

**Workshop Title: Implicit Biases in Education**

**Convener's name, organisation:** Miranda Fiedler, SDC

**Main issues, questions discussed:**

At the beginning of the open space, we established implicit bias as a psychological concept along the lines of the following definition by the American Psychological Association:

Implicit bias, also known as implicit prejudice or implicit attitude, is a negative attitude, of which one is not consciously aware, against a specific social group. Implicit bias is thought to be shaped by experience and based on learned associations between particular qualities and social categories, including race and/or gender. Individuals' perceptions and behaviors can be influenced by the implicit biases they hold, even if they are unaware they hold such biases. Implicit bias is an aspect of implicit social cognition: the phenomenon that perceptions, attitudes, and stereotypes can operate prior to conscious intention or endorsement.

To measure your own implicit attitudes and beliefs towards specific social groups, try out the [Implicit Association Test](#) by Harvard University.

Different ways in which implicit biases are present in the education system and how this is connected to disadvantages for and unequal/unjust treatment of certain social groups was discussed. The majority of the open space was dedicated to reflecting on how implicit biases can be tackled within the education system and what role education plays in reducing implicit biases in broader society.

**Conclusions:**

We concluded that implicit biases lay at the basis for many of the gaps discussed in the RECI Education Forum 2023, and addressing them, therefore, needs to be part of the solution to close the gaps and make education more inclusive and equitable. At the same time, education is an important tool needed to reduce implicit biases.

**Do you have any concrete recommendations? (to yourself, to participants, to RECI, to other actors?)**

Education can and should play a key role in reducing implicit biases by creating safe spaces for people to talk about their experiences and by developing critical thinking skills that allow people to reflect about biases, including their own. Moreover, education stakeholders can and should actively ensure that implicit biases in the education system are reduced, for example, by using anti-stereotypical representations & adapting curricula, ensuring diverse representation on all levels, and by supporting and valuing humanities & arts as fields of study to address implicit biases, etc.

During the open space on implicit biases in education, the following graphic was developed as a summary of what was discussed by the participants. It is not a comprehensive overview or elaborate concept, but the graphic representation of the open space meeting notes.

