The National Children's Strategy. Our Children-Their Lives. Report to Children on the Public Consultation*. Dublin: The Stationery Office.

Department of Health and Children (2000f). *The National Children's Strategy. Our Children-Their Lives: Children's Version*. Dublin: The Stationery Office.

Department of Education and Science (2001). *Giving Children an Even Break by Tackling Disadvantage*. Dublin: The Stationery Office.

Department of Social, Community and Family Affairs (2002). *Building an Inclusive Society: Review of the National Anti-Poverty Strategy, under the Programme for Prosperity and Fairness*. Dublin: The Stationery Office.

National Crime Council (2002). *Tackling the Underlying Causes of Crime: A Partnership Approach - A Consultation Paper*. Dublin: The Stationery Office.

Department of Education and Science (2003a). *Educational Disadvantage Forum – Report of Inaugural Meeting, Dublin Castle, November 2002*. Dublin: Educational Disadvantage Committee.

6.2 INTEGRATED APPROACHES

There is widespread consensus on the need for an integrated approach to educational disadvantage, one that focuses on root causes and is preventive in nature (Kellaghan, Weir, Ó hUallacháin and Morgan, 1995; Cullen, 1997b). Early initiatives, however, tended to be piecemeal and reactive in addressing disadvantage and did little to tackle underlying societal causes. This led to duplication of supports in some areas and virtual voids in supports for others (Kellaghan, Weir, Ó hUallacháin and Morgan, 1995).

Greater synergy and communication between government departments and organisations in recent years has helped to reduce such duplications and

6.2 CUIR CHUIGE CHOMHTHÁITE

Táthar ar aon tuairim go forleathan go bhfuil gá le cur chuige chomhtháite maidir le míbhuntáiste oideachasúil, cur chuige a dhíríonn ar bhunchúiseanna an mhíbhuntáiste agus a choscann é (Kellaghan, Weir, Ó hUallacháin agus Morgan, 1995; Cullen, 1997b). Maidir leis na tionscnaimh luaithe, áfach, ba anseo agus ansúid a tharla siad agus ba fhrithghníomh iad ar aghaidh a thabhairt ar mhíbhuntáiste agus ba bheag a rinne siad chun dul i ngleic leis na cúiseanna sa tsochaí a bhain leis an míbhuntáiste. I roinnt réimsí ba é an toradh a bhí sin ná dúbláil tacaíochtaí agus fágadh réimsí eile ar an ngannchuid (Kellaghan, Weir, Ó hUallacháin agus Morgan, 1995).

De bharr sineirgíocht agus cumarsáid níos fearr a

improved the targeting of those most in need of intervention. The establishment of the Education Disadvantage Centre in St. Patrick's College, Drumcondra in 2001 and the Educational Disadvantage Committee in 2002 is playing an important role in the integration of organisations involved in the alleviation of the consequences of disadvantage.

bheith idir eagraíochtaí agus ranna rialtais le blianta beaga anuas tá laghdú tagtha ar an dúbláil sin agus táthar ag spriocdhíriú níos mó orthu siúd a bhfuil idirghabháil de dhíth orthu. Tá ról tábhachtach á imirt ag bunú an Disadvantage Centre i gColáiste Phádraig, Droim Conrach in 2001 agus an Educational Disadvantage Committee in 2002 maidir le comhtháthú na n-eagraíochtaí leasmhara chun iarmhairtí an mhíbhuntáiste a mhaolú.

6.2.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Kellaghan, T., Weir, S., Ó hUallacháin, S. and Morgan, M. (1995). *Educational Disadvantage in Ireland*. Dublin: Department of Education, Combat Poverty Agency and the Educational Research Centre.

Cullen, B. (1997b). *A Report for ISI (Integrated Services Initiative) on Models for Integrating Services for Young Families in the Community*. Dublin: Unpublished Paper for Integrated Services Initiative.

Tralee Educational Network (1997). *Educational Disadvantage is the Issue – Is Integration the Answer?* Kerry: Partnership Trá Lí.

Rourke, S. (1999). *A Learning Experience – Case Studies on Local Integrated Strategies to Tackle Educational Disadvantage*. Dublin: YouthStart and Combat Poverty Agency.

Fallon, J. (2003). *CECDE and Educational Disadvantage; Context and Understanding*. Paper presented at the OMEP (Ireland) Conference, Cork.

6.2.2 Evaluation / Meastóireacht:

Integrated Services Initiative (1997). *Common Goals – Unmet Needs: Meaningful Collaboration in Tackling Exclusion in Dublin's North East Inner City*. Dublin: Integrated Services Initiative.

6.2.3 Policy / Beartas:

Hayes, N., (1997). *Social Exclusion and Irish Policy Regarding Early Interventions*. Paper presented at the 28th Psychological Society of Ireland Conference, Ennis.

6.3 INTERNATIONAL PERSPECTIVES

There are relatively few international studies in the area of educational disadvantage, possibly due to the difficulties inherent in completing trans-national comparisons. Where research has been undertaken, it has tended to focus on the importance of early intervention for educational disadvantage (Soriano, 1998) and the importance of eliminating child poverty in affluent countries (Sweeney, 2002).

6.3.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Soriano, V. (Ed.) (1998). *Early Intervention in Europe: Organisation of Services and Supports for Children and their Families, Trends in 17 European Countries*. Denmark: European Agency for Development and Special Needs Education.

Sweeney, J. (2002). *Ending Child Poverty in Rich Countries: What Works?* Dublin: Children's Rights Alliance.

Home Start International (2003). *Tackling Social Exclusion in Families with Young Children*. London: Home Start International.

6.3.2 Policy / Beartas:

Organisation for Economic Co-operation and Development (1996). *Integrating Services for Children at Risk*. Paris: Organisation for Economic Co-operation and Development.

6.3 PEIRSPICTÍOCHTAÍ IDIRNÁISIÚNTA

Is beag staidéar idirnáisiúnta atá déanta i réimse an mhíbhuntáiste oideachasúil, is dócha de bharr na ndeacrachtaí a bhaineann le comparáidí tras-náisiúnta a dhéanamh. I gcásanna ina bhfuil taighde déanta, is gnách leis díriú ar an tábhacht a bhaineann le hidirghabháil luath don mhíbhuntáiste oideachasúil (Soriano, 1998) agus ar an tábhacht a bhaineann le bochtaineacht leanaí a dhíothú i dtíortha saibhre (Sweeney, 2002).

6.4 LOCAL INITIATIVES

There has been a major focus in recent times on the empowerment of local communities in order to eliminate disadvantage and poverty (Community Worker's Co-operative, 1996, 2002; Cullen, 1998b). This involves utilising expertise at local level to equip communities with the resources and knowledge necessary to initiate programmes in their areas. The wealth of information available at this level is being tapped into to ensure initiatives are tailored to the needs of individual local areas. Through local initiatives, such as the Local Area-based Partnerships, the 'voices' of individual communities are heard in society and communities play an inherent part in their regeneration.

There is a culmination of research in relation to local initiatives in the late 1990s with the advent of the Local Area Partnerships and other local community development programmes. Research has become an integral feature of such initiatives in order to ensure the effective use of funding and the dissemination of best practice. In particular, there has been a great emphasis in research terms on the role of community development in the regeneration of disadvantaged communities (Combat Poverty Agency, 2000d; 2000e). Many of the research projects cited originate in disadvantaged urban areas and highlight the outcome of this empowerment on local communities (Integrated Services Initiative, 1997).

6.4.1 Description/Analysis - Tuairisciúil/Anailísiúil:

McKeown, K. (1991). *The North Inner City of Dublin: An Overview*. Dublin: Daughters of Charity.

Community Worker's Co-operative (1996). *Partnership in Action – The Role of Community Development and Partnership in Ireland*. Galway: Community Worker's Co-operative.

Prinsen, B. (1997). *Community Based Support Programs and Primary Prevention*. Paper presented at the ISPCAN Conference on Child Abuse, Barcelona, Spain.

Cullen, B. (1998b). *Social Partnership and Children's Services: The Potential of Local Partnership Programmes for Developing Children's Services in Ireland*. Dublin: Children's Research Centre, Trinity College Dublin.

Walsh, J., Craig, S. and McCafferty, D. (1998). *Local Partnerships for Social Inclusion*. Dublin: Oak Tree Press and Combat Poverty Agency.

Bernard, J. (2000). *Approaches to Early Education in Areas of Rural Disadvantage: Presentation to the National Conference on Educational Disadvantage*. Dublin: Area Development Management.

6.4.2 Evaluation / Meastóireacht:

Cullen, B. (1997a). *Educational Support Project – Review Report*. Dublin: The Children's Research Centre.

Delaney, P. (1997). *A Study of the Effects of the Implementation of the Early Start Programmes on Community Playgroups in the Greater Dublin Area*. Dublin: Combat Poverty Agency.

Integrated Services Initiative (1997). *Common Goals – Unmet Needs: Meaningful Collaboration in Tackling Exclusion in Dublin's North East Inner City*. Dublin: Integrated Services Initiative.

McKeown, K. and Fitzgerald, G. (1997). *Developing Childcare Services in Disadvantaged Areas: Final Report of the Pilot Childcare Initiative (1994-1995)*. Dublin: Kieran McKeown Ltd.

6.4 TIONSCNAIMH LOGÁNTA

Táthar ag díriú go mór le déanaí ar phobail logánta a chumhachtú le cur ar a gcumas míbhuntáiste agus bochtaineacht a dhíothú (Community Worker's Co-operative, 1996, 2002; Cullen, 1998b). Is éard a bhíonn i gceist leis sin ná leas a bhaint as saineolas ag leibhéal logánta chun acmhainní agus eolas a thabhairt do phobail le cur ar a gcumas cláir a thosú ina gceantair féin. Táthar ag baint leasa as an bhfaisnéis fhairsing atá le fáil ag an leibhéal sin le cinntiú go gcuirtear tionscnaimh in oiriúint do riachtanais na gceantar aonair logánta. Trí thionscnaimh logánta, cosúil le Area-Based Partnerships, bíonn 'guthaíocht' ag pobail logánta sa tsochaí agus bíonn ról suntasach ag pobail ina n-athnuachan féin.

Shroich taighde ar thionscnaimh logánta buaicphointe ag deireadh na 1990idí nuair a bunaíodh Local Area Partnerships agus cláir eile forbartha pobail logánta. Tá an taighde ina ghné lárnach de thionscnaimh den chineál sin anois le húsáid éifeachtach maoinithe agus scaipeadh sárchleachtais a chinntiú. Leagadh béim, go háirithe, i dtéarmaí taighde ar ról na forbartha pobail in athnuachan pobal atá faoi mhíbhuntáiste (Combat Poverty Agency, 2000d; 2000e). I gcás go leor de na tionscadail taighde, tá a mbunús i gceantair uirbeacha atá faoi mhíbhuntáiste agus leagann siad béim ar an toradh a bhaineann le pobail logánta a chumhachtú (Integrated Services Initiative, 1997).

Tralee Educational Network (1997). *Educational Disadvantage is the Issue – Is Integration the Answer?* Kerry: Partnership Trá Lí.

Dublin Northside Partnership (1999). *Childcare on the Northside: Supporting Parents and Children. Progress Report and Plans for the Future of the Northside Partnership's Childcare Bureau.* Dublin: Northside Partnership.

Barnardos (2000c). *Evaluation of Work and Services in Dun Laoghaire and Loughlinstown/ Ballybrack 1989-1999.* Dublin: Barnardos' National Children's Resource Centre.

Redmond, S. (2002). *Brighter Future. Knocknaheeny Children's Learning and Development Project. Project Summary.* Dublin: Barnardos.

6.4.3 Policy / Beartas:

Roynane, T. and Duggan, C. (1990) *Agenda for Integration? The National Development Plan on Tallaght.* On behalf of the Five Main Tallaght Community Groups.

National Economic and Social Forum (1997). *A Framework for Partnership, Enriching Strategic Consensus through Partnership.* Report No. 16. Dublin: National Economic and Social Forum.

PAUL Partnership (1997). *Unpublished Submission to the Expert Working Group on Childcare.* Limerick: PAUL Partnership.

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6.5 SCHOOL-BASED PROGRAMMES

The Department of Education and Science has intervened in the area of disadvantage in the early years through a number of school-based schemes. These include the Home School Community Liaison Scheme initiated in 1990, the Early Start Project established in 1994, the Breaking the Cycle initiative commenced in 1996 and Giving Children an Even Break introduced in 2001. They have also conducted and commissioned evaluations of the effectiveness of these schemes (Educational Research Centre, 1998; Weir, Milis and Ryan, 2002a; 2002b). Furthermore, many individual researchers have also focused on these initiatives in their research (Murphy, 1998; Byrne, 1999; Ryan, S., 1999).

6.5 CLÁIR SCOILBHUNAITHE

Rinne an Roinn Oideachais agus Eolaíochta idirghabháil i réimse an mhíbhuntáiste sna blianta tosaigh trí roinnt scéimeanna scoilbhunaithe. Áirítear orthu sin an Scéim Chaidrimh um Bhaile um Scoil agus um Chomhphobal, ar cuireadh tús léi i 1990, an tionscadal Early Start a bunaíodh i 1994, an tionscnamh Breaking the Cycle, ar cuireadh tús leis i 1996 agus Giving Children an Even Break a tugadh isteach in 2001. Tá measúnuithe déanta agus coimisiúnaithe acu freisin ar éifeachtacht na scéimeanna sin (Educational Research Centre, 1998; Weir, Milis agus Ryan, 2002a; 2002b). Ina theannta sin, dhírigh go leor taighdeoirí aonair ar na tionscnaimh sin agus iad i mbun taighde (Murphy, 1998; Byrne, 1999; Ryan, S., 1999).

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6.5.2 Evaluation / Meastóireacht:

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- Kellaghan, T. and Greaney, B. (1993). *The Educational Development of Students Following Participation in a Preschool Programme in a Disadvantaged Area*. Dublin: Educational Research Centre.
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6.6 SOCIO-ECONOMIC DISADVANTAGE

There has been a wealth of research in recent years examining the nature and extent of socio-economic disadvantage (Kellaghan, Weir, Ó hUallacháin and Morgan, 1995; ESRI, 2002). Child poverty is a major concern in Irish society. Despite an era of unprecedented economic success, Ireland still has one of the highest rates of child poverty in the EU with 8% of children living in consistent poverty in 2000 (ESRI, 2002). The experiences of poverty can adversely affect children's readiness for and interest in formal education, thereby impacting on long-term success (INTO, 2000b).

A number of high-profile campaigns, such as the Open Your Eyes to Child Poverty Initiative, initiated in 1999 (now known as the End Child Poverty Coalition, 2003), have raised public awareness of this issue. Many reports have outlined possible strategies to alleviate the detrimental consequences associated with living in poverty for children (Combat Poverty Agency, 2000a).

6.6 MÍBHUNTÁISTE SOCHEACNAMAÍOCH

Tugadh faoi an-chuid taighde le blianta beaga anuas a scrúdaíonn cineál agus méid an mhíbhuntáiste shocheacnamaíoch (Kellaghan, Weir, Ó hUallacháin agus Morgan, 1995; Nolan agus Whelan, 1999). Is díol mór imní é bochtaineacht leanaí i sochaí na hÉireann. In ainneoin tréimhse rathúlachta eacnamaíche nach bhfacthas a leithéid riamh cheana, tá ceann de na rátaí is airde bochtaineachta leanaí san AE ag Éirinn fós agus 8% de leanaí ag maireachtáil faoi bhochtaineacht leanúnach in 2000 (ESRI, 2002). Is féidir le heispéiris an bhochtaineachta cur isteach ar bhealach diúltach ar leanaí a bheith réidh don oideachas foirmiúil agus ar a gcuid spéise ann, agus ar an gcaoi sin cur isteach ar a rathúlacht fhadtréimhseach (INTO, 2000b).

Tá roinnt feachtas ardphróifíle, cosúil leis an tionscnamh Open Your Eyes to Child Poverty, ar cuireadh tús leis i 1999 (ar a dtugtar End Child Poverty Coalition, 2003 anois), tar éis aird an phobail ar an tsaincheist sin a mhéadú. Tá cuntas tugtha in go leor tuarascálacha ar straitéisí féideartha chun na hiarmhairtí dochracha a bhaineann le maireachtáil faoi bhochtaineacht do leanaí a mhaolú (Combat Poverty Agency, 2000a).

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- Hayes, N. (1992a). *Education for a Changing World and Its Position on Early Education and Educational Disadvantage. A Report for the Combat Poverty Agency*. Dublin: Combat Poverty Agency.
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