

# **Educational inclusion: successfully providing education to all (including Travellers)?**

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# Aims of session

- Consider research on Travellers experiences of Elective Home Education (EHE) and implications of findings for educational inclusion
- Discussion : How do we provide Educational Inclusion for those currently Othered??



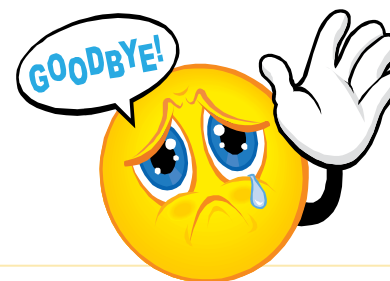
# Context of my practice

- Traveller Education
- Secondary Transition
- ELAMP : Electronic Learning and Mobility Project

# ***National ELAMP DATA -When GRT pupils had left school***

Year 6- Year 8- Year 9 & Year 7.

(50 pupils- 12 TES- 2009/10)



Year group	4	5	6	7	8	9	10
No. of students	1	1	16	6	7	6	1



# Cambridgeshire Data

**How many Traveller children transferred?**

TES knew of

66

East Cambridge

6 / 8

Fenland

16 / 18

Huntingdon

9 / 13

South Cambridgeshire

13 / 27

Total 44 /

66



# Aims of Doctoral Research



- To establish an enquiry to understand more about Travellers' experiences and perceptions of Elective Home Education (EHE).
- To illuminate an area of education that lies within a relatively young field of research and has a notable gap regarding Travellers.
- To enable Travellers' currently unreported situations to be realised, and that this may lead to a greater understanding of the specific and general educational needs and wishes of Traveller communities.



# Elective Home Education

Literature suggests :

- UK has most liberal approach towards EHE in European Union
- Requirements of provision are vague
- No official statistics of numbers of home-educated children
- Monitoring is complex and under resourced
- Little support for EHE families





# Research participants

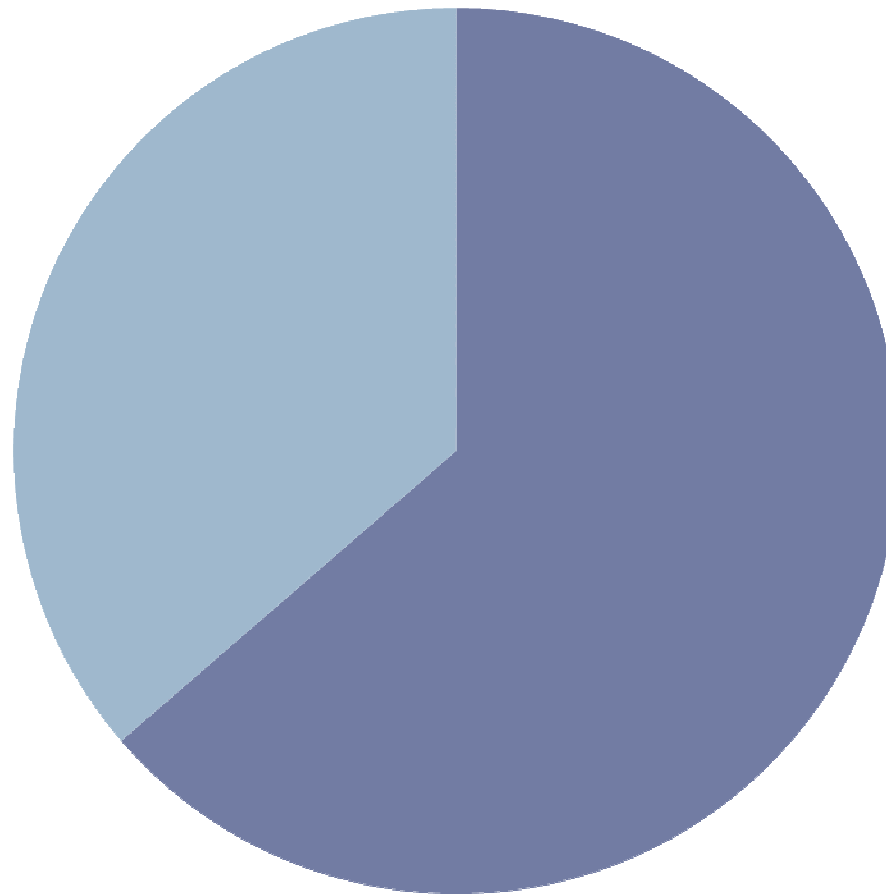
- 9 Gypsy Roma Families
- 2 Showmen families
- 2 EHE professionals

Families interviewed 2x, professional 1 x

All children who were currently being home-educated in the families had been to school. Most withdrew at secondary school, some at transition, 2 at late stages of primary.



# 11 Families



■ Tutor  
■ Family



## EHE practice

*'Basics'*: Reading, Writing, Maths and Computers

Average – 2 hrs per week. 'Home-work' tasks were set by all tutors for between sessions. The length of time these lasted varied and depended on the tutor and the age and ability of the child.

Alongside *'basics'* – cooking, needlework, caring for horses, dogs and other animals, helping out with the family business.

EHE reflects a vocational model of education.



## Take up of EHE

- Literature ( DCSF, 2007; Badman, 2009) and the EHE professionals I interviewed suggested that take up of EHE can be for *positive* and *negative* reasons
- **Positive**- parents wishes to spend time with their children
- **Negative** – issues in schools- bullying or dissatisfaction with education system...



# Reasons for EHE

- Although the reasons Traveller families took up home-education were different I did my best to summarise these and checked them with families, who agreed that certain problems in school were the main reasons, particularly at secondary level:
- Bullying
- Discrimination (by teachers/ children)
- Traveller children not being safe
- Being seen / treated differently by teachers
- Traveller children learning things that are not in keeping with their culture



# Barriers Traveller Children face

Research ( Lloyd & Stead, 2001; Wilkin et al, 2010) has highlighted the barriers Traveller children continue to face in school :

- Racism
- Bullying
- Discrimination
- Negative teacher attitudes
- Inconsistent or Inadequate support



## Reasons.....

*“My son went to secondary school and had a terrible experience, yes...because he’s a Traveller. He got picked on , even by the teachers. I was not prepared for Rosanne to go through that. We had the same when we went to school, my brother and sisters so.....”*

*“Safer to keep her at home”*



# Inequality

- Reasons for uptake of EHE – illuminated inequality in schools (especially at secondary level)
- Families were compelled to take up EHE because of issues in school.....
- Yet discourse suggests that reasons are down to Travellers mobility !





# Access to Education IS desired

- Parents wanted their children to attend school but barriers they faced their meant it was not a realistic possibility
- All families were doing their best with the resources they had available
- Challenges the concept that Traveller families are not committed or interested in their children's education



# Correlations to other research

- EHE is also chosen by other ‘vulnerable groups’ who are *Otherved* or stereotypically identified as *different* :
  - Children with a statement of Special Educational Need
  - Gifted and Talented children because of schools inability to cope with their so-called ‘unusual’ children (Winstanley, 2009)



# Ongoing Issues.....

- Discrimination towards Gypsy, Roma and Travellers continues and is reflected in the classroom
- Understanding of Traveller culture and identity still limited within education establishments
- Worrying cuts in Traveller Education and LA services to support mainstream access
- Increasing numbers moving to EHE
- ‘Scripts’ inhibit action .. Not having the capacity to explore the real reasons Travellers home-educate – blaming mobility – not helpful



# Discussion

- So...how can we ensure educational inclusion for Travellers but also those currently 'Othered' within mainstream education
- Share practice
- Ideas
- Agree on 3 key requirements

# Questions



Network meetings at UoB – to join please contact me:

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