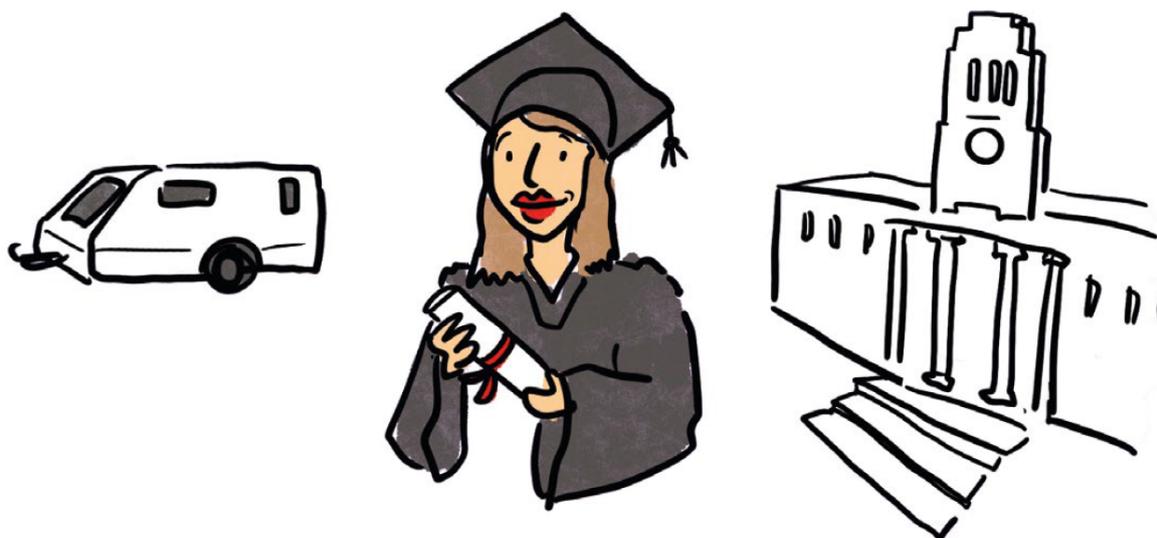


HIGHER EDUCATION OPPORTUNITIES FOR GYPSY, ROMA & TRAVELLER YOUNG PEOPLE IN WEST YORKSHIRE

A GO HIGHER WEST YORKSHIRE SUMMARY REPORT



Authors: Prof. Margaret Greenfields
(Anglia Ruskin University, Buckinghamshire New University)

Dr. Natalie Forster (Northumbria University)

Sherrie Smith (Buckinghamshire New University)

Ellie Rogers and Grace Cunningham (Leeds GATE)

Lisa Smith and Brian Foster (ACERT)

Prof. Graeme Atherton (NEON)



FOREWORD FROM GHWY

Awareness of the inequalities experienced by Gypsy, Roma and Traveller (GRT) communities in the UK has been growing exponentially in the last couple of years, albeit from a poor starting point. This is particularly true in the higher education (HE) sector, within which attention on GRT educational outcomes and access to HE is currently under the spotlight. Students from GRT backgrounds have been designated a high priority under-represented group by the Office for Students, with around 30% of HE providers referencing GRT students within their 2021-25 Access and Participation Plan.

This increased visibility of GRT students is largely thanks to dedicated individuals in the sector working hard to ensure this previously overlooked community is firmly on the policy agenda. One of those individuals is Professor Margaret Greenfields who, along with collaborating colleagues, has pioneered the GTRSB into HE Pledge, which launched in 2020. Margaret has a longstanding academic career researching the experiences of GRT communities; Go Higher West Yorkshire (GHWY) was therefore delighted to commission her and a richly diverse research team to investigate the educational landscape for GRT learners in West Yorkshire.

GHWY's keen interest in learners from GRT backgrounds and their educational experiences has largely grown out of utilising Uni Connect resources for this under-represented group, working closely with one local school in particular with high numbers of Roma pupils. This research, therefore, was designed to complement our emerging learner engagement and provide us with detailed contextual insight about these learners. We sought to develop a better understanding of their experiences and needs, existing support mechanisms and whereabouts in our region they tend to be located.

The research team brought together by Margaret was exceptionally well placed to deliver these goals. Consisting of academics working in multiple HE settings as well as representatives from specialist local and national community organisations, the team

has generated rich community insight, all the while conducted in highly challenging (Covid-19) circumstances. The research has been a truly collaborative endeavour (which sits at the heart of GHWY principles) and we are delighted with the resulting outputs.

The full report is highly detailed and puts voices from the GRT community at its centre, echoing the community engagement approach to the research fieldwork itself. It's uncomfortable (but very necessary) reading at times, presenting learners' experiences of racism in schools. However, the report also illuminates the findings of bright, ambitious and reflective young people from GRT communities, as well as many professionals' interest in helping them achieve their potential. As well as an exploration of the barriers to HE, the report presents important strategic gaps, including the need for collaboration and improved data monitoring. A distinct summary report is available for readers seeking a quick overview, but a deep dive into the full report is recommended for readers wishing to develop an in-depth insight into the findings and context behind the recommendations.

In the intervening period since the research was commissioned, and indeed even since findings were initially presented to local stakeholders, huge strides have been made nationally and locally. 11 HE providers have already signed up to the GTRSB into HE Pledge, with many more pledges in progress. Evidence is continuing to grow, through parliamentary call for evidence as well as the publication of the Sir John Cass Foundation's insightful data analysis report in late 2020. Locally, GHWY is proud to have already acted upon specific recommendations in our report, most notably through our development of a GRT network forum in collaboration with local community organisation, Leeds GATE. We are committed to continuing this progress for our GRT communities, HE partners and wider local area as our knowledge and experience in this area of work grows.

Huge thanks must go to the whole research team, including Margaret (formerly of Buckinghamshire New University and now of Anglia Ruskin University), Sherrie Smith (Buckinghamshire New University), Dr Natalie Forster (Northumbria University), Dr Graeme Atherton (Director of NEON), Lisa Smith (ACERT) and of course all the team at Leeds GATE. Further thanks go to my dedicated colleague at GHWY, Janet Brown, who has put many hours into editing the report to get it ready for publication.

I hope you enjoy reading the report and find many useful insights within it. If you would like to discuss the research further, including bespoke dissemination opportunities, you can reach the GHWY Data, Evaluation and Impact team by contacting ghwy@leeds.ac.uk.

Natalie Aldridge

GHWY Data, Evaluation and Impact Manager

A note from Helen Sykes, [Manager of GHWY](#)

Go Higher West Yorkshire (GHWY) is a genuine and equal partnership between a diverse group of Higher Education (HE) providers who are united in their desire to understand and reduce inequalities in access to, success in and progression from HE. Across our member institutions we have a huge range of subjects and specialisms, qualification types, modes of study, learning environments and resources; we do not privilege a particular kind of HE and want to support individuals to make an informed choice about their own future.

Our member institutions are all themselves committed to reducing their own inequalities and all undertake their own activity to achieve this. Where GHWY adds value to their work is through the range of connections that we can enable and support – that includes connections across our institutions, but also with external stakeholders. In our partnership, we see in practice that a diverse range of voices and perspectives is what is required to make us more effective and impactful, and the research activities that we undertake help us to increase that range of voices that we not just hear but actively listen to and incorporate into our practice.

As an organisation, our institutional ethos is that we work with and alongside communities so that we can better understand their contexts and their needs. If we are going to have a genuine and lasting positive impact through our work, and effectively reduce inequalities in access to, success in and progression from HE, it's up to us to reflect on and challenge our assumptions so that we can better serve a more diverse group of students and prospective students. Our commissioned research activities present an excellent opportunity for us to do this.

My thanks to Natalie, Janet and GHWY's Data, Evaluation and Impact Team for their commitment to, and passion for, ensuring that as a collective, we listen to and properly hear as wide a range of voices as possible.

A photograph of three young children standing in front of a window with blinds. The child on the left is a boy wearing a white cap and a red jacket with 'CHAMPION' written on it. The child in the middle is a girl with long dark hair, wearing a green and yellow jacket. The child on the right is a girl wearing a white jacket with 'LE CH' visible. They are all smiling and looking towards the camera.

INTRODUCTION TO THE SUMMARY REPORT

This report presents the summary findings of a co-produced research project commissioned by Go Higher West Yorkshire (GHWY) which set out to understand the barriers and enablers to Higher Education access, success and progression for Gypsy Roma and Traveller (GRT) young people (aged 14-25) in West Yorkshire. The full report is available from GHWY.

The project set out to address the following research questions:

1. What do GRT communities look like within West Yorkshire and its educational landscape (i.e. how are they comprised, where are they located, and which schools do young people from these communities attend)?
2. What are the potential barriers to HE progression for these young people and how might HE institutions address these?
3. When GRT young people do go on to Further and Higher Education, what is their experience of these institutions and how might that intersect with their individual and/or cultural identities?
4. Do young people from these communities self-identify as GRT in educational contexts, and if not, why not?
5. What kinds of educational practice are at play within GRT communities, and how might pedagogical strategies within HE be developed to be more inclusive?
6. How can pre-entry activity support the retention and success of these young people when they do progress to Higher Education?
7. How has Covid-19 impacted GRT communities' access to education and have their needs changed because of this?
8. What understanding do GRT young people have of their future educational options and choices?
9. To address the aims and objectives of the research, an extensive literature review, survey, and qualitative data gathering exercises were carried out, with data gathered from both GRT young people and education and support professionals.

Research Methods

A total of five focus groups and two targeted engagement activities (n=22) were held with GRT young people. The focus groups consisted of three short discussion sessions with a total of 16 Roma young people (5 girls and 11 boys), and two focus groups with four young Romani Gypsy and Irish Traveller girls, which took place virtually.

An online survey was circulated to educational stakeholders across West Yorkshire, followed by a focus group and a series of individual interviews (n=10) with education professionals with experience of working to promote educational opportunities for GRT communities in the region.

Community Co-Production

A participatory action, co-production approach to knowledge generation was used for this research. A craft workshop, which included space for discussion on further and higher education aspiration, took place at the Leeds Gypsy & Traveller Exchange (LeedsGATE) offices in April 2021, with two young Gypsy/Traveller people participating. At that event a young university experienced staff member from LeedsGATE discussed and answered questions about their route into, and experiences of, higher education, alongside a floristry demonstration and conversation with research team member Sherrie Smith, who spoke about her experiences as a student and role as a researcher.

The University of Leeds also ran a practical hands-on workshop on making lava lamps at LeedsGATE, which attracted ten young community members who were thus exposed to practical science activities as well as meeting HE provider (HEP) representatives. A member of the research team, alongside LeedsGATE colleagues, opportunistically 'sat in' on this event, observing interactions and listening to young people discussing the learning process and their additional reflections on what could be studied at university.

A highly engaging community mapping exercise took place with two Romani Gypsy and Irish Traveller young people. This event generated some exceptionally high-quality data in relation to aspirations, attitudes and perceptions of higher education, as well as supporting the creation of visual images for use with young people in exploring educational options.



QUALITATIVE FINDINGS FROM YOUNG PEOPLE FROM GYPSY ROMA TRAVELLER COMMUNITIES

The following key themes emerged from the focus groups and activities with young people:

- Perceptions of career and further education options
- Role models
- The impact of encouragement from family and mentors to remain in education/learn a trade
- Roma youth – impact of returning to a family's country of origin
- Experiences of bullying and racism in educational settings
- Creating safe and welcoming educational spaces
- Gender expectations (including marriage and family responsibilities, and employment expectations for young men)
- Financial barriers, emphasis on earning over study, and entrepreneurial interests

Perceptions of Career and Further Education Options

There was a largely traditional gender split in aspirations, but GRT young people articulated ambitions to enter a wide variety of careers (many of which are appropriate to study at college or university). These included:

- Football coaching/management
- Construction
- Mechanics
- Engineering
- Business and Management
- Taxi/Uber driving
- Policing
- Real Estate
- Interior Design
- Hairdressing and Beauty

There was limited knowledge of the range of courses which were available at university or for young people which could support these ambitions. Some Roma young people indicated that they were thinking about, or planning to study at college and/or university, whereas Romani Gypsy and Irish Traveller young people had a strong interest in further learning, but were noticeably more hesitant to access this than their Roma peers, largely because of negative experiences in schools and early school leaving impacting literacy and numeracy skills. Further and higher education were seen by most Roma young people as opening up opportunities and improving employment prospects which would not be available to them in their countries of origin.

A number of young people from all the communities perceived that college or university written work would be particularly challenging for them (based on their experiences of education in school), and language barriers were thought to exacerbate and pose an additional hurdle to pursuing further education for young Roma people.

“It is not really a thing to go and do education. I have never ever seen someone in our culture actually go and do something. It is not a thing”. (Roma girl, 14-15)

Role Models

Seeing the achievements of other community members, to whom young people could relate, was seen by participants from across the communities as particularly important in inspiring future generations. These individuals were also seen as being persons who could potentially mentor, aid with networking, provide advice, and instil confidence in young people.

Importantly, young Gypsy and Traveller women highlighted that mothers, community mentors and youth workers had emphasised that having an education or training in a marketable skill both provided some additional financial security for the family, and should a relationship fail enable a woman to provide for herself and her children rather than becoming reliant on welfare benefits, in a culture where re-marriage is very strongly critiqued.

Encouragement from Family and Mentors to Remain in Education/Learn a Trade

A considerable number of young people suggested that their parents prompted them to think about these options. Encouragement and support from family and others was seen as an important facilitator in considering that college or university could be a positive and achievable goal.

Some Roma young people felt that opportunities for parents to visit university, or if they could have discussions with universities and careers advisors, would be useful to raise awareness of the benefits of receiving further and higher education in the UK, supporting the young person's aspirations, and assisting parents to consider the implications on future opportunities, if there was a potential return to the country of origin.

Roma youth – Returning to a Family's Country of Origin

Several young people from Roma backgrounds suggested that the ever-present potential of family consideration of return to the household's country of origin was a barrier to pursuing further education. Young people disregarded the possibility of staying in the UK without their parents because of difficulties if there are no other relatives with whom they could stay, and a reluctance to be parted from their family.

A perceived lack of good quality colleges in the countries young people would be returning to and the educational practices used within these institutions (as well as implications of racism against Roma students) were also identified as barriers to pursuing further education outside of the UK. Brexit and concerns over legal status as well as the impacts of Covid-19 were cited as reasons influencing Roma families to return to their country of origin.

“I think it’s the same [at college/university], like, with the high school, they don’t want us there” (Romany Gypsy girl, 13)

Experiences of Bullying and Racism in Educational Settings

Concerns about bullying and racism in schools, and dismissive attitudes of teachers when complaints of racism were made, emerged repeatedly in responses from Gypsy and Traveller young people. Romani Gypsy and Irish Traveller young people described a lack of understanding shown by teachers towards Traveller Communities, as compared to other groups. This perceived lack of knowledge supports the findings from the survey in which the majority of participants indicated that they had very limited knowledge of the communities and their cultures.

Incidents of bullying and racism often went unchallenged in schools, resulting in a loss of trust and little confidence among young people that they would be protected and supported in college or university settings. Traveller boys in particular were more likely to refer to experiences of physical violence in school settings, linking their own experiences to that of their uncles, fathers and grandfathers and indicating an inter-generational cycle of poor quality and unsafe educational experiences.

Creating Safe and Welcoming Educational Spaces

Romani Gypsy and Irish Traveller young people preferred to receive education and training in dedicated settings (such as LeedsGATE) which are specifically for their community, and in which they felt free from judgement, able to learn in a culturally congruent setting and protected against racism and bullying.

"When I went to school they said that I was very intelligent and all that, but then, like, when I started getting bullied and all the racism started then I just left and now I don't go back to school and I'm not going to go back...you feel like you're not wanted in any school so you just don't go back." (Irish Traveller girl, 13)

Young Romani Gypsies and Irish Travellers valued educational provision which was driven by their own interests and ambitions, as opposed to being asked to complete tasks and activities which were set by others, from outside of the community and which often felt irrelevant to their ambitions and perceived futures. Roma youth attending school pointed to the importance of supportive staff, as well as opportunities to make friendships, and highlighted the sense of solidarity and belonging fostered by networks of students from similar backgrounds.

Gender Expectations - Marriage and Family Responsibilities

The impact of gender on FE and HE choices formed a strong theme. For Roma as well as Romani Gypsy and Irish Traveller young women, family and community expectations were typically strongly linked to a concern for morality and personal and family reputation, which were embedded into an overarching³ prioritisation of marriage and family responsibilities over further education or employment. However, education and employment were seen as important in ensuring financial security in the event that one's spouse became unemployed, or the marriage ended.

Gender Expectations - Employment Expectations for Traveller Men

Gender norms and expectations of becoming financially independent and able to support a wife and family from a fairly young age, with this cultural norm impacting their choice of work, training or consideration of further education were discussed by⁴ several young males. Other participants (both GRT girls and some professionals) stated that young men were often expected to take up similar occupations to their fathers, with this presumption of following in a family trade sometimes being identified as a barrier to pursuing alternative employment opportunities or attending college or university.

“I've got a very supportive mother, she wants me to educate myself, she wants me to go far in life.” (Irish Traveller boy, 17)

Financial Barriers, Emphasis on Earning and Entrepreneurial Interests

University was seen by some young people as expensive. Participants also suggested that entering employment and earning money was often seen as more important or advantageous than staying in education. Some participants also identified a risk that young people could become too reliant on their parents if remaining in education and not earning, highlighting the importance of becoming financially independent, while others also stressed their desire to have a career that is emotionally as well as financially satisfying.

While young people were generally not aware of what apprenticeships were and appeared to lack information on these routes and other practical-based courses, when these options were discussed in focus groups, young people generally viewed them as favourable, enabling people to earn money whilst continuing with their education.



FINDINGS FROM EDUCATION PROFESSIONALS

Staying Near Family and Friendship Networks as a Barrier to FE/HE

For education professionals, young people (and their parents') concerns over 'staying local' studying and working near to family, networks of kin and friendship groups were seen as potentially creating barriers to further and higher education. This emphasis on being close to home, combined with the oversubscription of schools in areas with high populations of community members sometimes made it difficult to secure places for young people, whilst a reluctance to move away from known areas or into educational facilities without known peers could impact take-up of college places. A number of participants also reflected on practical or fiscal barriers to travel as being influential in decisions about the schools and colleges that GRT young people attend.

Creating Safe Educational Spaces

In contrast to the statements by and experiences of young people, there appeared to be some lack of knowledge and limited consensus amongst education professionals with regards to the extent to which GRT community members experienced racially motivated bullying within schools and how widespread this was. There was also wide variation in views with regards to whether GRT community members were disclosing their ethnicity in school settings.

For some schools there is a need to both break down barriers and integrate GRT members more generally as well as robustly challenging racist tropes about the communities, and also to also ensure that there is engagement across communities under the same ethnic grouping, where for example Roma from particular countries of origin were noted to only mix with young people from the same cultural or language group.

The Importance of Building Relationships with Students and Family

Education professional participants suggested that some GRT parents did not see the value of formal education, due to their own negative school experiences, suggesting strongly that there is a need to raise awareness and understanding among parents of the opportunities remaining in education affords.

Participants also highlighted how some parents may be uncomfortable accessing and engaging with schools due to a lack of familiarity with this environment. Both of these suggestions appear to have some echoes with the data gathered from young people, who provided narratives of parents and grandparents experiencing racist bullying, or had very limited experience of being in educational contexts.

It was suggested by education professionals that an informal approach was useful when engaging with these parents, a suggestion which has proved highly effective in engaging with Roma parents and wider families in European research studies (Khalifaoui, Garcia-Carrion and Villardon-Gallgo 2020; Strataki, I., & Petrogiannis, K., 2021). Offering courses for parents and co-learning events was identified as another useful approach for integrating parents and families more in school life and again there are abundant examples in mainland Europe of such techniques assisting in strengthening school-home relationships as well as supporting mothers (in particular) with literacy or wider integration.

Staff Training on GRT Experiences

Participants suggested that they would value more (and specifically tailored) training to increase their understanding of the experiences of GRT young people, and how best they could support these groups in remaining in education or entering into employment. It is suggested that this is a role which NGOs are fundamentally equipped to deliver in a cost-effective and timely manner.

“Because Travellers shy away from education, like, “You've never been in this building before, I don't know anybody in there,” there's nerves, there's past bullying, there's multiple things that have gone on.” (Irish Traveller boy, 17)

Pragmatic and Flexible Approaches to Working with Young People from GRT Communities

One participant had identified a need to work at multiple levels to support their pupils and address barriers experienced by members of the community when considering remaining in education. This including engaging with families and young people in a flexible manner to alleviate lacunas in knowledge as well as very practical obstacles to finding and taking up further education places. It was emphasised, and this approach has clear synergies with practice by many community, health and social workers who engage with GRT communities, that it may be necessary to support families by sign-posting or assisting with access to a range of services including welfare benefits, health, local authority housing etc.

Thus to best support young GRT people into FE and HE, it is crucial to provide dedicated outreach workers who have the freedom and flexibility to undertake these varied and in some cases very individually tailored activities or actions to support the young person and family unit. The research team suggest that where specialist agencies such as LeedsGATE exist, who are already working closely with communities that there is clear scope for schools and colleges to work closely with such agencies in creating 'wrap-around' support.

Targeted and Sustained Careers Information, Advice & Guidance (CIAG)

A need was identified by several participants for more accessible information for young people and their parents on further and higher education options. These should potentially occur at a younger age, particularly to maximise potential to impact and reach young people who might leave school early (in particular young Romani Gypsies and Travellers). There was a clear sense amongst professionals – which once again links to responses from young people – that there is a lack of targeted careers and education advice designed and delivered in a culturally competent manner for GRT young people.



POLICY AND PRACTICE RECOMMENDATIONS

For all stakeholders

- **Work collaboratively** (drawing on the expertise of local NGOs, school and college staff and local authority specialists) to **scope out the preferences of the particular community/demographic** they are aiming to attract and engage in education and training. E.g. different Roma groups, Irish Travellers and Romani Gypsies may have different preferences and needs, predicated by the circumstances in which they are residing – e.g. on sites, housing, as well as their choices being impacted by opportunity, desire (or family intention) to relocate to another country.
- **Develop a holistic longitudinal education and training plan** with children, young people and parents, with such workplans beginning from a young age, so as to ensure that higher education opportunities feel as though they are realistic options for someone from GTRSB communities.
- **Initiate regular regional meetings as part of a programme of inter-agency education activity to support GTRSB young people** in and out of formal education, as well as providing scope to identify trends, opportunities (including mentoring) and consideration of expansion of Apprenticeships in relevant areas.
- **Enhance staff training** to ensure greater awareness of issues/challenges/cultural practices and priorities of (differentiated) GTRSB students and families.
- **Review the curriculum** in schools, FE and HE settings **to be relevant, inclusive and anti-racist** (linked to GTRSB into HE Pledge themes).
- **Strong action is required around anti-GRT bullying**, and recognition of racism towards GRT pupils which may be misrecognised by staff in school, college and university settings.

For Go Higher West Yorkshire

- **Build a specific, bespoke strategy in partnership with NGOs**, (and specialist in-reach teams based in local authorities, **to support HE progression** for GRT communities.
- We advise that **GHWY should work with member HE providers to construct** a specific **progression curriculum for GRT communities** which builds upon the work that specialist organisations and HEPs are doing (e.g. homework clubs) and the strengths of these communities (for example, multi-lingualism for Roma communities) and skills in art, music and entrepreneurialism. Additional research is required to engage further with the needs of Showmen and Boater communities should GHWY wish to include these groups within such strategic development activities.
- It would be useful (if possible) for HEPs to offer help with funding of such co-produced tailored support, as well as offering opportunities to staff and students to provide volunteer tutoring, trips, and engagement activities in higher education venues, to **ensure that HE is not an alien experience for young people** from these groups.
- **When developing the specific progression curriculum** for GRT communities, it is necessary to **include parents and siblings** too, given the cultural and practical importance of the whole family experience.
- Building on the good practice that has been developed in online in-reach work during the pandemic, a progression curriculum can place an emphasis on **combining on-line learning as well as face-to-face teaching** to enable young people who may be abroad, working with family, travelling and still access educational opportunities to keep them engaged with FE and HE. Account must be taken of access to IT software and hardware requirements for pupils/students who may be digitally excluded, potentially through access to specialist grants, loans of materials or through engaging in collaborative fund-raising with schools/FEs, Universities and NGOs to support technology and data requirements for digitally excluded pupils.
- Consideration should be given to co-funding or **embedding an HE progression link worker in agencies** such as LeedsGATE. Such an individual who builds trust with young people, helps them with applications and looks after them in their first term/year at university would work closely with HEP or FE staff as a conduit of information and support.

For Higher Education Providers in West Yorkshire

- Work with Uni Connect consortia should be undertaken to initiate multi-sector local fora which focus on the progression of GTRSB learners into higher education. This would **bring together schools, colleges and HE providers in partnership** with parents and specialist NGOs to collaboratively drive forward the agenda on progression to HE.
- There is scope to **identify additional role models** and examples of successful GRT people/current students to engage with youth in a variety of community and NGO settings, so as to showcase their narratives and variety of career paths, work, education, FE and HE experiences, trades, entrepreneurialism and also (not-infrequent) return to HE at a later age using alternative technical qualifications or foundation degrees as an entrance point.
- **Develop mentoring programmes and peer support work** for Children and Young People who stay on in education so that they don't feel isolated, and can share their experiences, be encouraged in their education and recognise they are not alone. Such mentoring is well placed to occur through NGOs and is particularly important to support young people who may be subject to peer pressure to leave school or don't know other members of their community who are in FE/HE.
- **Facilitate a local/regional expert network** to disseminate advice/resources on GRT communities, experiences and cultures working with the JiscMail #GTRSBintoHE network; ACERT, the National Education Opportunities Network (NEON), LeedsGATE and Roma agencies in the West Yorkshire area.
- Consider officially **partnering with the LeedsGATE Homework Club** (as well as regional Roma community groups or agencies working with young Roma people) to support the development of bespoke access and participation work as described above under recommendations for Go Higher West Yorkshire.
- Give consideration to exploring co-funding or **embedding an HE progression link worker** to be based at agencies such as LeedsGATE as described in the recommendations for Go Higher West Yorkshire above.

For the Office for Students

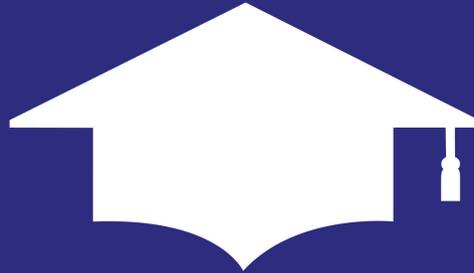
- Support or **facilitate a national expert network** to disseminate advice/resources on GRT communities, experiences, culture etc. e.g. through membership of the JiscMail #GTRSBintoHE network and via information sharing of the work and knowledge on supporting these communities which are available through ACERT, NEON and LeedsGATE and Roma agencies in the West Yorkshire area.
- In the next phase of Uni-Connect resourcing, **identify ring-fenced funding for work with GTRSB communities** via a national initiative that can support and underpin the localised work of Uni-Connect consortia.

For Schools and Colleges

- Create space in the curriculum to focus on **supporting GTRSB young people at key transition points** i.e. primary to secondary school; end of Key Stage 3 and end of Key Stage 4 to address risk of early school leaving amongst members of these communities.
- **Sign up to an anti-bullying pledge** that clearly states their inclusion of GTRSB young people and supports discussion within school and college settings of the fact that GRT young people are ethnic minorities, as well as the types of racism/discrimination and exclusion to which they and Showmen and Boaters are subject.
- Undertake a **review of curriculum to be ensure that it is inclusive for GTRSB young people** and anti-racist in content.
- Explore adapting the GTRSBintoHE Pledge in a format which supports schools and FE colleges.

For the Department of Education

- **Develop a version of the GTRSB into HE Pledge for schools and colleges** and actively encourage the adoption of such a commitment.
- As part of the new national careers strategy, **develop tailored careers information for GTRSB young people** which is alert to preferences and attitudes to 'earning whilst learning' amongst many young people, whether this is through choice or necessity; as well as highlighting and supporting more traditional educational paths.
- As part of the new national careers strategy position **dedicated careers advice service/workers** who can engage with GTRSB young people in specific NGO contexts should be encouraged.
- **Ensure Apprenticeship providers** with a focus on entrepreneurial and skills training **engage with local networks supporting GTRSB learners**, so that there are options to expand 16+ apprenticeships for young people from these communities.
- Enable the **sharing of good practice learning** from schools with large Roma populations or Gypsy and Traveller student groups where 'staying on' has occurred, as well as capturing case studies from Colleges offering post-14 programmes for GRT children and young people from the communities who are out of school.



GO HIGHER
West Yorkshire

Contact Janet Brown, GHWY Project Officer, on
j.brown5@leeds.ac.uk

For general enquiries about the work of GHWY contact
hello@gohigherwestyorks.ac.uk

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