



## **Young people's educational attainment in London's Turkish, Turkish Kurdish and Turkish Cypriot Communities**

**A report for the Mayor of London's Office**

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# 1: Introduction

## 1.1 The Rationale

In October 2007, the Mayor of London's Office commissioned the Institute for Policy Studies in Education (IPSE) to carry out research exploring the educational attainment of young people from London's Turkish, Turkish Kurdish and Turkish Cypriot communities.

IPSE was asked to address the recommendations presented by the *London Challenge Turkish Forum*. The London Challenge programme was launched by the DfES (now DCSF) in 2003 to raise attainment and aspirations in secondary education for 11-19 year olds in 5 key London Boroughs (Haringey, Hackney, Islington, Lambeth and Southwark). One of a number of forums, each representing a range of minority ethnic groups whose children were under-achieving in London schools, the Turkish Forum was established to represent London's Turkish-speaking communities and identify factors that inform educational under-achievement within these communities, and to develop plans of action (The London Challenge Turkish Forum, 2004). The Forum is made up of a range of representatives from the Turkish, Turkish Kurdish and Turkish Cypriot communities.

In a report released in 2004, the Forum presented a number of factors that they considered contributed to the levels of educational under-achievement among children from Turkish, Turkish Kurdish and Turkish Cypriot communities (The London Challenge Turkish Forum, 2004). These included:

- Family structure and culture, especially inter-generational conflict.
- A lack of parental knowledge about the British education system.
- Language difficulties inhibiting both levels of parental involvement and children's educational participation.
- A lack of support for parents and children from schools, including low provision for bilingual education; low expectations of Turkish, Turkish Kurdish and Turkish Cypriot children among teachers; limited access to information on the school in Turkish.
- Pressures caused by parents' employment and immigration status.
- A lack of positive role models.

The forum identified recommendations and points for action that they felt could improve young people's educational performance, including:

- Increasing parental involvement in school and their children's learning, including: raising awareness of the British educational system and the importance of education; providing support for parenting skills; establishing Parent Associations; providing translations on common educational terms.
- Removing barriers for teachers with overseas qualifications and teaching assistants from Turkish, Turkish Kurdish and Turkish Cypriot communities through the provision of retraining opportunities; and encouraging teaching as a profession within the community.
- Strengthening links between schools *and* community centres / supplementary schools.
- Training teachers to recognise and address ethnic and religious differences.

This report draws upon the recommendations of the London Challenge Turkish Forum to examine the possibilities for raising levels of achievement among these communities. Specifically this report addresses the educational challenges facing Turkish, Turkish Kurdish and Turkish Cypriot communities based in London, all of whom have the Turkish Language in common. While we recognise that there are a number of other Kurdish groups in London, for example those from Iran, Iraq and Syria, the remit for this project was to focus on Turkish Kurds.

Additionally, and in line with the Turkish Forum's recommendations, there is a different focus within this report. Rather than attend solely to the experiences and perceptions of pupils

themselves, this report examines the role of parents, teachers and professionals working within specific community organisations. This report therefore focuses on the experiences and perceptions of range of actors and agencies that we believe inform the educational experiences of children from these communities. At no point in this research did we interview pupils themselves, however we believe this is an area deserving of further research.

Within this study, we examine:

- General issues perceived to shape the educational experiences children form these communities.
- Barriers to parental involvement and participation in their child's learning and/or school.
- The experiences of employment within London schools among teachers with overseas qualifications.
- Challenges facing community organisations representing and working for these communities.
- Issues encountered by and within maintained London schools in relation to the educational attainment of children from these communities.

This holistic approach enables a more rounded and effective understanding of the complexity of issues at play. In this study, we examine both the shared experiences of these three communities and the specific challenges that each of the groups face. Attention to the distinctiveness and complexity of each group is fundamental to attempts to address educational underachievement within the Turkish, Turkish Kurdish and Turkish Cypriot communities.

Alongside qualitative data, we present a statistical analysis of attainment levels of these communities in 4 London boroughs, all with a relatively large Turkish, Turkish Kurdish and Turkish Cypriot population. We also describe examples of good practice that have been located within the course of the research.

We conclude with a summary of key recommendations drawing across the data that we hope will inform the future policy around this issue.

## 1.2 Methodology

The findings presented within this report draw upon both quantitative and qualitative data:

### ***Quantitative data:***

A statistical picture of the educational attainment of Turkish, Turkish Kurdish and Turkish Cypriot pupils is presented, based on an analysis of data obtained from 4<sup>1</sup> London Authorities. These are:

- Hackney
- Haringey
- Enfield
- Islington

For each borough we sought educational achievement data for these groups at Key Stage (KS) 2 and Key Stage 4 results, from 2002 to 2007. We asked each Local Authority to provide data that was broken down into gender, year and, where possible, was desegregated into the extended categories of these three communities.

The detail of the data we received from each borough varied considerably. For example, some boroughs provided data only KS4 data, while some provided a full break down of KS2 results by subject. Similarly, educational attainment by gender was not always given. It is

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<sup>1</sup> We approached a total of six London educational authorities for data. Only four responded. The two other authorities were: Southwark and Waltham Forest.

also very important to note that the extent to which data was desegregated into the three extended categories varied significantly. We understand that not all Local Authorities collect aggregated data for these groups.

### **Qualitative Data:**

Interviews were carried out with a range of individuals from the Turkish, Turkish Kurdish and Turkish Cypriot communities. Given the nature of the research, as well as the resources we had available to us, we have never intended to conduct a statistically representative sample of the whole population. Rather, we endeavoured to cover the perceptions of the three major communities by interviewing key informants from each of the three communities, who we felt would illuminate both the similarities and differences between all groups. We approached a number of participants, organisations and institutions in order to carry out this research. Most obliged, however some declined to participate.

Interviews were carried out at, or involved representatives from, a range of sites, including:

- One maintained primary school and one maintained secondary school in North London, both of which were selected for having a high population of Turkish, Turkish Kurdish and Turkish Cypriot pupils, and were identified as carrying out particularly interesting projects.
- 4 community organisations representing these communities and offering a range of services including advice, education and cultural activities. These included: *The Turkish Cypriot Cultural Group*; *Daymer*; *Halkevi*; and *The Federation of Turkish Associations UK*.
- 1 supplementary school, providing supplementary education for Turkish Cypriot, Turkish and Turkish Kurdish pupils.

Full detail of research participants can be found in appendix 1. Participants in the research included:

- 26 parents from Turkish, Turkish Kurdish and Turkish Cypriot communities.
- 4 Teachers working in maintained schools.
- 1 teaching assistant working within a maintained school and with overseas qualifications.
- 1 EMAG co-ordinator working in maintained schools.
- 8 Teachers of Turkish, Turkish Kurdish or Turkish Cypriot origin who have overseas qualifications and are working within supplementary schools/ other education projects specifically targeted at these communities.
- 3 leaders of the Community organisations and 2 organisers of a supplementary school in North London.

Data was analysed to examine the key themes we had identified. We analysed current initiatives or programmes taking place within the community organisations and schools, and also used his data to make recommendations on ways in which the educational attainment of Turkish, Turkish Kurdish and Turkish Cypriot communities can be improved.

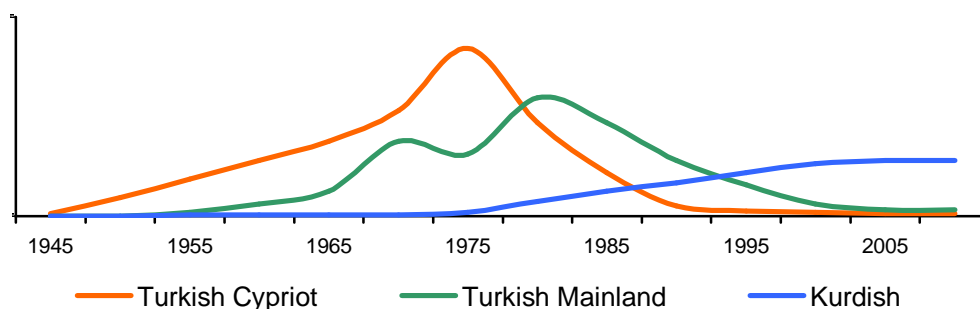
### **1.3 Turkish, Turkish Cypriot and Turkish Kurdish peoples in London: The context**

Although the three groups share some characteristics, each has its own particular cultural aspects and patterns of settlement in London, and these are important in the context of educational achievement.

The Turkish Cypriot group effectively began to settle in the London area from the late 1940s, and particularly in the period following 1974, declining in the mid to late 1980s. Most young people of Turkish Cypriot origin in London schools are thus second, third – or even fourth – generation in this country. The Turkish group originated from the Turkish mainland, and settled in Western Europe (initially particularly Germany) in the 1960s and 1970s, and in

London in the 1970s, with a second wave starting in 1980. This wave of migration is also now effectively at an end. The Kurdish population – and, to reiterate, here we refer specifically to Kurds from the Turkish mainland<sup>2</sup> - settled in London from the 1980s onwards, and migration is still continuing, though to a lesser extent. Most young people of Kurdish origin in London will thus be of first generation, or born to first generation migrants.

### Schematic representation of phases of primary immigration



Turkish as spoken by Turkish Cypriots is a variety of Turkish, with particular grammatical structures and some variations in vocabulary. Turkish and Turkish Cypriot are broadly mutually intelligible. Some Turkish Mainland speakers may regard their linguistic form as being of higher status. The Kurds have several languages, and Kurds of Turkish origin normally speak Kurmanji, some within this group speaking the Zaza dialect. This language has greater affinities to Arabic and Farsi roots than to Turkish. However, many people of Kurdish origin in the UK will also speak Turkish, and may use Turkish more in their everyday life. Kurmanji/Zaza is found most often among Kurds of rural origins in Turkey. Literacy levels in Kurmanji/ZaZa among the Kurdish community are at very low levels. Most will be literate in Turkish (mainland), but levels will be lower than that of Turks of mainland origin. The general literacy level of Turks of rural origin is also very low.

Very approximately, there are about 80,000 – 100,000 Turkish Cypriots in London, about 60,000 – 80,000 Turks of mainland origin, and about 30,000 - 40,000 people of Kurdish origin.

These groups are in a complex and shifting relationship. Individuals will express their identity contingently, sometimes as members of distinct groups, and at other times choosing a conflated identity built around the Turkish language. In contexts where there may be raised political tensions in the areas of origin, separate identities may become more pronounced. However, there is in the UK a good deal of cohesion across the broader grouping. While teachers and schools can often treat the three groups as one, they also need to be aware of the potential for differences, and of the differing backgrounds, sensibilities, patterns of settlement and literacy between the three groups, as these will have an effect on schooling and on parental contacts in different ways.

There are also important generational differences, and London-born members of all three groups are less likely to define themselves with differing characteristics. The situation is dynamic and changing; however, the Turkish language is an increasingly unifying factor.

<sup>2</sup> There are also Kurds of Iraqi origin settled in London in the 1980s, 1990s and 2000s; and smaller numbers of Kurds of Iraqi origin.

#### **1.4 Previous Research on the educational attainment of Turkish, Turkish Kurdish and Turkish Cypriot communities**

There has been no extensive research into the needs of the communities to date. Taylor (1988) in her research into the Cypriot community explored cultural practices and educational aspirations, comparing the community practices to that of Greek Cypriots. Successive governmental surveys on ethnic minorities only mentioned the Turkish speakers as one of the 'lowest achievers' (Swann Report, 1985, p.690).

The first report on the educational needs of the Cypriot children was carried out by a group of Turkish Cypriot academics based at the Institute of Education, University of London (1999). The report identified a number of strategies to be implemented at classroom, school and wider societal levels, particularly to the variety of Turkish used by the Cypriot children.

An ethnographic case study looked at intergenerational differences in the use of Turkish Cypriot variety by a group of female workers Issa (2006). In another study Issa (2005) explored the use of culturally relevant concepts of a group of Turkish Cypriot (TC), Mainland Turkish (MT) and Kurdish (KU) primary school children. The research showed that when children are given opportunities to use culturally relevant concepts (e.g. cost, profit, buying) embedded within the home language (i.e. Turkish) they showed higher levels of cognitive ability and bilingual interaction. In a more recent research Issa (2008) explored the educational aspirations and identity of groups of Turkish, Turkish Cypriot and Kurdish children attending community supplementary schools.

Educational underachievement features highly on available research (Little, 1975; Osman, 1998; Mehmet Ali, 2001; Dedezeade, 1994). The issues of identity have found wider support from parents and educators as an important factor affecting underachievement. It has gained momentum and found voices within wider political developments (Sonyel, 1988; Mehmet Ali, 1991b; Issa, 2005). For each community the identity debate centres on the use of Turkish language. For the Turkish Cypriots this is the preservation of Cypriot variety of Turkish, defending its legitimacy against attempts at its standardisation. For the Kurdish community the Kurdish language -with its variations- represents Kurdish National identity, symbolising the struggle to exist as a distinct group (Griffiths, 2002). For the mainland Turkish community the key focus is how to preserve the status of Standard Turkish seen essentially as the symbol of (Turkish) unity between all groups.

#### **1.5 Acknowledgements**

We would like to take this opportunity to thank everyone who participated in this research. Their views have been highly beneficial to the production of this report and we are grateful for their contribution.

## 2: Turkish, Turkish Kurdish and Turkish Cypriot children and educational achievement in London

We asked a number of Local Authorities for pupil achievement data for Turkish, Turkish Cypriot and Turkish Kurdish pupils for the period 2002 – 2007, broken down by gender where possible, relating to attainment at KS2 and KS4.

Four Local Authorities were able to supply some data. Most of the data is not comparable between Local Authorities: partly because the numbers are sometimes low, some Local Authorities conflate Turkish and Turkish Cypriot, while others count them separately; another Local Authority reports the data by the language that pupils declare as their home language, rather than by ethnic category. The DCFS recommend a series of extended categories to supplement the 2001 Census categories (which do not identify any form of 'Turkish' category), and it would be helpful if all Local Authorities in London were to make full use of these extended categories, and use and report on them consistently.

All the raw data is given in appendix 2. The following table summarises the data obtained.

Authority	Categories	Key Stage 2	Key Stage 4
Enfield	Turkish; Turkish Cypriot, Turkish Kurdish; all pupils		5 grade A*-C 5 inc English & maths (by gender)
Hackney	Turkish or Kurdish speaking; All pupils	English, Maths, Science	5 grade A*-C
Haringey	Turkish; Turkish Cypriot, Turkish Kurdish; all pupils	English, Maths, Science (by gender)	5 grade A*-C (by gender)
Islington	Turkish and Turkish Cypriot; Kurdish; all pupils		5 grade A*-C (by gender)

The data is analysed and displayed in graphical form on the following pages.

### **Enfield:**

No data was available for KS2.

At KS4, Turkish Cypriot pupils perform at or near the level of the Local Authority average, with girls achieving better than boys (and with a marked decline in boy's attainment in 2006 and 2007). Turkish achievement has generally shown a significant achievement over the past six years, with girls substantially moving ahead faster than boys. Data for Turkish Kurdish pupils has only been collected since 2004 (it is not known in what category it was subsumed before this date). Of the three groups, their performance is lowest, and (notwithstanding 2004), boys are outperforming girls. All these groups (and both boys and girls) show a decline in 2007 on the 2006 data, but generally attainment is rising slowly, parallel to the rise in the Local Authority as a whole.

### **Hackney:**

Data was reported for the category 'Turkish or Kurdish speaking'.

At KS2, pupils in this category have significantly lower attainment than the borough averages. This gap is most marked in English, and least evident in mathematics. However, the gap in attainment at English appears to be significantly closing, but remains constant in mathematics and science.

At KS4 substantially smaller proportions of pupils are gaining 5 GCSE grades at A\* to C level. However, the gap is again closing (from an 11.1% gap to 8.9% between 2002 and 2007). Given the overall significant rises in the Local Authority overall, these particular pupils are gaining the levels of attainment achieved by others about four years earlier.

#### **Haringey:**

At KS2 both Turkish and Turkish Kurdish groups are performing well below the Local Authority norm, with both groups showing erratic but overall improvements, the Kurdish group having improved slightly more, so now both groups are showing very similar levels of attainment. But in all three subjects, the gap between the Local Authority mean and these groups remains fairly constant. The Turkish Cypriot group data is particularly erratic, and there was a large fall in attainment recorded in 2007 in all three subjects.

At KS 4, Turkish and Turkish Kurdish pupils have shown quite significant improvements over six years, though they are still performing generally less well than the Local Authority average. The Turkish Kurdish pupils in particular appeared to have shown remarkable improvements until the 2007 results. Turkish girls consistently outperform Turkish boys, whereas Kurdish boys appear to have caught up with the girls. Turkish Cypriot data has been reported for a shorter period: the community appears to be performing almost as well as the Local Authority norm, and again, girls outperform boys.

#### **Islington:**

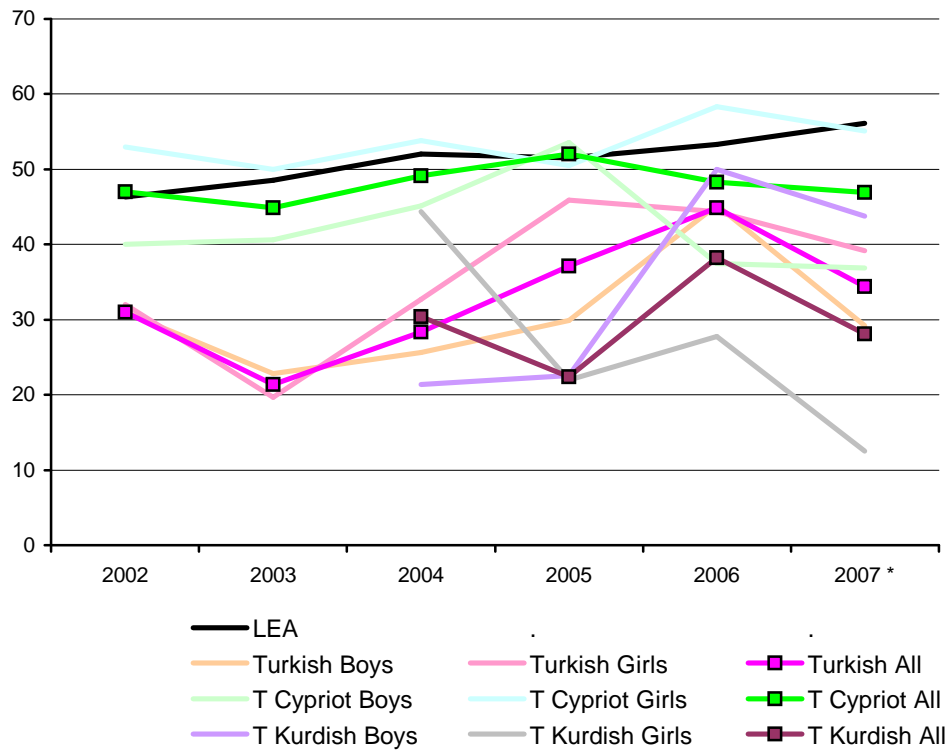
No data was available for KS2.

At KS4, it is probable that the Kurdish data is based on very low numbers (cf the 100% achievement levels in 2002 and 2005, omitted from the graphs). Generally, the attainment levels of all groups are very similar to the Local Authority mean, but it should be noted that the general level of attainment in the Local Authorities is not high, compared to other Local Authorities.

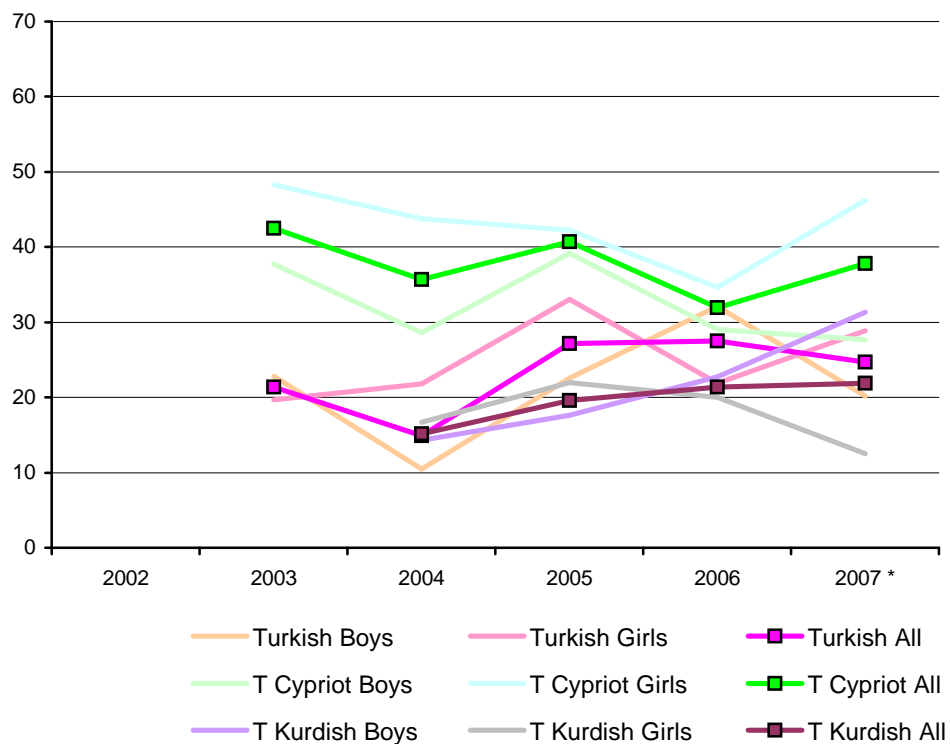
The overall picture is not consistent, and shows some complexity. It is difficult to make simple comparisons between Local Authorities, as the populations may not be equivalent: settlement patterns may mean that some communities are newer in one Local Authority than in another, and this may impact on attainment results. Generally, there are signs that the attainment levels of all these three groups are improving, usually at least as fast as the overall level of improvement in the Local Authority. But the variable rates of improvement may suggest that Local Authorities may vary in their effectiveness.

**Enfield:**

**Key Stage 4: Percentage of pupils achieving 5 GSCE results, grade A\*-C**

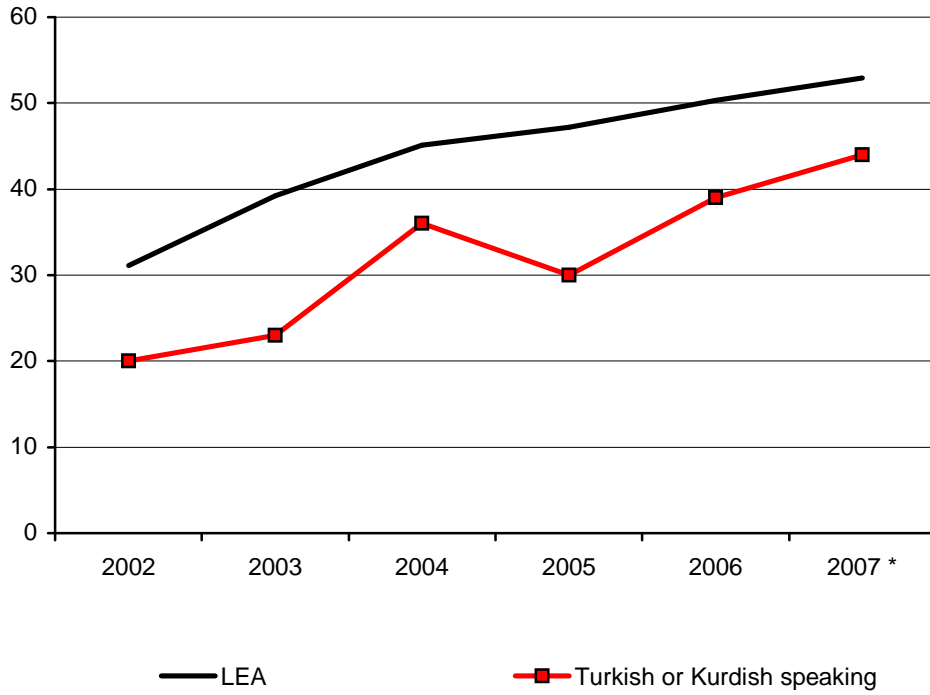


**Key Stage 4: Percentage of pupils achieving 5 GSCE results including English and mathematics, grade A\*-C**



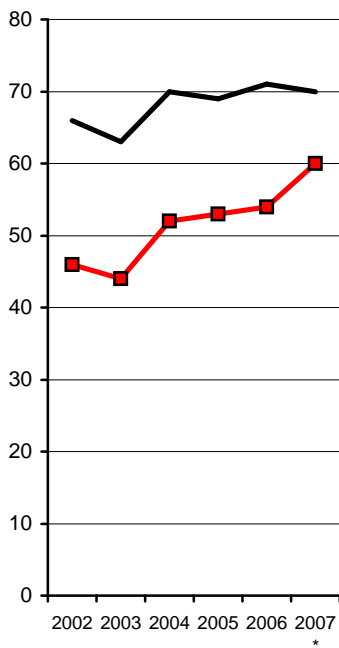
**Hackney:**

**Key Stage 4: Percentage of pupils achieving 5 GCSE results, grade A\*-C**

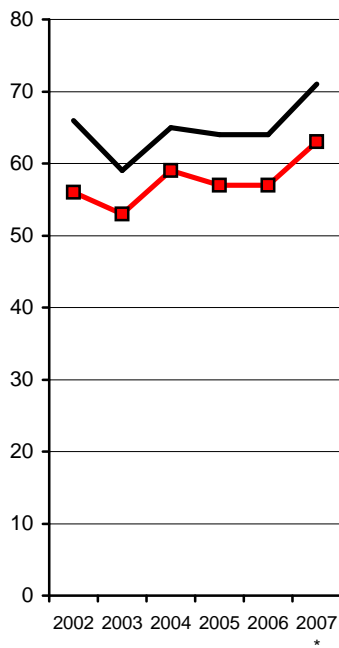


**Key Stage 2: Percentage of pupils achieving grade 4, by subject**

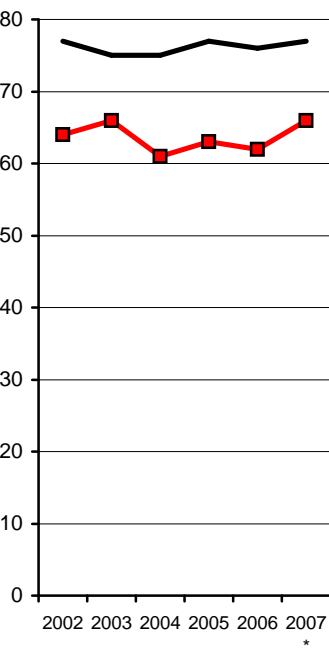
**English**



**Mathematics**



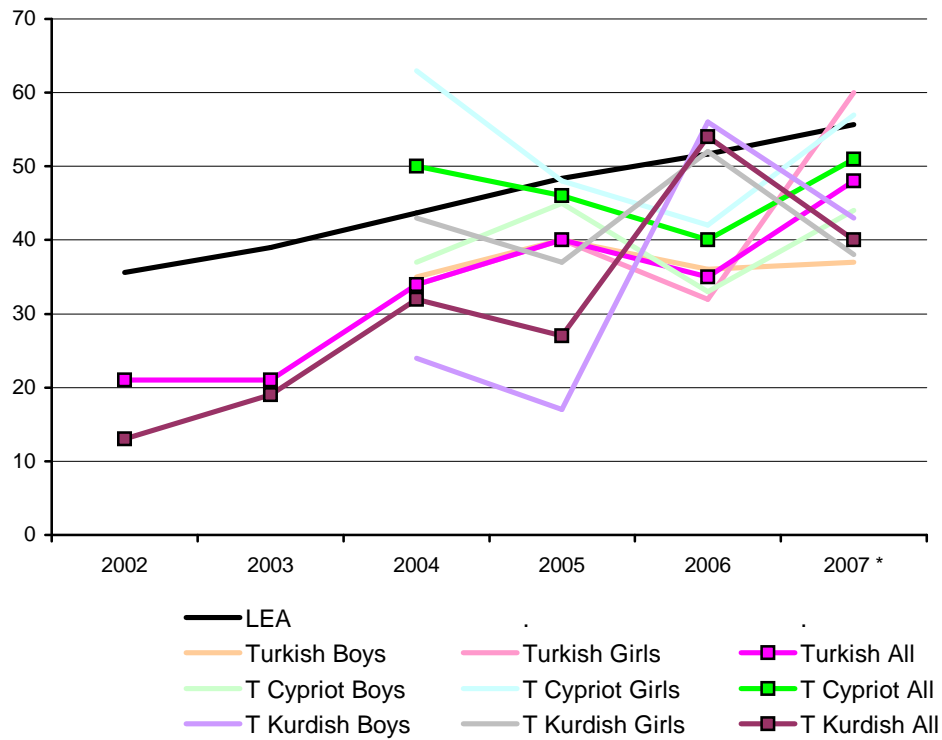
**Science**



— LEA  
 ■ Turkish or Kurdish speaking

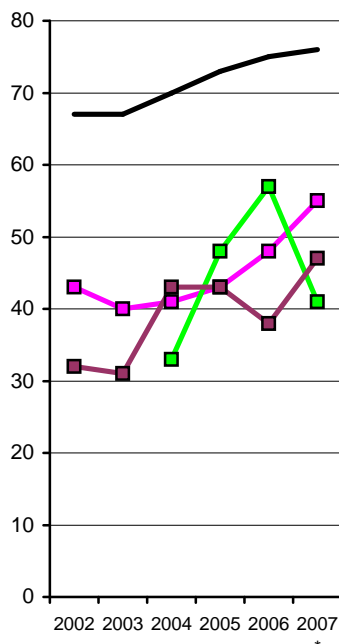
**Haringey:**

**Key Stage 4: Percentage of pupils achieving 5 GSCE results, grade A\*-C**

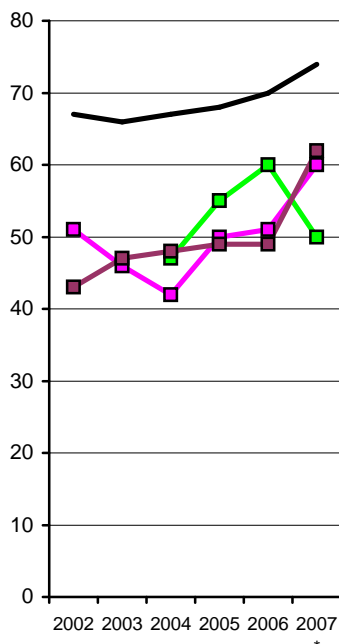


**Key Stage 2: Percentage of pupils achieving level 4, by subject**

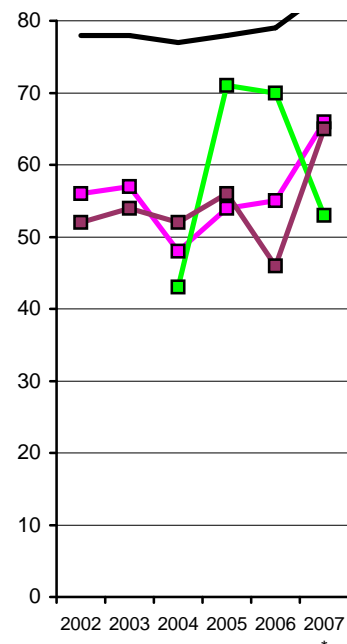
**English**



**Mathematics**



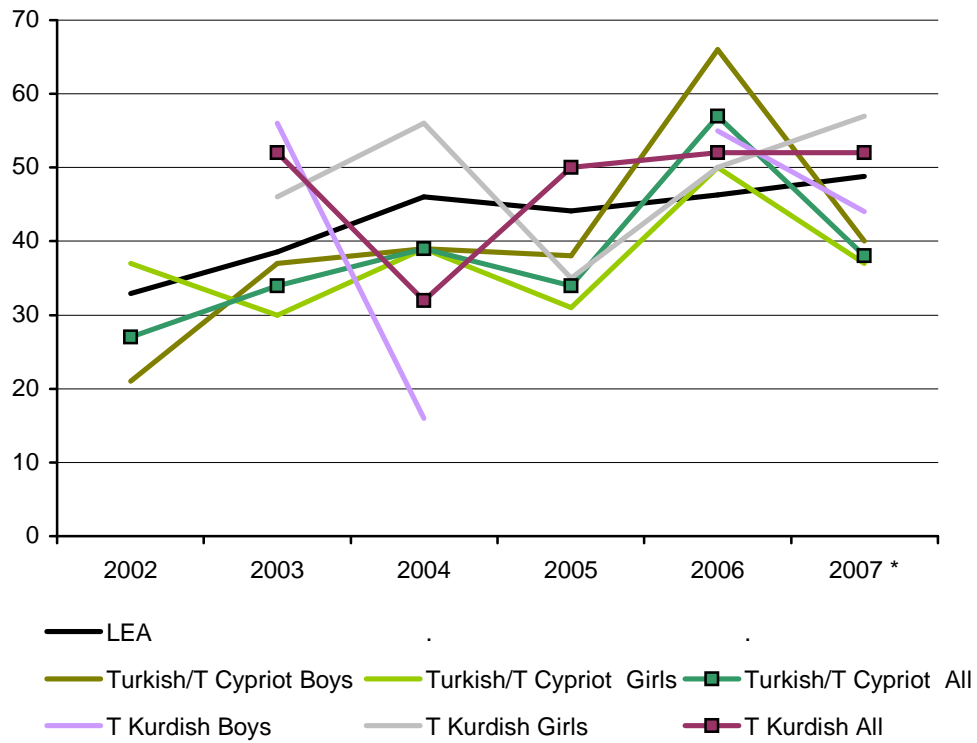
**Science**



LEA Turkish T Cypriot T Kurdish

**Islington:**

**Key Stage 4: Percentage of pupils achieving 5 GCSE results, grade A\*-C**



### 3: Challenges facing children and young people from Turkish, Turkish Kurdish and Turkish Cypriot groups in London schools

We asked all participants in the study to identify key factors that they felt might impact on Turkish, Turkish Kurdish and Turkish Cypriot children's educational experiences and levels of achievement.

It is important to recognise that while all our participants recognised that Turkish, Turkish Kurdish and Turkish Cypriot pupils were achieving below the Local Authority average, there are some very high-achieving pupils within the communities. Levels of achievement varied within each group, each facing some distinctive issues.

The most common factor identified as a barrier to educational attainment was language (which was also featured significantly as a perceived barrier to parents' experiences of, and involvement in, their child's learning). However each community faces particular challenges, arising from the different experiences identified in the introduction (section 1.3). These can be summarised as:

- Variations in the use of Turkish, as in the case with Turkish Cypriots.
- Differences in English language competence amongst all three groups.
- Lack of formal recognition of Kurdish as a language in its own right.

However, in our interviews we have identified other areas that contributed to educational attainment, namely teacher expectations and perceptions, parental involvement, and issues of training for teaching staff in maintained schools. Although each of these are explored under different themes in relevant sections of this report they are also included in this section as factors affecting children's achievement in schools.

#### **A context: language competence, community cohesiveness and identity**

All participants felt that low levels of English literacy among Turkish, Turkish Kurdish and Turkish Cypriot children posed a major obstacle to their learning within London schools.

The cohesiveness of a particular community group (whether Turkish, Turkish Cypriot or Turkish Kurdish) within a given school locality appeared to impact on the educational achievement of their children. One interviewee claimed that the longer established the community, the better chance it had of educational success:

*'The longer established the community better chance of in succeeding education'*  
(EMAG co-ordinator, North London primary school)

This factor must be considered alongside academic competence in the first language, which is also seen as playing a significant part.

*'Most that are born here, they can't write or read a letter in English but they can't do it in Turkish either...It's really sad, if they stayed in Turkey they would definitely be able to write a letter in Turkish but they are coming here, their parents think that their children will get a good education here, good opportunities here, but in fact it is very sad they are not getting enough education here. If they stayed in Turkey they would definitely be able to read and write in Turkish'* (Teacher, North London secondary school)

*'I think helping Turkish children with reading and writing in Turkish and English is the key to learning. They need to understand that literacy in any language is very important'* (Parent)

*'I think the first barrier is language. Most of the Turkish-speaking students are not confident about their English but because they are not literate about their Turkish as well they are not confident to express themselves in Turkish either. They have a language barrier on both sides so they can't put one language to another... for example, I see it in my class, if they are literate definitely in Turkish, and educated in Turkey, first they are struggling but after that they can get over that barrier and integrate. So language is a barrier on both sides: they are not literate in English they are not literate in Turkish as well'* (Teacher, North London secondary school)

It was widely believed that pupils who had higher levels of literacy in their mother tongue (including those who had previously been educated in Turkey) had higher achievement in literacy in English. Their Turkish language skills provided an essential base on which to build their competence in English.

For Turkish Kurdish pupils, there is an additional issue relating to the non-recognition of Kurdish as a language (for example, unlike Turkish, it is not offered as a GCSE subject). This was perceived as a barrier to Kurdish children developing their linguistic skills in their own language, and thus having a knock-on effect on their English language competence, as well as potentially damaging their sense of Kurdish identity.

*'Although we can speak our language we do so only on a colloquial basis because we were not told, and we were not really allowed to speak'* (Kurdish community leader)

*'If you look at the census, being Kurdish isn't an option. That might be one of the problems ... the parents who are Kurdish say they are Turkish...the school says 'why do they say that'? but its because of the problems they have experienced in Turkey....as well as the Kurdish identity not being an identity that's recognised in this country ...so that's a particular problem that the Kurds face...'* (Parental Involvement officer)

Overall, the lack of competence in academic English, Turkish and Kurdish was perceived to affect all three groups. We found that the conversational 'playground' language – by which we refer to English, Turkish and Kurdish spoken variations - used amongst children did not benefit their learning in the classroom. This was most noticeable when Turkish, Turkish Kurdish and Turkish Cypriot children created little 'cultural enclaves' in the playground and in classrooms. The scope of this research did not allow us to further investigate the factors contributing to the formation of these 'enclaves' in greater detail.

*'The main barrier for Turkish children is lack of English language proficiency. We have pupils that form their exclusive 'Turkish groups', which only use 'Street Turkish' which has no value to academic Turkish. These children make no attempt to mix with other English speaking groups. The end result is they do not develop their skills in either language'* (Teacher, North London supplementary school)

*"Some of them go to weekend schools or take Turkish GCSE [to improve their Turkish but not all of them... The thing is, for example, they are not taking a book and reading it in Turkish... If they are taking the GCSE they are just looking at the GCSE notes, they are not enlarging their knowledge'* (Teacher, North London secondary school)

We have found that all of these factors have an impact on learning within the classroom as we will now explain.

## The impact in the classroom

A lack of proficiency in English language skills was identified as significantly inhibiting children's ability to communicate with pupils and staff, to understand tasks and instructions, and to complete work. A particular problem was the use of elaborated English by teachers and within learning materials, as well as taken-for-granted assumptions about pupil's prior knowledge of English language and culture:

*'Children cannot cope with the cognitive demands of the schoolwork due to lack of academic English. Children tend to switch off very early in the lesson. We are talking about lack of understanding abstract concepts and academic English. Children do not understand instruction'* (Co-educator)

*'For the new arrivals...they are in English classes learning Shakespeare but with no English language skills'* (Support Officer, North London secondary school)

It was suggested that many schools did not recognise or make use of the children's competence in Turkish/ Kurdish language or their cultural experience as valuable to the learning experience:

*'EAL is still often seen as a special need rather than an advantage'* (EMAG co-ordinator, North London primary school)

There was a perception among many participants, especially those working within maintained schools, that while some support was available for EAL children (those with English as an additional language), this was not sufficiently embedded in the classroom environment, with pupils often being taken out of lessons or receiving after-school support, rather than having in-class support. Opportunities for bilingual learning were seen to be highly valuable, but were reported as being extremely limited in availability:

*'The main problem is that children are not getting enough help at school. They are coming into any class with zero English or just communication English which is not an academic English...they need academic English support in mainstream classes'* (Teacher, North London secondary school)

*'Normally, the school, we have an induction, for the new arrivals, 3 hours a week, after school, and they can get help from us as support teachers. But it's not enough....There are not enough bilingual support teachers'* (Support Officer, North London secondary school)

*'There is still a negative perception of bilingualism amongst some teachers as well as some head teachers'* (Supplementary school leader)

## Teacher expectations

Our conversations with parents, community leaders as well as with groups of pupils as part of a recent study carried out by London Metropolitan University (Issa, 2008) showed that teacher expectations played an important part in Turkish, Turkish Kurdish and Turkish Cypriot students' achievement in school. In a set of interviews conducted with Turkish, Kurdish and Turkish Cypriot children studying at a Waltham Forest supplementary school, students voiced concerns about low teacher expectations. In the following quotation, a student reports what he was told by a teacher, and his reaction. He feels his progression is hindered by the low expectations of this teacher in the maintained school, and in particular, their inability to understand or distinguish between the particular needs of the EAL student and his academic competence, seeing the second language as a hindrance rather than an asset:

*"Bana 'birşey değil sen Kıbrıslı Türksün. İngilizce senin ikinci dilindir onun için birşey değil'" ("that's ok! You are Turkish Cypriot, English is your second language'...that makes me angry!)*

It can be suggested that a misunderstanding of pupil's ability by teachers can be experienced not only by those with lower English language competence but also those who may be competent in English, but lack the confidence to speak up in class. The outcomes of such misunderstandings include wrongly labelling students as of lower ability or having Special Educational Needs, placing them in lower sets in which they are insufficiently challenged in their learning, or targeting them for separate out-of-class interventions.

*'The language barrier, lack of English, lack of verbal dexterity or even basic means and modes of expression. This is normally manifest in the perception that if people cannot speak they are stupid...a very crude and commonplace mistake that exists'* (Community group leader)

*'Most of them are put in lower sets because the teacher thinks they don't know anything about the subject...Luckily if they come to my class and I am their teacher I assess them and I see them and I know they mustn't be in the bottom set just because of their language problems rather than their understanding of the subject so I can move them up with help from the support teacher...But if they come to an English speaking teacher's class ...because of the assessment (framework) they are put in a lower set, and they don't learn anything and after that they fail and fail again...they are upset, they know the answer but they can't answer the question, they can't ask a question, the teacher doesn't understand them...It's frustrating'* (Teacher, North London Secondary school)

*'Teachers themselves - they have low expectations of Turkish speaking children'* (Supplementary school leader)

*'Teachers usually have low expectations of our children. We are not sure the reasons behind this but one could be related to teachers' lack of understanding related to our children's home backgrounds'* (Parent)

## **Disaffection**

Some parents pointed out the lack of interest in their children towards schoolwork. To these parents there appeared to be a gap in the lines of communication between their children and the school.

*'I have a daughter who doesn't appear to get much from the school. The standard [of the school] compared to the system is low'* (Parent, North London secondary school)

*'My daughter doesn't appear to enjoy school. She doesn't seem to make any effort. There are investigative activities but she doesn't seem to enjoy these'* (Parent, North London secondary school)

To some teachers, disaffection was related to children's lack of cultural identity, as this quote illustrates:

*'They haven't got a Turkish culture. They haven't got a Kurdish culture. They haven't got an English culture. They don't know really what to do. They haven't got a real identity. Who are they? They are not Turkish, they are not Kurdish, they are not English...they are in between. Of course, they can say 'we are British' or 'we are all three cultures', and some do, but some just want to be Turkish, some just want to be Kurdish and it's a really difficult position for them'* (Teacher, North London secondary school).

*Clash between culture of school [i.e. English culture] and cultural practices of home breeds difficulties for children to integrate fully, especially girls, hard to balance within their lives- what they learn at home isn't compatible/ convertible within school'* (Teacher, Community organisation)

One teacher in the same community organisation attributed this to *'Discrimination and racism in society in general'*.

Supplementary schools, such as one in Waltham Forest, were seen as effective in overcoming some of these issues, providing an alternative learning environment in which children's learning in their mother tongue was allowed, and valued, contributing to better attitudes to learning. As one parent explains about her children:

*'They enjoy their Turkish school more. It is more relaxed for them. They can speak Turkish. The other school is more strict. She says she likes the Turkish school more'*  
(Parent)

However, to some participants the issue was much too complex to be attributed to lack of linguistic skills alone. According to two community leaders we spoke to, maintained schools need to work more closely with supplementary schools in order to raise the levels of Turkish, Kurdish Turkish and Turkish Cypriot pupils. Staff training in both sectors appeared to be high on the list of priorities.

*'Schools appear to be unwilling to work closely with supplementary schools'*  
(Community group leader)

*'There needs to be more training in schools for staff in collaboration with community groups and supplementary school teachers'* (Community group leader)

## **Conclusions**

- There is a perception of a lack of opportunities for pupils to develop and use their first language as well as English, both conversationally and academically
- The creation of cultural enclaves by Turkish, Kurdish and Turkish Cypriot pupils within schools appears to further inhibit the development of models of standard English
- Pupils with EAL need to be seen, by all teachers and schools, as having an important asset and a resource for learning, rather than as having a hindrance.
- Teachers' negative perceptions and expectations of Turkish, Turkish Kurdish and Turkish Cypriot children affect their performance in school.
- There needs to be collaboration between maintained and supplementary schools to help Turkish, Turkish Kurdish and Turkish Cypriot children's performance in schools.
- Teachers in the maintained as well as in supplementary schools need to be trained to meet the diverse and complex needs of Turkish, Turkish Kurdish and Turkish Cypriot children.

## 4: Challenges facing parents from Turkish, Kurdish and Turkish Cypriot groups in relation to the British education system and involvement in their child's learning

We asked Turkish, Turkish Kurdish and Turkish Cypriot parents to identify the factors that they felt impacted upon their children's educational experiences and levels of achievement. A key objective was to assess the challenges and issues that affect parental involvement in their child's learning. Such involvement is widely recognised as having a significant impact on educational achievement.

There was a strong sense that many parents within these communities felt that they were unable to assist or become involved in their child's learning as much as they would have wished. This section highlights some of the key factors parents identified as inhibiting their involvement. It is important to note that there are wide variations in the levels and forms of parental involvement and participation in children's education and the British education system. We suggest that there is some correlation between the level of parental involvement and the level of English language competence within each of the distinct groups.

### Language competence and educational background of parents

Among Turkish Kurdish and Mainland Turkish parents, low levels of competence in English language were most frequently identified as the key inhibiting factor to involvement in their child's learning and/or the education system. This was less so for the Cypriot Turkish parents, as many of these were either first generation parents with high levels of education (college or university graduates), or second or third generation parents born in the UK.

Lower levels of English language competence amongst Turkish Kurdish and Turkish parents can be attributed to lower levels of education, as well as their predominantly rural experience before coming to London. Our interviewees suggested that parents who were brought up in rural background had limited access to educational provision and experienced issues in adapting to urban life.

### Impact on levels of involvement

Levels of parental engagement with their children's learning varied across the three groups. Parents with higher levels of education – mainly Turkish Cypriots - were seen to have a more positive impact on their child's achievement.

The Turkish Kurdish and Turkish communities strongly suggested that parents found it difficult to help their children, lacking both academic ability and knowledge of the education system, such as the curriculum, exams, assessment as well as more general/ informal practices of the school/ learning experience:

*'There is also a lack of knowledge about services, opportunities, procedures, policies that are applicable to them or their conduct, social or otherwise' (Community group leader)*

*'Most of the parents ...they have no education so they don't know how to help their children...Most ...came from villages in Turkey and so they have only been in the primary school and so really they do not know how to handle the child in the education system' (Support Officer, North London secondary school)*

*'Because most of the members they are coming from rural areas, their education background was minimum, in some cases nil. So therefore they were unable, even if they wanted to spend some time with their children, they were unable to help them because they didn't have any schooling' (Community group leader)*

*'When parents can't understand the curriculum it makes it so difficult...it changes all the time anyway, and it's completely different in Turkey anyway. ...but if they understood the curriculum, and how it evolved from history it would be more useful for them...because we tell them the curriculum but we don't tell them why its like that and why its changing and adapting (Turkish teacher in London secondary school)*

*'Parents are not familiar with the UK education system. This is also about adaptability to a new country....The other problem is with the lack of knowledge by the parents on how the exam system works. Some acronyms are not fully grasped. For example a child is doing a basic GNVQ level 1 for three years. Parents do not have a clue what that means. They do not know how to assess or measure educational achievement'* (Education co-ordinator)

*'Children are keen to succeed, parents not always sure how best to support their children'* (EMAG co-ordinator, North London primary school)

*'One of the problems is that parents don't know the system. Even me, I had to attend several courses, visit the schools to know...primary, secondary, nursery, universities....how the system works, and I have been here for 37 years. I went and educated myself...so here we have on our agenda for meetings 'the education system' so parents can learn about the system. Not just how to select schools etc but also a permanent 24 hour service that parents can call at any time and ask me about their child's welfare'* (Community group leader)

*'There are some well educated parents ...and if the student comes from well-educated parents you see the difference...in terms of their Turkish and that they are getting the English academically, and speaking in Class'*

**Interviewer:** *'and do you think that is because their Turkish is well developed?'*

*'Yes definitely'* (Teacher, North London secondary school)

Some community leaders did not see this as merely caused by lack of language competence or education, and stressed a lack of effort or concern among some parents to be involved in their children's education:

*'Lack of English language skills of some parents raises further concerns relating to their children's education. There is no reading culture at home and this is the case for English and Turkish. There is a satellite culture' of Turkish TV dominated by soaps with very little educational value. The key success in educational achievement is literacy in both languages'* (Teacher, North London supplementary school)

### **Factors affecting parent-school communication**

A lack of proficiency in English language skills among many parents was seen to severely limit the levels to which parents can become involved in, and communicate with, the school:

*'They can't involve the school. They want to but language is a barrier...if students parents involve the school the student is more willing to learn'* (Teacher, North London secondary school)

It was suggested that parents often lacked the vocabulary or verbal dexterity to communicate with schools and teachers. Their experiences of parents' evenings and other opportunities for involvement in the school appeared to be patchy. However, some parents we spoke to were generally happy with the level of support they received from schools:

*'Yes the school informs me regularly of my sons learning...I can't speak English. I have learned Turkish here in London. The school provides me with interpreter each time I am in school. So I am well informed with what's going on'* (Parent)

*'I didn't encounter any problems in contacting my child's school [but] translation was a big problem at parents' evenings' (Parent)*

While the school often provided interpreters at parents' evenings, it was suggested that this process could have a negative impact on the process of communication between the parents and the teachers. Some teachers felt that the social dimension of the teacher-parent relationship was lost in translation, as parents could not contribute fully to the conversation and might feel alienated.

*'Some of the parents come for parents evening where we have interpreters but they never really come and ask questions...we have interpreters but for example, when the parents come to the reception it takes time to find a student interpreter. The school isn't saying 'don't come' but the parents are really hesitant to come because they don't think they are part of the school...they feel they are alienated' (Teacher, North London secondary school)*

*'I am lucky because I have the language and experience in education so when the report comes I can challenge the teacher, challenge my son. But, when a child brings in the report. If you don't understand the report, what are you going to challenge? What will be the point of the parents evening? So they don't go. Only a minimum' (Community group leader)*

This also applied to events such as Parent-Teacher Associations (PTAs). At one secondary school, while a translator was supplied for the Turkish-speaking parents, the nature of the group discussion meant that the translation came *after* the formal discussion thereby preventing parents from intervening or raising issues at the appropriate moment:

*'We invite them to the PTAs ... and I am there as well helping them. But it's hard to translate for them when people are talking in a group meeting. At the last meeting we encouraged many people to come and join the parent teacher association and about 4/5 parents came...but gradually the numbers get less and less because of the language...some of it they can understand but they cant express themselves' (Support Officer, North London secondary school)*

Schools' efforts to aid communication may not be sufficiently embedded or extensive: this may arise from a school's lack of understanding of the complexity of such issues. The following example is of a school assuming that offering basic communication with the parents (such as translated letters) should be sufficient to ensure parental participation.

*'One of the things I was talking to the head teacher about is that he was saying that there's a lack of attention or participation in the school activities by Kurdish parents. And one of the results he had arrived at was that they're not interested. But this isn't at all true. [I said] 'What steps have you taken as a school to get their interest? Oh 'we've sent letters'...But I think after a while these letters come a source of depression rather than anything else, because [parents] are thinking 'here is a letter we don't understand... they feel belittled...if a kid asks their father what does this letter mean and he cant say a word' (Parental involvement officer)*

Another participant commented that while schools provided translations of essential information for parents, these often inappropriately executed: often literal translations, or academic in tone, and not having much meaning for parents:

*'Usually information sent to parents by schools cannot all be translated to Turkish so for some Turkish parents do not understand what information is sent and therefore miss on the new legislation and initiatives... Translations when provided are generally not done professionally which causes further difficulties' (Supplementary school leader)*

Many participants suggested that schools should go beyond simply providing interpreters at parents evenings and translating letters. Many suggested that their links with the school had been formed through their own efforts, and others claimed that when the school did approach them, this was generally reactive or negative. It was suggested that schools should be proactive in offering greater opportunities for parental involvement, communicating in their own language, and thus reassuring parents that their views, concerns and ideas were welcomed and valued:

*'My daughter had problems in secondary school. When I tried to seek help from her school nothing was forthcoming. We just didn't know what was happening'* (Parent)

*'Letters were sent from the school informing us of parents' evenings. I attended them regularly. Contact was maintained because I was the one making it all the time. School was only quick in making reprimands for various things my daughter supposed to have done and informing me of it.'* (Parent)

*'My daughter got level 3 for her KS3 Science result. I didn't want her to take the test. No Information was given about her needs. I didn't know what was going on. No general information was given about the school'* (Parent).

*'Communication is the main problem. Schools do not seem to have much time for us. We should be invited to take part in things like other schools and not just wait for the parents' evenings'* (Parent)

*'[Schools should be] having coffee mornings.... drop in sessions...embracing their ideas... Trying to make use of their ideas. Because once parents feel that they're useful they are more participant (sic). But once they start to feel useless they'll run away'* (Parental involvement officer)

*'There is a need for a dialogue process between the school and the parents...the set bodies are not doing the duties that they are assigned to'* (Parental involvement officer)

*'Schools want to get us involved but when we are ready they do not seem to have time at all. They need to re- think their channels of communications with parents'* (Parent)

This was echoed by some community leaders, who suggested parental involvement might also be increased by devising strategies for using Turkish within the learning context of maintained schools. There was a sense that greater opportunities need to be available for children to learn using materials in their first language, which could also facilitate parental involvement.

*'Parents are not able to help their children because of their level of education. But this is not always the case. Some parents are quite knowledgeable in some subjects but they only know Turkish. Bilingual materials can enable them to help their children with homework.'* (Education co-ordinator)

It must be stressed that many participants in this study, and particularly parents, stressed that they did not seek to blame schools for everything, and that they recognised the difficulties that schools face, and fully acknowledged the role that parents themselves must take in addressing such issues:

*'It is up to us parents to help our children. We can't expect schools to have all the answers. We are on the side of the teachers. They have a difficult task at hand'* (Parent)

*'Yes translators are provided at parents' evenings but we need help to develop our English Language skills'* (Parent)

Our interviews with teachers in maintained school also suggested that a wealth of information was made available by schools. One EMAG co-ordinator at a North London primary school

described a range of services that the school offered to facilitate parental involvement. These included running literacy classes for parents; creating bilingual support materials; providing translated copies of newsletters and school information; and organising cultural events. There appears to be a wide variation in the levels of support provided by different schools. It may well be that many parents are not fully aware of the range of information and support that is available.

Some participants suggested that a consequence of these barriers to communication was that some parents came to rely on their children to keep them informed about whether and when they should be concerned or intervene. There are implications that children might sometimes misinform their parents:

*'I think in Turkish culture, education is so precious and parents have a lot of respect for the teachers, but here, they can't get involved, because the teachers don't involve the Turkish speaking parents, there is a problem with Turkish speaking students. For example, my Turkish-speaking students I don't have a problem with because they know that if they misbehave then I will let their parents know...because they really listen to the teachers not the child. But if, as a teacher, you don't know the parents and you don't communicate with them, Turkish speaking students are naughty'* (Teacher, North London secondary school)

*'The parents believe the child tells the truth about the school but it's not really like that. If the teacher says, 'he is misbehaving in the classroom' the child can say 'oh mum, just forget it' or not tell her. So the parents don't know what is going on'* (Support Officer, North London secondary school)

### **Finding help to help their child: The availability of opportunities to learn English**

Many parents wanted to improve their English and help their children, but faced difficulties in finding ways to do this. One participant expressed his disappointment at recent cuts to funding of ESOL courses and other literacy/ adult education courses available to parents.

*'This has to be considered from the perspective of integration and ESOL provision as well....Because there is a lack of a clear route of integration or mechanism by which they can integrate into the mainstream of life the onus is also on the statutory bodies as well....In the last few years ESOL provision has become particularly patchy and problematic and this compounds the issue'* (Community group leader)

Another suggested that this fall in provision had a negative impact on parents' motivation for learning and trust of the system:

*'[Parents] want to have English classes. But most of them have been let down so they don't trust the system or the school. They have always been promised [classes] but no-one has honoured their promise'* (Parental involvement officer)

Another parent explained her difficulties in accessing ESOL classes:

*'I admit that I need to develop my English more but schools should provide ESOL classes for parents. I have asked many times about this but nothing has been happening'* (Parent)

### **Conclusions**

- There are complex barriers operating on both sides of the parent-school relationship, and a more coherent approach is needed to bring both together.
- Appropriate support materials are needed for parents, that explain the UK educational system, provision in London, and ways in which they can support their children's schooling.

## 5: Challenges facing teachers with overseas qualifications from Turkish, Turkish Kurdish and Turkish Cypriot groups gaining employment within London

We identified a number of individuals who had trained as teachers in Turkey or Cyprus. Some of these were now working in maintained London schools, as well as supplementary schools, as contracted teachers employed by Turkish and Northern Cyprus embassies. Others were working as either volunteers or were paid as instructors working with Turkish-speaking children in maintained schools. None of them have qualified teacher status (QTS) that would allow them to be employed as a teacher in a maintained school in the UK.

We asked them about their experiences and the challenges they faced in gaining employment as teachers within London. Several themes emerged.

Most of the teachers recognised that they needed to re-train in order to work in London schools. However, some felt that the Government should give greater recognition to their qualifications from overseas, and should offer further training to help teachers familiarise themselves with the UK education system:

*'Whatever the qualification the Government need to recognise it and then offer further training to equip the teacher with skills for teaching in UK'*

*'I think the Government should facilitate for us to be retrained in this way. They need to work closely with community organisations and universities'*

Some teachers interviewed pointed to the need to improve their English as their first step into teaching. Some appeared to be quite determined as to what they needed to do

*'I am attending a course to improve my English. When I reach the required standard my qualification should be recognised initially but I will need further training to teach in the UK as the two systems are different'*

It appeared that some teachers experienced difficulties when they were trying to find routes into mainstream teaching. The non-recognition of teacher training courses from Turkey and Northern Cyprus – and the way that this is sometimes expressed - is clearly experienced as demeaning by some teachers:

*'I came as a contracted teacher from Cyprus and taught Turkish for 3 years in a number of schools in London. When I decided to settle here I enquired about possible routes into teaching in the mainstream. I faced with so many obstacles. Firstly I was told my qualifications from the teacher training college I attended in Cyprus for 4 years was not accepted and I needed to undertake courses to qualify me to teach here. I can understand the need to learn English to a good standard in order to teach here but they treated me like an undergraduate with a degree wanting to go into teaching. I have been teaching for 6 years'*

However, not all barriers to teaching were attributed to a lack of recognition of overseas qualifications. There appeared to be a genuine anxiety expressed by some teachers about the acknowledgment of their identity. This was particularly the case for Kurdish teachers:

*'When I look at some of the schools here I can sense that my Kurdish identity may be used in some cases to discriminate against me'*

One of our informants was a formerly overseas-qualified teacher who then managed to obtain QTS in the UK. He described the difficulties he had in achieving this:

*'It took me 4 years to get QTS. First they [DfES] would not acknowledge what I was doing as a teacher. Then I have convinced them to come and observe me in my school. My head teacher then backed me in my application. Eventually an inspector came and observed me teach. I was granted a QTS status after that. That was during the 80s. Now I know that other overseas qualified colleagues are going through similar difficulties. DCSF need to be more forthcoming in employing teachers from overseas. They have a lot to offer. Turkish children need positive role models to succeed in the system. Many of our overseas trained workforce are forced to work as TAs in schools because of the issues with qualifications'*

Community leaders also see the re-training of overseas trained teachers as very important:

*'Teachers who have qualifications from overseas should really re-train to be qualified as teachers in this country. We do not think short courses will be helpful. The UK education system is so different it requires a proper course [Post Graduate Certificate in Education – (PGCE) / Registered Teacher programme (RTP) / Graduate teacher programme (GTP) to fully equip trainees to teach effectively'*

## **Conclusions**

- Overseas-qualified teachers experience a general non-recognition of their overseas qualifications in their UK.
- These teachers want to, and recognise the need to, retrain but feel that there is a lack of clarity as to how to go about transferring and updating their knowledge and skills.
- These hurdles and complexities produce feelings of frustration among many teachers.

## 6: Challenges facing community organisations in relation to raising levels of educational achievement within Turkish, Turkish Kurdish and Turkish Cypriot communities

We have already referred to community organisations' perceptions of the challenges facing pupils, parents and overseas-qualified teachers. These organisations also had specific concerns about the way that they were able to help address issues of educational under-achievement within their communities.

One of the key issues identified by community leaders was related to resources. All groups had initiated projects aimed at raising parental involvement as well as raising the attainment of Turkish, Turkish Kurdish and Turkish Cypriot children in schools. These had been started with the support of grants from the Local Authority, supplemented by community-generated support. However, these grants were generally short term and sometimes erratic. This meant that it was not possible to successfully implement medium-long term programmes.

As we have shown in the statistical data presented in section 2, increases in levels of attainment often need an extended period of time to make themselves evident. While programmes must be evaluated, if there was consistent support for these groups it is probable that long term improvements would be more demonstrable.

Another issue is that grants are often insufficient to enable a comprehensive programme of support to be offered that would meet the needs of the community:

*'The courses themselves and the learners that attended...its generally very positive but where we fail is.... there isn't enough funding to fund because, my courses start at 10 and finish at 12.30 and I have no other funding to have another one in the afternoon or in the evening too, but we can't.....so you have limited funding'*

Some community organisations expressed concern at the difficulties in paying for and sustaining suitable accommodation for their services.

A second major area of concern was the inadequacy of partnerships between community organisations and maintained schools. While we found a few individual examples, there was evidence of a lack of systematic and sustained collaboration between Local Authorities, maintained schools and community organisations. Community leaders expressed frustration that they were not used as widely as they could be both by schools and the Local Authorities.

*'Schools are not liaising with us, they are not taking us as partners...we are the resource centre. For example if they wanted to celebrate Turkish culture, bring parents in...we could help them with that but they are not doing that and it doesn't cost them any money just one day of using their hall'*

*'The local authority and minist[ries] they must use the organisations, they need to work in partnership...that is the most important thing...because we know the problem, we are the problem ourselves. They could talk to us. We are informed... We are at the ground level... So I think the challenges could be overcome if we worked together'*

### Conclusions

- Community organisations run a range of initiatives aimed at increasing the educational attainment of children in their communities but limited funding and resources, as well as the short time-scale of the projects, restricts the level of impact these can have.
- Community organisations can provide an important resource for schools and Local Authorities but are not being used to their full potential.

## 7: Challenges facing maintained schools and Local Authorities in relation to raising levels of educational achievement within Turkish, Turkish Kurdish and Turkish Cypriot communities

A key point that emerged when we considered responses in this area concerned the training of staff in maintained schools about the needs of pupils from these communities. There was evidence to suggest that teachers and schools were not always aware of the specific issues affecting Turkish, Turkish Kurdish and Turkish Cypriot children, but also that there were more general issues around the education of *all* children for whom English is an additional language.

*'All teachers should be trained as EAL teachers'* (Teacher, North London primary school)

This implied that teachers facing the challenges of multi-cultural classrooms needed to be trained in order to develop specific strategies for recognising and meeting the needs various communities. This reinforces issues raised in section 3 in relation to the negative perceptions and low expectations of Turkish, Turkish Kurdish and Turkish Cypriot pupils among teachers within maintained schools, often attributed to a misunderstanding of EAL as 'low ability'. As such, it can be suggested that training all teachers to recognise the needs of these groups can help reduce the possibility for incorrectly labelling these pupils as being of lower ability and placing them in lower sets.

Most of the teachers we interviewed who were employed in maintained school described a number of projects that had been organised by the school to increase parental involvement. It emerged that some schools were quite successful in starting family literacy, ESOL, and ICT clubs for Turkish-speaking parents. However, some had difficulties maintaining the numbers of parents on these courses:

*'The biggest issue we face is maintaining parent numbers on the projects or courses we have organised'* (EMAG co-ordinator, North London primary school)

A complex variety of reasons were suggested as a cause of this. Some of these may relate to the issues raised in section 4 about challenges faced by parents. However, there were suggestions that schools needed to explore these difficulties further to establish the most effective ways of overcoming such challenges.

As noted in the previous section, community organisations felt that they were not sufficiently supported by Local Authorities. Inadequate levels of funding were most commonly identified as a key frustration, however it was also felt that Local Authorities were not proactive enough in facilitating sustained relationships between community organisations and maintained schools, and this was seen to prevent schools from using the wealth of resources available to them from community organisations working at 'ground-level' with these communities. It can be suggested that Local Authorities could make a more concerted effort in providing funding and brokerage support to help forge relationships between community organisations and maintained schools.

Neither the mobility of pupils from these communities, nor the use of agency / temporary staff within maintained schools, were discussed within this study as barriers to educational achievement. That is not to say that these issues do not exist, only that they were not raised within this particular project.

### Conclusions

- There is a sense that teachers are not fully trained to recognise the needs of Turkish, Turkish Kurdish and Turkish Cypriot children. Schools might invest in EAL training for *all* teaching staff rather than simply provide designated EMAG teachers.

- Teachers and schools need to be kept informed about the particular nature of these communities, their backgrounds and identities, and how these might impact on learning and achievement (as outlined in part in section 1.3)
- Schools were making efforts to reach parents within these communities through developing a number of initiatives, but report a poor response from parents
- Schools are not supported by Local Authorities in forging sustained relationships with community organisations

## 8: Examples of good practice

We asked participants in our study to direct us towards any projects that they had witnessed, organised or participated in that were aimed at raising the educational attainment of children within the Turkish, Kurdish and/or Turkish Cypriot communities, which they felt had been particularly useful or successful. We describe six case studies of projects or initiatives that have taken place, or are currently running, within schools or community groups.

The details and aims of each project are provided, with an overview of the perceived impact of each project from the perspective of those involved. We believe these provide examples of good practice that can be built upon further. We also identify some of the problems that have complicated the realisation of the projects, and which therefore need to be addressed in planning similar future initiatives.

The six case studies are:

1. **North London secondary school: Maths bilingual project**
2. **Daymer: Parental Involvement Officers (PIOs)**
3. **Daymer: Co-educators**
4. **Halkevi: Family Learning project (Art)**
5. **North London primary school: Turkish GCSE classes for children and their parents**
6. **Waltham Forest supplementary school.**

## 1. North London secondary school: Maths bilingual project

### ***Context and Rationale***

For the last 4-5 years, a North London secondary school has been running a maths after school club to raise attainment among Turkish-speaking students using bilingual teaching strategies.

### ***Details***

A Turkish-speaking bilingual teacher who is also employed as a Maths teacher in the same school runs this project after school. It runs throughout the year and, on average, 15-20 students participate from a range of backgrounds.

Students have the opportunity to use both English and Turkish to communicate with the teacher and other pupils, and within their learning. The Maths teacher, who also teaches the pupils during the day, selects areas of particular difficulty for students to work on. Especially prepared bilingual resources are used to tackle the same tasks using two languages.

The project has London Metropolitan University and Department for Trade and Industry funded Science Technology and Mathematics Network (Stem-Net).

### ***Impact***

This project has been seen to be very successful. It has had a significant impact on students, improving participation, understanding and self-confidence.

The opportunity for children to use both languages is particularly significant. The organiser suggests that this has made pupils aware that they can use Turkish academically rather than just within informal communication, thereby validating their competence in Turkish and leading to greater self-esteem. It is also suggested that the class helps improve the perceptions of Turkish-speaking students held by English students as they can see them doing well academically.

As an extension to their work in the class, children complete homework tasks that are prepared in two languages. This is found to have a positive impact on parents by facilitating greater involvement in their child's learning. It was suggested that children tend not to ask their parents for help with school work because they assume that as it is taught in English, their parents won't understand. Thus, by providing an opportunity to/ validating children's learning of maths using Turkish it gives parents an opportunity to help their child, and illustrate their own abilities in maths.

Organisers wish to extend the project across all subjects; and as a mainstream class rather than after school only however are currently facing challenges from senior management/leadership.

## 2. Daymer: Parental Involvement Officers (PIOs)

### **Context and Rationale**

This is a joint project run by Daymer and the Claudia Jones Organisation, in association with the Hackney Learning Trust. This project is particularly significant as it is the first occasion that Daymer have secured a partnership with an African-Caribbean organisation in Hackney. This illustrates the potential to translate such projects to other ethnic communities.

The project seeks to enable better links between schools, parents and children, and its main objective is to overcome low levels of participation among parents from minority ethnic groups in their child's schooling.

Rather than engage solely with the issue of children's learning, this project is based on a more holistic view by attending to other factors/ agents involved children's educational experience and achievement

*'The other [projects] are directly involved with the education but the Parental Involvement project is, as it were, peripheral. It deals with the causes of some of the factors that are pertinent to the education of Turkish Kurdish and Turkish or Cypriot heritage children'*

### **Details**

PIOs from Daymer are placed in schools to listen to, and communicate back to the school, the concerns that parents from the Turkish, Turkish Kurdish and Turkish Cypriot communities have in relation to their children's education. As such, PIOs have a general role in facilitating a dialogue between the school and parents.

PIOs use different social and cultural activities to engage parents and encourage their involvement. They organise coffee mornings as well as a drop-in surgery where parents can discuss in confidence (and in their own language) any issues they have as well as receive information on education and other services. PIOs also run workshops on issues such as the curriculum and provide them with a link to Daymer.

### **Impact**

This project is currently in its very early stages and as such no formal evaluation is possible. There is also a sense that this is still a pilot scheme, and in this first year will be about diagnosing what challenges exist and how to effectively overcome these. However, participants and organisers who have been observing and monitoring the programme suggest that positive impacts are emerging.

They feel that parents welcome the opportunity to speak to someone in their own language at the school about their child's learning. Additionally PIOs claim that their shared background with pupils facilitates strong relationships and enables greater empathy with the needs of the community:

*'Even though we are at the early stages...the feedback we are getting is that the parents are really happy to have someone they can speak and engage with in their own language and also there's a 'cultural affinity', a connection, going on as well that's very useful. And it also seems to be contributing to, complementing, the existing external support that is available in primary and secondary schools. So you'll have an EMA coordinator, a family link worker and Daymer'*

### 3. Daymer: Co-educators

#### ***Context and Rationale***

The Co-educators programme is run by Daymer and is largely funded by the Hackney Learning Trust as part of their local strategic partnerships work. It is specifically directed at raising levels of attainment among children in the Turkish, Kurdish and Turkish Cypriot communities, especially in SATs and GCSE exams.

#### ***Details***

Co-educators work within a small number of secondary and primary schools. In 2007/8 there were 3.5 co-educators posts organised by Daymer. Each year the programme focuses on a different Key Stage.

Co-educators spend about 4 days a week in the school full time, working with targeted students and contributing to existing support structures in schools such as EMA officers. Their responsibilities include:

- Meeting parents at schools or on home visits.
- Providing parents who have lack of knowledge about the UK education system, with information in their home language about how to help their children lesson.
- Providing inside and outside classroom support to pupils through mentoring, supporting teachers, workshops etc.
- Linking pupils and their families with the services available at Daymer and other bodies.

#### ***Impact***

The project has been seen to have had a significant impact on attainment with grades and predicted grades increasing. We were told that the Co-educators programme has been cited as an 'exemplary project' by the Hackney Learning Trust.

#### 4. Halkevi: Family Learning project (Art)

##### **Context and Rationale**

The aim of the Family Learning project was to encourage people who are not used to education to become comfortable with being in a learning environment. Art activities for children and adults were used to achieve this.

The project was motivated by a wider concern over raising levels of education and skills among parents from the Turkish, Kurdish and Turkish Cypriot community, seen as essential to improving children's education. As such, it formed one project as part of a two-prong strategy of intervention targeting the education of both parents and children as interrelated factors:

*'We have two problems in education. The first is adult education, family education. I am a strong supporter of the idea that without training the family you cannot train the child ... so without empowering the family, I cannot do anything else ... so we started a two strand education'*

##### **Impact**

The project was seen to encourage parents, through informal mechanisms and activities, to get used to being within a learning environment. Shame or alienation within formal educational contexts was identified as a key obstacle to parents pursuing their own educational development. As such, the project offered a 'soft environment', encouraging parents to continue learning:

*'[It] gives them the encouragement and esteem they need to come to a learning environment. Whether you are learning English or art, you are learning and that will encourage them to pick something up ...when you offer a very soft environment I call it. If you have a fantastic building run by the education department or university the learners will not come but if it is in Halkevi, where everybody will be illiterate, everybody has anonymously, it wont be an embarrassing situation'*

It also provided an opportunity for parents to develop knowledge of the British education system:

*'The thing with the learning project is that parents weren't just coming to learn to paint but also things like 'what year their child could go to primary school' or 'what stages of education there are' ... they learnt about the education'*

However, as indicated earlier there were limitations on the impact of the course due to inadequate funding which, in this case, restricted the time that the course could take place and how long it could run. However, there was also a sense that demand among parents was low. As such, the community organisation was not able to reach as many parents as they would have liked:

*'We have 21000 members ... maybe 50% have educational needs but when I look at my learning numbers it doesn't reflect that...Although we are successful at getting some learners, it is not the numbers that I wish to have. I want more'*

## 5. North London Primary: Turkish GCSE classes for children and their parents

### **Context and Rationale**

The project was set up with funding from the Local Authority and is aimed at supporting Turkish speaking children and their parents with their Turkish GCSE examination.

### **Details**

The project enables parents to take an active role in their child's education while developing their own academic skills *alongside* their children. During the classes, parents (also acting as students) tackle the key components of the GCSE Turkish curriculum, which often demands high levels of literacy skills. Both children and parents are entered to the exam. The Turkish teacher in the school delivers the sessions.

### **Impact**

The results for the 2006-2007 academic year were very positive. 95% of all participants (parents and children) were awarded with an A\*- C grade. Considering that children attending the classes are from primary years 5 and 6 (KS2), these results indicate the success of the project.

The high pass rate achieved in the examination has boosted the attendance to the sessions. It also appears to have strengthened the notion that supporting literacy in Turkish has a positive impact on the development of literacy in English, as expressed by the Turkish teacher at the school:

*'We also encourage parents to read to their children in Turkish if they cannot provide help in English as literacy in Turkish will support learning in English. Classes such as this bring children and their parents together in tackling things jointly. This does not only support literacy development in Turkish but also help transfer learning into other areas of the National curriculum'*

Another benefit of the classes has been the increase of parental involvement in other school activities. It was noted that parents who have been attending the classes became much more involved in their children's education and took a more active part in the activities organised by the school.

The Turkish teacher also pointed out the social benefits of these classes, explaining how it positively enhanced parent/child relationships:

*'We have noticed that children who attend these classes with their parent have developed much more positive attitudes towards adults and peers as well as learning generally. This is highly noticeable as they try and tackle tasks together... a clear collaboration and teamwork is evident'*

## 6. Waltham Forest supplementary school

### **Context and Rationale**

Waltham Forest School is one of the few Turkish supplementary schools that have openly promoted bilingual teaching strategies since the mid-80s. It is a school attended by members of all three groups (Turkish, Turkish Kurdish and Turkish Cypriot) where pupils can openly discuss their views on identity, politics, use different variations of language in spoken interactions and learn to be literate in standard Turkish. The school has a policy for active parental participation. Teachers' role as facilitators is clearly observed through open debates on a number of issues in the classrooms. The school offers other activities such as music, folklore dancing, drama and art classes in the afternoons. It also runs regular training sessions for teachers and courses for parents. A number of recently completed research studies looked at language use and issues of identity at the school.

### **Details**

The school has initiated seminars for parents focussing on the following:

- Awareness about parental participation.
- Introducing the British Education System.
- Health Education seminar.

These were carried out in the last 18 months. The total number of parents attending the three events was in the region of 100. In addition, the school run ongoing programmes for parents, including a Computer Skills course (attended by 20 parents) and Adult Education Briefing Sessions (attended by 15 parents).

The school also organises a number of cultural activities for children, such as:

- A folklore group, made up of 5 boys and 5 girls performing traditional folklore dancing from Cyprus and Turkey. The group performs regularly at events and competitions.
- Free tuition in the traditional Turkish instrument saz. Children give regular performances in school assemblies and events.

The school was selected to be part of two recently completed research programmes:

- *ESRC-funded study of multilingualism in complementary schools*: As part of a larger project, the language use and identity of Turkish speaking children was examined. A number of parents and teachers were interviewed for the project (Creese et al. 2007).
- *London Metropolitan University*: This project explored children aspirations and views of a number of issues, looking at identity and inter-group dynamics. Groups of Turkish, Turkish Kurdish and Turkish Cypriot A-level students were interviewed (Issa, 2008).

### **Impact**

- *Parental involvement*: The school reported all initiatives as highly successful resulting in marked increase in the number of parents attending the centre.
- *Research Projects*: Both reports (highlighted above) disseminated and published their findings, and have set the context for similar research on the Turkish-speaking communities.
- *School Effectiveness Survey*: A recent survey carried out by London Metropolitan University (Issa and Williams, 2008 forthcoming) revealed a number of good classroom practices. These findings were disseminated to everyone at the school. The areas of development highlighted by the survey have informed the basis for further training for staff. The teachers interviewed suggested that they found participation in the survey useful and discussed the positive impact made on their classroom practice. The findings of the survey received positive responses from the Consortium of Turkish Supplementary schools in London, which set the motion for similar initiatives in other supplementary schools.

## 9: Key Recommendations

These recommendations are addressed to key stakeholders, drawing upon the findings and examples of good practice presented in this report.

### ***Recommendations for schools and teachers***

#### *Curriculum policy and the school ethos:*

- Schools should develop policies that value and recognise the importance of the first language and distinctiveness of culture within all ethnic groups.
- Schools should earmark funds for initiatives that seek to raise the attainment of under-achieving pupils, such as long-term investment in bilingual learning initiatives across the curriculum.
- Schools should work to develop a programme of cultural activities within schools to increase pupils' awareness of other cultures, encourage communication between groups of pupils, and reduce the creation of separatist 'cultural enclaves'.

#### *Staffing and staff development:*

- Consideration should be given to the recruitment of more Turkish-speaking teaching staff, mentors and assistants.
- Schools should provide regular CPD and training for *all* staff to develop their skills for bilingual teaching and in supporting pupils with English as a second language, rather than restrict classroom support for Turkish-speaking pupils to specific EMAG staff.

#### *Working with parents and the community:*

- Staff should ensure that information and guidance for parents is made available in Turkish and is translated appropriately.
- Schools could take greater steps to involve Turkish, Turkish Kurdish and Turkish Cypriot parents in school activities and encourage them to take part in parent-teacher associations and become school governors; recognise the barriers preventing parents from engaging with schools (such as intimidating environments or language difficulties); recruit Parental Involvement Officers to facilitate communication between schools and parents.
- Schools should explore the possibility to provide ESOL classes and other adult education courses for parents *within* the schools, including child-parent learning (i.e. Turkish GCSE) to raise literacy levels, confidence and engagement; try to arrange courses to take place in times that are convenient with parents who may have children to care for or be employed in occupations that require long hours or shift work.
- Schools should consider prioritising the forging of greater links with supplementary schools and community organisations in spirit of collaborative provision.

### ***Recommendations for Local Authorities***

#### *Gathering statistical data:*

- Local Authorities should encourage schools to collect and report attainment data according to the DCSF extended ethnic categories, including Turkish Kurdish, Turkish (Mainland) and Turkish Cypriot as well as other Kurdish and Cypriot groups.

*Evaluation and funding frameworks:*

- Local Authorities should undertake evaluations to assess the effectiveness of initiatives (on a short, medium and long term basis) and ensure the sharing of practice among relevant stakeholders, possibly using the London Grid for Learning (LGfL).
- Local Authorities should consider provide greater funding for initiatives designed to support the educational attainment of pupils from these communities.

*Forging school - community links:*

- Local Authorities should recognise the important resource provided by community organisations and supplementary schools and assess the possibility for providing brokerage support to build relationships between these and maintained schools.
- Local Authorities could encourage and facilitate projects that involve multiple communities within the local area.

**Recommendations for the Department for Children, Schools and Families (DCSF)**

*Information and guidance for parents:*

Within this research we found that, while the Department advertises Turkish translations of guidance booklets that say that they explain key terms and provide information about the education system in the UK (via [www.parentcentre.gov.uk/publicatons](http://www.parentcentre.gov.uk/publicatons)) these were only available in downloadable format. We made enquires to the email address provided on the website, asking for hard copies of the translated publications. We were subsequently informed that these were no longer available as they had been discontinued<sup>3</sup>. Furthermore, the translated publications that were available for download were judged by our research team to be inappropriately translated. As such, we make the following recommendations to the Department:

- Information for parents on the UK education system is translated appropriately with an avoidance of 'jargon' and an appreciation of cultural and linguistic needs of the respective communities. The translation should be specifically addressed to respond to cultural preconceptions about the nature and practice of schooling held by many parents in the community.
- The DCSF should assess best ways to distribute this information. We suggest that internet-based 'resource centres' such as *ParentCentre* may not be the most accessible point of contact for parents within these communities, for whom home internet access may be limited, and who may lack the adequate levels of both digital and English literacy needed to access these resources. We suggest that community organisations and supplementary schools may be the best place to distribute these booklets. The Department should liaise with relevant community organisations and supplementary schools in the production and distribution of these booklets.

*Gathering statistical data:*

- The Departments should further encourage Local Authorities and schools to collect attainment data by extended ethnic categories (as explained above).

*Forging school - community links:*

- The Department should assess the possibility for building in cultural activities programmes and/or parental involvement/ adult education courses within the services of the *Extended Schools* programme.

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<sup>3</sup> Email correspondence between one of our researchers and the DCSF's publications department took place on the 16th November 2007.

- The department should recognise the importance of providing ESOL and adult education classes to Turkish-speaking parents to the governments wider Skills Strategy (see Leitch, 2006) and to increasing parental involvement in their child's learning, within these communities.

*Bilingualism in the curriculum:*

- The department could further emphasise the importance of bilingualism within education across national secondary and primary strategies.
- The department should consider asking the Qualifications and Curriculum Authority (QCA) to develop bilingual teaching materials and resources for all subjects across the curriculum.

**Recommendations for Initial Teacher Training provision**

*Core skills for new teachers:*

- Develop skills in EAL/ bilingual teaching for all teachers within Initial Teacher Training programmes

*Recruitment strategies:*

- Ensure coherent and clear pathways for training are made available to those with overseas qualifications, and that these include the recognition of prior knowledge and training outside of the UK.
- Greater encouragement and recruitment of those with overseas qualifications to gain employment in maintained schools

**Recommendations for parents**

*Becoming involved in the school:*

- Parents should consider being a school governor at their child's school or part of the Parent-Teacher Association.
- Parents should be encouraged to discuss with teaching and support staff the opportunities available to become involved in the school and share their expectations, needs and concerns.

*Encouraging and helping your child:*

- Parents should be encouraged to recognise the potential of the mother tongue to their child's educational development; encourage the use of the mother tongue within their learning and at home; provide resources for learning in their mother tongue, such as Turkish books, newspapers, radio etc, alongside English language resources.
- Parents could learn alongside and with their child; explore the possibilities for learning a skill or a language together, or simply act as a role model of a learner following other courses.

### ***Recommendations for community organisations***

#### *Forging links with schools and other community groups:*

- Community organisations should develop pro-active strategies to make links with maintained schools
- Organisations should explore the potential for working with other local communities and organisations within educational initiatives

#### *Providing advice and guidance:*

- Community groups should act as a link between the community and higher education or teacher training institutions as a way of encouraging more members of the community to become teachers
- Organisations should continue to develop parental support strategies, such as adult education courses, workshops and family learning activities.

Appendix 1:  
Table of research participants

<b>Site</b>	<b>Participants</b>
<i>Halkevi</i> - Kurdish and Turkish community organisation	Yashar Ismailoglu – Co-ordinator (Project Development)
	1 parent (Kurdish)
	2 teachers with overseas teaching qualifications (1 from Turkey, 1 from Cyprus)
<i>Daymer</i> – Kurdish community organisation	Taylan Sahbaz – Education Co-ordinator
	3 Turkish Kurdish supplementary session teachers and Parental Involvement Officers with overseas teaching qualifications; 1 Turkish Kurdish teacher in a maintained secondary school with QTS
	3 parents
<i>Federation of Turkish Associations UK</i> - Turkish community organisation	Taskin Baraç - Education Co-ordinator
<i>Turkish Cypriot Cultural Centre</i> – Turkish Cypriot community organisation	15 parents (Turkish Cypriot)
	1 teacher with overseas teaching qualifications (Turkish Cypriot)
	1 teacher, UK trained with QTS (employed in a maintained school)
North London primary school	1 EMAG co-ordinator (Not Turkish/ Turkish Cypriot/ Turkish Kurdish)
	1 Turkish teacher/ Consultant for Turkish/ Kurdish Boys with overseas teaching qualifications and QTS
	1 parent (Turkish)
North London secondary school	1 Turkish teacher with QTS
	1 Turkish teaching assistant (community support officer); with overseas teaching qualifications
	3 parents (1 Turkish Cypriot, 1 Turkish and 1 Kurdish)
Waltham Forest supplementary school	Ertanch Hidayettin - Organiser
	Asım Dilaver - Organiser
	2 teachers with overseas qualifications and QTS (1 Turkish and 1 Turkish Cypriot)
	3 parents (Turkish Cypriot)

## Appendix 2: Raw statistical data on pupil achievement from four London Authorities

### 1 Enfield

#### Key Stage 4

**Tables 1.1: Pupils achieving 5 or more GCSE at grade A\*-C, and those achieving this including English and mathematics, percentages**

##### 1.1.1: Turkish

	<u>5+ A*-C GCSEs</u>				<u>5 A*-C GCSEs incl. English and maths</u>		
	LEA	Boys	Girls	All	Boys	Girls	All
2002	46.3	31	32	31	-	-	-
2003	48.5	22.8	19.7	21.4	22.8	19.7	21.4
2004	52.0	25.6	32.7	28.4	10.5	21.8	14.9
2005	51.5	29.9	45.9	37.1	22.6	33.0	27.2
2006	53.3	45.2	44.4	44.9	32.1	21.9	27.5
2007 *	56.1	29.2	39.2	34.4	20.2	28.9	24.7

##### 1.1.2 Turkish Cypriot

	<u>5+ A*-C GCSEs</u>				<u>5 A*-C GCSEs incl. English and maths</u>		
	LEA	Boys	Girls	All	Boys	Girls	All
2002	46.3	40	53	47	-	-	-
2003	48.5	40.6	50.0	44.9	37.7	48.3	42.5
2004	52.0	45.1	53.8	49.1	28.6	43.8	35.7
2005	51.5	53.6	50.5	52	39.2	42.2	40.7
2006	53.3	37.5	58.3	48.3	29	34.7	31.9
2007*	56.1	36.9	55.1	46.9	27.7	46.2	37.8

##### 1.1.3 Kurdish

	<u>5+ A*-C GCSEs</u>				<u>5 A*-C GCSEs incl. English and maths</u>		
	LEA	Boys	Girls	All	Boys	Girls	All
2002	46.3	-	-	-	-	-	-
2003	48.5	-	-	-	-	-	-
2004	52.0	21.4	44.4	30.4	14.3	16.7	15.2
2005	51.5	22.6	22.0	22.4	17.6	22.0	19.6
2006	53.3	50.0	27.8	38.2	22.7	20.0	21.4
2007*	56.1	43.8	12.5	28.1	31.3	12.5	21.9

**Key Stage 2: no results available**

## 2 Hackney

NB: All data refers to 'Turkish or Kurdish speaking students'

### Key Stage 4

**Table 2.1: Pupils achieving 5 or more GCSE at grade A\*-C, percentage**

	LEA	<u>5+ A*-C GCSEs</u> Turkish/Kurdish speakers
2002	31.1	20
2003	39.2	23
2004	45.1	36
2005	47.2	30
2006	50.3	39
2007	52.9	44

### Key Stage 2

**Tables 2.2: Pupils achieving level 4 or more, by subject, percentage**

#### 2.2.1 English

	<b>KS2 Level 4 + English</b>	
	LEA	Turkish/Kurdish speakers
2002	66	46
2003	63	44
2004	70	52
2005	69	53
2006	71	54
2007	70	60

#### 2.2.2 Mathematics

	<b><u>KS2 Level 4 + Maths</u></b>	
	LEA	Turkish/Kurdish speakers
2002	66	56
2003	59	53
2004	65	59
2005	64	57
2006	64	57
2007	71	63

#### 2.2.3 Science

	<b>KS2 Level 4 + Science</b>	
	LEA	Turkish/Kurdish speakers
2002	77	64
2003	75	66
2004	75	61
2005	77	63
2006	76	62
2007	77	66

### 3 Haringey

#### Key Stage 4

**Tables 3.1: Pupils achieving 5 or more GCSE at grade A\*-C, percentages**

##### 3.1.1: Turkish

	LEA	Boys	5+ A*-C GCSEs	
			Girls	All
2002	35.6	-	-	21
2003	39	-	-	21
2004	43.7	35	34	34
2005	48.4	40	40	40
2006	51.7	36	32	35
2007 *	55.7	37	60	48

##### 3.1.2 Turkish Cypriot

	LEA	Boys	5+ A*-C GCSEs	
			Girls	All
2002	35.6	-	-	-
2003	39	-	-	-
2004	43.7	37	63	50
2005	48.4	45	48	46
2006	51.7	33	42	40
2007*	55.7	44	57	51

##### 3.1.3 Kurdish

	LEA	Boys	5+ A*-C GCSEs	
			Girls	All
2002	35.6	-	-	13
2003	39	-	-	19
2004	43.7	24	43	32
2005	48.4	17	37	27
2006	51.7	56	52	54
2007*	55.7	43	38	40

#### Key Stage 2

**Tables 3.2: Pupils achieving level 4 or more, by subject and gender, percentage**

##### 3.2.1 Turkish

	English Level 4+				Maths Level 4+				Science Level 4 +			
	LEA	All	M	F	LEA	All	M	F	LEA	All	M	F
2002	67	43	-	-	67	51	-	-	78	56	-	-
2003	67	40	-	-	66	46	-	-	78	57	-	-
2004	70	41	-	-	67	42	-	-	77	48	-	-
2005	73	43	38	49	68	50	53	47	78	54	51	58
2006	75	48	38	59	70	51	51	52	79	55	49	61
2007*	76	55	50	60	74	60	63	57	84	66	64	69

### 3.2.2 Turkish Cypriot

	English Level 4+				Maths Level 4+				Science Level 4 +			
	LEA	All	M	F	LEA	All	M	F	LEA	All	M	F
2002	67	-	-	-	67	-	-	-	78	-	-	-
2003	67	-	-	-	66	-	-	-	78	-	-	-
2004	70	33	-	-	67	47	-	-	77	43	-	-
2005	73	48	53	44	68	55	53	56	78	71	80	63
2006	75	57	50	61	70	60	75	50	79	70	75	67
2007*	76	41	32	60	74	50	45	60	84	53	45	70

### 3.2.3 Kurdish

	English Level 4+				Maths Level 4+				Science Level 4 +			
	LEA	All	M	F	LEA	All	M	F	LEA	All	M	F
2002	67	32	-	-	67	43	-	-	78	52	-	-
2003	67	31	-	-	66	47	-	-	78	54	-	-
2004	70	43	-	-	67	48	-	-	77	52	-	-
2005	73	43	39	45	68	49	57	43	78	56	61	52
2006	75	38	43	32	70	49	57	41	79	46	45	46
2007*	76	47	32	66	74	62	62	62	84	65	57	77

## 4 Islington

### Key Stage 4

**Tables 4.1: Pupils achieving 5 or more GCSE at grade A\*-C, percentages**

#### 4.1.2 Turkish/ Turkish Cypriot

	5+ A*-C GCSEs			
	LEA	Boys	Girls	All
2002	32.9	21	37	27
2003	38.6	37	30	34
2004	46.0	39	39	39
2005	44.1	38	31	34
2006	46.3	66	50	57
2007	48.8	40	37	38

#### 4.1.2 Kurdish

	5+ A*-C %			
	LEA	Boys	Girls	All
2002	32.9	100	100	100
2003	38.6	56	46	52
2004	46.0	16	56	32
2005	44.1	100	35	50
2006	46.3	55	50	52
2007	48.8	44	57	52

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