Community based educational intervention: opportunities for European schools

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Why community intervention

- For the community
  - Improve aspiration
  - Shared responsibility/Fulfilment moral duty
  - Raising standards
- For schools
  - Raising standard
  - Tackling social exclusion
Stages of community based educational interventions

- Initial discussions on issues related to educational underachievement
- Identifying and mapping issues that concern the community
- Justifying needs for creating a community based alternative educational intervention
- Agreeing the framework of the chosen intervention
Complementary schools as a chosen intervention

- History
- Organisation
- Services
- Quality assurances and standards
- Challenges
- Case Study (Aqoon Complementary School)
History

- Dissatisfied or concerned parents of their children's education in 1950
- Maintaining cultural and religious identity
Organisation

- Any voluntary or community organisation providing after school support to the school age children can be classified as a complementary school”.
- Mainly managed Board of Trustee or Board of Directors
- Classified not-for-profit entity with specific charitable purpose
Services

- Education
- Religion
- Social culture
- Recreation
- Language
Quality assurances and measuring impact

- LCST
- Quality framework
Challenges

- Lack of wider recognition
- Under-resourced
- Lack of mainstream financial support
- Lack of suitable premises
- Lack of managerial and teaching skills
- Lack of accessing appropriate teaching and learning materials

Source: Qudus, 1986
Overview of Leicester complementary schools

- 70-75 complementary schools registered in Leicester
- 550 teaching and non-teaching staff and volunteers
- 7,100 pupils attend these settings
Case study

Aqoon Complementary schools

- History
  - Mapping Somali children’s education (research by Somali Development Services, 2003)
- Organisation
- Services
- Quality assurance and measuring impact
- Challenges
Links with mainstream schools

Benefits

Complementary School

- Bringing in parents
- Routeway to local communities
- Behaviour Support
- Different approaches to learning
- Cultural and/or religious perspective

Mainstream school

- Parent involvement
- Improved pupil attendance
- Community Cohesion
- Improved pupil behaviour
- Promotion of local community projects
- Advice national curriculum etc.
- Wider assessment opportunities
- Shared responsibility for education
- Teaching resources
- ICT suites
- Text books etc.
- Shared resources
- Software resources