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Title/Título: Redressing social/economic disadvantage in a rural community: A longitudinal study promoting early learning

Reconduciendo la desventaja socio/económica en una comunidad rural: Un estudio longitudinal para promover el aprendizaje temprano

Topic: Parents as educators, their challenging role and current status in school, family and community relationships

Los padres y madres como educadores, los retos de su rol y su situación actual en las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Session in English. Thursday 15, 12:15-1:45 p.m Room 3, Third Floor

Sesión en Inglés. Jueves 15, 12:15-1:45 p.m. Sala 3, Tercer Piso

Abstract

Fifteen teenage first time mothers were involved in an early childhood support project aimed at (1) increasing their confidence and involvement in their baby's development and (2) educating and thus empowering them in their role as parents. Ecological and place-based theories constitute the theoretical framework for this study which describes a web of self generating change that occurred in this small, economically disadvantaged community of Junee. A qualitative analysis of the data revealed that two years after commencement of the project and again 12 years later (when ten of the original sample of 15 were interviewed) these women had benefited from their involvement in the project as evidenced by their continued active involvement in their child's school education. Implications of the Junee strategies for other rural communities are discussed.