



**Race, class and gender:
education and intersectionality from the perspective of ANPEd articlesⁱ**

*Raça, classe e gênero:
educação e interseccionalidade pela perspectiva de artigos da ANPEd*

*Raza, clase y género:
educación e interseccionalidad desde la perspectiva de los artículos de ANPEd*

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Abstract: This article aims at reviewing the available literature on research papers investigating the education of ethnic-racial relations from the perspective of black families. This crosscut was extracted from articles in the “Associação Nacional de Pós-Graduação e Pesquisa em Educação” [National Association of Postgraduate and Research in Education] - ANPEd database, between the years 2011 and 2019. The descriptor terms used in the search were intersectionality; education; ethnic-racial relations. The study groups analyzed were GTs 03, 04, 07, 21 and 23, with greater use of GTs 07 and 21. The conclusion is that this work enabled a greater contact with available research, which granted familiarity with the field and with existing loopholes, which became clear in the course of this article.

Keywords: Intersectionality. Education. Ethnic-racial relations.

Resumo: O artigo tem por objetivo realizar uma revisão bibliográfica de pesquisas que investigaram a educação das relações étnico-raciais sob a perspectiva de famílias negras. O recorte foi feito a partir dos artigos da “Associação Nacional de Pós-Graduação e Pesquisa em Educação” – ANPEd, entre os anos de 2011 a 2019. Os descritores utilizados na busca foram os termos interseccionalidade; educação; relações étnico-raciais. Os Grupos de Trabalho analisados constituíram-se pelos GTs 03, 04, 07, 21 e 23, havendo maior aproveitamento nos GTs 07 e 21. Consideramos que o trabalho produzido permitiu um maior contato com as pesquisas feitas, o que possibilitou a familiaridade com o campo e com as brechas existentes, que ficaram nítidas no desenrolar deste artigo.

Palavras-chave: Interseccionalidade. Educação. Relações étnico-raciais.

Resumen: El artículo tiene como objetivo llevar a cabo una revisión bibliográfica de la investigación que investigó la educación de las relaciones étnico-raciales desde la perspectiva de las familias negras. El recorte se hizo a partir de los artículos de la “Asociación Nacional de Estudios de Posgrado e Investigación en Educación” - ANPEd entre los años 2011 a 2019. Los descriptores utilizados en la búsqueda eran los términos interseccionalidad; educación; relaciones étnico-raciales. Los grupos de estudio analizados consistieron en los TG 03, 04, 07, 21 y 23 con mayor uso en los TG 07 y 21. Consideramos que el trabajo producido permitía un mayor contacto con las investigaciones realizadas, lo que permitía familiarizarse con el campo y con las lagunas existentes que están claras en el curso de este artículo.

Palabras clave: Interseccionalidad. Educación. Relaciones étnico-raciales.

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Introduction

The process of developing a study requires evaluating the paths already taken by other researchers so that social and academic relevance is confirmed. The research proposal “Female Single-Parenting and Education: A study on racial identity with mothers who were heads of families in the region of Venda Nova” (Belo Horizonte, MG, Brazil) is being carried out and analyzes several ways of oppression, questioning the social structure and its pillars, which marginalize black women. The objective of this article is to analyze some studies from ANPed national meeting, between the years of 2011 and 2019 (last five meetings), that focused on the education of racial ethnic relations in black female single-parent families. Thus, we seek to point out possible gaps and contribute to the area of Education of Ethnic-Racial Relations, by mapping the main themes, methodological options and research results.

That said, in order to understand the topic in question, it is necessary to establish the “state of the art” among academic works developed in Postgraduate Programs through a literature review. Thus, with this article, we intend to carry out a literature review that involves the theme of ethnic-racial relations and the intersection between education and family. Regarding literature reviews, Silva and Menezes (2005, p. 85) point out that: “A literature review results from the process of surveying and analyzing texts that have already been published on the subject and the chosen research problem. It will allow a mapping of writers and content on the topic or problem of the research”.

As we will see in this study, the family ties of the black population were not established in an egalitarian manner, with intersections of oppression that put the black population in a place of structural inequality. The challenges of black women can be explained by questions that sustain racism. Considering this perspective, this research, under development, aims to answer: “How do single-parent black women living in areas of social vulnerability contribute to the education and ethnic-racial formation of children aged 0-5 years in the context of Early Childhood Education?”. This objective is subdivided into questions that deal with the pathways that lead these mothers into a place of oppression, pointing out the main issues that black motherhood brings, such as: To understand, in practice, the relationships between education, social vulnerability and race through the analysis of the socio/economic profiles of the families surveyed and their daily lives as residents of peripheral areas with low social development; To specify pieces of information about the lives of women/mothers of the periphery and the main daily obstacles the families face and to analyze how female single parenting can contribute (or not) to the identity and educational construction of peripheral black children.

Intersectionality comes in this sense to understand that in the fluidity of most marginalized identities certain forces overlap and cause subordination and that is why this term becomes so important in this study. Through the concept of intersectionality, we can find these overlapping oppressions in the research subjects and show that some solo mothers really are in a place even more uncomfortable because of racial and class oppressions. The term walks through alleys known to subaltern people and is in the peripheral daily life. From

an analytical position, it proposes that we rethink the episteme imposed on colonized people, in this case, the black population.

Theoretical-methodological review

In the first semester of 2020, a survey of papers published in the annals of ANPEd was carried out. Such platform was chosen due to its scientific credibility and its collaborations in academic studies and research developed in the field of Education in recent years in Brazil. ANPEd was founded in March 1978 and stands out because of its academic and scientific practice, which aims to develop science, education and culture, within the principles of democratic participation, freedom and social justice. ANPEd proposes to disseminate scientific research from different areas of education. Through ANPEd's national and regional meetings, professors, researchers, students and managers in the area are graced with a permanent environment for debates and improvement. ANPEd themes are divided into Working Groups (GT). There are 23 GTs, grouped by areas of education, which bring together researchers from specialized areas of knowledgeⁱⁱ.

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The search demarcation included the last five national scientific meetings (38th in 2017, 37th in 2015, 36th in 2013, 35th in 2012, and 34th in 2011). Just as the research theme permeates intersectional issues, the state of the art also permeates several limits among the available GTs. Therefore, the ones that came closest to the profile of the intended research were selected, namely:

- GT 03 - Social Movements, subjects and educational processes - chosen for presenting the subjects' place in educational and social processes;
- GT 04 - Didactics - selected for presenting teaching foundations that can support the education of ethnic-racial relations;
- GT 07 - Education of Children ageing 0 to 6 - presents the exact age section proposed in the ongoing research: early childhood education;
- GT 21 - Education and Ethnic-Racial Relations - comprises ethnic-racial relations, a fundamental dimension of this research;
- GT 23 - Gender, Sexuality and Education - includes the category of gender, one of the pathways of social oppression that will be investigated in the research.

After reading the abstracts, a total of 16 papers were elected. The results obtained from the bibliographic survey for each GT are presented in the table below:

Table 1. Articles found in ANPEd annals by GT

Researched work groups	Articles Numbers	Articles Percent	Years
GT 03 - Social Movements, Subjects and Educational Processes	01	6.25%	2017
GT 04 - Didactics	0	0%	-
GT 07 - Education of Children from 0 to 6 years of age	04	25%	2015; 2017
GT 21 - Education and Ethnic-Racial Relations	10	62.5%	2011; 2013; 2015; 2017
GT 23 - Gender, Sexuality and Education	01	6.25%	2013

Source: Survey data.

Taking into account the comprehensive dimension of the proposed cross-cut, some descriptors were selected in order to delimit it and follow more specific guidelines, namely: “Black Female Single Parental Families”; “Intersectionality and Black Family”; “Education of Ethnic-Racial Relations in Early Childhood Education”; and “State of the Art: Ethnic-Racial Relations”. The descriptors were thought up exactly to reflect the absence of articles that approach the study of education of ethnic-racial relations from the perspective of black families headed by women and the education of racial ethnic relations in early childhood education.

Based on crosscuts defined to better understand the aspects of research carried out and gaps to be filled, we seek to broaden the view of knowledge already acquired in the field, and use this space to get to know and analyze further scientific research dealing with identity education of black families, who occupy a social place where there is an interaction of oppression systems. The analyses of the following studies were, therefore, based on the previously mentioned descriptors.

Black female single parent families and education

Family and education are subjects often treated as a formula for the success (or lack of) of individuals. A unification that, if operated correctly, can offer people the necessary comfort and support to evolve in their personal and professional paths. The educational and development process takes place in both spheres. Education from the perspective of the family presents less formal characteristics when compared to institutional school education. However, when dealing with identity and culture, men and women direct to this scope the role of identity construction. Nilma Lino Gomes (2003, p. 170), on culture and non-school education, says the following:

Therefore, when discussing the relationship between culture and education, it is always good to remember that education is not reduced to schooling. It is a broad process, constituent of our humanization, which takes place in various social spaces: in the family, in the community, at work, in collective actions, in cultural groups, in social movements, at school, among others.

In the selected niche, the mentioned subject appeared in only one article directed to this search. The title of the article has an impact due to its expressiveness “Every day I think: my God, where did I go wrong? The challenges of being a mother in the periphery”, by Rosalinda Carneiro de Oliveira Ritti (2013). The article discusses adversities faced by peripheral mothers and single parent women to support their families. The research was developed based on two local reports dealing with violence experienced by teenagers and young adults involving gangs, which sometimes culminates in their deaths. In this context, the author raises issue of family and especially of solo mothers who lead most of the researched families. There are many points raised in this study. The ones that most resemble the search intended here are those involving mother's loneliness and the absence of the father figure. In the analysis of the reports, the name mother is always linked to emotion, care, support and shelter, while the name father is linked to absence and abandonment. The author concludes by presenting education as an alternative for changing social subjectivities and the consequent rupture with gender inequalities.

According to Brazilian Institute of Geography and Statistics (IBGE, 2010), works such as the one mentioned above are reflections of the country's statistical reality. Women remain responsible for their children, for the most part, and the majority of single parent women remain in the periphery. The loneliness of black and peripheral women survives in the poorest alleys.

Within ten years, from 2000 to 2010, the Census points out that the role of women responsible for the family rose from 22.2% to 37.3% [...]. The increase in single parent families is greater in the poorest regions of the country; the model consisting of a couple with children has maximum values in the South, and the Northeast, the poorest region of the country, is where the participation of female heads of family increases the most (IBGE, 2010).

Black families historically carry on maternal shoulders the responsibilities for the upbringing of their children and the mothers are lonely in this process. bell hooks (2000) in her text “Living Love” presents the limitations of black women in experiencing love in their daily lives, as the context of poverty and suffering permeate emotional and affective issues. The need is to feed and care for the family, since the colonial period: “Slavery created in black people a notion of intimacy linked to the practical sense of their reality. A slave who was unable to repress or contain his/her emotions might not have been able to survive” (HOOKS, 2000, p. 190-191). In that text, hooks states that the difficulties with the act of love have been present since the slavery period: “They knew from their own experience that, as slaves, it would be difficult for them to experience or maintain loving relationships” (HOOKS, 2000, p. 189).

We can understand that studies that address education in the family field approach the process of social formation as being something continuous going beyond the school institution. Ritti herself (2013, p. 15) finalizes her research with a critical opinion, in which she declares that her research presents: “difficult questions, I know, but that need to wander through our research, our reflections, our lives, because in the midst of all this, subjectivities are being constituted”. The author's statement instigates that studies dealing with this social panorama of education should be more present in the academic field. Patricia Hill Collins

(2019) reinforces the family's relevance in educational subjectivities and the impact of maternal action on the construction of children's identity:

On the one hand, mothers can feed the oppression of their daughters and sons if they teach them to believe in their own inferiority. On the other hand, the relationship between mothers and children can serve as a private sphere in which cultures and everyday forms of resistance are learned. When enslaved black mothers taught their daughters and sons to trust their self-definitions and value themselves, they offered them a powerful tool to resist oppression (COLLINS, 2019 p. 108).

Talking about black women is of paramount importance because they are the wombs that gestate the majority of Brazilian citizens. Women account for 51% of the Brazilian population, of these, 25% are black, and 38.7% are in the leadership of Brazilian homes. The research we intend to build from this survey is a research carried out by black women/mothers who symbolize a collective. Considering the relationship between what is subjective and objective, black intellectual women who dedicate themselves to this kind of production write in the first person, against all that is hegemonic, based on the use of subaltern voices in the intention of building new scripts and new scientific scenarios. The relevance of this study lies precisely in the structuring historical context of black families, who underwent a process of subordination and marginalization. There is a need to seek in the youngest descendants of the African Diaspora (hence the choice for age) a greater understanding of racial education in the light of female single parent families.

Intersectionality and black families

Understanding the place of single parent black women in city peripheries requires an analysis of all bases of oppression that place these women in these junctions of domination. It requires an understanding of multiple and simultaneous relationships of inequality. The solid supports of the columns of racism, cisheteropatriarchy and capitalism form the Brazilian system. Thus, individuals are classified by race, class, and gender. It is as if there were ways that segregate or welcome based on people's physical and economic characteristics. Moving fluidly between intersectional pathways can prove to be complex for those who are at the intersections of various oppressions. Intersectionality is the name given to the theory that deals with these identity avenues, which place black women who live in peripheries and are head of families in the overlaps of class, race and gender, where they are often amid collisions that limit their progress. According to Patricia Hill Collins (2019, p. 21) intersectionality is a "system of interconnected oppression". It is in this sense, the place of black and peripheral women, that this concept acts.

The social structure that configures the Brazilian State in the current context generates a set of institutional arrangements that restrict the participation (in the spheres of power) of a particular social, racial and gender group, forging a marginalizing conduct towards disadvantaged populations in these niches. This means that situations of oppression (class, race, and gender) intertwined in certain groups and at some points these oppressions

sometimes intersect. At these intersections, some groups tend to be crushed by an excluding society, which is the case of many peripheral black families.

The American author Kimberlé Crenshaw, one of the leading scholars of the critical theory of race, formulated a very elucidative definition for **intersectionality**, through which she presents a conceptualization followed by the explanation of her *modus operandi*:

Intersectionality is a concept of the problem that seeks to capture the structural and dynamic consequences of the interaction between two or more axes of subordination. It specifically deals with the way in which racism, patriarchy, class oppression, and other discriminatory systems create basic inequalities that structure the relative positions of women, races, ethnicities, classes, and others. In addition, intersectionality deals with how specific actions and policies generate oppressions that flow along such axes, constituting dynamic or active aspects of disempowerment (CRENSHAW, 2002, p. 177).

If we analyze from the perspective presented by Crenshaw (2002), the descriptor “Intersectionality and Black Families” has power because of the scope of the theme that covers all oppressive factors. Thus, we sought papers in the niche of intersected oppressions. However, it is noteworthy that this was not a descriptor with a variety of research options. Especially because it looks at today's society, with structures of patriarchy, racism and capitalism, thus assessing the real reasons for these factors oppress a certain social cut. Nevertheless, a paper with this scope was found, one that precisely points out the difficulties in being placed in ways of oppression. The article titled “Think about it, a woman who's black, poor, from the deep countryside and decided to study [...]: reflections on the profile and conditions of access to Higher Education of young women in the countryside”, by Tatyane Gomes Marques (2017), is a study that presents the limitations that being a black woman from the countryside can offer.

Education is presented in the article as a door to opportunities, and access to education from the first cycles as valuable steps. Marques (2017) concludes that being a black woman from the countryside is a constant ordeal for those who decide to study, but at the same time access to education is seen as a disruptor to the limitations imposed by gender in the “countryside”. In her research, Marques (2017) points out a new academic scenario with greater participation of black women, and accredits this change to affirmative action policies such as *Programa Universidade para Todos* [Program University for Everyone] - (PROUNI), *Programa de Apoio a Planos de Reestruturação e Expansão das Universidades Federais* [Support Program for Plans to Restructure and Expand Federal Universities] (Reuni) and the quota law (Law No. 12.711/2012), all actions initiated after 2004. However, before they reach higher education, black women from the countryside need to have undergone basic education and that reality is not so accessible to their niche, since they have known the obstacles to access education presented by the world, the countryside is a limiting environment. There is a need to seek better opportunities in big cities. Climbing steps in places of oppression requires courage, because the “ascent”, experienced by black women from the countryside is often crossed by a series of injustices, as pointed out by the work of Marques (2017). Many manage to overcome the imposed limits and the trend is for this increase to remain on the rise.

Intersectionality presents a more practical theory, with greater viability of ideas in the daily lives of the oppressed. It walks through the alleys known to subordinated people and it is in the peripheral daily life, from this analytical place, it proposes that we rethink the epistemes imposed to colonized people. Like magnifying lenses, it enables us to see forms of oppression and fight them.

Education of ethnic-racial relations in early childhood education

The dynamics of education and its process in the individual's daily life through their experiences and relationships go beyond the institutional walls and perceiving their subjectivities is an important way to question their impact on maintaining oppressions. Silva (1998, p. 254) points out that it is “in the relationships and processes of sharing between people and groups that the ability to maintain or transform social structures resides”. In early childhood education, many black children, who arrive at school for the first time, are having their first interethnic contact, as Nilma Gomes states (2003). Thus, the way the school, teachers and students see them and express opinions about their bodies and their lives leave marks that will impact their school and life trajectories.

Having their identities strengthened by the school is a need for young children in their educational process. This construction of self-esteem gives them a sense of belonging and motivation to grow not only in stature, but also intellectually. It makes children feel strengthened to want to unravel the world that surrounds them, a child with a debilitated self-building will feel that they are unable to achieve new knowledge. Racial and socioeconomic issues also affect students' feelings of belonging on a daily basis. School, as well as society, are fraught with prejudices that need to be overcome. But the school environment can be a place of change in concepts, a place of positive representation for black people. It can be the place of experiences that are worthy for the children, which contribute to their education and their identity in a positive and affirmative way. All this is done in the subjectivities of these children's experiences.

The education of ethnic-racial relationships in early childhood education was the crosscut with the highest number of studies found (75.0%, i.e., 12 studies in all). When researched, the theme of ethnic-racial relations in early childhood education appears mostly in the school context. Among these studies, the thematic crosscuts found were: the formation of teachers of early childhood education; racial identity of young children; children's literature; and racial prejudice suffered by children at an early age. Many studies (AUGUSTO, 2015; AMARAL, 2015; VANZUITA, 2015; CARVALHO, 2017; SILVA, 2017) that deal with this proposal for early childhood education follow the path of Law No. 10.639/03ⁱⁱⁱ (BRASIL, 2003), in search of its actual implementation in schools. What all these works highlight is how much it is necessary to move forward in order for the law to be effectively enforced.

In the school context, the emerging need for continuing work on the education of ethnic-racial relations for early childhood education teachers and educators is reiterated, as

racism in childhood can impair the development of ethnic-racial identity. Numerous studies (ROSEMBERG, 1998; CAVALLEIRO, 2001; MUNANGA, 2004; SILVA, 2005; CASTRO; ABRAMOVAY, 2006) demonstrate how the school is a hostile environment for black students, both with regard to curricula, pedagogical conceptions and teaching materials, as well as to the relationships established between different school subjects.

With regard to the field of teaching, Aline de Assis Augusto (2015, p. 5) states that: “It is necessary for teachers to have a critical and reflective training and look to deal with issues of gender, race and sexuality at school, understanding the multiethnic and plural relationships that take place in the educational sphere”. Since education happens dynamically and involves subjective processes, we can perceive the importance of this look in various segments.

Soares and Silva (2015), in the study entitled “Ethnic-Racial Relations and Early Childhood Education: Listening to Children and Adults”, present the subjectivations that permeate the educational process in the school environment through materials provided at school:

Such materials show which cultures are privileged, even “unconsciously” (MEYER, 2011). Some of the visual resources photographed by the researcher show representations of only white children. This evidence of silencing and/or “erasure” of the other (CAVALLEIRO, 2005) shows that at Escola Manuelita there should be space-times that include the phenotypic and/or racial, cultural, artistic marks of multiple children and adults that constitute it (SOARES; SILVA, 2013, p. 5-6, emphasis in the original).

The subjectivities introduced by the Brazilian educational system, shaped by colonialism, present abstract issues that remain in our context. Eduarda Souza Gaudio (2015), in her research “Ethnic-racial Dimension in Early Childhood Education: A look at children's perspectives”, confirms how much education goes beyond school barriers and how much black children need every means of coexistence to establish recognition and identity pride.

We believe that these situations were evidenced by social processes among children, noticing how institutions (church, family, school, among others) and interactions with the social environment are based on parameters that inferiorize the black population, whose physical attributes are often stigmatized and linked to ugliness, making these situations structuring for the relationship between children based on this knowledge (GAUDIO, 2015, p. 14).

The restlessness and discomfort caused by the article “On apples and mangoes: notes from a study in dialogue with Afro-Brazilian children and literature”, by Claudia Alexandre Queiroz and Mailsa Carla Pinto Passos (2012,) are formidable. In this research, the authors make an analogy between Chimamanda Adiche's book “The Danger of a Single Story”, and the school reality of children who are mostly Afro-Brazilian. The authors propose a reflection on the single story, emphasizing the importance of having ethnic and cultural representativeness and diversity in children's literature, avoiding “the ideology-discourse of bleaching and also the invisibilisation of Afro-Brazilians” (QUEIROZ; PASSOS, 2012, p. 1). Understanding that we are the result of an education based on the appreciation of a single

story is a way of moving towards more multiversal knowledge that value a more diverse education.

This niche of ethnic-racial relations in the school environment contributes to understanding how much research on education in ethnic-racial relations covers the school field, especially with regard to Law No. 10,639/03 (BRASIL, 2003), which is not yet being effectively fulfilled and according to the studies presented here due to the lack of preparation of the professionals involved who are still conditioned to a Eurocentric education system.

At that opportunity, we found dialogues that state that education needs to be dealt with in a more comprehensive and collective way, in order to move the pillar of structural racism. The research “Racial Identity in a Group of Early Childhood Education Children in the Municipal Network of Recife”, by Marília Silva Mendes (2016), points out that the path to search for racial equality should be expanded:

The results show that much can still be researched within this topic, such as seeking to better understand the representations of black children and, in this context, the relationship between families and educational institutions. And also about racial identity and the self-concept and self-esteem of black children. There is still much to be done, but we started on this path and we cannot stop (MENDES, 2016, p. 139).

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In the absence of research that deals with the education of racial ethnic relations from the perspective of black families, it was possible to mobilize the studies presented at the time being, to understand the existing gaps, as well as, with the support of the authors, to try to highlight the relevance of these studies within the scope of work in the field of education. The articles listed in this section were valuable because each one, in their own way, contributed to the perception of what studies under development intend to achieve, with the purpose of presenting the education of ethnic-racial relations under a different aspect, other than education strictly within the limits of the schools.

It is understood that schools for early childhood education are institutions that have all the conditions to contribute to the upbringing of these children, especially because they share the responsibility for education of human beings from the beginning. Pedagogical work in early childhood education starts from the perspective of caring and educating, and several methods are used in this educational process, making communication with families an important link. In this sense, the families are fundamental for children’s emotional safety when they start to attend early childhood education. Communication between the families and educators is also important, because it is at this stage that children begin to assume different roles and gradually internalize others.

In this sense, Bassedas; Huguet and Solé (1999, p. 282) state that “[...] it needs to be clear that school and families are different contexts and, in these contexts, children will find diverse things, people and relationships”. Thus, when children enter early childhood education, they begin to perceive the world differently, but not disconnected from the family universe, which must be considered and understood by education professionals.

State of the art: ethnic-racial relations in early childhood education

Proposing a search in research bases through the descriptor “state of the art” can be constructive for the intended work. During the search for articles in the annals of ANPEd, with topics close to the research, we found two texts that deal with research analyzing other articles, with themes that cross ethnic-racial relations in its various aspects: Law 10.639/03; curriculum; children's literature; public policies; Black Movement, among others. Two studies dealing with ethnic-racial relations were found as state of the art during the crosscutting stage. The first one delimits the period from 2000 to 2015 and deals with approaches to the racial issue in ANPEd studies from the curriculum perspective (SANTOS; SILVA, 2017); the second, in turn, exposes research involving children's literature and racial relations (ARAUJO, 2011), both found in GT 21 at ANPEd database.

“State of the art, curriculum policy and racial relations: research on ANPEd productions (2000-2015)” is an article by Raquel Amorim dos Santos and Rosângela Maria de Nazaré Barbosa e Silva, published in 2017. The study deals with an analysis of articles from GT 21 from ANPEd, from the 25th to 37th national meetings, from the years 2000 to 2015. The authors justify the choice of the period researched by the impactful events that occurred in the black movement and by the advent of Law 10.639/03 (BRASIL, 2003). According to the text, research on Curriculum Policies and Racial Relations has been expanding over the last decade, promoting greater dialogue in the racial field. This led the authors to conclude that such “studies drive the debate on overcoming racism, discrimination and racial prejudice in different social fields” (SANTOS; SILVA, 2017, p. 17).

“Research on children's literature and racial relations: a brief state of the art” is a study by Débora Cristina de Araujo (2011) on studies that deal with children's literature under the racial aspect. In her study, she points out articles that talk about stereotypes present in black characters, including Monteiro Lobato's works. Araujo (2011) divided her study into two groups: the first, between the years of 1980 and 1990, shows how much the period was lacking in actions for an anti-racist education, encompassing in children's literature segregating elements that present little cultural and racial diversity; and the second and most recent group, from 2003 to 2009, with studies that deal with the same topic with a greater scope, yet still lacking in relation to the racial theme in literature. The studies analyzed by Araujo (2011) presented racism in children's literature explicitly or even implicitly. The author concludes by saying that such works can provide discomfort in the analysis of books accessed by children and adolescents and that they practically do not contribute to an anti-racist education.

Reading works that aim to carry out a bibliographic survey or delimit the so-called “state of the art” is to realize that, even slowly, the field of education research undergoes a process of change, which helps us think of a more just and egalitarian society. In both articles presented, it is possible to identify advances with regard to racial studies. These actions mobilize those in the area and highlight the importance of tensioning issues in the academic field where knowledge is legitimized, enabling greater notoriety of particular subjects and possible changes.

Conclusion

Black epistemes have been going through a moment in which debates on identity, political and aesthetic-bodily issues are evidenced and there is an interest and, consequently, a literary and scientific growth, focused on African and Afro-Brazilian culture. This article was elaborated based on that fact, as a study aimed at thematizing such issues, in order to promote critical reflections and contribute to ongoing discussions. The development of this survey boosted research under development because it underpinned the need for studies that include the family as indispensable for the construction of black children's identities.

In the delimited section, studies that deal with the theme education of ethnic-racial relations are present in the school educational context to a great extent. They made up 75% of all articles, and, in many studies, the intention was to probe compliance with Law 10.639/03 (BRASIL, 2003) and what strategies have been used in the implementation of this Law. Education of ethnic-racial relations for groups of young children is complex because it puts the responsibility for these identity contributions into adults.

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From the studies presented above, it was possible to see that children, in the early childhood education phase, have demands that relate to the process of identity formation and that racism is something real and concrete in their lives. In several studies, the authors present that schools are negligent with Law 10.639/03 (AUGUSTO, 2015; AMARAL, 2015; VANZUITA, 2015; CARVALHO, 2017; SILVA, 2017), in addition to highlighting the importance of adults in mediating and conducting episodes in which situations of racial discrimination occur.

Female protagonism in education is evident in the studies discussed above and, even though they question historical gender roles and female functions in families, the prevailing view is that of the importance of women's performance and their contributions to children's overall development.

As for the racial discrimination practiced within school walls, studies on how families perceive it are still few, although it is important that more studies are carried out in this area in order to generate new educational and social concerns, so that there is a change in the educational curriculum scenario. According to Paixão (2005, p. 142):

There are still not many studies that seek to understand schooling from the point of view of families. However, pedagogical practices assume adherence to certain values, behaviours and ethos that may or may not be part of the universes of all families. Bourdieu showed, back in the 1960s, that the possibility of individuals following regular and longevous school paths depends on prerequisites that are not part of the cultural universe of non-dominant social layers. He thus provided visibility to pedagogical logic, a practice that presupposes prerequisites without necessarily promoting their acquisition by those who do not have them.

Carolina Maria de Jesus, in 1960, narrated in a diary her position as a black, solo and peripheral mother in a poetic way reaching many readers from different countries. *Quarto de despejo* [Eviction Room] tensioned all layers of oppression she experienced and yet, we found that few scholars are dealing with this theme. The presented literature review showed the relevance of the study under development and we intend with our approach to bring new scientific perspectives to this field. Finally, it is worth noting that there is no intention to expose an innovative and grand research. Presenting, even in a minimalist way, mirroring Carolina, black single-parent female families conducting the education of ethnic-racial relations is already a path that generates fearlessness, given the magnitude of the themes and the protagonists involved.

The intention in these lines is to present questioning and non-conclusive ideas on the intersections of race, class, and gender. Highlighting two territories where education presents itself with power can be a necessary critical debate and we reinforce the need to expand education outside the walls of the school in order to break down the barriers that hinder the evolution of humanity. Whatever structure families may have, may they bring hope and see future in education, not just in science or in the academic world, but from their foundation. May the changes take place by replacing the structural theories of sexism, racism and patriarchy and their subjectivities actions that support everyone.

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Notes

ⁱ Translated by Angélica Mendes de Souza – *Traduções e Versões em Língua Inglesa* [Translations and Versions in English].

ⁱⁱ Data found on the ANPEd website. Available at: <https://anped.org.br/sobre-anped>. Access on: Sep. 20 2020.

ⁱⁱⁱ Law 10,639 of January 9, 2003 amends Law 9,394 of December 20, 1996, which establishes the guidelines and bases for national education to include in the official curriculum of the Teaching Network the mandatory theme “Afro-Brazilian History and Culture”, as well as other measures (BRASIL, 2003).

Appendage

Frame 1. Articles analyzed at ANPed

Descriptor	Research title	Authors	Work Groups (GT) -	Year	Summary
Intersectionality and Black Families	“Pensa aí, uma negra, pobre, do interior dos interiores que decidiu estudar [...]”: reflexões sobre o perfil e as condições de acesso ao ensino superior de jovens mulheres da roça	Tatyanne Gomes Marques – UFMG	GT 03 - Social Movements, Subjects and Educational Processes	2017	“This text discusses the (im)possibilities of access to Higher Education in Brazil for young women from the countryside. To this end, it justifies the use of the conceptual category “from the countryside” as an adjectivation that identifies and characterizes the profile of the seventeen young women who participated in this study. It is evident, from the semi-structured narrative interviews, that being young, female, from the countryside and black are constant trials for those who decided to study”.
Black female single parenting	“Todo dia eu penso: meu Deus, onde foi que eu errei?”: os desafios de ser mãe na periferia.	Rosalinda Carneiro de Oliveira Ritti – UFJF	GT 23 – Gender, Sexuality and Education	2013	“In this article, I discuss discourses and representations that intertwine and form the processes of subjectivation of mothers living in peripheral neighborhoods in the city of Juiz de Fora/MG. I take as sources articles produced in two series of reports published in the local newspaper Tribuna de Minas. The first one, entitled “No Limits” and the second, “How long?”, circulated in August and December 2012 respectively”.
Education of Ethnic-Racial Relations in Early Childhood Education	O que “dizem” as crianças no contexto das políticas de ações afirmativas?	Simone Vanzuitta – UFSC	GT 21 – Education and Ethnic-Racial Relations	2015	“This text aims at discussing relationships and interactions between children in moments of participatory observation carried out during research for a Master’s degree analyzing pedagogical practices in an early childhood education institution, with children aging between 0 and 5, based on guidelines from law 10639/03”.

Education of Ethnic-Racial Relations in Early Childhood Education	Educação Infantil e relações étnico-raciais: a lei no papel, a lei na escola	Aline de Assis Augusto – UFJF	GT 21 – Education and Ethnic-Racial	2015	“This research focuses on ethnic-racial relations in an early childhood education school in the municipality of Juiz de Fora (MG). The general objective is to analyze the representations of students on the theme of ethnic-racial diversity, seeking to find elements that enable a dialogue between the text in the Law 10.639/2003 and the reality experienced in schools”.
Education of Ethnic-Racial Relations in Early Childhood Education	Relações étnico-raciais e educação infantil: ouvindo crianças e adultos	Lucineide Nunes Soares - UEMG Santuzza Amorim da Silva - UEMG	GT 21 – Education and Ethnic-Racial Relations	2013	“This study investigates the ethnic-racial relationships in educational practices performed with children between ages zero and six in the context of early childhood education at a public school in the municipality of Teófilo Otoni, MG. It seeks to describe and analyze how the dynamics and organization of these practices, as well as the relationships established between children and between children and adults affect the identity settings of black children”.
Education of Ethnic-Racial Relations in Early Childhood Education	Que cor é a minha cor? a autoidentificação racial das crianças na educação infantil	Tarcia Regina da Silva – UPE	GT 07 – Education of Children ages 0 to 6	2017	“In this article, we resume the issue of racial self-identification to observe, after the implementation of Law No. 10,639/03, how in a Municipal Center for Early Childhood Education in Recife, twenty-six children from Group IV, aging between 4 and 5, perform their racial identification in a school context that encourages re-education of ethnic-racial relations. Taking into consideration that children are social protagonists, as well as rightful citizens, we asked them to create their own self portrait and from that express their skin color”.

Education of Ethnic-Racial Relations in Early Childhood Education	Educação das relações étnico-raciais e políticas de formação continuada de professores/as da educação infantil: experiências de Florianópolis/SC	Thaís Regina de Carvalho – UFPR	GT 21 – Education and Ethnic-Racial Relations	2017	“This paper addresses aspects related to the continued education policy offered by the municipal network of Florianópolis/SC. Our focus is on the courses and lectures offered between the years 2009 and 2016 on the topic of education of ethnic-racial relations (ERER) and which presented early childhood education professionals as a target audience”.
Education of Ethnic-Racial Relations in Early Childhood Education	“Aquela preta não é minha amiga!”: interações e socialização de crianças haitianas nas escolas de educação infantil em Sinop/MT	Ivone Jesus Alexandre - UNEMAT	GT 21 – Education and Ethnic-Racial Relations	2017	“The objective of this study is to know how the process of inserting Haitian children in the educational institutions of Sinop/MT is being carried out and to analyze how schools welcome and perceive children. Also to verify the experiences Haitian children have in relation to other children/colleagues, teachers, managers and find out how they are perceived in the school context”.
Education of Ethnic-Racial Relations in Early Childhood Education	Personagens negras na literatura infantil brasileira de 1980 a 2000: revisitando o tema	Ione da Silva Jovino – UFSCar	GT 21 – Education and Ethnic-Racial Relations	2017	“This article presents a discussion of studies dealing with children's literature containing black characters, focusing on works published between 1980 and 2000. The crosscut is black characters in children's literature and intends to show how there is room for discussion on the representation of children and childhoods, based on a narrative review on the subject”.

Education of Ethnic-Racial Relations in Early Childhood Education	A infância pequena e a construção da identidade étnico-racial na educação infantil	Arleandra Cristina Talin do Amaral – UFPR	GT 07 – Education of Children ages 0 to 6	2015	“This study aims to analyze how the implementation of educational public policies, based on article 26A of LDB manifests in the daily life of a Municipal Center for Early Childhood Education (CMEI) and interferes with the processes of building the ethnic-racial identity of black and white children. The subjects were children and teachers who worked at the institution in 2012”.
Education of Ethnic-Racial Relations in Early Childhood Education	Considerações acerca da discriminação étnico-racial em crianças pequenas	Silvia Helena Vieira Cruz – UFC	GT 07 – Education of Children ages 0 to 6	2015	“The work starts from the presence of ethnic-racial discrimination in early childhood education (DIAS, 2007; GODOY, 1996; OLIVEIRA, 2004; SOUSA, 2002; TRINIDADE, 2011), its influence on the construction of children's identity (WALLON, 1995, 1989, 2007) and the small number of study investigating these processes in children, especially those who heard them directly. Three-year-old children were asked how they perceive physical differences arising from ethnic-racial belonging and deal with ethnic-racial discrimination”.
Education of Ethnic-Racial Relations in Early Childhood Education	Dimensão étnico-racial na educação infantil: um olhar sobre a perspectiva das crianças	Eduarda Souza Gaudio – UFSC	GT 07 – Education of Children ages 0 to 6	2015	“This article seeks to present an analysis of the Master's degree research that investigated social relations between children regarding ethnic-racial differences in a public Early Childhood Education institution. The group studied consisted of four- and five-year-old children, 12 girls and 12 boys”.

Education of Ethnic-Racial Relations in Early Childhood Education	Sobre maçãs e sobre mangas: notas de uma pesquisa em diálogo com crianças afro-brasileiras e com a literatura	Claudia Alexandre Queiroz – UERJ Mailsa Carla Pinto Passos – UERJ	GT 21 – Education and Ethnic-Racial Relations	2012	“The research narrated in this paper aims at discussing the symbolic disputes present in daily school life for a group of children, mostly Afro-Brazilian. We developed, in dialogue with these students from a public school, aging between 4 and 5, a set of activities involving narratives - in particular the literary narrative - and the production of a video from them. The work, which began with James Rumford's book “Mango Rain”, aimed at understanding the identity processes and their articulation with practices within this group of children”.
Education of Ethnic-Racial Relations in Early Childhood Education	Com a palavra as crianças: algumas reflexões sobre as relações raciais na escola	Arleandra Cristina Talin do Amaral – UTP and UFPR	GT 21 – Education and Ethnic-Racial Relations	2011	“The present study seeks to understand, from the perspective of children, what it means to be a child and to experience childhood in school. The research subjects were children aged between five and six, who attended a comprehensive education school in the city of Curitiba. The framework is articulated within a conception that identifies children as social, active subjects, capable of positioning themselves in the face of the experiences from their daily lives”.
State of the art ethnic-racial relations	Estado da arte, política curricular e relações raciais: as pesquisas nas produções da ANPED (2000-2015)	Raquel Amorim dos Santos – UFPA Rosângela Maria de Nazaré Barbosa e Silva – UNAMA	GT 21 – Education and Ethnic-Racial Relations	2017	“This study analyses articles from Associação Nacional de Pós-Graduação e Pesquisa em Educação [National Association of Postgraduate and Research in Education] (ANPed), in the Work Group Education and Ethnic-Racial Relations (GT-21), with scientific production in the area of Education and Racial Relations. In this study we focus on the survey of the productions found in the Annals of the Annual Meetings of the ANPed (25th to 37th), relating to the period from 2000 to 2015”.

State of the art ethnic-racial relations	Pesquisas sobre literatura infantil e relações raciais: um breve estado da arte	Débora Cristina de Araujo – UFPR	GT 21 – Education and Ethnic-Racial Relations	2011	“This paper proposes to present the state of the art on studies developed in the field of children literature regarding racial relations. It briefly contextualizes issues related to both areas, using as motto the controversy regarding Seem 15/2010, of the National Education Council, which brings guidelines on how to proceed when using racist biased literary works”.
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Source: Survey data.

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