



Offaly Traveller Movement Horse Project Review

Suzanna Knight 2017

Contents

Introduction 2

Scope..... 2

Context..... 3

Methodology..... 22

Findings 24

Analysis 40

Conclusions and Recommendations..... 45

APPENDICES 1-10

References

Horse Project Review

Introduction

Offaly Traveller Movement, OTM evolved from Tullamore Traveller Movement Ltd, which began in 1996 as a grassroots response to the needs of Travellers living in Tullamore and the surrounding area. Today OTM is a vibrant community development organisation employing 19 workers from both the Traveller and wider community, and offers Travellers living in County Offaly a range of programmes in health promotion and mental health, accommodation, youth, education and enterprise.

Among these programmes and subject of this review is the Horse Project, which began in 2011 as a pilot project with a broad remit to engage with Traveller men in Offaly and Laois through horses. In 2012, following the six-month pilot, it was decided to deliver a separate Horse Project in Laois with OTM continuing to deliver the one in Offaly.

In undertaking a review of the Horse Project in Offaly, OTM are reaffirming their commitment to Traveller-centredness: the belief that it is not possible to achieve meaningful, positive change for Travellers without their active participation. In terms of the review this has translated into seeking the views of and learning from those who participated in the Horse Project and using that learning to inform its future planning and delivery. In this, OTM has also demonstrated their commitment to evidence based service development and reflective practice to ensure ongoing quality, relevance and effectiveness of the service.

Scope

The purpose of this review was in the first instance to capture the work of the Horse Project in Offaly over past five years, in particular in relation to the following key questions:

1. What are the strengths of the project, specifically in relation to participation and addressing the health (including mental health) needs of Traveller Men in Co Offaly
2. What are the challenges facing the project?
3. What worked for participants in the delivery of the project, and what did not?

4. Are there other external factors that contributed or inhibited any of the above?
5. What should be considered in the future delivery of the project? Next steps?
(see Appendix One Terms of Reference)

Following on from this, the secondary purpose was to capture evidence of good practice and 'what works' to inform recommendations for future delivery. A multidimensional well-being and health framework, known as The Capabilities Approach, was used to analyse the data and as a tool for reviewing the effectiveness of the Horse Project in meeting the health and wellbeing needs of the Traveller men participating.

Specifically, emphasis was given to a cluster of themes including Traveller values, autonomy, self-sufficiency and choice as key (but not the only) determinants of health and wellbeing.

Context

In order to appreciate the potential significance and impact of the Horse Project to the Travellers who participate in it, it is essential to provide the context in which it is delivered. Context for the purpose of this review is threefold:

- ***Traveller Experience:*** firstly, context relates to the lived experience of Travellers, in particular the well documented consequences of cradle to grave experiences of deprivation, discrimination and marginalisation.
- ***Traveller Culture, Horses and Regulation:*** secondly the cultural significance of horse ownership for Travellers and legal and regulatory framework surrounding horse ownership.
- ***Capabilities Approach:*** and finally context relates to measures of health and wellbeing provided by the Capabilities Approach of Nussbaum (1999) and her colleagues, which conceptualises health and wellbeing as a consequence of a wide range of human freedoms or capabilities.

It is through these three lenses that the effectiveness and impact of the Horse Project can be analysed and understood, and platforms identified for future development.

Traveller Experience

The Equal Status Act (Government of Ireland, 2002) defines the Traveller Community “as people with a shared history, culture and traditions, including historically, a nomadic way of life on the island of Ireland.”

Irish Travellers have been part of Irish society for centuries and have a value system, language, customs and traditions, which make them an identifiable group both to themselves and to others. Their distinctive lifestyle and culture, which has included horse ownership as a significant dimension, sets them apart from the general population. The Traveller population in Ireland have endeavoured to maintain a sense of uniqueness and identity as a separate ethnic group over time, in the face of pressures to conform and external opposition (Ní Shuinéar, 1994). Even though the Traveller community in Ireland have long regarded themselves as a distinct ethnic group this has only recently been enshrined in Irish law and it remains to be seen what impact, if any, this will have on the lived experiences of Travellers.

According to 2011 Census (Central Statistics Office, Profile 7, October 2012) there are 29,573 Travellers living in the Republic of Ireland. In addition, CSO 2011 census found the population of Travellers in Offaly to be 1,028. OTM consider this to be significantly lower than the actual figure, potentially due to Travellers not self-identifying because of fear, stigma or uncertainty as to how the information would be used. According to the OTM database there are currently 350 Traveller families in County Offaly which equates to an approximate total of 1,400 individual Travellers. Nonetheless, the Traveller community is extremely small accounting for just over half of one per cent of the total population of the Republic of Ireland. It is worth pointing out however, that there has been a significant increase in the number of Travellers living in the Republic of Ireland over the inter-censal period 2006 to 2011 (up 32 per cent), a substantially faster rate of population growth than that recorded for the rest of the population (referred to as the ‘settled’ community below) CSO 2012. A further 2,000 or so Irish Travellers reside in Northern Ireland and many more reside in Britain and the USA.

Irish Travellers are widely regarded as one of the most marginalised and disadvantaged groups in Irish society and their exclusion from society is often compounded by misconceptions and hostility (Helleiner, 2000). It is clear that the Traveller community in Ireland has tended to experience high levels of multiple disadvantage relative to the general

population. The marked inequality between Travellers and other groups within Irish society is reminiscent of that of many other indigenous ethnic minorities around the globe where membership of minority ethnic grouping carrying with it significant disadvantages including exclusion and limited economic and social opportunities (Ramírez, 2005; Flores-Crespo and Nebel, 2005).

Irish Travellers fare poorly across every commonly-used indicator of poverty and disadvantage from unemployment and health status through access to education and training, political representation, gender inequality and beyond. Indeed, there is a substantial body of research evidence available to indicate that the Travelling community in Ireland is significantly more likely to experience poor outcomes across all of these headings than the general population in Ireland (Coates et al., 2009). However, such outcomes are not a recent phenomenon and have been documented by a number of statutory bodies and NGOs over many decades. One such report characterised the living conditions of this community as intolerable (Rottman et al., 1986): 'A uniquely disadvantaged group, impoverished, under-educated, often despised and ostracised, they live on the margins of Irish society...'

Housing is a central issue facing Travellers, in particular, in the context of horse ownership. The provision of culturally-appropriate housing and related facilities is uniquely important for the maintenance and flourishing of a way of life valued by Travellers. It is linked with many aspects of Traveller's way of life from nomadism to maintaining close family networks and from Traveller-trade and enterprise to their horse-economy. That housing is more often inadequate, inappropriate or poor-quality is a consequence of marginalisation, the erosion of community assets over many decades and the attendant prospect of cultural disintegration facing Irish Travellers, (Coates et al., 2015.) Indeed, from the perspective of Travellers, culturally-appropriate housing is essential to their well-being: 'housing is fundamental...it is the basis on which other rights can be built,' (Holland, 2013).

In a recent study, Coates et al., (2015) found Travellers to be a 'fragmented, marginalised and intensely vulnerable community...a people that have slowly been ground down.'

They reported that Travellers expressed feelings of disempowerment by State functions, which were seen as imposing settled persons norms and views through a process of

assimilation and forcing Travellers into a high level of dependence on forces and persons outside themselves. They argue this dependency manifests itself in a myriad of ways, but principally through three streams:

- welfare dependency for income and meeting basic economic needs
- dependency upon the State to provide services, including culturally appropriate housing
- reliance on support groups, such as community development workers, to advocate and act on the community's behalf (including liaising with local authorities and other statutory bodies)

This in contrast to the historical experience of Irish Travellers who were economically self-sufficient and played a significant role in the Irish rural economy pre-1960 working as artisans, entrepreneurs and seasonal labour, though the advent of industrialisation and modernisation has meant that traditional forms of Traveller employment have become marginalised (Fanning, 2009).

Whilst all groups in society face challenges as a result of economic and industrial change, for Travellers these challenges have been significantly compounded, in the context of their cradle to grave experience of deprivation, discrimination and marginalisation. The rate of unemployment amongst Travellers is extremely high and is indicative of significant barriers to accessing mainstream employment, with Travellers experiencing 84 per cent unemployment in 2011 compared to 14 per cent among the general population. The labour force participation rate for Irish Travellers is also lower than for the general population and where Irish Travellers are in paid employment, they are more likely to work in unskilled (or elementary) occupations.

In cases where Travellers have endeavoured to carve out new enterprises themselves – scrap metal, recycling, horse-trading, etc. – they have encountered significant barriers to accessing facilities and credit in addition to regulatory challenges, in particular in relation to horse ownership and trading, (Conway 2004).

A similar picture can be observed with regard to education with Irish Travellers being much less likely to continue with their education beyond age eighteen. Consequently, just one per

cent of Irish Travellers have completed third-level education compared to 31 per cent of the general population.

In terms of health, the difference in Irish Travellers' experience compared with the settled population is stark (Department of Health and Children, 2010.) Irish Travellers experience both a significantly lower life expectancy, as can be seen in both age and gender-specific mortality rates, and a significantly higher infant mortality rate than do the general populace. The mortality rate for Irish Travellers is 3.5 times higher than that for the general population. This mortality gap has also



widened over the past twenty years and in the case of Irish Traveller males, no improvement has been recorded over this period. This higher rate of mortality can be attributable to heart disease, respiratory conditions and external causes (including suicide.) The suicide rate for Irish Traveller males is almost 7 times higher than for the general population.

Moreover, the population structure of the Irish Traveller community also differs significantly from that of the general population, with Travellers having a substantially younger average age profile and low numbers in the middle and older age groups (including a much lower proportion of those aged 65 years or more.) These differences are attributable to a number of factors including the lower average life expectancy, a higher birth rate, a higher infant mortality rate, larger average family sizes and a cultural propensity to marry younger.

Traveller Culture, Horses and Regulation

The practice of keeping horses is a central part of Irish Traveller culture although it does not figure significantly in research literature relating to Irish Travellers. In recent years, this practice has become a focus of legislation and regulation. The use of the Control of Horses Act, 1996, as a solution to the wandering horse problem has threatened to devalue the horse-keeping tradition and further marginalise Travellers, (Conway, 2004).



Despite the deficient academic consideration of the importance of horse keeping in Traveller culture, as the Pavee Point submission (2014) suggests, horses have always played a significant role in Traveller's lives, which has commonly been depicted in works of art, poetry

and songs. Further, the traditional importance of horses to the Traveller economy is well recognised, with Travellers trading at horse fairs and relying on the horse trade for income. Horses have also been an important social outlet for Travellers, maintained for sulky racing and as a hobby, (Pavee Point 2014.)

Indeed, trading horses at horse fairs and markets has long been a core part of the Traveller economy, with many Travellers investing skill and time in caring for horses, seeing them as an investment. Although the Traveller economy has fractured over time, Travellers have maintained a strong affinity with horses. The ability to breed and trade horses contributes significantly to the wider Irish economy and at one time enabled some Travellers to attain financial independence, (undated ITM Report on the Socio – economic Consequences of the Control of Horses Act 1996 on the Traveller Community.)

That the Traveller community has a long and rich history of keeping horses, belies significant differences in the history of horse ownership compared to the settled community. In the past, horses were specifically kept by Travellers for the purposes of facilitating the nomadic way of life. Over time motorised vehicles took the place of horses for this purpose, but horses have remained important within Traveller communities in part, because of this cultural and historical connection with nomadism, (Conway 2004).

For generations, Travellers have kept horses as an alternative method of saving rather than using financial institutions. For occasions such as weddings, funerals and family gatherings, Travellers may sell one or two horses to cover expenses. This form of economics has kept many Travellers out of debt and away from moneylenders. For many, keeping horses is a full-

time occupation and requires a considerable amount of skill and care. These skills have been acquired over generations and are passed on at an early age, keeping young Travellers occupied. Many horse owners gather at horse fairs in Ballinasloe and Smithfield. Others still use horses to work within the Traveller economy: for example in recycling, which generates an income with low overheads (ITM, Report on the Socio – economic Consequences of the Control of Horses Act 1996 on the Traveller Community.)

On a social level, horses have played an important social and cultural role in Travellers' lives; Traveller men are responsible for the care of horses, which is considered an important social outlet. It is an arena for interacting with other Traveller men and passing on skills and information to the next generation. Traveller owners take pride in displaying their finest horses at horse fairs and markets and for many this can be the only opportunity to meet other horse owners from around the country. The fairs are important annual events in the Traveller calendar.

Further, horses have been an important part of social networking between Travellers and settled people, breaking down misinformation and prejudices and creating solidarity with one another. This has occurred through Traveller participation in markets, fairs and other outlets such as horse racing events, trotting, and show jumping. At these events Travellers with similar interests gather to share experiences, not just with one another but also with members of the settled community. These shared experiences have contributed to challenging stereotypes and exchanging skills, (Equal Status Act 2000, Houses of the Oireachtas, Joint Committee on Justice, Defence and Equality, Report on the Recognition of Traveller Ethnicity, 2014).

For Traveller children horses have been a great source of activity and fun. Furthermore in teaching children how to care for horses has enabled the older generation to pass on vital knowledge central to Traveller horse culture.

In the mid 1990s, urban horses became the subject of much debate in Ireland with incidents of 'wandering horses' incurring significant negative media coverage. Reports highlighted the potential for harm to the public, property damage and cruelty to horses, however, according to the Irish Traveller Movement, much of this reporting was biased and badly researched and

led to a disproportionate public demand for government action. It was in this highly charged climate that the Horses Bill was tabled.

Whilst the government at the time established an advisory group to make recommendations regarding regulation, no Traveller organisations were included on it and unsurprisingly the subsequent legislation failed to recognise the significance and differences of horse ownership in Traveller and settled communities. The Irish Traveller Movement report that their request for representatives from both the Traveller community and settled community be included on the advisory committee was ignored as were subsequent submissions from other Traveller based groups and organisations, including OTM.

Traveller perspectives were further excluded when the 1996 Act was implemented locally, as a result of poor consultation processes which failed to account for the low literacy levels for some members of the Traveller community in Ireland (over 28% of Travellers express difficulty reading, All Ireland Traveller Health Study, 2010.) So although the 1996 Act required local authorities to advertise the drafting of bylaws and seek submissions from interest groups, where advertising did occur, it often failed to adequately reach target groups and account for literacy barriers, minimising the input from Travellers in particular. This meant that the bylaws which were passed did not take into account the cultural significance of horses and the particular difficulties Travellers would face under the new Act. It also gave rise to significant differences in the rules governing horse ownership from county to county. This has impacted particularly on Travellers who live a nomadic lifestyle and the lack of engagement with Traveller groups to explain the new laws and bylaws has given rise to further implications for Traveller horse keeping.

Indeed, it is clear from the literature that the 1996 Act and the bylaws that have emerged from it have negatively impacted on the Traveller community, who as we have seen, have relied on horses for social networking, financial independence and cultural heritage. While the focus on animal welfare and public safety was broadly welcomed, Travellers' poor accommodation and lack of land ownership has severely impacted on their capacity to meet the requirements of the 1996 Act. Recent reviews of the 1996 Act have demonstrated a disproportionate impact on Travellers and working-class communities, (Conway 2004.)

According to a survey conducted by the Irish Traveller Movement Traveller contact with other traders countrywide has decreased dramatically in the last number of years. Despite this, a number of Travellers said that they had as much, if not more, contact with people in their own area because they now shared the costs of renting land, shared common ground and were more likely to help each other when animals were impounded.

Attendance at fairs and markets around the country has also been declining in relation to horse trading, with Travellers now attending more as a social event rather than to bring animals to trade. In relation to family the majority of Travellers interviewed pointed out that they would not encourage their families to stay involved in horse-trading. However, they did express the hope that they would keep a few animals to pass on Traveller horse culture to the next generation and also to provide leisure and sporting activities for young Travellers.

Despite the impact of the 1996 Act, the survey confirmed that horses continue to be a strong part of Traveller identity, whether in Traveller accommodation or in standard housing, but with ongoing complications. Some Travellers continue to use council land to graze horses, leaving these horses open to impound and seizure, particularly when Travellers are unaware of the regulations in the Act. Travellers who took part in the survey also indicated that land-owners have refused to rent land to them and that land they were able to rent was far from where they resided, (ITM.)

Pavee Point in their submission, have highlighted the abundance of council land surrounding many halting sites and Traveller housing schemes in Ireland. They suggest that provision for grazing land should be built into future Traveller accommodation plans, enabling Travellers to care for their horses in a safe space and in line with their cultural heritage of tethering horses near their homes. This would limit the use of council land for grazing and would further limit the losses incurred by Travellers whose horses are grazed a far distance from their own residences. This recommendation has yet to be implemented in many areas including Offaly.

With clear evidence of deficiencies in the local implementation of the 1996 Act, Traveller organisations have called for a review, in particular calling for it to be updated on a national level, and uniform rules and regulations be implemented, particularly in relation to costs for impound and recovery of horses.

They suggest these rules could be administered by local councils in consultation with interest groups in an advisory capacity. This system would increase cultural awareness and solve arising issues with sensitivity while also enabling a wider spread of information about incoming rules and regulations.

They stress the potential benefit of a partnership approach between local authorities and Traveller organisations in developing innovative approaches to support responsible horse ownership within the Traveller community. They recommend that funding be made available to Traveller projects to develop equine projects and husbandry skills courses, much like the OTM's Horse Project, to assist with local compliance with bylaws.

Crucially they recommend all future policy developments on the Control of Horses Act and its implementation must be Traveller/equality proofed to ensure that the impact of such legislation does not continue to have a disproportionate impact on the Traveller community.

Capabilities Approach

Martha Nussbaum said that the guiding thought behind her approach is "...the idea of the citizen as a free and dignified human being," (Nussbaum 1999).

She went on to say that all humans, by their mere existence are of equal dignity and worth, no matter where they are situated in society, and that the primary source of this worth is their power of choice, a power that consists in the ability to plan a life in accordance with one's own evaluation of ends, (Nussbaum 1999.) Linked to this is the idea that the equality of a person gives them a fair claim to certain types of treatment at the hands of society and this treatment must do two things:

1. Respect and promote their liberty of choice,
2. Respect and promote the equal worth of persons as choosers.

At the heart of Nussbaum's theory of human development is her version of Amartya Sen's (1985) concept of substantial freedoms or capabilities. The core focus of the capability approach is on what individuals are able to do or are capable of. Initially, Sen (1985) argued for five components in assessing capability:

- The importance of real freedoms in the assessment of a person's advantage
- Individual differences in the ability to transform resources into valuable activities
- The multi-variate nature of activities giving rise to happiness
- A balance of materialistic and nonmaterialistic factors in evaluating human welfare
- Concern for the distribution of opportunities within society

Subsequently, with development by Nussbaum, and others including Anand and Foster, the Capabilities Approach has become a predominant paradigm for policy debate in human development where it inspired the creation of the UN's Human Development Index (a popular measure of human development, capturing capabilities in health, education, and income.) In addition, the approach has been much discussed by political theorists, philosophers, and a range of social scientists, including those with a particular interest in human health.

An essential component of Nussbaum's Capability Approach is the list of the aspects of life to which capabilities relate.

Her list includes the following, (Nussbaum 1999):

1. **Life** - Being able to live to the end of a human life of normal length - not dying prematurely
2. **Bodily health** - being able to have good health, including reproductive health; being adequately nourished; to have adequate shelter
3. **Bodily integrity** - being able to move freely from place to place; to be secure against violent assault, including sexual assault; having opportunities for sexual satisfaction and for choice in matters of reproduction
4. **Senses, imagination, thought** - being able to use the senses; to imagine, to think, and to reason, and to do these things in a way informed and nurtured by adequate education; being able to produce expressive works and events of one's own choice; to be guaranteed freedom of expression with respect to both political and artistic speech and freedom of religious exercise; being able to have pleasurable experiences and to avoid pain, or excessive discomfort

5. **Emotions** - being able to have attachments to things and persons outside ourselves; to love those who love and care for us; to grieve at their absence, to experience longing, gratitude, and justified anger; not having one's emotional developing blighted by fear or anxiety
6. **Practical reason** - being able to engage in critical reflection about the planning of one's own life (this entails protection for liberty of conscience.)
7. **Affiliation** - being able to associate with others, to recognize and show concern for other human beings, to engage in various forms of social interaction; being able to imagine the situation of another and have compassion for that situation; having the capability for both justice and friendship: crucially, to be treated as a dignified being whose worth is equal to that of others.
8. **Other species** - being able to live with concern for and in relation to animals, plants, and the world of nature.
9. **Play** - being able to laugh, to play, to enjoy recreational activities.
10. **Control over one's environment** - Political: being able to participate effectively in political choices that govern one's life; having the rights of political participation, free speech and freedom of association. Material: being able to hold property (both land and movable goods); having the right to seek employment on an equal basis with others.

The Capabilities Approach has recently been used as a framework to explore the inequality and poverty experienced by Irish Travellers, specifically related to accommodation, (Coates et al., 2015.) Using Nussbaum's list of freedoms (or capabilities) as a framework, Coates and his colleagues measured the day-to-day experience of Irish Travellers according to available evidence against each of the capabilities. In turn, they created a matrix using Nussbaum's list (see Table 1.) The results of this exercise showed in stark terms that Irish Travellers exhibit capability deprivation under all of the capabilities put forward by Nussbaum. These include, but are not limited to, reduced life expectancy (Life), poor self-rated health (Bodily Health), restricted freedom to move about freely (Bodily Integrity), poor levels of political

representation (Control over Environment) and the lived experience of discrimination alongside a perceived need to refuse, or conceal, one's identity (Affiliation).

Table 1: Mapping Traveller Social Outcomes against Nussbaum's Checklist of Capabilities

Capability	Stylised Metric	Traveller Outcomes	Sources (selected)
Life	Life Expectancy	<p>Life expectancy at birth for Irish Traveller males is only 61.7 years (or 15.1 years lower than in the general populace)</p> <p>Life expectancy at birth for Irish Traveller females is only 70.1 years (or 11.5 years lower than in the general populace)</p>	Department of Health and Children (2012)
Bodily Health	<p>Good Health</p> <p>Adequate Shelter</p>	<p>Infant mortality rate per 1,000 live births amongst Irish Travellers is 14.9 (compared to 3.9 in the general populace)</p> <p>SMRs across a range of conditions (including respiratory diseases, heart disease, stroke and suicide) for Irish Travellers are many multiples of those found amongst the general populace. Irish Travellers have a higher rate of disability than for the population as a whole. The self-assessed health of Irish Travellers is less than that of the general population with 87 per cent reporting good or very good health (compared to 90 per cent overall); Irish Traveller health also deteriorates more quickly with age.</p> <p>Estimates of the number of Irish Traveller families residing in temporary, unofficial sites (roadside encampments) without electricity or water supply, sanitation or refuse collection range from 600 to 1,200; this number has remained stubbornly high over many decades</p> <p>In many cases, Travellers residing on publicly-provided Traveller-specific housing sites consider the facilities /infrastructure provided to be sub-standard</p> <p>In many cases, Travellers residing on publicly-provided Traveller-specific housing sites are dissatisfied with the quality of their own accommodation and consider their area of residence to be unsafe and unhealthy</p> <p>In many cases, publicly-provided Traveller-specific housing sites are located in unsuitable areas (i.e. proximate to municipal dumps, etc.) with poor access to services</p>	<p>Department of Health and Children (2012) CSO (2012)</p> <p>Collins (undated) Treadwell-Shine et al (2008) Department of Health and Children (2012) Coates et al (2008) CSO (2012)</p>

		<p>Approximately 3,500 Irish Traveller households reside in standard social housing (i.e. ‘settled’ persons housing) which many will deem to be culturally inappropriate</p> <p>The average number of rooms in Irish Traveller households was 4.3 compared to 5.5 in all private households</p> <p>Approximately 1 in 3 Irish Traveller households residing in mobile/temporary dwellings (incl. caravans) had no sewerage facilities and 1 in 5 had no piped water source</p>	
Bodily Integrity	Being able to move freely from place to place	<p>Nomadism remains a central feature of Traveller identity but their past portrayal as dispossessed ‘settled’ persons serves to disenfranchise them of their cultural heritage (or right to travel); even where individual Travellers have not travelled for long periods, they wish to reserve their right to do so.</p> <p>The majority of publicly-provided Traveller-specific housing sites do not fully support a nomadic lifestyle due to issues relating to inadequate space and poor accessibility.</p> <p>Trespass laws have come to restrict free movement.</p> <p>A strategic nationwide network of transient sites has not been put in place (regardless of past recommendations)</p>	<p>Pavee Point (1992) Treadwell-Shine et al (2008) Coates et al (2008) Collins (undated)</p>
Sense, Imagination and Thought	Education	<p>Educational disadvantage is prevalent amongst the Irish Traveller community and is compounded by the fact that many parents have insufficient schooling to support their children with homework, etc.</p> <p>Early school leaving and literacy/numeracy difficulties are particularly prevalent for the Irish Traveller community</p> <p>On average, Irish Travellers cease their full-time education 4.7 years earlier than applies in the general population</p>	<p>Youthreach (2004) Combat Poverty Agency (2003) CSO (2012)</p>

		<p>90 per cent of Irish Travellers will have completed their full-time education by age 17 years (compared to age 24 years for the general population)</p> <p>The percentage of Irish Travellers with no formal education is close to 18 per cent (compared to just over 1 per cent for the general population)</p> <p>Just 1 per cent of Irish Travellers have completed third-level education (compared to 31 per cent for the general population)</p>	
Affiliation	<p>Treated as a dignified being</p> <p>Having social bases of self-respect and non-humiliation</p> <p>To engage in various forms of social interaction</p>	<p>The distinctive ethnicity of the Irish Traveller community is not recognised by the Irish State (albeit that ‘differences’ are) *Update – ethnicity has recently been recognised legally. How this will translate for Travellers is not yet known.</p> <p>Many Irish Travellers believe that this absence of recognition has negative consequences for them in terms of cultural survival in addition to policy implications</p> <p>Many younger Irish Travellers feel the need to hide their identity in order to access basic social services or events, in order to fit in and to avoid harassment or bullying</p> <p>Irish Travellers regularly experience difficulty in accessing standard social fora such as venues and bars which are regularly frequented by non-Travellers</p> <p>Irish Travellers account for a significant proportion of all reported incidents of racism and discrimination in Ireland</p> <p>Irish Travellers are recognised as one of the most marginalised and discriminated against groups in Irish society</p>	<p>Norris and Winston (2004) Ní Shuinéar (1998) Department of Health and Children (2012) CERD (2005) Department of Foreign Affairs (2006) Sheehan (2000) Walshe (2012)</p> <p>NCCRI (various years) Rottman et al (1986) European Parliament (1991)</p>

	Past or future discrimination	The ongoing reality of discrimination against Irish Travellers has an insidious effect on their self-esteem and life experience	
Control over Environment	Being able to engage in political participation and representation Being able to hold property Expect to work	<p>Levels of political representation amongst members of the Traveller community at the local and national level is extremely low</p> <p>The United Nations and the Council of Europe have expressed concern at the under-representation of this minority group in the political process and have recommended affirmative action programmes</p> <p>Irish Travellers have a significantly lower home ownership rate than for the non-Traveller population with just 20 per cent of Travellers owning their own home (compared to 70 per cent nationwide)</p> <p>In many cases, Travellers residing on publicly-provided Traveller-specific housing sites have poor (or only limited) control over these sites (i.e. access, communal facilities, etc.)</p> <p>The unemployment rate amongst Irish Travellers was 84 per cent in 2011 (compared to 14 per cent nationwide)</p> <p>Irish Travellers were traditionally economically self-sufficient and played a significant role in the Irish rural economy pre-1960 working as artisans, entrepreneurs and seasonal labour but the advent of industrialisation and modernisation has meant that traditional forms of Traveller employment have become marginalised</p> <p>The majority of publicly-provided Traveller housing sites do not provide sufficient facilities to support traditional Traveller economic activities (including horse-based economic activity)</p>	<p>O’Connell (2006) Hammarberg (2008)</p> <p>CSO (2012) Treadwell-Shine et al (2008)</p> <p>CSO (2012) Treadwell-Shine et al (2008) Fanning (2009) Department of Health and Children (2012)</p>
Emotions	Being able to have attachments to things and	Irish Travellers regularly experience difficulty in accessing standard social and recreational fora such as venues and bars which are regularly frequented by non-Travellers	NCCRI (various years) Treadwell-Shine et al (2008)

	<p>people outside ourselves (incl. making friends)</p> <p>Not having one's emotional development blighted by fear and anxiety (incl. human association)</p>	<p>Inter-communal tensions, suspicions and uncertainty/unfamiliarity can and do undermine the scope for friendship and connections between Irish Travellers and the settled community</p> <p>The suicide rate amongst Irish Travellers is six times higher than for the general population; the community feels 'hated' and are portrayed as 'deviants, villains and a subculture'</p> <p>Irish Travellers are recognised as one of the most marginalised and discriminated against groups in Irish society</p>	<p>Gleeson, 2013 Oireachtas Committee on Justice, Defence and Equality (2013) European Parliament (1991)</p>
Practical Reason	<p>Being able to engage in critical reflection about the planning of one's life (incl. playing a useful role and evaluating life)</p>	<p>Irish Travellers exhibit a very high level of welfare dependency (with a concomitant low level of self-sufficiency) as traditional forms of Traveller employment have become marginalised</p> <p>Irish Travellers are recognised as one of the most marginalised and discriminated against groups in Irish society</p>	<p>European Parliament (1991) Fanning (2009)</p>
Other Species	<p>Being able to live with concern for and in relation to animals</p>	<p>The keeping of horses and dogs is a long-running part of Traveller economic and societal traditions. Travellers have a long history of keeping, breeding and trading horses and in some cases, horses are used as a 'store of value' (or a method of saving)</p> <p>In most cases, local authorities make no provision (i.e. facilities or space) for allowing Travellers to keep horses and/or dogs on Traveller-specific accommodation sites (either on or off-site)</p> <p>In some cases, the keeping of dogs or horses is counter to the tenancy/licence agreements in place</p>	<p>Treadwell-Shine et al (2008) Lynam and Dowdall (2008)</p>

<p>Play</p>	<p>Being able to laugh, to play, to enjoy recreational activities</p>	<p>In many cases, Travellers residing on publicly-provided Traveller-specific housing sites are dissatisfied with the facilities and amenities provided (including facilities for play and recreation) and consider their area of residence to be unsafe and unhealthy</p> <p>The keeping of horses plays an important social and recreational role for many Irish Travellers. However, it is no longer feasible for Travellers to keep horses in many areas (see Other Species above)</p> <p>Irish Travellers regularly experience difficulty in accessing standard social and recreational fora such as venues and bars which are regularly frequented by non-Travellers (see Affiliation above)</p>	<p>NCCRI (various years) Department of Health and Children (2012) Coates et al (2008) Treadwell-Shine et al (2008) Lynam and Dowdall (2008)</p>
-------------	---	--	---

Coates et al., concluded that this application of the capabilities approach to the Irish Travellers' experience can make an important contribution to the literature because of the nature of the approach. They argue that the thinking which informs this approach as framework allows a holistic exploration of Travellers' ability to live lives that they have reason to value and to exercise choice and autonomy in how they live. Moreover, they presented key linkages and overlaps in Traveller experiences which shed more light on the multidimensional problems encountered by Travellers and draw new possibilities for policymakers and researchers to address them.

In their research on accommodation, they presented outcomes for the Traveller community as seen through the prism of the Capabilities Approach, where they describe a constellation of factors leading to a range of negative consequences for Travellers. In this, they conceptualised poverty as a state of capability deprivation and an absence of valued freedoms, and when Traveller experience is viewed in this way the multi-dimensional nature of that deprivation is starkly highlighted as can be seen above.

Methodology

Literature Review

The first stage of the methodology was to understand thoroughly the context of Traveller experience, horse ownership, its connections to Traveller culture and identity and the regulatory framework governing horse ownership. To do this, a large volume of literature including reports, research, previous evaluation work and other documents was examined as part of this review. This included existing information, web-based material, media sources about individual projects and groups. The literature review provided considerable insight into the context in which the Horse Project operates and enabled the discovery of a framework, namely the Capabilities Approach described above, against which to assess the data gathered.

Design and analysis of participant interviews

For the interviews of the Managing Director and the Horse Project Facilitator a semi-structured interview schedule was devised which aimed to capture the history and profile of the work of the Horse Project to date.

In relation to the interviews of the Traveller men participating in the Horse Project a structured interview schedule was devised with particular emphasis on capturing what participating on the Horse Project meant to the men and how it impacted their everyday lives, (see Appendix Two, Interview Schedule.) The interview schedule was designed in collaboration with the Peer Men's Health Worker and administered by him through a combination of tape recordings and handwritten records of the responses (according to the preferences of the respondents.) Written consent to partake in the interviews was obtained beforehand from each of the ten respondents.

The analysis was achieved through summary transcriptions of the interviews which were then used to compile a profile of the Horse Project in the case of the interviews with the Managing Director and Horse Project Facilitator. The transcripts of the Traveller participants were analysed against the framework provided by the Capabilities Approach.

This framework was chosen for three main reasons. The first relates to the underpinning premise of the approach: that of the essential equality of value of humans by just being human regardless of any other intrinsic or external factors. Secondly the centrality of freedom, potential and choice within the capabilities approach means that the outcomes of the Horse Project can be explored in a unique way that emphasises the freedom of Travellers to live a life they have reason to value and to assert their own culture and identity; opportunities for Travellers to determine and plan the direction of their lives and be involved in decisions affecting them; and to receive services and supports that uphold and guarantee these freedoms/capabilities. Thirdly the capabilities approach, with its consideration of the multidimensionality of health and well-being provides scope to review the significance or otherwise of the Horse Project to Traveller men in a more holistic way and in so doing, to highlight the overlap and linkages to different aspects of Traveller life and potentially point to meaningful platforms for future development.

Findings

Profile of the Horse Project

Following interviews with both OTM's Managing Director and the Horse Project Facilitator and after reviewing available documentation relating to the Horse Project the following narrative emerged to provide a history of the Horse Project to date.

In 2011 OTM received a small amount of funding (approx. 6060 euro) from an underspend of the Traveller Health Initiative HSE funding, to deliver a pilot horse care/men's health care programme in Laois and Offaly, targeting Traveller men who had an interest and passion for horses, (see Appendix Three: Grant Aid Agreement with HSE 2011)

The overall purpose was to form a horse 'club' in both Offaly and Laois and bring together men with a similar interest, to build rapport within the group through discussion and horse related activities.

More specifically, the aim was to develop a higher level of engagement with Traveller men and promote an improvement of men's physical and mental health through the interaction with the horse. It was envisaged that the sessions with participants would provide opportunities for discussion around relationships, positive communication skills, leadership and trust.

To this end a steering group was set up to oversee the direction of the work of the Horse Project, delivered by Laois Traveller Action Group (LTAG) in Laois and Offaly Traveller Movement (OTM, formerly Tullamore Traveller Movement) in Offaly. OTM was responsible for administering the contract and payments on behalf of the two projects, whilst the steering group was responsible for agreeing and overseeing the implementation of the work programme. The steering group comprised two representatives from both organisations together with representatives from the HSE, Local Authority, Gardaí and other interested parties.

A Horse Project Facilitator was employed by OTM (then TTM) initially for a period of six months and was supported in the delivery of the programme by OTM's Men's Health Worker.

During the pilot phase five horse groups were set up across Laois and Offaly in Portlaoise, Portarlinton, Clara, Tullamore, Birr, (the groups in Laois were set up in partnership with Laois Traveller Action Group.)

The initial contact with Traveller Men was made through outreach work, introductions through community leaders and other workers at the sites in Tullamore and Laois, meetings with the Women's Network, horse care sessions with children in the Birr area, visiting St.Canices, Portlaoise and Birr training centres.

The initial response from the men in Tullamore indicated that they were very much in favour of a project but they were of the opinion that the families involved with horses in the area would not be able to work together as one project.

The Laois group were slower to come together, but became a strong and energetic group that met weekly to discuss horse health issues along with many other issues that affect the lives of the men. A notable project that received national and international media attentions was the Laois Horse Project calendar which not only helped forge relations within the group, but provided an enterprise opportunity and enabled a sense of achievement, pride and confidence in the Traveller men, (see Appendix Four, Work Report September to December 2011.)

Following the pilot, it was agreed that LTAG would be funded independently to deliver their project whilst OTM would retain the Horse Project Facilitator to deliver the project solely in Offaly. Following this three groups; two in Tullamore and one in Birr, were established engaging a total of approx. 50 men. On average 10 -15 men were consistently present in the two of the groups whilst the third constituted about 7-8 men.

From the outset it was accepted by the men that the reconstituted Horse Project would contain a men's health element, which had in fact become a critical and crucial component of the programme to date.

The first meeting took place in Tullamore 19th Sept 2012 and there was a total of eleven meetings in the period until December the same year.

These initial sessions consisted of the Horse Project Facilitator working with the men around issues of horse health and management while the Men's Health Worker contributed with reflections, drawing comparisons with how men looked after their own health. These sessions were designed to be inclusive and according to the Project Facilitator, resulted in a high level of participation from the men in sharing their experiences with one another. This interaction continued into the discussions on men's health, which centred on how small changes in lifestyles could have a major impact later in life and that it was never too late to make those changes.

A crucial aim of the project was to encourage men to interact with each other on issues that arose in the sessions. This was achieved by allowing the men to direct the sessions, whenever possible, with facilitative input from both workers. Most days concluded with feedback from the men in the form of a quiz on the day's session. On the whole the sessions could be described as lively and open with plenty of laughter and 'craic' though the serious nature of health implications for men and horse was not over looked (see Appendix Five Traveller Health Unit Funded Initiatives Reporting Template.)

As part of the initial programme a number of key health services and professionals were introduced to the men, as follows:

- A Conflict Mediator
- Public Health Nurse
- Members of OTM's Primary Health Care Programme (OTM PHCP)
- Drugs Worker, from Anna Liffey

Issues on how stress impacts a person's life, both physically and mentally were discussed, but at this point the facilitators felt that it was premature to introduce a mental health professional to the group, given the sensitivity of the topic at such an early stage of engagement and to avoid overloading the groups and risk their disengagement.

Promoting participant commitment to physical health screenings was a crucial part of the early engagement. Preparatory work was undertaken involving the OTM PHCP (Primary Health Care Programme), increasing awareness of the men regarding the relevant health issues and outlining the benefits of regular health check-ups.

The screening programme consisted of the following checks:

- Blood pressure
- Diabetes
- Oxygen content of breath (lung function)
- Body mass index

In sessions with the farrier, men and some of the younger boys worked with him in shoeing several horses, which also provided a space for men to talk about and share experiences.

During this period, the consolidation of the Horse Project locations allowed the development of a junior Horse Project. This in turn brought more men into contact with the project through their children with the men becoming mentors and volunteers and in effect modelling positive male gender roles within the families and community at large.

As part of the early delivery of the Horse Project, plans were made to devise and deliver a FETAC accredited course, which were subsequently achieved the following year 2013, when the Horse Project Facilitator designed and delivered a FETAC course in Stable and Yard Routine to 23 Traveller men, many of who had not previously engaged in any formal education in the past (see Appendix Six, FETAC module Stable and Yard Routine.)

The Horse Project Facilitator reported some of the challenges within the community, such as disagreements and conflicts between different groups/families, which required a high degree of responsive and flexibility on the part of the facilitators with plans and goals being modified several times in order to get the project off the ground.

At this early stage the inadequacy of the facilities for the delivery of the project was highlighted in that what was suitable for working with the horses did not always fit the requirements of delivering the health aspects of the programme. The possibility of locating or building purpose built stables with meeting rooms was identified early on as being potentially enormously beneficial to the project participants and formed the basis of considerable ongoing efforts to identify ways of achieving this. To date they have been unsuccessful. Despite OTM having access to a tranche of government funding for land and stables, the major stumbling block has been Offaly County Council's inability to identify

suitable land, despite a range of potentially suitable locations being suggested (see Appendix Seven, correspondence with Offaly County Council.)

Out of the initial phase of engagement a formalised ten-week programme was developed and delivered, which combined elements of horse care and relevant aspects of men's health (see Appendix Eight, 10 Week Health Promotion Programme.)

When asked what the key ingredients are of a successful horse project the Project Facilitator proposed the following:

1. **Adequate facilities** – land and stables close to where the men reside, suitable meeting room
2. **Use of space** – as much of learning as possible needs to be outside in the field, open tactile, green spaces
3. **Use of the horse** – as the central medium for learning as much as possible with the horse as the leader
4. **Non-judgemental approach** – the creation of a safe, accepting inclusive space
5. **Creative** – the ability to adapt, think outside the box and be open to new approaches
6. **Time and resources** – to build relationships, patience to go at the pace of the group and individuals within it. Time to complete preparatory and predevelopment work and be available for one to one work
7. **Responsive** - to the needs and capacity of the group and individuals, responsive to mood, body language, stress levels of the group. Flexible approach to learning and keeping sessions as informal and loose as possible. Not being overly planned or structured.
8. **Adequate funding** – present funding levels of just over 6000 euro are inadequate and severely limit the capacity of the project to meet its current objectives, and leave no scope for its development or extension.
9. **Freedom to develop** the project organically, responsively and according to the needs of horses and men in combination

When the Managing Director was asked a similar question, she concurred with the above and also emphasised the crucial importance of the personal qualities and qualifications of the

Horse Project Facilitator in being able to bring about high levels of engagement and commitment to the project on the part of the men. As a qualified Equine Therapist, the current Horse Project Facilitator brought the wide range of skills, qualities and knowledge that could be considered essential to the post and the attainment of meaningful outcomes.

Both the Horse Project Facilitator and Managing Director highlighted current challenges to the continued delivery of the Horse Project:

- **The impasse with obtaining land and stables** – the ongoing refusal of the council to make land available to the men of the Horse Project
- **Professional Insurance** - The inability of the Horse Project Facilitator to continue to obtain professional insurance to carry outreach either as a private contractor or a member of OTM's staff
- **Inadequate funding** - without adequate resourcing the ongoing sustainability of the project is in doubt

Both felt that the resolution of these three issues was crucial to the ongoing delivery and development of the Horse Project in Offaly.

Traveller Interviews

A structured interview schedule was devised in collaboration with the Peer Men's Health Worker and administered by him through a combination of tape recordings and handwritten records of the responses (according to the preferences of the respondents.) Written consent to partake in the interviews was obtained beforehand from each of the ten respondents. The following is a summary of the responses that emerged, (see Appendix Nine: Participant Responses, for complete transcripts.)

1. What were your main reasons for becoming involved in Horse Project?

The participants gave a range of reasons for becoming involved in the Horse Project, which centred on wanting to pass on knowledge and skills to the younger generation, meeting with other Traveller men and as a means to get grazing land and legitimising their horse ownership.

P1: "Keep young lads off the streets, learn how to feed their horses, stabling them, learn how to shoe them and ride them and that. Keep young lads off the streets was the main reason, but wanted to get grazing for them."

P2: “Just like horses and for the future, for my young lad. Sure, it my culture to be with them, something for the culture to live on.”

P3: “My main reason was to get all the fellas together, to talk. And bring a bit of peace to the town.”

P4: “To own horses, trying to get a bit of land, get something sorted, get them microchipped and booked up an all that.”

P6: “Wanted to get something done with the care of the horses. Try to get something personal going with the council because of the stigma around Travellers with horses from the council.”

P7: “My main reason was to be involved in something and be part of something and to meet up with different Traveller men.”

P9: “It’s a hobby and I’m interested in it. Was working with horses all my life, growing up as a young lad.”

P10: “Keep our culture going and keep horses.”



2. What did the Horse Project mean to you?

The majority of participants expressed that the Horse Project meant a great deal to them, particularly in relation to the social opportunities it provided and as a means to ensure the welfare of their horses.

P3: “Meant a lot.”

P4: "It meant a lot, getting the horses microchipped, trying getting the land, gets you out of the house."



P5: "Meant lot at the time. Got us out and about."

P6: "Meant a lot. Wanted to get the land for the horse, not worry about the horse being impounded."

P9: "It means everything to me. It's the legal way to work the horse because you need

insurance to work with the horses."

3. What did you like about the Horse Project?

Participants expressed a range of aspects of the project that they valued and these revolved around working with those horse, social events and opportunities to meet with other Travellers, the involvement of young people and working towards getting land and stables.

P2: "Lesley was trying to get us a bit of land with the Council, meeting with people about that."

P3: "I like that it got all the young lads together, going away on trips, down on the halting site, all getting together and chatting about horses, got to meet Lesley Jones, Larry Scully. I liked the social part of the horse project, go off on trips and meet different people, people in riding schools, showing you things you didn't know about horses,



showing you how to do everything, how to clean out stables, put down bedding and that, how certain horse get their teeth pulled, feed and that. “

P4: “It was a good atmosphere, you could have a bit of craic, get out, meet people, learn something new with them every day.”

P7: “I liked the Horse Project because it gave Traveller men chance to come together and talk about Traveller culture.”



P10: “I liked getting out of the house, sharing problems and talking about culture.”

4. What could have been improved or changed?

When asked about improvements or changes expressions centred on aspects of youth involvement and the council’s failure to

engage with project.

P1: “For one it could have been changed that there were a lot of young lads involved that had nothing to do with it. A lot of young lads turned up the trips and went messing. We went to a trip down to Loughrea and load of young lads came, that had nothing got to do with the horse project, and they kept destroying it. That’s what made it worse. And I think we could have had a different vet, the vet we had was no good.”

P2: “Not sure, run the way it was I was happy enough. We knew everyone, got on with everyone.”

P3: “A lot to do with the council, three months looking for stables and the council didn’t want to know.”

P4: “It was up and going, going well. Council could have improved, met us half way.”

P7: “The council being more involved in getting more done.”

P8: "The council should have given us the land."

P10: "If the council had come on board. If you had a separate spokesperson for each area rather than altogether. There were too many making decisions."

5. *What impact, if any, did the Horse Project have on your life?*

Participants described a range of positive impacts on their lives including increased levels of fitness, improved mental health and greater confidence in horse ownership and contact with



authorities.

P1: "I felt more alive at that time and I felt more fitter than I am now. Compared to now, sure we do nothing only sitting down."

P2: "I liked it, it was grand meeting with the council, with the vet, showing them what we really do, showing that we're not in it for

messing, that we want land, going the right way about it with the law and looking after the horse."

P3: "A lot. It helped a lot. I had depression for years. I had a heart condition and when I had that pain it gave me something to do. Kept me busy."

P7: "It gave me hope that it would get our culture to be alive and to get young lads involved."

P8: "It got the horses registered with the department which we thought we would never do, to get them registered."

P10: "Oh yes it had a big difference. It bought people together, kept you busy, and your health was better because of it, clearer head and something to look forward to."

6. *What knowledge have you gained as a result of the Horse Project?*

The majority of respondents reported increased knowledge in horses as a result of the Horse Project from both each other and the inputs of the project, even though for some their level of expertise was already high. Some reported increased knowledge in areas other than horse care.

P1: "Learned a lot about horses, learned about the whole thing, if the horses have gravel on the feet, or get a rash you get a scrub, soap and water and scrubbed into three times a day, for three week, gone. Learned that from other Travellers. You learned things other people wouldn't know, the vet didn't know it."

P2: "Learned a few bits. I'm around them all the time. Still you don't know enough. You learn something different every day."

P3: "I learned about discrimination with the guards and the local authorities and the worse discrimination against us over the horses."



P4: "Gained plenty of knowledge. Different ways of dosing horses, looking after horses. We did stable yard and the land."

P6: "I know a lot more about the council, where we learned if they were going to help or not."

P10: "I gained different knowledge and also shared a lot of knowledge."

7. *What skills have you gained?*

Participants gave a wide range of skills they had acquired during the Horse Project whilst some said that they hadn't added to their existing skills.

P1: “How to look after them, again if they have gravel in their legs, back to the rash again and the scrub. Learn how to put head collars on new horses, how to break them. Learned a lot now, the fella at the stud farm in Loughrea, he showed us a lot about young horses and how to turn them, how to corner them if they’re nervous so they don’t hurt themselves.”



P2: “No didn’t learn any different skills.”

P3: “I gained a lot and I knew a lot.”

P4: “We did some Fetac courses, you know how to look after horses.”

P6: “We learned how to talk to people in the group, to open up more and talk about things going wrong in our life.”

P7: “Not a whole lot that I already had before I started.”

P10: “I learned how to treat a horse when injured, how to look after and care for them and learned about responsibility.”

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

Participants reported a range of positives changes in the mental and physical health as a result of their participation in the Horse Project. P1: “I felt a lot better. Now you’re sitting down, you’re not occupied, your mind, you’re doing nothing. You were thinking about the horses, how you were going to get land for horses, is this going to close down, are we going to keep going. Larry Scully rang me one day and he told me the horse project was gone. So since that you do nothing, just sitting around. I gained weight after it as well. I used to look forward to

going to the horse project because different people, chatting to people and you were out and about and planning what to do with the horse project.”

P2: “No didn’t affect it, probably improved it yeah. Yeah made me a bit fitter and cleared my mind for sure, spending more time with the horses.”

P3: “It did an awful lot. I had mental health problems for years, but didn’t talk about it, didn’t want to talk about it. But with the Horse Project, there was someone there and I actually spoke out. I was keeping it a secret and found a lot more people in the same situation and talked about it, so



I wasn’t on my own. If I had a problem now I would sit down and talk about it. I would know how to sort it out. If I had pain I would be able to talk about it.”

P4: “The horse project gets you out of the house. You wouldn’t have half as much going on in your head. Keep you going the whole day.”

P6: “More aware of it. I got help with a personal thing. I got help with my physical health. It got me out walking around with the horses. It helped me mentally, got me talking to other men in the group, talking about anything, about our personal life.”

P7: “It helped keep my mind busy and gave me something to look forward to. I enjoyed going to meetings and meeting other people. It helped my mental health, got me talking to other people about common interests.”

P9: “I was a lot fitter and keeps me active when we were working with the horses. Keeps the mind healthy being in a group, I could talk with the other men if things were troubling me.”

P10: “It did in a big way. I was more aware of my health and well-being. I was more fitter and was sharing problems with Traveller men my age which made me feel better about myself.”

9. *How would you like to see the project developed in the future?*

When asked about how they would like to see the project developed in the future the all participants expressed their hope that the project would continue in its efforts to secure land and stables.



P1: For one I would like to get land for the horses, that's the biggest problem. And I'd like to see every horse in the county microchipped and passported so it might be easier to get land for them. And I'd like to see stables getting built. I'd like to see it back up and running. I thought it was going very well."

P2: "Sure it would be great to see get going again. We were looking to the council for a few sheds and stables and land. And it's not that we want it for nothing, we would rent it and it would go right. We'd keep above law. Without the grass I can't sell people a pony, they would love a pony sure they would."

P3: "I would like to see it developed proper, to be able to see stables getting built and site for the young lads."

P4: "Keep it going the same way and the council to meet us half way and sort things out, do their own part."

P5: "I'd like it to work, have a proper job with stables and bit of land."

P6: "I would like to see it developed more for the Traveller people and settled people because it is very negative by the council. The law shouldn't be put in the council's hands."

P7: "I would like to see a better relationship with the council. It is the only way forward. I would like to see it going again."

P8: "If you could get the land for the horses whether or not horse gets tagged or not."

P9: "Stables should be built for the young lads to be involved."

P:10 “I would like to see something come out it like land and stables and see something come out of the meeting.”

10. What else would like us to know about your experience of the Horse Project?

When asked to express anything further about the project similar themes around its continuance, land ownership and funding emerged, as did the importance of the project as a gathering place for the men.

P1: “I’d really like to see it back up and running again. A lot of people benefitted from it, definitely and now they don’t mix as often. The horse project was keeping us altogether. Would like to see something like the horse project in Ballymun with the land and stables, absolutely brilliant. I think it would be great for the young fellas coming up.”



P2: “For it to get going again, I’m sure everyone would get back in to it.”

P3: “I gained a lot of friends.”

P5: “The council need to get it started.”

P6: “I think Lesley [Horse Project Facilitator] worked hard and got nothing from the council.”

P7: “I think the Horse Project was a great a thing for the Traveller men and it would be a shame not to see it progress.”

P9: “New stables, better for all the young people. It was great.”

P10: “I would like to see funding made available for to keep our culture alive because it helped a lot of men to mix and chat.”

Analysis

Table 2: Mapping Horse Project Outcomes against Nussbaum's Checklist of Capabilities

Capability	Stylised Metric	Horse Project Outcome	Source
Life	To live a Life Travellers value	<p>Participants reported valuing the opportunity to pass on skills to future generations and keep Traveller culture alive</p> <p>Participants valued the social aspects of the project, including trips, meeting new people, talking over problems, sharing knowledge, learning from both each other and outside sources</p> <p>Participants reported feeling hope for the future and pride in demonstrating their skill and commitment to outside people, specifically members of the council, the vet and others</p> <p>Participants expressed the value of simply having something to do.</p>	<p>P2, 10 Q1; P7 Q2,3,5; P10 Q3, Q10</p> <p>P3 Q2; P1 Q3; P9 Q6</p> <p>P6 Q1; P2 Q5</p> <p>P1 Q5; P2 Q2; P4 Q2,8; P5 Q1,2; P7 Q1,2</p>
Bodily Health	Good physical and mental health	<p>Participants reported significant positive benefits to their physical health, including being fitter and more physically active, having more awareness of their own health, and the having structure to their day</p> <p>Participants expressed significant improvements in their mental health with some stating they received specific help with longstanding mental health issues of depression and had clearer thinking.</p> <p>Participants reported a reduced sense of isolation and placed great importance on the value of being able to talk with other Traveller men.</p> <p>Participants stated they were better able to express themselves, recognise and talk through their problems and seek help when needed.</p>	<p>P1 Q5,8; P2 Q8; P3Q5,8; P4 Q8; P9 Q8</p> <p>P1 Q8; P2 Q8; P3 Q3; P7 Q8; P9 Q8; P10 Q5,8</p> <p>P3 Q10; P5 Q2; P7 Q2,3,8; P10 Q2</p> <p>P6 Q2,7,8</p>

Offaly Traveller Movement Horse Project Review | 2017

Bodily Integrity	Being able to move freely from place to place	<p>Nomadism remains an important feature of Traveller identity but the centrality of the horse in this has been overtaken by modern advances of motorised vehicles. However, participants expressed valuing the connection of horses to their shared history and culture</p> <p>Participants expressed their bitter disappointment at the ongoing lack of land and facilities for their horse ownership despite their considerable efforts to secure the co-operation of the council in providing this</p>	<p>P1 Q1; P2 Q1; P5 Q3; P7 Q3,5; P9 Q1; P10 Q1,3,10</p> <p>P1 Q1,9,10; P2 Q3,9; P3 Q4,9; P4 Q1,2; P5 Q10; P6 Q2, 4,9; P7 Q9; P8 Q2,4; P9 Q2,9,10; P10 Q4,9,10</p>
Sense, Imagination and Thought	Education and freedom of cultural and self-expression	<p>Participants reported they valued greatly the opportunity to demonstrate their horsemanship, learn new information and practices and exchange/share knowledge</p> <p>Participants talked of the importance of horses as an expression of Traveller culture and its continuance</p> <p>Participants completed a FETAC module in Stable Yard Routine, and Early school leaving, many of whom had never been involved in formal education</p>	<p>P1 Q1,2,6,7; P2 Q6; P3 Q7; P4 Q6; P5 Q3,7; P7 Q7; P8 Q1,6,7; P10 Q2,3,6</p> <p>P1 Q1; P2 Q1; P5 Q3; P7 Q3,5; P9 Q1; P10 Q1,3,10</p> <p>P4 Q7 APPENDIX SIX, FETAC MODULE Stable and Yard Routine</p>
Affiliation	<p>Treated as a dignified being</p> <p>Having the basis of self-respect and regard of others</p> <p>To engage in various forms of social interaction</p>	<p>The skills and qualities of the Horse Project facilitator created an inclusive, informal, relaxed environment which allowed participants sufficient safety to express themselves and feelings in ways that were for some never attempted previously. Essential to this was a non-judgemental, respectful approach</p> <p>Some participants said they already had a high level of knowledge and skill in relation to horse care, but nevertheless valued the information exchange, learning new perspectives and the overall experience of participating in the project</p> <p>It is clear from almost all of the participants that the opportunity to interact with other Traveller men was a highly regarded aspect of the project</p>	<p>P2 Q4; P3 Q10; P4 Q3 Managing Director, Project Facilitator</p> <p>P1 Q1,2,6,7; P2 Q6; P3 Q7; P4 Q6; P5 Q3,7; P7 Q7; P8 Q1,6,7; P10 Q2,3,6</p> <p>P3 Q10; P5 Q2; P7 Q2,3,8; P10 Q2</p>

	Past or future discrimination	<p>Participants welcomed the opportunity to challenge stigma associated with Traveller horse ownership by officials.</p> <p>Participants perceived the attitude of council staff and their interactions with the council over the issue of land and stables as evidence of discrimination against Travellers</p> <p>Participants said their involvement with the Horse Project in trying to secure land raised their awareness of discrimination and gave them skills to challenge it</p> <p>The experience of discrimination in working to secure land has not dampened participant’s resolve to achieve this longstanding goal</p>	<p>P6 Q1; P2 Q5</p> <p>P3 Q4,6; P4 Q9; P5 Q10; P6 Q1,3,4,6,9,10; P7 Q2,4,8,9; P8 Q4; P10 Q4,10</p>
Control over Environment	<p>Being able to engage in political participation and representation</p> <p>Being able to hold property</p> <p>Expect to work</p>	<p>Participants expressed that the only aspect they would change of the Horse Project is the inability/unwillingness of the council to provide facilities for their horse-keeping</p> <p>However, participants viewed these interactions with the council over land as learning experiences and they have not diminished their desire to achieve their goal with many expressing their desire to continue in the effort to build relationships with the council as the only way forward</p> <p>Some suggested exploring other funding avenues other than the council to secure horse facilities</p> <p>Participants expressed that they hoped to find employment working with horses as a reason for engaging with the Horse Project.</p> <p>The FETAC qualification in Stable Yard Routine designed and delivered as part of Horse Project may assist in this.</p>	<p>P3,4,6,7,8,10 Q 4</p> <p>P2 Q9,10; P3 Q9; P4 Q9; P5 Q10; P6 Q4,6; P7 Q9</p> <p>P6 Q5</p> <p>P5 Q9</p> <p>APPENDIX SIX FETAC MODULE Stable and Yard Routine</p>

Offaly Traveller Movement Horse Project Review | 2017

		Opportunities for enterprise – such as the Horse Project calendar – which were extremely successful	APPENDIX 5 Funded Initiatives reporting Template
Emotions	Being able to have attachments to things and people outside ourselves (incl. making friends) Not having one's emotional development blighted by fear and anxiety (incl. human association)	Participants almost universally reflected the enjoyment of the social aspects of the project and in particular the trips and interaction with people from other horse facilities. The Project Facilitator remained very responsive to inter family tensions and conflict and delivery of the Horse Project was continually modified to account for these. Participants reported making friends and valuing talking over issues and problems with the other men Participants told of the relaxed environment where everyone worked well together and there was no discord	P1 Q2,3,8,10; P2 Q2;P3 Q1,3; P7 Q1,2,3; P8 Q3; P10 Q2 P2 Q4; P3 Q1; Project Facilitator; APPENDIX 5 Funded Initiatives reporting Template P3 Q8,10; P4 Q3; P6 Q7,8; P7 Q8; P8 Q8; P10 Q3,8,10 P4 Q3; P7 Q8
Practical Reason	Being able to engage in critical reflection about the planning of one's life (incl. playing a useful role and evaluating life)	Participants reported gaining much from the process of planning strategies and identifying options for obtaining land and stables The experience of planning and implementing the enterprise initiative of the Horse calendar gained national and international recognition which the men were proud of.	P1 Q8; P2 Q3,5; P4 Q1,2,9; P6 Q1,2,3,5,6,9; P7 Q1,8,9; P9 Q3,5; P10 Q9 APPENDIX Five Funded Initiatives reporting Template and APPENDIX Ten Media Coverage
Other Species	Being able to live with concern for	Participants shared an interest in and passion for horse keeping which their involvement in the Horse Project allowed them to express and develop	P1 Q1,2,6,7; P2 Q6; P3 Q7; P4 Q6; P5 Q3,7; P7 Q7; P8 Q1,6,7; P10 Q2,3,6

Offaly Traveller Movement Horse Project Review | 2017

	and in relation to animals	The Project was designed to place the horse as the central medium of learning and engagement with the men	APPENDIX Five Funded Initiatives reporting Template; Project Facilitator
Play	Being able to laugh, to play, to enjoy recreational activities	<p>Participants reported a relaxed, fun atmosphere that allowed safe interaction with each other.</p> <p>Participants stated the Horse Project allowed them to pursue their hobby and lifelong interest in horses</p> <p>Taking part in social outings and trips was almost universally valued by the participants</p>	<p>P4 Q3; P7 Q8</p> <p>P5 Q3; P7 Q8; P9 Q1; P10 Q1</p> <p>P1 Q2,3,8,10; P2 Q2;P3 Q1,3; P7 Q1,2,3; P8 Q3; P10 Q2</p>

Conclusions and Recommendations

The results presented here show that the Horse Project has contributed positively to every aspect of the capabilities list in enhancing the lives of the men participating in it and supporting the preservation and flourishing of Traveller culture.

As part of the qualitative research undertaken by OTM, visits and interviews with the Traveller men and Project Facilitators were completed with the collaboration of the Men's Health Worker. The material gathered during this fieldwork was extremely useful in providing insight into what participation on the Horse Project meant to the men.

Further, the application of the capabilities approach to this data has not only provided a comprehensive picture of its value and outcomes, but also provides a useful platform for the formulation of recommendations:

1. **The Horse Project continue** – the overwhelming majority of participants expressed they highly valued the Horse Project and wanted it to be continued and further developed.
2. **Adequate funding be sought** – it is indeed remarkable that so much has been achieved with such a low level of funding, though clearly it will not be possible to extend or develop the programme if further funding cannot be found. The basis of this will be a thorough and realistic costing of all aspects of the project as a baseline.
3. **The acquisition of land and stables** – clearly this remains a goal for the men despite past unsuccessful attempts and without adequate facilities it will not be possible to develop the project into the future in any meaningful way. To this end, it is recommended that consideration be given to the establishment of Horse Project Planning Group comprised of interested Traveller men with the goal of exploring options and devising a strategy to secure land and facilities. Although relevant people from the council, HSE etc. may be invited onto the Group, it is recommended as far as possible it remain under the direction of the Traveller men themselves, with the chairperson selected from the Traveller community. In their interviews participants put forward a number of suggestions regarding ways of securing land, for example, building relationships with the Council and exploring alternative sources of funding

for facilities. The work of this group would be very much in keeping with the work of the Horse Project to enhance the skills, knowledge and self-determination of the men in ways that promote good mental and physical health.

4. **Progression for participants** – it is recommended that progression pathways be identified for those who have completed the ten-week Horse Project programme, FETAC module in Stable Yard Routine, or for those already with high levels of expertise in the field, for example building on mentoring the younger participants already taking place to develop further this aspect of the Horse Project and/or facilitating parts of the programme in their areas of competence. Training in facilitation and other required skills and knowledge could be provided to those men interested in the role. The overall, longer term aim of this would be the gradual devolving of the Horse Project facilitation to Travellers themselves.
5. **Building in opportunities for enterprise** – following the success of the Horse Project calendar in not only promoting positive media coverage of Traveller achievements and fostering a real sense of achievement amongst participants, but also as an effective means of raising funds, it is recommended that further such opportunities be explored. In particular opportunities for building CV's and gaining work experience with a view to gaining employment in the field or identifying niche enterprise initiatives capable of generating income.
6. **Horse Project as a multi-purpose vehicle** – building on the success of the project in centre staging the horse as the medium for learning, exploration of further additions to the programme could be considered. For example, in areas such as conflict and conflict resolution, domestic violence, fatherhood and parenting, community leadership, managing stress, diet and fitness, alcohol and addiction. The possibilities in this regard are numerous, though careful consideration must be given to the capacity and interests of the group as per the practice of the present Horse Project Facilitator so as not to jeopardise engagement and commitment.
7. **The issue relating to obtaining insurance** may be more difficult to overcome. A short telephone survey of insurance companies confirms their refusal to insure members of staff to work in the field with horses and private contractors to work away from their own sites. There may be possibilities using equestrian centres with their

own insurance as possible locations for working with horses or using exploring possibilities of Pony Club membership. Seeking the experience of other Horse Projects in relation to insurance may also yield further options for resolution.

As we have seen using the thinking which informs the Capabilities Approach as a framework encourages us to explore some key themes around those factors, or constraints, that influence the ability of Travellers to live lives that they have reason to value and to exercise choice and autonomy in how they live. Moreover, by doing so in a holistic manner it has been possible to highlight key linkages and overlaps to the wider lived experiences of Travellers, particularly related to deprivation, discrimination and marginalisation.

From this perspective, in the conceptualisation of Traveller experiences in terms of capability deprivation and an absence of valued freedoms, it is noteworthy that while Travellers tend to fare poorly under each of the headline categories set out in Nussbaum's checklist of human welfare and flourishing, it is in sharp contrast to their experiences as part of the Horse Project where their encounters were characterised by inclusiveness, mutual respect, self-direction and camaraderie.

The negation of Traveller culture in the wider context and its echoes in the treatment of other indigenous communities in other parts of the globe (Conway et al. 2015), underscore the importance of initiatives like the Horse Project as vehicles to promote equality of opportunity and preservation of Traveller identities. Indeed, this is important given the community disintegration described previously, where there is clearly a need to assist the community in rebuilding and sustaining itself after generations of assault.

The promotion of sustainable Traveller economy and the emergence of a self-sustaining community are key areas to which the Horse Project can positively contribute. Progress in this area is essential if Travellers are to be able to make more choices for themselves, determine the direction of their own lives and live lives they value, thereby lessening their dependency on others over time. Given the levels of deprivation, discrimination and marginalisation, it is clear the Traveller community require supports in order to reverse these effects. Such supports can include the provision of projects like the Horse Project to assist the community to identify and exploit opportunities around niche economies that play to their own strengths and interests. The

provision of facilities such as land and stables could kick-start this process of empowering Traveller community in Offaly to rebuild and meet the considerable challenges it faces.

The continuance of the Horse Project will not be without considerable challenges including securing adequate funding, suitable land and facilities and insurance cover for its workers. However, the testimony of the Traveller men who participated underscores that these efforts will most certainly be worth it, both for themselves and future generations.

Appendix One: Terms of Reference

Terms of Reference

The key questions to be addressed in this Review are:

1. What are the strengths of the project, particularly in relation to participation and addressing the health needs of Traveller Men in Co Offaly
2. What are the challenges facing the project?
3. What worked for participants in the delivery of the project, and what did not?
4. Are there other external factors that contributed or inhibited any of the above?
5. What should be considered in the future delivery of the project? Next steps?

Methodology

Data Collection and Sampling

The intended approach of this proposal is to collect data from the relevant primary stakeholders, as well as all available documentation relating to the project. A representative sample of ten service users will be identified and selected by OTM staff based on age and geographical profiles.

The proposed data collection methods will include:

[TASK 1] Individual interviews with the Director and project leader – conducted by facilitator

[TASK 2] Joint interviews with the Director and project leader – conducted by facilitator

[TASK 3] Participant questionnaires – conducted by Peer Worker, devised by facilitator

[TASK 4] Review of literature relating to similar projects

[TASK 5] Write up – summary transcripts of interviews with Director and Project Leader, summary transcripts of participant responses, analysis, conclusions and recommendations.

Semi – structured interviews and participant questionnaires will be designed in conjunction with OTM staff and management. This should assure that the content of the interviews are applicable to OTM’s areas of interest. Written consent to participate in the interviews will be obtained from all participants together with the necessary parental consent as appropriate. The interviews will be conducted by the facilitator together with relevant OTM staff (where needed) and participants will be invited to review the notes of the discussion for accuracy. Interim reports will be given to the Director as necessary to monitor progress.

Data Analysis

Data collected will be interpreted qualitatively. The sources proposed will produce primarily verbal data that will be analysed using a community development health framework

Review Constraints

The constraints that may reduce the success of this Review relate primarily to the willing and committed participation of the primary stakeholders. The data collection process involves participation in the form of honest, open, and accurate responses to the questions. The guiding consideration of the facilitator will be to maintain a positive, non-judgemental approach, which continually emphasises the value of reflective learning in improving services.

Communication and Reporting

The Review Report will include a narrative summary of the evaluation process, analysis of the data, conclusions and recommendations, and in particular, capture the achievements of the project to date, evidence of good practice and provide recommendations to inform future delivery.

Appendix Two: Interview Schedule

Interview Schedule

Introductory information

OTM would like to review the Horse Project and is interested in hearing about your experience of participating in it. You do not have to take part in the review if you do not wish to. No personal data that identifies you will be published and the views you express will remain anonymous. Any data that identifies you will not be shared outside the project.

I, _____ consent to participating in this review and questionnaire, date _____. Signed _____

1. What were your main reasons for becoming involved in Horse Project?
2. What did the Horse Project mean to you?
3. What did you like about the Horse Project?
4. What could have been improved or changed?
5. What impact, if any, did the Horse Project have on your life?
6. What knowledge have you gained as a result of the Horse Project?
7. What skills have you gained?
8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?
9. How would you like to see the project developed in the future?
10. What else would like us to know about your experience of the Horse Project?

Appendix Three: Grant Aid Agreement with HSE 2011

Tullamore Traveller Movement

Horse Project

2011

GRANT AID AGREEMENT

Section 39 Health Act 2004

1. Introduction

- 1.1 This agreement is intended to set out the basis on which the Health Service Executive will provide a grant to **Tullamore Traveller Movement** for the purposes set out in Schedule 1.
- 1.2 This agreement contains the terms and conditions which will apply to any grant the Health Service Executive makes to voluntary and community agencies/organisations and any other organisations receiving funding under Section 39 of the Health Act 2004. Agencies/organisations awarded a grant by the Health Service Executive on the basis of a grant aid application must accept and agree to these terms and conditions before any grant is paid.
- 1.3 In this agreement the 'Executive' means the Health Service Executive, the 'Organisation' means the agency/organisation being offered grant aid, 'Grant' refers to the grant aid funding provided by the Executive and 'Participant' means a person who participates in the activities or is in receipt of services provided by the Organisation.
- 1.4 The person who signs this agreement on behalf of the Organisation must be authorised to do so and will usually be either the chair, or a senior officer/staff member.
- 1.5 If the Organisation fails to meet these terms and conditions, or cannot satisfy the Executive that it is meeting them at any time, the Executive may revoke, suspend or cancel the Organisation's Grant. The Organisation may also be liable to repay all or any portion of the Grant already paid.

- 1.6 Much of the agreement relates to the good governance of the Organisation. Recipients are expected to adhere to good corporate governance practice. Organisations in receipt of a Grant over €50,000 must complete a 'Governance Self-Evaluation Questionnaire'. For further information and assistance with governance issues, please contact the Executive.

2. General

- 2.1 This agreement will commence on **01/10/2011** and will end on **31/12/2011**
- 2.2 The Organisation shall not commit to spending any of the Grant before the Executive confirms in writing to the Organisation that the Grant has been agreed.
- 2.3 Subject to the terms and conditions set out in this Agreement, the Executive shall pay a grant to the Organisation in the amount of **€6,060** in accordance with the payment schedules set out in Section 9.
- 2.4 The Organisation must use the Grant only for the purpose set out in 'Service Specification Schedule' (Please refer to Appendix 1) unless prior written permission to do otherwise is received from the Executive.
- 2.5 The Executive may fund all or a part of the grant aid application and may in some cases attach special conditions to the Grant in addition to those in this agreement. Special conditions may be attached so that the Executive can ensure the Grant is properly used. Any special conditions will be set out in section 10 of this document.
- 2.6 The Organisation will comply with all applicable laws in its use of the Grant.
- 2.7 The Organisation must furnish the Executive with a valid (i.e. current) Tax Clearance Certificate or a Charitable Status number (from the Revenue Commissioners) (whichever is applicable) at any time upon request. No payment of the Grant shall be made by the Executive without a valid tax clearance certificate or valid CHY number and the Organisation must therefore provide the Executive with a new certificate or number, as appropriate, upon its expiry.
- 2.8 The Organisation must not use the Grant for any of the following:
- (a) to directly support or promote any political party or in connection with any activities that could reasonably be viewed as supporting or promoting a political party;
 - (b) campaigns whose primary purpose is to obtain changes in the law or related Government policies, or campaigns whose primary purpose is to persuade people to adopt a particular view on a question of law or public policy (although this does not affect the Organisation's right to utilise other sources of funding to raise awareness of issues or to run campaigns on issues of public policy directly related to the Organisation's work); or
 - (c) activities designed to promote religion, or for the provision of activities or services which cannot be availed of without participation in religious activities.

- 2.9 In the event of activities not proceeding or progressing to the satisfaction of, or within the time scale agreed with, the Executive, the Executive retains the right to seek repayment of (and the Organisation shall repay) such full or proportionate amount of the Grant as the Executive may determine.
- 2.10 The Executive shall not be liable for any expenditure in excess of the Grant amount.
- 2.11 The Organisation will comply with the legislative provisions regarding protected disclosures of information set out in Part 9A of the Health Act 2004 and with any procedures of the Executive established pursuant to section 55H of that Act.

3. **Management**

- 3.1 The Organisation must have a governing document (e.g. rules, constitution, memorandum and articles etc.) and must adhere to the terms of that governing document. The Organisation must supply a copy of the governing documents to the Executive upon request and inform the Executive in advance of any proposed changes to the governing document and in particular of any changes to the aims or purposes or membership rules of the Organisation and of any payments to members of the Organisation or its governing body. The Executive reserve the right to withdraw or reduce the Grant in the event of any material changes to the nature, activities or management of the Organisation.
- 3.2 The Organisation will hold regular meetings of its governing body (the management committee, board or executive) and keep accurate records of these meetings. The Organisation will adhere to the arrangements for appointment, election or selection of its governing body specified in its governing document.
- 3.3 The Organisation must avoid 'conflicts of interest'. The Organisation, its governing body, members and employees must not use their position or influence to gain advantage for themselves or others in respect of or arising out of the services provided pursuant to this Agreement.
- 3.4 The Organisation will notify the Executive where there is a change in the officers or management of the Organisation (e.g. chairperson, treasurer or secretary) or to the Organisation's external financial auditors (where applicable).
- 3.5 The Organisation undertakes to have sufficient insurance coverage in respect of all services or activities it delivers when using the Grant. The extent and adequacy of the insurance cover is a matter for the Organisation and its insurance advisers.
- 3.6 The Executive will not be liable in respect of any loss damage claim cost injury or death whatsoever arising out of or in connection with the provision of services or activities by the Organisation whether contemplated by this Agreement or otherwise.
- 3.7 The Organisation agrees to maintain clear policies and procedures for the protection and safeguarding the welfare, of children, young people and vulnerable adults and shall comply with all legal requirements and national guidelines in respect of child protection, protection of vulnerable adults and reporting of actual or suspected abuse. The Organisation is responsible for the monitoring and suitability of all

staff, employees and volunteers and undertakes to ensure that persons with access to children or vulnerable adults in the course of their activities are adequately vetted (including clearance by the Garda Síochána, where appropriate). The Organisation will provide evidence to the Executive of its compliance with this Clause upon request.

- 3.8 The Executive and the Organisation are committed to protecting participants, whose safety is of paramount importance. The Organisation should ensure that participants are aware of their right to be free from abuse (mental, physical, emotional, sexual and financial). The Organisation shall also establish and maintain a formal protection from abuse policy and complaints procedure that is accessible to all participants / advocates and carers.
- 3.9 The Organisation shall promptly take all necessary steps to fully investigate any allegation by any person of inappropriate or illegal behaviour by any employee, officer, volunteer or agent of the Organisation in respect of a participant.
- 3.10 In the event of any employee, officer, volunteer or agent of the Organisation having behaved illegally, wrongfully or inappropriately, whether by act or omission, in respect of a participant or the Organisation becoming aware of any allegation or complaint that any such person has behaved in such a manner in respect of a participant, the Organisation shall take all necessary actions (including disciplinary action if appropriate) in respect of such person to ensure safety and protection of the participant and participants generally and report the matter to all relevant authorities.

4. **Financial procedures**

- 4.1 The Organisation agrees to maintain proper governance and accounting arrangements and systems and practices to assist it with the proper management and administration of its finances. This must include:
 - (a) Maintaining a bank account in the name of the Organisation (with appropriate bank mandates) to receive the Grant;
 - (b) Income and expenditure reports for the Organisation's work (including regular checks or reconciliation by the Organisation against its annual budget);
 - (c) Regular reporting to the Organisation's governing body (including the provision of up to date financial and budgetary information on the Organisation);
 - (d) Arrangements for paying taxes and pensions as appropriate;
 - (e) Wherever possible making payments by cheque or electronic transfer;
 - (f) Arrangements for the secure handling and accurate recording of petty cash; and

(g) Adopting appropriate financial procedures relating to cash receipts and income collection.

4.2 The Organisation must provide evidence of expenditure in respect of the Grant upon the request of the Executive. The Organisation must retain these records for the period of time required by relevant legislative requirements or for a minimum period of three years. At the request of the Executive the Organisation will provide the Executive with reasonable access to accounts, data, and records of all transactions arising out or related to the purpose of the Grant.

4.3 The nature of the Organisation's accounts may vary according to the size and nature of the Organisation and the requirements of its governing documents and the Organisation will ensure that its accounts are examined or audited in accordance with relevant legal, regulatory and accountancy requirements and practices, as appropriate. The Organisation will ensure that the Grant (and expenditure related thereto) is separately identified in its accounts.

4.4 **Organisations with a yearly total income or total expenditure equal to or less than €150,000:**

The Organisation must submit a set of annual accounts (which includes an income and expenditure account and a balance sheet-if applicable) to the Executive within **six** months of the Organisation's financial year-end. These must be signed and dated by the Organisation's chairperson, secretary and treasurer and approved by the Organisation's governing body. It is not necessary to have these accounts independently audited.

4.5 **Organisations with a yearly total income or total expenditure in excess of €150,000:**

The organisation must submit annual accounts (including an income and expenditure and a balance sheet). These accounts must be independently audited not later than nine months following the end of the relevant financial year by a person who is qualified to be appointed as an auditor pursuant to section 187 of the Companies Act and these audited accounts must be submitted to the Executive within **ten** months of the Organisation's financial year-end.

4.6 Any changes to the Organisation's bank account details must be notified to the Executive immediately.

4.7 The Executive may require the Organisation to seek its advance written approval to sell or dispose of any asset or equipment where the Grant has been used to purchase or improve the asset or equipment. The Executive may attach a condition to any such sale or disposal that the Organisation must repay all or part of the Grant used to purchase or improve the asset or equipment. The condition may be included (in section 10) as a special condition of the Grant.

4.8 The Organisation will immediately notify the Executive and will ensure that all necessary notifications and actions are undertaken in the event that fraud or misappropriation is suspected or if the Organisation becomes aware of

circumstances suggesting fraud or misappropriation within or, in respect of, the Organisation or its activities or arising out of the Grant. The Organisation shall cooperate with any directions of the Executive in this regard.

5. **Equality**

- 5.1 The Organisation undertakes to comply with the Equal Status Acts 2000 to 2004; the Employment Equality Acts 1998 and 2004, the Disability Act 2005 and all legal obligations in respect of equal opportunities and the Organisation must establish and maintain appropriate structures and systems to ensure it complies with its obligations.
- 5.2 The Organisation will not discriminate on the grounds of gender, marital or family status, age, race, religion, disability, sexual orientation or membership of the Traveller Community.
- 5.3 Without prejudice to clause 5.1 or 5.2, the Organisation may target some or all of its activities at specific groups, where its intention is to address discrimination or social exclusion.

6. **Employment Practices**

- 6.1 The Organisation is responsible for the employment and recruitment of staff and will comply with its statutory employment obligations including obtaining any necessary clearance from the Garda Síochána.
- 6.2 For the avoidance of doubt, the Organisation shall be solely responsible for any and all remuneration (including pension arrangements) and making all statutory deductions in respect of its remuneration of employees or staff and remitting such deductions in a timely manner to the relevant authorities. The Executive shall be under no obligation or liability in respect of the Organisation's staff or employees.

7. **Monitoring and accounting for the activities**

- 7.1 The Organisation must, if required, be able to demonstrate to the Executive that:
 - (a) it is carrying out the work funded by the Grant as described in its grant aid application; and
 - (b) is providing a quality service.
- 7.2 The Organisation must keep records of any complaints received from users and staff and shall provide reports on any complaints received to the Executive upon request.
- 7.3 The Organisation shall safeguard personal data of individuals in compliance comply with the Data Protection Acts 1988 and 2003.
- 7.4 The Organisation will provide any information as may be reasonably requested by the Executive from time to time. The Organisation shall co-operate with any review or reporting arrangements, as may be set out in Appendix 1.

- 7.5 The Organisation will permit the Executive reasonable access to the Organisation's premises, personnel and records and shall permit the Executive to carry out inspections of same and observations of the Organisation's activities and shall cooperate with and respond to queries of the Executive in respect of the Grant, the use of the Grant, validation of expenditure and the Organisation's activities.
- 7.6 The Executive may make such enquiries, visits or inspections in addition to the normal monitoring arrangements where it has serious concerns about the Organisation or its use of the grant and the Organisation shall comply with any such enquiries, visits or inspections.
- 7.7 The Organisation will acknowledge and quantify the Executive's Grant in the Organisation's annual report, in its accounts and in any publicity or other written material produced by or on behalf of the Organisation in relation to the activities funded (wholly or partly) by the Grant.
- 7.8 The Organisation agrees to co-operate with the National Lottery Company and/or the Executive where they may engage in publicity of selected beneficiaries.
- 7.9 The Freedom of Information Acts 1997 & 2003 (the "Acts") apply to the Executive. In the event that any information, data or materials held or prepared by the Organisation are required by the Executive pursuant to a request for information under the Acts the Organisation will ensure that any such materials are supplied promptly to the Executive for consideration under the Acts. The Executive shall have no liability for any disclosure made by it in accordance with the requirements of the Acts.
- 7.10 At the end of the year, the Chairperson of the Organisation must submit a written statement certifying that the Grant was spent for the purposes intended.

8. **Contacts, Dispute Resolution and Review**

- 8.1 The Officer nominated by the Executive to deal with the grant is:

Name: Fergal Fox
Title: THU Co-Ordinator
Telephone Number: 057 9357800

The Officer nominated by the Organisation to deal with the grant is:

Name: Thomas McDonagh
Title: Acting TTM Co-ordinator
Telephone Number: 057 9352438

- 8.2 Any issues arising for the Organisation in respect of the Grant should be discussed firstly with the Executive's nominated officer. Any matters which are not resolved at that level should be the subject of a formal written letter to:

Name: Joseph Ruane
Title: Integrated Service Area Manager
Telephone Number: 057 9357800

- 8.3 The Executive accepts that difficulties and disputes within the Organisation are the responsibility of the Organisation's governing body. However, if such problems are likely to affect activities supported by the Executive's Grant the Organisation will notify the Executive and inform the Executive of any action that the Organisation is taking as a result.
- 8.4 The Executive reserves the right to review the Grant and/ or the Agreement at any time in particular where the Executive is of opinion that
- (a) The Organisation is failing to meet these terms and conditions;
 - (b) The Organisation is failing to carry out the activities that the Executive agreed to fund;
 - (c) The Organisation uses or used the Grant for a purpose that the Executive has not agreed to;
 - (d) The Organisation provided misleading or inaccurate information during the application process or the term of the Grant Aid agreement;
 - (e) Any member of the Organisation's governing body, staff or volunteers has acted or is acting dishonestly, inappropriately or negligently in relation to the Organisation during the term of the agreement; or
 - (f) The Organisation is at risk of closing down, becoming insolvent, going into liquidation or becoming unable to pay debts as they fall due.
- 8.5 The Executive will give the Organisation reasonable opportunities to respond to any concerns raised by a review. The Executive will endeavour to reach an agreed approach with the Organisation in respect of any review and the necessary actions arising.
- 8.6 However should agreement not be possible, the Organisation will provide all information requested by the Executive. The Executive may decide to terminate the Agreement and cancel the Grant and require the Organisation to make appropriate repayments to the Executive in respect of the Grant. In the event of termination by the Executive, the Executive shall notify the Organisation in writing of the determination of the Agreement and provide details of any requirements to repay the Grant.

9. **Funding**

Subject to the foregoing conditions the Executive shall make payment of the Grant to the nominated bank account of the Organisation on or after

- 1 payment €6,060 for Horse Project

Any special conditions attached to this grant are set out below:

Meetings will take place twice a year in respect of reviewing performance outcomes and emerging priorities and reviewing spend. These “Service Review meetings” will have a shared agenda which will be communicated prior to meetings and will aim to enhance partnership and communication in relation to the funded initiatives. In attendance at these meetings shall be the named persons for the Executive and the Organisation and representation from the Board of Management of the Organisation.

10. Confirmation and Execution

I confirm that I am authorised to sign this Agreement on behalf of

● **Tullamore Traveller Movement**

I understand that by signing this Agreement I am committing the Organisation to comply with these terms and conditions.

I accept and agree on behalf of the Organisation to the conditions in this Agreement and affirm that the Organisation is duly authorised to enter into and perform this Agreement.

Signed on behalf of the Organisation

Signed on behalf of the Executive

.....

.....

First Name

First Name

Surname

Surname.....

Position in Organisation

Position in Organisation

.....

.....

Date

Date

Contact number

Contact number

Service Specification Schedule

Organisational Overview

Provide details of the Organisation that is to receive the Grant award. This may include the Organisation's mission, objectives and current activities.

TTM is a partnership of Travellers and settled people who are committed to Travellers right to self-determination and equality within Irish Society. The aim of TTM is to promote the recognition of Travellers as a nomadic ethnic group within Irish Society, having its own distinctive lifestyle and culture.

The main activities of the Project are:

- Campaigning around Travellers rights on areas of accommodation, education, health and anti-discrimination.
- Participating on fora to develop policy on Traveller issues.
- Organising youth projects, and After School Programme and a summer project, as well as attending national events.
- Networking locally, regionally and nationally with Traveller organisations and general community groups.
- Resourcing Traveller groups outside of Tullamore in terms of community development
- Supporting the development of local groups with a community development focus.

Purpose for Use of the Grant

This section should specify details of the health and personal social services which will be provided by the Organisation in consideration for the Funding (as set out in Clause 9) provided by the Executive.

It is proposed to develop and deliver a pilot horse care/ men's health care programme in Laois and Offaly. The programme will target Traveller men who have an interest and passion for horses. The objective is to form a horse club in both Offaly and Laois, bringing together men with a similar interest, to build rapport within the group through discussion and horse related activities.

This work will be carried out by the Horse Project Facilitator who will be employed by TTM. This will be funded in 2011 from existing underspend of Traveller health initiatives as agreed with the HSE in 2011. Specification for suitable candidate and recruitment will take place in partnership with the HSE Traveller health Co-ordinator. This person will be offered the position for an initial 6months with review and development funding dependent.

Client Group

Provide details of the target Client group(s) that will benefit from the funding.

Traveller men within Offaly & Laois are the target group for this initiative organisation primarily. The aim is to develop a higher level of engagement with Traveller men that is culturally responsive. The initiative will promote the improvement of men's physical and mental health through the interaction with the horse. The sessions will bring many opportunities for discussion around relationships, positive communication skills, leadership and trust. The horse health care sessions may be a mirror image of the human health care sessions.

Reporting Schedule (Timetable)

Complete the Timetable schedule below stating the submission of performance data and other relevant returns. Review arrangements may also be specified.

A service review meeting will take twice annually between the key contacts in the organisation and the HSE, a Board of Management member from the funded organisation will also be invited to these meetings.

The THU reporting template will be utilised for reporting and this will be returned in relation to all the above funded initiatives twice annually at the end of May and at the end of November. The details of the performance data included in the THU reporting template will be shared with the Traveller health unit meetings where appropriate.

Appendix Four: Horse Project Work Report 2011

WORK REPORT HORSE PROJECT

DATE: SEPTEMBER –DECEMBER 2011

BACKGROUND: Lesley Jones was engaged as horse project facilitator to work with Traveller men and agencies in both Laois and Offaly.

AIM: To develop greater opportunities of engagement with Traveller men through the medium of the horse. Health promotion is the overall aim of the initiative.

GOALS:

- To identify men with an interest in horses and build rapport through horse related discussion.
- To offer men an opportunity to meet on a weekly basis with myself and other like-minded horse men in the community.
- To provide an environment where the men would feel comfortable, relaxed and happy to engage in an atmosphere of trust.
- To build relationships within the group.
- To lease land or stabling to house the projects and build a handbook of rules for members to agree on.

ACTIONS:

The initial contact with the men was made through outreach work, introductions through Thomas McDonagh and Fergal Fox at the sites in Tullamore and through Caragh Munn in Laois, meeting with the network of women organised by Emma Gilchreest, horse care sessions with children in the Birr area through Celine McInerney TTM., visiting St.Canices, Portlaoise and Birr training centres.

Identifying stakeholders

The THU Midlands HSE, Tullamore Traveller Movement, Laois Traveller Action Group

The men

A decision to hold meetings in each area for all those interested in becoming involved in the establishment of a horse project.

Gardaí

Sgt Graham Kavanagh of Tullamore and Sgt Justine Riley of Portlaoise have both attended meetings with the groups and offer their support to the project.

Offaly Co Council, Birr town council, Laois Co. Co

Dermot Mahon, Offaly Co Co, , Dominic Reddin, , Laois Co Co, and James Hogan , Birr town council are in support of the project and we are under negotiation re homing these projects on suitable sites.

Laois partnership

Storm Powell has attended meetings and is in support of the project.

OUTCOMES

Tullamore Horse Project

The initial response from the men in Tullamore indicated that they were very much in favour of a project but the men were of the opinion that the families involved with horses in the area would not be able to work together as one project . The men had already had help in the leasing of land and hence had no longer that need. We are negotiating with Offaly co co as to a site that may suit a project .

Laois Horse Project

This group of fifteen men came together slowly but quickly gelled as a strong and energetic force. We meet weekly and discuss horse health issues along with many other issues that affect the lives of the men.

Laois horse project calendar was developed as a suitable project to bring the group further and challenge their ability to work as a team, build relationships and communication skills through bringing the calendar of memories to life. The men grew in confidence and were very proud of their achievement at the launch of the calendar at Traveller pride day in Portlaoise. The men then had the opportunity to have their voices heard on national radio when the Pat Kenny show featured the initiative.

Birr Horse Project

The Birr project has the support of Birr training centre and hence we now have a group of men taking part in a horse care programme . Marina O'Malley was very helpful in allowing us the use of a classroom for theory sessions and we have now moved our practical sessions to a stable block in Birr. This initiative has been very successful and is an excellent pilot scheme and a useful tool to put theoretical rules and regulation management in place. The project's success is due to the co-operation and team spirit practiced within this group. The stables are seen as an outdoor community centre where not only the men but other members of their families can meet.

Conclusion

The plan for the future is to provide a long term home for each of these projects and develop programmes to benefit the members and their families.

Appendix Five: Funded Initiatives Reporting Template

Traveller Health Unit

Funded Initiatives Reporting Template

Date 2nd November 2012

Organisation Offaly Traveller Movement

Reporting Timeframe May 2012 to December 2012

Last Report date submitted May 2012

Title of initiative Offaly Horse Project

Achievements & Progress

Horse group co-facilitated by horse project worker and men's health worker.

Three groups have been established throughout Offaly engaging a total of approx. 50 men. Groups 1&2 in Tullamore and group 3 in Birr.

There is on average 10 -15 men present in two of the groups while the third constitutes about 7-8 men.

From the outset it was accepted by the men that the reconstituted horse project would contain a men's health element, in fact it was stressed that men's health component was now a critical and crucial component of the horse project.

The first meeting took place in Tullamore 19th Sept, there have been 11 meetings in total since, while there are still 4 weeks left before the project comes to an end.

The content consisted of the horse project worker working with the men around horse health and management while the men's worker interjected with how this was reflected on how the men looked after their own health, drawing comparisons and contradictions. The sessions were very inclusive with a lot of participation from the men, sharing their experiences with one and other. This interaction was continued into the discussions on men's health, which

centred on how small changes in lifestyles could have a major impact later in life and that it was never too late to change.

A crucial aim of the project was to get men to interact with each other, on issues that arose in the sessions. This we achieved by allowing the men to drive the sessions when possible with facilitative input from the workers. Most days ended up with feedback from the men in the form of a quiz on the day's session. On the whole the sessions could be described as lively and open with plenty of laughter and craic. Though the serious nature of health implications for men and horse was not over looked.

As per the programme design, a number of key health services and professionals have been introduced to the men:

A conflict mediator

Public health nurse

Members of OTMs primary health care programme team

A drugs worker, from Anna Liffey

Mental health worker (planned)

Issues on how stress can have a detrimental impact on a person's life, both physically and mentally have been discussed, and the facilitators have not up to this point introduced a mental health professional to the group as it feels a little premature with these specific groups given the sensitivity of the topic and to avoid overloading the groups and potential shut down/ missed future engagement.

Getting participant commitment to physical health screenings was a crucial part of the programme. Preparatory work has taken place involving the OTM PHCP, informing the men on relevant health issues and outlining the benefits of regular health check-ups.

The screening programme will consist of checks on:

Blood pressure

Diabetes

Oxygen content of breath(lungs)

Body mass index

This screenings will take place in November 2012 and have also been offered to men in the wider community who do not attend the horse project.

The sessions with the farrier, who showed the men and allowed some of the younger boys to work with him in shoeing several horses was another positive way of getting the men to talk and share experiences.

Two of the groups have merged, which has allowed time for the development of a junior horse project. This has brought men into contact to the project through their children; the men are now acting as mentors and volunteers in this element of the project, allowing the modelling of positive male gender roles within the families and community at large.

There have also been discussions with the Offaly VEC in relation to these horse project groups doing a FETAC accredited course next year. Many of these men have not been engaged in formal education in the past.

Barriers

The impacts of challenges within the community, such as disagreements between different groups/families meant that we had to alter our plans several times in order to get the project off the ground.

While the use of the present facilities were adequate, they presented problems for doing some of the health aspects of the project, what was good for working with horses did not always suit the health aspects of the programme, suggesting that finding or building a purpose built stables with meeting rooms would benefit the project enormously.

As pointed out earlier there are constant changes with developments in the community. We had to be very aware and responsive to these changes.

Issues to be addressed

The actual screening process which is planned from the next couple of weeks.

The development of a space and time in which to develop a mental health aspect to the programme, which if appropriate to include the discussion of the high suicide rate among Traveller men, especially young men. Opportunities to include the new OTM mental health worker once in post. Opportunities to partner with NTSAP.

The continued development of the Horse Project:

- (a) Where do we take it from here
- (b) If a new group or groups are developed, how do we continue to work with the present groups? Which activities would achieve the greatest impact in phase 2?
- (c) The further development of health initiatives with Traveller men

Plan for next reporting period

The plan for the next reporting period is to pilot the horse welfare /human health care programme to another group of men in Offaly, build relationships with stakeholders in order to further develop the project on a site that can provide stabling, accommodate health care sessions and educational programmes. To continuing to work with Traveller men in order to develop programmes centred on health. To build upon new relationships with key health services initiated in this period, to explore information provision and enhanced referral pathways. To develop possible stand-alone health programmes for improving Traveller men's health.

Appendix Six: FETAC Module Stable and Yard Routine

Component Specification

Stable and Yard Routine

Level 3

3N2909

1. Introduction: The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

2. The National Framework of Qualifications The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10). At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See www.nqai.ie. The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

3. Guide to Level Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory. The outcomes relate to the performance of relatively simple work and may be fairly quickly acquired. Outcomes at this level may also confer a minimum employability for low skilled occupations and include functional literacy and numeracy

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI (www.nqai.ie)

Strand Sub-strand Nature of learning

Knowledge Breadth Knowledge moderately broad in range

Kind Mainly concrete in reference and with some comprehension of relationship between knowledge elements

Know How & Skill

Range Demonstrate a limited range of practical and cognitive skills and tools

Selectivity Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems

Competence Context Act within a limited range of contexts

Role Act under direction with limited autonomy; function within familiar, homogeneous groups

Learning to Learn

Learn to learn within a managed environment

Insight Assume limited responsibility for consistency of self- understanding and behaviour

4. Award Specifications FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A Certificate Specification is published for each named major award.

A Component Specification is published for each named minor award. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See www.fetac.ie.

A Specific Purpose Specification is published for each special purpose award.

A Supplemental Specification is published for each supplemental award.

Standards are expressed in terms of learning outcomes i.e. concise statements of what the learner is expected to know or be able to do in order to achieve that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.

5. Component Details

Title Stable and Yard Routine

Teideal as Gaeilge Gnáthamh cobhsaí agus Clós

Award Type Minor

Code 3N2909

Level 3

Credit Value 10

Purpose The purpose of this award is to equip the learner with the knowledge, skill and competence to assist in the basic care and maintenance of horses.

Learning Outcomes Learners will be able to:

1 Describe common rules associated with feeding and watering horses

- 2 Describe the parts of the tack used on horses, including the main parts of a saddle and bridle
- 3 Identify the main parts of a horse's hoof, indicating where they are located
- 4 Compare a front and hind shoe of a horse
- 5 Define basic features of horse health and identification, including horse or pony height, common coat colours, signs of good health and ten points of the horse
- 6 Give examples of concentrates and roughage fed to horses
- 7 Describe the daily checks that should be made on a field containing horses, including identification of common plants poisonous to horses
- 8 Describe the use of a range of brushes and equipment used for grooming
- 9 Identify the main types of rugs used on horses
- 10 Work with horses safely including fitting a head collar and lead rope, tying up and leading a horse
- 11 Maintain a horse's bed daily including skipping out and mucking out safely and correctly
- 12 Feed a horse safely and correctly including concentrates, roughage and water
- 13 Brush a stabled horse safely and correctly using the correct brushes, picking out hooves and maintaining the grooming kit
- 14 Fit a range of horse rugs safely and correctly including a stable rug and an outdoor rug
- 15 Fit a horse for riding with a saddle and snaffle bridle
- 16 Un-tack a horse including the cleaning of tack
- 17 Apply communication skills, team working and safety awareness in an equine environment.

Assessment

General Information Details of FETAC's assessment requirements are set out in Assessment Guidelines for Providers.

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See FETAC's Provider Guidelines for Programme Validation.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See FETAC's Provider Guidelines for Programme Validation.

All learning outcomes must be assessed.

Portfolio / Collection of Work 50%

Skills Demonstration 50%

Description

Portfolio / Collection of Work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading 'Successful' indicates that the learner has achieved all of the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence for all learning outcomes.

Specific Validation Requirements

The provider must have all of the following in place to offer this award: 1 Access to a yard that is approved by AIRE or the regulatory body of the industry

Supporting Documentation

None

Access To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement

Appendix Seven: Correspondence with Council

Re: Offaly Traveller Movement Horse Project

Dear Elected Members to the Tullamore Municipal District Committee,

We the steering group of the Offaly Traveller Horse Project are writing to inform you of a submission that we have made to the Department of Agriculture through Offaly County Council. We would really value the opportunity to present and discuss this further with you and answer any questions you may have.

We have had very positive feedback from the Department of Agriculture for this project to progress in Offaly.

We are aware that you are meeting in the Tullamore Town Council offices on 8th October at 4pm and we can therefore meet with you before this meeting at 3pm at the same venue if this is agreeable to you.

Please find attached the members of the Offaly Traveller Horse Project Steering committee.

Looking forward to hearing from you at your earliest convenience,

Kind Regards,

Emma Gilchreest on behalf of Offaly Traveller Horse Project Steering Committee

Managing Director

Offaly Traveller Movement

Bury Quay

Tullamore

Co. Offaly

R35 Y5V0

Appendix Eight: 10 weeks Health Promotion Programme

OTM Horse Project – 10 weeks Health Promotion Programme

Session	Input	Delivered by	Outcomes
1	Horse Behaviour Natural lifestyle in the wild The herd animal, A flight creature The domesticated horse and restriction of freedom Discussionleadership, dominance, survival, loss of freedom	Horse group Facilitator Men's Worker	Opportunity to build trust and relationships around discussion on a subject of passion: The Horse. The ideal forum for discussion on feelings and empathy A therapeutic opening to the programme.
2	Introduction to OTM Primary Healthcare Programme: questions and answers	Men's worker 2X Primary Healthcare Workers	Awareness of the services offered by OTM Primary Healthcare Programme. Initial contact and relationship building with PHCP team. Opportunity to enter into a general discussion around health and to establish health needs or concerns within the group
3	Horse Health Signs of good health Feeding for health Nutrition, horse's digestive system. Feeding to suit age, type, work load Types of feed and their value to the diet Discussion	Horse group Facilitator Men's Worker	A session of powerful energy. The group are highly engaged. Relationships between the groups become stronger as team work is initiated. Leaders emerge and are encouraged to take responsibility for younger group members. Communication skills are developed.
4	First Aid for your horse Temperature, respiration rate at rest and at work	Horse group Facilitator	This session transfers completely to the men's own lives. Preparation for the human health session

	Treatment for minor ailments Identifying lameness Practical skills...taking a temperature, pulse rate, applying a bandage, poultice and administering medication.	Men's Worker	An enhanced awareness of the intricate anatomy and function of a living creature.
5	Blood pressure screening, cholesterol testing, glucose testing onsite. Simple first aid techniques. Info/referrals to appropriate services.	Men's worker PHN's 2X CHW's	All group members willing to participate will have blood pressure, cholesterol and glucose levels tested by a qualified public Health Nurse. Follow up visits/ referrals will be arranged. Simple first aid/ wound dressing skills will be gained.
6	Farrier skills workshop	Horse Group Facilitator Men's Worker	A "hands on" practical session makes for an exciting experiential learning experience. An opportunity to explore training needs within the group and options of engaging with training agencies.
7	Mental Health awareness session Drugs awareness session	Men's Worker Mental Health Worker Anna Liffy team NTSAP	A basic awareness of issues surrounding mental health and substance misuse. Information on relevant services. The opportunity to plan further intervention in response to presenting need
8	Horse Group TBA	Horse group facilitator Men's worker	TBA
9	Introduction to mediation service	Conflict Mediator Men's worker	A clear understanding of the role of the Traveller specific mediation services in Offaly. An understanding of what

			conflict resolution involves. The opportunity to plan further interventions in response to presenting need.
10	Wind up/evaluation of health interventions/way forward for the horse group	Horse Group Facilitator Men's Worker	<p>Self-reported questionnaires to be completed with support from PHCP staff. An opportunity to recap on issues covered. Planning for continuation of engagement with men's worker, PHCP, Crosscare, mediation, mental health services, drug services and other relevant services as identified by the group members.</p> <p>Group members are familiarised with the OTM offices, staff and services. Recap of issues covered. Group led plan on longer term sustainability of the Horse project. Evaluation of the equine specific content of the programme. Agreements on next steps.</p>

Appendix Nine: Participant Responses

Horse Project Review

Participant One

1. What were your main reasons for becoming involved in Horse Project?

Keep young lads off the streets, learn how to feed their horses, stabling them, learn how to shoe them and ride them and that. Keep young lads off the streets was the main reason, but wanted to get grazing for them. We built this and a whole lot of us got together and went to the council and Brian Payne they could help us get land. We were a year and half at this and we got no further that was the reason it failed.

2. What did the Horse Project mean to you?

Well I liked going away on trips. I'd liked the idea of coming down to the halting site and showing you the horses, how to shoe them, stud them up, showing you how to pale them, put on shoes on. It meant lot to me. Show you how to break horses, showing the young lads how to lead them. It meant a lot like that.

3. What did you like about the Horse Project?

I like that it got all the young lads together, going away on trips, down on the halting site, all getting together and chatting about horses, got to meet Lesley Jones, Larry Scully. I liked the social part of the horse project, go off on trips and meet different people, people in riding schools, showing you things you didn't know about horses, showing you how to do everything, how to clean out stables, put down bedding and that, how certain horse get their teeth pulled, feed and that.

4. What could have been improved or changed?

For one it could have been changed that there were a lot of young lads involved that had nothing to do with it. A lot of young lads turned up the trips and went messing. We went to a trip down to Lough Rea and load of young lads came, that had nothing got to do with the horse project, and they kept destroying it. That's what made it worse. And I think we could have had a different vet, the vet we had was no good.

5. What impact, if any, did the Horse Project have on your life?

I felt more alive at that time and I felt more fitter than I am now. Compared to now, sure we do nothing only sitting down.

6. What knowledge have you gained as a result of the Horse Project?

Learned a lot about horses, learned about the whole thing, if the horses have gravel on the feet, or get a rash you get a scrub, soap and water and scrubbed into three times a day, for three week, gone. Learned that from other Travellers. You learned things other people wouldn't know, the vet didn't know it.

7. What skills have you gained?

How to look after them, again if they have gravel in their legs, back to the rash again and the scrub. Learn how to put head collars on new horses, how to break them. Learned a lot now, the fella at the stud farm in Lough Rea, he showed us a lot about young horses and how to turn them, how to corner them if they're nervous so they don't hurt themselves.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

I felt a lot better. Now you're sitting down, you're not occupied, your mind, you're doing nothing. You were thinking about the horses, how you were going to get land for horses, is this going to close down, are we going to keep going. Larry Scully rang me one day and he told me the horse project was gone. So since that you do nothing, just sitting around. I gained weight after it as well.

I used to look forward to going to the horse project because different people, chatting to people and you were out and about and planning what to do with the horse project.

9. How would you like to see the project developed in the future?

For one I would like to get land for the horses, that's the biggest problem. And I'd like to see every horse in the county microchipped and passported so it might be easier to get land for them. And I'd like to see stables getting built. I'd like to see it back up and running. I thought it was going very well

10. What else would like us to know about your experience of the Horse Project?

Yeah like I said showed us to collar them and you never trap a young horse in the corner, they could jump over a fence and cause an accident. So I'd really like to see it back up and running again. A lot of people benefitted from it, definitely and now they don't mix as often. The horse project was keeping us altogether. Would like to see something like the horse project in Ballymun with the land and stables, absolutely brilliant. I think it would be great for the young fellas coming up.

Participant Two

1. What were your main reasons for becoming involved in Horse Project?

Just like horses and for the future, for my young lad. Sure it my culture to be with them, something for the culture to live on.

2. What did the Horse Project mean to you?

Meeting with people and that.

3. What did you like about the Horse Project?

Lesley was trying to get us a bit of land with the Council, meeting with people about that.

4. What could have been improved or changed?

Not sure, run the way it was I was happy enough. We knew everyone, got on with everyone.

5. What impact, if any, did the Horse Project have on your life?

I like it, it was grand meeting with the council, with the vet, showing them what we really do, showing that we're not in it for messing, that we want land, going the right way about it with the law and looking after the horse.

6. What knowledge have you gained as a result of the Horse Project?

Learned a few bits. I'm around them all the time. Still you don't know enough. You learn something different every day.

7. What skills have you gained?

No didn't learn any different skills.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

No didn't affect it, probably improved it yeah. Yeah made me a bit fitter and cleared my mind for sure, spending more time with the horses.

9. How would you like to see the project developed in the future?

Sure it would be great to see get going again. We were looking to the council for a few sheds and stables and land. And it's not that we want it for nothing, we would rent it and it would go right. We'd keep above law. Without the grass I can't sell people a pony, they would love a pony sure they would.

10. What else would like us to know about your experience of the Horse Project?

For it to get going again, I'm sure everyone would get back in to it.

Participant Three

1. What were your main reasons for becoming involved in Horse Project?

My main reason was to get all the fellas together, to talk. And bring a bit of peace to the town.

2. What did the Horse Project mean to you?

Meant a lot.

3. What did you like about the Horse Project?

It gave you a chance to get to know other people, and get more young people involved being together talking.

4. What could have been improved or changed?

A lot to do with the council, three months looking for stables and the council didn't want to know.

5. What impact, if any, did the Horse Project have on your life?

A lot. It helped a lot. I had depression for years. I had a heart condition and when I had that pain it gave me something to do. Kept me busy.

6. What knowledge have you gained as a result of the Horse Project?

I learned about discrimination with the guards and the local authorities and the worse discrimination against us over the horses.

7. What skills have you gained?

I gained a lot and I knew a lot.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

It did an awful lot. I had mental health problems for years, but didn't talk about it, didn't want to talk about it. But with the Horse Project, there was someone there and I actually spoke out. I was keeping it a secret and found a lot more people in the same situation and talked about it, so I wasn't on my own.

If I had a problem now I would sit down and talk about it. I would know how to sort it out. If I had pain I would be able to talk about it.

9. How would you like to see the project developed in the future?

I would like to see it developed proper, to be able to see stables getting built and site for the young lads.

10. What else would like us to know about your experience of the Horse Project?

I gained a lot of friends.

Participant Four

1. What were your main reasons for becoming involved in Horse Project?

To own horses, trying to get a bit of land, get something sorted, get them microchipped and booked up an all that.

2. What did the Horse Project mean to you?

It meant a lot, getting the horses microchipped, trying getting the land, gets you out of the house.

3. What did you like about the Horse Project?

It was a good atmosphere, you could have a bit of craic, get out, meet people, learn something new with them every day.

4. What could have been improved or changed?

It was up and going, going well. Council could have improved, met us half way.

5. What impact, if any, did the Horse Project have on your life?

You'd learn, we'd call it one thing, they'd call it another, you learned different ways from different people.

6. What knowledge have you gained as a result of the Horse Project?

Gained plenty of knowledge. Different ways of dosing horses, looking after horses. We did stable yard and the land.

7. What skills have you gained?

We did some Fetac courses, you know how to look after horses.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

The horse project gets you out of the house. You wouldn't have half as much going on in your head. Keep you going the whole day.

9. How would you like to see the project developed in the future?

Keep it going the same way and the council to meet us half way and sort things out, do their own part.

10. What else would like us to know about your experience of the Horse Project?

No response

Participant Five

1. What were your main reasons for becoming involved in Horse Project?

Something to do at the time, thought we were going to get something out of it.

2. What did the Horse Project mean to you?

Meant lot at the time. Got us out and about.

3. What did you like about the Horse Project?

Got to be around the horses, doing things with them and shown what to do with the horses and learned a lot of it ourselves.

4. What could have been improved or changed?

Too many people got involved too late and the ones that started it off kind of got pushed aside.

5. What impact, if any, did the Horse Project have on your life?

None

6. What knowledge have you gained as a result of the Horse Project?

None

7. What skills have you gained?

None, sure I knew it already.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

No

9. How would you like to see the project developed in the future?

I'd like it to work, have a proper job with stables and bit of land.

10. What else would like us to know about your experience of the Horse Project?

The council need to get it started.

Participant Six

1. What were your main reasons for becoming involved in Horse Project?

Wanted to get something done with the care of the horses. Try to get something personal going with the council because of the stigma around Travellers with horses from the council.

2. What did the Horse Project mean to you?

Meant a lot. Wanted to get the land for the horse, not worry about the horse being impounded.

3. What did you like about the Horse Project?

It was only about the Horse Project and meeting the council who we thought was against us. Till it went belly up.

4. What could have been improved or changed?

The attitude of the council staff. Nothing from the housing. Could help for them to get involved with us, in getting housing or the department getting us a stable built.

5. What impact, if any, did the Horse Project have on your life?

It has had a good positive impact on my life. It should be broadened instead of asking the council, ask other people for the money, tap into other funding.

6. What knowledge have you gained as a result of the Horse Project?

I know a lot more about the council, where we learned if they were going to help or not.

7. What skills have you gained?

We learned how to talk to people in the group, to open up more and talk about things going wrong in our life.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

It has got more check up -----More aware of it. I got help with a personal thing. I got help with my physical health. It got me out walking around with the horses. It helped me mentally, got me talking to other men in the group, talking about anything, about our personal life.

9. How would you like to see the project developed in the future?

I would like to see it developed more for the Traveller people and settled people because it is very negative by the council. The law shouldn't be put in the council's hands.

10. What else would like us to know about your experience of the Horse Project?

I think Lesley worked hard and got nothing from the council. Very good-----

Participant Seven

1. What were your main reasons for becoming involved in Horse Project?

My main reason was to be involved in something and be part of something and to meet up with different Traveller men.

2. What did the Horse Project mean to you?

It meant a lot, got me out of the house and mixing with other Travellers and talking.

3. What did you like about the Horse Project?

I liked the Horse Project because it gave Traveller men chance to come together and talk about Traveller culture.

4. What could have been improved or changed?

The council being more involved in getting more done.

5. What impact, if any, did the Horse Project have on your life?

It gave me hope that it would get our culture to be alive and to get young lads involved.

6. What knowledge have you gained as a result of the Horse Project?

I learned different ways of doing things.

7. What skills have you gained?

Not a whole lot that I already had before I started.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

It helped keep my mind busy and gave me something to look forward to. I enjoyed going to meetings and meeting other people.

It helped my mental health, got me talking to other people about common interests.

9. How would you like to see the project developed in the future?

I would like to see a better relationship with the council. It is the only way forward. I would like to see it going again.

10. What else would like us to know about your experience of the Horse Project?

I think the Horse Project was a great a thing for the Traveller men and it would be a shame not to see it progress.

Participant Eight

1. What were your main reasons for becoming involved in Horse Project?

I had no choice they would have taken the horse off us.

2. What did the Horse Project mean to you?

No

3. What did you like about the Horse Project?

It gave me something to do

4. What could have been improved or changed?

The council should have given us the land.

5. What impact, if any, did the Horse Project have on your life?

None

6. What knowledge have you gained as a result of the Horse Project?

Nothing

7. What skills have you gained?

None

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

None

9. How would you like to see the project developed in the future?

If you could get the land for the horses whether or horse gets tagged or not.

10. What else would like us to know about your experience of the Horse Project?

None

Participant Nine

1. What were your main reasons for becoming involved in Horse Project?

It's a hobby and I'm interested in it. Was working with horses all my life, growing up as a young lad.

2. What did the Horse Project mean to you?

It means everything to me. It's the legal way to work the horse because you need insurance to work with the horses.

3. What did you like about the Horse Project?

It was good meeting different people, meeting new people, different faces.

4. What could have been improved or changed?

Young lads not interested in the project that went on trips. Some were messing and that was a pity to see as they had no interest in the horses as the other men in the group have an interest in the horses.

5. What impact, if any, did the Horse Project have on your life?

It got the horses registered with the department which we thought we would never have done, to get them registered.

6. What knowledge have you gained as a result of the Horse Project?

Lots of interests about a horse, on how to shoe the horses, how to ride them safely. When we were on trips to other places and seen how they work with horses in their yard.

7. What skills have you gained?

No new skills.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

I was a lot fitter and keeps me active when we were working with the horses. Keeps the mind healthy being in a group. I could talk with the other men if things were troubling me.

9. How would you like to see the project developed in the future?

Stables should be built for the young lads to be involved.

10. What else would like us to know about your experience of the Horse Project?

New stables, better for all the young people. It was great.

Participant Ten

1. What were your main reasons for becoming involved in Horse Project?

Keep our culture going and keep horses

2. What did the Horse Project mean to you?

Meeting people, bringing Travellers together and getting information.

3. What did you like about the Horse Project?

I liked getting out of the house, sharing problems and talking about culture.

4. What could have been improved or changed?

If the council had come on board. If you had a separate spokesperson for each area rather than altogether. There were too many making decisions.

5. What impact, if any, did the Horse Project have on your life?

Oh yes it had a big difference. It brought people together, kept you busy, and your health was better because of it, clearer head and something to look forward to.

6. What knowledge have you gained as a result of the Horse Project?

I gained different knowledge and also shared a lot of knowledge.

7. What skills have you gained?

I learned how to treat a horse when injured, how to look after and care for them and learned about responsibility.

8. Has participating in the Horse Project led to any changes in your health (mental/physical) If so how?

It did in a big way. I was more aware of my health and wellbeing. I was more fitter and was sharing problems with Traveller men my age which made me feel better about myself.

9. How would you like to see the project developed in the future?

I would like to see something come out it like land and stables and see something come out of the meeting.

10. What else would like us to know about your experience of the Horse Project?

I would like to see funding made available for to keep out culture alive because it helped a lot of men to mix and chat.

Appendix Ten: Media Coverage (Horse Project Calendar)

The Times

Harnessing horse power: Project to boost welfare of travellers

Wed, Dec 21, 2011, 00:00

SUZANNE CAMPBELL

-

A PROJECT in Co Laois is aiming to boost the morale and welfare of Traveller men and tackle mental-health issues through their passion for horses.

Laois Traveller Action Group, in an initiative funded by the Health Service Executive, began a men's group in September bringing together Travellers to discuss horses and form links within the community.

As part of the project the men have published a calendar for 2012 with images of their families and horses they have owned through the years.

With funds raised from the calendar they hope to lease grazing land from Laois County Council to keep their horses from being impounded or posing a hazard.

"I had horses all my life since a child and my father before me; I was reared up with horses," said Ger McInerney. "I had a few there in Mountrath in a field across from my home and they were impounded. The last lot, two ponies and two foals, I had to leave them as they wanted €2,000 to get them out."

While the men want to continue keeping horses in the Traveller tradition, for the HSE the project is about mental health. The suicide rate among Travellers is six times higher than in the settled community, and a lot of the initiatives to tackle suicide involve intervention at a late stage, said Fergal Fox, Traveller health co-ordinator for the HSE in the midlands.

"This project is coming in much earlier and it's really working; giving the men a sense of purpose."

Lesley Jones, the education officer with the Irish Horse Welfare Trust, facilitates the discussions and liaises with the council. "The group has slowly grown and their confidence has grown. They enjoy coming into a place where they can meet together and of course other things come up that they can talk about."

For more information on the project and the calendar contact Tullamore Traveller Movement or Lesley Jones on 087-1764112.

References

Coates, Dermot; Anand, Paul; Norris, Michelle (2015). Capabilities and marginalised communities: The case of the indigenous ethnic minority traveller community and housing in Ireland, Open Discussion Papers in Economics, The Open University, No. 80.

Conway, Brian P (2004). Traveller Horses, Local Authorities and Public Policy in Contemporary Ireland-Nomadic Peoples, Vol. 8, Issue 1, June 2004, Online Research Library.

Equal Status Act 2000, Houses of the Oireachtas, Joint Committee on Justice, Defence and Equality, Report on the Recognition of Traveller Ethnicity, 2014.

Garrett Jan (2008). Martha Nussbaum on Capabilities and Human Rights, Last (minor) revision: April 29, 2008.

Irish Traveller Movement ITM (undated) Report on the Socio- economic Consequences of the Control of Horse Act 1996 on the Traveller Community.

Nussbaum, Martha (1999). Sex and Social Justice. Oxford University Press.

Nussbaum, Martha (March 2011). Creating Capabilities: The Human Development Approach. Belknap Press.

Nussbaum, Martha (2011). Creating Capabilities: The Human Development Approach. Cambridge, MA: Harvard University Press.

Pavee Point (2014). Submission on the Control of Horses Act 1996 September 2014.

Sen, Amartya (1985). Commodities and capabilities. Amsterdam, New York.

United Nations Development Programme, UNDP, ed. (2011). Human development report 2011: sustainability and equity: a better future for all. New York Macmillan.

United Nations Development Programme, UNDP, ed. (2013). Human development report 2013: the rise of the South: human progress in a diverse world. New York, NY: United Nations Development Programme.

Watson Dorothy, Kenny Oona and McGinnity Francis (2017). A Social Portrait of Travellers in Ireland RESEARCH SERIES NUMBER 56. The Economic and Social Research Institute, Dublin.