

Affirmative action public policies and the effectiveness of education as a right.

By Renato Ferreira

1. Racism and other forms of discrimination have formed as an ideological pillar in the history of humanity and the effects of the legacy of discrimination unequivocally corroborate the enormous inequities and social inequalities around the world.
2. On the other hand, the lack of will and the deep lethargy of the rulers, has prevented the creation of public policies that could have helped to construct democracies, reducing injustices that have been perpetuated historically.
3. Social evils are not mere abstractions, they are social facts not significantly reduced by the governments that have led the leadership of modern democracies, in which the International Treaties of Human Rights are only sterile and ineffective recommendations, since they do not keep any tune with what is experienced by most marginalized populations.
4. Due to this, countries have a historical legacy of discrimination one that still holds our societies ingrained. Their overcoming requires political will to promote effective measures to eradicate discrimination through public policies that have the promotion of human rights in their hearts.
5. The lack of public policies aimed at the promotion of historically excluded peoples has crystallized enormous ethnic disparities, causing the overcoming of racial inequality to be one of the main challenges of humanity at the beginning of this century.
6. The overcoming of the wounds of the oppression imposed by colonialism and reinforced by neoliberalism, is closely linked with the imperative need to promote historical reparation that remains in debt to people traditionally discriminated against.
7. We must overcome discrimination, seeking more economic, political, social and cultural integration with a view to the formation of an international community of nations committed to the development of education, not as a commodity but as a right. This requires joint participation in favour of citizenship and greater political participation, especially in the poorest nations in the international arena.
8. As reported by the United Nations Development Program, at the beginning of this 21st century, the lack of education still impedes human development in various countries. Even with the progress made in the last decade, with regard to public policies and the incorporation of some of the content of the Durban Declaration into the discourse of the various government authorities, statistics show that we are far from achieving the objectives of this conference.

9. Our biggest problem in making education effective as a right is not in the proof of historically consolidated inequalities, as several studies have already indicated. Our problem is neither the development of a legislative that contains the laws that determine the actions of the authorities to reduce discrimination. Several constitutions and other jurisdictions around the world have done so.
10. Our challenge is the lack of effective institutional conditions that ensure that government actions are developed as state policies and not only governments, overcoming the fragmented and low institutional age programs and projects.
11. Another of our challenges is building conditions that translate into sufficient budgets, government departments with teams, defined competencies and effective power to promote changes in the logic of public policies.
12. Another of our challenges is creating policy and institutional impact actions that contribute to a social control in the institutionalized space and procedures that aim at monitoring and influencing civil society policies.
13. The main challenge we have is consolidating education as a human right, therefore, the area of the effectiveness of rights. Our greatest challenge for this new century is bringing human rights into practice.
14. In this regard, we must consider that the Article 13 of the International Covenant on Economic, Social and Cultural Rights since 1966 enshrines that the right to education reflects the objectives and principles of the United Nations and should be treated with special attention in order to allow the development of human dignity, so that the human being extends his understanding of all ethnic, racial, national and religious groups, not discriminating them so that the effective participation of all is possible in a free and just society.
15. We must consider that the States Parties of the Covenant recognize the right of everyone to education, agreeing that education should promote the full development of the human personality and the sense of their dignity by strengthening respect for human rights and fundamental freedoms.
16. We must consider that education should enable all to participate effectively in a free society, fostering understanding, tolerance and friendship among all nations and among all racial, ethnic or religious groups and promoting the activities of the United Nations United for peacekeeping.
17. We must consider that the International Convention on the Elimination of All Forms of Racial Discrimination adopted by the General Assembly of the United Nations in 1965 states establishes that measures adopted as the sole objective of ensuring adequate progress of certain racial groups, ethnic groups or individuals who need protection and

to hold equal enjoyment and exercise of human rights and fundamental freedoms will not be considered discriminatory.

18. This forum should reaffirm affirmative policies considered in this context as one of the most effective instruments for the promotion of the rights of peoples historically excluded as means that can help in the fight against social marginalization. Thus, economic policies help promoting a fairer, equitable and balanced representation of any society's diversity, and help ensure that this diversity is reflected in higher education.
19. It must be considered that affirmative policies must be combined with universalist policies for effective reduction of injustices that violate human dignity.
20. It must be affirmed the importance of support for students and the introduction of disciplines that value the history of culture and knowledge of the population traditionally excluded.
21. It must be emphasized the importance of promoting support for programs and researchers working on the issue of diversity in education.
22. At this moment that seems to affirm the need for a change, we must then redefine and strengthen values such as ethics, democracy, justice and solidarity, so that the effectiveness of the right to education of the excluded can promote the Development of a Democratic International Community of Nations.