

University of East Anglia

School of Education and Lifelong Learning

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ROMLIT Team

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Project

**Empowering Literacies:
Working with Early Years of
Gypsy, Roma and Traveller
Children**

Focus

- The original, multiple and diverse literacies of Gypsies, Roma and Travellers
- The role that children, parents, siblings, community members and early years practitioners
- Co-creating empowering practices working with Gypsy, Roma and Traveller communities

Research Questions

- **What literacy practices do young Gypsy, Roma and Traveller children engage with in different contexts?**
 - **How do Gypsy, Roma and Traveller children negotiate these diverse literacies, and why?**
 - **What are the implications for diverse stakeholders in supporting Gypsy, Roma and Traveller children's literacies at home, in EY classes and in the community?**
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Methodology



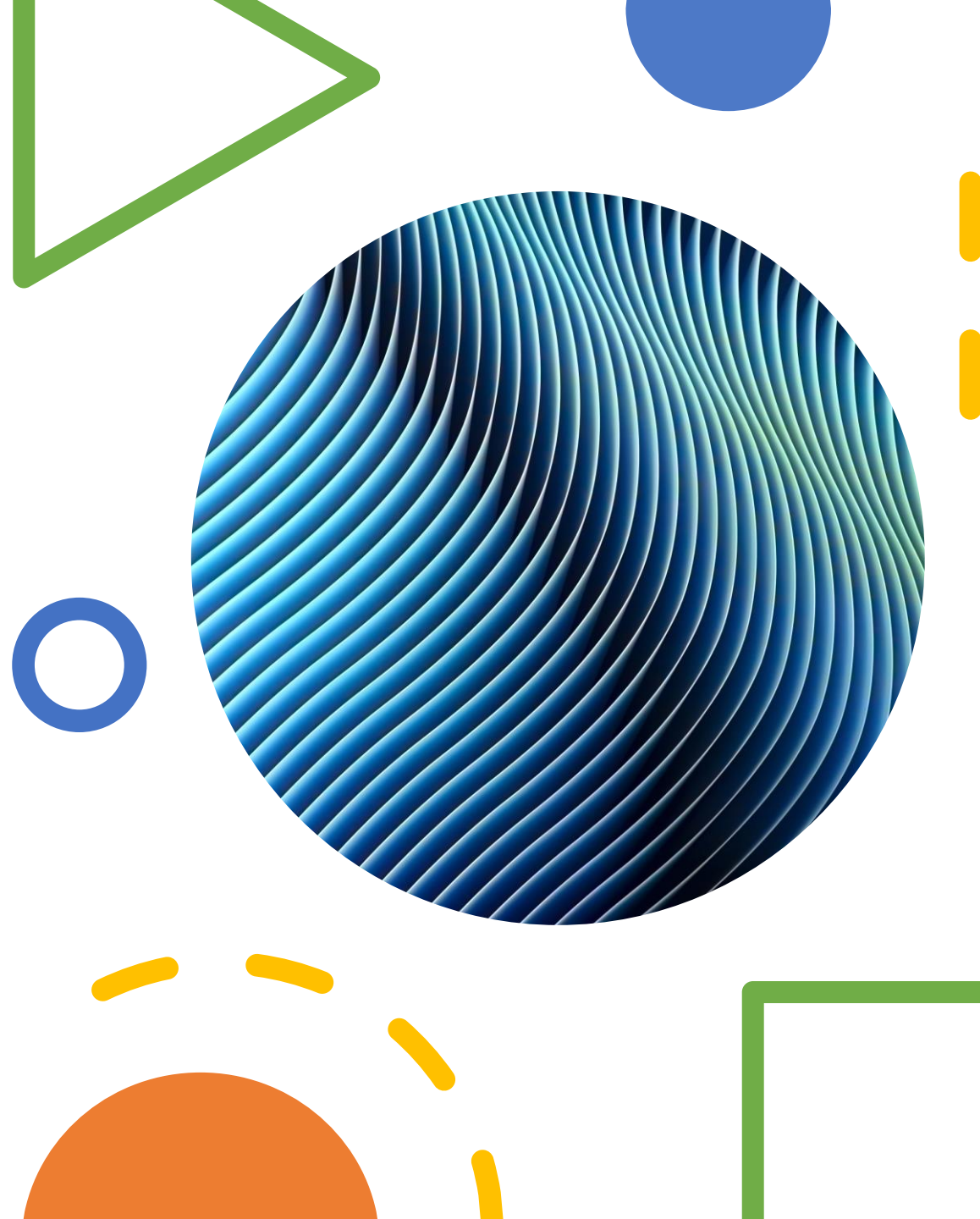
Data collection (children and adults):
scoping literature review, semi-structured
interviews, participant observations,
informal discussions and photovoice



Training (workshops, seminars and
courses)



Ethics (UKRI and BERA guidelines)



Outputs

- Production of a toolkit for the effective combination of diverse literacies;
- Co-creation of teaching materials that draw on the experience of Gypsy, Roma and Traveller families;
- Publication of two academic and one practitioner-oriented papers;
- Organization of workshops for practitioners, co-researchers, policy makers and Gypsy, Roma, and Traveller communities;

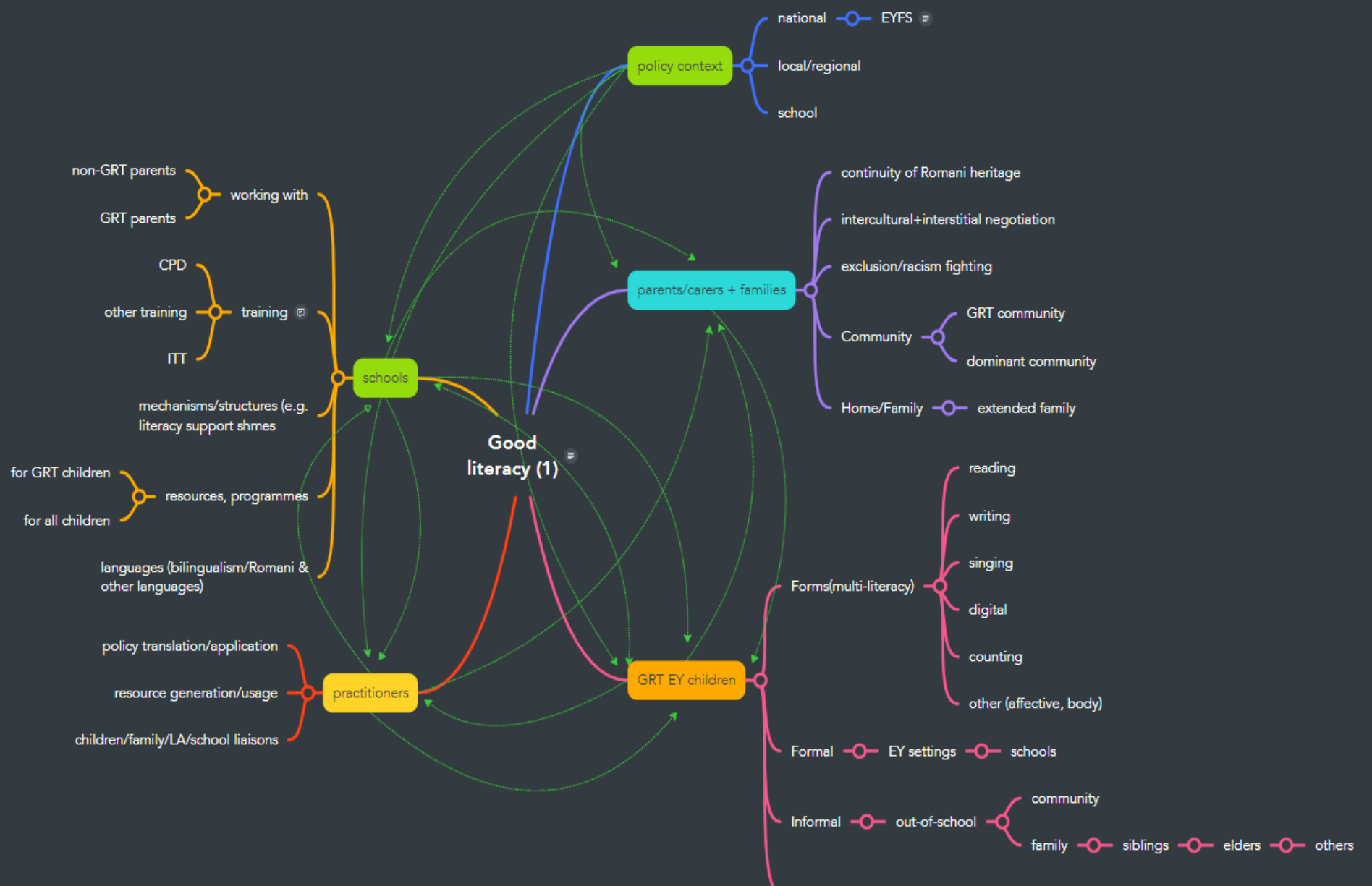




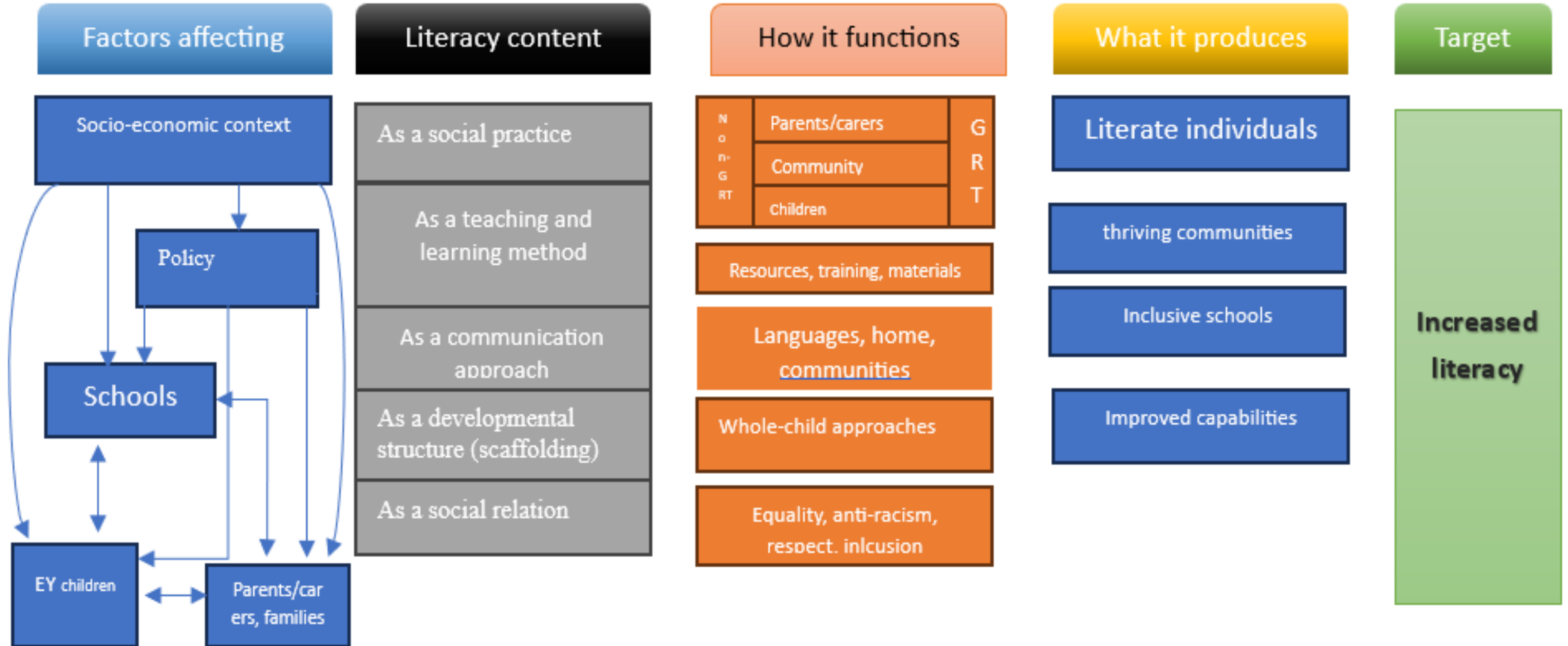
Rethinking literacy for Gypsy, Roma and Traveller children



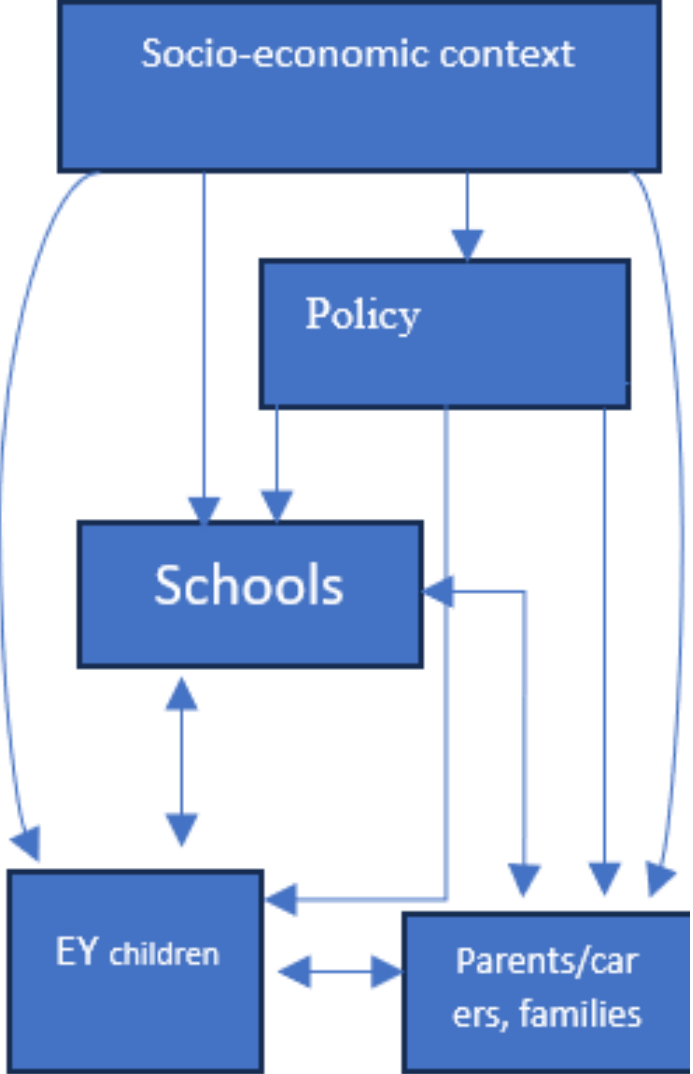
Literature Review



Conceptual Framework



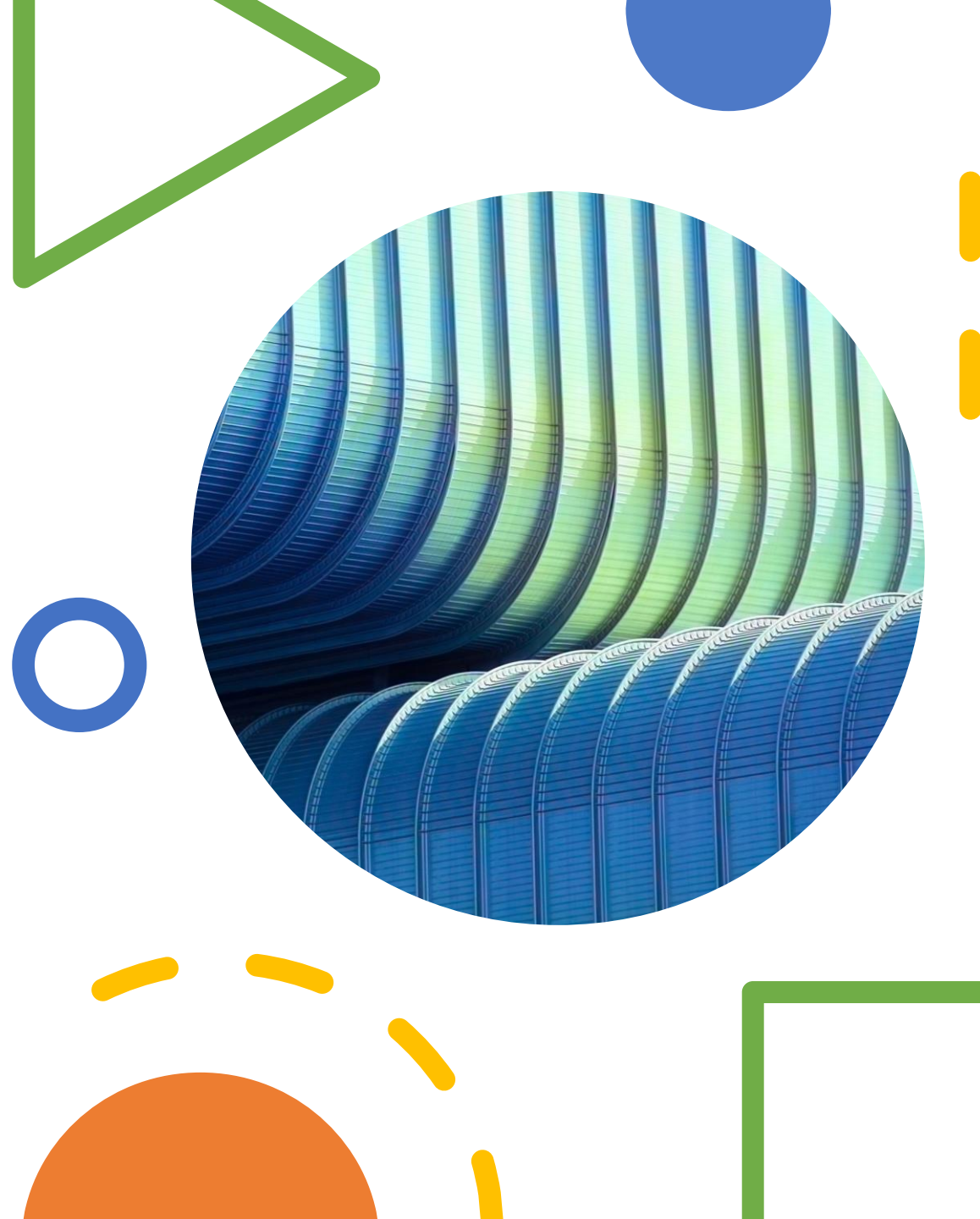
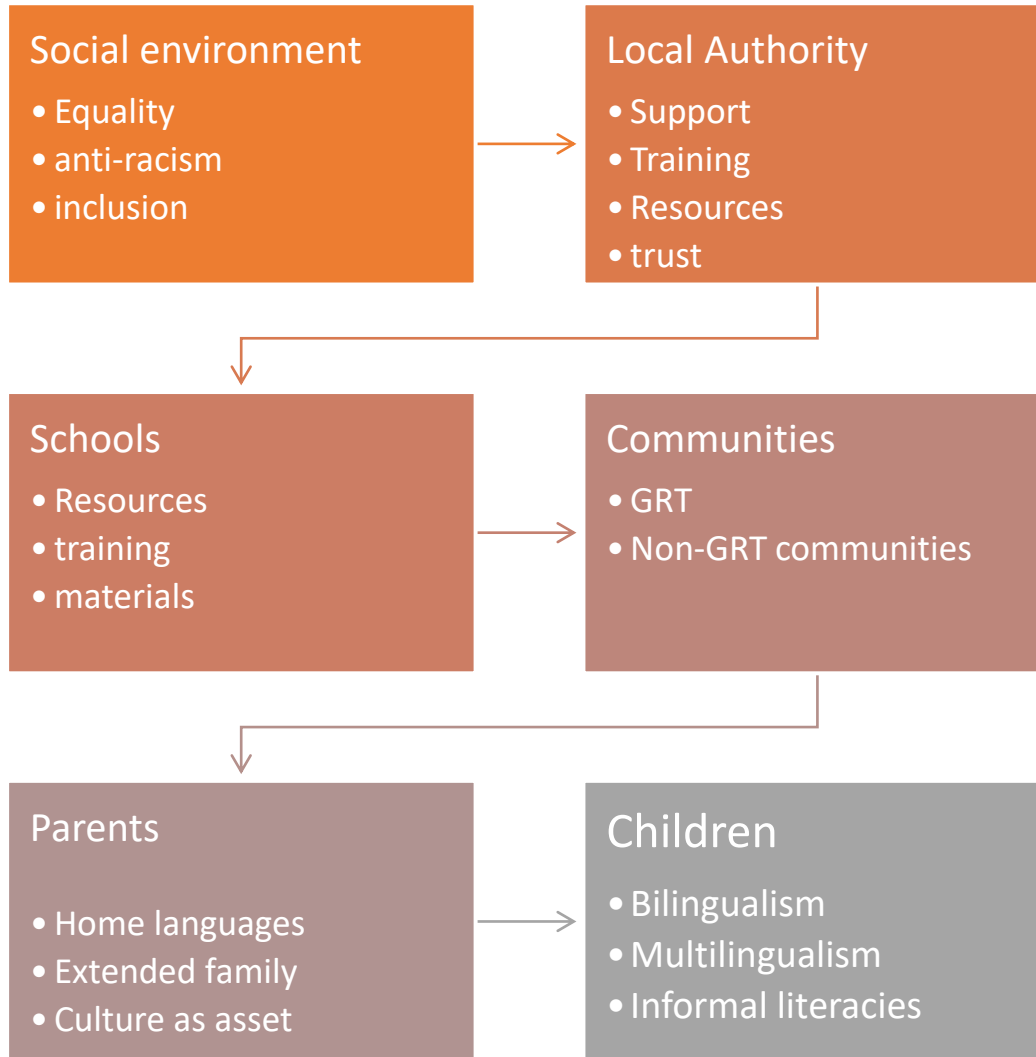
What affects literacy?



The Functions of Literacy



How does it work? It takes more than a village



Challenges



Education



Engaging Schools

- What worked well at the Suffolk site
- Looking for a second site



Questions

We would really value your feedback on how we might encourage further participation

- How do you work with literacies for Gypsy, Roma and Traveller children and non- Gypsy, Roma and Traveller children?
- How do you involve, communicate and liaise with the communities and families of your school? How do you evaluate the success of this interaction across all groups?
- Why should Gypsy, Roma and Traveller communities and families participate in the ROMLIT project?
- Do you have any ideas about how we might encourage schools to engage?

