

Horsemen Project

2004



Consultation with Traveller, Gypsy and Roma Communities.

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The Horsemen Project
WP 03
Report on the
Consultation Process with
Traveller, Roma and Gypsy communities

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WP 03 Consultation with Travellers, Gypsies and Roma

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Executive Summary

This report on the consultation phase of the Horsemen Project will outline the aims of the consultation process, the implementation of the consultation, the formation of the Irish Steering Group. It refers briefly to three pieces of research on Irish Travellers and horses. It then details the responses from each of the States involved in the process, Ireland, Hungary and Spain. The report contains analysis from each of the participating countries, along with conclusions and recommendations.

The recommendations for the development of the Module on Horse Care are as follows:

- The module should be based as much as possible on the acquisition of practical general skills related to the care of horses
- As much of the course work as is possible should be based on practical experiential learning
- Numeracy and literacy needs of trainees should be addressed in innovative ways, centring on the practical work of the course
- If the module were developed with specific core skills, supplemented by locally appropriate skills, such as riding (for employment in riding stables) tractor driving in Hungary, etc., then the needs of local employers would be more likely to be met
- Health and safety knowledge and skills should form part of the core of the module
- The course would benefit from being self-paced, in order that trainees could progress themselves, thus allowing those with skills already acquired, to progress, thus preventing boredom
- A space within the module for the integration of some culturally appropriate learning would enhance its appeal, ie sulky driving in Ireland
- Attention needs to be paid to measurement of attitudinal development as specific attributes are most sought by employers ie interest, initiative, responsibility etc.

WP 03 Consultation with Travellers, Gypsies and Roma

The Horsemen Project

The Horsemen Project was designed to meet the needs of Travellers, Gypsies and Roma young people in the area of vocational training. Traditionally, these communities have been associated with horses, and feedback indicated that a training programme based on the care of horses would act as a way of engaging with young people in the communities and providing them with skills relevant to the labour market in each of the participating member states. The aim of the Horsemen Project met with the main priorities as set down in the documentation provided initially by the European Commission for funding under the Leonardo da Vinci Programme.

The Project drew together training providers to Travellers, Gypsies and Roma, community based organisations, community representatives and experts in the area of horse care in a way that ensured wide ranging consultation and engagement from the outset.

The specific objectives of the project include a survey of current accredited training on horse care available in the participating member states, carried out by AOC Terra (The Netherlands); Consultation with the client group, carried out by Exchange House Travellers Service (Ireland) supported by the office of the National Co-ordinator for STTCs (NCU); development of a module on horse care to be piloted in each of the member states, developed by St. Catherine's Training Centre, Ballina (Ireland).

The Consultation Phase

This report on the consultation process with Travellers, Gypsy and Roma communities has been written by Exchange House Travellers Service in Dublin. It will outline the aims of the consultation process and highlight the methodologies used. It will include brief comments on the data returned from Ireland, Hungary and Spain which is listed in Appendices.

The report has been informed by feedback and commentary from the members of the Steering Committee which is based in Ireland, and from the meeting held in Hungary in March 2004.

Aims of Consultation Phase.

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

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

Process of Consultation

The consultation process involved several stages:

- NCU co-ordinated a Steering Group in Ireland involving representatives of Traveller groups, Horse care specialists, Training centres
- Analysis of draft questionnaires prepared by AOC Terra and St. Catherine's Ballina
- Analysis of WP 02 presented at meeting in Emmen November 2003
- Feedback from meeting at Emmen
- Development of questionnaires and focus group discussion questions
- Implementation of consultation using questionnaires and focus groups
- Submission of data to Exchange House
- Collation of data by Exchange House
- Circulation of draft report to all partners
- Presentation of draft report to meeting in Ennis February 2004
- Presentation of report to meeting in Hungary Feb. 2004

Steering Group of WP 03

An interim project meeting co-ordinated by the NCU took in St. Catherine's, Ballina in September 2003. At that meeting, the following issues were discussed:

- Based on the experience of St. Catherine's Training Centre, the need for an integrated approach to literacy and numeracy skills was highlighted in relation to the development of any future curriculum modules
- Draft questionnaire on knowledge and interest of Travellers in care of horses discussed
- It was decided to contact Traveller organisations and specialists in Horse Care with a view to forming a steering group to oversee the consultation phase of the project.

The NCU co-ordinated a meeting of the Steering Group of the consultation phase in October 2003. The steering group consisted of the following:

- Gerard Griffin (NCU)
- Kevin Feerick (St. Catherine's, Ballina)
- Dave Billings (St. Catherine's, Ballina)
- Dave McCarthy (Traveller Visibility Group, Cork)
- Jacinta Jones (FETAC)
- Helen Campbell (Exchange House Traveller Service, Dublin)
- Sheilann Monaghan (Fettercairn Horse Project, Tallaght)

At that meeting, various consultation options were discussed. Taking account of the literacy issue identified by the Steering group, it was proposed that the option of structured focus groups be used in situations where Traveller groups felt that there might be difficulties in filling out questionnaires.

Research

The comparative work carried out by AOC Terra in relation to the available curricula in each of the participating Member States, Ireland, The Netherlands, Spain and Hungary, provided an overview of the current skills and competencies required in order to achieve certification in Horse Care.

Research

In addition to the responses from focus groups and questionnaires, three pieces of research, two commissioned by the Travellers Visibility Group in Cork and the third by the Irish Traveller Movement, have also informed the consultation process. These reports provided a backdrop to a number of discussions that took place with regard to the consultation phase.

In 2001, the Irish Traveller Movement commissioned the "Report on the Socio-Economic Consequences of the Control of Horses Act 1996 on the Traveller Community". In the introduction, the report highlights the role of the horse in Traveller culture. The report documents this role in relation to Travellers as nomads, the economic role horses have played in Traveller life and the social and cultural role. It highlights the fact that men were the prime carers of horses, and this provided them with an arena for interaction with both other Traveller men and the settled community. It provided the opportunity for Traveller men to develop closer links with each other and the transfer of cultural values within the community.

The effect of the laws on the control of horses appear to include a decrease in horse ownership and are likely to lead to a gap in traditional Traveller culture. "Horses have greatly contributed to both Irish and Traveller culture. They provide the Traveller community with economic and financial security and impact on all areas of Traveller life. Horses have also contributed to breaking down of barriers within the wider community. Travellers and Traveller organisations view the present control of horses act and the by-laws as a further erosion of their culture and heritage. The by-laws are having a more detrimental impact on Travellers given their poor accommodation status, discrimination and lack of ownership of land." (Report on the Socio-Economic Consequences of the Control of Horses Act 1996 on the Traveller Community, ITM) However, a number of projects have started up with regard to supporting the keeping of horses within the Travelling Community by a number of organisations; these are to be welcomed.

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

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

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

The conclusions and recommendations from the above short research pieces are useful in relation to establishing the current level of interest among Irish Travellers in regard to horses, in addition to highlighting some of the current barriers to horse ownership. For the purposes of the Horsemen Project, the feedback that horses still play a considerable role in Traveller culture and the average length of time spent by young Travellers caring for horses, are indicators of likely interest in the Horsecare module to be developed.

Responses from Ireland

Responses were received from the following:

Employers:

- Responses co-ordinated by Jacinta Jones, (FETAC)
- St. Catherine's, Ballina

Total responses from Employers: 4

Traveller Community:

- Our Lady's Traveller Training and Education Centre, Mallow, Co. Cork
- Exchange House Travellers Service, Dublin
- St. Catherine's Ballina, Co. Mayo
- St. Colmcille's Traveller Workshop, Tullamore, Co. Offaly
- Shannon Bank Training Centre, Athlone
- St. Kieran's Training Centre, Bray
- CEART STTC, Wicklow Town
- NCU
- St Joseph's Training Centre, Ennis, Co. Clare
- Youthreach, Tuam, Co. Galway

Total Questionnaire Responses from Irish Travellers: 108

Focus Group Responses: One Focus Group was held.

Responses from employers

The questionnaire for employers was developed by AOC Terra (Appendix 1) It was administered in Ireland by Jacinta Jones, (FETAC) and by St. Catherine's Centre, Ballina. Within the Irish study, 4 employers were contacted and responded. While the number was small, the degree of agreement among employers in specific areas was significant and will prove useful in assessing the skills, knowledge and attitudes required by employers in the Irish context.

Analysis of Responses from Employers

The questionnaire focussed on three areas: Skills, Knowledge and Attitudes required by employers from potential employees. Employers were asked to rate specific skills on a scale of 1-5, (1 being of low importance and 5 being of high importance). In general there tended to be agreement among employers as to the relative importance they would attribute to specific skills, with some variation depending on the type of stable they ran i.e. breeding stud, farm or riding school. For the purpose of analysis, a score 4/5 was regarded as being highly important, 3/2 being of medium importance and 1 as of low importance. (Appendix 1)

It is apparent that Irish employers in general do not require high level skills as a priority. Specific skills are required in certain types of stables, ie riding school requires an ability to ride a horse, where a breeding stable wouldn't rate that as a necessary skill at the outset. It would appear that the skills which come highest on the list would be those acquired by people working with horses in stables regularly.

This leads to the assumption that a high level of practical input would be important in the training module.

The knowledge was again in the broad category with safety being an absolute priority. Knowledge in relation to feeding, hygiene, horse care would be picked up by young people working in a stable environment regularly.

The attitudes responses which were unanimously chosen by employers such as "shows interest, initiative, responsibility, keeps an engagement, can act accurately," reflect in many ways the sort of attitudes employers would require in any working environment, and instructors in Training Centres will be familiar with trying to develop such attitudes within the workplace in their trainees, whether it be in catering, woodwork etc.

Responses from young Travellers

In order to summarise the responses from the Traveller community it might be helpful to look at them in relation to the main objectives of the consultation phase.

In terms of engaging with the Traveller community the consultation stage was successful. The large number of centres and Traveller groups who participated and the high number of responses meant that Traveller groups all over the country have been informed about the project and have been engaged in a meaningful way. The way in which the questionnaires were completed indicate an interest and willingness to engage with the process that reflects very well on those carrying out the process.

The responses from employers indicate broadly the type of general skills the employers would be looking for, the implication being that specific training relative to each situation would be provided on the job by employers.

It was interesting to see how many Travellers had family connections with horses (67%) and how many can ride (77%) or drive a sulky (trotting cart)(63%). This indicates a large potential target group for the proposed module. In the fact finding questionnaire, there was a 100% response to the question "Would you like to learn more about horses and horse riding?" Looking at the responses to "ways of controlling a horse", which indicate a high dependency on force (whip, kick, bit) taken with the feedback from the Focus Group, it is obvious that there is a need for a training course which would develop a more empathic approach. This would not be unusual in young people of that age group, whatever their background.

The responses from young Travellers indicate a high level of interest in training horses (77%), willingness to learn about safety (85%), liking for working with horses (73%) liking for horses (75%). Other high scores in relation to interest in working with animals etc. indicates a very high level of interest in the area of horse care, and a willingness to learn about related key areas.

Responses

It was interesting that while (77%) said that they could ride, (37%) indicated an interest in learning to ride which indicates that some who say they can ride feel there is room for improvement. It was encouraging that (90%) feel that safety is important and (85%) want to learn more about it. Breeding horses was seen as interesting in both quantitative and qualitative responses. Respondents also showed a high level of understanding about the problems associated with horses ie expense (83%),cost of vet, high rent for land etc.

Overall, the results in the Irish consultation phase have been very positive, indicating a

- High level of interest in horses
- Considerable familiarity with horses and caring of them
- Willingness to learn key areas such as safety training etc.
- High interest in a course on horse care.

Reflections on the process

The objective of the process was to gain as much information as possible, and to that end, a variety of different kinds of questionnaire had been developed and a focus group structure proposed. As it turned out, this proved cumbersome for the analysis of data, as the categories did not always correspond exactly. It is proposed that for future work of this sort, one type of data collection is agreed and used.

While a brief reporting form was sent to all those administering the questionnaire, this was not used in all cases, therefore there is no definitive data in relation to exact numbers of males/females. The age range can safely be assumed to be within the general range (16-22) of trainees in Senior Traveller Training Centres.

Responses from Hungary

CUMULATIVE REPORT on Roma youths' knowledge and judgment of grooming of horses

We had the Questionnaire received, - translated from the English language into Hungarian - filled in by the multiple disadvantageous, poorly educated, unskilled, unemployed Roma students between the age of 16-26 years. The Roma students who responded to the questions live at different settlements in the county. Among them there are students who live in towns or in little villages alike.

I. Important experiences of the survey

- According to the survey it has turned out that most part of the youths taking part in the survey have hardly experiences in connection of horses, and their knowledge of grooming of horses is standing on minimal level. All of these are shown by our Cumulative Table No. 1 attached.
 - 92.3% of youths asked have no horses, and only 2 persons expressed that he had a horse.
 - 88.5 % of them do not take part in grooming the horses of other persons at all.
 - 73% of youths expressed that they did not work with horses at all.
 - Among them only one person expressed that it was true that; " The Hungarians (Magyars) were born on horseback". and "The Hungarians too have got horses all the time"
 - 11.5% of the answerers declared that his/her family kept horses, 3.8% of them kept horses generally.
- The riding ability rate of the respondents is very low, only 3.8% of them had knowledge in this field "very good" (grade 5) and 19.2 % "good" (mark 4) and 11.5% "fair" (grade 3)

38.4% of the respondents should like to learn riding. On the other hand 80.7% of them do not attend to riding-school.
- 15.4% of the respondents would like to know something more about horses.
- As to level of their knowledge in grooming of horses is also -*/low.
 - 7.7% of them declared that they knew the feeding of horses very well, and 19.2 % of them ranked their knowledge in this field as "good", and 26.9 % them as " fair".
 - 15.4% of them are able to make hay with "very good", and the same number of them with "good " result.
- 19.2% of them know "very well", or "well" how much water is needed each day for a horse.
- In connection of problems in feeding 7.7% of the respondents qualify them "very good", 11.5% of them "good" and in the same number they gave mark "fair".
- 7.7% of them declared that they could be able to break in a bronco(o) with the result of "very good", or "good".
- 26.9% of them would break a bronco(o) with great pleasure, 15.4% would learn it with pleasure.
- The knowledge of carriage-driving was qualified "very good" by 23%, and "good" by 19.2%.
- Labour skill of plough-horses was pronounced only 3.8% - 3.8% "very good" or "good" of the responsive,
- 100% declared that they were not able to make shoeing (calking) of a horse. Only 17% of them would like to learn horse-shoeing (calking) with "very good , and 11.5% of the students with "good" mark. (question no 18). 50% of youth people have not seen horse-shoeing at all, 57.7% do not know how to take care the hoof of a horse.
- 42.3% of the respondents declared, they knew "very well" that horses might get ill, and 26.9% of them knew it "well" At the same time 7.7% declared that they knew (recognised) "very well", and 11.5% knew "well" the illness of a horse. Similar percentage answers were given in connection of the time when a veterinary surgeon were needed.
- Answering the question "Are you breeding horses?" 11.4% of them declared "yes". 15.4% of the youths answered that they could be able to select the mares and stallions for breeding "very well", 7.7% of them "well". Only 11.5% of them gave the answer of "very well" or "well" in connection that he/she could take care of a pregnant young horse, and 53.8 % of them declared that they had already seen a foaling process.
- Answering the question "Do you like to know more about horse-breeding?," 11.5% gave the answer "yes, very much" and 3.8% answered "yes".
- According to the majority of the respondent youths horse-breeding is a costly business. 23% of them answered: "it is very true", 26.9% "it is true", and 7.7% "mostly true". As to the profitableness of horse-breeding 34,6 % of the youths gave the answer "very true" 15.4 % "true", and 11.5% responded " mostly true". The majority of the respondents declared that they would learn compiling budget with pleasure: 37.7%

Responses

answered it was "very true", 15.4 % "it is true" . 53.8% of them declared that they would like to learn the analysis of a budget.

10. Referring to the question 38 -39, in connection of security, most of the respondents gave the answer "it is very true" or "it is true". As to the need of enlarging the knowledge of this question 26.9% answered " it is very true" , 34.6% "it is true" and 19.2% of them "mostly true"
11. More than half of youth respondents' opinion the horse-breeding is a difficult task As to question of the personal capacity (one's own cost) 46.1% gave the answer "it's very true", 23% "it's true".
12. 73% of the youths like to work in clean surroundings (workplace), 65.4% no them declared that they would not like to work in untidy and careless surroundings. And, at the same time, 53.8% of them do not like cleaning and tidying up work.
13. As to the question in connection of the youths patience 26.9% of the respondents gave the answer of " it's very true" , 19.2% of them "it's true", and 30.7% of them "mostly true".
14. 69.2% of the respondents like to work independently (unaided), but 53.2% have a liking if somebody tells precisely what to do 57.3% declared that they like to work alone. (question no:50) The majority of youths tolerate critics with difficulties: according to 42.3% of them "it is very true", 19.2% "it is true" The majority become very angry about critics: 30.7% gave the answer "it is very true", 15.4% "it is true".

15. Half of the respondents do not like handling of animals: 38.5% of them gave the answer "nothing at all", 11.5% "no". 46.1% of the respondents gave the answer that they "do not like to work with horses at all", 7.7% of them " do not like"

16. It is astonishing that the smaller sections of the younger generations do not like to work together with others: 3.8% said that "it is very true", 11.2% "it is true" and 30.7% " mostly true". The majority of the respondents attach importance to the punctual beginning of work: 23% of them think "it is very true" , 26.9% "it is true", 11.5% it is mostly true". Referring to the question : "Do you do hard work with pleasure?" 26.9% gave the answer: "it is very true" and 23%: "it is true"

Problems and answers:

1. How do you ensure of the interest of the gypsy leaders? This project can give the opportunity of working and learning to young people.
2. The guarantee of the local human resources department.
3. Is there guarantee for the adequate quality education? The experiences of the Hungarian partners and the making of the compulsory educational system is the guarantee.
4. Is the talent of the target group suitable for finishing the project? The experiences of the Hungarian partners and the help of the Hegedus School in the field of education are the guarantees.

Responses from Spain

Employers:

Manos Tendidas Centro Hípico de Pinto

Total response from employers : 4

Gypsy community:

- Fundación Secretariado General Gitano.
- Federación Adalí- Calí
- Federación Asociación de Gitanos Calí.
- Asociación La Frontera.

Total questionnaires responses from Gypsies : 20

Focus group : 4 with 5 persons each.

The questionnaire for employers was developed by AOC Terra (Appendix 1). It was administrated in Spain by Lourdes Piris (Manos Tendidas). Four employers connected with horses from Manos Tendidas were contacted and responded. The degree of agreement was very significant.

Analysis of Responses from Employers

The questionnaire focussed on three areas : skills, knowledge and attitudes required by employers from potential employees. They were asked to rate skills on a scale of 1-5. In general the answers were very similar.

Employers do not require a high level of skills; it's not important if employees can break-in horses or can read a pedigree or have the ability to ride a horse. In Spain a horseman is the person who cleans stables, feeds the horses, grooms, etc., so those skills are very important for employers.

The knowledge they require in a potential future employee is in relation to hygiene, safety, foddering and tractor driving. The others are not necessary for them.

The attitudes unanimously chosen by employers were : shows interest, creativity, responsibility, know-how, able to register and report, friendly to customers and can co-operate with colleagues and supervisors.

Responses from young travellers

We use the questionnaire prepared by St. Catherine's Training Centre with a little modification (Appendix 2)

We set up various groups each with a facilitator and a reporter.

Group dynamics: The group who filled in the questionnaire were aged between 16 and 22. All of them were male trainees (the Gypsy community did not allow girls to go to the interviews).

Personal experience/interest

Most of them had personal experience with horses, some had family members who had horses (grandparents, uncles, parents). Most of them have horses just because they like them, not for working. Some of them had family members who bought and sold horses.

Most people can ride a horse, but they were interested in learning more about horses.

Feeding

More or less 50% know about feeding horses, they know what they eat and they say that if the food is not clean the horses do not eat it and that if the food is not O.K. the horses can have stomach problems.

All of them said they need more information specially about what items would be more appropriate and how much food and water a horse needs each day.

Care

50% had seen a blacksmith in action, but most of them cannot shoe a horse.

Generally they thought that if you want a horse to do something, you either kick or beat it with a stick and they felt that trust is very important. In general they did not know how to break-in a horse, but most of their suggestions seemed to involve affection.

Most of them were interested in finding out different ways about breaking-in or training horses and in general in learning more about care.

Health care

Most trainees thought that horses do not get sick often and that you can know if a horse is not healthy, if the horse is tired or if you see it doesn't run or walk or if you look into its eyes and they are not OK.

They said that it would be necessary to bring a horse to the vet if the horse is ill and you don't know what to do. They said they'd like to learn more about health care.

Breeding

None of them knew very much about breeding horses, but they had family who did it and most of their family members had Spanish horses and some of them others. They did not know anything about care of a foal or a pregnant mare.

All were very interested in learning how to breed healthy animals.

Appendices

Costs

All trainees felt that it was very expensive to keep horses, costs mentioned were feeding, the vet and the insurance.

They said that you can make much money with horses and they were interested in learning how to work out a budget and keep track of the money you would spend on horses.

Safety

They had different opinions about how horses can hurt themselves, i.e. barbed wire, with a stick, being over-ridden, with the spur, etc., but they did not know anything about the rider.

Most trainees said that they would instruct a young person to ride horses properly and not to stand behind a horse.

All of them found riding with a helmet very important.

Employment/Progression

50% would like to work independently and 50% alone and the type of work was very different : blacksmith, with bulls, breeding, training horses, etc.

Not many of them had worked buying and selling horses but most had family members who do it.

They felt they need to learn more about horses and they thought that Gypsies would be interested in a course. The sort of things they thought that should be included in a course are in relation to health care, illness, but they would like to know how to clean stables.

Conclusions and Recommendations for WP04

In drawing together the results of the consultation phase of the Horsemen project, acknowledgement must be given to the staff in the training agencies, educational institutions and Traveller organisations in Ireland, Spain and Hungary who participated in the data collection, and credit given to their efforts in securing a high rate of data return. The picture that emerges from the consultation phase with all three communities is one of considerable richness, reflecting the historical association each community had with horses as well as the aspiration to either continue or renew that relationship and the desire and willingness to engage in a process of learning to further that aspiration. From the responses it can be deduced that a programme which centres on the care of horses will have a wide appeal, not just to those who wish to work with horses, but as a way of engaging with a target group that has proven traditionally challenging in terms of accessing and sustaining training.

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

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

The recommendations for the development of WP04 are as follows:

- The module should be based as much as possible on the acquisition of practical general skills related to the care of horses
- As much of the course work as is possible should be based on practical experiential learning
- Numeracy and literacy needs of trainees should be addressed in innovative ways, centring on the practical work of the course
- If the module were developed with specific core skills, supplemented by locally appropriate skills, such as riding (for employment in riding stables) tractor driving in Hungary etc. then the needs of local employers would be more likely to be met
- Health and safety knowledge and skills should form part of the core of the module
- The course would benefit from being self-paced, in order that trainees could progress themselves, thus allowing those with skills already acquired, to progress, thus preventing boredom
- A space within the module for the integration of some culturally appropriate learning would enhance its appeal, i.e. sulky driving in Ireland
- Attention needs to be paid to measurement of attitudinal development as specific attributes are most sought by employers ie interest, initiative, responsibility etc.

Appendices

Appendix 1

Skills: The skills required by Irish employers in order of priority emerged as follows:

1. Clean stables
2. Feed a horse
3. Saddle a horse
4. Transport
5. Walk with a horse
6. Harness and unharness a horse (tack up)
7. Drive a tractor (In Ireland this would more often be done by a farmhand)
8. Maintenance and repair of fences
9. Groom (more important in a riding school)
10. Ride a horse (more important in a riding school)
11. Take care of harness
12. Show on hand
13. Lunge
14. Take care of hooves
15. Break in horses
16. Clip hooves
17. Jump to 60 cm
18. Can read a pedigree
19. Drive a horse
20. Can repair harness
21. Work with draught horses
22. Shoe a horse
23. Ride dressage to a high level
24. Jump more than one metre

Knowledge: The knowledge required by employers in order of priority emerged as follows:

1. Safety (unanimous 5)
2. Company safety
3. Health care
4. Feeding
5. Hygiene
6. Horse care
7. Anatomy
8. Tractor driving (not usually done by stable "hands" in Ireland)
9. Physiology
10. Fodder production
11. Maintenance
12. Judging horses
13. Breeding
14. Stallion
15. Mare
16. Judging dressage
17. Gelding (usually carried out by a vet – aftercare of gelded horse useful)
18. Pedigree

(Two categories were disregarded in some responses as they did not have any meaning for the Irish employers: Foddering (regarded as equivalent of feeding) and Employment of a horse, which participants did not understand.)

Attitudes: The attitudes required by employers in order of priority emerged as follows:

1. Shows interest (unanimous 5)
2. Shows initiative (unanimous 5)
3. Keeps an engagement (unanimous 5)
4. Can act accurately (unanimous 5)
5. Shows responsibility (unanimous 5)
6. Quality minded
7. Can handle security rules
8. Acts loyally
9. Can check
10. Is able to register and report
11. Can handle conflict situations
12. Friendly to customers
13. Can establish customers needs
14. Shows flexibility
15. Can prioritise
16. Shows insight
17. Can handle criticism
18. Can evaluate and give feedback
19. Can co-operate with supervisors
20. Know how
21. Shows creativity
22. Can clearly give instructions
23. Can act independently
24. Systematic way of thinking
25. Decisive
26. Inquisitive
27. Can organise and prepare
28. Shows activities and ways of working
29. Critical attitude
30. Acceptable linguistic use
31. Can motivate others
32. Speed of work
33. Can give supervision
34. Find quick information
35. Can analyse
36. Can co-operate with a third party
37. Shows insight into business structure
38. Shows commercial insight
39. Can co-operate with colleagues

Appendix 2

Responses to Questionnaires from Irish Traveller Community

Most of the groups used a combination of the Questionnaire devised by AOC Terra and that devised by St. Catherine's Training Centre, Ballina. (Appendix 2/3)

Since the emphasis in each questionnaire is slightly different, they will be reported on separately in this report.

Questionnaire devised by AOC Terra

This was a questionnaire of 61 questions, requiring a yes/no response, therefore yielded quantitative information.

Total number of responses (N) = 52

It must be noted that not all questions on the individual questionnaires were answered.

Number	I.....	YES
01.	I have a horse	29%
02.	I take care for a horse who's not mine	44%
03.	I often work with horses	48%
04.	I was almost born on horseback	36%
05.	I've had a horse my whole life	29%
06.	In my family they keep horses	67%
07.	I can ride a horse	77%
08.	I can not ride a horse but like to learn	36%
09.	I don't keep horses but I am interested in learning more about horses	61%
10.	I know a lot about feeding horses	61%
11.	I find it important that I can make hay	33%
12.	I know about problems that can arise in relation to feeding horses.	50%
13.	I know how much water needs a horse each day	63%
14.	I can break in a riding horse	36%
15.	I can drive a sulky	63%
16.	I can work with a draught horse	31%
17.	I can shoe a horse	27%
18.	I can't shoe a horse but like to learn.	61%
19.	I saw a blacksmith in action	67%
20.	I can clip a hoof	31%
21.	I am interested in learning about different ways of breaking in horses.	69%
22.	I am interested in learning about different ways of training horses.	77%
23.	I know that horses get sick	83%
24.	I know when a horse is not healthy	73%
25.	I know when a vet is needed	79%
26.	I am interested in knowing how to treat a horse	83%
27.	I know that there are Traveller cures for horses	67%
28.	I breed horses	35%
29.	I can select a stallion or a mare for breeding	36%
30.	I can look after a mare in foal	46%
31.	I have seen a foal born	58%
32.	I like to learn more about horse breeding	73%
33.	I think it is expensive to keep horses	83%
34.	I think that it's possible to make much money out of horses	56%
35.	I am interested in learning how to work out a budget	61%
36.	I am interested in learning to keep track of the money of the budget.	60%
37.	I find riding with a helmet very important	77%
38.	I find safety very important	90%
39.	I want to learn more about safety	85%
40.	I like to help people	73%
41.	I think that it is difficult to keep horses	71%
42.	I am strong	75%
43.	I like to work in a clean circumstance	86%

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44.	I find that I have patience	67%
45.	I dislike working in a mess	71%
46.	I like to help people	73%
47.	I dislike cleaning	38%
48.	I like to work independently	63%
49.	I like it when other people exactly tell me what to do	40%
50.	I like to work alone	48%
51.	I get angry when people criticise me	63%
52.	I can handle criticism	52%
53.	I like working with animals	83%
54.	I can saddle a horse	60%
55.	I like to help people	73%
56.	I regularly come to a riding school	15%
57.	I like to work with horses	73%
58.	I like to work with other people	69%
59.	I have ideas about how things can be improved for people who keep horses	63%
60.	I find it important to come to work on time	75%
61.	I like to work hard	81%

Appendix 3

Fact-finding Questionnaire Responses - Ireland
[N = 88]

Motivation:

1. Do you like horses?	Yes: 66
Why?	
Grew up with them:	7
Good to ride:	7
Good for sport:	7
Nice:	5
Fun:	4
Beautiful:	3
Big & Friendly:	3
Racing:	2
Bet on them:	2

The following reasons were noted by individuals: Good, Make money, Strong, For selling, Bet on them, Useful, Company, I love animals, I like looking after them, Loving, Gentle, Part of culture

2. Would you like to learn more about horses and horse riding?	Yes: 88
Why?	
Don't know enough:	12
Like horses:	4
Good experience:	2
Tradition:	2
To be a good jockey:	2

Individuals noted the following: Good, Great sport, For dealing, Like riding, Lack of knowledge, Good experience, Never did it, As a hobby, Like to buy one, Used to own one.

3. Do you have a horse?	Yes: 14
4. Do/Did your family have horses	Yes: 54
5. Have you ever ridden a horse?	Yes: 53

Basic Equestrian Knowledge:

1. Can you draw a horseshoe?	No: 6
2. What do we call this? [A bit]	Correct: 63
3. In what kind of sports do we use horses?	Correct: 68
4. What do you call the person on a horse in a horserace?	Unknown: 3

5:	Correct identification: 60
6. Error in mounting:	Nearly identified: 19 Identified exactly: 16 Cultural:

2a: 27 respondents identified it correctly

2b: 50 respondents had ridden in one

7, 11 and 12: No answers correct

Nutrition:

1. Tick the things a horse should eat?	
Grass:	No = 2
Hay:	No = 2
Oats:	No = 3
White loaf:	Yes = 23
Garlic:	Yes = 3
Meat:	Yes = 5
Turnip:	Yes = 40
Cabbage:	Yes = 46
[Hash]	= 1

2. Summer feed:	
Grass:	50
Hay:	10
Oats:	5
Vegetables:	1

3. Vitamins necessary in field
Yes: 10

4. Further feed if working?
Yes: 49

What food:

Oats:	34
Hay:	6
Water:	17
Vitamins:	4
Vegetables:	3
Fruit:	1
Straw:	1

Veterinary:

1. Have you ever heard of laminitis?
Yes: 19
Problem with hooves: 19

2. Cause of laminitis?
Overweight: 9
Neglect of hooves: 3
Not enough exercise: 1
Damp ground: 1

3. Can an animal be kept in the same field all the year round?
No: 51

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4. What is very important for the good health of horse kept together in a field? Water: 6

Hay: 3
Oats: 1

5 How can you tell if a horse is sick?

Lying down: 16
Won't eat: 14
Eyes & Nose run: 14
Look: 6
Mouth: 3
Walk: 3
Won't trot: 2
Tired: 1
Sleeping all the time: 1
Weak: 1

Riding

1. Is it possible to ride a horse without a saddle? Yes: 52

2. What is important to check before you get on?

Saddle: 22
Trained: 4
Humour: 3
Reins: 3
Bit: 3
Hooves: 3
Bridle: 2
Girth: 1

3. What is it important to check after you finish riding and why?

Check: Horse not too hot: 10
Hooves: 10
If thirsty, water it: 7
Cuts: 5
Legs: 4
Humour: 3
No responses to why.

4. To get the horse moving forward when seated on its back:

Use heels/legs: 52

Whip: 6
Click tongue: 4
Use the mane: 4
Blinkers: 3
Shout: 2
Hit: 2
Pull: 1
Bridle: 1
Hands: 1

5. Three ways of controlling a horse?

Reins: 24
Whip: 15
Kick: 10
Rope: 10
Tighten the bit: 8
Talk: 5
Tie it up: 1
Put in stable: 1

6. The four gaits of a horse:

Correct: 56

7. The six points of the horse?

Correct: 54

8. The difference between a riding horse and a working horse:

Correct: 34

Appendix 4

Responses to Qualitative Questions - Ireland [N = 17]

61. What sort of jobs can you work in that involve horses?

Clean and Feed: 5
Groom: 4
Jockey: 4
Wash: 3
Train: 3

Individuals identified the following: Racing, Hunting, Riding School, Stable hand, Blacksmith.

62. Would you like to work with horses – in a stable, training them for sulkies, showing other kids how to look after them etc.?

Yes: 4
Teach others: 3
Train for riding: 1
Train for riding: 1
Train in a stable: 1
Grooming: 1
Helping: 1

63. What would you need to know to be able to work with horses?

How to care for them: 4
How to handle them: 3
How to feed them: 2
Develop two way trust: 2
How to ride: 1
Wash them: 1
Break them: 1
Groom them: 1
Shoe them: 1
Know the dangers: 1
Be patient: 1
Like animals: 1

64. If there was a course on horse care do you think many Travellers would be interested in it?

Yes: 4
Most would: 2
Especially boys: 2
Loads would: 1

65. What sort of things should we include in a course about horse care looking at the things that have come up so far in discussion?

Health care: 2
Grooming: 2
Breaking them in: 2
Food: 2
Building trust: 2
Veterinary skills: 2
How to ride: 2
Drive a sulkie: 1
Harnessing: 1
Tack: 1
Points of horse: 1
Gauge age: 1
Dosing: 1
Shoeing: 1
Judge temperament: 1

66. Say if we got money to run a horse programme what sort of things would you be interested in learning about?

Veterinary: 3
Stable management: 2

Individuals chose the following: Tame them, Breeding, Good exercise, Riding, Driving horses, Different feeds for different kinds of work.

67. Are there any problems to do with keeping horses?

Individuals chose the following: High rent for land, Hay expensive, Vets expensive, Stables needed, Responsibility, County Council, Need to know how to train horses.

68. What are your ideas on how things could be improved for people who keep horses?

Enable them to afford to rent land: 2
Course on horse care: 2
To be left alone: 2

The following suggestions were made by different respondents: Space for horses, Be helped to find grazing, Safe place to keep horses, Stables, To be helped keep our culture

Appendices

Appendix 5

Report from Irish Focus Group

Focus Group – this report was forwarded by Youthreach, Tuam and is reproduced verbatim as it provides interesting information in relation to the target group and their process of responding.

Group Dynamics: The group who filled in the questionnaire were aged between 15 and 22. 5 male trainees and 6 female trainees filled out the questionnaire. Generally girls felt the working with horses was a 'man's job', although some expressed an interest in learning about horses. Please bear in mind that trainees regarded filling in this questionnaire as 'work' and this may account for the negative response to the question 'do you like horses', as they became more interested as they read the questions. In the group discussion, the male participants generally did all the talking.

Personal experience/interest

Few of the group had a horse but some had family members who had horses, and everyone knew someone who kept horses.

When asked why people kept horses, the main motivation appeared to be financial.

Most people felt the horses were kept for breeding and selling the foals

Some people felt they would be interested in learning about horses.

Feeding

When asked about feeding horses, the girls didn't know much, the boys stressed that horses could eat hay, grass and oats although there seemed to be a bit of confusion as to when feeding these items would be appropriate. Some people felt that horses could be fed bread and turnips as well.

Only 1 trainee knew how much water a horse would drink each day.

No trainee knew of any problems that could arise from feeding.

Care

Generally, all trainees thought that if you want to get a horse to do something, you either kick or beat it with a stick. The trainees also felt that horses could be controlled by voice.

The trainees recognised that horses needed their feet to be looked after but didn't see the need to have a blacksmith as people who owned horses could shoe their own horses.

Some trainees had seen a blacksmith working but they were

in a minority, and the blacksmith they had seen at work was a member of their own community.

Trainees didn't know how to break in a horse, but all their suggestions seemed to involve force and violence. 'Break in' seemed to be a confusing term for trainees.

Trainees didn't feel that they would be interested in finding an easier way to break in horses – probably because none of them had ever tried to break in a horse!

Health Care

None of the trainees knew if horses got sick often.

Generally when asked about what can go wrong with a horse, the class suggested breaking a leg, getting hurt on the road or injuring themselves on wire, or rubbish lying around the field, or getting tangled up while tethered.

Trainees said that if a horse was not healthy it would 'foam around the mouth', be off its food, shivering, lying down and not moving from a particular spot.

Trainees said that it would be necessary to bring a horse to the vet if it was in foal, to be scanned, if it had a bad infection or the flu.

Some trainees said that they would be interested in learning how to treat a horse or when to call the vet.

Trainees said that there were Traveller cures for horses, but did not know any specific ones.

Breeding.

A few trainees said that people in their family bred horses. They all seemed to be of the hairy, coloured variety.

Desirable stallions and mares were thought to be heavy legged and hairy.

Care of a foal or pregnant mare was thought to be minimal, beyond scanning of the mare.

Some trainees thought that the mare might be in trouble whilst foaling, but most felt that the mare would have the foal on her own with no trouble.

Trainees didn't show much interest in learning how to breed healthy animals.

Costs.

All trainees felt that it was expensive to keep horses, costs mentioned were feeding, shoeing, harness, veterinary care.

Trainees felt that money could be made out of horses by breeding and selling foals.

Most trainees were interested in learning how to make more money with horses.

Safety

Again, trainees felt that horses could hurt themselves in traffic on rubbish, in wire and if used with no shoes on.

Other groups carried out the questionnaires through focus groups but their responses were treated as questionnaire responses.

It was agreed that the rider and driver could get hurt by falling off the horse or vehicle.

Most trainees said that they would instruct a young person to keep away from the horse, when pressed as to what to tell a young person who insisted on being near the horse, most trainees said that they would tell a young person not to stand behind the horse and be careful of electric fences etc.

Employment

Employment with horses was thought to include riding, training, breeding selling, racing, show jumping and as a stable hand.

Not many trainees expressed an interest in working with horses but the group was quite small.

Trainees felt that you need to know all about the care or horses and how to train them etc. in order to work with horses.

Some trainees felt that Travellers would be interested in a horse care course, but many were happy with their existing knowledge.

Students felt that the subjects that should be included were care of horse, and how to train them. No trainee added to the list of subjects that were discussed.

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Appendix 6

Responses from Hungary

Collated by Kinizsi School Hungary

Responses from Employers

The responses were taken from 3 employers,

- BB Rt. – Csöde (26 horses)
- Ostermann János – primary producer – Zalaegerszeg (32 horses)
- Gyergyák János – primary producer – Ságod (14 horses)

The employers gave points from 1 -5 to estimate the importance of the questions.

Skills required by Employers in order of priority:

1. Show on Hand	5.0
2. Feed a horse	4.7
3. Ride a horse	4.7
4. Harness and unharness a horse	4.1
5. Transport	4.1
6. Groom	4.1
7. Take care of hooves	4.1
8. Clip hooves	4.1
9. Walk with a horse	4.1
10. Clean Stables	4.0
11. Saddle a horse	4.0
12. Take care of harness	4.0
13. Break in horses	4.0
14. Drive a horse	3.7
15. Jump more than one metre	3.3
16. Can repair harness	3.0
17. Drive a tractor	3.0
18. Maintenance	3.0

Knowledge required by employers in order of priority;

1. Safety	5.0
2. Health Care	5.0
3. Hygiene	5.0
4. Horse care	5.0
5. Feeding	5.0
6. Fodder production	
7. Maintenance	4.3
8. Anatomy	4.3
9. Stallion	4.0
10. Mare	4.0
11. Judging horses	3.0
12. Breeding	3.0
13. Pedigree	2.0

Attitudes required by employers in order of priority

1. Can cooperate with supervisors	5.0
2. Can act independently	5.0
3. Speed of work	5.0
4. Can cooperate with colleagues	5.0
5. Keeps an engagement	4.7
6. Shows responsibility	4.7
7. Can handle security rules	
8. Acts loyally	4.7
9. Can act accurately	4.7
10. Shows interest	4.3
11. Shows initiative	4.3
12. Can handle conflict situations	
13. Can check	4.0
14. Friendly to customers	4.0
15. Shows flexibility	4.0
16. Can prioritise	4.0
17. Shows creativity	4.0
18. Can clearly give instructions	4.0
19. Systematic way of thinking	4.0
20. Can motivate others	4.0
21. Inquisitive	4.0
22. Can cooperate with a third party	4.0

Hungarian Framework for contact with client-group

TASK	ACTIVITY	METHOD	PROSPECTIVE OUTCOMES
<ul style="list-style-type: none"> - Inform the target group about the project - <i>We are finished a short summary about the project and send this stuff to the non-schoolable roma youngsters with the help of the local minority self government.</i> 	<ul style="list-style-type: none"> - Contact the local ethnic minority governments and the representatives - <i>Meeting with the representatives of the local minority self government (02.12.2003.)</i> - Open forum for the inquirers - <i>organized 10.02.2003.</i> 	<ul style="list-style-type: none"> - Searching and identification of the minority and the representatives (with the aid of personal connections) - <i>We have connections with the target group with the help of the National Gipsy Minority Self Government</i> 	<ul style="list-style-type: none"> - Draw the attention of the target group to this project - <i>Interest in project participation in the organization</i>
<ul style="list-style-type: none"> - Establishing of skills of the target group in the field of horse caring - Copying of questionnaire and filling in this paper in the meeting with the target group. 	<ul style="list-style-type: none"> - Contact the members of target group - Overviewing of the programme in the meeting and answers the questions 	<ul style="list-style-type: none"> - Questionnaire about the skills and the experience - Meetings and interviews - <i>Strengthening and establishing the motivation with the help of the correct answers</i> 	<ul style="list-style-type: none"> - The opinion of the target group about their skills - Evaluation of the opinions - <i>Strengthening of the intentions of participants</i>
<ul style="list-style-type: none"> - Involvement of target group - Selection of the participants after the filling of the questionnaire in the meeting 	<ul style="list-style-type: none"> - Organising the steering committee to be involved the target group - In addition to the Hungarian partners the participants of the steering committee are the representative of the participants, the representative of the local minority government and the representative of the human resources department. 	<ul style="list-style-type: none"> - Involvement of local minority leaders to the direction - <i>The local leader of the National Gipsy Minority Self-Government, the representative of the local minority self-government and the representative of the human resources department play an important role in the realisation of the programme</i> 	<ul style="list-style-type: none"> - The target group can give active support to the project - <i>The gipsy leaders in the programme can assure the usefulness, the experts can assure the practicability, the employers can assure employment. These parts can help the participants to succeed.</i>

Appendix

First Hungarian – Danish Production School Foundation ZALAEGRSZEG Csácsi u. 98-100. Hungary

QUESTIONNAIRE

for testing the expectations in connection of horse-keepers' training

I. Personal particulars:

Name:.....
Place and time of birth:.....
Mother's maiden name:.....
Address:
Home/office phone No:
Mobile phone No.:.....

II. Why would you like to take part in horse-keeper (horse-breeder) training?

.....
.....
.....

III. What kind of animals had you ever been bred or cared?

.....
.....
.....

IV. What kind of connections had you been with horses until now?

- I had seen them and they liked me
- My family or my relatives kept horses
- My next-door neighbours also kept horses
- I helped caring of horse(es),
- I was riding horses
- I bred horses
- I traded horses
- Other

V. What kind of experiences have you got in connection of horse breeding?

- I have seen horse (horses)
- I took care of them (rubbing down)
- I fed and foddered horses
- I cleaned stable
- I made horses walk
- I saddle-broke horses
- I transported and ploughed with horses
- I bred (rearing) horses
- I organized sport-riding for tourists, etc.
- I traded horses
- Other

VI. What kind of practical knowledge would you like to acquire during the training?

- taking care and nursing horses
- feeding horses
- curing horses
- maintenance technology
- practical knowledge of horse-riding
- practical knowledge of horse-breeding
- fundamentals of trade and commerce
- other

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CUMULATIVE TABLE

Roma youths' knowledge and view on grooming of horses

1 = It is not true
2 = It is less true,
3 = It is true for the most part
4 = It is true
5 = It is extremely true

Question Distribution of answers in %

	5	4	3	2	1	No answer
01. I have a horse	3.8	3.8	-	-	92.3	-
02. I take care for a horse who's not mine	-	-	7.7	3.8	88.5	-
03. I often work with horses.	-	7.7	3.8	15.4	73.0	-
04. I was almost born on horseback.	3.8	3.8	-	7.7	84.6	-
05. I've had a horse my whole life.	3.8	3.8	-	11.5	80.7	-
06. I my family they keep horses.	-	11.5	3.8	3.8	80.7	-
07. I can ride a horse.	3.8	19.2	11.5	15.4	50.0	-
08. I can not ride a horse but like to learn.	11.5	15.4	11.5	3.8	57.7	-
09. I don't keep horses but I am interested is learning more about horses.	15.4	15.4	15.4	23	30.7	-
10. I know a lot about feeding horses.	7.7	19.2	26.9	11.5	34.6	-
11. I find important that I can make hay.	15.4	15.4	11.5	11.5	46.1	-
12. I know about problems that can arise in relation to feeding horses.	7.7	11.5	11.5	26.9	42.3	-
13. I know how much water needs a horse each day.	19.2	19.2	11.5	15.4	34.6	-
14. I can break in a riding horse.	7.7	7.7	7.7	26.9	50.0	-
15. I can drive a sulky.	23	19.2	3.8	23	30.7	-
16. I can work with a draught horse.	3.8	3.8	7.7	15.4	69.2	-
17. I can shoe a horse.	-	-	-	-	100	-
18. I can't shoe a horse but like to learn.	7.7	11.5	3.8	19.2	57.7	-
19. I saw a blacksmith in action.	11.5	15.4	3.8	19.2	50	-
20. I can clip a hoof.	-	11.5	15.4	15.4	57.7	-
21. I am interested in learning about different ways of breaking in horses.	26.9	15.4	15.4	3.8	38.5	-
22. I am interested in learning about different ways of training horses.	19.2	15.4	19.2	7.7	38.5	-
23. I know that horses get sick.	42.3	26.9	-	3.8	26.9	-
24. I know when a horses is not healthy.	7.7	11.5	11.5	19.2	50	-
25. I know when a vet is needed.	15.4	7.7	11.5	7.7	57.7	-
26. I am interested is knowing how to treat a horses.	26.9	15.4	15.4	3.8	38.5	-
27. I know that there are Traveller cures for horses.	3.8	3.8	-	23	69.2	-
28. I breed horses.	3.8	7.7	-	3.8	84.6	-
29. I can select a stallion or a mare for breeding.	15.4	7.7	7.7	23	46.1	-

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30. I can look after a mare in foal.	7.7	3.8	15.4	23	50	-
31. I have seen a foal born..	26.9	26.9	-	3.8	42.3	-
32. I like to learn more about horses breeding.	11.5	3.8	26.9	11.5	46.1	-
33. I think it is expensive to keep horses.	23	26.9	7.7	3.8	38.5	-
34. I think that it's possible to make much money out of horses.	34.6	15.4	11.5	7.7	30.7	-
35. I am interested in learning how to work out a budget.	30.7	15.4	7.7	7.7	38.5	-
36. I am interested in learning to keep track of the money of the budget.	26.9	26.9	11.5	-	34.6	-
37. I find riding with a helmet very important.	46.1	11.5	-	11.5	30.7	-
38. I find safety very important.	53.8	15.4	3.8	-	26.9	-
39. I want to learn more about safety.	26.9	34.6	11.5	3.8	23	-
40. I like to help people.	26.9	34.6	11.5	7.7	19.2	-
41. I think that it is difficult to keep horses.	23	34.6	19.2	7.7	15.4	-
42. I am strong.	46.1	23	7.7	7.7	15.4	-
43. I like to work in a clean circumstance.	50	23	7.7	3.8	15.4	-
44. I find that I have patience.	26.9	19.2	30.7	11.5	11.5	-
45. I dislike working in a mess.	38.5	26.9	7.7	7.7	19.2	-
46. I like to help people.	30.7	42.3	11.5	3.8	11.5	-
47. I dislike cleaning.	19.2	3.8	23	11.5	42.3	-
48. I like to work independently.	34.6	34.6	3.8	7.7	19.2	-
49. I like it when other people exactly tell me what to do.	34.6	19.2	7.7	3.8	34.6	-
50. I like to work alone.	26.9	30.7	3.8	7.7	30.7	-
51. I get angry when people criticise me.	30.7	15.4	16.9	3.8	23	-
52. I can handle criticism.	11.5	7.7	19.2	19.2	42.3	-
53. I like working with animals.	23	11.5	15.4	11.5	38.5	-
54. I can saddle a horse.	11.5	19.2	7.7	7.7	53.8	-
55. I like to help people.	15.4	30.7	11.5	11.5	30.7	-
56. I regularly come to a riding school.	7.7	3.8	3.8	3.8	80.7	-
57. I like to work with horses.	7.7	15.4	23	7.7	46.1	-
58. I like to work with other people.	3.8	19.2	30.7	7.7	38.5	-
59. I have ideas about how things can be improved for people who keep horses.	3.8	26.9	11.5	7.7	30.7	-
60. I find it important to come to work on time.	23	26.9	11.5	7.7	30.7	-
61. I like to work hard.	26.9	23	3.8	7.7	38.5	-

Appendix 8

SPANISH RESPONSES

Responses were received from the following:

Employers:

Manos Tendidas Centro Hípico de Pinto

Total response from employers: 4

Gipsy community:

- Fundación Secretariado General Gitano.
- Federación Adalí- Calí
- Federación Asociación de Gitanos Calí.
- Asociación La Frontera.

Total questionnaires responses from Gypsies: 20

Focus group : 4 with 5 persons each.

Responses from employers

The questionnaire for employers was developed by AOC Terra (Appendix 1). It was administrated in Spain by Lourdes Piris (Manos Tendidas). Four employers connected with horses from Manos Tendidas were contacted and responded. The degree of agreement was very significant.

Analysis of Responses from Employers

The questionnaire focussed on three areas : skills, knowledge and attitudes required by employers from potential employees. They were asked to rate skills on a scale of 1-5. In general the answers were very similar.

Employers do not require a high level of skills; it's not important if employees can break-in horses or can read a pedigree or have the ability to ride a horse. In Spain a horseman is the person who cleans stables, feeds the horses, grooms, etc., so those skills are very important for employers.

The knowledge they require in a potential future employee is in relation to hygiene, safety, foddering and tractor driving. The others are not necessary for them.

The attitudes unanimously chosen by employers were : shows interest, creativity, responsibility, know-how, able to register and report, friendly to customers and can co-operate with colleagues and supervisors.

Responses from young travellers

We use the questionnaire prepared by St. Catherine's Training Centre with a little modification (Appendix 2)

We set up various groups each with a facilitator and a reporter.

Group dynamics: The group who filled in the questionnaire were aged between 16 and 22. All of them were male trainees (the Gypsy community did not allow girls to go to the interviews).

Personal experience/interest

Most of them had personal experience with horses, some had family members who had horses (grandparents, uncles, parents). Most of them have horses just because they like them, not for working. Some of them had family members who bought and sold horses.

Most people can ride a horse, but they were interested in learning more about horses.

Feeding

More or less 50% know about feeding horses, they know what they eat and they say that if the food is not clean the horses do not eat it and that if the food is not O.K. the horses can have stomach problems.

All of them said they need more information specially about what items would be more appropriate and how much food and water a horse needs each day.

Appendix

Care

50% had seen a blacksmith in action, but most of them cannot shoe a horse.

Generally they thought that if you want a horse to do something, you either kick or beat it with a stick and they felt that trust is very important. In general they did not know how to break-in a horse, but most of their suggestions seemed to involve affection.

Most of them were interested in finding out different ways about breaking-in or training horses and in general in learning more about care.

Health care

Most trainees thought that horses do not get sick often and that you can know if a horse is not healthy, if the horse is tired or if you see it doesn't run or walk or if you look into its eyes and they are not OK.

They said that it would be necessary to bring a horse to the vet if the horse is ill and you don't know what to do. They said they'd like to learn more about health care.

Breeding

None of them knew very much about breeding horses, but they had family who did it and most of their family members had Spanish horses and some of them others. They did not know anything about care of a foal or a pregnant mare.

All were very interested in learning how to breed healthy animals.

Costs

All trainees felt that it was very expensive to keep horses, costs mentioned were feeding, the vet and the insurance.

They said that you can make much money with horses and they were interested in learning how to work out a budget and keep track of the money you would spend on horses.

Safety

They had different opinions about how horses can hurt themselves, i.e. barbed wire, with a stick, being over-ridden, with the spur, etc., but they did not know anything about the rider.

Most trainees said that they would instruct a young person to ride horses properly and not to stand behind a horse.

All of them found riding with a helmet very important.

Employment/Progression

50% would like to work independently and 50% alone and the type of work was very different : blacksmith, with bulls, breeding, training horses, etc.

Not many of them had worked buying and selling horses but most had family members who do it.

They felt they need to learn more about horses and they thought that Gypsies would be interested in a course. The sort of things they thought that should be included in a course are in relation to health care, illness, but they would like to clean stables.

Issues

They didn't know anything about this.

Bibliography

- i) "Report on the Socio-Economic Consequences of the Control of Horses Act 1996 on the Traveller Community" (*commissioned by the Irish Traveller Movement, 2001*)
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- iii) "The extent of Traveller Horse Owners' Opportunities to Rent Land from Farmers" (*Philip Fritzsche, April 2000*)
- iv) "A Consultative Report designed to contribute to the future development of Senior Traveller Training Centres" (*Gerard Griffin & Liz Harper*)

NOTES

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