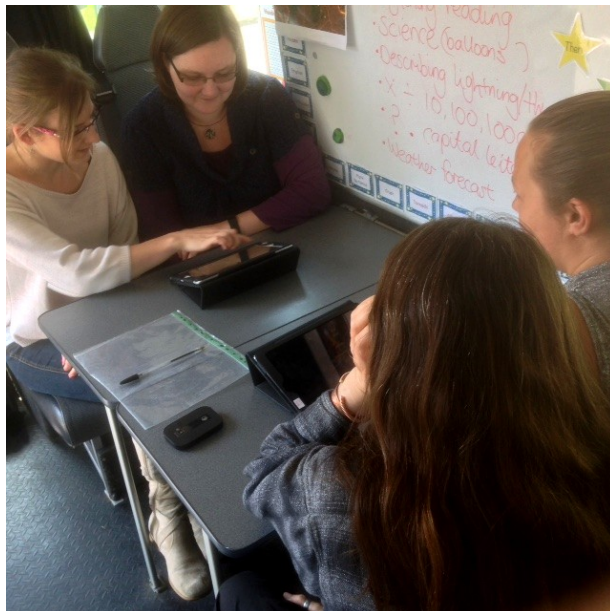


Education

On The Edge



“My favourite memory was the trip to the mountain - we needed teamwork to get to the top”

“You don’t have to be in school to learn the things you need to know”

“You are never alone - there is always someone there. They will help you through stuff”

“It’s helped me to read. We’d be bored without you”

“I have learned how to manage money through The Prince’s Trust”

“It is something to get up for”

“I would like to be a Teacher or assistant.



On The Edge

Education

Edge’? Strange to say, but the title for our Annual Report seemed to somehow choose itself. The more we played around with it the more it felt right, but originally we weren’t quite sure why.

We are certainly not a mainstream education provider. In that sense we are ‘on the edge.’ We are the **only direct teaching and training provider to Travellers throughout Lincolnshire**. Our long term funding situation is precarious and we often come close to **financial oblivion**. Once again ‘on the edge’. **Almost all of the people we work with are rurally isolated, or, when within a town, they are far from facilities. Once again ‘on the edge’**

In 2015 the Equality and Human Rights Commission published a report, ‘Is Britain Fairer’. Sadly, there were, to us, many familiar conclusions: **‘Gypsy and Traveller children in England continued to have the lowest attainment levels of any ethnicity, and the gap with other white children widened.’ Stigma towards Gypsies, Roma and Travellers in Britain remained a concern, as did their poor living conditions and access to healthcare. Studies report that Gypsy and Traveller communities are subject to hostility and discrimination, and, in many places, lead separate, parallel lives from the wider community.’ (CRE 2006)**

The Commission for Racial Equality was established in 1976 and later replaced by the Equality and Human Rights Commission in 2007. **There has been very little reported improvement for GRT communities in education, health, accommodation or community cohesion in all that time.**

The above scenario not only dismays me; it frustrates me. We believe that, in spite of very limited funds, staff and resources, **we are making a real difference to Travellers’ lives in Lincolnshire**. Results speak for themselves - an improvement in young peoples’ **literacy and numeracy skills**, increased numbers of accredited qualifications (Prince’s Trust, Arts Award, Virtual College), greater numbers entering college, an exciting planned programme of vocational training for adults and a planned programme to improve health outcomes. **And where do we remain? ‘On the edge!’**



We have six new iPads and full internet access on our Learning Bus and believe that technology takes learning beyond the textbook, engaging and empowering learners and improving capabilities. Watch ‘Revolutionising Education: iPad in South African Schools’ (YouTube) and once again you will see that **we are on the edge – but this time, the ‘cutting edge’.**



We have clear **goals to develop the potential of our students and give them skills for life and opportunities to become working members of the community**. We are ‘closing the gap’ that Ofsted and EHRC so clearly identify. Are we standing ‘on the edge’ of a more sympathetic view of what we do and why it is so important?

As you read this report I hope that you can understand my pride in what we achieve, my respect for the families and young people we work with, my gratitude for all of the hard work of staff, volunteers, trustees and partner organisations and the foresight of our funders; and the frustration that **we are still ‘on the edge!’**

Paul Boucher

Director
March 2016

We are often asked what it is like on The Learning Bus? How does teaching differ from in a school? Does it work and what is the overall aim? There's not a simple answer because every day is different. Erving Goffman, the famous American sociologist identified twenty two characteristics of 'total institutions'; namely asylums and prisons. These include strict hierarchies of power, uniforms, time-tables, bells and whistles etc. Every day is the same. He concluded that this regime succeeded in making the inmates 'demoralised and dull'. It has been pointed out by sociologists that schools display eighteen of these characteristics!

In contrast, The Learning Bus, has very few facets of a total institution. We don't have a captive audience; **the young people are free to come and go**. The relationship between teacher and learner seems to be **much more 'honest'**, based on fun not fear, respect not rule. We lack space, **sometimes it feels like a game of 'Twister' during sessions**, but we are not bound up with unnecessary bureaucracy. We have a core staff, but volunteers come and go quite regularly. The way the pupils so easily accept new faces and learn all about the new 'teachers' is a powerful **social education in itself** and testament to the young peoples' **self-confidence and social ease**.



Each session has between 2 and 9 young people, with 2-4 adults working with them - this means that we can easily alter work to suit each child, plug gaps in their **individual knowledge** and work one to one.

We plan sessions in line with The **National Curriculum** ensuring that there are lots of **creative and practical activities** which encompass science experiments, art, relevant trips and project related numeracy and literacy activities. We base termly sessions around themes such as 'The Egyptians', 'Intriguing Insects' and 'Hollywood' as we believe that this gives greater context to the learning and helps children make better links and connections across their burgeoning knowledge.

We place a great emphasis on improving **basic numeracy and literacy skills** and specifically target those that require extra help. We also offer supplementary **trips and days out and learning sessions with our partners at Bishop Grosseteste University**.

All of this aims to make **happy, confident, inquisitive and optimistic learners**. Learners who can gain recognised qualifications that will help them in any future further **education or employment they may choose**. All of this we achieve on a shoestring with **the help of our funders, the dedicated staff team, volunteers and above all the efforts of the young people themselves**.

Case Study #1

Louise is a nine year old Traveller girl from South Kesteven. She had been attending short sessions on The Learning Bus for around six months. Throughout this time Louise shied away from reading and was convinced that she was a total failure as far as reading was concerned, in spite of her attending school to the age of seven.

Louise had scored a very low reading age during our assessments and it was important for us to help her overcome what seemed, to her, to be an insurmountable obstacle to her learning. We put in place a bespoke phonics package working on what she could already do and filling the gaps in her knowledge. We employed aspects of both the DFES 'Letters and Sounds' publication and a Reading Rescue programme in order to make as much progress as possible in the limited time we had with Louise (around 20 minutes a week).

Louise can now read and write all of the 100 high frequency words, is reading from stage five of the Oxford Reading Tree scheme and has recently started phase 4 phonics. Louise, her family and us are all extremely proud of the work and progress she has made. She has been transformed from someone with a can't do attitude to someone who can't wait to show off to her peers and other adults the latest book that she has just completed.



Case Study #2



John is a sixteen year old Traveller boy from North Kesteven, who is on a full time construction course at a local college. When he first started attending sessions on The Learning Bus two years ago, he was convinced that college was out of his reach. Since gaining certificates on The Learning Bus, through the Princes Trust Employability Skills XL programme, John realised that there were other avenues now open to him. With our help and support he explored the possibility of further education. He is now nine months into his first year at college, his attendance is excellent, he has made a whole new circle of friends and has proudly popped back onto the learning bus during a college holiday to show us photos of the work that he has produced with his newly acquired skills. John has shown a lot of courage and determination to go it alone down this road and will hopefully inspire others to follow

Distance Learning



At 2,646 square miles, Lincolnshire is the **second largest county in England**, exceeded only by the combined three Ridings of Yorkshire. So when we talk of '**distance learners**' the term could certainly be applied geographically!

When we use the term 'distance learners' we are referring to those **isolated Traveller families** that don't live on a site or in a close-knit community with other Travellers, making it difficult for us to maintain regular face-to-face contact and provide direct teaching. 'Distance Learners' refers to the fact that they are having to do their learning at a distance from their teachers (us!).

We currently engage with distance learners in: **Skegness, Spilsby, Boston, Bourne, Spalding, Donington, and Stragglethorpe.**

Our numbers of distance learners are **steadily increasing** and currently stands at fifteen. We are well-known on all of the sites and in the towns where there are small Traveller communities, but we are now permeating into other more remote sites.

We make a home visit at least every **twelve weeks** to collect completed work, deliver new work, discuss any problems and explain teaching points. We also post work at the six week mid-point in this period. **We are, of course, always available by telephone, text or e-mail.**

We are acutely aware of the isolation that these learners can feel so we try to encourage support for them from within their families and we are constantly reviewing our time-table and the deployment of our staff and volunteers to see if we can **increase their contact time.**

Case Study #3

Annalise is an eleven-year-old gypsy girl living on a traveller site in West Lindsey. She has never been in any form of mainstream education and consequently is considerably behind the expected levels of attainment for her age in all areas of the curriculum. However, she is keen to learn and attends her weekly sessions with LTI without fail. We felt that Annalise was a prime candidate for a concentrated and concerted effort to 'narrow the gap'.

Through a variety of practical assessments we established as accurate as possible a baseline from which we were starting. We quickly put in place a phonics programme guided by the DfES 'Letters and Sounds' publication. Annalise has progressed from Phase 1 to almost the end of Phase 3 in just seven months— a remarkable achievement bearing in mind that we only see her once a week for around two hours. Also, as part of the phonics programme, Annalise is learning to read and write high frequency words, and applying her taught phonics in spelling. She is now able to access Level 1 Oxford Reading Tree books and her developing Literacy skills also appear to have a significant influence on her mathematical confidence.

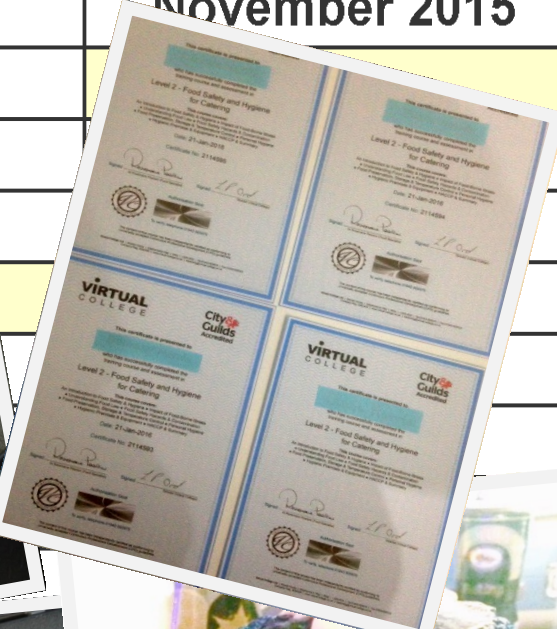
Furthermore, we have witnessed a remarkable improvement in her enthusiasm for learning in every area of the curriculum.



September 2015

October 2015

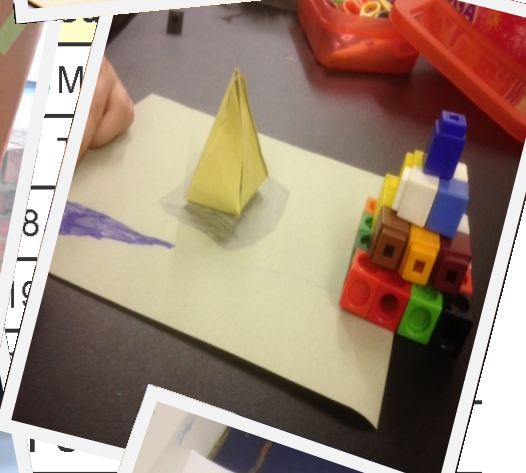
November 2015



WORLD WAR II



AFRICAN ADVENTURE



THE EGYPTIANS

December 2015

January 2016

February 2016

1 Mo

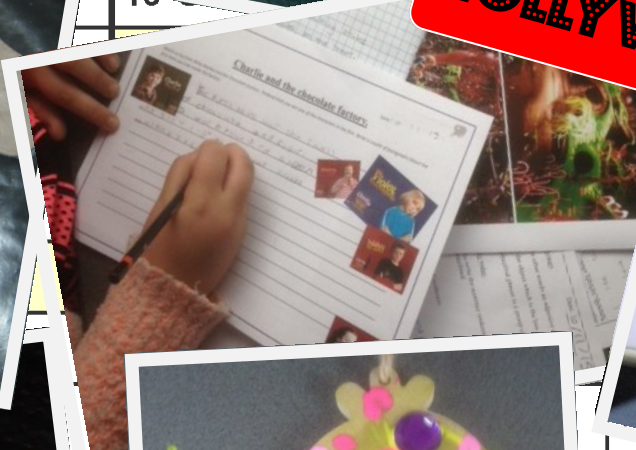
2 Tu



A Sweet Treat



HOLLYWOOD



INSECTS



Case Study #4

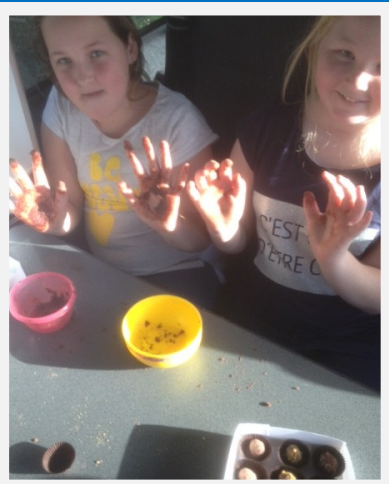
A Family Affair

In previous reports, and in our publicity material, we often refer to 'lifelong learning' with the implied message that we provide education to all ages; from early years to late adulthood. Which we do.

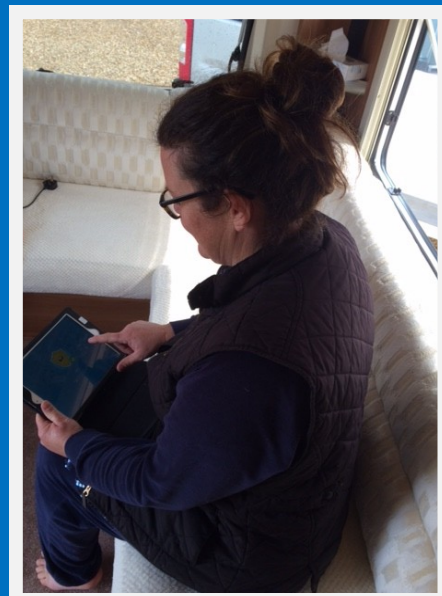
We are excited to announce that we are embarking on a far broader and detailed programme of adult training. The young Travellers that we teach are registered for Elective Home Education —this shifts the responsibility for ensuring that they receive a good standard of education away from schools and on to parents. We support the families' in their efforts to provide this. But we have never made reference to 'Family Learning' which seems strange, to say the least, when you look at some of the scenarios we are currently working with. Learning as a family has multiple benefits. Evidence has shown that Family learning raises children's attainment and can increase the overall level of children's development by as much as 15 percent. Family learning is also an effective element of any adult learning and skills strategy. We have seen first hand how adults can be brought back to learning through their families, improving their confidence to take up learning and employment.

We were recently asked by a mother with two teenage children if we could help to improve her numeracy and literacy skills because she had been given greater responsibility at work. She was being asked to cash up at the end of the day and to help with stocktaking. She wanted to feel confident using a calculator to work out percentages and better able to read receipts and documents. We set her up with a programme of homework. It quickly became clear that the homework became 'a family affair' and that the children took pleasure in helping her and relished the fact that mum was, like them, on a learning journey. She is now embarking on a series of on-line courses (initially from the Open University) and we are sure that the children will once again be fully involved.

Similarly, in another family, we have involved the three children in all of the training that mum has undertaken to professionally develop her own business. They have jointly taken on-line courses and are busily setting up programmes (Facebook, Twitter, Accounts etc.) on a laptop that we have loaned them to help with the admin. and promotional side of the business.



We have noticed quite clearly that children delight in their parents being involved in their learning, and even more so when they are engaging in learning of their own. As we develop our programme of adult training it is impacting on families in a way that we hadn't really envisaged. It is not a separate entity, that is the sole domain of the adults, but a part of the family learning experience. This is a powerful dynamic which benefits everyone.



What is family learning?

'Family learning' refers to any learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family. Family learning matters because parental engagement in family learning has a large and positive impact on children's learning, giving children greater confidence and self-belief, with great benefits to their literacy, language and numeracy skills.

It matters because for parents — especially those parents who are considered 'hardest to reach' — the wish to better support their children is often the key motive in overcoming any practical barriers to learning. Just as importantly, family learning matters because it is a source of stimulation, joy and solidarity for adults and children alike. It is something we should celebrate and support. NIACE believes it should be part of the day-to-day life of every family.

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A bit of History and a bit of Philosophy.....

"Everything changes and nothing remains still" are the words of Heraclitus (535 - 475 B.C.) the Greek philosopher who regarded ever-present change as being the fundamental essence of the world.

"Everything is connected" is a philosophical statement rooted in Pantheism and early Chinese philosophy.

If you marry the above two schools of thought you arrive at an understanding of the environment in which L.T.I. is working. **Our young learners come from a history and culture that is on the cusp of very significant change.** We often hear older

Travellers say "It's all finished; it's over for us." But we know that the past exerts a very strong influence on the present and can make for a difficult rite of passage as we head into a **very different future** which is continually changing at an ever quickening pace.

We are working to prepare young Travellers to meet the challenges of a rapidly changing future. But an increasingly important need is to help adult **Travellers adapt to possible new ways of earning a living as the traditional ways are fast becoming eroded.** Increasing regulation and the relentless march of new technology is forcing Traveller communities to up-skill and train for work in a range of occupations more usually associated with the settled community. In response to demand we now wish to more fully develop our services to adults by **offering basic skills teaching and training provision to Travellers aged 16+.** We are employing an Adult Engagement Officer plus an Administrative Support Worker (0.5 FT + 0.1 FT). **We will offer vocational training and support to adult Travellers throughout Lincolnshire** with the aim of helping them to gain employment. This will be by both in-house training and signposting participants to other training providers. We will also offer personalised sessions on improving basic skills, building confidence, CV writing, interview skills and accessing voluntary/work experience placements. **Each participant will be given one-to-one support to help them develop a personal training/employment plan.**



Many of the Travellers we work with live in isolated locations and have very **low expectations in terms of their future employment prospects.** We have the facility to take our services to them on our fully equipped 'Learning Bus'. With internet access, six laptops and six new iPads, **we are able to offer a wide range of on-line training** through such providers as The Virtual College, in any location, on courses such as Food Handling & Hygiene, Health & Safety at Work etc. as well as the range of Prince's Trust Employability Skills courses which we already offer to 14 - 16 year olds.

The boost to the individuals' **confidence in gaining accredited qualifications** whilst in the security of their own environment acts as a powerful catalyst to the next stage of accessing training in other locations and with learners from outside of the community. **This, in turn, will lead to applications to college, other training providers, volunteering, work experience or employment.**

Adult Training



What would YOU think to this C.V.?

CURRICULUM VITAE

Name: Annalise T-----

Address: Meadows Park,
Spalding, Lincs.
PE12 5JT

Telephone 07897192301

Date of Birth: 1st February 1998

Personal Statement:

I get on well with people from all walks of life and I am equally happy working as part of a team or on my own initiative. I am reliable, hardworking and have good time management skills. I am a good listener, pay attention to detail and take pride in successfully completing tasks to a high standard and within time constraints. I am flexible, adaptable and confident when tackling new things. I am very motivated and determined to succeed. I am creative and not afraid to experiment with new ideas. I welcome opportunities to take up further training.

Education:

Private Home Tutors
Qualifications:
Prince's Trust Personal Development and Employability Skills
Career Planning (Level 1), Managing Money (Level 1),
Interpersonal and self-management Skills (Level 2)
Planning for Personal Development (Level 2)
FAA Level 2 Award in Emergency First Aid at Work (QCF)
Level 2 Food Safety and Hygiene for Catering
Trinity College, London, Arts Award (Bronze)

Work Experience: Wide experience of all aspects of a family Cleaning Business.
Skilled wreath maker.
Working with children (Early Years)

Skills:

Computer Literate
Full clean driving licence.

Personal Interests: Music, T.V. and Films
Reading
Keep - Fit

References:

Paul Boucher
1 Chelmsford Close
Waddington
Lincoln LN5 9RW
Tel: 07964022978

Other references can be supplied on request.

Annual Accounts 2015/2016



Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Lincolnshire CC	24,500			24,500	
Peoples Health Trust		4,468		4,468	
Futures - ESF		4,444		4,444	
Esmee Fairburn		20,000		20,000	
Others	1,075			1,075	
Sub total	25,575	28,912	0	54,487	0
A2 Asset and investment sales, etc.	0	0	0	0	0
Total receipts	25,575	28,912	0	54,487	0
A3 Payments					
Wages & Salaries	17,709	29,355		47,064	
Volunteers expenses		677		677	
Insurance	1,440			1,440	
Vehicle repairs and servicing		870		870	
Fuel and mileage		3,378		3,378	
Room hire		110		110	
Postage and Telephone		524		524	
Resources		1,829		1,829	
Office Stationary		1,218		1,218	
Equipment		2,524		2,524	
Training		2,407		2,407	
Refreshments		141		141	
Trips, Outings and Travel		606		606	
Accountancy fees	809			809	
Sub total	19,958	43,639	0	63,596	0
A4 Asset and investment purchases, etc.	0	0	0	0	0
Total payments	19,958	43,639	0	63,596	0
Net of receipts/(payments)	5,618	-14,727	0	0	0
A5 Transfers between funds	0	0	0	0	0
A6 Cash funds last year end	7,633	28,084	0	35,716	0
Cash funds this year end	13,250	13,357	0	26,607	0

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Bank balance	13,250	13,357	0
	Petty cash			0
		0	0	0
	Total cash funds	13,250	13,357	0

Lincolnshire Traveller Initiative



www.lincolnshiretravellerinitiative.org.uk
www.facebook.com/lincolnshiretravellerinitiative



Annual Report 2016

Thanks to our Funders



Prince's Trust



Co-financed by



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