

Horsemen Project



WP05 Report

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The Horsemen Project

WP05

Report on the

Pilot Phase of the Horsemen Project

Partners:

Leading Partner: St. John's Central College, Cork, Ireland

Foundation Manos Tendidas, Pinto, Spain

First Hungarian-Danish Production School Foundation, Zalaegerszeg, Hungary

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WP05 Horsemen Project Pilot Phase

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Summary

During the pilot phase of the Leonardo da Vinci “Horsemen” project the Horsecare module was delivered at centres in Hungary, Ireland and Spain. A total of twenty-six students ranging in age from sixteen to fifty-six participated. Of these eighteen were from the Traveller/Roma community and a further eight were migrant workers of South American and North African origin. Three of the students were female.

There was significant demand from the client group for training places on the course and specialist tutors with the skills necessary to work with these students were employed. Overall the pilot courses were a success with students showing significant improvement in their degree of confidence, greater awareness of the opportunities open to them and a much greater knowledge of horse-care.

In Spain and Hungary the Horsecare Module was delivered as part of a broader course of study whereas in Ireland it was delivered as a stand-alone module. There was substantial variation in the amount of time dedicated to module delivery in each country. This fact combined with variation in the Performance Criteria applied between each pilot location, resulted in the same module being offered at different levels at the pilot centres. This clearly demonstrates the degree of flexibility inherent in the module but equally calls for debate in relation to the level at which the module should be set. In Ireland there is a clear need to set the module at Foundation Level as other related modules are available at higher levels giving a clear pathway of progression to the student. This is not the case in Spain and Hungary where the level of the module is geared more towards the student’s need to seek employment directly after the course has been completed. It could be argued that allowing each country to set it’s own Performance Criteria effectively gives the centres the flexibility to deliver the module at a level which is most appropriate to their student’s needs.

The content of Unit 10 was to be decided at the discretion of the individual pilot centres and was offered as an optional unit. In Hungary “**Practical Aspects of Tractor Driving**” was chosen as the topic for this Unit. In Spain the topic was “**Orientation to the Labour Market**”, including the legal framework, labour conditions, professional relationships and resources to look for a job. Initially it was expected that “**Sulky Racing**” would form the basis for Unit 10 in Ireland but due to insurance difficulties this was untenable and other alternative topics have been suggested including: aspects of breeding, basic tractor driving skills, basic horse-riding, basic farriery and cultural history of Travellers/Roma community.

The importance of obtaining official national certification was recognised and efforts are currently underway in each of the pilot countries to secure such certification.

Rationale

“I’m always prepared to learn, but I don’t always like to be taught” (W. Churchill)

The Horsemen project was designed to meet the needs of Travellers, Gypsies and Roma young people in the area of vocational training. Prior to this phase of the project the project partners have undertaken a survey of accredited training on horse-care available in the participating EU member states, having engaged in a consultation process with the client group and having developed a module on horse-care. In this report we will outline the activities of the pilot phase of the project in Hungary, Spain and Ireland. In addition we will examine some of the issues raised during the pilot phase.

Methodology

In order to ensure that a comprehensive evaluation was carried out during the pilot phase a number of different approaches to the evaluation were employed. These include:

- Site visits, including meetings with the students, tutors and project partners
- Factual Information supplied by pilot centres
- Comments or observations provided by tutors
- Comments or observations provided by students
- Student and Tutor questionnaires

The Questionnaire

Two questionnaires were designed in order to gather information in a formal manner from the students and tutors respectively. The questionnaires were to be completed in advance of the site visits in each country. It was recognised that in some cases the students might not have the necessary literacy skills to complete the questionnaire without assistance, so it was agreed that tutors might provide assistance to students in completing the questionnaire where such assistance was deemed necessary.

The questionnaires were designed at St. John’s Central College in consultation with the other project partners and a number of draft versions were produced before a final format was agreed. The questionnaires were constructed as follows:

1) Tutor Questionnaire:

134 Questions on all aspects of the project

There was extensive use of the five-point scale shown below:

1	Extremely True	or	Very Important
2	True	or	Important
3	Mostly True	or	Fairly Important
4	Less True	or	Less Important
5	Not True	or	Not Important

Tutor were asked questions relating to:

- Student Intake
- Module Delivery
- Equipment Required/Available
- Tutor Qualifications
- Questions on each individual Unit
- Module/Unit completion

Each of the pilot centres returned a collated tutor questionnaire the results of which are presented in Appendix B

2) Student Questionnaire:

- 32 Questions
- Questions relating to Previous experience and expectations, Module Delivery and Module Completion.
- Extensive use of the five point scale outlined above
- Recognition that students may need assistance in completing the questionnaire

The limitations of a questionnaire as an evaluation tool included:

- Courses in different countries did not begin and will not end at the same time Consequently there was no single ideal time for participants to complete the questionnaire
- The need to collect information for discussion during the site visits and for the production of draft reports following site visits dictates that the questionnaire in each country should be completed before the individual site visits
- As each pilot centre was at a different stage of module delivery when the questionnaire was completed care must be taken in directly comparing results from each country
- Students with poor literacy skills may need tutor assistance in completing the questionnaire

A total of twenty-five students completed the questionnaire across the three centres and a collated version for each centre was produced. The collated student questionnaires are presented in Appendix A.

The Pilot Phase

The pilot of the Horsecare module was carried out in three centres, namely:

- Foundation Manos Tendidas, Pinto, Spain
- First Hungarian-Danish Production School Foundation, Zalaegerszeg, Hungary
- St. John's Central College of Further Education and Training, Cork, Ireland

In running a pilot project of this type a number of fundamental questions immediately arise:

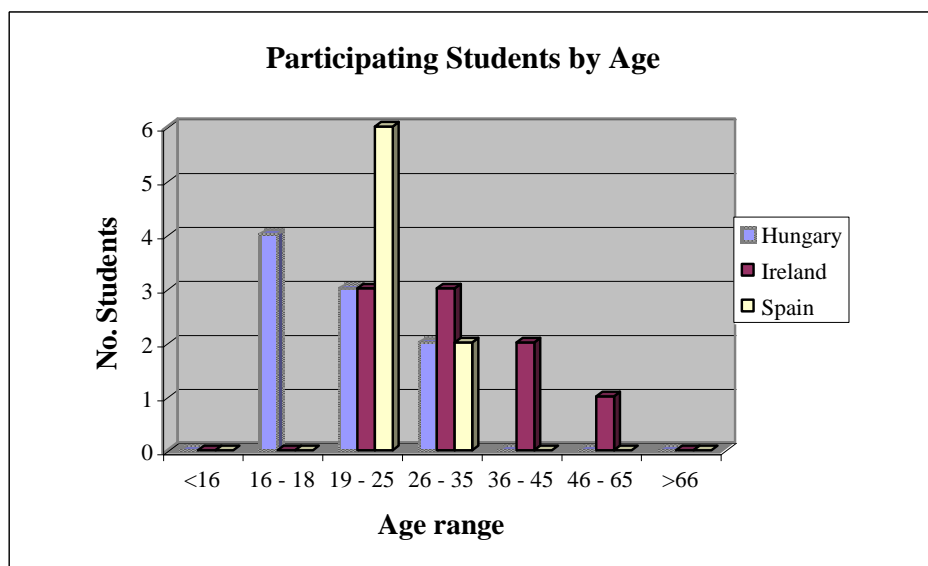
- Can a suitable location for deliver of the module be secured?
- Are qualified and suitable tutors available?
- Are students interested in pursuing this course of study?

The provision of a suitable location to deliver the module was dealt with differently across the pilot countries. Foundation Manos Tendidas was able to use its existing facility at Pinto, Madrid. The First Hungarian-Danish Production School Foundation was able to use their existing facility and the Kinizsi SZKI's equestrian farm. In Ireland the course was delivered at the Traveller-Training Centre in Mahon. In this case both horses and equipment were brought to the centre as required. This was the only case where specialist equestrian facilities were not used and although the decision to base the course in Mahon was due to difficulties in sourcing a more suitable venue, it does demonstrate the fact the module can be delivered successfully outside of the normal equestrian setting.

Horse care was specifically chosen as the topic for the module as traditionally the Travelling Community have been associated with horses but this also implies that the students may have some previous knowledge of horse care. This fact combined with the often-poor previous educational experience of the students and the resultant lack of literacy and numeracy skills offers very specific challenges to the tutors. Tutors need to show great flexibility in their teaching methods tailoring their approach to the needs of the client group. This idea may be expressed as *"If I can't learn the way you teach, can you teach me the way I learn?"* (Frajdin 2004,158) Tutors need to be acutely aware of the fact that the starting point for lifelong learning must be the individual. The student's culture, self confidence, previous educational experience, existing skills base and the difficulties, even fears, caused by the lack of literacy and numeracy skills, must all be taken into account. It has been said that *"There are no learning difficulties, there are just teaching problems"* (R.Dunn) In this context one of the main teaching problems is to overcome the students past negative experience of the education system and to encourage the student to pursue further education, not just for the duration of this module but also into the future. This can only be achieved by helping the student to gain greater self-confidence and self worth. It is important to stress that the individual's learning is a lifelong project, which takes place not only in formal educational contexts, but also in all human activity. The skills obtained by students on the horse-care project should enable the students to continue learning in both formal and informal settings. It may seem like a daunting task to find tutors with the necessary combination of skills to deliver this module and meet these complexity of needs effectively. However the pilot phase demonstrates that tutors are available

and that they have the necessary skills to deliver the module to a high standard while remaining sensitive to the needs and culture of the client group. It is important that the tutors should have the opportunity to develop their skills further based on the experience gained from the pilot phase of this module. This can best be achieved by encouraging the continued delivery of the module at the centres where these tutors are employed. Failure to do this will invariably result in these skilled tutors seeking employment in other areas and this would be a very significant loss to students wishing to pursue the Horsecare module in the future.

The uptake from the client group to participate on the course was good in all three pilot countries. Clearly the module is attractive to students and from the evidence of the site visits there is a very real sense of enthusiasm and interest from the participating students in each country. It is interesting to note that the profile of the participating students in each country was significantly different. This fact demonstrates the flexibility and adaptability of the module, specifically it's suitability to people of different ages and from different socio-economic backgrounds. It is also clear that interest in the module is not exclusive to members of the travelling community. In Spain the participating students on the pilot phase were migrant workers and although these students were not originally targeted for inclusion on the pilot phase their participation was perhaps fortuitous as they clearly demonstrate how successfully the module can be delivered to students who are not members of the travelling community but would be socially excluded in society.



In implementing the pilot phase of the project there was considerable variation in the approach adopted in each country in respect of the start date and course duration, the age and gender of the students, whether the module was taught as a stand-alone unit or as part of a more extensive course and the amount of time allocated to module delivery. The approach adopted by each pilot centre is outlined below.

Pilot Phase in Ireland



Lord Mayor of Cork with Horsecare students

In Ireland the pilot phase was conducted at the traveller halting site in Mahon, Cork under the supervision of St. John's Central College. Initially there were difficulties in finding a venue with suitable facilities to run the course. This difficulty was overcome by hiring the necessary equipment and bringing it to the halting site. The use of the halting site effectively meant that the course was brought to the students. Although this venue was not the first choice it does demonstrate that the module can be

delivered successfully outside of the normal equestrian training setting.

In Cork the Horsecare module was delivered as a “stand alone” module and not as part of a broader course.

Start date: Mid January 2005

Module completion date: June 2005

Venue and Students

- Venue: Traveller site in Mahon, Cork city
- Number of students: 12 started (9 attended regularly and completed the module)
- Age range: 21 – 60
- Students are all male – it is not normal in Ireland for male and female students from the travelling community to participate on courses together

As the course was delivered at the halting site it was important to have the full cooperating of all members of the community resident at the halting site.

Students and Families

- There are 12 families living at the halting site in Mahon
- Eight of these families are represented on the course.
- Three other families represented from Travellers living in the settled community
- Previous Educational Experience: Mainly the students have only early secondary education and in some cases haven't engaged in the secondary education. No formal qualifications.
- Other courses also organised for members of the travelling community at this site

Staff

- Tutor specialist in equine studies
- Coordinator working with Traveller mens group

Extra costs of running the course

- Main extra cost of pilot project delivery was equipment hire. This cost was due to the fact that we were unable to gain access to stables in the Cork area where courses could be delivered more effectively.
- Horses, rugs etc. Had to be brought to the halting site
- Additional funding sought from the government through the “Back To Education Initiative”

Pilot Phase in Spain



Site Visit meeting in Pinto

Although members of the Travelling community in Spain did engage with the project during the consultation phase they were not willing to take part in this phase of the project. In response to this the staff at Manos Tendidas took the decision to engage with other disadvantaged groups. As a result of this contact the students undertaking the pilot module in Spain were migrant workers, mainly from Colombia, Peru and Morocco. The main aim of the students participating on the course in Spain was to get into the

labour market.

The time allocated to the delivery of the module to these students is outlined below:

9 Units + 1 Specific Unit

<u>Unit Title</u>	<u>Time allocated (P-Practical T-Theory)</u>
1. Safety	50hr.P + 20hr T
2. Bedding	85hr P
3.Handling	50hr P
4.Watering & Feeding	25hr P
5.Grooming & Rugging	30hr P
6.Tack	85hr P + 20hr T
7.Horse Healthcare	80hr P + 20hr T
8.Grass-Kept Horse	25hr P
9.Money Management	50hr P + 25hr T
10. Orientation to Labour Market	35hr T

Schedule										
	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
Safety										
Bedding										
Handling										
Watering & Feeding										
Grooming & Rugging										
Tack										
Horse Healthcare										
Grass-Kept Horse										
Money Management										
Orientation Labour Mkt.										

Eight students started the course, three of these had obtained full time employment before fully completing the course. Seven of the students were male, six of these being between 19 and 25 years of age with the remaining two being between 26 and 35 years of age.

Pilot Phase in Hungary



Roma Horsecare student in Hungary

In Hungary the Horsecare Module was delivered as part of a broader course of study to members of the Roma community. In this instance the students were younger than those participating on the pilot at the other centres and as they were relatively uneducated and had social adaption problems and a significant emphases was placed on “closing-up training”, effectively training to bring the young Roma students up to the same educational standard as other students of the same age. Personal development training and

free time activities were also integral to this course. The course was delivered as a ten month program of approximately 1,200 hours. The program was to be assisted with material and moral support from the Labor Center of Zala County. The participants were paid a small monthly allowance. Participants were selected with the assistance of the local Roma organizations.

Composition of the curriculum

- a) Closing-up training: 300 hours + 300 hours
- Refreshing general knowledge and extending it with methods necessary to professional training
 - Preparing students without general school qualifications to take the missing general school exams
- b) Personal Development – way of life training: 100 hours
- Enlargement of knowledge of way of life
 - Reduction of problems in social conduct and deviancy
 - Development of fundamental abilities necessary to emergence in the world of labour
 - Acquiring knowledge and routine necessary to finding and keeping a job
- c) Professional (vocational training): 410 hours
- Theoretical knowledge of horsecare: 110 hours
 - Practical Knowledge of horsecare: 150 hours
 - Workplace practice: 150 hours
- d) Free-time activity and learning of history and culture of the Roma people

Horsemen Project Timetable

<u>Duration</u>	<u>Activities</u>
October 15th 2004 – November 30th 2004	Closing up training Personal Development
December 1st 2004 – January 3rd 2005	Closing up training Personal Development
January 4th 2005 – April 15 2005	Professional, theoretical And practical training Closing up training Personal Development
April 16th 2005 – May 31 2005	Professional, theoretical And practical training Personal Development
June 1 2005 – June 30 2005	Production Practice
July 1st 2005 – July 15th 2005	Preparing for exams Theory and Practice training
July 16th 2005 – July 31st 2005	Professional (trade) exam

The program was delivered by the following partners

Sub Program	Location	Partners
a) Closing-up training	Production School Zalaegerszeg	First Hungarian-Danish Production School
b) Personal development	Production School Zalaegerszeg	First Hungarian – Danish Production School
c) Theoretical professional training	Báthory – Kinizsi Secondary School	Secondary School Zalaegerszeg
d) Practical professional training	Báthory-Kinizsi Secondary School	Secondary School Zalaegerszeg
e) Work-place practice	External horse-keeper	External contractor
f) Knowledge of Roma	Production School Zalaegerszeg	Members of Local Roma Minority Self-government

Student profile

a) Nine students participated on the pilot phase – seven male and two female. The students are described as: *“multiple-disadvantaged, under-educated, mostly Roma birth, unemployed youths of whom 4 persons have not got general school (8 grades) qualification”*

b) Age Range:

- 16 – 18 years: 4 Students
- 19 – 20 years: 1 Student
- 21 – 26 years: 2 Students
- 26 years: 2 Students

c) Employment

Unemployed: 9 students

Previous Training and Education

a) Professional (vocational) training: Unskilled – 9 Students

b) School Qualifications

- Grade 4 – 1 Student
- Grade 6 – 1 Student
- Grade 7 – 2 Students
- Grade 8 – 5 Students

c) Reasons for leaving studies

- Failure of learning: 2 Students
- Behavior problems: 1 Student
- Too high a degree of absence from school: 1 Student
- Material and social problems: 5 Students

d) Composition (Social etc.) of the participants

- Being a child in care: 1 Student
- Unemployed parent: 1 Student
- Unsatisfactory material circumstances: 9 Students
- Unsatisfactory family background: 3 Students
- Unsatisfactory housing: 5 Students
- Confessing that he/she is Roma: 6 Students
- Police Record: 2 Students
- Deviant attitude to life: 5 Students

e) In connection to his/her fundamental abilities

- Good relation to the family: 7 Students
- Being comfort to his/her social milieu: 8 Students
- Having hang-on days: 3 Students
- Having sick days: 5 Students
- Accepting critique: 7 Students
- Having proposals during work: 7 Students
- Solving tasks successfully cause pleasure: 9 Students

Results of the closing-up training

Hours for general subjects have been held as follows

<u>Subject</u>	<u>Hours</u>
Hungarian grammar and literature	70
History	33
Mathematics	65
Physics	33
Chemistry	33
Geography	33
Biology	33
Total	300

These extra classes have substantially improved the knowledge of students in literacy, numeracy and methods of learning.

Results of personal development training

Main points discussed:

- Role of self knowledge, analysis of way of life, cause of failure
- Rules of correct manners: attendance, appearance, gestures
- Community relations, friendship
- Role of family
- Healthy lifestyle, diet etc

- Connection of health and environment
- Correct learning methods
- Developing practices of communication
- Role of work, workplace requirements

As a result of the personal development training the personal character of the participants has changed in a positive way:

- Reduced behavior disturbances
- Improving attitude to learning and work ethic
- Personal discipline
- Attitude to the project has improved

It was a great challenge to the management and tutors to prevent the undue absenteeism and drop-outs from the students.

Results of free-time activity training

Lectures have been held about:

- Origin of Roma people
- Roma people in Hungary
- Social and material condition of Roma people
- Traditions of Roma people

Performance Criteria and Module Level

The related topics of Performance Criteria, assessment and module level were discussed extensively during the pilot phase of the module. Performance Criteria provide guidelines on Specific Learning Outcomes and describe the standards that successful candidates must achieve in performing specific learning tasks. Performance Criteria are used to define the requirement and standard of a learning task by which the ability or competency of a student may be evaluated.

Assessment criteria should be:

- Genuinely related to success or failure in the task
- Amenable to objective judgement (rather than subjective)
- Easy for the assessor to administer
- Appear fair and relevant to the student

Specific learning outcomes can be divided into:

- Lower order skills – Recall understanding e.g. identify, list. Distinguish between etc.
- Higher order skills – application e.g. (Practical Skills) demonstrate, solve, analyse, construct, ride etc.

Broad spread of lower order and higher order skills required

The type of Assessment available include:

- Collection of work 20% – 100%
- Learner Record – 20% - 100%
- Project (<1000 words) – 20% - 100%
- Assignment (<500 words) - 20%+ (not to 100%)
- Skills Demonstration - 20%+ (not to 100%)
- Examination – Written, Oral, Aural

In Ireland the Further Education and Training Awards Council (FETAC) suggests that 3 of the 6 methods of assessment should be chosen.

The Horsecare module in Ireland is being delivered as a Foundation Level module – i.e. pre-vocational. This should lead to progression to the next level of study or possibly to employment. But a foundation level module in itself is not a qualification for work

Clearly the three pilot countries are currently offering the same module at different levels. This situation has arisen as different performance criteria are being applied and the time being allocated to the module is substantially different from country to country. A standardised module level, performance criteria and assessment method have not been agreed. While the FETAC framework is a requirement in Ireland it was suggested that for the other countries it might not necessarily be the best model to follow. Indeed this framework might not be suitable and should not be imposed on the other countries. The fact that the same module is being delivered at different levels in the pilot countries demonstrates how flexible the module can be and how easily it can be adapted to suit the needs of each country. But it also raises the question as to whether we should strive to achieve one comprehensive module with set performance criteria to be used in all of the partner countries or whether we should have multiple versions of the module each tailored to suit the specific needs of the country in which the training centre is based. Another possibility would be to have one common module with different performance criteria in each country defining the level. A decision on this will be made in the final phase of the project and will be contained in Report WP06.

In an Irish context the existing module is at too high a level for the Further Education and Training Awards Council (FETAC) Foundation Level qualification based upon feedback provided by the NCVA Support Service on the draft module. Consequently it will be necessary to make revisions to the module in order to streamline the content, ensure that the Specific Learning Outcomes are suitable for Foundation Level and devise performance criteria appropriate to this level. A module in Ireland at FETAC Foundation Level should lead on to a related module at a higher level. As related vocational modules at the higher levels already exist in Ireland it is important that this module should be set at Foundation Level. The view of the Irish partners was that the module in its current form is at too high a level – not foundation.

In the context of the Horsecare module being aimed at Foundation Level standard FETAC suggested that the following questions should be considered

- Is the module too long for foundation level?
- Are there too many specific learning outcomes?

- How are we going to assess the specific learning outcomes?
- How many class contact hours are required for the module? (60 – 80 hours suggested by FETAC for foundation level modules)

These issues can be addressed by making some revisions to the existing Horsecare module and by creating more specific performance criteria specifically aimed to set the module standard at Foundation Level. In Spain and Hungary the module is clearly being offered at a level that is higher than Foundation Level. These pilot centres are not seeking to have the level at which they are offering the module reduced and this gap between the requirements in Ireland and those of the other pilot countries might suggest the need for two versions of the module. However it may be worth noting that the need to keep the module at Foundation Level in Ireland is based on the availability of Equestrian modules at higher levels and that it is the lack of these routes of progression that encourages the other pilot centres to press for a higher level based on the need to bring students to a standard where they can proceed directly to employment. Each centre offering the Horsecare module has to operate within the educational framework of their country and must respond to the needs of their students. If these needs are best served by having different versions of the module or by adopting varying levels of performance criteria then we should be willing to take on this challenge.

It is also clear that significant differences emerged as to whether the Horsecare module was offered as a stand-alone unit or as part of a broader course of study. In Ireland the pilot group are pursuing the Horsecare module as a stand-alone Unit, but in Spain and Hungary the Horsecare module is being offered as part of a broader course. However in all centres the poor literacy and numeric skills of the target group continues to be a major problem. This presents a strong case for building a full course around the module incorporating more emphasis on literacy, personal development and numeric skills, but it could equally be argued that the delivery of the module as a stand-alone unit is less intimidating to the client group and that once they have been encouraged to return to education through their participation on the module that they might then be encouraged to access further avenues of study. The lesson from the pilot phase is that the module can be delivered successfully in either context.

Certification

In Ireland it is intended that the Further Education and Training Awards Council (FETAC) will certify the Horsecare module at Foundation Level.

In Hungary the students sit an exam approved by committee incorporating representatives from the school, chamber of commerce, labour office etc. School Certification is provided, not national certification. There is an attempt being made to set up national certification to allow students to progress on to a higher level. In Hungary enterprise is primarily looking for people with knowledge, not necessarily certification.

Attempts are currently being made to obtain national certification for the module in Spain.

It is essential to the future success of the module that centres in each country should be encouraged and supported in attempts to get official approval for module certification with the various National Certification Bodies.

Unit 10

Unit 10 is an optional unit of the module which by design will be different in each country.

In Spain the topic of “Orientation to the Labour Market” was chosen as unit 10. This unit explored issues such as:

- Legal Framework
- Labour conditions - Working with Civil Guard
- Professional Relationships
- Resources to look for a job

Resources to look for a job

- Public Organisations - INEM - CEEs (Special job centres)
- Contracts
- How to find a job: analyzing advertisements, application forms, role-play, etc.

In Hungary Unit 10 covers the practical aspects of Tractor Driving.

In Ireland it was originally proposed that “sulky racing” could be adopted as Unit 10 as this was an area of significant interest to members of the travelling community living there. However the proposal to include sulky racing, as Unit 10 in Ireland is likely to cause serious problems in relation to insurance costs and safety. For this reason sulky racing was not included in the pilot phase. Consequently we need to look at other options for Unit 10. One suggestion is the topic of “*Care of the in-foal mare – Aspects of Breeding*”, as horse breeding is an important topic to members of the travelling community in Ireland. Other alternative suggestions include: *Basic driving skills – carriage/sulky/tractor*, *Basic horseriding*, *Basic farriery*, *Cultural history of travellers/Roma*.

General Problems and Solutions

Hungary

1) The students’ low level of knowledge, and their disturbances in manner or behavior i.e. disorder at school, poor punctuality, taking leave without permission, undue absenteeism, have been accompanying the Project. These problems require constant attention to the students by the staff members of the Production School in Hungary.

2) The poor material-social condition of the students, the low-rate of unemployment benefit, the lack of adequate subsistence payments all increase the risk of students dropping out of the course at an early date. This also leads to students being involved in illegal (underground) work frequently as a means to supplementing their regular monthly income. This leads to an increase in the rate of absenteeism from school.

3) Limited job possibilities, jobs mainly available in the breeding of horses. Roma people have close ties to the family and do not want to live away from home. Salaries are low and this restricts the distance to work that Roma are willing to travel.

Ireland

Initially there were difficulties in finding a suitable venue for module delivery in Cork. Having failed to find a stable where the course could take place it was decided to hire the necessary equipment and animals to allow for the course to be delivered at the Traveller halting site. There were also some initial problems finding a suitable tutor but this problem was also successfully overcome. As with the other centers funding for the course is an issue and it is unlikely that the course could have been run successfully without Government funding provided through the **Back To Education Initiative (BTEI)**.

The fact that the module was delivered at the Traveller halting site next to the homes of the students also resulted in disruption as participants were often called away to take care of domestic issues, minding the children etc. On some occasions there were language difficulties between the Travellers and the tutor as the Travellers have their own terms for topics relating to horse-care.

Spain

In Spain there were initial problems in finding the target group given that the Gypsy Community in Spain did not engage with the pilot phase of the module. The gypsy people in Spain present a closed group and wanted payment in respect of their participation on the Horsecare course. They also had difficulties with the participation of women on the course and possibly also with the female tutors. However this difficulty was overcome by the identification of migrant workers as an alternative group who could benefit from this module. These migrant workers come from very poor socio-economic circumstances and most have part time jobs during the time of their participation on the course.

There were economic problems in relation to sourcing resources for module delivery. This could have implications for the future as Manos Tendidas has expressed a wish to continue delivery of their course into the future but this can only happen if sufficient funding can be acquired.

The goal of encouraging members of the gypsy community in Spain to engage with the module has yet to be achieved.

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Horsemen Project Partners

Aequor, Netherlands
AOC Terra, Netherlands
St. John's Central College, Ireland
Dr. Hegedus T Andras Foundation
Exchange House Traveller Services, Ireland
First Hungarian Danish Production School, Hungary
Foundation Transfer, Netherlands
Kinizsi Pal, Hungary
Manos Tendidas, Spain,
Methodix-Zentrum, Hungary
National Co-ordinating Unit for Senior Traveller Training, Ireland
St. Catherine's Training Centre, Ireland
Volens, Belgium

Appendix A

Results of Student Questionnaire

Horsemen Project Pilot Phase

Collated Student Questionnaire: Hungary

Eight students completed the questionnaire.

In some questions a five-point table has been provided. For these questions the following key should be used:

1	Extremely True	or	Very Important
2	True	or	Important
3	Mostly True	or	Fairly Important
4	Less True	or	Less Important
5	Not True	or	Not Important

Numbers in parenthesis indicate student response

General Information	
Centre Name:	First Hungarian-Danish Production School Foundation
Country:	Hungary
Date Questionnaire Completed:	15/02/05

Applying to do the module					
I am very enthusiastic about starting this module and feel that I will learn many new skills	1 (6)	2	3 (2)	4	5
I am doing this module so that I can find a job	1 (6)	2	3	4 (1)	5 (1)
I am doing this module so that I can become self employed	1 (4)	2 (1)	3 (3)	4	5
I had an interest in horses before I started this module	1 (7)	2	3	4	5 (1)
I worked with horses before I started this module	1 (3)	2 (2)	3	4	5 (2)
I have always enjoyed my time at school	1	2	3 (2)	4 (3)	5 (3)
I expect that doing this module will also improve my literacy skills	1 (3)	2 (1)	3 (4)	4	5
I expect that doing this module will also improve my numeric skills	1 (5)	2 (1)	3 (1)	4	5 (1)

Module Delivery	
How many days do you spend at the training centre each week?	3 days 8 Hours
How many hours per week do you spend at classes or practical activity for this module?	16 Lessons (hour) Theory 16 Practical
How many units have you started to date?	7

How many units have you completed to date?	4				
How many days have you missed being in attendance so far?	3.37 Average				
I think my level of attendance at classes has been good	1 (5)	2 (2)	3 (1)	4	5
Have you used any of the following items of equipment during your training: (tick as appropriate)	Live animal		8		
	Simulated animal		8		
	Motive equipment (ie, Sulky, cart, carriage)		8		
	Training centre classroom		8		
	Equestrian college or centre		0		
	Computer		0		
	Internet access		0		
	Video		8		
	Real equipment, saddlery, harnesses		8		
	Writing materials		8		
	Folders		8		
	Accounts ledger		0		
Supporting literature (eg. "Manual of Horsemanship")		8			
Have you gone to facilities outside of your own centre (eg. Riding school, Equine centre)? (If yes state the type of facility)	No				

I have participated in Groupwork / teamwork as part of this module	1 (8)	2	3	4	5
State any obstacles you have encountered in doing this module and suggest how these obstacles might be overcome	7 - No 1 - Yes				
Tutors were treated with respect at all times	1 (8)	2	3	4	5
I am even more enthusiastic about doing this module now than I was when I started	1 (6)	2 (1)	3 (1)	4	5
The module content is relevant to my needs	1 (7)	2 91)	3	4	5
Have you undertaken work experience as part of your course?	Yes (8)		No		
Which of the following have you used to provide proof of your learning: (tick as appropriate)	Examples of work		8		
	Student's drawings		0		
	Live demonstration		8		
	Photographs		8		
	Videotape		8		
	Audiotape		0		
	Signed statement of competency by the tutor		0		
Other (Please state mode)		0			
Are you undertaking Unit 10 of the module?	Yes (8)		No		

What topic have you chosen for Unit 10?	Tractor Driving				
I have been given enough time to complete the module	1 (7)	2 (1)	3	4	5
The balance between practical and theory is adequate	1 (6)	2 (2)	3 (1)	4	5
I would like to have more time for practical work	1 (4)	2 (2)	3 (2)	4	5
I am actively seeking employment	1 (5)	2 (1)	3 (1)	4	5 (1)
Self employment is viable option for me	1 (4)	2 (1)	3 (2)	4	5 (1)
How would you rate your employment prospects after you complete the Module? (tick as appropriate)	High		Average (6)	Low (1)	
Did you encounter any form of racism during your pursuit of this module, (if yes give details)	No				

For the questions on individual units students should only complete questions for units that they have actually started.

Unit 1: Safety & Health					
Have you started this unit?	Not Started		Started (8)		Completed
This unit integrates well with my other subjects	1 (7)	2 (1)	3	4	5
I enjoy attending classes for this unit	1 (4)	2 (4)	3	4	5
I think more time should be given to this unit	1 (3)	2	3 (3)	4 (1)	5 (1)
Is the level of this unit:	Too Low		Adequate (6)		Too High (2)
I feel that this unit is very important	1 (7)	2 (1)	3	4	5
Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work		8		
	Student's drawings		0		
	Live demonstration		8		
	Photographs		8		
	Videotape		8		
	Audiotape		0		
	Signed statement of competency by the tutor		6		
Other:					

Unit 2: Handling					
Have you started this unit?	Not Started		Started (8)		Completed
This unit integrates well with my other subjects	1 (6)	2 (2)	3	4	5
I enjoy attending classes for this unit	1 (7)	2 (1)	3	4	5
I think more time should be given to this unit	1 (4)	2 (1)	3 (2)	4	5 (1)
Is the level of this unit:	Too Low		Adequate (6)		Too High (2)
I feel that this unit is very important	1 (8)	2	3	4	5
Which of the following have you used to provide proof of your learning for	Examples of work		8		

this unit: (tick as appropriate)	Student's drawings	0
	Live demonstration	8
	Photographs	8
	Videotape	8
	Audiotape	0
	Signed statement of competency by the tutor	6
	Other:	

Unit 3: Watering and Feeding

Have you started this unit?	Not Started		Started (7)		Completed (1)	
This unit integrates well with my other subjects	1 (7)	2 (1)	3	4	5	
I enjoy attending classes for this unit	1 (5)	2 (2)	3 (1)	4	5	
I think more time should be given to this unit	1 (3)	2 (2)	3 (1)	4	5 (1)	
Is the level of this unit:	Too Low		Adequate (7)		Too High (1)	
I feel that this unit is very important	1 (8)	2	3	4	5	
Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work	7				
	Student's drawings	1				
	Live demonstration	7				
	Photographs	7				
	Videotape	7				
	Audiotape	0				
	Signed statement of competency by the tutor	6				

	Other:
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Unit 4: Bedding					
Have you started this unit?	Not Started		Started (8)		Completed
This unit integrates well with my other subjects	1 (5)	2 (3)	3	4	5
I enjoy attending classes for this unit	1 (6)	2 (2)	3	4	5
I think more time should be given to this unit	1 (3)	2 (1)	3 (3)	4	5 (1)
Is the level of this unit:	Too Low		Adequate (5)		Too High (3)
I feel that this unit is very important	1 (5)	2 (3)	3	4	5
Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work		8		
	Student's drawings		0		
	Live demonstration		8		
	Photographs		7		
	Videotape		8		
	Audiotape		2		
	Signed statement of competency by the tutor		6		
Other:					

Unit 5: Grooming and Rugging					
Have you started this unit?	Not Started		Started (6)		Completed (2)
This unit integrates well with my other subjects	1 (7)	2 (1)	3	4	5
I enjoy attending classes for this unit	1 (4)	2	3 (2)	4	5 (2)
I think more time should be given to this unit	1	2	3	4	5
Is the level of this unit:	Too Low		Adequate (8)		Too High
I feel that this unit is very important	1 (8)	2	3	4	5

Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work	8
	Student's drawings	2
	Live demonstration	8
	Photographs	6
	Videotape	8
	Audiotape	0
	Signed statement of competency by the tutor	6
	Other:	

Unit 6: Financial Management					
Have you started this unit?	Not Started (8)		Started		Completed
This unit integrates well with my other subjects	1	2	3	4	5
I enjoy attending classes for this unit	1	2	3	4	5
I think more time should be given to this unit	1	2	3	4	5
Is the level of this unit:	Too Low		Adequate		Too High
I feel that this unit is very important	1	2	3	4	5
Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work				
	Student's drawings				
	Live demonstration				
	Photographs				
	Videotape				
	Audiotape				

	Signed statement of competency by the tutor	
	Other:	

Unit 7: Tack					
Have you started this unit?	Not Started		Started (8)		Completed
This unit integrates well with my other subjects	1 (7)	2 (1)	3	4	5
I enjoy attending classes for this unit	1 (7)	2 (1)	3	4	5
I think more time should be given to this unit	1 (7)	2	3 (1)	4	5
Is the level of this unit:	Too Low		Adequate (8)		Too High
I feel that this unit is very important	1 (6)	2 (2)	3	4	5
Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work		8		
	Student's drawings		0		
	Live demonstration		8		
	Photographs		7		
	Videotape		8		
	Audiotape		0		
	Signed statement of competency by the tutor		6		
	Other:				

Unit 8: Horse Health					
Have you started this unit?	Not Started		Started (8)		Completed
This unit integrates well with my other subjects	1 (7)	2 (1)	3	4	5
I enjoy attending classes for this unit	1 (6)	2 (2)	3	4	5
I think more time should be given to this unit	1 (5)	2 (1)	3 (2)	4	5
Is the level of this unit:	Too Low		Adequate (8)		Too High
I feel that this unit is very important	1 (7)	2 (1)	3	4	5

Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work	8
	Student's drawings	1
	Live demonstration	8
	Photographs	7
	Videotape	8
	Audiotape	0
	Signed statement of competency by the tutor	6
	Other:	

Unit 9: Grass-kept Horse					
Have you started this unit?	Not Started		Started (7)		Completed (1)
This unit integrates well with my other subjects	1 (7)	2 (1)	3	4	5
I enjoy attending classes for this unit	1 (7)	2 (1)	3	4	5
I think more time should be given to this unit	1 (7)	2	3 (1)	4	5
Is the level of this unit:	Too Low		Adequate (8)		Too High
I feel that this unit is very important	1	2	3	4	5
Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work	8			
	Student's drawings	0			
	Live demonstration	8			
	Photographs	7			
	Videotape	8			
	Audiotape	0			

	Signed statement of competency by the tutor	6
	Other:	

Unit 10: (State unit title)					
Have you started this unit?	Not Started (3)		Started (5)		Completed
This unit integrates well with my other subjects	1 (3)	2 (1)	3	4	5
I enjoy attending classes for this unit	1 (4)	2	3	4	5
I think more time should be given to this unit	1 (4)	2	3	4	5
Is the level of this unit:	Too Low		Adequate (4)		Too High
I feel that this unit is very important	1 (3)	2	3	4	5
Which of the following have you used to provide proof of your learning for this unit: (tick as appropriate)	Examples of work		5		
	Student's drawings		1		
	Live demonstration		5		
	Photographs		4		
	Videotape		5		
	Audiotape		0		
	Signed statement of competency by the tutor		4		
	Other:				

Module Completion			
Which of the following modules have you completed to date? (tick as appropriate)	Unit 1	Yes (5)	No (1)
	Unit 2	Yes (2)	No (4)
	Unit 3	Yes (5)	No (1)

	Unit 4	Yes (2)			No (4)	
	Unit 5	Yes			No (5)	
	Unit 6	Yes			No (5)	
	Unit 7	Yes			No (5)	
	Unit 8	Yes (5)			No	
	Unit 9	Yes			No (5)	
	Unit 10	Yes			No (7)	
	Full Module	Yes			No (7)	
My literacy skills on completion of these units has improved	1 (5)	2	3	4 (1)	5 (2)	
My numeric skills on completion of these units has improved	1 (5)	2 (2)	3	4 (1)	5	
I have a greater appreciation of horse care having completed these units	1 (5)	2	3 (2)	4 (1)	5 (1)	
I did not encounter any racism during my course of study for this module	1 (4)	2 (4)	3	4	5	
Overall I greatly enjoyed doing this module	1 (4)	2	3 (2)	4 (2)	5	
I would be willing to return to do another course in the future	1 (2)	2 (5)	3 (1)	4	5	
I would encourage my friends to do this module	1 (4)	2	3 (3)	4 (1)	5	
Would you like to suggest any changes to the module that would make it better for future students?	7 not looking for changes, 1 looking for more practical work					

Horsemen Project Pilot Phase

Collated Student Questionnaire: Ireland

Nine students completed the questionnaire

In some questions a five-point table has been provided. For these questions the following key should be used:

1	Extremely True	or	Very Important
2	True	or	Important
3	Mostly True	or	Fairly Important
4	Less True	or	Less Important
5	Not True	or	Not Important

Numbers in parenthesis indicate student response

General Information	
Centre Name:	Mahon Cork
Country:	Ireland
Date Questionnaire Completed:	18/04/05

Student Information		
Age last birthday:		
Sex: (<i>Tick as appropriate</i>)	Male (9)	Female (0)
Age left School:		

Pre Module					
1) I was very enthusiastic about starting this module and felt that I would learn many new skills	1 (4)	2 (4)	3 (1)	4	5
2) I am doing this module so that I can find a job	1 (4)	2 (1)	3 (1)	4 (1)	5 (2)
3) I am doing this module so that I can become self employed	1 (3)	2 (4)	3	4	5 (2)
4) I had an interest in horses before I started this module	1 (4)	2 (4)	3 (1)	4	5
5) I worked with horses before I started this module	1 (2)	2 (2)	3 (4)	4	5 (1)
6) I have always enjoyed my time at school	1	2 (2)	3	4 (2)	5 (5)
7) I expect that doing this module will also improve my literacy skills	1 (3)	2 (3)	3 (2)	4 (1)	5
8) I expect that doing this module will also improve my numeric skills	1 (2)	2 (3)	3 (2)	4 (1)	5 (1)

Module Delivery							
9) I think my level of attendance at classes has been good	1 (6)	2 (3)	3	4	5		
10) How many days do you spend at the training centre each week? (<i>Tick as appropriate</i>)	1	2 (9)	3	4	5	6	7
11) How many hours per week do you spend attending class or practical activity for this module?	2.5 per session * 2 days = 5 Hours						
12) Have you used any of the following items of equipment during your training: (<i>tick as appropriate</i>)	Live animal			(9)			
	Simulated animal			(0)			
	Motive equipment (ie, Sulky, cart, carriage)			(0)			
	Training centre classroom			(9)			
	Equestrian college or centre			(0)			
	Computer			(0)			
	Internet access			(0)			
	Video			(0)			
	Real equipment, saddlery, harnesses			(9)			
	Writing materials			(0)			
	Folders			(0)			
	Accounts ledger			(0)			
Supporting literature (eg. "Manual of Horsemanship")			(9)				
13) I have participated in Groupwork / teamwork as part of this module	1 (6)	2 (3)	3	4	5		
14) I am even more enthusiastic about doing this module now than I was when I started	1 (6)	2 (3)	3	4	5		
15) The module content is relevant to my needs	1	2 (2)	3 (6)	4 (1)	5		

16) I have been given enough time to complete the module	1	2 (5)	3 (2)	4 (2)	5
17) I would like to have more time for practical work	1 (6)	2 (3)	3	4	5
18) I am actively seeking employment	1	2 (3)	3 (4)	4	5 (2)
19) Self employment is viable option for me	1 (1)	2 (2)	3 (2)	4 (1)	5 (3)
20) How would you rate your employment prospects after you complete the Module? <i>(tick as appropriate)</i>	High		Average (7)		Low (2)
21) Have you undertaken work experience as part of your course? <i>(tick as appropriate)</i>	Yes (0)			No (9)	
22) Which of the following have you used to provide proof of your learning: <i>(tick as appropriate)</i>	Examples of work			(0)	
	Student's drawings			(0)	
	Live demonstration			(9)	
	Photographs			(9)	
	Videotape			(0)	
	Audiotape			(0)	
	Signed statement of competency by the tutor			(9)	
	Other (Please state mode)			(0)	
23) Would you like to suggest any changes to the module that would make it better for future students?	Five students requested proper stables				

Unit / Module Completion						
24) Please indicate the current status of each unit? (tick as appropriate)	Unit 1	Started	Not Started	Yes	Completed	
	Unit 2	Started	Not Started		Completed (9)	
	Unit 3	Started	Not Started		Completed (9)	
	Unit 4	Started	Not Started	Yes	Completed	
	Unit 5	Started	Not Started		Completed (9)	
	Unit 6	Started	Not Started	Yes	Completed	
	Unit 7	Started	Not Started		Completed (9)	
	Unit 8	Started	Not Started		Completed (9)	
	Unit 9	Started	Not Started		Completed (9)	
	Unit 10	Started	Not Started	Yes	Completed	
25) My literacy skills on completion of these units has improved	1	2 (2)	3 (5)	4 (1)	5 (1)	
26) My numeric skills on completion of these units has improved	1	2 (4)	3 (3)	4 (1)	5 (1)	
27) I now have a greater appreciation of horse care	1 (3)	2 (6)	3	4	5	
28) I did not encounter racism during study for this module	1 (9)	2	3	4	5	
29) Overall I greatly enjoyed doing this module	1 (8)	2 (1)	3	4	5	
30) I would be willing to do another course in the future	1 (8)	2	3 (1)	4	5	
31) I would encourage my friends to do this module	1 (9)	2	3	4	5	
32) How would you rate each unit in terms of importance to you on our 1 – 5 scale. <i>NB. Do not tick units that you have not started</i>	Unit 1	1	2	3	4	5
	Unit 2	1 (5)	2 (4)	3	4	5
	Unit 3	1 (1)	2 (5)	3	4	5
	Unit 4	1	2	3	4	5
	Unit 5	1 (3)	2 (4)	3 (2)	4	5
	Unit 6	1	2	3	4	5
	Unit 7	1 (5)	2 (4)	3	4	5
	Unit 8	1 (5)	2 (4)	3	4	5
	Unit 9	1 (5)	2 (4)	3	4	5
	Unit 10	1	2	3	4	5

Horsemen Project Pilot Phase

Collated Student Questionnaire, Spain

Eight students completed the questionnaire.

In some questions a five-point table has been provided. For these questions the following key should be used:

1	Extremely True	or	Very Important
2	True	or	Important
3	Mostly True	or	Fairly Important
4	Less True	or	Less Important
5	Not True	or	Not Important

Numbers in parenthesis indicate student response

General Information	
Centre Name:	FUNDACIÓN MANOS TENDIDAS
Country:	SPAIN
Date Questionnaire Completed:	1 APRIL 2005

Applying to do the module					
I am very enthusiastic about starting this module and feel that I will learn many new skills	1 (2)	2 (6)	3	4	5
I am doing this module so that I can find a job	1	2 (2)	3 (3)	4 (3)	5
I am doing this module so that I can become self employed	1	2	3	4	5 (8)
I had an interest in horses before I started this module	1	2 (2)	3 (1)	4 (4)	5 (1)
I worked with horses before I started this module	1	2	3 (2)	4 (5)	5 (1)
I have always enjoyed my time at school	1	2	3 (1)	4 (3)	5 (4)
I expect that doing this module will also improve my literacy skills	1	2	3	4 (1)	5 (7)
I expect that doing this module will also improve my numeric skills	1	2	3	4	5 (8)

Module Delivery	
How many days do you spend at the training centre each week?	3 DAYS
How many hours per week do you spend at classes or practical activity for this module?	15 HOURS
How many units have you started to date?	10 UNITS

How many units have you completed to date?	<u>4 UNITS</u>				
How many days have you missed being in attendance so far?	THE AVERAGE IS 1.5 DAYS (0/2/3 DAYS)				
I think my level of attendance at classes has been good	1 (8)	2	3	4	5
Have you used any of the following items of equipment during your training: (tick as appropriate)	Live animal		<u> </u> X		
	Simulated animal				
	Motive equipment (ie, Sulky, cart, carriage)				
	Training centre classroom		X		
	Equestrian college or centre				
	Computer				
	Internet access				
	Video		X		
	Real equipment, saddlery, harnesses		X		
	Writing materials		X		
	Folders				
	Accounts ledger				
Supporting literature (eg. "Manual of Horsemanship")		<u> </u> X			
Have you gone to facilities outside of your own centre (eg. Riding school, Equine centre)? (If yes state the type of facility)	YES, HORSE CENTRE IN GRINÓN AND CIVIL GUARD				

I have participated in Groupwork / teamwork as part of this module	1 (8)	2	3	4	5
State any obstacles you have encountered in doing this module and suggest how these obstacles might be overcome	<u>NO</u>				
Tutors were treated with respect at all times	1	2 (8)	3	4	5
I am even more enthusiastic about doing this module now than I was when I started	1 (3)	2 (5)	3	4	5
The module content is relevant to my needs	1	2 (7)	3 (1)	4	5
Have you undertaken work experience as part of your course?	Yes <u>X</u>		No		
Which of the following have you used to provide proof of your learning: (tick as appropriate)	Examples of work		<u>X</u>		
	Student's drawings				
	Live demonstration		<u>X</u>		
	Photographs		<u>X</u>		
	Videotape		X		
	Audiotape				
	Signed statement of competency by the tutor				
Other (Please state mode)					

Are you undertaking Unit 10 of the module?	Yes		No		
	<u>X</u>				
What topic have you chosen for Unit 10?	<u>LABOUR MARKET</u>				
I have been given enough time to complete the module	1	2 (7)	3 (2)	4	5
The balance between practical and theory is adequate	1 (6)	2 (2)	3	4	5
I would like to have more time for practical work	1 1	2 (5)	3 (2)	4	5
I am actively seeking employment	1	2 (5)	3 (3)	4	5
Self employment is viable option for me	1	2	3	4 (5)	5 (3)
How would you rate your employment prospects after you complete the Module? (tick as appropriate)	High		Average		Low
			<u>X</u>		
Did you encounter any form of racism during your pursuit of this module, (if yes give details)	<u>NO</u>				

Module Completion						
Valoration According to the importance from 1 to 5. NB.	<i>Módulo 1</i>	1	2	3 (3)	4 (5)	5
	<i>Módulo 2</i>	<u>1</u>	2	3 (7)	4 (1)	5
	<i>Módulo 3</i>	<u>1</u>	2	3	4 (2)	5 (6)
	<i>Módulo 4</i>	1	2	3	4 (6)	5 (2)
	<i>Módulo 5</i>	<u>1</u>	2 (6)	3 (2)	4	5
	<i>Módulo 6</i>	1	2 (1)	3 (2)	4 (5)	5
	<i>Módulo 7</i>	1	2	3 (3)	4 (4)	5 (1)
	<i>Módulo 8</i>	1	2 (1)	3 (1)	4 (1)	5 (5)
	<i>Módulo 9</i>	1	2 (7)	3	4	5 (1)
	<i>Módulo 10</i>	1	2 (1)	3 (5)	4 (2)	5

My literacy skills on completion of these units has improved	1	2	3	4	5
My numeric skills on completion of these units has improved	1	2	3	4	5
I have a greater appreciation of horse care having completed these units	1 (8)	2	3	4	5
I did not encounter any racism during my course of study for this module	1 (8)	2	3	4	5
Overall I greatly enjoyed doing this module	1 (8)	2	3	4	5
I would be willing to return to do another course in the future	1 (8)	2	3	4	5
I would encourage my friends to do this module	1 (8)	2	3	4	5

Appendix B

Results of Tutor Questionnaire

Horsemen Project Pilot Phase

Tutor Questionnaire

In some questions a five-point table has been provided. For these questions the following key should be used:

The results from each country are identified in the questionnaire where **I** represents the results from Ireland, **H** the results from Hungary and **S** the results from Spain.

1	Extremely True	or	Very Important
2	True	or	Important
3	Mostly True	or	Fairly Important
4	Less True	or	Less Important
5	Not True	or	Not Important

General Information	
Centre Name:	Paterdombi Szakkepzo Oskola
Country:	Hungary
Coordinator Name:	Istvan Peresztegi
Date Questionnaire Completed:	16/02/2005

General Information	
Centre Name:	Mahon Cork
Country:	Ireland
Coordinator Name:	Brian Cullen
Date Pilot Module Started:	14/02/05
Date Questionnaire Completed:	18/04/05

General Information	
Centre Name:	Fundacion Manos Tendidas
Country:	Spain
Coordinator Name:	Dolores Maqueda
Date Questionnaire Completed:	01/04/05

Student Intake					
1) How many students have participated on the pilot phase of this module?	Male I9 H7 S8		Female I0 H2 S1		Total I9 H9 S9
2) Student Age Range (<i>please state number of students in each category</i>)	< 16 Years				
	16 – 18 Years		H4		
	19 – 25 Years		I3 H3 S6		
	26 – 35 Years		I3 H2 S2		
	36 – 45 Years		I2		
	46 – 65 Years		I1		
> 66 Years					

3) Employment Information (<i>please state number of students in each category</i>)	School leaver looking for first job	H6			
	Employed (but not self employed)				
	Self Employed				
	Unemployed	I9 H3 S5			
4) Distance travelled to training centre (<i>please state number of students in each category</i>)	< 15 km	I9 S4			
	16 – 25 km	H2 S2			
	26 – 35 km	H3 S2			
	36 – 45 km	H3			
	>45km	H1			
5) Student motivation on intake is high	1	2 HS	3 I	4	5
6) Student literacy skills on intake are low	1 I	2 HS	3	4	5
7) Student numeric skills on intake are poor	1 I	2 H S	3	4	5
8) Improving their employment prospects is the main reason students have enrolled for this module	1 HS	2	3 I	4	5
9) Students hope to be self employed upon completion of the module	1	2	3 IH	4 S	5
10) Overall educational level of the students is low	1 IH	2 S	3	4	5
11) Students starting this module have a particular interest in horses	1 HS	2	3 I	4	5
12) Students starting this module have previous experience working with horses	1	2 H	3 IS	4	5
13) Students experience of the education system to date has been mainly positive	1	2 HS	3	4 I	5
14) Are students taking this module as a stand alone course or as part of a broader course of study (<i>tick as appropriate</i>)	Module taken as a Stand Alone course I HS		Module taken as part of a broader course of study		

Module Delivery	
15) How much time (in hours) has been allocated to the delivery of this module?	I 70 Hours H 265 Hours S 600 Hours
16) Over what period of time (in months) is the module being delivered?	I 4 Months H January 2005-July 2005 S October 2004-July 2005
17) How many units have been started to date?	I 6 H8 S10
18) How many units have been completed to date?	I 6 H4 S4

19) How many tutors are involved in the delivery of the module?	I1 H3 S2				
20) The level of student attendance on the course has been good	1	2 I H S	3	4	5
21) Are the individual units being delivered in sequence or in parallel? <i>(tick as appropriate)</i>	Sequence		Parallel I H S		
22) There a need to provide additional training for the tutors	1	2	3	4 H S	5 I
23) If there is a need for additional training please state the type of training required	I No, but the availability of suitable tutor is a problem. Literacy and numeracy could be specifically incorporated into the course. H Self S Self				
24) Are the following items of equipment / resources available to you or necessary for effective delivery of the module: <i>(NB You may tick both available and necessary)</i>	Live animal	Available I H S	Necessary I		
	Simulated animal	Available H S	Necessary I No		
	Motive equipment (ie, Sulky, cart, carriage)	Available I H S	Necessary I		
	Training centre classroom	Available I H S	Necessary I		
	Equestrian college or centre	Available H S	Necessary I		
	Computer	Available H S	Necessary I		
	Internet access	Available H S	Necessary I no H S		
	Overhead projector	Available H S	Necessary I		
	Video	Available H S	Necessary I No		
	Posters and visual aids (ie anatomical drawings, diagrams of equipment etc.)	Available I H S	Necessary I		
	Real equipment, saddlery, harnesses	Available I H S	Necessary I		
	Writing materials	Available I H S	Necessary I		

	Folders	Available I H S	Necessary I		
	Accounts ledger	Available I H S	Necessary I		
	Supporting literature (eg. "Manual of Horsemanship")	Available I H S	Necessary I		
25) Has it been necessary to hire facilities outside of your own centre (eg. Riding school, Equine centre)? (If yes state the type of hired facility)	<i>I Yes, Hire of Horse and equipment due to inability to find a stable willing to allow us to run the course. H No. S No</i>				
26) Groupwork / teamwork is encouraged as part of the module delivery?	1 I	2 H S	3	4	5
27) State any obstacles you have encountered in delivering this module and suggest how these obstacles might be overcome	<i>I Could not get a stable in which to run the course. Solution of hiring equipment and horse is expensive. H Travel from long distance. S No.</i>				
28) Student motivation is high	1 S	2 H	3	4 I	5
29) Student motivation has increased over the period of course delivery?	1 S	2 H	3 I	4	5
30) What additional steps could be taken to improve student motivation?	<i>I Payment to students attending the course. Career guidance / employment opportunities</i>				
31) Student skills have developed during the delivery of the module	1 S	2 H	3 I	4	5
32) Student literacy skills have improved as a result of the delivery of this module	1	2	3 H	4	5 I
33) Student numeric skills have improved as a result of the delivery of this module	1	2	3 H	4	5 I
34) Students find the module relevant to their needs	1	2 H S	3 I	4	5

35) The module assessment is an integral part of the learning process	1	2 I H S	3	4	5
36) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills: (<i>tick as appropriate</i>)	Examples of work		H S		
	Student's drawings				
	Live demonstration		I H S		
	Photographs		I H S		
	Videotape		H S		
	Audiotape				
	Signed statement of competency by the tutor		I		
	Other (Please state mode)				
37) Have the students undertaken work experience as part of their course?	Yes H S		No I		
38) Has any support documentation been developed by your centre for use with this module?	Yes H S		No I		
39) Are you undertaking Unit 10 of the module?	Yes I H S		No		
40) What topic have you chosen for Unit 10?	I <i>Sulky racing</i> H <i>Tractor Driving.</i> S <i>Integration into Labour Market. How to get a job.</i>				
41) The targets of the module are reasonable within the timeframe given for delivery	1 I H S	2	3	4	5
42) The 70/30 balance between practical and theory is adequate	1 I	2 H	3 S	4	5
43) The students undertaking the module are actively seeking employment	1 S	2	3 H	4	5 I
44) Self employment is a viable option for students undertaking this module	1	2 H	3	4 I	5 S
45) How would you rate the employment prospects for the students upon completion of the Module?	High		Average H S		Low I

Unit 1: Safety & Health				
46) What is the current status of this unit:	Not Started I	Started	Completed H S	
47) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes		No H S I	
48) This unit integrates well with other subjects that the students are taking	1 S	2 H	3	4 5
49) How much time (in hours) has been allocated to the delivery of this unit?	H 25 Hours S 50h practice and 20h theory			
50) Is the time allocated adequate?	Too little	Adequate H S	Too Much	
51) Is the level of this unit:	Too Low	Adequate H S	Too High	
52) The students are motivated to do this unit?	1	2 H S	3	4 5
53) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: (tick as appropriate)	Examples of work	H S		
	Student's drawings			
	Live demonstration	H S		
	Photographs	H S		
	Videotape	H S		
	Audiotape	H S		
	Signed statement of competency by the tutor	H S		
	Other:			

Unit 2: Handling				
54) What is the current status of this unit:	Not Started	Started H	Completed I S	
55) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes I		No H S	
56) This unit integrates well with other subjects that the students are taking	1 I H S	2	3	4
57) How much time (in hours) has been allocated to the delivery of this unit?	I 10 Hours H 20 Hours S 50 Practical			
58) Is the time allocated adequate?	Too little	Adequate I H S	Too Much	
59) Is the level of this unit:	Too Low I	Adequate H S	Too High	
60) The students are motivated to do this unit?	1	2 H S	3	4
61) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: <i>(tick as appropriate)</i>	Examples of work	H S		
	Student's drawings			
	Live demonstration	I H S		
	Photographs	I H S		
	Videotape	H S		
	Audiotape	H S		
	Signed statement of competency by the tutor			
	Other:			

Unit 3: Watering and Feeding				
62) What is the current status of this unit:	Not Started	Started	Completed I H S	
63) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes I		No H S	
64) This unit integrates well with other subjects that the students are taking	1	2 I H S	3	4 5
65) How much time (in hours) has been allocated to the delivery of this unit?	I 10 Hours H 20 Hours S 25 Hours Practical			
66) Is the time allocated adequate?	Too little	Adequate I H S	Too Much	
67) Is the level of this unit:	Too Low	Adequate H S	Too High I	
68) The students are motivated to do this unit?	1	2 H S	3	4 5 I
69) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: <i>(tick as appropriate)</i>	Examples of work		H S	
	Student's drawings			
	Live demonstration		I H S	
	Photographs		I H S	
	Videotape		H S	
	Audiotape		H S	
	Signed statement of competency by the tutor		H S	
	Other:			

Unit 4: Bedding					
70) What is the current status of this unit:	Not Started I	Started H S		Completed	
71) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes			No H S	
72) This unit integrates well with other subjects that the students are taking	1 H S	2	3	4	5
73) How much time (in hours) has been allocated to the delivery of this unit?	H 20 Hours S 85 Hours Practical				
74) Is the time allocated adequate?	Too little		Adequate H S	Too Much	
75) Is the level of this unit:	Too Low		Adequate H S	Too High	
76) The students are motivated to do this unit?	1	2 H S	3	4	5
77) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: (tick as appropriate)	Examples of work		H S		
	Student's drawings				
	Live demonstration		H S		
	Photographs		H S		
	Videotape		H S		
	Audiotape		H S		
	Signed statement of competency by the tutor				
	Other:				

Unit 5: Grooming & Rugging				
78) What is the current status of this unit:	Not Started	Started H	Completed I S	
79) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes I		No H S	
80) This unit integrates well with other subjects that the students are taking	1 H S	2 I	3	4 5
81) How much time (in hours) has been allocated to the delivery of this unit?	I 10 Hours H 20 Hours S 30 Hours Practical			
82) Is the time allocated adequate?	Too little	Adequate I H S	Too Much	
83) Is the level of this unit:	Too Low	Adequate I H S	Too High	
84) The students are motivated to do this unit?	1	2 H S	3	4 5 I
85) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: (tick as appropriate)	Examples of work	H S		
	Student's drawings			
	Live demonstration	I H S		
	Photographs	I H S		
	Videotape	H S		
	Audiotape	H S		
	Signed statement of competency by the tutor			
	Other:			

Unit 6: Financial Management				
86) What is the current status of this unit:	Not Started I H	Started S	Completed	
87) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes		No S	
88) This unit integrates well with other subjects that the students are taking	1	2 S	3	4 5
89) How much time (in hours) has been allocated to the delivery of this unit?	S 50 Hours Practical 25 Hours Theory			
90) Is the time allocated adequate?	Too little	Adequate S	Too Much	
91) Is the level of this unit:	Too Low	Adequate S	Too High	
92) The students are motivated to do this unit?	1	2 S	3	4 5
93) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: <i>(tick as appropriate)</i>	Examples of work	S		
	Student's drawings			
	Live demonstration	S		
	Photographs	S		
	Videotape	S		
	Audiotape			
	Signed statement of competency by the tutor			
	Other:			

Unit 7: Tack				
94) What is the current status of this unit:	Not Started	Started	H	S
95) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes		I	
96) This unit integrates well with other subjects that the students are taking	1	2	I	H
97) How much time (in hours) has been allocated to the delivery of this unit?	I 10 Hours H 35 Hours S 85 Hours Practical 20 Hours Theory			
98) Is the time allocated adequate?	Too little	I	Adequate	H
99) Is the level of this unit:	Too Low	Adequate	H	S
100) The students are motivated to do this unit?	1	2	H	S
101) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: (tick as appropriate)	Examples of work	H		
	Student's drawings	S		
	Live demonstration	I		
	Photographs	H		
	Videotape	S		
	Audiotape			
	Signed statement of competency by the tutor			
	Other:			

Unit 8: Horse Health				
102) What is the current status of this unit:	Not Started	Started S	Completed I H	
103) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes I		No H S	
104) This unit integrates well with other subjects that the students are taking	1	2 I H S	3	4 5
105) How much time (in hours) has been allocated to the delivery of this unit?	I 10 Hours H 25 Hours S 80 Hours Practical 20 Hours Theory			
106) Is the time allocated adequate?	Too little I	Adequate H S	Too Much	
107) Is the level of this unit:	Too Low	Adequate H S	Too High I	
108) The students are motivated to do this unit?	1	2 H S	3	4 5 I
109) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: <i>(tick as appropriate)</i>	Examples of work	H S		
	Student's drawings			
	Live demonstration	I H S		
	Photographs	I H S		
	Videotape	H S		
	Audiotape			
	Signed statement of competency by the tutor	H S		
	Other:			

Unit 9: Grass-kept horse				
110) What is the current status of this unit:	Not Started	Started S	Completed I H	
111) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes I		No H S	
112) This unit integrates well with other subjects that the students are taking	1	2 I H S	3	4
113) How much time (in hours) has been allocated to the delivery of this unit?	I 10 Hours H 10 Hours S 10 Hours			
114) Is the time allocated adequate?	Too little I	Adequate	Too Much	
115) Is the level of this unit:	Too Low	Adequate	Too High I	
116) The students are motivated to do this unit?	1	2	3	4
117) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: <i>(tick as appropriate)</i>	Examples of work	H S		
	Student's drawings			
	Live demonstration	I H S		
	Photographs	I H S		
	Videotape	H S		
	Audiotape			
	Signed statement of competency by the tutor	H S		
	Other:			

Unit 10: Country/Student Specific <i>State Unit title:</i>					
118) What is the current status of this unit:	Not Started I H	Started S	Completed		
119) Was it difficult to find a suitably qualified tutor to deliver this unit?	Yes		No S		
120) This unit integrates well with other subjects that the students are taking	1 S	2	3	4	5
121) How much time (in hours) has been allocated to the delivery of this unit?	S 35 Hours theory				
122) Is the time allocated adequate?	Too little	Adequate S	Too Much		
123) Is the level of this unit:	Too Low	Adequate S	Too High		
124) The students are motivated to do this unit?	1 S	2	3	4	5
125) Which of the following have been used to provide proof of competency in achieving learning outcomes or attaining targets in practical skills for this unit: <i>(tick as appropriate)</i>	Examples of work	S			
	Student's drawings				
	Live demonstration	S			
	Photographs				
	Videotape	S			
	Audiotape	S			
	Signed statement of competency by the tutor				
	Other:				

Module / Unit Completion							
126) How many students have fully completed the module units to date?	<i>Unit 1</i>	Male	H7 S8	Female	H2	Total	H9 S8
	<i>Unit 2</i>	Male	I9 S8	Female		Total	I9 S8
	<i>Unit 3</i>	Male	I9 H7 S8	Female	H2	Total	I9 H9 S8
	<i>Unit 4</i>	Male	S8	Female		Total	S8
	<i>Unit 5</i>	Male	I9 S8	Female		Total	I9 S8
	<i>Unit 6</i>	Male	S8	Female		Total	S8
	<i>Unit 7</i>	Male	I9 S5	Female		Total	I9 S5
	<i>Unit 8</i>	Male	I9 H7 S5	Female	H2	Total	I9 H9 S5
	<i>Unit 9</i>	Male	I9 H7 S5	Female	H2	Total	I9 H9 S5
	<i>Unit 10</i>	Male	S5	Female		Total	S5
	<i>Full Module</i>	Male	S5	Female		Total	S5
127) Student literacy skills on completion of these units has improved	1	2	3 H	4	5 I		
128) Student numeric skills on completion of these units has improved	1	2	3 H	4	5 I		
129) Students have a greater appreciation of horse care having completed these units	1 I	2 HS	3	4	5		
130) Students views on the education system are more positive	1	2 I	3 HS	4	5		
131) Students are likely to encourage others to pursue this module	1	2 I	3 HS	4	5		

<p>132) Did students encounter any racism while pursuing this module? <i>(if yes give details)</i></p>	<p>I <i>No</i> H <i>Teachers didn't differentiate between the students.</i> S <i>Not at all.</i></p>
<p>133) Were there Social, Cultural or Historic factors that militated against student success? <i>(If yes give details)</i></p>	<p>I <i>Poor previous educational standard and experience</i> H <i>Teaching material and methods were altered to accommodate the skill level of the students.</i> S <i>Not at all</i></p>
<p>134) Would you like to suggest any changes to this module that might lead to an improved student learning experience?</p>	<p>I <i>Redesign the module for the level of the students, taking into account their existing numeracy and literacy skills.</i></p>

Appendix C

Examples of Performance Criteria

Example of Performance Criteria in Hungary

Exam questions for Horsecaring Training and qualification

(The duration of exposition and completion is maximum 6 hours.)

- | | | |
|-----|------|---|
| 1/1 | 1.a. | Expose the cereals /corn fodders/, which are fed on the stockyard. |
| 1/2 | b. | Expose the different ways of storage of hay and straw. |
| 5/1 | c. | Do the conditioning and the necessary checking of a tractor before the shift. |
| | | |
| 1/1 | 2.a. | Specify the fed provenders / rough fodders/ and recognize the different straws /stalks/. |
| 1/3 | b. | Expose the ways of grazing , ordering the advantages and disadvantages .
Halter a horse out/ on its first legs /. |
| 2/2 | c. | Make a disinfection /in solution / to disinfect a stock. |
| | | |
| 1/1 | 3.a. | Expose the hay- making procedures / with advantages and disadvantages /. |
| 2/1 | b. | Present the features of a healthy horse demonstrating these on a live animal and describe the behaviour of an ill horse. |
| 5/1 | c. | Ignite the tractor and connect the marked machine accessories to the tractor. |
| | | |
| 1/1 | 4.a. | Prepare corn fodders and rough fodders in order to feed them / oats- crackling moistening. |
| 1/3 | b. | Expose the preparation of the pasture for grazing , release the horses out the pasture. |
| 2/3 | c. | Insert medicine into a horse through its mouth |
| | | |
| 1/2 | 5.a. | Expose the storing of the corn fodders and the preparations of storage buildings. |
| 2/2 | b. | Prepare a box to receive an ill horse. Clear and disinfect the feeders and watering troughs. |
| 5/1 | c. | Do the after shift servicing on the indicated tractor. |
| | | |
| 1/3 | 6.a. | Which are the expectations for drinking water and what kind of watering moods do you know?
When is it forbidden to water a horse |
| 2/3 | b. | Treating of a tendon inflammation. |
| 3/1 | c. | Make a survey / in a tabular form / of the body-sizes of a horse. |
| | | |
| 3/1 | 7.a. | Enumerate and show the main parts of the body of a horse. |

- 1/3 b. Build an electric fence out on a marked place.
- 4/3 c. Do the general service on a marked coach and enumerate the main parts of the coach.
- 2/3 **8.a.** Recognize the so-called 'kólíka' horse and look after it until the arrival of the vet.
- 3/1 b. Show and enumerate the main muscle-groups of a horse.
- 4/1 c. Clean a box out / from the manure/ , litter it in / bedding/. Feed the horse with forage hay.
- 2/1 **9.a.** Give some vermifuge / disinfect medicine / to the horse and measure the temperature of the horse.
- 3/2 b. Enumerate the warm and the cold-blood classes of horses which are bred in Hungary. Determine the goals of their breeding.
- 4/1 c. Perform a general daily nursing of a horse , then put the saddle on.
- 3/2 **10.a.** Expose the Characteristic features of the Arab Blood Horse / thoroughbred/ and the typical body forms.
- 4/2 b. Dismantel a saddle , service it and enumerate the parts with the bridle lines.
- 4/4 c. Prepare a horse for riding, put the saddle on and educate a beginner horsemen with the running reins.
- 3/2 **11.a.** Judge a horse enumerate its defects and advantages , counting the class-qualities and the breeding goals.
- 3/3 b. Test a horse by a test-wall.
- 4/2 c. Harness a horse and put it to a carriage , specify the parts of the 'tool'.
- 4/1 **12.a.** Describe the principal behavior types which occur in the connection of the man and the horse.
- 4/4 b. Lead the horse from the saddle to different walking moods.6 usage of the cane / riding switch/.
- 4/1 c. Wash the horseshoes, prepare them for cutting the nails and for shoeing.

Example of Performance Criteria in Ireland

In Ireland the method adopted for performance criteria is that recommended by the Further Education and Training Awards Council (FETAC). Here specific performance criteria are specified for each Specific Learning Outcome. An example of this method is given below.

Specific Learning Outcomes

Performance Criteria

1.1 Demonstrate an understanding of appropriate dress used when working with horses

Hat to protect head, Gloves to protect hands, boots to protect feet and give proper grip when riding.

1.2 List four possible dangers when working near horses

Examples: Kicked, bitten, thrown-off, stood-on etc.

1.3 List any four appropriate precautions to be taken when working near horses

Examples: Don't stand directly behind a horse, don't wrap rein around your hand, don't make loud and sudden movements around horses etc.

1.4 State any two expected reactions by horses to the presence of new people, new horses or other animals

Examples: nervousness, shying, hesitation, fear, bullying etc.

1.5 Demonstrate an understanding of proper health and safety measures to be taken when working in and around horses.

Fire hazards, proper weight lifting, correct storage of equipment and chemicals, report an accident

3.4 Identify good/bad/acceptable quality hay/silage.

Presence of mold dust, smell, presence of vermin etc.

4.1 Demonstrate an understanding of the proper bedding of the horse and care of the stable.

Mucking out, skipping out, disinfection, different bedding materials and why use them?

5.1 Demonstrate an understanding of the basic grooming of a) stable kept horse and b) grass kept horse.

Grooming equipment, care of equipment, simply groom horse, pick out feet, fit a tail/leg bandage

5.2 Identify three different types of rugs and explain their uses.

New Zealand rug (turnout rug), stable rug, sweat sheet (cooler)

8.1 Demonstrate a basic understanding of the main external features of a horse.

Points of horse, height, gender, type, markings, colour, position of main organs, some common bones of the leg.

Example of Performance Criteria in Spain

1. Safety

- To know the proper clothing to ride, the security jacket and helmet, appropriate trousers and shoes.
- To number five possible risks working with horses
- To know how a horse could react when people is near him
- To recognise three possible parasites which affect horses and three which affect stables
- What are the rules for the control of parasites?

2. Bedding

- To know at least four different types of beds and the best conditions to use them
- To clean the stables properly to make the beds
- To know how to disinfect properly the stables

3. Handling

- To bring the horse to the field with all the equipment
- To bring the horse to the track correctly
- How should you hold the horse to shoe it?

4. Watering & Feeding

- To know when to give water to the horse. To recognise the quality of the water.
- To distinguish the different types of food, different fodders, a high fiber diet, succulents, etc.
- To know at least five utensils used in feeding the horse.
- Are there differences in feeding the horse depending on the season? Age? Health?
- To know three types of nutritional supplements for horses

5. Grooming And Rugging

- To know how to groom a horse and different types of brushes
- To specify a type of blanket appropriate for each season
- To know how to fit a tail and leg bandage

6. Tack

- To name the different parts of the saddle
- To put the harness correctly
- To clean two tools to show how to do it
- To show how to do a rope halter

7. Horse Healthcare

- Classify five horses chosen at random according to sex, race, and age
- Identify at least six of the most common bones of a horse
- To show where are placed the most common organs of a horse
- How could we recognise a healthy horse?
- How could we recognise external fungi's symptoms or scabies on a horse?
- How could we recognise an ill horse?
- To name the parts of a horse foot
- What do we need to shoe a horse?
- How could we identify flies, laminitis, lice, mud-fever. Rain-rash, sweet itch, ticks... on a horse

8. Grass- Kept Horse

- How to recognise poisonous plants in the meadow and in hay? To name six types of poisonous plants
- How are the best fences according to the conditions of the animals?
- To know how to repair the fences

9. Money Management

- To make a list with the buying-selling prices in food, tack, hire stables, etc...
- To know the costs of taking care of another person's horse

10. Labour Market Orientation

- To know the own professional preferences
- To know where to find a job. To fill an application form properly
- To make the Curriculum vitae
- To know the different types of contracts
- To make a role playing
- To know the rules for hygiene and safety.