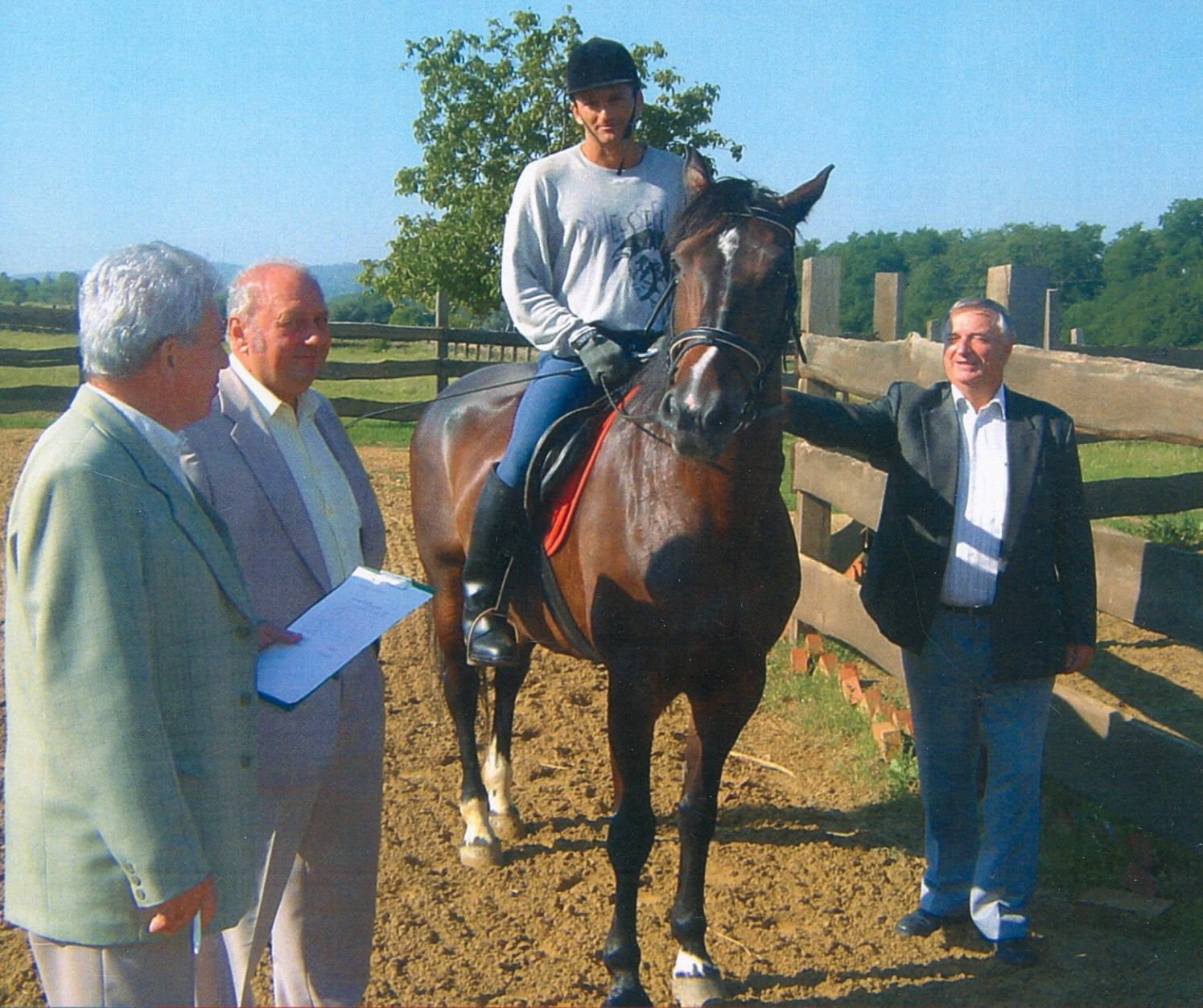


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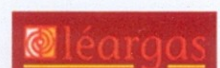
REPORT OF HORSEMEN PROJECT 2002-2005:

Consultation, Module development, Evaluation and Dissemination



Leonardo da Vinci agreement number : IRL/02/B/F/PP-119102

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Horsemen Project



WP06 Report

December 2005

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The Horsemen Project

WP06

Report on

The Horsemen Project

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WP06 Horsemen Project

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Summary

In this report, the final one of the Leonardo da Vinci “Horsemen” project, we seek to draw together the main elements of the four stages of the project. The report does not seek to provide the full detail of each stage as previous reports contain this detailed information but instead aims to give an overview of the work as a whole. The aim of the Horsemen project was the development and implementation of one or more certified courses on horse-care specifically focused towards Travellers and Roma. It is envisaged that the development of these new courses will encourage the client group to re-enter the labour market.

There appears to be a lacunae of modules on equine studies at Foundation Level across European and National Vocational systems. The literacy skills of the client group inhibit them from acquiring certification at higher levels, where there is a module available. This project allowed for the participants to design the programme. Therefore our programme is more client-centred and will meet their specific cultural needs.

One of our final products is a module on equine studies specifically geared towards the Travelling and Roma Community. This product is aimed to be the result of common action of both Roma and Travellers, bringing in their practical knowledge and experience, as one of the building stones. This course has been piloted in Ireland, Spain and Hungary with the active support of the Vocational Training Centres, Roma and Travellers.

The innovative element is manifold, but the main point is that this project offered Roma and Travellers (and also Vocational Training Centres) the opportunity to become actively involved in both the development and the implementation of the course, a course that acknowledges their experience and knowledge as an important source. Tradition and the unique culture of the Travellers and Roma are the building stones for this project. In this way they may look upon the final outcome as *their* result, *their* course. This is an essential step to increase their involvement in education. It is hoped that similar methodologies are used in the design and implementation of courses for Travellers and Roma.



Traveller representative at Horsemen meeting

All phases of the project have now been completed, this includes the consultation phase which involved direct consultation with the Roma community in Hungary and with the Travelling community in Ireland and Spain with regard to the development of a module in relation to equine studies/horse-care based upon their innate skills with horses at Foundation Level, the production and piloting of this module and an ongoing evaluation of the results obtained from each phase. It is hoped that this programme will provide the catalyst for these Travellers / Roma to engage in other programmes at a later stage.

Project History

The aim of the Horsemen project was to develop and implement one or more certified courses on horse-care specifically focused towards Travellers and Roma. These courses were developed based on two sources:

- From pre-existing programmes within mainstream providers e.g. Further Education Colleges, Agricultural schools.
- A practical knowledge of the client group.

It was envisaged that the development of these new courses would encourage the client group to re-enter the labour market. Partners from Ireland, The Netherlands, Hungary, Belgium and Spain participated on the project.

Presently Travellers and Roma do not have the requisite educational attainment to benefit from the formal Horse-care courses that are available from mainstream providers. It was envisaged that the client group would inform the courses developed themselves and that the challenges for the providers would be to integrate the real life experiences of Travellers and Roma in horse care into the course.

It was expected that the project would involve the development of a programme that will be accredited by the appropriate qualifications authority in each partnership country: FETAC, LOBAS, OKEV etc. It may ultimately be possible to achieve a certificate for the course that may be credited at European Level.

Stages of development:

The course was developed in four stages:

Stage 1: The evaluation of courses presently available by the providers of the Horsemen Study modules in the participating countries, this was to be achieved by formal thematic groups of invited participants. A forum was provided to give the opportunity to explore the essential parts of the courses from which we moved towards an agreed draft of a module based upon the recognised need for a course. This phase lead to the development of a framework to make comparisons between modules/courses offered in participating countries and the identification of similarities and uniqueness of the programmes/courses/modules provided.

Stage 2: A consultation process was developed to identify the present skills of Travellers and Roma in horse care. We expected that the experiences of Travellers and Roma in horse care would contribute to the development of the course. A General Forum was convened, as was a process of individual one to one interviews with members of the client group. It was recognised that the support of the client group was paramount and that one of the challenges providers would have to face was to develop strategies to ensure their involvement. Guidelines were drawn up to ensure that the specific relevant information on aspects of horse care was recorded. These guidelines were focused on the methodology to be used in acquiring the information on horses from Travellers and Roma.

Stage 3: The development of agreed courses based on the outcome of Stage 1 and Stage 2, this stage involved the experience of staff/teachers working with the client group. Time in this stage was devoted to the evaluation of the best place for the delivery of these programmes whether it should be part of the individual client group programmes or in a location outside their present provision. A Horse-care module was developed integrating the learning from stage one and stage two with the support of the accrediting bodies in each of the partner countries.

Stage 4: A pilot course was implemented in three partner countries i.e. Spain, Hungary and Ireland. This involved an evaluation phase, which was carried out during the specified period of the Pilot Phase and involved members of the project team visiting the centres where the pilot phase was being delivered, the collection of insights from tutors as the course progressed and engagement and consultation with the target group in establishing their requirements, Evaluation was also sought from students taking part in training. These questionnaires were analysed and the outcomes impacted on the redefining of the programme at a later stage.

Upon completion of these stages it is expected that the piloted Horse-care module will be mainstreamed based upon the evaluation phase carried out as part of stage four.

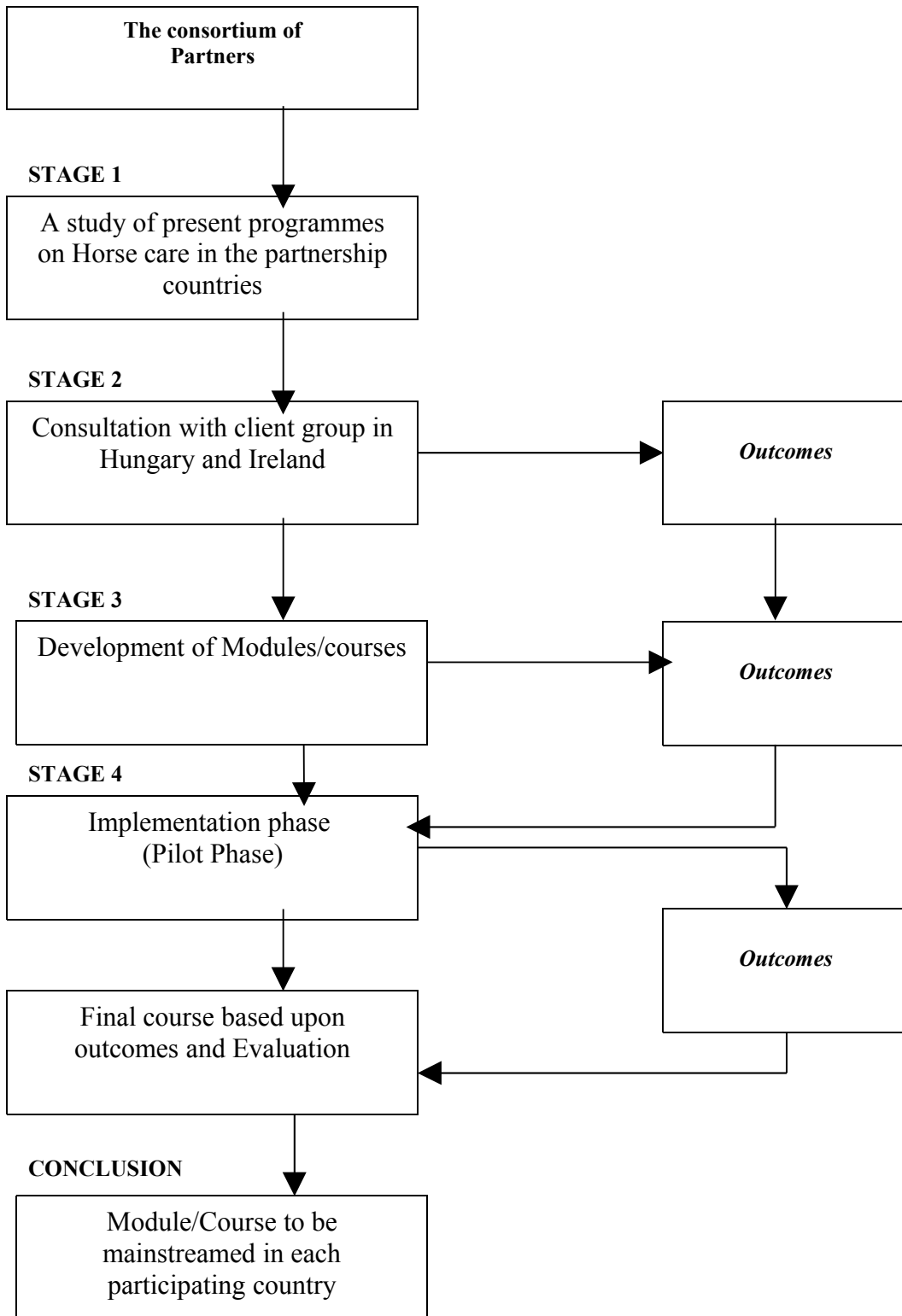
Time Schedule:

Stages 1, 2, and 3	1 ½ years
Implementation (Stage 4)	1 year
Evaluation and dissemination (Stage 4)	½ year

The need for a project of this type is strengthened by the fact that Europe has committed itself to becoming a knowledge society combining economic performance with social inclusion. However at present 80 million EU citizens are low skilled. It is estimated that by 2010 almost half of the net additional jobs will require people with tertiary level qualifications: just under 40% will require upper secondary level and only 15% of jobs will be for those with basic schooling. This means a dramatic decline in job prospects for the low skilled. Therefore, better acknowledgement of the importance and value of learning, knowledge and competences is required. More particularly in education and training and acquisition of at least basic skills and a good literacy level should be top of the European agenda. (*Tessaring, Wannan 2004*)

Clearly, targeted measures are needed to raise the motivation and capability of disadvantaged groups to participate in initial and continuing education and training, to recognise their skills and competences, and to integrate or keep them within the labour market and society. (*Tessaring, Wannan 2004*) Education and training are important for social cohesion albeit often indirectly through reducing poverty and raising awareness of societal goals. This projects aim was to achieve such a targeted measure through an inclusive development process aimed at producing a Horse-care module which would encourage members of the Travelling community, Gypsies and Roma to return to an education forum while respecting the individual nature of their culture and customs.

STAGES OF DEVELOPMENT



Evaluation of Existing Courses

The objectives of this part phase of the Horsemen Project were to:

- Make an inventory of the curricula in the different countries.
- Make a comparison between the curricula of the participating colleges.
- Choose a vocational training level.
- Make a draft for a cost/material calculation of pilot stage by partner school.

Information about the Curriculum was collected from four countries, namely Hungary, Spain, Ireland and The Netherlands. Comparisons between these Curricula were made in Zalaegerszeg, Hungary in June 2003. A vocational training level was chosen during these meetings. The leading partner carried out an analysis later and a draft for a cost/material calculation was developed.



The development of a method to compare the curricula involved finding a format for comparison of curricular items. After some modifications the Hungarian presentation of the curriculum satisfied best. The completed analysis using this format is shown in Appendix A. We noted that the names of modules and certificates differ from country to country. For example: Hoof care is a separate item in all the countries, except in the Netherlands. There you find this subject as a part of module “Horse

care” (module 3J020).

For this reason the Dutch modular system was not suitable for a good comparison. We therefore chose themes as comparable items. The name or code of the subject was marked in the list for each country. By doing this we could see in how many countries a theme was present. If a theme could be found in each country there would be a 4 in Column 1. If a theme could be found in only 1 country it would be indicated as 1 in Column1.

You can be certain that an item is part of the vocational training programme when something has been filled in a column.

In consultation with the other partners was decided to focus our attention on level 2. That is a level where the holder is fully qualified to engage in a specific activity, with the capacity to use the instruments and techniques involved. This activity involves chiefly the performance of work, which may be independent within the limits of the relevant techniques.

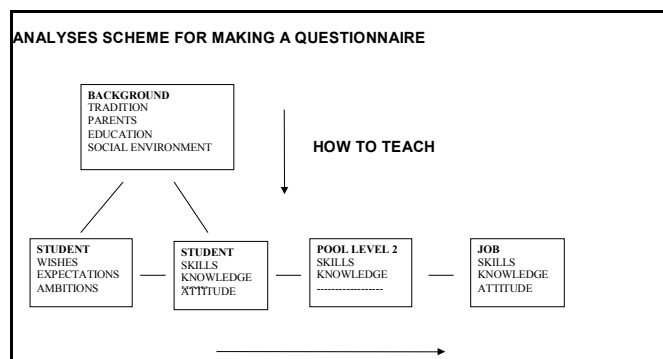
In terms of training horse care level 3 can be defined as:

The worker performs simple practical tasks independently following instruction and less simple practical tasks under supervision. The worker cares for and feeds horses, puts into practice fodder production, cleaning and disinfection and performs simple maintenance. Level 3 has an extensive part of practical skills and requires only minimum theoretical knowledge.

Work relating to the preparation for the consultation process was also carried out during this phase on the project. Following a meeting of the Steering Group, at which various options were discussed, it was proposed that the following consultation strategy be adopted:

- A number of Focus Groups of Travellers to be set up – 4-5, each with a facilitator and reporter
- Each Focus Group to address specific structured questions (see below) in relation to aspects of Horse-care at a basic level
- Summary of discussion to be drafted by reporter following each Focus Group
- Summary to be emailed to Exchange House
- Exchange House to collate information, circulate for approval and forward to those doing Stage 3 – Developing Modules.

Broad subject areas for discussion during the consultation process were agreed. These were grouped under the following broad headings: Personal Experience, Horse care, Feeding, Health Care, Breeding, Costs, Safety, Employment and other issues. Areas for discussion were identified under each of these headings.



In addition preparatory work was done on the design of a questionnaire to be used during the consultation phase. Developing a questionnaire is more than the posing questions and waiting for the answers afterwards. The response have to be analysed and conclusions drawn. The final results largely

depend on the kind of questions and the way of putting them. For that reason it was considered important to address a couple of issues.

- What is the aim of the questionnaire?
- What do we want to know?
- Who do we interview?
- How many interviews?
- What are the right questions?

What is the aim of the questionnaire: The aim of the questionnaire is to collect information for developing a course for the client group.

What do we want to know: We want to know the foreknowledge, attitudes and motivation of the client group. We also want to know the requirements of the intended

employers. As the conclusion to the items mentioned above, we might be able to develop a course tailored to the needs of the client group.

Who do we interview: At first we have to interview the client group. Not only do we have to find the foreknowledge, but also to what extent they are already able to carry out skills in the field of the jobs concerned. As well as this we want to know something about the attitudes of the future students.

These three items have been indicated in the scheme as knowledge, skills and attitudes. Knowledge has to do with to know, to be acquainted with. For instance: I know how to feed a horse. Skills have to do with “to be able to”, the practical realisation of feeding a horse. I *can* feed a horse. Attitudes have to do with the way students think and feel about it and especially when it shows the way they behave. For instance: cleaning a stable can be done accurately, careless or excessively neatly. It has also to do with contact with his employer and other people. To what extent knowledge, skills and attitudes fit with the requirements of the future job, will depend on the employers’ demands.

How many interviews: How many people from the client group and employers have to be interviewed depends on the desired accuracy and the time available for analysing the questionnaires.

What are the right questions: There are several ways of putting the questions. By using “open questions” the client has the opportunity to respond extensively. We shall get a lot of information, but it might be difficult to analyse. Multiple choice requires good client reading skill to select the right answer. For these reasons we have chosen for a questionnaire with many short questions, easy to read, that can only be answered by “yes” or “no” or with a figure between 1 and 5. There are just a few open questions. By doing this we believe that:

- The questions are easily read and answered,
- Easy to analyse.

The questions were posed according to:

- The classification in knowledge, skills and attitudes,
- The information we have received from Ireland (see Appendix VI),
- The curricula of Hungary and the Netherlands.

The content of the course to be developed was dependent on the difference between knowledge, skills and attitudes of the client group and the requirements of the future employers. Best results for the course might be expected if the course matches the thinking of the client group. That is why it is so important to include some questions about this item. The student will start the course with foreknowledge, expectations and motivation. The results of the course will highly be influenced by the extent we can meet the clients’ needs.

It was also intended to produce a first cost/material calculation of a pilot stage by a partner school. However this was rather difficult in this phase of the project. During the inventory it became clear that this idea was somewhat premature. As you know, a

cost/material calculation can't be made until there are more particulars about the course to be developed. In addition we had to consider that cost/material calculations will differ from country to country and will also depend on the facilities at the school concerned.

Consultation Process

The overall aim of this phase of the project was to consult with members of the target groups, i.e. Irish Travellers, Spanish Travellers and Hungarian Roma communities. The objectives of the consultation phase were as follows:

- To engage with the Traveller, Gypsy and Roma communities at an early stage of the project in order that the development of the curriculum would be as informed by their inputs as possible
- To inform the Traveller, Gypsy and Roma communities of the work of the project
- To identify the skills present within the various communities in relation to horse care
- To determine the level of interest in the care of horses among representatives of the Traveller, Gypsy and Roma communities
- To make recommendations re the development of curriculum for use with target groups

To achieve these aims a number of focus groups were established and questionnaires designed to ascertain the views of both the client group and employers. This process was conducted primarily in Ireland, Spain and Hungary. In addition to the responses from focus groups and questionnaires, 2 pieces of research, commissioned by the Travellers Visibility Group in Cork have also informed the consultation process.

“The extent of Traveller Horse Owners’ Opportunities to Rent Land From Farmers” (Philip Fritzsche, April 2000.) was a small-scale study further limited by the difficulty in gaining access to names and addresses of farmers. The survey concluded that only 18% of land available for rent is available for horses to graze. In some cases there was a reluctance on the part of farmers to rent to Travellers, so finding land to graze horses is a significant obstacle for Travellers to overcome.

“The influences of Family /Horse Ownership in Young Travellers’ Lives” (Dermot O’Regan, 2001.) concluded that

- Horses are a large part of Traveller culture
- On average the children and young adults of families studied spent over 18 hours per week with horses
- Feedback from Travellers and staff in Probation and Welfare (Dept. Justice, Equality and Law Reform) indicated that a young Traveller growing up in a horse owning family is less at risk of becoming involved in drugs and crime

The conclusions and recommendations from the above short research pieces were useful in relation to establishing the current level of interest among Irish Travellers in regard to horses, in addition to highlighting some of the current barriers to horse

ownership. For the purposes of the Horsemen Project, the feedback that horses still play a considerable role in Traveller culture and the average length of time spent by young Travellers caring for horses, were indicators of likely interest in the Horse-care module to be developed.

The picture that emerges from the consultation phase with all three communities i.e. Travellers in Ireland, Gypsies in Spain and Roma in Hungary, is one of considerable richness, reflecting the historical association each community had with horses as well as the aspiration to either continue or renew that relationship and the desire and willingness to engage in a process of learning to further that aspiration. From the responses it can be deduced that a programme which centres on the care of horses will



Project meeting in Cork, Ireland

have a wide appeal, not just to those who wish to work with horses, but as a way of engaging with a target group that has proven traditionally challenging in terms of accessing and sustaining training.

Overall, there was a high degree of agreement between the responses received from the three communities, with some variations. For example, Irish Travellers seemed to have more experience of horses than Gypsies or Roma young people. However, in the critical areas, such as interest in learning about horses and caring for them, willingness to learn about specific aspects of horse care, there was a high degree of agreement. In order to reflect the regional variations emerging from the consultation phase, the proposed module should contain the potential for flexibility and regional additions.

Basic literacy and numeracy needs of the young people would need to be taken account of when devising the programme, in order that those with significant needs would not be excluded, as these are the students most in need of a programme such as this.

The recommendations for the development of WP04 were as follows:

- The module should be based as much as possible on the acquisition of practical general skills related to the care of horses
- As much of the course work as is possible should be based on practical experiential learning
- Numeracy and literacy needs of trainees should be addressed in innovative ways, centring on the practical work of the course
- If the module were developed with specific core skills, supplemented by locally appropriate skills, such as riding (for employment in riding stables) tractor driving in Hungary etc. then the needs of local employers would be more likely to be met

- Health and safety knowledge and skills should form part of the core of the module
- The course would benefit from being self-paced, in order that trainees could progress themselves, thus allowing those with skills already acquired, to progress, thus preventing boredom
- A space within the module for the integration of some culturally appropriate learning would enhance its appeal, e.g. sulky driving in Ireland
- Attention needs to be paid to measurement of attitudinal development as specific attributes are most sought by employers ie interest, initiative, responsibility etc.

The questionnaire also examined in details the skills and knowledge required by employers for those who wish to work in Horse-care. In order of priority these emerged as follows:

Skills required by employers:

- Clean stables
- Feed a horse
- Saddle a horse
- Transport
- Walk with a horse
- Harness and un-harness a horse (tack up)
- Drive a tractor (In Ireland this would more often be done by a farmhand)
- Maintenance and repair of fences
- Groom (more important in a riding school)
- Ride a horse (more important in a riding school)
- Take care of harness

Knowledge required by employers:

- Safety (unanimous 5)
- Company safety
- Health care
- Feeding

Hygiene

- Horse care
- Anatomy
- Tractor driving (not usually done by stable “hands” in Ireland)
- Physiology
- Fodder production
- Maintenance

In developing the Horse-care module every effort was made to incorporate both the wishes of the Travelling / Roma community and the needs of the employers.

Module Development

In line with the recommendations from the consultation process and giving due consideration to the skills and knowledge required by the employers there was agreement to develop a module entitled “**Horse-care**” comprising ten units as follows:

- **Safety**
- **Handling**
- **Bedding**
- **Watering & Feeding**
- **Grooming & Rugging**
- **Money Management**
- **Tack**
- **Healthcare**
- **Grassland care**
- **Optional/Country specific Unit**

Project meetings proved very beneficial in examining and filtering both the module content and the philosophy behind learning strategies aimed at the target group. This collegiate approach, between project partners involved in education produced valuable ideas for module development. In addition it was recognised that due to the differences amongst partner countries in the presentation of Module formats, descriptions and instructions, it is likely that partner countries will have to adjust the layout, descriptions and instructions of the model as presented in order to comply with the requirements of their own regulatory bodies.

The question of the level at which the pilot should be designed and delivered, has also promoted much discussion among the partners during this phase of the project. In Ireland, providers knew that this should be at 'Foundation' or entry level. The rationale underpinning this thinking is:

- The generally low educational standard of the learner
- The absence of an existing award at this level (Awards at higher levels are available)

Foundation level in Ireland is pre-vocational, meaning that it does not qualify the student directly to take up employment. This fact should be reflected in the amount of detail a student is expected to know on the different topics in the module. This Irish level would seem to correspond to Level 3 in Europe.

During the course of this phase of the project there seems to be a consensus indicating that at least 5 hours a week should be scheduled into the schools timetable for a school or centre planning to deliver the pilot module in one year. This would require an allocation of around 225 full hours of 60 minutes, for the whole academic year. Current thinking in Europe for coursework at this level, recommends a 70% Practical, with a 30% Theory content.

Irish Traveller representatives to the programme confirmed at the Szolnok conference that, any decision on time allocated each week for the pilot, needs to take account of student ability or inability to tolerate long hours or even a lengthy course module in what may really be considered an introductory level into progression or employment.

It should be possible for most students to achieve Level 3 (Foundation Level, Ireland) accreditation in about one school year if hours are allocated at the rate suggested above. However it was also noted that there are several reasons for the accreditation of students taking more than one academic year, amongst which could be:

- Insufficient hours allocated to the teaching of each class group
- Absenteeism/Nomadic movement
- A low level of interest in a subject
- Little in the way of aspirations for progression to the workplace
- A negative view of the worth of education in students lives
- No aspirations for progression to further education
- The generally low literacy and communication skills of students



Project Meeting Ede, The Netherlands

The fact that this proposed new module of instruction for students at this level involves horses, something fairly relevant to many, or at least fresh in the mind of other Irish Travellers, may serve to ensure good programme commitment and pace, at least if it is not too intensive for the average student, many Irish Travellers do still own horses. Information from Hungarian partners also indicates an interest among the client group to participate in these trials even though the culture of

horse interest is well diminished in the areas served by this projects schools and centres.

In order to maximise the potential that this course offers to Travellers and Roma, it would make sense to deliver the pilot where there is access to horses and horse related equipment. Though not essential, as materials and equipment could be brought into any classroom, for many students, a change in the learning environment may prove to be an added incentive for student retention. Where the pilot module, units require activities with a horse, then animal access is most desirable.

Not alone does it make sense to both see and use the actual paraphernalia, it is also quite therapeutic, to use processes with tactile engagement. This may be most important with those students most likely to fail. Research increasingly suggests that the majority of students classified as "at risk" of academic failure fit the description of a person with a concrete/common sense learner style, and favour the tactile or the kinesthetic mode. Kinesthetic activities make abstract concepts concrete. This is extremely important for students who have difficulty dealing with abstractions like mathematics of course.

Moreover, whether the learner's preferred mode of learning is auditory, visual, or tactile, it is known that none of us always remembers what is seen or heard, and all of us remember best what we have had an opportunity, 'to do'. Among the general strategies by which these senses can be engaged in the learning process are role-play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulative and hands-on projects. The Horse-care module is by nature a very tactile one and this should make it an excellent vehicle for an integration of core learning. The ability to integrate this philosophy generally into the core subjects by the teacher would further enhance and strengthen student learning in those subjects. Consultations with clients in the Horsemen Project, meetings and workshops in Szolnok, brought forward the recommendation that lessons be activity based, with practical work and learning taking place. Some lessons could therefore be delivered not alone in the stable and field but also through interactive computer learning.

At a practical level students were expected to develop a folder and file of any classroom work. They could be encouraged to do research and build a portfolio of equine related material, for example; brochures, photographs, heritage material, i.e. family histories, physical items like shoe nails, horsehair, etc.

The following is a list of resource materials and techniques that could be used in teaching the Horse-care module;

- Live animal
- Model animal
- Computer simulation
- Motive equipment, (ie. Sulky, cart, carriage)
- Training centre classroom (part of the delivery of the Module Units could be delivered outside the normal training centres or be subcontracted out to a specialist provider)
- Equestrian college or centre
- Computer
- Overhead projector
- Video
- Posters and visual aids (ie. anatomical drawings, diagrams of equipment etc.)
- Manufactures publications and advertising materials
- Product labels and literature
- Real equipment, saddlery, harnesses
- Writing materials
- Folders
- Accounts ledger
- Websites:
 1. www.britishhorsesociety.co.uk,
 2. www.eurofarrier.org/Qualifications
- Supporting Literature:
 1. The British Horse Society, 'Manual of Horsemanship'
 2. English Visual Dictionary
 3. Hungarian Visual Dictionary
 4. Spanish Visual Dictionary

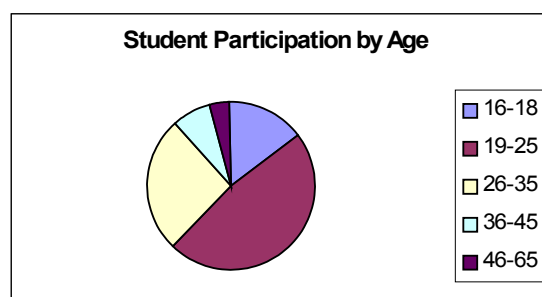
Finally it was accepted that, though this programme is about Horses-care, we must remain cognisant of the need for a holistic approach to the subject. Improved literacy and numeracy skills will enhance the student’s prospects for either employment or self-employment. The literacy and numeracy teachers could be involved in delivering work designed by the Equine tutor, or they may source lessons with related material, in their own course modules or textbooks.

Pilot Phase

During the pilot phase of the Leonardo da Vinci “Horsemen” project the Horse-care module was delivered at centres in Hungary, Ireland and Spain. The centres were:

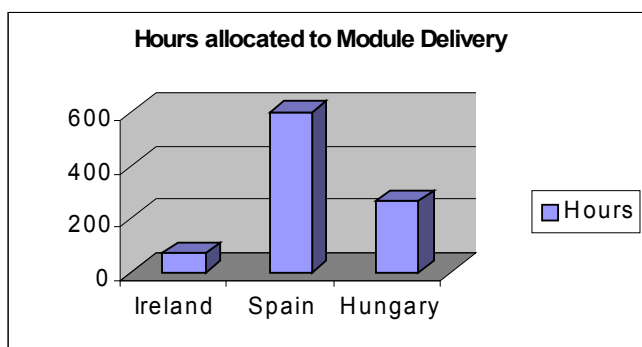
- Foundation Manos Tendidas, Pinto, Spain
- First Hungarian-Danish Production School Foundation, Zalaegerszeg, Hungary
- St. John’s Central College of Further Education and Training, Cork, Ireland

A total of twenty-six students ranging in age from sixteen to fifty-six participated on the pilot phase of the project. Of these eighteen were from the Traveller/Roma community and a further eight were migrant workers of South American and North African origin. Three of the students were female.



Student uptake from the client group to participate on the course was good in all three pilot countries. Clearly the module is attractive to students and from the evidence of the site visits there is a very real sense of enthusiasm and interest from the participating students in each country. It is interesting to note that the profile of the participating students in each country was significantly different. This fact demonstrates the flexibility and adaptability of the module, specifically it’s suitability to people of different ages and from different socio-economic backgrounds. It is also clear that interest in the module is not exclusive to members of the travelling community. In Spain the participating students on the pilot phase were migrant workers and although these students were not originally targeted for inclusion on the pilot phase their participation was perhaps fortuitous as they clearly demonstrate how successfully the module can be delivered to students who are not members of the travelling community but would be socially excluded in society.

In Spain and Hungary the Horse-care Module was delivered as part of a broader course of study whereas in Ireland it was delivered as a stand-alone module. There was substantial variation in the amount of time allocated to module delivery in each country ranging from 70 hours in Ireland, 265 hours in Hungary to 600 hours in Spain. This fact combined with variation in the Performance Criteria applied between each pilot location, resulted in the same module being offered at different levels at the pilot centres. This clearly demonstrates the degree of flexibility inherent in the module but equally calls for debate in relation to the level at which the module should be set. In Ireland there is a clear need to set the module at Foundation Level as other related



modules are available at higher levels giving a clear pathway of progression to the student. This is not the case in Spain and Hungary where the level of the module is geared more towards the student's need to seek employment directly after the course has been completed. It could be argued that allowing

each country to set its own Performance Criteria effectively gives the centres the flexibility to deliver the module at a level which is most appropriate to their student's needs. In addition the requirements of the qualification authority in each country need to be addressed. In an Irish context this will require further modification to the existing Horse-care module in order to comply with the requirements of the Further Education and Training Awards Council (FETAC).

The content of Unit 10 was to be decided at the discretion of the individual pilot centres and was offered as an optional unit. In Hungary "**Practical Aspects of Tractor Driving**" was chosen as the topic for this Unit. In Spain the topic was "**Orientation to the Labour Market**", including the legal framework, labour conditions, professional relationships and resources to look for a job. Initially it was expected that "**Sulky Racing**" would form the basis for Unit 10 in Ireland but due to insurance difficulties this was untenable and other alternative topics have been suggested including: aspects of breeding, basic tractor driving skills, basic horse-riding, basic farriery and cultural history of Travellers/Roma community.

A number of problems were identified during the pilot phase. In Hungary the students' have a low level of knowledge, and their disturbances in manner or behavior i.e. disorder at school, poor punctuality, taking leave without permission, undue absenteeism, have been accompanying the Project. In addition the poor material-social condition of the students in Hungary, the low-rate of unemployment benefit, the lack of adequate subsistence payments all increase the risk of students dropping out of the course at an early date. This also leads to students being involved in illegal (underground) work frequently as a means to supplementing their regular monthly income. This leads to an increase in the rate of absenteeism from school. There are also limited job possibilities in Hungary once students have completed the course, jobs mainly available in the breeding of horses. Roma people have close ties to the family and do not want to live away from home. Salaries are low and this restricts the distance to work that Roma are willing to travel.

In Ireland there were difficulties in finding a suitable venue for module delivery in Cork. Having failed to find stable where the course could be delivered it was decided to hire the necessary equipment and animals to allow for the course to be delivered at the Traveller halting site. There were also some initial problems finding a suitable tutor but this problem was also successfully overcome. As with the other centers funding for the course is an issue and it is unlikely that the course could have been run successfully without Government funding provided through the **Back To Education Initiative (BTEI)**.

The fact that the module was delivered at the Traveller halting site next to the homes of the students also resulted in disruption as participants were often called away to take care of domestic issues, minding the children etc. On some occasions there were language difficulties between the Travellers and the tutor as the Travellers have their own terms for topics relating to horse-care.



**Horsecare pilot course launch,
Cork**

In Spain there were initial problems in finding the target group given that the Traveller community in Spain did not engage with the pilot phase of the module. The Traveller community in Spain present a closed group and wanted payment in respect of their participation on the Horse-care course. They also had difficulties with the participation of women on the course and possibly also with the female tutors. However this difficulty was overcome by the identification of migrant workers as an alternative group who could benefit from this module. These migrant workers come from very poor socio-economic circumstances and most have part time jobs during the time of their participation on the course.

There were economic problems in relation to sourcing resources for module delivery. This could have implications for the future as Manos Tendidas has expressed a wish to continue delivery of their course into the future but this can only happen if sufficient funding can be acquired. The goal of encouraging members of the Traveller community in Spain to engage with the module has yet to be achieved.

Importantly upon completion of the Horse-care module students have had some success in gaining employment. For example in Hungary five of the students have currently gained employment. This is seen as a successful outcome.

Overall the pilot courses were a success, with students showing significant improvement in their degree of confidence, greater awareness of the opportunities open to them and a much greater knowledge of horse-care. In addition the tutors and other staff members gained invaluable experience working with the client group.

Modules

As already mentioned there was substantial variation in the amount of time allocated to module delivery in each of the pilot centres. This fact combined with variation in the Performance Criteria applied between each pilot location, resulted in the same module being offered at different levels at the pilot centres. In Ireland there is clearly a need to set the module at Foundation Level. This is not the case in Spain and Hungary where delivery at a higher level may be more appropriate to the students needs. It was agreed to allow each country to set it's own Performance Criteria effectively giving the centres the flexibility to deliver the module at a level which is most appropriate to their student's needs. Examples of the Performance Criteria employed by each country are given in the WP05 Report. In addition the requirements

of the qualification authority in each country needs to be satisfied. In an Irish context this required further modification to the existing Horse-care module in order to comply with the requirements of the Further Education and Training Awards Council (FETAC). The overarching Horse-care module used by all centres during the pilot phase of the project is shown in **Appendix B** and the modified Module, which is felt to be more appropriate in an Irish context, can be found in **Appendix C**.

In addition to the issues raised above it is also worth noting that several European countries are shifting towards more competence based Vocational Education and Training (VET) curricula (e.g. Belgium, Estonia, France, Greece, Malta, The Netherlands, Poland, Portugal, Romania) workforce skills are being redesigned to emphasise flexible and broad occupational competences such as problem-solving, coping effectively with change and communicating with peers and clients. This is reflected in new goals and content for VET teaching and learning. This has implications for the future development of the Horse-care module as the targets set within a competence based system are more abstract than those currently required by many NVQ's and in particular the performance criteria required in different EU countries may diverge even further.

A number of NVQ's have commented on the present Horse-care module and some of these comments are presented below:

Comments on the Horse-care module from NVQ Aequor, The Netherlands

Over the course of the Horsemen project a module Horse-care has been developed. In one of the first stages of the project input for this module has been delivered by the Dutch partners. This input was based on one of the qualifications from the Dutch qualification system KS 2000+; Level II 'Employer horse-keeping and horse-riding'. This qualification had been approved by representatives of the field of education and organisations of employers and employees and by the Minister of Agriculture, Nature and Food quality.

The aim of the project was to develop an education program based on the module for a defined target group with interest in working and care for horses and every day activities in a farm or company with horses. During the last stages of the project the colleges in the different countries have worked out the module into detailed education programs. Studying these education programs it has become clear that there are differences in these programmes.



Project meeting, The Netherlands

A major question is: "How significant are the differences between the levels, criteria and assessments in the different countries and are these differences acceptable?" The module has been described on a certain abstract level. It's obvious that in countries with rather great differences in education systems, culture and labour market you will find differences, even between national colleges.

In the next years more European countries will describe qualifications in terms of competences. These competences are more abstract than the targets mentioned in the qualification structure countries have now. The effect is that anyhow the differences will not be smaller. But colleges will have the opportunity not only to present young people the knowledge or to teach them skills but also to make them aware of what they are and of what they want in future.

As a NVQ-partner in the Horsemen project Aequor is convinced that the participating countries have a common module on which they can base their programs. Besides the content of the module the quality of these programs depends also upon the quality of the teachers and instructors and the way they are involved and interested in education of (young) people. Their intention to bring young people to a level in which they can find perspectives in future for their career on the labour market and in society is also of great importance.

Comments on the Horse-care module from NCVA support Service Ireland

Mary Sheehy of the National Council for Vocational Awards support service in Ireland made a number of suggestions regarding the Horse-care overarching module with the purpose of bringing it in line with the Irish NVQ foundation level standard. One major suggestion was to reduce the number of units as many units only have one specific learning outcome. This might involve combining units or including additional SLO's. The other major issue was the credit value of the module. She felt that the module contained a substantial amount of work and that it should be submitted as a two or even a three-credit module. She pointed to a precedent for this as the horse related modules at level 4 have a value of 2 and 3 credits and there are also some Foundation (Level 3) modules with a credit value of 2. She also suggested that the module would be described as Level 3 (Foundation) to avoid any confusion as to the exact level of the module. The Irish partners adopted the suggested changes and a version of the module was developed for use specifically in an Irish context. This module is presented in **Appendix C**.

Final Evaluation Summary

During the life of the Horsemen project, two types of evaluation were carried out:

- Internal evaluation which were activities undertaken by partners themselves- for example the production of reports on meetings.
- External- evaluation activities undertaken by external evaluator, Liz Harper, outside of projects and partners

There were different outputs from each type of evaluation, the main ones were:

Internal

- Reports on meetings
- Internal reviews
- Feedback sessions

External

- Interim Evaluation report- July 2004
- Final Evaluation Report - December 2005

The aims of the external evaluation reports were:

- To draw conclusions on the design, implementation and degree of success of the project in the light of its objectives
- To inform funding bodies and other stakeholders of the results
- To stimulate support for mainstreaming of innovation
- To form the basis of the final report and other publications
- To stimulate new ideas for innovation

The final evaluation report contains the following sections:

- Introduction
- Background
- Project progress
- The extent to which the project met its stated aims
- The project's outcomes and products
- How the partnership worked
- Challenges faced by the project and how they were met
- Co-ordination, management and leadership within the project
- Recommendations

The extent to which the project met its stated aims

The aim of the project was to increase the participation level of Travellers and Roma in education and training by creating in an innovative way, new effective approaches in vocational training for Travellers and Roma

The project has broadly met its aim by developing and piloting a new vocational training module tailored to the needs of Travellers and Roma

The project's outcomes and products

- Outputs from the project included:
- Report on WP02 by AOC Terra, NL.
- Report on WP03 - Consultation with Traveller and Roma communities by Exchange House, Ireland
- Report on WP04 – Model of comparison by St Catherine's Education and Resource Centre, Ireland
- Report on WPO5 - The Pilot Phase by St John's College, Ireland
- The module itself

How the partnership worked

- Large number of partners

- Challenge of different systems, languages
- Complex project with different partners taking lead roles and involved in different activities
- Relationships developed over time and through practical work, became more open

Challenges faced by the project and how they were met

- Through the pilot- blockages, challenges and opportunities became more concrete
- Languages
- Inclusion of Client group
- Challenges of being lead partner or co-ordinating a report
- Different systems and structures
- Basic definitions
- Different cultures
- From Pilot
- Accessing target group
- Accessing services
- Accessing accreditation

Co-ordination, management and leadership within the project

- A Change in Co-ordination in the middle of project was a special challenge.
 - Strong leadership from NCU throughout
- High level of commitment from NCU- especially in latter stages
- Good technical support and backup from Volens

Recommendations

1) Number and selection of partners- If a similar project were to be developed; more thought needs to go into choosing partners. There should be:

- Fewer partners
- Partners with particular expertise
- Partners engaged in most WPs

2) Need for Traveller or Roma rights based organisation and or individual on management team to ensure inclusion.

A Traveller Perspective

At the final project meeting in Ennis members of the Travelling community were invited to comment on the work of the project and on the Horse-care module. They again reiterated that the project provided young people with the opportunity to turn a long standing tradition of working with horses into a recognised qualification and in so doing created opportunities for travellers to access mainstream employment in the equine profession. They also stressed the importance of following a course of study

that was both practical and enjoyable. They identified five key challenges that have been faced during the course of the project. These are:

- Racism
- Accommodation
- Lack of access to equine facilities
- Travellers' previous poor experiences of the educational system
- Literacy difficulties

Studies in Ireland suggest that 42% of settled people hold negative views towards travellers. 93% would not accept Travellers as part of their family. Indeed there is a high level of intolerance and discrimination towards travellers within settled society. Examples of racism against Travellers include: Travellers turned away from pubs and discos, Events cancelled, Media reporting highlighting the negative, Name calling and seemingly acceptable to say and write about Travellers in a way that would not be tolerated about any other minority group. Difficulties with accommodation only serve to exacerbate these problems. Local authorities have placed boulders or rubble on traditional Traveller camps to eliminate the nomadic way of life. No account is taken of the distinct culture and identity of the Travelling Community in providing suitable accommodation. It is also very difficult for Travellers to access equine facilities. Cork Travellers reported difficulties in renting land for grazing and training providers could not gain access to stables or equine centres. It should also be noted that Travellers often have had poor previous experiences of the education system. They are often set apart in the classroom, Traveller children are automatically assumed to have special needs and bullying and name calling are commonplace. This poor educational experience leads to poor literacy levels among many, but not all, Traveller families.

The members of the Travelling Community felt that the Horse-care module presents a great opportunity to integrate literacy into a programme in an innovative way and they suggested that the oral traditions of Travellers could be tapped into as part of the module. They also recommended:

- That providers negotiate in advance with local stables/equine centres to ensure access
- Advertise the course widely
- Make the module available on the World Wide Web
- Integrate the teaching of literacy / numeracy into the module
- That a module be developed to train Travellers to deliver the course

Dissemination

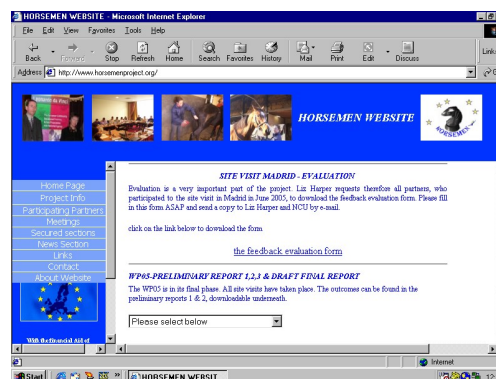
Dissemination is the process of information giving and awareness raising and as such is a key aspect of the Horsemen Project, as it is an essential element in making projects sustainable beyond the funding period. It was agreed that all regular dissemination actions by all partners would be forwarded to NCU (who has responsibility for Evaluation and Dissemination in the project) every 3 months over the life of the project. A gathering sheet was devised for this specific purpose. It was decided that dissemination should be an ongoing process through the duration of the project and all partners have played a role in this strategy.

Dissemination has happen using the following mechanisms:

- Development of a project website (www.horsemenproject.org)
- Formation of steering committees in each country where consultations were taking place with the client-group.
- Regular publications in newsletters/journals associated with the target group
- Inputs at national conferences
- Raising the awareness of the project within our own respective networks
- National conference at the end of the project.
- Publication of brochure to give some background information on the project
- Development of networks at European level who work closely with the target audience for the project.
- Linkage between the Roma Minority Self government of Zalaegerszeg town and Zala county Labour Centre – First Hungarian Production School.
- Circulation of various project reports to a number of organisations (Vocational Education Committees, Traveller Organisations etc.)
- Using partner’s networks in their own countries eg. AOC Terra presentation of module to colleges and other groups.
- Official launch of the Pilot project in Cork, Lord Mayor and other invited guests present with good newspaper coverage

Detailed examples of the dissemination plans devised by project partners are presented in **Appendix D**.

One specific element of dissemination is the project website. The site has been developed to a professional standard and has been updated on a regular basis over the duration of the project. In addition to it’s role as a public dissemination tool the website also provides a working/information tool for partners and allows for an analysis of the projects evolution. The website is divided into the following sections:



- **Homepage:** contains news information and is updated regularly
- **Project Information:** contains Project description and history, Explains all of the work packages, project planning and management information and latest press releases.
- **Partners section:** including a brief introduction to each partner institute, the logo of the partner and a summary of the partner’s activity in the project
- **Meetings:** Contains all relevant information relating to both work package and project meetings including the agenda, minutes, presentations, reports and pictures.
- **Secure sections:** Forms and reports, project utilities, project outcomes and a section for partners only containing financial information.
- **News section:** including, project news, news of Leonardo da Vinci projects. EU news.

In addition to these sections the website also has photographs and video-clips related to project activities, links to partner institute websites and partner contact details and links to European Union institutions.

The number of hits on the website has varied over the duration of the project but in October 2004 five thousand hits were recorded, during the first nine months of 2005 an average of one thousand five hundred and twelve hits per month were recorded. Clearly these figures demonstrate that this is a important tool in the projects dissemination strategy.

The Way Forward

As we reach the final stage of the Horsemen project it is important to look to the future. How do we mainstream the project? Initially it is important to continue the process of obtaining formal recognition from NVQ's for the Horse-care module. The comments made to date by the NVQ's need to be taken on board and adjustments made to the module where necessary. Through their individual dissemination strategies it is important that each partner encourage other providers to use the Horse-care module and ensure that copies of the module along with performance criteria, assessment material etc. are made available to these providers. In addition we need to recognise the significant amount of learning that has been acquired by the stakeholders in the project. Much useful information has been gleaned from the consultation process, skills acquired by the tutors during the pilot phase and a greater understanding of the needs and fears of the client group. We need to ensure that this learning does not lie dormant but is channelled into future work with the Travelling and Roma communities and is made available to others who work in this area. This need must inform part of the dissemination strategy of each project partner.

The future of the students who have completed the Horse-care module must also be examined. Are there clear routes of progression available to these students and are the students fully aware of these routes of progression? Have the students have been able to access mainstream education? Has their experience of returning to education been used to encourage other members of their families or of their wider community to follow a similar route? In the longer term there is a need to examine whether these new qualifications have allowed the participants to obtain employment and whether this has led to an improvement in their socio-economic circumstances. These were all goals of the project, but the degree of success in meeting these goals can only be measured in the longer term.

In addition a very significant amount of peripheral learning has taken place over the duration of the project. For partners who did not have previous experience of working with the Travelling / Roma community significant insight was gained as to the difficulties encountered by the community in gaining equality of access to education and the degree of racial prejudices still encountered by members of the community. For other partners working with horses was a new experience and issues relating to horse-care and safety have been absorbed. New competences were obtained by many of the individual contributors to the project. These include experience of public speaking, communicating with the media, creation of questionnaires and reports, organisation of conferences and communicating in a variety of European languages.

Strong links have been formed between the project partners and between the partners and other agencies working with the Travelling community across Europe. Many of these links will assist in the task of developing future educational strategies for the Travelling community, strategies that will ensure equality of access to education and at the same time ensure that the educational provision is sensitive to the unique culture of the Travelling / Roma community.



Project Meeting Ennis December 2005

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Traveller representative at Horsemen meeting

Appendix A

Survey Of The Existing Curricula

SURVEY OF THE CURRICULA OF THE DIFFERENT COUNTRIES. LEVEL 2 AND 3

Number of countries	THEME	NAME OR CODE SUBJECT/MODULE			
		Hungary	Ireland	Netherlands	Spain
	Fodder Feeding Fodder administration Fodder quality Managing food supply Point out a report	1.2.1/1.2.3/1.2.5 1.2.2 /1.2.4/1.2.6 1.2.6 }1.2.1(l)1.2.3 } 1.2.5 1.7.1/1.7.5 1.7.4	C10111.4 C20111.2 C10111.4 C20111.2 C20111.9 C20111.2/9 C20111.2/9	2C010 3C010 2C010 3C010 2C010 3C010 2C010 3C010 3C010 3C010	2
	Provide for grassland Manure and fertilising Fodder production Grassland practical and technique	1.2.1 * 1.2.3 / 1.2.4 *	C20111.9 C10111 C20111.9 C20111.9 C10111 C20111.9	2C030 3C060 2C030 3C060 2C030 3C060 3C060	
	Hygienic (transport and vermin) Cleaning, disinfections	1.3.1 / 1.3.4 1.3.1/1.3.4/1.5.1	C10111.8 C20111.6 C20111.4/6	2C040 3C040 2C040 3C040	
	Health care Hoof care Reproduction and fertility	112/114/132/133 151 / 152 1.1.1	C10111.8 C20111.6 C10111.9 C20111.7 C20113.6	3J020 3J020 3J020	4
	Traffic rules Tractor driving Perform proceedings	- - -	C20111.8	2B040 2B040 2B040	

* NOT HERE, BUT IN PLANT PRODUCTION

Number of countries	THEME	NAME OR CODE SUBJECT/MODULE			
		Hungary	Ireland	Netherlands	Spain
	Point out and report maintenance and repair Maintenance and repair at buildings Maintenance and repair in the yard, enclosure and company equipment	1.5.2 / 1.6.1 1.6.1		2C050 2C050 2C050 2C050	3
	Take care of and raising Training Judging conformation	1.5.6 / 1.4.4 1.5.6 1.4.2 / 1.4.3		3J030 3J030 3J030	1.1.2
	Fertility characteristics Registration (Studbook different races) Birth Breeding purposes	1.4.4 1.4.2 1.4.4 1.4.2 / 1.4.3	C20113.6 C20113.6	3J040 3J040 3J040 3J040	
	Driving coach theoretical and practical	1.5.4		3J090	
	Activities, complains, grooming and instructions	1.2. 2 / 1.5.2		3X250	
	Judging animals and means of transport Law and legislation Loading, unloading and securing. Hygienic and well-being	1.5.6 1.6.3 1.6.3 1.6.3 / 1.3.4	 C20111.8 C10111.1 C20111.1	3C120 3C120 3C120	
	Make a diagnosis Assess the need First aid	1.3.1 / 1.3.4	 C10111.1 C20111.1	3J130 3J130 3J130	
Number of	THEME	NAME OR CODE SUBJECT/MODULE			

countries		Hungary	Ireland	Netherlands	Spain
	Script Preparing and supporting event Public Relations Evaluation event	1.5.7 / 1.7.4 1.5.7 / 1.7.4 1.5.7 / 1.7.4 1.5.7 / 1.7.4 1.5.7 / 1.7.4		3H060 3H060 3H060 3H060	
	Judging rider Knowledge of rule and theory Knowledge of tests	1.5.7 1.5.5 / 1.5.7 1.5.5 / 1.5.7	C20112	3J200 3J200 3J200	
	Valuation horse prices for several purposes. Sell and buy horses Matching horse and man Transport	1.7.1 1.7.1 1.7.3 1.6.3	C20111.8	3J180 3J180 3J180 3J180	
	Management	1.7.5		4X010	
	Management purchasing	1.7.5		4X020	
	Management selling	1.7.5		4X030	
	Financial administration	1.7.5		4X040	
	Business planning	1.7.5		4X050	
	First aid, artificial respiration, hart massage, Fire and fire fighting.	1.8.1/1.8.2/1.8.3 1.8.1/1.8.2/1.8.3	C20111.1 C20111.1	3X040 3X040	

Number of countries	THEME	NAME OR CODE SUBJECT/MODULE			
		Hungary	Ireland	Netherlands	Spain
	Riding Clipping, grooming, trimming Clothing + bandages Saddlery	1.5.3 1.5.1 1.5.1 1.5.1/1.5.2/1.5.3	C20112 C10111.5 C20111.3 C20111.4 C10111.7 C20111.5	3J010 2J010 3J010 2J010 3J010 2J010 3J010	Module 1.1.1 1.1.2 5
	Horses health Lunging Showing on hand	1.3.1/1.3.2/1.3.3 1.5.6 1.4.2 / 1.5.6	C10111.1 C20111.1/6 C20111.10 C10111.2 C20111	2J010 3J010 2J010 3J010 2J010 3J010	1.1.4
	Theory breeds	1.1.2/1.1.3/1.1.4 1.4.1		2J010 3J010 3J040	
	Tools pulled by horses	1.6.2		-	
	Environmental issues of horse breeding and employment	1.8.3		Many different subjects	
	Safety	1.8.2	C10111.1 C20111.1		

Number of countries	THEME	NAME OR CODE SUBJECT/MODULE			
		Hungary	Ireland	Netherlands	Spain
	Anatomy and physiology	1.1.1	C20113	3J020	4

Appendix B

Module Descriptor Horse-care (Overarching Version)

Draft Module Descriptor

Horse-care

Level 3 Foundation (Ireland)

Level 2 (Europe)

**A Specially Designed Pilot Programme of Instruction
for
Travellers, Roma and Occupational Travellers.
Delivered
October 2004 through June 2005 for Evaluation**

Also intended for eventual mainstreaming

October 2004

Agreement No. IRL/02/B/F/PP-119102



Produced with the financial aid of the European Commission.

Though the general vision of the whole project was that this teaching module would facilitate students getting into employment, the general aims involved in *teaching the modules 10 core subjects*, are as follows:

Candidates who successfully complete this module will:

1. Develop safe working practices when working with others and with horses.
2. Perform a range of practical skills in the handling of horses.
3. Acquire basic knowledge and skills required for the feeding of horses.
4. Learn the basic knowledge and skills needed to carry out daily stable and yard tasks.
5. Acquire basic knowledge and skills attached to grooming horses.
6. Learn to keep simple track of finances.
7. Know about some basic items of tack and care for them.
8. Have some basic knowledge of breeds, anatomy and basic health-care.
9. Know some requirements of a grass-kept horse.
10. Complete basic tasks involved in getting a horse and/or equipment ready for use and perform simple operations with them

Unit 1 - Safety

The learner should be able to:

- 1.1 Describe, identify and use appropriate dress and protective gear when working with horses.
- 1.2 List the possible dangers working with and near horses.
- 1.3 Demonstrate appropriate precautions to be taken when working near horses.
- 1.4 State expected reactions by horses to the presence of new people, new horses and other animals.
- 1.5 Work safely with others.
- 1.6 Recognise the signs of vermin in a stable, yard and storage areas.
- 1.7 Follow instructions for vermin control.
- 1.8 Identify potential fire hazards about a yard and stable.
- 1.9 Follow correct procedures when lifting a weight within recognised safety limits.
- 1.10 Store yard equipment.
- 1.11 Report an accident.

Unit 2 - Handling

The learner should be able to:

- 2.1 Approach a calm horse in a stable and in a field, fit a halter/head collar, lead rope and bring him into a stable.
- 2.2 Take a calm horse into a trailer.
- 2.3 Restrain a calm horse.
- 2.4 Tie up a calm horse.
- 2.5 Hobble tie a calm horse for grazing.
(Ireland and Hungary only)
- 2.6 Lead a calm horse out into a field and let him go, paying attention to safety.

- 2.7 Restrain a calm horse for a farrier.

Unit 3 - Watering & Feeding

The learner should be able to:

- 3.1 State and justify the rules for watering a horse including water quality. Water the horse, control, record or report the quality and quantity drunk.
- 3.2 Feed concentrates and roughage to stabled horses or to horses outdoors.
- 3.3 Recognise and name the different foods fed to horses including concentrates, bulk feed, succulents, supplements, licks.
- 3.4 Prepare and present some foods suitable for feeding to different horses in different situations and in different conditions.
- 3.5 Identify good, bad and acceptable, hay/silage/roughage

Unit 4 - Bedding

The learner should be able to:

- 4.1 Identify bedding materials suitable for use with a horse.
- 4.2 Muck out a stable putting down a new bed.
- 4.3 Clean and disinfect a stable.
- 4.4 Skip out a bed (selective cleaning)

Unit 5 - Grooming/ Rugging

The learner should be able to:

- 5.1 Identify grooming equipment and care for it.
- 5.2 Simply groom a stabled horse.
- 5.3 Specify when to groom a grass-kept horse and simply groom it.
(Ireland and Hungary only)
- 5.4 Safely fit a tail and leg bandage pick out a set of hooves.

- 5.5 Identify different types of blankets and explain their uses.

Unit 6 - Money Management

The learner should be able to:

- 6.1 Make a list of current buying and selling prices for feedstuff, equipment and other associated costs.
- 6.2 Give the cost of renting a field and stables.
- 6.3 Record the cost of dosing the animal by a horse owner.
- 6.4 Organise prices into a file.

Unit 7 - Tack

The learner should be able to:

- 7.1 Name different parts of a saddle and bridle and give their uses.
- 7.2 Identify some extra equipment such as; types of bit, girths, etc.
- 7.3 Correctly harness a calm horse.
- 7.4 Perform basic maintenance on tack including safety checks showing how to perform some of the following:
clean, oil/grease, rivet, sew, braid
- 7.5 Prepare tack for storage.
- 7.6 Make a rope halter.

Unit 8 - Healthcare

The learner should be able to:

- 8.1 Classify horses and ponies according to height, sex, age, type, race/type, examining the mouth and teeth of a calm horse and by measuring the height of a horse.
- 8.2 Identify colours, markings and distinguishing features on a horse.

- 8.3 Identify exterior points of the horse.
- 8.4 Identify some of the most common bones of a horse.
- 8.5 Indicate the position of the main organs of a horse.
- 8.6 State why mouth-care is important.
- 8.7 List the signs of a healthy horse and state its current condition in relation to the season of the year or weather.
- 8.8 Give five symptoms of a sick horse.
- 8.9 Outline the procedures for the basic nursing of a sick horse.
- 8.10 Recognise the symptoms produced by internal parasites.
- 8.11 Recognise the symptoms produced by external fungi and scabies.
- 8.12 Compare symptoms of some common ailments that affect stable kept horses to include; cracked heels, flies, laminitis, lice, mud-fever, rain-rash, sweet itch, ticks.
- 8.13 Name and identify the parts of a horse's foot.
- 8.14 Specify when a horse needs clipping and shoeing; examine and assess a foot for clipping and shoeing recognize when a horse is lame.
- 8.15 Identify farrier's tools.

Unit 9 - Grassland Care

The learner should be able to:

- 9.1 State the important characteristics of a grass sward; explain what causes a horse-sick field; describe how grassland is maintained for horses.
- 9.2 Recognise poisonous plants in a meadow and in hay, recognise and name *ragwort* stating the dangers to the horse; carry out simple refurbishment to the meadow (i.e. properly take out *ragwort* and *rumex*).
- 9.3 Check and repair fencing for animal and public safety.

Unit 10 - Developed Regionally

This Unit could include any of the following:

Riding

Sulky/Cart Driving

Harnessed to a Work Implement

Tractor driving

Lunging

Clipping and Grooming Styles

Farrier Work

Making Equipment (including re-cycling)

***Note:** Schools or centres will design this Unit according to their needs. Partners and equine consultants involved in WP 04 will be pleased to offer any assistance with this Unit's design if sought.*

Appendix C

Module Descriptor Horse-care (For Ireland)

Draft Module Descriptor
Horse-care

Level 3 Foundation (Ireland)
Level 2 (Europe)

**(A Specially Designed Pilot Programme of Instruction
for
Travellers, Roma and Occupational Travellers.
Piloted - October 2004 through June 2005 for Evaluation purposes)**

(Also intended for mainstreaming)

September 2005

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Integrating Horse-care and Knowledge with Personal Effectiveness

Introduction

A **module** is a self-contained unit of learning. Modules may be followed and assessed alone or in association with other modules.

FETAC offers certification to candidates who achieve the standards specified in modules approved by FETAC.

This module descriptor describes:

- the purpose and aims of the module
- the knowledge, skills and attitudes which successful learners will achieve on completion of the module
- the standard of work required
- the range of work which candidates are required to submit to the NCVA as evidence of their achievements
- how the work should be presented for assessment.

The purpose of this module descriptor is to:

- provide clear guidelines for centre staff to assist them in planning programmes
- provide a system of assessment which will allow candidates to demonstrate their achievements.

The overall content of the module and the method of delivery should be planned by the principle equine tutor and centre staff.

Where possible this should also be done in consultation with learners, taking into account the assessment requirements outlined in the module descriptor

1	Title	Horse-care
2	Code	
3	Level	3 (Foundation level)
4	Value	2 credits
5	Purpose	<p>This module descriptor defines the learning outcomes which pre-vocational learners require in order to carry out a range of equine tasks effectively and safely.</p> <p>Course providers are encouraged to design programmes which are consistent with these learning outcomes and relate to learners' needs and interests.</p> <p>Candidates who successfully complete Level 3 Horse-care, will gain experience in the management and care of horses not only in the classroom but also in an equine centre environment.</p>
6	Preferred Entry Level	No previous qualifications are required.
7	Special Requirements	Learner would need around 80 hours in an equine environment in addition to 20 hours instruction in a classroom
8	General Aims	<p><i>Candidates who successfully complete this module will:</i></p> <p>8.1 acquire a basic knowledge of horse care requirements appropriate to different horse care environments</p> <p>8.2 acquire basic skills in the maintenance of the equine environment</p> <p>8.3 have some basic knowledge of breeds, basic anatomy and basic health-care</p>

- 8.4 demonstrate a knowledge of basic items of tack and the maintenance of them
- 8.5 perform a range of basic equine handling skills
- 8.6 demonstrate an ability to perform some basic administrative tasks
- 8.7 develop safe working practices when working with others and around horses

9. **Units.** 'Specific learning outcomes' are grouped as 9 units.
Units 1 through 9 are to be viewed as compulsory

- 1 **Safety**
- 2 **Handling**
- 3 **Watering and Feeding**
- 4 **Bedding**
- 5 **Grooming & Rugging**
- 6 **Money Management**
- 7 **Tack**
- 8 **Healthcare**
- 9 **Grassland care**
- 10 **Specific Learning Outcomes (SLO's)**

Candidates must achieve all of the following Specific Learning Outcomes:

Unit 1 Safety

The learner should be able to:

- 1.1 demonstrate an understanding of the appropriate dress used when working with or near horses
- 1.2 demonstrate an understanding of the dangers of working with or near horses
- 1.3 demonstrate some appropriate precautions to be taken when working

- with or near horses
- 1.4 identify the expected reactions by horses to the presence of new people, new horses or other animals
 - 1.5 demonstrate an understanding of proper health and safety measures to be taken when working in and around horses

Unit 2 Handling

The learner should be able to:

- 2.1 approach a calm horse in a field, fit a halter/head collar and lead rope, and bring him into a stable
- 2.3 tie up a calm horse
- 2.4 humanely hobble tie a calm horse for grazing
- 2.5 lead a calm horse out into a field and let him go, paying attention to safety
- 2.6 restrain a calm horse for a farrier

Unit 3 Watering and Feeding

The learner should be able to:

- 3.2 identify some different types of feed for horses in different conditions
- 3.3 prepare and present different types of feed for horses in different conditions

- 3.4 identify good/bad/acceptable quality hay/silage

Unit 4 Bedding

4.1 *The learner should be able to:*

- 4.1 identify appropriate bedding material for horses
- 4.2 demonstrate an ability to muck out a stable
- 4.3 demonstrate an ability to skip out a stable
- 4.4 identify potential hazards/dangers to the horse in the stable
- 4.5 demonstrate ability to select and apply bedding in a correct and safe manner

Unit 5 Grooming and Rugging

The learner should be able to:

- 5.1 identify grooming equipment and care for it
- 5.2 demonstrate an understanding of the basic grooming of a stable kept horse
- 5.3 demonstrate an understanding of the basic grooming of a grass kept horse
- 5.4 demonstrate an understand of the uses of different types of rugs

Unit 6 Money Management

The learner should be able to:

- 6.1 demonstrate an understanding of some basic financial management issues attached to horse-care
- 6.2 use a simple method of keeping track of financial costs associated with horse-care

Unit 7 Tack

The learner should be able to:

- 7.1 demonstrate an understanding of the use of and basic maintenance of, equipment used for riding or driving horses
- 7.3 correctly harness a calm horse
- 7.4 perform basic maintenance on tack including safety checks, showing how to perform some of the following; clean, oil/grease, rivet, sew, braid
- 7.5 prepare tack for storage
- 7.6 make a rope halter

Unit 8 Health-care

The learner should be able to:

- 8.1 demonstrate a basic understanding of the main external points of a horse
- 8.2 demonstrate simple care of the horses mouth
- 8.3 recognise signs of good health in a horse

- 8.4 demonstrate some basic procedures for nursing a sick horse
- 8.5 state some of the basic ailments that afflict horses
- 8.6 recognise the manifestations of internal and external parasites
- 8.7 identify the external parts of a horses foot
- 8.8 assess when trimming a horses hoof is necessary

Unit 9 Grassland

The learner should be able to:

- 9.1 demonstrate some understanding of the basic management of grassland for the horse
- 9.2 state some important characteristics of a grass sward explaining what causes, a horse-sick field and describe how grassland is maintained for horses
- 9.3 recognise poisonous plants in a meadow and in hay
- 9.4 carry out simple refurbishment to the meadow
- 9.5 check and repair fencing for animal and public safety

Note: *All Unit, Specific learning outcomes or Attainment targets should be delivered, with best practise Safety principles, kept to the fore.*

11 Assessment Candidates present a portfolio of course work which shows that they have achieved all of the Specific Learning Outcomes.

Portfolio

The portfolio must contain the following:

Collection of Work

Learner Record

Collection of Work:

The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of the range of specific learning outcomes which are not included in the Learner Record.

It may include brochures, photocopies of literature, equine related samples, product labels or hand crafted items made by the student
The work may be presented in a variety of media for example, audio, graphic, visual, video or written or any combination of these.
Any audio or video evidence must be provided on tape.

Learner Record:

A personal log will be compiled by the candidate.

It will reflect the range of learning activities

Learner Records should include a selection from the following:

- ..written work or audio tape
- ..text supported by illustration
- ..video tapes or sequential photographs of the students skills performance

- 12 **Performance** Performance criteria provide guidelines on specific
 Criteria learning outcomes and describe the standards which
 successful candidates must achieve.

Specific Learning Outcomes

The learner should be able to:

Unit 1

Safety

- 1.1 demonstrate an understanding of the appropriate dress used when working with or near horses
- 1.2 understand the dangers of working with or near horses
- 1.3 demonstrate some appropriate precautions to be taken when working with or near horses
- 1.4 know the expected reactions by horses to the presence of new people, new horses or other animals
- 1.5 demonstrate an understanding of proper health and safety measures to be taken when working with and around horses

Unit 2

Handling

- 2.1 demonstrate an understanding of the handling of a calm horse
- 2.2 restrain a calm horse for the farrier
- 2.3 humanely hobble tie a horse for controlled grazing

Performance Criteria (examples)

The learner has achieved this outcome because s/he can:

- wear a hat to protect head when necessary
- wear gloves to protect hands when necessary
- wear boots that protect feet or give proper grip when riding
- give examples: kicked, bitten, thrown, stood on, etc
- give examples: don't stand directly behind a horse don't wrap lead rein around your hand, don't make loud noise or make sudden movements around horses, etc.
- give some examples: nervousness, shying, hesitation, fear, bullying, etc.
- identify fire hazards
- demonstrate proper lifting of weights
- correctly store equipment and chemicals
- report an accident
- restrain a calm horse
- lead a calm horse
- take a calm horse into a trailer
- correctly tie up a calm horse
- stand with a calm horse
- listen to instructions
- fit and adjust a hobble type restraint on the fore-legs of a calm horse, using an approved device and paying attention to the horses safety and comfort

Unit 3
Watering and Feeding

- | | | |
|-----|--|--|
| 3.1 | demonstrate an understanding of the procedures to be undertaken when watering horses | can give the correct amount of water before and after the horse has been at work
list the identifiable signs of good quality water (clear, no smell, etc)
demonstrate correct bucket and (automatic watering optional) |
| 3.2 | identify some different types of feed for horses in different conditions | correctly select amongst; bran, nuts, horse ration, hay, haylage, silage, succulents, supplements |
| 3.3 | prepare and present different types of feed for horses in different conditions | prepare bran mash and a boiled feed |
| 3.4 | identify good/bad/acceptable quality hay/silage | recognise the presence of mould dust, sample visually and by smelling
recognise vermin contamination |

Unit 4
Bedding

- | | | |
|-----|--|--|
| 4.1 | demonstrate an understanding of the proper bedding of the horse and care of the stable | correctly muck out
skip out
disinfect |
| 4.2 | demonstrate an ability to select and apply bedding materials | explain the uses of different bedding materials
put a new bed down |
| 4.3 | identify potential hazards/dangers to the horse in a stable | check for and identify amongst sharp protruding objects (wire, nails etc.), foreign bodies in the bed, loose fittings etc. |

Unit 5
Grooming and Rugging

- | | | |
|-----|---|---|
| 5.1 | demonstrate an understanding of the basic grooming of a;
stable kept horse
grass kept horse | recognise main items of grooming equipment
care for grooming equipment
simply groom a horse
pick out feet
fit a tail or leg bandage |
|-----|---|---|

5.2 demonstrate an understanding of the use of different types of rugs

recognise and appropriately use and fit a New Zealand (turn-out)rug, a stable rug, a sweat sheet/cooler

Unit 6 Money Management

6.1 demonstrate a basic understanding of some basic the financial management issues attached to the care of horses

make a list of current buying/selling prices for feedstuff, equipment, worm doses, veterinary supplies, etc.
record the cost of purchase/rental of land/stable/livery (any)

6.2 use a simple method of keeping track of financial costs

use a small note-book, file or paper spike

Unit 7 Tack

7.1 demonstrate some understanding of the use of and basic maintenance of equipment used for riding or driving horses

fit a basic bridle and saddle on a calm horse
explain the uses of two types of bit – snaffle and driving bit
care for and oil equipment

7.2 make and fit a rope halter

knot a halter out of suitable rope
fit the halter checking for correct and safe fit

Unit 8 Health-care

8.1 demonstrate a basic understanding of the main external features of a horse

name some main points of the horse
measure the height of a horse
identify the gender of a horse
name several types of horse ie. draught,pony
identify markings on a horse
name the colour of a horse
show the position of some of the main organs of a horse

8.2	demonstrate simple care of the horses mouth	check for proper fitting of a bit open the horses mouth and visually inspect the teeth paying particular attention to the rear molars report potential problems
8.3	recognise signs of good health in a horse	identify; 'bright eye' pink membranes give the correct temperature and respiratory rate for a healthy horse can visually assess body weight and condition of coat
8.4	demonstrate some basic procedures for nursing a sick horse	can give water at the correct temperature know when to call the vet
8.5	recognise the manifestations of some of the basic conditions that may afflict horses	recognise or describe infestations of: internal worms lice ringworm bot fly describe two manifestations of laminitis perform a physical check for laminitis report any observations
8.6	assess when trimming a horses hoof is necessary	recognise when the foot is overgrown and when to call the farrier
8.7	identify some of the external parts of a horses foot	identify the; frog hoof wall heels examine a horse foot identify farriers tools

Unit 9 Grassland

9.1	demonstrate an understanding of the basic management of grassland for the horse	identify some elements of grass sward identify some appropriate grassland fertilisers give some methods of weed control name some poisonous plants identify some elements of a 'horse-sick field' give two reasons for mixed grazing remove field hazards
-----	---	---

- | | | |
|-----|---|--|
| 9.2 | carry out simple refurbishment of a meadow | inspect for noxious weeds and properly remove them
re seed worn areas and erect a safe temporary barrier around the areas |
| 9.3 | check and repair fencing and gates for animal and public safety | inspect fencing and make suitable and safe repairs as needed to;
earthen banks
stone walls
wire fencing
wooden fencing
concrete fencing
metal gates
wooden gates
(any) |

<i>Level 3</i>	<i>Individual Candidate Marking Sheet</i>	<i>Horse-care</i>
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This form is to be copied, completed and attached to the front of each candidate's portfolio

Candidates Name: _____ **Exam Number:** _____

<i>SL O No.</i>	<i>Specific Learning Outcome The learner can:</i>	<i>SLO (√)</i>	<i>Evidence Explanatory Information</i>
1.1	demonstrate an understanding of the appropriate dress used when working with or near horses		
1.2	understand the dangers of working with or near horses		
1.3	demonstrate some appropriate precautions to be taken when working with or near horses		
1.4	know the expected reactions by horses to the presence of new people, new horses and other animals		
1.5	demonstrate an understanding of proper health and safety measures to be taken when working around horses		
2.1	demonstrate an understanding of the handling of a calm horse		
2.2	restrain a calm horse for the farrier		
2.3	humanely hobble-tie a horse for grazing		
3.1	demonstrate an understanding of the procedures to be undertaken when watering horses		
3.2	identify some different types of feed for horses in different conditions		
3.3	prepare and present different types of feed for horses in different conditions		
3.4	identify good/bad/acceptable quality hay/silage		
4.1	demonstrate an understanding of the proper bedding of the horse and care of the stable		
4.2	demonstrate an ability to select and apply bedding material		

4.3	identify potential hazards/dangers to the horse in a stable		
5.1	demonstrate an understanding of the basic grooming of a; stable kept horse grass kept horse		
5.2	demonstrate an understand the use of different types of rugs		
6.1	demonstrate a basic understanding of the financial management of horses		
6.1	use a simple method of keeping track of financial costs		
7.1	demonstrate some understanding of the use of and basic maintenance of equipment used for riding or driving horses		
7.2	make and fit a rope halter		
8.1	demonstrate a basic understanding of the main external features of a horse		
8.2	demonstrate simple care of the horses mouth		
8.3	recognise signs of good health in a horse		
8.4	demonstrate some basic procedures for nursing a sick horse		
8.5	recognise the manifestations of some of the basic conditions that may afflict horses		
8.6	specify when to trim a horses hoof		
8.7	identify some of the external parts of a horses foot		
9.1	demonstrate an understanding of the basic management of grassland for the horse		
9.2	Carry out simple refurbishment of a meadow		
9.3	check and repair fencing and gates for animal and public safety		

(√) *indicates that the candidate has achieved the SLO*

See Appendix, ¶ 1-3

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named candidate.

Candidate signature: _____ **Date:** _____

Tutor's signature: _____ **Date:** _____

External Examiners signature: _____ **Date:** _____

Appendix

Guidelines for presentation and recording of evidence for assessment at Level 3.

1 Description of Portfolio

Level 3 portfolios may contain a wide range of evidence which relates to different Specific Learning Outcomes. Evidence may consist of different types of work, such as:

- written assignments, completed worksheets, cloze exercises
 - articles, short answer questions
 - personal journals, logs, notes of class sessions
 - graphics, logos, drawings, diagrams, montage, scrap books
 - photographs, storyboards, maps, plans
 - charts, computer print-outs
 - objective test answers, questionnaires, checklists
 - audio tapes, audio reviews, video tapes
 - completed items or artefacts
- and*
- tutor verification of tasks accomplished and activities carried out.

All evidence presented in the portfolio should be the candidate's own work. Independent achievement of the presented work is encouraged; however, where tutors have assisted in the production of final evidence, this should be clearly indicated on the finished piece.

2 Completion of Marking Sheets

The Individual Candidate Marking Sheet should be copied from this module descriptor, completed by the tutor and presented along with other evidence of the candidate's achievements. Specific Learning Outcomes attained by the candidate should be identified with a tick (✓).

The completed marking sheet should be signed by the candidate and the tutor, indicating that the portfolio contains the candidate's own work.

3 Tutor Verification

of Achievements All the Specific Learning Outcomes achieved by the candidate should be verified by the tutor. In most cases, where evidence of the candidate's achievements is contained in the portfolio, this will consist of a tick (✓).

However, some work cannot be included in the portfolio, for example:

- if the evidence consists of a demonstration of skill, execution of a task, role play, live performance or other behaviour observed by the tutor
- if the evidence is perishable, for example foodstuffs.

A brief note from the tutor in the *'Evidence'* column of the Individual Candidate Marking Sheet should describe the relevant activity, for example 'satisfactory role-play observed'; 'took part in preparing feed'.

In some cases the evidence may need to be described in more detail. If so, the written verification should consist of a note in the candidate's portfolio. If the tutor verification applies to activities carried out by a group of candidates, one note will cover the whole group.

Some tutors may encourage candidates to complete their own

Marking Sheets. This is acceptable provided that their accuracy is verified and guaranteed by the tutor.

Tutor verification is accepted as the sole evidence of a candidate's achievement only if no other work can be submitted: that is, if the Specific Learning Outcome refers to an observed task or practical activity, or if the evidence is perishable.

4 Submission of Evidence

All Specific Learning Outcomes in which the candidate has achieved success must be verified by suitable evidence which shows that the learner has reached the required standard. Guidelines on the specifications of evidence for individual modules are given in the **Assessment** section above.

In some cases, a single piece of work can demonstrate that the candidate has succeeded in several Specific Learning Outcomes. This should be clearly indicated on the Individual Candidate Marking Sheet in the '*Evidence*' column.

5 Group Activity and Group Projects

If the candidate has participated in a group activity, this may be submitted as evidence of achievement, provided that the individual's contribution is summarised on the Individual Candidate Marking Sheet in the column headed '*Evidence*'.

In cases where a group project is undertaken as part of the assessment procedure, the portfolio of each group member should record or contain supporting evidence of their individual

contribution to the group task, such as notes, plans, costings, sketches, drafts.

6 **Volume of
Evidence**

Work submitted for assessment should consist of the candidate's *best efforts*. It should demonstrate that s/he has achieved the Specific Learning Outcomes and should comply with specifications outlined in the *Assessment* section. In many instances, it will be unnecessary to submit all the work produced by a candidate during the course.

7 **Assessment
Procedures**

Centre-based assessment: portfolios of coursework are assessed by the course tutor in his/her own centre. Portfolios which have reached the required standard are submitted for external monitoring on designated dates throughout the year. It is important that tutors judge carefully that candidates' portfolios are ready to be submitted for external monitoring, since those which do not meet the standard will be referred back to the candidate.

External monitoring: tutors present the portfolios which they judge have reached the required standard. Portfolios which do not yet meet the requirements are referred back to the candidate for further work.

The process of external monitoring ensures that a national standard is defined and applied to work submitted by all candidates.

Key to Level 3 Module Descriptors

- 1 **Module Title:** gives an indication of the module content. This appears on the candidate's Certificate.
- 2 **Module Code:** a code for each module is assigned by FETAC.
- 3 **Level:** 3, 4, 5. This module descriptor outlines the requirements for Level 3.
- 4 **Value:** most modules have a value of 1 credit.
- 5 **Purpose:** this is a general statement which describes the rationale and context for the module.
- 6 **Preferred Entry Level:** indicates the level of previous achievement or experience which a learner should have in order to start work on the module. No previous qualifications are required for Level 3 modules.
- 7 **Special Requirements:** describes any specific conditions which the centre must provide in order to present candidates for assessment in this module.
- 8 **General Aims:** these are broad statements of the key areas of competence (knowledge, skills, aptitudes) which the learner should develop as a result of following the module.
- 9 **Units:** some modules are sub-divided into groups of related Specific Learning Outcomes.
- 10 **Specific Learning Outcomes:** these describe in detail what the learner should be able to do when s/he has completed the module. These may include practical skills, behaviour, specific knowledge or understanding.

- 11 Assessment:** this describes the range of work which candidates present as evidence of their achievements.
- Technique:** at Level 3, assessment is carried out through a portfolio of coursework. Each candidate presents a portfolio containing a selection of work which demonstrates that s/he has achieved success in **all the Specific Learning Outcomes listed**. The type of evidence which may be presented varies according to the module.
- 12 Performance Criteria:** these provide guidelines on the Specific Learning Outcomes and describe the standards which successful candidates must reach in order to gain credit. For ease of reference, Performance Criteria are listed alongside the relevant Specific Learning Outcomes.
- 13 Grading:** At Level 3, the achievement of the required standard is indicated by the grade ‘successful’.

Appendix D

Examples of Dissemination

-

Foundation Transfer, The Netherlands – Dissemination Plan

Date	Target Group	Purpose	Outcome
May 2003	National meeting of consultations on Travellers in the Netherlands	To inform them about the project	Colleagues informed and interest raised in the project
May 2003	National organisation on minorities/Forum	Transfer of information, to be used by their international network	Transfer
June 2003	Ministry of “Sociales Und Familie”, Hungary	To inform them about the outcomes of study visit, organised and financed by them	Transfer of information, agreement to be kept informed
September 2003	Lline Conference, Helsinki	International conference on “Valuing Learning” informed participants on the relevance of a subject orientated approach	Raised interest, Transfer of Information
October 2003	Foundation “Sterrenberg” national foundation aimed to promote the interest of Travellers in Holland	Keep them informed and interested in this project	Transfer of information and dissemination of this to others
October 2003	National Institute for Welfare and Health (NIZW)	Exchange of projects information	
September 2004	National/International Network. Coordination of dissemination in cooperation with contracting partner. Users of website	Inform them about the intermediate results of the project	Transfer of Information
At regular intervals	Members of (Inter)National networks	Keep them informed about the Roma and Traveller subject in general and about the Horsemen project in particular	Raising interest, spreading news and consider other proposals

First Hungarian Danish Production School, Hungary – Dissemination Plan

Date	Target Group	Purpose	Outcome
November 2003	Zala County Labour Centre	Information on the Horsemen project	The Labour Centre gives support to the project in Zalaegerszeg
November 2003	Roma Minority Self-government of Zalaegerszeg town with County Rights	Harmonizing the tasks in connection of the information of Roma people	Compiling a preliminary agreement of cooperation to come into effect in January 2004
February 2004	Forum for the regional, county and local Roma leaders	Discussion about the tasks arising from the Horsemen program	Signing the agreement of cooperation with the Roma leaders.
February 2004	Zala County Labour Centre	Acquiring the financial support for the Horsemen program	An agreement of cooperation has been reached, the centre undertakes to support the project.
February 2004	Participation in the Szolnok International Conference	Establishing better communication with the international partners	Agreement in closing the first phase of the program
February 2004	Present students of the Production school	Surveying the theoretical and practical knowledge in connection to horse-breeding	Summing up the managements earlier experiences, few Roma families are breeding horses, the Roma youths knowledge of this area is deficient
March 2004	Holding press conference (TV, radio etc.)	Give information to general population about the aims of the project	Finding sufficient number of Roma youth candidates for the program
April 2004	Roma population	Give information about the possibilities of the program	Finding sufficient number of Roma youth candidates for the program
June 2004	Prospective participants on the pilot phase of the project	Gathering prospective participants	Finding sufficient number of Roma youth candidates for the program
August 2004	Prospective Roma youths	Holding an open day at the Production school	Finding sufficient number of Roma youth candidates for the program
September 2004	Roma youths	One month adapting and choice of career training	Excursion for those tasking part in the Program

AOC Terra, The Netherlands - Dissemination Plan

Introduction

There are several ways for dissemination. We name 3 of them. Nevertheless there will be more. We hope that our ideas will contribute to finding creative ways of disseminating the project.

What do we have to offer:

- Module “Horse care” for Roma’s gypsies and travellers.
- Module recognized by NVQ,s in Hungary, Ireland, Spain and the Netherlands.
- A method for the development of this module.
- Knowledge how to qualify for a LdV subsidy.

Dissemination Methods

1) Dissemination within the partner’s own country.

The partner should implement the module in each of the participating countries. The way of implementation may differ from country to country.

It might be useful to create possibilities for the entry of the regular vocational training .

- There might be an exchange of ideas of information between the (former) partners. As the project ended, there will be no funds from LdV.
- Our dissemination plan:
- Send a letter to colleges and other interested groups. Contents: why this module, announcement of the mailing of the module, invitation to a presentation and or a visit to a lesson.
- Sending of the module about 2 weeks later, with an invitation for the presentation.
- Presentation about 2 weeks there after.
- We realise that we have to finance this. For that reason it might be useful to incorporate these costs in the project next time.

2) Dissemination to other E.U. countries

Implementation can be done by one or more partners.

- A handy volume of the module is necessary.
- There must be a clear description of items obliged within the E.U. and unit 10: country specific items.
- One might ask for a LdV subsidy.

Strength of this kind of dissemination are our knowledge about the subject and the way of development. Weakness is the fact that it is a follow-up of our project, without the input of new aspects. For that reason it will be difficult get a LdV subsidy. May be there are others funds.

3) Dissemination to other professions

- Transfer the module to other professions and professional skills.
- Our method and scheme can be used to develop similar modules.
- Especially colleges, interested groups and NVQ's might be participants in these projects.

There are possibilities, for instance in the fields of amenity and landscaping, horticulture etc. Without doubt there might be technical subjects, but we have insufficient knowledge to name them.

By doing this we can exploit our knowledge and give new dimension to a follow-up project. Together with its social relevance it provides good change for LdV funding.



Launch of Horsecare pilot course in Cork

St. John's Central College, Ireland - Dissemination Plan

European Projects Website	Update college website to include details of Horsemen Project and hyperlink to project website Status: Completed
Official Launch of Pilot Project	Official launch of project by the Lord Mayor of Cork. Invited guests from Traveller training centres, local community groups, political parties, health board and members of the Vocational Education Committee. Status: Completed
Programme for Launch	Programme giving details of the project to be distributed at the official launch Status: Completed
“Kairos”	Appearance of Horsemen group on the Irish National television’s evening reflection programme. To be filmed during a visit to the “Barrel Caravan” built by members of the Travelling community as part of the Cork 2005 European Capital of Culture events. Status: Completed
Evening Echo	Article on the launch of the pilot project with full project description to appear on the Evening Echo newspaper Status: Completed
College Library	Plan to make copies of all project reports available for reference in the college library Status: Completed
Staff Presentation	Presentation of project reports to the college academic staff and senior management team Status: Near Future
Board of Management	Presentation of project reports to the college board of management Status: Near Future
Certification	Presentation of certificates to students who participated on the pilot phase of the project Status: Near Future
Cork Independent	Article for Cork Independent Newspaper Status: Near Future

St. Catherine's Education & Resource Centres, Ireland - Dissemination Plan

Contact Martin Ward	re	Module and course delivery Equine Therapy centre near Ede, NI – video disc Status: Active
Contact Jerry McCarthy Junior Cert Schools Programme Co-ordinator	re	Design of Cross Curricular Statements for programme based upon elements in the new module and upon other results from project research Status: Active
Contact Western People	re	Project up-date and Hungarian Partners visit to St. Catherine's in November Status: Active
St. Catherine's Web site	re	Update to include pp.presentations, module, photos Status: Near future
St. Catherine's Centres		December 16 th staff In-service presentation on processes and products of Horsemen project Status: Active
Mayo VEC		Circularise WP 04 Report III with module submitted to FETAC Status: Active
Voice of Traveller mag.		Report on Project along with photos and contact details Status: Near future
Breaking Through mag.		Report on Project along with photos and contact details Status: Near future
The Wheel mag.		Report on Project along with photos and contact details Status: Near future
Garda Diversion Project		Report on Project along with photos and contact details Status: Near future
Pavee Point		Report on Project along with photos and contact details Status: Near future

Navan Heritage Centre

Report on Project along with contact details
WP 04 Report III and module submitted to
FETAC
Status: Near future



Drawing from a traditional Traveller Barreltop Wagon, Cork