Policy discourses and multi-scalar interactions in curriculum development: Institutionalizing and translating ethnicity/race issues in Brazilian education
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ABOUT THE AUTHOR

Inti Maya Soeterik obtained an MA in Educational Sciences (with distinction) from the University of Amsterdam. She continued her studies at the State University of Rio de Janeiro (UERJ), where she obtained another MA in Education, majoring in ethnography and studies on inclusion and exclusion.

Her main experience and interest lie in themes of social justice in education; ethnicity/race issues in education; minorities and education; the role of social movements in education reforms; and teacher training. She has worked on these topics in different contexts, for example in the research group “The multicultural classroom: Processes of inclusion and exclusion” and in the NPS/NWO research project “Interaction in the multicultural classroom” at the Hogeschool Utrecht.

Inti obtained practical experience as an educator on the social inclusion project Cybersoek (Amsterdam, The Netherlands) and in several NGO initiatives in both Chile (Concepción and Valparaiso) and Brazil (Rio de Janeiro). While living in Brazil for eight years, she became affiliated with the research group Education and Development at the University of Amsterdam in 2006. In the context of her PhD project, she also worked together with the State University of Rio de Janeiro in the research group Geography, Race Relations and Social Movements, coordinated by Professor Renato Emerson dos Santos.

Currently Inti is employed as a lecturer at the teacher training institute of the University of Amsterdam. She teaches BA courses on Education and provides academic guidance to future primary education teachers in the development of research at the Amsterdam school site.
As a “middle power,” Brazil plays an important role in the contemporary world. At the same time huge challenges concerning citizenship, democracy, and participation still exist in the country. This study engages with one of the struggles: the struggle for an ethnically and racially just Brazil. Taking Brazilian Education Law 10.639 as object of study, this book explores the question of what policy discourses and multi-scalar interactions influence the process of curriculum development with regard to ethnicity/race and education in Brazil. The findings show that the increased inter-scalar and multi-scalar dynamics in the globalized world present new opportunities for Brazilian civil society actors for getting attention for ethnic/racial inequality. However, even considering the fact that Brazil is far ahead compared to many other countries, huge political and pedagogical challenges still exist regarding the process of curriculum development around ethnicity/race in the country.