

# CHAPTER 1 - CHILDHOOD AND SOCIETY

## CAIBIDIL 1 - AN ÓIGE AGUS AN TSOCHAÍ

Recent research nationally and internationally cites the importance of examining a country's cultural, social, economic and historical contexts in order to fully understand its current position vis-à-vis early childhood care and education services (DES, 2002f). These perspectives must be taken into account in understanding current service provision as it is only in tracing their evolution that we can fully understand the current position. Our history and culture also impacts on our view of the place and role of children in society and the status afforded to them. This has led to a growing realisation that there can be no globalised image of childhood – each jurisdiction has a unique context in which childhood exists and evolves. This must form the starting point for all research and development to ensure that the perspectives taken are apposite to the individual context. This history builds up a cultural and societal framework in which children exist in Ireland and this impacts upon policy and developments affecting them. This chapter contains a number of publications and research articles outlining the Irish context in this regard.

Ireland developed slowly in economic and social terms throughout most of the 20th century. During the 1960's, Ireland experienced its first industrial expansion and our entry into the European Economic Community in 1973 catalysed our development and created greater equality for men and women within society. The marriage bar imposed in 1929 for married women in the Civil Service was lifted in the 1970's. The role of women within the home was concretised by strong church-state relations and our Constitution, which states under Article 42.2.1 that;

*"In particular the State recognises that by her life within the home woman gives to the State a support without which the common good cannot be achieved."*<sup>1</sup>

The Constitution ratifies the importance afforded to the family in Irish society and its supremacy in relation to organisations and individuals, including children. The child was attributed a passive role within society but this has begun to change in the last decade with Ireland's ratification of the United Nations Convention on the Rights of the Child (1992). There has been increased awareness of the rights of children as citizens in society through government reports and public debate, such as the Report of the Commission on the Family (DSCFA, 1998) and the National Forum on Early Childhood Education (Coolahan, 1998). In addition, measures taken to implement the United Nations Convention following the 1998 report (United Nations, 1998) such as The National Children's Strategy (DHC, 2000a) and the

Luaitear i dtaighde náisiúnta agus idirnáisiúnta an tábhacht a bhaineann le scrúdú a dhéanamh ar chomhthéacsanna cultúrtha, sóisialacha, eacnamaíocha agus staire in aon tír chun a dearcadh reatha maidir le seirbhísí chúram agus oideachas Luath-Óige a thuiscint go hiomlán (DES, 2002f). Ní mór na peirspictíochtaí sin a chur san áireamh chun an soláthar reatha seirbhísí a thuiscint mar ní féidir linn an dearcadh reatha a thuiscint go hiomlán ach amháin má bhreathnaítear ar éabhlóid na bpeirspictíochtaí sin. Bíonn tionchar ag ár stair agus ag ár gcultúr ar an tuairim seo againn maidir le háit agus ról na leanaí sa tsochaí agus an stádas a bhronntar orthu. Ag éirí as sin, tuigtear níos mó nach féidir íomhá domhanda den óige a bheith ann – tá comhthéacs ar leith ag gach dlínse ina maireann agus ina ndéanann an óige éabhlóid. Ní mór é sin a bheith mar phointe tosaithe do gach taighde agus forbairt chun cinntiú go bhfuil na peirspictíochtaí a thógtar oiriúnach don chomhthéacs ar leith. Tógann an stair creatlach shochoaí agus chultúrtha ina maireann leanaí in Éirinn agus bíonn tionchar aige sin ar bheartais agus ar fhorbairtí a théann i bhfeidhm orthu. Tá roinnt foilseachán agus alt taighde sa chaibidil seo a dhéanann imlíne ar an gcomhthéacs Éireannach maidir leis sin.

D'fhorbair Éire go mall i dtéarmaí eacnamaíocha agus sóisialacha le linn an chuid ba mhó den fhichiú aois. I rith na 1960idí, tharla an chéad fhairsingiú tionsclaíoch agus bhí ár n-iontráil sa Chomhphobal Eacnamaíoch Eorpach sa bhliain 1973 mar chatalaíoch ar ár bhforbairt agus chruthaigh sí níos mó chomhionannais d'fhir agus do mhná taobh istigh den sochaí. Tógadh an t-urchosca pósta a cuireadh i bhfeidhm sa bhliain 1929 ar mhná pósta sa Stát Seirbhís sna 1970idí. Daingníodh ról na mban sa bhaile mar gheall ar an mbaint láidir a bhí ag an Eaglais leis an Stát agus mar gheall ar ár mBunreacht ina ndeirtear faoi Alt 42.2.1;

*"Go sonrath, admhaíonn an Stát go dtugann an bhean don Stát, trína saol sa teaghlach, cúnamh nach bhféadfaí leas an phobail a ghnóthú dá éagmais."*<sup>1</sup>

Daingníonn an Bhunreacht an tábhacht a bhronntar ar an teaghlach i sochaí na hÉireann agus an t-ardcheannas a bhaineann leis maidir le heagraíochtaí agus daoine aonair, leanaí san áireamh. Tugadh páirt neamhghníomhach do leanaí sa tsochaí ach tá sé sin ag athrú le deich mbliana anuas ó dhaingniú Éire Coinbhinsiún Chearta Leanaí na Náisiún Aontaithe (1992). Tá ag méadú ar an bhfeasacht atá ag daoine ar chearta leanaí mar shaoránaigh sa tsochaí trí thuairiscí Rialtais agus díospóireachtaí poiblí, cosúil le Tuairisc an Choimisiúin Teaghlaigh (DSCFA, 1998) agus an Fóram Náisiúnta um Oideachas Luath-Óige (Coolahan, 1998). Chomh maith leis sin, tá borradh

<sup>1</sup> Bunreacht na hÉireann (1937). Dublin: The Stationery Office.  
Bunreacht na hÉireann (1937). Baile Átha Cliath: Oifig an tSoláthair.

establishment of the National Children's Office in 2000 have catalysed this reform.

The 1990s witnessed the advent of the 'Tiger Economy' in Irish society, resulting in economic growth and prosperity unparalleled in our history. This resulted in a decrease in the percentage of the population unemployed from 13.2% in 1990 to 3.7% in 2001 (Central Statistics Office, 2002). One of the key consequences of increased economic prosperity is the dramatic increase in female participation in the workforce. In 2002, 48.1% of married women participated in the workforce (Central Statistics Office, 2002) and this is predicted to rise in the future (Central Statistics Office, 1999). Traditionally, there was a low rate of mothers in the workforce, owing to the unavailability of employment, the lack of quality, affordable early childhood care and education services and the societal expectation that a mother stayed in the home to care for 'her' children. This is one of the key influences impacting on the demand for early childhood care and education services outside the home. This places the mother in a dual role, reconciling home and early childhood care and education responsibilities with participation in the workforce.

Dramatic social changes have also impacted on the view and composition of childhood and the family in Ireland. The traditional 'nuclear family' is no longer the predominant norm, with many children growing up in single or lone parent families. Divorce became lawful in 1997. Economic and social trends have influenced family formation, with an increased incidence of delayed marriages and a reduction in family size. It is the correlation of this multiplicity of factors of economic growth, rising employment, increased female participation in the labour force and changes in family formation that has impacted on the early childhood care and education sector in Ireland (DES, 2002f).

The provision of and attendance at early childhood care and education services has experienced great expansion in recent years. This is largely due to great economic, demographic and social changes in Ireland and a growing awareness of the importance of early childhood experiences on subsequent development. This is coming from a context in which there is no tradition of universal provision of early childhood care and education and the sector has remained largely under funded and underdeveloped.

The implementation of the Child Care Act 1991 (DoH, 1991) and more specifically, the Child Care (Preschool Services) Regulations 1996 (DoH, 1996a) introduced and modernised legislation pertaining to the sector. The last decade has witnessed far greater debate, research and innovation in the sector and a number of positive advancements already noted have been implemented. Notwithstanding these positive developments, there remains much scope for further development and debate in the Irish context.

curtha faoin athchóiriú sin ag na bearta a rinneadh chun Coinbhinsiún na Náisiún Aontaithe a chur i bhfeidhm i ndiaidh tuairisc na bliana 1998 (Náisiún Aontaithe, 1998), cosúil leis an Straitéis Náisiúnta Leanaí (DHC, 2000a) agus bunú na hOifige Náisiúnta Leanaí sa bhliain 2000.

Sna 1990idí tháinig an 'Geilleagar Tíogair' i bhfeidhm i sochaí na hÉireann, agus mar thoradh air sin bhí fás eacnamaíoch agus rathúnas nach bhfacthas riamh cheana sa stair seo againn. Ag éirí as sin, tháinig laghdú ar an gcéatadán den daonra a bhí dífhostaithe ó 13.2% i 1990 go 3.7% i 2001 (An Phríomhoifig Staidrimh, 2002). Ar cheann de na príomhiarmhairtí a tháinig as rathúnas eacnamaíoch níos mó, tá an méadú drámata ar rannpháirtíocht na mban i líon an lucht oibre. Sa bhliain 2002, bhí 48.1% de mhná pósta rannpháirteach sa líon lucht oibre (An Phríomhoifig Staidrimh, 2002) agus tuartar go dtiocfaidh méadú air sin amach anseo (An Phríomhoifig Staidrimh, 1999). Go traidisiúnta bhí ráta íseal máithreacha sa líon lucht oibre, mar gheall ar an easpa fostaíochta, ganntanas seirbhísí cáilíochta chúram agus oideachas Luath-Óige a raibh sé ar a n-acmhainní íoc astu, agus an tsochaí a bhíodh ag tnúth go bhfanadh máthair sa bhaile chun cúram a thabhairt do na leanaí seo aici. Tá sé sin ar cheann de na príomhthionchair atá ag dul i bhfeidhm ar an éileamh ar sheirbhísí chúram agus oideachas Luath-Óige taobh amuigh den bhaile. Cuirtear an mháthair in dhá pháirt, mar atá réiteach a dhéanamh idir freagrachtaí baile agus chúram agus oideachas Luath-Óige agus rannpháirtíocht sa líon lucht oibre.

Tá athruithe drámata sóisialacha imithe i bhfeidhm freisin ar an dearcadh atá ann maidir leis an óige agus an teaghlach in Éirinn agus ar a gcomhdhéanamh. Níl an 'teaghlach núicléach' traidisiúnta ar an múnú is coitianta níos mó, agus fásann go leor leanaí aníos i dteaghlach le tuismitheoir singil nó aonair. Tá colscaradh dleathach ó 1997. Tá treocharaí eacnamaíocha agus sóisialacha imithe i bhfeidhm ar mhúnú teaghlach, mar aon le níos mó póstaí a bheith curtha ar athló agus laghdú ar mhéid na dteaghlach. Is í comhghaolú an iliomad fachtóirí sin atá imithe i bhfeidhm ar an earnáil chúram agus oideachas Luath-Óige in Éirinn, fás eacnamaíoch, méadú fostaíochta, rannpháirtíocht níos mó ag na mná sa líon lucht oibre agus athruithe ar mhúnú teaghlach (DES, 2002f).

Tá méadú mór tagtha ar sholáthar agus ar fhreastal ar sheirbhísí chúram agus oideachas Luath-Óige le blianta beaga anuas. Is mar gheall ar athruithe móra eacnamaíocha, déimeagrafacha agus sóisialacha in Éirinn den chuid is mó a tharla sé sin chomh maith le feasacht atá ag dul i méid maidir le tábhacht thairtí na Luath-Óige ar fhorbairt ina dhiaidh sin. Tá sé sin ag éirí as comhthéacs nach bhfuil aon traidisiún ann de sholáthar uilíoch chúram agus oideachas Luath-Óige agus fágadh an earnáil tearcmhaoinithe agus tearcfhorbartha den chuid is mó.

Bhí earnáil na luathbhlianta tearcfhorbartha roimh 1990. Le cur i bhfeidhm an Achta um Chúram Leanaí

Following thematic analysis, the following **categories** have emerged:

- 1.1 Childhood in Ireland
- 1.2 Economic Perspectives
- 1.3 Government Publications
- 1.4 Historical Perspectives
- 1.5 International Perspectives
- 1.6 Sociological Perspectives

These are further analysed under the aforementioned **sub-categories** of:

- Description/Analysis
- Evaluation
- Guidelines
- Policy

1991 (DoH, 1991) agus go sonrath, na Rialachán um Chúram Leanaí (Seirbhísí Réamhscoile) (DoH, 1996a) cuireadh i láthair agus tugadh suas chun dáta reachtaíocht a bhaineann leis an earnáil. Le deich mbliana anuas tá i bhfad níos mó díospóireachta, taighde agus nuálaíochta san earnáil agus tá roinnt réamhshocruithe a tugadh ar aird cheana féin curtha i bhfeidhm. I ndiaidh na bhforbairtí dearfacha seo, tá cuid mhór scoipe go fóill ann do níos mó forbartha agus díospóireachta sa chomhthéacs Éireannach.

I ndiaidh anailíse téamach, tháinig na **catagóirí** seo a leanas chun cinn:

- 1.1 An Óige in Éirinn
- 1.2 Peirspictíochtaí Eacnamaíoch
- 1.3 Foilseacháin Rialtais
- 1.4 Peirspictíochtaí Staire
- 1.5 Peirspictíochtaí Idirnáisiúnta
- 1.6 Peirspictíochtaí Socheolaíochta

Tá tuilleadh anailíse déanta orthu siúd faoi na **fochatagóirí** seo a leanas atá thuasluaite:

- Tuairisciúil/Anailísiúil
- Meastóireacht
- Treoirínte
- Beartas

## 1.1 CHILDHOOD IN IRELAND

Many commentators have addressed the uniqueness of childhood in Ireland. Greene (1994) and Greene and Moane (2000) trace the evolutionary nature of childhood in the Irish context. Flanagan (2001) traces the experiences of the increasing cohort of children born outside marriage in Ireland.

### 1.1.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Greene, S. (1994). Growing up Irish: Development in Context. *Irish Journal of Psychology*, Volume 15, No. 2 and 3, pp. 354-371.

Greene, S. and Moane, G. (2000). Growing up Irish: Changing Children in a Changing Society. *Irish Journal of Psychology*, Volume 21, pp. 122-137.

Flanagan, N. (2001). "Born Outside Marriage: The Social Implications for Irish Preschool Children." pp. 19-46. (in) Cleary, A., Nic Ghiolla Phádraig, M. and Quin, S. (Eds.) (2001). *Understanding Children, Volume 2: Changing Experiences and Family Forms*. Dublin: Oak Tree Press.

Hayes, N. (2001b). "Cherishing all the Children of the Nation Equally: State Provision and Responsibility for Children in Ireland." pp. 3-20. (in) Cleary, A., Nic Ghiolla Phádraig, M. and Quin, S. (Eds.) (2001). *Understanding Children, Volume 1: State, Education and Economy*. Dublin: Oak Tree Press.

Hayes, N. and Kernan, M. (2001). *Seven Years Old: School Experience in Ireland. National Report of the IEA Pre-Primary Project*. Dublin: Dublin Institute of Technology.

Nic Ghiolla Phádraig, M. (2001). "Tá Gaeilge Agam, Ach ní ag mo Chara: Irish Speaking Children." pp. 267-290. (in) Cleary, A., Nic Ghiolla Phádraig, M. and Quin, S. (Eds.) (2001). *Understanding Children, Volume 2: Changing Experiences and Family Forms*. Dublin: Oak Tree Press.

Cunneen, M. (2002). "Gender Socialisation from Antiquity to the Present Day." pp. 84-105. (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal*: Proceedings of the OMEP (Ireland) Conference.

## 1.1 AN ÓIGE IN ÉIRINN

Tá aghaidh tugtha ag cuid mhaith tráchtairí ar shainiúlacht na hóige in Éirinn. Léiríonn Greene (1994) agus Greene agus Moane (2000) nádúr éabhlóideach na hóige sa chomhthéacs Éireannach. Léiríonn Flanagan (2001) taithí leanaí a rugadh taobh amuigh de phósadh in Éirinn, grúpa atá ag méadú. Tuairisciúil/Anailísiúil:

## 1.2 ECONOMIC PERSPECTIVES

The economics of early childhood care and education is examined by a number of research publications. Nolan and Farrell (1990), Nolan (2000) and Nolan (2001) trace the prevalence and impact of poverty on children. Carney, Fitzgerald, Kiely and Quinn (1994) and the DJELR (1998a) outline the monetary costs of early childhood care and education services in Ireland. An overview of the dispersed distribution of educational disadvantage is provided by Pringle, Walsh and Hennessy (1999). Fitzgerald, Kearney, Morgenroth and Smyth (1999) profile Ireland's investment priorities, including early childhood care and education for the period of the National Development Plan 2000-2006.

### 1.2.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Clancy, P. (1996). Investment in Education: The Equality Perspective. Progress and Possibilities. *Administration*, Volume 44, No. 3, pp. 28-41.

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

Fahey, T. (1998). "Childcare Policy Options." (in) *Budget Perspectives*, Proceedings of a Conference held on 27th October, 1998. Dublin: Economic and Social Research Institute.

Hyland, A. (1998). Symposium on the Economic Returns to Education. *Journal of the Statistical and Social Enquiry Society of Ireland*. Volume xxvii, Part v, pp. 129-137.

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.

Archer, P. (2001). "Public Spending on Education, Inequality and Poverty." pp.197-234. (in) Cantillon, S., Corrigan, C., Kirby, P. and O'Flynn, J. (Eds.) (2000). *Rich and Poor: Perspectives on Tackling Inequality in Ireland*. Dublin: Oak Tree Press and Combat Poverty Agency.

Nolan, B. (2001). "Child Poverty in Ireland." pp. 245-260. (in) Cleary, A., Nic Ghiolla Phádraig, M. and Quin, S. (Eds.) (2001). *Understanding Children, Volume 1: State, Education and Economy*. Dublin: Oak Tree Press.

### 1.2.2 Policy / Beartas:

Nolan, B. and Farrell, B. (1990). *Child Poverty in Ireland*. Dublin: Combat Poverty Agency.

Carney, C., Fitzgerald, E., Kiely, G. and Quinn, P. (1994). *The Cost of a Child - A Report on the Financial Cost of Child-rearing in Ireland*. Dublin: Combat Poverty Agency.

Irish Business and Employers Confederation (1998). *Helping the Childcare Industry to Grow Up – A Labour Market Perspective on Childcare Provision in Ireland*. Dublin: Irish Business and Employers Confederation.

Fitzgerald, J., Kearney, L., Morgenroth, E. and Smyth, D. (1999). *National Investment Priorities for the Period 2000-2006*. Economic and Social Research Institute Policy Research Studies No. 33. Dublin: Economic and Social Research Institute.

Nolan, B. (2000). *Child Poverty in Ireland*. Dublin: Combat Poverty Agency/ Oak Tree Press.

Area Development Management (2002). *Staffing, Quality and Childcare Provision: An Evaluation of the Community Support Strand of the Equal Opportunities Childcare Programme 1998-2000*- Report Commissioned from Goodbody Economic Consultants. Dublin: Area Development Management.

National Development Plan Community Support Framework Evaluation Unit (2003). *Evaluation of the Equal Opportunities Childcare Programme 2000-2006*. Dublin: National Development Plan Community Support Framework Evaluation Unit.

## 1.2 PEIRSPICTÍOCHTAÍ EACNAMAÍOCHA

Déanann roinnt foilseachán taighde scrúdú ar eacnamaíocht chúram agus oideachas Luath-Óige. Léiríonn Nolan agus Farrell (1990), Nolan (2000) agus Nolan (2001) fairsinge agus tionchar na bochtaineachta ar leanaí. Déanann Carney, Fitzgerald, Kiely agus Quinn (1994) agus an Roinn Dlí agus Cirt, Comhionannais agus Athchóirithe Dlí (1998a) cur síos ar chostais airgeadúla sheirbhísí chúram agus oideachas Luath-Óige in Éirinn. Tá forbhreathnú de dháileadh scaipthe mhíbhuntáiste oideachasúil soláthraithe ag Pringle, Walsh agus Hennessy (1999). Déanann Fitzgerald, Kearney, Morgenroth agus Smyth (1999) próifíl ar thosaíocht infheistíochta na hÉireann, lena n-áirítear cúram agus oideachas Luath-Óige do thréimhse an Phlean Fhorbartha Náisiúnta 2000-2006.

### 1.3 GOVERNMENT PUBLICATIONS

A number of government publications present an overview of Ireland's economic, social and cultural history as it relates to education. The reports of the national fora on education (Coolahan 1994; 1998) provide an illustration of contemporary issues through the eyes of the stakeholders. The Green Paper (DoE, 1992a) and the White Paper (DoE, 1995) on education include an outline of provision of education in the infant classes of primary schools. Reports from the Department of Social Welfare (1996b) and the DSCFA (1998) sketch a picture of family life in Ireland. The National Children's Strategy (DHC, 2000a) presents a vision of childhood in Ireland with a view to improving and promoting the role of children.

#### 1.3.1 Description/Analysis - Tuairisciúil/Anailisiúil:

Coolahan, J. (Ed.) (1994). *Report of the National Education Convention Secretariat*. Dublin: National Education Convention Secretariat.

Coolahan, J. (Ed.) (1998). *Report on the National Forum for Early Childhood Education*. Dublin: The Stationery Office.

Central Statistics Office (1999). *Population and Labour Force Projections 2000-2031*. Cork: Central Statistics Office.

Central Statistics Office (2002). *Quarterly National Household Survey, Second Quarter 2002*. Dublin: Central Statistics Office.

#### 1.3.2 Policy / Beartas:

Department of Education (1990). *Report of the Primary Education Review Body*. Dublin: The Stationery Office.

Department of Health (1991). *Child Care Act*. Dublin: The Stationery Office.

Department of Education (1992a). *Green Paper on Education – Education for a Changing World*. Dublin: The Stationery Office.

Department of Education (1993). *Report of the Special Education Review Committee*. Dublin: The Stationery Office.

Government of Ireland (1993a). *Second Commission on the Status of Women – Report to Government*. Dublin: The Stationery Office.

Department of Equality and Law Reform (1994). *Report of the Working Group on Childcare Facilities for Working Parents*. Dublin: The Stationery Office.

Department of Education (1995). *White Paper on Education – Charting Our Educational Future*. Dublin: The Stationery Office.

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

Department of Social Welfare (1996b). *Commission on the Family - Interim Report*. Dublin: The Stationery Office.

Department of Justice, Equality and Law Reform (1998a). *Study of the Economics of Childcare in Ireland*. Dublin: The Stationery Office.

Department of Social, Community and Family Affairs (1998). *Strengthening Families for Life: Final Report of*

### 1.3 FOILSEACHÁIN RIALTAIS

Cuireann roinnt foilseachán Rialtais forbhreathnú ar stair eacnamaíoch, shóisialach agus chultúrtha na hÉireann i láthair mar a bhaineann sí le hoideachas. Soláthraíonn na tuairiscí ar na fóraim náisiúnta ar oideachas (Coolahan 1994; 1998) léiriú ar na saincheisteanna comhaimseartha trí shúile na ndaoine siúd a mbaineann siad leo. Áirítear sa Pháipéar Glas (DoE, 1992a) agus sa Pháipéar Bán (DoE, 1995) ar oideachas imlíne den soláthar oideachais i ranganna naíonán i mbunscoileanna. Tarraingítear pictiúr de shaol an teaghlaigh in Éirinn i dtuairiscí ón Roinn Leasa Shóisialaigh (1996b) agus ón Roinn Gnóthaí Sóisialta, Pobail agus Teaghlaigh (1998). Cuireann an Straitéis Náisiúnta Leanaí íomhá den óige in Éirinn i láthair chun críche ról na leanaí a fheabhsú agus a chur chun cinn.

the Commission on the Family to the Minister for Social, Community and Family Affairs. Dublin: The Stationery Office.

Department of Education and Science (1999a). *Ready to Learn - A White Paper on Early Childhood Education*. Dublin: The Stationery Office.

Department of Justice, Equality and Law Reform (1999c). *National Childcare Strategy, Report of the Partnership 2000 Expert Working Group on Childcare*. Dublin: The Stationery Office.

Department of Finance (2000). *National Development Plan - Ireland 2000-2006*. Dublin: The Stationery Office.

Department of Health and Children (2000a). *The National Children's Strategy. Our Children-Their Lives*. Dublin: The Stationery Office.

Department of Health and Children (2000b). *The National Children's Strategy. Our Children-Their Lives: Executive Summary*. Dublin: The Stationery Office.

Department of Health and Children (2000c). *The National Children's Strategy. Our Children-Their Lives. Report of the Public Consultation*. Dublin: The Stationery Office.

Department of Health and Children (2000d). *The National Children's Strategy. Our Children-Their Lives. Report of the Public Consultation: Executive Summary*. Dublin: The Stationery Office.

Department of Health and Children (2000e). *The National Children's Strategy. Our Children-Their Lives. Report to Children on the Public Consultation*. Dublin: The Stationery Office.

Department of Health and Children (2000f). *The National Children's Strategy. Our Children-Their Lives: Children's Version*. Dublin: The Stationery Office.

Department of Health and Children (2001b). *National Report on the Follow-up to the World Summit for Children*. Dublin: The Stationery Office.

Department of Social, Community and Family Affairs (2001). *Review of the National Anti-Poverty Strategy, Framework Document 2001*. Dublin: The Stationery Office.

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

Department of Education and Science (2002e). *Research and Development in Education, Projects 1994-2000: An Account of Projects Supported by the Research and Development Committee of the Department of Education and Science*. Dublin: The Stationery Office.

Department of Education and Science (2002f). *Thematic Review of Early Childhood Education and Care: Background Report - Ireland*. (Unpublished).

Department of Health and Children (2002a). *Best Health for Children - Investing in Parenthood to Achieve Best Health for Children, The Supporting Parents Strategy*. Dublin: Department of Health and Children.

## 1.4 HISTORICAL PERSPECTIVES

An overview of thesis research in relation to early childhood care and education was produced by UCC (1997). A paper providing an overview of this current research audit was presented at the OMEP Conference by Walsh (2003). Douglas (1994) traces the history of the IPPA, The Early Childhood Organisation.

### 1.4.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Sugrue, C. (1990). Child-centred Education in Ireland since 1971. *Oideas* 35, pp. 5-21.

## 1.4 PEIRSPICTÍOCHTAÍ STAIRE

Tháinig Coláiste na hOllscoile, Corcaigh (1997) forbhreathnú ar thaighde tráchtáil maidir le cúram agus oideachas Luath-Óige. Chuir Walsh (2003) páipéar i láthair ag an gComhdháil OMEP a sholáthair forbhreathnú ar an iniúchadh taighde reatha seo. Léiríonn Douglas (1994) stair Chumann Réamhscoile agus Ghrúpaí Súgartha na hÉireann Eagrais na Luath-Óige.

Douglas, F. (1994). *The History of the Irish Preschool Playgroups Association*. Dublin: IPPA, The Early Childhood Organisation.

University College Cork (1997). *Irish Research in Early Years Education*. Cork: Department of Education, University College Cork.

Walsh, T. (2001). *Educational Disadvantage: An Analysis of Policy and Practice in Ireland*. M.Ed. Thesis. Maynooth: National University of Ireland, Maynooth.

Walsh, T. (2003). *An Overview of Irish Research Pertaining to Early Childhood Education and Care 1990-2003*. Paper Presented at the OMEP (Ireland) Conference, Cork.

## 1.5 INTERNATIONAL PERSPECTIVES

There have been a number of comparisons of the education system in Ireland with other jurisdictions. Murray, Smith and Birthistle (1997) outline the systems of education in Ireland, North and South. A perspective on early childhood care and education research in Ireland is provided by Hayes (1998) in conjunction with corresponding accounts from other jurisdictions. The DES (2002f) provides an overview of the social, economic, cultural and historical perspectives of early childhood care and education in Ireland.

### 1.5.1 Description/Analysis - Tuairisciúil/Anailisiúil:

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Prout, A. (2001). *The Future of Childhood*. 1st Annual Lecture on the Children's Research Centre, Trinity College Dublin. Dublin: The Children's Research Centre, Trinity College Dublin.

### 1.5.2 Policy / Beartas:

Nic Ghiolla Phádraig, M. (1991). *Childhood as a Social Phenomenon: National Irish Report*. Eurosocial Reports, Volume 36. Vienna: European Centre for Social Welfare, Policy and Research.

Organisation for Economic Co-operation and Development (1991). *Reviews of National Policies for Education: Ireland*. Dublin: Stationery Office.

## 1.6 SOCIOLOGICAL PERSPECTIVES

Sociological vistas of the Irish context are provided by a number of commentators. An emphasis on the role of the family is provided by Whelan and Fahey (1994), Colgan McCarthy (1995) and Fahey (1995). The role of the education system in reproducing society is treated by Drudy (1995). Hayes, O'Flaherty and Kernan (1997a) provide an overview of early childhood care and education in Ireland. Lynch (1998) and Richardson (1999) analyse social policy as it relates to children. An overview of family change in Ireland is outlined by Kennedy, (2001), with a particular emphasis on the changing role of fathers provided by Kiely (2001).

## 1.5 PEIRSPICTÍOCHTAÍ IDIRNÁISIÚNTA

Tá roinnt comparáidí déanta idir an córas oideachais in Éirinn agus iad siúd i ndlínsí eile. Déanann Murray, Smith agus Birthistle (1997) imlíne ar na córais oideachais in Éirinn, sa Tuaisceart agus sa Deisceart. Soláthraíonn Hayes (1998) peirspictíocht ar thaighde chúram agus oideachas na Luath-Óige in Éirinn i gcomhar le tuairiscí comhfhreagracha ó dhlínsí eile. Soláthraíonn an Roinn Oideachais agus Eolaíochta (2002f) forbheathnú ar pheirspictíochtaí sóisialacha, eacnamaíocha, cultúrtha agus staire chúram agus oideachas Luath-Óige in Éirinn.

## 1.6 PEIRSPICTÍOCHTAÍ SOCHEOLAÍOCHTA

Soláthraíonn roinnt tráchtairí léargas socheolaíochta den chomhthéacs Éireannach. Cuireann Whelan agus Fahey (1994), Colgan McCarthy (1995) agus Fahey (1995) béim ar ról an teaghlaigh. Tugann Drudy (1995) aghaidh ar an ról atá ag an gcóras oideachais chun sochaí a atáirgeadh. Soláthraíonn Hayes, O'Flaherty agus Kernan (1997a) forbheathnú ar chúram agus oideachas Luath-Óige in Éirinn. Déanann Lynch (1998) agus Richardson (1999) anailís ar bheartas sóisialach mar a bhaineann sé le leanaí. Tá cur síos déanta ag Kennedy (2001) ar fhorbheathnú ar athrú teaghlaigh in Éirinn, agus béim ar leith curtha ag Kiely (2001) ar ról na n-aithreacha, ról atá ag athrú.

### 1.6.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Whelan, C. and Fahey, T. (1994). "Marriage and the Family." pp. 45-81. (in) Whelan, C. (Ed.) (1994). *Values and Social Change in Ireland*. Dublin: Gill and MacMillan.

Clancy, P. (1995). "Education in the Republic of Ireland: The Project of Modernity." pp. 467-494. (in) Clancy, P., Drudy, S., Lynch, K. and O'Dowd, L. (Eds.) (1995). *Irish Society – Sociological Perspectives*. Dublin: Institute of Public Administration.

Colgan McCarthy, I. (Ed.) (1995). *Irish Family Studies: Selected Papers*. Dublin: Families Studies Centre, University College Dublin.

Drudy, S. (1995). "Class, Society, Inequality and the Declassed." pp. 295-323. (in) Clancy, P., Drudy, S., Lynch, K. and O'Dowd, L. (Eds.) (1995). *Irish Society – Sociological Perspectives*. Dublin: Institute of Public Administration.

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Farry, M. (1996). *Education and the Constitution*. Dublin: Round Hall Sweet and Maxwell.

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Hayes, N., O'Flaherty, J. with Kernan, M. (1997a). *A Window on Early Education in Ireland. The First National Report of the IEA Pre-Primary Project*. Dublin: Dublin Institute of Technology.

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Abbott, L. and Johnson, M. (2000). Women, Children and Community: Exploring Definitions and Expectations. *International Journal of Early Years Education*, Volume 8, No. 3, pp. 205-216.

Cleary, A. (2001). "The Child, the Family and Disability." pp. 145-166. (in) Cleary, A., Nic Ghiolla Phádraig, M. and Quin, S. (Eds.) (2001). *Understanding Children, Volume 2: Changing Experiences and Family Forms*. Dublin: Oak Tree Press.

Cunneen, M. (2001). *A Study of Patterns of Gender Socialisation in Early Years Education and Care in Cork City*. Ph.D. Thesis. Cork: University College Cork.

Fahey, T. and Russell, H. (2001). *Family Formation in Ireland: Trends, Data Needs and Implications*. Policy Research Series No. 43. Dublin: Economic and Social Research Institute

Kennedy, F. (2001). *Cottage to Crèche: Family Change in Ireland*. Dublin: The Institute for Public Administration.

Kiely, G. (2001). "The Changing Role of Fathers." pp. 3-18. (in) Cleary, A., Nic Ghiolla Phádraig, M. and Quin, S. (Eds.) (2001). *Understanding Children, Volume 2: Changing Experiences and Family Forms*. Dublin: Oak Tree Press.

Young, P. (2001). *Gender Socialisation in Early Childhood Education Theory and Practice: A Case Study*. M.A. Thesis. Cork: University College Cork.

Cunneen, M. (2003). *A Portrayal of Practice: Gender Socialisation in Early Years Education and Care Settings*. Paper presented at the OMEP (Ireland) Conference, Cork.

### 1.6.2 Policy / Beartas:

Bradshaw, J. and Ditch, J. (1995). "Ireland's Support for Children in Comparative Context." pp. 346-374. (in) Convery, F. and McCashin, A. (Eds.) (1995). *Reason and Reform – Studies in Social Policy*. Dublin: Institute of Public Administration.