

The right to education: race and gender as structural axes

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While blacks are 49% of the Brazilian population, racism and racial discrimination are present in every society, even in education systems.

In Brazil, we find in our schools some elements that indicate a differentiated education for girls and black and white children, namely:

a) The emotional aspect of interpersonal relationships in everyday school is an important element. Familiarity with the dynamics of schools to understanding the existence of a more effective treatment, as the giving of loving, likes, incentives, attention, among others, aimed at girls and white children. This is quite noticeable when the non-verbal behavior that occurs in the white teacher-student interactions is analyzed. These interactions are characterized by physical contact, accompanied by kisses, hugs and touches. On the other hand, as regards the relations established with black children, they keep a distance that becomes unfeasible physical contact and all the affection that this could convey.

b) The non-verbal language held in the school space, expressed through social behavior rules and transmits markedly biased and discriminatory values, knowledge disfavoring respect for the black group. In other words, there is a language at the school that speaks by silence gestures, behaviors, the type of treatment on the role, and the place reserved for the black in society.

c) Another element which shows a difference of treatment refers to the near absence of signs or children's books express positively the participation of black people in our societies. All of struggle and resistance historical black are obscured. I was also noticed that there is not enough content about inequalities in society.

These training materials laden with unfortunate images, show a socialization process marked by the Eurocentric culture, is committed to the hegemonic ideology and reproduce the ideology of *branqueamento* (whitening), reinforcing a as inferior, deformed and crystallized the image of the black. Justifying the deal socially meted out to him. Meanwhile, it strengthens relationships based on racial discrimination.

Thus, it is apparent that schools and education professionals offered to pupils and students, black and white, differentiated opportunities to feel accepted, respected and positively participants of school life and society as a whole, because the racial origin conditions differential treatment at school. Corroborating the fact that this behaviors played inside schools, reproduces the traditional pattern of society. As a result, it threatens the coexistence of children in the process of socialization.

For that, transforming school requires necessarily handle the essential problem: racist and sexist ideas in our societies that draw the school walls, through the body, deponent and

teaching and learning materials, materializing in the school everyday prejudice the students and black and white students.

We know that according to Resolution 47/135 UN 1992, as stated in its article 4:

States should adopt, where appropriate, measures in the field of education, to promote knowledge of the history, traditions, language and culture of the minorities existing within their territory. The people who belong to minorities should have adequate opportunities to gain knowledge of the society as a whole.

In response to pressure from the black movement and also the provisions of the Declaration and Plan of Action of the Third World Conference Against Racism (Durban, 2001), the President signed in January 2003, a law that has become mandatory teaching History and Afro-Brazilian culture and African in Basic Education. In turn, the National Council of Education developed and endorsed the National Guidelines for Race Relations Education and Teaching of History and Afro-Brazilian and African Culture in education systems.

These are understood as imperative measures for the transformation of racism in education systems, since the fight against racism, sexism and its derivatives in education. It is necessary that discriminatory practices are recognized and studied in the school daily, and that its harmful effects are known / recognized by the technical team of public administrations.

Since the enactment of the law, the Ministry of Education has implemented some policies and actions. Yet past 5 years, we see that little has been altered in the school everyday. And from a scan of the actions and their results we can establish some considerations and recommendations.

a) It is necessary to consider the need for a coordinated policy at national level. It is not enough the development of specific actions as therapeutic for the problem. More precisely, public policies to combat racism and sexism in education should consider the need for consistent establishment of wide policies, minimum 5 structural axes, namely:

1) inclusion of racial and gender subject in the school curriculum, to be worked in diverse disciplines;

2) Initial and continuing training of teachers;

3) training of managers and managers, technicians and others involved with the education system, with a view to analyze critically about the institutional and individual forms of racism and sexism.

4) evaluation and distribution of educational materials and specific didactics for anti-racist and anti-sexist education;

5) construction of knowledge by conducting quantitative and qualitative studies on the subject and racial and gender inequalities in education.

From the structure of these 5 points, we can consider that: a) the 1st goal to be pursued for the realization of a solid work is the mainstreaming of racial and ethnic themes in research and education policy. Transforming the fight against racism in a category of analysis in the development, monitoring and evaluation of education policies.

A second goal b) should be the institution of specific programs and policies, initialed / linked to specific actions to be used in the fight against racism and sexism financial resources. Well, the Brazilian experience shows that when the policy is not specified and resources are not tied to specific actions, there is a strong tendency to spray efforts. So, it happens that the financial resources and personnel are used in various other actions that non counselor policy goal: combating racism and sexism. Trend-oriented non-assessment / ignorance of the problem.

So, c) a third goal should be the creation of teams with consistent knowledge of the modus operandi of racism and sexism in society and, more specifically, on its dynamics in the education system. Knowledge that can be gained in courses offered for managers and managers who are in front of the application of the policy. On the contrary, ignorance of the specifics of racism and sexism lead, almost always, to the development of ineffective policies, therefore the misuse of financial resources occurs, as well as loss of time.

Considering the experience of the Brazilian State in the implementation of an anti-racist education and anti-sexist, it has become mandatory teaching of History and Afro-Brazilian and African culture, but without achieving successful results in school everyday, some recommendations are established with a view to strengthening public policies developed and implemented from the national government. That is, they are recommendations that should be pursued and conducted by the ministries of education, namely:

1. Institute / induce courses graduation and post-graduation creation of disciplines that enable the teachers a consistent performance in the class in favor of an anti-racist and anti-sexist education;
2. Raise and instituting at the ministerial sphere a committee of experts on education and combat racism and ethnic and racial discrimination. To the advice of the Ministry of education and social control, processing, monitoring and evaluation education policies;
3. Support / finance the construction and dissemination of information - quantitative and qualitative - on ethnic and racial inequalities, including the dimension of inequalities between women, with a view to advances in understanding and knowledge about race / gender intersection;
4. Institute / encourage affirmative public policies for access and permanence of black men and women in higher education as a right to be perpetrated by States;
5. To urge, encourage, and support to all organs of States to implement the Plan of Action of the Third World Conference Against Racism (Durban, 2001);

Finally, to consider ourselves the subject of the right of minority groups to education, we must reflect on the need and imperiousness of building policy proposals for action by the States Parties to the UN, containing varied set of tools and languages able to reach society in all its diversity. Concealment of issues that guide inequalities in our societies, such as sexism, racism, homophobia among others, tend to expand educational inequalities between discredited social groups.

Establish and / or maintain quality in education requires, as a condition *sine qua non*, the establishment of an anti-racist education and anti-sexist as fundamental social elements for the development of individuals, for the construction of citizenship and democracy.