



# **Tackling Under-achievement: Community Responses And Action Plan**

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# Main Barriers

**UNDERACHIEVEMENT**

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graph TD; A([UNDERACHIEVEMENT]) --- B[interrupted or non-existent prior education]; A --- C[No assistance at home]; A --- D[Language barrier/lack of parental involvement]; A --- E[poverity]; A --- F[overcrowded housing and housing mobility]; A --- G[Stereotyping]; A --- H[interrupted or non-existent prior education];
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**interrupted or non-existent prior education**

**overcrowded housing and housing mobility**

**No assistance at home**

**Stereotyping**

**Language barrier/lack of parental involvement**

**poverity**



Now we know the problem

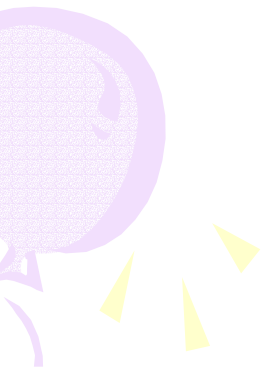
What is The Solution ?



Of course remove the barriers  
It is difficult to remove? if yes



WHY?



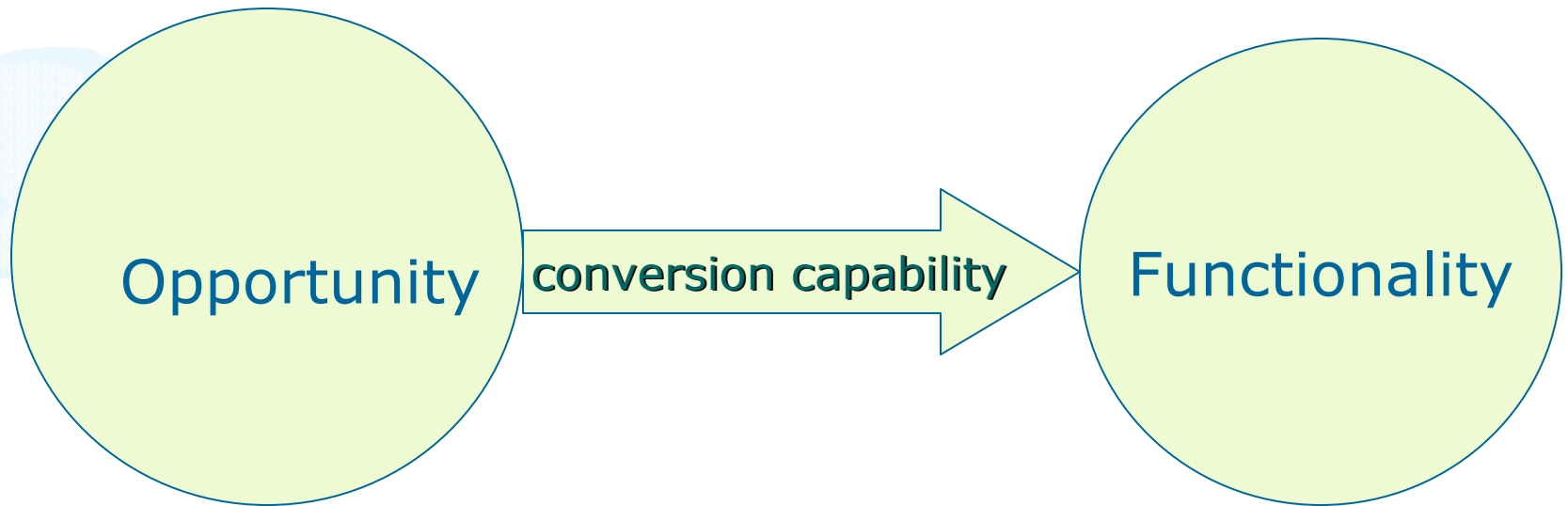


# Capability Deprivation\*

- social arrangements should aim to expand people's capabilities to promote or achieve valuable beings and doings
- People should not assess what they are and what they have but what they should do and what would have if they have the capability to do what they value

\*Conceptual framework developed by Amartya Sen economic Noble price winner of 1998 for evaluating social states in terms of human well-being

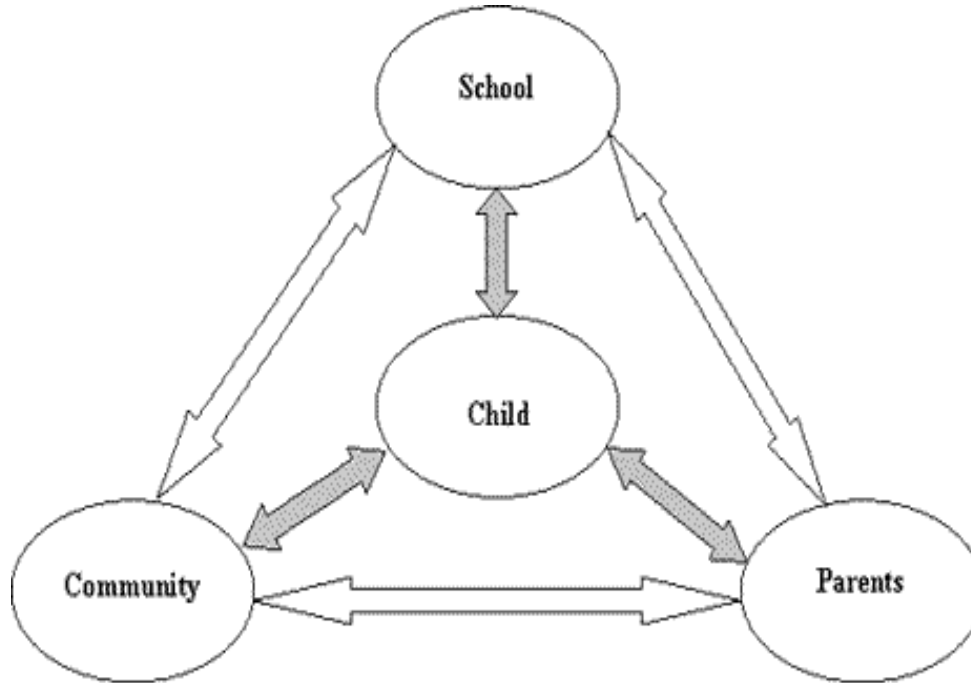
# Lack of conversion capability



# Lack of capability to have critical voice

- People should get opportunity to have a say from planning designing and implementing service effects their lives.
- From tokenistic participation to real partnership

# The triangle



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- Help Parents and community to increase their capabilities to remove the barriers against achievements

This is sustainable solution

# Tackling Somali Children Underachievement

- Strategic Level
  - Recognizing diversity with in BME
  - Leadership and coordination
  - Accountability
  - Participation
- Operational Level
  - Supplementary education
  - Empowering the parents
  - Tapping the untapped resources
  - Capacity building
  - Empowering parents

# Recognition of differences within BME groups

- While immigration to Britain in the past has been overwhelmingly the story of just a small number of nations, recent immigrants have also come from a much wider range of countries.
- Such diverse patterns are hard to capture through frequently-used categories for describing ethnic groups such as 'White', 'Black' and 'Asian'

# Recognition of differences within BME groups

- This variation means that policymakers cannot afford to treat all 'Black' groups as homogenous. Somali and Nigerian immigrants to the UK have radically different socio-economic profiles, with the former generally doing worse than the latter

Sarah Kyambi (2005) [Beyond Black and White: Mapping New Immigrant Communities](#),

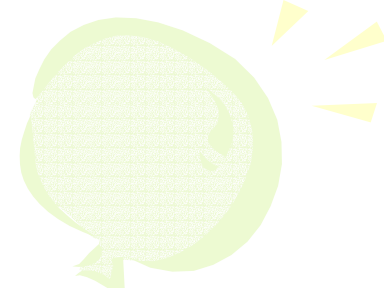
Institute for Public Policy Research, ASIN / ISBN: 186030284X




# The Role of Supplementary

- Benefits for pupils who attend supplementary and mother tongue schools can include:
- increased motivation and self-esteem
- improved confidence
- support in improving behaviour and social skills
- maintenance of home languages
- higher levels of achievement
- opportunities for leisure, fun and enjoyment
- reducing isolation by connecting children and families to others from a similar linguistic and cultural background
- parental involvement in children's learning
- supervision of children and young people outside school hours
- partnerships between school and minority ethnic communities.

Qualifications and Curriculum Authority, <http://www.qca.org.uk/index.html>

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- The DfES says a national survey found that eight out of 10 pupils who attend supplementary schools say it helped them with their mainstream school work.



Andrew Adonis, schools minister (<http://www.sec-ed.co.uk/cgi-bin/go.pl/news/article.html?uid=1429>)

