

11

Identity and
Belonging
Féiniúlacht agus
Muintearas

11 Identity and Belonging

Identity and Belonging and issues related to the growing diversity of our society have prompted considerable discussion and debate. The 2006 census enumerates the number of people living in Ireland, but born outside the state, at approximately 10% of the population.⁶ This relates to both the children attending ECCE settings but also the increasing diversity of the early years workforce, which now includes a large number of international workers. Overall, this has an important impact on the way in which ECCE services are provided and the necessity to prepare and educate our youngest children for life in an increasingly diverse country and world.

The theme of Identity and Belonging consists of 165 publications between 1990 and 2006. This is further divided into eight sub-themes, namely:

- Intercultural Care and Education [31]
- Legislation and Practice Guidelines [19]
- Language Acquisition [9]
- Training and Qualifications [7]
- Travellers [59]
- Refugees and Asylum Seekers [22]
- Racism and Anti-racism [12]
- Gender Issues [6]

Intercultural Care and Education

The first sub-theme on Intercultural Care and Education relates to the development of intercultural policy and practice for ECCE services in Ireland. A number of publications focus on the description and celebration of diversity within the early years sector in Ireland, including Deegan (1999), De Paor and Maxwell (2005), Donnelly (2005d) and Schonfeld (2002). The development of policy at a national level relating to intercultural education has been informed by a number of submissions, such as that of the CECDE (2002) and the Irish Traveller Movement (2002). Within the infant classes of primary schools, a range of publications has addressed pertinent issues, such as the integration of foreign national children (INTO, 1998b; 2006a; McGovern, 1995; Nagle, 2006; National Consultative Committee on Racism and Interculturalism, 2000b; Nolan, 1997; Ward, 2000) and special education (Irish Association of Teachers in Special Education, 2001). The provision of multi-denominational education at primary level through Educate Together schools

⁶ <http://www.cso.ie/statistics/popnclssbyreligionandnationality2006.htm>

Féiniúlacht agus Muintearas

Tá go leor plé agus díospóireachta déanta faoi Fhéiniúlacht agus Muintearas agus saincheisteanna a bhaineann le héagsúlacht mhéadaitheach ár tsochaí. Dar le daonáireamh 2006⁶, rugadh thart ar 10% den daonra le cónaí orthu in Éirinn lasmuigh den stát. Baineann sé sin ní amháin leis na leanaí a bhíonn ag freastal ar shuímh COLO ach freisin le héagsúlacht mheádaithe an lucht oibre in earnáil na luath-óige, a chuimsíonn líon mór oibríthe idirnáisiúnta anois. Tríd is tríd, tá tionchar tábhachtach aige sin ar an mbealach ina gcuirtear seirbhísí COLO ar fáil agus ar an ngá ár leanaí is óige a ullmhú agus oideachas a chur orthu chun go mbeidh siad réidh le maireachtáil i dtír agus i ndomhan atá ag éirí níos éagsúla.

Cuimsíonn an téama Féiniúlacht agus Muintearas 165 foilseachán idir 1990 agus 2006. Roinntear iad sin in ocht bhfo-théama, mar seo a leanas:

- Cúram agus Oideachas Idirchultúrtha [31]
- Treoirínte Reachtaíochta agus Cleachtais [19]
- Insealbhú Teanga [9]
- Oilíúint agus Cáilíochtaí [7]
- An Lucht Siúil [59]
- Teifigh agus Lucht Iarrtha Tearmainn [22]
- Ciníochas agus Frith-Chiníochas [12]
- Saincheisteanna Inscne [6]

Cúram agus Oideachas Idirchultúrtha

Baineann an chéad fho-théama faoi Chúram agus Oideachas Idirchultúrtha le forbairt beartais agus cleachtais idirchultúrtha do sheirbhísí COLO in Éirinn. Díróinn roinnt foilseachán ar an gcur síos ar éagsúlacht agus a comórath laistigh d'earnáil na mblianta luatha in Éirinn, Deegan (1999), De Paor agus Maxwell (2005), Donnelly (2005d) agus Schonfeld (2002) ina measc. Thug roinnt aighneas, cosúil le haighneas an CECDE (2002) agus Gluaiseacht Lucht Siúil na hÉireann (2002) treoir d'fhorbairt beartais maidir le hoideachas idirchultúrtha ar leibhéal náisiúnta. Thug líon mór foilseachán aghaidh ar shaincheisteanna tábhachtacha laistigh de ranganna naíonán bunscóileanna, cosúil le comhtháthú leanaí ar náisiúnaigh choigríche iad (INTO, 1998b; 2006a; McGovern, 1995; Nagle, 2006; an Coiste Comhairleach Náisiúnta ar Chiníochas agus Idirchultúrthas,

⁶ <http://www.cso.ie/statistics/popnclssbyreligionandnationality2006.htm>

has been examined by McGowan (1998) and Rowe (2002). Strategies and methods to promote intercultural care and education in the early years have been the subject of a number of pieces of research, including Murray (2000), the National Consultative Committee on Racism and Interculturalism (2002), O'Connor (2003), O'Dwyer (2006), Smith (1999) and Trócaire (2001).

2000b; Nolan, 1997; Ward, 2000) agus oideachas speisialta (Irish Association of Teachers in Special Education, 2001). Rinne McGowan (1998) agus Rowe (2002) scrúdú ar sholáthar an oideachais ilchreidmhigh ag an mbunleibhéal trí mheán scoileanna Ag Foghlaim le Chéile. Bhain roinnt píosaí taighde, lena n-áirítear an taighde ó Murray (2000), an National Consultative Committee on Racism and Interculturalism (2002), O'Connor (2003), O'Dwyer (2006), Smith (1999) agus Trócaire (2001) le straitéisí agus modhanna chun cúram agus oideachas idirchultúrtha a chothú sna blianta luatha.

Bradley, C. (1996). *The Education of Ethnic Minority Pupils*. M. Ed. Thesis. Dublin: Trinity College Dublin.

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.

Deegan, J. (1999). Challenging and Celebrating Diversity in Contemporary Educational Settings (in Dublin Institute of Technology (Ed.) (1999). *Enhancing Quality in the Early Years - International Conference on Practice and Policy in Early Childhood Care and Education*. Dublin: Dublin Institute of Technology.

De Paor, C. and Maxwell, M. (2005). Celebrating and Recognising Diversity. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Donnelly, P. (2005d). Diversity in Early Years Education – The Perspective from the Republic of Ireland. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Gash, H. (2005). Identity of Difference in Two Cultures: Ireland and Cyprus. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

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.

Irish Association of Teachers in Special Education (2001). *Education for a Pluralist Society: The Directions of Intercultural Education*. Dublin: Irish Association of Teachers in Special Education.

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

Irish National Teachers' Organisation (2006a). *Newcomer Children in the Primary Education System*. Dublin: Irish National Teachers' Organisation.

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.

Lancaster, L. (2006). Are Early Childhood Services Agents of Assimilation or Integration? Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

Maloney, M. (2005). Children's Identity and Participation. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

McGovern, F. (1995). The Education of Refugee Children in Ireland. *Oideas*, Volume 43, Summer 1995, pp. 82-93.

McGowan, A. (1998). *Multi-Denominational Education at Primary Level in Ireland*. M. Ed. Thesis. Dublin: University College Dublin.

Murray, M. (2000). *Inclusive Education for Refugee Children: Issues to be Addressed*. M. Eq.St. Thesis. Dublin: University College Dublin.

Nagle, B. (2006). Integrating Children of Cultural and Linguistic Diversity in Early Childhood Settings. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

National Consultative Committee on 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.

National Consultative Committee on 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.

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'Connor, C. (2003). Challenging Diversity in the Early Years - The Role of the Practitioner (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. 176-186.

O'Dwyer, M., (2006). *Learning to Unlearn: Using the Primary School Curriculum to Challenge Prejudice Among Young Children During the Formative Years*. Ph.D Thesis. Limerick: University of Limerick.

O'Gorman, M. (2000). *Multiculturalism: Contributing to Equality in Early Education*. M. Eq.St. Thesis. Dublin: University College Dublin.

Pillinger, J. (2001). *Equality/ Diversity and Quality Customer Service*. QCS Equality/ Diversity Sub Group. Dublin: Department of An Taoiseach/ Equality Authority.

Rowe, P. (2002). Educate Together (in) Schonfeld, H. (Ed.) (2002). *Diversity in Early Childhood: A Collection of Essays*. Dublin: Barnardos' National Children's Resource Centre, pp. 64-81.

Rush, M. (2003a). *Including Children: Childcare Audit 2003 – Diversity, Disability and Additional Needs*. Waterford: Waterford County Childcare Committee.

Rush, M. (2003b). *Children, Diversity and Childcare*. Waterford: Waterford City Childcare Committee.

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

Smith, A. (1999). The Role of an Early Childhood Curriculum: Promoting Diversity Versus Uniformity (in) Dublin Institute of Technology (Ed.) (1999). *Enhancing Quality in the Early Years - International Conference on Practice and Policy in Early Childhood Care and Education*. Dublin: Dublin Institute of Technology.

Trócaire (2001). *Watoto – Children from Around the World. A Resource for Preschool Educators*. Cork: Trócaire.

Ward, L. (2000). *All Children - All Equal: The Need for Anti-Racist Education in the Primary School System*. M. Eq.St. Thesis. Dublin: University College Dublin.

The increasing complexity of the legislative framework in this area, in particular the Equal Status Acts (DJELR, 2000d; 2004b), has prompted the publication of a range of Legislation and Practice Guidelines. A number of publications provide practical advice on how to develop intercultural, anti-discriminatory practice in ECCE settings, including Barnardos National Children's Resource Centre (2004), Byrne and Whyte (2005), Cork CCC and Barnardos (2003), Cork City Childcare Company (2005), the National Consultative Committee on Racism and Interculturalism (1999; 2001; 2003), the OMC (2006b) and Willoughby (2004). The DES (2000c; 2002b), the INTO (2002), the NCCA (2005e) and the Visiting Teacher Service for Traveller Children (1999) have addressed this issue with specific reference to the infant classes of primary schools.

Mar thoradh ar chastacht mhéadaitheach na creatlaí reachtaíochta sa réimse seo, go háirithe na hAchtanna um Stádas Comhionann (DJELR, 2000d; 2004b), foilsíodh raon Treoirínte Reachtaíochta agus Cleachtais. Tugann roinnt foilseachán comhairle phraiticiúil faoi conas cleachtas idirchultúrtha, frith-idirdhealaitheach a fhorbairt i suímh COLO, lena n-áirítear Barnardos' National Children's Resource Centre (2004), Byrne agus Whyte (2005), CCC Chorcaí agus Barnardos (2003), Cork City Childcare Company (2005) agus an Coiste Comhairleach Náisiúnta ar Chiníochas agus Idirchultúrachas (1999; 2001; 2003), OMC (2006b) agus Willoughby (2004). Thug an DES (2000c; 2002b), an INTO (2002), an NCCA (2005e) agus Visiting Teacher Service for Traveller Children (1999) aghaidh ar an tsaincheist seo le tagairt shonrach do ranganna naíonán na mbunscoileanna.

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

Barnardos' National Children's Resource Centre (2004). *Every Child Matters: Developing Anti-discriminatory Practice in Early Childhood Services*. Dublin: Barnardos' National Children's Resource Centre.

Byrne, T. and Whyte, J. (2005). *Working with Ethnically and Culturally Diverse Families and Children: A Review of Good Practice*. Dublin: Barnardos' National Children's Resource Centre.

Cork City Childcare Committee and Barnardos (2003). *Developing Anti-Discriminatory Practice in Early Childhood - A How to Guide*. Cork: Cork City Childcare Committee and Barnardos.

Cork City Childcare Company Ltd. (2005). *Refugee Children and Childcare – A Guide to Help Childcare Staff Support Refugee Children and Educational Services*. Cork: Cork City Childcare Company Ltd.

Deegan, J. (2002). Early Childhood Discourse: Problematizing some Conceptual Issues in Statutory Frameworks. *Irish Educational Studies*, Volume 21, No. 2, Autumn, pp. 77-88.

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

Department of Justice, Equality and Law Reform (2004b). *Equal Status Acts 2000 to 2004*. Dublin: The Stationery Office.

Irish National Teachers' Organisation (2002). *Intercultural Guidelines for Schools: Valuing Difference, Combating Racism, Promoting Inclusiveness and Equality*. Dublin: Irish National Teachers' Organisation.

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

National Consultative Committee on Racism and Interculturalism (2001). *Guidelines on Anti-Racism and Intercultural Training*. Dublin: National Consultative Committee on Racism and Interculturalism.

National Consultative Committee on Racism and Interculturalism (2003). *Guidelines for Developing a 'Whole Organisation' Approach to Address Racism and to Support Interculturalism*. Dublin: National Consultative Committee on Racism and Interculturalism.

National Council for Curriculum and Assessment (2005e). *Intercultural Education in the Primary School: Guidelines for Schools*. Dublin: National Council for Curriculum and Assessment.

Office of the Minister for Children (2006b). *Diversity and Equality Guidelines for Childcare Providers*. Dublin: Office of the Minister for Children.

Visiting Teacher Service for Traveller Children (1999). *Traveller Education: Resource Pack for Use in Primary Schools*. Dublin: Department of Education and Science.

Willoughby, M. (2004). *Every Child Matters – Developing Anti-Discriminatory Practice in Early Childhood Services*. Dublin: Barnardos' National Children's Resource Centre.

Zappone, K. (2000). *Charting the Equality Agenda*. Dublin: Equality Authority.

Language Acquisition

The issue of Language Acquisition for children whose first language is not English has become the subject of a number of pieces of research in recent years. Mhic Mhathúna (2004b; 2006a) has researched language acquisition for children who are learning English as an additional language and provides a range of strategies to promote this in early years settings. A multilingual information pack has been produced and disseminated by Galway CCC (2004) to provide information to parents whose first language is not English on ECCE services. Little *et al.* (1996) documented practice relating to provision in Ireland for language acquisition for refugees, making a number of recommendations to inform future policy and practice. The possibility of introducing foreign language teaching and learning for all pupils in primary schools was examined by Murphy (2006b).

De Cléir, S. (1993). *Childcare in Linguistic Minorities: Reflections from an Irish Perspective*. *NOW – The Letter*, Volume 2, Autumn, pp. 3-4.

European Bureau for Lesser-Used Languages (1995). *Feeling at Home in Your Language*. Brussels: European Bureau for Lesser-Used Languages.

Fishman, J. (1991). *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Clevedon, Avon: Multilingual Matters.

Galway City and County Childcare Committee (2004). *Caring Together – Multilingual Information Pack about Childcare Services in Galway*. Galway: Galway City and County Childcare Committee.

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*. Dublin: Trinity College Dublin.

Insealbhú Teanga

Dhéileáil roinnt píosaí taighde le blianta beaga anuas le saincheist an Insealbhaite Teanga do leanaí nach Béarla a máthairtheanga. Rinne Mhic Mhathúna (2004b; 2006a) taighde ar insealbhú teanga leanaí atá ag foghlaim Béarla mar theanga bhreise, agus cuireann sí raon straitéisí ar fáil chun é sin a chur chun cinn i suímh na mblianta luatha. Tháirg agus scaip CCC na Gaillimhe (2004) pacáiste faisnéise ilteangach chun faisnéis faoi sheirbhísí COLO a thabhairt do thuismitheoirí nach Béarla a máthairtheanga. Rinne Little *et al.* (1996) cur síos ar chleachtas maidir le soláthar in Éirinn d'insealbhú teanga don lucht iarrtha tearmainn, ag déanamh roinnt moltaí chun treoir a thabhairt do bheartas agus cleachtas sa toadhcaí. Rinne Murphy (2006b) scrúdú ar an bhféidearthacht teagasc agus foghlaim teangacha iasachta a chur ar fáil do na leanaí uile i mbunscoileanna.

Mhic Mhathúna, M. (2004b). They Don't Speak English: Young Children Learning English as an Additional Language in Early Years Settings (in) Horgan, M. and Douglas, F. (Eds.) (2004a). *Children of the Global Village: Proceedings of the OMEP (Ireland) Conference 2004*. Cork: OMEP (Ireland), pp. 187-196.

Mhic Mhathúna, M. (2006a). Strategies in Working with Children Learning English as an Additional Language. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

Murphy, B. (2006b). Early Foreign Language Teaching for All in Irish Schools. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

Shiel, G. and Ní Dhálaigh, U. (Eds.) (2003). *Other Ways of Seeing: Diversity in Language and Literacy*. Dublin: Reading Association of Ireland.

Training and Qualifications

The increasing diversity of the population of children in ECCE settings has led to the need for specific Training and Qualifications for early years practitioners. Cooke (2001) and Cooke *et al.* (2002) examined the provision of training in diversity issues among a cohort of third level ECCE students. The Éist training project, developed by Murray and O'Doherty (2001), provides a framework for ensuring that diversity is respected and promoted in early years settings. Further analysis of the Éist project and other Pavee Point training initiatives is documented by Murray (2005a; 2005b). Kenny and McLaughlin (2004) analyse provisions for diversity training within teacher education in Ireland, North and South.

Cooke, M. (2001). *A Qualitative Study in a Third Level College in Dublin: Exploring the Training of Early Year Education Professionals Dealing with Diversity*. M. Phil. Thesis. Dublin: Dublin Institute of Technology.

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

Kenny, M. and McLaughlin, H. (2004). *Diversity in Early Years Education North and South - Implications for Teacher Education*. Armagh: The Centre for Cross Border Studies.

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

Murray, C. (2005a). Promoting Diversity and Equality in Early Childhood Care, Education and Training – The 'Éist' Project (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 145-151.

Murray, C. (2005b). Diversity and Professional Development: Results of Pilot Diversity and Equality Training at Pre- and In-service Levels in the Irish Context. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

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

Oiliúint agus Cáilíochtaí

Mar thoradh ar éagsúlacht an daonra leanaí i suímh COLO anois, tá gá le hOiliúint agus Cáilíochtaí sonracha do chleachtóirí na mblíanta luatha. Rinne Cooke (2001) agus Cooke *et al.* (2002) scrúdú ar sholáthar na hoiliúna faoi shaincheisteanna éagsúlachta i measc grúpa mac léinn COLO tríú leibhéal. Cuireann an tionscadal oiliúna Éist, a d'fhorbair Murray agus O'Doherty (2001) creatlach ar fáil chun a chinntiú go léirítear meas ar éagsúlacht agus go gcothaítear i suímh na mblíanta luatha é. Déanann Murray (2005a; 2005b) anailís bhreise ar an tionscadal Éist agus ar thionscnaimh oiliúna eile Pavee Point. Déanann Kenny agus McLaughlin (2004) anailís ar an soláthar déanta d'oiliúint faoi éagsúlacht in oideachas múinteoirí in Éirinn, sa Tuaisceart agus sa Deisceart.

The Traveller Community has a long history of involvement with ECCE, and as an indigenous ethnic minority, a considerable body of literature has emerged in the area. The provision of a specific ongoing professional development course for practitioners and teachers working in Traveller Preschools has been documented by Barnardos and INTO Professional Development Unit (2006a; 2006b) and Graham (2005). Traveller health issues have been the subject of a number of researchers, including Cassidy (2006a; 2006b) and the DHC (2002b). The DES (2003b), among others (Boyle, 1995; 2006), has reviewed the provision of care and education within the Traveller Preschools. At government level, a number of documents and policies have been produced to inform practice, including a number of task forces and review bodies for Travellers (Department of Equality and Law Reform, 1995a; DJELR, 2000b; Government of Ireland, 1990) and the *Traveller Education Strategy* (DES, 2006a). The DES has provided guidelines for Traveller education within primary schools (Department of Education, 1994a; DES, 2002a), while it has also conducted review of educational provision (DES, 1998c; 2005d). The INTO (1992a; 1992b), O'Reilly (1993) and the Visiting Teacher Service for Traveller Children (1999) offer practice guidelines and resources to support the education of Travellers within the infant classes of primary schools. Parental involvement and partnership within the Traveller community has featured as the theme of publications by Boyle (2006) and Kelleher (2005). The Dublin Travellers Education and Training Group (1992; 1993), Helleiner (2000), Kenny (2001), Mac Laughlin (1995), McCann *et al.* (1994), O'Reilly (1996), Ryan (1996; 1998) and Sheehan (2000) provide historical and sociological perspectives on the care and education of Travellers in Ireland. Pavee Point (1995; 1997; 1998; 1999; 2000; 2001; 2002) has produced a range of publications to inform policy and practice in ECCE settings in Ireland.

Barnardos and INTO Professional Development Unit (2006a). *In-Career Development Programme for Staff and Management of Traveller Pre-Schools*. Dublin: Centre for Early Childhood Development and Education.

Barnardos and INTO Professional Development Unit (2006b). *CECDE Research Series 2006 - In-Career Development Programme for Staff and Management of Traveller Pre-Schools: Executive Summary*. Dublin: Centre for Early Childhood Development and Education.

Boyle, A. (1995). *A Profile of the Special Preschools for Traveller Children*. M. Ed. Thesis. Galway: UCG.

Boyle, A. (2006). Traveller Education in Ireland: Parental Involvement in Preschool Education. *Aesthetika*, Volume 2, Issue 2, May 2006, pp. 33-43. (www.ethika.org)

Tá Pobal an Luchta Siúil rannpháirteach i COLO le fada an lá, agus mar mhionlach eitneach dúchasach, tá líon maith litríochta ar fáil faoin réimse sin. Rinne Barnardos agus Aonad Forbartha Gairmiúla an INTO (2006a; 2006b) agus Graham (2005) cur síos ar sholáthar cúrsa forbartha gairmiúla leanúnach sonrach do chleachtóirí agus múinteoirí ag oibriú i Réamhscoileanna an Luchta Siúil. Dhírigh roinnt taighdeoirí ar chúrsaí sláinte i measc an Luchta Siúil, Cassidy (2006a; 2006b) agus an DHC (2002b) ina measc. Rinne an DES (2003b), i measc eile (Boyle, 1995; 2006), athbhreithniú ar an soláthar do chúram agus oideachas i Réamhscoileanna an Luchta Siúil. Ag leibhéal an rialtais, táirgeadh roinnt cáipéisí agus beartas chun treoir a thabhairt don chleachtas, lena n-áirítear roinnt tascfhorsaí agus comhlachtaí athbhreithnithe don Lucht Siúil (An Roinn Comhionannais agus Athchóirithe Dlí, 1995a; DJELR, 2000b; Rialtas na hÉireann, 1990) agus *Traveller Education Strategy* (DES, 2006a). Chuir an DES treoirínite ar fáil d'oideachas an Luchta Siúil laistigh de bhunscoileanna (an Roinn Oideachais, 1994a; DES, 2002a) agus rinne sé athbhreithniú freisin ar sholáthar an oideachais (DES, 1998c; 2005d). Cuireann an INTO (1992a; 1992b), O'Reilly (1993) agus an Visiting Teacher Service for Traveller Children (1999) treoirínite cleachtas agus acmhainní ar fáil chun tacú le hoideachas an Luchta Siúil laistigh de ranganna naíonán bunscoileanna. Bhí rannpháirteachas tuismitheoirí agus comhpháirtíocht laistigh de phobal an Luchta Siúil mar théama foilseachán le Boyle (2006) agus Kelleher (2005). Tugann an Dublin Travellers Education and Training Group (1992; 1993), Helleiner (2000), Kenny (2001), Mac Laughlin (1995), McCann *et al.* (1994), O'Reilly (1996), Ryan (1996; 1998) agus Sheehan (2000) peirspictíochtaí stairiúla agus socheolaíochta faoi chúram agus oideachas an Luchta Siúil in Éirinn. D'éisigh Pavee Point (1995; 1997; 1998; 1999; 2000; 2001; 2002) raon foilseachán chun treoir a thabhairt do bheartas agus cleachtas i suímh COLO in Éirinn.

- Cassidy, M. (2006a). A Study of the Effectiveness of Education about Risk Factors Associated with Sudden Infant Death Syndrome on Changing Attitudes and Relevant Practices in a Group of Traveller Women (in) Hayes, N. (Ed.) (2006). *Contemporary Issues in Early Childhood Education and Care: Proceedings of the OMEP (Ireland) Conference 2005*. Cork: OMEP (Ireland), pp. 278-286.
- Cassidy, M. (2006b). The Health of Traveller Children. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.
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Refugees and Asylum Seekers

Research into the care and education of Refugees and Asylum Seekers in the early years has become far more prevalent in recent years with the changing social and economic context of Irish society. Cullen (2000), Fanning *et al.* (2001), Mac Neice and Almirall (1999) and Smyth and Whyte (2004) provide sociological overviews of the position of refugees and asylum seekers in Ireland. Research by Barnardos (2000a), the DES (2000c), Faughnan and O'Donovan (2002), Murray (2000), the National Consultative Committee on Racism and Interculturalism (2006), Torode *et al.* (2001) and Watt (1998) document strategies and provide guidance to support the learning and development of refugee and asylum seeking children in early years settings.

Teifigh agus Lucht Iarrtha Tearmainn

Rinneadh i bhfad níos mó taighde ar chúram agus oideachas na dTeifeach agus an Luchta Iarrtha Tearmainn sna blianta luatha le blianta beaga anuas, mar thoradh ar chomhthéacs sóisialta agus eacnamaíoch shochoaí na hÉireann atá ag athrú. Tugann Cullen (2000), Fanning *et al.* (2001), Mac Neice agus Almirall (1999) agus Smyth agus Whyte (2004) forbheathnú socheolaíoch ar staid na dteifeach agus an luchta iarrtha tearmainn in Éirinn. Déanann taighde le Barnardos (2000a), an DES (2000c), Faughnan agus O'Donovan (2002), Murray (2000), an Coiste Comhairleach Náisiúnta ar Chiníochas agus Idirchultúrachas (2006), Torode *et al.* (2001) agus Watt (1998) cur síos ar straitéisí agus tugann siad treoir chun tacú le foghlaim agus forbairt leanaí i suímh na mblianta luatha ar theifigh nó ar bhaill den lucht iarrtha tearmainn iad.

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Racism and Anti-racism

A small number of publications relate directly to the sub-theme of Racism and Anti-racism. At government level, the DJELR (1997a; 1999b; 2002a; 2005) has produced a range of policy documents relating to combating racism and promoting diversity at all levels of Irish society. Government policy has also been augmented by a number of government agencies, some of which have engaged in consultative processes to inform policy development (National Action Plan Against Racism Steering Group, 2003; National Consultative Committee on Racism and Interculturalism, 2000a; Refugee Agency, 1997). Farrell and Watt (2001), Lentin and McVeigh (2002) and McVeigh (1996a; 1996b) provide an analysis of racism in Ireland and suggest strategies to counteract discriminatory practices.

Ciníochas agus Frith-Chiníochas

Baineann líon beag foilseachán go díreach leis an bhfo-théama Ciníochas agus Frith-Chiníochas. Ag leibhéal an rialtais, tháinig an DJELR (1997a; 1999b; 2002a; 2005) raon cáipéisí beartais faoi conas dul i ngleic leis an gciníochas agus éagsúlacht a chur chun cinn ag leibhéal uile shocháí na hÉireann. Chuidigh roinnt gníomhaireachtaí rialtais le beartas an rialtais freisin, le roinnt gníomhaireachtaí ag cur próiseas comhairliúcháin i gcrích chun treoir a thabhairt d'fhorbairt beartais (National Action Plan Against Racism Steering Group, 2003; National Consultative Committee on Racism and Interculturalism, 2000a; Refugee Agency, 1997). Déanann Farrell agus Watt (2001), Lentin agus McVeigh (2002) agus McVeigh (1996a; 1996b) anailís ar chiníochas in Éirinn agus molann siad straitéisí chun aghaidh a thabhairt ar chleachtais idirdhealaitheacha.

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Gender Issues

Gender Issues do not emerge as a major area of consideration within the literature in Ireland, certainly in comparison to other sub-themes related to Identity and Belonging. Two authors have addressed the issue. Cunneen (2001; 2002; 2003; 2006a; 2006b) documents her study on gender socialisation in the early years. This issue is also examined by Young (2001), using a case study method.

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Saincheisteanna Inscne

Níl Saincheisteanna Inscne mar ábhar tábhachtach i litríocht na hÉireann, go háirithe i gcomparáid le fo-théamaí eile a bhaineann le Féiniúlacht agus Muintearas. Thug beirt údar aghaidh ar an tsaincheist seo. Déanann Cunneen (2001; 2002; 2003; 2006a; 2006b) cur síos ar a staidéar faoi shóisialú inscne sna blianta luatha. Déanann Young (2001) staidéar ar an ábhar seo freisin, trí mhodh cás staidéir.