

HOW EDUCATIONAL INSTITUTIONS CAN SUPPORT IMMIGRANTS' RESISTANCE TO INJUSTICE AND OPPRESSION

Society for Community Research & Action, Division 27 of the American Psychological Association

BACKGROUND

Around the globe, many immigrants experience oppression from local, national, and transnational sources as they migrate and after they settle in their new communities. Oppression is organized and unrelenting, embedded across societies. Immigrants resist oppression by engaging in actions that undermine oppressive power structures. Resistance can be undertaken individually or collectively; targeted at individuals, groups, policies, structures, or systems; and active or passive, organized or unorganized, and overt or covert.

In this brief, we outline ways educational institutions may facilitate resistance to oppression.

EDUCATIONAL INSTITUTIONS

Educational institutions include any spaces that provide knowledge and skills to people across their lifespans. They include early childhood education, primary and secondary schooling, technical programs and schools, colleges, universities, adult education programs, and more.

Educational institutions can play a critical role in facilitating resistance by aiming to dismantle oppression inside and outside their educational institutions. Educational institutions can provide empowering brave spaces that attend to suffering caused by oppression. They can support members to develop courageous vision and foster a culture of growth. To do so, their members should have opportunities to take on meaningful roles, provide and receive support, develop skills, share leadership, and build community. Educational institutions can create and allocate resources to facilitate resistance. They must attend to systems of oppression, and advocate for systemic and intersecting solutions. Educational institutions can use their curriculum, programming, and structures to facilitate resistance, going beyond their work with students internally in their institutions to connect with students' families and communities. Different educational institutions may take divergent approaches; there is no one way to support resistance.

FRAMEWORKS

Our recommendations are grounded in the framework of **SOCIAL SETTINGS**¹ along with three frameworks:

EMPOWERING SETTINGS² have a culture of growth and community building; opportunities to take on meaningful, multiple roles; peer-based support; and shared leadership committed to development.

HEALING JUSTICE³ focuses on systems of oppression and calls for structural solutions while attending to suffering, emphasizing a cycle where people build community, develop courageous vision, heal, and act.

DECOLONIZATION⁴ involves decentering western ways of knowing to resurface ancestral truths and actions, drawing attention to intersectionality and allyship to resist colonialism.

¹ See Seidman & Tseng, 2011; Tseng & Seidman, 2007, Tseng et al., 2002

² See Kieffer, 1984; Maton, 2008; Maton & Brodsky, 2011; Wandersman & Florin, 2000; Wilke & Speer, 2011; Zimmerman, 2000

³ See Chavez-Diaz & Lee, 2015; Gemignani & Hernández-Albújar, 2019; Ginwright, 2015a, 2015b, 2018; Page, 2013

⁴ See Maldonado-Torres, 2016; Tuck & Yang, 2012

RECOMMENDATIONS

RECOGNIZE OPPRESSION: Oppression is carried out individually, collectively, institutionally, and structurally. Oppression can be disguised as the status quo. Stay alert, listen, and look for oppression.

LOOK FOR RESISTANCE: Some resistance may be easier to see than others. Be alert to resistance already taking place in your educational institution and surrounding community to support it.

LISTEN AND LEARN: Look to those who are resisting both within the educational institution and outside of it to identify how the institution might best facilitate resistance. Center the knowledge, experiences, skills, and hopes of those already engaged in resistance work to determine next steps for your educational institution.

LOOK TO MODELS: Look at educational institutions similar to your own to explore how they have facilitated resistance. The Social Justice Education Project by Julio Cammarota and colleagues is one example. Keep in mind that no educational institution is perfect and all are in constant development.

PROVIDE RESOURCES. Support resistance by providing resources that your students need. Build on the existing assets and skills of those in your educational institution, particularly those experiencing oppression. Think about the unique resources you can offer. These may include legal aid, housing, or health care; education, information-sharing, or skills development; technical or fiscal support; and/or emotional and social support.

HARNESS TECHNOLOGY: Technology can facilitate communication, connection, coordination, and information dissemination. Yet, it can also bring to light acts of resistance not meant for the public eye, putting individuals experiencing oppression at risk. Technology is also unevenly distributed and accessed. Look to those experiencing oppression to consider how technology can support your resistance work.

USE POWER WISELY: Recognize and use the unique power and strengths your educational institution holds to work toward dismantling oppressive systems.

MAKE SPACE: Make sure all voices are heard and their existing knowledge, experiences, and skills are harnessed and equally valued. Decenter Western ways of knowing and challenge structures of white supremacy. Make space for those typically ignored. Those with more power should relinquish that power in their roles and step back. Build community to facilitate resistance.

HONOR DIVERSE ROLES: Provide opportunities for all members to take on meaningful and multiple roles, to share leadership, and to grow individually and together. Create ways for members' contributions to evolve over time. Honor and value the diverse roles members undertake, particularly those historically undervalued.

ACT IN SOLIDARITY: Those with more power and privilege must be allies, accomplices, and partners to those being oppressed, resisting any internal or external narrative that pushes them to be saviors and to see others through a passive victim lens. Change common individual oppression actions, such as privilege-splaining.

LOOK IN THE MIRROR: Reflect on your educational institution's structures, processes, and practices to examine ways your institution may be upholding systems of oppression. Actively work toward dismantling oppression in your educational institution. Make sure you are not reproducing the cycle of oppression.

BE WILLING TO REFLECT AND CHANGE: In your work, you and your educational institution will likely make mistakes. Be open to feedback from those whose resistance your educational institution seeks to support. Continuously reflect on what you are doing and why. Be ready to own your actions and make changes accordingly. When your educational institution or someone in it is "called in" by those oppressed, view the intervention as an act of love, designed to help the educational institution or person do better, as you are viewed as having the capacity to grow.