

# CHAPTER 11 - CULTURAL DIVERSITY

## CAIBIDIL 11 - ÉAGSÚLACHT CHULTÚIR

The challenge of cultural diversity in the education system is a relatively new phenomenon in the Irish context as Ireland is traditionally a country affected by emigration as opposed to immigration. However, Ireland has always been a society of many cultures and religions, including our sizeable indigenous Traveller population. There are now many ethnic minority groups resident in Ireland and our education system will need to adapt to accommodate this changing reality. In the year 2000 alone, in excess of 5,000 asylum-seeking children arrived in Ireland, the majority having minimal competency in the English language (Fanning, Veale and O'Connor, 2001).

Recent government policies and legislation, including the establishment of the National Consultative Committee on Anti-racism and Interculturalism (NCCRI) in 1998, the Education Act (DES, 1998b), the Equal Status Act (DJELR, 2000d) and the National Children's Strategy (DHC, 2000a), have served to strengthen the rights of individuals and the responsibilities of society in relation to interculturalism and anti-racism.

However, the Department of Education and Science has been slow to respond to the needs of the growing numbers of children presenting in the Irish education system from diverse cultural and ethnic backgrounds. The White Paper on Early Childhood Education (DES, 1999a) falls short in its response to the recommendations presented in the reports and the consultation process preceding its publication such as the White Paper on Education (DoE, 1995) and the National Forum on Early Childhood education (Coolahan, 1998). While these previous reports cited the importance of incorporating an intercultural approach into early years training, there is no mention of interculturalism, anti-discrimination, anti-bias or anti-racist policies in the White Paper. The United Nations has expressed concern with Ireland's commitment to make provision for and to support minorities in their right to education, recommending Ireland;

*"strengthen its efforts to ensure that children from vulnerable and disadvantaged groups, including...refugee children benefit from positive measures aimed at facilitating access to education"* (United Nations, 1998: 6).

Moreover, our National Children's Strategy (DHC, 2000a) commits that;

*"Children will be educated and supported to value social and cultural diversity so that all children including Travellers and other marginalized groups achieve their full potential"* (DHC, 2000a: 70).

Research continues to emphasise that prejudice and

Is feiniméan sách nua é dúshlán na héagsúlachta cultúir sa chóras oideachais i gcomhthéacs na hÉireann mar, go traidisiúnta, bhain eisirce seachas inimirce le hÉirinn. Bhain go leor cultúr agus reiligiún le hÉireann i gcónaí, áfach, lena n-áirítear pobal mór dúchasach an Lucht Siúil. Tá go leor mionghrúpaí eitneacha ina gcónaí in Éirinn anois agus beidh ar ár gcóras oideachais dul in oiriúint dó sin. Sa bhliain 2000 amháin, tháinig os cionn 5,000 leanbh iarrtha tearmainn go hÉirinn, agus i gcás an chuid is mó acu, níl inniúlacht ard sa Bhéarla acu (Fanning, Veale agus O'Connor, 2001).

Maidir le beartais agus reachtaíocht an rialtais le déanaí, lena n-áirítear bunú an NCCRI i 1998, an tAcht Oideachais (DES, 1998b), an tAcht um Stádas Comhionann (DJELR, 2000d) agus an Straitéis Náisiúnta Leanaí (DHC, 2000a), threigh siad cearta an duine aonair agus freagrachtaí na sochaí maidir le hidirchultúrachas agus frithchiníochas.

Tá an Roinn Oideachais agus Eolaíochta mall, áfach, maidir le freagairt do riachtanais an líon leanaí i gcóras oideachais na hÉireann a thagann ó chúraí éagsúla cultúir agus eitneacha, líon atá ag fás. Ní thugann an Páipéar Bán faoi Oideachas Luath-Óige (DES, 1999a) freagra sách maith ar na moltaí a cuireadh i láthair i dtuarascálacha agus sa phróiseas comhairliúcháin a rinneadh sular foilsíodh é (DoE, 1995; Coolahan, 1998). Cé gur luaigh gach tuarascáil roimhe sin an tábhacht a bhaineann le cur chuige idirchultúir a ghlacadh in oiliúint na luathbhlianta, ní dhéantar aon tagairt do bheartais idirchultúir, frith-idirdhealaithe, frithleatroma ná frithchiníochais sa Pháipéar Bán. Tá imní léirithe ag na Náisiúin Aontaithe faoi thiomantas na hÉireann maidir le foráil a dhéanamh do mhionlaigh agus tacaíocht a thabhairt dóibh maidir lena gceart i leith oideachais, agus molann siad d'Éirinn:

*"strengthen its efforts to ensure that children from vulnerable and disadvantaged groups, including...refugee children benefit from positive measures aimed at facilitating access to education"* (Na Náisiúin Aontaithe, 1998: 6).

Ina theannta sin, tugann an Straitéis Náisiúnta Leanaí (DHC, 2000a) an tiomantas seo a leanas:

*"Children will be educated and supported to value social and cultural diversity so that all children including Travellers and other marginalized groups achieve their full potential"* (DHC, 2000a: 70).

Tá taighde fós ag leagan béime ar chlaontacht agus ciníochas a bheith bunaithe ag aois luath (O'Reilly, 1999; O'Doherty, 2002). Tagann forbairt ar leanaí óga ag ráta nach bhfeictear a leithéid ag tréimhse ar bith eile i rith a saoil agus dá bhrí sin tá sé rithábachtach

racism become instilled at an early age (O'Reilly, 1996; O'Doherty, 2002). Young children develop at a rate unparalleled at any other time in their lives and therefore, it is imperative to introduce an intercultural dimension to pupils' education and care at this early age (Murray and O'Doherty, 2001). If intervention is not instigated at this age, the opportunity has been lost and subsequent attempts will be slower and more problematic to implement (Gilligan, 1991). Children construct an image of themselves, determined largely by those around them. As Murray and O'Doherty (2001:46) elucidate;

*"children can develop positive and negative feelings about racial groups at an early age...children as young as three can demonstrate an awareness of racial hierarchy in line with current adult prejudices."*

Provision in the early years lacks both intensity and targeting, and fails to address the needs of linguistic minority groups either in the acquisition of the English language or in increasing their proficiency in their mother tongue. Competence in the first language is of vital importance for further cognitive and linguistic development (Coolahan, 1998; INTO, 1998b). The INTO (1998b) propose the employment of bilingual assistants to facilitate this, as well as to provide valuable services in relation to home-school communication and to facilitate the phased introduction to the English language. The DES (2000c) published an "Information Booklet for Schools on Asylum Seekers" outlining its role in integrating and facilitating the education of foreign nationals. The INTO (2002) has also published intercultural guidelines for schools.

Traveller preschools have been in operation since 1984 and are largely funded by grant-aid from the Department of Education and Science. In 2001, there were 52 Traveller preschools, catering for approximately 550 pupils. The Report on the Task Force on the Traveller Community (DELR, 1995a), the Report on The National Forum for Early Childhood Education (Coolahan, 1998) and the Committee to Monitor and Co-ordinate the Implementation of the Recommendations of the Task Force on the Travelling Community (DJELR, 2000b) have emphasised the deficiencies of the Traveller preschool service. This includes management of the service, funding, employment conditions, culturally appropriate provision, curriculum approach and parental involvement. At primary level, there are 460 Resource teachers working with Traveller pupils on a withdrawal and full-time basis. The DES (2003b) has produced an evaluation of the Traveller preschools.

There is little consistency in curricular provision in the early childhood care and education sector, in the absence of a national curriculum or framework in the area. It is a welcome development that the National Council for Curriculum and Assessment is producing such a framework at present. At infant level of the primary school, the Primary School Curriculum recognises diversity and;

diminsean idirchultúir a thabhairt isteach in oideachas agus cúram na ndaltaí ag an aois luath sin (Murray agus O'Doherty, 2001). Mura ndéantar idirghabháil ag an aois sin, cailltear an deis agus má thugtar faoi tráth níos déanaí beidh moill agus fadhbanna i gceist lena chur-i-ngníomh (Gilligan, 1991). Tógann leanáí íomhá díobh féin, arna cinneadh acu siúd a bhíonn thart orthu. Mar a léiríonn Murray agus O'Doherty (2001:46);

*"children can develop positive and negative feelings about racial groups at an early age...children as young as three can demonstrate an awareness of racial hierarchy in line with current adult prejudices."*

Ní bhíonn an soláthar sna blianta luatha dian go leor agus ní bhíonn siad spriocdhírthe, agus ní thugann siad aghaidh ar riachtanais mionghrúpaí teangeolaíocha, bíodh sin i dtéarmaí sealbhú an Bhéarla nó líofacht sa mháthairtheanga a mhéadú. Tá inniúlacht sa chéad teanga ríthábhachtach d'fhorbairt bhreise chognaíoch agus theangeolaíoch (Coolahan, 1998; INTO, 1998b). Molann an INTO (1998b) go bhfostófaí cúntóirí dátheangacha chun é sin a éascú, mar aon le seirbhísí luachmhara a sholáthar maidir le cumarsáide baile/scoile agus chun tabhairt isteach céimneach an Bhéarla a éascú. D'fhoilsigh an DES (2000c) Information Booklet for Schools on Asylum Seekers a thugann cuntas ar a ról maidir le náisiúnaigh choigríche a chomhtháthú agus a éascú. Tá treoirlínte idirchultúir do scoileanna foilsithe ag an INTO (2002) freisin.

Tá réamhscoileanna an Lucht Siúil i bhfeidhm ó 1984 i leith agus den chuid is mó faigheann siad cúnaimh deontais ón Roinn Oideachais agus Eolaíochta. In 2001, bhí 52 réamhscoil an Liúcht Siúil ann agus bhí siad ag freastal ar thart ar 550 dalta. Leag an Report on the Task Force on the Traveller Community (DJELR, 1995a), an Report on The National Forum for Early Childhood Education (Coolahan, 1998) agus an Committee to Monitor and Co-ordinate the Implementation of the Recommendations of the Task Force on the Travelling Community (DJELR, 2000b) béim ar na heasnaimh a bhaineann leis an tseirbhís réamhscolaíochta don Lucht Siúil. Áirítear air sin bainistíocht na seirbhíse, maoiniú, coinníollacha fostaíochta, soláthar a oireann don chultúr, cur chuige curaclaim agus rannpháirtíocht tuismitheoirí. Ag an mbunleibhéal, tá 460 múinteoir Acmhainne ag obair le daltaí an Lucht Siúil ar bhonn aistarraingte agus lánaimseartha. Tá meastóireacht ar réamhscoileanna an Lucht Siúil déanta ag an DES (2003b).

Is beag leanúnachas a bhaineann le soláthar curaclaim san earnáil cúraim agus oideachais Luath-Óige, in éagmais creata nó curaclaim náisiúnta sa réimse. Tá an NCCA ag cur creat den chineál sin le chéile faoi láthair agus fáiltítear go mór roimhe sin. Ag leibhéal naíonán na bunscolaíochta, aithníonn Curaclam na Bunscoile éagsúlacht agus:

*"aims to develop a respect for culture and human diversity in the world and an appreciation for the*

*"aims to develop a respect for culture and human diversity in the world and an appreciation for the democratic way of life... they (children) are encouraged to learn about their own traditions and culture and are given opportunities to compare and contrast these with other ethnic or cultural groups in society"* (DES, 1999b: 17 - Introduction).

The home is the most potent influence on the child at this age; therefore, wider societal awareness of diversity is an integral element to education in the early years. Diversity education is an issue for the population as a whole and is a necessary life-skill to examine our own beliefs, values, attitudes and prejudices in an increasingly multicultural society. It is necessary to educate the majority and minority population in this situation to engage and challenge the issues comprehensively (INTO, 1998b; Murray and O'Doherty, 2001). As O'Doherty (2002: 8) states:

*"where young children are concerned, we know that prejudices develop, cultural norms are internalised and identities are built remarkably early in life."*

An intercultural approach aims to develop understanding among people from different cultural and ethnic backgrounds, leading to mutual respect, appreciation and learning (INTO, 1998b). Interculturalism contains the concept of adaptation for each group. Consequently, the richness and diversity of cultures is appreciated, leading to the acquisition of a sympathetic and critical understanding of culture. It also fosters an ability to recognize and challenge inequality, injustice, racism, prejudice and bias in the school as an institution and in society as a whole (Murray and O'Doherty, 2001). All pupils need to feel a sense of belonging and this is difficult if he/she is surrounded by images and a language that reflect an identity or culture alien to him/her. Unless pupils' individual and group identity are acknowledged and supported, through the provision of appropriate role models, curricula and methodology, expectations and assessment, schooling will become a negative rather than positive experience (Murray and O'Doherty, 2001).

The following **categories** emerged in the area of Cultural Diversity:

- 11.1 Anti-Racism, Rights and Welfare
- 11.2 Culture and Ethnicity
- 11.3 Education
- 11.4 Government Publications
- 11.5 International Perspectives
- 11.6 Language

These are treated as outlined under the following **sub-categories**:

- Description/Analysis
- Evaluation
- Guidelines
- Policy

*democratic way of life... they (children) are encouraged to learn about their own traditions and culture and are given opportunities to compare and contrast these with other ethnic or cultural groups in society"* (DES, 1999b: 17 – Réamhrá).

Is é an teaghlach an tionchar is tábhachtaí ar an leanbh ag an aois seo; dá bhrí sin, is gné lárnach den oideachas sna blianta luatha feasacht na sochaí níos leithne ar an éagsúlacht. Is saincheist é an t-oideachas éagsúlachta don daonra ina iomláine agus is scil saoil riachtanach é chun ár gcreidimh, luachanna, dearcaí agus claonta a scrúdú i sochaí atá ag éirí níos ilchultúrtha. Ní mór oideachas a chur ar an mionphobal agus ar an mórfhobal sa chás sin chun tabhairt faoi na saincheistanna go cuimsitheach agus chun a ndúshlán a thabhairt (INTO, 1998b; Murray agus O'Doherty, 2001). Faoi mar a deir O'Doherty (2002: 8):

*"where young children are concerned, we know that prejudices develop, cultural norms are internalised and identities are built remarkably early in life."*

Tugann cur chuige idirchultúir faoi thuiscint a fhorbairt i measc daoine ó chúlraí éagsúla cultúir agus eitneacha, rud a thugann cóimheas, comhthuiscint agus comhfhoghlaim (INTO, 1998b). Baineann coincheap an oiriúnaithe do gach grúpa le hidirchultúrachas. Dá réir sin, bíonn meas ar shaibhreas agus ar éagsúlacht chultúir, rud a thugann tuiscint chriticiúil agus chomhbhraiteach ar chultúr a shealbhú. Cothaíonn sé cumas freisin chun neamhionannas, éagóir, ciníochas, claonadh agus leatrom a aithint agus a ndúshlán a thabhairt sa scoil mar fhoras agus sa tsochaí ina hiomláine (Murray agus O'Doherty, 2001). Ní mór go mbraithfeadh gach dalta go bhfuil sé/sí mar chuid dá t(h)impeallacht agus bíonn sé sin deacair má bhíonn íomhánna agus teanga thart air nó uirthu a léiríonn féiniúlacht nó cultúir atá coimhthíoch dar leis/léi. Mura dtugtar aitheantas agus tacaíocht d'fhéiniúlacht aonair agus grúpa na ndaltaí, trí rólchuspáí, curaclaim agus modheolaíocht, ionchais agus measúnú a sholáthar, is eispéireas diúltach seachas eispéireas dearfach a bheidh sa scolaíocht (Murray agus O'Doherty, 2001).

Tháinig na **catagóirí** seo a leanas chun cinn i réimse na hÉagsúlachta Cultúir:

- 11.1 Frithchiníochas, Cearta agus Leas
- 11.2 Cultúr agus Eitneachas
- 11.3 Oideachas
- 11.4 Foilseacháin Rialtais
- 11.5 Peirspictíochtaí Idirnáisiúnta
- 11.6 Teanga

Pléitear na catagóirí sin faoi na **fochatagóirí** seo a leanas:

- Tuairisciúil/Anailísiúil
- Meastóireacht
- Treoirilínte
- Beartas

## 11.1 ANTI-RACISM, RIGHTS AND WELFARE

The rights and welfare of minority groups in Ireland has received much debate and discussion in recent years. The Equal Status Act (DJELR, 2000d), as well as other regulations, for example, the Employment Equality Act (DJELR, 1998b), provides legislation for the protection of people's rights, including those of the Travelling community. However, Ireland has witnessed an upsurge in racist incidents in recent years with the advent of increased immigration by foreign nationals. This has led to a great deal of research, initially in relation to Travellers (DJELR, 2000b), and subsequently pertaining to other nationalities regarding the provision of early childhood care and education and peripheral services for families (Watt, 1998).

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

Murray, C. (1995). *Side by Side. A Child Care Course for Travellers*. Dublin: Barnardos.

McVeigh, R. (1996a). *Minority Ethnic Groups and Racism*. CRD North/ South Fact Sheet Series, No. 5. Belfast: Centre for Research and Documentation.

McVeigh, R. (1996b). *The Racialisation of Irishness: Racism and Anti-Racism in Ireland*. Belfast: Centre for Research and Documentation.

Fitzpatrick, P., Molloy, B. and Johnson, Z. (1997). Community Mothers Programme: Extension to the Travelling Community in Ireland. *Journal of Epidemiology and Community Health*, Volume 51, pp. 299-303.

Helleiner, J. (1998). Contested Childhood: The Discourse and Politics of Minority Childhood in Ireland. *Childhood: A Global Journal of Child Research*, Volume 5, No. 3, pp. 303-324.

O'Regan, C. (1998). *Report of a Survey of the Vietnamese and Bosnian Communities in Ireland*. Dublin: Refugee Resettlement Research Project, Refugee Agency

Begley, M., Garavan, C., Condon, M., Kelly, I., Holland, K. and Staines, A. (1999). *Asylum in Ireland: A Public Health Perspective*. Dublin: Department of Public Health and Medicine, University College Dublin.

Faughnan, P. and Woods, M. (2000). *Lives On Hold: Seeking Asylum in Ireland*. Dublin: Social Science Research Centre, University College Dublin.

Helleiner, J. (2000). *Irish Travellers: Racism and the Politics of Culture*. London: University of Toronto Press.

Farrell, F. and Watt, P. (Eds.) (2001). *Responding to Racism in Ireland*. Dublin: Veritas.

Rea, A. (2001). *Psychosocial Needs, Social Support and Estimates of Psychological Distress among Unaccompanied Refugee Minors in Ireland*. Research Project for Doctorate in Clinical Psychology (Unpublished). Belfast: Queen's University.

Cooke, M., Fitzpatrick, A. and Walsh, P. (2002). "Diversity Education of Early Years Students in the Dublin Institute of Technology." pp. 253-268. (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference*.

Faughnan, P. and O'Donovan, A. (2002). *A Changing Voluntary Sector – Working with New Minority Communities in Ireland*. Dublin: Social Science Research Centre, University College Dublin.

Lentin, R. and McVeigh, R. (Eds.) (2002). *Racism and Anti-Racism in Ireland*. Belfast: BTP Publications.

## 11.1 FRITHCHINÍOCHAS, CEARTA AGUS LEAS

Is mó plé agus díospóireacht atá déanta ar chearta agus leas mionghrúpaí in Éirinn le blianta beaga anuas. Soláthraíonn an tAcht um Stádas Comhionann (DJELR, 2000d), mar aon le rialacháin eile, mar shampla, an tAcht um Chomhionannas Fostaíochta (DJELR, 1998b), reachtaíocht chun cearta daoine a chosaint, lena n-áirítear cearta phobal an Lucht Siúil. Tá méadú tagtha ar theagmhais chiníocha in Éirinn le blianta beaga anuas agus líon níos mó náisiúnach coigríoch a bheith ag teacht chun na tíre seo. Dá bharr sin, rinneadh go leor taighde, faoin Lucht Siúil i dtosach (DJELR, 2000b), agus ina dhiaidh sin faoi náisiúntachtaí eile maidir le soláthar oideachais agus cúraim Luath-Óige agus seirbhísí tánaisteacha do theaghlaigh (Watt, 1998).

### 11.1.2 Evaluation / Meastóireacht:

Clondalkin Travellers Development Group (1999). *The Traveller Child: An Assessment of Childcare Provision for Travellers in Clondalkin*. Dublin: Clondalkin Travellers Development Group in association with Barnardos.

### 11.1.3 Guidelines / Treoirínte:

Pavee Point (1999). *Anti-Racist Code of Practice*. Dublin: Pavee Point.

Torode, R., Walsh, T. and Woods, M. (2001). *Working with Refugees and Asylum Seekers: A Social Work Resource Book*. Dublin: Trinity College Dublin Social Studies.

Pavee Point (2002). *Traveller-Proofing Within an Equality Framework*. Dublin: Pavee Point.

### 11.1.4 Policy / Beartas:

Ó Nualláin, S. and Forde, M. (1992). *Changing Needs of Irish Travellers*. Galway: Woodlands Centre.

Dublin Travellers Education and Training Group, Irish Traveller Movement and Irish Council for Civil Liberties (1993). *Anti-Racist Law and the Travellers*. Dublin: Irish Traveller Movement.

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

Murray, C. (1997). *Pavee Children: A Study of Childcare Issues for Travellers*. Dublin: Pavee Point.

Refugee Agency (1997). *Addressing Racism in Predominantly White Communities*. Dublin: Refugee Agency, A Part of Ireland Now.

Watt, P. (1998). *Refugees and Asylum Seekers in Ireland, The Potential of Community Development Strategies*. Dublin: Combat Poverty Agency.

MacNeice, S. and Almirall, L. (1999). *Separated Children Seeking Asylum in Ireland. A Report on Legal and Social Conditions*. Dublin: Irish Refugee Council.

Barnardos (2000a). *Meeting the Needs of Refugee and Asylum Seeking Children in Ireland. Policy Briefing 5*. Dublin: Barnardos.

Fanning, B., Veale, A, O'Connor, D, (2001). *Beyond the Pale: Asylum Seeking Children and Social Exclusion in Ireland*. Dublin: Irish Refugee Council.

## 11.2 CULTURE AND ETHNICITY

Ireland has traditionally been perceived as a monocultural society. This did not take account of our indigenous population of Travellers as well as a large number of ethnic minorities resident here (Murray and O'Doherty, 2001). Recent years have witnessed a growing rights-based concern for minorities to maintain and celebrate their unique and individual cultures in Ireland (Sheehan, 2000). The majority of the publications listed below refer to the Travelling community but there has been an increased focus on other minority groups in recent years (Schonfeld, 2002). Research has elucidated that cultural identity becomes engendered in children from an early age, thus the provision of appropriate early childhood experiences is imperative for all children (O'Doherty, 2002).

## 11.2 CULTÚR AGUS EITNEACHAS

Go traidisiúnta, measadh Éire a bheith ina sochaí aonchultúir. Níor ghlac sé sin san áireamh pobal dúchasach an Lucht Siúil mar aon le líon mór mionlach eitneach a chónaíonn anseo (Murray agus O'Doherty, 2001). Le blianta beaga anuas táthar ag déanamh imní níos mó faoi bhearta mionlach chun a gcultúir uathúla agus aonair a chothabháil agus a cheiliúradh in Éirinn (Sheehan, 2000). Tagraíonn formhór na bhfoilseachán a liostaítear thíos do phobal an Lucht Siúil ach táthar ag díriú níos mó agus níos mó ar mhionghrúpaí eile le blianta beaga anuas (Schonfeld, 2002). Deir taighde go mbíonn an fhéiniúlacht chultúir buanaithe i leanaí ó aois luath, agus dá bhrí sin tá sé rithabhachtach eispéiris chuí Luath-Óige a sholáthar do gach leanbh (O'Doherty, 2002).

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

Spiers, D. (1990). *Pavee Pictures*. Dublin: Pavee Point.

Dublin Travellers Education and Training Group (1992). *File – Irish Travellers: New Analysis and New Initiatives*. Dublin: Pavee Point.

Dublin Travellers Education and Training Group (1993). *Dublin Travellers Education and Training Group File*. Dublin: Pavee Point.

McCann, M., Ó Siocháin, S. and Ruane, J. (Eds.) (1994). *Irish Travellers: Culture and Ethnicity*. Belfast: Institute of Irish Studies.

O'Connell, J. (1994). *Reach Out*. Dublin: Pavee Point.

O'Connell, J. (1997). *Travellers, Gypsies, Roma*. Dublin: Pavee Point Fact Sheet.

Pavee Point (1997). *Travellers: Nomads of Ireland*. Dublin: Pavee Point.

Phillips, M. (1998). *Travellers and Education: an Exploration of the use of Traveller Culture and Language as a Resource in Preschool Education for Traveller Children*. M.Ed. Thesis. Galway: UCG.

O'Reilly, C. (1999). *Children's Perception of Race*. M.Ed. Thesis. Dublin: University College Dublin.

Cullen, P. (2000). *Refugees and Asylum Seekers in Ireland*. Cork: Cork University Press.

Pavee Point (2000). *Pavee Beoir, Different but Equal (Video)*. Dublin: Pavee Point.

Sheehan, E. (Ed.) (2000). *Travellers – Citizens of Ireland*. Dublin: The Parish of the Travelling People.

Kenny, M. (2001). "Traveller Childhood in Ireland." pp. 229-248. (in) Cleary, A., Nic Giolla Phádraig, M. and Quin, S. *Understanding Children, Volume 2: Changing Experiences and Family Forms*. Dublin: Oak Tree Press

O'Doherty, A., (2002). "Diversity as a Majority Issue." pp. 6-23 (in) Schonfeld, H. (Ed.) (2002). *Diversity in Early Childhood: A Collection of Essays*. Dublin: Barnardos' National Children's Resource Centre.

Roma Support Group and Pavee Point (2002). *Roma in Ireland: An Initial Needs Analysis*. Dublin: Pavee Point.

Schonfeld, H. (Ed.) (2002). *Diversity in Early Childhood: A Collection of Essays*. Dublin: Barnardos' National Children's Resource Centre.

### 11.2.2 Guidelines / Treoirínte:

Barnardos (2002d). *Unaccompanied Minors: An Information Booklet*. Dublin: Barnardos' National Children's Resource Centre.

## 11.3 EDUCATION

The early childhood care and education of Travellers is situated largely in a segregated environment followed by a largely integrated education in the formal system (DES, 2003b). The education system can be often slow to respond to the needs of this minority group, leading to their alienation from schooling (MacAoughusa, 1991; Coolahan, 1998). The education of other foreign national minority groups is now becoming a new challenge and much remains to be done in the Irish context to meet their needs (INTO, 1998b). Certain models have been proposed but their implementation on a wide scale has not occurred to date (Murray and O'Doherty, 2001; INTO, 2002; NCCRI, 2002). However, there is growing awareness as to the additional needs of minority groups in the education system.

## 11.3 OIDEACHAS

Tarlaíonn oideachas agus cúram Luath-Óige don Lucht Siúil den chuid is mó i dtimpeallacht leithscartha agus in oideachas comhtháite den chuid is mó sa chóras foirmiúil ina dhiaidh sin (DES, 2003b). Is minic go mbíonn moill ar an gcóras oideachais freagairt do riachtanais an mhionghrúpa sin, rud a fhágann go bhfágfar ar lár ón scolaíocht iad (MacAoughusa, 1991; Coolahan, 1998). Is dúshlán nua é oideachas a chur ar mhionghrúpaí náisiúnach coigríoch anois agus tá go leor le déanamh fós i gcomhthéacs na hÉireann chun freastal ar a gcuid riachtanas (INTO, 1998b). Moladh go leor múnlaí ach níor cuireadh i bhfeidhm iad ar scála mór go dtí seo (Murray and O'Doherty, 2001; INTO, 2002; NCCRI, 2002). Tá an fheasacht ar riachanais bhreise mionghrúpaí sa chóras oideachas ag méadú, áfach.

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

- Cronin, B. (1990). Education Provision for the Children of Travelling Communities: A Survey. *Reach*, Volume 4, No. 1, pp. 24-28.
- MacAoughusa, M. (1991). *The Alienation of Travellers from the Educational System*. Dublin: Sociological Society of Ireland.
- Boyle, A. (1995). *A Profile of the Special Preschools for Traveller Children*. M.Ed. Thesis. Galway: UCG.
- Glocklai (1995). Preschool Teachers and the Early Start Scheme. *Glocklai*, Volume 2, No. 374, November, pp. 28.
- McGovern, F. (1995). The Education of Refugee Children in Ireland. *Oideas*, Summer 1995, pp. 82-93.
- Bradley, C. (1996). *The Education of Ethnic Minority Pupils*. M.Ed. Thesis. Dublin: Trinity College Dublin.
- O'Reilly, M. (1996). Education and the Traveller Community. *Reach*, Volume 10, No. 1, pp. 46-55.
- Ryan, A. (1996). *Teachers, Travellers and Education: A Sociological Perspective*. M.Ed. Thesis. Dublin: University College Dublin.
- Nolan, G. (1997). *The Education of Refugee Children: A Review of Irish Educational Provision for Refugee Children in the Light of International Experience*. M.Ed. Thesis. Dublin: University College Dublin.
- McGowan, A. (1998). *Multi-Denominational Education at Primary Level in Ireland*. M.Ed. Thesis. Dublin: University College Dublin.
- Phillips, M. (1998). *Travellers and Education: An Exploration of the use of Traveller Culture and Language as a Resource in Preschool Education for Traveller Children*. M.Ed. Thesis. Galway: UCG.
- Hennessy, R. (1999). *Perceptions of the Needs of Refugee / Asylum Seeker Children in Irish Schools: A Qualitative Analysis*. M.A. Thesis. Dublin: University College Dublin.
- Smith, A., (1999). *The Role of an Early Childhood Curriculum: Promoting Diversity Versus Uniformity*. Paper presented at *Enhancing Quality in the Early Years* Conference, Dublin, November, 1999.
- Murray, M. (2000). *Inclusive Education for Refugee Children: Issues to be Addressed*. M.ES. Thesis. Dublin: University College Dublin.
- O'Gorman, M. (2000). *Multiculturalism: Contributing to Equality in Early Education*. M.ES. Thesis. Dublin: University College Dublin.
- Ward, L. (2000). *All Children - All Equal: The Need for Anti-Racist Education in the Primary School System*. M.ES. Thesis. Dublin: University College Dublin.
- Irish Association of Teachers in Special Education (2001). *Education for a Pluralist Society: The Directions of Intercultural Education*. Dublin: IATSE, Drumcondra Education Centre.
- Pavee Point (2001). *"Respect." Education Without Prejudice: A Challenge for Early Years Educators in Ireland*. Papers presented at a Pavee Point conference in Dublin Castle, October, 1998. Dublin: Pavee Point.
- O'Connor, C. (2003). *Challenging Prejudice in Early Years Education: The Role of the Practitioner*. Paper presented at the OMEP (Ireland) Conference, Cork.

### 11.3.2 Guidelines / Treoirinte:

- O'Reilly, M. (1993). *With Travellers – A Handbook for Teachers*. Dublin: Blackrock Teachers Centre.
- Trócaire (2001). *Watoto – Children from Around the World. A Resource for Preschool Educators*. Cork: Trócaire
- Irish National Teachers' Organisation (2002). *Intercultural Guidelines for Schools: Valuing Difference, Combating Racism, Promoting Inclusiveness and Equality*. Dublin: Irish National Teachers' Organisation.

### 11.3.3 Policy / Beartas:

- Gilligan, R. (1991). *Irish Childcare Services: Policy, Practice and Provisions*. Dublin: Institute of Public Administration.
- Irish National Teachers' Organisation (1992). *Travellers in Education*. Dublin: Irish National Teachers'

Organisation.

Irish Traveller Movement (1993). *Education and Travellers*. Dublin: Irish Traveller Movement.

Irish National Teachers' Organisation (1998b). *The challenge of Diversity - Education Support for Ethnic Minority Children*. Dublin: Irish National Teachers' Organisation.

Murray, C. and O'Doherty, A. (2001). *"Éist," Respecting Diversity in Early Childhood Care, Education and Training*. Dublin: Pavee Point.

Centre for Early Childhood Development and Education (2002). *Submission to the Curriculum Development Unit of the Department of Education and Science regarding the Promotion of Anti-racism and Interculturalism at all Levels of the Education System*. Dublin: Centre for Early Childhood Development and Education.

Irish Traveller Movement (2002). *Submission by the Irish Traveller Movement Education Working Group on Promoting Anti Racism, Inclusion and Interculturalism in the Irish Education System*. Dublin: Irish Traveller Movement.

## 11.4 GOVERNMENT PUBLICATIONS

There is a wealth of government publications relating to diversity in recent years. This largely related to the Travelling community in the early 1990s (DoE, 1994a; DELR, 1995a) but it has grown to incorporate other minority groups in recent years (NCCRI, 2000a; DJELR, 2002a). A number of pieces of legislation and policies have been enacted to prevent racism and discrimination in the education system (DES, 1998c; 2000a) and supports provided to enhance the education of minority groups (DES, 2000c). However, much remains to be achieved in the early years to ensure children's education and care is apposite and effective.

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

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

Department of Justice, Equality and Law Reform (1997a). *European Year Against Racism - Ireland Report*. Dublin: The Stationery Office.

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

National Consultative Committee on Anti-racism and Interculturalism (2000a). *Addressing Racism and Promoting a More Inclusive, Intercultural Society. Conference: Round Table on Child Care*. Dublin: National Consultative Committee on Anti-racism and Interculturalism.

### 11.4.2 Evaluation / Meastóireacht:

Department of Justice Equality and Law Reform (2000b). *First Progress Report of the Committee to Monitor and Co-ordinate the Implementation of the Recommendations of the Task Force on the Travelling Community*. Dublin: The Stationery Office.

### 11.4.3 Guidelines / Treoirínte:

National Consultative Committee on Anti-racism and Interculturalism (1999). *Introductory Pack: Addressing Racism and Promoting a More Inclusive, Intercultural Society*. Dublin: National Consultative Committee on Anti-racism and Interculturalism.

### 11.4.4 Policy / Beartas:

United Nations (1989). *United Nations Convention on the Rights of the Child* - Adopted by the United Nations General Assembly, 20th November 1989. (Ratified by Ireland, September 1992) Geneva: United Nations.

## 11.4 FOILSEACHÁIN RIALTAIS

Tá an-cuid foilseachán rialtais ann a phléann éagsúlacht le blianta beaga anuas. Bhain sé sin den chuid is mó le pobal an Lucht Siúil ag tús na 1990idí (DoE, 1994a; DELR, 1995a) ach tá forás tagtha air chun mionghrúpaí eile a ghlacadh san áireamh le blianta beaga anuas (NCCRI, 2000a; DJELR, 2002a). Achtaíodh roinnt píosaí reachtaíochta agus beartais chun ciníochas agus idirdhealú sa chóras oideachais a chosc (DES, 1998c; 2000a) agus cuireadh tacaíochtaí ar fáil chun oideachas a fheabhsú do mhionghrúpaí (DES, 2000c). Tá go leor le baint amach fós, áfach, sna blianta luatha le cinntiú go mbíonn oideachas agus cúram leanaí oiriúnach agus éifeachtach.

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

Government of Ireland (1990). *Report of the Committee to Monitor the Implementation of Government Policy on Travelling People*. Dublin: The Stationery Office.

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

Department of Education (1994a). *The Education of Traveller Children in National Schools – Guidelines*. Dublin: The Stationery Office.

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

Department of Equality and Law Reform (1995a). *Report of the Task Force on the Travelling Community*. Dublin: The Stationery Office.

Department of Justice, Equality and Law Reform (1997b). *The Children Act 1997*. Dublin: The Stationery Office.

Department of Education and Science (1998b). *Education Act*. Dublin: The Stationery Office.

Department of Education and Science (1998c). *Survey by the Primary School Inspectorate of Traveller Participation in Education*. Dublin: Unpublished.

Department of Justice, Equality and Law Reform (1998b). *Employment Equality Act*. Dublin: The Stationery Office.

Pavee Point (1998). *Travellers and Early Childhood Care and Education. Submission to the National Forum on Early Childhood Education*. Dublin: Pavee Point.

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

Department of Education and Science (1999b). *Primary School Curriculum*. Dublin: The Stationery Office.

Department of Education and Science (1999f). *Education Welfare Bill*. Dublin: The Stationery Office.

Department of Justice, Equality and Law Reform (1999b). *Integration: A Two Way Process. Report to the Minister for Justice, Equality and Law Reform by the Interdepartmental Working Group on the Integration of Refugees in Ireland*. 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 Education and Science (2000a). *Education Welfare Act*. Dublin: The Stationery Office.

Department of Education and Science (2000c). *Information Booklet for Schools on Asylum Seekers*. 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 Justice, Equality and Law Reform (2000d). *Equal Status Act*. Dublin: The Stationery Office.

Equality Commission for Northern Ireland and National Consultative Committee on Anti-racism and Interculturalism (2000). *Developing a North / South Agenda for Anti-racism and Racial Equality Strategies (Briefing Paper)*. Dublin: National Consultative Committee on Anti-racism and Interculturalism.

National Consultative Committee on Anti-racism and Interculturalism (2000b). *Towards an Intercultural Approach to the Integration of Children at Primary School Level*. Dublin: National Consultative Committee on Anti-racism and Interculturalism.

Department of Justice, Equality and Law Reform (2001c). *The Children Act 2001*. Dublin: The Stationery Office.

Department of Education and Science (2002a). *Guidelines on Traveller Education in Primary Schools*. Dublin: The Stationery Office.

Department of Education and Science (2002b). *Promoting Anti-Racism and Interculturalism in Education – Draft Recommendations Towards a National Action Plan*. Dublin: The Stationery Office.

Department of Health and Children (2002b). *Traveller Health: A National Strategy 2002-2005*. Dublin: The Stationery Office.

Department of Justice, Equality and Law Reform (2002a). *Towards a National Action Plan Against Racism in Ireland: A Discussion Document to Inform the Consultative Process*. Dublin: Department of Justice, Equality and Law Reform.

National Consultative Committee on Anti-racism and Interculturalism (2002). *Equality and Diversity: An Anti-Bias Approach*. Dublin: Barnardos/ Pavee Point/ Know Racism, National Consultative Committee on Anti-racism and Interculturalism.

Department of Education and Science (2003b). *Preschools for Travellers – National Evaluation Report*. Dublin: The Stationery Office.

## 11.5 INTERNATIONAL PERSPECTIVES

There have been few international comparative studies in the field of diversity, drawing on the experiences of other jurisdictions. This is an area for future research, as we in Ireland face the challenge of diversity many other countries have experienced at a much earlier date.

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

Nolan, G. (1997). *The Education of Refugee Children: A Review of Irish Educational Provision for Refugee Children in the Light of International Experience*. M.Ed. Thesis. Dublin: University College Dublin.

O'Connell, J. (1998). *Roma Gypsies, Travellers of Europe: An Examination of Discrimination and Racism*. Dublin: Pavee Point.

## 11.5 PEIRSPICTÍOCHTAÍ IDIRNÁISIÚNTA

Is beag staidéar comparáideach idirnáisiúnta a rinneadh i réimse na héagsúlachta, ag tarraingt ar eispéiris ó dhlínsí eile. Is réimse é seo don taighde amach anseo, de réir mar a bheidh an dúshlán céanna le sárú againn anseo in Éirinn is a bhí le sárú ag go leor tíortha eile i bhfad roimhe seo, dúshlán na héagsúlachta.

## 11.6 LANGUAGE

It is surprising that there has been little research in Ireland pertaining to the acquisition of language by foreign nationals. Much work has been completed in relation to the Irish language and this is analysed in Chapter 10. International research has proven that mastery in a child's first language is essential for the acquisition of subsequent languages (Coolahan, 1998). Therefore, we need not only concentrate on teaching English but in supporting pupils to achieve competence in their first language also. This view is endorsed by the INTO (1998b, 2002) in its call for the provision of bilingual Special Needs Assistants and Specialist Language Teachers to promote the acquisition of the child's first language.

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

Little, D. and Lazenby-Simpson, B. (1996). *Meeting the Language Needs of Refugees – Some General Principles. A Report on Current Practice in Ireland and Elsewhere and Some Recommendations* (Commissioned by Refugee Agency). Dublin: Trinity College Dublin

Mhic Mhathúna, M. (2002b). *Language, Culture and Diversity in Early Childhood Settings*. Invited speaker at Childcare Network Loch Garman Annual Conference, Wexford.

O'Sullivan, J. (2003). *A Study of the Language Acquisition of a Bilingual Child*. Paper presented at the OMEP (Ireland) Conference, Cork.

## 11.6 TEANGA

Is díol suntais é gur beag taighde a rinneadh in Éirinn ar shealbhú teanga ag náisiúnaigh choigríocha. Tá go leor oibre déanta faoin nGaeilge agus déantar anailís ar an obair i gCaibidil 10. Tá sé cruthaithe ag taighde idirnáisiúnta go mbíonn máistreacht i gcéad teanga an linbh riachtanach do shealbhú teangacha eile ina dhiaidh sin (Coolahan, 1998). Dá bhrí sin, ní hamháin go gcaithfimid díriú ar mhúineadh an Bhéarla ach ar thacú le daltaí inniúlacht a bhaint amach ina gcéad teanga freisin. Tacaíonn an INTO (1998b, 2002) leis an dearcadh sin agus iad ag éileamh cúntóirí dátheangacha Riachtanais Speisialta agus Múinteoirí Speisialtóireachta Teanga a sholáthar chun sealbhú chéad teanga an linbh a chothú.