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Presentation Outline

- Introduction to CECDE
- Description of the survey context
- Outline of the survey parameters & purpose
- Sample population
- Presentation of the main findings
The Centre for Early Childhood Development and Education (CECDE)

- Established in 2002 by Minister for Education and Science

- Managed by St. Patrick’s College, Drumcondra and the Dublin Institute of Technology

- North Dublin city, Republic of Ireland
Aim: To develop and coordinate early childhood provision in Ireland and to advise the Department of Education and Science on policy issues in this area

Objectives & Functions:
- To develop *Síolta*, the National Quality Framework for Early Childhood Education
- To provide policy advice to the Minister for Education and Science
- Research – internal and external projects
- To develop targeted interventions on a pilot basis for children who are educationally disadvantaged and children with special needs

www.cecde.ie  www.siolta.ie
“…early education provision, supporting the most vulnerable children, can be a powerful intervention yielding lifelong educational benefits”

DEIS (DES, 2005)
Context

- Delivering Equality of Opportunity in Schools (DEIS)

- Aim: To ensure that the educational needs of children and young people from disadvantaged communities are prioritised and effectively addressed.
Purpose of Survey

- Survey with selected Band 1 Urban DEIS schools to ascertain:
  - Information on the level of pre-school support available in the community to those schools
  - The extent of provision type (e.g. private, voluntary, community, state)
  - The prevalence of pre-school attendance among the 2005/06 & 2006/07 enrolment cohort
Survey Sample

- Band 1 Urban with an intake of Junior Infant classes
Exploratory Study

- First effort to establish the relationship between pre-school provision and schools relative to:
  - The degree to which children attending schools in disadvantaged areas have access to preschool provision
  - The patterns and prevalence of pre-school provision at a local level
Survey Findings:
Prevalence of Feeder Pre-schools

- 51% no Feeder Pre-schools
- 24% 1 Feeder Pre-school
- 23% 2 Feeder Pre-schools
- 2% 3 Feeder Pre-schools
Pre-school Funding Categories

- Private: 12%
- Community/Voluntary: 34%
- State: 42%
- Early Start: 12%
Pre-school Attendance 2006/07

- 3%: Non-response/Incomplete
- 10%: 0-25%
- 3%: 26-50%
- 20%: 51-75%
- 34%: 76-100%
Conclusions

- The vast majority (97.5%) of schools surveyed were able to identify at least one feeder pre-school.

- Of the participating schools, the percentage of children entering Junior Infants who have attended pre-school services varied considerably.

- To reach conclusions about the adequacy of provision for any given school, information pertaining to the waiting lists for places in feeder pre-schools will be useful.
Conclusions (cont.)

- Information on young children is quite fragmented in the Irish context – this survey offers the potential to support young children at risk of educational disadvantage, in a coordinated and cohesive fashion with high quality educational interventions.

- Additionally, the information gathered is necessary for the underpinning of policy development in this area.
Go raibh míle maith agaibh

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