



Glossary of Anti-Racist, Diverse, & Inclusive Terms in International Basic Education

The Basic Education Coalition

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The Basic Education Coalition (BEC) is a group of leading U.S.-based organizations and academic institutions working together to promote global peace and prosperity through education. By leveraging our collective technical expertise and combining advocacy efforts, BEC members raise a unified voice to ensure U.S. policy makers support and strengthen education for the developing world.

BEC affirms that Black Lives Matter and stands in solidarity with the movement, its global allies, and all those who are taking action against racial and ethnic violence and injustice. BEC promotes global peace and prosperity through education for all people, regardless of race, ethnicity, religion, sex, caste, gender, sexual orientation, ability, background, culture, experience, perspective, or nationality. We condemn acts of violence fueled by systemic racism and hate in the United States that undermine our mission of promoting a better life for children around the world. Equally, we condemn the exclusion of historically underrepresented groups in our work at home and abroad.

We also believe that the development paradigm needs to increasingly shift towards a “people-first” approach, from an approach that works on behalf of people in local communities towards one that invests in the people in developing contexts to prioritize problems and solutions and continuously improve over time.

By establishing the BEC Anti-Racism, Diversity, & Inclusion Task Force, we aim to support the Black Lives Matter movement and condemn racism, violence, and exclusion. We are committed to working together to build a race equity culture within our Coalition and beyond by adopting a transformational approach, by learning and evolving together, and by changing our behaviors and mindsets, both as individuals and as a group.

The Task Force has compiled the following glossary of anti-racist, diverse, and inclusive terms that are relevant to our work in International Basic Education. Language is fluid and constantly evolving. Further, words can often carry different meanings for different people. Through this glossary of terms, we aim to promote a shared understanding of the terminology used in anti-racist dialogue as a basis for collaborative efforts to support the work of anti-racism, diversity, and inclusion within the global education sector. The glossary is not exhaustive and is open to further updates as new definitions emerge.

Kindly note that many of these definitions may apply to the US context only.



Anti-Racism

Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual (and organizational) racist behaviors and impacts to all.

SOURCE (As cited by the [Racial Equity Tools Glossary](#)): Race Forward, “[Race Reporting Guide](#)” (2015)

- *Technical Example: Develop and promote inclusive & anti-racist storybooks, inclusive curriculum/pedagogy, anti-racism in teacher trainings, use of indigenous languages, etc.*
- *Organizational Example: Create anti-racist HR, recruitment, retention, whistle-blower policies; ensure inclusive representation (including voices from country offices, for example), inclusive and diverse recruitment at project/program level (e.g. across language and cultural groups, persons with disabilities), etc.*
- *Advocacy Example: Advocate for inclusive recruitment policies across implementers and donors, anti-racist legislation, etc.*

BIPOC - Black, Indigenous, People of Color

The term is used to highlight the unique relationship to whiteness that Indigenous and Black (or African American) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context.

SOURCE: [The BIPOC Movement](#) as cited in the [Georgetown University Library Antiracist Toolkit](#)

- *Technical Example: For domestic programming, develop and promote story books and curriculum inclusive of BIPOC individuals, more BIPOC authors and illustrators, etc.*
- *Organizational Example: Recruit and retain BIPOC individuals; develop HR policies supportive of these groups, knowledge base on diversity and inclusion, etc.*
- *Advocacy Example: Advocate for donor parameters that include multi-cultural criteria, partner with and support BIPOC-led advocacy initiatives, ensure diversity in policy consultations, etc.*

Caste

A division of society based on differences of wealth, inherited rank or privilege, profession, occupation, or race. Caste is most commonly used to define the social divisions in Hindu society transferred by inheritance, but has also been used to explore social divisions in a variety of societies, including the United States.

SOURCE: [Merriam-Webster dictionary](#)

- *Technical Example: Integrate caste into frameworks for education equity.*
- *Organizational Example: Recruit and retain lower-caste individuals and address any divisions posed by caste within organizational structures.*
- *Advocacy Example: Acknowledge and address societal caste systems and their impact on creating barriers to education; advocate for equitable distribution of resources across castes.*

Colonialism

Control by individuals or groups over the territory/behavior of other individuals or groups.

Source: Horvath, Ronald J. “[A Definition of Colonialism](#)” *Current Anthropology*. Vol 13 No 1 (Feb 1972).

- *Technical Example: Work towards dismantling historic systems of oppression as a legacy of colonialism through more inclusive curriculum development processes that integrate indigenous education practices.*
- *Organizational Example: Work towards dismantling historic systems of oppression as a legacy of colonialism by shifting decision-making power from US and European headquarters to local country offices.*
- *Advocacy Example: Educate donors on the continued legacies of colonialism within the international development space that frequently bolster systems of inequity; suggest alternative funding and reporting structures that support localized growth, self-reliance, and entrepreneurship.*

Colonization

Colonization can be defined as some form of invasion, dispossession, and subjugation of a people. The invasion need not be military; it can begin—or continue—as geographical intrusion in the form of agricultural, urban, or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands from the original inhabitants. This is often legalized after the fact. The long-term result of such massive dispossession is institutionalized inequality. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized.

Ongoing and legacy colonialism impact power relations in most of the world today. For example, white supremacy as a philosophy was developed largely to justify European colonial exploitation (including enslaving African peoples, extracting resources from much of Asia and Latin America, and enshrining cultural norms of whiteness as desirable both in colonizing and colonizer nations).

SOURCE (As cited by the [Racial Equity Tools Glossary](#)): Emma LaRocque, PhD, “[Colonization and Racism](#),” (Aboriginal Perspectives). Also see *Racism and Colonialism*, edited by Robert Ross (1982), and Andrea Smith, “[Indigeneity, Settler Colonialism, White Supremacy](#)” (*Racial Formation in the Twenty-First Century*, 2012).

- *Technical Example: Work towards dismantling historic systems of oppression as a legacy of colonization through more inclusive curricula that acknowledge histories of colonization and its legacy in each country where international basic education programming is carried out.*
- *Organizational Example: Work to dismantle historic systems of oppression as a legacy of colonization by shifting decision-making power from US and European headquarters to local country offices.*
- *Advocacy Example: Acknowledge the history of education as a means of upholding colonial power; advocate for the building of more equitable and inclusive education structures.*

Colo(u)rism

- Prejudice or discrimination especially within a racial or ethnic group favoring people with lighter skin over those with darker skin.

SOURCE: [Merriam-Webster Dictionary](#)

- *Technical Example:* Account for colo(u)rism in equity and diversity frameworks, education materials and training, especially in regions where it is a particularly prevalent form of prejudice.
- *Organizational Example:* Develop and enforce HR recruitment and retention policies that account for colo(u)r in diversity, equity, and inclusion frameworks.
- *Advocacy Example:* Advocate for the dismantling of colo(u)rism in the international education space; encourage inclusive consultation and participation requirements for policy development, etc.

Critical Race Theory

Critical Race Theory is a framework developed in the US and used increasingly in the UK to expose racial power structures in society. It strongly opposes claims of neutrality, meritocracy, and “color-blindness,” whereby racism is supposedly diminished when individuals try to avoid “seeing” skin color.

SOURCE: [The Anti-Racist Educator](#). (2019). “Critical Race Theory”.

The Critical Race Theory movement considers many of the same issues that conventional civil rights and ethnic studies take up, but places them in a broader perspective that includes economics, history, and even feelings and the unconscious. Unlike traditional civil rights, which embraces incrementalism and step by step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and principles of constitutional law.

SOURCE (As cited by the [Racial Equity Tools Glossary](#)): Richard Delgado and Jean Stefancic, [Critical Race Theory: An Introduction](#), NYU Press, 2001 (2nd ed. 2012, 3rd ed. 2017).

- *Technical Example:* Create and use lesson plans, content, and curricula that acknowledge the legacies of racism and other forms of prejudice as they relate to history, economics, and civil engagement.
- *Organizational Example:* Build communities of practice and/or policies into organizational structures that look critically at the effects of race as a social construct and power dynamics within development organizations.
- *Advocacy Example:* Advocate for equitable representation in international education curricula that incorporates indigenous and marginalized perspectives, cross-sectional learning around the development of race and ethnicity as social constructs, and speaking out about how historic power-structures impact societies and inform economics, history, and systemic structures.

Cultural Appropriation

Theft of cultural elements including symbols, art, language, customs, etc., for one’s own use, commodification, or profit, often without understanding, acknowledgement, or respect for its value in the original culture. Cultural Appropriation results from the assumption of a dominant (i.e. white) culture’s right to take other cultural elements.

SOURCE (As cited by the [Racial Equity Tools Glossary](#)): Colours of Resistance Archive, “[Cultural Appropriation](#)”

- *Technical Example:* Use locally-owned and developed curricular materials for educational programming.
- *Organizational Example:* Conduct a critical review of organizational marketing and development-related collateral to account for (and move away from) cultural appropriation.
- *Advocacy Example:* Advocate for the removal and re-design of marketing campaigns, resources, and programming that rely on cultural appropriation.

Decolonization

1. Decolonization may be defined as the active resistance against colonial powers, and a shifting of power towards political, economic, educational, cultural, psychic independence and power that originates from a colonized nation's own indigenous culture. This process occurs politically and also applies to personal and societal psychic, cultural, political, agricultural, and educational deconstruction of colonial oppression.

2. Per Eve Tuck and K. Wayne Yang: "Decolonization doesn't have a synonym"; it is not a substitute for 'human rights' or 'social justice', though undoubtedly, they are connected in various ways. Decolonization demands an Indigenous framework and a centering of Indigenous land, Indigenous sovereignty, and Indigenous ways of thinking.

SOURCE (As cited by the [Racial Equity Tools Glossary](#)):

1. The Movement for Black Lives (M4BL), "[Glossary](#)."
2. Eric Ritskes, "[What Is Decolonization and Why Does It Matter?](#)"

Related Resources: [Decolonization Theory and Practice](#)

- *Technical Example: Honor and affirm the multiple perspectives, values, and experiences of marginalized communities in program design, materials development, teacher trainings, etc.*
- *Organizational Example: Require diversity training and organizational education that decenters whiteness.*
- *Advocacy Example: Advocate for changes in aid power structures, policies, and practices that privilege western nations and organizations; seek accountability while dismantling oppressive systems that cause harm to people, etc.*

Disability

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory disabilities which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

SOURCE: [Convention on the Rights of Persons with Disabilities \(CRPD\)](#)

- *Technical Example: Embed inclusion of individuals with disabilities as a criterion in quality standards for education programs; ensure inclusive education for educators/teachers; incorporate content reflecting diverse abilities, cultures, values, languages, and practices into curriculum, training, and assessment in education; create learning environments that provide opportunities for children/students to interact with and learn about peers and adults from all backgrounds (e.g. abilities, SES, faith, cultural heritage).*
- *Organizational Example: Align individual and social identities (such as disability, gender, ethnic and religious) with international/national policy frameworks and standards. For example: values, policies, and practices support the right of every child and his or her family, regardless of ability, gender, ethnicity, faith, to participate in a broad range activities and contexts (e.g. educational, social, cultural) as full members of families, communities, and society. Develop policies and procedures to support access to environments in many different types of settings through the removal of physical, psychological, and structural barriers.*
- *Advocacy Example: Advocate for policies and practices that mandate accessibility and inclusion standards. Encourage increased funding, programs, and awareness around inclusion in all education services (e.g. school administration, PTAs, classrooms, extracurricular activities, sports, including family and community groups in education).*

Diversity

The equitable presence of a variety of identities (racial, ethnic, gender, religious, sexual orientation, etc.), and other governmentally-protected classes, cultures, experiences, locations, and abilities.

SOURCE: edc.org

- *Technical Example:* Use equity pedagogy in international basic education programming; use prejudice-reduction strategies and education materials that promote just school cultures.
- *Organizational Example:* Promote a culture that displays characteristics of global awareness and inclusion (e.g. having leadership represented by those most impacted by systemic oppression).
- *Advocacy Example:* Ensure diverse representation in policy consultation and dialogue; use diversity as a resource to inform behavior change, learning, and creativity, etc.

Equality

Ensuring that every individual has an equal opportunity to make the most of their lives and talents. In other words, equality means ensuring that everyone has the same opportunities and receives the same treatment and support.

SOURCE: [Social Change UK](http://socialchange.org.uk)

- *Technical Example:* Ensure every child in a community has the same opportunity to access, regularly attend, and actively participate in high quality education and school environments.
- *Organizational Example:* Build systems for recruiting, training, and promoting staff that ensure all staff (regardless of race, gender, sexuality, disability, etc.) can progress and achieve their full potential; set expectations in such a way that they do not disadvantage certain groups.
- *Advocacy Example:* Advocate for policies that require equal representation and participation in stakeholder consultations, award design and planning, and program management.

Equity

Equity is about ensuring people have what they need, in order to make things fair. If equality is the end goal, equity is the way to get there.

SOURCE: [Social Change UK](http://socialchange.org.uk)

- *Technical Example:* Assess the specific needs of each child and delivering tailored support to ensure that they can fairly access, regularly attend, and actively participate in school and extracurricular programs.
- *Organizational Example:* Ensure staff have opportunities to build their skills, experience, and skills so they can advance and setting expectations in such a way that they do not disadvantage certain groups.
- *Advocacy Example:* Advocate for a great share of resources to be directed to marginalized or disadvantaged populations and those most in need.

Implicit Bias

Implicit bias refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic

bias towards students, which can be as frequent as explicit bias (Boysen, et. al 2009). Instructors can hold assumptions about students' learning behaviors and their capability for academic success which are tied to students' identities and/or backgrounds, and these assumptions can impede student growth (Staats, et. al, 2017).

SOURCE: [Yale Poorvu Center for Teaching and Learning](#)

- *Technical Example:* Develop and require anti-stereotype education and classroom practice for accepting, understanding, and attending to student differences and diversity (which can include physical, cognitive, academic, social, and emotional traits); adhere to educational standards that ensure absence of teacher bias on student achievements and high expectations for students achievement without discrimination. For example, studies show that teacher expectations were more predictive of college success than most major factors, including student motivation and student effort ([Teacher bias: The elephant in the classroom](#)). In addition to more systemic biases regarding gender and race, many teachers also hold implicit biases about individual students that should not—but do—affect grading.
- *Organizational Example:* Require anti-bias education and in-service trainings; standards and procedures for regulating teachers, school administrators, and policy makers' unconscious bias and discrimination against students' background, such as socio-economic status, abilities, gender, ethnicity, culture.
- *Advocacy Example:* Mitigate discrimination of any sort in educational settings and service delivery; ensure diverse and inclusive consultations and feedback loops on policy formation and implementation.

Inclusion

Authentically bringing traditionally-excluded individuals and/or groups into processes, activities, and decision-making and/or policy-making in a way that shares power.

SOURCE (As cited by the [Racial Equity Tools Glossary](#)): [OpenSource Leadership Strategies](#)

- *Technical Example:* Embed inclusion as a criterion in quality standards for education programs; ensure inclusive education for educators/teachers; incorporate content reflecting diverse abilities, cultures, values, languages, and practices into curriculum, training, and assessment in education; create learning environments that provide opportunities for children/students to interact with and learn about peers and adults from all backgrounds (e.g. abilities, SES, faith, cultural heritage)
- *Organizational Example:* Align individual and social identities such as disability, gender, ethnic and religious with international/national policy frameworks and standards. For example: values, policies, and practices support the right of every child and his or her family, regardless of ability, gender, ethnicity, faith, to participate in a broad range activities and contexts (e.g. educational, social, cultural) as full members of families, communities, and society. Develop policies and procedures to support access to environments in many different types of settings through the removal of physical, psychological, and structural barriers.
- *Advocacy Example:* Advocate for policies and practices that mandate accessibility and inclusion standards. Encourage increased funding, programs, and awareness around inclusion in all education services (e.g. school administration, PTAs, classrooms, extracurricular activities, sports, including family and community groups in education).

Indigenous

Indigenous populations are composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them and, by conquest, settlement, or other means, reduced them to a non-dominant or colonial condition; who today live more in conformity with their particular social, economic, and cultural customs and traditions than with the institutions of the country of which they now form part, under a State structure which incorporates mainly national, social, and cultural characteristics of other segments of the population which are predominant.

(Examples: Maori in territory now defined as New Zealand; Mexicans in territory now defined as Texas, California, New Mexico, Arizona, Utah, Nevada, and parts of Colorado, Wyoming, Kansas, and Oklahoma; Native American tribes in territory now defined as the United States.)

SOURCE (As cited by the [Racial Equity Tools Glossary](#)): United Nations [Permanent Forum on Indigenous Issues](#) (2010, page 9), originally presented in the [preliminary report of the Special Rapporteur of the UN Commission on Human Rights](#), José Martínez Cobo (1972, page 10).

- *Technical Example: Develop story-books and curricula that are inclusive and representative of indigenous populations; consider how programming will reach marginalized communities (including indigenous communities); include indigenous individuals in curriculum development and technical activity planning; include indigenous languages in materials development, etc.*
- *Organizational Example: Be mindful to conduct outreach to indigenous populations during recruitment (for program and HQ staff); ensure HR policies are inclusive of and respectful of indigenous culture (e.g. holidays, religious practices, etc.); include indigenous staff in organizational planning, feedback loops, etc.*
- *Advocacy Example: Advocate to USAID and other donors for recruitment, HR policies, and implementer guidance that include indigenous populations.*

Institutionalized Racism

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color. For example:

- Government policies that explicitly restricted the ability of people to get loans to buy or improve their homes in neighborhoods with high concentrations of African Americans (also known as “red-lining”).
- City sanitation department policies that concentrate trash transfer stations and other environmental hazards disproportionately in communities of color.

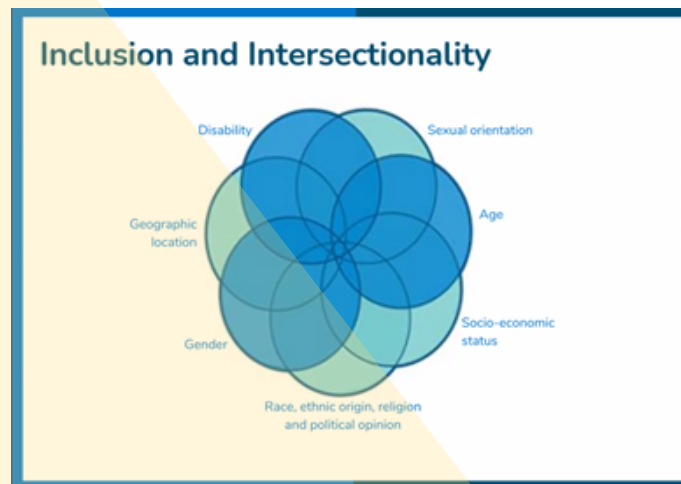
SOURCE (As cited by the [Racial Equity Tools Glossary](#)): [Flipping the Script: White Privilege and Community Building](#) by Maggie Potapchuk, Sally Leiderman, Donna Bivens, and Barbara Major (2005).

- *Technical Example: Develop and use inclusive & anti-racist storybooks, inclusive curriculum/pedagogy, anti-racism in teacher trainings, use of indigenous languages, etc.*
- *Organizational Example: Require anti-racist HR, recruitment, retention, whistle blower policies, inclusive representation (including voices from country offices, for example), inclusive and diverse recruitment at project level (across language and cultural groups, persons with disability, etc.), etc.*
- *Advocacy Example: Advocate for inclusive recruitment policies to USAID and other donors, anti-racist legislation, etc.*

Intersectionality

1. Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

2. Per Kimberlé Williams Crenshaw: Intersectionality is simply a prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism, many times, interacts with patriarchy, heterosexism, classism, xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges. “Intersectionality 102,” then, is to say that these distinct problems create challenges for movements that are only organized around these problems as separate and individual. So when racial justice doesn’t have a critique of patriarchy and homophobia, the particular way that racism is experienced and exacerbated by heterosexism, classism etc., falls outside of our political organizing. It means that significant numbers of people in our communities aren’t being served by social justice frames because they don’t address the particular ways that they’re experiencing discrimination.



SOURCES (As cited by the [Racial Equity Tools Glossary](#)):

1. Intergroup Resources, “[Intersectionality](#)” (2012).
2. Otamere Guobadia, “[Kimberlé Crenshaw and Lady Phyll Talk Intersectionality, Solidarity, and Self-Care](#)” (2018).
3. Image from Humanity & Inclusion
 - *Technical Example:* Develop materials that are diverse and representative of a wide range of identities (e.g. indigenous male, indigenous female, indigenous transgender individual, indigenous individual with a disability, etc.), consider intersectionality in program planning (e.g. not only how is the program going to reach women, but also what are the unique barriers for homosexual women? For women of color? For indigenous women?)
 - *Organizational Example:* Develop HR and recruitment policies that are holistic (i.e. that not only work to combat racism, sexism, homophobia, xenophobia, etc. but also the discrimination and unique experience/needs at each intersectionality), include as many combinations of identities as possible in organizational planning and feedback loops, etc.
 - *Advocacy Example:* Advocate to USAID and other donors to more explicitly consider intersectionality in its policies, HR processes, and implementation guidance.

LGBTQIA

Lesbian Gay Bisexual Transgender Queer Intersex Asexual. Another take on this acronym: “Lesbian Gay Bisexual Transgender Queer (Questioning Intersex Allies).” The description of the movement expanded from gay and lesbian to LGBTQ and some include questioning, intersex, allies, same-gender-loving, asexual, pansexual, and polyamorous.

SOURCE: [Seramount Glossary of Diversity, Equity, and Inclusion Terms](#)

- *Technical Example: Ensure positive portrayals of LGBTQIA in curriculum and storybooks; train teachers on inclusive practices and accommodations for LGBTQIA in school settings (e.g. bathrooms); ensure that teaching and learning materials are explicit regarding the appropriate use of pronouns.*
- *Organizational Example: Require inclusive policies and practices, anti-discrimination policies, and Employee Resource Groups that specifically focus on the needs of LGBTQIA employees.*
- *Advocacy Example: Include LGBTQIA groups in policy dialogue and consultation; ensure representation of LGBTQIA considerations across policy documents and program guidance.*

Microaggression

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

SOURCE: Derald Wing Sue, PhD, “[Microaggressions: More than Just Race](#)” (*Psychology Today*, 17 November 2010).

- *Technical Example: Train teachers on microaggressions in the classroom, depicting examples in curricular materials; depict examples of calling out and dealing effectively with a microaggression; promote cross-cultural understanding.*
- *Organizational Example: Train and educate staff and leadership around microaggressions in the workplace, how to respond to them, report, call them out, etc. Train supervisors on the different types of microaggressions, with specific examples. Implement and enforce code of Ethics and anti-racist policies.*
- *Advocacy Example: Advocate to donors for anti-racist policies; advocate for costs for anti-racist and diversity training and activities to be allowable project costs.*

Neocolonialism

Neocolonialism is a term for contemporary policies adopted by international and western “first world” nations and organizations that exert regulation, power and control over “third world” nations disguised as humanitarian help or aid. These policies are distinct but related to the “original” period of colonization of Africa, Asia, and the Americas by European nations.

SOURCE: [Seramount Glossary of Diversity, Equity, and Inclusion Terms](#)

- *Technical Example: Utilize inclusive style guides for checking reports, education materials, and other technical briefs for the use of neocolonial terms; replace the neocolonial terms with more appropriate terms.*

- *Organizational Example:* Require inclusive style guides for checking reports, organizational policies, employee manuals, and other technical briefs for the use of neocolonial terms; replace neocolonial terms with other more appropriate terms. Ensure board and leadership representation from previously-colonized countries.
- *Advocacy Example:* Continue support for decolonizing aid, localization of decision making, and increasing use of local partners for implementation.

People of Color (POC)

People of Color is often the preferred collective term for referring to non-white racial groups, rather than “minorities.” Racial justice advocates have been using the term “people of color” (not to be confused with the pejorative “colored people”) since the late 1970s as an inclusive and unifying frame across different racial groups that are not white to address racial inequities. While “people of color” can be a politically useful term, and describes people with their own attributes (as opposed to what they are not, e.g. “non-white”), it is also important whenever possible to identify people through their own racial/ethnic group, as each has its own distinct experience and meaning and may be more appropriate.

SOURCE (As cited in Georgetown University's [Anti-Racism Toolkit](#)): Race Forward, "Race Reporting Guide" 2015

- *Technical Example:* Ensure culturally-responsive/stereotype-free curriculum, instruction, and learning environments (including extra curricular programs); highlight multicultural role models; develop learning materials that represent diverse culture, language; require pre/in-service teacher training on diversity and inclusion.
- *Organizational Example:* Require anti-racist HR, recruitment, retention, whistle blower policies, inclusive representation (including voices from country offices, for example), inclusive and diverse recruitment at project level (across language and cultural groups, persons with disability, etc.), etc.
- *Advocacy Example:* Advocate for culturally-responsive and inclusive educational policies, frameworks, standards to donors, humanitarian and development organizations, and others in education service (e.g. addressing racial inequity in curriculum, school culture, pre/in-service training).

Post-Colonialism

Postcolonialism demands that the ongoing destructive consequences of the colonial era be exposed, analyzed, and addressed through action.

SOURCE: [Postcolonialism and Education](#)

- *Technical Example:* Encourage mother-tongue curricula, instructions, and classroom discourse; ensure contextualized (non-western value) education (e.g. teaching methods; textbooks; students' classroom culture, etc.).
- *Organizational Example:* Work towards human resource management and operations free of post-colonialism influence and value systems.
- *Advocacy Example:* Create policies and frameworks that are favorable to local educational opportunity; restore indigenous forms of education and add indigenous knowledge to curricula; use locally-available learning materials; build an educational structure that supports and empowers the hybrid identity of a liberated people.

Prejudice

A pre-judgment or unjustifiable (and usually negative) attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

SOURCE (As cited by the [Racial Equity Tools Glossary](#)): Institute for Democratic Renewal and Project Change Anti-Racism Initiative, [A Community Builder's Tool Kit](#), Appendix I (2000).

- *Technical Example: Develop and utilize inclusive curricula for all children (regardless of status, race, religion, ethnicity, caste, etc.) that includes explicit teachings around identifying and confronting prejudice (within oneself and others).*
- *Organizational Example: Require organizational ethics and policies that condemn prejudiced behaviors.*
- *Advocacy Example: Advocate for educational policies and frameworks that promote equitable admission, testing criteria, and distribution of resources; ensure quality school infrastructure, education materials, and facilities across all communities, especially disadvantaged children and families.*

Privilege

Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because society is taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.

SOURCE (As cited by the [Racial Equity Tools Glossary](#)): Colours of Resistance Archive, “[Privilege](#)”.

- *Technical Example: Develop and utilize curricula, instructions, and classroom environments that discourage structures of bias and/or privilege (e.g. goal oriented, group work activities promoting values of equal status among students; student-centered grading system; pluralistic, non-exclusive/community-oriented classroom relationships and activities; inclusive language; pre/in-service training on positive dispositions).*
- *Organizational Example: Foster an inclusive work environment; develop and enforce policies against discriminatory recruitment, benefits, and promotion; create a safe space for dialogue; ensure that the organization develops and maintains positive feedback loops for all; etc.*
- *Advocacy Example: Include values of equality and diversity among people and organizations in educational policies and frameworks (e.g. equal access, participation, and support to all stakeholders in partnership, information dissemination, expertise, funding opportunities, etc.)*

Queer

1. An adjective used by some people, particularly younger people, whose sexual orientation is not exclusively heterosexual. Typically, for those who identify as queer, the terms lesbian, gay, and bisexual are perceived to be too limiting and/or fraught with cultural connotations they feel don't apply to them. Some people may use queer, or more commonly genderqueer, to describe their gender identity and/or gender expression. Once considered a pejorative term, queer has been reclaimed by some LGBT people to describe themselves; however, it is not a universally accepted term even within the LGBT community.

2. Queer is often used as an umbrella term referring to anyone who is not straight and not cisgender. Cisgender people are people whose gender identity and expression matches the sex they were assigned at birth. Historically the term queer was used as a slur against LGBTQIA people, but in recent years it has been reclaimed by LGBTQIA communities. However, some LGBTQIA people still find the term offensive. Queer is also often used as a broad rejection of labels. In this context, this could be a rejection of any type of label, but most often refers to a rejection of labels for gender and sexual orientation.

SOURCES:

1. [The Lesbian, Gay, Bisexual and Transgender Community Center](#)
2. [Outright Action International](#)

- *Technical Example: Develop and utilize inclusive curricula, teaching materials, teacher training content, etc. that affords the LGBTQIA community fair representation and educates teachers/ students around the inclusion and acceptance of LGBTQIA individuals.*
- *Organizational Example: Require inclusive and diverse recruitment and HR policies; implement school-level interventions that support queer students and educators against bullying; improve monitoring of school-based bullying and violence; develop school associations and/or youth groups for queer students.*
- *Advocacy Example: Advocate for inclusivity in policies and legislation that protects the right to freedom of expression with respect to sexual orientation; uphold existing discrimination laws and advocate for improvements.*

Race

1. Race is a social construct based on skin colour and facial features (shape of eyes, nose, lips, hair texture, etc.). Even if it isn't biologically "real", its impact on people is very much a reality. Race is a system of social categorization which advantages certain groups of people and disadvantages other groups of people.

In Europe, race is also associated to religion: Nazis believed Jewish people were an "inferior race" and, more recently, discrimination against Muslim people or people who "look" Muslim tends to be classified as racism since it is linked to skin colour and facial features. Discrimination based on ethnicity is equally thought of as racism in Europe, although it could also be called ethnic discrimination and/or xenophobia.

2. Race is a made-up social construct, and not an actual biological fact.

3. Race designations have changed over time. Some groups that are considered "white" in the United States today were considered "non-white" in previous eras, in U.S. Census data and in mass media and popular culture (for example, Irish, Italian, and Jewish people).

4. The way in which racial categorizations are enforced (the shape of racism) has also changed over time. For example, the racial designation of Asian American and Pacific Islander changed four times in the 19th century. That is, they were defined at times as white and at other times as not white. Asian Americans and Pacific Islanders, as designated groups, have been used by whites at different times in history to compete with African American labor.

SOURCES:

1. [The Anti-Racist Educator](#)
- 2.-3. PBS, "[Race: The Power of an Illusion](#)" (2018–2019 relaunch of 2003 series), as cited by the [Racial Equity Tools Glossary](#)

4. Paul Kivel, [Uprooting Racism: How White People Can Work for Racial Justice](#) (Gabriola Island, British Columbia: New Society Publishers, 2002), page 141, as cited by the [Racial Equity Tools Glossary](#)

- *Technical Example: Develop and utilize inclusive curriculum/pedagogy; include anti-bias training for students and teachers in programming (e.g. non-Western perspectives on history and other subjects, identifying microaggressions etc.).*
- *Organizational Example: Institute support groups/associations; require anti-bias training for staff and leadership; work at all levels of the organization to improve recruitment and retention of individuals of all races.*
- *Advocacy Example: Advocate for upholding laws and policies against discrimination/racism; advocate for integration of schooling and against laws that support racial inequities (e.g. gerrymandering).*

Racism

1. Racism = race prejudice + social and institutional power

- Racism = a system of advantage based on race
- Racism = a system of oppression based on race
- Racism = a white supremacy system

Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

2. Racism can be broken down into these different types:

- **Individual racism** refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize systemic racism.
- **Interpersonal racism** occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions.
- **Institutional racism** occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages.
- **Structural racism** is the overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of color.

3. **Internalized racism** is the situation that occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures, and ideologies that undergird the dominating group's power. It involves four essential and interconnected elements:

- *Decision-making:* Due to racism, people of color do not have the ultimate decision-making power over the decisions that control our lives and resources. As a result, on a personal level, people of color may think white people know more about what needs to be done for them than they do. On an interpersonal level, people of color may not support each other's authority and power – especially if it is in opposition to the dominating racial group. Structurally, there is a system in place that rewards people of color who support white supremacy and power and coerces or punishes those who do not.

- *Resources:* Resources, broadly defined (e.g. money, time, etc), are unequally in the hands and under the control of white people. Internalized racism is the system in place that makes it difficult for people of color to get access to resources for our own communities and to control the resources of our community. People of color learn to believe that serving and using resources for ourselves and our particular community is not serving “everybody.”
- *Standards:* With internalized racism, the standards for what is appropriate or “normal” that people of color accept are white people’s or Eurocentric standards. People of color have difficulty naming, communicating and living up to our deepest standards and values, and holding ourselves and each other accountable to them.
- *Naming the problem:* There is a system in place that misnames the problem of racism as a problem of or caused by people of color and blames the disease – emotional, economic, political, etc. – on people of color. With internalized racism, people of color might, for example, believe they are more violent than white people and not consider state-sanctioned political violence or the hidden or privatized violence of white people and the systems they put in place and support.

SOURCES:

1. [Dismantling Racism Works \(dRworks\)](#)
2. [“Talking About Race: Being Antiracist.” National Museum of African American History and Culture.](#)
3. Donna Bivens, [Internalized Racism: A Definition](#) (Women’s Theological Center, 1995).

- *Technical Example:* Develop and utilize inclusive curriculum/pedagogy that discusses white privilege, systemic racism, etc.; include anti-bias training for students and teachers in programming (e.g. non-Western perspectives on history and other subjects, identifying microaggressions etc.).
- *Organizational Example:* Require anti-racist HR policies; institute support groups/associations; require anti-bias training for staff and leadership; work at all levels of the organization to improve recruitment and retention of individuals of all races.
- *Advocacy Example:* Advocate for upholding laws and policies against discrimination/racism; advocate for integration of schooling and against laws that support racial inequities (e.g. gerrymandering); require anti-bias training for students and professionals in the education system; encourage restorative justice programs as an alternative to strict disciplinary measures; advocate for equitable funding and resource allocation; push for school reform that would allow for less policing and surveillance of students.

Sexual Orientation

Describes a person's enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. Transgender people may be straight, lesbian, gay, bisexual, or queer. For example, a person who transitions from male to female and is attracted solely to men would typically identify as a straight woman.

SOURCE: [Glaad Media Reference Guide](#)

- *Technical Example:* Represent different types of families in storybooks, case studies used in trainings, etc. as a way of normalizing differences in sexual orientation. Note this is a highly sensitive topic in some contexts and will not be simple or easy to integrate. Baby steps combined with a nuanced understanding of the local cultural will be needed to successfully integrate ideas surrounding acceptance of non-heterosexual orientation and relationships.

- *Organizational Example:* Include sensitivity to sexual orientation into mandatory anti-bias and gender sensitivity training for staff. Ensure organizational policies include explicit reference to non-discrimination based on sexual orientation (e.g. family leave policies, hiring/recruitment, HR policies, workplace discrimination and harassment policies). Intentionally partner with organizations (local and international) who actively address and advocate for issues surrounding sexual orientation discrimination (e.g. please see [this example](#)).
- *Advocacy Example:* Advocate for donors to require integration of discrimination and/or exclusion based on sexual orientation to be part of standard needs assessments or landscape/context analyses for new education projects, especially for interventions targeting inequity in access to quality education.

Structural Racism (also referred to as *Systemic Racism* or *Institutionalized Racism*)

A system in which public policies, institutional practices, cultural representations, and other norms reinforce and perpetuate racial group inequity. In the United States and elsewhere it utilizes Euro-centric dimensions of history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” and people of color. Structural racism is both implicitly and explicitly practiced by individuals and institutions, it is a feature of the social, economic, and political systems in which individuals live and work.

SOURCE: [Aspen Institute](#)

- *Technical Example:* Support the institutionalization of education policies (language in education, school enrollment, teacher training and assignment, workforce, affirmative action) that address inequities based on ethnic or racial background in access to quality pre-primary, basic, secondary, and higher education. Fund studies and ongoing project monitoring that explicitly includes analysis of education system inequities based on ethnic or racial background with the goal of exposing inequities to promote policy change. Promote affirmative action in programming (especially higher education programming) to support the inclusion of racially-/ethnically-discriminated students into programs. Develop peace and reconciliation activities to promote mutual understanding and acceptance across racial/ethnic groups. Include diverse ethnicities, cultures, and languages in storybooks, case studies for trainings, etc.
- *Organizational Example:* Based on contextual analysis of representation of ethnic and racial groups in a given country or organization, intentionally structure hiring/recruitment, HR policies to promote equal representation. Provide opportunities for celebration of diversity and safe spaces where employees can share positive and negative experiences in the workplace.
- *Advocacy Example:* At the project-level, use Social and Behavior Change (SBC) messaging to promote equity, inclusion, and the celebration of marginalized groups. Advocate for funders to explicitly allocate funding and programming for marginalized groups in education.

Trauma

1. Trauma is a person’s emotional response to a distressing experience. Few people can go through life without encountering some kind of trauma. Unlike ordinary hardships, traumatic events tend to be sudden and unpredictable, involve a serious threat to life—like bodily injury or death—and feel beyond a person’s control. Most important, events are traumatic to the degree that they undermine a person’s sense of safety in the world and create a sense that catastrophe could strike at any time. Parental loss in childhood, auto accidents, physical violence, sexual assault, military combat experiences, the unexpected loss of a loved one are commonly traumatic events.

2. Racial trauma, or race-based traumatic stress (RBTS), refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes [1]. Any individual that has experienced an emotionally painful, sudden, and uncontrollable racist encounter is at risk of suffering from a race-based traumatic stress injury [2]. In the U.S., Black, Indigenous People of Color (BIPOC) are most vulnerable due to living under a system of white supremacy.

Experiences of race-based discrimination can have detrimental psychological impacts on individuals and their wider communities. In some individuals, prolonged incidents of racism can lead to symptoms like those experienced with post-traumatic stress disorder (PTSD) [2]. This can look like depression, anger, recurring thoughts of the event, physical reactions (e.g. headaches, chest pains, insomnia), hypervigilance, low-self-esteem, and mentally distancing from the traumatic events [3]. Some or all of these symptoms may be present in someone with RBTS and symptoms can look different across different cultural groups. It is important to note that unlike PTSD, RBTS is not considered a mental health disorder. RBTS is a mental injury that can occur as the result of living within a racist system or experiencing events of racism [3].

SOURCES:

1. [Psychology Today](#)
2. [Mental Health America](#)

- *Technical Example: Incorporate trauma-informed teaching in teacher training materials; develop trauma-informed curricula; secure counseling services for students, teachers, families.*
- *Organizational Example: Ensure employees have the necessary resources to support them through trauma; develop the necessary protections for employees to avoid experiencing trauma (both at headquarters and while traveling on assignment).*
- *Advocacy Example: Advocate for donor support of more Social-Emotional Learning (SEL) programming and the integration of mental health and psychosocial support across development programming.*

Trauma-Informed Care

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's [Office of Public Health Preparedness and Response \(OPHPR\)](#), in collaboration with SAMHSA's [National Center for Trauma-Informed Care \(NCTIC\)](#), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by [OPHPR](#) and [NCTIC](#) was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

SOURCE: The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC)

- *Technical Example:* Develop and implement programming that includes community education around trauma and trauma-informed approaches to families and community support.
- *Organizational Example:* Ensure employees have the necessary resources to support them through trauma; develop the necessary protections for employees to avoid experiencing trauma (both at headquarters and while traveling on assignment)
- *Advocacy Example:* Advocate for donor support of more Social-Emotional (SEL) programming, equitable distribution of resources, access to Mental Health and Psycho-Social Support (MHPSS), etc.

White Fragility

A state in which even a minimum amount of racial stress becomes intolerable [for white people], triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium.

SOURCE: [White Fragility](#) by Robin DiAngelo

- *Technical Example:* Ensure that racial factors that may affect different facets of educational programming are handled transparently.
- *Organizational Example:* Create dialogue internally to discuss the meaning and repercussions of white fragility; create safe places for white co-workers to share their journey and feelings without judgment.
- *Advocacy Example:* Advocate for personal accountability among staff and also external partners; avoid allowing white fragility to impede progress through advocacy.

White Privilege

Refers to the unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

SOURCE: [White Privilege: Unpacking the Invisible Knapsack](#) by Peggy McIntosh

- *Technical Example:* Ensure that all stakeholders (internal and external) are at the discussion table when planning or performing needs assessments for projects/programs; work to ensure that program/project beneficiaries are treated as equal partners in implementation; ensure that program/project resources represent a diversity of perspectives and backgrounds (e.g., if working on literacy with young children in Africa, books and materials used should not be written solely by Western authors).
- *Organizational Example:* Work to restructure organizations to ensure that leadership is as diverse as staff; create fair and inclusive practices regarding hiring, raises, and promotions; openly discuss and identify white privilege in effect within the organization in order to hold everyone accountable; work against tokenism by implementing systems that highlight the value and contributions of all staff.
- *Advocacy Example:* Advocate for inclusive practices with donors and external stakeholders; advocate by "talking the talk and walking the walk".

White Supremacy

A form of racism centered upon the belief that white people are superior to people of other racial backgrounds and that whites should politically, economically, and socially dominate non-whites. While often associated with violence perpetrated by the KKK and other white supremacist groups, it also describes a political ideology and systemic oppression that perpetuates and maintains the social, political, historical, and/or industrial white domination.

SOURCE: Race Forward, "Race Reporting Guide"

- *Technical Example:* Review resources, materials, tool kits, process documents, practices etc. to ensure that they do not reflect white supremacist views.
- *Organizational Example:* Reflect on organizational culture to ensure that it doesn't have white supremacist under- and/or overtones (e.g. perfectionism); work against doing things the "way they have always been done" by being open to new ideas and ways of thinking; recognize power dynamics at play within the organization and with donors/funders; provide a safe, confidential way for People of Color (PoC) to talk about their experiences.
- *Advocacy Example:* Support anti-white supremacist organizations and platforms; work on promoting anti-white supremacy through education.

Xenophobia

Fear of foreigners and things foreign. A related term can include *xenophobic racism*, which emphasizes the racist undertones of xenophobia.

SOURCE: South Asian Americans Leading Together (SAALT) and Monisha Bajaj, Ameena Ghaffar-Kucher & Karishma Desai

- *Technical Example:* Develop and promote storybooks on xenophobia; include curriculum activities such as role play; exchange cultural visits and views; carry out teacher trainings on how to address xenophobic attitudes and issues, etc.
- *Organizational Example:* Require trainings, resources, and assessment on xenophobia for all employees including on issues related to HR, policies, and maintaining a positive work environment for all.
- *Advocacy Example:* Advocate for anti-xenophobic recruitment policies to key donors, anti-xenophobic legislation, acknowledgement of xenophobic attitudes and how they have served as barriers, etc.

Additional Resources

- Resources On Addressing Racism In Development And Decolonizing Development Practice
- Glossary of Terms for Diversity, Equity, & Inclusion
- In the face of Xenophobia: Lessons to address bullying of South Asian American youth
- USAID Disability Communications Tips Document

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