



EXCHANGE HOUSE

National Travellers Service

“The COMPASS Project”

State of the Art Report, Ireland 2011

“ An innovative learning approach to promote self determination and employability of disadvantaged migrant and ethnic minority youth”



Lifelong Learning Programme

This project has been funded with support from the European Commission.

Quantitative and qualitative framework, demographic context

The stock of the Traveller Community in Ireland

Of the population of Ireland 0.53% are members of the Traveller community.

There are 4,239,848 people in Ireland recorded in the census of 2006. 22,435 of these are members of the Traveller community.

4,997 of these are Travellers between the ages of 15 and 25. This represents 22.3% of the Traveller community recorded to date in Ireland. Of the total population of Ireland it represents 0.1% of the total population.

However, Traveller organisations estimate the number of Traveller in Ireland to be far higher. The recent *Our Geels: All Ireland Traveller Health Study* (2010), which included a census, counted 40,129 Travellers on the island of Ireland, with 36,224 in the Republic of Ireland, amounting to 0.5% of the national population.

Irish Travellers classified by single year of age and sex, Census 2006			
Population	Person	Males	Females
15 years	559	255	304
16 "	571	282	289
17 "	498	254	244
18 "	472	243	229
19 "	435	221	214
20 years	444	210	234
21 "	435	215	220
22 "	426	202	224
23 "	404	192	212
24 "	357	156	201
25 years	396	185	211
Total	4997	2415	2582

Source: Census 2006

The educational attainment level of Travellers

In relation to our target group age 15- 25 data on educational attainment levels are unavailable.

Highest Level	Total	Total whose full-time education has ceased	Highest level of education completed - Primary(incl. no formal education)	Highest level of education completed - Lower secondary	Highest level of education completed - Upper secondary	Highest level of education completed - Non-degree	Highest level of education completed - Degree or higher	Highest level of education completed - Not stated	Total whose fulltime education not ceased	Economic status - Total at school, university, etc.	Economic status – Other
Total Population of Ireland	2893428	2483304	484934	526253	691743	271651	426514	82209	410124	303673	106451
Irish Traveller	13098	9978	6905	1621	369	42	33	1008	3120	1215	1905
Male	6256	4875	3396	763	158	11	14	533	1381	499	882
Female	6842	5103	3509	858	211	31	19	475	1739	716	1023
Total Percent of Travellers to the general population	0.46%	0.4%	1.4%	0.3%	0.05%	0.01%	0.007%	1.2%	0.8%	0.4%	1.8%

Source: Census 2006

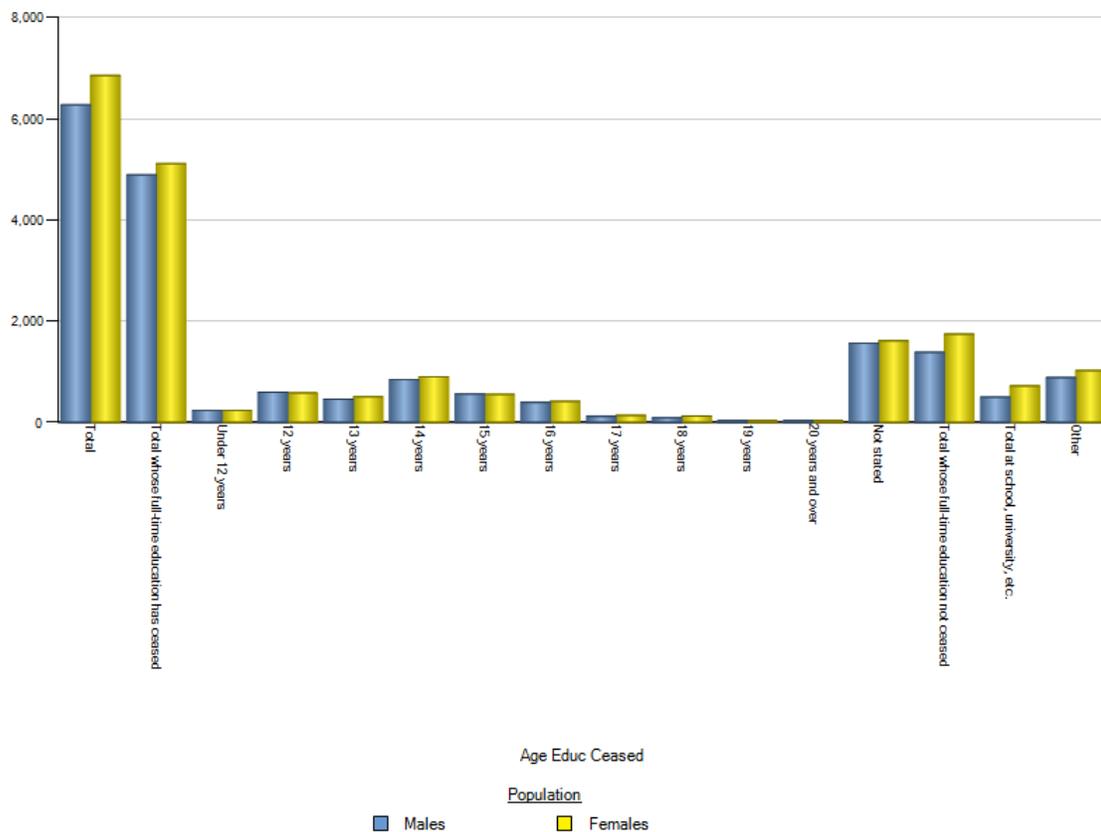
However according to the *Report and Recommendations for a Traveller Education Strategy* data is available on Travellers according to their educational status.

They are as follows:

- 1,845 Traveller youths are recorded as enrolled in Post Primary Education
- 835 Travellers are recorded as enrolled in the “Back to Education Initiative
- 981 Travellers are recorded as enrolled in “Senior Traveller Training Centres”
- 330 Travellers were recorded as enrolled in “Youth Reach” a FÁS Education Initiative
- 28 were recorded as enrolled in Higher Education

This data dates to 2004/2005.

Travellers with Low Educational Attainment Levels



Source: Census 2006

Educational attainment levels are very low within the Traveller community with a 2.8 % completion rate of secondary school amongst all Travellers over the age of 15. Traveller participation in higher education was 0.8% in comparison with 30.2% with the national population according to the Census 2006. While the number of Traveller children completing second level education has increased in recent years, only 2% of the adult population has completed second level, and a third never received any second level education (Census 2002).

Information on analyses of the reasons for low achievement and for difficulties to enter the world of work.

Factors contributing to low achievement levels in education were identified as follows:

Attendance levels: This is an issue for Travellers often due to family dynamics and their nomadic nature. *“The Survey of Traveller Education Provision published in 2006 found that the average attendance rate by Traveller children is approximately 80 per cent.”* (Department of Education and Science, 2005, p.37).

Attainment Levels: Often Travellers leave school early and a percentage are below average than that of their settled peers. *“The Step Survey suggests that 60 percent of Travellers are below average in English reading and mathematics”* (Department of Education and Science, 2005, p.37).

Enrolment: Many schools who enroll Travellers often do not receive the same benefits of those who will not enroll Travellers in the same communities. Eg. Expansion, new buildings, extra funding. Difficulties are still being faced by Traveller parents in enrolling their children in certain schools even though it is stated in *“Section 21 (2) of the Education Act (1988) requires that the school plan shall state the objectives of the school relating to the equality of access to, and participation in, the school and the measures which the school proposes to take to achieve those objectives.”* (Department of Education and Science, 2005. p.38)

Institutional Discrimination in the Education System: *“Many Traveller children do not obtain access to the full primary curriculum” . . .* (Department of Education Report and Recommendations for a Traveller Education Strategy ,pg 38)

Often they are withdrawn from class for extra lessons and miss vital parts of the curriculum.

Educational level of parents: Often with young Travellers parents educational achievement level is quite low with some unable to read or write. Therefore they are unable to support them fully with homework assistance. There is often there is a lack of experience of second level education with parents.

Other factors affecting achievement levels noted are poverty, social exclusion and nomadism.

Due to poor levels of educational attainment, many Travellers are lacking the literacy skills, study skills, confidence and job seeking skills that are traditionally gained within second and/or third level education. For example, over 40% of Travellers reported that they would not be able to or would have difficulty with reading and filling out forms (Our Geels: All Ireland Traveller Health Survey 2010). This creates often insurmountable barriers to accessing higher education and/or the labour market.

Travellers face a very high level of discrimination and racism in Irish society. This creates extra barriers for Travellers in entering the world of work. Research has shown that while there is high interest in entering the world of work in the Traveller community, many Travellers have had to hide their Traveller identity to access employment. A national social survey commissioned by the ESRI from 2007 – 8 found that 40% of respondents would be unwilling to employ a Traveller and 1 in ten people in Ireland would both deny citizenship and ‘deport or debar’ Irish Travellers from Ireland (MacGréil 2010). Travellers face very high levels of social exclusion, with research showing the 73% of people would not accept a Traveller as a friend, and 44% would not accept a Traveller as part of their community (Citizen Traveller Report, 1999).

General Economic environment

GDP / capita, economic growth, general unemployment rate

The general economic environment in Ireland is bad. Ireland has suffered a sharp and deep recession in over the past 2 -3 years, with unemployment rates and the national debt soaring and large scale public expenditure cutbacks. The Irish government introduced a bank bailout scheme in 2009 which led to substantial loans being taken from the IMF and ECB in 2010.

Employment rates in Ireland fell sharply from 2008 to 2009 by 8.1%. This was followed by a further decline of 4.2% in 2010. Standardised unemployment rates in Ireland now stand at 14.6% (Central Statistics Office, 2011)

Headline labour market indicators

Indicator	Oct-Dec 2010	Annual change
Employed	1,823,200	- 64,500
Unemployed	299,000	+31,600
Unemployment rate	14.1%	+1.7 pp
In labour force	2,122,200	- 33,000
Not in labour force	1,389,900	+24,100
Labour force participation rate	60.4%	- 0.8 pp

pp = percentage points

(Central Statistics Office, 2011)

The sectors most heavily hit by the recession have been the Construction (with a fall of 60% since its peak in 2007), Finance, Insurance, Real Estate and Industry sectors (Central Statistics Office 2011). The Construction sector would have been one of the largest employers of members of the Traveller community in Ireland.

Women have been disproportionately affected by the rise in unemployment. “Unemployment increased by 31,600 or 11.8% annually to 299,000 with male unemployment increasing by 14,400 (+7.6%) to 203,500 and female unemployment increasing by 17,200 (+21.9%) to 95,600.” (Central Statistics Office, press release, 15th March 2011)

The employment situation of Travellers and their role in the labour market

Irish Travellers aged 15 years and over at work, classified by intermediate occupational group and sex, 2002			
Population	Persons	Males	Females
Occupation Group			
Farming, fishing and forestry workers	20	18	2
Electrical trades workers	5	5	-
Engineering and allied trades workers	31	31	-
Textile, clothing and leather workers	7	5	2
Food, drink and tobacco production workers	17	13	4
Chemical, paper, wood, rubber, plastics and printing workers	2	2	-
Other manufacturing workers	42	30	12
Building and construction workers	160	157	3
Managers and executives	6	3	3
Communication, warehouse and transport workers	63	60	3
Clerical and office workers	33	5	28
Sales occupations	158	118	40
Business and commerce occupations	1	1	-
Computer software occupations	-	-	-
Scientific and technical occupations	2	-	2
Health and related workers	10	2	8
Social workers and related occupations	51	13	38
Religious occupations	-	-	-
Other professional workers	26	5	21
Personal service and childcare workers	190	28	162
Teachers	9	-	9
Central and local government workers, Garda Síochána and Army occupations	26	20	6
Other gainful occupations (inc. not stated)	956	543	413
All occupations	1815	1059	756

Census (2002)

The unemployment situation of Travellers, in particular Traveller youths

It is known that 75% of Travellers are unemployed. We expect this figure to have risen due to the economic recession we are currently experiencing.

According to CSO data 2006, there are approximately 12,540 Irish Travellers between the ages of 15 and 64, representing 56% of the Traveller population in the country. Given the young age structure of the Traveller population, this number will continue to increase.

Factors affecting the economic situation of Travellers

Barriers to Travellers accessing the labour market include:

Recession

Due to the economic downturn in recent years in Ireland, often those with the lowest educational levels are first to lose their jobs. Unemployment often results in Travellers living in poverty trying to cope with increasing costs of basic services, as well as trying to feed and clothe their families.

Educational Standards

Often to obtain employment in Ireland a Leaving Certificate is the minimum educational requirement. Many Travellers do not reach Leaving Certificate level.

Discrimination

Travellers face high levels of discrimination and social exclusion in Ireland today. A national survey commissioned by the ESRI (2007/8) found that 40% of respondents would be unwilling to employ a Traveller.

Implementation of strategies and policies

Due to the recession many agencies and institutes have received substantial funding cuts which would affect the implementation of policies and the development of strategies to increase participation by Travellers in mainstream employment and training/ employment schemes.

Specific learning needs of the target group

Identify the problems that usually arise when looking for a job (e.g. on the basis of education and training measures provided by the employment services and/or other institutions

Traveller educational status has been recorded repeatedly as considerably lower than that of their general peers, to an extent unmatched by any other community in Irish society. The 2006 census (Central Statistics Office, 2007c) revealed that 63.2% of Traveller children under the age of 15 had left school, compared to 13.3% nationally. Participation of Travellers in higher education was 0.8% (8 in 1,000). This compares to 30.2% (302 in a 1,000) of the national population. There are many possible explanations for this continued inequity.

(Our Geels, An All Ireland Traveller Health Study, 2010, p. 13)

Advocates argue that it is difficult for Travellers to see the positive outcomes in staying on in mainstream education as many Travellers experience discrimination in trying to obtain employment

(Danaher et al., 2009 in Our Geels, An All Ireland Traveller Health Study, 2010, p. 13)

There is a transgenerational issue, well established in the economics of education literature (Heckman, 1974; Harmon and Walker 1995,. When parents have poor literacy, they then are not able to read or interpret the child's educational material or such literature as health instructions for taking medication.

(Our Geels, An All Ireland Traveller Health Study, 2010, p. 13)

School policy must meet the challenges of attendance at school and assessment of children's skills and abilities with allocation to the appropriate class situation. All too often in the past separate or even segregated teaching of Traveller children occurred and assumptions about intellectual capability were coloured by the child's membership of the Traveller community.

(Traveller Health Unit, 2007, in Our Geels, An All Ireland Traveller Health Study, 2010, p. 15)

This leads to problems when trying to enter the labour market.

“Research into the economic activities of Traveller culture identifies an emphasis on income generation rather than wage employment. However with increasing regulation and enforcement in work areas associated with Travellers (e.g. recycling, waste disposal, horse trading) opportunities for selfemployment have become more difficult to find.”

(Traveller Health Unit, 2007, in Our Geels, An All Ireland Traveller Health Study, 2010, p. 14)

“Barriers to Travellers accessing the labour market include educational standard, lack of role models and discrimination.”

(Traveller Health Unit, 2007, in Our Geels, An All Ireland Traveller Health Study, 2010, p. 15)

“Other factors identified are:

- *A lack of recognition of Traveller culture.*
- *A lack of outreach or specific efforts to recruit Travellers, and poor tailoring of recruitment documentation to meet the needs of Travellers.*
- *A lack of additional support for Travellers, for example, childcare supports.*
- *A lack of progression options as a result of participating on (particularly) labour market programmes.*
- *Loss, or fear of loss, of welfare and secondary benefits.”*

(Traveller Health Unit, 2007, in Our Geels, An All Ireland Traveller Health Study, 2010, p. 15)

Specific learning needs of our target group based on the questionnaires

- 50 % of the target group are not satisfied with their educational achievement level
- 13.3 % have not received knowledge of how to achieve their goal
- 66.7 % know what occupation they would like to take
- 26.7% need advice on how to obtain their occupation
- When asked nearly 40% said they have faced barriers when seeking an occupation or training
- 33.3% are unable to support themselves financially
- 40% need additional funds to support themselves
- 43.3% find it difficult to access education or the labour market due to being a Traveller
- The major problems faced were educational attainment level and discrimination.

Based on the data above, it is clear that there is a need for access to education and training. Traveller should be supported financially to attend educational courses. There is a need for a wide range of educational interventions, from Adult Basic Education, Community Education ranging from FETAC Levels 1 – 6. This would create the access needed for Travellers to progress onto further or higher education or into the labour market. It is important that Travellers are given the time they feel they need to complete their education. Currently many Travellers are rushed through one year or two year training programmes when they would need more time to catch up and to fill the gaps in their education.

It is also important that the education and training programmes provided are funded sufficiently to ensure high quality education. This is particularly important considered the failures within the education system when meeting Travellers’ educational needs in the past.

Do the objectives of Travellers differ from settled people and does that have an impact on their learning paths and outcomes.

Traditionally there has been a focus on self-employment within the Traveller Community. Travellers have traditionally worked within their extended family networks. The reliance on self-employment has not traditionally been a feature of the settled community's approach to employment. However this is changing, with many Travellers who are currently employed working as employees in both the private and public sectors.

In terms of education, both the Traveller and settled communities appear to have the same objective: to receive a good education. While drop-out rates at second level remain high within the Traveller community, drop-out rates are also high among the sections of the settled community who face similar levels of social exclusion. The same comparison is true when looking at entry to Third Level education. The numbers of Travellers entering Third Level education is very low, as is the number of settled people facing a similar level of social exclusion. While these comparisons point to the impact of social exclusion and socio-economic status on outcomes in the education system, it must be noted that Travellers also face discrimination which creates a further barrier.

Indicate if there is a general integration policy

Ireland has an inconsistent integration approach for the Traveller community. This is due to the State's lack of recognition of ethnic minority status for the Traveller community. This remains a contentious issue, with the Irish Government refusing to recognise Travellers as an ethnic minority, while at the same time recognising Travellers as a distinct minority group in Ireland.

This leads to what at times can appear a confusing policy approach to integration for the Traveller community. Travellers are included in some state integration policies but excluded from others. Membership of the Traveller community in Ireland is one of the nine grounds in which it is illegal to discriminate against in Ireland (Equal Status Acts 2000 and 2004), however the Minister of State for Integration's remit only extends as far as the immigrant community, excluding Travellers. *The National Action Plan against Racism* covers both Travellers and immigrant communities. Most national social inclusion policy documents tend to mention the Traveller community as a minority group in society who require specific interventions. However with Travellers' ethnicity not recognised the policy frameworks remain inconsistent, with most policies recognising the Traveller community as having specific needs, but not all.

The integration policies that do exist for the Traveller community come from both Public sector (Government) and the voluntary and community sector. Most of the policy that comes from the voluntary and community sector comes from Traveller organisations. There tends to be significant differences between government and community groups' integration policy, with the policy that comes from the community groups being more representative of the needs of Travellers.

The Irish State has a history of assimilation policies, and many of its practices today, in particular in areas such as accommodation continue to be assimilationist (it is illegal to park a caravan or mobile home on the side of the road, making it impossible for Traveller families to be nomadic), despite a Government commitment to move away from assimilation focused policies to integration. The Irish state also often refers to multicultural policies as integration or intercultural policies, which can lead to a further confusion in policy formation.

The National Action Plan against Racism (2005)

The overall aim of the Plan is to provide strategic direction to combat racism and to develop a more inclusive, intercultural society in Ireland based on a commitment to inclusion by design, not as an add-on or afterthought and based on policies that promote interaction, equality of opportunity, understanding and respect. (p. 27)

Summary of the Intercultural Framework underpinning the NAPR

Participation: Full participation in Irish society.

Recognition: Recognition and awareness of diversity.

Provision: Accommodating diversity in service provision.

Inclusion: Economic inclusion and equality of opportunity.

Protection: Effective protection and redress against racism.

(p.27)

The Irish Government recognises the importance on education and employment for the social inclusion of Travellers in Irish society through *the National Action Plan Against Racism*. However, when it comes to measures of promoting labour market participation, the Department of Enterprise, Trade and Employment treats Travellers as the same as the general population of long-term unemployed (p. 95).

The National Action Plan Against Racism is monitored by a High Level Strategic Monitoring Group and is supported by the Department of Justice, Equality and Law Reform.

National Action Plan for Social Inclusion 2007 – 2016

The *National Action Plan for Social Inclusion 2007 – 2016* recognises Travellers as a 'vulnerable group'. It recommends that specific action be taken in the areas of accommodation and health and that an interagency approach be taken which includes meaningful consultation with Travellers (p. 65, 66). It supports the commitment to consultation given in *Towards 2016* (a comprehensive and wide ranging report prepared by the Office of the Taoiseach in 2006 which outlined the government's approach to social and infrastructure issues over a ten year period) that:

The Government and social partners agree to give concentrated attention to achieving progress on this approach, including opportunities for Travellers to participate in employment in the public, private and voluntary sectors and to support measures to improve communication between Travellers and the general population. (p. 58)

It is important to note that a lot of the commitments given in *Towards 2016* have since been reversed due the economic downturn.

Promotion of life long learning

Life long learning as a concept is recognised and embraced by the Irish Government. The National Economic and Social Council's Report, *Opportunities, Challenges and Capacities for Choice (1999)* places a major emphasis on the centrality of lifelong learning in the social and economic development strategy of the country. It adopts the EU Employment and Labour Market Committee's definition of lifelong learning as:

"....All purposeful learning activity, whether formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence." (p.270)

While it acknowledges the importance of lifelong learning for improving access to employment, it also acknowledges that lifelong learning is "essential for personal fulfillment outside the labour market as well" (p.270).

White Paper on Adult Education, Learning for Life (2000)

The *White Paper on Adult Education, Learning for Life*, was published in 2000 encompassing much of the consultations that occurred after the publication of the *Green Paper on Adult Education* in 1998. The White Paper identified 6 'priority areas': Consciousness raising (personal and social development), Citizenship (active citizenship), Cohesion ('enhancing social capital' in those who face significant disadvantage), Competitiveness ('creating a skilled workforce'), Cultural Development (developing 'cultural and artistic forms and artistic literacy) and Community Development.

The *White Paper on Adult Education* outlined three core principles for adult education in Ireland: systemic approach, equality, and interculturalism. The *White Paper on Adult Education* recognises that minority groups such as Travellers “may have distinct needs and cultural patterns which must be respected and reflected in an educational context” (p. 13).

The Traveller community is generally recognised as having distinct educational needs, many of which are based on a history of institutional and systematic discrimination against Travellers in the Irish educational system.

Ireland has a history of providing segregated education to many members of the Traveller community, where Traveller-specific primary and post-primary schools were established. Strong anecdotal evidence suggests that the standard of education received in these schools was far lower than that received in mainstream (settled) schools.

Mainstream schools did not provide any provisions for Traveller children who lived nomadically. This created a situation where nomadic Traveller children could miss large sections of the school year.

This has created a situation where levels of educational attainment and school retention rates have been very low. Literacy levels among the adult population of the Traveller community remain low. This has led to the necessity for the State education and training system across the life span to recognise the needs of Travellers as a distinct group, while not explicitly as an ethnic minority group. It is important that all levels of the education system recognise Traveller culture and work from an intercultural approach, It is essential that culturally appropriate Adult Basic Education and Community Education remains in place for Traveller adults to access.

Travellers are recognised and treated as a distinct group in FÁS, the national state training agency. FÁS run many different types of Traveller specific training and employment programmes such as Community Employment, Local Training Initiatives (many of which are targeted specifically at Traveller women), and Jobstart schemes. Members of the Traveller community do not have to be long-term unemployed to access some of these schemes, which recognises the disadvantage many Travellers face due to lower levels of educational attainment across the community.

The *Report and Recommendations for a Traveller Education Strategy* (2005) promotes the integration of Travellers in mainstream education at all levels of the education system and encourages lifelong learning.

Monitoring systems, based on indicators, indicating progress of integration

Ireland ratified the United National International Convention on the Elimination of All Forms of Racial Discrimination (1968) in December 2000. The Irish Government has to provide periodic reports to the CERD committee on the situation of the Traveller Community in Ireland. Traveller organisations also provide Shadow Reports to the CERD committee, providing further accountability to the process.

Where are the perceived problems relating to Travellers?

Poverty and discrimination continue to be the greatest macro issues affecting the Traveller community. Unemployment and low levels of educational attainment severely impact the social mobility of Travellers in Ireland. Only 13.8 per cent of Irish Travellers over the age of 15 years are in employment according to the Census 2006. This rate is expected to have dropped considerably and to continue to drop as many of those Travellers in the labour market were in the construction industry or in sectors heavily reliant on it.

Travellers face a very high level of discrimination and racism in Irish society. This is compounded by Traveller ethnicity not being recognised and creates extra barriers for Travellers in accessing paid employment. Research has shown that while there is high interest in entering the labour market in the Traveller community, many Travellers have had to hide their Traveller identity to access employment. A national social survey commissioned by the ESRI from 2007 – 8 found that 40% of respondents would be unwilling to employ a Traveller and 1 in ten people in Ireland would both deny citizenship and ‘deport or debar’ Irish Travellers from Ireland (MacGréil, 2010). Travellers face very high levels of social exclusion, with research showing the 73 per cent of people would not accept a Traveller as a friend, and 44 per cent would not accept a Traveller as part of their community (Citizen Traveller, 2000).

Poor standards in accommodation and health are other major issues affecting the Traveller community. Twenty eight per cent of Traveller families are without official places to live, and are currently living on roadsides or in non official halting sites. “Many have to endure living in intolerable conditions with approximately one third having to live without access to the basic facilities of sanitation, water and electricity” (Irish Traveller Movement, 2010, p.5). Many of those living on official halting sites are living in severely overcrowded and poorly maintained spaces.

Traveller population demographics mirror Third world statistics, with 63% of the community under the age of 25 and only 3% over the age of 65 compared to 33% and 13% respectively in the general population. Traveller men on average die 15 years younger than settled men and Traveller women on average die 11 years younger than settled women in Ireland. (Our Geels: All Ireland Traveller Health Survey 2010)

What is the role of the media?

The media play a mixed role in relation to addressing the issues facing the Traveller community.

The media (print, radio, TV and internet) often covers stories about research, initiatives or programmes working towards addressing the issues the Traveller community face in a positive and respectful manner. The media often also covers success stories from within the Traveller community. This contributes to making the issues and gains made known in the general population and creates pressure for these issues to be taken seriously.

However there are many examples of media outlets creating stories or documentaries which misrepresent, sensationalise or trivialise the Traveller community or Traveller culture for the entertainment of the settled community. Examples of this are the recent Irish documentary, “The Truth about Travellers” or the British documentary “My Big Fat Gypsy Wedding”. These programmes had very large viewing audiences in Ireland.

Further, it is common in Ireland for crime stories to cover the ethnicity of the perpetrators when the perpetrators are from an ethnic minority. While settled perpetrators are not ethnically identified those from a Traveller or immigrant background are in the vast majority of cases. This practice contributes to settled prejudices.

What are the perspectives for Travellers, particularly youth? Is there a policy for the promotion of youth?

Policies surrounding integration for Travellers exist in Ireland.

These include

- The Report and Recommendations for a Traveller Education Strategy
- Our Geels-The All Ireland Health Study
- The National Action Plan Against Racism

In these reports the importance of education to Traveller Youths is apparent throughout.

There is little doubt regarding the potential value that improvements in Traveller education can have for the whole Traveller community and for society in general. While many factors contribute to the poor living conditions and quality of life of the Traveller community, the improvement in the educational status of Travellers has nevertheless the potential to contribute greatly to the transformation of their general situation and prospects in contemporary Ireland.

(Department of Education and Science, 2005, p. 9)

The following themes come through in relation to Traveller Youths:

- Travellers need to be included and in the mainstream education system, and their cultural identity respected .
- Mainstream services to be able to deal with cultural diversity in a positive manner.
- Education should be provided in a fair and equal way and people should be aware of the dangers of racism and discrimination.
- Cultural Diversity should be acknowledged, respected, celebrated and nurtured.
- Travellers of all ages should play a part in the development and implementation of policies.
- The enhancement of the level of services provided to Travellers through integration and co-ordination of services and policies between Government departments and the Education system.

A policy for the promotion of youth does exist. It is called the *National Youth Health Promotion Programme* and is written by the National Youth Council of Ireland, Although it is not Traveller-specific it incorporates youths of any backgrounds in Ireland.

Name relevant social networks which promote access to work: underpin by data and analyses on the proportion of job openings being filled through family and friends, active job search

The wider extended family and friends within the Traveller community often provide access to paid work through informal and formal family businesses.

Traveller organisations provide education/training and employment programmes and information and advice on how to access the labour market. Many of these education/training and employment programmes are funded by the local state Vocational Educational Committees (VECs) or by FÁS, the national state training agency.

Many Travellers also use the mainstream methods of searching for jobs, through media advertisements and internet searches.

No data exists on the proportion of job openings being filled through family and friends as opposed to active job searches.

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