

THE SUCCESSES & ACHIEVEMENTS OF YOUNG BLACK MALES IN THE BRITISH EDUCATIONAL SYSTEM.

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Abstract

The successes & achievements of young black males in the British Educational system, for the most part has been largely ignored. The emphasis of this study is to focus on the strategies and tactics that the young black male employs to combat institutional racism in our schools. In the same vein parents, guardians and significant people in these young people lives are given positive steps as to how they can facilitate their child/children to achieve educational acumen.

But the emphasis unlike numerous studies is to concentrate on the positive aspects. Policy makers, educationalists, academia and the media are fully aware of the underachievement of the black & ethnic minorities, with particular reference to Afro-Caribbean youth. There is dearth of information, in this field that documents the academic successes of these young men. Furthermore, few have come up with long-term solutions that will consolidate and give status to those who are achieving in this system. To gain a long-term perspective, one needs to explore the historical connections. If one chooses to ignore this and assume the "no problem here" attitude, then one is in danger of re-visiting the same hunting grounds and to opt for the short-term fix.

For generations the education of the Empire was neglected. Hence, the young men are dealing with a historical legacy. In addition they are within an antiquated educational system. Teachers who are the main stay and anchor in our schools are in the front line. The study uses the voices of the young black men to unravel and dispel the stereotype and confound the foe. This study concentrates on Afro-Caribbean, African and those from the African diasporas. They have not been treated as a homogenous hue. Through discussion, debate, structured and semi-structured interviews, the researcher has used the voices of the young men to answer the continuing questions. They are young black British and aiming for the top.

Acknowledgements.

The theme for this paper has become a subject that is close to my heart. I have eluded briefly to people from the past and present who have made it possible for us to be who we are and where we are today. I would like to mention my maternal grandfather (Sòókò - Láekùn Adewuyi), who has had a hand in not only shaping his children's destiny but also his grand-children & great grandchildren and their children. He was a direct descendent of Oduduwa the Yoruba state founded in Ile-Ife (South- Western Nigeria). At height of its prominence this kingdom extended to Dahomey, its modern day name being the Benin Republic. He realised the value of education, although he was not formally educated himself. He ensured that all his children male & female were educated, to this end a school was built in the family compound. Also land owned by him was used to build the University in Ile- Ife. Hence, other people could benefit from this legacy namely "education".

I especially want to dedicate this paper to my father Mr Raji- Adewoyin who has been my staunch supporter, my role model, my inspiration and motivation in education. He instilled in me a love of classical English & African literature. He has given me the impetus to strive for academic excellence !

Friends & colleagues who have helped and facilitated with the evolution of this project and just provided general help they are as follows; Sharon Geer, Nkechi Abeng, Dr Ajose, Marcia Carlis, Lisa Samms, Jeni Mckenzie, Audrey Onwuezezi, the Babajee family & Rochelle. Also friends (Cathy Parrott) & family, who have put up with me over these last few months. My supervisor, Professor Nixon who has been especially patient with me. Not forgetting Chris Gaffney who has helped with the administration side ! And last but not least Dr. Rufus, who acted as my sounding board / proof reader and the twins.

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The setting, historical & social context.

A brief history of the African diasporas is detailed in the history time line illustrated in appendix A, adapted from McKenzie (2004), from approximately 850 AD it is noted that African slaves revolted in Iraq. Simultaneously from thereon there are no notable sightings. However, it is of significance that around 1000 AD in the continent of Africa there is considerable activity worth mentioning. Thereafter in history it is the Europeans who have considerable mention and activity. The African is recorded as the chattel making an ignoble entrée on the world history time line. I wish to use this as the backdrop against which education of the young black male will be discoursed. I want to use this as the fabric against which the successes and achievements of young black males in the British Educational system will be debated. This paper will focus on these aspects. However, before we delve into this arena, one needs to look at where we stand in the 21st century. Only in this context can we be sure whether progress has been made if any. I am of the opinion that there had indeed been considerable progress in this field. This is despite the fact that various people in academia, and authors would disagree e.g. Nehaul (1996) Law et al (2004), Schofield (1989), politics and the media would disagree. It is important that one does not become complacent. One should always be vigilant and strive to build upon the successes. In this section I wish to pin –point and outline for you, the focus of this paper. To achieve a clear picture, it is important that I briefly give you, the reader the historical aspect. It is only against this background that one is able to obtain a clear idea of the origins and hence be able to judge objectively how advancement has been made and continues to be made. The issues that I will look at in this paper are as follows. They are divided into four broad areas:

- Historical context; the black presence in the United Kingdom.
- The theoretical prospective & stereotypes.
- The history of curriculum & schooling in the United Kingdom.
- Identity & achievement for the black male. Political & social advancement.

The central theme throughout this discourse will be the challenge and defiance of the terminology ‘institutional racism’. How the young person in the

educational establishment by his evasion tactics and prowess is able to outwit and outsmart this foe. However, it is self evident that some young men are more successful than others in evading 'him'. These young men are challenging structural & institutional racism within education. Through research the detail, which is outlined in the methodology, I will attempt to define and extract the magic 'elixir', which set these boys above the rest. Hence, this enables and empowers them to enter the hallowed halls of education and all the social and economic benefits that come with it. In this paper the young black men will be the voices whom we are hearing and most importantly listening to. In the majority of cases these young men proved to be extremely articulate. I the researcher was merely the interpreter. My aim was to listen to their voices, and interpret as truly as possible what they were saying and voicing about the educational system they are currently in at the present time. That is the intention, and I hope the answers that these young men have given in response to the many questions posed to them, will go part way in providing some answers to the questions that have been asked over the past forty or so years.

Great expectations

I have deliberately pinpointed the major arrival of black & ethnic groups into the United Kingdom, by the arrival of the MV Windrush at the Tilbury Docks on the 22nd of June 1948. This ship was carrying 492 Caribbean people on board. This represented a pivotal point in modern history. In 1998, the fiftieth anniversary was celebrated in many London boroughs with a series of events, debates and activities for the young and old peoples in the communities. Also as a tribute there was the BBC Windrush season. This was transmitted nationally as an acknowledgement and celebration of the many achievements and milestones reached by those Caribbean people and their descendants.

The above opening paragraph gives the deceptive if not erroneous impression that this was the first major immigration of black & ethnic peoples onto the shores of Britain. This belies the fact that British society to some degree has always been multi-ethnic. The first recording of blacks in Britain commenced in the year AD210. This was the time when the first black Roman soldier

came to Britain. He was stationed at a Roman military settlement at Carlisle. In around 253-58 AD the Hadrian Wall on the Empire's northern frontier was guarded by a division raised in North Africa. In-fact around this time Septimus Severus a Romanised African was Emperor and assisted in building the Hadrian's Wall. When the Roman Empire came to an end, long range trading and raiding still brought Africans to the English shores. Viking raiders took Moroccan captives to Ireland in the ninth century. A skeleton of a young African girl was buried at North Elmham in Norfolk in ca. 1000AD. The fourteenth century, 1555 is generally cited as the time when there was a continuous black presence in the United Kingdom. In 1596 Queen Elizabeth I issued an edict outlining how these peoples should be deported. This proved to be largely unsuccessful. Also, it was ironic, in that Queen Elizabeth employed an African entertainer and page in her court. King Henry VII & VIII employed a black trumpeter known as John Blanke. From those times onwards there were a substantial number of black peoples in Britain. The Scottish courts during the Jacobean period had a number of African entertainers. This also coincided with the dreaded Triangular Trade. In 1768 Granville Sharp along with abolitionists of this time, estimated the number of black servants in London at around twenty thousand. Please note the city's official population at that time was put at approximately six hundred and seventy six thousand two hundred and fifty (676,250). Hence, during the eighteenth century black people were visible in the households of the nobility, in literature and visual arts. They would have been a familiar sight to Shakespeare and most probably used in his writings of plays e.g. The Merchant of Venice. This was the time when these peoples were brought and sold as commodities. In the middle of the eighteenth century there was an influx of black slaves and servants, as plantation owner's captains and the like, returned to Britain often bringing their servants with them from the sugar plantations of the Caribbean islands Sherwood (2004). Strangely enough during the Victorian period black people would slip into greater obscurity. There after the arrival of MV Windrush in June of 1948 is pin-pointed in peoples minds as the period when there was another major influx of peoples to their shores. I have deliberately quick-marched through history so that one can gain an overview of the black presence in the United Kingdom. It is only

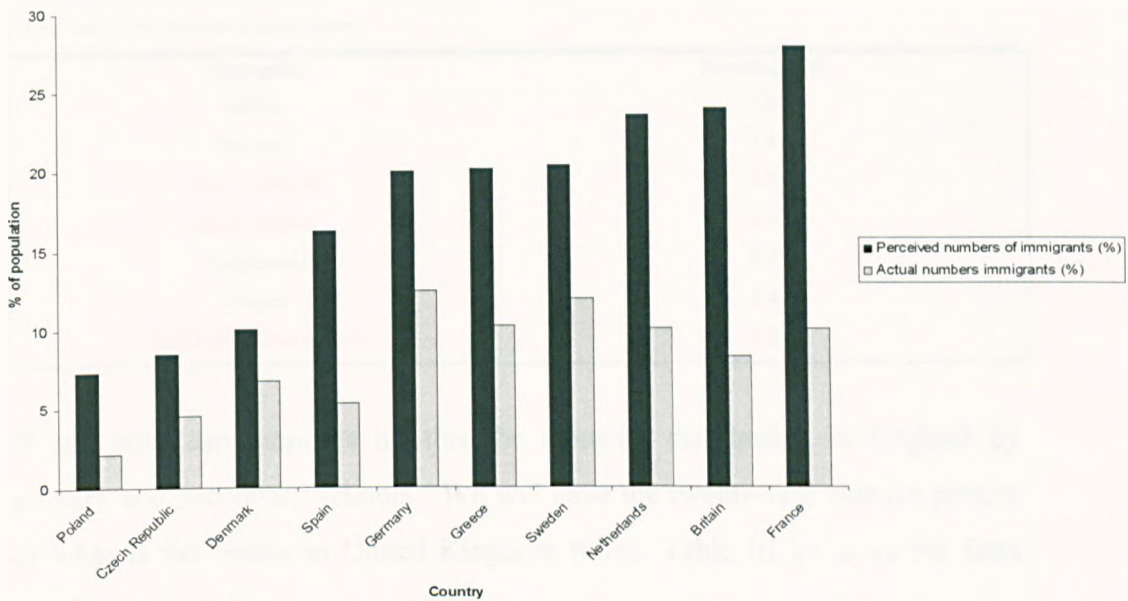
when one has a true grasp of the facts and figures that a coherent analysis and argument can be made. Later on in this thesis this is narrated in more depth. From then on the history of black peoples in Britain in 1833 can be fairly described as the history of slavery in Britain. I am using the advent of slavery to give us, a timeline of the major arrival of black peoples onto the shores of Britain. The first half of the seventeenth century the population of black peoples was fairly small. They were used mostly in the houses of noblemen or in smaller households where they could afford it. The trade in slaves peaked towards the end of the eighteenth century. That is not to say other European nations were not involved in this lucrative trade. Illustrated in appendix A, world history time line, one is able to see that France, Spain, Portugal and Holland were also involved in this trade. However, it was the small island of Britain that made enormous wealth, and it was able from this, to fund other enterprises. One of them being the Liverpool & Manchester Railway, the Great Western Railway & the major financial institutions we have today. The Celts, Normans and Scandinavians all found homes here. Also, they contributed to the diversity of Britain. Later came the Jews and other refugees from Europe, Asia and Africa. Since the 1950's various debates have been generated in terms of socio-economic and political, educational, national and international. This was the time when it was perceived that mass immigration of these groups into the United Kingdom occurred. There are many misconceptions on the size, growth and composition of the ethnic minority groups living in Britain. In fact from time to time various groups and the media, play on this to whip up unrest fear and unease in the majority population. If we look at a factual and theoretical analysis of the actual numbers of immigrants in Britain. It is clear that there is a wide disparity between the actual numbers and the indigenous population perceptions of the true figures. In the article by McAllister (2005) the author is able to break down the figures. It is important to realise that this perception is not peculiar to Britain but this view also pervades across Europe.

Table I adapted from article J. F.O McAllister. (2005) *Fact & Fiction. Time, Page 44.*

| Country | Perceived number of immigrants (%) | Actual number immigrants (%) |
|----------------|------------------------------------|------------------------------|
| Poland | 7.3 | 2.1 |
| Czech Republic | 8.5 | 4.5 |
| Denmark | 10.1 | 6.8 |
| Spain | 16.2 | 5.3 |
| Germany | 19.9 | 12.5 |
| Greece | 20.1 | 10.3 |
| Sweden | 20.3 | 12.0 |
| Netherlands | 23.5 | 10.1 |
| Britain | 23.9 | 8.3 |
| France | 27.8 | 10.0 |

Sources. OECD. *European Social Survey. Centre for Research & Analysis of Migration*

Figure I. Adapted from the article J.F.O. McAllister (2005), *Fact & fiction. Time page 44.*



It is interesting to note that the first two countries on the table I, have only recently joined the European Union e.g. April 2005. Later on in this paper, the fate of racism in Europe especially in sport is briefly looked at. However, the focus is on Britain. It would be easy to forget that the United Kingdom as stated previously has been multi-cultural for hundreds of years. Anti-immigrant sentiment in Britain is a cyclic process and tends to go through phases, it ebbs and wanes depending on economic and political situation in the United Kingdom. During elections, wars or high unemployment then these issue comes to the fore. A place where integration seems to be successful is in Leicester, McAllister (2005). This city has fifty percent ethnic minority and

foreign students in its schools. By 2011 it is estimated that this will be the first city in Europe with a minority white population.

I would like to emphasise that over half of the ethnic minority population were actually born in Britain. Furthermore nearly three-quarters are British citizens. Table II below gives a snap shot view of the size of the minority ethnic population in the United Kingdom. At the time of the 2001 census the population was 4.6 million, which is 7.9 % of the total population. Indians were the largest minority group, followed by those persons of mixed ethnic background. Black Caribbean and Black African were 1.0 % and 0.8 % respectively.

Table II. Figures adapted and taken from Gargi Bhattaharyya et al 2003 Department for Education & Skills (page 4)

The size of the ethnic minority population as at the 2001 Census was 4.6 million (7.9% of the total population).

| Ethnic group | Percentage (%) |
|-------------------------|----------------|
| Indians | 1.8 |
| Pakistani | 1.3 |
| Black Caribbean | 1.0 |
| Black Africans | 0.8 |
| Bangladeshi | 0.5 |
| Chinese | 0.4 |
| Mixed ethnic background | 1.2 |

If one now superimposes on this the ethnicity distribution in England by primary and secondary schools. We will have the twenty-first century picture of what is the reality in United Kingdom today. Table III gives us the facts and figures for this.

The opening paragraphs serves as a backdrop to the twenty first century as to what is happening in our society today. No mention was made of the invisible faces on that ship, namely the children. The adults were coming presumably on the requests of the government of that time to help rebuild war torn Britain (World War II). Also another inducement to leave their countries was the chance of a better education for their children. They knew that the education in Britain was free up to the ages of fifteen, rising to sixteen after 1973. Education would improve the life chances for the next generation. They or their parents had served in the war. How would the educational system serve them and their children? Once in Britain they encountered a myriad of

problems, housing being one of them. But most importantly education, seemed to be the stumbling block. Since the Windrush docked in the Tilbury docks in 1948, we are seeing the third and in some cases the fourth generation of black Caribbean in our primary and secondary schools. Hence, apart from the economic advantages that one was told one would achieve in the United Kingdom, enhanced educational opportunities was paramount in most people's minds. This does not appear to have been realised. Many black Caribbeans attended schools in the sixties and seventies. The policy by the government, at that time was assimilation into the majority culture.

Table III Population statistics; Bhattacharyya et al (2003). RTP01-03 page 8. Ethnicity distribution in England and by primary & secondary schools. Please note 2002 & 2003 are provisional figures.

| | England 2001 figures | 2002 figures | | 2003 provisional figures | |
|-----------------------------|----------------------|--------------|-----------|--------------------------|-----------|
| | % all ages | Primary | Secondary | Primary | Secondary |
| White | 90.9 | 86.4 | 87.9 | 84.9 | 86.9 |
| White British | - | - | - | 82.2 | 84.4 |
| Irish | 1.3 | - | - | 0.4 | 0.4 |
| Traveller of Irish Heritage | - | - | - | 0.4 | 0.4 |
| Gypsy/Roma | - | - | - | 0.1 | 0.1 |
| Any other white background | - | - | - | 2.1 | 2.0 |
| Mixed | 1.3 | - | - | 3.1 | 2.1 |
| White and Black Caribbean | 0.5 | - | - | 1.1 | 0.7 |
| White and Black African | 0.2 | - | - | 0.3 | 0.2 |
| White and Asian | 0.4 | - | - | 0.6 | 0.4 |
| Any other mixed Background | 0.3 | - | - | 1.1 | 0.7 |
| Asian | 4.6 | 6.3 | 6.1 | 7.0 | 6.5 |
| Indian | 2.1 | - | - | - | 2.5 |
| Pakistani | 1.4 | - | - | - | 2.4 |
| Bangladeshi | 0.6 | 1.1 | 0.9 | 1.2 | 1.0 |
| Any other Asian background | 0.5 | - | - | 0.7 | 0.6 |
| Black | 2.3 | 4.2 | 3.5 | 3.8 | 3.3 |
| Black Caribbean | 1.1 | 1.5 | 1.4 | 1.5 | 1.5 |
| Black African | 1.0 | 1.7 | 1.3 | 1.9 | 1.4 |
| Any other Black background | 0.2 | 1.0 | 0.8 | 0.4 | 0.4 |
| Chinese | 0.4 | 0.3 | 0.4 | 0.3 | 0.4 |
| Other Ethnic group | 0.4 | 2.7 | 2.2 | 0.9 | 0.8 |
| Classified | | 3,348,263 | 3,080,760 | 3,361,700 | 3,148,000 |
| Unclassified | | 56,989 | 90,913 | 111,500 | 161,100 |
| All | 49,138,831 | 3,509,012 | 3,264,086 | 3,473,200 | 3,309,200 |

*All pupils on the register

* Data not available

Note 1: School data: Percentages have been calculated on the basis of pupils classified.

Note 2: Data has been rounded and may not sum to 100

Note 3: 2002 school data is reported here using the old ethnicity codes (the majority of pupils, 96 Percent were reported under these codes. The new codes, which were compulsory in 2003, involved the introduction of categories for Mixed ethnic groups, new categories under 'White', the new category 'Any other Asian background', as well as a change from 'Black Other' to 'Any other Black background')

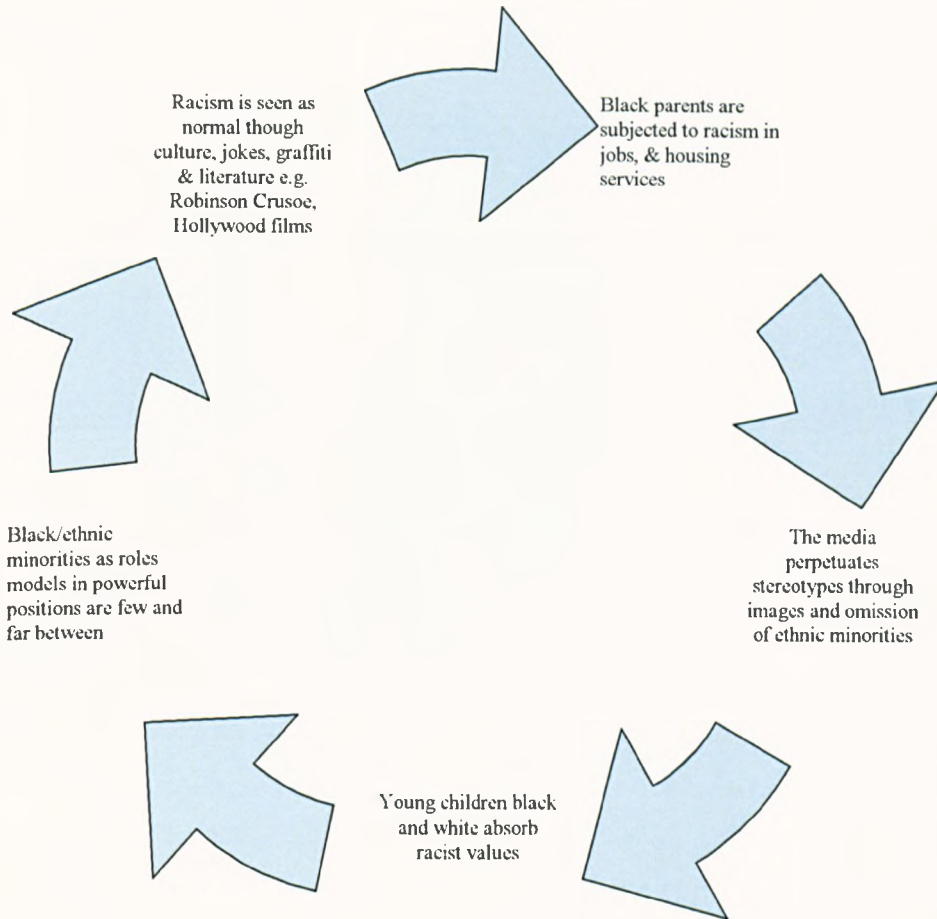
Sources; Census, April 2001, Offices for National Statistics and Pupil Annual School Census (PLASC, 2002,2003,DfES.

They feel that the system had failed them, and they are determined that the prejudices and racism, which they suffered at school, will not be repeated T. Sewell (2000). Wright (1992) looks at the experiences of Afro-Caribbean parents especially the pupil teacher interaction and the parent teacher interaction. Much of the research, I have encountered Brophy (1983), Gillborn (1996a), Gillborn (1997b) & J.D Finn (1989), has focused on the reasons why black and ethnic minorities are underachieving. Black students appear to be singled out for unfair treatment. The rate, at which black pupils, boys and girls are excluded from school, is still three times more likely than other groups. Various Ofsted reports as far back as 1996, Gillborn & Gipps (1996) have attested to this. If one wants to tackle the problem effectively one needs to be developing a long term and relative perspective on the statistics of educational performance and achievement. In terms of the contribution to the society, I want to particularly focus on the educational system. I want to emphasise, that despite the bad press and the statistics that we have that the British Educational system is failing the ethnic minorities especially the black youth, there are success stories. Furthermore, young black men are achieving success and fulfilment despite the odds being stacked against them. In addition there are good primary and secondary schools, where good practice is being carried out. This is clearly illustrated in Bhattacharyya et al (2003), DfES (2003), and OFSTED publications (1999) & (2002). Also this evidence is further supported in the SAT's in primary schools and GCSE's examination results in the secondary schools.

These young men are out there, they are not asking for applaud and accolade, they are just quietly getting on with their lives. I want to seek them out and praise them. I want to celebrate their success and achievements in the British society that we live in today.

Figure II, below gives a summary of the experiences of racism of the black & ethnic minorities. Although dated in some incidences it is able to illustrate the overall picture.

Figure 11. Black & ethnic minorities experiences of racism in the United Kingdom. Adapted from M. Stone (1981)



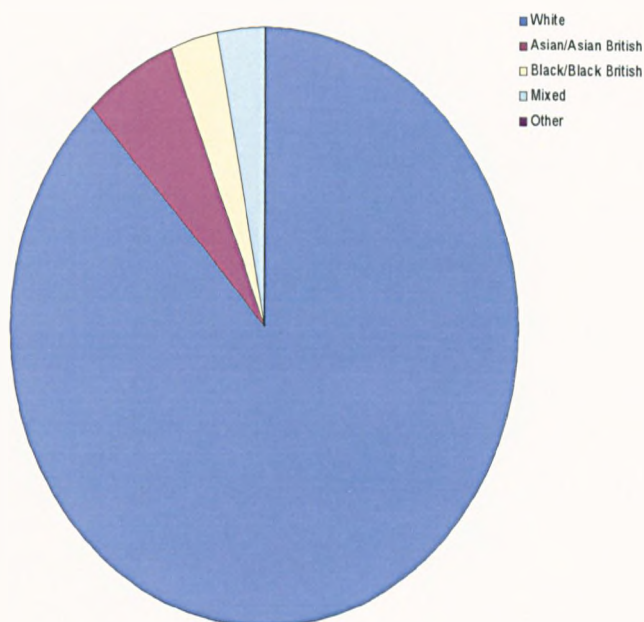
Ethnic minority achievement some facts and figures.

In 2000-2 around twelve percent of children in Britain were from an ethnic minority group. The figures are vastly different in different parts of the country. Nevertheless in London one child in three is from the ethnic minorities. Table 1V overleaf, illustrates these figures.

Table IV. Children under 16 by ethnic category. Source: Social Focus in Brief; Children's office for National statistics report July 2002.

| Ethnic Category | Percentage (%) |
|---------------------|---|
| White | 88 |
| Asian/Asian British | 6 |
| Black/Black British | 3 |
| Mixed | 3 |
| Other | 1 (includes Chinese & those not stating ethnic group) |

Figure III. Children under sixteen by ethnic minority group.



According to the DfEE educational statistics (October 2000), there were 35,588 children with English as an additional language in the primary sector. However in the secondary sector 244,684 children were registered with English as an additional language. As is self evident from literature, educational success is linked to ethnic background. But as we know it is multi-faceted. There have been significant improvements in General Certificate of Secondary Education (GCSE) results. From 1998-2000 the percentage of African –Caribbean achieving five or more A*- C grades has increased from 29% -37%. While Indian pupil top grades have leapt from 54% -62 %. A group defined as ‘other Asian’ which includes Chinese pupils have made considerable gains, rising from 61% - 70 % A* -C. However results for Bangladeshi students fell from 33%-30% (Source National statistic report 2001).

More recently the Office for Standards in Education (2002) produced a report looking at three successful primary schools, one of them based in Wandsworth. Here are the results for black Caribbean pupils, who formed 25% of the Year 6 cohort.

Table V. OFSTED (2002) Achievement of black Caribbean Pupils: Three successful Primary schools.

| | Level 3 | Level 4+ | Level 5 |
|---------|---------|----------|---------|
| | % | % | % |
| English | 12 | 88 | 50 |
| Maths | 12 | 88 | 38 |
| Science | 0 | 100 | 88 |

The point that I wish to draw from this table is that none of the children achieved below a level three in any of the core subjects. Furthermore the boys performed as well as the girls across all three subjects. If we look at the corresponding report for secondary schools. The picture that we see is favourable.

Table VI. OFSTED 2002. Achievement of Black Caribbean Pupils: Good Practice in Secondary Schools. London: OFSTED.

| 2001 data | Schools visited | | | Sample Schools | | |
|----------------|-----------------|-------|------|----------------|-------|------|
| | Boys | Girls | All | Boys | Girls | All |
| Average points | 41.4 | 45.2 | 43.0 | 34.1 | 36.2 | 35.2 |
| % 5+A*-C | 53 | 62 | 57 | 37 | 45 | 41 |
| % 5+A*-G | 97 | 98 | 98 | 89 | 92 | 91 |
| % 1+A*-G | 99 | 100 | 99 | 97 | 98 | 98 |

Table VI gives us the attainment of pupils in 2001 for the General Certificate of Secondary Education or in the General National Vocational Qualification for six schools. This is compared with the data from sample schools with a high proportion of black Caribbean pupils. If we look at table VII it gives us the break down for black Caribbean boys and girls compared with others in the schools.

Black history month

The month of October is particularly significant in the years' calendar as it is Black history month. The origins for this dates back to 1926 when Carter Woodson an editor for thirty years of the Journal of Negro history established African –Caribbean celebrations in the U.S.A. It is celebrated in the United States of America in the month of February. The aims of Black history month are outlined below;

- **Promoted knowledge of Black history & experience.**
- **Disseminate information on the positive black contributions to the society in the United Kingdom.**

- **Heighten the confidence & awareness of black people and their cultural heritage.**

In the London boroughs of Lewisham and Greenwich many creative activities have been planned for the residents of these boroughs. In fact the month started in October 2004 with the opening of an exhibition on Europe's first black dance company. Mandy Little (2004), reported that an interactive exhibition on the Les Ballets Negres opened at Deptford's Laban Centre. On the opening night on the 7th October 2004, Darren Panton who trained at the Royal Ballet School and danced with the London City Ballet and Noel Wallace, the first black British Male soloist with the London Festival Ballet. The Les Ballets Negres dance company was formed in 1946. It is not incidental that the achievements of young black males are being mentioned in the opening paragraphs. I am merely highlighting that these peoples have been prominent throughout our history. Maybe, there has been a bit of airbrushing or whitewashing so they have gone unnoticed. Also featured on BBC2 at 23.20 on the 14th of October was the Black Flash a century of black footballers. This featured a profile of the first black international footballer. He was a gentleman footballer of Scottish descent that played for Queens Park Rangers (QPR). He was educated and had considerable wealth. One of the spokespersons on the programme commented that he appeared not to have suffered from discrimination. Which, incidentally I believe to be a naïve assumption. The concluding comments of the programme suggested that it was an "accident of history" that after a one hundred and twenty years he had not been mentioned. Furthermore, very little of footballers prominent in the 1870's has been recorded. Few of us could name confidently names of these sportspersons, so it is not surprising that the name of an international black sportsperson has gone unnoticed in our history books.

There are other black persons who have been airbrushed from our history books that makes exciting and riveting reading.

Septimus Severus was born at Leptus Magna in AD146. He belonged to a class of Romanised Africans and received a good education. Initially he was a civil magistrate but later on he became a military commander. This career took him to Rome. He was an able and popular military leader and in AD 193 became the emperor. He also came to Britain and rebuilt and restored the

Hadrian's Wall. Septimus Severus died in York in 211AD. Hence Windrush, which came in June 1946, was not the first ship bringing Afro-Caribbean's to the British shores. However the first black academic that I can personally recall from my interest in history is Olaudah Equiano. He was one of first political leaders of Britain's black community. He was born in Essaka, an Igbo village in the kingdom of Benin in 1745. His father was one of the province's elders who preceded over civil disputes. He was kidnapped along with his sister and sold into slavery. He was renamed Gustavas Vassa by a British Naval officer who first purchased him. He was sent to live with his master's relatives who taught him to read and write and also sent him to school. About this time he was sold again twice without warning. But in 1766 he was able to purchase his freedom. In 1767 he returned to London. He worked closely with Granville Sharpe and Thomas Clarkson in the society for the abolition of the Slave Trade. He travelled widely speaking eloquently on the abolition of slavery. He published his own autobiography "The Life of Olaudah Equiano the African in 1789". This was published in Germany (1790), America (1791) and Holland (1791). He was an accomplished writer as well as being well travelled for that period of time. Above all he had a shrewd grasp of the political realities of his day. This forms a backdrop for the topic I wish to discuss, that it has not all been doom and gloom. I want to present the flipside of what we have been hearing to date. As we all now there is always another side to the story. I want to tell the other side of the story. There have always been great black men in history, and I am going to narrate this story to you. As with all good narratives there is always a beginning middle and end.

There are several areas that I wish to cover. Firstly I will start with black researchers and the role that they have played in educational research. As I feel this is an important link and part of the picture that I wish to out-line and forms part of my focus. Closely interwoven with this is the role of the black teacher in Britain. Victoria Showumni with the co-author Constantine-Simms (1995) has written about this. Also Callender (1997) has discoursed at great length on this area. Green, J & Cockett M (1995) have particularly focused on pastoral care of the black & ethnic minorities. This I feel is particularly significant. As it is imperative that parents know what the educational system

is doing in terms of the education of their offspring. So that they can assist, channel and motivate their male children, nephews, stepchildren, male cousins or male grandchildren as they proceed through the British educational system. Once the children are in school, which in Britain is peculiar as in most of Europe, schooling does not start until the children are seven or more years of age. They do have pre-school but in these terms their aim is initially to concentrate on the socialisation of the child. Rather than the focus being purely academic, it has been found that stereotypes have a profound and potentially devastating effect on the male black child in terms of social and academic outcomes, McCallum & Demie (2001) & Morgan (1996). In today's euro-centric market economy. I will compare and contrast what has happened to black males in the American system and how they have fared D.P Swanson et al (2003).

Michelle Henery in *The Times* (2004), has written an article entitled "Mind over matter in new take on black history". Mick Phillips a historian and the elder brother of Trevor who is the chairman for the Commission for Racial Equality, is preparing to launch a virtual exhibition at the British Library called 'Black Europeans'. Mike Phillips is trying to move away from the idea that the black community's successes are based on 'going back to their roots'. The focus is on the intellectual and cultural contributions that black people have made. For example not many people know that Alexander Dumas was the author of 'The Three Musketeers'.

Or that the Great Russian poet Alexander Pushkin grandfather was a black man. He would like to emphasise that black people here had a British past. Museums and libraries and archives are developing a new perception of black culture. Black intellectuals wish to focus on other areas apart from sport and fashion.

Finally, I feel it would be remiss of me, not to mention Dr Martin Luther King. He was a leader of the black peoples in the twentieth century. He was an intelligent and educated man, and an excellent orator.

Although he was an American, descended from African slaves, he has had a lasting influence over black and whites alike. His birthday is the 15th of November and over three decades ago, he was assassinated. This man was a great black political leader, he had vision beyond his time. He fought and

brought inspiration to all peoples. In an article by Pope Brock (2005) Strom Thurmond was the longest serving member of the US Senate. He died in 2003 aged 100. He was also third in line for the US presidency as he refused to retire. In his hay-day he was the leader of the white South's mightiest revolt against the civil-rights movement. Although he was cited as being a bigot and white supremacist, in 1970, he appeared to undergo a conversion. He hired the first black administrative aide. More ironically he voted to make Martin Luther King's birthday a national holiday. Then in 1982 he cast the maiden vote for a civil-rights bill. Hence in America Martin Luther Kings' birthday is actually a national holiday. If this man had lived, it has been suggested by some that he would have been America's first black president, such was his influence. In -fact these are one of the reasons, that it is suggested that he may have been assassinated. One will never know. We should not forget that he was a pastor, a Christian, who sought peaceful means within which to overcome the discrimination and segregation in the United States of America. This was treated with derision by the black peoples in some segments of the community. While the Caucasian section were patronising. Strom Thurmond has once said of Dr M King;

"King demeans his race and retards the advancement of his people".

Source : Brock Pope, (2005), page 55.

However, he is a testament to black people who he fought for, eloquently for the end of segregation in America. The date list below gives a visual view of the black presence in British, although the Romanised African Emperor, Septimus Severus comes slightly before the time recorded in this Date List.

Figure IV. Adapted from Allan Leas (1989) page 61.

- 210.** First black Roman soldiers posted to Britain.
- 1086.** The Domesday Book records that nine per cent of the British population were servi or slaves
- 1513.** Slaves introduced into America.
- 1633.** The guinea was struck to commemorate the founding of the Royal Adventurers, a company whose objective it was to profit by the trade in slaves.
- 1650's.** Tea, coffee and chocolate become popular. The demand in Britain for sugar escalates. The West Indian sugar plantations expand rapidly and the transatlantic slave trade increases massively.
- 1755.** Olaudah Equiano captured by slave traders.
- 1772.** Lord Mansfield ruled in the James Somersett case that it was illegal to force a slave to leave England. The case represented an important but largely symbolic victory for the abolitionists.
- 1787.** The Society for the Abolition of the Slave Trade was formed. Of the twelve members on the committee nine were Quakers.
- 1791.** Wilberforce's first attempt to abolish slavery was defeated in the Commons by 163 votes to 88.
- 1792.** By now over 500 petitions had been sent to Parliament in support of Wilberforce's abolition bill.
- 1793.** Revolutionary government in power in France. Toussaint L'Ouverture rallies the slaves of San Domingue, finally defeating the British Forces- whom the French has declared war against on 1 February. 1793. The British abolitionists, including Wilberforce, are accused of being "The Jacobins of England".
- 1795.** Repressive government measures were enforce which effectively prohibited public meetings; followed a few years later by the outlawing of radical and trade union organisations. For nearly twenty years working class political activity was curtailed. The movement to abolish slavery suffered a long setback.
- 1805.** The House of Commons passed one of Wilberforce's bill to abolish slavery. However, the House of Lords blocked the bill.
- 1807.** The bill to abolish he trade in slaves was passed on 25 March.
- 1833.** On 29 August 1833 King William IV gave royal assent for slavery to be abolished throughout the British Empire.

The black researcher & teacher

The role of the black researcher in educational research is not new. The authors Callender (1997), and Constantine-Simms & Showunmi (1995) discuss this theme at length. Previously they have only acted as a vehicle through which a white researcher could gain access to the black community. It would be interesting as well as illuminating for me, to carry out this research. Firstly as a practitioner and secondly as a researcher. Previously black researchers have had their misgivings and cited the fact these researcher have written their reports with an euro- centric outlook. In-fact many white researchers in the academia would strongly assert that their participation in the study of race would have no impact on the research outcome as they were committed practitioners of value-free empirical research. I would believe that,

that these researcher genuine in their assertions. However, if one looks into this assertion more closely there are already cracks that are self evident to me. Firstly, if one looks at the history of mass education in the United Kingdom, which commenced from 1880's onwards, students from this period onwards would have been educated using the school texts and literature which legitimised racism and Britain's imperialist stance. Furthermore, they would have been subjected to the curricula of that period which was selected on social, political, economical and racist grounds. Some of the standard texts that were overtly racist were still commonly used up until the 1950's. Also the style of the curriculum espoused and promoted the imperialist, social, racist and political views of the day. So they would have been exposed to institutional racism. I fail to see how one could have come out completely unscathed from the system. I fail to see how, the students, later to enter the academia would not have succumbed to the might of the British Empire. Oblivious to what was happening around them. To interpret results or data, one would need to have a base-point or starting point to commence. If we were to extrapolate from the starting point of the 1880's the advent of mass education, the methodologies employed in carrying out empirical research would have be that taught on the past curricula. In Constantine- Simms & V. Showunmi (1995) the real concern is expressed that the black community is being used as " social guinea pigs ". Furthermore, it served intentionally or un-intentionally to reinforce the pathologies and stereotypes constructed by the white researchers. Other authors assert that their are clear power differences between the researcher and those being researched. Hence, the lack of shared socialisation and critical life experiences would colour the data extracted from the respondent. However, it does not stop there, it would influence the interpretation of the data. More importantly would it influence a governments educational strategies or recommendations in the educational sector? If the answer were yes, it would have severe ramifications for early years education, primary and secondary school onwards, Fitzgerald et al (2002) & S. Pathak (2000)!

Personally I do not feel it invalidates the information gained. But a good researcher should be able to reach the conclusion that there are always two sides to a story. Even the omission or misinterpretations of data will influence

the end result. As a good practitioner, one needs to be aware of this. The author Walford (1998) looks at research in education and counsels on the implementation of checks and balances to circumvent this.

Having a similar ethnic identity can of course have its' advantages and advantage. It may have its advantages since the researcher can gain access to information or meanings, which are usually reserved, for the "in group". Also the client would be feeling more comfortable and able to answer sensitive questions. I envisage that my position as a black female researcher will enable me to gain several perspectives on the topic under investigation. Namely by being able to observe the teaching context, without being an active participant. My experience as a teacher would also enabled me to interpret the day-to-day running of the educational environment.

However when collating the results, I will attempt to collate my information with the national picture. It is important to note that the local authorities policy, in regard to school provision and even the local geography will have an effect on educational outcome. It is because of the local picture, that it is imperative that one takes account of the very specific educational policies that will affect the predominant ethnic community in specific ways.

Bright & Hinsliff, (2002) discuss the effect of poor teaching on the educational outcomes of young black boys. In this article the black US academic appointed by the Labour Government to tackle underachievement by black boys in the north of England launched a scathing attack on teachers in Britain. He voiced views that have caused disquiet in the black community and black teaching practitioners, that Afro-Caribbean boys performed well, better than their Caucasian peers in primary school. However, when they reached secondary school these achievements nose-dived. Majors of Afro-Caribbean descent and a former Harvard fellow himself agreed with the often controversial comments of the black Labour MP Diane Abbott.

However in the report produced by the Ofsted 2001 if the correct training is introduced at teacher training, and entrants are given training on how to teach a diversely ethnic population in the school it can be shown that this problem need not arise. Burstein et al (1989) A.Osler (1997a), & Siraj- Blatchford (1990) provide useful and interesting insights and different perspectives in this

crucial and specific area. As the teachers are the crucial anchor and mainstay in the formative years of young children.

The theoretical perspectives.

Racism is always damaging in an educational context. It undermines the self-esteem and often leads to resistance. All in all the effects of direct and indirect racism from the educational establishment can have a debilitating effect especially on the black male psyche.

I am referring in this context to the Afro-Caribbean male in the British Educational system. This is able to manifest itself in terms of academic outcomes for the student. Even when one takes into account the socio-economic status, family structure academic preparedness. There have been numerous explanations in literature for this disparity. Herrnstein & Murray (1994) have cited genetics. Other authors have collectively stated learning styles and just differences in culture. These theories seem incomplete and do not stand up to robust questioning, such as why black students from African descent not born into the majority white culture do better than those who are born into the majority culture. Therefore the theories of culture or linguistics fall down. Neither is the black, white divide static. Three educational theorists have come up with an interesting hypotheses and these are the ones which I will put forward and which I feel stands up to robust questioning. They focus on the social psychological factors. I have outlined them, in table VII. All of the theories examine the same area, but from a different angle.

Table VII. Name of author & psychological models.

| Name | Social psychological factor |
|------------------|-----------------------------|
| John Ogbu | Cultural ecological theory |
| Claude Steele | Stereotype threat |
| Majors & Billson | 'Cool pose' |

More importantly they all come to the same conclusions. They are identified as the following;

- They find it difficult to value academics while still maintaining the integrity of 'self'.
- It is difficult to view their-selves as good students.
- It is difficult to define the 'self' through academics.

Cultural-Ecological perspective.

Ogbu (1997) unlike most authors does not lump the minority groups together. He divides them into two distinct groups. First those who have come to the society or country voluntarily, (immigrant or voluntary minorities). The second group consists of those who have been subjugated and or brought to the society or country involuntarily against their will. If we use America as an example, the Asian and some Latino group are in the first group. Whereas black, Native American and other Latino groups, for example Puerto Rican populations fall into the second category. This academic takes the stance that, the latter category group tend to form a collective or social identity, which is at odds with the dominant groups (whites). While the first group are able to identify and see the adopted country as a means to success through the avenue of education.

If we look at this in the context of the black student, school and the authority figures associated with it, are seen as the oppressors. School is seen as the inappropriate aspect of the 'proper' black identity. The black student finds other values, which they feel are more appropriate. Which is in opposition to the majority population or culture. Ogbu terms this 'cultural inversion.

This is a coping mechanism, to deal with a system that does not appear to accept or assimilate them into the majority culture. The school and the educational environ is seen as opponent a direct assault on self- worth, social identity and the sense of security. Also, it is observed by this group, that even those who do succeed are not fully accepted or rewarded in the same way as the majority group (whites). This potent mix together with peer pressure and the cultural pressure not to 'act white' Fordham & Ogbu (1986) would appear to form an almost impenetrable barrier against academia.

With the first group the converse is true. While they may have linguistic and culture barriers to overcome, they still fare better as they are able to identify with the academics. There is no culture of collective identity against school and its authority figures (teachers). In-fact it is found that there is compelling peer and group pressure to excel.

Stereotype threat.

Steele in Richard Majors (2001) focuses on the socio- cognitive dynamics of schooling and the academic environment. The effect of the negative

stereotype is crippling. Even before, it has manifested itself in terms of the intellectual ability of the group members. Whilst most students express some anxiety, at being negatively evaluated those from the negative group risk social embarrassments and failure. Furthermore, they risk reaffirmation of the negative stereotype. This enhanced anxiety, depresses performance all round. If one is submitted to this environment on a regular basis, it leads to and contributes to 'disidentification', the selective devaluing of academics. Hence, there are two good reasons, why black students devalue academic, it is a way of coping with stress and maintaining their self-esteem. But this has a negative knock-on effect, in that it increasing the outcome of adverse academic outcomes. Students in the 'disidentification' group, are less motivated to succeed as good performance is not rewarding, neither is bad performance punishing. However self-esteem remains intact and anxiety levels are reduced. However, membership of this group, further affected academic outcomes. In that these individuals are at a higher risk of academic problems, such as truancy, poor grades etc. However, this aversion to schooling, by black students did not start off like this. Osborne (1997) asserts that on the contrary these students had a strong affinity with academics. Therefore, there must be something in the school environment that caused the students to 'disidentify'.

'Cool Pose'.

Majors & Billson (1992) theory is very similar to Ogbu's oppositional perspective. In that young Black males adopt a ritualised form of masculinity, which allows them to cope with the oppressor and to deal with racism. It allows the black male to survive by presenting an emotionless and fearless and aloofness that shields the inner self from the pain of the subjugated group. Unfortunately this non-conformist attitude, which manifests itself in the form, of flamboyant behaviour in a school setting is detrimental to academic environment. Leading to school based sanctions. In the same vein, individuals enlisting this coping strategy although it fits in with the group membership e.g. their peers. It is incongruous with the identification with the academic or academia. However on the other side, Skelton (2001) see appendix D, this documents the advent of mass schooling in the United Kingdom and looks at the problems faced by boys during this

era. Hence if we add on to this “race” then the problem is confounded. Needless to say the schooling of boys is an age old dilemma.

Teacher expectations.

Later on in this discussion, I designed a table, so that one is able to see the correlation between race and education in the British educational system. The starting point that I used was roughly from 1946. This was not done by accident but it roughly correlated to the time that Windrush entered the docks. This would be the time when the British Educational system would have experienced the first major input of young black people be projected into the educational system on a voluntary basis. The first time, that the teachers would have had to teach the influx of black young people in their schools. It is important to point out, that up until this time most teachers, who came from mainly white middle class backgrounds this would have been a very new and daunting experience for them. Jones (1999) looks at the experiences of newly trained teachers in a multicultural environment. Many teachers would have had very little or no knowledge about black & ethnic minority parents and their children Gaine (1995). Remember they would have been reared on the Imperialist educational practices of that period. Thus having an ethno-centric view of the world. Hence, from this why should one be overly surprised or aghast, that they would hold negative and or inappropriate views and expectations about black & ethnic minority students? Understanding, the viewpoint of the teacher is pivotal in providing solutions and changing or modifying the schooling experience of young black male students. Cosway (1988), provides some useful indicators for teachers, educationalist and school as a whole in checking whether institutional racism is in force ! It is a checklist and can provide a resource and raises topics for debate in a educational forum.

Teachers are always a scapegoat for the ills or travails of society. Dr Stuart Newton in the TES issue 7th February 2003 took exception to the article written by the by the CRE chair Trevor Phillips who blamed teachers for young black students under achievements in schools. In this the former head teacher of Selsdon High in Croydon (1980-2001), pointed out that in addition to teacher being blamed for drug abuse, street violence, amongst variety of things. Teachers were now being branded as racists. Dr Stuart Newton

asserted that during his thirty-five years of teaching, all teachers who he had encountered always strived to obtain the best for all of their students. This was regardless of their race, colour or socio-economic background. They are an easy target for attack. However one sentence that stands out from the article is that Dr Newton urges us to raise the achievement of black students and to find out ways of raising the achievement. Also one needs to look critically at the historically and cultural aspects within the contradictions of our society. On the one hand it offers rhetoric about multiracial and the multicultural harmony, but on the other hand it has a great deal of pragmatic intolerance and hostility. The word multicultural is now synonymous with victim, those on the receiving end of racial injustices. It conjures up images of teachers, educationalists over zealous in political correctness. In terms of the curriculum it means a token inclusion or reference to the ethnic minorities. In fact it now carries with it negative connotations. In which those on the receiving end are powerless to help their-selves. However, in this paper I will illustrate how progression has been made since the seventies and eighties. How it is perhaps easier for some people to remain in a time warp, therefore not needing to find solutions to the old questions that are being asked by black parents, educationalists, politicians and policy makers. In effect we need to be pro-active although they may be old question (forty years old!), we need to and in some cases have found solutions. Also one should be mindful that the young men, to whom we are posing these questions about have changed. The questions have not changed but the background of the young men have changed! This will have important consequences and implications for these children. If we now turn to the other side of the black board we encounter the practitioner, the teacher who is pushed without ceremony into the cross- fire. Teachers are often thrown into a cauldron of social, cultural, class and racial problems. Various conflicting demands are made upon them. In particular the urban practitioner is expected after one year of probation to be a vanguard of harmonious multiracial school with the good achievement of all children. Note this is supposed to be achieved with the minimum of training, resources, guidance and or assistance and political will. During the 1960's through to the 1970's our teachers took on with enthusiasm the prevailing mantle of that time. We had now shifted to the assimilation and integration theory! There

was now 'equal opportunity' for all. Furthermore it tied in with the pedagogical ideas that teachers' skills should be available equally to all the children. Our teachers are crucial agents in a society, which is still attempting to incorporate minority children into the system, which was initially designed for the majority culture! The success of this venture, is hampered somewhat by the teachers' views and beliefs about the black male student. Prevailing evidence to-date anecdotal and empirical evidence would suggest that many white teachers have for four decades held inappropriate views about the black students. This lack of evidence knowledge about black and ethnic minorities has led to stereotypical viewpoints. Added to this the assimilationist perspectives created difficulties in one trying to accept the manifestations of 'cultural pluralism'. This itself had the knock-on effect of affecting the academic perceptions that these practitioners had about the minorities.

A stereotype is an over- simplified generalisation. It is usually not based on evidence and further more it may carry negative implications. If it does then it will inevitably have consequences. These are converse and wide ranging. I have listed them in the form of bullet points.

- The participant will make inaccurate judgement.
- Have inappropriate expectation.
- Prejudiced assumptions.
- Unsatisfactory personal relationships.

In effect unfairness and inequality will result. Those on the receiving end, the respondent may suffer some or all of the following;

- Feelings of helplessness.
- Feelings of anger and frustration.
- Humiliation and or shame.
- Alienation.

Adults and children may tend to internalise these negative beliefs and believe they are true. They can respond by withdrawing or behaving aggressively. Black children growing up in a racist society receiving verbal and non-verbal stimuli, where they are less valued or have low self worth will not be motivated to learn Rist (1970). In the theoretical perspective of this thesis, I

have outlined the three theories that may or may not come into play in various degrees. Remember they are theories or models and they may not always fit. In fact there has been criticisms of them. That is not to say they are invalidated.

Stereotypes based on race, are because of their nature are grossly inaccurate. Racial stereotypes have their origins embedded in slavery and following on from that Britain's Imperial past. I have briefly outlined this at the start of beginning of this discussion, so one can obtain a picture of the past, and how it forms a backdrop for the rest of these discussions. How the past is strongly interwoven with the present. Only by this analysis, do I feel that one can unravel the picture and become to have an idea of the solutions that one can bring and come to obtain resolution.

The Afro- Caribbean is probably the most stereotyped and stigmatised group in people in the United Kingdom. These may seem bold words, but I will demonstrate to the reader why I have come to this conclusion. The images range from the hyper sexed male Tony Sewell (1997) criminal, gangster and the super athlete. These race-specific stereotypes are in addition to the global-level sex role stereotypes concerning male instrumentality. The societal stereotypes, together with the social, political and economic force interact to place the Afro-Caribbean male at the higher end of the scale for adverse outcomes and behaviours. Racial tolerance in the United Kingdom has always been good. This is in contrast to the United States. It may be due to the fact that Britain is an island and over the ages, different racial groups have invaded it. Either way this remains an anomaly. Despite this racial tolerance, structural racism still exists. This stems from the systematic and institutionalised practice resulting from the subordination and devaluation of minority groups. The consequences of these processes on the black and ethnic minorities are two-fold. Young black males growing up in the late twentieth and early twenty-first century often live and mature in a high -risk environment. The features of this environment are systemic and structural barriers to individual effort and success see Aymer & Okitikpi (2001). These obstacles include conditions within the family, neighbourhood and the school context, which incidentally is of special interest to this research. Obviously between these settings, is the larger picture, which involves the

social, economics and political forces workings of the British society. Coming onto the second process that influences the black male outcome is that instance of resilience, success, and accomplishment displayed by the black youth in spite of adverse conditions often goes unnoticed and is not recognised. These denying these individuals a sense of success and accomplishment. Even when the successes are acknowledged the factors that lead to success and resilience in high-risk environments are neither identified nor considered. It is essential that these factors are pinpointed and identified. It is crucial so this will aid the implementation and together with the intervention efforts promote an understanding of resilience of black youths. It has been found that both black and white children of all socio-economic levels will respond to parents' psychological resource and expectations Swanson et al (2003). Essentially students male and female scored higher, if their parents expected them to do so. Also the use of educationally stimulating material in the home sphere facilitated this process. Specific studies that have been carried out on the gender-associated roles of teacher have also been described by other researchers' classroom studies. Dweck (1978) and Irwine (1990) also see studies from previous thesis have suggested very different teacher-student classroom experience for young black males. Irvine (1990) was able to make a further distinction, in that a connection was made between gender and ethnicity. She stated that. " The white teachers directed more verbal praise, criticism and nonverbal praise towards male than towards females". When ethnicity was brought into the equation, it was found that the converse of this was true for the black student. Namely more non verbal criticism was directed to the black males than towards the black females. Furthermore this criticism was more enhanced than for the white males or white females. Research by Aaron & Powell (1983) has indicated that black pupils received more negative and academic and behavioural feedback than did their Caucasian peers. This feed back in teacher expectation was also demonstrated, when one looked and rated their play behaviour. Teachers often rated their play behaviour as more aggressive and threatening than their Caucasian peers. Hence one is beginning to create a picture. Whereby, black males are "tuning in", to the teachers' negative expectations, just as they are consistently beginning to appreciate the societal bias formed from an early

age. The discord between the teacher perceptions and the student's action are prevailing and this begins to interfere with the skill acquisitions and development. This is translated into school performance of the black male child, and as a consequence the academic potential begins to deteriorate. Spencer (1986) has noted that a decline in the achievements of the black male begins sets in around the second grade. Please note in the United Kingdom that would be in year 2 of the child's schooling system. It was also noted that academic tracking and negative stereotyping by influential adults reinforced this. In Britain this would correlate to the SAT's. Some academics have expressed that this has racial bias. Finally by the 4th grade (year 4, U.K equivalent) the academic decline was entrenched. It would appear that black males are especially vulnerable to the criticism from the teacher. Also it can be safely assumed that by early childhood the cognitive egocentrism associated with the pre-school years is no longer able to protect them against the negative stereotype. In addition the heightened awareness of how others view them is carried through from the juniors through to the secondary sector.

Adolescence.

This is a time when students are particularly vulnerable. Even in well-supported situations, teenagers can go "off the rails". Added to in the twenty-first century is the newer more aggressive phenomena of "peer pressure". It is a time of tremendous physical, cognitive, physiological and social change. The onset of puberty presents new challenges for the black youth. Individuals, as a function of their particular experiences, process all of this change. Hence, one consequence of this is the continual changing of self and identity during this period. Cross (1978) has looked at identity & in terms of the black adult male. Also transposed on this, there are other sources of stress. Negative stereotypes, and the scarcity of positive role models and the problems associated with the low socio-economic status all interact to form complex obstacles. By the onset of puberty the young black male has by now developed an awareness of the white majority culture and the issuing standards of competence. He now begins to integrate his experiences with the future expectations given their own and their family's values in conjunction with the majority culture. During this period there is an evolving awareness

of racial stereotypes and their own cultural group membership both these factors play a huge role in identity formation. Identity and the appraisal process of self and others are beginning to take a central role, see Hansford et al (1982).

The black male adolescent must make a transition between the diverse environments and find routes by which to integrate their various experiences within the cultural context. If the contexts are relatively compatible these transitions are relatively passive. A better understanding of why some teen black males are able to make this transition and others fall by the wayside is needed. We need to understand why some are able to successfully develop positive identities and engage in socially responsible behaviours. Meanwhile their peers from similar backgrounds and neighbourhood become subjected to negative pressures. Too often the available data for young black males in the United Kingdom is developmentally inappropriate and is underpinned by notions of pathology. Existing literature ignores the fact, that many young men are quite successful in spite of extreme reactive coping efforts required in high-risk environments. Critical questions need to be asked in the field of the influence on black male of the reactive and adaptive adolescent identity responses that inspire diverse outcomes.

Mentoring

The origin of mentoring is an ancient concept. In traditional African societies the practice is common. Young people are entrusted to the elders, or family members for personal development, job training and general guidance. Mentors are likely to be sources of inspiration, role models and facilitators. They listen, motivate and provide constructive intervention at critical and key transitional points. Research has found that mentoring can have a major impact on the lives of young people. An audit of mentoring schemes in Britain has been carried out by the CRE (Commission for Racial Equality). The main aim of the study was to see whether the benefits from these schemes could be used to address the issues of racial equality, disadvantage and the underachievement amongst ethnic groups. The use of school based mentors and n role models have had an impact on the life of young Black males thorough the United Kingdom. One of the crucial issues that needed to be tackled was reducing the number of young males who were excluded from

mainstream school, as it was found that few of them returned to mainstream schooling. Hence, placing black males in the classroom as mentors and role models have resulted in the numbers of exclusions being reduced. The contribution and effects of mentoring have been seen at Loreto College an inner-city sixth form college in Manchester. It is seen to have a significant contribution to achievement. Achievements are impressive It was listed in Ofsted's Chief inspector David Bell's report (2003).

Table IX. Adapted from Chief Inspector, David Bell. Top 21 Colleges TES 7th February 2003. Page 21

| Name of college | Region |
|----------------------------|------------------------------|
| Alton (GFE). | Hampshire. |
| Barton Peveril (SFC). | Hampshire |
| Bridgwater (GFE). | Somerset |
| Cadbury (SFC) | Birmingham |
| Christ the King (SFC) | London (Lewisham) |
| City of Bristol (GFC) | Bristol |
| Hills Road (SFC) | Cambridge |
| Holy Cross (SFC) | Bury |
| Joseph Chamberlain (SFC) | Birmingham |
| Loreto (SFC) | Manchester |
| North Devon (GFE) | North Devon |
| Park Lane (GFE) | Leeds |
| Reaseheath (Agric) | Cheshire |
| Richmond Adult & Community | Richmond upon Thames. London |
| Scarborough (SFC) | North Yorkshire |
| Sir George Monoux (SFC) | Walton Forest (London) |
| South Tyneside (GFE) | South Tyneside |
| St Charles Catholic (SFC) | London (Kensington) |
| The Sixth Form College | Farnborough (Hampshire) |
| The Sixth Form College | Colchester (Essex) |
| Truro (GFE) | Cornwall |

Key – Agric: Agriculture

GFE: General Further Education

SFC: Sixth -form College

As can be seen from the table IX it is a sixth form college in Manchester. It is situated between the wards of Hulme and Moss side, two of the most deprived areas in the country. 32% of the college's students are from the ethnic minorities. This mirrors the proportion in Manchester but exceeds the proportion in the catchment areas of the partner schools, namely Trafford (13.2%) & Salford (15.2%), source Ofsted Report 2002. The Ofsted Report of 2002 praised the college as it kept comprehensive data on students by

minority ethnic background and gender. Particularly important, was that it had a mentoring programme to improve the achievement of the boys.

More importantly there was emphasis on the students' varied backgrounds and a multi-cultural perspective was encouraged. Thus promoting and raising achievement rates, furthermore this was one of the key elements in the college's mission statements.

Loreto's efforts to raise student aspiration focus on mentoring and the analysis of the individuals learning styles. The students learning style is central to assisting the teachers in being able to facilitate the students learning. This is a useful form of reference as black students and especially black boys learning styles has been found to differ from their white peers. Also there are three mentor types;

- Those mentors who work with high ability students. This ensures that the work is sufficiently challenging.
- Mentors who work with students to target their ambitions e.g. retired professionals.
- "Buddy" mentors, former students who email current students and advise those thinking of progressing onto further education.

Apart from the reduction in exclusions now that the numbers are falling, one needs to back this up, with looking at ways that we can facilitate their learning in the classrooms. Hence, we require another breed of mentor, who is not only a role model to the young person, but is about to develop and enhance the learning potential of the young black male. In effect, we are looking for a specialist in the field of learning. Too often, after we have overcome the obstacles and the young person is confident in school and remains in the mainstream system, we now need to look at harnessing the learning potential. In this way "he " the young black male becomes a confident and effective learner. Hence, we need a mentor who can take the young person through this. The Sixth Form College mentioned, which is Manchester illustrates clearly the diverse needs of the students and clearly takes into account the learning style and needs of the black male student.

This can be achieved with “home grown” mentors, as seen in the example of the “model school”, which is roughly equivalent to the “buddy” scheme, as illustrated in the Loretho sixth form college.

“Bernard Coards World”

The black community for some time has been very concerned at the underachievement of the black child in the British system. The media, the policy makers and the educationalists, have not stemmed this worry, but have only served to exasperate and inflame their serious concerns. Which I might add is not without reason. If one looks at their schooling experiences in the United Kingdom for the most part, it has been a turbulent and in some cases an extremely traumatic experience. But it does not stop there. When they have encountered the work place, it would seem to them that it is an extension of the school, but this time with “grown up children”. Bernard Coard (1974) painted a rather depressing picture. He was particularly concerned at that time, at the numbers of black children in schools for the Educationally Subnormal (ESN). There were five points that he was anxious to bring to the attention of the reader. These points are outlined below.

1. There are very large numbers of our West Indian children in schools for the Educationally Subnormal – which is what ESN means.
2. These children have been wrongly placed there.
3. Once placed in these schools, the vast majority never get out and return to normal schools.
4. They suffer academically and in their job prospects for life because of being put in these schools.
5. The authorities are doing very little to help.

Source: Bernard Coard (1974) page 5.

He went further and looked at the educational practitioner. Mr Coard pinpointed areas where he felt they were failing, and as a knock effect of this were failing the black child. He emphasised that low teacher expectation, prejudice and patronisation were all factors that contributed to underachievement. Was Mr Coard justified in his views? Or was he simply scare-mongering? Since the time when this gentleman made his views

known, which is approximately three decades ago, there have been numerous independent research reports, D. Owen et al (2000), S. Mamon (2004) R. Rist (1970) and government inquiries into achievement. The most influential of these was the Swann report 1985. However this report initiated a trend in which the focus was on “underachievement”. This acted as a “smokescreen” to the real underlying factors affecting achievement. Also in some cases it would prompt the feeling that there could be a short-term policy approach, instead of the long-term approach. Finally an over simplistic resort to the cultural explanation was given as the explanation for the differences in achievement between cultural groups.

Let’s jump-start forward to 2004 which is 30 years later after Mr Coard expressed his concerns. If we look at the data from the Pupil Level Annual School Census (PLASC) 2002. The findings are rather contentious, and would substantiate his anxieties. This information is shown graphically in table X & figure V respectively Bhattacharyya et al (2003).

Table X Adapted from Gargi Bhattaacharyya et al. RTP 01-03 (DfES), page 18.

| Ethnic group | % primary with SEN | % secondary with SEN |
|-----------------|--------------------|----------------------|
| White | 24 | 18 |
| Black Caribbean | 31 | 28 |
| Black African | 27 | 22 |
| Black Other | 29 | 25 |
| Indian | 18 | 13 |
| Pakistani | 28 | 23 |
| Bangladeshi | 27 | 22 |
| Chinese | 16 | 12 |
| Other | 23 | 19 |

Source PLASC 2002

The following pages shown in terms of figures illustrates the points that Mr Coard was vocalising. However, please note that these figures are for the 2002, and not for the early seventies when he was first voicing his concerns along with other black parents from that time period.

The following pages would appear to substantiate the fears that this author had about the numbers of students from black & ethnic minorities in special schools or in the particular time the terminology used was ESN schools.

Figure V. Gargi Bhattacharyya et al. RTP01-03 (DfES) page 18

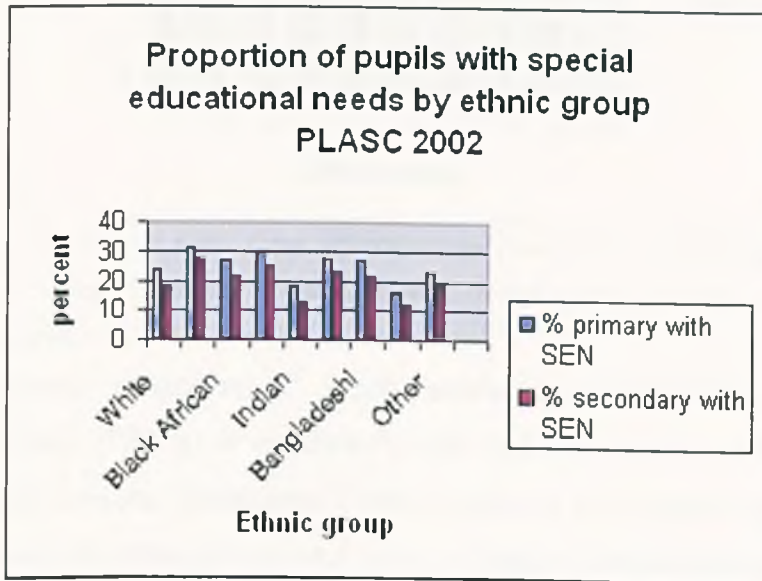


Table XI. Adapted from Gargi Bhattacharyya et al RTP01-3 DfES page 18

| Ethnic Group | % primary with SEN (statement) | % secondary with SEN (statement) |
|-----------------|--------------------------------|-----------------------------------|
| White | 1.9 | 2.46 |
| Black Caribbean | 2.01 | 2.9 |
| Black African | 1.78 | 1.72 |
| Black Other | 1.79 | 2.66 |
| Indian | 1.14 | 1.28 |
| Pakistani | 1.92 | 2.32 |
| Bangladeshi | 1.35 | 2.04 |
| Chinese | 1.54 | 1.03 |
| Other | 1.53 | 1.92 |

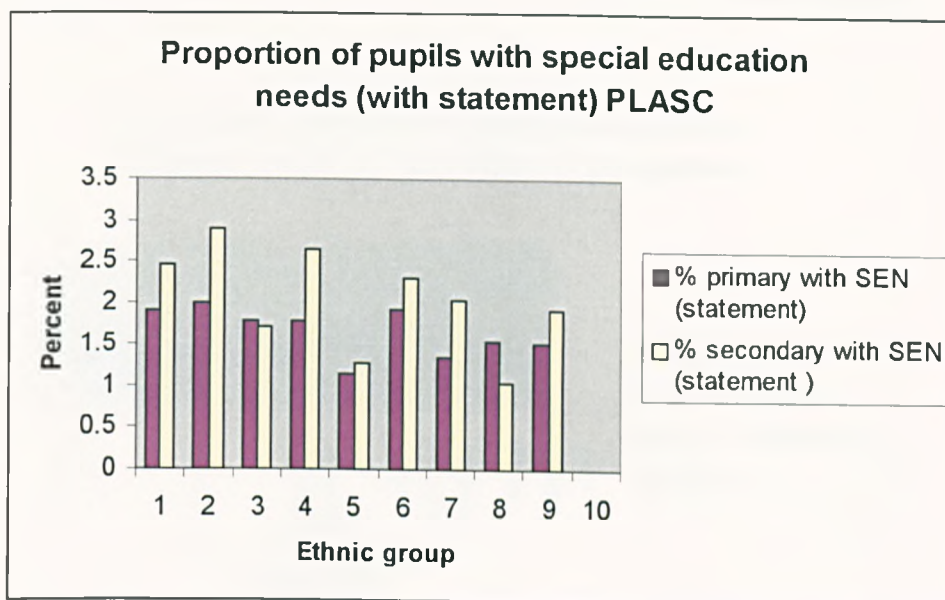


Figure VI. Adapted from Gargi Bhattacharyya et al RTP01-3 (DfES) page 18. Key 1=White 2=Black Caribbean, 3=Black African, 4=Black Other, 5=Indian, 6=Pakistani, 7=Bangladeshi, 8=Chinese, 9=Other

The numbers of students of Black Caribbean and Black Other in the pupil referral units (PRU's) is significantly high and there is reason for concern. This is of particular significance if one compares it to the numbers of students from these two ethnic groups who are in the primary and secondary sector.

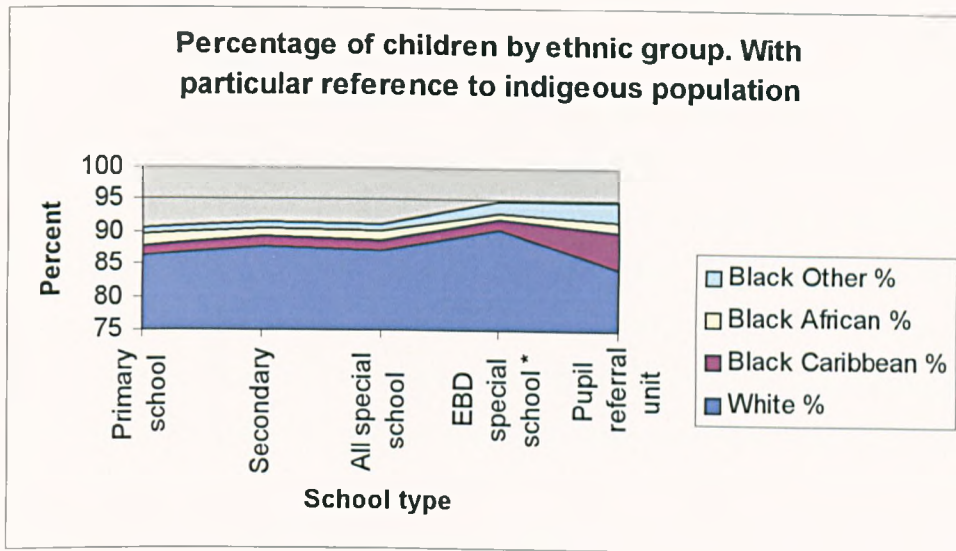
Table XII Taken from Gargi Bhattacharyya et al RTP01-03 (DfES) page 21

| | White % | Black Caribbean % | Black African % | Black Other % | Indian % | Pakistani % | Bangladeshi % | Chinese % | Other % |
|----------------------|---------|-------------------|-----------------|---------------|----------|-------------|---------------|-----------|---------|
| Primary school | 86.4 | 1.5 | 1.7 | 1.0 | 2.3 | 2.9 | 1.1 | 0.3 | 2.7 |
| Secondary | 87.9 | 1.4 | 1.3 | 0.8 | 2.6 | 2.5 | 1.0 | 0.4 | 2.2 |
| All special school | 87.1 | 1.6 | 1.4 | 1.1 | 1.9 | 3.6 | 0.8 | 0.3 | 2.1 |
| EBD special school * | 90.4 | 1.8 | 0.9 | 1.6 | 0.8 | 2.1 | 0.5 | 0.2 | 1.7 |
| Pupil referral unit | 84.4 | 5.8 | 1.5 | 3.2 | 0.4 | 1.0 | 0.7 | 0.1 | 3.0 |

*Special schools for children with emotional & behavioural difficulty (EBD)

Note: Figures may not sum to a hundred due to rounding. Source PLASC & School Level Annual School Census 2002

Figure VII. Compares school type for the indigenous against those of Black Caribbean, Black African & Black Other. Data is taken from Table XI above.



If one looks at these figures it would suggest that if you are from the ethnic minority, that child is more likely to have special needs. However, as stated previously these figures need to be treated with caution. As we know the link between SEN and ethnicity are complex Cline et al (2000). Furthermore special educational needs (SEN) covers a whole plethora of disorders and individual needs. At the present time there is no breakdown of SEN in national figures. From 2004 the SEN figures with now have to specify the type of SEN. Using PLASC figures from 2002, it is found that the attainment figure virtually followed the same pattern. It is important to note that socio-economic status plays an important factor. Similarly those students attending special schools as oppose to mainstream are more likely to be eligible for free school meal. This is true across all ethnic groups.

When interpreting these figures, it is imperative, that one considers socio-economic factors. Some ethnic minority groups, notably black groups, Pakistani Bangladeshi, and Gypsy/Roma and Travellers of Irish Heritage are more likely than other groups, to be eligible for free school meals. In the same vein those students attending a special schools would also fall into that category. Bearing this in mind, let us proceed to the study which Bernard Coard has identified as areas of concern. Also, on top of this, asks the questions, that the parents of the young people have been trying to vocalise. We need to see the responses of the young men. They are the people who are

in the educational system. Hence, they will be able to give us a “snap shot ” picture of education on offer to them in the 21st century.

Discussion of evidence gathered.

The quality of local education provision does have an effect on the educational achievement of children in that borough. This effect starts from pre-school through to the primary sector and essentially on the secondary provision. For example in the London boroughs of Lewisham, Southwark, Newham, Lambeth, Hackney & Brent over 10% of the population are African Caribbean. S. Mamon (2004) Both Hackney and Southwark have gone through educational financial crisis in the educational sector. As a knock on effect of this, is that for over a decade the black children of these boroughs have suffered in the terms of the quality of education that they have been receiving.

The sample for my study will be drawn from the London area. The figures from the 2001 Census continue to show an uneven distribution of the ethnic groups across the United Kingdom. Approximately 44.6%, which is nearly half of the minority ethnic population, reside in London. 12.8% that is one eighth reside in the West Midlands. Smaller concentrations live in Yorkshire and Humberside (7%) and the North West (8.07%).

More importantly more than 60% of the black population live in London Annual (Figures taken from Local Area Labour Force Survey.2001/2002)

I would suspect that black or ethnic minorities who live outside London would have a different schooling experience. Essentially it would be a random sample, as I have encountered many difficulties in trying to find schools or colleges who are willingly to participate. People are very cautious and wary of the bad press, young black males have received in the in the past and are still receiving. Even when I pointed out that, as the researcher I would be focusing on the positive aspects, I still received either a very cautious welcome or in the majority of cases my requests were turned down. I have chosen students from a variety of backgrounds. They are essentially from the main areas, where black people have congregated when they first wave of immigrants came. For example Windrush in 1948, later throughout the 1950's and 1960's. I have chosen participants mainly on the basis of race, academic success and the urban experience. The major rational or reason for choosing these students, is that they were able to show an acute awareness of the issues

concerning black education could articulate their feelings, experience and thoughts as compared to the other students. Hence the main criteria was as follows:

- A. The students had successfully stayed in mainstream school and had not been excluded at any time.
- B. The students were due or had successfully completed years 10 and 11 when in the United Kingdom GCSE's (general certificate of school education) are taken.
- C. Place of birth or country of origin either the Former English colonies or European union.
- D. Student availability and willingness to participate in the study.
- E. Participant was conversant with the black education and other social issues.
- F. Classified as "black"
- G. For the questionnaire "Young Gifted & Black", participants must be male and between the ages of 14- 20.

Data for the individual and the focus interviews were further supplemented and corroborated by secondary data to give a holistic picture of the black schooling experience in the London. There was so much interest in his area, and I have had many hours of non-structured and informal conversations and discussion after the structured interviews. These were with parents of young boys currently in the educational system or have left the formal educational system and have gone onto university. Also with black teachers or persons who are working in the educational system e.g. pre-schools, playgroups, after school clubs etc. Some of these informal conversations contained important information that was not recorded during the structured interviews. I kept a notebook for later use.

The student interviews generated perceptions about parental influence, racism, multi-culturalism stereotypes and knowledge of black culture. Also black culture and history peer groups and extracurricular activities and much more. The theoretical and empirical support of my study has drawn upon the broader framework of schooling in Britain, race and class, stereotypes and the

sociological and political analysis of the experience of the racial and cultural minorities in the Western Europe.

On the use of terminology, I think it is important to note, how I have used the definition of black in this study. I have used the term 'black' in this study to denote all black peoples of African & Caribbean descent. This will include continental Africans and those of the African diasporas.

Finally my study will focus on three areas, which I feel pinpoints what the journey that these young people take to traverse the educational Himalayas of the educational system in the United Kingdom. This appears to be a factor in a child's' academic success or failure in the school system

This would be achieved through on taping conversations and one to one interviews with the young people and group discussions, so that a picture can be built up. They through a questionnaire of approximately 25 questions, through interviews where possible I will target successful young men who are on the way to virtually completing their academic travels. In the Young Gifted and Black questionnaire I have attempted to pinpoint and highlight areas that academics, parents, & educationalists have focused on as main areas of concern in the achievements of young black males. I have deliberately not used the negative terms that are in common usage. I wish to focus on the successes and achievements of young black males in the British Educational system. The questions that I have posed to these young men essentially tries to encompass and encapsulate virtually forty years of debate & concerns in the education of black and ethnic minorities. It attempts in a series of questions to build up a brief profile of the young black male as opposed to the stereotype. The first part of the questionnaire which looks at ethnicity, the design for this comes from the research paper by the Department for Education & Skills, March 2003 ref DfES/0183/2003 Aiming High: Raising the Achievement of Minority Ethnic Pupils. This is adapted from the layout in Annex A of the consultation paper. The categories are based upon the 2001 national population Census for England. However one should bear in mind that many LEAs collect data on more detailed or extended groups. But for the purpose of this paper the focus was on Afro- Caribbean boys, Africans, Mixed heritage and those classified as Other Africans or Black background. An additional category was supplemented so that the individual could be in a further

category that was not on the questionnaire, if they still classified their-selves as black but the brief categories there, did not adequately describe them. The second major cluster of questions briefly looks at the socio-economic status of the young person. Finally, the questions endeavour to isolate the young black male and look at the present time, where “he” is located here and now, and then we look at future aspirations and ambitions. The focus group questions, builds upon and will used to give a broader and fuller picture of the young person. There is flexible in the way it can be utilised, as essentially by giving the young males a voice to express their view, it is essential that I am flexible in the way this tool is being used to express their opinions. Also, it is important to gain their confidence and talk about areas that are taboo, or that they feel uncomfortable about. It is essential that I hear the “true” voices so that it is disentangled from the stereotype. Hence the focus questions can be used in a variety of ways. These are outlined below.

- The teacher or researcher can select individuals to speak to on a “one” to “one” basis
- ✓ ▪ The students are divided into groups of threes, and one of the students reads out the questions to the other two respondents.
- The students are placed in groups of 7 or maximum of 10 and the questions are read out either by the teacher/researcher. The students are free to answer all or which ever questions they feel are pertinent to them.

I am using the word teacher in a loose sense. In that the teacher could be the mentor, form tutor, subject teacher or Head of year. Basically it is any one who is an educational facilitator and will be in close contact with the boys in the educational environment. The way the in which the responses are collated can be done in two ways or a combination of the two can be utilised, namely

- The conversation(s) is recorded onto a dicta phone.
- The responses are written down manually.

At all times it was stressed that the clients would remain anonymous and that their confidentially would be retained at all times. The use of the audio-tape was such that it would totally distort the voice, of the respondent as to be unrecognisable.

For the purposes of this research the aim is to meet the respondents on at least three occasions or more or as the timetable of the students allows. As at the present time I am depending on the good will of the students in order for them to co-operate. I am aiming at three occasions as a minimum, as I would need to familiarise myself with the educational establishment. However, more importantly I would need to introduce myself to the students and impart to them the nature of the study/research. At all times I stressed that confidentiality would be maintained. Also the names on the questionnaire need not be their own Christian names, as the aim of this study was essentially to obtain their responses to the questions posed. The second two visits would be for the students to complete the questions in my presence or to collate the questionnaires. In that case I would return on a designated day. This would coincide with the third visit in which it was hoped that the boys who had answered the questions would also take part in the focus group question.

However, I would like to stress, that the questionnaires need not be completed in my presence or with the presence of a "teacher". As explained before the term "teacher" is used in a loose sense. In some incidences, I would not see the students at all. Hence I would despatch the questionnaires to the educational establishments usually the Head of Year and he/she would select students from the black & ethnic minorities that he/she thought was suitable and would be willing to participate in the research.

It is envisaged that the questionnaire itself will take approximately ten minutes at the maximum to answer. The students can either do this in isolation, or with the help of the teacher/researcher. As I found that on reflection some of the questions appear ambiguous. Finally when the information is collated I would have the information from the main questionnaire, and in some incidences, responses to the focus group questions. In addition I would also have information on some individual students from the mentor/teacher and from individual semi-structured interview with the young men. The main responses to the questionnaire will be tabulated with the student's real name omitted if they have not already been changed. Any additional responses will be discussed. A questionnaire and focus group questions are in appendices B & C.

The audio-tape data would also form a part of the data collection. During the last four decades there has been an increasing number of published studies on race and education Mac an Ghail (1988), and Gillborn (1990) to name but a few. The debates have centred around cultural deficiency and multiculturalism generally. In fact it has focused on the school as an institution that has restricted or limited black students choices in the educational setting. However, educationalists and practitioners are well aware, that there are diverse, complex social interactions that occur within the school setting. However, the attention to teacher- student interaction is only a fragment of the total fabric on what happens in the schooling experiences of the black male as illustrated in by the author P. Connolly (1995a) and the further study in British Journal of Sociology by the same author Connolly (1998b). It offers by its nature only a partial insight in the machinations of the school environment. There are other interactions that of course take place within the school environment. Apart from the teacher-student interaction formally mentioned, there is the student-student interaction. Peer pressure is now another phenomenon that has gained more prominence in recent times. In this thesis the aim is to provide another voice or insight into the black males schooling experience. However, instead of the negative views, that one has now become used to hearing about the main focus of this paper/thesis is to look at and concentrate on the positive experiences that young black males are having in the British Educational system. How they are able to navigate the schooling process. How they are able to circumvent the obstacles that may or may not be present. Hence from this one is able to obtain a picture of the young black successful male, who is succeeding against the apparent odds that are stacked against him.

Finally, I would like to see whether Mr Coards' view of the educational system (1974) still persisted or whether some changes have been implemented. Also at this time, I will put forward my hypothesis, it is as follows;

Schooling of black boys in the United Kingdom is stressful to their psyche, with the onset of secondary school this reaches a crisis. However, if the black male is able to circumvent this process the chances of success in the British educational system is greatly improved.

Introduction to study.

The results from the questionnaires answered by the respondents have been tabulated. The respondent's names have been altered to retain anonymity. In total five schools took part in this research. Five of the secondary schools were based in South London. In all of these five schools the students were either selected by three criteria and they could fall into either one or two the categories outlined below;

- The students were taken randomly from the classes, and asked if they were willingly to take part in the research. The students were briefly given a resumé of what the research involved and perused the questions, then were asked if they wished to take part.
- The students were either taking part in a PSHE (Personal & Social Health Education), programme (model school) or had been targeted as being from the black & ethnic minorities sector. Hence they were involved in the normal school timetable in which they were being targeted in "Raising black boys achievement" programme.
- The Head of Year /mentor had selected them as being suitable to participate in the research.

All of the above-mentioned participants were in a school establishment. Finally the last sample was taken from North London. These young black men were at a social event. However, they were all attending or had attended school that was within a three-mile radius of the social event. This basically involved two local schools in the area. In all cases whether the boys were schooling in South London or North London supplementary information could be gained either from school records or the teacher /mentor or Head of year whom where involved with the boys. In all the schools based in South London there were school-based mentors specifically in place to raise the achievement of black & ethnic minorities. The Ethnic Minority Achievement Grant (EMAG) was introduced in 1999 to assist the minorities in raising standards, the Office for Standards in Education has produced a report entitled,

Managing the Ethnic Achievement Grant. (March 2004), Good practice in secondary schools. Three of the schools have an EMA team. The Local Education authorities (LEA) have to put in a bid for this grant, it is not available to Independent schools. Indeed one of the schools in this study is from the independent sector. This research was mainly concentrated in South London and in total I wrote and made telephone calls at random to over twenty-five schools secondary schools. I found it useful to make my initial point of contact the EMAG team if the schools in question happened to have one.

For the most part I hit a wall of silence, with the conversation stalling virtually immediately if one mentioned black boys or the word “underachievement”. In some cases I was requested to leave my details and the appropriate persons would contact me. In the majority of cases I did not receive any response. Hence, I had to plan my strategy, as I was not getting any responses over a six-month period. For this reason, upon discussions with colleagues who are currently in secondary schools with a high ethnic make up I decided to tackle it from a different angle. On making initial contact with incidentally the same school, I now used the key words “ I want to speak to the person who deals with the successes & achievements of black boys in the school”. Although the responses were muted, and was now able to get a little feedback. This was followed up by facsimiles and e-mails. I had of necessity to be persistent but firm and polite. As having worked in a school as an educational practitioner, when one has a full time table, the last thing that is desired is to have a researcher disrupting and taking up your already limited time. However, this strategy appeared to work and has resulted in the responses from five educational establishments, the sixth being derived from a social gathering. The names of the schools have been changed for obvious reasons. Instead, they have been assigned names of black men who are prominent in different spheres and more importantly are successful and have achieved and still achieving. In all the cases, a brief review has been given on all the schools.

Bernie Grant Boys School. (Independent school).

The modern history of the school commences in 1888. It was one of the first in the country to place an emphasis on scientific and technical education. It started off as a boy's school and become co-educational in the early 1990's. It provides education for students aged between four and eighteen. The senior school takes pupils from age eleven from the junior school and other preparatory and primary schools in the surrounding area.

The students come from a variety of ethnic background, although actual numbers and records were not made available to me. The school estimate that about five per cent of the pupils do not have English as their first language. Again, I was unaware on what these figures were based, or whether the school does carry out any ethnic minority monitoring. The profile of the school is comparable to those of the old style grammar school. The school is academically selective. Admission to the senior school and in Year 9 is on the basis of standardised tests. A very small proportion of the students are below average most are above average. Small proportions are exceptionally able. None of the students based on the Independent Inspectorate Inspection of 2000 have a statement of special educational need. Some of the students have recourse to the public funds through the Assisted Places Scheme. The scheme I believe has now been phased out. Some students have some fee remission through scholarships, bursaries and other concessions. Most of the students stay onto the sixth form and ninety percent proceed to university.

Table1. Bernie Grant Boys High School (Independent school).

| Name & age of year group | Ethnicity | Country of birth | Attendance | |
|--------------------------|---------------------------------|------------------|-----------------------|-------------------------|
| | | | at U.K primary school | at U.K secondary school |
| Nelson. Year 10 | Black British. Other African | U.K. | Yes | Yes |
| Nelson2. Year 10 | Nigerian | U.K | Yes | Yes |
| Nelson3. Year10 | Black British | U.K | Yes | Yes |
| Nelson4. Year10 | Mixed Black | U.K | Yes | Yes |
| Jean | X | U.K | Yes | Yes |

Further notes:

X= Sri Lankan/ Mauritius.

Table 2. Family structure. Bernie Grant High School (Independent school)

| Name & Year group | English spoken at home. | Another language spoken at home. | No. of siblings. Female | No. of siblings male. | Two parents in the household. | Accommodation type. |
|-------------------|-------------------------|----------------------------------|-------------------------|-----------------------|-------------------------------|---------------------|
| Nelson. Year 10 | Yes | German | 1 | 2 | No | Flat |
| Nelson 2. Year 10 | Yes | *Nigerian | 1 | 2 | Yes | Terrace |
| Nelson 3. Year 10 | Yes | Spanish | 0 | 2* | No | Semi-detached |
| Nelson4. Year 10 | Yes | French & German | 1 | 0 | Yes | Terrace |
| Jean. Year 10 | Yes | French | 1 | 0 | Yes | Terrace |

Table 3. Family structure & qualifications continued (Independent school)

| Name & Year group | Profession of parents. | Are role models important? Yes/No | Who helps with homework? | No. of GCSE's, or other qualifications | No. of 'A' levels | Further career destination |
|-------------------|---|-----------------------------------|--------------------------|--|-------------------|----------------------------|
| Nelson. Year 10 | Teacher. | Yes | Yes | 9 | 1 | University |
| Nelson2. Year 10 | Father Accountant/lecturer | Yes | Mum | 9 | | Will obtain 'A' levels |
| Nelson3. Year 10 | Social worker | Yes | - | 10 | 3 | University |
| Nelson 4. Yr. 10 | Mother-secretary. Father-self employed builder | No | Mum & dad | 9 | 3 | University |
| Jean. Year 10 | Mum-RNID help desk. Father IT Manager BHF Bank | Yes | Mum. dad. friends | 9 | - | University |

Without exception all of the participants stated their country of birth as the United Kingdom. Also all of the students have had their primary and are continuing their secondary education in the United Kingdom. It was interesting to note that although the students were required to circle one category under the ethnicity. All of the students not only cited "Black British" as their ethnicity but they also circled other ethnicities in this most cases Nigerian. So apart from being proud of their "Britishness", the students are at pains to include the other part of their national identity. In effect it is a dual nationality. Then term "Black British" was added on to the National Census around 2001. It was coined so that second third and in some cases fourth

generation Afro- Caribbean & black Africans could have it acknowledged that they were British and had a British passport! Since in most cases although their ethnic origins may be abroad, Britain was where they were born and raised and spent their formative years. A variety of languages are spoken at home. The respondents apart from being fluent in the indigenous language namely English, are also to varying degrees, conversant in a modern languages such as French, Spanish or German. In fact one of the students is able to speak French and German. One other of the students is able to converse in one of the languages of the western coast of Africa. Most of the students in this sample come from a two parent family. All of the students are reading for nine or more examinations. Also what is particularly interesting and of note is that all of the students are in year ten and will be sitting for examinations this academic year namely June 2005. All six students cited university as their academic goal. There were other questions which they responded to which I would just look at as an overview.

If we review the last cluster of questions, which looks at aspirations, ambitions and briefly touches on peer pressure. All but two of the students stated that the professions of their parents had influenced them in their future careers/aspirations. Also friends were cited as being an influence & all of the students without exception cited role models as being positive and facilitating them in their educational experiences. The most common responses to the question posed on role models were as follows;

- Someone to look up to and follow.
- You look up to them, and achieve what they have done.

Looking at the uptake of teachers from the ethnic minorities all but one of the students felt that it was important that they were represented in the educational sector. Although most of the students in this sample had experienced either racist or negative feedback from their teachers, all cited that the teachers had high expectations for them.

The students cited that their motivation in public life were “ black people who have achieved something ”. A specific example was given of a successful person, which was Cristiano Ronaldo. He is a Portuguese national who plays for Manchester United and he is in his early twenties.

Media influence was deemed by the young men, to be an adverse influence on young black boys. Finally the last questions looking at extra-curricular activities, please see below a range of activities that the young men are involved in.

- Football
- Painting
- Swimming
- Judo
- Rugby
- Playing the clarinet

Most of the respondents were interested in football together with one or more of the examples quoted above. The last of the questions had an interesting responses ranging from rich & successful businessmen to professional football players. In conclusion as mentioned previously, these young men are in the independent school. Which goes to show that their parents are taking the education of their children seriously. However, that is not to say that those whom children are in the state sector are just as passionate about their children's education. In an article written by Blair (2005) states how parents are losing faith in the state education. Dozens of schools charge fees of on average of twenty thousand a year or more. Despite this seven percent of all school pupils are now being privately educated. This is despite the end of the assisted places scheme by the Labour government in 1997. Added to this 92.2% of independent school leavers go onto university. Although the sample is extremely small in this research and cannot be viewed with statistical significance, it seems that these group of students are a reflection of this trend.

In article although a mention was made of drop in boarders who came largely from China, Hong Kong, Russia and the United States of America. No mention was made specifically of the numbers of black and other black students who receive an education from the independent system. The private sector is not legally obliged to monitor or review the numbers of black & ethnic minorities in their schools. From a theoretical standpoint it would be interesting to know what these numbers are. To ascertain whether it is following the general trend as cited in the article by Alexander Blair. Facts and figures are taken from the article and tabulated.

More pupils

- ✓ The Independent sector educates 620,00 children in 2,500 schools, accounting for 7% of the school population.
- ✓ In London, one in eight is educated privately, compared with one in fourteen nationally.
- ✓ Since 1994, average boarding fees have risen from 10,245 per year to 19,000. Average day-school fees have more than doubled to 8,338.
- ✓ Girls outnumber boys at Independent day school for the first time since 1982. 95% of the independently educated girls now go to university.
- ✓ 32% of the privately educated pupils are assisted with fees. Last year, schools paid 276.3 million in fee assistance.
- ✓ Overseas pupils have dropped by 10% this year to 15,690. Expatriates have dropped by 21% to 1,030 and the Armed Forces children have risen 5% to 1,553.
- ✓ **Black boys & their numbers?**

Archbishop Desmond Tutu boys' school. Model school.

This school is a larger than average comprehensive boys school. It caters for boys between the age ranges of 11-19. The sixth form is a consortium of two neighbouring schools and admits girls. Admission to the school is based on the scores of the National Curriculum taken in Year six of the primary school. The attainment of entry is fully comprehensive. The school has a diverse ethnic background. The largest groups are white UK British, followed by Black or Black British. Also we have Black or Black British Caribbean. Then there are smaller numbers of other ethnic groups of Asian or Asian British-Indian, Pakistani, Bangladeshi as well as Chinese. In addition there are a small number of refugees from Kosovo, totalling less than twenty. The numbers of students with English as a second language is high. The main languages spoken other than English are Bengali, Turkish, Albanian and Yoruba. Some students are at the early stage of English language acquisition.

The percentage of students with statements of special educational needs is quite high. The school draws its students from over sixty primary schools and covers a wide geographic area. Finally the percentage of students going into further education is above the national average.

Table 4. Archbishop Desmond Tutu High School

| Name & age of year group | Ethnicity | Country of birth | Attendance at U.K primary school (Yes/No) | Attendance at U.K secondary school (Yes/No) |
|------------------------------|---------------|------------------|---|---|
| J A Rule. Year 11 | Black British | U.K | Yes | Yes |
| Mr Y. Year 11 | Black British | U.K | Yes | Yes |
| Black Homer Simpson. Year 11 | Caribbean | U.K | Yes | Yes |
| 50 cent. Year 11 | Caribbean | U.K | Yes | Yes |
| Mr X. Year 11 | Black British | U.K | Yes | Yes |
| Blanked out. Year 11 | Black British | U.K | Yes | Yes |
| Kris. Year 11 | Black British | U.K | Yes | Yes |

The boys placed themselves within two categories on the ethnicity checklist, namely Black British & Caribbean. There was no ambiguity. All of the students in this sample were born in the United Kingdom and had schooled exclusively in the U.K. All of the respondents had English as their first language, although approximately half of those students speak some form of

Table 5. Family structure. Archbishop Desmond Tutu High School

| Name & Year group | English spoken at home. | Another language spoken at home. | No. of siblings. Female | No. of siblings male. | Two parents in the household | Accommodation type. |
|------------------------------|-------------------------|----------------------------------|-------------------------|-----------------------|------------------------------|---------------------|
| J A Rule. Year 11 | Yes | *Jamaican | 0 | 1 | Yes | Terraced |
| Mr Y. Year 11 | Yes | French | 0 | 0 | Yes | Semi-detached |
| Black Homer Simpson. Year 11 | Yes | Japanese | 4 | 4 | No | Detached |
| 50 cent. Year 11 | Yes | *Jamaican | 0 | 1 | Yes | Block of flats |
| Mr X. Year 11 | Yes | *Jamaican | 3 | 3 | Yes | Semi-detached |
| Blanked out. Year 11 | Yes | No | 0 | 4 | No | Detached |
| Mr XI. Year 11 | Yes | No | 2 | 1 | No | Block of flats |
| Kris. Year 11 | Yes | Patois | 2 half sisters | 1 | Yes | Terrace |

Further notes: *Other language respondents spoken at home- Jamaican means Patois

Patios in the home environment. The exception to this rule was that one student spoke Japanese and the other a modern language e.g. French.

If one looks at family composition, the majority come from a two-parent family e.g. 4 out of the seven participants. Also the number of siblings the maximum is four the minimum is 1 e.g. the participants and one other sibling. Most of the respondents who completed put down their mother's occupation accompanied by the father's occupation.

Table 6. Family structure & qualifications continued

| Name & Year group | Profession of parents. | Are role models important? Yes/No | Who helps with homework? | No. of GCSE's, or other qualifications | No. of 'A' levels | Further career destination |
|------------------------------|--|-----------------------------------|--------------------------|--|-------------------|----------------------------|
| J A Rule. Year 11 | Mother- Finance Personnel. Father- sorter Royal mail | Yes | Mum | 10 | - | Sixth form |
| Mr Y. Year 11 | Mother- Executive manager. Father Manager | Yes | Mum & dad | 11 | - | 'A' level |
| Black Homer Simpson. Year 11 | - | Yes | No-one | 9 | - | Apprenticeship |
| 50 cent. Year 11 | Mother- teacher. Father- DJ | Yes | Mum & dad | 9 | 3-4 | GNVQ's |
| Mr X. Year 11 | Mother- teacher | Yes | - | 11 | 4 | - |
| Blanked out. Year 11 | - | Yes | Mum | 9 | 4 | - |
| Mr XI. Year 11 | Mother- care nurse | Yes | No-one | 8 | - | Btec |
| Kris. Year 11 | Father- self-employed | Yes | -- | - | - | - |

All the young men were taking eight or more GCSE's (General Certificate of Secondary Education). The maximum being eleven. When one reviewed career destinations of the students, they majority were going onto some form of further education. This covered a broad range from the traditional 'A'

levels, GNVQ's (General National Vocational Qualification), Btec & the modern apprenticeship. The majority of the participants as in the other schools, felt it was important that teachers from the ethnic minorities were visible in schools. Most had had negative or racist feedback from persons in the educational sector. However in the same vein of the participants who answered the questions seven of the students who took part in the survey, cited that the teachers did have high expectations of them. The boys answers to the last cluster of questions on motivation and aspirations. The responses were similar to previous schools in this survey. However, the questions on the motivation in public life two of the participants cited female teachers e.g. EMAS co-ordinator. The effect of the media on young black boys the response was mixed. They were at either end of the spectrum, some believing that that reports were exaggerated or stating that it did have a detrimental effect. Lastly all of the young men were involved in extra-curricular sporting activities. As to where they see their selves in five years time. The responses ranged from being trades people e.g. electrician or mechanics, to being a doctor. All wanted to be successful!

The responses to the focus group questions are outlined below. This was a discussion group of approximately nine students. Some students joined us in the discussion as they had heard about the meeting and were interested in participated. The EMAS co-ordinator was present at the discussion. However, the young men felt quite comfortable answering the questions. In some cases the debate became quite heated! A range of responses to the focus group questions have been detailed. The focus group questions together with the questionnaire are in the appendices. Unfortunately not all the questions were answered as the debate over ran into the next teaching period.

Also these boys were at the end of the six week session that they were tabled for this programme.

Focus group questions.

Attitudes towards education.

1a. How do you feel towards education?

- *Education is needed*
- *Should chose what you want to learn*

- *Education is too narrow*

1b. Are there any real benefit form having a good education?

- *Good job*
- *Money*
- *Makes life easier*
- *Something good to learn, that you have achieved*
- *People want to show us life is not fair*
- *Life experience but people look at your qualifications.*

1c. What do you think is a good education ?

- *Education is too narrow.*
- *Make kids learn at such a young age, you are young and immature and you have to make an important decision.*
- *Education needed is too high.*

2a. How or what has helped you to achieve where your are at the present time ?

- *Mum*
- *Dad*
- *Teacher*

2b. Do you think that teachers (male/female), black/white have had an influence on you ?

- *Head of House – has given him a lot of chances. Black teachers have a lot of time for me. Because know about black peoples experience. Have more time and are patient.*
- *Most black teacher more time in primary school black teachers and black man who are successful.*

2c. Have mentors, parents, siblings or the church influenced your attitude towards on education?

- *Brother is inspiration and cousin at private school, he wants to show that things can be achieved.*
- *My sister is my role model, she is at university.*
- *My mum is a positive influence, my dad doesn't do much.*

- *Parents get on my nerves.... more pressure on you. They don't understand.*
- *My mum expects too much. Want realistic expectations.*
- *My mum pushes me the most. Dad does as well.*
- *Dads for discipline, mum is for education.*

Relationships with authority figures.

1a. What are your relationships like with the following? Parents (mother/father), teachers and the police.

- *My dad didn't bother in year six, so why is he bothering now?*
- *My dad said that I can't do any better. Want to prove him wrong.*
- *In the past had black teacher now have white teacher. All are equal.*
- *Black teachers break it down better.*
- *Black teachers, get to know you better and be a friend. White teachers just want to teach you.*
- *Black teacher tell you, you need to push yourself. Don't let people put you down. Most white teachers don't tell you that feel awkward...but one teacher did!*
- *Police are bad. They stop and search you.*
- *My friend was on trial for stealing phones. Before he got taken down the judge asked him "how many people have corn rows?" His family were surprised that someone who is going to decide on your life, doesn't know about that.*

Management of self (anger management).

1a. How do you deal with stressful situations? (volatile/passive ?)

1b. Once that situation has passed, do you think that was the best way to deal with it?

- *Students chose not to answer the questions on this section.*

Feeling about being black.

1a. Do you feel positive about being black?

- *Black boys now feel more confident, that you can achieve. People tell you, you are better.*

- *Back in the day, you need to get better grades than white people. But views have changed. Black boys are brighter.*

1b. Do you classify your self as black?

All the students who participated saw their selves as black

1c. Do you feel there are any problems associated with being a black male ?

Especially with regards to education?

- *Feel disheartened when you see black people not doing well*

1d. How would you describe your ethnicity? e.g. African, Caribbean.

Aspirations & expectations.

1a. Where do you see yourself in five years time?

1b. Is this a realistic expectation ?

1c. What do you think that you need to do to achieve this goal ?

1d. What opportunities or experience should be made available to young black males, to help them achieve their goals e.g. peer mentoring, workshops & role models.

Due to time constraints the boys were only able to answer 1a on the aspirations & expectations section. The responses are below;

- *No idea, still be at university.*
- *University.*
- *University, part-time job at home still.*
- *Don't want to go to university will go to college and get a job.*
- *Architect school.*
- *Travelling and writing a book.*
- *Sports industry, coaching football.*
- *University & get degree in sports psychology.*
- *University.*

This all boys' secondary school is based in South London. Ofsted identified as a school, where the attainment of Black Caribbean boys was increasing, see Haque et al (2001), looks at evaluating performance of the ethnic minority. In terms of these students achieving 5 A- C passes at GCSE level over a period of three years, this school has been able to close the gap significantly in

relation to their Caucasian peers. Although in the borough as a whole the gap for Black Caribbean is still fairly significant. So the question arises how has this school been able to achieve these advances in a relatively short space of time?

The clue may lay with the EMAS co-ordinator (Ethnic Minority Attainment Strategy), who co-ordinates the ACE Project (Achievement, Commitment Excellence) at the school. This practitioner had been an English teacher for approximately fifteen years. Six years of this had been as a pastoral Head of Year. She was always conscious that she had been in the punitive role and this new post had arisen approximately three years ago. Over this period of time the vision for the project had changed and evolved. Blair & Bourne (1998) et al discuss this at some length, but essentially for the project to have a long-term worthwhile status within the school the following needed to be in place.

- It should be embedded the school development plan.
- It should have status.
- It should be on par with raising the attainment of the boys and not evaluated by single measure.

Hence, the project would be about investment for the future education of young black males. Since, essentially short-term projects by their very nature are doomed for failure. We all know that education is a long term investment.

On meeting the EMAS co-ordinator, I was struck by the commitment and dedication of this person. She was clear and articulate and was obviously very involved with the project that was being carried out in the school. In July 2004, she had been invited to take part and speak at The London Challenge. This was a conference for London secondary schools, concerned with specifically raising and ensuring the attainment of Black Caribbean boys. The keynote speakers were Stephen Twigg MP, Minister for Schools & Professor Tim Brighouse, and The Commissioner for London Schools. Also more importantly the boys were able to give testimonies of their achievements. The focus of the conference was for schools London wide to share good practice and the different ways, that they were able to raise attainment of black students in their schools. Also from this conference schools would be able to do the following;

- Networking.
- Share good practice.
- Provision of support.

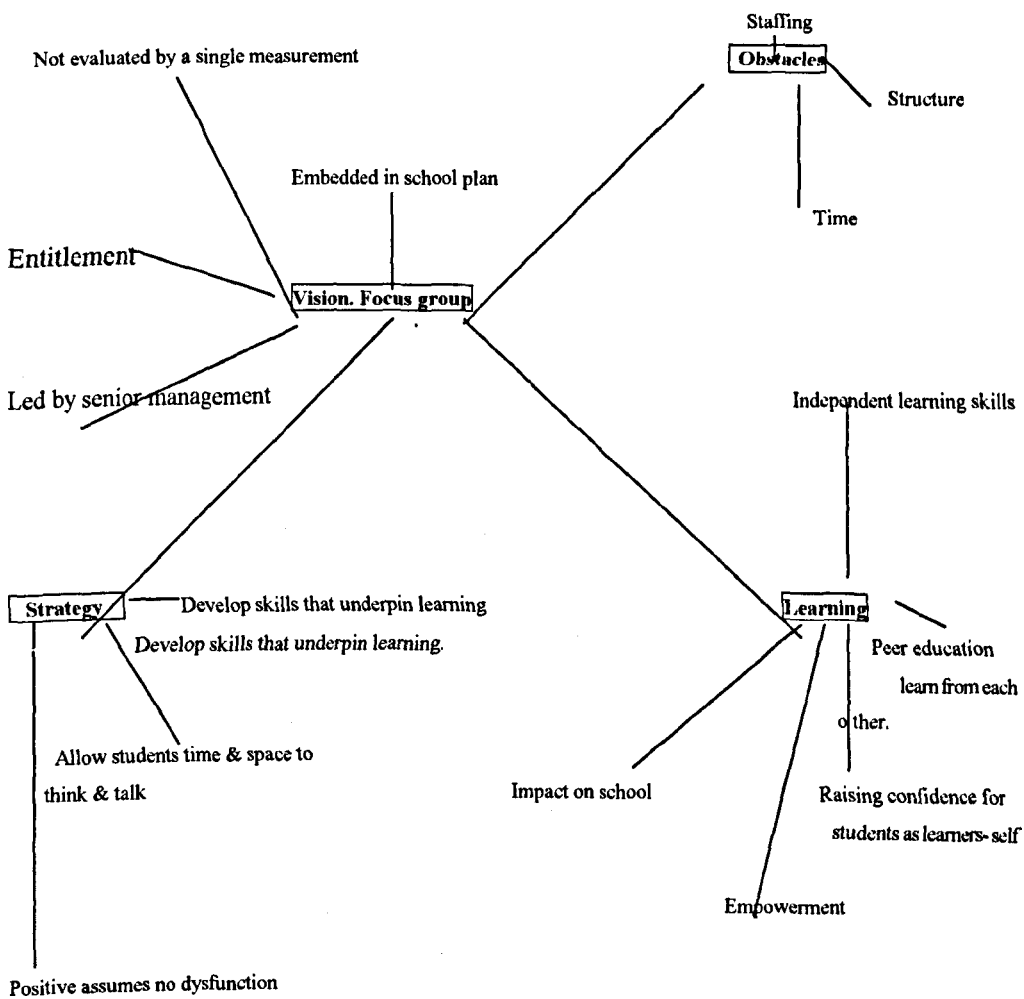
Focus of the ACE Project (Achievement, Commitment & Excellence).

Up until now the emphasis has always been on the dysfunction in behaviour of young black males. How, there was the need to manage, control, and coerce these young men into modifying and managing their classroom behaviour. If you asked any teacher which students had problems with within the classroom, they were only too willingly to give the names of black students. Furthermore, it they were labelled and classified in terms of their behaviour. The problems were placed firmly and squarely on the shoulders of the student. This practitioner in a move away from this, now focused on the positives, the move was away from the dysfunctional approach and instead placed emphasis on learning. The author C. Callender (1997) discusses learning and in particular learning style is emphasized by this other authors M. Blair & et al (1998) research brief. Hence, there was active intervention to enable learning. This was a significant shift from the current stance. We have all know the statistics. We know that the young black male was more five times more likely to be excluded from mainstream schooling, than his Caucasian peers. Running in tandem with this, young black males are underachieving significantly compared to the majority population. Various academics have attested to this. But what are we doing about this? The model school is bucking against the trend. It is unique in that the project is “targeted intervention. That all black Caribbean & Afro-Caribbean & Mixed Black boys are “entitled” to be involved in this programme. In the model school, 52% of the boys are of black & ethnic minority of which thirty percent are Afro-Caribbean. The curriculum consisted of a six-week course including the students from years 7-11. The students are withdrawn from the PSHE programme (Personal, Social, Health & Education). The curriculum encompassed the following;

- Developing Key Skills - Communication
- Independent Learning

- Building Self Esteem
- Looking Ahead
- Choices
- Thinking Skills
- Culture-Identity Self
- Looking outward
- Aspirations
- Future- Hopes

Figure 2, Model school, EMAS co-ordinator's vision of the whole school programme of educational attainment.



as mentioned previously the chief difference in this model is that we are focusing quite rightly on the positive. The theory behind the model is outlined below. ACE is the acronym for achievement, commitment and excellence. It

is positive, and does not assume dysfunction. It is not based on a deficit model of pre-exclusion intervention. It is an inclusive project that holds possibilities for change. The model is about the best approaches in allowing students to understand how to learn. The focus for the groups to talk about being effective learners. The group is not designed to teach behaviour, it clearly has an impact on learning and these issues will be discussed as part of the process.

- Empowering students to become more effective learners by developing thinking and communication skills.
- Developing independent learning skills is key to raising attainment.
- Raising confidence in students as learners and in school as a learning community.
- Mediating the institution to students how to make it work for them is central to empowering learners.
- The model is generic- the group will self-select membership of any particular group, which the school decides to target.

Dysfunction is no longer the major assumption there is the move away from the deficit. The student is not labelled as the “baddie. The major aim and the focus is that the student is empowered, and is “empowered for learning”.

The usual model that one was comfortable with was depressing. There appeared to be no room for change or redemption or any resolution. The new model places emphasis on learning it is an inclusive project, with above all possibilities for change.

Fashanu boys' school.

This school is a large co-education school with a thousand plus students (1371). This number includes the sixth form. The student population is mixed reflecting the surrounding communities. Approximately fifty percent of the population are white, the next largest groups are Africans or other white heritage backgrounds. The proportion of students for which English is a second language is more than thirty percent. The home languages are varied, and include African, Asian and European languages. The mobility of the student population is high. Also the turnover and recruitment of staff is high. However this is not unusual for most inner city schools.

Table 7. Justin Fashanu High School

| Name & age of year group | Ethnicity | Country of birth | Attendance at U.K primary school (Yes/No) | Attendance at U.K secondary school (Yes/No) |
|--------------------------|---------------|------------------|---|---|
| Jibril. Year11 | Somali | Africa | Yes | Yes |
| James. Year11 | Caribbean | - | Yes | Yes |
| Bashir. Year 11 | Burundi | Africa | Yes | Yes |
| Mr T. Year11 | Nigerian | *Nigeria | No | Yes |
| Mr D. Year11 | Nigerian | *Nigeria | No | Yes |
| Promise. Year11 | Black British | *Brazil | Yes | Yes |

Further notes: *Respondent put down Burundi continent Africa.

*Respondent (s) put down Nigeria continent Africa.

*Respondent put down Brazil, continent South America

Table 8. Family structure. Justin Fashanu School.

| Name & Year group | English spoken at home. Y/N | Another language spoken at home. Y/N | No. of siblings. Female | No. of siblings male. | Two parents in the household/N | Accommodation type. |
|-------------------|-----------------------------|--------------------------------------|-------------------------|-----------------------|--------------------------------|---------------------|
| Jibril Year11 | Yes | *Yes. Somali | 3 | 5 | *No. Lives with sister | Flat |
| James. Year11 | No | *Yes. Patois | 3 | 2 | *No | Block of flats |
| Bashir. Year 11 | No | * Yes. Swahili & French | 6 | 1 | *No. Mum | Semi-detached |
| Mr T Yr 11 | Yes | *Yes Yoruba | 2 | 0 | Yes | Semi-detached |
| Mr D. Year11 | Yes | *Yes. Yoruba | 1 | 1 | Yes | Terraced |
| Promise. Year11 | Yes | No | 0 | 3 | Yes | Semi-detached |

Further notes: *Other language respondents are requested to specify language (s). Make up of household where the respondents have indicated 'no' the child usually resides with the mother, unless indicated otherwise.

Table 9. Family structure & qualifications continued

| Name & Year group | Profession of parents. | Are role models important? Yes/No | Who helps with homework? | No. of GCSE's, or other qualifications | No. of 'A' levels | Further career destination |
|-------------------|--|-----------------------------------|--------------------------|--|-------------------|----------------------------|
| Jibril Yr11 | - | No | No-one | 5 | * | 'A' levels |
| James. Yr11 | Housewife | Yes | Siblings | 6 | * | College |
| Bashir. Year11 | Mother-student | Yes | Mum | 9 | * | University |
| Mr T. Year11 | Mother-doctor. Father-Housing agent | Yes | No-one | 12 | 'A' levels | University |
| Mr D. Year11 | Mother-Banker. Father-nurse | Yes | No-one | 10 | * | University |
| Promise. Year | Mother-nurse Father-banker | Yes | No-one | 11 | 4 | University |

* Respondents left this blank or filled it in with number of advanced level examinations.

In this particular sample the young men's ethnicity covered five of the categories on the ethnicity table. Also of interest, apart from the respondent who did not compete this question they were either born in Africa or in South America. All but two of the students had attended primary school in the United Kingdom. All of them at the present are currently attending secondary school in the U.K. Looking at the languages spoken in the home environment. Apart from being fluent in English all of the students speak another language in the home environment. This ranges from Swahili, which is close to the horn of Africa to Yoruba (west coast of Africa) & Patois. Also one of the boys is fluent in French.

As is common with most of the students who participated in this study, they are conversant in at least one other language apart from that spoken by the indigenous population. Out of the total of six youths who completed the questionnaire four of them live in one parent household. From the tables unless otherwise stated this tends to be the mother. Although one of the respondents resides with his sister.

When one delves further into the family & its influence, all but one of the young people cited that their parent's occupations had influenced them in their further careers. Another common theme running through the research was the impact of peer pressure on future aspirations as one young man cited;

“ I think if your friends are ambitious, and you are good friends they tend to influence you to becoming ambitious in life”. These young people in their response to whether there should be teachers from the ethnic minorities were mixed in their answers . This also came though in the respondents answers to negative or racist feedback from teachers. Nearly all of them thought their teachers had a high expectation of them. Unlike the other young men who had taken part in the study only three chose to answer the questions on a person who motivated them in the media or public life. One young man named his sister and the other his mother and third respondent cited footballers as his motivation. Most of the students felt that the media did have a detrimental effect on other young boys in the negative images that it portrays. Finally the young men were unequivocal in that they all either wanted to attend university e.g. pursue a medical career or be successful businessmen !

The young men whom I met, for the focus group questions were at first reticent to answer these questions. They did not have a problem answering the first questionnaire, as they were and felt anonymous. I did offer for them to be audio- taped for the focus group questions. I assured them that their voices would be distorted, but they refused. However, they agreed to debate the questions on the focus questionnaire, as long as none of the conversations and debates were recorded or transcribed in any way.

Nelson Mandela Academy.

The data reproduced was derived from a sixth form college in the south of London. The college has an intake of years 12-13. There are a range of courses on offer, ranging from the vocational to the traditional “A” levels.

The population of the college is approximately five hundred and fifty students. It was formed from the amalgamation of four sixth forms in the borough. The academy's student population is ethnically diverse and is co-educational.

Table 10. Nelson Mandela High School

| Name & age of year group | Ethnicity | Country of birth | Attendance at U.K primary school (Yes/No) | Attendance at U.K secondary school (Yes/No) |
|--------------------------|-----------------------------|------------------|---|---|
| Ryan. Year 13 | Ghanaian | Africa | Yes | Yes |
| Kevin Year 13 | Nigerian | U.K | Yes | Yes |
| Gary Year 13 | Black British Caribbean | U.K | Yes | Yes |
| Mark. Year 13 | Uganda | Africa | Yes | Yes |
| Nelson 1. Year 13 | Black British | U.K | Yes | Yes |
| Nelson 2. Year 13 | Nigerian | U.K | Yes | Yes |
| Anthony Year13 | Caribbean. Black British | U.K | Yes | Yes |
| Jones. Year13 | Ghanaian | ----- | Yes | Yes |
| Kristian. Year12 | Caribbean/Black British | U.K | Yes | Yes |

Table 11. Family structure. Nelson Mandela High School.

| Name & Year group | English spoken at home. Y/N | Another language spoken at home. Y/N | No. of siblings. Female | No. of siblings male. | Two parents in the household Y/N | Accommodation type. |
|-------------------|-----------------------------|--------------------------------------|-------------------------|-----------------------|----------------------------------|---------------------|
| Ryan. Year12 | Yes | Yes | 8 | 9 | No | Detached |
| Kevin. Year 13 | Yes | Yes | 2 | 2 | Yes | Block of flats |
| Gavin. Year 13 | Yes | No | 1 | 4 | Yes | Semi-detached |
| Mark year13 | Yes | No | 1 | 2 | No | Block of flats |
| Nelson 1. Year 13 | Yes | No | 3 | 0 | Yes | Semi-detached |
| Nelson 2. Year 13 | Yes | Yes | 2 | 2 | No | Block of flats |
| Anthony Year 13 | Yes | Yes | 1 | 1 | *Yes | Terrace |
| Jones. Year13 | Yes | Yes | 8 | 10 | No | ----- |
| Kristian. Year 12 | Yes | *Jamaican | 1 | 0 | No | Flat |

Further notes. One of the respondents put on the questionnaire that the second language spoken at home is Jamaican. Please note this probably means Patois.

Table 12. Family structure & qualifications continued

| Name & Year group | Profession of parents. | Are role models important? Yes/No | Who helps with homework? | No. of GCSE's, or other qualifications | No. of 'A' levels | Further career destination |
|-------------------|------------------------------------|-----------------------------------|--------------------------|--|---------------------|---------------------------------|
| Ryan year13 | Housewife | Yes | No-one | No | Btec National | Business |
| Kevin. Year13 | Secretary | _____ | Friends | No | 1 | Who knows only God knows |
| Gavin | Executive & chef | Yes | Mum | No | *Btec.1* Diploma | Animations company |
| Mark year 13 | *secretary | Yes | No-one | *No | Yes | Own business |
| Nelson 1. Year 13 | Care worker disabilities & builder | Yes | * | * | Btec | Own business |
| Nelson 2. Year 13 | *Secretary | Yes | Friends | *No | 1 | Anywhere. I will tell you then. |
| Anthony | Shop manager (mother) | Yes | - | - | - | Cartoons |
| Jones | _____ | Yes | Mum | - | Btec Art and design | - |
| Kristian | Social worker & taxi driver | No | Mum | - | - | University |

*Further notes: Family composition * The respondents only stated the profession of one of the parents. The assumption is made that the profession that is put down is that of the mother.*

** Section on qualifications. The students misinterpreted this section. Some of the students had obtained GCSE's either low grades or less than five qualifications. Therefore they were taking diplomas or Btec qualifications or other vocational qualifications. Some of the respondents left this section blank.*

For this sample when one looks at ethnicity most of the boys describe their selves as being from the African sub-continent. Although interestingly enough only two of the students were born abroad. The students who described their ethnicity as being Caribbean also assign another category, which was Black British. So like the sample taken from the Independent school, these young people are also at pains to include and reaffirm their "Britishness". All of the young boys who had taken part in this study had schooled in primary & secondary schools in the United Kingdom. If one looks at the languages spoken at home apart from English it ranged from Twi (One of the languages from the West coast of Africa e.g. Ghana) Yoruba and

Patois. Over seventy-two languages are spoken in Ghana. The main five dialects are as follows Twi, Fante, Ga and Ewe. Ga has its origins from Yoruba one of the main dialects spoken in Nigeria.

If one goes onto family composition only one of the students came from what one would describe in sociological terms as a nuclear family. The rest consisted of three or more siblings. Also one of the students clearly comes from an extended family e.g. Father has more than one wife. In the survey overall, in which there were just under fifty participants most of them, came from a two parent family, this included step-parents. Most of the respondents stated the professions of their mothers, or if it was not clearly indicated it was assumed to be the mother's occupations. This was especially true if the student came from a one parent household or stated an occupation as what one would hold to be "female" in the traditional sense e.g. carer or housewife. The students who answered the questions, on the influence of their parents on their career aspiration did not think it had influenced them. However, of interest was that the majority of students thought it was important to have friends who had the same aspirations as them, furthermore they were able to qualify the reasons, why this was important. The ranges of responses are outlined below.

- It's an influence.
- Because they can encourage you.
- They encourage you, the more the merrier.

On the other side the students who did not think it was important to have friends with the same aspirations, put down the following responses.

- It would be a competition that could end up in a mess.
- No, because everyone is different and its good to know other people.
- Because, you can't chill with the some people for the rest of your life it would just be boring.
- Because what you do is your own aspirations, & most people want to do different from others even friends.

The majority of students thought it was important to have role models. The students who completed this question were all in agreement and gave very similar responses.

- You will be like them.
- Someone to follow and achieve the same success.

The boys from Nelson Mandela High School come from a variety of academic backgrounds and were taking a range of subjects ranging from Btec diplomas to the more traditional “A” levels. As regards teachers from the ethnic minorities, all the boys agreed that it was important to have teachers from the ethnic minorities. As to whether any of the students had experienced negative or racist feedback from teachers, the responses were mixed. This was also the case with regard to the teacher expectation of students. In the section where the students needed to say who their motivation was in the media or public life, most students opted to either leave this section unanswered or put “no one”. However, one student did put the name Damon Dash. A successful black music producer from the United States American who is in his thirties. Most of the young men stated that that the media did have an effect on other young boys. Even some thought that it was getting worse. The young men had a variety of extra curricular activities. The range is displayed below.

- Bikes
- Computers
- Girls
- Music/socialising
- D.J (Disc jockey)
- Tennis
- Football
- Reading
- Drawing

Only one of the students did not have any extra-curricular interests. Most of the young black men had a vision of where they would be in five years time. The majority envisaged that they would be running their own businesses. Only a few of the respondents “did not know”

Two of the participants in this study agreed to answer the focus questions, the others declined. I have called them ‘A’ and ‘B’ respectively.

Focus group questions : (Student A, audio -tape)

Attitude towards education.

1a. How do you feel towards education?

Education is a big thing. It is the key to success I think....

It is a big thing, can't get anywhere without it.

1b. Are there any real benefits from having a good education?

Yeah, if you have a good education you will know what type of job you are getting into. You will be motivated and learn.

1c. What do you think is a good education?

The environment.

2a. Who or what has helped you to achieve where you are at the present time?

Brother he is twenty-three, he is a music producer.

2b. Do you think that teachers(male/female), black/white have had an influence on you?

Yeah, one teacher in another place two years. An English teacher...A white teacher. She rejected my poem on anthology and it made me more determined to achieve.

2c. Have mentors, parents siblings or the church influenced your attitude towards education?

Year 11, I had a male black teacher, he showed me that being black was hard enough, so shouldn't be failing in education. So to...erm make it more difficult for myself. My mum keeps saying to try harder & achieve, so I can get a good job in life. Church helps you in morality...makes you serious. I don't actually go to church, but I'm a Christian.

Relationships with authority figures.

1a. What are your relationships like with the following? Parents (mother/father), teachers and police.

Good relationship with mum & dad. I don't get along with teachers. I haven't had any contact with the police.

Management of self (anger management).

1a. How do you deal with stressful situations? (volatile /passive?)

It depends, if I am in the wrong I will sit back...but if I am not in the wrong then I go nuts !

1b. Once that situation has passed, do you think that was the best way to deal with it?

When I have calmed down then I look into the situation. I could have dealt with it. But when you are angry you don't really think, it is more of a reaction.

Feelings about being black.

1a. Do you feel positive about being black?

Yeah..... If I had a choice I would prefer to be called African. But we went through all that madness just to be called black...to be allowed to be called... Just to be accepted.....now it is with us.

1b. Do you classify your self as black?

Yeah

1c. Do you feel there are any problems associate with being a black young male especially with regards to education?

Well yeah. Sometimes you feel like victimised , like you feel...depends on the teacher really . If the teacher is from an ethnic background, they are more likely to be mellow. . If Caucasian they tend to victimise you.. that's what I think anyway.

1d. How would you describe your ethnicity? e.g. African/Caribbean .

African.

Aspiration & expectations.

1a. Where do you see yourself in five years time ?

Doing some sort of business, I'm not sure, I don't know.

1b. Is this a realistic expectations?

Yeah business is a key field.

1c. What do you think that you need to do to achieve this goal?

Erm...ambition, determination & focus

1d. Opportunities or experience should be made available to young black males to help achieve their goals e.g. peer mentoring, workshops & role models .

Workshop in year 7, year 10, 11 is too young because you are young, you may like something . But when you are older it is too hard. So you start from a young age, see what you like, see what you don't like.

Focus group questions : (Student B, audio-tape).

Attitude towards education.

1a. How do you feel towards education?

Big thing, can't get anywhere without it.

1b. Are there any real benefits form having a good education ?

Endless.

1c. What do you think is a good education?

Qualifications....academic

2a. Who or what has helped you to achieve where you are at the present time?

Mum.

2b. Do you think that teachers(male/female), black/white have had an influence on you?

Primary school teacher.

2c. Have mentors, parents siblings or the church influenced your attitude towards education?

Brothers and parents.

Relationships with authority figures.

1a. What are your relationships like with the following ? Parents (mother/father), teachers and police.

Good with mum...good with dad better with mum. Stopped by the police last year. 2004.

Management of self (anger management)

1a. How do you deal with stressful situations? (volatile/passive?)

Passive..... not violent

1b. Once that situation has passed, do you think that was the best way to deal with it?

Depends on situation not violent.

Feelings about being black.

1a. Do you feel positive about being black?

Yeah.

1b. Do you classify your self as black?

Mixed race.

1c. Do you feel there are any problems associate with being black young male. Especially with regards to education?

Harder.... when something goes wrong the teacher always blames you. They don't tell you to your face...but you know they are thinking it.

1d. How would you describe your ethnicity? E.g. African/Caribbean.

Caribbean.

Aspiration & expectations.

1a. Where do you see yourself in five years time?

Animations.

1b. Is this a realistic expectations?

Yeah.

1c. What do you think that you need to do to achieve this goal?

Qualifications.....motivation.

1d. Opportunities or experience should be made available to young black males to help achieve their goals e.g. peer mentoring, workshops & role models.

I had mentor in year 8, I wasn't going to lessons. Workshops for year 9.

Benjamin Zephaniah Boys High School.

The boys from this sample are drawn from three schools in North London. The schools are mixed comprehensives. The age range, which the schools cater for serve for the ages if 11-18. The students are drawn from the immediate residential area and the majority are socially and economically advantaged homes. The percentage of students with special educational needs is average. The school is ethnically diverse with significant proportion of

student from Asian (Indian and Pakistani), white British and black and other communities. A significant number of the children have English as a second language, but are confident English speakers. High standards are promoted by good and outstanding teaching.

Table13. Benjamin Zephaniah High School

| Name & age of year group | Ethnicity | Country of birth | Attendance at U.K primary school (Yes/No) | Attendance at U.K secondary school (Yes/No) |
|--------------------------|---------------------|------------------|---|---|
| Lad. Year 13 | Nigerian | U.K | Yes | Yes |
| Hold. Year 12 | Caribbean | U.K | Yes | Yes |
| Matt. Year 12 | Caribbean | U.K | Yes | Yes |
| Toby. Year 12 | *Caribbean/Nigerian | U.K | Yes | Yes |
| Kris | Black British | U.K | Yes | Yes |
| Henri | Black British | U.K | Yes | Yes |

Further notes: * student combined together two ethnicities. As there was not a category for this on the table.

The second school is mixed. The age range is between 11-18. The profile of the students on entering the school is in line with and in some case little above the national average. Again the school has a good ethnic mix. The largest groups being British Asian or white UK origin. A large proportion have English as the second language. There are a small number of refugees totalling about thirty in number. The number of students with special educational needs and statements, is below the national average.

Table 14. Family structure. Benjamin Zephaniah High School

| Name & Year group | English spoken at home. Y/N | Another language spoken at home. Yes/No | No. of siblings. Female | No. of siblings. male. | Two parents in the household Yes/No | Accommodation type. |
|-------------------|-----------------------------|---|-------------------------|------------------------|-------------------------------------|---------------------|
| Lad. Year 13 | Yes | Yes. *Yoruba | 2 | 0 | No | Terrace |
| Hold. Year 12 | Yes | No | 1 | 1 | Yes | Other |
| Matt. Year 12 | Yes | No | 1 | 1 | Yes | Other |
| Toby. Year 12 | Yes | No | 1 | 2 | Yes | Semi-detached |
| Chris. Year13 | Yes | No | 0 | 2 | No | Terrace |
| Henri | Yes | No | 3 | 2 | *Yes | Semi-detached |

Notes. Another language spoken at home. Respondent(s) put Yoruba. Country origin Nigeria, (West Africa). One of the major languages of Nigeria. This is spoken in the south west of Nigeria around Ibadan. Yoruba dialects include Itsekiri, Shekiri and Ondo. A Niger – Congo language.

When one assesses the student's responses to ethnicity. They were separated into three categories Nigerian, Caribbean & Black British. One of the participants chose to describe himself as Caribbean / Nigerian, although only one category was required. Hence the respondent was keen to define explicitly both sides of this ethnicity. There were six students in all who decided to complete the questionnaire. It was interesting to note, that all of the young men were born in the United Kingdom. Their primary & secondary school is being carried out in local schools in the borough.

Table 15. Family structure & qualifications continued

| Name & Year group | Profession of parents. | Are role models important? Yes/No | Who helps with homework? | No. of GCSE's, or other qualifications | No. of 'A' levels | Further career destination |
|-------------------|--|-----------------------------------|--------------------------|--|-------------------|--|
| Lad. Year13 | *Mother-self employed. Father- don't know | Yes | No-one | * | * | Has finished 'A' levels & is going to university |
| Hold. Year.13 | Mother- PA. Father- Accountant | Yes | No-one | * | * | * |
| Matt. Year12 | Mother- PA. Father- Accountant | Yes | No-one | * | 4 | University |
| Toby. Year.12 | Mother- Teacher. Father graphic designer | Yes | No-one | 11 | 4 | University |
| Chris. Yr13 | Mother- nurse. Father- Fitter/Welder | Yes | Dad | 7 | * | Electrical installation. City & Guilds |
| Henri | * Mother - health care worker | Yes | - | * | 1 | Job |

*Further notes. *Profession of parents. The respondents have left father's profession blank or they do not know. Number of GCSE's. The respondents are in year 12 or 13, they have usually put down the number of 'A' levels they are currently doing or have finished.*

Virtually all of the participants spoke English at home. Only one students spoke another language apart from English which was Yoruba. As specified in the footnotes in table 14, this is a Niger- Congo language spoken in the South-

West of Nigeria mainly around the Ibadan district. There are three dialects of Yoruba. When one analyses the family composition the majority live in a two -parent household. This also included combinations of step-parents. Most of them resided in household which did not have more than 2-3 siblings as a maximum.

Most of the students who completed the professions of their parents were either white collar or self-employed business people. The majority of them felt this had influenced their future aspirations. Continuing on this theme, the most of the young people also voiced the opinion that it was important to have friends who had similar aspirations. When answering the question on the importance of role models, all of them without exception noted down the importance. To further qualify this point, the types of responses are outlined below.

- Something to aim to be like.
- They are good for the youth especially to look up to and realise ambitions.
- Because you have someone to follow to look up to.
- To have someone to look up to, and place to aim for.

Those respondents who completed the questions on qualifications e.g. GCSE's (General Certificate of Secondary Education) were taking between seven & eleven GCSE's. Similarly with the "A" levels (Advanced level) students took a minimum of one subject at advanced level and maximum of four at advanced level. All of the students were in agreement, that it was important to have teachers from the ethnic minorities. Four of the students out of the six in the sample had experienced negative or racist feedback from their teachers. Interestingly enough, most of them felt that despite this their teachers had a high expectation of them. Analysing the last cluster of questions, all of them answered the questions fairly in depth and eloquently. Picking out what one of the year 13 students wrote,

"Some of it is hype but recently there are young men trying to prove something by acting in this manner".

Finally, as regards their aspirations these young men cited owning their own business or going to university as their aspiration. These young men did not answer the focus group questions as they were not available at that time. Also

more importantly it was a social gathering, so I was lucky to have the initial questionnaire answered!

Trevor McDonald boy's school.

This is a Christian boy's school for boys aged 11-16. The school is relatively small with less than six hundred pupils on roll. It serves a culturally diverse community, and the students come from a variety of primary schools. More than sixty percent of the students are black. This consists of mainly Black Caribbean or Black African. The remainder of the students are white (sixteen percent). The school population is very mobile. Over ten percent of the students have English as a second language.

Table 16. Trevor McDonald Academy .

| Name & age of year group | Ethnicity | Country of birth | Attendance at U.K primary school (Yes/No) | Attendance at U.K secondary school (Yes/No) |
|--------------------------|-------------------------------------|------------------|---|---|
| Joe Bloggs. Year10 | Other African | Africa | No | Yes |
| Joe Ethnic Year 10 | Caribbean | U.K | Yes | Yes |
| Charles. Year 10 | Caribbean | Caribbean | No | Yes |
| J.E Year10 | Black British | U.K | Yes | Yes |
| One. Year10 | Caribbean | U.K | Yes | Yes |
| Arnold Year | Mixed black | U.K | Yes | Yes |
| Mr Year 10 | Caribbean | U.K | Yes | Yes |
| Skywalker .Year 10 | Nigerian | Africa | Yes | Yes |
| Mr Z. Year 10 | Other African | Zambia (Africa) | Yes | Yes |
| Africa. Year 10 | Caribbean | U.K | Yes | Yes |
| Collins. Year 10 | Nigerian | Africa | Yes | Yes |
| HW. Year10 | Somali | U.K | Yes | Yes |
| Jimmy. Year 10 | *Caribbean/Nigerian & Black British | - | Yes | Yes |
| Joey. Year10 | Ghanaian | Africa | No | Yes |
| Prankster. Year10 | Nigerian | Africa | No | Yes |
| X. | Mixed Black | U.K Year 10 | Yes | Yes |
| Clown. Year10 | - | - | No | Yes |
| Y. Year 10 | - | U.K | Yes | Yes |

Further notes:*/_ the students omitted to put in their ethnic origins. One student assigned himself three categories (Jimmy year 10).

The proportion of students entitled to free school meals is pretty high. A large number of the students come from areas of high social and economic disadvantage.

Table 17. Family structure. Trevor McDonald boy's school

| Name & Year group | English spoken at home. | Another language spoken at home. | No. Of siblings. Female | No. of siblings male. | Two parents in the household | Accommodation type. |
|---------------------|-------------------------|---|-------------------------|-----------------------|------------------------------|---------------------|
| Joe Bloggs. Year 10 | Yes | Yes. French/Creole | 1 | 2 | Yes | Block of flats |
| Joe Ethnic Year 10 | Yes | No | 6 | 6 | Yes | Terraced house |
| Charles Year 10 | Yes | No | 1 | 1 | No | Flat |
| J.E Year 10 | Yes | Yes/French | 3 | 3 | No | Semi-detached house |
| One. Year 10 | Yes | No | 1 | 0 | Yes | Detached |
| Arnold Year10 | Yes | *Yes/ Ghanaian | 2 | 1 | No | Semi detached house |
| Mr. Year 10 | Yes | No | 2 | 1 | Yes | Semi-detached house |
| Skywalker Year 10 | Yes | Yoruba | 0 | 1 | No | Terraced house |
| Mr Z. Year 10 | Yes | Yes | 0 | 0 | No | - |
| Africa. Year 10 | Yes | No | 0 | 0 | No | - |
| Collins Year 10 | Yes | No | 4 | 0 | No | House |
| Hw Year10 | Yes | Yes/Somali | 0 | 1 | No | Detached |
| Jimmy Yr10 | Yes | French/ *Jamaican/Nigerian | 0 | 3 | No- father deceased | Maisonette |
| Joey. Year10 | No | Yes/Twi | 0 | 1 | Yes | Flat |
| Prankster. Year 10 | Yes | *Igbo | 1 | 2 | No | Detached house |
| X. Year10 | Yes | * Yes. Unable to define language written down | 1 | 0 | No | Semi-detached |
| Clown Year10 | Yes | Yes. Dutch | 2 | 1 | No | Detached |
| Y. Year 10 | Yes | No | 0 | 2 | Yes | - |

Further notes* The student stated second language spoken as Ghanaian. There is no such language. Several dialects are spoken in the country namely Ghana. One of the major dialects being Twi.

*Mr Z stated second language as Zambian /Nigerian. One of the countries is in South Africa and second is on the West Coast of African. If the country is in-fact Nigeria three major dialects are spoken there. Please see Benjamin Zephaniah boy's school (table 14) for clarification. Igbo is the one of the dialect spoken in the eastern part of Nigeria.

Table 18. Family structure & qualifications continued. Trevor McDonald Academy

| Name & Year group | Profession of parents. | Are role models important? Yes/No | Who helps with homework? | No. of GCSE's, or other qualifications | No. of 'A' levels | Further career destination |
|--------------------|--|-----------------------------------|--------------------------|--|-------------------|--------------------------------------|
| Joe Bloggs. Year10 | *Nursing. Mental health care | Yes | Siblings | *1 | - | - |
| Joe Year10 | Ethnic Mother-carer. Father- driver. | Yes | Mum, dad & friends | 6 | - | University |
| Charles Year10 | *Mother-administrator | Yes | Mum | Preparing for GCSE's did not state number. | - | 'A' levels & university |
| JE Year 10 | Mother-teacher. Father-driver | Yes | Mum, sibling & friends | - | - | 'A' levels & university |
| One Year 10 | - | No | Parents | - | - | University |
| Arnold Year 10 | Mother-computer analyst | Yes | No-one | 5 | - | 'A' levels & university |
| Mr Year10 | Mother-secretary. Father-Electrician | Yes | - | 11 | - | 'A' levels and university/apprentice |
| Skywalker. Year 10 | Mother-nurse | Yes | Mum /siblings | - | - | 'A' levels and university |
| Mr Z Year10 | Nurse & teacher | Yes | Mum & friends | Preparing for GCSE's number not stated | - | University |
| Africa. Year 10 | Mother | Yes | Mum/Tutor | Preparing for them | - | College & university |
| Collins Year 10 | Mother-nurse | Yes | Friends | Preparing for them | - | 'A' levels |
| HW Year 10 | Mother-social worker | Yes | No-one | Preparing for them | - | 'A' levels |
| Jimmy Year 10 | Mother- trainee travel consultant | Yes | Siblings | Sitting them next year | - | University |
| Joey Year 10 | Mother-nurse. Father Inspector | No | No-one | - | - | 'A' levels/university |
| Prankster. Year10 | Mother-chef/Manager | Yes | Brother | Getting ready | - | 'A' levels/university |
| X. Year 10 | Mother-teacher & IT manager of a company | Yes | Mum, dad & friends | * 1 | - | 'A' levels |
| Clown. Year 10 | Mother- chef | Yes | Mum | 7 | - | - |
| Mr Y. Year 10 | - | Yes | No-one | 9/11 | - | College |

Further notes. * Respondent stated occupation of the mother.

* Respondent is in year 10 is currently taking one GCSE in mathematics. He will take the rest of the examinations in year 11. This student left questions on 'A' levels and career destination blank. Although some of the students left questions for GCSE's & 'A' levels blank all expressed an interest in attending university

Four of the students had taken their GCSE's in mathematics at the time of completing this questionnaire. However, only two of the students indicated this on answering the questions.

The young men who took part in this study were by far the largest sample. The number being seventeen. If one looks at ethnicity it covers a large range. They fall into seven categories. In-fact one young man assigned himself three categories that incidentally are all valid. If one looks at the initial profile of the school it is not altogether surprising that it covers nearly all the sections in the ethnicity table. The categories covered were as follows, Caribbean, Black British, Mixed Black, Other African, Somali, Ghanaian and Nigerian. Country of birth five of the respondents from the total of seventeen only five were born overseas e.g. Africa. Similarly five of the students had not attended primary school in the United Kingdom.

All but five of the students attended primary school in the United Kingdom. All the students were attending the secondary sector. Virtually all of the students spoke English at home. Apart from English being spoken at home a range of other languages are spoken ranging from Dutch, French, Creole and dialects from the west coast of Africa and the horn of Africa. The family compositions are interesting and varied. They range from only child to the traditional British nuclear family to a maximum of twelve siblings. There response to the need for positive role models was virtually the same for the schools discussed earlier on in this study. Also there was a mixed response to teacher expectations. All of the students were involved in a range of extra-curricular activity e.g. sports, music, Disc jockey (D.J.)

These questionnaires were accompanied by a report from their Head of Year. Four of these young men were in the process of sitting for their GCSE's in mathematics. In actual fact these boys had completed all papers to this examination by the time they were requested to complete the questionnaire. All of the boys were from year 10, therefore they had done their examinations a year before it was statutory necessary. This is the same with the boys taken from the sample for the Independent school. Although the only difference is that these boys took more than one GCSE.

The young men who participated in this research were chosen from the higher-class tier of mathematics. There is a noticeable correlation between the pupil's achievements in mathematics and in their other subjects in the curriculum. In further discussions with the Head of Year the following information was forthcoming. In line with the SAT's examinations by the time

children leave the primary/junior sector in the United Kingdom, most children should be achieving level 4 in mathematics. Hence on entering year 7 in the secondary, most of them on completing year 7 should be on course to achieving level 4 in that subject. The majority of the boys at the Trevor McDonald Academy are at level 6/7 in year 9. Hence the young men who are able to do this are eligible to take the mathematics GCSE in year 10. In this class of twenty-eight four of the boys were at this level. In terms of grades the different levels are translated into grades, this is illustrated in table VI below/overleaf.

Table 19. GCSE mathematics levels & corresponding grades.

| Mathematics. Levels | Mathematics. GCSE grade |
|------------------------|-------------------------|
| 6 | D |
| 7 | C |
| 8 | B |
| 9 | A |

From this study the boys come from a class of twenty-eight pupils virtually all of them are classified as black, with the exception of one who is mixed race. However for the purpose of this study he is classified as black. It is important to note, that this is the teacher's classification and not the pupil himself.

Current Curricula & Racism.

The Macpherson Report (1999) commissioned after the racially motivated murder of Stephen Lawrence in South-East London, specific recommendation for education. The report requested that the National Curriculum should aim to towards;

“Valuing cultural diversity and preventing racism”. This should not be interpreted in-to the superficial multiculturalism of the 1970's. This focused on the food, dress and religion. That is not to say that it does not have its place. But at the time, although well intentioned it trivialises and narrowed down the aspect of racism in our society.

The government ministers' response to the Macpherson Report was that the National Curriculum did incorporate the diverse nature of British society. Furthermore it would be addressed in citizenship education e.g. Personal Social & Health Education (PSHE). In the table XIII, below I have summarised the issue regarding race and education as mentioned earlier the theme or choice of curricula is influenced in part by political choices of the day. I have decided to tabulate these themes, so that one can see a glance, and have a clear idea of the timeline of the history of race & education. It shows how it reached its peak in the seventies and eighties. Then how it declined and changed emphasis based on the governments of the day.

Table XIII . History of Post war issues of Race & Education.

Adapted from David Gillborn in Richard Majors. Educating Our Black Children. New directions & radical approaches pages 17 -19(2001).

| Phrases | Time period |
|--|-----------------------------------|
| Ignorance & neglect. | 1945- to the late 1950's. |
| Assimilation. | Late 1950's – to the late 1960's. |
| Cultural pluralism and Multiculturalism. | Late 1970's to –late 1980's |
| Counter-Cultural Developments | - |
| Thatcherism: The new racism and colour-blind policy | Mid 1980's-1997 |
| Naïve multiculturalism: New Labour, old inequalities | 1997- ? |

The past or history of race and education has been used as a timeline. Hence, one is able to see at a glance the shifts and changes in education. Gillborn in Richard Majors (2001) In *Educating our Black Children. New directions & radical approaches*, is at pains to point out that labelling by using phrases to denote times in history may gloss over counter trends and points of resistance. However, I think he has discussed these “phases” in history very eloquently. Therefore, I am going to use it as the standard, from which I will commence the discussion.

If once looks at the period from 1945 onwards as denoted by the table XIII various authors have described that period by a variety of names e.g. ‘laissez-faire’ disregard or ‘inaction’. This was the initial educational policy response to the migration of peoples from the Caribbean, Africa and Indian sub-continent. In effect nothing was done, in terms of educational policy.

If we now go onto the late fifties and the sixties, the response in the educational sense was a knee jerk reaction. The policies were one of

assimilation. The priority was seen as teaching the English language. However, more disturbing and disruptive for the young peoples of the migrant population was the dispersal of 'immigrant' children. Hence, this accelerated attempts to assimilate the minorities into the majority culture. The overriding policy factor here, was to protect the stability of the system from the perceived deluge or swamping by the ethnic minorities. Also, it served to placate the 'fears' of the white racist communities and parents. Ironically, although it was the black & ethnic minorities who had been subjected to racist attacks, culminating in the 1958 'riots' in Notting Hill, London and Nottingham, it was they who were seen as the 'colour problem'.

In 1966 the then Labour Home Secretary, Roy Jenkins made some important steps in terms of educational policy and legislation. He was able to identify the marked inequalities of opportunity. Furthermore, and more importantly the assumption of white cultural superiority was withdrawn. The Race Relations Act (1976) was passed and the Commission for Racial Equality was established. In terms of work in education much of it focused on teaching about 'race' and the assumed need to build 'compensatory' programmes to bridge the gap of the minority students. So the emphasis was on 'life chances' rather than 'life choices'. Also it served to unintentionally reinforce crude stereotypes. Although there had been a shift away in policy the overriding factor was still to protect and create stability in the majority population. Incidentally the same driving force, which was in the assimilation policy.

Between the periods of the mid 1980's until 1997 this was the Thatcherite period. The Conservative government were in for approximately eighteen years from 1979. This period was dominated by Margaret Thatcher (1979-1990). His emphasis was on cultural homogeneity amongst the majority population. The focus had swung away from 'race' and 'superiority' to be replaced by a discourse on 'culture' and 'difference'. The focus was on national homogeneity. During the Thatcherite government we saw most graphically the sweeping education reforms. This was in the form of the National Curriculum, testing regimes and the opting out of local authority control.

In conclusion the 'colour blind' policy was a denial of the ethnic diversity in our community today. It was a denial that there was inequality of opportunity in the educational systems and in the job market Law et al (2004). Racism

comes in many guises and we also see it in education, which is the focus of this thesis. It is important to define these terms so that one is very clear about the issues, which are being discussed. As this topic is very emotive, and one can become very passionate and miss the true crux of the matter. Hence, for clarity racism can be divided into two categories. They are as follows;

- a) Individual racism
- b) institutional racism.

If we look at the latter term first. In the nineties this has become a “catch phrase”. Since the Stephen Lawrence enquiry in 1999, everyone has jumped onto the bandwagon and appears to use this definition at every opportunity. However, I am unsure if everyone truly understands the implications of this terminology. As mentioned previously racism by nature of its complexity assumes different guises. In the same way, institutional racism manifests itself in different ways. In education it is revealed in the underperformance of black pupils, racist text books in schools and libraries to name but a few vehicles of racism. In the late seventies and eighties there was a drive for the curriculum to reflect the ethnic diversity of the population at large R. Jeffcoate (1979). To this end fortuitously it would seem, the National Curriculum was brought in, in the late eighties by the Conservative government to overhaul the educational system seemed to come at the right time. Apparently, rather than to reinforce failure, it was designed to stress ‘positive achievement’. All students would have access to this curriculum, whatever their race, colour or creed. There was concern during this period, of the way that ethnic minority and black children had been assessed. The ERA (Education Reform Act) required that the teachers used teacher assessments as well as SAT’s (Standardised Assessment Tasks) to measure a child’s’ overall academic achievements. P. Murphy (1989) was able to demonstrate that some teachers thought that the tests and assessment might be culturally biased. Initially this I felt was met with scepticism by some sectors of the educational community and with some foreboding by the general public. However, it has not been the massive overhaul that was expected. What it entailed was simply including in our educational curricula the contributions of the black and ethnic minorities’ contributions. Previously it had been omitted and what was happening now

was that it was now being acknowledged. If it was introduced in a sensitive way, as a matter of course and not added as an extension or in an ad-hoc fashion it would be tolerated. In the late eighties, early nineties the National Curriculum was introduced to try and introduce these changes in a balanced fashion. Also it was introduced to replace the traditional 'O' Levels and CSE's so the curricula would be broader base. It would combine the best of both worlds! As practitioner at the time, I thought it would be a wonderful opportunity to address the imbalances at various levels. However, the number of Attainment targets, within each level, proved to be cumbersome and difficult to implement in the classroom. There were many different ideas, I was specifically looking with enthusiasm at the science curriculum and how the ethnic minorities would be included. However, although there was a section that included this, I personally felt it was added as an after thought, and when the attainment targets were pared down, this was omitted.

We now turn our attention to 'individual racism'. This reveals itself in a variety of ways. National Front leafleting at schools gates, this was prevalent in the seventies, and this organisation has now resorted to the subtler 'softly softly' approach and has tried to distance itself from the thuggish elements that it had previously been associated with in the past. Staff prejudices and hostile reactions from parents and the media to the introduction of multi-racial materials in the classroom. The two terms are extricable inter-linked and it may not come as a surprise that the two are confused. Individual racism is an expression of institutional racism and they cannot exist on their own or in isolation in essence they co-exist.

The under achievement of black children and in particular in young black males British schools is a complicated phenomenon, M. Cole (2004). Although some children are still succeeding despite the odds. Teachers are the anchors in our schools, R. Jones (1999) and without their goodwill and professional training we would not be able to move forward. It would be naive to say that negative stereotypes are not entertained amongst the teaching profession Mac an Ghail (1998) & Berlak & Moyenda (2001). This is a manifestation of institutional racism. It is the legacies of their socialisation into the dominant norms of a racist society. Effective Teacher training would go some way to re-educating and should be actively introducing into teacher

training programmes. This should not be added as an appendage or as an after-thought. Siraj-Blatchford (1990) investigates teacher-training courses and this leads me to the conclusion that it is imperative that these courses are properly designed and thought out for integrated into the main programmes. In the TES article by Barnard (1999), a survey of 4000 PGCE students was carried out. Many thought that the political correctness had gone too far. One in ten trainees had racist attitudes. More than four hundred students filled in a questionnaire filled in a questionnaire, which covered areas such as political and social attitude. Seventy percent were female and ninety percent white British. What was particularly disturbing is that the students holding these views were in the 21-23 age group with strong religious and often evangelical Christian backgrounds. These are the very participants who were exposed to the anti-racist programmes in the mid-seventies and eighties. It would appear that the anti-racist work carried out vociferously in schools, during that period might have done more harm than good as indicated in E. William (1999b). More importantly it suggests that the majority of students within this age group simply do not fully grasp the process that leads to racism. Also it would be illuminating more than a decade later to re-visit the original participants who answered this questionnaire. Furthermore, it would be interesting to pose the same questions to students who are currently embarking on teacher training courses. This together with teacher racism, low expectation and the stereotyping of black children gives a potent mix. All this has an important bearing on children's' school performances. Research has been able to show that there is a connection between academic achievement and self-esteem. Research data suggest that children's attitudes and self-identity is affected by societal stereotyping of racial group. D. Baumrind (1972) had carried out initial studies in this field in the early seventies. The American author Hale-Benson(1986) has carried out research on the socialisation of Afro-American students, and has found specifically in relation to education, that children entering school have to under-go a dual socialisation in order to integrate fully into the education system. In terms of integration, I am looking at the students achieving academic success and going on to further or higher education. That is why it would be useful to have carried out a preliminary study of pre-school children, to try and re-affirm this B. Brown (1998). Some

academics have dismissed the work on racial identity carried out on pre-school or primary aged black students as a waste of time. M. Stone (1981) over two decades ago, felt this was merely a distraction from the main issue. She attributed the real problem as insufficient access and teaching of academic subjects. I would be partly in agreement but in my readings, I believe that the problem is more complex than that, and it would be extremely naive to ignore that.

The history of the curriculum & literature.

A historical research into the values underpinning curriculum development at particular periods would provide interesting reading. But more importantly it would provide an insight into the persistence of beliefs and values that have contributed to institutional racism. It is important for educational theorists to look at the historical dimension so that we can attempt to link the values underlying current curriculum content with in the past. If one wishes to analyse the curricula seriously, one needs to look at the cultural influences used to select curriculum content. It may be surprising to some readers that the choice of curriculum would have political choices. In Jeffcoate (1979) it portrays vividly the impact that politics had on the education of young people in the United Kingdom. The school curriculum is a transmitter of cultural values; the curriculum study focuses on the dominant ideas and the values, which will be reflected in schools. To ensure a proper study is carried out which is a true reflection, we must look back to the past to make sense of what is happening in the present. One analysis of the political, social and economic premises which have acted on the curriculum in the nineteenth and twentieth century. By the 1920's the symbols and rituals of the imperial life had become part of the state curriculum. In this way in the belief in racial inferiority and the social inferiority of the working class came together during this period. Hence, those controlling the working class education, sought to dominate them by subtly infusing them with values that would serve economic interest and the interests of the social order.

The ideology of imperialism could be reflected in a number of existing cultural 'traditions' of the working class, such as fighting, gang warfare over street territory and the assertions of masculinity. This could be translated quite

literally into fighting, racism and sexism. The 'lower classes' were encouraged to believe in their economical, political, social and racial superiority to the rest of the empire. Those who are concerned with an examination of racism in children's literature, and as a follow on from that the school text books have not looked at the link between the values underlying the texts. Since these were the text that influenced the grandparents and parents of the present day pupils. There has never there been much debate about the policies in the late seventies, eighties in which some London boroughs in an ad-hoc manner sought to rectify the problem of several generations! The school texts and literature were removed from libraries. Although well meaning, I believe a more subtle approach would have sufficed instead of the knee jerk reactions employed by some local authorities. In that one, could have used these texts in an educational fashion to point out falsehoods and errors. It would have been ideal to compare the Victorian and Edwardian imperial values and how these have been transmitted into the school textbooks and juvenile literature. The senses of racial and cultural superiority generated by the values implicit in these texts were relevant and appropriate for the majority population at the time. Hence, one could have used it as a comparison between the past and the twenty-first century.

Late Victorian and early Edwardian textbooks which were reproduced on a large scale, sought to justify colonial expansion wars and conquests. This particularly exemplified in the books written by Rudyard Kipling in which he described the natives as the 'lesser breeds without the law'. However it was not only the textbooks where images of racial and political and the technological superiority of the Caucasian appeared. From the 1880's with the expansion of popular publishing the creation of a wider readership coincided with the development of mass education and wider literacy. Children's journals, magazines and later comics became vastly popular until well after the Second World War. From the 1880's onwards the literature from that was extremely popular was the adventure tradition. This literature was designed for boys and many of the tales that were fictional were set in the public schools. These boys' adventure journals presented an imperial world –view that perpetuated the nationalistic, militaristic and racist ideas.

Books used in during the period spanning the 1950's-1980 unwittingly perpetuated these stereotypes. I must admit I avidly read Enid Blyton books, Famous Fives were my particular favourites. These five British youngsters had amazing adventures. I imbibed this with enthusiasm and delight. They adventures were replete with militarism and patriotism, in which violence and high spirits were legitimised as part of the moral force of a superior race. I started reading these books, from about the ages of seven upwards. I did experience some disquiet when I reach the ages of between nine and ten and I could relate to the disparaging terms as 'foreigners'. But this was usually quickly dispelled as I entered into the spirit of the stories. I also read Swallows & Amazons. Moore (1989) has looked pretty extensively at the racial bias and stereotypes in Children's books. At the Coventry Minority Group Service (M. G. S. S.) there was a growing collection of books, which was loosely called "The Bad Book Box". The scale of "badness" is relative. We have the gems of the fifties such as 'Sunny Sambo' and 'A Present for Mummy' (P.F Warne, 1953). These have grotesquely racial stereotyped illustrations. At the other end of the scale we have the new books, which on the outside look fairly promising. They are on the recommended booklists and are often available in "Black" bookshop. Which the author found upon greater inspection found to be disappointing. However, what was more interesting to myself is that the author uses "The Bad Book Box ", as a baseline against which the teachers and pupils can look at racial and stereotypical bias in books. Although it may be surprising that some of these books are still on our shelves. For example 'The Wide Grange Readers,' in Green book 4 were still in use at the time this article was written by the author. This was apparently because although most of the material was obviously objectionable, and possibly may have escaped the eye of the teacher. This was due to the fact that some teachers thought that the actual reading process, should take priority over the content of what was in the books. Also the point that I made previously about the white researcher and possible racial bias, in the analysis of data is emphasises the points that I raised earlier. In that it is reinforced by Moore (1989). The author points to the fact that if one was brought up on a diet of the literature which was prevalent at the time. For example 'Sunny Sambo' and the 'Wide Range Readers' it is

not surprising that we would have not imbibed consciously or unconscious feelings of racial superiority. Which some teachers have tried very hard to unlearn! As mentioned previously the books are used as a base-point for teachers and students alike. A particular example was "The five Chinese Brothers (Bodley Head). This book was a firm favourite in 1938 and was used in the McKee Reading scheme until 1978. The book is apparently based on a traditional tale, of brothers who are all identical and each of them has a magical gift. The author sought to raise the awareness of the teachers and the children. The children were asked to review the books. Below is selection of the responses obtained from the students.

Multicultural Teaching (1989) 7.2 page 23.

6-year-old boy.

I didn't like the pictures in this book because they don't have the proper coloured faces. They are yellow.

Clynton John Mahony

Kathryn .The five Chinese Brothers

I didnt like the pictures in this Book because I think that it would hurt them in the heart and inside.

The age is not indicated. Although one would assume primary or junior level.

The author along with a colleague expressed their concern at the validity of using such material even in order to review it. As they were worried that originally the children would not see this material. Also, concern was expressed that black students on seeing this material would be upset by them. Hence, it would appear that white students were reviewing this material! However, I somewhat surprised that these views are being expressed, as I and other black & ethnic minority children were brought up on a diet of such literature. No one asked our opinions, as it was assumed that the information we were absorbing along with the majority population was unquestionable. In the table below I have summarised a list of books identified as 'bad' by the author. However, it is important to note there are degrees of 'badness'

Table XIV. Adapted from B. Moore (1989) *Multicultural Teaching* vol. 7.2 page 23

| Title of book | Approximate period published |
|-----------------------------------|------------------------------|
| Little Brother without a Name | McDonald, early 1980's |
| The Emperor and the Nightingale | McDonald 1979 |
| The White Elephant | McDonald 1979 |
| The Little Girl and the Crocodile | Ditto |
| The Little Boy and the Fishes | Ditto |
| The Bantu Boy | Hart-Educational 1965 |
| Mink and the Fire | Ditto |

All of the books are folk-tales and all had features in common in that the illustrations were perpetuated out-dated and stereotyped images. Included in the table are two books that were actually on their recommended booklists. Namely, "The Emperor and the Nightingale" and "The White Elephant". They were sent back by teachers with comments known that their eyes had been opened to racial bias; this book was now not acceptable. Books used in literature for primary and junior children need to be reviewed on a continual basis. This would be to essentially avoid creating or reinforcing stereotyped images in children's minds. The aim of the reviews appear to me to be concerned with the illustration in the books. This is a subjective area, and the style of illustration would obviously not appeal to every reader. Careful realism and photographic accuracy are not the only criteria for good illustrations. Also it would be restrictive and create controversy if publishers were only allowed to use photographs in book illustrations. The author making the point that in "The Bad Book Box" are books, which have black authors and or illustrators, concludes the article. I found it interesting that the author essentially concentrated on illustrations to demonstrate whether a book has racial bias or not. What is equally important is the content of the book. However this was an interesting way to analyse the books. However, I still felt it was too subjective and the interpretations were too wide. I would suggest the books written by Tamarind books. I would be pretty confident that it would be placed on the recommended book guides. It not only has good illustrations, the content shows black children and adults in a positive light. In the TES (1999) March 19th issue of the magazine, Elaine Williams writes about the author of Tamarind books. Verna Wilkins a teaching professional was appalled by the lack of picture books showing black British children in

everyday situations. Hence she started to write books that young black readers could identify with. At the same time this initiative has lead her to develop black profiles for young readers. Literature has been described as the art of story telling and the portrait of society. In the discussion above this all these elements have been amply illustrated.

The majority of us would agree that the time for inclusion of black literature, into the school curricula is long over due. We know of the stereotypical images and depictions of Victorian & Edwardian literature and at the time it served its' purpose. But we need to look more closely at the effect that the predominance of English and European literature in schools can have on the thinking of the black reader. For the young black male the omission of black text from the school curriculum can lead to feelings of inferiority and self-rejection. It can also give the impression the history of the black person is of no consequence. Fictional characters in books serve as models for personality formation. Literature as explained earlier gives an essence of peoples culture. Hence, if the contributions of Black British, Caribbean, African, Afro-American peoples is omitted from the syllabus, this is a failing as Britain is now truly a multi-cultural society. We have had a little over four decades to acclimatise their-selves to this fact. Those in the government and those involved in formulating the educational policies in the United Kingdom are

Table XV Adapted from Adetokunbo Pearse in Saakana et al (1986), "Towards the Decolonisation of the British Educational system."

| Black Literature | British Literature | Caribbean Literature | African Literature | Afro-American Literature |
|--|--|---|---|--|
| Grace Nichols. I is a Long Memoried Woman. (Kernak House) | The Fat Black Woman Poems. (Virago) | Crick Crack Monkey. Heinemann Educational Books | Peter Abrahams. Mine Boy. A wreath for Udomo. Heinemann Educational Books | Ralph Ellison. The Invisible Man. Penguin |
| Valerie Bloom. Touch mi Tell mi. Bogle L'Overture | Earl Lovelace. The School Master. The Dragon Can't Dance. Heinemann | V.S Naipaul. A House for Mr. Biswas. Penguin. | Chinua Achebe. Things Fall Apart. A Man of the People. Heinemann Educational Books | James Baldwin. Another Country. Blues for Me Charlie The Amen Corner. Corgi |
| Amon Saakana. Dance (House) | Saba Blues Karnak | | Buchi Emecheta. The Bride Price. Heinemann Educational Books. In the Ditch. Alison & Busby. | Richard Wright. Native Son. Penguin. Amiri Baraka/ LeRoi Jones. Four Black Revolutionary Plays. Calder & Boyers. |

| | | | |
|---|--|--|--|
| | | | Dutchman and the Slave. Faber & Faber |
| Linton Kwesi Johnson. Inqlan is a bitch Race Today Publications) Dread Beat and Blood Bogle L'Ouverture | Dennis Williams. Other Leopards. Heinemann | Ngugi Wa Thiong'o. Weep Not Child. The River Between. A Grain of Wheat. The Trial of Dedan Kimathi. Heinemann. | Alex Hayley. Roots. Picador. |
| James Berry. News For Babylon Chatto & Windus) | V.S Reid. New Day. Heinemann Educational Books | Okot P'bitek. Song of Lawino. Song of Ocol. Heinemann. | Alice Walker. The Colour Purple. The Women's Press. Horses Make a Landscape Look More beautiful. The Women's Press. |
| Norman Smith. Bad Friday(New Beacon Books) | Michael Anthony. Cricket in the Road. Green Days by the River Heinemann | Wole Soyinka. Ogun Abirbirman. Jero Plays. Death and the King's Horseman. OUP. | Henry Dumas. Ark of Bones & Other Stories. Randon House. |
| Joan riley. The Unbelonging (The Women's Press) | Zec Edgell. Beka Lamb. Heinemann | Cheyney Coker. The Graveyard Also Has Teeth. Heinemann. | Toni Morison. The Bluest Eye. Chatto and Windus. Song of Solomon. Triad Panther Books |
| Caryl Phillips. The Final Passage. (Faber & Faber) | Louis James (ed). The Island in Between. OUP. | Nhkelo Nzamanu. My Cousin goes to Jo'burg. Children of Soweto. Longman Drumbeat. | |
| Junior Douglas. Caribbean Man's Blues (Akira Press) | Errol John.Moon on a Rainbow Shawl. Faber & Faber | Alex Laguma. A Walk in the Night. Heinemann Educational Books. | |
| R. Kizerman. Stand Up in the World.Blackbird Books | George Lamming. In the Castle of my Skin. Longman | Ayi Kwei Armah. The Beautiful Ones Are Not Yet Born. Heinemann Educational Books. | |
| David Simon. Railton Road Blues Bogle L'Ouverture | Roy Heath. A Man come Home. Longman. | Mariama Ba. So Long a Letter. Heinemann Educational Books. Bessie Head. Maru. Sorowe. Village of the Rainwind. Heinemann Educational Books Lauretta Ncgobo. Cross of Gold. Longman Drumbeat. The Poor Christ of Bomba. | |

responsible for moulding the young mind. Adetokunbo Pearse (1986) et al in "Towards the Decolonisation of the British Education System" has provided a comprehensive list of literature written by those of the black & ethnic minorities.

Mr Adetokunbo Pearse (1986) although somewhat dated has given us a useful overview, of how they secondary curriculum can be modified to take into account the contributions and continuing contributions of Black & Ethnic minorities to the British community. Although the focus of this thesis is mainly on the secondary sector, it is useful at the primary and junior level to have texts those young black boys can relate to. Nelson Thornes catalogue has a wide range of resources for Literacy. This covers reading, writing, handwriting, comprehension & grammar. They have a range of West African Readers aimed at the 6-12 age range. Although it is aimed at junior schools through out West Africa it can be used within our schools. In the catalogue Nelson Thornes Primary Literacy 2005, it highlights the benefits of these readers.

Nelson Thornes catalogue. Page 16.

- Books cover a range of subject areas from the curriculum such as science, social science, music, mathematic, poetry & drama.
- Each of the four readers is illustrated in a range of styles and is intended to develop confidence and enthusiasm for reading.
- The use of fiction and non-fiction texts aims to capture your pupils' interest and improve reading ability by developing their word recognition, vocabulary and comprehension skills

A wide range of stories includes folk tales, myths and legends, descriptions of cultural festivals and humorous tales. These texts are particularly good in my opinion since they contain colourful and motivating illustrations. Also biographical texts recount the stories of distinguished West African figures.

Media.

Advertising and the media were also not blameless. On Saturday evenings, in the 1970's I was allowed to stay up late to watch the Black and White Minstrel show. Which basically consisted of Caucasian men blacking their faces with black boot polish and dancing traditional waltzes etc? This programmes basically lasted for forty minutes to one hour. This was a grotesque racial stereotype of the happy-go-lucky singing and dancing, eye-rolling comic Negro. Then in the mid-seventies, the show "Love thy neighbour" came onto our screens. One of the central black characters of the husband and wife team appears as the black doctor's father in the soap East Enders. Also Alf Garnett who was blatantly racist. It is very easy to count on the figures of one hand the numbers of show aired on U.K daytime television that featured for black peoples. Most of them were US imports. Even in the eighties, which is approximately 20 years, ago black men were routinely seen on television as pimps, muggers, drug dealers and feckless fathers. Today that is still true. However pressure from both artists and the viewers has led to black men appearing as lawyers, doctors, detectives and decent caring parents. Also with the advent of satellite television there are a variety of programmes one can watch showing the ethnic minorities. However, the majority of these are produced in the United States of America.

However, the complaints have been that they have not always shown black people in a positive light, or the parts Black people are given to star in, are not sympathetic viewpoint. In-fact black actors have complained that they are not given a full range of roles to act in. It would appear that Bernard Coards fears were real. Sometimes teachers and or parents expect too little from young people. It would also appear that these low expectations relate to racist stereotypes. Such stereotyping tends to reinforce a cycle of low achievement. This is not just a problem for those who are perceived as low achievers. Unless we expect more from young people especially young black males, they will expect little from their selves. To facilitate this process government legislation was brought in. This was especially relevant following the Stephen Lawrence Inquiry Report identified 'institutional racism'. Institutional in that the racism was unintentional and therefore difficult to detect. The Race

Relations (Amendment) Act was also introduced during the Stephen Lawrence Inquiry. This made it a duty for the public authorities to promote race equality. This had specific implication across a wide spectrum. But since the focus is on education e.g. schools, colleges or other educational institutions. It specified that the body must have “due regard” to the need to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity and good relations between people of different racial groups.

In addition to this the schools duties were more specific, so that the educational experience for the school in British schools would not become a bureaucratic exercise. The duties are outlined below;

- Prepare a written statement of the school’s policy for promoting race equality, and to act upon it.
- Assess the impact of school policies on pupils, staff and parents of different racial groups, including, in particular, the impact on attainment levels of these pupils.
- Monitor the operation of all the school’s policies, including, in particular; their impact on the attainment levels of pupils from different racial groups
- Take reasonable steps to make available the results of its monitoring

Taken from DjES 2003. Aiming High: Raising the Achievement of Minority Ethnic Pupils. Pages 11-12

Teacher education and Training.

From the early seventies onwards there was a growing realisation that there was a need for the employment and recruitment from the ethnic minorities. This was especially brought to the fore by the publication of the book by Bernard Coard (1974). That is not to say, that their had not been disquiet voiced by parents of Black and Ethnic minorities. But Mr Coard was able to voice and articulate the experiences of the parents, and in particular the schooling experiences of the black youngsters in the British Educational system. It should be noted throughout that time, that although these concerns had been expressed and now it was being articulated. The central and local education authorities at that time had never denied that there was an over-

representation of black pupils in the ESN (Educationally sub-normal) schools neither had any enquires been initiated into that area. However after that initial quiet, various reports had been written e.g. The Rampton Committee's report on the education of children of West Indian origin.

Hence, the employment of teachers from the ethnic minorities seemed a logical conclusion. The benefits would be two-fold. They would act as role models for the minority pupils to emulate and help alleviate the possible 'identity problems' that were being experienced by the pupils and their parents. Knight (2004) illustrates some useful models in this instance. Also it would assist the majority population to perhaps change or modify the stereotypes that have built up and been reinforced by literature, school texts and of course media e.g. television & radio. The contribution by black teachers was felt to be particularly important in predominantly white schools. Following on from this, it would also provide a model for children from other ethnic minorities other than black. Tomlinson (1974) stated that the actual numbers of ethnic minority teacher was still very small. In addition at that particular time, many LEA's (Local Educational authorities) did not monitor the numbers of ethnic minorities in their borough. In the early seventies Cohen & Manion (1983) and even into the eighties, we have only dealt with rough estimates.

By the mid seventies, the idea of special access courses to increase the numbers of minority teacher had filtered into the educational system. Under the Race Relations Act (1976), it became unlawful for an institution providing teacher education to discriminate on racial grounds in terms of its admission procedures. Despite this the Commission for Racial Equality (CRE) still found that black and ethnic minority teachers were under-represented, and the small numbers that were in evidence were almost always on the lowest rungs of the ladder. However, since the late seventies the University of North London has encouraged applicants from groups previously under-represented into higher education. Ethnic monitoring is an important aspect of the universities equal opportunities programme. During this time, the government has sought to make Initial Teacher Training (ITT) more school-based and the in-service raining more school orientated. In November 1993 the then Education Secretary John Patten announced the new criteria for courses for the Initial

Teacher Training programmes for primary school teachers. The new requirements applied to all courses from 1994 and would take full effect in 1996. Below are the figures for the take up of students for black and ethnic minority students for the University of North London.

Tables XVI shows the ethnic make up of students on BEd & PGCE students and for UCA's home students for ITT course from 1997 and 1996 respectively.

Table XVI: Ethnic origin of BEd & PGCE students; 1997 intake. Taken from Multicultural Teaching. Vol 16 (2) (1998) pp 43-46 Sue-Mee Chan & Pat East.

| ETHNIC ORIGIN | BEd Primary | BEd Secondary Maths | PGCE Multilingual Primary | PGCE Modern Languages | PGCE Sec. English with Media | TOTAL |
|------------------------|-------------|---------------------|---------------------------|-----------------------|------------------------------|------------|
| African | 6 (6.8%) | 3 (27.3%) | 5 (16.7%) | 2 (7.4%) | - | 16 (8.7%) |
| African Caribbean | 17 (19.3%) | 4 (36.4%) | 6 (20%) | 3 (11.1%) | 4 (13.8%) | 34 (18.5%) |
| Asian | 11 (12.5%) | 1 (9.1%) | 11 (36.7%) | - | 4 (13.8%) | 27 (14.7%) |
| English/Scottish Welsh | 45 (51%) | 2 (18.2%) | - | 4 (14.8%) | 9 (31%) | 60 (32.6%) |
| Greek | 1 (1.1%) | - | - | - | - | 1 (0.5%) |
| Greek Cypriot | 1 (1.1%) | - | 2 (6.7%) | - | - | 3 (1.6%) |
| Irish | 3 (3.4%) | - | - | 1 (3.7%) | 4 (13.8) | 8 (4.3%) |
| Middle Eastern Turkish | 1 (1.1%) | 1 (9.1%) | 3 (10%) | 1 (3.7%) | 1 (3.4%) | 6 (3.3%) |
| White other | - | - | 2 (6.7%) | - | - | 2 (1.1%) |
| White other | 3 (3.4%) | - | 1 (3.3%) | 16 (59.2%) | 7 (24.1%) | 27 (14.7%) |
| Total | 88 | 11 | 30 | 27 | 29 | 184 |

The result of this policy is that more than fifty percent of the student's population is female. Seventy-four percent are mature and thirty-three percent identify their selves as black e.g. African, African-Caribbean and South Asian. In 1989 students were requested to give information on their ethnic origin by completing a section on their Personal Record Form when they enrolled. The compliance rate was over seventy percent, increasing to over eighty percent for 1996. The School of Education in 1993 opted for a more pro-active approach. This involved face-to-face explanation of the purpose of the monitoring. This was followed up by individual approach, this elicited a hundred percent response rate across all the ITT (Initial Teacher Training) courses. It can be clearly seen that this university was well ahead of its time and government legislation in initiated policies to increase the uptake of students from the minorities. After the government's new legislation, black practitioners, still thought it necessary to seek clarification on the black/ethnic minority agenda. The Black Members Conference (1995) urged that schools heads should give black teachers greater promotional prospects. They argued that they were still being "passed" over when it came to promotion.

After the quiet of the mid-seventies and even into the early eighties we began to see a plethora of reports. I have mentioned the Rampton Report (1981) but also the Swann (1985). Both of these papers highlighted the shortage of black teachers in our schools.

The CRE survey in 1988 continued to show this trend. Moreover career progression, once one had got a foot on the ladder still continued to be a problem. Research carried out in the nineties on racism recorded that this was partly due to the failure of teacher training institutions to tackle racism on the curriculum and on the school placement. I myself trained in the late eighties, and I experience racism both on the course and on my teacher placements. Surprising to me, was the racism from so called colleagues of the teaching professions! Coulton (1996) carried out research on black students on ITT courses. The following points were of concern by the participants. They are outline below;

- Eurocentric programmes of study reflected the NC (National Curriculum) and did little to recognise and value the contribution made by those other than of white European background
- Some staff and student took little account of issues pertaining to the cultural identity of black students
- The perceived absence of an effective support structure, where students could discuss issues of 'race'.
- Criteria for selection of block school experience placement left some students feeling isolated as the only black person in the school.

Coulton's research was part of the HEFC (E) 'Special Initiative to Encourage Widening Participation of Ethnic Minority Students in Teacher Education'. This report in 1995 highlighted racism as a key issue in ITT.

The School of Education was one of the first Institutions in 1995 to introduce a two-week compulsory induction course for all first year primary BEd students focusing on antiracist practice in education. The course covered a range of areas, and the course tutors were drawn from various ethnic groups. The areas covered are detailed below Chan & East (1998);

Migration and settlement: History of migration, analysis of colonisation and empire, reasons for people migrating, experience of groups settling in London since the 1950's.

London's community groups (African-Caribbean, Chinese and Irish communities were selected): migration, settlement, experiences since the 1950's, similarities and differences in experiences & racism experienced.

- **Refugees in London:** Who are refugees and reasons for fleeing, refugees' experience in schools.
- **Race and ethnicity;** Definitions of racism, experiences of racism, links between race, gender and class.
- **Language, culture and power:** Language diversity, language and identity, language and power, experience of being bilingual in school.

- **Gender equalities:** difference between boys and girls' learning and achievement, position of women in society, stereotyping in classrooms.

Workshops tutor followed up these lectures and student led seminars. Which would be pretty intensive. However, the response from the students was positive. As the majority felt that it made them more equipped with dealing with the challenge of teaching in London's' inner city schools. The BEd students were made more prepared to deal with the diversity and multi-ethnicity in schools. From these lectures the School of Education was able to identify six factors that would go towards developing the antiracist practice on the ITT courses. I have specifically picked out the five of the factors, which is particular pertinent to this thesis.

- a) Strengthening the input on class dimensions of inequality on the induction course.
- b) Monitoring the permeation of antiracist practice across the ITT curriculum.
- c) Monitoring and evaluating the outcomes of the antiracist guidelines recently developed to counter the racism experience by black students on school placements.
- d) Strengthening study skills and language support, particularly for bilingual and Creole-speaking students, on ITT courses
- e) Continuing to monitor the ethnic origin and languages of students on ITT courses, their recruitment, retention and progression.

Taken from Sui-Mee Chan et al (1998)

Combating stereotypes & racism.

A head-teacher in South-East London has hired the US Marine to inspire and motivate the pupils at a sixth form college in the borough. The head-teacher hired the forty year old after hearing a motivational speech he gave at a corporate event and learning of similar work that this gentleman has carried out with teenagers in New York in America. In an article written by Samantha Payne (2005), Mr Lyken has also worked at two schools in Brooklyn and has been awarded the Martin Luther King for inspiring the lives of children. He is

focused on two areas namely hard work and discipline. These two areas motivated and inspire the students to be more focused. The head-teacher concluded that these two factors facilitate the teenagers by helping them to expand their horizons by assisting them in learning the benefits of having direction and discipline.

Sport & racism.

The greatest insult to a footballer is not being spat at or accused or cheating but to be abused solely due to the colour of his skin. In the 1970's and into the 1980' this was a common occurrence. Millwall football club, together with Charlton Athletic have done intensive and pioneering work to combat racism. In the "Kick Out" formerly known as "Kick Racism Out of Football". These clubs have worked with the local communities. Hence the scenes reminiscent of the 1970's and 1980's are now rare. However the same cannot be said for Europe. During the past fifteen years there have been scenes reminiscent of the Henry / Aragon's incident. Thierry Henry joined Arsenal from Juventus in 1999. He was head hunted by Arsene Wenger, (Former manager of Monaco) Aragon's (Spanish coach) claimed that he used the racist remarks, concerning Henry to try and motivate Jose Antonio Reyes (Caucasian). As they were due to have a World Cup qualifying game with Belgium. Following on the heels of this, in 1991 the Dutch club manager racially insulted Brian Roy, a top international black player. However, he was reprimanded for this lapse. In 1996 Edgar Davids was sent home from the Euro, 1996 when he complained that only white players were allowed to take part in tactical discussion. Finally, Dalian Atkinson of Aston Villa returned to Britain after one season with Real Sociedad he claims his return was prompted by the constant racial abuse he suffered. Charlton Athletic was the first club in English football to dedicate a special day to anti-racism. This was started approximately thirteen years ago. Also in January 2005, all England's ninety-two league clubs have decided to unite and hold a special day dedicated to this. Ben Tegg the club's liaison manager for Charlton Athletic and former campaign director with "Kick it Out" have since 1991 held a "red, white and black" day. This has been used to highlight the club's anti-racism work and also to promote diversity. In the Times article written by Kempson (2005), it appears that Holland has followed suit, in adapting a different coloured strip

for their friendly against England at Villa Park in February 2005. Also appears that other European countries may adopt the same strategy in combating racism. The Dutch team instead of wearing their usual orange strip, on February the 9th 2005, will wear black and white –halved jerseys, with black shorts and white socks.

Thierry Henry the French National who plays football for Arsenal the English team, has in collaboration with Nike the sportswear company and Holland kit supplier asked them to support his “Stand Up, Speak Up” campaign. Thierry Henry one of the world’s most high- profile footballer has suffered his share of racist taunts. He grow up in the Paris suburb of Les Ulis. This was mainly made up of sixties social housing. Even though there was a well equipped sports ground with tow football pitches. His older brother played for a side where there were only blacks and Arabs. However, by the time Thierry joined the team, they were fully integrated. During that time, he did not experience any racism. This may be due to the fact, that Europe and Britain share the same colonial past. Antione his father, hailed from Guadeloupe was his most ardent supporter. France’s vaunted national academy of football discovered him at the age of thirteen. So formidable was his talent, at that young age that the Monaco scout dispensed with the usual formalities and signed him on the spot. When he came to England, approximately six years ago he had spoken to other black footballers such as Patrick Viera, Emanuel Petit and Nicolas Anelka, who informed him that things had changed on the football terrace from the seventies. Hence, it was ironic when Ron Atkinson, on a television programme referred to the Chelsea defender Marcel Desailly as a “f*****lazy nigger. Admittedly Ron Atkinson thought he was off air. Also we need to remember what era he comes from. When in the fifties and sixties, it was quite commonplace for these terms to be used. Ron Atkinson this year was once again in the spotlight. This time Chinese footballers were angry, when he alledgly made comments about Chinese women to a Sheffield audience. . Mr Henry has not been the only black player who has been the target of racial abuse. During last November’s fixture between England and Spain at the Bernabeu stadium Andy Cole and Shaun Wright-Phillips had racist taunts hauled out them from the terraces. Thierry Henry is a black footballer and obviously racism is a subject he feels strongly about. Nike as a company are

happy in supporting him, in his anti-racism stance. The symbol of this campaign is a wristband of interlocking black and white strands. The proceeds of the sale will go towards financing anti-racist groups across Europe. Also more importantly, these proceeds from their sale across Europe will go towards research in football racism, and the means of combating it Henry (2005).

The numbers of ethnic minorities turning up to football matches, although small is steadily increasing for such clubs such as Arsenal, West Ham, Charlton and Leyton. Clubs are striving to making their stadiums welcoming to everyone and playing a part in challenging racism and promoting positive images of diversity.

Previously I have discussed the effect of media, the spoken word and the images and the empowering effects and negative or positive effects it can have on the society at large. This manifests itself in many ways by dispelling or reinforcing negative images of the black race. The spoken word together with the visual images has a large impact. That is why, we must tread with caution, and the persons in charge of this powerful tool, do have a responsibility to ensure that the information that is conveyed is as truthful and an honest representation of the facts. There are new film guidelines that targets amongst other things racial violence Malvern (2005). In the article written by this gentleman, it would appear that head-butts and ear-smacks are celebrated but racist abuse is not. The British Board of Film Classification issues these in the new guidelines. A survey was carried out amongst eleven thousand people who showed that apart from sexual violence and the glamorisation of drugs, there was a growing concern in films of the amount of racial abuse. The new rules are clamping down on racial. However there are contradictory messages that are being conveyed by this medium. Interestingly, enough forty-six percent of those surveyed expressed disquiet about racial abuse, which included "expletives with a racial association". A soap (sitcom) that was popular in the 1970's, which was mentioned at the start of this thesis "Live Thy Neighbour" has now been put onto DVD. Two points, which I would like to emphasise this use to be viewed as family entertainment during the weekdays and secondly many children under the ages of ten were allowed to watch it, myself included. But under the new guidelines issued by the

British Board of Film Classification, this has been recently upgraded from “parental guidance” to twelve.

Hamilton (2005) has written about a minor celebrity Pete Doherty whose music publishers are EMI. In is currently in prison on alleged assault. It was making a flippant but serious point that the inclusion of jail on pop artists’ curriculum vitae only looks good if it’s in the course of recreational pharmaceuticals. I would to use this article as a snapshot of how the information can be viewed and interpreted by the public at majority and the population at large. This article has a summary of how prison incarceration had either boosted or hindered people’s careers in the music industry. If one looks at the table XII below, one is able to gain some interesting information.

Table XVII. Popular musicians/singers spanning the early the early 1960’s till present

| PRISON MADE THEM | PRISON DESTROYED THEM |
|---|--|
| Sir Paul McCartney: nice boy gained an edge | Sid Vicious: died from post-release overdose |
| Eminem: proved white rappers could be “bad” Ozzy Osbourne: burglary and cannabis term didn’t harm career. | Gary Glitter: fled country on release from child pornography sentence. |
| James Brown: threats to kill wife brought him to new generation | Brian Harvey: East 17 singer ignored injunction to stay away from wife |
| | Jim Morrison: died before he could serve six months for indecency |

I wish to elicit three points from this table. Firstly all the music artists are male. Secondly all except one are Caucasian e.g. James Brown.

Further on in the article the writer now switches to rappers in the music industry, out of all the persons mentioned only one, namely Eminem is white the rest are black. The writer even states that in comparison to the Caucasian in the music industry who have broken the law that their crimes compared to that of the peoples of black or ethnic minorities pales into insignificance. Even more disturbing the writer suggests that it is inevitable because of the content of their lyrics that they reap the consequences. An example of the article is written below:

“Bullets, bitches and 40 ounce beers”

He claims that these are extolled by the “gangsta rappers”. What one finds amazing in that he is not consistent in his claims. Eminem a white rapper is

mentioned however, there is no mention of his lyrics, which incidentally glamorises violence.

But there appears to be no automatic link between his lyrics in his rappers songs and him having to suffer the consequences of his art. Alan Hamilton nearing the conclusion of the article is quick to point out, that rappers are not only victims of their songs, but can also be perpetrators of their “ugly lifestyle”.

It is important to note that The Times is not a tabloid newspaper and the people who will read this article. I hazard a guess would be middle class white. Either way, Alan Hamilton has provided a highly distorted view of the black male person. Most of the artists he mentions in his write-up are of Afro-Caribbean descent either from the United Kingdom or from America. Their ages range from early twenties to early thirties with the exception of one of the rappers who is now in his forties. The image that he has created is that of young black male in his early twenties, who is of criminal intent, whose “rap” extols gun violence against men and who are derogatory to women. Effectively although the article itself was titled “The drugs don’t work... it’s sex and violence now for jailhouse rockers” it has merely been a summary of black & white artists in the music industry. It has compared violent acts perpetuated by these persons and insinuated that these acts paled into insignificance when compared to their Caucasian counterparts. Although he starts off innocently enough, I feel to see the relevance of what this gentleman has written, when one looks at the title. Needless to say, one should never under-estimate the power of the written word. When one examines what has been written, it only re-inforces the negative images, the public have of the young black male.

Achievement for success in society

When children attend school they are arriving at different points. Even though they may have the same chronological age as their peers. The fact remains and as a practitioner it is self-evident some children come more prepared than others. The education system in the United Kingdom is peculiar in that it has expectations of the ways in which children are expected to behave in the classroom. This behaviour is important since it is part of the magical formula,

which one is suppose to know. This will in part smoothen the transit through the schooling system and will lead to achievement. Hale-Benson (1986) identified that African American families have to undergo a dual socialisation in order to achieve.

Namely, in order to function in the black community that need to acquire certain skills and attributes. While in the Western American competitive environment the school, different attributes are required. The child who can master this is halfway to achieving success in the school environment. Although I have cited the African – American example, this still has relevance to the United Kingdom. Naturally there will be some differences related to cultural difference. However it will act as a useful point of reference. More importantly she cites the fact that these have a direct influence on the Black child. Also it points to the fact that home and the community can contribute to the attainment of the child. The Afro-Caribbean child in the British Educational system also has conflicts. As learning the ways of the dominant culture need to be acquired simultaneously on entering the school environment. The parents and family will initially lay the foundation for these events. In the case of black children the experience in school are sometimes in direct opposition with the home experience. The black child's rearing practice needs to be viewed, between the African and European viewpoint. For the most part, the black family structure and child rearing practices have be observed analysed and interpreted from the Western viewpoints and contrasting it with their childrearing practices. It is seen that despite slavery and the dispersal of African peoples in the diasporas, the African traditions have been retained. It is imperative, that the cultural difference observed between black communities of Africa and the diasporas are studied appropriately so that their experience as peoples who have had to adjust to new situations and conditions are noted. This I believe is the dual socialisation that Hale- Benson (1986) is referring to. Hence this dual socialisation requires black people to perform in ways that are expected of the Black community. While at the same time exhibiting the behaviours, which are necessary for economic advancement (American / Western culture). These distinctions will have a direct influence on the achievements of the black pupils in schools, and it is therefore imperative that home, school and the

community can work together to facilitate the achievement of the black child in the educational establishments. It is important to point out that Hale-Benson (1986) is writing about the African American family. But there are clear correlations between them and the black British families if we are focusing on the educational achievements, which is the theme of this thesis.

A question of definition.

As we know the definition of the term black does not actually describe a person's skin colour. Alan James in the *New Community* 1981, has carried out an investigation in the terminology. At times it has lead him upon an obscure and bizarre lines of investigations. However, what he has been able to unearth, provides a fascinating insights into the origins of the word black. Its connotations and insinuations. The history of 'black' as applied to a race of peoples dates back to the sixteenth century and is well documented. Also, this was the first time that Caucasians had come into contact with black peoples. Before the actual encounters ideas had been transmitted through the medieval church. Even then the concepts of 'blackness' was loaded with meaning. Snowdon (1970) has documented the attitudes of classical and early Christian Greece and Rome to the peoples of Africa. However, what I think is singularly important in A. James (1981) detective work in to the origins and evolution of the meaning 'black', is that the word itself 'blaec' and 'sweart' in Old English had virtually no unfavourable association of the Modern English 'black'.

They are used in the literal sense e.g. colour of hair or feathers. The derogatory meaning of the terminology is virtually unknown in the vernacular Old English. This only became evident in the Oxford English Dictionary in the fourteenth and fifteenth-century. If we delve further as mentioned previously in Old English, 'blaec' was used to denote people with black hair and or dark complexions. The author found little indication to mark the fact that it was associated with ugliness or evil character. In religious writings and more so, in literature 'white' begins to denote implications of 'beauty' and 'black' of ugliness. Between the thirteenth century & fourteenth century feminine beauty is associated with light coloured hair, pale skin and slender body. This may have been due to the fact that the aristocratic societies

defined the appearance of the 'ideal' women as passive and restricted and the unsullied guardian of the moral virtue, separated from the realities of manual labour. Hence, white skin would suggest a life of cloistered leisure and not hardened by manual labour.

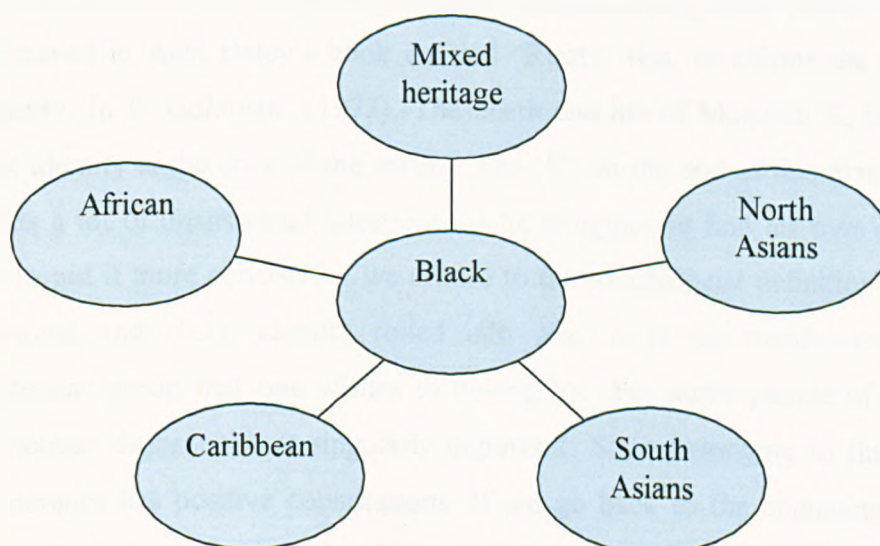
The Anglo-Saxons apparently had no words for the non-whites. The Vikings who were more widely travelled had had plenty of contact with the Near Eastern and probably black peoples of African, especially as commodities in the slave trade. The Old Norse *blá*, 'dark coloured' was applied to non-whites and this use of the term seem to have reached the shores of England. This word was adopted in Middle English as *blo* (Southern) or *bla* (Northern). The sounds of *blac* and *blo* appealed to the composers of the alliterative verse. Hence these terms were commonly used to denote Arabs and the like. They were regularly described as '*four Sarzins.... black and blo as led thei war*'. This was later corrupted to 'black and blue'. Thus supporting the quaint belief that Asians and Africans actually had blue skins! Probably the first English noun for non-white was '*bloman*'. Meanwhile Western Christianity was coming into increasing contact with the civilisation of Islam. The Muslims were viewed with suspicious fascination and the peoples stigmatised as infidels, the representatives of the 'black' part of humanity. They were the unknown! To rationalise and legitimise these people and pigeonhole them 'white' became the colour of the super-ego of the unattainable ideal social order and peace. While 'black' became the colour of the violence, the darker elements of the mind. Hence, we have transversed several centuries we have sped through the medieval world through to present time. I have attempted to give the reader a synopsis of the meanings attached to the terminology and how it has developed and crystallised over time to its' present modern form. It is the origin of racism that is still attached to the word. But language is a malleable and flexible tool. Just as a racial definition is a fluctuating social construct. It can be moulded and changed to suit various interests. I have charted the journey of the word roughly from the Middle Ages to present time. Just as the Western world moulded it to suit their ideas and understandings at the time, black people can use it as a challenge or rebellion. It can be used as a tool for radical change. It has been an interesting historical journey chronicling the use of the terminology. However, for the purpose of this

paper, I am using it to describe peoples from the African sub-continent or the African diasporas. It is used in the symbolic and or political sense.

In the political sense, the definition black can be used to unite people of diverse origins and cultures. The term illustrates the fight against racism, and the same time, it reflects the reality of time, that various ethnic groups experience racism to different extents. Also the term white is used to denote persons of mainly European ancestry in the United Kingdom. A schematic drawing illustrated in figure V, shows the peoples classified as black.

Of course, it is acknowledged that this usage is not acknowledged or accepted by everyone. But I am going to use it in a broad sense. Also, it is from this baseline that the methodology has been drawn up. Please be aware, that in the study, I am carrying out the term black is will include those of Caribbean, mixed heritage and Africans. Also the majority of the research I have looked at have used (Ofsted 2001 & 2002) used the term black in that sense. However the figure below involves at least five racial groups.

Figure VIII. Unpublished paper. *Political definition of Black people in the United Kingdom. The flow chart is adapted from the unpublished paper Momodou Sallah. School of Social Work. University of Leicester April 2004.*



Positive black identity?

Identity has historically been defined as being made up of two components. The psychologists have defined it as the “social” and “personal” . If we elaborate further it can be described as the individual’s knowledge that he or

she belongs to a certain social group. This would have emotional and value significant to the individual. Individuals develop a psychological connection to their group. This connection could be cultural, national gender or sexual.

Personal identity relates to an individual's qualities, which are physical and psychological, unique to that person. It is interwoven between genetic and environmental factors in action. Essentially it is the outcome of a socialization process. It is important to note that these are all theoretical in nature. At the best of times is it virtually impossible to separate the two components. Various authors grapple with the term itself. They have difficulty in clearly even defining what is a positive black identity. In my view these authors embark on an intellectual discussion. It is suggested that, young black people can have negative feelings about their racial origins, but in the same breath have a positive self-concept. However, Baumeister (1986) dismisses all of this. He states, " an identity is a definition, an interpretation of the self". Firstly Baumeister (1986) dispenses with the notion that the concept of 'self' can differ cross-culturally. Basically one, gets the impression that it is a waste of time and is a preoccupation and obsession of Western life. But if one looks at this objectively, for black peoples who are seeking their "roots", which portrayed in Alex Haley's book entitled "Roots" this, re-affirms the positive identity. In P. Goldman (1973), *The death and life of Malcolm X*, it is seen that identity is the crux of the matter. The 'X' on the end of this man's name holds a lot of unanswered questions, as he struggles to find his own identity. Or to put it more concisely if we adhere to the psychologist definition it is the personal and social identity rolled into one. It is the membership of a particular group that one wishes to belong to. For some people of African Caribbean descent this is singularly important. Since belonging to this group of peoples has positive connotations. If we go back to the beginning of this thesis it is clearly evident that black people have made positive contributions to the European western world throughout history. It is just a cynical fact, that due to a combination of factors, one of which was used to justify slavery, this would need to be omitted from our history books. In fact I would go so far as to say that they were the modern equivalent of our modern day "spin doctors".

Cross (1978) discusses this positive identity at great length, however in Cross (1995) this author is able to define in his own terms what he sees as the positive black identity not only that but he is able to derive the benefits of this:

1. An ability to defend and protect a person from psychological insults that stem from having to live in a racist society.
2. Providing a sense of belonging and social anchorage.
3. Providing a foundation or point of departure for carrying out transactions with people, cultures and human situations beyond the world of Blackness (*Cross 1995, p.113*)

Streetwise

Ian Blair in the Daily Mail Friday, October 11, 2002 caught the headlines by declaring, “that society can not duck the fact that most muggers are black. This was the headline that screamed across the newspapers in 2002. This was bound to start a debate, over a very contentious and sensitive issue. Ian Blair in 2002 was the deputy head of Scotland Yard. He was adamant that the realities of crime could not and should not be ignored by anyone in the community. He also urged leaders of the ethnic minorities to join with the police in fighting crime. Ian Blair cited the black activist Jesse Jackson who had urged ethnic minorities in the United States to tackle crime in their communities. The street culture black dominated but cutting across all ethnic groups, means that some black boys feel that they cannot be good at school and keep in touch with their peers. I do not want to present yet another study where schoolboys’ ere being excluded from school in high numbers, or to reignite the debate highlighted above to focus on black girls doing better than the boys in examination results. Instead I want to focus on how young black boys’ achievements can be raised and are being raised by persuading then that they can be “cool ” and overcome the street culture that is anti-achievement. One cannot be naïve, it is important to acknowledge that the peer group culture has both positive and negative forces. That this can essentially impact on the schooling of these children. This is not a new phenomenon. A concern about boys and their schooling was raised around about 1870 and it probably predates this time. But what appears to have brought it to the fore, was that in

1870 the Forster Act was introduced whereby mass state schooling for all children between the ages of 5 and 10. Some writers and politicians in discussing the underachievement have wanted to challenge the “anti-swot” culture the “lad dish” or “cool” culture. However, transposed on this is the added factor of race. Tony Sewell (1997) focuses on the representation of the black masculinity of the African- Caribbean boys in the United Kingdom and how it centred on the “body” and not the mind. In this book he attempts to illustrate how this has all conspired to turn it into an anti-school phenomenon. This is all interwoven with stereotypes, which I will expand on in greater depth at a later stage. Another author R. Majors (2001) has a special interest in this area and it has been discussed at great length, especially the impact of race on education.

However, it has been said by some proponents, R. Majors & Billson (1992), that it is not just racism but the incredibly difficult new sub-culture that is rearing its head called is “peer pressure”.

I don't believe for one moment, that this culture is exclusively African-Caribbean, but it appears to be driven by a black orientation. One needs to be wary of the mantra “institutional racism”. Since we may miss the real cause, and miss a good opportunity to deal with the real needs of these young people. Dr Tony Sewell has been involved in some pilot work, involving a few dozen children funded by the children's Society and the NASUWT. He puts forward a solution in which he has seen performance and achievement rise.

They are as follows;

- Conflict management.
- Basic social skills.
- Dealing with peer pressure.
- Deconstruction exercises- getting the children to think critically about popular images of black culture and see them in a new light.

One of the schools in the pilot study, I carried out has implemented three of the four points risen about, and it has seen an improvement in the performance and achievement of the boys.

Stereotypes & Achievement.

Racial stereotypes are embedded in British history. It reached its zenith during the slave trade over 400 years ago.

Table XVIII of the territories of the British Empire. Territories of the British Empire. Adapted Robert Jeffcoate (1979) (Source Lloyd, T.O. The British Empire 1558-1983, Oxford University Press, pp 405-411)

| Name of state/colony | Date of acquisition/autonomy | |
|---|------------------------------|-----------|
| Anguilla | 1650 | - |
| Antigua | 1632 | - |
| Bahamas | 1629 | 1973 |
| Barbados | 1625 | 1966 |
| Bermuda | 1609 | - |
| Botswana | 1884 | 1966 |
| British Indian Ocean Territories | 1815 | 1960 |
| British Somaliland | 1884-1887 | 1960 |
| British Virgin Islands | 1672 | - |
| Cayman Islands | 1670 | - |
| Dominica | 1763 | 1978 |
| Gambia | 1661-1713 | 1965 |
| Ghana | 1821-1901 | 1957 |
| Grenada | 1763 | 1974 |
| Guyana (British Guiana) | 1796-1815 | 1966 |
| Jamaica | 1655-1670 | 1962 |
| Kenya | 1887-1895 | 1963 |
| Lesotho | 1868 | 1966 |
| Malawi | 1889-1891 | 1904 |
| Mauritius | 1815 | 1968 |
| Montserrat | 1632 | - |
| Nauru | 1919 | 1968 |
| Nigeria | 1861-1903 | 1960 |
| St Christopher Nevis St Helena, Ascension} | 1624-1628 | 1983 |
| Tristan da Cunha} | 1661-1816 | - |
| St Lucia } | | |
| Seychelles | 1814 | 1976 |
| Solomon Isles | 1893-1900 | 1978 |
| South Africa (various states) | 1795-1902 | 1872-1910 |
| South West Africa (Namibia) | 1915-1919 | 1960 |
| Sudan | 1898 | 1954 |
| Surinam (Dutch Guiana) | 1651 | 1668 |
| Swaziland | 1890-1902 | 1968 |
| Tanzania | 1870-1919 | 1961-1964 |
| (Thirteen Colonies) USA | 1636-1732 | 1776 |
| Tonga | 1900 | 1970 |
| Trinidad and Tobago | 1802-1815 | 1962 |
| Turks and Caicos Islands | 1638 | - |
| Uganda | 1888-1895 | 1962 |
| Zambia | 1889-1990 | 1964 |

During this time Britain was the world's leading slave trader, see M. Sherwood (2004). It started fairly innocuously The famous English seaman, and other men of his ilk had traded in a friendly and fair way with the natives of the Guinea coast. However, his son the famous John Hawkins destroyed the fair trade in ivory and other useful commodities from Africa by making the commodity the Negroes. In effect they became the actual article of trade A. Leas (1989). This coincided with the fad in Britain at the time of people drinking more tea, coffee and chocolate. It became the fashion to stir sugar in these drinks to combat the natural bitterness. The place where the sugar was grown was in the West Indies. Labour was needed in order to facilitate the demands. Mass production required cheap labour. Hence, the West Coast of Africa was used to meet this demand, namely slaves. During the sixteenth century, approximately one thousand slaves were transported into the West Indies. One hundred years later, this had increased by eight hundred fold (800,000). It has also been suggested by some historians, Alan Leas (1989), that the slave trade assisted and financed Watt's steam engine. Also it was instrumental in financing the South Wales iron and coal industry. From this one can gain an idea of the magnitude of the trade. During this time the notion was evolved that Black people were inferior, less advanced and less virtuous. The argument employed at the time, was that black people were not human beings at all. Christianity backed this up. So as a consequence Christianity and the moral teaching did not apply to the black peoples. The racist theory justified slavery and cleared the conscience of those who profited vastly from the trade in humans. In the early 19th & 20th century, some scientists were able to put forward scientific evidence and theories as to the inferiority of these races. Please note, the aim of this section is not to provide a history of slavery and its abolition, but to emphasise how stereotypes have arisen and still persist. It has a long history and British racism and the resulting stereotypes did not occur over night. Even after the abolition of slavery, Britain still required cheap labour and goods from these countries that could be imported cheaply and sold cheaply to the inhabitants of the British Isles. Table XVIII details the territories owned by the British Empire. If one looks at the table adapted from Robert Jeffcoate (1979), the countries that I have listed, are for those peoples of the African diasporas. I have specially

listed countries, which I know that the peoples originated from the African sub-continent. For the most part the majority of the slave trade was carried out on the West coast of Africa. These peoples were mainly distributed in the colonies or plantations where slaves were required for work. Also a large number were transported to Britain. After the abolition of the slave trade in the United Kingdom, these people were transported to the Caribbean or to colonies especially created for them e.g. Freetown in Sierra Leone. When the British Empire dominated and exploited vast areas and peoples of the world, these views were further reinforced. These views appeared to be prevalent during the early twentieth century especially with the arrival of the Windrush in 1948.

Black voices in debate.

The head of the Commission for Racial Equality caused a furore on the 7th of March 2005. On the news and in the mainstream newspapers were headlines claiming that he would support segregation of black boys in state education. Mr Philipps is no stranger to controversy. However, this is not the first time that this debate has arisen. Sally Tomlinson (1984) the major teaching unions and the government have always been against any form of segregation in education. Ironically because of the movement of many families away from the inner cities, this has resulted in many urban schools having a high number of black and ethnic minorities in the schools. This is evidenced in the schools that I have used in this study. As far back as 1972 Mr Worrell, a black teacher who was dissatisfied with the education of black children wrote an article in which he advocated that the children be separated at primary school, then moved back into the secondary level, when they had reached the academic level of the majority population. Frankly, I feel that this is simplistic and there is more to be tackled than just the curriculum. But what I wish to illustrate is that this is not a new topic, it has reared its head before. However, what is important is that it enables people to discuss these contentious issues, it brings it to the fore.

I have deliberately chosen this man as he is male and black, British and extremely well qualified and in a position of authority. Further more his primary education was in the United Kingdom. He has successes and

continues to achieve. However one salient point that I wish to highlight. During this time if one looks at the period during which he received his schooling in England. The government at the time had a bearing of the educational chances available to black and ethnic minority children.

If we look at table X1, race & history of education which I have adapted from Gillborn in Majors (2003). One can see that it straddled the period of the assimilation theory and the time of ignorance. Mr Phillips attended the White Hart Lane in Wood Green North London after passing the 11-plus. However, within three years his parents sent home to the elite Queen's College School for Boys in Georgetown, Guyana in 1967 (The Times March 7th 2005 article written by A. Blair and D. Charter). The year previous to that Roy Jenkins was the Home secretary and he had a different approach to Race & Education. Hence, while the government was going through this transition in its response to the needs of black and ethnic minority children, Mr Phillips was in South America. Hence he missed these changes, and perhaps one may hazard a guess this had a profound effect on the education choices available to him. Incidentally Mr Phillips fits neatly into the hypothesis that I have proposed. By his removal to Guyana, this was one mechanism that enables him to circumvent the loop and the downward spiral. Later on the young male, now in late adolescence returned to Britain to complete his university education. There is plenty of anecdotal evidence I have gleaned from my studies to support this strategy. I am not suggesting for a moment that one should physically man handle these young man and physically remove them before they reach secondary sector. However, what I am suggesting that this has been a method that some parents in their concern over the education of their young men have resorted to. Hence Mr Phillips case has not been in isolation. Just as we see in the media, that parents will go to seemingly extreme lengths to ensure that they are in the correct postal area for their child to attend good state schools in the borough. From this the parents are trying to ensure that their child achieves the best education, and obviously the ensuing benefits that come with it. It is imperative that parents are as pro-active as they can possibly be. One should look at all the strategies that can be employed to maximize the academic potential of the child.

However, it is still useful to be involved in debate. But at the same time one needs to maintain a calm and clear head to an issue, which clearly gets everyone talking! Mr Martin Ward the deputy general secretary of the Secondary Heads Association, and David Hart the general secretary of the National Association of Head Teachers have both acted and responded with alarm to these suggestions. However, I would tread with caution, and question why this is proving an emotive subject, and most people fear the worst. Throughout the last four decades, we have seen, the abolition of most grammar schools. Further more we have seen banding, streaming and mixed ability teaching. We have through research found out that girls do better in single sex schools, especially with regards to science Driver(1996). Hence, we have seen positive discrimination in terms of gender and it has been found to work. Gifted children, special needs pupils, all receive individual of one to one tuition, this is the response from Mr Atkinson (black head teacher) of the Phoenix High school in West London Blair & Haplin, (2005). So why the alarm? Why is it automatic doom and gloom and the citing of legislation? If we look at the results for 2004, 35.7% of black Caribbean's in England and 43.3% of black African pupils scored at least five C grades at GCSE. Incidentally black Caribbean girls are achieving five A*- C and are 15.5% ahead of their male counterparts. Evidence that the positive gender discrimination drive in the 1980's is obviously coming to fruition and has benefited the females even as of last years examination results. Where it is seen that girls appear to be flourishing in all areas of the curriculum. In contrast black boys for the year 2004 are lagging behind by 52.3 % compared to the national average. Surely this calls for radical measures, if we do not want a repeat of the last four decades. I strongly believe that Mr Trevor Phillips is making a radical suggestion, since radical action is required. He is not acting in isolation black parents are alarmed. They are adamant they do want their children to go through their schooling experience. Most feel that they did not get a "fair crack of the whip" when they were at school. Furthermore this has translated itself into career and job opportunities, which have been missed, because of the way their education has been mis-handled. The chairman for the Commission for Racial Equality has travelled in American and looked at the work of Professor Mimms in St Louis, where

black boys were taught separately in different classroom. Please note they were not taken to a separate school. As an educational practitioner in the early nineties, I taught all girl classes for science, on the same premises as their male counterparts. Hence, I am amazed by the furore, which has been caused by these comments. Martin Ward, the deputy secretary of the Secondary Heads Association, has made the following comments.

Baroness Rosalind Howells felt it would be a step in the wrong direction, to the racially divided Unites States of the past century. She felt strongly that it would only antagonise racial tensions in the playground. Children are more astute, than we realise especially black young males, as is evidenced by the responses to the focus group questions. This method appears to have worked in America. Obviously it is not the panacea, and will not work for all black boys. But it may work for some; it should be a risk that we should all be prepared to take.

Teachers have reacted with concern to these proposals. As to the idea that it would be reverting to the segregation laws in the United States of the past I feel this is an over reaction. Also I feel it is a diversion tactic. Some people have even likened it to the apartheid system in South Africa of the past. That is not the case, also apartheid and the segregation laws of the late sixties of America, operated from the standpoint of "superiority of the whites" while the converse was true for their Negro counterparts who were "inferior". In this particular case of education we are not operating from this standpoint. What we were striving for is equality of access to the educational system and the educational choices currently being enjoyed and by the majority population. It does not stop there. Mr Trevor Phillips is looking at a whole range of areas, and how it is linked to education and the achievement of the young black male. Such as role models, positive parenting, absent fathers being forced to take responsibility for their sons. The solution is not one-sided. But what I think all parties are agreed on is that action is required. The chair of the CRE (Committee for Racial Equality) has merely articulated this point. He would be remiss in his duties of the CRE is he did not do say of do anything about a feature or fact which would ultimately affect all of us in the British community. If we want leaders for tomorrow it is essential that we

invest in them today. He is not afraid to voice his opinion in regards to race, and particularly in the arena of education.

Emancipatory practices.

The pivotal centre for this research has arisen mainly because there is a need to focus on the educational achievements of young black males in the British educational system. There is a wealth of information & documents with academics, educational practitioners outlining the problems that young boys have with attainment. This is evidenced by school exclusions. There appears to be an over representation of these young people who are disengaged and disaffected. This is particularly true in the inner city areas. However there is a dearth of information on the successes and achievements of these young men. The aim of this paper is to express as truly as possible and to explore the viewpoint of the boys. To discover what makes a difference for them. To discover what has enabled them to start to step on the “highway of education” without being hijacked. In short the strategies and techniques that are enabling them to maintain this tightrope. We know very little about the protective factors that facilitate them in gaining access to education and retaining the focus. However, from this study, I have endeavoured to isolate the stereotype from the boy and illuminate the real person. Hence, I am attempting albeit tentatively to look through the eyes of the young black boy, who will ultimately become the “Young Gifted & Black ” individual. I am trying to get into his skin to assume his colouration. Admittedly I have used an extremely blunt tool, questionnaires, one to one interviews formal and informal, audiotapes, and group discussions to facilitate this process. Eventually, a picture is emerging not in black and white but in many hues.

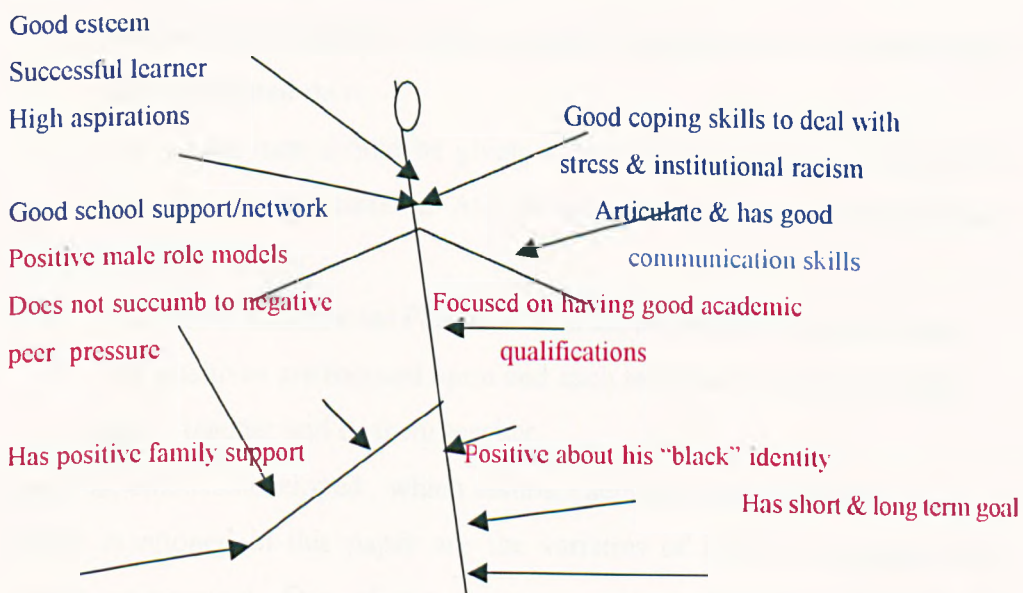
Hence, I am highlighting the factors that in their sum total contribute towards successful engagement with the world of school. To isolate what sets them apart from their less successful contemporaries.

The design of the questionnaire “Young, Gifted & Black ” had a specific structure it attempted to cram into twenty questions the problems, perceptions and questions, that academia, psychologists, educationalists, parents of young black males have been asking over four decades. The parents were initially speaking in muted voices, as there was a real desire that the majority culture should not be offended. As the perception was that they were in the mother

country on invitation only. Also we knew that this invitation could be withdrawn at any time. Just in case there was any misconception this was reinforced by the late Enoch Powell born in India a prime product of our great Imperial past. In the eighties Norman Tebbit in the then reigning conservative party reaffirmed this notion by raising the debate of which side the ethnic minorities were batting for when it came to cricket. An innocuous question on the face of it. Who would imagine the great furore that such a question would pose and the issuing emotive passions it would inflame. I am intentionally creating a backdrop, so that you the reader will see quite clearly that the mantle is not in black and white but of many colours and there may not of necessity be one resolution. I myself have found there is a myriad. These young men have overcome tremendous odds. They have set goals for their-selves. Supported by family, extended family, friends, significant professional, practitioners, church/community they spurred on by their own determination are making a success of their lives. They have been embarking on a journey whereby they are realising the dreams of their parents, grandparents and their forefathers. Dr. Martin Luther King (Afro- American) descending from African slaves in his keynote speech in the sixties, which was to become an anthem for further generations “I have a dream”. They are on the way to making it become a reality.

From the young men who have taken part in this research one is able to draw up a profile of the young successful black male.

Figure LX. Profile of a young successful black male



Also from this I have derived a model of an ideal school which celebrates attitudes of achievement & success for the young black male.

Model: Raising stars

- a. There should be clear leadership and directions in the school at large. This in turn will filter down to the Heads of departments, Heads of Years, teachers, support and auxiliary staff. School policies, procedures & strategies should be clearly identified.
- b. Good positive role models (staff).
- c. Teachers who are enthusiastic about teaching their subject(s). As a follow on from this lessons are clearly structured and schemes of work are clearly in place for each year group.
- d. The school has a clear developmental plan that is reviewed regularly for short-term and long-term goals with relation to the curriculum.
- e. Clear discipline procedures and policies are in place, which are available to the students, teachers and parents.
- f. Class work zone and homework zones should be clearly defined. These should have status.
- g. Boys are given an area to “chill out”. There should be a box situated at reception, form rooms or main congregation areas for students, so that they can anonymously write down any grievances or problems they are having in school. In the same vein, they should be able to state what is good about their school.
- h. Positive discrimination. School council should ensure that black boys are represented on it.
- i. The young men should be given a forum to discuss how they think learning can be facilitated. Also to discuss which lessons are their best lessons and why.
- j. Individual Educational Plans can be used as targets for goal setting. The positives are focused upon and each term this is reviewed with class teacher and or form teacher.

Hence an ethos is developed which assumes achievement & success.

Briefly mentioned in this paper are the varieties of initiatives sponsored by central government. One of the governments' programmes set up by the

Department of Education and Skills (DfES) is the Aimhigher programme. This started in 2001 as the Excellence challenge programme to increase the number of young people from disadvantage backgrounds who seek to enter higher education. Approximately twenty-four London boroughs are participating in this scheme. Students, male and female, are encouraged by their local boroughs to participate in various programmes and activities focus on raising students' awareness of the opportunities in education through further & higher education. However, what is central to this programme is that teachers are the main anchor points. They are essential in targeting the students who they believe will benefit from these programmes. Hence as part of the training teacher awareness should be raised so that they are able to effectively target the students for whom these programmes will be beneficial. The Aimhigher projects tap into various points of the students' life at school. There are programmes aimed at the young people from year 6 through to year 11 (eleven). More importantly these programmes target groups who fall under the criteria listed below;

- From families with no higher education history
- From an under-performing ethnic minority group
- From a family with social/financial disadvantage
- Pupils with key stage 3 of level 5 in the core subjects e.g. English, mathematics & science

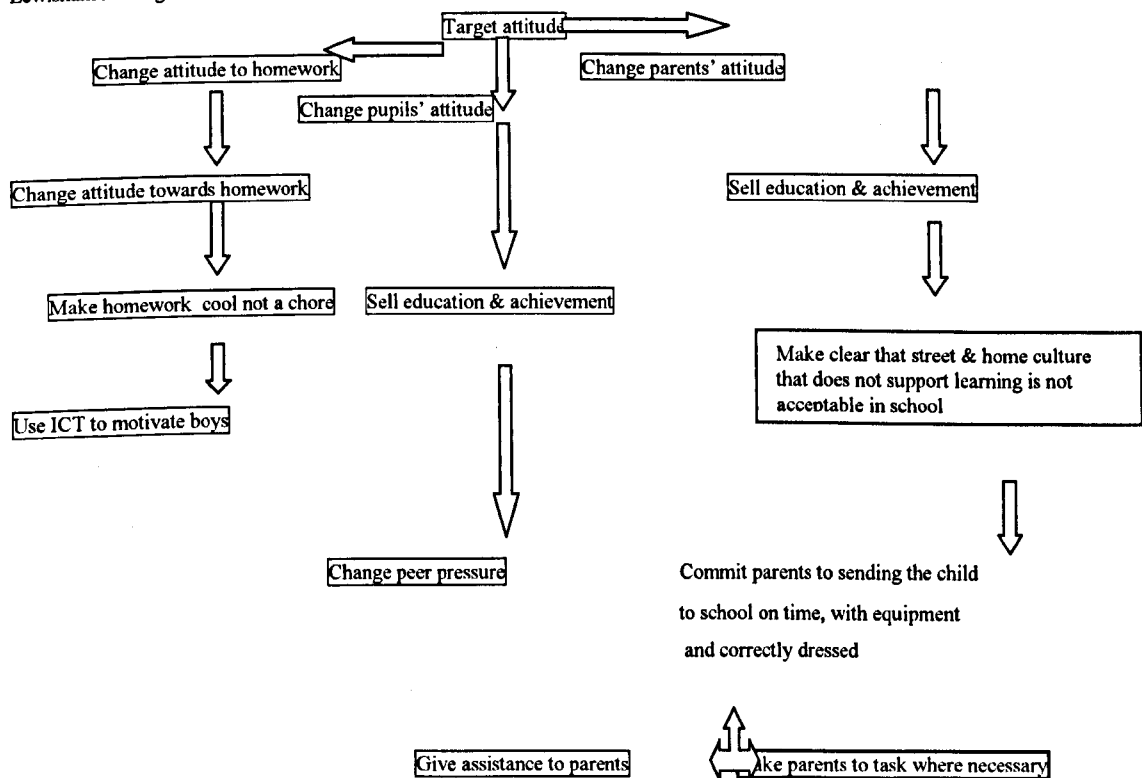
Hence some of the young men involved in this study would fall under all the categories or at least one of the categories on the criteria outlined above. The Gifted & Talented programme is part of the Excellence in Cities package (EiC). Its input goes right through school from pre-school, primary, secondary through to further education.

The London Gifted & Talented project is one of them. This organisation is designed to deliver personalised learning opportunities to raise the aspirations and attainment of Gifted and Talented students. It is essentially there to prioritise the needs of disadvantaged or currently underachieving groups. A network of thirty-three Local Educational Authorities in London will provide resources and training to pupils and their teachers. This organisation has key aims they are outlined below:

- To become a catalyst for the changing face of education in London and extend our vision to an international platform.
- To become a recognised leader in championing e-learning new pedagogies enabling pupils of all abilities to work at a pace, breadth and depth that fits with their intellectual development.
- To create a model that takes teaching beyond the limits of the classroom and into the wider community
- To provide a support network for teachers and other educators working with the Gifted & Talented pupils

Students should be encouraged to tap into the resources outlined above, and see it as a stepping-stone to access education. There are a plethora of initiatives available for young people. However, what is imperative is that teachers, parents and anyone interested in the educational well being of these young black males are aware of the products & services that are on offer. As with most government initiatives unless it is well marketed and the clientele effectively targeted, the youth who it is intended to support are largely unaware.

Figure X .Adapted from Clare Gartland . Professional Development Centre, for the Lewisham 14-19 Pathfinder & Lewisham Aimhigher



Taking the focus away from the government, and concentrating on the profile of the young successful black male,

Clare Gartland in the borough of Lewisham carried out a workshop called underachievement. In her synopsis she is able to draw up characteristics that she described as “learner identity”. This was alluded to in the model school and I feel it is particularly important to focus on the positive model. This is outlined in figure X as a flowchart. The academically successful students interviewed were all heavily involved in extra-curricular activities. This is a feature that comes through in the research carried out by myself. Success in extra-curricular activities seemed to be important in developing students’ ideas of themselves as successful learners. Confidence in one area appeared to be transferable to other areas; students were even confident in tackling subjects that they found difficult.

Successes in subjects were closely connected to students’ enjoyment of subjects. The students who were not achieving academically were not involved in extra-curricular activities. Several students rarely, if ever appeared to feel successful in any area of school life. In the small study carried out there appears to be a strong correlation between involvement in extra-curricular activities and academic attainment. Most of the boys from the schools that I looked at were actively involved in two or more extra-curricular events. What is particularly important is that all the characteristics outlined above by this researcher exactly pin-points the criteria which I have identified as the features which sets these young men involved in my research apart from the others. It is important to target the attitudes and mindsets of these young people. The flowchart,encapsulates these ideals.

Sense of family & new directions.

In the middle of the questionnaire devoted to family the focus was to concentrate on family its’ composition and how it was providing support to the would be students. In the United Kingdom the average Caucasian family is less than one child. Most of the students involved in this study come from families with one or more siblings. In Britain the average family has fewer than two children (The Times Magazine 4 June 2005 Fiona Neill, The Magic

Number page 52), according to the Office for National Statistics. However the figures for black & ethnic minorities are somewhat different.

During the course of this research the majority it was found that the students come from one-parent families or two parent families. The former is pretty common. The Times magazine 26 March 2005, forty nine percent of black families are now headed by a single parent, which is usually the mother. In the news and media, the single parent, the household headed by the mother in the vast majority of cases, is suppose to be the pariah of the British community. They are responsible for the ills of our society. Despite this the young men in the schools surveyed are doing remarkably well. Paul Mckenzie The Times 1 March 2004. In this he writes about himself! He came from a single parent family ran amok on the streets and was briefly in trouble with the police. Paul Mckenzie was also a teenage father. However due to a strong sense of family his life was turned around. In his article he discusses the growing phenomenon of the single-parent family having no colour bar. He accredits his success to his mother. He paints a stark picture of family life. There were five other siblings apart from himself, on a large council estate with no lifts on the fifth floor. These was crime, mischief and drugs at ever corner. There was no male role model, so the siblings made up their own rules & muddled through their adolescent. The Ashley Walter formally of the So Solid Crew (hip-hop group) speaks candidly to Robert Crampon (2005), about his life, which almost mirrors that of Paul Mckenzie the only difference being the time, location and the borough. Again he was brought up on an estate, this time in North Peckham. Again he is a teenage father and in common with Mr Mckenzie, his mother is his role model and inspiration. Due to a lack of role models, he like the male members of the group and make up their own rules. It is important that entangled with this is racism and the role of slavery. Even though it happened over four hundred years ago, it involved on a huge and unprecedented scale the dispersal and disintegration of the families and whole communities. The role of the black male as the head of the family or his ability to be a positive role model is complex. From a historical perspective e.g. slavery the role of the male was one of subordination. The system in place at that time meant that there was no autonomy for him over his family or anything to do with family relations. The person, who had

control, was the person who had purchased him and others. This fragile structure could be disrupted at any time. Hence, psychologically it was not beneficial for him, to form any association or attachment with anyone. In fact plantation owners actively encouraged this type of behaviour. Therefore this could be removed at any time. During this era, men were prevented from exercising the “role of the father” by structures in place at the time. Also, it must be remembered that if these men were taken from the West coast of Africa, it may be reasonable to assume that they were used to a system of polygamous partnership, in which the males had a definite role. So the European society where in most cases monogamous partnerships was the norm, this would be a system, which was foisted on them. If we look at this system critically, after slavery it was assumed that the men would automatically assume the euro-centric patterns of behaviour in relation to the family. Therefore anything outside this pattern would automatically be assigned as the negative. There is very little documented evidence on the effect of this dislocation and the psychological damage that would be handed down from generation to generation. Also the emphasis on the father as a critical role model is perhaps taken out of context. It is claimed by some academics and educationalists that the lack of the male role model is seen across all social and ethnic groups. It appears to be more devastating in Britain’s black communities. However, I conclude that although this may be one of the mitigating factors involved in the underachievement of some individuals, I would not say it is an overriding factor. What is more important is the effect of a stable family background that will smooth the transition from childhood to adulthood.

On education this young man says the following;

“To a lot of black kids, education is not cool, they think in getting an education you lose a bit of yourself, people start calling you Bounty. (As in the chocolate bar black, or brown, on the outside white on the inside).”

Source: R. Crampton (2005) Street wise, page 27-29.

Hence these young people equally fit into the model that Ogbu’s encapsulates in his theory. In this paper the majority of the students have emphasised the importance of role models. Also they have explained in depth why role models are an importance source of inspiration and motivation. However, he

did not have this role model, instead his mother had to be mum and dad. His mother had guidelines, which were rigidly adhered to; mainly not to bring shame or crime into the house. In return he and his siblings assisted around the house, stayed on the right side of the law. But most importantly they worked hard at school. To all intents and purposes they were prime candidates for Ogbu's model (1997), in which they would become disillusioned with school and all the paraphernalia associated with it. However they were able to rise above this quagmire. The boys in this research may provide some answers to why this may have arisen. If we look at Ogbu's 'inversion' model it is succinct in that he is at pains not to lump all the ethnic minorities into one homogenous group. Hence, he divides them into two distinct camps, those who have come voluntarily to the majority culture and those who were involuntarily. What is important is that the first group see education as the pathway to success and the peer pressure is such that there is prestige in achieving this status. Paul McKenzie (2004) is a "dihybrid" of this model he straddles both camps. Although, one would initially be classified as belonging to the involuntary group (African diasporas). Education has become the focus, his mother is the inspiration so instead of him going along the predictable path, education is the pathway to success. Most of the boys in this study are a "hybrid" of Ogbu's model. They are able to resist the pressures & rigours of the obligatory British Education system. Hence by various strategies that are in place one or more of the factors listed in figure IX, the profile of a young successful black male, described previously this forms an effective barrier to the destructive and disabling effect of the schooling system. William Cross (1978) in his model of positive black identity illustrates how this factor can also be transposed into the school setting. This facilitates the process of learning and this forms part of the resilience package.

Continuing with the theme of family we can enlarge on this and look at what the family can do to facilitate their young men in the family. Trevor Phillips the CRE chairman has come up with some practical tips, this also builds on the purpose and aims of role models. If we look at the views and expectations of parents there is a conflict of opinion concerning the black & ethnic minority views on expectations of schools and education. In Sally Tomlinson

(1984), there is much documented evidence on the support of Asian families in terms of education. Also in general Asian researchers usually research into this area. Whereas the supposedly negative aspirations of West Indian parents in terms of education is researched by mainly Caucasian researchers. An important point to be made by the author is that Caribbean parents' expectations centred around 'equality of opportunity'. It is important to be quite clear on the use of this terminology. Afro-Caribbean parents have always been eager to take part in the British educational system. This was briefly touched upon at the start of this paper. Since armed with a good education, in terms of paper qualifications, this would provide access to social and economic advantages. But their expectations have not been realised. Perhaps this was due to the fact, that their expectations were too high? Upon further examination of literature, it may not be so much too high or unrealistic expectation but more to do with a mismatch in the historically the function and structure of the British education system. In this paper the advent of mass education in the 1880's was discussed, it definitely had a political and more importantly a social function, see appendix D. At the start the Imperial education that was received by the masses had a specific function. That received by the upper classes & the elite was also designed for a specific function. If we look at the education received in the Caribbean, Africa and Asian, it can be seen that there was a purpose in mind. They were the subjects who had to serve the British Empire. With that in mind the educationalists, academia, politicians of that era, provided and tailored the curricula to fit the needs of the empire. Since there is a pre-occupation with the lesser academic achievements of the Afro- Caribbean black male, one needs to review the type of educational diet that was available for their fore fathers. Saakana et al (1986) sets this out very clearly. One needs to have this overview before one can make an adequate assessment. Amon Saba Saakana sets this out succinctly and gives a clear picture in the context of history. Before 1835 the education of the young people in this colony was in the hands of the church. When the Negro Education Grant was allocated in 1835, ironically the amount parallels that which was spent on the Irish education. Secondary education was not thought necessary for the black & ethnic majority populace. This was in the 1880's until the 1840's almost exclusively the

preserve of the white planters and later those children of mixed parentage. Much later the children of propertied black and ethnic minorities were able to enter the hallowed halls of education. Hence the education, which was received, was threefold.

- The Church and its psychological brainwashing effect propagated through the bible.
- The colonial legacy, which was based on elitism.
- The presence of colonial mythologies.

Hence the lesson being received was a mass of contradictions! This was not facilitated by the political aspirations at the time. If one looks at the table XIII, one is able to see the confusions that have arisen. Although when the education was first presented to these peoples, they embraced it with open arms. It was seen as a second liberation after slavery. This was the historical legacy that was brought to the shores of Britain when these peoples embarked from Windrush in 1948. However, despite this the acquisition of education became the focal point of social mobility.

Unfortunately the schools were not able to meet these expectations of the parents and if one looks at the legacy that was coming from the Caribbean one can start to understand why this situation has arisen. The characteristics and probable reasons are well documented. In effect these were not translated into examination passes, essential for the world of work and thus integration into British society. There is an obvious conflict of structure & function. The structure of state education underwent a change in the early sixties with its move towards comprehensive schools. But more importantly with this move away from selectivity in terms of a grammar school education, this still did not translate itself into equality of opportunity for receipt of an academic education. Inner city schools those mostly attended by working class/ manual indigenous population and incidentally these were the very schools to be attended by the black & ethnic minorities. The function of these inner-city schools has never been to give an academic or traditional “grammar-school” education. However, this was the misconception of the Afro-Caribbean parent. These misconceptions of what the parent’s thought was on offer and what they were actually going to be in receipt of would almost certainly result in a

collision of ideas and ideals. The teachers had a part to play in this vicious cycle. I am not blaming teachers for the outcome, I am only trying to illustrate that the part they would play and still are performing was inevitable. The role of the parent in the educational scenario is that of the "disadvantaged". The stereotype of the "disadvantaged" parent is such that by its very nature, the "parent" is seen as being in need of organisation by the educational practitioners. The children by this construct are in need of "compensation" for their background. This model by its design will further exacerbate and add further stigmatisation to groups that are already at a disadvantage. The end result of teachers using the model outlined above, will as a consequence view their work in a social pastoral care context. Thus the educational material that the students will receive will be in this context rather than the skill-oriented or examination oriented bias. Therefore the views and expectation of the black Afro-Caribbean parents and the teacher will result in a mismatch of ideals. In sum total the parent's expectation will be in terms of examination passes or to acquire skills that will be vocationally useful. The purpose of this discussion although lengthy is to highlight, that although racism does play a part it is more complex and multi-faceted. The educational practitioner is in-fact a pawn in this educational chess. The higher powers have already predicted the outcome of this urban game of chess.

What it is important to understand is that the parent, does not view itself as being at a disadvantage. Parents within the community have and are articulating the needs for their young black men. They are solving their problems and organising their own interests. The development of supplementary schools and Saturday schools is a good example of this process in the educational sector. When these schools were first initiated it recognised that black & ethnic minority parents were unfamiliar with the British Education system. This is not in itself surprising as there have being many reforms and changes. The late eighties, early nineties saw the introduction of the National Curriculum. Therefore these schools were able to provide a source of information for parents and children, which was by and large unavailable to them. M. Stone in Sally Tomlinson (1984) felt that the underachievement of black children was due purely to that fact that academic resources and materials were not made available to the children. Therefore the

start of Saturday schools, this author likened to the Socialist Sunday School image of the late nineteenth-century, which offered working class children not therapy, and or charity but was focused on three implicit principles namely;

- Hard work.
- Disciplined study.
- The will to succeed.

The irony of this, is that while the majority culture are beginning to question whether this type of rigorous education is suitable for their children, we are embracing these “high –status” or elitist education.

Nkechi Abeng, Head teacher & proprietor of the Accelerated Learning & Therapy centre is a prime example. She set up a school in 1997, coming from a science background; she trained as a chemistry teacher in the late eighties. The Accelerated Learning centre & Therapy Centre was set up to achieve and create knowledge, better harmony and health for parents and children. The first impetus was education of children. In the newsletter 16, Spring issue 2005 she looks at nurturing children “the master achievers”. In this newsletter she asserts;

“The GOOD NEWS about this is that it is EASY to teach children”.

In the newsletter the authors stresses the need for parents to listen to their children and not put them down. Also it is important to dissociate from school reports and letters from school into believing the labels that are being put on their child. With today’s stressful goal orientated lives, it is important to first remember their experiences and school and put it into context and then facilitate the child especially the male child in manoeuvring their selves out from the situation. It is a fact that some children do not fit snugly into the state mainstream system. Remember there is political, racial & historical reasons and ethos in the British educational system a legacy of our Imperial past.

The newsletters 16, Spring issue 2005, Ms Abeng page 3 outlines the ten-step process to bringing out the genius in your child.

1. **Know your child.** Don’t just leave your child’s future in the hands of the teachers of the educational institutions. Get a learning style

assessment of your child done. This will help you to know how your child learns best.

2. **Child know thyself.** Help your child to know his/herself. Build their self-confidence and self-esteem by explaining them to them and offer them extra tuition classes.
3. **Know the system.** Find out what the national curriculum guidelines are. Use this as the basis; it has its limitations.
4. **What is the child learning?** Get involved with your child's future – find out what your child is currently learning and their interaction with teachers, as well as vice versa. The bottom line is to help your child get the best out of the system.
5. **Fill in the gaps.** If you feel there are gaps in your child's education- get on the case quickly and take them to a Saturday class where they can learn more about themselves and culture. Don't forget to expand your child's horizon by taking them to museums, plays etc.
6. **Tools.** In order to learn and reach their potential, make sure your child has access to learning tools. Purchase a computer- it's a worthwhile investment in their future, take your child to the library, buy educational videos etc.
7. **Homework.** Yes, we all hate the idea of it! But it is crucial that you help send out a positive message your child about homework. Making homework fun. Be there on hand to help your child- doing homework is an opportunity for both of you to learn.
8. **Values.** Instil in your child a positive value and belief system. Allow them to know how "can't" becomes a "can" and helping and sharing is a good thing. This will help your child to become a positive tour de force for change in the community. Also help your child to have a sense of spirit in their lives –they will thank you for it when they get older.
9. **Interested parent.** It is important that you let the school realise that you are interested in your child's education and well - being. Get involved in as many activities at school as you can.
10. **Bringing out the genius is fun.** Don't see helping your child to tap their potential as hard work. See it as lots and lots of fun.

In this newsletter some good starting points have been highlighted. But parents need to look and plan before they have children. We need to look at the different ways that parent can and are obligated to assist and guide their children so that they can received the full benefits of the educational system. The analysis of the black families in the majority of the literature has generally been pathological. Also for the most part as pointed out earlier in this thesis, was carried out by Caucasians. In the sixties the thinking was that the black child was facing a contradictory world firstly at home and then in school. There may have been some truth in this outlook with the early migrants. However since then we have had several generations of black youth born in the United Kingdom as evidenced in this small study. We know that there is a link between poor parenting and underachievement. It is known that many black parents, either born in the United Kingdom or joining their parents at pre-school or primary school age in the late fifties and early sixties have difficulties dealing with an education system which they feel failed them. There is very little quantitative research on the impact of current parenting techniques on the achievement of the young black child especially with reference to the male child. There are lots of studies on the pupil/teacher interaction and school policies, Connolly (1995).

The author in Saakana et al (1986) has made some useful points (pages 19 – 22) I have summarised this and devised a simple check- list. Also as a practitioner I have additional points that I feel parents should be looking for. They are outlined below.

Pre-school/nursery.

- ✓ Put your child on the waiting list for crèches or pre-school.
- ✓ If you decide to opt for a child-minder. Ensure that she is providing a stimulating educational environment for your child. For example has she joined the local toy library, visits the library or is involved in workshops.
- ✓ Ask other parents about childminders/ crèches in your local area.

- ✓ Contact your local authority & ask for a list of nurseries, pre-school playgroups and crèches in your locality.
- ✓ The library also provides a wealth of information.
- ✓ Visit your local library to use the internet to see if the nursery, pre-school has been Ofsted registered or has had an inspection.
- ✓ Find out whether the nursery implements the Early Years Foundation curriculum.

Primary/ Secondary school.

- ✓ Chose two or three schools in the locality that you would wish your child to attend. It is never too early to start looking!
- ✓ Carry out research on the schools, and find out the admission criteria for the schools. Look at the Ofsted reports.
- ✓ Request a prospectus for the schools.
- ✓ Next visit the school in question. Look at the classrooms and all school displays.
- ✓ Note the behaviour of the children in the school. Is the environment conducive for learning?
- ✓ Make a mental note of how the core subjects are taught. Are the schemes of work readily available for parents to look at?
- ✓ Do the teachers listen to the pupils? Are there many opportunities for learning?
- ✓ Check with your child that they have everything they need for the school day.
- ✓ Check with your child that they are prepared for school. Also leave time to discuss with them what has occurred during the school day. This does not need to be confined to the curriculum alone. For example you can enquire about the school day, teachers, other children in their class.
- ✓ After tea or the evening meal assist your child with their homework. Ensure that you have a dedicated space where the child can do this.
- ✓ Make yourself familiar with the school calendar.

- ✓ Attend parent teacher meetings regularly. If you cannot attend request that the teacher submits a report for you, to summarise your child's progress.
- ✓ Is there an active parent teacher association?

This list is by no means exhaustive. However, it provides some indicators to parents, guardians, and foster-carers grandparents to pinpoint. Parents need to employ strategies that put their child at the centre or pivotal point with the educational status as the priority not as an afterthought. For example it is a good idea even before the children are conceived to think of what you want your child to attain in an educational sense from an infant to adulthood! It does not stop there, but it is imperative to have a starting point! Then from there with your partner investigate ways that you will achieve this. This is especially important with the male child. Short and long-time goals need to be in place. I would designate this the term "educational goals". Just as the health visitor will draw up development targets for the infant, one needs to draw up a plan. Parents should be actively instrumental in their children's lives and engage in "educational warfare". I will clarify what I mean by this terminology. The institutional racism, itself as I have verified throughout this paper comes in different guises it is a twenty-four hour sentinel. With individual racism I would describe this as an opportunist. The British National Party have cleaned up their act, and changed their guise. Hence, in the same vein, the black parent needs to change their tactics and not present the old tired stereotype and therefore be an easy target. Furthermore one should not engage in the same rhetoric associated with this, but seek to reinvent oneself.

One student from the Nelson Mandela Academy, when posed the question that more educational opportunities were available, then was present even ten years previously retorted "but the educational system is much more competitive!" In the 21st century the old stereotype should be discarded. Utilise the facilities that are at your disposal. Like the young men in this study evade the foe, change your guise and confound "him". It is the ability to be a chameleon, which is the most effective in the "educational warfare". Once you have empowered your male child, through the steps outlined by Saakana

(1986), the battle has been won on tactical grounds, without any physical exertion!

As if this is not in place before the child is born, one will follow the herd and get drawn in the rush of 21st century life. Through this one, without the intention be re-visiting and re-enacting their own education pitfalls that one may have experienced as a young male when they were in the schooling system. Hence, one needs to take stock and see the pitfalls, before it engulfs them. If the pitfalls are envisaged before it is encountered then one needs to employ useful strategies to counteract these processes. In this area, you may not have all the answers. That is not a problem in itself and parents should not be put off by this. Those who have circumvented the educational minefield will be able to offer help and advice in this area. In short, parents need to be more strategic in accessing education for the male child.

Indeed the young men in this study are a testimony to this fact. Despite the educational experience that you as a parent may have had when you were schooling in the period spanning the late fifties through to the eighties, you as a parent must ensure that your child especially the male child has a positive experience. One should instil into the child, the mantra 'I can achieve and succeed'. This has got to be the child's mindset so that it can become a reality. Then you, the parent need to take practical steps to ensure that your child has the educational facilities and where with all to bring this into fruition. In essence you are ensuring that your child is empowered in the competitive educational arena.

On the theme of being pro-active in the male child's education an exciting new initiative appears to be on the agenda Halpin (2005), education editor for the Times, explains how parents are to achieve more parental control over their child's education. The local government in the boroughs have up until now had a monopoly over state education. Backed by Tony Blair (Prime minister) the Education Secretary Ruth Kelly are moving to release the strangle hold that local government has had in place for the better part of sixty years. These proposals go hand in hand with the academies that are already in place in some local authorities. These academies are being sponsored by business and other private organisations. But what is proving controversial is the part funding by the government. As an extension of this and what should

be of particular interest is Ruth Kelly's proposals that educational charities, faith and parent groups would drive the next phase of the reform to raise educational attainment. Hence the role of the local council would make a significant shift from the 'provider' of education to now being the 'commissioner'. They would work hand in hand with the parents and support them in the schools. This is a wonderful opportunity for parents to take up the gauntlet and be pro-active in their son's education.

After all these children are the investment for the future, the leaders of tomorrow. Hence it is imperative that we do the groundwork before we set them on their way. Some salient points are made here in order to assist the child in their "academic" preparedness for school. Points 3 & 4 especially are for the parent to carry out their homework in this area. Too often parents due to their busy lifestyles opt out of this very important area. Parents should try to make their selves familiar with a term I have called "teacher talk". These are all the terminologies that teachers may use to identify your child. Also the child needs to adapt to the second language, which is spoken in the classroom. You may be surprise to learn that the language is English. The meanings of the same words in English spoken in the home environment and that spoken in the school environment can have quite different meanings. Hale-Benson (1986) discusses at length a dual socialisation. In the same vein there is a dual language. Most children, who come from an Afro-Caribbean background or African background, when a superior or an adult is speaking to you, will be giving you implicit instructions. This system is pretty rigid and as a minor you are given very little opportunity to express your own individual feelings, there is more focus on collectivism of a community or family structure. If you do look an adult or superior in the eye, then you are classified as "rude" or you have not been brought up correctly. Whereas in the British school system you, are supposedly given many opportunities to express your self as an individual. There are other cultural quirks. In many parts of Africa you will not look an adult or older person in the eye, when they are speaking to you, especially if you are being reprimanded. The young person must look at the ground. If this is not done this is seen as an act of disobedience and at its worst insubordination. Whereas, in Britain you do not look at someone or maintain eye contact this is construed wrongly, or the young man is assigned

as having something to hide. Most of the parents have come across these pit falls, so it is important to inform your child of this. Most parents appear to assume that their children will imbibe this dual language naturally. Perhaps they see it as the child finding their own feet in the battleground the classroom. But it is important, to note that the "half-life" of the school child is relatively short. So it is important that the child gets a head start in the classroom arena. This is especially true of the black male child, as he seems more prone to mishap and exclusion from the educational amphitheatre.

Also with the influx of peoples from the Caribbean. The term "influx" is used in relative terms but also other black peoples from the continent of African continent were invited to build and reshape the war torn & damaged empire, after World War II. Many of these peoples especially the adults although many of them did manual and blue-collar work, the aim were slightly different they wished to better themselves educationally. Many of them had held civil service jobs, and what would be classified here as middle class occupations e.g. teachers, accountants etc. Their main focus was to improve upon their educational attributes. In the same vein, they expected their children who attended school in Britain to fall into one of the following categories namely teachers, lawyers or doctors. They were quite inflexible in this area, and placed great emphasis on academic attributes. Although they had been feed the imperialist diet for the curricula, fortunately having gone through the system they had some idea of what it entailed. This was especially true since many of them apart from looking after young families holding down daytime jobs. In the evenings they would attend evening classes in various subjects. The focus as I said before was to improve themselves academically. Although the system was different from back home, somehow they managed to acclimatise their selves. Hence, with their newly acclaimed educational status they would be able to return home in approximately five years. In reality this was not always the case. Since once one entered the labyrinth of education, it could become notoriously difficult to untangle one- self. As there was so much on offer! Often for financial reason, it would be the men who would opt for further or higher education. The woman in the partnership would sponsor the men through school and support the family and extended family. Hence in summary although we all came together from the forties through to

the sixties before the advent of air travel many of us from the Caribbean and African continent docked at Liverpool. Those from African continent were a bit more confident with the academic system in the United Kingdom and as a consequence were more comfortable asking the teachers questions concerning the curriculum. However, like the Caribbean parent there was disquiet over teacher expectations, which they felt was absurdly low.

They the “teachers ” saw us as a homogenous hue. This was especially exemplified during the Thatcherite period of the conservative reign, when in education they had the “colour blind” approach to education. If we revisit table VII, this is clearly illustrated.

These views were being expressed just over two decades ago. Have the concerns or anxieties of the parents changed or been altered? The young men involved in this study, many of them are taking five or more GCSE’s in fact this appears to be the norm. In the research I tried to glean more information as to the aspirations they had in terms of education. The majority wanted to continue into further and higher education. Also they wanted to become entrepreneurs and successful business people.

In this paper I have mentioned coping strategies that black males exhibit to varying degree to cope with the stresses of the social system. Schooling is just a microcosm of the society at large. Here one of the coping strategies that is not mentioned is “racelessness”, Tony Sewell (1997). The Afro-Caribbean, African, British or any of the ethnic minorities who classify themselves as black uses it. It is important to emphasize this point as some young men from the African diasporas in order for them to be successful, are loathe to associate their-selves with “black ” or anything that is “ghettorised”.

Initially, when one black person was able to succeed in their chosen professional field, we as a people were happy and equated their success to our success. But this euphoria over the past forty years has evaporated somewhat. Now as individuals we want our own individual successes. Signithia Fordham has presented an interesting analysis of the conflict and tensions that high-achieving black students feel when they strive for academic success. Black males appear to find this split personality more stressful than females. This is documented in A Osler’s (1997) ethnographic study. Although the young adolescent men featured in the studies are Afro- American their experiences in

British schools are broadly the same. We are able to draw out similarities between the black adolescent in the United Kingdom and their counterparts in America. It is important to acknowledge that young black children when they enter the schooling system, they have to adapt to a new socialisation. Hale-Benson (1986) coined the phrase “dual socialisation”. This is imperative if the child wishes to achieve academic success.

The black child at an early age has to choose between the ethos of the dominant culture in the schools, and the ethos of the community, which is the minority. So from a young age the child is expected to juggle and balance the two opposing cultures. The child who is successful, is the child who will succeed in the system. In the society at large there is the push that appears to express one’s individuality and ethnicity. Completion of application forms for jobs, university application, are evidence of this. It does not stop there, school league tables etc requests this information for ethnic monitoring. When in reality especially in a school setting it is easier for educational practitioners for all of us to be homogenous. It is important to add that this phenomenon is not exclusively what happens in schools in the United Kingdom, but is a myriad of strategies and practices that some black young men will employ to ease their transition through the schooling system.

S. Fordham (1998) looks at the technique of “racelessness” as a strategy of achieving success, academic & social mobility. First of all the author explores the concept of social identity in terms of the Black American. This strategy is not new. The slaves on the plantations already employed this technique. But what is new is that S. Fordham (1998) and others authors T. Sewell (1997) have coined a phrase, so that readers who are not familiar with terminology can begin to understand the phenomenon. The anthropological term “fictive kinship” emerges Fordham (1983) & (1985). This is a kinship in which people that are not related by blood, or marriage came together. Instead the association is through social and economic situation. In terms of the Afro-American this includes the political arena as well. This term is all-inclusive it conveys the idea of “brotherhood ” and “sisterhood”. Thus conjuring up a sense of people hood a social collective identity. So black Americans use the “brother”, “sister” and “blood”. This is a cultural symbol of collectivity. These terms are trans- Atlantic and have reached the British shores. Young

men and black people who see their selves as “black” regularly use these terms. It is more than skin colouration. It also involves a mindset, or they way that people who perceive their selves as “black ”. It is important to note that merely having African features or being from the African diasporas does not automatically confer membership of the group. One can be black in colour and choose not to seek membership of this group. By the same token, members of an existing group can seek to expel members based on their attitude or incorrect behaviour, as there are expected codes of behaviour and patterns one is expected to display. This particularly manifests itself when one is in conflict with or in competition with the majority culture (whites). In short it is a sense of people-hood in response to or in opposition to “white” social identity. This system was initially developed to expose two types of mistreatment from the majority culture namely:

- Exploitation of peoples of the African diasporas before during & after slavery.
- The historical and continuing tendency of America & Europe to treat “blacks” as an indifferent mass of people.

Furthermore, these peoples were indiscriminately assigned inherent characteristics and negative attributes.

Hence an example of this is the high incidence of muggings, supposedly carried out by black youth. In my informal discussions with the young men involved in this research the majority of them were able to cite incidence occurring to them personally, family members of friends, in which elderly people and young women crossed to the other side of the road, if they were seen to be approaching. Also a young man cited a particular incidence in which he attended a family funeral. The young man is of mixed race, his grandmother being Caucasian. On approaching the cemetery his family members (white) who were not immediately related to them, immediately put their mobile phones in their pockets. This was despite the fact that the person on the phone was still conversing with them! Hence this reveals the potent nature of stereotypes and how negative characteristics are assigned indiscriminately. As a result people tend to respond indiscriminately and they

believe the stereotypes, even though there may be overwhelming evidence to the contrary! Even though these people were family members, friends who are from the black & ethnic minority, rational and reason is wantonly discarded in face of the "stereotype".

Black children born in America or Britain learn the meaning of fictive kinship from parents and peers as they are growing up. I am at pains not to include these peoples of African & Caribbean descent in this analysis, as the experience of schooling and socialisation in Europe is very different. But from the American experience, one can draw parallels and in most instances the American experience will mirror the experiences in the United Kingdom. Except the British blacks tend to be more muted in their approach. Also slavery was abolished in the 1800's in Britain, whereas in America they chose to continue with this practice. Also the system of segregation reared its head, which Dr. Martin Luther King fought so passionately against. It would appear that children learn this at a very young age, definitely in pre-school.

In order to succeed in the academic system of the school, it is imperative that these students assimilate into the majority. This is achieved by them minimising their associations with the minority culture and maximising their associations with the majority culture. These students attempt to assume a "raceless" persona. This can be conscious or unconscious. Either way the aim is to obtain vertical mobility.

However, young black men are extremely conscious of the stigma attached to being successful in the dominant culture. Furthermore, the students in the research further voiced disquiet that they had to achieve much higher grades to get any tangible rewards. In-fact one student told me (Justin Fashanu school) that his parents had told him he would have to work twice probably trice as hard at school to reach the parity of his Caucasian peers in the school. He also went on to give the example of his two uncles who had arrived from Nigeria both of them having doctorates in physics. However, up until now they had only been able to get menial jobs. This same young man stated the example of his father a qualified accountant of many years experience, who had been passed over many times for promotion. Many of the young man cited examples of their parents or friends and family being in the same situation. The sum total was the young men were questioning the rational of

having to work so hard and not receive the just fruits of their labours. As one student sagely noted,

“Miss, you can only turn the other cheek so much, then it gets sore”.

But the draw back of having a “raceless” persona is that the young person is a risk of losing their feelings of belonging or group membership. Peer pressure is another phenomenon that is playing a larger part in the lives of young black people in the 21st century. Dr Tony Sewell at Leeds University carried out research on one hundred and fifty fifteen year olds. In his survey of these youngsters he found that eighty percent of the young people cited the influence of their friends as the biggest obstacle to learning Curtis (2002) article in the Guardian . To address this problem Dr Sewell has designed a three-week personal, social and health education programme aimed at black teenagers. The focus is to change the mentality of the young person especially boys, into seeing education as a tool for the young man to improve his educational chances. The school, the institution, moreover this programme not only enhances the educational opportunities of these youths, but it would also help those from working class backgrounds in the indigenous population. Also, those from Bangladeshi and other ethnic groups who are falling by the educational wayside. However, if one looks at the hypothesis I proposed at the start of this paper, it appears that Dr Tony Sewell has found a way to circumvent the loop. If one goes back to the table V, which looks at three successful primary schools in Wandsworth. It can be seen that the boys do well across the three core subjects e.g. English, Mathematics and Science. To refresh our memories, below is the hypothesis, which I proposed;

The British Education system is stressful to the psyche of the young black male. By the onset of secondary school this has reached a crisis. However if we can circumvent this loop his educational chances are greatly improved.

Dr Tony Sewell has come up with a novel idea in the article by Amelia Hill (2005). In this he proposes that the high achieving black British boys are sent to Jamaica for three consecutive summers. This scheme is designed to turn them into future leaders. This programme entitled “Generating Geniuses”

aims to pick students across schools in London. Young black boys are usually on par with their contemporaries at the start of their education as is evidenced by the research carried out in Wandsworth for three successful primary schools. However this takes a dramatic nosedive by the time these youngsters reach year 9. This programme by identifying bright students, when they are still young and supporting them, aims to stem the deterioration. The boys will have a significant number of black role models who are doctors, lawyers etcetera. In Britain there would just not be the critical mass of positive peers. Also this initiative differs from other programmes in that it is not acting as an "intervention" programme. The students have not yet been brainwashed by the negative stereotypes, low expectations and the influence of peer pressure. They are effectively being head hunted. Hopefully these young boys will form role models for their classmates. If one casts our mind back to the CRE chairman Trevor Phillips, although this has been cited as the brainchild of Dr T Sewell, we can see it is this intervention which assisted Trevor Phillips to the position he is now. Namely, in these early teenage years his parents instead of him attending the local comprehensive school, instead sent him to a private school in their native Guyana. Hence, one begins to see that this is not such a new idea as originally put across. In fact many of my contemporaries experienced the same scenario as Trevor Phillips. The aim was to break the cycle. It was found that two situations would assist in increasing the educational opportunities of the young black youth. However, the educational system in the United Kingdom as the National Health System set up in Britain after the Second World War now has new demands placed upon them and people now have much higher expectations. It is now under an enormous stress. It was not designed for those of the ethnic minorities with their differing needs and aspirations. The present system in the 21st century is creaking under the strain being made upon it. We have the specialist academies; there are murmurings about introductions of the French style baccalaureate and the phasing out of the traditional 'A' levels. Over the last decade we have seen the introduction of different types of vocational qualifications. What the educational system needs is not a necessarily a complete overhaul but a merging of the traditional with the new. It requires an analytical yet critical eye to be cast over it, and it sorely needs to take into

account, the clientele it will now be accommodating. Also we need to concentrate on the long-term solutions as opposed to the short-term fix. Effectively the Empire has become compressed into small pockets of the country and educationalists and politicians need to realise this when organising and setting up their policies.

It is important that young black people do not become divorced from the educational system. As in effect they will be cutting off a lifeline that is essential for the integration in the society that we live today. In this vacuum the young person not only experiences alienation, but also he is often at times made feel a 'foreigner' in his own land. The British for the most part are a reserved and polite race, and good at hiding their animosity. But young people are sensitive and it is easy to sense it and have antennae that can pick this out. The effects of indirect racism are everywhere. Also, racism now assumes different attire and assumes different guises it now more difficult to identify him. He was interesting to note that during the elections in May 2005, immigration was a word on everyone lips. On election in the polling booth, I was able to peruse the three major parties and the independent and fringe parties on the voting cards. Some of them apart from putting down the parties they belonged to e.g. Labour, Conservatives, Liberal Democrats opted to put a few words after the name of the party in question. One that caught my eye had the words, "The party that cares for you ..."

This was part of the manifesto for the British National Party (BNP). It looks and reads innocuously enough. In the seventies this could evoke the feelings of fear and dread in the hearts of the black & ethnic minorities. But now they have a new gleaming image that befits the 21st century that we live in. Previously if one mentioned the British National Party, various images would be conjured up. They would be of a typical white working class man with his head clean-shaven, wearing black Doctor Martin boots with shining brass or silver toecaps. In the summer depending on the occasions he would drape himself in the Union Jack and would be proudly walking his dog, which would invariably be a squat ferocious looking bulldog. They were usually black or white in colour. The female counterpart would also have the obligatory Doctor Martin boots. However, she would not be clean-shaven but would have her hair closely shorn with wispy strands by the ears and at the

nape of her neck. Both parties would have a near permanent scowl on their faces. Also, if one saw the Union Jack draped across a window in a residential setting, one would know there was the unspoken allegiance to this party. However, the powers that be have told them to clean up their act. Hence, on the advent of the 21st century we now see a suited individual who is fairly articulate and speaks in measured tones about the problems that we have with immigration. Also this individual is keen to distance himself from the thuggish elements of the party and appears to a reasonable, tolerant outlook. Basically he is the voice of reason, looking out for the ordinary British citizen, Joe Bloggs. Meanwhile, the pages of time have been turned and Joe Bloggs have undergone a metamorphosis and became Joe Ethnic. They have made some impact in Burney in Yorkshire and other areas in the north of England. Where they appear to be on the side of the ordinary hardworking citizen. In the news channel 3 on the 24th June 2005 was the news that Labour had regained its seat in Barking & Dagenham, East London. This was the BNP's only representation in London. Incidentally this was the only time that the BNP had lost a seat in a by-election. If we cross the seas over the Atlantic Ocean a slightly different scenario arises. On Channel 5, News on the 21st May 2005 Edgar J. Killen was convicted of the murder of three civil rights workers four decades ago. James Bone in The Times 8th January chronicles the rise and fall of this alleged Ku Klux Klansman in the "Mississippi Burning" killings that rocked America in the 1960's. This was one of the notorious unsolved triple murders of the civil rights era in the United States of America. Mr Killen was alleged to be the organiser of the local clan and had masterminded the plot, which lead to the killing of the trio. He had received orders from the Grand Wizard (Sam Bowers). At the time four decades ago the all white jury convicted seven of the defendants including the Grand Wizard Sam Bowers of the conspiracy. None of the defendants served more than six years in prison. But Sam Bowers one of the defendants serving a life sentence for another racially motivated crime had boasted that the real culprit had walked free. However, the case was re-opened in 1999, and lead to the conviction of this man for the "Mississippi Burning " murders. Figure XI. Chronicles the rise and decline of these extremists.

Figure XI. EXTEMISTS WITH STAYING POWER.

- The first branch of the Ku Klux Klan was established in Pulaski, Tennessee in 1866.
 - The leaders were former Confederate army members who opposed ending slavery.
 - Klansmen in masks, white cardboard hats and draped in white sheets, tortured and killed black Americans and sympathetic whites.
-
- Between 1868 and 1870 the Klan helped to restore white rule in North Carolina, Tennessee and Georgia.
 - Its objective achieved, the Klan all but disappeared by the end of the 19th century.
 - It was reformed in 1915 and also became hostile to Jews, Roman Catholic, socialists, communists and anybody identified as a foreigner.
 - By 1925 membership had reached four million.
 - After the conviction of the Klan leader David C. Stephenson for second-degree murder and evidence of corruption by other members including the Governor of Indiana and the Mayor of Indianapolis, Klan membership fell to 30,000.
 - The organisation was formally disbanded in 1944.
 - The emergence of The Civil Rights Movement in the 1950's resulted in its revival.
 - Klansmen put pressure on blacks not to vote. In 1960 in Mississippi, forty-two percent of the population was black. But only two percent registered to vote.

One of the chapters in this thesis is entitled Bernard's Coard World. This Grenadian, wrote this book in the early seventies. I have used it as the backdrop and have utilised his concerns over the number of black British children being sent to the schools for the educationally Subnormal (ESN). What is clearly evident is that some black children did slip through the net and they succeeded academically. They are the children who were brought up in the late 1950's through to the 70's and by and large they are the highly successful adult blacks of today. However it would appear that the vast majority were not so lucky. They suffered the effects of the points outlined below:

- The racist curriculum (school texts, reading texts, examinations etc).
- Low expectation from teachers.
- Poor self-image, self-esteem, and self-belief.

This would obviously be translated into job & career expectations. But more importantly this would impact severely on the economic and their social standing in the indigenous population. I am sure Mr Coard is surprised the lasting impact that his book has had on the educational policies of today. Incidentally I believe his book was designed for the black community, the

West-Indian community and to explore the ways the system was undervaluing and underestimating the children. But it has had a tornado like effect of the rest of the black & ethnic minorities as a whole as it high-lighted to the indigenous population what it was doing consciously or unconsciously to the children of parents who had come to rebuild the colony after the ravishes of World War II.

Whom was Mr Coard was concerned about? The answer, they are the parents and grandparents of today's children. Thirty to forty years ago there was inadequate parental knowledge of what was happening to their children in the British educational system. Also there was nervousness and trepidation on how once the problem appeared to be identified to deal with it effectively and in a speedy fashion. The focus over the years has been on supplementary schools, Saturday schools, mentors, grants, etc. In fact a whole battalion has come into action. Where the resources are utilised effectively the young men involved in this study have been able to succeed.

However, it is important that one is not lulled into a false sense of security. Although the schools for the Educationally Subnormal were closed down, it now re-emerged with new stealth and was in the early eighties and nineties classified as streaming or banding. Also we now know that those schools have now been replaced by the pupil referral units (PRU's). The issues that the young people are dealing with to-day is a culmination of decades of neglect. Interwoven with this is the historical neglect of the education of the Empire. The needs of the society have moved on in the twenty-first century. I have tried to look at the problems and stresses faced by these young men on a daily basis in the cold light of day. I have attempted to define and focus on the positive outcomes for these young people. Namely the focus is to identify the successful outcomes and to follow it through with continuous assessment and evaluation. What is clear is that in working with these young man is that early intervention is essential. In the focus group questions, these young men showed insight and sophistication beyond their years and were able to articulate amongst their-selves and individually what the deciding factors were for success. Since they have articulated and vocalised this for the adults. It should then be our role to facilitate this process for them. We as practitioners, educators, social workers, parents, or any significant adult

should pave the way for them. This will enable the young black male to broaden their horizon, giving them the confidence to move outside their territory e.g. home environment. Enabling them to get in contact with organisations and participate in activities that will enhance their life chances both academically and socially. One young man from the Archbishop Desmond Tutu High School stated that older church members had urged him quite passionately to make sure that he took a part in the opportunities that were being offered to him. The church member had said

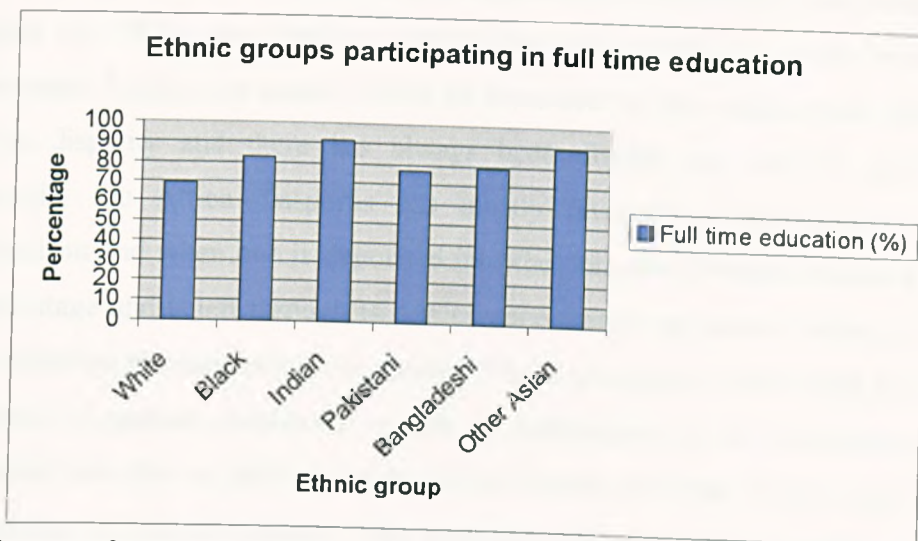
“ I can give you the key, but it is up to you to open the door ”.

I would go one step further and say that this church member should be more pro-active and not only “show the key” but assist in pushing open the door as well! It is a well-known fact that students from the minority ethnic groups are more committed to staying on in education after the age of sixteen. These are borne out by the authors Aymer C. & Okitikpi T. (2001) *DfES Young Black men and the Connexions Service*. Parents from the black & ethnic minorities are generally quite traditional in their values on education in 2005.

Table XIX. Taken from Gargi Bhattacharyya, Liz Ison & Maud Blair DfES 2003 (Research Topic Paper pp 24)

| Ethnicity | Full time education (%) | Government supported training (GST)(%) | Full time job (excl GST) (%) | Part time job (%) | Out of work (%) | Something else/ not stated (%) |
|---------------------------|-------------------------|--|------------------------------|-------------------|-----------------|--------------------------------|
| <i>White</i> | 69 | 10 | 10 | 4 | 6 | 2 |
| <i>Black</i> | 82 | 3 | 2 | - | 8 | 4 |
| <i>Indian</i> | 91 | 2 | 2 | 2 | 2 | 1 |
| <i>Pakistani</i> | 77 | 5 | 3 | 3 | 9 | 3 |
| <i>Bangladeshi</i> | 79 | 9 | - | - | 5 | - |
| <i>Other Asian</i> | 89 | 3 | 3 | - | - | - |
| <i>Other ethnic group</i> | 75 | 7 | 6 | 2 | 5 | 3 |

Figure XII. Adapted from table XVII above. Gargi Bhattacharyya et al. DJES 2003 (Research Topic Paper pp24)



As can be seen from the study the vast majority of the children were born and bred in the United Kingdom. They are the products and the educational experiments of the British system. Previous generations before them were force-fed the assimilation /integration diet and what was received as the by-product once they came off the conveyor belt are the young men that we see today. Some of them have fared well. If these young men were dropped into the continent of Africa they would have a hard time adapting, as they have imbibed the western culture of individualism and altruism as opposed to the collectivism which exists in most African societies. As young children these young men are eager to belong to the country, and they want to obtain full acceptance that their grandparents and parents fought for. The vehicle for the attainment of their success is education. What I believe these young men who are successful and achieving have managed to do, is to marry the two cultures in a type of symbiotic relationship. This is in contrast to a parasitic relationship where one will always by the nature of this union have a “loser” while the other in the partnership is constantly “taking”.

In this paper I have tried to capture the tensions and conflicts experienced by the young black male student. I have sought to define the relationship that those young men have with the home and school environment in which they are the minority culture. I have attempted to illustrate that the “cross-over” dream can be realised. With it comes wealth, fame and fortune. But what one must put in mind is that it involves hard work, more hard work dedication and

focus. Most of the young men complained that they often felt that they were singled out for unfair criticism on all front pertaining to behaviour and levels of work etc. What one needs to realise that the world is a cruel harsh environment. Ideally one would like to be rewarded for their endeavours, but there is disparity and there has always been divides e.g. rich & poor. Historically the Africa diasporas has mostly favoured collectivism over individualism and when one is deposited into the dominant Western culture at an early stage and is left through to adolescence there is an uneasy union and in the majority of cases results in a crisis. Those young men who come into the United Kingdom educational system as adolescents or are removed at adolescents are able to take advantage of the collectivism that exists in most communities of African descent. This provides armour for them against the stresses of the system and the new phenomenon known as peer pressure. This peer pressure can have a draining effect on the successful high achieving individual. These high achieving individuals are often viewed with suspicion and are tested constantly by their less successful contemporaries. What is required is for the community to develop and sustain a culture of empowerment. Empowerment that comes through knowledge and education. For the time being one would need to work with the system that is currently in place. One should not lose sight of the fact that education is not solely confined to the walls of the classroom. It is flexible and exists beyond the confines of the classroom. But as a society, it is imperative that an environment is created in which the following attributes are focused on in education namely;

- A belief that young male black children can be at the centre of learning.
- A culture that empowers black male students to play a full and active role in their learning.
- A belief that black youths can contribute to the learning of the community at large.
- Projects and initiatives that put young black men at the centre of learning improvement strategies.

I am at pains that this paper does not end up as a checklist, but what I hope to have emphasised is that young people can be empowered by knowledge and ultimately education. Obviously there are material gains to be obtained by achieving these goals, and what is needed is for more young men to opt into the major scheme and refrain from being distracted. At various stages in this paper the male role model has been discussed. Girls have flourished in recent years, as older women have taken the time to instil in them confidence and for them to go further in the academic sector, media and all aspects of occupations that were previously seen as the male domain. This strategy can be used for the young men. It is not necessarily the biological father that needs to do the nurturing of young black men. Uncles, brothers, grandfathers, male friends, stepfathers, can slot into this role depending on their age, experience or expertise in a particular area. Also this is closer to the type of systems that operated in the African diasporas. What is required is a universal change of our mindsets so it is seen as a positive and not a negative. As pointed out previously the half- life of schooling is relatively short. If one is able to impress this upon the young minds, part of the battle will be won. It is this short period in time that ultimately dictates the rest of your life and the social and economic status that you as an individual in the Western society can attain. If one wants to be a full paying member there are some dues that need to be paid. However, after this goal has been achieved it is up to the individual whether one wants to proceed along this path. Changes can be made, but the foundation needs to be built, and in most cases this can only be achieved by backbreaking work. People before us have been able to do this for us. They have previously had to work with their hands. The opportunity is there for all of us to now work with our minds.

Areas that I have been able to pinpoint as having more in depth research are as follows;

- The views and thinking of those person now adults who schooled in the United Kingdom during the fifties, sixties and seventies.
- Researching in more detail experiences of those children who are not in formal nurseries, but looked after by child minders during the pre-school phase.

The numbers of and participation in nursery education differs amongst ethnic groups. R. Fitzgerald et al DfES 2002 illustrates this. However, overall it has been found that nearly all children (raising fours) of Caucasian parents ninety-nine percent had attended nursery education, as suppose to eighty-eight percent of ethnic minority children. It is also indicated by research that those children who do receive early years education are significantly ahead of their white peers. In longitudinal study tracking nearly 3000 children it was found that in specific areas, pre-reading and early number skills, children from some minority ethnic groups, including black Caribbean and black African made more progress during the pre-school than UK white children Moyles et al (2002). Furthermore those results remain significant, even when the mother's educational and socio-economic status is taken into account. Hence this suggests that early years provision provides very good learning opportunities for the ethnic minorities. Also it provides a valuable link for the dual socialisation of the Afro-Caribbean child; see Brooker (2002), Callender (1997)& C.M Ogilivy et al (1990)

Others areas that need to be looked at are detailed below:

- Researching the schooling experiences of those young male boys in primary schools.
- Development of an on-line version of the Young, Gifted & Black questionnaire. So that young people (11-18) all over the country can contribute.

This questionnaire has already been developed and a version of it is in the appendices. This way the study can be extended to all areas of England, Scotland and Wales. I am acutely aware that the schooling experiences of those young black boys schooled in the urban environment is vastly different from those in areas outside London and those in rural areas. London is seen as the "Mecca of blackness". Young black people who come from Yorkshire, Scotland, & Wales or anywhere outside London are amazed, terrified, shocked, & stunned by the cacophony, cascades of "blackness" that exists in London. It is like meeting a new breed of peoples. They are unashamed, they are bold and the cyclone of colour that hits you can be overwhelming. In London the "colour-blind " policy is not an option, the

black history month is celebrated not only in October but also for three hundred & sixty-five days of the year!

I know that I am only touching tip of the iceberg, but hopefully this paper will start to give an insight in the areas that need to be tackled. I have tried to research this sensitive area from an objective point of view. Also, I have gathered the positives together and from this the aim is to build upon the positive aspects. I have given practical approaches and strategies concentrating on enhancing academic achievement as seen in T. Jordan (1981), that parents, teachers, academics or anyone interested in the educational advancement of young people can employ and utilise.

For many of those who are classified as being successful in terms of academic achievement, this success can be marked by ambivalence and conflict. But often they need to field attempts by their peers who identify this success with “acting white”. What we need to do in the community at large is to ensure that academic success is given the credence it should get. And those young people should not be side tracked in their worthwhile endeavours. We should desist as a group of peoples from criticising and putting ourselves down and this type of over tunes should not be tolerated. We are a “permeable” race we imbibe Western culture & Western ideals without questioning it. What we should aim to do is to have “selective” permeability and let in what is good. Hence, the need is to cultivate the culture of achievement and success. This should be the “bling” that is aspired to. In effect striving towards academic acumen.

If the black community continues to put more emphasis on group rather than individual mobility, then academic achievement is likely not to proceed at a fast enough pace as some people would like to see. Hence, as a knock on effect of this we will not be able to take our positions in the political, economic and social spheres in the numbers that would have a visual, social & economic impact. One obviously needs to reach a compromise and decide what is acceptable for the young people and us.

Although the late Enoch Powell would have liked to send these people back to their native countries of origin, the reality is that for the majority of the young people their “native” country is ironically the United Kingdom. In the late fifties and sixties we were force fed the integration and assimilation policies

of the day. Now what we have achieved is the young black male a genetically modified variant a hybrid of the integration and assimilation era. Along with this we have a new race definition, which is "Black British ". One needs to take the good points of the old colonies and merge it with the good points of the indigenous population. Hence, the historical struggle has not been entirely a litany of woe. These young black men have managed to achieve in the academic sphere. Initially one would be under the strong apprehension that a thin line of chance separates the tight rope between academic success and failure, when in fact the foot soldiers have beaten a well-trodden path that will and can lead to success. This is evidenced by the Trevor Phillips, Dr Tony Sewell, Sir Trevor McDonald, Mr Boteng, & Mr David Lamy but to name a few men who have achieved academic and political prominence in their chosen field. I have mentioned those men who are prominent in the twentieth and twenty-first century. I have not forgotten the men who came before them; they are discussed at the start of this paper. One needs to build upon the strong foundation that they have managed to cultivate. Since after all the reality is that those young men may well be parents one day of children themselves. Hence, they are not only making the difference, they are forming part of the solution and will have an impact on future generations of black children. We need to continue cultivate, groom and motivate these young men towards academic achievement & success. The young men need to acknowledge and the parents and other significant people in their lives have to instil in these young people that they are "destined for the top". This is in all aspects of their lives. It is important that we all challenge institutional and structural racism. One of the major and significant ways, that this can be effectively challenged is in terms of education. A. Saakana (1986) discusses how slaves envisaged education as a double liberation. Although in the course of this, many experienced disillusion. Also over the past forty years many black parents have felt this to varying degrees. However, one should not lose sight of the fact that though one may experience disappointments, education in itself still remains a power force to be reckoned with. One cannot escape the fact that it still remains a powerful tool, within which one can gain massive strides both educationally and materially. It is an educational currency that can open the doors to many opportunities. Furthermore it is an international currency,

which does not lose its vantage point. Parents, educators, politicians and policy makers need to educate the young black men, into how they can successfully use this educational currency. Increasingly young black men are realising this. However the aim is to encourage these young people that it is a viable, feasible and worthwhile enterprise to embark upon, namely education! The emphasis should be on black achievement, black hopes, black successes. One should not be afraid to talk about and debate this arena, not to take the easy mainstream way out and approach it from a "colour-blind" avenue. These young men need to be celebrated, and acknowledged for their endeavours. I want to conclude and encourage these young people to strive towards academic excellence. Tony Blair the Prime minister in his keynote speech for education during the May 1997 elections in which Labour regained power after eighteen years under the Conservative rule is now famous for his mantra; "Education, education, education"

My mantra is simple;

Together we aspire.

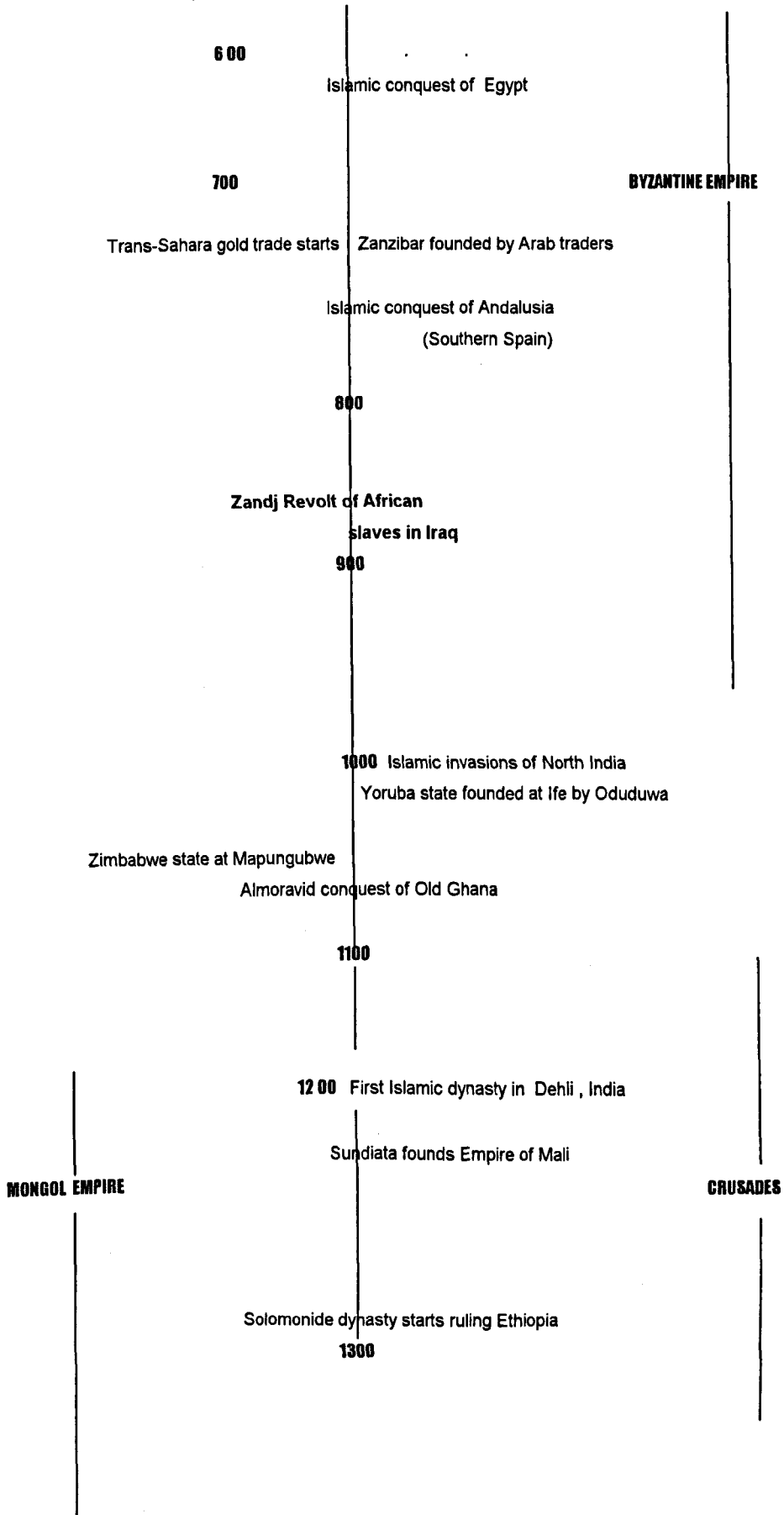
Together we achieve

Together we succeed.

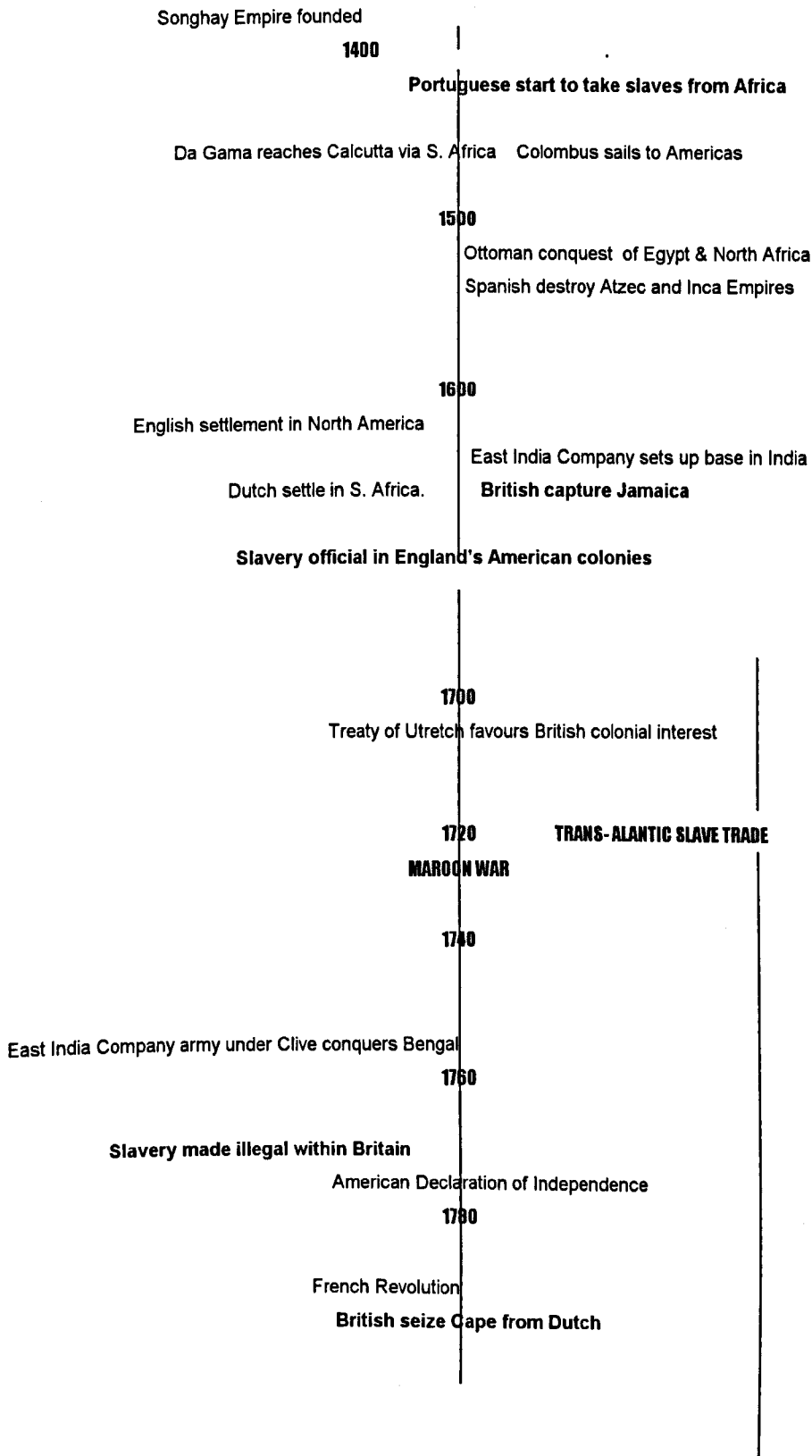
Nisus ualeo (endeavour to succeed).

World history time-line. Appendix A

Adapted from A. J Mckenzie (2004) pages 48-49



World history time-line continued. Appendix A





Questionnaire

Appendix:

Name: **DOB:** **Year Group:**

Which ethnic group do you belong to:

| | | | |
|--|------------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Black British | <input type="checkbox"/> Caribbean | <input type="checkbox"/> Algerian | <input type="checkbox"/> Angolan |
| <input type="checkbox"/> Eritrean | <input type="checkbox"/> Ethiopian | <input type="checkbox"/> Ghanaian | <input type="checkbox"/> Nigerian |
| <input type="checkbox"/> Somali | <input type="checkbox"/> Sudanese | <input type="checkbox"/> Ugandan | <input type="checkbox"/> Mixed Black |
| <input type="checkbox"/> Other African | Specify: | <input type="checkbox"/> Other | Specify: |

Where were you born:

| | | | |
|---|------------------------------------|---------------------------------|-------------------------------|
| <input type="checkbox"/> United Kingdom | <input type="checkbox"/> Europe | <input type="checkbox"/> Africa | <input type="checkbox"/> Asia |
| <input type="checkbox"/> Former Eastern Block | <input type="checkbox"/> Caribbean | <input type="checkbox"/> Other | Specify: |

Did you attend primary school in the UK: Yes No

Did you attend secondary school in the UK: Yes No

Do you speak English at home: Yes No

Can you speak or understand another language apart from English: Yes No

If 'Yes', specify language: _____

Who do you live with: _____

How many sisters/brothers do you have:

| | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Sisters | | | | Brothers | | | |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |

Which position are you in the family: _____

Do both your parents live in the same household: Yes No

What type of property do you live in:

| | | | |
|---|--|---|---|
| <input type="checkbox"/> Block of flats | <input type="checkbox"/> Semi-Detached House | <input type="checkbox"/> Detached House | <input type="checkbox"/> Terraced House |
| <input type="checkbox"/> Other Type | Specify: | | |

What is the profession of your Mother: _____

What is the profession of your Father: _____

Do you think this has influenced what you want to do in the future: Yes No

Is it important to have friends who share the same aspirations as you: Yes No

Explain your choice: _____

Are your friends' parents professionals: Yes No



Young, Gifted & Black

Is it important to have role models: Yes No

If 'Yes', explain why:

Who helps you with your schoolwork/homework:

Mother Father Brother Sister

Friend Other specify:

Are you doing GCSE's: Yes No

Are you doing 'A' Levels: Yes No

If 'Yes', how many: Yes No

If 'Yes', how many: Yes No

If 'No', what are you doing:

What will you do when you leave school/college:

NVQ GNVQ 'A' Levels University

Apprenticeship Job Other Specify:

Do you think it's important to have teachers from the ethnic minorities: Yes No

Have you ever experienced negative or racist feedback from the teachers: Yes No

Do you think your teacher(s) have a high expectation of you: Yes No

Who motivates you in public life/media:

Through the media we hear about gang violence and how young black men are involved in this. Do you think this has a detrimental effect on young people or is it just hype? Please comment:

If you have any interests/hobbies outside school, what are they:

Where do you see yourself in 5 years time (Please be as detailed as possible):

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

Appendix D.

Mass schooling

Adapted from Christine Skelton (2001) *Schooling the Boys. Masculinities & Primary education*. Open University Press. Buckingham Philadelphia.

Educational discourses

| Historical period | Prevalent discourses of education | Prevalent discourses of gender and education |
|--------------------------|--|---|
| 1870 to early 1900s | Inequality of opportunity provision informed by gender and social class | Informed by social class (boys' public roles; girls' domestic roles) |
| 1920s, 1930s | Equality of opportunity: IQ testing (focus on access) | Weak (emphasis on equality according to intelligence) |
| 1960s, early 1970s | Equality of opportunity: progressivism/mixed ability (focus on process) | Weak (emphasis on working class male disadvantage). |
| Late 1970's, early 1980s | Equality of opportunity: gender, race, disability, sexuality, etc. (focus on outcome) | Equal opportunities/anti-sexism (emphasis on female disadvantage) |
| Late 1980s, early 1990s | Choices, vocationalism and marketization (focus on competition) | Identity politics and feminisms(emphasis on femininities and masculinities) |
| Mid-1990's to date | School effectiveness and improvement (focus on standards) | Performance and achievement (emphasis on male disadvantage) |

Further notes: This looks at boys and their schooling from the time when mass schooling was introduced in the United Kingdom from approximately the 1870's onwards. There was already disquiet about the type of education boys were receiving which was based on social class. If one adds onto this race and gender, one is thrown into a cauldron.

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