



Anti-racist Education

Jessika Rezende Souza da Silva

PHD CANDIDATE, FEDERAL UNIVERSITY OF RIO DE JANEIRO, RJ, BRAZIL

What is it?

Race has structured the idea of education influencing what should be considered knowledge, what content should be taught, what behaviors should be encouraged in schools. Anti-racist education is committed to deconstructing racial stereotypes and combating all types of racist practices. Researchers investigate the privileges and the harm present in curricular content, pedagogical projects and relations between students and teachers, often focusing on the unequal structures of power that perpetuate racism and on theoretical and methodological mechanisms to end racism. There are overlaps with earlier research into multicultural education, peace education, and anti-bias education, but anti-racist education more often emphasizes power and privilege, identifying the historical structures, practices, attitudes that need to change in order to combat racism.

Who uses the concept?

Studies in anti-racist education bring together researchers and students from Education, History, Ethnic Studies, and occasionally Sociology, Philosophy, or Communication, interested in topics such as cultural diversity, decolonization, educational inequalities, curriculum and cultures, early childhood education and anti-racism or higher education and anti-racism. Helpful thinkers for discussing anti-racist education include Aníbal Quijano, Stuart Hall, Achille Mbembe, Enid Lee, Angela Davis, David Gillborn, Aminkeng Alemanji, Roberta Ahlquist, and Amilcar Pereira.

Fit with intercultural dialogue?

The struggle against racism in education cannot be dissociated from the struggle against all types of oppression and the defense of diversity; intercultural dialogue is a tool in this fight. The anti-racist pedagogical practice allows different cultural perspectives to emerge in the educational context, making visible discourses of minority groups such as Indigenous, Black, women and LGBTQ populations. Thinking about education through the anti-racist lens is thinking about an education that brings together diverse cultural groups in the school space; intercultural dialogue is a way they can move forward together.

What work remains?

Breaking with racial stereotypes means perceiving Whiteness as a racial identity and in negotiation with other racial groups, given the unequal power relations. What does it mean to be White in school race relations and how is this position experienced by students and teachers? How can White be anti-racist? How can teachers be best trained to integrate anti-racism into their curricula, and what is the role of intercultural dialogue in this context?

Resources

- Alemanji, A. A. (2017). *Antiracism education in and out of schools*. London, UK: Palgrave Macmillan.
- Flecha, R. (1999). Modern and postmodern racism in Europe: Dialogic approach and anti-racist pedagogies. *Harvard Educational Review*, 69(2), 150-171.