

It's the TENTH ANNIVERSARY of **THE METANOIA PROJECT 2007-2034**

10 YEARS down and 17 YEARS to go

The Metanoia Project (TMP) 2007-2034 (BAC) and (Teach) was launched in 2007 and continues to be CBACS' method of consciously contributing to the transformation of British culture by committing ourselves as descendants of enslaved Africans (DoEA) to achieving **William Wilberforce's second project: the reformation of manners (culture)**.

The focus of TMP is on us, as DoEAs, achieving this goal since we are the ones historically and spiritually positioned and equipped to do so. The 10 years to 2017 have been steeped in challenges for me as the unexpected initiator of this change project. This is because my life-world has been used as the research terrain and social experiment in developing knowledge for advancing humanity through us as DoEAs.

In this 10th anniversary commemorative edition I condense the transformational change strategy which has evolved over

the last 27 years enabling us to effect change as DoEAs. In doing so I briefly share my story as the backdrop to explaining the significance of CBACS and TMP 2007-2034. The need for DoEAs to develop **cultural literacy**, as a critical life-skill, is highlighted as a deficit to be overcome if we are to achieve the 2034 goal of a establishing a thriving self-authored and integrated BAC community in British culture and society.

The strategy for achieving the 2034 agenda demands the development of 'Centres of British African Caribbean Studies' (CBACS), in the form of the individual DoEA who, in turn, unites with other 'CBACS' for the collective good. The vehicle of TMP 2007-2034 (Teach) and (BAC) is used to develop our strength as we undergo the change process by acting on new knowledge-based choices.

The Developing Agentic Professional Identities (DAPI) portfolio of modules informs the new choices to be implemented and

acted on. Transformational Diversity Leadership (TDL) sets the scene for change with its focus on rebirthing the historically imprisoned souls of DoEAs. As such, the DAPI modules facilitate our engagement with professional knowledge resulting in our professional agency and accountability. In so doing we become proficient in the authentic human development process as our unique contribution to life. The Formative Learning Centre (FLC) offers a variety of 'tools' collected over the 27 years. The methodology of Human Centred Unconditional Passionate Appreciation (HCUPA) is shared as a unique philosophy as well as learning, teaching and researching strategy of DoEAs.

In short, TMP 2007-2034 involves us in 'showing reverence for our own soul, the mystic centre of our being', something we are reminded is not just an obligation we owe ourselves as a people but also the wider world.

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THE RELATIONSHIP BETWEEN CBACS, DoEAs and CULTURAL LITERACY

Lessons learned over the past ten years indicate that it is each of us as DoEAs who must be individual autonomous Centres for British African Caribbean Studies (CBACS). Doing so enables us to unite our energies with other CBACS, positioning a united collective CBACS in the culture of residence of British society. This is as a cultural infrastructure facilitating new members of the group for authentic human development. Achieving this is indicative of the number of 'black British' individuals who have

achieved the status of being a CBACS in taking on their personal responsibility.

To be a centre for British, African and Caribbean Studies requires each DoEA to engage with the values system of the **three** cultures that have unconsciously shaped us to this point in our historical journey.

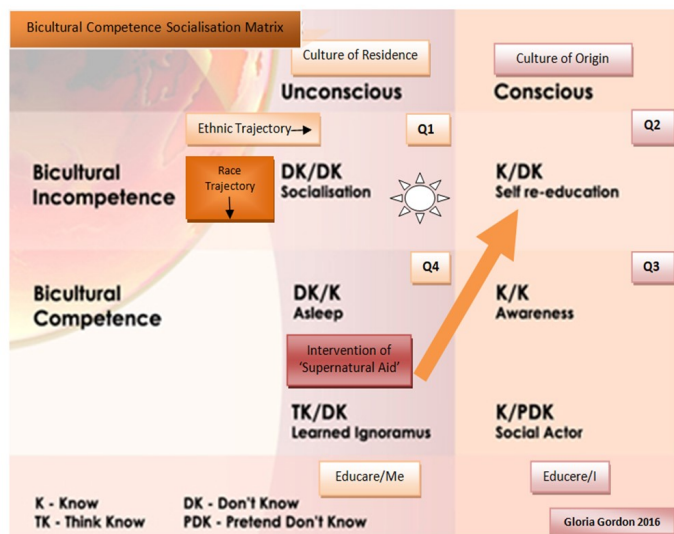
It is common amongst DoEAs to ignore British culture as irrelevant to who we. This is a huge mistake because in so doing Britain is left free to continue its ongoing project of

unconscious socialisation as a strategy for maintaining world dominance. Central to being a CBACS is the development of cultural literacy in understanding how British society works.

The process of becoming a CBACS is in turn formalized as the identity development process utilised in shaping new members entering the group with the goal of them becoming 'Centres of Conscious Awareness', i.e. a CBACS based on a shared collective BAC vision as seen opposite.

The British African Caribbean Group Vision is one of living with cultural integrity. This means taking responsibility for our own lives and that of our children; learning how to be the best that we can be and transmitting a worthy vision to our children that motivates them in understanding that life has its own inherent purpose and meaning. The fact that we are present in life means we have an important role to play in furthering humanity as a whole based on our life experiences.

Repositioning Descendants of Enslaved Africans (DoEAs) in British Society



Recognising DoEAs as a unique ethnic group, unacknowledged as such, highlights that we have been historically recreated by another ethnic group as 'blacks' relative to 'whites' - a legacy of slavery. We have been successfully contained in this relationship for over 400 years to the point it is now normalised within British culture.

This is seen with clarity on the Bicultural Competence Socialisation Matrix (BCSM) where socialisation is seen to occur along two trajectories: 'ethnicity' (optimal) and 'race' (sub-optimal). DoEAs are routinely socialised along the race trajectory with detrimental outcomes for us as a group.

Surfaced on the BAC is the real nature of 'institutionalised racism'.

TMP 2007-2034 focuses on changing this outcome by redirecting DoEAs away from racial socialisation resulting in unconsciousness (securing movement from Q1 to Q4 of the BCSM) to ethnic socialisation (Q1 to Q2) and so conscious awareness. On Quadrant 2, we become aware of the need to create a cultural infrastructure on Q1 (portrayed as the 'sun') consciously for the first time post-slavery. This facilitates our new-born members into the consciously evolving life-world of the group.



The Metanoia Project 2007-2034 (Teach) and (BAC) Timeline

TMP 2007-2034 is the vehicle and social movement being used to achieve the vision of a repositioned, evolving and functional BAC community positioned in British society by 2034.

TMP is reflective of the 17 years journey to be taken in putting into practice lessons being learned as 'conscious centres of awareness' about what it means in practice for us to be DoEAs. This is the process of becoming conscious

creators of culture as the fundamental purpose of human life. The time period of TMP is reflective of the 27 years which transpired between the abolition of the slave trade and the formal abolition of the institution of slavery on the plantations of the Caribbean. The 27 years was adopted as a time period during which DoEAs can consciously complete the process of authentic change. TMP (Teach) is the cultural literacy to be developed as we draw on

the knowledge which was denied us with slavery. This is with the purpose of applying knowledge to the 'black British' life experience enabling us to carry out a full diagnosis of our situation in order to identify and apply the required remedies. TMP (BAC) is our coming together as individual CBACS' to unite our efforts in taking up our soul leadership positions in building and guiding community growth and change.

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Consciously Re-Birthing the Soul of DoEAs: Transformational Diversity Leadership (TDL)

The TDL process is designed to facilitate the natural individuation and/or identity formation process which is normatively thwarted through ongoing externally imposed 'black socialisation' processes.

DoEAs are facilitated in the process of reviewing their lives with a view to recognising the journey of their individual soul over time into the present. This can then be related to the journey of the Group-Soul of

DoEAs in building a picture of our evolution across time. The process contributes to an understanding of what it means to be authentically a whole, fully alive, experiencing, choiceful and free human being. In this way we secure a deeper understanding of the individuation process and its relationship to the rebirthing of our individual and collective Soul as a group. For older group members, end of life outcomes are generatively enhanced.

As we work with our individual biography drawing on our unique life experiences a picture emerges providing indications of the particular contribution we have to offer the group and the world through our innate talents, life purpose, soul desire and personality. The result: unblocked creativity, access to deeper levels of knowledge than we have conceived is freely available to us.

The Formative Learning Centre (FLC) and CBACS/TMP Methodology (HCUPA)

In extricating ourselves from the externally imposed cultural disorder framing our lives from slavery to date it is with our internalized self-theories that we must start. This insight points to the 'black socialisation' process as problematic in terms of the beliefs unconsciously imbibed. Taking on board the idea of 'black culture' being an externally imposed cultural disorder that has taken on a life of its own indicate the new choice of being the change we want to see: this means engaging in the self-reinvention process and facilitating others to do the same.

The significant challenge for the

unconsciously socialised 'black Caribbean' individual in Britain who chooses to self-reinvent themselves is that they will find themselves in direct conflict with societal attributions about what it means to be 'black' - the category into which descendants of enslaved Africans have been placed from slavery to date.

Conflict derives from members of the 'white' British majority also being unconsciously socialized to believe in white superiority and black inferiority being the natural status quo. Changes made by 'blacks' impacts 'white' stability because of the symbiotic relationship that accrues.

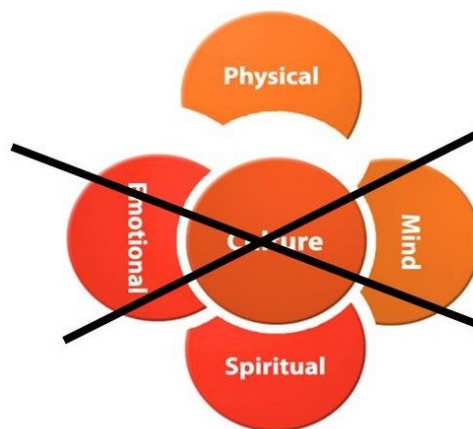
The Formative Learning Centre (FLC) draws on the knowledge of the ages and across civilisations to collect insights on what it means to be whole, fully alive, experiencing and choiceful human beings. Such insights are tested for their utility before being incorporated in the FLC for wider sharing.

Human Centred Unconditional Passionate Appreciation (HCUPA) is the methodology utilized in facilitating the change process. This is as appropriate to the dehumanisation we have undergone via slavery and its ongoing progeny into the 21st century.



The Harmonic Self-Transformation Process

The culture of origin deficit, leaving DoEAs without the means of meeting the human identity needs of our invisible inner life, surfaces as the means via which we continue to be kept subjugated into the 21st century. As such, this is the focus of our transformational change process. The dimensions of the unattended inner life (90% of our existence) are seen on the five dimensional human to consist of: mind, culture, emotional and spiritual. This is whereas our focus is maintained on the physical dimension (10% of our existence) and our racialised identity. TMP is focused on recreating a culture of origin focused on harmonising the five dimensions.



Available to DoEAs is the 27 years of human, cultural, identity, occupational, academic and other capitals accumulated from my conscious engagement with the harmonic self-transformation process in a higher education institution. Central to this is the knowledge base taking the form of the 'Developing Agentic Professional Identities (DAPI)' portfolio of subjective knowledge based modules designed to support African/Caribbean learners in raising life and educational attainment levels. This is in my role as a 2002 National Teaching Fellow with a research remit focused on making this particular contribution to the education/culture process.

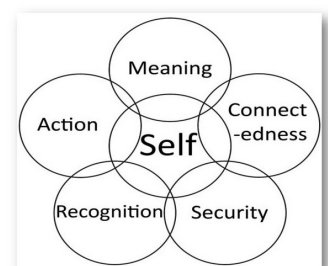
CBACS' Cultural Renewal Commitment

The cultural service to which we are committed is that of conscious self-re-humanisation post the formal abolition of slavery and in the face of its ongoing progeny in the 21st century. In so doing we contribute to completing Wilberforce's second project: the reformation of cultural manners. This is necessary given that in 2014 the Government published its New Slavery Bill even as DoEAs are still experiencing the ongoing outcomes of Old Slavery which continues to

remain unaddressed into the 21st century.

TMP 2007-2034 is us as DoEAs playing our part to turn this ongoing outcome around. We achieve this by becoming conscious creators of culture in our own right. Namely, we engage in the process of ensuring our human identity needs are met. Redekop identifies the needs of the Self (the very centre of our being) as those of: security, connectedness, meaning, recognition and action. If

we are to overcome the legacy left with us of dependency on the 'white' ethnic world it is critical that we take on our ethical responsibility of meeting the needs of the Self in our own life experience. In doing so we start the process of finally liberating ourselves from the ongoing shackles of slavery. This is a global service being provided given the extent to which slavery, as the first phase of globalisation, continues to affect the world.



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Human Rights Day



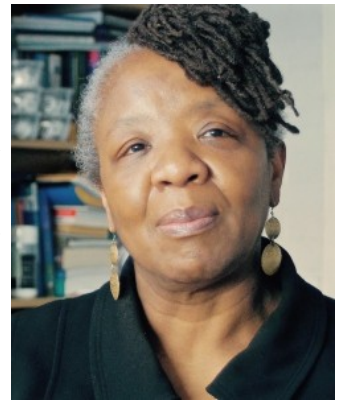
2015 - 2024

INTERNATIONAL DECADE FOR PEOPLE OF

AFRICAN DESCENT

DR GLORIA GORDON: A BRIEF BIOGRAPHY

My credentials for facilitating the TMP 2007-2034 movement is the outcome of traumatic racial abuse and victimisation in 1990. The result was the shattering of the 'black' racial identity. I perceived in a Plato's Cave moment of illumination that I was not 'black' by nature but by externally imposed cultural design using the unconscious socialisation process. Ensuing crisis resulted in the death of my 'black' ego leaving me ripe for change. My shattered ego ensured **I had to work my way out of the crisis** by learning how to become a conscious creator of culture. This is in learning how to rebuild my life-world culturally, authentically, for myself as a **legacy** for future generations. I was well-positioned for doing this



work as a lecturer with an academic background specialising in Human Resource Development. In working through the crisis I engaged with it from a **human development** as opposed to a '**black mental health**' problem. The eventual outcome of this choice was my selection in 2002 as a National Teaching Fellow (NTF). This 25 year journey was once again, traumatically interrupted in 2015 with my subjection to disciplinary control as a means of returning me backward to the 'black' racial identity, albeit shattered 25 years earlier. Another existential crisis ensued shattering the now newly emergent self-authored British African Caribbean (BAC) identity I had been cultivating over the years using the professional development process. Catapulted to yet another **higher level of awareness** I was able to look backwards and downwards to see with clarity the social construction of my life experience as a 'black' member of British society. Evidenced is the fact that I was the ongoing victim of an externally imposed cultural disorder; soul murder; a victim culture and a dysfunctional cultural inheritance. Crisis in my life-world became recognisable as Carl Jung's idea of the 'Self-reparative' process attempting to bring my life back on course post-slavery and its ongoing progeny. Undergoing the identity and culture change process in the higher education institutional (HEI) context proved to be a battle between opposing psycho-social/cultural forces. This is given that the purpose of HEIs surfaced as being that of perpetuating the achieved status quo, central to which is race. The result: the HEI context became the rock against which the **new self-authored integrated BAC culture of origin** has been forged for transmission as a life-enhancing legacy for younger generations of DoEAs in working through the ongoing human costs of slavery as a group.

THE TMP/BAC SCHOOL FOR LIFE

Cultivating an Integrated and Self-Authoring BAC Consciousness

The BAC (TMP) School for LIFE offers the following evolving services:

Life-Cycle Development (Primary Socialisation):

- *Transformational Diversity Leadership for Soul Leadership/Authentic Human Development (Senior Adults, Junior and Senior Elders)*
- *Enrolment on the Developing Agentic Professional Identities (DAPI) Portfolio of Subjective Knowledge-Based Courses—BAC Philosophy classes for Children: Adulthood Training 1 and 2; Junior Adult/Family/Parenting*

Learning and Development/Continuous Professional Development (CPD):

- *Lead-Learner Developmental Programme for facilitating TMP 2007-2034 (BAC) - The BAC Worldview Project*
- *Lead-Learner Developmental Programme for facilitating TMP 2007-2034 (Teach) - The Cultural Literacy Project*
- *Spiritual Profiling for BAC Cultural Evolution*
- *Unique Self-Expression (USE) Mentoring/Coaching*

BAC Knowledge Development

- *BAC Knowledge Validators and Reviewers*
- *BAC Interpretive Communities (i.e. School-Teachers) engaged in the BAC Professional 'Knowledge Creation' Process*
- *The 'Cultivating BAC Families for Generational Reproduction' Project*
- *BAC Research Workshops for BAC University Students*