Towards a Vision of Excellence
London Schools and the Black Child
2002 Conference Report

March 2003
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foreword by Ken Livingstone,
Mayor of London

I am extremely proud to have been involved with the London Schools and the Black Child conference in March 2002. The massive turnout by the black community on the day, and the equally tremendous response in terms of letters, phone calls and emails before and after the event delivered a very clear message to education policy makers: the black community will no longer tolerate low levels of attainment and achievement for their children.

Many eminent black political and civic leaders have rightly described the conference as a landmark and historic event in the life of London’s African and Caribbean communities. It was also, for me, another reminder of how Londoners have been failed by their public services because of the absence of ‘world city’ strategic leadership and vision over the past 20 years. As a consequence we have witnessed increasing economic and social disadvantage and a general undermining of London’s place in the UK economy. Yet the fact is that the progress of the UK’s African and Caribbean communities is heavily determined by what happens in London schools. After all, over 61 per cent of all Caribbean and 83 per cent of all African heritage pupils are being taught here. And with the UK’s ageing population profile, we will be relying on these young people and those from other minority ethnic communities to form more than 50 per cent of the growth of the country’s working population, rising to 80 per cent for London, over the next ten years.

Tackling the issue of institutional racism within local authority and faith based school provision remains an area where much more work has to be done.

I am pleased that the government is beginning to listen to these arguments by making the strategic overview of London schools a new ministerial responsibility. When I met with the Minister in August 2002, I stressed that race equality must be a key priority of his policies. The task facing London is to transform school standards and attainment levels radically while at the same time managing a substantial increase in the school age population and an expansion in school provision. It is a daunting task, but it can be achieved if effective working partnerships are forged with key London organisations and stakeholders. I have already committed my economic development organisation – the London Development Agency – to establishing an education programme to explore and address the key issues facing London’s schools. The first actions will seek to take forward the work started at the conference, and develop fresh strategic thinking and policy
approaches for reducing dramatically the level of underachievement. I have therefore asked the LDA to find ways to strengthen the role of London’s business sector in school education and to tackle inequalities in our schools.

I am looking forward to the next London Schools and the Black Child conference, but this time I want to hear about the progress we have made in our collective quest to bring about the high quality education that these children – all children – deserve.

Ken Livingstone
Mayor of London
On Saturday 16 March 2002 over 2,000 black parents, students, teachers, community organisers, school governors, local government workers and academics came together for the London Schools and the Black Child conference. The issues that they came together to discuss were not new.

In 1970 Bernard Coard wrote ‘How the West Indian Child is made Educationally Subnormal In the British Schooling System’. The first official recognition that black children were underachieving came in 1977 when the House of Common’s Select Committee on Race Relations and Immigration reported that:

As a matter of urgency the government should institute a high level and independent inquiry into the causes of the underachievement of children of West Indian (African Caribbean) origin in maintained education and the remedial action required.

The government accepted the need for an inquiry and extended it to include the educational underachievement of all black children. A committee
of inquiry was formed in 1979; it produced an interim report in 1981 and finally in 1985 published its report *Education for All: The Report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups*. It is more commonly known as the Swann Report, taking its name from the Committee’s chairman, Lord Swann.

The Swann Report was at the time the most comprehensive research undertaken in relation to the underachievement of ‘West Indian’ children in British schools. The report considered in some detail the various factors, both within the education system and outside it, which have been said to lead West Indian children to underachieve.

Many of the ‘West Indians’ who gave evidence to the Committee saw racism as the major reason for black children’s underachievement. The Committee believed that only ‘a small minority of teachers could be described as intentionally racist but conceded to the fact that a teacher’s attitude towards, and expectations of, West Indian pupils may be subconsciously influenced by stereotyped, negative or patronising views of their abilities and potential, which may prove a self-fulfilling prophecy, and can be seen as a form of ‘unintentional racism’.

In its summing up, the Committee identified a number of areas of concern including pre-school provision, reading and language, curriculum, books and teaching materials, examinations, school pastoral arrangements, links between schools and the community and special provisions; but identified ‘no single cause… but rather a network of widely differing attitudes and expectations on the part of teachers and the education system as a whole, and on the part of West Indian parents, which lead the West Indian child to have particular difficulties and face particular hurdles in achieving his or her full potential’.

Over ten years later in 1996, The Office for Standards in Education (OFSTED) published a report entitled *Recent Research on the Achievements of Ethnic Minority Pupils*. The report confirms what black parents have long known. In the introduction, it notes ‘It is now more than 10 years since the publication of the final report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups – widely known as the Swann Report. In the intervening years, new research techniques have been devised and recent data has shed light on issues that were poorly understood a decade ago. However, the question of race and equality of opportunity has fallen from the prominent position it once held.’
The report went on to observe:

On average Afro-Caribbean pupils tend to achieve less well than whites’ and ‘the achievements of Afro-Caribbean young men are a particular cause for concern.

Pupils of ‘Black African’ background often achieve relatively higher results than that of their peers of ‘Black Caribbean’ origin.

On average, Caribbean young men in particular appear to be achieving considerably below potential.

According to a more recent OFSTED publication, black Caribbean pupils achieve in line with national averages at primary level, with girls achieving higher standards than boys. At secondary level, black pupils underachieve and are, in some cases, the lowest performing group at GCSE level.

Quite often, the black child has been blamed for his or her failure to achieve. But there is the matter of false perceptions. In a study entitled, Ambition and marginalisation: A qualitative study of underachieving young men of Afro-Caribbean origin, the following statement was made:
‘Afro-Caribbean young men are a group subject to ready stereotyping through public and media interest, sometimes playing the role of a “folk devil” in public discourse. Unlike their white peers, when they don’t perform well, or when they are rebellious at school, the reaction they encounter, when mediated through these stereotypes, is likely to be far more severe in its results. Although all poorly-qualified school-leavers face problems, these Afro-Caribbean young people face extra problems of prejudice in schools and discrimination in the labour market.’

In 1999, OFSTED published a report entitled, *Raising the Attainment of Minority Ethnic Pupils: School and LEA responses*. They noted that ‘Black Caribbean students make a sound start in primary schools but their performance shows a marked decline at secondary level’. And they note that, ‘In many LEAs there is uncertainty which verges on helplessness about what are effective strategies to improve attainment for some groups. There is, for instance, a worrying ignorance, generally, about how to raise the attainment of black Caribbean boys.’

**Hackney Schools and the Black Child**

The report goes on: ‘A long-standing obstacle to progress is the reluctance of schools and LEAs to monitor pupil performance by ethnic group. Nor, until recently, has a strong lead been given in this respect by successive governments. In the absence of such performance data, it is all too easy to turn a blind eye to ethnic underachievement and for scarce resources to be dissipated on the wrong priorities. Ignorance of what lies behind underachievement, moreover, fuels prejudice and stereotypical attitudes towards minority ethnic groups.

Hackney has one of the biggest populations of African and African Caribbean children of any LEA in the country. In the absence of a national dialogue on the plight of the black child in British schools, Diane Abbott, MP for Hackney North and Stoke Newington, took the initiative and brought together a group of top educationalists, academics, politicians and community activists to examine what was happening to black children in Hackney schools, and generally in the British education system.

Ms Abbott has organised three conferences on the subject of Hackney Schools and the Black Child since 1999. The first conference held in February 1999 was prompted by the government’s decision to send in a ‘hit squad’ into the Hackney Education Authority in response to a poor OFSTED report. The conference was originally planned to host about 200 participants. In the end over 450 people attended, some from as far afield as Manchester. In response to public demand, a further two conferences
were held in November 1999 and October 2000. Both of which were over-subscribed. Over 1,000 educators, academics and parents have participated in the three conferences. And although the focus of the conferences have been Hackney schools and the black child, hundreds of participants have attended from other London boroughs and a smaller contingent from the North of England and the East and West Midlands. Each conference included workshops covering a wide range of subjects, including underachievement, exclusions, educating the mixed race child, home-school partnerships and becoming a governor.

The conferences complement an ongoing research project entitled *Black Men in Crisis* which Ms Abbott initiated in 1995. This research project focused on the issue of black male underachievement in British schools and the correlation with unemployment and crime.

The Hackney Schools and the Black Child conferences were the model for the London Schools and the Black Child conference in 2002 which was organised by Diane Abbott MP and her team.
2 morning plenary

Mayor’s welcome – Ken Livingstone

‘I can’t think of any other idea Diane has had in the years I’ve known her, that has been quite as dramatically successful as this. This has been an incredible achievement. When Diane came to me over a year ago to say that we must put a conference like this on, and if I could give the backing of the GLA to her staff, it would be a great success, I don’t think I ever expected anything on this scale. I think this is the largest conference the GLA has been involved in so far.

‘I am delighted that you are all here in such numbers because I don’t think anyone will ever again be able to say that black parents in the black community do not value education or have ambitions for their children.

‘London schools are experiencing major teacher shortages, but retaining teachers is a bigger issue. There is evidence to suggest that part of the solution may lie in having a more representative teaching force. Too many teachers leave London to work in other regions when they are ready to settle down, buy a property, and start a family. But the research shows that black teachers who receive their training in London are more likely than white teachers to stay in London. Black London teachers tend to be more rooted in their communities and supportive of their localities, so it’s alarming that we’re now seeing indications that the proportion of black teachers is decreasing because of a fall-off in black entrance to the profession.
Another serious concern is that black teachers are under-represented across school management tiers. This may be contributing to the retention problem. For London it simply makes common sense to train and recruit more black teachers. I’ve made clear my determination to tackle the housing and travel needs of teachers, but I believe that schools, local authorities, and the government must act urgently to encourage more black graduates to consider a teaching career and break down the barriers to promotion that black teachers are facing.

We have just had the largest economic boom in British history yet we still had a quarter of a million people out of work in this city. And they were concentrated in an arc that runs from Islington, through Haringey and Hackney, out to Newham and then from Woolwich to Brixton. Over the last 25 years, London lost 600,000 jobs in manufacturing, and many of the unemployed could have found employment in those jobs. But we gained 600,000 jobs in business services, and in the 15 years to come, we anticipate another half a million jobs in business services being created in London, often within walking distance of the areas of high unemployment or at most a short bus ride. Wouldn’t it be a tragedy if in this five years to come, we carried on with the residual core of virtually permanent unemployment in the inner city, whilst more and more people crowded on commuter trains from St Albans and Guildford to come in and fill those jobs? My job as Mayor and my successors working with the business community, the government, further and higher education, is to reach out to those two generations we failed, and get them the skills they need so that they can take the jobs that are coming.
Gnvoi Headley-Fulani
Parent, teacher, community activist, artist and performer

‘I have four children, one in each key stage. I wasn’t happy about how the school was handling my children, so I got involved! It’s no good sitting down there complaining you know. Get up! If you have the children, they’re your responsibility! I didn’t know very much about how the school was run and organised. But I did not let that hold me back. I became a parent governor. I didn’t know exactly what a parent governor was supposed to do. But I learnt quickly and I was not afraid to ask questions.

‘Parents, if your child comes home with a complaint – the teacher did this, the teacher did that – stop and think. Now, nobody is more fiery than me when it comes to defending my four children. And it always happens on a Friday evening when I have to wait until Monday! And I go over in my mind what I am going to say to the teacher. But then I realise, hold on, I have to show by example. If you go into their classroom, furious and foaming at the mouth, you are not going to achieve anything. I’m speaking as a parent; as a newly qualified teacher; as someone who has been in the school for years – if you go and tell off the teacher in front of your child, you’re doing the wrong thing. Because then you give your child the licence to go and tell the teacher what they want… ‘and it’s right you know because if you say anything in front of me, my mum’s gonna come round the school’… we don’t want that.

‘Let’s be honest with ourselves, our children are not always as well behaved in the classroom, as they should be. Let’s be real! The only way to help our children is to face the truth. Our children think it’s okay to be rude to teachers. It’s not okay!

‘When your children go to school, make sure they are on time, because we like this late business. And the four children I have, right, they are not late for school, and I have plenty to do. There’s no excuse for children to keep on being late for school. We can’t look to anybody but ourselves on these and other matters of basic discipline.’
Baroness Catherine Ashton  
Parliamentary Undersecretary of State for  
Early Years and Schools Standards  

‘We cannot ignore the fact that the education service as a whole is clearly still not meeting the needs of many black children. There has been some recent improvement, but it remains the case that black pupils are more likely than white pupils to be excluded from school, and are half as likely to leave school with five A-C GCSEs as their peers from some of the groups. The position for our black boys is even more worrying.

‘We are now putting in place a robust and consistent system of collecting data by ethnicity. So from January 2003 for the first time ever, we’ll be able to see clearly what’s happening to all our black pupils in all our schools everywhere in relation to, not only achievement but also to exclusion. And I can say to you, there will be nowhere for government to hide if we fail to act upon the information which we will be receiving from that exercise.

‘The Race Relations Amendment Act places a new duty on all public bodies including schools and including, for that matter, the Department for Education. They will be required, not only to have a written policy on race equality, but also to assess the impact of their policies on ethnic minority pupils, staff and parents, and to monitor levels of attainment of ethnic minority pupils. This act provided a unique opportunity for a concerted focus on raising the attainment of ethnic minority pupils. What it means in practice is that every school will need to mainstream racial equality.

‘We are working with the teacher-training agency to increase the numbers of black teachers. The target has been set. It has increased the numbers by nine per cent by 2005 and we seem to be on target to achieve that.

‘We must make sure that no young person is denied the chance to a decent education. Every passing day when a child is unable to fulfil their potential is another day lost, not only to that child, but also to the whole community. That is our challenge, together we must succeed. I will do my very best.’
William Atkinson MA, FRSA  
Head Teacher, Phoenix School, Hammersmith

‘It is unfair for those of us who choose to work in our most challenging schools, and I’m talking about the black and white teachers, to be criticised unfairly for our inability to actually make sure every single student is successful. It is our intention to use our best efforts. It is our intention to go above and beyond the call of duty to work with these youngsters to try and create the most productive situations for them. And we are successful in a number of cases. Unfortunately, not nearly enough. What is not often recognised is how hard the teachers in those schools work. And the fact that they are criticised unfairly so often leads to low morale among those teachers. In some cases it leads to those teachers choosing to go elsewhere where they can work in schools which are not subject to the same level of challenge, where they can have a life outside of the school.

‘When I look at the successful black youngsters I have in my school they are youngsters who come to school every day. The youngsters who come with the right mindset to participate in what is going on. The youngster who has a desire, some goals, to do well within the system. Who will do the homework at the time that it’s set, working to the best of their abilities, following the rules within the schools. Those are the youngsters who tend to achieve well. Those youngsters who tend not to achieve well, are overwhelmingly made up of those kids who have a very casual, lackadaisical attitude towards school, who are infrequent attendees, often come to school late and are more concerned about their street culture than the culture of the institution, which is about working hard, following the rules and having positive goals.

‘And when I look at those youngsters who are underachieving and I look at the lifestyle that they try to bring into school and I find that they are more interested in MTV, when I see that they are allowed to stay up very late at night, when they are allowed to make up a story about why they need to wear white trainers that cost £140 and not the school uniform, I see that there is a correspondence between a home environment, the quality of parenting, and the quality of support they receive.

‘So as parents we must support the school, we must ensure that the rules and regulations that apply within the school are followed and where it impacts negatively on our kids, we need to make appropriate representation to the school in an appropriate manner, and in that way we begin to develop a partnership.

Young black boys need to take responsibility for their actions. They need to appreciate that if they are just concerned about the here and now, the short run, it is going to have a dramatic affect on their life chances.’
Professor Gus John DEd  
Strathclyde University

‘The Director General of the Prison Service recently said ‘The 13,000 young people excluded from school each year might as well be given a date by which to join the prison service, some time later on down the line.’ Of 400 young people in a young offenders’ institution, 200 have been excluded from school. Two-thirds of the population of young offenders had left or been excluded from school at age thirteen or under. Home Office research reveals that 80 per cent of young offenders of school age are out of school either through exclusion or refusal to attend.

‘Now all of that points to the evidence of the link between school exclusion and social exclusion. The eminent sociologist Robert Merton, said as early as 1949, ‘Crime results from exclusion from legitimate means of achieving success’. And if we take into account how it is that black young people have come to have the profile they now have within the schooling and education system in this country, we have to remember that this situation cannot be placed only at the feet of black children. The cumulative effects of having young people year on year treated in a particular way, with the system not adjusting to their needs, cannot be placed at the feet of the children themselves.

‘We need local and national campaigns against school exclusions; remember the link between school exclusion and social exclusion. We need local and national campaigns against firearms and against the murders in our communities. There are lots of people like us, shielding murderers. There are lots of people like us benefiting from the activities of murderers and we’ve got to take a stand against that, and if not, every black person in the country has to come out and march in every black town. It’s not just the job of the police, so we can go on about stop and search until kingdom come; fundamentally, we have got to say ‘No, no more’.

‘I’m making these bold challenges because I genuinely believe we have nothing to fear but our fear. And let the big man end it all for me. Nelson Mandela said ‘Our deepest fear is not that we are inadequate, our deepest fear is that we are powerful beyond measure. It is our light, not our darkness which most frightens us. ‘There’s nothing enlightened about shrinking so that other people won’t feel insecure around you. Progressive whites have been part of our movement since kingdom come and they will continue to be. The responsibility lies with us. Let us not shrink so that other people do not feel insecure. Let’s have a wonderful
3 afternoon plenary

Keith Davidson MA, BA (Hons) PGCE
Director of Education, Seventh Day Adventist Church

‘Let’s look at the causes of the educational underachievement of black children. Our children have burdens placed on them which other children do not have. And so that is one of the causes of the problem. The other is the ineffective impact of London schools on our children.

‘And now I go back to the first, which is the burden, and I hope you catch the picture here; our children walk around in schools with a very large sack on their back. It’s the burden they carry which other children do not have to carry. So what are the sorts of things in this bag? Identity problems, they get messages time and time again that they do not belong. Prejudice too leads to an inferiority complex and low esteem. That’s the kind of burden our children have to carry at times. They are labelled as troublemakers; they are described as low ability pupils. Time and time again, you find them in the lower set. They also carry the burden of being economically deprived.

‘And it’s part and parcel of the problem of achievement. Now what about schools? The schools are in a climate of failure. Schools where teachers display negative expectations. Schools that do not provide adequate role models, schools where pupils come with insufficient non-school support. We have a responsibility, despite the schools, to give support. And we should not just support our children in words, we should support them with our deeds. You know, too many times we sit and we watch Eastenders and we tell children to go and do their homework. And the message that we set is that you must work while I have fun. But we have to destroy that situation, we have ourselves got to be by our children and support them with their work. So while I do address other issues, I would be failing in my duty if I did not speak on this point that we need to give practical support to our children.

‘I summarise. Black teachers in our schools. More black school leaders. Developing church schools and government policy needs to be pro-active in delivering this.’
Angie Le Mar  
**Writer and performer**

‘When I started school I was, call it disruptive, and it sounds better. But I was bad child. And I say that with pure dignity as I stand here, and I was raised in the church and every time a school report came home, my mother would swear blind. That’s not my Angela. That’s not Angela. And I was excluded from my secondary school. Lewisham Girls School. In fact Lewisham Borough refused to take me in any school. They didn’t want me. And I sat at home twiddling my thumbs thinking ‘I’m not going to school!’ for about the first week. And at the beginning of the second, I realised how serious it was. I went to Sybil Phoenix and Ros Howells. And I owe Ros a lot because she actually got me into Bluecoats school.

‘I recently went to speak at a school in Hackney. I think it’s Clapton Girls, and there were about six girls in my group, and no teachers are allowed in my group, because when the doors are shut, I just get very serious with them. Because they think I’m gonna sit there and go well, you know you can achieve if you try. Now I said to one girl, ‘you think you bad innit?’ And they look at you like, do you know me? And I put it to those girls straight, ‘the teachers don’t think that you’re going to pass your exams. They’ve written you off, they’re just allowing you to come in to school.’ So what you have to do now is make a decision from today. Because you can make a choice. But you can turn your life around today, I said to one of the girls, ‘listen, if you can decide that you can pass your exams, why don’t you surprise them?’ We exchanged numbers and I said you can call me at any time.

‘Sometimes my phone will go off at one in the morning. They say, ‘Angie man, this studying is hard,’ I say, ‘Let me talk you through it.’ And I’ll tell you that of the six, to this day, five of those girls passed their exams. And I said to them, ‘how does it feel, when the teachers looked at you and were surprised’. You know what they said, ‘it felt good Angie.’ It’s all very well haranguing kids and telling them that they’re bad. Sometimes they’re just creative, they’ve got a spirit that likes to talk. I’ve been in prisons and I’ve worked with some young boys and you know what, one guy wanted to write poetry but he couldn’t, he didn’t feel he could express himself because there’s this pressure on young black boys to be the guys in the video, to be the guys on the street or whatever. There is a lot of pressure on them. And we have to start to listen to them, and start talking to them, because they’ve got a lot to say.’
Rosemary Campbell  
Educational Consultant  
‘The focus on underachievement is relevant. It is right and proper. But it has offered some of us within the profession an excuse for not doing our jobs. A focus on the exclusion and underachievement of black children over the past four decades has bred generations of teachers who claim they can make no difference to entire communities of students. I thought teaching was about making a difference. If you believe that you can’t do that, leave. Do something else. At the heart of the learning and teaching process is that most intimate of relationships, that between the teacher and the pupil. And I have seen it work. I have seen it work in classrooms where they have no resources. I have seen it work where children don’t even want to come to school. But what holds that situation together is that intimate relationship between the pupil and the teacher. I used to encourage my newly qualified teachers not to go into the staff room at all for the first year. ‘Stay in your classrooms, talk to the kids, if you need somebody to talk to, come talk to me, but do not go in that staff room,’ because the staff room was crippled with cynicism.

‘And there are too many teachers out there getting a salary at the end of the month, going home comfortable, to their children, who are being educated, while patronising other peoples children.

‘The Japanese have a phrase within the business community, which is ‘seek to delight’. Whenever I have said that to gatherings of teachers, particularly in later years, there’s a stunned silence – seek to delight – what? I just want to get through the day. I’ve got to get through the syllabus. There’s national curriculum, there’s SAT’s, there’s OFSTED, woe is me. Seek to delight? But that’s what I came into teaching to do. Commitment, passion, lead learner – how can you teach if you have stopped learning? If you don’t know how to learn, and if you can remember how to learn, how can you teach anybody anything?

‘And I think I’m ready now, and there’s enough of us out there, to make the kind of school that we need, that will show this country we are no longer prepared to sacrifice our children to the racism in this society. Enough now, enough.

‘In front, not behind, in front of every failing child, is a failing teacher. And I know that Chris Woodhead hasn’t got many friends, but I have to say that when he talked about the number of teachers who are out there, that couldn’t teach, I don’t know whether those figures were right or wrong. But from my own experience there’s a hell of a lot of them about. And what we need to do is be honest about it. And to do something about it we need to be serious.’
4 closing plenary

Lee Jasper
Policy Director (Equalities and Policing)

‘My experience of the British system of education is both personal and professional. As a young man, I was one of those children that the system attempted to consign to the educational rubbish heap of suspensions, expulsions and failure. Labelled as ‘disruptive’ and an ‘underachiever’, I was excluded five times from the schools that I attended. And now, as an older and hopefully wiser man, I continue to experience the education system, as a father of nine children and as a parent school governor.

‘Almost 80 per cent of London’s black children are failing to achieve the basic A-C grade at GCSE level. The life-long and societal impact of these appalling levels of underachievement can be seen in the crime, unemployment and poverty statistics that are so frequently quoted at our communities. In London alone, 45 per cent of those who are unemployed come from the black and minority ethnic community. Of that figure, almost 20 per cent are of Afro-Caribbean origin. Our communities are overwhelmingly located in areas of high deprivation and criminal activity.

‘My concern is that we are facing a critical battle for the hearts and minds of our young people who are more interested in finding out about the latest MTV music video than they are about their education and their futures. Rather than engage and empower them, the classroom has always been a hostile and discriminating environment, denying their existence, their abilities and their potential. Faced with such obstacles, which would you rather choose? The reality of a school that doesn’t care about you and doesn’t reflect your experiences? Or the dream of the rapper from a broken home in the ghetto who has made it in the music industry and is now playing worldwide on MTV?

‘And what should be the role of the black family and our communities in raising and educating our children? We have seen a sizeable shift in the make-up and structure of the black family in Britain. Many are headed by only one parent – the mother – and that in itself is indicative of the numbers of absent fathers, a level which has now reached epidemic proportions – yet another by-product of the education system’s failure.

‘But even with the weakness of the family, what then of our community? The old African proverb that ‘it takes a village to raise a child’ remains true to this very day. In Africa, the notion is that raising a child is a job for the whole community. Everyone in the village took care of the young people and treated them as if they were their own. They were fed, educated, disciplined and loved by the whole community. This proverb
captures both what our organisational commitment should be to serving our children and the individual commitment that every one of us must make, in order to ensure that our children receive the type and quality of educational instruction that they rightfully deserve.

‘My interest is in turning that commitment into positive and constructive action. And to that end, my commitment here today is to the establishment of a Londonwide black parent-teacher forum and a black student forum as the vehicles which will harness the collective vision that we have expressed here today to drive through the changes in educational policy and practice that must be secured if our children are to succeed.

‘I am not here today to tell you that the solution is just round the corner, because it isn’t. A problem that has been 45 years in the making, is not going to be solved overnight. I can however, tell you this. As a result of what I have seen here at this conference today, I know that parents are committed and want to do something to bring about change. There is hope for our children’s future, and this must be our starting point.’

**Geoff Schumann**  
*Journalist, broadcaster, presenter Choice FM*

‘Many of you know that I was a comprehensive schoolteacher for seven years. I spent three years also working in the youth service. A year after that I spent time travelling. I would like especially for our esteemed guests, the white people that are here, to look around and see for yourselves, that we care about our children. That’s why we are here, we care about our children.

‘Firstly my life changed reading two publications. One was by the excellent Walter Rodney called *How Europe Underdeveloped Africa*. The other was a report done by the eminent Gus John, called *In the Service of Black People*. Make a note of that, as a parents I urge you. I’ve told Gus to write a second one. It gave me the critique to challenge some of my black colleagues. I’ve heard today, it’s been said: we need more black teachers. Well I want to say this to you. It’s the type of black teacher that we need.’
Trevor Phillips
Chair of the London Assembly, 2002

‘Education changed my life. I was a child in Haringey, like loads of other kids in the sixties, and it changed my life twice. First time was at the age of seven, a teacher took me by the hand, literally by the hand, took me to the library and said: ‘You are going to get a library book out. I’m going to get you a ticket and you’ll start reading’ and that changed my life to begin with. When I was 12, my parents saw where I was going and it was not a nice place, they said enough. We are going to take you out and send you to the Caribbean, and I went to the Caribbean. I went to Queen’s College Guyana in the West Indies. That saved me. The reason I say that is because I know not many children are going to be that lucky. Most of our children cannot escape. So that is why we have to do something about the challenge that Diane has given us.

‘Now our aim has to be to help the black boys and girls who can’t escape. Now failure is about poverty, but that’s not the whole of it. It’s about the curriculum, but that’s not the whole of it. Some of it is about what the system expects and it may be surprising from me but I have heard people skirting around this all day. Let us say it like it is. We are dealing with a system, which is in fact, racist.

‘But the most important thing, and this is a symbolic issue I think, is that somehow we are starting to have this debate about faith schools. It is important to increase the possibility for communities of parents, whether it’s based on church or whatever else, to have the opportunity to set up those schools. As I say they are not going to be the norm, but they could be a challenge to the mainstream.

‘It is astonishing to me that for 200 years, Anglicans who are mostly white, Catholics, white Jews and latterly Sikhs can all have their schools, without complaining. The minute black people and Muslims want to have their schools, suddenly it’s a threat to civilisation. We want the same right as everybody else. And we will demand it and I tell you what is most scary about it for people. It is the idea that there will be schools where there are a lot of black children who are actually under the control of black teachers and black parents.

‘These are practical things I think we need to do. I know that the big issues, the big stories, the rhetorical statements are important. They make us feel that we are part of something. But let’s remember, before we end today that we will all go home, but there will be Monday morning and there are tens of thousands of black children who will go to school on Monday. And from that time we will have wasted our time, and the energy and the work that Diane has done, if what we do is leave here without making a difference.’
Brother Mandla Mbandeka  
Alkebula Family Association  

Our children are being damned educationally, intellectually, morally, spiritually and in every conceivable way within the British, so-called educational system.

That’s the problem, our children are being excluded, our children are being criminalised and we need to understand 48 per cent of children who are excluded from school permanently, end up a so-called juvenile delinquent. In prison. We need to understand that there is a correlation between exclusion and criminalisation so we know what the problem is.

I say we have to take back the power to fulfil this vision. What is the vision, a vision of excellence? But we will not achieve a vision of excellence African people, unless we have collective organised power. No black man wearing African clothes is supposed to use the word power. Because that is violence, it’s all right for Margaret Thatcher when they were enacting the education reform act in 1988/89. It was all right for Maggie to say – we will give power to parents. Parent’s power in education. It’s all right for her to say that. But we must not say use the language of power. In fact, brothers and sisters, we have to understand propaganda warfare. We must not use any language that will truly implant the consciousness in our minds that will enable us to unite, organise and take back the power that will liberate ourselves. Our children are failing; they are killing each other because they are weak. The strength of the oppressor lies not in his power but in the weakness of the oppressed. We are weak, because we are divided. And because we are divided, we are being conquered. What did Marcus Garvey say to us? A people without power and authority are a people without self-respect. Show me a people without self-respect. Show me a people without power and authority and I will show you a people without self respect. But show me a people who have organisation.

We need to see African teachers, African governors and link up with other teachers in your borough. Link up with the parents. We must organise. If we are weak, our children will be weak. We can’t inspire them anymore because we don’t exude power. Do you understand me brothers and sisters? Children are not attracted by weakness, they are attracted by power. Now I ain’t calling nobody to kill nobody nowhere. I’m talking about some intellectual power; I’m talking about some economic power, some social power, some cultural power, and spiritual power. The kind of power that will enable us in the words and spirit. Rise you mighty African people; you can accomplish whatever you will.
5 workshop discussions

Achieving excellence in education
Carol Hunte

Key issues
- defining education from an Afrikan perspective
- challenges and solutions
- genuine partnerships with parents as the most important educators
- addressing racism in school.

Defining education from an Afrikan perspective
In order to achieve excellence in education for the Afrikan child, we must be clear about what we mean by education from an Afrikan perspective:

To draw out and nurture the very finest in us all, and develop skills, knowledge, understanding, traditions and values which will benefit the collective.
Without clarity of vision about the process of educating our young people, we cannot hope to develop the most effective strategies and approaches.

Excellence in Education must mean that the highest standards are achieved for the maximum number of Afrikan youth. At present, very few achieve within the current educational system. The academic underachievement of Afrikan boys from a Caribbean background is alarming. We know that some Afrikan youth are succeeding despite the system but by no means enough; too many are unemployed, in mental institutions and remand centres; too much potential lies barren on the stony ground of an irrelevant and fundamentally hostile educational system.

Excellence in education is holistic. It develops the mind, body and spirit and is rooted in a spiritually based foundation of the high moral code (Maat) and a strong character. This is the template for education from ancient Kermit (Egypt), the mother of Afrikan and world civilisation. We are now seeing the destructive effects of leaving our young people’s moral and spiritual development to chance.

Each community must define for itself what is needed for its growth and development, and educate its young accordingly. This means that education must be a dynamic process, which each generation must redefine in the context of rapidly changing times. Increasingly, we are members of a global community and local as well as global community must be a key concept that shapes the educational process.

**Challenges and solutions**

The challenges in achieving excellence in education for Afrikan youth are many. The current educational system was not created with the Afrikan child in mind, and is rooted in thinking over 100 years old and is essentially constructed around white middle-class values. Very few Afrikan educators or academics are involved at the very highest levels in national policy-making and relatively few Afrikan educators are senior staff in schools. On top of this, Afrikan teachers and Afrikan pupils are generally concentrated in schools in the most economically deprived areas, facing the greatest challenges.

The research indicated that the longer the Afrikan child is in the English schooling system, the worse their performance. Low levels of literacy, poor thinking skills and poor communication would suggest that in some schools, very little education takes place.
Ensuring excellence in education is achievable for Afrikan youth, provided we focus. For over thirty years there has been a reluctance to engage with the reality of the miseducation of Afrikan youth. Guilt and blame have no place in the solution – only genuine commitment and real action.

**Genuine partnerships with parents as the most important educators**

There are single-parent households where excellent parenting takes place. There are two-parent households where excellent parenting takes place. There are single-parent households where ineffective parenting takes place. There are two-parent households where ineffective parenting takes place. Deficit models of parenting need to be abandoned and replaced with an obsession with supporting parents. Many parents are parenting under considerable pressure – particularly economic pressure. The last thing they need is blame. We must find the most effective ways of helping parents to be responsible. To start with, schools need to find ways of communicating with parents that are comfortable. Afrikan parents know what their children need. It is time the teaching profession listened.

Each home must become a university. If parents are a child’s first education, then home is the primary place of learning and the most opportunities for learning should be at home.

Parents have a critical role to play in ensuring that their children develop a positive Afrikan identity. Children seeing parents reading and writing and reading together is so powerful, so parents need to be a partner in learning with their children, celebrating their children’s successes – no matter how small.

**Addressing racism in school**

Institutional racism is a fact of life. It manifests in many ways including the over-representation of Afrikan males in school exclusions, the high levels of conflict between Afrikan youth and white teachers, the absence or omission of Afrikan history and the Afrikan contribution to world development in the school curriculum and the lack of senior Afrikan staff, even in schools where Afrikan children constitute a very large group.

Policies to specifically address the above are long, long overdue. Good intent is not enough. General policies have failed. The Ethnic Minority Achievement Grant has not been systematically monitored. A disproportionate amount of the grant has been spent on meeting the needs of pupils with English as an additional language. Afrikan pupils have had their fair share.
Recommendations

- National policies specifically focused on the education, training, employment and professional development of Afrikan communities are needed.

- Supplementary Schools and other educational community groups need long term strategic funding if successes of the past 40 years are to be built upon.

- Money and training should be available for parents who want to support their children’s learning at home.

- A think tank comprising Afrikan parents, educators, young people and academics, working with ministers, must be created to find lasting solutions.
The Association of London Government
Race and Education Commission: Supporting London’s Children

This session was led by Councillor Louisa Woodley, Chair of the ALG’s Education Panel and Stephen Fitzgerald, Director, Local Government Finance, ALG.

Key issues
- the role of the Association of London Government
- education funding in the capital
- ALG Race and Education Commission.

The role of the Association of London Government (ALG)
The ALG represents the 32 London boroughs, the Corporation of London, the Metropolitan Police Authority and the London Fire & Emergency Planning Authority and it aims to provide a single voice for its members, speaking on behalf of all Londoners. As part of its work, the ALG distributes almost £30 million annually, in the form of grants to voluntary organisations to promote social inclusion and improve services for the
benefit of all Londoners. A large part of its work is lobbying for more resources for London.

The scale of education service delivery in London presents an incredible challenge, with children varying enormously in their background and support needs. London’s ethnic make-up is unique and extremely complex, and there are variations in patterns of achievement between pupils of different ethnic backgrounds and between boroughs.

While London has much to be proud of – 184 Beacon schools and a rate of improvement at Key Stage 2 and GCSE higher than the national average, the ALG is aware of the challenges it continues to face and there is no room for complacency – particularly with regard to the levels of attainment of black and minority ethnic pupils.

It was acknowledged by many participants that the issues affecting the achievement of pupils from black and minority ethnic groups were extremely varied and complex and, as such, a range of inter-linking solutions and strategies would need to be considered. People shared examples of good practice that they had identified in terms of meeting the needs of pupils from black and minority ethnic groups (for example joint work between the schools and further education sectors, and specific initiatives to recruit teachers from black and ethnic minority groups).

**Education funding in the capital**

Stephen Fitzgerald argued that it was important that London retained its current share of funding within the new system because of the challenges it faces (including deprivation, recruitment and retention costs, meeting the needs of refugees and asylum seekers and of a mobile population, the specific needs of ethnic minority children and the need to raise school standards). The ALG therefore proposed a new funding model that would take account of these challenges. This model includes adjustments to take account of the extra costs incurred by particular boroughs.

The importance of London’s local authorities retaining their existing share of funding for education was recognised as being essential to helping to raise standards and promote social inclusion for pupils from black and ethnic minority groups. Discussion took place on the sorts of lobbying activities delegates could undertake on this issue (for example writing to their local MP, quoting the material used in the presentation on education funding).
ALG Race and Education Commission

The ALG Race and Education Commission was established in summer 2000 in response to the need for better information on the impact of race on educational attainment in London. The Commission’s role is to collect and evaluate evidence from a number of sources (including the Teacher Training Agency (TTA), voluntary groups and schools across London in both the primary and secondary sectors) and to produce a report and recommendations that will have a tangible effect on practice in London, leading to the achievement of pupils from black and minority ethnic groups.

The Commission will publish a report of its findings and recommendations in autumn 2002, and will engage with a number of partners in order to implement strategies for improving the attainment of black and minority ethnic pupils in London.

Participants welcomed the establishment of the ALG’s Commission on Race and Education and supported its aims, objectives and methods of working. A number of people expressed their willingness to provide information/evidence to the Commission or to help implement its recommendations at a later date.

Recommendations

Black Londoners need to lobby the government to ensure London retains its share of resources for education services to enable it to continue to meet the needs of its diverse pupil population, including: briefing the London Education Lobby, ensuring councillors and MPs are active in putting London’s case.
Black governors
This session was introduced and chaired by Jozimba Panthera of Camden Black Governors’ Forum

Key issues
- the ways and means of becoming a school governor, and the roles and responsibilities of governors
- raising awareness of liberal racism and institutional racism in schools
- strategies to ensure the effectiveness of black governors.

The ways and means of becoming a school governor
The workshop was introduced with descriptions of the types of governor and how they are appointed. There was some discussion about the appointment by LEAs of political representative governors. Participants thought that those LEAs using such a system should revoke it and produce one based around increasing the representation of black and minority ethnic members of the community. This would go some way to helping LEAs meet their own aims to improve black representation on governing bodies.

Raising awareness of liberal racism and institutional racism in schools
The session examined in some detail the concepts of liberal racism and institutional racism, in order to give a realistic view of the obstacles and barriers to effective participation and inclusion of black governors in governing bodies. The concept of liberal racism was particularly new to participants. It was introduced to enable valuable analysis and understanding of the barriers and blocks that persist for black governors on governing bodies that are predominantly middle-class and white.

Liberal racism was defined as a form of racism exhibited by white middle-class liberals who expound anti-racist sentiments but are unaware of their own racism. In particular it was understood in terms of the indignation shown by white professionals at any accusation of responsibility for institutional racism. This was seen to lead white professionals to pay more attention to their own feelings and to trivialise black people’s experiences, and to react to black people’s concerns rather than act proactively with black people.

In the session there was also analysis and understanding of the definition of institutional racism adopted in the Stephen Lawrence Enquiry Report.
In common with many people who have heard much about the definition, not many have read it or reflected on its significance in the light of schools and governing bodies.

Discussion about the process of liberal racism and institutional racism focused on the ways black governors are directed away from sub-committees that are strategic to school management. Black governors are usually placed in those sub-committees that are pastoral, and encouraged to remain there, while new black governors often feel more secure in the ‘softer areas’ of human interaction, where they feel of value for being able to deal with day-to-day issues of black children. However, it is in the ‘harder areas’ of policy and school development that more effective action can be taken.

**Strategies to ensure the effectiveness of black governors**

Strategies were suggested during the workshop to help to overcome isolation and marginalisation on governing bodies.

**Recommendations**

Black governors need to:

- identify the sub-committees where the power resides.
- Join those committees that are strategic to the running of the school and therefore crucial to black children’s education.
- Resist being sidelined into committees that are based around service issues. However, having got into such sub-committees they need to be prepared to detect when discussion and even decisions have been reached in an informal arena to which the black governor has not been party.
- Set up networks of other like-minded black people on the governing body, or failing that, in the school community.
- Select other black people that have a grasp of the racial politics being played out by liberal racism and institutional racism, and who do not collude with them.
- Be aware that there is almost no tone that can be adopted that will be pleasing to liberal racism and be effective in advancing the agenda of black achievement.
Black teachers

Tyrone Lewis, of Hackney Teachers Association chaired this session. It involved presentations by Samidha Garg, NUT Principal Officer, Racial Equality; Alistair Ross, Director Institute for Public Policy Studies in Education University and Heidi Mirza on the project ‘Understanding Teachers Careers Middlesex University.

Key issues
- evidence of institutional racism in the system
- need for official mainstream support and representation from NUT and other bodies such as OFSTED and TTA and National College for School Leadership
- appropriate and fair recognition of black teachers qualifications and experience
- black teachers need a space for celebration of achievements
- black teachers need to be understood, valued and seen as the norm, not simply seen as role models or ethnic experts dealing with difficult situations.

Evidence of institutional racism in the system
There is a need for ethnic monitoring of the teaching profession. Currently there are no national statistics of black teachers, though the Race Relations Amendment Act will give this information in a comprehensive and systematic way. Although research shows there are more young black people going through higher education than whites, the reverse is true for teacher training where black people are under-represented.

Black and Asian teachers are half as likely to be headteachers and deputy headteachers than white teachers. Even where black teachers are in senior positions, such as head of year, they feel they have no authority in relation to the head. Consequently, black and minority ethnic teachers are less likely to enter the profession and are more likely to leave the profession than white teachers.

Need for official mainstream support and representation from NUT and other bodies such as OFSTED and TIA and National College for School Leadership
The needs and aspirations of black teachers are integral to mainstreaming if policy is to be colour-blind. The National College for School Leadership, which is developing and targeting middle management to take them to senior positions, needs to make its work relevant to black teachers.
Although the National Union of Teachers recognises the need to promote racial equality for its 4,000 black members with a thriving black teacher’s conference and the black members into management course, many black teachers felt the NUT failed to represent them adequately over issues of racial discrimination, promotion, and access to professional development.

The national system of school inspection conducted by the Office for Standards in Education (OFSTED) is systematically judging schools run by black teachers as failing.

**Appropriate and fair recognition of black teachers qualifications and experience**

Retention of black teachers is a critical issue. Black teachers appear to be leaving the profession in greater numbers than white teachers. Research from 22 London LEAs shows there is a tendency for teachers born and bred in London to stay in London. In the face of teacher recruitment problems, schools and LEAs prefer to recruit predominantly white teachers from New Zealand, South Africa and Australia. Many of these teachers
have little experience of working in the inner city and often hold racist views of the children. European or white ‘aliens’ are regularly given qualified teacher status whereas black teachers with other qualifications (ie qualified further education teachers) are seen as ‘unqualified’.

In the meantime black trainees are not supported in college. They are taken on as tokens, not judged equally as white postgraduates, and often experience racist harassment and discrimination from other students, academics and teachers.

**Black teachers need a space for celebration of achievements**

The media and black media in particular, need to recognise the achievements of black teachers. There is a need to have positive adverts for black teachers at recruitment fairs with sponsorship for black teachers to be represented at these events.

Black teachers need to recognise the power they’ve got. For instance, good supply teachers are asked back. Children know if you are a good teacher and beg you to come back. This can enable the black supply teacher to be a critical and constructive member of staff.

Collective action needs to be organised by black people for black people if they are to fight against institutional racism. Be insistent ‘reflect, protect and sustain values’.

Black teachers need to be understood, valued and seen as the norm, not simply seen as role models or ethnic experts dealing with difficult situations.

There needs to be a strategy for progression of black teachers so that we do not fall into the trap of being valued only as a black role model or someone ‘who can deal with confrontation’. Black teachers are in the profession to make a difference, but often end up burnt out. To make a difference and to change the culture of the schools black teachers need to be in positions of power. While black teachers can inspire by example, the real problem of exclusions is about the interpretation of black kids’ body language in the corridors.

Teaching is a relationship with the parent, not simply doing a teaching job. Black teachers need support from the head when there are conflicts with parents. The message to head teachers is: Don’t recruit teachers if you can’t protect them.
The system is flawed for black teachers as well as pupils. In the political struggle as black teachers we must be careful not to leave the children behind. Black teachers in school are part of the authority and mass education system, which oppresses children. Black teachers need to be proud and not forget who they are and why they are doing it.

**Recommendations**

- There needs to be national monitoring of black teacher recruitment, retention and promotion, and LEAs need to set targets and develop clear strategies for meeting those targets.

- The TTA, National College for School Leadership and the teacher unions need to establish a plan for the professional development of black teachers.

- OFSTED needs to examine the issues that particularly concern black heads and deputies.

- There needs to be a well-funded programme of recruiting and retaining black teachers from London, who are more likely to remain in London schools than their white counterparts.
How the school system is failing black boys
This session was facilitated by Professor Gus John (Communities Empowerment Network) and Professor David Gillborn (Institute of Education, University of London).

Key issues
- exclusion
- parents and schools
- teachers and teaching
- spirituality.

Introduction – rationing education
David Gillborn discussed evidence from recent research that demonstrates how selection inside schools is working to hold back black children, how the organisation of GCSE examinations hides new areas of disadvantage, and how schools ration education, with too many black children in the lowest groups.

The research shows that the use of selective pupil grouping (sets, streams, bands) does not bring about any net improvement in overall achievement. Yet this strategy is promoted extensively in the education system. The ‘tiering’ of GCSE examination entry in the core subject areas institutionalises this system of disadvantage. Tiering means that instead of sitting a single common exam, children are entered for separate papers on the basis of teacher assessment. Black pupils and their white peers receiving free school meals are consistently under-represented in the Higher tiers and over-represented in the Foundation (lowest) tiers.

Schools are effectively rationing their attention. Their decisions are based on a set of assumptions that reflect deeply entrenched beliefs about the ‘ability of certain groups of pupils’. Black pupils, whatever their gender and social class background, too often find themselves working against teacher expectations that embody assumptions about criminality, lack of motivation and lesser ‘ability’. These views are most entrenched in relation to black boys.

Many commented that as a result of David Gillborn’s presentation, they were beginning to understand the background to many of the hassles they had been having with schools about students’ predicted grades and the fact that they were not being allowed to sit exams in particular subjects. Parents and teachers spoke about the ‘tiering’ and ‘setting’ decisions schools were making about black children, decisions that effectively deny access to the fullest curriculum and the highest qualifications.
Many participants were shocked, a) to learn that such processes are still happening and b) at the lack of information that schools offer parents in relation to these issues that bear so directly upon their children’s education outcomes.

Parents expressed grave concern about the ‘structured social exclusion’ that schooling is creating among black young people.

**Exclusion**

Many people felt that the failure of LEAs to provide meaningful programmes of study for excluded students, the failure to have regard for the organisation of their time during school hours, and the failure to place permanently excluded students (boys in particular) was a ‘national attack on the future of our children’. In participants’ views, there was a conspiracy to prevent children getting back into education once they’d been excluded.

Widespread concern was voiced about the continued exclusion of black youth, especially boys. There was among participants a strong feeling that the government seems satisfied with the achieved lowering of overall levels of exclusion, while ignoring the continued over-representation of black students in the statistics. More and more parents were having experience of exclusion that had detrimental effects but didn’t show up in the statistics. Parents made reference to, for example, pressure to move their sons ‘voluntarily’ because ‘he needs a cooling off period’, or to avoid an exclusion hearing, or worse yet, because a teacher unilaterally decides not to teach the students.

**Parents and schools**

Many parents felt that schools adopted such a ‘them and us’ attitude towards the home that they did not often consider the difficulties parents themselves have with rebellious and ill disciplined children, whom they are not allowed to smack or otherwise punish physically. Rather than seeing the issue of the child’s inability to manage his/her behaviour, anger, or frustration as a problem both for the parents and the school, the assumption is made that the failure is with the parents. Consequently, the school is unconcerned about the impact that excluding the child will have on already struggling and bewildered parents.

Among other measures required (especially of black boys) was to take every opportunity to meet with and talk to teachers in a positive way about their child’s progress, attend all the open evenings and use opportunities to discuss with the teacher the child’s progress and issues
requiring attention. Those opportunities should also be used to question teachers about school policies and practices, especially in relation to the curriculum and how students are grouped.

The issue of black men being an example and acting as mentors to black boys was discussed. The view was expressed that ‘what they see… is what they’ll be’. Black boys increasingly come from mother-only family units and therefore it was necessary for them to be formally attached to groups of black men who could act as positive role models, rather than the boys having to depend upon street culture to learn how to be men, to negotiate issues of masculinity and power and to lay the foundations for positive self-esteem.

**Teachers and teaching**

A number of teachers expressed concern about the nonchalant way in which their colleagues discussed the educational performance of black children and the dismissive way in which some black parents are treated. They expressed the need for more discussion outside school of what was happening in school, and how parents and students acting together could influence the child’s schooling experience.

Teachers spoke about their own treatment by head teachers who did not want to be challenged and by governors, including black ones, who seemed to think that the role of the governing body was to support the head teacher, come what may.

Concern was expressed about the fact that the teacher shortage crisis was placing strain upon inner city schools in particular, and therefore on black students, because the majority of black students were in such schools. This places black teachers under particular pressure, because black teachers are assumed to have a role in such situations, which white teachers do not.

Teachers expressed concern about the school curriculum and the extent to which it alienated an increasing number of ‘black conscious’ students. The issue of curriculum relevance was not often linked to the problems of behaviour and motivation that so many black students manifest.

**Spirituality**

The issue of spirituality and the need for children to be grounded in spiritual values was highlighted. It was felt that not enough attention was paid to that aspect of the personal development of students and its importance in self-management, dealing with pressures from peer groups,
setting personal goals, and learning how to manage one’s emotions.

**Recommendations**

- The money that schools held in their budget to be transferred directly to parents when children are excluded, so that parents could make their own arrangements for tutors for their children and buy in other forms of support, eg counselling.

- The Supplementary Education Movement should work towards converting supplementary schools into foundation schools and building on the experience of providing education in a positive environment for black children, with equally positive results over the last four decades.

- There should be a properly funded umbrella organisation to aid the development of supplementary schools and the conversion of established supplementary schools into foundation schools.
The supplementary school movement

This session was led by Robert Lunan, Project Manager for London Supplementary Schools Support Service and Reverend Hewie Andrew.

Key issues

- what relevance can supplementary schools have for black communities today?
- supplementary schools or foundation schools?
- the role of government agencies.

What relevance can supplementary schools have for black communities today?

Participants agreed that the education system was still failing our children. Supplementary schools were needed to counter the impact of racism and the ‘miseducation’ of black children; to fill in the gaps in cultural identity, values and traditions, as well as covering the National Curriculum (home and course support).

Supplementary school students have been phenomenally successful and have achieved at high levels due, in no small part, to the presence of black role models, raising the aspirations and confidence of black children and parents alike. Some participants argued strongly for the need to determine and deliver our own curriculum to stop ‘supplementing’ and become the mainstream.

Black parents were, in effect, paying twice for their children’s education and there was a need to acknowledge the economic impact of Saturday school fees. Supplementary schools have moved on, according to many participants, and we must update the model to make it relevant and to ensure its long-term survival. There were calls for greater collaboration with state schools and many voices in favour of making the bold step to foundation school status.

What is the contribution of black professionals in this area, and can it be improved?

Participants generally agreed that black professionals have made an enormous contribution to the supplementary school movement but that this resource could be exploited more effectively. The more traditional areas of support were identified:

- teaching/researching in supplementary school
- financial management, fundraising
- helping to manage supplementary school.
It was also remembered that black parents must commit more time too. The values and support received and instilled in the home were still an essential element of a rounded education.

The role of governmental agencies
Participants reported that the supplementary school movement suffered a severe financial blow following the demise of the GLC and the subsequent loss of much grant support from that source. It was noted that supplementary schools were often considered as ‘political’ movements by government agencies, and the funding process was often viewed as a case of ‘give with one hand and take with another’. It was generally felt that the conditions attached to grant funding were often at odds with the primary objectives set by the supplementary schools themselves, especially those that expounded Afro-centric values and traditions.

There was broad acknowledgement however, that grant funding was a major springboard to starting supplementary school initiatives. It was reported that local authorities were becoming more interested in funding projects, but only if they could have a say in how they would be run.

Overall participants recognised that
● there was inadequate funding support for supplementary schools
● we must be careful not to overlook the importance of parents’ financial contributions
● financial ‘self sufficiency’ should be the ultimate ideal and aim.

Recommendations
● Supplementary schools have been useful and relevant in the past but today’s needs are different and we must move on.

● The transition to foundation school status seems to be the next logical step.

● We need to develop our own role models.
Exclusions
This workshop was introduced by Gerry German the director of the Communities Empowerment Network. David Muir facilitated feedback from the various groups. Group discussions were assisted by CEN colleagues, Dean German, Campbell Kutsoatu, Robert Roach and Yinka Russell, and Dr Caroline Howarth of Nottingham Trent University, who is conducting the collaborative research project into exclusions.

Participation
Over 300 persons attended, among them parents, school pupils, college students, mainstream teachers, supplementary schools coordinators, youth workers, social workers, school governors and local government officers and other workers.

Participants were issued with a number of papers, among them a CEN publication entitled School Exclusions – Wasteful Destructive and Discriminatory. Attention was drawn to the contents of the paper which dealt with the nature and extent of school exclusions as they affected the black communities.

Participants were split into groups and asked to deal with two sections of the paper in devising an Action Plan: one was headed Safeguarding Our Children’s Futures which concerned securing changes in the exclusions procedures to ensure that our children were assured of fair and equitable treatment; the other was subjecting schools to an equalities audit relating to governance, staffing, curricula etc. under the heading of Other Signs Of Exclusions.

Findings
The most telling contributions were from parents and young people with direct personal experience of schools exclusion and other forms of mistreatment.

There was general agreement that exclusions were the tip of the iceberg in the schooling of black children. Many people felt that the British schooling system itself disadvantaged black children by its very nature – and that the exclusions system was tailor-made to discriminate on racial grounds.

Exclusions could not be divorced from the growing trend towards selection and its resulting social division and differential funding. Some people felt that there was a need to develop an education system based on open and accessible neighbourhood comprehensive schools, without which the same inequalities and injustices would persist.
It was regretted that the Swann Report (1985) recommendation for cross-fertilisation between mainstream and supplementary schools has never been implemented. The former had a lot to learn from supplementary schools about self-help, determination, motivation, co-operation, mutual respect and achievement.

Attention was drawn to a failure to identify and provide for children exhibiting special educational needs. It was difficult to expedite assessments and the kind of early provision that would enable the SEN label to be lifted from a child after a relatively short period, instead of suffering under it for evermore.

While the valuable insights and experiences of mentors, counsellors and mediators were much appreciated, it was noted that the black contributors among them often remained on the margins of schooling rather than being invited to contribute to the mainstream, and thus help transform schools into equal opportunities learning communities with the emphasis on inclusivity and integration for all.

Many parents spoke with deep feeling about their personal experiences of humiliation when summoned by teachers to discuss the problems being presented by their children, who in turn felt that they were not listened to and that there was rarely if any adequate inquiry into the circumstances surrounding the situations in which they were described as the prime miscreants. There were a growing number of banning orders when parents had been provoked beyond endurance by their treatment when attempting to intervene on behalf of their children.

Parents felt that they were kept in ignorance of the system and that their enquiries, even as parent-governors were unwelcome. Some parents were intimidated into silence and compliance by a fear of the possible consequences for their children.

Pupils, parents and teachers are concerned about poor resources in schools, lack of permanent staff and teaching continuity, and big classes that never seem to get smaller despite increasing numbers of children experiencing serious personal problems.

There was a feeling that black pupils were victims of institutional racism in schools and that teachers were unwilling or unable to examine the concept in relation to how they generally viewed them through a combination of negative prejudice, destructive stereotyping and low expectations.
It was reported that there were increasing instances of young people being excluded for sexually inappropriate behaviour and violence when little thought was given to the kind of society they were living in, or the media influences they were being exposed to. Nor was sufficient attention paid to the extenuating circumstances of such incidents when resorting to exclusion.

Comments were made that sometimes young people responded vigorously and even violently to prolonged bullying, for which they were then excluded without adequate consideration being given to the provocation they had experienced. It was felt that many teachers were incapable of dealing effectively with bullying in their schools. In fact, many pupils didn’t report serious incidents because their previous reports had sometimes made the situation worse!

The exclusions data shows serious patterns of discrimination. Over the years there had been an average of 5 boys for every one girl. That seemed to be worsening, and CEN’s caseload showed a three to one ratio! African-Caribbean pupils were four to six times more likely than others to be excluded for fewer offences, less serious offences and at a younger age as well as less likely to be restored to mainstream schooling. In some parts of some boroughs they were up to 15 times more likely to experience such differential treatment.

Much concern was expressed about internal exclusions from lessons, sometimes on numerous occasions and over several days, without proper work being set. There was similar concern about informal or unofficial exclusions, with parents being advised to keep their children at home and thus not being able to enjoy the procedural safeguards laid down in the guidance contained in DFES Circular 10/99. There are too many instances of pressure being exerted on parents to remove their children voluntarily from the school to avoid the stigma of exclusion – this was unlawful and needed to be exposed.

**Recommendations**

Inclusion policies needed to be properly funded and actively supported. It was noted that there seems to have been an explosion in exclusions since the government abandoned its one-third reduction plans and introduced its amendments in January and August 2001, followed by an announcement of possible serious changes to independent appeal panels in the near future.
CEN reported a 63.15 per cent increase in exclusions over the last six months of 2001, with a similar exponential rise in the first couple of months in 2002.

Governing bodies, staffing and exclusions adjudication panels should reflect the ethnic diversity of modern British society – there should be at least one person on adjudication panels from the same ethnic group as the child being excluded. It was acknowledged that this in itself was no safeguard but it was at least a reminder of the need for racial justice.

Adjudicators needed training not only in exclusions procedures, but also in the principles of natural justice and equality/anti-racist strategies. There was a tendency for governing body Discipline Committees to rubberstamp the headteachers’ exclusions decisions. There was more likelihood of justice before Independent Appeal Panels because of the presence on them of people from outside education. This may soon disappear!

Participants expressed concern about the fact that government was intent on packing such panels with a majority of individuals with experience of classroom management. They feared that such persons would be predominantly white people with senior management backgrounds, the very people who at present are operating a self-evidently racially discriminatory exclusions system. That should be resisted.

One group suggested having pupils on the adjudicating panels, perhaps as part of democracy in schools which embraced student councils and gave them opportunities to influence developments in schooling and education. They too needed telephone hotline assistance as well as borough-wide and Londonwide student forums able to draw on a central secretariat.

Teachers need training and updating about equalities issues as well as exposure to cultural awareness training courses. The latter should include consideration of institutional racism, which predisposes individuals and organisations to discriminate. In other words, the problem should not be located in individual children or families but sought in the interplay between pupils and their teachers in the classroom, the corridor and the playground.

Teachers need to avoid application of behaviour policies which tend to shift the problem away from the point of interaction, because at this point of interaction the relationship dynamics can be better used to solve problems.
There is an urgent need for training in conflict resolution/avoidance and restorative justice procedures. Pupils might then more readily respond to opportunities to develop anger management skills and self-discipline.

Teachers also need to have personal development training to enhance their self-confidence in dealing with children and young people, as well as identifying common goals about the educational enterprise with pupils and parents. In such circumstances, they could then show the necessary sense of humour and flexibility in dealing with otherwise problematic situations.

They were too many instances of teachers ‘putting children down’ or ‘winding them up’, thus leading to serious confrontations which become part of the case for excluding the pupil.

Teachers need to have a greater understanding of young people and their living conditions generally. They need to know that they don’t leave their life experiences at the gates when they enter school each morning.

Children from refugee families often have experiences of moving frequently from one B&B to another and living in one room. Many children have living problems as well as the more obvious difficulties that manifest themselves in the classroom. This could then lead to dislocation and confrontation with teachers and peers.

Black teachers and black governors as well as black parents need their own networks and support systems, bearing in mind how they could be marginalised and isolated, and eventually picked off and dismissed as governors and staff or banned from the premises as parents.

It was important to be able to draw on community resources to be able to withstand harassment and provide mutual support. There should be a database to provide ease of meaningful contact within communities. Self-help, partnership and empowerment needed to be developed.

Parents needed to expand their knowledge of exclusions procedures in order to be able to represent not only themselves but others as well, especially when negotiating with teachers. Unless parents were accompanied to hearings by independent experienced advocates, they would continue to go into such hearings as lambs to the slaughter.

One group referred to the need for expert cultural education that would avoid incorporation and the development of the ‘coconut’ mentality.
There was a reference to ‘educational gangsterism,’ in that some educational institutions seemed intent on enrolling students for the income involved, rather than outcomes linked genuinely to equality issues and individual needs and potential.

One group looked in depth at the topical issue of black on black violence in relation to bullying and other forms of conflict in schools. They considered internal violence and obstacles to integrated family life, as well as creating the conditions for men and women and boys and girls to address painful experiences. They were careful not to present the issue as another opportunity for some observers to locate the problems inherently in the black family and the black community. They were more concerned with creating conditions for a common examination of the conditions that created discord and violence in the first place. What was it about the living environment and its organisational structures and processes that ignited such violent encounters?

We need to ask ourselves what our children are being included in. In addition to scrutinising governance, staffing, curriculum (and textbooks and other resources), we need to ask about admissions policies, options, setting and tiering, assessment processes, school family/community outreach programmes and parent and pupil participation. In other words, are our children being treated fairly and given an education that will fit them for life in modern multi-ethnic Britain and an increasingly inter-dependent world?

**There were further recommendations as follows**

- Education needs to be acknowledged and asserted as a human right.
- A community network is needed to be able to provide instant advice and support to young people and their families.
- Organisations should be able to communicate and consult in the parents’ language and to ensure that interpreters were present at formal and informal meetings/hearings.
- Proper training in the guidance contained in DfES Circular 10/99 would avert the need to resort to school exclusions – the guidance recommended early intervention, identifying the underlying causes and seeking valid alternatives suited to the needs of individual pupils.
- The DfES should be called upon to fund training in education law for parents, teachers and governors.
● Citizenship training for pupils should include training in human rights generally and education/schooling law specifically.

● A Pupil’s Charter, with consideration given to a Complaints Procedure within schools. If for example, they complain about bullying and nothing is done, pupils should then be able complain to an independent arbitrator.

● The headteachers’ exclusion letter should be accompanied by a list of local accessible contacts which can provide advice, support and representation.

● Schools need to be transparent and accountable.

● A more proactive preliminary mediation/negotiation process which might assist in avoiding exclusion. It was felt that not enough schools followed the guidance in respect of Pastoral Support Programmes. Others too quickly resorted to exclusion for alleged one-off serious offences without adequate consideration of all the surrounding circumstances.

● Arrangements should be made for black parent, pupil, teacher and governor networking, as well as regular regional conferences.

● The emphasis had to be on self-confidence, mutual respect and co-operation, partnership and individual and group empowerment in order to restore and retain the human rights agenda.

● Structures and processes that are inherently discriminatory must be exposed and changed.

● Schools need to question their policies and practices to avoid creating an essentially alienating, authoritarian and punitive approach to discipline.

● Parents need to be assisted in understanding and asserting their children.

● We must ensure that once a child is excluded, then full-time education must be provided elsewhere as appropriate.
Conclusion
Participants felt that the conference and the exclusions workshop had given everybody an opportunity to see that the black communities were immediately capable of a mass movement to bring about changes that would benefit the hitherto disadvantaged.

They repeated the need for an infrastructure that could support such a movement. There is a need for a properly resourced, well-managed, forward-looking secretariat capable of enrolling active members, consulting them and keeping them fully informed. Its role would be to sustain pressure on the authorities to develop genuine equality of opportunity for all our children and young people, maintain good public relations and media contacts, develop a comprehensive database and website and to respond immediately to requests for information, advice and support. That way, our goals can be attained within a reasonable timeframe and measurable deadlines.
From the survey three issues were identified by participants as the most important for black communities:

- pupil exclusions
- helping black children achieve in school
- schools failing black boys.

It was clear to most of those at the conference that they and their children were being systematically failed by the education system, which was regarded as institutionally racist.

**The top three issues**

The three main issues of ‘pupil exclusions’, ‘helping children achieve excellence’ and ‘schools failing black boys’ were shared by all groups represented at the conference. The issue of exclusions was particularly important for community organisation and parents. This was also a very important issue for those who are governors.

**Teachers**

Teachers, governors and LEA officers were very concerned about raising the achievement of black children in school. The need for more black teachers was therefore recognised as an important step in improving the opportunities for black children in London schools.

*Black teachers need more support and too many black teachers are leaving the profession. They must be encouraged to stay.* (Teacher)

Participants recognised that black teachers faced particular obstacles in terms of recruitment, retention and progression. The need for more black teachers was an issue of particular importance for teachers and LEA officers. However, a number of people emphasised that these teachers had to be of high quality and committed to the issues facing black communities. A number of participants commented on the fact that while recruitment of teachers from London’s black communities were poor, and black teachers faced discrimination, schools were actively recruiting white teachers from abroad.

**Influence**

Many participants were concerned that black people had little influence on the education system, either at a national or local policy level, or within schools.
We need black people with a good knowledge of education in influential positions who can influence educational policy and practice at national and local levels. (Educational Researcher)

Influencing the education system by becoming school or college governors was not seen as being particularly fruitful. It is interesting to note that the issue of becoming governors was more important to teachers than for those who are already governors. This perception of the limited impact of governors may lie behind the poor participation of black communities on governing bodies. This may also be related to feelings of isolation and risk involved in becoming a governor, as expressed here by one of the participants:

How to get the help for things you see and hear within a school that is not right. (Governor)

Consequently, more interest was shown in the possibility of developing grassroots networks of parents who could then challenge schools:

Developing a network where parents can get support to help challenge the educational system. (Parent)

Empower parents at a grassroots level – work with others. (Parent)

Self-help
The investment in supplementary education and private tuition by black communities is a measure of both the commitment of black families to their children’s education and the failure of the mainstream system. But, as valuable as these investments are, few people thought supplementary schooling was enough to challenge the cultural violence faced by their children in mainstream schools. Supplementary schools were mainly an issue of importance for those who are governors. Despite this, there was some sympathy expressed for a separate black schooling system:

Black people taking charge of their own children’s destiny, ie starting schools of their own to challenge the existing State system. (Teacher)
What issues did participants think were important?

![Bar chart showing the most important issues for different groups.]

What issues are most important for different groups?

![Bar chart showing the percentage of different groups for each issue.]

- **Pupil exclusions**: Parents (39), Students (31), Governors (38), Teachers (31), LEA/LA officers (35), Community workers & activists (45)
- **Becoming a school governor**: Parents (2), Students (4), Governors (31), Teachers (10), LEA/LA officers (0), Community workers & activists (4)
- **Black teachers**: Parents (6), Students (0), Governors (5), Teachers (12), LEA/LA officers (11), Community workers & activists (7)
- **Supplementary schools**: Parents (0), Students (5), Governors (30), Teachers (0), LEA/LA officers (31), Community workers & activists (1)
- **Helping children achieve excellence**: Parents (28), Students (27), Governors (30), Teachers (31), LEA/LA officers (32), Community workers & activists (18)
- **Schools failing black boys**: Parents (21), Students (19), Governors (20), Teachers (17), LEA/LA officers (22), Community workers & activists (23)
- **Developing London's economy for black communities**: Parents (4), Students (10), Governors (10), Teachers (10), LEA/LA officers (0), Community workers & activists (3)
Where now?
Participants clearly indicated that a community conference should be a regular feature of London’s political landscape. This had to be more than an airing of grievances, but had to be empowering. Any future events, whether an annual conference or otherwise, had to be opportunities for reflecting on progress, holding the authorities to account, and developing strategy.

What kind of future events do people want?

We need to educate parents on how to be empowered in order to be more effective in the schools. (Parent/Community Activist)

Report-back conferences to see if our choice of solution is working. (Businessman)

There was particular interest in a series of targeted events aimed at specific groups and issues:
- black pupil and students conference
- black parents conference
- focus on exclusions.
There is a silent catastrophe happening in Britain’s schools in the way they continue to fail black British schoolchildren. When African and Afro-Caribbean children enter the school system at five they do as well as white and Asian children in tests. By 11 their achievement levels begin to drop off. By 16 there has been a collapse. And this is particularly true of black boys – 48 per cent of all 16-year-old boys gain five GCSEs, grades A to E. Only 13 per cent of black boys in London achieve this standard. In some boroughs the figure is even worse.

This is not a new issue. As long ago as 1977 a House of Commons select committee on race relations and immigration reported that ‘as a matter of urgency the government should institute a high-level and independent inquiry into the causes of the underachievement of children of West Indian origin in maintained schools and the remedial action required’. But in 1999 OFSTED, in its publication, *Raising the Attainment of Minority Ethnic Pupils*, said: ‘The gap between Afro-Caribbean pupils and the rest of the school population continues to widen’. But it is an issue no one wants to address. Ministers and advisors talk about social exclusion and the problems of English as a second language. You can discuss the underachievement of boys. But not how the system fails black boys.

Research both in this country and the United States shows that black boys need men in the classroom. They simply do not see reading or educational achievement as masculine or ‘cool’. Although this applies to white working-class boys, strategies for addressing male underachievement are not working with black boys.

It may be the demonisation and marginalisation of black men in British society which makes some young black boys hold fiercely to a concept of masculinity which is about bravado and violence. But with black boys there are the added factors of racism and the extreme unwillingness of teachers and educationalists to face up to their own attitudes.

Black boys are often literally bigger than their white counterparts and may come from a culture which is more physical. Primary schools, in particular, are almost entirely staffed with women and, while some white women teachers achieve excellent results with black boys, it would be remarkable if all white women teachers were free from the racial stereotypes that permeate this society about black men. Groups which work in the black community are seeing increasingly younger black boys being excluded and it seems a black boy doesn’t have to be long out of disposable
nappies for some teachers to see him as a miniature gangster rapper. Yet experienced black teachers describe how the most unruly and obnoxious black schoolboy can melt given firm but loving handling. It is important to stress that there are models of success. For a generation, Britain’s black community have run self-help Saturday schools specifically to compensate for the failures of mainstream schools. Traditionally they had a strong emphasis on formal education together with a positive black identity.

The Claudia Jones Saturday school is a successful one in my own borough of Hackney. The Seventh Day Adventist schools in London are de facto all black, the best known being John Loughborough in Tottenham, north London. The children wear uniform and there is a strong emphasis on discipline and high standards. They have had success in raising the achievement of black boys whom mainstream schools had written off. What all of these schools have in common are highly motivated black teachers, involved parents, strong discipline and boundaries, and a celebration of the children’s cultural identities.

We all have a role to play. Black parents need to become engaged in a constructive way with the school system. Teachers need to examine their attitudes. Most teachers, and their trade unions, see themselves as liberals on race matters and they react badly to any suggestion that they are failing black children. But, as the 1985 Swann Report pointed out: ‘Teachers’ attitudes towards, and expectations of, West Indian pupils may be subconsciously influenced by stereotyped, negative or patronising views of their abilities and potential, which may prove a self-fulfilling prophecy, and can be seen as a form of unintentional racism.’ In 2001 most black parents would say nothing much has changed.

Above all the government needs to give a lead. Ministers need to push it up the agenda. In 1996 OFSTED said: ‘the question of race and equality of opportunity has fallen from the prominent position it once held.’ Time to put it back up there. We have a generation of black children to save.

_Diane Abbott is MP for Hackney North and Stoke Newington_
7 comments from participants

Absolutely excellent.
(Parent)

Opportunity to meet progressive and proactive like-minded people.
(Parent)

Praise and thanks to all who worked on organising the conference. A tremendous effort, well done. There is obviously a need.
(Parent/Governor)

The fact that it was/is so well attended effectively puts to bed the myth (lie) that black people don’t care about their children’s education!
(Parent)

Very inspirational.
(Teacher)

I liked the passion and enthusiasm of all the speakers.
(Community Activist)

This is just the beginning of the process of change.
(Parent/Community Activist)

The opportunity to meet and share with other black parents, teachers and professionals.
(Parent/Teacher)

Where was Estelle Morris?
(Parent)

It was great seeing this many black parents come together with a common aim to vastly improve the education of their children.
(Parent/Community Activist)

A large conference where we as black people set our own agenda.
(Community Worker)

Thanks for stirring us all up – now we need to act!
(Businesswoman)
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Chinese
中文
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Vietnamese
Tiếng Việt
Nếu bạn muốn bản sao của tài liệu này bằng ngôn ngữ của bạn, hãy gọi điện theo số hoặc liên lạc với địa chỉ dưới đây.

Greek
Αν θα θέλατε ένα αντίγραφο του παρόντος εγγράφου στη γλώσσα σας, παρακαλούμε να τηλεφωνήσετε στον αριθμό ή να επικοινωνήσετε στην παρακάτω διεύθυνση.

Turkish
Bu broşürü Türkçe olarak edinmek için lüften asagıdaki numaraya telefon edin ya da adrese başvurun.

Punjabi
ਇੱਕ ਪੁਸ਼ਟੀ ਲਿਖਤ ਵਿਚ ਜਾਂ ਬੰਗਾਲੀ ਲਿਖਤ ਵਿਚ ਇੱਕ ਪੁਸ਼ਟੀ ਲਿਖਤ ਦਿੱਤਾ ਜਾਂ ਬੰਗਾਲੀ ਲਿਖਤ ਦਿੱਤਾ ਜਾਣਵੇਂ ਤਾਂ ਇੱਕ ਪੁਸ਼ਟੀ ਲਿਖਤ ਵਿਚ ਪਹਿਲਾਂ ਇੱਕ ਪੁਸ਼ਟੀ ਲਿਖਤ ਦਿੱਤਾ ਜਾਣਵੇਂ।

Hindi
यदि आप इस दस्तावेज़ की प्रति अपनी भाषा में चाहते हैं, तो कृपया निम्नलिखित नम्बर पर फोन करें अथवा लिखे गये पता पर संपर्क करें।

Bengali
আপনি যদি আপনার ভাষায় এই দলিলের প্রতিটি পাঠ চান, তা হলে নিচের ফোন নম্বরে বা ঠিকানায় অনুরোধ করতে যোগাযোগ করুন।

Urdu
اگر آپ اس دستاویز کی نقل اینی زبان میں جاری کرنا چاہئے تو یہ شمارہ پر تلفن کریں یا ابتدائی اطلاعات کے لیے لیک توں آپ کی درخواست پر ہم پاسدار ہیں۔

Arabic
إذا أردت نسخة من هذه الوثيقة بلغتك، الرجاء الاتصال برقم الهاتف أو الكتابة إلى العنوان أدناه:

Gujarati
એક ભાષાની પીઠતંત્રમાં સેવા શરૂ કરવામાં આવશે, તે હેઠળ તમી પાંચ અંશનું ટ્રેનીંગ અધ્યાય કરશો અથવા મારી સેવાની ભાવના સાથે નથી પડે તો મારા માધ્યમથી આવશ્યકતાને સમાધાન કરીએલા માનસિક સેવા સહાય કરીએલા માનસિક સેવા સહાય