STRATEGIES FOR COPING WITH RACISM AT SCHOOL:

AN INTEGRATIVE REVIEW

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ABSTRACT

The objective of this article was to perform an integrative review of the literature over strategies for coping with racism at school. A search was leaded on SciELO (Scientific Electronic Library Online, PePSIC (Academic Periodicals in Psychology) and Capes Periodicals, using the descriptors "racism", "racial prejudice", "school", "education" and "coping". The final bank was composed by 20 documents and the most frequent themes in the articles were the Law 10.639/03 and teacher training. It was found a low production on themes related to racial issues and early childhood education. In regard to the confrontation, most articles emphasized the importance of teacher training and of the Law 10.639/03 as strategies for coping with racism at school. It was also verified that the studies on this theme need to expand, for the discussions are important to deepen the issue, besides the sharing of resources used can contribute to coping with racism at school.

KEYWORDS

Racism. School. Education.

ESTRATÉGIAS DE ENFRENTAMENTO DO RACISMO NA ESCOLA:

UMA REVISÃO INTEGRATIVA

RESUMO

O objetivo deste artigo foi efetuar uma revisão integrativa de literatura sobre as estratégias de enfrentamento do racismo na escola. Foi realizada uma busca nas bases de dados SciELO (*Scientific Electronic Library Online*), PePSIC (Periódicos Acadêmicos em Psicologia) e Periódicos Capes, utilizando os descritores "racismo", "preconceito racial", "escola", "educação", "combate" e "enfrentamento". O banco final foi constituído por 20 documentos e os temas mais frequentes nos artigos foram: Lei n. 10.639/2003 e formação docente. Foi constatada pouca produção acerca de temas relacionados a questões raciais e educação infantil. Com relação ao enfrentamento, a maioria dos artigos enfatizavam a importância da formação docente e a Lei n. 10.639/2003 como estratégias para o combate do racismo na escola. Foi verificado que os estudos sobre essa temática precisam se expandir, pois as discussões são importantes para aprofundar o tema e o compartilhamento dos recursos utilizados pode contribuir para o enfrentamento do racismo na escola.

PALAVRAS-CHAVE

Racismo. Escola. Educação.

ESTRATEGIAS DE ENFRENTAMIENTO DEL PREJUICIO EN LA ESCUELA:

UNA REVISIÓN INTEGRATIVA

RESUMEN

El objetivo de este artículo fue efectuar una revisión integrativa de literatura sobre las estrategias de enfrentamiento del racismo en la escuela. Se realizó una búsqueda en las bases de datos SciELO (*Scientific Electronic Library Online*), PePSIC (Periódicos Académicos en Psicología) y Periódicos Capes, utilizando los descriptores "racismo", "prejuicio racial", "escuela", "educación", "combate" y "enfrentamiento". El banco final fue constituido por 20 documentos y los temas más frecuentes en los artículos fueron: Ley n. 10.639/2003 y formación docente. Se constató poca producción acerca de temas relacionados a cuestiones raciales y educación infantil. Con respecto al enfrentamiento, la mayoría de los artículos enfatizaban la importancia de la formación docente y la Ley n. 10.639/2003 como estrategias para el combate del racismo en la escuela. Se verificó que los estudios sobre esta temática necesitan expandirse, pues las discusiones son importantes para profundizar el tema y compartir los recursos utilizados puede contribuir al enfrentamiento del racismo en la escuela.

PALABRAS CLAVE

Racismo. Escuela. Educación.

1 INTRODUCTION

In Brazil, school exclusion reaches alarming levels. According to the 2016 National Household Sample Survey (PNAD, in Portuguese), in Brazil, 2,802,258 children and teenagers between 4 and 17 years of age are not in school. It is also known that this exclusion affects mostly children from vulnerable populations, who are already deprived of other constitutional rights. That becomes clear when we refine the sample to consider race and skin color, in which case, 64% of children and teenagers between 4 and 17 years of age who are not in school are black and brown, and 36% are white. These data become even direr with an increase in age and education level, since, according to the Demographic Census, only 4.34% of the black population between 15 and 24 years old have completed higher education (IBGE, 2010).

Brazilian education policies are still insufficient to combat racial inequalities that have historically marked the access, permanence and learning opportunities of black children and teenagers in Brazilian schools. In addition, these students'

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educational path during the long schooling time is equally concerning. This fact isn't related to black students whose low family income doesn't afford that access or makes them quit that path. It is related to those students who stay there, in Brazilian schools, and who fight every day to be equal and have the same chances as any other child, facing every day the racism graffitied on or hidden within the school walls.

Prejudice consists of a hostile attitude that can be directed at a group as a whole or at one person due to their belonging to a certain social group (ALLPORT, 1971). It is clear, in that definition, that prejudice is connected to social groups, especially socially undervalued groups. Concerning racism, one person or an entire social category is defined as different and, because of that, is discriminated against or excluded based on some external physical characteristic which is given new meaning in terms of an internal cultural characteristic (LIMA; VALA, 2004).

Discriminatory manifestation within the educational process has caused a series of physical and symbolic aggressions that result in distress in the students' daily life, especially for black students. School, which is one of the foundational places in the construction of an individual's identity, ends up functioning as another place where prejudice and discrimination are developed and fostered (FERREIRA; CAMARGO, 2011).

Many researchers have concerned themselves with the relationships in school routine and their consequences for those involved. Cavalleiro (1998), in a research about racism and prejudice in early childhood education, brings data about recurring aspects in the school environment, such as the nonexistence of posters in the school's shared spaces that express the diversity of Brazilian children, regarding skin color. Or, for example, different treatment by the teachers when expressing affection for their students. This aspect was also evidenced in a report by teacher Ligia in a research by Ferreira and Camargo (2011), who, expressing her own school experience as a black student, notes the feeling she had that she would never be able to learn and the memories that she never felt the same teacher's affection as white students in early childhood education.

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Although we can clearly observe racism in the data of the aforementioned studies, it is still denied in Brazilian discourse, even in education discourse. That becomes clear when we analyze the results of a research on teachers' conception of the manifestation of racism in schools in general and in the schools where they work. It is possible to notice that, when questioned about racial prejudice, teachers deny or consider it a problem in the other, defending that there is no racism at their schools (SANTOS, 2014). Denial of racism has an individual as well as a social dimension, because those who deny racist practices are concerned not only with not seeming racist, but also with defending their in-group's image of "we're not racist" (RIEDEMANN; STEFONI, 2015).

Acknowledging that racism is present in school discourse and practices is important in order to promote an anti-racist education, and the first step toward that is understanding that these practices reflect a bigger ideology which sustains that some people occupy an inferior position compared to others (RIEDEMANN; STEFONI, 2015). We need to end the argument that it is not the school's competence to discuss issues related to human formation, including racial issues; on the contrary, the theme must be present since teacher training. The school is responsible for coping with prejudice in its spaces, and that is only possible through the adoption of concrete changes that allow new values to arise and new practices to be constructed (GOMES, 2005).

Uniting strategies used by education and Psychology studies and research has contributed to test several interventions in order to identify which would be the most effective in reducing prejudice in children. Four prejudice reduction approaches were used with 621 children between 5 and 11 years old, from 22 schools in Kent, aiming to test changes in the children's attitudes toward disabled people and refugees. All interventions used the four approaches interleaved: multicultural approach, color-blind approach, common ground approach and counter-stereotype education. The results were analyzed and compared. The most effective approach was the multicultural, which highlights differences between social groups, but presents those differences as positive. Therefore, this approach believes that prejudice will be reduced if children are taught about diversity in a

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positive manner. The interventions carried out with children in that research used the theoretical approaches through story reading techniques (RUTLAND; BROWN, 2005).

Still concerning strategies that can be used to reduce prejudice, a meta-analysis was carried out with over 500 studies in order to try to answer the question of how intergroup contact could reduce prejudice. The three most commonly studied measures related to contact were tested: knowledge about the external group, reduction of anxiety due to intergroup contact, and increased empathy enabled by the contact. Results showed that knowledge about the other group didn't evidence effectiveness in reducing prejudice, unlike the reduction of anxiety, which, due to often accompanying the initiation of interaction between groups, allowed significant prejudice reduction (PETTIGREW; TROPP, 2006).

What is, then, the role of the school in the combat of racism? Which strategies are being used to cope with it in school spaces? The reality of data presented in this article elucidates that the school must accept its social function of racism combat. Thus arises the need to understand the resources used by education and the school for the confrontation of prejudice and racism, in order to stimulate more publications on the theme so that these can contribute with effective actions to combat racism in the school and education spheres.

This article proposes to execute an integrative literature review about strategies for coping with racism at school. Since it is a research technique that uses literature as data source, the integrative review enables us to assess the resources currently used at schools in order to cope with racism. We chose this type of investigation because it seeks to gather evidence related to an intervention strategy or to map knowledge about a theme, being useful to integrate information about previous studies, helping professionals to stay up to date, and promoting changes in everyday practice as a consequence of research (ROMAN; FRIEDLANDER, 1998).

This research is necessary because, in the databases analyzed and other searches, there were no reviews integrating aspects of racism confrontation by schools or education. And although, in Brazil, there have been interventional

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initiatives aiming to confront and combat racism at schools, these studies haven't been systematized. Therefore, little is known about what individual researchers have discovered, and this study enables that systematization. We believe that this article can contribute to the expansion of the debate about racial issues by gathering the main strategies found in literature and, especially, that it can stimulate schools to put into practice the great challenge of changing pedagogical practices in order to confront racism in a school environment.

2 METHOD

This study seeks to carry out an integrative literature review that details strategies for coping with racism used by schools or in education. The integrative review is a method that summarizes research results about a determined theme or issue in a systematic and orderly manner, aiming to contribute to knowledge on that theme (ROMAN; FRIEDLANDER,1998).

In order to achieve the study's objective, we carried out searches in the databases SciELO (Scientific Electronic Library Online), PePSIC (Academic Periodicals in Psychology) and Capes Periodicals. The searches took place using the following search terms with Boolean operators: "(racism OR racial prejudice) AND (school OR education) AND (confrontation OR coping)". Since the focus of this review was getting to know the resources used for coping with racism at school, we decided not to limit publication period in the search. Therefore, in order to avoid the risk of excluding important studies simply because of their publication date, we included all studies published until September 2018, when the searches were carried out.

The search for publications using the Boolean terms brought up a total of 331 documents (SciELO: 12, PePSIC: 0 and Capes Periodicals: 319). In the first screening, which aimed to exclude duplicated studies among databases, we excluded 7 studies, with 324 remaining. Then, we made a selection based on the titles and the abstracts, seeking studies that fit the established inclusion criteria, which were: (1) having racism or racial prejudice as a main theme and (2) concerning education or

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being related to schools. Out of the 324 documents, 290 didn't fit the inclusion criteria, thus remaining 34 documents.

The full text of the 34 selected studies were recovered and submitted to a new selection, now based on exclusion criteria: (1) not having a proposal for confrontation or combat to prejudice and (2) not having the whole text available online. In this selection, 14 studies fit the exclusion criteria: 2 didn't have the whole text available online and 12 didn't have a proposal for confrontation or combat to prejudice. Therefore, 20 publications remained, which constituted the final analysis corpus of this study and whose main data are summarized in Table 1. It is important to emphasize that all publications found through this methodology are scientific articles, since theses and dissertations didn't fit inclusion criteria and, therefore, weren't part of the final *corpus* of this study.

The following results will be presented, at first, in a descriptive manner, based on the analysis of elements related to the publication year of the studies, the periodicals responsible for the publications, the nature of the studies and the target audience. Later, we will analyze the data included in the scientific articles, through their themes and coping strategies discussed.

3 RESULTS

3.1 DESCRIPTIVE ANALYSIS OF THE *CORPUS* INVESTIGATED

Publication of studies that link the themes of racism and schools, through coping strategies, started in 2003, within the criteria stated in this study. Although we found articles about the theme published in earlier years, they didn't have a proposal to cope with the problem of racism in schools and, therefore, weren't included in this review. From that date forward, the number of publications didn't follow a linear pattern through the years. In 2008, the field reached the highest number of studies (four) about the theme published in a single year, and only in 2017 the same number of articles about the theme was published within a year. The list of the articles, with their publication dates, themes and objectives can be seen in Table 1.

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The 20 studies found in this research were published in 19 different journals, only two of which are edited in another country. Concerning languages, the article by Arocha et al. (2007) was published in Spanish, the one by São Paulo (2010), in English, and the other 18, in Portuguese. Most journals (18) only published one article on the theme; only one journal, Revista Estudos Feministas, published two articles included in the corpus we analyzed. Although most studies were published in different journals, 12 were in periodicals related to education and had in common the concern of stimulating academic research to expand the educational debate and socialize knowledge produced by the education field. Concerning the nature of the studies, we can observe that among the articles analyzed, 12 are theoretical, six are empirical, and two have an intervention proposal.

About the participants of those studies, we need to emphasize that the articles were selected with the prerequisite of having a proposal for confronting or coping with ethnic-racial issues concerning schools, therefore, many of the articles are theoretical and don't have participants. In this analysis, we used the expression "focus of action", that is, who or what is the focus of the strategies suggested by the studies (see Table 1). Students were the focus of only four studies; out of these, one applied to early childhood education students, one to primary education students, and two to high school students. Most studies (seven) aimed their strategies for combating prejudice at teachers. Others had as focus of action textbooks (three), higher education (three) and the general public (three).

Regarding the objectives of the 20 studies analyzed, the articles showed proximity in their general objectives and main themes. The themes curriculum and education in racism confrontation and teacher training and race relations were present in the objectives of a higher number of articles, with five studies in each theme. Implementation of Law 10.639/03 was present in the objectives of four articles in the corpus. And the themes concerning the contributions of affirmative policies in prejudice confrontation and the expressions of prejudice in textbooks integrated the objectives of six studies, three for each theme.

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Table 1 – Data from the corpus of scientific articles published in the databases searched about racism and school

(to be continued)

Authors	Objectives	Nature	Focus of action	Coping strategy
Valente, 2005	Affirmative action, race relations and basic education	Theoretical	Early childhood education students and teachers	Lectures in the form of participative dialogue and teacher training
Carvalho e Castro, 2017	Curriculum, racism and teaching Portuguese	Theoretical	High school students	Through the curriculum, the adoption of discourse practices that enable the weakening of rigid traditional structures
Francisco Júnior, 2008	Anti-racist education and the contributions of Science education	Theoretical	Science teachers and students	Reinterpret this Science and use the teachers' discourse to highlight African nations' knowledge
Abreu e Mattos, 2008	Curriculum guidelines, ethnic-racial relations and History education	Theoretical	History teachers	Practical changes to the teaching of History through teachers' lessons and projects
Rohden, 2009	Teacher training and the combat of discrimination	Empirical	Primary education teachers	Distance course for primary school teacher training
Santana, 2016	Prejudice, discrimination and History textbooks	Theoretical	Livros didáticos	The inclusion of academic debate in textbooks, including relevant transforming events in Brazilian history
Aguiar, Piotto e Correa, 2015	Ethnic-racial relations and teacher training	Theoretical	Early childhood education students and teachers	Teacher training
Rosemberg, Basilli e Silva, 2003	Racism and textbooks	Theoretical	Textbooks	National Curricular Parameters and PNLD
Silva e Dias, 2013	Racism and the contributions of institutional pedagogy	Theoretical	General	The use of institutional pedagogy principles for coping with racism at school
Trevisan e Dalsin, 2014	Math textbooks and multiculturalism	Empirical	Textbooks	The use of images that promote more tolerant social practices in Math textbooks
Cunha, 2015	The subject of History and the implementation of Law 10.639/03	Theoretical	History teachers	Use of a historical fact in order to implement Law 10.639/03
Gomes, Boeing e Alexandre, 2012	Information technology and exclusion	Theoretical	General	I.T. contribution to discrimination combat
Matos, Bispo e Lima, 2017	Anti-racist education and the Law 10.639/03	Empirical	High school and technical school students	Annual event with cultural productions and the presentation of studies developed in the classroom

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Table 1 – Data from the corpus of scientific articles published in the databases searched about racism and school

(conclusion)

Authors	Objectives	Nature	Focus of action	Coping strategy
Pinto, 2017	The Law 10.639/03 and artistic and cultural manifestations	Empirical	Extension projects participants, students and teachers	Production of bibliographic materials, guidebooks, videos, a blog and an extension course
Santos, Cavalleiro, Barbosa e Ribeiro, 2008	Affirmative actions and quotas	Theoretical	Higher education	Implementation of affirmative action public policies by the government
Weller e Silveira, 2008	Affirmative actions and quotas	Theoretical	Higher education	Affirmative actions and quotas for admission to higher education
Orlando e Ferreira, 2014	Ethnic-racial diversity and teacher training	Empirical	Basic education language teachers	Continued education on the theme aimed at teachers
Moura e Autiello, 2017	Black newspaper in school and the Law 10.639/03	Intervention proposal	Primary school students	The use of the newspaper as a permanent activity in the education about ethnic-racial diversity
Arocha, Guevara, Londoño, Moreno e Rincón, 2007	Racism and teacher training	Intervention proposal	Primary and secondary education teachers	Permanent teacher training program
São Paulo, 2010	Affirmative actions, quotas policy	Intervention proposal	Higher education	Affirmative actions and quotas for admission to higher education

Source: Own elaboration (2019).

3.2 CONTENT ANALYSIS OF THE CORPUS INVESTIGATED

Based on this study's objective to effect an integrative literature review about strategies for coping with racism at school, we carried out a categorization grounded on Content Analysis (BARDIN, 2011), which enabled the construction of categories through the grouping of coping strategies obtained in the selected articles.

For better exposition of the results found, we classified the content of confrontation strategies present in the articles that made up this review into five categories: curriculum and teaching contributions to prejudice reduction; expression of prejudice in textbooks and confrontation strategies in this context; confrontation strategies grounded on teacher training; confrontation strategies grounded on affirmative policies and the quotas system; and the implementation of Law 10.639/03 as a confrontation strategy.

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3.2.1 Curriculum and teaching contributions to prejudice reduction

The possible contributions of curricular guidelines and teaching to the combat of racism in school were present in five articles of the corpus. Two of them (ABREU; MATTOS, 2008; CARVALHO; CASTRO, 2017) emphasize the importance of curricular guidelines for the valorization of African culture and especially for the respect toward African people's history of resistance. Another common point in the results of those two articles is the acknowledgement of the existence, in the curricular guidelines, of several orientations about ethnic-racial issues, but they also present the criticism that there is still a long way to go before the proposals are implemented in practice, because the authors consider that only the guidelines are not enough to eliminate prejudice.

The other three studies also discuss these aspects: Cunha (2015), Francisco Júnior (2008), and Silva and Dias (2013). They are more directed at prejudice confrontation through teaching in the classroom. In the results of Francisco Júnior (2008), there are suggestions for Science classes, such as examples of knowledge constructed by African people that is important for Science, but is usually not acknowledged as African. Important Biology examples, such as hygiene care, infectious diseases and anesthesia, as well as Chemistry and Physics examples, are listed in the study. Cunha (2015) makes suggestions for History and mentions the importance of discussing the history of the Queimados Uprising, which was important to slavery resistance in Brazil and isn't discussed in public schools. The study by Silva and Dias (2013) mentions contributions of institutional pedagogy for the mediation of issues in the classroom, especially ethnic-racial issues.

The articles that constitute this category discuss the importance of effecting curricular guidelines, as well as mention practical aspects to cope with prejudice and racism through the teaching of different subjects in the classroom, improving and expanding school curricula with knowledge that strengthens ethnical and cultural aspects.

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3.2.2 Expression of prejudice in textbooks and confrontation strategies in this context

Part of the studies reviewed, three articles, reference the expression of racism and prejudice in textbooks. The results of two articles (SANTANA, 2016; TREVISAN; DALSIN, 2015) criticize the racism that can be found in textbooks and emphasize that we need to be careful with the generalized manner in which these themes are discussed in the books. Regarding Math textbooks, Trevisan and Dalsin (2015) criticize the images that imply an equality and tolerance discourse which isn't consistent with the reality in society.

This theme is also present in the study by Rosemberg et al. (2003), which shows results obtained in a literature review about prejudice in textbooks. Data demonstrate that the studies about textbooks focus on primary school and rarely analyze early childhood education textbooks. The most analyzed subjects are History and Portuguese, and the analyses focus on text and illustrations, lacking studies about the students' reception of the textbooks.

The three studies analyzed mention the expression of prejudice manifested through textbooks and emphasize the importance of paying attention to the construction of textbooks and other pedagogical material, since they are an important source of knowledge and information in children's development and an important ally in prejudice reduction.

3.2.3 Confrontation strategies grounded on teacher training

The importance of teacher training for the confrontation of racism in a school environment is the theme of five articles out of the 20 analyzed in this study. The article by Orlando and Ferreira (2014) discusses in the results the difficulties faced by teachers when dealing with ethnic-racial themes. Unpreparedness, mistaken decisions and the argument that they don't have adequate training to handle these aspects in practice are the results found by these authors.

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Other two articles (AROCHA et al., 2007; ROHDEN, 2009) have in common the concern with teacher training, believing it to be an important ally in coping with racism at school. The articles have two coping proposals: a continued education program for teachers and a teacher training distance course. The data in the results describe the improvement in African visibility after the execution of the program, a desire to effect change in the schools themselves and renewed attention to manifestations of prejudice at school after taking the course.

The last two articles that make up this category have narratives of expressions of prejudice in the early childhood education daily routine involving ethnic-racial issues. One of them is the study by Aguiar et al. (2015), which shows data about the observation of pedagogy interns concerning prejudice and discrimination situations with early childhood education teachers. Commentary on black students' physical characteristics, valorization and comparison between qualities of black and white students and differences in the affection demonstrated toward students due to their skin color were part of the data collected by the interns. In spite of that, the interns reported difficulties in recognizing situations of prejudice and discrimination. The other article, by Valente (2005), shows similar data about the manifestation of prejudice in the context of early childhood education. This study has an intervention proposal with early childhood education students in order to practice the acknowledgement of differences and reverse the process that tends to associate those differences to negative stereotypes.

All the studies listed in this topic depict the difficulty teachers face when handling situations of prejudice in the classroom, whether in early childhood education or other educational stages, and consequently suggest that an important strategy for coping with racism and discrimination in school is investing on teacher training.

3.2.4 Confrontation strategies grounded on affirmative policies and the quotas system

Among the articles analyzed in this research, three of them (SANTOS et al., 2008; SÃO PAULO, 2010; WELER; SILVEIRA, 2008) discuss affirmative policies and

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quotas as a proposal for coping with racism and social inequalities. The results show the diversity of opinions about that subject. Students in the study by São Paulo (2010) show interest in the implementation of affirmative action programs, but there isn't an agreement on the reasons or on whether those measures would solve the problem. The study by Santos (2008) demonstrates that some scientists oppose affirmative policies because they make predictions with no historical basis and stray from the production of knowledge based on research.

3.2.5 The implementation of Law 10.639 as a confrontation strategy

Cultural projects developed in school are presented as confrontation strategies in the studies by Autiello and Moura (2017), Matos et al. (2017), and Pinto (2017). The first authors suggested the use of a newspaper in the school environment as a permanent activity for education about ethnic-racial diversity. The second study suggested an annual project developed at school, promoting dialogue among students, teachers and guests, in order to discuss ethnic-racial themes and boost anti-racist education. And the third study suggested an extension project to localize actions and expressions of the Afro-Brazilian culture.

The three aforementioned studies refer to the use of those ideas as the implementation of Law 10.639 (2003), which included the study of Afro-Brazilian history and culture as mandatory subjects in Brazilian schools. The other study that completes this category is Gomes et al. (2012), which suggests, as confrontation strategy, a specific knowledge of Information Technology (I.T.), introducing aspects related to the prevention and combat of racism through technological advances.

4 DISCUSSION

Considering the importance of studies that connect the themes of racism and school and the social contributions that these studies' results can generate, we can state that the number of articles published about the theme in Brazil is still limited. Out

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of 324 unique articles initially found, only 34 concerned racism and school or education. And since the study's objective was to carry out an integrative literature review about strategies for coping with racism at school, when we refined the search to select articles that included a proposal of racism confrontation within that theme, that number fell to only 20 articles. This number is considered small, since we didn't delimit a publication date in the article search. This doesn't mean that there were no advances in the combat of racism in school and educational environments, but that many practices with that purpose are being effected without the intention to document them and, consequently, they are not being turned into scientific articles, which hinders the progress of scientific studies about racism.

Regarding the participants of the articles we analyzed, denominated in this study as target audience, we noticed that, out of 20 articles, only four researches focused on the students, and, of these, only one study concerned early childhood education students. In Brazil, there is little scientific production about themes related to ethnic-racial issues and early childhood education. The study by Cavalleiro (1998), for example, about racism and prejudice in early childhood education has data about recurring aspects that take place in the school environment with black children. But the author, back then, was already discussing the fact that we have few published studies about black children in early childhood education, and that hasn't changed much with time. Analyzing prejudice in textbooks, we also found similar results. The systematic literature review by Rosemberg et al. (2003), who analyzed the expression of prejudice in textbooks, indicates that the focus of analyses in this theme are primary school textbooks, with a lack of analysis of early childhood education textbooks. Even the federal legislation (Law 10.639/03) that altered curricular guidelines to enable confrontation of racial prejudice and discrimination was directed at primary and secondary school, neglecting this obligation in early childhood education.

When the corpus of the study was divided according to themes, we observed that 20% of articles emphasized the importance of teacher training as main strategy for coping with racism at school. Gomes (2005) also reinforces the importance of discussing racial issues in school and in teacher training. In addition, the author

emphasizes that this discussion must be followed by the adoption of new practices, enabling changes in values.

The results in the "teacher training" category show the teachers' unpreparedness in identifying and handling racial issues at school, and the strategies suggested by the studies were a continued education program and a teacher training distance course. This data corroborates other studies that emphasize the importance of the teachers' role in confronting racism and how that is strongly linked to their teacher training. The courses aimed at teacher training are focused on content methods and teaching strategies, reflections of an uncritical education that can be generally found in schools. Teaching practices must aim to acknowledge diversity and emphasize differences in a positive way, as described by the multicultural approach, and discuss, still in teacher training, effective interventions to reduce prejudice (RUTLAND; BROWN, 2005).

In curricular and teaching aspects, the importance of following curricular guidelines was emphasized, and the studies suggested propositional ideas aimed at the teaching of specific subjects in the classroom. These strategies show new pedagogical practices including racial aspects in Science, History, Chemistry and Physics. The expansion of knowledge fields covered was important, since the law that requires the teaching of Afro-Brazilian culture and history to be mandatory in the official curriculum of the education network doesn't specify that the theme is restricted to the subject of History or commemorative days. On the contrary, the authors suggest that the racial issue must traverse teachers' practice, school management, curriculum, political-pedagogical projects, and be reflected on all educational moments (GOMES, 2005; MACÊDO, 2016).

Another theme that was present in over 20% of the corpus was the implementation of Law 10.639 (2003). The confrontation strategies discussed in the studies analyzed were cultural projects, extension projects, an I.T. project and the circulation of a print paper as a continued activity for education about ethnic-racial diversity, aiming to strengthen actions that combat racism and discrimination at school. The cultural and extension projects suggested concur with the literature on prejudice reduction; through those cultural events, it is possible to foster closer

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contact between different social groups, expanding knowledge about the other group and reducing the anxiety that often accompanies the initiation of interaction between groups, as suggested in the study by Pettigrew and Tropp (2006). The print newspaper suggested as strategy can also be an important vehicle of information about ethnic groups and diversity. Emphasizing differences in a positive way through the newspaper can be a great tool for prejudice reduction, as verified by Rutland and Brown (2005).

We need to consider, however, that the results obtained by this review indicate that studies concerning the theme that links racism and education need to be expanded locally and nationally, since information and discussion are important to deepen the theme and especially to report the resources that are being used to combat racism.

5 FINAL CONSIDERATIONS

This study aimed to carry out an integrative literature review about strategies for coping with racism at school. This analysis enabled the assessment of what has been published about the theme of racism and prejudice in the education field and especially which resources are being used to combat it. It was possible to determine that teacher training, cultural and artistic projects, changes in curriculum and in teaching, and combatting prejudice in textbooks are strategies discussed as a suggestion in the studies analyzed.

This research has some limitations, such as effecting searches in only three databases, one of which returned no results to the descriptors used. It is important to emphasize that we didn't find, in these databases, literature reviews that connected racial themes to the school environment and, moreover, that discussed practices of confrontation of prejudice and racism in that environment. Future studies could expand on the results found here, broadening the research for educational or school websites that handle racial issues, seeking practices of anti-racist actions developed by teachers who didn't publish in scientific journals.

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We hope that this review will be a contribution for those who are interested in ethnic-racial themes and are concerned with what has been done to combat racism and prejudice in the school environment and other social spaces, eliciting new researches and new coping strategies.

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