

AVIVAR

First Edition
2022

BRASIL

AVIVAR CONTRA FOME

IBADH takes donations to a quilombola community

AFROESTIMA AVIVAR

The construction of self-esteem among people of African descent

AVIVAR POR ELAS

WOMEN'S TOGETHER
AGAINST VIOLENCE

BARRO SARRÉ
ENDURANCE ART AROUND THE WORLD





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Edito Ria*l*

AVIVAR
BRASIL



Letter to the **READER**



Lucas Bahia
IBADH President

Dear reader, it is with immense honor and satisfaction that we begin this project within the Insitituto Brasileiro de Desenvolvimento Humano - IBADH, better known as INSTITUTO AVIVAR.

We all believe that for the construction of the ideal world we need social transformation. Some look to the past to find what we lost in the walk, others expect in the future solutions to equate the current demands. However, we know from our heart that without acting in the present, we will not achieve real results.

To have an open channel of integrated and collaborative communication is to be able to echo to the four winds what has united each of the avivators in this walk.

The pillars of IBADH have always been based on a ladder to achieve full human development:

THINK + CONNECT + TRANSFORM.

In order to awaken the criticality of a thinking society and connect social agents who can collaborate with the mutual and organic growth to enable a great revolution for the so dreamy

SOCIAL TRANSFORMATION, which will certainly succumb to inequalities and vulnerabilities in all Brazilian territory giving room for feelings such as equity, isonomy and respect to become tangible norms.

In this edition we will take a look at the events throughout the year 2021, the campaigns and LIVES carried out on our social networks, as the great project in fight against femicide "AVIVAR POR ELAS", followed by LIVES addressing the themes: "FATPHOBIA"; "YELLOW SEPTEMBER" - Combating suicide; "SPECIAL CHILDREN'S MONTH - AUTISM" and finally our great tribute to the great black personalities, with the project "AFROESTIMA".

I wish you all a great read,

LUCAS BAHIA
President





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INSTITUTO BRASILEIRO DE AVIVAMENTO
AO DESENVOLVIMENTO HUMANO

Meet the INSTITUTO AVIVAR

The Instituto AVIVAR - Instituto Brasileiro de Avivamento do Desenvolvimento Humano (IBADH) it is a Civil Society Organization of Public Interest, which aims to bring Human Development to individuals and communities in a situation of social vulnerability. Our pillars are based on three basic actions that are thinking, connecting and transforming. Thus, we work by building a network of people who create support connections between public, private and/or third sector institutions focused on innovative, perennial and sustainable social actions. IBADH believes that cooperation in governance is the driving force for the effectiveness of social transformation so desired by the entire Brazilian society.

ORIGIN

The INSTITUTO AVIVAR, as it is commonly called, it emerges in the Brazilian scene with the mission to inspire, support and expand social projects and their consequence.

Every human being is born with a pure and good look, adversities before social contexts are imperative for unwanted results, in macro format. Just look at the grouping of people in the world, the more adversity and risk of survival, the more violence.

In this sense IBADH is born, with the attempt to relate the individual to his human side and to provide communities with a new way of LIFE, where cooperation becomes the key to the development of human essence.

Conceived by its founder, Lucas Bahia, the institute has the mission of building actions that can contribute to transforming into reality: the reduction of inequalities and social vulnerabilities; the eradication of violence in Brazil; access to education and culture; in order to promote human development.



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KERNELS_____of

W O R K

The working nuclei within IBADH have the function of developing activities and projects aimed at empowering volunteers (avivators) to integrate them with community agents, who will serve as multipliers of knowledge acquired through this collaborative space. They are:

Social Assistance

Core that develops long-term projects or point actions within communities (quilombolas, indigenous, riverside or peripheral). This is the space where volunteers build community mapping, create ties with their leadership and apply the steps of our social incubator, known as "Avivar Cocoon."

Education

Far beyond the construction of projects involving the empowerment of community leaders and agents in order to promote the expansion of access to knowledge and information; IBADH's education core enables avivators to participate in the collaborative construction of intellectual and immaterial property. Where, from these multiple studies and researches we can obtain concrete data for the desired social transformation.

Human Rights

Where projects directly targeted at children and adolescents, the elderly, women and the entire LGBTQIA + community are developed; in order to preserve the right to life, privacy, equality, freedom and other fundamental rights established by the 1988 Federal Constitution.

Environment

The connection of the individual to the whole is fundamental to human development. In this sense, the core of "Environment" has brought the importance of environmental awareness and its consequence, developing projects that are based on themes focused on the conscious use of natural resources and sustainability, in a call of all society to this process.

International Relations

It is the core that seeks to ensure Brazil's participation in international conferences and symposia, establishing connections for the implementation of human development projects, rewarding personalities, and establishing international support and partnerships.



INSTITUTO BRASILEIRO DE AVIVAMENTO
AO DESENVOLVIMENTO HUMANO

Projects AVIVAR

COMVIDA

An invitation to society to redeem environmental awareness through human development actions in sustainable practices.

NUCLEEO: Environment and Education



CONSCIÊNCIA VIVA

Educational project involving individuals of all ages and characteristics in collaborative practices.

NUCLEEO: Education and International Relations

CASÚLO AVIVAR

Welcome to quilombola, indigenous, riverside and peripheral communities in the IBADH social incubator.

NUCLEEO: Social Assistance





AVIVAR POR ELAS

Maintaining and extending women's rights in all their aspects, especially in the fight against violence and the eradication of femicide.

NUCLEEO: Human Rights

AFROESTIMA AVIVAR

Rescue of the self-esteem of the black community, through the valorization of its struggles, resistance and conquests.

NUCLEEO: Human Rights and Education



ANCESTRALIDADE VIVA

Project that aims to rescue the valorization of Brazilian ancestral cultures like: quilombolas and indigenous.

NUCLEEO: All



In November 2021, the Instituto Brasileiro de Avivamento ao Desenvolvimento Humano (IBADH) mobilized in a campaign to bring food to those who need it most.

The criterion adopted by the institution was to choose a quilombola community that did not receive federal money and that was experiencing difficulties, throughout this period of the COVID-19 Pandemic, with even greater challenges than that faced by the privileged Brazilian population.

The AVIVAR CONTRA FOME project has aggravated the quilombola community Engenho da Ponte, located in the Bajan concierge, with 50 basic baskets, clothes and footwear.

"I know it's a slim job and there's still a lot to do. Yet I am with the heart overflowing with so much love that we have received today. And this feeling of duty fulfilled, impels us to fight more, reach more and AVIVAR the whole Brazil in this cause. We were given a huge invitation to make a visit to the Bridge Engineer next year, with all the avivators, who could not be present on account of the COVID-19 protection protocols. I hope to carry out the project of solar panels and expansion of the school with computers for access to our professional training projects. "- reported the president of IBADH.

In the delivery of the donations were present: Lucas Bahia (president of IBADH), Izabela Bahia (treasurer and Director of Education), Fernando Amaral (Project Director), representing all avivators who could not physically be present on account of the pandemic protection protocols of the SARS-CoV-2 coronavirus, and representatives of the quilombola community Bridge Engineer: Edison Santos Confessor and Claudio Ueliton Abade da Silva.



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AVIVAR

POR **ELAS**



Agosto Lilás

The Avivar Institute inaugurated in August 2021 the project "AUGUST LILÁS" which aims to make room for the awareness of the Brazilian population regarding the urgent and necessary fight against violence against women, during the month of August different actions were carried out by the Institute, in this sense emerged the "Avivar for THEM" movement created to support women and bring prominence in the search for respect, sorority and female empowerment.

Held on the Instagram platform on August 31, the live "Avivar por ELAS" had the theme "Violence against women in times of pandemic" and featured illustrious presence of relevant women in their professional segments, in addition to the presence of the President of the Avivar Institute, Lucas Bahia, and his direct human right, Andreia Macedo, who conducted the measurement of the said Live, where they could discuss the theme fence with the guests: Fernanda Cerqueira, Lara Dee, Camila Trabuco, Marta Rodrigues, Sarah Amorim and PM Major Tereza Raquel will follow below with a brief biography of each of the guests.

Speakers

ORDERS FROM LEFT TO RIGHT

LARADEE is a sociologist, social entrepreneur, speaker, women's rights activist, founder of the Beauty and Citizenship Institute and volunteer in various social projects

CAMILA TRABUCO is a lawyer, founding partner of Trabucco Advogados Associados, specialist in civil, corporate and private law. Current vice president of the committee of the woman lawyer of OAB/BA and adviser of the order of the lawyers of Brazil.

MAJOR DA PM TEREZA RAQUEL graduated in letters from Santa Cruz State University, specializing in Policing and Protection of the Fundamental Rights of the Child and Adolescent (CEDECA/BA) specialist in Police Action in Front of Vulnerable Groups (SENASP) and commander of Operation Ronda Maria da Penha (Salvador/BASP)

SARAH AMORIM is a psychologist, specialist in cognitive behavioral therapy, activist in the law and prerogative of trans women and clinical psychologist in the Municipal Reference Center LGBT of Salvador/BA.

FERNANDA CERQUEIRA is a lawyer, a founding partner of the Cavalcanti and Cerqueira Advogados Associados office, a

doctor in criminal law by the UFBA, a master in criminal law by the UFBA, a Unicef university professor, president of the Anacrim women's committee and policy director for women in Salvador.

MARTA RODRIGUES is a lecturer, expert in human rights by UNEB and in public policies by UNICAMP, chairman of the Committee on Human Rights and Democracy Makota Valdina, formed in letters by UCSAL and councilwoman of Salvador by the Workers' Party.

LUCAS BAHIA, President of IBADH, Advertiser, CEO of BAY GROUPS (Marketing and Events Agency); jurist. specialist in international arbitration and gathering resources for social projects; pro-activist for women's rights.

ANDRÉIA MACEDO is director of the human rights portfolio of the Avivar Institute, social worker with emphasis on Social Service, jurist specializing in teaching in higher education EAD, in addition to being part of the State Commission for the Confrontation of Racism and Institutional Violence, Gender and Race of the Secretariat of Justice, Human Rights and Social Development





According to data Brazil recorded 1,350 cases of femicide in 2020, the number is 0.7% higher compared to 2019. Cases of gender-motivated homicide have risen in 14 of the 27 federal units, according to the report three out of four femicide victims were between 19 and 44 years old. Most (61.8%) were black. In general, the perpetrator is a known person: 81.5% of the killers were companions or former companions, while 8.3% of the

women were killed by other relatives.

In this sense, the Avivar Institute, via "Avivar por ELAS," is a partner in the fight against femicide in Brazil and mobilizes its efforts in the awareness of the Brazilian population on the topic. Knowing of cases of aggression or violence against women denounce by numbers 180 and 100, Avivar Institute and femicide, this fight is also ours!



Support channel for
humans rights

You don't
NEGOTIATE with
VIOLENCE!



Support channel for
women in Brazil

In a fight of
husband and
wife, we **SAVE** the
WIFE!



FAT PHOBIA

IMAGINE LIVING IN A SOCIETY
THAT DOESN'T ACCEPT YOUR
EXISTENCE?

BY CLARISSA ALBERGARIA

So we fat people live, between combative life, the construction of self love, and social exclusion. The gordophobia that is aversion to fat people, includes lack of accessibility, a preterite life of aesthetic acceptance, lack of humanized health care, medical iatrogenia, non-absorption in the labour market, pejorative imagination with regard to sexuality, sometimes irreversible psychological damage. There is also capitalist opportunism, which strategically takes hold of the fat population.(about 50% of Brazilians, according to WHO), in the fashion market Plus Size, which also

uses resources of oppression of the bodies, stipulating a limited numbering for the sizes of clothes, that is, if it is to be fat it has to be up to a certain large size, usually up to the numbering 52.

Anti-gordophobia activism is mostly formed by women, since gordophobic attacks affect the female body much more due to patriarchy, machismo, misogyny, racism, and social segregation.







BE YOU!

All anti-gordophobia movements are important to strengthen the cause against prejudice, to validate the yearnings for effective public policies that credible our struggles, and in addition to being an emotional foreword, since through the collective, we can find sorority among our equals. We do not make apology the lack of health, the fat, the lack of love. The food industry itself creates unhealthy food addiction mechanisms, fast food is promoted globally, so this network builds a consumer mass of harmful products, in timely attack, the slimming industry acts to make people feel guilty, penalized for not being thin. Being fat is not to be sick, obesity actually leads to complications, comorbidity is latent for those who do not take care, a thin or fat person. **"WE AREN'T VICTIMS, WE ARE RESISTANT TO AN EXCLUSIVE SYSTEM."**

Clarissa P. de Albergaria

meet the AUTHOR



CLARISSA ALBERGARIA

Lawyer, Historian, Amerifricana,
Social Activist, Astronomical Artisan,
Cultural Producer and Coordinator of
the Coletivo Empodegorda



YELLOW

SEPTEMBER





YELLOW SEPTEMBER

BY: JÔNATAS NASCIMENTO

Yellow September is the month of suicide prevention, the Pan American Health Organization (OPAS), points out that about 800 thousand individuals take their own lives every year. However, this organization warns that the COVID-19 pandemic has greatly aggravated the risk factors associated with suicidal behavior and called for the prioritization of suicide prevention.

Studies of more than 50% of people who participated in a World Economic Forum survey in Chile, Brazil, Peru, and Canada one year after the pandemic began reported that their mental health had worsened. The pandemic widened risk factors associated with suicide, such as job or economic loss, trauma or abuse, mental disorders, and barriers to access to health.

The World Health Organization (WHO) warns that 90% of suicide cases can be avoided and the main means of prevention is dialogue. Fear, prejudice and, especially the lack of knowledge about suicide, constitutes a silent evil, where, for the most part, the non-external individual behaviors with suicidal tendency.

The "Yellow September" is an initiative of the CVV (Center for Valuation of Life), the CFM (Federal Council of Medicine) and the

ABP (Brazilian Psychiatrist's Association), which began in the USA, when the young Mike Emme, of 17 years, committed suicide, in 1994. Mike was a very skilled boy and restored a Mustang 68 automobile, painting it yellow. Because of that, he became known as "Mustang Mike." His parents and friends did not realize that the young man had serious psychological problems and could not prevent his death. On the day of the wake, a basket was made with many cards decorated with yellow ribbons. Inside them had the message "If you need it, ask for help.."

The initiative was the stunt for an important suicide prevention movement, because the cards really got into the hands of people who needed support. The color of the campaign was adopted by the story that inspired it.

The Instituto Brasileiro de Avivamento ao Desenvolvimento Humano (IBADH) understanding that it is necessary to always be alert to understand the signs of those who are going through disorders and, above all, extend the hand to LIFE. Raised the flag in September for the yellow September campaign on social networks and a LIVE that counted with the psychologist Gabriel Teixeira, mediated by the president of IBADH, Lucas Bahia, to deal with the matter.





Speaker

Gabriel Teixeira

Human rights activist, acting for nearly three decades in defense of the rights of the LGBTQIA + population acted for two terms on the LGBT State Council, was as LGBT State Policy Coordinator at SJDHDS. He is a psychologist working in the field of Social Psychology and Psychotherapist. Specialist in Education, Poverty and Social Inequality by UFBA. Master in Management and Technologies Applied to Education by UNEB. State South-Coordinator of the Brazilian Network of Educators in Human Rights - REBEDH.

O CVV realiza apoio emocional e prevenção ao suicídio atendendo voluntariamente e gratuitamente a todas as pessoas que precisam conversar, sob total sigilo por telefone, e-mail ou chat 24 horas por dia. Ligue grátis para 188 ou **acesse:**

www.cvv.org.br



The Instituto Avivar anti-suicide campaign demonstrates that far beyond caring for communities, IBADH is aligned with humanitarian issues such as resignification, resilience and empathy!

In this sense, we separate 7 types of behaviors that assist in the recognition of suicide triggers, in order to interrupt the thought before its consequence, check:

1 THOUGHTS

Obsessively removed thoughts, without hope and concentration are one of the first indications, as well as seeing life as something meaningless or purposeless;



2 MOOD

Extreme mood swings can signal suicidal emotions. Excessive anger, feelings of vengeance, anxiety, irritability, and intense feelings of guilt or shame are signs to which you should be alert;



3 NOTICES

Phrases such as "life is not worth living," "I am so alone that I wanted to die" or "you will miss me" are directly linked to thoughts about death. If a person feels a burden, seek help;



4 SUDDEN IMPROVEMENT

Usually the idea of suicide is linked to a feeling that the person is in the bottom well. Sudden happiness can be a sign that one has already accepted the decision to end one's life. If you notice a sudden improvement, look for help immediately;



5 INDIFFERENCE

If you realize that the person is beginning to "close loose ends," donate his belongings and even visit several loved ones, do an intervention as soon as possible;



6 IRRESPONSABILITY

Irresponsible and dangerous behavior, without measuring the consequences, such as excessive use of alcohol and drugs, reckless direction and unprotected sex are indications that one no longer gives due importance to one's own life;



7 ROUTINE CHANGER

Everyone has a place they like to attend in particular, so notice extreme changes in the routine. Abandoning activities that gave him pleasure.





Families WITH AUTISM

The Instituto Avivar, through the centres of Education and Human Rights, in October promoted the project "Special Children's Month," with the aim of developing knowledge building on special children's themes.

This year, the theme gave light to AUTISMO and counted with a social marketing campaign and a LIVE, on October 28, at 19h (Brasilia time), to deal with the theme. The online transmission was carried out by the IBADH social networks channel, mediated by the First Secretary Nara Assunção and counted with the illustrious presence of Dra Carla Sacramento (lawyer, mother of Mauritius - 6 years, driver - avivadora and activist in the autistic cause) and the Dra Fernanda Cerqueira

Live addressed and discussed the characteristics of Autistic Spectrum Disorder (TEA), family-related history, diagnosis, legal aspects, care and education of the autistic child. It also dealt with the identification of signs of autism early, how to proceed after diagnosis and indications for treatment.

DO YOU KNOW THE MEANING OF AUTISM TAPE'S RELATIONSHIP TO THE PUZZLE?

The tape made of colored puzzle pieces represents the mystery and complexity of autism, is a worldwide symbol of awareness of this pathology, much used mainly on World Autism Awareness Day, every April 2, when many monuments around the world are illuminated with blue, color defined for autism, which has prevalence of approximately four boys for a girl

The different colors and shapes build an allusion to the diversity of people and families living with this syndrome. Which makes this set of symbolisms a symbol of hope through research and awareness.

CAPACITISM IN SCHOOL:

Limits built by (IN)EFFICIENTS

BY FERNANDA CERQUEIRA

"The disabled body is in this place, in this void that remains a house that had its owner evicted and placed as a viewer of its own history. I watched my history being narrated by the verbs from the others ones, I built truths on the street, watching my house-body build up with bricks that others threw at it, without I've being able to give a hint, without I've being able to choose if it would have windows or not..." (Victor di Marco).



I start this chat with a beautiful coute from the book "CAPACITISM OR MYTH OF ABILITY" by Victor di Marco*. I felt like a "punch in the stomach" while I devoured his book. As we, who consider ourselves without disabilities, think that we have the right to metrify the ruler of the other's life.

But, to better understand the direction of this conversation, I'll say a little about myself first. Among other works, I am a teacher in love with education and the school universe. And, I have always been bothered by the

invisible places that students with disabilities sometimes, or almost always, occupy in the school environment. Whether it's because the family itself has already defined him as incapable or defined the limit of his capacity; or, Whether it's because the school staff who think they "understand" the space which that student can occupy.

It is also important to clarify that all the statements here are reflective and far from the eternal stamped of the single truth, if it even exists. The aim here is to reflect about



*meet the **AUTOR***

FERNANDA CERQUEIRA

Lawyer, English teacher, specialist in Planning and Management Education, Student in Neuro Psychopedagogy Pos graduation Program and Master in Teacher Training graduate student at FUNIBER.



our posture as educators. Do I contemplate the horizons of all my students in my classroom, in my planning? Could it be that, when creating teaching-learning strategies, I dispose of (pre) concepts and give everyone an active learning opportunity, truly trying to remove the barriers between those who learn and what is learned?

CHILD



Returning to the main theme point of this paper: what is Capacitism? In a few words, we can say that Capacitism is the schism of believing that you know more about the other than you know yourself. It is to determine beforehand that that person does not have the capacity to fully develop as a citizen, as a result of a physical or cognitive condition that imposes us to search for new supports.

We are all different, we all have, at some level, some disability. However, perhaps because we don't find support for all situations, we create stickers as markers, which signal standard and non-standard differences. so that we can feel more comfortable on this path of Inclusion.

But feeling comfortable doesn't solve the capacitism problem. In this case, we need to let ourselves be "disturbed" and go to meet the owner of that body that di Marco talks about, to know what he needs to do to develop his skills and abilities. Because, only by understanding the needs of others, we will be able to find the necessary support to help a student with a physical or cognitive condition in his learning process.



There is no problem, we don't know all the answers. I really believe that this is not possible. The problem is not looking for the answers when the questions come. The school space is built by questions, and the best thing is to know that there can be several right answers, according to the parameters that are used for each student. And, it's okay to be that way.

As educators we can define the best strategies for learning. However, we cannot

LIMIT the ways of acquiring knowledge, because they are diverse, dynamic and, sometimes, still unknown. Hence the importance of looking at that student with a disability and, humbly, we put ourselves in the position of who observes, not of whom it is. Thus, we will never run the risk of being CAPACITIVE (people who see the disabled person as a less capable individual).

THE CARE WITH THE MOTHER OF THE AUTISTIC CHILD

Are we going to talk from mother to mother? Yes! This text is totally directed to talk about mother, more specifically, autistic child mother.

BY CARLA SACRAMENTO





meet the **AUTHOR**

CARLA SACRAMENTO

Advocated

Mother of Maurício, 6 years, autistic

AVIVADORA

Activist in the autistic cause

Any child alone already seeks a donation, sometimes integral to the mother; a little baby will demand exclusive care lasting its first days of life, and tiredness seems to be endless! But we also know it's a phase, and it will pass. But what about the mother of a child with TEA?

It is unquestionable that at the time of the discovery of autism in a child, automatically, all attention is turned so only to her. It is the time to seek a school that meets your needs, a phonoaudiologist who serves children within the autistic spectrum, an occupational therapist with sensory integration, a psychopedagogue... A task force is started, entirely, aimed at providing this child with adequate development, so that in the future he can have a life considered as "normal" as possible.

With everyone's attention turned to the child, one makes the mistake of not observing or caring for those who care for her, most of the time, the mother.

In addition to all the demand in the daily routine of any child, the mother of the child with TEA will need to deal with the new, and the new sometimes terrifies. She will also need to deal with grief, acceptance, and will have to learn, whether she wanted it or not, to fight for her son. That's natural!

However, the people surrounding this mother are not aware of what is really going on with her, for her attention is also directed to the child, who in thesis, demands greater attention. And then the

mother is forgotten!

According to a study done with American families and published in the Journal of Autism and the Disorders, the level of stress in mothers of people with autism resembles the chronic stress presented by combatant soldiers.

As mentioned above, the mother of a child with TEA will need to deal with her "new child," just as she will need to deal with a pump of feelings that will arrive along with her child's autism diagnosis.

Just as each driver is unique, each mother of an autistic child will handle the diagnosis in a unique way. Some will go through the grieving phase more slowly, others faster, and others strongly state that they have not experienced this phase, and one must respect the feelings and particularities of each.

Particularly, because I am a mother of autism, I talk about this subject and I have the opportunity to talk to other mothers and I observe that there is indeed a neglect with the feelings of each of them in the face of the new needs of their children.

After grieving, the mother of the child with TEA will have to learn to accept the new needs of her child, and will learn that almost everything with it will be different. A son doesn't come with a manual. No children come! But logically we create a timeline of our son: he will be born, hook up, walk, talk, go to school, have friends, will

be a good student, or not, will have several friends, girlfriends, will choose a profession, will make a college, will marry, will have children...

I do not say here, under any circumstances, that a person with TEA will not reach this entire timeline, but I assert absolutely, that the path will not be such a straight line. That's not to mention the degree of autism the child presents. And Mom's gonna have to deal with that path, which seemed like a straight line, and now it's almost become a maze. Where you live your child's life will have to be debunked in the way she could never imagine. Therefore, I often claim that acceptance is daily.

The truth is, there is no looking at the mother of the child with autism. Within the family, few will be their network of support, for the child, being cared for by it at all times, will show resistance to staying with someone else. In school, for the most part, there is no technical preparation to meet the need of the child, who will say a suitable preparation to welcome the mother. And there is no public policy aimed at caring for the physical and mental health of that mother.

I could write a book about this subject and my own experiences about the negligence that hangs over the physical and mental health of the mother of a child with TEA. But the aim here is only to draw attention to such a delicate and important subject, since it is she who plays the role of caring for this child and tries to integrate it into a society that is not yet prepared to deal with the new, because there is a pattern, and the child with autism does not fit into standards dictated by society.

Mothers of children with autism are also not standard mothers. They are mothers who need to learn to break patterns every day, deal with the new, with acceptance, with prejudice, with doubts, with indifference, with obstacles, with lack of information, with lack of empathy, and not yet let their feelings be disclosed to their children. Did you just get tired of imagining all that? Yeah, it is! That's a mother of a child with TEA. And she needs to be seen too!







ib  **dh**

INSTITUTO BRASILEIRO DE AVIVAMENTO
AO DESENVOLVIMENTO HUMANO

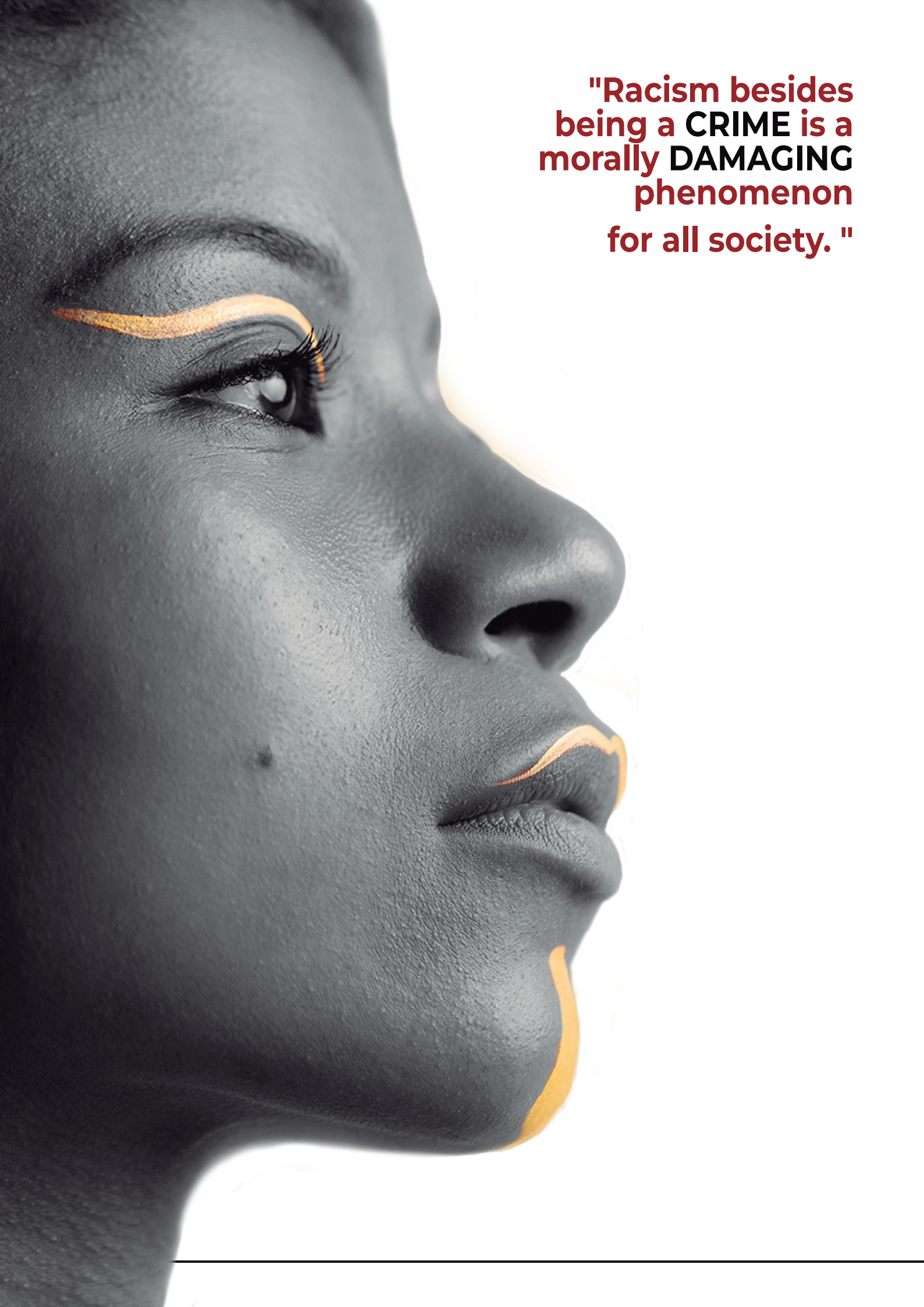
The CONSTRUCTION OF SELF *ESTEEM* FOR AFRODESCENDANTS

BY EUDES VIDAL

Paraphrasing Neusa Souza (1983) it is right to say that self-esteem is a discourse of oneself founded in the knowledge of reality. Things being the way they are the question inevitably arises understanding the construct that is history and how it affects the constitution of emotional identity in people of color, grounded in self-worth, self-esteem and a positive self-image, in the structured history of racism in Brazil.

To understand the complex process of the development of self-esteem in African descendants, it is fundamental that we evoke the historical process, for the thousands of humans rounded up all across the African continent, forcefully dispersed for almost four centuries in the Atlantic. The slavery that occurred in Brazil between the 16th and 19th century, made it compulsory for the widest variety of ethnicities to live in a society founded by a dominant European ideology. These dimensions manifested historically, socially, politically, economically and culturally in how these people identify themselves both and emotionally. People who in their own way suffered a transference of social suffering, a complex and consistent process of alienation of their own self-worth as a collective and as an individual. This inheritance has long been between people who identify as black. This was only possible though the distortion of social relations in the formation of this country, founded through the expansion of the Brazilians multidimensional and structural racism.

So black people during the construction of their emotionality, individualism, self-worth and self-esteem in their dramatic collective trajectory, were met with ideological barriers and great suffering to elaborate their composition and recomposition in their social, cultural, and financial relations which in its own way defines the social value of their bodies and their emotion. The racial aspect of relations allowed the dominant ideology based in euro-centrism, to easily classify afro-descendants as a sub-species of human race. The justifications for this Hegemonic way of thinking begins with a slave-owning heritage. That heritage lives on in the popular imagination and creates associations such as a stabilized direct connection between African descendants, the reduction of the history of enslaved people, the banalization of slavery itself all to the detriment of the understanding of violence engendered by the spoliation by the old political and economic elite of many European regions, when they invested in the abduction that enslaved African people. Furthermore, the obliteration of history before the African diaspora is another element that is the result of this collective imagination when referring to the Afro-Brazilian ancestry. Today we understand the clear intent of a racist historical structure that was arbitrarily built by colonial political forces which is, in some way, still the backbone of the Parallelism of the relations between black and white people today. (SOUZA, 1983)

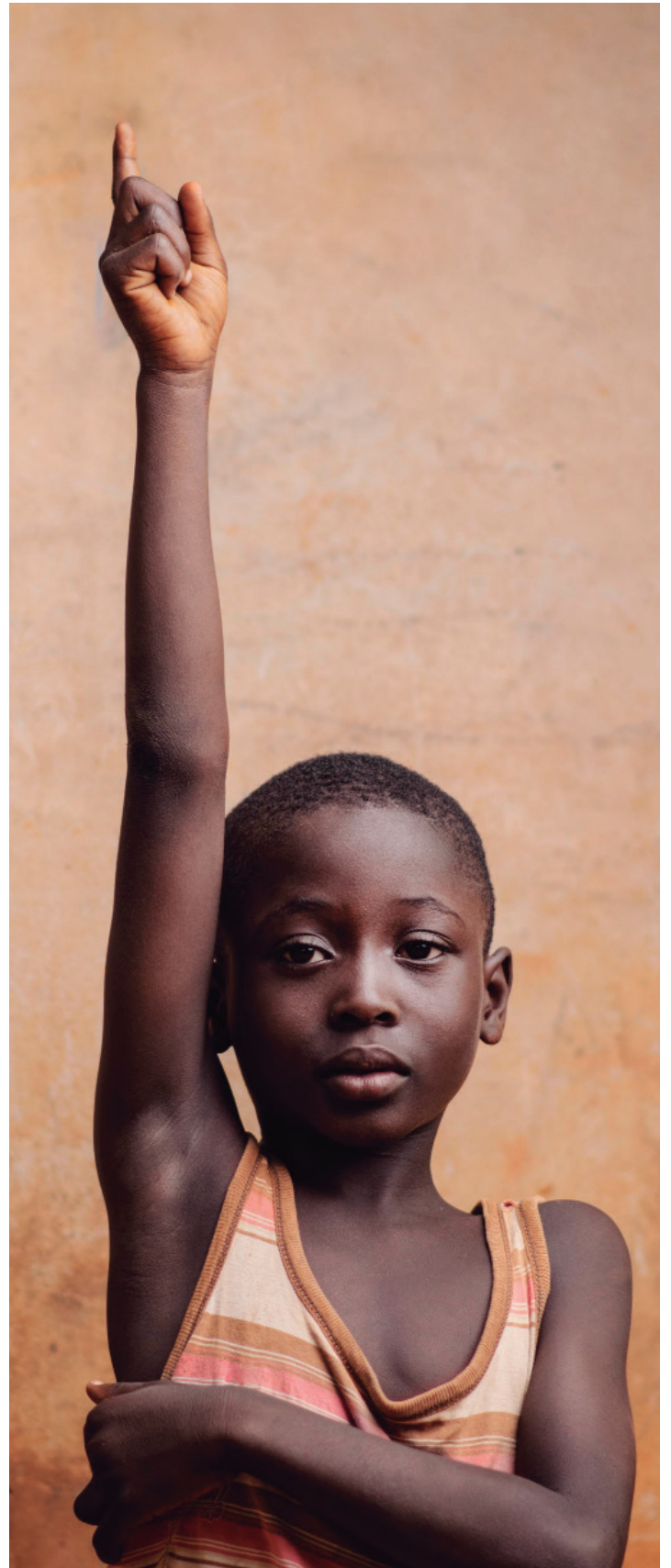


"Racism besides
being a **CRIME** is a
morally **DAMAGING**
phenomenon
for all society. "

Post-Abolition history for many black people, doesn't undeniably constitute any type of action by the state that could remotely establish a reparation that offered any concrete material condition of survival for workers freed people, the same condition offered by the mid-19th century to European immigrants. It was a structured system of racialization and criminalization of black people seen as 'indolent', with this establishing expansion in order to maintain a justification to persecute African descendants and their cultures even in the first decades of the Brazilian Republic in the early 20th century. Through persecution and devaluation the white elite, allowed the creation of negative elaborate attributes maintaining their privilege and the continued subjugation of the black majority.

The idea of race supports the development of racism while the symbolic tool is concrete enough to operate the basics required to create systematic parallelism in multi-ethnic relations, fundamentally becoming the intention of discrimination for all non-white people, principally afro-descendants. In practice this phenomenon has caused disadvantages for these people and a different treatment for its racially identified members. (ALMEIDA, 2019)

According Santos, the concept of race is supported in the conception of a ideology where the dramatic distribution of this social group within a classist structure in world capitalism, above all in the structure of Brazilian classes. Racism as well as being a crime is a morally damaging phenomenon for all society. However in its establishment racism is often invisible in its paralyzing subtlety and naturalization of this phenomenon. This way the ideology determines the unconscious construction of social and political culture, and in its own way concerns the psycho-emotional development of all its social subjects, white or not. (ALMEIDA, 2019)





meet the **AUTHOR**

EUDES VIDAL

Pedagogo (UNEB), atualmente é professor do Ensino Fundamental (SMED), Doutor em Difusão do Conhecimento pelo Programa de Pós-Graduação em Difusão do Conhecimento (UFBA), Mestre em Educação e Contemporaneidade (PPGEduc/UNEB) e especialista em Metodologias de Ensino para o Educação Básica (FCE).

Therefore the racist ideology expresses the thought that from the stating of the concrete relations established in the day-to-day it structures a social reality and a imaginary result which is primarily built in the practice of interpersonal relations that also determines the interpersonal structure of black and non-black people.

Through the exposure it becomes evident that all of the human weight that determines the history of Africans and their descendants in Brazil affects the emotional constitution of the generations raised with slave heritage. This way the emotional life of black people even in their infancy will be marked by experiences of absence and invisibility of their bodies. Just the fact that there are no black dolls in a country where 54% are self-declared black people rectifies the representative inequality of these people, written since their infancy, except for some rare cases. (RIBEIRO, 2019)

This way the representative figure of the Afro-Brazilian manifests in the racist ideology as an animal and the distinction of this known phenotype as not black. This ideology based in Colonization defines the non-linear

construction and tragic constitution of self-esteem in black people.

There is a type of authorization for a type of "collective castration", a psychoanalytical concept connected to deficiency, loss and directly indicative in the emotional autonomy and in the construction of self-worth and self-esteem. As black men and women are outside of the ideal standardized model which is anchored in euro-centrism this social square interpolates men and women of African origins and subjects them to their own rejection by making diminishing the perceived worth of their phenotype traits, like their hair, facial features, bodies etc.

This way the racist ideology is built on recognition of parallel multi-ethnic relations in Brazilian education, place the black men and women in destitution of human value, but reducing a second- class or category humans compared to the standard White model.

The self-image of black people was forged by racism, internalization of euro-centrism causes a devaluation of their own bodies, and healthy conditions to build self-worth and develop self-empathy and self-worth

from childhood. The construction of that first childhood image shifts the positive representation of your peers, and in its construction there's a devaluation founded in historical and social constitutions in conflict with the collective image of black people in the racist ideology. (SOUSA, 1983)

Brazil has the largest self-declared black population outside of Africa and it doesn't have collective representation correlating with the large population, it is this process of affirmation of exclusion of black people just amplifies the source of self-esteem and

positive self-image among their peers.

We conclude that the constitution of self-esteem and a good self-image in black people is always challenging, due to the social and historical condition of inferiority. However the mobilization of involved groups with the objective of overcoming racism has allowed progress on various fronts, which in their own way allow new generations to find some Afro-descendant representation whether that be via media or in other societal spheres where it is possible to find black prominence.





AFROESTIMA AVIVAR

UMA HOMENAGEM A PERSONALIDADES NEGRAS

BY JÔNATAS NASCIMENTO, LIZIANE LOBO E LUCAS BAHIA

The project “AFROESTIMA AVIVAR” has as its goal to save iconic names from the African community who are, often times, made invisible by our contemporary society. Names of people that should be celebrated in our society for all their important deeds. Valuing these people and their contributions helps construct self-esteem, confidence and helps preserve black ancestry that shaped the identity of the Brazilian nation. To turn dormant voices into live and accessible ones that realize this process. The memory in relation to Black Awareness points to the relevance of emphasizing the topic, today and forever, when we encounter racial inequality in Brazil. In 2019 the Brazilian Institute of Geography and Statistics (IBGE) developed a study named: “Social Inequalities due to Color or Race” which showed black

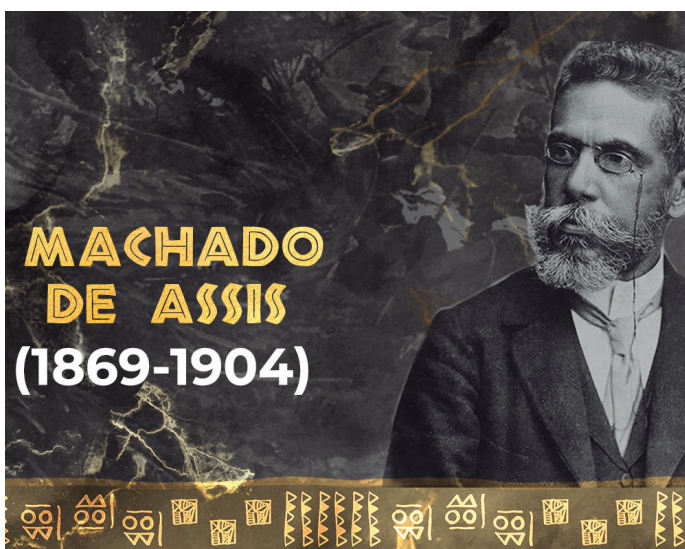
and brown as 56% of the Brazilian population with the worst indicators of income, life-expectancy, education, services, etc. The Violence Atlas showed in 2020 that the murder rate of black people went up 11.5% between 2008 and 2018, where as non-black rates dropped by 12%. Black people represent 75.9% of all people murdered in this period. For every one non-African descendant murdered there were 2.7 afro-descendants murdered.

Our objective today is to provoke consciousness of the fact that it is vital that we eradicate the social phenom that is racism by understanding what is a racist act, the crime and its punishments and principally promote the history of black people who had an important role in the human development.



Dandara mastered the techniques of Capoeira and fought alongside men and women in the many battles consequent to the attacks on Palmares, founded in the 17th century in Serra da Barrigam situated in the then Capitania de Pernambuco in modern day Alagoas, the access in that day was made difficult by the terrain and dense vegetation. It is not known if Dandara was born in Brazil or on the African continent — Joined the group of black people challenging the systemic colonization by slavery. She also participated in the development of the Quilombos resistance strategy. Dandara married Zumbi dos Palmares with whom she had three children: Motombu, Harmodio and Aristogiton. After her imprisonment, Dandara committed suicide to not return to slavery.

Known as the greatest leader of the Brazilian Quilombola, was the last leader of the Quilombos dos Palmares, the greatest and the most feared of the Quilombos of the colonial period. Zumbi was born in Capitania de Pernambuco, the modern day Municipality of Uniao dos Palmares, in the state of Alagoas. Until this day he is considered the symbol of the resistance in the fight against slavery, for fighting for liberty of religion and the practice of African culture in Colonial Brazil. Zumbi married Dandara and had three children: Motumbo, Harmodio and Aristogiton. On the day of his death on the 20th of November 1995 he is remembered and celebrated all over Brazil as the Dia da Consciência Negra, even if its only as a mere footnote of his deeds.



Joaquim Maria Machado de Assis was born in Rio de Janeiro on the 21st of June 1839, he was a Brazilian writer, considered by many critics, learneds, writers and readers as one of the if not the greatest name in Brazilian Literature. He wrote in practically every genre, he was a poet, a novelist, a playwright, a chronicler, a journalist and a literary critic . He was there to make testimony of the abolition of slavery and the change of political landscape when the Empire made way for the Republic, as well as through many twists and turns worldwide between the end of the 19th and beginning of the 20th centuries, he was a great commentator and speaker of the the socio-political events of his age.

In 1914 Sacramento known as the Miners triangle Carolina Maria de Jesus was born. A descendant of slaves Carolina, who was from a poor family could only receive a primary education, what was necessary to work and help with rent. She never abandoned what she learned in school: which was to read and write. In her teenage years she lived in between farms and cities in the interior of São Paulo, following her mother to whatever she needed to sustain herself, often employed in family homes. On her return to the city of her birth in 1933 Carolina was arrested, accused of reading to use witchcraft against white people.

After the death of her mother in 1937, Carolina moved to the city of São Paulo. She worked as a maid, a nursing assistance, a saleswoman and even a circus performer. After she got pregnant she lost her job and became paper collector and whenever she found something that could be read, she brought that home to read.

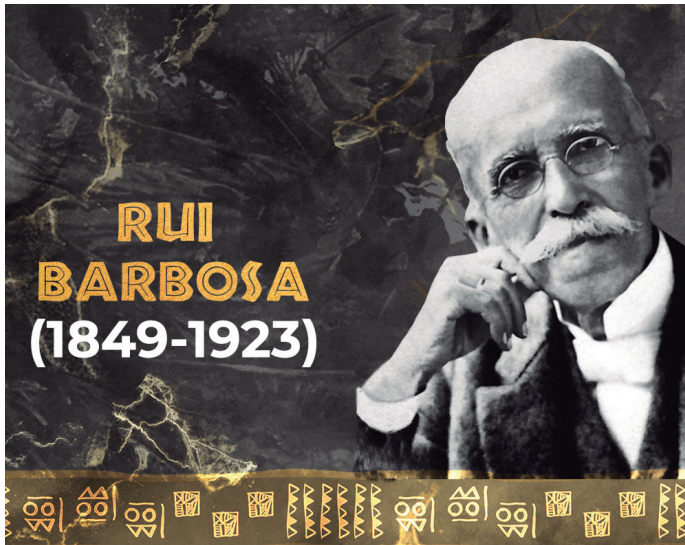


The Bahian, a bachelors degree from the Federal University of Bahia and PHD in geography from Strasbourg University. Milton wrote books and essays reflecting social inequality, urban spaces, migration, globalization, occupations and technologies. During his formative years in Salvador he was part of black intellectual youth with poor origins that managed to go to school.

Persecuted and imprisoned by the military dictatorship he exiled to France where he gained intellectual academic prestige/acclaim. Milton stood out for his outside-the-box thinking as well as being a black man thrust in the middle of intellectuals predominantly of white origin. Today he is known across the world for being one the greatest Brazilian geographers and he is responsible for the new perspective on concepts such geographical space, landscapes, places and regions.

Aparecida Sueli Carneiro, or better known as Sueli Carneiro is a philosopher, writer and militant of the black social movement in Brazil, she is considered one of the main authors of black feminism in Brazil. Sueli got her doctorate in philosophy from the University of São Paulo (USP). Sueli is considered by many one of the greatest thinkers and activists of gender and race across the country. Multi-award winning she lay claim to the Vladimir Herzog (2020) and the French Human rights award. Born on the 24th of June 1950 in São Paulo, Sueli is currently 71 year of age and since 1988 leads the "Geledes - Institute of Black Women" whose objective is to eradicate gender and race discrimination present in today's society.



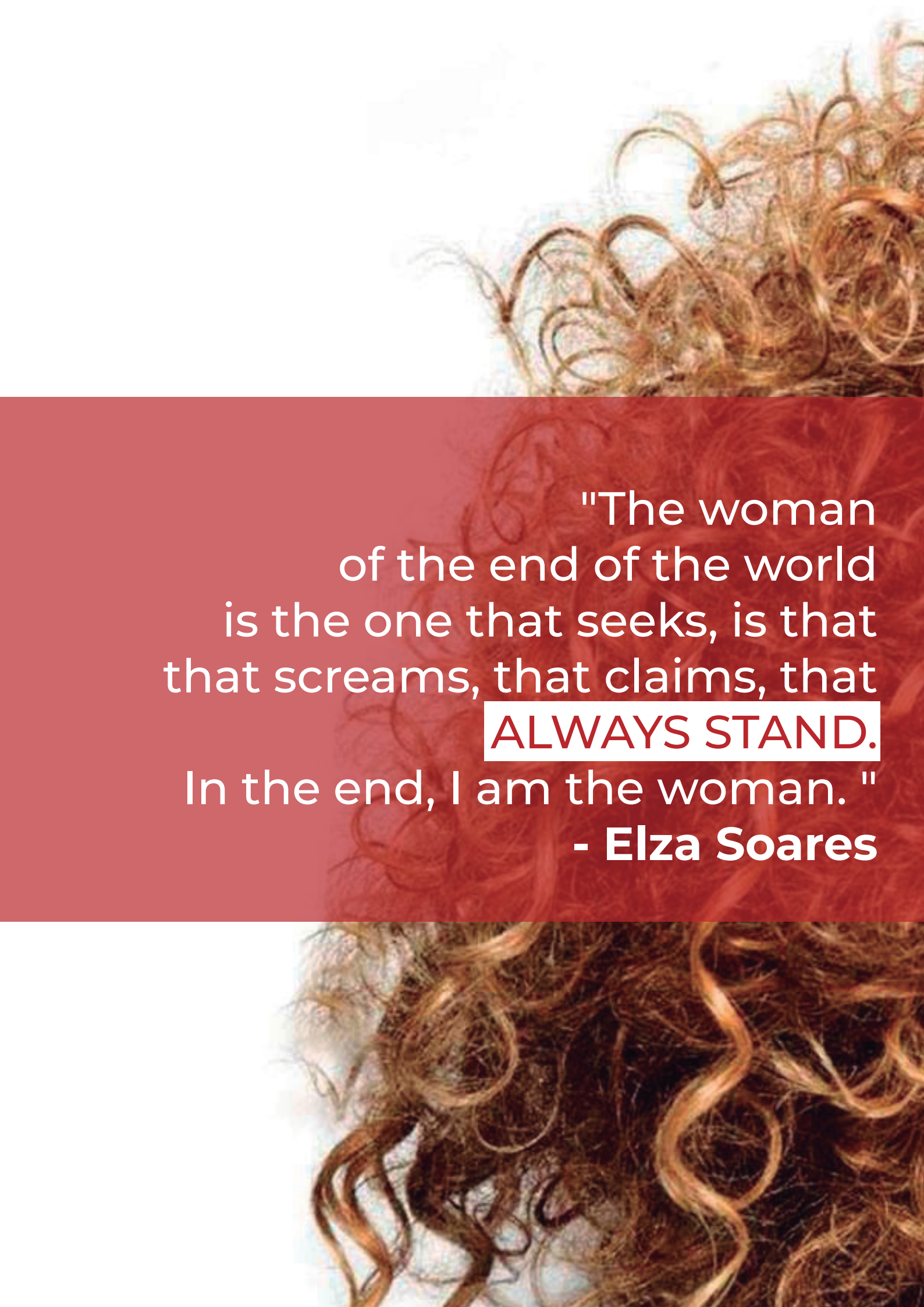


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Elza Gomes da Conceição, known as Elza Soares (1930) was a potent representation of the fight for rights for the black community. Singer and song-writer always used her art to echo to the four corners of the world her involvement as an activist in the struggle for minorities: LGBTQ+, Women and "all those who aren't heard". Veja magazine (2020) "Activism is essential. Whoever has not been an activist simply will not accomplish anything in this world. It doesn't change the state of things. You have to fight, have an active voice, go to battle for it." Elza is famous for her raspy voice, Elza Soares is one of the biggest names in popular Brazilian music. Her life-story is entwined with her will to fight and resist discrimination and racism, as well as her inspirational stories of overcoming and her humanity.



Luiz Gama known as the patron of the abolition of slavery in Brazil was a lawyer, speaker, a journalist and writer. Born in Salvador Luiz spent the first decade of his life a slave (even though his father was white and mother was free) he was unable to read or write until the age of 17 when, with the help of a law student, he learned. Once alphabetized Luiz studied by himself and managed to earn his own freedom, showing the law that he could be a free man and still have a right to his liberty. he was featured in Paulistana due to his particular contribution to the press and in law, we can cite the "Questão Netto" case where Gama guaranteed the liberty of more than 216 slaves which was according to the BBC "The largest known collective freeing of slaves in the Americas."



"The woman
of the end of the world
is the one that seeks, is that
that screams, that claims, that
ALWAYS STAND.
In the end, I am the woman. "
- **Elza Soares**



Grande Otelo, the pseudonym of Sebastião Bernades de Souza Prata, was an actor, a comedian, a signer, a producer and composer. He partook in a variety of successful Brazilian films and is frequently quoted as one of the most important actors in the country's history. In 1932, —, he received the nick-name the great Othello which he carried until his death. Multi-award winning Othello won "Coruja de Ouro" in 1969 in the category "Best Actor" (for his work on "Macunaíma") as well as winning the Oscarito in 1990. He passed away in 1993 after suffering a heart-attack. He was buried in São Pedro cemetery in Uberlândia (Minas Gerais) the city of his birth where he received innumerable tributes from the local population.



Maria da Conceição Evaristo de Brito was born in Belo Horizonte in 1946, she graduated in Language? At the UFRJ (Federal University of Rio de Janeiro)

And worked as a professor in public schools? She got a masters degree in Brazilian Literature PUCRJ and a doctorate in comparative literature from the Federal University of Fluminense. She was born into a family of very few means where she grew up with nine siblings Maria being the. Conceição gained notoriety due to her work as a writer, standing out in a variety of different genres, including Conto, Romance and poetry. She was paid homage as the Literary personality of the year by Jabuti 2019 and won the Jabuit prize in 2015, her work, critically acclaimed is laden with observations regarding the profound racial inequality that exists in Brazil.

Nilo Procópio Pecanha was a Brazilian Politician and the 7th president of the republic, taking charge after the death of Afonso Pena in 1909. Even though there is controversy regarding his ethnicity Nilo Pecanha is often considered as the first and only black president in the history of Brazil. Nilo Pecanha was born on the 2nd of October 1867 in Camps do Goytacazes, Rio de Janeiro, a descendant of a family of agriculturists, coming from a very poor childhood he gained the significance of public life, he had mandates in. — In Bahia a city was named after him and in Rio de Janeiro he was attributed the now named municipality "Nilópolis".





Elisa Lucinda Campos Gomes is a poet, a journalist, a writer, a signer and actress. Known in the music and acting fields for her work in cinema, television and theater. She graduated in Social Communication at the Federal University of Espírito Santo, she attended Journalism in the 80's. Elisa also worked as a teacher but her decision to follow her acting career saw her move to Rio de Janeiro in 1986. Elisa won the Special Jury Prize from the Cinema de Gramado festival in 2020, as well winning a Kikito at the aforementioned festival, she also won the Black Race Trophy in the theater category.

Nelson Mandela, can be defined as the most relevant personality in the contemporary black movement and representation of the African Continent. He was a political leader and President of South Africa from 1994 to 1999. As a born leader, since entering the Faculty of Law he has been involved in politics concerned with the African youth and black population, becoming a member of the student movement where he made his first political demonstrations. Mandela was the best known rebel leader against apartheid, the regime separated the black population, denying it all political, economic and social rights that were guaranteed to other people. He was jailed for 27 years, being released in 1990 after a strong international campaign led by the African National Congress.



Angela Davis (born 1944) is an American professor, philosopher, and activist who works in defense of rights, equality, and respect for women, as well as the struggle to end racial discrimination. It became in 1960, one of the most important personalities in the defense of black feminism within the United States, where it is currently referenced worldwide. The activist acted in the Black Panthers, a revolutionary party that advocated the implementation of social policies to eradicate inequality and oppression of the black population. The most radical part of the party's performance was linked to the armed monitoring of police activities to prevent violent attacks against blacks. The Black Panthers were an organization that had much force of action and confrontation against the police.



You know what it is ?

The term is frequently used today despite being misunderstood because of its complexity. Now you will be able to tell your friends, neighbors what this very important subject is about. Let's do it!

STRUCTURAL RACISM

Structural racism dates back to the darkest side of human history: Slavery. This process constructed the ideal of inferiority of black and indigenous tribes in relation to white people. The civil development consolidated the distance between these groups by means and actions integrated with policy in social assistance, inclusion in education and job markets. These factors became rooted in racial discrimination in society.

It's important to note that an isolated act of racism, such as calling someone an offensive term because of the color of their skin does not fall into the category of structural racism. Structural racism is related to the conditions of disadvantages

and privileges predominantly because of an ethnic-racial factor. This type of racism is almost imperceptible and can go unnoticed because it has become habit, for everyone involved, a combination of practices, habits, situations and rooted sayings in our culture, they directly or indirectly promote segregation and racial prejudice

PhD Lawrence, Keith and PhD Keleher, Terry (2004) Define structural racism as "the normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color."

A Black man with a beard and closed eyes is shown from the chest up. His hands are placed on his chest, and his right arm features yellow, stylized symbols. The background is dark and textured with glowing yellow lines. A red semi-transparent box is overlaid on the left side of the image.

“In a racist society, it
is not enough to be
non-racist, we must
be **ANTI-RACIST.**” -

Angela Y. Davis

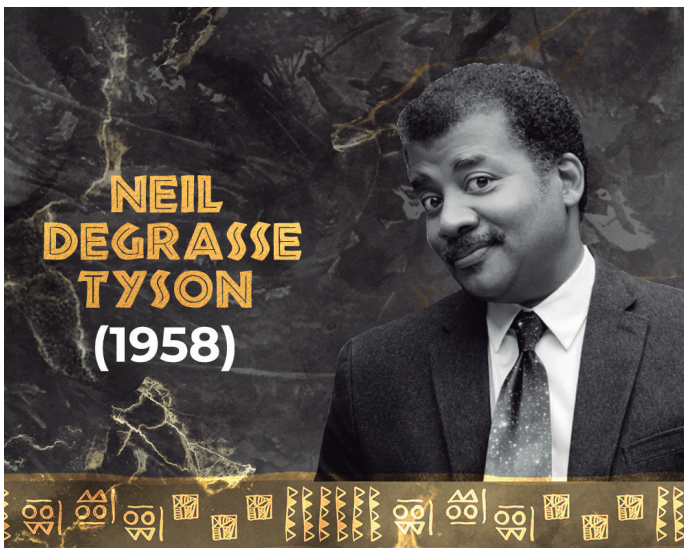
Madam C.J. Walker was an American entrepreneur, philanthropist and a socio-political activist. She is registered as the first woman to become a millionaire in the United States according to The Guinness Book of World Records. Walker made her fortune developing and commercializing a line of cosmetics and hair production for black women produce by the company she founded Madam C.J. Walker Manufacturing Company. Madam Walker is also famous for her philanthropy, she made many donations to a variety of organizations and became a patron of the arts. At the time of her death Walker was considered the richest African-American business woman in the United States. Walker died aged 51 on the 25th of May 1919 from kidney failure.



Malcolm X was a revolutionary American activist for the Civil Rights Movement who's story was a social calling to the fight against hatred and racism embracing "Black Nationalism", which made the construction and respect for the black identity possible. In school Malcolm stood out which good grades and his desire to study law, with the intention of becoming a lawyer. Once deciding to share his ambition with his professor during class Malcolm was belittled and humiliated in front of his fellow students, the professor said 'Isn't a realistic goal for a black person.' Malcolm X is the founder of the Organization of African-American Unity, a non-religious non-secular organization, whose ultimate goal was to united the African-Americans. Malcolm X was assassinated before his 40th birthday while giving a speech at the Audubon Ballroom.

A North-American activist, Rosa acted in the Civil Rights Movement in the United States. Born in 1913, granddaughter of slaves she was born into a time of segregation. At the age of 16 she became a member of the NAACP (National Association for the Advancement of Colored People). Rosa openly defended black rights and held clandestine meetings to help people suffering from the consequences of racist laws. In 1955, when heading home from work she got on a bus and sat in a seat designated for black people in the middle of the bus. Along the journey the bus filled up, with all the white seats occupied, the bus driver asked Rosa and three other black passengers to stand to accommodate the white passengers. Rosa refused to give up her seat, despite insistence and insults she would not move, eventually resulting in her arrest for violating the segregation law





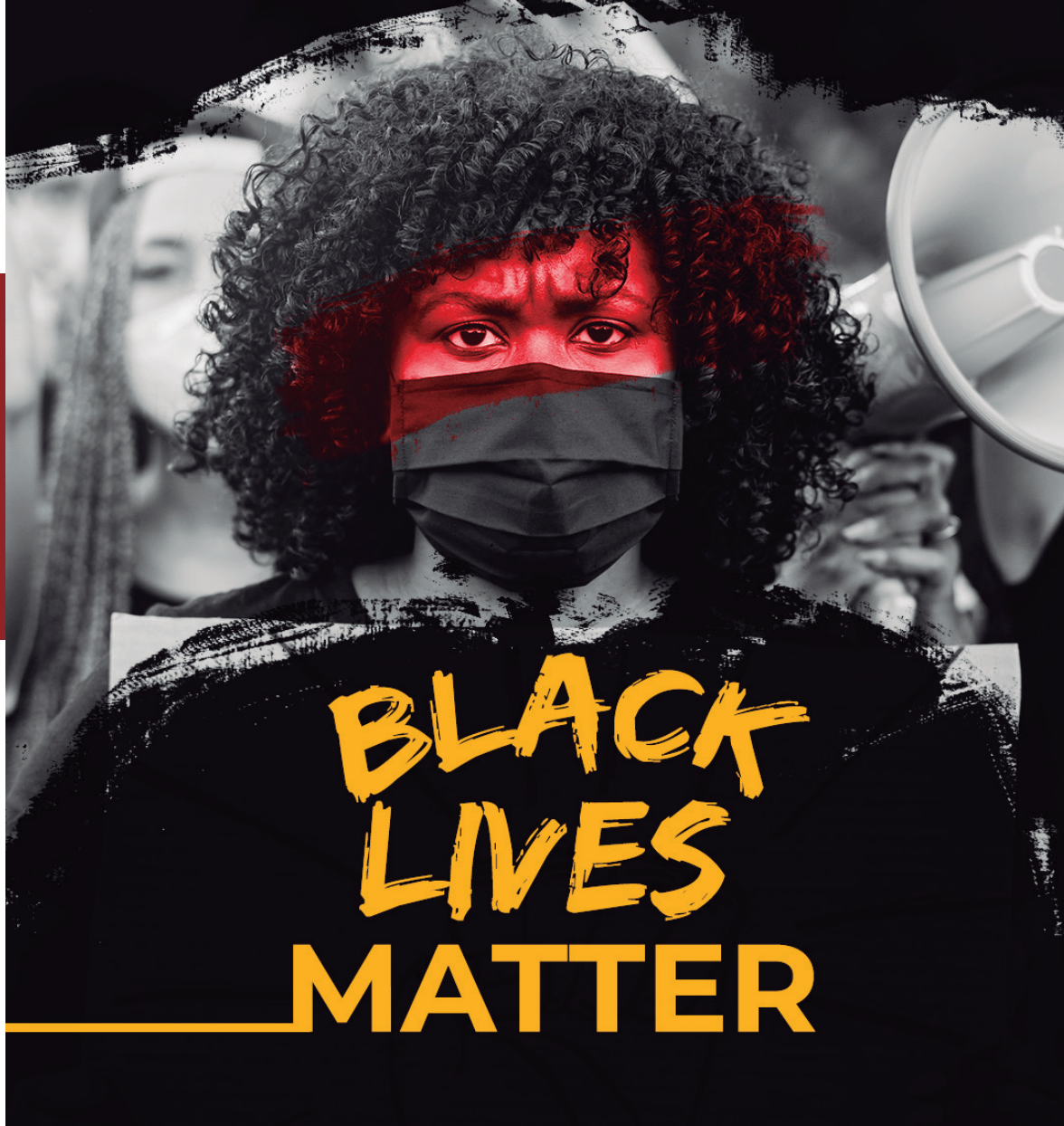
Dr. Neil Degrasse Tyson was born on the 5th of October 1958, he is an astro-physicist, writer and a promoter of scientific information. From 2006 to 2011 he was the host for a PBS show called "Science NOW". In 2014 he presented a series called "Cosmos: A Spacetime Odyssey". Born in Manhattan, New York. Tyson studied Astronomy in his youth and became relatively known due to studying such a new subject at only 15 years old. Most of his fame is down to his talent as a communicator, bringing little-known scientific subjects to screen and radio and into the homes of the public.

"You get a new car, you get a new car and you and you get a new car!"

Oprah Winfrey is an American TV presenter, a journalist, actress, psychologist, entrepreneur, producer, editor and writer. Oprah has won multiple Emmy Awards for her program "The Oprah Winfrey Show" a talk-show with the record for the largest audience in the history of American television. After finishing high-school Oprah won a voice-over competition with a scholarship as prize to attend the University of Tennessee where she studied tele-communication. According to Forbes Magazine Winfrey was chosen as the richest woman in entertainment during the 20th century and was the first black woman to be included on the billionaire list in 2003. Forbes valued her assets at €1.95B in 2010.



VIVIEN Theodore Thomas was a surgeons assistant who developed the procedure used to treat "Blue baby" syndrome in the 1940's. With a limited formal education and never registered at a university Dr. Thomas fought against poverty and racism to become a pioneer at heart surgery and became a professor for student who became the best surgeons in the United States. The story of Vivien Thomas is told in the movie "Something the Lord Made" as well as an HBO documentary. Vivien passed away on the 26th of November 1985, aged 75.



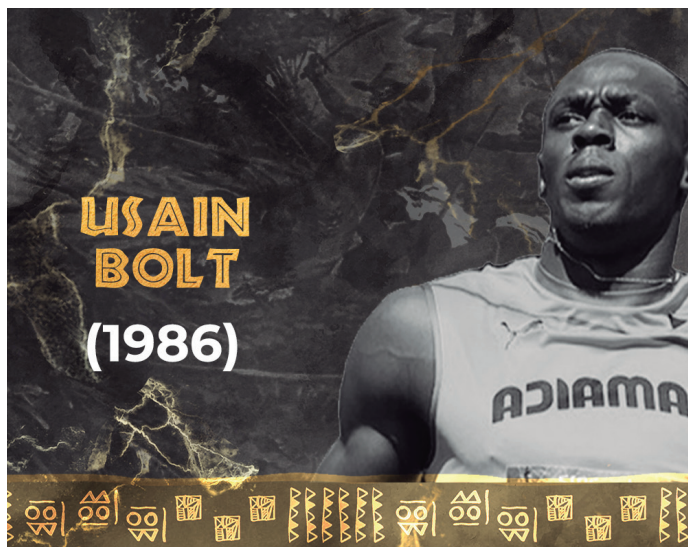
HOW DID THE MOVEMENT START? “BLACK LIVES MATTER”?

In 2013, created by three black female activists: Alicia Garza, Patrisse Cullors and Opal Tometi. They all started a protest against the acquittal of the police in the case of the, 17 year old, Trayvon Martin.

In 2014 force is used against police by a legion of youth for the death of Michael Brown. The movement grew to new heights rallying people worldwide against the genocide of black people.

“Black Lives Matter fights for a world where black people aren’t systemically and intentionally attacked”

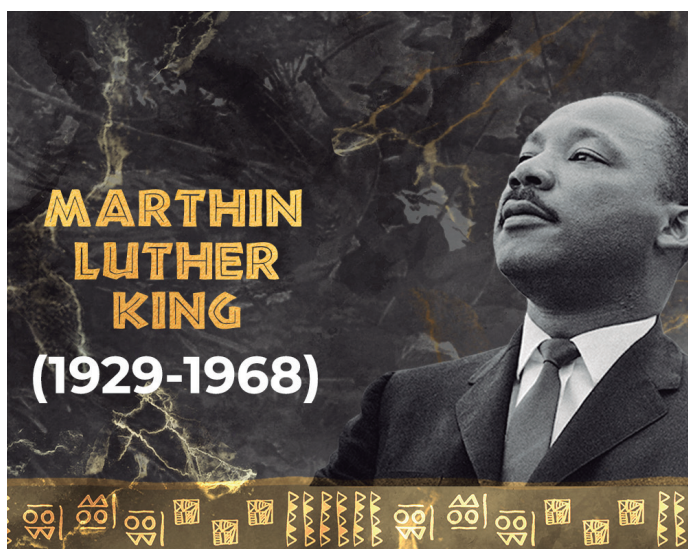
- Geledes



Usain St. Leo Bolt is a Jamaican former sprinter winning

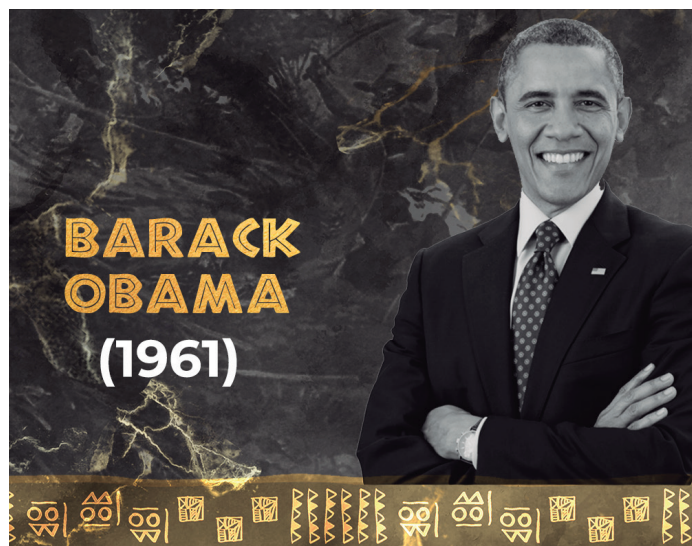
8 Olympic gold medals and 11 World Championship medals, widely considered to be the greatest sprinter in the history of the sport and his achievements have placed as one of the greatest athletes in world history. Along with his host of gold medals, he was also awarded Athlete of Year by the IAAF and the Laureus prize for World Sport which he won 4 times. Bolt also won awards away from sports include an Order of Jamaica and an Order of Distinction, awarded by the government of Jamaica. Born in the small town of Sherwood Content, Jamaica Bolt showed some real athletic potential at the age of 12, in 2001 at barely 15 years old he competed in his first international championship representing Jamaica at the CARIFTA Games on a U-17 level, winning two silver medals in the 200m and 400m categories.

An Oscar winning actress, an Emmy Award winning producer, Viola Davis was considered as one the Time Magazine's Most Influential 100 in 2012 and 2017. Davis started her career acting in theater and co-starring roles in cinema, she won a Golden Globe as best actress in a supporting role. Born on the 11th of August 1965 daughter of a maid and a horse trainer her mother Alicia was an activist in the Civil Rights movement in the U.S. Viola graduated in the theater in 1988 and in 2002 got an honorary doctorate in the Arts from the University. Viola came from a modest childhood along with 5 siblings, Viola made history when she was nominated to compete in four different Oscar categories.



Martin Luther King is considered one of the most important names in the history of fight for civil rights for black people in the United States. Born in Atlanta, Georgia on the 15th of January 1929. Graduated from the the Boston University with a degree in Theology and converted to become a pastor in 1954, Martin Luther King too the role of Pastor in a church in Montgomery, Alabama. 1955 he began his fight for the recognition of civil rights for black North-Americans with civil disobedience by Henry David Thoreau, and with pacifist methods inspired by Mahatma Gandhi, the same inspiration used by Nelson Mandela in his quest to end Apartheid in South Africa. Martin Luther King died in April 1968 aged 39. King's assassination is clouded in doubt.

Octavia Lenora Spencer is an award-winning North-American actress, graduated from Auburn University in Art. Spencer won the Oscar and Golden Globe for best supporting actress for her role in the film "The Help". In 2017 she was nominated for best supporting actress for her work in "Hidden Figures". In 2018 she became only the second black actress nominated for an Oscar three times and the first ever to be nominated in consecutive years, this time for her role in the film "A forma da Água". Spencer got her big break on Comedy Central with "Halfway Home" in 2007.



Barack Hussein Obama born on the 4th of August 1961 in Honolulu, Hawaii. He is a symbol of dedication and persistence in the fight for a more equal society. In 2008 Obama became the first African-American to be President of the United States. (2008-2016) The president of "Hope" and "Change" who in his campaign acted against racial discrimination, stood to help the working class, defended the right to healthcare and acted to integrate the LGBTQ+ communities. Obama leaves behind a legacy not just for his policy changes, but for his inspiring speeches and actions with the objective of social stability, without prejudice or social inequality. The winner of the Nobel Peace Prize now dedicates himself to inspire youth all over the world.

One of the most influential women in the world. Michelle Obama graduated from Princeton University and Harvard Law, she started her career as a lawyer at a law firm in Chicago where she met her husband Barack Obama. She previously worked in the Chicago mayor's office and at the University of Chicago Medical Center. Michelle also founded a Public Allies affiliation, an organization which helps prepare youths for a career in public service. She became known worldwide for her role as First Lady of the United States of America from 2008-2016. Committed to a variety of social causes such as the fight against racism, for women's rights, she defends the right to education and good nutrition. Michelle used her position as First Lady to bring awareness, motivation and promote these causes.





Marielle Francisco da Silva, known as Marielle Franco, was a sociologist and Brazilian politician who was assassinated by gunshots on the 14 of March 2018. Marielle defended feminism, human rights and criticized Federal intervention in Rio de Janeiro and the Military Police. Having denounced a variety of abuse by authorities against underprivileged residents. Franco worked as a political advisor to Representative Marcelo Freixo and in 2016 she was elected to be a councilwoman receiving over 46,000 votes from her municipality, the second most votes a councilwoman received in the country. Two years after Marielle Franco's death we still do not know who killed the former. Motivated to answer this question her family created the Instituto Marielle Franco with the objective of finding justice for Marielle, to defend her memory and advocate political education for women and the Afro-Brazilian population.

Edson Arantes do Nascimento, better known as Pele, is widely considered the best player to play football of all time. Pele was three time FIFA World Cup winner with Brazil and a two-time Club World Cup winner with Santos F.C. along with 6 Brazilian Série A winners medals and over 700 goals scored in all competitions. Born in Mineira de Três Corações in 1940, he was chosen as the Player of the Century by the International Federation of Football History and Statistics (IFFHS) in 2000 and is the top goal-scorer for the Seleção (national team) with 77 goals scored in 92 games, as well as being Santos top ever goalscorer. In January, 1995 he was named Minister of Sport by Fernando Cardoso's government. Pele is a symbol of Brazil and he helped popularize Brazil as a Footballing Nation.



Patricia Era Bath (1942-2019) revolutionized science by giving the possibility for a woman of African descent by pioneering the study of Glaucoma and in treating Cataracts, her invention helped improve thousands of lives. Bath was a firm believer in medicine to improve patient well-being and quality of life. Born in 1942, she was a prodigy from the start graduating high-school in two years and then graduating from Howard University with a PhD in medicine. The first African-American woman to finish her residency in ophthalmology in 1973, and first woman to work in the UCLA Ophthalmology department in 1975. Bath revealed important statistics for African American communities with her Glaucoma prevention, with her research finding that African-Americans were 8 times more likely to develop Glaucoma and twice as likely to go blind as a result of the disease than the national average,



Baro Sarré

COLORS THAT VIBRATE JOY AND RESISTANCE!

BY LUCAS BAHIA

Born in 1986 in Senegal to Senegalese parents, he arrived in France at a very young age, just two years old, where he received a classical education.

However, his childhood is marked by a restlessness that surprises everyone with his fascination with colors and the third art.

As a boy he spent his time honing his natural skills.

For Baro Sarré, his art is constantly evolving and developing, as the artist says: "my art today is just a natural evolution".

Upon completing high school, the artist begins his professional journey perfecting his techniques at the French School of Applied Arts, specializing in Visual Communication.

This explosion of influences, signs and colors make his works great valuing icons for the resistance of an entire community that deserves to have its grandeur and historical importance eternalized.





Baro Sarré

www.barosarre.com

@barrosarre

Baro reveals that his inspirations come from a mix between impressionism, the works of the great master Picasso and his appreciation for the Ndebele women, who paint their homes with geometric shapes in graphics in South Africa.

This explosion of influences, signs and colors make his works great valuing icons for the resistance of an entire community that deserves to have its grandeur and historical importance eternalized.

The artist has already paid tribute through his art to great black personalities such as: Mandela, Malcom X, Pelé (the king of Brazilian football), Prince, Beyoncé Knowles, Khaby Lame (digital influencer with more than 62 million followers), among many other names. that made and make history on the black stage.















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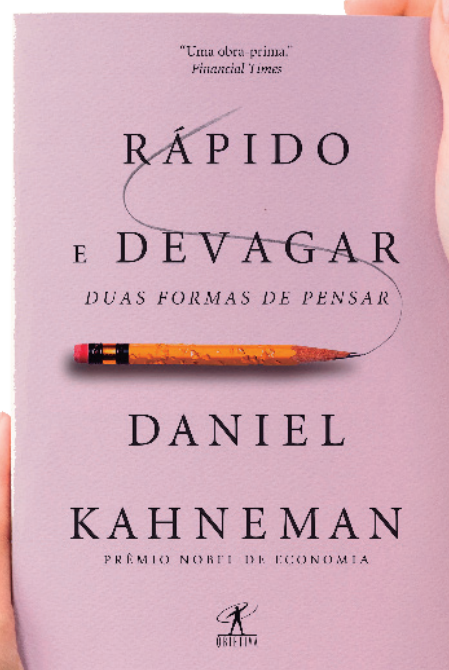
THINKING, FAST AND SLOW

By Daniel Kahneman

The phenomenal New York Times Bestseller by Nobel Prize-winner Daniel Kahneman, *Thinking Fast and Slow* offers a whole new look at the way our minds work, and how we make decisions. Why is there more chance we'll believe something if it's in a bold type face? Why are judges more likely to deny parole before lunch? Why do we assume a good-looking person will be more competent? The answer lies in the two ways we make choices: fast, intuitive thinking, and slow, rational thinking. This book reveals how our minds are tripped up by error and prejudice (even when we think we are being logical), and gives you practical techniques for slower, smarter thinking. It will enable you to make better decisions at work, at home, and in everything you do.

System 1 is fast, intuitive, and emotional; System 2 is slower, more deliberative, and more logical. The impact of overconfidence on corporate strategies, the difficulties of

predicting what will make us happy in the future, the profound effect of cognitive biases on everything from playing the stock market to planning our next vacation—each of these can be understood only by knowing how the two systems shape our judgments and decisions. Engaging the reader in a lively conversation about how we think, Kahneman reveals where we can and cannot trust our intuitions and how we can tap into the benefits of slow thinking. He offers practical and enlightening insights into how choices are made in both our business and our personal lives—and how we can use different techniques to guard against the mental glitches that often get us into trouble. Winner of the National Academy of Sciences Best Book Award and the Los Angeles Times Book Prize and selected by The New York Times Book Review as one of the ten best books of 2011, *Thinking, Fast and Slow* is destined to be a classic.



TO KILL A MOCKINGBIRD

By Harper Lee

To Kill a Mockingbird is a novel by the American author Harper Lee. It was published in 1960 and was instantly successful. In the United States, it is widely read in high schools and middle schools. To Kill a Mockingbird has become a classic of modern American literature, winning the Pulitzer Prize. The plot and characters are loosely based on Lee's observations of her family, her neighbors and an event that occurred near her hometown of Monroeville, Alabama, in 1936, when she was ten. Despite dealing with the serious issues of rape and racial inequality, the novel is renowned for its warmth and humor. Atticus Finch, the narrator's father, has served as a moral hero for many readers and as a model of integrity for lawyers. The historian Joseph Crespino explains, "In the twentieth century, To Kill a Mockingbird is probably the most widely read book dealing with race in America, and its main character, Atticus Finch, the most enduring fictional image of racial heroism." As a Southern Gothic novel and Bildungsroman, the primary themes of To Kill a Mockingbird involve racial injustice and the destruction of innocence. Scholars have noted that Lee also addresses issues of class, courage, compassion, and gender roles in the Deep South. The book is widely taught in schools in the United States with lessons that emphasize tolerance and decry prejudice. Despite its themes, To Kill a Mockingbird has been subject to campaigns for removal from public classrooms, often challenged for its use of racial epithets. In 2006, British librarians ranked the book ahead of the Bible as one "every adult should read before they die".

Reaction to the novel varied widely

upon publication. Despite the number of copies sold and its widespread use in education, literary analysis of it is sparse. Author Mary McDonough Murphy, who collected individual impressions of To Kill a Mockingbird by several authors and public figures, calls the book "an astonishing phenomenon". It was adapted into an Academy Award-winning film in 1962 by director Robert Mulligan, with a screenplay by Horton Foote. Since 1990, a play based on the novel has been performed annually in Harper Lee's hometown. To Kill a Mockingbird was Lee's only published book until Go Set a Watchman, an earlier draft of To Kill a Mockingbird, was published on July 14, 2015. Lee continued to respond to her work's impact until her death in February 2016, although she had refused any personal publicity for herself or the novel since 1964.



SAPIENS: A BRIEF HISTORY OF MANKIND

By Yuval Noah Harari

New York Times Bestseller. A Summer Reading Pick for President Barack Obama, Bill Gates, and Mark Zuckerberg. From a renowned historian comes a groundbreaking narrative of humanity's creation and evolution—a #1 international bestseller—that explores the ways in which biology and history have defined us and enhanced our understanding of what it means to be “human.”

One hundred thousand years ago, at least six different species of humans inhabited Earth. Yet today there is only one—homo sapiens. What happened to the others? And what may happen to us?

Most books about the history of humanity pursue either a historical or a biological approach, but Dr. Yuval Noah Harari breaks the mold with this highly original book that begins about 70,000 years ago with the appearance of modern cognition. From examining the role evolving humans have

played in the global ecosystem to charting the rise of empires, Sapiens integrates history and science to reconsider accepted narratives, connect past developments with contemporary concerns, and examine specific events within the context of larger ideas.

Dr. Harari also compels us to look ahead, because over the last few decades humans have begun to bend laws of natural selection that have governed life for the past four billion years. We are acquiring the ability to design not only the world around us, but also ourselves. Where is this leading us, and what do we want to become?

Featuring 27 photographs, 6 maps, and 25 illustrations/diagrams, this provocative and insightful work is sure to spark debate and is essential reading for aficionados of Jared Diamond, James Gleick, Matt Ridley, Robert Wright, and Sharon Moalem.

The Guardian listed the book as among the ten “best brainy books of the decade”

Bill Gates ranked Sapiens among his ten favorite books



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O PROJETO ARGENTINA AVIVAR



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MÁRCIA ROCHA

The trans revolution in the most homophobic country in the world

BY JÔNATAS NASCIMENTO



Image: Fernando Moraes/UOL

According to statistics compiled by the Gay Group of Bahia (GGB), Brazil is the country with the highest number of homophobic crime records in the world, followed by Mexico and the United States. Still according to the GGB, one homosexual is killed every 28 hours in the country because of homophobia and about 70% of cases of LGBT killings go unpunished. According to a study by the University of São Paulo in 2014, seven out of ten Brazilian homosexuals have already suffered some kind of aggression. The country had 650 homophobic or transphobic killings between 2012 and 2013 and concentrates half of the total number of transsexual murders in the world, according to the report of several international agencies. Faced with this challenging and highly adverse reality, Marcia Rocha emerges, "transvestite,"

businesswoman, lawyer, coordinator of the project "Transempregos," the first transsexual lawyer to act with the social name and recently first trans lawyer elected counselor of the OAB of São Paulo, composing the plate with the lawyer Patricia. (first woman in the presidency), bravely fighting for her truth, opening the way for others to take unimaginable steps. Graduated in law from the PUC, in 1989, Marcia assumed her transexuality at 10 years, when she was 46, and since then became an activist and human rights activist, forming with cartoonist Laerte Coutinho and activist Maite Schneider the project "Transempregos" which consists of an initiative to bring vocational training and articulate partnerships to employ transvestites and transsexuals throughout Brazil, being the largest database of curricula



AVIVAR

FOR DIVERSITY!

and vacancies for trans people in the country. In 2017 she became the first "transvestite" lawyer to act with her social name, on request that was made in the year 2013 being heeded only 4 years later in achievement that was celebrated by the lawyer: "People die every day because of exclusively prejudice. Therefore, the possibility to make people think about this subject and see us as human beings, able to work and to exercise a profession with seriousness, as is advocacy, I think it is extremely important," said Marcia. After making history with the project

"Transempregos" and being the first trans to act with social name in 91 years of OAB São Paulo, Marcia Rocha performed in 2021 another unprecedented feat, together with the lawyer Patrícia Vanzolini, by forming the first plate elected with a woman as president and a trans woman as councillor, signaling the victory of respect for diversity in Brazil, where its achievement determines the first step towards the true inclusion of trans people, whether in the OAB or in society as a whole.



Imagem: Fernando Moraes/UOL



WHAT IS EXPECTED OF EDUCATION TODAY?

EXPECTATIONS AND REALITIES OF THE CONTEMPORARY WORLD

BY SARA CURA

Education is an often idealized subject and often this hinders reflection on it in a less romanticized or utopian way. We often hear that in education are all the answers to the world's problems or, on the other hand, that they are the result of a bad education or lack of investment in it.

I'm not gonna write with that breath. They are too wide-ranging and therefore often empty and are certainly problems for which I have no solution. In fact, education

is not the answer to everything, nor can it be demanded of you. The school and the university are not outside the world and are also the stage of the dynamics and profound changes and anguishes of this early century.

So I will focus on three of the many aspects that characterize education in our times: quality rankings, students' expectations of teachers and the use of new technologies in teaching. I do it from the reality that I know best that is higher education.

QUALITY RANKING

Currently, there is great concern on the part of educational institutions, particularly higher education, with quality assessment systems. This is not negative in that there must always be a support tool to measure the good and the less good in teaching practice. Without knowing what's going on, there's no way to empower or improve. The problem, we shall see below, is the somewhat perverse competition system of the world rankings to which these quality assurance mechanisms seek to respond.

And yet these are the institutions that rise the most in the rankings and then, of course, with the notoriety achieved, they are the ones that most attract the best students, attract the best teachers and consequently raise the most funding. Moreover, with these three factors it is clear that graduates have greater employability, there is always a high rate of indexed publications, greater participation in projects of international importance and, as a result, greater social participation, including through policy making.

Thus, the qualification is self-feeding, the positions perpetuate and from outside are institutions that can have excellent teaching practices, but that do not find measurement in those metrics and therefore are not valued internationally. An addictive system, therefore. And I will not even write of how the logic that prevails in the requirement of academic productivity based on impact publications is also addicted. The academy, the teachers, finally the sciences, are governed today by the hyper-productivity of publish or perish that kills creativity and reflection. I said at the beginning that education is the stage of the world and its symptoms, in this case of obsession with the productivity of knowledge that is, as everything, mercantiled.

Moreover, the rankings, with their specific indicators, make the institutions focus on them excessively working towards precise metrics to the detriment of what in the long term would be a substantial and integral improvement in the quality of teaching and learning.

I believe that many do not do so because their leaders feel that this is how you truly improve, but that is how you survive and therefore you will have to go to the game. Even when you know you won't win and better practice another mode.

Continuing on the path of evaluation and looking to its beneficial side, it is clear that it is fundamental to improve the experience of teaching-learning, even because everyone is part of the process. Thus, students evaluate teachers and the reverse also happens. However, I only want to focus on one assessment parameter which, from my experience in quality systems, is often the lowest when students evaluate teachers: their lack of ability to motivate them. And the teachers, for their part, I guarantee from their own experience, live the drama of no longer knowing what to do to motivate this Generation Y. Even more pressured by everything I wrote in the previous point, which does not make their life easy. It is that teachers and teachers are often driven to strive for the need to retain and capture students which leads to cedations, not always elevated from the point of view of teaching, to keep students satisfied. This is a symptom that is not limited to education, it is the logic that we are all customers or consumers who should be satisfied and young people are the most important because they will ensure the flow of consumption in the future. It is the market operating in all spheres of life and this is clearly obvious in private education, but also insidiously in public education.



STUDENTS' EXPECTATIONS OF TEACHERS

Faced with this situation are the questions: is this a problem for students and pupils or teachers? What do these young adults expect from their teachers? What has changed in them in this new century? And what then has to change in teaching?

Obviously I do not have, once again, an answer to everything, just wanting to reflect on it.

It occurs to me that the breakdown is the fault of both of us. On the one hand, students and students, I have no doubt, expect the teacher to act as a motivational coach (21st century plague-like phenomenon) who raises his self-esteem. On the other hand, not all teachers and teachers understood the changes, interests and different capacities of Millennials. In school, as in life, conflicts and generational perplexities have always existed and will exist.

Of course it is not the competence of a teacher to be a motivator and elevator of self-esteem. This may happen as part of the process of teaching and learning experience, but it should never be a goal.

Let it be clear that I am far from understanding teaching as a one-time transmission, I was a teacher many years, and I believe that, as Paul Freire said, teaching and learning is a constant dialectic. It is a continuous growth exercise for all involved. A good teacher becomes the understanding and dialogue with her students and students who are the spokespersons of her time. You should never forget that.

The Portuguese writer Valter Hugo Madre in a fabulous text about teachers writes that... "transmitting knowledge is like creating again the one who receives them."

Is there better motivation or elevation of self-esteem than this? That is, the experience of learning is in itself a repeated rebirth and a way, through the variety of subjects learned, to get out of us and look at the world with critical sense and respect for difference. Plato said that, to teach, it is necessary Eros, this is love and with it feeding curiosity or awakening it if it is asleep.

Teachers are not expected to create values, but to give students the opportunity to create their values. In fact, there is little hope

that everything will be wonderful, for it is the responsibility of those who teach to show the difficulties of knowledge and the possibility of error. This is particularly true in a world where there is less tolerance for opposition and frustration.

It seems, however, that this does not happen as much as it should and it is not just the pupils' fault and their rather childish expectations (childcare for young adults in the Western world is a worrying symptom). We must therefore return to the dialectic of Paul Freire, listening attentively to the teacher so that he can understand the different abilities and characteristics of these generations. The focus is dispersed in these young people who grow up bombarded by stimuli, capturing it will have to have a new methodology. Let's not just go there for the sake of the subject or even the teacher's

charism. For example, exposure to screens (excessive, but this is another subject) makes students born at the beginning of this century have an exceptional ability to handle and analyze images, while having enormous difficulty with the more complex written texts. The strong skill should then be used creatively to develop the weak.

In times of profound change there are always discontents and misfits and even unpreparedness. The challenge is enormous because the transformation of the world today is perhaps comparable to

The Industrial Revolution. Let us remember that by this time, very inspired by the French Revolution, schools and educational projects were born for all. We live, with certainty, a time that requires reinventions and rebirths in education and beyond





THE USE OF NEW TECHNOLOGIES IN TEACHING

The profound digital transformation of our time leaves no sphere of our life untouched (in countries that have recourse to it, well understood) and as such education is no exception. However, there is an excessive enthusiasm for technological modernization as being in itself a chancellor of quality teaching. It's not necessarily.

Historian Leandor Karnal could not say better when he states: "Never confuse machines with pedagogical innovation, I can have a completely conservative classroom with state-of-the-art tablets and I can have an innovative and even revolutionary class under a tree."

There is an exaggeration of expectations placed in technological tools that are confused with objective rather than as a means, which is what they are and should be. The pandemic has brought education to digital platforms, accelerating an already existing trend of some of the educational experience being done at a distance. Nothing against, if done with weight and measure and in a complementary and not illustrative way. In fact, in many cases, it is even advantageous to have educational resources online, as they are available anywhere, anytime. Moreover, there are contents that are transmitted in this way, leave to the presence component, which

can never be eliminated, the possibility that the focus is not on transmission, but on discussion.

In fact, with the technology available today there is a whole adaptation to be made in teaching, I would even say a profound transformation, because the teaching structure based only on transmission is completely obsolete. Our time is that of the revolution of memory. Unlimited amounts of information and content are within one click of any smartphone. Students and students can download numerous materials and support manuals and the Internet is for them immediately the most complete of encyclopedias.

They were born and grew up in this world of total accessibility of information, it is up to the teacher to teach to triage this information and use it with discretion, as an adjunct to what really matters that it is to think critically about a matter. This liberation of memory, this new relationship that no longer has to be assimilation (of course there will always be knowledge that has to be transmitted and assimilated) gives way to the possibility of teaching focusing on learning to ask questions, learning to deconstruct explanatory models, finally to elaborate a critical thought. This is the great modernization that technology brings

and its tremendous advantage in education is the accessibility and the power of liberation to take care of what is truly transformative from a human point of view.

In the end modernity must be viewed critically and not everything new is good, and not everything old is bad. Perhaps the marvel of the technology of our century is really to end the ranks of students absorbing matter and replace them with circles of Socratic discussion.

It's always good to get back to the classics.

Lisbon, 12 December 2021



meet the **AUTHOR**

SARA CURA

Graduated in History and Archaeology from the Faculty of Letters of Lisbon, she continued her studies at the Université Paris 1 Panthéon-Sorbonne where she became Master in Prehistory and Anthropology and obtained her Doctorate in Quaternary, Materials and Cultures at the University of Back-os-Montes and He was a professor of Prehistory and Archaeology and has developed extensive research in these areas, having also worked in Museology, Experimental Archaeology and Heritage Education. She is currently a research and quality manager at the Higher Media School in Lisbon.





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