



CHILDREN'S SCHOOL LIVES

National longitudinal cohort study
of primary schooling in Ireland

MIGRATION AND ETHNICITY IN CHILDREN'S SCHOOL LIVES

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FOREWORD

This is the final report in a series of reports related to the theme of Equalities within the *Children's School Lives (CSL)* longitudinal study. The series marks a significant milestone in the study, presenting a detailed examination of Equalities in children's school lives through three distinct but interconnected lenses: social background, gender, and migration and ethnicity. Building on the foundational principle of the CSL study, these reports keep the lived experiences and voices of children at the heart of the research. By listening directly to the children and gathering perspectives from their families, teachers, and school principals, this ground-breaking study offers rich, in-depth insights into the realities of primary schooling in Ireland today.

Understanding the patterns of equality and inequality in society is central to grasping how children come to know about themselves and the world around them, and how these patterns shape the possibilities that arise through their engagement with schooling. Report 8a in this series examines the profound impact of social background, highlighting how differences in poverty and wealth in children's out-of-school lives—within their families, communities, and wider society—influence the resources they can draw on and their capacity to engage fully with their schooling. The report confirms that children attending primary schools reflect the social diversity in Irish society, and shows how social background significantly influences educational trajectories and experiences of belonging. It underscores the vital role of schools, particularly those in disadvantaged communities (DEIS schools), in safeguarding the welfare and wellbeing of children and their families.

Report 8b delves into the intricate ways in which gender influences children's school lives. It explores how societal norms and expectations about gender shape children's identities, their confidence, self-esteem, aspirations, and engagement with learning. The intersection of social class with gender is evident in differences related to expectations, resources, and learning opportunities. Findings highlight varying academic expectations and subject preferences between boys and girls, differences in anxiety levels, and gender dynamics in classroom interactions and peer relationships, including experiences of bullying. The report notes that teachers are seeking professional development to support conversations about diverse sexualities in school.

This third report, Report 8c, focuses on the impact of migration and ethnicity on children's school lives, reflecting Ireland's increasing ethnic and cultural diversity. It explores how migration status (first-generation, second-generation, or non-immigrant), ethnicity, and linguistic background influence a range of experiences, including aspirations, school engagement, wellbeing, and peer connections. The intersection of migration with social background is highlighted by the greater numbers of children from migrant backgrounds attending DEIS schools and living in lower affluent families.

Across these reports, a nuanced picture emerges, revealing both commonalities and significant differences in experiences based on social background, gender, and ethnic/migration status. While the study affirms that children in Irish primary schools generally feel happy, cared for, and safe, these reports demonstrate that equality of experience is not yet universal. Whilst highlighting issues relating to equality, the reports can serve as a base upon which to consider equity across our system. For instance, while most children aspire to higher education, first-generation immigrant children represent the lowest proportion with this expectation. Children with immigrant backgrounds, particularly first-generation, and those speaking a language other than English or Irish at home, may experience higher levels of worry and anxiety and feel lower levels of peer support in earlier years. Minority ethnic children were more likely to report hearing mean things said to another child. Challenges are also evident in areas such as literacy and maths learning for some migrant children.

The findings relating to Irish Traveller children in Report 8c are particularly significant. In the earlier years of primary school, Traveller children generally showed similar or even higher levels of positive attitudes towards school, engagement with the curriculum, and wellbeing compared to their peers. However, as they progress to the senior end of primary school, a concerning pattern of decline emerges. Traveller children become less likely than their peers to report doing well in classwork and are much more likely to agree they are ‘no good’ when it comes to classwork. They are substantially more likely to be placed in the lowest ability groups for both reading and mathematics in senior classes. Despite these challenges in academic trajectory, the reports show some resilience in wellbeing and belonging for Traveller children; they are less likely to report feeling worried or anxious and express similar or slightly more positive views on friendships and peer support in some instances. However, a critical finding is that Irish Traveller children report experiencing bullying (both being bullied and bullying others) at higher rates than any other ethnic group across both cohorts. The importance of building trust and recognising Traveller culture is emphasised, alongside the noted negative impact of the COVID-19 pandemic on Traveller children’s engagement.

The reports also highlight strengths and positive aspects. Children of immigrant backgrounds, especially first-generation, were often more positive about schoolwork being easy, and immigrant background children in general were significantly more positive about going to school than their non-immigrant peers. Educators consistently note the strong motivation and ambition among children of immigrant background. Relationships, particularly with teachers and peers, remain central to children’s positive experiences of school. The reports underscore the importance of relationships and care in fostering children’s wellbeing and supporting their engagement with learning, themes echoed in previous CSL reports.

These findings hold critical implications for policy and practice. As the National Council for Curriculum and Assessment (NCCA) continues its work on the redevelopment of the primary curriculum, the insights from these reports will be instrumental in ensuring that the curriculum supports positive, engaging, and affirming learning experiences for all children, enabling them to fulfil their potential. The study confirms the need for ongoing focus on transitions, relationships, culturally responsive pedagogies, and targeted supports to address inequalities and promote inclusion for every child.

We extend our sincere gratitude to the almost 4,000 children, their families, teachers, and school principals in the 189 participating schools across the country. Their voices are invaluable. We also commend the UCD Research Team for their careful and expert execution of this complex longitudinal and mixed-methods study.

It is our hope that these reports serve as a valuable resource for educators, policymakers, researchers, and the wider community, stimulating dialogue and informing actions that work towards ensuring all children have the same chance to do well in primary school, irrespective of their social background, gender, ethnicity, or migration status.



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INTRODUCTION

A central focus of the *Children's School Lives* Study is to highlight children's experiences of their learning, prioritising their voices as they transition through the primary school system. Central to this experience is understanding the factors that influence how children come to know about themselves and the world around them, and the possibilities that arise for them through their engagement with schooling. Primary schools are rich, complex learning environments. They are social and cultural spaces where children learn to thrive and survive as they deepen their understanding of themselves, their peers, their family, their local community and the wider society they live in. This social dimension to children's learning – that is, what happens in the everyday interactions they have through their school lives – is itself informed by wider norms and expectations in society. Values, expectations, curriculum content and focus, and ways of teaching and learning are all embedded in ideas of what 'good' learning and 'good' teaching should be. Previous reports of *Children's School Lives* have explored these issues through children's experiences of the transition into primary school ([Report 4](#)), their views on how they are taught ([Report 5](#)), of curriculum and assessment ([Report 6](#)), as well as remote learning during the COVID-19 pandemic ([Report 2](#)). We also considered the trajectory of children's wellbeing in primary school over time: their levels of happiness, worry and interest in learning, as well as their sense of accomplishment and meaning in life ([Report 7](#)). In the latest series of reports, we focus on in/equalities in children's school lives. We do so through the lens of children's social worlds. We identify how structures of poverty and wealth in children's out of school lives: in their families, in their local communities and in wider society, influence the resources they can draw on and their capacities to engage fully with their schooling ([Report 8a](#)). We also explore how gender intersects with children's social background and the opportunities for learning for both boys and girls in primary school ([Report 8b](#)).

In this report ([Report 8c](#)) we focus on the impact of migration and ethnicity on children's school lives. Ireland has an extended history of migration, traditionally involving repeat cycles of emigration and immigration of an Irish diaspora. Globalisation and economic development have altered migration patterns, bringing with them a more ethnically and culturally diverse population from all over the world (CSO, 2024). Geopolitical developments, including war, persecution, political instability, abject poverty, and increasingly, climate change, impact the flow of refugees and those seeking asylum (Pinson, Bunar and Devine 2023). Primary schools and classrooms are mirrors to this societal change, reflecting wider demographic shifts through the migrant and ethnic composition of classrooms. Migration is seen as a pathway to a better future with education playing a crucial role in how immigrant families settle in society. As active agents, children of immigrant background play a key role in these processes of settlement through their engagement with school. In *Children's School Lives*, we explore this by drawing on children's own voices. We focus on their engagement, aspirations, sense of wellbeing and belonging and how this is influenced by their migration status. Children of immigrant background are not, however, a uniform group. Their engagement with school is influenced by many factors, including whether children themselves were born in Ireland or if they, and their parents, were born in another country. Languages spoken in the home are another influencing factor. Children from immigrant backgrounds are often equipped with multiple language skills, and they also build their linguistic skills in English and Irish.

Ethnicity plays a significant role in the experiences of migration, not just in terms of the various languages children may speak, but also in the diversity of cultures, traditions, and beliefs present among different ethnic groups. Similar to how gender shapes children's social and academic identities, ethnicity also impacts how children engage with their learning and sense of belonging in school. Power dynamics in society, such as differences in status and social recognition between majority ethnic groups (e.g. white Irish) and minority ethnic groups (e.g. Travellers, Black Irish, mixed ethnic backgrounds), influence how children perceive themselves and their place in the world. Children from minority ethnic backgrounds often struggle to have their cultural identities appropriately acknowledged and

valued within educational systems. Visible markers of ethnic difference such as skin colour add an additional layer to the complexities of how children position themselves in school. Inclusion and exclusion dynamics are prevalent as children interact across ethnic groups and grapple with issues of recognition and social status. This process of 'belonging' is a crucial aspect of children's daily experiences at school, shaping how they engage with their learning in primary schools.

Experiences of migration and ethnicity are in turn influenced by social background and the resources (social, cultural and material) families can draw upon to support their children's learning (as detailed in [Report 8a](#)). It is often poorer, minority ethnic and migrant background children who struggle most in their experiences of primary schooling. Equally important is the learning environment created in classrooms and schools: the climate of expectations for the learning of all children, the provision of support, the level of recognition and responsiveness to ethnic diversities in the curriculum, pedagogic and assessment systems. In this report we explore these issues through children's voices. We examine how migration status, ethnicity, and linguistic background influence children's aspirations, school engagement, wellbeing, their liking of primary school, peer connections and experiences of prejudice and bias.

KEY FINDINGS

Changing Ireland, changing schools

Migrant and ethnic profile of CSL classrooms and schools

- Children in the CSL sample reflected the ethnic, migrant, and language diversity of broader Irish society.
- Just over 21% of children in CSL primary schools had an immigrant background, with 6% being first-generation immigrants (born outside of Ireland to parents also born outside of Ireland) and 15% being second-generation (born in Ireland to parents born outside of Ireland).
- Additionally, up to 30% of children in CSL speak a language other than English or Irish at home. Responses by parents confirmed over 21 languages, in addition to English and Irish, spoken across CSL families.
- Overall, approximately 74% of children in CSL were of a majority ethnic/white Irish background. A remaining 26% of children were minority ethnic comprising Other White (12%); Other/Mixed (5%); Asian Irish/Other (4%); Black/Black Irish (3%); Irish Traveller (1%); Asian Irish/Chinese (1%).
- Children with a migrant background were more likely to be in DEIS schools. They were also more likely to come from poorer (lower affluence) families, compared to children with no migrant background.
- Case study schools in CSL reflected this ethnic and migrant diversity. There was a higher number of minority ethnic children in case study classes in Cohort B (45%) compared to case study classes in Cohort A (23%),¹ especially second-generation immigrant children (born in Ireland with both parents born outside of Ireland). Each case study class had however some representation of children from each minority ethnic group and immigrant profile.

Children and families on the move

- Across all case study schools, children reported moving to and from Ireland. For those born in another country, moving to Ireland was described as exciting but also challenging, leaving behind extended family members and pets in home countries.
- Immigrant parents outlined the positive learning experiences of their children in primary schools such as supportive and inclusive practices and opportunities for success. Challenges noted included struggling to make new acquaintances, familiarising themselves with the Irish primary school system and helping their children settle into school.
- Teachers and principals in interviews emphasised the richness of this diversity and positive orientations to learning evident among immigrant families and children.

¹ Cohort A tracked children from Junior Infants in 2019 through to 2nd Class in 2023; Cohort B tracked children from 2nd Class in 2019 through to 6th Class in 2023.

Migration, ethnicity and children's engagement with learning

Future aspirations

- [Report 8a](#) noted that most children in 6th Class aspire to go to college/university. However, the immigrant profile was significantly associated with children's expectations to progress to college/university, with second-generation immigrant children most likely to agree, followed by children who have no immigrant background.
- Some 59% of first-generation immigrant children agreed that they planned to go to college/university. However, they represented the lowest proportion across the groups. These patterns were not significantly associated with the language spoken in the home.
- Teachers of children in 2nd Class (Cohort A) were most likely to indicate that children who had no immigrant background would progress to higher education, and less likely to indicate that those of first-generation background would do so. Nonetheless, of this group, 56% were perceived by their teachers as likely to progress compared with 70% of children with no immigrant background.
- No such significant differences in teacher expectations for children to progress to higher education based on immigrant background were identified for teachers in 6th Class in Cohort B.
- Case study interviews highlighted the high expectations both children and parents of immigrant background had for progression to higher education.

Academic self-concept

- Children of immigrant background in Cohort B were consistently more likely to report a higher academic self-concept, i.e., that 'they are better than most people at their schoolwork' and that 'work is easy' for them. This was especially the case for first-generation immigrant children.
- Similarly, children who speak a language other than English or Irish at home had the highest levels of academic self-concept, i.e., that they were better than most people at classwork, and that work in class was easy for them. An exception to this was noted however during the COVID-19 pandemic (when the children were in 3rd Class).
- Interviews with children of immigrant background in 6th Class suggested more mixed views. Some expressed confidence in their learning in school, especially if this was perceived as 'easier' than what they experienced in their country of origin, while others were less sure.

Liking school

- Children of immigrant background (both first- and second-generation) were consistently more likely to report liking school than their non-immigrant peers. This was especially the case from 1st Class (Cohort A) through to 6th Class (Cohort B).
- Of note however was the decline in the positive views of first-generation immigrant children during the COVID-19 period of remote schooling (2020), which increased again upon return to in-person schooling (2021).
- Language spoken in the home did not influence these views for children in Cohort A. However, in Cohort B, children who spoke a language other than English or Irish at home were consistently (i.e., from 2nd Class to 6th Class) more likely to look forward to attending school, and more likely to like many things about school, compared to children who spoke English/Irish at home.

- Case study interviews underscored how important attending school was for children in supporting their learning of English and Irish.
- In general, children of immigrant background in Cohort B, especially those who were second-generation, were more positive than children without a migration background about having a voice in school (making decisions, their good ideas used to change things). By 5th and 6th Class this also included children with a first-generation migration background.
- However, when asked if all children have the same chance to do well in class, it was children with a migration background who were significantly less likely to agree. These differences became less evident as the children progressed to the senior end of primary school.
- Interviews with children of immigrant background, especially those who were first-generation, highlighted the challenges they faced adapting to primary school, particularly when learning a new language of instruction. Also evident was an appreciation of the support they received from teachers and fellow students alike.

Engaging with the curriculum

- Overall, there were marginal differences in the subjects children were interested in across migrant and non-migrant backgrounds, and language spoken at home, especially in Cohort A.
- For Cohort B, when the children reached 6th Class, significant differences were more evident, across most subject areas, with children of immigrant background more interested in SESE, Art, and Drama, and less interested in Irish and PE than their non-immigrant background peers.
- These patterns were influenced by language spoken in the home. Children in 6th Class who spoke a language other than English or Irish at home expressed more interest in SESE, Art, Music and Drama and less interest in Irish and PE, than children who spoke English or Irish at home.
- Children of immigrant background were more likely in general to indicate they felt worried about learning Irish, Drama and Music when compared with their non-immigrant peers (Cohort B, 6th Class).
- These patterns were influenced by language spoken in the home with children who did not speak English or Irish at home more likely to be worried about learning Irish and Drama.
- Some children of immigrant background highlighted the challenges they experienced learning Irish when their parents were unable to speak Irish.

Literacy learning: English and Irish

- [Report 6](#) noted children's declining levels of interest in literacy learning as they progressed through primary school (Cohort B). Overall, children's interest in literacy was not associated with immigrant profile or language spoken in the home.
- However, in Cohort A, first-generation immigrant children were significantly more likely to be placed in the lowest ability grouping for reading in Senior Infants and in 1st Class. By 2nd Class, 2nd generation immigrant children were the least likely to be in the lowest reading ability group.
- In Cohort B, significant differences in ability group placement by immigrant background were also evident. First-generation immigrant children moved from being the least likely to be placed in the lowest ability reading group in 2nd Class, to the most likely to be placed in the lowest ability reading group in 5th and 6th Class.

- Case study interviews highlighted contrasting views among children of immigrant background with respect to their literacy learning - with some describing it as ‘boring’ or ‘confusing’ while others were proud of their progress and achievement.
- Interviews with teachers signalled the challenges of supporting children with English as Additional Language (EAL), most especially during and after the COVID-19 pandemic.

Mathematics learning

- Children’s level of interest in Mathematics was not associated with immigrant background for either Cohort A or Cohort B. A dip in interest among first-generation immigrant children was identified however during the period of remote learning when they were in 3rd Class.
- Children of immigrant background (both first- and second-generation) in Cohort A were more likely over time to be placed in the lowest ability Maths group.
- In Cohort B, we saw a different and significant pattern. Children of immigrant background over time were the least likely to be placed in the lowest ability Maths group.
- Interviews with children of immigrant background highlighted the importance they placed upon mathematical learning citing its practical value and viewing it more favourably than other core subjects like English and Irish. Other children of immigrant background also highlighted the struggles they encountered with Mathematics learning.

Extracurricular activities

- Participation in the wider community reflects inclusion and belonging. First-generation immigrant children often visited parks and museums but, like their second-generation peers, were less involved in team sports or activities such as dance and music compared to non-migrant children.
- Similarly, children who spoke a language other than English or Irish at home were more likely to go to parks or museums, but less likely to go to the movies, go to arts lessons, and much less likely to play team sports than children who spoke English/Irish at home.

Migration, ethnicity, wellbeing and belonging

Wellbeing

- Worry and anxiety were significantly associated with immigrant background, with first-generation immigrant children in both Cohort A and B significantly more likely to report feelings of anxiety.
- Further, throughout primary school (Cohort B) children who spoke a language other than English or Irish at home were more likely to report feelings of anxiety.
- These patterns also differed by ethnicity. In Cohort B and over time from 2nd - 6th Class, majority ethnic /white Irish children tended to consistently feel better about who they are compared to their classmates from other/ minority ethnic groups. Children from ‘other white’ backgrounds reported the highest levels of worry and anxiety.

- When we compared levels of self-esteem ('feeling good about who you are') among children on the basis of their migrant status, no significant difference was identified when the children were in 2nd Class (Cohort A) or from 2nd - 6th Class (Cohort B).
- When language spoken in the home was considered, there was no significant difference among children in 2nd Class (Cohort A). However, a significant difference was identified for children from 2nd - 6th Class (Cohort B) with children who spoke a language other than English/Irish reported being less likely to indicate they felt good about who they were.
- Similarly, when ethnic status was considered, majority ethnic/white Irish children tended to consistently report feeling better about who they were, compared to their peers from minority ethnic groups.

School belonging and friendships

- Feelings of belonging in school were significantly associated with migrant and ethnic profile. Children with an immigrant background (in 2nd Class Cohort A and 6th Class Cohort B), especially those who were first-generation, were less likely than their non-immigrant peers to report that they made friends easily, feel that they belonged in school or were liked by other children at school.
- Children who spoke a language other than English or Irish at home were also significantly less likely to report feelings of belonging in school.
- Ethnicity was also significantly associated with feelings of belonging. Majority ethnic/white Irish children were significantly more likely to report feelings of belonging than minority ethnic children.
- Friendship status was significantly influenced by immigrant background. Children of immigrant background (first- and second-generation) in 2nd Class (Cohort A) and from 2nd – 6th Class (Cohort B) were the least likely to report being supported by peers, including children caring about their feelings and children caring about them.
- Interviews with children from immigrant and minority ethnic backgrounds revealed both inclusion and exclusion in their experiences. Positive examples of inclusion highlighted warm, welcoming teachers who avoided favouritism and explained tasks clearly, as well as supportive peer interactions.
- Negative comments, referred to the challenge of securing and maintaining strong friendships, alongside their greater ease of fitting in with those who shared a common home language and culture.
- Interviews with majority ethnic children and those without a migrant background indicated their interest and curiosity around cultural diversity, the excitement of finding out interests in common with new friends but also challenges in navigating cultural differences.

Experiences of racism and bullying

- Most children in 2nd Class (Cohort A) and 6th Class (Cohort B), irrespective of their migrant background, agreed that 'people who are not from Ireland are just as important as everyone else', with children of first-generation background in 6th Class significantly more likely to agree.
- Most children in 2nd Class (Cohort A) and 6th Class (Cohort B) agreed that 'it is important that people were treated fairly', irrespective of migrant background.
- [Report 7](#) detailed experiences of bullying in primary schools. We found changes over time in bullying experiences that were significantly associated with migration status.

- In Cohort A (2023), first-generation immigrant children in 2nd Class were the most likely to report bullying, whereas in Cohort B (2019), they reported the lowest levels. While bullying generally decreased as children progressed through primary school, reports from first-generation children increased in 4th - 5th Class.
- Ethnic status significantly influenced bullying experiences. Minority ethnic children were more likely than their white Irish peers to report hearing mean remarks weekly, with this trend increasing from 4th - 6th Class.
- Interviews with all children (both majority and minority ethnic; immigrant and non-immigrant) in case study schools highlighted their understanding of racism. There was some evidence that traditional mass media, and social media in particular, were places in which children experienced racialized ideas. Music with racialised language was also cited as a source of discriminatory ideas and behaviour.
- Interviews also highlighted children's experience of racially motivated name-calling, most evident as they progressed to the senior end of primary school. This included out of school racism on public transport, on-line or within their local communities.

Spotlight on Irish Traveller children

Profile of Irish Traveller children in CSL

- In total there were 94 Irish Traveller children who participated in CSL: 59 in Cohort B and 35 in Cohort A. This represents 1% of the National study population and is comparable to representation of Irish Travellers in the general population. Case study schools had a slightly higher representation at 2%.

Future aspirations

- There are substantial differences in teacher perceived likelihood of Irish Traveller children attending higher education, when compared with teacher perceptions of all other ethnic groups in 2nd Class and 6th Class.
- When children in 6th Class were asked about their plans to attend College/University, Traveller children were substantially less likely to state they would attend College/University when compared with all other ethnic groups.

Academic self-concept

- In Cohort A, there is no difference between Traveller children and white Irish/other minority ethnic background children in perceptions of doing well in school.
- In Cohort B, Traveller children in 2nd Class are more likely than white Irish/other minority ethnic children to say they are better than most people at their classwork – by 6th Class they are the least likely to agree.
- Similarly, there is a decline in their views on how easy classwork is from 2nd – 6th Class, with levels of agreement similar to those of their white Irish peers by 5th and 6th Class. Similar patterns are evident with respect to agreeing they learn things quickly in class.
- Traveller children were much more likely to agree, than any other ethnic group, that they are no good when it comes to classwork. This is evident from 2nd Class through to 6th Class.

- Traveller children's views on perceiving they have always done well in their classwork decline over time, with the highest agreement on this in 5th Class (higher than white Irish and other minority ethnic background children) but the lowest by 6th Class.

Liking school

- For children in Cohort A, Traveller children are generally more positive about going to school than white Irish/other minority ethnic groups, but this shows a decline by 2nd Class.
- For children in Cohort B, Traveller children report liking school equally to slightly more than children from white Irish/other minority ethnic backgrounds.
- When asked their views on having a voice in school, Traveller children in 2nd Class in Cohort A were more likely than their white Irish/other minority ethnic background peers to say they usually had a voice in changing things in school. They were however also less likely to agree they were allowed to make decisions in schools and were like their peers in agreeing they feel listened to in school.
- More ambiguous views are evident among Traveller children as they progress through primary school, with very positive views generally evident in 2nd Class Cohort B, compared with white Irish and other minority ethnic background groups in relation to feeling they are allowed make decisions in school, and their good ideas are used to change things in school, to similar views on these issues with their peers as they progress through 3rd – 6th Class.
- Traveller children also feel slightly more positive in some areas about school climate. In Cohort A, when children were in 2nd Class, it is Irish Traveller children who are most positive about being respected in class, having the same chance to do well and having the same chance to answer questions in class.
- In Cohort B, there is a gradual decline in Traveller children's positive views, following a similar pattern to their white Irish/other minority ethnic background peers.

Engaging with the curriculum

- Interest in the curriculum amongst Irish Traveller children is also generally similar to children from white Irish and other minority ethnic backgrounds.
- With respect to interest in the Curriculum Cohort A (2nd Class), there is very little difference in the responses of children of Traveller ethnicity and their peers.
- For children in Cohort B (6th Class), Irish Traveller children are more likely to state they are interested in Art, Irish and Music, than their peers.
- With respect to learning preferences, in Cohort B (6th Class), Traveller children are more likely than their peers to agree that they like it when the teacher works with them on their own. They are also slightly less likely to say they like working in pairs.

Literacy learning: English and Irish

- In Cohort A, there is evidence of increasing interest in reading/writing by Traveller children as they progress from Senior Infants through to 2nd Class, to a greater extent than for their white Irish peers.
- In Cohort B, patterns are relatively similar across all ethnic groups, with declining interest as the children progress through from 2nd to 6th Class.
- In Cohort A, Irish Traveller children are similar to their white Irish peers in terms of placement in the highest ability reading groups in Senior Infants, but there is a substantial decline among Irish Traveller children in 1st Class but increase again by 2nd Class.
- While Irish Traveller children are more likely than all other groups (white Irish/other minority ethnic background) to be placed in the lowest ability reading group in Senior Infants and this remains in 1st and 2nd Class, this is similar to white Irish children.
- In Cohort B (2nd to 6th Class), Traveller children are substantially more likely to be placed in the lowest ability grouping for reading compared to children from all other groups. They are also less likely to be placed in highest ability groups and this declines considerably from 2nd to 6th Class

Mathematics learning

- With respect to Maths in Cohort A, it is Irish Traveller children who are most likely to agree they are usually interested in Maths, and as with children in white Irish /other minority ethnic backgrounds, this declines slightly by 2nd Class.
- Levels of interest in Maths are relatively similar across all groups as the children progress through primary school from 2nd to 6th Class.
- Irish Traveller children are most likely to be placed in the highest Maths ability groups in Senior Infants and while there is a slight dip in 1st Class, they are slightly more prevalent in the highest ability Maths group than white Irish peers and children from other minority ethnic backgrounds.
- In Senior Infants, Irish Traveller children are more likely than their white Irish peers and children of other minority ethnic backgrounds to be placed in the lowest ability Maths groups in Cohort A.
- In Cohort B – Irish Traveller children are less likely than children of all other ethnic backgrounds to be placed in the highest ability Maths groups, dipping further up to 5th Class, with a slight increase by 6th.
- Irish Traveller children are more likely than children from all other ethnic groups to be placed in the lowest Maths ability groups from 2nd to 6th Class.

Wellbeing

- Irish Traveller children are more likely to agree they feel good about who they are than other groups consistently as they progress through primary school.
- However, this declines over time, with less difference by the time children are in 6th Class.
- Irish Traveller children (2nd Class in Cohort A) are less likely than their white Irish peers and children from other minority ethnic backgrounds to say are usually worried or anxious.

- This pattern is also evident as the children progress through primary school with Irish Traveller children less likely than other groups to agree they usually worry about things, or that something bad will happen to them.

Social belonging and friendships

- Traveller children in 6th Class are more likely to agree they make friends easily at school than white Irish or other minority ethnic children. They express similar views to other ethnic groups with respect to feeling a sense of belonging in school, and comparative views with their white Irish peers on agreeing other children in school seem to like them.
- These positive views are borne out with respect to perceived levels of support from peers. In Cohort A, when the children are in 2nd Class, it is Irish Traveller children who are slightly more likely than other ethnic groups to agree other children think it is important to be their friend and that other children care about them.
- Similar patterns are evident with respect to children in Cohort B as they progress from 2nd Class to 6th Class.

Experiences of racism and bullying

- With respect to levels of prejudice and bias, in Cohort A (2nd Class) and Cohort B (6th Class) most children agree that it is important that people are treated fairly, with Traveller children most likely to do so in Cohort A.
- Most children, agree that ‘people who are not from Ireland are as important as everyone else’. However, in Cohort A (2nd Class) and Cohort B (6th Class) Irish Traveller children are less likely to agree.
- In general, Irish Traveller children report bullying (being bullied, and bullying others) at higher rates than children from white Irish and other minority ethnic backgrounds.
- In Cohort A, when the children were in 2nd Class, Irish Traveller children are almost twice as likely to indicate they have been bullied at school once a week or more.
- In Cohort B, in each class level, Irish Traveller children are the most likely to agree that they have been bullied once a week or more. This is especially high for Irish Traveller children in 2nd Class in 2019 (Cohort B).
- With respect to agreeing they bullied others once a week or more, Irish Traveller children in Cohort B are more likely than any other ethnic group to agree, and this remains as the children progress through 2nd – 6th Class.

Educator perspectives working with Traveller children

- Educators held mixed views about the educational trajectory of Traveller children. Some identified challenges around attendance, while others noted a strong commitment to learning among Traveller families.
- The importance of building trust with Traveller families was emphasised alongside positive recognition and visibility of Traveller culture.
- The negative impact of COVID-19 was noted by all in terms of its impact on the attendance and engagement of Traveller children.

NATIONAL STUDY SAMPLE AND DATA COLLECTION

The Children’s School Lives national study consists of two cohorts of primary schools (Cohort A and Cohort B), which were sampled and recruited during Autumn/Winter 2018. These schools were selected to ensure that each cohort was broadly representative of primary schools nationwide, based on specific characteristics, such as DEIS status, school size, and school gender mix. Data collection for Cohort B started in 100 schools in Spring 2019, involving 2nd Class children, their parents, class teachers, and school principals, continuing annually for five waves until the children reached 6th Class in 2023. For Cohort A, data collection began in Autumn 2019 in 84 schools with children who had just started Junior Infants, following them until they reached 2nd Class in 2023. The number of participating schools and children in each wave is detailed in Table 1.

TABLE 1: Description of the national study waves, timing of data collection and sample

COHORT A	AGE	TIME	SCHOOLS	CHILDREN		
			N	N	BOYS	GIRLS
Wave 1 (Junior Infants)	4–5 years	Autumn 2019	84	1,773	51%	49%
Wave 2 (Senior Infants)	6–7 years	Spring 2021	78	1,696	49%	51%
Wave 3 (1st Class)	7–8 years	Spring 2022	79	1,880	50%	50%
Wave 4 (2nd Class)	8–9 years	Spring 2023	78	1,641	48%	52%
COHORT B						
Wave 1 (2nd Class)	8–9 years	Spring 2019	100	2,114	49%	51%
Wave 2 (3rd Class)	9–10 years	Spring 2020	90	544	48%	52%
Wave 3 (4th Class)	10–11 years	Spring 2021	99	2,112	49%	51%
Wave 4 (5th Class)	11–12 years	Spring 2022	98	2,189	49%	51%
Wave 5 (6th Class)	12–13 years	Spring 2023	96	2,013	50%	50%

Each year, trained fieldworkers conducted school visits to administer questionnaires to children with parental consent and personal assent. For Junior and Senior Infants, questionnaires were administered individually or in pairs. For 1st Class and above, they were administered to the entire class. Fieldworkers read the questions aloud, and children completed the booklets independently, with assistance from school staff for those requiring additional support. Principals, teachers and parents also completed online questionnaires annually. The questionnaires addressed themes such as equality, inclusion, school culture, wellbeing, engagement, learning outcomes, and school transitions (see www.cslstudy.ie; D’Urso et al., 2022; Jones et al., 2023; Martinez-Sainz et al., 2023; Tobin et al., 2023).

The COVID-19 pandemic² disrupted the planned Spring 2020 data collection for 3rd Class children in Cohort B and Junior Infants in Cohort A. Consequently, an online questionnaire was administered for Cohort B (as Cohort A children were deemed too young to participate in this way). This wave provides unique insights into remote learning experiences but is not comparable to other waves. Where data from this wave is used, the questions were amended to fit the remote teaching and learning context, for example, ‘school’ was replaced with ‘home school’. Thus, the report primarily examines trends for Cohort B during 2nd, 4th, 5th, and 6th Class, and for Cohort A during 1st – 2nd Class. Despite such disruptions, the study retained a high proportion of the original sample, with 97% of Cohort B schools and 93% of Cohort A schools participating in the final 2023 wave.

To capture the multiple dimensions of children’s ethnic and migration identities, and influences on their learning, three main categories of analysis were used:

Children’s Migration Status: This draws on classifications used in other large-scale assessments such as the PISA studies (OECD, 2022: 207)³ including Non-Immigrant; First- and Second-Generation Immigrants. Information on this data was collected in Cohorts A and B (Wave 4) through children and parent questionnaires.

Children’s Ethnic Status: To determine the ethnicity of the participating children, teachers were asked to indicate children’s ethnicity in Cohort A (Wave 3 & Wave 4), and in Cohort B (Wave 3, Wave 4, & Wave 5) in line with the categories used in the Census (CSO, 2016).⁴ These are further classified into Majority Ethnic (White Irish) and Minority Ethnic (Irish Traveller), Any Other White Background, Asian or Asian Irish – Chinese, Asian or Asian Irish – Any Other Asian Background, Black or Black Irish, and Other (including mixed backgrounds).

Children’s Linguistic profile: To assess the diversity of languages spoken at home, children were asked Cohort A (Wave 1, Wave 3 & Wave 4) and Cohort B (Wave 1 – Wave 5): ‘Do you speak another language at home – not English or Irish? (Yes/No)’. In addition, the variety of other languages spoken at home was measured through the parent questionnaire in Cohort A (Wave 1) and Cohort B (Wave 1 & Wave 2).

Given that these variables were measured multiple times throughout the study, the corresponding indicator and wave was used for longitudinal analysis. When this was not feasible, the most recent available indicator was used. An exception to this approach was the migrant background variable, which was a constructed indicator based on data from Wave 4B and Wave 4A and was applied consistently across all waves. The indicator was constructed from three questions asked of child respondents in Wave 4: 1) Were you born in Ireland? 2) Was your parent/guardian born in Ireland? (Parent A), and 3) Was your parent/guardian born in Ireland? (Parent B). The questions were combined and recoded into a new indicator with three categories: Non-Immigrant (Born in Ireland, one or both parents born in Ireland), Second Generation Migrant (Born in Ireland, both parents not born in Ireland), and First-Generation Migrant (Not born in Ireland, both parents not born in Ireland).

² On March 12th, 2020, schools were closed due to the COVID-19 pandemic and remained closed for the remainder of the school year.

³ The OECD (2022:207) defines immigrant students as those students whose mother and father were both born in a country other than that where the student took the PISA test. In addition, non-immigrant students are students who have at least one parent born in the country of assessment. Distinctions are also drawn between first- and second-generation immigrant students (ibid: 207). First-generation immigrants are students born outside the country of the PISA assessment and whose parents were also born outside the country of assessment. Second-generation students are students born in the country of the PISA assessment but whose parent(s) were born outside the country of assessment.

⁴ The ethnicity categories used in the CSL study, which were also included in the 2016 population census (CSO, 2016), were as follows: White Irish, Irish Traveller, Any Other White Background, Asian or Asian Irish – Chinese, Asian or Asian Irish – Any Other Asian Background, Black or Black Irish, and Other (including mixed backgrounds). The most recent census (2022) now includes Roma, Indian/Pakistani/Bangladeshi and Arab) but this post-dates the collection of data for CSL in the first series of waves and for consistency of analysis the original CSO (2016) categories are used.

CASE STUDY SAMPLE AND DATA COLLECTION

A particular strength of the *Children's School Lives Study* is the mixed methods design. This combined data collection across 189 primary schools with intensive immersion in 13 classrooms annually (except for the period during COVID-19 school closures when data collection moved to remote methods to capture everyday life in primary schools (see Donegan et al., 2023). This included a focus on 28 case study children (who were selected from each of the participating case study schools), and interviews with their parents annually, focus group work and participatory activities with the entire case study class, and extended periods of in-class observations, alongside interviews with class teachers and school principals annually. Interviews with principals, teachers and parents typically lasted from 50 – 75 minutes. The number and length of focus groups with children varied across cohorts and waves of data collection in response to children's evolving capacities. Research sessions varied from 20 – 60 minutes and included multi-modal participatory methods such as roleplaying, play-based activities, graffiti walls, drawings and board games (see Martinez-Sainz, Devine et al., 2024).

TABLE 2: Case Study Sample

SCHOOL	DEIS	LOCATION	GENDER	BOYS	GIRLS	PRINCIPALS	TEACHERS	SNAS ⁵	PARENTS	GRAND PARENTS
COHORT A										
A1	Non-DEIS	Urban	Girls	-	23	1	6	2	6	3
A2	Non-DEIS	Urban	Boys	28	-	2	7	1	4	1
A3	Non-DEIS	Rural Town	Co-Ed	11	16	1	7	2	4	3
A4	Non-DEIS	Rural	Co-Ed	5	3	1	6	1	3	1
A5	DEIS	Urban	Boys	16	-	2	7	1	3	-
A6	DEIS	Urban	Girls	-	21	1	6	2	4	3
A7	DEIS	Urban	Co-Ed	12	11	2	9	-	3	3
COHORT B										
B1	Non-DEIS	Urban	Co-Ed	8	18	1	7	1	3	-
B2	Non-DEIS	Rural Town	Girls	-	25	2	7	-	4	2
B3	Non-DEIS	Rural	Co-Ed	1	2	3	7	-	3	3
B4	DEIS	Urban	Boys	15	-	2	8	1	3	-
B5	DEIS	Urban	Co-Ed	7	9	1	9	1	2	1
B6	DEIS	Rural Town	Co-Ed	8	15	1	8	-	3	-
TOTAL				111	143	20	94	12	45	20

⁵ SNAs are special needs assistants

TABLE 3: Case study sample by ethnicity, migrant background, and home language (2023)

	COHORT A	COHORT B
Ethnicity		
White Irish	120 (78%)	71 (55%)
Irish Traveller	3 (2%)	3 (2%)
Any other White	13 (10%)	29 (23%)
Asian or Asian Irish - Chinese	2 (1%)	0 (0%)
Asian or Asian Irish – other	5 (3%)	6 (5%)
Black or Black Irish	5 (3%)	7 (6%)
Other incl. mixed	5 (3%)	12 (9%)
TOTAL	153	128
Migrant status		
Non-Immigrant	86 (82%)	61 (60%)
Second Generation	11 (10%)	26 (26%)
First Generation	8 (8%)	14 (14%)
TOTAL	105	101
Main language spoken at home		
English or Irish	94 (72%)	67 (58%)
Other language	37 (28%)	49 (42%)
TOTAL	131	116

Teachers, interviewed annually, included class teachers who often changed yearly as children transitioned from one classroom to another, in addition to Special Education teachers and Home School Community Liaison teachers in some schools. Principals were interviewed annually. In some instances, new principals were appointed to a case study school adding to the number of principals in the total sample. Case study children (28) were interviewed annually in addition to participatory focus group activities with all the children in each case study class. Over the five waves of the study, 541 interviews were conducted in the case study schools.

To gain a deeper understanding of migration and ethnicity issues within the case study schools, additional individual and focus group interviews were conducted during Waves 4–5 with a sub-sample of immigrant parents from both cohorts. These interviews investigated parents’ motivations for migrating to Ireland, the difficulties they encountered during their transition, their perspectives on Irish primary education, and their children’s experiences adapting to their new schools.

CHANGING IRELAND, CHANGING SCHOOLS

Given the level of demographic change in Ireland over the period of the CSL study, it is expected this is reflected in more ethnically diverse classrooms and schools.

Migrant, ethnic and linguistic profile in CSL primary schools

Taking an overview of the migrant profile of children in CSL in Cohort A and Cohort B (Figure 1) most children (79%) can be classified as non-immigrant - they were born in Ireland and at least one of their parents was also born in Ireland (OECD, 2022). Children of immigrant background made up 21% of the CSL sample, comprising 15% of second-generation children of immigrant background (where the children are born in Ireland, but both their parents were born elsewhere); and 6% of first-generation children of immigrant background (where both the children and their parents were born in another country).⁶

FIGURE 1: Migrant status in CSL sample (Cohorts A & B)

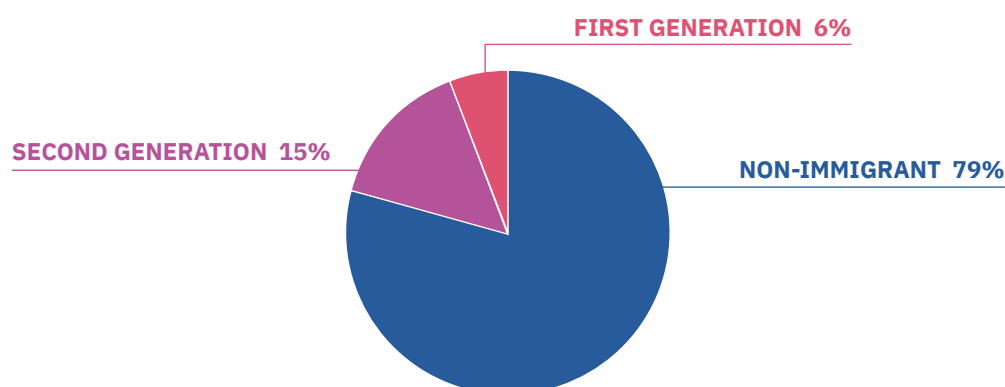


Table 4 below shows the distribution of children by migrant status in Cohort A over the four waves of data collection - from 2019 – 2023.⁷ It highlights an increase in the number of children of immigrant background, especially first-generation children (from 6.5% in 2019 to 11% in 2023).

TABLE 4: National study child sample by migrant background (Cohort A)

	JUNIOR INFANTS WAVE 1 (2019)	SENIOR INFANTS WAVE 2 (2021)	1ST CLASS WAVE 3 (2022)	2ND CLASS WAVE 4 (2023)
Non-Immigrant	750 (81%)	829 (81%)	915 (76%)	930 (75%)
Second Generation Migrant	118 (13%)	125 (12%)	164 (14%)	180 (14%)
First Generation Migrant	60 (6%)	72 (7%)	119 (10%)	140 (11%)
TOTAL	928	1,026	1,198	1,250

⁶ This is a higher figure than evident for the population as a whole as reported in Census 2022, although comparisons are not exact given reporting of figures in terms of Irish citizenship.

⁷ The data available for each cohort on each identity variable (language at home, ethnicity, and migrant status) varies because they were collected from different informants with varying response rates.

While a similar trend is evident in Cohort B, the increase in numbers of children of immigrant background was less pronounced:

TABLE 5: National study child sample by migrant background (Cohort B)

	2ND CLASS WAVE 1 (2019)	3RD CLASS WAVE 2 (2020)	4TH CLASS WAVE 3 (2021)	5TH CLASS WAVE 4 (2022)	6TH CLASS WAVE 5 (2023)
Non-Immigrant	1,274 (81%)	363 (83%)	1,326 (79%)	1,402 (77%)	1,258 (79%)
Second Generation Migrant	229 (14%)	56 (13%)	250 (15%)	275 (15%)	230 (14%)
First Generation Migrant	74 (5%)	18 (4%)	103 (6%)	136 (8%)	108 (7%)
TOTAL	1,577	437	1,679	1,813	1,596

As Figure 2 shows, 7 in 10 children reported that they spoke English or Irish at home. The remainder of children indicated that they spoke a variety of languages at home. Over 21 home languages⁸ are represented in the sample, including: English, Irish, Polish, French, Romanian, Spanish, German, Portuguese, Chinese, Arabic, Lithuanian, Latvian, Bengali, Malay, Russian, Indian, Slovakian, Urdu, Tagalog, Italian, and Hungarian.

FIGURE 2: Home language in CSL sample (Cohorts A & B)⁹

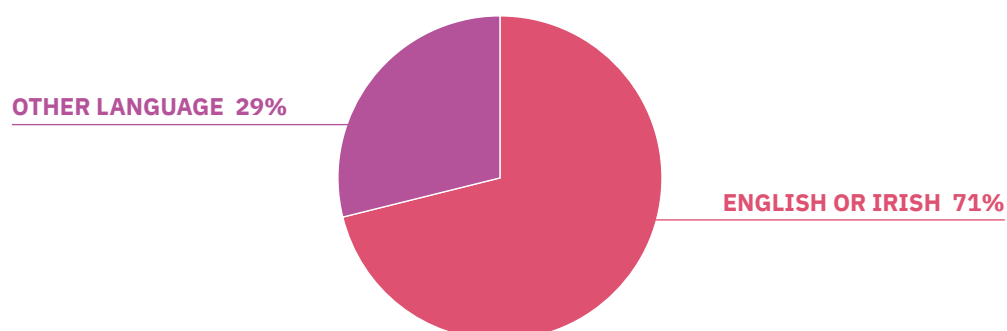


TABLE 6: Main language spoken in the home (Cohort A)

	JUNIOR INFANTS WAVE 1 (2019)	SENIOR INFANTS WAVE 2 (2021)	1ST CLASS WAVE 3 (2022)	2ND CLASS WAVE 4 (2023)
English or Irish	887 (71%)	946 (71%)	1,081 (67%)	1,026 (67%)
Other language	359 (29%)	395 (29%)	535 (33%)	507 (33%)
TOTAL	1,246	1,341	1,616	1,533

⁸ This data was generated from parent responses in Wave 1 (2019) with an additional 40 parents indicating 'other' for the main language in addition to the full list of options provided. In subsequent years of the study, additional languages may have been present including Ukrainian.

⁹ The higher number of children reporting speaking another language at home (30%) than children classified as of immigrant background (21%) may be explained by the number of children who were born in Ireland but have one parent who was born in another country. This comprised 13% of children in the entire sample.

TABLE 7: Main language spoken in the home (Cohort B)

	2ND CLASS WAVE 1 (2019)	3RD CLASS WAVE 2 (2020)	4TH CLASS WAVE 3 (2021)	5TH CLASS WAVE 4 (2022)	6TH CLASS WAVE 5 (2023)
English or Irish	1,363 (77%)	395 (79%)	1,481 (75%)	1,450 (74%)	1,459 (74%)
Other language	398 (23%)	103 (21%)	488 (25%)	509 (26%)	506 (26%)
TOTAL	1,761	498	1,969	1,959	1,965

Figure 3 shows the ethnic profile of children in Cohort A and Cohort B across the CSL sample:

FIGURE 3 : Ethnic profile of CSL sample (Cohorts A and B)

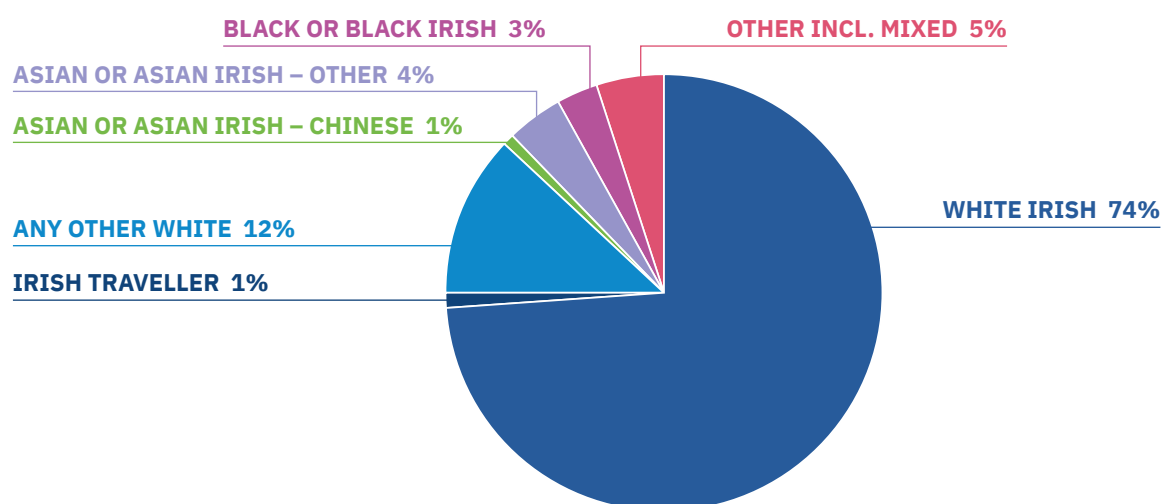


Table 8 shows that approximately 74% of children in Cohort A were of majority ethnic white Irish background and the remaining 26% of minority ethnic children comprise Irish Traveller (1.8%); Other White (12%); Asian Irish/Chinese (0.8%); Asian/Irish other (3.6%); Black/Black Irish (2.4%); Other/Mixed background (5.9%).

TABLE 8: National study child sample by ethnicity (Cohort A)

	JUNIOR INFANTS	SENIOR INFANTS	1ST CLASS	2ND CLASS
	WAVE 1	WAVE 2	WAVE 3	WAVE 4
	(2019)	(2021)	(2022)	(2023)
White Irish	1,076 (75%)	1,211 (74%)	1,277 (72%)	1,115 (73%)
Irish Traveller	24 (2%)	29 (2%)	34 (2%)	25 (2%)
Any other White¹⁰	165 (12%)	187 (11%)	236 (13%)	184 (12%)
Asian or Asian Irish – Chinese	10 (1%)	13 (1%)	15 (1%)	12 (1%)
Asian or Asian Irish – Other	38 (3%)	49 (3%)	79 (4%)	66 (4%)
Black or Black Irish	23 (2%)	32 (2%)	51 (3%)	49 (3%)
Other incl. mixed	92 (6%)	114 (7%)	80 (5%)	87 (6%)
TOTAL	1,428	1,635	1,773	1,538

Approximately 77% of children in CSL Cohort B were of a majority ethnic/white Irish background. A remaining 23% of children were minority ethnic comprising Irish Travellers (2%); Other White (9.5%), Asian Irish/Chinese (0.8%); Asian Irish/other (4%); Black/Black Irish (2.5%); other/mixed (3.5%).

TABLE 9: National study child sample by ethnicity (Cohort B)

	2ND CLASS	3RD CLASS	4TH CLASS	5TH CLASS	6TH CLASS
	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE 5
	(2019)	(2020)	(2021)	(2022)	(2023)
White Irish	1,622 (80%)	440 (84%)	1,577 (76%)	1,538 (73%)	1,453 (76%)
Irish Traveller	45 (2%)	3 (1%)	48 (2%)	52 (2%)	42 (2%)
Any other White	161 (8%)	45 (8%)	199 (10%)	236 (11%)	199 (10%)
Asian or Asian Irish – Chinese	19 (1%)	5 (1%)	22 (1%)	14 (1%)	11 (1%)
Asian or Asian Irish – other	78 (4%)	13 (2%)	101 (5%)	96 (5%)	86 (5%)
Black or Black Irish	39 (2%)	6 (1%)	48 (2%)	73 (4%)	66 (3%)
Other incl. mixed	61 (3%)	15 (3%)	88 (4%)	87 (4%)	68 (3%)
TOTAL	2,025	527	2,083	2,096	1,925

¹⁰ When looking at the nationality question from Wave 1B (N=1,402), approx. 85% of the 'other white' children were Eastern European.

When we examined the social background of children of immigrant background, it was evident that both first- and second-generation children of immigrant background were more likely to be poor (Table 10). Children of immigrant background were also more likely to be in DEIS schools.

TABLE 10: Children survey sample of migrant background by family affluence¹¹ and DEIS status, 2023 (Cohort A)

	NON-IMMIGRANT	SECOND GENERATION MIGRANT	FIRST GENERATION MIGRANT
Family Affluence			
Low-Affluence	238 (27%)	55 (33%)	50 (38%)
Medium Affluence	505 (56%)	93 (57%)	69 (53%)
High Affluence	154 (17%)	16 (10%)	11 (9%)
TOTAL	897	164	130
DEIS Status			
Non-DEIS	634 (67%)	77 (43%)	48 (33%)
DEIS	317 (33%)	104 (57%)	96 (67%)
TOTAL	951	181	144

These patterns were also evident for Cohort B:

TABLE 11: Children survey sample of migrant background by family affluence and DEIS status, 2023 (Cohort B)

	NON-IMMIGRANT	SECOND GENERATION MIGRANT	FIRST GENERATION MIGRANT
Family Affluence			
Low-Affluence	282 (20%)	84 (31%)	47 (35%)
Medium Affluence	759 (55%)	152 (56%)	81 (60%)
High Affluence	340 (25%)	36 (13%)	7 (5%)
TOTAL	1,381	272	135
DEIS Status			
Non-DEIS	977 (70%)	169 (62%)	77 (57%)
DEIS	416 (30%)	105 (38%)	59 (43%)
TOTAL	1,393	274	136

¹¹ As noted in [Report 8a](#), socio-economic status of participating children in the Children's School Lives study was measured in two ways – through the DEIS classification of the school and through a family affluence scale (FAS). As noted in Report 8, the short version of the FAS scale used in the study consists of five items: 1) Do you have a dishwasher at home? 2) Do you have your own bedroom to yourself? 3) Does your family own a car, van, or truck? 4) How many bathrooms are in your home? 5) How many computers does your family own? The FAS indicators were calculated based on children's responses and were measured in Waves 3 and 4 for Cohort A and in Waves 3, 4 and 5 for Cohort B. For the purpose of this analysis, children were grouped in high, medium and low affluence based on their scores in the most recent wave where FAS was measured (Chzhen et al., 2022), taking account of strengths and limitations as a scale (Corell et al., 2021). This categorisation allowed us to capture the distribution of social class within the CSL sample.

Case study school profiles

The profile of migrant, linguistic and ethnic diversity evident in the national study sample was also reflected across the 13 case study classes in 12 primary schools as shown in Table 12 for schools in Cohort A and Cohort B. What these patterns highlight however, was the variation in profile that can exist between schools, when considered at a local level. As Table 12 shows, in Cohort A case study schools, 78% of children were majority ethnic white Irish, while 22% were children of minority ethnic backgrounds. In Cohort B, case study schools this comprised 55% children who were majority ethnic white Irish, and 54% who were minority ethnic. In both cohorts, approximately 2% of children in case study schools were Irish Traveller.

TABLE 12: Case study sample by ethnicity (Cohort A and Cohort B)

	COHORT A	COHORT B
White Irish	120 (78%)	71 (55%)
Irish Traveller	3 (2%)	3 (2%)
Any other White	13 (9%)	29 (23%)
Asian or Asian Irish – Chinese	2 (1%)	0 (0%)
Asian or Asian Irish – other	5 (3%)	6 (5%)
Black or Black Irish	5 (3%)	7 (6%)
Other incl. mixed	5 (3%)	12 (9%)
TOTAL	153	128

With respect to migration background, there was a variation across case study schools in Cohort A and B. As Table 13 shows, there were more children of immigrant background in case study schools in Cohort B.

TABLE 13: Case study sample by migrant background (Cohort A and Cohort B)

	COHORT A	COHORT B
Non-Immigrant	86 (82%)	61 (60%)
Second Generation Migrant	11 (10%)	26 (26%)
First Generation Migrant	8 (8%)	14 (14%)
TOTAL	105	101

With respect to linguistic diversity, Table 14 shows that the majority of children in each case spoke English/Irish at home. The diversity of other languages reflected the ethnic/immigration profile of the school. In Cohort B, while most children spoke English or Irish at home, the highest in any school was 72% while the lowest was 38%, and like Cohort A, a diversity of languages in evidence across participating families.

TABLE 14: Case study profiles by linguistic background (Cohort A and Cohort B)

	COHORT A	COHORT B
English or Irish	94 (72%)	67 (58%)
Other language	37 (28%)	49 (42%)
TOTAL	131	116

Children and families on the move

Migration represents a change for all involved, including families and children ‘on the move’ and the wider school communities where they settle. In our case study schools, children shared their experiences of migrating to and from Ireland. For those born abroad (first-generation immigrant backgrounds), moving to Ireland was experienced as challenging, tinged with uncertainty and it took time for some before they adapted to their new homes. Some children highlighted experiencing cultural differences, while others described emotional difficulties, such as leaving family and pets behind, alongside relief of fleeing from war:

“ Girl: *I have a dog in [Country]. And my dad’s dad [Grandfather] lives there with his brother, so they take care of him.*

Interviewer: *And do you get to see him very often?*

Girl: *Only when I go to [Country].*

Interviewer: *How often do you go to [Country]?*

Girl: *Like twice or once in a year.*

(Girl, 2nd Class, All-girls, Non-DEIS, Rural Town)

”

“ Girl: *When my mum was saying ‘we’re going to be moving to Ireland’, I was really excited because she showed us pictures of the school we were going to, and the stuff we were going to do. But then when we arrived in Ireland, that’s when the pandemic came, and it just got really boring.*

(Girl, 5th Class, Non-DEIS, All-girls, Rural Town)

”

“ Boy: *My parents will [give me] more freedom [in Ireland]. I would never be allowed to walk home in [Country].... It’s quite different, it’s not such a close community.*

(Boy, 6th Class, Non-DEIS, Co-Ed, Urban)

”

“ Interviewer: *What’s it been like coming here? You say you’re happy to have left [Country]?*

Boy: *The war [in home country] I just had to run away.*

(Boy, 6th Class, DEIS, All-boys, Urban)

”

Parents of immigrant background also described the challenges they faced leaving their homes and coming to Ireland, while supporting their children in new school environments, often with an unfamiliar language of instruction. Some parents reported struggling to make new acquaintances in Ireland, others reported wishing their children would maintain their cultural heritage, while also becoming Irish:

“ Mother: *[Country] is also not the safest of countries. It’s not a kind of country where your child can play in the garden and be safe. Or that I could walk them to school.*

(Mother, 1st Class, Non-DEIS, Co-Ed, Rural)

”

“ Mother: *I was so miserable when I finally came here. I don't really feel like I am connected. And then I always said to myself, 'I don't belong here' ... it's so hard to meet friends, to make friends, because most of the people ... they already have their own friends.*

(Mother, 1st Class, Non-DEIS, Co-Ed, Rural town)

”

Parents of immigrant backgrounds described experiencing primary schools in Ireland as being very different to their home countries. Some felt the academic climate was more relaxed and less pressured, while others spoke positively about the extra learning support available in Irish primary schools. They also wished for their children to maintain cultural heritage while becoming Irish:

“ Father: *It is very disruptive moving ... [and] our son needs learning support ... It's not severe ... indeed, in his first year [he] had excellent learning support.*

(Father, 1st Class, Non-DEIS, All-boys, Urban)

”

“ Interviewer: *Is it [Irish schooling] very different to what you experienced growing up?*

Mother: *It is very different, because in the [Country], we go to school from 7 am until 4 pm, we always have homework, every subject, every day, eight subjects ... here they just play, play, play'.*

(Mother, 6th Class, DEIS, Co-Ed, Rural Town)

”

“ Mother: *I don't want them to leave their roots. I want them to see that sense of belonging.... I want them to know, even as much as they love to be Irish, they are Irish themselves. I'm happy for them, but I still want them to know where they come from.*

(Mother, 1st Class, Non-DEIS, Co-Ed, Rural)

”

Teachers provided descriptions of their ethnically and culturally diverse classrooms, including children who came from Europe, Asia, and the Americas:

“ Teacher: *There are a good few Irish children this year but there are definitely eight at least [are of immigrant background].*

(Female teacher, Junior infants, Non-DEIS, All-boys, Urban)

”

“ Teacher: *In my class, we'd have a good few Irish children, we have one girl who's from [South American country], one girl who's from the [Asian country], one girl whose parents are from [Asian country], and then one child who's from [European country], another child who is from [European country].*

(Female teacher, Senior infants, DEIS, All-girls, Urban)

”

“ Teacher: *I suppose because we have a lot from different [ethnic/cultural] backgrounds, the children would be very aware of different traditions and cultures.*

(Female teacher, 5th Class, Non-DEIS, All-girls, Rural town)

”

Several principals referred to the benefits of such diversity, and to the high levels of engagement of families and children of immigrant background with education and learning:

“ Principal: *We would notice they [Immigrant families] would have a huge respect for education and would acknowledge that in their situation and in their child's situation that education can be a great equaliser and a great provider of opportunity, so they would be very much engaged in supporting the school and supporting their child's education.*

(Principal, 2nd Class, Non-DEIS, All-boys, Urban)

”

“ Principal: *The [Immigrant] families are fantastic, because they're so into education and so respectful of teachers and of school.*

(Principal, 4th Class, Non-DEIS, Co-Ed, Urban)

”

“ Principal: *We're always talking about how proud and lucky we are to have so many different nationalities in our school.*

(Principal, 6th Class, DEIS, All-boys, Urban)

”

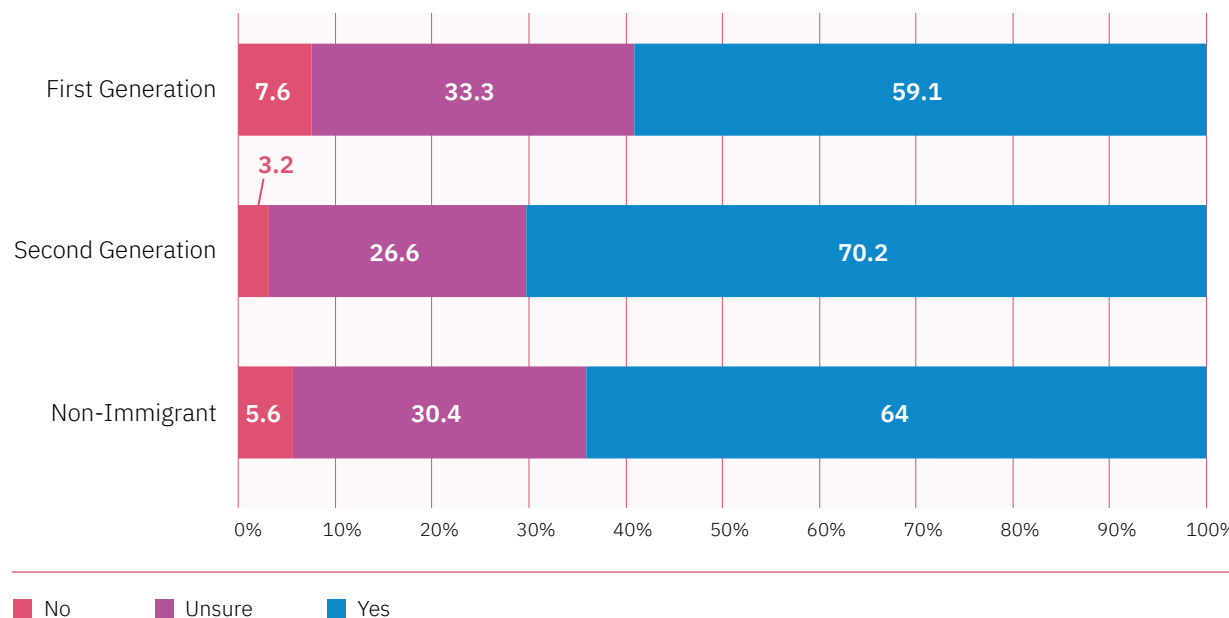
MIGRATION, ETHNICITY AND CHILDREN’S ENGAGEMENT WITH LEARNING

The act of immigration represents a positive aspiration to a better future. Previous reports ([Report 8a](#) and [8b](#)) considered the aspirations of children and the expectations of teachers in terms of their progress in school. Issues of academic confidence, as well as a positive disposition to school signal a clear engagement with learning. In this section we consider these issues with respect to the migrant and linguistic background of children. We also look at the patterns of engagement with the curriculum, including literacy and Mathematics and the kind of extracurricular activities that are engaged in by children of immigrant background - often an indicator of levels of inclusion in the wider community.

Future aspirations

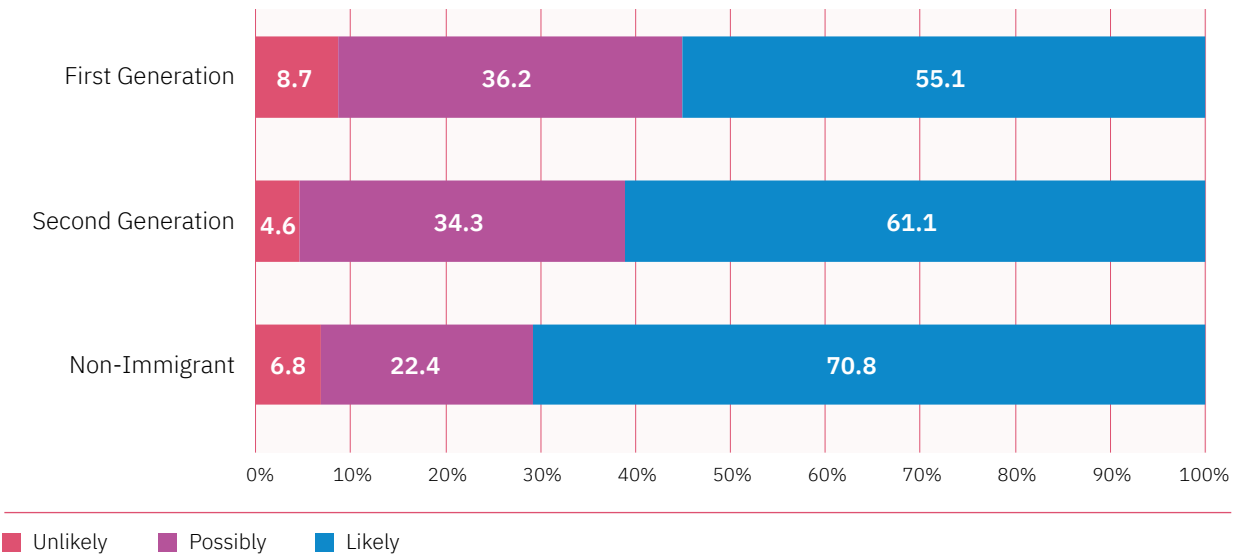
Children in Cohort B were asked if they planned to attend college/university after post-primary school. Most children reported that they planned to attend university, indicated in previous reports ([Report 8a](#) and [8b](#)). However, as Figure 4 shows, there were significant differences dependent on migration status. Second-generation immigrant children (i.e., those born in Ireland and whose parent(s) were born outside of Ireland) were more likely to agree that they plan to attend college/university after post-primary school than any other group (68%). In contrast, first-generation immigrant children (i.e., those born outside of Ireland and whose parents were also born outside of Ireland) were least likely to agree (59.1%). Speaking English (or Irish) or another language at home did not make a difference to the children’s future aspirations.

FIGURE 4: Cohort B (2023, 6th Class), “Do you plan to attend college/university after post-primary school?” by migrant background



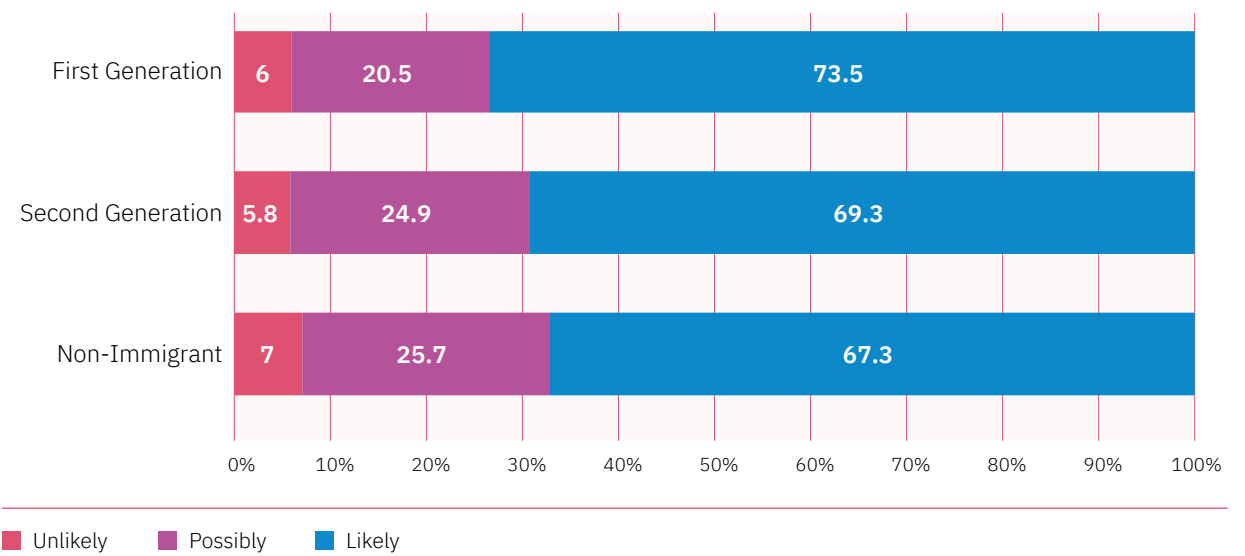
When comparing teacher expectations across migration groups, differences were identified between Cohort A and Cohort B. As Figure 5 shows, in Cohort A when the children were in 2nd Class, teachers indicated higher expectations for children with no immigrant background. Also evident is teachers’ significantly lower expectations of first-generation immigrant children attending higher education.

FIGURE 5: Cohort A (2023; 2nd Class), “How certain are you that this child will attend higher education?” by migrant background



When looking at patterns for Cohort B, when children are in 6th Class, no significant differences were identified in teacher expectations of progression to higher education, on the basis of children’s migration status. It is worth noting that, although children from first-generation immigrant backgrounds have slightly lower expectations of attending college or university themselves (see Figure 6), teachers did not differentiate between them and others in this regard.

FIGURE 6: Cohort B (2023; 6th Class), “How certain are you that this child will attend higher education?” by migrant background



In case study interviews, children and parents from immigrant backgrounds, like their non-immigrant peers (see [Report 8a](#)), expressed a range of aspirations for the future:

“ Mother: *I just want him to succeed in whatever he wants to pursue in his life, you know, and I’ll just be here to support him no matter if, and I would want him to be someone in the future, if he wants to pursue a university degree, I would really want that, but it’s all up to him.*
(Mother, 1st Class, Non-DEIS, Co-Ed, Rural)

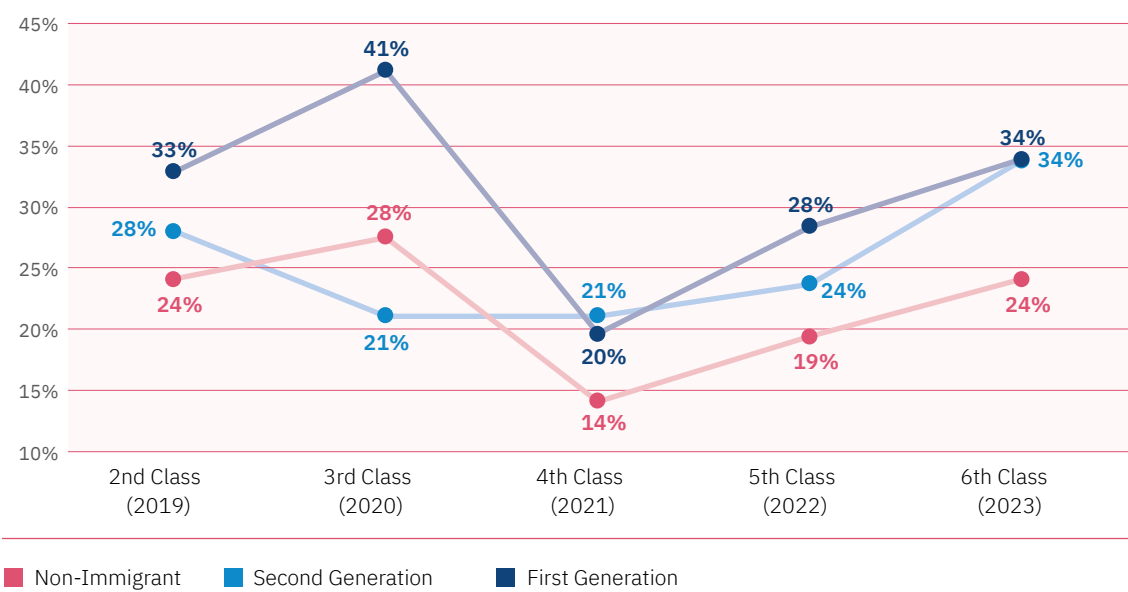
“ Interviewer: *What kind of jobs do you want to do?*
Boy: *I’ll be a doctor, because my brother is studying medicine at the moment.*
(Boy, 6th Class, DEIS, All-boys, Urban)

“ Father: *She [daughter] would like to be a teacher, but she hasn’t decided yet. Now she’s fascinated by arts and so it’s early, but I see she’s very good at entertaining people, or could be teaching something, and so maybe it could be that, but I think she will do that, she will at least go to the university.*
(Father, 6th Class, DEIS, Co-Ed, Rural Town)

Academic self-concept

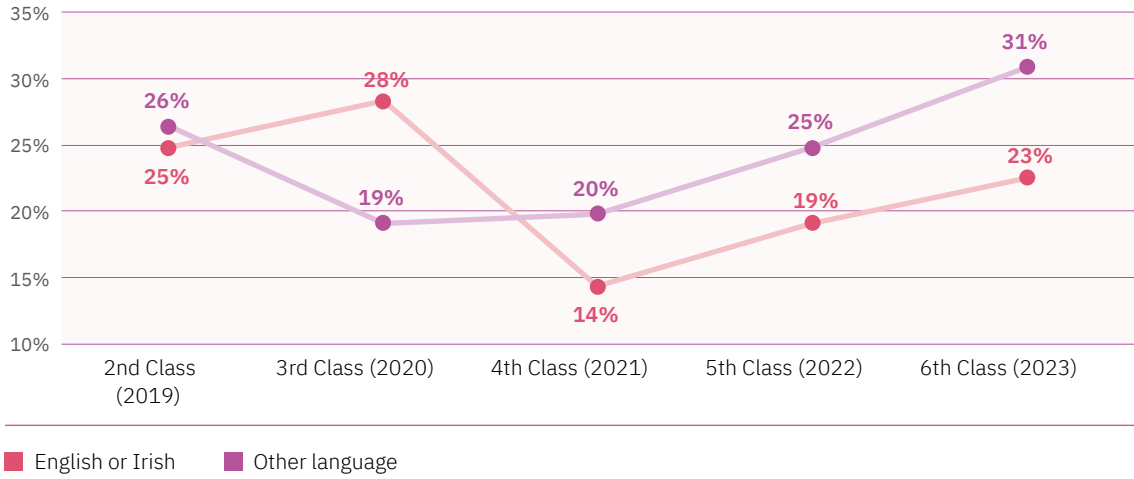
Regarding academic self-concept, children from first-generation immigrant backgrounds in Cohort B demonstrated a notable trend. In early primary schooling, they were significantly more likely to report feeling better at their classwork than most of their peers (see Figure 7). In 4th through 6th Class, we then observe that children from first- and second-generation migrant backgrounds are both more likely than non-immigrant children to report that they are better at classwork than their peers.

FIGURE 7: Cohort B, “I am better than most people at my classwork” (Agree/Strongly Agree) by migrant background



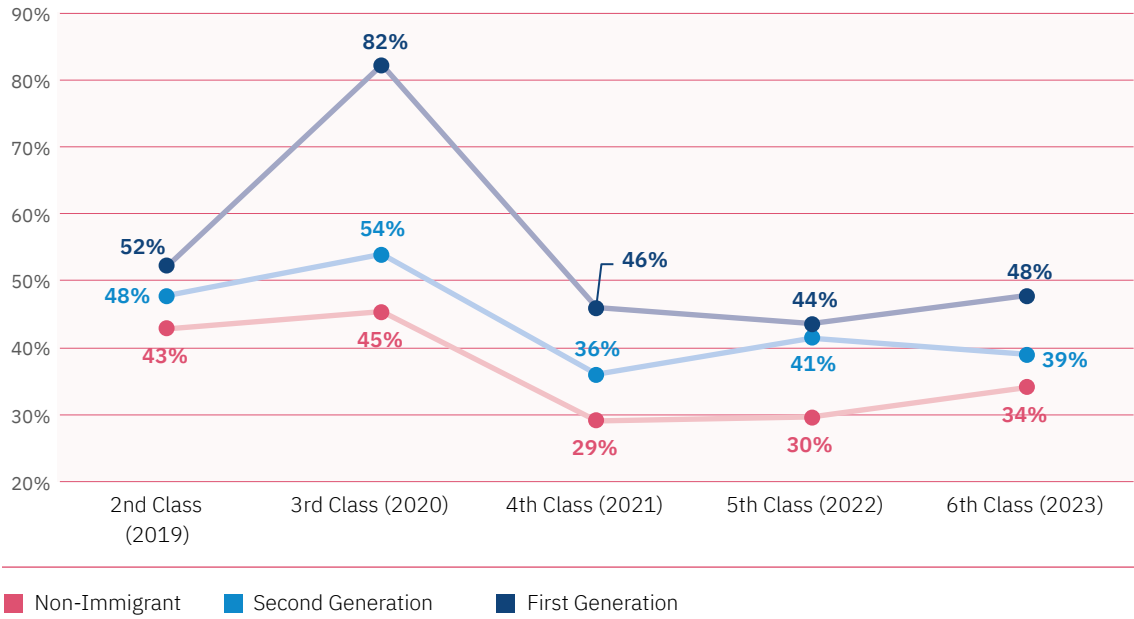
Similarly, children who spoke a language other than English or Irish at home were significantly more likely to think that they were better than most people at classwork. However, this trend was briefly reversed during the COVID-19 related school closures (Cohort B, 2nd Class), with children speaking English or Irish at home more likely to report that they were better than most people at their classwork.

FIGURE 8: Cohort B, “I am better than most people at my classwork” (Usually/Always) by main language spoken at home



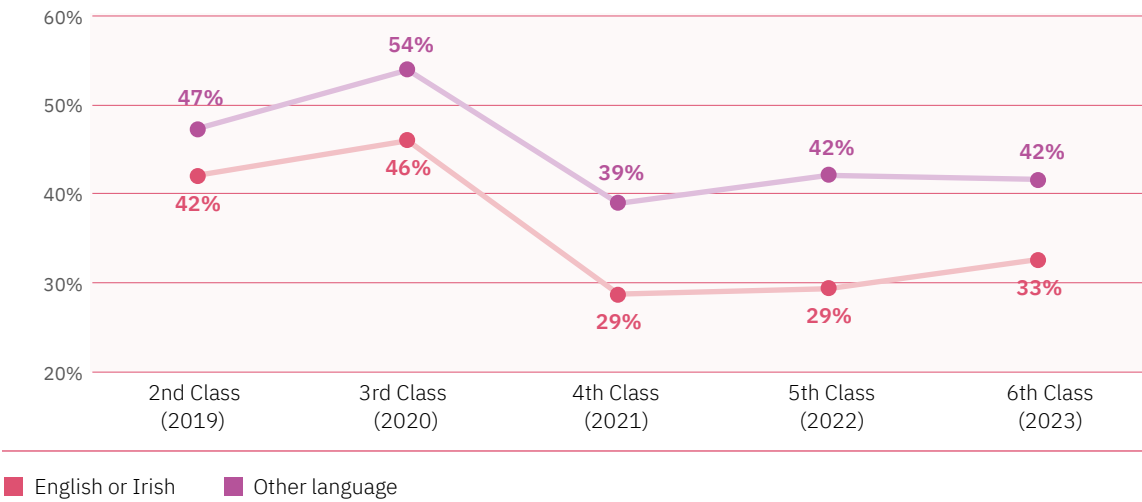
Similar patterns are identified in Cohort B with respect to children’s views on their levels of ease when doing classwork. As Figure 9 shows, children with first-generation immigrant backgrounds were significantly more likely to agree that work was easy for them.

FIGURE 9: Cohort B, “Work in class is easy for me” (Usually/Always) by migrant background



This remained true for children who spoke a language other than Irish/English at home as they were consistently and significantly the most positive about work being easier - even during the COVID-19 pandemic.

FIGURE 10: Cohort B, “Work in class is easy for me” (Usually/Always) by main language spoken at home



Interviews with children in our case study schools highlighted the generally positive academic self-concept among children of immigrant background, but also feelings of vulnerability and uncertainty:

“ Interviewer: *What makes a person smart?*
Boy: *Listening to the teacher...*
Interviewer: *And has your teacher said you’re smart...?*
Boy: *Yes.*
(Boy, 2nd Class, DEIS, Co-Ed, Urban)

“ Interviewer: *So, you think that it’s actually different [than in country of origin]?*
Boy: *It’s a lot more relaxed here.*
Interviewer: *Do you like it better or worse?*
Boy: *I guess in a way worse, because I’m not being challenged anymore.*
(Boy, 6th Class, Non-DEIS, Co-Ed, Urban)

“ Interviewer: *[Girl], do you worry about [schoolwork]?*
Girl: *It really depends on what the stuff is, but not usually.*
(Girl, 6th Class, DEIS, Co-Ed, Urban)

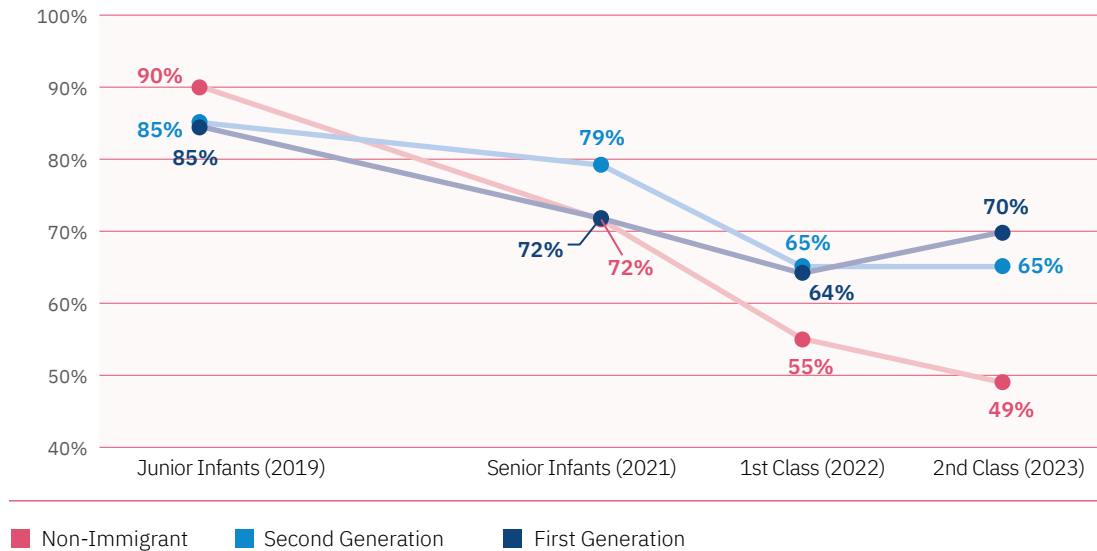
“ Interviewer: *Is the learning that you do here easy or hard for you?*
Boy: *Challenging at times.*
Interviewer: *What times is it challenging?*
Boy: *When questions come that I wasn’t taught in [country of origin] and they come on a test maybe and then you wonder ‘I’ve never come across this before’ and you just start wondering about most of the stuff that we are taught here.*
(Boy, 6th Class, DEIS, All-boys, Urban)

“ Girl: *I really struggle to remember things. Like when I’m doing them sometimes, it’ll come back to me, but otherwise ... like if you asked me what we’ve done today I’d tell you ‘I have no idea.’*
(Girl, 6th Class, DEIS, Co-Ed, Urban)

Liking school

Positive dispositions to school among children of immigrant background were also evident. As Figure 11, shows, in Cohort A while both children with and without migrant backgrounds reported liking school at similar levels in Junior and Senior Infants, children from immigrant backgrounds (both first- and second-generation) were significantly more likely than their non-immigrant peers to look forward to going to school in 1st and 2nd Class. These patterns were not influenced by the language spoken in the home.

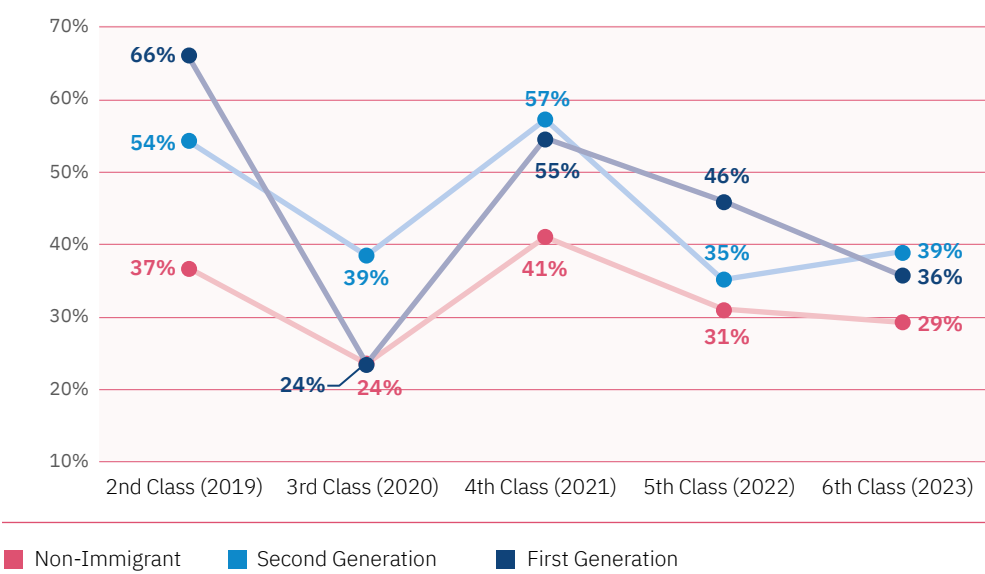
FIGURE 11: Cohort A, “I look forward to going to school”¹² (Usually/Always) by migrant background



¹² In November 2019 and Spring 2021 when the children were in Junior Infants and Senior Infants, the question was phrased as “Do you like going to school?”

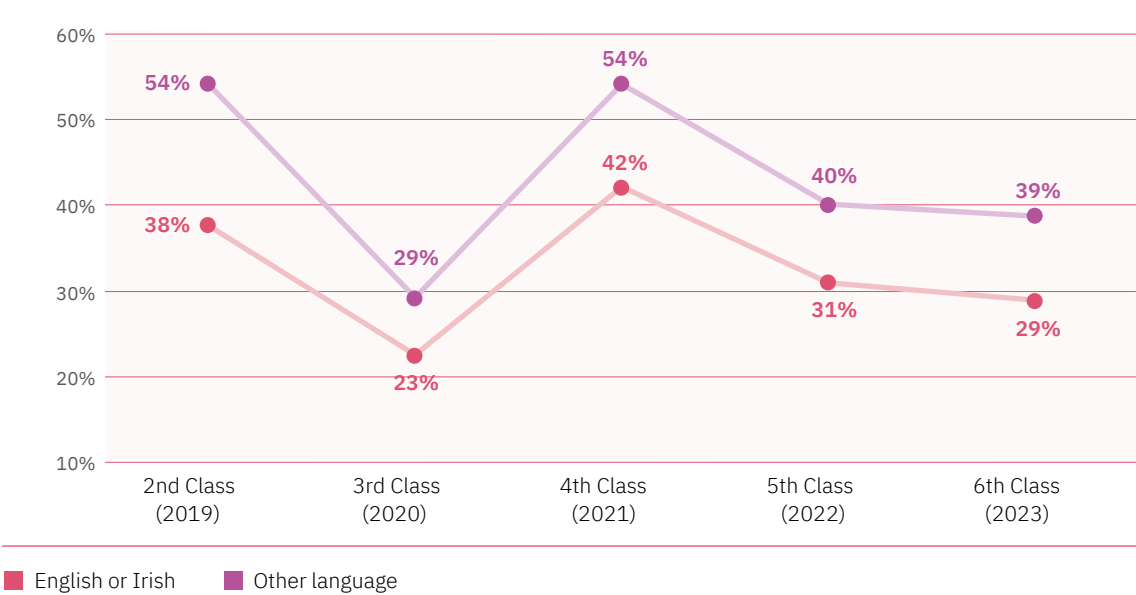
When we look at patterns for Cohort B, Figure 12 shows significant differences in patterns of response based upon migrant status. Children of immigrant background, both first- and second-generation were significantly more positive about going to school than their non-immigrant peers. Of note was the decline in the positive views of first-generation immigrant children during the COVID-19 related period of remote schooling (2020), increasing again on return to in-person schooling (2021):

FIGURE 12: Cohort B, “I look forward to going to school”¹³ (Usually/Always) by migrant background



These patterns are mirrored when considered in terms of the linguistic background of the children (Figure 13). It was those children who spoke a language other than English or Irish at home who were significantly more positive about going to school, at each juncture in time.

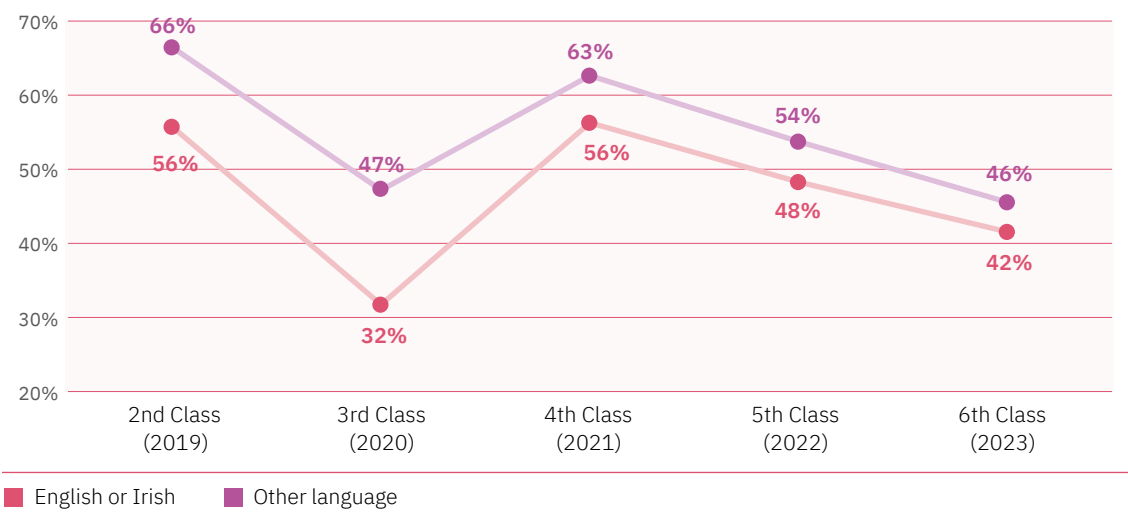
FIGURE 13: Cohort B, “I look forward to going to school” (Usually/Always) by main language spoken at home



¹³ In Wave 2 (2020) the phrasing of the question was changed to “I look forward to home schooling”

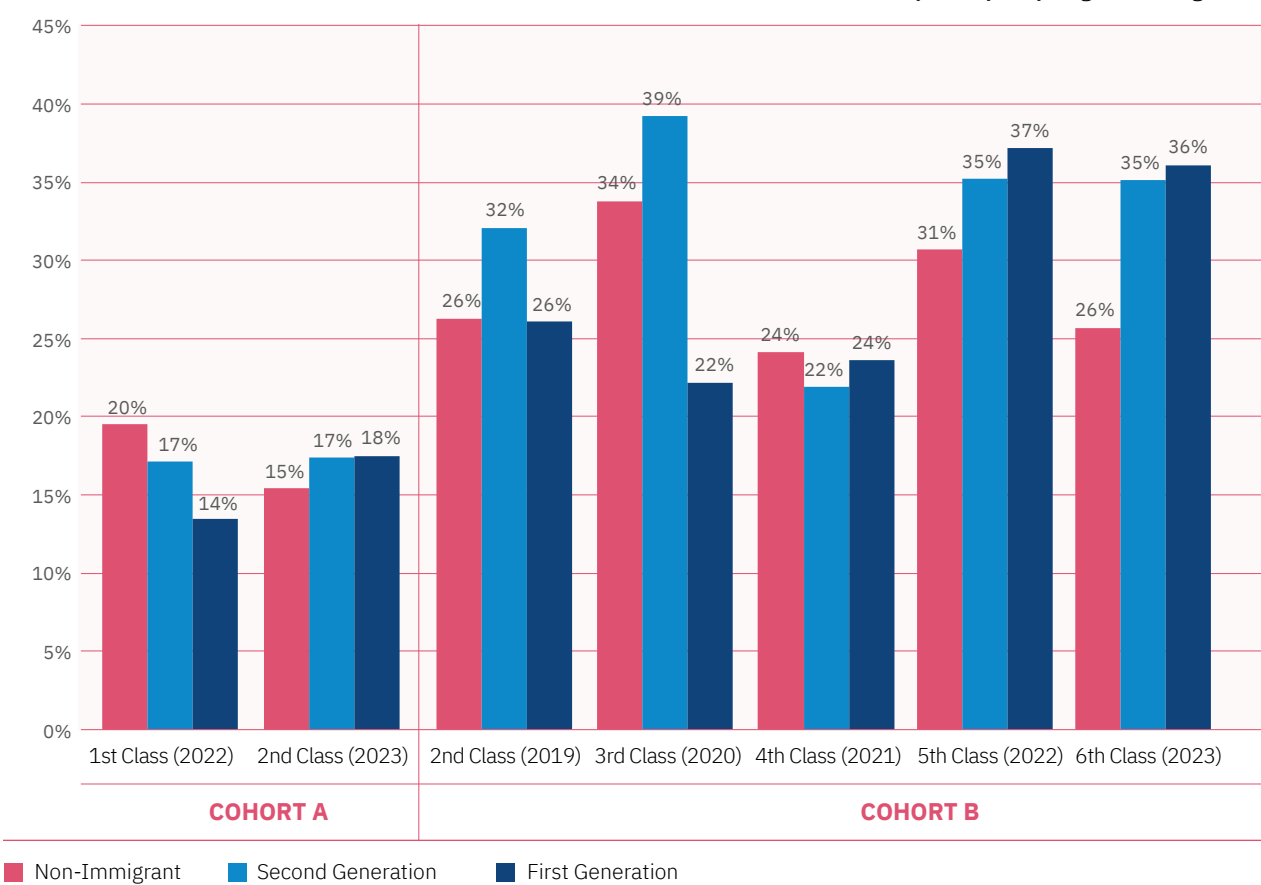
These more positive dispositions towards school by children of immigrant background were particularly pronounced among those who did not have English as their first language. As Figure 14 shows, children speaking a language other than English or Irish at home were significantly more likely to say that they like many things about school (Cohort B).

FIGURE 14: Cohort B, “I like many things about school” (Usually/Always) by main language spoken at home



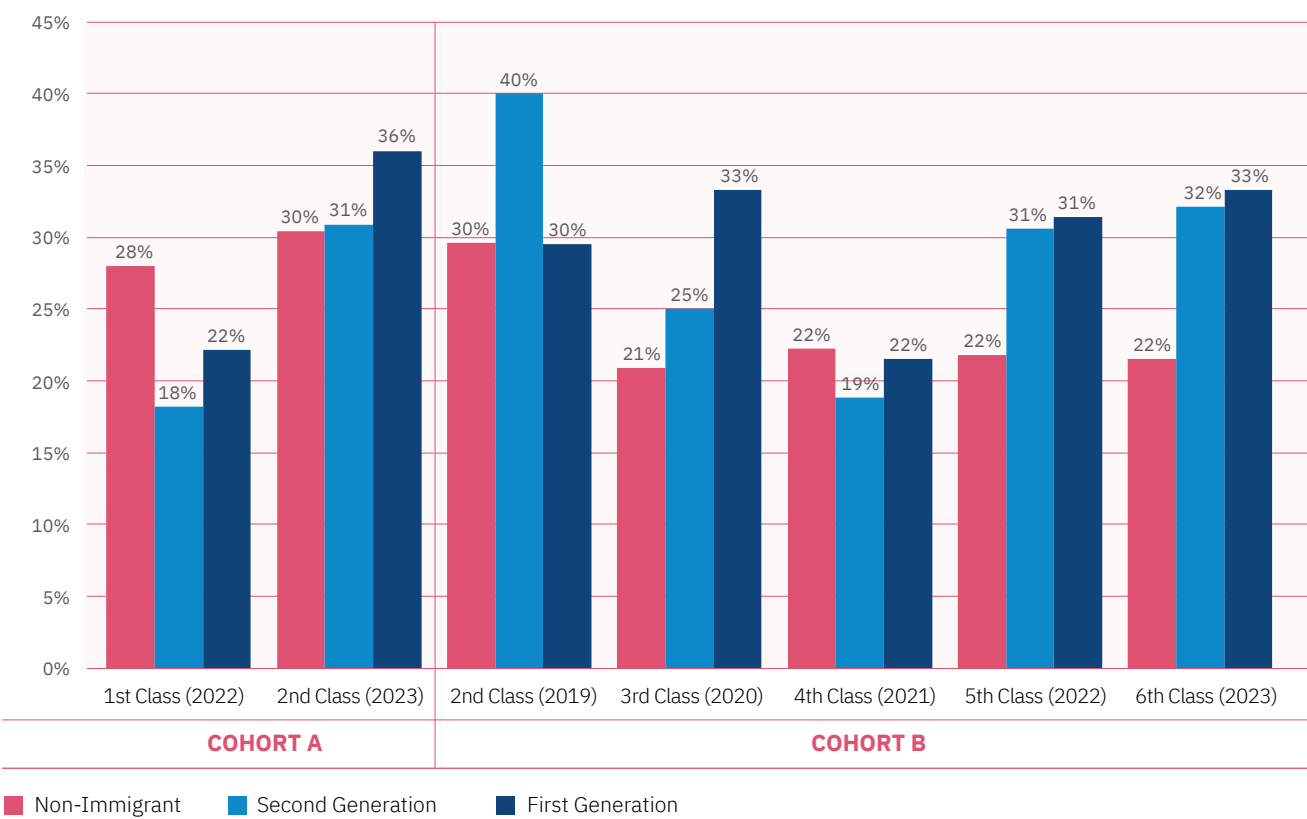
These positive dispositions to school among children of immigrant background were also reflected in attitudes toward having a voice in school. In Cohort A, there is little difference in children’s views and their migration background. In Cohort B, children with a second-generation migration background were most positive about their involvement in school decisions. Views of first-generation immigrant children fluctuated more, with positivity lowering during the COVID-19 pandemic when they were in 3rd and 4th Class. By 5th - 6th Class, it was children of an immigrant background who were significantly more positive than children without a migration background.

FIGURE 15: Cohorts A & B, “Children are allowed to make decisions in school” (Usually/Always) by migrant background



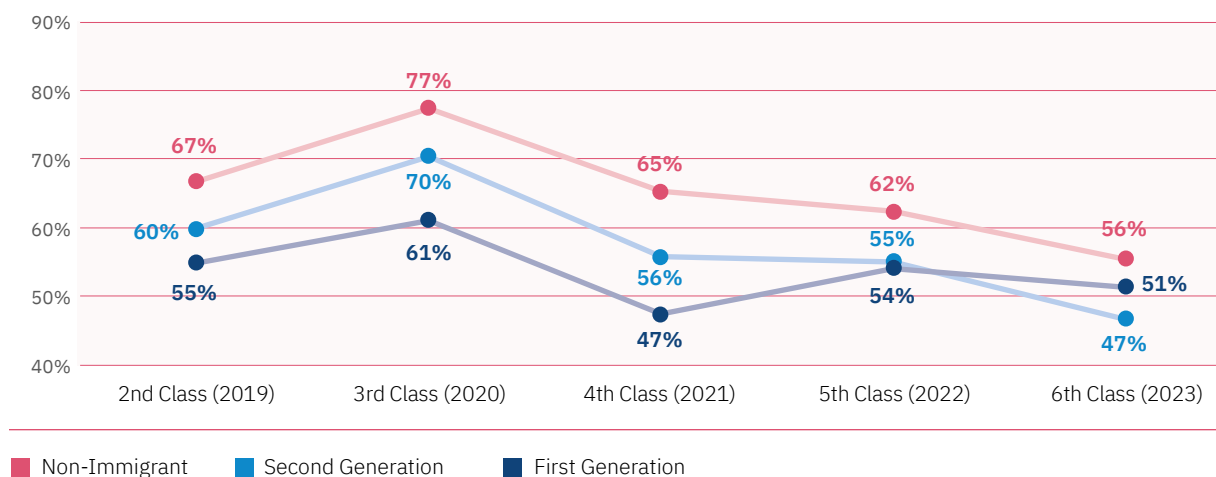
With respect to agreeing with “children’s good ideas are used to change things in school,” some ambiguity was evident. In Cohort A, children of immigrant background were less likely to agree than their non-immigrant peers in 1st Class, but there was little difference as they progressed to 2nd Class. In Cohort B, patterns also fluctuated, but by 5th - 6th Class it was children of immigrant background (both first- and second-generation) who were significantly more likely to agree that their good ideas were used to change things in school.

FIGURE 16: Cohorts A & B, “Children’s good ideas are used to change things in school” (Usually/Always) by migrant background



We also noted some ambiguity in children’s belief that all children had the same chance of doing well in their class, when related to migration status. As Figure 17 shows, children without a migration background were significantly more likely to agree that this statement “always” applies in their school, whereas children with a migration background (both first- and second-generation) tended to agree less. However, these differences became less evident as the children progressed to the senior end of primary school.

FIGURE 17: Cohort B, “All children have the same chance to do well in my class” (Always) by migrant background



Case study interviews highlighted some of the nuances in children’s experiences that contextualise some of these findings. Children who had recently immigrated to Ireland (first-generation), described the challenges they faced adapting to primary school, particularly when learning a new language of instruction. As a result, some of these children reported feelings of worry and anxiety, which could be partially assuaged by having supportive teachers and classmates:

“ Interviewer: *Was it hard for you to go to school in Ireland?*

Girl: *Yeah.*

Interviewer: *What was, what was hard about it?*

Girl: *Like when I didn’t really know how to speak that much.*

(Girl, 2nd Class, DEIS, Co-Ed, Urban)

”

“ Boy: *I would say kind of rarely now [I get stressed], but when I came here first, I was like, ‘oh’, ... I didn’t know much like English, so I was really stressed.*

(Boy, 6th Class, Non-DEIS, Co-Ed, Urban)

”

“ Interviewer: *Has it been a nice place to come to this school?*

Boy: *Yeah.*

Interviewer: *Can you say why? What’s been nice about it for you?*

Boy: *People.*

Interviewer: *What about them?*

Boy: *Kind ... [Coming to] Ireland has been really nice. The teachers have been looking out for me.*

(Boy, 6th Class, All-boys, DEIS, Urban)

”

“ Girl: *[A good teacher] helps you and understands you. Like if you can’t do something ... they go and explain it in detail.*

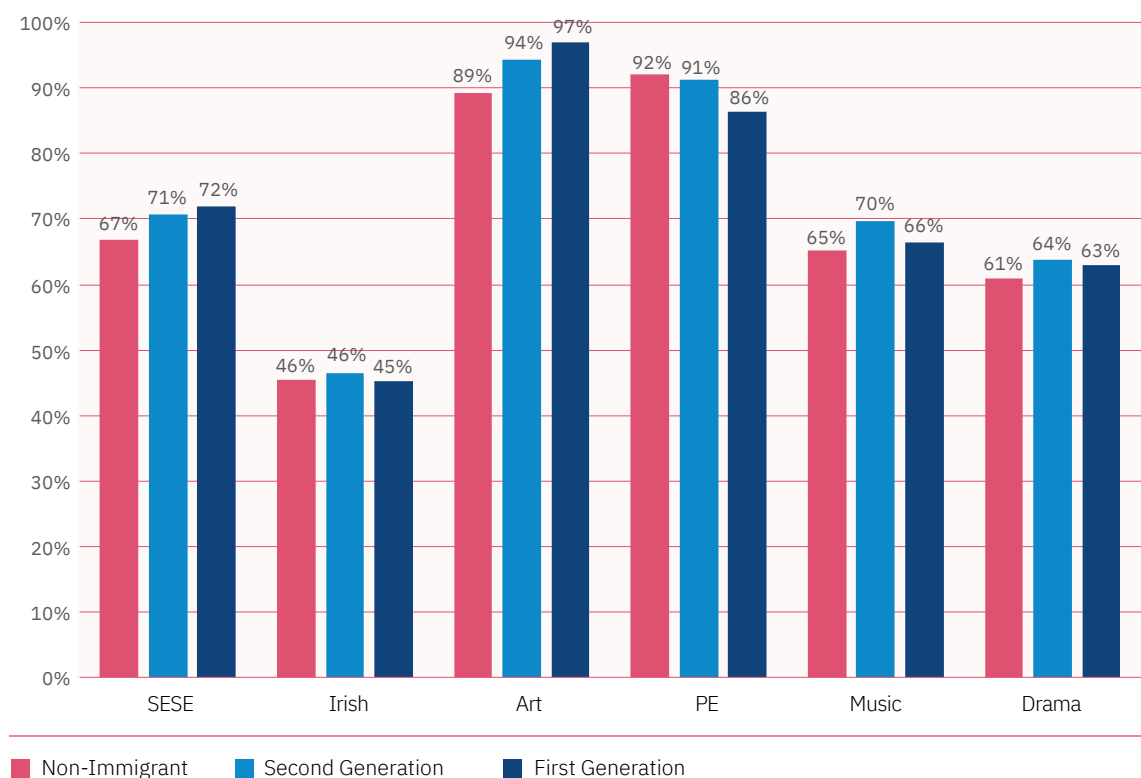
(Girl, 6th Class, DEIS, Co-Ed, Urban)

”

Engaging with the curriculum

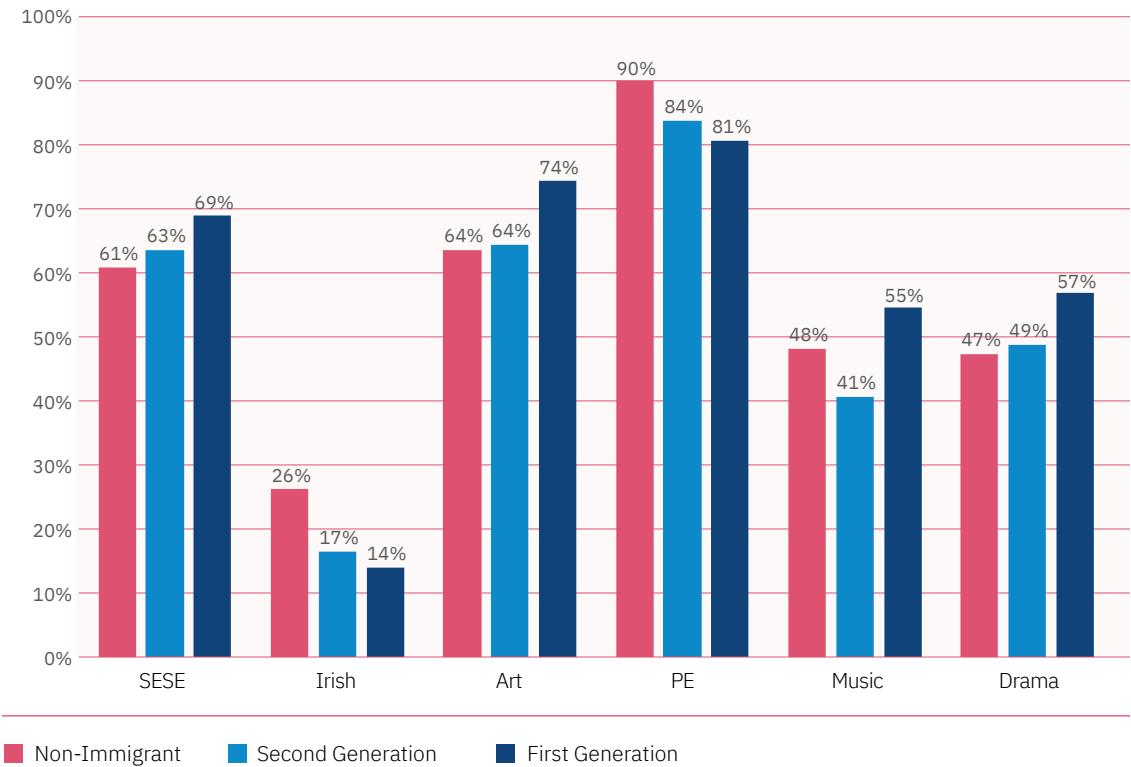
Overall, differences in curriculum interest across migrant and non-migrant backgrounds, in Cohort A, when the children were in 2nd Class, were marginal. Levels of interest were not found to be associated with the language spoken in the home.

FIGURE 18: Cohort A (2023, 2nd Class), “I am interested in...” (Usually/Always) by migrant background



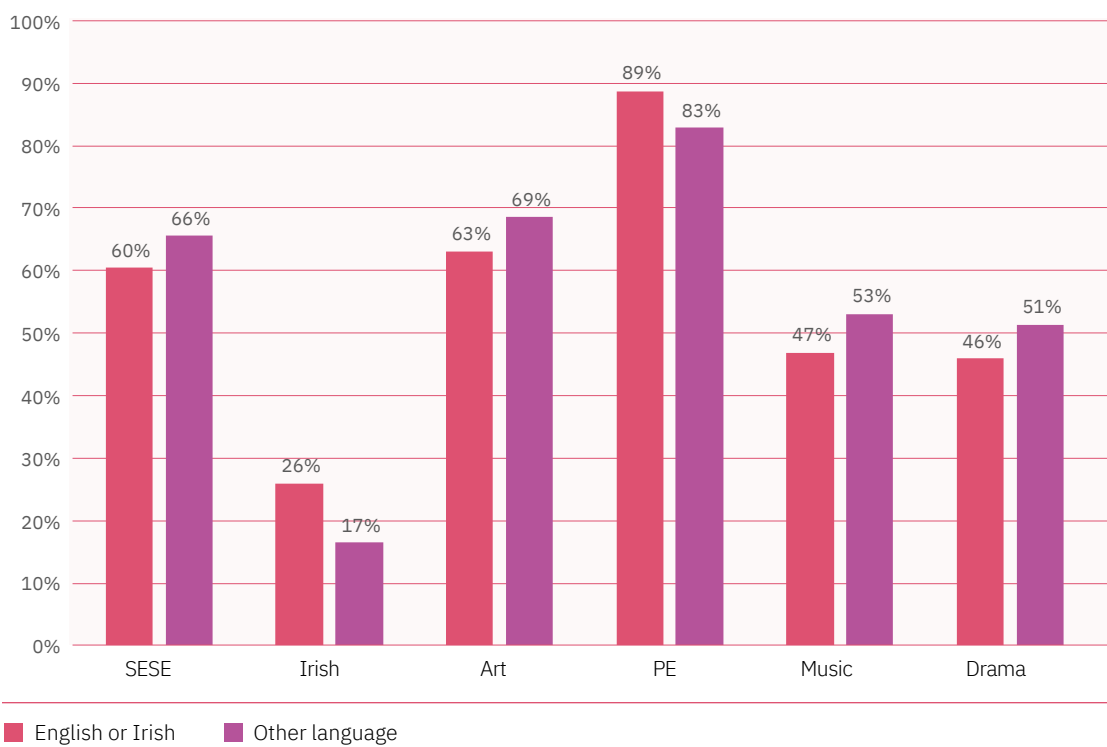
For Cohort B, when the children were in 6th Class, Irish was reported to be the subject least chosen by children (See [Report 6](#)) irrespective of migration background, with non-immigrant children more likely to say they were interested in Irish than their immigrant peers. Significant differences were more evident across most subject areas, with first-generation and second-generation immigrant children more interested in Art, SESE, and Drama than their non-migrant peers.

FIGURE 19: Cohort B (2023, 6th Class) “I am interested in...” (Usually/Always) by migrant background



Language spoken at home was significantly associated with levels of interest in curricular areas for children in 6th Class (Cohort B). Children who spoke a language other than English or Irish at home expressed more interest in SESE, Art, Music and Drama and less interest in Irish and PE.

FIGURE 20: Cohort B (2023, 6th Class), “I am interested in...” (Usually/Always) by main language spoken at home



Migrant background children, especially first-generation, were more likely to report that they felt worried when learning Irish, Drama and Music when compared with their non-immigrant peers (Cohort B, 6th Class).

FIGURE 21: Cohort B (2022, 5th Class) “I feel worried when I am learning” (Usually/Always) by migrant background

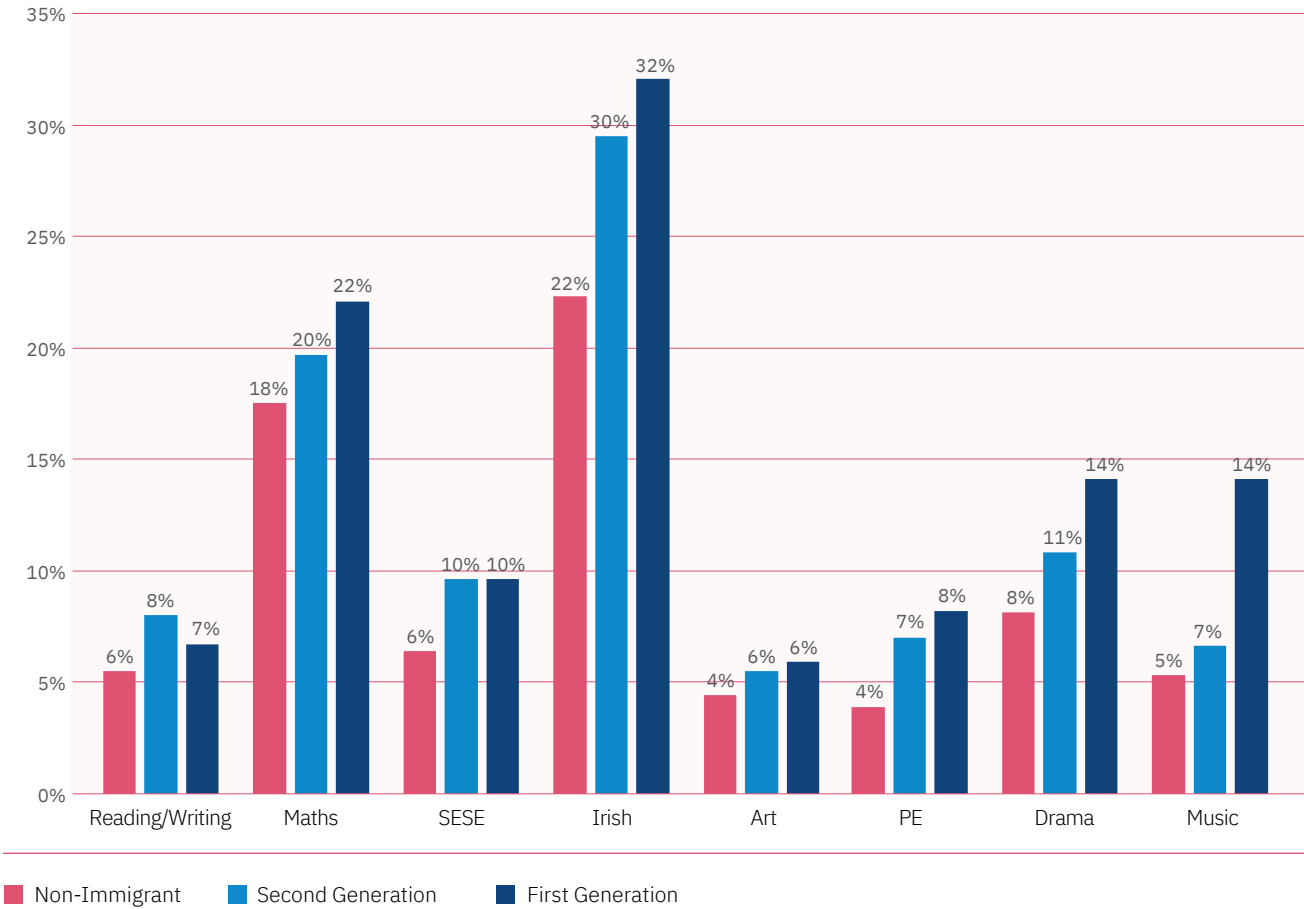
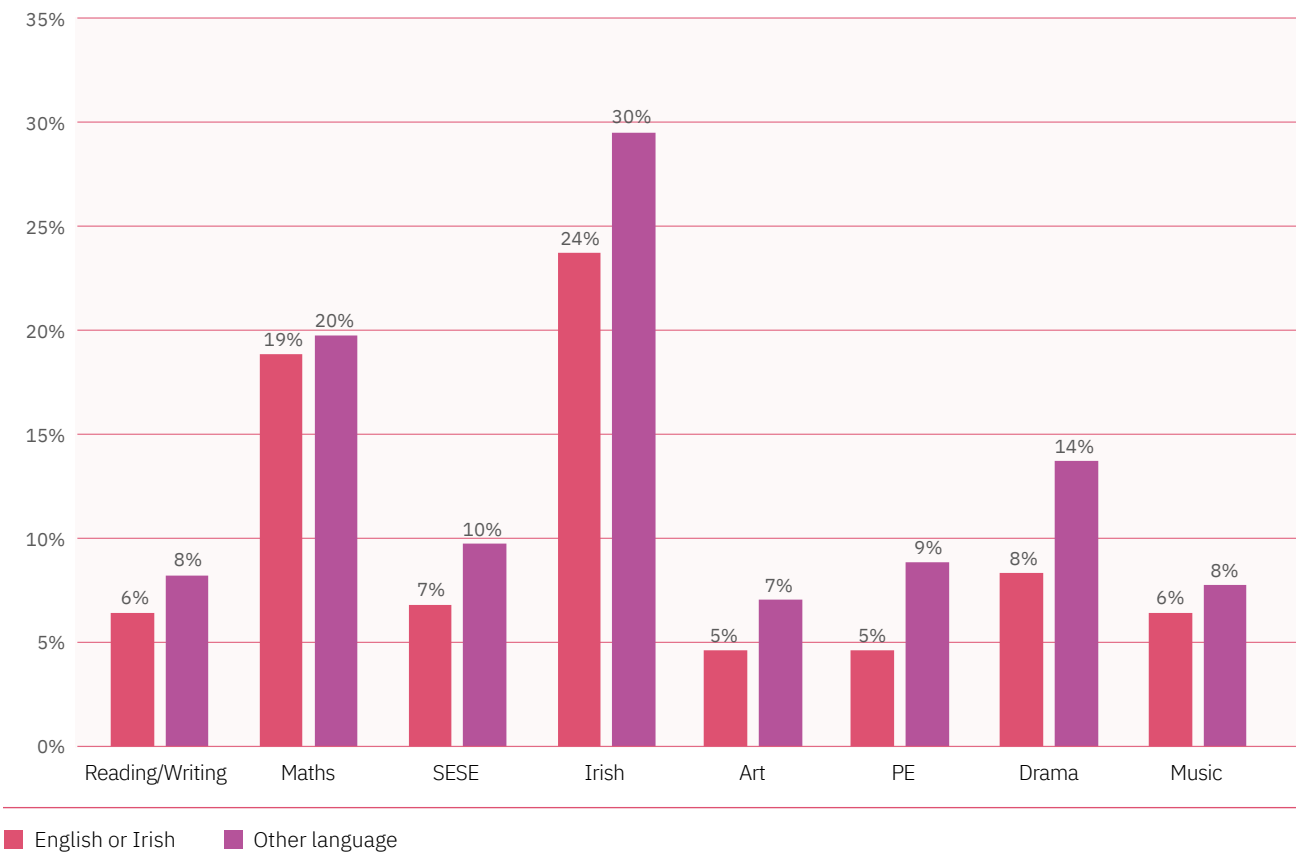


Figure 22 indicates that children who spoke a language other than English or Irish at home were significantly more worried about learning Irish and Drama, than children who spoke English or Irish.

FIGURE 22: Cohort B (2022, 5th Class), “I feel worried when I am learning” (Usually/Always) by main language spoken at home



Report 6 noted Irish as a subject that children in general identified as challenging and this consistently emerged also in our interviews with children in case study schools. This was especially the case for children of immigrant background, who referred to it as being ‘hard,’ and challenging when their parents also did not know how to speak the language:

“ Interviewer: *Can you think of a specific subject that’s gotten really hard?*
 Boy: *Irish.*
 Interviewer: *Irish, really?*
 Boy: *Yeah, that’s hard.*
 (Boy, 2nd Class, DEIS, Co-Ed, Urban)

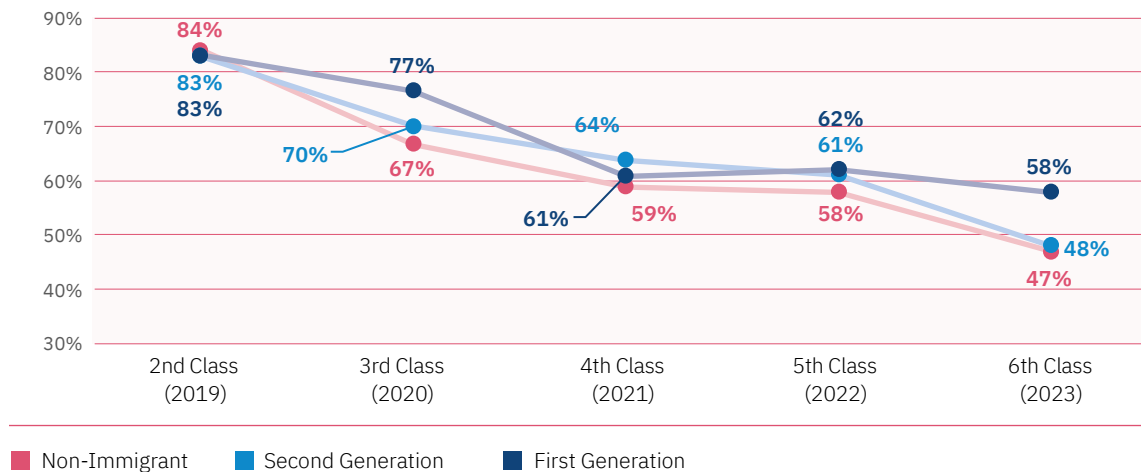
“ Girl: *If your parents are from another country, and Irish is especially hard because sometimes your parents can’t really understand it.*
 Interviewer: *Yeah.*
 Boy: *I’d agree with [Girl] and [Girl] because I only know English, but I don’t really know Irish.*
 (Children, 5th Class, Non-DEIS, Co-Ed, Urban)

“ Interviewer: *What [subject] do you find difficult [Girl]?*
 Girl: *Probably Irish.*
 (Girl, 6th Class, DEIS, Co-Ed, Urban)

Literacy learning

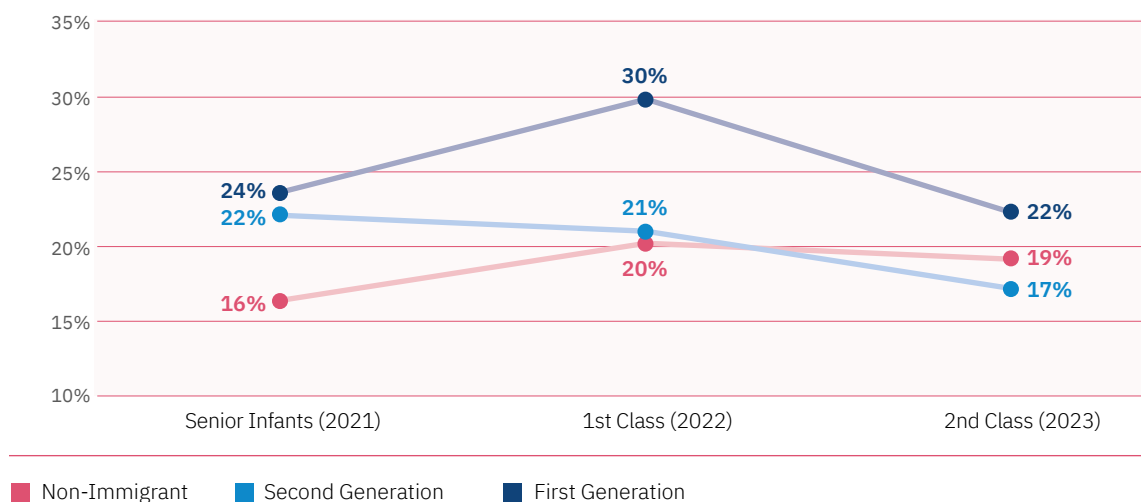
Overall, as Figure 23 shows, high levels of interest were expressed by children in reading and writing activities (See also [Report 6](#)), with no significant differences related to migration background. However, we see that in 3rd and 6th Class, it was first-generation children who were most likely to agree that they were usually/always interested in reading and writing.

FIGURE 23: Cohort B, “I am interested in reading/writing” (Usually/Always) by migrant background



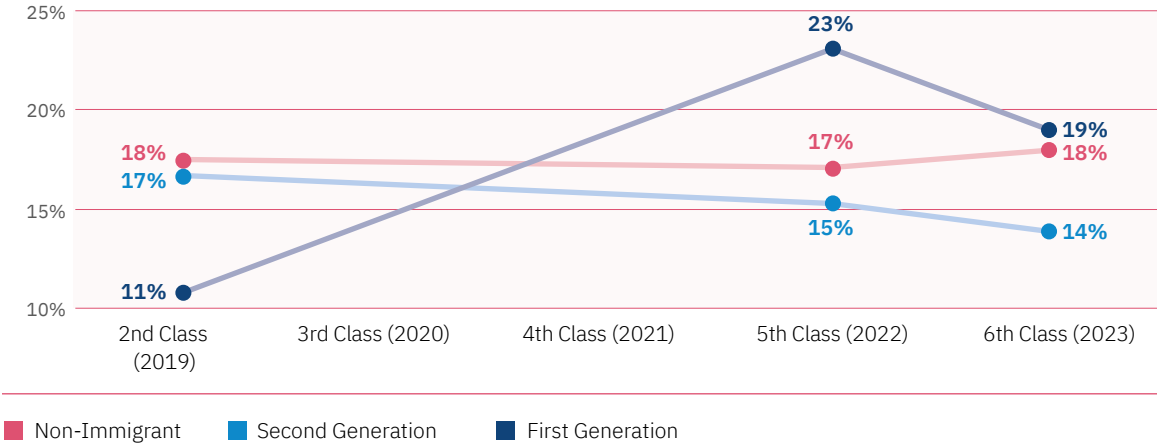
When we consider children’s placement in ability groups, significant differences were evident across children’s migration status. In Cohort A, it was children with a first-generation immigrant background who were significantly more likely to be placed in the lowest ability grouping for reading in senior infant and 1st Class. However, as Figure 24 shows, by 2nd Class, second-generation immigrant children (those who were born in Ireland but whose parents were born abroad) were actually the least likely to be placed in the lowest reading ability group.

FIGURE 24: Cohort A, Ability grouping in Reading by migrant status (proportion in lowest ability group)



However, in Cohort B we see that children who were from a first-generation immigrant background (born outside of Ireland and both parents also born outside of Ireland) moved from being the least likely to be placed in the lowest reading ability group in 2nd Class, to being the most likely to be placed in the lowest ability group in 5th and 6th Class. We found no significant differences here related to language spoken in the home.

FIGURE 25: Cohort B, Ability grouping in Reading by migrant status (proportion in lowest ability group) by migrant background



Case study interviews highlighted contrasting views among children of immigrant background (similar to children in general - See [Report 6](#)) with respect to their literacy learning - with some describing it as ‘boring’ or ‘confusing’ while others were proud of their progress and achievement:

“ Interviewer: *[Boy], is there anything you think you should be doing less of in school?*
 Boy: *Reading.*
 Interviewer: *Why reading?*
 Boy: *Because it's boring.*
 (Boy, 2nd Class, DEIS, Co-Ed, Urban)

”

“ Interviewer: *Are you good at English, or you...?*
 Girl: *No [I don't like it].*
 Interviewer: *You don't like it. Why don't you like it?*
 Girl: *It's just confusing.*
 Interviewer: *What's confusing about it?*
 Girl: *Like nouns.*
 (Girl, 6th Class, DEIS, Co-Ed, Urban)

”

“ Interviewer: *How are you guys doing on the Drumcondra [test]?*
 Boy 1: *Good, very good.*
 Boy 2: *I think I got on better in [the] English than the Maths.*
 (Boys, 6th Class, DEIS, All-boys, Urban)

”

Case study interviews with teachers highlighted the challenges of supporting children with English as an Additional Language (EAL), particularly during and after the COVID-19 pandemic. Some teachers mentioned relying on translation software to aid communication with these children and their families:

“ Teacher: *In this classroom I had, there was one child [who] had like tough behavioural problems at the very start of the year and her Dad didn’t have any English, neither did her Mom, and it was very hard to communicate but, like, I used to communicate with Google Translate.*
(Female teacher, Junior infants, DEIS, All-girls, Urban)

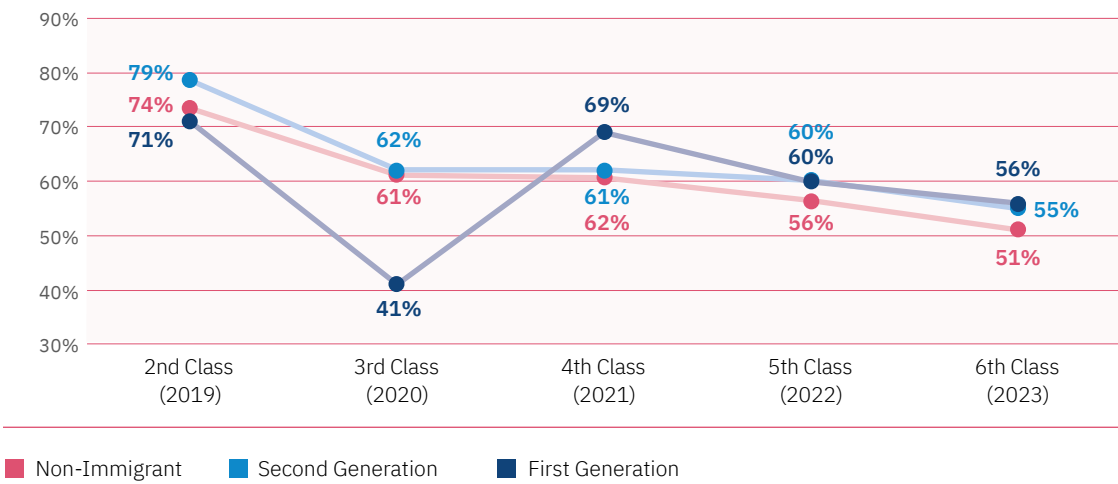
“ Teacher: *The children that I think in my class that are going to suffer the most [during COVID-19] are the EAL students. Because the parents are really struggling with the correspondence [in English].*
(Female teacher, Junior infants, Non-DEIS, All-boys, Urban)

“ Teacher: *This particular child was in the country maybe 13-or-14 months [and] not in school. So, there’s a huge gap between when she arrived and when she started school, and then also, I don’t know what her education was like in [Home country], there were huge issues with translation, and we used [translation] apps.*
(Female Teacher, 6th Class, Non-DEIS, All-girls, Rural town)

Mathematics learning

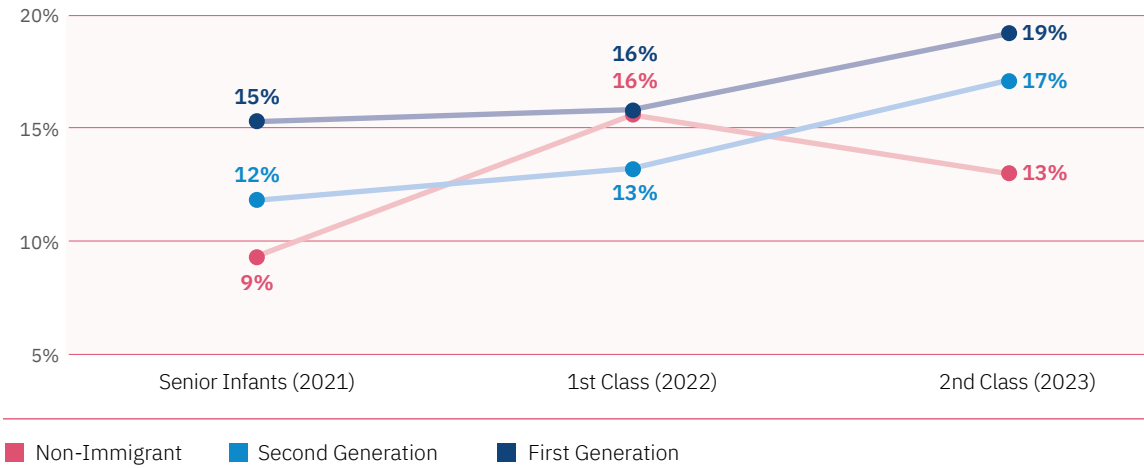
With respect to engagement with mathematics, no significant difference was identified based on immigrant background in either Cohort A or Cohort B. However, as Figure 26 shows, a significant decrease in interest in 2020 for first-generation immigrant children in 3rd Class (Cohort B), during the period of remote learning and COVID-19 is evident (See also [Report 2](#)).

FIGURE 26: Cohort B, “I am interested in Maths.” (Usually/Always) by migrant background



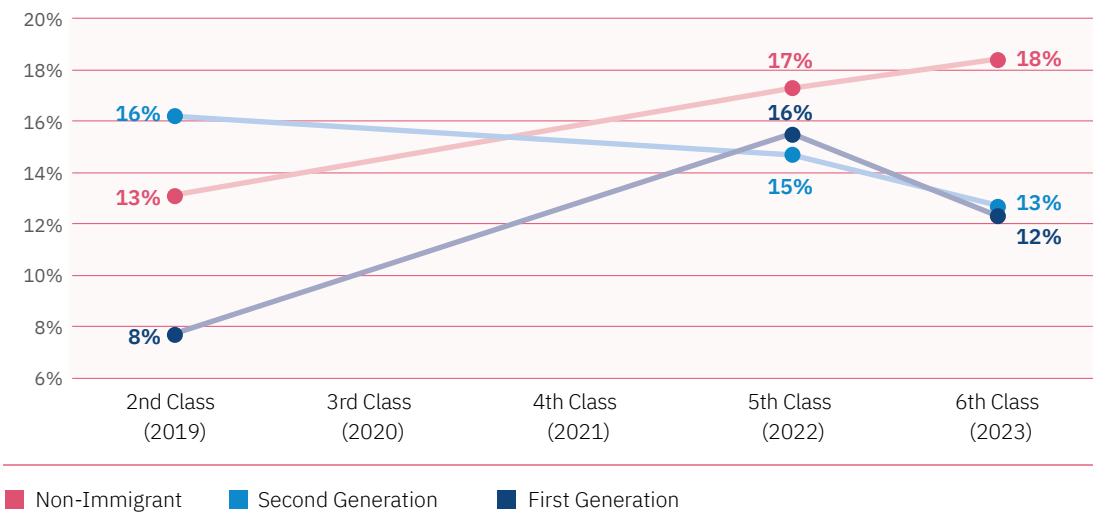
With regard to teachers’ ability grouping, Figure 27 highlights that children of immigrant background (both first- and second-generation) in Cohort A were more likely over time to be placed in the lowest ability Maths group, with significant differences, especially with respect to first-generation immigrant children by 2nd Class.

FIGURE 27: Cohort A, Ability grouping in Maths by migrant status (proportion in lowest ability group) by migrant background



However, in Cohort B, we see a different pattern emerge, with children of immigrant background consistently over time the least likely to be placed in the lowest ability Maths group.

FIGURE 28: Cohort B, Ability grouping in Maths by migrant status (proportion in lowest ability group) by migrant background



Interviews with children of immigrant background highlighted the importance they placed on mathematical learning, citing its practical value and viewing it more favourably than other core subjects like English and Irish. Other children also highlighted the struggles they encountered with Mathematics learning:

“ Boy: *I think we should have less time at Irish. I don't mind the amount of Maths, because I think it's important for your future.*
(Boy, 6th Class, DEIS, Co-Ed, Rural Town)

”

“ Boy 1: *You need Maths, but like, I just don't like it.*
Interviewer: *Why?*
Boy 1: *It's... some like... the learning part is...*
Boy 2: *A bit hard?*
Boy 1: *Yeah, hard.*
(Boys, 6th Class, DEIS, All-boys, Urban)

”

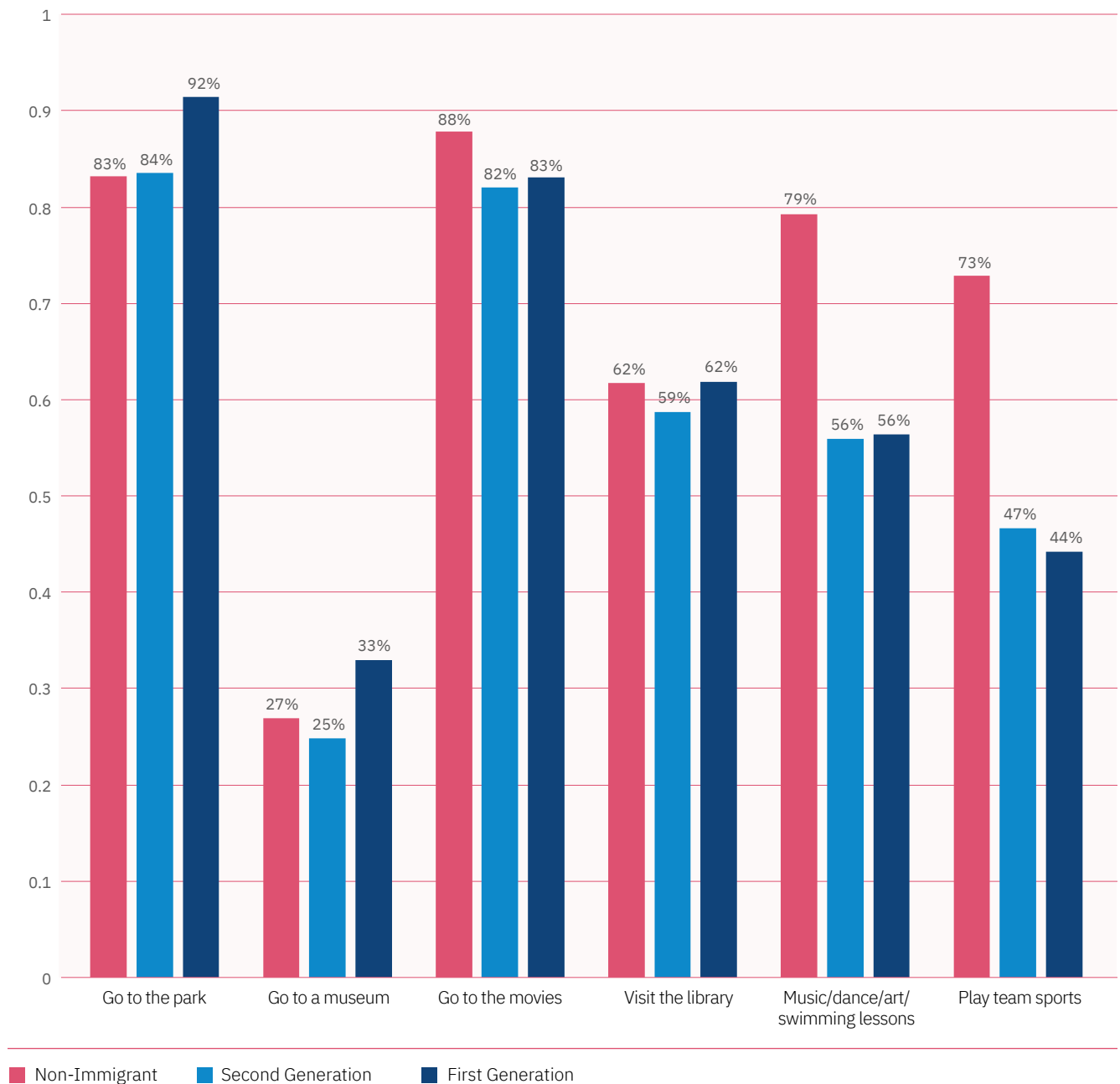
“ Girl: *I don't understand algebra at all.... I don't get what we'd need it for. Like how am I going to need to know how to find the value of X?*
(Girl, 6th Class, DEIS, Co-Ed, Urban)

”

Extracurricular activities

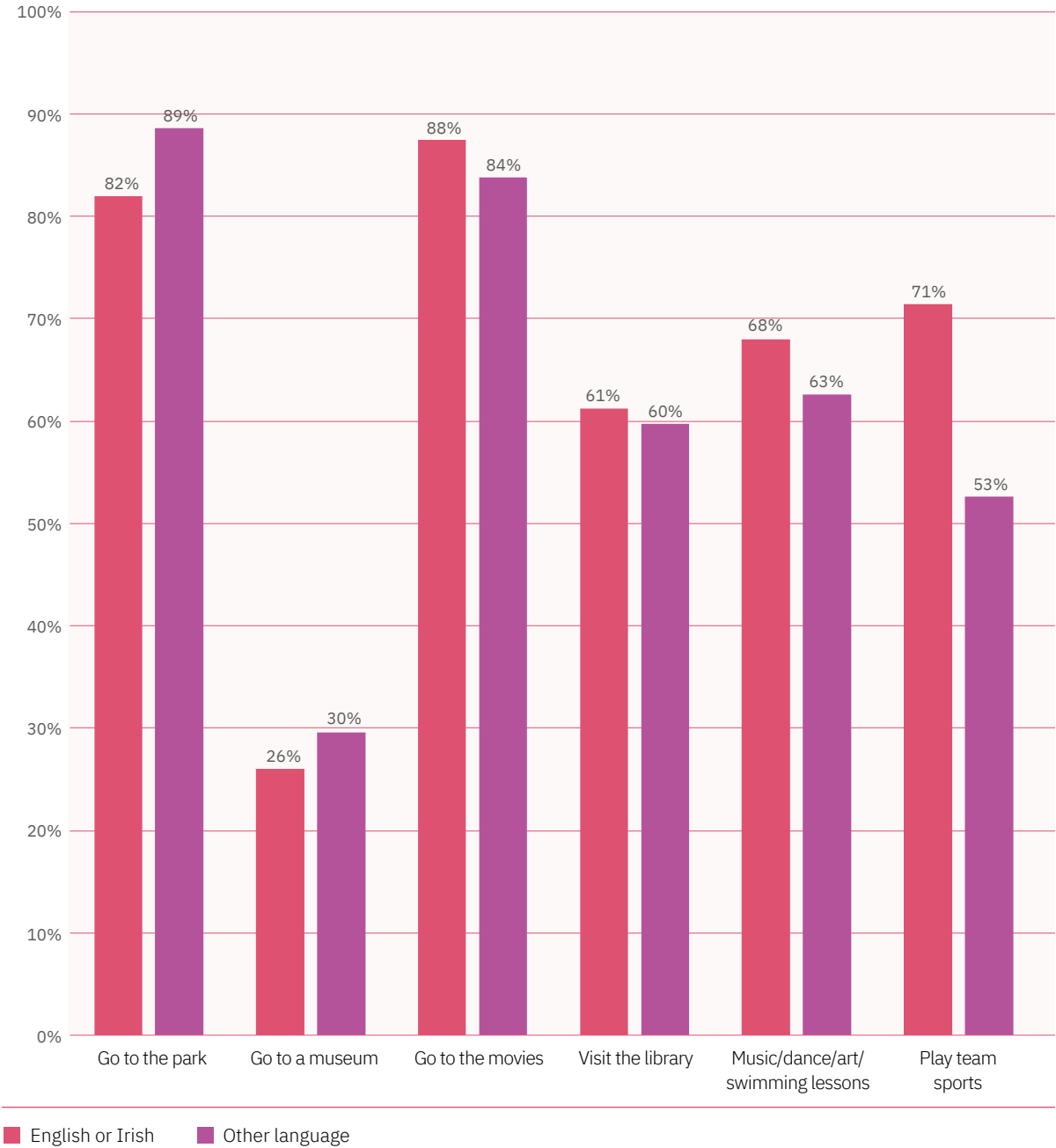
There are interesting trends in the kinds of activities children in 2nd Class engaged in outside of school that were related to their immigrant status. As Figure 29 below shows, first-generation immigrant children were significantly more likely to go to the park and also to museums, and alongside their second-generation immigrant peers, were also significantly less likely to play in team sports, attend dancing, music, etc. lessons, than their non-immigrant peers.

FIGURE 29: Cohort B (2023, 6th Class) “How often do you...?” (Sometimes/Often) by migrant background



These trends interconnected with languages spoken in the home, with children who spoke a language other than English or Irish at home being significantly more likely to go to parks or museums, but significantly less likely less likely to play team sports, and to take ‘lessons’ than children who speak English/Irish at home (Cohort B, 2023).

FIGURE 30: Cohort B (2023, 6th Class) “How often do you...?” (Sometimes/Often) by main language spoken at home

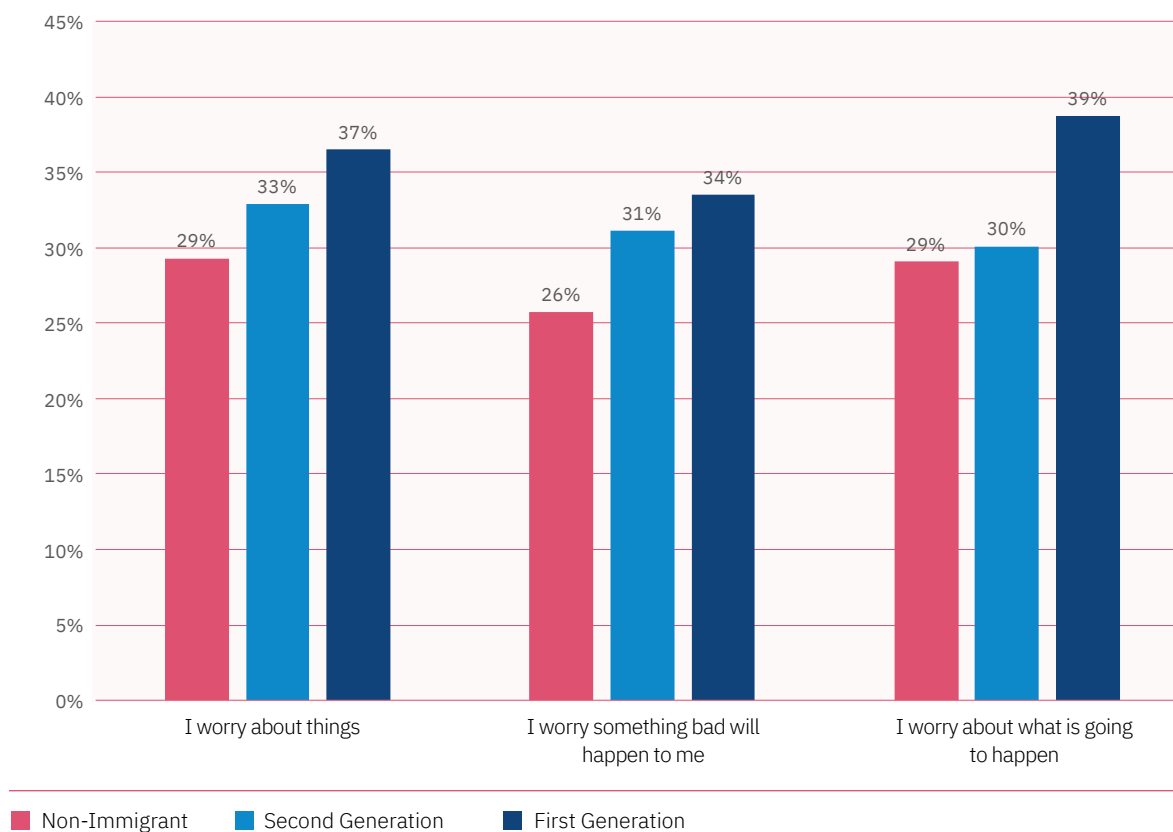


MIGRATION, ETHNICITY, WELLBEING AND BELONGING

Wellbeing

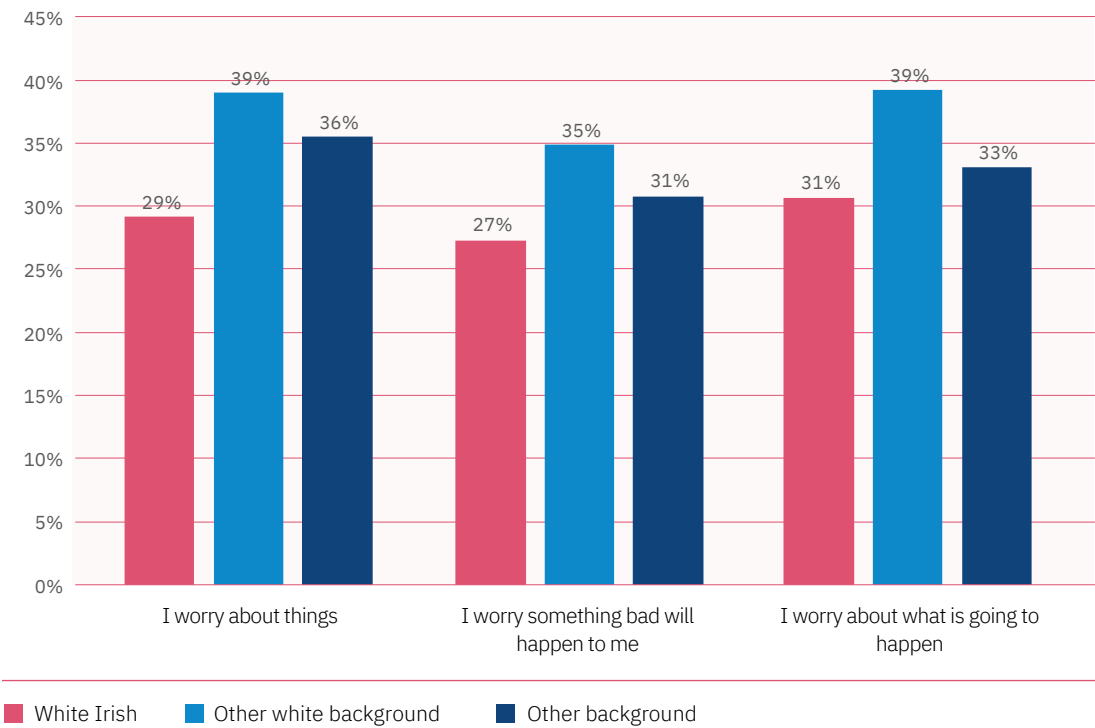
[Report 7](#) detailed the wellbeing of children in primary schools and how this is influenced by both their social background as well as gender (Reports [8a](#) and [8b](#)). We also found a relationship between children’s wellbeing and their ethnic/immigrant background. With respect to children in Cohort A, Figure 31 highlights how worry and anxiety was significantly influenced by immigrant background, with first-generation immigrant children significantly more likely than children with no immigrant background to report feelings of anxiety, and particularly that they “worry about what is going to happen.”

FIGURE 31: Cohort A (2023, 2nd Class) Worry and anxiety (Usually/Always) by migrant background



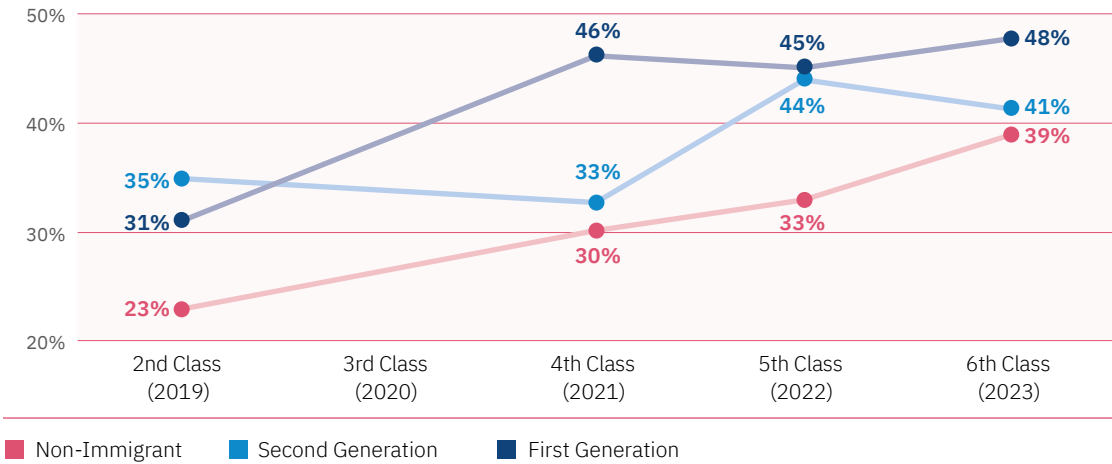
We also explored the impact of ethnicity on wellbeing for children in Cohort A, to explore further issues that may apply to children’s sense of self. As Figure 32 shows, over time, white Irish children reported significantly lower scores of worry and anxiety compared to children from minority ethnic groups (Cohort A), though children from ‘other white’ backgrounds appear to have the most anxiety compared to their peers.

FIGURE 32: Cohort B (2023, 2nd Class), Worry and anxiety (Usually/Always) by ethnicity



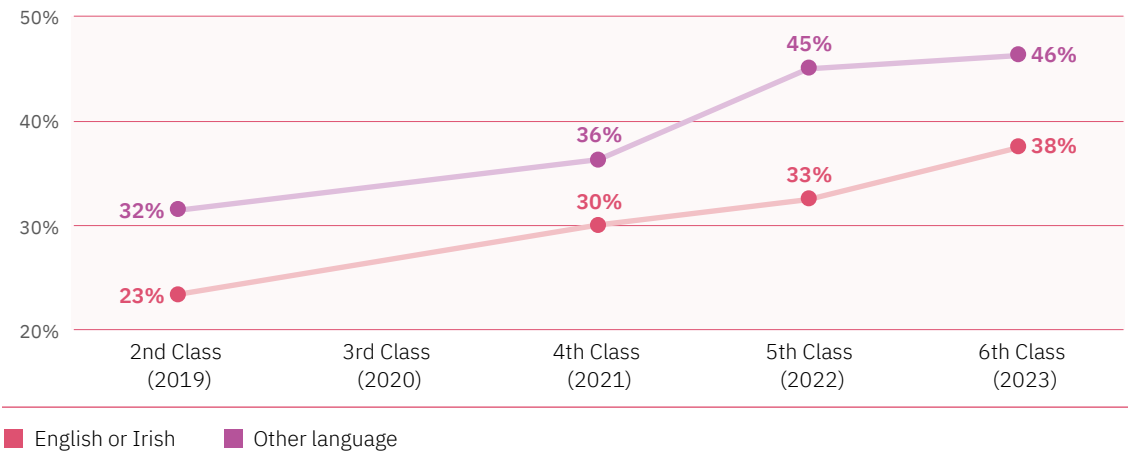
Similar patterns arose for older children in Cohort B. Children without a migrant background were significantly less likely to report feelings of anxiety, and children with an immigrant background were most likely to report worrying about things, especially those who were of first-generation.

FIGURE 33: Cohort B, “I worry about things.” (Usually/Always) by migrant background



Further, Figure 34 shows that children who spoke another language at home were significantly more likely to report that they worried about things, and this remains true from 2nd Class through to 6th Class.

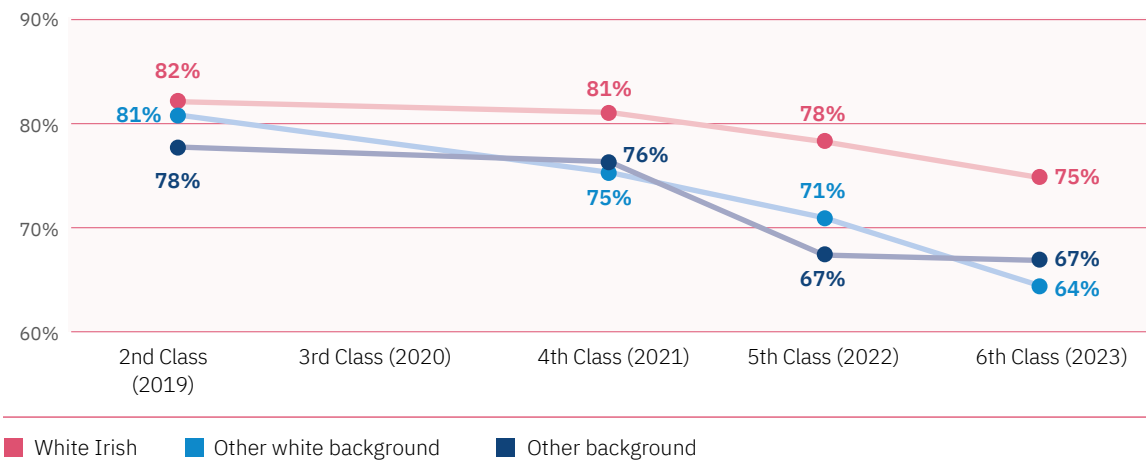
FIGURE 34: Cohort B, “I worry about things” (Usually/Always) by main language spoken at home



When we compare children’s levels of self-esteem among children on the basis of their migrant and ethnic status, in Cohort A when the children were in 2nd Class, no significant differences were identified. Neither were any significant differences identified between children in their self-esteem when language spoken in the home was considered.

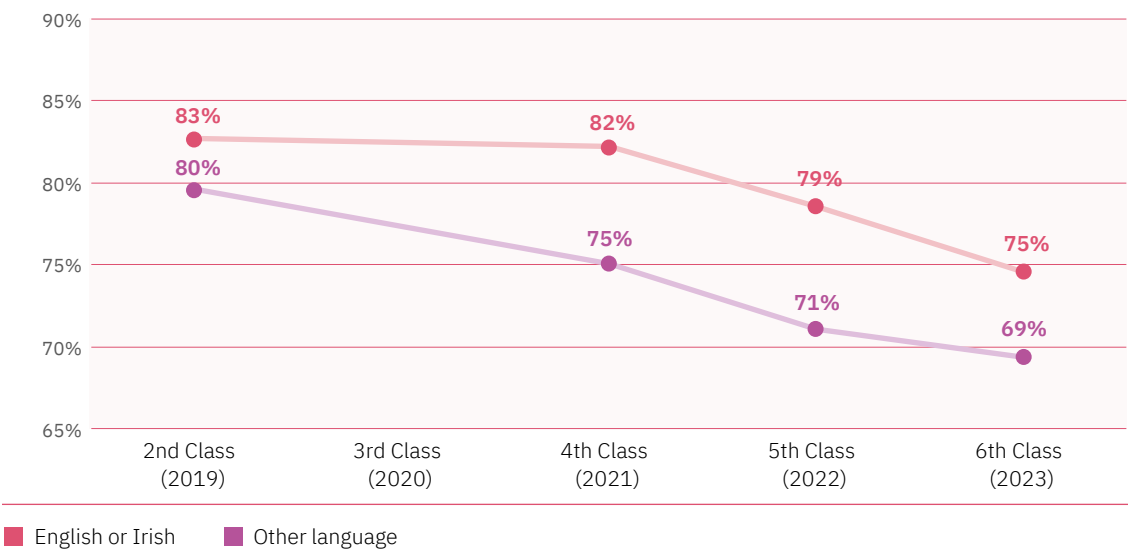
With respect to Cohort B we also found no significant differences between children based on migrant background. However, a significant association was found when language spoken in the home and ethnic background was taken into consideration. Figure 36 shows that majority ethnic/white Irish children tended to consistently feel better about who they were over time, compared to their classmates from other/minority ethnic groups:

FIGURE 35: Cohort B, “Do you feel good about who you are?” (Usually/Always) by ethnicity



Similarly, children who spoke English or Irish at home were consistently more likely to agree that they felt good about who they were than children who spoke other languages in their homes. This difference was statistically significant across the 4th, 5th and 6th Class for Cohort B.

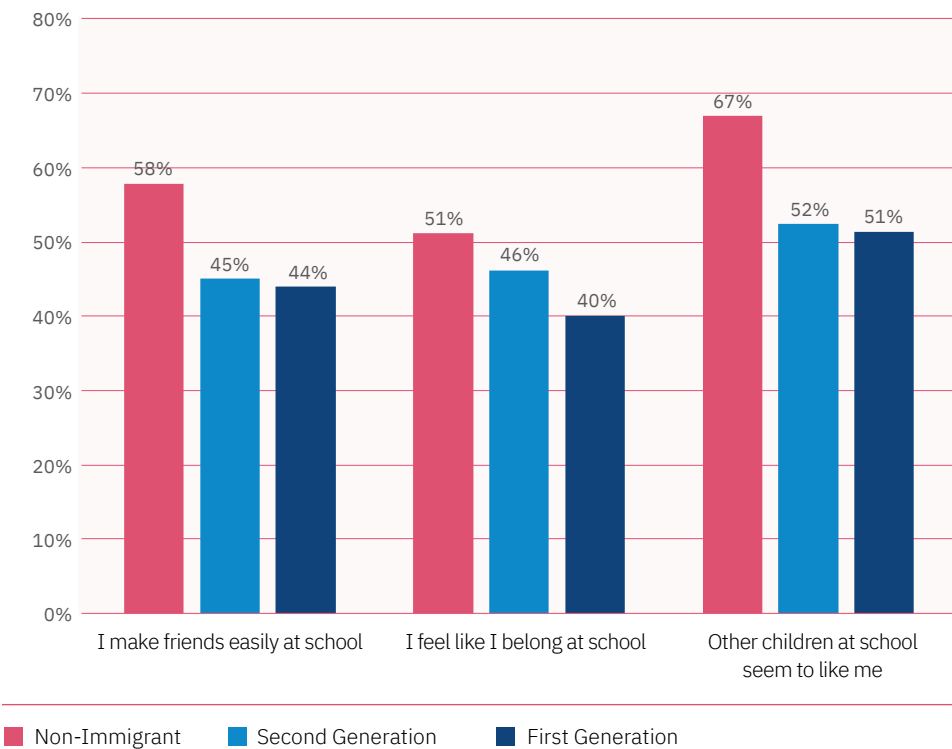
FIGURE 36: Cohort B, “Do you feel good about who you are?” (Usually/Always) by main language spoken at home



School belonging and friendships

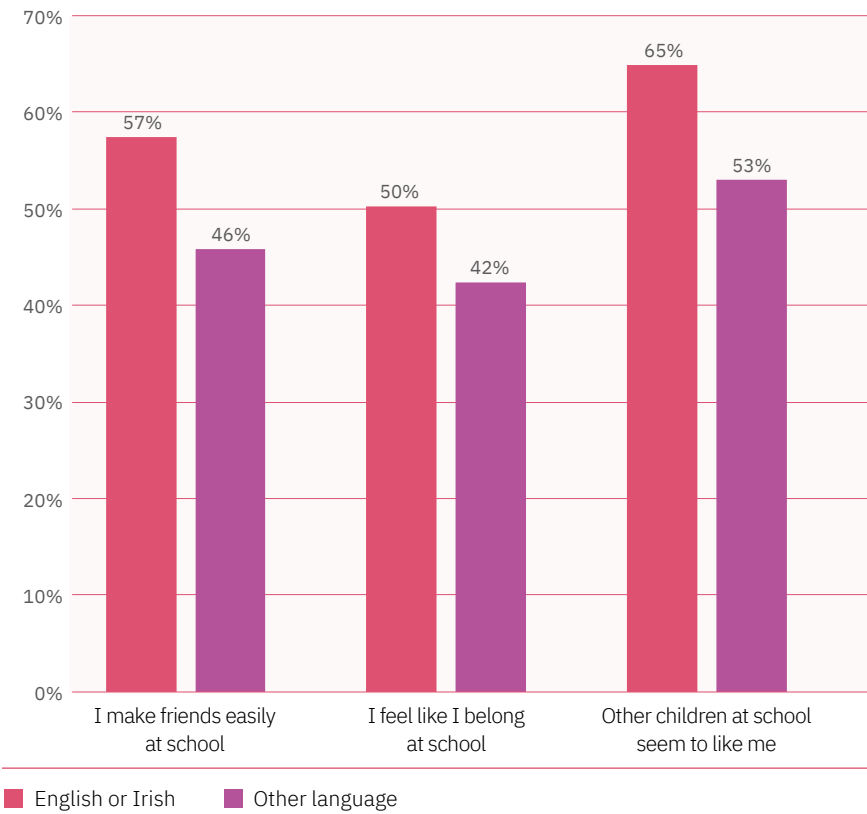
Issues of wellbeing both influence and derive from a sense of wider social belonging. This was explored with children in Cohort B in 6th Class. Figure 37 highlights how children with no migration background were significantly more likely to report feelings of belonging, including making friends easily, belonging at school, and being liked by other children (Cohort B, 6th Class). It was children of first-generation immigrant background who were least likely to report feelings of belonging on all indicators.

FIGURE 37: Cohort B (2023, 6th Class), School belonging (Usually/Always) by migrant background



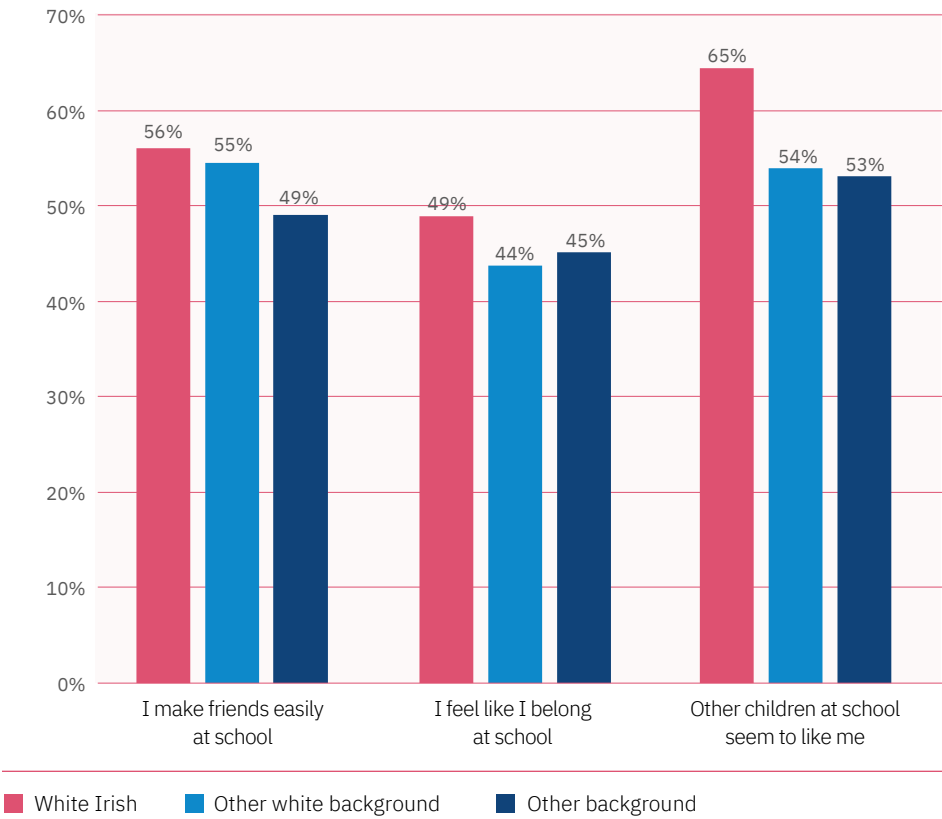
Additionally, children who spoke another language at home were significantly less likely to agree that they could make friends easily at school, that they felt like they belonged at school, and that other children seemed to like them (Cohort B, 6th Class).

FIGURE 38: Cohort B, School belonging (Usually/Always) by main language spoken at home



Finally, majority ethnic/white Irish children in 6th Class (Cohort B) were significantly more likely to report that (1) they made friends easily at school, that (2) they felt like they belonged and that (3) other children at school seemed to like them.

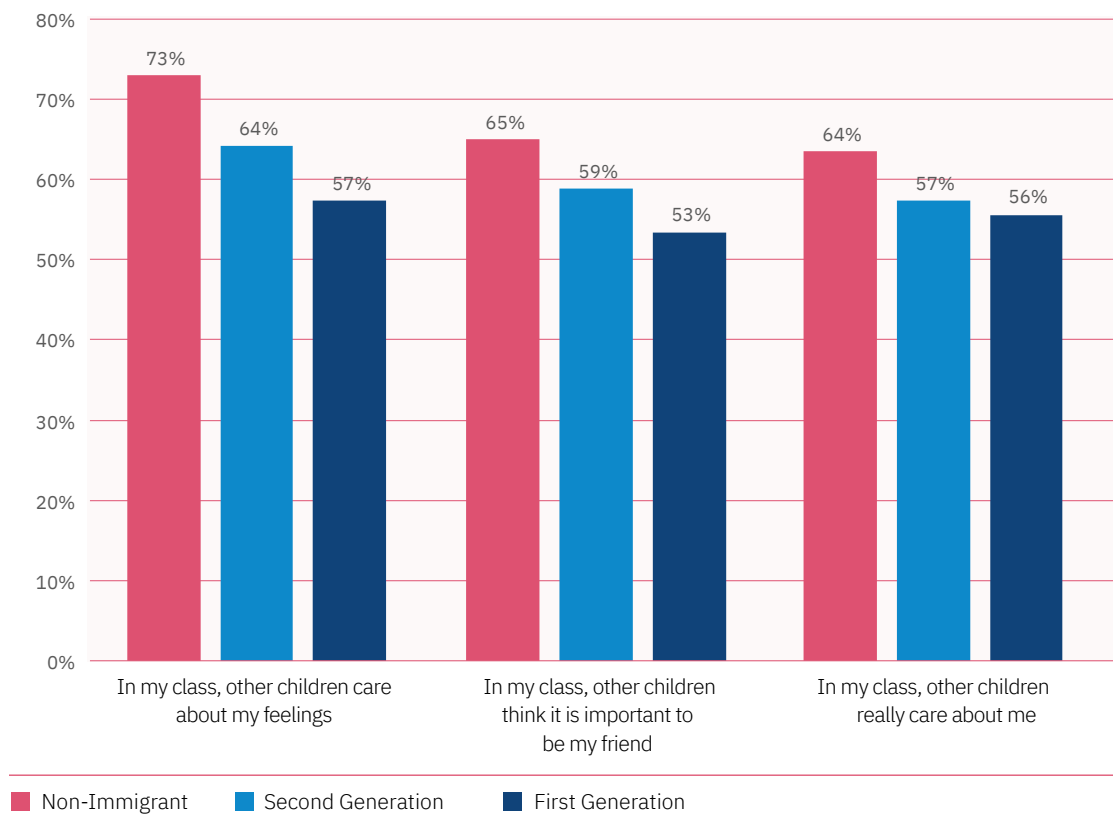
FIGURE 39: Cohort B (2023, 6th Class), School belonging (Usually/Always) by ethnicity



Friendships were significantly influenced by immigrant background. Children categorised as first-generation immigrants were the least likely to report being supported by peers, including children caring about their feelings and children caring about them both in Cohorts A and B, as reflected in Figures 40 and 41.

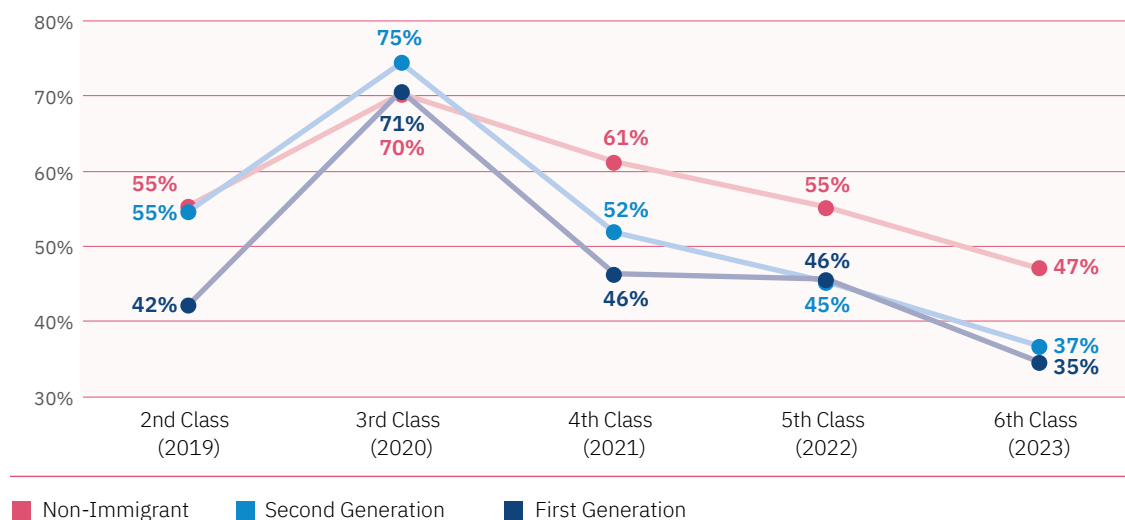
In Cohort A (2nd Class) it was first-generation immigrant children who were significantly more likely to feel the lowest levels of peer support, followed by children of second-generation immigrant background:

FIGURE 40: Cohort A (2023, 2nd Class), Peer personal support (Usually/Always) by migrant background



Similarly, in Cohort B first-generation immigrant children were the least likely to report that other children cared about them across all waves. Figure 41 shows that with the exception of the 2020 wave, the difference between immigrant and non-immigrant children became pronounced as they progressed from 4th Class through to 6th Class.

FIGURE 41: Cohort B, “In my class, other children really care about me” (Usually/Always) by migrant background



In interviews with children from immigrant backgrounds, a mixed picture emerges with evidence of both inclusion and exclusion in the children's lived experiences. Positive comments of inclusion related for example to teachers' practices (being warm and welcoming, not having favourites, explaining tasks clearly), but also to their peers' receptivity towards them:

“ Boy: *At the science fair, I had nothing on me, not even a single cent on me. And [Teacher] said ...'if you want anything you can just come and ask me.'* And there's also a boy from [Place], who also came as a refugee. Then he [teacher] got a bit of stuff for him as well.
(Boy, 6th Class, DEIS, All-boys, Urban)

“ Interviewer: *What happens if you fall...?*
Boy 1: *Everybody [in school] will like rush over.*
Interviewer: *Really...?*
Boy 1: *Even if they're [not] your friend, they'll just rush over and say like 'Are you okay?'*
Boy 2: *Everyone does that.*
(Boys, 6th Class, DEIS, All-boys, Urban)

“ Girl: *I don't really care that I'm not the favourite [in class] ... you're not really treated as well, but like you're not treated badly.*
(Girl, 6th Class, DEIS, Co-Ed, Urban)

“ Girl: *The girls with hijabs, they're all like disrespected and [kids] be like 'Oh you can't wear that.'*
(Girl, 6th Class, Non-DEIS, All-girls, Rural town)

Some children from immigrant/minority ethnic backgrounds spoke about the challenges of forming and sustaining friendships, while others shared that they had built strong bonds, particularly with peers from similar minority ethnic backgrounds:

“ Interviewer: *If you wanted to work with someone and get help, who would you work with?*
Boy: *I would work with [Child1], [Child 2] and [Child 3].*
Interviewer: *Okay, why?*
Boy: *[When] I go home and then I have homework, and they help me out a little bit... They talk all Polish.*
(Boy, 1st Class, DEIS, Co-Ed, Urban)

“ Interviewer: *[Your] best friend at school is?*
Girl: *I have no best friend.*
Interviewer: *You have no best friend [Girl]?*
Girl: *No.*
(Girl, 2nd Class, Non-DEIS, All-girls, Rural Town)

“ Interviewer: *Oh, who is that [friends]? Are they in first class?*
 Boy: *[Child], [Child] and, and, and it's [Child]....they talk all [European language].*
 Interviewer: *Yes, you all talk [European language] together?*
 Boy: *And [Child].*
 Interviewer: *And so, when you're all together, what do you speak?*
 Boy: *[European language].*
 (Boy, 1st Class, DEIS, Co-Ed, Urban)

”

“ Interviewer: *Do you feel like you have a lot of friends then?*
 Girl: *[Whispers] No ... I don't have a lot of friends, but I don't want a lot of friends. I get stressed out in big circles of friends.*
 (Girl, 6th Class, DEIS, Co-Ed, Urban)

”

With respect to non-immigrant/majority ethnic children, there was reference to interest and curiosity around cultural diversity, the excitement of finding out interests in common with new friends, but also challenges in navigating sociocultural differences:

“ Interviewer: *If somebody from a different country wanted to be your friend now, how would you feel about that?*
 Girl 1: *I would be happy.*
 Girl 2: *I would be happy because I would be making new friends.*
 Interviewer: *Yeah?*
 Girl 2: *It doesn't matter where you come from or what you look like.*
 (Girls, 2nd Class, Non-DEIS, Co-Ed, Rural Town)

”

“ Interviewer: *What about if somebody from a different country wanted to be your friend? How would you feel about that?*
 Child 1: *If they speak a different language that's a bit hard but yeah if they were from a different country and they were new I would kind of feel bad for them.*
 Child 2: *If I knew the language then I could speak to them a lot.*
 Interviewer: *If you knew the language?*
 Child 2: *Yeah.*
 (Children, 2nd Class, Non-DEIS, Co-Ed, Rural Town)

”

“ Interviewer: *Is it nice to have friends that have different backgrounds, do you think?*
 Girl 1: *Well, [Girl]'s Dad's from [Country], she's really interesting, because she has a book on [culture] or something, and I think her Dad can speak it, it's really cool. Oh, [Girl]'s Mum's [Nationality].*
 Interviewer: *Oh yeah?*
 Girl 2: *And that's pretty cool!*
 (Girls, 6th Class, Non-DEIS, Co-Ed, Urban)

”

“ Interviewer: *How many people in your class are from different countries do you know?*
Boy: *[Girl] and [Boy], I don't actually know to be honest.*
Interviewer: *Does it matter?*
Boy: *Not really ... [because] most of them from a different country are a good craic.*
(Boy, 6th Class, DEIS, Co-Ed, Urban)

”

Also evident was the uncertainty majority ethnic/white Irish children sometimes experienced about how to build meaningful friendships with minority ethnic/immigrant background children. Some viewed cultural differences as ‘annoying,’ which occasionally led to feelings of acrimony. This could also be attributed to disruptions in established classroom dynamics when newly arrived children outperformed their peers academically:

“ Boy: *Remember him [names Boy] ...? He was from a different country.*
Interviewer: *Why do you remember him?*
Boy: *He was really annoying.*
(Boy, 1st Class, DEIS, All-boys, Urban)

”

“ Interviewer: *What about if somebody from a different country wanted to be your friend?*
How would you feel about that?
Child 1: *If they speak a different language that's a bit hard but if they were from a different country and they were new I would feel bad for them.*
Child 2: *If I knew the language then I could speak to them a lot.*
(Children, 2nd Class, Non-DEIS, Co-Ed, Rural Town)

”

“ Girl: *Like I used to be the smart kid, and then [newly arrived girl] came in, and it kind of ruined that for me, because she one upped me in literally everything.*
(Girl, 6th Class, DEIS, Co-Ed, Urban)

”

Racism and bullying

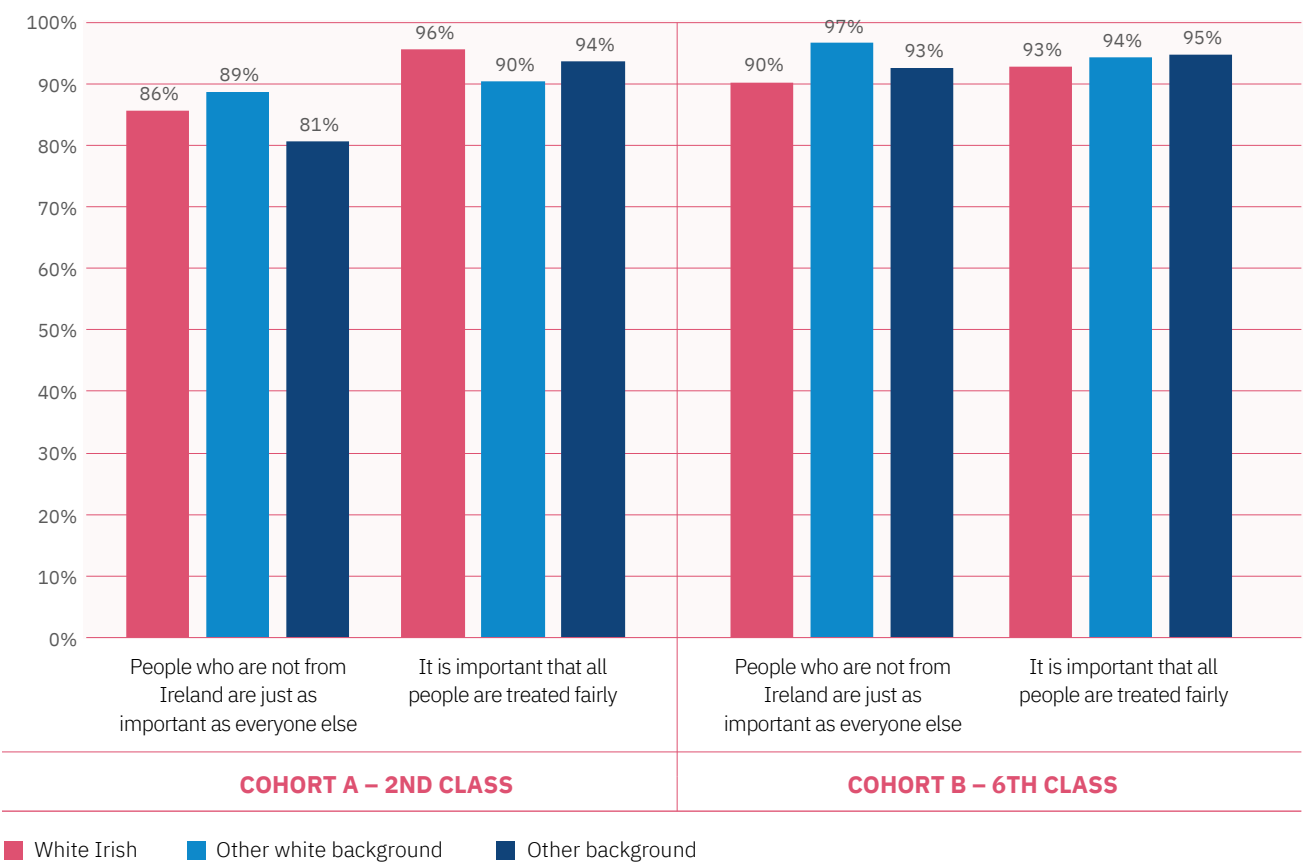
We explored dynamics of inclusion and exclusion further by considering levels of prejudice and bias among children. Figure 42 shows children's responses when they were in 2nd Class (Cohort A) and 6th Class (Cohort B). Most children (>80%) in 2nd Class, irrespective of migration background, agreed that 'people who are not from Ireland are just as important as everyone else'. Similarly, most children (> 90%), irrespective of their migration background, agreed that 'it is important that people are treated fairly.' Similar patterns are evident in the responses of children in 6th Class, with over 80% agreement on both items, irrespective of immigrant background. However, a significant difference was identified in responses to the statement 'people who were not from Ireland are as important as everyone else' with children of first-generation immigrant background most likely to agree.

FIGURE 42: Cohorts A & B, Prejudice and bias (Agree/Strongly Agree) by migrant background



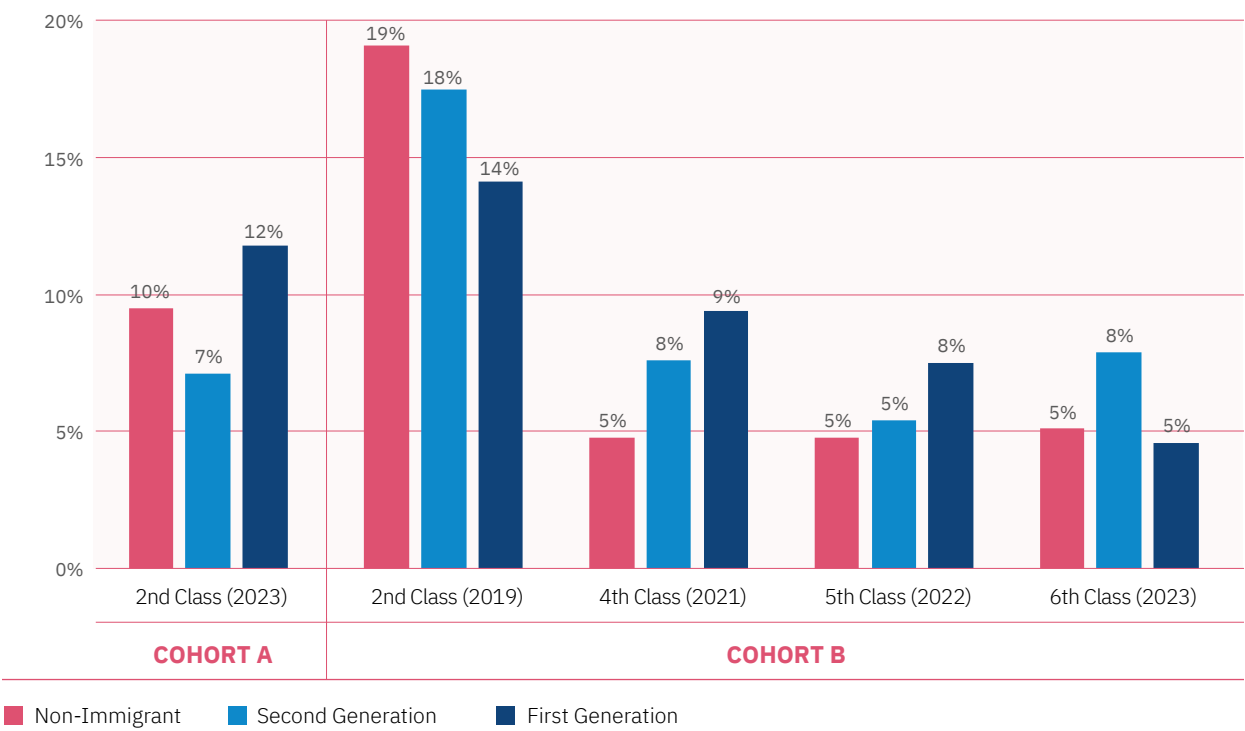
When we consider this by ethnicity, we find that across both majority/white Irish and minority ethnic groups there is strong agreement among children regarding 'people who are not from Ireland are just as important as everyone else' (> 80% in Cohort A; and >90% in Cohort B), with children from 'other white' backgrounds most likely to agree. With respect to agreeing that 'it is important to treat all people fairly', again >90% of children agree/strongly agree, with majority ethnic/white Irish children most likely to do so in 2nd Class, and minority ethnic children (other white and other /mixed background) slightly more likely to do so in 6th Class.

FIGURE 43: Cohorts A & B, Prejudice and bias (Agree/Strongly Agree) by ethnicity



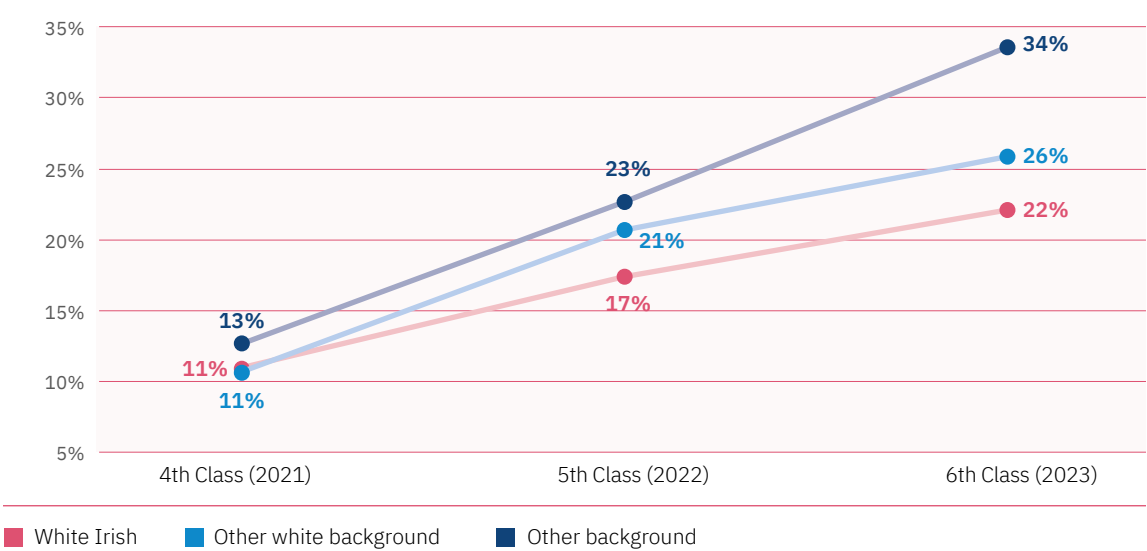
[Report 7](#) highlighted experiences of bullying among children in primary school. Children’s experiences of bullying behaviour in their school changed over time depending on their migration status. Figure 44 below indicates that for children in 2nd Class in 2023 (Cohort A), first-generation immigrant children were most likely to agree (11.8%) they had been bullied once a week or more in school, with second-generation children (those born in Ireland of immigrant parents) least likely to agree (7.1%). This was a reverse of the pattern for similarly aged children in 2nd Class in 2019 (Cohort B). With respect to trends over time for Cohort B, the general reporting of incidents of bullying declined (as noted previously in [Report 7](#)), with relatively higher proportions of first-generation children agreeing they had been bullied in 4th Class (9.4%), but this had declined for this group by 6th Class (4.6%).

FIGURE 44: Cohorts A & B, Bullied at school (Once a week or more) by migrant background



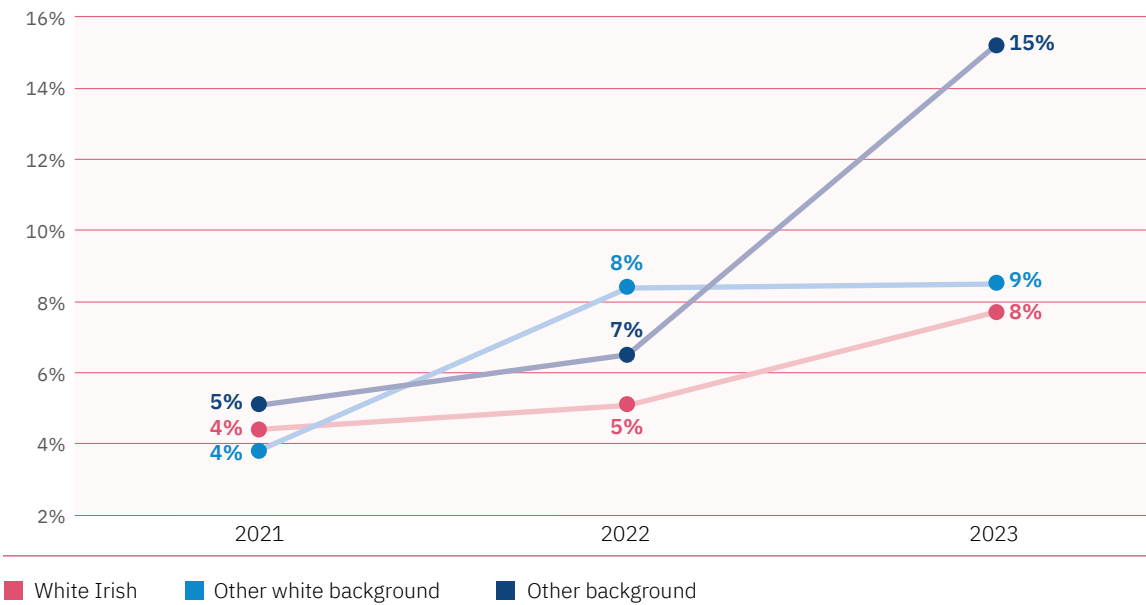
When we connect incidences of reported bullying to ethnicity (Figure 45), we find that majority ethnic (white Irish) children were significantly less likely to report hearing other children say mean things to another child, while minority ethnic children - those who are ‘other white’ or ‘other background’ were significantly more likely to express hearing children say mean things to another child once a week or more, and this pattern increased from 4th-to-6th Class.

FIGURE 45: Cohort B, “In school, how often do you hear children say mean things to another child?” (Once a week or more) by ethnicity



In addition, as Figure 46 shows, minority ethnic children from a black, brown and mixed backgrounds (“Other background”) were significantly more likely to state they often heard a child say they would do something bad to another child as they progressed from 5th to 6th Class.

FIGURE 46: Cohort B, “In this school, how often do you hear a child say they will do something bad to another child if they don’t do what they say?” (Once a week or more) by ethnicity



In our interviews with 6th Class children—both immigrant and non-immigrant, as well as majority and minority ethnic students in case study classrooms— expressed an awareness of racism, linking it to differences in skin colour, country of origin, religious affiliation, clothing, and cultural practices:

“ Girl: *Racism, I feel like it’s about appearance, like people make fun of appearance or like accents as well or religion or like example like people might say, ‘Go back to your country’, or something like that. But really it doesn’t mean, just because you’re from that land doesn’t mean that you own it, it doesn’t mean that other people can’t come.*
 (Girl, 6th Class, Non-DEIS, All-girls, Rural Town)

”

“ Interviewer: *Can anyone explain [racism] to me in their own words?*
 Boy 1: *I mean it’s racism is like when you can say some nasty stuff ... to another person. I wouldn’t say any of it now anyway. But...*
 Interviewer: *Why would anyone say nasty stuff to another person?*
 Boy 1: *Because you wouldn’t think they were the right colour or...*
 Boy 2: *Or their race.*
 (Boys, 6th Class, DEIS, Co-Ed, Rural Town)

”

“ Child: *There’s really no racism, like inside the school, like nobody’s actually like mainly [discriminating] because of your ... colour or your gender in [this] school.*
 (Child, 6th Class, DEIS, Co-Ed, Rural Town)

”

“ Interviewer: *This idea of racism, is that something that you're familiar with...?*
Girl: *Not in our class ... there's nothing about race.*
(Girl, 6th Class, Non-DEIS, Co-Ed, Urban)

”

Some children with immigrant and minority ethnic backgrounds reported experiencing racially motivated name-calling. Racialised bullying typically took the form of racial epithets, including the 'N' word and was part of wider dynamics of name-calling based on difference (See also [Report 7](#)). This was less common amongst the younger age groups (in Cohort A), but as the children began to near the end of primary school, the number of reported examples grew, including out of school experiences.

“ Interviewer: *Has anyone ever had racist words said to them in school...?*
Boy: *[names Girl] ...*
Interviewer: *[Girl?], what did she say?*
Boy: *The 'N' word.*
(Boy, 1st Class, DEIS, Co-Ed, Urban)

”

“ Girl: *I don't like when I get home on the bus.*
Interviewer: *Really, why?*
Girl: *The boys start calling us [racialised] names and being mean to us all the time.*
(Girl, 2nd Class, Non-DEIS, All-girls, Rural Town)

”

“ Interviewer: *Have you ever seen that [racism] here? Does that happen?*
Girl 1: *Yeah...In 4th Class there was the 'N' word.*
Girl 2: *Yeah, [Boy] called me that.*
(Girls, 6th Class, DEIS, Co-Ed, Urban)

”

“ Girl: *We were at the park, me, my friend [Girl]. Also, [Girl] gets ...almost bullied because she's ginger, and she gets called orange, and Garfield, and carrot...and when we're together it's 'carrot and brownie'.*
(Girl, 6th Class, Non-DEIS, All-girls, Rural town)

”

“ Boy: *The [classroom] rules are up there if you want to look.... [No] racial remarks.*
Interviewer: *Have you had any of that?*
Boy: *No.*
Interviewer: *Okay.*
Boy: *[Only] fighting.*
(Boy, 6th Class, DEIS, All-boys, Urban)

”

“ Boy: *It [racist abuse] only happened once ... to me. I forgave him [classmate]. He ... just told me to go back to whatever country he thought I went to.*
(Boy, 6th Class, DEIS, Co-Ed, Rural Town)

”

Our case study data suggests that traditional mass media, and particularly social media, serve as spaces where children in general encounter racialised ideas and terminology. Some minority ethnic/immigrant background children reported experiencing threatening and racialised behaviours online, while music containing racialised language was also identified as a source of discriminatory ideas and actions by children in general:

“ Girl: *I feel like in racism there's a lot of like colours and you know what I mean? Like darker people get treated worse than like lighter dark people, and like especially for like movies or like modelling things, like 'Oh we need people of colour in here. Let's put you, because you're not like, you're not all that dark or anything.'*

(Girl, 6th Class, Non-DEIS, All-girls, Rural Town)

”

“ Girl: *Like, a few months ago the boys when like they played [song], they were all going to say like the 'N' word.*

(Girl, 6th Class, DEIS, Co-Ed, Urban)

”

“ Girl: *Like every day like [for] example on Tik Tok you'll go look in the comments and they'll be making fun of someone for like the colour of their skin or the way they act or like the way they look, it's like every day like and no one can be nice to each other now, they always have to find a reason to be mean.*

(Girl, 6th Class, Non-DEIS, All-girls, Rural town)

”

SPOTLIGHT ON IRISH TRAVELLER CHILDREN

Profile of Irish Traveller children in CSL

The number of children identified as Irish Traveller in the CSL National Study is relatively small (94 children in total, 59 of whom are in Cohort B and 35 of whom are in Cohort A) although comparable to proportions in the national population. These smaller numbers must be borne in mind when considering the presentation of patterns. Tables 15 and 16 show the number of respondents in any given year of data collection. There was a high turnover of Traveller children over the period of the CSL study. Only 10 children out of 35 children in Cohort A were present for every wave of data collection, while in Cohort B this number was 16 out of the total 59 children.

TABLE 15: National study child sample by migrant and traveller background (Cohort A)

	JUNIOR INFANTS WAVE 1 (2019)	SENIOR INFANTS WAVE 2 (2021)	1STT CLASS WAVE 3 (2022)	2ND CLASS WAVE 4 (2023)
White Irish	1,076 (75%)	1,211 (74%)	1,277 (72%)	1,115 (72%)
Other minority ethnic background	328 (23%)	395 (24%)	462 (26%)	398 (26%)
Traveller	24 (2%)	29 (2%)	34 (2%)	25 (2%)
TOTAL	1,428	1,635	1,773	1,538

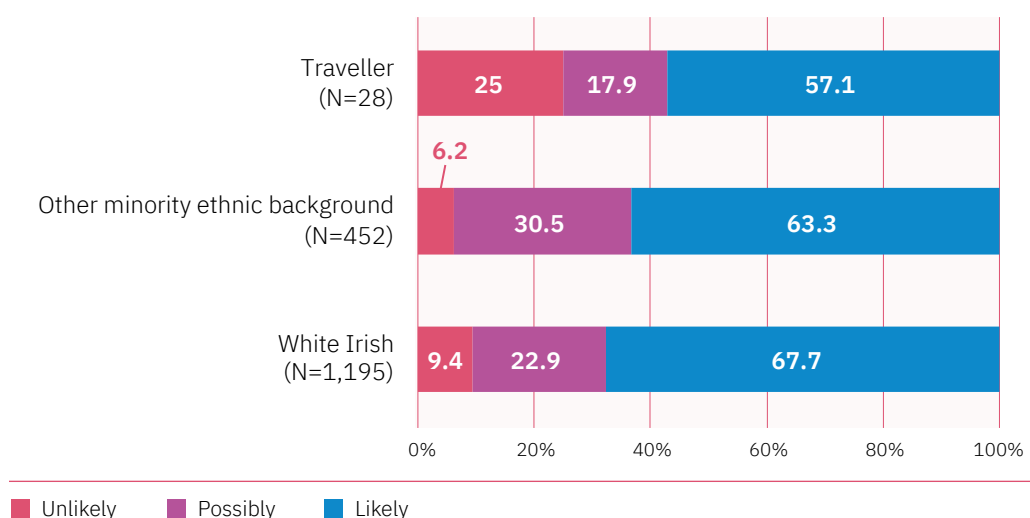
TABLE 16: National study child sample by migrant and traveller background (Cohort B)

	2ND CLASS WAVE 1 (2019)	3RD CLASS WAVE 2 (2020)	4TH CLASS WAVE 3 (2021)	5TH CLASS WAVE 4 (2022)	6TH CLASS WAVE 5 (2023)
White Irish	1,622 (74%)	440 (83%)	1,577 (76%)	1,538 (73%)	1,453 (76%)
Other minority ethnic background	538 (24%)	84 (16%)	458 (22%)	503 (24%)	430 (22%)
Traveller	45 (2%)	3 (1%)	48 (2%)	52 (3%)	42 (2%)
TOTAL	2,205	527	2,083	2,096	1,925

Future aspirations

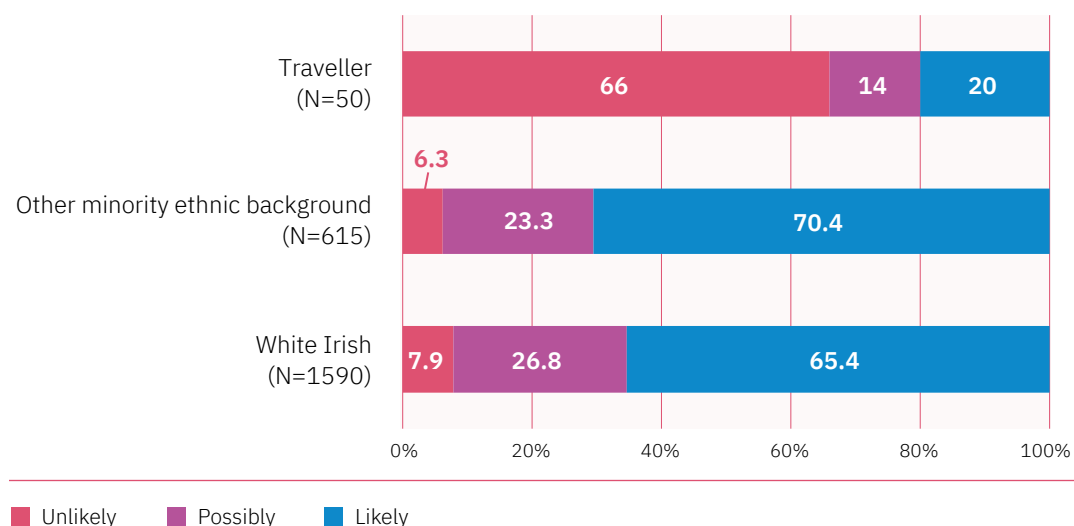
There are substantial differences in teacher perceived likelihood of Irish Traveller children attending higher education, when compared with teacher perceptions of all other ethnic groups. As Figure 47 shows, In Cohort A, teachers reported that 25% of Traveller children were unlikely to attend compared to between 6-10% of white Irish and other minority ethnic background groups. Teachers identified 57% of children of Traveller ethnicity to be likely to attend higher education, compared with 67% of white Irish children.

FIGURE 47: Cohort A (2nd Class, 2023), “How certain are you that this child will attend higher education?”



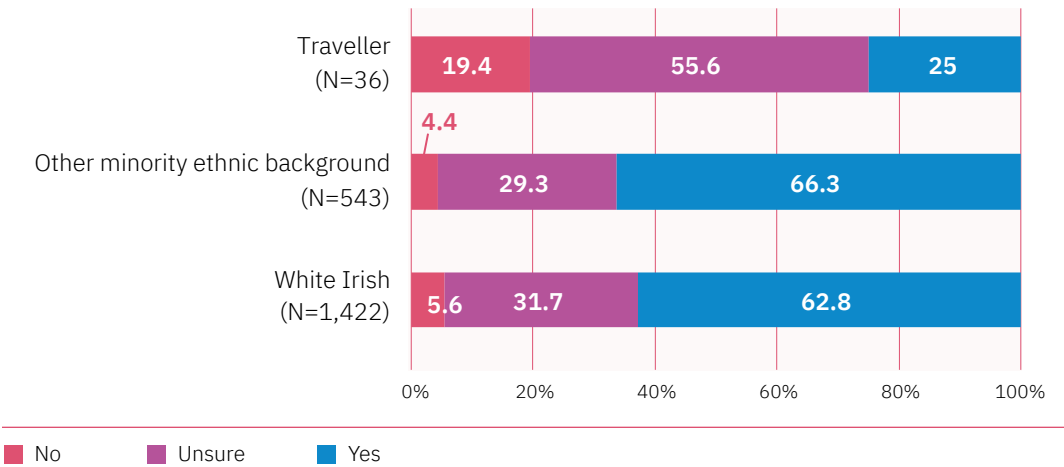
These patterns are considerably reinforced as the children progress through primary school. As Figure 48 shows, teachers of 6th Class identify 66% of children of Traveller ethnicity as unlikely to attend higher education, compared with between 7 -10% of white Irish other minority ethnic background groups. Similarly, teachers identify 20% of children of Traveller ethnicity as likely to attend higher education, compared with between 65 – 71% for children of white Irish/other minority ethnic backgrounds.

FIGURE 48: Cohort B (6th Class, 2023), “How certain are you that this child will attend higher education?”



When children in 6th Class were asked about their plans to attend college/university, 19% of children of Traveller ethnicity indicated this was unlikely, while 25% stated it was likely. This compares with between 5-6% of children in white Irish/other minority ethnic background groups saying they were unlikely to attend college/university, and between 63 – 73% saying it was likely they would attend.

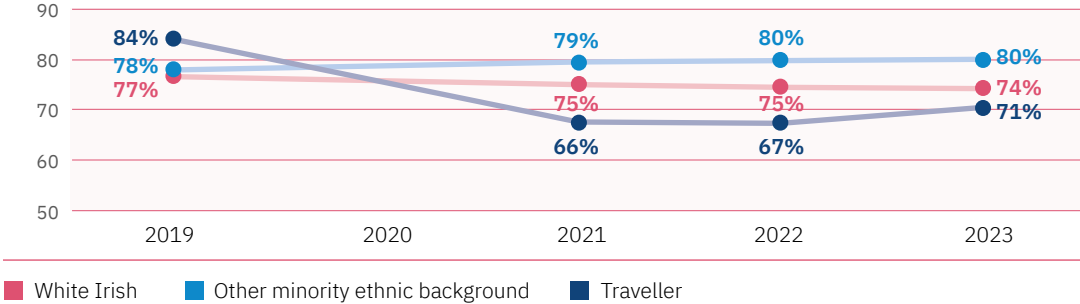
FIGURE 49: Cohort B (6th Class, 2023), “Do you plan to attend college/university after post-primary school?”



Academic self-concept

Children were asked their views on well they thought they were doing in school. As Figure 50 shows, in Cohort A, there is no difference between Traveller children and white Irish/other minority ethnic background children in perceptions of doing well in classwork:

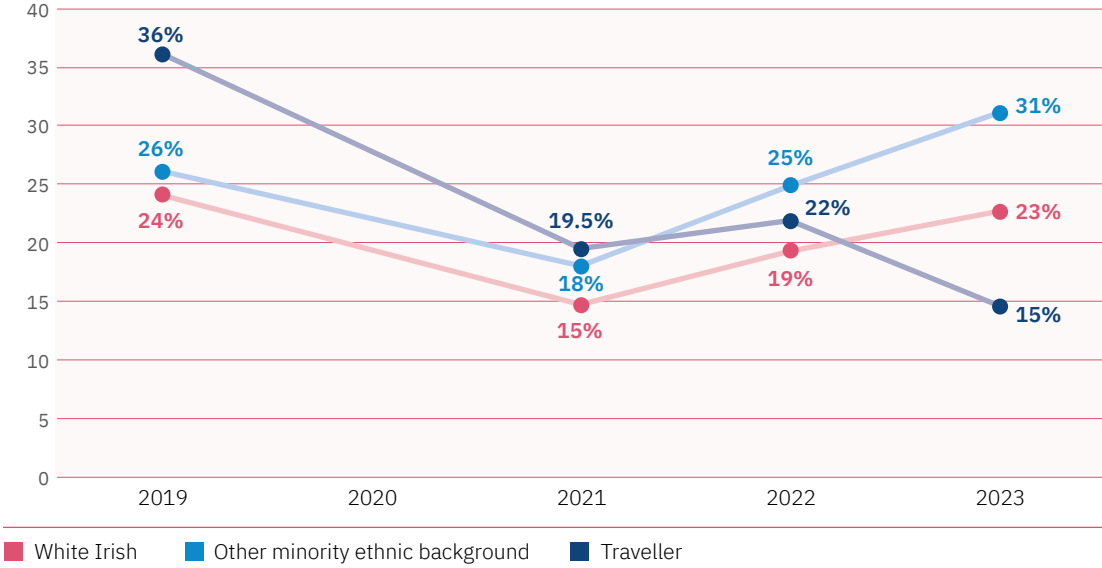
FIGURE 50: Cohort A: “I do well in my classwork” (Agree/Strongly Agree)¹⁴



¹⁴ Although all three groups are presented together graphically, it is important to note that the sample size of Traveller data at each wave is substantially smaller than the sample sizes for White Irish children and children from other minority ethnic backgrounds. The number of Traveller children in Cohort A ranges between 24 and 34, and in Cohort B ranges between 3 and 52 (for specific N’s for each wave, please refer to the tables presented at the beginning of this section).

In Cohort B, this issue was explored further as the children progressed from 2nd to 6th Class. Evident is a gradual decline in the academic self-concept of children of Irish Traveller ethnicity. As Figure 51 shows, Traveller children in 2nd Class are more likely than white Irish/migrant background children to say they are better than most people at their classwork – by 6th Class they are the least likely to agree.

FIGURE 51: Cohort B, “I am better than most people at my classwork” (Agree/Strongly Agree)¹⁴



Similarly, there is a decline in their views on how easy classwork is from 2nd – 6th Class, with levels of agreement similar to those of their white Irish peers by 5th and 6th Class (Figure 52). Similar patterns are evident with respect to agreeing they learn things quickly in class (Figure 53).

FIGURE 52: Cohort B, “Work in class is easy for me” (Agree/Strongly Agree)¹⁴

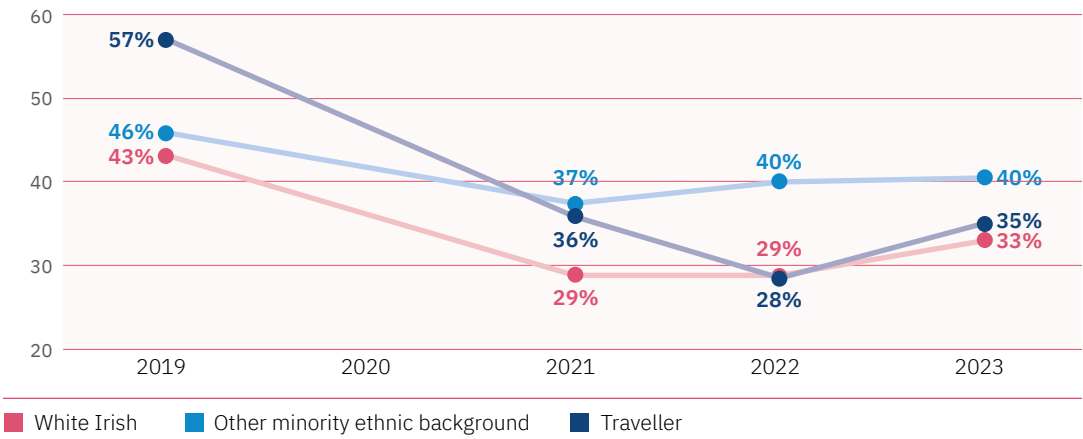
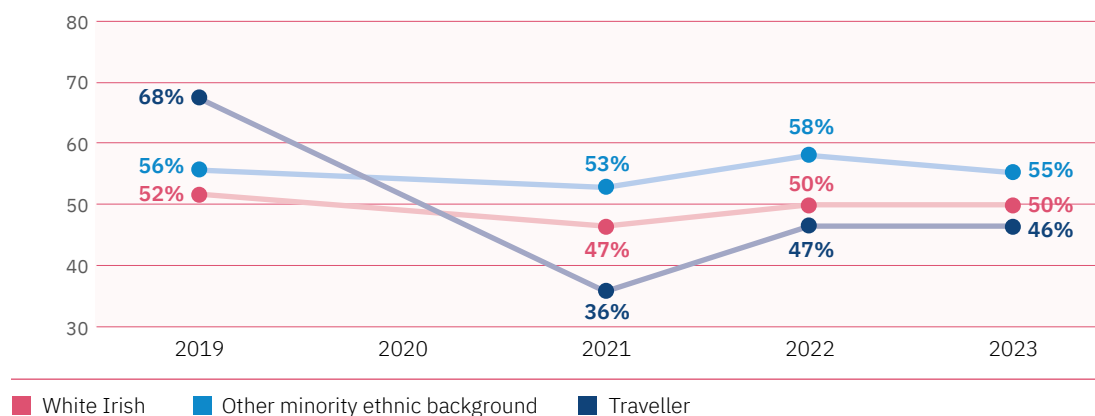
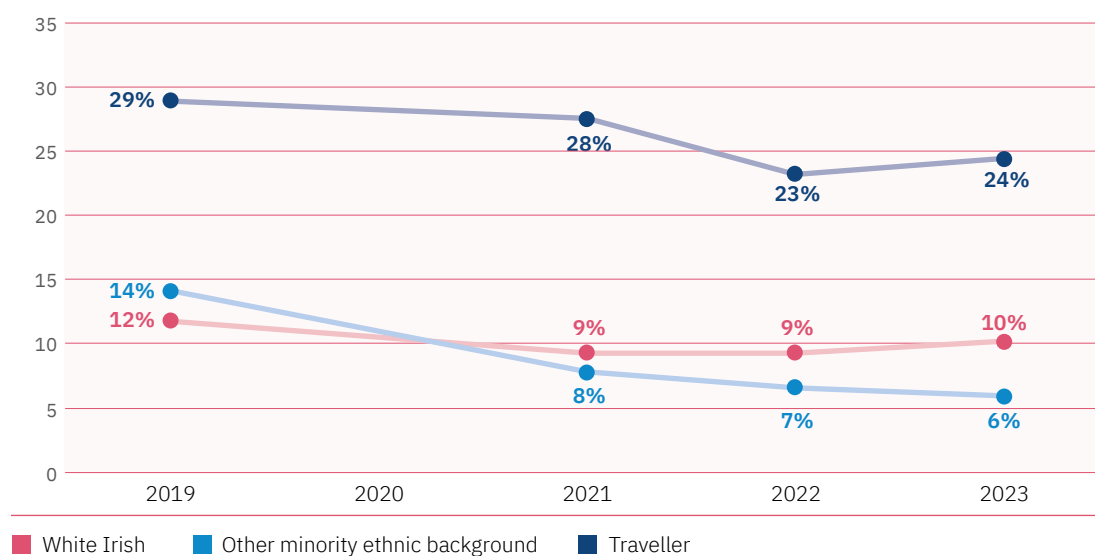


FIGURE 53: Cohort B, “I learn things quickly in class” (Agree/Strongly Agree)¹⁴



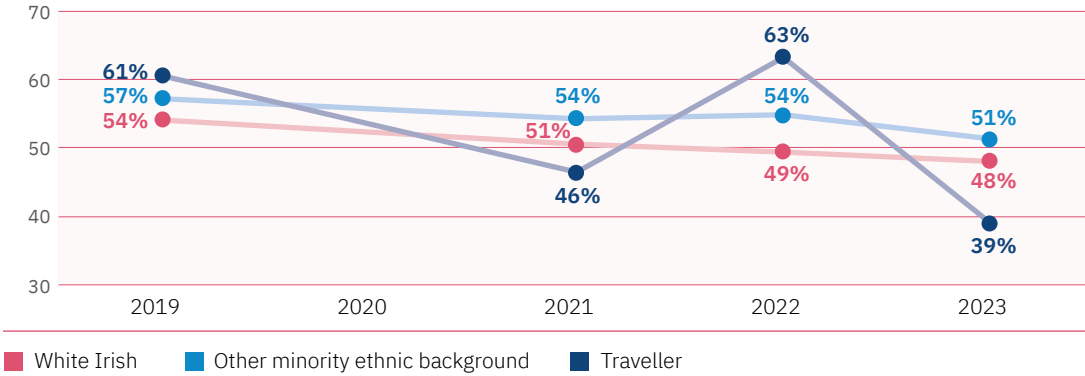
Traveller children were much more likely to agree, than any other group, that they are no good when it comes to classwork. This is evident from 2nd Class through to 6th Class as highlighted in Figure 54.

FIGURE 54: Cohort B, “I’m no good when it comes to my classwork” (Agree/Strongly Agree)¹⁴



Traveller children’s views on perceiving they have always done well in their classwork decline over time, with the highest agreement on this in 5th Class (higher than white Irish and other minority ethnic background children) but the lowest by 6th Class:

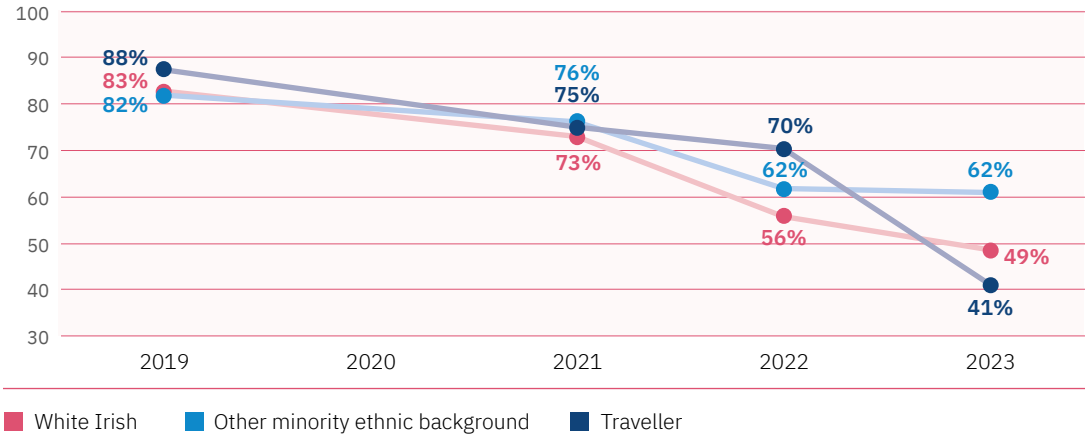
FIGURE 55: Cohort B, “I have always done well in my classwork” (Agree/Strongly Agree)¹⁴



Liking school

For children in Cohort A, Traveller children are generally more positive about going to school than white Irish/other minority ethnic background groups, but this shows a decline by 2nd Class.

FIGURE 56: Cohort A, “I look forward to going to school” (Usually/Always)¹⁴



For children in Cohort B, Traveller children report liking school equally to slightly more than children from white Irish/ other minority ethnic backgrounds (Figure 57 and Figure 58)

FIGURE 57: Cohort B, “I look forward to going to school” (Usually/Always)¹⁴

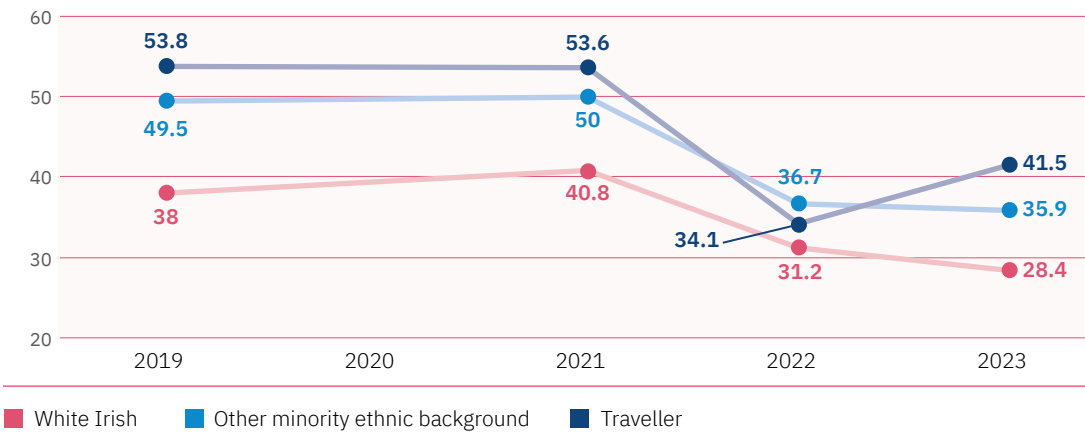
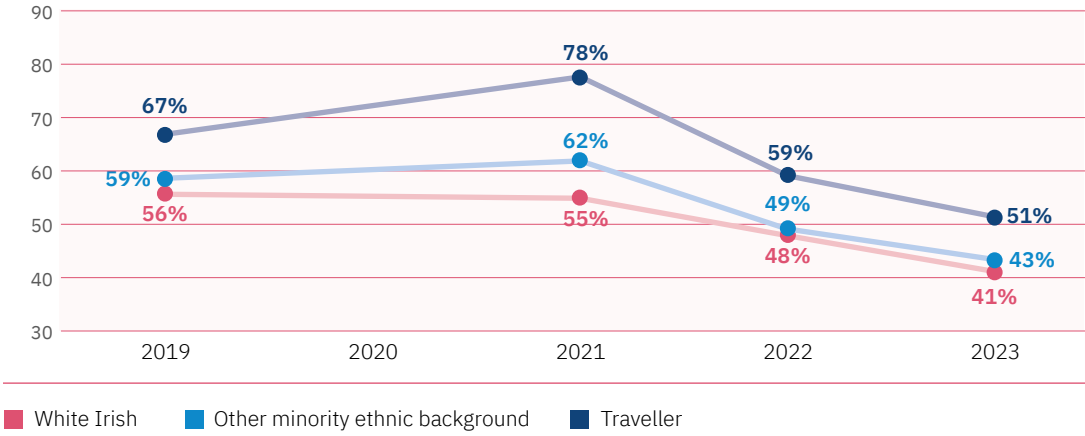
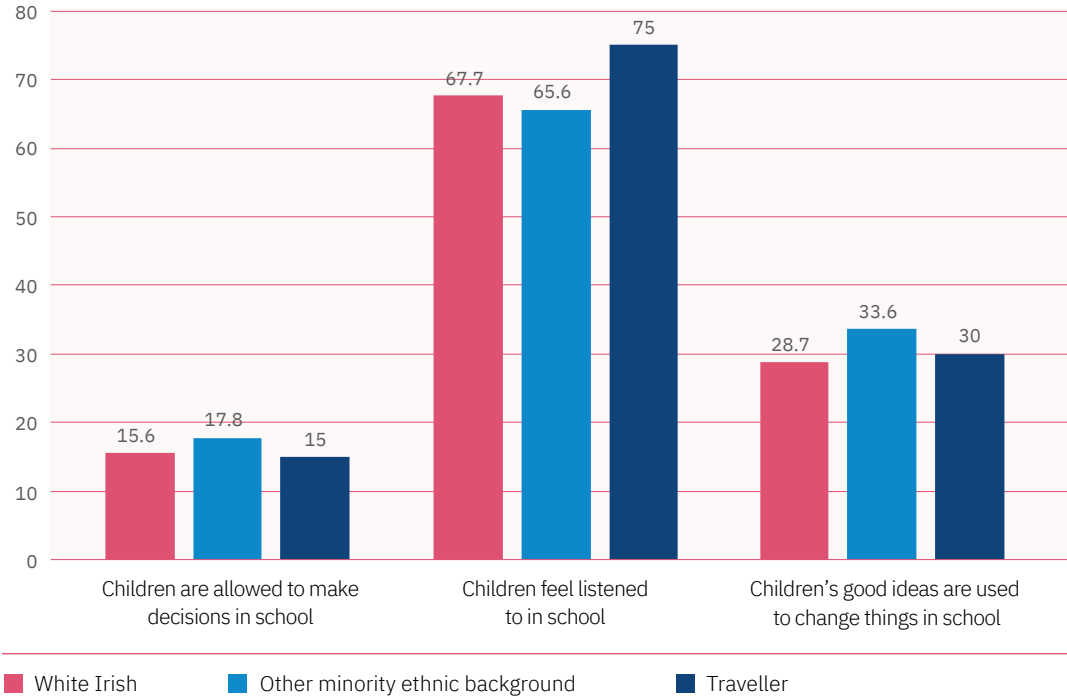


FIGURE 58: Cohort B, “I like many things about school” (Usually/Always)¹⁴



When asked their views on having a voice in school, Traveller children in 2nd Class in Cohort A were more likely than their white Irish/other minority ethnic background peers to say they usually had a voice in changing things in school (Figure 59). They were however also less likely to agree they were allowed to make decisions in schools and were similar to their peers in agreeing they feel listened to in school.

FIGURE 59: Cohort A (2023), Children’s Voice (Usually/Always)



More ambiguous views are evident among Traveller children as they progress through primary school, with very positive views generally evident in 2nd Class (Cohort B, 2019) compared with white Irish and other minority ethnic background groups. As Figures 60 – 62 show this was in relation to feeling they are allowed make decisions in school, and their good ideas are used to change things in school, to similar views on these issues with their peers as they progress through 3rd – 6th Class:

FIGURE 60: Cohort B, “Children are allowed to make decisions in school” (Usually/Always)¹⁴



FIGURE 61: Cohort B, “Children feel listened to in school” (Usually/Always)¹⁴

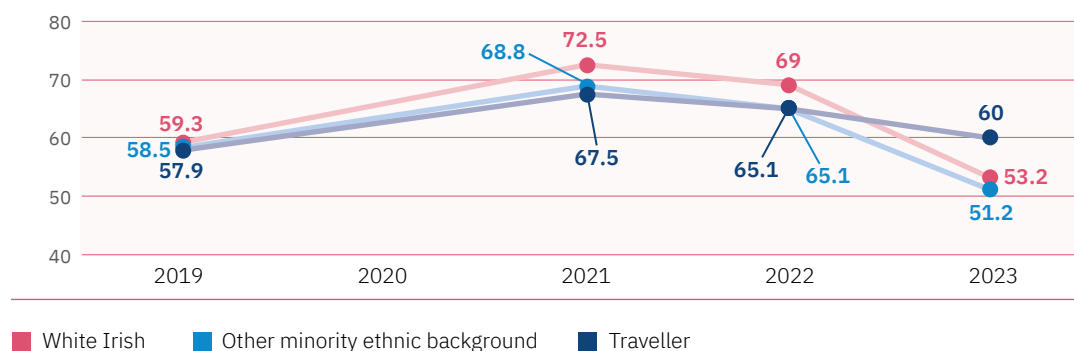


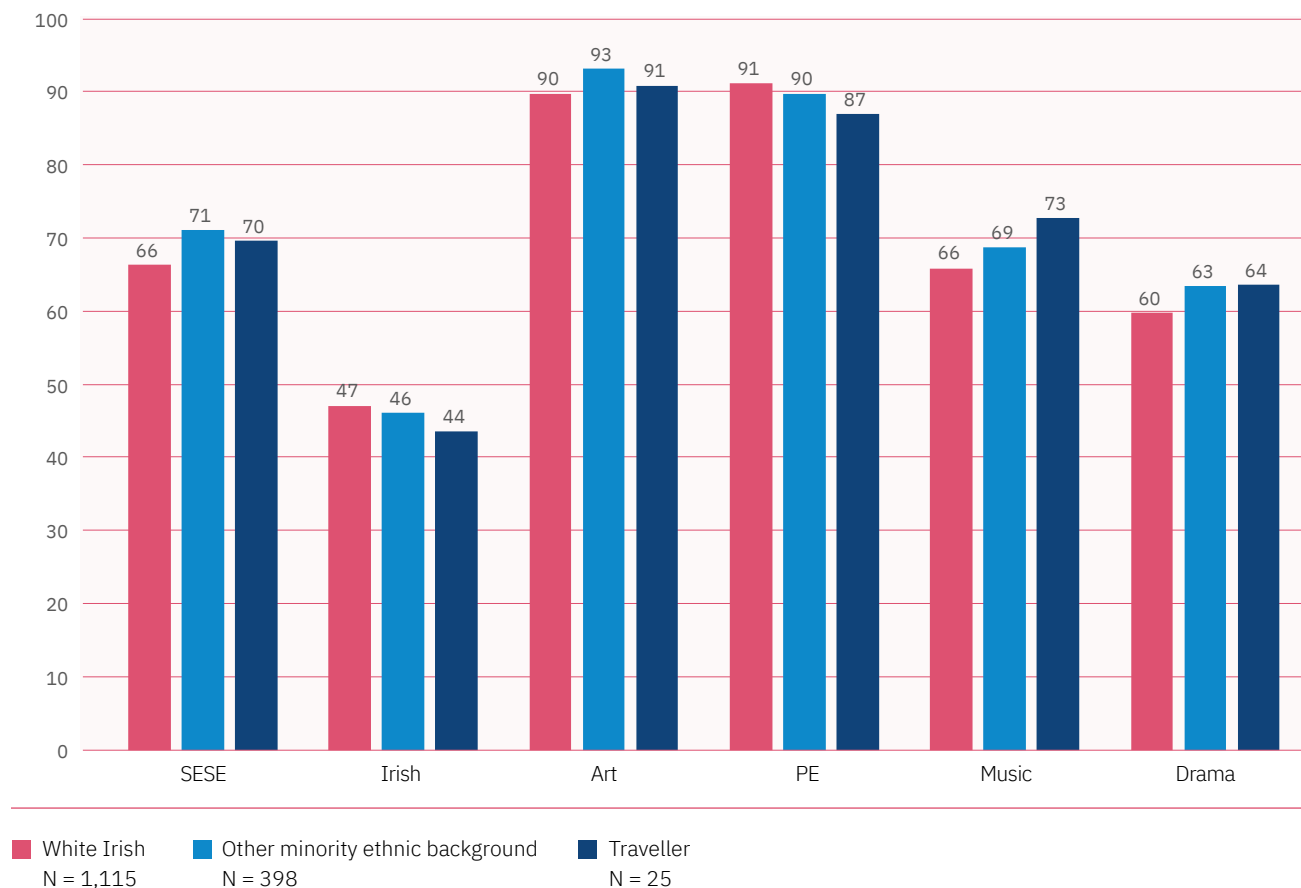
FIGURE 62: Cohort B, “Children’s good ideas are used to change things in school” (Usually/Always)¹⁴



Engaging with the curriculum

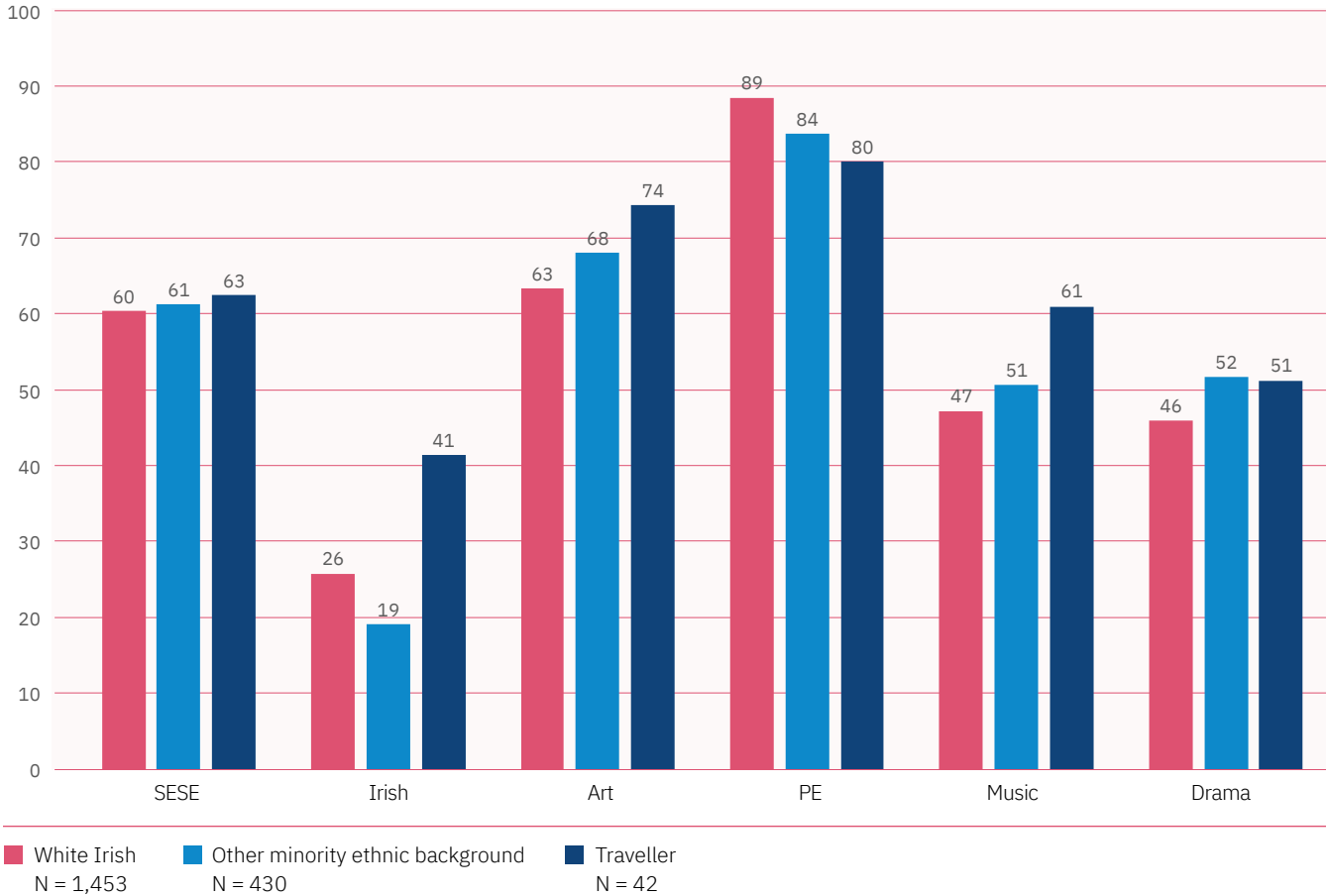
There was little difference in general between Traveller children and those of other ethnicities in attitudes toward subjects in the curriculum as shown in Figure 63:

FIGURE 63: Cohort A (2nd Class, 2023), “I am interested in...” (Usually/Always)



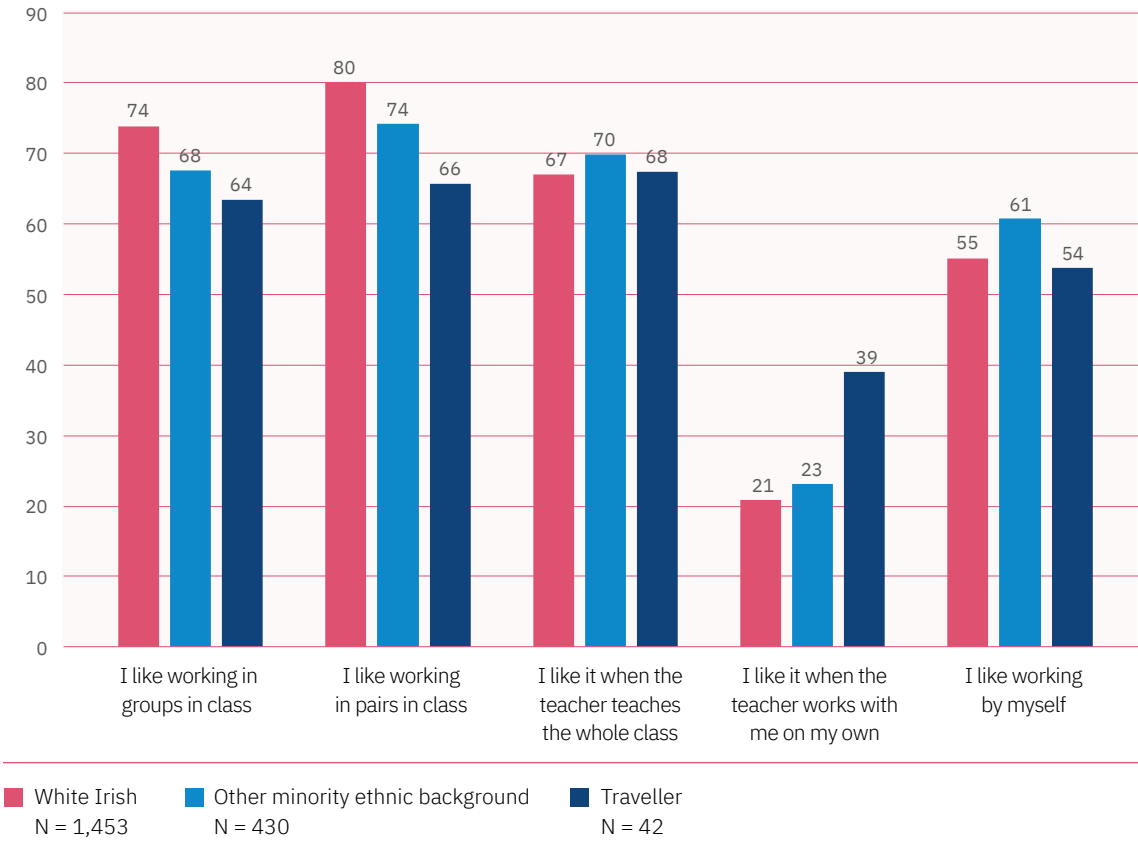
For children in Cohort B (6th Class), Irish Traveller children are more likely to state they are interested in Art, Irish and Music, than their peers (Figure 64).

FIGURE 64: Cohort B (6th Class, 2023), “I am interested in...” (Usually/Always)



With respect to learning preferences, in Cohort B (6th Class), Traveller children are more likely to agree than their peers that they like it when the teacher works with them on their own. They are also slightly less likely to say they like working in pairs (Figure 65):

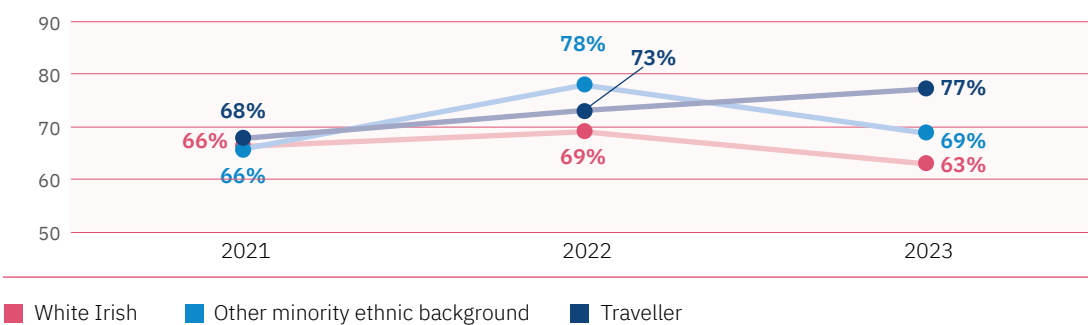
FIGURE 65: Cohort B (2023), Learning preferences (Agree/Strongly Agree)



Literacy learning: English and Irish

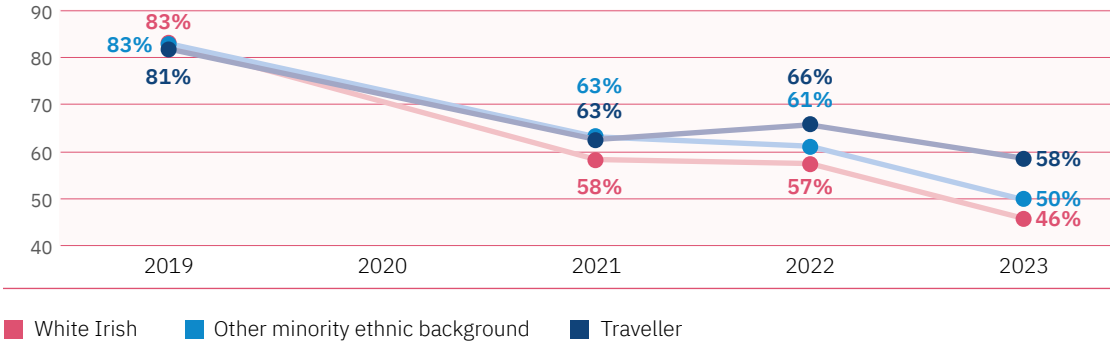
In Cohort A, there is evidence of increasing interest in reading/writing by Traveller children as they progress from Senior Infants through to 2nd Class, to a greater extent than for their white Irish peers (Figure 66).

FIGURE 66: Cohort A, “I am interested in reading/writing” (Usually/Always)¹⁴



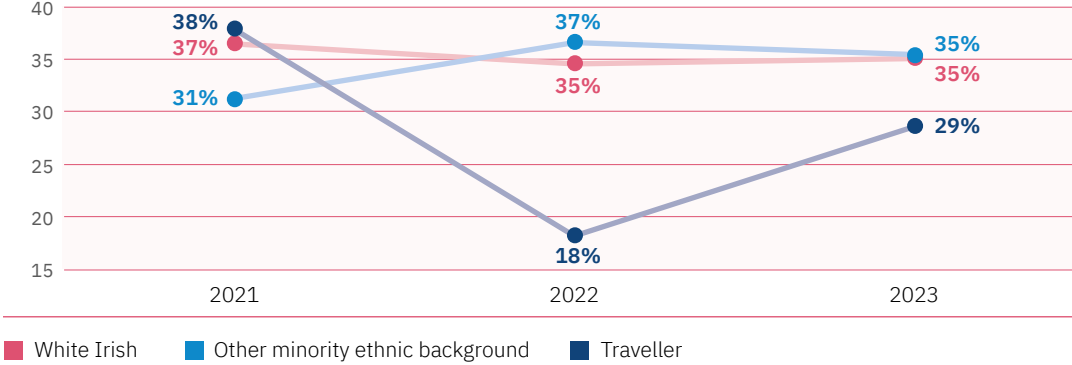
In Cohort B, patterns are relatively similar across all ethnic groups, with declining interest as the children progress through from 2nd to 6th Class, slightly less so among Irish Traveller children (Figure 67).

FIGURE 67: Cohort B, “I am interested in reading/writing” (Usually/Always)¹⁴



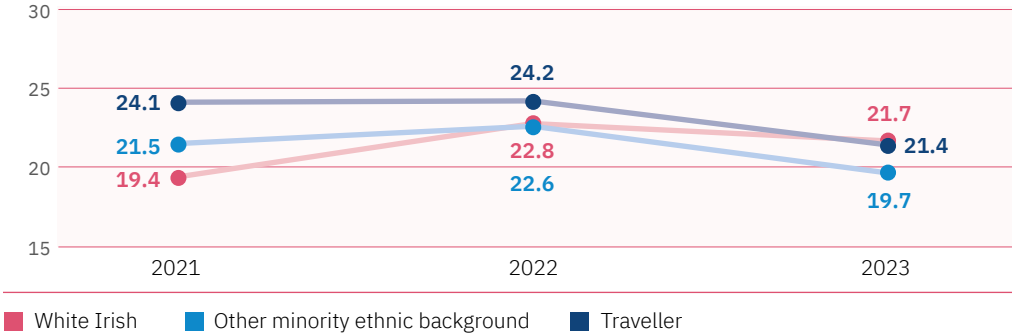
When we consider these patterns in terms of placement in ability groupings, Figure 68 shows that in Cohort A, over time there is a decline in the numbers of Irish Traveller children in the highest reading ability groups, most notable in 1st Class. The impact of school closures and remote schooling during the COVID-19 pandemic must be considered here.

FIGURE 68: Cohort A, Reading Ability Grouping (Highest)¹⁴



While Irish Traveller children are more likely than all other groups (white Irish/other minority ethnic background) to be placed in the lowest ability reading group in Senior Infants and this remains in 1st and 2nd Class, this is similar to white Irish settled children.

FIGURE 69: Cohort A, Reading Ability Grouping (Lowest)¹⁴



In Cohort B (2nd to 6th Class), Traveller children are substantially more likely to be placed in the lowest ability grouping for reading compared to children from all other ethnic groups (Figure 70). They are also less likely to be placed in highest ability groups and this declines considerably from 2nd to 6th Class (Figure 71).

FIGURE 70: Cohort B, Reading Ability Grouping (Lowest)¹⁴

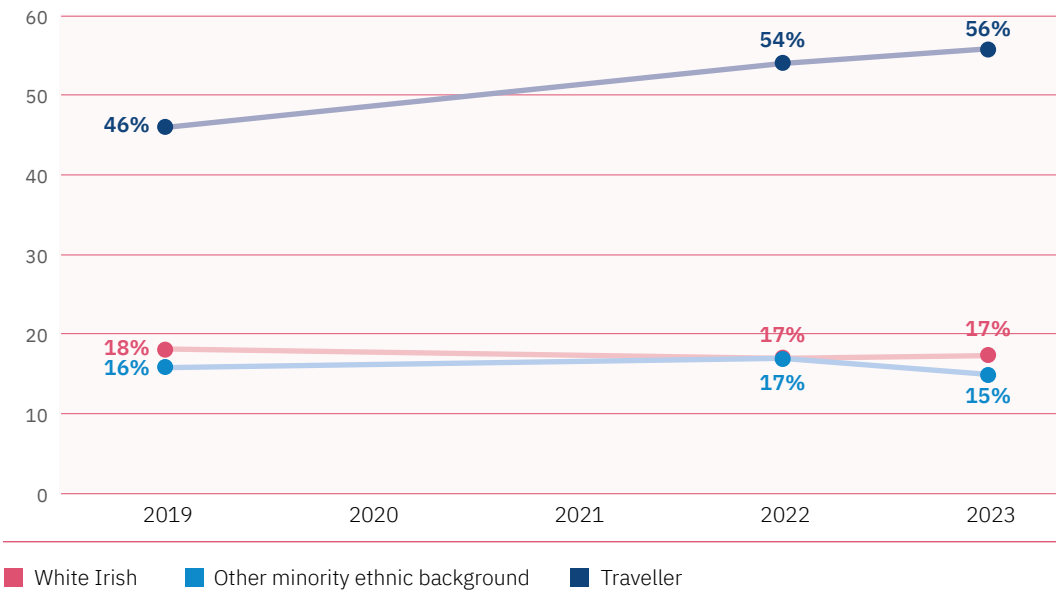
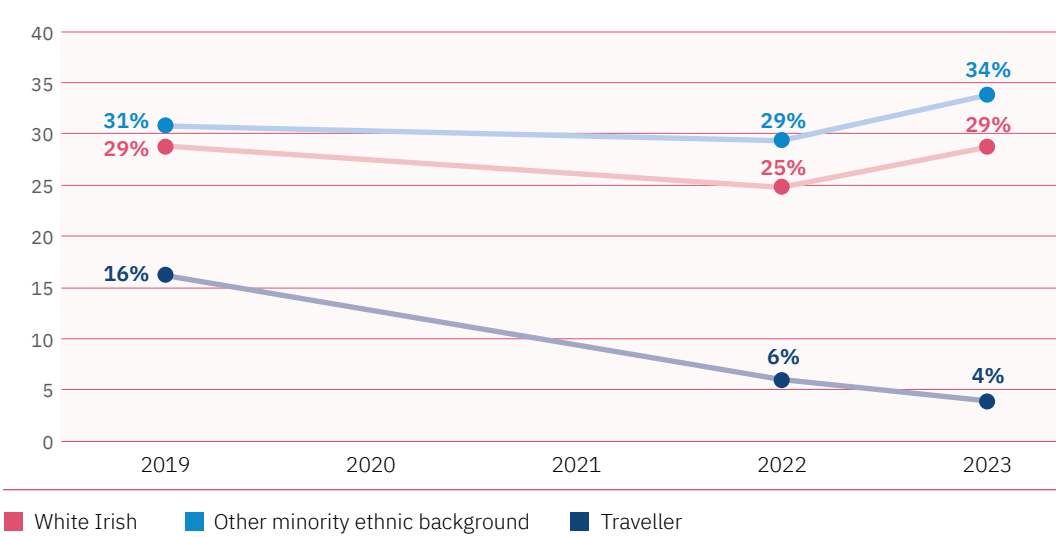


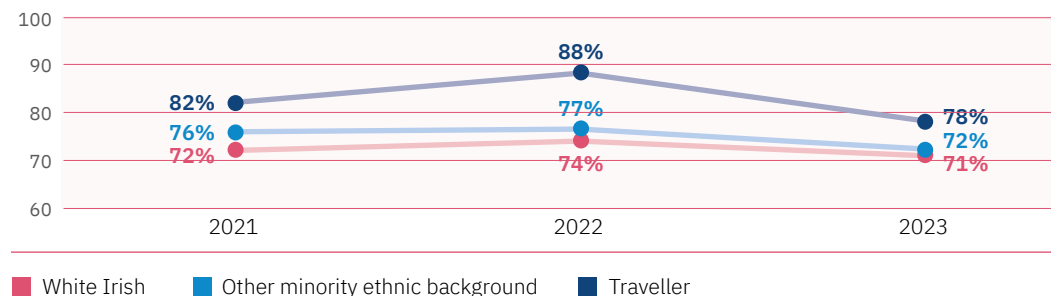
FIGURE 71: Cohort B, Reading Ability Grouping (Highest)¹⁴



Mathematics learning

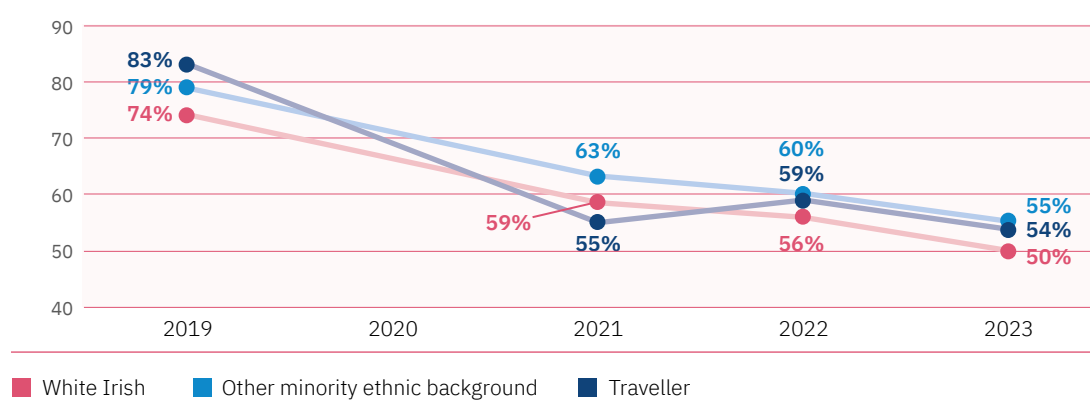
With respect to Maths in Cohort A, it is Irish Traveller children who are most likely to agree they are usually interested in Maths, and as with children in white Irish /other minority ethnic groups, this declines slightly by 2nd Class (Figure 72).

FIGURE 72: Cohort A, “I am interested in Maths” (Usually/Always)¹⁴



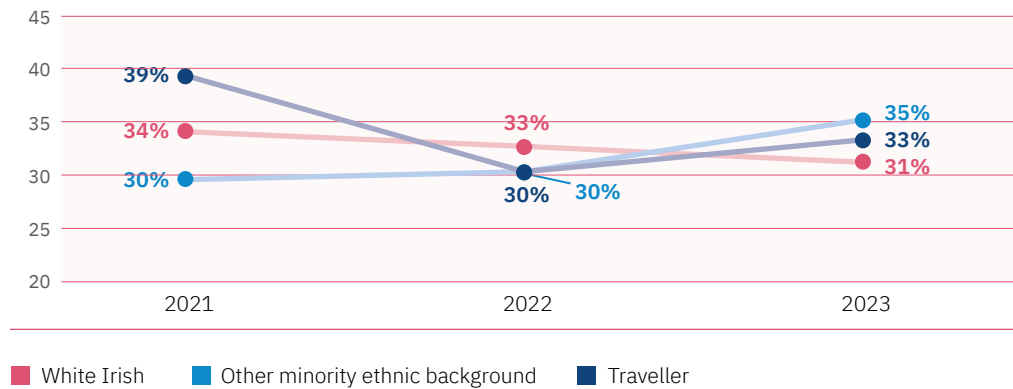
Levels of interest in Maths are relatively similar across all ethnic groups as the children progress through primary school from 2nd to 6th Class (Figure 73).

FIGURE 73: Cohort B, “I am interested in Maths” (Usually/Always)¹⁴



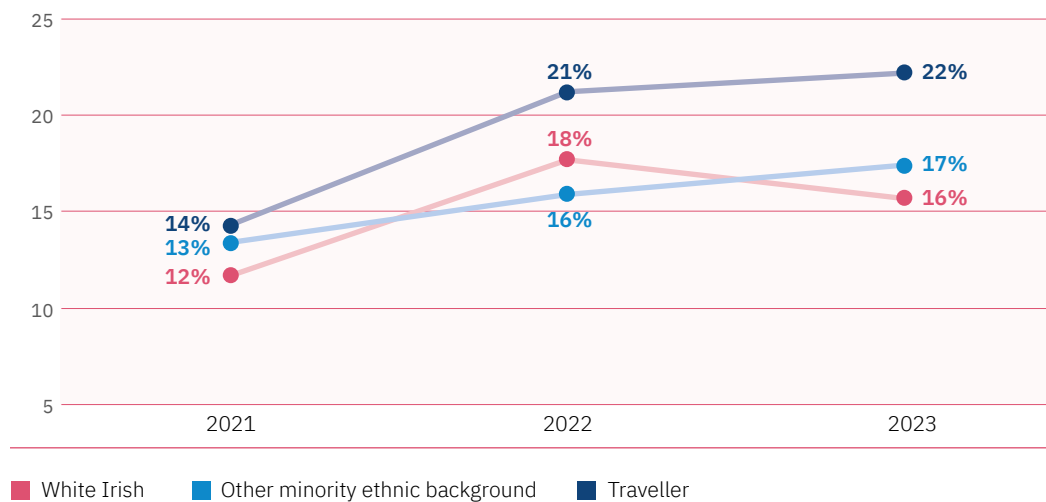
When we consider the placement of Irish Traveller children in Maths ability groups, we find differences across Cohort A and Cohort B. As Figure 74 shows, it is Irish Traveller children who are most likely to be in the highest Maths ability group in Senior Infants, but this difference has declined by 1st Class (following the return to School during the COVID-19 pandemic).

FIGURE 74: Cohort A, Maths Ability Grouping (Highest)¹⁴



With respect to placement in the lowest Maths ability groups, over time (Senior Infants through to 2nd Class) we see an increase in the proportion of Traveller children relative to their white Irish/other minority ethnic peers (Figure 75).

FIGURE 75: Cohort A, Maths Ability Grouping (Lowest)¹⁴



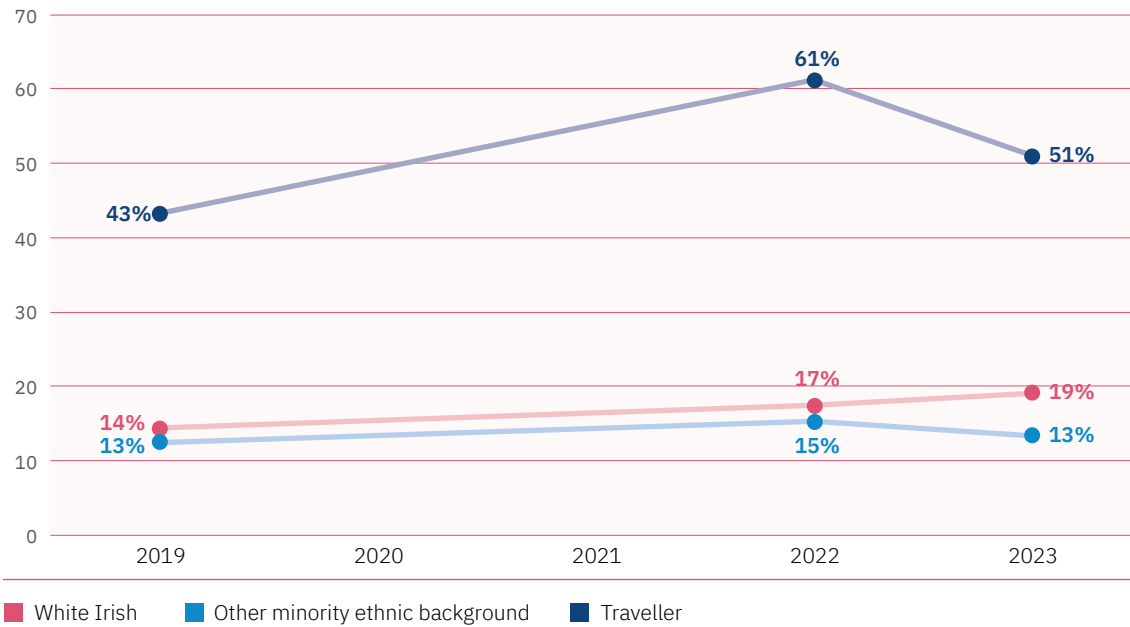
In Cohort B – Irish Traveller children are less likely than children of all other ethnic backgrounds to be placed in the highest ability Maths groups, dipping further up to 5th Class, with a slight increase by 6th (Figure 76):

FIGURE 76: Cohort B, Maths Ability Grouping (Highest)¹⁴



In Cohort B, as shown in Figure 77, Irish Traveller children are more likely than children from all other ethnic/migrant groups to be placed in the lowest Maths ability groups from 2nd to 6th Class.

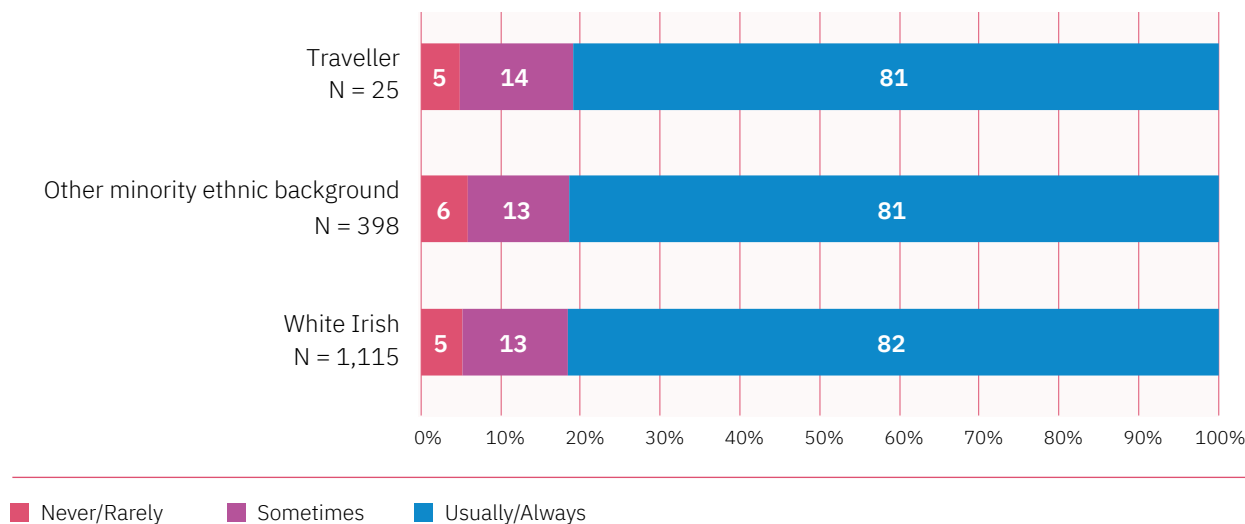
FIGURE 77: Cohort B, Maths Ability Grouping (Lowest)¹⁴



Wellbeing

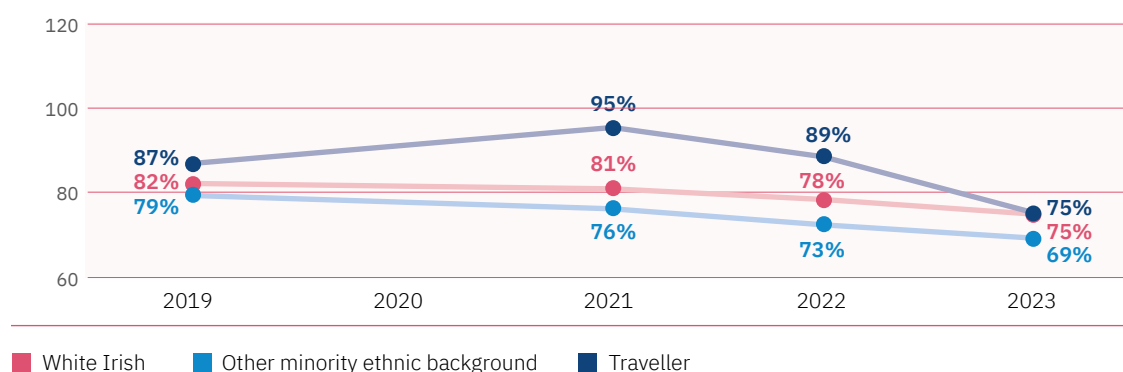
There is no difference in reported levels of wellbeing being among Irish Traveller children and other ethnic groups in Cohort A (Figure 78).

FIGURE 78: Cohort A (2nd Class, 2023), “Do you feel good about who you are?”



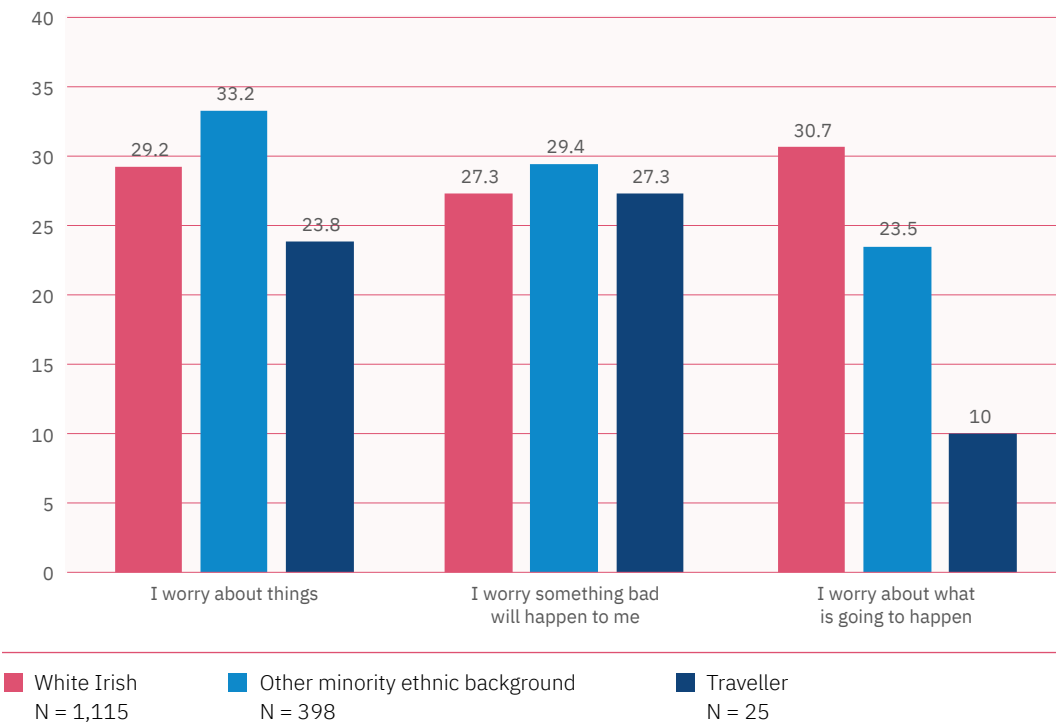
Irish Traveller children in Cohort B are more likely to agree they feel good about who they are than other groups consistently as they progress through primary school (Figure 79). However, this positive sense of wellbeing declines over time, with less difference between children and their peers by the time children are in 6th Class.

FIGURE 79: Cohort B, “Do you feel good about who you are?” (Usually/Always)¹⁴



As Figure 80 shows, Irish Traveller children (2nd Class in Cohort A) are less likely than their white Irish peers and children with another minority ethnic background to say are usually worried or anxious (Figure 80).

FIGURE 80: Cohort A (2nd Class, 2023), Worry and anxiety (Usually/Always)



This pattern is also evident as the children progress through primary school with Irish Traveller children less likely than other ethnic groups to agree they usually worry about things, or that something bad will happen to them (Figure 81 and Figure 82).

FIGURE 81: Cohort B, “I worry about things” (Usually/Always)¹⁴

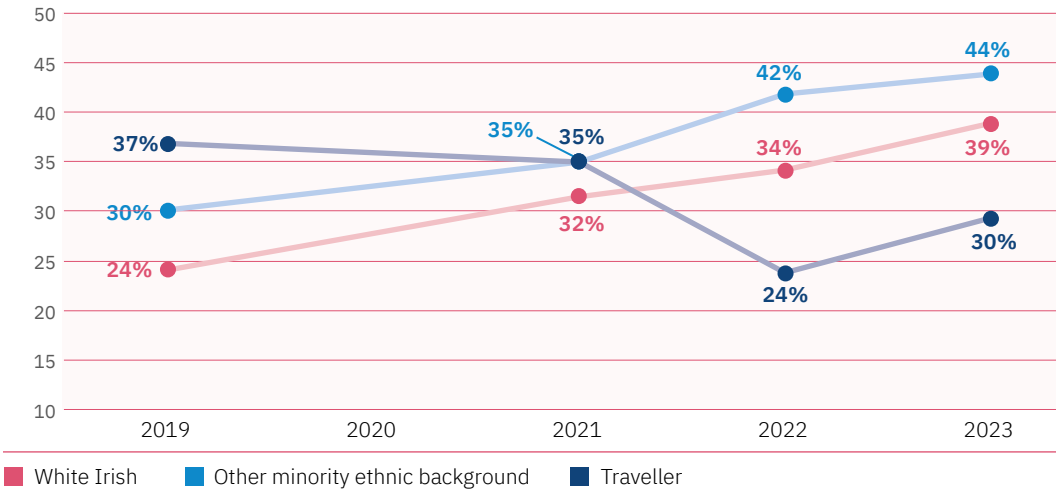
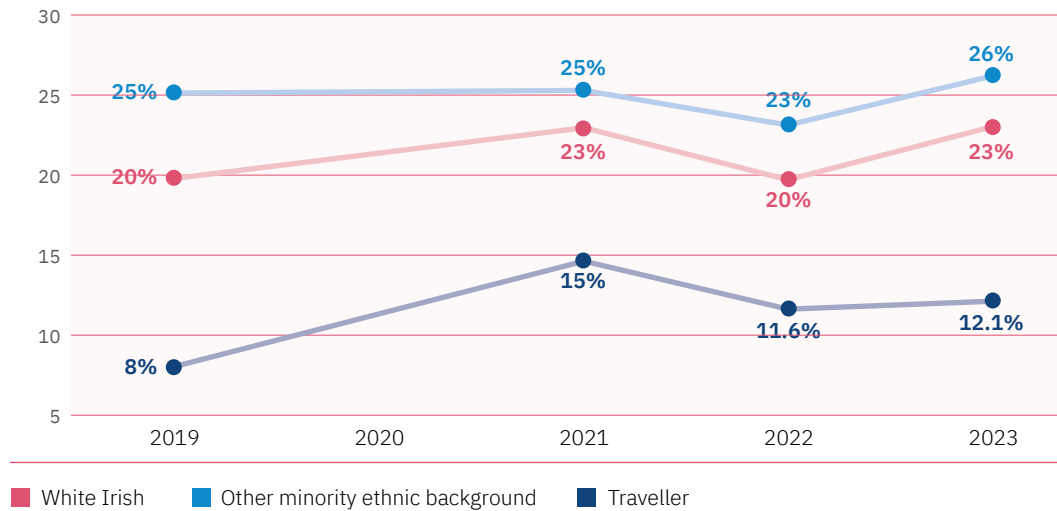


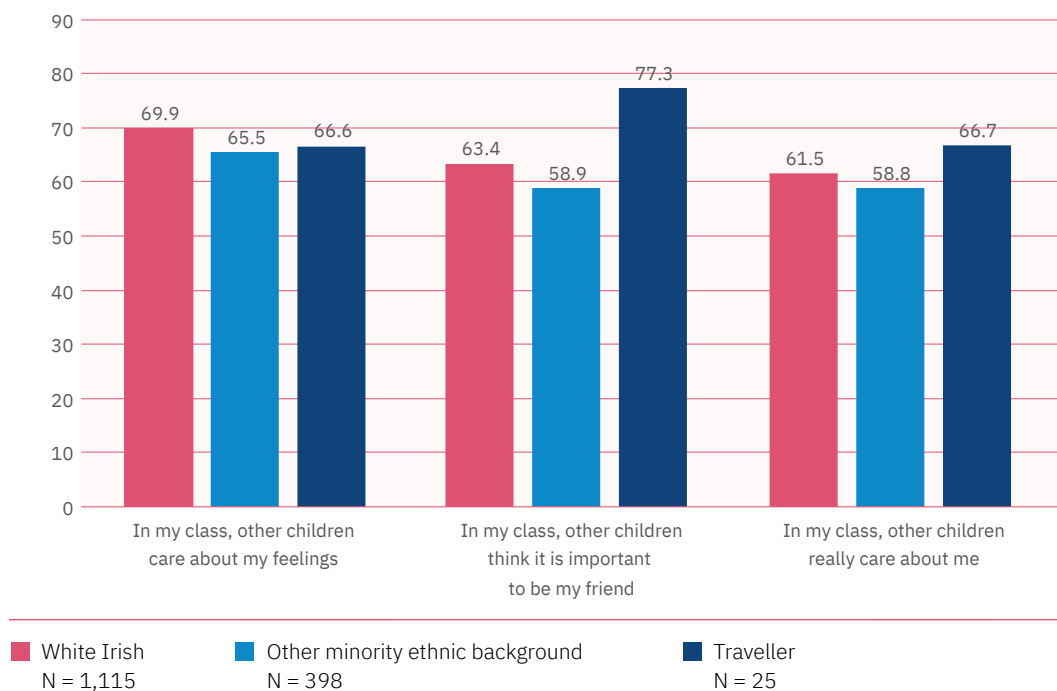
FIGURE 82: Cohort B, “I worry something bad will happen to me” (Usually/Always)¹⁴



Social belonging and friendships

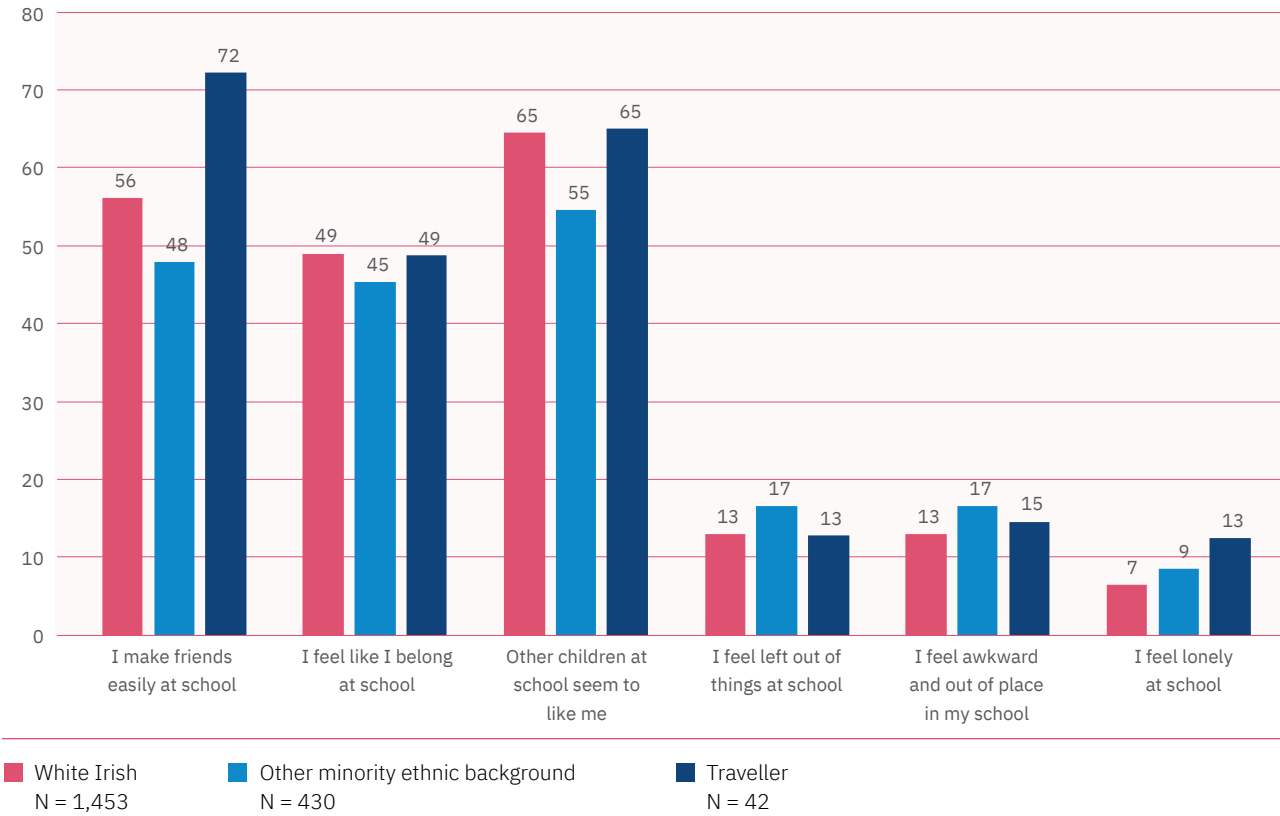
Children were asked about the levels of belonging and support they felt in their relationships with peers. As Figure 83 shows, in Cohort A, when the children were in 2nd Class, it is Irish Traveller children who are slightly more likely than other ethnic groups to agree other children think it is important to be their friend and that other children care about them.

FIGURE 83: Cohort A (2nd Class, 2023), Peer personal support (Usually/Always)



In Cohort B, Traveller children in 6th Class are more likely to agree they make friends easily at school than white Irish or other minority ethnic children, while expressing similar views to other groups with respect to feeling a sense of belonging in school, and comparative views with their white Irish peers on agreeing other children in school seem to like them.

FIGURE 84: Cohort B (6th Class, 2023), School belonging (Agree/Strongly Agree)



Racism and bullying

With respect to levels of prejudice and bias, in Cohort A (2nd Class) most children agree that it is important that people are treated fairly, with Traveller children most likely to do so. With respect to agreeing that people who are not from Ireland are as important as everyone else, Irish Traveller children are less likely to agree (Figure 85). In Cohort B (6th Class) similar patterns are evident with most children agreeing that people who are not from Ireland are as important as everyone else, although Traveller children are slightly less likely to do so. Similarly, most children agree it is important to treat everyone fairly.

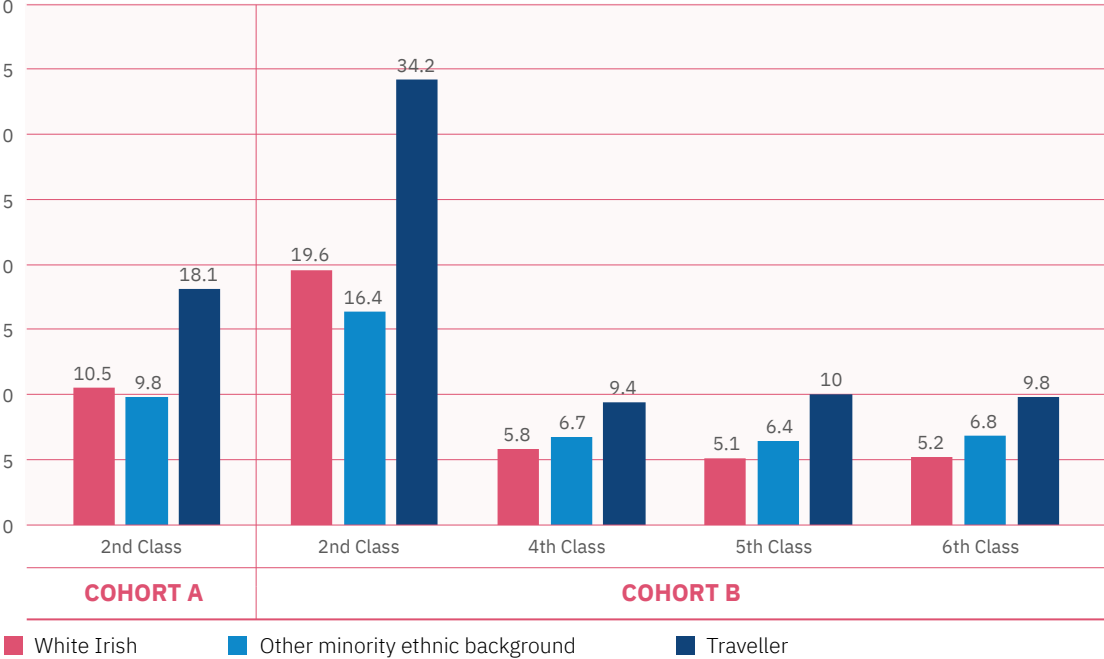
FIGURE 85: Cohorts A & B (2023), Prejudice and bias (Agree/Strongly Agree)¹⁴



In general, Irish Traveller children report bullying (being bullied, and bullying others) at higher rates than children from white Irish and other ethnic backgrounds.

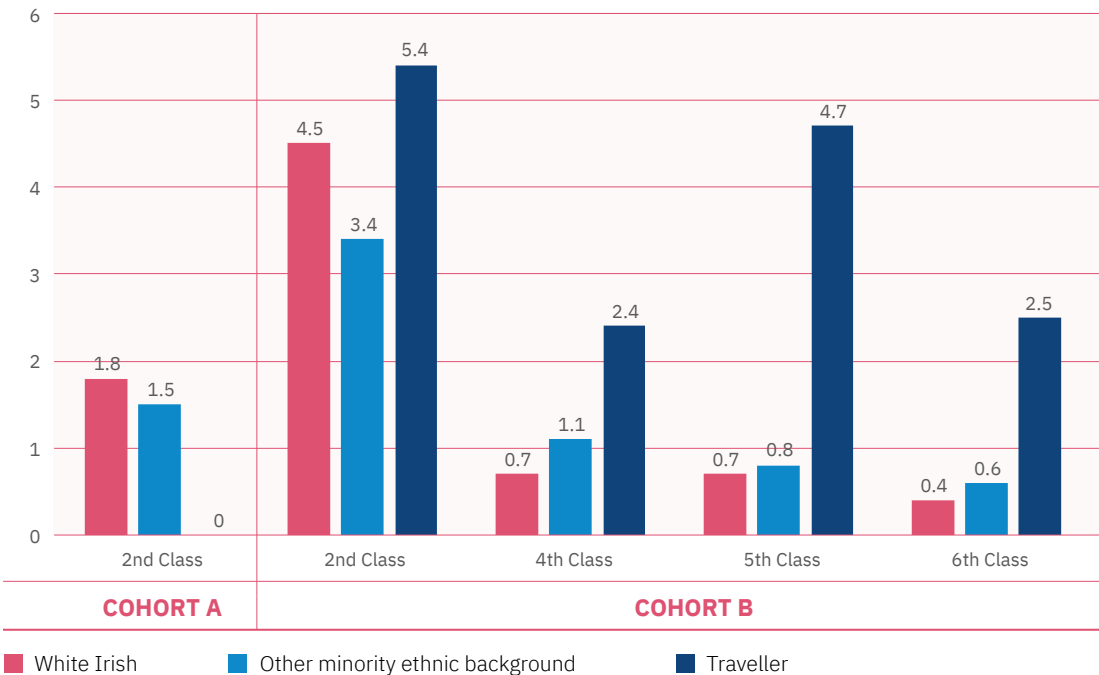
In Cohort A, when the children were in 2nd Class, Irish Traveller children are almost twice as likely to indicate they have been bullied at school once a week or more (Figure 86). In Cohort B, in each class level, Irish Traveller children are the most likely to agree that they have been bullied once a week or more. This is especially high for Irish Traveller children in 2nd Class in 2019 (Cohort B), dovetailing with our previous report ([Report 7](#)) on differences in bullying experiences for this age group both pre and post the COVID-19 pandemic:

FIGURE 86: Cohorts A & B, Bullied at school (Once a week or more)¹⁴



With respect to agreeing they bullied others once a week or more, Irish Traveller children in Cohort B (Figure 87) are more likely than other group to agree, and this remains as the children progress through 2nd – 6th Class.

FIGURE 87: Cohorts A & B, Bullies others at school (Once a week or more)¹⁴



Educator perspectives

Interviews with teachers and school principals highlighted mixed views about the learning engagement of Traveller children that reflected the diversity within the Traveller community itself. Some noted persistent concerns about school attendance and the retention of Traveller children in the education system. They identified the capabilities of such children but located the issue as a challenge within Traveller families. Others identified the commitment and engagement of Traveller parents in their children’s education:

“ Principal: *We have had Traveller children here...who are excellent, and their attendance is good. But they do drop out, they drop out at second level, they don’t make it to Leaving Cert, a lot of them. And I’ve said that to umpteen parents, ‘This girl is capable of doing her Leaving Cert, she’s capable of going to third level.’ It’s very hard for them to break out of that cycle.*

(Female Principal, Non-DEIS, All-girls, Rural town)

“ Interviewer: *What kind of expectations do teachers have of Traveller children?*
Principal: *The attendance can be such an issue, and the attitude would be by sixth class to turn off, not engaged, that it would be ‘well I’m not going to secondary school, so I don’t care’ so it becomes a challenge [for teachers] to try and teach them and get engaged’.*

(Male Principal, DEIS, Co-ed, Urban)

“ Teacher: *Our Traveller families are very respectful. They are engaged with education, they're engaged with us, they're great.*
(Female HSCL, DEIS, Co-Ed, Urban)

”

“ Teacher: *They were so welcoming [during Covid] and were accepting work packs for kids. Looking for work which was quite unusual because they would have difficulty themselves to be able to work with their children at home.*
(Female HSCL, ¹⁶ DEIS, Co-Ed, Rural Town)

”

One principal referred to prejudice within society towards Travellers in general, while others noted the difficulties in building trust between educators and Traveller parents and the benefits that resulted from breaking down cultural barriers:

“ Principal: *I would say that there's still a lot of prejudice [against Travellers] in this country... anyone who's different has a harder time.*
Interviewer: *Okay and is it the school's role to address that or is it society's or is it the parent's – whose responsibility is it?*
Principal: *I think it's just all about creating an awareness and accepting that everyone's different. I mean that's what we try to do in our school every day of the week, but I don't know if that happens in every school or every workplace.*
(Female Principal, Non-DEIS, Co-Ed, Urban)

”

“ Teacher: *One of the children in my class would be from a Traveller background, and sometimes the child would not attend the school regularly enough, so you had to be very careful ... that you don't seem to be judgemental ... the secretary has been the stable person throughout the years, and she's been the one communicating with that family...and it's totally accepted when it comes from her. Whereas...they find it quite hard to accept it from a teacher, because they think perhaps that we're being maybe a bit harsh or overstepping the mark.*
(Female Teacher, Non-DEIS, All-girls, Rural town)

”

“ Teacher: *We would have quite a few Traveller families in our school, and it's taken us a few years to build up a rapport with them ...they would be quite suspicious of things. Whereas now, because we've built up this trust and we're working really well with them and we're you know, trying to understand their culture and where they come from that I think we've done it to be honest.*
(Female HSCL, DEIS, Co-Ed, Rural Town)

”

¹⁶ Home School Community Liaison Teacher

Part of this building trust included recognising the cultural background of Travellers, ensuring pride and visibility of their identity (while also sensitive to potential stigma) and recognising their potential:

“ Principal: *I would include Traveller children with the ethnically diverse. I believe for all of those children there's a real need to promote a sense of pride in their cultures, their background. Celebrating their differences but also celebrating the difference in the fact that what makes us different also makes us the same. And I'm not sure how much that already happens.*

(Male Principal, DEIS, Co-Ed, Urban)

“ Principal: *I had a lovely chat with her [child] about how she would feel about chatting to us about her family, about her grandparents and going through the generations, her grandparents are not settled Travellers I understand...Now I've never said the Traveller word to her, I've only said your culture and she thinks this would be lovely. So, next week ... I can help her to kind of lead that and manage that with the children.*

(Female Principal, Non-DEIS, Co-Ed, Rural)

“ Principal: *I do find my [past] experience with Travellers, would have grown up in school with them, I would have played sports with them, my father would have dealt with them as well in his job, everything like that. I always find directness is the best approach with the parents and even with the lads, even with the girls as well. So, it's always about pushing them beyond their capabilities and pushing them further and further beyond where they think they're at.*

(Male Principal, DEIS, Co-Ed, Urban)

A consistent theme which also emerged was the challenges to Traveller children's learning during the period of the COVID-19 pandemic both during the period of school lockdown and remote learning, as well as on return to in person learning in school:

“ Teacher: *We still have our two Traveller children, and they dropped off from learning pretty early on [during remote schooling] and I think because they were probably very aware that they were sitting in a mobile home when nobody else was [on Zoom].*

(Female Teacher, Non-DEIS, Co-Ed, Rural)

“ Principal: *A lot of our Traveller families, they're the ones ... whose attendance was the poorest, and some of those didn't actually come back to school at all, because of the fear of COVID.*

(Male Principal, DEIS, Co-Ed, Urban)

“ Teacher: *I would have spent quite a lot of time in September trying to engage those families who haven't engaged at all. Our Traveller families were reluctant to come back, we got most of them back by the end of September.*

(Female HSCL, DEIS, Co-Ed, Rural Town)

CONCLUSIONS

This Report concludes our series of three reports on *Equalities in Children's School Lives* over the five-year period of the *Children's School Lives* study. Combined, Reports [8a](#), [8b](#) and [8c](#) provide an in-depth examination of how inequalities in Irish society structure children's lives in different ways, influencing their capacities to engage with and benefit from their primary schooling. [Report 8a](#) considered the impact of social background and how differences in poverty and wealth shape children's learning trajectories and capacities to engage with their primary schooling. [Report 8b](#) delved deeper into these dynamics, exploring how gender intersects with social background, school cultures and gendered norms and expectations in the wider society to influence patterns of participation and experiences of boys and girls in primary school. In this report, [8c](#), we consider the impact of ethnicity and migration on children's schooling experiences, highlighting the changing ethnic and migrant profile of primary school classrooms all over Ireland. Prioritising children's voices, we consider how migration status (being first or second generation or non-migrant), in addition to ethnicity (being a member of a majority or minority ethnic grouping) influences children's feelings about themselves and their futures; their attitudes toward school and engagement with the curriculum; their wellbeing and their experiences of friendship and belonging. In so doing we highlight the competency, agency and resilience of children in adapting to social change as well as the challenges that arise in their everyday lives in schools and their local communities. In this report we also shed light on the experiences of Traveller children in primary schools.

Primary schools are mirrors to the wider society in which they are situated, reflecting processes of social and cultural change in the demographic profile of children who show up in classrooms each morning. In the *Children's School Lives* study, the level of demographic change in Ireland through immigration is evident in the ethnic and linguistic diversity that is prevalent among the children participating in the study. While most children are of a majority ethnic/white Irish and non-migrant background, just over 1/5 of children have an immigrant background and 1/4 are defined as minority ethnic. Levels of linguistic pluralism among CSL families are evident in the almost 1/3 of children who speak a language other than English or Irish at home, with over 21 languages identified. The intersection of migration with social background is evident in the greater numbers of children of migrant background who are in DEIS schools and the relatively higher numbers of such children who are in poor (lower affluent) families. Our in-depth immersion in case study schools highlights the wider contexts of immigrant family lives and the challenges as well as opportunities that arise in moving to Ireland. Of note are the strengths of the primary school system reported by immigrant parents, including systems of support and inclusive practice, dovetailing with our previous reports ([Report 5](#) and [7](#)) on the culture of care within primary schools. Educators consistently refer to the strong motivation to learn and ambition to do well among children of immigrant background. This is borne out in the children's longer-term aspirations to go to college /university; in the generally higher academic self-concept these children have relative to their non migrant peers, and in their consistently more positive views about school, which was perceived as key to supporting their learning especially of English and Irish. It is worth noting however that children of immigrant background are less likely than their non-immigrant peers to agree that they have the same chance to do well in school. They were also more likely to be worried about their learning in school.

Some understanding of these nuances is evident from our interviews in case study schools. Here challenges in settling in and adapting to the Irish education system were noted by some immigrant parents and children, especially those who were more recently arrived in Ireland. These challenges are reflected in the lesser expectations of teachers for first generation immigrant children to go to college/university, especially those in the younger years (2nd Class). It is also these children who are likely to have been negatively impacted by the move to remote schooling during the COVID-19 pandemic (See also [Report 2](#)), especially those who speak a language other than

English or Irish at home. This is evident in their greater likelihood to be placed in the lowest reading ability group by 5th and 6th Class. It is also reflected in commentary by teachers in case study schools about the learning challenges faced by children with English as an additional language following the pandemic. A similar pattern was identified with respect to Mathematics learning for children of immigrant background in Cohort A only. These findings suggest a need for policy makers to build further on the ambition and aspirations of children of immigrant background, especially those who were not born in Ireland and with respect to their literacy skills. This may include drawing on the plurilingual skills of many of these children, in addition to further outreach and support with their parents.

These struggles with school are also reflected in experiences of wellbeing, building further on our previous analysis in [Report 7](#). We also see an intersection between ethnic identity and migrant status in differences across children in their reported levels of wellbeing. While immigrant children are more likely than their non-migrant peers to report feelings of worry and anxiety, this is especially the case for first generation immigrant children. In general minority ethnic children, and those who speak a language other than English or Irish at home, report lower levels of belonging and self-esteem than their majority ethnic peers. This was especially the case for children who were from 'other white' ethnic backgrounds who also reported the highest levels of worry and anxiety. This latter group are predominantly children from an Eastern European background. These patterns are also reflected in children's experiences of friendship and belonging in school. Children with an immigrant background, especially first-generation immigrant children are less likely to agree that they make friends easily; feel they belong in school; or are liked by other children. It is also children of an immigrant background – both first and second generation, who are least likely to experience caring and supportive relationships with peers. These more negative trends are also evident in experiences of racism and bullying. A key finding is that most children are committed to fairness and equality with respect to immigration and ethnicity. However, it is first generation immigrant children and children in general from a minority ethnic background who are most likely to report bullying experiences. That these trends show an increase as the children move to the senior end of primary school is of concern. Case study interviews highlighted the impact of mass media and social media on older children's racialised ideas, in addition to an increase in their experiences of racially motivated name-calling both inside and outside of school. These findings suggest a need by policy makers to focus more explicitly on issues of racism and cultural belonging as children move to the senior end of primary school.

Some of these issues emerge in our spotlight on Traveller children in CSL. While the total numbers responding are small (N=94), the findings provide evidence of the changing trajectory of Traveller children as they progress through the primary school system. A key finding is that attitudes toward school; engaging with the curriculum, including interest in Literacy and Maths; and overall levels of wellbeing are generally the same if not higher among Traveller children in Cohort A, when compared with their majority ethnic/white Irish peers. These patterns suggest strong engagement and capacity among Traveller children with respect to their learning in the earlier years of primary school. However, as Traveller children in Cohort B progress from 2nd through to 6th Class, more negative experiences predominate, when compared with all other ethnic groups – both majority and minority ethnic. This is also reflected in expectations to go to college/university, with Teachers in Cohort B (from 2nd – 6th Class) least likely to identify Traveller children, out of all ethnic groups, as likely to attend. By 6th Class, when asked if they would attend college/university, Traveller children themselves are less likely to agree when compared with all other ethnic groups. The consistency of these patterns over time raises concerns about current practices with respect to the academic learning of Traveller children in primary schools. The impact of COVID-19 must also be considered.

More positive trends are evident however with respect to Traveller children's wellbeing and feelings of belonging. A key finding is that Traveller children are less likely to report feeling worried or anxious than their peers and there are no differences between their views and those of majority ethnic/white Irish peers in their feelings of friendship, care and support. Also evident however are higher levels of reporting of bullying experiences among Traveller children

than any other ethnic group across both Cohort A and Cohort B. A key policy recommendation is the need to focus on the transition of Traveller children into the senior end of primary school (from 2nd Class) and the systems of support that are required to build on the positive momentum evident in the earlier years.

This report has highlighted the impact of ethnicity and migration on children's experience of their primary schooling. In doing so it has highlighted the often-complex processes of adaptation that are involved in working with the grain of ethnic and cultural influences in children's lives, but also the importance of culturally responsive pedagogies in primary schools. Diversity is consistently highlighted by educators as a positive element of primary classrooms that needs to be fostered so all children can thrive. Children of immigrant background are not a uniform group. The needs of first-generation immigrant children – who may have no prior link with Irish society, are different to those who have been born in Ireland to parents who were born elsewhere. Similarly, children differ in terms of their ethnicity, with minority ethnic children requiring constant vigilance over differences of self-esteem, stigma, status and belonging. These dynamics intersect with both social class and gender, giving rise to different responses and needs of boys and girls, and children who come from poorer or more well-off families.

ADDITIONAL PUBLICATIONS FROM THE CHILDREN'S SCHOOL LIVES STUDY

Chzhen Y, Symonds J, Devine D, Mikolai J, Harkness S, Sloan S, Martinez Sainz G (2022). Learning in a Pandemic: Primary School children's Emotional Engagement with Remote Schooling during the spring 2020 COVID-19 Lockdown in Ireland. *Child Indicators Research*, 15(4):1517–1538. <https://doi.org/10.1007/s12187-022-09922-8>

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