



# Supporting Gypsy, Roma and Traveller Educational Transitions

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## Introduction

This project, funded under the National Collaborative Outreach Programme (NCOP)<sup>1</sup> took place in a school with 50% NCOP eligible learners, that also has one of the highest proportion of GRT learners in its county. A key aim of the NCOP is to increase by 20% the number of students in higher education from ethnic minority groups, alongside its focus on young people living in specific wards. This project set out to target both of these interrelated issues of disadvantage. Currently, we do not know the

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<sup>1</sup> From January 2017, NCOP under the auspices of the Office for Students, has supported Higher Education progression in areas with low progression rates for young people with the grades to do so.  
<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/national-collaborative-outreach-programme-ncop/>

extent of category overlap. However, research and evaluation of NCOP undertaken so far indicates that young people's identities are complex and not captured by the simplistic postcode measure.

The project sought to explore and challenge some of the issues faced by GRT young people as they progress through their secondary education in Sussex. Importantly, it did so collaboratively recognising the need to 'engage with, hear and respond to voices of educationally marginalised groups' (Hinton-Smith et al., 2017, p. 826). We were informed by an awareness that when it comes to targeting support for GRT in education, the early stage of this means that there is not yet much of a road map to follow. This project was seen as an opportunity for learning from and building on early good practice, and giving agency to identified stakeholder communities, individuals and organisations. This project design provided both a research opportunity and a targeted outreach pilot. Its overall purpose was to both act as a form of continual professional development for teachers and education professionals around the barriers faced by GRT young people in school, as well as draw together young people and their parents into an opportunity to experience a form of outreach specifically targeted to their needs. As a result, we hoped to gather evidence about both challenges faced and solutions for what we (as schools, universities and community organisations) could do better. A key motivation was to collaboratively produce resources and insights through drawing on the expertise of young people, their parents, teachers and other professionals, to support education providers and practitioners in reflecting on and developing their own support for GRT young people.

## Background

Gypsy, Roma and Travellers (GRT) are a vastly under-represented group in higher education, with estimates suggesting that less than 1% of young people go on to university in the UK (Danvers, 2016). A key factor to this educational trajectory is a lack of progression through compulsory schooling with GRT pupils having higher overall and persistent absence rates than any other ethnic group in England and the lowest average attainment score at key stage four (Department of Education 2018a and 2018b). Some of the main contributing issues cited for this education 'achievement gap' include experiences of racism and bullying, a lack of understanding of GRT culture by teachers, as well as cultural and historical valuing of particular forms of work (Bhopal and Myers, 2016). The prevalence of racism and bullying experienced by GRT pupils in schools is unsurprising given that a 2018 Equality and Human Rights Commission report describes how GRT were the only protected characteristic group in the UK for which the most frequent response was openly negative. Prior to this project none of the three universities within the SLN:COP consortia carried out any outreach activity specifically targeted to GRT young people. Drawing on a network of complementary expertise including previous research in this area by the academic leads<sup>2</sup>, we wished to scope the potential for such work and develop insight around key issues.

## Approach

The project set out to provide an opportunity to bring together key stakeholders in the local community with existing experience around the GRT community and educational progression. This included expertise from a local University Education and Widening Participation department; education support workers from the Local Authority; a secondary school with an existing commitment to supporting the progression of its GRT pupils; and a GRT focused organisation active in the local community; as well as members of the community and academics and activists from within it. The school identified their GRT learners across KS3 but the offer to participate also extended to older years and these young people were invited to be part of a specially developed programme of bespoke activities taking place between March-May 2019. These are being followed up by a set of 8 interviews

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<sup>2</sup> Danvers 2015; Hinton-Smith and Danvers 2016; Hinton-Smith, Danvers & Jovanovic 2017

to be carried out with professionals engaged in supporting educational progression of GRT young people in the region, to be communicated in future dissemination. The three key engagement events included as follows:

- A school based participatory workshop – ‘Visualise your future’, with targeted young person and parent/carer discussion activities. This aimed at developing initial understanding of the educational progression interests, concerns and needs of GRT young people and their wider families; to feed into subsequent development of a targeted Widening Participation outreach activity.
- A specially developed outreach engagement activity targeted to the identified progression pathway interests of participating GRT young people, and open to them and their families.
- A follow up end of project event to include education professionals from the local community and provide a collaborative space for reflecting and developing good practice recommendations around supporting GRT young people through educational progression, with the intention of acting as a resource for informing wider good practice.

Workshop 1, which took place within the normal school day in March 2019, was targeted by the member of staff designated as careers lead. Because of awareness of non-disclosure of GRT status by many, targeted students were encouraged to publicise the event more widely to others in their community and to identify to the member of staff any other pupils who they felt should be invited. 6 pupils from years 7-9 and 2 parents attended, and it was decided to divide the young people and parents into separate discussions. This was in part motivated by the desire to maximise opportunities for young people to speak candidly about their education and career ambitions and anxieties. The session was developed and facilitated by the project academic leads. As part of the workshop a youth coordinator from the community organisation spoke to pupils about his experiences as a GRT young person who had completed university. The young people took part in guided small group discussion reflecting independently and together on questions around their education ambitions, anxieties and what additional support they would like, producing individual ‘journey maps’ using a proforma resource included in the resource tools appended to this report.

Through this discussion a number of key areas of education interest emerged from the young people. We had purposely set out not to pre-impose assumptions about the education pathways that GRT young people would be interested in, and saw it as important that the outreach opportunity was designed in response to rather than anticipation of GRT young people’s interests. While we have been mindful not to assume that the young people would express interest in stereotypically GRT progression pathways, the interests expressed were around equine studies and animal care, floristry, sport and blacksmithing. The HE/FE college visit was selected and a programme of activities designed in response to this. Nine KS3 students and two parents attended the day in May 2019, which included specially targeted talks and participatory practical sessions focused around identified subject areas, as well as a tour of college facilities and meeting with existing students. The day was led by the University Widening Participation team in conjunction with the FE College NCOP lead, and with an education support worker from the Local Authority and community organisation youth coordinator also present. The aim was to show young people and their families a post-compulsory education pathway.

The project final session, also held in May 2019, was planned as an opportunity to feedback and reflect on learning from the project and next steps in taking forward support for GRT young people in educational progression. The event was held in a local community centre as a neutral space, out of school hours, with the identified intention to engage members of the local GRT community as well as professionals working with this group. Although local GRT community members indicated that they would be attending, none attended on the day. Community organisation feedback identified that this is not unusual and that the timing (early in the day) and perceived formality of the event were likely

to have put people off. The event therefore focused on discussion between 14 professionals representing different stakeholder groups working with the GRT community in different capacities, including a talk from one academic identifying as GRT. Appendices to this report include group discussion and self-reflection question prompts utilised as part of this event that may be used or adapted as a tool for others wishing to carry out similar reflective work in professional contexts.

*'The students arrived with one perception and left with another. They left with more of a fire in their pit for their own education and a better understanding of where GCSEs fit into the whole grand scheme of their own pathways that they would like to take. I'm very proud of my staff who were involved in the trip, and I really hope that it continues and similar things happen in other places.'* FE College Outreach Officer

## Partnership

The partners making up the project team were all aware from our different professional stakeholder perspectives of the need to work collaboratively in order to develop effective practice and understanding around the complex challenges faced by young people as they negotiate their futures. This is additional exasperated in the case of GRT as a group who are largely silenced within university outreach and often disadvantaged within compulsory schooling. Consequently, the project involved collaboration between a number of complementary key stakeholder groups:

- Friends, Families and Travellers community organisation
- The University of Sussex Widening Participation team
- University of Sussex Education department academic research expertise around GRT Higher Education participation
- Hailsham Community College (HCC), a school with high numbers of GRT pupils and NCOP learners
- The Traveller Education Service in East Sussex

Friends, Families and Travellers had identified a need to support young people in education, including progression to higher education. In addition, a key aim of the organisation is to ensure public organisations, including schools, colleges and universities, are informed about and inclusive of the needs of GRT young people. This project provided an opportunity through the SLN Innovation Fund for targeted work specifically on higher education progression that can contribute to the future development of the organisation, as well as enhancing the ability of both academics and professionals within the constituent partner groups and beyond to understand the key challenges faced by GRT young people and identify what forms of outreach might therefore be most effective.

## Planned outcomes

The project set out to primarily target working with GRT young people and their parents around the transition between KS3 & KS4, although GRT young people at other educational stages and their families were also welcomed to engage in project events, with the aim of maximising knowledge sharing and benefits.

We wanted to both encourage progression amongst GRT young people and map some of the key issues they are facing in their educational trajectories, in order to identify how this and other schools across the region can support GRT young people more effectively and inclusively. Our intention was that working intensively with a single school with high numbers of GRT young people and an existing record of working actively with this group and their families to maximise educational engagement, would provide an opportunity to identify how young people could be best supported in their

progression through secondary school and into further and higher education. The aim of this was to feed into development of impactful policy and practice within this particular school context that can act as a pilot for generating wider understanding and examples of good practice that can be shared more widely in the sector through networks. It was intended that insights from experience and evaluation of the day would also be used to inform outreach policy at the University of Sussex, with results from this to be shared across the SLN:COP partners through the final report including resource tools and wider communication of findings.

While the numbers reached by this project are small, the potential for important learning from this project about this vastly under-researched group to be distributed widely and have broad impacts across the region and beyond, is considered significant. The collaborative nature of the project was also seen as providing important opportunities for closer partnership working including with new stakeholders.

## Findings

Findings from the project around issues, benefits of intervention and best practice recommendations come from two key areas of insight:

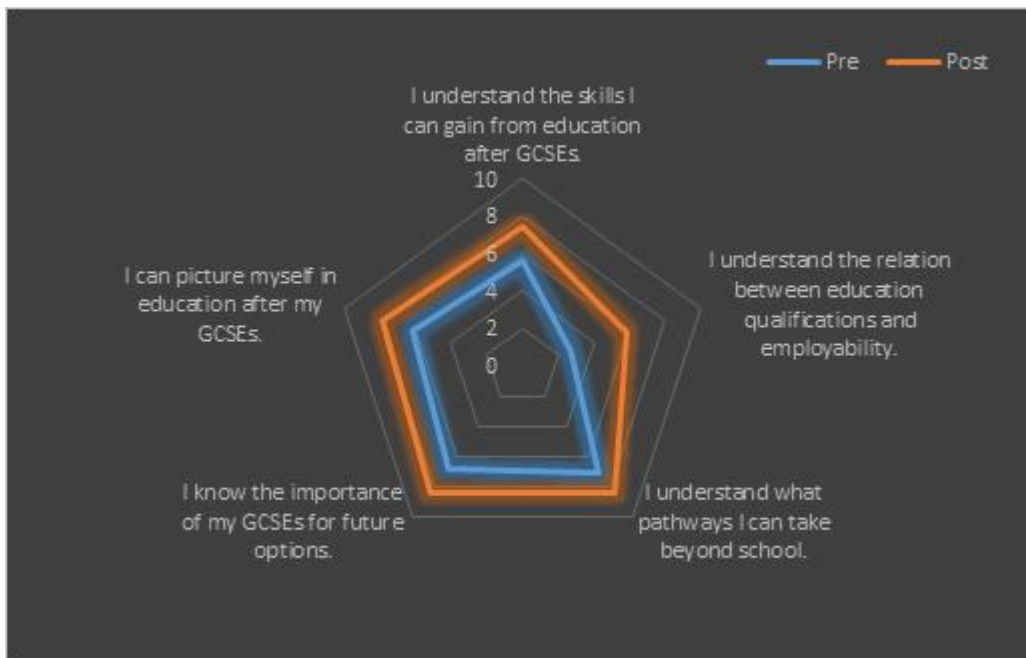
- Identified learner gain from the HE/FE college visit
- Self-reflection and group discussion data from professionals as part of the final event.

These complementary data sources provide a holistic picture of intervention benefits through capturing their perspectives of both young people and the professional adults engaged most closely in supporting their educational progression journeys.

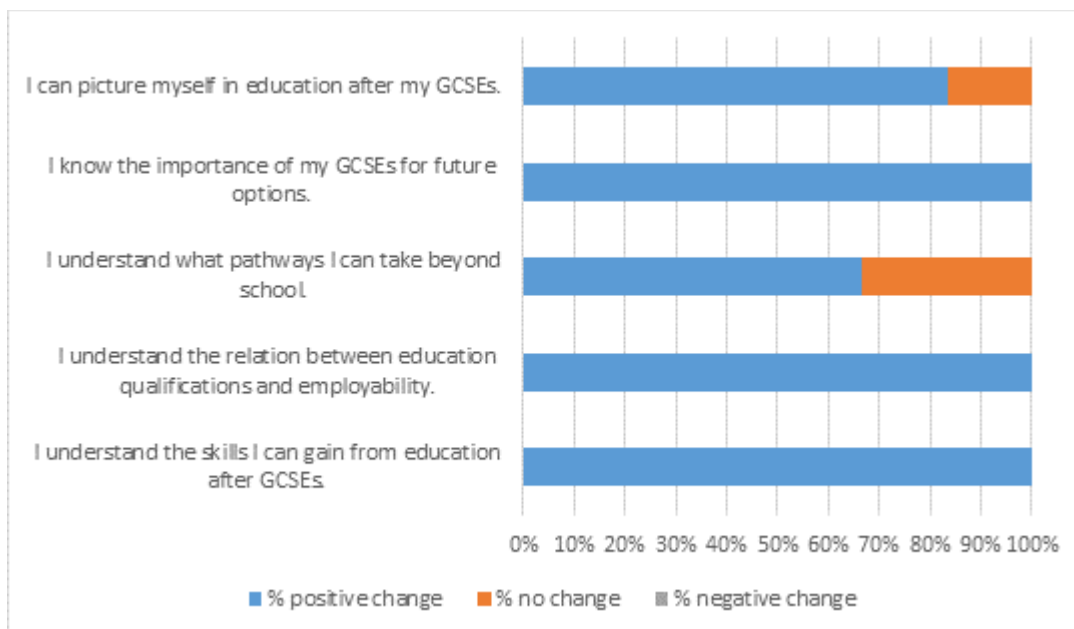
### Insights from learners

Given the short time scale and small numbers engaged in the project, actual progression of young people into higher education was not considered a viable objective of the project. Evaluation of benefits to learners thus focused on self-perceived learner gain from participation, as indicated in the diagrams below.

Led by the University Widening Participation team, objectives and planned outcomes for participation in project activities were set around contributing to the mind-set growth of students in their future decisions based on the NERUPI evaluative framework areas (Intellectual Capital, Skills Capital, Habitus, and Social and Academic Capital). The graph below evidences self-identified learner outcomes from participation with average responses to questions at the start (blue) and at the end (orange) of the visit, with 10 meaning strongly agree and 0 meaning strongly disagree. These results suggest that students made progress in all areas, especially in their understanding of the relation between education qualifications and employability.



The graph below shows the percentage of positive change, no change, and negative change, in student's responses. While some students felt the same (no change- orange), there were no students who said they agreed less with the statements at the end of the visit compared to with the beginning of the visit (negative change- grey). Most of the students said that they felt they left the visit feeling more confident in agreeing with the statements below (positive change- blue).



### Insights from professionals

Insights from professionals engaged through the project came out of individual self-reflection and group discussion, and fell into 3 main areas, summarised below. These are barriers, good practice, and identification of what is needed.

## Barriers

*'So I think probably within the community there can be a sense sometimes of prejudice against another community as well, that can be a potential barrier... but I think there could be again, a potential historic sort of oh, it's that's surname coming through the school, you know, I taught their dad and their uncle and that kind of thing.'* Education Professional

The perceived barriers that professionals working with GRT young people around educational progression identified through both their own self-reflection and discussion across stakeholder groups fell into the broad, overlapping categories of educational; knowledge and cultural; material; and discrimination. 'Lack of resources' was one identified issue that clearly cuts across both material disadvantage and educational and cultural opportunities.

In terms of education, identified barriers spanned across the secondary, FE and HE journey, beginning with the fear that commencing engagement in secondary school is too late given that many GRT young people (particularly girls) may leave school before this transition, with outreach hence missing the window of opportunity. There was seen as being a need for more awareness of the scale of the transition from primary to secondary school, let alone secondary to FE for many GRT young people, as well as the leap between A levels and university. Professionals working with GRT young people also identified barriers around achieving grades, including at GCSE level.

Closely related to educational barriers were perceived barriers around knowledge and culture. These included around parental literacy, knowledge and perceptions of education, negative educational experience, and engagement with children's education. Also mentioned was how complicated technical systems for things like parent's evenings could be a barrier.

Lack of understanding and communication between community and professionals was identified as an issue, and that university may be stigmatised within GRT communities as being 'white middle class' and overly formal, and that concerns around sex education and perceptions of surrounding educational cultures can act as a barrier to engagement. Discussion identified the barrier of young people only being exposed to the work their parents have done, and that student finance can be a particular area of lack of understanding.

While much discussion focused on attitudinal barriers, participants also identified the importance of material factors that included the cash economy norm within the GRT community and how this may be at odds with the mechanisms of the student finance system, particularly in terms of negative monetary experiences with authoritarian structures, and reporting requirements being perceived as intrusive.

Lastly, it was important that professionals participating in the workshop recognised much of cause of the deficit in GRT educational progression to lie outside the community itself in the prejudice and discrimination of wider, mainstream society. This included lack of understanding, awareness, accountability and advocacy; as well as GRT having to deal with practical barriers relating to discrimination such as difficulty maintaining tenancy. The barrier of low declaration of GRT status was recognised, and the relevance of racism to this; alongside issues for schools in visibly targeting support resources to GRT because of discrimination from wider school communities. The importance of unconscious bias was also discussed.

GRT parents were recognised to often feel vulnerable about coming into the formality of school, and it was recognised as problematic that the burden responsibility to engage falls to GRT parents to come to the education provider. Participants reflected critically on their own professional practice and



acknowledged deficits in this including not knowing, questioning or researching enough about GRT, acknowledged need for changing of professional perceptions, and a need to avoid 'othering' GRT.

### *Good practice*

*'I think the most important thing is to talk to people that are from GRT communities rather than just doing...but what works for us at [at a university] might not work for someone else. Because everything we do we consult, so I talk to other Traveller students, graduates, I talk to young people... before we do anything' - University outreach officer*

In terms of good practice in supporting GRT educational progression, the starting point was identified as simply GRT young people being present in education, and increasing education sector awareness of the issues to be addressed: *'to think about initiatives on how to increase GRT percentage at universities... Even launching today's event has been education for those who are unaware of the situation.'*

A current dearth of attention to these inequalities was identified, and hence that *'Hailsham have put their head above the parapet and should be applauded.'* Discussion also identified as significant that current engagement is understandably taking place in schools such as Hailsham with high numbers of GRT students, rather than those with less experience who may consequently have less experience and particular needs to work to change educational cultures.

Participants saw 'getting involved in projects like this' as key to good practice, and also identified as important in terms of networking opportunities to build support and share good practice. The importance was cited of outreach supporting both FE and HE progression; peer support programmes; careers guidance; support from local authorities; and universities becoming more engaged in actively supporting GRT participation (with the University of Sussex and King's College London cited as good practice examples). It was seen as important that it is recognised that GRT are a group that need be 'targeted' specifically as eligible for engaging with projects (including summer schools, clubs etc.), and that the approach to outreach is personalised.

There was particular discussion around the importance of the agenda to 'decolonise education', but assertion that good practice in this when it comes to GRT requires explicitly acknowledging and including GRT in this.

### *What is needed*

*'[Schools need to see that] that behaviour is bad behaviour because they don't attend school. And need their assessments much earlier so they can get their education, healthcare plans in place. Schools do need to stop looking at behaviour as a reason for them to exclude and they do need to be looking more at doing an assessment with them.'* Youth Coordinator, Traveller Charity

Discussion around what is needed focused around broad themes of engagement and collaboration; visibility of GRT in discourse; more targeted support around progression related issues from finance to mental health and wellbeing; and more cultural awareness. Participants identified a need for more targeted interventions, and more choice and 'assertive outreach' to engage GRT young people, parents and communities. People spoke of a need to be more 'brave' in shouting about support for GRT communities, and the need to foster engagement by developing an outreach presence at places such as Appleby Fair rather than expecting GRT to come to education establishments. Increased use of student ambassadors from universities was also suggested as a way to make outreach more relatable and break down barriers, making HE seem a more realisable option. A need for more

collaboration with targeted organisations identified as having knowledge and connections around the GRT community was identified

Several issues around visibility were identified. These included a perceived need for more explicit research on GRT in education contexts including case study examples; more professional education including groups such as teachers, social workers and health services; and more visibility of GRT issues in high profile education networks and conferences. Also discussed was the need for all groups including GRT to be able to recognise positive representations of themselves in education fora.

Participants also identified a need for more targeted advice around education progression related issues including financial aspects of university participation such as Student Finance, bursaries and scholarships; including as part of more targeted campus visits for GRT. Also identified in terms of support needs was that SEN assessments often need to take place at a younger age, and for parents to be supported to understand outcomes of these assessments and their implications. It was discussed that low self-esteem can too often be hidden behind what is classed as bad behaviour, and that more targeted support could reduce such mental health and wellbeing issues as depression, anxiety, PTSD and self-harm. Lastly, a need for greater cultural awareness around GRT including knowledge and understanding about local communities, emerged as central from discussion. People identified the importance for schools to develop more inclusive cultures including greater understanding of GRT culture, and address racism at personal and institutional levels. This was seen as including a need to focus on what cultural diversity including GRT culture(s) has to offer to enriching the education experience for all, and the role of peer engagement in this. Also discussed was the identified need for increasing understanding of school culture within the GRT Community.

## Recommendations

Insights from carrying out this project including the perspectives of those key stakeholders who shared their expertise, inform a number of collectively generated recommendations. These identify the important role of schools, FE colleges, universities, policy makers and voluntary organisations, as well as wider responsibilities lying within societies as a whole. Several key areas of identified recommendations cut across the responsibilities of different education levels, and of different stakeholders more widely.

### *1. Belief about what is possible*

While dominant contemporary education narratives often focus around raising ‘aspirations,’ this work suggests that what is needed to support GRT education progression journeys needs to focus more around developing belief in what is possible, and that barriers are not insurmountable. GRT young people need to be aware of the breadth of education opportunities that are available and to believe that Higher education is a realistic option for them and have the confidence to make it through their education journeys. This includes confidence to approach FE colleges and universities, and not being put off by being First in their Families, and by the white middle-class perception of university.

### *2. Attainment before aspiration*

At the same time as focusing on raising confidence and self-belief, it is important to acknowledge that these alone cannot improve the educational opportunities of gRT young people. There is a vital need

to make the option to progress realisable in practice through improving educational outcomes for GRT including at GCSE.

### *3. Engaging parents*

Effectively engaging GRT parents, families and communities as active and informed supporters of their children's educational progression journeys is identified by stakeholders as a key priority. It needs to be recognised that there may be no knowledge around education at home, and an emphasis therefore on providing both young people and their parents with quality information around the education opportunities available to them at different points. This requires more consistent contact with parents, and creating an interest, what some referred to in terms of winning over 'hearts and minds.' There is a vital need to be mindful about how this engagement is managed sensitively, particularly in terms of language used, and avoiding complicated, exclusionary terminology or jargon. Parent's evenings are seen as a key opportunity to engage GRT parents thoughtfully.

### *4. Supporting transitions*

Supporting the smoothness of key education transition points is seen as key for maintaining successful engagement of GRT young people in their learning trajectories. Among these, the transition from year 6 to year 7 is seen as being particularly pivotal. This is a point at which the school attendance of many GRT young people, particularly girls, can traditionally drop off. More events and wider support aimed at keeping young people and parents on board at this

And other key transition points is therefore seen as centrally important.

### *5. Targeted and bespoke support for GRT*

Some stakeholders identified that all educational progression opportunities they offer are presented on an 'equal opportunities' basis that is not specific to any ethnic group. However our findings inform recommendation of the need for in order to break the cycle of low educational progression, for support that is personalised and targeted explicitly by both design and communication. This message needs to infiltrate all education levels from school through to FE colleges and universities. Recommendations include for FE and university visits as well as information events in GRT communities including suggestions for more 'informal' by design outreach including presence at major GRT events such as Appleby Fair, but also a need to build more personalised and sustained supportive relationships to support young people's progression. Further key suggestions included greater use of ambassador/young person-led outreach and study skills provision, as well as more outreach targeted to primary level that includes information not only about university but also about secondary school, given the drop-out risk at secondary school transition. Recommendations include for more effective knowledge-sharing between the experience and expertise of education providers. An identified priority is the need for GRT young people to declare their status in order to qualify for entitled support, and more targeted support could be significant to achieving this.

### *6. Targeted financial information*

There is a perceived need for both FE colleges and universities to provide more targeted and tailored support to GRT young people and families around the financial costs, benefits and support availability for these educational Transition points, including bursaries. This is seen as particularly important given that many GRT people live within a largely cash economy in which there may be particular scepticism around both perceived 'debt' and the requirement to share detailed, personal financial information with authority figures.

### *7. Policy leading practice*

In order to change practices and wider cultures in terms of perceptions by and of GRT people including around educational progression, there is a vital need for strong leadership at policy levels from individual education providers up to Local authorities and central government levels. This includes around several key areas including developing understanding of GRT ethnicity, history, heterogeneity, cultures and specific barriers; and recognising racism and understanding that race and racism are not all about visibility. The relevance to GRT needs to be recognised of the important agenda to 'decolonise' education, as part of the education around GRT of the next generation of educators, social and health professionals. Central to this is sensitive consideration of language, and avoiding othering GRT through exclusionary language such as 'they.'

### *8. The role of advocacy organisation*

While organisations working directly with GRT should not be left responsible for promoting their interests, they do have a vital role to play in leading good practice by other bodies. This includes in acting as an effective channel of communication between GRT communities and more official organisations and processes including the education system and student finance, and where there may be mutual lack of understanding. There is a need for more consciousness-raising education around GRT that includes the need to incorporate focus around GRT into the curriculum even when there are no GRT pupils present. There is also a need for GRT focused CPD for schools, colleges and universities, and the expertise of community organisations should be drawn on to ensure that this is developed with sensitivity and with the voices of GRT communities engaged. Community organisations also have a vital role to play in mediating knowledge and perceptions of education within GRT communities and nurturing the confidence of GRT young people to believe in their own educational potential and feel pride in their own identity.

### *9. Responsibility of all*

Our final recommendation is for the responsibility of all of us as at the level of communities and societies. There is a vital need for development of greater awareness and respect from wider society around GRT communities and cultures. This includes the need to alter perceptions about GRT that include those around educational potential, to provide more support, and to take individual and collective responsibility for challenging racism in all of its obvious and less obvious forms.

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## Acronyms and terminology

FE	Further Education
FFT	Friends, Families and Travellers
GCSE	General Certificate of Secondary Education
GRT*	Gypsy, Roma, Traveller
HE	Higher Education
NCOP	National Collaborative Outreach Programme
SLN	Sussex Learning Network
WP	Widening Participation

\* There is considerable debate over appropriate terminology. Gypsy' can be perceived as offensive and 'Roma' is used in EU policy. However in the UK, 'Gypsies and Travellers' and 'Irish Travellers' are used as an ethnicity category in the census, and within national policy. In the latter context, Roma is used to refer to migrant groups to the UK from Central and Eastern Europe. Consequently, 'Gypsy, Traveller and Roma' is used in this Report as the most standardised, inclusive and agreed UK terminology.

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## Tools for good practice

The following resources have been developed and used as part of this project and are shared here as tools for use or adaptation by others working to develop understanding, practice and policy within their organisational contexts.

## Appendix 1 Visualising your future lesson plan



### Lesson Plan: Visualising your future workshop

**Resources:** Worksheets for learners; flipchart paper and pens; post-its

**Objectives:**

- Community organisation speaker on experiences in education as a Traveller
- Think about what you want to do when you leave school and some of the barriers and opportunities of studying in higher education
- Discuss these ideas about your future with others in the group
- Choose a college or university you would like to visit after Easter

Time	Task
5 minutes	Introduction to the project (why it is important to us and what we want to do). Explain the objectives of this workshop.
10 minutes	Experience – <i>Going to university as a Traveller</i> . Learners to listen and ask questions if they want to.
15 minutes	Learners to complete workshop individually. Emphasise that it is the thoughts and ideas that matter, not the way it is written or presented.
15 minutes	Facilitated discussion in small groups (3-4) on tables. <i>What kinds of things have you written? Do you have similar or different perspectives? What role does being GRT play in all of this?</i>
10 minutes	Whole group feedback with each group to share something they have been talking about. Emerging themes to be briefly summarised by tutors.
5 minutes	Learners to complete a post-it saying a college or university they would like to visit after Easter and/or a course or area of work they might be interested in finding out more about.

## Appendix 2 Visualising your future learner worksheet



### Visualising Your Future (Version 1)

<p>What do you want to do when you leave school? (This can include jobs or further study, as well as family and other life experiences)</p>	<p>What might stop you from achieving these goals?</p>
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<p>What are some of the positive and negative things about further study at college or university?</p>	<p>What could schools, colleges and universities do to encourage more young people to go to university?</p>
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### Visualising Your Future (Version 2)

1. Draw a line across the page to represent your journey through school
2. Write or draw around this line your goals for where you want to be **when you leave school, when you are 30 and when you are 50.**
3. Write or draw any influences or experiences that may affect the likelihood of you achieving these goals
4. Think about whether further study at college or university could be part of this future. Explain some of the reasons for your decision.



## Appendix 3: Visualising your future parents workshop

  	
<b>Visualising Your Future (Parents)</b>	
<b>What did you want to do when you leave school? What does your child/children want to do?</b> (This can include jobs or further study, as well as family and other life experiences)	<b>What stopped you from achieving these goals? What do you think might stop your child/children?</b>

<b>What are some of the positive and negative things about further study at college or university?</b>	<b>What could schools, colleges and universities do to encourage more young people to go to university?</b>

## Appendix 4: FE College visit



National Collaborative  
Outreach Programme



### **FE/HE College Visit Programme**

<b>09:45</b>	<b>Arrival</b>
<b>10:00</b>	<b>Welcome</b>
<b>10:30</b>	<b>Overview &amp; Campus tour</b>
<b>11:30</b>	<b>Progression &amp; other HE options</b>
<b>12:00</b>	<b>Lunch</b>
<b>12.30</b>	<b>Subject Taster: Equine</b>
<b>13.00</b>	<b>Subject Taster: Floristry OR Sport</b>
<b>13:30</b>	<b>Subject Taster: Animals</b>
<b>14:00</b>	<b>Evaluation</b>
<b>14:15</b>	<b>Close</b>

## Appendix 5: Progression activity

Who do you want to become?  
How to get there?

Where you want to get to

Where you are now

PLUMPTON COLLEGE

Part of the National Collaborative Outreach Programme

Sussex Learning Network

## Appendix 6: Final workshop worksheet



### Gypsy, Roma and Traveller Transitions through Education

**Role:**

- Teacher  Outreach professional  Other \_\_\_\_\_
- Parent  Community organisation
- Young Person  Academic

1. What could schools, colleges, universities and community groups do to support GRT progression to further and higher education?
2. What are they currently getting 'right'?
3. What isn't working?
4. What one thing would you like to see change?

Ticking this box means you are happy for the information below to be used for research purposes as described by Tamsin/Emily.

## Appendix 7: Education staff interview questions



### **GRT Interview Questions**

Tell me a little bit about your role

What do you think are some of the main barriers for the young people you work with in progressing through their education? What about going into higher education?

Are any of these barriers specific to GRT communities?

What could higher education offer GRT communities and what are some of the specific challenges for these groups?

[Possibly] Do you know of any GRT graduates or current students? What's their story? What made them 'buck the trend'?

What kinds of initiatives or actions might encourage and support GRT graduates into higher education?

What more could universities do?

What more could your organisation do?

Is there anything else you thought we'd discuss today that we haven't covered yet