

CBACS' 'New Human' Education Initiative



London's Burning: The Need for a 'New Human' Education

As a response to the current social unrest triggered by the death of Mark Duggan and which has deteriorated into the wide-scale looting, vandalism and rioting we are currently witnessing the Centre for British African Caribbean Studies (CBACS) extends an invitation to **members of the established black Caribbean** social category (i.e. teachers, therapists, social workers, psychologists and others) who can make a difference through their occupational, social and parental roles, while drawing on our shared history of enslavement and colonisation, to play our part in bringing

about the much needed change we want to see in ourselves, our community and the wider society.

The people being specifically targeted are members of the **established 'black British Caribbean'** social category who have been unconsciously assimilated into black British culture over many decades and centuries.

The **purpose** of this first 'new human' education initiative is to facilitate participants through CBACS' 'new human' change process as a means of bringing about transformative individual and collective change. The vision is that this 'new human' education will become *cultural, occupational* and *generational* capital within our community for our members.

Recruitment: CBACS is looking to recruit between 20-25 members of the established 'Black British Caribbean' social category who are **willing to commit to a period of academic study** (one semester – 12 weeks) starting October 2011 - for a small fee - to participate in CBACS' 'new human' education initiative.



Admission Requirements:

- Members of established 'Black British Caribbean' social category;
- Aged 25+ and/or first degree;
- Willingness to invest in yourself and your community, and most importantly,
- has a learning orientation (i.e. ability to overcome resistance to change)

Curriculum

The **curriculum** will consist of the **formative** and **transformative** knowledge/learning which CBACS has identified as *the on-going gap* in the education of our children in the current system.

Participants will apply this knowledge to their current realities as a means of achieving harmonic transformation.

Centre for British African Caribbean Studies



About CBACS

The Centre for British African Caribbean Studies (CBACS) was founded in 2007 by Dr Gloria Gordon to work with the unacknowledged and, therefore, untaught human costs of slavery and colonisation using the formal education process.

Dr Gordon, a lecturer at London South Bank University, is author of *Towards Bicultural Competence: Beyond Black and White* and also pioneer of *The Metanoia Project 2007-2034 (Teach) and (BAC)*, a social movement launched in 2007 and focused on dismantling the black-white duality. She is also an accredited mentor for the Leadership Development Framework and a 2002 National Teaching Fellow.

CBACS has evolved from the research fellowship that came with the learning and teaching award and was used to introduce Academically Based Community Service with a strategic focus on African/Caribbean communities onto the research portfolio of the University.

In the process, 29 years of research, Dr Gordon has used her own life-world, as a social experiment, in assessing the extent to which she is able to achieve transformational change in the black experience using the education process.



Conscious Education

CBACS in focusing on the 'black community' specializes in education (i.e. drawing out from latent potential that which pre-exists within the individual) that illuminates reality and equips the individual in understanding the world in which they live and the choices they are presented with. A shift will be facilitated from the unconsciousness, which is a function of our current socialization, to conscious awareness of the choices that confront us.

Contact Dr Gloria Gordon asap at gg@cbacs.org for an interview to secure your place on this new milestone 'new human' education initiative

Anticipated Learning Outcomes

- Enhanced emotional intelligence (self-knowledge and awareness)
- Awareness of own ethical practice in the context of a changing world
- Understanding of the cultural model that currently frames our lives
- Engage in the process of individual and collective change
- Creating through living a new and sustainable cultural model for life-long growth

