

Dissertation Title-

**A Study of the Educational Experience of
Gypsy Romany Traveller young people and
how can the informal and non-formal
educational approaches of youth work
complement and add to their experiences.**

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ECYW6001

Yr Athrofa: Education and Humanities

DECLARATION FORM



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Name of the Programme of Study: Youth Work and Social Education (BA) (ETS Endorsed).

Name of Student (Capital Letters): NIRVANA THOMAS

DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

Signed- N. Thomas (Student).

Date- 10th May 2021.

DECLARATION

I am satisfied that this work is the result of the Student's effort.

Signed

(Lecturer)

Date 10th May 2021

Abstract

This dissertation titling a study of the educational experiences of the Gypsy Romany travelling young people and how can the informal and non-formal educational experiences of youth work complement and add to their experiences, has observed how Gypsy Travelling young people feel about education and what type of things they learn. It has identified that many enjoy education and attending school. The researcher has also observed how young people from this community learn, this includes informal and non-formal learning. The researcher uncovered that young people in question have experiences of these styles of learning and that these can help their learning development complement their experiences.

This dissertation also focused on youth work and how youth workers can help members of the Gypsy Travelling community. The researcher asked members of the community if they had experienced youth work and if this can be explained in more detail. From this, the research discovered how much of an interest these young people have with learning outside of the classroom, this includes taking part in building activities and visiting local places of interest. Furthermore, the research found that the young people understand the importance of this style of learning, just the same as the core subjects taught in the classroom such as English and Maths.

The chosen method of research for this dissertation was a focus group. This was held in an educational unit which specialised in working with members of the Gypsy Travelling community. The focus group was made up of both male and female young people aged from 11-16. There was a total of 7 participants in the focus group. The research questions were-

1. Can you tell me a little about your experiences of school and learning? If you enjoy coming to school and learning, can you explain why? If you do not enjoy attending, can you explain why?
2. I know that some of your activities that you take part in whilst in school happens outside of the classroom. Are you able to share some examples of this?
3. What do you think you learn when coming to school? Is there anything you would like to learn but are not able to?
4. What are your experiences of youth work?

The above questions were asked openly, to allow for a lot of discussion to take place. The researcher used ethical considerations throughout their research and made sure that all participants consented to participating via a consent form.

Due to the COVID-19 pandemic, the timing of the research has been limited because schools were closed for a long period. In turn, the researcher only had limited time to hold their focus group. The researcher expressed to the school how grateful they were to be able to visit the school and hold their focus group in the current climate, with there being many regulations in schools at the moment.

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There are many people and organisations I would like to mention in this acknowledgment and thanks. Firstly, I would like to thank my dissertation supervisor Angharad. She has been a massive help whilst I was writing my dissertation and was always super quick in giving my improvements back.

Secondly, I would like to thank the teachers and pupils at Monkton Primary School. It was an amazing experience to be invited into the school again to hold my focus group. Especially during the current climate due to COVID-19. I was worried I was not going to be able to hold a focus group, but the school allowed me to do it, which was brilliant.

As well as this, I would like to thank my classmates who have always been such a help throughout my three years. We have supported each other from day one, and I have made friends for life.

Furthermore, I would like to thank my family and friends who have been so understanding and supportive when I have been writing my dissertation. My friends have understood that I am not free to make plans as a lot of them are also going through university now. My family have stuck by me as always, always being there when I need help.

In addition to this, I would like to thank my partner who has read all my dissertation for me and gave me too much advice. As he is a postgraduate himself, he was able to put the student hat back on and put himself in my shoes and help and been there when I have been stressed about getting my dissertation done in the current climate.

Finally, this dissertation is in memory of my mum, who sadly passed away in 2008. I decided to do my degree in youth work and social education after wanting to help young people who are struggling and needing help. After celebrating graduations with my mum as a child because she was a midwife and nurse, it feels right to dedicate my final bit of work to her.

Acronyms

- Youth Work- YW
- Young People- YP
- GTC- Gypsy Traveller Community
- GTCYP- Gypsy Traveller Community Young People
- GRT- Gypsy, Roma, Traveller
- BERA- British Educational Research Association
- UK- United Kingdom
- NOS- National Occupational Standards
- WAG- Welsh Assembly Government
- WG- Welsh Government

Chapter 1

Introduction

The first chapter of this dissertation will discuss why the researcher has chosen to explore this study, which is *a study of the educational experiences of Gypsy Romany Traveller young people, and how the informal and non-formal educational approaches of youth work can complement and add to their experiences*. The chapter will consider the aims and objectives of the study. The researcher will answer if there is a need to complete this study, they will also state what the problem is, and why it needs to be solved. Along the way, the researcher will also discuss who will benefit from the research. The researcher will include methods used to conduct the research and will also incorporate their own motivations for carrying out the study.

To begin, the researcher would like to introduce themselves to explain why they are choosing this research question. The researcher is an undergraduate student, in their final year of study in Youth Work and Social Education (ETS Endorsed). The student studies at the University of Wales Trinity Saint David. Furthermore, the student has taken part in three different work placements, in several different settings including a youth centre and out in the community doing outreach work. However, the placement which has inspired the student to undertake this research took place in their second year of study, where the focus was upon working with young people from the Gypsy Traveller Community (GTC). Gypsy Traveller Community Young People (GTCYP) are faced with many challenges, with one of their main challenges being in terms of their education and learning. The researcher has taken real interest in this group of young people and helping them in terms of their education. The researcher has also built

relationships with GTCYP, which has allowed them to gain access back into their second-year placement to conduct their research.

When on their placement, they noticed early on that there was a clear difference between this group of young people in terms of their education, and those young people in a mainstream school. They seemed to struggle with subjects such as Maths and English and did not have much of an interest in these sorts of subjects. However, they did seem to enjoy subjects that did not involve being stuck inside the classroom setting. Therefore, the problem that needed to be explored was do the young people enjoy coming to school and do they like learning? The researcher began to want to get to the bottom of this and find some answers. They wanted to try and solve this problem as the researcher believes that all young people have a right to education, but also has a right to have their voices heard. This is written by UNICEF (2020) with article 28 stating that every child has a right to education. As the researcher is a trainee youth worker, they also wanted to be able to draw that into their research. The researcher was keen to explore whether the informal and non-formal educational approaches taught within youth work and the policy Youth Work in Wales, Principles and Purposes (2018) could possibly help overcome the educational experiences of GTCYP.

The researcher also believes that many people will benefit from the investigation. The main people that the researcher would like to benefit from this research will be the GTC and the GTCYP. The researcher would like the investigation to benefit the young people from the community by helping others to gain an understanding of their experiences of education, how they learn, what they enjoy learning and their overall school experiences. This research could also help the families of the community by

making them feel included when discussing education, as the community has a history of not being able to read or write. The researcher would also like to use the investigation to inform themselves and to build a bigger profile on the community and how they are seen as an ethnic minority. The researcher would also like to think that this investigation will also benefit their peers who are studying alongside them, as some also have experiences of working with the community and would like to learn more about their educational experiences. The researcher would also like their investigation to go further in terms of who it will benefit, as there is very little published research out there discussing the educational experiences of GTCYP because there are many of these young people not attending any form of school. The researcher would like their investigation to help with any further research around the topic, allowing for it to help other trainee professionals trying to find out similar things.

Having said that there is already some research around the Gypsy Traveller Community, including there being strong gender roles which happen within the family unit (Hall, 2020). The females of the community are often at home, looking after and bringing up the children and young people of the family. They do all the cooking and cleaning around the home and are not the decision makers. However, the males of the community are often seen out working, even from a young age. According to Hall (2020) they will often do jobs that include construction and building, including gardening and brick work. Males are the breadwinners and the decision makers of the family. It is also already known that the GTC will often not send their children to school, and therefore will not gain any formal types of qualifications (Hall, 2020). Furthermore, there are some communities and individuals that agree with this way of life. However, there are also others who do not. This is also something that will be touched upon during this dissertation.

To ensure the investigation will be undertaken successfully, the researcher has adopted a qualitative methodological approach, and has decided to hold a focus group as a method of collecting data. The researcher was very lucky to still have a connection with the location of where their second placement was undertaken and was very grateful for gaining access to hold the focus group.

This dissertation will now move on to chapter two, which will review the literature around the topic of the study, which is *a study of the educational experiences of Gypsy Romany Traveller young people, and how the informal and non-formal educational approaches of youth work can complement and add to their experiences.*

Chapter 2

Review of Literature

This chapter of the dissertation will review the literature which is already published and known around the topic being investigated for this dissertation, which *is a study of the educational experiences of Gypsy Romany young people, and how can the informal and non-formal educational approaches of Youth Work complement and add to their experiences*. The literature review will focus upon several newspaper articles and books to help the writer understand what is already written around the theme of their research. Engaging in a review of literature may also identify any possible gaps in the literature which can then help the writer with their own research.

It is widely known that members of the Gypsy Traveller Community (GTC) have poorer educational experiences than other communities. This is because of several different reasons including not having a permanent place of residence due to travelling and in turn not having access to a school. According to the Welsh Assembly Government (2018), there are many different sites in which the community can live in, these include residential sites, temporary residential sites, transit sites, temporary stopping places, residential pitch, transit pitch, unauthorised encampment, and unauthorised development. If the young people from the GTC are living in areas such as these, it will be impossible for them to have the same educational experiences as young people with a permanent place of residents. As well as this, GTC young people (GTCYP) may not get educational support or teaching from their parents or guardians because they, themselves, may struggle to read or write as they may have never attended school themselves. In addition, the roles of GTCYP are very different from their peers from other communities. For example, the young girls from the community will spend

a lot of their time cleaning, cooking, and looking after of the younger members of family. The young boys of the community will often be out helping their father or other male family members doing labouring work, gardening work or the maintenance of the site that they are living in. These roles are put in the minds of the GTCYP from a very young age, which can also explain why they have different educational experiences to other young people. According to the Traveller Movement (2017), women in the community are traditionally responsible for raising children, health, and education, whereas the men in the family are the breadwinners and responsible for making decisions. Identity for many women within the community is deeply connected to motherhood. For members of the GTC, family is the most important thing to them, partly due to their discrimination from wider society.

For members of the GTC they are often victims of bullying due to their culture and traditions. Hall (2020), who wrote a newspaper article on a young male traveller, stated that the young male traveller got accosted by his teacher once when putting on his coat just before leaving. The teacher, in front of the young boy's classmates, told him to take the coat off because it was a donation from the school as his mum did not have enough money to get him a coat herself. The teacher's comment, according to the young boy, was false. The article goes on to explain that the same teacher put the young boy for a referral for an ADHD diagnosis without informing his parents. The reason why the teacher put the boy through the referral was due to a high mark in a maths test which surprised her "considering his background" (Hall, 2020, page, 3.). The article (Hall, 2020) states that this young boy's experiences are not unique. According to Hall (2020), two-thirds of Irish travellers claim that they have been bullied by teachers, with one in five of these travellers alleging that this is the reason why they left school. The report goes on to explain that this is one of the main reasons why only

3-4% of pupils from a GRT background attend university, compared to 43% of their peers. Hall (2020) expresses that this measure is thought to be getting worse, not better. However, they also explain that this can be difficult to measure due to many GRT students concealing their identities during their application and enrolment process due to their fear of racism. Hall (2020) also states that another barrier is cultural. Some GRT pupils' parents experienced very patchy education themselves and do not always value education or struggle to support their children with schoolwork. Furthermore, the report explores that most GRT young boys do not attend secondary school, and that instead "They normally go out to work with their dad" (Hall, 2020, P,03). The report goes on to explain that many GTCYP pupils experience low expectations and racist bullying from teachers and fellow pupils. The report (Hall, 2020, P, 04) notes that the most important thing for pupils from a travelling community is to have "someone in education who sees them as an individual with their own interests and skills and focus on what makes them special, not just a part of group report". Hall (2020) explores how youth work can help GTCYP, explaining how outreach work within the GRT community must start early, as many will disengage with education early. It explains that GRT children are already behind by primary school age, and by secondary school they are in referral units. They are behind their peers by two-three years. So, just to work with 16- or 17-year-old GRT young people is shutting the gate after the horse has bolted (Hall, 2020, P, 06).

Upon being critical of the above report, it was hard to read that any professionals who work with any young people will bully and single out in the way that the report states regarding the teacher. However, this can be down to people not fully understanding the cultures, traditions, and backgrounds behind the community of GRT. A lot of people have their own personal view on this community of people and fail to want to

understand the reasons why they live the way they do. From this, because the writer has spent a lot of time working with members of the GTCYP, they know that these are experiences in which travellers go through and that the main reason for them not wanting to attend mainstream school is the fear of being bullied. This again explains why they have a lack of educational experiences.

A report by Rosário, and Pedro (2017) focuses on the promotion of GCTYP behaviour and engagement in schools. The report called 'Promoting Gypsy children's behavioural engagement and school success' (Rosário, Pedro, 2017) firstly states that in the UK, 10-25% of GRT children and young people do not attend school regularly and have significantly higher levels of absences from school than other ethnic groups. However, one could argue that 10-25% is a wide margin and could be narrowed down significantly to give the reader a true perception of how many GTCYP do not attend school. It gives the reader the impression that the true number of GTC pupils that do not attend school or are often absent from school is not fully understood. Having said that, the article goes on to explain that the majority of GTC parents do understand the importance of their children getting formal education. However, they see the family responsibilities and responsibilities of daily life being a higher priority. Many parents from the community stress that school timetables are not going to fit in with the responsibilities that both themselves and their children have (Rosário, Pedro., 2017). This fits in with the culture of having a lot more household jobs to undertake than other communities. Another interesting point discussed in the article is that if schools provided a wider range of activities, it is likely that GTCYP will chose to attend the sessions at school. This links with members of this community finding physical activities, and sessions which involve doing something rather than just having to sit and listen more interesting. With this report, (Rosário, Pedro, 2017) it would have been

interesting for it to mention more about how GTCYP prefer more physical activities that happen outside of the classroom setting.

There is evidence to suggest that there is a need for professionals to know teach members of the GTC. In 2004, Hanlon and Holmes wrote a book named "The Education of Gypsy and Traveller Children". The authors designed the book for teachers and other professionals who plan on teaching members of the GTC. It explains what professionals need to know about their culture, values, lifestyle, economic experiences, and learning. The authors discuss amongst other things the historical challenges and disadvantages that members of the GTC have experienced. They discuss that the GTC are still at a disadvantage today because legislation fails to provide sites for communities to stay on, preventing their access to mainstream services and facilities. This was an interesting link to make with GTCYP having such poor experiences of education. It is believed that up to 30% of the community still have no legal place to stay and many are justified when feeling excluded and discriminating against. Some people seem willing to blame and stereotype the entire community for the actions of a few (Holmes and Holmes, 2004).

The Welsh Government (2018), in a document named- Moving Forward- Gypsy Traveller Education, states that the need for support services when it comes to the educational experiences of GTCYP is strong, and there are many professionals who can help this community. The document (2018) states that schools are not expected to have separate policies for members of the GTC, as this may have an effect of emphasising differences, rather than promoting inclusion. It also sets out that raising the profile of race equality within the school will lead to more effective practice for all pupils and will promote respect for GTCYP and their families and culture. Another

interesting point that the document (WG, 2018) points out is that schools are expected to realise that it may not be realistic to expect members of the GTC to not stand up for themselves when faced with violence or harmful name calling because they are brought up to stand up for themselves. The document also explains how schools should develop appropriate mechanisms and support measures to ensure the involvement and active participation of GTCYP in school councils as well as other school base groups. The Welsh Government (2018) also states that youth support services can support GTCYP. It mentions another WAG document- Extending Entitlement (2019) which sets out 10 universal entitlements for all young people in Wales aged 11-25. These outcomes are in place for all young people in Wales to participate effectively in learning, take advantage of opportunities for employment and be responsible in their community. It argues that this includes GTCYP and states that in Wales there are many specific projects which have services in place just for members of the travelling community.

There is an important link to make with the document- Moving Forward, Gypsy Traveller Education (2018) and the definition of the purpose of Youth Work in the Youth Work National Occupational Standards (NOS) (CLD Standards Council Scotland, 2019), which includes allowing young people to reach their full potential and to have a place in society. These pointers can make people aware of how youth work can respond and help with the educational experiences of members of ethnic minority groups, including GTCYP. Another interesting link to make with the above documents by WAG (2018; 2019) and youth work is the 5 Pillars of Youth Work (Youth Work in Wales Review Group, 2018) These are educative, empowering, expressive, participative, and inclusive. With both inclusion and participation being discussed by WAG in the above documents (2018; 2019), it demonstrates how important it is to

make sure that members of the GTC are being included and are taking part in as many schools and youth-based activities as possible to allow for better outcomes for these young people.

To conclude, through analysing the literature around the writer's chosen topic, it is clear to see that young people from the GTC are disadvantaged when it comes to both education and support services. Although, after reading some important documents written by WAG, (2018; 2019) there are policies written around GTCYP and how professionals should go about following these. It also seems that authors can notice that there is difference between the educational successes between GTCYP and other young people. However, there does not seem to be exact figures out there in terms of these differences. This could be down to many GTCYP simply not being in school at all and therefore will not be included in these facts or figures, or it can be down to members of the GTC not being in one settled place for long enough to be included in these figures. However, it could also be because there is not enough research being conducted around the topic. It was also interesting to discover from the literature that there are parts of published WAG documents (2018; 2019) that include how youth support services can help GTCYP. This allows the writer to move on further in exploring the dissertation question. In chapter 3, the writer will look at the methodology and methods used to carry out the research with young people to explore *a study of the educational experiences of Gypsy Romany young people and how the informal and non-formal educational approaches of youth work complement and add to their experiences.*

Chapter 3

Methodology and Methods

In this chapter, the writer will discuss and evaluate the methodology and methods used behind the research in *the study of the educational experiences of Gypsy Romany Traveller young people, and how the informal and non-formal educational approaches of youth work can complement and add to their experiences*. The first section of this chapter will look at the different methodologies around the chosen topic, these are the different decisions, reasons and why the research is getting carried out in a certain way. This section will allow the writer to discuss the reasons why they chose to research this topic in more detail. The second section will then focus on the methods used for the research. These are the research methods that the writer will use to find out the information that is needed for the dissertation. The chapter will also address the ethical considerations associated with this research, along with addressing other research considerations, and any limitations identified from engaging in the data collection.

According to Oxford Referencing (2021) the methodology in terms of research is defined as the design of a particular research, a set of procedures that are undertaken, including the techniques of data gathering. There are two main ways in which researchers can conduct research, these are following a quantitative research methodology or a qualitative research methodology. Quantitative research relates to numbers, figures, and facts when it comes to finding information out. Whereas qualitative data relates to understanding the first-hand experiences of the research participants via observations, interviews, focus groups, and qualitative questionnaires

(Williams, 2020). Qualitative data is the area of data collecting the researcher has decided to use for the purpose of the dissertation.

There are many reasons behind the writer's decision to use qualitative data collecting within their research. Due to the overall research design being to find out what the educational experiences are of GTCYP, adopting a qualitative research design will allow the writer to go out into the field to ask members of this community about their experiences. The writer is also wanting to find out about how the informal and non-formal educational approaches of youth work can complement and add to their experiences. Again, the writer believes that the best way of finding out the answers to this is to go out and ask the young people. Another reason behind the writer deciding on their chosen research methodology is that the writer is a trainee professional youth worker. Due to this, the writer is concerned with what young people think around certain topics, rather than just being concerned with the facts and figures around certain topics. The researcher believes this can be backed up by different youth work policies, including Youth Work in Wales, Principles and Purposes (2018). One of the principles states that young people should be empowered partners in the process and opportunities that youth organisations provide. The researcher wants the young people taking part in the research to be empowered and be fully included in the research. Furthermore, one of the purposes explain that youth workers must promote and actively encourage opportunities for all young people in order that they reach their full potential as empowered individuals and members of groups and communities (CWVYS 2018). The researcher believes that the GTCYP should be empowered and proud to be part of the GTC. The writer is concerned about the lives of GTCYP and their experiences of education, as they have worked first-hand with the GTC and have noticed there is a need to explore their experiences of education more. The writer also

believes that the community lacks in terms of education and with their right to even get into education in the first instance. This is down to several different reasons including GTCYP having to travel more than other young people, meaning they often do not have a permanent place of residence, ending up in a lack of education as they will not be able to attend school. Furthermore, the parents, guardians, and grandparents of the GTCYP quite often do not know how to read or write so are unable to home-school the young people from the community. All these above reasons identify the need for the writer to undertake a qualitative approach to the research.

Qualitative data collecting is a subjective approach, is open and flexible, the researcher is close to the respondent, with low levels of measurement being found, looking for links along the way (Williams, 2020). According to the Collins Dictionary (2021) a method is a particular way of doing something, and research methods are the actual tools and steps taken to conduct research into a subject or topic. The writer has decided to use a focus group as a way of collecting the data. A focus group is a deliberately selected group of people to participate in a particular topic or area of interest. They can be controlled interviews which are led by facilitators. Participants of focus groups are selected based on a set of predetermined criteria, such as location, age, statues, race (Devault, 2020). Focus groups work by the researchers being concerned with the thoughts and feelings of the participants. The focus group in which the writer will be concentrating on is a group of six young people all from the GTCYP. They will be between the ages of 11-16 and will be a mix of males and females. The writer knows what they want to discuss with the participants as they have a list of focus group questions in which they are going to ask, these are:

1. Can you tell me a little about your experiences of school and learning?
If you enjoy coming to school and learning, can you explain why? If you do not enjoy attending, can you explain why?
2. I know that some of your activities that you take part in whilst in school happens outside of the classroom. Are you able to share some examples of this?
3. What do you think you learn when coming to school? Is there anything you would like to learn but are not able to?
4. What are your experiences of youth work?

The above questions show that there is a key goal which has been defined. From knowing the focus group questions, it is then easier to choose the participants. Focus group discussions should be held in an environment that is non-threatening, and because of this the writer has decided to hold the focus group meeting within their school setting as this is a setting in which they are familiar and feel comfortable in.

According Devault (2020) a focus group will also allow group members to interact and influence each other during the discussion. The writer also feels that this is important as it will allow them to feel more comfortable, allowing for a better conversation to flow, gaining better answers for the research question. When holding a focus group, the researcher should avoid abrupt changes of direction or topic and should ensure all participants have input in the group and contribute equally (Devault, 2020).

There are many benefits from using a focus group. According to Devault (2020) focus groups are valuable because they allow alternative ways of finding out information

from participants without using surveys, which tend to be viewed as scientific and only produce quantitative data. Whereas focus groups will concentrate on qualitative data collecting. Devault (2020) moves on to explain that just like in real life the participants can interact, influence and be influenced by others, giving the researcher actionable insight into the participants' knowledge of the questions in which are being asked. Focus groups are also very flexible by design (Devault, 2020). You can listen to the participants' tone and view their body language when talking to better understand how they are feeling when talking about a certain subject or topic. If performed efficiently, focus groups are a brilliant way of finding out information from participants (Devault, 2020). However, the quality of the focus group's outcomes depends on the discussion and the ability to keep the participants engaged. Exploring their deep feelings, perceptions, and decisions about the research topic is easier if the participants have a welcoming environment. Participants must be comfortable enough to interact openly (Devault, 2020).

Once the writer has collected the data from the focus group, the writer will engage in thematic analysis to help identify the themes within the research findings. As well as finding significant themes within the data, it is also important to remember that there can be challenges in collecting data. It could be possible that the researcher does not find out what they intend on finding out, it could also be possible that the research goes off the research question a little bit, so it is important for the researcher to keep the respondents on track with their chosen research method. The writer has a "paradigm" to their research, or what they would like to find out and gain from their dissertation. This is known as a set of assumptions about how things work within the research.

It is also important to remember the ethical considerations around a piece of research. The researcher has adhered to ethical guidelines before conducting their research, the researcher has used BERA's Ethical Guidelines for Educational Research, evidence of this guideline being used can be found in the ethical approval form (Appendices 1). Saunders, M., Lewis, P., & Thornhill, A (2007) explain that there are many ethical considerations that researchers need to be mindful of, especially during the process of gathering and presenting the data. Some of these important considerations include the rights to privacy of those involved in the research, the nature of the research must be voluntary, and the individuals involved must have the right to withdraw at any point. All participants must provide their consent first, and ethical considerations also relate to how the researcher acts and behaves when conducting the research. As the researcher is a trainee professional youth worker, they will use their skills and understanding around the voluntary principle from the Youth Work in Wales: Principles and Purposes (CWVYS 2018) to inform the participants that they are able to withdraw completely from the research at any point. The researcher will also use their professional skills when in the company of the participants. However, this will be done in a friendly professional manner to make the participants feel comfortable and allow for a more open discussion.

However, it is also important to be critical of the chosen method. According to Writing (2019), focus groups are often not as in depth as other research methods. Focus groups are not as efficient in covering a maximum depth on a particular issue. Another disadvantage of a focus group is that the participants may not express their true and honest opinion on the issue at hand as there are other participants listening to the answers being given (Writing, 2019). Thirdly, researchers can often impact on the outcome of the focus group answers meaning the research can become bias, resulting

in an inaccurate result. Researchers can often lead focus group participants into reaching certain assumptions or conclusions about an idea or topic, as often researchers will have an idea of what they would like to find out before holding the focus group (Writing, 2019). Therefore, from understanding these disadvantages, the researcher will not lead their focus group into certain ideas and will make sure the questions that are asked are as open as possible to allow for discussion.

There are other research considerations that needed to be made by the researcher. The timescale in which the researcher had to conduct and complete their research was limited. However, this was out of the control of the researcher due to schools being closed for a period due to the COVID-19 pandemic. Due to this, the school was only able to provide the researcher with a limited amount of time to hold the focus group. Furthermore, there was a time when the researcher did not think they would be able to access the school at all. The researcher was very grateful that the school provided access to them, so they were able to conduct their focus group successfully.

To conclude this chapter, the researcher has outlined why the research is getting carried out this way. The writer has also stated why they chose to use a qualitative research methodology. The researcher is concerned about the thoughts and feelings of young people so has put things in place to help protect the participants of the focus group, including being respectful of ethical considerations. The writer has also stated what research method they are going to use to collect the data, by giving reasons for this decision. The writer has also been critical of their chosen method to show they have reflected and thought critically about their decision.

The next chapter of this dissertation will present the data from holding the focus group *on the study of the educational experiences of Gypsy Romany Traveller young people*

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and how can the informal and non-formal educational approaches of youth work respond and add to their experiences.

Chapter 4

Presentation of the Data

In Chapter 4 of this dissertation on *the study of the educational experiences of Gypsy Romany Traveller young people, and how the informal and non-formal approaches of youth work can complement and add to their experiences*, the writer will go on to present their data from holding the investigation. This section will present what was observed and what was discovered. The data has been analysed and summarised by the writer, and they will use this chapter of the dissertation to inform the readers what has been found out.

As discussed in Chapter 3, the writer had decided to hold a focus group to collect their data. This was held in the setting of a school, with a total of 7 participants. All of these gave their permission before taking part. There were 4 females who took part in the focus group, and for the purpose of this study they will be known as young person L who is aged 12, young person P who is aged 14, young person N who is aged 12, and young person S who is aged 13. There were also 3 males who took part, and they will be addressed as young person J who is 14 years old, young person R who is 12 years old, and young person A who is also 12 years old. The teacher of the class was also present at the time of the focus group, and to keep their confidentiality they will be addressed as teacher. The writer would like to add that the focus group participants and the researcher adhered to Covid-19 social distancing regulations, and the participants were also informed that they could leave the group at any time. Furthermore, the participants taking part were all from the same class of pupils and are a group of friends, who are used to working together as a group.

The writer noticed before asking any questions that young person R and A were going to be the dominant participants of the group, as they were loud and confident from the start. The writer thought that this could be down to it being young person A and Rs first year in that school. All other members of the focus group have been there for two years, except for young person L who has also started at the same time as young person R and A. This seemed to be the constant theme throughout the focus group, with young person A and R being the first to answer all questions asked.

One theme the writer would like to code is that all the participants said that they enjoy school. With young person S stating it is because “I get to see my friends”. With all other participants agreeing with this statement. However, young person A and R replied that they enjoy coming because “Rod” comes in. At this point the teacher prompted the two young people by saying “explain what Rod does then”. At this point, young person R stated that “we build things with him, like we do brickwork and make stuff with him”. To add on to this, the researcher asked if this is what you enjoy doing then. To which both young person R and A replied “yeah”. When the researcher asked if there was anything else, and what they enjoy learning, there were a few different answers from the young people. Young person L explained how “I enjoy learning some stuff, but not everything”. Young person S clarified that “I like it when we do a bit of art and things like that”. And young person R said that “I do actually like maths sometimes”. It was interesting for the researcher to learn that there were several different reasons why the participants come to school. However, the researcher did also learn at this point that a couple of the participants may be less likely to contribute compared to the rest. When moving on to asking if there were any reasons why they do not like coming to school, the only clear answer given by the participants was “getting up in the morning” this was explained by young person A, with young person

R adding that “I snoozed my alarm 6 times this morning”. What the writer observed from this question was that the young people do all enjoy coming to school, and they do like learning however, many of the participants have their own unique reasons for this.

A second theme that the writer would like to code from the focus group is that all the participants enjoy taking part in activities outside of the classroom. When the researcher asked the participants about these experiences, many were able to give examples. Young person R explained how “they sometimes go for walks, and one time we went up like a big cliff”. Young person S adding “it was really windy up there, but we all went up”. Young person S also talked about “going to laser tag in Swansea for a treat over Christmas”. Young person N also contributed to this question by explaining “we sometimes go places where we can go on the rides”. The researcher then asked if they go to the beach often. All the participants agreed, and young person S adding that “we also go to like Stackpole woods sometimes”. The researcher then moved on to ask the participants if they learn anything when outside of the classroom?”. Young person N said “yeah, we learn about nature”. With young person R adding that “all the building we do happens outside, we learn then”. The researcher then asked what type of things do you build? With young person A answering with “at the moment were making a chicken house”. What the writer observed from this, is that all the participants seemed to prefer heading out of the classroom and taking part in activities. To link in with these themes, the participants seemed to understand that they were learning when taking part in activities outdoors and understood what type of things they were learning and taking out of being outdoors.

Question 3 asked by the researcher was around if there was anything the participants would like to learn but cannot. Upon asking the question, all the participants seemed as if they were listening and thinking if there was anything they would like to learn more about. However, young person A answered with “nope, not really”, with young person R supporting the answer young person A gave. Having said that, young person S, after having time to think about the question said, “I would like to do more art”. This prompted the researcher to then ask the participants if there was anything they would like to do more of. From this, young person R added “I would like to go out more and do more building”. Young person N also answered at this point, stating “I would like it if we went on more trips”. These answers made the researcher then ask the question- “So, do you all prefer to be outside of the classroom learning?”, to which all the participants agreed by saying yes or nodding their head. What the researcher took as a theme from this question was that the participants prefer learning outside of the classroom, which also links in with other themes already found. However, the researcher also picked up on the fact that the participants did not fully understand that there could be other topics or subjects that they could be learning, they have not been introduced to the same range of subjects that are offered in mainstream schools. Consequently, the participants did not know what else could be offered to them in terms of education. The participants understood the importance of the core subjects such as Maths and English. However, they had less of an understanding about other subjects such as art, history, or geography. As a trainee youth worker, the researcher believes it is paramount that young people are supplied with a range of different subjects to allow them to find their interests and research their full potential with what they enjoy doing.

The fourth and final question in the focus group asked the participants if they have any experience with youth work. To make the question make better sense to the participants, the researcher asked if the participants have ever attended any youth clubs. Young person A and R both said that they have attended before in the past, and the rest of the participants nodding their head in agreement at this question. The researcher then went on to ask the participants if they attend youth clubs in the evening, with young person A saying yes to this question. From this the researcher asked what you learn and do whilst your there. Young person R then answered this question by saying “yeah, but like you don’t have to do everything you do, we did painting and stuff”. With young person S adding to the question by saying “we have been to the Tanyard a few times before”. To get more answers from this question, the researcher then asked what type of things you do here. Young person S answered by saying “I remember doing cooking and stuff”. With young person N adding “I did football when I was there”. With young person A revealing that they were disappointed as they did not do that activity when he had attended. Young person S also stated at this point that she played football when she was there but remembered doing an activity then having a break and doing something else. The researcher then asked the participants if the youth workers supervised activities or took part with them. From which young person A answering with “yeah, they sometimes supervise, but take part with us too”. Young person S then added to this by saying “they always take part a lot”. Young person R also contributed at this point by explaining that the youth workers will help a lot. Young person S then moved on to state that during the breaks of activities, they will talk to us and they are fun. From this, the researcher asked the participants if they learn when they are at youth club. Young person A said “yeah, they are better than teachers”. With young person S adding to this by explaining “I always

have fun there but learn at the same time. I like doing the activities there". The themes the researcher would like to take from this question of the focus group was that the participants understood to an extent what the role of a youth worker was, and understood they are people who you can learn from yet have fun with at the same time.

To conclude this chapter of the dissertation, the holding of the focus group went extremely well and there were some interesting discoveries and themes that the researcher drew from the questions asked. These included all the participants enjoying coming to school all for their own unique reasons and all enjoying taking part in activities outside of the classroom. Having said that, the researcher did also observe that the participants do not have full knowledge of all subjects and topics which could be offered to them. Furthermore, the researcher found that the participants understood the role of the youth worker, and how they can help them learn.

The dissertation will now move on to Chapter 5, where the researcher will discuss and interpret the data obtained from the focus group to help address the focus of the dissertation question, which is *a study of the educational experiences of Gypsy Romany Traveller young people, and how the informal and non-formal approaches of youth work can complement and add to their experiences.*

Chapter 5

Discussion and Interpretation of the Data

In this chapter of the dissertation, the researcher will discuss and interpret the findings presented in chapter 4 to further examine *the educational experiences of Gypsy Romany Traveller young people and how the informal and non-formal educational approaches of youth work can complement and add to their experiences*. The researcher will look at patterns that have emerged from their research findings, and how these findings are different between what other people have discovered. In this chapter, the researcher will refer to the review of literature in chapter 2 to view the differences between what the authors outlined and the findings of the researcher. This chapter will also include how the main points that the researcher is illustrating are making them think about the topic.

Firstly, because of the research collected during this dissertation, the researcher found that the research participants enjoy attending school, and many of them like going due to being able to see their friends. This is different to the content of a newspaper article that the researcher discussed in chapter 2 where Hall (2020) explored a case of a male young person who got accosted by his teacher just before leaving the classroom. Hall (2020) moved on to explain how the experience of this young person was not unique, saying how many members of the GTC do not attend school due to the fear of being bullied by teachers. This article suggests how many of the GTC do not enjoy attending school. However, this was not the case from the research found when engaging in the focus group, which illustrated that the GTCYP had strong relationships with the teachers. For example, some of the young people informed the researcher that the reason they enjoy coming to school was because certain teachers come in.

Another contrast the researcher discovered between the article written by Hall (2020) and what they found out from their research, is that many GCTYP will conceal their identities because of the fear of racism. This was not something that the researcher found in their own research. The GCTYP who took part in the research seemed to be proud of their culture and identities. This can be supported by the GTCYP who took part in the research being happy to attend school, knowing all the teachers and other class members know of their culture and way of life. However, it could also be argued that there is a reason that the research participants do not attend mainstream school, with the thought of being different to their peers. Hall (2020) also states that many GTC males will often not attend secondary school and will often go out and work with their dads. This links with what the researcher discovered from their research. When holding the focus group, it was female dominated, with all the male participants having an interest with going out to work. Hall (2020) also explores in the article how youth work can help members of the GTC, pointing out that outreach work should start early to help members of the community to not disengage from education. Although the researcher agrees with this statement, one would argue that GTCYP are not fully aware of all the settings in which youth work can take place, and associate youth work with the setting of a youth club. This means that many members of the community will not understand what outreach work is and it may not always be reachable due to living on traveller sites. The researcher would like to suggest that the best place to begin youth work for members of the GTC is within local youth clubs, as this is historically where youth work began and many associate youth work with these places (Rose, 1997).

The researcher can also link their findings with another report discussed in chapter 2. Rosário, Pedro (2017) explores how 10-25% of GTCYP do not attend school or have

regular absence from school. This is also something that the researcher found when conducting their own research. This was evident in the size of the class who participated in the research, and there often being absences from school. Rosário, Pedro (2017) also stated that if schools offered a wider range of activities, it will be more likely that GTCYP will attend. This links significantly with what the researcher identified from their own research. All the GTCYP who participated in the research stated that they prefer taking part in activities rather than having sit-down lessons in the classroom. The researcher also discovered that GTCYP do still learn when taking part in out of the classroom activities and tasks and do understand the importance of how being outside of the classroom can be good for well-being. This can be linked with the five ways to wellbeing framework, which is connect, learn, be active, take notice and give (Mind.org, 2021). They also have knowledge of learning about nature and the outdoors.

The researcher would also like to explore any links between their research and the findings of research by Welsh Assembly Government in 2008. The Moving Forward-Gypsy Traveller Education (Welsh Assembly Government, 2008) discusses how there is a strong need for professionals to help with the education of GTCYP. The policy also mentions how there are many professionals who can help the community. This is something that the researcher agrees with and found out from their own research. However, the policy by WAG also states how there should not be different policies for members of the GTC as this could lead to differences being emphasised. It could be argued that this is only the case for mainstream schools, as the focus group held by the researcher was undertaken within a unit specifically for GTCYP. Furthermore, many GTCYP do not attend mainstream school in the first instance. To summarise that point, it is the researcher's opinion that it would only be fair to say that policies

should remain the same for all pupils who attend mainstream school only, as there are already different policies in place for those pupils who attend specialised educational units. Additionally, the policy states that it would not be realistic to expect GTCYP to not stick up for themselves as they are brought up learning this. This means it would be impossible to say there should not be different policies in place for GTCYP, as other pupils would not have same exaptation on them. Moreover, from the findings by the researcher it is not always necessary for GTCYP to have to stick up for themselves as they are attending school along with other members of the GTC. Another interesting point from the document by WAG is that schools should put in place appropriate mechanisms and support measures to promote the involvement of GTCYP. This is something which can be backed up by the researcher's findings, because there is a lot of informal and non-formal education which takes place that allows the involvement of the young people. Examples of these include visiting different nature spots to get the young people out of the classroom, and teachers coming into the school to take part in building tasks and projects, which is what many of the GTCYP are interested in.

As already discussed, the researcher uncovered several different themes throughout their research. These include GTCYP enjoying attending school, GTCYP enjoying taking part in activities outside of the classroom, and members of the community having some experience of youth work. These findings were very interesting and helped to contribute to the research. Having said that, upon being critical, the researcher would have liked to have had more time with their focus group to find out more about these themes. However, this was something out of the control of the researcher. Furthermore, it was nice to see patterns emerging from the research, with the focus group recapping how much they enjoy attending school and enjoy taking

part in activities outside of the classroom. These themes have made the researcher reflect on their own thinking of the topic and how it has changed after holding the research. The researcher was already under the impression that the GTCYP enjoyed school to an extent, however, was surprised to learn how much they actually enjoy attending. Furthermore, the researcher was also shocked to find out that the GTCYP like learning outside of the classroom so much. Another theme that has changed the researcher's thinking upon the topic is that GTCYP are familiar with youth work and where youth work can happen, although they may not understand the full scope of where youth work happens. They understand how youth workers are informal and non-formal educators and understand that they can learn from these professionals in the same way as they learn from teachers in school. Consequently, engaging in the research has shaped the researcher's thinking by realising that there is a need for youth work to happen within the GCT, and how youth workers can help with the educational opportunities for the GTC in an informal and non-formal way. The researcher has also been able to discover that these ways of learning is something that the GTCYP are familiar with. Therefore, this can be used as starting point for youth workers working with the GCT in the future.

To conclude this chapter of the dissertation, the researcher has stated their findings and how these findings are both similar and different to those of the authors and writers discussed in the literature review chapter. Along the way, the researcher has also been critical and reflected on their own findings as well as the findings of others, linking these findings with how it was different when holding the focus group with the GTCYP. Moreover, the researcher has also included how patterns have emerged within the research. Equally, the researcher has stated how they would have liked to spend more time with the focus group to further explore these patterns. Lastly, the researcher has

detailed how the points they have discovered have changed the way they think about the topic.

The researcher will now move on to the last chapter of the dissertation, which will discuss the conclusions and recommendations of this dissertation which has been a *study of the educational experiences of Gypsy Romany young people and how the informal and non-formal educational approaches of youth work can complement and add to their experiences.*

Chapter 6

Conclusions and Recommendations

In the final chapter of this dissertation, which has explored *a study of the educational experiences of Gypsy Romany young people, and how can the informal and non-formal educational approaches of youth work complement and add to their experiences*, the researcher will summarise the main findings from the research. The researcher will also fully conclude their research findings. Furthermore, the researcher will give directions for further research, what they would like to do differently if they were to research this topic again, and how their research can help other researchers in the future. The researcher will reflect on their research and give recommendations throughout this chapter.

The researcher is proud to have engaged in this research, as they do believe that there was a need to conduct it. The researcher found that many members of the GTC do enjoy education and attending school. The researcher also discovered that the GTCYP understand informal and non-formal education due to taking part in and enjoying activities outdoors, outside of the classroom setting. Furthermore, GTCYP understand the importance of needing to attend school. They know that subjects such as Maths and English are the core subjects, and therefore a lot of their time is spent on these. However, they also have experience of other subjects such as art and geography. Having said that, the research did find that some of the GTCYP would like to spend more time than they currently do on these sorts of subjects. The researcher believes that this point can be linked in with the definition of the purpose of youth work, which is to

Enable young people to develop holistically, working with them to facilitate their personal, social, and educational development. Enable them to develop their voice, influence, and place in society and to reach their full potential.

(CLD Standards Council Scotland, 2019).

From the research, the researcher believes that more can be done for GTCYP to help their educational development as well as allowing them to reach their full potential.

The researcher believes that youth work could be a good starting point in helping GTCYP to develop their educational experiences and to reach their full potential. This is down to the researcher finding out that GTCYP are familiar with youth work and where youth work happens. Many of them have shared their experiences with visiting youth clubs, and the researcher fully believes that this setting and the activities being offered here can really help GTCYP and their experiences of education. This is because the activities that happen in centres are informal and non-formal, which from the research appears to be a familiar way of learning for the GTCYP due to a large percentage of their learning happening outside of the classroom. Another discovery was that the GTCYP understood how being outdoors can be beneficial to their well-being and mental health.

If the researcher were to investigate this topic again, they would like to find out more about why the GTCYP like attending school. The researcher would also like to find out why members of the GTC sometimes chose to not attend mainstream school. The researcher would also like to explore the feelings of GTCYP, and how they would feel about attending mainstream school, and if they have any experiences of mainstream school and how it can be compared to the educational unit that they are currently part of. The researcher would also like to discuss youth work with the GTCYP more and find out if the young people are familiar with any other types of youth work other than

youth clubs. Although youth work was an area that the GTCYP had knowledge in, the researcher has questioned themselves upon reflecting whether the young people had any other experiences of youth work that they did not originally share. For example, if the GTCYP had any experience of outreach work or sport clubs that youth workers were a part of. The researcher would like this to be a direction for future research as they would like to find out if there are any ways that youth work can step in and help GTCYP.

The researcher also considers that there are many recommendations that could be given on the research. If given more time, the researcher would have liked to visit their focus group on more than one occasion. Ideally, the researcher would have liked to go into the school in the first instance just to introduce themselves and explain that they were coming in on a later date to conduct the research. Following the research, the researcher would have liked to have visited the school to let the participants know of the findings of the research. However, this was not possible due to the current COVID-19 climate. This was also something which was out of control of the researcher. Furthermore, the researcher would have liked to have had a longer to hold their focus group, as this could have allowed for more discussion and discoveries. However, this was also limited due to COVID-19. The researcher was only able to access the school on one morning. Additionally, the researcher would have liked to have explored more into the traditions and cultures of the GCT and link these traditions and cultures with the answers found out from the focus group. Upon reflecting, the researcher was not sure that a focus group was the best method to use, as a lot of the participants were quiet in the meeting. Therefore, it could be argued that the researcher did not get an overall result which covered the opinions of all the participants.

In conclusion, the research was done successfully using a focus group and the researcher was able to find out what they set out to achieve. The researcher also enjoyed the opportunity of gaining access to work with the GTCYP. The researcher would like to think that they have made the GTCYP feel more included in society by showing an interest in helping their community. In addition, the researcher would like to think that this dissertation would help both GTCYP and youth work professionals who want to work with the community to understand more about the educational approaches which should be used to best suit Gypsy Romany Traveller young people.

Furthermore, to link this dissertation with youth work. According to Youth Work in Wales: Principles and Purposes. Youth work is to be based on a voluntary relationship and is there to provide informal and non-formal education, and to enhance their personal and social development (CWVYS,2018). The researcher believes that the education which can come from informal and non-formal education is just as important than formal education and youth workers are able to provide this education in a professional approach.

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APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:	Nirvana Jane Thomas			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐
3	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
4	Institute/Academic Discipline/Centre:	University of Wales Trinity Saint David			

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	<i>For students:</i>	
8	Student Number:	1801346
9	Programme of Study:	Youth Work and Social Education (ETS Endorsed)
10	Director of Studies/Supervisor:	Angharad Lewis

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
3		Institute Research Committee	☐		
4		Other Dissertation Module for level 6	☒	January 2021- May 2021	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	Bera Guidelines for Ethical Research, Fourth Addition (2018)	☒

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
3	Institution					
4	Contact person name					
5	Contact person e-mail address					
6	Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
7	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
8	Is your research externally funded	YES	☐	NO	☐	
9	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
10		Employed	YES	☐	NO	☐
11	Is the research being undertaken within an existing UWTSD Athrofa	If YES then the permission question	YES	☐	NO	☐

	Professional Learning Partnership (APLP)	below does not need to be answered.				
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
14	If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

1	Indicative title:	A study of the educational experiences of Gypsy Romany Traveller young people, and how the informal and non-formal educational approaches of youth work can complement and add to their experiences.			
2	Proposed start date:	January 2021	Proposed end date:	May 2021	
3	Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>				
4	Purpose of Research Activity The purpose of this research is to find out more about the culture of the Gypsy Romany Traveller community, and the young people who share the culture. From this I am wanting to find out a lot more about their educational experiences and how they learn. I aim to use focus group in order to help my study. This group will include a group of 6 young people aged 11-16 who learn within a specialist unit who teach young people from the Gypsy Romany Traveller Community. I am hoping to be able to ask them a set of open questions that will help me find out their experiences of different forms of education, their responses to education, whether or not they feel disadvantaged in terms of education and the different ways in which they learn. I also want to ask my focus group how they feel about informal and non- formal education and if they feel that like youth workers can help with this and other educational challenges they face.				

	Throughout the study of my dissertation, I also want to find out and build my knowledge on informal and non-formal education, so I am able to add to my dissertation how youth workers are able to help young people from the Gypsy Romany Traveller in terms of their educational experiences. My background reading on my chosen topic has assured me that there is a need to improve educational experiences for those from a Gypsy culture. There is a Government document written in 2010 named Improving the outcomes for gypsy, roma, and travelling pupils. The report found out that although there is some evidence to suggest that there are successful improvements for these pupils. However, pupils from gypsy travelling communities are amongst one of the lowest achieving ethnic minorities. The report also found that pupils from these backgrounds are also more likely to be classed as having special education needs. It was also found that at all key stages, Gypsy travelling young people were achieving less than the national average. A report from the Guardian goes further to explain that the average mental age of a Gypsy travelling adult is 10 years old, it also stated that 60% of Gypsy travelling people had no formal qualifications whatsoever. • The Guardian.com (2014) <i>Yes Gypsies lag in Education, but the reasons are complex and cultural</i>. Available at: https://www.theguardian.com/commentisfree/2014/jan/22/gypsies-lagging-education-gypsies-travellers (Accessed: 10th December). • Gov.uk (2010) <i>Gypsy, Roma and Traveller pupils: improving educational outcomes</i>. Available at: https://www.gov.uk/government/publications/improving-the-outcomes-for-gypsy-roma-and-traveller-pupils-final-report (Accessed: 10th December 2020).
5	Research Question A study of the educational experiences of Gypsy Romany Traveller young people, and how the informal and non-formal educational approaches of youth work can complement and add to their experiences. The questions in which I am going to ask my focus group are- 1. Can you tell me a little about your experiences of school and learning? If you enjoy coming to school and learning, can you explain why? If you don't enjoy attending, can you explain why? 2. I know that some of your activities that you take part in whilst in school happens outside of the classroom. Are you able to share some examples of this? 3. What do you think you learn when coming to school? Is there anything you would like to learn but are not able to? 4. What are your experiences of youth work?
6	Aims of Research Activity I have several aims I am looking to achieve within my research. These include-

	• To gain access to focus group location, and to ask around 6 young people to take part in my focus group. • Make sure that the participants know they can leave at any point and to make sure consent is signed by all who requires to sign. • To make all members of my focus group always feel comfortable, and to make sure no upsetting or personal information gets discussed. • To record all answers to questions asked within the focus group, but to make sure all findings are confidential in my dissertation write up. • To re-visit the focus group if anything needs building on or changing. • To do a lot of background research on the education of Gypsy Romany Traveller children and young people to build my knowledge. • To do background research on the informal and non-formal education that youth workers do • To use my experience of working with young people from this culture to build relationships with the young people. • To build my knowledge on different theories around the education of young people and how they learn. • To use my youth worker skills throughout my research project and to also use what I have learned in lectures to help me write my dissertation.
7	Objectives of Research Activity I also have several objectives I am looking to achieve within my research project. These include- • To learn from my focus group and the questions I ask them. • To build research on an area which more work is needed in order to help the young people involved. • To expand on research, which is already out there for other researchers, like myself. • To allow my research to help other researchers in the future wanting to expand. • To use previous research to help mine. • To make full use of supervisions in order to help me with my dissertation. • To ask my dissertation supervisor any questions that I am stuck or worried about. • To make sure my research does what is intended of it. • To make sure my research benefits young people, both now and in the future. • To expand on my writing skills to help with my dissertation. • To make sure I make time to prepare for each section of my dissertation. • To set out my dissertation in an organised way. Taking time to plan.
8	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

9	My research project will involve me taking part in qualitative data research. This type of research involves collecting non-numerical data. It also takes interest in how individuals feel and react to what you are trying to find out. It is also used to give meaning to people's social reality. I am choosing to use this type of research as a trainee youth worker I am interested in taking in finding out how what I am finding out can affect young people, I am also interested in making a positive impact on young peoples lives. I am also using this methodology as it is the best way to find out what I am looking to find out. My method I will be using when studying my research question "A study of the educational experiences of Gypsy Romany Traveller young people, and how the informal and non-formal educational approaches of youth work can complement and add to their experiences. "is focus group. A focus group is a deliberately selected group of people, who participate in facilitated discussion to obtain perceptions about a certain topic or area of research. I am planning on having one focus group of 6 participants, all of whom will be from the Gypsy Romany Traveller Community, aged between 11-16. All the participants will have experience of being part of a specialist education centre which teach young people from the community. I plan on asking the focus group a list of open questions around education which I am hoping will be expanded on. From my results, I will then record all the answers, using a recording device but keeping everyone's confidentiality. I will then record them in the Presentation of Data section of my dissertation. I will the find common themes or topics occurring from my results, I will then use these themes or topics to write my findings and conclusion section of my dissertation. I will make sure that all participants of my focus group always feel safe. I will do this by using pseudonyms. These are false names in order to keep the names of the participants of my focus group confidential. They will understand that their attendance in voluntary and they are able to leave at any point during any focus group meeting. They will also be told at the beginning that they do not have to take part if they do not want to. Following ethics are very important within research as it means that everyone can support the values required and it also means that researchers can be made responsible for their actions. By following ethics, it also means that the public can trust the research. There will also be a permission form to fill out, this will be done by the teacher at the school I will be attending. This can be done by the teacher of the class as at the time of the research taking place, they are the responsible adult for the young people taking part. Having said that, on the consent forms there will also be a section for the participants to sign. This is because I feel like it is good practice to make sure that the young people themselves consent to being part of the focus group, especially as a trainee youth worker.
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	• SimplyPsychology (2019) <i>Whats the difference between qualitative and quantitative research?</i> Available at: https://www.simplypsychology.org/qualitative-quantitative.html (Accessed: 10th December 2020). • Skillsyouneed.com (2020) <i>Ethical Issues in Research</i>. Available at: https://www.skillsyouneed.com/learn/research-ethics.html#:~:text=Research%20ethics%20are%20important%20for,as%20mutual%20respect%20and%20fairness.&text=They%20support%20important%20social%20and,doing%20no%20harm%20to%20others. (Accessed: 10th December 2020). • Thebalancemb.com (2017) <i>What is a Market Research Focus Group?</i> Available at: https://www.thebalancesmb.com/what-is-a-market-research-focus-group-2296907 (Accessed: 10th December 2020).
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10	Location of research activity
	Identify all locations where research activity will take place.
11	- Priory Project at Monkton Primary School, Monkton, Pembroke, Pembrokeshire. - Some desktop research.
12	Research activity outside of the UK
	If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	
	(this box should expand as you type)

14	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
		YES	☐
15	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. <i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	☐	☒
3	Use of interviews?	☐	☒
4	Use of diaries?	☐	☒
5	Participant observation with their knowledge?	☐	☒
6	Participant observation without their knowledge?	☐	☒
7	Use of video or audio recording?	☒	☐

8	Access to personal or confidential information without the participants' specific consent?	☐	☒
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
10	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
11	Investigation of participants involved in illegal activities?	☐	☒
12	Use of procedures that involve deception?	☐	☒
13	Administration of any substance, agent or placebo?	☐	☒
14	Working with live vertebrate animals?	☐	☒
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
16	Details of any other primary data collection method: Use of focus groups		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

1	Who are the intended participants:	YES	NO
2	Students or staff at the University?	☐	☒
3	Adults (over the age of 18 and competent to give consent)?	☐	☒
4	Vulnerable adults?	☐	☒
5	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
6	Prisoners?	☐	☒
7	Young offenders?	☐	☒
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
9	People engaged in illegal activities?	☐	☒
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
11	Other – please indicate here: (this box should expand as you type)		

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	• 1 Focus Group • 6 Young people
14	Who will the participants be?	• Young people from the Gypsy Romany Traveller Community. • Gypsy Romany Traveller Young people who use an education service
15	How will you identify the participants?	• By using pseudonyms in order to address each participant • Making participants names remain anonymous throughout the research.

16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
18	Will you tell participants that their participation is voluntary?	☒	☐	☐
19	Will you obtain written consent for participation?	☒	☐	☐
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
21	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
26	If NO to any of above questions, please give an explanation			
27	<i>(this box should expand as you type)</i>			

28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	☐	☒	☐
30	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
31	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
33	If YES to any question, please provide full details			
34	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

1	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.						
2	Full risk assessment completed and appended?		<table border="1"> <tr> <td>Yes</td> <td>☒</td> </tr> <tr> <td>No</td> <td>☐</td> </tr> </table>	Yes	☒	No	☐
Yes	☒						
No	☐						
3	Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information						
4	Risk to Participant: The participants may feel uncomfortable at times being part of the focus group.	<i>How will you mitigate the Risk to Participant</i> I will use my youth worker skills to make the participants feel comfortable in my presents.					
5	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities						
	N/A <i>(this box should expand as you type)</i>						
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest						
	Risk to Investigator: - Risk of not finding out what is indented by the research. - Putting myself and others at risk of covid-19 issues.	<i>How will you mitigate the Risk to Investigator</i> - Making sure I focus when undertaking in research, to allow me to find out the best information, ensuring the focus group questions are set out appropriately. - To wear a face mask and to sanitise my hands regularly. Also to make sure I remain 2m from the participants.					

7	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to University: - Publicly may be a risk to the University. - Not agreeing with my research.	<i>How will you mitigate the Risk to University:</i> - Being careful when collecting data so it does not affect the University. - Make sure the university agree to my research.

8	Disclosure and Barring Service			
9	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
10	Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?			
	- I will inform all of the participants of the outcome of the research. - I will also pass this information onto the teachers at the school, along with the university and my lecturers. - I will de-brief every time I need to visit my focus group and will also answer any questions that the participants may have.			
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.			
	- The consent will come from the head teacher at the school as the participants are all under the age of 18. However, as mentioned above I will also make a section on my consent form for the participants to sign. - There will be clear information given to the head teacher and the school about my research. - There will be clear information given to the participants about my research. - A copy of my focus group questions will be supplied to the head teacher before holding my focus group in order for consent to be given to exactly what the participants will be asked by the researcher. - A blank copy of my consent form will be in the Appendices section of my dissertation.			
3	Confidentiality / Anonymity			

	Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	• By the use of pseudonyms throughout my research. • No real names will be used for any member of my focus group. • The location of my focus group will also be kept confidential throughout my dissertation.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
	<i>"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</i>		X
2	If YES, provide a description of the data and explain why this data needs to be collected:		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	<i>"Special category data" means sensitive personal data consisting of information as to the data subjects' –</i> <i>(a) racial or ethnic origin,</i> <i>(b) political opinions,</i> <i>(c) religious beliefs or other beliefs of a similar nature,</i> <i>(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) physical or mental health or condition,</i> <i>(f) sexual life,</i> <i>(g) genetics,</i> <i>(h) biometric data (as used for ID purposes),</i>	☐	X
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	(this box should expand as you type)		
5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO

6	Manual files (i.e. in paper form)?	☒	☐
7	University computers?	☐	☒
8	Private company computers?	☐	☒
9	Home or other personal computers?	☐	☒
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
11	"Cloud" storage or websites?	☐	☒
12	Other – specify:	☐	☒
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
	- All data will be kept on my own locked laptop which no one else can access. - All voice recordings will be recorded on my personal mobile phone which no one else can access and all data will be deleted as soon as the research is carried out.		
14	All Data Storage		
15	Will the research activity involve any of the following activities:	YES	NO
16	Electronic transfer of data in any form?	☐	☒
17	Sharing of data with others at the University?	☐	☒
18	Sharing of data with other organisations?	☐	☒
19	Export of data outside the European Union or importing of data from outside the UK?	☐	☒
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
21	Publication of data that might allow identification of individuals?	☐	☒
22	Use of data management system?	☐	☒
23	Data archiving?	☐	☒
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	<i>(this box should expand as you type)</i>		
25	List all who will have access to the data generated by the research activity:		
	Just me.		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Just me.		
27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		

	All of the data collected from my focus group participants will be recorded in a voice recording format, using my personal telephone device. However, this device is locked and only me can access it. I will only keep this data on the device until my research is fully complete and all of my research findings are typed up.		
28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	No. <i>(this box should expand as you type)</i>		
29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
		NO	☐
30	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
		NO	☐

SECTION K: Declaration

31	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
	Signature of applicant:	N.Thomas	Date: 10/12/2020

For STUDENT Submissions:

32	Director of Studies/Supervisor:		Date:
33	Signature:		

For STAFF Submissions:

34	Academic Director/ Assistant Dean:		Date:
35	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.



I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Focus group questions

1. Can you tell me a little about your experiences of school and learning? If you enjoy coming to school and learning, can you explain why? If you don't enjoy attending, can you explain why?
2. I know that some of your activities that you take part in whilst in school happens outside of the classroom. Are you able to share some examples of this?
3. What do you think you learn when coming to school? Is there anything you would like to learn but are not able to?
4. What are your experiences of youth work?

Permission slip for focus group

I give permission for the group of students to take part in the focus group holding.

- The meeting will take no longer than one hour, and no sensitive or personal questions will be asked.
- All participants will have their names hidden and no names will be used in my research.
- All participants will be informed that they can leave the group at any time.
- Participants will only have to take part if they want to.

The permission is to be given on behalf of the pupils, and also on behalf of the parents/ guardians of the pupils.

Lastly, I would like to thank you for allowing me to undertake in a focus group within your setting, allowing me to gather data for my Dissertation.

I can confirm that I am the responsible adult for the participants at the time of the focus group being held.....

Position held.....

Signed Student.....

Date.....