



Note on the Traveller and Roma Education Strategy (TRES) 2024–2030

Third Progress Report

The Traveller and Roma Education Strategy (TRES) is a Government strategy aimed at addressing long-standing educational disadvantage experienced by Traveller and Roma children and young people across the education system, from early learning and childcare through to further and higher education. It seeks to promote equitable access, meaningful participation, and improved educational outcomes, while recognising and valuing Traveller and Roma cultures and identities.

TRES is implemented through a series of two-year action plans. The current Plan for Implementation and Action covers the period **2024–2026**. To date, three progress reports have been produced by the **Department of Education and Youth**.

The purpose of this note is to provide a **brief overview of the Third Progress Report**, published in **January 2026**, which reports on actions due for delivery by the end of **December 2025**.

Progress to date:

The report shows that much of the progress to date has focused on:

- ❖ **establishing new roles and governance structures,**
- ❖ **developing frameworks, models, and guidance, and**
- ❖ **piloting initiatives that will be expanded in later phases**

Examples of this governance, coordination, and planning activity include the appointment of national TRES coordinators and a TRES General Manager to oversee implementation, the development of monitoring and evaluation frameworks for both TRES and the Equal Start programme, and the completion of a national mapping exercise of Traveller and Roma education initiatives, which is still under review to determine how findings will be disseminated and used.

Similarly, several key policy and practice tools have been drafted but not yet implemented, including the Intercultural Guidelines for schools, which are awaiting approval and publication, and revised Diversity, Equality and Inclusion (DEI) training materials for early years settings, which remain under development with delivery scheduled for 2026.

Taken together, these developments represent important progress in establishing the foundations needed to support effective implementation of TRES. As this work continues, the timely finalisation, publication, and rollout of these measures will help ensure that the progress achieved to date can inform and strengthen delivery in subsequent phases of the Strategy.

Key considerations emerging from the report:

The report identifies a number of actions due by December 2025 where progress remains limited or incomplete:

❖ **Delivery timelines and pace of implementation**

The report shows that most actions due by December 2025 have not yet been completed, with only 7 of 27 actions achieved. A significant proportion of actions across early years, schools, and further and higher education remain classified as *progressing*, with revised timelines extending into 2026 or being carried forward into the next action plan period. This points to challenges in maintaining pace and momentum across multiple pillars of the Strategy.

❖ **Non-delivery of specific actions due by December 2025**

The report confirms that several actions central to participation and progression have not been delivered at all within the current reporting period. These include actions relating to structured partnership arrangements with parents in early years settings, supports for Traveller and Roma women to access tertiary education, and transition supports from further to higher education, including the exploration of a transition coordinator role.

❖ **Participation and transition supports remain underdeveloped**

A broader pattern is evident in which actions focused on transitions and sustained participation remain at early or planning stages. The national model of transitions from early years into primary education is still under development, while several actions intended to support progression through post-primary education and into further and higher education have been deferred to future reviews or subsequent action plans.

❖ **Monitoring and accountability systems are still being established**

Although progress has been made in developing monitoring and evaluation frameworks, these systems are not yet fully operational. Baseline data collection is ongoing, and targets for Traveller and Roma participation and outcomes have not yet been finalised. As a result, the report provides limited evidence of impact at this stage, highlighting the need for clearer targets, timelines, and accountability mechanisms as implementation progresses.

❖ **Persistent educational inequalities**

The data in the report confirms that educational inequalities persist for both Traveller and Roma learners. Only 26.5% of Traveller students complete the Leaving Certificate, compared to approximately 90% of the general population, and just 4.7% of Travellers have completed third-level education. For Roma learners, inequalities are evident across early years participation, transitions, and retention: in 2023/24, 65.3% of Roma children entered Junior Infants from the ECCE programme compared to 93.3% of the general population, the primary-to-post-primary transfer rate declined to 89.1%, and 58.9% of Roma students in the 2017 cohort completed the Leaving Certificate. Attendance and absenteeism also remain significant challenges, particularly in DEIS schools, where 63% of Traveller children are enrolled and where rates of missing 20 or more school days are substantially higher than in non-DEIS settings.

Pavee Point will continue to support all government departments, organisations and agencies in achieving the full implementation of the Action Plan, recognising the nature of progress so far and engaging with key considerations emerging from the report.