



Strategic Plan

FOR THE NETWORK OF CENTRES
FOR EDUCATION AND TRAINING

*Providing educational and
training opportunities for Travellers and other
learners in an inclusive setting
(Formerly STTC Network)*

Facilitated by NATC

In partnership with:

The Directors' Association

The Irish Vocational Education Association

The National Co-ordinator

2008-2012

Contents

- Forewords
- Introduction
- Historical Development of Centres
- Overview of Plan
- Key Stakeholders in Development of Strategic Plan
- The Development of the Plan
- Policy and Legislative Context
- Vision Statement
- Strategic Goals
- Appendix

NATC

In 2004 we began the process of developing a Strategic Plan for the Network of Senior Traveller Training Centres (STTC). With the recent publication of the Traveller Education Strategy (TES) and the Policy of Inclusiveness by the Department of Education & Science, the publication of this document is timely.

The Strategic Plan builds on the experience, achievements and knowledge of all stakeholders in the STTC Network. The process of drafting and agreeing this plan has been one of partnership between all stakeholders in Centres.

The real challenge that faces both Travellers as participants, staff and management of the Centres is progression to employment or further education. When we review this plan in 5 years time, progression will be one of the benchmarks by which we are measured.

In this time of inclusiveness it is also a necessary benchmark that Traveller culture and identity are valued and to the forefront of our programmes and services.

I look forward with enthusiasm to playing my part to ensure all actions and elements of the plan are implemented.

Martin Ward

Chairperson NATC

Directors' Association

*Knowing is not enough; we must apply.
Willing is not enough; we must do.*

- Johann Wolfgang von Goethe

This is the first joint Strategic Plan that the Directors' Association and NATC have adopted. It has been my privilege to have been actively engaged in its development and I would like to congratulate and thank all those who have been involved.

The plan is quite ambitious and sets targets for the Network to achieve over the next 5 years. Implementing the plan will require commitment from all the stakeholders. I believe that the plan is achievable and it maps the way for a more learner centred, inclusive, professional network, which will ensure equality of access, participation and outcomes for all learners.

This plan would not have come to fruition without the assistance, support and contributions of NATC, the Directors' Association, IVEA, CEO's Association and the Staff and Learners in the Centres. I would like to acknowledge in particular, Mr. Gerard Griffin, National Co-ordinator, for his assistance and advice and the willing assistance I got from staff within my own Centre (St. Joseph's Centre in Ennis). Thank you all.

I would like to extend my good wishes to all who will be involved in the implementation of this plan. Go gcuire Dia an t-ádh oraibh!

Helen O'Sullivan
Chairperson Directors' Association

CEEEOA

The Vocational Education Committees have a long and proud tradition as providers of educational services for many different groups throughout the country. Not only are the VECs involved in mainstream education in the Vocational and Community Colleges under their auspices but have also been to the forefront in pioneering programmes that cater for needs outside the mainstream sector.

The first Senior Traveller Training Centre was established in 1974 to provide basic education for Travellers between the ages of 15 and 25. The VECs were central to the development of this centre and to the subsequent establishment and development of a further 28 Centres from which there is now a network of 29 Centres. The aim of these Centres is to provide Travellers with skills and knowledge to enable them to avail of opportunities for employment and to make the transition to the world of work and to participate fully in their communities. The centres also empower Travellers by giving them the basic skills of literacy and numeracy which enables them to participate more fully in the communities in which they live.

One of the strengths of this strategic plan is that it encourages inclusion. The Centres have made an enormous contribution in helping to break down the barriers of discrimination and encouraging more co-operation and respect between the settled and Travelling community. The increased emphasis on the provision of accredited programmes such as those accredited by FETAC is a very welcome development as it has resulted in a broad based curriculum as distinct to only providing the basic skills of literacy and numeracy. It also encourages the concept of lifelong learning and that education is much more than acquiring basic skills, and that up-skilling and re-skilling are just as important in this ever more complex world.

On behalf of the CEEEOA I would like to congratulate all those involved in the process of drawing up this strategic plan. I would particularly like to pay tribute to retired colleagues Dr. Peter Connolly and Mr. Philip Cribbin who were involved at the earlier stages and will no doubt be delighted to see the project has now come to fruition in this important document.

Clare McMahon
CEEEOA

National Co-ordinator

This Strategic Plan represents the culmination of a long consultative process, which began in autumn 2004 and has involved many stakeholders associated with the STTC network.

One of my roles with the Department of Education and Science is to make recommendations to the Department on how the service provided in Senior Traveller Training Centres could be improved in light of the objectives set down in recent reports in relation to the broader educational developments. This plan will be used by me to create a synergy between the policy providers and that practitioners to ensure that the STTC programme is providing a high quality education service that is meeting the educational needs of Travellers in an inclusive educational environment.

The decision to develop this plan was prompted by a number of factors. For example, numerous policy shifts laid down in recent years by the Department of Education and Science (DES) in relation to Traveller education and many practitioners were reporting the need to develop programmes that reflected the social, educational and economic needs of Travellers in the emergence of a dynamic labour market. General discussion was required to address the concerns of those 'who operate the programme, those that manage it, those who participate in it and those who observe it' at all levels to address collectively these identified gaps. The development of this plan provided the platform for this discussion.

I was delighted to see the involvement of Travellers at all levels of the consultation, and indeed as enshrined in all educational policy documents of the recent times, the need to consult the client group that the provision is dedicated for is essential. In fact, the two-pronged approach methodology, adopted in this consultation, is a blueprint for all similar consultations of this type. This plan is, I believe, a real contribution to the evolving debate in relation to the unique provision provided for Travellers in Senior Traveller Training Centres. Well done to all involved in the development of this plan!

Gerry Griffin

National Co-ordinator for STTCs, DES

Introduction

The Network of Centres for Education and Training (formally STTCs) has been delivering education and training programmes for Travellers and members of the settled community for the past thirty years. These Centres provide a high quality education service that meets the educational, social and cultural needs of Travellers and members of ‘the settled community’, as evidenced in the recent Centre evaluations carried out by the Inspectorate (See DES website (www.education.ie) for copies of evaluations)

The Centres are located throughout the country (please see Appendix for details), where there is a high concentration of Travellers. They are fully funded by the Department of Education and Science (DES) and are managed locally by Vocational Education Committees (VEC).

The positive impact of STTCs was recognised in the Report of the Task Force on the Travelling Community in 1995, which stated that ‘These Centres’ have contributed significantly to development of local leadership and consciousness raising amongst Travellers. Traveller Training Centres’ have enabled many Travellers to acquire a basic education.’¹

In the intervening twelve years, public policy, together with attitudinal changes now reflect a move towards greater inclusion for minority/marginalised groups within society, together with a strong emphasis on learners’ rights and guarantees of a quality education service and equality of opportunity and outcomes, for learners in a knowledge based society.

This strategic plan sets out the development of Centres from 2008 to 2012 by detailing aims, objectives and specific action plans that will lead to the plan being actualised. Section 1 describes the historical development of Centres in relation to shifting policy changes by the DES in relation to Travellers education.. This is followed in Section 2 by an overview of Traveller participation in education and documents current educational practice. Section 3 gives an overview of how the plan was developed and the key stakeholders that were crucial to its development. The policy and legislative developments are highlighted in Section 4 as they are key influencers of this strategic plan. Section 5 outlines the vision for the network and sets out the strategic goals.

This plan is ambitious and sets high targets for the network over the next five years. It is achievable and maps out a new journey for all. Let’s take that first step!

“They can because they think they can.”

- Virgil

1. Government of Ireland, (1995) Report on the Task Force on the Travelling Community 1995; Government Publications

Section 1: Historical Development of Centres

Travellers are a small indigenous minority, documented as being part of Irish society for centuries. The Equal Status Act of 2000 defines the Traveller Community as a

*“...community of people who are commonly called Travellers, and who are identified (both by themselves and others) as people with a shared history, culture and traditions including, historically, a nomadic way of life on the Island of Ireland...”*²

The total number of persons in the Traveller Community nationally according to CSO 2006 statistics is 22,369. This figure is seen as being understated and it is felt that the figure of 30,000 is more accurate.

The first Senior Traveller Training Centre was established in 1974. There are now 33 Centres and three outreach Centres throughout Ireland. Their development occurred during a period of considerable economic and social change in Irish society. Throughout the 1960s Ireland was moving from being a predominantly agriculturally based economy to an industrially based economy and many traditional skills became obsolete. The 1960s marked a major change for Travellers. Their way of life was radically altered with Ireland's entry into the European Community. This marked change was due to the industrialisation and urbanisation of Irish society. The Training Centres were established as a greater importance was being placed on education for all as a means to further economic development, thereby ensuring greater equality of opportunity for all young people.

‘The Report of Travelling People Review Body 1983’³ acknowledges the existence of the network, this period signalled a time where Centres began to link closely with each other, with a view to standardization of models of good practice. Training Centres were seen as a way of responding to the educational needs of Travellers, who were not availing of secondary education. The Review Body saw the development of training centres as a means of tackling the educational disadvantage of Travellers. It stated that the overall aim of training centres was:

“...Supplementing the educational deficiencies of young Travellers aged between 15 and 25 years, and preparing them to take up gainful employment or avail of further more advanced training at the end of the course...”
(Report of the Travelling People Review Body, 1983, p75)

The Report of the Task Force on the Travelling Community in 1995⁴ became the blueprint for Traveller development; it looked at the economic, social and educational needs of Travellers in the broadest sense. The report detailed a series of recommendations based upon the acceptance that Travellers are a separate cultural group within Irish society. One of the key recommendations in the report in relation to the Senior Traveller Training Centres was that the responsibility for their administration and for the development of policy should be fully taken over by the Department of Education and Science. This changeover of responsibility came into effect on the 6th of April 1998. This brought major changes to the Centres soon after. Now Centres were involved in providing a more holistic type of education and it became more learner centred with a greater involvement of Travellers in the design and implementation of the cultural educational programmes. The report noted that:

2. Government of Ireland, (2000) Equal Status Act 2000. Dublin; Government Publication. Page 7.

3. Government of Ireland, (1983) Report of the Travelling People Review Body 1983; Government Publications

4. Government of Ireland, (1995) Report on the Task Force on the Travelling Community 1995; Government Publications

“... In some Centres the valuing and celebration of Traveller culture increases Travellers’ self-esteem and this enhances the attractiveness of the Centres. Many, particularly the older Travellers, appreciate the opportunity to acquire an education, which they did not receive in their earlier years....” 5.

‘An Evaluation of Operational Aspects of Senior Traveller Training Centres’⁶ in January 1998 reported that there were approximately 550 Travellers participating in the Senior Traveller Training Programme. These centres catered typically for up to 24 trainees. The statistics offered in the above-mentioned report show that centres specifically catered for young Travellers in the 15 to 25 year age group. In 1996 a total of 529 trainees attended, of which 201 were male (38%) and 328 were female(62%). By 2005 numbers had substantially increased and the number of under 18’s enrolled had reduced substantially. (Please see Table 1.1 in the Appendix pages 29-32)

In recent times, the age range has expanded resulting in older Travellers attending the training programmes. The removal of the upper limit has resulted in a situation that is more in keeping with that envisioned in the 1995 Task Force Report on the Travelling community. The Framework of Objectives for Youthreach and Senior Traveller Training Centres stated that adult Traveller parents should be encouraged to participate on the STTC programme in order to break the cycle of intergenerational educational disadvantage.

The White Paper on Adult Education ‘Learning for Life’ 2000⁷ recommended a review of the barriers to participation of Travellers in education, to include the removal of anomalies in regard to secondary benefits and the treatment of income. This report introduced the Back to Education Initiative. It provided opportunities to return to learning for adults and provided a re-entry route for those adults in the workplace who wished to upgrade their skills in line with emerging needs. The initiative encouraged many adult Travellers to return to education.

In the following years Centres expanded, to target Traveller men, with some Centres offering integrated programmes. Others are working in partnerships with local agencies to deliver a more comprehensive, co-ordinated service. This is in line with recommendations outlined in the ‘Report and Recommendations for a Traveller Education Strategy 2006’. It calls for an integrated approach to the Education of Travellers, involving partnerships and links between all key players

“...The Department of Education and Science cannot work successfully on its own in this area. Integrated policies and practices are needed. Many other Government departments, agencies, employers ,local employment services, the settled community and the Traveller community must become involved so that a holistic approach can be taken to the provision of an education service that takes account of the educational expectations of Travellers and provides for them a realistic progression into the mainstream economy - always sensitive to differences between their Traveller culture and the culture of the settled population...” 8.

5. Government of Ireland, (1995) Report on the Task Force on the Travelling Community 1995; Government Publications

6. Griffin, Gerard, An Evaluation of Operational Aspects of Senior Traveller Training Centres, Dublin: National Co-ordinating Unit for Senior Traveller Training Centres, 1998.

7. Department of Education and Science, White Paper on Adult Education: Learning for Life, Dublin: Stationery Office, 2000

Section 2: Travellers in Education and Training

The Network of Centres for Education and Training is a collective name for all the Centres and Centres are funded by the Department of Education and Science. The Centres are managed and operated directly by the VECs. Each Centre has a community based management committee where the various stakeholders and support agencies are represented and which significantly input into the running of each centre. These Centres are located mostly in disadvantaged areas, in both urban and rural communities and are in out of school settings. The courses are full time and of 35 hours duration each week. The curriculum is broad and concentrates on general education, vocational training, work experience and personal development. The Centres offer programmes that reflect the needs of the learners. Learners are provided with an opportunity to obtain FETAC certification, and Department of Education and Science certification (Junior Certificate Schools Programme, Junior Certificate and the Leaving Certificate Applied and Leaving Certificate).

Traveller culture is supported in the Centres and many Travellers report that they are at ease learning with their peers. Learners can follow programmes in the centres for two years but this may be extended to three years for those following extended courses such as the Leaving Certificate Applied. The STTCs, since 2000, have been involved in the Quality Framework Initiative (which is a Quality Assurance System) developed specifically for STTCs and Youthreach centres. This initiative complements FETAC's quality assurance requirements. It involves policy development and review, centre planning, and internal Centre evaluations. Centres are also subject to whole centre inspection by the Department of Education and Science's Inspectorate.

Traveller participation patterns in education are significantly different from those of the general population. Historically, Travellers attendance figures at school have given rise for concern coupled with the existence of a high rate of early school dropout. There has been a very low rate of Traveller participation in third level education. In the past a system of specific supports targeting Travellers was provided in education. Senior Traveller Training Centres developed within this context. The 2006 Survey on Traveller Education Provision (Step Report 2006) states that:

'...absentee rates remain a major problem for Traveller pupils in primary and post-primary schools. In addition, the majority of Traveller pupils have very low attainment levels in literacy and numeracy. Travellers' participation in post-primary education is limited by this low attainment and many are alienated from the education system and leave school early...' (Inspectorate Step Report 2006). 9.

In 2002, almost two thirds of the 7000 Travellers who attended school left before the then minimum age of 15 years. This drop out rate is almost 4 times higher than that for the population as a whole. (See Table 2.1 in the Appendix) Tables 2.1- 2.3(also in the Appendix) indicate the increase in participation by Travellers in post primary education. These tables show that Travellers are engaging in the service, however many challenges lie ahead to ensure that all Travellers remain in education until completion of their post-primary education.

Historically, the Network of Centres for Education and Training, catered to the needs of these young people who dropped out of school early, but in recent years more young Travellers are now staying in second level schools longer. The network welcomes this development and indeed individual Centres' have worked closely with schools and other support agencies to support the continuing participation of young Travellers in second level schools. The network also recognises that early school leaving amongst Travellers continues to be a major

8. Government of Ireland, 2006, Report and Recommendations for a Traveller Education Strategy, 2006, Government Publications pg 71.

9. Department of Education and Science, Survey of Traveller Education Provision, Inspectorate of Department of Education and Science, 2006

challenge for all policy makers in education today. The network supports the formation of local advisory committees whose remit will be to ensure that the needs of these young people are met in the most appropriate educational setting.

Centres have increasingly been attracting adult learners and have developed a range of programmes that target adults. They have had consistent success in attracting Travellers onto their programmes, which is evidenced by long waiting lists for places. Traditionally difficult to reach groups, such as adult men have also been attracted onto programmes tailored to meet their unique needs. There are many good examples where programmes have been designed particularly focusing on adult Traveller men. The number of Travellers under 18 years has dropped in recent years; in reality the percentage is now just below 20%.

Adults are now returning to education as learning is a lifelong process. There is an increase in the value and recognition of the need for continuous personal and professional development throughout ones life. There is no upper age limit in the centres. Travellers are now valuing and recognising the need for education a means of achieving equality within Irish society.

Section 3: The Development of the Strategic Plan

3.1 Overview of Plan

This strategic plan sets out the development of Centres from 2008 to 2012 by detailing aims, objectives and specific action plans that will lead to the plan being actualised.

Following the launch of this strategic plan an implementation group will be established comprising of the key stakeholders. The terms of reference for this implementation group will be developed at the inaugural meeting. The objectives outline the different agencies that will take responsibility for each of the actions in the plan. The implementation group will prioritise the objectives that have been identified in the plan over the next five years. The first meeting of the Implementation Working Group will be convened by the Directors' Association within three months of the launch of this plan.

3.2 Purpose of Strategic Plan

The purpose of the plan is to ensure that the Network of Centres for Education and Training are responding to the changing educational needs of Travellers in our knowledge based society. The educational landscape has changed considerably since the development of STTCS in the early 70s. It is important that the network keeps abreast of these changes in line with policy shifts and legislative changes within our educational framework

The Equal Status Act, 2000 and the Equality Act 2004 both allow for “positive actions” to ensure full equality in practice. Therefore as acknowledged, in the Report and Recommendations for a Traveller Education Strategy (2006) it is necessary to provide positive action initiatives to allow specific groups of Travellers gain the knowledge, understanding, skills and attitudes to enhance their opportunities within the mainstream spectrum of lifelong learning. It is now accepted that these Centres for Education and Training are seen in this light by the Department of Education and Science.

3.3 Key stakeholders in the development of the Strategic Plan

NATC and the Directors' Association initiated the process of developing a strategic plan for the Network of Centers for Education and Training in Autumn 2004.

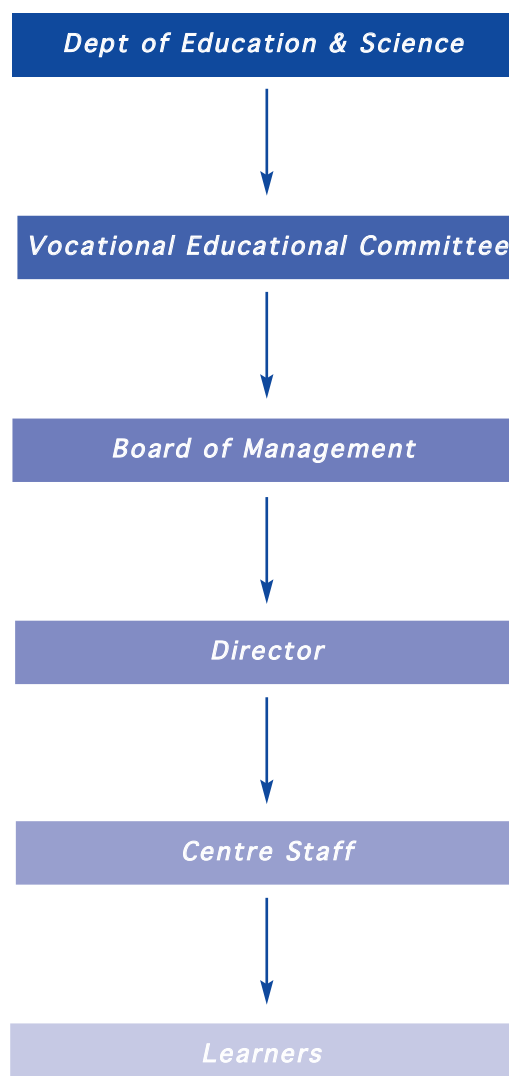
The National Association of Traveller Centres (NATC) develops, administers and co-ordinates the provision of youth services for Travellers. It is the recognised representative body on behalf of the Network of Centres of Education and Training with statutory and voluntary bodies at national level. It works strategically with the National Co-ordinator and the Association of Directors towards the development of the Centres.

The Association of Directors of Senior Traveller Training Centres represents the interests of Directors of STTCs and negotiates and lobbies on their behalf, informs members of change, development & innovation, promotes and shares best practice and acts as an advocate for the greater good of the network of Centres. This association enables the National Co-ordinator for STTCs to develop strong links in relation to the sharing of good practice across the network.

The Irish Vocational Education Association (IVEA) represents the interests, at national level, of Ireland's thirty-three Vocational Education Committees (VECs). The Association, formally known as the Irish Technical Education Association was established in 1902 and the name was changed to the Irish Vocational Education Association in 1944. As a representative body, IVEA has a diverse range of functions which at all times seeks to protect, promote and enhance the interests of vocational education and training within the wider education sector and the country at large. The involvement of the IVEA and the National Coordinator was deemed to be paramount in the development of this plan. The National Co-ordinator is employed directly by the Department of Education and Science to support the development of the network and works closely with the IVEA, CEO's Association, NATC, Directors' Association and other stakeholders to achieve this aim.

The coming together of these key stakeholders in the development of this strategic plan was essential to ensure that the views of boards of management, direct line management, staff and learners of these Centres were given due recognition in setting out a framework for development of Centres for the next five years.

The following organisational structure operates. The chart below shows the nature of levels of responsibility. The National Co-ordinator had a key role in supporting the development of the plan.



3.4 The consultation process

The following representative organisations link closely with the relevant key stakeholders and their views were captured throughout the consultation process. The huge degree of consultation that took place between all the key stakeholders was crucial to ensure that the plan reflected a shared vision for the future of the network. The diagram below indicates the broad range of key stakeholders involved in the process.



3.5 The Development of the Plan

NATC and the Directors' Association initiated the process of developing a strategic plan for the Network of Centres for Education and Training in Autumn 2004. At the initial meeting the process to be used in the development of the plan was agreed. The involvement of the IVEA and the National Co-ordinator was deemed to be paramount in its development.

Key stakeholders were identified to support the development of this plan and consultation took place on a number of different levels, nationally and locally. Particular emphasis was placed at centre level where there was high degree of consultation.

A number of focus meetings were held with stakeholders and a draft document was created as a blueprint for discussion during the consultation process. The Draft document explored the following themes:

- Programme;
- Hours of Attendance and Allowances;
- Travellers as Teachers;
- Integration and Inclusion;
- Ethos, Name of Centres;
- Integration and Inclusion;
- Development of Centres.

This document was then circulated to the Network and other relevant stakeholders, with a questionnaire. The Centres were requested to get the views of staff and members of the Board of Management Committees, to validate the themes identified in the draft discussion document. They were also asked to facilitate focus groups with the learners. Parallel to this process, the Directors' Association also reviewed the Draft Plan and forwarded their comments. The IVEA were consulted through a number of formal meetings.

During the NATC conference of 2005 considerable time set-aside with the delegates to review progress. The organisers of the conference welcomed further comment and feedback. Over a period of time all the feedback received was incorporated into the Draft Plan. At this point it was agreed to appoint a consultant to finalise the document. A working group was established to support and advise the work of the external consultant. See Appendix

Liz Harper was appointed as consultant and met initially with the working group in December 2005. The external consultant put together a draft document. That was made available to the working group for general discussion. This Draft Plan become the blueprint for general discussion and was reviewed on an ongoing basis until it reached the present format by consensus from all the key stakeholders.

Section 4: Policy and Legislative Context

In the last 20 years there has been many legislative developments that have impacted directly on Centres. It is important to document these in order to see the relevance of these changes, as they will continue to impact on Centres in the future.

Education Act 1998

The Education act 1998 provides for equality of education for all members of society, undertaking to provide a “*quality of education appropriate to meeting the needs and abilities*” of people from the diversity of traditions and backgrounds resident in the state. The act also recognises that education can take place outside of formal schools. In 2005, STTCs were designated as recognised Centres of Education.

Qualifications (Education and Training) Act 1999

This act provides for the setting up of the National Qualifications Authority of Ireland. The purpose of the act is to establish and maintain a framework of qualifications, to act as the overall guarantor of the quality of awards and to facilitate and promote access, transfer and progression. The Higher Education Training Awards Council (HETAC) and the Further Education Training Awards Council (FETAC) were established under this act to provide certification within the framework of qualifications.

Education and Welfare Act 2000

The Act provides a framework within which issues relating to the educational welfare of children can be addressed. Key provisions are:

- The establishment of the National Education Welfare Board, the main function of which is to ensure that each child attends a recognised school (or otherwise receives a minimum education) and to assist with the formulation and implementation of government policies concerning the education of children;
- Ensuring that a person who has left school before the age of 18 is provided with appropriate education and training.

Equal Status Act 2000 amended by Equality Act 2004

The Acts relate to discrimination based on the following 9 grounds: Gender, Marital Status, Family Status, Age, Race, Religion, Disability, Sexual Orientation, Membership of the Traveller community. The Acts apply to people who:

- Buy and sell a wide variety of goods;
- Use or provide a wide range of services;
- Obtain or dispose of accommodation;
- Attend at or are in charge of educational establishments.

Lisbon Strategy (2000)

The EU declared that ‘The Union must become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion’ (European Council, Lisbon, March 2000). European Ministers of Education agreed on three major goals to be

achieved by 2010 for the benefit of citizens and the EU as a whole:

- To improve the quality and effectiveness of EU education and training systems;
- To ensure that they are accessible to all;
- To open up education and training to the wider world.

Learning for Life 2000

The White Paper for Adult Education promotes lifelong learning as “*the governing principle of educational policy*”. Its three core principles are:

- Focusing on a holistic curriculum catering to the learners educational and personal needs within their cultural and community context and experience;
- Seeing the learner as the centre of the learning process being supported by teachers and other learners. Learning is seen as construction rather than instruction;
- Placing a focus on support for learners at key transition points, from school to work or to further education/training.

The principle of equality recognises that barriers arising from differences in socio-economic status, ethnicity, disability and gender continue to hinder the emergence of a fully inclusive and cohesive society. Interculturalism, the third core principle, recognises that while Irish society has become more affluent and self confident in the past decade, immigration has introduced an element of ethnic and racial diversity hitherto unknown in the country. The challenge of intercultural education is to simultaneously acknowledge and celebrate the cultural heritage unique to each different ethnic group, while contributing to a shared collective awareness of nationhood. It must work towards a view of difference as something to be celebrated and which is enriching to the totality of the society rather than as the basis for enmity.

Vocational Education (Amendment) Act 2001

The main aims of the act are to:

- Provide for additional functions for VECs in areas such as the preparation of education plans;
- Revise the composition of VECs to include representation on VECs for parents and students registered in VEC institutions and staff of VECs;
- Help modernise accountability structures by classifying the functions exercised by VECs into reserved and executive functions.

The key duties of the committee under the 2001 Act are to:

- Adopt and submit education and service plans;
- Plan, co-ordinate and review all its services;
- Consult widely in relation to how it performs its functions;
- Co-operate with other VECs schools and agencies in the performance of its duties.

Council of European Union resolution on Life Long Learning 2002

This resolution begins “...Education and training are an indispensable means for promoting social cohesion, active citizenship, personal and professional fulfilment, adaptability and employability...” Life long learning facilitates free mobility for European citizens and allows the achievement of the goals and aspirations of European Union countries (i.e. to become more prosperous, competitive, tolerant and democratic) It should enable all persons to acquire the necessary knowledge to take part as active citizens in the knowledge society and labour market.

National Anti-Poverty Strategy (NAPS) 2001

NAPS has amongst its key objectives the promotion of:

- A culture of inclusiveness within the educational system, and the development of strategies to combat the cultural and educational barriers that contribute to underachievement in school, alienation and poverty;
- Structures of delivery that support consultation and partnership, democratic decision making, linking provision in schools and colleges with that in the non-formal sector and the wider community to ensure a coherent client-focused and area based response.

Employment Equality Act, 1998

The purpose of the Act is to promote equality between employed persons; to counteract discrimination in, and in connection with, employment, vocational training and membership of certain bodies and sets out the framework for the establishment of the Equality Authority.

Teaching Council Act, 2001

This Act provides for the registration and regulation of teachers and the establishment of the Teaching Council, identifying specific requirements with regard to the profession.

Youth Work Act, 2001

This Act extends the functions of VECs in relation to youth work, by providing for the development and co-ordination of organisations and persons engaged in youth work and in the provision of youth work programmes and youth work services.

Education for Persons with Special Educational Needs Act, 2004

This Act provides for the education of people with special educational needs and sets out the framework for the establishment of the National Council for Special Educational Needs (NCSE).

Disability Act, 2005

This Act provides for the assessment of health and education needs of persons with disabilities and in turn clearly outlines the delivery of appropriate responses. Meaning of Concepts that Underpin the Plan.

Community Development

“...Is a process whereby those who are marginalised and excluded are enabled to gain in self confidence, to join with others and to participate in actions to change their situation and to tackle the problems that face their community”... Combat Poverty Agency -The Role of Community Development in tackling poverty (2000).

Interculturalism

The development of an intercultural framework implies the development of policies that promote:

- Interaction;
- Understanding;
- Inclusion.

Among and between different cultures and ethnic groups the principle that ethnic diversity can enrich and enhance society. These concepts underpin the strategic plan and inform the goals and objectives that we set out further on in the plan.

Section 5: Vision

Vision Statement

To engage learners in a lifelong learning process by providing a quality education and training provision which develops individuals' knowledge, skills and competencies: empowering learners to develop and participate fully in a socially inclusive society.

5.1 Vision

The Network wishes to build upon many successes of the past. As the network develops and establishes itself as the Network of Centres for Education and Training, the vision to provide an inclusive education service that meets the educational needs of all learners attending the centre will be realised. The vision is one of an education provision which meets the needs of learners in the local community. Each centre will become an integral part of the local adult education service and will be grounded in the community with links and partnerships with local stakeholders. A service which encourages and facilitates the access, transfer and progression of Learners will be developed.

The network's aim is for all Centres to encourage and empower individuals and communities by engaging them in a lifelong learning process. These Centres of Education will be provided in high quality premises, where learners will have access to a comprehensive suite of support services such as guidance, counselling, special education needs and childcare supports. The Network is working towards a situation where equality of outcomes for all learners is achieved and that Centres are a stepping stone for learners to progress to further education, employment and family learning. The Network looks forward to the emergence of fully inclusive Further Education Centres throughout the country, of which the Network will be an integral part.

Section 6: Strategic Goals

The strategic goals for the network are described in the following section. The purpose of setting out these goals is to ensure the actualisation of the vision statement into task managed objectives in order to achieve identified performance targets within a specified timeframe. The purpose of these objectives is to create a framework of 'managed change' in order to ensure that the network of Centres is responding to the needs of Travellers in a changing educational and training environment. These objectives are laid out in terms of specified actions, the agencies involved in leading the action, the supporting agencies that will assist, the timeframe and the expected outcomes.

The timeframe is categorised into the following:

- Short Term Actions (ST) 0 – 12 months;
- Medium Term (MT) 12 months – 3 years;
- Long Term (LT) 3 years +.

These strategic goals offer a road map for all the key stakeholders involved in the development of the network for the next five years. The plan identifies the lead agency and/or person for the realisation of the identified objectives. The process of planning and development is an inherently positive one for any organisation to engage in and this plan will ensure that the programme of learning offered in Centres is relevant and meets the needs of the client group attending.

Goal 1:

The Network of Centres for Education and Training are committed to providing a service, which embodies the principles of equality and diversity as part of each VEC Education/Service Plan.

Goal 2:

The development and implementation of a comprehensive Continuous Professional Development Programme for all staff in the network as part of the VEC's plan for continuous professional development.

Goal 3:

Learners' education and training needs are met through the ongoing development and evaluation of programmes in consultation with the VEC Adult Education Service.

Goal 4:

Implement all relevant quality assurance systems in line with local VEC.

Goal 5:

Through the development of interagency and collaborative working practices, centres will become integral components of VEC Adult Education Services.

Goal 6:

The Network of Centres for Education and Training will facilitate the access, transfer and progression of learners to further education, training, employment and other life choices.

Goal 7:

The network of centres supports the retention of Traveller students under eighteen years in post-primary schools, and will work with local stakeholders in ensuring the best possible educational outcomes for all Travellers under eighteen in the locality are achieved.

Goal One

The Network of Centres for Education and Training are committed to providing a service, which embodies the principles of equality and diversity as part of each VEC Education/Service Plan.

	Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes
1.1	To promote an equality ethos in each centre.	1.1.1 Establish an Equality Action Group (EAG) in each centre in line with the VEC Education / Service Plan.	Director / Staff	VEC, Board of Management	ST	Terms of reference for EAG are developed. Equality Policy and procedures are developed.
		1.1.2 Carry out Equality Audit.	Director / Staff	VEC, Board of Management	MT	Completed Equality Audit made available to VEC, BOM.
		1.1.3 Staff training on equality.	VEC	Director, Board of Management	MT	Trained staff members.
1.2	To develop models of integrated service provision.	1.2.1 Group set up locally to review current provision. Consultation with VECs, Department of Education and Science, other education providers and stakeholders.	IVEA / National Co Ordinator	VEC, Board of Management, Director	LT	Feed into National Integration plan/guidelines.
		1.2.2 Integration planning group established in each centre working in consultation with their VEC.	Director / Staff	VEC, Board of Management, Director	LT	Integration planning group is established. Integration plan for the centre is completed.
		1.2.3 Pilot local initiatives.	Director	Relevant Stakeholders	LT	A report of the pilot is created.
		1.2.4 Evaluate local initiatives and disseminate findings.	IVEA, DES	IVEA, DES	LT	Pilots are evaluated.
1.3	To increase the capacity of centres to meet the needs of those with special educational needs.	1.3.1 Special Education Needs (SEN) action group set up in each centre.	IVEA, DES, NEPS	Director, VEC, BOMs, DES	LT	Special Education Needs policy and procedure developed. Staff are trained in SEN. Staff are trained on reasonable accommodation.
1.4	To promote the inclusion of learners in all aspects of education by increasing access for all.	1.4.1 An inclusive access programme is developed and promoted.	Director	VEC	LT	Social Inclusion is documented in the annual report.

Goal Two

The development and implementation of a comprehensive Continuous Professional Development Programme for all staff in the network as part of the VEC's plan for continuous professional development.

	Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes
2.1	To ensure that a team development approach is adopted in Centres.	2.1.1 Staff are provided the opportunity to attend team meetings within Centre timetables.	Director / VEC (Human Resource Section)	Staff	ST	An effective team approach to work in Centres.
		2.1.2 Staff teams are provided with ongoing team support /maintenance including professional supervision.	Directors	VEC (HRS)	ST	An effective support mechanism for staff is developed.
2.2	To develop a professional staff training programme.	2.2.1 An Audit of Staff Qualifications to be carried out.	National Co-Ordinator	VEC (HRS) Directors	MT	Collected data on Staff Qualifications.
		2.2.2 Intercultural Awareness Training opportunities will be provided for all Staff, to include meeting the changing educational needs of Travellers and covering the full range of FE methodologies.	IVEA/VEC (Human Resource Section)	Directors, National Co-Ordinator	MT	Recognition of Interculturalism Training Calendar Produced. The Development of National Training Programmes.
		2.2.3 Staff will be supported to be up skilled in relation to meeting changing educational needs of Travellers. Staff will be supported to broaden their skills base to meet identified staff skills shortages.	Director/ Staff	Each VEC/ IVEA/ National Co-ordinator	LT	An agreed CPD is produced. Allocation of Budget Centres' for Education and Training.
		2.2.4 Continuous professional development programmes should be accredited wherever possible.	FETAC and other certifying bodies	Directors/ National Co-ordinator	LT	List of certified training programmes is produced for staff working in Centres for Education and Training.
		2.2.5 Diversity and Racism Training opportunities will be provided for all staff.	VECs (HRS)	IVEA, Director	LT	Development of Training Calendar.
2.3	To ensure that all staff have been trained in front line mediation skills.	2.3.1 A comprehensive training programme is developed to provide staff with conflict resolution skills.	VECs (HRS) IVEA	Director/ staff	MT	A Training Calendar is developed.

Goal Three

Learners' education and training needs are met through the ongoing development and evaluation of programmes in consultation with the VEC Adult Education Service.

	Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes
3.1	(1) To undertake an audit of educational/training programmes within the network (2) A needs assessment of learners to be carried out (3) The issuing of national guidelines to all centres based on the results of the audit.	3.1.1 Set up a national sub group to design and pilot a toolkit for carrying out the audit.	National Co-ordinator	IVEA, DES, NATC Directors Association and VEC Adult Education Services.	ST	Sub groups are set up.
		3.1.2 Undertake audit and analyse results.	National Co-ordinator	NATC Directors Association and VEC Adult Education Services.	MT	Report completed on audit and forwarded from Directors Association to VECs and DES.
		3.1.3 Disseminate results of audits, identifying strengths and weaknesses.	National Co-ordinator	IVEA, DES NATC Directors Association and VEC Adult Education Services.	MT	Report detailing programmes on offer within network, highlighting any gaps.
3.2	Each centre will review its programmes in line with FETAC national guidelines.	3.2.1 Group set up at centre level to review Centre's programmes in line with local needs and to plan and monitor the implementation of recommendations of the review (To ensure no duplication, priority will be given to developing programmes in consultation with Adult Education Service).	Centre Director and implementation group at centre level.	Board of Management, VEC and National Co-ordinator, VEC Adult Education Services.	LT	Programmes are developed at Centre level which take into account National recommendations and are designed to meet local needs.
		3.2.2 Each centre will report back to National Co-ordinator on new programmes piloted.	Centre Director and implementation group at Centre level.	National Co-ordinator	LT	Reports on pilot programmes sent to National Co-ordinator.
		3.2.3 National Co-ordinator will issue revised guidelines: included in this will be examples of good practice.	National Co-ordinator	Directors' Association	LT	New guidelines are developed.

Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes	
3.3	To pilot short term targeted initiatives aimed at meeting the needs of marginalised communities.	3.3.1 National group set up to develop guidelines for centres. (This group will work in consultation with the Department of Education and Science and other relevant bodies).	NATC, National Co-Ordinator, Directors' Association.	DES	MT	National Guidelines for the provision of short term targeted initiatives are developed.
		3.3.2 Group set up in each area to carry out an audit of the needs of marginalised communities locally.	VEC Adult Education Service and Director.	VEC Adult Education Service and Director, NATC, DOE, National Co-ordinator.	MT	Audit Results.
		3.3.3 Pilot short term targeted initiatives.	VEC Adult Education Service and Director.	NATC, DOE & Science.	MT	Local plan for initiatives is developed Partnerships with local stakeholders.
		3.3.4 Report to be sent to National Co-ordinator which will inform future guidelines for Centres.	Director	VEC, Adult Education Service.	MT	Report produced.

Goal Four

Implement all relevant quality assurance systems in line with local VEC.

Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes	
4.1	Implement the QFI initiative.	To implement and evaluate the 27 quality areas as outlined by the Quality Framework Initiative.	Director	Staff, Board of Management, VEC, National Co-ordinator, QFI Co-ordinator.	ST	Internal Centre Evaluations and Centre Development Planning is complete.
4.2	Implement the FETAC Quality Assurance System.	Implement and Evaluate as per FETAC policies and procedures.	Director	Staff, Board of Management, VEC and FETAC.	ST	FETAC policies and procedures are developed, FETAC registration, evaluations, planning and assessment are completed.
4.3	Due cognisance will be taken of other quality assurance systems as appropriate to the needs of the Centre.	Implement and evaluate relevant quality assurance system policies and procedures. All of these quality areas will link in with the VEC education plan.	Director	Staff, Board of Management VEC and relevant quality assurance agency.	ST	Relevant quality assurance systems implemented.

Goal Five

Through the development of interagency and collaborative working practices, Centres will become integral components of VEC Adult Education Services.

	Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes
5.1	To participate in VEC planning processes.	5.1.1 All Centres and staff engage in VEC planning process.	VEC	Centre Staff, VEC, IVEA, Director.	ST	Centres views are reflected in VEC Education and Service plans.
5.2	To develop local structures to facilitate collaborative work practices with other agencies.	5.2.2 To develop formal partnerships and links with local agencies in consultation with the Board of Management and the local VEC adult education service.	Director	Board of Management, VEC, Local Agencies, NATC, Directors' Association, IVEA, Staff.	MT	Formal partnerships and links are developed and documented.
5.3	Initiate links and form working relationships and practices which develop supports for learners to enable them to progress to further education, employment and/or training or other life choices.	5.3.1 Collaborate with local Adult Education Services and other agencies such as FAS to ensure that learners are encouraged and facilitated to transfer and progress to further education and training options.	Director	Centre Staff, Local VEC Adult Education Service and other agencies.	MT	Access, transfer and progression options are available to learners.
5.4	To prepare annual end of year report.	5.4.1 Annual report to VEC.	Director	Staff	ST	Annual end of year report made available to VEC and National Co-ordinator.
5.5	To document interagency work.	5.5.1 Report interagency work as part of annual report to VEC.	Director	Staff and Board of Management	ST	Annual report to VEC will include interagency work.

Goal Six

The Network of Centres for Education and Training will facilitate the access, transfer and progression of learners to further education, training, employment and other life choices.

	Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes
6.1	To facilitate learners access to centres.	6.1.1 Establishment of an access, transfer and progression (ATP) team of teachers in each Centre.	Director	Staff	ST	Develop admissions policy and procedures. Develop policy and procedures on the recognition of prior learning. Clear Statements of entry requirements for individual programmes as per FETAC and QFI quality assurance systems and others.
		6.1.2 To identify barriers to accessing programmes.	Access, Transfer and Progression Team.	Director	MT	Barriers identified and documented
		6.1.3 To develop strategies to overcome barriers identified.	Access, Transfer and Progression Team	Director	MT	Strategies for overcoming barriers documented.
6.2	To ensure adequate guidance services are available to all learners within Centres through the established VEC Adult Guidance Service/ FAS Advocacy Programme.	6.2.1 Guidance is provided at Centre level to encourage and facilitate access, transfer and progression of learners.	Director	VEC Adult Guidance Service, FAS Advocate and Staff.	MT	Guidance services are available to all. Guidance is reflected in individual/ education training plans (IEPs).
6.3	An ethos which supports transfer and progression will be fostered in each Centre.	6.3.1 To design and implement programmes which encourage and facilitate progression of learners, certified and non-certified. (Certified: Each Centre will provide programmes to facilitate progression from Levels 1 to 5 of the National Qualifications Framework. Uncertified: Individual learning plans will document non-certified progression.)	Director	Staff, VEC	ST	Outcomes such as (1) Certification e.g State Examination Commission, examinations, FETAC, etc. (2) Building the capacities of individuals; raising functional literacy levels; raising self-esteem; empowering individuals; raising critical consciousness; Raising individual's capacity to participate society; developing leadership capacity; developing role models; self responsibility and cultural awareness.

	Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes
6.4						(3) Developing capacity of community: developing team building skills; cultural awareness; conflict resolution and mediations skills, learner councils set up in each centre, understanding systems such as County Council, HSE etc.
	To promote learner transfer and progression to other education and training providers and to employment.	6.4.1 Centres will provide encouragement and guidance to learners with regards to progression options from the Centre.	Director	Staff, local agencies e.g. FAS Advocate Service.	ST	Guidance provided and links developed.
		6.4.2 Centres will provide work experience programmes based on the needs of the learners.	Director	Staff, local agencies e.g. FAS Advocate Service, local employers.	ST	Work experience programmes are developed and monitored.

Goal Seven

The network of centres supports the retention of Traveller students under 18 years in post-primary schools, and will work with local stakeholders in ensuring the best possible educational outcomes for all Travellers under 18 in the locality are achieved.

Objective	Action	Lead Agency	Support Agency	Time Frame	Outcomes
7.1	To work with local stakeholders to ensure the best possible education outcomes for all Travellers under 18 in the locality are achieved.	Director	VEC, VTTS, EWO, National Co-Ordinator, NATC.	ST	Increased retention rates of Travellers at second level. Links with local advisory committee regarding the U18's who present to the centre will be established.
7.2	To increase understanding, participation and expectations of the education system.	Director	VEC, VTTS, EWO, NATC, Local Schools and Agencies.	MT	Provide Parent Education Programme in partnerships with local agencies.
	7.2.2 To develop programmes which increase Traveller parents involvement in school and parent organisations.	Director/ staff	VEC, VTTS, EWO, Schools.	MT	(1) Education Programmes developed. (2) Provide greater participation and support for parents in school activities. (3) Links are increased with local schools and other relevant agencies which support Traveller children remaining in education.
	7.2.3 To develop programmes which enable Traveller parents to support their children in their education.	Director/ staff	VEC, VTTS, EWO, Schools	MT	Homework Support Education Programme is developed and delivered.

Appendix

Tables

Table 1.1

<i>Number of learners enrolled on STTC programme (December 2005) by age</i>			
Age (years)	Male	Female	Total
Under 15 yrs	1	12	13
15	22	25	47
16-17	77	97	174
18-19	13	76	89
20-24	23	154	177
25-44	38	367	405
45-49	4	79	83
50+	8	102	110
TOTAL	186	912	1,098

Table 2.1

<i>Traveller Enrolment in Post-Primary Education</i>							
	99/00	00/01	01/02	02/03	03/04	04/05	05/06
1st Year	478	531	582	650	626	671	745
2nd Year	266	319	397	482	527	556	638
3rd Year	116	183	220	272	341	357	478
4th Year / Transition	31	27	31	26	44	44	86
5th Year	51	67	86	102	113	145	172
6th Year	19	38	49	62	63	72	110
TOTAL	961	1165	1365	1594	1714	1845	2229

Table 2.2

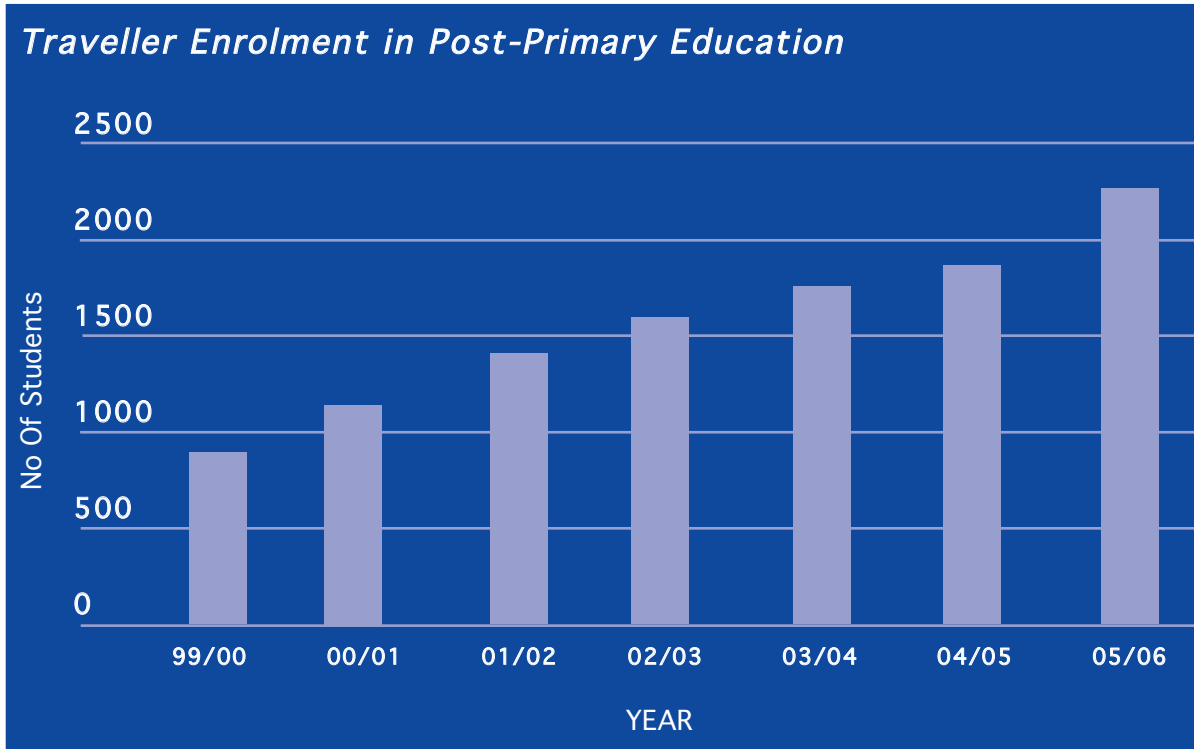
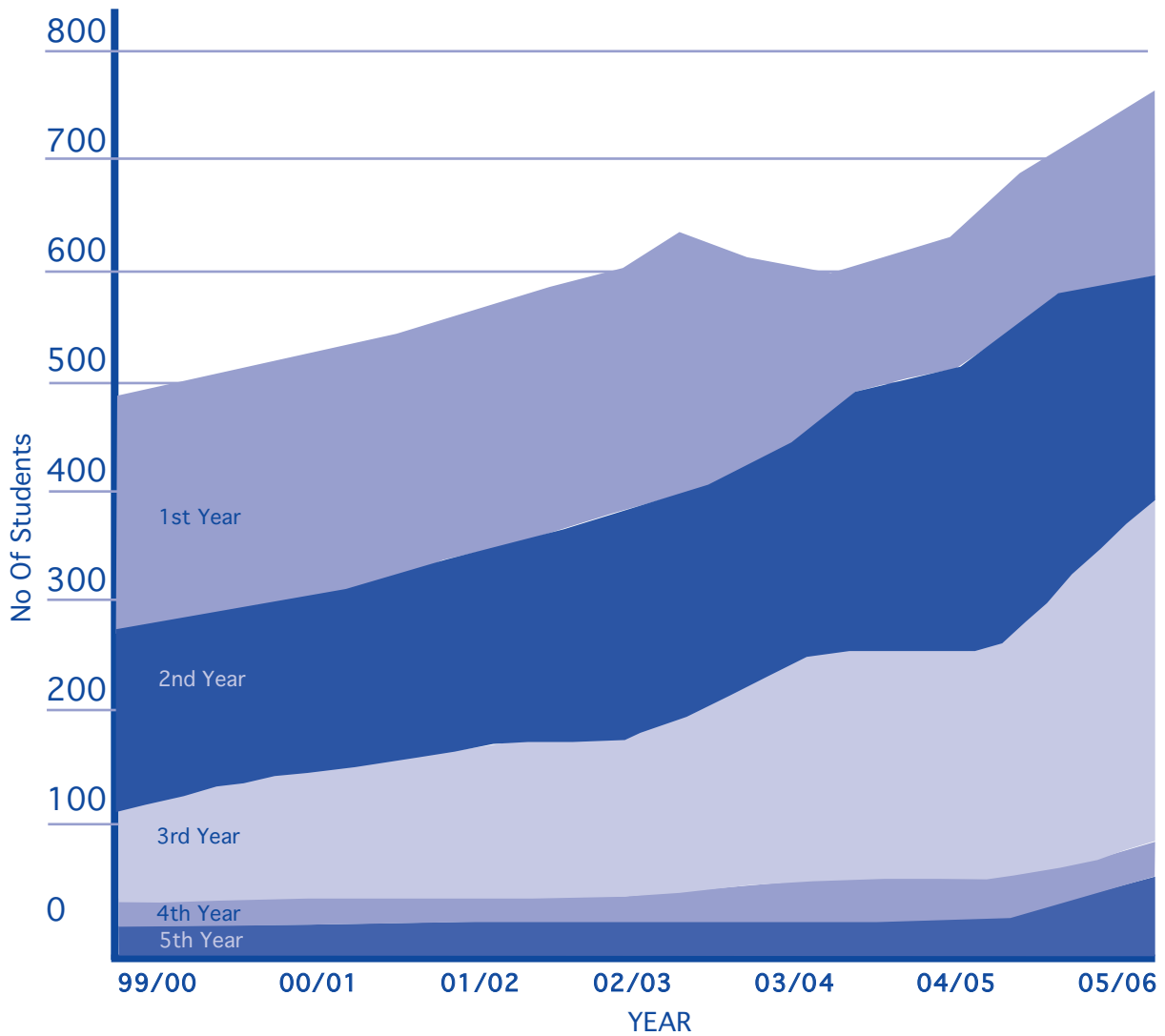


Table 2.3 Traveller Enrolment in Post-primary by Class



Directory of Contacts

Director	Centre	Town	Phone	Email
Mr John Hogan	St. Catherine's Training Centre	Carlow	059 9142819	carlowsttc@eircom.net
Ms Helen O'Sullivan	St. Joseph's Training Centre	Ennis	065 6822922	stjotc@eircom.net
Ms Fiona Scott	St. Finbarr's Training Centre	Blackpool	021 4210199	stfinbarrsstccork@eircom.net
Ms Bernie O'Liathain	Our Lady's Traveller Training & Education Centre	Mallow	022 42322	ourladysttecmallow@eircom.net
Ms Vivienne Doherty	St. Fiachra's Training Centre	Letterkenny	074 9122585	info@stfiachras.ie
Ms. Angie Potter	St. Joseph's Training Centre	Finglas	01 8348018	tcproj@iol.ie
Mr Ciaran O'Mathuna	Cara Park Training Centre	Coolock	01 8775642	carapark@eircom.net
Mr Joe Gough	St. Oliver's Training Centre	Clondalkin	01 6230916	stoliverstc@oceanfree.net
Ms Rachel Farrell	St. Basil's Training Centre	Tallaght	01 4515292	stbasils@eircom.net
Mr Paul Hogan	Sandy Road Training Centre	Galway	091 751943	paul.hogan@cgvec.ie
Ms Rita Coen	Madonna House Training Centre	Ballinasloe	090 9643479	madonnahousebsloe@eircom.net
Ms Dymna Collett	Ballygar Adult Training Centre	Ballygar	090 6624003	ballygarsttc@eircom.net
Ms Mary Lane-Heneghan	St. Brendan's Training Centre	Loughrea	091 841387	stbrendanstc@eircom.net
Ms Ger McDonagh	St. Benin's Training Centre	Tuam	093 28640	saintbenin@eircom.net
Ms Martina Hegarty	St Anne's Senior Education Centre	Killamey	064 33996	stannescentre@eircom.net
Ms Patricia McGrath	North Kerry Programme	Causeway	066 7131977	antochar@eircom.net
Mr Michael Brennan	St Canice's Training Centre	Portlaoise	0502 21413	canices2@eircom.net
Mr Gerry McGovern	St. Joseph's Training Centre	Carrick-on-Shannon	071 9620624	stjosephstc@eircom.net
Ms Mary Horgan	Fealeside Training Centre	Abbeyfeale	068 31494	fealesidesttc@yahoo.ie
Ms Jean Kenny	Riverside Training Centre	Rathkeale	069 63077	riversideworkshop1@eircom.net
Mr Sean Stakelum	St. Mel's Education & Training Centre	Longford	043 46220	stmelstc@eircom.net
Ms Mary Connolly	Tara Education Centre	Dundalk	042 9338361	tara.workshop@oceanfree.net
Mr Kevin Feerick	St Catherine's Education Centre	Mayo Centres		feerickk@eircom.net
Ms Margaret Kieran	St Catherine's Education Centre	Ballina	096 21785	stcath@eircom.net
Ms Mary Morrissey	St Catherine's Education Centre	Ballinrobe	094 9542259	stcathballinrobe@eircom.net
Ms Orla Ryder	St Catherine's Education Centre	Ballyhaunis	094 9632753	stcathballyhaunis@eircom.net
Ms Cathy Cryan	St Catherine's Education Centre	Castlebar	094 9021647	stcathcastlebar@eircom.net
Mr Declan Clarke	Navan Travellers Training Centre	Navan	046 9021778	navantc@eircom.net
Ms Margaret Sheridan	Birr Travellers Training Centre	Birr	057 9121016	birrtravellertrainingcentre@eircom.net
Ms Marina O'Malley	Tullamore Senior Traveller Training Centre	Tullamore	057 9326863	colmcill@iol.ie
Ms Bernie Downs	Roscommon Education and Development Centre	Roscommon	090 6630320	read@iolfree.ie
Mr Thomas Noone	Youth Development Project	Thurles	0504 21592	tpnoone@ireland.com
Mr Peter Geraghty	Shannon Bank Training Centre	Athlone	090 6492188	shanbank@iol.ie
Mr Tony Barry	Mullingar Senior Training and Education Centre	Mullingar	044 9347264	tonyjbarry@eircom.net
Mr Michael Sheehan	Ross Youth Training Centre	New Ross	051 421580	rytc@iol.ie
Mr Fergus Farrell	St. Kieran's Education Centre	Bray	01 2822819	stk@eircom.net
Mr Shay Byrne	Centre of Education and Resourcing Travellers	Wicklow	0404 61878	shayjbyrne@eircom.net

Consultation Committee

Mr Martin Ward
Mr Michael McDonagh
Mr James O Leary
Mr Peter Cribbin
replaced by Dr. Peter Connolly Feb 2006
replaced by Ms Clare McMahan 2007
Mr Declan Clarke

Ms Helen O Sullivan

Mr Gerry Griffin
Ms Mary Connolly
Ms Mary Reid

Chairperson NATC
NATC Executive
CEO NATC
IVEA representative

Chairperson Directors' Association (until 2005)
Director Navan Centre
Chairperson Directors' Association (2006 to date)
Director Ennis Centre
National Co-ordinator, DES
Director Dundalk Centre
Teacher Ennis Centre

Contacts

National Association of Travellers' Centres

Unit 1, Monksland Retail Park,
Athlone, Co. Roscommon
Tel: 090 6498017
Fax: 090 6498201
Email: info@natc.ie
www.natc.ie

Gerard Griffin

National Co-ordinator, DES,
National Co-ordination Unit,
Quay House, Woodquay,
Parnell Street, Ennis, Co Clare
Tel : +353 65 68 28930
Fax : +353 65 68 28919
Email :gerard.griffin@sttc.ie
www.sttc.ie

Helen O Sullivan

Chairperson, Directors' Association,
St. Joseph's Training Centre,
Gort Road Business Park, Gort Road, Ennis,
Co. Clare
Tel : +353 656822922
Fax : +353 656840633
Email: stjtc@eircom.net
www.stjotc.ie

Irish Vocational Education Association

McCann House, 99 Marlborough Road,
Donnybrook, Dublin 4.
Tel: + 353 1 4966033/4966248
Fax +353 1 4966460
www.ivea.ie
Email: info@ivea.ie

List of Abbreviations

IVEA	Irish Vocational Education Association
VEC	Vocational Education Committee
CEO	Chief Executive Officer
DES	Dept. of Education & Science
CET	Centre for Education and Training
NATC	National Association of Training Centres
STTC	Senior Traveller Training Centres
CSO	Central Statistics Office
NEOT	National Education Officer for Travellers
HSCL	Home School Community Liaison Scheme
SCP	Schools Completion Programme
NEPS	National Education Psychological Services
EU	European Union
HETAC	Higher Education Training Awards Council
FETAC	Further Education Training Awards Council
NAPS	National Anti-poverty Strategy
NEPS	National Educational Psychological Services
NCSE	National Council for Special Education Needs
BOM	Board of Management
EAG	Equality Action Group
SEN	Special Education Needs
HRS	Human Resources Section
FE	Further Education
ST	Short Term
MT	Medium Term
LT	Long Term
ICE	Internal Centre of Education
CDP	Centre Development Plan
QFI	Quality Framework Initiative
QA	Quality Assurance
FAS	Foras Aiseanna Saothair (Training & Employment Authority)
AEO	Adult Education Officer
ALO	Adult Literacy Organiser
ATP	Access Transfer & Progression
IEP	Individual Education Plan
EWO	Education Welfare Officer
VTST	Visiting Teacher Service for Travelling Children