



# **RAISING ASPIRATIONS:**

Supporting and Strengthening BAME Families

## **Conference Report**

Karl Murray  
April 2011

The ***Black Training and Enterprise Group (BTEG)*** is supported by the Department for Communities and Local Government through the Tackling Race Inequalities Fund (TRIF) programme, which we hope will be of value to policy makers, practitioners and parents. The interpretations and views expressed in this report are those of BTEG and not necessarily those of our funder

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## Executive summary

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In the light of the Black Training and Enterprise Group's (BTEG) Tackling Race Inequalities Fund (TRIF)<sup>1</sup> experience, three key messages emerged from the conference:

- a. The lack of socio-economic achievement of some Black, Asian and Minority Ethnic (BAME) communities provides a bleak reminder of the journey still ahead;
- b. Parents stand at the centre of the transformation process in terms of setting boundaries for their children, in opening their eyes to aspirational possibilities, including the understanding of the axiom that 'nothing comes without hard work'. Ultimately, at the early formative stage of development, parents are responsible for providing the opportunities for their children to develop and ply their skills. It is therefore imperative that parents provide the right engagement, encourage aspiration, inspire and motivate their children to achieve to the highest standard, which will entail hard work, and to provide the right set of opportunities for success. This is best summarised in the formulation<sup>2</sup>:  $S = PE + A + 2H + O$ .
- c. Taking action to making a difference requires attention and focus at various levels, including taking personal responsibility for one's own action and learning, at the voluntary and community levels as well as accessing statutory services. Individuals and organisations operating at these levels will need to consider what more they can do to support parents and civil society in making the difference.

Specifically, we recognise that:

- BAME young people are disproportionately represented in the criminal and youth justice system as well as being the least employed and more than likely to be amongst the largest groups who are unemployed;
- In education, Gypsy and Travellers children continue to perform well below the national average while Black children are projected to achieve above the national average, if their current annual rate of improvement of about 9% rise by a further 5% over the next 2yrs.
- The Equalities Act (2010) and the recent discussion on '*multiculturalism*' has brought into sharp focus concerns about the priority the coalition government is giving to tackling race inequalities.
- BAME voluntary and community organisations (VCOs) need to develop effective leadership and organisational skills in order to take advantage of any opportunities that may arise, especially at a time where funding has been greatly reduced.

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<sup>1</sup> One of the main aims of the conference was to launch the final phase report of the BTEG TRIF research programme. This is entitled '*Raising Aspirations: supporting and strengthening BAME families*', which can be downloaded at [www.bteg.co.uk](http://www.bteg.co.uk).

<sup>2</sup> This formulation was introduced at the conference for the first time and is defined as: Success = parent engagement + aspiration + hard work (or working twice as hard) + opportunities

- BAME parents are at the forefront of the challenges and especially in changing the mindset of their young people, especially young boys. They need support in discharging their responsibilities.
- Parents are seen as fundamental and crucial to making a difference in the development of positive and life enhancing changes. The formulation:  $S = PE + A + 2H + O$  captured well the 'bottom line' outcome to arise from the research
- Evidence based programmes like *Strengthening Families, Strengthening Communities (SFSC)* and the *Empowerment for Parents* programmes are having success with some parents in providing parenting skills training and development while programmes like *Parent in Partnership (PiP)* offers a valuable platform for parents to share and develop confidence in themselves as individuals and as a community of motivated parents striving to do the best they can for their children.
- The opportunities afforded through the Government's White Paper on schools, such as the development of Free Schools, provide some hope for parents who may feel they have no alternative to the poor education they feel their children are receiving through the maintained school system.
- Migrant families have great difficulties accessing and understanding the British education system. Many new migrants, especially those drawn from war torn environments to cultural pogroms, such as that experienced in Eastern Europe, have the greatest need for support in how to access the education system.

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## Introduction and context

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The effects of not being able to obtain a good start in life have far reaching consequences for later life chances and opportunities. Employment opportunities, by and large, are reflective of a good grounding in education. There is ample research and information showing the link between poor educational aspirations, offending behaviour and mental health care and employability. While pre-employment issues are of immense concern and therefore carry implications for parenting approaches, we are particularly concerned about raising the attainment of young boys who are in secondary education because it is this at this age that attitudes become grounded. This period of life begins to place them as individuals as well as members of a wider community. Physical and psychological changes occur that create problems for all concerned. Identities, which sometimes lead to life long allegiances, are formed and shaped. It is the time when they make the transition into adulthood and become functioning members of civil society. For these reasons, we concentrated our focus on the support needs of families with young boys aged 11 – 16 years old who exhibit signs of poor educational attainment (e.g. truancy, absenteeism, poor behaviour etc), offending behaviour and/or mental health issues. The cohort exhibiting these ‘risk factors’ is therefore deemed vulnerable for the purpose of this study.

The qualitative approach adopted tried to go beneath the surface to explore with families their perspectives on the situation, to understand what, if any barriers existed, as well as to understand what worked for them. The report published in September 2010<sup>3</sup> revealed an overall tremendous response with some very frank and animated exchanges – some born out of frustration and anxiety and others reflecting disappointment and concerns about the future. For some parents, there was the view that their concerns were not being taken seriously; while others, trying to access statutory services, this was akin to completing a steeple chase race, with many bureaucratic hurdles to overcome. Based on the analysis and observations captured through the process, four broad areas of support emerged and four ‘levels’ at which actions will need to be taken<sup>4</sup>.

The purpose of the conference was to highlight some of the key findings of the research as well as to provide a context within which the BTEG TRIF projects reside. The aims of the conference were:

- To launch the research report on understanding the support needs of BAME families and the work of the BTEG Tackling Race Inequality Fund (TRIF) programmes;
- To provide the opportunity to hear from those involved in the ‘action research’ projects with respect to parenting support and supplementary education.
- To showcase and raise awareness of other support provisions available in raising aspiration, attainment, providing information and guidance and diversion from offending behaviour.

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<sup>3</sup> Understanding the support needs of BAME families with vulnerable young boys: Executive Summary Report, BTEG, *September 2010* (see [www.bteg.co.uk](http://www.bteg.co.uk)).

<sup>4</sup> See Appendix 1 in the report noted above for further details and information

- To identify actions and opportunities that can make a difference. Following the conference, to produce a '**Conference Report**' that will be published and widely circulated.

The conference was planned so as to provide some contextual and background information to enable participants to better understand the context for the research and its key findings<sup>5</sup>. Ultimately, we sought to provide challenges and as well as reflect on opportunities. The programme outline is attached as Appendix 1.

The report is written in a way that enables the reader to grasp the back ground and context within which to locate the conference and secondly, to provide those who participated (as well as those who had shown an interest but were unable to attend) a framework for taking action within their respective sphere of influence. What we were trying to achieve through this conference was to highlight some positive first steps, essentially 'scratching the surface' of what is a highly contentious and complex arena. We recognise further work is still needed but we hope that the steps taken so far will help us to get closer to a solution; or at least provide participants with a better understanding of what needs to be done by individuals and family as well as the wider civil society machinery and processes.

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<sup>5</sup> The final phase report was published and launched at the conference entitled: *Raising Aspiration: supporting and strengthening BAME families*, BTEG, March 2011 (see [www.bteg.co.uk](http://www.bteg.co.uk)).

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## Workshops: key themes and challenges

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### *Workshop 1: Youth Justice (working with young offenders)*

**The aim of this workshop was to share knowledge and experience of working with young people at risk of offending/young offenders in addressing offending and anti-social attitudes.**

The impact and stigma of imprisonment can reduce the likelihood of positive outcomes for children of offenders. We need early intervention to break the cycle of intergenerational offending behaviour. There is a need to ensure that offenders, ex-offenders and their families affected by imprisonment receive support, have a voice, actively engaged and that their cultural needs are recognised and applied.

Some facts:

- At the time of writing the prison population in England & Wales: 85,419.
- 81,156 Males
- 4,263 Females
- At the end of September 2010, there were
- 10,114 young people aged 18-20 (*violence against the person the dominant offence*).

*At the end of September 2010 there were:*

- 2,070 children (under-18s) in custody.
- 1,637 were held in young offender institutions;
- 273 in secure training centres;
- 160 in secure children's homes.
- In August 2010, there were 107 children aged 14 and under in the secure estate.

*Some causes/risk factors:*

- Family breakdown, trauma;
- High unemployment;
- Offending behaviour, (intergenerational);
- Poor housing conditions;
- Low educational/academic attainment;
- Substance misuse;
- A decline in mental health and physical well being;
- The damaging effects of inequality, racism and prejudice;
- Negative media portrayal of black families.

What works:

- Sankofa – take from the past to influence the future.
- Each one teach one.
- Recognising the importance of culture and identity.
- Mentoring, modelling behaviour.
- Support groups, space to talk, share information and knowledge.
- Joining forces, working together to achieve the best outcome for our BAME community.
- Strong families = Strong Communities

**Key points to develop in going forward:**

1. Sustainability of services (i.e. interventions to break cycle of intergenerational offending behaviour)
2. Community ownership (i.e. evidence based positive outcomes in reducing the incidence of offending within the community)
3. Partnership arrangements (i.e. development of practices that engages with offenders, ex-offenders and their families)

*Workshop 2: Supplementary/complementary education*

**This workshop aimed to share the development of an approach in determining the quality and effectiveness of supplementary/complementary education provision.**

In Southwark, there is a need to bring coherence to the complementary education sector (i.e. coordination and a curriculum framework of social and cultural dimensions of programmes). The challenges faced, arising from experiences and sustainability of providers in the locality, especially in the light of the demise of the umbrella/second tier support organisation (Southwark Supplementary English and Mother Tongue Association), meant a need to review the strategy for supporting the complementary school sector in the borough. The Associated Complementary Education Service (ACES) is being developed in response to this need. The BTEG Organisation Capacity Assessment Schedule (BOCAS) arose at a time when a new style second tier organisation, conceived as a community interest company, was looking to develop its arrangements and support structure (i.e. noting that Ofsted, the Independent School Inspectorate (ISI) or Bridge School Inspectorate (BSI) do not recognise supplementary schools within their inspectorate framework and so supplementary schools are left to establish their own credibility and may require their own inspection regime).

We noted that:

- The Free school development in Haringey, led by Academy of Entrepreneurial and Sporting Excellence (AESE), is looking to work with supplementary school providers.
- Camberwell After School Project (CASP) is to suffer 20% cut in funding in 2011/2012 as will all supplementary schools within the London Borough of Southwark.

- Noted the work taking place within psychological services in relation to capacity building (I.e. the developing standards against which to assess providers)

**Key points to develop in going forward:**

1. Under resourcing of the voluntary sector is leading to new models and arrangements being considered such as consortium approaches to grant bidding and commissioning;
2. Entrepreneurial approach needed around Quality Assurance and informing parents of what's on offer and the difference being made by supplementary schools to raising attainment and developing social skills;
3. Government opportunities around policies such as Free Schools and pupil premium need to be understood and embraced by more BAME parents.

*Workshop 3: REACH Role Model*

**This workshop sought to raise the awareness and understanding of the work and contribution of REACH Role Model programme in motivating young people.**

Since REACH was launched in 2008, nearly 50 successful Black men have inspired 10,000 black boys and young men at over 200 events across England. The REACH role models have volunteered their time to speak to black boys and young black men at schools, colleges, youth clubs and community events. Feedback from these events showed that almost 90% were inspired by meeting and listening to the role models. Not only young people, but teachers and parents have been inspired by hearing the testimonies of successful black men.

How more work need to be done and the programme has only just begun to scratch the surface. Over the coming years, we believe that work needs to be done:

- In turning young black boys away from destructive tendencies towards a more positive and pro-social engagement within civil society through the development of resilience and development of aspirational attitudes;
- In providing for more accessible role models who are community 'leaders' through how they carry themselves in inspiring young people to be the best they can;
- In developing and ensuring the sustainability of programmes that raises self esteem and self confidence in young people;
- In identifying and securing ongoing funding for the REACH programme;
- Greater use to be made of local authority schools funding to fund the services of the REACH (i.e. perhaps Pupil Premium; working with inclusion officers), which should address cultural issues of the child.

### **Key points to develop in going forward:**

1. REACH pick up on different career paths through the volunteer Role Models that young people can aspire to (e.g. young people live their lives through music video without knowing the reality; black boys aspire to be footballers). Young people need a credible reference point.
2. Recognition of the challenges of implementing and developing programmes like REACH and that sustaining the early successes must be a priority.

### *Workshop 4: The Chinese experience*

**The purpose of this workshop was to understand the values and experience of the Chinese community in their approach to 'home' and 'education' prioritisation in sustaining high attainment.**

The Haringey Chinese Community Centre (HCC) is a voluntary organisation established 1987 to provide a range of quality cultural services related to social/community welfare (advice, advocacy and care support services, etc) for the ethnic Chinese community living and working in the London Borough of Haringey (LBH) and neighbouring boroughs. The HCC has been at the heart of the Chinese community since its inception and continues to be committed to promoting social, education and cultural welfare of the Chinese people by maintaining a stable and efficient support framework as its contribution to a fairer and more equitable society. HCC provide timely, appropriate cultural advice, advocacy, and social care / support to help improve its members' position in multicultural Britain and to improve their quality of life, through the provision of a one-stop cultural service.

The first thing to note is that Chinese parents are as committed as other parents to playing a significant role in their children's education. Principal approaches can be summarised as:

- Seeing having good education as a cultural imperative and value (e.g. education is the single most important thing to Chinese parents and this is a parent responsibility);
- Learning takes place at home and not just at schools;
- Family values are instilled and reinforced through community interaction and via supplementary (or Chinese Schools) through setting of boundaries, values and attitudes;
- Family loyalty through the establishment of discipline in order to sustain values: "we" instead of "I" language and values;
- Committed and belief in competition: child v child in the need to 'save face';
- Noted that text books and curriculum are standardised (to GCSE level in Mandarin). Recognition that the National GCSE is below the Chinese Standard. There is a disparity of standards which suits the Chinese approach/culture.

**Key points to develop in going forward:**

1. Family values and the role of parents (relationship between child and parent within context of setting realistic goals and boundaries);
2. Building on cultural influences and attitudes and enshrining these as a 'building blocks' of identity;
3. Recognition of the role and importance of supplementary schools in developing and transmitting cultural values and norms.

*Workshop 5: Parent in Partnership*

**This workshop sought to share the experience of the Parents in Partnership (PiP) parenting programme delivered through the 100BMOL with some early indication of impact.**

The Parents in Partnership (PiP) programme is part of the work of the 100 Black Men of London (100BMOL) within its Community Mentoring Programme, running alongside and complementing the young people focused mentoring programme (the 'Me I Can Be' programme). The approach of the programme was to develop the programme's 'curriculum' organically, shaped by a few core ideas as its foundation. In so doing create a cooperative support network - run by parents for parents who set the agenda according to the needs and requirements of the group. This was important as in the face of increasing family breakdown, there was a need for parents to take the reigns of rebuilding their families; to mentor each other, support each other, and hold each other accountable within society (which was seen as being hostile to parents and appearing to favour agency intervention above that of the traditional family support structure).

The pilot programme began in November 2010. The focus group discussion with the parents was invaluable as it relied on parents to share their experiences and views across a range of concerns, including reflections on their own child hood and upbringing and how they are now parenting their child.

The parents came with different expectations but were galvanised around their common concerns about the destiny and life chances that they felt their children would be subjected to if they were not "educationally equipped" to be able to cope with some of the pressures of society such as concerns around 'gang culture' and the wanton taking of lives.

**Key points to develop in going forward:**

1. The need for parents to feel empowered to be able to take charge and establish firm boundaries and expectations in their parenting role;
2. Creation of a strong community and 'village-esque' approach to living and communal responsibility (i.e. the 'it takes a village to raise a child' values), principal of which is better communication between and with each other as adults;
3. Sharing knowledge, so as to empower and enable change and growth to take place (i.e. greater use of networks and such like forums).

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## Pulling the strands together: action planning

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The key messages to come out of the conference can be summarised as follows:

- BAME young people are disproportionately represented in the criminal and youth justice system as well as being the least employed and likely to be amongst highest unemployed.
- In education, Gypsy and Travellers children continue to perform well below the national average while Black children are projected to achieve above the national average, if their current rate of improvement of about 9% per annum rose by an additional 4% over the next 2yrs<sup>6</sup>. It is predicted by BTEG that, were they to continue and 'stretch' the improvement rate as indicated, they would equal or surpass the national KS4 attainment average within 2yrs (i.e. five A\* - C grades at GCSE, including Mathematics and English).
- The Equalities Act (2010) and the recent discussion on 'multiculturalism' has brought into sharp focus concerns about the priority of the coalition government to tackling race inequalities. The Equalities Act, for instance, does not go far enough to give confidence of the strength and effectiveness of this piece of legislation. There are concerns that the specific duties on public bodies are being reduced too far to be meaningful.
- BAME voluntary and community organisations (VCOs) need to develop effective leadership and organisational skills in order to take advantage of any opportunities that may arise, especially at a time where funding has been greatly reduced. We are witnessing fewer BAME VCOs not securing any national partnership funding with central government departments (e.g. Voice 4 Change-England) and still more at the local level sustaining between 25 – 40% reductions in local authority grant funding. The future does not therefore look too optimistic for the sector.
- BAME parents are at the forefront of the challenges and especially in changing the mindset of their young people, especially young boys. Some need support in discharging their responsibilities. Some key areas where parents need to play a role in opening up opportunities, inspiring and motivating children suggest that some parenting programmes are having some impact as well as additional opportunities afforded through supplementary schools.
- The formulation:  $S = PE + A + 2H + O$  captured well the 'bottom line' outcome to arise from the research. Parents, therefore, are seen as fundamental and crucial to making a difference in the development of positive and life enhancing changes. Put

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<sup>6</sup> Based on the latest Department for Education statistics (16th December 2010), according to the provisional 2009/2010 GCSE results, black children have closed the attainment gap of five years ago from 10.4% to 5.9% of the national average. An analysis of the data shows that black young people's rate of improvement over the last five years is almost twice the national improvement rate at 46% against 25% (i.e. 9% v 5% annually)

in to its full extrapolation: ***Success = Parental Engagement + Aspiration + Hard work (or working twice as hard) + Opportunities.***

- Evidence based programmes like *Strengthening Families*, *Strengthening Communities (SFSC)* and the *Empowerment for Parents* programmes are having success with some parents in providing parenting skill training and development while programmes like *Parent in Partnership (PiP)* offer a valuable platform for parents to share and develop confidence in themselves as individuals and as a community of motivated parents striving to be the best they can for their children.
- The opportunities afforded through the government's education White Paper, such as the development of Free Schools, provide some hope for parents who may feel they have no alternatives to the poor education they feel their child is receiving through the maintained school system. The Haringey case study, where a group of parents have got together to stimulate debate in the setting up of an 'entrepreneurial' Free School shows that though there is an opportunity, there is much work involved.
- Migrant families have great difficulties accessing and understanding the British education system. Many new migrants, especially those drawn from traumatic war torn environments to cultural pogroms, such as that experienced in Eastern Europe, have the greatest need for support in how to access the education system. The work of Middlesex University in this regards has proven to be effective in sign posting many to how they can access the system.

In moving forward, participants identified a range of key objectives/priorities where participants could make a difference. These were in relation to issues/concerns with respect to youth justice, working with young people, parenting programmes and supplementary education experience.

### **Next steps: Action Plan**

Attached at Appendix 2 is an 'action plan template' of the key points delegates indicated as being critical areas for further development at three levels: the individual/family level, community/VCO level and statutory/central government level. We have re-phrased the key points presented by the workshop facilitators to reflect key objectives that individuals and organisations can take away and develop. As an organisation, BTEG will, over the coming months, work with partners to continue to develop some of the work started as a result of TRIF and will 'touch base' with those who attended the conference to ascertain to what extent any of the ideas have been developed or actioned.

In broad terms the key areas for development were identified as follows:

#### ***Individual/family:***

- Parents should be encouraged and supported to embrace the Government opportunities around Free Schools and Pupil Premium, amongst other things.
- Young people need a credible reference point and programmes, such as REACH, which highlight different career paths reflected through the Role Models that young people can engage with.

- Need to create strong family values with the role of parents clearly defined and practiced.
- The need to get back the ability to work and communicate better with each other as adults (e.g. sharing knowledge and so empower and enable change and growth to occur).

***Community/VCOs:***

- Stronger community ownership is required in establishing and demonstrating strong cultural values and attitudes (i.e. 'It takes a village...' concept, which recognises the need for good schools and supportive parents).
- Need to embrace and develop strong and credible partnership arrangements to service delivery.
- Entrepreneurial approach needed around quality assurance and how parents are informed of what's on offer and the difference being made by supplementary schools to raising attainment and developing young people's social skills (i.e. moral education).
- Developing and sustaining programmes like REACH with the recognition of the challenges of implementing and developing such a programme.

***Statutory/central government***

- Greater support and opportunities need to be explored in supporting the sustainability of VCO services as well as statutory provisions
- Under resourcing of the voluntary sector could lead to new delivery models being considered such as consortium approaches.
- There is a need for greater recognition and valuing of the role and importance of supplementary schools within communities in raising attainment and developing social and life skills.

The three key messages that we can take away from the conference are:

- a. The lack of socio-economic achievement of some Black, Asian and Minority Ethnic (BAME) communities provides a bleak reminder of the journey still ahead;
- b. Parents stand at the centre of the transformation process in terms of setting boundaries for their children, in opening their eyes to aspirational possibilities, including the understanding of the axiom that 'nothing comes without hard work'. Ultimately, at the early formative stage of development, parents are responsible for providing the opportunities for their children to develop and ply their skills. It is therefore imperative that parents provide the right engagement, encourage aspiration, inspire and motivate their children to achieve to the highest standard, which will entail hard work, and

to provide the right set of opportunities for success. This is best summarised in the formulation:  $S = PE + A + 2H + O$ .

- c. Taking action to making a difference requires attention and focus at various levels, including taking personal responsibility for one's own action and learning, at the voluntary and community levels as well as accessing statutory services. Individuals and organisations operating at these levels will need to consider what more they can do to support parents and civil society in making the difference.

**Karl Murray**

Head of Research (TRIF)

14<sup>th</sup> April 2011

## Appendix 1

# Raising aspiration: supporting and strengthening BAME families

Holiday Inn Bloomsbury, Coram Street, WC1N 1HT  
Thursday, 24<sup>th</sup> March 2011

- 09.30am Registration, tea, coffee etc
- 10.00am Welcome and introduction to the event (Chair – Dr Dwain Neil)
- 10.15am Challenges and opportunities: BTEG perspective (Jeremy Crook OBE, Director, BTEG)
- 10.30am Raising Aspiration: supporting and strengthening BAME families: research and findings (Karl Murray, Head of Research, BTEG)
- 10.45am: Questions and answer sessions (Chair)

11.00am:	<b>Morning break/refreshments</b>
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- 11.15am *Strengthening Families Strengthening Communities*: Parenting programme initiative (Leandra Box, Strengthening Families Strengthening Communities, Race Equality Foundation)
- 11.30am *Empowerment for Parents* (Karlene Rickard, **Parent Media Education Consultancy** and Programme Developer)
- 11.45am Panel Discussion: Questions and Answers (Chair: **Dr Dwain Neil**)

<b>12.00pm</b>	<b>Lunch/networking</b>
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- 1.00pm Afternoon session: Dare to take charge (Chair: **Dr Dwain Neil**)
- 1.05pm: Implications of the School White Paper: Free Schools - from rhetoric to practice (Stephanie Pinnock and John Prince)
- 1.35pm: Workshops: Sharing what works (Workshops previously chosen)
1. Parents In Partnership Programme (Jennifer Lewis and Kim Broodie, 100BMOL)
  2. Supplementary/Complementary Education (Bruce Gill and Hugh Stultz, London Borough of Southwark)
  3. REACH Role Models (Delia Modeste)
  4. Working with offenders/ex-offenders (Annetta Bennett, Impact Diversion)
  5. The Chinese experience: 'what can we takeaway'? (Abe Tse & Flora Mann, Haringey Chinese Centre)

<b>2.35pm</b>	<b>Afternoon Break: Refreshments</b>
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2.50pm Newly arrived migrant and refugee children in the British Educational System (*Alessio D'Angelo & Rosemary Sales, Middlesex University*)

3.15pm Plenary from workshop: **Dr Dwain Neil**

3.30pm Taking the next steps - summing up: Dr Dwain Neil

- Individual level
- Community level
- Government/local authority level,

3.45pm: Thanks for coming and safe journey home

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**Appendix 2: ACTION PLAN (tentative)**

Workshop key points	Primary level at which action need to take place			Organisational responsibility
	Individual/family level	Community level	Statutory and/or government level	
<b>Youth Justice (working with offenders)</b>				
Stronger community ownership is required in establishing and demonstrating strong cultural values and attitudes (i.e. 'It takes a village...' concept, which recognises the need for good schools and supportive parents).	X	X		
Need to embrace and develop strong and credible partnership arrangements to service delivery		X		
Greater support and opportunities need to be explored in supporting the sustainability of VCO services as well as statutory provisions		X	X	
<b>Supplementary school</b>				
Under resourcing of the voluntary sector could lead to new delivery models being considered such as consortium approaches.		X	X	
Parents should be encouraged and supported to embrace the Government opportunities around Free Schools and Pupil Premium, amongst other things.	X			
Entrepreneurial approach needed around quality assurance and how parents are informed of what's on offer and the difference being made by supplementary schools to raising attainment and developing young people's social skills (i.e. moral education)		X	X	

<b>REACH Role Models</b>				
Young people need a credible reference point and programmes, such as REACH, which highlight different career paths reflected through the Role Models that young people can engage with.	X	X	X	
Developing and sustaining programmes like REACH with the recognition of the challenges of implementing and developing such a programme		X		
<b>Chinese experience</b>				
There is a need for greater recognition and valuing of the role and importance of supplementary schools within communities in raising attainment and developing social and life skills.	X		X	
Need to create strong family values with the role of parents clearly defined and practiced.	X	X		
<b>Parents in Partnership</b>				
Need to create strong family values with the role of parents clearly defined and practiced;	X	X		
Stronger community ownership is required in establishing and demonstrating strong cultural values and attitudes (i.e. 'It takes a village...')	X	X		
The need to get back the ability to work and communicate better with each other as adults (e.g. sharing knowledge and so empower and enable change and growth to occur)	X			

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## Conference analysis and feedback

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The analysis presented in this overview is drawn from the 32 (43%) response rate) evaluation forms and feedback from the plenary session. In brief:

- 107 participants registered to attend and 75 attended on the day (70%).
- 57% of respondents classified themselves as 'black' and 25% 'white' (Fig 1);
- 59% of respondents were female and 2 were classified as disabled.
- Overwhelmingly, delegates provided positive feedback (Table 1 and Fig 2), though there were some who provided comments on how and where we could improve (Table 2).

**Table 1: What participants found most useful**

1. Great networking opportunity and speakers were concise, clear and impassioned.
2. The gleaning of strong statistics and visual presentation of the achievement gaps. The emphasis on parents' role and the 'it takes a village to raise a child'; the bottom line formula – **nice and clear**.
3. Hearing evidence based on practices from various speakers; BTEG's research findings were encouraging.
4. Interaction - it is good to see black organisations working together
5. Raising aspirations – I am an aunt and a good parent and this section supported my already very clear/direct impact that I can have to support children and parents around me.
6. Positive findings on Raising Aspirations: supporting and strengthening BAME families. Also, SFSC and Empowerment for Parents models.
7. I loved the provocative statement – it sparked debate and set a great tone. I also was inspired by the findings of the research. The session on role models was uplifting.
8. The speakers were outstanding and inspirational. They spoke with passion and purpose. I am just disappointed that other schools were not represented.

The feedback received also captured the views of many who had provided 'informal' feedback though they did not complete or return our form. Two main questions were asked on the form to help us gauge the impact of the conference on individuals: a) *what did you find most useful*; and (b) *what did you find least useful*.

100% of respondents provided positive responses to what they found most helpful from the conference (i.e. indication of what they have taken away from the event and of the impact of the conference). The most common thing that participants commented on was the quality of speakers' input, workshops and the findings coming out of the research .

38% of responses were negatively phrased (i.e. what they found least useful). Overwhelmingly the criticism was in relation to time keeping and the knock on effect of the late start to the day.

**Table 2: What participants found least useful**

1. Would have preferred a 10am start and not 10.15 as it meant the day ran behind schedule – not sure why as all speakers and many of the audience in by 10.am.
2. Insensitive comment about private education for one speaker’s children; trying to do too much with limited time; information tables by some of the groups would have been appropriate.
3. The workshop could have been more interactive so they reflected the thoughts of the group rather than the leaders of the group.
4. I thought the data was a bit misleading in terms of the London context, where BAME pupils and pupils with FSM do very well. In Westminster BAME/EAL gives a contextual value added measure which boosts their overall results in terms of progress. I also feel that if you want to support the black community’s perception of education, then you should stop stereotyping teachers and schools. It doesn’t help.

Fig 1 shows that there were significantly more black respondents (57%) than white (25%) or any other ethnic groups. The representation of Asian participants was poor with only 9% represented, though forming the largest group within the BAME population.

As Fig 2 shows, on the whole, most respondents rated the sessions either ‘good’ or ‘excellent’. The most striking observation relates to the ‘workshops’ and the ‘*Empowerment for Parents*’ programme inputs, having a greater number of ‘excellent’ over ‘good’ rating. Only one person rated the *Challenges and opportunities* session as ‘poor’ while three rated the *Implications of the white paper* as ‘poor’. In all, four out of 32 respondents (13%) rated one or two aspects of the conference programme as being ‘poor’ and therefore not meeting their expectation.

Overwhelmingly most people rated the administration of the conference positively. No one rated any aspect ‘poor’ while all aspects were rated ‘good’ or ‘excellent’. *Networking opportunities* was seen as the weakest overall area, with three respondents rated this as ‘ok’, while only one rated the other areas as being ‘ok’.

Fig 1: Ethnic breakdown of respondents

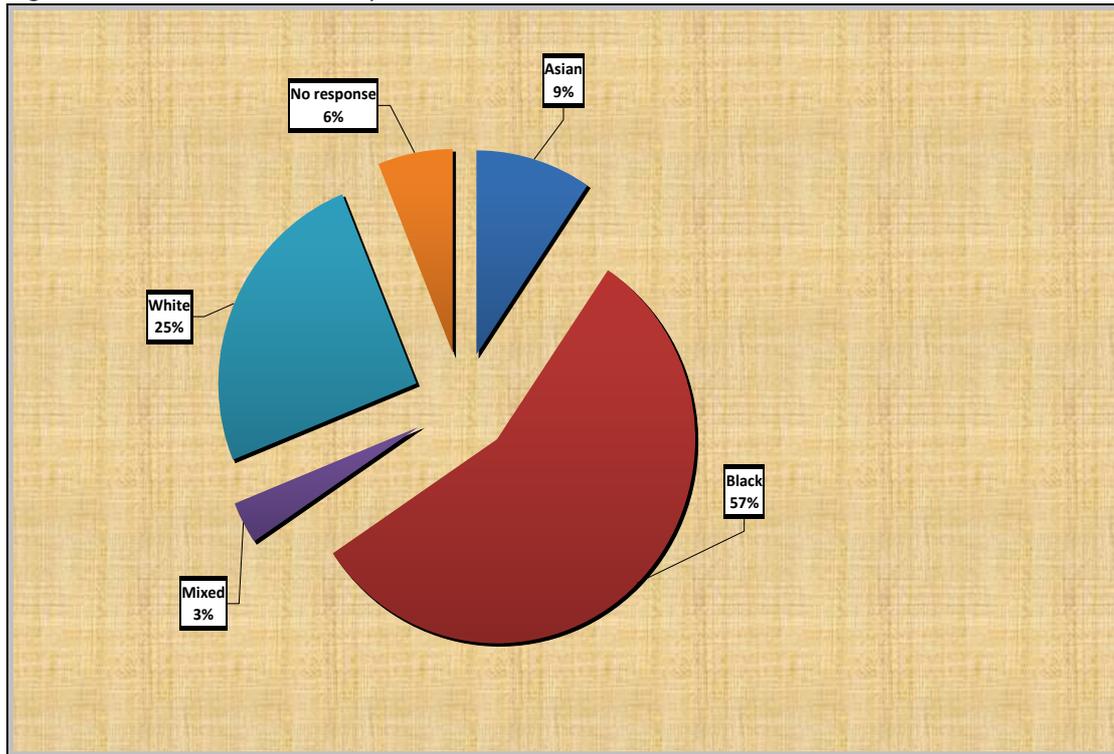
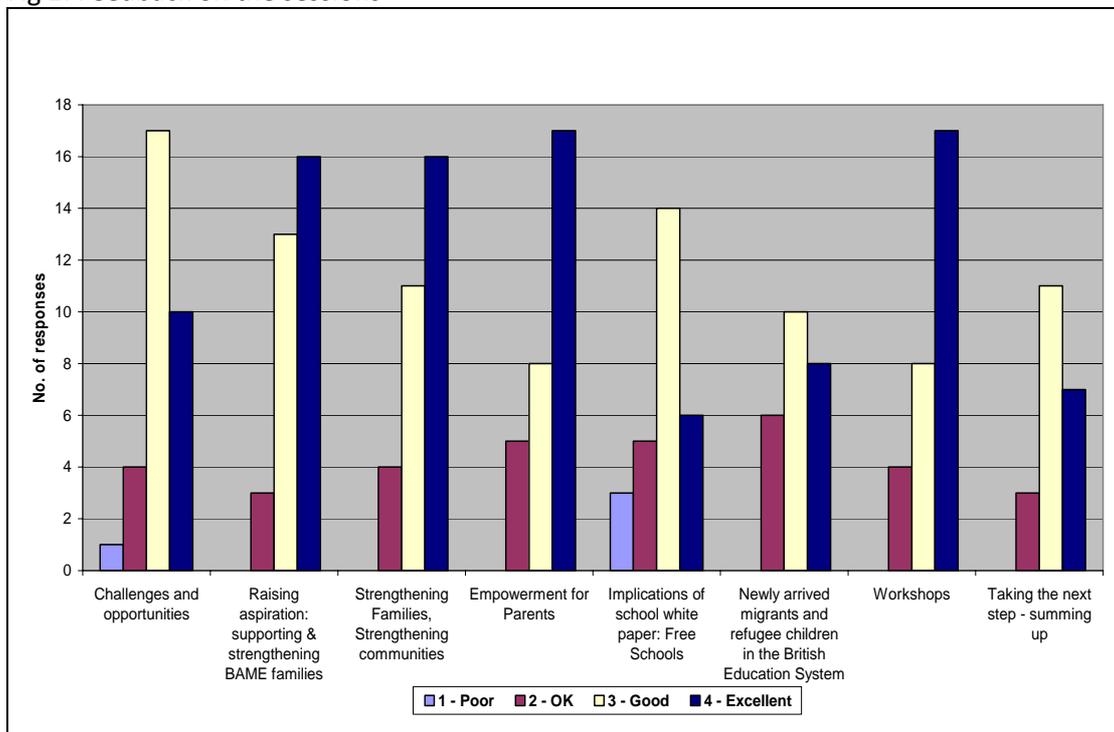


Fig 2: Feedback on the sessions



## **About BTEG**

**BTEG is a national charity providing a voice to government for Black, Asian and Minority Ethnic voluntary, community and social enterprise organisations. BTEG has a successful track record of advising government departments and non-departmental bodies and providing organisational support for local groups. BTEG is a member of several central governmental advisory groups including Department of Works Pension's (DWP) Ethnic Minority Advisory Group, the Department for Education's Third Sector Group and Communities and Local Government's Voluntary and Community Sector Board.**

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