

ACER PROJECT
ANNUAL
1979

SECOND
REPORT
-1980

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Management Committee & Project Staff

Management Committee 1979-1980

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Chairpersons Introduction and Report from the Management Committee

The ACER Project completes its second year, at a time when economic and social conditions make our work in countering educational underachievement and encouraging the development of a curriculum that reflects varying cultural traditions, more important than ever before. The black school leaver requires the qualifications and positive self image that will equip him or her better to survive economic conditions where unemployment is continuing — reality. Black and white young people, more than ever the target of those who seek to exploit existing divisions and conditions for their own political ends, need an image and a knowledge of each other that does not denigrate the Afro-Caribbean experience and tradition.

Valuable though our work is, ACER must, like the rest of the educational system, exist in a climate of cuts and restraints on expenditure, which hold out the real possibility of a decline in educational standards. This is no excuse for educational institutions relegating provision for multi-ethnic education to the Fourth Division of educational priority on grounds of expense. ACERP is not only cost effective in itself, but it is geared in its work with teachers, not necessarily to increased expenditure, but making the best possible use of available resources, combined with the correct approach to the materials in use.

This has been a very busy year for the Project. We are on target both in terms of our work in schools and in the development of materials. Additional pressure has been placed on the staff however by the high expectations raised by the ILEA's initiative on multi-ethnic education, both amongst teachers and the general public.

Our staff have more than risen to the challenge, working very hard in the difficult and cramped conditions which we have occupied since the outset of the Project. The Authority can offer no

prospect of moving us into more suitable accommodation, nor has the vexed question of staff regrading yet been resolved, although much progress has been made. The staff continue however to be undervalued in terms of their remuneration, which reflects neither their qualifications, nor the responsibilities of their posts. The Management Committee is not willing to continue to exploit the goodwill of its staff, nor can we expect to rely indefinitely on their loyalty to its work. The resolution of this question is crucial to the continuing work of the Project.

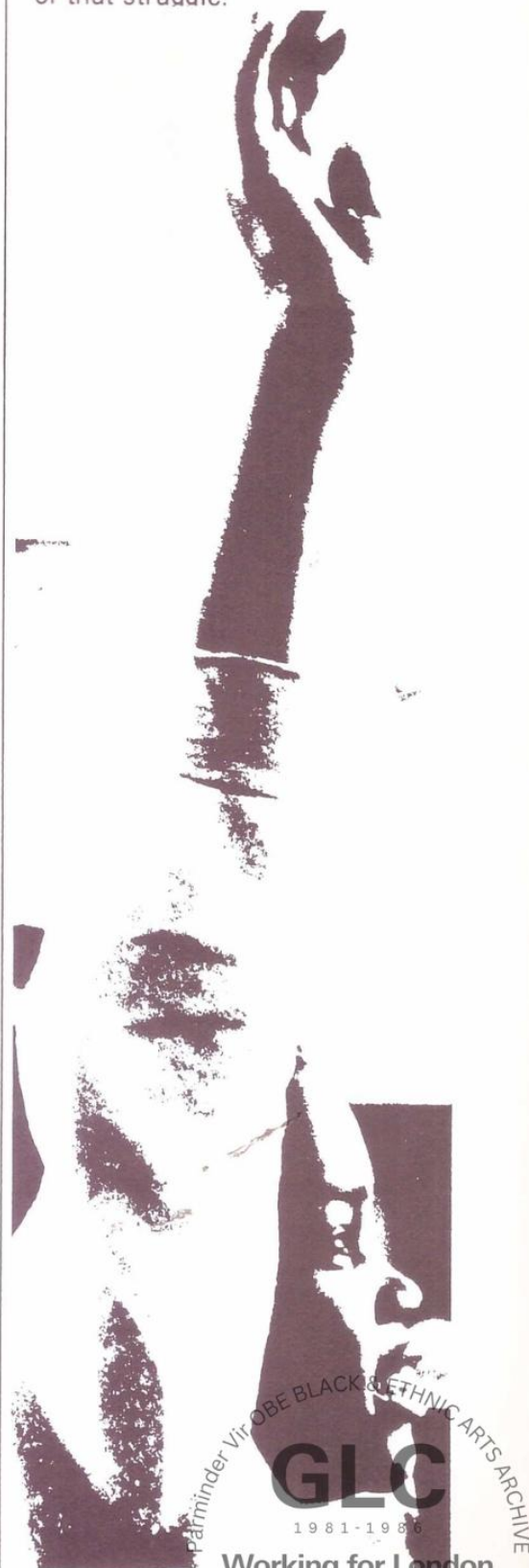
The Project looks forward to a challenging year ahead, as we go into production with our materials for primary schools, and commence our work in the secondary field. We will also towards the end of the coming year, begin the process of assessing the development of the Project as an independent community based educational charity; now we are half way through our association with the ILEA, in this first stage of our work. This association has been an experiment for both parties, and whilst not without its difficulties, we believe it to be a valuable one.

New links between the community and the classroom have been created and it is our hope to build on these to the mutual benefit of both.

A Project such as ours whose aim is to foster a positive self image amongst children of Afro-Caribbean descent, and counter the under-valuing of our heritage and culture in education cannot function in a vacuum. We are concerned of necessity with a limited though crucial arena, the classroom. What goes on outside the school however must inevitably impinge on this. Children cannot come to value themselves and the contribution of others if a negative image of black people continues to be reflected in the actions of those in positions of power and responsibility. The stereotype

must be opposed and countered wherever it appears.

The wider struggle against racism continues to be crucial to the creation of a successful multi-racial society. The project is part of that struggle.



Pariminder Vir OBE BLACK & ETHNIC ARTS ARCHIVE
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Working for London
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Director's Introduction

The work of this Project is set in the school and the community. We cannot therefore be unaffected by the strains and stresses to which both are subject at this time. Inequalities in educational opportunity have, if anything, become marked, and there is a need for even greater effort and initiative in the task of achieving a positive multi-cultural, anti-racist approach to education.

The central principles on which the work of the Project is based were spelt out in our first Annual Report. A brief restatement of these principles is as follows:

- a) The need for positive identification and affirmation of racial, ethnic and cultural differences by all pupils in the classroom.
- b) The need to improve the self-image and increase the self-knowledge of the Afro-Caribbean child.
- c) The need to aid the improvement of the teacher's knowledge and perception of the pupils' ethnic and cultural background, thus enabling all members of the teaching profession to appreciate differences in outlook, culture etc.
- d) The need to review the content of learning materials and where possible to support the above in a positive manner.

The priority of the Project's work over the past year has been the Schools Programme and the development and testing of the curriculum units in junior schools. Full discussion of this is outlined later in the Report. The Project was greatly aided by its Mobile Resource Unit in transporting members of the team, materials and equipment to schools in various parts of London. We are most grateful to the City Parochial Foundation, the Commission for Racial Equality, Ford of Britain Trust and the Calouste Gulbenkian Foundation; the four funding agents who made the Mobile Resource Unit possible.

This year's in-service course for primary teachers, took place at

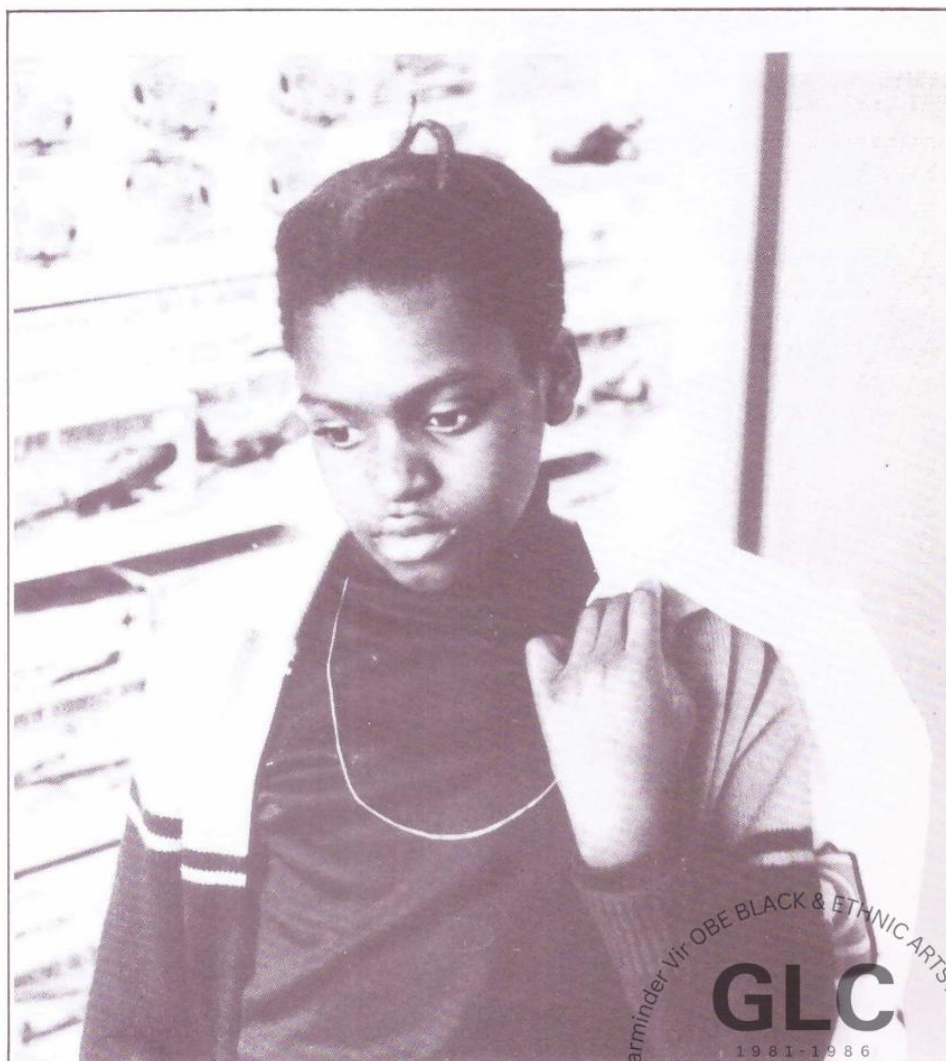
the Lambeth Teachers Centre during the Spring and Summer terms. We were encouraged by the enthusiasm of many course members who, for the most part, felt isolated in the work they were doing in this area. We gained the impression that the course was stimulating and provided them with support and a forum for the exchange of ideas and experiences.

This year also has seen the joint sponsorship of an essay competition with the Elimu Centre. This has been a most encouraging venture and we hope to see the Black Youth Annual Penmanship Award, as it is called, continue to grow and develop as it hopefully will provide a forum where black youth have the freedom to describe their experiences and express their opinions. The Project is currently in the process of raising funds for

a video/drama workshop which will provide opportunities for young unemployed black people to develop their creative skills. It is envisaged that the work which will be produced, will be used as a resource in schools. The Project has also continued to foster links with the community through our support and liaison with other organisations and agencies.

During the past years work, we have drawn strength from the demand for help, support and resources from teachers and others concerned with education. The appreciation shown for the services we have given, and the fact that this demand is continuing to grow, is a great source of encouragement to us.

Finally, the Project would like to thank those individuals and organisations who have helped, supported and encouraged us, over the past year.





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Schools Programme and Curriculum Units

According to plan, the Project has spent the last school year working in four randomly chosen. ILEA primary schools. Originally it was hoped that five schools would participate in the programme, but unfortunately, there was one last minute withdrawal. In spite of this initial setback, however, the year's work has been successful and two curriculum units have been tested and evaluated in classrooms very varied in their ethnic and social-class composition. The four participating schools are listed below:

Alderbrook Primary School,
Balham
Colverstone Primary School,
Dalston
Flora Gardens Primary School,
Hammersmith
Telferscot Primary School, Balham

In each of these schools, we have worked with one class on a regular weekly basis. During these sessions, learning materials devised by the Project were presented to the children by the team, with the class teacher having a secondary, supporting role. This approach of direct involvement was adopted by us because it was felt that the materials and related learning strategies could only be realistically evaluated if problems of content, presentation and comprehension were experienced at first hand.

During the schools programme, we were guided by the knowledge that successful curriculum development depends on careful and accurate evaluation at the trial stage. In each session, whilst one of the team taught the class, another would critically record the proceedings on an evaluation sheet. At the same time the session would be recorded on audio tape. Children's work was collected and teachers' comments and observations were carefully noted. Regular evaluation meetings were held during the school year, in which we

discussed and analysed the classroom tapes, children's work, evaluation sheets and teachers' comments. The conclusions that were reached are currently guiding us in the processes of improving the curriculum units, and writing accompanying notes for teachers.

In the forthcoming school year the updated learning materials will be further tested in a much larger sample of primary schools by teachers working independently of the Project. It is expected that a further unit of primary school material, which is currently being prepared, will be tested in the classroom in the Spring Term. Plans are also being made for the secondary school phase of the Project's programme and it is anticipated that this will start later in the school year.

Curriculum Units: Overall Aims and Objectives

Some of the aims guiding the development of materials relate specifically to the needs of black children of Afro-Caribbean background, whilst others are more universal.

Central to the philosophy of the Project's work is the child-centred approach to education, which is considered to be the basis for good practice in primary schools. The overall aims are as follows:

- 1 To build upon the cultural richness and diversity within the classroom, which mirrors the wider society. In so doing, to make children aware that individual and group differences must be understood, appreciated and respected, rather than feared or ignored.
- 2 For the Afro-Caribbean child to strengthen links with the child's own culture and heritage, in accordance with the recommendations of the Bullock Report, as a way of helping the child to feel more secure and to develop a strong self-identity within the school

and wider society.

- 3 To broaden and develop positive attitudes towards the Caribbean, Africa and other parts of the world and also towards ethnic minority groups in Britain, in order to balance stereotypical and obscure views perpetuated within society as a whole.
- 4 To encourage in all children, a world perspective (i.e. looking at the world from alternative viewpoints) to counter the over-predominance within the school curriculum of the white European standpoint.

Throughout the programme, the various exercises and activities have been tied to the development of specific skills such as those of reasoning, perception, criticism, writing and verbal expression. The materials developed so far have been carefully designed so as to integrate easily into the overall curriculum of the primary school and they provide openings for further, related work in subject areas such as mathematics, science, English, art, drama, history and social sciences.

In working towards the overall aims, a thematic approach has been adopted and individual themes have their own objectives. More general objectives, which apply to all themes, are as follows:

- 1 To confront individual, group and ethnic differences in a positive way. To present people from all groups as individuals with every variety of human quality and attribute.
- 2 To use material in which black and other minority group characters command a strong positive role both as individuals and as representatives of a group.
- 3 Where it is relevant, to present, in a simple form, the social, economic and historical inter-relationships that exist between Africa, the Caribbean and Britain.

- 4 To draw upon the main cultures represented in contemporary Britain and in particular those in the local community. To present each culture in its own terms rather than compare it with Western European norms.
- 5 To examine how images of people or groups, both visual and written, can influence our comprehension and how they can also lead to distortion and obscurity.
- 6 To examine and critically analyse the ways in which some groups have evolved stereotyped or obscure views about others.
- 7 To familiarise teachers and pupils with a wider range of resources and source material. These resources will relate not just to the classroom situation but to the school library, to school social and cultural events and to other areas of the whole school environment.

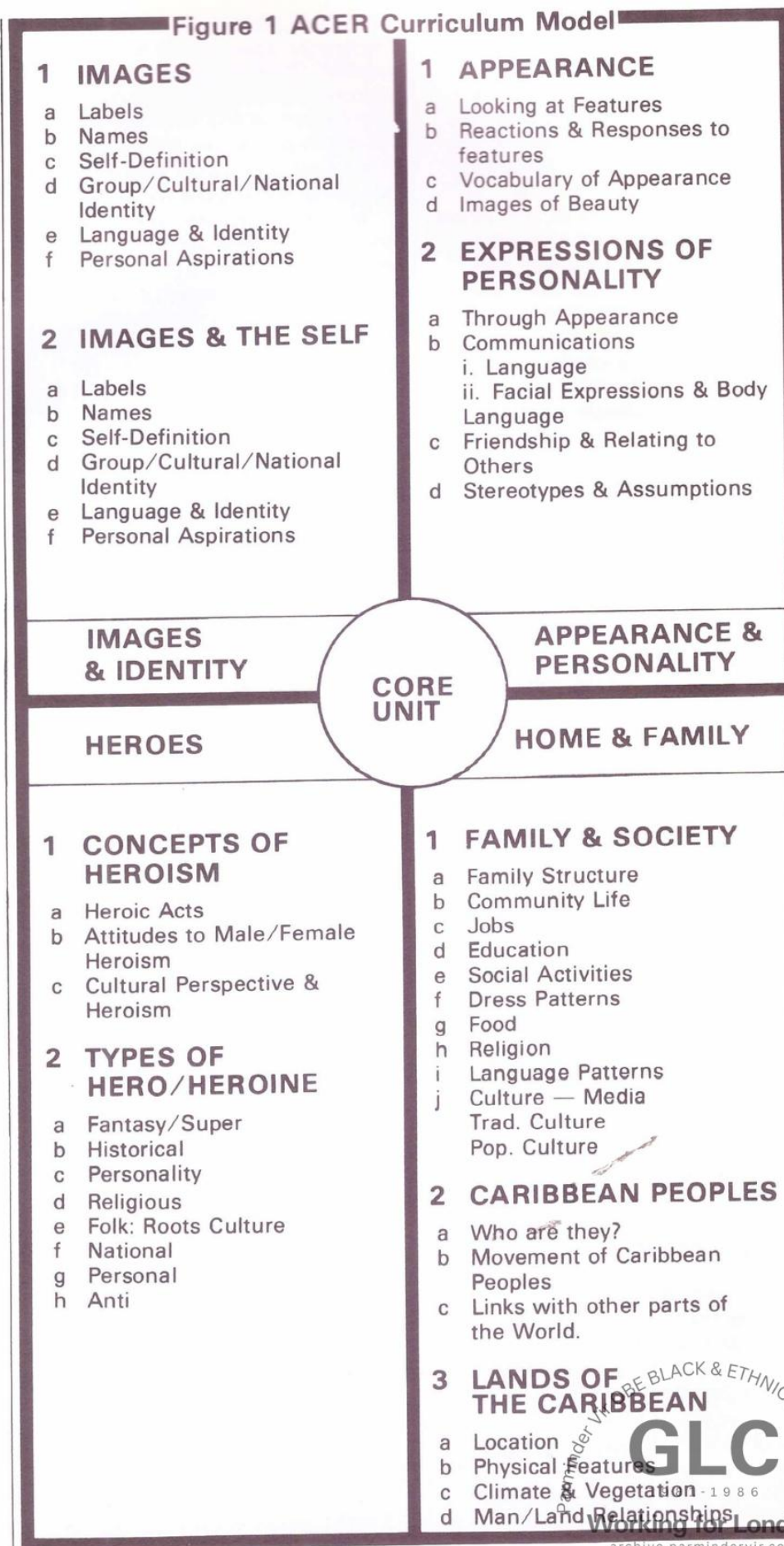
ACER Curriculum Model

In order to translate these aims and objectives into a method for the development of learning materials and teaching strategies, we have devised the curriculum model presented in figure 1. The core unit has been designed to provide a link between the experiences and cultures of the children in the classroom and the four themes: Appearance and Personality; Heroes and Heroines; Images and Identity; Home and Family. In addition to providing a structure for the development of the Project's own learning materials, the curriculum model also provides a meaningful context for the classroom use of Afro-Caribbean and other 'multi-cultural' resources.

A brief rationale for the choice of themes is as follows:

APPEARANCE AND PERSONALITY—In order to promote cross-cultural respect and understanding, it is essential to develop and re-inforce the

Figure 1 ACER Curriculum Model



notion of the uniqueness and complexity of each individual. The unit aims to enhance self-image, not only in relation to the individual, but within a context of positive recognition of colour and other physical differences.

HEROES AND HEROINES

— These figure quite prominently in the Primary School curriculum and the heroic person is a popular topic. The concept of heroism and associated adulation needs to be critically examined in the classroom. The theme also allows for the use of materials which record the many achievements of black people, both past and present.

IMAGES AND IDENTITY

— Although there is a growing awareness amongst teachers of the need to use learning materials which project peoples, cultures and regions of the globe, in a positive, non-racist way, children will be inevitably exposed to the wide range of negative imagery presented throughout the media as a whole. It is important, therefore, that they are encouraged to analyse and evaluate both written and visual images, so that they can begin to understand how these images can influence their own ideas about themselves and the attitudes held by people within the wider society.

HOME AND FAMILY

— Using the experiences of the children as a starting point, this theme provides an opening for the Project to develop learning materials about Afro-Caribbean families in Britain and the Caribbean. These would then lead on to a consideration of the peoples and lands of the Caribbean and their cultural, historical and economic links with Britain. For the class teacher the unit would provide a structure and starting point for work on the family in a variety of cultures to balance the over-representation of the English middle-class family in learning materials generally.

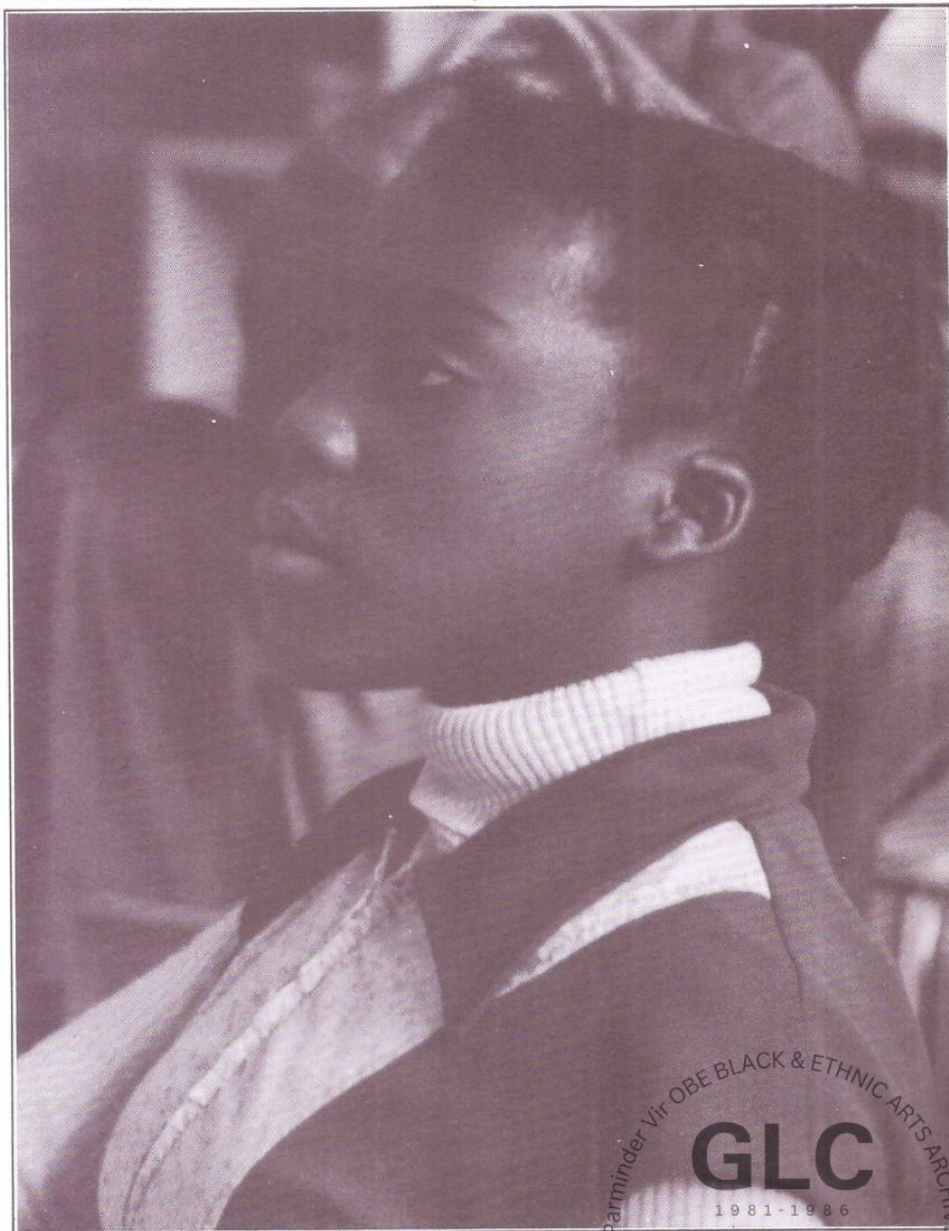
The curriculum model does

not impose a sequence of working through the themes, nor are the sections to be regarded as self-contained. All points within the circular structure relate closely to each other and investigations along a particular tangent start at the core and work outwards. Material for the CORE UNIT and APPEARANCE AND PERSONALITY UNIT has already been successfully piloted in schools and preparatory work on the HOME AND FAMILY UNIT has started. Teachers attending the Primary In-Service Course used the core unit and then went on to develop work in other sectors of the curriculum model. We intend to produce an additional teaching resource based on this work.

THE CORE UNIT

The Aims

- 1 To emphasise the complexity and uniqueness of each individual and to relate this to interaction with others.
- 2 To create a positive learning environment which allows the children in the classroom to look at themselves and others, thereby encouraging a strong self-image re-inforced by the recognition of others.
- 3 To provide a natural link between the children, with the variety of personality, appearance, life-experience and culture that they bring into the



learning situation and the themes outlined in the curriculum model.

The core unit consists of a series of stories, worksheets and information sheets about a group of children from a range of cultural and ethnic backgrounds, and their interaction with each other. Each story presents the child in situations that most children can recognise and identify with. The personality and appearance of the child is drawn out through these situations and the relationships that the child has with the other people in the story. Strong photographic images re-inforce the information provided about the child in the story. Through identification with the characters in the stories, the children in the classroom are led to discuss issues represented in the curriculum model (See Fig. 1) particularly those that relate strongly to themselves.

The worksheets enable children to recall what they have learnt about the main character in each story. This can lead to further discussion, creative writing and artwork. Illustrated worksheets introduce additional characters, their purpose being to allow children, through drama and/or creative writing, to re-create and bring out the many facets of an individual's personality through situations and incidents with which they themselves are familiar. (See Fig.2)

The Appearance Unit

Overall Aims:

- 1 To develop a positive self-image in all children.
- 2 To develop in children, positive images of other people and children in the class, so that all children have their own self-image positively re-inforced by recognition amongst their peers.

Specific Aims:

- 1 To sharpen the perception of

FIG. 2: MATERIALS ALREADY PREPARED WITHIN CURRICULUM MODEL

1 APPEARANCE

1 DESCRIBING OBJECTS: 4 COLOURING

Worksheet of Shapes

- a) A colour code chart showing range of skin tones.
- b) Worksheets for practising mixing colours
- c) Range of coloured pencils.

2 LOOKING AT FEATURES:

- a) Features booklet: Contains a range of eight different noses, mouths, eyes, (Photographic images). A space for drawing & writing beside each feature.
- b) Worksheet for classification of features

5 THEMSELVES

Worksheets attached to Faces Booklet explaining proportions.

6 VOCABULARY & IMAGERY

Supporting and illustrative literature from Afro-Caribbean & Afro-American sources.

3 LOOKING AT FACES

- a) Faces Booklet
- b) Photographs of eight children Chinese, Asian, Afro-Caribbean, white English. The features for the booklet were taken from the photographs.
- c) Faces Booklet: Eight line drawings taken from the photographs.

THE CORE UNIT

1 FOUR SHORT STORIES

Illustrated with Photographs: Paulette, Tony, Terry, Saroj.

2 BLANK WORKSHEETS

Where children fill in information about personality, appearance, facts and preferences of above characters.

3 INFORMATION SHEETS

About four children: Naseem, Denise, Clifford, Sharon.

4 FIRST DRAFT OF TEACHERS' NOTES

faces and to develop the ability to articulate this verbally and in writing.

- 2 To develop confidence and ability in the individual to describe and examine his/her appearance in a positive way.
- 3 To develop confidence and ability in the individual to describe and examine the appearance of friends and others in a positive way.
- 4 To develop the skill of drawing faces and blending colours to create accurate skin tones.

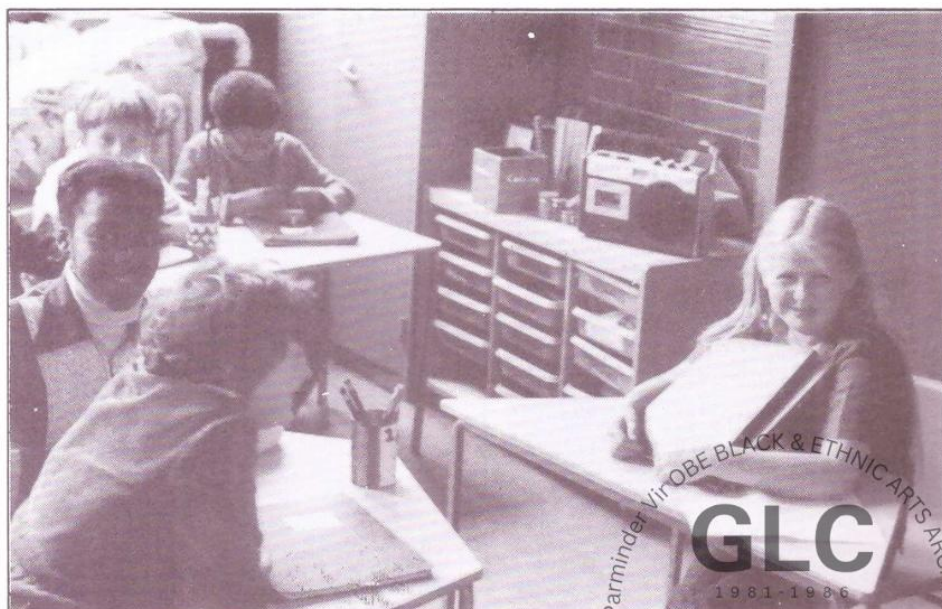
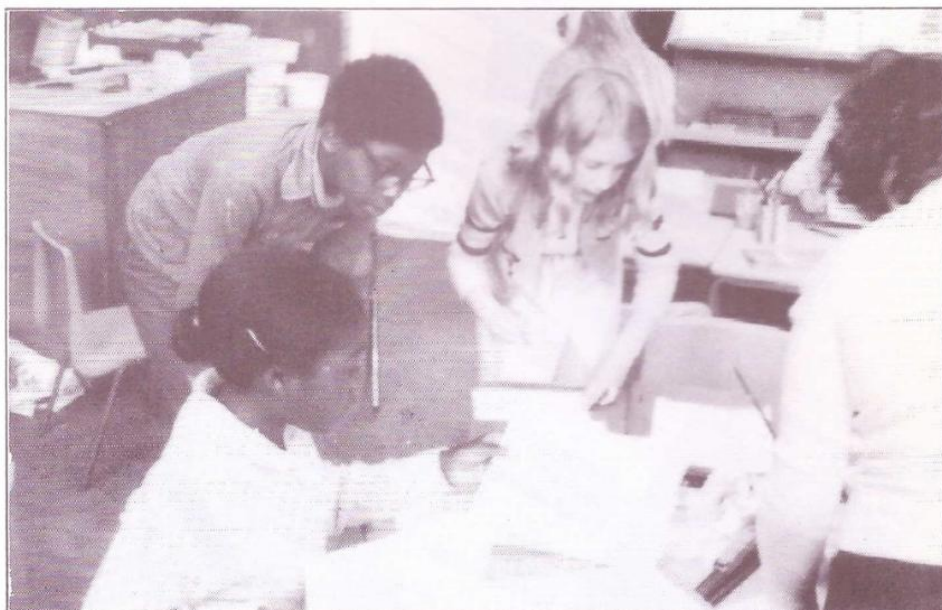
The materials in this unit direct children towards describing and representing their own appearance, and that of their peers, and through this into open discussion of physical difference, stereotyping and racism. This is a gradual process and the stages are outlined below:

1 DESCRIPTION OF OBJECTS —

This involves presenting the children with objects and shapes both familiar and unfamiliar. Description of the objects is based only on what can be *seen*. Children identify objects from description and describe objects for identification. This sharpens their visual perception and develops their ability to observe and communicate their observations.

2 LOOKING AT INDIVIDUAL FEATURES —

A range of eight different eyes, noses and mouths are presented to children as photographs in a features booklet. Activities based around this booklet include; identifying individual parts of each feature, eg iris, pupil of eye; discussing physical difference and developing the vocabulary to express this; classifying the differences between the features and giving this statistical treatment; drawing and describing features. It is



Curriculum Trial Unit One
CLIFFORD:
Information Sheet

Section 3

Personality

QUIET.
SHY.
FRIENDLY TO EVERYBODY.
KIND.
HELPFUL.
A LONER.
RARELY GETS ANGRY.
SENSIBLE.
UNDERSTANDING.
PROUD.

Appearance

DARK BROWN EYES.
TIGHTLY CURLED HAIR.
SMOOTH, DARK BROWN
SKIN.
MOVES CAREFULLY AND
THOUGHTFULLY.

Other Facts

BORN IN LONDON.
MOTHER FROM GUYANA.
FATHER FROM BARBADOS.
GOOD AT GAMES.
AND RUNNING.
LOTS OF FRIENDS.
WANTS TO BE A
PROFESSIONAL
CRICKETER

Likes & Dislikes

LIKES: FOOTBALL.
CRICKET.
TO BE ALONE

DISLIKES: BEES.
MOTHS.
MEAN PEOPLE.

Curriculum Trial Unit One
SAROI: Worksheet

The story tells you quite a lot
about SAROI, such as her APPEARANCE,
QUALITY, LIKES AND DISLIKES, and
other FACTS about her. Look at
it again and write down what
you learnt about her in the

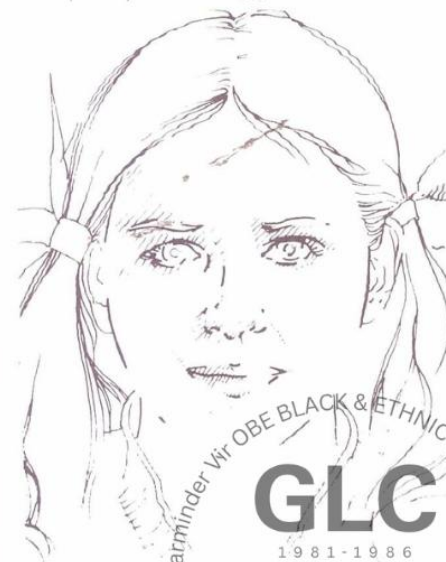
Section 2

Personality

Appearance

OURSELVES

Tony



important to note that the features booklet provides the initial focus for the class to look at their own features and those of their classmates. The features in the features booklet are taken from a set of six black and white photographs of children's faces. These children are of Afro-Caribbean, Asian, and white English origin.

3 LOOKING AT COMPLETE FACES —

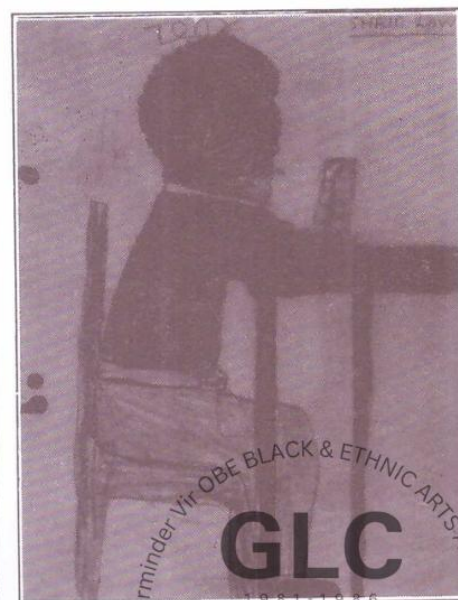
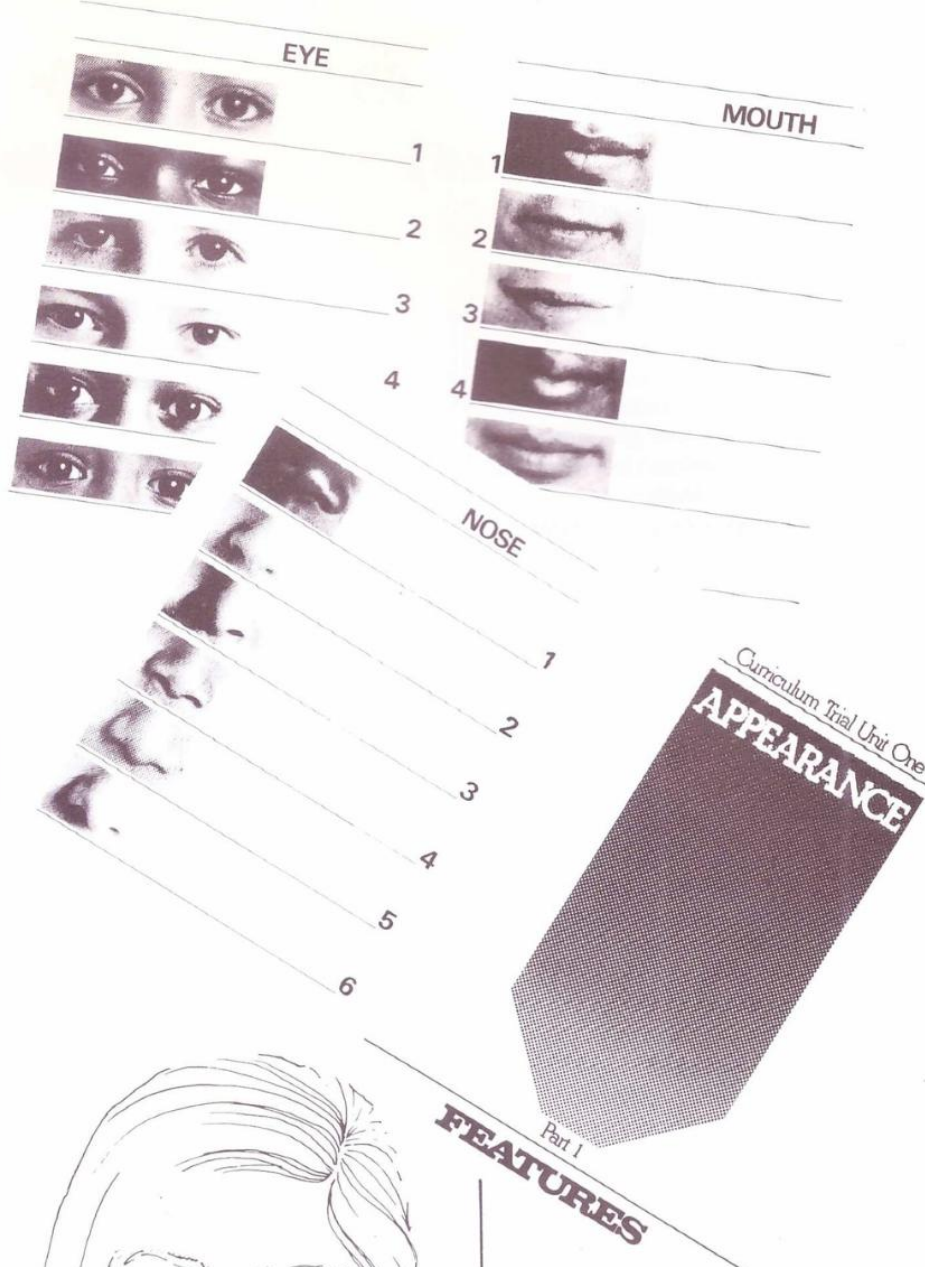
A booklet of eight drawn faces also taken from the photographs, has been designed to link with the features booklet. The faces are presented as brokenline drawings which the children join to complete the faces. In doing this they develop their drawing skills and reinforce the drawing work done on individual features. In a matching exercise the children link the faces to the features and both to the photographs. This again involves observation of physical difference and creates the opportunity to discuss the assumptions we have of people based on appearance and a focus to analyse stereotypes.

4 COLOURING FACES —

The children are presented with a colour code chart representing a range of skin tones. Activities involve the practise of mixing colours based on the codes. A set of specially chosen crayons are provided and the children are required to represent the colours on the chart. They choose the skin tone they think appropriate for each of the children in the photographs and this is discussed and analysed. They then colour the faces in the faces booklet.

5 THEMSELVES:

All work so far relates back to the children's own appearance and colour. In this final stage they concentrate on drawing, describing and colouring their

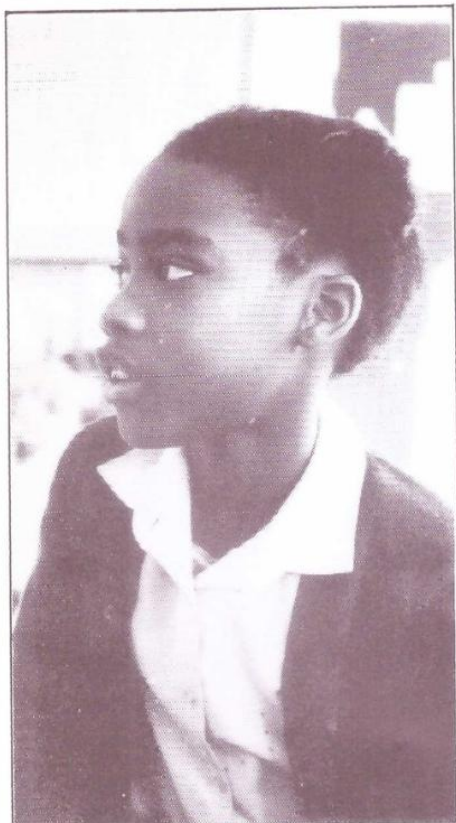


own hands and faces, and the faces of their friends.

Through all these exercises, children are gradually encouraged to develop the skills, vocabulary and confidence necessary to focus on their own appearance, and that of others in the classroom. Literature and illustrations drawn mainly from Afro-Caribbean and Afro-American sources are used to support this. Through presenting the children with positive images of black people the whole class begins to share experiences related to colour and appearance. Children examine their assumptions and stereotyped attitudes, and share openly their experience of racism and discrimination, such as name-calling and racial insults. This leads to further discussion of racism in its wider context.

In addition to artwork, observation and description, the unit provides scope for exercises in measuring, classifying, graphwork, imaginative writing, drama and role play.

(The resources developed in each stage are listed in Fig. 2)



Library and Resource Collection

The collection and classification of books and other materials is a major part of the team's work. Despite the lack of a full-time librarian and limited space, we have brought together some 7,000 reference items. These have an African or Caribbean perspective or refer to the black experience in societies such as Britain or the USA. In addition, the Project has a substantial collection of children's literature, reference books and works on multi-cultural education generally. The items referred to consist of books, periodicals, video and audio tapes, posters, photographs, slides, and records. The Project maintains wide contact with publishers, specialist bookshops and researchers in collection, provision and dissemination of information.

For the purposes of classification, the book library

falls into four main areas: Adult, Infant, 9-14, and 14-18 with subdivisions on a subject and geographical area basis in all except Infant. A further system of cross-referencing by colour dots has been employed in the Adult system. This is to enable users of the library to quickly see major areas of interest within the contents of the book not covered by the initial divisions. Index cards are filed by Classification number and Author. Periodicals and magazines are kept in individual box files, and articles and research papers of particular interest are filed under separate subject areas with index cards for easy reference.

The scope of the materials and the library's accessibility to the Inspectorate, teachers, institutions of the Authority have added considerably to the resources

available to these staff. The library enables visitors to see the range of materials available, make notes relevant to their research and list books for use in schools and for their own reference. Photocopying facilities mean that visitors can photocopy articles and papers of specific interest. In addition, the Mobile Resource Unit has assisted in making the resource collection more available for schools.

Teachers, educationalists, community projects, related organisations and interested individuals all have certain expectations of the Project and make demands on the staff. We respond to these in view of the general lack of resources and advice available in multi-ethnic education. Consultation and advice is, therefore, always provided, so long as advance notice is given beforehand.



In-Service Course for Primary Teachers

Afro-Caribbean Resources for the Whole Class

This course took place on a series of afternoons in the Spring and Summer terms of 1980; and was run in conjunction with the Lambeth Teachers Centre, who also provided the venue and facilities. The overall aims of the course can be summarised as follows:

1 Through a series of lectures and discussions, to present teachers with a broadened perspective of issues concerning children of Afro-Caribbean background growing up in Britain today.

2 To provide access to and advice on a range of Afro-Caribbean and Multi-Cultural learning materials.

3 Through workshop sessions, to allow teachers to develop their own materials and teaching strategies using the ACER curriculum outline and core unit as a starting point.

Most of the sixteen regular participants were primary school teachers but in addition there were advisory teachers, teachers from Guy Hospital school and a worker from the Centre for World Development Education. At the start of the course, we were

encouraged to find that course members shared a genuine concern that schools should be made more responsive to the cultural diversity of the communities that they served. Some of the teachers were actively engaged in reshaping the curriculum and introducing new learning materials. However, we also gained a strong impression that those teachers who were attempting to translate multi-ethnic policy statements into classroom reality, felt very isolated both within their schools, and the education authority as a whole.

An outline of the course is as follows:



28 February **INTRODUCTORY SESSION**
Positive Educational Response and the Multi-ethnic Class.
Len Garrison—ACER Project.

6 March a) **ASSESSMENT OF RACIAL AND CULTURAL BIAS IN BOOKS**
Rosemary Stones — Children's Rights Workshop.

b) **ACER CURRICULUM PROGRAMME AND MATERIALS**
Mary Chadwick — ACER Project.

13 March **PARENTS AS A RESOURCE**
a) Home and Family
Curdell McLeod; Lewisham Parents Advisory Group.
b) Lambeth Whole School Project.
Henderson Clarke — Director, LWSP.

20 March **DIALECT AND CLASSROOM PRACTICE**
a) Jim Wight — ILEA Multi-Ethnic Inspector
b) Steve Hoyle — Santley School.

27 March a) **FILM — 'EYE OF THE STORM'** followed by discussion.
b) Introduction to workshop sessions.

24 April
1 May
8 May
15 May
22 May
2 July
Workshop Sessions.

(Evening) Final Session:
Presentation of Classroom Work.

Additional Course Tutors:
Ansel Wong, Director, Elimu Centre.
Steve Hoyle, Santley School.
Graham Jameson, Advisory Teacher, Div. 9.

The workshop sessions took as their starting point the four stories from the core unit and the ACER curriculum model. Prior to the start of these sessions, teachers had read and/or used at least one of the stories with their class. Using this as a beginning, course members discussed which area of the ACER curriculum model they thought appropriate to develop. When particular areas were decided upon they were pursued on an individual and group basis. The hope was that the material developed during the workshop sessions would be tried out during the following week. This didn't end up always being the case, particularly where a considerable amount of research was necessary. By the end of the course, however, some very interesting and constructive material had been produced; and where materials themselves had not been developed, detailed work outlines had.

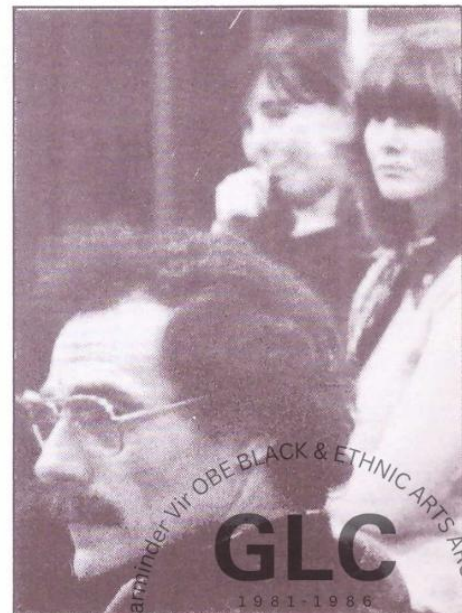
The materials and work schemes included an illustrated biography of Angela Davis, with questions and discussion points; an information booklet on Rastafarians; a written account of the work done by a teacher and her class on 'Racial bias in children's books' including the illustrations and texts used; a scheme which compared childrens' perception of themselves and their friends with the depiction of people in childrens' literature; an outline for using the core stories as a starting point for work based on home and family; and finally, one class produced extremely impressive biographies stimulated by the 'Saroj' story which are a resource in themselves.

Most of the course members found the lectures useful in deepening their understanding of the complexity of the issues involved in teaching in a multi-ethnic society. They

found the discussions particularly valuable because they provided a rare opportunity to exchange ideas and experiences and would have liked more course time allocated to this. It was suggested that the workshops could have been more structured but the work produced by some members indicated that those willing to invest time and effort gained from these sessions. In retrospect some teachers stated that they would have liked a session dealing specifically with racism and we intend to incorporate this into our future courses.

From the Project's point of view, attendance and punctuality created some organisational problems and in some cases workshop sessions clashed with school journeys. However, the course was, for the most part, a valuable and rewarding experience for the team. It also provided us with an opportunity to have our materials tested in an additional sample of schools and the feedback from trials has contributed to the evaluation process. We feel, however, that future courses should be more intensive with exercises and activities related specifically to the Project's learning materials.

The success of the course was largely due to the efforts and enthusiasm of the speakers, tutors, and course members. Our thanks to all concerned.



Mobile Resource Unit



As reported in last year's Annual Report, the City Parochial Foundation (£3,950), the Commission for Racial Equality (£1,500) and the Ford of Britain Trust (£1,000) provided the money to purchase, fit out and run for one year, the Project's Mobile Resource Unit. This is a Ford Transit short wheelbase van, which we finally took delivery of in February 1980.

The question of secondary funding to equip with materials and other resources, and to ensure at least two more years of running expenses had still to be considered. As a result, the Project approached a number of organisations during November 1979 with this purpose in mind. Many of the organisations have expressed their support for the Mobile Resource Unit, but the present economic and financial climate creates substantial difficulties for these organisations to express their support in financial terms. However, the Project remains hopeful that there will be a positive response in the future. Nevertheless, the Project is very pleased to announce that during the Summer of 1980, the Calouste Gulbenkian Foundation have provided the Mobile Resource Unit with a grant of £1000 for books and other resources. Their support has helped us substantially and we are most appreciative for their continued funding.

We have also been granted official parking space at the Centre for Learning Resources, where the Mobile Resource Unit is now easily recognisable as the bright red, white topped van amongst the many ILEA blue ones! Fitted extras include a heavy duty battery and clutch to cope with urban driving; and a complete rust proofing system to minimise depreciation. Shortly after delivery, the van was sent to the coachbuilders to have a high roof, floor and shelves fitted. The shelves are used in conjunction with strong plastic boxes to provide a flexible system for the safe carriage of books, tapes,

films and filmstrips, audio-visual equipment, and materials used for the Project's work in schools and for in-service courses. A lockable chest/seating unit has also been fitted, made to the Project's specifications at the workshops of the Brixton Youth Families Housing Aid Association. In the interests of security, an additional locking system has been fitted. Further fittings are planned including lockable cupboards for audio-visual equipment.

The Van has been used in its function of a Mobile Resource Unit since March 1980, and has provided invaluable support to the schools programme. Working in the schools involve the use of a wide range of equipment, books and materials, some of which is bulky and difficult to transport. Life is now so much easier for those Project members working in schools because a mobile bank of these resources is never more than a few minutes away from the classroom. The funding provided for the running costs of the van is additionally appreciated because the ILEA has never provided a budget for the travelling expenses of the ACER Project staff.

At this year's in-service course, held at the Lambeth Teacher's Centre, the Project provided a large loan collection of books and other resources for use by participating teachers. Without the use of the Mobile Resource Unit, it would have been exceedingly difficult, if not impossible, to have transported this loan collection to the Teachers Centre each week.

The next twelve months will see the Project presenting materials and ideas based on the work completed in the primary schools programme so far, to a much wider audience of schools and colleges; and this will result in an even greater reliance on the support provided by the Mobile Resource Unit. We would like to take this opportunity to offer our grateful thanks to the funding agencies mentioned above for having chosen to support the work of the Project in this way.

Book: Black Youth

December 1979, saw ACERP's first publication, the book, *Black Youth, Rastafarianism and the Identity Crisis in Britain*. This publication has been very well received not only in various parts of Britain, but orders have come from such places as New Zealand, West Germany, Canada, United States of America and various countries in the Caribbean. Work for this book had been undertaken before the Project was set up in 1978. The material, however, was adapted for publication as it relates to areas of the Project's work. Copies of the book are available from the Project at £1.50+30p post & packing.

Classroom Material

Classroom materials produced as part of the Project's schools programme are expected to be available for wider use in the Spring of 1981. These materials are discussed more fully elsewhere in this Report. These units will be for juniors and are designed to be used with the whole class. Other units are also being developed, these will follow as they are completed.

Resource Book

The resource book: *Images and Reflections: Education and the Afro-Caribbean Child*, which was described in detail in our first Annual Report, has been produced and circulated as a series of units during the past year. These will be bound together in one volume to provide a comprehensive background reader for teachers to support the classroom learning materials.

Information & Resource Booklet

Earlier this year, the Project produced an information and resource booklet which listed black and other community bookshops and organisations, publications, Afro-Caribbean specialist personnel and other important sources for teachers. The first edition sold out very quickly and we are now working on an updated and expanded version.

Other Activities

Although the main work of the Project is concerned with the development of the curriculum units and other learning materials and resources; the resources collection and in-services courses, our other activities have proved valuable and supportive to our general work and objectives. Some of these are outlined below:

1 Information Service

While the project is unable to operate a loan collection of books and other resources due to lack of staff and funding, we try within our capabilities to provide an information service wherever possible. The devising of an information and resource booklet collated from the information and contacts gathered over the past few years, has proved immensely successful and an invaluable aid. A second updated edition is to be printed later in the year. Individuals and small groups of people continuously visit the Project for information and use the resources collection, while programmes have been arranged for large visiting groups such as Manchester Polytechnic's Didsbury School of Education, Wolverhampton Polytechnic, Surinamese social work students from Holland, and supplementary school workers from Sheffield and Birmingham.

2 Conferences and Other Contacts

The Project staff has attended a number of conferences and meetings, including the National Association for Multi-Racial Education, the Association for the Teaching of Caribbean and African Literature, the National Federation of Self-Help Organisations, and the Afro-Asian-Caribbean Convention launched earlier this year. Some of the staff have also been working with the UJAMAA Development Education Centre on the production of learning materials centred round the study of Barbadian families. Throughout

the year, the Project staff and Management Committee have attended meetings and maintained contacts throughout the educational and community field. While there has been no need to establish the same number of contacts as last year, this year has seen the consolidation of our involvement with these and other related fields of work.

3 Essay Competition

The second year of the Project's essay competition, organised in conjunction with the Elimu Centre, was launched in December 1979, coinciding with the launching of the Project's book: 'Black Youth, Rastafarianism and the Identity Crisis in Britain'. The Black Youth Annual Penmanship Award in honour of the late Peter Moses and Olive Morris, has attracted a vast amount of interest not only because of the number and quality of the entries, but also the many individuals and groups who have offered financial support for this year and forthcoming years. The Award Scheme is designed to attract young black people to exercise their literary skills and to provide greater opportunities for these skills to be recognised.

4 Work Experience Programme (WEP) and Youth Opportunities Programme (YOP)

Advantage has been taken of these two schemes aimed at providing work for young black people who are unemployed. Under the auspices of Westminster College, Peter Royce worked with the Projects for two weeks in February 1980, as part of the WEP Scheme. This proved immensely successful for all concerned, and we would like to take this opportunity to hope that Peter was successful in his examinations. As a result of our involvement with the WEP Scheme, the Project is currently considering a similar arrangement with the London Union of Youth Clubs' YOP Scheme. Whereby a

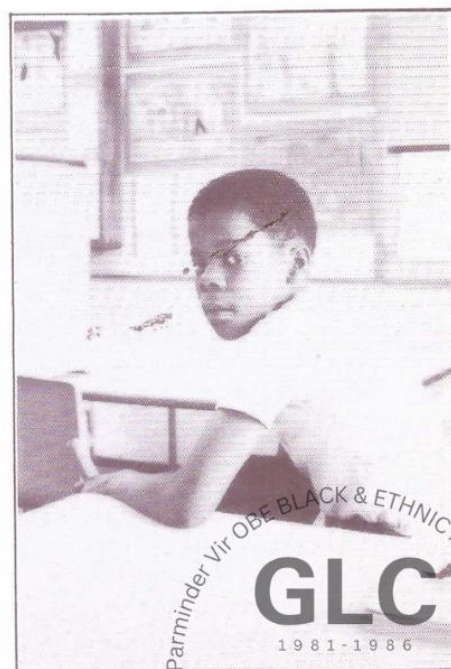
placement worker will be based at the Project for a year:

5 Drama/Video Workshop

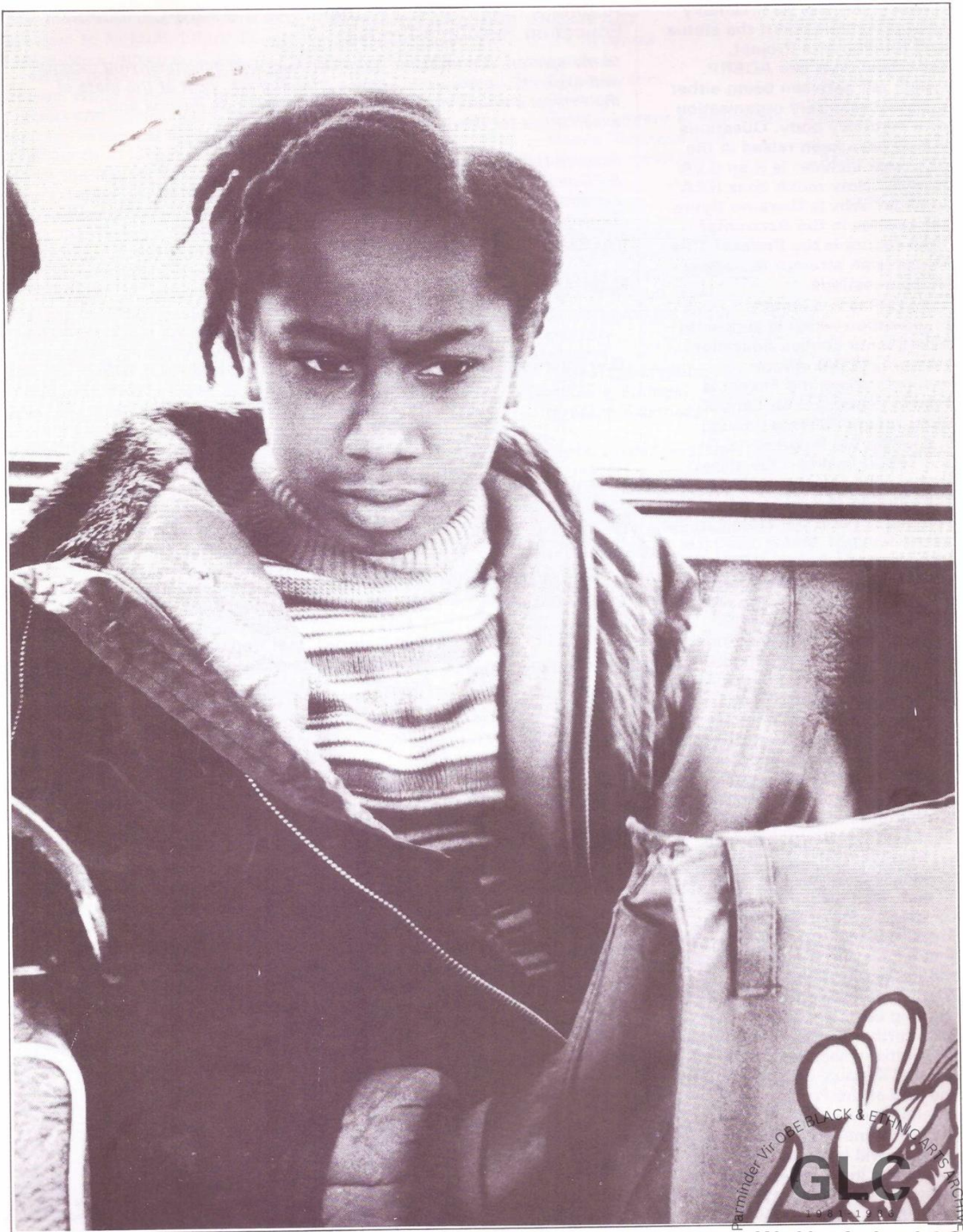
The drama/video project stems from the work of an 18 year old black youth, Michael McMillan who has written two plays about his experience as a teenager living out an inner city existence. The Project hopes to gain funding to enable Michael to write special material for the Drama/Video Workshop. With professional assistance, Michael and a group of young unemployed people will produce a series of short video programmes in which they will present these life dramas. The material will form part of the bank of curriculum materials being developed by the Project and will be available to schools and other community groups.

6 "Hard Time Pressure" Video

In association with Michael McMillan and the Royal Court Theatre, the Project is sponsoring an edited videotaped version of the play "Hard Time Pressure" by Michael McMillan. On completion, the videotape will be available for showing to schools and other community groups.



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Financial Report and Audited Accounts

Financial reports do invariably raise questions about the status and funding of a Project, especially ones like ACERP, which fall between being either a purely voluntary organisation or a statutory body. Questions which have been raised in the past year include: Is it an ILEA Project? How much does ILEA provide? Why is there no figure for salaries in the Accounts? How secure is the Project? This report is an attempt to answer those questions.

ACERP is a voluntary organisation which is supported by the Inner London Education Authority (ILEA). As the accounts show, the Project is heavily dependent on Central Government Funding through the Urban Aid Programme. Of the £6930 in Urban Aid shown in the accounts, the *net* contribution of ILEA to the running costs of the Project in the year ending 31 March 1980 (i.e. 25% of Urban Aid) is £1733. For the year 1980-81, the figure is £1955. To this should be added:

- a 25% of the salaries of 5 Staff seconded to the Project. The Staff costs are funded through grant aid under Section 11 of the 1975 Local Government Act. It allows ILEA to claim 75% of staffing costs for ACERP. The net costs to ILEA in 1980/81 are estimated at £8,177 for 5 Staff members.
- b that the Project is based in the ILEA's Centre for Learning Resources in Kennington; whose Director, Leslie Ryder, has been supportive of the work of the Project.

From these figures, it will be clear that ILEA's current contribution to the Project for 1980-81 is £10,132. Funding for the staff and running costs are currently secure for a further 2 years (the Project was initially approved for 4 years). Clearly, it would be an error on the part of the Project, the community or the Authority, to think that the work which ACERP is doing will be superfluous and redundant in two years time. We trust that the Authority will not only renew but improve the

Auditor's Report to the members of the Afro-Caribbean Education Resource Project

In my opinion, the attached balance sheet and accompanying income and expenditure accounts show a true and fair view of the state of the Project's affairs at 31 March 1980 and of its income and expenditure for the year ended on that date.

Howard Harrison A.C.A.
9 Plimsoll Road,
London NW4 2EW
22 July 1980.

BALANCE SHEET AS AT 31 MARCH 1980:

	£	£
Fixed Assets	equipment — at cost	5,949
	less depreciation to date	<u>2,801</u>
		3,148
Current Assets	Stock of Publications at cost	1,100
	Debtors	1,271
	Bank Balances	7,790
	Cash in Hand	<u>125</u>
		10,286
		<u>13,434</u>
Less: Current Liabilities	Sundry Creditors and accrued expenses	2,722
Excess of Assets over Liabilities		<u>£10,712</u>

REPRESENTED BY:

Capital Reserve	Balance Brought Forward, 1.4.79	3,940
	Add: Transfer from General Income and Expenditure Account	<u>695</u>
		4,635
	Less: Depreciation charge for year	<u>1,487</u>
		3,148
Publications Fund (see Note 1)	Balance brought forward, 1.4.79	2,550
	Add: Surplus for year — Publications account	<u>884</u>
		3,434
Mobile Resource Unit Fund	Balance carried forward — per income and Expenditure Account (Grants)	1,161
Essay Competition Fund	Donations Received, carried forward	35
General Reserve (see Note 2)	Balance at 1.4.79, carried forward	2,250
Revenue Reserve	Balance brought forward 1.4.79	147
	Add: Surplus for year:	130
	— Urban Aid Grant	407
	— General Income & Expenditure Account	<u>684</u>
		1,191
		<u>£10,712</u>

commitment to this important contribution to its Multi-Ethnic Education policy's implementation.

As the accounts also show, the Project, while appreciating ILEA's support and Central Government funding, is concerned to raise other funds to take initiatives for which there is a clear need. We have raised separate funding for a Mobile Resource Unit, and wish to thank the Calouste Gulbenkian Foundation for the grant to provide materials and resources for the Unit, which was made possible by initial funding from the City Parochial Foundation, the Commission for Racial Equality and the Ford of Britain Trust.

We wish also to thank all those who have given generously to the Black Youth Annual Penmanship Award; especially the Hilden Trust for their £200 contribution.

During the year, the Project has also produced a book: 'Black Youth, Rastafarianism and the Identity Crisis in Britain' (by Len Garrison) and we are pleased that the sales have been such that the Project continues to build up a resource fund for the production of its publications.

A major ongoing concern for the Management Committee is the regrading of the salaries for the small staff team of the Project. We hope that in the current year, this clear cut issue will be resolved and that our staff will be paid salaries commensurate with the range of responsibilities which they carry and which equals that of staff who do similar jobs in the Authority. The Management is deeply concerned that this injustice and imbalance is allowed by ILEA to continue for so long.

In a time of economic cut-backs, we hope that the Authority will recognise that its work of implementing a policy for multi-ethnic education; though long-overdue, has only begun. It will take time and resources to catch up. In this area, growth, not cut-backs are fundamental if any inroads, to change current practice and 'tradition' at every level within the Authority, are to be made.

Income & Expenditure Accounts (Grants)		URBAN AID	
	Grant Received		6,930
	Expend:		
	Administration	1,832	
	Software	1,430	
	Central Library & Resources	2,963	
	Mobile Resource Unit		
	Library & Resources	575	
			6,800
	Surplus		£ 130
	Mobile Resource Unit		
	Grants Received:		
	City Parochial Foundation	3,950	
	Ford of Britain Trust	1,000	
	Commission for Racial Equality	1,500	
	Expend:	6,450	
	Capital Expenditure (Vehicle & Fittings)	5,062	
	Running Expenses	227	
			5,289
	Balance carried forward		£ 1,161
General Income & Expenditure Account	Bank Interest received	898	
	Other Income	322	
	Less: In-Service Course Expenses (nee)	18	
	Audit Fee	100	
	Transfer to Capital Reserve	695	
			813
	Surplus		407
Publications Account	Sales: "Black Youth..."	1,631	
	Add: Stock, at cost, 31.3.80	1,100	
		2,731	
	Less: Cost	1,847	
	Surplus		884

NOTES TO THE ACCOUNTS

1 PUBLICATIONS FUND

The fund provides for the future production of the Resource Book: 'Images and Reflections' and other similar publications.

2 GENERAL RESERVE

It is intended that the Reserve will be used for curriculum units development sundry schools programme expenses, the servicing of equipment and other fees and expenses which may not be covered by future grants.

Revd. Basil Manning M. Th. (London) A.F.T.S. (SA)
TREASURER, ACER PROJECT

L.A. Garrison B.A.
DIRECTOR, ACER PROJECT

Some Observations and Conclusions

In order to place the work of the Project in the context of multi-cultural education and to give an indication of the philosophy that guides our work, we would like to conclude this Report with a brief review and analysis of the developments that have led to the current series of innovations aimed at making the schools curriculum more relevant to the needs of today's multi-ethnic society. We would also like to indicate some of the challenges that need to be taken up in the new decade, if these initiatives are to have any lasting significance.

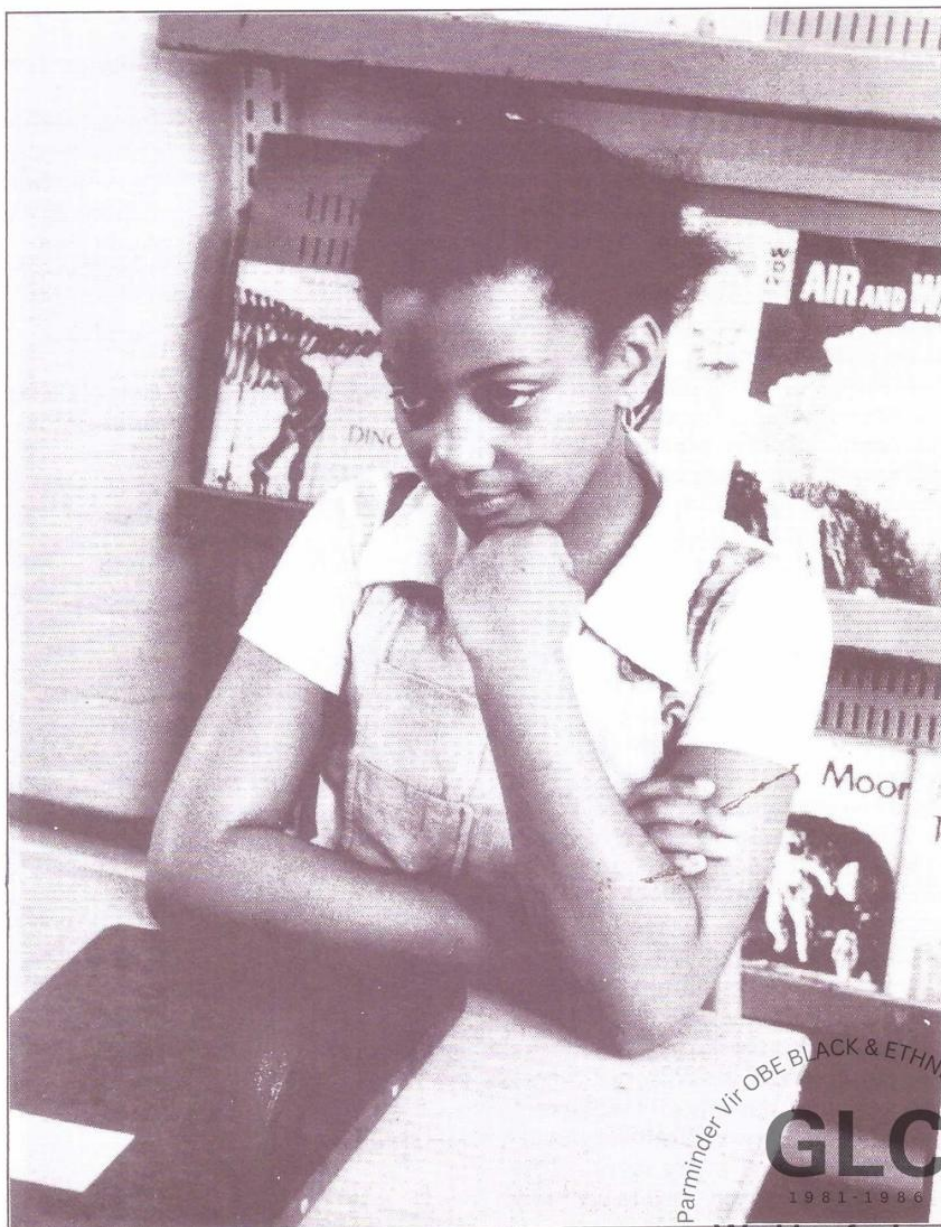
At the beginning of the seventies it had become clearly evident that many Afro-Caribbean children were failing to achieve within the English education system. In the early years of the decade the warning signals were spelt out in the writings of Bernard Coard and other members of the black community. Coard, in particular, offered a challenging alternative to the accepted explanations which were based on notions of racial and cultural superiority. He suggested that factors such as low teacher-expectations, the failure of the curriculum to acknowledge ethnic diversity and the prevalence of damaging and negative images of Black people in classroom materials were all part of a process that resulted in a continual drift of Afro-Caribbean children into ESN schools and non-academic streams in secondary schools.

Now some ten years later, we have witnessed a series of initiatives, within the education system, aimed at resolving these issues. Although in many cases well-intentioned, the success of these ventures has been limited in as much as they have failed to make any real impact on the mainstream of educational practice and, for many young Black people, schools still remain just another part of a complex and oppressive system which denies them the scope to achieve their full potential. Some Black parents have lost faith in the state

schools' ability to educate their children to the extent that they are seeking alternatives through the supplementary schools that have mushroomed across the country.

We would suggest that the limited success of many of the initiatives of the seventies can be attributed to the failure of policy makers to make a correct diagnosis of the problem. Instead of accepting that the fault lay in the nature of the school system itself, it was automatically assumed that it was the children and their parents who were deficient. Consequently, most policies and programmes set up to serve the needs of Afro-Caribbean children have operated within a

framework which regarded children's language, culture and identity as problematic and saw remedies only in terms of compensating for perceived deficiencies. Children from many cultural groups including white working class, were caught up in this 'problem' framework. However, because of their colour, Afro-Caribbean children were easily identifiable and colour gradually came to be defined as a 'problem' in itself. Instead of recognising positive attributes in what the children brought to the classroom and building upon that, emphasis was placed on assimilating them into the ideals and values of white middle class society. Additionally, there was



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