IT TAKES A VILLAGE TO RAISE A CHILD

FINAL REPORT

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Foreword

In her first statement as Prime Minister on 13 July 2016 on the steps of Downing Street, Theresa May recognised the 'burning injustice' in our society that means:

- If you're born poor, you will die on average 9 years earlier than others.
- If you're black, you're treated more harshly by the criminal justice system than if you're white.
- If you're a white, working-class boy, you're less likely than anybody else in Britain to go to university.
- If you're at a state school, you're less likely to reach the top professions than if you're educated privately.
- If you're a woman, you will earn less than a man.
- If you suffer from mental health problems, there's not enough help to hand.
- If you're young, you'll find it harder than ever before to own your own home.

Sadly all those injustices remain in 2018!

Policy decisions that have led to the closure of Sure Start centres, reductions in community nurses and school budget cuts, have severely depleted the social capital that offers children secure interactions with non-parental adults and a range of opportunities to socialise within safe and nurturing environments.

In Suffolk, as in many parts in England, communities from the most deprived wards are "being left behind" as a result of entrenched disadvantage.

The Suffolk Community Foundation's Hidden Needs Report (2016) says that the government's Social Mobility Index designed to estimate how a disadvantaged background affects a person's life chances at school and thereafter in the workplace, suggests that there is marked inequality of opportunity for children and young people across Suffolk. Ipswich, Waveney, Babergh and Forest Heath are placed in the least socially mobile 20 per cent of districts in England.

Education is recognised as the most critical means of improving the welfare of disadvantaged communities, through social mobility. To reduce the inequality gap in society, access to quality education should be our strongest social value. As such, education should be a core concern of the entire community, including central government, local authorities, schools, families, business, charities, media and politicians.

There is a lovely Swahili proverb: "*Asiye funzwa na mamae hufunzwa na ulimwengu*" – loosely translated to - '**It takes a village to raise a child.**' This recognises that parenting is a shared responsibility - a communal affair - not just the concern of parents or grandparents, but that, all of the above stakeholders has a part to play in a child's upbringing.

There exists evidence that when schools, families and society work together to motivate, socialise, and educate students, it results in better school attendance, improved academic achievement, with the students more likely to proceed to higher education than students whose parents are not involved in their school.

It is therefore imperative to:

- have such conversations with people from less-represented backgrounds, which provide evidence about what works to improve participation in higher education and that the findings should be embedded in local policies and programmes.
- create accessible pathways for young people from communities who are new to or who have little experience of the UK's education system, particularly at secondary school level.
- recognise the negative impact of exclusion from mainstream schooling upon social aspiration.
- recognise that young people, particularly young adolescents, from newer migrant communities are further disadvantaged by the barriers of language and culture in being able to fulfil their potential academically.

We hope that this report can assist the education sector to consider a more community based approach and ethos.

We had already produced our Interim Report before the publication of 'Reaching the Parts of Society that Universities Have Missed: A Manifesto for the New Director of Fair Access and Participation' by the Higher Education Policy Institute (HEPI) and Brightside. https://www.hepi.ac.uk/wp-content/uploads/2018/05/HEPI-Brightside_WP-Manifesto-for-OfS_FINAL-Report-106.pdf

We note with interest that, notwithstanding the remarkably similar choice of front cover, this comprehensive set of recommendations for widening participation in higher education supports many of the points in our Manifestos for Inclusion. The one set of voices missing from this report are those of parents and families. We hope that **It Takes a Village to Raise a Child**, whilst only a local snapshot of the experiences of parents and families, can be read as complementary to the UK wide HEPI Manifesto.

EXECUTIVE SUMMARY

The Ipswich and Suffolk Council for Racial Equality (ISCRE) was funded by the Network for East Anglian Collaborative Outreach (NEACO) through its *Take Your Place* programme, to engage with parents and families in Ipswich from communities underrepresented in higher education. We interviewed parents and family members about their experiences and identified barriers for children from their communities when accessing higher education. We found that whilst parents want to support their children to achieve academically, many of them struggled to navigate and understand the system. Those from more established communities, such as Indian and Afro-Caribbean families, had better capacity and confidence to support their children in making informed choices around higher education. Conversely, those from newer communities, such as Eastern European and Roma families, had considerably less. It Takes a Village to Raise a Child recommends that this gap in knowledge and understanding be recognised as a key driver of educational disadvantage and underrepresentation in higher education which needs to be addressed as early as possible, at primary school level and consistently throughout every child's education.

Using what we have learnt from interviewees and from participants who attended our Sharing Event, we have co-produced a set of *Manifestos to Inclusion* (**Appendices 1a and 1b**). This can be found as an appendix to this document and on the ISCRE website.

These manifestos are not intended to be exhaustive or even fully representative. Neither do we claim to present full-proof solutions to better inclusion of children currently underrepresented in higher education. However, the manifestos do represent the voices of some of Ipswich's marginalised communities who are often the least listened to. The manifestos provide accessible, positive and viable suggestions to education providers across the spectrum, from primary through to higher education, on how they might facilitate a more inclusive environment for parents and families to be better able to support their children's education. In addition, we have included a *Guide for Parents to Inclusion in Higher Education*. (**Appendix 2**)

ISCRE would like to extend thanks to all our interviewees for their invaluable input and to all those who participated in the Sharing Event for their thoughtful contributions. Considerable thanks to our Sharing Event Facilitators: Curtis Blanc, Chris Cumberbatch, Tanesha Wedderburn, Jonan Boto and Tom Boto.

This report has been produced by:

Shahnaz Begum: Project Officer and lead researcher; Sue Wardell: Business Development Officer; Phanuel Mutumburi: Business and Operations Director

METHOD AND RESEARCH

We elected to use one-to-one interviews and small group discussions with guided questions as our methodology for interviews. With the permission of interviewees, we made audio recordings of each interview and transcribed them.

ISCRE produced an interim report at a mid-point in our research. This was shared with our funders to inform their planning for future funding. This report, (**Appendix 3**), contains more detail on our methodology, as well as some of our interim findings.

Our interviewees were invited to attend a Sharing Event on June 2nd 2018 at the Ipswich International Church, to discuss potential solutions to the barriers identified. We have used these solutions, along with material from the interviews, to co-produce a set of parent-led *Manifestos to Inclusion.*

RESEARCH FINDINGS

The main findings of this project have been sourced from the interviews with parents and families in their discussion of the barriers they experience. The main resolutions are contained within the manifestos, co-produced by ISCRE and participants at our Sharing Event. ISCRE has made additional recommendations at the end of each section.

COMMUNITY NETWORKS

After conducting the first stage of our research, we found that those from established minority backgrounds such as Indian, Black-African and Black-Caribbean have a greater understanding and knowledge of the education system in the United Kingdom. Indian parents and families in particular have a deep rooted networking system which means that if they are unsure or have questions, they are able to ask a friend or relative who will have answers.

"Sometimes I think that schools don't have enough information. Thanks to my friend, I took a risk. So I think that friends are the best thing to give you the right information." (Participant A, Indian community)

"A lot of my friends, their children are in primary school, they have heard of my name in the community. They come and ask what next steps they should take because they don't even know what is after year 6… there is so much confusion." (Participant B, Indian community)

These two participants from our research were both from Indian backgrounds but were at different stages of their experience of the education system in the UK. Participant A has children in primary school and high school, she spoke of her experience in applying for a high school outside of the catchment area. When Participant A required clarification on the application process, she had spoken to both the primary school and her friendship network, both of whom gave conflicting advice. Participant A decided to "take a risk" and follow the advice of her friend which turned out to be the correct advice.

Participant B has older children and a child that is at university. She talks of her experience with friends who approach her for information rather than schools or teachers. Participant B also states that she feels she is not the right person to go to for advice and suggests there should be "open evenings for parents so they can be invited and informed about what choices their children can make."

This highlights that whilst the Indian community may be an established minority community, they still have difficulty and lack information on the education system. They are reliant on community networks for advice as they feel that schools give misinformation.

"I want to go to university. I don't speak English perfectly, but I have a fire in my soul to go to university, but I don't know how I will get there, so I do need the government here to help me. They need to explain how important it is and what a difference it will make. And also, they need to show people the steps to take. We come from Romania. We do not know how things work here." (Participant from the Roma - Gypsy community)

This contrasts with the newer Eastern European migrants in the UK who lack knowledge as well as networks. This is exemplified in Roma families who tend to have the lowest levels of cultural capital (Bourdieu, 1986) amongst European migrants. Cultural capital is defined as being the accumulation of knowledge, behaviours, and skills that an individual can tap into to demonstrate their cultural competence, and thus increase social status or standing in society. Eastern European students' educational success and chances for mobility is not only hindered by their parents' and families lack of cultural capital but also racism, particularly in the case of Roma students "who face multiple inequalities, including racism from other Eastern European migrants and prejudice from teachers in school." (Tereschenko and Archer, 2014)

Recommendation:

Participants at our Sharing Event suggested a number of solutions that might support parents to build networks so that they may be able to have better access to information and be better supported to navigate the educational system. A number of these have been amalgamated into the manifestos and parents' guide such a Parents Evenings for parents, and Parent Champions. The topic of English language classes has been mentioned by participants, and in particular, the idea of parents learning alongside students – such as in Saturday Schools or after-school clubs. We recognise that some of these suggestions might be difficult for schools to maintain and run without the need to charge parents so we have not included Saturday school language lessons in the manifesto. However, we hope that NEACO might be in a position to influence discussions with schools to ask them to consider ways to fund activities such as these that include parents and families as part of the school community, thus supporting them to build their network as well as their relationship with schools.

It is clear from our research, that parents and families from underrepresented groups in HE want their children to succeed, but often lack access to information, the confidence and cultural capital that parents from other social groups might have. Research on social mobility indicates that those children who are enabled to take up a broad range of extra-curricular activities and opportunities to develop life skills are more widely represented in HE and in leading professions. https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/

We recommend that state schools in Ipswich (as well as more widely in Suffolk) give serious consideration to a broad offer of extra-curricular activities from primary school level.

DISCRIMINATION

"With my eldest child, I had the same problem because he had been blocked from doing his GCSE. My daughter, she studied hard but the head teacher said that when people come from Poland, our children get enough education for work in the factory." (Participant from the Polish community)

This participant from the Polish community explained how her children's attainment levels at school showed that they were capable of completing a GCSE in English but because they are Polish migrants, they were put in ESOL classes. This parent and others felt that the school was discriminating against them so came to ISCRE's Tackling Discrimination in the East (TDE) team for guidance and advice. ISCRE set up a meeting with the head teacher and other members of staff from the school and concluded that the school was discriminating against students that were European migrants. The head teacher and school agreed to change their policy.

This case study highlights the discrimination that EU migrants face in the UK education system. Moreover, it demonstrates that students' status as English as an Additional Language learners is a barrier to achieving success when "teachers hold lower academic expectations and unwittingly channel them into particular subject areas due to perception of EAL students' disadvantaged position." (Tereschenko and Archer, 2014)

Recommendation:

Schools need to ensure that they are not limiting the futures of their students by direct or indirect discriminatory practices or attitudes. In the current environment, with media attention focused on Brexit, immigration and populism, schools should be particularly vigilant around racially motivated bullying and stereotyping within their student populations. ISCRE has seen a disturbing rise in the number of incidences of racially motivated bullying in schools reported to Tackling Discrimination in the East (TDE), our discrimination casework service run by Suffolk Law Centre, by concerned parents who have not felt that their child's school has addressed the issue effectively.

CULTURAL PRACTICES

"A daughter will be married at 17-18 years and they don't let her go to school. But this has to change. I've seen that, these girls are very smart, they have potential and they can be someone in their lives, but they are stopped by tradition which means they don't get to higher education. They have so much potential." (Participant from the Roma-Gypsy community)

This participant is from the Roma-Gypsy community in Ipswich who informed us of ingrained cultural practices which limit opportunities, particularly for girls. Young women from this community are married early which prevents them from further pursuing their education even though they are intellectually capable of progressing to HE. These cultural barriers which inhibit students are difficult for HE providers and organisations to overcome.

"I have a dream for them to go to college and university… I am going to support them and be with them and help them to live this dream for me." (Participant from the Roma-Gypsy community)

This parent from the Roma-Gypsy community stated that he was unable to progress to higher education in the UK due to cultural traditions but he would eagerly support his two young daughters throughout their lives so that they can progress to university. Although there are cultural traditions which may inhibit young people collectively, these can be overcome by individuals but only if educators can recognise these issues and provide appropriate support.

Recommendation:

Whilst the example above is specifically from the Roma community, this does not mean that cultural practices that limit children's ambition and academic progression are confined to this community. Many of those communities currently underrepresented in higher education face multiple barriers to their participation, some of which are embedded by generations of lack of opportunity and low expectations.

ISCRE suggests a positive step that provides a platform to introduce children from communities with no lived experience of Higher Education to enable them to meet their potential, is to introduce a scheme such as the Children's University across Suffolk schools. **http://www.childrensuniversity.co.uk/home/about-us/evaluation-and-impact/**

POSITIVE ROLE MODELS

"We need examples from our community. Others will see them and they will follow him or her. We really need to see change. If we have an example, role models, this will help." (Participant from the Roma-Gypsy community)

Participants from the Roma-Gypsy community stated that they do not have any visible representation of individuals that have progressed through the education system. They feel that if they had these role models, in the form of doctors, teachers and other professionals, others would also value education.

"Every school should have a black and ethnic minority support person that our children can turn to. Someone in school who represents them. I don't care whether they are Muslim, Greek or whatever… just somebody they can turn to who is not white. Because none of our schools are 100% white." (Participant from the Black-British Caribbean community)

These participants from the Black-British community stated that the lack of representation in our educational institutions makes it difficult for minority students to talk about their experiences and struggles. Schools and colleges are still not reflective of the UK's multicultural society as "only 16% of new teachers are from a BAME background," (Gay, A. 2018). This further reinforces BAME students' education experiences based on negative stereotypes in schools and higher education, and perpetuates their underrepresentation.

Recommendation:

Schools need to recruit BAME staff and teachers representative of not just their student population, but society in general. This helps parents as they feel more comfortable in approaching staff if they have questions or problems. In addition to this, students from diverse communities have positive role models who they can relate to and be inspired by.

QUANTITATIVE DATA

The 'Take Your Place' project commissioned by the Network of East Anglian Collaborative Outreach (NEACO) aimed to research parents and families from specific target wards in the Ipswich area who were less likely to attend higher education.

Below shows data collected from the participants who were interviewed, those highlighted in red are identified as meeting NEACO's 'Target Ward'. The majority of the participants interviewed by ISCRE were from the IP1 area which is not identified as being a target ward. The majority of those interviewed that stated they are from the IP1 postcode were first generation European migrants.

Participants In The 'Take Your Place' Project by Postcodes
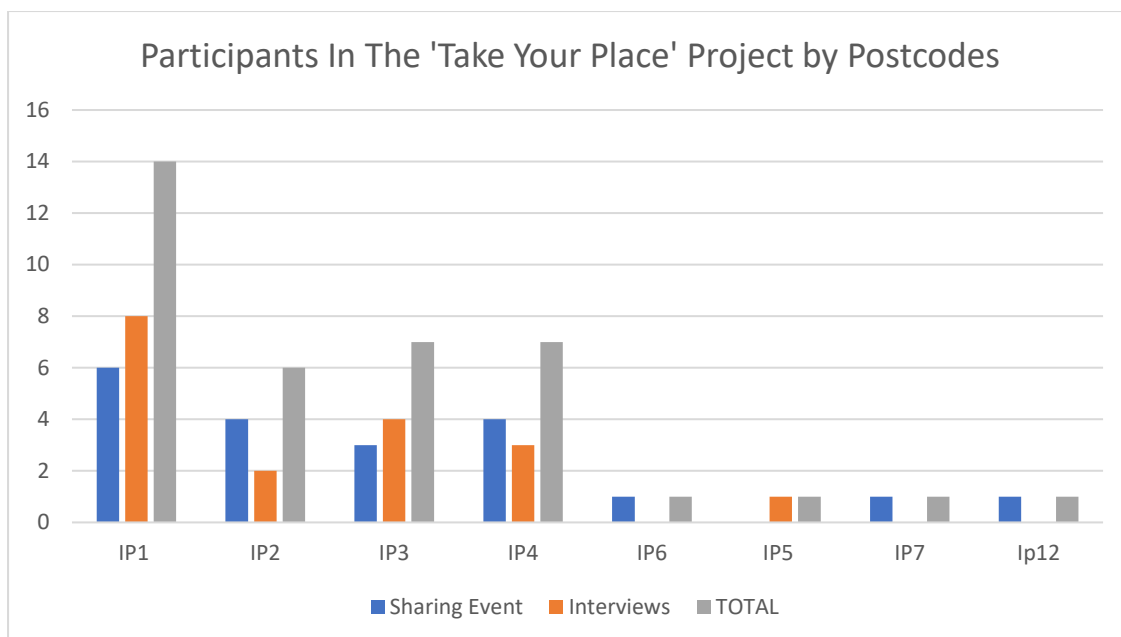
NB: Some postcode information is missing due to participants who did not want to share this data.

Postcode	Sharing Event	Interviews	TOTAL
IP1	6	8	14
IP2	4	2	6
IP3	3	4	7
IP4	4	3	7
IP6	1	0	1
IP5	0	1	1
IP7	1	0	1
Ip12	1	0	1
TOTAL	20	18	38

Recommendation:

With support from our research, we suggest that Neaco expand their postcode criteria to include other underrepresented groups in the Ipswich and Suffolk area, particularly those who live in the IP1 area.

It Takes a Village to Raise a Child

Parent's Manifesto to Inclusion for Colleges and Universities

Co-produced by parents and families and ISCRE – June 2018

Reach Out: We are not 'hard to reach'. Instead, look at how hard it is for **us** to reach **you**

Home from Home: Come to our places of worship, our community groups, our festivals and invite us to come to you

We are Community: Make better use of community groups to share information with us

Children are Children: Not our interpreters or translators: please ask us what our language needs are, and be creative in meeting them

Access All Areas: We may not know where our local university is or how to get there – even if you are based in our town! Maps in other languages would help

University Challenge: No family experience of university makes it a challenging place to come – open your doors to us when our children are in Primary School

Money Matters: More clear information on Scholarships and Grants – debt is a barrier

Higher Apprenticeships: What are they? How are they different to degrees? Come to our workplaces and community groups to tell us about them

Us as You: We need more people like us as educators – more positive role models for our children, and us!

Familiar Faces: Encourage your students from underrepresented groups to be there to welcome us to Open Days and to come to our children's schools

Adult Education: Parents are educators too! Encourage us to continue our education

It Takes a Village to Raise a Child: Let's work together to see more children from diverse and underrepresented backgrounds accessing Higher Education and training opportunities

It Takes a Village to Raise a Child

Parent's Manifesto to Inclusion for Schools (Primary and Secondary)

Co-produced by parents and families and ISCRE – June 2018

Reach Out: We are not 'hard to reach'. Instead, look at how hard it is for **us** to reach **you**

Home from Home: Come to our places of worship, our community groups, our festivals

We are Community: Make better use of community groups to share information with us

Children are Children: Not our interpreters or translators: please ask us what our language needs are, and be creative in meeting them

Adult Education: Offer English classes, but make them relevant to our needs

Make us Count: Show us our role in our children's education. Do not expect us to know it

Jargon Excludes: Make School Reports easier to understand and more relevant to us

Start Young: Make Higher Education open to all from Primary School

School's Out: But we are still at work! Help us by providing more extra-curricular activities for our children after school, during school holidays and Saturday Schools

Doctor or Astronaut: Do not close any door too soon. Help us support our children to dream big, and to turn dreams into reality

Map It Out: Where we do not have experience or knowledge of Higher Education in the UK, we need you to guide us. Not all parents can access online information!

Us as You: We need more people like us as educators – more positive role models for our children, and us!

Parent Champions: Train parents like us to help and support more parents like us

Networks Work: Hold a Parents Evening for Parents to talk to each other

It Takes a Village to Raise a Child: Let's work together to see more children from diverse and underrepresented backgrounds accessing Higher Education and training opportunities

It Takes a Village to Raise a Child

Parent's Guide to Inclusion in Higher Education

Co-produced by parents and families and ISCRE – June 2018

Prejudice is Wrong: Schools should not use your child's ethnicity, language, country of origin or disability as a reason to lower your child's ambition

Speak Up: Tell the school your language needs, help them to communicate with you

Knowledge is Power: If you do not understand your child's School Report, ask their teacher what it means

A Problem Shared: If you are worried about your child's progress, speak to the school. Remember - they should want your child to succeed, not fail

You are Key: Be involved as you can be in your child's education

Question Time: Do your friends have children at university? Or do they know someone who does? Ask them to share what they know

Parent Champions: Does your child's school have Parent Champions? They are parents who have experience of Higher Education who can share their knowledge with you

Parent's Manifesto: Ask your child's school if they have signed the Parent's Manifesto. If they have not, contact ISCRE for help

It Takes a Village to Raise a Child – Interim Report

This report was produced in March 2018 mid-point in our research.

About the Project

The Ipswich and Suffolk Council for Racial Equality (ISCRE) was funded by Take Your Place to engage with parents and families in Ipswich with no experience of higher education to establish how they can support their children to access higher and further Education opportunities.

ISCRE works to promote equality of opportunity and has a long history of engaging with local BAME communities to ensure their voices are heard.

Project Outputs: During this initial stage of the project, we have conducted a number of in-depth, face to face interviews with a sample of parents and families from BAME and disadvantaged communities to identify the barriers that they feel inhibit their children continuing to higher education. Further, we seek to identify the gaps in their knowledge and awareness of higher education opportunities, and to ask them for their suggested solutions to these issues.

Publicity material: A promotional poster and written invitation/project brief were designed to promote the project and invite members of the community to get involved.

These have been circulated to a number of BAME community groups and organisations delivering engagement projects with the local BAME community.

ISCRE's Community Voice team met with Higher Education (HE) Champion, Jackie Partridge based at Suffolk New College, to introduce the project, find out more about the role of HE Champions and how this may crossover with our research project.

Interviews: We have conducted a mixture of individual and group interviews, all of which have been digitally recorded and then transcribed. Whilst, we have encouraged participants to share their personal experiences, views and concerns, each interview has been structured around the following themes:

What does 'Higher Education' mean to you?

Do you think Higher Education is worthwhile?

What are your hopes for your child/children?

What interest has your child shown in Higher Education?

How do you feel your child is supported to think about Higher Education?

What would help you to support your child to aim towards Higher Education?

Literature Review

We have conducted a short literature review to help us to better understand the national and educational context.

The Equality Challenge Unit, in developing a framework through which institutions of higher learning can identify and self-reflect on institutional and cultural barriers, (Race Equality Charter, 2016) found that:

Inequalities are a significant issue within higher education and they manifest themselves in everyday situations, processes and behaviours.

UK higher education will only reach its full potential when individuals from all backgrounds can benefit equally from the opportunities it affords.

In developing solutions to inequalities, it is important that they are aimed at achieving long-term institutional culture change, avoiding a deficit model where solutions are aimed at changing the individual.

People from different backgrounds have different experiences of and outcomes from and within higher education, and that complexity needs to be considered in analysing data and developing actions.

Research has found that policymakers interested in ensuring better educational achievement for all children need to look beyond the school door. For example, literacy classes to support parents with low levels of English literacy can help them to engage effectively with their children's education at an early stage (i.e. pre-school and primary) and has a positive association with educational attainment. (Family Matters: the role of parents in children's educational attainment, November 2016 – Social Market Foundation)

Research also indicates that when students feel supported and loved by their parents, they have more confidence in their own ability to research careers and to choose a career that would be interesting and exciting. This is important because studies show that adolescents who feel competent regarding career decision-making tend to make more satisfying career choices later in life. (Keller 2004).

Parents influence the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have to working;

and the motivation they have to succeed. Most of this is learned unconsciously – children and teenagers absorb their parents' attitudes and expectations of them.

In a study by Bregman and Killen (1999) it was documented that adolescents valued parental influence and guidance in the area of career choice and vocational development.

Findings:

In the course of the interviews conducted in the first stage of our project, certain themes have emerged. Below is some of what interviewees had to say:

Responsibility/Support:

Parents feel that education is solely the schools' responsibility therefore they have little opportunity for involvement in the decisions centred on education:

Participant M: "It's just that we want to push all the problems with education on schools, on high schools, on colleges… and it's their responsibility, "they should teach our children, not we.""

Revelations Participant D: "it's their (*children's*) decision to make and you can only support."

Participant M: "If you choose that, you are a grown up, sorry it's your decision."

This attitude may be due to one or more of a number of factors: language barriers; knowledge gaps; lack of awareness of the process or what options are available; lack of confidence; little sense of entitlement to be involved in their children's education, amongst BAME parents:

Participant M: "Even if they have meetings in schools, they're (*parents*) not asking about something because they are worried if they can ask in English… Because if you are not confident in English, you think all your questions are silly because you don't know the system of education."

Revelations Participant B: "People are taught that for you to go to university you can only be a doctor or something like that, but there is a lot more that can be done."

Participant S: "I feel in a way I am a little better informed because of my elder daughter because she has researched on her own and she is able to guide us…."

*Participant DB: "*They need to explain how important it is, and what difference it will make. And also, they need to show people the steps to take. We need the rules here to be explained. We come from Romania. We do not know how things work here."

Participant MB: "My opinion is that they need to explain how important education is, because not all of us know how important it is. Higher Education is important, and we need to know step by step."

Participant MB "…. most parents do not speak English, so they don't understand what their children are doing at school, they cannot help them with their school work."

Financial

Many parents are unaware of bursaries/scholarships/loans and do not know how to access this funding:

Participant M: "We do not have too much money and really worry about the economic side of education… of getting more education."

Participant M: "They need clear information because it helps, especially as a lot of parents do not speak good English and they just count on their children when they want to learn more."

Racialised Expectations/Institutional Racism

Some participants expressed concern that attitudes of teaching staff had a direct impact on their children's attainment:

Participant C: "And if they're a boy, it's worse. A couple of my friends, they've got black boys and they've had to take them out of the school because their children get the blame for everything. For everything. And the teacher, the way they talk to them and deal with them is worse than others."

Participant B: "The teacher said to me "Your child has so much potential but he is not going to get pushed here."

Participant DM: "We really need to see change. Many people say 'Gypsies are Gypsies', and you know, we are many communities - in Slovakia, in Romania, but in the end, we have 5 fingers and all are different. If we have examples of people who have done well, role models, this will help."

Some communities may also be constrained by the impact of racial stereotypes, and lowered expectations:

Participant DM: "We have a saying in the gypsy community, "You will never see a Gypsy doctor, policeman, or teacher - that is not Gypsy" But we are human beings too - it should not be like that; if we have the chance, then we will do this."

Considerations:

Our interviews so far have indicated that experiences and outcomes in education may differ for different BAME communities. For example, our interviews with parents from the South Asian (Indian) community show that many are well informed about the UK education system as they are an established community that has been here for several generations. Even when individuals are new to the country, they are able to contact friends/family for advice. However, we have not yet spoken to parents from the Bangladeshi and Pakistani communities, for whom experiences may differ.

We have spoken with parents and families from newer migrant communities from the EU who do not have such an established network and so may face gaps in knowledge or understanding. In the Gypsy Roma community, participants have expressed frustration from a lack of understanding of the value of education within their community, as well as a realistic appreciation of their needs from educational providers.

Our interviews with parents from the Afro-Caribbean community also indicates that we should look at racialised expectations (Gilborn and Youdell, 2000), institutional racism, labelling theory when discussing both Asian and Black students/parents treatment in the education system.

Stage Two:

We will continue our interviews with families and parents from the BAME community, using our network of Community Champions and BAME community organisations. Further, we have contacted PTA's of secondary schools in our target wards of Bridge, Gipping and Whitehouse to ask if they would like to participate, and local Councillors in these wards to ask that they promote our project.

Our final report will include copies of full interview transcripts and quantitative demographic data for all of the interviews conducted.

We are in the process of arranging for parents and families who we have interviewed to attend a campus visit to Essex University, with our Project Officer. We have collated contact details for all participants who have expressed an interest in this visit.

The research stage of our project will culminate in a sharing event in May 2018 at which we will co-produce, with parents and families from local BAME and disadvantaged communities, a Guide to Working with Parents to Raise Children's Access to HE.

Media

Campaign aims to cut barriers to post-16 education for minority groups in Suffolk

PUBLISHED: 16:48 03 June 2018 | UPDATED: 16:51 03 June 2018

Jason Noble Local Democracy Reporter

The Taking Your Place event at Ipswich International Church encouraged people to discuss solutions to the barriers for minority groups in accessing post-16 education Picture: SHAHNAZ BEGUM

A Suffolk organisation campaigning for fairer access to post-16 education for black, Asian and minority ethnic (BAME) students is to form a pledge for schools and colleges in the region to sign up to.

Available at: http://www.eadt.co.uk/news/suffolk-campaign-to-cut-barriers-to-post-16-education-for-minority-groups-1-5545753

About ISCRE

ISCRE works to promote equality of opportunity and has a long history of engaging with local BAME communities to ensure their voices are heard. We have used the project title 'It Takes a Village to Raise a Child' throughout our research for Take Your Place; this describes our community ethos and approach, which is common to all our work.

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