

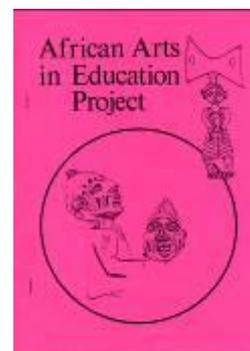
Education



Ref. COMMROOTS/1/36



Ref. EPHEMERA/86



Ref. COMMROOTS/1/3

Background

The publication of Bernard Coard's *'How the West Indian Child is Made Educational Sub-Normal in the British School System'* in 1971 galvanised many Black parents and educationalists into action. In this book, Coard argued that the British education system was not prepared for the educational needs of Black children, particularly of newly immigrated Caribbean children.

Until the 1960s the immigration of people from the Commonwealth was limited to either single men, or men and women who had left their children with the intention of returning home a few years later. The Commonwealth Immigrants Act of 1961 added further restrictions to entry to those who held employment vouchers and could support themselves. As a result many decided to bring their children to Britain before the Act came into effect.

It soon became very apparent that the British school system could not adequately cope with the needs of Black children. Not only did the children have to deal with overt racism, the curriculum and approach of teachers often did little to encourage them to succeed. Many teachers had low expectations of the intellectual capabilities of Black children. The rigid social structures in place at the time also meant that teachers tried to steer children into "appropriate" jobs, further limiting them.¹

For many in the Caribbean, education was hugely important and teachers were seen as benevolent and unquestionable. There was also a language difficulty between "standard" classroom English and the language of the Caribbean, which meant that if children did not understand what was being asked of them they may have been too shy to speak up or "talk back". They may then have been branded as "slow" or "dull".

Coard also highlighted the trauma that children may have faced in coming to Britain to be reunited with parents that they may not have seen for a large part of their life and to a country in which they did not feel welcome. For some this may have caused them to become withdrawn and insular or to become aggressive and lash out.

¹ Coard, Bernard. *How the West Indian Child is Made Educationally Sub-normal in the British School System* (London, 1974), p. 13.

The curriculum also did not further the cause of Black children. Coard argued that society highlights what it deems to be important through what it teaches and the school curriculum, by omitting the culture and history of Black people, denies them their identity and re-enforces the idea that White history and culture is superior. This leads to children feeling self-contempt and de-motivates them from a desire to learn.

These problems and the subsequent de-motivation made it more likely for Caribbean children to be put into lower educational streams, further de-motivating them and limiting their desire and ability to succeed.

The major premise for Coard's argument also lay in the fact that Caribbean children accounted for nearly 34% of children in schools for the Educationally Sub-Normal (ESN),² although they only made up 16% of the school population.

The definition of ESN was based on IQ; those eligible to attend ESN were those who had an IQ of between 50-80 (the average score is 90-110). Therefore, ESN children are below average intelligence, but are not significantly low scoring to be deemed seriously incapable. The aim of the ESN schools was to prepare children for an independent life, equipping them with the skills to do basic jobs and to read and write.

However, the large numbers of Black children, particularly from the Caribbean, was a growing cause for concern for their parents and the community. Coard found that 9 out of 19 schools surveyed thought that 20% or more of their immigrant pupils had been wrongly placed in these ESN schools. Coard also found that where children were wrongly placed only 7% ever returned to normal schools.³ This meant that huge numbers of Black children would leave school with no qualifications and would therefore mean that they would be unable to get better paid jobs and their children would also have limited life chances.

The racism of schools worked against children to ensure that they became de-motivated and more likely to fail. The IQ test itself was also highly biased in terms of the language used and cultural references towards the White middle class.⁴ Surveys also found that testing situations put more stress on children from the Caribbean who may be less used to test situations, which further impeded the chances of success⁵ and increased the likelihood of Black children being placed in ESN schools.

This situation led to the rise in parental involvement and the growth of the supplementary school movement. Supplementary schools (or Saturday schools) were set up by parents and others concerned with education to raise the educational attainment of Black children. They teach formal curriculum subjects alongside Black history, to raise the self esteem of children and to help gain qualifications to prepare them for the work force.

From the 1960s to the present there have been many attempts at addressing the problems of the educational attainment of Black children. Today Black girls are on a par with the national average for gaining five GCSEs at A*-C grade (49.4%), although only 33% of Black boys leave school with these qualifications. Black boys are also three times more likely to be excluded from

² Ibid, pg. 5

³ Ibid, pg. 6

⁴ Ibid, pg. 16

⁵ Ibid

Subject Guide



school making it harder for them to make a successful transition into adulthood and the workforce.

Brief overview of some key dates

1902	<p>Education Act 1902 established a system of secondary education that integrated higher grade elementary schools and fee-paying secondary schools. The Act also abolished school boards and established local education authorities (LEAs).</p>
1921	<p>Education Act 1921. Although there had been successive Education Acts setting out the standards for Education, this Act set out the provisions for Special Education for those deemed to be Educationally Subnormal (ESN). The Act also raised the school leaving age to 14.</p>
1926	<p><i>The Education of the Adolescent</i>, also known as the Hadow Report, proposed a system of junior and senior schools with transfer at age 11, secondary education for all, and an increase in school leaving age to 15.</p>
1944	<p>Education Act 1944 set the system for the post-war education of children including the tripartite system of grammar schools, secondary technical schools and secondary modern schools. To assess which pupils should attend which school, children took an exam known as the 11 plus, which tested arithmetic, writing and general problem solving. The Act also made further provision for those with special educational needs, but only if this was due to limited ability and intelligence.</p>
1948	<p>British Nationality Act extended the qualification of British citizenship to all citizens of the Commonwealth. The SS <i>Windrush</i> docked at Tilbury bringing the first wave of post-war immigration from the Caribbean.</p>
1951	<p>General Certificate of Education (GCE) introduced.</p>
1962	<p>Commonwealth Immigrants Act limited those who could qualify for immigration to holders of employment vouchers issued by the Ministry of Labour, students, members of the armed forces, and entrants who could demonstrate their ability to support themselves and their dependants without working. Many men and women already settled in Britain sent for their dependants ahead of the Act becoming law.</p>
1965	<p>The introduction of the Certificate of Secondary Education (CSE) in 1965. This came after a 1960 report, <i>Secondary School Examinations other than the GCE</i>, also known as the Beloe Report.</p>

1965	<p>The CSE led to large expansion of comprehensive schools, which take children from all backgrounds and do not rely on the 11 plus. By 1975 the majority of LEA's in England and Wales had moved to the comprehensive system.</p>
1966	<p>Local Government Act 1966. The Government attempted to ease race relations by assimilating ethnic minorities into British culture. Section 11 of the Act set out grant payments and funding for local authorities to deal with immigrant children. This led to the policy of 'bussing', dispersing the immigrant population and preventing them from attending one school.</p>
1971	<p>The publication of '<i>How the West Indian Child is made Educationally Sub-Normal in the British School System</i>' by Bernard Coard. This book exposed many failings in the school system and galvanised parents and educationalists to look into alternative methods of education and led to the growth in Supplementary Schools.</p>
1973	<p>School leaving age raised to 16.</p>
1975	<p><i>A Language for Life</i>, better known as the Bullock Report is published. This was the first report to take into account the ethnic diversity in schools and to reject the ideas of assimilation and integration. The report looked at the needs for English language provision and how it should be taught in line with a multi-cultural approach.</p>
1976	<p>Race Relations Act 1976 was enacted to prevent discrimination on the grounds of race. It also led to the establishment of the Commission for Racial Equality to address the continuing inequality in Britain.</p>
1981	<p>The Rampton Report, an interim report which looked at the educational needs and attainments of children from all ethnic minority backgrounds, particularly Caribbean children was published. The report found no single 'cause' but cited racism within schools and society as a reason. It proposed several important recommendations, which served to strengthen the multi-cultural education model, and included proposals that the curriculum in all schools should reflect Britain's cultural and ethnic diversity.</p>
1985	<p><i>Education for All</i>, also known as the Swann report, is published. This is the culmination of the earlier Rampton Report and reaffirmed many of the points in the Rampton report. The Swann report suggested that much of the difference in average IQ scores between African Caribbean and white children was related to differences in their socio-economic background and status. As the report could not identify a single cause for poorer academic attainment for Black children, it did not offer a single solution to the problems. It reported that schools needed to take positive action to counter the underachievement of Black children and one of the recommendations of the Swann report was that all</p>

	LEA's should declare their commitment to <i>Education for All</i> .
1986	The General Certificate of Secondary Education (GCSE) is introduced as a common exam system to replace the GCE O Level and CSE.
1987	The <i>Daily Mail</i> reports on the situation in Dewsbury where White parents refused to send their children to a school which was predominantly Asian and demanded separate education. This highlighted the general resistance to multi-cultural education which was seen as an attack on British tradition and culture.
1999	The Stephen Lawrence Inquiry highlights that institutional racism still exists in Britain. This paves the way for the Race Relations (Amendment) Act 2000 which strengthens the Act.
2002-2004	The Department for Education and Skills (now the Department for Education (DfE)) starts to fund a Supplementary Schools Support Service.
2005	<i>Aiming High</i> is published by the Department for Education. This highlighted the chronic underachievement of African-Caribbean boys with only 33.3% of Black Caribbean boys achieving five or more GCSEs (A*-C) compared with 49.4% of girls. The report showed that that as they started schooling boys were at roughly the same level as other pupils but began to fall behind by the end of Key Stage 2, (age 11) and their progress continued to decline, so that by the end of Key Stage 3, only 38% achieved 5 GCSEs (A*-C). <i>Aiming High</i> also found that Black boys are also 3 times more likely to be excluded from school than all pupils nationally. Only 15% of permanently excluded young people were reintegrated into mainstream school.
2007	<i>Diversity and Citizenship</i> also known as the Ajegbo report is published. In the wake of the 7 th July bombings, the report argued that core British values should be taught in schools, including aspects of identity and race.

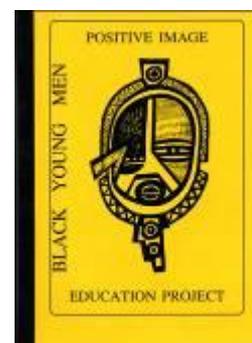
Collections



Ref. GARRISON/2/3/4



Ref. EPHEMERA/119



Ref: EPHEMERA/119

3.1 The papers of Len Garrison (Ref. GARRISON)

Community activist and academic, Lenford Kwesi Garrison (1943-2003), was born in St Thomas, Jamaica. His parents moved to London in the early 1950s and Len followed a few years later to complete his secondary education.

Garrison was heavily involved in voluntary work and was passionate about the importance of community. He was the founder and Director of ACER, an independent educational charity which researched, developed and produced learning materials drawing on the Black experience. Home schools were supported by ACER and links were forged with community schools. The Inner London Education Authority endorsed ACER's work and their resources and publications were used across the country. The project established the Black Youth Penmanship Awards scheme to enable young Black people to be celebrated for their literary achievements. A number of Black professionals including music critic Clive Davis, and novelist and barrister Nicola Williams, received the award in their youth.

BCA holds the organisational papers relating to ACER (**GARRISON/2**), particularly relating to the resources and background material used for learning packs (**GARRISON/2/2** and **GARRISON/4**).

There are also reports into education, including case studies on educational attainment in Great Britain (**GARRISON/5**).

3.2 The papers of BASA (Ref. BASA)

BASA was established in 1991 as the Association for the Study of African, Caribbean and Asian Culture and History in Britain (ASACACHIB) to encourage research and to disseminate information on the history of Black and Asian peoples.

In 1997 the organisation changed its name to the Black and Asian Studies Association (BASA) and is now a membership organisation. It focuses on education related issues; particularly on the school curriculum (**BASA/2/2/1**, **BASA/4** and **BASA/5**).

BCA also holds a number of research essays (**BASA/2/1**) relating to BASA conferences and the records and correspondence relating to BASA's Education Committee (**BASA/8**).

3.3 The Papers of Ansel Wong (Ref. Wong)

Ansel Wong was born on 4 October 1945 in San Fernando, Trinidad & Tobago. During the 1970s Wong was also heavily involved in education activities and from 1974-1976 Wong sat on the Council for Community Relations in Lambeth, ILEA. The Ahfiwe School was a supplementary education scheme for which Wong was Education Co-coordinator.

Papers from the Wong collection particularly relating to education focus on Wong's activities with the Ahfiwe School and supplementary education (**WONG/2**), which include newspapers, academic journals and educational campaigns.

Within **WONG/6** there are also a number reports relating to education and Wong's relationship with the Black Power Movement.

3.4 The Papers of Community Roots (Ref. COMROOTS)

The Community Roots Trust (CRT) was set up in 1977. The charity had the aim to improve the management and service delivery of community self-help projects with particular reference to the needs of ethnic minority communities. The organisation operated at a national level and had units based in London, Birmingham, Wolverhampton and High Wycombe.

The records BCA holds particularly relate to education and the arts (**COMMROOTS/1/8**). BCA also holds information on the Swann Report and accompanying reports (**COMMROOTS/2/19**).

3.5 The Papers of Runnymede Trust

The Runnymede Collection includes the library and archive of the Runnymede Trust, established in 1968. Runnymede has worked for four decades to challenge racial discrimination and promote a successful multi-ethnic Britain.

The Collections covers all aspects relating to education, but of particular interest are the series on Education and Ethnic Minorities (**RC/RF/15/02/**), Racial Harassment in Education (**RC/RF/15/03/**), Under Fives Education (**RC/RF/15/04/**), Multi-Racial and Anti-Racist Education (**RC/RF/15/07/**) and ESNs (**RC/RF/15/13/A/**).

The Runnymede also has an extensive library and periodical collection. See "Periodicals" and "Further Reading" below for references.

3.6 Oral Histories of the Black Women's Movement (Ref. Oral/1)

The project, 'Documenting the Archives' was undertaken by Black Cultural Archives in 2007 and based on *The Heart Of The Race* by Beverley Bryan, Stella Dadzie & Suzanne Scafe (Virago, 1985), which examined Black women's lives in Britain using oral testimony. During the course of the project a series of over 30 oral history interviews were made.

Many of the interviewees were involved in the Organisation of Women of African and Asian Descent (OWAAD) or related groups and campaigned for educational change, or worked with supplementary schools.

3.7 Papers of Jan Mckenley (Ref. MCKENLEY)

Jan McKenley was born in Brixton in 1955, her parents migrated to Britain from Jamaica. Mckenley's family moved to Manchester for five years then back to Tottenham, London.

McKenley continues to work in education, developing and implementing government policy. She has designed and delivered management and leadership development programmes for senior and middle leaders for over 20 years. Mckenley's achievements include the development of the SHINE leadership programme for aspiring head teachers from Black and minority ethnic backgrounds; and the position of lead designer and facilitator of the Equal Access to Promotion programme run by the National Union of Teacher (NUT) and the National College of School Leadership (NCSL).

BCA holds Mckenley's papers relating to the Education Workshops of the 3rd OWAAD conference in 1981 (**MCKENLEY/2**) and posters relating to SHINE (**MCKENLEY/1/9**).

3.8 Periodicals

BCA holds a large collection of publications and periodicals which feature national and grass roots publications. This series features over 100 periodicals from BCA's collection and the Runnymede. The following have a focus on education:

Runnymede (ref. RC/PERIODICALS)

The Runnymede Periodicals holds a wide range of journals, from *The Advisory Centre for Education Bulletin* (**RC/PERIODICALS/6**), to *Campaign for Anti-Racist Education* (**RC/PERIODICALS/77**) and *Black Film Bulletin* (**RC/PERIODICALS/43**).

Periodicals

Periodicals of particular interest from BCA's collection are:

PERIODICALS/79: Empower: Education to Career and Beyond

PERIODICALS/102: New Impact

PERIODICALS/103: Education and Community Relations

3.9 The papers of Howard G. Williams (Ref. WILLIAMS)

Howard G. Williams (fl1947-1988) was a former Her Majesty's Inspector of Schools concerned with racial equality in education.

The collection includes slides, research and reference material amassed by Williams. The series relates to racism in education during the 1970s (**WILLIAMS/1-26**), and the slide collection for a short course on Jamaica, produced by the Department of Education and Science, and correspondence about its use in training courses for teachers (**WILLIAMS/27**). Williams was based in the Avon area.

3.10 The papers of Cultural Exchange Through Theatre in Education (CETTIE)

In 2011 BCA received the papers of CETTIE. CETTIE is a registered Charity and since 1987 has been working with schools, libraries, theatres, and community venues. Their aim is to promote equal opportunities for development. CETTIE links culture, interaction and education in a dynamic vision and process.

Subject Guide



This collection is currently uncatalogued but can be accessed at the premises of the BCA.

Further Reading:

The Library at BCA, along with the Runnymede Library contains over 150 books relating to education and practice. However, to compile this subject guide the following books were used.

- *How the West Indian Child is Made Educationally Sub-normal in the British School System.* Bernard Coard (London, 1971)
- *The Oxford Companion to Black British History.* David Dabydeen, John Gilmore and Cecily Jones eds, (Oxford University Press, 2007).
- *Windrush: The Irresistible Rise of Multi-Racial Britain.* Mike Phillips and Trevor Phillips. (London, 1998).

Other Sources

Black and Asian Studies Association: <http://www.blackandasianstudies.org/>

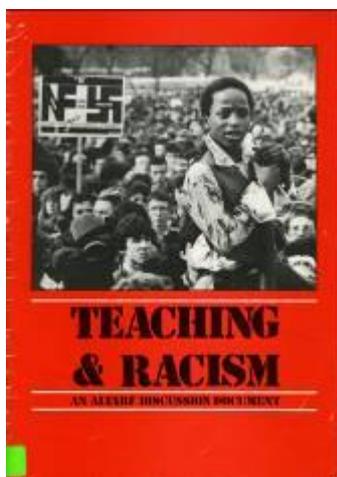
Education England, particularly the timeline: <http://www.educationengland.org.uk/>

George Padmore Institute, Records of the Black Parents Movement:
<http://www.georgepadmoreinstitute.org/archive/?p=collections&c=BPM>

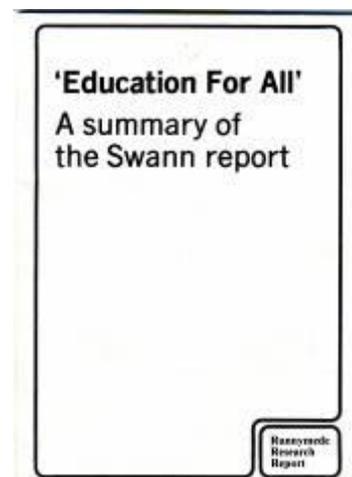
Institute of Education:
<http://archive.ioe.ac.uk/DServe/DServe.exe?dsqApp=Archive&dsqCmd=Index.tcI>

Moving Here, Education:
http://www.movinghere.org.uk/galleries/histories/caribbean/growing_up/education.htm

The National Archives, Education Research Guides,
<http://www.nationalarchives.gov.uk/records/atoz/e.htm#>



Ref. BCA/5/1/107



Ref. BCA/5/1/107