



# AFRICANS FOR AFRICA'S LIBERATION ORGANIZATION

# AFALO



## Panel 2: EDUCATION: OVERCOMING SYSTEMATIC RACISM AND HISTORIC HARM

I am Bishop Dr Pius Inobuh Bah, the Visionary CEO of Africans for Africa's Liberation Organization (AFALO).

In the area of education, western education has left an indelible mark of racism and historic harms on the people of African descent. How can this be fixed?

Addressing the legacy of racism and historic harms inflicted by Western education on African people requires a multifaceted approach:

- 1. The Decolonization of the Curriculum:** Our school curriculum has been infiltrated with western colonization agendas aimed at enslaving the minds of the African peoples. It is imperative to revising educational curricula to include diverse perspectives, histories, and contributions of African people. This will counteract the Eurocentric bias prevalent in the current Western educational systems. This could also involve integrating indigenous knowledge systems and African history told and written with genuine background happenings and the strive to inculcate cultural studies into the curriculum at all levels of education cannot be overemphasized.
- 2. Training and Awareness:** The United Nations should be able to provide professional development opportunities for educators to increase their cultural competence and understanding of systemic racism is critical at this point in time. Training programs should focus addressing implicit biases, and fostering respectful dialogue about race and colonialism in schools.
- 3. Ensuring Equitable Availability of Resources:** The United Nations should ensure equitable access to resources, including funding, technology, and educational materials to address the disparities in education. Investing in schools and communities that have historically been marginalized can help bridge the gap in educational marginalization.



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**4. Engaging the Communities:** It's important that the United Nations should engage systematically with local communities, and stakeholders building support and trust in efforts to decolonize education. Collaborating with community leaders and organizations can ensure that educational reforms are culturally relevant and responsive to the needs of African students and families.

**5. Promoting Indigenous Languages:** The language of a people tells the story of their existence. Any attempt in trying to destroy or eliminate the originality of a peoples language is an attempt to assassinate the history of the people. African is Recognizing and promoting indigenous languages alongside colonial languages in education can help preserve cultural heritage and foster a sense of pride and identity among African students.

**6. Critical Educational System:** The educational system should make African students to develop critical thinking, inquiry-based learning, and participatory approaches in education so as to empower students to question dominant and old narratives and develop their own perspectives. Educational System should be able to help the students critically examine issues of power, privilege, and oppression as a way to foster empathy and solidarity amongst people of African descent for a common objective of overcoming mental slavery that has eaten our people for ages and decades.

**7. Policy Reform:** Anything that does not reform is a dead thing. Through the United Nations we Advocate for policy reforms at the national and international levels so as to address systemic issues of racism and inequality in education. This can be carried out by implementing anti-discrimination policies, promoting inclusive education policies, and allocating resources to support marginalized communities.

It is worth noting that by implementing these strategies, stakeholders can work towards transforming the education systems to be more inclusive, equitable, and empowering for African people, ultimately undoing the harmful legacies of racism and colonialism and western influence in the educational Systems of the people of African descent.



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