

# Towards antiracist schools

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(Education)

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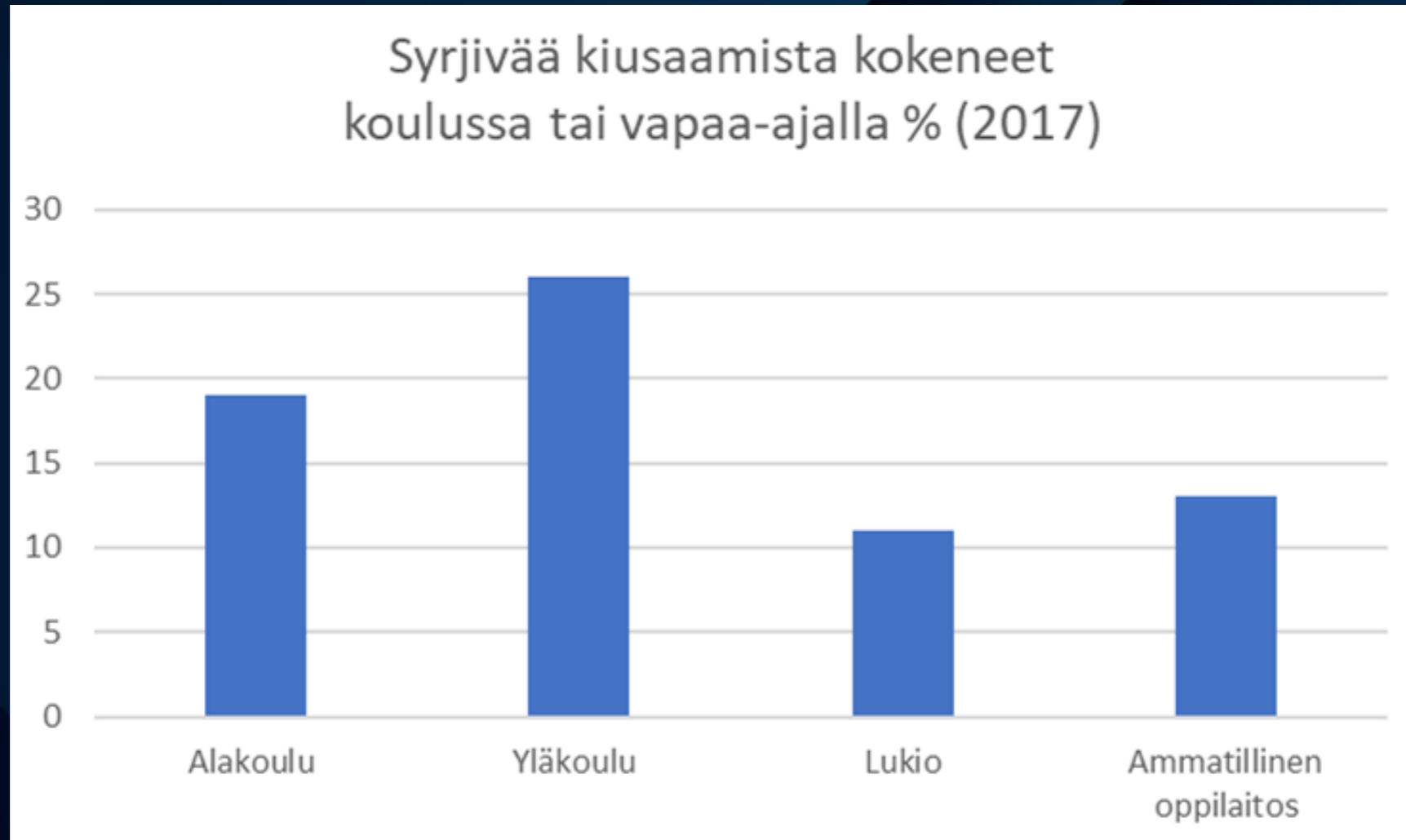
ASYLUM, MIGRATION  
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# Who is an ideal student?

- Who's in the center?
  - social class, gender, skin color, ability, view of life/religion, sexual orientation
- How do we separate people into us and them?
- How are norms created?

# Students who have experienced discriminatory bullying at school or in free time % (2017)



Elementary school

Junior high school

High school

Trade school

School Health Promotion study 2017

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# Students most at risk of experiencing discriminatory bullying

- students with disabilities
- students in foster care
- students with foreign background
- students from low-income families

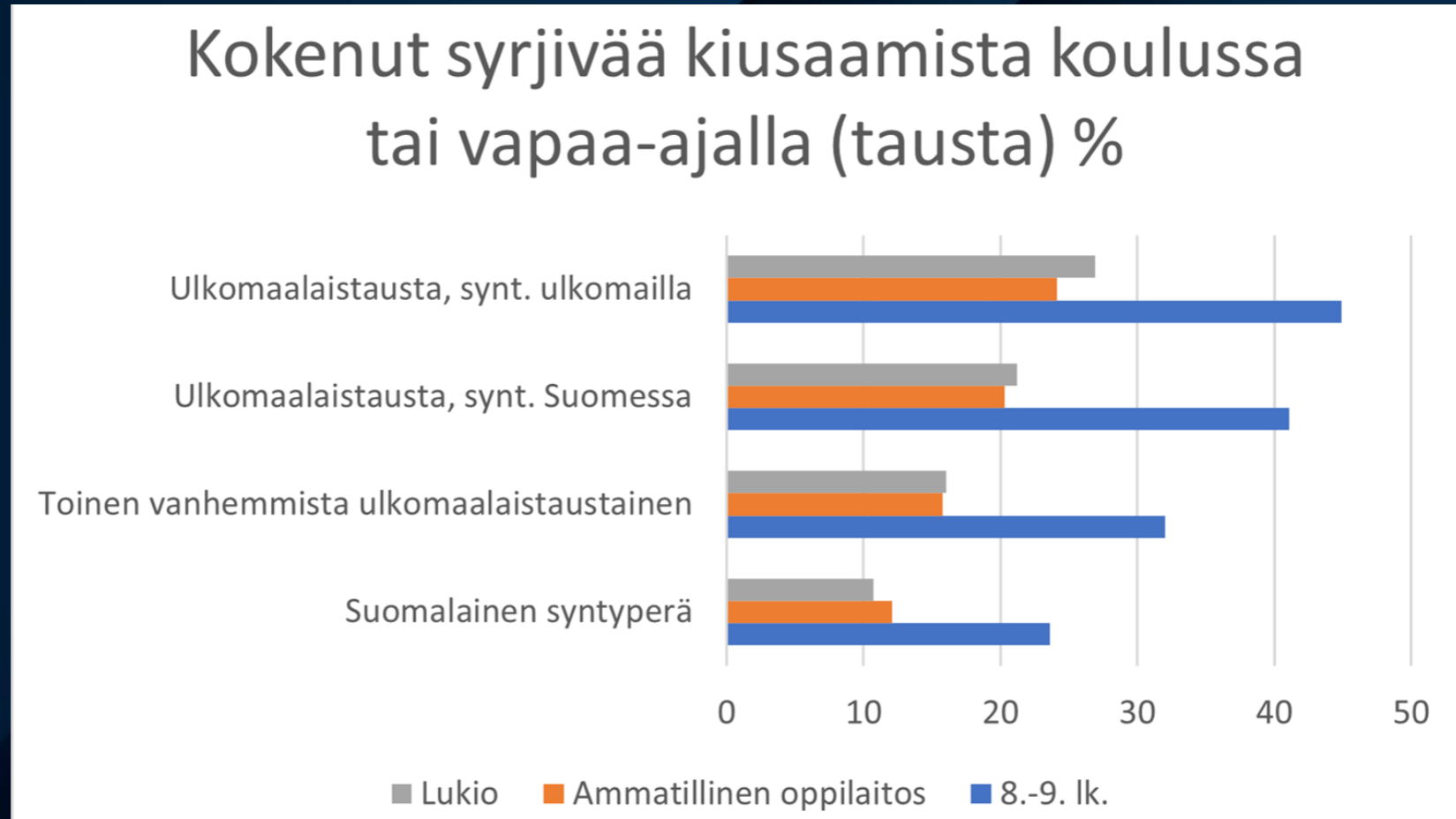
# Students who have experienced discriminatory bullying at school or in free time (based on origin) %

Foreign background, born abroad

Foreign background, born in Finland

One parent has foreign background

Finnish background



School Health Promotion study 2017

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# We can see society's attitudes in schools

Of the participants in the study, 63% of people of African origin have experienced racist harassment (the average in the EU countries being 30%).

*Being Black in the EU*  
(2018)

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People who have experienced discrimination at least once a year:

- 43% of people who have moved to Finland from North Africa and the Middle East.
- 55% of people who have moved to Finland from other areas in Africa.

*FinMonik survey 2018-2019*

## Ministeriö selvittää suomi toisena kielenä - opetusta, ongelmat heijastuvat urapolkuihin: "En odottanut, että järjestelmä syrjii hakijoita"

Tutkijan mukaan nykymallin ongelmana on, että oppilaita voidaan erotella suomen opintoihin jopa ulkonäön tai nimen perusteella.

Suomi toisena ja vieraana kielenä 10.7.2020 klo 19.30 | päivitetty 15.7.2020 klo 13.26



## Maahanmuuttajataustaiset nuoret kamppailevat kieliopintojen kanssa – "Mun pitää itse uskoa, että mä pystyn samaan kuin muut suomalaiset nuoret"

Maahanmuuttajataustaisia nuoria ohjataan usein turhaan suomi toisena kielenä -opetukseen.

Yle Uutislaukka 25.4.2019 klo 11:00 | päivitetty 25.4.2019 klo 20:30



Racializing guidance

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# Racializing guidance

- Ministry investigating Finnish as a Second Language classes; problems affect students' career paths: "I couldn't imagine the system would discriminate against applicants."
- Young people with immigrant background struggle with language studies—"I have to believe I can do the same as my Finnish peers."



**Imperialismin aikakausi** . . . . .

*Pelastakaa tutkimusmatkailija Livingstone!* . . . . .

**10.** Kuka löytää Afrikan tähden? . . . . .

**11.** Japani seuraa länsivaltoja . . . . .

## IV jakso

**Intiaanien maasta** :

*Tyttö, joka ei halunnut*

**12.** Intiaanien maa . . . . .

**13.** Villi länsi ja orjaplantaasit . . . . .

## **Koulukirjoissa elää savimajojen Afrikka**

Suomalaiset oppikirjat pitävät yllä vanhentuneita käsityksiä Afrikasta. Niiden vaikutus näkyy siinä, mitä nuoret ajattelevat etäisestä maanosasta.

Learning materials

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# Learning materials

According to schoolbooks, there are only clay huts in Africa

Finnish schoolbooks promote outdated images of Africa. They affect the way young people view the distant continent.

# Norms / normativity

Norms are rules of a community.

They can also limit individuals' lives.

If individuals depart from the norms, they might be punished, for example, by exclusion.

Whiteness as a norm:  
Westernness and  
Europeanness are  
seen as the norm and  
given a higher status.

# UNICEF survey among young people in 2021

“Adults don’t understand the diversity and different backgrounds of children and young people.”

Forty percent of the students who answered the survey felt they couldn’t be themselves at school.

# Minority stress affects learning

The threat of stereotypes, shame and feeling worthless

Decreased feeling of belonging and being part of a group

Physical and psychological load and symptoms

Underachieving or overachieving as a coping mechanism.

# Bold and safe spaces for learning 1/2

- Everyone is included and can feel a sense of belonging
- Everyone is treated with respect: cultural differences aren't evaluated
- There is multiprofessional cooperation

## Bold and safe spaces for learning 2/2

- Clear procedures: when staff members witness harassment and discrimination, they intervene
- A sufficient number of adults and appropriate group sizes
- Parents with immigrant background must also be able to participate



# Multiculturalism / antiracism

Well-intentioned multicultural education can other people.

Antiracism takes into consideration the effect of differences: power relations and inequality.

# Towards antiracism

- **INDIVIDUALS:** We are aware of our prejudices and expectations and the way they prevent us from encountering others respectfully.
- **SCHOOL:** We'll chart and promote inequality in everything our school does.
- **SOCIETY:** We'll identify different positions of power and our "silent" members who are not heard.

Thank you!

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## In cooperation with:



Finnish institute for  
health and welfare



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Ministry of Economic Affairs  
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MINISTRY OF  
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