

# The school education of children of occupational travellers in the European Union



# **Study on the school education of children of occupational travellers in the EU**

A Final Report to the Directorate General for  
Education and Culture of the European  
Commission

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ECOTEC



Priestley House  
12-26 Albert Street  
Birmingham  
B4 7UD  
United Kingdom

T +44 (0)121 616 3600

F +44 (0)121 616 3699

[www.ecotec.com](http://www.ecotec.com)

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**Annex 1: EU-funded projects in the field of education of children of occupational travellers**

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# Executive Summary

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## *Introduction*

Occupational travellers are a wonderfully diverse number of different groups that defies easy categorisation. The diversity of their occupations means that they may have little in common other than the fact that their work requires them to travel. Many travel through tradition – they have known no other life – and others travel in search of a better life. However, this travelling lifestyle may prevent the children of occupational travellers from attending school with the regularity required by the normal school year. Each of these communities has its own culture, and particular mobility pattern, but they all share problems related to access, support and continuity.

The children of occupational travellers demonstrate in a microcosm the challenges facing national education and training systems, if these systems are to meet the goals set out in the Lisbon strategy. Although data relating to the educational performance of the children of occupational travellers is not collected systematically, anecdotal evidence from this study suggests that they perform poorly against some of the Lisbon core indicators, notably early school leaving and completion of upper secondary education.

In response to these problems, this study has aimed to:

*“contribute to the overall objective of making European education systems a world quality reference by 2010 by providing policy-relevant advice and information in the specific field of provision of school education for children of occupational travellers and to contribute to enhancing the social inclusiveness of the European education systems.”*

The study provides an overview of the current situation regarding educational arrangements in 27 EU Member States for the children of occupational travellers, examines best practices and gives recommendations for action at EU and national level.

## *Methodology*

The study has used a range of methodological techniques in order to fulfil the objectives of the project. These have included:

- Basic data information gathering, focusing on identifying the size, nature and dispersal of occupational traveller groups and analysing the educational systems across Europe.
- Interviews of key stakeholders to discuss barriers to the education of the children of occupational travellers, progress achieved and solutions tested.
- Case studies allowing exploration in more depth of examples of good practice.

- Analysis and reflection in order to draw conclusions and recommendations.

Occupational travellers are diverse, scattered and relatively few in number in comparison to the sedentary population. As a result, the study faced real challenges in identifying reliable data about occupational travellers in some Member States. In some Member States, the real difficulty was to know whether this reflected the absence of particular groups of occupational travellers or merely a lack of information about such groups. The approach was therefore to gather data from a range of sources, including previous research, official sources, key stakeholders, other parties and, where necessary, from anecdotal evidence. The figures presented therefore represent a *good indication* of the numbers of different groups of occupational travellers in Member States, rather than a precise figure.

### *Occupational Traveller Groups*

Occupational travellers include bargees, circus workers, fairground workers and showmen/women, seasonal workers, temporary migrants, itinerant Gypsies/Roma/Sinti/Travellers and Saami. They are defined not by their ethnicity but by the fact that their occupations require an itinerant lifestyle. They are not necessarily Gypsy/Roma, although many Gypsy/Roma do still travel and work whilst travelling. Most definitions of occupational travellers exclude "New/New Age Travellers" and others for whom travelling is a lifestyle choice, rather than an essential means by which to pursue their chosen occupation. There is also an increasingly blurred distinction between occupational travellers, temporary migrants and seasonal workers, given the increasing mobility of labour.

The study has therefore used a relatively 'loose' definition of occupational travellers, in order to give a broad picture of the situation. The key groups identified are:

- bargees; in general, bargee families are mobile throughout the year, with only short stops to load and unload cargo; they are particularly prominent in Belgium, Germany and the Netherlands; large numbers of bargees live in their vessels with their families; many benefit from supported distance learning 'on board' between the ages of four and six years, followed by entry into the mainstream education system, often through boarding schools.
- circus workers; in general, the circus touring season lasts up to ten months; many circuses have a permanent base for the winter and during this time children attend their local school full-time; access to education while travelling is difficult both due to the short periods spent in each stopping place and also due to work commitments (e.g. training in the circus act, helping with the set-up and packing up of the circus tent) and

the environment the children live in (noise from the performance restricts the amount of sleep they have, which may make concentration on school work difficult); attendance at local schools while travelling is therefore particularly difficult. Preferred support measures include distance-learning, mobile teaching units or boarding schools.

- showpeople; the fairground season mostly runs from the spring to the autumn, although the Christmas period can also be popular; in the winter, showpeople tend to return to their yards and their children are thus able to attend their home school; fairs may stop in each place for longer periods than do circuses, enabling more of a 'settling in' period for those children who attend local (supporting) schools; there is increasing recognition of the need to access education and gain qualifications, in part to deal with the growth in regulations with associated paperwork and in part to ensure that the children have the option to choose alternative employment in the long-term.
- seasonal workers; seasonal work tends to be low-skilled, low-paid and often informal if not illegal, particularly where the workforce includes many illegal immigrants; the seasonal workforce includes many migrant workers and Gypsies/Roma; many seasonal workers are accompanied by their children who may in fact work alongside their parents; others leave their children at home; in either case, there is a risk of disruption to school education; there is little, if any customised provision, although measures have been introduced in Spain which enable children to stay at their normal place of residence in order to attend the same school during the whole school year.
- temporary migrant workers, primarily workers from the new Member States who migrate to old Member States; many leave their children behind when they travel, either with relatives, in foster care or even unsupervised, with potentially adverse effects on their education; children who accompany their parents to another country can find that their education is significantly affected by lack of access to educational provision in their mother tongue.
- itinerant Gypsies/Roma; although many Gypsies/Roma now lead a sedentary lifestyle (in some cases as a result of policies favouring forced settlement), many do still travel particularly in France, Italy, Spain and Portugal; restrictions on the length of stays make it very difficult for children to attend school on a regular basis; many Gypsy/Roma children from casual labourer families are placed in classes with spare places or even in special schools, rather than the class most appropriate to their needs.
- Saami are the indigenous people of Sápmi, which encompasses parts of northern Sweden, Norway, Finland and Russia; traditionally, the Saami led a nomadic lifestyle linked to the migration of reindeer; however, only a small proportion of Saami children continues to follow a nomadic lifestyle; those that do, make use of boarding schools or dedicated Saami schools; their children typically progress to a mainstream school at secondary level.

### *Barriers to accessing school education*

The fundamental issue facing the children of occupational travellers is that educational systems are primarily designed to serve the sedentary population, not those who travel. This might be seen as inevitable, perhaps even desirable, since the overwhelming majority of the European population is indeed sedentary. However, this report has shown that occupational travellers face barriers to education such as:

- Visibility and recognition - educational policymakers and providers may simply be unaware of the presence of occupational travellers and/or their responsibility to provide for them;
- Perceptions and prejudice - on the part of some authorities, some members of the sedentary population and even some travellers; the needs and attributes of occupational travellers are not necessarily understood or appreciated; for example, the children possess significant skills learned in the family trade that are not recognised at school; their different lifestyles lead to them being singled out for unfavourable treatment; and finally, occupational travellers may be confused with Gypsies/Roma and thus subject to the (well-documented) discrimination that Gypsies/Roma face;
- Interrupted learning - which disrupts enrolment, learning and assessment, as well as creating language barriers where borders are crossed;
- Incompatibility with lifestyles – not only the regular moves from place-to-place, but also the assumption that children will be available for a normal school day and have access to the time, space and quietness for homework.
- Social issues – including isolation from other children, difficulties forming relationships with teachers and parental absence.

Although these barriers have been categorised under broad headings, it is clear that they are interrelated and overlap. Not all occupational traveller sub-groups face the same range of problems and barriers; each sub-group and each family will face its own unique set of issues in relation to their occupation, lifestyle and circumstances.

Regardless of these potential problems, many occupational travellers succeed in accessing appropriate school education for their children. The itinerant nature of their occupation does not necessarily mean that they value education any less than would the sedentary population. Many make extensive efforts to ensure that their children receive a good education, for example paying the costs of boarding schools or for dedicated provision such as teachers linked to circuses or shows.

## *Provision*

Providers have developed a huge range of innovative and effective tools and approaches in response to the many challenges relating to the school education of these children. Indeed, there is a wealth of experience in applying such tools and approaches. Innovative solutions have included distance learning, flexible learning, e-learning, boarding schools, dedicated schools (such as 'berth schools'), mobile teaching units, visiting teachers and sector academies.

Support services have also proved important. Good practice examples include support for static schools, support for parental involvement, specialised learning tools, recognition of learning (for example through 'learning passports'), culturally-sensitive learning materials, support tools for teachers, ancillary services and mediation services.

Local action has therefore been particularly vital and good practice has mostly emerged "bottom up" – often with the support of EU funding. Above all, a sound understanding of the diverse needs of the different types of occupational traveller is essential for the design and delivery of appropriate educational provision for their children. Yet there is great variation in the level of awareness and appreciation of the needs of occupational travellers – reflected in the lack of systematic data collection.

## *Member State policies*

School education remains a competence of Member States and school education systems operate nationally in most Member States, except those where responsibility is mostly devolved to the region. It is therefore at the national level where policy has potentially the most impact on the educational situation of the children of occupational travellers – and it is the national level that must be positively influenced if proper provision is to be offered and good practice adopted and mainstreamed.

National legislation and policy relating to equality has been used in some Member States to recognise occupational travellers and protect their rights. But different conceptual approaches to equality can potentially hinder recognition, i.e. where a commitment to equality rules out customisation of education or collection of data.

The performance of Member States in recognising and providing for the educational needs of the children of occupational travellers has been very varied – in part reflecting the size, nature, diversity and visibility of occupational travellers in each Member State as well as the differences in their level of need. Put simply, in some countries certain occupational traveller groups are sufficiently concentrated and organised that national policy cannot

afford to ignore them. However, in other countries, occupational travellers are too few and too scattered to be very visible to policymakers at the national level.

Some Member States have explicitly recognised the particular needs of occupational travellers, provided an overall policy framework, and developed dedicated bodies or networks to support their education, liaise with representatives of occupational travellers and develop tools for teaching and learning. But some Member States have offered very little recognition of some occupational traveller groups in national policy and made limited efforts to customise the provision of school education for their children.

### *European dimension*

There is a particular European dimension to the school education of the children of occupational travellers, since many occupational travellers cross borders as an essential part of their work. When accompanied by their children, such workers face enormous challenges in accessing school education that is suitable to the needs of their children.

European policy has, in fact, long recognised the educational needs of those who have an itinerant lifestyle. Indeed, the EU has made significant efforts to highlight the issue, support research into needs, finance innovative and pilot activities, identify and disseminate best practice and co-ordinate the policies of Member States. Relevant policy measures have included those relating to the free movement of labour, for example the Council Directive of 1977 relating to the education of the children of migrant workers. Other policy measures have focussed on upholding the rights of minorities, such as Roma, Travellers and people with no fixed abode. Recognition has come in different ways from the European Council, the European Parliament, the European Commission, the Council of Europe and the Fundamental Rights Agency.

A significant contribution of the EU has been the financing of an enormous number of pilot actions relating to the school education of the children of occupational travellers. Many of these have directly targeted occupational travellers or Gypsy/Roma through the Comenius Action. Others have supported innovations, such as e-learning or distance learning that can then be applied to the school education of the children of occupational travellers. The challenge is for these innovations to be disseminated widely and "mainstreamed" into national educational systems.

A considerable amount of activity to link stakeholders and exchange best practice in provision has already been undertaken, primarily through the European Federation for the Education of the Children of Occupational Travellers (EFECOT). However, this activity has, regrettably, been much reduced since the demise of EFECOT in 2003. A looser network of stakeholders, the European Network for Traveller Education (ENTE), continues

to link providers, disseminate information and lobby policymakers, but lacks the financial resources to continue the full range of EFECOT's activities.

### *Conclusions and Recommendations*

Given the dispersal of occupational travellers and the very complicated issues surrounding their school education, there are no simple solutions; each occupational traveller community, family and child faces a unique set of circumstances and needs. The emphasis therefore has to be on customisation and experimentation, as well as flexibility in provision. A move towards individual, tailored learning pathways, with a focus on 'learning outcomes' rather than attendance at school, seems to present the most suitable approach towards developing provision for occupational traveller children. This represents a certain shift in attitudes, from the idea of equality of *opportunities* to equality of *outcomes* and reflects similar developments across education and training policy in Europe.

School education for occupational travellers has been most effective where innovative local provision has been supported by a wider national policy framework. Such policy frameworks should recognise occupational travellers as a distinct group (or groups) with specific needs and be flexible enough to respond to these needs. They need to be robust enough to ensure that the statutory duties of local authorities, schools and even parents are acted upon. But they need to allow local customisation and experimentation, as well as a degree of flexibility. The emphasis should be on ensuring educational outcomes, rather than regular or sustained attendance at school.

A national body or network is the single most important policy tool to oversee the school education of the children of occupational travellers, such as Ireland's Circus and Fairground Support Service or the UK's network of Traveller Education Services. In countries where provision is devolved to regional level, variation in the level and quality of provision has been found.

Action at European level is inevitably limited since education is a primarily a competence of Member States. But national policy frameworks continue to require a complementary framework at European level and there is scope for action, particularly through the Open Method of Co-ordination. Indeed, much can be (and has been) done at European level in terms of stimulating innovative teaching and learning projects, facilitating networks of professional expertise and creating a platforms for consensus, comparisons, benchmarking and policymaking – as well as raising the awareness of Member States and exhorting them to action where necessary. In the very best cases, the exchange of good practice can lead to the development of quality services in Member States where these had not existed before.

# 1.0 Introduction

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ECOTEC is delighted to present this final report, a 'Study on the School Education of Children of Occupational Travellers in the European Union' to the European Commission. This report satisfies the agreement with the European Commission to provide a final report by September 2007.

ECOTEC has broadly followed the overall approach and methodology set out in the accepted proposal. As anticipated in the proposal, information relating to this issue is often scarce and hard to obtain, particularly in some of the new Member States. We have therefore made use of our extensive network of external experts, based across the Member States. These in-country correspondents added significant value to the research by providing in-depth analysis of the education of occupational traveller children in their countries and in some cases, highlighted new and relevant issues which are incorporated into this report.

Thus, notwithstanding the anticipated difficulties in gathering data, we are now able to present the results specified in the Terms of Reference.

The remainder of this report, then, includes the following sections:

- Outline of methodology for the study (Section 2);
- Occupational traveller groups in the EU (Section 3)
- Problems and barriers facing the children of occupational travellers in accessing education (Section 4)
- Overview of national policies (Section 5)
- Provision of schooling to traveller pupils (Section 6)
- Overview of the contribution of EU policies, programmes and actions (Section 7)
- Conclusions and recommendations (Section 8)
- Compendium of EU-funded projects relating to the education of children of occupational travellers (Annex 1)
- Individual country fiches (Annex 2)
- List of tables and figures (Annex 3)
- Terms of Reference (Annex 4)

## 2.0 Methodology

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### 2.1 Objectives of the tender

Throughout the life of the project, our approach has been to fulfil the overall objective of the study, as stated in the Terms of Reference, which is to:

“contribute to the overall objective of making European education systems a world quality reference by 2010 by providing policy-relevant advice and information in the specific field of provision of school education for children of occupational travellers and to contribute to enhancing the social inclusiveness of the European education systems.”

Specifically this has involved:

- provision of an overview of the current situation regarding educational arrangements in all 27 EU Member States for the children of occupational travellers;
- examination of best practices in the field, in order to put forward proposals for action.

### 2.2 Overview of the methodology

This section describes the methodology followed to answer the key questions and issues of the study. It also outlines changes made to this methodology in order to overcome problems and exploit opportunities encountered during the research.

ECOTEC's approach made use of a range of methodological techniques in order to ensure that the objectives of the project were met. These included:

- Basic data information gathering, focusing on identifying the size, nature and dispersal of occupational traveller groups and reviewing and analysing the educational systems across Europe.
- In-depth telephone interviews with key stakeholders to discuss the main problems in the educational provision for the children of occupational travellers, the progress achieved and solutions.
- Case studies allowing exploration in more depth of examples of good practice that are worth highlighting and that also fed back more detailed insights as regards the key developments into the main body of the study.

## 2.3 Research questions

Drawing on the research tasks and the data collection tools described above, the following research questions were considered.

Research question	Data Sources (key: D= documentary review I= telephone interviews, C= case studies)
<b>Data on the target population in the different Member States</b>	
What is the number of itinerant pupils?	D, I
What is the age range of the people affected by their parents' occupational mobility?	D, I
What are the key socio economic characteristics of the children affected by their parents' occupational mobility?	D, I
What sub-groups are, and/or should be, identified by Member States within the overall grouping of occupational travellers?	D, I
<b>Mapping the educational system</b>	
Does the national policy specifically recognise the issue of education for itinerant pupils? If yes, since when? If no, why not?	D, I
What provisions are in place for the schooling of these pupils? Do they differ by age?	D, I
What provisions are in place for the schooling of these pupils? Do they differ by region?	D, I
Who is responsible for these provisions? National, regional or local authorities?	D, I
Are parents and teachers – providers -consulted for the design of these provisions?	D, I
What are the developments in the schooling of these pupils in the last 10 years?	D, I
Who has led in the progress achieved?	D, I
What are the next stages planned to address the schooling needs of these pupils?	D, I
<b>Information</b>	
How are parents informed about the educational systems and requirements in each region, country they move in?	D, I
Do parents participate in the parents associations?	I
Are parents – parents' associations- consulted about the needs and the issues of their children's' schooling? How?	I
<b>Teachers</b>	
What are the particular issues that teachers experience with the children of occupational travellers?	I
Are teachers trained to tackle the particular needs of the children of occupational travellers?	I

Research question	Data Sources (key: D= documentary review I= telephone interviews, C= case studies)
What support do teachers need to address the particular needs of the children of occupational travellers?	I
What support is currently available?	I
What are the relationships between schools and partners- or parent associations?	D, I
<b>European programmes and initiatives</b>	
How have European policies, programmes and initiatives influenced the schooling of children of occupational travellers?	D, I, C
Which particular programmes and initiatives have influenced?	D, I
How sustainable are the solutions they recommend?	D, I
How can these solutions be better implemented and disseminated?	D, I
What is the role for EU action to co-ordinate Member State policies within the Open Method of Co-ordination?	D, I
<b>Problems</b>	
What are the main issues the children of occupational travellers experience regarding their schooling?	D, I
How have these issues changed in time?	D, I
Are there specific patterns in terms of issues and parents occupation?	D, I
Are there specific patterns in terms of issues and socio economic background of children?	D
How are they currently dealing with these issues? The children? The parents? The schools? The national, regional and local authorities? The EU?	D, I, C
How could these be better dealt with?	D, I, C

## 2.4 Implementation of the methodology

Below, we explain in greater detail each of the stages of the project, the problems we encountered and opportunities we have exploited in order to produce a comprehensive review of provision and best practices across the Member States of Europe.

### 2.4.1 Inception meeting

The project began with an Inception Meeting with the client on 25 October 2006, to confirm the methodological approach and refine the study programme. This allowed more detailed discussion of the precise expectations and requirements of the study and how it could best

meet the needs of the Commission. The methodology outlined in the proposal was agreed to be suitable.

#### 2.4.2 Desk research and literature review

Desk research was undertaken to gather key information about occupational travellers, their needs, current educational provision and current policies of Member States and the EU. This information was gathered through a qualitative review of literature, including policy documents, previous research reports, websites, etc. It was supplemented by the gathering of quantitative data on the number of different occupational traveller groups in each country. The desk research resulted in the production of short country 'fiches' for each Member State, which can be found in Annex 2.

The national fiches summarise:

- Provision of school education for the children of occupational travellers;
- Key issues for the occupational travellers in each country;
- Recent developments in policy and practice;
- expected next stages; and
- quantitative data as to the number of children of occupational travellers and their socio-economic background.

The fiches constituted a valuable tool to facilitate the design of the next stages in the research. In particular, they highlighted gaps in the data that would require modification to the methodology.

A wealth of information was found to be available regarding the education of Gypsy/Roma groups in each country as well as an overview of each country's occupational travellers. But for each occupational traveller group, the information within each country was often limited. Individual fiches were therefore developed for each occupational traveller group across Europe (showmen, circus people, Bargees, Seasonal Workers, Gypsies who travel for economic reasons, Saami) and more intense desk research was conducted relating to these specific groups.

Despite the substantial linguistic expertise available within the study team - Dutch, English, Finnish, French, German, Italian, Polish and Spanish – significant language barriers occurred in the review of Member States. Indeed, given the nature of the target group, it was common to find that key interviewees did not necessarily speak a foreign language and key policy documents were only available in the national language. In order to overcome this problem, a wider network of experts was brought in to conduct research necessary to the completion of the national fiches. This additional expertise proved

invaluable in presenting a comprehensive picture across all Member States and in producing the final report.

The aim was to analyse quantitative data relating to the different groups of occupational travellers in all the Member States, e.g. number of children affected, age range and social characteristics. Given the experience of the study team of quantitative research at European level, it was expected that data would exist in very different formats and even be unavailable in some countries. This was indeed the case and did not facilitate easy comparison between Member States. The study team also anticipated varying levels of recognition of the importance of the education of children of occupational travellers at the political level in all Member States. Where quantitative data could not be located through desk research, a significant number of telephone enquiries and interviews were undertaken in order to fill gaps.

However, the size and scope of the study did not allow for the collection of primary data. Such data can only be compiled by introducing specific new data mechanisms within Member States – for example, by counting the number of circuses and circus families. This report therefore presents the best data available from existing sources. The data is drawn from many different sources and is not precisely comparable across different Member States and different occupational traveller groups. Despite these weaknesses, the data presented in this report does give a very good overview of the situation.

The desk research also involved qualitative analysis that mapped the extent and nature of extent and nature of different occupational traveller groups across Europe, mapped school provision for children of occupational travellers in the different EU Member States and reviewed the contribution of European policies and programmes.

A literature review of relevant research and guidance in the field of education for occupational traveller groups enabled us to identify and review the problems that are experienced by the children of occupational travellers in their schooling and recommendations for best practice in educational provision.

### 2.4.3 Interviews

Interviews with key stakeholders addressed the gaps from the literature review and also collected information relating to a number of issues that could not be covered by the literature available, e.g. the views of key stakeholders, their expectations and recommendations on how to tackle the main issues.

The intention was to conduct up to 35 in-depth, semi-structured interviews. In fact, due to the difficulties in obtaining data through the literature review, a much larger number was undertaken, made up of in-depth interviews and shorter enquiries. Interviewees included

European Commission officials, a member of the European Parliament's Committee on Culture and Education, representatives of national governments, representatives of occupational travellers (some of whom were themselves occupational travellers), educational providers and academic experts.

**Table 2.1 Stakeholder groups approached through telephone interviews**

Stakeholder	Rationale
European-level actors (European Commission, MEP)	To check our understanding of the relevance and impact of European policies and programmes and European-level umbrella bodies, notably EFECOT.
National Ministries (Education, Culture, Labour) and Comenius National Agencies	To check the factual information gathered in the desk research and endeavour to complete gaps in the fiches, as well as to gather qualitative information and the official view of each Member State.
Occupational Traveller representatives	To check the factual information gathered in the desk research and to complete gaps in the fiches. To gather their view on the key issues and their recommendations as to how these should be dealt with.
Providers	To check the factual information gathered in the desk research and complete gaps in the fiches. To gather information and views on specific educational needs, training requirements and material available and also on recommendations.
Academic Experts	To gain access to the latest theoretical thinking and research findings relating to the provision of school education for the children of occupational travellers.

## 2.5 Case studies

The literature review and the interviews highlighted examples of good practice, for example in alternative provision of schooling, development of customised materials, training to teachers and dissemination of information to parents. Illustrative examples have therefore been researched and included throughout the final report in order to highlight particular points. They are taken from a range of countries and relate to the full range of occupational traveller groups. Five of these examples have been examined in more depth as case studies, which relate to different countries and different occupational groups. These case studies can be found in Section 6 of the report.

## **2.6 Reporting**

This draft final report presents the outcomes of the study, offers conclusions and makes recommendations for further action. Three hard copies of the report have been provided in English, together with an electronic version of the report.

ECOTEC will also present the draft final report at a meeting with the Commission in Brussels and take the Commission's comments into account before producing the final version. Once any requested amendments have been taken into account and the report has been approved, the final report will be accompanied by an Executive Summary of up to 5 pages in English. Following approval of the Executive Summary, versions will be supplied in French and German.

The overall findings of the final report will be presented to the Commission at the final meeting in Brussels.

## **2.7 Problems encountered in the research**

The proposal highlighted the risk of a number of problems arising in the course of the research. We did, in fact, encounter all the problems foreseen:

- Limited attention given to the issue, or no specific approach to the issue in some Member States, either due to the size of the Member State or due to the labour market
- Confusion on the part of some interviewees as to the distinction between occupational travellers and Roma
- Difficulties in obtaining quantitative data
- Difficulties in contacting occupational travellers
- Challenges in undertaking transnational research across 27 Member States

Occupational travellers are, by their nature, diverse and scattered and relatively few in number in comparison to the sedentary population. This, as well as the confusion (actual or potential) with Gypsies / Roma, means that there is often limited recognition and understanding of the issues relating to the education of their children. Added to this, of course, is the potential for prejudice and discrimination and the fact that education for this group is potentially very complicated. Taken together, this creates a real risk that decision-makers may be unaware of occupational travellers or even uninterested in the education of their children.

In many, countries, particularly some of the new Member States, it was hard to find data and information. The real difficulty was to know whether this reflected the absence of

occupational travellers or merely a lack of information about such groups. In some countries, particularly Malta and Cyprus, the assertions of government representatives (e.g. Ministry of Education, Malta) about the absence of certain groups of occupational travellers were confirmed by interviews with other stakeholders. However, in other countries, the lack of "official information" has not necessarily been accepted as reflecting the absence of occupational traveller groups.

Our approach was therefore to bring in a wider set of "in-country" experts. These experts brought fluency in the national language and more detailed knowledge of their own country. They thus identified and interviewed more non-government representatives than would otherwise have been possible. The research and its findings have therefore been less reliant on government bodies than would have been the case without these additional experts.

In addition, we undertook more interviews than planned, again giving more complete information and alternatives to the government view in each Member State. We have also approached sector representatives directly, such as those for circuses, who can give a few "from ground level".

It was also difficult, if not impossible, to extract figures for occupational travellers from aggregated sources of data. For example, showmen, fairground workers and circus workers all appear in the following SIC (Standard Industrial Classification) codes:

- 92.33 Fairground and amusement park activities
- 92.34/9 Other entertainment activities not elsewhere classified: includes 'circus production'

Such data does at least give an absolute limit to the size of each occupational traveller group in a country. However, these codes clearly include sedentary as well as itinerant workers.

Our approach has therefore been to gather other quantitative data from a range of sources, from other authoritative sources, from previous research and, where necessary, from anecdotal sources. Where sector bodies exist, such as the European Showmen's Union and the European Circus Association, they have been invited to comment on and, where possible, update the data. Regardless of these checks, some data is several years old and/or based on the informed estimates of key stakeholders (such as representative groups) rather than robust statistical methods. Inevitably these data are not directly comparable across different Member States and different occupational traveller groups. Additional in-depth research would be required to give precise data for a particular group in a particular country. The figures provided in this report therefore represent a *good*

*indication* of the numbers of different groups of occupational travellers in Member States, rather than a precise figure.

In summary, the methodology has remained very similar to that outlined in our proposal. Significant changes to note are:

- Using a wider network of national 'experts' to conduct research in countries where barriers were encountered due to lack of linguistic expertise or difficulty identifying suitable non-governmental contacts;
- Drawing on a range of quantitative data, in addition to Standard Industrial Classification codes; and
- Supplementing quantitative desk research with telephone enquiries and interviews in order to fill in the gaps in data.

These changes have enabled the study team to overcome the difficulties encountered and to fully exploit the opportunities which were available.

## 3.0 Occupational traveller groups in Europe

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### 3.1 Introduction - what is an occupational traveller?

Occupational travellers are those people whose work requires them to follow an itinerant lifestyle. They represent a diversity of different groups of people, who may have little or nothing in common aside from the fact that they travel for the purposes of work. Some, such as bargees, may travel because their work involves the transport of goods. Others travel in order to entertain and amuse people far and wide, in circuses, fairs and shows. But others travel because of the seasonal nature of their work - they travel to harvest crops, to herd animals or to work in tourist resorts

Occupational travellers are not defined by their ethnicity; they are not necessarily Gypsy/Roma but can belong to any ethnic group. Indeed, most occupational travellers considered in this report are not Gypsy/Roma. Anyone can become an occupational traveller if they adopt a travelling occupation. Similarly, the fact of being born into a family of occupational travellers, even one going back generations, does not predestine anyone to become an occupational traveller; as they enter adulthood, they may well choose a sedentary occupation and lifestyle, indeed many do.

For the purposes of this report, the definition of an occupational traveller has not been drawn too precisely. Whilst most occupational travellers are not Gypsy/Roma, many Gypsy/Roma still do work and travel. For these people, it may be hard to determine whether they travel because of their work or whether they practice certain occupations because those occupations are more suited to travel. We have therefore given specific consideration to Gypsy/Roma that still follow an itinerant lifestyle. Similarly, the Saami are an ethnic rather than an occupational group and many are now settled. But the Saami merit consideration in this report on the basis that a significant number of them still travel because of their occupation, the herding of reindeer.<sup>1</sup>

The report also makes brief reference to “New Travellers”. These are a specific, though disparate, group of travellers often known as “New Age Travellers” and primarily found in the UK and Ireland. New Travellers are those that have adopted travelling as a personal lifestyle choice, rather than as a result of their occupation. Some may eventually give up travelling, although others go on to produce a second or third generation that knows no other way of life. Whilst many, if not most, do work while they travel, we would see them as falling outside the broad definition of occupational travellers used in this report.

<sup>1</sup> Reindeer herding is perhaps a unique occupation in that it is entirely undertaken by a single ethnic group. Considerations based on occupation therefore cannot be completely separated from considerations based on ethnicity.

However, it should be noted that some of the methods of providing school education for the children of occupational travellers could usefully be applied to the children of New Travellers.

It must also be noted that due to EU enlargement, globalisation, cheap air travel, etc. the opportunities and pressures to travel for work have increased in recent years. The migration of workers into the EU and particularly from “new” into “old” Member States has increased dramatically across all occupations. Moreover, the nature of that migration has also changed; frequent returns – monthly or even weekly – are now possible; seasonal work abroad, such as fruit picking, can be interspersed with other work, for example in construction or hotel and catering industries. It therefore becomes difficult to distinguish between occupational travellers, seasonal workers and migrants. This report therefore gives some consideration to seasonal workers and “temporary migrant workers”, whilst recognising that most migrant workers fall outside the scope of the study.

Other groups of workers have also been excluded from the study. They include businessmen that travel regularly for work, long-distance lorry drivers, airline pilots and cabin crew, performers that tour such as actors or musicians, etc. Children of such types of workers tend not to travel and thus not experience disruption of their schooling, though parental absence is not, of course, without its problems. Others, such as diplomats, may move every few years and take their families with them, but their children usually remain settled throughout the school term or year, even if they then move on to a new school.

In conclusion then, the working definition of occupational travellers used in this report, whilst recognising blurred boundaries, draws on that definition used by EFECOT:

“It is our understanding that travelling communities include the various groups of travellers: bargee families, circus families, fairground families, seasonal workers, gypsy families, Roma population, Sinti, travellers (Irish Travellers, settled Travellers). Children of occupational travellers are a sub-group of travellers and include bargee families, circus families, fairground families and seasonal workers. Our focus will be related to those children that, due to the occupation of their families, have a lifestyle which might prevent them from attending school, with the regularity required by the normal school year. Each of these communities has its own culture and particular mobility pattern, but they all share problems related to access, support and continuity.”

The remainder of this section therefore explores each of the broad categories of occupational traveller covered by this definition: bargees and inland shipworkers, circus workers, showground travellers, seasonal workers, temporary migrant workers, Gypsy/Roma itinerant groups and Saami. One very specific group of occupational travellers is treated as a case study - Rathkeale Travellers.

Of course, the existence of particular groups of occupational travellers in a Member State does not necessarily mean that their children face particular difficulties in accessing education. For example, in Slovakia, interviews with relevant stakeholders revealed that workers in inland shipping, seasonal tourism and seasonal agriculture rarely travel with their children. Similarly, in Scandinavia, there is generally a low level of demand for educational initiatives for occupational traveller children. We therefore consider in Section 4 the extent and nature of problems experienced by the children of occupational travellers in accessing school education.

## **3.2 Bargees and inland shipworkers**

The EU's inland waterway network is concentrated predominantly in Belgium, Bulgaria, Finland, France, Germany, Hungary, the Netherlands, Poland, Romania and the UK mainland. Of these countries, Belgium, Germany and the Netherlands feature the most waterways and therefore the largest inland waterway transport sectors. Our research into this sector has thus been predominantly concentrated in those countries where barge work is more common.

Across Europe, there has been a decline in the numbers employed in inland shipping. Indeed, declines were reported in Germany, the UK, and many countries dependent on the Danube for inland shipping. The volume of transport (and thus employment) on the Danube has been severely affected by the collapse of state-owned industries since the end of communism, the break-up of Yugoslavia and the bombing of bridges by NATO during the Kosovo conflict. However, the Netherlands is a notable exception to the European trend, where the sector has experiencing growth in inland shipping employment due in part to significant public investment in the sector.

In general, bargee families are mobile throughout the year, with only short stops to load and unload cargo. In Belgium and, to some extent, the Netherlands, bargees usually live permanently in their workplace (the vessel) with their families, with direct consequences for the schooling of their children. This is now less common in the Netherlands and an increasing number of bargees occupy houses on shore. In other countries too, bargee children are no longer affected by their parents' chosen occupation and associated lifestyle. In the UK, bargees tend to have permanent accommodation on shore, where the wife and children live while the father works away. For this reason, bargee children in the UK are generally able to attend mainstream education. In Germany too, although traditionally wives and children travelled with bargees and children were brought up on board until they reached compulsory schooling age, the vast majority now have permanent homes on shore and their children are able to attend normal schools.

Bargee families in northern Europe have mostly accepted that their children need to be educated in a residential setting, but have formally negotiated 'late entry' into the education system. Early-learning activities are therefore required for bargee children in these countries to provide supported distance learning 'on board' between ages of four and six.<sup>2</sup> For some bargee children, the transition from the close-knit, relatively isolated family environment to boarding school can be particularly difficult.<sup>3</sup>

In the new Member States, the children of bargees tend not to suffer problems accessing education. In Hungary, although no specific data was available for the sector, anecdotal evidence suggests that bargees would not usually take their children with them. In Lithuania, it is not possible to live in barges all year round due to the climate; inland waters are frozen during the winter. Estonia has no suitable waterways for barges. In Poland, where inland shipping workers are mainly located in southern parts of the country, few problems are reported with regard to education as children usually stay at home with the family and attend mainstream schools. In Romania, bargees rarely travel with their families as they are regular employees of shipping companies, rather than living on their own vessel.

The table below includes data and statistics collected regarding inland shipping across Europe.

<sup>2</sup> Marks, K. (2003), EFECOT: Supporting the Travelling Tradition, in 'The Open Classroom', Kogan Page

<sup>3</sup> Source: [www.binnenvaart.nl](http://www.binnenvaart.nl); Scholten, U. (2000). Dutch bargee families: partners in early childhood education in Chapter 6, International Journal of Educational Research 33

**Table 3.1 Bargees in Europe**

Country	No. of enterprises	No. of families/Total population	No. of children
Belgium	1500 <sup>i</sup>	1600 families <sup>ii</sup> 5000 total population <sup>iii</sup>	
Finland		341 employees <sup>iv</sup>	
France	2660 <sup>v</sup>	3259 total population <sup>vi</sup>	1643 <sup>vii</sup>
Germany	6,080 workers (out of which 1,147 were ship owners) <sup>viii</sup>  1189 companies registered in the sector <sup>ix</sup>		
Lithuania	0	0	0
Malta	N/A	N/A	N/A
Netherlands	4560 <sup>x</sup>	4560 families <sup>xi</sup>  Total population: 12,000 <sup>xii</sup>	2749 school-age children (2001 estimate)  550 children aged 6-12 and 265 children aged 4-6 years old (estimate provided by the association of primary schools for bargee children (BSOS)) <sup>xiii</sup>
Poland	512 active rafts/ bargees could be identified in Pieniny Region <sup>xiv</sup>		
UK	200-300 non passenger operators <sup>xv</sup>	400 masters of vessels  500 crew members (some of which will be employed by the non passenger operators, some of which will be self-employed) <sup>xvi</sup>	22 <sup>xvii</sup>

*Bargees in Europe*

### 3.3 Circuses

A comprehensive report was produced in 2003 for the European Parliament, entitled "The situation of the Circus in the EU Member States". We therefore used this report as a starting point for our research and endeavoured to build on the information provided there. This report only included information on 14 Member States and we have thus built on this through our research in the new Member States. Again, the information available has varied across Europe and is more comprehensive for countries where the circus sector is more significant, such as Germany.

Germany has the largest number of circuses in Europe; estimates reach up to 300-400. There are also large sectors in France and Italy. Circuses range in size from large limited companies such as Circus Barum and Circus Krone in Germany (which have between 100 and 300 employees each), to small family-run enterprises. There are also different types of circus – contemporary circuses (the French *cirque de création*) and the traditional circuses. Not all circuses travel<sup>4</sup> and the travelling season can vary in length. Some generalisations can however be made regarding the lifestyle of the circus community.

Circus workers fulfil a variety of occupations, ranging from performers, to manual work, to animal care. Often the workforce is made up of a mix of artists and workers from the country where the circus is based and also from abroad. For example, in Germany, many technical workers and animal carers come from Eastern Europe. In many circuses across Europe the programme is presented by artists who are engaged for a period of a circus season (sometimes less). Both categories of workers face issues relating to the education of their children, whether the children travel with the circus or (in the case of foreign workers) are left at home during the travelling season. For those children that travel abroad with their parents, language difficulties represent an additional barrier for their access to education while travelling, if distance-learning support is not provided by the home country.

In general, the circus touring season lasts for around nine or ten months, from February/March to November, although this does vary slightly across the Member States and has begun to change over time. For example, in many southern European countries circuses work in winter because in the summer it is too hot to perform. In winter, some circuses now continue travelling for longer periods and some do not even stop - Christmas is in particular a favoured period to perform. In contrast, in some Scandinavian countries the season much is shorter. For example, in Denmark, the season is six to seven months.

<sup>4</sup> There are permanent circus buildings in France – the *Cirque d'Hiver*, Paris, in Hungary – the *Maciva Circus* in Budapest, in Spain - *Circo Price* in Madrid and there are two permanent circuses in the UK, in Blackpool and Great Yarmouth.

Many circuses have a permanent base for the winter and during this time children are able to attend their local (or 'base') school full-time. During the touring season, travelling patterns differ from those of showpeople, as circuses tend to spend much shorter times in each place. Circuses usually spend around a week in each place they stop although some stop for a shorter period, even travelling to a new town every day. Circus families prefer to stay together and usually children will travel with their parents. Access to education while travelling is thus a complex issue both due to the short periods spent in each stopping place and also due to work commitments (e.g. training in the circus act, helping with the set-up and packing up of the circus tent) and the environment the children live in (noise from the performance restricts the amount of sleep they have, which may make concentration on school work difficult).

For circus children, attendance at local schools while travelling is therefore particularly difficult. Preferred support measures are distance-learning (for children who are able to read), mobile schools, or, in certain countries, boarding schools.

However, in some countries being a part of a circus family does not necessarily affect access to school education. In Lithuania, again the harsh climate limits the times of year when performances can be held and the circus season starts in May, ending in September. A month before the school holiday (May) and a month after the school holiday (September) children of circus artists tend to stay at home with grandparents or other relatives, thus ensuring that they are able to attend the same school all year round. Stakeholder interviews have revealed that the few circuses operating in Poland are usually run by older workers, whose children have grown-up, although there are a few troupes with young people (usually students). In Romania, the one circus which has been traced is the national circus in Bucharest which does not travel.

The impact of circus life thus varies across the Member States, depending on the characteristics of the sector in each country. Thus while the table below gives an indication of the size of the sector in each country, it does not necessarily reveal an associated issue regarding access to education for circus children.

**Table 3.2 Circus people in Europe**

Country	No. of Enterprises	No. of families/Total population	No. of children
Austria	11 <sup>xviii</sup>		
Belgium	7 <sup>xix</sup>	74 workers <sup>xx</sup>	14 <sup>xxi</sup>
Cyprus	0 <sup>xxii</sup>	0	0
Denmark	20 <sup>xxiii</sup>	250 performing 'artistes'	
Estonia	1 <sup>xxiv</sup> 4-5 <sup>xxv</sup>	11 artistes <sup>xxvi</sup>	
Finland	3 <sup>xxvii</sup>		Circus Finlandia: 0
France	Over 100 AFDAS affiliate enterprises (1996/97 estimate) <sup>xxviii</sup>  52 (1998 GRISS estimate – likely to hide around 100 enterprises with a more or less professional operation and around another 100 micro-structures) <sup>xxix</sup>  140 (2001 estimate) <sup>xxx</sup> 450 (2007 estimate) <sup>xxxi</sup>	1,105 casual performers (1996/97 estimate) <sup>xxxii</sup>  4000 families (2001 estimate) <sup>xxxiii</sup>	
Germany	300 (2003 estimate) <sup>xxxiv</sup> 400 (2005 estimate) <sup>xxxv</sup>		1500 <sup>xxxvi</sup>
Hungary	15-20 <sup>xxxvii</sup>	Total population 150 <sup>xxxviii</sup>	20 children <sup>xxxix</sup>
Ireland	4 <sup>xl</sup>		
Italy	150 <sup>xli</sup> 130-140 <sup>xlii</sup>  The National Circus Association (L'Ente Nazionale Circhi) has 80 members <sup>xliii</sup>	5000 workers <sup>xliv</sup> 2000 workers <sup>xlv</sup>	

Country	No. of Enterprises	No. of families/Total population	No. of children
Latvia	1 national circus <sup>xlvi</sup>	2 self-employed circus families <sup>xlvii</sup>	
Lithuania	2	20 artists 3 families with school-age children and babies	
Luxembourg	There has never been a national circus in Luxembourg <sup>xlviii</sup>		
Malta	N/A	N/A	N/A
Netherlands	13 <sup>xlix</sup>	46 families <sup>l</sup> Total population: 69 <sup>li</sup>	43 school-age children <sup>lii</sup>
Poland	16 (approx.) <sup>liii</sup> 26 (approx.) small (hiring 2-5 employees) and 4 large circuses <sup>liv</sup> There are 12 members of the Association of Employers of Circuses and Funfairs <sup>lv</sup> (All estimates provided in 2007)	2-10 employees per circus <sup>lvi</sup>	
Romania	1 national circus		
Slovakia	1 circus found with an internet site <sup>lvii</sup>		2 school-age children <sup>lviii</sup>
Sweden	20 (approx.) <sup>lix</sup>		
UK	45 (2003 estimates) <sup>lx</sup> 25 touring circuses (2007 estimates) <sup>lxi</sup>		50-60 children <sup>lxii</sup>

*Circus people in Europe*

### 3.4 Showground Travellers

The work of showpeople is similar across all Member States; they spend their time travelling to fairs and events, setting up rides or stands, operating the business while the event takes place, taking down the ride or stand and travelling on to the next stop. The fairground season starts in the spring and ends in the autumn. In the winter, travelling showmen have a period where they return to their yards (showmen have their own yards for the winter season, or in some cases, their own houses) and carry out maintenance work in preparation for the next season which commences at around Easter.

The lifestyle of showpeople is therefore similar to the circus community. But perhaps the most significant difference is that the fairs may stop in each place for longer periods, enabling more of a 'settling in' period for those children who attend local (supporting) schools.

There are some differences in the lifestyle of showpeople, depending on the traditions which have been established within each country and the type of events they attend. For example, in Ireland, fairs tend to be run by a single family enterprise, rather than a group of enterprises which each have a specific stand or piece of machinery. In Germany, some events run over longer periods and some showpeople choose not to rest in the winter but to work on the Christmas markets instead. Overall, the nature of the sector is beginning to change from the more traditional image of showmen who live within their own travelling community, towards a much more professional, business-focused occupation and there is an increasing recognition of the need to access education and gain qualifications, in part to deal with the growth in regulations with associated paperwork and in part to ensure that the children have the option to choose alternative employment in the long-term.

Traditionally, both showmen and their employees have maintained an itinerant lifestyle although in some countries (notably Germany) there are an increasing number of showmen (around 30%) who are now taking on a more sedentary lifestyle. They live in houses and work at fairs and events within their local region. Of the showmen entrepreneurs in Italy, only 80% pursues an itinerant lifestyle. In Luxembourg, it is estimated that all of the 85 families in the showground Traveller community are resident in traditional housing.<sup>5</sup>

Thus, as noted above for the circus community, the data below may give an idea of the size of the showground Traveller groups across Europe but do not necessarily imply a need for specific educational support for their children. For example, in Lithuania, most open fairgrounds are "stationary", i.e. installed in the same place every season.

<sup>5</sup> Hartman-Hirsch, C., Bodson, L. (2004), Roma, Sinti, Gypsies and travellers in public education, Differdange

Showground workers are usually local and the season (again, due to the harsh climate) lasts only for the summer months or May to September at best. Few, if any, children would therefore leave schools and travel with fairgrounds in Lithuania. In Romania, showmen and fairground workers are usually regular employees of public institutions, travelling only occasionally and without their families.

**Table 3.3 Showpeople in Europe**

Country	No. of enterprises	No. of families/Total population	No. of children
Belgium	1380 (2001 estimate) <sup>lxxiii</sup> 2000-2500 (2007 estimate) <sup>lxxiv</sup>	1186 families (2001) <sup>lxxv</sup> Total population: 2300 (2001) <sup>lxxvi</sup> Total population: 4000 <sup>lxxvii</sup>	800 (150 children in Brussels, 250 in Wallonia and 400 in Flanders) <sup>lxxviii</sup>
Estonia	1 <sup>lxxix</sup>		
Finland		263 people working in fairgrounds <sup>lxxx</sup>	
France	25,000 <sup>lxxxi</sup>	30,000 <sup>lxxxii</sup>	
Germany	10,000 (2001 estimate) <sup>lxxxiii</sup> 5,000 (2006 estimate) <sup>lxxxiv</sup> 100,000 enterprises <sup>lxxxv</sup>	10,000 families <sup>lxxxvi</sup> 45,700 itinerant members of staff (2006 estimate) <sup>lxxxvii</sup>	
Greece	110 <sup>lxxxviii</sup>	600 <sup>lxxxix</sup>	300 <sup>lxxx</sup>
Ireland	There are 200 members of the Irish Showmen's Guild <sup>lxxxxi</sup>	93 families <sup>lxxxii</sup> 500 total number of Showmen (2006 estimate) <sup>lxxxiii</sup>	173 school-age children <sup>lxxxiv</sup>
Italy	5000 entrepreneurs <sup>lxxxv</sup>		
Luxembourg	50 enterprises <sup>lxxxvi</sup>	160 workers <sup>lxxxvii</sup> 85 families <sup>lxxxviii</sup>	55 school-age children <sup>lxxxix</sup>
Netherlands	1200 <sup>xc</sup>	1200 families <sup>xc</sup> Total population: 2590 <sup>xcii</sup>	450 school-age children <sup>xciii</sup> 67 pre-school age <sup>xciv</sup> 327 primary age <sup>xcv</sup> 142 secondary age <sup>xcvi</sup>
UK	20,000 Showmen <sup>xcvii</sup>		

*Showpeople in Europe*

### 3.5 Seasonal workers

Seasonal working has a long and varied tradition across Europe, particularly in tourism and agriculture. For example, in Italy, it is reported that temporary workers constitute 49.5% of the agricultural workforce. In both industries, seasonal work tends to be low-skilled, low-paid and often informal if not illegal, particularly where the workforce includes many illegal immigrants. It has been reported in Italy that illegal immigrants constitute one-third of workers in the agricultural sector and that one-quarter of production is undeclared. Accurate and reliable information on the number of seasonal workers – and their children – is thus hard to find, or quite simply non-existent. We have therefore chosen to concentrate on agricultural seasonal workers in two specific Member States (Italy and Spain) in order to illustrate the lifestyle and the issues of similar workers across Europe.

Again however, it is important to emphasise the need to collect evidence regarding both the size of these groups and their lifestyles/circumstances. As with the other groups studied, some seasonal workers do not necessarily face particular issues as regards the education of their children. For example, in Slovakia, anecdotal reports state that seasonal tourism and agricultural workers tend not travel with their children and in the Czech Republic, seasonal workers usually leave their children and families at home.

A 1994 report by the Andalusian Social Affairs Council<sup>6</sup> (*La Consejería de Asuntos Sociales*) recognised the significant presence of seasonal workers in Andalusia, Spain and identified that children of these workers faced significant issues in accessing education. The report gave the following definition of an agricultural seasonal worker:

*"Temporary emigrants who find themselves obliged to leave their place of origin in order to work on the different seasonal agricultural harvests, for one to three months, as a consequence of the lack of work in the municipalities where they normally live."*<sup>7</sup>

In 2006, 160,300 people received the casual agricultural workers subsidy in Andalusia.<sup>8</sup> Agriculture is the main source of income in the region and many inhabitants find that they are obliged to leave their homes and travel to find seasonal agricultural work. Most travel within Andalusia but some may also go further afield in Spain or to neighbouring countries

<sup>6</sup> Defensor del Pueblo Andaluz (1997), *Temporeros y educación, La atención educativa a los hijos de trabajadores temporeros*

<sup>7</sup> *ibid*

<sup>8</sup> Spanish National Employment Service

and vice versa – workers travel from Portugal to Spain for example. In 2006, 7,500 Andalusian seasonal workers participated in the grape harvest in France.<sup>9</sup>

In Italy, temporary workers represent 49.5% of the total of dependent employees in agriculture. As a result, almost half of the dependent workers in the sector (and more than half of the women) are not employed on open-ended contracts, which is indicative that seasonal and occasional work is a distinctive feature of the agricultural sector.<sup>10</sup>

Whereas in the 1970s seasonal work was mainly done by Italians<sup>11</sup>, immigrants now make up 13% of the agricultural workforce in Italy. Almost 125,000 immigrants work in agriculture in Italy, 84,000 (86%<sup>12</sup>) are temporary and 17,000 (14%) are in Italy for an unspecified time. 24% of these come from new EU Member States and a further 38% from non-Member States in Eastern Europe. This shows that there is some overlap between our sub-groups of seasonal workers and migrant workers (see below). It is likely that the number of immigrants in the Italian agriculture sector is underestimated, given that official surveys report that one-third of workers are illegal, and are therefore not included in statistics, and that the estimate of hidden employment is even higher for non-EU immigrant workers.<sup>13</sup>

Undeclared work is a deep-seated phenomenon of the labour market in Italy, particularly in agriculture - almost one quarter of the production in Italian agriculture is estimated to be undeclared or unregulated work. This is especially true in the south of the country. Here, seasonal workers often operate illegal because of the high levels of unemployment in the region (they would not be able to enter legally). This situation makes it possible for employers to avoid giving workers contracts and for very bad working conditions to be in place.<sup>14</sup>

Thus, the majority of seasonal workers in Italy are from central and eastern European Member States as well as non-Member States, and tend not to bring their children with them.<sup>15</sup> This suggests that any issues regarding their education will need to be addressed by the home country.

In Spain too, as well as the indigenous casual agricultural workers, others also come from abroad. In fact, the proportion of immigrants among seasonal workers is increasing year

<sup>9</sup> Information provided by the Andalusian Social Affairs Council.

<sup>10</sup> Questionnaire for EIRO comparative study on industrial relations in agriculture – case of Italy, Livio Muratore

<sup>11</sup> Rapporto I Lavoratori Stagionali Immigrati in Italia, 2002, CNEL

<sup>12</sup> Eco di Bergamo (a newspaper) in an article 'immigrati e lavoro stagionale, con la task force flussi piu rapidi' outlines that immigrants make up 13% of the agricultural workforce in Italy.

<sup>13</sup> Medecins Sans Frontiers report '*I frutti dell'ipocrisia: Storie di chi l'agricoltura la fa: di nascosto*', March 2005)

<sup>14</sup> Medecins Sans Frontiers report '*I frutti dell'ipocrisia: Storie di chi l'agricoltura la fa: di nascosto*', March 2005):

<sup>15</sup> S.vatteroni, Fondazione Migrantes, Telephone Interview 26.3.07

on year. According to the Trade Union Confederation of Workers' Commissions, it is foreseen that 500,000 workers will take part in the 2007 harvests in Spain, 60% of which are likely to be immigrants.

In Andalusia, local seasonal agricultural workers tend to travel to work on a daily basis, whereas workers from abroad, or further afield in Spain, travel to the areas where there is work during planting and harvesting seasons. Some settle in Spain or Portugal, others return to their homes when the season ends.

It is also important to note that a large proportion of the casual agricultural workforce in Andalusia is made up of Gypsy/Roma from Spain and Portugal.<sup>16</sup> Seasonal agricultural work represents one of the sources of work for travelling Gypsy/Roma, alongside casual labour and mobile selling.

Although in some of the Gypsy/Roma families, only the adults move away to work, while their children are left at home to continue attending school,<sup>17</sup> in most cases, seasonal workers take their whole family with them when they move to a place of work. Families travel to the fields together and each family member has an important role to play in the socio-labour process. Some children of Andalusian-origin casual workers do stay at home while their parents are away but these children also have specific support needs in terms of their education.<sup>18</sup>

In Andalusia, there are currently two types of measures to support the children of seasonal workers, depending on whether they stay at home while their parents are working away or whether they travel with their parents to another municipality at harvest time. For those children who stay at home while their parents travel, the support measures include transport, canteens, nursery schools, boarding schools, student residences, maintenance grants and host families (usually relatives who take care of the children). For the children who travel with their parents, the support measures are related to the integration process of the children in their new school (educational guidance, tutoring classes, etc.) and activities for children while their parents are working.

The regional authorities responsible for this provision across Spain favour measures which enable children to stay at their normal place of residence in order to attend the same school during the whole school year. This way, the extent of absence from school (which is a significant problem) is reduced.

<sup>16</sup> Gimenez Adelantado, A., Piasere, L., Liegeois, J-P (2003), *The Education of Gypsy Childhood in Europe*

<sup>17</sup> Ibid.

<sup>18</sup> Defensor del Pueblo Andaluz (1997), *Temporeros y educación, La atención educativa a los hijos de trabajadores temporeros*

In the UK, the agricultural sector has long been heavily reliant on seasonal workers from abroad. It has a well-established scheme – the Seasonal Agricultural Workers' Scheme (SAWS) – which allows low-skilled workers from Bulgaria, Romania and countries outside the European Economic Area (EAA) to enter the UK to do seasonal agricultural work for farmers and growers. The government sets an overall annual quota for entry, which was 16,250 in 2007. Of this total, a minimum of 40% was allocated to Romanian and Bulgarian nationals. In 2008, the full SAWS quota for 2008 is likely to be reserved exclusively for Bulgarian and Romania workers. There are no restrictions on workers from other EU Member States.

Under the terms of the SAWS scheme, employers are required to provide accommodation at or near the place of work and the maximum stay is six months. Workers are not entitled to bring their dependents with them – except in the case of Bulgarian and Romanian workers who enjoy the usual rights of free movement afforded to all nationals of EU Member States. Since employers are not obliged to provide accommodation for dependents, it is highly unlikely that any workers entering the UK under the SAWS scheme are accompanied by their children.

Below, we examine in more detail 'migrant worker' groups, mainly from the new Member States, who often take on temporary seasonal work, including in agriculture.

### **3.6 Temporary migrant workers**

Research in the new Member States led us to identify an additional occupational group where work-related travel has a significant impact on a child's education. There are significant numbers of migrant workers from the new Member States who travel (often abroad) for temporary work, in particular for seasonal agricultural work.

In Lithuania for example, annual out-migration is estimated at 40,000 workers<sup>19</sup> and there are an estimated 284,000-314,000 Lithuanians working abroad (2007 estimates)<sup>20</sup>. In Romania, the Department for Labour Abroad estimates that the total number of migrant workers to be between 230,000 and 1,300,000<sup>21</sup> (including at least 200,000 placed officially by the MoLSSF). Other sources suggest the total number<sup>22</sup> of migrant workers to be around 200,000. Most work as seasonal agricultural workers (see above for details of

<sup>19</sup> Statistics Lithuania Average emigration rate during 2004 and 2005:  
<http://www.stat.gov.lt/lt/pages/view/?id=1298>

<sup>20</sup> 2005 Research paper "Lithuanian Emigration" by Lithuanian Expatriate Institute and the Lithuanian Civil Society Institute: [http://www.civitas.lt/files/Tyrimas\\_Lietuviu\\_emigracija\\_Studija.pdf](http://www.civitas.lt/files/Tyrimas_Lietuviu_emigracija_Studija.pdf)

<sup>21</sup> Romanian Department for Labour Abroad (MoLSSF)

<sup>22</sup> The Open Society Foundation estimates 1,800,000, the International Migration Office estimates 2,500,000 and other sources quoting MoLSSF mention 2,000,000

the lifestyle and issues faced by seasonal agricultural workers). An estimated 30,359 families<sup>23</sup> and 39,896 children<sup>24</sup> are affected in Romania. This issue was also highlighted by representatives of the National Agency for child protection in Bulgaria, although no data is available in this country on the number of children involved.

Where these temporary migrants have children, many leave them behind when they travel, either to stay with relatives (often there is a strong tradition in these countries of grandparents helping to look after children), in foster care or even unsupervised. For those workers who do take their children with them, their education can be significantly affected by language issues, such as lack of access to educational provision in their mother tongue.

The issue of temporary migrant workers has been noted in Estonia, where the construction, transport and medicine sectors face significant out-migration. A representative of the Ministry of Education and Research speculated that, at some point in the future, more and more parents working abroad will try to move their children back and forth from Estonian schools to foreign schools. Anecdotal evidence has revealed that many Estonian schools today face problems with unsupervised children, whose parents work long distances from their home town, or abroad. In Lithuania, many travel to Spain for work as seasonal fruit pickers or construction workers and to Ireland and the UK for restaurant and hotel work. These temporary migrants return to their families periodically – their children usually stay with grandparents or other relatives as extended family traditions remain strong in this country. The children who remain at home are able to attend the same school all year round but those who travel with their parents receive their schooling in the host country.

Latvian workers going abroad tend to do so for a season or longer. They mainly travel to Ireland and the UK, working mostly in agricultural and processing sectors. According to official statistics, 50,000 people have left Latvia to work abroad and of them 20,000 people are working in Ireland<sup>25</sup> (according to unofficial data there could be a variation of 30%). Seasonal workers moving abroad tend to leave their children with relatives or, after settling down in a new country, take the children to a new home. Children whose parents leave them in Latvia to go and work abroad usually continue to attend their local school. Parental absence is recognised a major problem, but few, if any, support programmes exist for such children.

<sup>23</sup> Press Release - Romanian National Authority for the Protection of Child's Rights (RNAPCR)

<sup>24</sup> *ibid*

<sup>25</sup> Here and further in the text, Interdisciplinary study "Latvia and free labour force movement: the example of Ireland", conducted by Strategic analysis commission created by State President of Latvia, November 2005-January 2006, Latvia

Polish citizens migrating to the UK however are mainly young, single people without children, showing again that it is important to have a good understanding of the number of children affected by each different occupation we have discovered, in order to identify the size of the issue in terms of educational needs.

Temporary migration thus creates educational challenges either for the home country (effect of parental absence on a child's education and development) or for the host country (where children require additional support due to language difficulties). In the case of parental absence, these challenges are exacerbated in cases where the migrant worker fails to return for whatever reason.

Country	No. of enterprises	No. of families/Total population	No. of children
Latvia		50.000 <sup>xcviii</sup>	
Lithuania		284,000-314,000 <sup>xcix</sup>	
Romania		2,000,000 <sup>c</sup>	

### 3.7 Gypsy/Roma itinerant groups

In certain Member states, Gypsy/Roma groups have taken on a more sedentary lifestyle for a variety of reasons. After 1945, the regime in many communist countries, including Poland, undertook intensive efforts to end nomadic lifestyles and forcibly settle the Roma<sup>26</sup>. In other countries, lack of official halting sites may force Traveller groups to move to fixed accommodation. However, there is evidence that in some Member States, Gypsy/Roma are still (semi-) nomadic and therefore should be considered within this report as an occupational traveller group with specific needs relating to school education.

Gypsy/Roma groups travel for a wide range of cultural, social, economic and ecological reasons. In “The Education of Gypsy Childhood in Europe”<sup>27</sup>, two basic factors behind this lifestyle are distinguished: economic and ecological. The report states that the economic model of Gypsy/Roma groups is bound up with travelling and that they travel because long-term infrastructure options (organised sites or housing) are not available. These

<sup>26</sup> EC (2004). The Situation of Roma in an enlarged European Union, p.8

<sup>27</sup> Gimenez Adelantado, A., Plasere, L., Liegeois, J-P. 2003. The Education of Gypsy Childhood in Europe

factors vary and the extent of their impact depends on the group and the context, “but they do have an intense effect on mobility patterns.”<sup>28</sup>

For our research, we have concentrated on Gypsy/Roma groups as occupational travellers, since there is already a wealth of information regarding Gypsy/Roma groups as an ethnic group (or series of ethnic groups). Although there are Gypsy/Roma groups in most countries of the European Union, the research and data we have found for Gypsy/Roma who continue to travel for work relates in particular to countries in southern Europe (France, Italy, Spain and Portugal). This may be in part because in these countries casual agricultural labour is a predominant source of employment in certain regions.

This section therefore focuses on these specific countries in order to illustrate the issues Gypsy/Roma children face in accessing education as a result of their parents’ travel for work. Some information about Gypsy/Roma groups in countries where these groups have tended towards a sedentary lifestyle (for example, Irish Travellers) can be found in each of the country fiches in Annex 2, although we have limited the amount of information included due to the focus of this report on *occupational* travellers.

Popular sources of work for Gypsy/Roma groups include casual agricultural labour, fairground work, street music and casual lorry driving or other driving work. A Spanish report on the Roma population and employment<sup>29</sup> also identified mobile trading and construction as significant sources of income for this population group in Spain.

The table below outlines some key data regarding the size of these groups in four southern European countries and their lifestyle/travelling patterns:

<sup>28</sup> Ibid.

<sup>29</sup> Secretariado General Gitano. 2005. *Roma Population and Employment*

Country	Data on Gypsy / Roma population	Notes on lifestyle/travelling patterns
France	Total population: 280,000 – 340,000 35,000 caravans Sedentary: 100,000 Non-sedentary: 70,000 Semi-sedentary: 65,000 <sup>ci</sup>	Manouches and other Gypsies (Tsiganes') in France are not defined as an ethnic minority - identity is determined by nomadic life-style.  Nomadism is a legally recognised right but successive French governments have favoured sedentarisation as the best way to reduce marginalization. <sup>cii</sup>  Many Gypsy/Roma groups in France pursue a lifestyle of mobility for economic or employment reasons. Mobility is significantly affected by the lack of sites available on which to camp. <sup>ciii</sup>
Italy	90,000 - 110,000 <sup>civ</sup> 8,982 Roma and Sinti pupils in both primary and secondary education <sup>cv</sup>	Most Italian Roma, even if sedentary, maintain a pattern of winter settlement and summer nomadism <sup>cvi</sup>  The Sinti in Reggio Emilia are semi-sedentary as a result of their involvement in the fairground sector.  The Sinti Tedeschi/Roma in northern Italy have been moving from a nomadic to a sedentary lifestyle. <sup>cvi</sup>
Portugal and Spain	Portugal: Estimates range from 30,000 – 92, 000 <sup>cvi</sup>  Spain: 650,000-800,000 (at least 300,000 of whom live in Andalusia) <sup>cix</sup>	There are significant numbers of casual agricultural labourers in Spain and Portugal. These groups have a mixed economy and carry out other activities such as begging or music.  The Gypsy/Roma pursue a cyclical pattern of mobility between Spain and Portugal - they leave Portugal in the middle of July and stay in Extremadura (Spain) until September.  The areas the casual labourers stop in and the routes they follow are almost always the same. <sup>cx</sup>  Relatively few Spanish Gypsies are still nomadic <sup>cx</sup>

Notes:

France: The 1990 “Traveller’s - Gens de Voyage - Situation Report” estimated around 100,000 sedentary, 70,000 non-sedentary and 65,000 semi-sedentary “Travellers”. However, it is important to note that the term *Gens de Voyage* is an administrative term used to recognise different ethnic groups (Gitans, Manouches and Roms) who lead different lifestyles (nomadic, sedentary and semi-sedentary). No distinction is made in France between these sub-groups, nor between the different professions they hold. For example, some Manouches may be Showpeople or circus people.

Portugal: There are no official demographic data regarding the ciganos groups.

A National Focal Point (NFP) report relating to Gypsy/Roma groups in Italy<sup>30</sup> outlines some of the problems faced by their children in accessing education. The report notes that rigid curricular structures, lack of teacher flexibility and frequent refusal to register pupils in schools close to their camps, together with prejudice and racism in schools all contribute to Roma/Sinti disaffection towards education. Similarly, the 2003 report, 'The Education of Gypsy Childhood in Europe'<sup>31</sup> explains that in Spain, the restrictions on the length of time it is permitted to camp in one place make it very difficult for children from these groups to attend school on a regular basis. Moreover, when Gypsy/Roma children from casual labourer families arrive at a new school, they are generally placed in classes with spare places, rather than the class most appropriate to their needs. The report explains that, as a consequent, Gypsy/Roma children tend to:

- have different (usually lower) levels of knowledge than their classmates;
- need adapted or specialised material;
- have problems in integrating;
- experience a lack of stability;
- get given parallel and often individual activities to do, rather than sharing in the activities of the whole class;
- suffer from ineffective coordination between the different schools attended.

These problems are similar to those outlined in more detail in Chapter 4. The results for the Gypsy/Roma children can be low attainment, poor attendance, high drop-out rates, disaffection and low motivation (particularly at secondary level). Data relating to Gypsy/Roma groups in France illustrate this.

The 1990 "Traveller's (*Gens de Voyage*) Situation Report" on Gypsy/Roma children in France estimates that 50% of non-sedentary children were enrolled in education, compared to 85% of sedentary children, while less than 10% of both groups attend lower secondary schools (*collèges*). Although more recent reports have reported improvements<sup>32</sup> a European Roma Rights Centre (ERRC) publication has suggested that participation levels of Gypsy children are "dramatically low, with many children not attending school at all and others dropping out at an early age... only a very small minority complete secondary education." ECRI, in its 2005 report expressed its concern over

<sup>30</sup> European Monitoring Centre on Racism and Xenophobia (EUMC). 2006. Roma and Travellers in Public Education

<sup>31</sup> Gimenez Adelantado, A., Piasere, L., Liegeois, J-P (2003), The Education of Gypsy Childhood in Europe

<sup>32</sup> The 2000 official report "Schooling of Traveller Children" indicated a slight improvement in school enrolment and the number of pupils following training courses at vocational or technical high schools. The 2004 report "Synthesis of the investigations into the Schooling of Traveller Children" found that enrolment rates in 2002/2003 approached 85 per cent of sedentary and 60 per cent of non-sedentary children.

allegations of continued refusal by authorities, in certain cases, to enrol children whose parents are in an illegal situation or to enrol children who are Travellers, although compelled by law.<sup>33</sup>

There is evidence that children from Roma/Gypsy groups in Italy, Portugal and Spain experience similar problems. Despite the importance attached by Italian Roma/Sinti groups to basic writing and reading skills, pupils' attendance rates are quite irregular in primary education.<sup>34</sup> In Spain, educational attainment of the *Gitano* in primary education is lower than the national average, but data indicate that the situation has improved in the last 20 years.<sup>35</sup> Finally in Portugal, official data available until 1998 indicate very low levels of participation in pre-school education, high levels of school failure and early drop-out rates.<sup>36</sup>

Data regarding the education of Gypsy/Roma children is rarely separated into those whose families continue to pursue an itinerant lifestyle and those who do not. It is therefore difficult to identify a causal relationship between the educational issues facing these children may face and their mobile lifestyle. However, it is clear that all Roma/Gypsy children do face certain barriers/challenges in terms of education, which are no doubt exacerbated for those whose families regularly travel in search of work.

Our research has confirmed that some Gypsy/Roma groups continue to travel in other countries. In Poland, Roma tend now to lead a sedentary lifestyle but may also spend a few months travelling, as trade is their most common occupation (such as importing old cars, trade in textiles, fleece, carpets and antiques). Moreover, it is possible that some Gypsy/Roma groups may choose to return to a nomadic lifestyle in the future, since this is part of their heritage. Our analysis of the Gypsy/Roma in the southern European countries thus should serve to illustrate the travelling lifestyle of these ethnic groups, which can be found across the EU.

### 3.8 Saami

The Saami people (also known as Sámi, Lapps or Laplanders) are the indigenous people of Sápmi, which encompasses parts of northern Sweden, Norway, Finland and Russia. Traditionally, the Saami led a nomadic lifestyle linked to the migration of reindeer. However, only about 10% of the current Saami population of 70,000-80,000 is involved in

<sup>33</sup> European Monitoring Centre on Racism and Xenophobia (EUMC). 2006. Roma and Travellers in Public Education

<sup>34</sup> National Focal Point Report

<sup>35</sup> European Monitoring Centre on Racism and Xenophobia (EUMC)(2006), Roma and Travellers in Public Education

<sup>36</sup> Ibid.

reindeer herding. Nomadism is reported to be virtually non-existent in Finland and in Russia, where the Saami were forcibly settled during the communist era.

During the summer, Saami herders travel from Sweden to the coast in Norway and during the winter back to inland Sweden. Most reindeer herders live in permanent housing, but many have cottages where they herd reindeer. Usually the man travels by himself and stays at the cottage throughout the reindeer season, leaving his family at the permanent home. If children travel with their parents, this tends to be during the long summer holidays.

Previously, children of reindeer herders or the mountain Saami of Sweden attended boarding schools whilst their parents were travelling. From 1913-1940, provision was in hut schools, where children were supposed to live in a 'traditional setting'. However, parents complained about the lower level of education that Saami children received, compared to others. In 1940 these schools were transformed into modern boarding schools. Other Saami would attend the normal village schools. In 1960, the nomadic school became a school for all Saami and was later named 'Saami school' in the 1980s. Saami schools only cater for primary school children and children progress to a mainstream school at secondary level.

It has been reported that some Saami or Finnish parents have moved from Finland to Norway for work, particularly in the health, education and construction sectors. In these cases the distance between the parents' home and their place of work in Norway can be perhaps only 20km. This would enable the Finnish-speaking child to still attend school in Finland as normal. However, the Norwegian State maintains that children living in Norway should attend a school in Norway, which of course is difficult for children who only speak Finnish.

The Pan-Nordic Saami Organisation has proposed to the Parliament that Sweden, Finland and Norway should "take measures to provide Saami individuals residing in any of the three countries with the possibility to obtain education, medical services and social provisions in another of these countries when this appears to be more appropriate. The Saami population residing in the Saami areas shall have access to education both in and through the medium of the Saami language" (Nordic Saami Convention). This proposal does not appear to have been accepted yet. However, given that the Saami population is increasingly sedentary, it would appear that the proposal is more concerned with protecting and promoting Saami culture than with providing for the needs of occupational travellers per se.

### 3.9 Case Study – Rathkeale, Ireland

One very specific traveller group which merits examination in the context of this report, as it exemplifies the kind of issues surrounding the school education of the children of occupational travellers is that of the Traveller group which is based in Rathkeale, Ireland.

**Table 3.4 Case Study**

Rathkeale, Ireland
<p>Rathkeale is a town in the County of Limerick, Ireland and is 120 miles from Dublin. There are two large extended families in the town which trade in fine art and antiques, door to door selling, market trading and auctions; their work takes them across Europe and also into the United States and China. The same applies to several other nomadic families from within the town who engage in trading furniture and industrial goods as well as work laying tarmac. It is estimated locally that approximately 80% of the families in Rathkeale are nomadic.</p>
<p>Travelling takes place predominantly between February and November and approximately 800 family members could travel at any one time. Young male Travellers tend to accompany their fathers while the young Traveller females and mothers tend to follow on in the summer months. However, a significant number of women do travel throughout the nine month period.</p>
<p>The Rathkeale Travellers are very successful traders, have a very strong work ethic and do not, in the vast majority of cases, depend on the state for financial assistance; they usually own their homes and many own second homes in England. They see themselves as distinct from other Travellers. It is impossible to give an accurate and totally reliable figure for the number of Travellers in Rathkeale due to the transient nature of their lifestyle. A survey conducted between November 2001 and April 2002 showed that the Traveller population in Rathkeale varied from a high of 1159 in December to a low of 369 in April.<sup>37</sup> As with all data collection methods for this group it is therefore difficult to estimate the size of their population although one survey did identify 143 Nomadic families with school-aged children and 247 school-aged Traveller children in Rathkeale.</p>
<p>With regards to education, young Traveller boys are expected to engage in trading and follow their fathers' career path from a very young age. There is an expectancy that they will travel and work upon completion of primary school and often sooner. Accessing formal education is not a priority as they believe that they do not need formal education to succeed. Approximately 70 Traveller children of school age are not enrolled in post-primary education provision and are disengaging from the enrolment process at present. Currently seventeen Traveller children are enrolled in post primary schooling in Rathkeale, of which only two attend regularly.</p>
<p>Legal proceedings have been instigated by the National Education Welfare Board to secure the enrolment of Travellers at post primary level and there are considerable efforts to ensure the educational needs of this group are met, in the context of the national strategy for Traveller education. Activities carried out by the Continuing Education Sub Group for Rathkeale include paired reading, subject taster sessions at local post primary school, out of school provision, transition programme for Primary School, peer mentoring and parent/child sessions at local post primary school.</p>

<sup>37</sup> Integrated Plan for the Delivery of Public Services to Travellers in County Limerick, November 2005

### **3.10 Summary**

It is clear that each occupational traveller family finds itself in a very unique set of circumstances which have an impact on the education of the children within the family. It is therefore important that policy and practice is able to recognise this diversity and to provide for the needs of each individual occupational traveller group – and each individual occupational traveller child.

The next section will explore further the problems and barriers faced by occupational travellers in accessing education, which have been touched on within this chapter. The following chapters will discuss Member State and EU policies to address this issue and then provide an overview of the provision which is currently in place to meet the needs of occupational traveller children across the EU.

## **4.0 Problems and barriers experienced by occupational travellers in accessing school education**

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### **4.1 Introduction**

Occupational travellers demonstrate in a microcosm the educational challenges of the Lisbon process. In relation to the education of their children, problems arise such as those of access, rights of access, discontinuity, discrimination, the need for open, flexible and distance learning, the need for validating non-formal learning, recognition of qualifications, access to IT and attitudes to learning. If Lisbon can be made to work for the children of occupational travellers, then it can be made to work more widely.

This section outlines the problems and barriers highlighted in the literature reviewed and reinforced by representatives of the different occupational traveller groups and providers of educational services to these groups. Problems and barriers are categorised under broad headings but are clearly interrelated and overlapping. It must be emphasised that not all occupational traveller sub-groups will face the same range of problems and barriers – each sub-group and each family will face its own unique set of issues in relation to their occupation, lifestyle and circumstances.

### **4.2 Visibility and recognition**

Occupational travellers in most Member States constitute a relatively small proportion of the overall population are not necessarily geographically concentrated; indeed, they are, by definition, mobile. They also consist of several sub-groups according to occupation and/or ethnicity, which may be entirely distinct from each other and have little in common. As a consequence, there is a risk of occupational travellers not being "visible" to decision-makers at national (or regional) level who may thus determine policy and provision across Member States (or regions) with little regard to them. In the case of seasonal workers, particularly those that are low-skilled, unskilled, low paid and perhaps even informal, this situation is aggravated by the lack of representative bodies, such as guilds or trade unions.

One significant factor here is the very limited official statistical data regarding the number of children of occupational travellers. Data regarding each occupational group is mostly available only from service providers working directly with the children, or from representatives of professional organisations. It thus risks being anecdotal or local.

Where the data is available from providers, it can not usually give a precise picture of the full size of the target groups, since providers can not necessarily know the exact number of children from these groups who do not access education. Data from professional bodies (where these exist) is obviously limited to the number of members and thus excludes non-members. It also does not reflect the size of family groupings that may have single membership for the whole family. Without reliable data regarding the size of the target groups, it is very difficult to ensure that sufficient specific educational provision and associated support services are available to meet their needs.

In terms of education, difficulty in accessing student records for occupational traveller children represents a significant issue in the delivery of appropriate educational content. Teachers at supporting schools may be unable to determine their pupils' educational history<sup>38</sup> and children may find that they are not taught at an appropriate level, or that they study similar topics several times over.

### **4.3 Perceptions and prejudice**

Previous research into the education of Travellers has identified that there is a distinct lack of understanding within the settled community of the differences between Traveller sub-groups. To ensure that appropriate schooling is available to occupational traveller children, it is important for relevant stakeholders to have an understanding of both the differences between Gypsy/Traveller groups and occupational travellers, but also of the different occupational traveller sub-groups (circus children, fairground children, bargees etc) since their needs vary according to their circumstances. A 'one-size-fits-all' approach to their education is clearly inappropriate. Children with specific support needs in terms of education, such as the children of migrant workers, may simply 'fall through the net' due to a lack of recognition of their particular problems.

Poor understanding of the cultural background of occupational traveller children on the part of educational staff can have a significant impact on their educational experience. Occupational travellers often allow a high degree of decision-making, independence and responsibility from an early age as children are integrated into the family business and upkeep of the family home. Teachers may fail to notice the children's resulting high level skills such as social competence, manual skills or ability to work in a team and may not give their pupils sufficient credit for these competences which have been learned outside of the school environment. Where this learning of skills and independence at home is ignored or devalued in the school setting, the result can be exclusion and feelings of low

<sup>38</sup> Department for Education and Skills (DfES), Aiming High: Partnerships between schools and Traveller Education Support Services in raising the achievement of Gypsy Traveller pupils, available at: <http://www.standards.dfes.gov.uk/primary/publications/inclusion/tess/>

self-esteem, leading to absence from school and/or early drop-out. In addition, prejudice and misunderstanding regarding the background of occupational traveller pupils can lead to low expectations whereas in fact, they often have a strong work ethic (due to their early introduction to working for the family business) and commitment to their studies. A lack of understanding by educational staff of the circumstantial differences of occupational traveller children (such as lack of time and space to complete homework due to the constraints of the family home and business) also means that the education provided is often ill-suited to these groups.

In addition, occupational traveller children may find themselves victims of prejudice and lack of understanding from their peers. In research carried out in Scotland among Gypsy and occupational traveller school pupils<sup>39</sup>, all reported being called names by their peers from the settled community. School bus journeys can represent a particularly difficult experience and the provision of individual learning programmes and additional support to these children may be seen by fellow pupils as "confirming implicitly their low status and marginalised position."<sup>40</sup>

Although the above-mentioned research showed that among the community consulted, showground Traveller parents did not allow their children to stay out of school as a result of name-calling, prejudice and exclusionary behaviour from both fellow pupils and teaching staff can make attendance at school a negative experience for some occupational traveller children. As a consequence, many endeavour to keep their identity concealed, which contributes to the problems in collecting data regarding the numbers of children from these target groups outlined above.

#### **4.4 Interrupted learning**

Many occupational traveller pupils experience significant interruptions to their formal learning as a result of their family's travelling patterns. Interrupted learning has been associated with difficulties in socialising as well as academic underachievement. Specific problems which occur as a result of occupational travellers' mobility include:

- late enrolment (which causes children to miss out on the 'settling-in' period);
- delays or difficulties in registering at supporting schools;
- repeated assessment on arrival at each new school;
- lack of assessment, for example due to missing key examination dates;

<sup>39</sup> Jordan, E. (2001), Exclusion of Travellers in State Schools, in Educational Research Vol. 43 No. 2 Summer 2001 117-132

<sup>40</sup> Jordan, E., From Interdependence to Dependence and Independence: Home and School Learning for Traveller Children, University of Edinburgh

- overall lack of continuity (for example in teaching methods used) or problems with repetition (of particular topics or subjects);
- non-availability of specific subject choices (particularly at secondary level);
- lack of continuity between schools in subject teaching; and
- language barriers for those travelling abroad with their parents.

Children attending local schools while travelling suffer from an unfamiliar classroom setup and from having to adjust to different teachers' approaches in each school that they visit. They may struggle to develop a stable pupil-teacher relationship and often find that continuous study is barely possible.<sup>41</sup> For children of secondary-age, there may seem little point in enrolling in a series of schools – there is less opportunity for coherence and continuity across and between schools due to the organisation of the secondary curriculum (which tends to incorporate a much wider range of subjects and ability levels, meaning that staff are more specialised).<sup>42</sup> Moreover, travelling patterns make the 'transition' from primary to secondary school particularly difficult, since children often miss the beginning of their first term at a new school. This may have an impact on subject choices and allocation in classes according to ability, as well as making settling-in particularly difficult for these children.

In our interviews with providers who have registered foreign occupational traveller children, no specific measures were identified that take into account the language barrier issue (i.e. the children are taught in the language of the country they are visiting). This therefore creates an additional obstacle or difficulty for the children to overcome in accessing education. Other specific needs of occupational traveller children (i.e. specific learning difficulties or special educational needs, or children who have particular academic aptitude) may also go unnoticed and support measures therefore not provided, due to the time taken to test for a specific difficulty and problems in organising remedial support while travelling.<sup>43</sup>

<sup>41</sup> EFECOT, Guidelines for teachers of travelling children

<sup>42</sup> Jordan, E., Exclusion of Travellers in State Schools, Available at: <http://www.scottishtravellered.net/resources/articles/exclusion.html>

<sup>43</sup> *ibid*

#### **4.5 Incompatibility of traditional educational provision with occupational traveller lifestyles**

It is clear that there is a distinct incompatibility of mainstream educational provision in relation to the mobile lifestyle of occupational travellers. The traditional educational system, based on institutionalised learning, relies on regular attendance which is by nature very difficult for these itinerant groups. Furthermore, in addition to the problems associated with interrupted learning, there are various other barriers to access for occupational traveller children, some of which are outlined below.

As indicated above, many occupational traveller children are integrated into the family business from an early age and the professions are predominantly intra-generational - children will take over the family business when they get older, or set up their own business within the same profession. Many occupational traveller parents place strong values on the importance of education in order to ensure that their children are able to make their own choices regarding the professional paths they choose and also to ensure that they have skills to fall back on in case of economic difficulties. Some even stop travelling during important periods in their child's education, in order to ensure they are able to attend school. Interviews with showpeople and circus people across Europe, from the UK to Estonia, have confirmed this strong commitment to ensuring their children's access to education.

However, in some cases, both children and parents from these groups may not recognise the value of formal education, leading to high rates of early drop-out, particularly at secondary level. The mismatch between pupils' learning needs and traditional provision (a perceived low relevance of academic qualifications to occupational travellers' lifestyles), together with the sharp contrast between the ability to earn and treatment as a contributing member of their community at home with the experience of school, show the need for providers and policy makers to have a better understanding of the needs of the target groups and to devise provision accordingly. Tailored provision might mean offering different learning methods (e.g. distance learning) or offering different learning content (occupational travellers may be more attracted to vocational learning opportunities, in order to gain skills and qualifications which are meaningful to their work).

Various lifestyle factors also make it difficult for occupational travellers to access and benefit from mainstream education. Time for learning outside of school hours is often heavily restricted due to commitments within the home. Some children experience a lack of sleep living on the fairground or circus and therefore have difficulties concentrating in class for the full school day. Living in such close proximity with other family members

often means it can be difficult to undertake homework and can limit the space available for storing learning materials and resources. In addition, as uncovered by research in Scotland<sup>44</sup>, for many occupational traveller pupils "there was no history of literature as a source of pleasure or learning, and for many, family literacy was at a barely functional level". Where this is the case, it can create significant difficulties for the children to engage at school, due to the lack of opportunity to access written texts at home. It can also create problems for the schools in developing relationships and communicating with parents throughout the child's period of attendance. Schools may try to maintain contact by letter but alternative contact methods would be required for non-literate families.

In fact, general regulations and practices within the traditional school education system can offer very real challenges to inclusion for occupational travellers. The aforementioned literacy issues can create problems in completing relevant registration documentation and keeping up-to-date with school news, due to the predominance of written home-school communications; enrolment may require families to give a settled address, while attendance regulations may stipulate notice of absence in writing. Parental literacy is also an issue with regards supporting children with their homework.<sup>45</sup>

When developing specialised provision, it is therefore important to take these lifestyle issues into account. For example, cost and connectivity are issues for ICT-based learning. Generators for fairground sites might not be able to support laptops and the introduction of additional equipment into the (perhaps already cramped) family home may be unwelcome. It is clear that consultation with parents and children is essential to ensure that services are developed in line with their needs and circumstances.

## **4.6 Social issues**

For those children who access schools in each stopping place, there are significant issues regarding their social learning, as they rarely have the opportunity to fully integrate within their school community and to form quality relationships with teachers and other pupils.

We have already mentioned the issue of language barriers for children travelling to different countries with their parents. This not only affects their ability to receive education but also their ability to form relationships with teachers and fellow pupils.

<sup>44</sup> Jordan, E., From Interdependence to Dependence and Independence: Home and School Learning for Traveller Children, University of Edinburgh

<sup>45</sup> Scottish Traveller Education Programme, Inclusive Educational Approaches for Gypsies and Travellers, Learning and Teaching Scotland 2003

The issue of developing social skills is particularly acute for children from bargee families, since the nature of the work involves periods of isolation within the family unit. "The implication for personal and social education is clear especially in terms of the formative years"<sup>46</sup>, which means that appropriate pre-schooling is particularly important for this group.

A few occupational travellers may even discourage their children from interacting with fellow pupils from the settled community, who may be seen as a threat to the 'exclusiveness' of the group.<sup>47</sup> Parents may also fear that their children will suffer from bullying or name-calling, particularly if they have memories of their own negative experiences in school. Difficulties in social learning, together with the problems of prejudice and misunderstanding from the settled community as outlined above, can lead occupational traveller children to develop a feeling of distance, which can cause them to reject education altogether.

Notwithstanding these problems, many children of occupational travellers still recognise the value of belonging to a school community. In a study of Gypsy/Traveller and Showground pupils relating to their experience of interactive communications technology (ICT) and its support for their learning in schools, the pupils said that they valued "school as a place to make friends and gain the skills and qualifications they needed for adult life".<sup>48</sup> Whilst distance learning may overcome certain barriers to access for occupational traveller children, it can not replace this sense of belonging.

#### **4.7 Parental absence**

Parental absence has a significant impact on the education of many children of occupational travellers. Indeed, as noted earlier, parental absence is becoming more common in the case of migrants from some of the new Member States but is also evident in other countries where seasonal agricultural work is an important source of income, such as (southern) Spain.

Some parents who travel long distances (including abroad) to find temporary seasonal work do not take their children with them when they travel but instead leave them in the family's permanent place of residence, usually in the care of extended family. The 1997

<sup>46</sup> Bowman, J., How to prepare distance learning materials for children out of school, Brussels: EFECOT

<sup>47</sup> Jordan, E., Exclusion of Travellers in State Schools, Available at: <http://www.scottishtravellered.net/resources/articles/exclusion.html>

<sup>48</sup> Padfield, Dr. P,(2006) Learning at a Distance Supported by ICT for Gypsies and Travellers: Young People's Views, available at: <http://www.scotland.gov.uk/Resource/Doc/930/0030737.pdf>

report of by the Andalusian Ombudsman<sup>49</sup> observed that parental absence was a significant cause of low educational achievement amongst the children of Andalusian seasonal workers left at home. It emphasised that these children have basic (e.g. sanitary and hygiene), emotional and educational support needs, in the same way as children who do travel with their parents.

Our research in the new Member States uncovered significant numbers of children in a similar situation as the children of Andalusian seasonal workers. For example in Romania, in the first trimester of 2006, there were 30,359 families of which at least one of the parents was temporarily working abroad. The majority of the children affected (36,779 out of a total of 39,896) are left with relatives (including older siblings, who may themselves be minors) but others are entrusted to foster care parents and institutions<sup>50</sup>. The temporary parental absence can vary in length and some children may only see their parents over the Easter and Christmas holidays. Support from the state for these children is limited since by law, they are not recognised as 'legally abandoned' due to the duty of care taken on by their relatives. Where the parents are only able to provide limited (financial and other) support for their children, it is clear that significant problems are likely to arise in terms of their welfare and education.

#### **4.8 Conclusions**

The issues outlined above represent a very brief overview of problems and barriers faced by occupational travellers in relation to education. These relate both to lifestyle factors and institutional issues within traditional education systems, which combine to create a general mismatch of mainstream provision to occupational traveller children's needs. If this mismatch is not addressed, the consequences can be low attendance, early drop-out rates and poor educational achievement compared to the settled community.

It is clear that the task of devising suitable provision in order to fulfil the right to education of occupational traveller children's represents a complex challenge. The next section considers the various types of provision which are available to occupational traveller children across Europe, in order to assess to what extent these are able to overcome the problems and barriers outlined above.

<sup>49</sup> Defensor del Pueblo Andaluz (1997), *Temporeros y educación, La atención educativa a los hijos de trabajadores temporeros*

<sup>50</sup> Press Release - Romanian National Authority for the Protection of Child's Rights (RNAPCR)

## **5.0 Provision of schooling to travelling pupils**

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### **5.1 Introduction**

In response to the many challenges relating to the school education of the children of occupational travellers, providers across Europe have developed a huge range of innovative and effective tools and approaches. Indeed, there is a wealth of experience in applying such tools and approaches, whether that be through creating national support services, establishing dedicated schools, visiting teachers or mobile units, supporting static schools, developing specific tools for teachers and pupils or providing ancillary services.

This section discusses the different types of educational provision for the children of occupational travellers in Europe. It first provides an overview of approaches found in Europe, discussing in turn whether the provision is mainstream, nation-wide, regional or local. It then focuses on each type of provision and discusses where it is found, what activities it entails and which target group it is aimed at. Case studies are also included to illustrate in more detail how different types of provision work in specific settings and for specific target groups. Where examples are given within the body of the text, further details may be provided in the relevant country fiche which can be found in Annex 2. A short review of pedagogic approaches has also been undertaken, and will be referred to in this section.

### **5.2 Overview of existing provision**

Not surprisingly, provision of school education for the children of occupational travellers varies between different countries and in relation to factors such as the size and characteristics of the target population, their level of mobility and the geography or climate of the country.

The most comprehensive provision is perhaps in the United Kingdom and Ireland, where the respective Governments fund mainstream, nation-wide support services for different groups of itinerant pupils. Nation-wide as well as local and regional provision was also found in the Netherlands. In Germany and France, guidelines and policies exist at national level, but actual provision is variable according to region. There are also examples of individual projects in Spain and Belgium. These are the countries where the target populations are notable in size and have considerable mobility. In countries lacking national provision, isolated projects are often led by voluntary agencies or the occupational traveller groups themselves, in partnership with educational bodies.

Few examples of specific provision for occupational travellers appear to exist in the Nordic/Scandinavian countries. In these countries, the number of occupational travellers is small, and the long winter also restricts the travelling time of circuses, which tend to travel during the summer period. As school summer holidays are long, children are usually on holiday when their parents are travelling, and if the travelling time and school semester overlap, circuses were found to pay for their own private teachers. Denmark is an exception, and one example of a circus that travels over further distances and for a longer period was found. In this case children travel with their parents for longer periods of time and private teachers are hired and paid for by the circus itself.

Similarly, educational policy in the new Member States tends not to recognise or provide for the needs of itinerant pupils. No target group-specific provision could be found, nor was the transfer of occupational traveller pupils from school to school facilitated in a structured way. Fewer circuses exist in the majority of these countries, and generally circus workers' children tend not to travel with their parents. In most cases circus children attend base schools and during the travelling season go to a school local to the area where the circus or fairground is stationed. In Slovakia, for instance, only one circus exists and the school-age children, when they travel, attend a school in that region for periods of around two weeks. In some cases a private tutor is paid for by the circus or the family itself.

The children of migrant workers are often left in their home country while their parents are abroad. They usually stay with extended family (grandparents) and are thus able to attend mainstream schools for the full academic year. These children however may face particular issues with respect to education and require additional support to compensate for the lack of parental involvement in their schooling, such as after-school clubs for help with homework. For example, some children of Andalusian-origin temporary seasonal workers in Spain do stay at home while their parents travel away for work. These children show poor levels of achievement at school compared to the average.<sup>51</sup> Support measures are provided for them including transport (daily to the school and for visiting their parents at weekends), canteens and maintenance grants. Similar services could be developed in the new Member States in order to address the growing number of migrant workers who leave their children at home.

Examples of local and regional provision have been identified in southern Europe. Here the size of the occupational traveller population is quite large, and because of the climate circuses and fairground workers also tend to travel for longer periods of time and over longer distances. Spain has seen attempts to provide education for the children of

<sup>51</sup> Defensor del Pueblo Andaluz (1997), *Temporeros y educación, La atención educativa a los hijos de trabajadores temporeros*

occupational travellers, such as seasonal and circus workers, through the provision of itinerant support units. Education and support programmes are also implemented in Spain for pupils whose parents are migrant workers. The target population is large in Italy, but no national schooling provision exists for itinerant pupils. Projects are almost all local or regional initiatives, often led by voluntary organisations in partnership with the Regional Education Office. Isolated initiatives also exist in Portugal, although the Government and the Ministry of Culture now have plans to develop projects supporting circus children.

Table 5.1 highlights the key types of provision in each Member State.

**Table 5.1 National (and/or regional/local) provision relating to the school education of occupational travellers**

Country	Overview of educational provision for occupational travellers
<b>Austria</b>	- Children of occupational travellers attend <b>mainstream schools</b> , or <b>boarding schools</b> . They are not given any specialised provision.
<b>Belgium (Flemish Community)</b>	<p>- Occupational traveller children attend <b>boarding school</b> or attend the local <b>mainstream school</b> while staying with their relatives during the travelling season. Where the children attend boarding school, this is paid for by the parents with some support from the state.</p> <p>- A new pilot <b>mobile school</b> was introduced in September 2006 which provides pre-school education to the children of Showmen, on site. The school can cater for around 15 children and provides a similar curriculum to that delivered in mainstream schools.<sup>52</sup></p>
<b>Belgium (French Community)</b>	<p>- There are some <b>boarding schools</b> available for children of primary/secondary school age.</p> <p>- The <i>Centre de Mediation des Gens du Voyage en Wallonie</i> (CMGVW) provides educational and training activities for Travellers on a mobile basis. These activities are not provided by a qualified teacher and are not formal education but simply <b>educational support</b>.<sup>53</sup></p> <p>- Through the <i>Enseignement à Distance</i> (<b>distance learning</b>) programme, pupils are sent lessons and homework which they return to the service for correction. This service does not lead</p>

<sup>52</sup> Source: telephone interviews with representatives from the Belgian fairground community

<sup>53</sup> Source: Ahmed Ahkim, Director of the Centre de Mediation des Gens du Voyage en Wallonie – Telephone interview

<sup>54</sup> Centre de Médiation des Gens du Voyage en Wallonie a.s.b.l. [online]. [Accessed December 2006]. Available from World Wide Web: <<http://www.cmgv.be/pages-html/but.html>>

Country	Overview of educational provision for occupational travellers
	<p>to any formal qualification.<sup>54</sup></p> <ul style="list-style-type: none"> <li>- The <i>Service Social de la Batellerie et des Gens du Voyage</i> acts as a <b>mediator</b> between (bargee) children, parents and the schools, when they are experiencing difficulties.</li> </ul>
<b>Bulgaria</b>	<ul style="list-style-type: none"> <li>- In 2005, a Centre on the integration of children and pupils belonging to minorities was set up.</li> <li>- When children travel with their working parents, they receive <b>home tuition</b>. When children are unable to attend local schools, they attend ad hoc tutorials and take exams in each subject at the end of the year.<sup>55</sup></li> </ul>
<b>Cyprus</b>	<ul style="list-style-type: none"> <li>- No special provisions are made for occupational travellers (The issue of education of the children of occupational travellers does not arise in Cyprus due to the small size of the country).</li> </ul>
<b>Czech Republic</b>	<ul style="list-style-type: none"> <li>- Occupational traveller children attend <b>mainstream schools</b> and there is no specific provision for them since they are so few in number<sup>56</sup>.</li> <li>- Occupational traveller children register at a <b>mainstream school</b> in their home town which they attend when not travelling. The school maintains documentation and finances and when travelling, pupils attend the school nearest their stopping-place (<b>supporting schools</b>).</li> <li>- Instead of attending school, parents can teach their children through 'individual education' (<b>home tuition</b>). Regulations require that the home town school supplies text books and other school accessories.</li> </ul>
<b>Denmark</b>	<ul style="list-style-type: none"> <li>- Individual travelling circuses in Denmark have to finance and organise school instruction for their children themselves when they are on tour.<sup>57</sup></li> <li>- Circus Arena runs its own <b>mobile school</b>, which provides teaching during the travelling season.</li> <li>- Circuses on Fyn (an island in Denmark) only travel a limited distance and take their children to a <b>mainstream school</b> every day, even if that means driving 100 km.<sup>58</sup></li> </ul>

<sup>55</sup> Information provided by a representative of the Child Welfare Reform Project at the Ministry of Labour and Social Policy

<sup>56</sup> Interviews with the Ministry of Education

<sup>57</sup> The Situation of the Circus in EU member states, European Parliament, 2003.

Country	Overview of educational provision for occupational travellers
Estonia	<ul style="list-style-type: none"> <li>- No special provisions are made for occupational travellers.</li> <li>- <b>Distance learning, validation</b> of non-formal learning and methods of recording educational attainment are available at gymnasium/upper secondary school level.<sup>59</sup></li> </ul>
Finland	<ul style="list-style-type: none"> <li>- <b>Home schooling</b> is usually undertaken by the parent. The pupil would then have to take exams in the nearest school.</li> </ul>
France	<ul style="list-style-type: none"> <li>- The Ministry of Education <i>Bulletin Officiel</i> of 25 April 2002 outlines recommendations for primary and secondary level provision for this target group. Emphasis is on the <b>integration</b> of traveller children into the mainstream classes and curriculum, with support provided where necessary.</li> <li>- <b>On-site</b> schools still exist in a number of locations - there are around 15 campsite schools.<sup>60</sup></li> <li>- The CASNAV (<i>Centres pour la Scolarisation des Nouveaux Arrivants et des enfants du Voyage</i> – Centres for the education of new arrivals and Traveller children) provide <b>support</b> to teaching and educational staff and also mediation with families and partner organisations.</li> <li>- The national centre for <b>distance learning</b> (CNED) can be called upon to provide teaching to secondary school children for whom regular attendance at school is made difficult due to their parents' travel.</li> <li>- The Centre for <b>Liaison and Information</b> on Travellers' Schooling (CLIVE) aims to promote reflection and exchange of ideas, networking among teachers and increasing understanding of the current situation in the education of Traveller children, as well as to develop measures which make school provision more accessible for those with a nomadic lifestyle.<sup>61</sup></li> <li>- <b>Mobile</b> provision is available for children whose parents travel so much that registration at a school is not possible. There are around 40 mobile school units (<i>Antennes Scolaires Mobiles</i>), mostly operated by ASET (<i>Aide à la Scolarisation des Enfants Tsiganes</i> – Aid association for the Education of Gypsy children)<sup>62</sup>.</li> </ul>

<sup>58</sup> Telephone interview with Kurt Wagner, teacher of Circus Arena

<sup>59</sup> Source: Regulation of Minister of Education and Research, No 75

<sup>60</sup> European Monitoring Centre on Racism and Xenophobia, EUMC (2006), Roma and Travellers in Public Education, Vienna: EUMC

Country	Overview of educational provision for occupational travellers
Germany	<ul style="list-style-type: none"> <li>- In January 2006, eight Länder upheld the <i>Kultusministerkonferenz</i> recommendation that a <b>subsidy</b> of €5.11 per day and per child should be provided for circus, fairground and bargee families whose children attend <b>boarding schools</b>.</li> <li>- There is now a <b>dedicated officer</b> within the <i>Kultusministerium</i> (Culture Ministry) of every Land with responsibility for issues relating to the children of occupational travellers.</li> <li>- Education is provided through a system of <i>Stamm-</i> and <i>Stützpunktschulen</i>. <i>Stammschule</i> (<b>base schools</b>) maintain the pupil's school files and children attend <i>Stützpunktschule</i> (<b>supporting schools</b>) when travelling. Some Länder also have mobile teachers (<i>Bereichslehrkräfte</i>) who operate within a specific area.</li> <li>- A variety of additional support and provision is in place in the different Länder. For example, four Länder also provide <b>mobile schools</b> (<i>Nordrhein-Westfalen, Sachsen-Anhalt, Sachsen</i> and <i>Thüringen</i>).</li> <li>-<b>Support classes</b> are provided for pupils whose mother tongue is not German, at both primary and secondary level.</li> <li>- The mandatory <i>Schultagebuch</i> (<b>school diary</b>) aims to help teachers to set the level of schooling for occupational travellers and for parents to keep track of their child's progress. Pupils are given the diary before the travelling season starts – it should accompany them throughout their time at school. Teachers are required to fill in the <i>Schultagebuch</i> and to send a copy of the reports they have filled in to the pupil's <i>Stammschule</i>.</li> <li>- 'Learning building blocks' (<i>Lernbausteine</i>) or 'descriptions of expected competencies' were adopted for use in teaching the children of occupational travellers in 2005. These 'building blocks' for German, maths and one foreign language can be referred to when preparing an individual learning plan – they relate to the standards required by mainstream curricula.</li> <li>- In 2004, the <i>Kultusministerkonferenz</i> made a <b>handbook</b> available for teachers, called <i>Leben und Lernen auf der Reise</i> (Living and learning while travelling) which provides <b>guidance</b></li> </ul>

<sup>61</sup> Information taken from the website of the *Inspection Académique de Meurthe et Moselle*, [http://www3.ac-nancy-metz.fr/Enfants-du-Voyage/breve.php?id\\_breve=6](http://www3.ac-nancy-metz.fr/Enfants-du-Voyage/breve.php?id_breve=6), (November 2006)

<sup>62</sup> European Monitoring Centre on Racism and Xenophobia (2006), *Roma and Travellers in Public Education*, Vienna: EUMC

Country	Overview of educational provision for occupational travellers
	<p>on teaching the children of occupational travellers (in particular on using the Schultagebuch and the Lernbausteine).</p> <ul style="list-style-type: none"> <li>- The Regional Schools Institute in Nordrhein-Westfalen is developing a <b>data bank</b> of materials on the web platform <a href="http://www.learnline.nrw.de">www.learnline.nrw.de</a>. This data bank will contain teaching materials and relevant links.<sup>63</sup></li> <li>- Some circuses employ <b>private teachers</b> for their own 'circus schools'. These schools receive recognition (but not funding) from the state.<sup>64</sup></li> <li>- Nordrhein-Westfalen also provides online <b>distance-learning</b> for 70 circus children, while they are travelling within Germany or abroad.<sup>65</sup></li> <li>- There are four <b>residential homes</b> (<i>Schifferkinderheime</i>) which are dedicated to bargees (in Würzburg, Mannheim and Minden).</li> </ul>
<b>Greece</b>	<ul style="list-style-type: none"> <li>- In regions with significant Roma population, <b>special classes</b> have been set up –with specially trained teachers– and teaching assistance has been provided, especially to those children whose families have led a nomadic way of life.</li> </ul>
<b>Hungary</b>	<ul style="list-style-type: none"> <li>- Occupational Traveller children usually have the <b>special status</b> in their home school of a 'private student' and they take <b>exams</b> at the end of the year to finish a school year. (In Hungary normally students only have to take exams at the end of their secondary studies). The usual practice is that if they stay more than 2 weeks in one place, the children attend the local <b>mainstream school</b>.</li> <li>- There is Secondary Institution for the <b>training of circus artists</b>.<sup>66</sup></li> <li>- The Maciva state circus<sup>67</sup> also organises <b>training</b> for talented young people for the children of <b>circus artists</b>. These</li> </ul>

<sup>63</sup> Sekretariat der ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Kultusministerkonferenz) (2006), Sachstandsbericht Unterricht für Kinder von beruflich Reisenden, Berlin: Kultusministerkonferenz

<sup>64</sup> Division for Social and Legal Affairs, Directorate General for Research, European Parliament (2003), The situation of the circus in the EU member states, Working Paper, Luxembourg: European Parliament

<sup>65</sup> Source: Nordrhein-Westfalen Ministry for Education and Training website:

<http://www.schulministerium.nrw.de/BP/Aktuelles/Zirkus/index.html>, at March 2007

<sup>66</sup> <http://www.artista.sulinet.hu/>.

Country	Overview of educational provision for occupational travellers
	children can receive grants from the circus trade union. <sup>68</sup>
<b>Ireland</b>	<ul style="list-style-type: none"> <li>- The DES (Department of Education and Science) does not carry out any monitoring of the children of occupational travellers and their access to education.</li> <li>- For parents who choose for their children not to attend recognised schools, the 2003 'Guidelines on the Assessment of Education in Places Other Than Recognised Schools' give a definition of the <b>minimum education</b> which children must receive, in addition to guidance on how this can be assessed.</li> <li>- The Circus and Fairground Support Service (CFSS) provides year-round support to the primary-age children of circus and fairground families through a network of Education Centres throughout the Republic of Ireland. Children attend a winter <b>base</b> school and are provided with <b>distance</b> learning packs for while travelling. They receive <b>support</b> with this work at home from the teachers provided by the Education Centres.</li> </ul>
<b>Italy</b>	<ul style="list-style-type: none"> <li>- Usually circus children attend <b>mainstream</b> schools in every city they visit, for instance frequenting around 30 schools per year.</li> <li>- Some circuses have a permanent base or leave their children with parents or grand parents.</li> <li>- There are a number of initiatives to provide a means of recording children's learning: <ul style="list-style-type: none"> <li>The <i>quadernino</i> or <b>report card</b> is kept by the child and shown to each school, where teachers write in what subjects have been studied, the educational objectives and grades. However, the information contained in this document is often variable, with some teachers only writing 'was present from x-y period'.<sup>69</sup></li> <li>The <i>libro dei saperi</i> is a booklet that school children keep with them whilst travelling that keeps a record of levels of advancement in different subjects.<sup>70</sup></li> <li>The <i>foglio notizie</i>, developed by <i>Fondazione Migrantes</i>, the Region of Tuscany, and the Tuscan Educational Authority, is a booklet that records and monitors learning, attainment and</li> </ul> </li> </ul>

<sup>67</sup> <http://www.maciva.hu>

<sup>68</sup> Information provided by a representative of the Maciva Circus

<sup>69</sup> S.vatteroni, Fondazione Migrantes, Telephone Interview 26.3.07

<sup>70</sup> Reply from A. Serena, Accademia del Circo

Country	Overview of educational provision for occupational travellers
	<p>movement of the pupils between schools. This booklet records information about the teaching received and courses taken, and grades from all of the schools that the pupil has frequented.</p> <ul style="list-style-type: none"> <li>- The <b>Circus Academy</b> (l'Accademia del Circo di Verona) is a boarding school that teaches circus skills as well as providing education for children of compulsory schooling age (8-16 years of age). The school, although mainly aimed at circus children, is open to everyone who wishes to learn circus skills.</li> <li>- <i>Fondazione Migrantes</i>, the Region of Tuscany, and the Tuscan Educational Authority have formed a <b>network</b> of (currently) 35 schools in Tuscany frequented by children of circuses and Luna Park, (a fairground in Versillia, Tuscany), through which Show children and circus children pass regularly. Fondazione Migrantes provides a coordinator and a mediator and has developed materials with the schools to facilitate transition of pupils from school to school as well as the communication between schools.</li> <li>- In some cases local <b>mediator</b> training for the Roma community has been organised by local authorities.</li> <li>- <i>Istituto Comprensivo di Piazzola sul Brenta</i> (Pd) and <i>Opera Nomadi</i> have organised a project of cultural <b>mediation</b> and <b>distance</b> learning between schools and Show people families (a large majority of whom are Sinti), with also visits to camps and trailers.</li> </ul>
<b>Latvia</b>	<ul style="list-style-type: none"> <li>- Pupils attend normal <b>mainstream</b> provision, no targeted provision was found for occupational travellers.</li> <li>- For circus children, in addition to mainstream schooling there is the opportunity to agree between families and schools on <b>individual educational programmes</b> to pass exams.<sup>71</sup> Families and schools agree on individual educational programmes for school students or private tuition to be undertaken whilst travelling. The family, school and the school board agree on each individual case.<sup>72</sup></li> </ul>
<b>Lithuania</b>	<ul style="list-style-type: none"> <li>- There are no specific provisions relating to the education of children of occupation travellers<sup>73</sup>.</li> <li>- Many children of parents who travel because of work study</li> </ul>

<sup>71</sup> Lolita Lapinska, Executive Director of Riga Circus, phone interview on 28.03.2007.

<sup>72</sup> Lolita Lapinska, Executive Director of Riga Circus, phone interview on 28.03.2007.

<sup>73</sup> Telephone interview with Head of General Education Department, Ministry of Education and Science Mr. Arunas Plikšnys.

Country	Overview of educational provision for occupational travellers
	<p>at <b>mainstream</b> schools according to their place of residence.</p> <ul style="list-style-type: none"> <li>- Specific measures and classes are provided for foreign children or children of Lithuanian citizens returning from emigration who have special <b>adaptation</b> (linguistic, cultural, level of education) needs.</li> <li>- Currently there are some initial ideas about secondary school <b>e-education</b> for the children of emigrants staying abroad. This idea is in the initial stages of development.</li> </ul>
<b>Luxembourg</b>	<ul style="list-style-type: none"> <li>- There is no specific provision for the children of occupational travellers since these are so few in number in Luxembourg. Traveller children attend <b>mainstream</b> schools.</li> </ul>
<b>Malta</b>	<ul style="list-style-type: none"> <li>- There is no customised provision for itinerant pupils in Malta. In view of the complete absence<sup>74</sup> of this type of pupils/students, schools have not developed specific educational programmes to cater for these target groups.<sup>75</sup></li> </ul>
<b>Netherlands</b>	<ul style="list-style-type: none"> <li>- There is a pre-school system available to the children of bargees, which provides <b>education on board</b> their boats, until the age of six.</li> <li>- The government also funds <b>centres of expertise</b> in relation to working with these target groups.</li> <li>- The Stichting Rijdende School (SRS), established in 1955, provides <b>mobile</b> primary education for circus and fairground children during their travelling periods. Outside of the travelling season (in winter), the children attend mainstream base schools. Circuses can apply to the SRS for a mobile school when they have six children or more. The SRS is also willing to educate children travelling with circuses and fairgrounds from abroad.</li> <li>- The SRS has also developed a <b>distance learning</b> programme in 2003.</li> <li>- For secondary-level education, the children of Showmen and circus people attend <b>mainstream schools</b> for the full academic year.</li> <li>- There is a network of around 20 <b>boarding schools</b> across the Netherlands for the children of bargees and fairground people. The children of bargees can attend the boarding</li> </ul>

<sup>74</sup> After surveying primary and secondary state and non-state schools, those responding reported that there are no children of occupational travellers attending the schools.

<sup>75</sup> Information provided by the Ministry of Education

Country	Overview of educational provision for occupational travellers
	<p>schools from the age of six to 18. There is also an organisation which provides pre-school education (<i>Stichting voor Landlijk Onderwijs aan Varende Kleuters</i>).</p>
<b>Poland</b>	<ul style="list-style-type: none"> <li>- No particular policies have been set up with respect to seasonal agricultural workers. However many local groups and NGOs (often supported through EU funds) have initiatives focusing on the creation of “<b>summer schools</b>”, pre-school education centres and playground centres for the children of agricultural workers.</li> <li>- A variety of summer schools are provided by primary and nursery schools and NGOs. The provision is addressed to all pupils (not only children of seasonal workers).</li> </ul>
<b>Portugal</b>	<ul style="list-style-type: none"> <li>- For children that belong to emigrant families, ethnic minorities and gypsies there are <b>various intercultural education</b> projects underway, with the objective to encourage educational initiatives involving these people, as well as the production of pedagogic material.</li> <li>- Normally, [circus] children have to spend a month or two at a certain [<b>mainstream</b>] school and then change on to another to continue their education. The process can be lengthy and bureaucratic.</li> </ul>
<b>Romania</b>	<ul style="list-style-type: none"> <li>- The children of occupational travellers are integrated into <b>mainstream</b> education. This is because they do not tend to travel with their parents.<sup>76</sup></li> <li>- For families who often travel, children may begin school at any time, without being subject to the condition of a stable place to live.</li> <li>- The Romanian National Authority for the Protection of Children’s Rights has developed a program to establish community boards which are <b>monitoring</b> “home alone” children and are reporting any identified cases to the RNAPCR (Order no.219/2006). 20 boards were reported to have been established already and they are currently monitoring 200 children.</li> <li>- The Ministry of Labour, Social Solidarity and Family has announced a new 350,000 euro programme for “home alone” children, aiming to develop 10 new services and <b>centres</b> to inform and prevent neglect of children left at home.</li> <li>- Some schools from <i>Satu Mare</i> (a city in the North West)</li> </ul>

<sup>76</sup> ibid

Country	Overview of educational provision for occupational travellers
	reported a “School after School” Programme to provide support for the children left at home by their travelling parents. <sup>77</sup>
<b>Slovakia</b>	<p>- The State Administration and Self-Governing Institutions in Education Act states that Slovak children travelling abroad must obtain a permission from the headmaster of his/her base school in Slovakia where it must be stated, for example, what required exams are to be taken at the base school in Slovakia and their timing (either in each school year or for more school years jointly, maximum for the 1-4th and 5-9th grade jointly).<sup>78</sup></p> <p>- According to anecdotal information, itinerant children use their <b>base school</b> and ask for a permission to attend a <b>supporting school</b> for a certain period of time.</p>
<b>Slovenia</b>	<p>- Children can attend primary school in the surroundings where they live. Primary education is free.</p> <p>- It seems that no customised provision is provided for these groups.</p>
<b>Spain</b>	<p>- Spanish education authorities fund a range of programmes which target disadvantages experienced by different groups of the school population. This includes children of itinerant workers.<sup>79</sup></p> <p>- It is the parents' responsibility to enrol their children at an appropriate establishment for the period of compulsory education. Parents may choose to leave their children in the care of relatives, send them to a <b>boarding school</b> or keep them with them.</p> <p>- In the latter case, they are enrolled with the Centre for Innovation and Development in <b>Distance Learning (CIDEAD)</b>. All children of itinerant workers must be registered with this organisation, which is responsible for recording and coordinating teacher assessments, the award of assessments etc. Those children usually attend the nearest school when they move to a new location.</p> <p>- <b>Itinerant Support Units</b> are set up for pupils who, due to the working situation of their parents, cannot attend school on a</p>

<sup>77</sup> PROTV news - <http://www.protv.ro/stiri/social/scoala-de-dupa-ore-propusa-de-profesorii-din-satu-mare.html>

<sup>78</sup> Source: Information provided by Mgr. Jarmila Braunová from the State School Inspection in Bratislava

<sup>79</sup> Calero, 2005, in Equity in Education Thematic Review, Spain Country Note, available at:

<http://www.oecd.org/dataoecd/41/39/36361409.pdf>

Country	Overview of educational provision for occupational travellers
	<p>regular basis (circus and fair workers, fruit harvesters).</p> <ul style="list-style-type: none"> <li>- Education and <b>support</b> programmes are also implemented for pupils whose parents are migrant workers.</li> <li>- The Ministry for Education and Science (MEC) has worked with the Spanish Association for Circus Workers to implement 'The Classroom Programme for Itinerant Children from Circuses'. Six [<b>mobile</b>] circus schools provide classrooms for 74 students at different educational levels.</li> <li>- The programme has now been expanded into the 'Programme for Educational Care' to cater for the educational needs of the children of occupational travellers more generally, e.g. those of seasonal workers.</li> </ul>
<b>Sweden</b>	<ul style="list-style-type: none"> <li>- Representatives from <i>Skolverket</i> (the Swedish National Agency for Education) are of the opinion that as circuses tend to travel during the summer, and school summer holidays are long, attending normal school would not be a problem for children of circus or fairground workers.</li> <li>- No specific mainstream provision could be found for children of circus workers. Swedish artistes and circus owners have arranged so that their children either: <ul style="list-style-type: none"> <li>- attend regular school during the school year, staying with friends or relatives, and join their parents on tour during the summer vacation;</li> <li>- hire a school teacher who travels with the circus; or</li> <li>- receive schooling by their parents while on tour.<sup>80</sup></li> </ul> </li> <li>- There are <b>Sami schools</b> in Karesuando, Lannavaara, Kiruna, Gällivare, Jokkmokk and Tärnaby. The Sami School, which comprises grade 1-6, is equally valued as the comprehensive school, but its profile is to meet the needs of the Sami to develop the Sami language and their cultural heritage. According to the Sami school curriculum the teaching should be given in Sami and Swedish and the subject Sami should be taught in all grades.<sup>81</sup></li> <li>- Children can be schooled at <b>home</b> (however this very seldom happens).</li> <li>- Preschools have to provide opportunities for children whose first language is not Swedish to develop both that language</li> </ul>

<sup>80</sup> The Situation of the Circus in EU member states, European Parliament, 2003.

<sup>81</sup> [www.sametinget.se](http://www.sametinget.se)

Country	Overview of educational provision for occupational travellers
	and Swedish.
UK	<ul style="list-style-type: none"> <li>- The only <b>monitoring</b> of these groups is carried out by schools. The Pupil Level Annual School Census (PLASC) included Gypsy/Roma and Travellers of Irish Heritage as ethnicity categories for the first time in 2003.</li> <li>- <b>Data</b> is not collected by schools relating to the specific groups of Occupational Travellers but may be collected on a local level by the Traveller Education Support Services (TESS).</li> <li>- The Scottish Executive carries out an annual <b>school census</b> to gather data about all pupils. The census gives three categories of Gypsies and Travellers: Gypsies/Travellers, Occupational Travellers and New Travellers.</li> <li>- Schools need to be able to show that they are <b>supporting</b> the education of absent pupils, such as offering good quality distance learning opportunities and teachers and peers keeping in close contact with Gypsy /Traveller children via a range of strategies including information and communication technologies.</li> <li>- There are around 100 Traveller Education Support Services (TESS) in the UK – most local authorities have a TESS and they cooperate to maximise educational continuity when families move. TESS provide <b>support and advice</b> for Traveller communities and in-class support for schools with Traveller children. For example, Advisory Teachers working for the local TESS help schools to include Gypsy Traveller pupils and to promote their achievement and engagement. TESS provide <b>distance learning</b> packs and <b>at-home</b> teaching support for the children of Occupational Travellers (e.g. Circus and Showpeople).</li> <li>- Circus and Show-children attend a <b>base school</b> which is normally in the locality of their winter home. When travelling, Circus and Show-children are able to attend the [<b>supporting</b>] <b>school</b> which is local to where they are based. In addition, the base schools provide a <b>distance learning</b> pack for the pupils to use while they are away.</li> <li>- The Traveller Education Support Services can also provide qualified teachers to give support <b>on-site</b>. These are mainly primary teachers but it is also possible to request help from teachers from the local secondary school.</li> <li>- When travelling, the children use a 'Red Book' to <b>record</b> their activities and achievements on a weekly basis.</li> <li>- The Department for Education and Skills (DfES) supports a</li> </ul>

Country	Overview of educational provision for occupational travellers
	project, 'ELAMP' to look at the use of ICT to support <b>distance-learning</b> . The project supplies laptops and datacards, together with distance learning packs, to children who travel frequently. The project works with Fairground children and Gypsy and Traveller children.

The following sub-sections will consider each type of provision, the location(s) of such provision, what has proved effective and to what extent the provision has addressed the educational problems that traveller pupils encounter.

### 5.3 Mainstream/national services for Traveller pupils

As noted above, although many countries have policies and guidelines in place for children who might not be able to attend school on a regular basis, only a few countries – notably Ireland, the Netherlands and the UK - have a comprehensive national service in place for Traveller children. In Germany and France national guidelines exist, but no national provision exists as such, and implementation may vary from region to region.

In the UK, there are around 100 Traveller Education Services (TES), operated by individual Local Education Authorities, which provide support and advice for all Traveller communities and in-class support for schools with Traveller children (Showchildren, children from circus families, Gypsy and Irish Traveller children). Support includes Advisory Teachers from the local TES that help schools to include Traveller pupils (ethnic Traveller groups) and to promote their achievement and engagement. TES also provide distance learning packs and at-home teaching support, mainly for use by the children of occupational travellers (such as those of circus workers or showmen). Each TES works within national guidelines and according to the national curriculum but may also run individual projects.

Ireland is another country where mainstream services exist for travellers. In this case Travellers are mainly Irish Travellers, who are an ethnic group who travel for lifestyle reasons. It is important to note however that almost half of the 2002 Irish Traveller population lived in permanent accommodation. Although national policy aims to integrate Traveller children into mainstream education, there is also a wide variety of provision for specific groups. This includes pre-school provision for Travellers (45 special Traveller pre-schools), in-school support (through Resource Teachers for Travellers (RTTs)), visiting

teachers, Senior Traveller training centres (STTCs) – for age 15 and over<sup>82</sup> and a school completion programme.

Another specific service also exists for primary-age (6-12) circus and fairground children, provided by the Irish Circus and Fairground Support Service (CFSS) and available across the 26 counties of Ireland. This service is funded by the Department of Education – further details can be found in the case study in Section 6.7.1.

The Stichting Rijdende School (SRS) in the Netherlands is funded by the national authorities in the same way as any other school in the Netherlands. The service has provided visiting school services for primary-school aged children of circus and fairground workers when they are travelling since 1955. The service has fifteen large schools and six smaller ones and employs 30 teachers.

#### **5.4 The role of static (mainstream) schools**

In many European countries, Traveller children attend a base school during the winter months, and a 'visiting' or 'supporting' school during the travelling season, local to where they are stationed. The time that they spend in each school depends on their parents' occupation and how long the halting periods and travelling seasons are in each country.

Our research has identified that occupational traveller groups such as Showmen and circus families are developing an increasing awareness of and commitment to ensuring their children are able to access and succeed in education. During their rest period, these groups tend to demonstrate a very regular attendance at their local, static school and the children are often able to develop strong relationships both with their peers and teachers. However, it is clear that both for the teachers and pupils, this limited attendance during the school year presents significant difficulties, as outlined in Section 6. Quality relationships between families, pupils and teaching staff are therefore essential to ensure the long periods of absence do not have a detrimental effect on the children's schooling. Within schools, it has proved effective to have a member of staff with a remit to be the first point of contact for Gypsy and Traveller families – a familiar and knowledgeable individual can encourage dialogue and help to develop mutual respect and understanding between the school and the Traveller community.<sup>83</sup> Other simple measures or adjustments can be made in order to make access to education easier for these groups. For example, in Scotland, schools which have brought forward the date of subject selection for secondary-

<sup>82</sup> Department of Education and Science (2005), Survey of Traveller education Provision, available from [http://www.education.ie/servlet/blobServlet/des\\_insp\\_travellers\\_foreword\\_te.htm](http://www.education.ie/servlet/blobServlet/des_insp_travellers_foreword_te.htm)

<sup>83</sup> Scottish Traveller Education Programme, Inclusive Educational Approaches for Gypsies and Travellers, available at <http://www.scottishtravellered.net/resources/STEP-NationalGuidance.pdf>

level subject choices to accommodate mobile pupils and have guaranteed that the choices are reserved for their return, have seen an increase in pupils' staying on rates and attainment levels.<sup>84</sup> Other good practice measures employed by base schools include:

- anti-racist and anti-bullying approaches in the school;
- negotiated and individualised curricula;
- home-learning opportunities as a link into the formal curriculum;
- individual and small group support for basic literacy and numeracy;
- offering resources to support learning out of school; and
- providing parents with oral evidence of pupils' progress.<sup>85</sup>

Attendance at supporting schools can also be a particularly challenging time for both pupils and teachers. Pupils need to be supported to integrate into the school community, as short attendance periods may increase the risk of bullying or social isolation for these children who are from 'different' backgrounds to the sedentary pupils. Teachers face difficulties in meeting the needs of the visiting children, often due to a lack of follow-up and monitoring of children's attendance, learning or attainment when moving from base school to visiting school.

A lack of coordination between schools has been identified as a particular problem. For instance in Andalusia in Spain it was reported to be rare for children of Roma casual workers to be monitored when they left a school to travel to another province or region, as there was no administrative body concerned with this. Similarly, there was no coordination between the school the child left and the next one they registered with. Teachers or coordinators from the base school should therefore try to stay in touch as much as possible during the travelling season and try to establish contacts with supporting schools. An example of this cooperation was found in Denmark, where the mobile teacher supporting Circus Arena visits the children's base schools before the travelling season starts and maintains internet contact with the school during the travelling season. After the travelling season the teacher also visits the schools to talk about progress made and to discuss any issues.

Instruments that have been designed to tackle the problems associated with interrupted learning are particularly focussed on recording and monitoring attainment and attendance. In addition, networks of schools or specific coordinators/services for schools that receive travellers have been devised to facilitate the transition of children from school to school

<sup>84</sup> *ibid*

<sup>85</sup> Scottish Traveller Education Programme, Inclusive Educational Approaches for Gypsies and Travellers, available at <http://www.scottishtravellered.net/resources/STEP-NationalGuidance.pdf>

and improve collaboration and communication between schools. We will examine each of these measures in more detail later in this section.

## 5.5 Support for teachers

### 5.5.1 Support services and centres of expertise

It is important that teachers and schools have sufficient information about the distinct needs of different groups of Traveller pupils, as research shows that this understanding is often lacking and that a 'one-size-fits-all' approach to their education can be inappropriate. Poor understanding of the cultural background, or the circumstantial differences (such as lack of time and space to complete homework due to the constraints of the family home and business) of Traveller children on the part of educational staff can also have a significant impact on their educational experience.

In several countries, specific service points provide information for both teachers and parents about the education of occupational travellers on either a national or regional level. For instance, the French *Centre de Liaison et d'Information Voyage-Ecole* (CLIVE – Centre for Liaison and Information on Travellers' Schooling<sup>86</sup>) produces materials for teachers working with Traveller children. The Centre aims to promote reflection and exchange of ideas, networking among teachers and increasing understanding of the current situation in the education of Traveller children, as well as to develop measures which make school provision more accessible for those with a nomadic lifestyle.<sup>87</sup>

In the Netherlands, similar centres of expertise are funded by the Government, which help organisations working with Traveller communities to exchange knowledge and share good practice. One of these is the *Landelijk Informatie-en steunpunt Specifieke Doelgroepen* (LISD), an umbrella organisation which brings together the support bodies for children of asylum seekers, bargees, Roma, Sinti and caravan-dwellers. LISD helps to inform schools about these target groups and how they should be supported. LISD also assists mainstream schools in dealing with these children, for example by designing tailor-made programmes for them. These programmes are delivered in collaboration with the schools, teachers and other relevant partners such as social workers and may take place both in school and at home.<sup>88</sup>

In France, there are also local Centres for the education of new arrivals and Traveller children, CASNAV (*Centres pour la Scolarisation des Nouveaux Arrivants et des enfants*

<sup>86</sup> <http://www.clive-asso.fr/>

<sup>87</sup> Information taken from the website of the Inspection Académique de Meurthe et Moselle, [http://www3.ac-nancy-metz.fr/Enfants-du-Voyage/breve.php3?id\\_breve=6](http://www3.ac-nancy-metz.fr/Enfants-du-Voyage/breve.php3?id_breve=6), (November 2006)

<sup>88</sup> Source: Wilbert Seuren, Landelijk Informatie-en steunpunt Specifieke Doelgroepen (LISD)

*du Voyage*). The CASNAV provide support to teaching and educational staff and also mediation with families and partner organisations. They provide advice and support to teaching personnel through training and the publication of teaching materials and other resources. They also facilitate the development of networks. The Ministry of Education lists the contact details of 27 centres.<sup>89</sup>

In Germany, a dedicated website<sup>90</sup> was set up by the Land of Nordrhein-Westfalen in 2000. This internet platform provides information, facilitates communication and to some extent coordinates nationwide activity in the field of education for the children of occupational travellers. Distance-learning materials are also available from the site. In addition, the Regional Schools Institute in Nordrhein-Westfalen is developing a data bank of materials on a dedicated web platform<sup>91</sup>. This data bank will contain teaching materials and relevant links.<sup>92</sup>

The Scottish Traveller Education Project provides information, advice and support to all professionals engaged in enabling the education of Gypsies and Travellers. The organisation communicates information through print and online material including leaflets, newsletters and a web site; hosting conferences; writing research reports and articles; speaking at conferences and in-service training and meeting with colleagues throughout Scotland.<sup>93</sup>

At the European level, the European Federation for the Education of Travelling Communities (EFECOT) provided support for networking and sharing of good practice across the EU until 2003<sup>94</sup>. Publications such as learning materials, teaching materials, study reports, and educational guides are still available from the EFECOT website, which is now maintained by the Netherlands Stichting Rijdende School<sup>95</sup>.

## 5.5.2 Networks and co-ordinators

Co-ordination and co-operation between schools attended by children of occupational travellers can be facilitated by networks or specifically appointed coordinators, who manage the transition of children from school to school.

<sup>89</sup> Details can be found at <http://www.cndp.fr/vei/ressources/carnet/casnav.htm>

<sup>90</sup> [www.schule-unterwegs.de](http://www.schule-unterwegs.de)

<sup>91</sup> [www.learnline.nrw.de](http://www.learnline.nrw.de)

<sup>92</sup> Sekretariat der ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Kultusministerkonferenz) (2006), Sachstandsbericht Unterricht für Kinder von beruflich Reisenden, Berlin: Kultusministerkonferenz

<sup>93</sup> [www.scottishtravellered.net](http://www.scottishtravellered.net)

<sup>94</sup> A more detailed description of EFECOT is described in Section 7.

<sup>95</sup> [www.efecot.net](http://www.efecot.net)

In a few countries, this coordination takes place in a structured and systematic way. This is the case in France, where each *Département* (administrative unit) should appoint a coordinator to take responsibility for the education of children of occupational travellers. Coordinators have responsibility to liaise with relevant organisations, oversee and coordinate issues such as registration at school, training for the personnel who work with them and dialogue with the families and partners within the education system. However, the extent to which this policy is implemented in practice tends to vary from Département to Département. The CASNAV (see above) also facilitate the development of networks of schools.

In Germany, the *Stammschule* should provide a specific teacher or tutor for the children of occupational travellers, who accompanies them through their schooling and who performs the role of contact person and guardian during the travelling season (thus taking the role of the coordinator). Anecdotal evidence from interviews suggests that this system is not always systematically applied. Circus workers indicated that although itinerant pupils are reflected in national education policy, this may not be implemented in practice, as provision is managed on a regional level. It has also been argued that the system may not be appropriate for circus children because they travel so frequently.

Within the framework of the German *Kultusministerkonferenz*, there is an annual meeting of officials with responsibility for the education of children of occupational travellers. Regular exchanges of information and experience also take place between relevant stakeholders.<sup>96</sup>

In the UK, the National Association of Teachers of Traveller (NATT) provides the national platform for teachers of Travellers to share good practice. The Association also represents its members at national level. The Association organises professional development opportunities, conferences and mail-outs and has also been involved in projects such as the ELAMP pilot (see case study in Section 6.8).

In Italy, regional or local networks of schools operate, mostly led by the voluntary sector. One example is the project coordinated by Fondazione Migrantes in Tuscany, highlighted here as a good practice case study.

<sup>96</sup> *ibid*

## Fondazione Migrantes, Italy

Target group	Circus and show children in the Tuscany region
Type of provision	A network of 35 schools working with show and circus children; learning passport educational resources and training for teachers; a mediation service between schools and families.
Partners	<p>The lead partner is Fondazione Migrantes, a pastoral organisation of the Catholic Church, which provides support and religious education for travelling people, such as puppeteers, madonnari (streetpainters), circus and showmen, and other migrants.</p> <p>The project is supported by the Regional Educational Authority of Tuscany (L'ufficio regionale di pubblica istruzione di Toscana) and IRRE Tuscany (ex-Istituto Regionale Ricerca Educativa), which is now called the Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica.</p>
Roles of partners	<p>Fondazione Migrantes coordinates the project, develops instruments to follow the children's educational progress and facilitates communication between schools and schools and families through, for instance, a mediator.</p> <p>The Regional Educational Authority supports the right of the children to schooling, by addressing dropout and poor attendance, and favouring the integration of children into the schools. It also monitors the project annually, through meetings with the teachers and partners involved in the project.</p> <p>IRRE develops training and educational materials for teachers working with show children, such as guidelines on evaluating pupil progress and needs.</p>
Funding	The region of Tuscany provides the majority of funding and the rest of the funds come from Fondazione Migrantes itself. The majority of the funds go to the schools, while the Region also pays for the production of materials. Resources are limited and are awarded annually, which makes long-term planning difficult.
Description of service/activities:	<p>The project promotes the integration of travelling show and circus children into schools. It facilitates communication between schools that travelling children pass through, as well as communication and understanding between schools and families. The project works to improve the follow-up of show children's schooling and progress, as well as their educational competencies and skills.</p> <p>Fondazione Migrantes has a long history of working with circus and Show children in Luna Park (an amusement park in Tuscany). The idea for the project was conceived when project workers became aware that these children had recurrent problems reading and writing in catechism classes. Tutors who provided summer schooling for these children also noticed that the children's progress booklets that children carry with them from school to school, were virtually empty. They also noticed that children passed through the same schools in a cyclical way - schools that were often near the town 'piazza' or the caravan site.</p>

Fondazione Migrantes looked to the experiences of another project in Padova, which also worked with circus children, and based on this presented a proposal to the Region of Tuscany in 2004. As a result of this proposal an agreement was signed with the Region of Tuscany and the Tuscany Regional Education Authority.

#### Network of schools

The project has created a network of 35 schools, through which circus and show children often pass through annually.

#### Learning passport

A recurrent problem that schools confront when they receive children in May/June (the school year ends in the middle of June) is that they are unaware of the pupil's previous schooling, progress and competencies. This presents considerable problems, especially if children arrive at the end of the year, and teachers do not know whether they can pass children to the next level or year group the following academic year.

To solve this problem and to facilitate communication between schools, a booklet or learning passport called a 'foglio notizie' has been developed. The booklet has been developed in consultation with schools, taking into consideration the kind of information they wanted to have about pupils when receiving them. It facilitates follow-up of children's progress aiding transfers between schools, collecting information about the child's educational aims and objectives, attendance, grades, subjects and materials followed, as well as an evaluation/assessment of the child's progress. The foglie notizie has been in use since last September (2006), when it was first piloted.

#### Mediation

Another important part of the project is a mediator provided by Fondazione Migrantes. There is often a lot of misunderstanding and miscommunication between schools and the Traveller groups. A common complaint of schools is that parents are uninterested in the children's schooling. Many parents complain that schools do not care about their children. The mediator facilitates communication between families and schools, solving problems. The project is keen to stress that the mediator is a temporary arrangement, and hopefully will not be needed when the network of schools becomes more established.

#### Educational resources and teacher training

Awareness-raising and sensitisation of families and teachers is also a key aspect of the project. Teachers working on the project also receive training on issues such as how to evaluate the pupils' progress, needs etc. In addition to this, the project is developing educational materials for teachers working with circus and show children. These materials will outline the minimum requirements for children, such as the skills and capacities they should have developed by certain ages.

The project is also developing a 'reception agreement' (protocollo di accoglienza) - a set of guidelines for schools, which outline steps that schools should take when they receive circus and show children. These materials include suggestions and guidelines on registering children, general administrative matters and teaching and

	<p>follow up.</p> <p>A webspace on the IRRE website, gathering together materials and information about the project for schools and pupils is also under development. An electronic version of the foglio notizie will also be made available on the internet.</p>
<p>Outcomes / Impact:</p>	<p>Relationships between schools and families</p> <p>Project partners report that the project has greatly facilitated relationships between schools and families, and brought about a culture change. There is now an attitude of collaboration and cooperation between the parties, and an improved awareness of the issues. Parents now have a more positive view of schools, and will actually register their children at school soon after setting up their caravans on a town piazza.</p> <p>Pupil attendance and progress have improved, although the project organisers recognise that solving this problem will take time.</p> <p>Sensitising schools has worked particularly well, and teachers and school directors have been eager to get involved. Schools often feel isolated with problems and lack a knowledge of the needs of Traveller children. Collaborating with other schools has enabled them to get support and share solutions. The presence of the Region of Tuscany and Fondazione Migrantes has given schools a much-needed reference point.</p> <p>A constraint of the project is that it is limited to the Tuscany region and can not help families who travel outside Tuscany.</p> <p>Policy impacts</p> <p>As plans to extend the project to the region of Liguria are under discussion, it can also be said that the project has potential for a much wider impact on regional policy.</p> <p>The project also has the potential to have an impact on national policy. Fondazione Migrantes has written a proposal for a law for the education of itinerant students, which was presented to twenty representatives of parliament who took the proposal to the Chamber of Deputies (Camera dei Deputati). The proposal is still under discussion. In addition to this, the project has also has informal contacts with the Ministry of Education.</p>
<p>Success factors / Good practice:</p>	<p>The project partners report that the main success factor of the project is its bottom-up approach; it was initiated by an organisation that knows the target group well, and is therefore shaped by the target group's needs. Ideas for activities have emerged from the schools and families themselves. Although developing materials like the 'foglio notizie' in consultation with many partners has taken longer, this approach has ensured that materials meet the needs of schools and families.</p> <p>Project partners stress that materials, such as the foglio notizie represent good practice and could be transferred to other contexts, as they enable schools to follow up children's progress.</p>

<p>Recommendations / Future plans:</p>	<p>Immediate future plans are for an internet platform, which would act as an information source for schools and families to find information and follow pupils' progress.</p> <p>Discussions are also under way for extending the project to the neighbouring Liguria region. Project partners suggest that networks of schools should be in place across regions, as Show people and circuses often travel across regional boundaries.</p> <p>A longer-term aim is to establish a similar national network of schools for children of occupational travellers to the ' La scuola in ospedale ' (school in hospital) network of the Ministry of Education. This is a network of hospital schools for children who due to long treatment periods have to be schooled in hospital. The network also includes hospitals in other countries.</p>
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### 5.5.3 Teaching guidelines

In various countries, guidelines on working with Traveller pupils as well as different types of awareness-raising materials are provided for educational professionals. In Germany, the national *Kultusministerkonferenz* made a handbook available for teachers in 2004, called *Leben und Lernen auf der Reise* (Living and learning while travelling) which provides guidance on teaching the children of occupational travellers, tracking attendance and achievements and using the *Schultagebuch* (school diary) and the *Lernbausteine* (learning building blocks). The French *Bulletin Officiel* policy text of 25 April 2002 "*Scolarisation des Enfants du Voyage et de Familles non sédentaires*" (Education of Traveller children), addressed to rectors and inspectors of local *Académies* (education departments), as well as directors of the departmental services of the national education system, offers recommendations for primary and secondary level provision for this target group. Materials for teachers are often provided on the websites of the aforementioned support service centres of expertise and networks.

## 5.6 Teaching materials and tools

### 5.6.1 Recording and monitoring learning - learning passports

To address the lack of follow-up and monitoring of attendance and learning of the children of occupational travellers, instruments have been introduced in many countries to record and monitor learning, attainment and movement.

In a few countries, such as Germany, the use of the tools is compulsory, as part of a wider national initiative. The German *Schultagebuch* (school diary) helps teachers to set the level of schooling for the pupil and for parents to keep track of their child's progress.

Pupils are given the diary base school before the travelling season starts, for presentation at subsequent schools attended. Teachers are required to fill in the Schultagebuch and to send a copy of the reports they have filled in to the pupil's base school. In the UK, when Show and circus children travel, they use a 'Red Book' to record their activities and achievements on a weekly basis.

In France the *livret scolaire* details the work programme pupils have followed, the materials used and the results achieved. In Italy, children keep a report card or 'quadernino', where teachers write in what subjects have been studied, the educational objectives and grades. The information contained in this document is however reported to be variable, with some teachers only writing the dates of a child's attendance.<sup>97</sup>

However, as explained earlier, the local project led by the Fondazione Migrantes in Tuscany in developing a 'foglio notizie' booklet for the same purpose has been particularly successful. In the Veneto region, a similar tool has been developed with support from the organisation Migrantes CEI, entitled 'libro dei saperi'<sup>98</sup>.

#### 5.6.2 Culturally sensitive educational materials

The necessity to integrate teaching about cultural diversity into the curriculum is increasingly important in a multicultural society. This also applies to using examples and characters from different communities to which the children of occupational travellers can relate. Such materials also enable the rest of the school community (pupils and teaching staff) to develop an improved understanding of Traveller groups' cultures, with positive effects in terms of integration for Traveller children and reduced risk of prejudice and bullying. Schools often show little knowledge of the realities of Travellers' lives - and no appreciation of the distinction between Gypsy/Travellers and occupational travellers. As a result of prejudice and ignorance, Traveller pupils have been shown to go to great lengths to keep their identity as a Gypsy/Traveller private. Educational materials can thus serve to develop a more inclusive school environment, as well as to increase the confidence of individual Traveller children and to improve their experience of school life.

Several examples were found of school books and materials based around characters drawn from different groups of the Traveller community. For instance in the UK, the NATT developed a literacy programme for beginner and non-reading secondary-aged Traveller pupils, based around a short teenage novel - 'The Smiths' - about Showmen/fairground workers. There is also a planned series of over 100 books in the UK to encourage Traveller children to read, written also by Travellers.

<sup>97</sup> S.vatteroni, Fondazione Migrantes, Telephone Interview 26.3.07

<sup>98</sup> Interview with Mr. A. Serena, Accademia del Circo, Italy

In Portugal, for children that belong to emigrant families, ethnic minorities and gypsies there are various intercultural education projects underway, whose objective is to encourage educational initiatives involving these people, as well as the production of pedagogic material. For example, a project in partnership with EFECOT produced activity books, poetry, songs, riddles and story books for the children of itinerant workers, as well as supporting the families and teachers that work with them.

In many other countries, educational materials have been developed that are based around the life of the Roma community.

## **5.7 Alternative methods of schooling**

### **5.7.1 Mobile schools and visiting teachers**

Mobile teaching services are provided in some countries, although these rarely operate on a mainstream, nation-wide basis. Sometimes circuses will pay for their own private teachers who travel with them during the travelling season; examples exist in Nordic countries, Eastern Europe, Italy and Germany. It is argued that mobile provision can act as an effective bridge to primary schools and can encourage reluctant families to bring their children into education. Intensive tuition in a portacabin, phased integration into a prepared local school, and the support of a peripatetic teacher have been effective in bridging reluctant families into school education.<sup>99</sup>

Perhaps the most extensive mode of this provision exists in the Netherlands. The Stichting Rijdende School (SRS), established in 1955, provides primary education for circus and fairground children during their travelling periods. Outside of the travelling season (in winter), the children attend mainstream base schools. The SRS has fifteen large schools and six smaller ones and employs 30 teachers. In 2007, 536 children were supported by the service, of which 305 pursued an itinerant lifestyle and 231 maintained a sedentary lifestyle and visited the mainstream local school. For the sedentary children, the SRS continues to take responsibility for their education and maintains contacts with both the mainstream school and the parents. Circuses can apply to the SRS for a mobile school when they have six children or more. The SRS is also willing to educate children travelling with circuses and fairgrounds from abroad.

Another comprehensive national service is provided in Ireland. It serves as a good practice example, as outlined in the case study below.

<sup>99</sup> Inclusive Educational Approaches for Gypsies and Travellers, Learning and Teaching Scotland, 2003

## The Circus and Fairground Support Service (CFSS), Ireland

Target group	Circus and fairground children
Type of provision	Outreach/Mobile provision
Organisation responsible and source of funding	The CFSS operates through a network of education centres which are spread across Ireland. It was initially set up on the initiative of the Limerick Education Centre, which is funded by the national Department of Education and Science (DES) <sup>100</sup> . Staff at the centre identified a need to provide a service for the children of occupational travellers and began to deliver mobile provision in 1997. Today, the CFSS has twenty-one locations across Ireland offering mobile teaching provision.
Description of service activities	<p>The Irish Circus and Fairground Support Service (CFSS) provides educational support to primary school-aged (6-12 years) children of occupational travellers. The Service operates through the network of education centres in Ireland and has twenty-one locations in total. Each of these centres has two, sometimes three, nominated, fully-qualified primary teachers who are available to support the children of circus and fairground families when they stop in the centre's catchment area. In 2006, the Service worked with around 40-50 circus and fairground children.</p> <p>During the winter rest period, circus and fairground children in Ireland attend a 'base school' local to their stopping place, where they are integrated into mainstream classes and follow the national curriculum. Their base school teacher provides them with a work pack for the travelling season and at each destination the families can contact the local education centre and request support from a peripatetic teacher. The children are entitled to up to three two-hour sessions of intensive teaching in their home per week (often one-to-one or two-to-one).</p> <p>By providing teaching support at home, the service is reported to avoid any potential problems with prejudice or discrimination which can occur if children visit local schools for short periods during the travelling season.</p> <p>The CFSS also caters for circus and fairground children from other European countries who are travelling with their parents in Ireland. In 2006 there were around ten children from other countries who were supported by the CFSS.</p> <p>In addition to the teaching support provided to travelling children, the CFSS national coordinator also provides training to pre-service teachers regarding working with circus and fairground children.</p>
Outcomes and impact	The CFSS has had a real impact on the attainment levels of showchildren and has enabled them to overcome the problem of needing to 'catch up' when they return to school after travelling. Although the CFSS does not keep data regarding the attainment of the children who access its services (this is the responsibility of the base schools), anecdotal evidence from the children's base schools suggests that the children who access the service are able to keep up

<sup>100</sup> [www.education.ie](http://www.education.ie)

## The Circus and Fairground Support Service (CFSS), Ireland

	<p>with, and in some cases even do better than, their peers.</p> <p>The number of children accessing the service has increased from 36 pupils in 2004, to 46 in 2006. Between 2000 and 2006, the number of teacher call-outs increased from 300 to almost 900. It is not possible to determine whether this is due to an increase in the size of the target population, or to an increase in awareness among the community of the importance of ensuring the continuity of the children's education during the travelling season, or simply to an increase in awareness of the availability of the service.</p>
<p>Success factors and good practice</p>	<p>Among the Showpeople community, there is a very positive attitude towards the CFSS and education in general. Parents are keen to provide their children with opportunities to learn and also want to enable their children to make their own choices in life. Parents want to ensure their children are able to access the CFSS provision; they endeavour, where possible, to ring ahead to say where they will be and when they will need a teacher. In addition, the children have a very good work ethic because they help out in the family business from a very early age. The dedication of the children, their parents and teachers, together with the children's work ethic and the relationship of respect between the families and the teachers, all contribute to the success of the service.</p> <p>In order to ensure that the service provided is informed by the needs and views of the Circus and Showpeople communities, annual meetings are held with parents of the children who access the service. These meetings are attended by parent representatives and members of the Irish Showmen's Guild.</p> <p>Although the CFSS started as a pilot project, it now receives long-term funding from the DES. Each teacher receives travel expenses, a part-time hourly rate and a retainer to ensure their availability. The funding has increased with the popularity of the service; the tuition requested from and provided by the CFSS has increased by 325% between 2000 and 2006.</p>
<p>Recommendations and future plans</p>	<p>CFSS teachers were previously supported through an annual 'in-service' day. Due to the high costs involved, however, no in-service day was held in 2006 and it is not clear whether more will be provided in the future. These sessions were felt to be particularly useful to the CFSS teachers, who otherwise do not have any contact with each other apart from by phone. The teachers hope that they will be reinstated.</p> <p>A pilot project is now being set up to deliver a similar service at secondary level through four of the education centres. Each of the four Centres is recruiting three teachers who will offer support in groups of subjects: English, History, Irish, Geography, Business Studies and Maths. A timetable regarding these subjects will be established and the base schools will offer support. The DES will review the service provided by the project soon after it has been set up.</p> <p>The CFSS service is clearly very successful in dealing with a specific target group across Ireland and the commitment of the staff, teachers and families involved is evidently an essential factor in enabling the service to work well. However, the remit of the service is only to provide education to those families who request it and not to ensure that all children from across the target group are provided for. It is clear that the circus and fairground communities place a</p>

## The Circus and Fairground Support Service (CFSS), Ireland

strong emphasis on the importance of education for their children but it is not evident how it is ensured that no children 'slip through the net' during the travelling season and do not receive any educational support as a result.

Further, although the DES funds the CFSS, there is currently a certain level of ambiguity regarding the DES's responsibilities in terms of the service. The CFSS was set up on the initiative of the local education centre in Limerick and is not provided with any specific guidance or remit by the DES.

Specific policy measures to address the issue of schooling of occupational travellers and to formalise the role of the CFSS would therefore enable the service to operate in a more structured and sustainable way.

In France there are around 40 mobile school units, mostly operated by the Aid Association for the Education of Gypsy Children or ASET (Aide à la Scolarisation des Enfants Tsiganes)<sup>101</sup>, and catering for nearly 4000 pupils in 13 Départements who can not attend mainstream schools<sup>102</sup>. The service is funded by public and private finances. Each of these schools goes to locations where caravans are halted for a period of half a day each, and caters for around 12 pupils at once.

Around 15 campsite schools also exist in France. However, there are concerns about the quality of the service provided by these schools as teachers and parents often perceive them to be “ghetto” schools or classes since they inevitably reinforce residential segregation, while the quality of education provided is also reported to be poor<sup>103</sup>.

In Germany, four Länder provide mobile services (Nordrhein-Westfalen, Sachsen, Sachsen-Anhalt and Thüringen). In the three first Länder, the services cater for the children of Showmen and fairground workers during the travelling season and in Thüringen the *Schulmobil* offers teaching and help with homework in the afternoons. The Nordrhein-Westfalen school has been running since 1994. It is now made up of 28 teachers with 29 mobile school 'caravans' who travel to the circus sites and accompany them across the Land. Today, the school supports over 130 circus children from 23 circuses and provides four days of teaching 'on location', which are to be supplemented by an additional day of 'electronic' distance learning. The teaching provision is based on an individual learning profile for each pupil.

<sup>101</sup> European Monitoring Centre on Racism and Xenophobia (2006), Roma and Travellers in Public Education, Vienna: EUMC

<sup>102</sup> Taken from the ASET website [http://perso.orange.fr/aset.france/fr\\_accueil.htm](http://perso.orange.fr/aset.france/fr_accueil.htm), (November 2006)

<sup>103</sup> European Monitoring Centre on Racism and Xenophobia, EUMC (2006), Roma and Travellers in Public Education, Vienna: EUMC

In the past, some German circuses, for example the Busch-Roland and Krone circuses, have employed private teachers for their own 'circus schools'. These schools receive recognition (but not funding) from the state<sup>104</sup>. Today, Circus Krone has its own school and Circus Barum employs a teacher to support the circus children during touring season. In Denmark too, the Circus Arena has a mobile school which supports children during the travelling season, teaching seven of the circus's children aged 7-15 years. During the travelling season (March - mid-September) the children are taught five days a week, from 9am-2pm, including during the school summer holiday.

Although educational mobile services are provided in Belgium by Le Centre de Médiation des Gens de Voyage (CMGVW), these activities are merely educational support and not formal education; they are not provided by a qualified teacher. Other services in Belgium also cater for a small number of children. A new three-year pilot mobile school project was introduced in 2006, which provides pre-school education to the children of Showmen on site. We examine this in more detail in the case study in Section 6.11.1.

Spain also demonstrates examples of mobile provision. Itinerant Support Units are set up for pupils who, due to the working situation of their parents, cannot attend school on a regular basis (e.g. circus and fair workers, fruit harvesters). In addition, the Ministry for Education and Science (MEC) has worked with the Spanish Association for Circus Workers to implement 'The Classroom Programme for Itinerant Children from Circuses'. Six circus schools with ten teachers (in total) provide classrooms for 74 students at different educational levels. The teachers have been specifically trained for this role by the MEC. Children register for these classes via the 'Centre for Innovation and Development of Distance Education' (*Centro de Innovación y Desarrollo de la Educación a Distancia*).

Mobile provision is clearly a particularly effective way to support occupational travellers, since it avoids problems such as interrupted learning and ensures that education can be made to fit in with the communities' travelling patterns and lifestyles. However, it is also a more cost-intensive approach which may not be appropriate for countries or regions where the size of the target group is small. Furthermore, at secondary level, mobile provision becomes more complex, since subject specialism would require several teaching posts to be supported and other issues such as the language support needs of foreign Traveller children are hard to address through this method. Distance learning may therefore be more appropriate and effective in these instances.

<sup>104</sup> Division for Social and Legal Affairs, Directorate General for Research, European Parliament (2003), The situation of the circus in the EU member states, Working Paper, Luxembourg: European Parliament

## 5.8 Distance learning

Distance learning can be an effective method of learning for children who cannot attend school on a regular basis. Examples of distance learning projects for the children of occupational travellers exist in Belgium, France, Germany, the Netherlands and the UK. Again, these are often pilot projects, although a few countries offer a nationwide distance learning service. Originally children were given work packs in paper form by their base school and would then complete their work and return it by post for feedback. Today, provision can also make use of ICT in the form of videotapes, data cards, internet web pages and e-mail.

Distance learning is not without its problems. Even in today's world of wireless internet connections, ICT and distance learning can be hindered by practical problems. Secure and reliable connectivity is a key issue - access to telephone links and suitable power supplies are not always readily available to mobile families.<sup>105</sup> Access to appropriate resources and support therefore requires careful planning. Distance learning materials can also require a sophisticated range of study skills, the ability to engage in abstract work, high levels of motivation and self-choice - all attributes and skills that can be lacking in communities who are largely non-literate<sup>106</sup>. The importance of regular face-to-face interaction and email or telephone contact has therefore been stressed.<sup>107</sup> The quality of distance learning projects has also been criticised by some as short-term, using relatively cheap and unsophisticated materials, providing little opportunity for transferability and thus contributing to the continued 'exclusion' of Travellers within state education<sup>108</sup>.

The National Ministries of Education in both Belgium and France and Belgium provide national services for children who cannot attend school regularly or are educated at home. In France the *Centre National d'Enseignement à Distance* can provide teaching materials for secondary school children for whom regular attendance at school is made difficult due to their parents' travel. The packages, sold directly to parents, also include a tutorial support system for the mobile learner. To date some 800 Traveller families in France have enrolled in their use, most funded by state benefits.<sup>109</sup>

In Belgium the *Enseignement à Distance* service sends lessons and homework to children in the French-speaking region, which they then return to the service for correction.

<sup>105</sup> Inclusive Educational Approaches for Gypsies and Travellers, Learning and Teaching Scotland, 2003.

<sup>106</sup> All: From interdependence, to dependence an independence: Home and school learning for Traveller children

<sup>107</sup> Learning at a Distance Supported by ICT for Gypsies and Travellers: Young People's Views

<sup>108</sup> Exclusion of Travellers in State Schools, Scottish Traveller Education Service.

<sup>109</sup> Jordan, E., From Interdependence to Dependence and Independence: Home and School Learning for Traveller Children, University of Edinburgh

However, as the service does not lead to any qualification, this provision should be seen as a complement to rather than an alternative to regular school attendance<sup>110</sup>.

In the UK, distance learning packs are developed by the TES and base schools routinely distribute these to pupils while they are travelling; around 1200 Traveller children use them. These packs act as an aid to learning reinforcement and continuity. In addition, the ELAMP projects described in the case study below have supplied laptops and datacards to Traveller children across the UK.

E-Learning and Mobility (E-LAMP) Projects , UK	
Target group	Traveller children including Fairground, Gypsy, Irish and Scottish Traveller communities and other smaller Traveller communities
Type of provision	Distance learning, using ICT
Organisation responsible and source of funding	<p>The original E-LAMP project was funded by the Nuffield Foundation for 13 months from April 2003. It was coordinated by the National Association for the Teachers of Travellers (NATT) and included the Showmen's Guild and the Circus Parents' Association on the steering committee. The project was an exploratory exercise and fieldwork was carried out by the Department for Education and Skills (DfES) and the University of Sheffield.</p> <p>A follow up project, E-LAMP2, was funded by the DfES, the Showmen's Guild of Great Britain, the National Association of Schoolmasters / Union of Women Teachers (NASUWT) and the mobile phone company O2, which also provided technical back-up and support throughout.</p> <p>The subsequent E-LAMP3 (2005-06) and E-LAMP4 (2006-07) projects were mainly funded by the DfES and again coordinated by NATT. E-LAMP3 was a consolidation project, whilst E-LAMP4 also involved a new approach aimed at Traveller children disengaged from school. The DfES has recently confirmed support funding for E-LAMP5 in 2007-08.</p> <p>There have also been parallel developments in Scotland starting with a pilot aimed at Fairground children in Glasgow. These have been inspired by the E-LAMP projects, although discrete from them.</p>
Description of service/activities	<p>Distance learning has been available for Traveller children in the UK since the 1980s. Packs are usually put together by the pupils' base schools, in collaboration with their local Traveller Education Support Services (TESS). Traditional packs were however found to have limitations in terms of motivating children; work had to be posted back to school, feedback was delayed and communications with teachers were often difficult.</p> <p>The original E-LAMP project was thus set up to explore the use of ICT for communication between Traveller pupils and their schools. The project initially set</p>

<sup>110</sup> Taken from the Centre de Médiation des Gens du Voyage en Wallonie (CMGW) website at December 2006, <http://www.cmgv.be/pages-html/but.html>

out to improve the learning experiences of those children who were already using the traditional distance learning packs. In the longer-term, the aim was to support children who were losing contact with their base schools while travelling. This original project was essentially a research exercise, with fieldwork undertaken by the University of Sheffield Department of Educational Studies.

The work of the project followed three inter-related strands:

- research relating to aspects of both policy and practice;
- bringing practitioners together to share and to create a community of practice; and
- seeking ways to engage the DfES, and other resource holders, in discussion aimed at supporting a funded policy approach.

The main fieldwork included a focus on identifying emergent good practice in English TESS, and looking at experience from other interrupted-learning situations, such as ICT-based distance learning provision for sick or excluded children. One outcome of the project was a full report<sup>111</sup> which set out to offer some pointers for future practice but, as anticipated, also drew attention to a number of key issues; in particular organisational and curriculum concerns for the secondary sector, and 'entitlement' issues which were likely to impact on the funding and consolidation of distance learning approaches for Traveller children.

The main practical outcome of this research exercise was the establishment of the E-LAMP2 project, which provided 19 Fairground children (although subsequently one Circus pupil and one Irish Traveller pupil also became involved) of primary age with laptops and datacard devices. They were thus able to link to the internet via mobile telephone networks. This meant they could contact their base schools by e-mail and access web-based learning resources.

E-LAMP3 then went on to include secondary age Fairground pupils and some from other Traveller communities. The project also sought to focus on easing the transition from primary to secondary school for Traveller children.

The first of the subsequent E-LAMP4 projects set out to consolidate these pilots, which have all been intended to reinforce links between families and their base-school whilst travelling, and has reached out to an additional 150 mobile pupils.

The second E-LAMP4 project was aimed at Gypsy and Irish Traveller pupils who have been excluded or have become disengaged from school. It has explored a new approach for Traveller children who have become disengaged through the use of the informal 'apprenticeship' model of training which is at the heart of their community lifestyles.

E-LAMP5 will continue both these strands of work and will also focus on the related policy issues which were identified in the original research project.

<sup>111</sup> Marks, K., Traveller Education: changing times, changing technologies Trentham Books, Stoke on Trent

## E-Learning and Mobility (E-LAMP) Projects , UK

### Outcomes / Impact

During the ELAMP2 project, 18 of the core project pupils used the laptop and software throughout the travelling season. Both parents and children reported more school work being completed, in some instances including more work with the traditional pack. The pupils reported that schoolwork was "more interesting and fun" and they were able to develop an increased sense of belonging, as a result of increased mutual home-school awareness. The use of messaging also seems to have motivated the children to develop their writing skills, while websites played an important part for interactive reinforcement activities, and particularly for project/topic work.

When children are away for long periods of time, the pupils, school and families risk developing an 'out of sight out of mind' mind-set. One other benefit of the projects was the ability to keep pupils and families "in touch with what is happening at school" and to send out key information, for example about SAT (examination) arrangements. The ability to provide swift feedback and encouragement, and to exchange work more quickly, was also felt to be very beneficial. Finally, for the sedentary children at the base school, the project had given them "insights into the Showmen's lifestyle".

In addition, the project was found to be particularly helpful for pupils who were in their transition year, moving up from primary to secondary school. Using e-mail messaging contact between the pupils and their new schools helped to 'bridge the gap' for the pupils who would start late in the first term, after the travelling season had ended. Parents and families were also sent information about the new schools, such as the school newsletter and the children's timetables, while some children were involved in transition projects, returning their work to the new school via the internet. These bridge-building approaches seem to have eased the transition when the pupils arrived in the school in October, a month after the start of the new term.

Subsequent E-LAMP projects were reported to have had positive impacts on the children involved, as outlined above. In addition, the projects were reported to have led to increased attendance; many travelling pupils came back into school more regularly when their families made brief visits back to base.

Parents have reported that doing schoolwork with a laptop improved children's motivation and learning engagement. Teachers also indicated that E-LAMP pupils had achieved more in terms of learning gains than before, especially in literacy and presentation skills.

One of the most significant impacts has been the way in which pupils began to take control of aspects of their own schoolwork, such as by pursuing their own topic searches and developing their own creative interests.

The E-LAMP projects also led to the following outcomes:

- A report, published in 2004: "Traveller Education: changing times, changing technologies" by Ken Marks, University of Sheffield.
- Phased follow-up projects (E-LAMP2, 3, 4 and 5)
- The ELAMP2 project won the Becta award for innovative practice in the field of inclusive education.

## E-Learning and Mobility (E-LAMP) Projects , UK

	<ul style="list-style-type: none"> <li>- The publication of DfES guidance on "School Supported Distance Learning" by Ken Marks<sup>112</sup></li> <li>- A list of on-line and off-line ICT learning resources, available on the NATT website<sup>113</sup></li> </ul>
<p>Success factors and good practice</p>	<p>The first phase of the project included the collection of information about experiences and possibilities, encouraging the development of a community of practice and making the case for resources for pilot work. A report was produced and dissemination seminars and meetings were held to ensure that the learning from the project was shared among practitioners and policy makers.</p>
<p>Recommendations and future plans</p>	<p>The DfES has committed over £1m (€1.45m) to consolidating the E-LAMP approaches over a larger number of local authority areas for the 2007 and 2008 travelling seasons. This should mean that around 600 pupils are given access to laptops and datacards.</p> <p>Evaluations of the phases of the project have enabled staged growth based on the identification of good practice. They have also enabled recommendations to be identified for future similar initiatives. Above all, the importance of ensuring adequate time for preparatory training for both pupils and parents was emphasised, together with the need for clear contact and coordination arrangements within schools (preferably with a named member of school staff taking on the role of coordinator). Careful analysis of the strengths and weaknesses of the technologies to be used is also important, as well as adequate training for safe use, especially where children and internet use is concerned.</p> <p>For schools, it is possible to identify specific recommendations for a successful project of this kind:</p> <ul style="list-style-type: none"> <li>- Targeted staff development is important, to ensure that teachers have the skills and materials to use the technology. Participants report that the new methods involve a "new way of thinking" for staff which implied a "steep learning curve".</li> <li>- It is important to build up a structure for technical and ICT support, to take technical advice about local learning platform developments and to provide technical support for pupils if anything goes wrong with their laptops.</li> <li>- A phased approach should be used, together with staff experienced and interested in ICT.</li> <li>- The core of the learning experience should build from the traditional distance learning pack, albeit enhanced by appropriate software and courseware. Curriculum prioritisation is vital, starting from a small number of subjects.</li> <li>- Preparatory programmes: Students should be briefed and trained to use the materials, possibly through the use of a handbook. Parental involvement is also very important and schools should arrange training and awareness sessions for</li> </ul>

<sup>112</sup> [www.standards.dfes.gov.uk/ethnicminorities/resources/dfessdlp2006.pdf](http://www.standards.dfes.gov.uk/ethnicminorities/resources/dfessdlp2006.pdf)

<sup>113</sup> [www.natt.org.uk](http://www.natt.org.uk)

	<p>parents or invite them along to those for children. It is important to help parents to develop supportive skills and to know how to use the equipment.</p> <ul style="list-style-type: none"><li>– Internet safety should be ensured and families should receive guidance.</li><li>– Schoolwork set as distance learning for children should be in discrete and manageable sections.</li><li>– Separate ICT sessions for the parents are also beneficial.</li><li>– Illustrated written notes, ideally a manual with a visual emphasis, are useful for families to take with them when they travel.</li><li>– Schools should take local (school or Local Education Authority) advice about the use of internet safety measures such as firewalls, virus protection or other options which maximise safety access for children.</li><li>– For ELAMP, families were required to discuss and sign an agreement about the care of equipment and use of datacards and the internet; a health and safety agreement is strongly recommended.</li><li>– Particular care should be taken with vulnerable groups such as children with special educational needs (SEN).</li><li>– Websites can offer an appropriate additional resource but work tasks should allow for possible gaps in internet access.</li><li>– Parents should be involved in agreeing work to be completed over a period of time and in regular review of progress with teachers during the travelling season.</li></ul>
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The evidence from current experiences of providing education for the children of occupational travellers suggests that e-learning can be particularly suitable for such children, because they develop a sense of independence early on due to their work within the family business<sup>114</sup>.

In the Netherlands, the Stichting Rijdende School (SRS) developed an ICT-based distance learning programme in 2003 for children working on the smaller fairgrounds. Some 30 children now use this service and are supported by a teacher for one session every two weeks. In addition, they are able to communicate with their teacher on a daily basis through e-mail, MSN and webcam. Children who travel abroad also receive schooling through an online service provided by the SRS.

<sup>114</sup> More information available from the Detmold government website at [http://www.brdt.nrw.de/AktuellesPresse/Pressemitteilungen/2006/08August/2006\\_86.html](http://www.brdt.nrw.de/AktuellesPresse/Pressemitteilungen/2006/08August/2006_86.html)

The German Land of Nordrhein-Westfalen provides online distance-learning for 70 circus children, while they are travelling within Germany or abroad. In 2006, the LARS (*Lernen auf Reisen-Schule* – School for learning while travelling) project was also established in Nordrhein-Westfalen. Eight pupils from class levels six and seven are taking part in an e-learning trial. They receive individual learning plans and are 'virtually' linked to their teacher while they study independently.

In Lithuania, there are currently some initial ideas about secondary school e-education for the children of emigrants staying abroad. This idea is in the development stage and has been discussed at the Portal of Education and Information Systems<sup>115</sup>.

As indicated above, distance learning is not without its problems. These include difficulties in finding materials and books as access to libraries can be limited. For subjects such as science, it is difficult to undertake practical work which requires specialist equipment. These issues, together with those highlighted above, all need to be taken into account and addressed, in order to ensure that any services developed best meet the needs of their users.

## **5.9 Boarding schools**

As regular school attendance remains difficult for most occupational traveller children and mobile provision is not widely provided, parents may choose to send their children to boarding schools. This may be an appropriate solution, in particular at secondary level, due to the limitations of both mobile and distance provision. Occupational travellers are, of course, able to access mainstream boarding schools (subject to affordability and notwithstanding the difficulties relating to accessing education generally). In addition, some examples exist of specific provision for the children of occupational travellers, particularly barge workers and Showmen. However, such sector-specific boarding schools tend to exist only in the Netherlands, where children often attend regular boarding schools. In most countries, parents pay for the service themselves, sometimes also receiving financial support from the State.

The Netherlands has a network of around 20 boarding schools for children of bargees and fairground workers aged 6-18 years. In early 2007, there were around 1150 children staying at the boarding schools, the majority of whom were children of bargee workers. These schools are supervised and supported by the organisation '*Censis Begeleidingsorgaan*', which provides training and advice to the school workers, managers and the members of the governing body. Censis Begeleidingsorgaan receives subsidies

<sup>115</sup> [www.mokykla.lt](http://www.mokykla.lt)

from the central government in order to run the boarding schools, which are related to the number of children attending the establishments.

Although attending boarding school is customary for children of showmen in Belgium, the research identified no specific boarding schools for such children. In practice, many children of Showpeople attend the same school. Children, from the age of 6 onwards, tend to attend boarding school during the week and then join their parents at the weekend. Fees are mostly paid by the parents, although there is also some support available from the government.

Eight of the German Länder have upheld a policy proposal by the Kultusministerkonferenz to provide a subsidy of €5.11 per day, per child for circus, fairground and bargee families whose children attend boarding schools.<sup>116</sup> Variants of boarding schools also exist in Germany, in the form of residential homes that enable children to attend local schools when their parents are travelling. In Nordrhein-Westfalen, a small number of these children attend the three residential homes which are located in this region. The services are provided by charitable and church organisations and support for fees is available to parents via the local youth welfare office.

In the French-speaking community of Belgium, *bateliers* (boatmen) tend to take their children with them when they travel, until they reach the compulsory schooling age. From this age, the parents either arrange for their children to attend boarding schools or to stay with family while they travel. It is also reported that some parents in Austria, Denmark and Spain also choose for their children to attend boarding schools.

It has been argued, however, that staying away from the family can present a strain for the children and parents, including financially<sup>117</sup>. For example, in Romania, it was proposed to oblige parents who are working abroad to enrol their children at boarding schools. The problem for migrant workers is that boarding schools are expensive and most migrant workers simply cannot afford to pay the fees.

<sup>116</sup> Sekretariat der ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Kultusministerkonferenz) (2006), Sachstandsbericht Unterricht für Kinder von beruflich Reisenden, Berlin: Kultusministerkonferenz

<sup>117</sup> Source: Nordrhein-Westfalen Ministry for Education and Training: website: <http://www.schulministerium.nrw.de/BP/Schulsystem/Schulformen/Reisende/index.html>, at March 2007

## 5.10 Sector-specific initiatives

### 5.10.1 Specific school provision

Specific schools or support services dedicated to certain sub-groups of occupational traveller children have been found in a minority of countries. In the Netherlands a pre-school system is available to the children of bargees, which provides education on board their boats, until the age of six. This service is outlined in more detail in the case study below.

National Foundation for the Education of Young Children of Bargee Families (LSOVK), Netherlands	
Target group	Young bargee children (3.5 – 6 years of age)
Type of provision	Mixed
Organisation responsible and source of funding	<p>stichting Landelijk Onderwijs aan Varende Kleuters (LOVK) – Foundation for the national education of young children of bargee families</p> <p>The mission of the LOVK is to support bargee families by offering education &amp; support to young bargee children. LOVK also aims to ensure that young bargee children possess all the necessary skills to integrate into basic compulsory education (group 3) when they reach the age of six or seven.</p>
Funding	A lump-sum subsidy from the national Ministry of Education. This subsidy is also given to regular primary schools. A part of this subsidy is fixed and is intended to offer activities such as swimming lessons.
Description of service and activities	<p><i>"Bargee children are normal children in an exceptional situation"</i></p> <p>The LOVK offers education to pre-school children who cannot participate in regular education because they live on a boat. The LOVK offers three educational services:</p> <ul style="list-style-type: none"> <li>- Berth schools (<i>ligplaatscholen</i>)</li> <li>- Education on board</li> <li>- A mentor system</li> </ul> <p>The system of berth schools offers the young bargee children a chance to attend regular education when they are on shore. When they are travelling, education is provided on board by the parents with the help of instruction booklets and other material. The parents are supported in their teaching through a well-developed mentor support system.</p> <p>Berth schools (<i>ligplaatscholen</i>)</p> <p>It is estimated that in the Netherlands, some 350 young children (age 3.5-6 years) live with their parents on board a ship. From the age of 3.5 - 6 years, these children can</p>

attend a berth school.

The first berth school was set up in 1967, largely as a result of the efforts of bargee parents. Currently five (previously six) berth schools exist. Parents can enrol their children in one of the berth schools, which opens up the possibility for the children to attend any of the other berth schools and partner schools.

The table below shows the number of bargee children attending the LOVK berth schools between 2001-06. The table clearly shows how the number of pupils remained constant over the period 2001-06. The LOVK does expect a drop in the future number of pupils due to overall changes in the bargee sector.

Age	2001	2002	2003		2004		2005		2006	
	M+F	M+F	M	F	M	F	M	F	M	F
3,5	56	59	31	26	23	27	26	22	22	23
4	105	116	53	44	65	49	50	57	57	51
5	103	93	58	56	48	43	60	46	50	56
6	5	3	3	4	3	4	3	1	1	0
Sub-total	269	271	145	130	139	123	139	126	130	130
Total	269	271	275		262		265		260	

Source: www.lovk.nl

Young bargee children attend a berth school for between three and forty days a year. The rest of their education is organised on board the ship by their parents with the help of a mentor.

The berth schools educate children of different ages. Teachers can never be sure how long a child will spend in their class. They work with a different group of children each day and the number of children in their class may vary. For this reason, the network of teachers and head teachers in these schools is very important and children who attend several berth schools are regularly discussed within the framework of national consultations. The network of schools draws up a school programme that each school is free to adapt to local circumstances. There is also an agreement concerning who is responsible for coordinating tutoring of children who require extra care.

Information on the progress of the bargee children is kept in two separate documents which the LOVK hopes to connect in the recent future. Every time a bargee child attends one of the berth schools, he or she takes along a record called "Dit ben ik" ("This is me") in which all details are mentioned on which berth schools the child has attended, how many days, in what kind of activities the child has been involved, etc.

The record also has information sheets on which teachers and mentors can write important comments and a progress chart is included to offer an overview of the child's progress in everyday activities. For children who travel internationally, there is a summary of certain parts in French and German so that foreign teachers can read the objectives and working methods of the booklet and fill in information about the child.

The second document concerns a digital tracking system in which the parents fill in the progress their child makes through education on board. Mentors can view this documentation to assess the child's progress and the way forward.

Besides berth schools, the LOVK has established a network of Dutch primary schools where bargee children are welcome for a shorter or longer period. This network is made up of approximately 200 primary schools. In addition, the LOVK also cooperates with approximately 25 toddler play centres, day care centres and 1 primary school abroad (in Antwerp) where bargee children of pre-school age are accepted. Parents are not required to pay additional fees to make use of the day care centres.

In other countries, the LOVK does not network extensively with primary schools, but does publish an annual "School gids" ("School guide") in which schools are mentioned where Dutch bargee children have been welcomed. The guide is entirely based on information offered by parents who have sent their children to these schools. The booklet includes schools in Belgium, Germany and, to a lesser extent, France.

#### Education on board

The majority of the education of young bargee children happens on board the ship. Parents are extensively supported by the LOVK to teach their children on board.

In previous years, parents were free to choose whether they wanted to educate their children on board their ship or not. But education is now compulsory. Consequently, the parents need to register their child at the LOVK and sign an agreement that their child does not need to attend a regular school because they will take the responsibility to teach their child with support of the LOVK. As a consequence, the parents form a partnership with the LOVK to teach their child the best they can.

Every half-year, the parents receive instruction booklets called "Stappen aan het water" ("Steps along the water") in combination with all the materials they need (brush, paint, skipping-rope, etc.) from the LOVK. The booklets and materials are brought on board by the child's LOVK mentor (see further details below). The instruction booklets are developed in accordance with the general education guidelines of national Ministry of Education.

#### Mentors

The mentor system is crucial in the process of offering education to young bargee children. Each child is assigned to a mentor who follows the child in his or her pre-school career and takes up the responsibility to ensure the child learns all the necessary things and can progress into basic compulsory education at the age of six or seven.

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	<p>The LOVK counts approximately 22 to 23 mentors in addition to 7 berth school teachers. Their working place is on board of the ships and at the berth schools. The mentor has regular contact with both the child and the parents and records progress of the child in the digital tracking system. They contact the child and/or parents at least every three weeks either by email, telephone or through a visit on board. Every mentor visits the ship at least three times per year to replace the instruction manuals and materials, talk to the parents and child and undertake some tests to track the child's progress.</p> <p>When a child attends a berth school, the mentor will, when possible, observe the child and talk to his or her teachers. Regular contact with the berth school teachers is essential for a mentor to keep track of the child's progress. When a child attends a partner school, the mentor receives a red card with all the necessary details (when the child attended this school and for how long) and will contact the partner school to talk to the teachers to track the child's progress.</p> <p>The mentor system ensures that all information on a child – coming from berth schools, partner schools and parents - is recorded and tracked by one mentor and does not get lost.</p>
<p>Outcomes and impact</p>	<p>Annual reports on school attendance show that approximately 90% of bargee children visit berth schools on a more or less regular basis.</p> <p>Research undertaken in 2006 by the research institute Gronings Instituut voor Onderzoek en Onderwijs (GION) affiliated to the University of Groningen indicates that the instruction booklets "Stappen aan het water" fulfil all the requirements of primary school education for young children. The instruction package offers the young bargee children enough possibilities to progress successfully into compulsory basic education at the age of 6 or 7 years. Bargee children are in comparison with the average Dutch child sufficiently prepared to integrate into compulsory basic education. The test levels show a normal score which implies that bargee children are not disadvantaged; they are indeed "normal children in an exceptional situation".</p> <p>The GION research also indicated that parents are sufficiently able to teach their own children. For some parents, however, extra support is needed. The research indicated that on average the parents' own communicative, pedagogical and didactic skills are sufficient. However, the parents score low with respect to organisational competence.</p> <p>Research undertaken by D. Uerz, A. van Langen and L. Mulder (1999) showed that children who visited berth schools generally demonstrated better results in the areas of language skills, motor skills and social-emotional skills than those who did not. The ship visits of mobile teachers (now abolished) also showed a positive influence on language skills, social and emotional stability.</p> <p>Bargee children are exceptionally flexible and self-supportive. They have a high self-esteem up to the age of six to seven. It is only when they change to regular education by attending a boarding school or regular school<sup>118</sup> that their self-esteem drops temporarily while they try to adjust to their new situation. Bargee children do need</p>

<sup>118</sup> From the age of six to seven, bargee children attend either a boarding school or a regular school depending on whether the mother decides to leave the ship and live on shore.

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	<p>special attention - in comparison with the average child - with respect to work attitude. Parents need to motivate their children to learn and undertake educational activities.</p>
<p>Parental satisfaction</p>	<p>In 2004, the LOVK published a questionnaire addressed to current and future bargee parents to get a better insight in issues of concern to them. 70% of current and 59% of future parents filled in the survey.</p> <p>The survey found that parents work approximately 4 hours a week with their children with the instruction booklet “Steps along the water”. Parents prefer Tuesday, Wednesday and Thursday to work with the material. Monday and Friday are often busy days due to the bringing and collection of older children from the boarding schools.</p> <p>Overall, the parents are to a great extent satisfied with the materials, but they do find the number of assignments too large. As a consequence the LOVK is currently checking how future materials can be changed to accommodate this.</p> <p>86% of the parents has contact with their mentor, but not as often as required by the procedures in most cases. More ship visits need to be organised for the mentors to see the children and parents. The majority of parents is satisfied with their mentor, but does acknowledge that contact is too infrequent. The LOVK will pay special attention to this.</p> <p>79% of the bargee children attend berth schools and 61% attend primary schools. Both percentages increased, but the number of visits has decreased. The survey results mentioned how 25% of the bargee children received a teacher on board, but this system has been abolished since this survey. Overall, only 4% of the bargee children do not attend any school.</p> <p>The berth schools and teachers on board are highly valued, on average more than the primary schools. Only the use of the “Dit ben ik” record is less valued.</p> <p>The survey shows that only half of the parents knew of the existence of a Parent Council. The LOVK is increasing its efforts to make parents more aware of this Council and how they can be involved.</p>
<p>Success factors and good practice</p>	<p>One of the main success factors mentioned by the LOVK is the mentor system which offers support to both the children and the parents. The mentor ensures that each bargee child receives the best possible education, tailor-made to his or her individual circumstances. The instruction manuals and materials are adjusted if necessary to the child’s circumstances and progress. Whenever a child’s progress is behind in a particular field, the mentor will ensure that the parents put more focus on this and will offer advice and materials. In addition, when parents are not motivated or less experienced in teaching their child, the mentor offers support and ensures that any problems and issues are addressed.</p> <p>Within the berth school curriculum additional attention is given to the social-emotional development of the child, and children have many possibilities for playing together, free movement in a free space, and contacts with the teacher and peers.</p>

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<p>Recommendations and future plans</p>	<p>Currently, the LOVK is working on combining the two documents - the “Dit ben ik” record and the digital tracking system - so that all teachers across the LOVK network can access and add to all pupils’ records.</p> <p>Even though the pupil record of the LOVK does not show a fall in the number of students, it is expected that the number of bargee children attending berth schools will drop in the near future. This is due to changes in the sector; barge trips have become more frequent, unloading and loading times have become shorter and there has been an increase in long trips to foreign ports. As a consequence, young bargee children will increasingly become dependent on open and distance learning materials.</p> <p>The LOVK is increasingly focusing on offering education and support to children living abroad with their Dutch parents who work there. It sells the instruction manuals and mentor support either to the parents directly or to the companies for which the parents work. For example, contacts have already been established in Malawi and Russia. The main argument for parents and companies to buy LOVK materials is to ensure that their children learn the Dutch language and remain linked to the Netherlands so that they are well prepared to return at a later date. Besides these activities, the LOVK is also increasingly focusing on selling parts of its instruction manuals to other interested parties, for example physiologists working with young children to improve their motor skills.</p>
<p>Sources</p>	<ul style="list-style-type: none"> <li>• Steps along the water – from ship to school with the education package for bargee children (in Dutch: Stappen langs het water, van schip naar school met het onderwijsleerpakket voor varende kleuters), 2007, GION</li> <li>• Scholten, U. (2000). Dutch bargee families: partners in early childhood education in Chapter 6, International Journal of Educational Research 33</li> <li>• LOVK website: <a href="http://www.lovk.nl">www.lovk.nl</a></li> <li>• Mail info LOVT, year 3, number 3, April 2005 (<a href="http://www.vaart.nl/lovt/mailinfo0303.pdf">www.vaart.nl/lovt/mailinfo0303.pdf</a>)</li> <li>• Interview with Cobi Visser, director LOVK, 11 April 2007</li> </ul>

Notwithstanding the achievements of the berth schools, it is important to note that more and more Dutch bargee children are attending mainstream schools, due to the changing lifestyle choices and working patterns of their parents. Mothers and children increasingly tend to live in houses while the father travels. This may lead to difficulties in cases where funding for these children is allocated to the special 'on board' school instead of to the mainstream primary schools<sup>119</sup>.

A similar pre-school for bargee children was set up in Liège, Belgium, and there were also similar schools in the Flemish region. However, the Liège school was closed in

<sup>119</sup> Source: Wilbert Seuren, Landelijk Informatie-en steunpunt Specifieke Doelgroepen (LISD)

1999, after the liberalisation of the inland waterway transport sector meant that the level of demand was insufficient<sup>120</sup>.

#### 5.10.2 Sector academies

Occupation-specific skills are important to children of occupational travellers as they often take up their parent's profession and have also been learning relevant skills whilst travelling with their family. The opportunity to teach these skills alongside 'normal' schooling can therefore be very important. Some mainstream schools in Belgium teach skills relevant to Showmen and there is a sector-specific academy for school-age children in Italy, the Accademia del Circo. This is a circus Academy in Verona in Italy, founded in 1988. It is a boarding school that teaches circus skills as well as providing education for children of compulsory schooling age (8-16 years). The Academy is funded by the Ministry for Culture. The school, although mainly aimed at circus children, is open to anyone who wishes to learn circus skills. The school has been attended by around 100 students in the last fifteen years.<sup>121</sup> Of these, 70 have received a diploma, and most of them now work in circuses in Italy and abroad. Some interviewees noted that there were some problems with children attending this type of provision; drop out rates were high as parents preferred children to stay with the family.<sup>122</sup>

### 5.11 Other measures

#### 5.11.1 Pre-schooling

Pre-school education is also important for the children of occupational travellers as it can help to engage families and children in education from an early age as well as enabling the children to develop relevant social and learning skills and to overcome any fears or misconceptions they or their parents may hold. The pilot project for a mobile pre-school for Showchildren in Belgium is a good example of this.

<sup>120</sup> Source: Telephone interview with representative of the Service Social de la Batellerie et des Gens du Voyage

<sup>121</sup> Serena, A. Un monastero italiano delle arti circensi.

<sup>122</sup> Interview with Sara Vatteroni, Fondazione Migrantes

## Mobile Pre-School for Showchildren, Belgium

Target group	Showchildren
Type of provision	Mobile pre-school
Organisation responsible and source of funding	State funding (from the Ministry of Education of the Flemish community of Belgium) covers the teacher's wages, materials for the children and also contributes towards the cost of a trailer which is used as a classroom. The remainder of the funding for the pre-school was generated through a collection amongst the fairground community in Belgium.
Description of service and activities	<p>In September 2006, a mobile pre-school was set up for Showchildren in Belgium. The school was established by a Showwoman, Rosa Severeyns, who adopted the idea from the existing Dutch system (the Stichting Rijdende mobile schools). Rosa had for several years requested governmental support for such a pre-school and funding was finally granted for a three-year pilot project.</p> <p>Frank Vandenbroucke, the Flemish Minister for Work, Education and Training, took an interest in the idea for the project as he felt that it would contribute towards achieving the two Ministry priorities: to create equal opportunities for all in education and to facilitate increased attendance at school of very young (pre-school) children. A Ministry team was commissioned to find out about the mobile school provision in the Netherlands and to see if the model could be transferred to Belgium. The team spent six months preparing for the project to begin in September 2006.</p> <p>The preparation included a visit to the Netherlands to learn from the system in place there, locating a suitable trailer and the recruitment of a teacher to work at the mobile school. A teacher with more than 20 years experience was chosen, as it was felt that it would be better for a more experienced teacher to take on what is quite a 'solitary' role for this pilot project.</p> <p>The pre-school consists of one trailer only, which can cater for around 15 children aged between 2.5 and 5 years. Currently, there are 18 children registered with the school and the class sizes range from 4 to 16. The school travels to the major fairs across Belgium and caters for children from both the French and the Flemish-speaking communities.</p> <p>During the winter 'resting period' the school closes. However it will remain open over the summer, when mainstream schools have their usual long holidays. Some children attended schools local to their homes during the winter break. Chris Deloof, a representative from the Ministry of Education, felt that their enthusiasm to return to classes after the break was a sign of the success of the project.</p> <p>Children follow the same subjects as those followed by other children at 'normal' schools (Dutch, Music, Physical Education, Mathematics and World Orientation Studies) and attend the school for the full day (9.30am-12.30pm and 1.30pm-3.30pm). They are not always able to have a break for recreation – this depends on the location of the fair and the space available.</p>

## Mobile Pre-School for Showchildren, Belgium

	<p>So far, the project appears to have been a relative success. When the school supports fairs in large towns or cities, up to 15 children can attend each day. Attendance is lower at fairs in smaller towns and can be as little as two or three children, depending on how many Showpeople are working on the fair.</p> <p>The teacher maintains records of attendance and achievement and the school will be subject to an official inspection each year.</p> <p>On reaching the compulsory schooling age (6 years) children of occupational travellers attend boarding schools. To date, the children have had to spend time 'catching up' with their peers as no suitable pre-school provision was available to them (children in Belgium begin to attend school at the age of 2.5 years). The mobile school will help to overcome this problem and ensure that the children can both access education and stay at home with their families while still very young.</p>
<p>Outcomes and impact</p>	<p>The project aims to familiarise Showpeople with schooling and to help them overcome any fears or misconceptions they might have, in the hope that they will then go on to ensure that their children regularly access education after finishing at the pre-school. It enables pre-school children to access education without having to leave their families at such an early age. The success of the project is hard to assess at this early stage but the children appear to have been very motivated to attend so far.</p>
<p>Success factors and good practice</p>	<p>This project was based on existing good practice; Rosa Severeys knew about the Stichting Rijdende School (SRS) in the Netherlands and the team from the Ministry of Education went to visit the SRS in order to inform the development of the project. The SRS also provided support to the school teacher once she had been appointed.</p> <p>The project was also based on good consultation and communication with parents from the fairground community. Rosa Severeys met with parents to inform them about the project then later, when the teacher was appointed, she also held a meeting with the parents. Further meetings have been held to collect feedback and Chris Deloof felt that there were good relationships between the parents and the projects' organisers.</p> <p>The project demonstrates the benefits of efforts to enable parents and children to overcome any fears and misconceptions they might have regarding school education. In addition, the provision of pre-school education overcomes the problem of occupational traveller children having to 'catch up' with their peers when they reach compulsory schooling age.</p>
<p>Recommendations and future plans</p>	<p>Ultimately, it is hoped that the project can be extended to cater for children above the age of 6 years. The Ministry will review the project after three years through consultation with all relevant stakeholders (parents, the schoolteacher, the school inspector etc.) and then decide on whether to continue, or even expand, the project.</p>

### 5.11.2 Mediation

Prejudices and attitudes from both the school and the Traveller children's family can hinder successful schooling, as has been explained in Section 4. There is a risk that schools consider children from traveller groups to be an unwelcome burden. There is also a risk that families can undervalue formal education, as working in the family business can be considered more important for children. To tackle these issues, outreach services and mediators, who act as communicators between communities and schools are used in many countries. They also raise awareness of schooling within traveller groups and provide information about traveller groups to teachers and schools.

In some countries, there is a service that provides mediation for Traveller Groups. For instance in Belgium, the Centre de Mediation des Gens du Voyage en Wallonie (CMGVW) provides a mediation service between Travellers (any people who pursue an itinerant lifestyle, whether for occupational or cultural reasons), the public authorities and the sedentary population in the French-speaking regions. The Service Social de la Batellerie et des Gens du Voyage also acts as a mediator between children, parents and the schools, when they are experiencing difficulties. The Service currently works with around 150 families of boatpeople and voyageurs (travellers), which represent around 40 batelier children and around 100 voyageur children.

Mediator services seem to be particularly aimed at facilitating communication between Gypsy/Roma communities and schools. In German Länder such as Hessen and Schleswig-Holstein, Roma and Sinti mediators are employed to improve communication between parents, children and teachers. The employment of Roma and Sinti teachers and social workers in Hamburg has successfully brought about an increase in enrolment and attendance, as well as reducing learning problems. In Italy, mediation services are also targeted at Roma communities. The Italian government has funded cultural mediators who assist in interaction between the schools and Roma. Difficulties have been reported, however, as Roma and school institutions have different expectations about the role of mediators, with institutions seeing the mediator as an assistant who can handle Roma problems and the Roma, in some cases, seeing the mediator as an ally against authorities.<sup>123</sup>

### 5.11.3 Parental involvement

Consultation with parents and occupational traveller communities can be vital to ensure that provision properly responds to their children's needs. Such consultation is particularly

<sup>123</sup> The Situation of the Roma in Selected Western Europe Countries, Report to the OSCE Conference on Anti-Semitism and on other Forms of Intolerance  
Cordoba, Spain, June 8-9, 2005

prominent in countries where a national or mainstream 'Traveller' service exists, such as the UK and Ireland.

Consultation mainly takes the form of meetings, surveys or consultation prior to development of educational materials. For instance, in Ireland, annual meetings are held with parents of the children who access the CFSS service. In the UK, the Circus Parents Association (CPA) provides support and advice to parents and has received funding to set up a website, which will provide materials, support and advice for the parents of Circus children. Annual meetings between the CPA, National Association for Teachers of Travellers (NATT) and Traveller Education Service (TES) are held, to which parents are also invited. The UK Showmen's Guild has ten Section Offices, each of which have an education liaison officer. The liaison officers cooperate with the Local Education Authority (LEA) and the National Association of Travelling Teachers (NATT). Trade unions representing Showmen in Belgium and Germany also liaise on parents' behalf on educational matters.

As seen above, the Belgian pre-school pilot also involved consultation and promotion with parents before and after its creation. In the Netherlands, the LOVK administered a questionnaire in 2004 to current and future bargee parents to get a better insight in issues of concern to them, achieving high response rates. Based on the parents' responses LOVK developed materials to address their needs, such as increased contact with mentors and increasing awareness of the Parent Council, of which only half the parents were aware.

It is also important for good relationships to be maintained with the parents of children who access specific services. The Netherlands Stichting Rijdende School teachers usually have good relationships with the parents of the pupils. The school has even developed a project called ADAPT, which gives circus artists themselves the opportunity to improve their computer skills.

#### 5.11.4 Transport

The availability of transport to school is an important factor in ensuring regular attendance of Gypsies/Travellers. A Scottish report has shown that where authorities have used funds to support ad hoc transport arrangements, more pupils have been able to attend schools regularly<sup>124</sup>. Transport is provided for Traveller groups in Ireland and the UK and there are initiatives across Europe to support Gypsy/Roma groups through the provision of school transport support. This can help to compensate for any lack of public transport between halting sites and schools.

<sup>124</sup> Inclusive Educational Approaches for Gypsies and Travellers, Learning and Teaching Scotland, 2003.

#### 5.11.5 Provision for teaching in the native language

For children travelling abroad with their parents, language difficulties represent a significant barrier to education where distance learning is unavailable. This has been particularly highlighted as an issue for circus children but also is a problem for those children who travel with parents who are migrant workers, seasonal workers and Showpeople. The services and measures examined in this section rarely provide additional support for children from abroad; children are simply integrated into classes with their local peers. There are some policy measures and initiatives which address this issue, as outlined below.

In Spain, education authorities must promote the incorporation of pupils coming from foreign countries, especially those pupils at the compulsory education levels. Education authorities must also develop specific programmes in order to facilitate the integration of those who do not have the knowledge of the Spanish language or culture or lack basic general knowledge in the corresponding level. The incorporation of foreign pupils takes into account their age and curricular competence, following the corresponding procedure established by the education authorities. This suggests that the children of temporary migrant workers are likely to be able to access support if they accompany their parents to Spain.

National policy in Germany provides support classes at both primary and secondary level for pupils whose mother tongue is not German. Pupils are prepared for the transition to mainstream classes and are instructed in German and subject-related teaching. An integrative model of teaching, combining German and migrant pupils, is predominant across the country. However, it is not clear to what extent this policy affects occupational traveller children, since, as we have seen, many access mobile support services rather than mainstream schooling.

Many other 'host' countries have initiatives in place to ensure that children who do not speak the native language are supported in accessing education. In Lithuania, specific measures and classes are provided for foreign children or children of Lithuanian citizens returning from emigration who have special adaptation (linguistic, cultural, level of education) needs.

There is also evidence of initiatives to promote the use of the Romany language in education, in countries where this target group is significant.

#### 5.11.6 Children who are left behind when parents travel abroad for work

The issue of children left behind because of parents travelling abroad for work has become particularly acute in some Central and Eastern European Member States. Although

children are often left with other members of their family, such as grandparents or siblings, their education can still suffer as a result because of the lack of parental involvement. Many of the interviewees in Estonia, Romania and Poland stated that many schools face a problem with unsupervised children whose parents work abroad. Some also predicted a situation when more and more parents working abroad would try to move their children back and forth from national to foreign schools or even leave them unsupervised.<sup>125</sup>

Given the numbers of children in this situation, there is a clear need for better support services for children left behind. Some examples of support projects have been found in Poland, where local organisations and NGOs, often supported through EU funding, have developed initiatives creating “summer schools”, or pre-school education centres for children of seasonal agricultural workers. As indicated above, in Lithuania children returning to the country after a period of emigration are supported through specific measures and classes. Spain features various initiatives to support the children of temporary migrant workers in the agriculture sector. It is clear that the development of provision to meet the needs of these children, both in the home and host countries, could benefit from the transfer of lessons learned and good practice in the delivery of longer-term support services to children from other occupational sub-groups.

<sup>125</sup> Telephone interview with Tiina Annus, Department of Analysis Ministry of Education and Research, Estonia

## 6.0 Overview of Member State policies

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### 6.1 Introduction

*"Europe's education and training systems need to adapt both to the demands of the knowledge society and to the need for an improved level and quality of employment."<sup>126</sup>*

Since the advent of the Lisbon Strategy for jobs, growth and social cohesion, there has been an attempt to redesign the provision of education and training within the EU, to develop a human capital more suitable to the requirements of the knowledge-based society and the European Social Model.

A concrete articulation of the change in education and training policy set by the European Union was adopted in a report by the Education Council which established three main objectives for the national education policies of Member States:

- Improving the quality and effectiveness of education and training systems in the EU;
- Facilitating access to lifelong learning; and
- Opening up education and training systems to the wider world.

As a response to the Council, the European Commission issued a detailed work programme that would allow Member States to achieve the three objectives. The resultant work programme, Education and Training 2010, has several distinctive elements:

- A detailed work programme on the future objectives of education and training systems;
- A new co-operation framework for the Member States, including shared objectives within the open method of co-ordination;
- The concept of lifelong learning, which is considered central not only to competitiveness and employability but also to social inclusion, active citizenship and personal development; prominence is given both to formal and non-formal/informal forms of learning;
- The emphasis on mobility that plays a crucial role in this new strategy of co-operation where transparency and recognition of degrees and qualifications become key elements.

Five benchmarks adopted by the Council in 2003 are guiding policy action within the 2010 work programme

<sup>126</sup> Lisbon European Council, 2000:7

- No more than 10% early school leavers
- Decrease of at least 20% in the percentage of low-achieving pupils in reading literacy
- At least 85% of young people should have completed upper secondary education
- Increase of at least 15% in the number of tertiary graduates in Mathematics, Science and Technology (MST), with a simultaneous decrease in the gender imbalance
- 12.5% of the adult population should participate in lifelong learning.

On 25 May 2007, the Education Council also adopted sixteen core indicators for monitoring progress towards the Lisbon objectives in education and training<sup>127</sup>. Some of these relate very specifically to school education, such as those relating to early school leavers, literacy in reading, mathematics and science, and upper secondary completion rates of young people.

However, despite positive trends in certain areas, the overall progress of Europe's education and training systems towards the goals set in the Lisbon strategy has so far been less than hoped. For example, the high number of early school-leavers remains an obstacle to greater cohesion in the EU. In addition, only modest progress has been achieved in reducing the number of 15-year-olds with poor reading skills.

The children of occupational travellers demonstrate in a microcosm the challenges facing national education and training systems, if these systems are to meet the goals set out in the Lisbon strategy. As explained earlier, problems arise such as those of access, rights of access, discontinuity, discrimination, the need for open, flexible and distance learning, the need for validation of non-formal learning, recognition of qualifications, access to IT and attitudes to learning. Although data relating to the educational performance of the children of occupational travellers is not collected systematically, anecdotal evidence from this study suggests that they perform poorly against some of the Lisbon core indicators, notably early school leaving and completion of upper secondary education.

School education remains a competence of Member States and school education systems operate nationally in most Member States, except those, such as Belgium, where responsibility is mostly devolved to the region. It is therefore the national level where policy has potentially the most impact on the educational situation of the children of occupational travellers – and it is the national level that must be positively influenced if proper provision is to be offered and good practice adopted and mainstreamed.

<sup>127</sup> Council conclusions of 25 May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training(2007/C 1083/07),

Based on a review of national policies, this section provides an overview of the extent to which Member States currently take these groups into account, how responsibility for supporting their needs is allocated and how these needs are addressed.

## 6.2 General policy overview

It is impossible to draw overall conclusions about the state of national policies vis-à-vis the education of the children of occupational travellers - policy varies widely across the 27 Member States. This variation reflects the size, nature, diversity and visibility of occupational travellers in each country as well as the differences in their level of need. Put simply, in some countries certain occupational traveller groups are sufficiently concentrated and organised that national policy cannot afford to ignore them. However, in other countries, occupational travellers are too few and too scattered to be very visible to policymakers.

Table 6.1 summarises Member State policies that relate to the school education of the children of occupational travellers.

**Table 6.1 National policies relating to the school education of occupational travellers**

Country	Overview of policies relating to occupational travellers
<b>Austria</b>	<ul style="list-style-type: none"> <li>- The 1976 Ethnic Groups Act (<i>Volksgruppengesetz</i>) recognizes indigenous ("autochthonous") ethnic groups only.</li> <li>- Access to public sector schools, regardless of birth, gender, race, status, class, language or religion, is guaranteed by law.</li> <li>- Children who are temporarily staying in Austria (such as children from foreign circuses on tour) are entitled to attend an Austrian school.<sup>128</sup></li> </ul>
<b>Belgium (Flemish Community)</b>	<ul style="list-style-type: none"> <li>- Belgium does not recognise any national minorities.</li> <li>- Education policy is based around the principle that every person must be given an equal chance of development. Education should be accessible to a broad public and differentiated for particular target groups.</li> <li>- The 2002 'GOK I' decree stipulates that schools can receive extra funding for enrolling Roma and Traveller pupils.<sup>129</sup></li> <li>- Children from travelling families are permitted to be absent from school on the basis of a specific arrangement for monitoring</li> </ul>

<sup>128</sup> European Parliament Directorate-General for Research, Division for Social and Legal Affairs. 2003. The situation of the circus in the EU Member States. Luxembourg: European Parliament

Country	Overview of policies relating to occupational travellers
	academic progress.
<b>Belgium (French Community)</b>	<ul style="list-style-type: none"> <li>- The French community in Belgium does not recognise any national minorities.<sup>130</sup></li> <li>- Legislation introduced in January 2001 formally recognises and regulates the profession of a <i>commerçant ambulant</i> (travelling salesperson, or peddler).</li> <li>- A law relating to the sites available to <i>Gens du Voyage</i> (Travellers) provides funding to local authorities for the creation of Traveller sites.</li> <li>- A law requires Travellers to register with a specific commune for social welfare and administrative purposes,<sup>131</sup> in order to access the support services they may require. The law recognises boats, camper vans and caravans (which are not fixed) as mobile accommodation.<sup>132</sup></li> <li>- According to the constitution, every individual has a right to education.</li> </ul>
<b>Bulgaria</b>	<ul style="list-style-type: none"> <li>- The Constitution does not recognise any ethnic minority groups<sup>133</sup>.</li> <li>- The 1991 Public Education Act prohibits any restrictions or privileges based on race, nationality, gender, ethnic or social origin, faith or social status.</li> <li>- A Council on the education of children and pupils belonging to minorities was established in 2002 and a strategy on this issue was adopted by the Bulgarian Government.</li> <li>- The Ministry of Education and Science has formulated a strategy for the integration of minority children with objectives for completion in 2009.</li> <li>- The 1991 Constitution guarantees the right to education of every citizen.</li> </ul>

<sup>129</sup> Ibid.

<sup>130</sup> Jamin, J. 2003. Migrants and Ethnic Minorities in Belgium. Liège: Centre d'études de l'ethnicité et des migrations (CEDEM), Université de Liège

<sup>131</sup> Source: Ahmed Ahkim, Director of the Centre de Mediation des Gens du Voyage en Wallonie – Telephone interview

<sup>132</sup> Centre de Médiation des Gens du Voyage. 2003. La Mobilité un mode de vie: Guide Juridique. Namur: Centre de Médiation des Gens du Voyage asbl

<sup>133</sup> Save the Children (2001), Denied a future? The right to education of Roma/Gypsy and Traveller children in Europe, London: Save the Children

Country	Overview of policies relating to occupational travellers
<b>Cyprus</b>	<ul style="list-style-type: none"> <li>- The issue of education of the children of occupational travellers does not arise in Cyprus due to the small size of the country.</li> <li>- Occupational travellers have the same rights and opportunities as all other pupils and students</li> </ul>
<b>Czech Republic</b>	<ul style="list-style-type: none"> <li>- Czech statistics (e.g. the national census) categorise the population only by nationality and by mother tongue and do not refer specifically to “travellers” as an ethnic group. Pupils and students are also distinguished according to nationality and citizenship.<sup>134</sup></li> <li>- There are no specific education policies or programmes for occupational traveller pupils. Occupational travellers have the same rights and opportunities as all other pupils and students.</li> </ul>
<b>Denmark</b>	<ul style="list-style-type: none"> <li>- Travellers are not defined as an ethnic or occupational group.</li> <li>- Travelling pupils have the same rights and responsibilities for schooling as other children. Children have to be educated but they do not have to attend a school. If home schooled, children will pass their exams at a local school. Passing exams was optional until 2007.<sup>135</sup></li> </ul>
<b>Estonia</b>	<ul style="list-style-type: none"> <li>- There is no special national statistical definition for occupational travellers.</li> <li>- Children of school-age are obliged to attend school until acquisition of basic education or until reaching the age of 17.<sup>136</sup></li> <li>- Children of foreign nationals and stateless persons residing in Estonia, except children of foreign representatives, are subject to compulsory school attendance.<sup>137</sup></li> <li>- Parents have to provide favourable conditions for learning and compulsory school attendance for their children. The compulsory school attendance may also be met at home if parents wish (grades one to six).</li> </ul>
<b>Finland</b>	<ul style="list-style-type: none"> <li>- Travellers are not recognised as an occupational group in Finland.</li> <li>- Legislation does not oblige children to attend a school. There is a possibility of home schooling for those pupils who cannot attend</li> </ul>

<sup>134</sup> See [Institute for Information on Education \(IIE\) – www.uiv.cz](http://www.uiv.cz) (nationality only till 2000, citizenship 2002-2006) and Czech Statistical Office (its information service also confirmed this information)

<sup>135</sup> Telephone interview with Lone Kaplan, Cirius, Comenius National Agency

<sup>136</sup> subsections 8 (1) and (2) of the Education Act

<sup>137</sup> subsection 8 (6) of the Education Act and § 17 of the Basic Schools and Upper Secondary Schools Act

Country	Overview of policies relating to occupational travellers
	school normally.
<b>France</b>	<ul style="list-style-type: none"> <li>- Ethnic minorities are not legally recognised in France. The recognition of collective rights is seen as contrary to the principles of the French Republic of indivisibility, equality and unity.<sup>138</sup></li> <li>- The <i>Loi Besson</i> (Besson Law) in 2000 gave local authorities the responsibility to provide encampments for Travellers. This Law defines Travellers as people whose traditional habitat is constituted by mobile homes.<sup>139</sup></li> <li>- Education policy recognises the 'itinerant population' as one group, which includes both (ethnic sub- groups of) Travellers and occupational travellers.<sup>140</sup></li> <li>- The Bulletin Officiel of 25 April 2002 "<i>Scolarisation des Enfants du Voyage et de Familles non sédentaires</i>" (Education of Traveller children) states that the national education system should put in place the measures necessary to accommodate for the children of travellers.</li> <li>- French legislation guarantees the right of all to education, regardless of social, cultural or geographic origin. Children of travellers have the same rights to education as other children and are also subject to the same regulations, in particular regarding attendance.</li> </ul>
<b>Germany</b>	<ul style="list-style-type: none"> <li>- Roma and Sinti have been considered a national minority in Germany since 1995.</li> <li>- Traveller children have the same rights to schooling as any other children in Germany and are subject to the same regulations surrounding compulsory education.</li> <li>- Education policy and guidelines provided by the <i>Kultusministerkonferenz</i><sup>141</sup> focuses on occupational travellers and specifically highlights circus, showmen and bargee families as target groups.</li> <li>- The use of a <i>Schultagebuch</i> (school diary) for children of occupational travellers has now been made mandatory on a national level by the <i>Kultusministerkonferenz</i>.</li> </ul>

<sup>138</sup> European Commission against Racism and Intolerance (2004), Third report on France, Strasbourg: Council of Europe

<sup>139</sup> European Roma Rights Centre (2005), Always Somewhere Else, Anti-Gypsyism in France, Budapest: European Roma Rights Centre

<sup>140</sup> Ministère de l'Education nationale, enseignement supérieur et recherche (2002), Bulletin Officiel spécial, *Scolarisation des enfants du voyage et de familles non sédentaires*, Ministère de l'Education nationale, enseignement supérieur et recherche, 25 April 2002

<sup>141</sup> An umbrella body which brings together the ministries with responsibility for education and culture in each *Land*.

Country	Overview of policies relating to occupational travellers
	<ul style="list-style-type: none"> <li>- It is mandatory for schools to work with the books and materials Traveller pupils bring with them.</li> <li>- The <i>Kultusministerkonferenz</i> published a recommendation in 1999 that a subsidy of €5.11 per day and per child should be provided for circus, fairground and bargee families whose children attend boarding schools.<sup>142</sup></li> <li>- It is also now mandatory for every <i>Stützpunktschule</i> (base school) to have a designated teacher to oversee the teaching of Traveller children.</li> </ul>
<b>Greece</b>	<ul style="list-style-type: none"> <li>- Roma are registered in the national census as Greek citizens, without any other indication about their origin, etc.</li> <li>- Traveller children have the same rights to schooling as any other children in Greece and are subject to the same regulations surrounding compulsory education.</li> </ul>
<b>Hungary</b>	<ul style="list-style-type: none"> <li>- In 1993 the Hungarian parliament approved Europe's charter of minority rights, including the creation of a representative mechanism by which Roma/Gypsies may exercise collective minority rights.<sup>143</sup></li> <li>- Schooling is compulsory for all children in Hungary until the age of 16. Basic education is free in Hungary and is organised by the state.</li> </ul>
<b>Ireland</b>	<ul style="list-style-type: none"> <li>- Travellers are defined as "People who are commonly called Travellers, who are identified both by Travellers and others as people with a shared history, culture and traditions, identified historically as a nomadic way of life on the island of Ireland".</li> <li>- The definition of the Traveller community as an ethnic group does not include occupational travellers.</li> <li>- Although the Department of Education and Science (DES) does have a specific policy in place relating to Irish Travellers, there is no recognition of occupational travellers at national policy level.</li> <li>- The 1998 Education Act formally recognised the rights of all children to education and the Education (Welfare) Act (2000) outlined every child's entitlement to an appropriate minimum</li> </ul>

<sup>142</sup> Sekretariat der ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Kultusministerkonferenz) (2006), Sachstandsbericht Unterricht für Kinder von beruflich Reisenden, Berlin: Kultusministerkonferenz

<sup>143</sup> Save the Children, 2001, Denied a Future, the right to education of Roma/Gypsy and Traveller children in Europe. Available at: <http://www.asylumsupport.info/publications/savethechildren/denied.htm>

Country	Overview of policies relating to occupational travellers
	education.
<b>Italy</b>	<ul style="list-style-type: none"> <li>- Legislation recognises the need to protect the right to nomadism as a cultural trait.</li> <li>- In 1986 schooling was made compulsory for all Roma children by Ministry of Education.</li> <li>- In 1986, the concept of mutual responsibility was introduced into compulsory education: pupils have a duty to attend school and public educational institutions have a corresponding duty to respect the cultural identity of the pupils.<sup>144</sup></li> <li>- Children have a right to register in any school where their parents move to and receive education there. Schools have a responsibility to receive the child.</li> </ul>
<b>Latvia</b>	<ul style="list-style-type: none"> <li>- National policy does not specifically recognize issues of education for the circus families as a target group.</li> <li>- Every child of school age has to be registered at a school. It is the responsibility of the local municipality to ensure this happens.</li> </ul>
<b>Lithuania</b>	<ul style="list-style-type: none"> <li>- The national census does not specify “Travellers” as an ethnic or professional group.</li> </ul>
<b>Luxembourg</b>	<ul style="list-style-type: none"> <li>- Travellers are not permitted to enter Luxembourg, unless coming for short periods to work in certain sectors.<sup>145</sup></li> <li>- There is no national policy relating to the education of children of occupational travellers.<sup>146</sup></li> <li>- Every child of school-age (4-15) must be registered at a school, regardless of the status of their parents. No child can be rejected due to their race, sex, language or religion.</li> </ul>
<b>Malta</b>	<ul style="list-style-type: none"> <li>- All children between the ages of five and sixteen are entitled to free education in all state schools regardless of age, sex, belief and economic means.</li> </ul>
<b>Netherlands</b>	<ul style="list-style-type: none"> <li>- The Equal Treatment Act prohibits discrimination based on race and therefore protects the Roma and Sinti population.</li> </ul>

<sup>144</sup> *Roma and Travellers in Public Education*, European Monitoring Centre on Racism and Xenophobia (EUMC), 2006

<sup>145</sup> Source: Gaby Urbe, member of the European Commission Cluster on Social Inclusion and Access to Lifelong Learning for Luxembourg

<sup>146</sup> Source: Gaby Urbe, member of the European Commission Cluster on Social Inclusion and Access to Lifelong Learning for Luxembourg

Country	Overview of policies relating to occupational travellers
	<ul style="list-style-type: none"> <li>- Caravan dwellers are not specified as a group eligible for protection under Dutch anti-discrimination legislation but the Equal Treatment Commission has offered protection under the concept of race to members of this group, under certain conditions.</li> <li>- Under the Compulsory Education Act (1969), children must attend school in the Netherlands between the ages of 5 and 16. This law applies to children of travellers in the same way as any others.</li> <li>- Circus and fairground children are exempt from the compulsory education law when their parents are travelling. In that time they have to visit a mobile school when the school is within a distance of max. five kilometers. This also applies to children of circus workers from other countries when they are in the Netherlands.<sup>147</sup></li> <li>- Bargee children are not required to attend school until the age of seven (this is because they have access to an 'on-board' pre-school until the age of six).<sup>148</sup></li> </ul>
<b>Poland</b>	<ul style="list-style-type: none"> <li>- Roma are recognised as an ethnic minority by the Polish law.<sup>149</sup></li> <li>- Only Romany children have been recognised in particular national programmes.</li> <li>- A Multi-annual Programme has been set up for the Romany Community for 2003-2013<sup>150</sup>. In the field of education the main objective of the programme is to improve the education of Romany children through increasing the graduate rate, attendance rate and learning results.</li> <li>- All groups have the same rights of access to education.</li> </ul>
<b>Portugal</b>	<ul style="list-style-type: none"> <li>- Portugal does not legally recognise national minorities.</li> <li>- Legislation determines that "<i>computerised storage cannot be used for information concerning a person's ideological or political convictions, party or trade union affiliations, religious beliefs, private life or ethnic origin, the same applying to the case of statistical data that is based on ethnic and racial factors</i>". Therefore there are no official demographic data regarding the <i>ciganos</i> groups (descendants of Rom, Sinti, Calé and Manouche groups).</li> </ul>

<sup>147</sup> Division for Social and Legal Affairs, Directorate General for Research, European Parliament (2003), The situation of the circus in the EU Member States, Luxembourg: European Parliament

<sup>148</sup> Source: Wilbert Seuren, Landelijk Informatie-en steunpunt Specifieke Doelgroepen (LISD)

<sup>149</sup> See *infra*, note 4

<sup>150</sup> Available at: <http://www.mswia.gov.pl/wai/pl/185/2982/>.

Country	Overview of policies relating to occupational travellers
	<ul style="list-style-type: none"> <li>- All children, regardless of their legal situation in the host country, have the right to education and, therefore, the right to go to school.</li> <li>- The Ministry of Education created the Secretariat for the Coordination of Intercultural Education (<i>Entreculturas</i>), in order to address the cultural diversity in Portuguese schools. The Secretariat monitors the situation of cultural minorities in education including the ciganos.</li> </ul>
<b>Romania</b>	<ul style="list-style-type: none"> <li>- Within the Romanian Constitution, minorities are given the freedom to develop their culture and languages. However, the Constitution does not define or officially recognise any specific minority community.</li> <li>- Equality of rights between all citizens of Romania, as specified in the Constitution, guarantees equality of opportunities for all citizens. The 1995 Education Law states that Romanian citizens have the right to equal access to all levels and forms of education, irrespective of social and material conditions, sex, race, nationality, and political or religious affiliation.</li> <li>- Law 156/2000 has provisions regarding the obligation for parents who travel abroad for work to declare at their local Town Hall their intention to work abroad and who will be responsible for their children.</li> <li>- In Order no. 4370/2000 of The Ministry of Education and Research, regarding the methodology for the functioning and organisation of reduced frequency classes within primary and secondary schools, provisions are mentioned for organising alternative education for people who are not able to attend regular day time school. This Order addresses particularly the needs of children of occupational travellers.<sup>151</sup></li> <li>- The 1995 Education Law states that people belonging to national minorities have the right to learn and be educated in their mother tongue language. It also declares that persons belonging to national minorities have the right to study and to be trained in their mother tongue at all levels, in all forms of education.</li> </ul>
<b>Slovakia</b>	<ul style="list-style-type: none"> <li>- Roma were recognised as a national minority in 1992 by the Slovak Republic.<sup>152</sup></li> <li>- Occupational travellers are not defined as a special occupational group in Slovakia.</li> <li>- There is no specific recognition of the issue of education for itinerant pupils in the policy documents, national programmes or</li> </ul>

<sup>151</sup> Ministry of Education and Research (2004) – Quality and Equality within Romanian Education System

<sup>152</sup> Salner, A. (ed), (2005), Roma Children in the Slovak Education System, Bratislava: Slovak Governance Institute

Country	Overview of policies relating to occupational travellers
	<p>legislation.</p> <ul style="list-style-type: none"> <li>- The “Basic Principles of the Slovak Government’s Policy to Integrate Romany Communities”, introduced in 2003, addressed the need to develop Romani based-education on a long term basis.<sup>153</sup></li> <li>- The Slovak Constitution states that everyone has the right to education and that education is compulsory. Citizens have the right to free primary and secondary education and, based on their abilities and society’s resources, a right to free higher education.</li> <li>- There are no special provisions in legislation that oblige potential supporting schools to accept the pupils of occupational travellers for the period of their stay in a certain location. However, school headmasters are usually willing to co-operate in such cases.</li> <li>- The State Administration and Self-Governing Institutions in Education Act deals in detail with compulsory education of Slovak children abroad: either at a similar school or through individual home-learning.<sup>154</sup></li> <li>- The current Education Act (1984) guarantees non-Slovak nationals the right to education in their native language, “within the scope adequate to their national development, at all levels and types of schools and school facilities”.</li> </ul>
<b>Slovenia</b>	<ul style="list-style-type: none"> <li>- Slovenian law and practice differentiate between: “autochthonous” Italian and Hungarian minorities, who enjoy the highest degree of minority rights protection; “autochthonous” Romani communities, who receive lower protection; and “non-autochthonous” Roma, whom Slovenia excludes from the scope of the implementation of the Council of Europe Framework Convention for the Protection of National Minorities<sup>155</sup>.</li> <li>- It seems that there are no specific categories for typical traveller occupations (such as circus, fairground or barges) in the census.</li> <li>- The Slovenian Constitution guarantees free education to Slovenian nationals. Basic education is mandatory and funded from budgetary resources. The State is required to enable its citizens to obtain appropriate education.</li> <li>- In 2004, the government adopted a Strategy for the Education of</li> </ul>

<sup>153</sup> European Monitoring Centre on Racism and Xenophobia (2006), Roma and Travellers in Public Education, Vienna: EUMC

<sup>154</sup> Source: Information provided by Mgr. Jarmila Braunová from the State School Inspection in Bratislava

<sup>155</sup> Slovenia: Roma and the right to Education, Fact sheet: <http://www.amnesty.org>

Country	Overview of policies relating to occupational travellers
	<p>Roma.</p> <ul style="list-style-type: none"> <li>- The Organisation and Financing of Education Act states in its Article 81 of this Act that the education of minorities in Slovenia, Slovene emigrants and migrant workers abroad, and Romanies should be financed by the state budget.</li> </ul>
<b>Spain</b>	<ul style="list-style-type: none"> <li>- The Constitution does not formally recognise or define ethnic minorities but recognises the Roma as citizens and guarantees their fundamental rights and freedoms.</li> <li>- It seems that there are no specific categories for typical Traveller occupations (such as circus, fairground or bargees).</li> <li>- Every child between the ages of 6 and 16 is entitled to instruction free of charge.</li> <li>- Since 1983, the government has operated a special program of compensatory education to promote educational rights for the disadvantaged, including those in Gypsy communities.</li> <li>- In 1986 of the first agreement between the Ministry and the Spanish Association of Circus' Employers was signed. This marked the start of the Programme for itinerant children from circuses.</li> <li>- A 1996 decree established the necessary actions to regulate compensatory education for disadvantaged groups, including those in Gypsy communities.</li> <li>- The Organic Law 8/2000 extended the benefit of free education to all foreign pupils.</li> <li>- Two types of schooling are offered to pupils from seasonal workers' families: additional teaching staff in the educational establishments in the corresponding reception area; or prefabricated classrooms where teachers from the compensatory education programme are located, and only during the time or period the agricultural activity is carried out.</li> <li>- Education authorities must promote the incorporation of pupils coming from foreign countries, especially those pupils at the compulsory education levels.</li> </ul>
<b>Sweden</b>	<ul style="list-style-type: none"> <li>- Ethnicity is not recorded in national statistics, although Roma are now recognised as a national ethnic minority.</li> <li>- Travellers are not defined as an occupational group.</li> <li>- Sweden has nine years of compulsory schooling from seven years old with an option of a voluntary school start at six years. All</li> </ul>

Country	Overview of policies relating to occupational travellers
	<p>children have the same rights and obligations.</p> <ul style="list-style-type: none"> <li>- The school law stipulates that Sami children may fulfil their compulsory school attendance in the Sami school instead of the comprehensive school.</li> <li>- The right of official minorities to first language instruction is comprehensive.</li> </ul>
<p><b>UK</b></p>	<ul style="list-style-type: none"> <li>- The Race Relations Act of 1976 recognised Gypsies and Irish Travellers as ethnic groups, identified as having a shared culture, language and beliefs.</li> <li>- Government policy is for all children to be given the same opportunities. The 1996 Education Act obliges Local Education Authorities (LEAs) to ensure that education is available to all children of compulsory school age (5 to 16 years) in their area. It should be appropriate to age, ability and aptitude, and to any special educational needs they may have. This duty extends to all children residing in their area, whether permanently or temporarily.</li> <li>- Traveller children are subject to the same regulations as the sedentary population in terms of school attendance. However, the 1908 Children's Act recognised the issue of mobility with relation to school attendance. Thus, Traveller children are required to attend a minimum of 200 school sessions (half-days).</li> </ul>

### 6.2.1 Right to education

In every EU Member State, school education is both a universal right for citizens and is compulsory by law. However, with regards to occupational travellers, the question is not whether they have a right but the extent to which they are able to and choose to exercise that right and how. At national policy level, there are therefore certain responsibilities with respect to this target group in terms of:

- ensuring attendance at school, for example through appropriate provision for monitoring attendance;
- allocating responsibility for following-up and avoiding absence); and
- ensuring that schooling is accessible and relevant for the children, for example through providing a sufficient number of school places, an appropriate level and content of teaching, and opportunities for accreditation and examination.

The granting of the right to education places a corresponding obligation on a provider to provide such education. For the sedentary population, this obligation would usually fall to a local public authority such as the municipality. However, for occupational travellers, the situation is obviously more complex. Does the obligation remain with the local authority corresponding to a traveller's "base", even when the children are travelling? Or does the obligation fall to the authorities in those areas visited by travellers, however brief the visit? Or is some national body to be responsible for ensuring this obligation is met? Who takes responsibility for children who travel to another country, either within or outside of the EU? These are the questions that national policy must resolve in every country.

Some variation can be found in the allocation of responsibility in terms of the education of occupational travellers. This may be held at national level, regional or local, at the level of the individual school or even by parents. Some countries also seem to allocate a mutual responsibility to various bodies. For example, in France, The *Bulletin Officiel* of 25 April 2002 "*Scolarisation des Enfants du Voyage et de Familles non sédentaires*" (Education of Traveller children), is addressed to rectors and inspectors of *local Académies* (education departments), as well as directors of the departmental services of the national education system. It states that although the movements of these groups makes their regular attendance at school difficult, it should not represent an obstacle to their education – the *national* education system should put in place the measures necessary to accommodate for the children of travellers. Although responsibility appears to be held at national level, in practice it is on a local level that the recommendations outlined in the policy document are implemented, with the consequence that provision varies across the country. Moreover, it is the responsibility of individual *schools* to ensure that a child is granted a place near to where they are resident.

Similarly in Italy, children have a right to register in any school where their parents move to and receive education there. Schools have a corresponding responsibility to receive the child. Again in practice, problems can arise as places in schools are often limited, and children can not be accommodated when they arrive in a large group. In the Tuscany region, for example, large numbers of Show children (10-15) can arrive at once, who expect to be inserted into a class<sup>156</sup>.

In the UK, responsibility is again allocated to various actors. The 1996 Education Act obliges Local Education Authorities (LEAs) to ensure that education is available to all children of compulsory school age (5 to 16 years) in their area. It should be appropriate to age, ability and aptitude, and to any special educational needs they may have. This duty extends to all children residing in their area, whether permanently or temporarily. The

<sup>156</sup> S.vatteroni, Fondazione Migrantes, Telephone Interview 26.3.07

Race Relations (Amendment) Act places a duty on schools to monitor the impact of their provision on the achievement of their pupils, including on those from Gypsy / Roma and Traveller of Irish Heritage backgrounds. Moreover, when undergoing an inspection, schools need to be able to show that they are supporting the education of absent pupils, such as offering good quality distance learning opportunities and teachers and peers keeping in close contact with Gypsy / Traveller children via a range of strategies including information and communication technologies.

In Spain, if children are not part of any particular programme, it is the parents' responsibility to enrol their children at an appropriate establishment for the period of compulsory education. All children of itinerant workers must be registered with the organisation which is responsible for recording and coordination of teacher assessments, the award of assessments etc. Some parents choose to leave their children in the care of relatives, send them to a boarding school or keep them with them. Allocating responsibility at this level is clearly dependent on the importance attached by the parents to education – which is a particular risk for Traveller groups, given that it has been noted that some Travellers do not value traditional methods of education, due to their tendency to involve children in the family business from an early age.

We would suggest that the allocation of responsibilities for regards the education of occupational traveller children should be clearly set out at policy level, so that each actor involved is aware of the extent of their role. Moreover, where responsibility is shared, communication should be facilitated between the relevant actors to avoid any possibility of children 'slipping through the net'.

## 6.2.2 Right to residence

Whilst citizens of EU Member States have the right to enter, work and reside in all other Member States<sup>157</sup>, our research indicates that a significant number of occupational travellers in the EU do not enjoy EU citizenship and thus the right to the education of their children. These individuals fall into four broad categories:

- Showmen, circus workers and other occupational travellers from non-Member States, particularly Russia and the Ukraine, for example the Moscow Circus and the St. Petersburg Circus;
- Short-term migrant workers from non-Member States working legally in the EU, for example, those registered with the Citizenship and Migration Board in Estonia;

<sup>157</sup> During a transitional period of up to 7 years after accession of 10 Member States to the EU on 1 May 2004 (Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia) and of 2 Member States on 1 January 2007 (Bulgaria, Romania), certain conditions may restrict the free movement of workers from, to and between these Member States. See: [http://ec.europa.eu/employment\\_social/free\\_movement/enlargement\\_en.htm](http://ec.europa.eu/employment_social/free_movement/enlargement_en.htm).

- Illegal migrant workers from non-Member States, for example, unregistered Belarusian and Ukrainian seasonal agricultural workers in Poland and seasonal workers from Albania, Bosnia, Croatia, other Mediterranean countries and India in Italy;
- Stateless people: including Roma and others that fled the civil war in ex-Yugoslavia and now resident in Italy, and Roma residing in Slovenia who were unlawfully "erased" from the registry of permanent residents at the time of Slovenian independence and thus lost their citizenship.

Whilst it is beyond the scope of this study (and, in any case, very difficult) to determine the number of children accompanying these workers within the EU, we believe that the issue is worth highlighting. The presence of such people presents implications – both humanitarian and legal - that require attention in the design and implementation of Member State policy.

For example, according to Estonian law, the children of foreign nationals and stateless persons residing in Estonia, except children of foreign representatives, are subject to compulsory school attendance. Moreover, local governments are obliged to ensure educational opportunities for all children. Some clarity is perhaps required here; would a local government that experiences the arrival of significant number of occupational Travellers into its locality risk breaking the law if it does not provide for the education of their children? Similarly, at what point would occupational Travellers from other countries be required to place their children in school to avoid breaking the law? This issue requires further examination and discussion, which falls outside of the scope of the present report.

### 6.2.3 Recognition of Travellers

An important influence on provision for occupational travellers is the extent to which they are recognised within national policy. Recognition as a minority group brings a sense of identity and community and can bring a degree of 'protection' which ensures that the group are less at risk of prejudice and exclusion. It also lends weight to any calls for recognition of specific support needs. Moreover, recognition in national policy can result in the collection of appropriate data, which helps to overcome the problem (outlined in Section 2) of a lack of official data relating to the size of these groups, which can be used to inform policy.

Many Member States recognise Gypsies/Roma and/or other "Travellers" as national minorities, for example, Finland, Germany, Poland and Slovakia. Information is gathered on the size and location of such groups, for example through national censuses. Very few recognise occupational travellers as a distinct group, although this does occur in Scotland. The Scottish Executive carries out an annual school census to gather data about all pupils;

this census captures information about three types of travellers: Gypsies / Travellers, Occupational Travellers and New Travellers. Such information can help in determining policy and planning provision.

However, some Member States do not recognise ethnic minorities in national censuses (e.g. Greece) or even at all. The issue of data collection relating to ethnicity is particularly sensitive – for example France does not recognise collective rights, as these are believed to be contrary to the Republic's principles of indivisibility, equality and unity. In Portugal, legislation determines that "computerised storage cannot be used for information concerning a person's ideological or political convictions, party or trade union affiliations, religious beliefs, private life or ethnic origin, the same applying to the case of statistical data that is based on ethnic and racial factors". Therefore there are no official demographic data regarding the "ciganos" groups (descendants of Rom, Sinti, Calé and Manouche groups).

As explained elsewhere, Gypsy/Roma and other occupational travellers are different groups, albeit overlapping to some extent. This distinction between Traveller sub-groups is not always understood and recognised in national policy. For example, in France education policy recognises the 'itinerant population' as one group, which includes both (ethnic sub-groups of) Travellers and occupational travellers (such as bargees, Showpeople and circus people).<sup>158</sup> Data collection for this group is thus made difficult by the fact that the term 'Travellers' is somewhat ambiguous<sup>159</sup> and it may also create a problem within the provision of education, as the individual cultures, circumstances and therefore needs of the different occupational traveller sub-groups are not taken into account.

The number of Travellers in any particular occupation is often too small to appear in occupational classifications and these groups also tend not to be distinguished from sedentary workers. The research has identified methods used by some Member States which could be used to identify the size of certain occupational groups, such as the registration of businesses (circuses) and the self-employed. In Belgium for instance, legislation has recently been introduced (in January 2001) which formally recognises and regulates the profession of a *commerçant ambulante* (travelling salesperson, or pedlar) which is one of the occupations held by Travellers in Belgium who continue to maintain an itinerant lifestyle.

<sup>158</sup> Ministère de l'Education nationale, enseignement supérieur et recherche (2002), Bulletin Officiel spécial, Scolarisation des enfants du voyage et de familles non sédentaires, Ministère de l'Education nationale, enseignement supérieur et recherche, 25 April 2002

<sup>159</sup> European Roma Rights Centre (2005), Always Somewhere Else, Anti-Gypsyism in France, Budapest: European Roma Rights Centre

Data on the number of circus operators in Italy was, until recently, gathered by the Ministry of Culture, through its role in authorising circuses. Since the liberalisation of the circus profession, circuses can now gain authorisation from Municipalities, which makes it more difficult to keep track of the numbers<sup>160</sup>.

Some countries recognise Traveller groups not by their ethnicity or occupation, but by their nomadic lifestyle. In the Netherlands, the Equal Treatment Act prohibits discrimination based on race and therefore protects the Roma and Sinti population. 'Caravan-dwellers' are not specified as a group eligible for protection under Dutch anti-discrimination legislation but the Equal Treatment Commission has offered protection under the concept of race to members of this group, under certain conditions. These include a tradition of caravan-dwelling that spans from generation to generation and the group's own recognition of itself as a population group with a culture that is different from that of other population groups<sup>161</sup>. In France, the Besson Law defines Travellers as people whose traditional habitat is constituted by mobile homes.<sup>162</sup> In the UK, the 'Gypsy Caravan Count' is a voluntary survey undertaken by local authorities to produce returns twice a year on the number of Gypsy caravans and families in their area. The count only includes people who meet the statutory definition of a 'Gypsy' which is primarily based on a nomadic lifestyle in which travelling is related to economic activity – it therefore does not include other groups such as housed Gypsies and Travellers and New Travellers.

In the French-speaking community of Belgium, there are two laws which recognise *Gens du Voyage* (Travellers) as a specific group within the population. The first relates to the sites available to Gens du Voyage (Travellers) and provides funding to local authorities for the creation of Traveller sites. The second relates to the requirement to register with a specific commune for social welfare and administrative purposes.<sup>163</sup> This law refers specifically to "*les personnes qui habitent en demeure mobile*" (people who live in mobile accommodation) and outlines how this group can register with a commune in order to access the support services they may require. The law recognises boats, camper vans and caravans (which are not fixed) as mobile accommodation.<sup>164</sup>

These different methods of data collection employed across the Member States all represent opportunities for policy makers in education to identify the size of the target

<sup>160</sup> A. Serena, Accademia del Circo, e-mail exchange

<sup>161</sup> Rodrigues, P.R., Matelski, M. (2004), Education and Discrimination of the Caravan Dwellers and Roma and Sinti in The Netherlands, Amsterdam: Dutch Monitoring Centre on Racism and Xenophobia

<sup>162</sup> European Roma Rights Centre (2005), Always Somewhere Else, Anti-Gypsyism in France, Budapest: European Roma Rights Centre

<sup>163</sup> Source: Ahmed Ahkim, Director of the Centre de Médiation des Gens du Voyage en Wallonie – Telephone interview

<sup>164</sup> Centre de Médiation des Gens du Voyage. 2003. La Mobilité un mode de vie: Guide Juridique. Namur: Centre de Médiation des Gens du Voyage asbl

population and thus develop provision in accordance with need. The importance of collaboration across policy areas is thus highlighted, which we will consider in more detail later in this section.

#### 6.2.4 Equality

Consideration of the extent to which occupational travellers enjoy equality with others highlights a broader issue that is the subject of much debate at European level. As highlighted by De Vos<sup>165</sup>, two major models of equality can be discerned:

- "formal" equality based on individual justice and the merit principle, which focuses on equality for individuals, formal neutrality and procedural justice; and
- "substantive" equality, which focuses on group characteristics and (dis)advantages, group impact, actual results, material equality and desired outcome.

It can be argued that occupational travellers, provided that they are EU citizens, already enjoy formal equality in their access to school education. Indeed, their children enjoy the same legal right to school education as does any other child and the state is legally obliged to provide a school place.

However, it can also be argued that this approach ignores the underlying structural factors that inhibit equality of outcome. In other words, it can be argued that school education systems are designed to serve the sedentary population and thus discriminate indirectly against those with itinerant lifestyles, such as occupational travellers. According to the model of substantive equality, additional action is needed to bring about equality of outcome.

Such action is, in fact, considered necessary for the EU to meet its Lisbon objectives in the area of education and training. For example, according to a Commission Working Document, there is evidence that family background, for example parental occupational status or migrant background, significantly influences achievement by school pupils. The paper goes on to state that some education and training systems manage to counteract such factors and thereby positively influence equity in education.<sup>166</sup>

There is indeed an inherent tension between the integration of the children of travellers into mainstream education and the provision of customised education. In some cases,

<sup>165</sup> Beyond Formal Equality; Positive Action under Directives 2000/43/EC and 2000/78/EC; Prof. Dr Marc de Vos; European Commission Directorate General for Employment, Social Affairs and Equal Opportunities, 2007

<sup>166</sup> Progress towards the Lisbon objectives in education and training: indicators and benchmarks; Commission Staff Working Document, 2007

customised provision has been (or been seen as) inferior and/or leading to segregation and thus discriminatory. For example, a temporary class consisting only of Roma children at a local youth school in Ellsinore (Denmark) was found by the committee for Equal Ethnic Treatment to constitute a case of indirect discrimination and thus illegal. In other cases, the principle of equality has been interpreted to mean that special provision should be offered.

Notwithstanding the difficulties in defining occupational travellers, some Member States have demonstrated significant recognition of their needs according to the model of substantive equality. For example, in Ireland and the UK, employment and/or education policy provides a significant focus on Travellers. Although Ireland does not recognise Travellers as an ethnic group, it does recognise the potential for discrimination on the basis of "membership of the Traveller community". Indeed, the Employment Equality Act and the Equal Status Act outlaw discrimination against Travellers.

Recognition of the particular circumstances of occupational travellers and other travellers in equality legislation can be helpful in raising awareness and spurring relevant parties to act. But such recognition should be seen merely as a start and insufficient in itself. What is needed is a wider national policy framework that promotes an active approach to meeting the unique educational needs of the children of occupational travellers, as well as a range of practical learning tools.

#### 6.2.5 Reaching occupational travellers

Even with the right legislation in place, policy makers face the very real difficulty of actually locating the children of occupational travellers and linking them to educational provision (whether mainstream or customised). Section 6 considers practical approaches to providing for occupational travellers and we have already covered the issue of recognition and data collection above. There may be a role in national policy for creating other connections that can link occupational travellers to education, such that contact with one public service could serve as a "gateway" to information about other public services, including school education. However, to be effective, such approaches would usually have to focus on making public services more sensitive to the needs of occupational travellers rather than on enforcing compulsory attendance at school. The risk would otherwise be of alienating the travellers from all contact with public bodies.

For example, this may be through creating links with policy regarding the provision of halting sites. As mentioned above, in the UK, the Gypsy Caravan Count System is undertaken by local authorities to produce returns twice a year on the number of Gypsy caravans and families in their area. In France, the "*Loi Besson*" requires local authorities

to provide encampments for travellers<sup>167</sup>. Careful co-ordination between provision and counting of local encampments and local provision of education might be successful in raising the participation of the children of occupational travellers in education. Where those responsible for provision of halting sites maintain regular contact with education officials, they can ensure that education services are able to respond quickly to the children's needs, and that school attendance is monitored more effectively. For example, this can mean that their support needs would be identified more promptly (e.g. need for transport to local schools).

Public employment services may be in contact with a significant number of occupational travellers. For example, at least 200,000 workers were officially placed by the Office for Labour Force Migration (MoLSSF) during the period 2002-2006<sup>168</sup> in Romania; similarly, the Citizenship and Migration Board in Estonia registers the arrival of non-EU short-term migrant workers. Again, such contact with occupational travellers could be used as an opportunity to engage parents and to link their children with educational opportunities.

Where occupational Travellers are in receipt of social security, such contact can again be used as an opportunity to link their children with educational opportunities. For example, some 20% of Travellers in France are estimated to be in receipt of the Revenu Minimum d'Insertion.

The sharing of data or information about occupational travellers between the different providers of services will need to be handled carefully and with full respect of data protection and civil liberties. However, appropriate data sharing – particularly at local level can encourage a better understanding of the needs of occupational travellers and thus better provision for those needs. Moreover, collaboration across policy spheres could lead to more success in engaging and supporting occupational travellers. Local administrations should consider forming partnerships with private or social organisations, as well as representative bodies such as circus and Showmen's unions, to coordinate and contribute to activities. Successful examples of such collaboration have been highlighted in Section 6, such as the education officers working for the UK Showmen's Guild, who liaise with the Local Education Authorities (LEAs) and the National Association of

<sup>167</sup> NB: The 2004 European Commission against Racism and Intolerance (ECRI) report indicated that some local authorities are reluctant to provide encampments, meaning that there are not enough stopping-places to meet the level of need and that existing sites are poorly equipped and sub-standard. More recent legislation (the 2003 laws on internal security and on town planning, programming and urban renewal) has penalised illegal encampment, while also making it very difficult for Travellers to camp legally. European Monitoring Centre on Racism and Xenophobia, EUMC (2006), Roma and Travellers in Public Education, Vienna: EUMC

<sup>168</sup> Labour Force Migration Office (MoLSSF, Oficiul pentru Migrarea Fortei de Munca)

Travelling Teachers (NATT) in order to ensure that the needs of Showchildren are adequately supported.

### **6.3 Education policy**

In several Member States, education policy is strongly influenced by the aim to ensure equal opportunities for all and support for those groups which face barriers to access. For example, in Estonia, a Decree of the Ministry of Education and Research states that 'the individual curriculum' is designed for a pupil who has special educational needs, such as a special talent, learning difficulties and behavioural problems, health problems or disabilities, or whose longer absence from the learning environment may cause considerable difficulties for working together with his/her group.

In the Czech Republic, the Education Act (or Schools Act) of 2005 introduced the principle of equal access to school education for national minorities in that country as well as new methods to fulfil that principle. These include minimum class and school sizes for minority pupils, which are lower than for the majority population and additional support measures such as the teaching of minority languages, preparatory classes etc.

Such policies do not relate specifically to occupational traveller children but could be used as a legal basis to justify additional support for these groups. Other policy measures have been identified which may not be specifically designed for occupational travellers but could be applied to meet their needs. For example, in Finland itinerant pupils are not recognised in national policy. However, occupational travellers may choose to exercise their right to educate their children at home.

In some Member States, national policy does recognise Travellers as a distinct group with specific educational needs. These include Estonia, France, Germany and the UK. For example, the Ministry of Education and Research in Estonia recently introduced a policy document entitled 'Newly Arrived Children in the Estonian Education System'. The document outlines the main positions and development trends in the education of newly-arrived children.

Although national policy in Ireland does specifically recognise Irish Travellers, it does not recognise occupational travellers. Indeed, the DES does not record the number of children of occupational travellers or the extent to which they access education. Notwithstanding the absence of a national policy, the DES has supported the Circus and Fairground Support Service (see Section 6), which emerged from a local initiative developed in response to an identified need.

It is possible to identify certain specific measures which can be instigated by the introduction of policy with specific reference to occupational travellers. These may relate either to a preference for the integration of the children into mainstream services or to support for individual support services outside of the mainstream education framework, such as those discussed in more detail in Section 6.

Regarding measures to support integration, support for recording activities completed and attainment can be recommended in national policy. For example, Lithuania provides special integration measures for children of immigrants or children of Lithuanian citizens returning back to Lithuania after emigration<sup>169</sup>. In Germany, education policy and guidelines provided by the *Kultusministerkonferenz*<sup>170</sup> focus on occupational travellers and specifically highlight circus, fairground and bargee families as target groups for actions such as the 'Schultagebuch' (school diary) which is used by the children of occupational Travellers. The use of the Schultagebuch has now been made mandatory. Moreover, schools are obliged to work with the books and materials Traveller pupils bring with them. The Kultusministerkonferenz also adopted 'learning building blocks' (*Lernbausteine*) or 'descriptions of expected competencies' for use in teaching the children of occupational travellers in 2005. These 'building blocks' for German, maths and one foreign language can be referred to when preparing an individual learning plan – they relate to the standards required by mainstream curricula.

Measures implemented by host countries to recognise the language difficulties encountered by occupational traveller children who travel abroad with their parents are more likely to be made available within mainstream provision than through ad hoc services. In Bulgaria, the Constitution guarantees citizens whose mother tongue is not Bulgarian the right to study and use their own language alongside the mandatory study of Bulgarian<sup>171</sup> (although the teaching of minority languages is not compulsory and provision therefore depends on the individual state and municipal schools<sup>172</sup>). In Slovakia, the current Education Act (1984) guarantees non-Slovak nationals the right to education in their native language, "within the scope adequate to their national development, at all levels and types of schools and school facilities".

'Authorised absence' has been introduced in several Member States, reducing the minimum number of attendances at school for Traveller children. It has been suggested that access to education can no longer be equated with 'attendance' - the whole notion of

<sup>169</sup> Decree of the Minister of Science and Education on the special measures for adaptation of immigrant children  
[http://www.smm.lt/teisine\\_baze/docs/isakymai/2005-09-01-ISAK-1800\(2\).doc](http://www.smm.lt/teisine_baze/docs/isakymai/2005-09-01-ISAK-1800(2).doc)

<sup>170</sup> An umbrella body which brings together the ministries with responsibility for education and culture in each *Land*.

<sup>171</sup> Gil Robles, A. (2006), Follow Up Report on Bulgaria, Strasbourg: Council of Europe Commissioner for Human Rights

<sup>172</sup> Save the Children (2001), Denied a future? The right to education of Roma/Gypsy and Traveller children in Europe, London: Save the Children

ICT-based and distance learning challenges traditional concepts of school attendance and access.

Authorised absence is recognised at national policy level in the UK, where the 1908 Children's Act recognised the issue of mobility with relation to school attendance. Thus, Traveller children are required to attend a minimum of 200 school sessions (half-days), provided the family is 'legitimately travelling for work purposes'. A decree of the Belgian region of Flanders allows travelling families to be absent on the basis of a specific arrangement for monitoring academic purposes. In the Netherlands too, circus and fairground children are exempt from the compulsory education law when their parents are travelling. During that time, they have to visit a mobile school when the school is within a distance of five kilometres. This also applies to children of circus workers from other countries when they are in the Netherlands.<sup>173</sup> Similarly, bargee children in the Netherlands are not required to attend school until the age of seven, provided that they attend on "on-board" pre-school.

Some countries provide recognition through the allocation of additional funding or resources to enable providers to implement the additional support required by occupational traveller children. For example, in Germany the Kultusministerkonferenz has proposed that the Länder should provide a subsidy of €5.11 per day and per child for circus, fairground and bargee families whose children attend boarding schools.<sup>174</sup> In Ireland, at post-primary level schools are allocated an additional 1.5 ex-quota teaching hours per week for each Traveller pupil enrolled. In 2004/05, this equated to 136 whole-time equivalent posts. A supplementary capitation grant is also provided for each Traveller pupil enrolled.

<sup>173</sup> Division for Social and Legal Affairs, Directorate General for Research, European Parliament (2003), The situation of the circus in the EU Member States, Luxembourg: European Parliament

<sup>174</sup> Sekretariat der ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Kultusministerkonferenz) (2006), Sachstandsbericht Unterricht für Kinder von beruflich Reisenden, Berlin: Kultusministerkonferenz

## **6.4 Conclusions**

It is clear that no single piece of legislation or policy "tool" can possibly address the diversity and complexity of the education of the children of occupational travellers. Moreover, each Member State is unique in terms of the size and type of needs of the occupational traveller groups which require support. Legislation is, of course, essential but it is not sufficient. What is needed is a broad mix of policy tools to address the issue. Our final section will outline recommendations for a wide range of measures which can be implemented at both policy and practice level. It is hoped that this list will represent a framework of options which stakeholders can use to devise their own appropriate policy and practice, in response to identified need.

## 7.0 European policy and action

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Since education is primarily a competency of Member States –there no European “common education policy” – the extent to which European policy can address issues relating to the education of the children of occupational travellers is, necessarily, limited. Of course, much can be (and has been) done at European level in terms of stimulating innovative teaching and learning projects, facilitating networks of professional expertise and creating a platforms for consensus, comparisons, benchmarking and policymaking – as well as raising the awareness of Member States and exhorting them to action where necessary. With this role in mind, the remainder of this section describes the development of European policy and actions that have relevance to the school education children of occupational travellers.

### 7.1 Development of EU-level policy on occupational travellers

The education of children whose schooling may be interrupted due to their parents' work has been on the European policy agenda since at least 1977. Before being concerned with the schooling of children of occupational travellers, the then European Economic Community first concerned itself with that of children of migrant workers. The Council directive of 25 July 1977 on the education of the children of migrant workers (77/486/EEC) recommended that member states take various actions to permit the integration of such children into the educational environment and the school system of the host State. These included actions such as receiving suitable tuition in teaching of the language of the host State as well as measures to promote teaching of the mother tongue and of the culture of the country of origin, with a view principally to facilitating their possible reintegration into the Member State of origin. The Directive applied to resident children of compulsory school-age (under the laws of the host state) who were dependants of any worker who is a national of another Member State<sup>175</sup>.

European interest in and action for Roma and Traveller children dates back to 1982, when the MEP Magdalena Hoff proposed a resolution regarding the educational problems of circus and fairground children. European actions were, arguably, first intended to deal with the educational problems of circus and fairground children, but this group was later enlarged to include caravan dwellers.<sup>176</sup> Nomadism, as a characteristic that the groups

<sup>175</sup> The Council Directive of 25 July 1977 on the education of the children of migrant workers (77/486/EEC)

<sup>176</sup> Western Gypsies and Eastern Roma, the Creation of political objects by the Institutions of the European Union, Simhandl, Katrin, 2004.

were assumed to share, was considered to demand a common policy approach for these groups.<sup>177</sup>

As a result of Mrs Hoff's proposal, the European Parliament adopted a resolution on the 'Education for children whose parents have no fixed abode' on 16 March 1984. This resolution urged the Commission to take appropriate action 'in cooperation with the Member States and in consultation with the organisations representing the parents in education, regardless of the Community country they happen to be in, so that they may meet compulsory education requirements'.<sup>178</sup> The Commission was, in particular, to investigate ways of providing audio-visual education and establishing lending services of this material for occupational traveller families.

In a second resolution in May 1984 'On the situation of Gypsies in the Community' the European Parliament tackled more general discrimination towards the Roma, calling on Member States to eliminate any discriminatory provisions in their national legislation towards Roma. It also recommended that the Member States coordinate their approach to the reception of gypsies and make it easier for those who are stateless to gain citizenship. The Commission was called on to draw up programmes to be subsidised from Community funds aimed at improving the overall situation of Roma and Travellers without destroying their separate identity.

In 1986, the Commission presented a report on 'School Provisions for Gypsy and Traveller Children; A Synthesis Report', which highlighted considerable gaps in the education of traveller children; at that stage, only about 30-40% such children attended school regularly, half of them never attended school at all and only a very small percentage entered secondary level education. The report also drew attention to the high levels of adult illiteracy, concluding that the schooling of Gypsy children had been a failure<sup>179</sup>.

As a response to the resolutions, another study was commissioned about the education of bargee, circus and fairground children. The first part of the study on bargee and circus children finished in 1987 and the second on fairground children in 1988. Both reports were discussed with representatives of Member States and those of travellers. As a response, a representative European platform for Occupational Travellers (EFECOT) was founded in 1988. EFECOT coordinated the projects focusing on Roma and traveller children, arising out of the 1989 resolution (explained below), and reported to the EU annually on progress.

<sup>177</sup>"the educational problems confronting circus and fair children affect all children whose parents have no fixed abode. We can distinguish three categories of children within this group: children of caravan dwellers, fair and circus children and barge children" (Explanatory Statement, European Parliament 1984a)<sup>177</sup>. In *Western Gypsies and Eastern Roma, the Creation of political objects by the Institutions of the European Union*, Simhandl, Katrin, 2004.

<sup>178</sup> Roma and Travellers in Public education, An overview of the situation in the member states, EUMC 2006.

<sup>179</sup> Roma and Travellers in Public education, An overview of the situation in the member states, EUMC 2006.

However, EFECOT was dissolved in December 2003 due to a lack of funding (see below for further details on the work of EFECOT).

In response to the issues raised by the studies, the Council presented a resolution on 22 May 1989, 'On the school provision for gypsy and traveller children' (89/C 153/02). The resolution highlighted that initiatives with caravan dwellers had been unsuccessful because of the lack of focus on their cultural background, but at the same time warned against separate education. Measures at Member State level were proposed for supporting schools and teachers, pupils and parents. These included:

- new teaching methods adapted to nomadic life and measures to facilitate transition between schooling and continuing educational training;
- consideration of the Roma and Traveller history, culture and language;
- training of teachers working with Roma and Traveller pupils, especially of teachers of Roma and Traveller origin;
- increased provision of information to schools, teachers and parents;
- encouragement of research on Roma and Traveller culture, history and language; and
- encouragement of liaison groups bringing together parents, teachers, and schools involved in the schooling of Roma and Traveller children.<sup>180</sup>

At Community level, the Resolution outlined that national initiatives focusing on exchange of experience and the promotion of innovatory pilot schemes should be encouraged, and support given to meetings of Roma and Traveller representatives and teachers. The Commission was to document, promote, coordinate and assess all the measures at Community level with the assistance of an outside body if necessary. The measures had to fit in with other Community measures planned in the field of education, such as European Social Fund and Council of Europe initiatives.

In 1996, the Commission reported on the implementation of the 1989 resolution.<sup>181</sup> This study drew attention to the lack of data in many Member States as well as difficulties in establishing how many Roma were sedentary and how many nomadic. Positive aspects in the implementation of the resolution of 1989 were highlighted; these included the active participation of different actors, such as Traveller groups, willingness to develop activities and wide-ranging campaigns of awareness-raising. The study also noted that around one hundred projects had been initiated in Member States since the 1989 resolution, organised along five priority themes of secondary education, transition from school to working life, distance learning, teaching materials, and training and employing gypsy mediators.

<sup>180</sup> Roma and Travellers in Public education, An overview of the situation in the member states, EUMC 2006.

<sup>181</sup> School Provision for Gypsy and Traveller Children, European Commission, 1996.

However, despite the positive progress, the educational situation of Roma and Travellers was described as 'frequently dramatic'.<sup>182</sup> The report also recommended that a study should be undertaken to examine what measures should be put in place to take the realities of nomadism into account in education.

## **7.2 Other relevant actions**

### **7.2.1 European Parliament**

The European Parliament has undertaken other actions relevant to Roma and travellers, such as:

- Resolution on measures favouring minority languages and cultures 1983, inviting the Commission to intensify its efforts in this field;
- Resolution of 1987 on languages and cultures of regional and ethnic minorities in the Community; and
- In 1990 the Parliament opened a budget line for the 1991 budget earmarked for school provision of Gypsy and Traveller children.

### **7.2.2 European Commission**

Since 1987, the European Commission has also paid attention to open and distance learning, which is particularly relevant to the children of occupational travellers who lead mobile lives.

In addition, with EU enlargement, the situation of the Roma has been increasingly emphasised in the Commission's Progress Reports in the course of enlargement.<sup>183</sup> In its Communication of 1 June 2005, following the adoption on 28 May 2004 of the Green Paper on Equality and non discrimination in an enlarged EU, the Commission drew attention to the difficult situation of the Roma in the Member States, candidate and acceding countries. Financial assistance was provided through the PHARE programme for projects specifically targeting Roma, in pre-accession and candidate countries.

### **7.2.3 Council of Europe**

The Council of Europe has also developed a number of activities regarding Roma and travellers. In 1983, after the 1981 Standing Conference of Local and Regional Authorities in Europe on the role and responsibility of these authorities regarding populations of nomadic origin, a series of seminars was organised about Roma and traveller children,

<sup>182</sup> School Provision for Gypsy and Traveller Children, European Commission, 1996.

<sup>183</sup> Western Gypsies and Eastern Roma, the Creation of political objects by the Institutions of the European Union, Simhandl, Katrin, 2004.

teachers and education. In 1993, the Parliamentary Assembly adopted recommendation 1203, 'On Gypsies in Europe', which highlighted the difficult situation of Roma communities and the importance of implementing texts. It also recommended that the Committee of Ministers propose to national governments and regional and local authorities, in fields such as education. Resolution 249 adopted in 1993 'On Gypsies in Europe: the Role and Responsibility of Local and Regional Authorities', urged authorities to take measures to facilitate the integration of gypsies into local communities, combat prejudice and develop consultation and develop a network of municipalities, of which the foundations were laid in 1994.

#### 7.2.4 Fundamental Rights Agency (FRA)

The objective of the FRA, formerly the European Monitoring Centre on Racism and Xenophobia (EUMC), is to provide the relevant institutions and authorities of the Community and its Member States when implementing Community law with assistance and expertise relating to fundamental rights. Its specific tasks include information and data collection, research and analysis; advice to EU institutions and Member States; and co-operation with civil society and awareness-raising.

The FRA has taken a keen interest in the protection of the rights of Roma and Travellers, including those relating to school education. In 2006, it released an overview report on the situation of Roma and Travellers in education across the EU<sup>184</sup>. The report presented evidence that Roma and Traveller pupils are subject to direct and systemic discrimination and exclusion in education. Key issues included unnecessary segregation of Roma and Traveller children from other pupils, wrongful assignment of Roma in special education for the mentally handicapped, low enrolment and attendance rates and poor transition to secondary education.

To address these issues, the report called for:

- comprehensive strategies designed and implemented with the involvement of Roma representatives, to include removing administrative requirements for enrolling, providing truly free access to education, parent-teacher programmes, reduction of adult illiteracy and pre-school programmes;
- strategies for desegregation;
- monitoring of assignment of Roma to special education;
- integration of intercultural education into national education curricula; and
- a system of data collection to document the implementation of policies on Roma.

<sup>184</sup> Roma and Travellers in Public Education: an overview of the situation in the EU Member States; European Monitoring Centre on Racism and Xenophobia, May 2006

### 7.2.5 EU programmes

A number of initiatives targeting the needs and rights of Roma and Travellers in education have also been implemented, through European programmes, such as the Comenius action of the Socrates programme, the Combat Poverty Programmes, ECOs programme<sup>185</sup> and the EQUAL ESF Community Initiative. Financial assistance was also provided through the PHARE programme for projects specifically targeting Roma, in pre-accession and candidate countries. The work programme of the Community Action Programme to Combat Discrimination identified eight priority areas in 2004, one of which was also targeted at Roma and Traveller integration in education and employment.

Of these programmes, the most relevant to this study has been the Socrates Programme, introduced by the European Commission in 1995. Socrates stresses the multicultural character of Europe and supports (amongst other things) the education of the least advantaged groups of people and efforts to address social exclusion and under-achievement at school. The Comenius Action of the Socrates Programme contributes to enhancing the quality and reinforcing the European dimension of school education by developing and disseminating methods for combating educational exclusion and school failure, promoting the integration of pupils with special educational needs, and promoting equal opportunities in all sectors of education. Socrates Comenius Action 2 funds have supported a variety of international projects that enable schools and local and national authorities to develop practice in the education of travellers.

### 7.2.6 Groups convened

The Commission has also convened groups to work on traveller issues in general. An ad-hoc group was convened in 1991, comprising of members of Ministries, to meet twice a year and to define priorities and propose projects, interlink national and Community policies, developing dialogues between the Member States, and expanding consultation by and with representative organisations and those working on the ground.

The Commission also established an Inter-Service Working Group on the Roma in 2004. This group meets on a quarterly basis. Besides the discussion on targeting versus mainstreaming policy on Roma, it touches on issues such as coordination and communication about policies and funding interventions of the Commission's services, exchange of good practice from various fields regarding the improvement of the situation of Roma and issues of ethnic data collection.

<sup>185</sup> School Provision for Gypsy and Traveller Children, European Commission, 1996.

### 7.3 EU-policy and circuses

Circuses have also recently been prominent in their own right on the European agenda. In March 2002, the Committee on Culture, Youth, Education, the Media and Sport of the European Parliament asked the Directorate-General for Research to report on the situation of the circus and circus artists in the Member States with the aim of facilitating a better understanding of the situation of the circus in the EU from the perspectives of a business, art form and family and way of life.<sup>186</sup> In 2005, MEPs highlighted that cross-border mobility is a key feature of circuses and that circus activities, which are currently regulated at national level, could be the subject of EU measures. The European Parliament has also urged the Commission to introduce specific measures to ensure that the circus is recognised as forming part of European culture<sup>187</sup>.

The European Parliament's report on 'New challenges for the circus as part of European culture' also raises the issue of schooling for children from travelling communities and calls on the Commission to set up pilot projects to determine appropriate models for their education, such as distance and e-learning. The commissioning of a study on the school education of children from travelling communities was also recommended.<sup>188</sup> The report recommends that a new Council resolution should be drawn up that would guarantee high-quality school education and vocational training for children, young people and adults in travelling communities as well as to support the vocational training offered by circus schools<sup>189</sup>.

The latest development is the resolution on new challenges for the circus as part of European culture (2004/2266(INI)) of 2005. This resolution specifically raises the issue of schooling for children from travelling communities. The commissioning of a study on the school education of children from travelling communities was also recommended.<sup>190</sup> The resolution urges the Commission to introduce mechanisms for cooperation between Member States in order to guarantee and promote an adequate education for children from travelling communities regardless of the Member State in which they happen to be. The Commission is called on to provide means for pilot projects to find appropriate models for the schooling of children from travelling communities, such as:

<sup>186</sup> Report on new challenges for the circus as part of European culture

<sup>187</sup> [http://www.europarl.europa.eu/news/expert/infopress\\_page/037-1329-286-10-41-906-20051007IPR01167-13-10-2005-2005-false/default\\_en.htm](http://www.europarl.europa.eu/news/expert/infopress_page/037-1329-286-10-41-906-20051007IPR01167-13-10-2005-2005-false/default_en.htm)

<sup>188</sup> Report on new challenges for the circus as part of European culture, European Parliament, Committee on Culture and education, 2005.

<sup>189</sup> Report on new challenges for the circus as part of European culture, Committee on Culture and education, 2005.

<sup>190</sup> Report on new challenges for the circus as part of European culture, European Parliament, Committee on Culture and education, 2005.

- distance and e-learning;
- developing a teacher profile for tutoring children from travelling communities;
- Europe-wide exchange of information and experience for teaching staff tutoring travelling children;
- introduction of a system for the regular assessment of scholastic attainment of children from travelling communities; and
- temporary measures to remedy the academic difficulties facing children from travelling communities.

The resolution also mentions a 'service point' to be established to coordinate a network linking all relevant bodies within the Union, and act as a point of contact for travelling communities seeking information on educational and vocational training requirements and opportunities. Member States and the Commission are also asked to organise campaigns to raise awareness about the issues so that education and vocational training of children from travelling communities are based on the standards applicable to conventional education and professional-training systems.<sup>191</sup>

#### **7.4 European Federation for the Education of the Children of Occupational Travellers**

In December 1988, the European Federation for the Education of the Children of the Occupational Travellers (EFECOT) was founded in Brussels. EFECOT was set up in response to the two reports mentioned above which were carried out on behalf of the European Commission (in 1987, covering the educational situation of bargee and circus children and in 1988, on the educational situation of fairground children). Its aim was to optimise the education of occupational travellers in Europe, through the creation and promotion of education adapted to their particular needs. The target groups were defined as "all people who travel for their profession and do not have a fixed house for this reason" (in particular, bargee communities, circus communities, fairground communities and seasonal workers).

The aforementioned studies concluded that most actors involved in the education of travellers were working in a very isolated way; there was almost no contact on a regional or national level and none at all on a European level amongst key players. EFECOT endeavoured therefore to work in partnership with a large variety of organisations and provided a link between the European Commission, circus, fairground and bargee

<sup>191</sup> European Parliament resolution on new challenges for the circus as part of European culture (2004/2266(INI))

organisations and Member states in preparing and realising initiatives for the children of occupational travellers. The aim was to stimulate the exchange of expertise and learning and to involve all relevant actors, including parents and policy makers as well as individuals from the education community.

An example of the importance of a European network such as EFECOT to bring partners together is in the Netherlands, where there were two organisations working separately with bargee children and fairground/circus children when EFECOT was set up. These two organisations had not had any contact with each other before but built links through EFECOT and were then able to work together and share good practice<sup>192</sup>.

Furthermore, the network brought together representatives from each country's relevant national Ministry and therefore enabled ideas and learning to be shared at a policy level. A network at this level can act as a stimulus for action – consistent with the EU's 'Open Method of Coordination'.

Most activities carried out by EFECOT were supported by the European Commission, through funding programmes such as Socrates (in particular the Comenius Action), Leonardo da Vinci and the Telematics Applications Programme. Projects included, for example, the Topilot and Flex projects (more details of which can be found in Annex 1), which explored the use of modern technologies in the education of Traveller children. Projects explored Open and Distance Learning initiatives, the use of ICT and some also covered the issue of data collection and student tracking systems. There was also a particular emphasis on raising awareness of the benefits of pre-schooling. EFECOT enabled partners to carry out pilot projects which then stimulated long-term use of the methods trialled (e.g. ICT) - the network acted as a test-bed and a stimulus for long-term action<sup>193</sup>.

By the time it was dissolved in 2003, EFECOT had a total of 140 partners, made up of various types of organisation (policy, parental, teacher organisations etc). The level of active participation varied from Member State to Member State, but there were partners from most if not all countries. EFECOT was also in the process of building contacts and relationships with partners from the (then) candidate countries (e.g. Poland, Romania), which it was able to do through existing partners<sup>194</sup>.

In 1994, EFECOT was recognised as "a key mechanism in the development of educational provisions for the children of occupational travellers"<sup>195</sup>. It was noted that the activities

<sup>192</sup> Information provided by Ludo Knaepkens, former Director of EFECOT

<sup>193</sup> Information provided by Ludo Knaepkens, former Director of EFECOT

<sup>194</sup> *ibid*

<sup>195</sup> Community of Learning - Intercultural Education (Eur. Comm. 1994)

EFECOT had taken part in drew attention to the existence of groups of travellers not covered by the European Parliament 1984 Resolution (doc. 1-1522/83) in connection with the education of children whose parents have no fixed adobe. This led the European Commission to support pilot projects with the children of seasonal workers in Spain, Portugal and Italy and coastal fishermen in the South of France.

Further support for EFECOT was evident in the 1996 White Paper ""Teaching and Learning: Towards the Learning Society". The White Paper stated that "with regard to co-ordination of the various actions and projects the important role of EFECOT must be emphasised." Our interviews with providers and representatives of Occupational Traveller communities also revealed considerable support for this organisation, which had facilitated European cooperation – sharing of ideas, learning and good practice - as well as collaboration on what is often a transnational issue, as occupational travellers cross the borders of Europe to find work. Several of the new and pilot initiatives mentioned in this report resulted from sharing and adopting ideas across the Member States. For example, the Belgian pilot pre-school (presented as a case study in Section 6) was based on the model set up by the Stichting Rijdende School in the Netherlands.

## **7.5 European Network for Traveller Education**

Following the October 2005 European Resolution on 'the new challenges for the Circus as part of a European Culture', the European Network for Traveller Education (ENTE) was founded in December of that year. In line with the recommendations contained in the resolution regarding the education of all Traveller communities in Europe, ENTE brings together organisations, institutions and schools involved in the provision of education for children of mobile population groups and aims to provide a European platform for collaboration and coordination. ENTE works on three levels:

- As a forum of schools and educational institutions which undertake common activities and projects, as well as exchanging materials and information;
- Through an agency charged with representing the interests of the network to policy makers and relevant stakeholders; and
- Through a 'service point' which collects and disseminates information and maintain the ENTE website.

Limited financial resources have meant that few activities have been carried out so far. However, ENTE representatives report positive feedback from stakeholders and members regarding the value of such an organisation.

## 8.0 Conclusions and recommendations

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### 8.1 Introduction

- 1 Occupational travellers, in aggregate, represent a significant constituency of people, albeit one that is diverse and scattered across Europe. They include those who travel in order to entertain in circuses, shows and fairgrounds, those who transport goods along the waterways of Europe, those who work according to the seasonal patterns of nature – the herding of animals and the harvesting of crops, some who migrate for short periods simply to earn a (better) living and others who travel to sell their goods more profitably. Many travel through tradition – they have known no other life – and others travel in search of a better life. The diversity of their occupations means that they may have little in common other than the fact that their work requires them to travel.
- 2 Occupational travellers are defined by the fact that their occupations require an itinerant lifestyle, not by their ethnicity. They are not necessarily Gypsy/Roma, although many Gypsy/Roma do still travel and work whilst travelling. Most definitions of occupational travellers exclude "New/New Age Travellers" and others for whom travelling is a lifestyle choice, rather than an essential means by which to pursue their chosen occupation.
- 3 European enlargement and integration as well as cheap travel and improved communications are making it easier for people to migrate and travel ever longer distances for work. The distinction between a temporary migrant, a seasonal worker and an occupational traveller is therefore becoming increasingly blurred.
- 4 Although all children have a right to education, not every child is necessarily able to exercise that right – including many children of occupational travellers. Authorities at European, national and regional level hold the responsibility to ensure that this right is met for groups with specific access needs, such as occupational travellers. But not every educational authority may be aware of the existence of, or needs of, occupational travellers in their area or be willing and able to provide school education for their children.
- 5 It is often unclear where the statutory responsibility lies for educating the children of occupational travellers, whilst the children are travelling. Clarity is needed to determine where responsibility lies – with the home authority/school, with the authority/school in the destination area, or with the national authority (for example working through a specialist provider).

- 6 Faced with an increasingly mobile population, educational authorities face the challenge of adapting school education systems and curricula – largely designed for the sedentary population – to meet the needs of the children of occupational travellers. Although data relating to the educational performance of the children of occupational travellers is not collected systematically, anecdotal evidence gathered for this study suggests that they perform poorly against some of the Lisbon core indicators, notably early school leaving and completion of upper secondary education.
- 7 Children of occupational travellers are more likely than others to face particular barriers to school education, including:
- Visibility and recognition – educational policymakers and providers may simply be unaware of the presence of occupational travellers and/or their responsibility to provide for them;
  - Perceptions and prejudice – on the part of some authorities, some members of the sedentary population and even some travellers; the needs and attributes of occupational travellers are not necessarily understood or appreciated, for example, the children possess significant skills learned in the family trade that are not recognised at school; their different lifestyles lead to their children being singled out for unfavourable treatment; and finally, occupational travellers may be confused with Gypsies/Roma and thus subject to the (well-documented) discrimination that Gypsies/Roma face, despite the fact that they are not (necessarily) Gypsies/Roma;
  - Interrupted learning – which disrupts enrolment, learning and assessment, as well as creating language barriers where borders are crossed;
  - Incompatibility with lifestyles – not only the regular moves from place-to-place, but also the assumption that children will be available for a normal school day and have access to the time, space and quietness for homework.
  - Social issues – including isolation from other children, difficulties forming relationships with teachers and parental absence.
- 8 Despite these challenges, it should be noted that many occupational travellers succeed in accessing appropriate school education for their children. The itinerant nature of their occupation does not necessarily mean that they value education any less than would the sedentary population. Many make extensive efforts to ensure that their children receive a good education – for example paying the costs of boarding schools or for dedicated provision such as teachers linked to circuses or shows.

- 9 There are numerous examples of good practice in providing school education for the children of occupational travellers. Innovative solutions have included distance learning, flexible learning, e-learning, boarding schools, 'berth schools', mobile teaching units, visiting teachers and sector academies.
- 10 Support services have also proved important. Good practice examples across Europe include support for parental involvement, specialised learning tools, recognition of learning (for example through 'learning passports'), culturally-sensitive learning materials, support tools for static schools, support tools for teachers and mediation services.
- 11 Occupational travellers are often more concentrated in some areas than others and therefore more "visible" to local actors than national bodies. Local action has therefore been particularly vital and good practice has mostly emerged "bottom up" – often with the support of EU funding.
- 12 Partnership-working at the local level is often important in developing custom-designed provision or support services. A tailored approach, based on individual learning pathways, is particularly important for this target group. Such approaches often include local schools, local education authorities, NGOs, bodies representing travellers and parents.
- 13 School education for occupational travellers has been most effective where innovative local provision has been supported by a wider national policy framework relating to occupational travellers. Such policy frameworks should recognise occupational travellers as a distinct group (or groups) with specific needs and be flexible enough to respond to these needs. They need to be robust enough to ensure that the statutory duties of local authorities, schools and even parents are acted upon. But they need to allow local customisation and experimentation, as well as a degree of flexibility. The emphasis should be on ensuring educational outcomes, rather than regular or sustained attendance at school.
- 14 National legislation and policy relating to equality has been used in some Member States to recognise occupational travellers and protect their rights. But different conceptual approaches to equality can potentially hinder recognition, i.e. where a commitment to equality rules out customisation of education or collection of data.
- 15 A national body or network is the single most important policy tool to oversee the school education of the children of occupational travellers. Examples include Ireland's Circus and Fairground Support Service and the UK's network of Traveller Education Services. In countries where provision is devolved to regional level, variation in the level and quality of provision has been found.

- 16 The performance of Member States in recognising and providing for the educational needs of the children of occupational travellers has been very varied. Some Member States have explicitly recognised the particular needs of occupational travellers, provided an overall policy framework, and developed dedicated bodies or networks to support their education, liaise with representatives of occupational travellers and develop tools for teaching and learning. But some Member States have offered very little recognition of some occupational traveller groups in national policy and made limited efforts to customise the provision of school education for their children.
- 17 There is a particular European dimension to the school education of the children of occupational travellers. Some occupational travellers cross borders as an essential part of their work, often in large numbers, for example, the many Romanians who harvest crops in Spain. When accompanied by their children, such workers face enormous challenges in accessing school education that is suitable to the needs of their children; indeed, some struggle to access any school education at all.
- 18 National policy frameworks therefore continue to require a complementary framework at European level. Action at European level is inevitably limited since education is a primarily a competence of Member States. But there is scope for action, particularly through the Open Method of Co-ordination. For example, there is considerable scope for the exchange of best practice and benchmarking in order to raise the performance of all Member States up to the level of the best. Our research has shown that the exchange of good practice can lead to the development of quality services in Member States where these had not existed before.
- 19 European policy has, in fact, long recognised the educational needs of those who have an itinerant lifestyle. Indeed, the EU has made significant efforts to highlight the issue, support research into needs, finance innovative and pilot activities, identify and disseminate best practice and co-ordinate the policies of Member States. Relevant policy measures have included those relating to the free movement of labour, for example the Council Directive of 1977 relating to the education of the children of migrant workers. Other policy measures have focussed on upholding the rights of minorities, such as Roma, Travellers and people with no fixed abode. Recognition has come in different ways from the European Council, the European Parliament, the European Commission, the Council of Europe and the Fundamental Rights Agency.
- 20 A significant contribution of the EU has been the financing of an enormous number of pilot actions relating to the school education of the children of occupational travellers. Many of these have directly targeted occupational travellers or Gypsy/Roma through the Comenius Action. Others have supported innovations, such as e-learning or distance learning that

can then be applied to the school education of the children of occupational travellers. The challenge is for these innovations to be disseminated widely and "mainstreamed" into national educational systems.

- 21 A considerable amount of activity to link stakeholders and exchange best practice in provision has already been undertaken, primarily through the European Federation for the Education of the Children of Occupational Travellers (EFECOT). However, this activity has, regrettably, been much reduced since the demise of EFECOT in 2003. A looser network of stakeholders, the European Network for Traveller Education (ENTE), continues to link providers, disseminate information and lobby policymakers, but lacks the financial resources to continue the full range of EFECOT's activities.

With these thoughts in mind, the remainder of this section offers more detailed recommendations for European and national frameworks to support the school education of the children of occupational travellers. They provide options for relevant stakeholders to use as a guide when devising strategies to ensure that occupational traveller children are appropriately supported to access and benefit from school education.

## **8.2 European level**

At a European level, there are great opportunities for Member States to learn from each other with regards to the education of occupational travellers. This report has shown that certain Member States have much more comprehensive and advanced provision for these groups than do others and that there is clearly scope for good practice and lessons from experience to be shared across the European Union. European-level measures could also be used to encourage action at national level; the principle of the open method of coordination could be used to set targets and benchmarks for policy and practice within the Member States. Moreover, for children who travel long distances with their parents, EU-level guidelines could help to ensure some consistency in the approaches used by national and regional education providers.

**Table 8.1 Action at EU level**

Issue or Problem	Recommendation – Policy	Recommendation - Practice
<p>There is varied awareness of and appreciation of the challenges facing the school education of the children of occupational travellers.</p>	<p>European Commission policy documents should raise awareness of the issue, highlight the diversity of innovative and effective actions, set out a framework of policy options and exhort Member States to greater action.</p> <p>Recognition of the needs of the children of occupational travellers should occur in several policy areas, including school education, social inclusion in education, validation of informal/non-formal learning, open/distance/elearning.</p>	<p>Publish articles and features in DGEAC newsletters, good practice guides, etc. on the challenges as well as the innovative and best practice in providing school education for the children of occupational travellers.</p>
<p>Data on occupational traveller groups is inconsistent between different Member States or simply unavailable. Definitions vary.</p>	<p>Create agreed European definition of occupational traveller groups and the specific data that could/should be collected.</p>	<p>Issue guidance and recommendations to Member States as what data could/should be collected.</p>
<p>There is little monitoring at the European level of the performance of the children of occupational travellers in school education.</p>	<p>Create indicators and benchmarks relating to the school education of the children of occupational travellers. For example, future reports on the progress towards the Lisbon objectives, might highlight the performance of such children, through reference to the the following indicators and benchmarks:</p> <p>1.1.2 Early school leavers</p> <p>1.1.8 Education of pupils with disadvantages</p> <p>1.2.1 Parental education and achievement in compulsory education</p> <p>1.2.3 Parents' occupational status</p> <p>1.2.4 Migrant background of pupils and achievement at school</p> <p>1.2.5 Inequalities in education created by schools as institutions</p>	<p>The European Commission cluster on “Access and Social Inclusion” could adopt a focus on the school education of the children of occupational travellers.</p>

Issue or Problem	Recommendation – Policy	Recommendation - Practice
	3.1.2 Completion of upper secondary education by persons with a migrant background	
Occupational travellers may spend time abroad, with associated impacts on the school education of their children (language barriers, lack of continuity in their learning etc.). Rights of access to education are not always clear where travellers are only temporarily present in another Member State. Similarly, responsibility for providing the education of such children may not be clearly allocated	European policy documents should highlight barriers to school education for all those working in another country – despite the rights of access already available to EU citizens under existing European legislation, including those relating to the free movement of labour.	Further research into the extent to which travellers and temporary migrants face barriers to accessing school education whilst abroad.  Examples of practical solutions should be identified and disseminated at European level.
Provision of school education for the children of occupational travellers varies between different countries – some countries have developed comprehensive services which could be identified as good practice.	The Commission could request that Member States report on measures taken to ensure that they are supporting these groups to a sufficient level.	Create a forum of those officers within national Ministries of Education that are responsible for the school education of the children of occupational travellers. Facilitate regular meetings to advise European policymakers, set benchmarks, share best practice, review progress of peers and adopt solutions to common problems.  Facilitate cluster and peer learning activities within the context of the Open Method of Coordination.
Since the demise of EFECOT there exists no European-wide network of providers and experts in the school education of the children of occupational travellers.	Highlight the creation of such a network(s) as a priority for Comenius Networks within the Priorities of the 2008 General Call for Proposals of the Lifelong Learning Programme.	Undertake “thematic monitoring” of projects serving the children of occupational travellers within the Comenius Programme.
Numerous examples of good practice exist across Europe, often at the local level, but are not sufficiently connected.	Retain the 2007 priority for Comenius School Partnerships (“help meet the needs of the children of occupational travellers and of mobile workers”) in 2008 and future years.	Highlight successful Comenius partnerships, projects and networks focussing on the children of occupational travellers

*Framework for the provision of school education to occupational traveller children*

### 8.3 National level

Education and training remain largely the responsibility of Member States. It is therefore at national level where policy has the most impact on the educational situation of the children of occupational travellers – and it is the national level that must be positively influenced if proper provision is to be offered and good practice adopted and mainstreamed. The table below outlines the various issues and problems faced by occupational travellers in accessing education and suggests possible solutions which can be introduced into policy and practice.

It is clear that policy and provision need to be developed in partnership. National policies must be backed up by regional and/or local initiatives. In turn, regional or local action alone can make it difficult to coordinate from a provider perspective and can create inequality in provision for beneficiaries. Moreover, consultation with representatives from the occupational traveller communities is essential to ensure that provision is developed in line with their needs. Across Europe, occupational traveller groups have shown preferences for different types of support measures. For example, whilst most circus communities prefer mobile or distance learning, many in Italy tend to prefer boarding schools. It is therefore important to ensure that the views of occupational travellers are taken into account in the development and delivery of provision.

Since the size of occupational traveller groups varies across the Member States and their level of need can also be quite different, the framework below should serve as a list of possible options for measures which can be deployed where the issues or problems in the first column have been identified. Moreover, each occupational traveller family will face a unique set of circumstances and each child will have specific needs – providers need to ensure that flexibility is built in to their practice, in order to ensure all children are given appropriate support. It is also important to encourage the commitment and active participation of these communities, particularly those who may not traditionally have valued formal education in comparison to 'learning on the job'.

**Table 8.2 Action at National level**

Issue or Problem	Recommendation – Policy	Recommendation - Practice
<p>Few countries have a national policy recognising the needs of occupational traveller children.</p> <p>Where national guidelines exist, provision can vary from region to region.</p> <p>There may be a lack of clarity regarding the roles and responsibilities of the different actors involved.</p>	<p>National policy to recognise the education needs of occupational travellers should clearly outline the responsibilities of each stakeholder.</p> <p>Where good practice has been developed on a local level in response to need, national policy can help to transfer this learning to other providers.</p> <p>'Authorised absence' could be granted for children from these groups, provided that education is secured through alternative routes.</p> <p>Additional resources could be allocated to recognise the time and material cost implications of supporting these groups.</p>	<p>A national body or network to advise policymakers, support providers, co-ordinate provision and facilitate the sharing of good practice or lessons learned, drawing on the examples of Ireland (CFSS) and the UK (NATT). National funding is likely to be necessary. But the network may benefit from a degree of independence from the Ministry. It should gather data, publish reports and studies, produce and disseminate tools for teachers and learners and operate a website.</p>
<p>Lack of accurate data regarding the size of these groups and often difficulties in ensuring school records can be accessed when children move to different schools while travelling.</p>	<p>Policy needs to address lack of data collection. Given the small size and dispersed nature of the group, national data may need to be aggregated upwards from local sources. Data could be collected through:</p> <ul style="list-style-type: none"> <li>- Schools (as in Scotland, UK) and local education authorities</li> <li>- National data already available relating to enterprises (e.g. circuses in Germany)</li> <li>- National census (industrial classification of economic activities)</li> <li>- Registration of residence (e.g. halting sites)</li> </ul> <p>Collaboration between professionals and organisations working with Gypsies/Travellers and other mobile families has proved effective in protecting children's rights to education - authorities should consider how to develop integrated support services</p>	<p>Where occupational traveller groups are identified by data collection methods, adequate provision should be set up in appropriate locations to meet the needs of the target groups.</p> <p>More effective systems for sharing data, tracking pupils and recording attainment are required.</p> <p>'Log books' or school diaries could be introduced to enable pupils to provide teachers with an up-to-date record of their progress and attainment.</p>
<p>Where a system of attendance at base and supporting schools is used, there may not always be places</p>	<p>Education authorities could identify and reserve a few short term places with rapid access arrangements for mobile families.</p>	<p>Permanent places could be allocated on the winter school roll</p>

Issue or Problem	Recommendation – Policy	Recommendation - Practice
<p>available when children are travelling.</p> <p>Lack of understanding of culture and needs of occupational travellers, lack of recognition of diversity of needs according to different sub-groups.</p>	<p>Important for policy makers to understand the needs of the specific groups in order to formulate appropriate policy and guidelines to enable practitioners to meet their needs on the ground.</p> <p>Important for stakeholders to have an understanding of both the differences between Gypsy/Traveller groups and occupational travellers, but also of the different occupational traveller sub-groups (circus children, fairground children, bargees etc) since their needs vary according to their circumstances. A 'one-size-fits-all' approach to their education is clearly inappropriate.</p> <p>Research could be funded to ensure up-to-date understanding of the target groups and their needs, to assess how different initiatives (e.g. distance learning, mobile provision) are suited to their needs.</p> <p>Consultation with representatives of the different occupational traveller communities should inform the development of policy and practice.</p>	<p>Initiatives and services need to be in place to meet the needs of travellers, with flexibility to be tailored to specific circumstances of individual groups and families.</p> <p>Training or awareness-raising initiatives required for teachers to ensure they have a good understanding of the culture and educational needs of these specific target groups.</p> <p>National centres of expertise or networks can support and advise teachers and provide access to relevant materials.</p> <p>Guidelines for the education of occupational traveller children can enable teachers to learn from good practice.</p> <p>Consultation with representatives of the different occupational traveller communities should inform the development of policy and practice.</p> <p>Parental engagement and involvement in the education of their children should ensure greater success of any initiatives.</p>
<p>Poor understanding of the culture and values of occupational traveller groups can mean that traditional educational provision appears of little relevance.</p> <p>Mismatch between pupils' learning needs and traditional provision</p> <p>Transition from primary to secondary level education appears to be a particular issue,</p>	<p>Important for provision to be flexible in order to recognise the skills occupational traveller children develop informally, in the home or in the family business and to build on these skills, to provide relevant and accessible curricula.</p> <p>Policy for the validation of informal learning should enable the recognition of skills developed outside of school time.</p> <p>Options should be included in the curriculum to make education appear more relevant to occupational traveller culture and lifestyles, e.g. to enable the development and</p>	<p>Skills developed outside of school should be recognised and praised.</p> <p>Tailored provision / individual learning plans should target the areas where these children need additional support and provide content which they can see as relevant to their lifestyle.</p> <p>Educational materials could be developed which relate to occupational traveller cultures and lifestyles and help the children to see how the learning can be used in their own context.</p> <p>Amending deadlines for the choice of secondary subjects for traveller children who may not normally be present at school when subject choices</p>

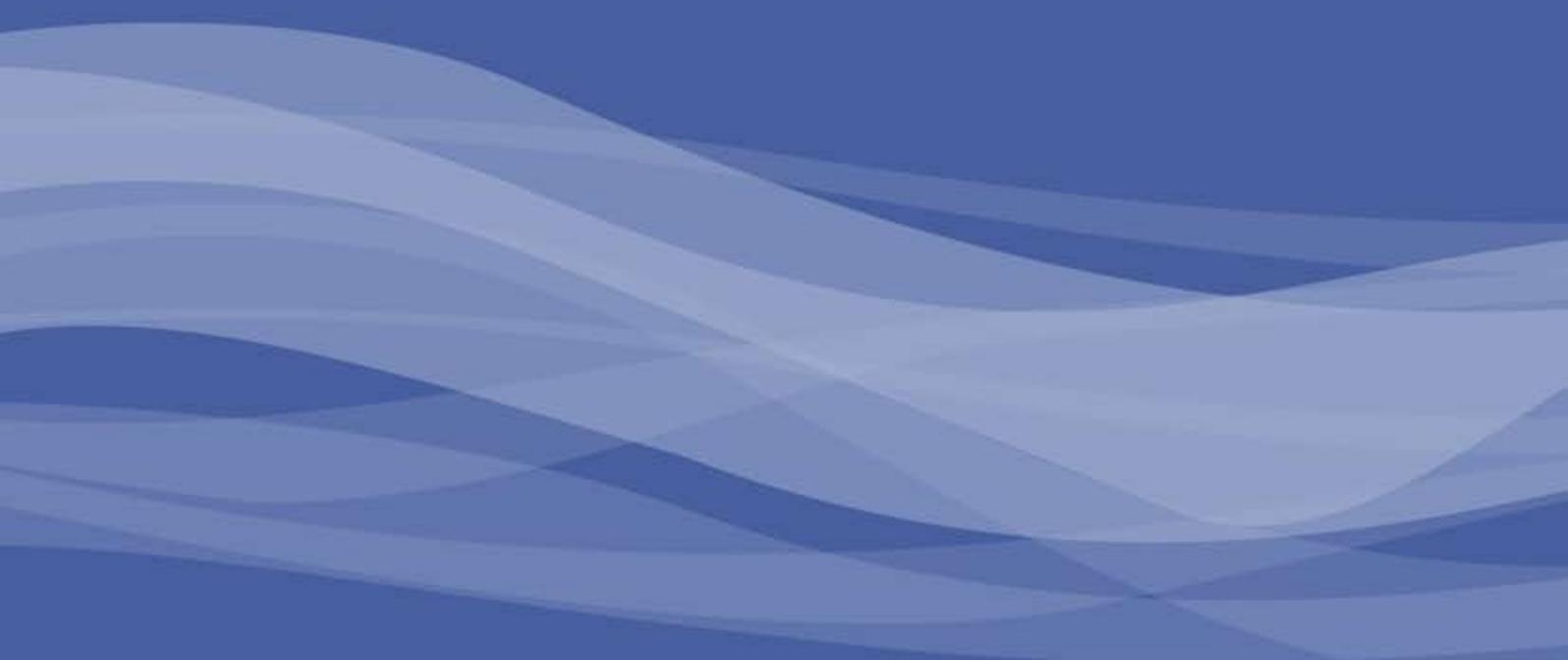
Issue or Problem	Recommendation – Policy	Recommendation - Practice
<p>as traditional educational provision appears to diminish in importance for young people who can already earn their own income through the family or their own business.</p>	<p>accreditation of vocational skills.</p>	<p>are reserved. Secondary provision in vocational subjects should be offered to occupational traveller children, so that they see the value of continuing their studies beyond primary level.</p>
<p>Pupils and teachers from the settled community may have negative perceptions and prejudices regarding pupils from occupational traveller communities.</p>	<p>Policy needs to recognise the importance of protecting these groups from discriminatory and anti-social behaviour.</p>	<p>Awareness-raising activities among both teachers and pupils. Measures to encourage integration within the settled community – e.g. 'buddies' during school time or encouraging communication with classmates via letter/e-mail during the travelling season.</p>
<p>Interrupted learning and the associated problems such as lack of continuity, repetition, lack of assessment, and difficulties in forming relationships with teachers and fellow pupils.</p>	<p>Policy should recognise the need for specific initiatives in order to cater for these groups – these should be devised in line with learning and good practice from other Member States, consultation with occupational traveller representatives and parents, current research into the relative success of different methods.</p>	<p>Quality relationships and communications between pupils, parents and schools are essential. It is good practice to have one member of staff with specific responsibility for occupational traveller pupils. Appropriate provision will vary across the countries and target groups. Initiatives might include: Mobile provision (visiting teachers attending pupils on-site during the travelling season) Distance learning – using traditional hard copy materials, using ICT tools or a combination of both Boarding schools See Section 6 for further details of the range of initiatives in place across the Member States.</p>
<p>Children travelling to different countries with their parents may face additional obstacles in the form of language barriers.</p>	<p>Convert the existing recognition in European policy into a series of specific policy commitments applying to the national education system, for example relating to the arrival of children from other countries or ongoing support offered to the children of nationals whilst abroad due to reasons of work.</p>	<p>Distance learning support provided by the home country would appear to be the most appropriate method in this situation. Where this is not possible, providers could be supported to deliver additional support measures for the learning of the host country language and / or teaching in the native language of the child.</p>
<p>Specific support needs of occupational traveller children (i.e.</p>	<p>National policy could provide specific advice and guidance to local education authorities on how to</p>	<p>Improved record systems could enable occupational traveller children's specific educational needs such as</p>

Issue or Problem	Recommendation – Policy	Recommendation - Practice
<p>specific learning difficulties or special educational needs, or children who have particular academic aptitude) may go unnoticed</p>	<p>assess and provide for the educational needs of the children of occupational travellers.</p> <p>National policy could also provide specific instruments for local education authorities to adopt, for example, assistance for parents in applying for scholarships and bursaries for fee paying boarding schools for occupational traveller children with academic aptitude, tools for assessing needs.</p>	<p>learning difficulties to be catered for within both the base and supporting schools.</p>
<p>There may be a weak “learning culture” within the community, which can make it difficult to engage with parents</p>	<p>National policy should aim to raise awareness among occupational traveller groups of their right to education and the benefits associated. Support for initiatives to engage with or promote education among older members of the community could be included in the national strategy for promoting the education of these target groups.</p>	<p>Provision should involve parents where possible, taking into account their lifestyle and traditions. For example, schools may communicate with parents through methods other than written communication where there is a low level of literacy among adults from the target group or provide support in completing administrative requirements such as enrolment. Parents could be offered training to support their children, e.g. in the use of ICT tools for distance learning.</p> <p>Mediators can also be used to facilitate communication between schools and the occupational traveller communities.</p>
<p>Development of social skills may be a problem for children who change schools frequently or spend long periods of time within the family environment (barges, children making use of distance learning services).</p>	<p>Policy could recommend or support pre-school initiatives for these target groups.</p>	<p>Pre-schooling is very important for children from these communities, in order to facilitate their integration into school life.</p> <p>Measures to prevent bullying and promote social integration of occupational traveller children would include raising awareness of sedentary pupils of the occupational traveller cultures and lifestyles, 'buddies' or pen-pals, as well as comprehensive anti-bullying measures.</p>
<p>Parental absence</p>	<p>Recognition of 'home alone' children as a group with specific needs in terms of education.</p>	<p>Support measures such as homework clubs and summer schools.</p>
<p>Transport to school can be a problem</p>		<p>Dedicated transport services from halting sites to school could be provided.</p>

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- <sup>i</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>ii</sup> *ibid*
- <sup>iii</sup> *ibid*
- <sup>iv</sup> Statistics Finland: Enterprises in Finland 2005
- <sup>v</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>vi</sup> *ibid*
- <sup>vii</sup> *ibid*
- <sup>viii</sup> Statistisches Bundesamt, Wiesbaden. These figures include workers on barges transporting both goods and passengers.
- <sup>ix</sup> *ibid*
- <sup>x</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>xi</sup> *ibid*
- <sup>xii</sup> *ibid*
- <sup>xiii</sup> Source: Wilbert Seuren, Landelijk Informatie-en steunpunt Specifieke Doelgroepen (LISD)
- <sup>xiv</sup> Katarzyna Cichoń – finance specialist in the Polish Association of Bargees in Pieniny Region (telephone interview 27.03.07)
- <sup>xv</sup> Estimate provided by the Maritime and Coastguard Agency
- <sup>xvi</sup> *ibid*
- <sup>xvii</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>xviii</sup> Source: Wilbert Seuren, Landelijk Informatie-en steunpunt Specifieke Doelgroepen (LISD)
- <sup>xix</sup> *ibid*
- <sup>xx</sup> *ibid*
- <sup>xxi</sup> *ibid*
- <sup>xxii</sup> Information provided by the Ministry of Education and the Ministry of Justice
- <sup>xxiii</sup> Division for Social and Legal Affairs, Directorate General for Research, European Parliament (2003), The situation of the circus in the EU member states, Working Paper, Luxembourg: European Parliament
- <sup>xxiv</sup> Source: Tonu Lensment, Adviser for Theatres, Ministry of Culture
- <sup>xxv</sup> Lauri Viikna, Tsirkuse Tuur
- <sup>xxvi</sup> *ibid*
- <sup>xxvii</sup> Division for Social and Legal Affairs, Directorate General for Research, European Parliament (2003), The situation of the circus in the EU member states, Working Paper, Luxembourg: European Parliament
- <sup>xxviii</sup> *Ibid*. AFDAS: Association pour la formation professionnelle dans les domaines des arts et du spectacle – Association for vocational training in arts and entertainment
- <sup>xxix</sup> *Ibid*. GRISS: Groupement des Institutions sociales du spectacle – Group of social security institutions for entertainment
- <sup>xxx</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>xxxi</sup> Source: Information provided by Syndicat to Cirque de Création, original source Centre de Ressources HLM
- <sup>xxxii</sup> Division for Social and Legal Affairs, Directorate General for Research, European Parliament (2003), The situation of the circus in the EU member states, Working Paper, Luxembourg: European Parliament
- <sup>xxxiii</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>xxxiv</sup> Division for Social and Legal Affairs, Directorate General for Research, European Parliament (2003), The situation of the circus in the EU member states, Working Paper, Luxembourg: European Parliament



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- <sup>lxxv</sup> Source: Bundesverband Deutscher Schausteller und Marktkaufleute website ([www.bsmev.de/bsm\\_intern/bsm\\_intern.php](http://www.bsmev.de/bsm_intern/bsm_intern.php)), December 2006
- <sup>lxxvi</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>lxxvii</sup> Source: Christoph Jansen, representative of the Deutscher Schaustellerbund (telephone interview)
- <sup>lxxviii</sup> *ibid*
- <sup>lxxix</sup> *ibid*
- <sup>lxxx</sup> *ibid*
- <sup>lxxxi</sup> Source: Karen Geoghegan, President of the Irish Showmen's Guild Ltd (telephone interview)
- <sup>lxxxii</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>lxxxiii</sup> Source: Karen Geoghegan, President of the Irish Showmen's Guild Ltd (telephone interview)
- <sup>lxxxiv</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>lxxxv</sup> Source: Information provided by a representative of the Associazione Nazionale Esercenti Spettacoli Viaggianti e Parchi , ANESV
- <sup>lxxxvi</sup> European Federation for the Education of the Children of Occupational Travellers (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: European Federation for the Education of the Children of Occupational Travellers
- <sup>lxxxvii</sup> European Federation for the Education of the Children of Occupational Travellers, EFECOT (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: EFECOT
- <sup>lxxxviii</sup> Hartman-Hirsch, C., Bodson, L. (2004), Roma, Sinti, Gypsies and travellers in public education, Differdange
- <sup>lxxxix</sup> *ibid*
- <sup>xc</sup> European Federation for the Education of the Children of Occupational Travellers, EFECOT (2001), Survey Travelling communities and schooling provisions in Europe, Brussels: EFECOT
- <sup>xcii</sup> *ibid*
- <sup>xciii</sup> *ibid*
- <sup>xciv</sup> Source: Wouter Tuyn, Director of the Stichting Rijdende School
- <sup>xcv</sup> *ibid*
- <sup>xcvi</sup> *ibid*
- <sup>xcvii</sup> Source: website of the Showmen's Guild of Great Britain, [www.showmensguild.com/](http://www.showmensguild.com/), at January 2007
- <sup>xcviii</sup> Interdisciplinary study "Latvia and free labour force movement: the example of Ireland", conducted by Strategic analysis commission created by State President of Latvia, November 2005-January 2006, Latvia
- <sup>xcix</sup> 2005 Research paper "Lithuanian Emigration" by Lithuanian Expatriate Institute and the Lithuanian Civil Society Institute: [http://www.civitas.lt/files/Tyrimas\\_Lietuviu\\_emigracija\\_Studija.pdf](http://www.civitas.lt/files/Tyrimas_Lietuviu_emigracija_Studija.pdf)
- <sup>c</sup> Open Society Foundation estimates 1.800.000, International Migration Office estimates 2.500.000 and other sources quoting MoLSSF mention 2.000.000
- <sup>ci</sup> European Monitoring Centre on Racism and Xenophobia (EUMC). 2006. Roma and Travellers in Public Education
- <sup>cii</sup> Bearley, M. 1996. The Roma/Gypsies of Europe: a persecuted people
- <sup>ciii</sup> Gimenez Adelantado, A., Piasere, L., Liegeois, J-P. 2003. The Education of Gypsy Childhood in Europe
- <sup>civ</sup> Bearley, M. 1996. The Roma/Gypsies of Europe: a persecuted people
- <sup>cv</sup> 2000 survey carried out by the Ministry of Education
- <sup>cvi</sup> *Ibid.*
- <sup>cvi</sup> Gimenez Adelantado, A., Piasere, L., Liegeois, J-P. 2003. The Education of Gypsy Childhood in Europe
- <sup>cvi</sup> European Monitoring Centre on Racism and Xenophobia (EUMC)(2006), Roma and Travellers in Public Education
- <sup>cix</sup> Bearley, M. (1996), The Roma/Gypsies of Europe: a persecuted people
- <sup>cx</sup> Gimenez Adelantado, A., Piasere, L., Liegeois, J-P (2003), The Education of Gypsy Childhood in Europe
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ECOTEC Research and Consulting  
Priestley House  
12-26 Albert Street  
Birmingham  
B4 7UD  
UK

T +44 (0) 121 616 36 00  
F +44 (0) 121 616 36 99  
W [www.ecotec.com](http://www.ecotec.com)