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School Provision for Children of Occupational Travellers

**Report on the implementation of measures planned
by the Council and the Ministers of Education
22 may 1989 - 89/C 153/01**

(presented by the Commission)

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INTRODUCTION

In 1984, a resolution (Doc. 1 - 1522/83) ¹ was adopted by the European Parliament in connection with the education of children whose parents have no fixed abode.

As a consequence of this resolution, the Commission of the European Communities completed a study with regard to the educational situation of children of bargee, circus and fairground families within the twelve Member States.

The results and conclusions of this study are described in two reports. The first report (1987) covers the educational situation of bargee and circus children.

The second report (1988) covers the educational situation of fairground children.

At the Commission's initiative the conclusions and recommendations included in these reports were discussed with representatives of the Ministries of Education and experts/representatives of the population groups concerned (including professional organisations) of various Member States. (The first report in March 1987 - The second report in May 1988).

The results and recommendations of the study carried out on behalf of the Commission; the guidelines emerging from the consultations with the Occupational Traveller representatives and the discussions between experts and representatives of the Ministries of Education were noted.

On 22 May 1989 ², the Council and the Ministers of Education meeting within the Council, adopted a resolution on school provision for children of Occupational Travellers.

The aim of the Resolution is to develop a global and structural approach to help these children overcome the obstacles which hinder their access to schooling.

The Council and the Ministers for Education meeting within the Council will make every effort to promote a set of measures concerning school provision for children of Occupational Travellers. These measures will aim at :

- *promoting innovatory initiatives;*
- *proposing and supporting positive and appropriate measures;*
- *inter-relating achievements;*
- *widely disseminating the lessons learned.*

Therefore the Resolution calls on the Member States to make every effort to:

- *Improve information for travelling families;*
- *Improve access to nursery and primary school;*

¹ OJ N° 104, 16.4.1984, p. 144

² OJ N° C 153, 21.6.1989, p. 1-2

Take steps to make available full secondary education and appropriate vocational training;

- *Encourage the provision of accommodation in boarding schools or in lodgings in appropriate cases;*
- *Encourage appropriate agencies to inform teachers during their initial and in-service training of the specific circumstances and needs of Occupational Travellers' children;*
- *Promote support for teachers, educators, heads of schools and boarding schools and mobile teaching units.*

The Resolution proposes that Community support is useful here when it stimulates national initiatives and encourages the exchange of experiences and insights between all those concerned.

This report is provided for in the Resolution adopted in May 1989. Its first objective is to present, as requested by the Ministers, the various stages required to put the Resolution into operation a few years after its adoption.

In consultation with the representatives of the Member States in the Ad Hoc group for intercultural education, each Member State has prepared a national report. Naturally, these reports are an important source of information for the present report.

The objectives of this report are :

- to present a total view of the situation within the Union with regard to the implementation of the Resolution of May 1989, both at Member States and at Community level;
- to make a dynamic inventory and evaluation of achievements, so as to examine experiences and consolidate knowledge;
- to examine the development of community added value across the exchanges of experience and information between the various partners involved in educational questions in the different Member States;
- to examine the synergy created by the co-ordination of the activities developed, by the co-ordination with other community actions and by the links with the activities of other international institutions.

This document also has a prospective character: the analysis and evaluation should result in orientations and proposals for work for the short, medium and long term.

This document also has an informative objective, so that the partners concerned can be aware of the global situation and its development. Its distribution will stimulate reflection, action and co-operation in the areas identified.

CHAPTER 1

GENERAL DATA DEFINING THE CONTEXT

1.1 Quantitative data regarding the Occupational Travellers

1.1.1 Overview of the quantitative data available on the various sectors

There are major difficulties in collecting data on the various groups of Occupational Travellers. It is always very difficult and sometimes impossible to get accurate figures and much of the data is estimated or incomplete. The populations' mobility does not facilitate the collection of reliable data. In some cases, there is a danger of multiple-counting and in others of not counting at all. In this report, the difficulties are compounded in that the data was collected retrospectively in the summer of 1993 for the period "as at the end of 1991". The data should therefore be seen as an indicative snapshot.

In comparison with the data collected as part of the C.E.C. study (1985-1988) it appears that :

- the number of bargee families in the Member States concerned (B, F, D, NL) has fallen in recent years (especially in F).
- the circus and fairground population has remained stable (although Germany's reunification has caused the "D" figures to rise sharply).

The field of operations in the fairs and circuses sector has grown over the past few years, and as a result, various circuses plant their tentposts for long (er) periods in several countries. These are often the middling-to-big circuses with a large number of artists and workers' families.

Host countries often report the problem of not being able to know with any degree of accuracy just how many children / young adults of compulsory school age make up the retinue, which -of course- raises the question as to how their schooling can or should best be organised.

Projects have also been extended to include Occupational Travellers other than bargees, circus and fairground people, such as seasonal workers and fishermen.

TABLE 1: Occupational Travellers in BELGIUM

BELGIUM	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
Bargees	1289	1639	4261	819
Circus	6		74	10
fairground	1380		3500	464(B/f)
others				
totals	2675	1639	7835	1293

SOURCES:

Bargees: - National Institute for Social Insurance for the Self-employed
- National Institute for Statistics
- Residential provision for the children of parents with no fixed abode
- Flemish berth side nursery classes

Circus: - Data from an unofficial census carried out in 1992

Fairgrounds: - Fairground Professional Associations

REMARKS:

1. The channels of information regarding bargees is very limited. Establishing the total number of bargees and their age range is based on estimates and/or not entirely reliable sources.
2. Also, with regard to fairgrounds, the numbers are derived from estimates. The administrative channels do not allow for systematic data collection. As the fairground profession is not recognised as such, showmen are registered as tradesmen.
3. The data with respect to the circus world are estimates given by reliable sources.

TABLE 2: Occupational Travellers in GERMANY

GERMANY	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
Bargees	1751		8761	1526
Circus	230			1200
fairground	7500			4000
others				
totals	9481		8761	6726

SOURCES:

- Bargees: - Statistisches Bundesamt (Arbeitsverband der Deutsche Binnenschifffahrt)
 - Bund der Selbständigen in der Binnenschifffahrt
- Circus: - Gesellschaft de Circusfreunde
 - Circuszeitung
 - Circusseelsorge
- Fairground: - Deutsche Schausteller Verband e.V.
 - Schaustellerseelsorge

REMARKS:

1. Data collection cannot reach the levels of detail desired because official state and federal statistics are not available.
2. The question of ethnic groups was not raised with any authority or institution, school or institute nor in censuses or surveys.
3. Since unification, the number of people involved with Occupational Travellers has greatly increased. This is particularly true of the circus and fairground sectors.
4. The number of children is particularly high in family circus.
5. Concerning the number of fairground enterprises in the table, it should be mentioned that this is the number of enterprises which are members of a professional association. There are however a number of enterprises, (particularly the so-called "Komödiaten") which are not members of professional associations.

TABLE 3: Occupational Travellers in FRANCE

FRANCE	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
BARGEES	2660	808	3259 (?)	1643
CIRCUS	140	4000		
FAIRGROUND	15000 (7500 Trav.)	15000		
OTHERS		67000 (15000 Trav.)		
TOTALS	17800	86808	3259	1643

SOURCES :

- Bargees : - La Caisse d'Allocations familiales de la navigation intérieure
 - Research organised by EFECOT with the collaboration of the "Centre National de Formation des Personnels d'Inspection et de Direction" (Centre CONDORCET) (1992-1993)
- Circus : - Enquiry organised by ANDAC (Association Nationale pour le Développement des Arts du Cirque)
- Fairground : - Syndicat National des Industriels Forains (SNIF)
 - Research (cf. Bargees)
- Others : - Fédération des Commerçants non Sédentaires

TABLE 4: Occupational Travellers in LUXEMBOURG

LUXEMBOURG	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOLAGE CHILDREN
BARGEES				
CIRCUS				
FAIRGROUND	50	50	160	55
OTHERS				
TOTALS	50	50	160	55

SOURCES :

- Fairground : - The Showmen's Guild of Luxembourg G.D.

TABLE 5: Occupational Travellers in GREECE

GREECE	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
BARGEES				
CIRCUS				
FAIRGROUND	110	600		300
OTHERS				
TOTALS	110	600		300

SOURCES :

Fairground : - The showmen's Union of Greece

TABLE 6: Occupational Travellers in IRELAND

IRELAND	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
BARGEES				
CIRCUS		92		173
FAIRGROUND				
OTHERS				
TOTALS		92		173

SOURCES/REMARKS :

1. In 1991-92 a survey was carried out on behalf of the Irish Showmen's Guild, with the assistance of a research grant from the department of Education and with the collaboration of EFECOT.
2. A margin of 10% will adequately account for the difference between the recorded and actual number.

TABLE 7: Occupational Travellers in ITALY

ITALY	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
BARGEES				
CIRCUS	130	650	2902	1109
FAIRGROUND	7000	7000	31594	13400
OTHERS				
TOTALS	7130	7650	34496	14509

SOURCES/REMARKS :

1. The number of enterprises (circus and fairground) are delivered by the ANESV (Associazione Nazionale Esercenti Spettacoli Viaggianti)
2. The numbers of families/total population/school age children are the result of a calculated estimation based upon the figures of an enquiry organised by the ANESV in collaboration with EFECOT (European Federation for the Education of Children of Occupational Travellers)
3. The enquiry mentioned in number 2 concerning circus families produced, among others, the following results :
number of respondents = 116 (all travelling circus families who operate throughout Italy). These 116 families represent 286 children (198 of School age).
4. The number of respondents to this enquiry (cf number 2) from the fairground sector was 886 families.
 - 396 of these families operate throughout Italy
 - 287 of these families travel in central Italy
 - 223 of these families travel in southern Italy
 The 886 families represent 2227 children of which 1696 are of school age.

TABLE 8: Occupational Travellers in THE NETHERLANDS

THE NETHERLANDS TYPE OF POPULATION	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
BARGEES	4560	4560	12000	2749
CIRCUS	13	46	169	43
FAIRGROUND	1200	1200	2950	550
OTHERS				
TOTALS	5773	5806	15119	3342

SOURCES :

- Bargees :
- CBS (Rapport statistiek van de binnenvloot 1991)
 - CAIS (1993)
 - Study Vander Ploeg 1990)
 - LSOVK (Landelijke Stichting Onderwijs Varende Kleuters)

Fairground & Circus : - Stichting Rijdende School (SRS)

TABLE 9: Occupational Travellers in UNITED KINGDOM

U. K. TYPE of POPULATION	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
BARGEES				22
CIRCUS				158
FAIRGROUND				1116
OTHERS				
TOTALS				1296

SOURCES/REMARKS :

1. In England and Wales a specific grant programme is established under Section 210 of the Education Reform Act 1988 to provide grants for additional educational provision for travellers including Occupational Travellers. The grant provision mainly for additional peripatetic teaching staff and educational welfare officers and helps improve attendance at school, access to the curriculum and the level of attainment for traveller children. This grant supports additional expenditure : schools receive funding for traveller children on their rolls in the same way as for other children.

2. For England and Wales, the data in the report was drawn from questionnaires completed by Local Education Authorities (LEA). Questionnaires were sent to all LEAs in England and to five LEAs in Wales currently receiving the Section 210 grant. In Northern Ireland relevant information was collated by the Department of Education in Northern Ireland (DEI) but few, if any, Occupational Travellers reside in this region. In Scotland data was gathered by the Scottish Travellers Education Programme (STEP). STEP sent every school a questionnaire requesting details regarding the Occupational Travellers and their schooling (academic year 1991-92)
3. Table 9 presents an overview of the data collected from 58 LEAs in England, 2 from Wales and 12 from Scotland. There is no data for Northern Ireland as the number of Occupational Travellers is insignificant in Northern Ireland.
4. In England 4 LEAs reported the presence of 22 bargee children in their area. (17 primary age and attending school/5 of secondary age and attending school).
5. 13 LEAs reported the presence in their area of a total of 158 circus children. 65 of these were of primary age and in school, 34 of primary age and not in school; 15 of secondary age and in school, 44 of secondary age and not in school.
6. In England 31 LEAs reported the presence of 1116 fairground children in their area. (681 primary age and in school, 102 primary age and not in school/253 of secondary age and in school, 75 of secondary age and not in school).
7. For Scotland the number of fairground children is not recorded. The STEP enquiries identified a total of 70 families with children enrolled in school during the winter period. In 1988 the Scottish section of the Showmen's guild of Great Britain had 609 members in their section. For 1993 this section estimated there were 500 show families based in Glasgow (travelling across Scotland and into the North of England).

TABLE 10: Occupational Travellers in SPAIN

SPAIN	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
BARGEES				
CIRCUS	30	300	1200	600
FAIRGROUND	3500	3500	10000	3000
OTHERS(=SEASONAL WORK)		7000	48157	20457
TOTALS	3530	10800	59357	24057

SOURCES :

Circus : Ministry of Education and Science (Madrid)

Fairground : Showmen's Guilds Spain

Seasonal Workers : Ministries for Education and Science (Madrid & Sevilla)
(Number of families/children involved in projects in Rioja and Andalucia)

The quantitative data collected at national/regional level are incomplete and often estimated. In this regard see the sources and comments given for the various tables. The totals for the EU, both of separate groups and of the entire occupational travelling population, as presented in the following tables, can only give an approximate picture.

The Member States P and DK are not mentioned in these overviews, because detailed quantitative data are not available. But there are also Occupational Travellers in these Member States. According to the Ministry for Education in Portugal, for instance, there are at least 1000 school age children (22 circus children - 916 fairground children - 61 children of other Occupational Travellers).

TABLE 11: QUANTITATIVE DATA BARGEES in the EU

Member States POPULATION	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
B	1289	1639	4261	819 (B-fl)
D	1751	1751 (?)	8761	1526
F	2660	808	3259 (?)	1643
NL	4560	4560	12000	2749
UK				22
totals	10260	8758	28281	6759

TABLE 12: quantitative data circus population in the EU

MEMBER STATES	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
B	6		74	10
D	230			1200
E	30	300	1200	600
F	140	4000		
G				
IRL	(cf. Table Fairground)			
I	130	650	2902	1109
L				
NL	13	46	169	43
UK				158
totals	549	4996	4345	3120

TABLE 13: quantitative data Fairground population in the EU

Member States POPULATION	NUMBER OF			
	ENTERPRISES	FAMILIES	TOTAL POPULATION	SCHOOL AGE CHILDREN
B	1380	1380	3500	464
D	7500	7500	19000	4000
E	3500	3500	10000	3000
F	15000	15000	?	?
G	110	600	1500	300
IRL	92	92	357	173
I	7000	7000	31594	13400
L	50	50	160	55
NL	1200	1200	2950	550
UK	?	?	?	1116
totals	35832	36322	69061	23058

TABLE 14: TOTAL POPULATION OCCUPATIONAL TRAVELLERS in the EU

TYPE of POPULATION	NUMBER OF	
	ENTERPRISES	TOTAL POPULATION
Bargees	10260	28281
Circus (*)	549	13560
fairground (**)	35832	114361
others (F / E)(***)	n.r.	267880
totals	46641	424082

REMARKS :

(*) Circus population (method of calculation) :

- On the basis of the data available from three Member States (E, I and NL) it is possible to calculate an average of the total population per enterprise relative to the number of enterprises. In these three member states there are 173 enterprises with a total population of 4271. Extrapolating to the rest of the EU, 549 enterprises should therefore represent a population of approximately 13560.

() Fairground population (method of calculation) :**

- 8 Member States (B, D, E, G, IRL, I, and NL) represent 21942 school age children (=x) and 21322 families (=y- $x/y = 1.03$ (number of school age children per family). If we take this number (1.03) as the average for the remaining Member States (F) it is possible to estimate a total population for the fairground sector in the EU (excluding the population of the UK, for which neither the number of enterprises nor the number of families is known).

(*) Other types of Occupational Travellers (method of calculation) :**

- 2 Member States (F, E) have data for other groups of Occupational Travellers (seasonal workers, itinerant traders).
- 4 Member States do not have data for groups other than bargees, circuses and fairgrounds.
- The data available does not enable the calculation of accurate numbers for the total population to be made. A calculated estimate is required to gain some idea of the total population.
- The average number of children per family per group on the basis of the data available is as follows :
 - ▶ circus sector (E, I, NL) 1.76/family
 - ▶ fairground sector (B, D, E, G, IRL, I, L, NL) 1.03/family
 - ▶ bargees (B, D, F, NL) 0.76/family
 - ▶ seasonal workers (E) 2.92/family
- The average number of children per family for the groups mentioned above is 1.62. Taking account of the number of families recorded (seasonal workers/itinerant traders) and taking account of the estimated average number of children per family (1.62) the population can be estimated at a minimum 267,880.

1.2. SOCIO-ECONOMIC DATA

1.2.1. Inland Navigation ⁽³⁾

During the period from 1979 to 1988 a decrease in the total number of vessels and in tonnage of 20,3 % and 4,8 % respectively took place in the European Union. However in 1988, over-capacity in the sector was estimated at 20% of the hold. The structural imbalance between supply and demand in inland waterway transport continues unresolved. The factors which have led to this situation are, on the demand side:

- the slump in the production of coal, a product which has always been an important component in demand for waterway transport;
- the iron and steel crisis which led to a decrease in the transport of minerals inland and caused firms demanding those products to look for new locations near the major seaports where they have easier access to minerals imported from overseas;
- the crisis in the building sector, which brings with it a decrease in the transport of sand, cement and gravel, essential products in waterway traffic, especially in the Rhine market where building materials account for 47 % of the total volume of traffic.

On the supply side, the most important factors are:

- the essentially protectionist intervention of Member States in the waterway transport market;
- over-investment in transport equipment, in excess of real market requirements;
- tax facilities which encourage shipbuilding in certain countries;
- the lack of versatility of small flat boats and inadequate adaptation to the new requirements of demand.

In April 1989 the Community adopted Regulation (CEE) n° 1101/89 of the Council, implementing a programme of reduction of the fleet on the basis of paid-up membership of the profession, which enabled the withdrawal of 8% of dry-cargo vessels and 13% of liquid-cargo vessels. There is no doubt that these measures effectively contributed to a re-balancing of the market but the recent economic recession and the necessity to open the market have endangered this balance.

In order to remedy this, the Commission adopted on 23 May 1995⁴ a general package of proposals to the Council relating to the organisation of internal navigation and accompanying measures which aim to give a new impetus to river transport: a progressive liberalisation of covered river market up to 1 January 2000 accompanied by measures aimed to reduce over capacity at a structural level (downsizing during the period 1996-1998) and supporting investment in river ports.

The Commission also expressed a wish to promote combined transport ⁽³⁾ The objectives are:

- to create the general framework for a combined transport system based on rail and road covering the whole Community and which will remove a sizeable tonnage from the congested community road network;
- to integrate into this rail and road-based system inland waterways and maritime services.

The inland waterway is a suitable alternative to road and rail transport, which is threatened with congestion on a certain number of European links, and the growing use of which can only cause increasingly greater disadvantages in the areas of the environment and transport costs. The European waterway network has the capacity to assimilate volumes of traffic far

³ European Parliament/Directorate General for Research : Working Papers/The Future of Inland Waterway Transport in Europe, Luxembourg, 1993.

⁴ Common position adopted by the Council on 27 June 1996.

in excess of the existing volume, provided that investments are made in maintenance and suitable improvements.

Another important advantage of inland waterway transport as regards respect for the environment is its safety for the transport of dangerous materials. Tankers and vessels adapted for container traffic have special safety equipment. These vessels have twin hulls. Their speed is always constant and they have a very small number of dangerous manoeuvres to execute.

The firms involved in transportation along the European inland waterways are typical family businesses. These firms travel all the year round. Some have fixed routes. The routes are determined principally by the type of boat and supply and demand.

In relation to the limited number of firms involved, the businesses make a relatively important contribution to employment. So, for example, in 1991 the 1776 independent firms in Belgium had 1584 employees. (This data comes from the I.T.B. = Instituut voor het Transport langs de Binnenwateren - B - 1991)

The businesses concerned have organised themselves into representative professional organisations in the various Member States (B,D,F,NL). Moreover, at a European level, these organisations are linked by representative umbrella organisations, such as :

- the Union Internationale pour la Navigation Fluviale (U.I.N.F.) for the ship owners,
- the Internationale Tankvaartvereniging (I.T.V.) and
- the Europese Schippersorganisatie (E.S.O.). This last represents 90% of the family firms mentioned above and is at the same time a co-founder of EFECOT (European Federation for the Education of the Children of Occupational Travellers).

1.2.2. Circus world

A circus is a family business. Very often the core of a circus business consists of one or more families who have worked in the circus environment for several generations. Next to the family core, the circus business can engage circus artists and/or associates (technicians, chauffeurs, etc. ...). Hiring or not is determined by the financial possibilities of the business. Evidently large circuses hire more artists and other collaborators.

These engagements are usually meant for the duration of one tour. The length of the engagements is, in fact, determined by the rate of renewal of show programmes. This leads to the fact that in circus businesses, in addition to the regular core, a rather variable group of associates travels along.

Circus activities take place in two periods, namely the winter period (mostly from November to March) and the summer period. In most Member States circuses are trying to prolong the travelling season. In some countries - mostly in southern Europe - the circuses travel the whole year round..

Circus businesses cover a huge number of kilometres during each summer season. The frequency of movement is determined by the number of locations that will be visited during a tour, as well as the number of performances that will be given in a particular location. Of course, more performances can be given in larger cities. In smaller countries

(Belgium, Denmark and the Netherlands) circuses mostly stay only one or two days in a particular location.

Operating a circus is a tough business. Especially during a tour many activities succeed each other at an rapid tempo : preparing the tour, administration, travelling, erecting, dismantling, material and equipment maintenance, performances, tending to animals. Add to this the fact that one also has to provide for one's family! Furthermore, training is necessary and new acts for the forthcoming season must be studied and coached. The work can be divided depending on the number of workers. It is a fact that men, women and children work together in the circus business.

In some Member States (e.g. France) it appears that the travel pattern of circus families - especially in small circuses - has changed in recent years. Seeing that they operate in smaller areas, they are leading a more and more sedentary life. In these Member States it also often happens that the children do not travel with the parents but stay behind and lodge with families (either relatives or friends).

Most of the circus children however remain in the neighbourhood of their parent's. Family and professional life are one. They always remain in a very busy environment. Lots of impressions and experiences move very swiftly. Circus children are affected by the wearing character of circus life. They are subjected to the circus business as a whole from an early age, both artistically (namely participation in a modest way in the programmes) and in the organisation of, for instance, tending the animals, selling programmes, etc.

Many circus children can function in several languages from an early age. In fact, they always move in an international company. Many of them are very creative, inventive and flexible in their total functioning. Their way of life enables them to find their own solutions to the problems they meet.

When checking the extent to which the parties concerned in the circus world are organized, it is necessary to make a distinction between organisations for circus management and those for circus artists and other associated workers.

There is strong competition between the various circus businesses. This is probably the reason why, in the circus world, there is little talk of well functioning, operational master organisations.

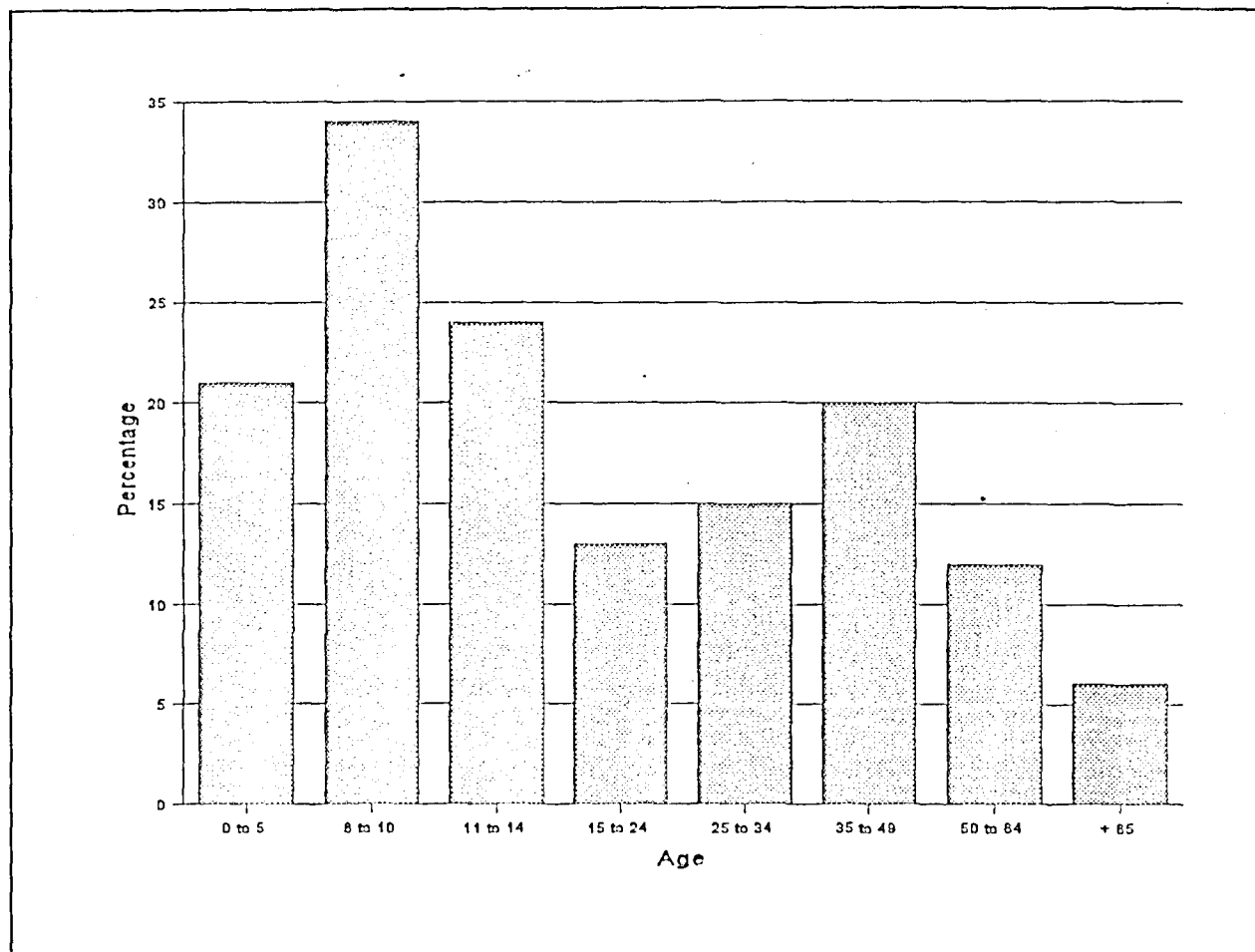
In only a few countries are there professional organisations for circus directors.

From the Paret report⁵ it also appeared that artists and associate workers seldom join a professional organisation (union). The circus still plays an important role in the cultural life of the citizens of the European Union. In 1992, at the request of ANDAC (Association Nationale pour le Développement des Arts du Cirque) and of the - Direction du Théâtre et des Spectacles - of the Ministry of Culture, research was carried out in connection with visits to the circus in France. From this investigation it appeared that 16% of French citizens (=10 million people) visited a circus at least once a year. (See table 15).

⁵ Report from a study carried out by Pierre Paret in 1980 for the CEC "La situation économique et sociale des entreprises de cirque et des professionnels du cirque dans les pays de la Communauté."

Table 15. Visits to the circus in France

This study was based on 100 people from all ages who went to the circus in the last 12 months

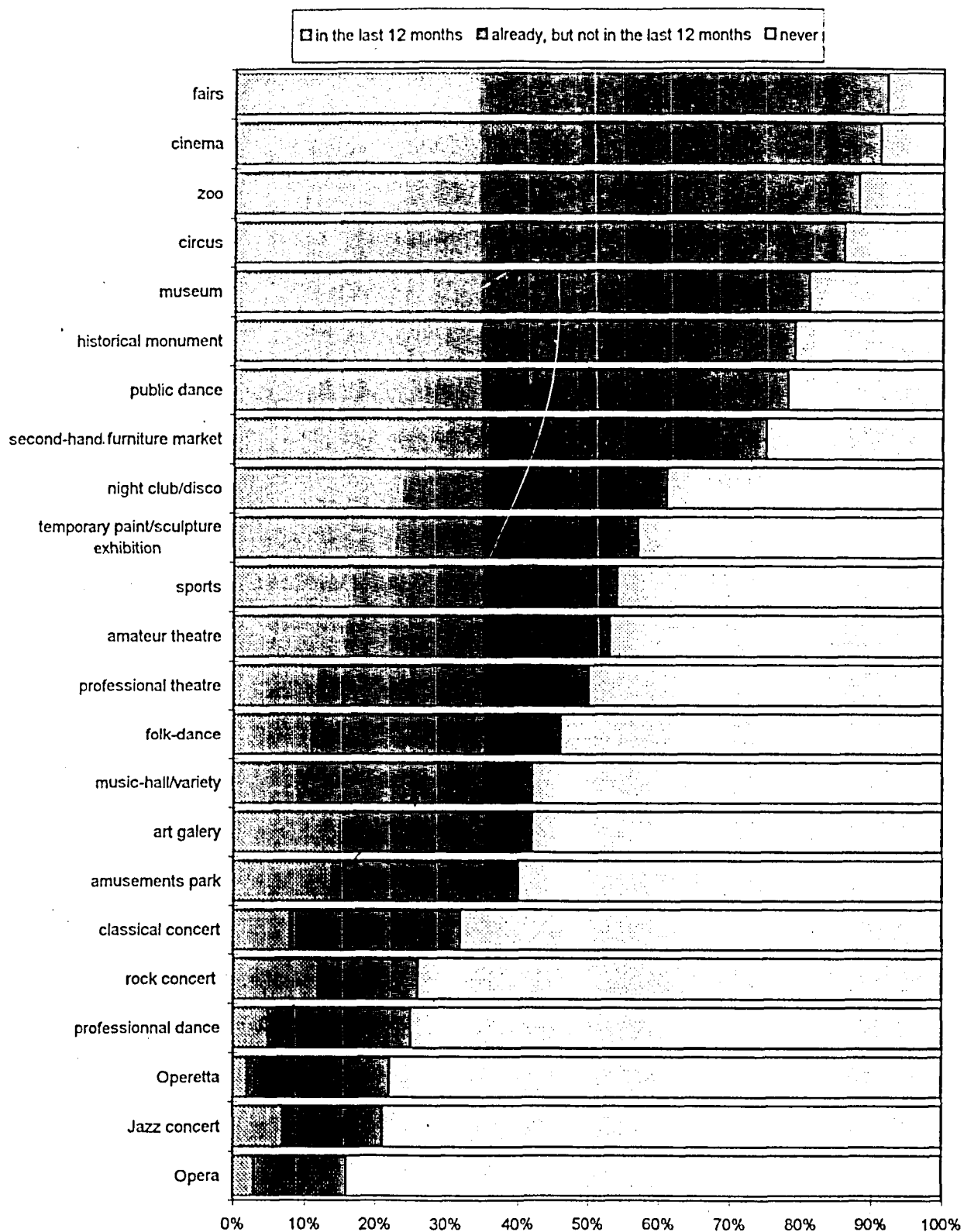


Source : Département des études et de la prospective (F)

In the cultural life of the French citizens, visits to the circus are in fourth place.
See Table 16.

TABLE 16 : Cultural excursions of the French

Percentage of French people (15 and over) who have visited ...



Sources : Département des Etudes et de la Prospective (F)

1.2.3. The fairground

The vast majority of fairground businesses are family businesses. Among these businesses, there is naturally a diversity regarding offer (sales, amusement, show, ...), regarding size (e.g. dodgems, cakewalks, 8-tracks compared to a shooting gallery) and regarding travelling areas.

Most families have been involved with the fairground world for many generations. Their pace of life is entirely determined by fairground events. In most countries, the season starts in March and lasts until November. This period is the intensive travelling season. In some Member States (the southern ones) showmen travel the whole year round. Furthermore, more and more of them, in all the Member States, are trying to find work for the winter period. In the winter season for example, Christmas fairs are being organised in more and more countries.

The number of movements is largely determined by the size of the business, but especially by the duration of the fairs. This duration varies greatly depending on whether one is dealing with a village fair or with in a small or larger city.

In large cities the fairs often last for several weeks. Most of the fairground businesses travel from week to week, from one place to another. Most fairground families have to make many moves during the season but some businesses confine their movements to one area. Others (mainly the largest businesses) consider a wider range.

Fairground activity also has an international dimension. Especially with fair businesses from Belgium/Netherlands, France/Germany and Great Britain/Ireland. The number of border-crossing activities to and from is increasing.

Making a fair is a labour intensive occupation. Especially in the larger Member States (F, D, GB and I) the big fairground businesses provide employment for quite a number of people. For purposes of illustration, some figures in Germany (1979) : next to the 12.000 "family staff members", there were also 22.300 staff members employed by the fairground businesses. Only the largest businesses can afford to hire staff. This is why some businesses hire temporary staff at particular periods (e.g. when dismantling and when setting up). New material purchases and its maintenance and rebuilding require substantial investments by the fairground operators in order to lend sufficient glamour to the business and keeping it up to date.

For instance, the total investments of the German fairground business in 1987 were estimated at 55 million Dmark (= 32 million ECU).

As for the interest of the public in fairs, annual fairs, etc., there is a little quantitative data. For instance, in Germany, 170 million visitors were recorded. Table 16 illustrates how popular the fair is in France!

The fairground business within the EU amounts to an annual turnover of some 2.5 billion ECU. (Source = The European Showmen's Union).

The large number of movements, together with erecting and dismantling the business again and again, force the fairground people to work very hard during the travelling season. The winter period (December, January, February) is a period in which the fairground families have to manage to tide themselves over. This time is used to improve and service materials and vehicles. During this period the families sojourn in winter quarters, some in fixed abodes, others with their caravans and equipment on reserved grounds.

Typical of the fairground family is the fact that family life and professional life run together. In a fairground business husband and wife (as well as the children) work together.

In most Member States the economic and social interests of fairground operators are looked after by professional organisations. In some countries, these professional organisations represent the majority of the fairground businesses. In the largest Member States it is often the case that regional professional organisations have united in master/national organisations. Some of the professional organisations have been operating for decades already. They have their own management and advisors and in some countries they also have their own publications and journals.

In some Member States there are sociocultural, educational and church organisations which care for the needs and wishes of the fairground world.

Next to the national/regional professional organisations, there is also the "European Showmen's Union" (E.S.U.). This organisation was founded in 1954.

All the Member States of the European Union and the E.F.T.A. countries are represented.

1.3. School attendance of the children of Occupational Travellers

1.3.1 Preschool education

In the Member States (B,F,NL) where there are berth side nursery schools (schools close to the waterways), preschool bargee children attend school with increasing regularity. In most Member States circus and fairground children receive virtually no preschool education.

1.3.2 Primary education

In the Member States concerned (B, F,NL, D) the vast majority of bargee children receive primary education. Extensive use is made of residential facilities (standard or special). In some Member States (e.g. D) this causes parents considerable financial problems (see Chapter 5).

In various Member States the children of fairground and circus families attend normal schools during the winter period. Children who travel with their parents during the travelling season go to school in the vicinity of the fair or circus. As a result their schooling during the travelling season is very irregular and they attend a number of schools. In some Member States there are mobile schools for the benefit of travelling fairground children (NL) and circus children (E, NL, 1 Land of D and 1 LEA of UK). At the time for which the report was seeking data, the UK had one mobile circus school but this has since closed. However Traveller Education Services, funded by the Section 210 grant, are active in meeting the educational needs of children from circus families in a variety of other ways. In some Member States (e.g. UK, F) the education of travelling children is supported by the provision of distance learning materials.

In some Member States the fairground/circus children do not travel with their parents during the travelling season. These children stay in residential facilities or with host families (relatives). This is particularly true of Belgium, where the majority of fairground children use residential facilities. In other Member States (e.g. F, NL, I) few to very few chose residential facilities.

It must be mentioned here that the school attendance of travelling circus children is very irregular. This is mostly because circuses (particularly the smaller ones which make up the

great majority) often visit many locations during the travelling season and seldom stay more than a few days.

There are particular problems with the education of children from circuses which travel internationally (the number of which is increasing). The host country hardly ever has a clear idea of the number of children involved or of the way in which the education of these children is or could be organised. The individual parents of the children concerned must mostly rely on their own abilities and means to arrange for the education of their children. Various Member States now suggest that this situation can only be solved on the basis of concrete measures, agreements and co-operation at a European level.

1.3.3. Secondary education

The majority of bargee children in the Member States concerned appear to attend secondary education regularly (vocational training). This is mostly because of the use of residential facilities.

From the limited information available it appears that the secondary education of circus and fairground children is irregular to very irregular. This is particularly true of travelling children (see 1.3.2.). Developing adequate and adapted models is still a major problem for various Member States.

1.3.4. Quantitative data

TABLE 17: BELGIUM

Educational arrangements

BARGEE CHILDREN	
PRE SCHOOL EDUCATION (in 3 morning classes: 2 in Flanders / 1 in Wallonia)	
School year 1991-1992:	244 nursery children (Belgium)
School year 1992-1993:	147 nursery children (Flanders)
PRIMARY EDUCATION	
In boarding schools	535 children

FAIRGROUND CHILDREN	
Primary Education (School year 1992/93)	
30% of children attend the regular school system	
70% of children attend boarding schools	

Table 18: FRANCE: Number of Children registered in some regions

	PRIMARY	SECONDARY	NOT ATTENDING SCHOOL
Académie de Créteil	1000	1020	1640
Académie d'Orléans-Tours	600	42	
Académie de Versailles	1693	36	4099
Académie d'Aix-Marseille	1021		379

Table 19 : IRELAND

Educational arrangements (Results 1991 / 1992 Survey)

N = 92 families / 173 Children (Fairground and circus)

NUMBER OF CHILDREN	ARRANGEMENTS during TRAVELLING SEASON
40%	Remain at winter quarters during school week to continue attendance at local school
38%	Commute daily to school from fairground
19%	Miss school entirely
3%	Attend boarding school (*)
NUMBER OF CHILDREN	ARRANGEMENTS during NON-TRAVELLING SEASON
97%	Attend school near winter quarters
3%	Attend boarding schools (*)
	(*) At families' own expense

AGE DISTRIBUTION CHILDREN	
Pre-school age	40
Primary school age	99
Post-primary school age	34
TOTAL	173

Table 20: THE NETHERLANDS

BARGEE CHILDREN
PRE-SCHOOL EDUCATION
500 nursery school children attend the berth side schools (7) or normal schools more or less regularly
PRIMARY EDUCATION
1074 children make use of residential facilities
SECONDARY EDUCATION
916 children make use of residential facilities

CIRCUS CHILDREN
- during the non-travelling season the circus children attend the regular school system
- during the travelling season they attend the mobile school system.

FAIRGROUND CHILDREN
- during the non-travelling season (October - March) the fairground children (primary level) attend the regular school system
- during the travelling season they attend the mobile school system. When possible the travelling fairground children attend the regular school system (25%)

TABLE 21: 63 LEA's (England 58 - Wales 5)

UNITED KINGDOM	NUMBER OF Children				
	TOTAL	of PRIMARY age		of SECONDARY age	
		in school	not in school	in school	not in school
Occupational travellers					
Bargees	22	17		5	
Circus	158	65	34	15	44
Fairground	1116	681	102	258	75
totals	1296	763	136	278	119

CHAPTER 2

ACTIONS DEVELOPING INFORMATION AND AID ON BEHALF OF PARENTS

1. The various national reports stress the fact that if the education of the children of Occupational Travellers is ever to be improved, good communication and proper co-operation with their parents is sine qua non. Various Member States are investing heavily to meet this requirement.
2. Much of this communication and co-operation "falls by the wayside" due to the very mobility of its target groups.

The preparation, execution and follow-up of initiatives now underway in this connection rely on co-operation with :

- the representatives of the target groups,
- the representative organisations of the target groups (the professional organisations, social organisations, pastoral organisations and the like),
- the individuals, organisations and institutes involved in one way or another with the target groups.

Special attention is paid to :

- research into and/or handling of suitable information channels,
- creation of navigable channels of information,
- development of purposeful, concrete, clear information (as regards both form and content).

3. These actions and initiatives are meant to : facilitate discussion with parents (3.1.), organize information campaigns for parents (3.2.), or else offer direct support to parents (3.3.).

3.1. Discussion with parents :

Discussions (at local, regional or national level) were held with the parents according to the phase of a pilot project (preparation, start-up, follow-up, evaluation), e.g. : what specific expectations, experiences do the parents have ?

- Inquiries were prepared or organised with the target groups, the results and conclusions were discussed;
- The creation, at regional and/or national level, of mechanisms of discussion. (Support groups, discussion committees, and networks of representatives from the representative committees, etc).

3.2. Information campaigns :

- Information brochures and folders are distributed to parents in various States on a regular basis
- these publications contain facts and figures regarding the educational facilities and initiatives available to their children (at regional and/or national level); publication of information (by the competent Ministries of Education and/or the representative organisations concerned) in the mass-circulation Press and/or in the special-interest target group periodicals (including EFECOT's "Newslines").

3.3. Direct support for parents :

- The development of monitoring systems, with special attention to easy lines of communication between the parents and schools, and between the various schools that take in Occupational Travellers' children;
- The development of educational tools that bargee families can use on board when unable to put their little ones off at a nearby landside school. This means e.g. work folders, brochures and audio cassettes which the parents can use to guide and direct the development of their preschool children. Particular emphasis is placed on language development of preschool children.
- In some Member States advisors/mobile teachers are provided. The intention is to build up and sustain good relations with individual parents. Sometimes they are made responsible for developing good contact between parents and the educational provisions concerned.

4. Various activities and initiatives as described above are prepared and executed with the co-operation and support of the EC.

4.1. Concrete results

In various Member States, the professional organisation of the bargee and fairground sectors are set to play a more active role regarding the education of their members' children :

- education and training are discussed during meetings with the partners concerned;
- education and training are now subjects of interest in their own magazines and publications;
- administrative measures have been taken in a number of countries to ensure a systematic follow-up of education/training and guarantee the same as an item in their organisational policy. Some of the professional organisations have appointed an executive (at national and/or regional level) to handle policy on education and schooling matters.

4.2. The channels through which individual parents can make their wishes known concerning the education of their children are more clearly signposted. There are also signs that individual parents are making more and more use of these channels, e.g. :

- parents bring individual issues before their professional organisations
- more and more parents in cross-frontier professional activities are applying for information on educational facilities in other countries;
- the EFECOT office in Brussels is regularly approached with questions from parents.

4.3. In certain regions, individual parents- with the support of their professional organisation- have joined together in groups. This has generated regional parents' (fairground families) associations. The purpose of this exercise is to pinpoint -and defend- educational needs more efficiently.

4.4. The representatives from the Ministries of Education concerned found the consultations with parents, professional associations, pastoral and social workers to be extremely useful and productive :

- the specific nature of the sectors was explained,
- parents' specific problems and expectations were also made clear
- the discussion produced concrete new initiatives.

4.5. Leaflets were compiled for the parents in German, English, French, Italian, Spanish and Dutch. These leaflets aim:

- to make the parents aware of the great importance of education for their children;
- to give the parents a few pointers re. the question "what do we do when we go off and work for a while in another country ?"

Practical experience revealed that these leaflets should be reworked as regards form and content. As an instrument, the "European leaflet" seems to answer a real need.

4.6. The setting-up of such initiatives for circus families appears extremely difficult. This is essentially due to the absence of national/regional or European professional associations for this sector.

5. Conclusions

The results appear to show that there is a real need for initiatives designed to involve parents, both formally, in everything concerning the education of their children.

Both information campaigns for parents and the setting up of consultations between parents and other concerned parties seem important levers in the preparation and implementation of suitable educational facilities.

Regarding the implementation of the Resolution of May '89, the initiatives have a very important role.

The initiatives contribute to meeting the short- and medium- term requirements of improving the educational situation of the children of Occupational Travellers.

The start of a "structured discussion" between professional associations and policy representatives is particularly important for the latter to have up-to-date information about the number of families, the number of children, number/location of the fairs, itineraries, etc.

Continuity is especially important in the learning process. Regarding travelling children - who often end up in a number of different schools - this continuity cannot be provided unless all concerned enter the discussion and make the necessary efforts. The parents themselves have an important role to play here.

It is equally necessary that they receive concrete assistance. As a result of information campaigns for the parents and consultation meetings between parents and teaching staff or, as the case may be, administrative representatives, instruments can now be elaborated and distributed for the benefit of the parents. The possibilities include lists of questions and suggestions that parents could put forward whenever they take up contact with a school.

Because of their mobility, the parents can seldom, if indeed ever, participate in the regular structuring of discussions between school and family. It will therefore be necessary to devise specific structures for such communication.

CHAPTER 3

ACCESS TO PRE-SCHOOL AND PRIMARY EDUCATION

1. Pre-school education

It is precisely the first steps of the school career that confront the children of Occupational Travellers with their worst problems. Particular attention is therefore to be paid to the pre-school education of itinerant children.

The initiatives mentioned in the national reports (usually pilot project- or project-stage) are designed to :

- lower the thresholds for parents (and children) for access to educational facilities,
- stimulate socialisation,
- promote integration in society (including regular school establishments),
- develop adequate pupil tracking systems,
- promote the acquisition of language skills.

Various Member States (B,F,NL) have devised special projects for the children of bargee families. Given the itineraries of this target group (the length and breadth of the land as well as cross-frontier), these projects are especially careful to establish co-operation between the various educational facilities concerned (berth side classes - reception centres) at regional/national and international level (= networks at national and European level). In B (fl) two reception centres (berth side schools) are included in the formal structure of the "Netwerk voor Onderwijs aan Varende Kleuters". There is an advisor responsible for co-ordination.

There is intensive co-operation between the seven berth side schools and two mobile teachers in NL, the two berth side schools in B (Flanders), the berth side school in B (fr) and the reception centre in northern France (Conflans-Ste-Honorine) with the support of the EC. The intention is to develop a fully-functioning European network for the education of internationally travelling preschool children.

In the framework of this European project an "International Educational Passport" has been developed. By means of this passport all those concerned can keep track of the child. Furthermore an educational guide for parents is being developed. This guide will provide parents with useful information and guidelines.

In the berth side schools in the various Member States particular attention is given to:

- the language development of bargee children
- sensory-motor development
- the setting up of activities to encourage integration between bargee children and the children on shore.

A number of these projects have reached a phase where considerable experience has already been gained among both the teachers and the parents involved. Some Member States are considering institutionalising these teaching facilities (B/fl).

Regarding the young children of circus and fairground families, most Member States are still trying to find their bearings :

- arranging discussions with the parents concerned,
- looking into needs and requirements,
- setting up small-scale (local) pilot projects.

In the Member States where mobile schools are provided for the travelling children of fairground and circus families (E, F, NL) pre-school children are also provided for during the travelling season.

In some Member States (B/fl) pilot projects are being set up in consultation with the professional organisations of the fairground sector, which are intended to investigate what method of provision for pre-school children can best be achieved during the travelling season.

In some Member States (e.g. D and L) provision for pre-school children during certain fairs is made on the initiative of certain organisations.

Various national reports mention the positive effects of promotional activities. This is expressed by the fact that such projects lead to increased participation of travelling nursery children in formal education.

2. Primary school education

2.1. Primary school education, bargee children:

Regarding junior education, the national reports would seem to show that the great majority of bargee children make use of boarding school facilities (cf. Chapter 1+ 5). This bears out the conclusions in the EC.-study (1985-1988). This chapter shall therefore limit itself to reporting on junior education options for fairground and circus children.

2.2. Primary school education, fairground and circus children:

In the majority of Member States, most parents of circus and fairground children opt for state primary schools rather than for boarding schools. The great majority of the children go on tour with their parents during the travelling season (except in a few Member States).

Certain Member States have had a range of supporting measures in place for some considerable time, designed to upgrade the primary school education of these target groups.

Furthermore a number of Member States (D, E, F, I, NL, UK) are co-operating on an in-depth study in connection with a pupil-monitoring system adapted to travelling children (alongside bargee, circus and fairground children also the children of seasonal workers are a target group). It is the intention of this study to lay down the criteria for an adapted pupil-monitoring system and compose a guide with recommendations and guidelines for its use, on the basis of existing experience in the Member States concerned as well as the experience which will be acquired in various pilot studies.

Within the framework of the European projects mentioned above several Member States (D, NL, UK) are co-operating in the development of adapted distance-learning materials and the exchange of relevant experiences and insights.

On top of this, their current course is, as ever, adjusted in the light of experience (and guided by the implementation of Resolution 89/C 153/02) e.g.

- the development of suitable monitoring systems,
- the development of suitable materials for distance learning

In the various Member States the education of travelling children is achieved by means of various educational models (or combinations of models). In this connection it must be stated that in several Member States these models have been operating for a considerable time (NL, UK). Equally, in most Member States these models have only come into operation in the recent past and therefore often have the character of pilot projects.

In some Member States the education of fairground and circus children (NL, UK) or of circus children (D, E, F) is organised by means of mobile schools. The use of mobile educational units by local Traveller Education Services in the UK must be seen in the context of Government policy to promote the integration of travellers into ordinary schools and their access to the mainstream curriculum. In one Member State (NL) mini-mobile schools have recently been introduced in addition to the existing network of mobile schools. These mini-mobile schools are intended to provide for travelling children in small fairs.

Some Member States opt for a model in which the travelling children attend normal schools. In this model expressly diverse educational measures are taken to support the schools concerned.

In some Member States supplementary teachers are engaged, sometimes in significant numbers (D, UK). Here special attention is paid to smooth co-operation between the schools concerned, on the one hand those which the children attend during the winter and on the other hand the various schools which they attend during the travelling season.

Several Member States make systematic distance-learning material available for travelling children (F, UK). A number of Traveller Education Services in the UK have been involved in the provision of distance learning materials in order to help with continuity of schooling during the travelling season. The EC has funded project work within the UK to help carry forward and coordinate further developments in this field.

Certain Member States (B,E,I) are preparing or executing projects with an eye to a tailored educational ensemble, made to the measure of the specific situation of these children in the travelling season.

The reports show that special attention has been focussed on :

- meaningful co-operation between educational establishments during the Winter and Summer terms;
- the choice of teaching material for the travelling period;
- the development of suitable pupil tracking/tagging systems;
- the development of suitable materials for "correspondence" type education (e.g., the rudiments of reading and writing).

Regarding the education of circus and fairground children, the various Member States concerned have given us to understand that they have paid special attention to the development of teacher networks at national and European level.

3. General Remark

All national reports indicate that the many and various actions and projects of this chapter are developed in co-operation with (and support of) the EC..

The following aspects of these actions and projects strike us as being the heart of the matter:

- arranging discussions with the target groups (spokes people, representative organisations and institutes ...),
- developing suitable monitoring systems,
- developing suitable distance learning materials

CHAPTER 4

SECONDARY SCHOOL EDUCATION AND VOCATIONAL TRAINING

1. The Member States concerned (B,NL,F,D) possess specific facilities for the vocational training of bargee families. The bargee children can attend these classes in part-time or full-time education. Arrangements have further been made for such schooling to lead to the award of specific certificates.
2. Certain Member States have developed (or have prepared) facilities for the part-time vocational training of fairground children. These facilities are (or were) prepared in close consultation with representatives from the fairground sector. In addition to specific vocational skills, particular attention was also paid to liberal studies and an all-round education.

Two European seminars, at Vilvoorde (B) and Munsbach (L) were organised with the cooperation of the EC.

The aim of these initiatives was to formulate a well-founded answer to the questions:

- Is there a need for sound training in the European fairground sector?
- If sound training is required, what must this offer? How can it be organised?

As a result of the above-mentioned seminars, co-operation between the Apeldoorn College (NL) and the Centre for Part-time Vocational Secondary Education -K.T.A. Evere (B) and the Centre for Part-time Vocational Secondary Education Overpelt/Maasmechelen (B) came into existence.

This co-operation lead in 1993 to the starting of two projects with the support of the Commission of the European Communities within the framework of the PETRA II programme. Modules are made subject by subject for the various parts of the programme so that each student will be able to work at his/her own tempo. It is the aim of the project to develop a package of modules, so that the various areas of training are covered. In addition to the general training more specialised and technical training areas are treated. In choosing, preparing, developing and evaluating the curriculum the partners concerned have systematically consulted the professional organisations from the fairground sector.

In 1992 a European consultative group working with the support of the EC. was set up concerning training in the fairground sector. Within the framework of this group the present PETRA projects were prepared. Gradually more participants from educational institutions in various Member States (D, UK : England & Scotland) have come forward to be involved in this consultation.

The consultative group's intention is two-fold. On the one hand the group intends to find out in which regions of the European Union there are still interested partners, who would like to be involved in future projects and actions. On the other hand, consultation must lead to definition of the priorities on the grounds of which the future actions and projects will be developed.

Although the discussions are not yet finalised several working areas are already defined:

- In preparing and realising all the actions and projects there must be systematic consultation with the representatives of the fairground sector (professional organisations);
- In future, the materials and experiences of the present PETRA projects will have to be distributed. For this, special attention will certainly have to be paid to the exchange of experiences with regard to the strategies adopted;
- With respect to achieving sound training, teachers play a very important role. Therefore -also within the framework of European co-operation- special attention is paid to the training and guidance of teachers.

Some themes which could be developed in possible actions and projects are:

- information regarding the social and professional life of the target group
- methodological approach and educational strategy
- attitudes of teachers
- the development of modules, begun in the present PETRA projects, must be continued in the future.

Various modules must be developed to have available in the medium term an appropriate, efficient and complete syllabus. The complete syllabus must also give attention to general education. The syllabus, i.e. the modules, must offer the best opportunities for training to both girls and boys; for the partners concerned it is in no way the intention to determine a vocational profile. What is intended is to offer, through the actions and projects, an attractive and appropriate training package.

3. Certain Member States (B,D,F,I) have officially-recognised facilities for the training of circus artists. The institutions concerned have recently formed a network. This will provide the basis for co-ordination the length and breadth of Europe. In addition, co-operation and consultation with the circus sector will be developed.

The concrete objectives are:

- to bring the different vocational training courses for circus artists in Europe into a relationship
- to inform and to cooperate with circus families on the subject of educational opportunities, both general and vocational, for their children
- to improve the quality of non professional education in circus skills in Europe.

Vocational education in circus skills is recent. Only a few schools specialise in this area. There are great differences from one to the other, now centred on performance, tradition or creation, each involved according to its history, influences, objectives. All have one thing in common: the training of future artists specialising in circus artistry. The families demand vocational training for their children, because the traditional method of transmitting knowledge is not always sufficient to offer them a secure future. The coordination of the institutions concerned allows travelling parents to find schools in accordance with their preferences. For 15 years the number of circus schools has grown throughout Europe. This is due not only to the effort of enthusiastic circus families, but also to political will. In spite of the intentions of certain schools or federations concerned to see a development in the quality of the education of circus children, the tremendous expansion of circus schools has not always adhered to essential educational principles with respect to the children.

4. In some Member States the curriculum offers space for the training of Occupational Travellers. Within the framework of the National Curriculum (UK - England and Wales) there is flexibility for work to take account of the particular needs of minority groups including Occupational Travellers. For example in literature, criteria for selecting books may include

their relevance to the culture of Travellers. Similarly, choices of curriculum teaching material in subjects such as Design, Technology, Art and Music may allow Occupational Travellers to do work which is relevant to their experience and background. In addition, there have been some modest developments in the fundamental education specifically aimed at adapting courses for young people from an Occupational Traveller background, such as specially designed courses in Food, Hygiene, Electronics and Safety.

In Scotland, schools are developing a range of short modules which can be accumulated and exchanged for SCOTVEC qualifications. This approach offers the possibility of a mixture of school-based and site-based learning.

5. In some Member States (UK, F) adapted distance learning materials are available for the children of Occupational Travellers.

CHAPTER 5

BOARDING SCHOOL PROVISIONS

1. Certain Member States have boarding establishments in which the children of Occupational Travellers can stay during their school careers. These boarding facilities are sometimes responsible not only for accommodation but also for formal classroom instruction. In other situations, accommodation and schooling are given separately.

Certain Member States have specific boarding establishments for Occupational Travellers (so-called "homes for children of families without fixed abode") (B,F,NL).

2. The governments of certain Member States have arrangements for financial aid for parents' expenses prior to the acceptance of their children in the boarding school. The actual costs that the parents have to pay can vary considerably from one Member State to the next. Some parents have to leave their professional sector (and thus have to seek other employment) to give their children the chance to receive formal education. This is the case in the Member States (e.g. D) where many Occupational Travellers' families cannot afford boarding school fees.
3. In most Member States, (period of compulsory education) the boarding facilities are open to children/teenagers throughout their school careers. In two Member States there are boarding facilities for pre-school education.
4. The great majority of bargee families opt for a boarding facility for their children (primary and secondary level). In most Member States, only a limited number of fairground and circus families favour the boarding solution. (see also Chapter 1)
5. Within the framework of a European project with the support of EC, those concerned from several Member States (B, F, D, NL, I) are working together on an investigation into boarding facilities available for the children of Occupational Travellers.

CHAPTER 6

INFORMATION, SUPPORT AND TRAINING PROVIDED FOR TEACHERS, EDUCATORS AND HEADS OF SCHOOLS

1. Putting educational provision for Occupational Travellers into operation involves the appointment of extra staff in various Member States.
2. From the national reports it appears that special attention is paid to informing the teachers concerned about the specific situation, needs and requirements of Occupational Travellers.
3. In some Member States measures are being prepared to instruct and guide the teachers by means of initial training and in service training with regard to the education of children from the various target groups of Occupational Travellers.
4. The networks, both at national and at European levels, are an important support for the teachers concerned. By means of these networks, materials, experiences and insights, among other things, can be exchanged.
In recent years a number of exchanges have taken place between teachers working with the children of Occupational Travellers (preschool, primary and secondary education). Various Member States (B, D, E, F, NL, UK) have taken part in these projects. From the national reports of the Member States concerned, it is evident that these exchange projects were judged very positively.

It is on the basis of these exchange projects that the European network for the education of bargee nursery-school children can be developed (see Chapter 3). Within the framework of these exchange projects two European seminars were also organised for teachers of travelling circus children (Asten (NL) / Madrid (E)). On the basis of the results and conclusions of these seminars the teachers concerned have developed a concrete plan of action. Thus a European network for teachers of travelling circus children is being constructed. In consultation and co-operation with EFECOT (European Federation for the Education of the Children of Occupational Travellers) an investigation into the education of Occupational Travellers was carried out by CONDORCET (Centre National de Formation des Personnels d'Inspection et de Direction) (F) in 1992/1993. This research (with the connected study trips to B, NL, UK) was an integrated part of the training of the candidate-inspectors who carried out the research.

All the initiatives mentioned in this paragraph (4) were undertaken with the support of the EC. prepared, co-ordinated and followed up by EFECOT.

CHAPTER 7

OTHER ACTIONS TAKEN

1. Certain Member States have announced the placement of various discussion structures. These discussion structures will be used in the preparation and the nurturing of various actions and projects regarding the education of Occupational Travellers. These discussion structures include the parents, teachers and representatives of the professional organisations, and social and pastoral workers (e.g. BERID in D).
2. In some Member States (e.g. F) literacy projects have been organised for the parents.
3. In various Member States the Ministry of Education has set up (or is setting up) a unit which is responsible for policy preparation, coordination and monitoring of the education of Occupational Travellers.
4. In various Member States initiatives are being prepared and/or taken to systematically sensitise those concerned with regard to the education of Occupational Travellers.
5. In England and Wales, Section 210 grant support is available to a variety of provisions outside the scope of the actual EC resolution. A number of LEA plans for Traveller education similarly reflect objectives extending beyond the scope of the EC resolution.
6. In Scotland, there have been meetings between the Show Parents Association, EAs, the relevant HMI for traveller education and STEP (Scottish Traveller Education Project). Four Education Liaison officers have been appointed. As representatives of the Showmen's Guild they visit schools to raise the awareness of teachers and children with regard to the Showmen's Culture. STEP will providing training for these Education Liaison Officers.
7. In the Netherlands the B.S.O.S. (Bestuurlijk Overleg van de Schippersscholen) has been set up. This consultative body consists of representatives of the governors of the schools concerned. The consultation is intended to make a contribution to policy preparation. Moreover in the Netherlands an initiative was taken in 1991 to set up a network of all teachers concerned with the education of bargee children.
8. In 1992 the Russian State Circus toured the Netherlands with a score of Russian children and children of various other nationalities (including Dutch). This circus asked the Stichting Rijdende School to provide education for these children.

A German circus with among others Russian artists also requested education. In addition, a German circus with German-speaking children and a stunt team with Dutch- and German-speaking children also made this request in 1992/1993. Co-operation with the Kulturministerie in Nordrhein-Westfalen (D) meant that the German-speaking pupils could tour the Netherlands with usable learning material. The education of the children of the above-mentioned Russian State Circus could continue in Flanders (1992) thanks to co-operation and consultation with the Department for Education of the Flemish Community in Belgium and with EFECOT. These facts as described in the Dutch report are not isolated phenomena. They are concrete illustrations of the problems already mentioned in chapter 3.

9. At a European level an information and documentation centre is now being developed in connection with the education of Occupational Travellers. This is being done with the support of the EC.

CHAPTER 8

OUTCOMES AND RECOMMENDATIONS

1. It is clearly apparent from the national reports that the various Member States are preparing and/or carrying out different measures and initiatives in connection with the implementation of Resolution 89 /C 153 /01. Since these are almost always very new measures and initiatives, measures necessary for the further development of this involvement must be taken both at the national/regional and at the European level. Moreover the different national reports have also made clear what the short-hand middle-term priorities are for future policy and future actions and projects (see below).
2. The very nature of the lifestyle of Occupational Travellers is such that they travel between different countries and their work requires them to move across Europe. In view of their economic activity, Occupational Travellers are covered by Community law. Consequently, their children have access to education under the same conditions as nationals of the host Member State.

Beyond the recognition of this fundamental right it is essential that the Member States of the European Union cooperate in this field in order to guarantee a decent education for these children. Furthermore Article 126 of the Treaty on European Union states that Community action contributing to the development of quality education aims at developing the exchange of information and experience on issues common to the education systems of the Member States and promoting cooperation between educational establishments.

3. The various actions and projects started up during recent years (some actions/projects in a preliminary stage, others in the course of execution) must be further implemented.

In various Member States, the intention is to use the experiences achieved in these actions and projects :

- to develop educational facilities taking account of the specific situation of Occupational Travellers, and/or
 - taking the necessary measures to render regular educational establishments capable of accommodating the children of Occupational Travellers in a sane, sensible and, above all, flexible manner.
4. The aim of educational policy is to offer Occupational Travellers in all respects -despite their mobility - the same chances as regards education as the sedentary rest of the population enjoys.
 5. In many Member States, secondary school attendance remains a cause of particular concern.
 6. Special efforts must be made to organise adapted vocational training for the sectors which meet the actual needs and requirements. In this respect special attention should be paid to:
 - the preparation of the youngsters with respect to entering a profession
 - the possibilities for permanent education.

The creation of vocational training should take place in consultation with representatives of the sectors concerned.

Considering the international character and/or the increasing cross-order activities in the sectors concerned, consultation and co-operation with regard to preparation, creation and monitoring is necessary at a European level.

7. It is apparent from the national reports that for the education of circus children - especially children from circuses who travel internationally - concrete agreements and co-operation are necessary. In this connection the creation of a pool of European teachers from the Member States should be considered by the Member States. (Teachers who can be brought in in connection with visits of circuses travelling internationally). A databank of educational and learning-materials should be developed to support these teachers. This task could possibly be linked to the information and documentation centre which is already being developed (see Chapter 7).
8. The mobility of Occupational Travellers represents a social challenge of importance to education in general. It should be borne in mind that there is more to "Occupational Travellers" than just bargees, circus families, fairground families or seasonal workers. Their specific problems spill over beyond their social situation. The gradual gelling of Europe gives grounds for expecting a big increase in the going and froing of men, women and children within the European Community. The phenomenon of "mobility for professional reasons" will continue to move centre stage. Educational policy will be faced with the problem of accommodating the specific needs and requirements arising from this very mobility.
9. The transfrontier going and froing of persons and families promotes the co-operation and exchanges in the educational policies of various regions at national level, and of the various Member States concerned. It also encourages co-ordinated actions on the EC. level. Educational policy will keep an eye on the European horizon. This involves inter alia allowing for the consequences of the increasing mobility of the population of Europe as regards education. This is quite particularly the case as regards Occupational Travellers. Conversation and co-operation across the border will be necessary to create more continuity in educational facilities within the reach of these groups of the population.
10. The educational innovations and actions on behalf of the Occupational Traveller are also quite specifically intended to ensure quality control in general. The instruments that education develops for use in a quicksilver environment and for the personal and professional autonomy of Occupational Travellers are innovatory initiatives whose development can be transplanted to other (broader) target groups -virtually any other group deemed to require educational outreach.
11. Actions and projects prepared and organized with the co-operation and support of the EC. have done much to spread good practice and to make those involved in the education of travelling children at local level more aware of developments elsewhere in the home country and abroad. Those actions and projects have also helped to promote innovatory initiatives, ensuring that experiences are exchanged and achievements interrelated, and widely disseminating the lessons learned, such as :
 - development of distance learning materials,
 - development of adopted monitoring systems,
 - development of materials on behalf of parents).

The development of networks with those responsible for the classroom instruction of children of the various target groups (at national and European level) must still continue.

12. The reports of the Member States show that the preparation and execution of future actions and projects could be considered in the following areas:
- information, discussion and co-operation with the parents concerned,
 - directives and advice as per local school policy,
 - the development of suitable teaching and educational material. Distribution and exchange of such materials at European level,
 - the development of adapted open and distance learning materials (supported by information and communication technologies). Distribution and exchange of such materials at European level.
 - the development and distribution of suitable functional monitoring systems at European level.
 - testing the initial achievement level and the learning outcomes,
 - initial and in-service training for teachers (with special reference to, inter alia, "multilingualism" in the educational facilities).
13. From the various national reports it is apparent that sound co-ordination with regard to the education of Occupational Travellers is necessary both at a national/regional and at a European level.
14. It is desirable that the Member States should consider to make a thorough study of the various tendencies in the aspirations of parents and children in the different sectors of Occupational Travellers. This survey should give an accurate quantitative picture with regard to the motivation, options and results of those studying and with regard to the way in which education and actual teachers interact with these.
15. With regard to the development of actions and projects, the Member States have set their sights on co-operation across the whole of Europe. With regard to co-ordination of the various actions and projects the important role of EFECOT -the European Federation for the Education of the Children of Occupational Travellers- must be emphasised.

ANNEX

NATIONAL REPORTS ON THE IMPLEMENTATION OF THE RESOLUTION OF 22 MAY 1989 (89/C 153/01)

(B) Belgium (fl)

Marc Verlot, met Sven Sierend en Nele Goethals, *Scolarisation van kinderen uit de trekkende beroepsbevolking*, Ministerie van de Vlaamse Gemeenschap, Departement Onderwijs, Januari 1994, 38 p.

(B) Belgium (fr)

Alain Reyniers, *La scolarisation en Communauté française de Belgique des enfants de culture itinérante*, Communauté française de Belgique, *Scolarisation en milieu multiculturel*, October 1993, 56 p.

(D) Germany

Martin Emundts, *Die Schulische Betreuung der Kinder von Binnenschiffem, Circusangehörigen und Schaustellern / der Kinder von Sinti und Roma und Fahrenden*, Kultusministerium Nordrhein-Westfalen, 16 p.

(E) Spain

Informe Sobre la Atención Educativa a la población Itinerante, Ministerio de Educación y Ciencia, 10 p.

(F) France

La scolarisation des enfants de parents exerçants des professions itinérantes, Ministère de l'Éducation Nationale, Direction des Ecoles, Direction des Lycées et Collèges, December 1993, 25 p.

(IRL) Ireland

Report on the implementation of E.C. Resolution 89/C 153/01 on School provision for children of Occupational Travellers, October 1993, 10 p.

(I) Italy

Rapporto sulla scolarizzazione dei figli di esercenti spettacoli viaggianti e circensi, Associazione Nazionale Esercenti Spettacoli Viaggianti, October 1993, 3 p.

(NL) The Netherlands

Overzicht van voorzieningen in Nederland voor het onderwijs aan kinderen van de trekkende bevolking, Kermisexploitanten, Circusmedewerkers en Schippers, Ministerie van Onderwijs en Wetenschappen, December 1993, 30 p. + annexes

(UK) United Kingdom

School provision for Occupational Travellers in the UK Relevant to E.C. Resolution 89/C 153/01, Department for Education, 10 p.

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