

## EVALUATION OF THE BARNFIELD EDUCATION PROJECT



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## Abstract

*Barnfield, like the other inner city communities in the London, is faced with the problem of low educational attainment among children from black and other ethnic minorities. Barnfield is home to some of the most vulnerable children and young people in London. Many of them are from poor backgrounds, facing insecurity and other forms of exclusion. Those who have benefitted from the Saturday School services provided by the Barnfield Educational Project are mainly from black and other ethnic minority backgrounds and are experiencing varying levels of social adversities including parental drug and/or alcohol misuse, domestic abuse and mental health problems. Due to inexperience, peer pressure and general lack of motivation, a number of the children and young people are at risk of becoming involved or more involved in criminal activity and other forms of antisocial behaviour.*

*The Saturday School project has been running for the past two (2) years and was held on Saturday and Thursday evenings per week. Over 75 children are participating in the project on a weekly basis. Of that number, an average of 95% regular attendees to the programme. The main focus of BEP is on students receiving additional academic support to help them develop competence and excellence in the core subjects of the National Curriculum (Maths, English and Science), through intensive Saturday School tuition and other extra-curricular activities. BEP Education is a registered member of NRCSE – National Resource Centre for Supplementary Education. This body is responsible for maintaining quality and standards in all Supplementary schools in England and Wales.*

*The report presents an evaluation of the Barnfield Educational Project by assessing whether the project has achieved its anticipated objectives and also to evaluate the impact the project is having on students. The evaluator employed the following methodologies to assess the project including a) review of documents, b) semi structured interviews with parents and teachers c) observations of classroom setting and delivery of teaching instructions and d) focus group discussions with students.*

*Parents and students said that the programmes is a tremendous success in that it has assisted them to improve their school work as well as improving their self-confidence and commitment to complete their primary and secondary education. The report also highlights weaknesses in the project implementation process mainly the limited space available to house the project. The report will put forward a set of recommendations to enhance the performance of the project.*

## INTRODUCTION AND BACKGROUND

### **Brief Background to the Barnfield Community**

The Barnfield estate is located in Plumstead, South East London. It was built in the 1930s and is 15 per cent privately-owned and 85 per cent social housing. It has 550 dwellings with 1800 residents. The community is very diversified and can be described as a 'melting pot' of different cultures including Eastern Europeans, West Africans, Somalis, Scottish, Caribbean, Irish and Asians. Persons on the housing estate occupy themselves in a range of activities on a daily basis including shift work, young people in education, volunteers and the unemployed.

Over the years the estate has had a very negative reputation as an area that is infested by crime, drugs and violence. Years ago, many delivery companies would refuse from making deliveries in the estate due to anti-social behaviour, crime and drugs. Prior to the appointment of Kelly-Ann Ibrahim as a community development worker in 2009, the community was disconnected and scarred due to the presence of drug sellers on the estate, persistent eruption of violent crime and the general untidy nature of the community evident by the number of dog fouling and littering. Residents were very uncomfortable speaking to each other and to persons coming into their community. There was no greenery, youth engagement activities nor community spirit within the community. However, the appointment of Mrs Ibrahim brought positive changes to the community including a) the establishment of the Friends of Barnfield Estate Ltd community development group, b) enhanced capacity and competences of the residents on the utilisation of strategies to address community felt needs, c) a greater sense of care among residents for themselves and their properties, and d) a defined change in the physical landscape and infra-structure of the community.

### **Background to the Barnfield Education Project**

The Barnfield Education Project was set up by the Friends of Barnfield Estate Ltd in partnership with UCAN Education Services Ltd to provide out of school tuition for young people in both primary and secondary schools. The history of BEP is dated back to March, 2014 when Barnfield HuB was launched. The education project had a special stand during the

launch and provided educational information about the project and its vision to all residents. Over 50 students were registered on the day that the project was launched, however, the project was unable to start due to lack of funding until March 2015 when the Big Lottery provided a grant to FOB for the homework club.

The main focus of BEP is on students receiving additional academic support to help them develop competence and excellence in the core subjects of the National Curriculum (Maths, English and Science), through intensive Saturday School tuition and extra-curricular activities. The project also provides SATs, GCSE and A-Level Exams Preparatory Classes and GCSE and A-Level Revision Workshops.

### **Strategies for addressing under achievements**

The extracurricular activities programme includes monthly educational film and music days that provide opportunities for students to engage and learn from individual and group projects, in addition to helping them apply what they learn to real-life situations, build confidence through mastering new talents, and understanding the connections between what they do now and their future possibilities. The project which initially catered for 30 students has evolved into a fully operational Saturday School with over 60 students on roll. As of last Saturday the 12<sup>th</sup> December, 2016 there were 29 primary school students and 18 Secondary school students attending regularly. Due to limited space for classes the school is now operating a waiting list system.

The success of this provision so far has surpassed all expectations. Working in partnership with mainstream schools to track student's performance is paying dividend as evidenced by one of the project's secondary school student winning a Gold Certificate at the UK Junior Mathematical Challenge Competition. He was asked by his school's Maths teacher to present the Gold Certificate to the Saturday School in recognition of his progress and achievement since attending the provision.

Additionally, a one-day FREE SATs intensive revision session was conducted for all Year 6 Primary School pupils within the community, in preparation for their 2015 SATs exams. All the Year 6 students achieved a minimum of Level 4 in their 2015 SATs exams results, with

some achieving Level 5 which is above the national age related expectation. A one-day Free GCSE and A-Level revision workshop was implemented for all Secondary students in the Royal Borough of Greenwich to provide effective support on how to deal with the non-calculator paper and how to answer long essay type questions.

## AIM AND OBJECTIVES OF THE PROGRAMME

The overall aim of the project is to enhance students' life chances by providing them with opportunities to improve their educational and personal developmental potential and life chances in the future. The project focuses on assisting students to receive additional support to help them develop competence/excellence in the core subjects of the National Curriculum (Maths, English and Science), through intensive Saturday School tuition and extra-curricular activities.

Services provided by the project include:

- a) Primary - Key Stage 2 years 3-6
- b) Secondary – all stages
- c) Post 16 & College – A Levels

## ROAD MAP

Organisation of the study

The study is organised as follows:

Section 1: The background to the Barnfield Education Project

Section 2: Review of the Literature related to the research topic

Section 3: Research methodologies utilised (instruments); issues of reliability and validity

Section 4: Discussion on the main findings emanating from the study

## SECTION 2

### WHAT THE LITERATURE SAYS?

#### ADVANTAGES OF SUPPLEMENTARY SCHOOL/HOMEWORK CLUBS

In looking at the benefits of the Children Homework Clubs and Saturday Support Supplementary Educational Programmes for children Gina Scott, eHow Contributor, said that these programmes give parents and children an opportunity to work together. Some of these benefits are clear, such as improved scholastic achievement, while others are more accumulative, such as better self-esteem. Regardless, a number of advantages are observable when involving children in homework and other supplementary educational programmes. [http://www.ehow.com/info\\_10036903\\_advantages-homework-children.html#ixzz2KnMTszuN](http://www.ehow.com/info_10036903_advantages-homework-children.html#ixzz2KnMTszuN)

One obvious benefit for children completing homework and participate in after hours or supplementary educational provisions is that it extends and consolidates the learning process. It is a solid opportunity to show children that education never stops as they age. Learning continues throughout their lives and they will continue to gain skills and knowledge even into their elderly years. Having a structured system of this type of learning for children reinforces the global concept of lifelong learning.

#### ENHANCING DISCIPLINE AND TIME MANAGEMENT

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Homework and Supplementary Educational Provisions are repetitive tasks for children that provides them with the opportunity to complete assignments regularly and in a timely manner. When homework is expected the next morning, a student knows he must buckle down and finish it the night before. Deadlines like this force a student to say no to non-essential activities and practice self-discipline (www.myscrapnook.com).

#### STRENGTHENING OF BONDS BETWEEN PARENTS AND CHILDREN

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One social factor in having children complete homework and participating in Supplementary Educational Provisions is that it gives parents another reason to interact with their child. Even if parents feel they don't know the subject matter well enough to be a good tutor, just by negotiating how assignments should be completed and encouraging their child where they could go for further research give them reasons to talk to each other. In a technological world where many people are glued to their cell phones, old-fashioned homework assignments have a social edge.

#### PROVIDES EMPOWERMENT AND SELF-CONFIDENCE

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When students complete homework and educational assignments on time and receive the positive reinforcements or a fair grade afterward, they experience a feeling of accomplishment. These reinforcements also provide students with feelings of empowerment and self-confidence. Some schools have even provided their students with planners where they can record when their work is due and what they have accomplished daily. Parents then sign this planner so they are kept in the loop regarding their children's progress. Seeing this daily, weekly and monthly improvement provides students ample reasons to feel good about themselves and their efforts outside of school.

### THE ARGUMENT FOR AND AGAINST THE CREATION OF HOMEWORK CLUBS AND OTHER SUPPLEMENTARY EDUCATION PROVISIONS

MacLeod.D., (guardian.co.uk, Thursday 12 February 2004 12.27 GMT) states that Homework can cause family friction, particularly when middle class parents pressure their children to succeed, according to a report published by London University's Institute of Education <http://www.guardian.co.uk/education/2004/feb/12/schools.uk>.

A counter argument is that Homework clubs and other Supplementary Education Provisions can assist in promoting and supporting equal success. It is a fact that a good start in school can be the most important step for at-risk students who tend to fall behind. Those who do fall back in their learning capabilities often bring their stress at home which can negatively affect the entire family environment. If there is a language barrier, the stress only magnifies as the parents fall short of being able to help their child excel. That is where our Homework Help



Club and the Supplementary Education Provisions can support those who need it most (<http://www.empoweringparents.com/child-behavior-problems/>).

Macleod (2004) quoting Susan Hallam in a review of 75 years' worth of studies into homework concluded that the benefits of homework are often negligible. He said the issue has been causing controversy for generations in the US, Europe, Australia, the Far and Middle East, as well as the UK. Dr Hallam (2004) urged schools to focus on the purpose and quality of homework, not the amount, and made a case for homework being done in out-of-hours school clubs rather than at home. Disagreements about homework can damage the parent-child relationship and outweigh any educational advantage, she contended.

According to Macleod (2004) Dr Hallam suggested that the evidence points to the effectiveness of homework clubs and Supplementary Education Provisions which give children the benefits without the rows at home. These Supplementary Education Provisions are more enjoyable and give children a better chance of passing exams. They provide a suitable learning environment with appropriate resources and adult help if necessary, and they take the pressure off the parents. Supplementary School Education Provisions may assist also in raising standards for those who need extra support or who find it difficult to do homework at home. As such they help to bridge the gap between the haves and the have nots.

Supplementary Education Provisions and Homework Clubs can boost achievement, but only when set in moderate amounts, argued Hallam (2004). She stated that the government's guidance of one hour a week for five to seven-year-olds, rising to two and a half hours a day for GCSE students, is untested. Furthermore, according to Hallam, the overall contribution that homework makes to school achievement is small compared with prior knowledge, the time spent on task, good attendance at school, motivation and self-confidence.

## SECTION 3

### DATA COLLECTION METHODOLOGIES

The consultant employed desk audit and review of documents, interviews, observations, ethnological and participatory methodologies such as focus group discussions to collect the data for the project evaluation/assessment report. These activities were implemented within the Barnfield Education Project, Barnfield Arsenal. The information collected from the evaluation was analysed and a report produced for submission to Barnfield Education Project.

### INTERVIEWS

Semi-structured interviews were held with senior members of the management of Barnfield Education Project, teachers and the project Administrator as a means of teasing out relevant information that was not documented. These interviews provided opportunities for the evaluator to establish personal contact with officials.

### FOCUS GROUP DISCUSSION

Focus group discussion was held with students participating in the programme to solicit their views on the benefits achieved from participating in the project and the challenges encountered.

### OBSERVATION

The consultant observe the following a) methodologies used by teachers in the delivery of learning instruction (mode of instruction), and b) the quality of interaction between teachers and students; and students/students within and outside the class room.

### LIMITATIONS OF THE STUDY

The evaluation study was conducted over a week period at the Barnfield Education Project Hub, Barnfield, Greenwich. The limited time-frame for the collection of data did not negatively affect the quality of analysis of the project. The consultant was provided with opportunities to visit the Barnfield Education Project Hub and observe how the teachers work with

the students to deliver their instructions as well as holding discussions with a range of stakeholders.

The responses from management, students and parents were very positive. The level and quality of cooperation from the various stakeholders were also very commendable.

All the data collected were in the form of focus group responses, observation and to a limited extent unstructured interviews with senior managers, parents/carers, and the teachers/helpers. However, it was possible to validate the responses of the participants by triangulation.

## SECTION 4

### ANALYSIS OF DATA

#### SENIOR MANAGEMENT AND STAFF

Generally, the Management of Barnfield Education Project are very satisfied with the performance of the project. They are of the view that the success of the provision has surpassed all expectation. The project is working with schools (primary and secondary) to track students' performance in the schools in order to tailor their support to assist the students to perform within their respective schools. One secondary student attending the provision has won the Gold Certificate at the UK Junior Mathematical Challenges. In recognition of the contribution of the Barnfield Educational Project to the student's success, he was asked to present the Gold Certificate to the Barnfield Project Saturday school in recognition of his success and progress since attending the Education Provision.

The Barnfield Education Provision overall strategy is to add value to the national curriculum. Its success factors are as follows:

- a) Its ability to work with mainstream schools such as Bexley Grammar, Nightingale Primary and other schools located in the community to understand the curriculum, the concerns of marginalised students and to track performance of students attending these schools. This enables the Provision to tailor the programmes/services provided to meet the needs of students as well as achieving the educational standards of the national curriculum. The programme provided by the provision supports the national curriculum.
- b) Selection of children who are in critical need of educational help, mainly black and minorities children from marginalised and absolute-poor background, to participate in the programme. These are children who are in critical need of help to enable them to achieve their educational goals.
- c) The provision targets children from Key Stage 2- Years 3, 4, 5 and 6, specifically those who need help to get them ready for their SATS and key stage 3 – Year 7, 8 & 9 in secondary school.

- d) Devising ways of addressing the challenge of limited space faced by the Provision. It introduced a shift system to provide the opportunity for more students to attend the programme. Students who are in primary school Years 5 & 6 and secondary school would attend classes during the morning session whereas those who are in primary Years 3 and 4 would attend classes in the afternoon.
- e) Intergenerational programme i.e. it is based on the principle of good parental engagement in participating and determining the educational outcomes of their children.
- f) All teachers are fully qualified and are currently working in the education system.

Staff are of the view that the programme is not working the way it should have been working due to the limited space available for classroom exercises and also for setting up of computers to enhance students technological skills.

***“Children from the community who are attending the programme are less privilege and are deprived of basic amenities and provisions. Therefore, I am very proud of these children and the efforts they are making to achieve their full potential.”***

***Udeme, Teacher***

***“Most young people on Barnfield estate are very ambitious and with great potentials whilst some are laid-back, lacks confidence and are under performing in their education. Therefore, it is my vision to help raise their educational standards and changed their mind-set. As experienced teacher and educator in the Borough, I have seen children with rebellious attitude in schools- sometimes standing on tables during lessons...refusing to learn so, I have taken the decision to establish a supplementary school to provide extra teaching and learning, add value to the curriculum and also to help improve their grades. I believe in the words of late Nelson Mandela- education is the most powerful weapon that you can use to change the world. Every child matters even Barnfield children.”***

**John, Coordinator of the BEP**

## CONTENT OF THE BARNFIELD EDUCATIONAL PROVISION

The project focuses on assisting students to receive additional support to help them develop competence and excellence in the core subjects of the National Curriculum (Maths, English and Science), through intensive Saturday School tuition and extra-curricular activities. Currently students are tutored in Maths and English. The services provided by the Provision includes: a) Primary - Key Stage 2 - Years 3-6, b) Secondary – all stages, and c) Post 16 & College – A Levels.

The project has its own website where it provides homework and other forms of instructions to students via the use of web based technology. Children also used the website to communicate with each other through a safe space. They are able to organise their own activities on the estate. The project has invested resources in purchasing office equipment, which enables students to submit their work via the internet. The major achievement of the project is that it provides a safe environment for students to communicate among themselves and with adults.

The project needs additional space for the establishment of a computer centre which would provide opportunities for students on the estate to work together to do their school assignments and assist in fulfilling the requirements of the new school curriculum, which emphasised efficiency in technology. This would also fulfil the Government's requirement of wanting students to start the Scratch programme.

## STRENGTH OF THE PROJECT

Having experienced and trained members of staff who are equipped to engage with young people in primary school and secondary, they were able to effectively deal with challenging behaviours whilst reinforcing traditional values. Staff successfully worked with students to enhance their reading, writing and mathematical skills.

The project provided a more relaxed educational environment which is more conducive to learning. This environment is less rigid than the learning environment within the school sys-

tem and was critical for building student's confidence and self-esteem. The students are learning in a fun and stress-free environment.

The programme adopted a Participatory Student Centred Learning methodology. Students stated that they felt valued and they were encouraged by the teacher to work very hard and try their best. The programme was structured in such a way as to assess the educational needs of students and provided targeted one to one help to each student to enable them to address their areas of need, thus enhancing their skills and knowledge.

Judging from the success of the project, all stakeholders are of the view that the Barnfield Education Project possessed the potential to enhance the status and visibility of the Barnfield Estate community. Parents and teachers are of the view that there were notable improvements in the students' performance, behaviour, self-confidence and their self-esteem since attending the programme.

The BEP has developed and successfully implemented a school robust visitation and partnership programme with other schools in the community. The staff and management of BEP regularly meet and engage in discussions on innovations in the new curriculum and overall education standards. Therefore the administration of the programme was able to successfully build closer communication between the programme and the schools where students were coming from to find out the issues and challenges facing the students in the school setting and tailored their own programme to meet the needs of students.

## WEAKNESSES

Barnfield Estate is one of the most deprived and marginalised community in London. Due to the cutbacks in Social Services and other governmental provisions provided to families who are living below the poverty line and are in need of assistance, a large number of parents who want their children to participate in the programme are unable to provide the £10 per week that is required from parents to subsidize the project.

The economic austerity measures implemented by the governments as a result of the financial pressures facing the country have resulted in scarcity of finance available to support these community activities/projects. Projects such as the Barnfield Education Project is experienc-

ing tremendous pressures in mobilizing public resources to support the expansion of such projects.

This problem is compounded by the limited space available to implement the project. This means that the project is having more children beyond the agreed 10 to 1 ratio of students to teacher. Currently there are 75-80 students participating in the project supported by four teachers and 1 volunteer. The BEP has introduced a shift system programme to accommodate more students into the programme, however the learning environment is still very cramped. This situation is compounded by severe economic situation facing the communities. There is a large number of parents who want to send their children to BEP provision but are unable to do so as a result of the harsh economic difficulties faced by their community.

## VIEWS OF PARENTS

Parent Accountability for Students Success (PASS) was instituted by the BEP. This initiative enables parents to get involved in their children's education. Parents said they are very satisfied with the quality of the programme and the consistent efforts made by teachers and the administrator in the programme to work with their children. They said that they are now seeing improvements in their children's school work as well as their positive attitudes towards school in general. After observing improvements in their children school work some parents were very active in promoting the BEP Provision to other parents within their community.

BEP also tries to utilise intergenerational approaches in its work with parents and the wider community. It selected students who are endowed with good computer skills and is using these students to teach computer skills parents. This enables the transfer of skills and knowledge from one generation to the other.

Parent expressed concerns that there are many children who are in need of such services especially those who are from single parent families and absolute poor background. Some parents opined the fact said they are not literate enough to provide support to their children, especially in working on homework set from the new national curriculum for mathematics, English and Science. They requested BEP Provision and other organisations in the community including the local authority to organise support programmes where they can be trained to



work with their children to complete their school work. They are of the view that such training will also enable them to enhance their own literacy, employability and livelihoods skills.

## PARENTS' VIEW

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*“The BEP programme is doing a great job with our children and also with parents. The money we have to pay for our children to attend classes is very affordable when compared to what is being charged by similar programme. There are advantages for us sending our children to this programme. It is within walking distance and it is of a high quality. I am very happy because I am seeing improvements in my children’s school work as a result of attending the programme.”*

**Francis, Parent of Virginia**

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*“My children are more confident now in their school work and in other aspects of their life as a result of attending the programme. The programme acts as a positive diversional tool from the regular 'run of the mill' activities such as watching TV and playing with their computer games and their iPads. The project was convenient because of the practical methodologies used for training children. The programme presents an opportunity for our children to play/mix with other children on the Barnfield estate. As a parent, the programme provides opportunity for parents to interact with each other and support their children in their schools work at home.”*

**Lin, Parent of Toby and Maths Volunteer Teacher**

## VIEWS OF STUDENTS

Students said they were very impressed and satisfied with the high quality of the programme and the efforts made by teachers to engage them in the various subject, specifically through:

- a) The quality of instructions provided by the programme contributed to building their confidence and self-esteem. Students said they are more positive in doing their school work.
- b) The relaxed environment and engaging methodologies that are used by instructors and teachers which empowered them to do school work. They were very happy that teachers were very dedicated and work with them individually to do their work when necessary.
- c) The high quality of support materials provided by the programme motivated them to work harder in their school work.
- d) The instructions provided by the website on how to use ICT to enhance their research and overall assignments.
- e) The patience and empathy displayed by teachers and instructors were 'excellent'. "These teachers were very passionate about working with us and ensured that we successfully completed our homework. Every effort was made by the teachers to ensure that we excel in our school work," said one student.

### **Some concerns expressed by students**

These include:

- a) There is need for additional space for classrooms because the current classroom arrangements are too cramped. They are constantly being interrupted by what the teacher and students are doing in the next class.
- b) Need for a dedicated ICT laboratory to enable students living on the Barnfield estate to use for their school work.
- c) Need for a designated kitchen space to train students to prepare nutritious snacks which would contribute to improving their health and overall life style.

## **VIEWS OF STUDENTS**

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*“I like it here because I am learning new methods of doing English and Maths and I am making new friends. The teachers here are like teachers in my school. However they teach us different ways of learning the same things. They use lots of different methods to teach us e.g. long division. They teach us different techniques thus making us understanding the topic much easier than in the school.”*

**Toby**

*“We only spend a limited amount of time doing a subject i.e. one (1) hour doing Maths and one (1) hour doing English. Even if the teacher wants to spend more time with us to ensure that we understand the topic she has to stop the class to make way for the next class to start. We need more space.”*

**Virginia**

*“We need space for a kitchen so we can be taught how to prepare nutritious lunches and breakfasts. We also need a special room with computers where we can use it to do our school work.”*

**Mark**

The overall project is managed by the Board of the Barnfield Education Project. The Board is responsible for making policy decisions on the overall operation of the organisation. The Coordinator is responsible for the day to day running of the project.

The Coordinator worked in collaboration with the board to ensure that financial and monitoring mechanisms were instituted to improve the overall performance and accountability of the project.

## MONITORING AND REPORTING

The evaluator worked with administrators, teachers and instructors of the BEP to ensure that mechanisms are in place to monitor the overall performance of the project.

The BEP has attendance form and other forms to collect data on all participants in the project thus they are able to track the performance of all students within the programme and in mainstream schools.

Monthly reports and newsletters were produced by the project administrator to provide information on the performance of the project and to inform stakeholders on what is happening in the project.

These reports were assessed by the evaluator. Additional discussions were conducted with teachers, ICT instructor and the project to prepare the final evaluation report.

## SECTION 5

## CONCLUSION AND RECOMMENDATIONS

The Barnfield Education Project offers educational support to students from low-income and marginalised communities. These children are at risk of falling behind in their education. Parents who are poor, the majority of whom are from black and other ethnic minority groups in London do not have the finance to hire private tutors to provide extra-curricular tuition for their children to enhance their educational performance. Through the Barnfield Education Project Supplementary School which provided classes to children two (2) days per week, their children are given a better chance to enable them to achieve their educational goals and sustain livelihoods in the future.

Research has shown that children from lower socio economic backgrounds lack adequate resources and support at home to enable them to achieve the national education standard. Black and other ethnic minority children from the inner cities of London struggle with their studies and often need special assistance with their homework in areas of reading, maths and science in order to help to close the educational attainment gaps.

From all accounts the Barnfield Educational project is a very successful and innovative model. This success was expressed in the following ways a) parents indicated that they are seeing improvements in their children's school work since their participation in the programme, b) parents observed changes in their children's attitude towards their school work, c) students expressed satisfaction with the quality of the programme provided, the use of ICT to enhance research skills and building of comradery and friendship among children in the estate, the high quality of the instruction provided, the hands on and practical nature of the methodology utilised and the quality of skills and knowledge achieved and d) the overall friendly and supportive nature of the learning environment provided by the Barnfield Education Project. The students indicated that the programme has assisted them to improve their overall performance in school. It has also assisted in improving their self-confidence and self-concept.

An effective Supplementary School Project makes school/homework enjoyable and gives children a better chance of passing their exams and achieving their educational goals. From all indications the Barnfield Education Project has achieved its overall goal. This project has proven itself as an important model to enable children to achieve their education and long term development goals and can be an important vehicle for empowering poor, marginalised

and ethnic minority sectors of the population in Barnfield and London as a whole to excel in their education. The critically issue now is for the organisation to mobilize adequate resources and a bigger facility to expand and up-scale the project in order to reach a wider number of students and their parents/carers across the borough.

## RECOMMENDATIONS

It is from this perspective that the following measures are recommended to enhance the overall management and operation of the project as well as enabling the project to sustain itself.

- There is need to lobby the local authority to provide a building dedicated for the use of the Barnfield Education Project. This will enable the programme to take in more students as well as provide a dedicate technology space to enable students to enhance their ICT skills as well as their research skills.
- Work with parents to encourage them to promote the programme among their friends, Parent Teacher Associations (PTAs), churches and other institutions within the Barnfield Community
- Mobilise extra budgetary resources from businesses and agencies to enable the Barnfield Education Project to cater for more students and provide additional materials and subjects (a foreign language, ICT and Science) to support students in their work.
- Develop a financial plan for the Barnfield Education Project to ensure the availability of adequate financial resources to continuously support the expansion of the project.

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