

Education Conference – Session 5: Strategizing a Minnesota Response

Were there any key barriers or solutions to the right to education in the United States that were not discussed or were overlooked in today's discussion?

- Systemic racism (ignoring reality of Eurocentric ed. System) TRULY challenging curriculum
- Undocumented students (Dream Act) – making parents aware that their kids can succeed and go to school
- Weight of tests affecting treatment of learning diff. students
- Language barriers
- Affordable housing → integration
- Rising cost of higher education (lack of info for students)
- Teach kids to use the Human Rights frame
- Failure to adequately educate African Americans is unfinished civil rights agenda.
- Learn to use Human Rights frame in speaking about US – born people of color
- Use human rights observer model in evaluating education adequacy
- Family Partnership is key to right of education
- Funding – overworked, underpaid and under-resourced for success
- Clearer and faster pathway to resources
- Disconnect between what people know needs to happen and what the politicians say can happen
- Tolerance for discipline vs. funding and time

Did you learn anything useful from this conference that you intend to use?

- Deprived of dignity report
- Online (This Is My Home) curriculum
- Differences between St. Paul and Minneapolis (Currently)
- Concrete stats → legal process/awareness
- Availability of materials to share

Brainstorm a list of things that you can do as an educator or an advocate to work towards fulfilling the right to education for all in the United States

- Passing on new information → public education
- Remembering adult politics should be separate from learning
- Asset-based approach → framework
- Remembering the necessity of having frank/ “tough” discussions (courage)
- Necessity of faculty of color
- Continued awareness & vigilance for misinformation
- Follow up with legislators
- Teachers should advocate in and out of class
- Organize parents

- Advocate for research-based programs
- Get stories out!
- Mentor
- Teach advocacy skills and resources to parents of special needs kids
- Encourage students to talk to students
- Encourage parents to talk to parents
- Empower everyone
- Stopping small infractions (name calling) so as not to allow escalation and so that students may learn appropriate community behaviors.
- Teach alternative dispute resolution in schools.
- Need to teach educators cultural competency as it relates to discipline and the over identification of discipline referrals for kids of color.
- Reduce class size
- Teacher assistants in classrooms to allow for differentiated learning.
- Need to learn to communicate in the language of traditionally silent communities. (This idea was brought about because of Ms. Yusef's presentation that allowed others in the room to "see into a different world.")
- Need to achieve consensus on education as a human right framework.
- Empower citizens to see the link between elected officials--the policy's they set and the resource they provide--and our local public schools and help them see what they can do to affect this linkage.

Discuss how we can best use human rights language and human rights framework in advocacy and education to create a collective Minnesota response to achieving the Right to Education

- Demanding cultural rights and considerations
- Building awareness of Human Rights language
- Use strong Human Rights language to highlight disparities
- Empower students to acknowledge and demand rights
- Use Human Rights curriculum in classrooms
- Focus on intersections between rights and academic "basics"