

**NATIONAL TRAVELLER AND ROMA  
INCLUSION STRATEGY (NTRIS)**

**TRAVELLER/ROMA EDUCATION PILOT**

**OPERATIONAL GUIDANCE DOCUMENT**

**11<sup>TH</sup> June 2019**

# **Operational Guidance Document for the Local National Traveller and Roma Inclusion Strategy Pilot Projects**

*“Education is a basic human right and it can be very empowering. We must offer a safe space to validate identity and culture that is both inside the institution and outside the institution. It is essential that we celebrate who we are as a people as well as our achievements. I would say to our young people to be proud of who you are and always remember you can achieve anything you put your mind to, just be you.”*

*Dr. Sindy Joyce*

**NTRIS Pilot Oversight Group, 11<sup>th</sup> June 2019**

## **Guidance Document for the Local NTRIS Pilot Projects**

**The Guidance Document is read in conjunction with the Terms of Reference and all NTRIS Pilot Documents**

### **Background**

#### **National Traveller and Roma Inclusion Strategy (NTRIS) 2017-2021**

On 13th June 2017 the Minister for Justice and Equality launched the National Traveller and Roma Inclusion Strategy (NTRIS) 2017 – 2021. The NTRIS is available to download from the Department of Justice and Equality website at the following link ;

<http://www.justice.ie/en/JELR/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf/Files/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf>

The strategy takes a whole of Government approach to improving the lives of Travellers and Roma in Ireland in practical and tangible ways. Departments have worked together to identify actions that can be taken to bring about a real improvement in the quality of life for Travellers and Roma. It also aims to improve public service engagement with Traveller and Roma communities in Ireland. There are 149 actions in the strategy covering the themes of Cultural Identity, Education, Employment and Traveller Economy, Children and Youth, Health, Gender Equality, Anti-discrimination and Equality, Public Services, Accommodation and Traveller and Roma Communities.

Key education-related actions in the NTRIS include:

**Action 10** – *The Department of Education and Skills, the Department of Children and Youth Affairs and Tusla will develop proactive, early intervention education welfare supports to promote and support Traveller and Roma attendance, participation and engagement with the education system and retention to the Leaving Certificate or equivalent.*

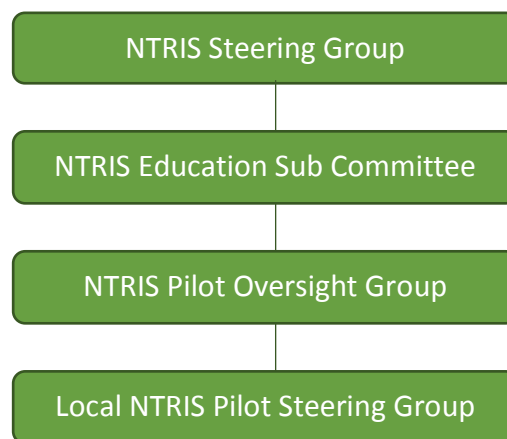
**Action 17**- *The Department of Justice and Equality will fund Traveller community Groups to implement community-based supports to assist retention of Traveller and Roma children in the education system. The intervention and the supports to be provided will be designed in consultation with the Department of Education and Skills, the Department of Children and Youth Affairs/Tusla, and Traveller interests.*

A **NTRIS Steering Group** is established to oversee the development and implementation of the NTRIS and membership includes the Departments of Justice and Equality (DJE), Education and Skills (DES), Children and Youth Affairs (DCYA), Tusla, and other relevant Government Departments and Agencies as well as Traveller and Roma representative groups and

communities. The NTRIS Steering Group established a **NTRIS Education Sub-Committee** to oversee the implementation of the education specific actions of NTRIS.

This NTRIS Pilot Project is in response to two specific actions in NTRIS, Actions 10 and 17, and to specific actions in DEIS Plan 2017, the NTRIS Education Sub-Committee established a 2 Year Pilot Programme to target Traveller and Roma attendance, participation and retention in specific Traveller and Roma Communities regionally.

### **Structure**



### **NTRIS Pilot Programme**

The bedrock of any successful initiative is strong relationships and effective communication. Collaboration between everyone involved in the Local NTRIS Pilot Projects will be based on respect. Key to the success of the Pilot Projects is the recognition of:

- Traveller and Roma parents as equal partners in the education of their children and in the implementation of the Pilot Projects
- The expertise and professionalism of the Local NTRIS teams; the Education Workers, the Educational Welfare Officers (EWOs) and the Home School Community Liaison Coordinators (HSCLs)
- The commitment of the Local NTRIS Pilot Steering Groups, host organisations, DES Inspectorate, the National Educational Psychological Service (NEPS), school staff and community and local communities.

### **Purpose of Guidance Document**

This guidance document has been developed by the NTRIS Pilot Oversight Group, on behalf of the Departments of Children and Youth Affairs (DCYA), Education and Skills (DES) and Justice and Equality (DJE), to support everyone involved in the Local NTRIS Pilot Projects. The

document is a resource for the Traveller and Roma Education Workers, Educational Welfare Officers (EWOs) and Home School Community Liaison Coordinators (HSCLs) working in the Local NTRIS Pilot Projects. It is also a resource for the school staff and school community, local communities, Local NTRIS Pilot Steering Groups and Traveller and Roma Host Organisations involved in the Local NTRIS Pilot Projects.

Pilot areas have been selected around the country to participate in the Local NTRIS Pilot Projects. Each area will have the additional resource of an Educational Welfare Officer (EWO) provided by Tusla Educational Welfare Services and the Department of Children and Youth Affairs (DCYA), a Home School Community Liaison Coordinator (HSCL) funded by the Department of Education and Skills (DES) and two Traveller/Roma Education Workers drawn from the local communities and funded by the Department of Justice and Equality (DJE).

The team will work together with parents, children and young people, Traveller and Roma communities, schools, and service providers to achieve the Goals and Objectives of the Pilot Project and thereby impact positively on Traveller and Roma children's attendance, participation and retention in education.

The Local NTRIS Pilot Projects will inform the development of a sustainable programme to address the gap in educational outcomes for children and young people from the Traveller and Roma communities.

### **Goals and Objectives of the Local NTRIS Pilot Projects**

Five priority goals have been developed for delivery over the period of the Local NTRIS Pilot Projects. Each of the five goals is underpinned by the principle of improving attendance, participation and retention of Traveller and Roma students in the pilot areas.

**Goal 1 – Students – To improve the learning experience and outcomes for Traveller and Roma students in schools in the pilot areas**

**Goal 2 – Parents and Guardians – To improve parental/guardian engagement with the school community and foster an appreciation of the value of education among Traveller and Roma communities**

**Goal 3 – Schools – To improve attendance, participation and retention with the aim of improving the educational outcomes of Traveller and Roma students**

**Goal 4 – Community and Local Services – To develop and promote community linkages and better connectivity between services**

**Goal 5 – Data and Evaluation – To gather accurate data and evidence and learning on the pilots, to monitor progress and to inform policy**

## **Structures supporting the Local NTRIS Pilot Projects**

### **NTRIS Pilot Oversight Group**

The NTRIS Education Sub-Committee established an Oversight Group to develop and oversee the implementation of the Local NTRIS Pilot Projects. Membership includes the Department of Education and Skills (DES), Tusla, Department of Justice and Equality, Traveller and Roma representative groups and communities and other relevant Agencies.

### **NTRIS Local Pilot Steering Groups**

Local Pilot Steering Groups will be established to oversee the local area plan and to provide strategic direction to the work of the Local NTRIS Pilot Project. Terms of Reference have been set for the NTRIS Local Pilot Steering Groups along with outline membership and practical workings of the groups.

The Local NTRIS Pilot Steering Groups will set actions from the goals and objectives listed in the **Appendix** to this document to ensure all pilot areas are following a consistent plan with actions that reflect local need. The goals and objectives are broad to allow the actions set to reflect local need. Sample actions, developed at information workshops, will be available to the local NTRIS Pilot Team and the NTRIS Local Pilot Steering Groups.

## **Operational Management of NTRIS Pilot Projects**

The two Education Workers, HSCL and EWO will advise and support colleagues in relation to their area of expertise at any level of the continuum. As appropriate any worker can be involved in interventions at any level of the continuum.

### **Line Management**

Line management for the team members will rest with their individual employers as follows:

- Education Workers – employer Host Organisation
- EWO – employer Tusla
- HSCL – employer Base School

### **Planning of Work and Day to Day Support**

The local **EWS Regional Manager** will be the Project Lead for the NTRIS Pilots.

The **Senior Educational Welfare Officer (SEWO)** and the **Host Organisation Team Leader** will co-ordinate the work plan for the team members as follows:

- Host Organisation Team Leader – Education Workers
- SEWO – EWO and HSCL

### **Role of the Traveller/Roma Education Worker**

- Develop and maintain strong working relationships with the Local Traveller and Roma communities
- Develop and support strong working relationships with the various education partners<sup>1</sup> engaged in the pilot
- Responsible for influencing both the local community and education partners to engage with positive actions to enhance attendance, participation, retention and progression of members of the Traveller and Roma communities in education
- Promote and represent the work of the pilot to local representative organisations and to education partners
- Contribute fully to the development of the local area plan and to the implementation of the plan
- Undertake tasks agreed by the pilot team appropriate to the skills of the Education Worker
- Focus exclusively on the work of the pilot action plan – this may include supporting the work of the host organisation where it will benefit local Traveller and Roma communities

### **Role of the Educational Welfare Officer**

- Develop relationships with local Traveller and Roma communities
- Work with schools to identify and address in-school barriers to attendance and participation
- Work with all other stakeholders to identify and address out of school barriers to attendance and participation
- Work with parents to support their children's participation in school
- Encourage and support attendance in Early Years Services
- Liaise with statutory, community and voluntary services to enhance attendance, participation and retention in school
- Support children and young people in transitions from Pre School to Primary, Primary to Post Primary, Junior to Senior Cycle and transitions to further and Higher Education
- Develop a local action plan informed by local data and identified need
- Work with the partner Departments to share the learning and outcomes from the programme
- Explore and collaborate with other community and statutory initiatives that can support the programme e.g. Yellow Flag programme
- Engage with and support the evaluation of this pilot initiative

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<sup>1</sup> The term "Education Partners" used here in relation to the role of the Traveller/Roma Education Worker is the term used in the Job Spec for the Traveller/Roma Education Worker, the term as used in this context includes, but is not limited to, SCP Personnel, HSCL coordinators, Guidance Counsellors, ETBs, Access Officers etc. It does not refer to Management Bodies.

## **Role of the Home School Community Liaison Coordinator**

- The role will be performed in line with DES Circular 0016/2019. Specific actions could include some of the following ;
- Visit the homes of students in order to build bonds of trust between home and school, encourage parents to become involved in their child's education and bring information about the school and services available in the community
- Seek out potential parent leaders, who are willing to participate in the HSCL activities and to be a resource/support to other parents
- Work with parents to prepare and support them as a resource to their own children and also to the wider school community
- Facilitate the provision of leisure, curricular, parenting and personal development programmes for parents
- Develop and maintain appropriate structures to facilitate the involvement of parents in their child's learning in school and in the home, in areas such as literacy, numeracy, leisure/curricular courses, personal development, parenting, shared reading etc.
- Encourage, support and facilitate partnership between parents and teachers in the education of their children
- Work with school managements and teaching staffs to develop an understanding of Traveller and Roma culture, educational disadvantage and promote innovative approaches and methodologies to address it
- Support successful transitions from early childhood care and education to primary, primary to post primary and post primary to further and higher education. HSCL will play a key role in engaging with other key actors to support transitions and ensure that Traveller and Roma children and families are fully supported
- Liaise with voluntary and statutory agencies in the community and initiative/participate in Meitheal, where appropriate
- Plan, monitor and evaluate HSCL interventions and the pilot initiative

## **Responsibilities at the three levels of the continuum:**

### **1. Universal Interventions**

#### **The Host Organisation Team Leader will coordinate universal interventions**

- Universal work and initiatives will be agreed and planned at team meetings
- Roles and responsibilities on specific interventions will be agreed with the Host Organisation Team Leader and the Senior Educational Welfare Officer



- Community based initiatives relating to children and young people will be Education Worker led
- Community initiatives with parents will be HSCL led
- School based initiatives will be HSCL led
- All team members will participate in universal work as appropriate

## **2. Targeted Interventions**

**The Host Organisation Team Leader and Senior Educational Welfare Officer will share coordination of targeted interventions**

- Requests for involvement of the Pilot Team can be received by any team member
- Appropriate, targeted intervention will be agreed and offered to the parent/guardian
- Transition programmes, enrolment drives, preschool transfer initiatives will be shared activities across the team

## **3. Interventions at the Individual Level**

**The Host Organisation Team Leader and Senior Educational Welfare Officer will share coordination of interventions at the Individual level.**

Requests for involvement of the Pilot Team can be received by any team member

- Consideration given to the team member/s most appropriate to follow up
- The issue may be resolved quickly through a brief intervention
- Where the issue cannot be resolved quickly it should be brought to the team meeting for discussion and allocation
- When the initial request for intervention received is complex, it should be discussed at the team meeting and a plan and lead person/s identified

## **4. EWS Referrals**

**Oversight by Senior Educational Welfare Officer**

- Following screening the SEWO will allocate all EWS Referrals (School, Parent and Other Agencies) in respect of the Pilot target group to the Pilot EWO
- All other EWS Referrals received from Pilot Schools will be allocated to the EWO for the area
- The EWO will meet the parents/guardians to offer the opportunity to work with the Pilot Team
- Where the parent wishes to work with the Pilot Team the referral will be discussed at the NTRIS Team Meeting in order to identify available supports from within the team

- Progress in relation to these cases will be reviewed at the Team Meeting and in the EWO's supervision with SEWO
- Where there is no improvement in attendance consideration may have to be given to reverting to the EWS Case Process Guidance
- Where the parent does not wish to avail of the Pilot team supports the Pilot EWO will work the case as per the EWS Case Process Guidance

### **Pilot Team Meetings**

- Team meetings will be held at least once a month and will be attended by the Host Organisation Team Leader and Senior Educational Welfare Officer and the four team members
- Universal interventions, targeted interventions and work with individual children and families will be planned and reviewed at team meetings
- The local action plan will be reviewed and the Host Organisation Team Leader and Senior Educational Welfare Officer will ensure that the actions are being progressed
- The Host Organisation Team Leader and Senior Educational Welfare Officer will be responsible for chairing and recording team meetings

### **Reporting**

The local Action Plan will be monitored by the Team Leaders and reported to the NTRIS Local Pilot Steering Group.

The Regional Manager from Tusla EWS is responsible for reporting to the NTRIS Local Pilot Steering Group at the start of the academic year with a work plan for the year and at the end of every academic term.

The NTRIS Local Pilot Steering Group will report to and advise the NTRIS Pilot Oversight Group on the progress of implementation of the Pilot Project at the start of the academic year and at the end of each academic term. A Reporting Template will be developed by the NTRIS Pilot Oversight Group for this purpose.

The NTRIS Pilot Oversight Group will provide updates to the NTRIS Education Sub-Committee and the NTRIS Steering Group.

### **Role of Schools in the Local NTRIS Pilot Projects**

Schools play a key role in providing a high quality educational experience for all learners in an inclusive environment which supports positive outcomes for students. Teachers are at the heart of improving learning for students and are central to providing learning experiences which are relevant, challenging and imaginative for all learners. To avail of the high quality educational opportunities provided by schools, regular attendance on the part of learners is

vital and there is a strong positive correlation between high attendance rates and successful learner outcomes.

Schools have a role in providing a continuum of support that addresses the learning needs of all pupils and which acknowledges and respects the diversity of its pupil cohort. Schools use the DES/NEPS Continuum of Support Guidelines and the DES Guidelines on Supporting Students with Special Educational Needs in reviewing, planning and organising its resources to provide a range of supports that is responsive to the needs of its pupils. The Continuum of Support Guidelines are based on NEPS conceptualisation of SEN in its broadest sense which includes children with SEN as defined by EPSEN, children with acute, mild or transient needs and those groups of children at risk of marginalisation, socio-economically disadvantaged, immigrant/migrant. This understanding is consistent with internationally accepted definitions of inclusion in education. Inclusion is about the presence, participation and achievement of **ALL** pupils (**UNESCO, 2005**), with emphasis on those groups of learners at risk of marginalisation, exclusion or underachievement.

[https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps\\_special\\_needs\\_guidelines.pdf](https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf)

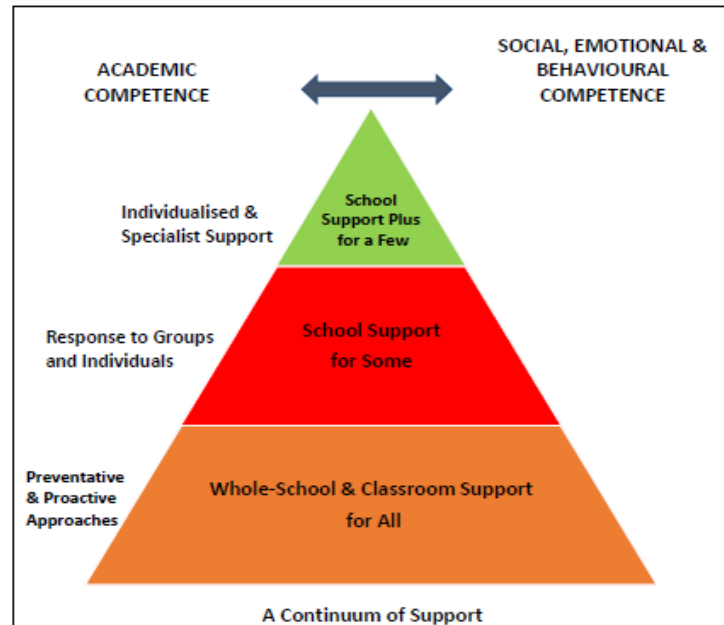
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<https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Primary-Schools-Supporting-Pupils-with-Special-Educational-Needs-in-Mainstream-Schools.pdf>

<https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Post-Primary-Schools-Supporting-Students-with-Special-Educational-Needs-in-Mainstream-Schools.pdf>

The continuum of supports offered by schools encompasses

- Universal best practice approaches at whole school and classroom level to maximise engagement, participation and outcomes for all pupils –Whole School and Classroom Support for All
- Targeted prevention and early interventions for specific individuals and groups of pupils who may be at risk for or demonstrating early difficulties with learning, participation and engagement - School Support for Some
- Individualised and intensive interventions for pupils with severe and/or complex learning social and emotional difficulties School Support Plus for a Few



Schools will engage with the Local NTRIS Pilot Projects through working with the pilot teams to examine the continuum of support offered to all pupils in the school, to identify and address any additional systemic or individual barriers to engagement and participation by children and young people from Traveller and Roma families.

At a whole school/system level schools use the School Self-Evaluation (SSE) process to provide a framework for school improvement planning. School Self-evaluation is essentially a problem-solving approach which can be harnessed to address any improvement issue in a school. Within the context of the Local NTRIS Pilot Projects, it provides a mechanism for schools to identify priorities for improvement and to guide interventions and implementation plans. The rationale for using a SSE approach is based on the need to gather data and evidence in the first instance to determine an initial baseline, against which future evidence can be gauged to determine the success of the interventions. Particular attention should be given to improving learner outcomes (e.g. attendance, progression, retention), the learner experiences, together with developing teachers' individual and collective practices. It is envisaged that the SSE process would assist throughout the project; from initial target setting, interim monitoring and final evaluation.

SSE is a six-step process involving the following:

1. Identify focus
2. Gather evidence from a range of sources
3. Analyse and make judgements
4. Devise Action Plan for Improvement
5. Implement strategies
6. Monitor and evaluate improvements in outcomes for students



In the context of the Local NTRIS Pilot Projects, schools would be encouraged to take a SSE approach to examine the evidence/data generated for them by the project. The sustained engagement of the targeted group of learners should remain central to the approach taken. School staff would use the SSE process to identify targets, improvement plans, monitoring systems, as appropriate.

Schools can request the assistance of their Local NTRIS Steering Group's DES Inspector to help them with their SSE approach. The DES Inspectors, on request, could support schools in the process, particularly around clarity of improvement plans and possible links to teaching and learning aspects of Looking at Our School 2016 (LAOS).

The Department of Education and Skills has also recently published the *Wellbeing Policy and Framework for Practice for Schools 2018-2023*, which provides a framework for schools to review develop practice across four key areas in relation to the promotion of well-being outlined in the diagram below (taken from the Framework) and for which schools will use the SSE process.

Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion



[www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018–2023.pdf](http://www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018–2023.pdf)

At the individual pupil level schools use the DES/NEPS Continuum of Support - Student Support File (SSF) as framework for recording the problem solving process and response to intervention for pupils requiring additional support over and above that provided to all children.

<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Student-Support-File-Guidelines.pdf>

The continuum of support for individual pupils in schools, recorded using the SSF, encompasses a graduated problem solving model of assessment and intervention in schools comprised of three distinct school based processes which are summarised below:

**Classroom Support** describes a problem solving process involving the class/subject teacher, pupil and parent/s and an intervention process coordinated by the class teacher and carried out within the regular classroom which is reviewed at regular agreed intervals

**School Support** describes a problem solving process involving class/subject teacher, resource teachers, pupil and parent/s. The problem solving team may include other support personnel in the school such as HSCL coordinators, guidance counsellors etc. Interventions at this stage will be additional to those provided through classroom support and delivered mainly in small groups.

**School Support Plus** is generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes. This level of intervention is for children with complex and/or enduring needs.

It is envisaged that the Local NTRIS Pilot Project team will be available to support both pupils and parents of the Traveller and Roma communities and school personnel involved in problem solving and developing support plans for individual pupils each of the levels described above.

### **Role of NEPS psychologists in the NTRIS Pilot Project Areas**

NEPS psychologists can support schools by bringing a psychological perspective and evidence base to developing whole school and universal classroom approaches to promoting inclusion as well as strategies suited to individual classes or groups of pupils. The extent of the work will depend on agreement with the school about the schools unique needs and prioritisation of service time available.

Examples could include:

- supporting schools to review policy and practice taking a specific perspective on considering how these policies and practices impact on engagement and outcomes for Traveller and Roma pupils
- advising on classroom management strategies which promote social and emotional competence and foster a sense of belonging
- advising schools on NEPS support and development initiatives such as Incredible Years Teacher Classroom Management Programme, The Friends Programmes, Literacy Initiatives
- working collaboratively with the Local NTRIS Pilot Project team on staff development initiatives

NEPS role at Classroom Support level will usually be an advisory and consultative one with teachers and parents. The psychologist will be more likely involved in individual work with the pupils, parents and staff of children receiving support at School Support and School Support Plus level. Here the involvement of the psychologist will again be in the context of an agreed plan based on the schools priorities and needs. There is a NEPS Psychologist on each of the Local Steering Groups who will be able to advise on the local action plan from a psychological perspective.

### **Induction**

An intensive induction programme will take place to ensure Pilot Project workers fully understand the purpose of the Local NTRIS Pilot Projects, have the requisite information to carry out their duties and have a clear understanding of the responsibilities attached to their respective roles. Team building will also be central to the induction programme to build motivation and momentum.

The programme will include sessions on Traveller and Roma cultural awareness, equality, anti-racism and human rights, Traveller and Roma history and context, and community development, planning, research and evaluation.

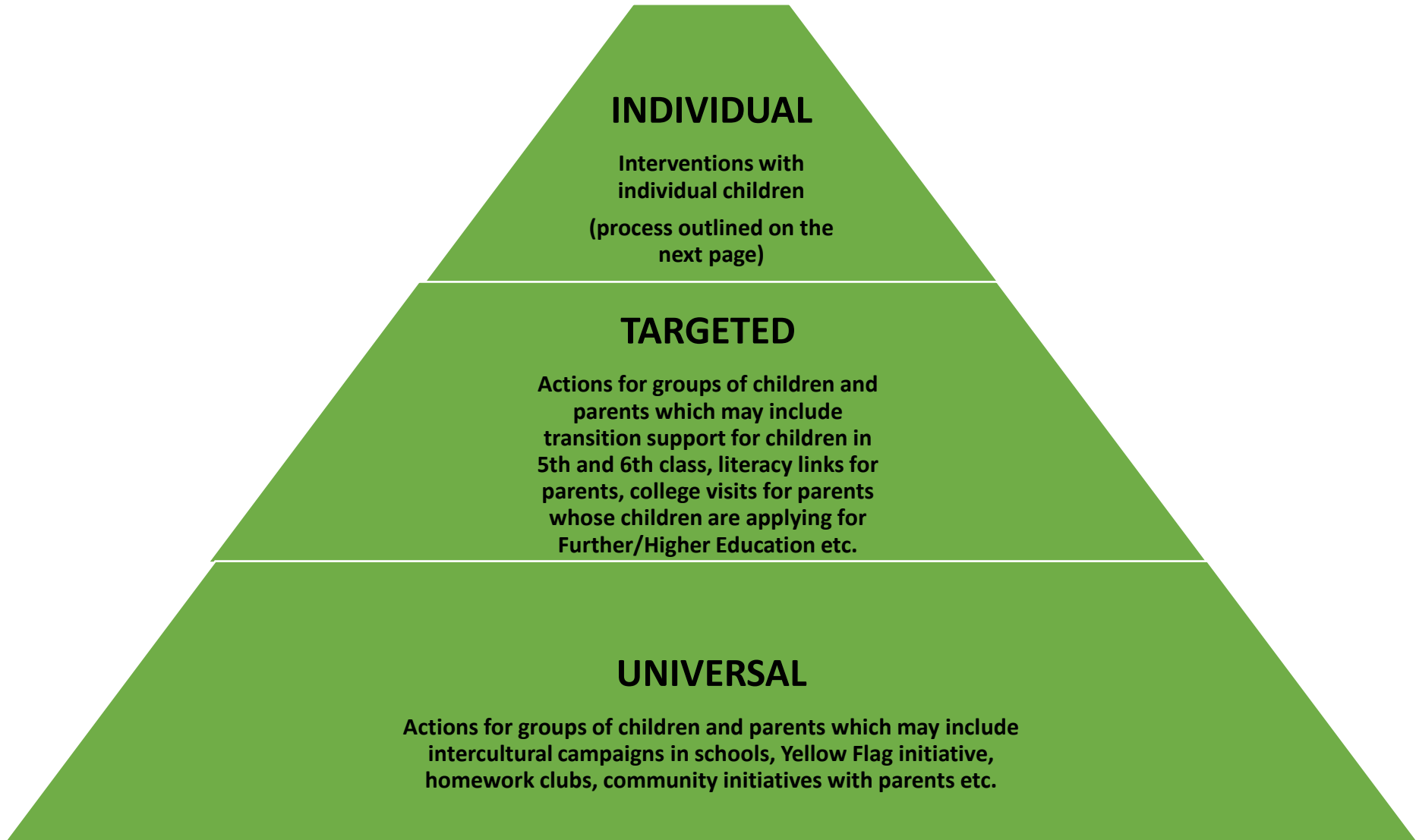
### **Research/Evaluation**

In line with Goal 5 of the NTRIS Pilot Projects Goals and Objectives, the local pilots will be evaluated. The evaluation will require both quantitative and qualitative approaches including the collection of hard data such as school attendance, transition data and parental engagement as well as gathering data through questionnaires and focus group interviews with students, parents, school staff etc.

The data and evidence and learning on the pilots will inform policy to improve the attendance, participation and retention of Traveller and Roma students.

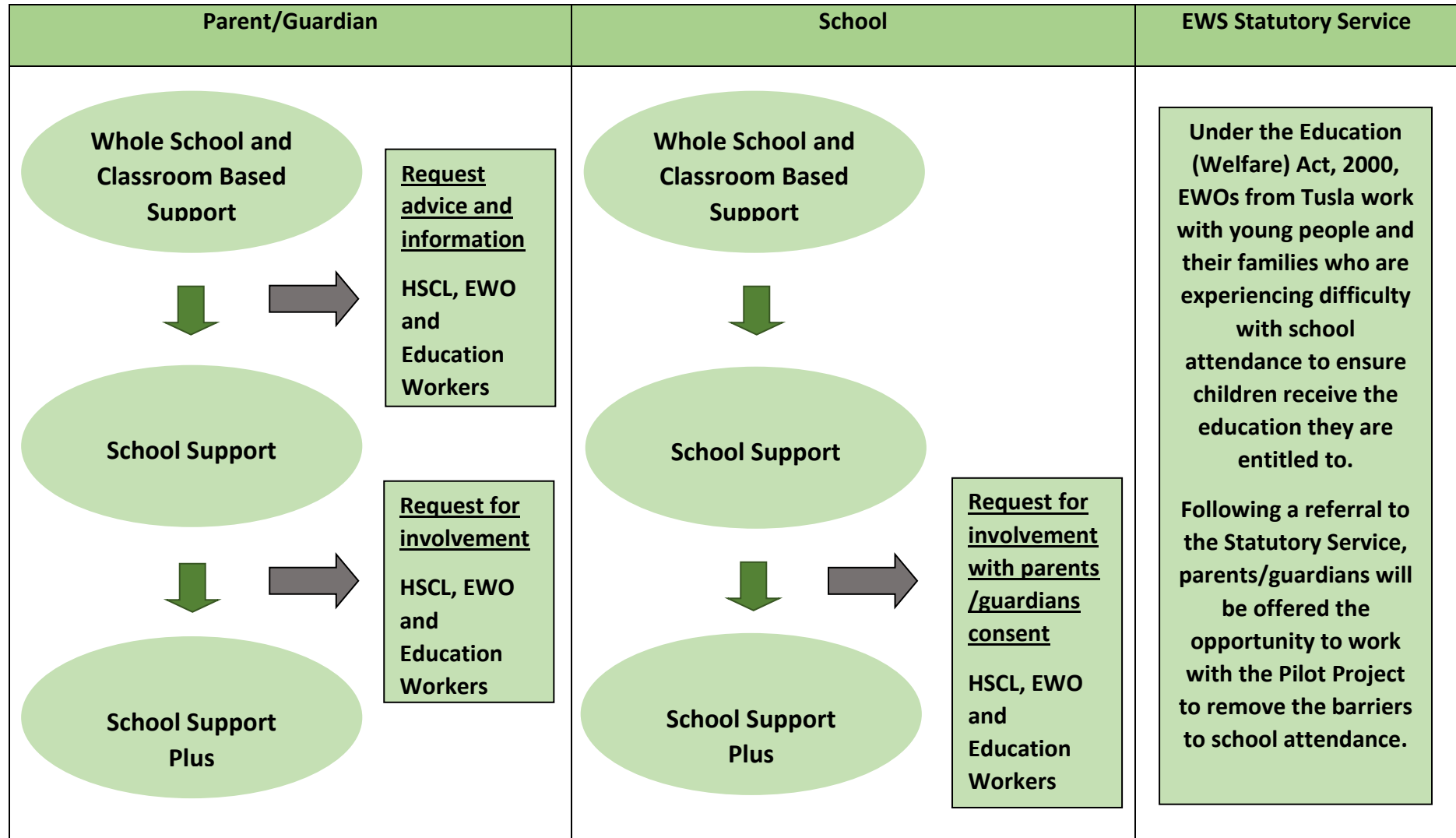


Continuum of Intervention in the Local NTRIS Pilot Project



**Process for the involvement of the NTRIS Pilot Team with children at the Individual level of the Continuum of Intervention**

(Based on the NEPS Continuum of Support)



## **Request for Involvement of the NTRIS Pilot Team**

All requests for involvement of individual children to the Local NTRIS Pilot Projects will initiate from a parent/guardian or from a school either by telephone or face to face contact initially. This will build relationships between school, home, the local community and the local Pilot Team. It is an expectation that a school will have done whatever they can to resolve the situation before they make contact with the local Pilot Team. A parent/guardian can request involvement at any point.

If a school considers a child may benefit from involvement in the Pilot the school should discuss this with the parents/guardians of the child. The school will inform the parents/guardians of the local Pilot and will provide the parents/guardians with the option of contacting the Pilot Team on behalf of the parents/guardians or providing the parents/guardians with the contact details for all of the NTRIS Pilot Team. The parents/guardians can then make contact directly with the Pilot Team if they so wish.

Where the parents/guardians wish the school to contact the Pilot team the school will obtain parental consent to do so.

## **Parental Consent**

The next step will be the letter of consent, signed by a parent/guardian, which will be completed with one of the Local NTRIS Pilot Project workers and retained by the Local NTRIS Pilot Project.

The letter of consent will be the initiation of individual or targeted intervention in respect of an individual child. No consent will be required for universal interventions. These will more than likely be school based interventions and schools will use their usual communication to parents/guardians, if required.

If a referral form is received by Tusla Educational Welfare Services Statutory Service, the Educational Welfare Officer (EWO), and if appropriate another member of the team, meet with the parents/guardians and offer the involvement of the Local NTRIS Pilot Project in the first instance. Should the situation not improve, consideration will have to be given to following statutory requirements.

## **Data Protection and ICT**

The General Data Protection Regulation (GDPR) came into force on the 25th May 2018. All Local NTRIS Pilot Project workers and members of the Local NTRIS Pilot Project Steering Groups have to ensure compliance with data protection laws to uphold privacy, ensure ethical information governance and respect data protection rights. Local NTRIS Pilot Project workers and members of the Local NTRIS Pilot Project Steering Groups must adhere to all GDPR regulations.

Tusla's Data Protection Unit are developing a Data Sharing Agreement outlining the common set of standards for the Local NTRIS Pilot Projects. The Data Sharing Agreement will also outline data sharing processes and data controller and data processor relationships. Each Local NTRIS Pilot Project worker will comply with their own service of origin standards in addition to the common requirements set out in the Data Sharing Agreement.

Tusla's IT Department are developing an IT system for each pilot area to assist the work and case management by the Pilot Project workers in full compliance with the Data Sharing Agreement.

The Data Sharing Agreement for the Pilot Team will issue before the pilots fully commence in September and will be made available to each Board of Management in the Pilot.

Schools will obtain parental consent to share appropriate data with the local Pilot Team in accordance with the terms of GDPR and the school's individual data sharing policies and procedures.

### **Child Protection**

Each service strand within the Local NTRIS Pilot Project has their own internal Child Safeguarding Statement and each of the individual Pilot Project workers are expected to adhere to their service of origin policy and procedures. When on school property the individual school's Child Safeguarding Statement will also apply and must be adhered to.

***"It has been a journey – from nailing exam techniques to helping to set up the women's rugby scholarship programme in the university. A push needs to happen so that third level education for Roma children becomes a norm. I am the only Roma in my university, that I know of, but judging by my siblings I won't be the last."***

*Bianca Paun*

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

*Children of Minorities, UNICEF, 1993*

## Appendix

### Goals and Objectives of the National Traveller and Roma Inclusion Strategy Pilot to target attendance, participation and retention in certain Traveller and Roma communities.

#### Goal 1 – Students – To improve the learning experience and outcomes for Traveller and Roma students in schools in the pilot areas.

Objective	Action	Progress Review
1.1 To identify and respond to barriers impacting on students' learning and school experience.		
1.2 To ensure schools maximise the potential of School Self Evaluation (SSE) process to ensure highly effective learning experience for students.		

#### Goal 2 – Parents and Guardians – To improve parental/guardian engagement with the school community and foster an appreciation of the value of education among Traveller and Roma communities.

Objective	Action	Progress Review
2.1 To identify the barriers to the engagement of Traveller and Roma parents and guardians with the school community.		
2.2 To encourage, support and facilitate measures which help to address these barriers and promote inclusion.		

2.3 To promote the opportunities arising from education.		
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**Goal 3 – Schools – To improve attendance, participation and retention with the aim of improving the educational outcomes of Traveller and Roma students.**

Objective	Action	Progress Review
3.1 To identify and remove barriers to attendance, participation and retention of Traveller and Roma students in school.		
3.2 To ensure equity of access for all Traveller and Roma students.		
3.3 To promote an inclusive school culture and climate.		
3.4 To support successful transitions at key stages throughout the education continuum (Early Years to Primary; Primary to Post-Primary; Post-Primary to Further and Higher Education).		

**Goal 4 – Community/Services – To develop and promote community linkages and better connectivity between services.**

Objective	Action	Progress Review
4.1 To identify opportunities to develop and improve community linkages.		
4.2 To promote integrated working between services, education and Traveller and Roma representative organisations.		

**Goal 5 – Data and Evaluation – To gather accurate data and evidence and learning on the pilots, to monitor progress and to inform policy.**

Objective	Action	Progress Review
5.1 To develop a National Plan to evaluate qualitative and quantitative data.		
5.2 To establish baseline data in line with the National Plan.		
5.3 To develop a work plan to ensure compliance with relevant data protection requirements.		
5.4 To identify potential improvements in data gathering and analysis.		