

The Inclusion of Traveller Children: **Guidance for Early Years Settings**



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The Learning Directorate - support, challenge and inspire to improve learning and opportunities for all.

Introduction

The term 'Traveller' is used to cover a range of identifiable groups who either are, or have been, traditionally associated with a Travelling lifestyle. These ethnic subgroups include Roma, Romany Gypsy Travellers and Travellers of Irish heritage, all of whom have ethnic status in law. Other groups include Welsh and Scottish Travellers, fairground families, circus families, barge dwellers and New Travellers. Although mobility is a distinguishing feature of all Traveller communities, many families no longer travel as they once did and some live in houses. For most Travellers shared culture, language and traditions remain an important feature of their lifestyle and identity.

Cambridgeshire is the county with the greatest population of Traveller families and this community represents the largest minority ethnic group in the county. Cambridgeshire County provides ten local authority sites. There are also several large private sites as well as a much greater number of family plots (usually the preferred option), a few highly mobile families and some housed Travellers (often a last resort for disadvantaged families).

Barriers to access and achievement for Traveller children

Traveller children achieve the lowest Foundation Stage profile scores of any ethnic group, both locally and nationally. Ofsted have described Travellers as 'the group most at risk in the education system' and the one minority group that is too often 'out of sight and out of mind'. Attainment is well below the average compared with all other pupils at every educational stage and a very significant number of Traveller children, especially at Key Stages 3 and 4, do not attend or stay on at school.

“Few of the Gypsy Traveller pupils currently in school have had the opportunity to attend any form of pre-school or early years setting. Any child without pre-school experience is already at risk of underachievement.”

DfES, Aiming High: Raising the achievement of Gypsy Traveller pupils, 2003, p9

A combination of cultural, physical and personal factors contribute to the poor uptake of pre school places by parents in the Traveller community both nationally and locally. The difficulty of access to settings from sites, distrust of out of family childcare and the domestic responsibilities of mothers are often contributory factors. Parental educational experience, or lack of it, combined with the historical alienation of the whole Traveller community, may act to discourage many parents from valuing pre-school education.

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Traveller families are often hard to reach and establishing good relationships with parents is crucial in building confidence in a system that is often perceived as alien and possibly hostile. Traveller parents often fear the discrimination and persecution their children may face in an establishment of the settled community and may not be willing to risk this, being very reluctant to enter 'the system' at all. Children have a high status within their families: parents are reluctant to subject them to anything that makes them unhappy and will often not send them to pre-school unless they positively want to go. Traveller children have often never been left with an adult other than their mother before, and parent and child anxiety of being separated may be a further obstacle to access. Parents often express a real concern that their children may not be safe at pre-school, and fear their children escaping and running away.

'Research from the Effective Provision of Pre-school Education (EPPE) Project indicates that at age five the average difference in child development between those who have attended pre-school and those without pre-school experience is four to six months. The research also shows that disadvantaged children can benefit significantly from good quality pre-school experiences, giving them a developmental boost at entry to primary school which continues to the end of key stage 1.'

Primary and Secondary National Strategies Gypsy, Roma and Traveller Achievement Programme – A Management Guide

'The most effective way to promote the achievement of Gypsy Traveller Children is to ensure they are able to gain early access to education during the Foundation Stage.'

DfES Aiming High Partnerships between schools and Traveller Education Support Service in Raising the achievement of Gypsy Traveller pupils, 2005, p2

How well is your setting doing and how can you improve?

Pause for reflection

- What are the learning needs of Gypsy, Roma and Traveller children in your setting?
- What have been the key factors when you have experienced success?
- Read the barriers to access defined below. What are your local barriers to access and achievement?

Barriers to access

- Mobile families arriving in the area mid term, or after submissions of headcounts for funding, may find there are no pre-school places available.
- Mobile families new to the area may lack local knowledge of services, and arrive without a support network or confident sense of belonging within the community.
- Part time placements may cause practical difficulties for mothers who have a demanding domestic responsibility.
- Lack of recognition of the importance of play and pre-school experiences
- Reluctance to place young children in a formal educational setting
- Mother and child anxiety at being separated possibly for the first time
- Transport difficulties are often an issue. Many families face rural isolation or live on sites situated on the periphery of communities. The family vehicle may double up as a work vehicle, leaving mothers and children isolated on sites.
- Traveller parents often have concerns about the safety of their young children and the possibility of prejudice, racism and bullying. They may be concerned about the attitudes of other parents, supervisors and professionals, and the particular vulnerability of their child being of such a young age. These concerns are intensified if parents have unhappy memories of their own schooling.
- Traveller parents may not have experienced early years services themselves, and may not be familiar with, or at ease with, the systems.
- Lack of permanent accommodation or regular eviction may make it impractical to access services
- Cultural events including weddings and funerals are given priority over appointments, groups and sessions.
- Many parents have low literacy levels, making correspondence difficult.
- Some parents feel that they are not fulfilling their role completely by sending their child to an early years setting. Mothers may wish 'to hold on to the baby' of the family, especially if it is expected that no further children will be born. Fathers sometimes prefer their boys not to attend play settings, but to remain with them learning a cultural role from a very young age.

'You must plan for each child's individual care and learning requirements. The focus should be removing or helping to counter underachievement and overcoming barriers for children where these already exist.'

Practice Guidance for the Early Years Foundation Stage, 2007 P6 DCSF

Social exclusion and racism

'Children are aware very young that colour, language, gender and physical ability are connected with power and privilege'

Louise Derman –Sparks 1989

Racism is perhaps the most negative influence on children's education and well being. In May 2003 a 15 year old Traveller, Johnny Delaney, was called an F****ing Gyppo and beaten to death in Merseyside. The case, which has the same symbolic importance for Travellers as the murder of Stephen Lawrence, has for the black community, sparked little public concern. In the same year an effigy of a caravan complete with a mock-up Gypsy family was publicly burnt at a bonfire display in Firle, East Sussex. Trevor Phillips, chair of the Commission for Racial Equality, concluded that for Travellers and Gypsies, 'Great Britain is still like the American Deep South was for black people in the 1950s'.

Gypsies and Travellers have a lower health status than the general population. Mothers are less likely to receive ante-natal and post-natal support, Travellers experience more childhood accidents and illness and parents are twenty times more likely to experience the death of a child. Life expectancy is considerably lower than the general population with an average life expectancy of around 50 years, and lower for women than for men. Many of the health problems are related to adverse environmental conditions in which families have to live, the difficulties they have in accessing sustained health care and receiving up to date health advice and information. Other factors include the stresses of eviction, and the experience of racism and social isolation, factors which are typically exacerbated rather than alleviated when a Traveller family is housed. (CRE Common Ground 2006), (University of Sheffield, The Health Status of Gypsies and Travellers in England, 2004).

'Travellers are amongst the most vulnerable, disadvantaged and socially excluded ethnic minorities in Britain today'

Andrew Adonis DCSF 2007

Accommodation is an issue for many Travellers. One fifth of the non-housed Traveller population have no secure place to stay and are moving between unauthorised encampments. A lack of areas where Travellers and Gypsies can legitimately set up camp for themselves and their families is the issue at the heart of much of the tension between the Travelling and settled communities. In recent times, legislation and pressure on land use have considerably reduced the availability of stopping places and residential sites. Most significant were the changes introduced by the Criminal Justice and Public Order act 1994. The act removed the obligation on local authorities to

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provide and maintain public sites. It is hard to imagine an act that would remove government obligation to provide social housing for the settled population. With nowhere to go some Travellers have established sites on land that is not suitable, or for which planning permission has not been granted. The Public Order Act 1994 and the Anti-Social behaviour Act 2003 both extend the powers of the police and local authorities to move Travellers on, but do nothing to provide sites for them to be moved on to. Racial tension is often exacerbated by unhelpful emotive media campaigns that fuel public prejudice. Headlines such as the Sun newspaper's 'Stamp on the Camps (to stop Gypsy Invasion)' 2006 do nothing to promote community cohesion.

The historical context to current attitudes

Current attitudes are born out of a history of discrimination and social isolation. The quote below is from the Encyclopaedia Britannica 1954, and illustrates unquestioned, received knowledge within recent living history:

'The mental age of the average adult Gypsy is thought to be about that of a child of ten. Gypsies have never accomplished anything of great significance in writing, painting, musical composition, science or social organisation. Quarrelsome, quick to anger or laughter, they are unthinkingly but not deliberately cruel. Loving bright colours, they are ostentatious and boastful but lack bravery.'
Encyclopaedia Britannica, 1954

It is interesting/helpful to place current attitudes in to the context of the legal history of relevant legislation:

- 1550-1750 Capital offence to be a Gypsy in many parts of Europe
- 17th Century Death penalty for nomads in England
- 1822-English Vagrancy Act- sent vagrants to the work house
- 20th Century 1.5 million Gypsy Roma exterminated by Nazis 1930s and 1940s
- 1968 Caravan Sites Act put a duty on local authorities to provide sites
- 1986- Public Order Act
- 1995-Criminal Justice Act removed the duty to provide sites and extended the powers of the police and local authorities to move Travellers on

Placed within this historical context of persecution, it is therefore no surprise that: ***'Discrimination against Gypsies and Travellers appears to be the last 'respectable' form of racism'***
Trevor Phillips CRE 2004

'No one is born hating another person because of the colour of his skin , or his background or religion. People must learn to hate and if they can learn to hate they can be taught to love, for love comes more naturally to the human heart than its opposite.'

Nelson Mandela 1994

The role of practitioners

The Statutory Framework for the Early Years Foundation Stage clearly outlines the duty of practitioners with regard to equality of opportunity, requiring the provision of:

'equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language or family background, learning difficulties or disabilities, gender or ability.'

Early Years practitioners are ideally placed to be a positive influence on children's attitudes and behaviours. Staff in settings must feel confident to monitor, record and report all racist incidents. Full guidance relating to these areas can be found the ENCO handbook that all settings in Cambridgeshire have been issued with. It takes courage to challenge racism, it may be helpful to encourage people to talk about their views and feelings- resistance and defence are often a sign that something important has been touched upon. However it must always be made clear that expressions of racism are damaging and unacceptable in your setting.

'Racism, like all types of bullying is emotionally damaging for the bully, person being bullied and those who watch it'

National Children's Bureau

Below are some ideas for responses to disparaging remarks:

- We welcome all children here.
- We put prejudice aside and treat each child as a valued individual.
- We are a fully inclusive setting.
- We value all children and welcome and celebrate many different cultures here.
- Please don't make such harmful remarks in front of the children.
- The children come first with us.
- My experience of working with Traveller families has actually been quite different. I think we often get a very negative image from the media.

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- We consider ourselves very lucky to have children from many different cultures. We want our children to learn about different lifestyles and to learn to positively value difference.
- All children are welcome here we give them equal opportunities.

'Be the change you want to see in the world'

Mahatma Ghandi

Working with Parents

There may be a difference between the family's and the practitioner's educational priorities. Equal and respectful relationships are essential for two-way learning enabling the setting to adapt provision and respond to the needs of the child. Parents must feel valued and empowerment occurs when a professional gives up some of their power, helping parents to see that they have valuable knowledge and experience. Focussing on the child and celebrating their achievements and abilities fosters positive relationships and demonstrates to parents that their child is valued and well cared for.

Experiential learning and a culturally reflective Curriculum

'A culturally relevant and affirming curriculum is important for all pupils....All schools, whether or not Gypsy Travellers are on roll, should have resources in classrooms and libraries which give a positive view of their culture and lifestyle. This adds to the quality and accuracy of knowledge for all children.'

DfES Aiming High: Raising the Achievement of Gypsy Traveller pupils 2003.

Research tells us that without accurate and positive information, young children will begin to show bias against those different to themselves from as early as two years. Studies also indicate that children do not develop to their full potential if their identity is devalued and is negatively reflected in their environment (Derman Sparks 1989). They need to know that other children and adults understand them. If we ignore children's questions, deny differences or fail to present them with role models representing diversity, we encourage bias in children's attitudes

Experiential learning and a culturally reflective curriculum

Effective learning for young children occurs when play is meaningful and experiential. This is learning based on the experiences that a child is familiar

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with and understands. Children build new learning on this foundation of understanding, and relevance develops a motivation to discover more. Settings need to be mindful of gaps in provision and plan activities and use resources that reflect the world of young Traveller children. Although very much seen as children, and protected and celebrated as children, Traveller children often experience a closeness and inclusion in adult life, and learn by being close to and watching and experiencing the skills and knowledge of their family. New and unfamiliar expectations when a child first attends a setting can be challenging. Sitting on the carpet and listening to a verbal instruction may not be as natural as standing next to an adult, watching and copying them. Practitioners should understand and embrace a child's most confident learning style, whilst building their confidence in new ways of learning, which may help to prepare them for new educational experiences.

Culturally Reflective Resources:

- Enrich the lives of all children by positively raising awareness of Traveller culture and develop positive attitudes to diversity whilst challenging stereotypes.
- Enable Traveller children to feel a sense of belonging and experience relevant and meaningful learning through play which will increase levels of motivation, enjoyment and self esteem.
- Resources must be positively presented. If adults demonstrate interest and enthusiasm for new resources children will follow. It is not enough to present children with these resources and expect them to automatically develop positive attitudes towards diversity

'Keep in mind the present you are constructing. It should be the future you want'
Alice Walker 1969

Audit of current practice

After each statement write 'fully in place', 'developing' or 'in need of action'.

1. We have a named ENCO and have regular staff training on Equality and Inclusion issues.
2. All staff are familiar with our Equalities policy and action plan which is regularly reviewed and updated.
3. There is always sensitive support for parents who have literacy difficulties.

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4. Our planning and provision draws on the interests and experiences of children from diverse backgrounds.
5. All staff challenge, address and report racist incidents, behaviour and language.
6. We are flexible and welcoming of children who live temporarily in our area.
7. Our learning environment reflects diversity and challenges stereotypes
8. We actively monitor the use of resources that reflect diversity and our books and displays show positive images of Travellers.
9. We believe that Equality means equal and fair entitlements/outcomes, rather than treating everyone the same.
10. When spending money, we always consider valuing diversity and preparing children for life in a pluralist society.
11. We monitor and encourage the participation of parents at meetings and social events, and encourage a range of parents to participate in committee membership.
12. We provide opportunities for play and learning that acknowledges and reflects Traveller culture.

Action points

- Identify training needs of staff relating to access and achievement of Traveller children.
- Include areas for development within your equalities action plan.

In order to break the cycle of underachievement it is essential for practitioners to hold high expectations for all children.

When we are interacting with children for whom we have low expectations we tend to demand less work, wait less time for answers, criticise more and praise less, spend less time with them and give less feedback.

Babette Brown 1998

List of Culturally Reflective Resources

Recommended Books:

'My Trailer' ISBN 0906760429 – A simple story with traditional fairy tale characters using basic high frequency words, available from Cheshire Traveller Education Service £3 (Tel: 01606 814331).

Jean.heaton@cheshire.gov.uk

'Shaun's Wellies' ISBN 1899728017 – An A4 lift-the-flap book, suitable for pre-school children, available from the Norfolk Traveller Education Service. £6.95 (Tel: 01603 727880 to order).

'Ruby's Rabbits' ISBN 1899728037 – An A4 lift-the-flap book, suitable for KS.1. children, available from the Norfolk Traveller Education Service. £6.95 (Tel: 01603 727880 to order).

'Come and Count with us' ISBN 0-9552162-0-6 – An A4 spiral bound counting board book with culturally reflective photographs, suitable for pre school children, available from the Nottinghamshire Traveller Education service £6.95 (Tel: 01636 680 380)

'Shaun's Wellies' and **'Ruby's Rabbits'** both also available as big books at £17.50 and £18.95.

Prices do not include p&p.

'The Christening' A moving on book. ISBN 1-903418-35-6 – An A5 booklet based on a simple story recounting a Traveller christening illustrated by a Traveller child. Published by Robert Dawson/Derbyshire Gypsy Liaison Group £4.75 (Tel: 01773812202).

'Counting Animals' A moving on book. A counting book in Romani and English with traditional water colour illustrations of animals. Available from Derbyshire Gypsy Liaison Group Publications £6 (Tel 01773812202) email: bob@robertdawson.co.uk

'Where's My Teddy' ISBN 095683221X £5.35 and related **'Where's My Teddy Activity Pack'** £16.00. A spiral bound board book, suitable for pre-school children, available from Durham and Darlington Traveller Education Service. (Tel: 01740 656998 to order).

'My Little Box of Books' ISBN 0953832228 £16.75. A box of four books (colours, shapes, numbers 1-5 and things I can do). Suitable for pre-school children, available from Durham and Darlington Traveller Education Service. (Tel: 01740 656998 to order).

Prices include p&p.

'Monday Morning' A story following three children from different homes and cultures (incl: Traveller child) as they get ready for their first day at school. Suitable for pre-school and KS.1. children. A3 at £16, A4 at £8 A5 at £4,

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available from Hertfordshire Traveller Education Service. (Tel: 01992 553703 to order).

'Jell Akkai Chavvies' ISBN 1904452116 £7.50 + 50p p&p, a book of Traveller nursery rhymes. Available from Cambridgeshire Race Equality and Diversity Service. (Tel: 01223 508700 to order).

'Hens Grand Day Out' by Tim Beevers and Angela Parsons. ISBN 0954701801. An A4 picture book of the exploits of Flossy the hen. Available from West Midlands Consortium Education Service Travelling Children £1. (Tel: 01902 714646 to order).

'Poorly Patrick's Counting Book' - Available from West Midlands Traveller Consortium Education Service for Traveller children, Tel: 01902 714646, email : enquiries@wmcestdc.biblio.net £5.

Stevie's abc book- An A5 alphabet booklet containing culturally reflective photographs. Available from West Midlands Traveller Consortium Education Service for Traveller children, Tel: 01902 714646, email : enquiries@wmcestdc.biblio.net £1.

'A First Gypsy Alphabet' A5 ISBN 095470181X. A dual language alphabet book (Gypsy/Romany and English language). Available from West Midlands Consortium Education Service for Travelling Children £1. Tel: 01902 714646 enquiries@wmcestdc.biblio.net

'A is for Alphabet T is for Traveller' A5 ISBN 0-9546707-0-1. A photographic alphabet book with culturally reflective pictures. Available from Advisory Service for the Education of Travellers in Oxford. (Tel: 01865 256620, email: TravEd@oxfordshire.gov.uk to order).

'Two Little Travellers' by George Lowe and Jo Boss. A picture book with labels of Traveller related lifestyles. Available from Oxford Advisory Service for the Education of Travellers. (Tel 01865 428089 to order). Alternatively, write to: Room L25, Cricket Road Centre, Cricket Road, Oxford, OX4 3DW.

'Colletta goes to School' by Kara Taylor. ISBN 0954792203. An A5 picture book with accompanying text of Colletta's first year at school. Handsome Prints. To order, contact: karentaylor43205@aol.com.

'My Life' Jacob gives a brief tale of his life. Available from Cheshire, Halton, Warrington and Stockport Traveller Education Consortium. (Tel: 01606 814331 to order).

'Melissa to the Rescue' by Sandy Madden. A4 ISBN 0953506417 and Big Book ISBN 0953506509. A lift-the-flap book, with large, bold text, of Melissa's rescue of a foal born in a snowstorm. Available from Avon Consortium Traveller Education Service. (Tel: 01454 862620).

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'Not Yet Nathan' by Sue Perry and Jane Rose ISBN 0521476313. The story of Nathan's trip to the supermarket and desire to open a bottle of pop! Cambridge University Press.

'My Gran' by Lena Parker. ISBN 0902436570. Lena tells the story of her Gran. Meet the family members and learn lots about the Traveller way of life in the old days. Available from Cambridgeshire Race Equality and Diversity Service. (Tel: 01223 508700 to order).

'Clotty Malotty and all her Friends' ISBN 1902432193. A collection of rhymes with artwork by children from Finglas, County Dublin, Ireland. Kids Own Publishing Partnership 2003.

'Stone Soup' A traditional tale, retold and illustrated by Beryl Williams. Available from the Advisory Service for the Education of Travellers (Tel: 01865 428089 to order).

CD Resources

'Moving On' A collection of traditional and new Traveller songs and music. Available from Cambridgeshire Race Equality and Diversity Service. (Tel: 01223 508700 to order).

'Cambridge Midsummer Fair CD Rom'. A CD Rom exploring Cambridge Midsummer Fair. Available from Cambridgeshire Race Equality and Diversity Service. (Tel: 01223 508700 to order).

Recommended Play Resources

Play resources which reflect Traveller culture are hard to come by and not generally available from usual resource/toy suppliers e.g. GALT or ESPO. The following resources are those currently available that we know of.

Small World play

A wooden playtrailer (like a doll's house but a trailer), hand made, includes furniture. £260. Available from 'Still Roamin' Steve Davis (Tel: 01623 650512 to order).

A wooden made-to-order handmade playtrailer with rolling wheels, includes furniture. £275 plus delivery. Available from "Still Roamin" (Tel: Steve Davis 01623 650512).

A wooden made-to-order handmade small world Romany Wagon with furniture. £375 plus delivery. Available from "Still Roamin" (Tel: Steve Davis 01623 650512).

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The Parrotfish Company

Educational resources and culturally reflective toys from around the world.
www.parrotfish.co.uk or 01473 655007.

Puppets By Post

For culturally reflective puppets (many animals available including chickens, dogs, horses etc). www.puppetsbypost.com or Tel: 01462 446040.

'Knockabouts' Wooden Toys and Jigsaws

A range of wooden resources e.g. puzzles, sorting sets, pull-along toys, also includes fairground and circus resources. (Tel: 01842 762560 for catalogue and prices).

Wooden Jigsaws

A range of simple wooden jigsaws that reflect Traveller culture.
Available from "Still Roamin" (Tel: Steve Davis 01623 650512).

Traveller Persona Dolls Available from www.persona-doll-training.org , tel: 0208446759 or email personadoll@ukgateway.net

Awareness Raising

Poster – '**Traveller children are part of the community. Let's make sure we include them right from the start.**' £8.50 (£10 incl. p&p). Available from Norfolk Traveller Education Service. (Tel: 01603 766133 to order).

Poster – '**Education is working for Travellers... Using their skills within the community.**' Available from Norfolk Traveller Education Service. (Tel: 01603 766133 to order).

Poster – **Homes including a Romany wagon.** www.mantralingua.com

Working Towards Inclusive Practice: Downloadable free web based resource.

Gypsy Roma and Traveller Cultural Awareness Training and Activities for Early Years Settings
www.savethechildren.org.uk

Waking Up Early DVD: Covers many equality issues in the Early Years, a great training aid.

www.earlyyearesequality.org

Traveller Artefacts

These can include objects used in the daily lives of Traveller families, e.g. water cans, washing bowls of various styles and patterns, 'minky' blankets

and highly decorated cushions, also children's dresses and suits for special occasions. In pre-school settings such artefacts could be included in a home corner, or used for discussion, or in other ways e.g. water bowls for water play. These artefacts are available to purchase, from Traveller Fairs e.g. Appleby Horse Fair, Stow Fair, Cambridge Midsummer Fair and Watton Horse Fair in Norfolk. Other, less contemporary artefacts can be found at these fairs e.g. wooden pegs and flowers and objects decorated with traditional 'barge art' designs.

Useful Traveller websites

<http://www.gypsy-traveller.org/cyberpilots/index.htm>

This site is part of the CyberPilot project run by Friends, Families and Travellers and aims to encourage Traveller Children to have a voice and use the internet.

http://www.bbc.co.uk/kent/romany_roots/

<http://www.irespect.net/>

iRespect. This is a good Inclusion and Diversity website from Gloucestershire with a section on Stow Fair.

<http://www.multiverse.ac.uk/>

Resources for Inclusion and Diversity including Travellers.

<http://www.natt.org.uk/>

The National Association of Teachers of Travellers.

The Contact List for all Traveller Education Services is listed on the Website.

<http://www.travellerstimes.org.uk/>

The UK magazine for Gypsies and Travellers and those who work with Gypsies and Travellers, sharing information, contacts, news and views.

<http://www.teachernet.gov.uk/racistbullying>

Bullying around racism, religion and culture. How to prevent it and what to do when it happens. The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

<http://www.standards.dfes.gov.uk/ethnicminorities/>

This site includes details of the Cambridgeshire and other projects. You can find useful publications including the Aiming High documents.

www.speakoutcambbs.org

The project website, to which we can add any additional linked resources.

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<http://www.cre.gov.uk/about/gtinquiry.html>

The CRE's inquiry into equality, race relations and sites for Gypsies and Irish Travellers: Common Ground 2006

<http://www.shef.ac.uk/nfa/>

National Fairground Archive

<http://www.fagb.co.uk/>

The Fairground Mercury UK website for Funfair fans and Travelling Showmen. The official pages of the Fairground Association of Great Britain. Lots of photos.

<http://www.funfairworld.co.uk/>

The website for Funfair fans and Travelling Showmen. Lots of information, lots of photos.

<http://geocities.com/~patrin/countries.htm#GreatBritain>

Lots of information about Gypsies, divided up under headings of countries. Comprehensive and interesting.

<http://www.paveepoint.ie/>

Information and pictures about a partnership between Irish Travellers and settled people working together.

<http://www.errc.org/links/romani.shtml>

Lists a lot of web sites about Travellers.

<http://www.sca.lib.liv.ac.uk/collections/gypsy/intro.htm>

The Gypsy collection at the University of Liverpool, photographs.

<http://journeyfolki.org.uk/>

A wealth of material to promote and perpetuate Gypsy and Traveller communities within Britain

www.gypsyloresociety.org

The Gypsy Lore Society – (An American society providing and promoting information on Gypsy and Traveller cultures)

www.geocities.com/Paris/5121/patrin

The Patrin Web Journal – (Romany culture and history – Timeline of Romani history)

website.lineone.net/~rtfhs

Romany & Traveller Family History Society

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www.jewishvirtuallibrary.org/jsource/Holocaust/gypsies

Gypsies in the Holocaust

www.holocaust-trc.org/sinti

Gypsies in the Holocaust

www.boswell-romany-museum.com

Gordon Boswell's Romany Museum, Spalding

www.atchintan.freemove.co.uk

Atchin Tan - Traditional Wagon builders

www.devon.gov.uk/travellers_education

Devon Traveller Education Service

www.kented.org.uk/ngfl/subjects/literacy/traveller

Kent Traveller Education Service, support for literacy lessons

www.emf-cemvo.co.uk

Information for and about ethnic groups

www.srtrc.org

Anti-racist charity using professional footballers as role models. Excellent resources for school, some free.

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