



BUCKINGHAMSHIRE
NEW UNIVERSITY
EST. 1891

GTRSB into Higher Education Pledge



GTRSB

GYPSIES, TRAVELLERS, ROMA, SHOWMEN AND BOATERS
INTO HIGHER EDUCATION

#GTRSBintoHigherEd

Margaret Greenfields, Visiting Professor, Social Policy and Community Engagement

Sherrie Smith, Research Associate, GTRSB Engagement Lead

INSPIRED.
EMPOWERED.
EMPLOYED.



BUCKINGHAMSHIRE
NEW UNIVERSITY
EST. 1891

Why is this important?

The House of Commons Women and Equalities Committee report (2019) “Tackling inequalities faced by Gypsy, Roma and Traveller communities” put it starkly when the Committee stated (2019:3) that: ‘Gypsy, Roma and Traveller people have the worst outcomes of any ethnic group across a huge range of areas, including education, health, employment, criminal justice and hate crime.’

Ensuring support and access to **education** for GTRSB ethnic minority populations is a matter of **social justice**, impacting greater access to **employment**, increased **social mobility**, enhanced **opportunity** and **visibility**, and increased **equality** for members of the GTRSB populations.



GTRSB

GYPSIES, TRAVELLERS, ROMA, SHOWMEN AND BOATERS
INTO HIGHER EDUCATION

#GTRSBintoHigherEd





BUCKINGHAMSHIRE
NEW UNIVERSITY
EST. 1891

What do we need to do?



Data monitoring of
GTRSB student and
staff numbers



Building a supportive
and welcoming
culture for GTRSB
students



Outreach &
engagement to local
GTRSB communities



Inclusion, Celebration
and Commemoration
of GTRSB cultures
and communities



GTRSB

GYPSIES, TRAVELLERS, ROMA, SHOWMEN AND BOATERS
INTO HIGHER EDUCATION

[#GTRSBintoHigherEd](#)

Mapping stakeholders: activity

Consider the key priorities/desired outcomes of one category of stakeholder in relation to supporting GTRSB students into and within education and what actions can be taken to meet these preferences, as well as identifying key barriers

Discuss priorities and areas of activity, this might include stakeholder responsibilities and potential actions such as how they may best network considering their responsibilities, resources and approach to engagement

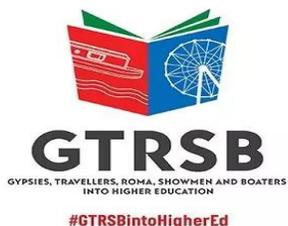


Think about who has greatest influence on recruitment, satisfaction, sustainability and belonging



Pay attention to the key themes

1. Intellectual capital: inclusive curriculum
2. Habitus: celebration of community and culture
3. Academic and social capital/outreach to communities
4. Responsibilities under public sector equality duties



Mapping Tool

Resource developed by Rebecca Rochon, Margaret Greenfields, Sherrie Smith and Karla Inniss.

Although open access, please do acknowledge the authorship/intellectual property of the team if you use this in any other context.

Stakeholder	Anticipated key priorities/desired outcome	Opportunities/responsibilities and recommended actions	Barriers to be overcome/solutions to perceived challenges
GTRSB Communities: Students (consider different priorities/needs depending on year of study or starting new setting)			
GTRSB Communities: Potential students/Family/Role Models			
Other Students/Peers (including SU)			
Academic Teaching/Research Staff			
Non-academic staff group e.g. librarians; WP/outreach; student support, EDI, unions, school improvement team			
University Executive Team/Senior Management			
Education network and policy specialists, e.g. UniConnect; NEON; NERUPI; AdvanceHE; OfS			
Work based learning, apprenticeships			
Other – LA/Traveller Education, inclusion networks			



Road map of action



Data collection

Monitor GTRSB students and staff

Evaluate year on year trends

E.g. encourage separate categories and promote importance

Outreach

Distinct work focuses on GTRSB develop mentoring

Strengthen community, ed and NGO links

E.g. include GTRSB outreach within a current job role

Organisational and Institutional Behaviour

Designated named contact for working with GTRSB students

Encourage the formation of GTRSB student and staff societies, locally or regionally

E.g. ensuring training incorporates GTRS and intersectional challenges

Inclusion, celebration and commemoration

Focus inclusion and cultures in your setting in parity with BAME communities

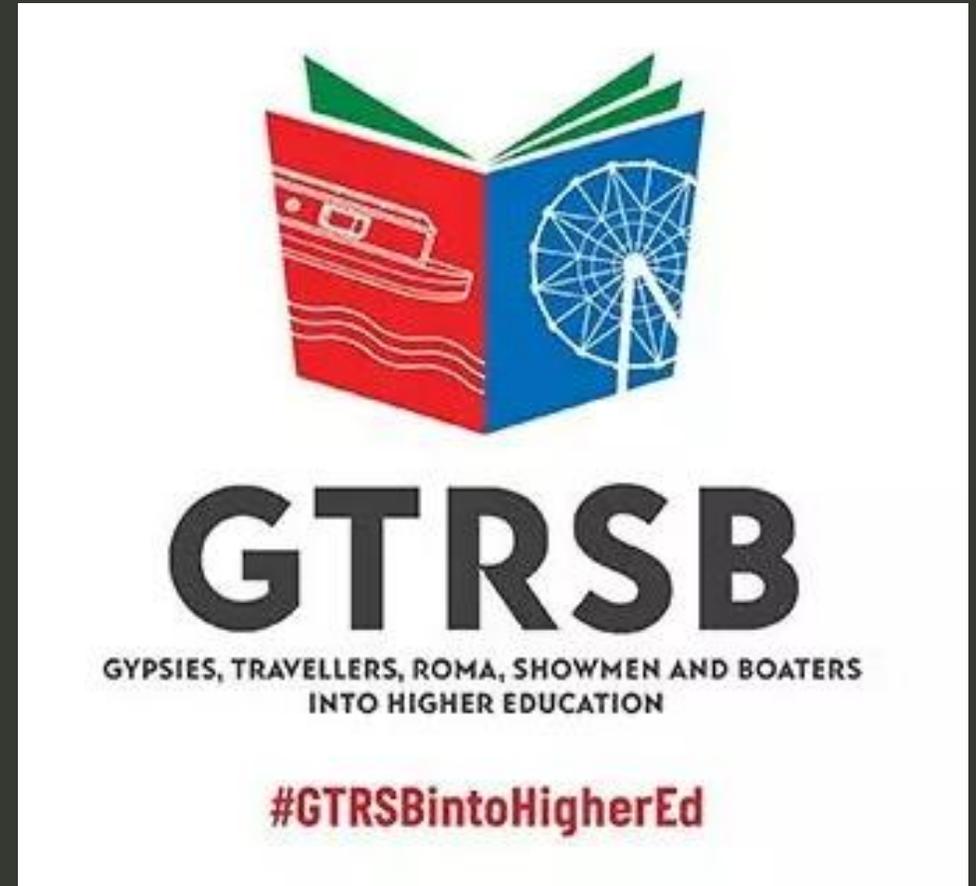
Ensure staff recognise barriers to access, retention and attainment and helps provide a welcoming environment

E.g. celebrate GRT history month in; commemorate European Holocaust Remembrances Day and include Roma genocide in Holocaust Memorial Day



BUCKINGHAMSHIRE
NEW UNIVERSITY
EST. 1891

To take the pledge, click [here](#)



Check out our website <https://www.bucks.ac.uk/about-us/what-we-stand/gtrsb-higher-education-pledge> for developments, and to join the GTRSBintoHE network of practice

For more information/queries please contact

esther.stubbs@bnu.ac.uk

@GTRSBintoHE