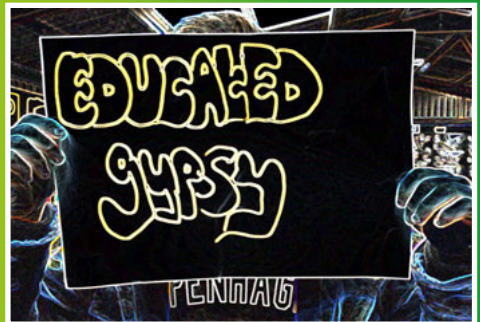
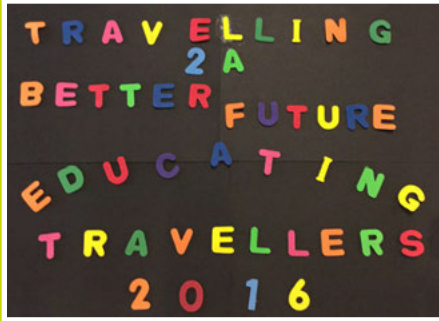


TRAVELLING AHEAD

Good Practice in Education: Peer Research Project

YOUNG PEOPLE'S REPORT



INTRODUCTION

Travelling Ahead is a project hosted by Save the Children working across Wales with children and young people from Gypsy, Roma and Traveller communities. Travelling Ahead aims to support young people to realise their rights and have a voice in issues that affect them. The project supports local youth forums, young people help organise regional events twice a year and there is a National Forum for young people held annually. Travelling Ahead is funded by the Welsh Government and a small grant from Children in Need has helped us carry out this Good Practice Project in Education.

This is a report for the young people who took part in the education research project between 2014 – 2015. Through our forum work you told us that you often face barriers in accessing education and that removing these barriers could help negative attitudes and increase your involvement in education. We listened to what you said, and as a result, we developed the 'Good Practice in Education' project. The project was designed and delivered by young people themselves.

Two groups of young people acted as a reference group and came up with questions that were developed into a confidential survey that was sent out to young people like you across Wales. Over 50 young people completed the survey. If you filled one out; thank you!

We also worked with groups of young people across Wales to create 'school report cards', which gave some of you the opportunity to grade your school from A-F and talk about your educational experiences in more depth. All of the information from the surveys and the report cards have been put together to create this report. Travelling Ahead has also set up meetings with decision makers in education so that you can share your views.

At the end of the project we held a final focus group of 12 young people - you developed the final recommendations in this report so that those in charge can read about your opinions and help improve how you learn.

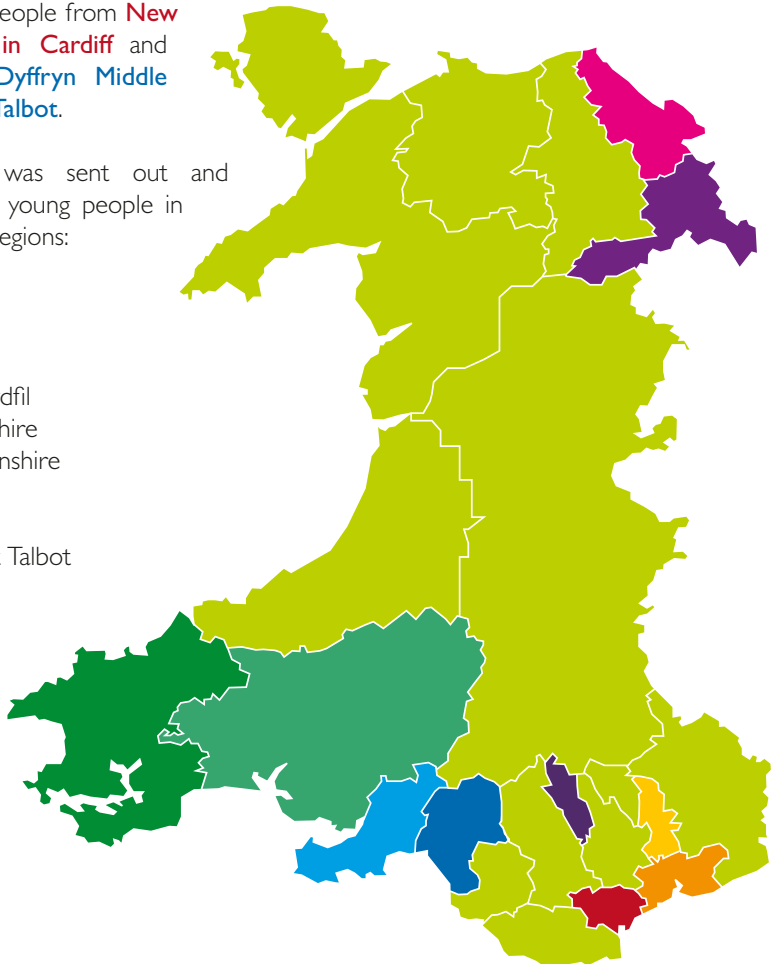
Thanks to everyone who took part and let's see what you have to say!

List of regions and groups involved in the 'Good Practice in Education' Project.

Our reference group who designed and analysed the survey was made up of young people from **New Leaf Forum in Cardiff** and pupils from **Dyffryn Middle School, Port Talbot**.

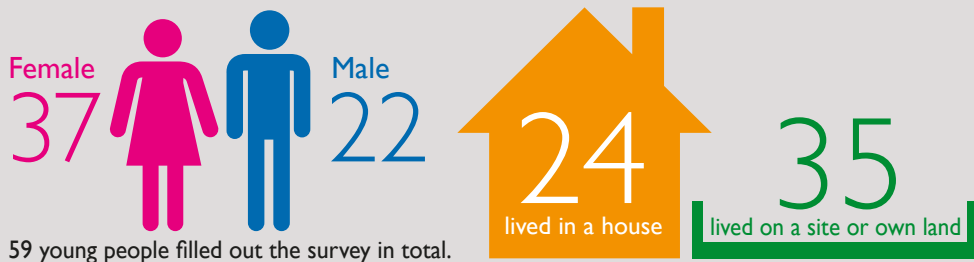
The survey was sent out and completed by young people in the following regions:

- Cardiff
- Flintshire
- Wrexham
- Merthyr Tydfil
- Pembrokeshire
- Carmarthenshire
- Newport
- Torfaen
- Neath Port Talbot
- Swansea



SURVEY

We asked you to fill out a survey which looked at your education and what you need. Here are the results:



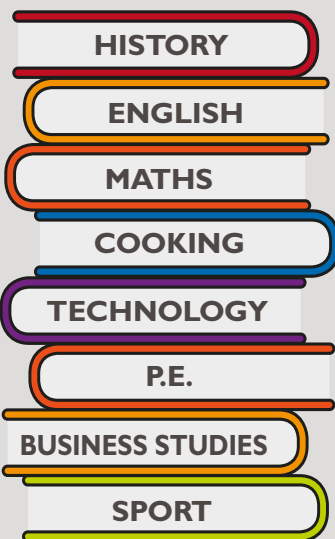
Do you attend school?

No 4
Yes 55

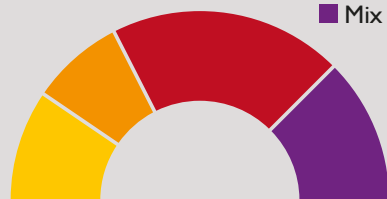
Have you ever been home schooled?

No 55
Yes 6

Our favourite subjects are...



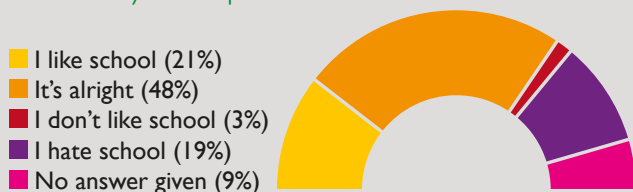
Where would you like to go to school?



■ In a unit (19%)
■ Home schooled (16%)
■ Mainstream school (40%)
■ Mix of unit and school (25%)

Out of 57 responses, most of you (23) would like to go to a mainstream school, 2 did not respond.

What is your opinion of school?



Out of 54 responses, most of you (28) thought that school was alright, 5 did not respond.

RESULTS

Do you find school boring?



- 34 said Yes
- 19 said No
- 6 said Sometimes

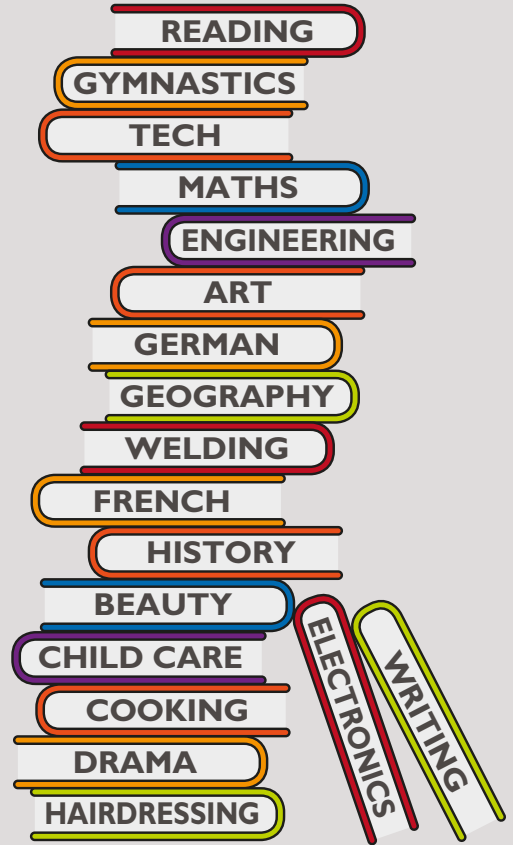
Do attitudes from those who don't go to school affect how you feel about school?



- Yes (19%)
- No (75%)
- Answer not given (6%)

Most of you said that attitudes didn't affect how you feel.

What would you like to learn?



These are the things you said you'd like to learn in school.

Do you think Gypsy & Traveller young people are treated differently than other young people in school?



26 said Yes, 21 said No, and 12 did not answer.

IN THE SURVEY YOU ALSO TOLD US:

"We need a Gypsy teacher."

"Some young people want to go to school but their parents won't let them."

"I won't be going to camp next year because mum and dad say the school is too far away, and they don't want me to go on the bus on my own. Mum thinks I will see and learn bad things."

"We want to do a presentation to who's in charge of our education so they can learn about us."

"I'd rather go to ACT." (Training Company)

"Some of us have to stay home and help our family."

"We feel scared for our future"

"We feel let down."

I go to school because...

"I want to get a job when I'm older."

"To have a good job and to be independent."

Are you treated differently at school?

"Yes, settled community don't have to stay in one room."

"Yes, because teachers don't understand who we are."

"Yes, everybody is different, I sometimes get called 'pikey' or 'gyppo' but overall it's not too bad."

"Sometimes, it depends. We do get called 'pikey' and 'gyppo'."

What would make you go to school more regularly?

"If it was more fun."

"If it was a Gypsy and Traveller school."

"Having Traveller support."

"We don't get an education."

"Someone was supposed to come to the site to teach us, but they don't."

RESEARCH FINDINGS - THE REPORT CARDS

Travelling Ahead runs three regional forums around Wales (South East, South West and North Wales) – through these some of you who had filled in surveys also looked at things more closely to identify what you felt was working well, and not so well in school and education. Your groups

listed their opinions and graded them from A-F. Some of you also came up with an 'education wish list' which gave you the opportunity to tell us what kind of things you would like for your education in an ideal world.



Individual report cards by young people in secondary school 2015

REPORT CARD

Region A

Working Well	Grade
When you first start school, you get someone to follow; take you to class etc.	A
Free music lessons.	A
Good facilities.	B
We can talk to teachers if we have any problems.	C
Doesn't work well	Grade
Some rooms could be warmer/colder.	C
Not supported by some teachers to achieve our best.	C
In some lessons we are distracted by other pupils. No chance to show what we can do and be placed in the correct set for our abilities.	C
No real opportunity to express ourselves in lessons i.e. answer questions in class.	C
Some people in school don't accept us.	C
Transition Day promises weren't met i.e. help and support.	C
Supply teachers - no relationship with the young people, don't understand how we learn and our learning needs.	D
Some of us don't have access to computers and/or WIFI at home. Can't do our homework.	D
Some teachers don't listen to us if we need to talk.	D

Education Wish List

No uniform, school starts at 9am and finishes at 1pm, nice, clean hygienic classrooms, no tests but keep a record of all our stuff so we can remember - coursework, we want a special Traveller school, have lessons on our culture, boys lessons- building, maintenance, engineering, car maintenance, reading, maths. Girls: lessons- drama, cooking, history, youth group.

REPORT CARD

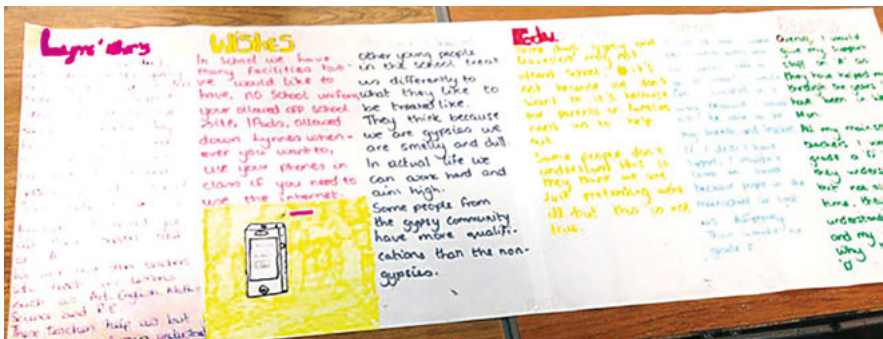
Region B

Working Well	Grade
If it wasn't for our Traveller Support team none of us would probably go to school. They help us study for our exams. If this was taken away then we would feel we had no place in the school.	A
Some of the teachers have exciting and fun lessons that aren't all about writing everything and reading. Most of them motivate their pupils.	B
The school is a big place, which means if you needed some space, there's a place to go. Some of the pupils here are friendly and like to mix with Travellers and learn about our culture.	B
Some of the rules like no bullying and vandalism are important. Some of the uniform is OK.	C
Doesn't work well	Grade
Negative teachers. Some teachers don't understand our way of life, so they get really annoyed with us instead of trying to understand us. We want to organise a meeting so they can understand our culture.	D
Some supply teachers don't know how to teach us properly. Some of the supply teachers don't know how to discipline students.	D
Some of our equipment and books have been ruined. Our science books have been torn apart and have rude words in and images, so we need new ones.	F
The non-Traveller pupils sometimes don't understand us and treat us differently.	F
Education Wish List	
Come to school at 12, have a relax/chill-out room, have some Gypsy teachers, new head teacher, no uniform, more music lessons.	

REPORT CARD

Region C

Working Well	Grade
P.E. is fun.	A
Good school trips.	A
All together in one class.	A
We get qualifications.	A
Teachers treat us with respect.	B
Bullying is dealt with well.	B
Doesn't work well	Grade
Not taught life skills.	D
Too many exams in a short space of time. Too stressful.	D
Facilities like I.T. need updating.	D
Too much homework.	F
Education Wish List	
Better teachers, shorter lessons, iPads, comfortable chairs, more choice in subjects; learn practical life skills, different sports, longer breaks, no uniform.	



Individual report cards by young people in secondary school 2015

A CLOSER LOOK

Travelling Ahead is continuing to work with the groups of young people to support their education and ensure that the views and experiences of young people are taken account of by education decision makers in their local authorities.

Some of you were concerned about the plans for your education, some young people didn't go to school, lacked formal education at home and others felt they didn't have a say in decisions that were being taken. This section looks at two issues that were important to you:

LA 1: A group of young people not attending secondary school, this is what they would like to see offered as an alternative to school.

Education Wish List

- Tutor to the POD/Play centre to prepare for Training at 14
- ICT skills, basic reading, writing and maths skills
- Life skills – budgeting, How to set up a bank account, confidence building, listening skills
- Hair and Beauty, cooking, mechanics, building, modern languages, BTEC's, NVQ's, complementary therapies, graphic design, film - more vocational qualifications
- Centre based education
- Equipment – laptops, books, pens etc., tables chairs to go in either the POD or the play centre
- Main hub at the play centre and/or POD, then access to local schools and colleges/ training providers for access to additional equipment/staff etc.
- Turn the POD into a learning environment
- 3 days at 2 hours a day to start, to get back into education
- Tailored curriculum for each pupil- we all learn at different paces, and have different learning styles.

Footnote

1. POD refers to a community building on a Gypsy and Traveller site



Workshop with girls group 2014

LA2: A group of young people whose school is facing closure - these are the views of the group about the impact of a new school.

Education Wish List

- Worried we would stop doing our group
- No one consulted us about school closure
- We should have had a say
- No one has talked to us about the school closing
- Lots of rumours which are worrying us
- We did a petition but had no feedback. "Didn't mean anything"
- Our school is very inclusive and flexible in a way that works for us, we won't get this at another school
- Difficult transition- challenges for us
- Primary school not connected, not practical for transition to high school
- Distance to new school is a problem
- We're worried the community around the new school and the area may not understand or welcome us, because there will be a higher number of Travellers in the area and they won't be used to it.

YOUR RECOMMENDATIONS TO IMPROVE GYPSY, ROMA AND TRAVELLER YOUNG PEOPLE'S EXPERIENCE OF EDUCATION

In our final focus group we looked at the results of the surveys you filled in as well as the report cards you created and you came up with some recommendations to improve your education.

Many of you said you face some barriers when it came to school, like fears about drugs and smoking in school, bullying and fears about being taught things that are not allowed by your parents. Many of you thought that your education did not always reflect or respect your culture and the strength and skills of your communities. You wanted to feel more positive about school and for your parents to feel comfortable about you staying on at school. Here are the changes that you would like to see:

1. Teachers in school need to try and understand our culture. They should have training on understanding Gypsies, Roma and Travellers to help us achieve our best. This goes for supply teachers too!
2. Make sure we have access to up-to-date equipment and access to computers and the internet if we don't have it at home to help with our homework.
3. Access to more hands on courses, like Building and Hair and Beauty, and not just academic courses.
4. Assessments on each individual to see what level they are at to help them get back into education if they're not in school. This would also work for those in school too.
5. Better support and guidance when we move up from primary school to secondary school to help make the transition easier and less scary.
6. We must be consulted and asked our opinion on any changes to our education or where we learn.
7. If we are being bullied or experiencing a hate crime, there must be a teacher or adult who we can talk to and who can help us report things if we need to.

8. Extra funding put in place to support us in school and for trained tutors to help us learn if we want home tutoring.
9. Find a way to build relationships between our families and schools to break down barriers and increase our participation.
10. We should have an equal chance to learn and get an education like those from the settled community.
11. Schools should make sure they listen to our voice to make sure we are happy in school and to make sure we attend regularly and help us if we have problems.
12. There should be a tailored curriculum for Gypsy and Traveller pupils which is flexible for our needs.

We also have three top tips for schools on how to work with Gypsy and Traveller pupils:

1. Be aware of our culture
2. Be aware of our differences with the settled community
3. Flexible education and part time attendance options for all pupils around Wales

For more information contact:

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