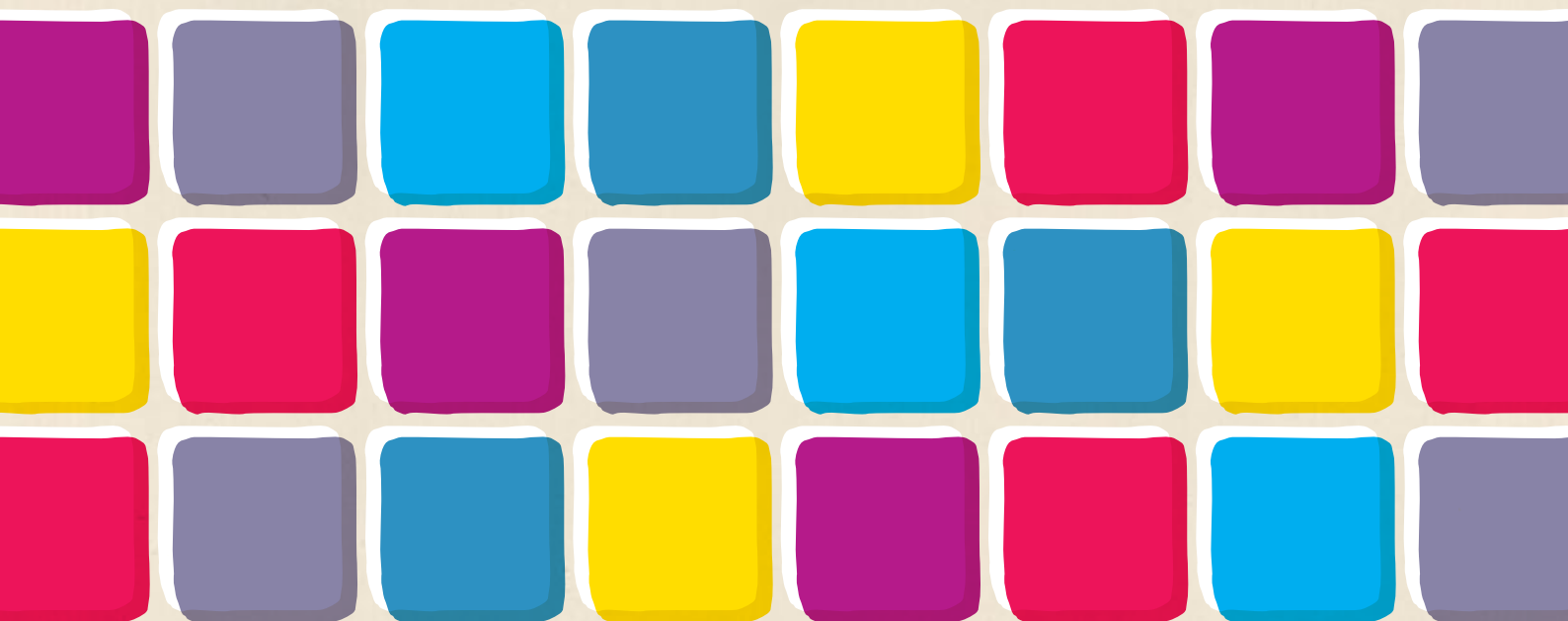


Progressing Traveller Inclusion in Youth Work

A Training Manual and Toolkit for Youth Workers



Foróige - Empowering Youth Enriching Communities

Foróige, the National Youth Development Organisation, was established in 1952 and today is the largest youth organisation in Ireland working with approximately 53,000 young people annually through volunteer-led clubs and staff-led youth projects. Foróige operates in all 26 counties in the Republic of Ireland and has over 4,000 volunteers and some 300 staff. Central to the organisation's work is its fundamental purpose – to involve young people consciously and actively in their own development and in the development of society. Foróige Clubs, Youth Cafés, Local Youth Services, Local Youth Development Projects, Computer Club Houses, the Big Brother Big Sister Programme and Youth Information Centres all contribute to achieving this purpose.

Foróige has been involved in Traveller youth work for many years and in the recent past has operated Traveller specific youth projects in three locations in county Cork as well as in Galway. In several of our services in other locations up to 50% of the participants are Travellers. In 2010 Foróige published its "Integration Strategy" which has as its vision that Foróige will reflect the diversity of the communities it works in, and this diversity will be welcomed, respected and encouraged.

Involvement in Foróige empowers young people to develop their own abilities and attributes, to think for themselves, to make things happen and to contribute to their community and society. As a result, they develop greater self-confidence, self-reliance and greater capacity to take charge of their lives. All of Foróige's clubs, projects, services and education programmes are designed to achieve this aim.

Foróige is a community based, not-for-profit, voluntary organisation. It receives core funding through a grant-in-aid from the Department of Education and Science to undertake general youth work. Foróige also receives grant aid from various commercial and philanthropic organisations, including the Irish Youth Foundation, the International Fund for Ireland, Atlantic Philanthropies and the One Foundation. In addition, Foróige is contracted by various statutory youth-serving organisations to undertake particular youth development tasks. These organisations include Vocational Education Committees (VECs), The Health Service Executive, an Garda Síochána, the EU Special Support Programme for Peace and Reconciliation, Local Area Partnerships, Local Drugs Task Forces, Young People's Facilities and Services Fund and the Dormant Accounts Fund. In some instances, Foróige is involved in full partnership arrangements with the contracting agencies in the management of particular projects.

Foróige's Best Practice Unit is a unique resource committed to development of innovative proven programmes and improved outcomes for young people from our work.

For more information please see www.foroige.ie

Progressing Traveller Inclusion in Youth Work

A Training Manual and Toolkit for Youth Workers

Written by Joan Nolan, Foróige Youth Officer



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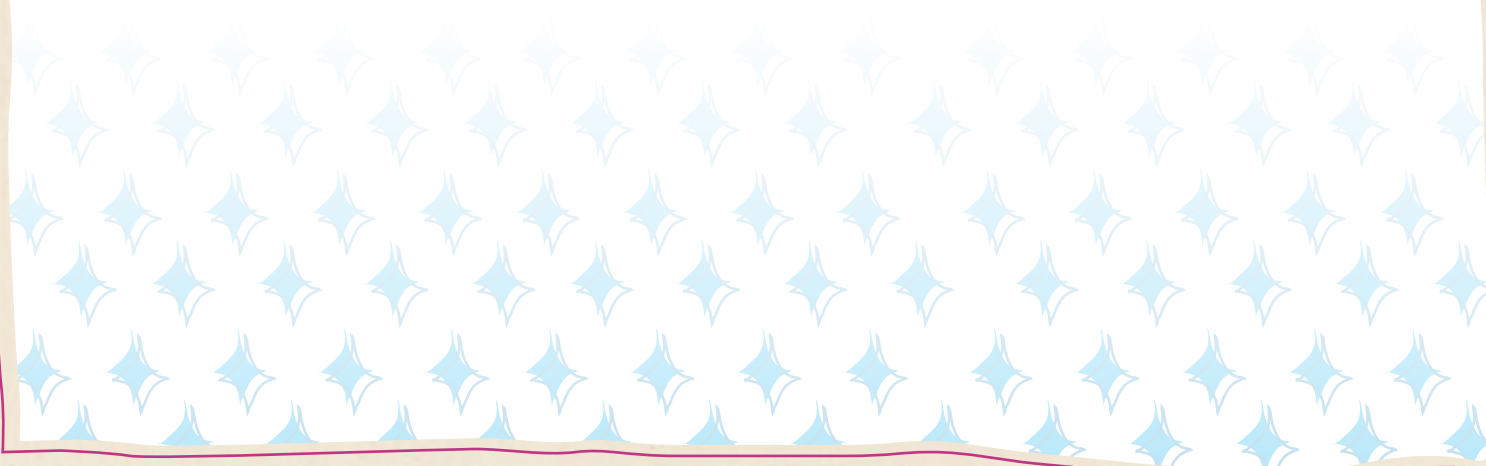
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Foreword

This Training Manual and Toolkit is a timely and valuable piece of work. It brings many valuable resources together making it informative, up to date, robust and comprehensive. The invaluable legacy of NCCRI (National Consultative Committee on Racism and Interculturalism) and the National Action Plan against Racism (NAPR) are clearly apparent. NYCI's own diversity toolkit Access All Areas and Foróige's Integration Strategy are seamlessly entwined making for a document that covers both practice and policy and so speaks to youth workers at every level. Together with up to date information from the 2010 Traveller Health Study (Our Goals) and other recent research and the author's solid grounding in Traveller inclusive youth work this is a document that all youth workers should engage with.

For me, one of its most potent messages is on Section 1.5. It should be copied and pasted on every notice board. We need to constantly acknowledge the value of youth work for young people, especially for those who are the most marginalised. And we need to assert the difference that youth work can make, not only to the young people individually but to society in general. More importantly, we must stress the contribution that Travellers and other minority groups can make in our clubs and our communities. Youth work can and does make a difference. With the right support it can make a massive difference – this manual is one such support.

When 11% of Traveller deaths are the result of suicide, and when suicide is 6 times greater for Traveller men than for those in the settled community we need not just to take notice, we need to be proactive. When cultural diversity has become the norm in our communities and we start to look to how we can genuinely include people from migrant backgrounds in our communities we need to look closely at how we can include and develop solidarity with our indigenous minority cultures and how we might unravel and undo the decades of discrimination that have been heaped upon them.

We need to ask ourselves, 'what can I do within my own practice to make a difference'? I once interviewed a youth worker who said he only started working with Travellers when the link between his youth service and local Traveller youth was made by a project worker at TVG. Before that it hadn't really crossed his mind that it was work he could take on. This is perfectly understandable – another youth worker told me it took two years of weekly outreach to a Traveller accommodation site before they built up enough trust that allowed the Traveller youth to engage with them.

It is these interagency partnerships that need to be fostered and supported. Through building relationships of trust, Traveller youth and their parents can engage with youth work and avail of the resources and skills that are already in place. It doesn't just make economic sense to do this, it makes for a more inclusive and healthy society. This is how the specialist and mainstream organisations work best – utilising their skills and resources as effectively as possible. This is the best way of achieving what this manual strongly promotes – the vision of equality of outcome for everyone.

Ideally the necessary relationships will continue to be made in person by dedicated staff because that is where trust is fostered and built. But we mustn't forget that the written word can also be a powerful conduit for change and can allow us to see ways forward that we hadn't previously considered. The words in this manual are ones you can put your trust in, it is a valuable and lasting testament, it is rooted in practice and is so comprehensive that you need little more to guide you on your way – please use it to change lives for the better.

*Anne Walsh
Intercultural and Equality Officer, National Youth
Council of Ireland (NYCI)*

Acknowledgements

The design of this training manual and toolkit has involved input from many sources, we would now like to acknowledge their assistance and experience. We would like to thank our funders, the Department of Justice, Equality and Law Reform the funding administrators, Pobal and the support we received from Owen Mc Carthy, Co-ordinator of Traveller Inter-agency Programme in Pobal.

This training manual and toolkit was written by Joan Nolan, Foróige Youth Officer working in the Traveller Youth and School Linkage Project, supported by the Traveller Youth Needs Working Group. We would like to thank the members of this group for their valuable contribution, support and advice.

Membership of this group includes:

- Chair: Mary Sheehy (Cork City Partnership)
- Denis O'Brien (Foróige)
- Tony Geary (City of Cork VEC)
- Chrissie O'Sullivan (Traveller Visibility Group)
- John Kennedy (Ogra Chórcai)
- Dave O'Donovan (Youth Work Ireland Cork)
- Geff Dickson (Y.M.C.A)
- Mary Hogan (Cork Traveller Women's Network)
- Con O'Donnell (Cork City Council)
- Sgt. Ben Flahive (Garda Siochána)
- Carol Lanin (Home School Community Links Area Co-ordinator)

This working group is a part of the Cork City Traveller Inter-agency Steering Group, the support of which we would also like to acknowledge.

We would like to extend our appreciation and thanks to all those who have commented on and added to various sections of the manual and to, in particular, thank Anne Walsh (N.Y.C.I.), Marie Fitzpatrick (Pavee Point), Suzanne Lindsay (Foróige), Paula Madden (I.T.M), Sue Redmond (Manager of the Best Practice Unit in Foróige) and Eric O'Brien (Foróige).

Our thanks are extended to the youth workers, young Travellers and members of the Cork Traveller Youth Worker Forum who provided us with the information needed to develop this training manual and toolkit. We would also like to thank all who took part in the pilot training of this manual and to Kevin McCaughey for co-facilitating this training with the author.

We are especially grateful to Murt Flynn and Suzanne Nolan for their editorial assistance.

Finally, to the graphic designer, Naomi Fein of Amari Creative Solutions, thank you.

Joan Nolan
Foróige
January, 2011

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Glossary of Terms

Objective	Actions
Assimilation	A one way process that requires that minority ethnic groups conform to the dominant culture in a society.
Culture	The way in which ethnic identity is expressed. It is the way we learn to think, behave and do things and comes as a package of customs, traditions, symbols, values, phrases and other forms of communication by which we can belong to a community.
Discrimination	To act out of one's prejudices and treat somebody less favourably.
Equality	Equality is about securing equality of opportunity, equality of participation and equality of outcome. It is not about treating everybody the same, because different groups of people have different needs, different groups experience discrimination in different areas of life in different ways. Treating everybody the same can be an indirect form of discrimination when it is clear that some groups have much greater needs than others.
Ethnic Group	An ethnic group is one in which people share a sense of belonging due to having a common ancestry, culture, history, language, beliefs, traditions, or geographical origin.
Ethnicity	A way of categorising people on the basis of self-identity and ascription by others. Ethnicity is characteristic of all individuals and groups, majorities and minorities alike.
Integration	The interaction between different groups. There are different perceptions as to how this should happen. The three main approaches to integration are assimilation, multiculturalism and interculturalism.
Intercultural Youth Work	A model of youth work informed by the principle that all young people, regardless of ethnicity, culture, religion, gender, or class should have access to, and equality of outcomes from youth work. Intercultural youth work strives to validate the cultural identity of all participants within the educational and developmental process and to promote positive communication and understanding between young people from different cultures.
Interculturalism	A model that is about interaction, understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for. It is about inclusion for minority ethnic groups by design and planning, not as a default or add-on. It further acknowledges that people should have the freedom to keep alive, enhance and share their cultural heritage.
Multiculturalism	A model that advocates a society that extends equitable status to distinct ethnic groups with no one group predominating. It does not emphasise interaction between different groups and fails to acknowledge the part racism has in creating inequality between different ethnic groups.

Context and Guide to Using this Manual

This training manual and toolkit has been designed to promote quality youth work provision to the Traveller community and has been informed by two Pobal funded projects; namely 'The TVG Youth Link Project 2007 – 2009' and the 'Traveller School and Youth Linkage Project- 2010'. These projects have been supported by the Traveller Youth Needs Working Group. This group was established in 2004 to explore the needs of young Travellers in Cork city. This was initiated following a request from The Traveller Visibility Group and the Cork Traveller Women's Network for a coordinated response for Traveller youth intervention. The Traveller Youth Needs Working Group then formed a sub group of the Cork City Traveller Inter-agency Steering Group. The main aim of this Working Group is to enhance the participation of Traveller youth in mainstream youth service provision in Cork city.

Progressing Traveller Inclusion is a resource for youth workers that has been informed by and that draws on the NYC's (2009) Access All Diversity Toolkit for the Youth Work Sector developed by Liz Loftus, Marie Fitzpatrick, Anne Walsh and Suzanne Lindsey and Foróige's (2010) Integration Strategy. It also builds on the Good Practice Guidelines for working with young Travellers developed by the Youth Link Project (2007-2009) and published by the Traveller Visibility Group (2009). Essentially this manual sets out to further support youth workers in their work with young Travellers.

The layout is as follows:

Section One: Background Information and Context

This section introduces the manual and states its main aims. It profiles Irish Travellers and briefly outlines important aspects of Traveller culture. It highlights some of the key barriers to the equal participation of Travellers in society and the role that youth work can play in promoting positive integration.

Section Two: Policy Context

The second section traces the development of policy in relation to the integration of the Traveller community into Irish society. It presents the intercultural approach to integration; its premises and underpinning principles and provides a checklist for organisations to assess their intercultural policies and practice.

Section Three: Creating a Traveller Inclusive Youth Service

This section highlights the attributes youth workers' require to be able to effectively engage young Travellers. It sets out some of the barriers that prevent young Travellers from participating in youth provision and some of the methods of overcoming these barriers. It then illustrates the personal and organisational supports required to ensure Traveller inclusion.

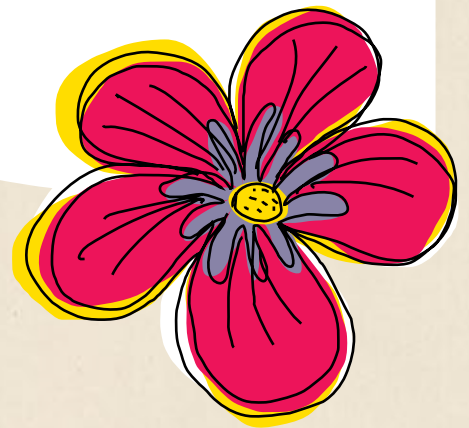
Section Four: How to Promote Traveller Inclusion and Equality in Practice

The final section provides a step by step guide to ensuring Traveller inclusion in practice. It also includes a checklist to support Traveller participation in youth projects. It is hoped that this checklist will be used on a regular basis by youth workers to assess their work, strategically plan their programmes and services so as to progress Traveller inclusion in youth provision and to ensure equality of opportunity, participation and outcome for all young people.

Section One

Background Information and Context

- 1.1** Introduction to the Training Manual and Toolkit
- 1.2** Irish Travellers – A Profile
- 1.3** Aspects of Traveller Culture
- 1.4** Barriers to Equal Participation in Society
- 1.5** The Role of Youth Work in Promoting Positive Integration

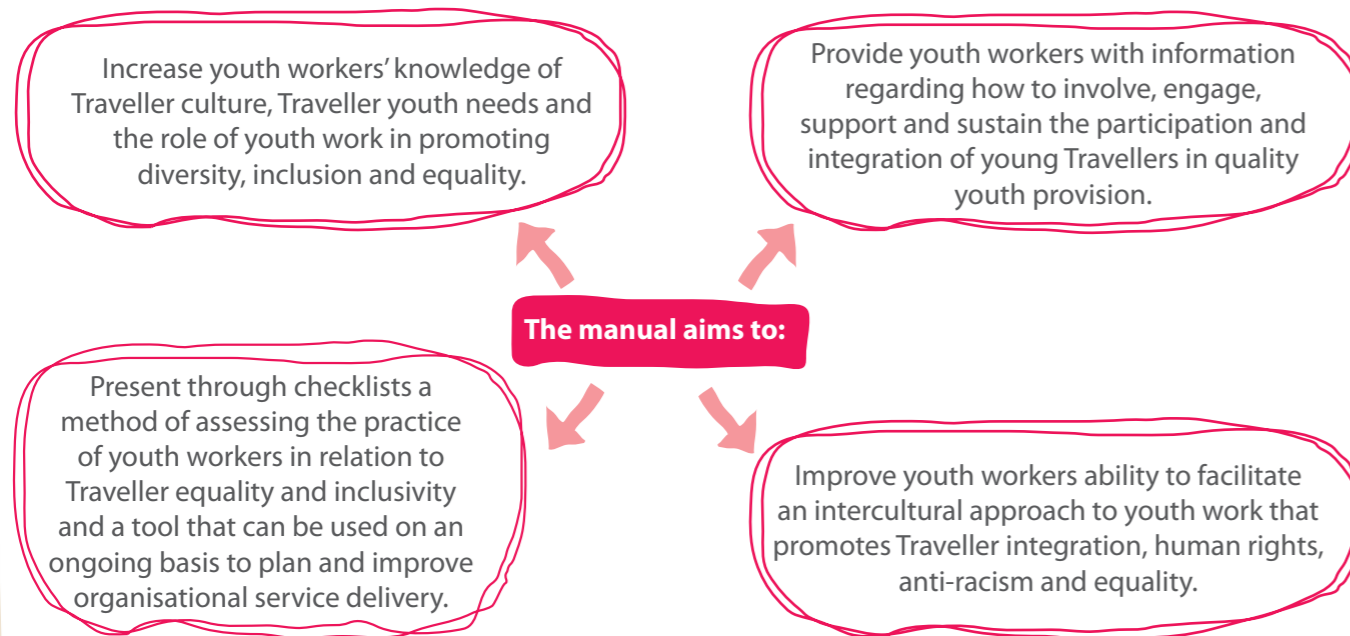


1.1 Introduction to the Training Manual and Toolkit

The purpose of this manual and toolkit is to support youth workers¹ in their work with young Travellers. As an ethnic minority group, Travellers face many obstacles to participation and integration in Irish Society such as discrimination, racism and exclusion. This is often compounded by inequalities in accessing health services, education/training and employment opportunities.

Using this manual will:

- Enhance your ability to work with young Travellers in an integrative and inclusive way.
- Provide you with information on the steps involved in ensuring Traveller inclusivity in youth work practice.



1.2 Irish Travellers – A Profile

Who are Travellers?

Travellers are an indigenous minority group who, as confirmed by historical sources, have been part of Irish society for centuries.² Travellers' shared history and experience, cultural values, language, customs and traditions make them a self-defined group, and one which is recognisable and distinct.³ Their culture and way of life, of which nomadism⁴ is an important factor, distinguishes them from the sedentary (settled) population. Irish Travellers have much in common with European Roma, Sinti and Gypsies, such as, for example, their nomadic tradition, a tendency to live in extended families, and a history of having to protect their identity from attempts to assimilate them into the majority population.

Travellers as an ethnic group

The recognition of Travellers as an ethnic group (i.e. a group that shares a common ancestry, culture, history, tradition and sense of belonging and is a political and economic interest group) is a contested issue. Ethnicity is a term used to describe people on the basis of self-identity and ascription by others. To date the Irish Government has not recognised Travellers as an ethnic group and consequently this limits the protection available to Travellers under National, European and International law. The Government of Ireland defines Travellers as a 'social group' which means that Travellers are simply defined as a group who experience discrimination and poverty, thereby denying that the treatment of Travellers is racism.⁵ Hence leading National and International bodies continue to press the Irish Government to view Travellers as a minority ethnic group, a position that is already held for Irish Travellers in the United Kingdom and the European Union.⁶

Traveller Demographics

According to data from the 2006 Census there are 22,435 members of the Traveller community in Ireland.⁷ However, findings from the All Ireland Traveller Health Study⁸ (2010) record the Traveller population on the island of Ireland at 40,129 persons in 2008; 36,224 persons in the Republic of Ireland and 3,905 persons in Northern Ireland. A likely explanation for the difference in numbers may relate to Travellers not identifying as Travellers in the Census.

According to the 2006 Census:

- Travellers represent just 0.6% of the general population
- The numbers of young Travellers is significantly higher at 1.2%
- 62% of all Travellers are under the age of 25
- Travellers between the ages of 0-14 years represent the second highest number of young people from minority ethnic and cultural backgrounds in Ireland.⁹

1.3 Introduction to Traveller Culture

What is Culture?

Culture is the way in which ethnic identity is expressed. It is the way we learn to think, behave and do things and comes as a package of customs, traditions, symbols, values, phrases and other forms of communication by which we can belong to a community.

It is, therefore, important to understand some aspects of Traveller culture and to know what constitutes the cultural distinctiveness of this minority social group and **to be aware** that the needs of young Travellers cannot be viewed in isolation from their life and upbringing and the traditions and history of Traveller culture.

Note 1: This component is informed by section 4 of NYCI's (2009) Access All Areas: A Diversity Tool Kit for the Youth Work Sector, written by Liz Loftus (National Association of Travellers' Centres) and Marie Fitzpatrick (Pavee Point) and is being used with their permission.

Note 2: While this section will highlight some aspects of Traveller culture, it will not substitute for taking part in a Traveller cultural awareness training programme.

Please see Appendix 4 for a list of organisations that provide Traveller Culture Awareness Training.

Note 3: Also important to note is that Travellers are not a homogeneous group and Traveller culture is neither easily definable nor static and is not lived in the same way by all Travellers.

Terminology:

The terms 'Traveller', 'settled Traveller', or 'member of the Travelling community' are all acceptable to use, however, terms such as 'itinerant' and 'tinker' are not acceptable and should not be used.

Traveller Family:

In general, Travellers organise within family groups, socialising together and supporting each other, with marriages predominantly taking place within the wider family circle.

- ☉ The extended family is the basic unit of Traveller social organisation and plays an important part in the upbringing of most young Travellers.
- ☉ Young Travellers of 14 or 15 years will frequently take on adult responsibilities such as employment and domestic duties.
- ☉ Gender roles are more clearly defined than in the settled community and are based on more traditional perceptions of male and female gender identity e.g. boys are seen as responsible for their sisters.
- ☉ On average, members of the Traveller community marry at a younger age than members of the settled community and they tend to have more children but this is not true for all Travellers.
- ☉ Traveller parents may have concerns about their children mixing with settled children. Some families may fear that their children will lose their traditional culture and values and so due to a fear of cultural dissolution may be inclined to limit their children's social circles.

Traveller Language

Traveller language is known as Shelta or Gammon or Cant. The language borrows and adapts words from old and new forms of English and Irish and follows an unwritten oral tradition and therefore needs to be kept alive.

Employment

The 'Traveller economy' is the term used to describe work that Travellers initiate themselves, such as scrap metal recycling, market trading and horse dealing. Some members of the Traveller community have set up businesses working in manual labour, manufacturing, retail, building and maintenance, landscaping, childcare and beauty therapy. Many others are currently employed as community development workers, youth workers, mentors, counsellors, therapists and public servants.

Accommodation

While often associated with a nomadic way of living, over the last three decades many Travellers have migrated to urban areas. This is linked in part to the trades and activities of their traditional, nomadic, rural existence being rendered obsolete by industrialisation and the mechanisation of agriculture.

Another factor that has led to Travellers moving into more urban areas is the enactment of the Housing (Miscellaneous Provisions) Act in 2002. This act made trespassing, previously a civil offence, into a criminal offence, thus criminalising Travellers living on the roadside.

Today, 40% of Travellers live in standard local authority accommodation with less than 10% of Traveller families now living on unauthorised (e.g. roadside) sites.

It is important to distinguish between the term nomadism as it applies to Travellers' identity and its origin as a largely descriptive term. The identity of Travellers as a distinct group is not altered on the basis of whether a Traveller is nomadic or not – nomadism for Travellers is more than simply physical movement.

Weddings and Funerals

Weddings and funerals are major events in the tradition of Travellers and are marked by large gatherings that may continue for several days. These ritual celebrations and other aspects of their tradition are passed down through the generations.

Religion and Superstition:

Many Travellers, including young Travellers, hold strong religious beliefs which are usually composed of both an orthodox Catholic faith fused together with superstitious beliefs.

Nomadism



Is a mindset and a particular view on life and continues to be a core value of Traveller culture. A Traveller living in a house is still a Traveller - just as an Irish person living in Europe is still Irish.



"Growing up wasn't always that easy. As a teenager, I am still caught between two different worlds. The two worlds that I must try to exist in are the Travelling community and the settled world. The long history of bad blood between these groups has made my life miserable at times."¹³



Did You Know?

Of the 1000 people surveyed by the ESRI 2007/2008, Fr Michael Mac Greil SJ (2010), a well respected academic, highlights the key findings including that:

20% of Irish people would deny citizenship to Travellers.

40% would not employ a Traveller

75% would not buy a house close to a Traveller

50% of all Travellers have experienced discrimination.¹⁴

1.4 Barriers to Equal Participation in Society

Irish Travellers are a particularly disadvantaged group in Irish society in terms of poverty, unemployment, life expectancy, infant mortality, health, education levels, political representation, access to services and living conditions. Key barriers to their equal participation in society¹⁰ include discrimination, racism and inequality.

Discrimination

Discrimination is now, and has always been, the main barrier facing the Traveller community when it comes to equal participation in society. Discrimination has a deep effect on the community and gives Travellers the message that they are not wanted. Members of the Traveller community in Ireland have been subjected to two forms of discrimination:

Direct discrimination which is mostly experienced by members of the Traveller community as exclusion on an ongoing basis. The Task Force of the Travelling People (1995) states:

*"Discrimination at the individual level is most common when a Traveller seeks access to any of a range of goods, services and facilities, to which access is denied purely on the basis of their identity as Travellers."*¹¹

Indirect discrimination occurs when policies, practices or initiatives unfairly impact on Travellers and in turn have a negative effect on their lives. For the Traveller community the effects of this type of discrimination can be seen in the unequal outcomes for Travellers in relation to health, education, employment and accommodation.

*"Travellers experience discrimination as part of their everyday reality. This discrimination is experienced in a direct way in terms of being refused access to goods and services. It is also experienced indirectly in terms of a failure to recognise and validate Traveller culture. This happens through the lack of recognition of Travellers in the school curriculum, the failure of local authorities to address the nomadic needs of Travellers or implementing the medical card scheme in a manner which acts against Travellers who move. Reversing this situation and achieving equality for Travellers is central to the goal of achieving human rights for Travellers."*¹²

Racism:

Racism may be defined as:

*"a specific form of discrimination and exclusion faced by minority ethnic groups such as Travellers, based on the false belief that some 'races' are in essence superior to others because of different skin colour, nationality, ethnic or cultural background."*¹⁵

Racism manifests itself as:

- ☉ Discrimination
- ☉ Racist crime- assaults, threatening behaviour and incitement connected to racial incidents
- ☉ Institutional or Systematic forms of Racism
- ☉ Labelling - the labelling and stereotyping of a whole community occurs when persistent assertions are presented as facts over a considerable length of time, when a minority community is blamed for the broader problems of society or when the anti-social actions of some members of a community are regarded to be the defining characteristics of the whole community.¹⁶

Racism, like discrimination, can be direct and indirect and can occur at the following levels:

- ☉ **Individual Racism:** the attitudes, beliefs and behaviour of individuals.
- ☉ **Cultural Racism:** occurs when the values and/ or belief systems of one ethnic group are considered superior to those of minority ethnic groups.

*"There is a special minority within a minority culture: children. In the dominant society, the children of a minority must endure along with their parents, the problem of social and cultural discrimination, and they are even more exposed to the risk of cultural dissolution."*¹⁷

- ☉ **Institutional Racism** refers to: *"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people."*¹⁸

Why does Racism Happen?

- ☉ There are different influences that shape our attitudes and views of different ethnic groups and cultures and that may contribute to stereotyping – for example, the negative portrayal of Travellers as lazy and unwilling to work
- ☉ Stereotypes can become loaded with negative values which can lead us to pre-judge people; e.g. 'She's one of them, so she doesn't want to work.'
- ☉ This can lead to acts of discrimination e.g. 'She's a Traveller so she couldn't be reliable, and so I won't give her that job.'
- ☉ We don't notice when our laws or businesses or schools treat groups differently; their reasons seems reasonable. This confirms our stereotype again. This is how racism operates. **It can be driven by fear of difference.**

Racism and discrimination are an explicit part of the economic, social, political and cultural exclusion experienced by Travellers -this treatment is completely contrary to internationally accepted human rights.¹⁹

Influences: Economic Structures/
Education/ Family/ Government/
History/ Legislation/ Media/ Religion/
Society

+

Stereotypes

+

Prejudices and Power

+

Discrimination

=

Individual Discrimination
and
Institutional Discrimination

All Joined by Fear of Difference

(Adopted from KADE and NCCRI models)

Inequality

*"Equality is not about treating people the same, because different groups of people have different needs, different groups experience discrimination in different areas of life in different ways. Treating everyone the same can have the effect of being an indirect form of discrimination when it is clear that some groups have much greater needs than others. Equality is about securing equality of opportunity, equality of participation and equality of outcome."*²⁰

Indicators of Inequality

Health:

Findings from the All Ireland Traveller Health Survey²¹ 2010 show a much higher mortality rates amongst Travellers in the general population:

- ⊗ Traveller men live on average 15 years less than men in the general population, this is equivalent to the life expectancy of the general population in the 1940's.
- ⊗ Traveller women live on average 11.5 years less than women in the general population, equivalent to the life expectancy of the general population in the early 1960's.
- ⊗ Traveller infant mortality is estimated at 14.1 per 1,000 live births in comparison to 3.9 per of the general population per 1,000 live births.

This survey also shows that deaths from respiratory diseases, cardiovascular diseases and suicides were more markedly increased in Travellers compared to the general population. For example, suicide is 6 times higher for Traveller men – and for Traveller young men in particular and now accounts for 11% of all Traveller deaths.²²

Education:

Travellers have been recognized by the European Parliament (Resolution 89/C) as one of the groups most socially excluded from school education and with the highest levels of illiteracy.

Some key statistics that are vital for youth workers to know:

- ⊗ Four times as many young Travellers as young people in the general population leave school before the age of 15. This presents serious issues for young members of the Traveller community in terms of literacy, other skills and future employment opportunities.²³
- ⊗ According to the Traveller Education Strategy, in 2008, 50% of Travellers are completing Junior Cert while only 13% are completing senior cycle.²⁴
- ⊗ Retention remains problematic: for example, the average number of 1st year Traveller pupils for the period between 2005 to 2008 is 803, the number had reduced to 130 by 6th year.
- ⊗ Absenteeism continues to be a major challenge.

Employment:

Figures from the 2006 Census show that 74.8% of Travellers in the labour force were unemployed compared with 8.5% of the general population. An analysis of the most common types of work in which Travellers are engaged indicated that Traveller employment falls into two main categories: that provided by the community sector funded through public monies; and low-paid/low-skilled employment.²⁵

Research undertaken by Pavee Point in 2000 found that:

- ⊗ Travellers are very interested in successfully accessing employment - contrary to popular myth.
- ⊗ Discrimination in the labour market is a big issue. A number of interviewees talked about hiding their identity to gain access to employment.
- ⊗ Legislation alone will not tackle discrimination – there is a need for pro-active measures and targeted programmes.
- ⊗ The lack of recognition of existing skills and poor educational levels hinder Travellers' access to sustainable employment.

Accommodation:

While the Task Force on the Traveller Community in 1995 recommended that 3,100 units of accommodation be provided for Travellers by 2000, in 2005 approximately 1,500 Traveller families still required permanent accommodation.²⁶

The 2006 Census found that 40.6% of Travellers live in 'temporary housing units' of which: 91% are without central heating, 38% are without piped water and 35% are without sewage.²⁷

This inappropriate accommodation impacts on other areas such as health, overcrowding, conflict, inability to preserve Traveller culture, access to education and access to services and basic facilities.

Inequality in relation to Youth Work Provision:

- ⊗ **Inequality of Opportunity** happens when it is harder for some ethnic groups to access youth work than others. In Ireland young Travellers may face a number of barriers that may make it more difficult for them to get involved in youth work in their area. For more information please see section 3.3 and 3.4.
- ⊗ **Inequality of Participation** is evident if the participation of young people and volunteers in a youth project or service does not reflect the diversity of the catchment area.
- ⊗ **Inequality of Outcome** happens when some ethnic groups do not experience the same benefits as other ethnicities from being involved in youth work.²⁸

1.5 The Role of Youth Work in Promoting Positive Integration

Ample research demonstrates that positive integration of ethnic groups such as the Traveller community will not happen by itself. Youth work has an important role to play in promoting positive integration.

The role of Youth work in promoting positive integration includes:

- ① Ensuring that diversity becomes a positive force for change in Ireland
- ① Breaking down the prejudices, fear and misunderstandings that inform racism
- ① Removing the barriers that prevent young Travellers from engaging in youth provision
- ① Creating the conditions that enable equality of access, participation and outcomes for young Travellers in youth services
- ① Supporting Traveller young people to benefit from the developmental opportunities it provides
- ① Supporting young Travellers who are facing particular difficulties in relation to social isolation, loneliness and marginalisation
- ① Combating racism and discrimination
- ① Creating a place of welcome where Traveller culture is recognised, valued and celebrated
- ① Building Travellers' confidence and a positive sense of self and identity
- ① Providing young Travellers with a space to experience a sense of belonging and with the opportunity to make friends and be connected within and to their local community
- ① Combating unemployment through offering non-formal education opportunities and opportunities to develop life skills and personal attributes
- ① Promoting human rights and equality through: providing opportunities to participate fully in the service and have their voice heard along with opportunities to contribute to the development of their community
- ① Contributing towards social inclusion, social cohesion and active citizenship and
- ① Providing opportunities to simply enjoy fun and developmental activities.

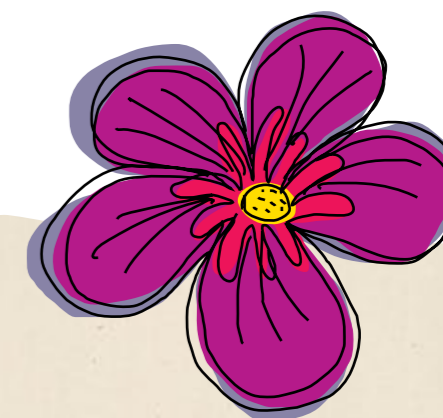
Travellers have a lot to contribute and offer to youth services, especially in relation to:

- ① Increasing the diversity of the service and the richness of the experience for other participants
- ① Increasing awareness and respect for Traveller culture and contributing towards the building of a culturally diverse society
- ① Building partnerships that are sustainable between the youth service provider and the Traveller community and between Traveller young people and other young people
- ① In relation to using their talents in project and club committees, activities and events.

Section Two

Policy Context

- 2.1 The Traveller Community in Ireland: A Policy Context
- 2.2 Approaches to Integration
- 2.3 Interculturalism: Premises and Principles
- 2.4 Checklist for Organisations to Assess their Intercultural Policies and Practice



2.1 The Traveller Community in Ireland: A Policy Context

Since the 1960's there have been several reports in relation to the Traveller community and a move away from the view that:

"There can be no final solution to the problems created by Itinerants until they are absorbed into the general community" (Minister for Justice: Charles Haughey, 1963).²⁹

to the recognition that:

"The concept of absorption is unacceptable, implying as it does the swallowing up of the minority Traveller group by the dominant settled community, and the subsequent loss of Traveller identity. It is suggested that it is better to think in terms of integration between the Traveller and the settled community" (Review body on the Travelling People, 1983).³⁰

More recent positive developments and legislation include:

1. The introduction of the **1989 Incitement to Hatred Act**, which saw the issue of specific Traveller identity mentioned in legislation for the first time:

"In this Act....'hatred' means hatred against a group of persons in the State or elsewhere on account of their race, colour, nationality, religion, ethnic or national origins, membership of the Travelling Community or sexual orientation"

2. The establishment of the **1995 Task Force on the Traveller Community**, which represented the most comprehensive and for the first time widely inclusive approach to the issues faced by Travellers in Irish society and acknowledged Traveller culture and identity.

3. The **1998 Traveller Housing (Accommodation) Act**, this Act placed legal obligations on local authorities regarding the provision of Traveller specific accommodation i.e. serviced halting sites, group housing schemes and transient sites.

4. The **2003 High Level Officials Group on the Traveller Community (HLG)** whose 2006 Report acknowledged and made explicit:

"The growing realisation of service delivery failure in relation to Travellers; the acceptance that Travellers must be able to engage on an equal footing, if improvement is to occur and the realisation that practical solutions to service deficits must occur at local level."³¹

This led to the birth of the **interagency approach**, which is an attempt to build on the recognition that public sector providers had failed to adapt to the distinct issues that face Travellers (as outlined in the 1995 Task Force Report) and that barriers to access across a range of public service areas remain for the Traveller community.

5. **Employment Equality Acts 1998 and 2004** deal with discrimination in employment. The Acts deal with discrimination related to any of nine grounds: gender, marital status, family status, age, race (including skin colour, ethnicity, nationality), religion, disability, sexual orientation, or **membership of the Traveller community**. Employment issues dealt with by the Acts include: dismissal, equal pay, harassment and sexual harassment, working conditions, promotion, and access to employment.

6. **Equal Status Acts 2000 and 2004** deal with discrimination in the provision of goods and services. Access to and the use of services is covered by the Acts. The Acts deal with discrimination related to any of nine grounds: gender, marital status, family status, age, race (including skin colour, ethnicity, nationality), religion, disability, sexual orientation, or **membership of the Traveller community**.

2.2 Approaches to Integration

Integration refers to the interaction between different groups in society and there are different perceptions as to how this should happen. The three main approaches to integration are assimilation, multiculturalism and interculturalism.

Approach	Description of Approach
Assimilation: This was the approach adopted between 1963 and 1983 by the Government. Today it is regarded as unfair, unnecessary and unrealistic in relation to the promotion of cultural harmony.	A one way process that requires minority ethnic groups conform to the dominant culture in society.
Multiculturalism: This approach became popular in the 1980's and the 1990's. Cultural diversity or multiculturalism is based on the belief that cultural identities should not be discarded or ignored but rather maintained and valued.	This model advocates that society extends equitable status to distinct ethnic groups with no one group predominating. Multiculturalism acknowledges the need for recognition and celebration of different cultures in a society. However it does not emphasise interaction between different groups and has allowed the growth of parallel communities with little interaction between them. Another criticism is that it fails to acknowledge the part racism has in creating inequality between different ethnic groups.
Interculturalism Interculturalism is considered by most policy makers as the best approach to the positive integration of diverse ethnicities in a society. Today this approach informs the basis of the EU and Irish Governments integration policies.	This model promotes interaction, understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for within society. It is about inclusion for minority ethnic groups by design and planning, not as a default or add-on. It further acknowledges that people should have the freedom to keep alive, enhance and share their cultural heritage. ³²

What is Intercultural youth work?

Intercultural youth work is a model of youth work informed by the principle that all young people, regardless of ethnicity, culture, religion, gender, or class should have **access to, and equality of outcomes from youth work**.

Intercultural youth work **strives to validate the cultural identity** of all participants within the educational and developmental process and to promote positive communication and understanding between young people from different cultures.

National Quality Standards Framework for Youth Work

The National Quality Standards Framework (NQSF) for youth work is the first national standards framework to ensure and enhance quality youth services for young people.

The National Quality Standards Framework (NQSF) is primarily a support and development tool for youth work. It provides a structured framework for organisations to assess, indicate and enhance their work and will provide organisations an opportunity to articulate their youth work practice using a common language.

For more information:
<http://www.omc.gov.ie/>

2.3 Interculturalism: Premises and Principles

Youth organisations are bound by International, E.U. and National legislation to promote interculturalism, anti-racism, equality and human rights. Anti-racism and non discrimination protections that commit the Government and youth sector to working better to meet the needs of diverse young people are contained in the following key documents:

- ① The Youth Work Act 2001
- ② The National Youth Work Development Plan 2003-2007
- ③ The Equal Status Acts (2000)
- ④ The Equality Act (2004)
- ⑤ National Quality Standards Framework for Youth Work

One of the five core principles of the 'National Quality Standards Framework for Youth Work' is that:

*"All youth work practice and provision is: committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults"*³³

Please see Appendix 1.

Interculturalism – Premises

Interculturalism is a model of integration that is based on the following premises:

- ① The belief that ethnic diversity is a positive force that can enrich society.
- ② The promotion of interaction, understanding, dialogue and respect between ethnic, cultural and religious groups.
- ③ The acknowledgement that people should have the freedom to keep alive, enhance and share their cultural heritage and language.
- ④ The recognition that conflicts can arise in the interaction of different ethnic groups. They should not be avoided or feared as they can be resolved through mutual respect and dialogue.
- ⑤ The recognition that inclusion can only be achieved by design and planning, not as a default or add-on.
- ⑥ A belief that racism and interculturalism cannot exist in the same environment, therefore racism is an issue that needs to be tackled.³⁴

Interculturalism – Principles

The principles underpinning interculturalism include:

Anti-racism

Anti-racism seeks to prevent racism hurting or disadvantaging people because they are of a different ethnicity, culture, descent, nationality or skin-colour.

Equality

Equality is about securing equality of opportunity, equality of participation and equality of outcome (see section 1.4).

*"The pursuit of equality involves the pursuit of four interlinked objectives for groups that experience inequality- objectives of access to resources, of access to decision making, of access to relationships of respect and solidarity and of access to a recognition by and status in society."*³⁵

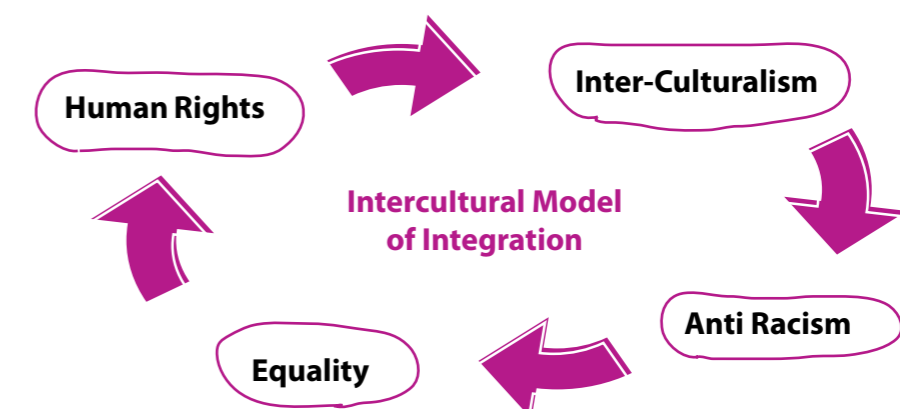
Equality is a fundamental principle of human rights.

Human rights

Human rights are fundamental rights that belong to every person simply because he/she is a human being. Human rights are based on the principle that every human being is born equal in dignity and rights. Human dignity is a fundamental principle of human rights, reflected in the philosophy and values of Foróige and other youth organisations. This principle affirms that all people deserve to be respected simply because they are human beings regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions.

All human rights are equally important, interrelated and interdependent. They cannot be taken away under any circumstances. The Universal Declaration of Human Rights (UDHR) is the founding document of human rights. Adopted on December 10, 1948 by the United Nations, the UDHR stands as a common reference point for the world and sets common standards of achievement in human rights. Human rights have been codified in various legal documents at international, national, provincial and municipal levels.

Intercultural Model of Integration³⁶



2.4 Checklist for Organisations to Assess their Intercultural Policies and Practice

Completing this checklist will help you to identify your project/organisation's strengths and what you may need to do to make your project/organisation a more Traveller friendly and inclusive place. This checklist has been developed by Foróige and should be completed on a regular basis. 1 = excellent, 2= very good, 3 = good, 4=poor and 5= very poor

checklist question		checklist rating				
Interculturalism		On a scale of one to five how would you rate your project:				
		1	2	3	4	5
1	Is there interaction between mixed ethnicities and cultures who are involved in the project?					
2	Does this interaction enable young people to get to know each other on the basis of who they are as individuals, which fosters friendships, respect and understanding between different ethnic and cultural groups; and an atmosphere in which it makes it is impossible for racism to exist?					
3	Do ethnic minority groups, such as Travellers, know that they are welcome? This may need to be explicitly stated through outreach work, work with parents, promotional materials or signage in the premises.					
4	Is there outreach work to Travellers?					
5	Is there appropriate signage and promotional materials explicitly indicating that Travellers are welcome?					
6	Are young people encouraged to be proud of their ethnicity and identity in the context of a value system that respects those of diverse identities?					
7	Do Travellers receive support in overcoming the barriers to accessing and participating in youth work if they need it?					

Equality of Opportunity, Participation and Outcome

On a scale of one to five how would you rate your project:
1 2 3 4 5

1	Do some Travellers find it harder to access the project because of barriers to participating in youth work?					
2	Are those who have difficulties in accessing youth work supported to overcome the barriers they face?					
3	Is the project, programme or activity based on the norms and values of one ethnic group or is it relevant to a diverse range of ethnicities?					
4	Do Traveller young people feel intimidated by the dominance of another ethnic group?					
5	Is there racism in the project or group which makes it difficult for young people from the Traveller community to participate?					
6	Do promotional materials (including photos) reflect the white Irish ethnic group or the diversity of ethnic groups in the catchment area?					
7	Do young people and adults from the Traveller community have an influence on how services, projects and programmes are designed and delivered?					
8	Are projects, programmes and methods of working diversity proofed on a regular basis to identify if they have an unintended impact on certain ethnic groups?					
9	Are models of working adapted so that projects, services, clubs and programmes are relevant to the diversity of ethnic groups in the area?					
10	Do statistics on the participation of Travellers reflect the diversity of the target area?					
11	Do minority and majority groups experience the same benefits from being involved in youth work?					
12	Are Travellers elected to youth forum/ fora and represented in award ceremonies and inter-club or inter-project events?					

Human Rights and Anti-Racism

On a scale of one to five how would you rate your project:

1 2 3 4 5

1	Are Travellers benefiting from being involved in youth work?					
2	Are all participants in the project treated equally and fairly with dignity and respect?					
3	Are participants encouraged to develop and take pride in their ethnicity, culture and traditions?					
4	Do all participants have the opportunity to express views freely and have these listened to and considered?					
5	Is there an agreed charter of rights and responsibilities for participants?					

Section Three

Creating a Traveller Inclusive Youth Service

- 3.1 Attributes of the Youth Worker: Awareness, Knowledge and Skills
- 3.2 Combating Racism and Discrimination
- 3.3 Key Barriers to the Participation of Travellers in Youth Services
- 3.4 Overcoming These Barriers
- 3.5 Supports Required to Ensure Traveller Inclusion



3.1 Attributes of the Youth Worker: Awareness, Knowledge and Skills

Youth workers, like other educators, are confronted with an increasingly diverse population in Ireland embracing: social class, gender, family status, people with disabilities, LGBT people, ethnic minorities, members of the Traveller community, economic migrants, the majority population and many others. **However it is not the differences that cause problems, rather, how people react.** Issues surrounding diversity and equality go hand in hand with discrimination – in all its forms.

Therefore, to learn how to positively embrace diversity we must first look at the ways in which we

view difference in our own thinking and how this in turn influences our youth work practice. Dealing with diversity, equality and anti-discrimination issues is a continuous challenge which requires a high level of self awareness and openness to looking at our own beliefs, attitudes and prejudices and how these can unconsciously influence our youth work practice. *Please see Appendix 2 for questions that stimulate personal reflection.*

"We must not just educate our children and youth 'to know' and 'to do,' we must also educate them 'to be' and 'to live together.'"³⁷

Getting ready for intercultural youth work

Please refer to section 2.2 for a definition on intercultural youth work. The following questions are really important to think about and reflect on and are based on the experience of other youth workers engaged in this type of work. They will help prepare you for your work with Travellers, to identify what your training needs are and to think about issues that may arise in your work.

Can I?

- ☉ Be comfortable sharing feelings and experiences about discrimination, racism and or bias?
- ☉ Explore and discuss objectively my own ethnicity and culture?
- ☉ Stand up for myself and others if a target of discrimination?
- ☉ Identify unfair and untrue comments and behaviours made about people from minority backgrounds such as the Traveller community?
- ☉ Identify and discuss what are acceptable and non-acceptable attitudes and behaviours in the professional context?
- ☉ Identify, empathise and support young people affected by discrimination and racism?
- ☉ Explain what prejudices, racism and discrimination mean and have an understanding of their root causes and impact?
- ☉ Recognise there are unequal power relations within society?
- ☉ Recognise and explore any misinformation, stereotypes and prejudices that I have learned?

Do I have the skills to:

- ☉ Empower young people and others to stand up to discrimination?
- ☉ Create a setting/ service which reflects and includes all young people?
- ☉ Support the home culture of the young person?
- ☉ Recognise negative attitudes when they arise and develop ways to change them?
- ☉ Challenge racism, discrimination and bias?
- ☉ Reflect on my practice to identify any bias?
- ☉ Ensure that routine youth activities offer opportunities to reflect diversity of background, religion, skin colour, family structures, language, culture or disability in a positive way that will help all become aware of and respectful of differences?³⁹

Important to Note:

If you answer no to some of these questions, talk to your manager about your training needs.

Also see Appendix 4 for a list of organisations that provide training in Intercultural youth work.



"Respecting equality and diversity is fundamental to the well-being of children, their families and the wider society"³⁸



Important to Note:

Youth workers need to be able to recognise bias or discrimination as it is happening and know how to respond appropriately.

Youth organisations have policies and agreed procedures for dealing with racism, discrimination and bullying and codes of conduct that must be consulted and implemented.

3.2 Combating Racism and Discrimination

"All children and adults have the right to evolve and develop in a context where there is equity and respect for diversity, free from any form of overt or covert, individual or structural discrimination due to their race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status."

Article 2 UN Convention on the Rights of the Child⁴⁰

Preventing Racism and Discrimination

Numerous studies have shown that preventive approaches are an effective way to combat discrimination and racism. In fact, it is much easier to help young people develop values and attitudes of openness and respect for diversity than to try to change entrenched discriminatory behaviours. One method that can be used is to develop and deliver programmes that are designed to promote values, such as, respect for diversity, inclusion and acceptance. Helping youth incorporate these values into their behaviours and attitudes is a concrete way to prevent discrimination.

Young people live situations of discrimination every day. They may, for example, be influenced by media stereotypes of men and women, be victims of taunting because of their physical appearance, or repeat racist jokes and comments they hear. Given the pervasiveness of discrimination, it is important not only to raise awareness about it, but also to empower youth and provide them with the necessary skills to face discrimination constructively. This can be done by:

- ⊙ **Engaging young people** in developmental programmes that deal with discrimination and exclusion e.g. undertake activities that allow young people to experience situations where they have to choose between different behaviours: such as inclusion or exclusion, violence or dialogue, competition or cooperation.

Based on these concrete experiences, get the youth to discuss, why respect for diversity, inclusion and acceptance are important and then propose actions to put these values into practice in their daily lives.

- ⊙ **Facilitating young people** to learn how to recognise discriminatory behaviours and attitudes and how to propose solutions that are more inclusive and respectful of diversity.
- ⊙ **Providing young people** with the opportunities to develop social analysis skills and practical skills for dealing with discrimination through carefully selected activities.

Please see Appendix 3 for a list of intercultural youth work resources and materials.

Responding to Racist / Discriminatory Incidents:

"Time and time again I witness name-calling and particular children being left out by the group members. How should I respond to this?"⁴¹

Suggestions for dealing with discriminatory incidents:

- ⊙ Make it a rule that exclusion or name-calling is not acceptable and have this rule as part of the group contract the agreed code of behaviour for participation in the project.
- ⊙ When a young person says something hurtful to another young person that refers to difference – intervene immediately. Tell the young person that their comment is hurtful and unacceptable and highlight to the group the contract. Intervention should be immediate and be followed up with both young people.
- ⊙ Determine the real reasons for the conflict or exclusion. If fear or prejudice is the underlying reason try and learn more about the young persons' bias and make a long term plan in conjunction with other staff and with the families to address the issue.
- ⊙ Support both the young person who has been the target of discrimination and equally support the young person who has caused the hurt. Young people need to be helped to recognise what is happening and to learn that it is unacceptable for them to be a target or to target others.
- ⊙ Implement and engage young people in programmes that focus on anti-discrimination, human rights, interculturalism and programmes that promote equality and diversity.⁴²
- ⊙ Review the impact of the programmes and monitor and evaluate on an ongoing basis.

3.3 Key Barriers to the Participation of Travellers in Youth Services

Below are some of the barriers that were identified by the Traveller Youth Links Project (2007-2009)⁴³ in relation to Traveller youth's engagement and involvement in youth projects in Cork city but may well apply nationally. Ways of overcoming these barriers are discussed in the next section.

1. Mainstream youth workers being unfamiliar with Traveller culture
2. Mainstream youth workers having little experience of working with Traveller youth and a limited understanding of Traveller youth needs.
3. Cultural differences
4. Traveller community being unfamiliar with mainstream youth services and having little understanding of what youth work is and what the benefits of youth project engagement are
5. Lack of trust between members of the Traveller community and agencies and vice versa.
6. Transport and a lack of adequate resources, such as staff, time for site visits, funding.

3.4 Overcoming These Barriers

Barrier 1: Mainstream youth workers being unfamiliar with Traveller culture

Response to Barrier 1: Developing culturally appropriate youth work provision

Becoming familiar with Traveller culture

There are a number of ways of becoming familiar with Traveller culture. For example, Traveller organisations have plenty of informative and accessible resources and materials and in many cases offer Traveller cultural awareness training programmes.

Please see Appendix 4 for useful contacts.

Celebrating Traveller culture and identity

It is important to make time and to offer opportunities for young people from different cultures to discuss and learn about each others' cultures. Hence culture and identity work should be built into the programmes operated by the youth service. Findings from the T.V.G. Youth Link Project indicate:

*"...celebrating and exploring identity is important as many Travellers hide their identity. There are few places where Travellers are able to safely celebrate their identity. It is left up to individual schools to provide a space for celebration of Traveller identity and culture and this often does not happen. If there is no space to explore culture and identity, young Travellers can end up knowing a lot about what they are not, but not what they are. If we try to integrate a group of young people who don't have a sense of pride of who they are we risk assimilation rather than integration."*⁴⁴

Working with the young person and their family

Historically Irish youth services have focused on the young person as an individual however when engaging with young Travellers it is very important to involve their parents and extended family members and to build their confidence and understanding of the benefits of the service (See Section 4 Step 5).

Recruiting Traveller peer leaders and volunteers

Entering a youth service can be daunting and difficult for young Travellers, especially if they are the only people from their community. Therefore it is essential to develop relationships with members of the Traveller community. Recruiting Traveller peer leaders, or even better, Traveller youth workers can help to allay these fears and has the added benefits of exposing young Travellers to Traveller role models. In addition Traveller volunteers/ staff can support settled staff in their work.

Barrier 2: Mainstream youth workers having little experience of working with Traveller youth and a limited understanding of Traveller youth needs.

Response to Barrier 2: Increasing Knowledge and Awareness of Young Travellers Needs

Youth services should be aware that Travellers may have particular needs in relation to education, health, conflict etc. and that these needs should be factored in to all programme and service planning and delivery.

Understanding educational needs

Young Travellers may not have the same level of academic achievement as other young people. The root causes of this are complex and in cases relate to Travellers past negative experiences of the Irish education system. To counterbalance this, it is important that youth services promote the value of remaining in education and provide support, where necessary, to young Travellers with issues that may arise for them in school.

Ways of doing this may include listening to what young people find problematic and helping them to cope effectively with this or working with the school to encourage and incentivise young Travellers school attendance.

To support young Travellers in school it is important first of all to ask the young people about the following:

Likes and dislikes of their secondary school experience.
Their views on the relevance of education for them.
Factors that affect their attendance and achievement.
Home/school links.
Their interaction with settled children in school.
Attitude of their peers to school.
Relevance they thought school would have for their future employment.

And also to ask their parents:

Their general attitude to education.
Its value for their children.
Perceived benefits of their children attending secondary school.
Social aspects of schooling.
Whether their children socialized with non-Traveller children outside of school.
Whether their children participated in extracurricular activities.
Their children's attendance at school and the factors that influenced this.
Links between parent and schools.
Relevance of their children now attending mainstream secondary schools for future job prospects.

And to use this information to inform your programme design and implementation.

Important to note, research has shown that:

*"Traveller perceptions of and general attitudes towards education are much more positive than would sometimes be assumed...In the majority of cases parents and young people expressed a positive outlook on the benefits of participation in the education system."*⁴⁵

Understanding health needs

It is important that youth services are aware of the health inequalities experienced by Travellers, for example, the increased suicide risk for Traveller young men and the increased involvement of young Travellers in alcohol and drug misuse and that youth workers build into their work with Travellers health promoting activities and programmes.

Also as young Travellers may be unaware of the health services in their area or may have fears around accessing services, it is crucial that information is made available to young Travellers by youth services and if appropriate youth services refer young Travellers to other specialist services if necessary.

While recently Travellers have been involved in Primary Health Care Teams and in the provision of health services, as a crucial step in bridging the gap between the Traveller community and the health service, youth services should develop links with these teams to further inform their own approach to delivering health (social and emotional) and well-being programmes.

Understanding the needs of young Travellers in relation to their experience of conflict

Young Travellers may have to deal with experiences of conflict and may be traumatised by their own experiences or those of loved ones.

While violence and conflict exist in all sectors of Irish society, for a small minority of Travellers violence and conflict have been a normal part of their upbringing. Conflict between members of the Traveller community can be connected to the strong values attached to family and can include inter-generational conflict, conflict around drug misuse, sexuality (including homosexuality and promiscuity) and child abuse.

Effects of conflict may include injury, death, loss of homes, disruption to home life, disruption to education, effects on mental health and well-being. These factors may impinge on young people's ability to attend their youth service.

To break this cycle, conflict needs to be addressed in all areas of a young person's life - both personally and socially. It is important that the reality of violence and conflict is acknowledged and challenged in a youth work setting. Delivering conflict resolution and anger management programmes may be beneficial in this respect.

Barrier 3: Cultural differences

Response to Barrier 3: Acknowledging and respecting cultural difference

Understanding Traveller culture and particularly the implications of age, gender and family relationships is crucial for interpreting accurately what mediates and influences participation in youth projects.

*"The work with young Travellers needs to start where young Travellers are at, however, it needs to move forward from this in posing challenges to young Travellers to take on new ambitions and perspectives. Challenge in a context of cultural difference is not easy. It can degenerate into cultural imposition. However cultures are dynamic and stagnate in the absence of challenge and change. This, therefore, is a challenge that needs to be mutual to both the workers and the young Travellers involved. It is a challenge that requires a safe space so that people can explore values, perceptions, ambitions and traditions with confidence and without any sense of threat or pressure. It is a challenge that needs to be based on the empowerment of the young Travellers involved (and) participation provides the basis for this empowerment."*⁴⁶

Traveller Life Cycle

Young Travellers play a role from an early age in the economic and social life of their community and demonstrate a maturity and an awareness of cultural and economic imperatives.

A study in Belfast showed that young Travellers experienced pressures and strains relating to the tension between finding work and staying in school.

*"Interviewees spoke of the tension that existed within the family and community where peer pressure was strong to engage with gainful self-employment from an early age, leading to interrupted schooling. It also emerged that within families the desire of parents for their child to remain at school was challenged greatly by the adolescent's search for independence and economic success. This was particularly significant in male children who witnessed their friends engaged in employment or other types of enterprise."*⁴⁷

It is important to be therefore aware that the age that young Travellers take on adult responsibility is different to their settled counterparts. Boys are considered men at 15 and girls often get married at 16 and 17. This can sometime have the effect of making them feel like they are "too old for youth work".

To counter this:

- ⊗ Be innovative and have places and supports available for Traveller peer leaders. In this way, young Travellers can remain involved for a longer period of time with your youth service.
- ⊗ Design and deliver programmes around leadership training.
- ⊗ Target and support older teens to get involved in specialized programmes, for example, the Foróige Albert Schweitzer's Leadership for Life programme.
- ⊗ Operate programmes like the An Gaisce Award that are for 15 year plus teens or programmes in entrepreneurship like the Foróige NFTE award programme.

Gender

Life can be quite different for young women from the Traveller community than from their male peers. Parents from the Traveller community tend to be stricter with young women, often having concerns around the social network their daughters are involved in. They can be reluctant to let their daughters mix with "settled" young men or young men from different cultures and this can have an impact on the participation of young Traveller women in youth services.

Effective ways to allay these fears include:

- ⊗ Developing respect and trust in the service provided. Good relationships with Traveller parents or people of high standing within the community are vital.
- ⊗ If you run gender specific programmes this may ease parents' concerns. You may also need to ensure gender specific supervision.
- ⊗ Mixed activities are also possible when Traveller parents are assured that their particular traditions and beliefs will be respected in the youth services that their children attend.
- ⊗ Having an older Traveller person present during mixed activities can help alleviate concerns.

Living Space

When stepping into a halting site or housing scheme, it is important to respect the space, including the outdoor environment and treat it as a community living space. For many Travellers the outdoor spaces are as private as their homes.

Attitudes towards Relationships and Sexuality

These issues are often not spoken about within the family context and traditional ideas around contraception, sex before marriage and homosexuality are common. For more information on this see Relationship and Sexuality Education for Travellers Research findings from Pavee Point available on their website.

Diversity within the Traveller community

It is important to be aware of the diverse make up of the Traveller community. There are Travellers who live in official halting sites, detached houses, group housing schemes, rental accommodation or on the side of the road. There are affluent families and families who live in poverty. There are Travellers who are permanently nomadic and some who no longer travel.

In short, there are commonalities that some Travellers ascribe to while others do not.

Barrier 4: Traveller community being unfamiliar with mainstream youth services and having little understanding of what youth work is and what the benefits of youth project engagement are.

Response to barrier 4: Increasing Travellers' understanding of what youth work is

Time needs to be spent establishing and building relationships with and between the Traveller community and the youth service provider. Methods of doing this, including outreach work, site and family visits, detached youth work, centre based drop in sessions and family days need to be factored into youth service development and provision. In addition, it is extremely important to educate Traveller parents on what youth work is and what its benefits are. Information, (such as project leaflets) should be given to Traveller families explaining what youth work is.

Barrier 5: Lack of trust between members of the Traveller community and agencies and vice versa.

Response to barrier 5: Developing trust and working with Traveller parents

Outreach work

Time must be set aside to allow for a relationship to be built between the youth project and Traveller families. To help with this, outreach work must be conducted, ample research demonstrates that having an open door policy does not go far enough in relation to reaching minority groups and that outreach work is crucial in order to engage particular groups.

Undertake outreach work to promote your service to the community, build relationships, become familiar with the target group, begin to get to know the potential target group, establish trust, begin to outline boundaries and to assess what might work best. This should involve visiting your local halting site. It can be a good idea to identify someone who may introduce you to the families such as a link person and go with them to the site.

Work with parents

Key to successfully involving and engaging young Travellers in youth provision is working with their parents and other family members:

- ⊗ It is imperative to be upfront and honest and to clearly outline: who you are, where you are based, who you work for, what youth work is, what its benefits are to young people, what your links are with Traveller organisations and what you are hoping to achieve.
- ⊗ Discuss with parents the types of programmes you deliver and what they are about and involve parents in profiling the needs of the young people, exploring what they think will work. This is a hugely important aspect of working with Travellers and will be a key determinant in the success of the approach.
- ⊗ Organise for the parents to visit the youth centre and to meet other workers and volunteers.

- ⊗ Complete permission and parental consent forms with parents, discuss any issues of concern and agree arrangements very clearly. Again allocate time to this and be aware that literacy may be an issue.
- ⊗ It is very important to provide opportunities for Traveller parents to get involved in the whole process of youth work so as to facilitate a sense of ownership from the start and to provide a clear understanding of what youth work is and what its benefits can be for young people. Consult with them in relation to selecting a time for the group, agreeing the number of young people to take part and the place to meet and how you are going to communicate etc.

Network

Some youth workers may be inexperienced in working with Travellers and so it is important for youth workers to link with workers who are experienced in engaging in this type of work and in developing linkages with these people so as to share learning. This may also be done through attending/establishing networks, or linking into the National structures already in place such as the I.T.M Youth and Education regional meetings.

Please See Appendix 4.

Barrier 6: Transport and a lack of adequate resources, such as staff, time for site visits, funding available to the local youth project.

Response to barrier 6: Allocating sufficient resources

What needs to be noted is that inclusion is about the active targeting of disadvantaged groups and involves prioritising the provision of adequate resources to break down the barriers and begin the process that seeks equal engagement and participation.

It is crucial to talk to young Travellers and their parents and find out from them what are the barriers stopping them from getting involved in your service or programmes in order to ensure the appropriate allocation of resources.

3.5 Supports Required to Ensure Traveller Inclusion

The principles of inclusion and equality need to be firmly embedded in youth service delivery. To ensure for equality and inclusion in practice i.e. Traveller proofing, we need to promote and enable Traveller inclusiveness.⁴⁸ To do this, we need to identify what are the supports needed at a personal level and an organisational level to make sure that Travellers feel that they belong and are participating in services for young people.

Supports required, as identified by youth workers who participated in the pilot training of this manual, include the following:

Personal Supports and Professional Development:

- ⊗ Regular support and supervision and opportunities to explore and reflect on own practice, attitudes & bias.
- ⊗ Professional development: training in cultural awareness, diversity, equality and inclusion. Some National Traveller and youth organisations offer support and training around cultural awareness, engaging with the Traveller community and "culture-proofing" your organisation. Training and professional development opportunities can help to develop your skills, knowledge and confidence in this area.
- ⊗ The identification of designated workers within the parent youth organisation that can be contacted and approached for support around issues arising.
- ⊗ Validation and recognition for work engaged in and reassurance for challenges and issues presenting.
- ⊗ Willingness to be challenged and support to encourage openness and honesty.

Organisational Supports:

- ⊗ Policies on equality, anti-discrimination, inclusion, etc.
- ⊗ Organisations having and implementing an

integration strategy.

- ⊗ Having guidelines and a strategy for outreach youth work.
- ⊗ Having opportunities to discuss within the parent organisation how workers engage and target Travellers and how to connect Traveller specific groups to the projects mainstream groups.
- ⊗ More awareness raising of the barriers to engaging young Travellers and information about good methods of overcoming these barriers.
- ⊗ Discussion and support around how to practically implement the intercultural framework when doing youth work.
- ⊗ More sharing of ideas and ways of working with young Travellers.
- ⊗ Agreeing an inter-agency commitment/shared vision in relation to working with others to achieve better outcomes for Traveller young people.
- ⊗ Having work practice monitored.
- ⊗ Assessing organisations and ensuring that Traveller participation reflects demographics of the area on a regular basis.
- ⊗ For the organisation to actively promote Traveller cultural awareness.
- ⊗ For youth workers to be given encouragement, time and support to engage with Traveller groups, families and organisations.
- ⊗ Develop / implement specifically designed programmes around raising awareness and appreciation of different cultures.
- ⊗ For workers to engage in local, regional or national fora.
- ⊗ Networking: for workers to be encouraged to link to and build relationships with the National organisations and make contact with the National Association of Traveller's Centres, Pavee Point, Irish Traveller Movement (ITM), and National Youth Council of Ireland (NYCI).
- ⊗ For projects to develop partnerships with their local Traveller organisation.

A Model of Good Practice: Cork Traveller Youth Workers Forum

In 2009, at a seminar hosted by the Traveller Youth Links Project, the need for a forum to be set up for youth workers engaging with young Travellers in Cork was identified. With support from the Traveller Visibility Group, the VEC Youth Officer and the Cork City Partnership, the Cork Traveller Youth Worker's Forum was established late in 2009.

The Purpose of the Forum is:

1. To provide support to workers working with Traveller young people, to provide a space for workers to discuss their practice, share project ideas, highlight challenges, exchange information and ideas, organise and participate in training etc.

2. To support workers to implement the Good Practice Guidelines in relation to working with Traveller young people. These guidelines were developed through research carried out by Elizabeth Gary Brosnan and during the lifetime of the TVG Youth Link Project 2007-2009. They were published and launched by the Traveller Visibility Group in 2009 and are endorsed by Traveller Youth Needs Working Group, a sub group of the Cork Traveller Inter-agency Group.

Throughout 2010 this forum met every four to six weeks and its members include representatives from the four youth organisations operating in the city, namely: Foróige, Ogra Chórcái, Youth Work Ireland Cork and the Y.M.C.A, two Traveller organisations: the Traveller Visibility Group and the Cork Traveller Women's Network as well as representatives from other organisations working with Traveller families. A representative from the Traveller Youth Needs Working Group also attends the meetings.

In addition to the forum, four youth organisations in Cork have assigned workers as **designated Traveller youth workers** and have agreed their role to include the following:

- ① Profiling the numbers and ages of young Travellers in Cork City who are and are not accessing youth services.
- ② Identifying the training needs of youth workers as regards working with Traveller youth within their organisation and
- ③ Disseminating the good practice guidelines as identified in the TVG Youth Link Project within their organisations.

The Forum members have this year participated in training delivered by Pavee Point entitled 'Embedding Diversity' and in the piloting of this training manual. Members have also focused on developing linkages with the National Traveller organisations and taking part in national youth events and training.

*"Attending the forum meetings has been a great part of my work this year. It has given me a chance to meet with youth workers from all over the city to share and learn from one another. The focus on implementing the good practice guidelines has really helped me to become more reflective and strategic in my youth work practice and from participation in this forum I feel that I am now part of a new critical mass that has the interests of improving outcomes for young Travellers at heart. For me the forum offers hope, support to address the challenges in this line of work and the feeling of actively trying to remove the barriers to Traveller participation in solidarity."*⁴⁹

This model could be replicated in any location around the country.

Section Four

How to Promote Traveller Inclusion and Equality in Practice

4.1 A Step by Step Guide to Ensuring Traveller Inclusion

Step 1: Identify the local Traveller population

Step 2: Assess the Inclusiveness of your service

Step 3: Map service engagement, identify gaps and develop an action plan

Step 4: Targeting young Travellers and Assessing their needs

Step 5: Engaging the target group in youth provision

Step 6: Increasing Traveller Participation in youth provision

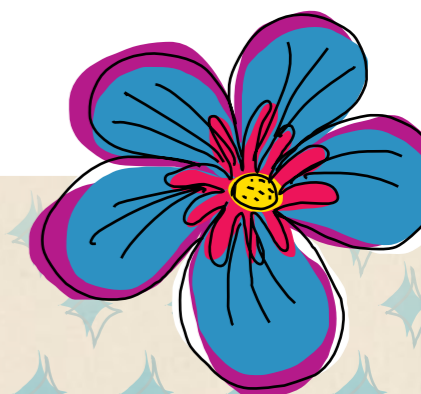
Step 7: Programme Provision, Development and Evaluation

Step 8: Sustaining Traveller Engagement in youth provision

Step 9: Facilitating Traveller Integration into youth provision

4.2 Checklist to Support Traveller Participation and Integration in Youth Projects

4.3 Conclusion to Manual and Toolkit



Ethnic identifier question

In order to be able to determine the participation of Travellers in youth provision, projects should use an Ethnic Identifier. This is strongly encouraged by N.Y.C.I and supported by the National Traveller organisations such as Pavee Point and the I.T.M.

Please see Appendix 6 for a sample template.

All registration forms for young people and volunteers should include the following ethnic identifier question: What is your ethnic or national identity?

Note: It is important to reassure young people and their parents that this information is collected to help plan inclusive and appropriate youth services and to stress that it is fully confidential and optional.

4.1 A Step by Step Guide to Ensuring Traveller Inclusion in Practice

*"Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights"*⁵⁰

Inclusion is a process that is relevant to all young people but particularly focuses on those groups who have historically been marginalised or 'at risk' such as, for example, the Traveller community. It involves:

- ⊗ A process of identifying, understanding and breaking down barriers to participation and belonging.
- ⊗ The provision of resources to achieve equality of outcome for all.
- ⊗ It recognises the need to involve those being 'included' in its practices and decision-making processes and that this is not possible without those being targeted playing a full part in the process.⁵¹

This section provides details in relation to the steps that need to be taken to ensure the inclusion of young Travellers in youth service provision.⁵²

Step 1: Identify the local Traveller youth population

"The Traveller population in my area is unknown to me, (the local youth worker). Where do I go to get more information?"

1. Find out how many young Travellers live in your catchment area by contacting your Local Authority / Traveller Health Unit / Visiting Teaching Service for Travellers / local Traveller organisation.
2. Alternatively consult the CSO website [See Appendix 5](#).

Step 2: Assess the Inclusiveness of your Service

"How do I as a youth worker know if I am working with enough members of the local Traveller youth population?"

1. Conduct an audit to determine the participation rate of young Travellers in your project.
2. Compare this to the numbers of young Travellers in your area.
3. Then convert the figures for participants and demographics for the local area into percentages for comparative purposes.
4. If the percentage of Traveller youth in the catchment area is much higher than the percentage of Traveller participants in the project, it is a strong indication that young Travellers are facing barriers to accessing, participating in and benefiting from youth work.
5. If results from the audit indicate inequality then the reasons Traveller young people are having difficulties in accessing your project need to be identified and measures adopted that will enable Travellers to overcome these barriers to engagement in youth work. **Note:** In some instances, there may be a good reason for this, as some projects are required to work with a particular target group like for example, the Garda Youth Diversion Projects.
6. If not already in use, introduce an ethnic identifier question in all registration forms (see across).

Step 3: Map young Travellers service engagement, identify gaps and develop an area youth action plan

"I don't really know what agencies the Traveller families in my area link to – I don't have a good overview of what is on offer to Travellers and likewise what their level of engagement is. The agencies in the area do share information with each other but we work mostly on an informal basis. I do my bit, someone else theirs."

After completing the audit of the project, the next step is to look at what work is being done in your catchment area with a view to developing an action plan. This plan should be focused on youth work and on youth needs.

1. Identify key people and agencies in your area who may be working with Travellers or have a remit to work with Travellers. This may include liaising with service providers such as; local schools, Family Resource Centre (FRC), Community Development Project (CDP), local Traveller organisations, and key people, such as the Visiting Teacher for Traveller Service (VTTS), School Completion Programme workers, Home School Community Links Co-ordinator and parents of young Travellers.
2. If appropriate and after discussion with other agencies, convene a local consultation and planning meeting to consult with them on their knowledge of local Travellers and Traveller youth needs.
3. Complete a mapping exercise to map service involvement – to identify who is doing what, when, with who, etc. Use this exercise to identify and discuss key gaps and to identify Traveller youth needs.
4. Establish, if appropriate a referral process, between the key agencies and the youth project. Outline to the agencies the criteria of the youth project's target group and the types of programmes and activities that the project offers.
5. Once the gaps have been identified the group may then want to respond by developing and agreeing an action plan which should include the vision of what the group would like to achieve, aims, objectives, targets, methods that might be used to achieve the goals set, possible blocks and obstacles,

a time frame, work task allocation plan and an evaluation plan.
Please see Appendix 7 and 8.

6. The group may want to break up into sub groups to progress particular actions.
7. The group should meet again to update one another on where things are at and to review the impact of the actions.
8. If the consultation process does not result in a collaborative inter-agency action plan then your organisation can develop the plan for itself.

Step 4: Targeting young Travellers and Assessing their needs

"I don't know a lot about the Traveller population in my area (the local youth worker). How do I identify, target and engage young Travellers? What steps do I take and who do I link to?"

"I am not sure what the best approach is to reach the members of the Traveller community that live in the catchment area of the project I work on. My approach so far has been unplanned and maybe ad-hoc – if I see the lads around I invite them to take part in activities, if I don't see them, they are I guess overlooked."

Plan a strategy to target and recruit young Travellers. This should include:

1. Establishing the criteria for who you are targeting, such as; the numbers to be involved, the age range and characteristics of the target group – e.g. young people who are at risk of early school leaving, with a low school retention rate and a high rate of absenteeism, or young people at risk of or involved in alcohol and drug use or other forms of anti-social behaviour. **Important to note:** Young people should be targeted on the basis of common needs rather than their ethnicity.
2. Developing a recruitment plan: one aspect of which should include having an **outreach strategy** which should entail guidelines for completing outreach work which set out how you are going to carry out outreach work, key people that you could link to and do outreach work with with, when you will do it, how often and what tools you

Assessing Traveller Youth Needs:

Traveller youth needs cannot be determined in isolation from the reality of Traveller lives, from recognition of Traveller culture and an appreciation of what Travellers themselves want.

This ultimately entails acknowledging, recognising and embracing Traveller culture in order for young Travellers to be proud of their identity, have a sense of belonging and have the right to reach their full potential without hiding who they are.⁵³

It involves consulting with the young people and with their parents to identify their needs and their interests and then matching these up.

will use to initiate and develop the key relationships with the Traveller families – such as having relevant and accessible information with you that can be used to prompt discussions and dialogue. Part of your recruitment strategy could also include, if possible, identifying and supporting the involvement of a local Traveller/s as a volunteer.

3. Establishing a referral process to assist to identify Traveller young people. This should involve consulting with schools, Traveller parents and other key people and outlining what you can offer, your role and remit etc.

4. Working in partnership with others to target the young people through people that are known to them, for example, the school, VTTS, Traveller organisations and Traveller parents. It is important to keep linking with schools and others re referrals, issues, challenges and support.

5. Work with parents – seek their involvement, ideas and suggestions (see section 3.4). Do home visits and plan programmes and activities for the whole family.

6. Establish a timeframe to implement the strategy and be clear about what you can and can not offer from the start. Set clear and measurable objectives.

7. Undertake outreach work to have contact with the Traveller families, give information and invite to join existing or proposed youth programmes and other services designed with them in mind. This will involve visiting the halting site. Identify someone who may introduce you to the families such as a link person and go with them to the site.

8. Prepare a focused needs analysis

with the youth that engage and also document the reasons for the youth that remain unengaged.

9. Speak to other projects, agencies and network to see what they have done and how – i.e. learn from others, get ideas and support.

10. Allow for the amount of time that it is going to take and be realistic, it takes time.

Please see Appendix 9 for a sample recruitment and targeting plan.

Step 5: Engaging the target group in youth provision

"I work in a project that works with all young people from the area. I have identified a small number of Traveller young people living in the area and they know me a little. In general they don't attend groups in the centre or get involved in the activities on offer - What can I do?"

"I work in a project that operates an open door policy to all young people from the area. I have built up relationships with some local Travellers and they have been involved in certain events and activities but their attendance is irregular and sporadic. What can I do to be able to engage more effectively?"

Travellers are sometimes perceived as a hard to reach group and so in light of this specific supports and strategies may be needed to be put in place in order to engage or maintain engagement with this group of young people. Some examples of methods documented by the author that have been employed to successfully engage young Travellers in youth provision include:

1. Participate in outreach work – visit halting sites and make contact with the local Traveller population on a regular and planned basis.

2. Organise and host Family days throughout the year at key times like Christmas, Halloween, Easter and during the summer. Invite the whole family and have tea, coffee, food and activities for the children, parents and young people.

3. Conduct family visits and map into your work plan time once or twice a year for home visits.

4. Actively seek to identify the barriers to participation and put in place measures that will address the barriers identified by the young people through the allocation of resources.

5. Join young people in doing the activities that they like doing.

6. Approach schools and see if you can operate youth activities in the school such as lunch time clubs, after-school groups, homework support clubs and then target Traveller young people and their friends to get involved.

7. Offer opportunities, if appropriate and necessary, for Traveller young people take part in one to one work in their school/ youth centre.

8. To be successful in engaging

with young Travellers, like with all young people, we need to develop and deliver programmes that match their interests with their needs. Offer opportunities to get involved in taster activity programmes and fun activities. See below for a list of popular activities with young Travellers.

9. Agree with the participants the group terms and group contract which should include; group membership – i.e. if it is Traveller specific or integrated and if it is single gender or not etc. If the group decide that they would like to be Traveller specific, try and agree from the outset that you will work towards integration within the youth service over a period of time. It is important to also note that some groups may not be ready for integration and we must respect this too.

10. If possible identify, involve and support a Traveller adult volunteer in the programme. This should be a very important aspect of your strategy to recruit young people.

11. Complete a follow up process via interview with the young people who are targeted but not willing to engage, try and find out the reasons why they are not interested. Try and see if the reasons/ barriers can be addressed. See if you can offer greater flexibility and if they will commit to a shared agreement.

identified by young Travellers include:

- 🕒 Animal husbandry and horse related work
- 🕒 Restoring a cart, bike restoration
- 🕒 Visiting a forge
- 🕒 Murals & sculpture work especially involving horses
- 🕒 Hair and beauty workshops
- 🕒 Gym and fitness, health and well being programmes
- 🕒 Video making and animation projects
- 🕒 DJ, music, craft, storytelling and dance workshops

Important to Note

Youth work is based on the premises of voluntary participation and therefore must entail a partnership between the young person and the service provider.

For young people to engage they themselves must find the service to be relevant and accommodating of their needs and interests.

Popular activities

Case Study:

"Here are some really practical things I have done which helped me to attract Travellers on to the programme, and also to keep them.

1. Family days:

I organised family days back at the start of the project in the 3 different towns I work in. This involved linking with other organisations first to get their support in terms of meeting the families and then supporting the actual days. Use the VTTs, use the schools they are glad to have anyone interested in working with Travellers. Have family days where lunch or coffee etc is provided for the parents, invite the whole family, younger siblings etc. Have organisations who have responsibility for families there with you. Just look at the ITM network webpage to find all the Traveller organisations in your area, it is in their interest to be involved. Sell it to them. Have organised small scale activities for younger kids on the day e.g. hire an art teacher for the session to over see it. Have the freedom to mix and talk to parents, have consent forms ready to go. Let the families know you will be calling regularly. Repeat these family days on mid terms, Christmas break and as part of your summer programmes and especially after you have the young people involved. If you don't get the the young people you are after I guarantee you will get a brother, sister or cousin.

2. Family visitation:

In the first year I would have been to visit each participant family 3 or 4 times. All I did was call and talk to them. Bring information to leave but go through it with them first. Some parents just can't or don't read it. Have the kids you want to engage help explain it to the parents if they can. Try to make a point of at least introducing yourself to everyone in the household, cousins, aunts etc. are always around and like to be part of what ever is going usually. Remind them that you will be coming back.

3. Accessibility:

For any group that you organise for Traveller young people try to have it as close to where they live as possible. I have found that transport tends to be a huge issue for many of the kids and with many living outside main towns access or transport could be the very reason they don't attend. Allocate resources for transport if possible,

particularly if your group is only once a week and isn't central or close by. Its better to pay for a mini bus to make sure kids are there then to hire a resource teacher or pay for materials and have no one turn up. If you can and are allowed try to do some of the activities on site if they cant make it to a project or community centre.

4. Relationship building:

As youth workers we are always encouraged to ask the young people what they are interested in. But go a step further ask them if you can join them in doing whatever it is they do. But check insurance and with your line manager first. I walked dogs, went fishing, cooked and baked with youth people, etc. In some cases I did this stuff for a long time before they would do stuff with me. Then incorporate this into your programme. As part of my one to one sessions with young person X we regularly talk about his issues while walking dogs or while out visiting his animals.

5. Run programmes that attract young people:

Explore options for hands on activities especially for older Travellers. Offer taster programmes like one day building dog boxes, one day blacksmithing and spread them out over the entire programme -this gives a reason to stay involved. Remember there is a development officer for nearly everything in this country from soccer to fishing and they can usually get you freebys, instruction, tickets etc. These usually don't cost and are a great way to keep interest after you build the relationship.

6. Be Open-minded:

Probably the single most important practical thing I have learned is that if you see the young person or their families as people that you are simply there to engage you will never have their trust and won't be able to work with them long term. The relationship is crucial. To do a really good job you almost have to forget anything negative you heard or experienced growing up about Travellers and start with an open mind. I know it sounds corny but its how we should approach our work with all young people.

Remember it doesn't have to be all horse carts and handball just because they are Travellers. The general principles of youth work still apply. There is no great mystery here whatever you have done in the past to engage young people should generally work with Travellers too."⁵⁴

Step 6: Increasing Traveller participation in youth provision

The following is a sample plan to increase Traveller participation adapted from Foróige's (2010) Integration Strategy.⁵⁵

Aim: To increase the numbers of Traveller young people in the summer programme of youth project X

Objective	Actions
Determine the percentage of Travellers in the target area and involved with the project. Set, develop and implement targets to increase the participation of Travellers in the project	5% of participants in the summer programme will be Travellers: Target set using data collected on the profile of Travellers from CSO data and through a consultation meeting held with key agencies in area X.
Develop positive working relationships with young Travellers, their parents, schools and local agencies	Conduct outreach work to encourage and support young Travellers to take part in the summer programme (Obtain referrals from schools and local agencies, Do home-visits, circulate a leaflet on Youth project X).
Enable Traveller young people to overcome the barriers to youth work and take part in the summer programme of youth project X	Identify and understand the barriers inhibiting Travellers from taking part in the youth project Reassure parents/ guardians that youth workers are professional, qualified and managed by the organisation of X Explain about the benefits of youth work to young people and how this has the potential to enhance their life-chances in Irish society. Clarify myths and misconceptions about settled young people. Outline Youth Organizations policies on equality, child protection, insurance/ safety, drugs alcohol and tobacco. Ensure parents/ guardians have contact details for the youth workers if they had questions or concerns
Provide specific supports to young Travellers to enable their participation	Enable young people to overcome their fears by: Reassuring young people that racism, bullying and slagging are not allowed in the group. Encouraging them to bring a friend/ friends Meet them before they come into the group on the first day of the summer programme. Introduce them to other young people Review process and assess impact.
Increased participation of Traveller young people in summer programme	The number of Traveller young people that participated in the summer programme is representative of the number of Traveller young people in the area.

Step 7: Programme Development and Evaluation

"I have been in my post for a number of years and work in an area where it is said there is a large Traveller population. None of programmes that I have operated to date with groups have ever focused on Traveller identity or culture and so we have never done anything that acknowledges the culture of the Traveller Community. Is my youth work inclusive?"

According to NYCI, culture and identity work needs to be a very important component of programmes with Traveller young people and should be undertaken in order to create a sense of positive identity, belonging, cultural pride and recognition. identity work is important for all young people as feeling secure in your own cultural background is crucial for integration in society in general.⁵⁶

In addition, it is important that all social and recreational activities are culturally appropriate and do not result in further isolating young Travellers.

In choosing activities, liaise with the young people in your service and also parents or a trusted person within the Traveller community about what is appropriate.

Programme design:

In relation to designing programmes for working with young Travellers, the steps to follow are similar to how one would go about developing any programme for youth, i.e. adhere to a good planning model and process.

An intercultural approach to youth work requires the active involvement and participation of young people and therefore a key focus must be on involving Travellers in the design of all programmes. A key element in programme planning is matching the young person's interests with their needs.

A Guide to programme planning

1. Select a planning model. Planning is a process that ends up with a plan which answers 3 questions: what am I trying to achieve? what am I going to do? and how will I know whether I have been successful?⁵⁷

2. Identify the needs and priorities of the targeted participants. This is best done in consultation with others.

3. Set aims and objectives for the programme. These should be SMART: Specific, Measurable, Achievable, Realistic, and Timely. Aims are about how you expect the participants to be at the end of the programme, for example, more informed, better skilled, more aware / knowledgeable.

Objectives are the ways in which the aims are achieved Learning outcomes are specific to what a participant should have learnt/ or be able to do as a result of involvement in the programme.

4. Decide on the best way of achieving these aims. i.e. what methods to adopt.

5. Identify resources.

6. Develop and implement an action plan.
Please see Appendix 8

7. Evaluate the programme.

Evaluating programmes

Programmes need to be regularly monitored and evaluated. Ways of monitoring the effectiveness of programmes include:

- 🌀 having a 'graffiti comment board' for youth to write on
- 🌀 through consultations with groups
- 🌀 by inviting participants to provide feedback through an anonymous suggestions box
- 🌀 through planned discussion as part of one to one conversations with young people
- 🌀 as an agenda item at staff meetings and
- 🌀 through external evaluations.⁵⁸

Essentially what you need to find out is if the aims and objectives have been met, what the participants liked and did not like, areas for improvement, anything the participants would have liked to have been done differently, and what they would do differently as a result of the programmes.

Evaluation should include the young people themselves and should include attendance, reasons for non attendance, non engagement etc. Feedback is crucial in order to find out if the programme has been successful and is invaluable for future programme planning. It can also enhance your own learning and skills.

Sample programme plan:

Aims & Objective	Action	Outcome
To involve participants in culture and identity work so as to create a sense of positive identity, belonging, cultural pride and recognition amongst youth group participants	Involve participants in group work programmes in identity and culture. Facilitate discussions that explore the importance of culture and provide opportunities to get participants to think about what makes up culture, to look at cultures around them and to imagine what a multi-ethnic and an intercultural Ireland is and could be	Build participants awareness; Create a sense of positive identity, cultural pride, recognition and belonging; and respect for diversity and appreciation of difference.

Ideas for programmes and examples of resources

Popular Programmes:	Examples of resources in these programmes
Identity, Culture and Religion	'Life Stories - Exploring Identity with Young People' (YARD) The Yellow Flag Programme (ITM website)
Personal Development	'Spiced Up - A Resource Book for Working with Young Women' (NYCI)
Leadership Skills and Training Programmes	Foróige's Leadership Skills Training Programme
Education, Employment and Training	Contact Youth Information Centres re career guidance programmes FAS Refocus Programmes, Link to your loca Access officer
Health & Well Being	Foróige's Health & Well Being Programme
Sex Education	Pavee Point's Relationship & Sex Education Programme for Travellers. Foróige's Relationship and Sexuality Programme
Drug and Alcohol Prevention	Foróige's 'Putting the Pieces Together Resource Pack'
Suicide Prevention	Contact the National Traveller Suicide Prevention Project
Mental Health Promotion	Mind Your Head Mental Health Resource Pack (Youth Work Ireland)
Entrepreneurship	Such as the Network for Teaching Entrepreneurship (NFTE) award programme (see Foróige's Website)
Discrimination and Racism	Play it Fair Resource Pack Vary Us Resource Pack
Conflict Resolution	Copping On Resource
Role modeling / mentoring	Foróige's Big Brother Big Sister Programme

Step 8: Sustaining Traveller Engagement in youth provision

"There can be a tendency for some to say 'we'll never get Travellers engaged because there are so many obstacles' – I find having this frame of mind is nearly the biggest obstacle! We need to recognise the challenges but also those many situations where Travellers are involved in youth work, get on really well with all the other young people and are great contributors to projects."

"How can I get older Traveller young people involved in the project I co-ordiante?"

Sustaining Traveller engagement and involvement in youth provision and facilitating the successful integration of Travellers into mainstream youth projects (Step 9) are two of the key challenges that youth workers have identified to the author of this manual in their work.

Methods for sustaining engagement

Approaches to deal with this entail the need to offer programmes in a flexible way and creatively. This may include:

1. Designing programmes that are attractive to young Travellers (see list in Step 5).
2. Working in collaboration with other projects and agencies and adapting programmes to meet young Travellers needs. For example, this may mean working with a wider than normal target group such as stretching the group membership age range to include adults along with teenage Travellers.
3. Setting aside time to recruit and support members of the Traveller community as volunteer leaders. This can involve actively recruiting Traveller adult volunteers or senior youth leaders through developing linkages with training centres, third level colleges, FAS, YouthReach centres and facilitating Travellers on work experience placements in the youth project/centre.
4. Provision of opportunities and supports to Traveller young people to be role models in their community.
5. Referring young Travellers to different agencies, for example, community based family support

initiatives such as Springboard or Barnardos or working in partnership with these agencies to deliver programmes. Essentially this involves finding out who you can work with, link to and refer onwards to and approaching other agencies who also have a remit to work with Travellers. These might include: HSE and FAS staff.

6. Working jointly with a local Traveller organisation and delivering programmes/services together.
7. Provision of support to young Travellers in their school or working with young Travellers on a one to one basis to provide additional support to the young person.
8. Working with the young people and their parents together, through, for example, a family paired reading programme.
9. Operating Traveller specific small groups. Some Travellers may be reluctant to take part in the mainstream activities operated by the youth project and so may prefer or need to be worked with in a Traveller specific group first for a period of time.
10. Establishing or linking young Travellers into a mentoring service, like, for example, the Foróige Big Brother Mentoring Programme, so as to support those who are facing difficulties in integrating into youth groups, school or other aspects of life.
11. Linking young Travellers into mainstream youth groups and supporting this process.

The key point being that the project may have to adapt a flexible approach in its work with Traveller young people and will most likely need to work with the young person and their parents as family unit.

"The project I work on has a long waiting list and is currently under resourced and over stretched. We have in the past worked in partnership with projects to involve Travellers in our programmes but are once again the only service operating that are targeting the Traveller young kids. However their attendance is very ad-hoc and irregular which leads to issues for us like how can we work in a way that balances the demands for places in the youth centre with the unused places offered to Traveller young people?"

Sustaining engagement can pose real challenges, however its important not to give up – as a fundamental principle of youth work is to start where young people are at, to do this we must keep dialoguing and communicating with the young people and their families. We need to keep on asking the young people what is preventing their participation. It may be due to barriers like having no transport or the time not suiting or be linked to the young person's home duties and responsibilities and so once identified the youth service should then address the barrier/barriers.

It is well known that having an open door policy does not go far in enough in terms of actively ensuring that your service is accessible to some minority groups. Therefore it is imperative that we continuously engage in outreach work and in home visits and keep on trying to build relationships and trust as fundamentally the key to working meaningfully with young Travellers is through building trusting relationships based on mutual respect. It is important also to be honest and to outline the funding restrictions and demands on resources to the families and to inform the families of the need for the project to be able to balance the demands on its resources with the allocation and usage of resources and to highlight that youth work needs to operate on a partnership basis.

Step 9: Facilitating Traveller Integration into youth provision

"Younger Travellers take part in our centre programmes and are involved in a range of integrated activities. However our experience is that when they transfer from primary to post primary their preference is to be worked with in Traveller specific groups. Our track record to date indicates that the young people will stay involved in their Traveller specific groups and our attempts to integrate have failed and led to the young people disengaging with the project and despite our attempts to re engage them we have failed."

Some youth workers interviewed by the author identified challenges in relation to groups of settled young people not wanting Traveller young people to be included in their group and vice versa young Travellers not wanting settled young people being in their group. This highlights the need for youth services to prepare both groups for integration. This

can be done by preparing groups for integration.

Preparing existing groups for Integration:

Many young people are very open to integration and have positive friendships with young Travellers. However as racism is deep-rooted in Irish society it is important that youth projects are assessed to ascertain the existence of racist attitudes in the group towards Travellers (and other minority groups). This can be done by using the NYCI's Access All Diversity Tool Kit (see Appendix 4) or the checklists for proofing in this manual. If it is found that there are racist attitudes and negative attitudes to integration in a group the following must be done:

- ☉ Take measures to ensure that all young people understand the anti-racist and bullying policies of the youth service
- ☉ Effectively address and deal with racism and bullying according to the policies of the organisation/ group contract
- ☉ Engage young people in intercultural and anti-racism programmes with the group and programmes that focus on team building exercises and developing trust within groups.

Preparing young Travellers for Integration:

This can be achieved through the provision of targeted supports to enable young Travellers to overcome the barriers to getting involved in mainstream youth work. (See section 3.4 and below re methods).

Foróige in their Integration Strategy have stated that:

"Support groups and programmes should always be short term stepping stones to enable young people to effectively engage in mainstream youth work: The multi-cultural model of integration which advocates separate youth groups for minority and majority ethnicities is not good practice as this separation generates misunderstanding and fear between diverse ethnic groups."⁵⁹

While youth workers may sometimes be unsure of whether an integrated or targeted approach is best when working with young Travellers⁶⁰, policy highlights the importance of planning interventions in a way that facilitates inclusiveness. Recognising that it is important to work based on the needs and wants of the young people themselves (a

cornerstone principle of youth work) and taking into account that young Travellers may sometimes state that they prefer to engage only with other Traveller young people, we must remember that the aim of all youth work should be integration – therefore it must be decided how to approach this, how to set up activities and when to mix groups.⁶¹

Questions to consider:

- Is it enough to engage Travellers in Traveller specific groups only ?
- Do youth workers have a responsibility to be pushing more for integration?
- Should we be aiming to move from pre-engagement to engagement and integrative participation?
- What is realistic?

“It is much easier to identify and overcome challenges to engaging/ retaining Travellers by simply having good working relationships with the Traveller Community – they can tell you what is going on for them and you can work out together how to overcome them.”

Methods that promote and support Traveller integration include:

- Establishing a ‘buddy’ system’ matching Traveller young people with settled young people.
- Alternating working with young Travellers in their own Traveller specific group for one session and then involving the group in another session with a mixed group.
- Providing opportunities, encouragement and support to Traveller young people to get involved in the integrative groups and other programmes and activities operated by the project.
- Building towards integration from the start of the engagement process.
- Recruiting Traveller volunteers to work within the project/ centre.
- Ensuring that the project/ centre is a space that is safe, open and welcoming to young Travellers.
- Involving and increasing the participation of Traveller parents in the activities being run by the

- centre.
- Facilitating activities for members of the Traveller community such as family fun days.
 - Inviting and supporting Traveller parents to be on the projects steering/management committee.
 - Working with the all the project’s groups to challenge their attitudes if biased and to promote cultural diversity and respect for all.
 - Acknowledging the barriers to Traveller participation and recognising and respecting that some groups may not want or be ready to be integrated. It is very important to honour this and to reflect this in your work approach.

4.2 Checklist for Supporting and Facilitating Traveller Participation and Integration in Youth Projects

This checklist⁶² should be completed on an ongoing basis by youth workers. It can be used as a tool to assess your project or organisation, and to assist you to identify and plan actions to be carried out in order to progress the inclusiveness of your service. Further, it can be used repeatedly to map a cyclical process that is concerned with providing a better youth service to young Travellers: i.e. self-assessment, training (if necessary); collaboration (action steps); planning and programme design, implementation, evaluation... self assessment; collaboration, planning etc. In this way it can be used as a tool to measure progress and to map achievement.

The checklist is framed under a proofing model referred to as the 5 P’s and is adapted from NYC’s 12 Steps to Good Practice Resource.

- Participation:** To be effective in developing relevant, useful services, it is necessary to consult with members of the Traveller community and ensure their voice is heard.
- Public Image:** To be successful in ensuring that Travellers feel included in services we need to present our service in a way that is welcoming to all Travellers.
- Professional Development:** Staff need to be trained to deliver an inclusive youth service.
- Policies and Procedures:** Organisations need to have a written commitment to equality and inclusion.
- Programme Planning and Delivery:** To be successful in addressing current issues faced by young people and youth workers our services need to be aware of who the young people are living in their area, what their backgrounds are, culture and religion is and need to design and deliver their programmes to consciously include the diverse needs and identities of all young people in the community.

checklist question		checklist rating				
Participation: Organisational Review		On a scale of one to five how is your organisation doing?				
		1	2	3	4	5
1	Has your organisation consulted statistics on the Traveller population of local area?					
2	Has your organisation gathered data on the number of young Travellers using your service?					
3	Does the registration form of your youth organisation include an ‘ethnic identifier’?					
4	Does your organisation participate in local inter-agency fora and/or networks in planning?					
5	Has your organisation completed a self-assessment process to identify gaps in your service? (eg NYC’s ‘Access All areas’ Diversity Toolkit checklists?)					
6	Are Traveller young people represented in your youth organisation?					
7	Does your youth organisation reflect the cultural and ethnic diversity locally?					
8	Does your organisation have peer/ youth leaders who come from a Traveller background?					

Public Image: How we present our service

On a scale of one to five how would you rate your project:

		1	2	3	4	5
1	Is your space welcoming to young Travellers?					
2	Are staff members and volunteers especially welcoming?					
3	Do you have visual imagery that portrays cultural diversity (posters, flags, photographs)?					
4	Is your information clear and fully explanatory to newcomers (dates, location, contact details, who can attend, costs etc?)					
5	Do you have a drop-in facility for young Travellers and their parents to access information?					
6	Have you a recruitment strategy?					
7	Do you participate in outreach work regularly?					
8	Has your organisation conducted meetings with the local representatives of Travellers?					
9	Has your organisation organised a specific event for Traveller parents/ guardians?					
10	Has your organisation contact details of the organisations in your local area that represent Travellers?					

Professional Development: training and supporting staff

On a scale of one to five how would you rate your project:

		1	2	3	4	5
1	Have your staff members received training on Traveller culture awareness and intercultural issues?					
2	Does your organisation provide training for volunteers?					
3	Does your volunteer training cover topics such as understanding youth work, your organisation and the role of the volunteer?					
4	Does your youth group have volunteers from (or plan to recruit) the Traveller community?					
5	Does your management committee/ board include members from the Traveller community?					
6	Are Travellers and their parents involved in your youth organisation?					
7	Do job descriptions require staff to have an awareness of interculturalism and diversity?					

Policies and Procedures: having a written commitment to equality and inclusion

On a scale of one to five how would you rate your project:

		1	2	3	4	5
1	Do you have a group contract written and agreed upon by all the young people and the leader when working with a group of young people?					
2	Is it displayed during the group sessions?					
3	Is it displayed at all times in your organisations premises?					
4	Are copies of the group contract given to young people to sign and or keep?					
5	Is the group contract reviewed when new members join the group?					
6	Do your staff and volunteers address racist comments and behaviour?					
7	Do you have a reporting system for incidents of bullying, including discrimination and racism?					
8	Does your organisation have any other mechanisms in place that protect participants from racism and discrimination?					
9	Do you discuss issues of stereotyping, prejudice and racism with your groups?					
10	Has your organisation an Anti-Racism Code of Practice?					
11	Is interculturalism explicitly stated as an aim of your work in any of the other policies of the organisation?					
12	Does staff receive training on equality legislation?					
13	Has your organisation a non-denominational policy?					
14	Is responsibility for interculturalism assigned to a member of staff/ team in your organisation?					
15	Does the person/ team with responsibility for interculturalism have a task description?					
16	Is relevant training available to the person/ team with responsibility for interculturalism?					
17	Has recent training been completed by the person/team with responsibility for interculturalism?					

Programme Planning and Delivery

On a scale of one to five how would you rate your project:

		1	2	3	4	5
1	Does your organisation advertise your programme of activities in the community?					
2	Does your organisation have a good range of activities including low cost accessible programmes?					
3	Does your organisation consult with the young people on your programme. For instance, through questionnaires, suggestion boxes and discussions?					
4	Do you have contact details of other relevant youth organisations to refer young people to as needed?					
5	Has your organisation developed a list/ file of resources and activities on intercultural youth work?					
6	Are useful resources for intercultural youth work shared with all staff?					
7	Does your organisation liaise with other services in the form of fora, committee or community based initiatives?					
8	Has your staff / and volunteers completed training on interculturalism?					
9	Have you completed a needs analysis of your group?					
10	Have you completed a needs analysis with individuals?					
11	Have you completed a self-assessment process to identify gaps in your organisation?					
12	Have you repeated the self-assessment process at periodic intervals?					
13	Has your organisation a youth focus group or youth advisory committee?					
14	Does your organisation consult formally with the young people to monitor and evaluate your work (e.g. through written procedures, formal interviews etc)					
15	Does your organisation consult informally with the young people to monitor and evaluate your work?					
16	Are your staff and volunteers openly committed to interculturalism?					
17	Does your organisation have: an intercultural policy? an intercultural code of practice? an intercultural strategy/ implementation plan?					
18	Does your organisation carry out reviews of your work to identify gaps and make changes?					
19	Does your staff have access to on going training?					
20	Does your organisation network within your community on interculturalism and related issues?					
21	Has your organisation taken action on some or all of these steps?					
22	Have you developed an action plan to progress Traveller inclusion and participation?					

Notes For Reflection

4.3 Conclusion to Manual and Toolkit

This manual and toolkit set out to enhance the ability of youth workers to work with young Travellers in an integrative and inclusive way. In this respect, this manual has, firstly, provided the information necessary to enhance youth workers' knowledge of Traveller culture, Traveller youth needs and the role of youth work in promoting diversity, inclusion and equality. Information has also been provided to increase youth workers' understanding of the barriers to young Travellers' equal participation in society and enhance their awareness of effective youth work methods of breaking down these barriers.

Secondly, practical information regarding how to involve, engage, support and sustain the participation and integration of young Travellers in quality youth provision is contained in this manual.

Thirdly, it has provided the necessary information to enhance the ability of youth workers to facilitate an intercultural approach to youth work that promotes Traveller integration, human rights, anti-racism and equality.

Fourthly, it has outlined the key steps involved in ensuring Traveller participation and inclusion in youth provision and in doing so hopes to contribute to the development of good practice models of youth work.

Finally, it presents, through the checklists, a method of assessing the practice of youth workers in relation to Traveller equality and inclusivity and a tool that can be used on an ongoing basis to plan and improve organisational service delivery.

To conclude, it is hoped that this manual and toolkit will be used by youth workers and youth organisations to promote the full participation and inclusion of young Travellers in youth service provision.

Appendices

- 🌀 **Appendix 1:** Overview of National Quality Standard Framework
- 🌀 **Appendix 2:** Personal Questions to Stimulate Reflection
- 🌀 **Appendix 3:** Resource Materials
- 🌀 **Appendix 4:** Useful Contacts
- 🌀 **Appendix 5:** Profiling the Traveller Population of your Area
- 🌀 **Appendix 6:** Sample Registration Form for Youth Project's
- 🌀 **Appendix 7:** Template for Consultation and Planning Session with local agencies working with Traveller young people
- 🌀 **Appendix 8:** Template for Developing a Youth Action Plan
- 🌀 **Appendix 9:** Identifying and Recruiting Traveller Youth - Sample Plan

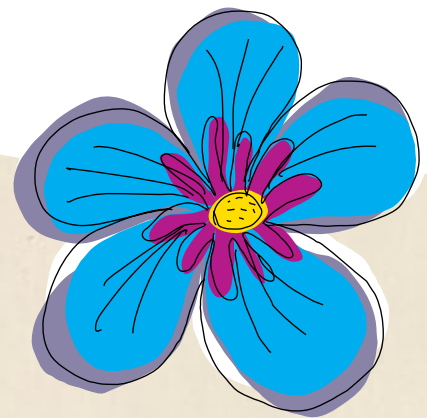
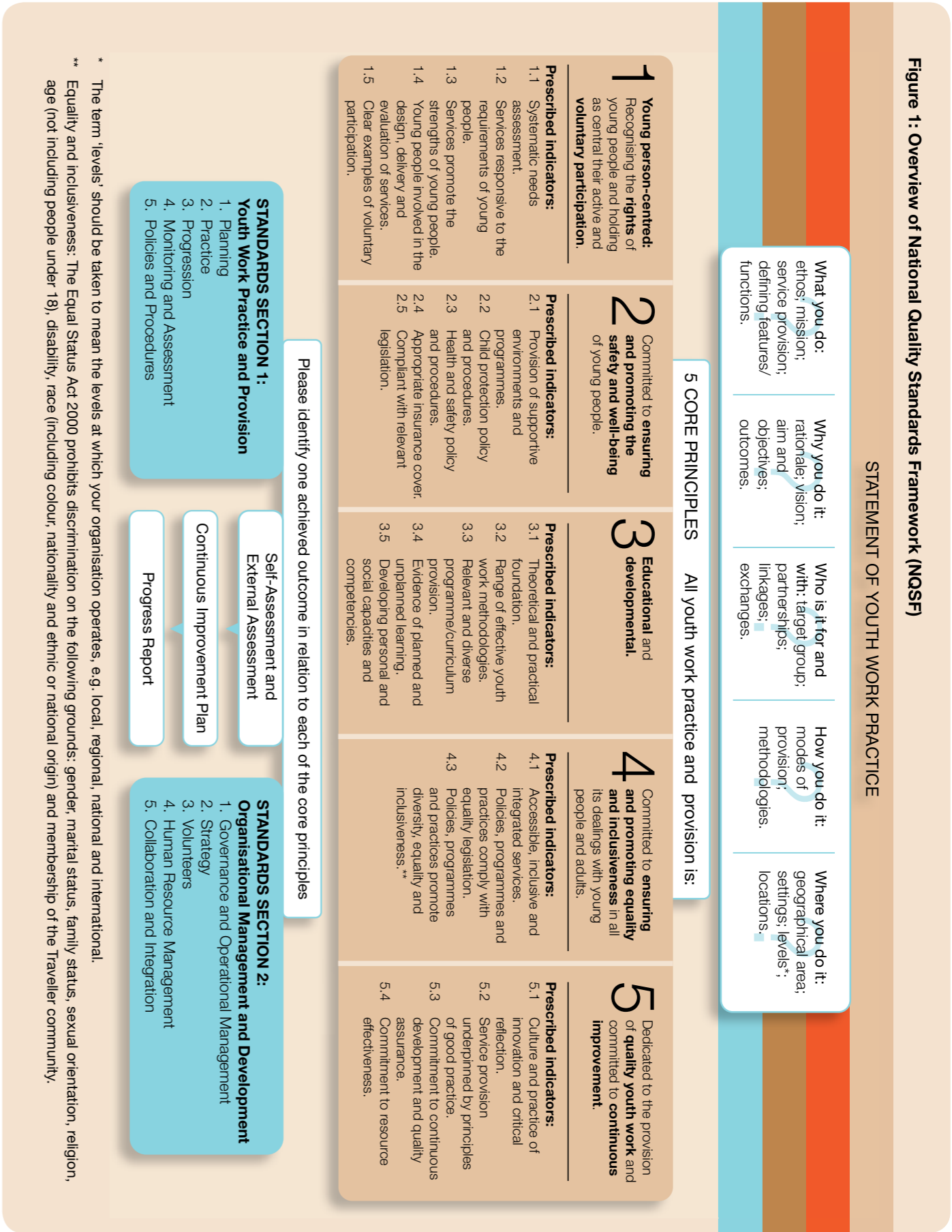


Figure 1: Overview of National Quality Standard Framework (NQSF)

Appendix 1: Overview of National Quality Standard Framework



Appendix 2: Personal Questions to Stimulate Reflection

- ⦿ What gives you a sense of belonging?
- ⦿ How does it make you feel when you experience being accepted, recognised and included?
- ⦿ Have you ever experienced aspects of your identity not being accepted or recognised in your environment? Can you describe the feelings you had?
- ⦿ How can we learn from each others' backgrounds and experiences? What might be obstructive, what supportive?
- ⦿ What might make you strong enough to challenge your own values and convictions?
- ⦿ Have you ever experienced instances where effective communication could break down barriers and if so what made this communication effective?
- ⦿ Can you imagine standing up in the face of bias, prejudice or discrimination? What makes you feel anxious, what courageous?
- ⦿ Have you ever experienced not doing something to challenge bias, prejudice, or discrimination? Can you describe your feelings?
- ⦿ If youth provision was built on principles of equity and respect for diversity what would it be like?

Adopted from Diversity & Equity: Making Sense of Good Practice, DECET

Appendix 3: Resource Materials

Intercultural Resources can be requested from NYCI or downloaded from www.intercultural.ie

Some excellent NYCI resources include:

- ⦿ Practical Guidelines for doing intercultural youth work
- ⦿ Asylum Seekers, Refugees and Other Migrants – key definitions
- ⦿ Anti-Racism Code of Practice
- ⦿ Access All Areas - Diversity Toolkit for the Youth Sector
- ⦿ Promoting Quality in Intercultural Youth Work: 12 Steps to Good Practice

Activity based publications on intercultural themes are available on:

<http://www.youthdevd.ie/nyci/publications>

Some other user friendly resources available from this website include:

- ⦿ Life Stories - Exploring Identity with Young People (YARD)
- ⦿ All Different All Equal: An Anti-Racist and Intercultural Education Resource for Youth Workers

Excellent resources available online from other organisations include:

- ⦿ Changing Perspectives: Cultural Values, Diversity and Equality in Ireland and the Wider World www.diceproject.org
- ⦿ Embracing Diversity www.ecounesco.ie/resources_publications.aspx
- ⦿ NCCRI Anti-Racism Activities for Schools www.nccri.ie/sch-pack.html
- ⦿ Show Racism the Card Sports Based Anti Racism Pack www.therecard.ie
- ⦿ The Yellow Flag Programme www.itm.ie
- ⦿ SALTO-YOUTH a European Wen based Guide to activities based on themes www.salto-youth.net/IDBooklet
- ⦿ Play It Fair! Human Rights Education Toolkit for Children www.equitas.org
- ⦿ Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice www.ohchr.org/Documents/Publications/CompendiumHRE.pdf
- ⦿ Irish Girl Guides Intercultural Activity Pack www.irishgirlguides.ie

Appendix 4: Useful Contacts

Further information on Traveller Organisations:

Irish Traveller Movement www.itmtrav.ie
 Pavee Point Cultural Centre www.paveepoint.ie
 National Traveller Women's Forum www.ntwf.net
 Exchange House Travellers' Service www.exchangehouse.ie

For information on Youth Organisations

www.nyci.ie
www.foroige.ie
www.youthworkireland.ie
www.ymca.ie
www.orgachorcai.org
www.cdysb.ie

Also useful is the website of the Office of the Minister for Children and Youth Affairs children www.omc.gov.ie

For information on Discrimination and Racism

United Nations High Commission for Human Rights www.unhchr.org
 European Committee on Racism and Intolerance www.ecri.coe.int
 European Roma Rights Centre www.errc.org
 European Network Against Racism www.enar-eu.org
 Commission for Racial Equality www.cre.gov.uk
 Department of Justice and Law Reform www.irlgov.ie/justice

Statutory Services

Visiting Teacher Service for Travellers-VTST,
 Department of Education and Skills

For training in Interculturalism:

National Youth Council of Ireland www.nyci.ie

Contact your local Traveller Organisation for information on Traveller Culture Awareness Training.

Appendix 5: Profiling the Traveller Population of your Area

Data on the ethnicity or nationality of people living in each town in Ireland (over 5000 in population) can be generated from the CSO website by completing the following steps:

Go to <http://www.cso.ie/census/SAPs.htm>.

This brings you to Small Area Populations (SAP) section of the CSO website.

Areas are defined in a number of ways (e.g. electoral divisions, counties, census enumeration areas).

Select one that is most relevant to you. Box comes up which says up which says 'please click to view SAPs theme'.

Go to Theme 'Migration, Ethnicity and Religion'. Click on either 'usually resident population by nationality' or 'usually resident population by ethnic or cultural background'.

Relevant Table of statistics comes up.

Turn statistics into percentages in order to compare with data for the involvement of ethnic minorities in groups and clubs.

The Central Statistics office can provide more specific breakdowns of the ethnic and national profile of local areas in relation to age. They may request a small charge for these reports.

Alternatively: Contact your local VTTS and other local Traveller Organisations

Appendix 6: Sample Registration Form for Youth Projects

Family Contact Details

Young Person's Name: _____
Address: _____
School: _____

Date of Birth: ____/____/____
Mobile Phone No: _____
Ethnicity: _____

Parent /Guardian Name _____
Address: _____

Home Phone: _____
Mobile Phone: _____

Alternative Contact Person: _____
Please state relationship (in case of emergency and you are not available) _____
Address: _____

Phone: _____
Mobile Phone: _____

Doctor's Details

Doctor's Name: _____
Doctor's Address: _____
Medical Card/VHI/BUPA Number: _____

Home Phone: _____

Medical Details: If your son/daughter/ward has a special medical problem or concern which will require individual planning and consideration please describe: ☐ Asthma ☐ Diabetes ☐ Epilepsy ☐ Phobias
Other - give details: _____

Is the young person on medication? give details: _____
Is there any other information leaders should be aware of: _____

In the event of a young person needing to take over-the-counter medication, (e.g. headache/ hay fever medication)

A. The Adult Leader must be informed in advance of the use of this medication
B. No young person should be in possession of any more medication than is required for the duration of _____ the activity
C. The Adult Leader will not be responsible for the administration of these medications

Please circle yes/no to the following statement
I grant permission for _____(name of young person) to: _____

- 1.Be included in any publicity photographs for Foróige **Yes / No**
- 2.Take part in programmes/activities in the Club/Project **Yes / No**
- 3.Have supervised access to the computers and internet in the Club/Project **Yes / No**
- 4.Visit and leave the Club/Project during drop in times at their own discretion **Yes / No**
- 5.Participate/Attend Event nights in the project **Yes / No**

Parent/Guardian's name (Please print) _____

Relationship to young person _____

Parent/Guardian's signature _____ Date: ____/____/____

Appendix 7: Template for Consultation and Planning Session with local agencies working with Traveller young people

1. Welcome & Introductions
2. Expectations and Concerns
3. Agreeing a Vision for the group and Terms of Reference
4. Mapping Exercise
Ask people to profile who they are working with: age range, number of young people, gender, in Traveller only programmes or in mixed groups? How? Engaged in outreach work? Targeted specifically or engage through an open door policy?
5. Expected Outcome
for example: to identify ways to develop / enhance collaborative work/ inter-agency work/ partnership style work in order to improve outcomes for Travellers in area X.
6. Identify Gaps and Barriers to Traveller Participation
7. Identify and Agree Priorities
8. Agree Action Plan
9. Arrange Date of Next Meeting

Appendix 8: Template for Developing a Youth Action Plan

[illegible]

Appendix 9: Identifying and Recruiting Traveller Youth - Sample Plan

Timeline	Action to be undertaken	Date for completion	Person responsible	Supports needed
Short-term	<p>Set aims and objectives e.g.</p> <p>To identify all Traveller children in catchment area attending primary school; and</p> <p>To set up a referral process from the schools to the project for these young people.</p> <p>Meet and consult with the young people and their parents, schools, VTST, other school based staff like HSCL, SCP, Mentors re referrals, youth needs and working together</p> <p>Invite agencies to work in partnership with you and to introduce you to the Traveller families and young people</p>	2 weeks	Youth worker	<p>School and school staff to be cooperative;</p> <p>Traveller organisations to support and promote your programme and if working with the families to introduce you;</p> <p>Openness and trust between agencies and schools</p>
Mid- term	<p>Target identified youth: through outreach work including site visits, through building positive working relationships with the local Traveller families and through linkages with local Traveller organisations, local agencies and schools</p> <p>Consult with young people and their parents re their needs and design and plan programme around this.</p>	2 -4 weeks	Youth worker	<p>Get introduced to the key families, meet with the parents, invite to the centre, hold information/ drop in sessions, organise for youth to visit project and meet with workers</p>
Long-term	<p>Engage 6 young people in a 10 week programme and introduce the young people to the range of the activities operated by the programme.</p> <p>Evaluate the programme with all participants and their families and others involved. Map the learning.</p>	10 weeks	Youth worker and another local worker with a remit to work with Travellers	<p>Involvement and commitment of parents, support of school staff</p>

Endnotes

- ¹ The term youth workers is used throughout this manual to refer to both paid and unpaid adults engaging in work with young people.
- ² Evidence of Traveller culture has been documented from before the Famine.
- ³ http://www.paveepoint.ie/pav_culture_a.html
- ⁴ Not all Travellers are nomadic, meaning they don't all move around the country. See www.paveepoint.ie for more information.
- ⁵ See www.itmtrav.ie
- ⁶ NYCI (2009) Access All Areas A Diversity Tool Kit for the Youth Work Sector. Dublin
- ⁷ See Central Statistics Office Report (2006) available from www.cso.ie
- ⁸ <http://pavee.ie/ourgeels/>
- ⁹ NYCI (2009) Access All Areas A Diversity Tool Kit for the Youth Work Sector. Dublin
- ¹⁰ See www.itmtrav.ie
- ¹¹ Department of Justice, Equality and Law Reform, (1995) Task Force Report on Travelling Community
- ¹² See www.itmtrav.ie
- ¹³ Comment from Interview with a young Traveller person
- ¹⁴ See: Economic Social Research Centre 2007/2008 Survey: Attitudes to Travellers
- ¹⁵ See <http://www.nccri.ie/pdf/StrategyGuide.pdf>
- ¹⁶ Department of Justice, Equality and Law Reform (2005) Planning for Diversity, the National Action Plan Against Racism
- ¹⁷ Children of Minorities, UNICEF, 1993 cited in National Youth Council of Ireland (2009) Access All Areas A Diversity Tool Kit for the Youth Work Sector. Dublin
- ¹⁸ NCCRI (2003) Guidelines for Developing a Whole Organisation Approach to Address Racism and Support Interculturalism
- ¹⁹ See United Nations Convention on the Elimination of Racial Discrimination (CERD) available at: www2.ohchr.org/english/bodies/cerd
- ²⁰ See NCCRI (2003) Guidelines for Developing a Whole Organisation Approach to Address Racism and Support Interculturalism
- ²¹ See http://www.dohc.ie/publications/traveller_health_study.html
- ²² See Our Geals Study at www.paveepoint.ie or the research conducted by Mary Rose Walker available at www.wicklowcoco.ie for more information
- ²³ NYCI (2009) Access All Areas A Diversity Tool Kit for the Youth Work Sector. Dublin
- ²⁴ Department of Education, Social Inclusion Unit (2010) Traveller Education Strategy
- ²⁵ NCCRI (2003) Guidelines for Developing a Whole Organisation Approach to Address Racism and Support Interculturalism
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- ²⁸ Foróige (2010) Integration Strategy, Foróige: In House.
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- ³⁰ See the Review Body on the Travelling People (1983)
- ³¹ See the High Level Report at www.justice.ie
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- ³³ See NQSFYW at: www.omc.gov.ie
- ³⁴ NCCRI (2003) Guidelines for Developing a Whole Organisation Approach to Address Racism and Support Interculturalism
- ³⁵ Devlin, M. (2006) Inequality and the Stereotyping of Young People. Dublin p. 3
- ³⁶ Foróige (2010) Integration Strategy, Foróige: In House.
- ³⁷ Delores, Jacques et al. (1996) Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century UNESCO.
- ³⁸ Minister for Children, Brian Lenihan in Office of the Minister for Children, National Childcare Strategy 2006-2010 Diversity and Equality Guidelines for childcare providers. Dublin p. iv.

- ³⁹ Office of the Minister for Children, National Childcare Strategy 2006-2010 Diversity and Equality Guidelines for childcare providers. Dublin p. 5
- ⁴⁰ Article 2 United Nations Convention on the Rights of the Child. See www2.ohchr.org/english/law/pdf/crc.pdf
- ⁴¹ Comment from youth worker interviewed by author
- ⁴² Adapted from the National Childcare Strategy see Office of the Minister for Children, National Childcare Strategy 2006-2010 Diversity and Equality Guidelines for childcare providers. Dublin
- ⁴³ See Traveller Visibility Group, (2009) Traveller Youth Links Report
- ⁴⁴ Traveller Visibility Group, (2009) Traveller Youth Links Report p.28.
- ⁴⁵ Reynolds M. Et al (2003) Traveller Culture and Lifestyle as Factors Influencing Children's Integration into Mainstream Secondary Schools in West Belfast in British Journal of Inclusive Education, Oct - Dec 2003, Vol. 7, No. 4, 403-414.
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- ⁴⁸ NYCI (2009) Access All Areas A Diversity Tool Kit for the Youth Work Sector. Dublin.
- ⁴⁹ Interview with youth worker/ forum member.
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- ⁵¹ NYCI (2009) Access All Areas A Diversity Tool Kit for the Youth Work Sector. Dublin.
- ⁵² The quotes attached to the following steps are all based on comments youth workers have made to the author.
- ⁵³ NYCI (2009) Access All Areas A Diversity Tool Kit for the Youth Work Sector. Dublin .
- ⁵⁴ Case study from Traveller specific youth worker.
- ⁵⁵ Foróige (2010) Integration Strategy, Foróige: In House.
- ⁵⁶ NYCI (2010) Promoting Quality in Intercultural Youth Work: 12 Steps to Good Practice. Dublin p.33
- ⁵⁷ Western Region Drugs Task Force (2009) Putting the Pieces Together: A Drug and Alcohol Resource for Trainers p.15
- ⁵⁸ NYCI (2010) Promoting Quality in Intercultural Youth Work: 12 Steps to Good Practice. Dublin p.33
- ⁵⁹ Foróige (2010) Integration Strategy, Foróige: In House. p.51
- ⁶⁰ See NYCI (2010) Promoting Quality in Intercultural Youth Work. Youth workers also reported this to the author.
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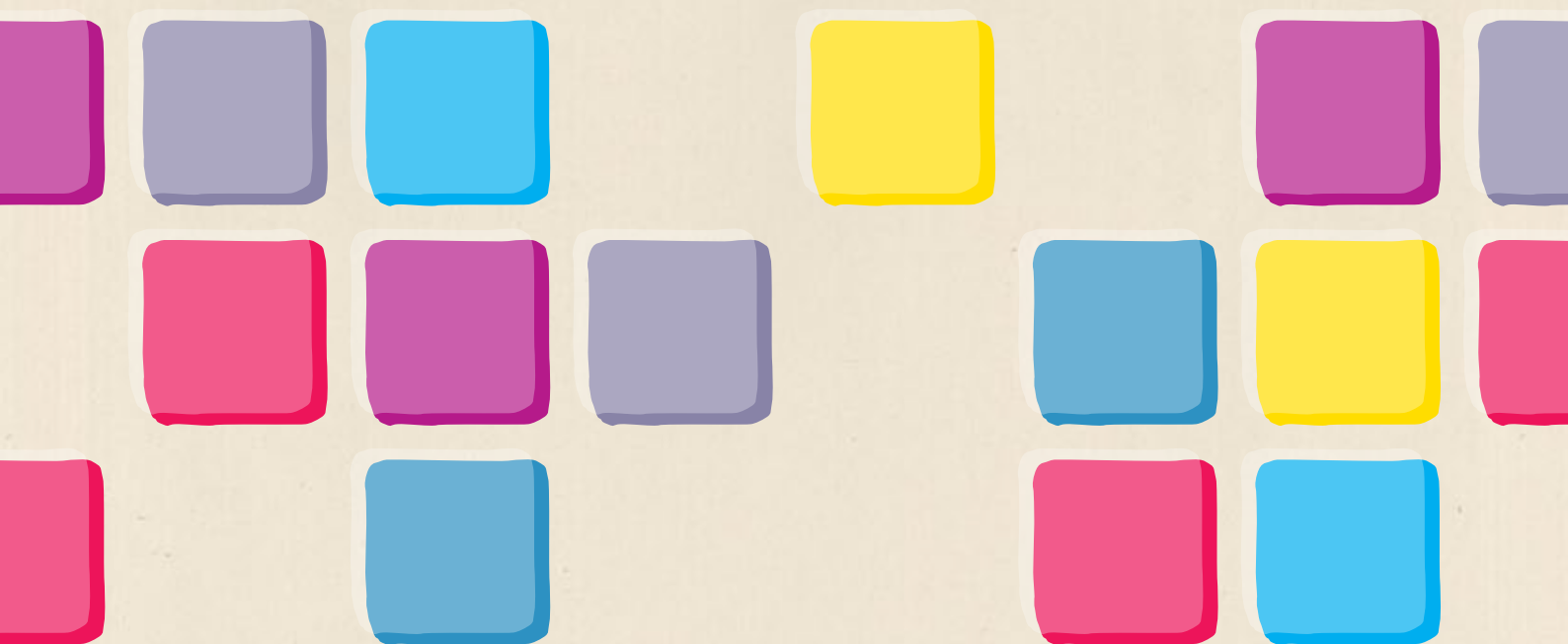
Notes For Reflection

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