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**SCHOOL KNOWLEDGE AND DISCRIMINATION:  
A REVIEW OF “EL RACISMO ESCOLAR:  
DEBATES EDUCATIVOS Y CRÓNICAS”**

**Caicedo Ortiz, J. A. & Castillo Guzmán, E. (2022).  
El racismo escolar: debates educativos y crónicas.  
Popayán: Editorial Universidad del Cauca. 186  
páginas. ISBN: 978-958-732-504-1**

“El Racismo Escolar: Debates Educativos y Crónicas” emerges as a work that not only unravels the complexities of racism in the educational sphere, but also embraces a critical and revealing perspective, which invites deep reflection beyond the pages of the book. The first section of the book highlights the urgency of addressing school knowledge in Colombia, pointing out how the school becomes a terrain for the reproduction of collective imaginaries, perpetuating stereotypes and discriminatory practices. The authors do not only limit themselves to pointing out the problem; on the contrary, they go further, extending the responsibility beyond the walls of school classrooms, and reaching higher and university teacher training. This sharp and committed approach therefore calls for a structural transformation that is capable of encompassing all levels of the education system.

The authors’ thorough assessment of state policies highlights a critique that focuses mainly on the scarcity of resources to combat racial discrimination, while warning against the dangers of adopting standardized and neoliberal approaches that could undermine efforts to eradicate racism. In this context, the school curriculum emerges as a reflection of racist pedagogical practices, giving rise to what the authors describe as “curricular injustice”. However, this observation is not interpreted merely as a criticism; on the contrary,

it is posed as a call to society to become actively involved in action and transformation within the Colombian educational sphere.

The inclusion of black culture in Colombian education is approached with a historical focus, highlighting events and actions that seek to counteract school racism. The creation of the Chair of Afro-Colombian Studies is presented as an important milestone, and the authors strongly support the importance of making Afro-Colombian history and culture visible in 21st century textbooks. This emphasis on inclusion and cultural diversity is interpreted as a valuable contribution to the construction of a more just and equitable society.

The second part of the book, which presents chronicles of racism, is perceived as an intimate voice that humanizes the experiences of children facing racism at school. These personal accounts add a layer of empathy and understanding, urging readers to reflect on the everyday and often devastating consequences of racism. The book does not merely inform, but actively seeks to mobilize readers, urging them to reflect on the importance of confronting and combating structural racism in all its manifestations.

That is, “School Racism: Educational Debates and Chronicles” not only reveals the shadows of entrenched racism in education, but also highlights the pressing need for significant change. Its critical approach, its appeal to cultural inclusion and its personalized narrative consolidate it as an essential work that raises awareness and advocates for real transformation in the educational system and society as a whole.

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