BAME CHILDREN IN LONDON: EDUCATIONAL NEEDS AND THE ROLE OF COMMUNITY ORGANISATIONS

An evaluation of the education services of 'Day-Mer, Turkish and Kurdish Community Centre'

Background - London’s diversity is reflected in its school population: almost 65% of pupils in primary and secondary schools are of ‘ethnic minority’ background. Recent research has shown that migrant and BME children and families face a number of obstacles including language, lack of knowledge of the British system, racism and social exclusion. One of the consequences is the significant difference in terms of school achievement among pupils of certain ethnic groups.

In this respect, the role played by community organisations – including supplementary classes, schools support and parents’ engagement - is highly valued by both families and teachers. At this time of reduced funding and resources, it is important to learn from the experiences of these organisations to identify good practices and address issues of sustainability, to insure that children from any Ethnic background receive the educational support they need.

The project - This partnership project between Middlesex University and Day-Mer Turkish and Kurdish Community Centre aims to investigate the educational needs of Turkish and Kurdish children and families in London and to discuss the role of community organisations in providing supplementary education and supporting schools in integrating these children.

In particular, the project will use Day-Mer as a case study and evaluate the effectiveness of its educational services including: supplementary classes, ‘role models’ project, and ‘developing parental involvement’ project.

The project - funded through the Third Sector Research Centre (TSRC) ‘research capacity building cluster’ - will take place between May and August 2011 and will include questionnaires and interviews with parents, members of Day-Mer’s staff and representative of schools and other local organisations. The final report will be launched at a community event in October 2011.

Team and contact details - If you would be interested in participating in the research or would like further details, please contact the research team:

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