

YEAR 2

# SETA Project



THE SETA PROJECT  
EDUCATION SYSTEM  
FOR AN ANTIRACIST  
TRANSFORMATION



# Who makes the SETA Project?

The SETA Project is a coalition of social movements and Black, Quilombola, Indigenous, and feminist organizations focused on **anti-racist education**.

The initiative brings together ActionAid, Ação Educativa, the National Campaign for the Right to Education, CONAQ, Geledés, Makira-E'ta, UNEafro Brasil, and the University of Bristol, all recognized organizations dedicated to anti-racist education.

The project consists of participatory work through research, advocacy, training, and mobilization campaigns for racial equity in education. This work systematically promotes the voice, mobilization, and leadership of the groups represented by the project.

SETA's **collective vision** is a Brazilian Public education system based on the principles of social, racial, and gender justice, guaranteeing the right to quality, contextualized learning for all.

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

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

SETA represents  
our ambition  
for action and  
transformation.

# Who is part of the SETA Project?

The SETA Project alliance includes **ActionAid, Ação Educativa, the National Campaign for the Right to Education, CONAQ, Geledés, Makira-E'ta, UNEafro Brasil, and the Centre for Comparative and International Research in Education (CIRE) at the Bristol University School of Education**, all recognized and committed organizations active in the anti-racist education field.

We believe a diverse partnership — from grassroots education networks and movements to technical professionals and academics — is vital for achieving our goal.

On an international level, ActionAid teams up with experts from different parts of the world to understand and advocate global anti-racist education.

# What's the main goal?

The SETA Project's primary goal is to promote public education in Brazil based on the principles of social, racial, and gender justice, free from gender and race-based violence, where everyone can dwell in the school environment with access to quality education, therefore , **anti-racist** and **equitable**.

Ensuring safe education for students during their educational period contributes to better opportunities for work, income, access to rights, and political and civic representation in the future.

Central to this approach is the recognition that social justice, gender, and racial equality are achieved through individual and collective actions directed at changing unequal and unjust power systems, whether hidden, visible, or invisible.

# Who does the SETA Project interact with?

The SETA project addresses different public bodies and entities, especially the State and City departments responsible for Education, as well as professionals who operate in the daily life of the educational ecosystem, such as principals, teachers, and administration, as well as students, among others.

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

Besides the partnerships with universities, associates with the Afro-Brazilian and Indigenous Studies Centers (NEABIs), and youth leaders in collectives and organizations led by them.

# Why is the SETA Project important?

In Brazil, epistemic racism and sexism have systemically hindered access to quality education with equity for Black, Quilombola, and Indigenous students.

The education standards students receive in Brazil are deeply segmented by racial and socioeconomic status. Today, the gaps between white students and Black, Quilombola, and Indigenous children, in all indicators of basic education, are persistent and imperative for young people aged 11 to 17.

Black, Quilombola and Indigenous people are the most likely to drop out of school and have higher rates of school exclusion and poor learning. Therefore, they are drawn to the least prestigious jobs and the lowest wages as adults.

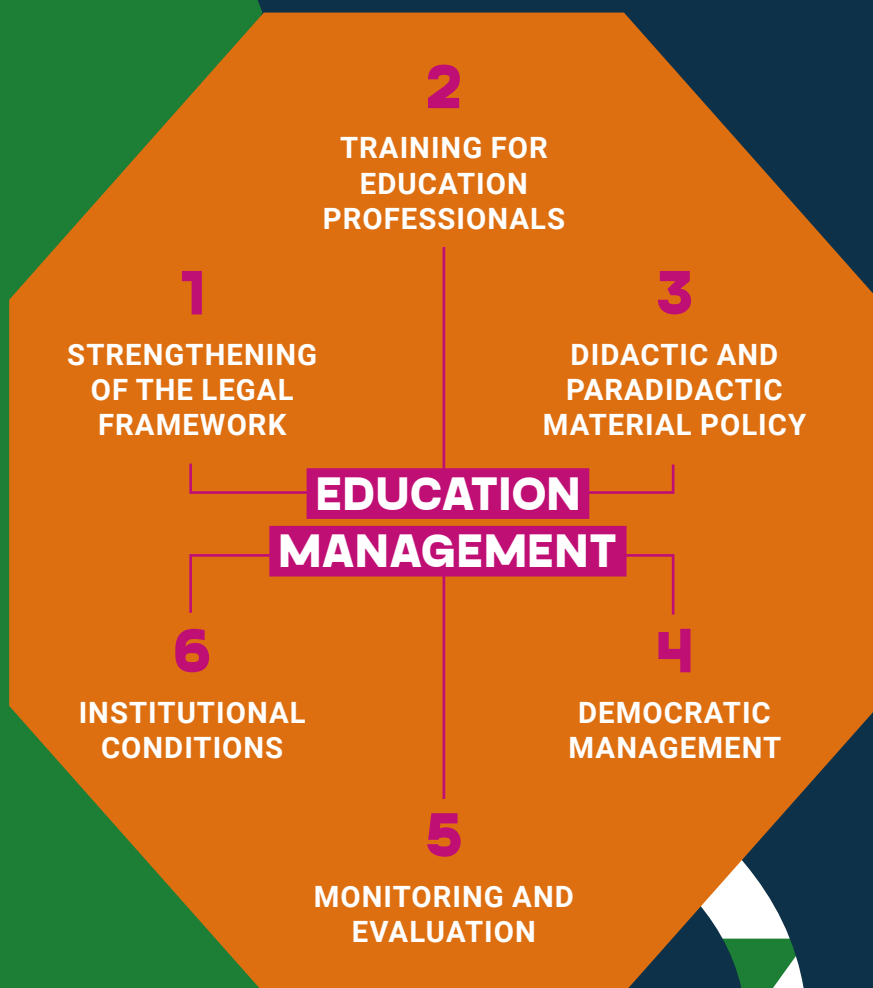
Sexism also impacts girls' and women's trajectories. Although they have lower failure rates and more often complete basic education by the right age compared to boys and men, their school progression does not unfold free from social standards and/or roles expected, harming their schooling progress.

## THEORY OF CHANGE

# Racial Equity in Education

A Brazilian public education system built on the principles of racial and social justice that ensures the right to a quality education for all.





# Vision

A Brazilian public education system built on the principles of social, racial, and gender justice, free of all violence, in which every student has access to a high-quality and fair education.

# Mission

To transform the public education ecosystem in Brazil and institutionalize a racial and gender equity approach in public policies and everyday practices, with a focus on the following outcomes:

**SOCIETY:** Facilitate nationwide dialogue between the different social actors and institutions so they can advocate against racism and promote racial and gender equity in education and society as a whole.

**YOUTH:** Encourage students to be active in the anti-racist transformation of communities and school culture.

**DATA AND MONITORING:** Produce evidence and research to improve advocacy of the right to qualified education and affect the policymaking on anti-racist and equitable education.

**GOVERNMENT AND PUBLIC POLICIES:** To provide information, material, and data so that policymakers and educational authorities at all levels can create and implement public policies on anti-racist and equitable education.

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

**GLOBAL ANTI-RACIST MOVEMENT:** Mobilize a global network on racial justice in education so that racial and gender equity becomes a priority in global education structures.

# What are the impacts of these transformations?

## 01

### **CHANGES IN PUBLIC ADMINISTRATION**

Improving and implementing public education policies that guarantee quality, equity, and contextualized provision, by influencing and/or supporting policymakers and school authorities at all levels, thereby ensuring the implementation of anti-racist and gender-sensitive public education policies. These policies must consider the strengthening of the legal frameworks for anti-racist education, training programs for educators, the production of didactic and paradidactic material, 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 discussions on racism, gender, and education develop in homes, schools, workplaces, and the media, through networking and partnership, to defend the promotion of social, racial, and gender justice in Brazilian society.

## 03

**CHANGES FOR EDUCATORS**

Educators trained through initial and ongoing training programs, with the support of educational resources and guidance from education managers, and autonomy to incorporate anti-racist and non-sexist educational practices, with accessible and high-quality material support.

## 04

**CHANGES FOR YOUTH**

Black, Quilombola, and Indigenous students engaged in community transformation and school culture, to guarantee anti-racism and equity and ensure recognition of their knowledge and protagonism as essential elements in achieving the expected changes.

## 05

**CHANGES FOR GIRLS AND WOMENS**

Assure Black, Indigenous, and Quilombola girls and women the right to quality education so they can transform communities and school culture to be anti-racist and equitable. Therefore, we understand that **Black, Indigenous, and Quilombola girls and women belong in school**. Thus, we will work intentionally to build a transformative educational system that promotes dignity in schools.

## 06

**GLOBAL ENGAGEMENT**

Engage with international advocacy mechanisms, particularly in the educational field, to incorporate and defend the agenda of racial and gender equity in education policies. To ensure national states develop actions that address inequalities across different territories and to build a transformative education system that promotes the dignity of these populations.

## SETA PROJECT IN ACTION



# Research that transforms

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

To this end, the SETA project foresees a series of national and regional studies in the areas operated, particularly in the states of Amazonas, Maranhão, Bahia, Rio de Janeiro, and São Paulo. The aim is to map the perceptions of society, education professionals, and students about racism, racial inequalities both in general and in education, the effectiveness of policies to combat racism, the gaps in tools and methodologies to promote racial equity, and the successful strategies and good national and international practices that can inspire actions to value diversity and differences and mitigate inequalities, especially in the area of education.

Among the actions planned, we highlight:

01

Biannual research for mapping public perception of racism in Brazilian society.

02

Biannual focus groups on school communities' perceptions of racism.

03

Monitoring and evaluation of educational indicators with an emphasis on race, gender, and territory.

04

Studies led by the organizations part of the SETA Project on "Indigenous school education" "Quilombola school education", "Educational trajectories of black girls", "Black youth, education, and, violence" and "Participatory construction of Indicators and diagnosis on educational quality and racial relations".

All documentation is made public to help society build qualified narratives based on an accurate portrait of reality, support racial and gender equity in education, and guide the project's actions.

# Year 1 of the SETA Project

It's worth highlighting the first national round of the survey **"Perceptions of Racism in Brazil"**, commissioned to Ipec – Intelligence in Research and Strategic Consulting (Inteligência em Pesquisa e Consultoria Estratégica).

The survey came as the result of a partnership between the **SETA Project** and the **Institute of Black Reference Peregum**. Important indicators on the subject have surfaced, such as the fact that 44% of the Brazilian population identify racism as the main factor generating inequalities, 81% consider Brazil a racist country, 51% have witnessed situations of racism, and only 24% agree that they have suffered racism. In comparison, 11% recognize racist behaviors or practices in themselves, which means Brazilian society is racist, but only a minimal group recognizes racism in their behavior or life experiences.

The data also shows that 69% consider racism a priority topic to be debated in schools, followed by Afro-Brazilian History and culture (40%), Indigenous History and culture (36%), gender – the search for equality between men and women, and the way society understands males and females (31%), African History and culture (26%), the History of women's contributions and protagonism (24%), and sexuality – sexual and affection attraction shared between people (24%).



**44%**

OF THE BRAZILIAN  
POPULATION NAME  
RACISM AS THE MAIN  
FACTOR **CAUSING**  
**INEQUALITIES**



ONLY **11%**

OF THE BRAZILIAN  
POPULATION  
**RECOGNIZE** HAVING  
RACIST BEHAVIOUR  
OR PRACTICES



**81%**

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



**69%**

OF THE BRAZILIAN  
POPULATION  
CONSIDER RACISM  
A **PRIORITY TOPIC**  
TO BE DEBATED  
IN SCHOOLS



**51%**

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

# Year 2 of the SETA Project

In the project's second year (October 2023 to September 2024), 41 activities were carried out within the SETA coalition. They were divided into the following expected goals:

- 01\_ **MOBILIZE THE INTERNATIONAL AGENDA** on the importance of racial and gender equity in education, taking part in UN meetings and thematic reports;
- 02\_ **DENOUNCE THE RACIAL, GENDER, AND TERRITORIAL** inequalities faced by Black, Indigenous, and Quilombola people while facilitating the exchange of experiences and best practices to promote racial and gender equity in education;
- 03\_ **PRODUCE REFERENCE MATERIAL** to support the implementation of the theme;
- 04\_ **PRESENT THE AGENDA FOR PUBLIC DEBATE** through campaigns, community engagement, and media interaction;
- 05\_ **BUILD NATIONAL AND GLOBAL NETWORKS** in defense of anti-racist education;
- 06\_ **ENHANCE A COORDINATED AND CONNECTED** strategy for civil society organizations operating in the field;
- 07\_ **TRAIN EDUCATORS AND YOUNG PEOPLE** on the matter, and create ongoing communication actions to engage in dialogue with society.

## ACTIONS THAT EMPOWERED THE ORGANIZATIONS THROUGH THE SETA PROJECT:

### NETWORKING

88.0%

### INSTITUTIONAL STRENGTHENING

66.7%

### BUILDING PARTNERSHIPS

66.7%

### RESEARCH AND EVIDENCE PRODUCTION

55.6%

### DEVELOPMENT OF MATERIAL AND PUBLICATIONS

55.6%

### ADVOCACY

55.6%

### DEVELOPMENT OF EDUCATIONAL METHODOLOGIES

33.3%

### DEVELOPMENT OF PROGRAMS AND INTERNAL ACTIONS

22.2%

### TRAINING ON THE TOPIC OF ANTI-RACIST EDUCATION

22.2%

**FOR THE ANTI-RACIST AGENDA,  
THE KEY GAINS WERE:**

- Expansion of the contacts network with educational management organizations, schools, and education professionals.
- Connecting with new groups in the field of education.
- Inclusion in other academic and information production areas;
- Producing new research and evidence;
- Developing methodologies for participation in education;
- Dissemination of publications;
- Increase the visibility of the anti-racist agenda within Quilombola and Indigenous school education.
- Interaction in Quilombola and Indigenous lands, including youth caravans and debates on the topic, as well as training Black and peripheral youth on racism and promoting anti-racist practices;
- Exchange of experiences among educators, students, and activists.
- Create a support network for young people (both inside and outside of school), educators, and community organizers.
- Actively participating in strategic national and international events.
- The inclusion of racial equity issues in key international panel events for improving educational policies and combating racism.

THE ORGANIZATIONS THAT COMPOSE THE COALITION HAVE BEEN INVITED TO PARTICIPATE IN **44 NATIONAL AND INTERNATIONAL EVENTS** WITHIN THE SCOPE OF THE SETA PROJECT.

THE ORGANIZATIONS IN THE COALITION ARE PART OF **14 NATIONAL AND INTERNATIONAL ARTICULATIONS** VIA THE SETA PROJECT.

**58 PARTNER ORGANIZATIONS** HAVE CONTRIBUTED TO THE COALITION'S ACTIVITIES.

**16 ARTICULATION NETWORKS** (COALITIONS, FORUMS, AND/OR CAMPAIGNS) INVOLVED IN THE ACTIVITIES.

THE PROJECT'S ACTIVITIES MOBILIZED **123 EXPERTS IN THE FIELDS OF EDUCATION AND RACIAL EQUITY**.

**5,021 PEOPLE** TOOK PART IN THE PROJECT'S ACTIVITIES.

THE ACTIVITIES TOTALED **10,096 HOURS**, AND TOOK PLACE OVER THE **12 MONTHS** OF THE PROJECT.

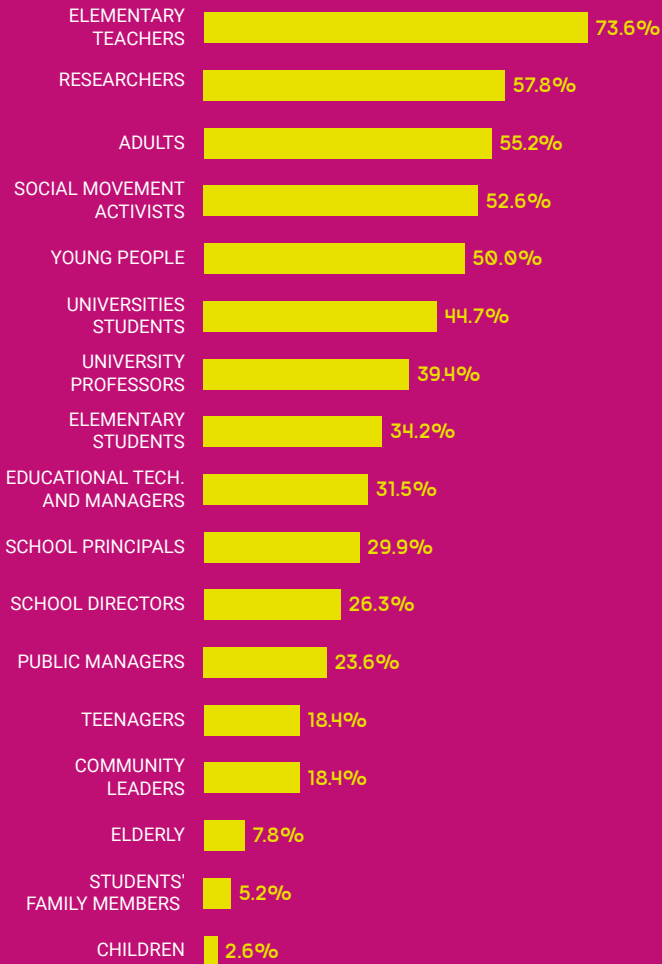
## ACTIVITIES DONE:



**39.4% OF ACTIVITIES HAVE BEEN ADAPTED FOR PEOPLE WITH DISABILITY**, being the forms mentioned audio description, subtitles, translation into sign language, publishing policies and technical guidelines that take into account digital accessibility, accessible websites (format, text, and colors), accessible and intuitive language, educational materials developed following the Universal Design Principles, environmental adaptations to disabled people and staff technical preparation on accessibility mechanisms to meet the needs of disabled people.

**GENDER-SENSITIVE ACTIVITIES ACCOUNT FOR 68.4% OF THE TOTAL.** The adopted strategies include identifying the gender issue within the relevant area of activity, encouraging women's participation, ensuring gender parity in project opportunities, and recognizing and denouncing the inequalities faced by women, as activities designed to address these inequalities and the strengthening of the roles of women and girls in education as well. This also involves training education professionals and young people with a focus on gender, race, and intersectionality, valuing professionals in education, campaigns on social networks, producing research and materials on the issue, and recognizing and valuing women's trajectories and knowledge in the project's references.

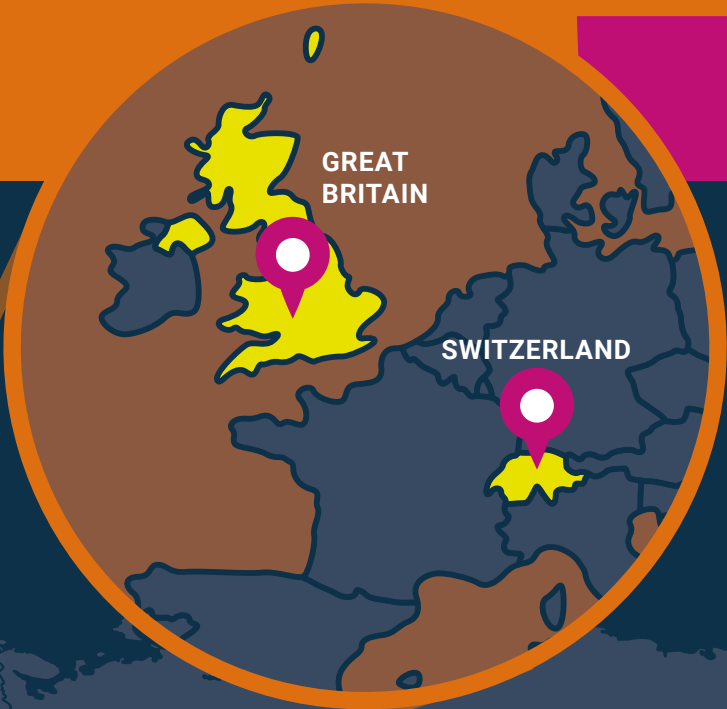
## GROUPS REACHED:



**IN ADDITION TO THESE GROUPS, 13.1% INDICATE OTHER AREAS REACHED:** the UN rapporteur on the right to education and the ActionAid people involved in drafting the document, the UN special rapporteur on contemporary forms of racism, racial discrimination, xenophobia, and related intolerance, actors from global development organizations, international education development communities, grassroots and national-level organizations working on anti-racist education, and guardianship counselors.



THE SETA COALITION  
HAS CARRIED OUT MORE  
THAN **10,000 HOURS**  
**OF ACTIVITIES** IN FOUR  
REGIONS OF BRAZIL AND  
INTERNATIONALLY.



# Results achieved

01

Improved implementation of **Education for Ethnic-Racial Relations** based on diagnosis (monitoring and evaluation) and guidance for the education management bodies of the project's partners;

02

Strengthening of the **debate on intersectionality in public policies** and its implications for Brazilian education;

03

Debate on **institutional racism** in public and private schools;

04

Presentation of **indicators of Quality of Education — Race Relations** in schools;

05

Conduction of **research on student unions and collectives** in the northern region of the country;

06

Following up on the **educational trajectories, expectations, and life projects** of Black high school girls and encouraging/strengthening the development of critical analysis and understanding of public policies for young women;

07

Mobilizing and strengthening the training of **Black and peripheral boys and young men through education for democracy, sports associations, and creative writing workshops**, using Várzea [floodplain] football as a pedagogical tool for developing social, political, and leadership skills;

08

**Space created for the exchange of knowledge, sharing, and dialogue** between young Indigenous people from different ethnic groups;

09

Launch of the **Training Program for Young Researchers Entering Affirmative Action** with International Academic Mobility;

10

**Global reflections on racial and gender equity in education** fomented and documents prepared that advocate for the right to education with an emphasis on racial and gender equity for special rapporteurs from international organizations and areas of global articulation;

11

Mobilization and coordination between society, the social movement, universities, and public authorities to **strengthen public educational policy**;

12

Production and launch of **new content and methodologies** for training education professionals and young people in anti-racist education;

13

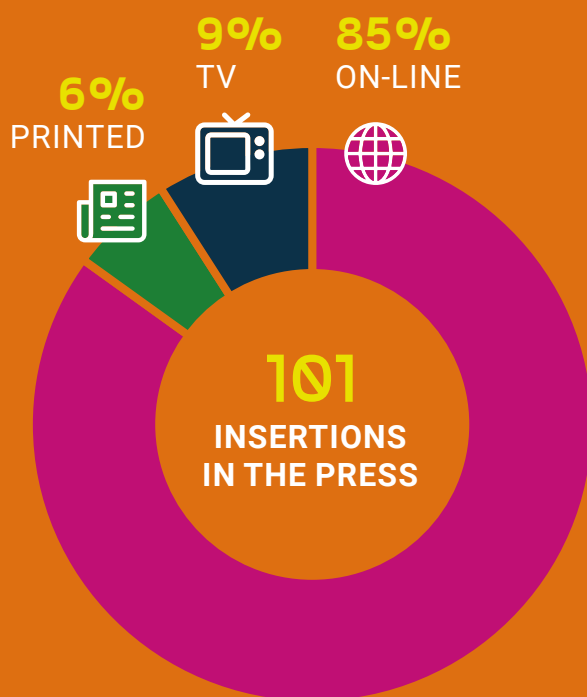
Publishing of material focused on **Black, Indigenous, and Quilombola peoples' knowledge** and promote the implementation of racial and gender equity in education;

14

Two thousand six hundred and ninety-nine (2,699) **education professionals** in anti-racist education trained;

15

One hundred and eleven (111) **young people in anti-racist education** were trained.



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



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



**ACTIONAID**

An international organization dedicated to social justice, gender and ethnic-racial equity, and the end of poverty in over 45 countries, through partnerships with other organizations and social movements. Founded in 1972 and based in Brazil since 1999, the organization has acted in more than 2,400 communities and benefited more than 300,000 people.

**AÇÃO EDUCATIVA  
(EDUCATIONAL  
ACTION)**

A non-profit civil association founded in 1994, Brazil's leading NGO for working in education and youth culture from a Human Rights perspective. Its mission is to promote democracy, social justice, and socio-environmental sustainability in Brazil.

# Learn who makes the SETA Project

**GELEDÉS**

INSTITUTE FOR BLACK WOMEN

A civil society organization, founded in 1988, which stands up for women and blacks since it believes these two social segments suffer from disadvantages and discrimination in access to social opportunities due to racism and sexism prevalent in Brazilian society.

**MAKIRA-E'TA**

INDIGENOUS WOMEN'S NETWORK OF THE STATE OF AMAZON

An independent civil society organization, nonpartisanship, nonprofit, founded in 2017. Marked by the constant struggle for political and social rights and the protagonism of indigenous women.

## **NATIONAL CAMPAIGN FOR THE RIGHT TO EDUCATION**

Recognized as one of Brazil's most extensive and diverse articulation in education, the Campaign unites hundreds of groups and organizations around the country. Its mission is to advocate implementing and expanding educational policies to guarantee everyone's right to free, inclusive, secular, and quality public education in Brazil.

## **UNEAFRO BRAZIL**

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. One of its most notable projects is the community preparatory, a series of courses designed to assist young people and adults from public schools — mainly Black — who aspire to pursue higher education and are preparing for the ENEM (National High School Exam) or public exams.

## **CONAQ**

**NATIONAL COMMITTEE  
ARTICULATION OF RURAL  
BLACK QUILOMBO  
COMMUNITIES**

A national, non-profit organization that represents the vast majority of Quilombolas in Brazil, fights to implement sustainable development projects, for public policies that take into account the organization of quilombo communities, for quality education that considers the way of life in quilombos; supports the empowerment and autonomy of quilombola women, and encourages young people to remain in their communities. Above all, it aims to ensure common land and use of natural resources in harmony with the environment.

## **UNIVERSITY OF BRISTOL**

The University of Bristol is a globally recognized institution, consistently ranked among the top 10 in Europe. The University is divided into six academic faculties, which contain various schools and departments, offering over 200 graduation programs.

# Kellogg Foundation Racial Equity Fund

In 2020, the W. K. Kellogg Foundation celebrated its 90th anniversary by launching the **2030 Racial Equity Challenge**, which included an investment of \$90 million to develop innovative and viable solutions for fostering a future centered on racial equity. The challenge attracted over 1,400 applications from more than 72 countries.

In 2021, ten finalists were chosen, and each received funding for the planning phase along with nine months of training. In October 2022, the SETA Project and four other initiatives around the world were selected to receive a total of \$80 million over eight years, to be completed by 2030, the Foundation's 100th anniversary.

The work of these five projects highlights the complexity of achieving racial equity and the structural changes necessary for sustained, meaningful transformation. Each project focuses on promoting opportunities in the areas of economics, education, justice, and social welfare.



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

# Meet the SETA Project Board

## **ERIC TERENA**

Communicator, activist, DJ, and co-founder of Mídia Índia. Coming from a family of indigenous leaders of the Terena people in Mato Grosso do Sul, he 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 Black 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, *fellow* of the United Nations International Decade for People of African Descent (2015-2024).

**NELSY LIZARAZO**

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

**NILMA LINO GOMES**

Emeritus professor at the Education Department of the Federal University of Minas Gerais (UFMG).

**THUX NASCIMENTO**

She is the Executive Director of PerifaConnection and the creator of Movimenta Caxias. She holds a law degree from UFRJ, specializing in the Right to the City, access to land, and popular law. Additionally, she volunteers as a teacher at the Pré-Vestibular (preparatory course for universities) program Popular +Nós.

**LUCIANA BARRETO**

With a Master's degree in Ethnic-Racial Relations from CEFET/RJ, she researches the development of political awareness and the affirmation of civil rights for black populations. Additionally, she works as a host, speaker, master of ceremonies, and mediator.



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