



National Collaborative
Outreach Programme

LINCHIGHER
Realising aspirations



A Forgotten Community?: Evaluating the impact of WP interventions on the Travelling Community

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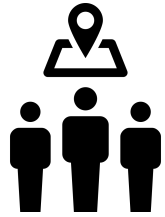


AN INTRODUCTION TO THE PROJECT



LINCOLNSHIRE TRAVELLING INITIATIVE

THE AIM OF THE INITIATIVE



This intervention aims to **combat the low attendance of Travellers in secondary schools** (20%* attendance rate) by offering mobile education to support home learning.

This is part of **an holistic project that focuses on developing employment, health, social, personal and educational development** of the Travelling communities in Lincolnshire. The Prince's Trust initiative funded by LiNCHigher provides access / opportunity to gain a qualification.

METHODOLOGY & SAMPLE

In-depth interviews



Interviews with 11 parents, conducted to explore the wider effects of the interventions on families



Interviews with 15 learners, conducted to explore barriers, outcomes and impacts of the programme in relation to learners' attitudes and aspirations towards their futures



Gatekeeper approach required to gain access to Traveller sites and embed trust, permitting on-the-ground observation

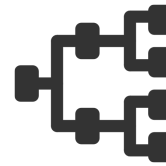
Access through a gatekeeper

Literature review

Secondary data analysed, including academic sources and official reports on Travelling communities in education



LOGIC MODEL



Evaluation

Primary, **qualitative research methods provide in-depth and rich data, capturing the nuances** of any attitudinal/ motivational changes. **Secondary analysis** will provide a foundation upon which our findings are built.

Output

This is a **high intensity, sustained activity**, offering one-to-one, face-to-face tutoring for secondary school aged Travellers.

Outcome

This programme is set up to **achieve Prince's Trust qualifications, with a view to progress to FE**. It addresses the needs of each pupil and offers personal guidance. (**Gatsby 3, 5**) Unintended outcomes are also to be expected (e.g. Gatsby 2, 4).

Impact

Learners will **develop their confidence and resilience**. Learners will also develop their **study skills and capacity for academic attainment (NERUPI C and D, particularly level 1)**. Unintended attitudinal / behavioural impacts are also expected to be evidenced.



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QUIZ





How many Gypsies and Travellers are estimated to reside in the UK?

A: 60,000 –
80,000

B: 100,000 –
150,000

C: 250,000 –
300,000

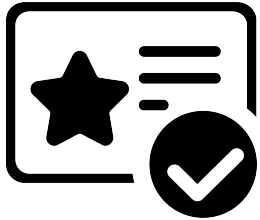


What % of European Romas are under 18 years old?

A: 10%

B: 30%

C: 60%



What % of the Gypsy / Roma population achieved 5
A* - C at GCSE level?

A: 8.6%

B: 20.6%

C: 54.7%



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What % of Gypsies, Roma and Travellers, aged 18-30, accessed HE in 2014?

A: 3-4%

B: 5-6%

C: 8-9%



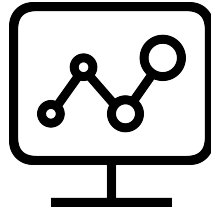
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SETTING THE CONTEXT

Lack of
accurate &
detailed data



Severe underestimation of data, serves to underestimate the scale of the Travelling Community's underrepresentation in HE

"In January 2015, there were 25,000 pupils in the DfE database described as GRT (Gypsy, Roma, Travellers) The real figure is closer to 200,000. So if you're going to widen participation in universities how are you going to do it if you cannot identify them"

- Mark Penfold, teacher and researcher

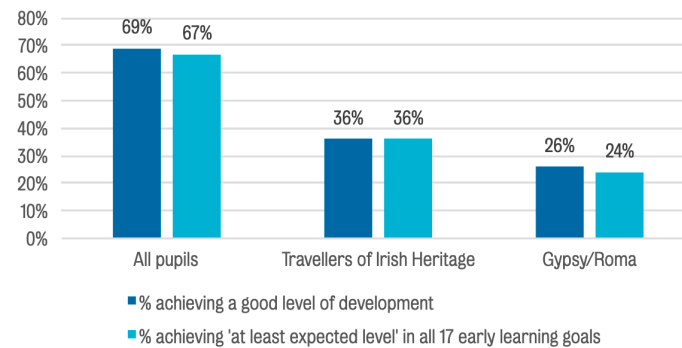
Underestimation due to three main factors

- Reluctance to publicly identify as a Gypsy or Traveller
- Low literacy rates
- Failure to distribute census effectively to those in insecure / mobile housing

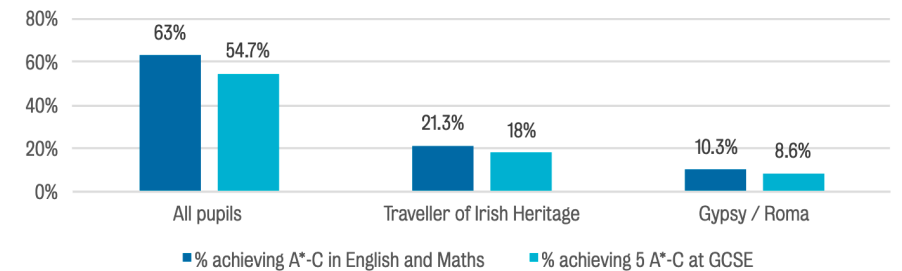
How Gypsy, Roma & Traveller children perform at school

"[They are the]lowest performing groups in primary and secondary education in the UK ... across all measures of attainment, progress, behavior and attendance"

Early Years Foundation Stage Profile results by ethnicity (2016)



% of pupils achieving A*-C in English and Maths and 5A*-C at GCSE (2015-16)



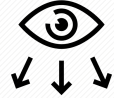
**Reference: the underrepresentation of Gypsy, Roma and Traveller pupils in higher education. A report on barriers from early years to secondary and beyond: commissioned by King's College London*

CULTURAL ATTITUDES TOWARDS EDUCATION



KEY INSIGHTS: CULTURAL ATTITUDES AND BARRIERS

Shifting Perspectives



- **Positive view of education:** the parents we interviewed were generally incredibly supportive and encouraging of their child's pursuit of a good education
- **Education is valued:** Education is generally valued by both the parents and the learners. With benefits and importance of education recognized. However, father overwhelmingly have little /low literacy levels with mothers driving the change
- **Positive shift in attitudes:** Paul echoes this in his interview and noted that the attitude towards education had largely shifted over the years. Further backed by literature on the subject (Bhopal, 2004)
- **Gendered expectations:** This shift in attitude towards learners pursuing educational qualifications has largely been focused on the female learners. Males are still expected to work with their fathers in trades / self-employment.

Bullying & Prejudice

- Discrimination and marginalisation at school can also lead to **exclusion / learners being withdrawn from school**
- The **majority** of those spoken to have **experienced prejudice or discrimination**



50% of British people admit to having an 'unfavorable view' of Roma people

"I know a lot of people don't think it but the Gypsies get a lot of stick, a lot of stick and there's not much done about it. We don't know how to stick up for ourselves. It's awkward especially when a lot of us can't read and write. You don't know what to say or do. Hopefully probably a couple of more years I'll be reading and writing."
– Parent

Cultural Barriers

However, despite their positive view on education there are a number of significant barriers that learners and their families face when accessing the formal education system



Comprised
cultural
norms &
values

Commitments
to the home
[females]

Mobility

Lack of
knowledge /
engagement
with
education
system



"Say, like, you're a headmaster... I say to you, "Well, yes, actually, we're from the travelling community and you are legally allowed.....to enrol my child," and then the headmaster's, like, "Oh, well, I'll have to look into that." and then they'll say, "Well, it could take six weeks because you've got to go through the council now and you've got to do this and that," and I'm, like, "Well, I'm only here for four weeks. Can you not just take what I'm saying as the truth?" but they hardly did. "

Perspectives on FE & HE options

FE viewed
more
favourably



HE not
considered



THE LINCOLNSHIRE TRAVELLING INITIATIVE (LTI)



KEY INSIGHTS: THE IMPACT OF THE INITIATIVE

The Lincolnshire Traveller Initiative

- ✓ Historic connections with the community
- ✓ 20+ years of working with the community – developed a strong bond / deep trust within the community
- ✓ Backbone of the community – ‘one stop shop’ for all their needs
- ✓ Prince’s Trust qualifications – funded by LiNCHhigher



Breaking down barriers



Positive view of education: WoM referrals & experience of working with other generations within the family, has led to families being more receptive and open to participate in educational activities



Improving knowledge & perceptions of education: informing both the parents and learners of the different routes / HE options



Trust: learn in a safe environment without fear of prejudice or discrimination



Mobile van: essential for access, particularly as females are unable to go out unchaperoned

Experience of the LTI

Most positive aspects . . .

Style of learning

New environments

Strong relationships

Range of new skills

Overwhelmingly positive: learners have a real motivation to learn & participate



Impact of the initiative



Changed perception towards education

Attainment & qualifications

Employability skills

New options & possibilities

Improved confidence

Improved knowledge on health

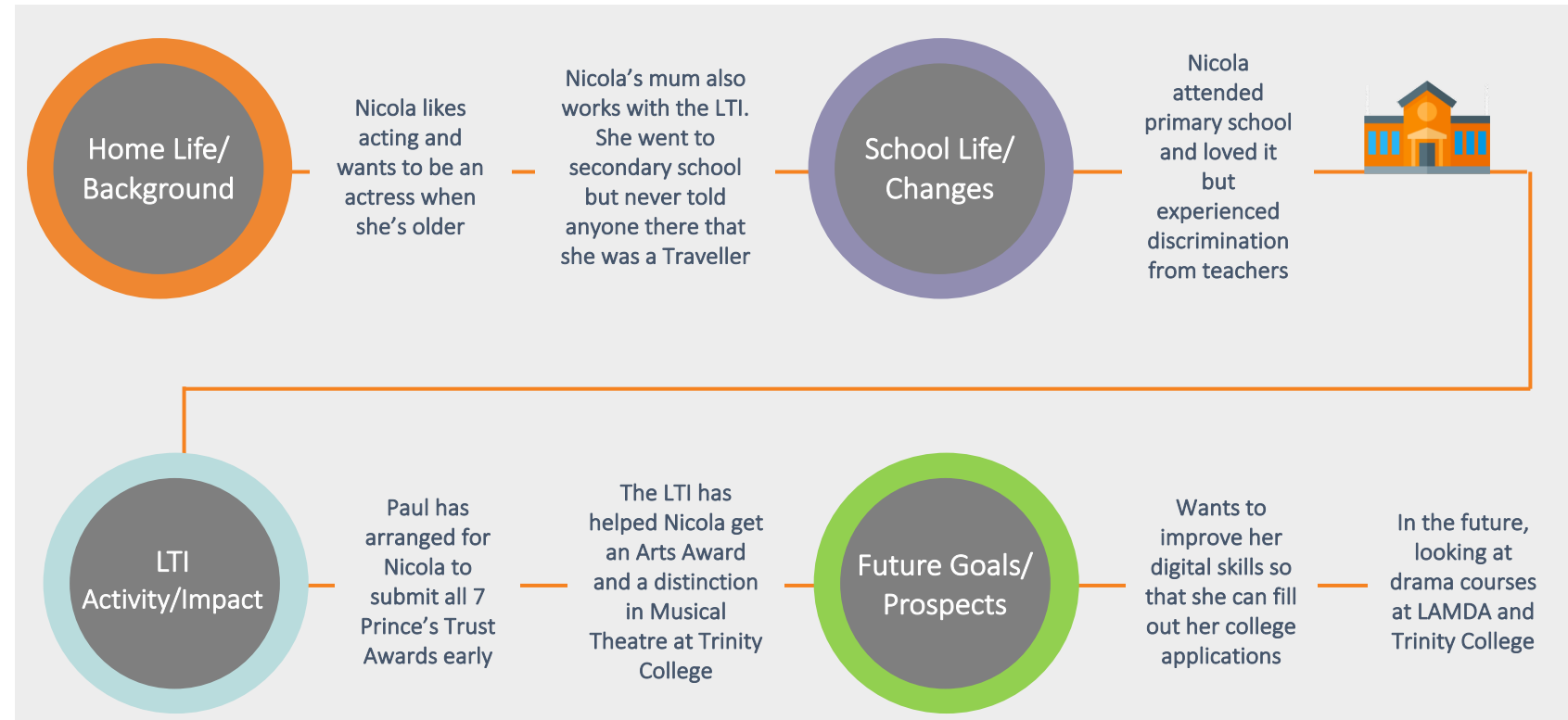
Learner Case Study

Nicola

12 years old, female

"Because being home schooled, we haven't got as many GCSEs and as much stuff coming towards us. Whereas these Functional Skills are now coming into it and Paul's being able to do it. I'm working towards my silver Arts Award now. And then I'm, hopefully, going to go for a gold. I'm going to try and get all three... I feel if we didn't have all these wonderful opportunities from Paul coming to us, it wouldn't be as easy to get a job."

- Nicola



"They still should go to school, and that's why I contacted LTI because I thought I'm not going to be able to, probably, have a structured education, if you know what I mean, but with LTI, it is structured. There's plan. Because home-educating, it is hard, very, very hard. I know people that are not from the Travelling community that have wanted to home educate, but they don't hardly get any support."

- Nicola's mum

QUESTIONS / COMMENTS?





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