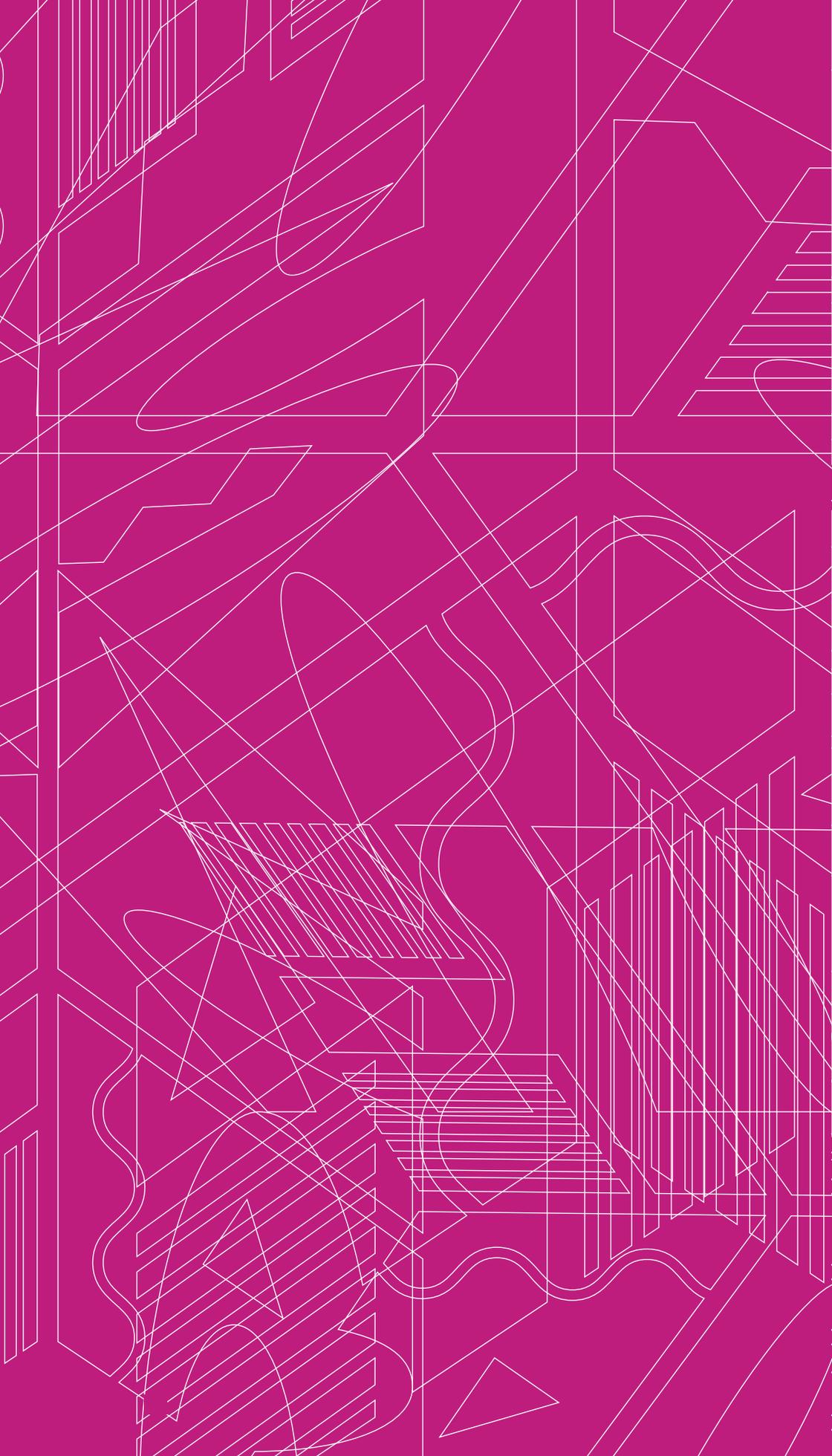


YEAR 1

Discover the **SETA** Project



THE SETA PROJECT
EDUCATION SYSTEM
FOR AN ANTIRACIST
TRANSFORMATION



PRESENTATION

What is the SETA Project?

The SETA Project is an alliance between social movements and Black, Quilombola, Indigenous, and feminist organizations focused on **education**.

The initiative's work involves participatory efforts through research, political advocacy, training, and mobilization campaigns in favor of racial equity in education. It is a systematic effort that promotes the voice, mobilization, and leadership of the groups represented by the project.

The **collective vision** of SETA is a Brazilian public education system built on the principles of social and racial justice, ensuring that all individuals have the right to contextualized and quality education.

The project's identity is linked to the images of the arrow and the spear. Both important symbols in African, Afro-Brazilian, and Indigenous cultures.

The **mission** of the SETA Project *is to transform the ecosystem of public education in Brazil and institutionalize an approach to racial equity in educational policies and practices.*

SETA
represents
our ambition
for change
and agility.

Who is involved in the SETA Project?

The SETA Project alliance includes **ActionAid, Ação Educativa, Campanha Nacional pelo Direito à Educação, CONAQ, Geledés, Makira-E'ta, and UNEafro Brasil**, recognized organizations committed to anti-racist education.

We believe that diverse partnerships – from grassroots networks and movements to technical professionals and academics – are a vital precondition for this goal.

On an international level, ActionAid collaborates with experts from different regions of the world to understand and advocate for global anti-racist education.

What is the main objective?

The main objective of the SETA Project is to promote public education in Brazil based on the principles of social and racial justice, free from gender and race-based violence, where every child and young person can stay in the school environment, accessing the right to a quality education that is **anti-racist** and **equitable**.

Ensuring the safe retention of students in their educational journey will contribute to building a future with better job opportunities, income, access to rights, and political and citizen representation.

At the core of this approach is the recognition that social justice, gender equality, and racial equality are achieved through individual and collective actions aimed at changing unequal and unjust power dynamics, whether they are hidden, visible, or invisible.

Who does the SETA Project engage with?

SETA project main relationship is with different public bodies and entities, especially state and municipal education departments, in addition to professionals who work in the daily life of the educational ecosystem, such as directors, teachers, managers, among others.

It is SETA's nature to dialogue with organized civil society, social and collective movements, as well as with institutes, foundations and organizations, national and international, that work on the topic of education, racial and gender equity and anti-racist education.

Additionally, the project collaborates with universities, NEABIs (*Núcleo de Estudos Afrobrasileiros e Indígenas* – Centers for Afro-Brazilian and Indigenous Studies), and youth leaders through collectives and organizations led by them.

Why is the SETA Project important?

Structural racism and sexism have systemically hindered access to the right to equal and quality public education by black, quilombola and indigenous students in Brazil.

The quality of education that children receive in Brazil is deeply segmented by racial and socioeconomic status. Today, it is identified that the gaps between white children and Black, Quilombola, and Indigenous children in all indicators of basic education persist and are more severe for youths aged 11 to 17.

Black, Quilombola, and Indigenous children and youths are more likely to drop out of school, have higher exclusion rates, and lower educational levels. Therefore, they are destined for lower-prestige jobs and lower wages as adults.

Sexism also impacts girls' trajectories. Although they fail less and complete basic education at the right age more frequently when compared to boys, their school path are negatively impacted by the standards and social roles expected of them.

THEORY OF CHANGE

Racial Equity in Education

A Brazilian public education system built on the principles of racial and social justice, where everyone can have access to their right to a quality education.

GENERAL PUBLIC

SECRETARIES OF EDUCATION

- administrators
- teachers
- school community

- students

PRODUCES EVIDENCES

Policy induction for the change of anti-racist educational practices.

GENDER EQUITY

STRUGGLE FOR REPRESENTATION

LEGAL FRAMEWORK

YOUTH

- collectives
- organized groups

ORGANIZED CIVIL SOCIETY

- foundations
- institutes
- funds
- social movements

PRODUCES EDUCATIONAL RESOURCES

Support the production of anti-racist pedagogical resources and methodologies.

INSTITUTIONALIZATION

COMMUNICATION

PRACTICES AND METHODOLOGIES

SOCIAL MOVEMENTS AND COLLECTIVES

ANCESTRY

BLACK MOVEMENT

Vision

A Brazilian public education system built on the principles of racial, social, and gender justice, free from all forms of violence, where every student can have access to the right to quality education with equity.

Mission

To transform the ecosystem of public education in Brazil and institutionalize an approach to racial and gender equity in policy and practice, with a focus on the following outcomes:

SOCIETY: Facilitate national dialogue and advocacy for addressing racism and gender equity in education and society.

YOUTH: Engage girls and young women students in actively transforming communities and school culture to become anti-racist.

DATA AND MONITORING: Produce evidence and research to enhance advocacy and influence policy formulation on anti-racist and equitable education.

GOVERNMENT AND PUBLIC POLICIES: Provide information, materials, and data to enable policy makers and educational authorities at all levels to create and implement anti-racist and equitable education policies.

EDUCATORS: Support and provide resources for educators to practice anti-racist and equitable education.

GLOBAL ANTI-RACIST MOVEMENT: A global network on racial justice in education is mobilized and racial equality becomes a priority in global education structures.

What are the impacts of these transformations?

01

CHANGES IN PUBLIC ADMINISTRATION

Improvement and implementation of public education policies that ensure quality, equity, and contextualized provision, through influencing and/or supporting policy makers and educational authorities at all levels, thereby ensuring the implementation of anti-racist and gender-sensitive educational public policies. These policies should consider the strengthening of legal frameworks for anti-racist education, professional development programs for educators, the production of educational materials, democratic management and social participation, monitoring and evaluation of equity indicators, and institutional conditions with financial, human, and material investments.

02 CHANGES IN SOCIETY

Intergenerational dialogue about racism, gender, and education is fostered in homes, schools, workplaces, and the media through networking and partnerships to defend the promotion of social, racial and gender justice in Brazilian society.

04 CHANGES FOR YOUTH

Black, Quilombola, and indigenous children, youth, and students engaged in community transformation and school culture, so they become anti-racist and equitable, ensuring the recognition of their knowledge and agency as essential elements for achieving the expected changes.

03 CHANGES FOR EDUCATORS

Educators trained through initial and continuing training programs and supported with educational resources and guidance from education managers, with autonomy to incorporate anti-racist and non-sexist educational practices using accessible and high-quality materials.

05 CHANGES FOR GIRLS AND WOMEN

Black, Indigenous, and Quilombola girls and young women transform communities and school culture to be anti-racist and equitable. Therefore, we understand that **the place for Black, Indigenous, and Quilombola girls is in school**. Thus, we will work intentionally to build a transformative educational system that promotes dignity in schools.

SETA PROJECT IN PRACTICE

Transformative Research

The SETA Project seeks to carry out transformative actions based on evidence resulting from studies that help understand the complexity of racial relations in the country and the resulting issues that need to be addressed.

In this regard, it plans a series of studies with a national and regional focus in its intervention areas, especially in Amazonas, Maranhão, Rio de Janeiro, and São Paulo. The objective is to map the perceptions of society in general, education professionals, and students regarding racism, racial inequalities in general and in education, the effectiveness of anti-racism policies, gaps in tools and methodologies to promote racial equity, and successful national and international strategies and best practices that can inspire actions to promote diversity and differences and mitigate inequalities, especially in the field of education.

Among the planned actions, the following stand out:

01

Biennial research for mapping the public's perceptions of racism in Brazilian society.

02

Biennial focus groups on perceptions of racism within school communities.

03

Monitoring and evaluation of educational indicators with a focus on race, gender, and territory.

04

Studies led by the organizations that make up the SETA Project on “Indigenous school education,” “Quilombola school education,” “Educational trajectories of black girls,” “Black youth, education, and violence,” “The impact of high school reform on deepening educational inequalities,” and “Participatory construction of indicators and diagnosis on education quality and racial relations.”

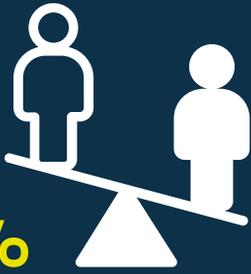
All of these productions are/will be made publicly available to assist society in constructing informed narratives, based on a snapshot of reality, in support of racial equity in education, and to guide the actions of the project.

Year One of the SETA Project

The first national round of the **“Perceptions of Racism in Brazil”** survey, commissioned by IPEC – the Intelligence in Research and Strategic Consulting (Inteligência em Pesquisa e Consultoria Estratégica) – stands out.

The survey was the result of a partnership between the **SETA Project** (System of Education for Anti-Racist Transformation) and the **Institute of Black Reference Peregum**. It revealed important indicators on the topic, such as the fact that 44% of the Brazilian population considers racism to be the main driver of inequalities, 81% believe that Brazil is a racist country, and 51% have witnessed racist situations, but only 24% agree that they have experienced racism themselves, and 11% admit to having racist attitudes or practices. This indicates that Brazilian society is racist, but only a small group identifies racism in their own behavior or life experiences .

The data also show that 69% consider racism to be the most important topic to be discussed in schools, followed by Afro-Brazilian history and culture (40%), indigenous history and culture (36%), gender and the quest for equality between men and women and how society understands people of different genders (31%), African history and culture (26%), the history of women's contributions and leadership (24%), and sexuality, sexual attraction, and shared affection between people (24%).



44%

OF THE BRAZILIAN
POPULATION
IDENTIFY RACISM
AS THE MAIN **CAUSE**
OF **INEQUALITY**



ONLY **11%**
OF THE BRAZILIAN
POPULATION
SAYS THAT THEY
THEMSELVES
HAVE BEEN RACIST
OR HOLD RACIST
ATTITUDES



81%

OF THE BRAZILIAN
POPULATION CONSIDER
BRAZIL TO BE A **RACIST**
COUNTRY



69%

OF THE BRAZILIAN
POPULATION
CONSIDER RACISM
TO BE THE MOST
IMPORTANT **ISSUE**
TO BE DEBATED
IN SCHOOLS



51%

OF THE BRAZILIAN
POPULATION **HAS**
WITNESSED
RACIST INCIDENTS

Youth, diversity, and equity

Considering the journey of the SETA Project, which began in 2021 as a political and educational effort stemming from the Brazilian Black movement, a series of activities and actions have been carried out, such as:

01

The **publication of bulletins** on racial and gender inequalities in education, created by Geledés, with the aim of emphasizing the need to focus on national statistical data on racial inequalities in education so that research and evidence are at the center of the political debate on education in the country.

02

The development of the **Guide to Student Councils and Student Participation** in schools, conducted by the **National Campaign for the Right to Education**, which strengthens the democratic and inclusive participation of young people.

03

The **training of educational managers** from the municipal education network of Rio de Janeiro in partnership with the **Office of Ethnic-Racial Relations** – Gerência de Relações Étnico-Raciais (GERER) and **Ação Educativa** with the aim of sharing methodologies for self-assessment in schools regarding the implementation of legal frameworks in Education for **Ethnic-Racial Relations** – Educação para as Relações Étnico-Raciais (ERER).

04

The implementation of **diagnostics** on education for ethnic-racial relations in state and municipal education departments.

05

The preparation of **thematic dossiers** on the journey of partner organizations of the SETA Project in combating racism in education and the landscape of implementing ERER (Education for Ethnic-Racial Relations).

06

International Advocacy within the **United Nations Permanent Forum on Afro-descendants** for the inclusion of anti-racist education as a mechanism for reparation to strengthen a global anti-racist network.

07

A **review process of quality indicators** in education for racial relations in schools led by **Ação Educativa**, with the aim of updating this material to include indigenous and Quilombola territories and their educational specificities.

08

Development of a **commemorative stamp for the 20th anniversary of Law 10.639/03** with the participation of young black artists in constructing the visual identity of the brand, and the organization of the launch seminar **“Advancements and Challenges in Implementing Law 10.639/03”**, both carried out by **Ação Educativa**. The goal is to strengthen the aforementioned law, which amends the National Education Guidelines and Framework Law (LDB), as an important legal milestone in combating racism in education.

09

Creation of the **e-book “Notes on the Educational Contexts of Black Youth: Data and School Diaries”**, by **UNEafro Brasil**, with the aim of highlighting the impact of racism on the educational journey of black youth.

Additionally, the organization of the **1st UNEafro-Br Racial Equity Education Journey**, in collaboration with other popular education networks and autonomous preparatory courses, which together facilitated the participation of 150 young students, teachers, and activists in support of anti-racist education. Both initiatives were led by UNEafro.

10

A partial report on the results collected in the municipality of Benjamin Constant/Manaus, related to the **Research Mapping of productions and data research carried out by indigenous people and/or about indigenous people**, led by **Makira-Ê'ta**. This report identifies gaps and possibilities in the field of teacher training, management, and the strengthening of Law 11.645/08.

Training with female teachers at the “**Meeting with Arts, Struggles, Knowledge, and Flavors of the Quilombola Community of Conceição das Crioulas**”, organized by **CONAQ**, aimed at creating a network of teachers and extracting inputs and contributions through exchanges and sharing within the network. The focus was on the Quilombola Curriculum Guidelines. Additionally, **training with Quilombola women** at the **CONAQ Meeting during the II National Meeting of Quilombola Women of CONAQ: “Resist to Exist”** aimed to foster a broad dialogue on Quilombola school education to promote sharing and gather inputs on the Quilombola Curriculum Guidelines.

Development of the **Anti-Racist Glossary** and workshops with focus groups composed of young Quilombola and black individuals from marginalized areas, with the aim of ensuring in this construction the polysemy of meanings of the glossary entries and the plurality of formats beyond writing (audio, drawing, filming, etc.). In addition, numerous coordination actions with priority populations, strategic actors, and stakeholders were undertaken.

FIND OUT MORE :

<https://percepcaosobreracismo.org.br/>



<https://projetoseta.org.br/>



ACTIONAID

An international organization that works for social justice, gender and ethnic-racial equity, and the end of poverty in more than 45 countries, by means of partnerships with other organizations and social movements. Founded in 1972, and with headquarters in Brazil since 1999, the organization has already acted in more than 2,400 communities and benefited more than 300,000 people.

AÇÃO EDUCATIVA

A non-profit civil association, founded in 1994, a reference in Brazil for its work in the areas of education and youth culture, from a human rights perspective. Its mission is the promotion of democracy, social justice, and socio-environmental sustainability in Brazil.

Find out who makes the SETA Project

GELEDÉS

INSTITUTE OF BLACK WOMEN

A civil society organization founded in 1988 that advocates for women and blacks because it understands that these two social segments suffer from disadvantages and discrimination in access to social opportunities due to the racism and sexism prevalent in Brazilian society.

MAKIRA-E'TA

INDIGENOUS WOMEN'S NETWORK OF THE STATE OF AMAZONAS

An independent civil society organization (CSO), without political-party ties, with non-economic purposes, founded in 2017. It is marked by the constant struggle for the political, social rights, and the agency of indigenous women.

NATIONAL CAMPAIGN FOR THE RIGHT TO EDUCATION

Considered the broadest and most plural articulation in the field of education in Brazil, constituting itself as a network that articulates hundreds of groups and entities distributed throughout the country. The mission of the Campaign is the implementation and expansion of educational policies so that all people have their right to a public, free, inclusive, secular, and quality education in Brazil.

UNEAFRO BRASIL

Brings together and mobilizes groups of young black activists, including teachers and researchers, around issues such as anti-racism, feminist and community leadership, sexual diversity, the right to education, and the fight against all forms of discrimination. Among the outstanding work is the community pre-university courses that serve young people and adults from public schools, primarily black, who dream of entering Higher Education and preparing for the ENEM or Public Service Exams.

CONAQ NATIONAL COORDINATION OF ARTICULATION OF RURAL BLACK QUILOMBO COMMUNITIES

A national, non-profit organization that represents the vast majority of Quilombolas in Brazil and fights for the implementation of sustainable development projects, the implementation of public policies taking into account the organization of quilombo communities; for quality education that is consistent with the way of life in quilombos; the agency and autonomy of Quilombola women; for the permanence of young people in quilombos and, above all, for the common use of the territory, natural resources and in harmony with the environment.

Kellogg Foundation Racial Equity Fund

In 2020, the **W.K. Kellogg Foundation** celebrated its 90th anniversary, and to commemorate, launched the **2030 Racial Equity Challenge**, with a \$90 million investment to foster innovative and viable solutions to build a future with racial equity. The challenge received over 1,400 applications from over 72 countries, and in 2021, 10 finalists were selected, and each received an investment for the planning phase and 9 months of training. **In October 2022, the SETA Project and four other projects were selected to receive a total of \$80 million over 8 years**, to be completed by 2030, on the Foundation's 100th anniversary. The work of each of the five projects reflects the complexity of achieving racial equity and the structural changes that are needed to sustain a long-term and meaningful transformation. Each project is promoting opportunities in the fields of economy, education, justice, and social well-being.



FIND OUT MORE :

<https://www.wkkf.org/re2030/>

Meet the SETA Project Council

DELALI

Executive Director of the AKOMA Institute.

ERIC TERENA

Communicator, activist, DJ and co-founder of Midia India. He comes from a family of indigenous leaders of the Terena people, in Mato Grosso do Sul, and is a member of the Terena People's Council.

GIOVANNI HARVEY

Executive Director of the Baobá Fund for Racial Equity.

IRANEIDE SOARES

President of the Brazilian Association of Negrxs Researchers/ABPN (2022-2024) and National Coordinator of the National Consortium of Afro-Brazilian Studies Centers/CONNEABS (2020-2022).

LIGIA BATISTA

Executive Director of the Marielle Franco Institute and was a fellow of the United Nations International Decade of African Descent (2015-2024)..

NELSY LIZARAZO

General Coordinator of the Latin American Campaign for the Right to Education (CLADE).

NILMA LINO GOMES

Professor Emeritus at the Faculty of Education at UFMG.

RAULL SANTIAGO

CEO of BRECHA, one of the founders of Initiative Pipa and Perifa Connection and part of the youth council of UN Global Compact Brazil network.

RITA LOUZEIRO

Black, autistic woman, pedagogue, audio describer and activist for neurodiversity, and is the current President of ABRAÇA – the Brazilian Association for Action for the Rights of Autistic People.

VERNOR MUNÓZ

Member of the Board of the Federal Distance Learning University of Costa Rica and Director of policies, advocacy and campaigns at the Global Campaign for Education.

VILMA REIS

Exponent of black feminism, a Brazilian sociologist and activist and a doctoral student in Ethnic and African Studies at PosAfro-UFBA.

ZÉLIA AMADOR

Professor and activist in the black movement, coordinates the Diversity and Social Inclusion Advisory of the Brazilian Association of Black Researchers and was one of those responsible for creating the black quota policy in Brazilian universities.



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