

Minimum Standards Update Project

Anti-Racism and decolonization thematic review.
16th June 2022



**Inter-agency
Network for Education
in Emergencies**

Webinar Housekeeping



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INEE statement on anti-racism and racial equity

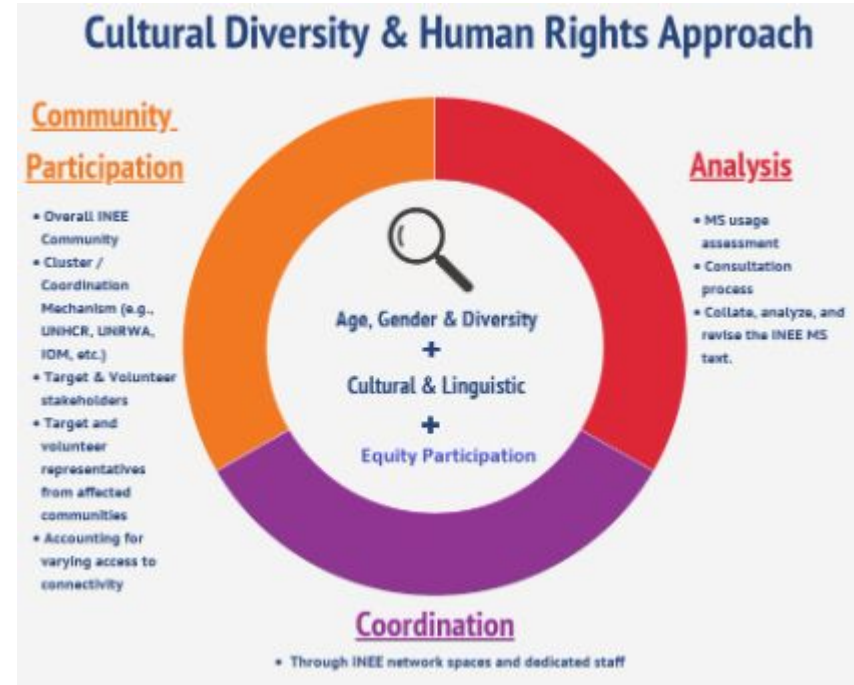
The INEE Secretariat commits to addressing racial inequity, power imbalance, and lack of diverse representation in our staffing and network spaces and to redoubling our efforts to pursue our existing Strategic Priority 4: to strengthen and diversify INEE membership.

1. Work with INEE's hosting agencies to affect change in hiring practices with the aim of changing the composition of the INEE Secretariat to reflect the diverse contexts we support and the membership we serve.
2. Develop modalities for diverse representation on INEE's governing body, the INEE Steering Group, by changing selection criteria to ensure effective representation that reflects the diversity of our membership.
3. Redefine, expand, and improve diversified representation in existing and future INEE network spaces, in both purpose and participation.
4. Support the primacy of the voices of the affected populations in all our work and, specifically, support the [localisation agenda](#) to redress power imbalances by empowering national education actors and affected populations.
5. Make our events open and accessible by expanding our invitation practices, ensuring events are multilingual or that parallel events are available in several languages, and including opportunities for participants to speak.
6. Address our own inherent bias and build our capacity to lead in the EiE sector by participating in anti-racism and equity training.
7. Engage with our host agencies' and members' emerging anti-racism forums.
8. Review existing and developing all new INEE resources with an anti-racism and racial equity lens.
9. Support our members to address anti-racism and equity in EiE programming.
10. Report to the INEE membership regularly (annually at a minimum) on the progress we make on our commitments.



INEE MS UPDATE

- Bring the INEE MS further into the new and evolving international humanitarian context and reflect new learning, needs and priorities of the humanitarian community.
- This update of the INEE MS will not aim to fundamentally alter the core structure of the Domains and Standards as they are still structurally strong.
- Update on contents as well on format and navigation of the handbook.



MS anti-racism and decolonization thematic review

GOALS & OBJECTIVES

A review and mapping of references to anti-racism and decolonisation in the INEE MS (2010)

Develop evidence-based rubric on anti-racism and decolonisation in education as a framework to do a review of the INEE MS



Deliverables

1. Evidenced-based rubric on reviewing the INEE MS (2010) through anti-racism and decolonisation lenses

2. Annotated review of the INEE MS (2010)

3. Presentation of key gaps in anti-racism and decolonisation in the INEE MS and recommendations for the INEE MS update

4. Draft list of recommended stakeholders for the INEE MS Update consultations



Deliverable 1:

Developing evidenced-based
rubric through review of
literature



CONTD.

- **Objective:** Conducting a systematic search of the literature to identify and collect evidence for the development of an anti-racism and decolonisation rubric for the review of INEE MS.
- **The literature review was guided by the following:**
 - Actively search for knowledge that challenges Western monopolies of knowledge and practice.
 - Strong consideration of positionality of who is defining the concepts, in whose interests these conceptualisations are made, and who is deciding what knowledge is implemented.
 - Engaging Indigenous Knowledge Systems (IKS) in identifying what literature is essential in strengthening the INEE MS.
 - Each literature were reviewed to check whether there is a clear recognition of authors' positionality, the inclusion of marginalised voices in the findings, and contextualisation of countries and regions.



Literature review process

Set up Zotero library

Document Identification & Screening

Data Extraction

Analysis

Development of rubric



Initial steps in literature synthesis process:

- I conducted a rapid review of scholarly and grey literature on anti-racism and decolonisation in EiE and/or low- and middle-income country.
- **Set up a library** in Zotero (reference management software) for collecting, organizing, and citing resources.
- **Selection of databases to use for searching the literature.**
 - Academic databases and search engines consulted include:
 - BASE: Bielefeld Academic Search Engine, multidisciplinary
 - ERIC: Educational Resource Information Center, education
 - Google Scholar, multidisciplinary
 - Mendeley, multidisciplinary
 - Scopus, which includes development, sociology, political science, public policy and administration, and comparative education journals.
 - ProQuest, which includes journals in the field of education, sociology, and psychology.
- Additionally, performed reference search to identify other relevant articles



Identification of relevant grey literature

Targeted search for relevant grey literature.

- Visiting and searching the websites of organisations identified as having a relatively large presence in the field of EiE and/or educational development in low- and middle-income countries.
- Time constraints did not allow for an exhaustive search of the grey literature
 - the use of the scholarly literature (i.e., what organisations were discussed), searching the INEE resource database
 - reviewing INEE member snapshot 2020 data (i.e., what organisations have the largest representation among network members)
 - by visiting organisation's websites to see if they had a searchable database with filtering functions, or other search capabilities



Screening and data extraction

Author(s)	Title	Type of publication	Year	Is positionality of author(s) discussed?	Hyperlink	Research question(s)/objective(s)	Does the document present findings from empirical study (if yes, indicate "quant", "qual", or "mixed")	Does the document present/discuss findings from a literature/secondary document review (including commentary and review pieces)?	What education sub-sector is discussed?	Countries and/or regions	Main finding(s)	Relevance to anti-racism in education	Relevance to decolonisation of education

- Downloaded and saved literature: N= 160
- Due to time constraint only 38 relevant articles were reviewed excluding books and blog articles



Major findings from review of literature

- Of the 38 articles reviewed, only 12 articles included a description of the positionality of the author(s)
- Countries covered by the review included Canada, Finland, Australia, South Africa, United States, Denmark, Japan and Ghana. While regions included Africa, Europe and North America
- Studies on anti-racism often take on a deficit approach when treating people belonging to a racialized minority group
- Anti-racism education tends to be reductive - Victimisation
- Anti-racism education is confronted with limits, contradictions and ambivalences
- Anti-racism education will be more effective when it is action-oriented systemic change to address the issues of racism and social-oppression
- Decolonisation of education highlights the need to acknowledge Indigenous Knowledges as part of dismantling Western monopoly of knowledge production and as the only way of knowing
- Decolonisation in education must be a life-long engagement and should not be used as just a 'metaphor'
- Decolonisation in education is seen as an effort to attain epistemic justice



Developing an evidence-based rubric

- **Objective:** To help understand and address inconsistencies, shortcomings, and omissions in the 2010 edition of the INEE MS through antiracism and decolonisation lenses.
- **Scope:** The rubric covers main areas of the INEE MS including, Introduction to the MS for Education: Preparedness, Response, Recovery, the Five Domains of the MS and the Annexes: Glossary. Questions are raised in each areas from a deep understanding of the state of research and policies in anti-racism and decolonisation, particularly within the field of education.
- **Using the rubric:** INEE MS reviewers are encouraged to read each question carefully, and actions should be taken based on responses to questions.



Snapshot of the rubric

Introduction to the *MS for Education: Preparedness, Response, Recovery*

QUESTION (S)	YES/NO/NOTES	ACTIONS
In the introduction to the Minimum Standards, to what extent are the representation of global voices acknowledged?		<ul style="list-style-type: none">Make sure it is quite clear the extent to which global/diverse voices were engaged and included in the development of the Minimum Standards. As this helps in clarifying the strengths and limitations of the Minimum Standards.
Does this section clearly share the history and context of ideas being used in developing the Minimum Standards? For example, what is the source of knowledge? To what extent is diversity represented in the examples being used?		<ul style="list-style-type: none">Clear responses to these questions and subsequent actions are vital to centring diverse sources of knowledge – indigenous knowledge against the monopoly of Western knowledge.
Is there a reflection on the limitations and domination of the English language as the lead language in the writing of the Minimum Standards?		<p>If no:</p> <ul style="list-style-type: none">This introductory section needs to reflect the limitations and domination of the English language duly. This is crucial for the decolonisation process of the Minimum Standards. This is because language serves as the basis for the established sovereignty in knowledge production and what we count as 'truth.'



Contd.

QUESTION (S)	YES/NO/NOTES	ACTIONS
Do international legal instruments with reference to cultural diversity, racial discrimination, rights of indigenous people, and equitability underpin the Minimum Standards?		<p>If no:</p> <ul style="list-style-type: none"> It is vital that the Minimum Standards is fully informed by relevant international legal instruments such as the following: <u>International Convention on the Elimination of all Forms of Racial Discrimination</u> (1969) <u>The 2030 Agenda for Sustainable Development</u> – particularly Sustainable Development Goal 4 (2015) <u>United Nations Declaration on the Rights of Indigenous Peoples</u> (2007) <u>UNESCO Universal Declaration on Cultural Diversity</u> (2001)
Is there a reflection on the challenges of contextualising some of the international legal instruments in emergency contexts and in the Global South?		<ul style="list-style-type: none"> Successful contextualisation of international legal instruments allows for the maximum benefits of the instruments.



Contd.

Domain One: Foundational Standards

QUESTION (S)	YES/NO/NOTES	ACTIONS
Are the benefits of engaging and involving local stakeholders and indigenous knowledge across all stages highlighted as foundational to a successful education preparedness, response and recovery in emergencies?		<ul style="list-style-type: none">• Thoroughly engaging local stakeholders in all stages of education preparedness, response, and recovery in emergencies promote and maximise the benefits of indigenous knowledge.• See blog on the benefits of indigenous knowledge for building resilience in post-COVID-19
Is it evident in this domain that antiracism and non-discrimination efforts in education in emergencies require a good understanding of different but intersecting forms of oppression based on gender, class, sexual orientation, race, and power relations?		<p>If no:</p> <ul style="list-style-type: none">• This need to be made clear based on the urgency to recognise that racism and discrimination affect all facets of society. Moreover, racism and other forms of discrimination are more prevalent in education in emergencies.



Contd.

Domain Two: Access and Learning Environment

QUESTION (S)	YES/NO/NOTES	ACTIONS
Are new practices to promote equity and eliminate discrimination based on gender, sexuality, religion, class, age and race in education in emergencies reflected in this domain?		<p>If no:</p> <ul style="list-style-type: none">• Equitable education practices informed by the Sustainable Development Goal (SDG) s, particularly <u>SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</u>, should clearly be stressed in this section.• <u>A crisis-sensitive and equity-focused approaches to education within the context of COVID19</u> should be highlighted in this domain.
Are learning environments designed to discuss diversity, equality, inclusion, equity and tolerance, with particular reference to antiracism?		<p>If no:</p> <ul style="list-style-type: none">• As much as possible, learning environments should easily allow learners to discuss issues of diversity, equality, inclusion, equity and tolerance with links to antiracism and human rights.



Contd.

Domain Three: Teaching and Learning

QUESTION (S)	YES/NO/NOTES	ACTIONS
Do standards listed in this domain strongly consider the cultural, social and historical values of contexts in curriculum development, pedagogical and assessment approaches, and teacher management?		If no: <ul style="list-style-type: none">• Strongly emphasise the relevance of cultural, social and historical values for effective teaching and learning in this domain.• For example, the message should be clear that quality learning outcomes are achieved when learners are taught in their first language or possibly their mother tongue.
Are stories of antiracism highlighted as one-way teachers ensure students' active engagement in learning and critical thinking development?		If no: <ul style="list-style-type: none">• Telling of stories for learners active engagement should include ideals of racism—use of inclusive language/words and asking questions of why.
Are affirmative actions for indigenous and minoritized groups (learners) highlighted as guidance for effective teaching and learning?		If no: <ul style="list-style-type: none">• Emphasise affirmative actions for indigenous and minoritized groups (learners) as essential to quality and equitable education.
Is it evident in this domain who benefits from the knowledge being shared with learners and how it is being shared?		If no: <ul style="list-style-type: none">• Being explicit about who benefits from the knowledge being shared with learners and the pedagogical approaches employed is a crucial step towards decolonising and identifying biases within the curriculum.



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QUESTION (S)	YES/NO/NOTES	ACTIONS
Does the guidance in this domain highlight the importance of teacher education to address the issues of discrimination, inequalities, prejudices and stereotypes among teachers?		<ul style="list-style-type: none"> Weaknesses in teacher behaviour due to the training received have been identified to further contribute to racism and intolerance among learners.
Is it made clear the critical role of teachers to be equipped and supported in identifying and deconstructing power structures in social interactions within school environments?		<ul style="list-style-type: none"> Making this clear further allows the active learning of teachers to be outspoken against all forms of discrimination within and outside the school environment.
Does guidance in this domain emphasise content knowledge for teachers in areas such as human rights, civic participation, empowerment as learning outcomes and critical consciousness?		<p>If no:</p> <ul style="list-style-type: none"> Emphasising specific content knowledge for teachers can lead to an empowering classroom space where teachers can engage students in social justice and human rights discourses. Students will also be encouraged to resist discriminatory practices as well as challenge oppression within the larger society through civic involvement and activism.



Contd.

Domain Four: Teachers and Other Education Personnel

QUESTION (S)	YES/NO/NOTES	ACTIONS
Is the need for well-represented recruitment of teachers and other education personnel from minority groups highlighted?		<ul style="list-style-type: none">• A diverse teaching workforce contributes to antiracism practices within and outside the school environments. Additionally, a diverse teaching profession achieves better learning outcomes for minoritized learners.• See blog on the benefits of diversifying the teaching profession.• Also, note that an underrepresented teaching workforce is an 'unrepresented' education.
Is support available for teachers, school managers and other education personnel to deal with overt and covert expressions of racism and other forms of discrimination within the school system?		<ul style="list-style-type: none">• In emergency contexts, teachers, school managers, and other education personnel may be less supported and equipped to identify and address expressions of racism and other forms of discrimination.
Are good working conditions, including secure remuneration, housing, health insurance, continuous professional development opportunities for teachers and other education personnel identified as essential to preventing discriminatory practices in and out of schools?		<ul style="list-style-type: none">• Good working conditions for teachers and other education personnel can, to an extent, serve as a safeguard against racism and other discriminatory practices in and outside of schools.



Contd.

Domain Five: Education Policy

QUESTION (S)	YES/NO/NOTES	ACTIONS
Are the benefits of engaging and involving local stakeholders across all stages of education policy development highlighted in this domain?		<ul style="list-style-type: none">• Thoroughly engaging local stakeholders in all stages of education decision making processes promotes and maximise the benefits of indigenous knowledge.• Additionally, involving local education stakeholders allows the development of contextualised policies beneficial to the successful implementation of such policies.• See blog on the benefits of indigenous knowledge for building resilience in post-COVID-19.
Does the guidance notes highlight the importance and appreciation for diverse and local knowledge sources in education policymaking?		<p>If no:</p> <ul style="list-style-type: none">• Highlighting the importance and appreciation for diverse and local knowledge sources is crucial to the decolonising Western monopoly of knowledge in education policy development.



Contd.

Annexes: Glossary

QUESTION (S)	YES/NO/NOTES	ACTIONS
Do definitions of key concepts actively challenge stereotypes? Who is defining these key concepts? For whose interests are these definitions made?		<p>If no:</p> <ul style="list-style-type: none"> • Create opportunities to include perspectives from indigenous knowledge systems and marginalised voices in the definition of key concepts. • Update the definitions of key concepts that challenge stereotypes or reflect our contemporary society's reality.
Since the Minimum Standards is primarily founded based on education as a human right in emergency contexts. Are equity, inclusion, indigenous knowledge, equality and diversity key features of the Minimum Standards?		<ul style="list-style-type: none"> • Make sure values and concepts of antiracism and decolonisation of education in an emergency are embedded throughout the Minimum Standards by exploring these issues.
Do the resources consulted and examples used in the update of the Minimum Standards reflect marginalised and beneficiary voices and their experiences?		<p>If no:</p> <ul style="list-style-type: none"> • Ensure the resources consulted include diverse representations of people of all ethnicities and beneficiary experiences.
Are themes such as injustice, stereotypes, discrimination, prejudice, equitability, decolonisation, racism and antiracism explored and explained in the glossary?		<p>If no:</p> <ul style="list-style-type: none"> • Consider exploring and explaining the themes in the glossary.



Deliverable 2: Annotated review of MS

First full
reading of MS

Reflection of
initial
impressions

Second full
reading of
MS, with
annotations
added

Collate
annotations
into master
document

Third full
reading of MS
and all
annotations



Deliverable 3:

Key gaps in anti-racism and decolonisation in the INEE MS and recommendations for the INEE MS update



Deliverable 3: Objectives

- Four objectives that guided the analysis of the MS:
 - **Summarize the status** of anti-racism and decolonisation in education as currently represented in the MS.
 - **Identify strengths** that may be built upon and opportunities to advance anti-racism and decolonisation values in the MS
 - **Identify gaps or weaknesses** in the content and language used in the MS with respect to anti-racism and decolonisation in education.
 - **Make recommendations** concerning where, what and how the MS may be updated to reflect current knowledge and practice in the field of anti-racism and decolonisation in education.



Summary of key gaps and recommendations for the INEE MS

- Need to engage more with key concepts such as equity, race, power relations, cultural diversity, inclusion, racism, indigenous knowledge, discrimination etc., that reflect the knowledge and practice of anti-racism and decolonisation in education
- There is a lack of and need to include relevant international legal instruments such as:
 - United Nations Declaration on the Rights of Indigenous Peoples (2007)
 - UNESCO Universal Declaration on Cultural Diversity (2001)
 - International Convention on the Elimination of all Forms of Racial Discrimination (1969)
 - The 2030 Agenda for Sustainable Development – particularly Sustainable Development Goal 4 (2015)
- Glossary needs to be updated to include definition of concepts such as equitable education, indigenous knowledge, injustice, stereotypes, discrimination, prejudice, equitability, decolonisation, racism and anti-racism.



Deliverable 4:

Draft list of recommended stakeholders for the INEE MS update consultations



Deliverable 4: Process



Development of template



Record author names, organisational affiliation, & area(s) of specialization



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Review and submit



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