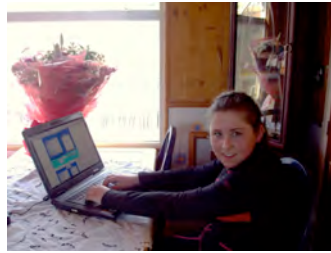




**National Association of Teachers of Travellers
+Other Professionals**

USING ICT TO SUPPORT DISTANCE LEARNING FOR TRAVELLER CHILDREN

**A report on the progress of Strand 'A' of the E-LAMP
initiative *Phase 5***



**department for
children, schools and families**

February, 2009

Executive summary

This report focuses on the continuing work of 'Strand A' of the E-Learning and Mobility Project (ELAMP). This strand has been aimed at promoting the development of school-supported distance learning for mobile Traveller children whilst they are away from school during the main working season. The various phases of this initiative date from 2004 and have explored the use of ICT to bridge the gap between home and school and to enhance the educational opportunities of Gypsy Roma and Travellers (GRT).¹

ELAMP is funded by the DCSF and coordinated via the National Association of Teachers of Travellers and other professionals (NATT+). Previous reports are available on the NATT+ website² and confirm the general value and potential effectiveness of the approach. These results are briefly summarized in this document as part of a project overview, which also gives details of the 246 young learners who were involved during 2007-08. This year's progress report, covering phase five of the project, then attempts to add to that picture by introducing the results of four family-based case studies which have explored the longer-term impact of the project.

The report concludes with an exploration of some important consolidation issues which include a focus on the 'Home Access' proposals being developed by Becta and the DCSF. These proposals are intended to encourage the use of ICT in the home to support school-based learning, and have stimulated the widening of the scope of ELAMP to support all Traveller pupils, regardless of mobility considerations. The change of emphasis will be a particular focus for next year's evaluation report, but it is interesting to note the way in which the change has already impacted on recruitment.

Approximately 350 new learners have joined ELAMP since September, 2008, making a total of some 600 young participants, and about half of the families now involved travel away from school for less than 6 weeks during term-time. This year, for the first time, we have also monitored sibling use and it is encouraging to find that approximately 500 siblings are using the equipment to support their school work.

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¹ There is a separate report for 'Strand B' which addresses the challenge of disengaged Traveller pupils at Key stage 4.

² www.natt.org.uk

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Introducing the project and previous findings

Evidence from the preliminary research which underpinned ELAMP suggests that something like 10,000 to 12,000 Traveller pupils are mobile for part of the year and in ways which disrupt their schooling. The majority of these youngsters return to their base school for the winter months and many Traveller Education Support Services (TESS) have worked with base-schools to develop distance learning packs since the early 1990s. Most of this early work was with children from the Fairground community (Showmen); partly because their travel patterns were relatively predictable and partly due to more defensive attitudes towards schooling from 'Gypsy' communities.³

In spite of some innovative work the evidence suggests that the pack-based approach had severe limitations. In particular, it was difficult for families to get advice if children were stuck with aspects of their set tasks, and it then took time to get work back to school (normally via the post) and to receive feedback. This affected motivation, especially by the early part of the autumn term when children had often been out of school for some months. Lack of effective contact with school teachers and classmates also meant that pupils often worried about their return to school, and some found reintegration challenging.

The original e-learning and mobility project (ELAMP) started with a research phase funded by the Nuffield Foundation. This set out to look at the potential of ICT to strengthen distance learning support, and the first practical pilot initiative, ELAMP₂, drew on its recommendations. The initial target was to support 20 primary-age pupils and it was perhaps not surprising that the four TESS which participated targeted the Fairground community. The pupils were given laptops together with wireless internet access to enable communication with schools and access to interactive learning materials.⁴ The pilot took place during the 2004 travelling season and demonstrated the potential for a step-change in school-supported distance learning; improving communication and maintaining motivation. The initiative was also important in beginning to identify key issues for successful practice.

The next phase, ELAMP₃, extended the geographical spread of the project to include five new TESS areas and added support and equipment for a further 54 pupils during the 2005 travel season. The pupils now included some Gypsy children and the extension drew in 11 new schools, including some secondary schools. Again important lessons were learned and 2006 saw the introduction of ELAMP₄ as a consolidation phase with 12 more TESS involved and an additional 140 pupils drawn from 70 schools.

The subsequent phase, ELAMP₅, opened up opportunities for another 36 pupils from 23 schools within six new TESS areas, and the aggregated figures for the first four pilot phases of the project are given in Table 1 (below).

³ The term 'Gypsy' is used here and throughout this report in a generic sense.

⁴ Access was via GPRS mobile telephone networks which are designed for data transfer. Subsequently 3G options have also become available and enable faster transfer speeds in some parts of the country..

Appendix 1 lists the various TESS partners and give a good indication of the geographical spread of the project across English local authorities.




	Fairground and Circus 	'Gypsy' 	New Traveller. 
Primary	90	15	3
Secondary	90	43	5
Total	180	58	8

Table 1: A breakdown of pupils involved with ELAMP distance learning during the 2008 travel season

Reports for the various phases of ELAMP are available on the NATT+ website.⁵ The evaluation of ELAMP₂ and of ELAMP₃ collected a great deal of experiential feedback from individual families, schools and TESS which also led to the publication of a DfES guidance document entitled *School Supported Distance Learning*.⁶

The relatively large cohort involved in ELAMP₄ then offered the opportunity to aggregate data in order to look for indicators related to (a) how the equipment was being used, (b) the progress of the young learners and (c) the impact on reintegration when pupils returned to their base school after the travelling season. In terms of making use of the potential of ICT, there proved to be a mixed pattern but approximately 80% of pupils were making use of courseware and a similar proportion were using the web regularly as part of their learning programmes. At the same time over 80% were exchanging messages, and some of their work⁷, with schools via the internet. Feedback about pupil progress and reintegration was also very encouraging. In particular the pattern of progress made by individual children was found to be maintained throughout the travel season and the continuous flow of contact between families and schools had had a significant and positive impact on reintegration.

⁵ www.natt.org.uk

⁶ available from the Standards website
www.standards.dfes.gov.uk/ethnicminorities/resources/dfessdlp2006.pdf

⁷ Work being 'exchanged' either as attachments or within a virtual learning environment

At the time of finalizing this report, recruitment has also taken place for the next phase (ELAMP₆). It is interesting to note that there has been a significant increase in involvement with about 350 new learners joining the project since September, 2008; making a grand total of about 600 Traveller pupils. This increase is strongly related to a broadening of the project remit to begin to explore parallel work with non-mobile pupils. Some of the overall 2008-09 cohort of pupils do not travel at all, but others travel for short periods, for example to family or community events. Approximately half travel away from school for at least 6 weeks during term time and these remain a key focus for distance learning support.⁸

This change will be a particular focus for next year's evaluation report. In the meantime, sibling and parental use were also monitored for the first time (at the recruitment stage), with encouraging results. Some 500 additional school-age siblings will use the ELAMP equipment, as well as some 200 older siblings. In addition TESS returns indicate that at least one parent within just over half the families involved is likely to use the equipment⁹.

Case studies (pupils using the equipment over a period of time)

The project evaluation reports have been written on an annual basis and this year it was decided to complement these exercises by undertaking some case studies with pupils who had started with ELAMP in 2004 or 2005. Families were visited and interviews recorded. Notes summarizing the discussions were then checked with families to try to ensure accuracy and a fair reflection of views expressed.

The first study is of a Fairground family with two learners who have been continuously involved for five travelling seasons since the original pilot. The other case studies focus on families who have been involved for four years, chosen for a variety of background and experience. The second case study is of one of the first Gypsy pupils to join the project, and the third is from another Fairground family selected because the pupil has had a laptop since Y1, so that ICT has always been an integral part of her distance learning. The final case study was chosen to emphasize the potential of ICT to enhance distance learning for children with special needs; in this instance related to dyslexia.

Some of the information from the case studies is first presented here in a format similar to that used in a separate magazine.¹⁰ This is followed by a brief overview drawing out some key themes from the notes of the discussions.

⁸ This 6-week marker has been introduced as a way of identifying 'significant travel away from base'. However children who are away from school for shorter periods can clearly benefit from contact with school and exchanges of work, and in practice much would depend on the nature of a family mobility pattern and the capacity of the school to offer support.

⁹ Decisions about encouraging parental use are taken by individual TESS, and feedback suggests that such family use can have very positive benefits for the ELAMP pupils as well as their parents.

¹⁰ This magazine publication is available separately from the project

Leading the way: Pioneers with ELAMP

Jade and Thomas both started with ELAMP in 2004 when Thomas was in Y6 and Jade in Y3. The family overwinter in Cambridgeshire and travel extensively throughout their region from February to September. They always come back at the start of the school year, and try to keep their travel pattern localized for the rest of the season.

Their primary school was very supportive and they have both now moved on to their local secondary school. Jade transferred this year and Thomas is now in Key Stage 4 and preparing for exams. Support continues for their use of laptops and distance learning activities to supplement pack-based materials.



Jade and Thomas with other pioneers, 2004

Both Jade and Thomas continued to work with their normal distance learning packs back in 2004, but both also started a weekly exchange of emails with school and used some CD-ROM based learning material. They each had a 'buddy' at school and let their classmates know where they were each week. Their teachers made a map and their buddies also kept in contact with school news. Their mum, Nicola, feels that this *"keeping in touch"* was very important for motivation and a sense of still being part of school. By 2006 they were also exchanging some of their work with school as email attachments, and they have increasingly used the internet for websites recommended by teachers, and for searching out information which they need for schoolwork.



Jade and Thomas with Nicola, their mum,
preparing for the 2008 season

Nicola's view At its best this approach is almost *"like not being away"*. She feels it is *"brilliant...really, really good"* especially for linking with schools and reinforcing schoolwork. She especially likes the potential for *"one-to-one support"*

Thomas' view A definite improvement on using just packs, *"especially being able to research on the internet"*. Also *"if you got stuck on something or were a bit confused you could ask"*.

And Jade *"computer-based work is just more enjoyable!"*

An advocate for Travellers

Chantelle was one of the very first Gypsy children to join the project. That was back in 2005 when she was a middle school pupil, and she quickly became an 'ICT expert'. Now she uses her laptop both for schoolwork and within her community, and is the very first member of her extended family, and also on her site, to go on to high school.

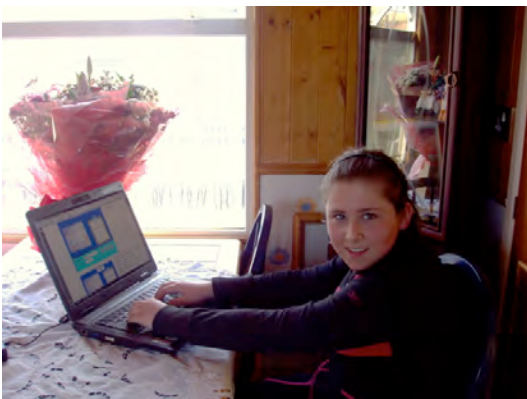
Over the past few years her family have not been away for extended periods but Chantelle has continued to use the computer to back up her schoolwork, as well as using her ICT expertise to help others. She has been an active member of a Traveller children's advocacy project and her ambition now is to take A-levels, then to go on to study Law at university so that she can become "a lawyer for Gypsy Traveller people"



Chantelle making her presentation at the House of Lords, 2008

Chantelle at the House of Lords Chantelle made a presentation about her ELAMP experiences at the House of Lords (part of an ELAMP competition event) in March 2008. She stressed the impact that having a laptop and internet access had had on her learning; including some excellent SATS results at Key Stage 2. She especially highlighted the value of the internet for project work and revision, as well as its importance for exchanging work with school whilst away from base.

Now, if she doesn't immediately understand school work her first thought is to use the internet, and she likes "getting a head start"; so if a teacher mentions a future topic in school she does some research in advance. Her attitude to learning has also changed radically and now she likes to set her own targets. Even in school she prefers "learning for myself rather than just sitting there"



Back at home in Northumberland

A parent's view For her mother, ELAMP has been a huge step forward. Chantelle has become "more confident at school", "looks things up for herself" and is making "really good progress". As a parent she is rightly concerned that internet access needs to be carefully monitored, but with this proviso is very positive about the potential of ICT to "bring Traveller children forward" and to reinforce school-based learning.

A final word from Chantelle "Paper-based work was boring and I "didn't do very much from my pack. Now I enjoy learning, and do two to three hours schoolwork each evening" "The computer makes you want to do (your work) more,you do more without realizing it, especially writing things".

A step at a time

Elizabeth has been one of the youngest project participants. She started with the project in 2005 when she was still in Y1. She began with some CD-ROMs which were linked to her reading books from school, and *"more interesting with activities and games"*.

Then in Y2 she also had a datacard so that she could keep in touch by exchanging emails with teachers and friends. For Y3 the TES and the school introduced web-based materials like 'Learning Highways' and 'Education City', and also encouraged her to use recommended websites for project work.

Now in Y4 she will begin to exchange some of her work with school using email attachments.



Elizabeth at work with support from Blanche, her mother

The family attend a Leicestershire school in the winter and travel across a broad region between Easter and October. Because they move on a weekly basis they have used distance learning packs from the start. Elizabeth's parents appreciate the way in which the ICT dimension has been introduced in a phased way, to complement the packs and so that they could learn alongside their daughter and take an active role in both support and supervision. Now she does two to three hours study each day and is *"not behind with her schoolwork when she returns in the autumn"*

For her parents the experience has been *"fantastic"* and shows *"the future for mobile Fairground and Traveller pupils.....with options which (they) didn't have."* For Elizabeth the work seems *"easier and more fun"* and she is beginning to enjoy *"finding out things (for herself)"*



Supporting the Showman's way of life

An extract from Elizabeth's poem which won a prize in the ELAMP competition

*In the winter I go to school
And I think my friends are rather cool.*

*In the summer time I learn with my mum,
And with my computer I have lots of fun.*

*I work on my computer which was kindly lent to me,
To help me in the future to be the best that I can be.*

*The best thing about my computer is that I can email
my friends.*

*I hope you enjoyed my poem, because now we have
reached the end.*

Opening up a new world

Michael became involved with ELAMP during 2005 when he had just moved to secondary school. His family go to fairs throughout Devon and Cornwall during the season (from Easter to October) so ELAMP offered a completely new way of supporting his learning. Even more important, Michael is dyslexic and this had had a significant impact on both his primary schooling and his attempts to use traditional distance learning packs. Now he is able to use the text-to-audio package 'Read and Write Gold' to support his work all the time, and his mother Angela is delighted as this has offered "a *completely new way forward*" with Michael "no longer cut off from learning activities"



One of Michael's projects has centred on his enthusiasm for

After three years with the project, Michael is now in Y10 and working towards his GCSEs. He will be taking Maths, English and Science, and has started some coursework for Design and Technology. In addition he may take an ICT course, as he feels this is an area which is increasingly important to Showmen. What next? Michael wants to stay with the Fairground lifestyle so hopes to go on to college to take options like Mechanics and Welding

As well as giving constant access to the text-to-audio software, the laptop has been vital for exchanging emails and some of his work with both the school and his local TESS, and some of his most effective learning has been through projects. These have previously included a focus on farming for Geography, work on the Tudors for History, looking at fossils in Science and a favourite project on motorcycles. What he really likes is that he can use the internet "to search out information for myself".



Michael: finding out what he needs to know

Michael now does up to ten hours each week on his schoolwork and keeps a log which he returns to school. As Angela says this is a huge achievement; "it used to be a struggle to get him to do 10 minutes". A member of staff from the TESS also visits regularly to help set targets when the family is in the base-area, but it is interesting to note that Michael has increasingly shown signs of becoming an independent learner: "now if I get stuck I use the internet to find out what I need to know"

To sum up in Angela's words "the computer has brought on many different avenues...things Michael can now tackle"

It was perhaps not surprising that all of the parents who took part in the interviews for the four case studies highlighted the problems of trying to get their children into schools (en route) during the travelling season. They also made a strong contrast between their own experiences of school and travel, and the opportunities opened up by having a laptop and internet access. In addition, getting their own children to engage with pack-based work had often proved challenging, and the individual studies set out above give a good feel for the motivational impact of using interactive materials as well as being able to link electronically with school to keep in contact with both teachers and friends.

Time spent on school-work had also increased dramatically, now ranging from ten to twenty five hours per week, and this work was reported to be well-focused. As one young learner put it *“When you are in a class you are bring told about something....but not always 100% there. When you are searching and following up (your own learning) you ARE 100% there.”* Indeed one of the most encouraging themes which ran through all the interview feedback, from parents and pupils alike, was evidence that pupils were increasingly taking control of their own learning and extending their (distributed) cognitive skills; looking to the web as well as being active in contacting teachers if they had problems, searching out and collating information for projects, exploring different ways of presenting schoolwork and developing their own learning interests.

For the three families which travelled extensively, the ongoing contact with school and set work had also eased reintegration in the autumn term. However this easing was more marked in the primary sector; a reminder of the more complex curriculum delivery model characteristic of the secondary sector. In addition families emphasized the vital background role which TESS had played in supporting home-school links and in encouraging schools, especially secondary schools.

It should be noted that the four case-studies are necessarily weighted towards the Fairground context as the focus is on longer-term impact and the vast majority of the early participants were drawn from that community. Indeed the impetus for the first initiatives was reinforced by ‘The Showman’s Guild’ with additional support from the ‘Circus Parents’ Association’.¹¹

As the participation tables set out above indicate, this weighting has remained characteristic of the project and is even more marked than is immediately apparent given that there are approximately 2,000 mobile Fairground children compared with some 10,000 mobile Gypsy children whose schooling is affected by varying degrees of family travel. However, Chantelle’s experience reflects that of many other Gypsy families who have become involved with the project and is certainly encouraging.

¹¹ One Circus pupil did also become involved in the first ELAMP pilot and others have joined during later phases of the project. The Circus community is now very small in the UK with perhaps up to 40 school-age children travelling with their families during the summer season.

Consolidation Issues

From the evaluation perspective there is now a fair spread of cumulative evidence to suggest that school-supported distance learning using laptops and the internet can be very effective. Not surprisingly the key success factors for Traveller pupils are committed schools and families, together with underpinning support from local TESS. The main challenges now are the further improvement of practice and, arguably even more important, the consolidation from work with significant but relatively small numbers of children towards the phased encouragement of universal provision for 12,000 or so mobile Traveller children. There is also a strong case for using project experience as a platform for looking towards the possibility of similar provision to improve home access to ICT for all of the 30,000 or so Traveller youngsters of school age across English LAs (c.f. the broadening of the terms of reference of ELAMP since September, 2008)

This final section will look briefly at how this experience relates to current policy directions, at the different challenges posed by the communities, at the critical role of Traveller Education Support Services and at the equally critical issue of connectivity (effective wireless internet access)

New policy directions

At the time of writing the Government has announced a new 'Home Access' initiative which is intended to help bridge the digital divide by giving children within the poorest families access to computers and the internet. The initiative also involves a strong encouragement to all parents to explore the benefits of ICT to enhance their children's learning, and to schools to develop their pedagogy to take more account of opportunities offered by ICT; including the further development of their use of virtual learning environments (VLEs). In addition the new programme will take account of groupings of children with particular needs and for whom ICT has the potential to impact significantly on learning.

Clearly this new initiative offers an important opportunity for the consolidation of the mobile-home based distance learning work which is central to ELAMP. At the same time it is interesting to note that many children within the project have continued to have access to their equipment in the winter (non-travel) period to reinforce their school and homework activity.¹² In addition family travel patterns have been found to vary from year to year as individual circumstances change, and where some young ELAMP participants have stayed at home for the summer, equipment has similarly been used to continue to reinforce schoolwork. These developments have blurred the boundaries between support for distance learning and support for home-use in general, and this in turn stimulated the recent broadening of the remit of the project.

¹² Some school/TESS partners collect in equipment when youngsters return to school, and reissue it again for the next travel season, but others increasingly allow the children to keep equipment on a continuous basis.

Currently there are also discussions with Becta about how best to draw on the experience of ELAMP to help inform the new programme. As part of ELAMP₅ a group of partner TESS is working within the project to explore the systematic use of learning agreements (a form of contract between family and school outlining targets for distance learning work to be completed and returned) as well as learner/family logs to record progress. This group is also looking at how to prepare/train parents to take on a supportive supervisory role in the home. These initiatives are good examples of the way in which project experience can inform wider home access developments as well as producing guidance for colleagues working with Traveller communities.

In policy terms it also remains important for the project to continue to promote further thinking about 'attendance' credits for youngsters who are engaged in school-supported distance learning. Headteachers can now credit supervised work undertaken at home but only if carried out during the school day. This is a good starting point for creating a structured learning environment within the home, but a degree of flexibility is needed to fit with the mobile lifestyle. An approach based on weekly targets for work to be completed and returned (rather than time slots) may also offer a more realistic way of tracking progress which can be related to attendance credits.

The different communities

Successful work with Fairground families is now well established, and the same is true for the Circus community. However, there is still a way to go in widening participation and there are parts of the country where families have not been able to opt into the ELAMP project. There may be scope for further strategic thinking here within the new Home Access initiative, and this may usefully include further discussion with the Showman's Guild and the Circus Parents' Association.

Developing further work with Gypsy communities is a much more significant challenge and potentially a sensitive area. Cultural dissonance is recognized as a key factor in the relationships between schools and families and raises important questions about the place of 'schooling' within the total educational experiences of Gypsy children. The school perspective is often expressed in terms of ensuring rights and entitlements but this can sit uneasily with community concerns and priorities, and dissonance also raises important questions about school responses. Indeed at a more fundamental level it raises key questions about curriculum constraints.

What does seem clear from partner TESS, and from evidence put together by a range of researchers who have talked with families, is that there is a significant, and perhaps increasing, parental awareness of the potential importance of aspects of formal education, especially literacy skills and relevant vocational options. This awareness is often related to perceived needs for change as traditional economic activities come under pressure. However, for many parents such awareness is held in tension with concerns

about negative school influences, the exposure of their children to bullying and prejudice and broader concerns about assimilation.

From the perspective of ELAMP it can only make sense to build distance learning support from situations where families have a relatively positive, even if cautious, orientation to schooling, and where schools are providing a supportive and welcoming environment. Fortunately TESS are well placed to make such judgments and potential expansion here clearly needs to be sensitive to local circumstance; especially to family views and feelings. In this context sensitivity also needs to take account of a new ingredient, access to the internet.

The continuing role of TESS

When the ELAMP project first started the emphasis was on a model where TES would help to initiate provision within partner schools but increasingly leave responsibility with those schools. Experience has shown that this is the exception rather than the rule. Many schools have provided good support, but progress can be very dependent on particular staff and when roles change, or staff move on, there can be a significant continuity problem.

Other schools have required ongoing support/encouragement and part of the problem here is the small number of Traveller pupils in any one school; many ELAMP partner schools are supporting just two or three pupils. This means that providing distance learning support is necessarily a minor focus within the school framework; a situation often exacerbated by attainment target pressures.

In the long-term, as pedagogy changes to take account of VLEs and other developments in ICT, a new focus on 'independent learning' may create an environment where staff find it easier to incorporate distance learners into their teaching approaches. However in the medium term the evidence suggests that the role of TESS in supporting and sustaining ELAMP developments remains critical.

A note on the continuing challenge of connectivity

The mobile lifestyle of ELAMP pupils has always offered the particular challenge of how to link learners to the internet, and consolidation is critically dependent on effective solutions to this challenge. Back in 2003-04 there were two options, the use of satellite or of GPRS accounts with mobile telephone companies. The latter option was both significantly cheaper and more readily available and since the project started the wireless coverage offered by mobile telephone providers has improved significantly, although there are still communication blackspots where children find it impossible to link to the internet.

In this context, ELAMP₅ also saw an important new development with the availability of a Becta approved service offered by 'Synetrix' which offers a range of connectivity solutions with competitive costs and with a centralized back up service. As many partners had experienced a range of problems with individual mobile phone companies during the earlier phases of the

project, most partners switched to contracts with Synetrix during the project year. This is potentially a very important consolidation development as it should simplify procedures. There has, as yet, been no systematic attempt to monitor partner experiences with the new system¹³ but some partners have clearly been very pleased with the new arrangements whilst others have reported what have been, hopefully, teething problems with equipment and processes. The Synetrix system also offers an effective internet filtering service. Again there were some teething problems with this, but here the issues appear to have been resolved.

¹³ At the time of writing a new fault logging and follow up system is being explored.

Appendix 1: Partners in the phase 5 of the project

Partners	Involvement in the phases
ACTES ¹⁴	Original E-LAMP ₂ partner (from 2004)
Bolton	Original E-LAMP ₂ partner (from 2004)
Cambridgeshire	Original E-LAMP ₂ partner (from 2004)
Surrey	Original E-LAMP ₂ partner (from 2004)
Derby & Derbyshire	Additional partner for E-LAMP ₃ (from 2005)
DCTES ¹⁵	Additional partner for E-LAMP ₃ (from 2005)
Hertfordshire	Additional partner for E-LAMP ₃ (from 2005)
Northants	Additional partner for E-LAMP ₃ (from 2005)
Northumberland	Additional partner for E-LAMP ₃ (from 2005)
Doncaster (see below)	Additional partner for E-LAMP₄ (from 2006)
Gloucestershire	Additional partner for E-LAMP ₄ (from 2006)
Leeds	Additional partner for E-LAMP ₄ (from 2006)
Leicestershire ¹⁶	Additional partner for E-LAMP ₄ (from 2006)
Luton (see below)	Additional partner for E-LAMP₄ (from 2006)
Manchester	Additional partner for E-LAMP ₄ (from 2006)
Norfolk	Additional partner for E-LAMP ₄ (from 2006)
Oxfordshire	Additional partner for E-LAMP ₄ (from 2006)
St Helens	Additional partner for E-LAMP ₄ (from 2006)
Sunderland	Additional partner for E-LAMP ₄ (from 2006)
WMCESTC ¹⁷	Additional partner for E-LAMP ₄ (from 2006)
Wiltshire	Additional partner for E-LAMP ₄ (from 2006)
Buckinghamshire	New partner for E-LAMP ₅ (from 2007)
Cheshire	New partner for E-LAMP ₅ (from 2007)
Cornwall	New partner for E-LAMP ₅ (from 2007)
Kent	New partner for E-LAMP ₅ (from 2007)
Oldham	New partner for E-LAMP ₅ (from 2007)
Tameside	New partner for E-LAMP ₅ (from 2007)
West Sussex	New partner for E-LAMP ₅ (from 2007)

[Doncaster and Luton temporarily withdrew from ELAMP due to localized circumstances during the 2007-08 project year.](#)

¹⁴ The Avon Consortium Traveller Education Service covers four LAs.

¹⁵ The Devon Consortium Traveller Education Service covers three LAs

¹⁶ Leicestershire had developed their own project which ran in parallel with E-LAMP and also made a valuable contribution to developmental efforts. The TESS then linked with E-LAMP more formally for the fourth phase

¹⁷ The West Midlands Consortium Education Service for Traveller Children covers 11 LAs