

Celebrate and Participate: education guidance to support Gypsy, Roma and Traveller children and young people

WELSH GOVERNMENT INTEGRATED IMPACT ASSESSMENT

Section 1 – What is the Welsh Government considering and why?

Section 2 – Social well-being

Section 3 - Cultural well-being

Section 4 – Economic well-being

Section 8 – Conclusion

Children’s rights impact assessment

Equality impact assessment

Welsh Language impact assessment

SECTION 1

WHAT IS THE WELSH GOVERNMENT CONSIDERING AND WHY?

The Welsh Government’s vision is to create a truly anti-racist Wales by 2030. In July 2022 the Welsh Government published the [Anti-racist Wales Action Plan](#) which sets out to collectively make a measurable difference to the lives of Black, Asian and Minority Ethnic people. It focuses on openness and transparency, putting people’s lived experiences at the heart of the work we do and adopting a rights-based approach. Within the Plan there is a comprehensive set of actions which includes committing to addressing the needs of Gypsy, Roma and Traveller children through publication of new schools-focused guidance.

We are publishing the guidance to improve educational outcomes for learners from Gypsy, Roma and Traveller backgrounds. The guidance will increase awareness in schools and education settings of the specific needs of learners from Gypsy, Roma and Traveller communities, and lead to a reduction in educational inequalities. It should also mean a reported increase in confidence and understanding within schools and lead to a more inclusive, welcoming environment for Gypsy, Roma and Traveller learners. In turn, this should lead to increased attendance and higher levels of learners from Gypsy, Roma and Traveller communities choosing to stay in education.

We have co-designed this guidance with key stakeholders from Gypsy, Roma and Traveller communities and consulted with children and young people, as well as local authorities and Traveller Education Services (TES) where these are available.

This guidance provides examples of effective practice which illustrate ways of working to support learners from Gypsy, Roma and Traveller communities, with examples drawn from Traveller Education Service providers and schools across Wales. It also includes wider

information relating to other education policy areas and activity, as well as current school frameworks and advice for teachers, school governors and those working with schools.

Long Term

The Welsh Government is committed to equality of opportunity and provision, and equity of outcome in education for all children and young people including Gypsies, Roma and Travellers. We want to make sure that all learners now and in the future are supported to achieve their potential, regardless of their background or personal circumstances. We want all learners to be helped and supported to be resilient, imaginative, ambitious and to aim high.

Gypsy, Roma and Traveller communities are diverse, and attitudes to school and learning vary greatly – between each community, and within families and individuals. Gypsy, Roma and Traveller communities each have their own distinct histories, cultures and lifestyles which include nomadic traditions, along with an increasingly settled community structure – with fewer families travelling frequently and more residing in bricks and mortar accommodation.

Gypsy, Roma and Traveller communities are made up of several ethnic and cultural groups, such as Romani Gypsies, Irish Travellers, migrant Roma, and cultural groups such as New Travellers and Occupational Travellers. The term ‘Gypsy Traveller’ includes Irish Travellers, Welsh, English and Scottish Gypsies/Travellers and Romani Gypsies. The term ‘Occupational Traveller’ includes those who belong to the traditional show, fairground and circus communities. It also includes Bargees and other waterway family businesses and homes.

‘New Travellers’ are described as a UK group, which emerged in the 1960s. Previously known as ‘New Age Travellers’, many have dropped the use of ‘Age’ whilst others prefer to be known simply as Travellers. The term ‘Traveller’ can sometimes be used to refer to different groups.

The Welsh Government recognises the different cultures and lifestyles of different groups. Therefore, we use the term ‘migrant Roma’ to refer to those Romani groups who had previously been settled for a period in central and eastern Europe and have now migrated to Wales (largely since the expansion of the European Union in 2004). This may include Roma, Sinti, Ashkali and other ‘sub-groups’. The term ‘Roma’ is used in an effort to minimise confusion, as it aligns with the term used by the European Union and reflects the most populous Romani group in Europe.

The Welsh Government uses the phrase ‘indigenous Gypsies and Travellers’ to refer to Romani Gypsies, Irish Travellers and other groups with a cultural tradition of nomadism or of living in caravans, who are native to Wales.

Within the guidance the Welsh Government has used the umbrella term ‘Gypsy, Roma and Traveller’ to include all the different cultural groups set out above. Individuals within all communities have the right to their identity, and for this identity to be recognised and respected by the society in which they live. It is important to recognise and celebrate all the achievements of Gypsy, Roma and Traveller learners in education.

Historically, due to a range of barriers, many learners from Gypsy, Roma and Traveller backgrounds have not achieved their full potential within education and attainment levels in terms of educational qualifications remain the lowest among learners from these communities.

Children and young people from Gypsy, Roma and Traveller communities can often experience racism and discrimination in the school environment, as well as outside school, and this can lead to lifelong negative attitudes towards schooling and education for children. These barriers can prevent children and young people from accessing the benefits of progressing into secondary, further education and higher education, or work-based learning.

The Welsh Government wants to reduce and eliminate the number and impact of racist incidents and bullying experienced by children and young people from Gypsy, Roma and Traveller backgrounds. We also want to support schools and education settings to understand and celebrate the cultures and traditions of Gypsies, Roma and Travellers, as well as their specific needs in education.

The Welsh Government, local authorities, statutory bodies, schools, and education settings, as well as our wider society, need to improve and increase the support for children and young people from Gypsy, Roma and Traveller communities, including the learning and well-being outcomes for learners. It is a critical element of the objective of creating and embedding an anti-racist education system throughout Wales.

Prevention

All learners are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work. Providing a positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, is essential for improving education outcomes and life chances.

This guidance aims to address the barriers faced by Gypsy, Roma and Traveller communities, by providing guidance and support to schools and education settings to increase their understanding of the specific needs these communities. For example, transition from primary to secondary school can be a challenge for some learners. The guidance gives practical advice and uses examples of effective practice to address this issue. The guidance also emphasises the importance of building trusting relationships with parents from Gypsy, Roma and Traveller communities, which will also aid in increasing the understanding of their specific needs.

We recognise that good educational attainment can provide the gateway to future stability, security and an independent, fulfilling life. We aim to ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive, and free from discrimination and bullying.

The guidance provides an emphasis on schools working proactively with children and young people, their families, communities, and local authority Traveller Education Services (TES), Ethnic Minority Achievement Services (EMAS) and others, to encourage and improve school attendance and transition, to remain in and benefit from education.

Integration

From a strategic perspective, this updated guidance helps deliver the Welsh Government's Programme for Government commitment: Supporting young people to reach their potential. It also links with "Our National Mission, high standards and aspirations for all"; and the Well-being of Future Generations Wales Act 2015 goals of: A More Equal Wales and A Prosperous Wales - to develop a skilled and well-educated population.

[Programme for government | GOV.WALES](#)

[Welsh Government Annual Report 2023](#)

[Our national mission | GOV.WALES](#) and [Education: our national mission | GOV.WALES](#)

[Well-being of future generations | Sub-topic | GOV.WALES](#)

The guidance links with a wide range of policies and can support improvements in the education attainment levels of Gypsy, Roma and Traveller children; their health and well-being through addressing racism and tackling bullying; social and cultural awareness raising amongst the wider school population; and improved future employment prospects which link with tackling some of the causes of poverty amongst individuals and communities.

Collaboration

Key partners with an interest in this updated guidance are schools and education providers, Estyn, local authorities, the Children's Commissioner for Wales, and other agencies who have an interest in and are working with Gypsy, Roma and Traveller communities. This includes third sector organisations, in particular organisations and projects working directly with and for Gypsy, Roma and Traveller communities.

The Welsh Government has worked closely with the Gypsy Traveller Forum, which includes local authority Traveller Education Services, as well as education settings already providing effective practice to support learners from Gypsy, Roma and Traveller communities, to gather views on (and contribute to) the content of this guidance. The Welsh Government has also worked closely with the Minority Ethnic Gypsy Roma Traveller Local Authority Group in developing this guidance.

The benefits of close collaboration between service providers and representatives of Gypsy, Roma and Traveller communities should mean this guidance provides a clear and positive benefit for education professionals, therefore benefitting children and young people themselves.

Involvement

Welsh Government sought the views of the Gypsy, Roma and Traveller stakeholder group about the challenges they perceive children and young people face in accessing education. Through a sample of both English and Welsh medium schools in seven different local authority areas, we obtained views from Gypsy, Roma and Traveller children and young people regarding their education experiences, and the challenges they experience.

Education policy officials have engaged across the Welsh Government to develop this guidance. Policy teams include the Equalities and Human Rights, Knowledge and Analytical Services / Statistics, Tackling Poverty and Communities, Further Education and Higher Education and professional education advisers.

Having developed the draft guidance further, meetings were held with community representatives and with the office of the Children's Commissioner for Wales in summer 2023, seeking views and comments ahead of publication.

The Children's Commissioner for Wales is currently undertaking a project on experiences of racism and racist incidents in secondary schools. It will make initial recommendations informed by the views of pupils, educators, and regulators on strengthening schools' response to racism.

The results and conclusions from the Commissioner's report will inform future discussions about the impact of the guidance, and wider work to support schools in tackling discrimination and racism. It will also provide important context and information for the revision and updating of the current suite of Welsh Government statutory anti-bullying guidance, [Rights, Respect, Equality](#).

Impact

No arguments have been presented against the production and publication of the new guidance which seeks to update and replace the Welsh Government's guidance circular, "Moving Forward", published in 2008.

The evidence identified throughout this impact assessment and within the Children's Rights Impact Assessment (CRIA) indicate action taken now by schools and education settings should have a positive effect and bring benefits for Gypsy, Roma and Traveller learners.

Gypsy, Roma and Traveller children and young people are facing a range of issues such as discrimination, racism, and bullying. Some may require additional language support. It is essential that we improve understanding amongst education professionals of the Gypsy, Roma and Traveller communities' cultures, histories, barriers and everyday lives.

A key argument in favour of the production of the guidance is the fact that the current teaching workforce in Wales fails to fully reflect the communities which live, learn and work in Wales – this includes Gypsy, Roma and Traveller communities. Too few teachers are from Black, Asian, and Minority Ethnic backgrounds, which plays a wider role in the need to improve understanding and practices within schools to ensure they support Gypsy, Roma and Traveller learners.

Schools Workforce Annual Census returns are completed by all local authority-maintained schools and reflect the workforce at Census date: [School Workforce Census results: as at November 2022 | GOV.WALES](#)

The most recent census results show that 1.2% of teachers were of Black, Asian, Mixed or Other ethnicity, with a smaller proportion of teachers from an ethnic minority background in leadership (0.6%). See also the statistical data at: [Teachers \(headcount\) by ethnicity and sector \(gov.wales\)](#)

We are delivering a strategy to recruit more teachers from Black, Asian, and Minority Ethnic communities into the education workforce. In October 2021 we published the [Initial Teacher Education Black, Asian and Minority Ethnic Recruitment Plan](#) which now includes a financial incentive for new teachers from ethnic minority communities. We are taking this forward through work such as a new mentorship scheme to help support Black, Asian and Minority Ethnic staff to reach their goals, as well as developing other actions.

The Welsh Government's Diversity and Anti-racist Professional Learning Project (DARPL) has been fast-tracked as part of the new National Professional Learning Entitlement. [DARPL - Diversity and Anti-Racism Professional Learning](#)

DARPL formally launched in autumn 2022 and is crucial to realising the Curriculum for Wales and achieving high standards and aspirations for all. Led by a coalition of partners with professional and lived experience it supports those working in education to understand and develop anti-racist practice.

Welsh Government officials and local authorities will continue to monitor impacts and seek to assess and find evidence of the effects of this guidance on future outcomes for Gypsy, Roma and Traveller learners.

Costs and Savings

There is no cost arising from this specific guidance. It is intended to bring benefits in the education sector, specifically schools, through a wider and improved understanding of the needs and challenges facing Gypsy, Roma and Traveller children and young people.

The provision of effective practice examples should encourage education professionals, primarily teachers and senior leadership teams, to understand how different approaches can encourage and improve attendance and retention of learners in education. This applies to all ages, from primary, through secondary age and into further and higher education. Any savings should be realised from improved practice and prevention of disengagement by the learners, reducing pressure on other local authority services or enabling them to provide improved support for families and children from these communities.

Mechanism

No new legislation is proposed associated with update of the Gypsy, Roma and Traveller guidance for schools and education settings. This is non-statutory guidance.

SECTION 2

WHAT WILL BE THE EFFECT ON SOCIAL WELL-BEING?

People and Communities

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal affect people and communities?

The new guidance provides an opportunity for a significant positive impact on children and young people from Gypsy, Roma and Traveller communities within an education setting:

- Creating and maintaining a welcoming and inclusive learning environment for learners
- Encouraging building positive relationships with communities
- Improving attendance and transition to secondary education.

The updated guidance aims to provide a positive impact for practitioners working in education settings, to build confidence and understanding of how best to support and engage learners from Gypsy, Roma and Traveller backgrounds.

Rural proofing

A full Rural Proofing Impact Assessment has not been completed, as no differential impact has been identified in respect of rural communities, although Gypsy, Roma and Traveller communities are present across Wales. Given the diverse nature of Gypsy, Roma and Traveller communities, different groups and families will live in a range of settings, for example on sites and bricks and mortar houses.

It is possible that the guidance will have a positive effect on use of the Welsh language within schools and their local communities, where the child or young person is identified as requiring Welsh as Additional language (WAL) support if they temporarily settle or move into a rural area and access education through a Welsh medium school. This could increase, albeit in small numbers, the use of the Welsh language in the local area and its community, including within the school.

Health

A full Health Impact Assessment has not been completed in respect of the update of this education and schools focused guidance. The guidance does not directly affect health policies or systems.

A range of information, including 2021 Census data, continues to show that individuals from Gypsy and Traveller communities have lower life expectancy, and report higher levels of ill health and disability. They also provide more unpaid care for individuals in their families and communities than average in the UK population. [Gypsies' and Travellers' lived experiences, health, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/people-in-the-uk/ethnic-groups/gypsies-and-travellers/lived-experiences/health)

Such factors are likely to affect Gypsy and Traveller children and young people outside school, potentially affecting their mental health and well-being, as well as physical health. Movement of Gypsy, Roma and Traveller families across Wales or to other parts of the UK can cause disruption of access to health and other services which can negatively affect children and young people.

However, a potential positive impact of this guidance is an improvement in the mental health and wellbeing of a child or young person from Gypsy, Roma and Traveller communities, resulting from more or different support within the school setting, and the adoption of an anti-racist culture within schools and other services. This could be in ways such as helping with prevention of bullying, racism, and incidents which are known to harm a young person's well-being and cause distress. This is particularly the case where they may feel the school is failing to listen to them or act upon such incidents.

The acquisition of language skills in English and / or Welsh is a particular need identified amongst Roma communities. Developing such skills will assist a child or young person both within and outside the school setting, for example, engaging with a school nurse, school counselling services or with health professionals such as a local GP or pharmacist.

The Curriculum for Wales contains health and well-being as a key area of learning and experience. Learners should be supported to develop positive behaviours in their wider physical health and well-being. This could relate to a range of factors, including diet, substances, hygiene, infection, the physical environment, sleep and rest.

Settings, schools and practitioners should consider what experiences will support all learners to understand how these factors can influence their health and well-being, develop the skills to support healthy behaviours relating to these factors, and the confidence and motivation to support those behaviours for life. For example, developing skills to support a healthy balanced diet should consider how learners can develop the skills and the enjoyment of preparing food which forms part of a healthy balanced diet. Practitioners should support learners to recognise how these factors are interconnected and impact on the whole of their health and well-being, not simply its physical aspect.

Privacy

The update to this guidance did not involve the Welsh Government processing information that could be used to identify individuals. All quotes from the children, young people or practitioners are anonymised.

SECTION 3

CULTURAL WELL-BEING

What will be the effect on cultural well-being and the Welsh language?

The Well-being of Future Generations (Wales) Act 2015's goal for culture is 'A society that promotes and protects culture, heritage and the Welsh language and which encourages people to participate in the arts and sports and recreation'. Culture includes museums, archives, libraries and the arts. Heritage includes the built historic environment as well as intangible heritage such as traditions. Arts encompasses performance and creative sectors including music, literature, theatre and art, whilst sport and recreation include both elite and community sports as well as opportunities to participate in wider outdoor recreation.

How can the proposal actively contribute to the goal to promote and protect culture and heritage and encourage people to participate in the arts, sports and recreation?

The guidance can support a positive approach to culture and well-being and, through several effective practice examples within the document, advises how different approaches can be taken to boost knowledge, understanding and opportunities to celebrate the different cultures of children and young people. It is important to recognise and celebrate Gypsy Roma and Traveller culture as with all cultures and faiths.

One of the key concerns expressed by families from Gypsy, Roma and Traveller communities is that their cultures are not recognised or celebrated, that it may be diluted by contact with the settled community, or that children may feel ostracised or experience bullying because of their family culture.

The guidance offers advice on how to overcome these concerns, and examples of how to celebrate Gypsy, Roma and Traveller cultures, building better understanding by valuing and celebrating culture. It also provides examples of how integration can take place through sports, music, and arts, which are valued by Gypsy, Roma and Traveller communities. Having their cultures recognised and celebrated was one of the two most important needs identified and reported by the children and young people who were interviewed when developing the guidance.

Is it possible that the proposal might have a negative effect on the promotion and protection of culture and heritage, or the ability of people to participate in arts, sport and recreation? If so, what action can you take to avoid or reduce that effect?

It is unlikely that the new guide will have a negative effect. One of the key elements within the guidance is the need to recognise and celebrate the culture and heritage of Gypsy, Roma and Traveller peoples within the school and across the curriculum. The guidance includes examples of how to do this successfully. It includes other successful strategies in engaging learners which include sports and other extra-curricular activities, which encourage integration of learners into school life.

SECTION 4

ECONOMIC WELL-BEING

What will be the effect on economic well-being?

Supporting growth in the Welsh economy, and through this tackling poverty, is at the heart of the Welsh Government's Programme for Government.

Business, the general public and individuals

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal impact business and the public?

The impact of this guidance should be neutral or slightly positive and no additional costs for businesses, or the public.

In terms of addressing poverty, for individual Gypsy, Roma and Traveller learners there are potential future personal economic benefits arising from their ongoing participation in the education system, from achieving literacy and numeracy, to progressing to GCSE level or higher qualifications such as university degrees, and/or work-based training.

Qualifications can improve future employment opportunities. Many Gypsy, Roma and Traveller individuals are self-employed and having a family business is well respected, particularly amongst Gypsy and Traveller communities.

Opportunities for self-employment could be positively affected if young people have an opportunity to create businesses in different economic sectors beyond those traditionally seen as employment pathways for Gypsy, Roma and Traveller children and young people. Feedback from the children and young people consulted as part of developing the

guidance indicated several different future employment ambitions, ranging from health and beauty, music production, and construction.

Increased education levels and access to employment can improve personal economic well-being and help avoid poverty. However, it is important to understand and respect the choices of Gypsy, Roma and Traveller children and young people. Girls and young women aspire to marriage, caring for children, and providing unpaid caring for family members. This is both very important and a fundamental part of many Gypsy, Roma and Traveller cultures. 2021 Census statistics show a high level of unpaid caring within Gypsy and Traveller communities.

Public Sector - including local government and other public bodies

The guidance should have minimal impact on the public sector in terms of cost. Any potential additional costs arising from implementation of the effective practice are likely to be very small, or minimal, for education settings and their budgets.

There is potential benefit arising from the use of the new guidance and trialling of approaches by schools and local authorities, with interaction of relevant third sector services. Adopting an anti-racist approach which improves understanding and practical approaches to supporting learners could have positive effects on the needs and demands for additional education, or public services including health.

The examples of effective practice in the guidance illustrate where the public sector may benefit from improvements in communication across services and with education settings, and the need for different forms of support.

Many of the 22 local authorities provide Traveller Education Services and Ethnic Minority Achievement Services, and there will be an ongoing need for these services in the future.

Third Sector

There is likely to be minimal impact on third sector organisations and no additional cost implications. The third sector is invested in supporting children and young people from Gypsy, Roma and Traveller communities, for example, “The Travelling Ahead” project, operated by Tros Gynnal Plant, is funded by the Welsh Government to run youth fora and an advocacy service for young people (and adults). [TGP Cymru](#) [Travelling Ahead: Wales Gypsy, Roma and Traveller Advice and Advocacy Service](#) « [TGP Cymru](#)

There is the potential for more third sector involvement with schools and education settings at the local level if they choose to increase the number and type of cultural and social activities with their local communities, as part of efforts to create an anti-racist education culture in Wales. Local authorities and schools may also choose to access different services at local, regional, or national level which support learners and the ambition of creating an anti-racist Wales by 2030.

Justice impact

The update to the Gypsy, Roma and Traveller guidance does not require new primary or secondary legislation. It is not statutory guidance.

SECTION 8

CONCLUSION

How have people most likely to be affected by the proposal been involved in developing it?

To identify the scope of the guidance, the Welsh Government worked closely with the Gypsy Traveller Forum – the network of Local Authority Traveller Education Services in Wales which included representation from the Children’s Commissioner’s office and the ‘Travelling Ahead’ project hosted by Tros Gynnal Plant. Discussions were also held with the Minority Ethnic Gypsy Roma Traveller Local Authority Group including representatives from all 22 local authorities.

As part of the development process the Welsh Government also canvassed a sample of schools across seven local authorities in Wales, with a cohort of around 40 Gypsy, Roma and Traveller learners, to obtain their views. The views of the children and young people are central to this work and has directed the format and content of the guidance.

Education policy officials have engaged across the Welsh Government to develop this guidance. Policy teams include the Equalities and Human Rights, Knowledge and Analytical Services / Statistics, Tackling Poverty and Communities, Further Education and Higher Education and professional education advisers.

As well as the ‘Travelling Ahead’ project, the Welsh Government has also engaged with Gypsies and Travellers Wales, a third sector organisation which support the Gypsy and Traveller communities.

Protected characteristics

Individuals with protected characteristics – Gypsy, Roma, and Travellers – have been directly engaged in developing the document.

This guidance supports children and young people with protected characteristics.

The Equality Act 2010, Section 9 defines the protected characteristics of race to include colour, nationality and ethnic or national origins. Ethnic or national origins include being from a Roma background. Those who have or share characteristics of colour, nationality or ethnic or national origins can be described as belonging to a particular racial group. While the Equality Act does not make a specific reference to Gypsies or Travellers, it has been declared by the courts that Gypsies and some Travellers are protected as ‘races’ under the Act.

Welsh language specific organisations have not been involved in developing this new guidance document although the importance of addressing the needs of Gypsy, Roma and Traveller children and young people entering or attending school who have additional language needs, including Welsh, are identified within this guidance. This need for additional language support is particularly high amongst Roma children.

All local authorities in Wales have been involved in development through the Minority Ethnic Gypsy Roma Traveller (MEGRT) Local Authority Group. Some of the strongest

evidence of the need and benefit to Gypsy, Roma and Traveller learners of identifying and meeting a range of support needs emerges from the reports submitted annually by local authorities in response to the Welsh Government's MEGRT grant.

The grant to all 22 local authorities enables the use of funds by schools and local authority teams to provide and deliver Welsh (and English) additional language assistance and support for learners from these communities, particularly Roma.

What are the most significant impacts, positive and negative?

Refreshing the existing Welsh Government guidance will ensure the critical organisations – schools and education settings in Wales – are supported to deliver an anti-racist learning environment which will benefit all learners, and particularly children and young people from Gypsy, Roma and Traveller communities.

In developing the guidance, the Welsh Government wished to establish the challenges, real and perceived, which exist for children and young people and prevent them from getting the most out of their education. We consulted with stakeholder organisations which represent communities; local authority support services; and third sector organisations that support learners. The following areas were identified as the core themes and challenges:

- Additional Learning Needs (ALN)
- Admissions to school
- Attendance at school
- Bullying due to race
- Communication between school and families/communities
- Curriculum – Relationship and Sexuality Education (RSE)
- Cultural awareness and recognition
- Dedicated person / Trusted Adult in School
- Digital inclusion
- Elective Home Education
- Exclusions from school
- Financial support and school uniforms
- Transition from primary to secondary school
- Vocational courses - Apprenticeships, Further Education, Higher Education

The guidance explores the individual challenges identified, outlines the Welsh Government actions and, where available, shares examples of effective practice used to mitigate or overcome these challenges. Identification and sharing of new best practice examples will be an ongoing process.

Positive impact: the guidance provides dissemination of advice on how to better support the education needs of, and improve engagement with, Gypsy, Roma and Traveller learners and communities. The impact of this should be better understanding amongst schools, school governors, senior leadership teams and individual teachers of the barriers experienced by Gypsy, Roma and Traveller children and young people when accessing compulsory age education. It should support improved relationships between schools and

the specific communities, and have a wider impact on all pupils within the school environment.

Improved cultural awareness amongst the education workforce and community should lead to increased attendance levels of Gypsy, Roma and Traveller learners, due to their experience that they feel their home lives and families' culture are respected and understood, as well as celebrated. Improved attendance can lead to better attainment levels.

Negative impact: there should not be any such impacts from publication and use of the guidance.

This guidance should contribute to the following of the Welsh Government's well-being goals: A more equal Wales; A Wales of cohesive communities; A Wales of vibrant culture and thriving Welsh language. It could also have a small contribution to: A prosperous Wales; A Healthier Wales.

Long term, improvements in social attitudes within schools and creating an anti-racist education system through tackling discrimination, racism, bullying; representation amongst the teaching workforce of Black, Asian and Minority Ethnic communities; and increased acceptance amongst Gypsy, Roma and Traveller communities of education as a positive option for their children and young people, should lead in the long term towards improved health outcomes for Gypsy, Roma and Traveller children. There should be improved employment or financial opportunities, helping to reduce or remove risks of long-term poverty.

In light of the impacts identified, how will the proposal maximise contribution to our well-being objectives and the seven well-being goals; and/or, avoid, reduce or mitigate any negative impacts?

The Welsh Government is working towards a more equal Wales, a society that enables people to fulfil their potential no matter their background or circumstances. We are committed to reducing inequalities and ensuring all children achieve their potential and thrive in a learning environment which supports their needs.

The overarching purpose of school improvement is to help schools give learners the best possible learning experiences and outcomes and achieve high standards and aspirations for all. We recognise that some children and young people may have additional barriers to their learning because of their circumstances, background, or culture. These include institutional and/or systemic barriers, such as racism. We know that Gypsy, Roma and Traveller learners have the lowest attainment in terms of academic qualifications, of all ethnic groups. To make sure that children from these communities are supported to reach their full potential, we need to equip education practitioners and settings with information and advice about their specific needs and what works best in supporting them.

How will the impact of the proposal be monitored and evaluated as it progresses and when it concludes?

Although we cannot say categorically that attainment will be improved by dissemination of good practice more widely, it is reasonable to expect to see some improvement of

attainment and attendance. This would be reflected in the Pupil Level Annual Schools Census (PLASC) data.

There have been small gains in recent years which could be attributed to the work of the Traveller Education Services which work with schools and communities to build trustful relationships, encourage school attendance, and support transition to secondary school. We will continue to monitor this via annual statistical bulletins and engagement with Gypsy, Roma and Traveller communities and stakeholders.

CHILDREN'S RIGHTS IMPACT ASSESSMENT

Policy objectives

The Welsh Government's new guidance for schools and education settings to support Gypsy, Roma and Traveller learners will provide examples of effective practice to support learners from Gypsy, Roma and Traveller communities to reach their full potential in education. The guidance helps strengthen the support available to Gypsies and Travellers who have protected characteristics under the Equalities Act 2010, which also includes learners from EU Roma heritage.

There is no change in specific education policies. Clear objectives and actions around anti-bullying and tackling discrimination, prejudice and racism are already in place, however this guidance document delivers a key action within the Anti-Racist Wales Action Plan and aims to improve awareness amongst the education work force.

The guidance can support the engagement of Gypsy, Roma and Traveller children and young people with the new Curriculum for Wales, which is implemented for primary schools and is now being rolled out into secondary schools across Wales from the start of the 2023 -24 academic year on a phased basis.

Why do Gypsy, Roma and Traveller children and young people need support?

There are currently 1,463 schools maintained by local authorities across Wales (January 2023). The latest provisional Schools' census results for Wales (January 2023) show a total of:

- 469,887 pupils in local authority maintained schools,
- 383,077 of pupils aged 5 to 15 years old,
- 52,864 (13.8%) of pupils aged 5+ from Black, Asian or Minority Ethnic communities,
- 13.8% from ethnic minority communities.

The [Pupil Level Annual School Census \(PLASC\) data](#) for Wales (published August 2022) shows the numbers of Gypsy, Roma and Traveller children and young people within education settings in Wales.

The national level data at [Key Stage 3 \(ages 11-14\)](#) (published September 2022) shows 78.4% of learners identified as Travellers achieving the expected level of core subject

indicators, compared to 29.6% of learners identified as Gypsy/Gypsy Roma (the lowest percentage of all ethnic groups).

The Welsh Government's statistics show Gypsy, Roma and Traveller children experience higher rates of exclusion from schools in Wales, compared with other ethnicities. For the year September 2019 to August 2020, pupils with a Traveller ethnic background had the highest rate of fixed term exclusions (5 days or fewer). Data for 2020-21 has also been published.

[Permanent and fixed-term exclusions from schools: September 2019 to August 2020 | GOV.WALES](#) and [Permanent and fixed-term exclusions from schools: September 2020 to August 2021 | GOV.WALES](#)

GCSE Attainment for Gypsy, Roma and Traveller children

The provisional school results for GCSEs and A Levels were published on 05 October 2023, covering the time period September 2022 to August 2023. [Examination results: September 2022 to August 2023 \(provisional\) | GOV.WALES](#)

Key results for 2022/23 relating to Gypsy, Roma and Traveller pupils

- Gypsy, Roma and Traveller pupils accounted for 0.2% of all year 11 pupils and 0.15% of all GCSE entries. This is small number of pupils, around 70.
- Census 2021 data shows that there were around 200 Gypsy, Roma and Traveller children in Wales aged 13-14 – i.e. that would be at GCSE application age in summer 2023.
- The percentages of GCSE entries by Gypsy, Roma and Traveller pupils that were awarded A* to C were 32.4%, 24.2% and 32.2% respectively. This compares with 66.1% for all pupils.
- Gypsy, Roma and Traveller pupils entered on average 6.7 subjects per student. This compares to an average of 9.2 subjects per student across all ethnicities.
- There were no recorded A level entries by Gypsy, Roma and Traveller pupils aged 17.
- The percentages of GCSE entries by Gypsy, Roma and Travellers pupils with no graded result were 21.0%, 20.5% and 10.7% respectively. This compares with 3.7% for all pupils.
- Gypsy, Roma and Traveller pupils scored markedly lower on all KS4 outcome indicators (Capped 9 indicator (interim measures version), Literacy indicator, Numeracy indicator, Science indicator, and the Welsh Baccalaureate Skills Challenge Certificate indicator) than pupils from other ethnic backgrounds.

Comparison with 2021-2022 GCSE data

- Year on year comparisons of data in relation to examination results for Gypsy, Roma and Traveller learners should be handled carefully, due to the small numbers of learners from these communities.

- For 2021-2022, Traveller and Roma A*-A results were suppressed due to small numbers. Pupils with a White and Black Caribbean, Caribbean, and Gypsy backgrounds had the lowest percentage of A*-A grades shown.
- For 2021-2022, 3.6% of entries by pupils with a Gypsy background achieved A*-A.
- In the A*-C grade range, 26.2% and 26.5% of entries by pupils from a Gypsy and Traveller background respectively achieving GCSE A*-C grades. This is in comparison to 70.1% of entries by all pupils achieved A*-C.

Due to the varying examination arrangements in place since 2018/19, caution must be exercised when comparing outcomes between subsequent years. Pupils that were awarded a qualification during the 2019/20 and 2020/21 summer periods were awarded grades based on a [centre determined or centre assessed grade](#) model. Grades were determined by schools, based on their assessment of learners' work, using a range of evidence (including non-examination assessments, mock exams, and classwork).

Post-16 statistics by learners' ethnic group published July 2022

Post-16 learning starts and outcomes by learners' ethnic group, for vocational programmes and general education programmes (including A Levels) in school sixth forms and further education colleges, and for apprenticeships or adult learning courses, between August 2017 and July 2021 [Post-16 learning statistics by learners' ethnic group: August 2017 to July 2021 | GOV.WALES](#)

- Year 11 students with Gypsy, Traveller or Irish Traveller backgrounds were less likely to continue onto post-16 learning than other ethnic groups
- For most other ethnic minority groups, participation is close to or above the Wales average
- Work based learning is less ethnically diverse than other areas of post-16 learning
- Learners with Black, Asian, or other Minority Ethnic backgrounds were generally less likely to be in sustained employment after leaving post-16 learning
- Learners with Bangladeshi; White and Black African; White and Caribbean; White and Asian; and any other backgrounds have lower achievement rates at A level.

Experiences of discrimination and racism

Gypsy, Roma and Traveller communities report experiences of discrimination, racism, bullying and harassment, and cite the inflexibility of the education system and aspects of the curriculum as contradictory to Gypsy and Traveller values. These were cited in 2022 ONS research [Gypsies' and Travellers' lived experiences, education and employment, England and Wales - Office for National Statistics \(ons.gov.uk\)](#) as reasons for withdrawing children from mainstream education, with some being electively home educated instead.

Key findings of this research showed that participants from Gypsy and Traveller communities described experiencing varying levels of education, with some never having been to school, while others had completed compulsory education and gaining college or university level qualifications. While some spoke of enjoying their education, others described having faced numerous challenges, including perceived discriminatory behaviour from other students and teachers.

Participants appeared to value education and skills development, particularly for their children, which was linked to the importance placed on securing future employment. Community members who felt accepted by teachers and felt they were able to be open about their ethnicity described having had more positive experiences at school.

Participants from Gypsy and Traveller communities discussed facing many barriers to accessing employment, including a lack of skills, education or formal qualifications, and perceived discrimination from employers, colleagues, and the settled community. Additionally, participants spoke of facing difficulties in re-skilling to adapt to non-traditional occupations, for example, because of technological advancements and the introduction of licensing requirements, such as for selling scrap metal, affecting jobs commonly done by Gypsies and Travellers.

Barriers to mainstream schooling

Flexibility and cultural sensitivity within the education system were recurrent themes raised by Gypsies and Travellers in the ONS analysis and research when asked about their experiences of education, both for themselves and their children. There were a variety of ways in which participants felt that the current educational system may not be well suited to the values and priorities of Gypsy and Traveller parents and children. Examples of this included inflexibility around school attendance to accommodate travelling and a nomadic lifestyle which may not allow for continuity of education when travelling between places.

Some participants reported a lack of awareness and sensitivity in schools to Gypsy and Traveller culture. Although Gypsies and Travellers are traditionally nomadic and this remains an important aspect of their culture, participants described having difficulty getting authorised absences to take children out of school to travel. There were examples of this resulting in disagreements with schools, parents withdrawing their children from schools and opting to home educate instead, to retain greater flexibility for travelling.

Community members described experiences of bullying and perceived racism from other students as well as instances in which they or their children were felt to be unfairly punished for reacting to bullying, rather than the perpetrator. The management of these situations by schools were said to have sometimes resulted in young people being excluded from school, or parents choosing to withdraw their children from school. Some participants believed that this situation has improved for the current generation of Gypsy and Traveller school children. Others spoke about their children having experienced similar or worse discriminatory behaviour than they had in the past and struggling to feel a sense of belonging as a result.

Estyn Thematic Report: Provision for secondary age Gypsy, Roma and Traveller pupils

In its 2019 [thematic report](#) Estyn stated that across Wales, only around half of Year 6 pupils from Gypsy, Roma and Traveller backgrounds moves on to secondary education in Year 7. However, the data may not provide an accurate picture, as a minority of parents

and pupils say that they do not identify themselves as being from these communities due to fear of persecution or bullying.

In June 2018 the Welsh Government published the “Enabling Gypsies, Roma and Travellers plan”, subsequently updated in October 2020. This plan set out how the breadth of work which the Welsh Government had been undertaking was working to ensure inequalities experienced by these communities were reduced, access to opportunities increased, and relations between these communities and wider society improved. [Enabling Gypsies, Roma and Travellers plan | GOV.WALES](#)

The plan included many cross-Government actions but prioritised several key issues including the need to challenge engrained health and education outcomes, which prevent Gypsy, Roma and Traveller communities from fulfilling their potential.

The education-focused section included 11 key actions which included implementing revised Gypsy, Roma and Traveller ethnicity categories through the Pupil Level Annual School Census during 2018. It also included an action for Estyn to carry out a thematic review in 2018-19 focusing on progress since its 2011 report on Gypsy and Traveller education and consider the impact of the current education services and support on the educational outcomes of Gypsy, Roma and Traveller learners.

Estyn carried out three Thematic Reviews into provision for Gypsy and Traveller pupils. The first review was in 2005 and an update published in 2011. There was also an Inquiry by the Senedd’s Children and Young People’s Committee into the support provided to ethnic minority and Gypsy, Roma, and Traveller learners through the Education Improvement Grant. A full [response](#) to the report recommendations was provided by the then Cabinet Secretary for Education.

A further review was undertaken in 2018 and Estyn recommended that the Welsh Government replace the existing 2008 Guidance. [Provision for secondary school-aged Gypsy, Roma and Traveller pupils \(gov.wales\)](#) This recommendation was rolled into the Welsh Government’s Anti-Racist Wales Action Plan published in 2022, and has been progressed to produce the new guidance document which this assessment accompanies.

Funding support - Minority Ethnic Gypsy Roma Traveller (MEGRT) grant

Prior to 2015 funding to support children and young people from ethnic minority communities was provided via dedicated grants – the Minority Ethnic Achievement Grant (MEAG), and the specific grant for Gypsy and Traveller children. In 2015, the Education Improvement Grant was introduced which drew together funding streams with shared or related outcome objectives. The MEAG and Gypsy Traveller grants were combined in 2018-19 to create the MEGRT grant.

Since 2021 £11m has been allocated to provide funding to Local Authorities. The terms and conditions of the Grant set out the strategic principles of the funding and require sight of LA plans for how the funding is to be used. Differences between local authorities demographics and individual schools are significant however which means there is flexibility and differing approaches across Wales.

Feedback from local authorities' plans indicated that priority areas are English/Welsh language acquisition for ethnic minority learners and attendance and engagement of Gypsy, Roma and Traveller learners. For example, the Gwent service assists children and young people with identified additional language needs. [GEMS | Newport City Council](#)

The funding supports a variety of activities including the development and embedding of expertise and good practice in Welsh schools both through local authority services and in individual schools. These can include language acquisition; access to education for both learners and families; developing an understanding of culture and identity; and staffing arrangements.

The Welsh Government works closely with the MEGRT local authority officers group. Members have lead responsibility for delivery and support of Gypsy, Roma and Traveller learners. In this way government officials communicate with and discuss on a regular basis effective practice and challenges faced by learners. The local authority support has been invaluable to understand the situation within schools and developing our new guidance document.

Social and health inequalities experienced by Gypsy, Roma and Traveller communities

The inequalities facing Gypsy, Roma and Traveller communities with regards to poorer health outcomes, difficulties with accommodation, and lower socio-economic status are widely documented.

An important source of information regarding children in schools and different facets of their wellbeing are collected regularly is through the School Health Research Network (SHRN) Survey. SHRN's current membership includes all maintained, mainstream, secondary and middle schools in Wales. All learners are invited to take part in the Student Health and Wellbeing survey every two years. The response to the latest round of data collection resulted in more than 120,000 students from 202 schools taking part.

School Health Research Network (SHRN) Survey National Indicators Report 2021-22

[SHRN-2021-22-National-Indicators-Report-FINAL-en.pdf](#)

The most recent report highlighted that Gypsy and Travellers were the ethnic group least likely to rate their life satisfaction above a score of 6. The report also indicated several risk factors relating to the health of Gypsies, Roma, and Travellers as ethnic groups. It should be recognised that these broader determinants affect and interact with Gypsy, Roma and Traveller learners and their education. This information and research inform understanding of the barriers experienced by children and young people from Gypsy, Roma and Traveller ethnic groups.

In the same report, Gypsy and Traveller students were the ethnic group least likely to 'feel their teachers accept them', and least likely to 'agree that their teachers care about them as a person'. They were also more likely to report they had experienced being bullied at school. It is therefore important that anti-racist culture is embedded within school communities, and the training and development of the workforce is a critical factor.

Consideration of health and well-being needs of learners

In March 2021 the Welsh Government published the 'Framework on embedding a whole-school approach to emotional and mental well-being'. This Framework is aimed at the needs of school-age learners and the workforce supporting their learning and well-being needs. [Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES](#)

The Framework is intended to support schools, including pupil referral units (PRUs) and education settings, in reviewing their own well-being landscape and in developing plans to address their weaknesses and build on their strengths. It recognises that the school alone cannot meet all the needs of a complex population of children and young people, and sets out the role of regional bodies, the NHS, and others such as the third sector, in supporting the school. Schools should consider SHRN data and all other relevant available data to inform practice.

Welsh Government Statistics Ethnic group differences in health, housing, education and economic status in Wales (Census 2021)

[Ethnic group differences in health, housing, education and economic status in Wales \(Census 2021\) | GOV.WALES](#) Population and household estimates for ethnic groups in Wales by age, sex, religion, general health, disability status, unpaid caregiving, housing tenure, occupancy rating, education level, employment, and socio-economic status. Published 05 July 2023.

- Out of a total of 2.6 million usual residents aged 16 and over in Wales, 31.5% reported that their highest qualification was at level 4 or above. 19.9% had no qualifications.
- 17.2% reported that their highest qualification was at level 3. 14.4% had a highest qualification at level 2 and 8.7% had a highest qualification at level 1.
- People who identified as “White: Gypsy or Irish Traveller” were the most likely to hold no qualifications out of all ethnic groups (58.8%), followed by “White: Roma” (31.8%)
- The ethnic groups least likely to hold qualifications at Level 4 or above were “White: Gypsy or Irish Traveller” (11.5%), “Asian, Asian Welsh or Asian British: Bangladeshi” (25.0%), “White: Roma” (26.3%) and “Mixed or multiple ethnic groups: White and Black Caribbean” (26.7%).
- The ethnic groups with the lowest percentage of employees were “White: Gypsy and Irish Traveller” (22.4%) and “Arab” (28.5%).
- The groups with the highest percentage of self-employed individuals were “Asian, Asian Welsh or Asian British: Pakistani” (13.2%), “White: Gypsy and Irish Traveller” (11.5%) and “Any other ethnic group” (11.4%).
- People who identified as “White: Gypsy or Irish Traveller” or “Arab” were the most likely to be economically inactive.

Health status

- Those who identified as “White: Gypsy or Irish Traveller” reported the poorest levels of health, with 10.3% stating that they had “bad health” and 4.6% “very bad health”. Roma individuals also reported poor levels of health.

- There was substantial variation in proportions of disabled people between individual ethnic groups. Within the “White” ethnic group, those who identified as “Gypsy or Irish Traveller” had the highest percentage of disabled people (29.7%). Those who identified as “Other White” had the lowest (11.1%). Roma individuals also reported higher levels of disability.

Research

A range of reports and evidence from national organisations and bodies illustrate the difficulties experienced by Gypsy, Roma and Traveller people living in the United Kingdom. These range from research produced by Gypsy, Roma and Traveller communities and projects such as the Traveller Movement, to the UK Parliament and a House of Commons committee, the Equality and Human Rights Commission (EHRC), Welsh Parliament, the Welsh Government, Government Social Research and Office for National Statistics. A number of these reports are listed below.

Gypsies’ and Travellers’ lived experiences, education and employment, England and Wales is one of a series of reports carried out by the Office for National Statistics and published in late 2022, which examined the lived experiences of both Gypsy and Traveller communities. It should be noted that the ONS reports do not include information from Roma communities.

- Office for National Statistics, Gypsies’ and Travellers’ lived experiences, education and employment, England and Wales December 2022 - [Gypsies’ and Travellers’ lived experiences, education and employment, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/people-and-population/ethnicity/articles/gypsies-and-travellers-lived-experiences-education-and-employment-england-and-wales-december-2022)
- UK Government: Gypsy, Roma and Irish Traveller ethnicity summary, Updated 29 March 2022 - [Gypsy, Roma and Irish Traveller ethnicity summary - GOV.UK Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](https://ethnicity-facts-figures.service.gov.uk/gypsy-roma-and-irish-traveller-ethnicity-summary)
- Welsh Government: Post-16 learning statistics by learners’ ethnic group: August 2017 to July 2021 - [Post-16 learning statistics by learners’ ethnic group: August 2017 to July 2021 | GOV.WALES](https://gov.wales/post-16-learning-statistics-by-learners-ethnic-group-august-2017-to-july-2021)
- Government Social Research (GSR) Number 98/2014 Gypsy and Traveller Education: Engaging Families - A Research Report, November 2014 - [Gypsy and Traveller Education: Engaging Families - A Research Report \(gov.wales\)](https://gov.wales/gypsy-and-traveller-education-engaging-families-a-research-report)
- Equality and Human Rights Commission: England’s most disadvantaged groups: Gypsies, Travellers and Roma: Is England Fairer? Review spotlight report (1 of 4) - [is-england-fairer-2016-most-disadvantaged-groups-gypsies-travellers-roma.pdf \(equalityhumanrights.com\)](https://equalityhumanrights.com/is-england-fairer-2016-most-disadvantaged-groups-gypsies-travellers-roma.pdf)
- Friends, Families and Travellers: Shadow Report to the Universal Periodic Review Working Group and UN Member States: Focus Report on Gypsy, Roma and Traveller Communities - [FFT_GRT Coalition UPR 2022-1.pdf \(gypsy-traveller.org\)](https://gypsy-traveller.org/FFT_GRT_Coalition_UPR_2022-1.pdf)

- UK Parliament, House of Commons Women and Equalities Committee, Seventh Report of Session 2017–19, 05 April 2019: Tackling inequalities faced by Gypsy, Roma and Traveller communities - [Tackling inequalities faced by Gypsy, Roma and Traveller communities - Women and Equalities Committee \(parliament.uk\)](#)
- Welsh Government / People and Work Unit: Evaluation report on capacity building approaches to support the delivery of English as an additional language in Wales, September 2015 - [English as an additional language: report | GOV.WALES](#)

Using this research, how do you anticipate your policy will affect different groups of children and young people, both positively and negatively?

There is no change in Welsh Government policy around support for learners from Gypsy, Roma and Traveller communities arising from this guidance. The guidance supports delivery of current policy by statutory bodies - local authorities and grant-maintained schools in Wales. However, the policy of education support for Gypsy, Roma and Traveller learners clearly sits within the ambitions of the Welsh Government's Anti-racist Wales Action Plan and other strategic equality plans.

The delivery of informed, sympathetic, and positive support for Gypsy, Roma and Traveller learners in schools, which is delivered by pro-active teachers and education professionals, should have a positive impact on all children and young people.

The guidance also provides a link with the major changes in the education and social care spheres around Additional Learning Needs (ALN) which can affect some Gypsy, Roma and Traveller children and young people. Cultural factors may lead some education practitioners to believe a learner has ALN when other support measures would be more appropriate for helping a child or young person engage in learning as well as the wider school community and activities.

Anti-Racist Wales Action Plan

[Anti-racist Wales Action Plan | GOV.WALES](#)

The findings and recommendations of the 'Cynefin' report, published in March 2021 and led by Prof. Charlotte Williams, were key in developing the new Curriculum for Wales and the education strand of the ARWAP.

- Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group, Final report, chaired by Professor Charlotte Williams OBE, March 2021 - [black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf \(gov.wales\)](#)

The Plan brings together work across education including:

- updating our statutory anti-bullying guidance to better reflect the impact of racist bullying and harassment

- robust professional learning for practitioners and senior leaders (via the Diversity and Anti-Racist Professional Learning (DARPL) project)
- improving the levels of recruitment, retention and progression into leadership of teachers from ethnic minority communities
- expecting every education institution to effectively record and act on incidents of racist abuse
- ensuring that our teaching reflect the histories and experiences of our diverse communities in Wales.

Curriculum for Wales

Wales became the first part of the UK to make it mandatory to teach Black, Asian, and Minority Ethnic histories and experiences as part of the national curriculum.

The Welsh Government published the second Curriculum for Wales annual report in summer 2023, which detailed the progress made across Wales in implementing our new curriculum and priorities for supporting schools over the next year. This included an update on progress implementing the recommendations contained within Professor Williams' Cynefin report. [Curriculum for Wales: annual report 2023 \[HTML\] | GOV.WALES](#)

Teacher recruitment

We are delivering a strategy to recruit more teachers from Black, Asian, and Minority Ethnic communities into the education workforce. In October 2021 we published the initial recruitment plan which now includes a financial incentive for new teachers from ethnic minority communities. We are taking this forward through work such as a new mentorship scheme to help support Black, Asian and Minority Ethnic staff to reach their goals, as well as developing other actions.

Welsh as an Additional Language (WAL)

Some children speak a language other than English or Welsh as their first language, either because they were born in a different country or because their parents speak a different language at home. In school, they learn English or Welsh as a second (or third) language. They learn it mostly through the normal school day, through playing and socialising, and through learning other subjects. Welsh language is not an additional learning need but is clearly essential for children moving to Wales from EU countries, for example, Roma families.

The Welsh Government is working with local authorities to set up a Wales-wide late immersion network, to share information and best practice. Welsh immersion provision is available in every local authority across Wales and supports all learners wishing to attend or transfer to Welsh medium education. £2.2 million has been allocated for 3 years (2022-25) for local authorities to develop immersion provision for their learners.

Late immersion provision helps learners entering Welsh-medium education at a later stage (typically after the age of seven) and pupils for whom Welsh may not have been part of their daily routine, to gain the skills and confidence needed to continue their learning through Welsh.

Parents in different local authority areas may choose a Welsh medium school for their child such as in Gwynedd or other counties where Welsh is the primary language of the local area. Officials will be exploring ways to improve access and support for those children and communities who require this acquisition support.

Welsh Government, Government Social Research No 46/2014. Welsh as an Additional Language: Research into the level of need and current support provided to black and minority ethnic pupils with Welsh language support needs.

[Welsh as an Additional Language: Research into the level of need and current support provided to black and minority ethnic pupils with Welsh language support needs \(ioe.ac.uk\)](http://ioe.ac.uk)

Engagement with children and young people

It was essential to engage with children and young people and gain their views when developing this new education guidance document. The new guidance for education settings specifically references and directly quotes anonymously the range of comments and views received from Gypsy, Roma and Traveller learners.

A short programme of engagement activity was carried out including regional discussion sessions for Gypsy, Roma and Traveller children and young people. This is in line with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) which stipulates that children have a right to express their views particularly when adults are making decisions, and to have their opinions taken into account.

The draft guidance was not the subject of a public consultation however the Welsh Government worked with Gypsy, Roma and Traveller stakeholders representing communities.

Policy officials also engaged with the MEGRT Local Authority Group. These discussions included details of the benefits of the Welsh Government's MEGRT annual grant to all 22 local authorities, plus the issues facing schools, Traveller Education Services (TES) and Minority Ethnic Achievement Services (EMAS).

Analysing evidence and assessing impact

The new co-produced guidance for education settings and schools can be used by statutory bodies, organisations and members of the public, including Gypsy, Roma and Traveller families and communities. It should have a positive impact on children and young people from Gypsy, Roma and Traveller ethnic minority groups. There should not be any negative impacts which require mitigation.

We expect the guidance will have a positive impact on all children and young people in education settings in Wales. The overarching purpose of school improvement is to help schools give children and young people the best possible learning experiences and outcomes, whatever their background. This should lead to children and young people achieving higher standards, their aspirations, and narrowing the gap between disadvantaged learners and their peers.

We expect the guidance to help education providers' understanding of the different cultures, beliefs and needs of Gypsy, Roma and Traveller learners. This should help

improve understanding amongst learners and the wider school population, potentially helping to reduce incidents of bullying, harassment and racism. Bullying is cited as one of the issues Gypsy, Roma and Traveller children regularly experience and can be a reason for non-attendance at school. The Welsh Government is in the process of updating its existing anti-bullying guidance “Rights, Respect, Equality”, [Rights, respect, equality: guidance for schools | GOV.WALES](#)

How does your proposal enhance or challenge children’s rights, as stipulated by the UNCRC articles and its Optional Protocols?

The Welsh Government is proud of our record of promoting children’s rights and working to ensure all children in Wales have the best start in life. Our ambition is that the rights of every child and young person in Wales should be promoted and respected to enable them to be the best they can be. The guidance should therefore enhance and promote the rights of Gypsy, Roma and Traveller children and young people.

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is part of the Equality Act 2010 and is a legal requirement which applies to most public bodies in Wales. It includes a ‘general duty’ and ‘specific duties’ and is a legal requirement placed on all maintained schools in Wales. This new guidance should help support schools in meeting the duty.

The Equality and Human Rights Commission produced and published in 2023 new guidance for schools on the PSED. The EHRC guidance can be accessed at: [Public Sector Equality Duty: Guidance for schools in Wales | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

Curriculum for Wales

[Curriculum and Assessment \(Wales\) Act 2021 \(legislation.gov.uk\)](#)

Section 64 of the Curriculum and Assessment (Wales) Act 2021 contains a duty to promote knowledge and understanding of United Nations Convention on the Rights of Children, and United Nations Convention on the Rights of Persons with Disabilities.

The duty is not a duty to educate children about rights, but a duty to promote knowledge and understanding of the UNCRC and the UNCRPD ‘among those who provide teaching and learning’. This is a duty on school governing bodies, head teachers or equivalent in Pupil Referral Units, in relation to promoting the Conventions to their employees.

Curriculum guidance in Wales includes content specifically about human rights education for learners within the identified [Cross-cutting themes](#).

Education settings, including schools and education practitioners, should have a methodology for designing a curriculum which incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements, including human rights education and diversity.

UN Convention on Rights of the Child articles

UNCRC Articles or Optional Protocol	Enhances (X)	Challenges (X)	Explanation
<p>Article 2 - The UN Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p>	<p>X – The guidance will benefit all children and young people in education settings in Wales.</p>	<p>X – The guidance is clear about the distinct and separate identities covered by the term ‘Gypsy, Roma and Traveller’ and use of such an ‘umbrella’ term.</p> <p>As clarified in the opening section of the guidance there are many diverse ethnic groups covered within this term, yet also have many shared experiences, such as racism and persecution.</p> <p>There are risks from use of such umbrella terms but given previous policy and approaches including the Welsh Government’s 2008 guidance “Moving Forward”, with a requirement under the Anti-Racist Wales Action Plan, plus the Estyn recommendations that the guidance should be updated, the use of this term is continued. It is also applied to the wider context of support for Gypsy, Roma and Traveller</p>	<p>One of the key issues faced by children from Gypsy, Roma and Traveller communities is the potential for them to be bullied on the grounds of their ethnicity and cultural background.</p> <p>Gypsies, Roma and Travellers are ethnic minority groups with protected characteristics under the Equalities Act 2010.</p> <p>Roma learners may have a home language other than Welsh or English, and must therefore have their language acquisition needs met if they are to participate in education.</p> <p>These challenges can be a barrier to a child or young person accessing education.</p> <p>Integrating an understanding of the experiences of Gypsy, Roma and Traveller learners into the curriculum, and celebrating traditions and cultures, can help break down barriers and encourage respect</p>

		families and communities re. needs for Traveller sites / housing / access to services / utilities etc.	amongst all learners for each other.
Article 3 – All organisations concerned with children should work towards what is best for each child.	X – The guidance is aimed at education practitioners to directly support the specific needs of Gypsy, Roma and Traveller children and young people.	<p>X – The education system in Wales has a national curriculum which teaches via Areas of Learning & Experience (AoLE) which blend different topics and subjects together. This has led to some tensions with the views of parents, families and communities when schools teach topics such as Relationships and Sexuality Education (RSE); or the delivery of the national Period Dignity plan, with all schools and other public places providing free period products.</p> <p>This may in a small number of instances create a tension with Article 12 of the UNCRC, as well as Articles 29 and 30 (right to their own culture and traditions.) To support schools in mitigating that challenge, details of the requirements for teaching of RSE within the curriculum</p>	<p>The guidance provides advice and effective practice examples on how to support learners from Gypsy, Roma and Traveller groups who are at risk of disengaging from education.</p> <p>It sets out and raises awareness of education challenges, which also have social impact, offering advice on how to overcome the barriers to learning, enabling children and young people to reach their full potential.</p>

		<p>are referenced in the guidance.</p> <p>The Welsh Government is also planning to develop RSE resources which will support schools to deliver the mandatory elements of the RSE Code.</p>	
<p>Article 12 – Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<p>X - The new guidance will encourage adults, teachers and service providers to directly engage with Gypsy, Roma and Traveller pupils in schools and education settings.</p> <p>The aim of the guidance is to improve ways of supporting learners so that Gypsy, Roma and Traveller children and young people can positively participate in education and reach their full potential.</p>	<p>X - There is the possibility of challenge, for example, the teaching of mandatory RSE in the curriculum.</p> <p>Rolled out in primary schools from mid-2022, it is now being extended into secondary schools.</p> <p>Older Gypsy, Roma and Traveller learners have indicated a range of views and personal perspectives held individually and by their families and communities, which are captured within the guidance. These illustrate the tensions which can exist between the children's right to say how they feel about being taught RSE, whilst being balanced by Article 2.</p>	<p>The guidance underlines the importance of children and young people from Gypsy, Roma and Traveller communities being listened to and engaged, not just in negative situations, for example, when experiencing instances of racism or bullying, but also when developing and implementing positive actions within the school environment. This is also important where other agencies are working with learners, families and schools.</p>

<p>Article 15 - (freedom of association)</p> <p>Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p>X – The guidance supports the ability of Gypsy, Roma and Traveller children and young people to be heard and engage in different activities, which can fulfil their wider life and social needs.</p> <p>The guidance should lead to learners from Gypsy, Roma and Traveller communities to feel more welcomed, valued and celebrated in their education environment, and by their peers and teachers.</p>		<p>The improved understanding and interaction amongst pupils, schools, local organisations such as local cultural and faith groups, visiting educational representatives, or school trips, will improve the ability of education settings to deliver the rights of Gypsy, Roma and Traveller children as identified in this article.</p> <p>Engaging in cultural, sport or other activities, and learning English and/or Welsh if they have an additional language need, will encourage Gypsy, Roma and Traveller children to remain in school; develop broader friendship groups; and participate in activities which they may be introduced to through their education setting.</p>
<p>Article 28 – Right to education. Primary education should be required for all children and should be available free. Secondary education should be available to all children. Higher</p>	<p>X – Improved knowledge and understanding of Gypsy, Roma and Traveller communities and the support needs of children and young people should lead to an increase in Gypsy, Roma and Traveller learners choosing to remain in</p>	<p>Welsh Government statistics show Gypsy, Roma and Traveller pupils all had higher rates of fixed term exclusions of 5 days or fewer (2019/20) than other ethnic groups.</p> <p>The highest numbers experiencing fixed term exclusions of 5 days or fewer were learners from</p>	<p>Children and young people from Gypsy, Roma and Traveller communities can face a range of barriers to accessing and remaining in education.</p> <p>Learners often experience prejudice-related bullying and racism within education settings, based on cultural stereotypes and a lack of understanding</p>

<p>education should be available according to capacity.</p> <p>School discipline should respect your dignity and your rights.</p>	<p>education, and should particularly support the transition between primary and secondary education. In turn, this will support all learners to gain qualifications which will help them reach their full potential and access further and higher education, should they wish.</p>	<p>Traveller backgrounds.</p> <p>Permanent and fixed-term exclusions from schools: September 2019 to August 2020 GOV.WALES</p> <p>Permanent and fixed-term exclusions from schools: September 2020 to August 2021 GOV.WALES</p>	<p>of their culture. Promoting cultural awareness and appreciation of diversity is a cornerstone of the curriculum.</p> <p>Examples of how education settings have successfully done this can illustrate and provide ideas for other schools and settings.</p> <p>Having a safe, supportive, and understanding school environment, with teaching staff and fellow learners who know about, understand and respect a child or young person's culture and heritage, supports children in accessing their rights under Article 28.</p> <p>The use of temporary or permanent exclusions from school of children from Gypsy, Roma and Traveller backgrounds should be proportionate and used consistently, as with any other pupil.</p> <p>The Welsh Government's School Exclusions guidance is being updated.</p>
<p>Article 29 – Education should develop each child's personality and talents to the full. It should</p>	<p>X – The guidance includes examples of effective practice to improve understanding of Gypsy, Roma and</p>	<p>X – The education system in Wales has a national curriculum which teaches via Areas of Learning & Experience (AoLE) which blend different</p>	<p>One of the key barriers faced by children and young people from Gypsy, Roma and Traveller communities is the potential to be bullied and harassed on</p>

<p>encourage children to respect their parents, and their own and other cultures.</p>	<p>Traveller cultures. These provide both opportunities for Gypsy, Roma and Traveller learners to learn more about their own histories and cultures, and also opportunities for every learner within the education setting to develop their understanding of diversity, inclusion and human rights.</p> <p>The guidance also sets out effective practice examples of ways learners from Gypsy and Traveller communities (in particular) may wish to access the curriculum, e.g. accessing courses which develop their skills to be self-employed in the future.</p>	<p>topics and subjects together. This has led to some tensions with the views of parents, families and communities when schools teach topics such as Relationships and Sexuality Education (RSE); or the delivery of the national Period Dignity plan, with all schools and other public places providing free period products.</p> <p>This may in a small number of instances create a tension with Article 12 of the UNCRC, as well as Articles 29 and 30. To support schools in mitigating that challenge, details of RSE are referenced in the guidance.</p> <p>The Welsh Government is also planning to develop RSE resources which will support schools to deliver the RSE Code, while supporting learners from Gypsy, Roma and Traveller backgrounds in an appropriate and sensitive manner.</p>	<p>the grounds of their ethnicity and cultural background.</p> <p>Gypsies, Roma and Travellers are recognised as having a protected characteristic under the Equalities Act 2010.</p> <p>Roma learners may have a home language other than Welsh or English and therefore need support with Welsh or English language acquisition.</p> <p>These challenges can impact on the child's ability to fully benefit from education.</p> <p>Integrating cultural understanding of Gypsy Roma and Traveller learners into the curriculum, and taking opportunities to celebrate culture, can help break down barriers and misunderstanding, encouraging respect for different cultures among all learners.</p>
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<p>Article 30 (children from minority - or indigenous groups) – Every child has the right to learn and use the language, customs, and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>	<p>X – The guidance provides effective examples of celebrating the cultures and heritage, including language, of Gypsy, Roma and Traveller children and young people. This can be particularly pertinent for Roma communities, many of whom are first-generation migrants, are multilingual and do not have English or Welsh spoken at home.</p>	<p>X – The education system in Wales has a national curriculum which teaches via Areas of Learning & Experience (AoLE) which blend different topics and subjects together. This has led to some tensions with the views of parents, families and communities when schools teach topics such as Relationships and Sexuality Education (RSE); or the delivery of the national Period Dignity plan, with all schools and other public places providing free period products.</p> <p>This may in a small number of instances create a tension with Article 12 of the UNCRC, as well as Articles 29 and 30. To support schools in mitigating that challenge, details of RSE are referenced in guidance.</p> <p>The Welsh Government is also planning to develop RSE resources which will support schools to deliver the mandatory elements of the RSE Code while supporting learners from Gypsy, Roma and Traveller backgrounds in an</p>	<p>The guidance is clear that the many diverse people within the Gypsy, Roma and Traveller communities have their own distinct culture and heritage which should be recognised and celebrated within education settings.</p> <p>The purpose of the guidance is to acknowledge these and provide appropriate support and learning to education practitioners.</p> <p>One of the key challenges for children from EU Roma communities is that they may not have English or Welsh as their home language. Many Roma learners will require support to gain the language skills necessary to access education – this can be provided by education settings, via the local authority.</p>
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		appropriate and sensitive manner.	
<p>Article 31 – (leisure, play and culture)</p> <p>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>X – The guidance provides effective examples of celebrating the cultures and heritage of Gypsy, Roma and Traveller children and young people, via a range of cultural and artistic activities. This also provides opportunities for every learner within the education setting to develop their understanding of diversity, inclusion and human rights.</p>		<p>The guidance contains effective practice examples of Traveller Education Services and schools developing and offering cultural experiences which benefit both Gypsy, Roma and Traveller children, and pupils from all backgrounds.</p> <p>In drafting the guidance, the Welsh Government drew on the Children’s Commissioner for Wales, 2018, Spotlight report on Article 31: the right for all children to have rest and leisure, to engage in play and recreational activities and to participate in cultural life and the arts</p> <p>Play-FINAL.pdf childcomwales.org.uk</p>

Communicating with children and young people

A young person’s version of the guidance has been published alongside the primary education guidance, also an ‘Easy Read’ version.

Following publication of the guidance further resources are planned. Officials will also work with local authorities, Traveller Education Services, Ethnic Minority Achievement Services and other stakeholders to promote the guidance, and support Gypsy, Roma and Traveller families and learners access and use the guidance with their local school or education setting.

Monitoring and review

The impact and implementation of the guidance will be discussed with the MEGRT Local Authority group and other education officials within the Education, Social Justice, and Welsh Language department in the Welsh Government. These discussions will be used to acquire feedback from schools and officials given the intersectionality of the guidance, in particular relating to the Welsh Government's RSE Code. This will also inform our update to the Welsh Government's statutory anti-bullying guidance, 'Rights, Respect, Equality', for education settings, governing bodies and local authorities.

It is our intention to develop new supporting curriculum resources for this guidance which could be provided for teachers on Hwb, the Welsh Government's resources and information site for educators and learners.

Following this review, are there any revisions required to the policy or its implementation? No.

EQUALITY IMPACT ASSESSMENT

Describe and explain the impact of the proposal on people with protected characteristics as described in the Equality Act 2010

The new guidance strengthens the support available to Gypsy and Traveller learners who have protected characteristics under the Equalities Act 2010. It also includes learners from EU Roma heritage who are also have a protected characteristic on the grounds of race.

The guidance requires practitioners working in education settings to recognise and support the specific language and cultural needs of learners from Gypsy, Roma and Traveller communities. There are no negative impacts identified for these groups of children who have a protected characteristic.

Gypsy, Roma and Traveller children and young people can experience direct discrimination and other forms of discrimination on the grounds of their race and/or ethnicity. Family background and culture may lead to them being discriminated against. The lived experiences of children and young people illustrate that this often happens within education settings. This discrimination can include racism, bullying, harassment, abuse, violence and hate crime. It can take the form of perpetuating harmful stereotypes, microaggressions, as well as the use of overt racist language.

The impact of this type of racial bullying and harassment can have a hugely detrimental impact on a child or young person's overall wellbeing, attendance at school, and longer-term educational attainment. Despite work by schools and other services, as well as local, Welsh and UK government initiatives, bullying in offline and online environments remains a worrying problem for children, young people, families and communities.

Additional Learning Needs

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) and the ALN Code create a unified legislative framework to support learners from 0 to 25 years who have Additional Learning Needs (ALN).

The ALN Act focuses on ensuring all children and young people that require additional support to meet their needs, have that support properly planned for and protected. The Act puts the learner at the heart of the process and encourages better collaboration between agencies, so that needs are identified early, and the right support is put in place.

It is important to support Gypsy, Roma, and Traveller learners with ALN and their families through the ALN assessment process so they can understand their child's ALN support needs. This has been identified as a challenge within the new guidance.

Chapter 2 of the ALN Code explains that identifying ALN for those whose first language is not Welsh or English requires particular care. This is particularly pertinent for Roma children and young people. It explains that the education setting should look carefully at all aspects of a child or young person's performance across the curriculum. This is to establish whether any difficulties a child or young person is experiencing arise from limits in their command of language, or if it arises from an additional learning need.

The impact of this new guidance on Gypsy, Roma and Traveller children and young people with a protected characteristic should be positive from a number of perspectives including supporting learners with ALN. The guidance is intended to act as an effective practice information and support guide for schools. More specific impacts are described below.

Post 18 – impact on families and the wider community

While the focus of the guidance is support for children and young people under 18 years old in education settings, a community approach will be of benefit to those aged 18 and above in Gypsy, Roma and Traveller communities, for example parents. This is illustrated in the main guidance document within the case studies about community engagement, and parental learning and opportunities.

The effective practice examples can be applied to different ages / year groups within the overall focus of statutory age schooling - up to and including age 16. Children from age 16 to 18 can benefit from the approaches identified in the guidance. The guidance does not apply to pre-school or childcare settings.

There is a mixture of post-16 education and learning provision which the guidance includes reference to in its latter sections: work-based learning, further education and higher education. The importance of transition support for individual learners between school and other settings is highlighted, as well as the importance of listening to, and supporting, different life choices. The guidance also includes examples of adult learning engagement amongst Gypsy, Roma and Traveller individuals.

Among girls and young women in Gypsy, Roma, and Traveller communities there is often a future aspiration and a strong family and cultural expectation for them to provide care for family members, and/or have their own family and children. This is illustrated in the feedback from engagement with children and young people themselves. However, the guidance also acknowledges that this view is not universal and education settings should take care not to reinforce cultural stereotypes. All education settings should provide equal and equitable opportunity for every child and young person to reach their full potential in education.

Record of impacts by protected characteristic

Welsh Government uses the social model of disability. We understand that disabled people are not disabled by their impairments but by barriers that they encounter in society.

Protected characteristic or group	What are the positive or negative impacts of the proposal?	Reasons for your decision (including evidence)	How will you mitigate Impacts?
Age	Positive: There will be a positive impact on children from Gypsy, Roma and Traveller communities who are under 18 and attending an education setting. Better information about how best to support learners should improve the confidence of practitioners working in the education setting. This should lead to better support and improved educational attainment, alongside improved understanding of the barriers and needs as a result of their culture, heritage and/or language.	The new guidance is informed by expertise around Wales on how best to support learners from Gypsy, Roma and Traveller communities. Evidence provided by education settings and Traveller Education Services show that effective practice has already increased attendance of learners in education, as well as aiding the transition of Gypsy, Roma and Traveller children from primary into secondary school. The sharing of this effective practice should improve support across Wales, and increase consistency of approach.	Not applicable
Disability	Positive: An increased understanding of the needs and barriers experienced by Gypsy, Roma and Traveller children and young people should	The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) and the ALN Code create a unified legislative framework to support learners	Not applicable.

	lead to increased awareness of protected characteristics more generally. The guidance includes a section on Additional Learning Needs (ALN) and the specific support which may need to be provided to Gypsy, Roma and Traveller learners and their families, for example support with the assessment process.	from 0 to 25 years who have ALN. This applies to all children and young people, including Gypsies, Roma and Travellers.	
Gender Reassignment (the act of transitioning and Transgender people)	Positive: An increased understanding of the needs and barriers experienced by Gypsy, Roma and Traveller children and young people should lead to increased awareness of protected characteristics more generally, in terms of diversity and inclusion.	The guidance acknowledges that there can be a tension between the teaching of topics such as Relationships and Sexuality Education (RSE) with the views and culture of parents, families and wider Gypsy, Roma and Traveller communities. However, supporting children and young people from Gypsy, Roma and Traveller communities to remain in education and access RSE should have a positive, long-term effect both individually and more widely within society.	To support schools in mitigating this challenge, details of Relationships and Sexuality Education (RSE) are included in the guidance. The Welsh Government is also planning to develop RSE resources which will support schools to deliver the mandatory elements of the RSE Code while supporting the needs of learners from Gypsy, Roma and Traveller backgrounds in an appropriate and sensitive manner.
Pregnancy and maternity	Positive: The support set out in the guidance to ensure Gypsy, Roma and	The guidance acknowledges that there can be a tension between the teaching	To support schools in mitigating this challenge, details of

	<p>Traveller learners accessing RSE will ensure they are supported to access developmentally appropriate education on pregnancy and maternity, including healthy relationships.</p> <p>Negative: By increasing understanding of Gypsy, Roma and Traveller cultures and values, there is a risk that some harmful cultural stereotypes could be highlighted, such as the roles and aspirations of girls and young women.</p>	<p>of topics such as RSE with the views and culture of parents, families and wider Gypsy, Roma and Traveller communities. A tension has also been identified between the culture and values of the communities with the delivery of the national Period Dignity Plan, with all education settings providing free period products. However, supporting children and young people from Gypsy, Roma and Traveller communities to remain in education and access RSE should have a positive, long-term effect both individually and wider within society.</p>	<p>RSE are included in the guidance.</p> <p>The Welsh Government is also planning to develop RSE resources which will support schools to deliver the mandatory elements of the RSE Code while supporting the needs of learners from Gypsy, Roma and Traveller backgrounds in an appropriate and sensitive manner.</p> <p>The guidance also states that education settings should take care not to reinforce cultural stereotypes, particularly about sex and gender roles of girls and young women in Gypsy, Roma and Traveller communities.</p> <p>While our engagement with the communities showed that there is often a future aspiration, or strong family and cultural expectation, for girls and women to provide care for family members and/or have their own family and children, the guidance acknowledges that this is not universal. The diverse aspirations of girls and young women are illustrated within the guidance by some of</p>
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			<p>the quotes from children and young people.</p> <p>All education settings should provide equal and equitable opportunity for every child and young person to reach their full potential in education.</p>
<p>Race (include different ethnic minorities, Gypsies and Travellers and Migrants, Asylum seekers and Refugees)</p>	<p>Positive: The guidance provides for a positive effect on children and young people from Gypsy, Roma and Traveller communities, as distinct and diverse ethnic minority communities who are protected under the Equalities Act 2010.</p> <p>Negative: In highlighting cultural differences within education settings, including differences on the grounds of race and/or ethnicity, the guidance may put a spotlight on Gypsy, Roma and Traveller learners, some of whom may not feel comfortable in being identified as such.</p>	<p>The guidance provides support to practitioners in education settings to develop an increased understanding of the barriers experienced in by many Gypsy, Roma and Traveller learners to access education. These barriers include institutional and systemic barriers such as racism. The guidance also includes examples of effective practice to support learners to overcome barriers and reach their full potential in education.</p>	<p>Addressing prejudice-related bullying and harassment in education settings is an important part of developing and implementing an anti-racist education system in Wales. The guidance clearly identifies this as a factor and raises the importance of practitioners being aware of, and linking this guidance with, other statutory and non-statutory Welsh Government guidance, for example, our statutory anti-bullying guidance Respect, Rights and Equality, plus the Anti-Racist Wales action plan.</p> <p>The guidance underlines the importance of engaging sensitively with learners and their families.</p>

<p>Religion, belief and non-belief</p>	<p>Positive: The guidance provides for a positive effect on children and young people from Gypsy, Roma and Traveller communities as distinct and diverse communities, many of whom practice a religion and/or hold religious or cultural beliefs.</p> <p>Negative: In highlighting cultural differences within education settings, including differences on the grounds of religion or belief, the guidance may put a spotlight on Gypsy, Roma and Traveller learners, some of whom may not feel comfortable in being identified as such. Faith differences and tensions between learners may also play a factor in prejudice-related bullying experienced by Gypsy, Roma and Traveller communities within (or outside) the education setting.</p>	<p>Many children and young people from Gypsy, Roma and Traveller communities are raised in families with strong religious and/or cultural beliefs and values.</p> <p>Many learners from Gypsy, Roma and Traveller communities also choose to attend faith-based education settings.</p>	<p>The guidance highlights the importance of improving cultural awareness and understanding of Gypsy, Roma and Traveller communities and pupils in schools and education settings. The guidance also underlines the importance of engaging sensitively with learners and their families.</p> <p>The new guidance for education settings is available for use within faith-based education settings.</p> <p>The links between differences in faith and prejudice-related bullying are recognised in the guidance, along with actions to mitigate these risks.</p> <p>Addressing prejudice-related bullying and harassment in education settings is an important part of developing and implementing an anti-racist education system in Wales. The guidance clearly identifies this as a factor and raises the importance of practitioners being aware of, and linking this guidance with,</p>
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			other statutory and non-statutory Welsh Government guidance, for example our anti-bullying guidance and the Anti-Racist Wales Action Plan.
Sex / Gender	<p>Positive: The guidance applies to all children and young people from Gypsy, Roma and Traveller communities up to and including 18 years of age for example in both statutory age and post-16 school and education settings.</p> <p>Negative: By increasing understanding of Gypsy, Roma and Traveller cultures and values, there is a risk that some harmful cultural stereotypes could be highlighted, such as the roles and aspirations of girls and young women.</p>	<p>The guidance acknowledges that there can be a tension between the teaching of topics such as Relationships and Sexuality Education (RSE) (which includes education on gender stereotypes) with the views and culture of parents, families and wider Gypsy, Roma and Traveller communities. A tension has also been identified between the culture and values of the communities with the delivery of the national Period Dignity Plan, with all education settings providing free period products. However, supporting children and young people from Gypsy, Roma and Traveller communities to remain in education and access RSE should have a positive, long term effect both individually and wider within society.</p>	<p>To support schools in mitigating this challenge details of RSE are included in the guidance.</p> <p>The Welsh Government is also planning to develop RSE resources which will support schools to deliver the mandatory elements of the RSE Code while supporting the needs of learners from Gypsy, Roma and Traveller backgrounds in an appropriate and sensitive manner.</p> <p>The guidance also states that education settings should take care not to reinforce cultural stereotypes, about sex and gender, for example the role of girls and young women in Gypsy, Roma and Traveller communities.</p> <p>The diverse aspirations of girls and young women, as well as boys and young men, are</p>

		<p>It is also possible that education practitioners may have their own unconscious bias about the aspirations and potential of Gypsy, Roma and Traveller learners.</p>	<p>illustrated within the guidance via the quotes from children and young people.</p> <p>All education settings should provide equal and equitable opportunity for every child and young person to reach their full potential in education.</p>
<p>Sexual orientation (Lesbian, Gay and Bisexual)</p>	<p>Positive: An increased understanding of the needs and barriers experienced by Gypsy, Roma and Traveller children and young people should lead to increased awareness of protected characteristics more generally, in terms of diversity and inclusion.</p>	<p>The guidance acknowledges that there can be a tension between the teaching of topics such as Relationships and Sexuality Education (RSE) (which includes education on healthy relationships of all types, and sexuality) with the views and culture of parents, families and wider Gypsy, Roma and Traveller communities. However, supporting children and young people from Gypsy, Roma and Traveller communities to remain in education and access RSE should have a positive, long term effect both individually and wider within society.</p>	<p>To support schools in mitigating this challenge, details of RSE are included in the guidance. The Welsh Government is also planning to develop RSE resources which will support schools to deliver the mandatory elements of the RSE Code while supporting the needs of learners from Gypsy, Roma and Traveller backgrounds in an appropriate and sensitive manner.</p>

<p>Marriage and civil partnership</p>	<p>Positive: The support set out in the guidance to ensure Gypsy, Roma and Traveller learners access RSE will ensure they are supported to access developmentally-appropriate education on healthy relationships.</p> <p>Negative: By increasing understanding of Gypsy, Roma and Traveller cultures and values, there is a risk that some harmful cultural stereotypes could be highlighted, such as the roles and aspirations of girls and young women.</p>	<p>While the scope of this guidance is to support children and young people under the age of 18, it is widely understood that young people from Gypsy, Roma and Traveller communities traditionally enter into marriage and/or civil partnerships at a relatively young age, compared to their peers.</p> <p>The guidance acknowledges that there can be a tension between the teaching of topics such as Relationships and Sexuality Education (RSE) (which includes education on healthy relationships and gender stereotypes) with the views and culture of parents, families and wider Gypsy, Roma and Traveller communities. However, supporting children and young people from Gypsy, Roma and Traveller communities to remain in education and access RSE should have a positive, long-term effect both individually and wider within society.</p>	<p>To support schools in mitigating this challenge, details of RSE are included in the guidance. The Welsh Government is also planning to develop RSE resources which will support schools to deliver the mandatory elements of the RSE Code while supporting the needs of learners from Gypsy, Roma and Traveller backgrounds in an appropriate and sensitive manner.</p> <p>The guidance also states that education settings should take care not to reinforce cultural stereotypes, about sex and gender for example the role of girls and young women in Gypsy, Roma and Traveller communities. The diverse aspirations of girls and young women, as well as boys and young men, are illustrated within the guidance via the quotes from children and young people. All education settings should provide equal and equitable opportunity for every child and young person to reach their full potential in education.</p>
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		It is also possible that education practitioners may have their own unconscious bias re. the aspirations and potential of Gypsy, Roma and Traveller learners.	
Children and young people up to the age of 18	Positive: There will be a positive impact on all children and young people within education settings. For children and young people from Gypsy, Roma and Traveller communities, the guidance will ensure practitioners can provide support to ensure they access their rights and education.	The guidance includes examples of effective practice to improve understanding of Gypsy, Roma and Traveller cultures. These provide both opportunities for Gypsy, Roma and Traveller learners to learn more about their own histories and cultures, and also opportunities for every learner within the education setting to develop their understanding of diversity, inclusion and human rights. The guidance also sets out effective practice examples of ways learners from Gypsy and Traveller communities (in particular) may wish to access the curriculum, for example, accessing courses developing skills which will enable children and young people to become self-employed.	Not applicable.

<p>Low-income households</p>	<p>Positive: The guidance supports the needs of the diverse range of Gypsy, Roma and Traveller children and young people within an education setting, regardless of their household income or living situation, for example, living a nomadic life, living on a Traveller site, or in a house. Increased support should lead to increased attendance and engagement with education settings, and therefore any additional support available.</p> <p>Negative: By increasing understanding of Gypsy, Roma and Traveller cultures and values, there is a risk that some harmful cultural stereotypes could be highlighted. This could also lead to an increase in prejudice-related bullying and/or harassment, and on the basis of socio-economic status.</p>	<p>Improved understanding of the barriers faced by Gypsy, Roma and Traveller children and young people in education with school, including transition from primary into secondary education and progression post-16, should lead to a more welcoming education environment and higher attendance levels. Attendance at an education setting will lead to increased access to support and services identified by the setting, if appropriate .</p> <p>For many Gypsy, Roma and Traveller families and communities, discussions about household income, employment and money are culturally sensitive, therefore care should be taken by practitioners in discussing issues with parents and families.</p>	<p>The guidance sets out support available to low-income households to ensure children and young people can access education, for example through the Pupil Development Grant (PDG).</p> <p>The guidance also sets out the barriers faced by Gypsy, Roma and Traveller communities in accessing support and includes examples of effective practice to engage with and support families and communities, if appropriate.</p> <p>The guidance also states that education settings should take care not to reinforce harmful cultural stereotypes, for example re. aspirations of children and young people. This also includes stereotypes about housing situations and household incomes. The diverse nature of different communities is set out within the guidance.</p> <p>All education settings should provide equal and equitable opportunity for every child and young person to reach their</p>
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			<p>full potential in education.</p> <p>Addressing prejudice-related bullying and harassment in education settings is an important part of developing and implementing an anti-racist education system in Wales. The guidance clearly identifies this as a factor and raises the importance of practitioners being aware of, and linking this guidance with, other statutory and non-statutory Welsh Government guidance, for example our anti-bullying guidance and the Anti-Racist Wales Action Plan. The Welsh Government's update to our anti-bullying guidance ('Rights, Respect, Equality') will also include information on bullying on the ground of socio-economic status.</p> <p>2021 Census data</p> <p>England and Wales Census 2021 - Ethnic group by economic activity status, and occupation - Ethnic group by economic activity status, and occupation, England and Wales, Census</p>
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Human Rights and UN Conventions

Do you think that this policy will have a positive or negative impact on people's human rights?

Human Rights	What are the positive or negative impacts of the proposal?	Reasons for your decision (including evidence)	How will you mitigate negative Impacts?
Ensuring equality for every child attending an education setting.	<p>Positive: Improved knowledge and understanding of Gypsy, Roma and Traveller communities and the support needs of children and young people should lead to an increase in Gypsy, Roma and Traveller learners choosing to remain in education, and should particularly support the transition between primary and secondary education. In turn, this will support all learners to gain qualifications which will help them reach their full potential and access further and higher education, should they wish.</p> <p>Negative: In highlighting cultural differences within</p>	<p>There are many positive benefits from the dissemination of examples of effective practice within this guidance. Drawing from the lived experiences of children and young people from these communities highlighting the challenges and barriers they can face in education.</p> <p>This guidance illustrates the ways support and understanding can make a positive difference to children and young people. The guidance also meets a specific action in the Anti-racist Wales Action Plan and works towards the overall aim of an anti-racist Wales</p>	<p>Promoting cultural awareness and appreciation of diversity is a cornerstone of the curriculum of Wales. Examples of effective practice which illustrate how education settings have successfully done this are included in the guidance.</p> <p>The use of temporary or permanent exclusions from school of children from Gypsy, Roma and Traveller backgrounds should be proportionate and used consistently as with any pupil within a school. The Welsh Government's School Exclusions guidance</p>

	<p>education settings, including differences on the grounds of race, ethnicity, religion and/or belief, the guidance may put a spotlight on Gypsy, Roma and Traveller learners, some of whom may not feel comfortable in being identified as such. There is also a risk that some harmful cultural stereotypes could be highlighted. This could lead to an increase in prejudice-related bullying and/or harassment, as well as on the basis of socio-economic status.</p>	<p>by 2030. This will have a positive impact on the equality of all learners who are recognised with protected characteristics.</p> <p>Learners from Gypsy, Roma and Traveller communities face a range of barriers to education which can put them at a disadvantage in an education setting. Often this is as a result of prejudice, racism, harmful cultural stereotypes and a lack of understanding of their culture, values and heritage.</p> <p>The Equality and Human Rights Commission is clear that avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all children and young people.</p> <p>Good education and skills are crucial for opening up opportunities and increasing the chance of a successful and fulfilling life.</p>	<p>will be updated in due course.</p> <p>Addressing prejudice-related bullying and harassment in education settings is an important part of developing and implementing an anti-racist education system in Wales.</p> <p>The guidance clearly identifies this as a factor and raises the importance of practitioners being aware of, and linking this guidance with, other statutory and non-statutory Welsh Government guidance, for example our anti-bullying guidance and the Anti-Racist Wales Action Plan.</p> <p>The guidance also states that education settings should take care not to reinforce cultural stereotypes, for example about the aspirations of children and young people.</p> <p>All education settings should provide equal and equitable opportunity for every child and young person to reach their full potential in education.</p>
Protecting children from	Neutral:- There should be no positive or negative impacts	The guidance does not address issues and	

unlawful restraint.		<p>situations where such action might apply.</p> <p>However, it applies to all children and young people under 18 years of years of age which may include those who could be at risk of abuse, neglect and other kinds of harm.</p>	
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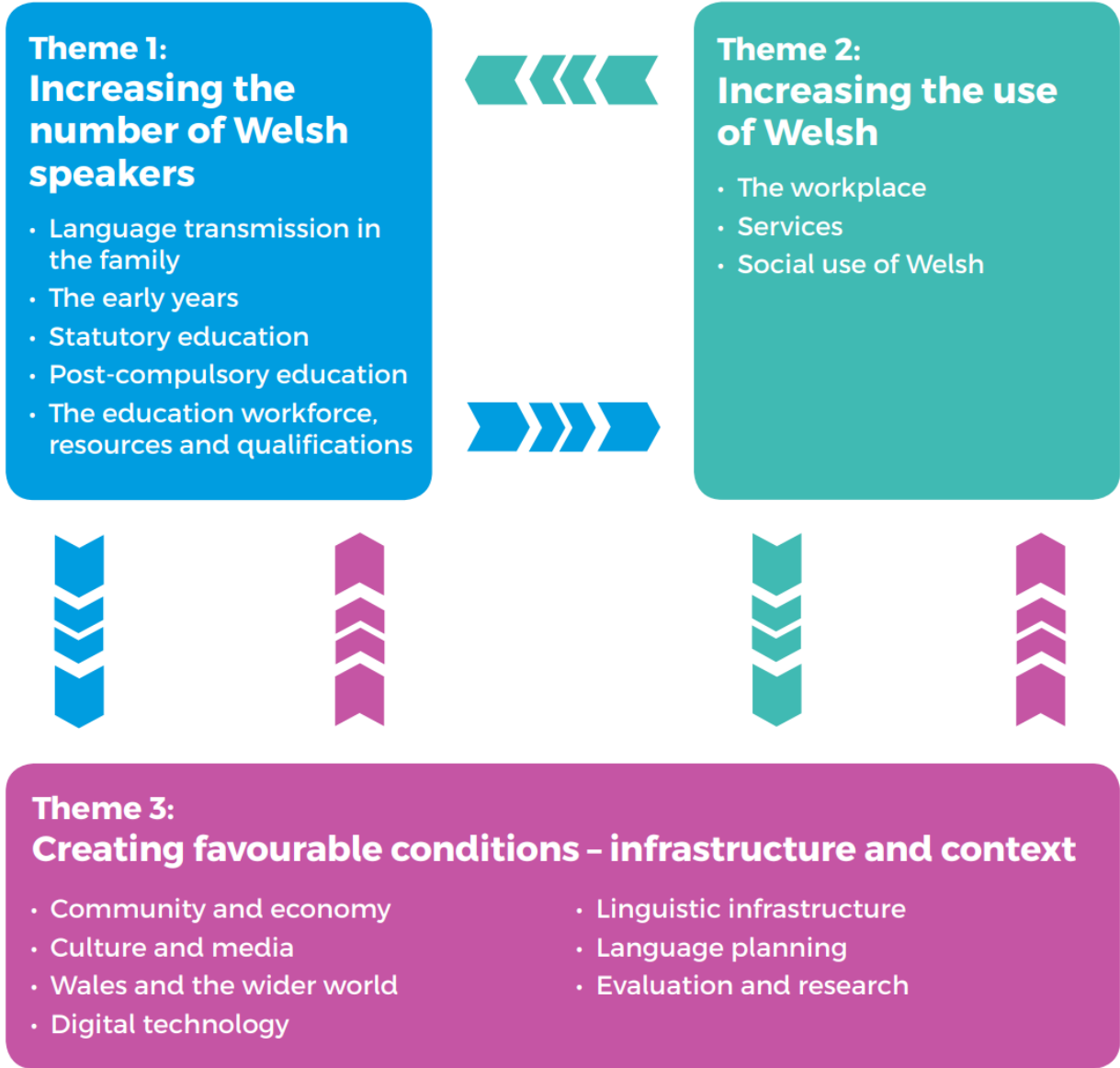
WELSH LANGUAGE IMPACT ASSESSMENT

Cymraeg 2050 is our national strategy for increasing the number of Welsh speakers to a million by 2050.

The Welsh Government is fully committed to the new strategy, with the target of a million speakers included in its Programme for Government. A thriving Welsh language is also included in one of the seven well-being goals in the Well-being of Future Generations (Wales) Act 2015.

We also have a statutory obligation to fully consider the effects of our work on the Welsh Language. This means that any Welsh Government policy should consider how our policies affect the language and those who speak it.

The [Cymraeg 2050 strategy](#) has three interrelated themes:



Does the proposal demonstrate a clear link with the Welsh Government’s strategy for the Welsh language? – [Cymraeg 2050 A million Welsh speakers](#) and the related [Work Programme for 2021-2026](#)? [Cymraeg 2050 work programme 2021-2026](#)

Yes – the Cymraeg 2050 strategy confirms that the Welsh Government has an expansionist and inclusive vision for the Welsh language. Welsh is a language that belongs to all and is a way of uniting people from different backgrounds. This includes Gypsy, Roma and Traveller communities. It clearly links with both Theme 1 and Theme 3.

Describe and explain the impact of the proposal on the Welsh language and explain how you will address these impacts in order to improve outcomes for the Welsh language. How will the proposal affect Welsh speakers of all ages (both positive and/or adverse effects)?

To ensure that all communities in Wales feel that the Welsh language belongs to them, the Welsh Government is committed to making Wales an anti-racist nation by 2030. We will continue to work with stakeholders to achieve the aims and actions within the Anti-racist Wales Action Plan.

There are a number of actions within the Action Plan which specifically relate to the Welsh language and education. These include, for example, the development of multilingual anti-racist resources and case studies to support an increase of take up in Welsh-medium education within ethnic minority communities. [Anti-racist Wales Action Plan: section a \[HTML\] | GOV.WALES](#)

Policy officials within the Welsh Government have been engaged in conversations with researchers who are currently undertaking work in this area to understand the barriers faced by ethnic minority families when accessing Welsh-medium education. In line with the research, officials are interested to know the gaps in knowledge and evidence which currently exist. Once identified, necessary steps will be taken to address the lack of evidence, information and knowledge.

The work with Gypsy, Roma and Traveller learners, education settings and specialist support services such as local authority Traveller Education Services and Ethnic Minority Advisory Services can feed into this work when officials consider the impact of the guidance itself, following publication.

The new Gypsy, Roma and Traveller guidance does not apply to adults but will apply to all children and young people throughout Wales within maintained education settings, which includes Welsh-medium primary and secondary schools. The guidance should therefore have a positive impact within Welsh-medium settings. There should not be any adverse effects.

Embedding the use of the active offer principle of the use of the Welsh language within education settings will have a positive impact on the sustainability of the Welsh language, as children will feel more confident to speak Welsh both inside and outside of the education setting. The use of the active offer principle is not changed by the proposed update of the guidance.

Ensuring Welsh medium education is a choice and accessible to all is a priority for the Welsh Government. Section 84 of The School Standards and Organisation (Wales) Act 2013 (“the 2013 Act”) requires a local authority to prepare a Welsh in Education Strategic Plan (“the Plan”) and outlines that a Plan must contain a local authority’s proposals on how it will carry out its education functions to: improve the planning of the provision of education through the medium of Welsh in its area; and improve the standards of Welsh-medium education and of the teaching of Welsh in its area. All local authorities must therefore develop, publish and deliver a Welsh in Education Strategic Plan. These statutory plans last for 10 years (2022-32) with a clear objective to grow and promote Welsh Medium education.

Ensuring access to the language is a key part of each area’s plan and all local authorities are instructed by the Welsh Government’s guidance to consider how it will increase opportunities for learners from all linguistic backgrounds to access Welsh-medium education. This would include all Black, Asian and Minority Ethnic learners including Gypsy, Roma and Traveller children and young people.

How will the proposal affect the sustainability of Welsh speaking communities (both positive and/or adverse effects)?¹

There should be no adverse effects on existing Welsh-speaking communities. There may be a small positive effect in terms of sustaining and growing the use of the language, with support for Gypsy, Roma and Traveller children and young people acquiring Welsh language skills and being able to fully participate in their wider social settings and community, wherever they live in Wales.

In the case of Roma learners, where often neither English nor Welsh is their home language, support is already available through the Ethnic Minority Achievement Services in local authority areas, which work with schools to support language acquisition. This should also have a potential positive effect on Welsh language usage in local communities across Wales.

The vision to expand the pupil immersion programme is a manifesto commitment and part of the Welsh Government's Programme for Government. It will contribute towards the aim of reaching one million Welsh speakers by 2050 and increasing the daily use of our language. The education system plays a key part in creating new Welsh speakers.

The Welsh Government is working with local authorities to set up a Wales-wide late immersion network, to share information and best practice. Welsh immersion provision is available in every Local Authority across Wales to support all learners wishing to attend or transfer to Welsh-medium education. £2.2 million has been allocated for 3 years (2022-25) for Local Authorities to develop immersion provision for their learners.

Late immersion provision helps learners entering Welsh-medium education at a later stage (typically after the age of seven) and pupils for whom Welsh may not have been part of their daily routine, to gain the skills and confidence needed to continue their learning through Welsh.

Further details can be found in the Estyn guidance on immersion language provision in Wales: [Provision | Estyn \(gov.wales\)](#) [Darpariaeth | Estyn \(llyw.cymru\)](#)

How will the proposal affect Welsh medium education and Welsh learners of all ages, including adults (both positive and/or adverse effects)?

The guidance does not apply to adults, although by ensuring children and young people are able to reach their full potential in education, there should be a wider positive effect on communities and families. By encouraging Gypsy, Roma and Traveller learners to remain in education, this should lead to higher levels of Welsh language use, especially for learners who are already engaged in Welsh-medium education or are learning Welsh in

¹ These can be close-knit rural communities, dispersed social networks in urban settings, and in virtual communities reaching across geographical spaces.

their English-medium school, or as an additional language. This could have a positive effect on adults within the communities choosing to learn Welsh. There should be no adverse effects.

In 2021, just over 16,000 people (aged 3+) who identified with one of the four high-level ethnic minority groups were able to speak Cymraeg – an increase of 5,000 since 2011. In addition to an increase in *numbers*, there was also an increase in the *percentage* of people who were able to speak Cymraeg who identified with the following ethnic groups:

- Asian, Asian Welsh or Asian British
- Black, Black Welsh, Black British, Caribbean or African
- Other ethnic group.

Since the Plan was published in June 2022, further Census 2021 data have been published. The Welsh language by population characteristics (Census 2021) statistical bulletin published by the Welsh Government’s Knowledge and Analytics Service on 8 June 2023, shows that there has been an increase in the number of people able to speak Welsh who identify with the following high-level ethnic groups:

- Mixed or Multiple ethnic groups,
- Asian, Asian Welsh or Asian British,
- Black, Black Welsh, Black British, Caribbean or African, and
- Other ethnic group.

The primary objective of the new guidance is to remove barriers to learning and provide support to children and young people from Gypsy, Roma, and Traveller communities wherever they are receiving their education. Learners should be encouraged and supported to access the full curriculum and other opportunities delivered by and through schools, whether through the medium of Welsh and / or English.

Education settings must ensure that children and young people are able to access support in either language (depending on the language category of the school) to reduce barriers to their learning and help them feel they are genuinely part of their wider school and local communities.