



Pioneering policies and practices tackling educational inequalities in Europe

## Deliverable No. 6.5

Evidence-based co-authored and open-access report of most promising pioneering policies and practices

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## Ireland: country-specific practical implications and recommendations

Like in many other countries, some groups of young people in Ireland experience educational disadvantage – a process that is gradual, occurs over time and is often associated with poor school disengagement and low levels of academic achievement. In Ireland, social background (measured in terms of social class, parental education and/or household income) is the main driver of educational disadvantage. Irish schools with a concentration of socio-economic disadvantage (DEIS schools) receive additional funding and resources. However, many disadvantaged children do not attend these schools and are therefore not benefitting from additional supports. **Therefore, it is recommended that all schools with a greater concentration of disadvantage, should be allocated additional resources.**

Further recommendation pertains the type of support students receive. Educational supports should be **both targeted and implemented throughout the education system**, as many children and young people, not just the vulnerable groups, may need additional assistance at some stage during their school career.

Much of available support for students focusses on their academic achievement. However, more **holistic support** that considers children's mental health, well-being, social and emotional development has been found to support their engagement with school and to support their learning, as suggested by the *City Connects project*.

Finally, educational disadvantage is most effectively tackled by providing **broader support for families**, through social welfare policy and community development initiatives.