

GRETB Report on Inishbofin Community Post-Primary School Application - 18 March 2020

Contents	Page
Background	5
Introduction	5
Historical Background/Context	6
Comhdháil Oileáin na hÉireann (The Irish Islands' Federation)	8
European Small Islands Federation (ESIN)	9
International and EU off-shore islands: public services provision, including education	10
The Scottish Context	10
DES Education Plan 2019: Cumasú - Empowering through Learning	11
Background and History of Inishbofin Community Application for Post-Primary School	15
Off-shore Island Education in Ireland	16
Inishbofin Island & Education on Inishbofin island	18
The Inishbofin Submission/Application	20
Resources required to establish and maintain Inishbofin Community College	21
Next steps/Recommendations	22
References and Bibliography	23
Appendix 1: Draft Report Island Education for Inishbofin Development Company (1996)	27
Appendix 2: Questions to GRETB and answers supplied regarding issues raised at Public Meeting Inishbofin, 17.01.2020 to explore the possibility of establishing a Post-Primary School on Inishbofin	27
Appendix 3: Public Meeting Documents & Presentations - To discuss the possibility of establishing of a Post-Primary School in Inishbofin	34
Appendix 4: Inishbofin: Data Analysis	36

Links Index

Links	Page
<p>Blasket Islands evacuation 1953</p> <p>https://www.tg4.ie/en/player/home/pid=5721501370001&teideal=C��ad%20sl��n%20leis%20an%20Oile��n&series=Cuimhn%20C��AD%20��n%20mBlascaod&dlft=NaN</p>	5
<p>ESIN Small Islands Challenges</p> <p>https://europeansmallislands.files.wordpress.com/2012/01/meeting-the-challenges.pdf</p>	6
<p>DES Action Plan for Education 2018</p> <p>https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/action-plan-for-education-2018.pdf</p>	6
<p>Oireachtas Committee Gaeilge, Gaeltacht & Oileain Report</p> <p>https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/comhchoiste_na_gaeilge_na_gaeltachta_agus_na_noilean/reports/2017/2017-10-05_tuarascail-ar-an-toscaireacht-chuig-inis-mor-oileain-arann-contae-na-gaillimhe_en.pdf</p>	7
<p>GRETB evidence to JOCES, Committee Meeting, 19/12/2017</p> <p>https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/r%20a1iteas-tosaigh---gretb.pdf</p>	7
<p>DETB, evidence to JOCES Committee Meeting, 19/12/2017</p> <p>https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/opening-statement---donegal-etb.pdf</p>	7
<p>Col��iste Ghobnait, evidence to JOCES Committee Meeting, 19/12/2017</p> <p>https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/r%20a1iteas-tosaigh---col%20a1iste-ghobnait.pdf</p>	7
<p>Col��iste Naomh ��inne, evidence to JOCES Committee Meeting, 19/12/2017</p> <p>https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/r%20a1iteas-tosaigh---col%20a1iste-naomh-%2089inne.pdf</p>	7
<p>Gaeloideachas, evidence to JOCES, June 2017</p> <p>https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/2017-222-aighneacht---gaelscoileanna-teo.pdf</p>	7
<p>INTO, evidence to JOCES, 19/12/2017</p> <p>https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/opening-statement---into.pdf</p>	7
<p>DCHG Islands Consultation Document, 2019</p>	8

https://www.chg.gov.ie/app/uploads/2019/12/2019-islands-policy-consultation-paper.pdf	
COÉ, Galway, http://oileain.net/	8
GRETB: http://galwayroscommon.etb.ie/ ;	8
DETB: https://www.donegaletb.ie/ ;	8
ETBI: https://www.etbi.ie/	8
Donegal County Council http://www.donegalcoco.ie/	8
Galway County Council http://www.galway.ie/en/	8
DES Strategy Statement, 2018 https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/action-plan-for-education-2018.pdf	9
SEARICA Inter Group European Parliament http://www.searica.eu/	9
Article 174 Lisbon Treaty https://eur-lex.europa.eu/eli/treaty/tfeu_2008/art_174/oj	9
EU Social Cohesion document https://eurlex.europa.eu/summary/glossary/economic_social_cohesion.html	10
Finnish Islands' sustainability http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161269/2019_1_MM_M_Saaristo_ja_vesistoaluepolitiikat_Euroopassa.pdf	10
Scotland Rural Education Report, 2013 http://www.legislation.gov.uk/asp/2018/12/enacted and the Commission on the Delivery of Rural Education Report (2013)	11
http://www.gtcs.org.uk/web/FILES/about-gtcs/dual-reg-consultation-report-delivery-rural-education.pdf	11
DES Strategy Statement, 2019 https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/action-plan-for-education-2019.pdf	12
Joint Oireachtas Committee on Education and Skills (JOCES) Report on Off-shore Island Education https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/joint_committee_o n education and skills/reports/2018/2018-02-27_report-on-challenges-facing-island-schools_en.pdf	13
UL & MIC Conference on Immersion Education, 2018	13

http://www.foras.ie/en/an-dara-comhdhail-taighde-uile-oileanda-ar-an-tumoideachas/	
Scotland Islands' Act, 2018 http://www.legislation.gov.uk/asp/2018/12/enacted	13
DES Islands' Package, 2018 http://education.ie/en/Press-Events/Press-Releases/2018-press-releases/PR18-06-17.html	13
Programme for Partnership Government, 2016 (Small Schools) https://www.merrionstreet.ie/MerrionStreet/en/ImageLibrary/Programme_for_Partnership_Government.pdf	14
DES Symposium on Small Schools, 2019 https://www.education.ie/en/Press-Events/Press-Releases/2019-press-releases/PR19-06-26.html	15
GRETB Inishbofin School Application Documents 2020 https://gretb-my.sharepoint.com/:f:/r/personal/aine_griffin_gretb_ie/Documents/Island%20Sustainability%20Submission?csf=1&e=naigDE	16
Joint Oireachtas Committee on Gaeilge, Gaeltacht and Islands 2017 http://www.oireachtas.ie/parliament/media/committees/irishlanguage/Tuarasc%C3%A1il-ar-an-Toscaireacht-chuig-Inis-M%C3%B3r,-Oile%C3%A1in-%C3%81rann,-Contae-na-Gaillimhe-ar-an-8-Bealtaine-2017.pdf	17
Joint Oireachtas Committee on Education and Skills 2018 http://www.oireachtas.ie/parliament/media/committees/irishlanguage/Tuarasc%C3%A1il-ar-an-Toscaireacht-chuig-Inis-M%C3%B3r,-Oile%C3%A1in-%C3%81rann,-Contae-na-Gaillimhe-ar-an-8-Bealtaine-2017.pdf	17
DES whole school evaluation WSE-MLL https://www.education.ie/en/Publications/Inspection-Reports-Publications/Whole-School-Evaluation-Reports-List/report1_13927H.htm	18
County Galway Local Poverty Profile 2005 http://www.socialinclusion.ie/documents/GalwayCoCoInside.pdf	18
Pobal Deprivation Index documentation re Inishbofin, 2020 https://maps.pobal.ie/WebApps/DeprivationIndices/index.html	19

Background

Post-primary school provision was first mentioned as a possibility by the Inishbofin community to Galway and Roscommon Education and Training Board (GRETb) [formerly County Galway VEC] around 1996.

GRETb recently engaged with the Inishbofin community as the Statutory Body providing education services for the County Galway and County Roscommon area. GRETb explained the process involved in any application and or evaluation for a school to be provided and undertook to evaluate and examine any proposal to Department of Education and Skills submitted through GRETb, for the provision of a Post-Primary School within the contextual framework of:

- DES arrangements and policy regarding Island Education in Ireland;
- Education and Training Boards' post-primary education provision on Islands;
- Current Irish Education policy and Rural Sustainability policy;
- Ireland's obligations under EU Treaties
- DCHG Consultation regarding Island Sustainability;
- Comhdháil Oileáin na hÉireann (COÉ) advice to Government;
- GRETb policy;
- GRETb resources, existing and anticipated

GRETb evaluated the proposal and additional reference material received between 04 February and early March and undertook a review of recent public policy documentation.

Introduction

Island population decline and island education provision have been both significant concerns for island communities for decades. This depopulation and planned relocation of Ireland's islands was first brought to national consciousness, and attracted international attention during the late 1930s and early 1940's, when the Blasket Islands community raised concerns that as their only primary school was likely to be closed, the island would become uninhabitable over time. The Blasket Islands Primary School closed in 1941 as the school had not retained the Department of Education required '7 units' and the entire island community was transported to the mainland in accordance with official Government policy in 1953 (Ferreiter, 2018). The Blasket Islands remain uninhabited to this day. The evacuation of The Great Blasket Island is explored in the TG4 documentary: *Céad Slán leis an Oileán' – TG4 Cuimhní ón mBlascaod*:

<https://www.tg4.ie/en/player/home/pid=5721501370001&teideal=Céad%20slán%20leis%20an%20Oileán&series=Cuimhn%C3%AD%20ón%20mBlascaod&dlft=NaN>

Similar proposals were espoused more recently regarding Donegal's Tory Island and Inis Bofin around 1980 when Donegal local authority and relevant Government departments actively encouraged Donegal's Inis Bofin and Tory Islanders to leave their Gaeltacht Island and engage in a resettlement programme. Donegal's Inis Bofin Island was largely depopulated during this process. Eligible disadvantaged families from Tory Island were offered County Council housing, but only if they agreed to move to the mainland, resulting in some disadvantaged Tory Island residents never receiving council housing on the island,

instead becoming permanent residents in mobile homes and other temporary dwellings (Patsy Dan Mac Ruairí, Rí Thoraí, 2018). In addition, no significance was given to the potential language and cultural heritage loss which had occurred in 1953 of the unique dialect of the Irish language spoken on the Blasket Islands being repeated on Tory Island 30-40 years later. TG4 documentary explored some of these themes in: *Toraigh: Creag Bheag i Lár na Farraige*:

<https://tg4.ie/en/player/home/?pid=6104573161001&title=Toraigh:%20Creag%20Bheag%20i%20L%C3%A1r%20na%20Farraige&series=Toraigh:%20Creag%20Bheag%20i%20L%C3%A1r%20na%20Farraige&genre=Faisneis&pcode=058233>

Within each island community, the provision of education service, including primary and post-primary school services has become a central aspect and recurring theme regarding the long-term sustainability of the islands themselves (DCHG, 2019; COÉ 2018).

Regarding Primary School education facilities, in the 1960s there were approximately 25 off-shore Island primary schools, but only 11 primary schools remain today (Ferriter, 2018). Only two islands, Inis Mór, Árainn, Co. na Gaillimhe and Árainn Mhór, Co. Dhún na nGall have two primary schools each, the remaining seven schools distributed across seven inhabited islands (DES, 2019). 8 of 11 off-shore island primary schools are Gaeltacht schools. Regarding off-shore Island Post-Primary provision, Coláiste Naomh Éinne, Inis Mór; Coláiste Naomh Eoin, Inis Meáin; Coláiste Ghobnait, Inis Oírr; Coláiste Phobail Cholmille, Oileán Thoraigh and Gairmscoil Mhic Diarmada, Árainn Mhór are all managed by Galway and Roscommon Education and Training Board (GRETb) and Donegal Education and Training Board (DETB) (DES, 2019).

All 11 island based primary schools and all 5 post-primary schools are small schools (DES, 2019) and all are vulnerable, (COÉ, 2018; DES, 2019).

Historical Background and Context of Offshore Island education in Ireland

In 2007 the European Small Islands Federation (ESIN) published a report regarding Sustainable Islands: **Meeting the Challenges of Small Islands**.

“On small islands overall sustainability is dependent upon having access to schools in order to maintain populations as well as attract newcomers” (p. 36)

<https://europeansmallislands.files.wordpress.com/2012/01/meeting-the-challenges.pdf>

March, 2017: DES established a **High-Level Task Group on Island Education**, to examine the challenges facing off-shore island schools. The DES group met Galway and Roscommon Education and Training Board (GRETb) and Donegal Education and Training Board (DETB) in March 2017 and again in March 2018, to flesh out the ETBs’ proposed solutions to island schools’ challenges. The respective ETBs had developed proposals in consultation with the 5 island post-primary schools, Island communities, and in consultation with COÉ, having regard to international practice and policy regarding islands. DES included addressing island education challenges in its 2018 **Action Plan for Education**, published in February 2018.

<https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/action-plan-for-education-2018.pdf>

8 May, 2017: Joint Oireachtas Committee on Gaeilge, Gaeltacht and Islands held an evidence gathering session in Coláiste Éinne Inis Mór, addressing themselves to Sustainable Islands with a particular focus on Island Education Provision, and highlighted the difficult circumstances experienced by post-primary island-based schools in Ireland.

https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/comhchoiste_na_gaeilge_na_gaeltachta_agus_na_noilean/reports/2017/2017-10-05_tuarascail-ar-an-toscaireacht-chuig-inis-mor-oileain-arann-contae-na-gaillimhe_en.pdf

17 December, 2017: Joint Oireachtas Committee on Education and Skills (JOCES) invited key stakeholders to attend and provide testimony in Oireachtas Éireann, to assist parliamentarians in developing appropriate policy for off-shore island education to address concerns that the lack of appropriate policy initiative could lead to the total depopulation of Ireland's Islands over time, following the pattern of The Great Blasket, Donegal's Inishbofin and approximately 15 other previously inhabited islands, with the loss of very significant cultural, Irish language and heritage resources and with long term damage to the economic, cultural and tourism industry potential of these remote island communities. Galway and Roscommon Education and Training Board (GRETB); Donegal Education and Training Board (DETB); Gaeloideachas (Gaelscoileanna) Coláiste Naomh Eoin Inis Meáin, ETBI, and INTO and TUI all made submissions and or attended to give evidence at the public session;

- GRETB, evidence to JOCES Committee Meeting, 19/12/2017

<https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/r%c3%a1iteas-tosaigh---gretb.pdf>

- DETB, evidence to JOCES Committee Meeting, 19/12/2017

<https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/opening-statement---donegal-etb.pdf>

- Coláiste Ghobnait, evidence to JOCES Committee Meeting, 19/12/2017

<https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/r%c3%a1iteas-tosaigh---col%c3%a1iste-ghobnait.pdf>

- Coláiste Naomh Éinne, evidence to JOCES Committee Meeting, 19/12/2017

<https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/r%c3%a1iteas-tosaigh---col%c3%a1iste-naomh-%c3%89inne.pdf>

- Gaeloideachas, evidence to JOCES, June 2017

<https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/2017-222-aighneacht---gaelscoileanna-teo.pdf>

- INTO, evidence to JOCES, 19/12/2017

<https://webarchive.oireachtas.ie/parliament/media/committees/educationandskills/presentations/opening-statement----into.pdf>

Comhdháil Oileáin na hÉireann (The Irish Islands' Federation)

Comhdháil Oileáin na hÉireann (COÉ) is the representative body of the inhabited offshore islands of Ireland. COÉ's role comprises advocating for islands and interacting with Government Departments, Statutory Bodies etc. COÉ is State funded to support its role as a national advisory body regarding Islands' issues, including services, infrastructure, consultative engagement with DCHG and other Statutory Bodies which may have remits including potentially providing services or infrastructure to an Island, and or regarding any public policy matters. Most Government Departments, Statutory Bodies would routinely engage with COÉ on island infrastructure or island services or policy issues, as outlined in DCHG Consultation documents. <https://www.chg.gov.ie/app/uploads/2019/12/2019-islands-policy-consultation-paper.pdf>

COÉ engaged with GRETB as a Statutory Body for Education Provision regarding possible provision of a post-primary school, and also regarding other education and training services, including Further Education to islands in general, but specifically COÉ engaged with GRETB in 2019 regarding post-primary provision in Inishbofin Island off the north Galway coast.

It was through intervention by COÉ in developing its own Strategic Plan, including Education Provision on islands, that a discussion regarding possible provision of post-primary education occurred, leading to the COÉ, Inishbofin Development Company and GRETB meeting in Inishbofin on 24 May 2019, a meeting also attended by Príomhoide, Inishbofin National School. This meeting was to be followed up in Sept/Oct 2019 with a public meeting in Inishbofin, a meeting postponed on two occasions, which finally occurred 17 January 2020.

April 2017 - Comhdháil Oileáin na hÉireann (COÉ) AGM and Island Conference was held on Inishbofin in 2017 and the question of post-primary education provision on off-shore islands with sustainable populations was revisited, having previously been explored during 1990s.

The island education landscape had evolved considerably since 1990s, as Coláiste Ghobnait, Inis Oírr was by that time providing full post-primary education to all years; Coláiste Naomh Éoin, Inis Meáin was well established with approximately 40 pupils and Coláiste Cholmcille, Oileán Thoraí had been established in 2006. GRETB and DETB worked individually and collectively in cooperation with ETBI to support and sustain vulnerable island schools, including emphasizing the island schools' challenges at Education and Training Boards Ireland (ETBI) Congress 2015 in Galway. ETBI represents ETB's interests and advocates for them at a national level. <http://oileain.net/>

GRETB: <http://galwayroscommon.etb.ie/> ; DETB: <https://www.donegaletb.ie/> ; ETBI: <https://www.etbi.ie/>

Donegal County Council <http://www.donegalcoco.ie/> and Galway County Council <http://www.galway.ie/en/> Island Committees were also well established in seeking to

improve services and infrastructure on offshore islands. They also examined social infrastructure and then represented islands requirements within the local authority and beyond.

February, 2017: An Taoiseach, Enda Kenny TD asked that Island Education be included in a Cabinet Sub-Committee agenda for **Coiste Rialtais don Ghaeilge**, chaired by An Taoiseach. Secretary General of An Roinn Cultúir Oidhreacht agus Gaeltachta was asked to develop a briefing document in cooperation with the two ETBs providing post-primary schools, for An Taoiseach. The matter was discussed by the Cabinet Committee and addressed the numerous challenges faced by small vulnerable post-primary schools located on off-shore islands. This led to the establishment of **Department of Education and Skills (DES) High Level Task Group on Island Education** some weeks later. Following engagement by DES with GRETB and DETB throughout 2017 and 2018, Islands Education was included within DES work programme.

February, 2018 - DES Action Plan for Education:

DES Strategic Plan and consequent **Action Plan for Education (2018)** recognised the challenges faced by Island Schools as outlined in Action 23.7.

23.7 Develop proposals for the introduction of measures to address the challenges faced by island schools to support and improve their educational provision.

<https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/action-plan-for-education-2018.pdf>

European Small Islands Federation (ESIN)

Comhdháil Oileáin na hÉireann, is an active member of **European Small Islands Federation (ESIN)**. ESIN is a federation of EU countries with islands to represent member states islands' interests. ESIN performs a similar role to COÉ, but at a European level. ESIN assists national federation members in developing strategy and policy for improvement of public services and infrastructure and services. ESIN assists in representing and advocating for Island Interests with European Parliament, European Commission and other European Institutions and EU Member State Governments.

ESIN works in close cooperation with the **European Parliament Intergroup Seas, Rivers, Islands & Coastal Areas (SEARICA)** within the European Parliament. SEARICA <http://www.searica.eu/> has emphasised the importance of EU member states implementing Article 174 of Lisbon Treaty, https://eur-lex.europa.eu/eli/treaty/tfeu/2008/art_174/oj which is binding on EU member states to ensure that the Cohesion Objectives of the Lisbon Treaty are delivered. Specifically, Article 174 of Lisbon treaty obliges EU Member states to make appropriate provision to eliminate or reduce disadvantage faced by remote areas, including islands through special measures, and specific policy initiatives:

Article 174

(ex Article 158 TEC)

In order to promote its overall harmonious development, the Union shall develop and pursue its actions leading to the strengthening of its economic, social and territorial cohesion.

In particular, the Union shall aim at reducing disparities between the levels of development of the various regions and the backwardness of the least favoured regions.

Among the regions concerned, particular attention shall be paid to rural areas, areas affected by industrial transition, and regions which suffer from severe and permanent natural or demographic handicaps such as the northernmost regions with very low population density and island, cross-border and mountain regions.

https://eurlex.europa.eu/summary/glossary/economic_social_cohesion.html Social cohesion measures are implemented on Ireland's islands by Dept of Agriculture, DSP, Department of Health and other Irish Government Departments, through invoking special measures under Article 174 Lisbon Treaty, to reduce disadvantage of marginal communities living on remote Islands.

International and EU off-shore islands: approach to public services provision including education

Some European countries such as Finland, Scotland and Croatia have taken a legislative approach or a rights-based approach to provision of infrastructure and services to all islands within their countries. Other EU member states such as Italy, Portugal and Spain have adopted such approaches regarding larger islands only. Yet other EU countries, including Estonia, Greece, Italian Small Islands, Sweden, Denmark, Netherlands, have island development measures supported by regulation, by regional authorities. Clearly, many EU states have island development measures underpinned by either legislation or regulation, many having adopted a whole of Government Policy approach regarding islands and island proofing when significant decisions are being taken at a national level.

A small number of EU countries including Iceland, UK, and Ireland have adopted a less coordinated approach and rely on various ad-hoc measures, not underpinned by either legislation or regulation to support islands, island infrastructure and services including school provision.

ESIN has attempted to research and coordinate information regarding the approach adopted by each European country, whether legislative, policy based or in the case of some countries, an ad-hoc, sporadic approach. In Finland, SANK, a government appointed Statutory Body for Islands and Island Sustainability, has a duty to ensure Finnish Islands' sustainability, undertaking policy initiatives to ensure a sustainable future for children and young people on islands, in addition to undertaking and commissioning research (Prost; Werde, 2019).

http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161269/2019_1 MMM Saaristo_ja vesistoaluepolitiikat Euroopassa.pdf

ESIN has stated that its intention is to have a White Paper produced on Islands and Island Sustainability within the lifetime of the new European Parliament 2019-2024, which would ensure that Member States understand and deliver their obligations under Article 174. This if achieved would assist in ensuring sustainable islands for generations to come.

The Scottish Context

Scotland has addressed its small rural schools and Island Schools within the framework of the Islands' Act (Scotland) 2018, <http://www.legislation.gov.uk/asp/2018/12/enacted> and the Commission on the Delivery of Rural Education Report (2013), <http://www.gtcs.org.uk/web/FILES/about-gtcs/dual-reg-consultation-report-delivery-rural-education.pdf>

The Commission for the Delivery of Rural Education was asked to review the Schools Consultation Scotland Act 2010 and its application and make recommendations on the delivery of all aspects of education in rural areas, 38 clear recommendations were made, including:

1. The Scottish Government and local authorities should agree a coherent rural regeneration strategy to support economic outcomes for rural areas. The Scottish Government and local authorities should agree a coherent rural regeneration strategy to support economic outcomes for rural areas.
2. Local authorities, the Scottish Government, teaching institutions and trade unions should work together to explore innovative solutions to reduce the barriers to teaching in remote areas; and to ensure effective delivery of CPD to teachers in rural schools, learning from international best practice to reduce teachers' isolation and sustain skills and development.
3. There must be a commitment to resource the curriculum in small rural secondary schools to support the achievement of positive outcomes and destinations for young people. This will require innovative and flexible arrangements to be developed including use of local primary school teachers and other experts within the local community.
4. Local authorities, together with their health and other Community Planning partners, should consider rural education holistically for their area, from early years to further and higher education, actively seeking solutions to enhance the viability of rural communities.

DES Action Plan 2019: Cumasú - Empowering through Learning

DES Action Plan for Education 2019 sits with **DES Statement of Strategy 2019 –2021**. DES Statement of Strategy sets out vision, mission, values and goals for the three years, 2019-2021. Both plans emphasise DES goal of reducing disadvantage and supporting the most marginalised and socially and educationally disadvantaged students within the Irish Education system.

DES Vision (p. 6)

“A progressive and equitable education and training system has the power to transform lives - the transformation begins with the individual, and moves outward: to family, to community, to society. It brings important social and economic benefits in the form of self-confident and dynamic communities – communities which foster social stability, independence, creativity and entrepreneurial endeavours.”

“We want to empower learners by offering a wide range of learning opportunities and experiences, reaching out to all learners– including those impacted by disadvantage, learners who need additional educational supports and learners who wish to return to education to enhance their skills.”

DES Values (p. 7)

“We place the learner at the centre of education strategy and policy development and value learning as a public good, in light of its core role in the development, cohesion and wellbeing of an inclusive society.”

“is the key to giving every child an equal opportunity in life. No child should be left behind in economic recovery and we should use our strengthening economy to become a leader in the provision of world- class education and skills.” (pg. 8)

“We can be measured as a society by how we look after our most vulnerable and by the way we treat and respect each other.”

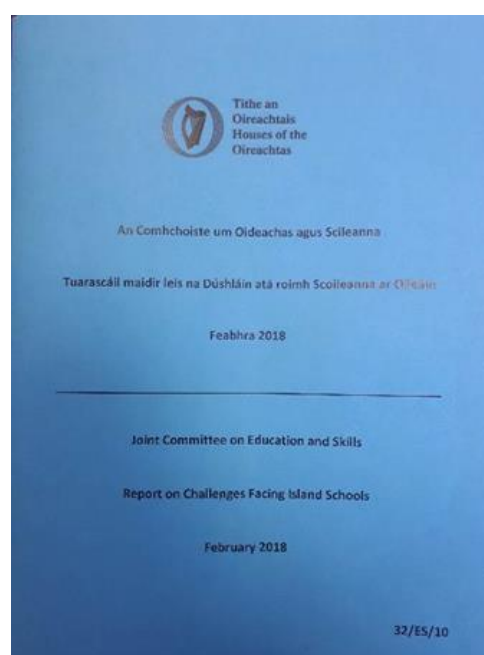
DES Goals (p. 15)

GOAL 2: *“We will advance the progress of learners at risk of educational disadvantage and learners with special educational needs in order to support them to achieve their potential.”*

<https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/action-plan-for-education-2019.pdf>

February 2018: Joint Oireachtas Committee on Education and Skills (JOCES) Report on Off-shore Island Education published a well-researched exploration of Island Education in Ireland, with eight specific recommendations designed to ensure sustainable schools to support the concept of Ireland’s islands as sustainable places to live and work:

1. That the allowance for teachers in island schools be reinstated to recognise the additional pressures and constraints of the role.
2. That school budgets should be increased by at least €20,000 for each post-primary secondary school on an offshore island, to reflect the actual running costs of that school.



3. That the formula for teacher allocation on island schools be amended and numbers increased to reflect the unique needs of island schools.
4. That the Minister investigates the possibility of extending the scholarship scheme for island schools and removing the exclusion of Gaeltacht pupils from the eligibility criteria, including liaising with cabinet colleagues where necessary to make this possible.
5. That independent school status be granted to Coláiste Naomh Eoin, Inis Meáin.
6. That DEIS status to be awarded to the five post-primary island schools.
7. That a specific policy to address the needs of island schools is drafted and implemented.
8. That a system of 'island proofing' be implemented for legislation, policies and initiatives produced by the Department of Education and Skills in the future.

JOCES report:

https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/joint_committee_on_education_and_skills/reports/2018/2018-02-27_report-on-challenges-facing-island-schools_en.pdf

May 2018: MIC & UL International Conference on Immersion Education:

<http://www.foras.ie/en/an-dara-comhdhail-taighde-uile-oileanda-ar-an-tumoideachas/>

One conference session examined off-shore island education provision in Ireland, with particular reference to post-primary education provision on Gaeltacht Islands in Ireland, contrasting Scotland's legislative approach to island services and provision, (Islands (Scotland) Act 2018: <http://www.legislation.gov.uk/asp/2018/12/enacted>).

17 June 2018 - DES Island Education announcement by DES and Irish Government, improving certain aspects of off-shore island education provision:

1. Increased teacher allocation for each of the island post-primary schools from its present allocation of 1 whole-time equivalent post to 1.5 whole-time equivalent posts from September 2018
2. An additional ring-fenced budget of €15,000 per annum for each post-primary island school to cover their additional operational costs
3. The establishment of Coláiste Naomh Eoin, previously designated as a Language Unit (Aonad), as an independent stand-alone school on Inis Meáin, Co Galway. This change in status will result in the appointment of a principal and deputy principal, the establishment of a board of management for Coláiste Naomh Eoin, and the allocation of standard capitation and other grants to Galway/Roscommon ETB for the school.

<http://education.ie/en/Press-Events/Press-Releases/2018-press-releases/PR18-06-17.html>

Joe McHugh, Minister for the Irish language, Gaeltacht and the Islands, said:

"The islands are valuable communities and this money demonstrates a clear vision for their Irish language medium schools to be properly resourced and to expand and improve the teaching of key subjects such as the sciences.

"I know this will make a huge difference to communities on the islands off Donegal and Galway and will be a welcome boost to the teachers, equipping children and teenagers with the skills they need for the future."

April, 2018 - Comhdháil Oileán na hÉireann (COÉ) Island Conference/AGM was held on Sherkin Island. The theme of the conference was **Island Education and Sustainability**, in line with the DES Action Plan for Education which had been published two months previously and for the first time ever reference island education.

January, 2019 - Comhdháil Oileán na hÉireann initiated a review of Education Policy and Provision on Irish Islands as part of COÉ Strategic Plan, which included an examination and review of DES Strategic Plan an Action Plan for Education; ETBs' Strategy Statements and Service Plans; Department of Culture, Heritage and Gaeltacht (DCHG) Strategy Statement, Service plan and Annual Report; Inter-departmental Island Sustainability Working Group terms of reference and consultation proposals and also some international best practice in evidence across Europe and elsewhere.

26 June, 2019: DES Symposium on Small Schools recognised and valued the DES commitment contained in the **Programme for a Partnership Government 2016**, not to close any small school without the consent of the parents and consultation with all relevant stakeholders. Island schools' provision and context in Ireland was outlined by DES at the Symposium

4.3.c) No Closure of Small Schools to protect the sustainability and viability of rural communities we will not close any small school without the consent of parents. Existing support schemes will remain open for new infrastructural investment in schools. (Pg 47)

[https://www.merrionstreet.ie/MerrionStreet/en/ImageLibrary/Programme for Partnership Government.pdf](https://www.merrionstreet.ie/MerrionStreet/en/ImageLibrary/Programme%20for%20Partnership%20Government.pdf)

*In addition **26 June 2019** whilst hosting a consultation symposium on sustaining small schools, Minister McHugh stated said:*

"Small schools can and do provide an excellent education to our children, right in the heart of their communities. I went to a small school as a child. I live in an area where small schools are a facet of life and that is replicated up and down the country. They are often the heartbeat and lifeblood of a community."

"Almost half of our schools are small schools, and almost 15 per cent of our children attend one. The Government is committed to supporting and strengthening these

schools, to ensure their long-term sustainability. “Ní neart go cur le chéile – we need to work together to find new ways of supporting small schools.”

<https://www.education.ie/en/Press-Events/Press-Releases/2019-press-releases/PR19-06-26.html>

24 May, 2019: - Comhdháil Oileán na hÉireann invited GRETB and Inishbofin National School Principal to partake in a discussion, to scope out protocols, arrangements and processes for making an application to GRETB and/or DES for an Inishbofin island post-primary school and also to develop an appreciation and understanding of post primary education provision on Ireland’s Islands.

September 2019: Education and Training Boards Ireland (ETBI) included Developing off-shore Island education within the workplan of its Directors of Schools Key Leaders Forum.

Background and History of Inishbofin Community Application for Post-Primary School

1996 - Inishbofin Island Community explored a post-primary school application.

The process included engagement with islanders, including eliciting the student voice of Primary children resident on the island, contact with Co. Galway VEC and a research paper was commissioned, attached (Appendix 1). It is possible that some engagement with the Department of Education and Skills may also have taken place at that time, although it appears that no formal application was submitted.

The 1996 Proposal did not develop into a formal decision regarding school provision by either DES or Co. Galway VEC, as it appears that no formal application to the DES was made, as no unity of position was arrived at on Inishbofin with regard to how best the educational requirements of Inishbofin children might be met.

In that context, the arrangement whereby children left the island at age 12 or 13 to attend post-primary school continued as had been the case up to that point, and indeed continued for the next 20+ years.

17th January 2020: A well-attended Public Meeting organised by Comhdháil Oileáin na hÉireann and the Inishbofin Community and attended by Galway and Roscommon Education and Training Board (GRETb) in Inishbofin, to explore the possibility of a post-primary school being established on the island, meeting the needs of the island community. Príomhoide Coláiste Ghobnait and GRETB Director addressed the meeting. GRETB was invited to attend the meeting as the Statutory State Body with responsibility and expertise in the provision of post-primary education throughout counties Galway and Roscommon, including experience provision of quality education on off-shore islands.

20th January 2020 - Q&A - GRETB received 40 written questions from the Inishbofin community after the public meeting on 17 January, GRETB provided answers to these questions on 20 January 2020 (see Appendix 2). GRETB issued the Q&A document by email to all attendees who were at the public meeting.

24th January 2020 - A delegation from Inishbofin visited Col Ghobnait, Inis Oírr on Friday 24 January to understand the context of an island post-primary school operated by GRETB.

26th January 2020 - A further Inishbofin meeting was convened on Sunday 26th January (not attended by any GRETB staff), where agreement was reached unanimously to proceed with developing an application to establish a GRETB post-primary school, and a steering committee to arrange for same was selected from the community, to progress the application through GRETB into Department of Education and Skills.

3 February 2020: The Inishbofin Post-Primary School Steering Group made contact with a number of Co Councillors and TDs seeking support for their application to DES for post-primary school provision which they intended to submit to DES through GRETB that week.

3rd February 2020 - GRETB received a post-primary school proposal from the Inishbofin community. The proposal included correspondence from the Chairperson of Inishbofin Development Co. in relation to proposing the use of the community centre as an appropriate building. GRETB also received personal testimonies and challenges from parents, available on file if need to be reviewed, as these contain sensitive personnel information. GRETB responded seeking significant additional information.

7th February 2020 - GRETB received a revised submission on behalf of Inishbofin Community Post-Primary Steering Group, and further supporting information and revisions of School Application documentation up to early March 2020.

February 2020 - During Summer 2019, Department of Culture, Heritage and Gaeltacht established an **Inter-Departmental High-Level Task Group**, in consultation with COÉ, to examine off-shore Island Sustainability, exploring significant aspects of Island life, including education provision. Recommendations will emerge from this process which invited and attracted submissions from several education stakeholders, including GRETB; TUI; Gaeloideachas; ETBI; INTO; NAPD; IPPN; NPCPP; Conradh na Gaeilge.

Folder containing submissions: https://gretb-my.sharepoint.com/:f:/r/personal/aine_griffin_gretb_ie/Documents/Island%20Sustainability%20Submission?csf=1&e=naigdE

Off-shore Island Education in Ireland (post-primary)

While 23 of the main Irish islands are currently inhabited (CSO, 2016) only 11 Irish off-shore islands have schools, mostly very small primary schools. Off-shore island populations have fallen very significantly in recent years particularly on islands with poor infrastructure, including educational facilities.

Population of the main Offshore Islands of Ireland: https://gretb-my.sharepoint.com/:b:/r/personal/aine_griffin_gretb_ie/Documents/Daonra%20Oile%C3%A1in%20na%20h%C3%89ireann.pdf?csf=1&e=XVj7aV

Ireland has only five off-shore island post-primary schools, all of which are ETB, co-educational, multid denominational Gaeltacht schools, under the patronage of GRETB and Donegal Education and Training Board (DETB).

GRET School	Est.	Pupils (2019/20)
Coláiste Naomh Éinne, Inis Mór	1953	55
Coláiste Naomh Eoin, Inis Meáin	2002	40
Coláiste Ghobnait, Inis Óírr	1986	24

DET School	Est.	Pupils (2019/20)
Coláiste Phobail Cholmcille, Oileán Thoraigh	2006	6
Gairmscoil Mhic Diarmada, Árainn Mhór	1994	96

Notwithstanding the additional challenges faced by these island schools arising from their off-shore island remote locations, ETB island schools have built up a reputation for being well led and managed, academic excellence, resilience, innovation in adopting and adapting teaching and learning methodologies, including experimenting with distance learning to best support their communities. Research in Scotland has had similar findings regarding small rural schools, including island schools citing the high quality of education provision, progression and outcomes (p. 21).

Island communities, school Boards of Management and ETB Board members arranged for aspects of the issues to be explored at five separate Oireachtas Committees between November 2016 and March 2018. Two significant reports issued, highlighting the challenges of off-shore island schools:

1. Joint Oireachtas Committee on Gaeilge, Gaeltacht and Islands 2017:
<http://www.oireachtas.ie/parliament/media/committees/irishlanguage/Tuarasc%C3%A1il-ar-an-Toscaireacht-chuig-Inis-M%C3%B3r,-Oile%C3%A1n-%C3%81rann,-Contae-na-Gaillimhe-ar-an-8-Bealtaine-2017.pdf>
2. Joint Oireachtas Committee on Education and Skills 2018:
<http://www.oireachtas.ie/parliament/media/committees/irishlanguage/Tuarasc%C3%A1il-ar-an-Toscaireacht-chuig-Inis-M%C3%B3r,-Oile%C3%A1n-%C3%81rann,-Contae-na-Gaillimhe-ar-an-8-Bealtaine-2017.pdf>

Inishbofin Island & Education on Inishbofin island

The island of Inishbofin in Co Galway is situated off the NW coast of Connemara. Inishbofin is 68 miles from Galway city, 14 miles from the nearest town of Clifden, and 7 miles by sea from the mainland port of Cleggan. The island has an area of 1010 ha, is 5.6km long and 3.4 km and its maximum width. The highest point on Inishbofin is 292 feet.

Most of the coastline is rugged, but there are several bays where the land runs to the sea. Inishbofin has an excellent natural harbour on the south side and it is also one of the safest harbours in the country. The island has a long maritime history and still has a small fishing

fleet today. The island has 3 piers, 2 functioning piers in the South harbour and one at the East End (destroyed in the 2014 storm).

Inishbofin is accessed by one registered passenger ferry, which runs between Inishbofin harbour and Cleggan harbour. The passenger service runs twice daily all year round and is subsidised by the Department of Culture, Heritage and the Gaeltacht (DCHG). There is a freight boat service which runs two days a week which is also subsidised by DCHG. There is an emergency service provided by helicopter, through the state emergency services, for the seriously ill, or on occasion the Clifden based RNLI.

Inishbofin has a two teacher National School, a full time Public Health Nurse, a Post Office and a grocery shop. The Community Centre houses many activities.

Currently **Inishbofin National School/Scoil Náisiúnta Inis Bó Finne** has 12 students and 2 teachers, a part-time resource teacher and one SNA. It has **DEIS status**. 12 children currently attend the 2-classroom school. 11 children attend post-primary schools on the mainland in Clifden, Westport, Galway and Limerick.

Scoil Náisiúnta Inis Bó Finne is a two teacher, co-educational, denominational primary school located on the island of Innisbofin. The original school was established in 1890 and replaced two older structures, a girls' school in Fawnmore and a boys' school in Middlequarter. The school currently caters for 12 pupils, from junior infants to sixth class.

The school employs a part-time secretary and has access to a caretaker as required; these provide invaluable support for the school. The school participates in numerous curricular and extra-curricular activities, both during and after school time, which requires onerous travel and time commitments due to its geographical location.

The school recently had a DES whole school evaluation WSE-MLL;

https://www.education.ie/en/Publications/Inspection-Reports-Publications/Whole-School-Evaluation-Reports-List/report1_13927H.htm

At a District Electoral Division Level the **County Galway local poverty profile 2005** demonstrates that overall Galway nationally scores relatively well in relation to deprivation and disadvantage, however at Urban/Rural Level Inishbofin deviates from the average, consistently presenting a level of disadvantage well above national and county Galway levels:

Summary of Indicators

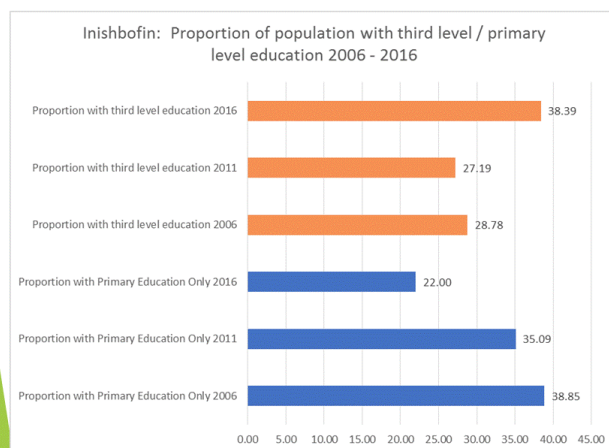
Area	Indicator					
	Economic dependency rate	Unemployment rate	Combined higher social class	Unskilled manual labour	Low education	Third level education
State	1.4	8.8%	31.6%	5.6%	21.1%	24.7%
County Galway	1.5	8.7%	29.9%	5.8%	26.2%	21.5%
Inishbofin	2.4	31.2%	23.6%	25.8%	46.5%	19.4%

<http://www.socialinclusion.ie/documents/GalwayCoCoInside.pdf>

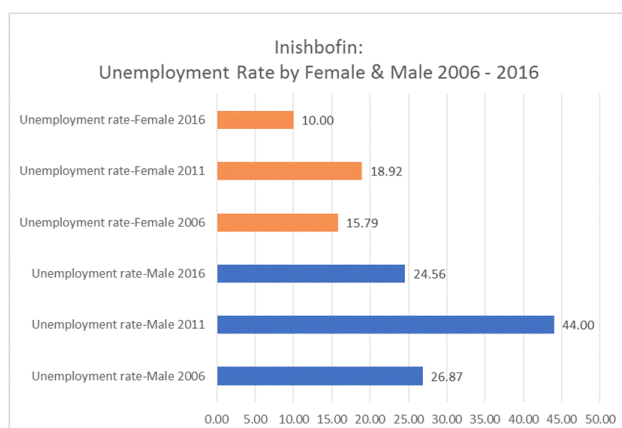
In all of the indicators presented, Inishbofin performs consistently worse in comparison with the national average and the average for County Galway.

The Pobal HP Deprivation Index 2006 – 2016 clearly demonstrates that increases in educational attainment although accepted as still being below the national average, results in some reduction in unemployment: See below, slides 7 & 8 from GRETB Inishbofin: Data Analysis (Appendix 4)

<https://maps.pobal.ie/WebApps/DeprivationIndices/index.html>



This almost reversal in low educational attainment in 2006 and increase in third level education attainment in 2016 would indicate as we might expect that higher levels of educational attainment leads to less deprivation and decreases in unemployment particularly amongst both the female and male population. (see next slide)



Still however this analysis (Appendix 4) demonstrates a population decrease on Inishbofin between 2006 and 2011 (slide 2) yet an increase in the number of children in age range 0 – 19 years (Slide 9). A paradox which indicates that when educational attainment increases people tend to be more likely to be in a position to stay on an island, rear their children and are actively engaged in employment.

This national and international data supports the Inishbofin islander's contention within their submission that appropriate education provision on the island increases sustainability of the community, in line with their submission requesting a post-primary school on the

island and slide 12 demonstrates that combined potential student transfers from Inishbofin & Clare Island from national school to post-primary in 2020 (Max 10, Min 2, Mean 5) indicating that the numbers are potentially there to achieve this, in line with provision on other off-shore islands.

The Inishbofin Submission/Application

The Evaluation Process

Initial submission received by GRETB from Inishbofin community 04 February 2020. GRETB sought additional information, and a revised more substantial submission with supporting documentation and a research paper was received 7 February, 2020. Supplementary information was provided on Friday 28th February, and various additional pieces of information were received into March 2020.

The proposal was mentioned at GRETB Board meeting on 11 February 2020 and GRETB Executive emphasised that a fully considered and fully costed proposal, including assurances that the necessary resources would be provided by DES on an ongoing basis would be required, if such a school were to be provided, to ensure that GRETB was not left in a compromised position attempting to continue to carry the existing 8 small schools, 6 of these with less than 100 pupils, including three on off-shore islands, but without the necessary resources from DES to maintain provision beyond the initial start-up phase.

Small schools, particularly island schools require specific resourcing, and this must be provided on an ongoing basis. GRETB does not currently have any resources to carry an additional island school - such resources must come from DES if the school is to be established and sustained.

Resources required to establish and maintain Inishbofin Community College

Resources required to establish and maintain Inishbofin Community College:

1. Access to temporary accommodation (possible Inishbofin Development Company's Community Centre and Offices).
2. Commissioning of temporary accommodation
3. Steps to establish longer term permanent accommodation.
4. Teaching Resources
5. Administration and Caretaking Services @ 0.5 WTE and 0.5 WTE respectively
6. SNA in accordance with NCSE decisions
7. SET (SEN Teachers) - Allocations in accordance with NCSE and SENO decisions

Teaching Allocations @ LTPE 12-24 students

Establishment year and subsequent year (2020-2021 and 2021-2022) - @ 5-9 students:

Príomhoide	@ 1.0 WTE
Príomhoide Tanáisteach	@ 0.25 WTE
Island	@ 1.50 WTE
10 Enrolment Teaching Allocation	@ 0.50 WTE
Co-ed single catchment	@ 0.50 WTE
Curricular Concession	@ 1.50 WTE
SET/SEN	TBA by NCSE
Chaplain	@ 1.00 WTE
Total:	6.25 WTE

School fully operational from 2022 – 2023 @ 12-19 students:

Príomhoide	@ 1.0 WTE
Príomhoide Tanáisteach	@ 0.25 WTE
Island	@ 1.50 WTE
Enrolment at 19 students	@ 1.00 WTE
Co-ed single catchment	@ 0.50 WTE
Curricular Concession	@ 2.00-3.00 WTE
SET/SEN	TBA by NCSE
Chaplain	@ 1.00 WTE
Total:	7.25-8.25 WTE

Inishbofin Community College (working title)

Inishbofin Community College, should it be established, would be expected not to be the smallest off-shore island post-primary school in Ireland, nor would it be the largest. It is expected to be in the lower mid table range of off shore island schools with 12 – 24 students LTPE, in terms of size falling between Coláiste Cholmcille, Oileán Thoraí at 6 students/ 6.78 WTE and Coláiste Ghobnait, 24 students/8.9 WTE, accordingly regarding a teaching allocation somewhere approximately the mean of these two schools at 7.25-8.25 WTE.

Next steps/Recommendations

GRETB's recommendation is that the proposal be seriously considered by DES with a view to a favourable decision regarding establishing a post-primary school and advises that the school be **designated as a Community College** under the patronage and management of GRETB. Inishbofin community reported widespread support locally for the project including support from Bishop Michael Neary and his local representative, Inishbofin Parish Priest. Inishbofin Island has been disadvantaged in comparison with other rural areas of Ireland and disadvantaged even in comparison with other islands. The proposal is in keeping with stated Government policy, including Ireland's Rural and Spatial Strategies, Irish Education Policy and Islands' Policy to have island schools established and maintained on other offshore islands in Ireland.

Given that most islands with significant populations have post-primary schools already in line with DES policy, this proposal falls into a similar category. The LTPE suggests that the proposed school would be in the mid table of offshore island schools. For this reason also it should not create a precedent regarding other islands.

GRETB emphasises, however, that sustainability and long term viability is the most important aspect of this proposal. If DES grants approval for GRETB to establish a post-primary school on Inishbofin, to be designated as **Inishbofin Community College** (working title), the required resources as outlined both within the documentation and as articulated previously regarding required resources to operate any off-shore island post-primary school must be made available by DES to GRETB on a sustainable ongoing basis to ensure quality of provision for the Inishbofin Community College students, to such an extent that their educational opportunities while not identical to those of mainland students nonetheless afford reasonable opportunities and reduce disadvantage.

Given that all of Inishbofin Island has been highlighted consistently by Government official publications, including Spatial Strategy, Pobal Index of Disadvantage, and other official sources, as an area of considerable disadvantage relative to national norms, or compared to Co. Galway norms, including educational attainment and progression disadvantage, it is appropriate that specific resourcing be granted to alleviate and reduce the disadvantage for the current cohort of Inishbofin students and that relative disadvantage be reduced for the generations to follow.

For the reasons outlined above, GRETB recommends that DES approves GRETB to proceed to establish a post-primary school to be designated as GRETB's Inishbofin Community College in time for 2020 –2021 academic year for the Inishbofin community.

References and Bibliography

An Comhchoiste don Ghaeilge, na Gaeltachta agus do na hOileáin, (2017). *Tuarascáil maidir le cás scoileanna ar oileáin*. Tithe an Oireachtais.

An Comhchoiste um Oideachas agus Scileanna, (2018). *Tuarascáil maidir leis na dúshláin atá roimh scoileanna ar oileáin*. Tithe an Oireachtais.

An Roinn Oideachais agus Scileanna (2016). *Polasaí um oideachas gaeltachta*. Rialtas na hÉireann.

Baldacchino, G. (2006). *Islands, island studies*. Island Studies Journal, 1(1), 3– 18.

Bruton, R., (2017). Freagra an Aire Oideachais agus Scileanna ar óráid an Uachtaráin, ETBI, ag Comhdháil ETBI, 2017.

Bruton, R. (2018). *Minister Bruton announces ring-fenced funding for island post-primary schools in the Gaeltacht*. <https://www.education.ie/en/Press-Events/Press-Releases/2018-press-releases/PR18-06-17.html>

Cloke, P. (1977) "An Index of Rurality for England and Wales". Regional Studies, Vol. 11, pp 31-46.

Commins, P. (2000) "Agriculture and Rural Life" An Foras Forbartha: The National Institute for Physical Planning and Construction Research

Commission of the European Communities (1988) "The Future of Rural Society". CEC, Bulletin of the European Communities, Supplement 4/88, Brussels

Department of Agriculture and Food (1999) *Ensuring the Future – A Strategy for Rural Development in Ireland: A White Paper on Rural Development*

Department of Education and Science, (2001). *The allocation of teachers to second level schools. Report of the expert group to the minister for education and science*. Rialtas na hÉireann.

Department of Education and Skills, (2016). *Féinmheastóireacht scoile: treoirlínte 2016 - 2020, iar-bhunscoileanna*. Rialtas na hÉireann

Department of Education and Skills, (2016). *Looking at our school – school self-evaluation*. Rialtas na hÉireann

Department of Education and Skills, (2018). *Action plan for education*. Rialtas na hÉireann. ETBI. (2016). *ETBI 2016 annual congress programme*. ETBI.

Department of the Environment and Local Government (2000d) *Balanced Regional Development Technical Working Paper No.1, Spatial Planning Unit, Dublin*

Department of the Environment and Local Government (2000c) *The Irish Rural Structure & Gaeltacht Areas: Study Brief*, Spatial Planning Unit, Dublin

Department of the Environment and Local Government (2000a) *The National Spatial Strategy: What are the issues?*, Consultation Paper No. 1, Spatial Planning Unit, Dublin: February.

ETBI. (2017). *Aitheasc uachtaráin etbi*. ETBI 2017 Annual Congress, Kilkenny, September 2017, ETBI.

Ferriter, D. (2018) *On the Edge – Ireland's Off-shore Islands: A modern History*. Profile Books Ltd: London

Gill, P. (2017). *A case study of how an Irish island school contributes to community sustainability, viability and vitality*. Australian and International Journal of Rural Education Vol (27) (2) 2017, 31-45.

Gill, P. (2018). *Island schools and community sustainability*, Presentation to Comhdháil Oileáin na hÉireann, Annual Conference, Sherkin Island, Cork, 18/04/2018.

Government of Ireland, (1997) Report of the Rural Development Policy Advisory Group, Dublin, Stationery Office

Government of Ireland. (1998) *An tAcht Oideachais*.
<https://www.oireachtas.ie/documents/bills28/acts/1998/a5198i.pdf>

Government of Ireland. (2018). *National Risk Assessment*.
https://www.taoiseach.gov.ie/eng/publications/publications_2018/national_risk_assessment_2018_-_overview_of_strategic_risks_-_final.pdf

GRETB. (2017a). *Ráiteas tosaigh do chomhchoiste oireachtais um oideachas agus scileanna*. Cur i láthair déanta ag Comhchoiste Oireachtais um Oideachas agus Scileanna maidir le cruachás scoileanna ar oileáin,

GRETB. (2017b). *Aighneacht seolta chuig chomhchoiste oireachtais um oideachas agus scileanna*. Comhchoiste Oireachtais um Oideachas agus Scileanna maidir le cruachás scoileanna ar oileáin,

GRETB. (2018). *GRETB submission to Draft National Risk Assessment*.

Haase, T., (1999) *Poor People-Poor Places: "A Geography of Poverty and Deprivation in Ireland"*, Oak Tree Press.

Mac Pháidín, T., (2004) *'Oideachas lán-ghaeilge in éirinn'*. Gaillimh: Unpublished conference paper, comhdháil náisiúnta 2004 - principals' and deputy principals' association. 10--12 November 2004. pp. 21--27.

Mac Pháidín, T., (2017a). *‘Ráiteas tosaigh do chomhchoiste oireachtais um ghaeilge, ghaeltacht agus oileáin’*. Cur i láthair déanta ag Comhchoiste Oireachtais um Ghaeilge, Ghaeltacht agus Oileáin, maidir le cruachás scoileanna ar oileáin,

Mac Pháidín, T., (2018a). *‘Fóram gaeloideachais etbi - dúshlán reatha don tumoideachas san earnáil etb agus forbairtí le bliain’*. Cur i láthair déanta ag Comhdháil Oideachais ETBI, do Phríomhoidí agus do Phríomhoidí Tánaisteacha ETBI, An Muileann gCearr,

Mac Phaidín, T. (2018b). Óráid ag Oscailt Oifigiúil Choláiste Naomh Eoin mar scoil aonair neamhspleách. Inis Méain, Contae na Gaillimhe.

McCall, G. (1994). *Nissology: The study of islands*. Journal of the Pacific Society, 17(2–3), 1–14.

McCall, G. (1996). *Clearing confusion in a disembedded world: The case for nissology*.

Mc Hugh, A. (2017). *Ráiteas tosaigh phríomhfheidhmeannaigh DETB*, déanta ag Comhchoiste Oireachtais um Oideachas agus Scileanna maidir le cruachás scoileanna ar oileáin.

Ní Dhonnacha, B. (2016). *Iar-bhunscoil ar oileán-dúshlán ar leith off-shore island post-primary school- a unique challenge*. ETBI, (2016), issue 1, pp. 12-13.

Ní Fhatharta, M. (2015). *Presentation re Island Schools’ challenges to 2015 ETBI Annual Congress*. Galway, September 2015.

Ní Fhatharta, M. (2018). Óráid ag Oscailt Oifigiúil Choláiste Naomh Eoin mar scoil aonair neamhspleách. Inis Méain, Contae na Gaillimhe.

Ó Criomhthain, T. (1929). *An t-Oileánach*, Talbot Press.

OECD (1994) *"Creating Rural Indicators for Shaping Territorial Policy"*, Organisation for Economic Co-operation and Development, Paris.

OECD (1993) *"What Future for our Countryside?" A Rural Development Policy*, Organisation for Economic Co-operation and Development, Paris.

Ó Foghlú, S. (2012). Óráid Ard-Rúnaí, DES, ag Comhdháil Bhliantúil Gaelscoileanna, agus Eagraíocht na Scoileanna Gaeltachta, <http://www.gaelscoileanna.ie/2012/page/9/>

Ó Foghlú, S. (2014). Óráid Ard-Rúnaí, DES, ag Comhdháil Bhliantúil Gaelscoileanna, <http://www.gaelscoileanna.ie/news/media/oraid-an-ard-runai-an-roinn-oideachais-agus-scileanna-sean-o-foghlua-comhdhail-gaelscoileanna-teo/>

O Sullivan, J. (2015). Freagra an Aire Oideachais agus Scileanna ar óráid an Uachtaráin, ETBI, ag Comhdháil ETBI, 2015, i nGaillimh.

Pacione, M. (1995) "*The geography of deprivation in rural Scotland*", in Transactions of the Institute of British Geographers NS, Vol. 20.

Prost, P.; Werde, J. (2019). '*Island policies in Finland and in Europe*' Presentation to ESIN Islands' Conference in Hven, Sweden, September 2019.
http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161269/2019_1_MMM_Saaristo_ja_vesistoaluepolitiikat_Euroopassa.pdf

Rialtas na hÉireann. (2012). Acht na Gaeltachta.
<https://www.oireachtas.ie/en/bills/bill/2012/53>

Scottish Parliament (2018). *Purpose of bill: stage 1 report on islands (scotland) bill*.
<https://digitalpublications.parliament.scot/Committees/Report/REC/2018/1/22/Stage-1-Report-on-the-Islands--Scotland--Bill-1>

The Teaching Council. (2014) *Teacher Supply: Technical Working Group Interim Report*. December, 2014. <https://www.teachingcouncil.ie/en/fileupload/News/Interim-Report-of-the-Technical-Working-Group-on-Teacher-Supply.pdf>

TUI (2018). *TUI welcomes recommendations on off-shore islands schools*. TUI News, vol. 40, no.5, p6.

Twombly, R. (2018). *Grey Skies and Red Sweaters for Irish PM's visit to Inis Meáin*.
<https://europeansmallislands.com/2018/09/10/grey-skies-and-red-sweaters-for-irish-pms-visit-to-inis-meain/>

Varadkar, L. (2018). *Óráid an Taoisigh, an tUasal Leo Varadkar, T.D., ag Oscailt Oifigiúil Choláiste Naomh Eoin mar scoil aonair neamhspleách*. Inis Meáin, Contae na Gaillimhe, 5 Meán Fómhair 2018.

Appendix 1

Draft Report Island Education for Inishbofin Development Company (1996)

<https://gretb.sharepoint.com/:b:/r/sites/Principals/Shared%20Documents/Inis%20Bofin%20meeting%2017.12.20/Island%20Education%20Report%20by%20Frieda%20Ryan-compressed.pdf?csf=1&e=2e9Jv3>

Appendix 2

Questions and Answers regarding issues raised at Public Meeting Inishbofin, 17.01.2020

To discuss the possibility of opening a Post-Primary School on Inishbofin

Q1. Why does GRETB want to set up a secondary school on Bofin? How did this come about?

A1. It is one of the aims of Comhdháil Oileáin na hÉireann and Galway and Roscommon Education and Training Board (GRETb) to improve the social infrastructure on Galway offshore islands, including education infrastructure.

Q2. Is GRETB mandated to provide secondary schools on islands?

A2. Yes, subject to community support for same, and DES approval.

Q3. Who decides whether we get a secondary school or not?

A3. Community! If community decides, they don't want a post-primary school, then no school will come to Bofin. Similarly, if community decides not to attend or support island primary school and to attend elsewhere, then this would also be discontinued – same principle applies to primary and post-primary.

Q4. What level of funding will be available to set up a school on Bofin?

A4. Sufficient funding to create an effective school (subject to official sanction to proceed!)

Q5. How soon would the secondary school be ready?

A5. This depends on whenever work commences which in turn requires:

- (i) Community approval and support
- (ii) GRETB approval and support
- (iii) DES approval and support

Q6. What is the minimum number of children needed to start a school here?

A6. Not yet determined, Island schools are context dependent.

Q7. How many teachers would be employed given the small number of students? What is the pupil teacher ratio?

A7. Depends on number of pupils. Typically a post-primary would attract in whole time equivalents:

- 1 Principal
- 0.25 Deputy Principal

0.50 Co-educational single catchment area

1.0 Island allocation

0.5 (@PTR 19:1, if 10 students register)

1.0 (if recognised as small school)

? +Curricular concession from DES

? +Concession from GRET B

3.25 WTE – 4.0 WTE during early years

Minimum entitlement @ 10 students

4.75 WTE is Gaelcoláiste

3.75 WTE if English Medium

Curriculum concessions required would be approximately 1.0:2.5 WTEs each year. Depending on context.

Remember during early years only 1st year (or 1st and 2nd year) attending requiring 2.0 to 3.5 WTE respectively to provide full programme to two year cohorts.

Q8. Would there be a Resource teacher provided in the first year?

A8. Special Educational Needs Resource Teaching and or SNA provision from NCSE is determined by level of need.

Q9. Children who have already been allocated resource hours will they be guaranteed resource time in the first year as the process has already started for children who are due to leave this year?

A9. Students with SEN requirement are serviced throughout each year of post-primary school, including 1st year.

Q10. Will the secondary school be equal / same as other secondary schools on mainland in terms of subject choice and resources, engineering, woodwork, home economics, French etc. how will the subject choices be decided and cater for? The same standard will need to be provided.

A10. Island schools often need to attract and maintain higher standards, to ensure survival.

Level of subject choice dependent on student choice; parental choice; staffing available, as with all schools.

Q11. How many subjects will one teacher teach? And will they be qualified in each subject they teach?

A11. Teachers are assigned teaching duties by GRET B in GRET B schools, under direction of Principal Teacher. Some teachers teach one subject, some more than one, depending on qualifications and experience.

Q12. How does the process work? Does it start year one i.e. 1st year then progressing to 2nd year adding children in each first year? Or will it start with 1st 2nd years all starting together?

A12. Depends on community's proposal to GRETB and whatever GRETB and or DES may sanction (if anything) for delivery in Inishbofin subsequent to same.

Q13. Will there be extra-curricular subjects provided after school and provision for study?

A13. All GRETB schools (particularly GRETB's 3 island schools) offer extra-curricular and co-curricular activities. Details etc., including arrangements for after-school study subject to student and parent preferences and school's resources.

Q14. Will we be linked with Clifden Community School for some subjects and extra-curricular activities?

A14. GRETB is piloting a remote learning model for senior cycle science (physics) during 2019-2020, available currently to GRETB three island schools. DES is supporting this model.

Arrangements and proposals for suitable access to practical and specialist subject rooms would indeed be considered as part of any exploration of suitable sustainable models of provision for short term during pilot phase and also for longer term.

Q15. Will there be remote learning/skype etc.?

A15. See A14 above: question answered there.

Q16. Will we be linked/paired up with Clifden community school and their teachers?

A16. GRETB does not manage day to day provision within Clifden Community School, but has co-trustee status as patron and active engagement at Board of Management level.

All possibilities to ensure suitable provision may be explored.

Q17. After junior cert will the children be given equal choice and say in the choice of subjects they want for the leaving cert by Clifden Community School or will they have to accept what has already been chosen by their own students?

A17. That is a matter for Clifden Community School's policy regarding student transfers to that school into years other than 1st year.

Q18. Will our students be guaranteed a place in Clifden Community School or will they have to accept what has already been chosen by their own students?

A18. Completely for Clifden Community School to determine.

Q19. Has there been any consultation done with Clifden Community School regarding this endeavour?

A19. None to date with any party other than with Bofin Community and Inishbofin N.S., because until island community conveys interest to continue the exploration, nothing to discuss.

Q20. Will GRETB be able to maintain and sustain the school when there are no students leaving 6th class in a given year? As this will happen next year then there maybe one/two student year after then another year where there will be no children leaving 6th. So in the next three years there may only be a potential 4/5 students, if parents decide to send their children.

A20. Schools operate on overall attendance and enrolment not minimum numbers in any particular year group cohort (similar to island primary school).

Q21. If a parent feels that the quality of education is not good enough for their child can they pull their child without repercussions to the school?

A21. Under Bunreacht na hÉireann, parents are primary educators of their children. Each parent / student must decide which school best suits their needs and then apply to that school. If the island community do not attend the local island school(s) where available, then as elsewhere, those schools would be discontinued.

Simple answer to Q21: No students, then no school.

Q22. If children are coming in from the mainland to attend the school here how will they be told about the school? Are primary schools contacted in the Galway area or nationwide?

A22. Each post-primary school within GRETB has a fully qualified and dynamic Principal (and DP). A dynamic Principal's first duty in each GRETB school is to enrol students, arrange staffing etc. and to apply for all available resources to provide the best possible educational experience to parents and students that is why they are appointed as school leaders and paid appropriate salaries and allowances.

GRETB supports this activity and guides Principals regarding both best structure (and whenever necessary, minimum acceptable standards, should they not be met and apparent to all).

Q23. Is there a selection process to decide who comes in? example through scholarship?

A23. Every school must have an enrolment policy. This will form part of same.

Q24. How would the post primary school intent to establish itself and attract a student population without incentive and supports from grant aids available to gaelcholaisti?

A24. Staffing schedule for small island school previously inherited, Gaelcholáiste/Coláiste Gaelteacht attracts additional supports as previously indicated.

This is a question worth serious consideration as it would attract long term additional resources.

N.B. A consideration not explored at the meeting, but again worthy of further consideration is if the primary over time were to become a Gaelscoil, feeding into a Gaelcholáiste, i.e. all education on the island trí Ghaeilge with no English medium provision: would that allow exploration of attracting special status for education and other purposes for Inishbofin as an Irish speaking community.

Q25. If they get a scholarship is it paid directly to the host family or to the student family and how much is the grant?

A25. DES operates Remote Areas Fund (not Grethb). Details available from DES:
<https://www.education.ie/en/Parents/Services/Remote-Area-Boarding-Grant/>

Roinn Ealaíon Oidhreacht agus Gaeltachta operates Scéim Bhliain ar Oileáin (for Gaeltacht schools):
<https://forms.office.com/Pages/ResponsePage.aspx?id=k0UbVHlqE02LQXsWFGj4t79qNoEoRCpGrOM4nEj2jPVUQzYzOEJXNFITTk44T0dZNVVJNEhGREI5MC4u>

Q26. Is it income taxed?

Revenue Commissioners advise regarding personal taxation matters (not GRETB):
<https://revenue.ie/en/Home.aspx>

Q27. Do local families apply to GRETB to become a host family?

A27. No – Remote Areas Grant are paid to families of remote areas students. They may have their own private contractual arrangements to ensure accommodation suitable to attend boarding school or otherwise.

Q28. The island can only house so many families and there may be limited number of people willing to accommodate children, what is the critical mass of children needed to be accommodated in order to maintain the school?

A28. This issue also depends on the number of local children available to attend and actually enrolled and attending.

The post-primary school, (should same be established) would be established and maintained to service the educational needs of local island children, albeit with other children potentially enrolling. If local children do not attend, irrespective of numbers of others attending, then unlikely that a school would be established, or if established, continued in longer term.

Q29. Will houses be reserved for teachers in order to ensure accommodation for them?

A29. GRETB owns no houses on Inishbofin or other islands, so cannot reserve houses for anybody.

Q30. Will each adult member of the host family need to be Garda Vetted and have done a child protection course?

A30. Whatever rules and regulations pertain to any scheme of accommodation would need to be adhered to by all participating in same. GRETB does not operate any schemes directly.

Q31. The local children who are already attending 1st 2nd year secondary school in Clifden, will they lose the grant when the school is provided here? Are they expected to return and go to school here?

A31. If a school is established, then decision whether intended for 1st year only in year 1 or for 1st year and second year provision is intended. Rules of DES Remote Area Grant would apply to all persons availing of same.

Q32. During the pilot phase of the setup of the school will the parents maintain the grant as reassurance that if this does not work out that they are not penalised for trying

A32. That is a DES Remote Area Grant question, (but I suspect if they are attending their local school they are unlikely to be paid €5,000 or €6,000 while living at home).

Q33. If parents decide that the school is not what they expected can they withdraw their child from the school and maintain the grant to go to secondary school on the mainland during the pilot phase?

A33. Yes, any parent can enrol or withdraw a child from any school in Ireland subject to that school's Enrolment Policy. DES Grant has its own Terms & Conditions, but if a school were to be established locally but the local children travel elsewhere to school, then the provision for a local school would cease.

Q34. If the children coming to the island are getting a Remote Area grant and they have a secondary school next door to them, then the same should apply to the children here, they should be able to maintain the relocation grant if needed, this then would not put so much pressure on parents but gives everyone equal choice.

A34. No child qualifies for a remote Area Grant unless they live in a remote area! Grant is paid because they do not have any school near home.

Q35. Do GRETB have a premises in mind to facilitate the school?

Question has not arisen as yet, as no application from Inishbofin community for GRETB to proceed to seek sanction for establishment of a school.

Q36. How will GRETB decide on a building is it per number of rooms available on the premises or is there a set rental amount available and is it decided by lowest quote/price, tender process?

A36. Not relevant yet. If school is to be established with GRETB as Patron, the GRETB would liaise with all relevant stakeholders to establish same. If no resolution regarding accommodation can be found, then no school can be established. (This has never occurred since the ETB system was established in 1930).

Q37. How long will it take GRETB to decide to build a purpose built building, is it number of years in operation or number of pupils attending?

A37. GRETB aspires to have each of our 22 schools, whether large or small schools in fit-for-purpose appropriate accommodation. Since 2013, GRETB has completed in excess of 60 capital projects across GRETB schools, ranging from €16m whole new schools Coláiste na Coiribe (2015), to smaller projects on islands e.g: Award winning Art Room, Inis Mór @ circa €0.5m.

5 Island School Capital Projects have been completed by GRETB since 2013, with two significant pipeline projects (replacement building Inis Meáin and Inis Oírr). Date of any project will depend on need, funding statutory permissions etc.

Q38. Will it be a gaelscoil?

A38. Worthy of consideration whether Gaelcholáiste might best service Inishbofin's educational requirements. Ultimately for Inishbofin Community to decide what it seeks (if anything at all) then for GRETB to consider same, and progress any proposal, meeting GRETB approval for consideration, sanction and capital and current funding from DES.

NB: As emphasised on Friday, even if 90% of Inishbofin residents and many others think this is the correct proposal, if Inishbofin children do not enrol, remain enrolled and attending, then no school will exist.

Q39. If this is not the case, how would the post-primary school intend to establish itself and attract a student population without this incentive and supports from grant aids available to Gaelcholáistí?

Remote Areas Grant is not exclusive to Gaeltacht schools or Gaelcholáistí. Similar challenges to any other island based post-primary schools. Príomhoide and GRETB are kept busy, in ensuring continued provision, which is always dependent on local children's' attendance.

Q40. If we do not agree with all of GRETB terms and conditions, what recourse do we have?

GRETB currently has no terms and conditions as no live proposal exists. If any GRETB school exists, it must embrace and comply with the high educational standards set by GRETB and also adhere in full to all statutory, regulatory, governance, compliance and quality assurance codes of GRETB, DES and Tusla etc., including all Child Protection and Health and Safety requirements.

If any community wishes to establish or continue a school under terms other than those, GRETB would not be involved. GRETB is not imposing anything on anybody, in fact, as stated at the meeting, GRETB cannot sanction any new school as it ultimately will be a decision for DES.

Q41. The questions we have here tonight will there be another meeting when you have the answers to these questions?

Possibly, but probably not with GRETB. It was agreed at Friday night's meeting, that the parents of children currently on the island in both the Primary School and Preschool or those with children ages 0 – 14 would meet during the week 20 – 26 January so GRETB's Board can agree next steps (if any) at scheduled GRETB Board meeting of early February.

If no further communication from the Inishbofin community by 28 January, then GRETB will have completed its role of assisting the Inishbofin community in exploring the possibility of establishing a post-primary school.

The matter will be considered to have been fully explored and therefore closed from GRETB's perspective.

Appendix 3

Public Meeting
To discuss the possibility of opening a Post-Primary
School on Inishbofin

Friday 17 January 2020
8pm
Inishbofin National School

Agenda

- 1. GRETB and GRETB Schools at a Glance**
Tomás Mac Pháidín, Director of Schools, GRETB
- 2. A Successful Small Island School**
Bríd Ní Dhonnacha, Principal of Coláiste Ghobnait, Inis Oírr.
- 3. Questions & Answers**

An Inishbofin community event hosted by Inishbofin National School with GRETB attending as Statutory Body for education provision on the island.

Press release issued on 17th January 2020



Public Meeting in Inishbofin to explore possibilities of establishing an ETB post-primary school – Press Release from Comhdháil Oileáin na hÉireann (COÉ) [The Irish Islands' Federation] and Galway and Roscommon Education and Training Board (GRETb)

On Friday 17th January 2020 at 8.00p.m., a public meeting has been organised in Inishbofin National School, to explore the possibilities of a post-primary school being established on Inishbofin, to meet the needs of the Bofin island community.

Galway and Roscommon Education and Training Board was invited to attend the meeting as the Statutory State Body with responsibility and expertise in the provision of post-primary education throughout counties Galway and Roscommon, including the provision of quality education on off-shore islands.

The provision of education on the Galway islands is a priority for the Galway and Roscommon Education and Training Board (GRETb) and for Comhdháil Oileáin na hÉireann (The Irish Islands' Federation), the umbrella organization that promotes islands and advocates for them in Ireland. This priority of sustainable schools fostering sustainable communities on the islands of Ireland is in line with Irish State policy.

The Department of Education and Skills (DES) has provided specific supports to island schools, and a welcome increase of supports was announced both in 2018 and 2019, addressing certain aspects of island schools' challenges, notwithstanding that many difficulties remain.

A package of specific supports for Island Education was announced by the Department of Education and Skills (June 2018), <https://www.education.ie/en/Press-Events/Press-Releases/2018-press-releases/PR18-06-17.html>

Joint Oireachtas Committee on Education and Skills Report (February 2018), addressed island schools' challenges in considerable detail:

https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/joint_committee_on_education_and_skills/reports/2018/2018-02-27_report-on-challenges-facing-island-schools_en.pdf

DES organised a Symposium to support Small Schools and recognised that all island schools are small schools: <https://www.education.ie/en/Press-Events/Press-Releases/2019-press-releases/PR19-06-26.html>

If the Inishbofin community decides that they would like the details of how a post-primary school might be established, staffed and sustained, explored further, and/or if the community of Inishbofin decides that it would like to have post-primary education available on the island, GRETB and COÉ will explore this possibility further in consultation with Government and with DES.

GRETb has 120 school years of experience in the provision of post-primary education on islands, since Coláiste Naomh Éinne, Inis Mór was established in 1953, Coláiste Ghobnait, Inis Oírr in the 1980s and Coláiste Naomh Eoin, Inis Meáin just after the turn of the century.

COÉ and GRETB is confident that the value of these island schools is recognised by the whole education system at local and central level.

For further information contact GRETB on 091 874500 or Bofinpostprimary@gretb.ie

1. Tomás Mac Pháidín, Stiúrthóir Scoileanna agus Oifigeach Oideachais GRETB presentation at Public Meeting in Inishbofin National School to explore the possibilities of a post-primary school being established.

https://gretb.sharepoint.com/:p/r/sites/Principals/Shared%20Documents/Inis%20Bofin%20meeting%2017.12.20/Inishbofin%20Public%20Meeting%2017.01.2020/TMP%20Inis%20Bofin%20meeting%2017.01.2020_.pptx?d=w8344a86f4c664db98c0d3006a6c221b9&csf=1&e=SMdqJH

2. Bríd Ní Dhonnacha, Príomhoide, Coláiste Ghobnait, Inis Oírr presentation.

<https://gretb.sharepoint.com/:p/r/sites/Principals/Shared%20Documents/Inis%20Bofin%20meeting%2017.12.20/Inishbofin%20Public%20Meeting%2017.01.2020/Cur%20i%20l%20C%3%A1thair%20Aoine%2017%20Ean%20C%3%A1ir%202020%20Br%20C%3ADd.pptx?d=w9b1b65aa95d940f3bf42303c39b3d505&csf=1&e=YMaQIS>

Appendix 4

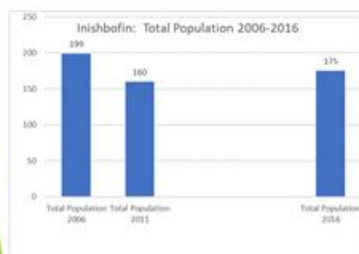
Inishbofin: Data Analysis



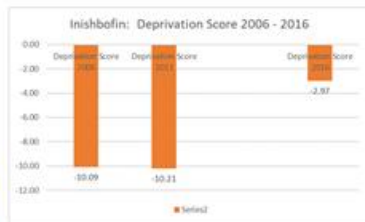
Source: <https://maps.pobal.ie/WebApps/DeprivationIndices/index.html>



Inishbofin: Total Population / Population Change 2006 - 2016



Inishbofin: Deprivation Score 2006-2016



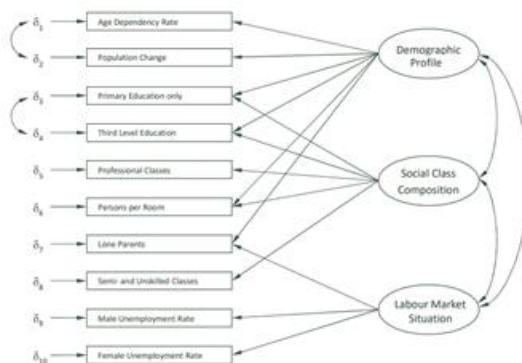
Demographic Growth, Social Class Composition and Labour Market Situation are measured by ten key socio-economic indicators from the Census of Population.

1. Age Dependency Rate
2. Population Change
3. Primary Education only
4. Third Level Education
5. Professional Classes
6. Persons per Room
7. Lone Parents
8. Semi- and Unskilled Classes
9. Male Unemployment Rate
10. Female Unemployment Rate

<https://www.pobal.ie/app/uploads/2018/06/The-2016-Pobal-HP-Deprivation-Index-Introduction-07.pdf>



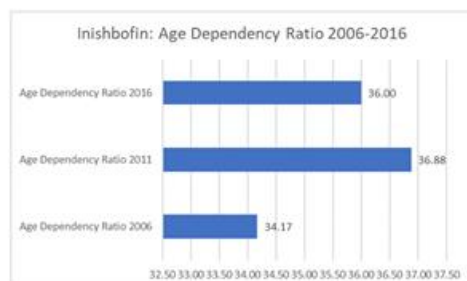
The figure below shows a graphical representation of how the concepts of Demographic Growth, Social Class Composition and Labour Market Situation are measured by ten key socio-economic indicators from the Census of Population.



<https://www.pobal.ie/app/uploads/2018/06/The-2016-Pobal-HP-Deprivation-Index-Introduction-07.pdf>



Inishbofin: Age Dependency Ratio 2006 - 2016



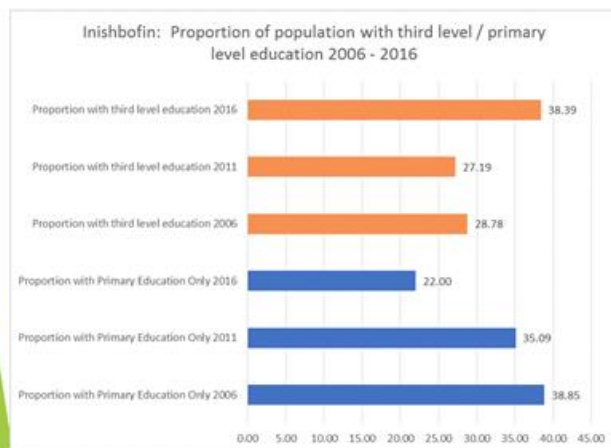
**The dependency ratio is an age-population ratio of those typically not in the labour force and those typically in the labour force. It is used to measure the pressure on the productive population.*



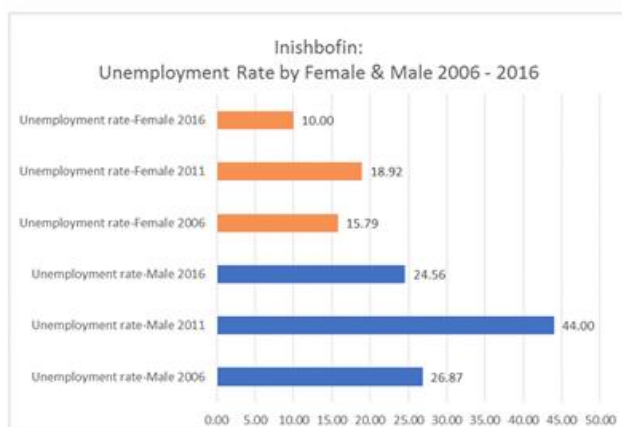
Inishbofin: Cross correlation of Deprivation Score by Age Dependency & Lone Parent Ratio 2006 - 2016



- Typically it might be expected that a high deprivation score would correlate with a high score of age dependency.
- However while deprivation rose in line with age dependence in 2011 on Inishbofin.
- In 2016 deprivation reduced drastically while age dependency remained almost the same.
- One explanation for this may be the reduction in lone parent data.
- However increased educational attainment may be a greater explanation (See next slide)



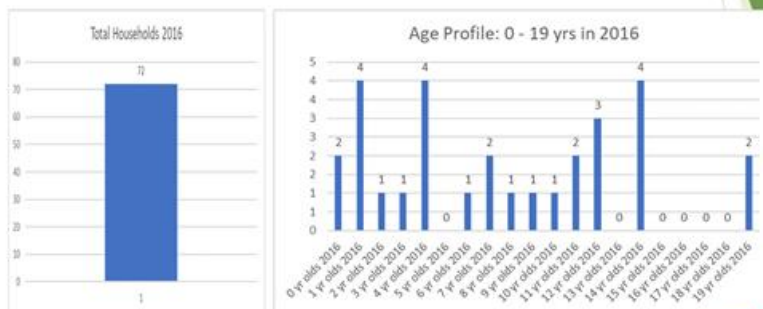
This almost reversal in low educational attainment in 2006 and increase in third level education attainment in 2016 would indicate as we might expect that higher levels of educational attainment leads to less deprivation and decreases in unemployment particularly amongst both the female and male population. (see next slide)



Summary

- ▶ The data presented indicates that an increase in levels of educational attainment leads to:
 - ▶ An increase in population
 - ▶ A decrease in dependency
 - ▶ A decrease in lone parents
 - ▶ And a increase in those actively engaged in employment
- ▶ These trends are supported by Houses of the Oireachtas Joint Committee on Education and Skills Report on Education inequality & disadvantage and Barriers to Education May 2019
https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/joint_committee_on_education_and_skills/reports/2019/2019-06-05_report-on-education-inequality-disadvantage-and-barriers-to-education_en.pdf

Inishbofin: Households / Age Profiles 0-19yrs at 2016



Age Profile Data 2016 & Projected Data 2020 (of approximate school going age)

InishBofin: Data for 2016																			
0 yr olds 2016	1 yr olds 2016	2 yr olds 2016	3 yr olds 2016	4 yr olds 2016	5 yr olds 2016	6 yr olds 2016	7 yr olds 2016	8 yr olds 2016	9 yr olds 2016	10 yr olds 2016	11 yr olds 2016	12 yr olds 2016	13 yr olds 2016	14 yr olds 2016	15 yr olds 2016	16 yr olds 2016	17 yr olds 2016	18 yr olds 2016	19 yr olds 2016
2	4	1	1	4	0	1	2	1	1	1	2	3	0	4	0	0	0	0	2
InishBofin: Projected data for 2020																			
4 yr olds 2020	5 yr olds 2020	6 yr olds 2020	7 yr olds 2020	8 yr olds 2020	9 yr olds 2020	10 yr olds 2020	11 yr olds 2020	12 yr olds 2020	13 yr olds 2020	14 yr olds 2020	15 yr olds 2020	16 yr olds 2020	17 yr olds 2020	18 yr olds 2020	19 yr olds 2020				
2	4	1	1	4	0	1	2	1	1	1	2	3	0	4	0				
Clare Island: Data for 2016																			
0 yr olds 2016	1 yr olds 2016	2 yr olds 2016	3 yr olds 2016	4 yr olds 2016	5 yr olds 2016	6 yr olds 2016	7 yr olds 2016	8 yr olds 2016	9 yr olds 2016	10 yr olds 2016	11 yr olds 2016	12 yr olds 2016	13 yr olds 2016	14 yr olds 2016	15 yr olds 2016	16 yr olds 2016	17 yr olds 2016	18 yr olds 2016	19 yr olds 2016
4	4	0	2	3	3	1	2	3	3	5	3	2	3	1	1	4	4	4	4
Clare Island: Projected data for 2020																			
4 yr olds 2020	5 yr olds 2020	6 yr olds 2020	7 yr olds 2020	8 yr olds 2020	9 yr olds 2020	10 yr olds 2020	11 yr olds 2020	12 yr olds 2020	13 yr olds 2020	14 yr olds 2020	15 yr olds 2020	16 yr olds 2020	17 yr olds 2020	18 yr olds 2020	19 yr olds 2020				
4	4	0	2	3	3	1	2	3	3	5	3	2	3	1	1				

Combined Potential Student Transfers
From Inishbofin & Clare Island
From NS to PP in 2020
= Max 10, Min 2, Mean 5

