



7

Disadvantage
Míbhuntáiste

7 Disadvantage

Recent government publications relating to ECCE have prioritised the provision of services to children affected by educational disadvantage, most notably the White Paper on Early Education, *Ready to Learn* (DES, 1999a). The most recent manifestation of this policy commitment is DEIS, *Delivering Equality of Opportunity in Schools* (DES, 2005e).

The theme on Disadvantage is comprised of 178 publications and following thematic analysis, the following sub-themes emerged:

- Developing Public Policy [42]
- Addressing Disadvantage in the Early Years [26]
- Local and Community Initiatives [17]
- School-based Programmes [62]
- Child Poverty [31]

Developing Public Policy

This sub-theme, Developing Public Policy on disadvantage, documents policy developments and public discourse on disadvantage in recent years. A number of publications relate to the devising and implementation of the National Anti-poverty Strategy, which maintains a focus on early intervention (Combat Poverty Agency, 2001; Department of Social Welfare, 1996a; Department of Social, Community and Family Affairs, 2001; 2002). The CECDE (2004i) and the Combat Poverty Agency (1997; 1998a; 1998b) have produced submissions relating to the critical importance of quality ECCE provision to address disadvantage in the early years. The issue of identifying and analysing poverty and disadvantage in the early years has been the focus of many publications, including Archer (2001), Connolly (2006), Cregan and Lodge (2001), Hayes (1997), Nolan and Callan (1994) and Pringle *et al.* (1999). The role of ECCE in combating and alleviating the effects of disadvantage is documented by a number of researchers, such as Area Development Management (2000b) and the Combat Poverty Agency (1998b).

Míbhuntáiste

Thug foilseacháin dheireanacha an rialtais a bhaineann le COLO, go háirithe an Páipéar Bán ar Oideachas na Luath-Óige *Ready to Learn* (DES, 1999a), tosaíocht do sheirbhísí a sholáthar do leanaí faoi mhíbhuntáiste oideachais, Is é an léiriú is déanaí den tiomantas beartais sin DEIS, *Delivering Equality of Opportunity in Schools* (DES, 2005e).

Cuimsíonn an téama Míbhuntáiste 178 foilseachán agus i ndiaidh analíse téamaí, rangáidh faoi na fo-théamaí seo a leanas iad:

- Beartas Poiblí a Fhorbairt [42]
- Aghaidh a Thabhairt ar Mhíbhuntáiste le linn na mBlianta Luatha [26]
- Tionscnaimh Áitiúla agus Phobail [17]
- Cláir Scoilbhunaithe [62]
- Bochtaineacht Leanaí [31]

Beartas Poiblí a Fhorbairt

Cuimsíonn an fo-théama seo, Beartas Poiblí a Fhorbairt chun déileáil le míbhuntáiste, cáipéisí faoi fhorbairtí beartais agus plé poiblí a rinneadh faoin míbhuntáiste le blianta beaga anuas. Baineann roinnt foilseachán le dearadh agus cur i ngníomh na Straitéise Náisiúnta Frithbhochtaineachta, a choinníonn fócas ar idirghabháil luath (Combat Poverty Agency, 2001; An Roinn Gnóthaí Sóisialta 1996a; An Roinn Gnóthaí Sóisialta, Pobail agus Teaghlach, 2001; 2002). D'eisigh an CECDE (2004i) agus an Combat Poverty Agency (1997; 1998a; 1998b) aighnis maidir leis an tábhacht ollmhór a bhaineann le COLO ar ardchaighdeán a sholáthar chun aghaidh a thabhairt ar mhíbhuntáiste sna blianta luatha. Bhí an cheist faoi conas bochtaineacht agus míbhuntáiste sna blianta luatha a aithint agus a anailísiú mar fhócas go leor foilseachán, lena n-áirítear Archer (2001), Connolly (2006), Cregan agus Lodge (2001), Hayes (1997), Nolan agus Callan (1994) agus Pringle *et al.* (1999). Rinne roinnt taighdeoirí, cosúil le Area Development Management (2000b) agus an Combat Poverty Agency (1998b), cur síos ar ról COLO maidir le dul i ngleic le tionchar an mhíbhuntáiste agus an tionchar sin a íoslaghdú.

- Archer, P. (2001). Public Spending on Education, Inequality and Poverty (in) Cantillon, S., Corrigan, C., Kirby, P. and O'Flynn, J. (Eds.) (2001). *Rich and Poor: Perspectives on Tackling Inequality in Ireland*. Dublin: Oak Tree Press and Combat Poverty Agency, pp. 197-234.
- Area Development Management (2000b). *Progressing Equality Through Childcare*. Dublin: Area Development Management.
- Barnardos (2006b). *School Report 2006*. Dublin: Barnardos.
- Centre for Early Childhood Development and Education (2004c). *On Target? An Audit of Provision of Services Targeting Disadvantage and Special Needs among Children from Birth to Six Years in Ireland*. Dublin: Centre for Early Childhood Development and Education.
- Centre for Early Childhood Development and Education (2004i). *Submission to the Office of Social Inclusion, Department of Social and Family Affairs*. Dublin: Centre for Early Childhood Development and Education.
- Combat Poverty Agency (1993). *Education, Inequality and Poverty: A Response to the Green Paper on Education*. Dublin: Combat Poverty Agency.
- Combat Poverty Agency (1994). *Papers from National Conference on Disability, Exclusion and Poverty*. Dublin: Combat Poverty Agency.
- Combat Poverty Agency (1997). *Prioritising Poverty: Submission to the Minister for Social, Community and Family Affairs on the 1998 Budget*. Dublin: Combat Poverty Agency.
- Combat Poverty Agency (1998a). *Investing in Children: Proposals to Budget 1999*. Dublin: Combat Poverty Agency.
- Combat Poverty Agency (1998b). *The Role of Childcare in Tackling Poverty. Submission to the Expert Working Group on Childcare*. Dublin: Combat Poverty Agency.
- Combat Poverty Agency (1998c). *Position Paper for the National Forum on Early Childhood Education*. Dublin: Combat Poverty Agency.
- Combat Poverty Agency (1998d). *Submission on White Paper on Rural Development*. Dublin: Combat Poverty Agency.
- Combat Poverty Agency (2001). *A Summary of Proposals to the National Anti-Poverty Strategy*. Dublin: Combat Poverty Agency.
- Conference of Major Religious Superiors (1992b). *Study Guide to the Green Paper on Education: Education for a Changing World*. Dublin: Conference of Major Religious Superiors.
- Connolly, T. (2006). The Missing Link? Early Childhood in Ireland and Educational Disadvantage (in) Hayes, N. (Ed.) (2006). *Contemporary Issues in Early Childhood Education and Care: Proceedings of the OMEP (Ireland) Conference 2005*. Cork: OMEP (Ireland), pp. 287-297.
- Craig, S. and Kernan, M. (1998). *Family Day Care Provision (Childminding): An Overview. A Report to the Expert Working Group on Childcare: Sub-Group on Resourcing and Sustaining Childcare within Urban Disadvantaged Areas*. Dublin: Centre for Social and Educational Research.
- Cregan, A. and Lodge, A. (2000). *An Analysis of Policies and Strategies Aimed at Tackling Educational Disadvantage in the Primary and Pre-primary Sectors*. Paper presented at the Educational Studies Association of Ireland Annual Conference, National University of Ireland, Maynooth.
- Cullen, B. (1997a). *Educational Support Project – Review Report*. Dublin: The Children's Research Centre.
- Department of Social, Community and Family Affairs (2001). *Review of the National Anti-Poverty Strategy Framework Document 2001*. Dublin: The Stationery Office.

Department of Social, Community and Family Affairs (2002). *Building an Inclusive Society: Review of the National Anti-Poverty Strategy, under the Programme for Prosperity and Fairness*. Dublin: The Stationery Office.

Department of Social Welfare (1996a). *Sharing in Progress - National Anti-Poverty Strategy*. Dublin: The Stationery Office.

Donnelly, P. (1999). To Be a Child (in) Ward, N. and Dooney, T. (Eds.) (1999). *Irish Education for the 21st Century*. Dublin: Oak Tree Press, pp. 1-12.

European Social Fund Programme Evaluation Unit (1997). *Preliminary Evaluation: Preventive Actions in Education*. Dublin: European Social Fund Programme Evaluation Unit.

French, G. (2006a). *Learning From Families: Policies and Practices to Combat Social Exclusion Amongst Families with Young Children in Europe – Irish National Report*. Dublin: Home-Start National Office Ireland.

Harvey, B. (1994). *Combating Exclusion – Lessons for the Third EU Poverty Programme in Ireland 1989-1994*. Dublin: Combat Poverty Agency.

Harvey, B. (2001). *Report re Socio-Economic Environment*. Dublin: Barnardos' National Children's Resource Centre.

Hayes, N. (1992a). *Education for a Changing World and its Position on Early Education and Educational Disadvantage. A Report for the Combat Poverty Agency*. Dublin: Combat Poverty Agency.

Hayes, N. (1997). *Social Exclusion and Irish Policy Regarding Early Interventions*. Paper presented at the 28th Psychological Society of Ireland Conference, Ennis.

Home Start International (2003). *Tackling Social Exclusion in Families with Young Children*. London: Home Start International.

Irish Society for the Prevention of Cruelty to Children (n.d.). *Look Who's Talking: An Independent Review to Combat the Social Exclusion of Young People*. Dublin: Irish Society for the Prevention of Cruelty to Children.

McAuley, K. and Brattman, M. (2002). *Hearing Young Voices. It's Not Rocket Science: Consulting Children and Young People, Including those Experiencing Poverty or Other Forms of Social Inclusion, in relation to Public Policy Development in Ireland*. Dublin: Open Your Eyes to Child Poverty Initiative.

Millar, J., Leeper, S. and Davies, C. (1992). *Lone Parents: Poverty and Public Policy in Ireland*. Dublin: Combat Poverty Agency.

Nolan, B. and Callan, T. (Eds.) (1994). *Poverty and Policy in Ireland*. Dublin: Gill and MacMillan.

Nolan, B. and Whelan, C. (1996). *Resources, Deprivation and Poverty*. Dublin: Clarendon Press.

PAUL Partnership (1997). *Submission to the Expert Working Group on Childcare*. (Unpublished).

Pavee Point (1995). *Incorporating an Anti-Discrimination Theme within the Proposed National Anti-Poverty Strategy*. Dublin: Pavee Point.

Planet Policy Document (2000). *Childcare and Social Inclusion: Policy Measures for the Development and Provision of Inclusive Quality Early Childhood Care and Education Services*. Wexford: Planet Policy Document.

Plumb, M. and Walsh, J. (2000). *Child Income Support: Options for Policy Reform*. Dublin: Economic and Social Research Institute.

Pringle, D., Walsh, J. and Hennessy, M. (Eds.) (1999). *Poor People, Poor Places; A Geography of Poverty and Deprivation in Ireland*. Dublin: Oak Tree Press.

Society of St. Vincent de Paul (2003). *Learning to Make Do Won't Do – A Survey on Educational Disadvantage*. Dublin: Society of St. Vincent de Paul.

Tormey, R. (1999). *Researching Educational Disadvantage: An Outline of an Agenda*. Limerick: CEDR Occasional Paper No. 1, Mary Immaculate College.

Vincentian Partnership for Social Justice (2001). *One Long Struggle – A Study of Low Income Families*. Dublin: Vincentian Partnership for Justice.

Addressing Disadvantage in the Early Years

A large number of publications within the Second Edition of the Audit of Research relate specifically to Addressing Disadvantage in the Early Years. A number of these focus on the importance of early intervention strategies to combat disadvantage, such as Fallon (2004a; 2004b; 2005a), Hanlon and Hayes (2005; 2006a; 2006b) and O'Flaherty (1995). The importance of curriculum and pedagogy in alleviating disadvantage is documented by Donnelly (2001), O'Flaherty (1995) and Sammon (1997). McKeown (1999; 2000; 2002b), McKeown and Galvin (2001), McKeown *et al.* (2000; 2001) and Molloy (2002) highlight the importance of addressing disadvantage in the early years in the context of the family unit.

Donnelly, M. (2001). *A Comparison of the Effects of the High/Scope and Playgroup Curricula on Children's Development in Disadvantaged Rural Areas in Ireland*. M. Psych.Sc. Thesis. Dublin: University College Dublin.

Fallon, J. (2003). CECDE and Educational Disadvantage: Context and Understanding (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 282-298.

Fallon, J. (2004a). On Target? Targeting Disadvantage and Special Needs Among Children aged Birth to Six in Ireland (in) Horgan, M. and Douglas, F. (Eds.) (2004a). *Children of the Global Village: Proceedings of the OMEP (Ireland) Conference 2004*. Cork: OMEP (Ireland), pp. 134-152.

Fallon, J. (2004b). Early Intervention. Paper presented at *Voices and Images of Childhood and Adolescence: Rethinking Young Peoples' Identities* Conference, St. Patrick's College, October 2004.

Fallon, J. (2005a). Targeting Disadvantage Among Young Children in the Republic of Ireland. *Child Care in Practice*, Volume 11, No. 3, July 2005, pp. 289-311.

Hanafin, J. and Lynch, A. (2002). Peripheral Voices: Parental Involvement, Social Class and Educational Disadvantage. *British Journal of Sociology of Education*, Volume 23, No. 1, pp. 35-50.

Hanlon, L and Hayes, N. (2005). Early Assessment and Educational Disadvantage. Paper presented at the Annual EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Hanlon, L. and Hayes, N. (2006a). *Early Assessment and Intervention in Educational Disadvantage*. Dublin: Centre for Early Childhood Development and Education.

Hanlon, L. and Hayes, N. (2006b). *CECDE Research Series 2006 - Early Assessment and Intervention in*

Aghaidh a Thabhairt ar Mhíbhuntáiste le linn na mBlianta Luatha

Baineann líon mór foilseachán sa Dara hEagrán den Iniúchadh Taighde go sonrach le hAghaidh a Thabhairt ar Mhíbhuntáiste le linn na mBlianta Luatha. Díríonn roinnt acu sin ar thábhacht na straitéisí idirghabhála luaithe chun dul i ngleic le míbhuntáiste, cosúil le Fallon (2004a; 2004b; 2005a), Hanlon agus Hayes (2005; 2006a; 2006b) agus O'Flaherty (1995). Déanann Donnelly (2001), O'Flaherty (1995) agus Sammon (1997) cur síos ar thábhacht an churaclaim agus na hoideolaíochta chun míbhuntáiste a mhaolú. Leagann McKeown (1999; 2000; 2002b), McKeown agus Galvin (2001), McKeown *et al.* (2000; 2001) agus Molloy (2002) béim ar an tábhacht aghaidh a thabhairt ar mhíbhuntáiste sna blianta luatha i gcomhthéacs aonad an teaghlaigh.

Educational Disadvantage. Executive Summary. Dublin: Centre for Early Childhood Development and Education.

Hayes, N. (2004f). Early Childhood Education: Building Equality for All. Paper presented at the *Building Equality Through Education* Conference, Dublin, November/ December 2004.

McDonnell, A. (2005). Supporting Quality through Targeted Research on Special Needs and Disadvantage (in) Centre for Early Childhood Development and Education (Ed.) (2005d). 'Questions of Quality' - *Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 343-351.

McKeown, K. (1999). *Springboard Evaluation System*. Dublin: Department of Health and Children.

McKeown, K. (2000). *Supporting Families: A Guide to What Works in Family Support Services for Vulnerable Families*. Dublin: The Stationery Office.

McKeown, K. (2002b). *Springboard Initiatives: Family Support Projects for Children at Risk – A Guide to what Works in Family Support Services for Vulnerable Families*. Dublin: The Stationery Office.

McKeown, K. and Fitzgerald, G. (1997). *Developing Childcare Services in Disadvantaged Areas: Final Report of the Pilot Childcare Initiative (1994-1995)*. Dublin: Kieran McKeown Ltd.

McKeown, K. and Galvin, M. (2001). *Springboard Indicators of Quality in Family Support Services*. Dublin: Department of Health and Children.

McKeown, K., Haase, T. and Pratschke, J. (2000). *Does Family Support Make a Difference? Interim Evaluation of Springboard, January to May 2000*. Dublin: Department of Health and Children.

McKeown, K. Haase, T. and Pratschke, J. (2001). *Springboard: Promoting Family Well-Being through Family Support Services*. Dublin: Department of Health and Children.

Molloy, B. (2002). *Still Going Strong: A Tracer Study of the Community Mothers Programme*. Dublin: Bernard Van Leer Foundation.

Murphy, B. (2000). *Support for the Educationally and Socially Disadvantaged – An Introductory Guide to Government Funded Initiatives in Ireland*. Cork: University College Cork.

O'Byrne, A. (1998). *An Exploration of Preschool Education for Children from Disadvantaged Areas*. M. Ed. Thesis. Limerick: Mary Immaculate College.

O'Flaherty, J. (1995). *Intervention in the Early Years. An Evaluation of the High/Scope Curriculum*. London: National Children's Bureau.

Organisation for Economic Co-operation and Development (1996). *Integrating Services for Children at Risk*. Paris: Organisation for Economic Co-operation and Development.

Planet Childcare Policy Group (2004). *Community Childcare Services in Disadvantaged Areas – Current Review and Future Recommendations*. Wexford: Planet Publications.

Planet Policy Document (2000). *Childcare and Social Inclusion: Policy Measures for the Development and Provision of Inclusive Quality Early Childhood Care and Education Services*. Wexford: Planet Policy Document.

Sammon, M. (1997). *An Evaluative Study of the Curricular Aspects of an Intervention Project in a Disadvantaged Area*. M. Ed. Thesis. Cork: University College Cork.

Recent years have witnessed the establishment of a range of Local and Community Initiatives to combat disadvantage in the early years. Many of these focus on the critical importance of addressing disadvantage in the context of wider community development strategies (Barnardos, 1998a; Brown, 2003; Combat Poverty Agency, 2000d; 2000e; Community Workers Cooperative, 1999; 2002; Rourke, 1999; Walsh *et al.*, 1998). Other publications evaluate the effectiveness of local initiatives within communities in alleviating disadvantage in the early years (Douglas and Sammon, 2000; Integrated Services Initiative, 1997).

Le blianta beaga anuas, bunaíodh raon Tionscnamh Áitiúil agus Pobail chun dul i ngleic le míbhuntáiste sna blianta luatha. Díríonn go leor foilseachán ar an tábhacht ollmhór aghaidh a thabhairt ar míbhuntáiste i gcomhthéacs straitéisí forbartha pobail níos leithne (Barnardos, 1998a; Brown, 2003; Combat Poverty Agency, 2000d; 2000e; Community Workers Cooperative, 1999; 2002; Rourke, 1999; Walsh *et al.*, 1998). Déanann foilseacháin eile meastóireacht ar cé chomh héifeachtúil agus a bhíonn tionscnaimh áitiúla laistigh de phobail i leith míbhuntáiste sna blianta luatha a mhaolú (Douglas agus Sammon, 2000; Integrated Services Initiative, 1997).

Amber Consulting Team Ltd. (2005). *Opening Doors – Barriers and Challenges Faced by Four Target Groups Accessing Childcare in Fingal County*. Dublin: Fingal County Childcare Committee.

Barnardos (1998a). *Childcare in Disadvantaged Areas: A Partnership Approach to Viability*. Dublin: Barnardos' National Children's Resource Centre.

Bernard, J. (2000). *Approaches to Early Education in Areas of Rural Disadvantage*. Presentation to the National Conference on Educational Disadvantage, Area Development Management.

Brown, M. (2003). *Helping Children Feel They Belong – A Guide to Good Practice in Community-Based Prevention and Support Work with Children and Young People at Risk of Educational Disadvantage*. Dublin: Children's Research Centre.

Combat Poverty Agency (2000d). *The Role of Community Development in Tackling Poverty*. Dublin: Combat Poverty Agency.

Combat Poverty Agency (2000e). *Networks – A Strategic Approach to Educational Disadvantage*. Dublin: Combat Poverty Agency.

Community Workers Co-operative (1999). *Strategies to Address Educational Disadvantage. Strategy Guide 4, Local Development and Research Information Project*. Dublin: Community Workers Co-operative.

Community Workers Co-operative (2002). *Equalising Outcomes in Education: Using Community Development Approaches to Tackle Educational Inequality*. Dublin: Community Workers Co-operative.

Douglas, F. and Sammon, M. (2000). *The Evaluation of the Moyross Intervention Education Pilot Project – Evaluation of Curriculum Change*. Limerick: Curriculum Development Unit, Mary Immaculate College.

Hennessy, E. and Donnelly, M. (2005). *After-School Care in Disadvantaged Areas – The Perspectives of Children, Parents and Experts*. Dublin: Combat Poverty Agency.

Integrated Services Initiative (1997). *Common Goals – Unmet Needs: Meaningful Collaboration in Tackling Exclusion in Dublin's North East Inner City*. Dublin: Integrated Services Initiative.

Partas, Tallaght Partnership and Tallaght Welfare Society (2004). *An Unsuitable Fit – Sustainability of Community Childcare Centres in Disadvantaged Urban Areas*. Dublin: Tallaght Partnership.

Planet Childcare Policy Group (2004). *Community Childcare Services in Disadvantaged Areas – Current Review and Future Recommendations*. Wexford: Planet Publications.

Rourke, S. (1999). *A Learning Experience – Case Studies on Local Integrated Strategies to Tackle*

Educational Disadvantage. Dublin: YouthStart and Combat Poverty Agency.

Rourke, S. and Shiels, J. (1998). *Educational Disadvantage in the Southern Border Counties of Ireland*. Monaghan: Area Development Management/ Combat Poverty Agency Programme for Peace and Reconciliation.

Tralee Educational Network (1997). *Educational Disadvantage is the Issue – Is Integration the Answer?* Kerry: Partnership Trá Lí.

Walsh, J., Craig, S. and McCafferty, D. (1998). *Local Partnerships for Social Inclusion*. Dublin: Oak Tree Press and Combat Poverty Agency.

School-based Programmes

The largest sub-theme relates to the development of School-based Programmes to tackle educational disadvantage. A number of reviews overview and evaluate initiatives in operation within the education system, including Archer and Weir (2004), Boldt (1999), Cregan and Lodge (2000), DES (2003a), INTO (1994a; 2000b), Kellaghan *et al.* (1995) and Walsh (2001). The DES has initiated a number of schemes since the early 1990s to specifically address the needs of disadvantaged pupils. One such scheme is the Home School Community Liaison scheme to promote greater partnership and communication between the home and school and a significant amount of research on its operation has been conducted (Archer and Shortt, 2003; Conaty, 2000; Department of Education, 1992b; Ryan, 1994; 1999). Early Start was introduced as an early intervention pilot scheme in 1994 for children prior to enrolling in the infant classes and its implementation to date has been documented and evaluated by Delaney (1997), Department of Education (1994b), DES (2002c), the In-career Development Team (1998), Lewis and Archer (2002; 2003; 2005) and Murphy (1998). Other initiatives that have been the focus of research include the Breaking the Cycle scheme (Byrne, 1999; Department of Education, 1997; Grant, 1998; Weir, 1999; Weir and Eivers, 1998a; 1998b; Weir and Ryan, 2000a; 2000b; Weir *et al.*, 2002a; 2002b) and Giving Children an Even Break (DES, 2001; INTO, 2004; Weir, 2004). The inception of the Educational Disadvantage Committee has resulted in a number of submissions to inform policy development (CECDE, 2003c) and publications following the deliberations of the Committee (Educational Disadvantage Committee, 2003a; 2003b; 2005). More recently, the DES has conducted a number of reviews of progress relating to literacy and numeracy in disadvantaged schools (DES, 2005b; Eivers *et al.*, 2005) and has introduced a new scheme to promote educational inclusion (DES, 2005e).

Cláir Scoilbhunaithe

Baineann an fo-théama is mó le forbairt Clár Scoilbhunaithe chun dul i ngleic le míbhuntáiste oideachais. Tugann roinnt athbhreithnithe forbhreathnú agus déanann siad meastóireacht ar thionscnaimh atá ag feidhmiú laistigh den chóras oideachais, lena n-áirítear Archer agus Weir (2004), Boldt (1999), Cregan agus Lodge (2000), DES (2003a), INTO (1994a; 2000b), Kellaghan *et al.* (1995) agus Walsh (2001). Chuir an DES tús le roinnt scéimeanna ó thús na 1990í chun aghaidh a thabhairt ar riachtanais shonracha na ndaltaí faoi mhíbhuntáiste. Scéim amháin dá leithéid ná an Scéim Theagmhála Baile, Scoile agus an Phobail chun comhpháirtíocht agus cumarsáid níos mó a chothú idir an baile agus an scoil, agus rinneadh cuid mhaith taighde ar chur i ngníomh na scéime sin (Archer agus Shortt, 2003; Conaty, 2000; an Roinn Oideachais, 1992b; Ryan, 1994; 1999). Cuireadh tús le Tús Luath i 1994 mar scéim phiólóta d'idirghabháil luath do leanaí sular chláraigh siad sna ranganna naionán, agus rinne Delaney (1997), an Roinn Oideachais (1994b), DES (2002c), an Fhoireann Forbartha longhairme (1998), Lewis agus Archer (2002; 2003; 2005) agus Murphy (1998) cur síos agus meastóireacht ar chur i ngníomh na scéime go dtí seo. Tionscnaimh eile ar díriodh taighde orthu ná an scéim Breaking the Cycle (Byrne, 1999; an Roinn Oideachais, 1997; Grant, 1998; Weir, 1999; Weir agus Eivers, 1998a; 1998b; Weir agus Ryan, 2000a; 2000b; Weir *et al.*, 2002a; 2002b) agus Giving Children an Even Break (DES, 2001; INTO, 2004; Weir, 2004). Mar thoradh ar bhunú an Choiste um Míbhuntáiste Oideachais, rinneadh roinnt aighneas chun treoir a thabhairt d'fhorbairt beartais (CECDE, 2003c) agus roinnt foilseachán bunaithe ar phlé an Choiste (an Coiste um Míbhuntáiste Oideachais, 2003a; 2003b; 2005). Le déanaí, rinne an DES roinnt athbhreithnithe ar dhul chun cinn maidir le litearthacht agus uimhearthacht i scoileanna faoi mhíbhuntáiste (DES, 2005b; Eivers *et al.*, 2005) agus tá scéim nua curtha i bhfeidhm aici chun cuimsitheacht oideachais a chur chun cinn (DES, 2005e).

- Archer, P. and Shortt, F. (2003). *Review of the Home School Community Liaison Scheme*. Dublin: Educational Research Centre.
- Archer, P. and Weir, S. (2004). *Addressing Disadvantage – A Review of the International Literature and of Strategy in Ireland*. Dublin: Educational Disadvantage Committee.
- Boldt, S. (1999). *Primary School Initiatives*. Dublin: Marino Institute of Education.
- Boldt, S., Devine, B., McDevitt, D. and Morgan, M. (1998). *Educational Disadvantage and Early School Leaving*. Dublin: Combat Poverty Agency.
- Byrne, E. (1999). *The Assessments of Parents, Teachers and Children on the Extent to which the Breaking the Cycle Scheme has made a Difference to the Children's Experiences at School and to Parental Involvement*. MA. Thesis. Dublin: University College Dublin.
- Centre for Early Childhood Development and Education (2003c). *Submission to the Educational Disadvantage Committee*. Dublin: Centre for Early Childhood Development and Education.
- Centre for Early Childhood Development and Education (2004g). *Submission on the Traveller Education Strategy to the Educational Disadvantage Committee*. Dublin: Centre for Early Childhood Development and Education.
- Conaty, C. (2000). The Home, School, Community, Liaison Scheme. *Institute of Guidance Counsellors Journal*, Volume 24, pp. 39-51.
- Conference of Major Religious Superiors (1992a). *Education and Poverty - Eliminating Disadvantage in the Primary School Years*. Dublin: Conference of Major Religious Superiors.
- Conference of Major Religious Superiors (1992c). *Submission to the Department of Education on Home School Community Links Project*. Dublin: Conference of Major Religious Superiors.
- Cregan, A. and Lodge, A. (2000). *An Analysis of Policies and Strategies Aimed at Tackling Educational Disadvantage in the Primary and Pre-primary Sectors*. Paper presented at the Educational Studies Association of Ireland Annual Conference, National University of Ireland, Maynooth.
- Delaney, P. (1997). *A Study of the Effects of the Implementation of the Early Start Programmes on Community Playgroups in the Greater Dublin Area*. Dublin: Combat Poverty Agency.
- Department of Education (1992b). *Home School Community Liaison Scheme: Interim Report 1*. Dublin: The Stationery Office.
- Department of Education (1994b). *Child Care Assistants Employed in Early Start Preschools (Pilot Project). Qualifications and Conditions of Service*. Dublin: The Stationery Office.
- Department of Education (1997). *Breaking the Cycle. Information Leaflet*. Dublin: The Stationery Office.
- Department of Education and Science (1999d). *The New Deal – A Plan for Educational Opportunity*. Dublin: The Stationery Office.
- Department of Education and Science (2001). *Giving Children an Even Break by Tackling Disadvantage*. Dublin: The Stationery Office.
- Department of Education and Science (2002c). *Early Start Preschool Pilot Project*. Dublin: The Stationery Office.
- Department of Education and Science (2003a). *Summary of All Initiatives Funded by the Department to Help Alleviate Educational Disadvantage*. Accessed at: http://www.education.ie/servlet/blobServlet/si_summary_02.doc?language=EN, 23rd November 2006.
- Department of Education and Science (2005b). *Literacy and Numeracy in Disadvantaged Schools: Challenges for Teachers and Learners*. Dublin: The Stationery Office.

Department of Education and Science (2005c). *Chief Inspector's Report 2001-2004*. Dublin: The Stationery Office.

Department of Education and Science (2005e). *DEIS (Delivering Equality of Opportunity in Schools) – An Action Plan for Educational Inclusion*. Dublin: Department of Education and Science.

Educational Disadvantage Committee (2003a). *Educational Disadvantage Forum Report of Inaugural Meeting*. Dublin: Educational Disadvantage Committee.

Educational Disadvantage Committee (2003b). *Submission to the Minister of Education and Science by the Educational Disadvantage Committee – Identifying Disadvantage for the Purpose of Targeting Resources and Other Support*. Dublin: Educational Disadvantage Committee.

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Child Poverty

The final sub-theme under Disadvantage relates to Child Poverty in Ireland. There has been much debate and criticism regarding the high proportion of children in Ireland that live in poverty, although improvements have been noted in recent years. Many of the publications in this section have been produced by advocacy groups to inform government and budget policy relating to young children (End Child Poverty Coalition, 2003; 2004; 2005; Kerrins, 2003; Kerrins and Dooley, 2004). Barnardos (2003; 2005) and the Combat Poverty Agency (1999a; 1999b; 2000a; 2000b; 2000c; 2001; 2004) have also been active in highlighting the detrimental individual and societal effects of child poverty. A number of publications document and enumerate the extent of child poverty in Ireland (Economic and Social Research Institute, 2002; Farrell, 1990; Harding and Corbett, 2002; Nolan, 1993; 2000; 2001; Nolan and Farrell, 1990). The Open Your Eyes to Child Poverty Initiative (2000a) has recorded and published the direct experiences of children affected by poverty in Ireland.

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Bochtaineacht Leanaí

Baineann an fo-théama deireanach faoin teideal Míbhuntáiste le Bochtaineacht Leanaí in Éirinn. Tá go leor díospóireachta agus feannadóireachta déanta faoi chomhréir ard na leanaí in Éirinn a chónaíonn faoin mbochtaineacht, cé gur tugadh feabhais faoi deara le blianta beaga anuas. Tháirg grúpaí abhcóideachta a lán de na foilseacháin sa chuid seo chun treoir a thabhairt do bheartas rialtais agus buiséid i leith leanaí óga (End Child Poverty Coalition, 2003; 2004; 2005; Kerrins, 2003; Kerrins agus Dooley, 2004). D'oibrigh Barnardos (2003; 2005) agus an Combat Poverty Agency (1999a; 1999b; 2000a; 2000b; 2000c; 2001; 2004) go dian freisin chun na tionchair dhiúltacha a bhíonn ag bochtaineacht leanaí ar dhaoine aonair agus ar an tsochaí a aibhsiú. Déanann roinnt foilseachán cur síos agus míniú ar mhéid na bochtaineachta leanaí in Éirinn (Economic and Social Research Institute, 2002; Farrell, 1990; Harding agus Corbett, 2002; Nolan, 1993; 2000; 2001; Nolan agus Farrell, 1990). Thairfead agus d'fhoilsigh Open Your Eyes to Child Poverty Initiative (2000a) taithí díreach leanaí faoi thionchar na bochtaineachta in Éirinn.

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