

Contesting Otherness:

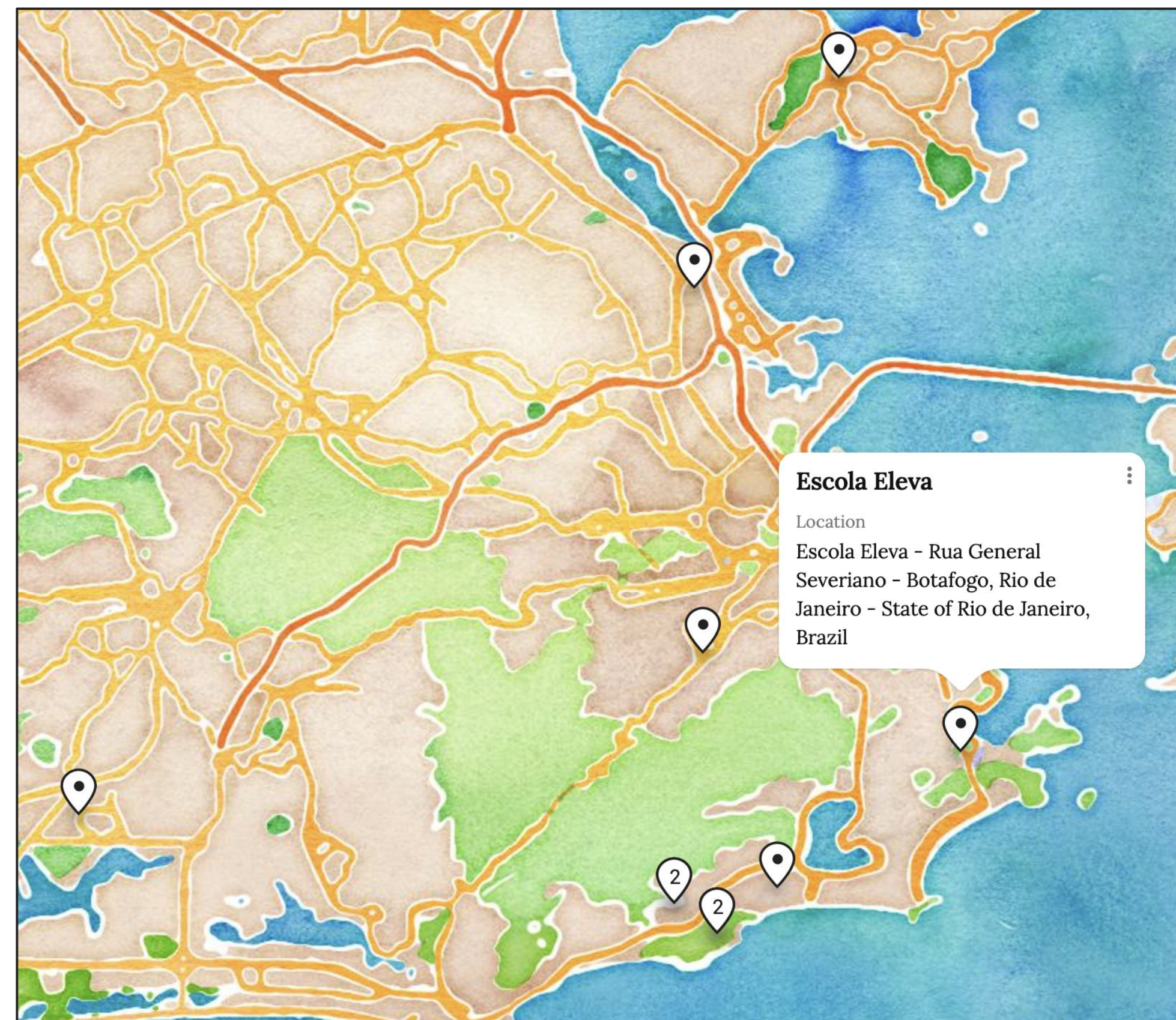
The Case of the Janelas Abertas Scholarship Program and the Reterritorialization of a Brazilian International School

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Abstract: This empirical case study explores a scholarship program at an elite international school in Rio de Janeiro, Brazil, from 2017 to 2022. Data collected from interviews with scholarship students reveals that the school community's united desire for racial diversity affected not only the recipients themselves but also their classmates, parents, and teachers. The students' inclusion and sense of belonging within the school fostered opportunities to confront racism, demonstrate economic solidarity, and shape their own and others' identities. The case serves as an example of contesting the exclusivity of international schools and contributes to the literature on diversity in elite schools.

Research Question:

How did the Janelas Abertas scholarship affect the lives of the students who received it?

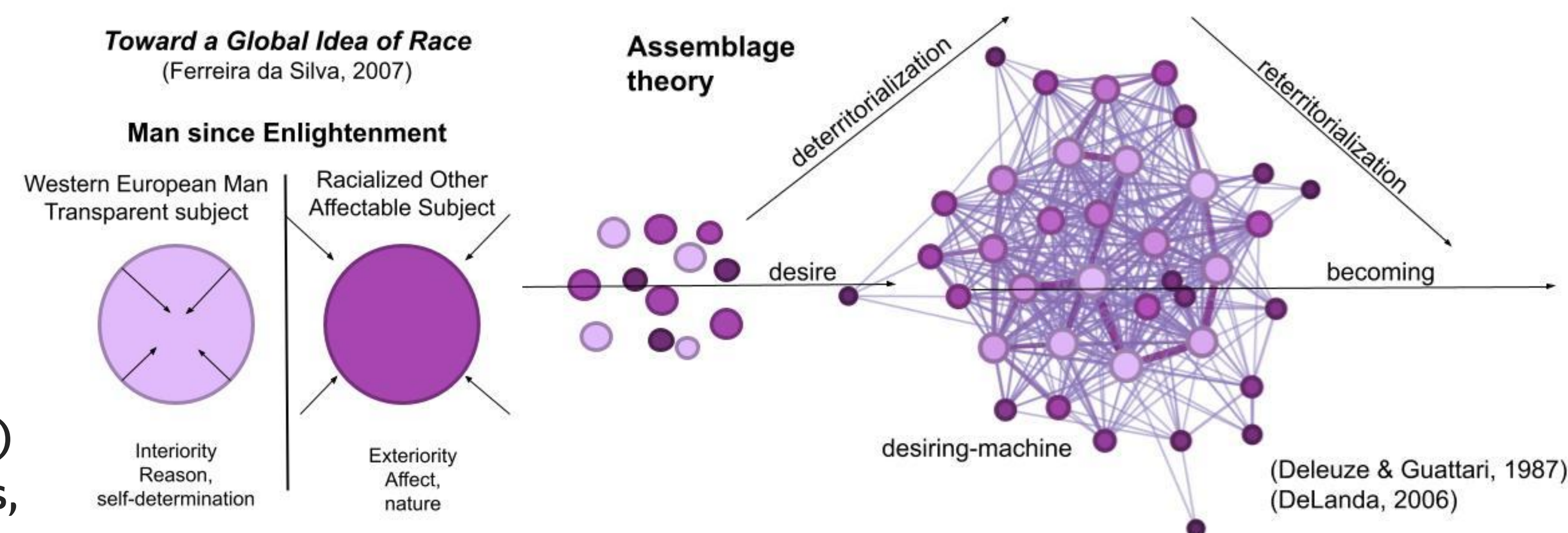


Findings

The inclusion of the Janelas Abertas scholarship students at Escola Eleva *reterritorialized* notions of an elite international school. The Janelas Abertas scholarship students at Escola Eleva were not passive markers of diversity. The school community, united in a commitment to be different and embrace diversity, had unforeseen positive outcomes. The scholarship had a direct financial benefit but also indirect *affect* that resulted in the interactions between scholarship students and others:

- Opportunities to confront racism,
- Fostering economic solidarity,
- Shaping perceptions of themselves and others, (re)affirming identit(ies)

Theoretical Framework



Methods

- Case Study approach with context-bound findings; emic perspective of researcher.

- Research site: Escola Eleva, K-12 Brazilian International school, 2017-2022.

- Data collection: Fall 2024 in-person & Zoom ethnographically-inspired interviews with non-random (purposive & convenience) sample: 10 scholarship recipients, 4 mothers, 3 teachers, 1 school director.

Discussion

- It was not just scholarship students who were impacted, but also their classmates, teachers, and families.
- Theoretically, this attempts to dissolve the exteriority/interiority split that deems the racialized other as the only affectable subject.
- Recommendation for further research on inclusion programs in elite international schools, especially in non-US contexts to understand the ways specific local histories & policies impact the experience of students.