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Listening to how first generation Slovak-Roma boys and their parents perceive education in a Yorkshire secondary school: What experiences have facilitated or acted as barriers to positive encounters in their school.

By: Abdul-Fattah Mohamed Yafai

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Abstract

The study aimed to gain an understanding of the purpose of education as understood by first generation Slovak-Roma young people (YP), Luka & Peter and their parents Frank & Mary (pseudonyms used). The study surfaced experiences that facilitated a positive encounter in their UK school, as well as the experiences that acted as barriers to a positive encounter with the school.

Interpretative Phenomenological Analysis (IPA) was used as an approach to make sense of the experiences of the participants via in-depth interviews. YP conducted Photo-elicitation to guide their interview and parents had non-structured interviews. All interviews began with the same question: 'Tell me about this place?'

The research results provide an understanding of education through the following five superordinate themes that emerged through the voice of the participants: basic human needs, cultural aspects of education, society equality and the future, learning and school staff practice. Theory and pertinent studies have provided further insight into these areas.

The implications for educational psychologists, schools and educational practitioners will firstly include creating an understanding through the voice and feelings of the participants in the study. This information will be delivered the form of training, conferences, and publications. This can impact on school and educational psychology practice to best support Slovak-Roma pupils in the city from classroom to structural levels through consultation between schools and educational psychologists. At national levels local authority consultation and sharing information could be conducted across cities. This study can also provide insight for working with other newly arriving communities that have entered the country and aid to the understanding of Roma/ migration. Recommendations for future research have additionally been presented which can provide further insight.

<u>Contents</u>	<u>Page no.</u>
<u>Chapter 1 Introductory Chapter</u>	
1.1 Introduction	1
1.2 Rationale for choosing this research area	2
<u>Chapter 2 Critical Literature Review</u>	3
2.1 A contextualisation of literature which give an understanding of marginalised groups	3
2.2 Who are the EE Roma? Where are they from?	6
Pathologisation of Roma children in EE	7
2.4 What were the push factors for the Slovak-Roma to leave Slovakia?	9
2.5 Why the UK/ This City?	9
2.6 Tensions from the local community coming into school	10
2.7 Recent Commissioned Work in the UK	11
2.8 Attempts to Ease Transition into Schools	12
2.9 The Importance of the Slovak-Roma Voice and Engaging Families	13
2.10 The purpose, aims and the research questions	14
<u>Chapter 3 Methodology</u>	15
3.1 Introduction	15
3.2 Epistemology	15
3.3 Qualitative v Quantitative approach	16
3.3.1 Different qualitative approaches considered	17
3.3.2 Phenomenology and Theoretical Underpinnings	18
3.3.3 Interpretive Phenomenological Analysis (IPA) as a method rooted in phenomenology	19
3.3.4 Limitations and Benefits of IPA	21
3.4 Myself as a reflexive researcher and how my personal background may have hindered/ helped the Interpretive Phenomenological Analysis	22
3.5 Ethics	24

3.6 How the research setting was established and participants were sampled	25
3.7 Further understanding the participant's backgrounds	26
3.8 Photo Elicitation Interviews (PEI)	28
3.9 Pilot Study	30
3.10 The Interview	31
3.10.1 Translation	32
3.11 Summary	34
<u>Chapter 4 Themes Creation</u>	35
4.1 How the data was analysed using IPA	35
4.2 Editing the themes	37
4.3 Themes that emerged	39
4.4 Conclusion	40
<u>Chapter 5 Findings, Analysis and Discussion</u>	41
<u>5.1 Basic Human Needs</u>	42
5.1.1 Poverty and the importance of needs being met	43
5.1.2 Feeling Safe in School	46
5.1.3 Feeling of belonging	48
5.1.3.1 Affiliation	48
5.1.3.2 Hostility	50
5.1 Summary	53
5.1 Commentary	53
<u>5.2 Cultural Aspects of Education</u>	58
5.2.1 A belief in the importance of the traditional languages	59
5.2.2 An emphasis on other parental priorities	60
5.2.3 Relationships within the community (Umwelt/ Differences)	62
5.2.3.1 The Umwelt	62
5.2.3.2 Differences	64
5.2 Summary	65
5.2 Commentary	66

<u>5.3 Society, equality and the future</u>	69
5.3.1 An attribution of meritocracy & equality to the UK	70
5.3.2 A belief in alienation & difficulties living in Slovakia	72
5.3.3 Feelings of fear and uncertainty due to the referendum	73
5.3 Summary	75
5.3 Commentary	76
<u>5.4 Learning</u>	79
5.4.1 A belief in the importance of parental partnership	80
5.4.2 The importance of learning by doing	82
5.4.3 The attribution of language as a facilitator and a barrier	85
5.4.3.1 English language as a barrier	85
5.4.3.2 English language as a facilitator	87
5.4 Summary	89
5.4 Commentary	90
<u>5.5 School Staff Practice</u>	94
5.5.1 A belief in the crucial role of the Slovak-Roma TA	95
5.5.2 Feeling of being treated unfairly	99
5.5.3 The importance of the teacher's approach	101
5.5.3.1 Negative perception of the autocratic approach	101
5.5.3.2 A belief in the importance of establishing good relationships with pupils and classroom management	102
5.5 Summary	103
5.5 Commentary	104
<u>Chapter 6 Conclusions</u>	106
6.1 What experiences have facilitated a positive encounter in their school?	108
6.2 What are the experiences that have acted as barriers to a positive encounter in their school?	108
6.3 The benefits to the migration and Roma subject areas	110
6.4 The benefit to schools	111

6.5 The impact on Educational Psychology practice	112
6.6 The impact on my personal practice	113
6.7 Limitations of study	114
6.8 A critical evaluation of Interpretative Phenomenological Analysis	115
6.9 Possible Further Research	117
6.10 Final thoughts	118
References	120

Appendices

Figures

Figure 1 Map of migration routes

Figure 2 Interview seating arrangements

Figure 3 An example of splitting and renaming a subordinate theme

Figure 4 The illustration of deriving polarisations and renaming polarising words.

Figure 5 Images that might indicate needs not being met

Figure 6 Almost identical photographs taken by Luka and Peter

Figure 7 Photographs of fire safety equipment

Figure 8 Football photograph taken by Peter

Figure 9 Photograph to represent difficulties in mathematics

Figure 10 Lewin's (1957) learning model

Figure 11 Famous quote by Tzu

Figure 12 Possible trust and communication pathways

Figure 13 Role of the Slovak Roma TA

Tables

Table 2.3.1 to show Roma children specialist provision in Slovakia

Table 4.3.1 Identifying recurrent superordinate

Brief Glossary:

Roma: The term Roma has been used often with Gypsy Roma Traveller (GRT) as data often categorises often include all Roma including both local GRT with EE Roma under one umbrella locally (The city council, 2014 & The city council, 2015) and nationally (Penfold, 2015; Foster & Norton, 2012).

Eastern European (EE) Roma: This term is used to categories the Roma People in the UK who mainly arrived after the expansion of the European Union in 2004. The history of the Romani people in Europe are defined by Goldston (2002:14):

“The ethnic Romani are generally believed to have arrived in Europe from India in the fourteenth century. Oppression soon followed and then lasted for centuries. They were enslaved in Romania well into the 1800’s and subjected to pogroms and banishment in many parts of Europe.”

Slovak-Roma: This is a definition is used by Payne (2016) & Prieler & Payne (2015) as the Roma people from Slovakia. Slovak-Roma was believed to be an appropriate title by people in the community before the research began and was deemed to be appropriate title by the participants in this study.

Chapter 1 Introductory Chapter

1.1 Introduction

Dimakos and Papakonstantinou (2012) strongly believe that, as educational psychologists, it is important to understand Roma people. It is argued that the Roma have been ignored in educational research, which could have contributed to the inequality that Roma bear (Claveria & Alonso, 2003). There is lack of both 'qualitative' and 'quantitative' research on the UK's Roma population (Penfold, 2015). Discrimination and marginalization of the Roma community affects the participation of Roma people in education, which is reported in numerous European countries in the 'National strategies for Roma integration' for the European Commission, (2016) and The UNICEF paper entitled 'The right of Roma children to education' (2011).

Greenberg (2010:919) argues education is 'essential' for the community's development. However, there are achievement concerns for Roma children who are 'the lowest-achieving cohort nationally, according to RAISE online.' (Penfold, 2015:2) as well as locally where the research was conducted where 0% of Roma YP achieved 5 GCSE's grade A-C (The city council 2014). Please note, to ensure anonymity I will refer to the city council where the research has been conducted as 'The city council'. In addition to achievement Gypsy Roma Travellers (which would include EE Roma) are vulnerable in that they have higher exclusion figures than any other ethnic group nationally (Foster & Norton, 2012). Locally the city council's 'Roma profile 2015' states Gypsy Roma YP (which would include the Slovak-Roma) had significantly higher statistics for fixed term exclusion rates (14%), compared to the city's average figure (3%).

In line with Greenfield's & Ryder (2012), I wanted to carry out research 'with' and 'for' the Roma Community, rather than 'on', the community. For the purpose of this literature review, some information will be about 'Roma from EE' due to the lack of literature, unless otherwise stated. However, this study is hoped to target 'Roma' children from 'Slovakia', who I refer to as 'Slovak-Roma'.

In the literature review a rationale will be given and a key text in the area will be presented. A historic background is also given. Additionally, I provide information as to why the Slovak-Roma people could have left Slovakia, and why they may have chosen to come to the city. I have written a little about the tensions in the community and about how the Slovak-Roma have been a pathologised community. I also write about the heterogeneity of the community. Then, I investigate what might be helpful when working with Roma from key literature (see planning notes appendices 1 and 2). Some pertinent questions which have been derived from the literature have also come about (see appendix 3). This literature review was carried out in advance of conducting the research. Therefore, some additional theory and literature that came forth following the data collection was added to the analysis and discussion section. Principles as to what has helped these newcomers could be applied to other newly arriving communities, and implications for practice and future research could be considered by researchers and practitioners.

1.2 Rationale for choosing this research area

Before I began the Doctorate in Child and Educational Psychology I was fortunate to have worked in a primary school in 'the city' where the research was conducted in Yorkshire in an area where a community of Slovak-Roma children and families currently live. Many families arrived in the UK with very little English language, although the school tried to help the children, there were a number of challenges and uncertainties that have been noted in the literature (Payne, 2014; Fremlova 2009, 2009 & 2011). The thesis subject area was believed to be important by the local authority, who placed an emphasis on the importance of research in this area to the Educational Psychology Service in order to influence school practice.

Chapter 2 Critical Literature Review

2.1 A contextualisation of literature which give an understanding of marginalised groups

According to Ian Parker (2005) who wrote the book 'Qualitative Psychology: Introducing Radical Research', psychology is often concerned with what is wrong and making things right based on shared culture, which could mean that the dominant cultural group determines how we perceive and seek to understand others. It may be that we need to increase our understanding of processes which have been used to study disadvantaged communities through 'radical research'. I draw on the work of Parker, who provides a contextualisation of theories which provides an understanding of research into groups which have been oppressed and marginalised. Ideas here will owe their roots ultimately to Adorno and the Frankfurt School and the more recent Foucauldian inspired approaches. The paragraphs below will give an outline of different prominent figures and their literature, which provides an insight into studying marginalised groups.

Feminism provides ideas on studying women, who are often oppressed by patriarchal structures in society. Erica Burnman has written numerous influential articles and books in the area of feminism. There are clear issues about gender and power which can be observed in education, whereby most subordinate positions are held by women while leading, dominant positions in institutions are usually held by men (Burnmann, 1990). It is additionally important to note that those in positions of power may not even observe the devices that privilege them over others (Hartstock 1983). Feminism provides a good understanding of studying those that are underprivileged. Burnman and Chantler (2004) write that the position of women can also be likened to the position of a cultural minority.

Franz Fanon (1969, 1970) a prominent 20th century writer on race wrote the books '*The Wretched of the Earth*' and '*Black Skin White Masks: The*

Experiences of a Black Man in a White World. According to Fanon, black people had to wear a white mask to adapt into western society which may have implications on identity and feelings. Fanon gave an emphasis on the phenomenology of race and the concept of racial alienation. He also believed in the importance of decolonisation, as colonialism oppressed others making the colonised less powerful. As well as a state decolonisation, Fanon (1969, 1970) also believed in the importance of the decolonisation of the mind. Decolonisation of the mind was important as it would enable the individual to change the way in which they perceived the world; this could be achieved through detecting and removing imperialism from it. According to Parker (2005) from Fanon's (1969 & 1970) work there are six areas of importance for understanding colonisation (internal and external).

- 1) Cultural imposition- The less powerful community may adopt the values of the dominating community. Therefore, the culture may become colonised.
- 2) Alienation may lead to self-hatred- Colonial power may lead to a community internalisation resulting in some people saying hostile things about their own community.
- 3) Lack of recognition due to political reasons- Not acknowledging a community is a form of exclusion which leads to greater control by the dominant community.
- 4) 'Primitivising' as a method used to create dependency- the use of jokes and humour about a community group can address conflict. Communities are believed to become independent in accordance with the dominant community's aims.
- 5) Liberated consciousness as a polar opposite of individualism- The dominant rulers enclose the mentality of individuals. When the community reflection is gained publicly and communally the community or nation representation changes in comparison to individuals doing this alone.
- 6) Collective catharsis through violence- power is asserted by those that seek domination who expect control and order. Calling for negotiation

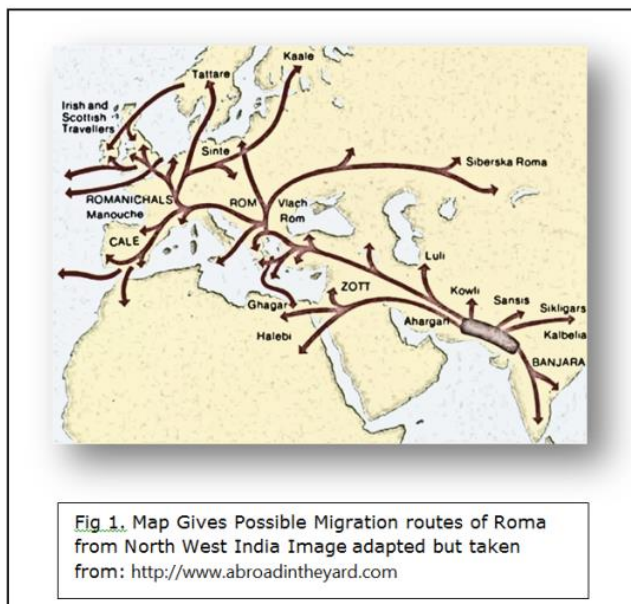
means colonial power stays as it is and attempting to solve difficulty becomes part of the problem.

Goodley (2014) in his book 'Dis/ability studies: theorising disablism and ableism' encourages us to think about disability by drawing from a range of areas including education, psychology and sociology and brings a critical understanding to the theory of disability in response to a global, neoliberal capitalist society. Goodley's ground breaking arguments encourage us to consider the idea that disablism and ableism do not exist without each other. Goodley (2014) additionally draws on education and the importance of inclusive practice. According to Goodley and Lawthom (2004) social practices may create barriers to exclude and oppress, such practices are believed to be 'disabling'. Goodley's work is important as it gives researchers and practitioners an important understanding of the difficulties experienced by people with disabilities.

Psychologist Martin-Baró (1994) was assassinated in Salvador in 1989 due his belief in the importance of a collective resistance of people that were oppressed and marginalised by the government. He believed in a 'consciousness' that would allow us to go further than the limits that exist due to our socialization and boundaries constructed by professionals. He thought it was necessary for psychologists to attempt to change the world, not just understand it and he stressed that psychological knowledge should aid in the construction of a liberated society for the people who are oppressed. Even though Martin-Baró's work was unfinished it provides us with a new radical approach to research which is useful in understanding oppressed communities and redistribution of power.

2.2 Who are the EE Roma? Where are they from?

The Roma are believed to have come to Europe from Northern India (Goldston, 2002, Fraser, 1995; Penfold, 2015 & Smith, 2014). Similarities in the linguistic structure between the Romani language spoken and the Indian language of Hindi have been noted over time (Hancock, 1991 & Turner, 1927). According to Kalaydjieva et al. (2005) the Roma could have entered Europe in the 13th Century.



A recent genetics study by Moorjani et al (2013) argues that the Slovak-Roma, have a 'Eurasian' genetic build with EE as the main source of the European gene build, and Northwest India as a main source of the ancestry of the Roma (see fig.1). Findings suggest a mixed race could have developed but as with all genetic studies, the participant

samples might not be fully representative of the population, and should therefore be approached with a note of caution (Volgyi et al, 2009).

The Department for Children, Schools and Families supports the declaration of ethnicity (DCSF, 2007) but past experiences of discrimination could lead to a fear of being identified as Roma (Greenberg, 2010 & Marafioti, 2013). Claveria & Alonso (2003:563) assert that '...Roma have experienced a history of racism that involved slavery, assimilation, expulsion and extermination'. Similar to African-Americans, the EE Roma were enslaved, discriminated against and continue to face an array of problems (Greenberg, 2010; Penfold, 2015; Roth & Moisa, 2011). One and a half million Roma in Europe were killed during the Holocaust (Hancock, 2015). In the UK however, according to Fremlova

(2009:7), some EE Roma had felt that after arriving in the UK they were now 'proud' of their Roma identity 'for the first time in their lives'.

Most estimate the population of Roma as between 10 and 12 million in Europe making up Europe's largest minority group (European Parliament, 2008, Council of Europe, 2015; Fremlova, 2009; Ringold et al, 2005). The exact number of Roma in UK local authorities is unknown which can lead to difficulty understanding the extent of the needs and problems the Roma Community face (Fremlova, 2009; Scullion & Brown, 2013). It is estimated that there are between 200,000 and one million Roma in the UK (Craig 2011, Fremlova 2009, Scullion and Martin, 2013). It is believed that there may be between 25-30 thousand EE Roma in Yorkshire/Humberside (Council of Europe, 2015 & The City Council, 2014). According to the Roma Source (2012) around 2,100 are believed to mainly live in two areas of the city where the research was conducted (The City Council 2014).

2.3 Pathologisation of Roma children in EE

Many Roma in EE are discriminated against and segregated in mainstream classrooms in Slovakia (Amnesty International, 2013; Fremlova & Ureche 2011; Penfold, 2015). Greenberg (2010) adds that there are no national administration/judicial organs to deal with local judicial systems that do not enforce European Union laws. In Eastern Europe Roma children may be placed in special schools based solely on ethnicity (Claveria & Alonso, 2003; Fremlova & Ureche 2009, Friedman et al. 2009; Greenberg, 2010 & Vince & Harabula, 2008). The EE Roma are believed to be 'retarded' (Greenberge, 2010) and according to Derrington & Kendall (2008:127) a 'cultural pathology' occurs whereby 'other related factors may be insufficiently considered.' The Roma represent around 9% of Slovakia's population (Council of Europe, 2015). However, the table below from Friedman et al, 2009, emphasizes the over-representation of Slovak-Roma in special or segregated schools. In his estimation, Slovak-Roma children make up 60% of children in the country's special educational needs provision. Although parents may disagree with their

children being labelled, they are offered free school dinners, transport, clothing and stationary, and due to poverty many parents accept (Greenberge, 2010). It is important that in the UK we do not take the psychological information received from Slovakia at face value, as this could risk misdiagnosing Slovak-Roma children.

Table to show Roma children specialist provision in Slovakia

	Number of Pupils enrolled	Number of Roma Pupils	Percentage of Roma Pupils
Special primary schools	13,807	8,200	59.4%
Special classes	5,590	4,795	85.8%
Special secondary schools	5,114	1,794	35%
Totals	24,511	14,789	60.3%

Table 2.3.1 From Friedman et al (2009:8)

Anecdotal evidence from a trainee on the course suggests schools in the UK have been translating and referring to psychologist's reports that have been written in Slovakia. Although using previous information can be useful in Eastern Europe, the ability of Roma students is often undermined (Fremlova & Ureche 2011). Penfold (2017), at an event entitled 'New Arrivals/ Roma Workshops', said: 'We should be very cautious about how we perceive SEN and Slovak-Roma children'. At a planning meeting I attended, a SENCo gave case by case descriptions of children. When mentioning each child, she often gave a diagnosis, or behaviors, associated with the children. However, when mentioning one case the SENCo said 'This child is EE Roma you know...' EE Roma in the UK could be labeled stereotypically by some professionals in the education system as having set patterns of behavior, similar to a diagnosis, in their own right!

2.4 What were the push factors for the Slovak-Roma to leave Slovakia?

According to Fremlova (2009) there were a number of factors for the Slovak-Roma to come to the UK and Western Europe. After the end of communism in 1989, the Roma had difficulties, in terms of inequality in 'employment, education and housing', and arrived as political asylum seekers in the UK (Fremlova 2009:22). Soon after this, the expansion of the EU took place to include the A2 (Romania & Bulgaria) and A8 countries (Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia). Subsequently, the Slovakian government reduced/ removed some benefit payments, which the Roma may have relied on, as finding work was difficult in Slovakia (Payne, 2014; Fremlova, 2009). The freedom of movement between the EU member states meant an opportunity was created to escape poverty (Runnymede Trust, 2011).

2.5 Why the UK/ This City?

From a study conducted by Fremlova (2009), where over a hundred Roma adult participants (55 males and 49 females) were questioned in the UK about why they came to the UK, 58% of the respondents said they wanted to come to the UK to work, 22% said they were coming for their children and 15.4% said they were fleeing discrimination. Therefore the majority of EE Roma may have come to the UK in search of equality for themselves and their children, and 97.1% of the respondents said that their lives had improved since arriving in the UK. Payne (2014:5) writes about how 'migrants follow migrants', and then cites Blommaert (2010:7) in claiming that 'a layered immigrant space', in the areas where migrants settle, is created by the migrants for the migrants. This could be likened to what Goffman (1971:255) calls the 'hemispheric umwelten'. The 'umwelt' is an invisible bubble that is created which ensures protection and 'bonding'. Myers, McGhee, & Bhopal (2010:543), who wrote an article on Gypsy and Traveller parents' perceptions of education, described the 'umwelt' as a 'bonding social capital' which the community are mindful of. Giddens (1991) is then referred to by Myers et al who describes the umwelt as a cocoon that protects people in modern society. It can be so protective that entering this

environment can become difficult, as those who enter can become 'closed' to the 'outsiders'. Perhaps this could result in the establishment of migrant communities in pockets in certain areas of the UK. Although the term 'migrant' is used it is important to note that this may not be best fitting as it is critiqued as being hierarchal term given to black people (Koutonin, 2015).

Although the umwelt may exist it is of importance to identify differences within groups even when their origin may be shared as EE Roma in the UK are not a heterogeneous group (Claveria & Alonso, 2003; Payne, 2014; Scullion & Brown 2013). According to Payne (2014:12), 'biographies are complex and far from homogenous'. Scullion & Brown (2013:39) noted the importance of not classifying children as 'the Roma children' but as 'individual children'. Stereotyping all EE Roma as being a heterogeneous group may lead to tensions in the community which have been noted in the literature as coming into school (Brown et al, 2015; Fremlova, 2009; Fremlova & Ureche, 2011).

2.6 Tensions from the local community coming into school

Difficulties stemming from marginalization in the community have come into school (Fremlova & Ureche, 2011). These difficulties have been heightened by the media, which may lead to more tension and thus sensitivity from the media is needed in this area (Penfold, 2015; Marafioti, 2013). In addition, political officials from both left and right winged parties have commented negatively on the Eastern European Roma community, which incites and exacerbates community tensions and should be accounted for (Fremlova, 2009). In one area of the city, local members of the public tried to change the Local Authority's admission policy through signing petitions to allow fewer Roma to attend the local school. This was followed by an attempt to create an admission policy based on 'equality of numbers of children entering the school with different academic performance', in an attempt to limit the number of Slovak-Roma children being admitted to the local school in their catchment area. Social inclusion and an improvement in community relations are needed (Brown et al, 2015). Fremlova & Ureche (2011) described community tensions coming into

one school in a Yorkshire town, and the importance of learning about the culture for decreasing tension at this school. To gain a better understanding of the EE Roma/Slovak-Roma community in the UK a number of commissioned reports were written which have been outlined below.

2.7 Recent Commissioned Work in the UK

Commissioned reports (by the European Dialogue) have been written by Fremlova (2009) and Fremlova & Ureche (2009 & 2011). These reports involved gaining the opinions of 104 EE Roma's across 10 locations in England. The research intended to give an understanding employment, social information, health and education. Fremlova & Ureche (2011) conducted a specific piece of research on Roma children's education entitled: 'From segregation to inclusion: Roma pupils in the United Kingdom'. This document specifically focussed on EE Roma children that had arrived in the UK and their educational.

Fremlova & Ureche (2009:25-26) believed in the importance of: training Roma workers, resources advice and better translation, cultural awareness and advice on rights, as well as 'information' and training to all practitioners. According to Fremlova & Ureche (2011), the Department for Children, Schools and Families (DCSF) should share good practice that has been achieved with the Roma in areas where they live across the country.

Mark Payne (from the University of Sheffield) began to publish articles specifically on the subject of Roma-Slovak children the first was entitled: 'The integration of Slovak-Roma pupils into a secondary school in Sheffield: A case of school super-diversity?' (2014). Payne's study (2014) provided in-depth data through anthropological exploration, via 'embodying' himself in the environment as well gaining data from the school, policies and practices and interviews to gain an understanding of issues surrounding teachers, pupils and the wider community. Payne argued children from the Slovak-Roma community were

arriving at unpredictable times during the year, with diverse and unpredictable needs. Payne argued that we live in a super-diverse Britain and schools were adapting to changes created by the European Union and globalisation, creating 'super diverse schools' (Phillimore 2014, as cited in Payne 2014).

2.8 Attempts to Ease Transition into Schools

According to Dimakos and Papakonstantinou (2012) counselling and consultation provide better results and outcomes and beliefs to help newcomers adjust. Payne (2014) noted that an induction for newcomers was useful. Additionally, pre-teaching vocabulary was believed to lead to 'very good progress' (Fremlova & Ureche 2011:53). However, gaining trust may be important (Payne & Prieler, 2015; Kiddle, 1999; Scullion & Brown, 2013; Wilkin et al, 2009). According to Fremlova (2009:10) 'Unique work' in some authorities included 'multi-agency work, cutting across spheres of service provision' as well as Traveler Education Support Services providing mediation between Roma families and schools (Fremlova & Ureche, 2011). According to Flecha & Soler (2013), Roma children and non-Roma children all benefit from Roma parent and community volunteers at the school and the Roma children become more engaged with the elders from the 'excluded minority', who they can learn from (Claveria, & Alonso, 2003:584). Introducing Roma culture into the classroom and curriculum may be a way forward (Roma Education Fund, 2007). Gaining an understanding of Roma-culture may lead to an appreciation of the people, which may help in reducing tensions in the community (Kyuchukov, 2000; DfE 2007; Flecha & Soler, 2013; Fremlova & Ureche, 2011 Oliver & Gatt' 2010). Fremlova & Ureche (2011:48) write about the importance of understanding and appreciation of 'the various ways in which the Roma have enriched the dominant cultures'.

It is important that teachers, and people who work at all levels across services, feel supported, and are given adequate training to help meet the needs of the EE Roma children and the community (Fremlova 2009; Fremlova & Ureche, 2011). According to Fremlova & Ureche (2011), from the 59 EE Roma children

asked, only two said they preferred school in their previous country. To engage in 'innovative practices' the employment of bilingual staff was key, where lessons of mathematics were taught in 'Czech, Slovakian and Romani' (Payne, 2014:1). Creating a 'safe' and 'supportive environment' can thus be produced by employing workers in school to create a bridge between the child and the new environment (Roth & Moisa, 2011). Cefai et al (2012) wrote about the importance of whole school approaches and building resilience through a structured resilience program. A number of attempts to ease transition have been considered, however, this study attempts to gain an understanding of the purpose of education as understood through the voice of first generation Slovak-Roma YP and their parents.

2.9 The Importance of the Slovak-Roma Voice and Engaging Families

In line with literature on Educational Psychology practice it is important to respecting knowledge and listen to the views and feelings of parents (Billington, McNally & McNally 2000; Hodge & Runswick-Cole, 2008) and pupils (Billington, 2000). Thus, the voice of the child and parent should both be valued (DfE/DoH, 2014, DfE 2014), this process of understanding their views is not only beneficial to those that give it but also to others who receive, analyse, share and create an understanding of it (Earnshaw, 2014). This study aims to give a greater understanding of the view of the participant, allowing the participants to return to their experiences and feelings (Larkin et al, 2006). Ideally, this will allow the participants to be heard, so that practitioners in the educational establishment who work with this community can understand the voice of the participants and make positive changes in their surroundings (DfE, 2007). This could lead to an understanding of how we might need to change ourselves and our practices, based on their voice, rather than attempting to assimilate people into their new surroundings. It is important to include the voice of the parents in this research as well as the children as families value and want to engage with their child's educational setting. (Scullion and Brown, 2013 & Fremlova & Ureche, 2011:10) In order to aid children in feeling comfortable in

the school it is of great importance to create a good relationship with the parents (Horvath & Toma, 2006).

2.10 The purpose, aims and the research questions

The literature review highlighted the many gaps that are present in the current literature. From this I conclude with the purpose, aims and research questions.

Purpose

The findings from the research will be used to provide information for educational psychologists (EPs), and to train SENCo's and other professionals in education. This will help EPs and educational establishments to best support Slovak-Roma pupils and parents through their voice.

Aims

The research aims to appreciate how education is understood by first generation Slovak-Roma boys and their parents to gain an understanding of experiences that have facilitated or acted as barriers to a positive encounter in their school.

Research Questions

A number of possible questions and gaps were considered which came from the literature and the review above. A list of these can be found in appendix 3. However, below is a list of questions devised, which linked with gaps in the literature and met the purpose and aims of the research in order to ascertain how education is understood and what is working/not working so that we can best help this community:

- How is education understood by first generation Slovak-Roma boys and their parents?
- What experiences have facilitated a positive encounter in their school?
- What are the experiences that have acted as barriers to a positive encounter in their school?

Chapter 3 Methodology

3.1 Introduction

This chapter explains my methodological journey, and begins with my positioning as a researcher. The importance of qualitative research will be outlined, which then led to a number of qualitative approaches being considered. I decided to look further into the phenomenological approach and from this I wrote about the method chosen, an Interpretative Phenomenological Analysis (IPA), which I believed met the aims and purposes of this research. A stage by stage precise method of the actions taken to analyse the study (as described by Smith et al 2009) have been noted in this section. The limitations of IPA have additionally been considered. In line with the reflexivity of IPA I have written about my own background/background of my community in the UK, and how this was related to the Slovak-Roma community, which further elaborates my position. A step by step account has been given that includes the process which was conducted starting with: the ethical concerns and considerations; information on how the setting and participants came about; picture elicitation; clarification which took place before the interview; and the pilot interview which included how I changed my approach. The interview and different aspects of this are then explored.

3.2 Epistemology

Carter & Little (2007, 1319) define theories of ideologies as unavoidable. From the MSc I studied in psychology and previous publication (Yafai et al, 2014) I had a well-grounded numeric, positivist perspective from my previous study. However, whilst conducting my PhD in Educational Psychology I questioned my own epistemological and ontological beliefs which existed as a result of my previous MSc study and publication (Yafai et al, 2014). I have come to the understanding that the positivist view of the external world should not directly govern our perception of it (Willig, 2013). Although it is argued that causality is needed to understand social life, it is controversial and often challenged (Halfpenny, 2014). My opinion contrasts to the realist stance, which would argue 'truth' can be objectively verifiable (Willig, 2001). I have discarded realist

definitions of causality and using hypotheses, i.e. when 'y' happens 'x' will be the result (Denscombe, 2014). My chosen method of constructing primary research questions differs from a causal hypothesis, in that it is asked how people in situation 'y', coming from Slovakia, understand 'x', their experience in a secondary school (Smith et al 2009). I believe nothing can be interpreted as truth until we encounter it and bring it into our lives (Larkin et al 2006). However, how I would define truth differs to social constructivism, which is based on the belief that there is a negotiated reality which is conveyed in the context of social interaction. My positioning as a researcher is qualitative and I believe it is important to attempt to understand and interpret the lived experience of the participant, and to try to get as close as I can to their version, and how they make sense of the world.

3.3 Qualitative v Quantitative approach

A qualitative method allows researchers to gain an understanding of how people experience events and how they perceive the world (Willig, 2013). Due to low numbers of academic studies on the Slovak-Roma population in the UK it would be difficult to conduct a piece of work using quantitative methods. Difficulties would have included how to define variables and causal relationships, as well as understanding the confounding variables. Additionally, making a decision based on a P value may lessen findings to statistical forms (Smith, 2015), as positivism should not directly govern our perception (Willig, 2013).

I have chosen to assign pseudonyms, rather than numbers, to my participants as I believe that reducing them to simple numbers would devalue the importance of their opinions, and the participants as people. In an area which is beginning to become academically explored, in line with Layer (2013) and Smith (2015) I believe a qualitative method is suitable, as it may provide 'richness', 'detail' and 'clarity'. Not only did the quantitative method not fit with my positioning, it was also difficult to gain a large number of participants for the study due to the time restrictions and 6 participants offering to take part. Small

sample sizes for quantitative studies could lead to doubt and raise questions concerning their reliability (Button et al, 2013 & Guba and Lincoln, 1994). This may lead to skewed results, due to a small number of participants, resulting in 'small N's and big conclusions' (Gumbel, 2012 & Lieberman, 1991).

3.3.1 Different qualitative approaches considered

Discourse analysis

This study aimed to hear the voice of the participants. Although the discourse approach allows this and has a strong focus on words and language. However, I wanted to gain an understanding of the participant's experiences and I wanted to get as close as I could to the participant's experience. Therefore, I felt that the title of the thesis, research questions and approach did not match with this method. I believe that the meaning of the participant's experience comes from their personal and social world (Smith et al 2009), whereas discourse analysts believe that language is actively involved in creating meaning (Wetherell, 2001).

Grounded theory

Glaser & Strauss (1967) initially produced an understanding of grounded theory which was concerned with creating new theory from identifying and integrating the meaning of categories from data, rather than testing existing theory (Birks & Mills, 2015). Therefore, grounded theory takes an 'outside in' approach rather than 'inside out' (Willig, 2008:45). In grounded theory, literature reviews are generally not considered in the initial stages (Ramalho et al, 2015 & Charmaz, 2014). I wanted to adopt an 'inside out' approach. This involved having prior knowledge and theory to assist in creating an understanding of the participant's experience. I had prior knowledge in the area of Slovak-Roma children before I started the educational psychology course and before I chose this research project. I would collate information as an active researcher in this area to help myself and others, in my previous career, to understand the Slovak-Roma.

Narrative theory

Narrative theory is concerned with how lives are fashioned by stories (White, C. & Denborough, 1998). However, I wanted to gain a deeper understanding of the 'experience' of the participants (Griffin & May, 2012). I wanted to interpret this using an analysis which would allow me to make sense of the participant making sense of their experience. Although narrative analysis adopts a humanist, person-centred approach, I wanted to understand 'experiences' as well as thoughts and feelings in an attempt to feel what it was like, which was better suited to a phenomenological approach.

3.3.2 Phenomenology and Theoretical Underpinnings

Husserl (1917/1981), the founder of phenomenology, originally studied mathematics and astronomy and believed careful investigation should be made of an experience via an *eidetic* method (Smith et al, 2009). The understanding of the eidetic reduction involves understanding how 'things' are perceived by people. Similar to Husserl, I use an eidetic reduction approach to focus in on subtleties to create a deeper understanding of what makes the phenomena distinctive and unique. The 'experience' is the thing that has been investigated in this study. 'Things' that are presented could be fitted into the researcher's existing categorisation system. However, for Husserl (1917/1981) our existing categorisation system as researchers could prevent us from truly understanding the 'thing' which exists. 'Once we stop to self-consciously reflect in any of this seeing, thinking, remembering and wishing, we are being phenomenological' (Smith et al, 2009:13). I feel it is important to further question what words might mean to the participant in order to gain a deeper understanding as to what the participant is implying. Husserl (1917/1981) introduces transcendental phenomenology, which involves us as researchers focussing on what is going on in our minds. Husserl additionally introduces the concept of bracketing one's own experiences (see next section).

Heidegger (1927/1962) was a student of Husserl's and was concerned with existential philosophy (existence) and hermeneutics. Hermeneutics originally comes from the study of scriptures, and their interpretation, to make them clear

to others. As a researcher, I wanted to attempt to see through the lens of the participant to access, understand, recognise and interpret what they experienced.

3.3.3 Interpretive Phenomenological Analysis (IPA) as a method rooted in phenomenology

Phenomenological research is concerned with the subjective experience of individuals. It involves examining what an experience for the participant was, taking the participant back to the actual experience and gaining their views (Tesch, 1990). According to Lichtman (2010) there are three questions which are important to note and consider in order to understand phenomenology as a method: What is meant by the lived experience? What is meant by the essence of the experience? What is the reductionist process? The following paragraphs have summarised these questions as outlined by Lichtman, which I describe within my positioning.

Establishing what is meant by the lived experience: IPA uses both subject and object to understand the phenomena. I have selected the following experience: 'education in a secondary school'. The people that are experiencing it (the experience) and how these have been lived by a group of people with commonality, 'First generation Slovak Roma boys and their parents'.

The essence of the experience: Heidegger (1927/1962) notes the term 'worldliness' with regards to externalising, in that humans make meaning and share experiences, which allow the individual presenting their account/experience to gain a clearer insight, to comprehend their own life essence. This involves a deeper level of understanding and more interpretation of the data. As an interpreter, I began to trust myself and moved towards understanding through my interpretation of the data.

The reductionist process: Bracketing in IPA is believed to be an important process for the researchers, to understand themselves and to bracket out their

own experiences. The concept of bracketing originally came from the study of mathematics and Husserl's ideas. Here I begin to differ in my perception. I believe there may be an element which is essentially derived from the background of the interpreter and how they interact with the matter (Willig, 2013 & Smith et al 2009), and that other's actions are understood and interpreted according to the situation and not just reacted to (Blumer, 1969).. My experience as a researcher (what I as a researcher perceive, remember, think and value) is therefore recognised and has been made explicit in the initial stage of the research. This included a reflective section about my background in this methodology, and I continued to reflect throughout the write up of the findings, where I have used reflective boxes which were originally written in a reflections diary..

Giorgi (1989) as cited in Lichtman, (2010), states that as researchers we should search for as many meanings as possible of a phenomenon. I attempted to understand, through the IPA methodology, what it is like for the participant via their account and how we as researchers attempt to get as 'close' as we possibly can to the actual understanding (Larkin et al 2006, p104). It may never be truly possible to understand the experience without physically going through it within the complexities of their physical, psychological, social and cultural context. However, I attempted to get as close as I possibly could to the experience and place myself in the shoes of the participant, as they told me about their experience, and by creating an interpretive analysis. Creating an overt interpretative analysis requires applying the description to wider society, culture and theory. Additionally, this will involve the second order account of attempting to understand how the participant is making sense of the world, to look deeper than the description, to contemplate and reflect on 'what it means' to give certain phrases or make claims or to have expressed concerns/feelings (Smith et al, 2009). A double hermeneutic is also used, whereby, I begin to make sense of my own world and, secondly, I make 'sense of the participant attempting to make sense of their world' (Smith & Osborn, 2003:51).

3.3.4 Limitations and Benefits of IPA

There are a number of limitations to IPA which have been highlighted by Willig (2013:94-95). These include: 'language', 'suitability of accounts' and 'explanation versus description'. Children and parents who volunteered to take part in the study could all speak a language (though not necessarily English) without difficulty. It would have been highly difficult to conduct the study if participants had problems articulating. Additionally, the initial information letter I gave to parents and children requested them to speak about their experience, which may have prevented those with oral communication difficulties replying.

According to Willig (2013) other limitations of IPA include:

- Description of an experience may not always reflect reality as well as suitability.
- IPA researchers attempt to get as close as they can to the lived experience, but meanings can live in a world of their own, making it difficult to truly understand the experience.
- Phenomena may be described but not explained.

The above points will be expanded upon in the paragraphs that follow.

Although, the above point argued that the description of an experience may not always reflect reality and suitability. In the study, reality was based on their concept of the accounts constructed by the participant in that particular place, at that particular moment in time, and raises deep rooted epistemological questions on what is the truth. IPA attempts to explain the phenomena, and fits with the person-centered approach, allowing the voice of the participant to be heard. Giving the participant a voice is central to the study, putting the person in perspective, to capture the experience which can then be interpreted and analysed (Larkin et al, 2006).

I believed that an IPA approach would best allow me to get closer to the phenomena, to make sense of and explain their experiences, beliefs and feelings and to strengthen my understanding as a researcher. However, as

researchers we come with our own understandings and ideas, which have been reflected upon in the next section and throughout the thesis using reflective boxes.

3.4 Myself as a reflexive researcher and how my personal background may have hindered/ helped the Interpretative Phenomenological Analysis

I believe it is important to adopt a reflexive approach as a researcher, which comes from our understanding based on our background, and this should be made transparent and clear to the reader. Nagel (1974) wrote about 'What is it like to be a bat', and believed it is impossible to have 'a view from nowhere' in that how we perceive and understand experiences may come from the researcher's limited understanding and background. Conclusions about participants are drawn from a world of existing meaningful matters (Larkin et al, 2006). Therefore, professional self-awareness, 'reflexivity', is an important step that IPA adopts and acknowledges (Biggerstaff & Thompson, 2008; Finlay & Gough, 2008). It is important that the information gathered adheres to 'confirmability' (Shenton, 2004), in that I can reflect on my assumptions during the process to allow meaning to be created through the accounts of the participants (Willig, 2001). I maintained a 'reflexive journal' (Smith, 1996) of my

I know how it may feel to be a foreign child with a different culture growing up in British schools. I was the only non-white boy in a Christian school where I became known as the 'coloured boy' by staff and teachers. My father arrived in the city in the 1950's to work for the steel industry from what was part of the British colonial empire, the Yemen. The Yemeni community has lived in the UK since the 19th Century (Halliday, 2010 & The City's Libraries Archives and Information, 2014). Although difficulties and community cohesion breakdowns have been in the recent media surrounding the EE-Roma this is not a new thing, it was initially experienced by my community which led to the first British race riots in 1919. The British Broadcasting Corporation (2014) wrote an extract on the difficulties my people faced entitled 'North East's Yemeni Race Riots'. Yemenis came to work in the British Naval Forces due to manpower shortages and were approximately 3,000 in number, based in South Shields by the end of the First World War. Similar to the Slovak-Roma, the community of Yemeni workers began to accept lower salaries due to jobs becoming scarce. Problems of racism and unrest continued with further difficulties between the English and Yemeni community in the 1930's. Race riots reoccurred in the 30's in most port cities and towns between the English and the 'non-English' until the 1940's when public attitudes began to become less tense (BBC, 2014; Byrne 1977).

personal feelings and ideas. Reflection boxes were additionally used during note taking stages (in my diary) and thesis. I wanted to adopt a methodology that would allow me as researcher to reflect and write about how I felt. I wanted my background to be transparent to the reader and for you to understand how my background related to the research.

I additionally felt an affiliation with the Slovak-Roma community as recent media has stereotyped both of our communities: As an Arab Muslim I view the media with great caution and this inspired sensitivity towards others. Reading right winged comments in the media about Slovak-Roma people from political figures from both left/right winged parties, led to open slurs of racism which was witnessed and challenged at a grassroots level from both previous colleagues in schools, as well as individuals from settled ethnic minority backgrounds

“If you're not careful, the newspapers will have you hating the people who are being oppressed, and loving the people who are doing the oppressing.”

(Malcolm X cited in Goodreads 2017)

As part of wanting social justice, from the previous work I have done I felt a growing closeness towards this community. During the literature review and the process of research this grew to become a lovingness, however, it may be possible that I felt a need to want to mediate for this community which is important to note as this may have affected my interpretation of the data. However, I felt that coming from a minority group, my personal experience as a father and that of my own son's finding the education system challenging I believe has aided my ability to extract the data from the YP and parents in the study. It has also aided my ability to interpret it in line with the double hermeneutic, an insider perspective, attempting to put ourselves in the shoes of those giving the account (Conrad, 1987) as well as standing alongside and investigating and drawing out the experience (Larkin et al, 2006 & Smith et al, 2009). Continued below...

I also know how it feels to be a parent of non-native boys in the UK who have experienced difficulty at some point. All three of my sons have been fixed term excluded from their school, similarly, both male YP in my study had been excluded. Therefore, I felt an affiliation and an understand of the parent's views. As I am not sure whether there are some misunderstandings between young black males in UK educational settings.

I feel privileged to have worked in a primary school in a city where there were large numbers of Slovak-Roma children and families. I had previously worked at a primary school as a learning mentor and family advocacy worker, pre and post 2004 during the expansion of the EU. The expansion led to open borders between the new EU countries and the arrival of Slovak-Roma families to the city (Payne, 2014). Utilising my previous skills of working with children and families in the same city and area, quickly allowed me to build rapport with the participants.

3.5 Ethics

The University of Sheffield granted ethical approval. An initial challenge was on how to address my participants and their background. I wanted to ensure my participants, and that those receiving information about the project, were addressed appropriately using a term that the participants felt comfortable with. I understood that there were ascription issues (The City Council, 2014; Payne 2014); it could be that some may not prefer to be identified with the term 'Roma'. Therefore, I checked the suitability of this term in the following way: I consulted directly with Mark Payne who had initially published articles and used the term 'Slovak-Roma'. Additionally, I met with former colleagues (who are Slovak-Roma themselves) who I had already established a good relationship with, asked at an advice centre in an area with a high Slovak-Roma population who all agreed this was an appropriate term to use. Also importantly I checked the term used with each participant I interviewed before the interviews were conducted who agreed this was a suitable description of their background.

Information sheets for both pupils and parents differed. A pupil friendly information sheet was produced for pupils (see appendix 4), accompanied by a separate consent form for pupils and parents (see appendix 5), which were given to the school, who translated the information to the participants. Before each interview the study was re-explained to parents and the pupils in a language they understood and they were re-asked orally if they would like to continue and take part. Prior to the beginning of the interview, the participants were reminded that the interview would stop at any point that they deemed fit. Also, before all the interviews began, I established a rapport with the participants by telling them about myself and my background. All the participants were informed that pseudonyms would be used and the information that they gave would be kept confidential within policy boundaries. For the purposes of photo elicitation during the interviews, the YP were asked to take photos of objects, and in line with school policy, the YP avoided taking pictures of other pupils around school (for further details see section entitled: *Photo Elicitation Interviews*).

To ensure confidentiality, and in light of the current events surrounding Britain's exit of Europe, I have decided not publish my thesis immediately with Whiterose and to not give full interview scripts with my thesis. In order to disseminate knowledge I will instead publish articles of interest, conduct training sessions and speak at conferences.

3.6 How the research setting was established and participants were sampled

My second and third year placement was based in a city in Yorkshire. The local authority in that city was interested in Slovak-Roma people and their experiences in education. An understanding of where large proportions of Slovak-Roma people lived was known to the researcher, but was confirmed through public community profiles, which the LA produced online. Secondary schools and educational settings in the areas were approached through phone calls and visits. The school used in this study was the first setting to accept the research in a catchment area that had many Slovak-Roma residents. The school setting was in a working class, economically deprived area in the city. It was a large school with over 1200 pupils on roll with 450 children that received pupil premium.

A general letter about the study was sent in the Slovak language asking for parents of children from year 7 to year 9 to volunteer to take part, as other year groups were taking exams during that period. Slovak-Roma staff informed me that the Slovak language would be better understood by the participants. Additionally, a Slovak-Roma member of staff translated the information sheet to parents by phone for those known to be non-literate in the Slovak language. A short list of interested parents that responded was then generated by the school, and then the children of these interested parents were approached with the information sheet to check if they would be interested in taking part by a Slovak-Roma member of staff. Then a shorter list of interested pupils paired with their parents was created. Consent forms and information in the language of the participants were then sent out for the parents and pupils to return, from which a smaller sample responded. In total, six participants completed their

consent forms and returned these to school, 3 YP and 3 parents (one parent for each child). One of these pupils and their parent completed the pilot study. Therefore, the perspectives of the remaining four people in total were gained for the main findings of the study; two pupils and their two parents. To establish which participants would be used, Smith et al (2009) believe that the researcher would need to decide on the homogeneity of participants. Although every individual is different in terms of their views, according to Smith et al (2009) homogeneity cannot and should not be used as an 'identikit', but participants should have social factors that are relevant to the research and the group of people experiencing the phenomena. Male YP and their parents were selected for the main study. The participants had the following similarities:

- YP aged between 11-13 (or are parents of one)
- Main participants are from the same area in Slovakia (Bystrany).
- The YP and their parents were both first generation participants.
- They/ their families arrived in the UK with limited English.
- They had both been at this secondary school setting for under a year (one year seven pupil and one managed move into year nine).
- Both YP experienced difficulties in school with peers.
- Both YP had experienced fixed term exclusion/ parents of children who had experienced fixed term exclusion.

3.7 Further understanding the participant's backgrounds

Peter was a Y9 student and arrived in the United Kingdom twelve years ago. Peter has recently moved into his current school in Y9; he is now attending a school where his father Frank works as a TA. In the past, Peter has found Social & Emotional regulation a challenge, and had difficulties with peers and teachers in a previous setting. However, he has managed to settle into his new school.

Frank is Peter's father; he brought his family to live in the UK shortly after the expansion of the EU. Frank and his family arrived in the UK with very little English. After learning English, Frank was employed by the same school where the research was conducted, and has been a TA for two years. This provides the reader with an understanding, as Frank is both a parent and has an insider perspective, as he works at the school. Frank thus provides a parent and an insider perspective.

Luka has spent more than 5 years in the United Kingdom. He is a Y7 student and has recently joined the secondary school. Luka said that he has experienced fixed term exclusions at his current school and he informed me (when walking around school to take photos) that that this was due to relationship difficulties with peers. Luka continued to face difficulties with his peers, which was clearly expressed in his interview.

Mary is Luka's mother. She has been in the UK for 6 years. She arrived with very limited understanding of the English language but now understands English quite well, but her expressive language is limited. Before the interview Mary told me that she and her husband both found work in the city at a local convenience store where they stack shelves. Mary said she had visited the school already on a number of occasions due to her son's difficulties and that she had a good relationship with Frank who she knew before entering the UK from Slovakia.

While it might not seem like a homogenous group, due to age and differences between parents and YP, themes were identified which generally matched and provided a broadness of understanding. Although homogeneous themes were discussed by this group, it is important to note that not all of these areas can be generalised to everyone from this community, but do give some understanding as to experiencing the phenomena.

The small sample size

There is no correct number in the answer to sample size; it depends on the richness of cases, level of analysis and constraints one has (Smith et al, 2009). It is believed to be an issue of 'quality' rather than 'quantity' and three to six participants are adequate for a sample size. Smith et al (2009) & Reid et al (2005) state saturation may even be reached with one participant.

3.8 Photo Elicitation Interviews (PEI)

This study used PEI with IPA as part of a qualitative inductive approach as an effective research tool to give a voice, to help pupils to talk about their experiences, who can be regarded as experts (Hill, 2014). Although little has been written with regards to PEI and interviewing YP (Epstein et al, 2006), it is noted that pictures are particularly useful and purposeful in engaging pupils with English as a Foreign Language (Pinter, 2015) and understanding cultures (Samuels, 2004). What is in the photograph and how it is interpreted and presented can help researchers to go deeper and investigate social areas of the child's life (Smith & Barker, 2000).

Smith & Barker (2000) used a number of methods including PEI in their article entitled 'Contested Spaces: Pupils' Experiences of out of School Care in England and Wales'. Smith & Barker emphasised the importance of giving the pupils power, control and ownership. Pupils became 'active agents', conducting their own investigation and taking their own photographs as prompts to discuss during an interview.

I liked the way in which the participants allowed me to feel welcomed in their school and were happy to tell me about themselves during this walk around the school. I believe this may have helped to build initial relationships with the YP which could have allowed them to feel more comfortable during their interviews. However, I felt there may have been something else which allowed parents and YP to seem more readily to engage with me before and during their interview. It could be that our relationship was built on the fact that I may be perceived as being a foreigner. Possibly someone similar to them but from a different community who has achieved in the same way that they may want/ or they may want their children to achieve in this country. I am unsure as to whether this research would have experienced differently by a white English researcher?

How ideas and photographs were derived

I decided to give the YP control of taking the photographs. Just before going to take the photographs I allowed 10 minutes for each YP to think about things that may have helped 'them' or created a barrier to 'their' education. I asked them to consider their feelings towards these as well as the importance of making mental notes to capture abstract nouns that could not be photographed. I did this to encourage the participants to become reflexive before their photo session and again I allowed them 10 minutes before their interview to do this again. In addition to physical stimuli which could be photographed, therefore I encouraged the participants to capture abstract nouns, thoughts and feelings. I also reminded the YP of the school policy regarding photographs but could talk about other areas if they wanted to during the interview. The walks around school lasted approximately 15 minutes each and a school camera was used. After taking the photographs, I allowed the YP time to ponder about their feelings and the 'things' and why these were important before their interview. 'Things' included the photos which the participants had taken, abstract nouns and anything else that was important to them. For a list of photographs taken by one of the participants see Appendix 6 (some staff members agreed to have their photos taken and a photograph was taken of a photo on the wall which was obscured due to confidentiality). The camera was then returned to the IT manager who printed out the photographs and also provided an electronic copy.

During the interviews, I asked the YP how they wanted to present their photographs. One YP preferred to hold the photographs in their hand, another wanted to spread them out on the table and the third said he preferred to scroll/click through the photographs on the lap top screen as he spoke. This child sat at a 45-degree angle, so the photographs could be viewed by both myself and the participant as they spoke. I also reminded the YP to think of the abstract nouns before the interview which could not be photograph. After learning from the pilot study, I gave control to the YP to decide what they wanted to talk about.

3.9 Pilot Study

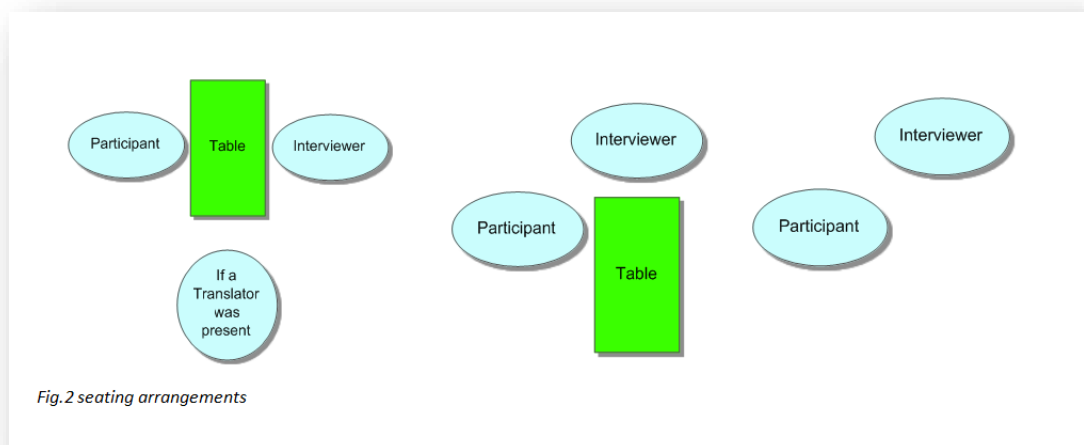
Initially I attempted to use semi-structured open questions for parents and YP during an in-depth interview. The first pilot interview with a parent involved the use of a translator. I experienced a problem in the early part of the interview where I asked the translator to translate the following: 'What would you like your child to get out of school?' The parent replied 'Why would I want my child to get out of school?!' I realised misunderstanding could easily occur if questions were out of context, which may confuse participants especially via a translator. Challenges with regards to translation have been further outlined in the translation section below. Using semi-structured interviews, gave me some control. However, I sensed that the participants in the pilot limited their responses, as they may have been wary of the question and provided short answers. Although a non-structured interview would create greater understanding I felt comforted knowing I was prepared with a script, a list of questions for the interview. However, I wanted to emancipate myself from previous scripted ways of working, to become closer understand the phenomena.

In the second pilot interview PEI gave some structure to the interview. However, I noticed that I wanted control. Was it to do with my own teaching background and expecting children to do as they were told? Upon reflection of these pilot interviews, I realised the importance of giving control and power to the participant during the interview and to listen to their experience. Allowing parents and children to fully lead and create their agenda in the interview excited me. Although a full understanding can never be gained (Nagal, 1974) this unstructured method would allow IPA to take place in its fullest inductive, qualitative form, enabling the participants to speak freely and explain, as well as describe their experiences, would allow me to capitalise on the unexpected (Smith et al, 2009). This did not only suit the aims of the study but this has also impacted on my current and future EP practice.

3.10 The Interview

The school offered to collect the parent participants from their homes via the Slovak Roma TA, this is normal school meeting procedure, done to avoid barriers of financial difficulty. Interviews were conducted in a meeting room at the school which was private, comfortable as well as appropriate (not in an area where children were normally disciplined). Interviews took place in the morning and in the afternoon according to the participant's preference. Two interviews required the Slovak-Roma TA to translate (one parent in the pilot and another parent in the actual study).

Epstein et al (2006) additionally emphasised the importance of giving control and ownership to the participants, I wanted to allow both YP and parents to feel that they had ownership from the start of the interview. I began by allowing the participants to choose their seating arrangements (see fig.2) I also offered to use tables or not, one participant (a YP) in the pilot did not want to use a table, whereas other participants did. In the main study, two parents preferred the face to face, 90-degree angle and the two YP preferred to use the 45-degree angle.



Three different interview seating arrangements as preferred by the participants: 90 degree angle, the 45 degree angle and the arrangement without a table.

All participants gave single interviews. To engage the participants into the subject I began to elicit after asking the following core question: 'Tell me about this place', then raising my hands to gesture the school. Each interview lasted approximately one hour. An audio recording device was used to allow greater fluency and flow.

3.10.1 Translation

Translations were utilised in two interviews, one with a parent in the pilot study and another parent in the main study, who found it difficult to speak and understand the English language. Although there were limitations and barriers with translation these were constantly reflected upon, barriers gave the study greater rationale as to why this study is important and why this group should not be excluded from the research, as it is important to be inclusive to bilingual participants in EP practice (Lauchlan, 2014).

Four interviews were conducted solely in English. When seeking outside agency translation, I was informed that it would be more likely that I would receive an indigenous Slovak translator who would translate from Slovak to English rather than using the first language of the participants, Romani (Slovak Dialect) to English. Social tensions and barriers between some indigenous 'White Slovak' and Slovak-Roma people in the United Kingdom were noted by Fremlova (2009a). It is recommended to use a translator that represented the same culture and background of the participants (Temple & Young, 2004). Therefore, a translator from the Slovak-Roma community translated the interviews. I selected a translator who the parents trusted as this person worked for the school. The interview was translated using the Romani-Slovak dialect, into English.

My parent advocacy required me to translate for Arab parents which I did on a regular basis. Reflecting on my experience as a translator was very useful when addressing the difficulties and dilemmas of using translators. I understood what was needed to ensure accuracy of the participant's voice.

In line with Temple & Edwards (2002) the translator's power would be limited and the translation was performed through rather than with the translator. To avoid the translator taking control, the translator was briefed before the session, clarifying areas of how I wanted the translation to be conducted and confidentiality (see appendix 7). I specifically asked the interpreter to translate word for word what was being said and not to add or remove any words. I informed the translator not to ask for additional information independently but to wait and translate only what I and the participant said. I also informed the translator that I would need to ensure that the participant has finished answering the question and allow a pause, and to feel comfortable with these pauses, in order to allow the participant to ponder (Smith et al 2009).

The interviewee's words were translated in small/ short chunks, or sentence by sentence. Although this could slightly disturb the flow of the account, it provided richer information. From my experience as a translator, leaving translation until after the interview had taken place, or after larger chunks of information had been presented, could cause a number of issues including:

- The translator may forget what had been said and could then abbreviate/ summarise which could lead to the translator adding their own interpretation, and thus possibly losing the voice of the participants.
- As a researcher, it would be difficult to acknowledge when to ask pertinent questions/elaborations about what is being said.
- Not noticing social cues and nonverbal signs during speech could limit the ability to 'put myself in the shoes' of the participant during the interview, which is a crucial part of an IPA study.
- The translator could control the interview and conduct their own questions and engage in their own conversation.

It did not feel like the translator took control of the interview as he was given clear guidelines (see appendix 7). To ensure that the translation had been done well I checked the quality of translation whereby a short audio recorded

extract was presented to a second 'Slovak-Roma' translator, who confirmed that the translation was an accurate representation as to what had been said.

3.11 Summary

My epistemological beliefs favoured a qualitative approach. There are many different approaches as to how this study could have been done and a number of different qualitative views were considered, however IPA was chosen which better suited the research questions and exploring the 'experience'. Limitations of this approach were also highlighted (see Willig, 2013). The importance of reflecting on my background was also discussed in this section as well and how this related to the subject matter. Then, a clarification of the methodological process was outlined that gives others reading the study a clear understanding. Conducting the pilot interviews was a very significant process and a turning point for me in my research and in my career, as this allowed me to re-evaluate my views and to change the interview process giving greater control and ownership to the participant (Epstein et al, 2006).

Chapter 4 Themes Creation

As the reader has not been with me in the complex journey of analysis, in accordance with Smith et al, (2009) I will explain how I made sense of what is presented. I have designed this to give the reader an insight into the process of developing and analysing the themes. The areas outlined in this chapter include: How the data was analysed using the IPA steps, how themes were established and themes which emerged from the data. Then I provided the reader with further information as to how the themes were refined to become more succinct with the data.

4.1 How the data was analysed using IPA

The six stages of IPA as outlined by Smith et al (2009) were used which included: Immersion of data, preliminary noting, developing themes, connecting emergent themes, starting a new case, and investigating patterns between/across cases. I have outlined these sections in detail below and the precise ways in which these have been applied have been explored in the 'Findings & Analysis' chapter.

Stage 1: Immersion of data: The scripts were transcribed by myself, this allowed me to become closer to the data. Then I read and re-read scripts to attempt to step into the shoes of the participant to make sense of the phenomena.

Step 2: Preliminary noting: Whilst maintaining an open mind I attempted to bracket my thoughts and previous scripts, I noticed areas of the participants' interest then added notes to the scripts on the right-hand column, which led to further reading (see appendix 8 for example of script/table). Interpretation was aided by moving between the etic (outsider) and emic (insider) perspectives. This involved trying to get as close as I could to the experience during the interview, reflecting on this process and establishing what was important to the participant by looking at the language used.

Step 3: Developing themes: Creating themes reduced the data into segments/parts that were linked closely with the original scripts. This stage and subsequent stages involved more interpretation, reflections and understanding of the original words of the participant to produce a list of emerging themes.

Step 4: Connecting emergent themes: This stage involved grouping the themes that were established, based on a relationship which came under an umbrella, a 'superordinate theme'. 'Polarizations' were examined to investigate differences in themes, that arose from transcripts rather than similarities (these are further explained below). This process involved splitting identified themes into two opposite poles, for example language was identified as a barrier (if not learnt) and a facilitator (when proficient).

Step 5: Starting a new case: When I moved to the next transcript and subsequent transcripts it was important to treat it as a separate case and I attempted to 'bracket' the ideas of previous case(s) for this purpose.

Step 6: Investigating patterns between/across cases: I placed the themes that arose in relation to one another. At this stage Smith et al. (2009) believed potency of themes should also be identified, applying these to a level of theory which was also in my mind whilst doing this. I did this by using different methods, such as cutting strips out and placing the themes across a large surface, mapping them out physically or on a mind map. I began to initially investigate common themes, firstly between the YP (see appendix 9), then the parents (see appendix 10). It became apparent that children and parents often spoke about the same issues and a joint analysis could then be created of both YP and parent perceptions in a Master table of themes for the participant group (see appendix 11). The 'Master table of themes' was written up as a way of helping me focus on each subject area, to identify patterns. This allowed me to reflect and provided me with clarity as to who said what for the final themes created. Additionally, it provided ease in the writing up stage.

The dyslexia package (inspiration) was also very useful to lay out ideas on one screen which I could move about to produce what I would call an *'IPA flow*

chart' of themes, showing connections to ensure all themes were identified and how they interconnected. The arrangement of these themes developed over time. I designed '*IPA flow charts*' to give the reader further understanding of the routes taken, these types of flow charts could be used further in other IPA studies to give clarity to students and those reading the study (see appendix 12). As the themes matched I combined them to create a large map/ image of information (see appendix 13 for final table of the themes). The subordinate themes were grouped together and an umbrella term for each group was created (superordinate themes).

In the final stages of creating the themes a scrutiny process took place, whereby themes and quotes were presented to my EP trainee year group and lecturers were invited to peer-review and scrutinise. During the scrutiny, each theme was presented around the room on large A1 sheets, with an array of quotes to match each theme and those present were asked to comment on/ make notes/ or question whether quotes matched the themes identified and coherence between themes and whether they matched with the superordinate themes. From this scrutiny, some slight changes were recommended in the title of a few themes. This process additionally included a final scrutiny by my supervisor, who also encouraged me make some minor amendments.

The peer review/ scrutiny of themes involved the group of trainees EPs peer reviewing my themes to check coherency and to question me and to suggest improvements. Although this is something I chose to do it was not easy. This was quite a revealing, exposing and personal experience similar to exposing myself naked it allowed my peers to look up and down my newly developed themes, my newly assembled body, to check for possible improvements. Putting together the themes was something I had put a lot of work into and something that was personal to me and although I trusted my peers to be honest and caring I was a little nervous. Probably because I was unsure as to whether my peers might

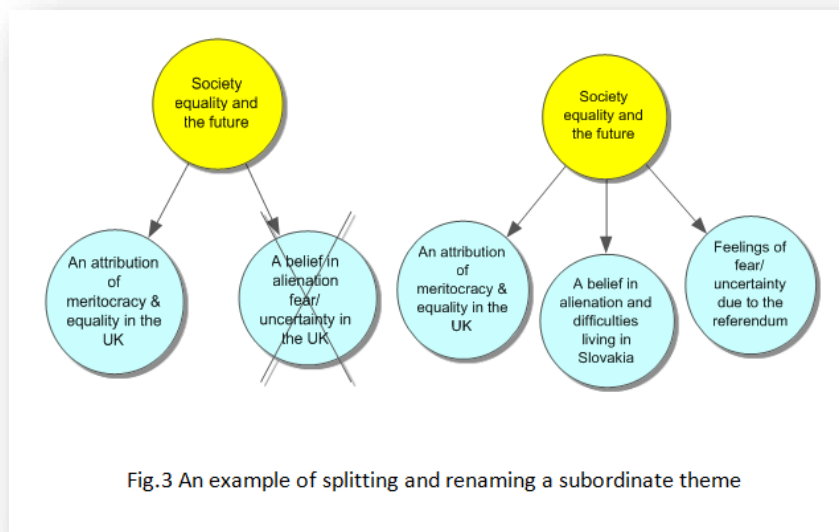
4.2 Editing the themes

In this section, the following areas have been addressed, to understand how some themes derived. For a list of the whole changes during the analysis

process of the data see the table in appendix 14. Below are some examples of how I renamed, split and polarised themes.

Renaming of themes and splitting one subordinate theme into two:

Themes were reworded to provide a finer summary of what had been said. An example of how a subordinate theme (in blue) was split to two subordinate themes can be viewed in fig.3. The titles of these themes were also renamed to describe the findings more finely.



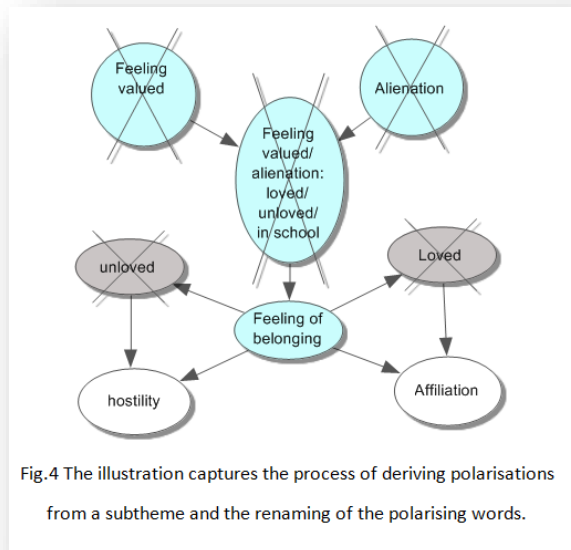
Splitting a Superordinate Theme:

Initially 'Learning' and 'Cultural aspects of education' superordinate themes came under one umbrella superordinate theme. However, I believed these were two distinct areas and were split into two superordinate themes, one of which provided the reader with a specific insight into the cultural aspects of education, and the other would aid in the understanding of learning in a less culturally specific way.

Polarising/ themes and wording these appropriately:

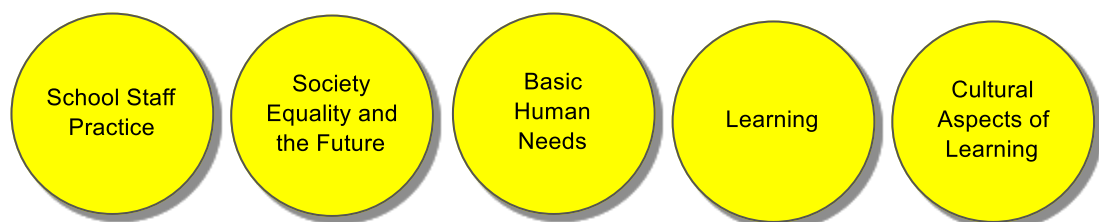
The image in fig.4 displays how I changed one subordinate theme initially entitled 'Feeling valued/ alienation loved/ unloved in school'. Firstly I identified oppositional relationships according to Smith et al (2009) this presents a greater level of organisation and analysis, by examining differences instead of

similarities. Original polarisations ‘Feeling valued’ and ‘Alienation’ were then changed ‘loved’/’unloved’ under the subordinate theme ‘Feeling of belonging’. When this theme was then presented to the peer review/ scrutiny; the polarization words, ‘loved/ unloved’, were questioned as to whether these were best fitting. These were refined to: ‘hostility’ and ‘affiliation’ which I believed gave greater social/psychological underpinning.



4.3 Themes that emerged

The following 5 areas were recurrent superordinate themes which were discussed by all the participants:



The table below was created to identify recurrent themes and check whether each participant spoke about each theme. This allowed me as a researcher to check more than one participant had contributed to the understanding of each superordinate area (see table 4.3.1). Another table of themes was created to identify recurrent subordinate themes which also includes process notes as to how wordings/ themes changed during the duration of the analysis (see table 4.3.2).

Table 4.3.1 Identifying recurrent superordinate

Superordinate theme	Luka (YP)	Peter (YP)	Mary (Parent of Luka)	Frank (Parent of Peter)
Basic human needs	Yes	Yes	Yes	Yes
Society equality and the future	Yes	Yes	Yes	Yes
Cultural aspects of education	Yes	Yes	Yes	Yes
School Staff practice	Yes	Yes	Yes	Yes
Learning	Yes	Yes	Yes	Yes

4.4 Conclusion

Producing this section aimed to explain a complex, lengthy process to the reader to understand how themes emerged. It is hoped that this section simplified the important complexities and challenges involved, which occurred before the findings could be analysed and discussed.

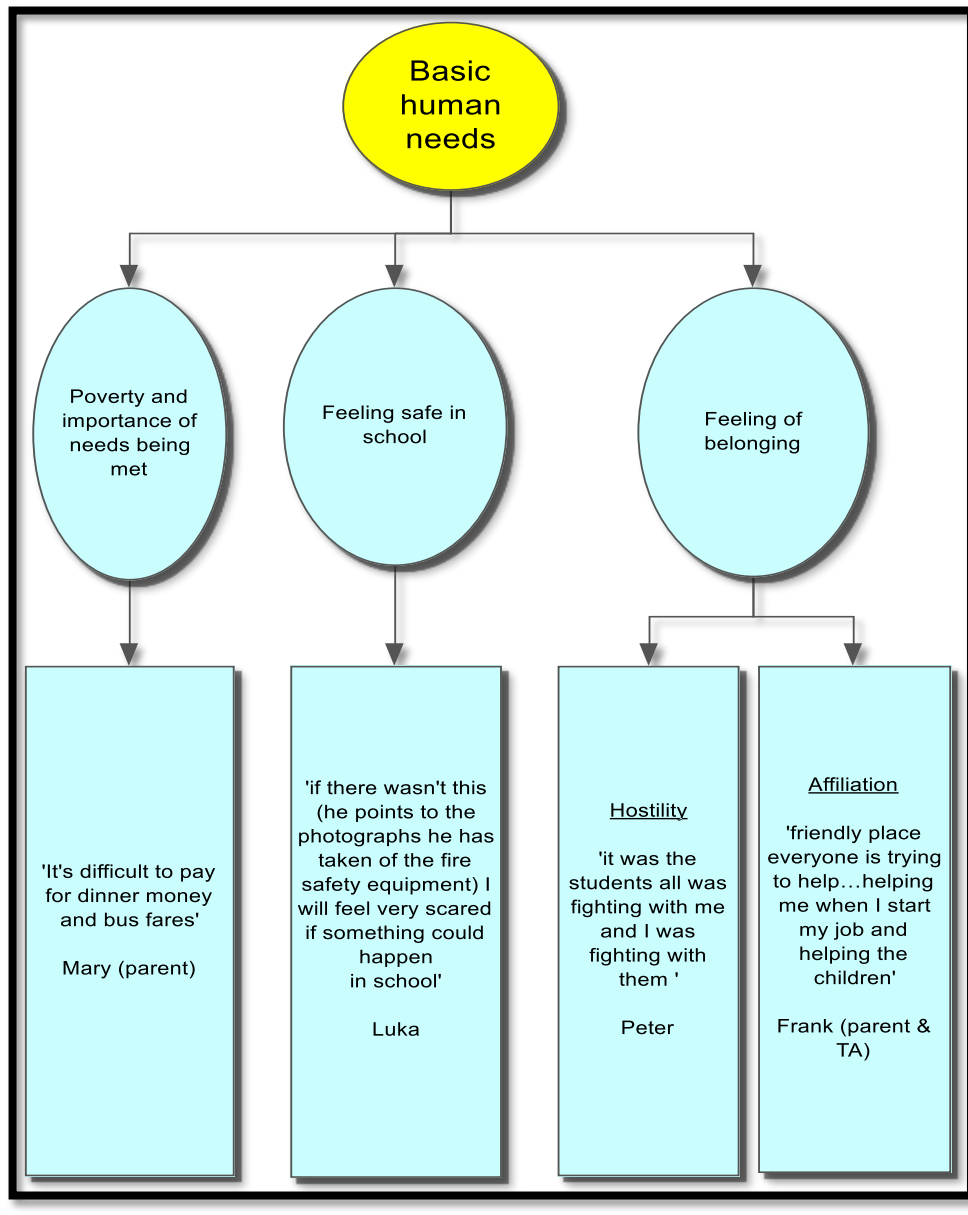
Chapter 5 Findings, Analysis and Discussion

This analysis section has used the process outlined by Smith et al. (2009), whereby an account of the data is given and an interpretation is produced. A separate appendix (16) has been created, which contains a list of all participant quotes which have been analysed in this thesis. Each quote has a number (1-150) and I have used the following abbreviation: 'Please see quote number' (Psqn). In appendix 15, at the end of each quote, the participant's pseudonym, page and then line number has been given (e.g. Mary, 3:20); allowing the reader to find the information in the full transcripts if needed (see appendix 17 on CD in the back of the thesis). I chose Pseudonyms for Slovak-Roma children that I have come across in the past that are cross cultural. Individual pseudonyms are used, but where both 'YP' or 'parents' have been referred to, I may have described how they feel in combination where it was felt that these were shared views/ experiences.

The Slovak-Roma in the city are a group who have been a target of the media in recent years. Additionally, political leaders and MPs from both the left and right have overtly criticised this community on the run up to elections, possibly to gain the votes of the electorate. Fremlova (2009) argues that although political leaders in the UK should be held accountable for their speech little has been done to bring people to justice. Therefore, due to the negative portrayal of the Roma in the media, as well as political struggles/tension, and the sensitive time for Slovak-Roma people in the city, in the context of the recent referendum results. The full scripts will be removed before publication of this research, as these could be interpreted through a lens which may seek to further discriminate.

Each theme will be addressed through exploring each of the subordinate themes that comprise the superordinate themes. In addition to the analysis of the subordinate theme, a commentary will be provided that relates the participants' experience to wider issues and research. The following conclusion section will relate the analysis and commentary to the initial questions posed at the beginning of this research.

5.1 Basic Human Needs



The first superordinate theme (in yellow) to be presented is 'Basic human needs'. This superordinate theme is then divided into three subordinate themes (in blue). These themes above are linked to the 'humanism' theory of Maslow (1943). Each subordinate theme will be addressed in the sections which follow. The 'feeling of belonging' subordinate theme was mentioned by all parties. Polarisation, 'affiliation' and 'hostility', have been created, and have been written about separately.

5.1.1 Poverty and the importance of needs being met

Within this subordinate theme, parents mainly engaged in speech regarding current barriers for themselves or others in their community. The YP spoke about basic needs through an appreciation of resources in school, which may not have been generally appreciated by others, rather than choosing to talk about difficulties they may have experienced personally. This could either be interpreted as: the YP did not experience financial difficulties. Financial difficulties may have been hidden from them by parents, or that it may be painful/embarrassing to speak about.

As I have worked in schools in the community where many of the Slovak Roma live I have witnessed lunch times and the packed lunches some of the children bring which are often inedible. Some children often returned to school with the same food in their pack lunch bag for a week which they did not want to eat. I personally witnessed Slovak Roma children clean floors and helping in the dining room during their lunch break to help dinner staff in order to indirectly ask staff to provide free leftover food. Harvest food from local schools, churches and charity from other local resources provided a little resource to help people from this community to survive. I also volunteered to become a governor at a school where my children were attending which was 2-3 miles from this area. As local schools were often full children some Slovak-Roma parents would walk 2-3 miles twice a day to go to a school often arriving tired, wet and cold especially in the winter. To help resolve this situation new schools have been built in the city in some of the areas where many of the Slovak-Roma community live, however there is still demand for student places in these area. I had to stop writing here writing the above was draining emotionally for me, it was an emotional moment for myself as a writer knowing that it has been very difficult for some people in this community I put down my work and left it for a few days until I felt comfortable to return to it.

Mary, Luka's mother, in an emotional account spoke about the importance of employment, which would lead to '*less problems*'. I asked her to clarify what she meant by '*problems*' (Psqn:1). Mary said '*it's difficult to pay*', referring specifically to '*dinner money*' and '*bus fares*'. Mary's emotional response could be due to her personally finding this difficult, or she may know others experiencing this difficulty. Luka (Mary's son) took photographs of the school dining hall and stationary price list (see fig.5), but did not choose to talk about these photographs in his interview. Not talking directly about an experience may

also be of interest (Medina, 2004). Medina (2004) possibly brings an angle of psychodynamics into the analysis. However, as control was given to YP they decided on what they wanted to talk about.



Pens - Black or Red	13p
Pencils	13p
Rulers	Large 15p - Small 8p
Rubbers	5p
Sharpeners	7p
Protractors	39p
Coloured Pencils	£1.50
Yellow Exercise Books	20p
Drawing Paper	£1.00

Go back at Student RECEPTION during BREAK, LUNCH, Before and After School - Thanks

Fig.5 Images that might possibly indicate needs not being met

Mary talked about recent policy (Gov.UK, 2015) allowing younger children to gain free dinners, arguing that this should be applicable to *'all children especially those that don't have enough money'* (Psqn:2).

Mary expressed difficulty regarding entitlement to free school meals or help with educational resources and equipment. Mary's tension rose at this point in the interview, (psqn:2) as the volume in her voice increased during this quote. Even though Mary was in employment; a low salary and no access to resources may have led to financial hardship. Mary believes providing basic nourishment will allow *'those that don't have enough money'* to *'feel comfortable in school.'*

According to Mary (Psqn:2), it could be that *'Some children's parents from Slovakia just don't have the money'*. It could be that some parents don't have the financial means to send their children to school, and it *'would be nice if transport was also free'*. Mary's voice may have risen (Psqn:2) as she may have begun to think about her frustration with the system. When parents have financial constraints and *'can't afford to send our children'*, this could lead *'to court'*, and a system which may be regarded as punitive and unsympathetic (Psqn:3). For Mary, *'It is difficult and expensive'* to send her children to school (Psqn:4).

Frank spoke about what courses the school could offer to parents, one of which was the suggestion of cooking classes for Slovak-Roma parents. In this context, Frank spoke about how people could '*give food*' to others '*who don't have jobs*' (Psqn:6). Frank may be understood as believing this type of learning could provide some people with basic sustenance, to help themselves, or others, who may face financial barriers in the city.

Additionally, Frank speaks about how he helps '*them*' to '*understand*' (Psqn:5). The quote can be interpreted on a number of levels; firstly, he speaks in the third person, to possibly indicate that it is not him, but could perhaps include those that arrive. The use of '*them*' may indicate those that are currently, poverty stricken. Perhaps '*them*' indicates '*them*' from the village. Although Frank is from a village, he has lived in a city in Slovakia, and has lived in this city for 12 years. Frank emphasises that there could be a huge difference, in terms of understanding, of very basic amenities, as some had '*never even had a toilet in the house*'. Frank may feel wearing unclean clothes '*might be OK in the village*' areas of Slovakia. The quote also gives context, in that Frank may perceive himself as different, established and knowledgeable, and can therefore help others assimilate to a British lifestyle, norms and expectations. Frank may feel a process of assimilation is an important initial step for new arrivals to undertake, and wearing clean clothing could help children to integrate in school.

Peter gave an account of his basic needs being met in his description of his experience in the medical room. The school provides basic needs, such as '*water to drink*' and a '*tablet*' (Psqn:7). Peter believed these basic resources were unavailable in '*some countries*', which Peter described as '*poor countries*' (Psqn:8). Peter attempted to avoid using the word '*Slovakia*', which he referred to as '*some countries*'. In another part of the interview, after I asked '*which countries?*' Peter described them as '*poor countries in Europe*', and then said '*Slovakia*'. Peter also did this when talking about alienation in Slovakia. Additionally, both YP took almost identical photographs (see fig.6) and mentioned the importance of '*clean water*'/ '*clean water to drink*' being readily available, which may be something most school children would take for granted (Psqn: 8&9).



Fig.6 Almost identical photographs taken by Luka and Peter

Not looking different, and wearing '*clean clothes*', was perceived as being of importance to Frank (Psqn:5). Additionally, Peter spoke about the school uniform, namely '*poor rich same clothes*' (Psqn:10), and he may have believed this allowed children with less income to look the same, and therefore not inferior to their peers. Peter made reference to how in Slovakia, '*we don't have uniforms*'. This may be interpreted as meaning some Slovak-Roma people living in Slovakia may not have the wealth to acquire school uniforms, or clothing similar to that of their white Slovakian peers. Peter believed the school uniform allowed children to '*look smart*' and '*ready*' (Psqn:11). I questioned what he meant by '*ready*', to which Peter replied '*Ready, can work hard*'. Therefore, perhaps having the resources to look like other students may reduce barriers to engagement.

5.1.2 Feeling Safe in School

The second subordinate theme, 'Feeling safe in school', was talked about by all participants. Adults linked 'feeling safe' to a 'feeling of belonging' (Affiliation). As Maslow's concepts often overlap (Adler, 1977), parent's views will be presented in the following chapter to avoid repetition.

The data indicated the YP's feelings about safety related to the physical aspects of the building. Peter spoke about the size of the school in one of his initial sentences in the interview, indicating it was a '*big school*' which '*helps*'

(Psqn:13). 'Big' was reemphasised numerous times. This school was believed to be *'bigger than that'* (Psqn:14). 'That' indicated Peter's previous school, where he experienced difficulty. Additionally, Peter makes particular reference to size and play areas: 'big fields' and 'the yard is big' (Psqn:15 &16). Unsure as to why Peter continued to choose the word 'big', and why this was important, I questioned him to explain how this made him feel. Peter said: 'Safe. When I feel safe I can learn' (Psqn:16). Peter may have felt unsafe in his previous school due to the confined physical spaces of the building and play area. Or, another interpretation could be that Peter used the term metaphorically to indicate a feeling of safety.

Luka spoke about physical objects, and photographed fire safety equipment around school (see images in fig.7). After Luka explained what each piece of equipment was for he talked about their importance. One interpretation of this could be that these objects allowed Luka to feel 'safe from danger' (Psqn:17), which allows Luka to focus in class: 'When I am safe I can do my work'. Another interpretation could be that Luka feels unsafe, and possibly vigilant. It was revealed in Luka's mother's interview that Luka was experiencing some difficulties in school, which may be due to feeling unsafe.



Feeling safe was mentioned by both YP, who gave almost identical quotes, and these were underlined above. Feeling safe allowed Luka to do his school 'work', and allowed Peter to 'learn'. The data shows that the YP are congruent with Maslow's (1943) hierarchy of needs, in that feeling safe would allow learning to take place, as it would be difficult for a young person to learn and progress if they felt unsafe.

5.1.3 Feeling of belonging

There are a number of different theorists, and a variety of studies, which highlight the importance of a feeling of belonging as being a basic need. This is seen across different theoretical paradigms, including: Maslow's humanistic theory (1943) Bowlby's (1969, 1973) attachment theory and the 'belongingness hypothesis' outlined by Baumeister & Leary (1995). All these theories agree that establishing satisfying belongingness, via social interactions, is a basic need, and results in better social, behavioural and psychological wellbeing.

For this subordinate theme, the basic need of 'belonging' has been analysed using polarisations, 'affiliation' and 'hostility', which have been written about separately. Although hostility may not describe a basic need a polarisation of affiliation may give greater understanding to the 'feeling of belonging'. Polarisations have additionally been noted as an important technique to gain a deeper level of interpretation (Smith et al. 2009).

5.1.3.1 Affiliation

Both parents spoke about the importance of the Roma day, which allowed them to feel affiliation and a sense of belonging. However, interestingly, this was not mentioned by the YP (Medina, 2004). The Roma TA allowed Mary to feel comfortable with belonging in the school. This overlapped with the subordinate theme: 'a belief in the crucial role of the Slovak-Roma TA'. To avoid repetition this has been discussed under that subordinate theme. Peter also spoke about the importance of his peers.

Mary believed the Roma day was '*a really good day*' that she '*enjoyed*' (Psqn18), which also allowed her to feel 'very proud' (Psqn:19). Frank also spoke about how the Roma day '*make Roma feels proud*' (Psqn:20). Feeling 'proud' of the Roma identity for the first time in the UK, through celebrating the culture, was also noted by Fremlova, (2009:7). This enjoyment related not only to the Slovak-Roma but, according to Mary, '*non-Roma were also happy*' (Psqn:19). Additionally, Frank emphasised '*everyone likes it*' (Psqn:21).

When I was at the school where the research was conducted a senior member of staff also mentioned the importance of the Roma day. After reflection I became unsure if the Roma day was there enable the school to feel as though they were doing something help parents, members of staff and those from other settled communities accept the Slovak-Roma people and for Slovak-Roma parents to feel more comfortable knowing that their culture is respected rather than for the Slovak-Roma children directly as the children interviewed did not mention the Roma day. Perhaps the YP in my study did not mention the Roma day as possibly it may be thought the Roma day was not directly aimed at them or for the but important for others to learn to accept them. It is also important to note that the YP in my study had learnt the English language and could be described as being more settled in this country whereas for YP newly arriving in the UK may have placed greater emphasis on.

Frank may also begin to affiliate with his community. When speaking about the Roma day his speech changed. He went from speaking about the Slovak-Roma in the third person to affiliation, using the pronoun 'we' (Psqn:20 & 21). However, another interpretation of this may be that Frank is affiliating with his colleagues that help organise the Roma day, rather than members of the Slovak-Roma community. Frank spoke about the importance of finding positive role models, '*Charlie Chaplin, Elvis Presley to make Roma feel proud!*', and the school may encourage this (Psqn:20). However, this type of practice could be perceived differently according to (Du Bois 1897 & West 1993).

Perhaps parents want their children to engage with their culture because of worry. Frank spoke about how a family had saved to build a house and planned to return to Slovakia, but their '*children want to stay here*', and these children refused to return to their country because they '*want to grow up here*' (Psqn:22).



Fig.8 Photograph taken by Peter

Peter spoke about a photo which he took of a display around school (see fig. 8) and said playing football allowed him to feel 'good', allowing him to 'play with my friends', feel integrated and develop a sense of belonging with his peers of different nationalities. These ranged from 'Slovakia and some Somali and English' (Psqn:23).

Luka also took a photo of sports activities, but did not talk about these (see appendix 6). I am unsure as to whether Peter feels a sense of belonging on the yard during sport activities, and in school, or whether this applies to a wider societal context which Peter does not talk about. Peter's experience may be explained through understanding the study presented by Minard (1952) wrote about coalminers in the Pocahontas coalmines of the Deep South in the USA, and emphasised that the attitudes of the workers towards one another were different according to social norms above ground compared to in the mines. In the mines people tended to treat one another on an equal level. Whereas, when they returned above ground they would lead very segregated lives, and black people would be treated less favorably according to the societal norms and expectations of the time. Peter's experience on the yard, and possibly in school, may have been positive experiences of integration, but I am unsure as to whether these groups live different lives, or whether these positive encounters exist outside the playground/school context.

Frank began by speaking about feeling welcomed when he started his post at school, and he believed it to be a '*friendly place*' where '*everyone*' was '*helping*' him settle into his post (Psqn:24). Although this indicates positive affiliation, feelings of difference could also exist. During this account, Frank stops in places to possibly indicate hesitancy. Does '*everyone*' sincerely want to '*help*'? '*Everyone*' here could be interpreted as an exaggeration, and Frank could be overcompensating. It may be that some colleagues have facilitated a positive experience for Frank, but not for '*everyone*'.

5.1.3.2 Hostility

Frank '*can't describe*' how he is feeling. It may be that he believes that '*some people*', possibly even some of his colleagues, are '*voting to exit*' (Psqn:25). The referendum may indicate that the majority of the electorate do not want him and the children from Slovakia in the school, or even in the UK. Frank may feel like he '*can't describe*' his feelings, which could be associated with a fear of another forced migration. He may feel part of, and also not part of, a governmental system which may have created an opportunity to possibly exclude the Slovak-Roma community, via the referendum. Frank channels this difficulty, and creates opportunities to continue facilitating positive encounters for others in school, reminding himself that he will '*carry on*' working hard and doing his '*best for the children*' in the school.

In the primary school I had previously worked I had noticed relationship difficulties and problems that escalated and the numbers of exclusions which rose due to this. I asked to be trained to train peer mediators. I then trained children in the school to resolve issues for their peers. Amongst these children were Slovak-Roma children. Not only did this help the children to resolve problems of others using their home language but also created a new level of support and relieved common occurrences of difficulty and disciplinary procedures it also led to less demand for translation to help resolve issues after play/ lunchtimes.

Luka expressed difficulty with belonging, and believed he was '*fighting all the time*' with peers, '*other people, sometimes friends*', and how some children made him feel '*bad and very angry*' (Psqn:26). Firstly, '*all the time*' may be an exaggeration, in that Luka may have wanted to indicate difficulties with his peers. Exaggeration may be linked to catastrophising in this instance, in that Luka may feel as though he is experiencing a great level of discomfort and suffering (Sullivan et al, 1995). Crick & Nelson (2002) wrote about peer victimisation, belonging and relationship difficulties, and argue that some friendships are based on aggressive behaviours. Perhaps the difficulties and victimisation experienced by Luka became such a major concern that the school disciplinary procedure was used to self-exclude. '*That's why*' he fights, as once excluded Luka is sent home, where he can '*feel better*'. An interpretation of this

may be that, through fighting, Luka can remove himself using the school disciplinary procedure, that of self-exclusion, which could be a possible coping mechanism, and an attempt to relieve himself from the situation, as difficulties with peer interaction are known to affect attendance (Malcolm et al., 2003). There are correlations between a feeling of belonging and leaving school early (Bond et al., 2007 and Klem & Connell, 2004). Therefore, Luka accumulating exclusions as a 'flight' response possibly allows Luka to *'feel good'*, or 'better', and to find relief from his peers, as he may not feel a sense of belonging, which may act as a barrier to accessing education (Malcolm et al, 2003; Bond et al, 2007; Klem & Connell, 2004).

Luka believed *'every teacher can sort it out'* (Psqn:27), and Peter emphasised the importance of schools taking a lead in making *'all people be like friends because sometimes Slovakian people have to fight'* (Psqn:28). Schools must attempt to fully address issues, as they sometimes use exclusion instead of resolving problems. Exclusion could be a barrier for Slovak-Roma children in education.

Peter also experienced problems with peers at his previous school: *'all was fighting me and I was fighting with them'* (Psqn:30). Peter, similar to Luka, may have exaggerated the fighting in the quote above, and referred to *'all'* others who were hurting him to perhaps lead the listener to sympathise with Peter *'fighting with them'*. This may be his means of coping with the situation. Peter's method in dealing with difficult situations changed after his managed moved to his current school. Although fighting *'was everywhere'*, he *'knew what to do'* and *'didn't get involved'* (Psqn:31). This may suggest Peter noticed difficulties in his current school between peers, but utilised previous knowledge to his advantage. Peter *'walked away'*, possibly to avoid conflict, in an attempt to do well in a new school. Distancing himself from previous behaviours, Peter was alert and not passive, to the tiny subtleties and triggers, the *'push'* and *'trip'*, which are how children *'identify'* what situations could quickly escalate to become a full blown fight (Psqn:32).

Peter hesitated (Psqn:33, see pauses), possibly to reflect that he believes what he sees is *'bad'*, and to show empathy to the person who *'lays on the floor...and everyone starts kicking'*. In this context, silence may have provided the opportunity to reframe opposing stances to allow silent articulation of fear of repercussions (Mazzei, 2003). Peter looks down at the floor and frowns, as if he may be thinking of something he is clearly saddened by; he may feel sorry for himself or for others he has witnessed in this situation.

5.1 Summary

Poverty, and the importance of needs being met (including financial difficulties which were mentioned by both parents above) may cause barriers for engagement with learning. However, financial implications may include difficulties getting to school, and having lunch money, for some. Although basic amenities provided by the school were highlighted as being important for the YP, the YP did not speak about poverty directly. Frank and Peter spoke about the importance of having the correct type of clothing to reduce barriers in the school environment, allowing YP to feel *'ready'* (Psqn:12).

Both YP spoke about the importance of safety, which they linked to the physical aspects of the building. Peter spoke about how the size of the school was important, which allowed him to feel safe, and Luka spoke about the importance of fire safety equipment around school. Both YP, in line with Maslow's (1943) humanism theory, believed feeling safe allowed them to focus on their learning in school. Both parents believed that affiliation was important, via cultural celebrations, which the YP did not mention. Peter spoke about the importance of friendships, which were channelled through sport. Frank also spoke about a good relationship with colleagues, but Frank may have believed hostility could be present tacitly, through elections for example. Luka spoke about his current difficulties with hostility and peers, which may be facilitating difficulties in the setting. Additionally, Peter had experienced hostility with his peers in a previous setting, but had now learned how to avoid difficult situations.

5.1 Commentary

Foster & Norton (2012), in their article entitled: 'Educational Equality for Gypsy, Roma and Traveller Children and YP in the UK', argue that there are huge financial barriers and difficulties, for recently arrived children and families from the EE, which affects education. This makes accessing government benefits 'complex'; the lack of resources leads to vulnerability, thus disrupting education, and could create financial hardships, especially when there is more than one child in a family. Buck & Deutsch (2014:1139) wrote an article entitled 'Effects of poverty on education', and they state that 'poverty is a vast and complex issue that plagues communities in a seemingly endless cycle.' The European Commission's (2009) Special Eurobarometer indicated Roma immigrants and refugees in Europe are socio-economically disadvantaged, and require quality education as a solution to off-set this imbalance. It may be that the Slovak-Roma community need help.

'You can be prosecuted if you don't give your child an education. You'll normally get warnings and offers of help from the local council first.'

Gov.UK (2016)

'Normally', in the quote above, may not apply to every community, as certain communities may not be entitled to government benefits or financial support. Although 'every child matters' (DfE, 2003) not all resources are given to children arriving from Europe. People coming from European countries must work officially, paying national insurance contributions for a full year, full-time, before they are entitled to any benefits. Therefore, some people from this community may live in the UK, in poverty, without access to government resources; they may not meet the criteria for free school meal entitlements and therefore may live below the poverty line for numerous years (Fremlova, 2009; Brown, 2015; Foster & Norton, 2012). The National Equality Panel (2010), in a report, stated that the gap between the rich and poor had grown rapidly, especially for those from minority groups and less affluent neighbourhoods. Although quality education is believed to be a solution to offset this imbalance of poverty for

Roma people (The European Commission, 2009), it may be that more resources are needed to allow better access to it.

According to Fremlova (2009), the majority of EE Roma arrived in the UK with the intention to work, but they arrived during an economic slump. This may have impacted on work opportunities, which may have affected families, and subsequently children's access to resources. This could possibly affect their development in education. Therefore, not having enough resources could lead to a vicious cycle e.g. scarce resources for children to access school could lead to less education in school, possibly leading to lower attainment. Lower attainment may then impact upon employability, which in turn might affect future generations of Slovak-Roma living in the city.

This adjustment of people arriving in a new society may be further understood by applying Maslow's (1943) hierarchy of needs (Adler, 1977). EPs may wish to consider presenting this theory to other professionals, which lays the foundations as to what all humans need, beginning with basic physiological needs (food, water, warmth and rest). Explaining this to professionals in schools, in an attempt to aid understanding of the difficulties that this community face, may possibly aid in explaining why Roma-Slovak YP are finding it difficult to achieve.

Celebrating culture has been noted as a positive way forward in the literature, as a way to create affiliated relationships between communities (DfE 2007, Flecha & Soler, 2013; Fremlova & Ureche, 2011; Kyuchukov, 2000; Oliver & Gatt, 2010, Roma Education Fund, 2007). Applying the celebration of culture to Bronfenbrenner's (1979) ecological theory, this may allow two elements of the child's micro system (school/family life) to become interconnected (as part of a mesosystem). When parents and family members become part of the school surroundings, this could facilitate positive encounters for the child, due to the interconnection between different parts of the child's microsystem. Working collaboratively, instead of non-involvement from parents, could lead to the lowering of barriers at school. The Roma Day was not discussed by the YP in

this study. The Roma Day and the celebration of successful Roma role models could be interpreted differently by Roma YP.

'They approach me in a half-hesitant sort of way, eye me curiously or compassionately, and then, instead of saying directly, How does it feel to be a problem? They say, I know an excellent colored man in my town.'

Du Bois (1:1897)

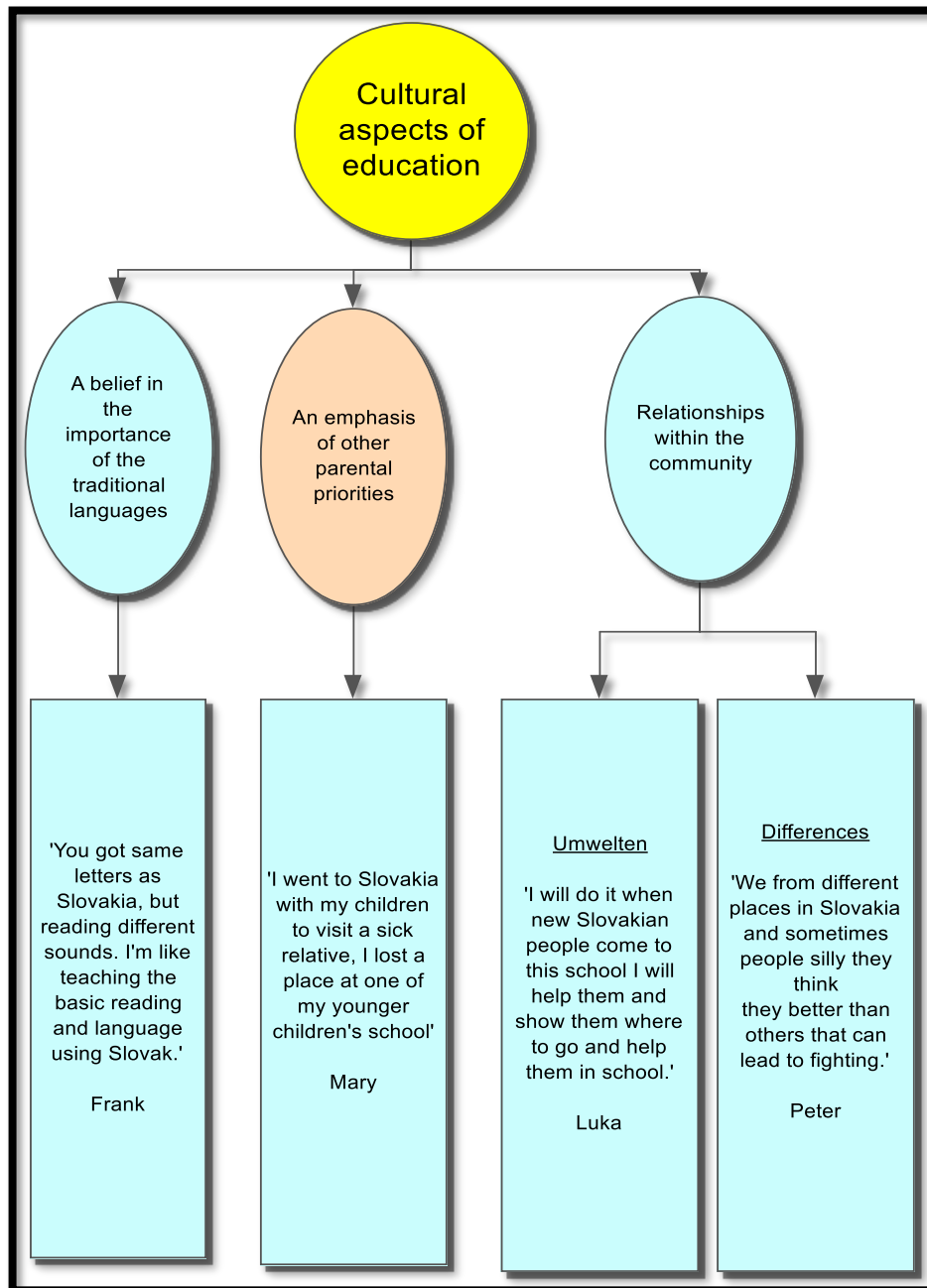
Slovak-Roma parents may feel it is important for their children to remember who they are, as YP may be beginning to affiliate with British culture more than their parent's own. In new societies cultural differences may occur between parents and the YP who may identify more with their host society (Yau & Smetana, 1993 & Anwar, 1993). It is believed that younger people from immigrant families adopt host cultures quicker than their parents (Heras & Revilla, 1994). It may be that some of the Slovak-Roma YP in this study felt a closer association to British culture, and the Roma Day may not have seemed as pertinent to them as it was for their parents. As EP we often encourage accommodation but it may be that some YP and parents might feel assimilation is more important in the UK.

The city council 'Roma Profile' (2015) states that Gypsy Roma YP had significantly higher fixed term exclusion rates (14%) compared to that city's average figure (3%). Therefore, Gypsy Roma children were 4-5 times more likely to be fixed term excluded than the average YP in that city. Additionally, anecdotal evidence from another school in the city suggests that many Slovak-Roma children only attend school part-time, which is an informal and unrecognised form of exclusion. Exclusion figures for Gypsy Roma Traveller YP (which includes EE Roma) are higher than for any other ethnic group (Foster & Norton, 2012).

It may be useful in EP practice to encourage those that have had undergone managed moves to reflect on their previous difficult experiences, which could be defined as barriers. They may then learn from these experiences, which could help create a positive way forward to better behaviour in school. Basic needs:

poverty, feeling safe and belonging were believed to be of importance to the participants in this study which have also been noted in the literature in this section as affecting the community.

5.2 Cultural Aspects of Education

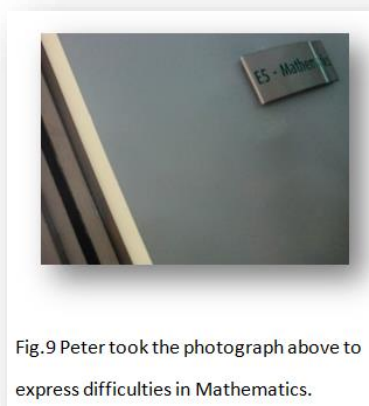


The second superordinate theme that emerged, 'cultural aspects of education', describes a greater understanding of the importance of culture. The accounts emerged from of all four participants for all subordinate themes bar one, 'other parent priorities', which was only discussed by the parents, and is therefore coloured orange in the diagram above.

5.2.1 A belief in the importance of the traditional languages

Frank and Peter both indicated the usefulness of using the Slovak language in the classroom to aid teaching and learning. Mary and Luka both spoke about the importance of school being a facilitator in preserving the Slovak language.

Frank spoke about the importance of building on previous literacy knowledge, '*teaching the basic reading and language using Slovak*' (Psqn:34). Additionally,



Peter relates to the Slovak language as a channel for expanding on his knowledge in mathematics (see fig.9). Peter said '*Maths doesn't help*' (Psqn:35), and elaborated on the difficulties he had experienced learning maths. During Peter's account (Psqn:36) he paused, possibly due to being reluctant to tell me about his idea: '*they could...*'.

Perhaps he felt uncomfortable challenging the school's current ways of working, or he may have felt his idea was insignificant, as he used the word 'just': '*just my idea*'. Both Peter and Frank believed in the importance of building on current understandings, using the Slovak language.

Luka believed "*we start to forget Slovak*" (Psqn:37) and Mary wanted her child '*to be taught better*' (Psqn:38). Mary explained what this meant, in that she wanted '*some Slovak in school*' (Psqn:39), and Luka also wanted '*some school learning in Slovak*' (Psqn:40). Therefore, the school was believed to be important in facilitating the learning of the Slovak language.

Mary believes '*this*' (the Slovak language) is an '*important area*' that is '*being missed out.*' (Psqn:39), and re-emphasised Slovak as '*an important language*' (Psqn:41). She thought it should be considered alongside '*other's subjects and languages*' (psqn:39).

Mary said '*Roma is not a written language*' (Psqn:42) and Frank stated '*We speak Roma but we don't write in Roma*' (Psqn:43). Note here that when Frank talked about culture he used the pronoun 'we' to associate himself with his community. Frank stated that Roma was rarely written. The parents in this study may have implicitly wanted to convey that oracy was important in their culture, and even though their children might have low literacy levels this does not necessarily indicate low ability. Interestingly, the word Roma was used by the participants to describe what in English we would describe as the 'Romani language'.

In summary, this subordinate theme highlights an understanding of the importance of Romani as an oral language. Additionally, the Slovak language has been highlighted by the participants, and how this may act as a facilitator to aid YP in the classroom.

5.2.2 An emphasis on other parental priorities

Mary and Frank spoke about areas that were important to them. Although the YP did not mention this, giving voice should also allow researchers to think about when voice is also not given about a specific context, to create a better

If we have a sick relative in the UK we might generally utilise our evening/weekends and the support of friends and family around us to help with child care to allow us to visit relatives. I personally only have extended family abroad and many of my sisters live in my home city which makes it easier for me to visit them when they are unwell or are experiencing any difficulties. I have noticed this myself as a Muslim when taking Eid off I have been asked by the schools of my children to inform the school why my children are off the schools which my children attend do have over 20% of children who are Muslim. The schools know it is Eid but still request a parent letter or phone call to confirm this to assert their colonial powers. I wonder whether it would be appropriate to ask all children that took time off for Christmas to do the same? It seems that the British culture and Colonialism affects the school system and what we should have and what we should ask for. Additionally, I worked in a school where over 80% children were Muslim. Some English (non-Muslim) parents protested to the school who refused them time off. These parents wanted to withdraw their children from school on Eid to allow their children to participate in Eid celebrations with their Muslim Friends. Would this not have been an educational experience?

understanding of the said area (Medina, 2004). Mary spoke about withdrawing her children from school to visit a sick relative in Slovakia, and Frank spoke about parents not attending parent's evenings.

Maintaining strong links with family was emphasised as the importance of visiting '*a sick relative*' (Psqn:44). Mary said she '*lost a place at one of my younger children's school*' due to an extended visit, and now '*needs to travel 4 miles to school*' (Psqn:44). Mary has incurred financial loss due to this, as it is '*difficult and expensive*' sending her child to the new school, but Mary said '*we need to go with him*' (Psqn:44). This could be interpreted in different ways. It could mean that the parents need to accompany their youngest son to school, or it could be about the importance of taking her son on the extended visit. Mary may have childcare difficulties, or perhaps she wanted her children to feel part of their family, or to maintain links with their cultural heritage.

Frank believed he did not '*see too many Roma parents when it's parent's evening*' (Psqn:45). In this instance, Slovak-Roma parents are referred to as parents in the third person, as possibly Frank may not personally believe this issue applies to him. Frank states that '*this is a very shame*'. '*This...shame*' could reflect non-participation, or could be about the condition his community are in, and may be linked to their 'basic needs', as parental focus on their own children's learning may be hindered if basic needs are not met (Maslow,1943). Attending parent's evenings may lead to loss of earnings to pay for their child's bus fares and school dinners, or perhaps parents have younger children to attend to at home, as their partner might be working. It is possible that the expense of child care and travel could put some parents off. Frank's opinion of lack of engagement may be further understood through the cultural capital idea of Bourdieu and Passeron (1977) who argue that there may be that there are cultural clashes amongst people of certain backgrounds and the school. This cultural capital may exclude some groups but may allow others from certain favoured backgrounds to gain better access to schooling via cultural knowledge in the form of a set of skills and outlooks, which allows fitting interactions that could be invested into education.

It may be that the '*shame*' Frank talks about is around the financial situation of some, which has led to a lack of parental engagement (the barrier behind the barrier). Frank's opinion of lack of parental engagement could be understood through Bronfenbrenner's (1979) ecological theory perspective, as lack of parental engagement could lead to difficulties in the mesosystem. If the microsystems of school and family are not working together it could lead to barriers for positive encounters for children in school. This section emphasises the importance of withdrawing children from school for one parent, and the possible barriers leading to a lack of parental engagement, or attendance at parent's evenings.

5.2.3 Relationships within the community (Umwelt/ Differences)

Relationships within the community were mentioned by all four participants. This subordinate theme of 'Relationships within the community' has been polarised/ split into two areas the 'umwelt' and 'differences'. The *umwelt* presented by Goffman (1971), can be understood in different ways however for the purpose of this research I have used it in the analysis to define a close bond and feelings of safety. The second is a polarization is about the 'differences' present in the Slovak-Roma community, and how this may affect the interaction between Slovak-Roma YP from two different areas in Slovakia.

5.2.3.1 The Umwelt

In my interpretation, Frank spoke extensively during his interview about what I feel is the importance of the umwelt. He spoke about his experience when he came to the UK in 2004 and how he received help from '*other families who came here before*', and the importance of his community (Psqn:46). Frank drew emphasis to the umwelt, and the social-psychological aspects of reciprocity, and how this cycle continues: '*we are all helping each other that's helpful, yeah*' (Psqn:46). Frank can remember his hardship, and the difficulty when he arrived, and he may feel that it is now his duty to help others in similar situations. Frank

repeated himself to reemphasise the importance of helping, for example, when he said: *'They arrive here they need me'* (Psqn:47). He endeavours to help with *'anything when people arrive'* (Psqn:48).

Frank used the third person in the quotes above and below. This could complicate the situation when interpreting. However, I believe he may do this to reflect that he is no longer in this position himself: *'They arrive'*. Frank repeats the phrase *'they need me'* (Psqn:47), which could indicate he is now the facilitator. He is the settled helper, and is no longer the unsettled helped.

Frank said *'I am working 24 hours!'* (Psqn:49), which of course is an exaggeration. Frank further states *'I live in area where the Roma children and families live'*. Perhaps Frank exaggerated because he may be expected to act a certain way all the time this is further explained by what Hochschild (1983) called emotional labour demands. Frank may feel overwhelmed with the work and demand which he may feel he needs to do to help in the community, he may feel that he is expected to be role regulating his emotions in a certain way towards people that may approach him for help as parents may request school related issues to be addressed outside Frank's contracted hours, but Frank may encourage them to bring this to school: *'Can you come tomorrow morning'* (Psqn:50). Frank specifies, *'I will give you 5 minutes'*, possibly to indicate that it may be a simple issue that does not need to be addressed immediately, which they can *'sort out'*. Frank's connection with the school, and living in the community, facilitates help for those around him, but this responsibility may have overwhelmed him.

Luka sought transition support from *'Slovakian friends'* and *'cousins'* (psqn:51). They play with him and *'keep me...OK'*. An interpretation of keeping Luka 'OK' could be the protective feeling of the Umwelt. If I had asked for a detailed account of this it may have provided more support for this interpretation. Similar to Frank, Luka also believed in reciprocity. Therefore, he may feel it will be his duty to *'help'* *'new Slovakian people'*, to facilitate a positive experience for them once he is settled.

Additionally, Mary spoke about what I interpret as the *umwelt*, which is also related to the section entitled: 'the importance of the Slovak-Roma TA'. The *umwelt* is explained within the context of the school setting, whereby she said: '*I saw people from my village*'. These may have included: children, parents and Frank (Psqn:53). Mary added that she '*felt good*' about this, because '*we understand each other*', which may be interpreted as being as a result of the *umwelt*. This feeling could be described as a social glue which developed from the first visit to the school. Thus, for Mary, having familiar people around her from Slovakia facilitated a positive experience in the school, leading her to feel that she and her child would possibly be supported.

5.2.3.2 Differences

Frank believed that coming to the city has led to better relationships between the Slovak-Roma from the two different geographical areas in Slovakia, '*Bystrany and Zehrais*' (Psqn:53). Frank stated that '*Everyone starts to be friends*'. This was an interesting phrase, in that it may mean relationships are beginning to be built across the community. However, this does not indicate that there are no tensions according to village background.

In both YP's cases, in the section 'Feeling of belonging: hostility', both YP explained that difficulties with peers could be as a result of where they were from in Slovakia. Peter said, '*Sometimes we fall out*' because of '*where we from*'. When I questioned this, Peter referred to '*different places in Slovakia*' (Psqn:54). Peter, however, has now come to believe that these differences were '*silly*' (Psqn:54). Peter then picked up another photograph to conveniently change the subject, as this may have triggered painful memories due to geographical differences in the past (Psqn:54). Luka spoke about current difficulties he was experiencing with peers due to geographical differences, namely with people who were from '*different places in Slovakia*' (Psqn:26). These differences may result in social conflicts, causing difficulties for other Slovak-Roma YP in school.

Again, Frank refers to his community in the third person, which he does on a number of occasions, which could indicate difference. There are a number of possible explanations for this, which could be interpreted on a number of levels. *'They arrive'* (Psqn:53), might refer to those with different mentalities, e.g. city/village distinctions. It may be about assimilating people from the villages into becoming city dwellers, as well as modernisation, and difficulties of fitting in with their new society. Frank may have believed that he had a more developed understanding than *'them'*, and that he could change *'their'* perception to become more like him, and others who have assimilated into the UK. In contrast, the third person could be about intercommunity conflict between two different areas, and those that believe in the importance of this. Frank talked about his *'ambition'* (Psqn:55), he wanted to *'help the children in school to forget about their village differences'*. Frank may be encouraging children to forget about these differences to reduce barriers and create positive experiences for YP in the school.

5.2 Summary

Slovak in the classroom was perceived as being of importance to all the participants, and according to Peter and Frank it may enhance understanding. Slovak was stated as being a written language and different to the first language of the participants, the oral language of Romani. As a result, the intelligence of Romani people should be judged carefully, especially when children are arriving at school with the inability to understand the language of the teachers, or how to use writing utensils.

Parents Mary and Frank emphasised other priorities that were important to them. For Mary, a sick relative abroad led to an extended visit and the loss of a place at a local school. Frank emphasised lack of parental engagement, which could be explained by a number of financial difficulties.

The *umwelt* is something that was believed to be of importance, similar to a social glue which allows people newly arriving to an environment, to feel

supported, comforted and accepted. According to Frank and Luka, the support offered via the *umwelt* was reciprocal, which should be returned once they felt settled in the environment, to help others feel settled. Differences, due to being from different geographical areas, existed and were spoken about by the YP and Frank. Frank and Peter dissociated themselves from these differences; he believed in the importance of resolving these issues to reduce barriers for YP in school.

5.2 Commentary

In this section, cultural aspects of education have been discussed. Using the Slovak language in the classroom was believed to aid learning, and facilitate positive encounters in school for Slovak-Roma YP, which is highlighted in Payne's (2016) recent article entitled: 'The inclusion of Slovak Roma pupils in secondary school: contexts of language policy and planning'. Learning Slovak in school may be important for Slovak-Roma YP and parents, the importance of which may have increased due to the uncertainty over the referendum results, and the possibility of new immigration laws in the future, as well as perhaps the continued importance of maintaining culture. Although Slovak language may not be given the same recognition as other's, and though it does not have approved GCSE qualifications (Rodeiro, 2009), it still may be beneficial to check whether the YP in school might find the Slovak language useful in aiding their learning. Using the Slovak language may also enable YP to build on current understandings, to advance in their learning. Vygotsky's (1978) zone of proximal development gives an understanding that pupils may access areas of knowledge which have not fully developed through utilising what they already know which in this case may be the Slovak language or Romani.

Romani, being an oral language, has recently been discussed by Payne (2016), who emphasised that Slovak-Roma children may have been disadvantaged when they arrived at school in Slovakia, as they may have had little or no Slovakian language. This may have also impacted on their literacy levels. Firstly, Romani is different to the language learnt at school in Slovakia (Slovak),

and secondly, Romani is an oral language which does not have the requirement of writing utensils. Greenberg (2010a) wrote about how Roma children in EE have been believed to be 'retarded' and were overrepresented in special schools due to the perception that they have special needs. In EE, it may be that cultural misunderstandings have resulted in the pathologisation of Roma children (Derrington & Kendall, 2008 & Friedman et al., 2009). Therefore, as EPs it would be beneficial to disseminate this information about culture, as anecdotal evidence suggests schools in the UK are translating psychologist reports from Slovakia, which undermine and pathologise Slovak Roma people.

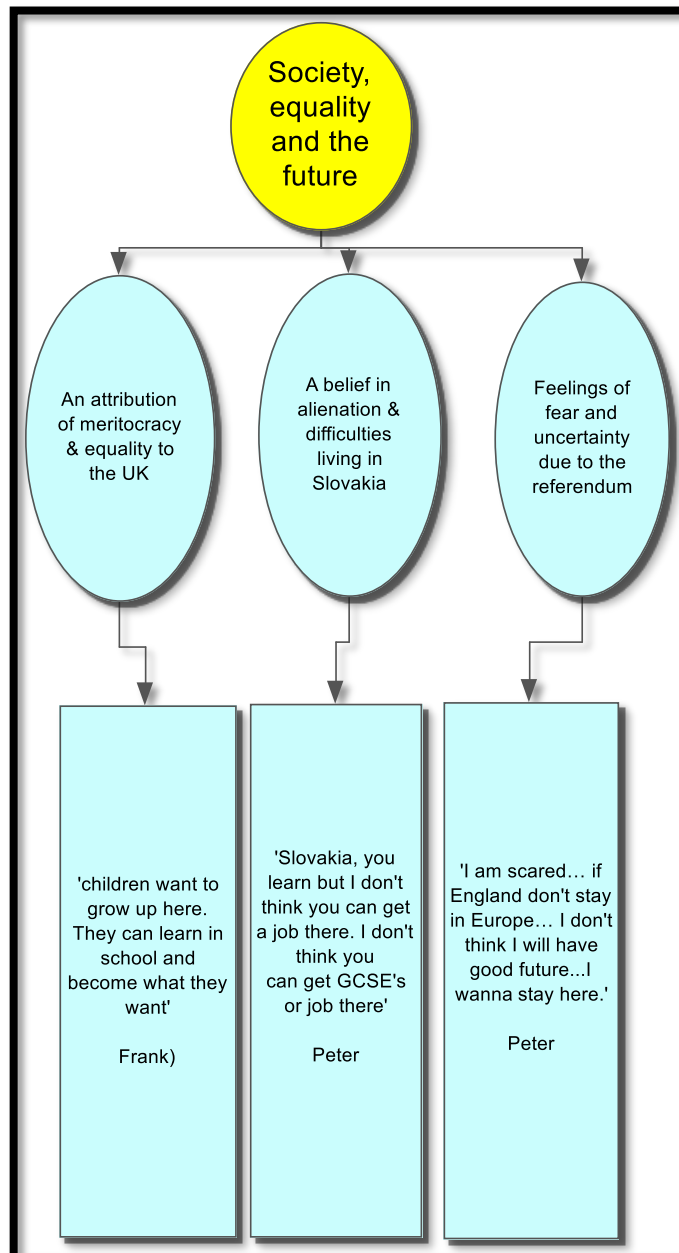
In 2007/08 national figures for EAL Roma attendance were at 80%, according to the DfE (Wilkin et al. 2010). People from different cultures may need holidays or time off school due to their family abroad, weddings, parental work patterns and cultural activities (Jordan, 2001 & Wilkin et al. 2010). Perhaps mainstream education fails to understand minority cultures and the importance of allowing time off appropriately (Lareau & Horvat, 1999). Education may be understood differently according to the cultural context, and it may be that culture is an education in itself.

Lack of parental engagement is perhaps something that applies to Roma parents in general. According to Scullion & Brown (2013), teachers in their study spoke about the lack of parent engagement in activities and parent's evenings. As EP's we may need to look at strategies to help schools best engage with different community groups. This area is expanded upon in this research when I look at parent partnership.

According to Tajfel & Turner (1979), groups are of importance. They give social identity and self-categorization using 'them' and 'us' labels, which affects psychological states and self-esteem through social comparison. The importance of the *umwelt* (Goffman, 1971) may be pertinent for newly arriving YP from any society. It may allow a feeling an ease to settle in an unfamiliar setting. Allowing others to settle can be reciprocated, reciprocity is not a new concept, and dates back to at least the 1800 BC Babylonian laws decreeing social conduct (Driver & Miles, 1952). Understanding these two concepts may

be beneficial, as people working in education may want to create a buddy system which allows a settled buddy who has the same culture to mentor someone who has newly arrived, which could be reciprocated once they themselves have settled. It may also be of importance to consider village differences and how to bridge gaps within the Slovak-Roma community.

5.3 Society, equality and the future



Three subordinate themes were presented under this superordinate theme outlined in the diagram above, and were discussed by all the participants. A belief in alienation, and the difficulties of living in Slovakia, although spoken about, did not directly address the research questions, and thus a brief outline has been given in this section. There is some overlap where the participants spoke about the meritocracy of the UK, often comparing it to the difficulties of living in an unequal society (Slovakia).

5.3.1 An attribution of meritocracy & equality to the UK

All participants spoke about the UK as being meritocratic. For Peter, life in the UK had a simple formulation (psqn:56). Through continuous effort he would *'get GCSE's go to uni, get a nice job and a nice car'*. Peter said he wanted to *'go to university cause what you call it...'*. I questioned what he meant by *'what you call it'*, which he defined as the difficulty to *'learn'* in *'some countries'*. I interpreted this as difficulties for success in Slovakia and a chance for a *'better life here'* in the UK, where *'you learn and get a job'*. According to Luka, if he does *'good at school'*, he will become a *'policeman'* (Psqn:57). Luka said, *'In England you learn better and then get a job'* (Psqn:58). Progressing academically and getting *'better'* (Psqn:58) would lead to the fulfilment of aspirations. In this context, Luka, similar to Peter, could be making a comparison between the UK and Slovakia when he used the term *'better'*, in terms of a *'better'* future in the UK. Academic success, as an initial building block to a successful life in the UK, was recognised by both YP. Mary additionally gave numerous meritocratic statements, and aspired for her *'children to get to university then get a good job'* (Psqn:59). This would lead to a *'better life'*, which she believed Luka *'can get in this country not like in other places'* (Psqn:60).

Similar to the participants above, when questioned, *'What other places?'*, Mary spoke about the inequality in Slovakia. Additionally, Frank emphasised the importance of *'good education'* by repeating the term (Psqn:61&62), which he also believed enabled greater access to opportunity. Frank spoke about members of his family who *'tried hard and all do good jobs'* (Psqn:63), which was achievable and *'easier here'* (Psqn:64), in the UK. Frank may also be making a comparison to Slovakia when he states: *'here education will get you somewhere'* (Psqn:65). A theory which may best describe the opinion of the participants could be Parson's (1951) structural functionalism analysis. Parsons wrote about the importance of school as an initial platform between family life and society. In agreement with Parsons, the participants believed that they would be rewarded for what they achieved in education, irrespective of their social backgrounds.

Both YP aspired to become police officers (Psqn:56-57). Frank gives reference to why these YP may want to become a police officer. Frank spoke about a YP who had *'just finished last year'*, and was now *'in the police academy'* (Psqn:66). He returned to school to speak to the YP: *'telling them, be good, work hard and they can become what they want in this country'*. Such an authoritative position was possible to achieve *'in this country'* (Psqn:67). This role model provided the YP in the study with the same aspiration (Psqn:56 & 57). The YP may also provide an image of power in this society, which is achievable if they *'work hard'*. The school may also be instilling the importance of being a rule follower and law abiding citizen. The YP in this study may be going through a socialisation process, whereby the school are encouraging law abiding citizens (Durkheim, 1897).

Luka and his mother Mary use the term *'if'*, which may indicate uncertainty. Luka said *'if I do good at school'* (psqn:57), and his mother Mary said *'if I can help my son...'* (psqn:60). The word *'if'* may indicate uncertainty of Luka's ability to achieve. What *'if'* the likelihood of not achieving at school is high? Educational achievement was believed to lead to meritocratic success by the participants, but academic attainment for this community group was lowest in the city (The City Council, 2015).

After the expansion of the EU, some fortunate people have managed to achieve in the UK and *'build new houses'*, and are *'changing their village'* (Psqn:68). In the same way as the landscape changing, Frank talks about the change in their children's identities (Psqn:69). Some people wanted to return to Slovakia *'but children want to stay here'*, and Frank thinks that YP want to live in the UK so that *'they can learn in school and become what they want'*.

Frank believes in the importance of working hard for meritocracy and equality (Psqn:70). This could mean that in order *'to be treated the same as others way so I they are working hard'*, or to be treated equally, we have to work hard to achieve it. An interpretation of this may be that if we do not work hard we become unfairly treated or less valued. Frank, during his interview, often attempts to talk about the Slovak-Roma in the third person. One interpretation

of this may be that Frank is '*working hard*' to assimilate, as some Roma may want to assimilate with his identity to have a better life (Marafioti, 2013; Wilkin et al. 2010), which Wilkin et al. (2010:64) describe as 'playing white'. It might be that 'working hard' also includes distancing himself from '*them*', who Kunonani (2007:43) described as people perceived as being an 'alien wedge' that threaten the homogeneity of a country. Therefore, '*working hard*' could thus mean a process of distancing himself from the Slovak-Roma, in the hope that others might accept and treat Frank equally. In this section, all participants had the Parsonian belief that the UK was a meritocratic society where people could achieve according to their effort.

5.3.2 A belief in alienation & difficulties living in Slovakia

The difficulties of pathologisation and unjust treatment of the Roma children in EE and Slovakia are widely mentioned in the literature (Amnesty International, 2013; Claveria & Alonso, 2003; Derrington & Kendall, 2008; Fremlova, 2009; Fremlova & Ureche, 2011; Friedman, 2009; Greenberg, 2010a; Payne, 2014; Penfold, 2015; Vince & Harabula, 2008). This literature, as mentioned in the literature review, is helpful because it provides the reader with an understanding of the background of the participants. Although this may not answer the research questions directly, this may provide an understanding of the difficulties some of the participants may have experienced, which could cause barriers to positive engagement, if problems have always existed. This subordinate theme has some overlap with the previous chapter and the chapter below, whereby the participants often gave examples of difficulties in Slovakia, in comparison with the UK's meritocratic society. The participants spoke mainly about difficulties in Slovakia, in terms of alienation in education and employment (see quotations in appendix 11, section C3).

5.3.3 Feelings of fear and uncertainty due to the referendum

The research coincidentally took place concurrently with the referendum, which may be why this theme was strongly emphasised during research. The fear and uncertainty was mentioned by Peter, Frank and Mary. Feelings surrounding Britain exiting the EU due to the recent referendum were of fear and upset (Psqn:71-75). Peter worries about the future; he is 'scared' as he believes 'if *England don't stay in Europe*' he does not think he will have a 'good future' (Psqn:71). Frank may have felt surprised and shocked due to the recent decision to exit Europe, which he 'couldn't believe' (Psqn:72). This has caused 'everyone', possibly all Slovak-Roma people, to feel 'scared' (Psqn:73), and the news to him was 'sad' (Psqn:74). Mary spoke in the past tense, possibly reminiscing on what was once but is no longer felt. Bringing these expressions into the present tense, Mary's statements may allude to the following interpretation:

Past tense given

'*I felt comfortable here*' (Psqn:75)

'*We were happy*' (Psqn:76)

Interpretation in a present tense

= 'I feel uncomfortable here'

= 'We are sad'

I don't think any researcher that has not experienced this personally can truly understand how it feels to be in this position, however, I found these accounts very heart breaking in terms of hope and the future in the UK. It must be a very scary place to be not knowing what will happen next, being removed from one country only to be removed from another and what might happen/ now that Britain has exited Europe.

Although this was not mentioned in the research an educational psychologist in the city reported that in one school she was working in Slovak-Roma children becoming upset as after the referendum some YP were being targeted by taunts on the yard by some British citizens who would laugh and joke saying: 'You will have to leave soon, goodbye!'

Frank is hesitant, and paused in his speech, possibly indicating fear and uncertainty of the future, although he does not think '*they're going to do anything*' to him and his '*family*' because they have '*been long time here*'. He feels uncertain as '*maybe they can I can't control*' (Psqn:77). '*They*' in this instance could be interpreted as the government, or could be a plural to include

colleagues (Psqn:25). The *'do'* could be an introduction of new immigration rules which would make it difficult for Frank and his *'family'* to remain or work in the UK. Frank also gives a number of emotional accounts, one is of a conversation between him and his daughter where *'she is asking'* if *'everyone have to go to back to Slovakia?'* (Psqn:78). Frank then reflects on his family's efforts, who are *'working hard'* and have *'tried hard'*, who *'all do good jobs'*, but *'this just gonna break that'* (Psqn:79). *'This'* is interpreted as the results from the referendum. Frank is also uncertain about the future of a YP who was training to become a police officer and asks *'what will happen to him?'*. This YP would find it extremely *'difficult in Slovakia' to be a policeman'*. Then Frank says *'he has enjoyed that.'* (Psqn:80), possibly to indicate that he may no longer enjoy this, as EU members can currently join the police force, but these rules could soon change.

Frank could be uncertain, and may be beginning to question meritocracy, and whether or not it truly exists for the Slovak-Roma people. Frank questions *'what will happen to him?'* Frank believes *"everyone take a step back just waiting see what's gonna be happen"* (Psqn:81). *'Everyone'* possibly indicates all members of the Slovak-Roma community. The *'step'* back is interpreted to mean caution, possibly due to fear and uncertainty, because in a later quote Frank said he was *'unsure with the referendum and how this will affect my community's dreams'* (Psqn:82). It may be that Frank is uncertain as to what might happen as a result of the referendum, and he may be questioning the aspirations of other YP in his school that may have seen others achieve.

Mary and Peter also expressed numerous accounts of uncertainty (Psqn:83-87). Mary said she was *'worried'* that she *'might have to leave'* (Psqn:83) and was uncertain as to *'what will happen'* (Psqn:84), and Mary said *'we might be asked to leave soon'*. Peter also emphasised uncertainty by using the same term *'we might'* (Psqn:86 & 87), believing *'we'*, the Slovak-Roma community, *'might not be in England all the times'* as *'we might have to leave'* because of the referendum, which Peter described as *'people voting'*. Forced movement relates to the history of Slovak-Roma people (Claveria & Alonso, 2003). It may be that they are uncertain about others', as well as their own, future, possibly

thinking that no one wants them around. When talking about the referendum, all participants seemed to unite strongly, identifying themselves as belonging to the Slovak-Roma community, including Frank. They all used the pronoun 'we'. Frank additionally says '*my community's dreams*' (Psqn:82).

Frank said '*We can't live like this in Slovakia*' (Psqn:88). Frank further emphasised the importance of staying in the UK by saying '*it's very needed*' (Psqn:89). Frank said "*I'm just worried that if we have to return back things will be like 12 years before same same the system*" (Psqn:90). Frank talked about '*12 years*', to emphasise the amount of time he had been in the UK, possibly indicating a contribution and connection to the UK, and difficulty returning to Slovakia. When Frank says '*same same the system*', perhaps he is referring to the '*same*' discriminatory system in Slovakia, or perhaps he is referring to all governmental systems (possibly including the UK) who have encouraged the forced movement of Slovak-Roma people. What the participants talk about in this subordinate theme could be related to Bronfenbrenner's (1979) ecological theory of the wider political factors of the macrosystem, which may be affecting YP's parent's workplaces, which may then affect the child, who could be experiencing fear and uncertainty at this time.

5.3 Summary

All participants believed that the UK was a meritocratic society where they could do well, and if they tried hard they could achieve. '*If*' was noted as being important by Luka and his mother, and perhaps they (Luka and Mary) are unsure if Luka will succeed. Both YP aspired to become police officers, which Frank brought a deeper understanding to, as this was promoted by the school by a previous school leaver. A police officer could represent power, but could also epitomise a socialisation process to encourage YP to become law abiding citizens. Frank believed meritocracy may be affecting 'cultural identity', with YP no longer wanting to return to Slovakia due to opportunities in the UK. Frank also spoke about the importance of '*working hard*' in order '*to be treated the*

same way as others' (Psqn:70). One interpretation of this is that he could be '*working hard*' to disassociate himself from his community in order to assimilate. Whilst talking about meritocracy, participants often drew comparison to the alienation and difficulties in Slovakia. Participants spoke about difficulties in Slovakia, which was briefly noted. They believed difficulties exist in education and employment. Frank, Peter and Mary felt uncertainty and fear due to the referendum, as they may feel that the UK has offered opportunities which may now be receding. It could be that forced Slovak-Roma migration could occur once again. When discussing the referendum, participants felt a close association with the Slovak-Roma community.

5.3 Commentary

The importance of achieving and doing well was acknowledged by all the participants in this study. Parsons (1951) additionally argues that there is an 'orderliness' to society, whereby humans co-operate in their decision making, and individuals can then be rewarded for effort. GCSE attainment in 2013/14 was recorded by the City Council's 'Roma profile 2015'. Statistics indicated 0% of Gypsy and Roma pupils (including EE Roma) received 5 GCSE's grade A-C*, compared to 36% for white EE, and the city's 54% average. Although ascription difficulties have been noted in the literature review (Payne, 2014; Greenberg, 2010a; Fremlova, 2009) it is noted that the 'Roma' are nationally the lowest performers according to RAISE online (Penfold, 2015:2). This is useful to understand as educational practitioners; even though the results seem very low, YP and their parents may aim to succeed in this society and it might be the system that has not understood the community and put enough in place to help this group achieve.

Bringing role models from the community who the YP may know personally may create aspirations for YP, instead of those that may seem distant, as described in the previous chapter. According to Durkheim (1897), school may be encouraging socialisation processes that stress the importance of following

rules. This may be influential, especially when there are disproportionately high numbers of black & ethnic minority groups (Uhrig, 2016), including Gypsy Roma travellers, in prison (HM Inspectorate of Prisons, 2014).

With the expansion of the EU a historical event may have occurred, altering life chances of Slovak-Roma families. An ability to prosper in Western Europe may be a material reality for some fortunate people from Slovakia and EE.

Therefore, many might believe that there is better chance of success in the UK.

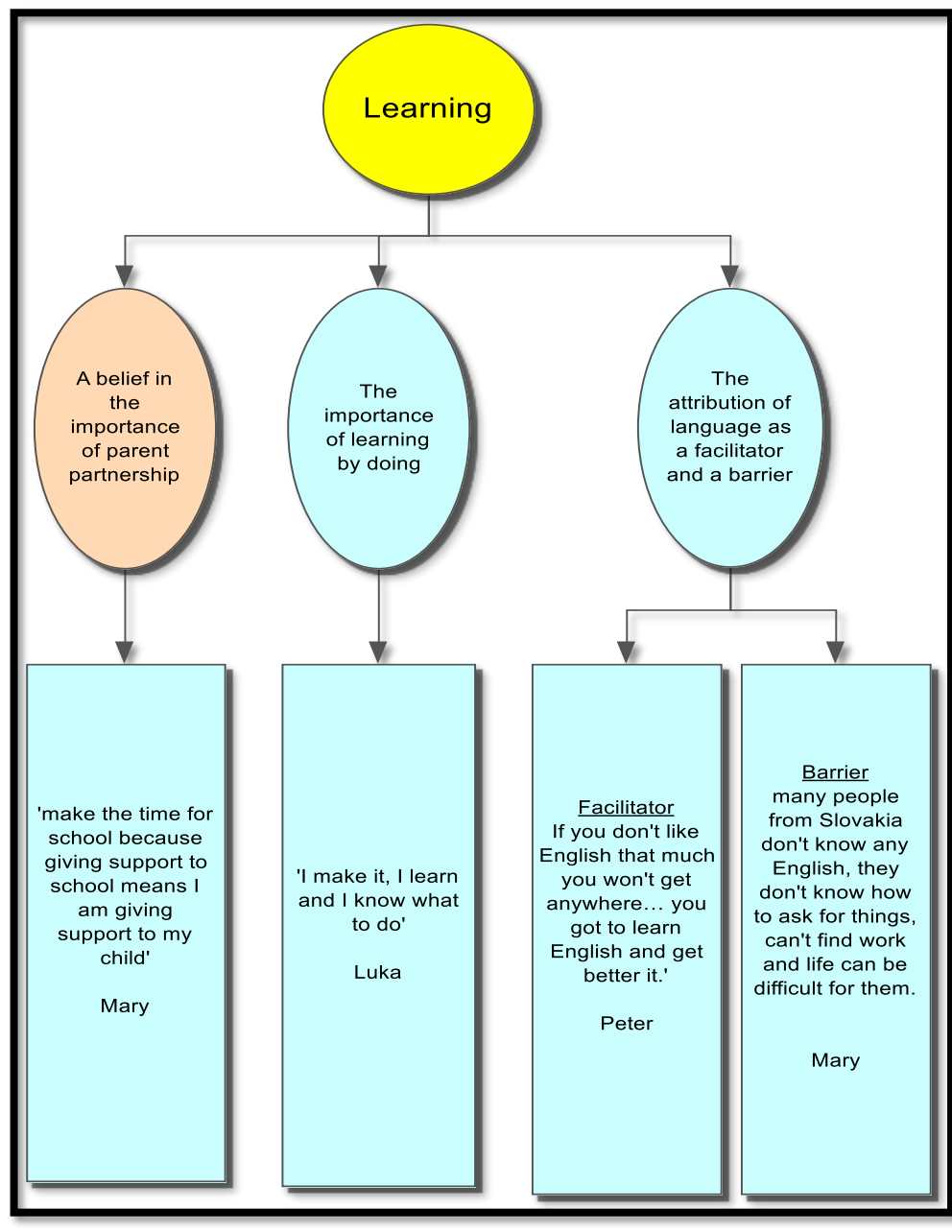
Kunonani (2007), in his book 'The end of tolerance: racism in 21st century Britain', gives reference to an internal sense of inferiority in the minds of black people, in that we may have a colonised mind-set. Kunonani believed a colonised mind forces some people to wish they were white. It may be that some Roma people feel inferior, resulting in attempts to hide their identities and assimilate (Marafioti, 2013; Wilkin et al, 2010). This may be important to understand, as EP's often encourage others to accommodate. Perhaps some people hold strong beliefs in maintaining cultural heritage, but others may want to assimilate themselves.

This section has investigated the importance of the superordinate theme: 'A belief in the importance of society, equality and the Future'. There may be an uncertainty and fear in the community as to what might happen as a result of the referendum. Perhaps coming to the UK provided opportunity, which may have led people to question their future and the future of others who may have achieved here in the UK. Perhaps EP's and other professionals need to acknowledge these feelings and emotional needs at this time of uncertainty and provide a channel to allow people to express this.

Billington, McNally & McNally (2010), in an article entitled 'Autism: Working with parents and discourses in experience, expertise and learning', wrote about the importance of professionals allowing people to express their feelings and wishes. Billington et al. believed that rather than professionals judging situations as a hopeless tragedy, the importance of understanding feelings should be emphasised by EP's and other practitioners, who should allow the

views and wishes of people to be explored, which may then help people not to feel unaffected by professional interaction. This could prevent situations being managed poorly by practitioners. I believe it is important for us as EPs to allow the voice and dialogue of both parents and children to become empowered to effect change.

5.4 Learning



The next superordinate theme has three areas which the participants believed could either aid or cause barriers to learning. The three subthemes have been outlined below. The orange bubble indicates that this subtheme (a belief in the importance of parent partnerships) was only talked about by the parental participants. The theme, 'the attribution of language as a facilitator and a barrier', contains polarisation, as greater acquisition of the English language

was believed to facilitate positive encounters, and not having enough English was believed to be a barrier.

5.4.1 A belief in the importance of parental partnership

Parent partnership applies to the interviewed parent's belief in the importance of working with the school, and their experiences of doing this. Parents Mary and Frank generally had positive encounters and attitudes towards parent partnership, which they believed facilitated positive outcomes for YP. Communication was important, and there were a number of channels which allowed parents to engage with the school: parent's evenings, meetings in school, school reports and homework.

Both Mary and Frank spoke about parent's evenings. Mary said it was a place where she could 'meet with the teachers' (Psqn:91), and felt '*happy*' that '*information is shared*' (Psqn:92). Frank stated that it provided an important forum to address '*issues*' which may require him to '*sort out*' in order to help Peter '*get better in his education*'. Not all opinions were positive regarding parent's evenings, and barriers have been highlighted, which may be financial barriers (as written about previously). Communication barriers are also noted in section '5.4.3.1 English language as a barrier'.

Frank talks about being '*betterly proud*' of himself working in a school where he can '*focus more in their learning*' (Psqn:93). Frank's personal background in education (Psqn:93) may provide a deeper understating as to why he works in a school. As Frank's '*grades was a tiny bit lower*' and '*they said no*', he did not make it into his chosen career and perhaps he may want to aid his children and others to achieve their career aspirations (Psqn:93). Frank believes '*when parents work with the school the children can do better*' (Psqn:94). This could allude to why Frank may have wanted his son to attend the school where he worked at, as Frank said, '*This school is...the best of place...for me and my child*' (Psqn:93).

Parents may have financial barriers which could prevent engagement, however, to aid parental attendance and engagement, the school Slovak-Roma TA *'call parents, sometimes pick them up, bring them to school for meetings'* (Psqn:95). Bringing parents to school when schools request a parental presence may also indicate the school's power. Additionally, Frank used the term *'talk to them'* (Psqn: 96), rather than with them. Mary, however, emphasised collaboration, in that *'we work together to help my child'*. The importance of *'help'* to *'support'* was reemphasised by Mary (Psqns:97-99), as Mary believed *'giving support to school'* meant *'giving support to my child'* (Psqn:99). Volunteering to take part in this study additionally demonstrated Mary's belief in helping, which she believed was bilateral: help/support for school = help/support for her child.

Not all of Mary's engagement with school had been positive. Mary said *'I came to a meeting because of my son's problem with another child, he had been in trouble...'* (Psqn:100). This was an emotional moment for Mary, she stopped, frowned and then looked down at the floor. Mary spoke about her experience, and this is included in the subtheme sections entitled: *'a belief in the crucial role of the Slovak-Roma TA'* and *'feelings of being treated unfairly'*, which will be written about later. Mary believed in the importance of understanding behaviour: *'as a parent I have to understand why he is doing something or not following instructions'* (Psqn:101), and when meeting *'to discuss this it feels safe'*; this feeling of safety in school (a theme discussed above) perhaps facilitated the ease of the liaison and partnership between this parent and the school.

Mary said she *'can understand the school report'*, but for clarification on detail her *'eldest daughter'* could *'translate'* (Psqn:102). Luka's progress is accessed visually with ease, as Mary stated *'the report has different colours on it'* (Psqn:103). Mary spoke about the colours on the report: *'green is good, orange is OK and red is bad'*; colour coded text and visual representation may allow greater understanding, aiding comprehension for decoding information (Ankrum, Genest, & Belcastro, 2014; Weiler, 2016).

Frank works in the school and may have direct access to teaching staff and the school system, and can therefore seek clarity and understanding to help his son progress. However, Mary said: *'I don't know if he has homework or not, school could help us to understand more about this'* (Psqn:104). Mary used the term *'us'* to possibly indicate her family, or she could be alluding to other parents and families also finding homework difficult to access. Although Mary was unsure about how to access her child's homework, she felt her son could be supported at home and believed *'we can help our children do their work at home'* (Psqn:105). Mary uses the term *'we'*, in a plural sense, possibly to indicate herself or others in the family or community. Mary and Frank outlined the importance of parental partnership, which is part of Bronfenbrenner's ecological systems theory, as both the family and school are part of the child's microsystem, which is the most influential level of the ecological system. When these two systems (school & home) interconnect and work collaboratively they become part of the mesosystem. Therefore, if parents decide to take an active role in the school it can have a positive effect on the mesosystem, but if there is disengagement this could have a negative effect.

5.4.2 The importance of learning by doing

'Education is not an affair of "telling" and being told, but an active and constructive process'.

(Dewey, 1938:43)

The quote above emphasizes the importance of learning by doing, which was important to Luka, Mary and Frank. I asked Luka to tell me about his *'best'/'favorite time'* (Psqn:106). Luka smiled as he spoke about his experience of making a rocket in science. Luka raised his intonation on the words and emphasized: *'It was by ourselves, I make it, I learn and I know what to do'* (Psqn:106) (words have been underlined to show emphasis). Luka could have used emphasis as he may have felt a sense of accomplishment and pleasure. The *'I'* was repeated three times in the quote given by Luka, possibly to emphasise that Luka felt *'happy'* (Psqn:106) that he understood what to do, and

he also may have felt more equal to his peers in terms of independence, conducting the exercise and succeeding in this practical activity. When I asked '*what can make school better?*' Luka requested '*More making learning*' (Psqn:106). Luka said '*we just do too much writing and copying from board.*' (Psqn:107).

Whilst working as a learning mentor I had an 'experience of assembling a new badminton net' a teacher had informed me that he had spent his lunch hour trying to assemble the new badminton net but it was too complicated for him. He asked if I could help as he had to return to class as lunch hour was just finishing there was only 45 minutes before his PE lesson would begin. I began to attempt to assemble it for the first half hour but had no luck. I was on the verge of returning to the classroom to inform the class teacher that I too was unable to complete this task. Then three Slovak-Roma Y6 boys who could see what I was doing and probably my frustration offered to come and help I said 'yes please' not thinking that anything could be done as there were now less than 15 minutes before the lesson started. The instructions were based on diagrams of practical steps with intricate parts needed which looked identical, however, within less than 10 minutes the net was constructed by these boys! I informed the class what had happened who gave them a clap and the information was shared with the school who applauded these young men. What did I learn from this? More too often we label YP. We often do not think about what experience many arrive with and how we can learn from one another. Teachers can be taught as well as teach by those who many believe do not understand or comprehend. This does not mean that we should generalise and believe all Slovak-Roma children are DIY experts however what we must consider is a more dynamic approach to teaching with practical activities will allow some children to shine through the particular skills and life experience. This has led me to think about us as EPs and how we will need to reconsider how we assess which should include dynamic forms of assessment which are accessible to the YP which may also include having the right member of staff in the room who can relate well to the YP.

Luka said: '*My rocket could fly all the way to another planet (we both laugh) and me too*' (Psqn:108). Flying '*all the way to another planet*' could be interpreted as exaggeration, possibly to indicate his passion for this type of learning. After we laughed, Luka said '*me too*', possibly to indicate that he also flew to '*another planet*', metaphorically speaking. He may have felt out of this world, in that he achieved during that lesson. Luka's emphasis on learning by making is emphasised by Dewey's (1938) in his book, entitled 'Experience and education'; lessons have to be practical, or should have an experiential component, and Dewey also believed opportunities to develop experience and interaction with

the information is important. This was understood differently by learners according to their previous encounters with the subject matter.

Frank and Mary additionally spoke about learning by doing and the importance of practical classes *'to find jobs'* (Psqn:109 & 110). To become independent, *'filling out application forms'* and *'practice doing interviews'*, would help (Psqn:109). Parents conducting practical lessons to find employment may alleviate Frank from some of his current voluntary responsibilities, such as completing forms for others, which he talked about in different parts of his interview (Psqn:47-49). Frank believed learning by doing to gain employment would lead to greater independence, as with a job *'we can look after our families and our self'* (Psqn:109). According to Mary, *'If we can teach someone to find a job, we can learn more English when we do it. Then we will have less problems.'* (Psqn:110). *'Less problems'* could be linked to basic needs, or could be interpreted as increasing English, leading to fewer difficulties in the UK (see section below 'English language as a barrier'). Mary, in the above quote, emphasised learning by doing in employment as well as classes, where the improvement of English can occur when a job is gained, thus learning by doing.

Frank said it was possible to *'learn English from a cooking class'* (Psqn:111). Frank's belief in the importance of allowing learners to utilise skills that they may have, which may result in greater engagement with parents, is also noted by Scullion & Brown (2013), who wrote about a school offering crafts classes. This engaged parents, which may build on their understanding, similar to Luka and his rocket. According to Frank, cooking classes would increase parental engagement, and allow them to *'learn English'*, as well as allow immediate gratification at the end of the session to satisfy basic needs for *'people who need it'* (see 'basic needs' section). Creating learning by doing learning opportunities for YP and parents may lead to better engagement.

5.4.3 The attribution of language as a facilitator and a barrier

Peter, Mary and Frank spoke about the lack of English and how this would become a barrier. All participants believed increasing English proficiency facilitated better outcomes. This can be understood in terms of Bronfenbrenner's ecological system (1979), in that better language use allows ease of the mesosystem (the interaction between areas within the microsystem). Improving English would also facilitate greater access to employment opportunities for the parents (thus affecting the ecosystem).

5.4.3.1 English language as a barrier

Both Frank and Mary spoke about the barrier of not having English, which affected their communication with school. Mary spoke about lack of English creating a barrier more than Frank, possibly due to finding her current situation difficult.

Frank said, *'when I arrive 2004 I did not know how to apply for school or how to get anything'* (Psqn:112). Frank had *'some bad experience'* due to difficulties (Psqn113): in accessing a *'job'*, and *'school'* admissions, when he arrived in the UK. Frank said the reason for these difficulties were that he didn't *'know how to speak English'* and *'communication was very bad'*. However, Frank believed *'things are much better now'* (Psqn:113). This may lead us to believe that when Frank arrived his level of English affected his ability to communicate with school. When Frank states, *'Things are better now'*, (Psqn:113), this could be interpreted in different ways. Firstly, it may mean that Frank has now learnt to communicate in English, aiding his ability to achieve different tasks. It could also possibly mean that it may be *'better'* for others that arrive in the country, as schools often now employ Slovak-Roma TA's to help. *'Things'* being *'better now'* (Psqn:113), for Frank, could additionally be interpreted as Frank no longer has the two difficulties that he once expressed: finding a *'job'* and *'communication'* in school. Frank may have resolved both of these issues by his current role. Firstly, he is employed, and secondly, Frank may feel that he has

resolved *'communication'* difficulties by aiding communication between the school and people from his community (YP and parents).

Mary feels empowered and believes she has a voice in school where she can *'raise any issues with school management'* (Psqn:114). However, Mary would like an immediate voice that would allow her to *'call Roma support teachers on a line directly'* (Psqn:115). Mary may experience difficulties, and possibly isolated at times, when she may need to communicate with someone in school immediately. Mary understands the Slovak-Roma TA's commitments, in that *'it might be difficult to leave children in classrooms to speak to us'* (Psqn:115), but Mary said *'if we feel our issue is urgent it can be difficult'* (Psqn:115). Perhaps issues could be easily resolved if there was immediate contact with someone who could help in school. Although, school *'always call us back but it might be a while later before they do so'* (Psqn:115). Mary could be alluding to a power imbalance between parents and school, in that, when there are urgent school matters parents are contacted and the school may 'bring them' physically into the school building and provide translation (Psqn:95 &96). However, if urgent matters arise, as parents, it may be difficult to communicate with the school immediately.

Frank said *'when it's parent's evening this is a very shame we have to help, need more communication'* (Psqn:45). In a previous section this quote has been used and interpreted differently, however, Frank possibly may have meant that it was a shame parents did not attend parent's evening, as not enough resources were provided for parents to aid communication on this evening. Mary explained further and said *'many parents waiting'*, and that *'sometimes we need to wait a long time for a translator'*, and *'more translators'* were needed to aid communication (Psqn:116). Mary goes to every parent's evening but explains there are difficulties, and Mary may feel frustrated *'because of the waiting time'*, as she *'cannot see all my child's teachers'* even though she arrives *'early'* in an attempt to *'see as many as I can'* (Psqn:116). Communication issues exist, which may cause barriers to engagement.

I would often be asked to translate during parent's evenings I would feel a bit like a jack in the box popping in from one classroom to another to the relief of the class teacher and parent waiting as I had just finished translation for another parent. As parents attending a 'parent's evening' we might know what this is painstakingly like having to wait for a teacher now imagine there are two ques one for the teacher and another for a translator. One might choose to bring their children with them to translate who might not always represent a true picture as to what the teacher is saying in an attempt to conceal difficulties. Some parents may feel what's the point especially when basic needs are not being met and there might be younger children at home that need attention. A system should provide a speedy service to allow parents to access to translators which is noted in the conclusion.

Peter believed English would become either a barrier or a facilitator (Psqn:117), in that, '*If you don't like English that much you won't get anywhere*'. One interpretation of this could be:

If you don't like/ acquire English = '*won't get anywhere*'

If you acquire English= it may get you somewhere.

Somewhere could mean remaining in the UK. Not getting '*anywhere*' could imply returning to Slovakia. Not getting '*anywhere*' could also suggest not attaining aspirations, not getting a job, fewer life chances, and thus getting nowhere.

This section has outlined that not having English can create a barrier. According to Frank (Psqn:113 & 117), not having English could possibly lead to '*some bad experience*'. Peter believed it would limit future aspirations. Mary thought it was important to have more communication resources in school.

5.4.3.2 English language as a facilitator

All participants believed the English language was important and would facilitate in enabling the end goal of getting a job. Luka (Psqn:118) said it '*feels better*' now that he had '*learnt English*'. Feeling '*better*' is normally used after suffering illness or emotional hardship. Luka may have felt that it was emotionally difficult

not having English, and it may be a relief knowing that he has recovered from this. Mary said that she felt *'happy'* that her English had improved; Peter, Frank and Luka all said they felt *'good'* (Psqn:119-122).

Luka described English as being important for three reasons (Psq:122): Firstly, acquiring English meant Peter could *'get job here'*. Secondly, *'everyone knows English'*. Thirdly, *'if something happens I can speak English with them'*. Each one of these points is important to Luka. The first would represent an end goal, to achieve employment. The second point could be that English is internationally recognised, which may allow Luka to have a better future in any country. Thirdly, after saying, *'if something happens I can speak English with them'*, Luka begins to talk about Slovakia. This could be interpreted as meaning English language creates a feeling of power and status which may allow issues to be resolved easier. *'Them'* might represent people in Slovakia, then possibly *'if something happens'* (in Slovakia), using the English language may allow Luka to have power in Slovakia, to replace his Roma identity with what may be seen as a more powerful language or identity.

When I was lecturing English abroad in Saudi Arabia if there were 'any issues' and I needed to speak to people in management/ administration at university or I needed to speak to people in authority outside university I would use the English language and state I was British I would wait for a translator even though I could speak read and write the Arabic language fluently. Why? Firstly, I originally came from Yemen which was classed as a neighbouring less economically developed country (probably similar to the Irish in the UK) and I spoke Arabic with a Yemeni accent which would automatically lower my status if I began to use it with officials in authority. Although Yemenis and Saudi's looked quite similar and had similar culture and religion the Yemenis that lived in Saudi Arabia and were often doing the manual work and were treated quite unfairly by the authority. Stating my Britishness by using English could allude to authority either thinking I was originally a Saudi that had been brought up in Britain, or that as a British national I would be protected by the British government and should thus be treated better than others in the country. Therefore 'if something happens' I knew my English language would protect me.

Peter, describes English as important, and *'another language'* he has (Psqn:121). This may be interpreted as meaning Peter may have other language knowledge in addition to English, which may include: Romani, Slovak, and other modern foreign languages he may have learnt in school, or a number

of additional languages that Slovak-Roma YP may have acquired via different transition points in his life (Payne, 2016).

Peter believed that *'Some'* of his friends had learned English (Psqn:121), and learning English would allow them *'to get jobs'*. Peter believes some of his friends that have learned English may have a better chance in the job market, rather than those that Peter describes who *'don't like English'*, who *'won't get anywhere'* (Psqn:117). Additionally, Luka believed that the English language would contribute to fulfilling his career aspirations: *'when my English is better I can work'* (Psqn:57). English was thus believed to be important, as it may facilitate a successful future, through employment, which, according to Frank, would allow us to *'look after our families and our self'* (Psqn:109). Mary said she was *'OK'* (Psqn:123) because *'I have a job'*, *'but many people from Slovakia don't know any English, they don't know how to ask for things, can't find work and life can be difficult for them'*. Mary feeling *'OK'* in this context may mean that she has acquired enough English to find employment, whereas she may believe *'life can be difficult'* for those that don't have enough English.

In this section, all participants felt it was important to learn the English language, and to facilitate access to *'a job'* (Psqn:109 & 123). It was also believed that improving English language proficiency would lead to having a better future.

5.4 Summary

Mary and Frank spoke about the importance of parental partnership. In line with Bronfenbrenner's ecological theory, both parents believed that positive school engagement could lead to better outcomes for their child. The school offered to bring parents to school, and provided colour coded reports to encourage engagement. However, Mary believed she, and possibly other parents, needed support to access their child's homework. Luka, Mary and Frank spoke about the importance of learning by doing, utilising previous skills and knowledge. A practical lesson allowed Luka to feel *'happy'*, and to fly to *'another planet'*

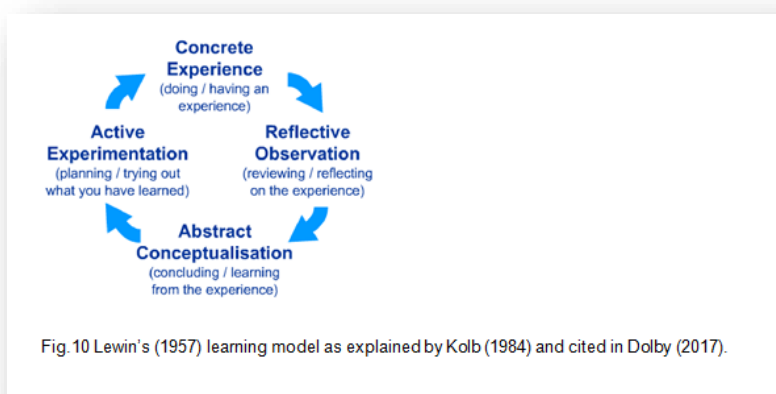
(Psqn108). Practical skills for parents consisted of cooking classes and the importance of learning to gain employment skills. Mary and Frank believed the English language, or better communication, would facilitate better experiences in school. Frank spoke about his difficulties when he arrived with little English, and Mary spoke about current difficulties she had experienced, which included the importance of communicating with the school in urgent matters. More communication was believed to be needed at parent's evening. Peter spoke about the importance of the English language (Psqn:117), which could lead to barriers to success if your proficiency is poor, in that *'you won't get anywhere'*. Improving English was ascribed to positive feelings, and was believed to facilitate a better end goal by all participants to gain employment. Luka believed English may not only be useful in the UK, but could be useful elsewhere. Peter described English as *'another language'* (Psqn:121), and it may be important for educational practitioners to understand the many languages Slovak-Roma children have (Payne, 2016).

5.4 Commentary

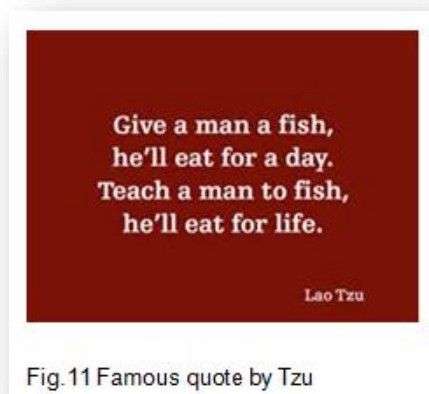
As educational practitioners it may be of importance to understand parent partnership may be difficult at this time for this community, as it might be hard for some parents to focus on their child's learning with the uncertainty of the future and Britain exiting Europe (see previous sections); economic considerations may be prioritised instead of engaging with schools, in order to gain tangible assets that could be used if returning to Slovakia becomes necessary. Rather than simply expecting a parent to turn up to a meeting, maintaining good relationships with parents and offering help with engagement by physically bringing parents into school may be necessary to aid parental engagement and contribution.

Learning by doing is noted as being beneficial for teaching students of English as a Second Language (Petersen & Nassaji, 2016). Learning by doing is believed to be important in teaching. Kolb (1984) took an eclectic stance and wrote a book entitled: 'Experiential Learning: Experience as The Source of

Learning and Development', based on the work of Dewey (1938), as well as acknowledging the work of other theorists (including Piaget and Lewin). Kolb believed in the importance of the 'Experiential learning cycle', which was originally produced by Lewin (1957), who took the idea from the engineering process. Kolb & Lewin believed in the four stage learning cycle (see fig.10). They believed the cycle was important to affirming that new concepts and learning may be best taught through practical experiences. As educational psychologists I feel it is important to encourage schools to teach through experience using dynamic approaches in the classroom. This may aid comprehension, as practical activities and learning by doing is of benefit (Dewey 1938; Kolb, 1984; Lewin's,1957; Petersen & Nassaji, 2016), which may facilitate positive experiences and engagement for both parents and YP in school. As well as encouraging schools to use dynamic approaches to teaching it may also be of importance for EPs to use dynamic forms of assessment to better understand ability.



Useful practical lessons for parents may include employability skills. The famous Chinese proverb by Tzu (see fig. 11), explains the importance of teaching self-sustainability; teaching people to catch fish, in an educational setting, would be the skills to become employable. Burtless (1984:20), however, questions whether giving training to find employment actually works, as the attentive learner may ask "Where's the fish?". Although teaching practical employability skills is important, jobs may not always be readily available.

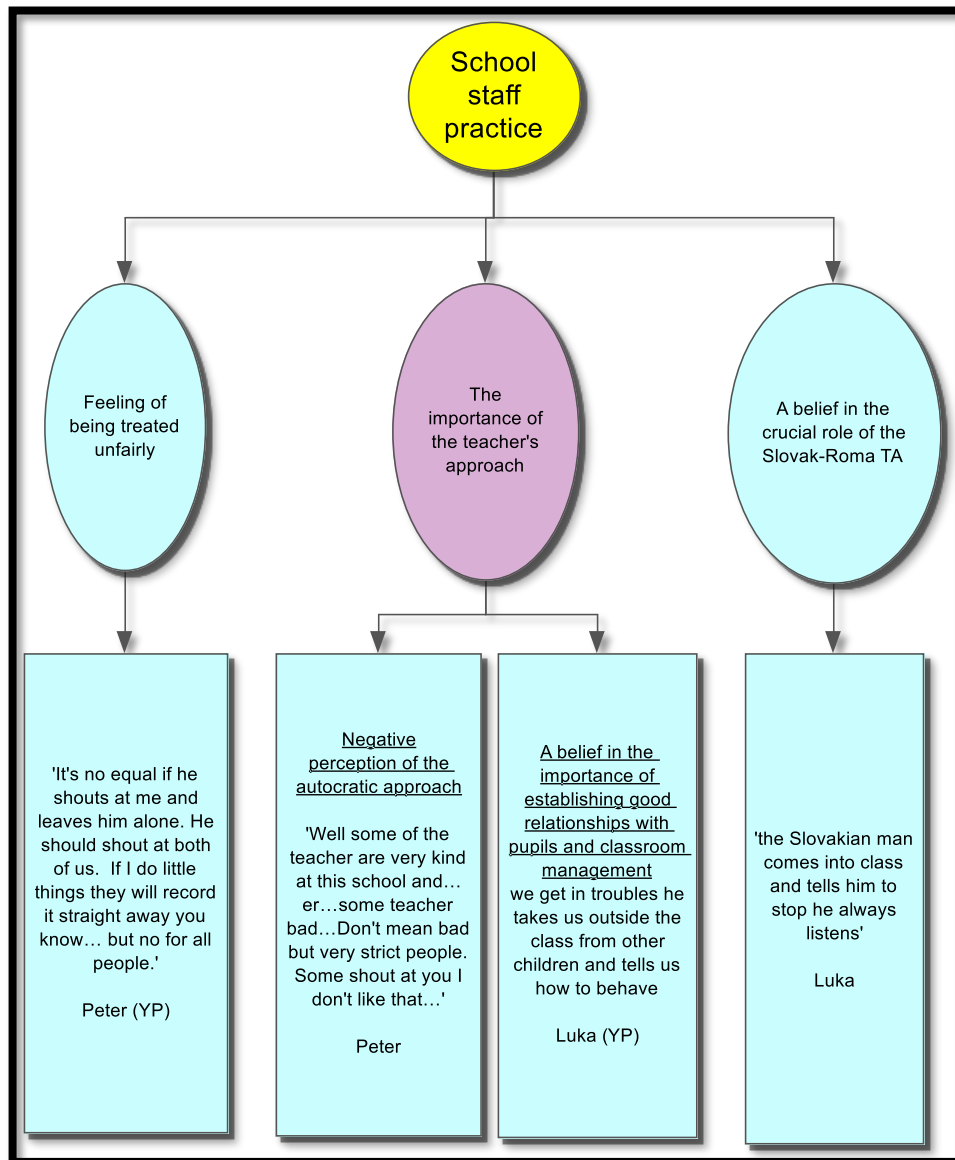


Communication issues were emphasised as a barrier which may apply to other schools. Perhaps this barrier could be resolved by schools pooling resources to provide more translation for Slovak-Roma TA's who may work in the same area of the city. As EP's we could encourage schools to share resources to facilitate better communication. If there are 6 schools in an area with 1-3 Slovak-Roma TAs, that creates a resource of 6-18 members of staff. This plentiful human-resource, if shared, could facilitate better communication at parent's evenings, and these could be used to man an educational hotline to ensure important messages are given to schools, as well as allowing parents to seek further information.

The English language was believed to be important to YP and parents in achieving their aspirations; understanding the importance of ESL for facilitating positive encounters and reducing barriers may be beneficial. It may be good for teachers and YP to experience what it is like for YP and parents that arrive with no English by understanding the experiences of others through case studies, stories, diaries and performance and drama, to allow them to empathise with the experience of others. Forum theatre may be a 'creative way of eliciting and advocating the views of children' (Hammond, 2013:14). The actors could be YP and parents settling in a new country. It may be useful for an audience to watch scenes regarding difficulty with ESL communication, and for the actors to re-enact it, allowing YP or members of staff in the audience to pause the activity and contribute their understanding, or decide what should happen next. It may

be of benefit for EPs to initiate these practices to create better understandings which may help people in schools.

5.5 School Staff Practice



School staff practice was spoken about by all the participants. 'The importance of the teacher's approach' is coloured purple in the diagram above to indicate that this subtheme was only discussed by the pupils. Although these did not represent more than half of the participant's views it was important to include these in this analysis and discussion, as they represented the experiences and views of the YP in their classrooms.

5.5.1 A belief in the crucial role of the Slovak-Roma TA

Frank said (Psqn:124): *'we take all information from parents and teacher gives information.'* It may be that information is given due to the trusting relationship Frank has with others. The importance of trusting Frank was emphasised by Mary: *'He was TA a Roma worker I knew him and I trust him'* (Psqn:125). Luka also understood that the TA was *'friends'* with his parents (Psqn:126). The importance of *'trust'*, which Mary emphasised, is also highlighted in the literature as being important when working with Roma parents and children (Payne & Prieler, 2015; Kiddle, 1999; Scullion & Brown, 2013; Wilkin et al, 2009). The image in fig.12 illustrates how trust and communication could be carefully mediated by Frank, between parents and school.

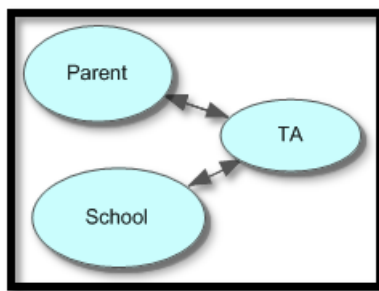


Fig.12 Possible trust and communication pathways

Frank believed the school needed to provide *'more communication with parents so parents be more focused with child learning'* (Psqn:45), which may lead us to believe that currently more communication is needed. Frank helps the school in numerous ways (Psqn:95 & 96). According to Mary (Psqn:127) *'the translator will call me and tell me everything'*. The word *'will'*, in this instance, could indicate certainty and confidence. The Slovak-Roma TA is believed to *'tell'* Mary. It could be that Frank tells Mary what the school wants from her, or it could be an account as to what has happened. Another interpretation could be that Frank may give Mary educational advice, and may signpost, which may allow her to become more independent in seeking outside help. Frank talks about helping parents to *'arrange things'* (Psqn:128). In this context he talks

about helping newly arriving families to trust him to help them settle in the country, part of which includes Frank aiding them to enrol into school.

Mary said the TA sends *'important things in our language'* (Psqn:129), providing letters *'in Slovak for important things'* (Psqn:130). Frank said *'he sent out letters in Slovak to Roma parents'* (Psqn:131). The TA provides an *'important'* channel for providing information. Mary emphasised the word *'important'*. However, what is deemed to be *'important'* may be according to those in power (the school management), who authorise the translation.

Mary *'was scared'* and *'worried'* during her first visit to the school (Psqn:132). Mary then said she *'saw someone who I knew'*. Mary spoke about how the Slovak-Roma TA, who she *'knew'*, could *'trust'* and *'helped'* because *'if there are any difficulties I can communicate with my friend in the school'*. Mary felt *'very happy'* (Psqn:133) and assured that the Slovak-Roma TA, *'friend in the school'* (Psqn:132), would support her and her children *'if my children come from school home distressed'*. Mary's indication that her child may have experienced difficulties and distress in school was further illustrated through Luka's interview, when he talked about difficulties with peers. Having the TA as someone Mary trusts in school allowed her to converse with him and engage with the school (Psqn:133), possibly allowing her to feel happier and reassured about her child in school.

Having the Slovak-Roma TA in school relates to Bronfenbrenner's ecological systems theory (1979). Mary and Frank, in school, both had direct contact with Luka. The interaction between these was positive in the mesosystem. This may lead to better positive interaction for Luka in school, who may understand these systems are working together. This is further outlined in the example below.

Luka gave an example of how the Slovak-Roma TA had a powerful effect on the behaviour of *'one boy from Slovakia'* who *'was messing about in class'* (Psqn:134 for all quotes in this paragraph). The boy did *'not listen'*, he was *'very rude and ignores the teacher'*. However, *'when the Slovakian man comes into class and tells him to stop he always listens'*. When I questioned why, Luka said *'cause this*

one is Slovakian and Miss is English'. Luka elaborated: *'cause if the Slovakian teacher see the boy messing, he (pointing to the picture of the TA) is from Slovakia and parents will believe him.'* According to Luka's account, parents are therefore more likely to trust the Slovak-Roma TA, which could be interpreted as a possible mistrust of the educational practice of teachers, as parents *'might not listen or believe them'*, in the same way the boy did not listen, which may stem back to discriminatory experiences in Slovakia.

The YP in the example above, and others like him, may have the ability to control negative behaviour. Luka spoke about his mother, who has a direct link with the TA, who *'calls' his 'mum and speaks to her'* (Psqn:135). Mary talked about an incident with her own child (Psqn:136), and said *'as a parent I have to understand why he is doing something or not following instructions'*. Thus, although Luka refers to *'One boy from Slovakia'* (Psqn:134), in the third person, his mother's account may lead us to believe that Luka could be talking about himself. The arrows on the image below demonstrate the communication Luka talks about. Scullion & Brown (2013) emphasise that more trust is needed between school (class teachers) & school-parents. In Luka's example, not having links with the parents meant not having a strong link with him.

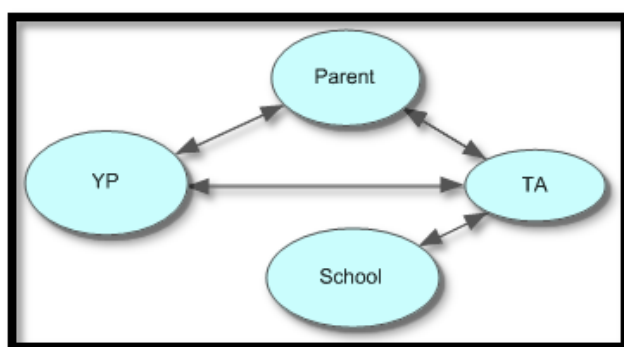


Fig. 13 The image above shows the important role of the Slovak-Roma TA and possible current links of communication and trust which according to Luka may be lacking/ missing between parent-School and YP-School.

Frank emphasises that he works very hard doing *'quite a lot'* in the community, and in school, and said people *'need me'* (Psqn:49). Frank may do this to show respect to others that have arrived, which could be reciprocated. Frank states, *'they respect me'* three times (Psqn:137), possibly to emphasise his power, and

that *'they treat me nicely'*. *'They'*, in this instance, refers to *'Slovakian children and parents'* and their *'relatives'* who provide Frank with trust and power. This power and respect could aid Frank in *'lessons'*, and may aid when he is *'explaining and helping'* (Psqn:138) the children, possibly the children of those he has helped or even the children of their friends and relatives. Frank believes he *'understands their problems'*, which may help him to *'settle them'* (Psqn:139). The establishment of this respect may provide a sense of closeness that may facilitate positive experiences for him and YP in school, *'helping them to improve'* (Psqn:140) and *'focus more in their learning'* (Psqn:141).

Having felt obliged to help those that had newly arrived in the UK from my community in the past, similar to Frank, they would often arrive on my doorstep with similar tasks for me to do. After helping these parents, I can remember physically walking into classrooms when some of the children from the Yemeni community arrived new to the country whose parents I knew or had helped in the past. I would try to walk in not allowing the child to notice so that they would still be displaying the behaviour that they would normally do for their teacher. I would and sit down in the class and observe the children changing their behaviour. As soon as they (the child) would notice my presence their whole body language would often change. Why was this? It may be that some children believed to have SEN may not have special needs but may lack respect for their teachers. As a result, it may be that some teachers lack respect for certain children possibly leading to a vicious circle of punitive sanctions, negative consequences and even possible diagnosis. Using Bronfenbrenner's ecological theory, I tried to strengthen the links in the mesosystem. I would often listen to the children and the teacher talk about their difficulties then I would try to establish good links between the teacher and the family. I worked in a primary school and this was quite easy to do, however, in a secondary school this may be more complex with various teachers and teaching styles children may respond differently to each teacher and their style of teaching. If I think back to when I was at secondary school and the subjects, I would often like/ dislike a subject based on who was teaching it/ how it was being taught.

Frank talked about his involvement with children, and parents of children, who are on a special educational needs (SEN) register. Frank said he helps give voice to YP, and provides a key role ascertaining, *'what they like, how they feel we can help that child improve'* (Psqn:142). Frank also speaks about how he provides understanding of SEN to parents, as it is *'difficult for parents coming from village to can't understand Special Needs'*. Frank may believe he has more knowledge of special needs than parents *'from the village'* (Psqn:142), because

'they' may have difficulties understanding, but Frank believes he *'can help them understand'*. Or, possibly, some of these parents *'can't understand'*, which may indicate that they could have their own needs. Or, it may be difficult for some parents to accept their child has special needs because of the way in which the Roma have been stereotyped as special needs children in EE (Greenberg, 2010 & Friedman et al, 2009). Frank believes he can extrapolate the voice of the YP and give SEN understandings to parents.

It may be that Frank can give understanding to professionals and parents in appreciating special needs, as he may have a better grasp of the YP's background, and what they are able, or unable, to do in the classroom, compared to teachers of mainstream classes to whom the YP may act differently towards. This section outlines the importance of the Slovak-Roma TA who has been useful in helping school staff, parents and children in school, and how they may help create a better understanding of children with SEN.

5.5.2 Feeling of being treated unfairly

The feeling of being treated unfairly was emphasised by Peter, Frank and Mary. Although, it could be argued that there may be a little overlap with this theme and feeling of belongingness (hostility). The *'feeling of belongingness'* was specifically linked to the participant's peers, whereas this section has a distinct difference in that it is specifically about *'school staff Practice'*.

Peter gave an account of the importance of equality and staff practice (Psqn:143). Peter believed that all children are equal, and should be treated fairly. Peter said, *'You can't make changes'*, possibly implying that some people are treated more, or less, favourably. Peter may be speaking about himself being treated less favourably, as he speaks in the first person, or he could be referring to Slovak-Roma YP as a whole. Peter may be speaking about inequality when he says *'he won't normally shout at him he shout at me he should shout at both of us'* (Psqn:143). Peter also said when he does *'little things'* they are recorded *'straight away'*, *'but no for all people'*, possibly to

indicate the inconsistency of staff practice, as other YP's actions may be overlooked, and treatment may not be the same for everyone.

Peter's account in the classroom environment may be related to Greenberg's (2010b) 'similar-to-me effect', whereby it may be more difficult for some class teachers to relate to people that are of a different race and culture, compared to those that are 'similar-to-me'. Peter talks about differences in the way in which teachers implement the school policy. Peter may want more consistency in school staff practice (Psqn:143). This inconsistency may become confusing and difficult to manage as *'It is hard being good to everybody'*, and Peter believed *'they can do the same'*, which may allude to the understanding that Peter would like greater equality and consistency in the implementation of school policy to facilitate a better learning environment.

Mary gives an account of unfair treatment: *'I don't think it's fair what happened. I feel things were unfair, my son was excluded for fighting. My son didn't start anything.'* (Psqn:144). Even though Mary believed this was unfair, if I ask the reader to refer back to Luka's account, (see section entitled 'feeling of belonging: hostility'), Luka spoke about the importance of self-exclusion (Psqn:26), which allowed him to *'feel good'* and *'take a break'* from peers who made him *'feel bad'*. Mary may be unaware that Luka would purposely like to self-exclude, to alleviate himself. Or, perhaps Mary understands her son's difficulties, which may seem *'unfair'*, as Mary may feel that the root of the problem has not been addressed. Mary may instead want her son to have suitable strategies to solve his problems in school, rather than Luka miss out on his education and accumulate exclusions.

Frank, in the sections 'feeling of belonging: hostility', and 'Feelings of fear and uncertainty due to the referendum', spoke about *'a bad experience'* (Psqn:25) which overlaps with the section 'Feeling of being treated unfairly'. Frank says that he *'can't describe'* something, *'some people here voting to exit'*. Some people *'here'* possibly could be interpreted as some staff in the school could have voted to exit Europe, which may be difficult for Frank to describe. An interpretation of what Frank can't describe could be the shock that some staff

could be '*voting*' with the intention of excluding the Slovak-Roma from the country, and it may be this that Frank '*can't describe*', this situation and how unequally treated this may make him feel. In this section, Frank, Peter and Mary spoke about difficult situations where they may have felt that they were unequally treated by certain staff in the school. This has been a sensitive barrier to write about, but it may exist, as some of the participants spoke about this directly.

5.5.3 The importance of the teacher's approach

The importance of the teacher's approach is something that was spoken about by the YP in the study. The role of this section is to give the reader an insight as to what it might be like in classroom situations, and the preferred method which has been written about in the following sub-section: 'a belief in the importance of establishing good relationships with pupils and classroom management.' Although it could be argued that less autocratic approaches, and the importance of establishing good relationships, may not be distinctive for this group, talking about the teacher's approach was important to the YP in the study and therefore has been included.

5.5.3.1 Negative perception of the autocratic approach

Peter draws emphasis to, and believed, '*Some of the teacher in this school are strict*' (Psqn:145), and in another part of the interview he said '*Some of them are too strict*' (Psqn:146). Peter believed, and said, teachers were '*bad*' (Psqn:147). This was a slip of the tongue, as he put his hand over his mouth to indicate that what he had just said may have been wrong. He then reframed this by saying '*Don't mean bad but very strict people*'. Peter paused a lot during this quote, possibly in an attempt to carefully control his words to avoid repercussions (Mazzei 2003). Peter said '*some shout at you I don't like that...*', as it makes Peter feel '*angry*'. Perhaps Peter feels powerless (Psqn147), as he said: '*I wanna tell them but I don't think they will hear*'. He would like to tell teachers not

to be *'too strict'*. Peter, in this quote, also talks about difficulties with teachers using autocratic approaches: *'they come up to your face...scream at you.'* Peter believed this method *'doesn't help anyone'*. Peter may believe in the importance, and favour a form of, caring teacher-pupil interaction, rather than the use of shouting and punitive methods (Deiro, 2005).

5.5.3.2 A belief in the importance of establishing good relationships with pupils and classroom management

Luka believed in the importance of a teacher that gives clear classroom learning instructions, and informs pupils: *'tell us what to do'*, as well as explaining behaviour and expectations: *'he takes us outside the class from other children and tells us how to behave'* (Psqn:148). Although the teacher is telling the students, which could be interpreted as an assertion of power, Luka said that the teacher advises him privately, which allows Luka to feel *'Good'* (Psqn:148). The teacher in Luka's example used discipline, which according to Luka, meant *'we can learn'* (Psqn:148). There is a difference in Luka's and Peter's definition of discipline, and how this should be applied by teachers. Luka's perception of discipline may be further understood by Haggart (2011), who believed punishing YP may hinder looked-for aspects of discipline, and the importance of teaching YP to be self-disciplined, which is gained through consistency of rules and expectations.

Peter talked about *'good'* members of staff (Psqn:149) that he engaged with well, and stated *'some they good to you'*. In the early stages of the interview (Psqn:150) Peter said his *'best time'* in school was having *'a good teacher'*. According to Peter, improving teacher engagement could lead to better attainment, as Peter said, *'if all teacher are better teacher we will be learn better'* (Psqn:149). Soon after this Peter shuffles through the pictures and asks if he can choose another picture, which may indicate he finds this subject difficult to talk about. Perhaps *'some'* teachers are making it difficult for Peter, which he mentioned a little later in the interview (Psqn:147). This section has explored the impact of having the correct type of teacher, who according to

Luka engages with YP well, providing the right kind of discipline (Haggart, 2011), and has caring teacher-pupil interactions, which can be further supported by a reading by Deiro, (2005). Both Luka and Peter spoke about the importance of 'good' (Psqn:149) caring teachers that understood them, and both YP gave almost identical responses, in that a having good teacher would allow them to learn (Psqn:148 & 149).

5.5 Summary

Frank is regarded as Mary's friend, and he allows her and her children to feel supported in school. Luka spoke about the importance of the TA, as Frank's presence in the classroom may affect the behaviour displayed, due to respect for Frank. Frank spoke about how he can offer valuable support to gain the voice of the YP, and support parents and professionals. Peter spoke about differences in the way YP were treated, and wanted more consistency in school, with teachers implementing school policy. Mary believed that the exclusion procedure is unfair, as she may understand underlying issues are not being addressed, which leads to a build-up of exclusions. Additionally, one interpretation of Frank, when he says he '*can't describe*' his feelings, could be his concern over the unfairness of '*some people here voting to exit*', including possibly some staff in school, with the intention of excluding the Slovak-Roma people from the country. Peter spoke about the autocratic approaches of teachers, and drew emphasis to how 'strict' the teachers were (Psqn:145-147). Instead of taking a punitive approach, Peter may favour a teacher similar to that described by Deiro (2005), who displays caring teacher-pupil interaction. Luka, in agreement with Haggart (2011), described different kinds of discipline, which involved providing clarity and consistency, as well as understanding of YP. Peter also believed some teachers engaged well with YP, and his '*best time*' (Psqn:150) was when he had '*a good teacher*'. Both YP wanted '*good*' teachers who would allow them to learn (Psqn:148, 149 & 150).

5.5 Commentary

If EP's and educational practitioners have little cultural understanding of the children they are working with, any translator through a translation service could be used. A standard translation company may deploy a white Slovakian translator, who may only speak the Slovakian language, who are often qualified translators and readily available. There could be a number of issues with this, as indigenous Slovak translators:

- Might have preconceptions of the Slovak-Roma people from Slovakia which could affect the translation.
- May not speak Romani, which could cause communication difficulties, especially if the YP is brought up in the UK and may speak Romani at home, and who may have never been educated in Slovakia, and thus may not understand the Slovak language.
- May not be trusted by the Slovak-Roma as discriminatory practices have been experienced in Slovakia and EE by Slovak-Roma parents and YP (Amnesty International, 2013; Fremlova & Ureche 2011; Penfold, 2015).

It may be that the aspect of trust being lost in Slovakia has led to trust being lost in the UK. Slovak-Roma people may feel that the educational practice of all teachers and educational establishments are the same. If this aspect of trust is missing, it could be in the interest of mainstream teachers to gain the trust of parents to reduce barriers (Scullion & Brown, 2013), which may lead to better communication with the YP. It may be that EPs can lead interventions to help bridge the gap between schools and parents to allow greater respect between school and home. Authorities could also encourage schools to employ staff that represent the children within classes. Roma staff create an important link between the community and schools, which is noted in the literature (Fremlova & Ureche, 2011). This may help in creating 'trust', which is noted as important when working with Roma parents (Payne & Prieler, 2015; Kiddle, 1999; Scullion

& Brown, 2013; Wilkin et al, 2009), and Roma-Slovak parents in particular (Prieler & Payne, 2015). The Slovak-Roma TA who gains the trust of the family might additionally help school staff and EP's to accurately extrapolate the voice of YP, in addition to providing us with an accurate understanding of a YP's background, ability and behaviour.

Greenberg (2010b), in the book 'Perception and Learning: Understanding and Adapting to the Work Environment', wrote about the 'similar-to-me effect'. This effect can lead to certain perceptions, and how people rate or relate to others that have greater similarities to their employers. This section has investigated the importance of school staff practice. It may be that Parents and YP may feel mistreated and that the routes of the problem are not solved, resulting in higher numbers of exclusions for Roma in the city (The City Council's 'Roma profile 2015') and the country (Foster & Norton, 2012). Perhaps specific strategies are needed to help Slovak-Roma YP and schools deal with these types of difficulties (Cefai et al, 2014).

Chapter 6 Conclusions

The research aimed to explore the following questions:

- How is education understood by Slovak-Roma parents and their children?
- What experiences have facilitated a positive encounter in their school?
- What are the experiences that have acted as barriers to a positive encounter in their school?

The first question is understood and has been articulated through the other two questions. The data gathered in this study led to the five superordinate themes, which were important to both parents and YP. These themes can clarify how education is understood and the factors that might facilitate/cause a barrier to a positive encounter.

- Basic human needs
- Cultural aspects of education
- Society equality and the future
- Learning
- School Staff Practice

6.1 What experiences have facilitated a positive encounter in their school?

Basic human needs

A recent policy (Gov.UK, 2015) allowing younger children to gain free dinners was believed to be beneficial in school. Both YP showed appreciation for basic amenities, such as the importance of drinking water. Additionally, the YP spoke about safety; the physical attributes of the building size (being big) and fire safety equipment were perceived as being important. A feeling of belonging and safety was believed to facilitate positive experiences and learning. Peter spoke

about sport and how this had allowed him to mix with people of other nationalities. Parents believed an affiliation through the Roma Day was created and was a positive school encounter for them and others. However, YP did not mention the importance of this. One parent believed that some YP have become affiliated to the UK and may not want to return to Slovakia.

Cultural aspects of education

This study found that the *umwelt* (protective bubble) was felt when others from the same village were present in school and could provide support. This support was believed to be important when settling into a new environment by Luka and the parents. Reciprocating this support was also believed to be important. Frank believed he could explain the difference between phonic sounds in Slovak and English, to help YP that had been educated in Slovakia to learn to read.

A belief in the importance of society, equality and the future

All participants thought they had a good chance of success in the UK. Living in the UK would allow YP to fulfil their aspirations, which had already been achieved by a member of the community, becoming a police officer. This YP had been invited into the school to talk about what he was doing, this may have shown students that they can attain positions of power and achievement if they follow rules and work to the best of their ability. Some people had managed to achieve financially in the UK, which allowed them to change the landscape in their Slovakian village.

Learning

All participants believed that the improvement of English was believed to facilitate achievement of aspirations. Learning by doing was also believed to be beneficial by the participants and theorists (Dewey, 1938; Kolb, 1984; Lewins, 1957; Petersen & Nassaji, 2016). Some efforts have been made to address communication difficulties, for example the school report was written using colour coded text, which is noted to aid comprehension in the literature (Ankrum, Genest, & Belcastro, 2014 & Weiler, 2016). Parents are also brought

to the school for meetings by the TAs who would provide translation during the meeting to aid in facilitating positive encounters.

School staff practice

To facilitate a positive encounter, the Slovak-Roma TA created the sense of a safe space, the importance of which is also noted in the literature (Roth & Moisa, 2011). The Slovak-Roma TA provided a sense of trust which was key in aiding the removal of barriers, which is in line with previous literature (Horvath & Toma, 2006; Priler & Payne, 2015; Wilkin, 2009; Scullion & Brown, 2013). The Slovak-Roma TAs may provide a nuanced understanding of the behaviour displayed in the classroom, as it was found that the behaviour displayed in the classroom may not accurately describe a YP. Frank also helped to gain the voice of YP and aiding parents in their understanding of SEN. It is of importance that all authorities encourage schools to employ staff that represent the children within classes. Luka and Peter spoke about the importance of being treated fairly, and consistency was also believed to be important for facilitating better experiences.

6.2 What are the experiences that have acted as barriers to a positive encounter in their school?

Basic human needs

Financial barriers and difficulties that affect education were noted by parents and have been written about in the literature (Foster & Norton, 2012; Buck & Deutsch, 2014, The European Commission, 2009). This especially applies to those who are not in receipt of government funds. Instead of support, it was believed that prosecution could be faced if YP did not attend school. It may be that we need to look into this further and for policy to be created to assist those that live below a poverty line if 'every child matters' (DfE, 2003) so that every YP can afford to travel to school and access nourishment. In terms of a 'feeling of belonging', Peter spoke about how he engaged with others of different nationalities through sports. I am unsure as to whether relationships created in school through sport resonate with the YPs personal lives or whether these

relationships remain in school only. Hostility seemed to have been a difficulty for Peter in the past and for Luka, who was currently experiencing this. Due to hostility, one YP chose to self-exclude to alleviate himself from the situation. It may be that Frank felt others have been hostile in voting to exit Europe with the purpose of excluding people like himself from the country, although when he began his job he believed many members of staff were helpful.

Cultural aspects of education

Schools may take children off role if extended periods are needed for cultural reasons. However, experiencing the Slovak-Roma culture was believed to be a priority in order to expand children's knowledge, which we might need to understand as many could argue that extended holidays for cultural reasons should not be prioritised over school. Perhaps we may need to be more understanding of cultural priorities (Lareau & Horvart, 1999) and caring for the wellbeing of others during important times in their lives (weddings/sick relatives). According to the parents, oracy was believed to be central in Roma culture and Romani was not a written language. It may be that children have arrived in schools in Slovakia with very little literacy knowledge and little Slovak due to speaking Romani at home. This may have led to their pathologisation in EE. It may be important to learn from that so that we do not make the same mistakes in the UK. Other cultural issues included differences between peers' geographical backgrounds in Slovakia, which led to barriers in school. These differences could lead to difficulties between peers and an accumulation of exclusions. It was additionally believed that the Slovak language was becoming forgotten and school systems did not draw emphasis to the importance of the Slovak language, as at present Slovak is not a GCSE accredited language (Rodeiro, 2009). Peter believed that the schools should use the Slovak language in the classroom, which would facilitate better experiences for him and aid his ability to progress in maths.

A belief in the importance of society, equality and the future

The research was conducted at a sensitive time, the same week as the referendum, which brought fear and uncertainty which could cause barriers to positive encounters at school. Slovakia was believed to be a society which

would not allow aspirations to be achieved and was spoken about in comparison to the UK. Frank believes that it is important to work hard for equality. Mary believed that she was 'comfortable' and 'happy', possibly to indicate that she no longer feels this way. There may have been possible uncertainty for Luka and his ability to achieve his dreams; this was expressed by Luka and his mother who both used the term 'if'.

Learning

A barrier mentioned was a need to strengthen communication between parents and the school, to allow parents to have voice and deploy important/urgent messages to school, and to enable better communication at parent's evenings. Parents may not engage with school unless they believed that it would be practically beneficial, to meet basic needs (job applications, cooking). Additionally, parent engagement with school could be hindered due to child care needs and possibly a lack of basic needs. Accessing information was believed to be a barrier, as Mary wanted to help her son to be given help at home but did not know how to access his learning.

School staff practice

Frank's duties may extend outside school hours and Frank may feel overwhelmed and perhaps experience stress due to the demands of parents in his spare time. Peter believed barriers to positive encounters included differences of school staff behaviour/treatment between different pupils and variation in how school rules were applied by different members of staff. Additionally, it was believed that autocratic, punitive approaches were believed to cause barriers. Mary also spoke about how barriers were created which led to her son being excluded. Mary may have felt the root of the problem had not been addressed, as to why Luka wanted to self-exclude.

6.3 The benefits to the migration and Roma subject areas

The subject of migration continues to change and we have been fortunate to be in a position where we can learn and benefit from people who have come to the

UK from other countries. I have arranged to present my research and speak at a conference regarding migration research to other researchers and university employees at the University of Sheffield mid-June this year. This will allow other academics in the field of migration to gain an understanding of my research findings. Additionally, I will present my research at local, national and possibly international conferences regarding the subject of Roma populations and/or migration. Whilst conducting this research, another new community has begun to enter the UK as Britain has shared some responsibility for refugees that have entered Europe. This may offer an opportunity for creating a deeper understanding, as the things that were important for the participants of this study may also help us to understand some generic issues for people arriving in the UK from different countries. I have recently offered to join a 'New Arrivals/Roma Steering Group' team which seeks to aid the educational progression of Slovak-Roma YP in the city. This team has recently arranged a study day where I have offered to deliver a workshop.

6.4 The benefit to schools

This research is designed to lead to benefits in the setting where the research was conducted. I have arranged to return to the school to disseminate information. I would be happy to help the school at a structural level, via consultation, and offer to help with planning for the future by providing information/training to inform best practice. Recently the education service in the city has changed to become a locality model, which involves schools in localities sharing resources. This will allow dissemination work to become easier, as most of the Slovak-Roma live in certain localities of the city. I may be able to share information and offer consultation for educational practitioners, such as SENCo's locality meetings. I could also offer training for localities, which all schools in the area can access where there are high numbers of Slovak Roma YP in the area. Other schools in the city may also access these resources. I am speaking at a conference in the Town Hall at the end of June this year where I will be presenting my research findings to a large audience of educational practitioners from workers in schools to senior council employees.

Consultation may be offered at a strategic level for the city's local authority and training/seminars/information and consultancy could be offered to local authorities and schools on a wider political forums. This research could thus be beneficial to teaching staff and SENCO's, at structural levels, authority levels and in a wider political context. The research therefore could be useful both at the local and national levels.

6.5 The impact on Educational Psychology practice

Due to the current ambiguity of Britain's position after the referendum, it becomes important for educational psychologists to acknowledge feelings of fear and uncertainty and to liaise with and encourage schools to build trust and to talk to parents and YP about these. Additionally, EPs may need to inform schools of differences in the community and to encourage intercommunity cohesion by offering interventions such as peer-mediation which may aid in resolving such difficulties (Burrell et al, 2006 & Noaks & Noaks, 2009). Whole school approaches have been suggested as a possible way forward in bridging gaps for new arrivals (Cefai et al. 2014). The opinion of the Slovak-Roma TAs should become a valuable part of statutory assessment, as behaviour may be better understood by them. EPs may need to encourage school localities to pool and share TA resources in order to aid communication.

The Roma community may be overlooked in terms understanding their needs in the educational system (Claveria & Alonso, 2003; Dimakos and Papakonstantinopoulou, 2012; Penfold, 2015). There are currently no UK EP journal publications known to this author that provide an understanding of this specific group, Slovak-Roma or EE Roma in general, even though vulnerability has been noted both locally and nationally in terms of achievement, attendance, exclusions and economic disadvantage (The city council; 2014 & Roma profile 2015; Penfold, 2015; The European Commission's Special Eurobarometer, 2009; Wilkin et al. 2010). I therefore seek to write possibly 5 publications on the five main themes discussed in this research and to share this information with educational psychologists and educational practitioners. I will begin

disseminating my research information by disseminating information at a seminar at the University of Sheffield in July this year, where I will discuss my research findings with EP trainees. I have also offered to train/disseminate information to EPs at the service in the city as part of the CPD this summer. I am a trainee educational psychologist on a national autism special interest group, and on an EP Looked After Children Interest Group in Yorkshire. I would like to initiate an EP movement of people interest group. I would be happy to conduct educational psychology training/ CPD days nationally.

6.6 The impact on my personal practice

Conducting this research has allowed me to reflect on elements of my practice which I may not have noticed before. Firstly, I have built confidence in the method of using of non-structured interviewing techniques. This has allowed me to think more clearly as a practitioner, as I can now gather extra information which may not come from a structured/semi-structured process. This method will remain with me through my educational psychology practice as a good method of practice for extrapolating information. The interviews additionally taught me to give more control to the YP and their parents, who were encouraged to lead the interviews. This allowed them to possibly have more trust in me as I did not confine them to talking about certain areas which I thought were important, but allowed them to lead and to feel free to talk about what was important to them at that particular point in time. I feel that the experience of using IPA has been valuable in that putting myself in the shoes of the participant has allowed me to attempt to feel what it may have been like to experience events through the eyes of that person. Although I experienced an emotional understanding we can never fully understand another person's experience without physically experiencing the event ourselves, attempting to get as close as I could to it was something new, which has been useful for me. It is something I will continue to use in the future when attempting to understand others. I am currently seeking employment; I would like choose a place to work where I will get the opportunity to work with others of different nationalities

where I hope to utilise my knowledge of working with first generation YP and their parents.

6.7 Limitations of study

Participants

One of the limitations of this research could be what we may regard as a homogeneous group. The YP in the study, a mother and a father who was also a member of staff in the setting could be believed to be three different groups and far from homogeneous. No two people are the same and can never be truly homogeneous and all participants experienced the same phenomena and having a range of participant may have provided a richer source of triangulated information. There were some similarities about the sample that were noted in the methodology section.

It could be argued that not enough participants that were used in this study. Four participants gave information for this study and, according to Smith et al (2009); this is an acceptable amount of participants for IPA.

The interpretative method used

It has been noted in the methodology section that how experiences are understood may come from the researcher's limited understanding and background, and therefore what we might conclude could be drawn from the researcher's meaning matters (Nagel, 1974; Larkin et al, 2006). However, I have attempted to use professional self-awareness via 'reflexivity' in this research (Biggerstaff & Thompson, 2008; Finlay & Gough, 2008) and 'confirmability' (Shenton, 2004), in that assumptions are made through the voice of the participants, which I reflected on during the process to allow meaning to be created (Willig, 2001). Additionally, there was a peer review process whereby Trainee Educational Psychologists and tutors were invited to scrutinise the themes who looked at whether they were appropriately placed and worded according to the quotes of the participants.

6.8 A critical evaluation of Interpretative Phenomenological Analysis

Following section 3.3.4 (Limitations and Benefits of IPA) I have further critically evaluated IPA. Brocki & Wearden (2006) in their article entitled 'A critical evaluation of Interpretative Phenomenological Analysis in health psychology' reviewed 52 IPA studies. Almost all the IPA studies reviewed used semi – structured interviews, though a few studies used focus groups, which Smith et al (2009) express caution in using. A very limited number of studies used non-structured approaches. Smith et al (2009) argue that the participant should have control during the interview, however, according to Brocki & Wearden (2006:90) researchers who create interviews using a semi-structured format often fail to explain the process of how they came up with the questions. Using semi-structured, open questions can make it difficult to understand whether the interviews are controlled by participants or the researcher, which makes it difficult to monitor the quality of the interview.

Brocki & Wearden (2006:91) state that the themes produced may be very similar to the themes composed as part of the initial semi-structured interview questions, as 'The questions posed must be crucial to the replies obtained'. Many IPA research studies may thus begin with pre-existing ideas that the researcher has, which could lead to preconceived findings. Brocki & Wearden also suggest that the interpretation of the data received may also come from the researcher. I had previous experience of working with people from this community in the same area of the city and I had also conducted a literature review. However, I felt that my previous experience helped to create a better understanding of the participants and their background. During the interviews, I tried to create a better sense of understanding by asking the participants to tell me what they meant when they gave certain words. This is described by Larkin et al, (2006:113) as going 'beyond description' in an attempt to interpret the meaning of words and sentences in different ways. IPA allows the researcher to be transparent and explicit about themselves and their background and how this relates to the subject matter, which goes beyond a simple thematic analysis. However, psychology may desire us to see the world differently.

'Perhaps the most immediately pressing issue for psychology is the recognition that it is not actually possible / even if it might be desirable / to remove ourselves, our thoughts and our meaning systems from the world, in order to find out how things 'really are' in some definitive sense.'

(Larkin et al, 2006:106)

The findings presented in the write up of a piece of research could be selective if they reflect areas of interest to the researcher (Smith 1999). It may thus be that analysts like to draw on the areas or findings that are of greater interest to them, making 'bracketing' difficult. It may also be the case that the researcher will overlook other areas of importance simply because they are of less personal interest (Collins & Nicolson, 2002, Golsworthy & Coyle, 2001; Jarman, Smith & Walsh, 1997). Smith (2011:10) argues that interpretation is important as 'Experience cannot be plucked straightforwardly from the heads of participants, it requires a process of engagement and interpretation on the part of the researcher and this ties IPA to a hermeneutic perspective'. I had initially put together five superordinate themes, each with three subordinate themes (see appendix 13), however, when writing up my results I thought it was a good idea to stop at three superordinate themes that I believed were of greater interest. Therefore, I wanted to discard the last two. However, after careful consideration I thought it best that I should include the other two superordinate themes because they provided a fuller set of findings.

There is ambiguity as to what constitutes a correct sample size. Smith and Osborn (2003) state that there isn't a correct sample size. Studies vary in the number of participants used. Although there seems to be a move towards smaller sample sizes for idiographic approaches, some studies have extremely large numbers of participants which could lead to losing the subtleties that are of importance in IPA (Smith and Osborn, 2003; Smith, 2011). Collins & Nicolson (2002) used 30 participants in their IPA study sample and in their reflections they also suggested using fewer participants because their rich data was in danger of being lost. Many papers have been published using IPA which have weak interpretation due to the limited training and guidance received by the researchers (Smith 2011; Brocki and Wearden, 2006). Collins & Nicolson

(2002) criticised their own study by citing Mason (1996) and they questioned whether the IPA in their study was any different to simple thematic analysis. I agree that using greater numbers of participants while using IPA could quite easily become less interpretative and more like a thematic approach. Even small-scale studies may seem more like thematic analyses if the interpretation is not drawn out.

Homogeneity may be questionable, which is an area of importance and difference in IPA (Smith et al, 2009). Why seek participants who are similar? Would it not be good to speak to different people to gain a fuller understanding? For my study, it was about capturing the experiences of a specific group of people. This was achieved by asking that group of people. However, it could be argued that it may also be beneficial to understand the experiences of other people who have engaged with parents and children that do not represent the Slovak Roma community.

Although there are many criticisms of IPA, it is believed to be an important means of countering the positivist, quantitative approach (Collins & Nicolson, 2002). I believe that my study did provide a good understanding of the participant's experiences, using IPA. I additionally used peers to review my themes and I took their opinions into consideration.

6.9 Possible Further Research

After conducting the literature review, a list of what might be of interest to study was generated and may be viewed in appendix 3. In addition to these questions multiple interviews with the same participant in this study could be conducted to build further trust with the same participants and to talk about areas of interest that they mentioned in greater detail. The same study could be compared with very newly arriving Slovak-Roma YP and their parents to look at the barriers and what helped to see if there were similarities or differences. A study investigating young female opinions might give further understanding, to see if there are similarities/differences in the results. Even though this was not

mentioned by the participants in this study, it is documented by the city council that there are high numbers of Slovak-Roma referrals to the Hearing Impaired (HI) Service (20%). It might thus be of interest to see how HI YP from this community have settled in a UK school and to listen to their experiences. Additionally non-Slovak Roma professionals' views/ discourse of working with this community could be explored. This could be specific to those working with the same participants in this study, or those who work with specific needs from the HI service or the EP service. Although this would take longer to gain participants, the views of hard to reach parents and children, those that have refused to engage with the educational system, could be researched to seek to understand their concerns as to what the barriers might be. It may be of benefit to conduct a similar study with other diverse communities, newly arrived refugees and what has aided/made things difficult in schools.

6.10 Final thoughts

In the current era of political right winged views emerging from America and in Europe. The Slovak-Roma in particular have faced overt criticism from both left and right winged groups during elections, although it is believed that political leaders in the UK should be accounted for words said (Fremlova,2009) little has been done. Moreover, the uncertainty as to what might happen post Britain exiting Europe awaits. Although the voice of the participants in the study may not represent the voice of a whole community, listening to these participants and interpreting their voice may allow us to understand issues which may be applicable to other people from this community and possibly even people from different communities who may arrive in the UK.

This research provides insight into some of the experiences of Slovak-Roma YP and parents in the city. I will disseminate this information to emphasise the importance of understanding the educational experiences of this group of people, as quality education is believed to be a solution for off-setting the current difficulties (The European Commission's Special Eurobarometer, 2009). I feel that EPs can help solve these difficulties both by influencing others and through our ability to create structural changes in schools for the purpose of

social justice and equality. The participants in this study noted barriers to positive encounters rather than positive encounters, which perhaps indicates how much more we need to learn, understand and change.

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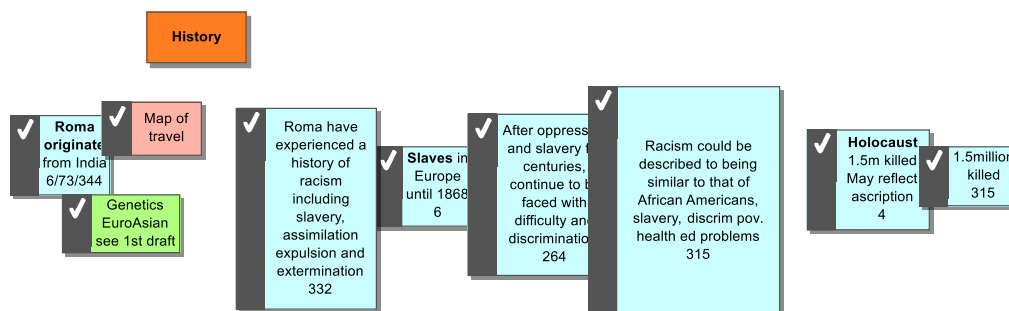
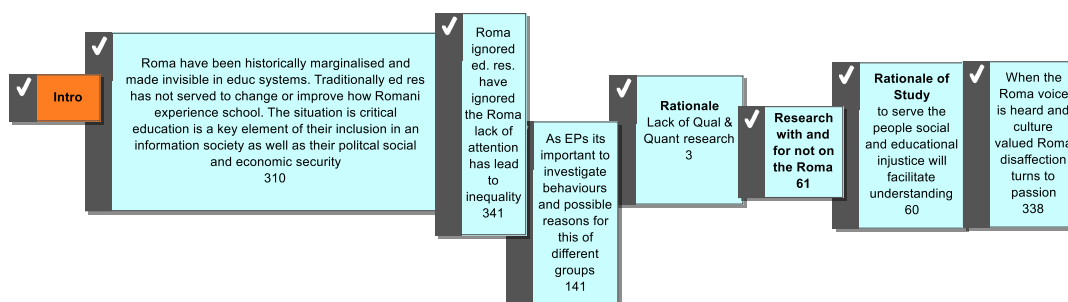
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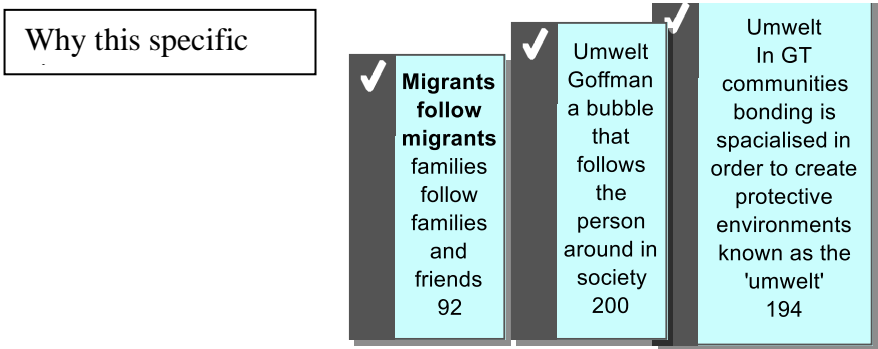
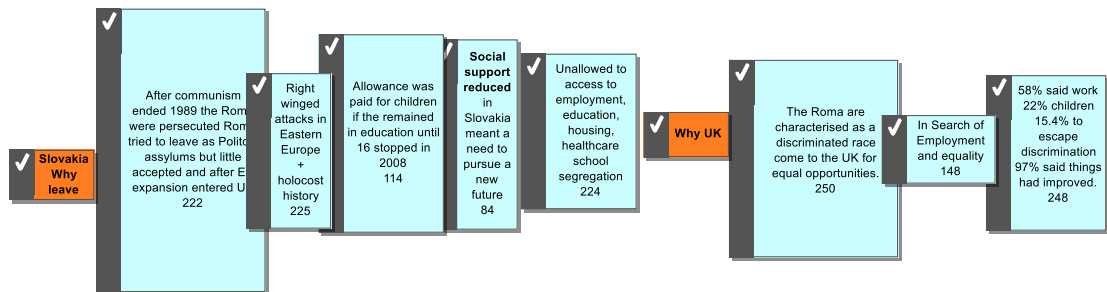
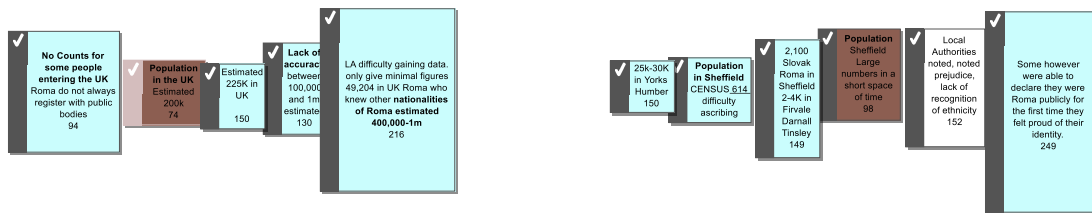
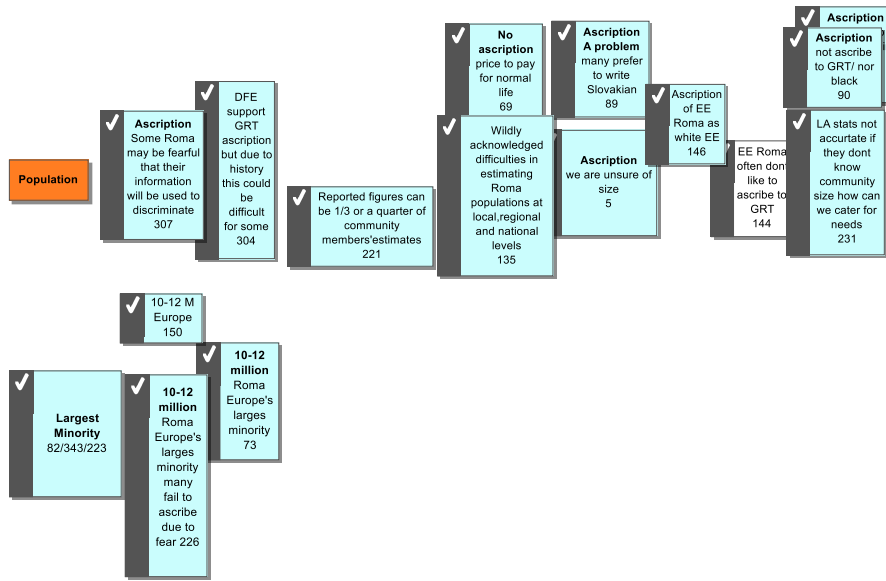
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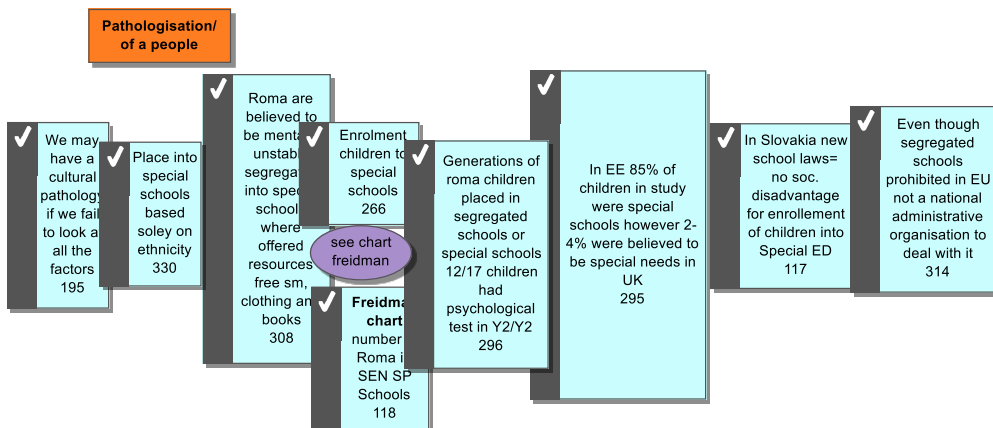
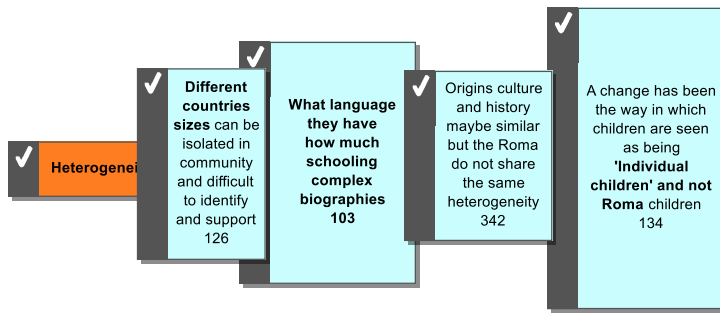
Appendix 1

Literature Review Plan

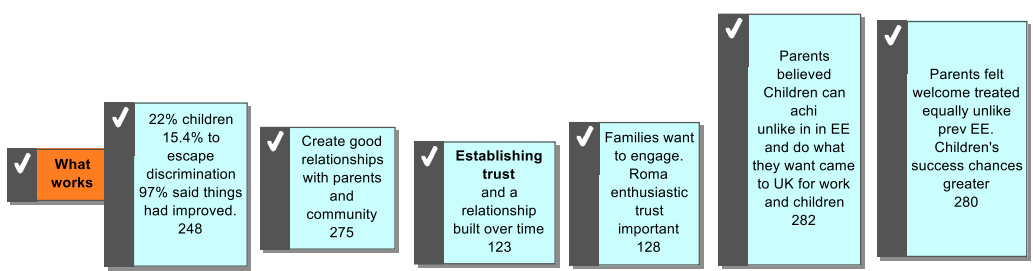
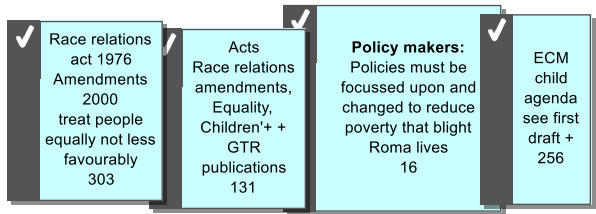
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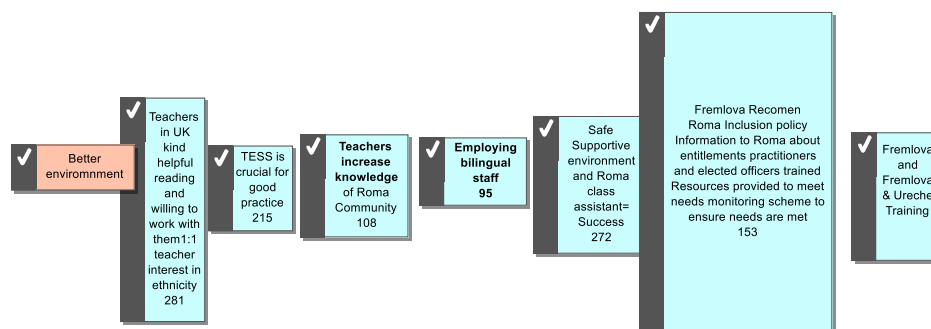
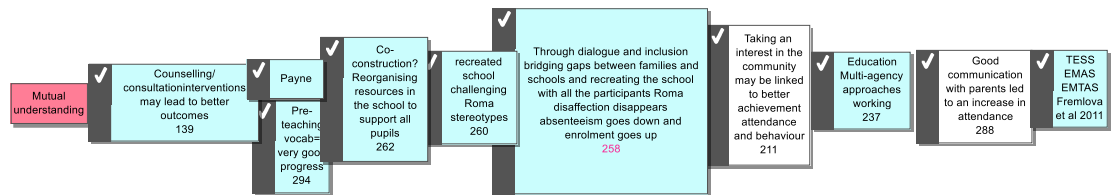
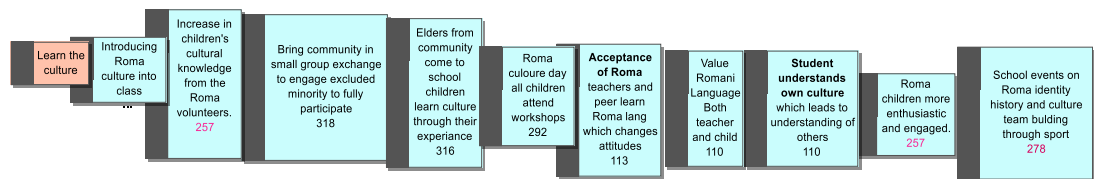
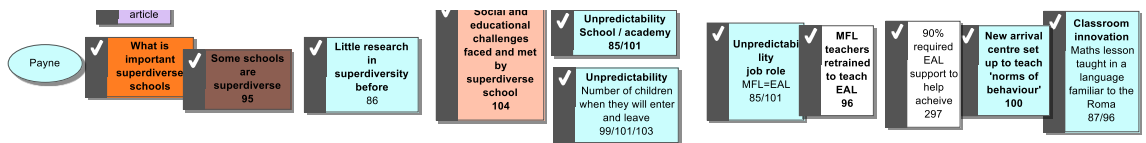


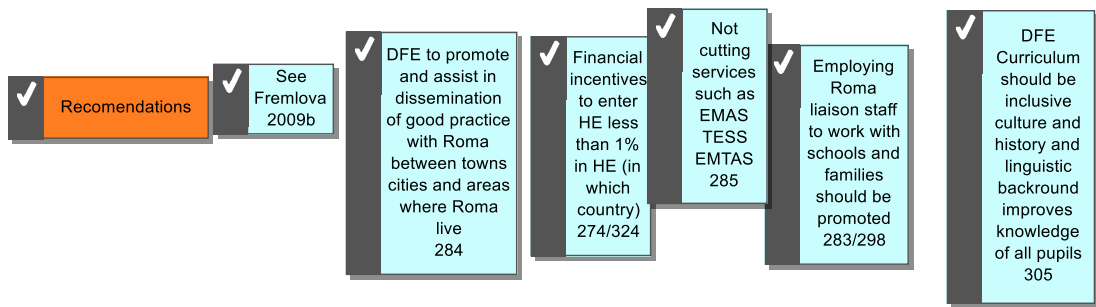




✓ Policy



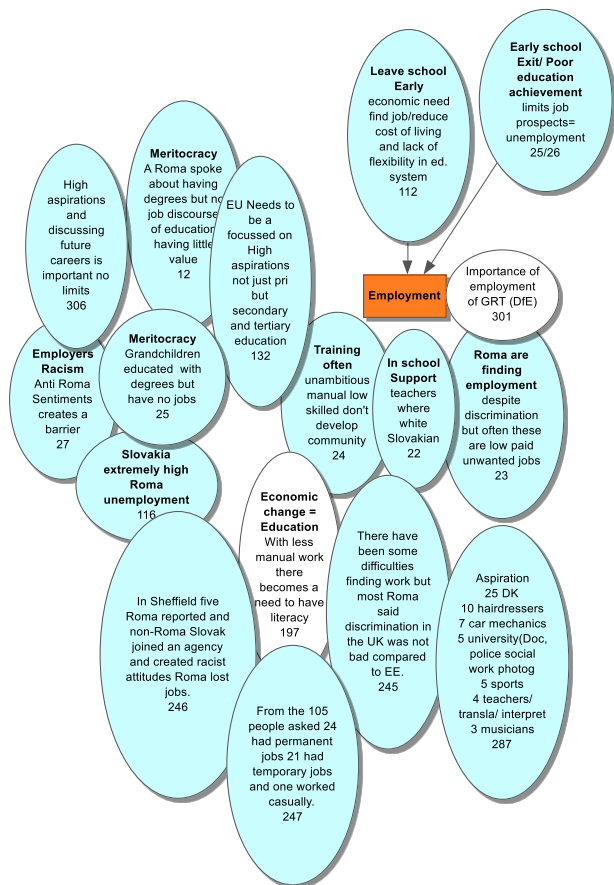
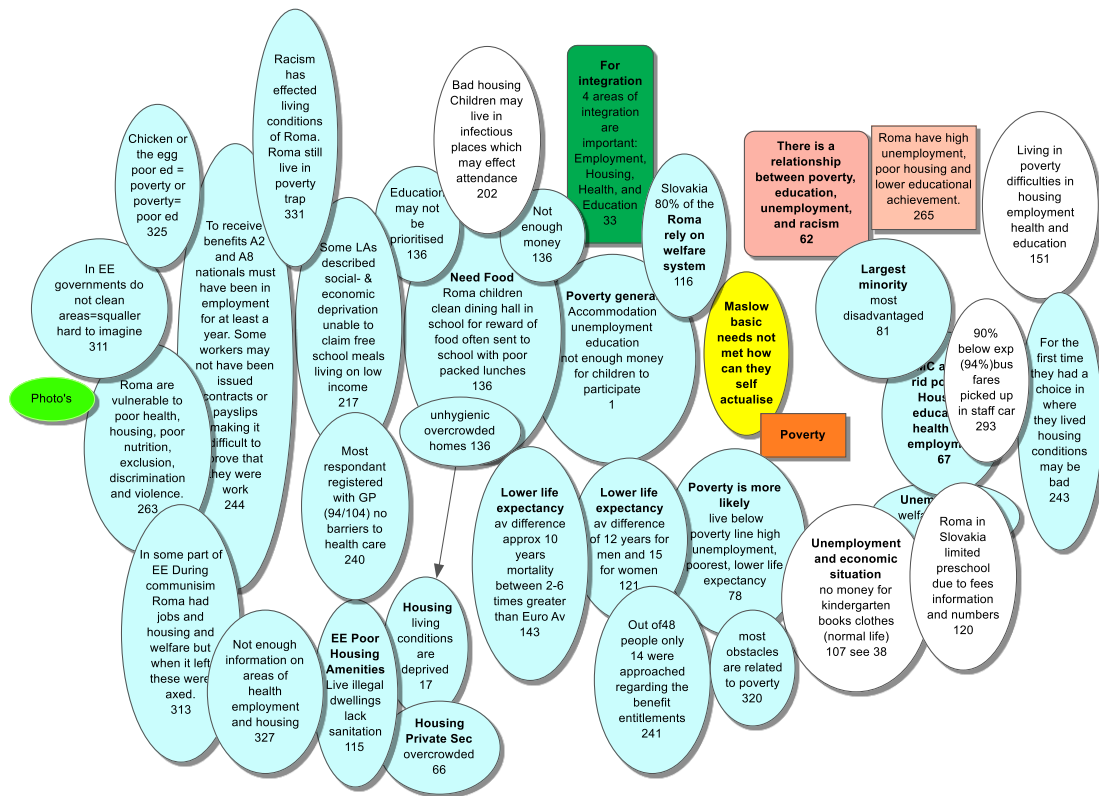


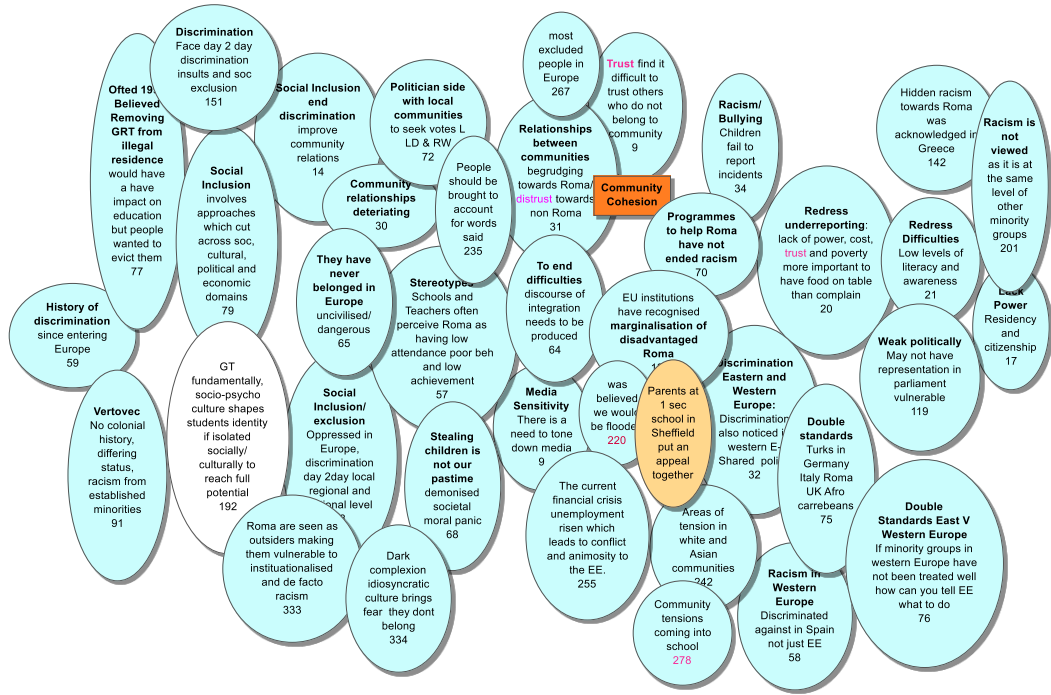


Appendix 2

Possible barriers from the literature







More difficulties in Slovakia images collection from various sources on the net:





Area's not cleaned by Slovakian Government Bratislava (Bystrany) slums





The above image shows the shanty village the Roma have built on a river marginalised on the outskirts/ below a white Slovakian area (see villa's above).



Appendix 3

Some possible questions based on gaps in literature these could be applied to the Slovak- Roma or EE Roma

- 1) To understand how the Roma perceive themselves, as well as how they believe others perceive them in school.
- 2) How do the children/staff believe school might be different in Slovakia compared to the UK?
- 3) Do you think you know why your parents came to this country? Why do you think the EE Roma Community came to the UK?
- 4) How do the children perceive inclusion in school? How do staff perceive the Roma-Slovak children in relation to inclusion?
- 5) How will education help in achieving the aims of EE Roma children?
- 6) What are the children's expectations in relation to their academic achievement and progression? What are the school staff's expectations with regards to academic achievement and progression?
- 7) Staff/child opinion: Are the EE Roma exclusion levels increasing/decreasing? Why?
- 8) Are achievement and progression levels increasing/ decreasing for EE Roma children? Why?
- 9) Have/do staff receive support to work with EE Roma children and if so what was valued about it? Were Roma children given an induction to the school, and if so, what did they value about it? What feedback was delivered back to the groups?

Appendix 4

Information sheet for adult participants

Dear parent,

You and your child are being welcomed to take part in a research project. Study title: **'Understanding the experiences of education as first generation, Secondary aged Slovak-Roma young people and parents by gaining their views.'** Before you decide if you are interested in participating please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information.

This project aims to gain an understanding of how education is experienced by 1st generation Slovak-Roma children and your experience of engaging with the school/educational setting as a parent. I would like to do this by exploring: the purpose of education/ how is education understood? What experiences have made education positive at your child's school/ educational provision? What are the experiences that have acted as barriers to a positive encounter in education? How can people working in education help you best?

Other young people and their parents have also volunteered to take part in this study. We would really like to hear your views, which might help people in education understand how to help children and parents from the Slovak-Roma community better. It is up to you to decide whether or not to take part. If you do decide to take part, please keep this information sheet and you will be asked to sign a consent form (sheet attached) which we would like you to send back to the school by the **15th of June 2016**. We would also like you to keep one copy of the consent form. If you decide to take part, you can also withdraw your information any time up to the 1st of August 2016. Withdrawing from this study will not affect anything that you are entitled to in any way. You do not have to give a reason if you do not wish to participate.



I would like to understand your views about in an interview which will last up to 1 hour. The information from the interview will be recorded by recorder, analysed and interpreted and may be used for future Your recording will be destroyed soon after it has been typed out.



education
voice
research.

All the information that we collect about you during the course of the research will be kept strictly confidential and your real name will not be used in the write up of information. The information from the interview may be used in reports and publications but you will not be able to be identified. This study has been ethically reviewed by the University of Sheffield's Research Ethics Committee at the Department of Education. For further details and information please feel free to contact me by email: ayafai1@sheffield.ac.uk. Alternatively my supervisor Dr.T.S. Davis can also be contacted at: t.s.davis@sheffield.ac.uk

Thank you for taking time to read this information.

Abdul Yafai (Trainee Educational Psychologist)

Information sheet for YP

Hello Young Person!

I am a student at the University of Sheffield and I would like to welcome you and your parent to take part in a research project. Study title: '**Understanding the experiences of education as first generation, Secondary aged Slovak-Roma young people and parents by gaining their views.**' Before you decide if you are interested in participating please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information.

This project aims to gain an understanding of how education is experienced by 1st generation Slovak-Roma young people and your parent's experience of engaging with the school/ educational setting. I would like to do this by exploring: the purpose of education/ how is education understood? What experiences have made education positive at your school/ educational provision? What are the experiences that have acted as barriers to a positive encounter with education? How we as workers in education can help you best?

Other Roma young people and their parents have also volunteered to take part in this study. We would really like to hear your views which might help people in education understand how to help children and parents from the Roma community better. It is up to you to decide whether or not to take part. If you do decide to take part, please keep this information sheet and your parents will also be sent an information sheet and consent form. You will be asked to bring back the consent form (sheet attached) we would like you to send this back to the school by the **15th of June 2016**. We would also



like you to keep one copy of the consent form. If you decide to withdraw you may do so at any time up to the 1st of August 2016. Withdrawing from this study will not affect anything that you are entitled to in any way. You do not have to give a reason if you do not wish to participate.



I would like to understand your views about meeting which will last up to 1hr. The interview recorded by voice recorder then typed out to what you have said then the recording will be may also be used for future research. All the information that we collect about you during the research will be confidential, I will interview you alone and your real name will not be used.



education in a will be understand destroyed. It

Thank you for taking time to read this information.

Abdul Yafai (Trainee Educational Psychologist)

Appendix 5

Consent form for Young Person participants



I have read and understood the information sheet, or someone else has Read and explained it to me. **Yes/No**

I understand that my child's participation is entirely voluntary. **Yes/No**

I and my child understand that if I decide to take part, I can withdraw from the research any time during the interview and up to the 1st August 2016. **Yes/No**

I give permission for my child's anonymised responses to be shared with others. I understand that my child's name will not be linked with the research materials, and he/she will not be identified or identifiable in any research write-ups, reports/ publications that may result from the research. **Yes/No**

We agree that information collected can be used for future research. **Yes/ No**

My child agrees to take part in the research, we understand the interview will last up to 1 hour and will be audio recorded. **Yes/No**

I, (parent/guardian) of
(child name) have read or understood the information sheet and consent form. I am happy for my child (named above) to choose to take part in this study.

Parent Signature.....

Date.....Class/Form of child.....

Please give this form to your class teacher by the 15th of June 2016

Consent form for Adult participants



I have read and understood the information sheets and consent forms, or someone else has read and explained them to me. **Yes/No**

I understand that my participation is entirely voluntary. **Yes/No**

I understand that if I decide to take part, I can withdraw from the research any time during the interview and up to the 1st August 2016. **Yes/No**

I agree to take part in the research, I understand that this interview will last up to 1 hour and will be audio recorded. **Yes/No**

I give permission for my anonymised responses to be shared with others. I understand that my name will not be used any research write ups, reports/ publications that may result from the research. **Yes/No**

I agree that the information collected can be used for future research. **Yes/ No**

I understand the interview will last up to 1 hour and will be audio recorded. **Yes/No**

Name of child.....

My Name..... Signature.....

Date..... Telephone number:.....

Address:.....

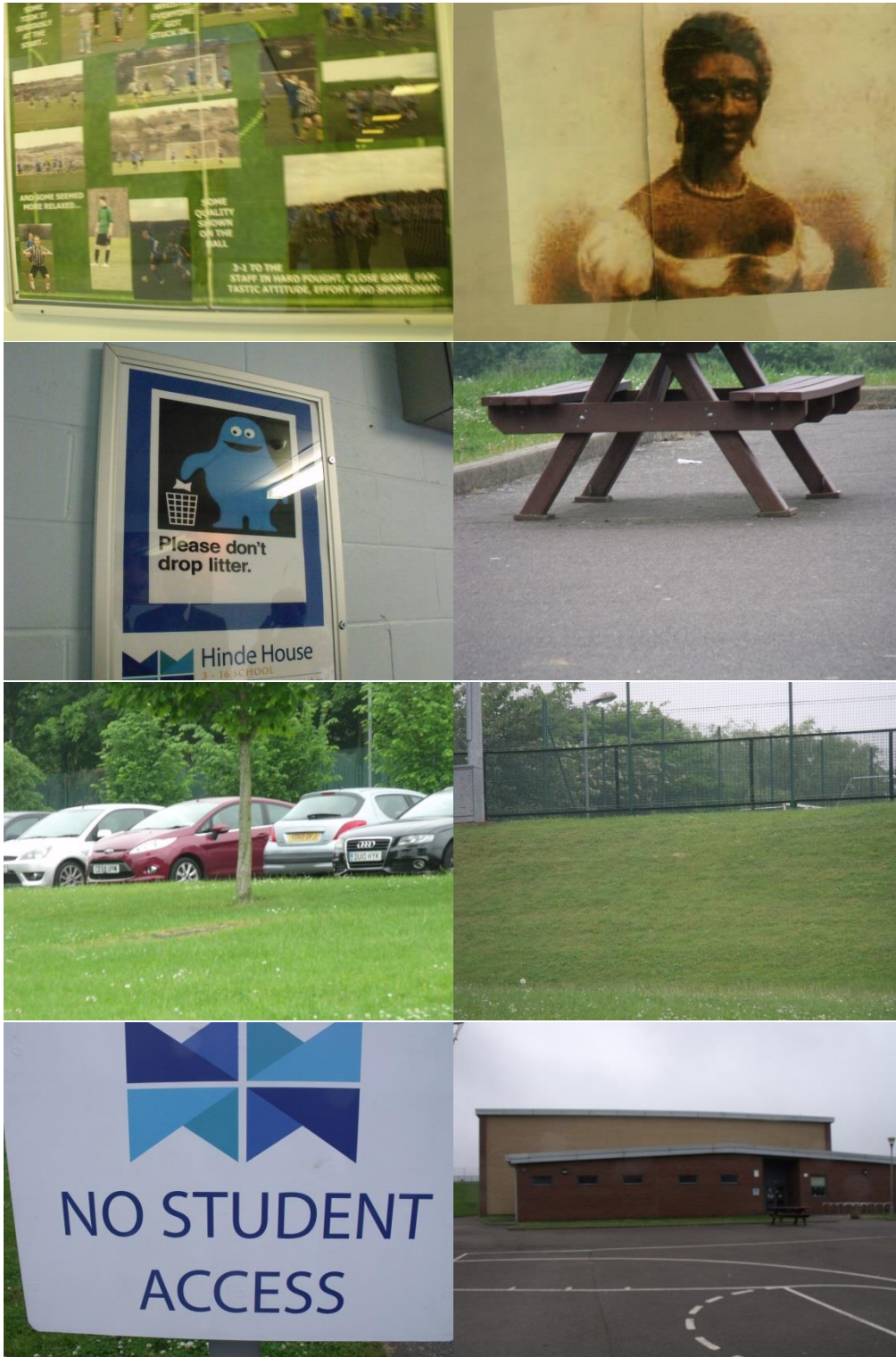
.....
For further details and information please feel free to contact me by email: ayafai1@sheffield.ac.uk . Alternatively my supervisor Dr.T.S. Davis can also be contacted at: t.s.davis@sheffield.ac.uk

Please allow your child to return this form to their class teacher by the 15th of June 2016

Appendix 6

Photo's take by Luka for PEI

Some images have been darkened and cropped for anonymity





Effort Points

Points	Type of learner	Description
5	An active learner	Actively seeks opportunities to extend their learning and the learning of others.
4	A willing learner	Most of the time.
3	A compliant learner	Occasionally shows the best intention to look for learning opportunities.
2	A reluctant learner	Often shows the best intention to look for learning opportunities.
1	A negative influence	Often shows the best intention to look for learning opportunities.
0	A no further influence	Often shows the best intention to look for learning opportunities.

WAKE UP CALL

Best Value

Price
Amount

gives what one costs

Geometry Notation

Angle
 $\angle FAB$ or $\angle BAF$

TELL SOMEONE

- Tell a friend, teacher, parent or grandparent.
- The bully won't stop until you tell someone.

CORD EVENTS

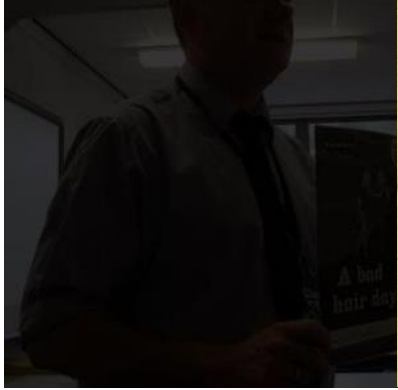
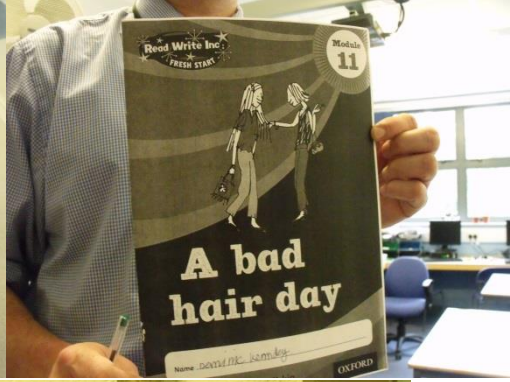
down
thing that
ens, as it happens,
name-calling.

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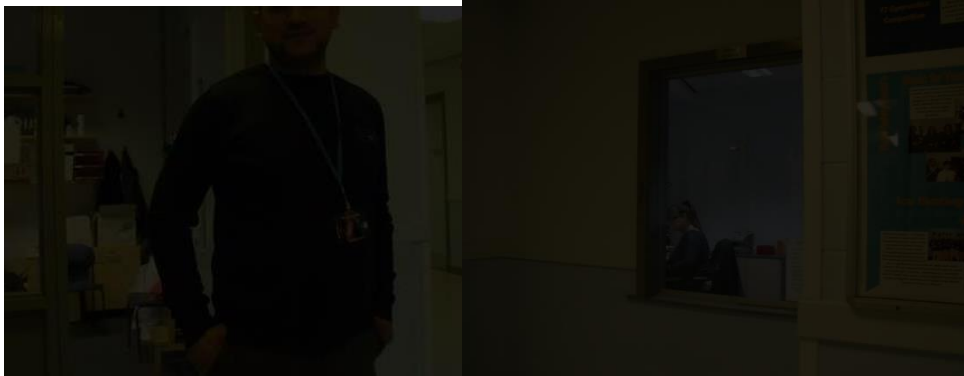
BE PERSISTENT

- Bullies can make it look like it's not happening.
- Keep telling someone until they have stopped the bullying.

DON'T BE CONFUSED







Translator Information sheet

In order to conduct this interview through the translator not with the translator you will be asked to translate in a way you may never have experienced before. Please read and tick the box to ensure you have read and fully understood the following before the translation begins:

Everything said during this interview is to be kept confidential and is not to be taken out of this room.

Translations must be given exactly word for word what was being said do not to add or remove any words and make notes to do this if necessary.

If notes are made these will be shredded immediately after the interview and names are not to be written down.

Short snippet/ sentence by sentence account is to be given.

Do not ask any questions or for further information wait for me to ask them.

Only translate what the researcher or and the participant say.

To ensure that the participant has fully finished answering the question we will allow a pause.

Please sign.....

Please print name.....

Date.....

Appendix 8

Script table example

Interview 1

Child pseudonym: Peter

Emerging themes	Original Transcript	Explanatory notes
Importance of feeling safe	<p>Interviewer: Can you tell me about this place?</p> <p>Peter: Ur it's a big school it helps students and gets them out of their house into school.</p> <p>Interviewer: How does this place make you feel?</p> <p>Peter: Happy cause er I get to learn and do well.</p> <p>Interviewer: Tell me more about that</p> <p>Peter: History, <u>geography</u>, Maths and English Science and PE, there good.</p> <p>Interviewer: Tell me more about school</p> <p>Peter: I'm Happy cause I got all my friends around me, they are good. Some from English, Arabic and Slovakian.</p> <p>Interviewer: Tell me more about them?</p> <p>Peter: They will be next to me all time, help me help me with something hard makes me feel happy.</p>	<p>School is attributed as being a place of stimulation. The size 'big' is of importance Peter stretched out his arms to emphasise big. The size of the school is important as it allow this person to feel safety. Later he states that in an emergency it is easier to vacate the building.</p> <p>Coming to school and learning and achieving makes him happy he later gives an understanding that is going to assist in achieving long term goals and outcomes. Shows interest in a variety of curriculum subject. Perhaps wants to succeed and enjoys all curriculum areas.</p> <p>Smiled to indicate pleasure friendships are important and integration. Friendships and getting on with others is not going to be easy integration it is something that this young person must develop in order to survive in his new school as he was previously excluded from a school for fighting. Continued to smile peer support as being an important part of school life being helped when tasks are difficult by those that are more advanced and sitting with them in class. Perhaps having the right peers may additionally lead</p>
Importance of feeling safe		

Appendix 9

Superordinate and emergent themes in YP interviews 1 (Peter) & Interview 2 (Luka) with theory & notes

Superordinate themes (in red) and emergent themes (underlined in bold)

Interview/Page/from line number

Key words

Society and the future

Attributing meritocracy equality to the UK

A "**meritocratic**" society/ system of education (Young, 1961 & Talcott Parsons)

Peter 2.18 So here you get better life here cause you learn and get a job.

Peter 2.3 Get GCSE's go to uni, get a nice job and a nice car

Peter 2.9 get something out of it get a nice job

Peter 3.13 I am happy to learn here and do well

Peter 2.12 I wanna study and go to university cause what you call it...

Luka 2.20 If I do good at school I will get Job

Luka 3.18 you learn better and then get a job

Alienation and The Referendum

Sense of Race and not belonging in UK

(Baumeister & Leary, 1995; see also MacDonald & Leary, 2005 & **Walton & Cohen 2007** see Maslow)

Peter 4.23

might not be in England

Peter 4.26

We might have to leave people voting. If also I have to go back to Slovakia it will be bad not easy to find job or do well.

Peter 5.3

I am scared... if England don't stay in Europe... I don't think I will have good future...I wanna stay here.

Alienation/ difficulty to succeed in Slovakia

Sense of race and not belonging difficulties in Slovakia (Baumeister & Leary, 1995 learn see also MacDonald & Leary, 2005 & Walton & Cohen 2007 also see Maslow)

- Peter 2.17 in some other countries we don't good
- Peter 2.22 you learn ...but do no get GCSE and in some countries
- Peter 2.24 you can't get a job
- Peter 2.25 go to school.... but after that you can't get a job... You learn for nothing
- Peter 3.2 when you finish secondary school you learn but don't get GCSE's
- Peter 3.9 Slovakia, you learn but I don't think you can get a job there. I don't think you can get GCSE's or job there
- Peter 4.27 If I have to go back to Slovakia it will be bad not easy to find job or do well
- Luka 3.19 people cannot learn like here. It is sad
- Luka 9.24 school doesn't care if you don't go or don't do well

Basic human needs

Physiological Needs

Appreciation of basic needs met in school

- Peter 8.20 If you got a bad headache give you a paper go to the medical room.
- Peter 8.26 Last week they gave me water to drink and give tablet
- Peter 9.2 in some other countries they don't have medical rooms to help them

Peter 10.18 in some of poor countries they don't have toilets like that
 Peter 10.20 We got clean water inside
 Luka 11.10 I can fill my water bottle and get clean water to drink
 Peter 10.25 money for clean water in toilets

Feeling Safe in School

Size equals safety and safety means learning can take place
 (see Maslow hierarchy of needs/ importance of safety)

Importance of fire safety prevention equipment (in the event of an emergency)

Peter 1.3 it's a big school it helps
 Peter 4.13 This school is bigger than that
 Peter 11.24 It is a big school if there is an alarm and if small you get stuck somewhere
 Peter 12.5 Safe...when I feel save I can learn
 Luka 12.4 When I am safe I can do my work
 Luka 11.23 We all walk to a safe place. We are safe.
 Luka 12.2 Keeps us safe from danger
 Luka 12.7 if there wasn't this (he points to the photographs of the fire safety equipment) I will feel very scared if something could happen in school

Feeling belonging/ not belonging

Feeling it is important to belong (Baumeister & Leary,1995 & Maslow

Peter 1.16 friends around me, they are good. Some from English, Arabic and Slovakian
 Peter 4.9 I am more in to this school cause I've got more friends here
 Peter 11.5 big fields so you can play around anytime with your friends

A belief that whilst playing sport race is not an issue (see coalminers Minard 1952)

Uniform perceived as positive reducing barrier of poverty perception allowing learning

Peter 11.9	I can play football with my friends
Peter 11.18	they are from Slovakia and some Somali, English
Peter 13.14	in my country we don't have uniforms
Peter 13.20	It is a good thing poor rich same clothes
Peter 13.28	Ready can work hard a good thing. (the opposite of a counter school culture Willis 1977)
Peter 9.11	makes them happy
Peter 13.21	The head teacher is happy
Peter 9.15	no students near cars...that is OK teacher
Peter 4.2	it was the students all was fighting with me and I was fighting with them
Peter 6.11	Lots of fighting in this school....Last year it was everywhere on the corridors girls were fight and boys.
Luka 5.8	Fighting all the time, getting in troubles
5.11	we fight we get excluded
Luka 5.21	if a boy comes to you and swearing at you every day what would you do? How is that make you feel?... That's why I fight
Luka 6.2	other people sometimes friends
Luka 7.1	sometimes the boys are lying

An example of how exclusion is used as a means of managing difficulties

Luka 7.7 other boy says not truth
Luka 7.7 other boys will get angry
Luka 7.9 they say more rude words
Luka 5.15 children make you feel bad and very angry,
Peter 7.5 Slovaks don't like it when er English no just English bad boys from any country starting (see alienation Walton & Cohen 2007) on them
Peter 7.12 they push each other, trip over someone, they begin to identify
Peter 7.16 I see a guy lays on the floor... and everyone starts kicking him.... Can happen something to him... I would feel sorry for him car is safe no football can damage car
Managing difficulties
Peter 6.16 I knew what to do didn't get involved just walked away
Luka 5.14 When I am excluded I feel good cause sometimes at school some children make you feel bad and very angry, when I go home I can take a break.
Luka 5.12 I get time off school
Luka 5.14 I feel good
Luka 5.16 when I go home I can take a break.
Luka 6.1 At home I feel better
Luka 6.11 If the teacher tells the children
Luka 6.14 teachers should
Luka 6.17 every teacher can
Luka 6.23 Alright when everybody tells the truth sometimes the boys are lying
Peter 8.1 School make all people be like friends

Cultural Aspects of Education

Inter-community difficulties / Community Importance

(due to geographical area differences in Slovakia in Slovakia)

Social Identity Theory (Tajfel & Turner 1979)

Community Importance (Umwelten Goffman, 1971)

Learning

(Some of this also linked to relationship)

Luka 3.5 help people it makes me feel good
Luka 3.6 don't help people, I feel bad
Luka 3.2 When something is wrong I can only just go there and help them sort problems out.

Peter 8.4 We sometimes don't like each other
Peter 8.8 Sometimes...it is about where we from
Peter 8.11 We from different places in Slovakia and sometimes people silly they think they better than others that can lead to fighting.

Luka 6.5 Friends from different places
Luka 6.7 different places in Slovakia

Luka 2.6 Slovakian friends and cousins help
Luka 2.8 they play with me... and keep me... OK when I am with them
Luka 2.11 got cousins here
Luka 2.13 don't know where I'm going, she comes with me to my classroom and helps me
Luka 2.16 new Slovakian people come to this school I will help them and show them

The importance of learning through doing

(Dewey, 1953)

A belief that English language helps/ reduces barriers

(Ecological system Bronfenbrenner)

- Luka 4.3 best time I make a rocket by myself
- Luka 4.5 I make it, I learn and I know what to do
- Luka 4.9 Happy, it fly high.
- Luka 4.11 More making learning
- Luka 4.14 learn more so we can get better
- Luka 4.18 too much writing and copying from board
- Luka 4.21 Practicals in science
- Luka 5.1 My rocket could fly all the way to another planet (we both laugh) and me too.
- Peter 14.1 English is a very important subject
- Peter 14.5 English is the best subject
- Peter 14.15 I been here twelve years now and I know how to speak English.
- Luka 1.6 Well it feels better I learnt English
- Luka 3.13 If we have to go to another country, I am know how to speak English. Everyone knows English.
- Luka 3.15 If something happens I can speak English with them
- Peter 14.9 You can get job with English. If you don't like English that much you won't get anywhere... you got to learn English and get better it.
- Peter 14.18 Good for students from other countries to learn it so they get jobs...Some of my Slovakian friend learn English
- Luka 2.23 School gives me English when my English is better I can work ... policeman.
- Luka 3.9 Yes... we learn English, phonics, spellings, handwriting. It feels good.
- Luka 3.12 When I have English I can get job.

Curriculum demands & bringing Slovak Language into the classroom

Peter 9.21 Maths doesn't help me cause I really get confused with maths
(see Bloom's taxonomy of cognitive learning)

Belief that integrating Slovakian language into the classroom may aid understanding
(Scaffolding using language 1 Zone of Proximal development Vygotsky)
also see Wilkin et al 2009 importance of flexible creative curriculum & Payne, 2015)
Learning the rules (school as a social institution teaching important rule for society)
A belief in the importance of preserving and the Slovak language

School Staff Practices

The importance of teacher practice (positive/ authoritarian)

Positive Teacher approach

Importance of good teacher practice
(see John Hattie 2015 collaborative expertise also see Wilkin, 2009
Prieler & Payne 2015 The Roma Language and Education Tool (RoLET) safety & trust

Peter 9.25 It is too hard for me
Peter 9.26 I maybe get better
Peter 10.9 it's just my idea
Peter 10.11 Do Maths in Slovakian

Luka 5.4 we start to forget Slovak...
Luka 5.6 I want some school learning in Slovak

Peter 3.18 Best time when I have a good teacher
Peter 12.6 it's about them
Peter 12.10 some they good to & you they ...they
play football with you and everything
correct environment for learning humanism
feeling valued Maslow).
Peter 12.14 If all teacher are better teacher we will be
learn better.
Peter 14.28 ...The teacher no being strict... being good to
people....
Luka 7.18 tells us what to do
Luka 7.19 we get in troubles he takes us outside the
class from other children and tells us how to
behave
Luka 8.2 teacher tells him to stop
Luka 8.2 talk to the boys one at a time
Luka 8.5 we can learn

Authoritarian Teacher Practice

A belief that some teachers are too authoritarian/lack compassion (autocratic classroom / classroom management see Lewin and Lippitt 1938 & strict.

Respect see Wilkin et al 2009 Prieler & Payne 2015 The Roma Language and Education Tool (RoLET)

Peter 12.8 Some of them are too strict
Peter 6.3 Some of the teacher in this school are

Peter 15.2 some of the teacher are very kind at this school and... er...some teacher bad...Don't mean bad but very strict people. Some shout at you I don't like that...

Peter 15.12 Teacher to no be too strict with people.
Peter 15.16 Some of the teacher be strict to students and the students might no like it.

Peter 15.23 I tell the teacher to don't do that...
Peter 15.26 Some of them they come up to your face...scream at you

Peter 16.1 Some of the students don't behave good but it is no OK for teacher to do this.

Peter 16.5 Screaming at people doesn't help anyone
Peter 4.14 That school is like very very strict with the uniform

Peter 15.11 I wanna tell them but I don't think they will hear.

Belief in unequal practice

Peter 3.23 had to change schools cause you know... (see **Stevens**, 2007 race in secondary education)

Peter 3.27 wasn't behaving good that's what they told me

Peter 5.8 don't be like shout this guy and leave this guy alone they both equal. You can't make changes.

Peter 5.13 I have fight with someone and he fights me he wont normally shout him he shout at me he should shout at both of us and both of us get excluded.

Importance of Slovakian TA

(feeling valued Maslow also see Bronfenbrenner systems working together & trust see Wilkin 2009)

Peter 5.19	he shouts at me and leaves him alone. He should shout at both of us. If I do little things they will record it straight away you know... but no for all people.
Peter 6.4	It is hard being good to everybody
Luka 8.9	he calls my mum and speaks to her
Luka 8.12	he calls my home
Luka 8.15	he calls and my mum and she'll tell him
Luka 8.18	he knows
Luka 8.19	he will know why and tell the school
Luka 8.23	call your home, it is good
Luka 9.2	a (class) teacher tells him to stop but he is not listen
Luka 9.5	he (the Slovakian Roma TA) be with him all the time, then he's good
Luka 9.8	the Slovakian man comes into class and tells him to stop he always listens
Luka 9.12	Cause this one is Slovakian
Luka 9.20	when he tells the boy to stop he stops and he can call home
Luka 10.1	the mum she will not be happy with her boy
Luka 10.8	he will call his home and that is important
Luka 10.11	Slovakian teacher see the boy messing
Luka 10.13	parents will believe him
Luka 10.18	it will be bad for the boy cause they are friends
Luka 10.21	friends with our mums and dads from when we were in Slovakia
Luka 10.24	we will be in big trouble at home
Luka 11.4	maybe he do what he wants if his parents will not understand the school
Luka 11.8	They might not listen or believe

Appendix 10

Superordinate and emergent themes in parent interviews 1 (Frank) & Interview 2 (Mary) with notes & theory

Superordinate themes (underlined in red) and emergent themes (underlined in bold) Interview/Page/from line number Key words

Notes in yellow and orange may indicate the quotes may be used for two themes

Society and the future

Alienation and difficulty to achieve Slovakia (unmeritorcratic?/inequality?)

Sense of race and not belonging difficulties in Slovakia (Baumeister & Leary, 1995 see also MacDonald & Leary, 2005 & **Walton & Cohen 2007** also see Maslow)

Frank 2.11 Like in my country we cannot choose what

we want to be or what you like to do you just do whatever you can

Frank 2.21 no colleges, near to where I lived

Frank 2.29 what I wanted it was too far from my town

Frank 3.3 my grades was a tiny bit lower, they said no.

Frank 7.17 now this just gonna break that. We can't live like this in Slovakia

Frank 7.22 I don't think so we would get this opportunity in Slovakia

Frank 7.24 like 12 years before same same the system

Frank 7.28 It is so difficult in Slovakia to be

Frank 12.11 cannot find good education and difficult to find jobs

Mary 7.19 better life which he can get in this country not like in other places

Mary 7.22 in Slovakia it is hard to do well there...

Mary 8.23 Feeling proud of our culture is something

The Referendum difficulties uncertainty and alienation

Sense of Race and not belonging in UK

(Baumeister & Leary, 1995; see also MacDonald & Leary, 2005 & Walton & Cohen 2007
also see Maslow)

Mary 9.7	we did not experience in Slovakia We did not feel like this in Slovakia
Frank 6.7	can't know what to say
Frank 6.8	everyone scared
Frank 6.14	I ... don't ... think... they're going to do anything to me and my family
Frank 6.17	I can't control
Frank 6.21	everyone take a step back just waiting see what's gonna be happen
Frank 6.23	like a bad experience
Frank 6.23	can't describe it
Frank 6.24	might be some people here (puts his hands up to possibly indicate in the school) voting to exit.
Frank 7.3	referendum...I couldn't believe it
Frank 7.6	It's sad
Frank 7.11	she is asking me does everyone have to go to back to Slovakia?
Frank 7.23	I'm just worried that if we have to return
Frank 7.28	what will happen to him? It is so difficult in Slovakia to be a policeman, he has enjoyed that.
Frank 12.15	we want to stay here it's very needed
Frank 12.16	We are unsure with the referendum and how this will affect my community's dreams.
Mary 1.2	I am worried that I might have to leave the country
Mary 1.3	not very good news
Mary 1.4	we were happy
Mary 1.5	we do not know what will happen

UK meritocracy and equal society

A "meritocratic" society/ system of education (Young, 1961 & Talcott Parsons)

Mary 1.7	we might be asked to leave soon
Mary 1.8	I felt comfortable here
Franks 2.9	high education they will get a good job
Frank 3.10	With good education you get a better life
Mary 7.17	if I can help my son to behave and have a good education he will get a good job
Frank 4.19	here education will get you somewhere
Frank 4.31	good education they get a good job and be happy
Mary 3.13	I would like my children to get to university then get a good job
Frank 7.14	treated the same
Frank 7.16	we tried hard and all do good jobs
Frank 7.21	get good jobs easier here
Frank 7.25	One of the students from here he just finished last year, he's in the police academy, he's like so happy,
Frank 8.2	he's telling them, be good, work hard and they can become what they want in this country
Frank 8.7	you have to learning and learning and learning
Frank 12.2	people work hard here now have build new houses they're changing their village
Frank 12.8	children want to grow up here. They can learn in school and become what they want

Basic human needs

Basic Physiological Needs

- Frank 8.24 we can make good Slovakian food give food to Roma people who need it, who don't have jobs
- Frank 9.29 no time for some parents, working for food and clothes trying to make a better life
- Mary 4.5 difficult to pay for dinner money and bus fares
- Frank 10.9 some do not have a car or enough money to get bus
- Mary 4.22 parents don't have money for travelling the school offers to collect them for meetings
- Mary 4.6 Young children, get free dinners but it should be the same for all children
- Mary 4.9 It would be good if this was for everyone so all children, especially those that don't have enough money, will feel comfortable in school.
- Mary 4.14 nice if transport was also free
- Mary 4.12 Some children's parents from Slovakia just don't have the money.
- Frank 11.31 children sometimes don't wear clean clothes
- Mary 6.29 for the meeting the translator can pick me up from my home. This helps as we don't always have enough money
- Frank 11.29 people living in very poor ... life, they never even had a toilet in the house, then they come here
- Mary 9.13 difficult and expensive sending my children to and from school

Feeling of belonging to school

- Mary 4.15 if we can't afford send our children to school we can go to court and are fined for not sending our children to school.
- Mary 1.8 I am happy my child is learning and happy when I speak to the teachers.
- Mary 3.10 If my son feels comfortable and is doing well in school, I am happy
- Mary 4.29 First I was scared
- Mary 5.1 I was worried
- Mary 5.3 He was TA a Roma worker I knew him and I trusted him
- Mary 5.7 I can communicate with my friend in the school
- Frank 1.13 enjoy this job
- Frank 1.14 everybody to me politeful
- Frank 1.15 I'm happy here everyone respecting each other.
- Mary 1.16 I feel like the school wants to support families
- Frank 1.15 My dream is for this job
- Mary 7.3 it feels safe we can all work together.
- Mary 3.8 happy in school we have a lot of support
- Frank 5.5 friendly place everyone is trying to help...helping me when I start my job and helping the children
- Frank 7.19 talk to me nicely and try to help me
- Mary 5.23 I'm happy when my children are happy in school
- Mary 5.6 distressed in any way I can check with them
- Frank 10.17 we do an important Roma day
- Frank 10.19 All the parent's children and staff like it

Frank 10.20	we've got lessons about Roma culture everyone learning
Frank 10.24	everyone likes it
Frank 10.27	parents come in to watch
Frank 10.29	very exciting day
Frank 10.30	I find popular Roma people try hard and do well, Charlie Chaplin, Elvis Presley, to make Roma feels proud!
Frank 10.32	everyone's excited
Mary 8.19	This was a really good day I enjoyed the different activities, my son played a musical instrument in assembly.
Mary 8.21	parents were also invited in and it made me feel proud of our culture.
Mary 8.22	it made me feel proud of our culture
Mary 8.25	My children and I felt very proud to be Roma
Mary 8.26	non-Roma were also happy to come to learn about us
Mary 9.7	I am happy with everything. I am happy and comfortable when I walk around school. I feel supported and my children feel supported too.

Difficulty belonging

Mary 6.14	my son's problem with another child
Mary 7.8	my son was excluded for fighting
Mary 7.11	other boy was lying and my son was telling the truth

Cultural aspects of Education

Other parent priorities

- Frank 9.24 don't see too many Roma parents when it's parent's evening this is a very shame
- Frank 9.27 parents be more focused with child learning
- Frank 9.29 try to explain
- Mary 9.9 I went to Slovakia with my children to visit a sick relative
- Mary 9.10 I lost a place at one of my younger children's school
- Mary 9.11 my youngest son who needs to travel 4 miles to school and we need to go with him

Community importance/Inter-community differences

Community importance (Umwelten Goffman, 1971)

- Frank 3.19 They arrive here they need me. I fill forms out, they need me to find out what to do. Tell them about things.
- Frank 5.10 Slovakian children and parents from school see me on the streets
- Frank 5.26 find out my number and know where I live
- Frank 5.28 I live in area where the Roma children and families live if they need help with anything they come to my house
- Frank 8.19 do some project to help this community
- Frank 9.2 just ring me visiting me at home if it's anything difficult
- Frank 9.19 help with anythings when people arrive
- Frank 9.10 When they arrive they just find people like me, when I arrive 2004 I did not know how to apply for school or how to get anything, get a

		job so we got help from other families who came here before us so we are all helping each other that's helpful, yeah.
	Mary 1.20	When I first came to this school I saw people from my village (children and members of staff).
	Mary 1.22	felt good because we understand each other
<u>Inter-community differences</u> (due to geographical differences in Slovakia) village (see social conflict Marx and evolutionary theory of territory aggression & Social Identity Theory & Tajfel)	Frank 4.20	I am from Bristani and Jerah is a different
	Frank 4.22	these villages did not like each other since they arrive together in this city everyone starts to be friends
<u>Roma Culture and literacy</u> <u>/ bringing Slovak Language into the classroom</u>		
	Frank 11.2	we don't have reading and writing language in Roma culture
	Frank 11.6	we don't write in Roma, we read and write and understand in Slovak language
	Frank 11.8	We don't have Roma books
	Frank 11.10	Bible, writing using Slovakian letters but in Roma
	Mary 2.29	Speak Roma at home and Roma is not a written language
	Frank 1.24	I show them Slovakian letters and explain English letters
	Frank 1.27	same letters as Slovakia, but reading different sounds
	Frank 1.28	I'm like teaching the basic reading and language using Slovak.

Learning

English language believed to be a barrier/ help
(Ecological system Bronfenbrenner)

Mary 2.22 I would like my child to be taught better
Mary 2.24 nice to have my children taught some Slovak
in School
Mary 2.27 I think this important area is being missed
out. My child is forgetting Slovak
Mary 3.2 help my child to remember Slovak
Mary 3.4 help them in school
Mary 3.6 Slovak is also an important language

Frank 2.7 especially in English
Frank 3.10 if you learn English it is good
Frank 6.28 bad experience when I came here 2004-
2005, I don't know how to speak English
Mary 3.25 don't know any English, they don't know how
to ask for things, can't find work and life can
be difficult
Frank 7.1 We couldn't say we need
Frank 8.10 improving my English
Frank 8.23 English courses for adults
Mary 3.28 school could help them to learn English
Mary 3.22 nice if there were free English courses for
parents in school
Mary 2.20 my children and I have to learn English.
Mary 3.5 my child is here and is learning English
Mary 3.12 understand more English now
Mary 3.13 speak better English
Mary 2.13 cannot speak to anyone
Mary 2.14 somebody will always call us back but it
might be a while later
Mary 2.16 if we feel our issue is urgent it can be

Learning by doing
(Dewey, 1953)

Valuing education/parent working together with school
(see Self-efficacy)

- difficult.
- Mary 4.18 parents to given a direct line so that they can communicate with somebody in their language immediately if they are any issues
- Mary 2.7 better to call Roma support teachers on a line directly
- Mary 5.28 many parents waiting to see the teachers at parents evening from Slovakia, there are only 3 translators
- Mary 5.31 wait a long time for a translator
- Mary 6.1 more translators on parent's evenings
- Mary 6.4 I cannot see all my child's teachers because of the waiting time.
- Frank 8.23 we can learn English from a cooking class
- Frank 8.28 filling out application forms
- Frank 8.29 practice doing interviews
- Mary 4.1 teach someone to find a job, we can learn more English when we do it
- Frank 7.6 my ambition is stay here get my children in college and university
- Mary 3.13 like my children to get to university
- Mary 3.15 school will help my son to do this
- Frank 9.26 communication with parents
- Mary 2.4 I can raise any issues with school management
- Frank 10.1 parents work with the school the children can do better

Mary 8.31	school helps my children and I should do my best to help the school
Mary 8.29	make the time for school because giving support to school means I am giving support to my child
Mary 1.23	school always wants to support
Frank 10.3	issues with my child from parents evening the teacher explain to me
Mary 5.9	went to parent's evening
Mary 3.17	I don't know if he has homework or not, school could help us to understand more about this
Frank 10.5	I can help to get better in his education
Mary 3.20	we can help our children do their work at home
Frank 10.7	call parents, sometimes pick them up, bring them to school
Frank 10.12	we bring them talk to them about their children
Mary 6.13	been here for meetings
Mary 5.20	As parents we have to work with the school and the child
Mary 6.31	As a parent I have to understand why he is doing something or not
Mary 7.3	it feels safe we can all work together.
Mary 5.18	I go to meetings to discuss my child's behaviour. We work together to help my child
Mary 5.9	went to parent's evening to meet with the teachers
Frank 11.15	More communication helping parents children with needs
Mary 2.1	I call the school when I need something

Eldest daughter acts as facilitator

Frank 11.17 take all information from parents
Mary 8.5 I can understand the report because, I ask my eldest daughter to translate it to me.
Mary 8.10 the report has different colours on it, green is good, orange is OK and red is bad.
Mary 8.13 I trust my eldest daughter
Mary 8.12 My eldest daughter explains the different criteria's

School staff Practice

Importance of the Slovak-Roma TA (Bronfenbrenner?)
(communication and behaviour)

Frank 1.18 I helping children I explain
Frank 1.21 helping with reading
Frank 2.5 helping them to improve
Frank 3.8 children to focus more in their learning
Frank 11.16 I do one-page profile and the 'My Plan'
Frank 1.32 I understand their problems settle them
Frank 3.25 they do football and have fun and the children don't have to pay they love it, it's for good behaviour
Frank 5.17 I can help other parents
Mary 8.1 ring the school and ask the translator/support person to translate the letter
Frank 5.22 help in school, I help in my home
Frank 5.24 I am working 24 hours!
Frank 6.1 They need me
Frank 6.2 I do quite a lot
Mary 7.24 one letter is in English and the other copy is in Slovak for important things
Frank 6.3 I give help
Mary 6.18 told us what the problem was

TA helping to integrating of others in their community

- Mary 6.20 we could ask the translator more questions about what had happened
- Frank 9.9 I can help parents
- Mary 6.22 we could explain my child's side of the story
- Frank 9.10 translating
- Mary 5.12 translators available
- Mary 5.17 translator will call me and tell me
- Mary 4.25 good people to do translating
- Frank 9.18 many forms filled out
- Mary 5.4 helped me to fill out the forms
- Frank 9.25 we have to help, need more communication with parents
- Frank 11.19 he's special needs I talk to him, I help
- Frank 11.20 write things down for him about what they like, how they feel
- Frank 11.25 can't understand Special Needs, they have different life but I can help
- Mary 5.3 He was TA a Roma worker I knew him and I trust him
- Mary 5.7 I can communicate with my friend in the school
- Mary 6.29 for the meeting the translator can pick me up from my home.
- Mary 1.14 happy because I get a support from translators and teachers
- Mary 1.17 they send us important things in our language
- Mary 2.2 school transfers me to the translators/ TAs
- Frank 4.9 people live the old life in the villages but this is a big city
- Frank 4.14 spending time outside most of the night talking and playing. They can't do that here

Feeling of being treated unequally

Frank 11.32 this might be OK in the village but I have to help them here to understand

Mary 7.9 My son didn't start anything.
Mary 7.13 spoke with people at school, translators helped but he was still excluded

Frank 6.23 I can't describe it... might be some people here (puts his hands up to possibly indicate people in the school) voting to exit.

Appendix 11

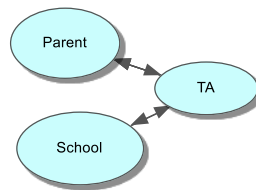
Master table of themes for the participant group (YP & parents)

A. FOCUS ON: SCHOOL STAFF PRACTICE

A1) A belief in the crucial role of the Slovak-Roma TA

Notes: Ideas for theory Bronfenbrenner Systems working together & Wilkin & Priler Payne. An important trust that is created between Roma and School Parent- TA- TA-School (see image below).

i) *Communicating and the importance of the Slovak-Roma TAs*



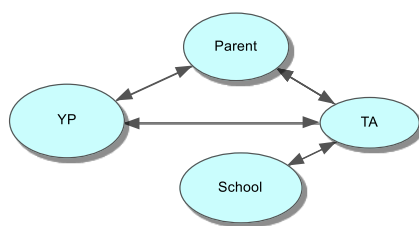
Idea image

The arrow direction indicates the possible mode of communication for parents with little/ no English

Luka 8.9	he calls my mum and speaks to her
Mary 5.3	He was TA a Roma worker I knew him and I trusted him
Mary 5.5	He helped me to fill out the forms, if my children come from school home distressed in any way I can check with them how it's been, if there are any difficulties I can communicate with my friend in the school.
Mary 1.22	felt good because we understand each other
Luka 10.21	friends with our mums and dads from when we were in Slovakia
Mary 5.17	translator will call me and tell me
Frank 9.9	I can help parents and arrange things by translating
Mary 8.1	ring the school and ask the translator/support person to translate
Mary 2.2	school transfers me to the translators/ TAs
Frank 9.18	many forms filled out
Mary 5.4	helped me to fill out the forms
Frank 6.3	I give help
Mary 1.17	they send us important things in our language
Mary 7.24	one letter is in English and the other copy is in Slovak for important things
Frank 6.2	I do quite a lot
Frank 5.22	help in school, I help in my home
Frank 5.24	I am working 24 hours!
Mary 1.14	I am very happy because I get a support from translators and teachers

ii) *Slovak-Roma TA Resolving issues*

The YP (Luka) talk about a situation he has witnessed about a boy with behavioral difficulties in class who responds to the Slovak-Roma TA



idea image emerging from data

- Luka 9.2 a (class) teacher tells him to stop but he is not listen
 Frank 1.18 I helping children I explain
 Frank 2.5 helping them to improve
 Frank 3.8 children to focus more in their learning
 Luka 9.5 he (the Slovak-Roma TA) be with him all the time, then he's good
 Frank 11.15 More communication helping parents children with needs. Sometimes I do one-page profile and the 'My Plan' of the child, we take all information from parents and teacher gives information.
- Frank 1.32 I understand their problems settle them
 Frank 11.25 can't understand Special Needs, they have different life but I can help
 Luka 9.8 the Slovakian man comes into class and tells him to stop he always listens
 Luka 9.12 Cause this one is Slovakian
 Frank 9.25 we have to help, need more communication with parents
 Luka 9.20 when he tells the boy to stop he stops and he can call home
 Frank 11.19 he's special needs I talk to him, I help
 Frank 11.20 write things down for him about what they like, how they feel
 Frank 5.17 I can help other parents
 Mary 6.20 we could ask the translator more questions about what had happened
 Luka 10.8 he will call his home and that is important
 Mary 6.18 told us what the problem was
 Luka 10.13 parents will believe him
 Mary 5.3 He was TA a Roma worker I knew him and I trust him
 Luka 8.23 call your home, it is good
 Luka 10.18 it will be bad for the boy cause they are friends
 Mary 6.29 for the meeting the translator can pick me up from my home.
 Luka 11.4 maybe he do what he wants if his parents will not understand the school
 Luka 11.8 They might not listen or believe
 Frank 3.25 they do football and have fun and the children don't have to pay they love it, it's for good behaviour

A2) Feeling of being treated unfairly

See article written by **Stevens**, 2007 race in secondary education

When Peter gave his account of inequality he used the term 'you know...' he uses you know in four instances this time I was expected to know/ something was not being

- Mary 7.9 My son didn't start anything.
 Peter 3.23 had to change schools cause you know...

Mary 7.13	spoke with people at school, translators helped but he was still excluded
Peter 3.27	wasn't behaving good that's what they told me
Peter 5.8	don't be like shout this guy and leave this guy alone they both equal. You can't make changes.
Peter 5.13	I have fight with someone and he fights me he wont normally shout him he shout at me he should shout at both of us and both of us get excluded.
Peter 5.19	It's no equal if he shouts at me and leaves him alone. He should shout at both of us. If I do little things they will record it straight away <u>you know...</u> but no for all people.
Peter 6.4	It is hard being good to everybody
Frank 6.23	I can't describe it... might be some people here (puts his hands up to possibly indicate people in the school) voting to exit.

Although Frank's quote is about the referendum Although he is not directly saying this he by holding up his hands which may possibly indicate unequal staff practice this is also about the micro to the macro effect whereby those that voted to for Britain to exit EU may possibly be those 'here' school staff members not wanting Roma to remain in the UK or not understanding the impact of Britain exiting the EU to the Slovak-Roma people.

A3. The importance of the teacher's approach

A belief that some teachers are too authoritarian/lack compassion (autocratic classroom / classroom management see Lewin and Lippitt 1938 & Respect see Wilkin et al 2009 Prieler & Payne 2015 The Roma Language and Education Tool (RoLET) also see John Hattie's work. Is this also Maslow creating the correct environment.

i) Negative perception of the autocratic approach

Peter 6.3	Some of the teacher in this school are strict.
Peter 12.8	Some of them are too strict
Peter 15.2	Well some of the teacher are very kind at this school and... er...some teacher bad...Don't mean bad but very strict people. Some shout at you I don't like that...
Peter 15.12	Teacher to no be too strict with people.
Peter 15.16	Some of the teacher be strict to students and the students might no like it.
Peter 15.23	I tell the teacher to don't do that...
Peter 15.26	Some of them they come up to your face...scream at you
Peter 16.1	Some of the students don't behave good but it is no OK for teacher to do this.
Peter 16.5	Screaming at people doesn't help anyone

ii) A belief in the importance of establishing good relationships with pupils and classroom management

The quotes below delve into the importance of leading by example and the importance of modelling correct behaviours. Luka speaks about a difficult experience in class and the proportionate way the teacher handles it to better classroom management.

Peter 12.14 If all teacher are better teacher we will be learn better.
 Peter 14.28 ...The teacher no being strict... being good to people....
 Peter 3.18 Best time when I have a good teacher
 Peter 12.6 it's about them
 Peter 12.10 some they good to you they ...they play football with you and everything

Luka 7.18 tells us what to do
 Luka 7.19 we get in troubles he takes us outside the class from other children and tells us how to behave
 Luka 8.2 teacher tells him to stop
 Luka 8.3 talk to the boys one at a time
 Luka 8.5 So that we can learn

B. FOCUS ON BASIC HUMAN NEEDS

B1 Poverty and importance of needs being met

Frank 9.29 no time for some parents, working for food and clothes trying to make a better life
 Mary 4.5 It's difficult to pay for dinner money and bus fares
 Frank 10.9 some do not have a car or enough money to get bus
 Mary 4.22 parents don't have money for travelling the school offers to collect them for meetings
 Mary 4.6 Young children, get free dinners but it should be the same for all children
 Mary 4.9 It would be good if this was for everyone so all children, especially those that don't have enough money, will feel comfortable in school.
 Frank 8.24 we can make good Slovakian food give food to Roma people who need it, who don't have jobs
 Mary 4.14 nice if transport was also free
 Mary 4.12 Some children's parents from Slovakia just don't have the money.
 Frank 11.32 They children sometimes don't wear clean clothes this might be OK in the village but I have to help them here to understand.
 Mary 6.29 for the meeting the translator can pick me up from my home. This helps as we don't always have enough money
 Mary 9.13 difficult and expensive sending my children to and from school
 Mary 4.15 if we can't afford send our children to school we can go to court and are fined for not sending our children to school.
 Peter 13.14 in my country we don't have uniforms
 Peter 13.20 It is a good thing poor rich same clothes (uniform)
 Peter 10.25 money for clean water
 Luka 11.10 I can fill my water bottle and get clean water to drink
 Peter 8.20 If you got a bad headache give you a paper go to the medical room.
 Peter 8.26 Last week they gave me water to drink and give tablet
 Peter 9.2 in some other countries they don't have medical rooms to help them
 Peter 10.18 in some of poor countries they don't have toilets like that

- Frank 11.29 In Slovakia some people living in very poor ... life, they never even had a toilet in the house, then they come here.
- Peter 10.20 We got clean water inside

B2 Feeling safe in school

Maslow () hierarchy of needs

One child specifically spoke about size on a number of occasions and it was later indicated size meant safety to this child which would allow easy of exit in an emergency. Another child took photo's of fire safety equipment and felt safe due to this being in place. Uniform was perceived as being a method to reduce barriers of poverty by one child and about the importance of staff property and keeping the school litter free. Parents both spoke about their feelings about the school one as an employee and the other as a visitor. Feeling safe is closely linked with feeling belonging with Mary.

- Peter 1.3 It's a big school it helps
- Peter 4.131 This school is bigger than that
- Peter 11:20 This school and yard is big.
- Peter 11.24 It is a big school if there is an alarm and if small you get stuck somewhere you can't get out.
- Luka 11.23 We all walk to a safe place. We are safe.
- Peter 12.5 Safe...when I feel save I can learn
- Luka 12.4 When I am safe I can do my work
- Luka 12.7 if there wasn't this (he points to the photographs he has taken of the fire safety equipment) I will feel very scared if something could happen in school
- Luka 12.2 Keeps us safe from danger

Also see Mary 'safe' and TA below

B3 Feeling of belonging

See Maslow () also see Baumeister & Lear for the need to belong and motivation. Feeling integrated and belonging in certain situations also see A belief that whilst playing sport (for Peter) or as an employee of the school (Frank) race is not an issue (see coalminers Minard 1952). Peter talks about caring for his school and keeping it clean which is opposite to the negative media stereotypes of Slovak-Roma causing litter problems. Parents emphasised the importance of Celebrating the Roma culture through the Roma day.

i) *Affiliation*

- Mary 4.29 First I was scared
- Mary 5.1 I was worried
- Mary 5.3 He was TA a Roma worker I knew him and I trusted him
- Peter 4.9 I am more in to this school cause I've got more friends here
- Peter 1.16 friends around me, they are good. Some from English, Arabic and Slovakian
- Peter 11.18 they are from Slovakia and some Somali, English
- Frank 1.14 everybody to me politeful
- Mary 9.4 happy and comfortable when I walk around school.
- Mary 1.16 I feel like the school wants to support families

Mary 3.8	happy in school we have a lot of support
Frank 1.13	enjoy this job
Frank 1.15	My dream is for this job
Mary 1.8	I am happy my child is learning and happy when I speak to the teachers.
Peter 11.5	big fields so you can play around anytime with your friends
Peter 11.9	I can play football with my friends
Mary 3.10	If my son feels comfortable and is doing well in school, I am happy
Mary 5.23	I'm happy when my children are happy in school
Frank 1.15	I'm happy here everyone respecting each other.
Peter 12.29	I feel happy when things look good
Peter 12.21	very nice clean
Peter 12.27	I always put it in the bin
Peter 13.2	you could stand in food that is no good get it in your shoes. It is no good when it is dirty. Feeling of compassion/ respect towards staff and their property
Peter 9.7	Car parks, helps staff to park their car it's a good thing.
Peter 9.11	makes them happy
Peter 9.15	no students near cars...that is OK teacher car is safe no football can damage car
Mary 5.6	distressed in any way I can check with them (them=the YP)
Mary 5.7	then I can communicate with my friend in the school (Slovakian Roma TA)
Frank 5.5	friendly place everyone is trying to help...helping me when I start my job and helping the children
Mary 1.22	felt good because we understand each other
Mary 9.5	feel supported and my children feel supported too . We did not feel like this in Slovakia.
Frank 7.19	talk to me nicely and try to help me

Although children did not speak about this parents spoke about the importance of celebrating their culture in school on a 'Roma Day'.

Frank 10.17	we do an important Roma day
Mary 8.19	This was a really good day I enjoyed the different activities, my son played a musical instrument in assembly.
Frank 10.27	parents come in to watch
Mary 8.21	I like to way parents were also invited in and it made me feel proud of our culture.
Frank 10.24	everyone likes it
Mary 8.19	This was a really good day I enjoyed
Frank 10.19	All the parent's children and staff
Mary 8.22	it made me feel proud of our culture
Frank 10.20	we've got lessons about Roma culture everyone learning
Mary 8.26	non-Roma were also happy to come to learn about us
Frank 10.30	I find popular Roma people try hard and do well, Charlie Chaplin, Elvis Presley, to make Roma feels proud!
Mary 8.25	My children and I felt very proud to be Roma
Frank 10.29	very exciting day
Frank 10.32	everyone's excited

ii) Hostility

Alienation and race (Walton & Cohen 2007)

Frank 6.24	might be some people here (puts his hands up to possibly indicate in the school) voting to exit.
Peter 7.12	they push each other, trip over someone, they begin to identify
Luka 5.15	children make you feel bad and very angry,
Peter 7.5	Slovaks don't like it when er English no just English bad boys from any country starting on them
Luka 5.8	Fighting all the time, getting in troubles
Mary 7.8	my son was excluded for fighting
Luka 5.11	we fight we get excluded
Peter 4.1	It wasn't the teachers in the other school it was the students all was fighting with me and I was fighting with them.
Luka 6.2	other people sometimes friends
Luka 5.21	If a boy comes to you and swearing at you everyday what would you do? How is that make you feel?... That's why I fight
Mary 6.14	my son's problem with another child
Peter 6.11	Lots of fighting in this school....Last year it was everywhere on the corridors girls were fight and boys.
Luka 7.9	they say more rude words
Peter 7.16	I see a guy lays on the floor... and everyone starts kicking him.... Can happen something to him... I would feel sorry for him
Luka 7.1	sometimes the boys are lying
Mary 7.11	other boy was lying and my son was telling the truth
Luka 7.7	other boy says not truth
Peter 4.2	it was the students all was fighting with me and I was fighting with them
Luka 5.14	When I am excluded I feel good cause sometimes at school some children make you feel bad and very angry, when I go home I can take a break.
Luka 5.12	I get time off school
Luka 5.14	I feel good
Luka 5.16	when I go home I can take a break.
Luka 5.14	When I am excluded I feel good cause sometimes at school some children make you feel bad and very angry, when I go home I can take a break.
Luka 6.1	At home I feel better
Peter 8.1	School make all people be like friends
Luka 6.11	If the teacher tells the children
Luka 6.17	Teacher...every teacher can sort it out
Peter 6.16	I knew what to do didn't get involved just walked away
Luka 3.5	help people it makes me feel good
Luka 3.6	don't help people, I feel bad
Luka 3.2	When something is wrong I can only just go there and help them sort problems out.

C. FOCUS ON MERITOCRACY/ EQUALITY, SOCIETY & THE FUTURE

C1 An attribution of meritocracy & equality to the UK

During Peter's account he states in some countries and it is not until I prise it out that some countries means Slovakia

Frank 4.30	With good education they get a good job and be happy
Frank 7.16	we tried hard and all do good jobs
Peter 2.12	I wanna study and go to university cause what you call it...
Peter 2.18	So here you get better life here cause you learn and get a job.
Frank 8.7	you have to learning and learning and learning
Frank 3.10	With good education you get a better life
Peter 2.3	Get GCSE's go to uni, get a nice job and a nice car
Luka 2.20	If I do good at school I will get Job
Franks 2.9	high education they will get a good job
Mary 3.13	I would like my children to get to university then get a good job
Frank 7.13	I want all my children to be treated the same as others way so I they are working hard
Frank 7.21	get good jobs easier here
Luka 3.18	In England you learn better and then get a job
Frank 12.7	I was talking with some parents, some of them want to go to Slovakia later but children want to stay here because the children want to grow up here.
Mary 7.19	better life which he can get in this country not like in other places
Frank 4.19	here education will get you somewhere
Peter 3.13	I am happy to learn here and do well
Frank 12.8	children want to grow up here. They can learn in school and become what they want
Mary 7.17	if I can help my son to behave and have a good education he will get a good job which he can get in this country not like in other places...
Peter 2.8	Happy cause all the years I have been in school. I will get something out of it get a nice job that I want to do after all the years of learning.
Frank 12.2	people work hard here now have build new houses they're changing their village

To emphasis meritocracy Frank talks about a student who has left school to train to become a police officer:

Frank 7.25	One of the students from here he just finished last year, he's in the police academy, he's like so happy
Frank 8.2	he's telling them, be good, work hard and they can become what they want in this country

C2 A belief in alienation/ fear/ uncertainty due to the referendum

Sense of race and not belonging difficulties in Slovakia (Baumeister & Leary, 1995 see also MacDonald & Leary, 2005 & Walton & Cohen 2007). Slovakia have said goodbye as shortly after joining the EU benefits were reduced resulting in the fleeing of many Roma into Western Europe (get quote from lit review) and so have the UK where will they go next what will happen to them there. How would it feel to for us be removed from one country to another due to racial unacceptance? There seemed to be more hesitancy in speech in this area maybe this is due to fear and uncertainty. Makes reference to some people in school could have voted to exit Europe.

Frank 6.23 I can't describe it... might be some people here (puts his hands up to possibly indicate people in the school) voting to exit.

Frank in the previous chapter talks about meritocracy and also makes reference to the same young person who was training to become a police officer and an emotional conversation between him and his eldest daughter who is at college doing an apprenticeship and would like to go to university.

Frank 7.11 she is asking me does everyone have to go to back to Slovakia?

Frank 7.15 they are working hard but we don't know what's gonna be happen, we tried hard and all do good jobs and now this just gonna break that.

Frank 7.28 what will happen to him? It is so difficult in Slovakia to be a policeman, he has enjoyed that.

Frank 12.16 We are unsure with the referendum and how this will affect my community's dreams.

Mary 1.5 we do not know what will happen

Frank 7.3 referendum...I couldn't believe it

Frank 6.7 can't know what to say

Mary 1.3 not very good news

Frank 6.23 like a bad experience

Mary 1.8 I felt comfortable here

Frank 7.23 I'm just worried that if we have to return back things will be like 12 years before same same the system

Peter 4.23 We might not be in England all the times

Frank 6.21 everyone take a step back just waiting see what's gonna be happen

Mary 1.2 I am worried that I might have to leave the country

Frank 6.14 I ... don't ... think... they're going to do anything to me and my family because we been long time here but I don't know may be they can I can't control

Mary 1.4 we were happy

Frank 6.23 can't describe it

Frank 7.6 It's sad

Peter 4.26 We might have to leave people voting.

Mary 1.7 we might be asked to leave soon

Frank 12.15 we want to stay here it's very needed

Frank 7.18 We can't live like this in Slovakia

Peter 5.3 I am scared... if England don't stay in Europe... I don't think I will have good

Frank 6.8 future...I wanna stay here.
everyone scared

C3 A belief in alienation & difficulties living in Slovakia

Peter states 'in some countries' doesn't actually make reference directly to Slovakia until this is prized out.

Frank 2.11 Like in my country we cannot choose what we want to be or what you like to do you just do whatever you can
Mary 7.22 Like in Slovakia it is hard to do well there...
Frank 2.21 no colleges, near to where I lived
Frank 2.29 what I wanted it was too far from my town
Peter 2.17 in some other countries we don't learn good
Peter 3.2 when you finish secondary school you learn but don't get GCSE's
Luka 9.23 In Slovakia the school doesn't care if you don't go or don't do well
Frank 3.3 my grades was a tiny bit lower, they said no.
Frank 7.22 I don't think so we would get this opportunity in Slovakia
Frank 12.10 In Slovakia they just stay in the same place they cannot find good education and difficult to find jobs
Peter 2.25 go to school.... but after that you can't get a job... You learn for nothing
Luka 3.19 In Slovakia people cannot learn like here. It is sad
Peter 3.9 Slovakia, you learn but I don't think you can get a job there. I don't think you can get GCSE's or job there
Peter 4.27 If I have to go back to Slovakia it will be bad not easy to find job or do well

D. FOCUS ON LEARNING

D1 A belief in the importance of parent partnership (see the triangle)

Frank 4.27 I want my children working hard in school I am here to make sure I can speak to their teachers
Mary 5.24 happy when I come to parent's evenings, information is shared with us
Frank 4.29 I want them to do well and get good education.
Mary 2.19 Education for the future of my children it is very important
Frank 7.6 my ambition is stay here get my children in college and university
Mary 3.13 like my children to get to university
Mary 3.15 school will help my son to do this
Frank 9.26 communication with parents
Mary 2.4 I can raise any issues with school management
Frank 10.1 When parents work with school the children can do better, then their life will be better.
Mary 8.31 school helps my children and I should do my best to help the school
Mary 8.29 make the time for school because giving support to school means I am giving support to my child
Mary 1.16 I feel like the school wants to support families
Mary 1.23 school always wants to support
Frank 10.2 My child in this school so any issues with my child from parents evening the teacher explain to me what we need sort out, I can help to get better in his education.

Mary 5.8	I also went to parent's evening to meet with the teachers.
Mary 3.17	I don't know if he has homework or not, school could help us to understand more about this
Mary 3.20	we can help our children do their work at home
Frank 10.7	We call parents, sometimes pick them up, bring them to school for meetings
Mary 6.13	been here for meetings
Frank 10.12	we bring them talk to them about their children
Mary 5.20	As parents we have to work with the school and the child
Mary 6.31	As a parent I have to understand why he is doing something or not
Mary 7.3	it feels safe we can all work together.
Mary 5.18	I go to meetings to discuss my child's behaviour. We work together to help my child
Mary 5.9	went to parent's evening to meet with the teachers
Frank 11.17	we take all information from parents and teacher gives information.
Mary 2.1	I call the school when I need something
Mary 1.8	happy my child is learning
Mary 8.5	I can understand the report because, I ask my eldest daughter to translate it to me.
Mary 8.10	the report has different colours on it, green is good, orange is OK and red is bad.
Mary 8.13	I trust my eldest daughter
Mary 8.12	My eldest daughter explains the different criteria's

D2 The importance of learning by doing (Dewey, 1953)

Luka 4.3	best time I make a rocket by myself. It wasn't a real one it was a paper one.
Luka 4.5	I make it, I learn and I know what to do
Luka 4.9	Happy, it fly high.
Mary 4.1	If we can teach someone to find a job, we can learn more English when we do it. Then we will have less problems.
Frank 8.28	How to find jobs course, filling out application forms, we can practice doing interviews, how to speak for yourself to get a job we can look after our families and our self.
Luka 4.14	learn more so we can get better
Luka 4.11	More making learning.
Frank 8.23	we can learn English from a cooking class
Luka 4.18	too much writing and copying from board
Luka 4.21	Practicals in science (is the thing this YP said he liked doing)
Luka 5.1	My rocket could fly all the way to another planet (we both laugh) and me too.

D3 The attribution of language as a facilitator and a barrier (Ecological system Bronfenbrenner)

i) *Barrier*

Frank 6.28	There was some bad experience when I came here 2004-2005, I don't
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know how to speak English. If I want a job, or go to shop or to a school because of my children, communication was very bad. We couldn't say we need that or this, but things were much better now

- Mary 3.24 many people from Slovakia don't know any English, they don't know how to ask for things, can't find work and life can be difficult for them. Maybe it would be good if the school could help them to learn English to find a job.
- Frank 9.12 did not know how to apply for school or how to get anything
- Mary 2.12 might be difficult to leave children in classrooms to speak to us
- Mary 2.13 cannot speak to anyone
- Mary 2.14 somebody will always call us back but it might be a while later
- Mary 2.16 if we feel our issue is urgent it can be difficult.
- Mary 4.18 parents to given a direct line so that they can communicate with somebody in their language immediately if they are any issues
- Mary 2.7 better to call Roma support teachers on a line directly
- Mary 5.28 many parents waiting to see the teachers at parents evening from Slovakia, there are only 3 translators
- Mary 5.31 wait a long time for a translator
- Mary 6.1 more translators on parent's evenings
- Mary 6.4 I cannot see all my child's teachers because of the waiting time.
- Peter 14.10 If you don't like English that much you won't get anywhere... you got to learn English and get better it.

ii) *facilitator*

- Peter 14.1 English class...English is a very important subject cause when some of the kids come to school they might no learned English in the past... You can get job with English.
- Frank 3.10 if you learn English it is good
- Peter 14.5 English is the best subject
- Frank 2.7 especially in English
- Luka 3.9 Yes... we learn English, phonics, spellings, handwriting. It feels good.
- Peter 14.16 I know how to speak English.
- Mary 3.11 My husband and I can understand more English now
- Luka 1.6 Well it feels better I learnt English
- Mary 3.6 my child is here and is learning English
- Luka 2.23 School gives me English
- Mary 3.22 nice if there were free English courses for parents in school
- Mary 3.28 school could help them to learn English
- Frank 8.23 English courses for adults
- Mary 2.20 my children and I have to learn English.
- Luka 2.23 when my English is better I can work...
- Peter 14.9 You can get job with English.
- Luka 3.12 When I have English I can get job here. If we have to go to another country, I am know how to speak English. Everyone knows English. If something happens I can speak English with them.
- Peter 14.18 Good for students from other countries to learn it so they get jobs....Some of my Slovakian friend learn English
- Mary 3.13 my children can now speak better English
- Frank 8.10 improving my English

E. FOCUS ON CULTURAL ASPECTS OF LEARNING

E1 A belief in the importance of the traditional languages (Scaffolding using language 1 Zone of Proximal development Vygotsky, Bloom's taxonomy of cognitive learning also see Wilkin et al 2009 importance of flexible creative curriculum & Payne, 2015 Learning the rules (school as a social institution teaching important rule for society).

- Frank 1.24 I show them Slovakian letters and explain English letters
Frank 1.27 You got same letters as Slovakia, but reading different sounds. I'm like teaching the basic reading and language using Slovak.
Mary 2.22 I would like my child to be taught better
Mary 2.24 nice to have my children taught some Slovak in School
Luka 5.6 I want some school learning in Slovak
Mary 2.27 I think this important area is being missed out. My child is forgetting Slovak
Luka 5.4 we start to forget Slovak
Mary 3.2 help my child to remember Slovak
Mary 3.4 help them in school
Mary 3.6 Slovak is also an important language
Peter 9.21 Maths doesn't help me cause I really get confused with maths
Peter 9.26 I maybe get better
Peter 10.9 it's just my idea
Peter 10.11 Do Maths in Slovakian

Emphasis placed on the Romani language as not being a written language

- Frank 11.1 We send a letter out in Slovak to Roma parents to tell them come, we don't have reading and writing language in Roma culture, we send letters in Slovak to tell parents.
Frank 11.6 We speak Roma but we don't write in Roma, we read and write and understand in Slovak language.
Mary 2.29 speak Roma at home and Roma is not a written language
Frank 11.8 We don't have Roma books/ writing in Roma language, just one, we have Bible, writing using Slovakian letters but in Roma language.

E2 An emphasis of other parental priorities

- Frank 9.24 don't see too many Roma parents when it's parent's evening this is a very shame
Frank 9.29 You try to explain but there's no time for some parents, working for food and clothes trying to make a better life for their children.
Mary 9.9 I went to Slovakia with my children to visit a sick relative, I lost a place at one of my younger children's school
Mary 9.11 my youngest son who needs to travel 4 miles to school and we need to go with him
Frank 9.27 parents be more focused with child learning

E3 Relationships within the community

Polarization of ideas supportive and difficulties

i) Umwelten Goffman, (1971)

Any others Bronfenbrenner?

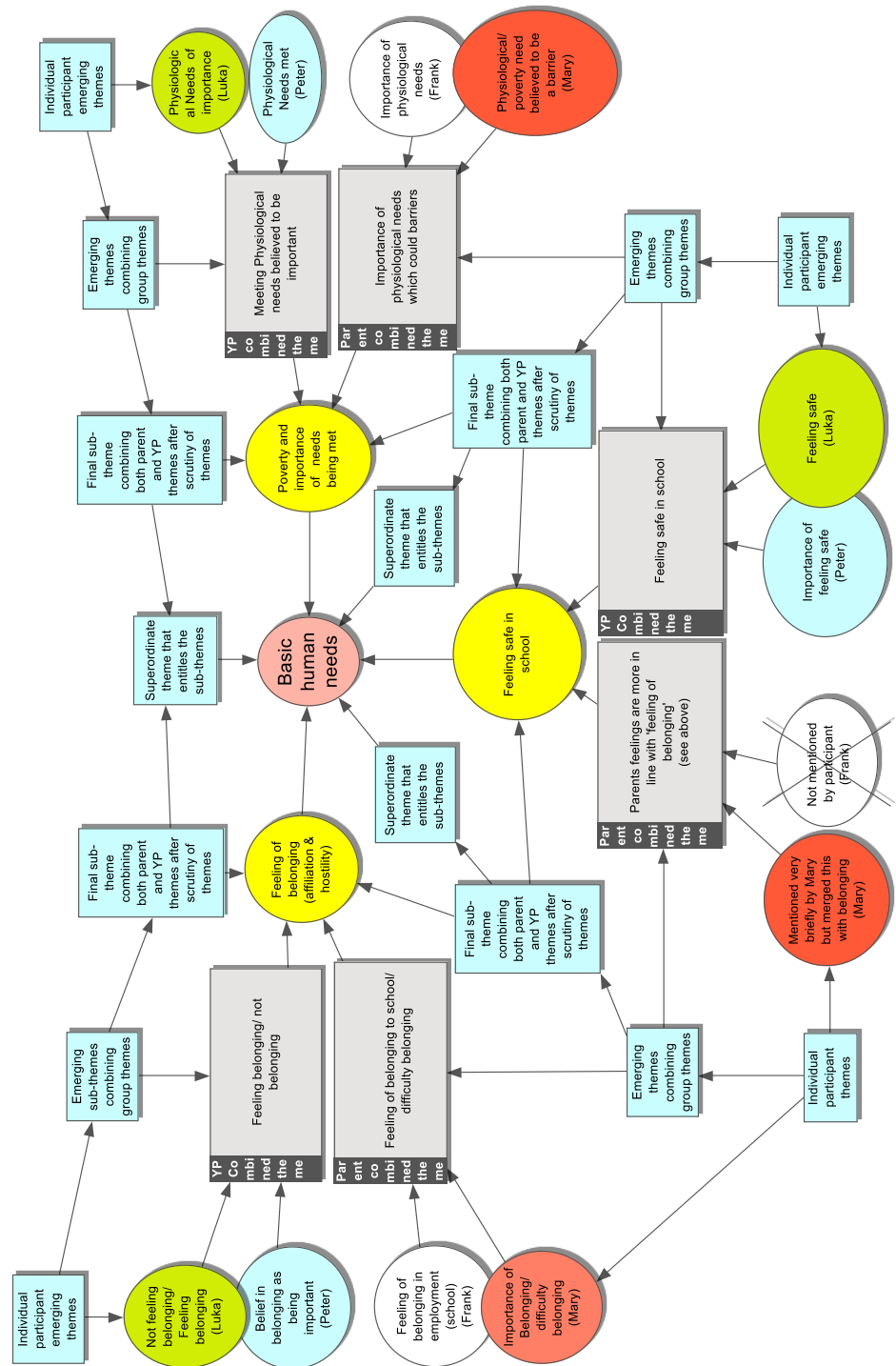
- Luka 2.6 **Slovakian friends and cousins help**
Frank 3.19 They arrive here they need me. I fill forms out, they need me to find out what to do. Tell them about things.
Frank 5.10 Slovakian children and parents from school see me on the streets
Luka 2.16 **I will do it when new Slovakian people come to this school I will help them and show them where to go and help them in school.** (re-emphasis 'help them comes from before when a person from Slovakia helped him in school)
Mary 1.20 **When I first came to this school I saw people from my village (children and members of staff).**
Luka 2.11 **got cousins here**
Mary 5.3 **He was TA a Roma worker I knew him and I trust him**
Luka 10.21 friends with our mums and dads from when we were in Slovakia
Mary 5.7 **I can communicate with my friend in the school**
Frank 5.26 find out my number and know where I live
Frank 5.28 I live in area where the Roma children and families live if they need help with anything they come to my house
Mary 1.22 **felt good because we understand each other**
Frank 8.19 do some project to help this community
Luka 2.8 **they play with me... and keep me... OK when I am with them**
Frank 9.2 just ring me visiting me at home if it's anything difficult
Luka 2.13 **don't know where I'm going, she comes with me to my classroom and helps me**
Frank 9.10 When they arrive they just find people like me, when I arrive 2004 I did not know how to apply for school or how to get anything, get a job so we got help from other families who came here before us so we are all helping each other that's helpful, yeah.
Frank 9.19 help with anythings when people arrive

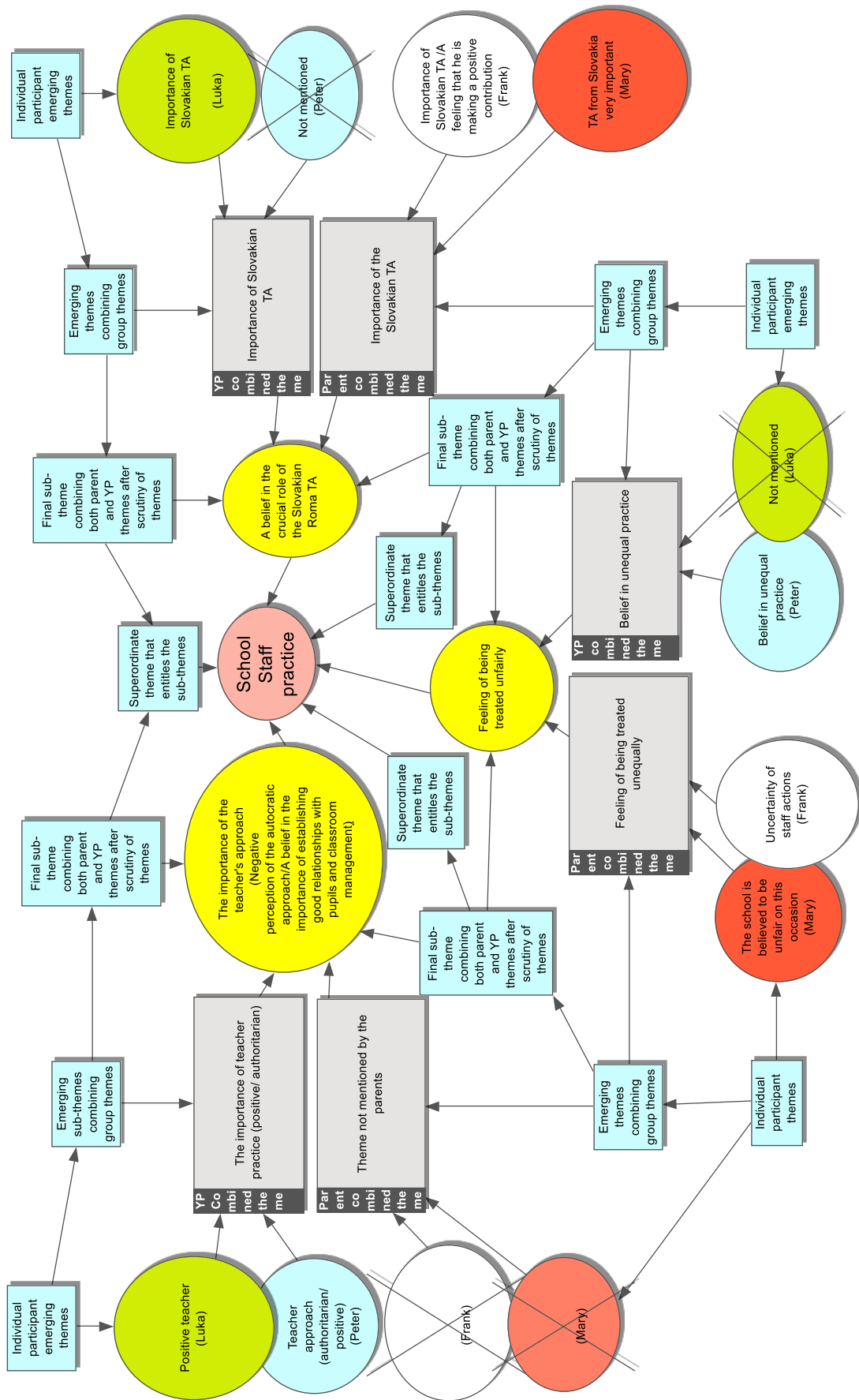
ii) Differences

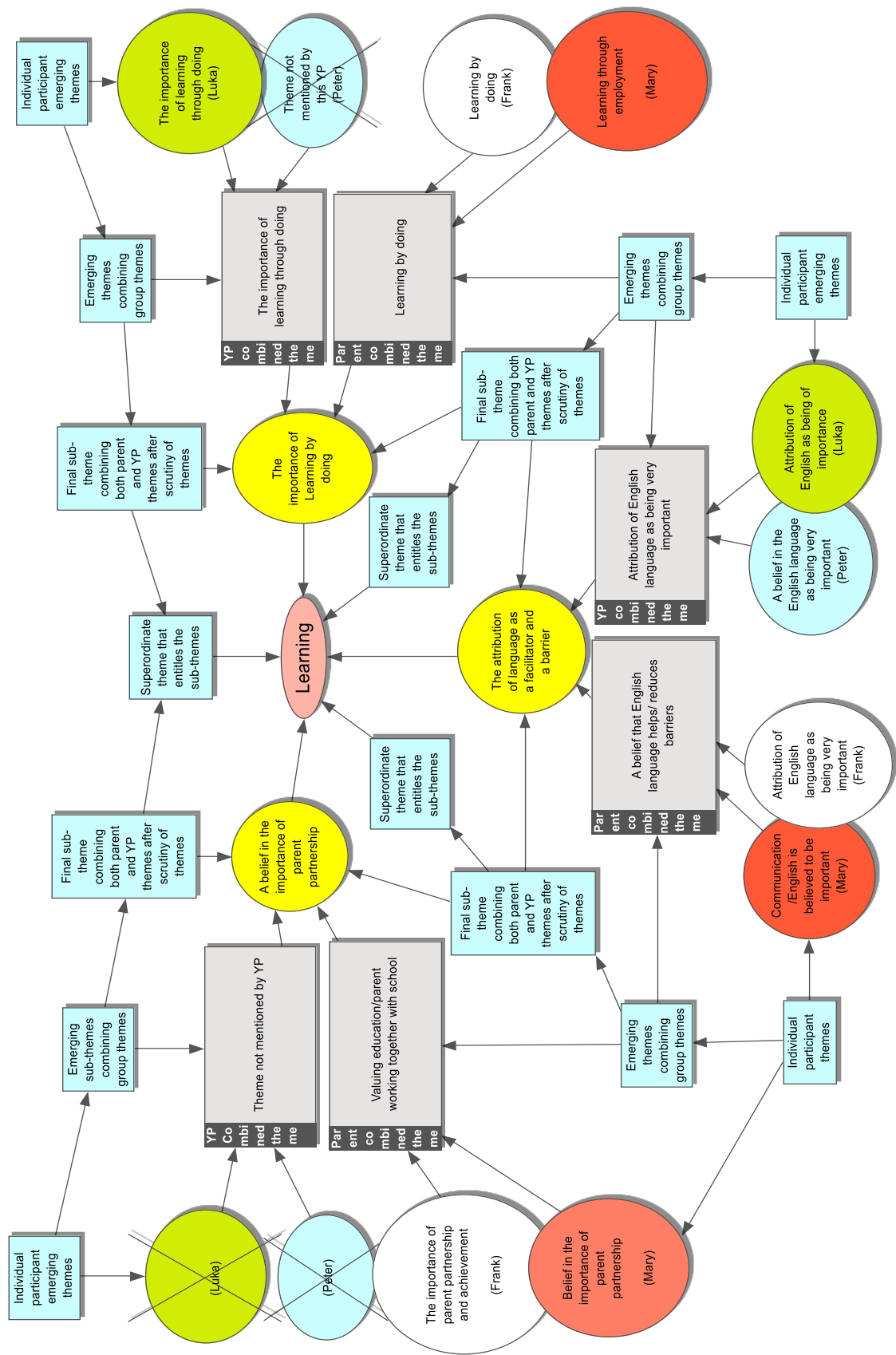
It is believed that there may be social conflicts with others from the same country due to geographical differences (Social Identity Theory & Tajfel)

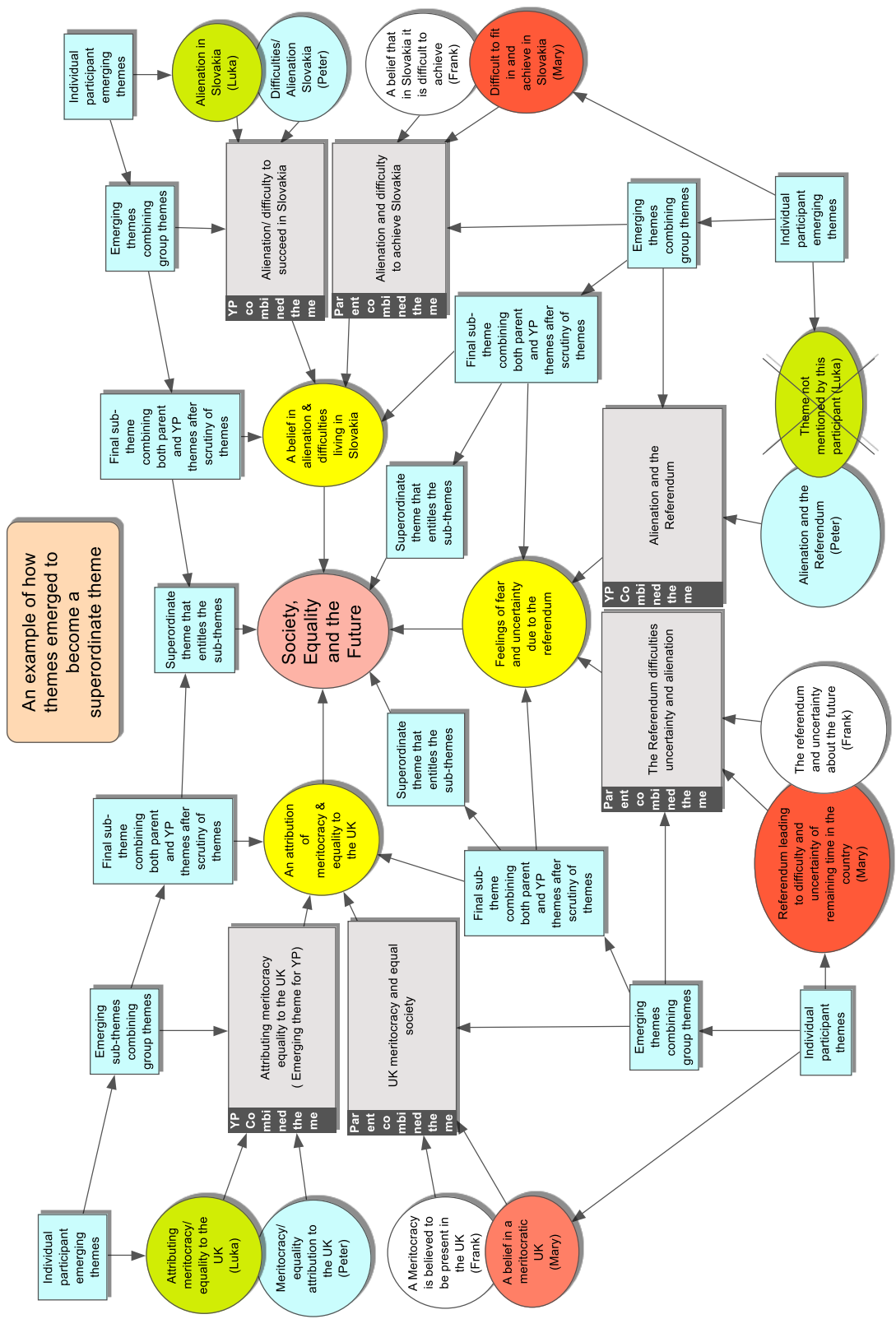
- Peter 8.11 **We from different places in Slovakia and sometimes people silly they think they better than others that can lead to fighting.**
Luka 6.5 **Friends from different places**
Peter 8.8 **Sometimes...it is about where we from**
Luka 6.7 **different places in Slovakia**
Frank 4.20 I am from Bristani and Jerah is a different village, before these villages did not like each other since they arrive together in this city everyone starts to be friends
Peter 8.4 **We sometimes don't like each other**

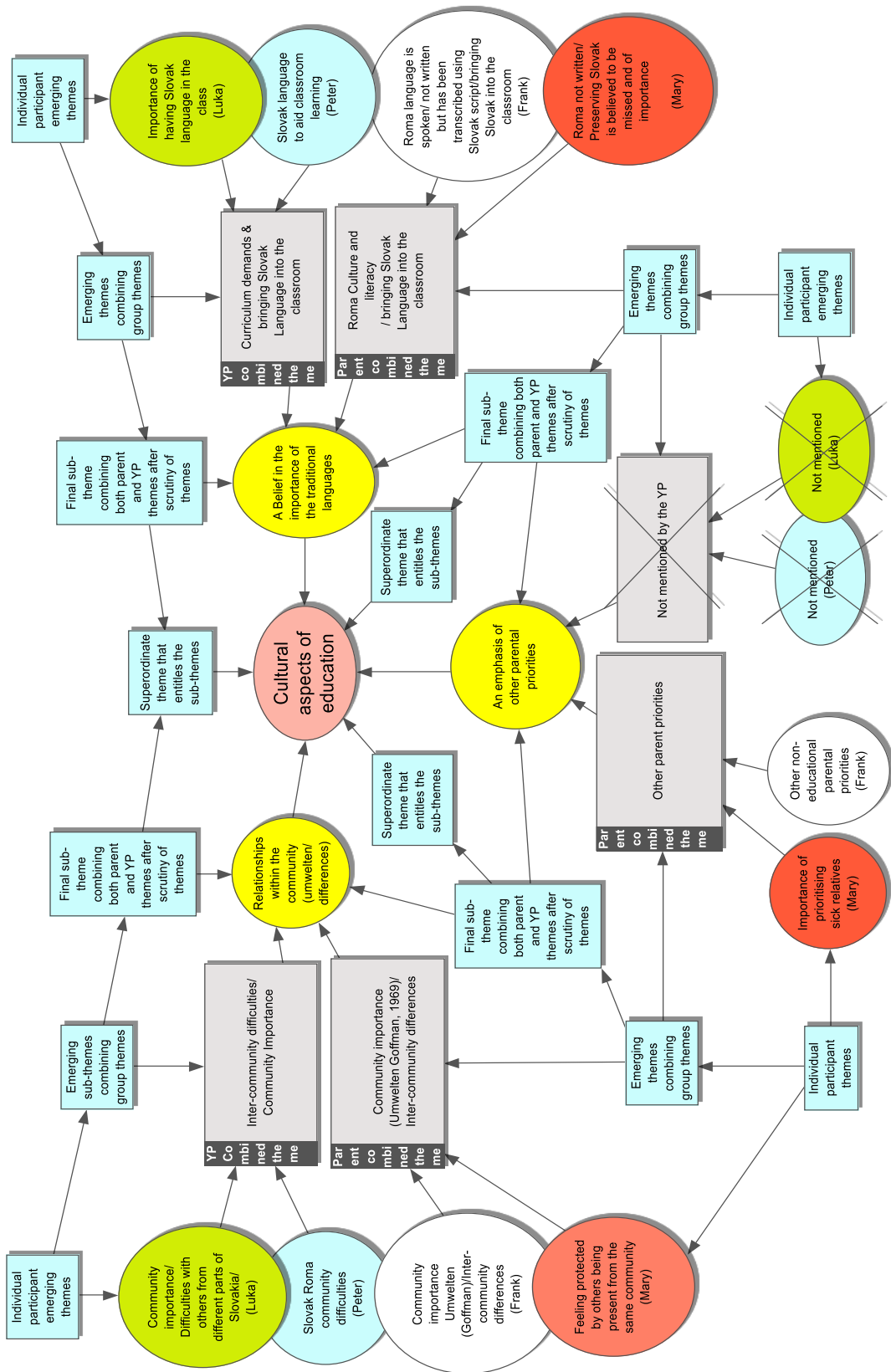
Flow charts to demonstrate how each theme was created







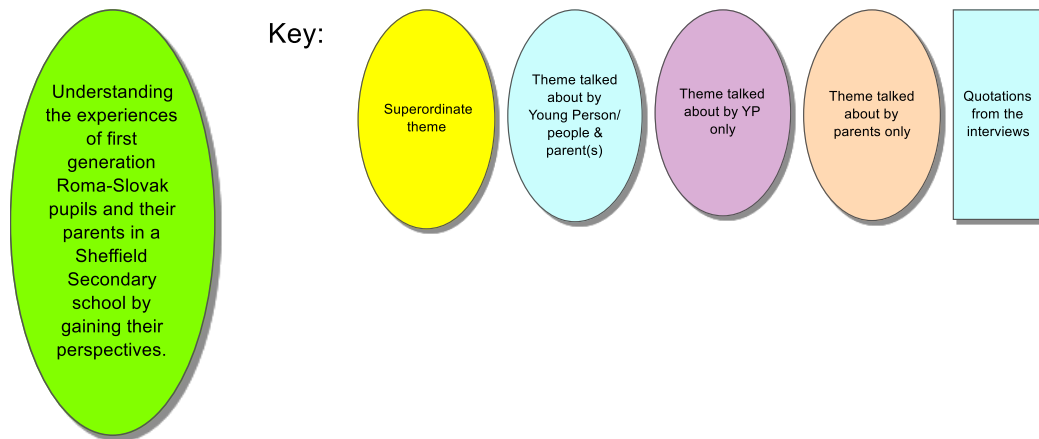


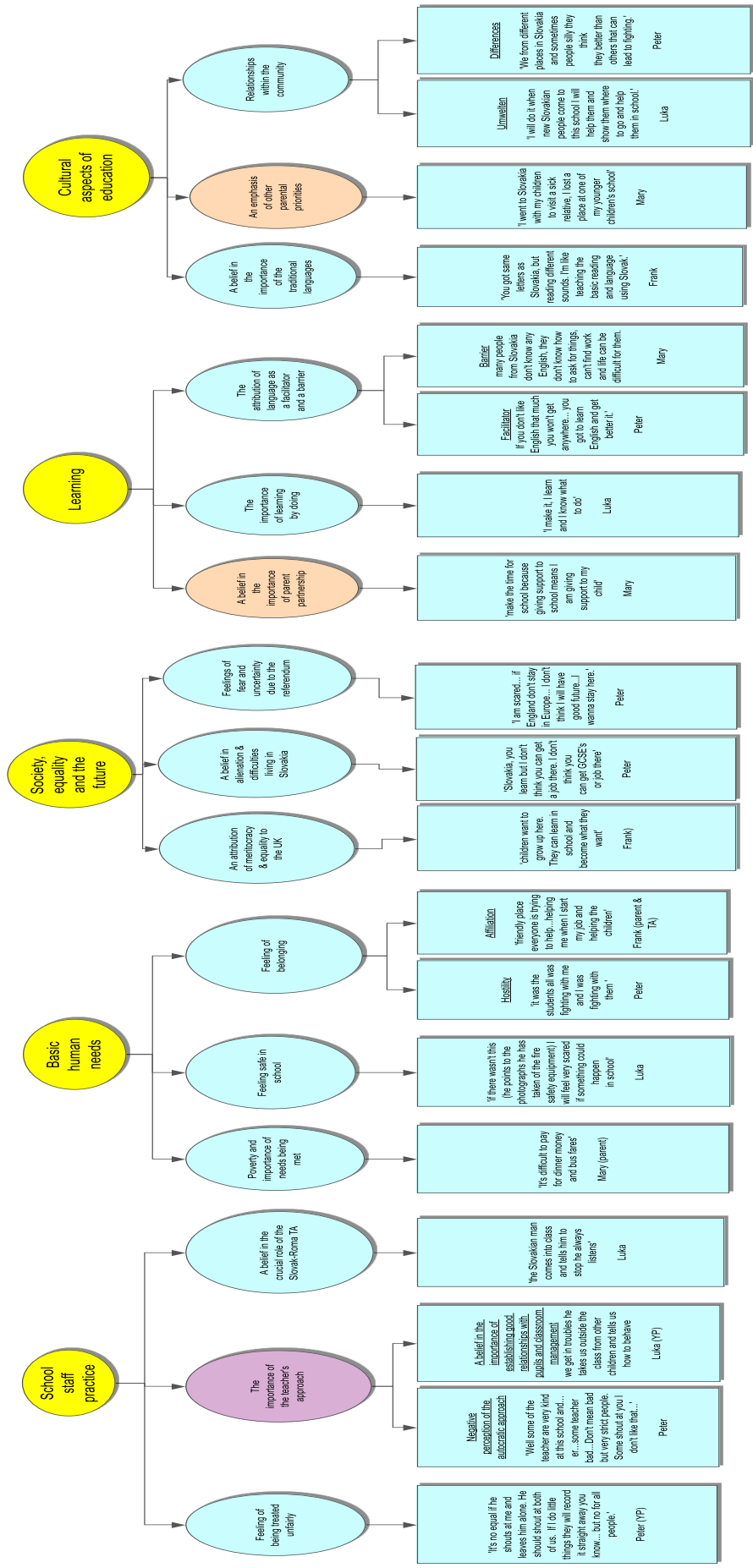


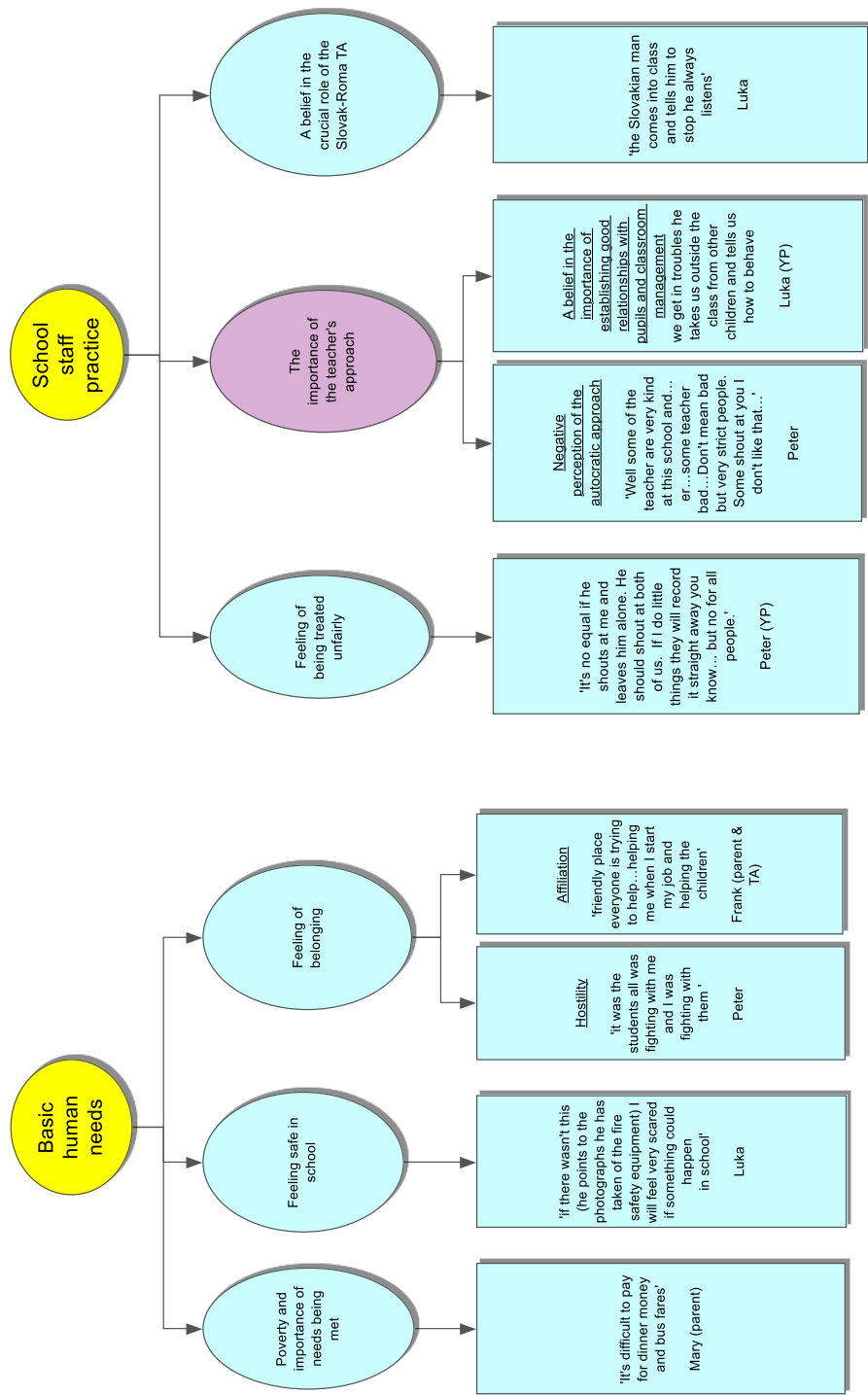
Appendix 13

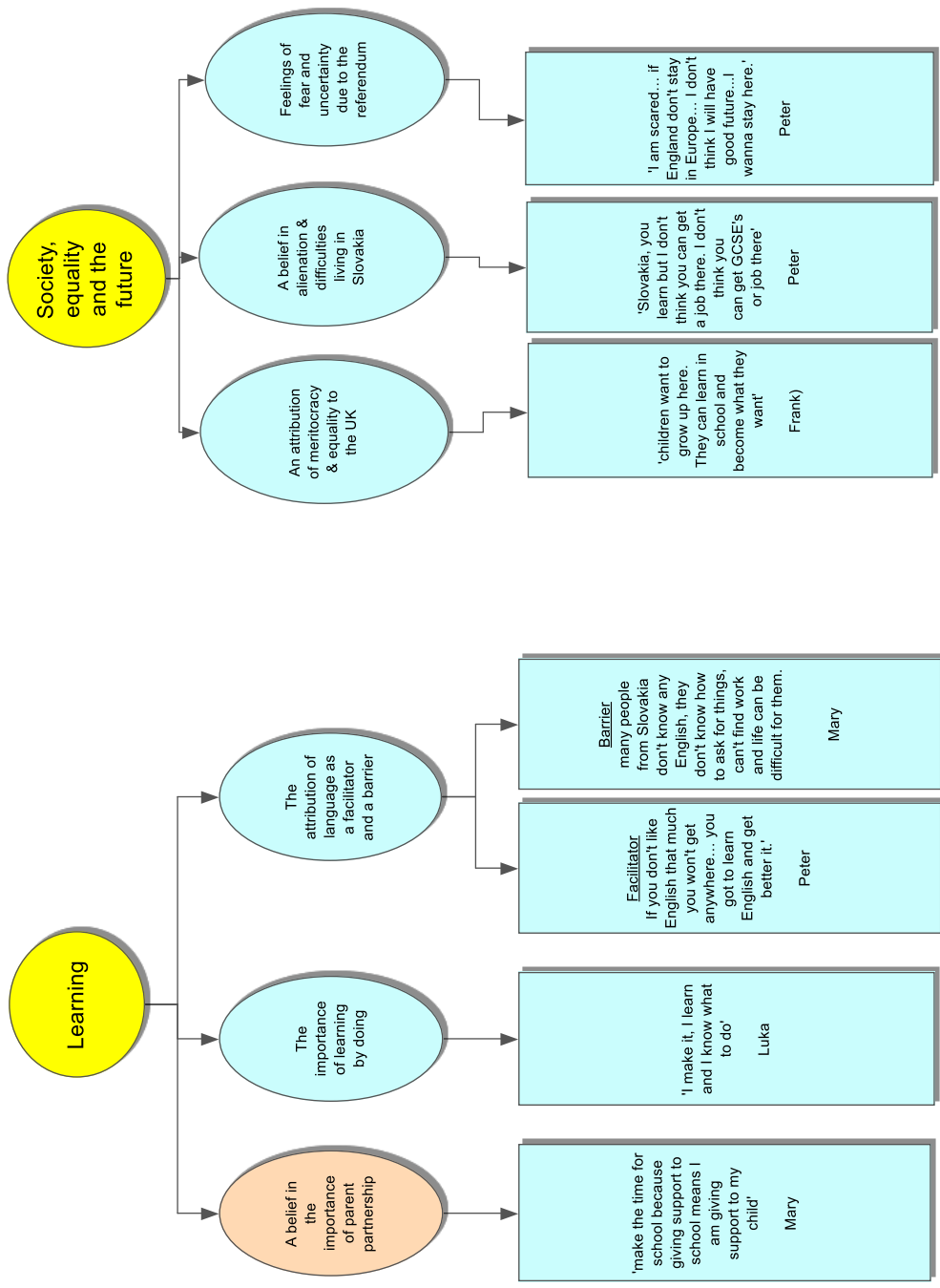
Table/map/image of themes

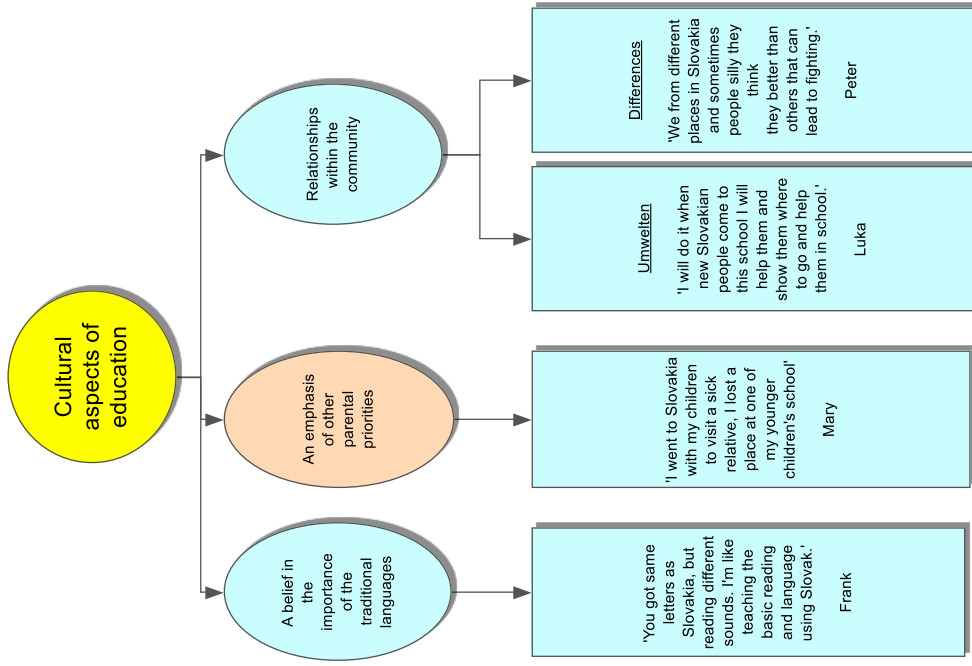
Themes presented individually (Table of themes enlarged)











Appendix 14

Table 4.3.2 Identifying recurrent subordinate themes (with working notes)

Superordinate theme (underlined) and subordinate theme	Luka	Peter	Mary	Frank	In half of responses
<u>Basic human needs</u>					
A belief in the importance of physiological needs being met Poverty and importance of needs being met	Yes	Yes	Yes	Yes	Yes
Feeling safe in school Feeling valued Alienation Feeling valued/ Alienation loved, unloved/ in school Feeling of belonging (hostility & Affiliation)	Yes	Yes	Yes	No	Yes
<u>Cultural aspects of education</u>					
A Belief in the importance of traditional language and learning A belief in the importance of the traditional languages	Yes	Yes	Yes	Yes	Yes
An emphasis of other parental priorities	No	No	Yes	Yes	No
The Importance of community supporting each other Umwelten/ intercommunity differences/ difficulties Relationships within the community (Umwelten/Differences)	Yes	Yes	Yes	Yes	Yes
<u>Society and the future</u>					
Meritocracy/ equality society and the future <u>Society, equality and the future</u>					
An attribution of meritocracy & equality to the UK	Yes	Yes	Yes	Yes	Yes
A belief in alienation/fear/ uncertainty due to the referendum Feelings of fear and uncertainty due to the referendum	No	Yes	Yes	Yes	Yes
A belief in alienation & difficulties living in Slovakia	Yes	Yes	Yes	Yes	Yes
<u>Learning</u>					
Parent partnership A belief in the importance of parent partnership	No	No	Yes	Yes	No
The importance of Learning by doing	Yes	Yes	Yes	Yes	Yes
The attribution of English language as being of importance The attribution of language as a facilitator and a barrier	Yes	Yes	Yes	Yes	Yes
<u>School staff practice</u>					
A belief in unequal practice Feeling of being treated unfairly	No	Yes	Yes	Yes	Yes
The importance of the teacher's approach (Negative perception of the autocratic approach/ A belief in the Importance of establishing good relationships with pupils and classroom management)	Yes	Yes	No	No	No
A belief in the importance of the Slovakian Roma TA to aid Communication and resolve issues A belief in the crucial role of the Slovakian Roma TA	Yes	No	Yes	Yes	Yes

Appendix 15

Full scripts are also available in appendix 17 (on CD) before publication.

Quotes Appendix

1)

Mary: If we can teach someone to find a job, we can learn more English when we do it. Then we will have less problems. (Emotional moment)

Interviewer: What do you mean by problems?

Mary: It's difficult to pay for dinner money and bus fares.

(Mary, 3:29)

2) "Young children, get free dinners but it should be the same for all children and it should not be different for those parents that are working and those that are not working. It would be good if this was for everyone so all children, especially those that don't have enough money, will feel comfortable in school. Some children's parents from Slovakia just don't have the money. It would be nice if transport was also free."

(Mary, 4:6)

(larger text indicates volume of voice increased)

3) "Then if we can't afford send our children to school we can go to court and are fined for not sending our children to school." (Mary, 4:15)

4) "It is difficult and expensive sending my children to and from school especially for my youngest son who needs to travel 4 miles to school and we need to go with him."

(Mary, 9:14).

5) "In Slovakia some people living in very poor ... life, they never even had a toilet in the house, then they come here. They children sometimes don't wear clean clothes this might be OK in the village but I have to help them here to understand." (Frank 11:30).

6) "we can make good Slovakian food give food to Roma people who need it, who don't have jobs." (Frank 8:24)

7) *"Last week they gave me water to drink and give tablet... It make me happy cause in some other countries they don't have medical rooms to help them." (Peter, 8:26)*

8)

Peter: Toilets, it's a toilet in this school but in some of poor countries they don't have toilets like that. We got clean water inside in some of the countries they do it outside... they are poor countries maybe they don't have much money for clean water in toilets.

Interviewer: What does it make you think about?

Peter: The countries I told you before.

(Peter, 10:17)

9) *"I can fill my water bottle and get clean water to drink" (Luka 11:4)*

10)

Peter: Like in my country we don't have uniforms we just wear our own clothes.

Interviewer: How does uniform make you feel?

Peter: I don't know...It looks smart in it. It is a good thing poor rich same clothes.

(Peter 13:14)

11) *"They look smart and ready...with their blazer tie and work shoes." (Peter 13:23)*

12) *"Ready, can work hard." (Peter 13:27).*

13) *"Er, it's a big school it helps students" (Peter 1:3).*

14) *"This school is bigger than that." (Peter 4:13).*

15) *"This is playground around here big fields so you can play around anytime with your friends." (Peter 11:4)*

16)

Peter: *This school and yard is big.*

Interviewer: *You have mentioned big many times why is this important?*

Peter: *It is a big school if there is an alarm and if small you get stuck somewhere you can't get out.*

Interviewer: *How does it make you feel to be in this big school?*

Peter: *Safe...when I feel safe I can learn.* (Peter 11:20)

17)

Luka: *Keeps us safe from danger*

Interviewer: *Tell me more about that?*

Luka: *When I am safe I can do my work.*

Interviewer: *How does this make you feel about school?*

Luka: *Good cause if there wasn't this (he points to the photographs of the fire safety equipment) I will feel very scared if something could happen in school.*

(Luka, 11:18)

18) *"I have been to school on the Roma day. This was a really good day I enjoyed the different activities, my son played a musical instrument in assembly. I like to way parents were also invited in and it made me feel proud of our culture." (Mary 8:19)*

19) *"My children and I felt very proud to be Roma. People who were non-Roma were also happy to come to learn about us." (Mary 8:25)*

20) *"We do the history of the Romas and find popular Roma people try hard and do well, Charlie Chaplin, Elvis Presley, to make Roma feels proud!" (Frank, 11:1)*

21) *"Yes, we do an important Roma day, they are welcome all parents, last year we do a Roma day in end of April it's Roma day nationally. All the parent's children and staff like it.... we've got lessons about Roma culture everyone learning, you know, about history, learning Roma language, talking about stories, cooking Roma food, everyone likes it teachers, children, we make goulash." (Frank 10:16)*

22) *"I was talking with some parents, some of them want to go to Slovakia later but children want to stay here because the children want to grow up here." (Frank 12:8)*

23)

Peter ...you can play around anytime with your friends.

Interviewer: How does it make you feel?

Peter: Good cause I can play football with my friends...there is an AstroTurf we can't play there at lunch time but in PE on some of the days Sir opens the AstroTurf and we can play football.

Interviewer: What does that make you think about?

Peter: My friends, they are from Slovakia and some Somali, English.

(Peter, 11:5)

24) *"My experience...when I start last year, when you first start you don't know what to do your job this school is a friendly place everyone is trying to help... helping me when I start my job and helping the children to do them best."* (Frank, 5:5)

25) *"There's like a bad experience because of this... I can't describe it... might be some people here (puts his hands up to possibly indicate in the school) voting to exit. I just carry on working hard and doing the best for the children in this school."* (Frank, 6:24)

26)

Luka: Fighting all the time, getting in troubles.

Interviewer: Tell me more about that.

Luka: When we fight we always get in troubles. When we fight we get excluded, last time I was excluded. I get time off school.

Interviewer: How did being excluded make you feel?

Luka: When I am excluded I feel good cause sometimes at school some children make you feel bad and very angry, when I go home I can take a break.

Interviewer: Why do you feel angry?

Luka: Like, swearing and everything.

Interviewer: Tell me more about it.

Luka: If a boy comes to you and swearing at you every day what would you do? How is that make you feel?... That's why I fight; At home I feel better. Its other people sometimes friends.

Interviewer: Friends?

Luka: Friends from different places.

Interviewer: Tell me about that?

Luka: Different countries and different places in Slovakia. (Luka 5:6)

27) *"Teacher...every teacher can sort it out" (Luka 6:13)*

28) *"School make all people be like friends because sometimes Slovakian people have to fight."*
(Peter 7:24)

29)

Luka: ... I can work ... policeman.

Interviewer: Why Policeman?

Luka: When something is wrong I can only just go there and help them sort problems out.

(Luka 2:242)

30) *"It wasn't the teachers in the other school it was the students all was fighting with me and I was fighting with them." (Peter 4:1)*

31)

Peter: Lots of fighting in this school....Last year it was everywhere on the corridors girls were fight and boys.

Interviewer: What about you?

Peter: I knew what to do didn't get involved just walked away.

(Peter 6:11)

32) *"...they push each other, trip over someone, they begin to identify" (Peter 7:12)*

33) *"Bad cause when I see a guy lays on the floor... and everyone starts kicking him.... Can Happen something to him... I would feel sorry for him." (Peter 7:16)*

34) *"I show them Slovakian letters and explain English letters. For example, they can't read English when they come. You got the same letters as Slovakia, but reading different sounds I'm like teaching the basic reading and language using Slovak."* (Frank, 1:24)

35) *"Maths doesn't help me cause I really get confused with maths"* (Peter, 9:21)

36)

Peter: It is too hard for me. If I try better at maths I maybe get better and I maybe like maths doin it...I don't know if... but I am getting there. I need to learn maths.

Interviewer: What could people in school do to help you with your maths?

Peter: Support...I don't they could...

Interviewer: Could what?

Peter: No it's just my idea

Interviewer: Tell me?

Peter: Do Maths in Slovakian language... (Peter, 9:25)

37) *"we start to forget Slovak"* (Luka, 5:2)

38) *"I would like my child to be taught better"* (Mary, 2:22)

39) *"It would be nice to have my children taught some Slovak in school. They are learning other's subjects and languages areas but I think this important area is being missed out."*

(Mary, 2:24)

40) *"I want some school learning in Slovak"* (Luka, 5:4)

41) *"Slovak is also an important language"* (Mary, 3:6)

42) *"We speak Roma at home and Roma is not a written language."* (Mary, 2:29)

43) *"We send a letter out in Slovak to Roma parents to tell them come, we don't have reading and writing language in Roma culture, we send letters in Slovak coming on Roma day. We speak Roma but we don't write in Roma, we read and write and understand in Slovak language. We don't have Roma books/ writing in Roma language, just one, we have Bible, writing using Slovakian letters but in Roma language."* (Frank, 11:4)

44) *"I went to Slovakia with my children to visit a sick relative. I lost a place at one of my younger children's school, this school was OK but my youngest child now has a place at a school 4 miles away from my home. It is difficult and expensive sending my children to and from school especially for my youngest son who needs to travel 4 miles to school and we need to go with him."* (Mary, 9:10)

45) *"We don't see too many Roma parents when it's parent's evening this is a very shame we have to help, need more communication with parents so parents be more focused with child learning, so children do better in school. You try to explain but there's no time for some parents, working for food and clothes trying to make a better life for their children."*

(Frank, 9:26)

46) *"When they arrive they just find people like me, when I arrive 2004 I did not know how to apply for school or how to get anything, get a job so we got help from other families who came here before us so we are all helping each other that's helpful, yeah. They just helping, help me when coming here."* (Frank, 9:13)

47) *"They arrive here they need me. I fill forms out, they need me to find out what to do. Tell them about things."* (Frank, 3:19)

48) *"I can't count how many forms filled out here and at home, I try to help with anything when people arrive in this country.."* (Frank, 9:20)

49) *"I help in my home they are coming. They come with some letters from doctors for me to read out what to do so I am working 24 hours! They call me you know every day, cause many people get or find out my number and know where I live because I have a house and I live in area where the Roma children and families live if they need help with anything they come to my house. They need me translated letters help to fill application forms and reference so I do quite a lot, I give help yesterday to one of my friends he apply for same in school job."*

(Frank, 5:24)

50) *"Can you come tomorrow morning I will give you 5 minutes in school and do what you want we can sort out, that's the way."* (Frank 9:9)

51)

Luka: I got Slovakian friends and cousins help

Interviewer: Tell me about that?

Luka: My friends are alright... they play with me... and keep me... OK... when I am with them I got cousins here. My cousin is in year 8. ...When I come to this school I said I don't know where I'm going, she comes with me to my classroom and helps me so I can go to my classes. I will do it when new Slovakian people come to this school I will help them and show them where to go and help them in school.

(Luka, 2:8)

52) *"When I first came to this school I saw people from my village. It felt good because we understand each other."* (Mary, 1:21)

53) *"I am from Bystrany and Zehrais a different village, before these villages did not like each other since they arrive together in this city everyone starts to be friends"* (Frank, 4:20)

54)

Peter: We sometimes don't like each other. Sometimes we fall out and sometimes...

Interviewer: Sometimes?

Peter: Sometimes...it is about where we from.

Interviewer: What do you mean by that?

Peter: We from different places in Slovakia and sometimes people silly they think they better than others that can lead to fighting. (Peter picks up a photo of the reception).

(Peter, 8:4)

55) *"My ambition is that to help the children in school to forget about their village differences."* (Frank, 4:2)

56) Peter: Get GCSE's go to uni, get a nice job and a nice car and er I wanna be a policemen.

Interviewer: How would it make you feel to become a policeman?

Peter: Happy cause all the years I have been in school. I will get something out of it get a nice job that I want to do after all the years of learning. I wanna study and go to university cause what you call it...

Interviewer: Tell me more about that?

Peter: It is important cause in some other countries we don't learn good. So here you get better life here cause you learn and get a job.

(Peter, 2:3)

57)

Luka: If I do good at school I will get Job when I be older

Interviewer: Can you tell me more about that?

Luka: School gives me English when my English is better I can work ... policeman.

(Luka, 2:18)

58) *"In England you learn better and then get a job" (Luka, 3:17)*

59) *"I would like my children to get to university then get a good job" (Mary, 3:13)*

60)

Mary: For his future, his life starts off when he is young, if I can help my son to behave and have a good education he will get a good job and a better life which he can get in this country not like in other places...

Interviewer: What other places?

Mary: Like in Slovakia it is hard to do well there...

(Mary, 7:23)

61) *"With good education you get a better life" (Frank, 3:10)*

62) *"With good education they get a good job and be happy" (Frank, 4:29)*

63) *"we tried hard and all do good jobs" (Frank, 7:19)*

64) *"get good jobs easier here" (Frank, 7:24)*

65) *"...here education will get you somewhere" (Frank, 4:19)*

66) *"One of the students from here he just finished last year, he's in the police academy, he's like so happy." (Frank, 7:25)*

67) *"he's telling them, be good, work hard and they can become what they want in this country" (Frank, 8:5)*

68) *"people work hard here now have build new houses they're changing their village" (Frank, 12:4)*

69) *"I was talking with some parents, some of them want to go to Slovakia later but children want to stay here because the children want to grow up here." They can learn in school and become what they want" (Frank, 12:7)*

70) *"I want all my children to be treated the same as others way so I they are working hard" (Frank, 7:16)*

71) *"I am scared... if England don't stay in Europe... I don't think I will have good future...I wanna stay here." (Peter, 5:3)*

72) *"referendum...I couldn't believe it" (Frank, 7:6)*

73) *"everyone scared" (Frank, 6:10)*

74) *"It's sad" (Frank, 7:6)*

75) *"I felt comfortable here" (Mary, 1:9)*

76) *"we were happy" (Mary, 1:4)*

77) *"I ... don't ... think... they're going to do anything to me and my family because we been long time here but I don't know may be they can I can't control" (Frank, 6:16)*

78) *"she is asking me does everyone have to go to back to Slovakia?" (Frank, 7:14)*

79) *"they are working hard but we don't know what's gonna be happen, we tried hard and all do good jobs and now this just gonna break that." (Frank, 7:18)*

80) *"what will happen to him? It is so difficult in Slovakia to be a policeman, he has enjoyed that." (Frank, 7:31)*

81) *"everyone take a step back just waiting see what's gonna be happen" (Frank, 6:23)*

82) *"We are unsure with the referendum and how this will affect my community's dreams."
(Frank, 12:18)*

83) *"I am worried that I might have to leave" (Mary, 1:2)*

84) *"we do not know what will happen." (Mary, 1:5)*

85) *"we might be asked to leave soon" (Mary, 1:7)*

86) *"We might not be in England all the times" (Peter, 4:23)*

87) *"We might have to leave people voting." (Peter, 4:26)*

88) *"We can't live like this in Slovakia" (Frank, 7:18)*

89) *"we want to stay here it's very needed" (Frank, 12:17)*

90) *"I'm just worried that if we have to return back things will be like 12 years before same same the system" (Frank, 7:26)*

91) *"I also went to parent's evening to meet with the teachers." (Mary, 5:9)*

92) *"happy when I come to parent's evenings, information is shared with us." (Mary, 5:25)*

93)

Frank: I think about myself, I am betterly proud, being 2 years here the children to focus more in their learning. I try to explain in my language if you learn English it is good. My dad used to work in gas and plumbing, working 30 years for this job, I wanted to do this job, dad said if you do this job you get good money. I was apply for this what I wanted it was too far from my town, about 100 miles from my house, you have to travel there or you have to go like...er...pay for student house, you know flats, there are no places for us like only these people who has the best education. I tried my best at school but my grades was a tiny bit lower, they said no.

Interviewer: When you think about this school what comes into your mind?

Frank: With good education you get a better life. I am trying to help with many issues in school. This school is...the best of place...for me and my child.

(Frank, 3:7)

94)

"When parents work with school the children can do better, then their life will be better. My child in this school so any issues with my child from parent's evening the teacher explain to me what we need sort out, I can help to get better in his education." (Frank, 10:1)

95) *"We call parents, sometimes pick them up, bring them to school for meetings"* (Frank, 10:8)

96) *"we bring them talk to them about their children."* (Frank, 10:11)

97) *"I go to meetings to discuss my child's behaviour. We work together to help my child"*
(Mary, 5:19)

98) *"school helps my children and I should do my best to help the school"* (Mary, 9:1)

99) *"make the time for school because giving support to school means I am giving support to my child"* (Mary, 8:30)

100) *"I have been here for meetings. I came to a meeting because of my son's problem with another child, he had been in trouble..."* (Mary, 6:14)

101) *"As a parent I have to understand why he is doing something or not following instructions. I have met the people at the school to discuss this, it feels safe we can all work together."*
(Mary, 7:1)

102) *"I can understand the report because, I ask my eldest daughter to translate it to me."*
(Mary, 8:7)

103) *"the report has different colours on it, green is good, orange is OK and red is bad."*
(Mary, 8:11)

104) *"I don't know if he has homework or not, school could help us to understand more about this" (Mary, 3:17)*

105) *"we can help our children do their work at home" (Mary, 3:19)*

106)

Interviewer: Tell me about one best time, your favourite time?

Luka: ...Science, best time I make a rocket by myself. It wasn't a real one it was a paper one. It was by ourselves I make it, I learn and I know what to do.

Interviewer: How did you feel about making your rocket?

Luka: Happy, it fly high.

Interviewer: What can make school better?

Luka: More making learning (Luka, 3:24)

107) *"Like in some classes we don't do lots of things we just do too much writing and copying from board." (Luka, 4:15)*

108) *"My rocket could fly all the way to another planet (we both laugh) and me too."*
(Luka, 4:21)

109) *"How to find jobs course, filling out application forms, we can practice doing interviews, how to speak for yourself to get a job we can look after our families and our self."*
(Frank, 8:29)

110) *"If we can teach someone to find a job, we can learn more English when we do it. Then we will have less problems." (Mary, 3:29)*

111) *"can learn English from a cooking class, we can make good Slovakian food give food to Roma people who need it, who don't have jobs." (Frank, 8:26)*

112) *"when I arrive 2004 I did not know how to apply for school or how to get anything"*
(Frank, 9:12)

113) *"There was some bad experience when I came here 2004-2005, I don't know how to speak English. If I want a job, or go to shop or to a school because of my children, communication was very bad. We couldn't say we need that or this, but things are much better now" (Frank, 6:31)*

114) *"I can raise any issues with school management" (Mary, 2:4)*

115) *"It would be better to call Roma support teachers on a line directly so that we would not have to call the school before we spoke to them. I understand sometimes support teachers might be working in a classroom and it might be difficult to leave children in classrooms to speak to us and then we cannot speak to anyone. But if we leave a message somebody will always call us back but it might be a while later before they do so and if we feel our issue is urgent it can be difficult." (Mary, 2:7)*

116) *"I am happy when I come to parent's evenings, information is shared with us. I have some difficulty with the English language, translators are provided. But at parents evening there are many parents waiting to see the teachers at parents evening from Slovakia, there are only 3 translators /support teachers at the school, sometimes we need to wait a long time for a translator can come and translate for us. It would be nice if there were more translators on parent's evenings as it can take a long time to wait in order to understand. I come to every parent's evening. I have to wait, then I cannot see all my child's teachers because of the waiting time. I want to see all my child's teachers, I want to see all the teachers and understand how my child is doing in all subjects. But it is not always possible. I come early and try to see as many as I can."*
(Mary, 5:25)

117) *"You can get job with English. If you don't like English that much you won't get anywhere... you got to learn English and get better it." (Peter14:9)*

118) *"Well it feels better I learnt English" (Luka, 1:6)*

119) *"I am happy that my child is here and is learning English" (Mary, 3:4)*

120) *"if you learn English it is good" (Frank, 3:10)*

121)

Interviewer: How does it make you feel?

Peter: Good cause I been here twelve years now and I know how to speak English. This is another language I have. Good for students from other countries to learn it so they get jobs....Some of my Slovakian friend learn English some of them know how to speak English.

(Peter, 14:15)

122)

Interviewer: Can you tell me what else do you want to do in school?

Luka: Yes... we learn English, phonics, spellings, handwriting. It feels good.

Interviewer: Tell me more about that?

Luka: When I have English I can get job here. If we have to go to another country, I am know how to speak English. Everyone knows English. If something happens I can speak English with them. When I was 6 I came here, then I went to Slovakia and I came back when I was after.

(Luka, 3:6)

123) *"It would be nice if there were free English courses for parents in school. I'm OK. I have a job in a shop but many people from Slovakia don't know any English, they don't know how to ask for things, can't find work and life can be difficult for them. Maybe it would be good if the school could help them to learn English to find a job." (Mary, 3:22)*

124) *"we take all information from parents and teacher gives information." (Frank, 11:18)*

125) *"He was TA a Roma worker I knew him and I trust him" (Mary, 5:4)*

126) *"The teacher (TA) is friends with our mums and dads from when we were in Slovakia"*

(Luka, 10:12)

127) *"translator will call me and tell me" (Mary, 5:18)*

128) *"I can help parents in this school and arrange things by translating" (Frank, 9:11)*

129) *"they send us important things in our language" (Mary, 1:18)*

130) *"one letter is in English and the other copy is in Slovak for important things" (Mary, 7:26)*

131) *"We send a letter out in Slovak to Roma parents" (Frank, 11:3)*

132) *"First I was scared about my child it's a big school I was worried. Then I saw someone who I knew from Slovakia in the school. He was TA a Roma worker I knew him and I trust him. He helped me to fill out the forms, if my children come from school home distressed in any way I can check with them how it's been, if there are any difficulties I can communicate with my friend in the school"*
(Mary, 5:1)

133) *"I am very happy because I get a support from translators and teachers" (Mary, 1:14)*

134)

Luka: One boy from Slovakia was messing about in class and then a teacher tells him to stop but he is not listen. In our class one boy is very rude, he (the Slovakian Roma TA) be with him all the time, then he's good. The boy's very rude and ignores the teacher and he would do that all the time but when the Slovakian man comes into class and tells him to stop he always listens.

Interviewer: Why?

Luka: Cause this one is Slovakian and Miss is English.

Interviewer: Does that make a difference?

Luka: Yes

Interviewer: Tell me about that

Luka: He stops when this man tells him to stop

Interviewer: Why?

Luka: I don't know, maybe the boy's listening to him, this one is Slovakian, when he tells the boy to stop he stops and he can call home and tell his mum.

Interviewer: Why is that important?

Luka: If he speaks to the mum she will not be happy with her boy when he comes home from school.

Interviewer: Can the English teacher call?

Luka: English teacher will need interpreter help. This one (pointing to picture of the Slovakian TA) is telling him, the boy, that if he won't listen he will call his home and that is important.

Interviewer: Why?

Luka: Cause if the Slovakian teacher see the boy messing, he (pointing to the picture of the TA) is from Slovakia and parents will believe him.

Interviewer: Can you tell me more about that?

Luka: This teacher (TA) is also from Slovakia he can call the parents and tell them if he does this it will be bad for the boy cause they are friends.

Interviewer: What do you mean?

Luka: The teacher (TA) is friends with our mums and dads from when we were in Slovakia so if he tells them he has seen us misbehaving we will be in big trouble at home.

Interviewer: What if he (pointing at the photo of the Slovakian TA) was not at this school what do you think would happen?

Luka: It will not be good maybe he do what he wants if his parents will not understand the school.

Interviewer: What do you mean not understand?

Luka: They might not listen or believe them. *(Luka, 9:4)*

135) *"he calls my mum and speaks to her"* (Luka, 8:2)

136) *"First thing the Roma support teacher/translator contacted us and told us what the problem was before we came to school. This was useful because we could ask the translator more questions about what had happened and we could explain my child's side of the story. For example, if the translator calls and says the behaviour of my child is very poor, my child may have experienced something at the school I didn't know about and he may be happy to talk to me about this so that we can inform the school through the translator. When I come to for the meeting the translator can pick me up from my home. This helps as we don't always have enough money for travel. As a parent I have to understand why he is doing something or not following instructions. I have met the people at the school to discuss this, it feels safe we can all work together."* (Mary 6:18)

137) *"Slovakian children and parents from school see me on the streets, they respect me. They respect me outside and in here, they say "hello uncle" or "hello sir", they treat me nicely, they respect me, so do the parents and relatives."* (Frank, 5:12)

138) *"I go to lessons, so I helping children I explain life in the UK, to understand something so I'm try to explaining and helping."* (Frank, 1:19)

139) *"I understand their problems settle them"* (Frank, 1:32)

140) *"helping them to improve"* (Frank, 2.5)

141) *"children to focus more in their learning"* (Frank, 3.8)

142) *"The child you know he's special needs I talk to him, I help him and write things down for him about what they like, how they feel we can help that child improve. We do education health and care plan, we have many meetings, it difficult for parents coming from village to can't understand Special Needs, they have different life but I can help them understand."*

(Frank, 11:20)

143)

Peter: Teacher, they don't be like shout this guy and leave this guy alone they both equal. You can't make changes.

Interviewer: Tell me more about that?

Peter: If I have fight with someone and he fights me he won't normally shout him he shout at me he should shout at both of us and both of us get excluded.

Interviewer: Tell me more about that?

Peter: It is no equal if he shouts at me and leaves him alone. He should shout at both of us. If I do little things they will record it straight away you know... but no for all people.

Interviewer: What do you mean?

Peter: ... like...er...chewing. Some of the teacher say put that in the bin, some teacher send you out. Some of the teacher in this school are strict. It is hard being good to everybody and when we do bad things they can.... er...

Interviewer: What?

Peter: They can do the same... (Peter 5:8)

144) *"Yeah, I don't think it's fair what happened. I feel things were unfair, my son was excluded for fighting. My son didn't start anything. It was difficult for the school to find out because the other boy was lying and my son was telling the truth. I came into school the next day and I spoke with people at school, translators helped but he was still excluded."* (Mary, 7:8)

145) *"Some of the teacher in this school are strict."* (Peter, 6:2)

146) *"Some of them are too strict"* (Peter, 12:8)

147)

Peter: Well some of the teacher are very kind at this school and... er...some teacher bad...Don't mean bad but very strict people. Some shout at you I don't like that...

Interviewer: How does that make you feel?

Peter: Angry...

Interviewer: What would make things better?

Peter: I wanna tell them but I don't think they will hear. Teacher to no be too strict with people. What do you think?

Interviewer: Yes....

Peter: Some of the teacher be strict to students and the students might no like it. This happened to me before.

Interviewer: Tell me about this?

Peter: I was angry...tell the teacher; like I tell the teacher to don't do that...

Interviewer: What is that?

Peter: Some of them they come up to your face...scream at you.
Interviewer: Why?
Peter: Some of the students don't behave good but it is no OK for teacher to do this.
Interviewer: Why not?
Peter: Screaming at people doesn't help anyone.

(Peter, 15:2)

148)

Interviewer: Do you want to look at your photos and choose the thing that helps you the most?
Luka: The teacher, Mr X helps me (mainstream class teacher).
Interviewer: What does he do?
Luka: When we go to his class he tells us what to do and what to write about. When we get in troubles he takes us outside the class from other children and tells us how to behave.
Interviewer: How does that make you feel?
Luka: Good. Do you know when I get in trouble and the other boy is laughing the teacher sends him out (the boy who is laughing). The teacher tells him to stop and then he can talk to the boys one at a time.
Interviewer: Why does the teacher do that?
Luka: So that we can learn

(Luka, 7:7)

149)

Peter: Also it's about them...
Interviewer: Tell me about them?
Peter: Some of them are too strict, the teacher, the teacher are different... like... some they good to you they ...they play football with you and everything. Only some of the teacher. If all teacher are better teacher we will be learn better.
Can I chose another picture?

(Peter, 12:6)

150) *"Best time when I have a good teacher"* (Peter, 3:18)