

Policy Motion for GCE to Prioritise Anti-Racist Education

Proposed: GCE Board, ActionAid, Education International, Light for the World

1. Discrimination and racism undermine human dignity, life opportunities, prosperity, well-being and often safety.
2. Education has a decisive role in tackling structural racism and discrimination, debunking prejudices and stereotypes, and promoting tolerance, understanding, diversity and building inclusive societies.
3. Education promotes citizenship and the common values of freedom, tolerance and non-discrimination
4. Extreme Right parties, often populist and nationalist, have become stronger than in any time since the Second World War. We have witnessed a return of racist, xenophobic and authoritarian policies and politics on all continents of the world.
5. Schools are not immune, as children and young people are often exposed to hate speech on social media and elsewhere. We have seen alt-right parties calling on students to report on what teachers say and teach in the classroom in Germany, the Netherlands, and Brazil. Yet anti-racist education is rarely touched on in national or international policy debates.
6. Racism is part of a broader incidence of discrimination and prejudice and takes different forms in different contexts – structural exclusion of Black people, discrimination against indigenous peoples, casteism, islamophobia, Roma violence etc. Systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination intersect to create unique dynamics and effects, and understanding this is critical to any approach to anti-racism.
7. This makes it difficult to unify anti-racist education work conceptually, and has limited the potential to build an anti-racist education movements globally. It is time for change – for the Global Campaign for Education to become an active advocate for anti-racist public education everywhere

Policy Resolutions

1. GCE should work with other to help build a common understanding of key concepts and indicators relating to racism in education.
2. GCE should argue for racial equity in education to be a significant standalone educational outcome, valued intrinsically in the same way as literacy and numeracy.
3. GCE should map and connect anti-racist education initiatives, working with grassroots initiatives and progressive practitioners to elevate understanding and promote cross-country exchanges.

4 GCE coalitions should work with committed organisations, students' unions and teachers' unions to strengthen the movement of anti-racist education working to place racial equity in education on the global policy agenda.

5 GCE should work towards making racial equity in education an explicit priority in global policy spaces on education and in the post-2030 education policy agenda, using approaches and pedagogy that are age-appropriate, strongly embedded in the curriculum and supported including through training.