

28th November 2023

What we will do today?

Introduction to Indigenous education in Brazil, with attention to the “right to be different” and to the epistemological suggestions

Almost 7 millions mk2

10% known species

300 diverse languages

Diversified environments:
rainforest, floodplains,
savannas, rivers, etc. and
diverse social organizations

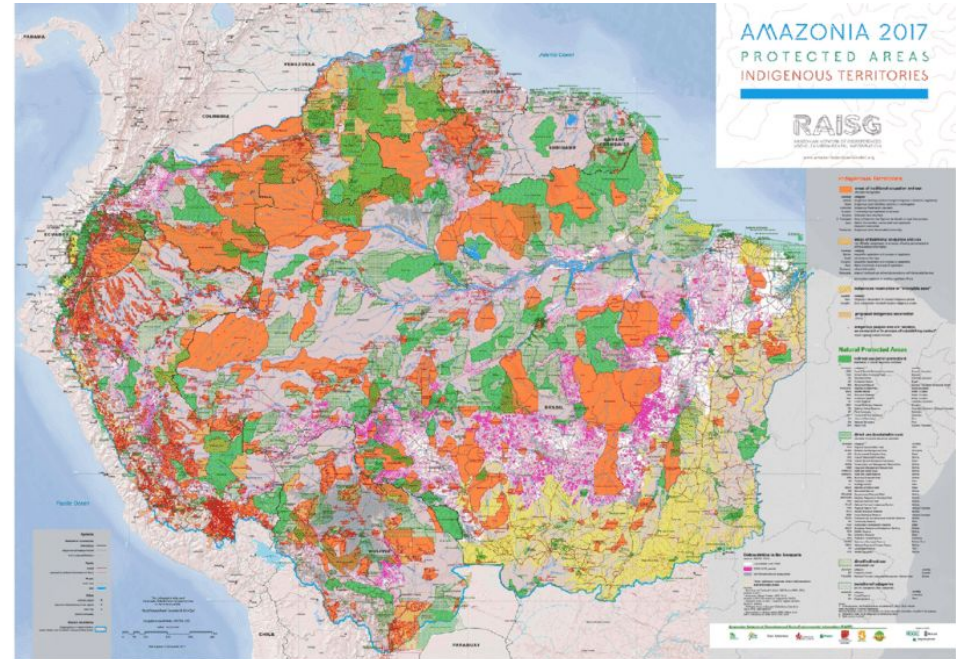


Image: Indigenous lands and protected areas in the Amazon (source: Tauli-Corpuz et al. 2020, DOI: <https://doi.org/10.1016/j.worlddev.2020.104923>)

Education(s) of the indigenous people

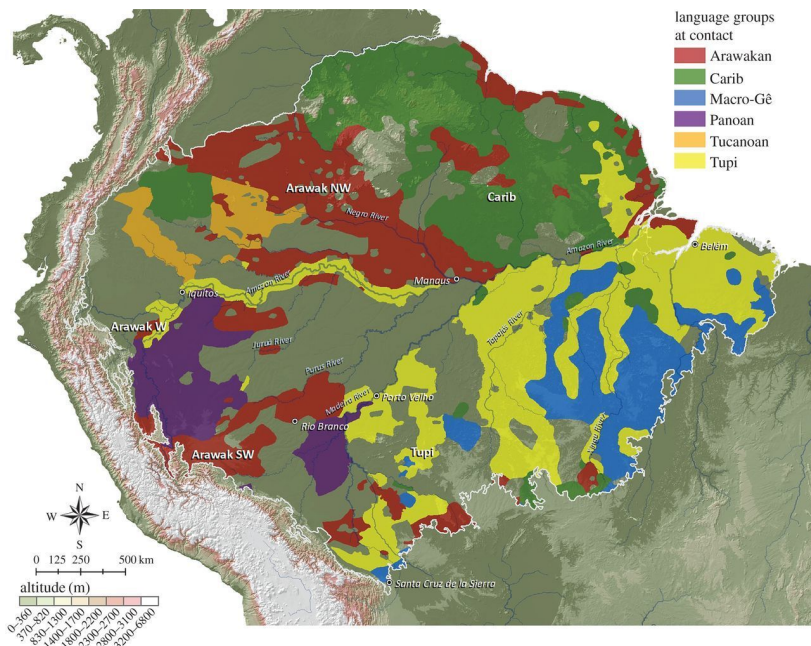


Image: Linguistic families of the Amazon (source: Clement et al. 2015 <https://doi.org/10.1098/rspb.2015.0813>)

Colonial times: education by religious congregations

From 1910: creation of the Service for the Protection of Indians and actions of the Summer Institute of Linguistics

From mid 1960: military dictatorship and indigenist organizations

Common points: integration of indigenous people in the society

Related with the general ideas of civilization and assimilation

1988: the Constituency Assembly

1973: “Estatuto do Índio” (Law 6.001)
focusing on integration policies

Introduction of the concept: “right to be
different”

*Art 231: “To the Indians are recognized
their social organization, customs,
languages, beliefs and traditions, and the
original rights over the lands they
traditionally occupy, and the Union is
responsible for demarcating them,
protecting and ensuring respect for all
their assets.”*



Image: indigenous representatives at the assembly (source:
<https://acervo.socioambiental.org/acervo/fotos/politica-indigena/indios-na-constituente/vigilia-durante-negociacao-capitulo-dos-0>)

Education(s) for the indigenous people



Image: Indigenous school in the Xingu Indigenous Park (source: <https://www3.seduc.mt.gov.br/-/11628774-seduc-investe-na-qualificacao-de-professores-da-educacao-escolar-indigena>)

2001: National Education Plan (Federal Government)

Universalization of basic education for the indigenous people

Intercultural and bilingual education

“Autonomy” of the indigenous schools:

- pedagogical autonomy
- financial autonomy
- participation of the communities

Establishment of the category
“Indigenous Teachers”

Universities and teachers education

2002-2007: “Diversity in the University” program (Ministry of Education)

2004: “University for All” program (Federal Government)

2005: Indigenous Intercultural Bachelors program (Federal Government)

2012: Law 12.711 “*Lei das Quotas*”

Número de indígenas no ensino superior

Fonte: Quero Bolsa/Inep

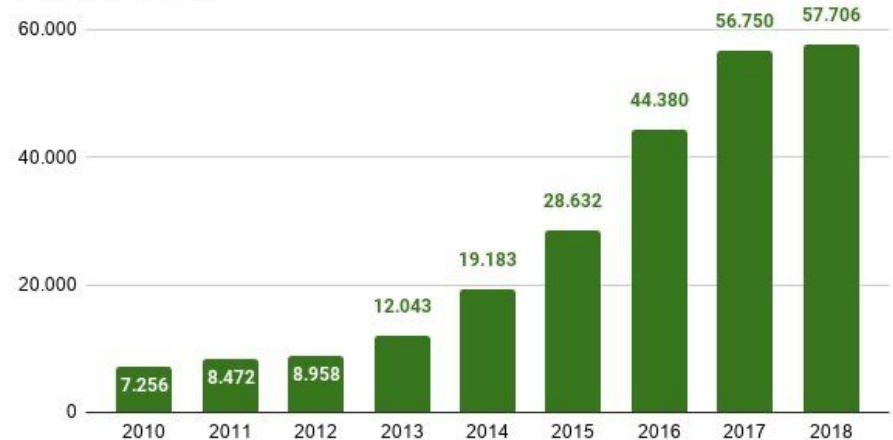
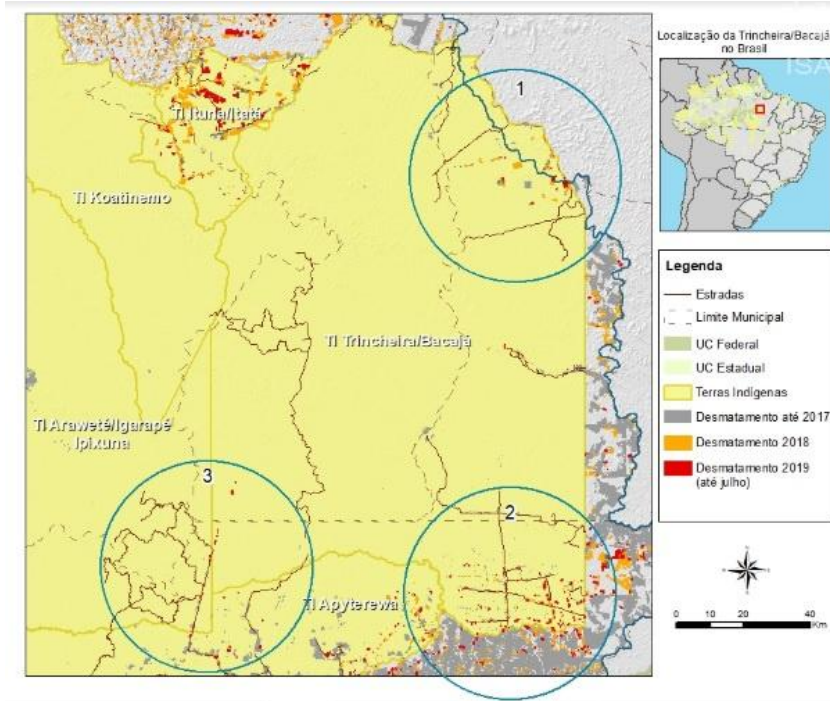


Image: number of students self-declared as indigenous in Brazilian Universities 2010- 2018 (source: <https://www.sedufsm.org.br/noticia/6592>)

One specific example



Mebengokré people

Voluntary isolation until end of '70

Trincheira-Bacajá indigenous Land:

-600.000 hectares

-demarcated as Mebengoké land since the '80

-from 1 village to 32 villages

-from 2000 persons to 200 and back to 3000

Image: TI Trincheira-Bacajá (source:

<https://site-antigo.socioambiental.org/pt-br/noticias-socioambientais/n-a-iminencia-de-um-ataque-povo-xikrin-luta-para-defender-seu-territorio>

Impacts of Belo Monte hydro-dam

The school at Mrõtidjam

School installed with the village in 2005

Who teach/who learn?

What/how is taught?

From whom/for whom?

New claims: Koka and Bepno at the State University of Pará



Images: *Meprire* at school at Mrõtidjam (source: Paride Bollettin, 2007)

The Indigenous people at universities



Image: indigenous students at UFBA (Source: <https://petcindigenas.ufba.br/acervo-pet/imagem>)

Students, “experts”, and teachers

Selection processes

Access/permanence

Individual/collective experiences

University/University/University?

Impacts on the wider society

Fishes and Waimahsã

João Paulo Barreto: PhD in Anthropology
and indigenous medical specialist

Best PhD Thesis in 2022

Study of biological and indigenous
knowledge and classifications

Thinking the indigenous thinking

Decolonising starts from rethinking the
words: from university to multiversity



Image: João Paulo Barreto (source:
<https://www.salsa-tipiti.org/conferences/keynote-lecture/jo-ao-paulo-barreto/>)

Body-territory

Célia Xakriabá: indigenous teacher, most voted deputy at 2022 elections



Clay: learning with the territory, oral time

Genipa: the body as materialization of memory

Plaster: resignification and appropriation of the school

Territory as a place of situated and embodied (multi-species) relationship: territory as a body
Body as place of experience of the multiplicity of relationships and knowledge: body as territory

From the recognition of the right to land to the indigenization of the spaces of knowledge

Image: Célia Xakriabá at the Brazilian Parliament, 2023 (source: <https://www.camara.leg.br/deputados/206018>)

*Xakriabá, Célia Nunes Correa. 2018. *O Barro, o Genipapo e o Giz no fazer epistemológico de Autoria Xakriabá: reativação da memória por uma educação territorializada*. Dissertação de Mestrado - Centro de Desenvolvimento Sustentável, Universidade de Brasília.

Afro-pindoramic counter-colonization

Antonio Bispo dos Santos, *quilombola* from Piauí, writer and poet

*"Quando nós falamos tagarelando [When we talk chattering]
E escrevemos mal ortografado [And we misspelled]
Quando nós cantamos desafinando [When we sing out of
tune]
E dançamos descompassado [And we dance out of rhythm]
Quando nós pintamos borrando [When we paint by blurring]
E desenhamos enviesado [And we draw biased]
Não é por que estamos errando [It's not because we're
wrong]
É porque não fomos colonizados [It's because we weren't
colonized]"*.

“Pindorama” (land of palms in Tupi) vs. “indigenous”

“Counter-colonization”: not to appropriate of colonizing forms (universities) but promote other models (*quilombos*)*



Image: Antonio Bispo dos Santos, Nego Bispo (source: <https://ea.flch.usp.br/autor/antonio-bispo-dos-santos>)

*Santos, Antônio Bispo dos. 2015. *Colonização, quilombos: modos e significações*. Brasília: INCT/UnB.

A joint paper: reappropriation

Reappropriating the Trincheira-Bacajá Indigenous Land

Visual Ethnography

n. 1 - 2022
dx.doi.org/10.12835/ve2022.1-109

Bepkyi Xikrin, *Mrótídam village, Trincheira-Bacajá Indigenous Land*
Paride Bollettin, *Department of Anthropology, Faculty of Science,
Masaryk University, Czech Republic.*

Abstract

This photo essay aims to describe the process of reappropriation of a part of the Trincheira-Bacajá Indigenous Land by the Mebengokré in September 2021, after almost three years of its invasion by not-indigenous people. The images were taken by Bepkyi Xikrin when the Mebengokré have been able to return to the area after the partial removal of the invaders. The perceptions and sensations of the invasion's impacts on the environment, as well as the participation of the people in this collective recuperation highlight the social dimension of the environment as well as the resistance of the Mebengokré resistance and their struggle for their lives, lands and rights.

Keywords

Mebengokré, Amerindians, land occupation, land recuperation, Amazon, deforestation

Bio

Bepkyi Xikrin is a Mebengokré from the Mrótídam village in the Trincheira-Bacajá Indigenous Land. Throughout his life, he has helped anthropologists work with his people, developing great intercultural sensibility. He was trained as an Indigenous Environmental Officer by the Nature Conservancy, and currently works in environmental inspection and control of Indigenous Land. He also produces images to document important events in his village and in the Indigenous Land.

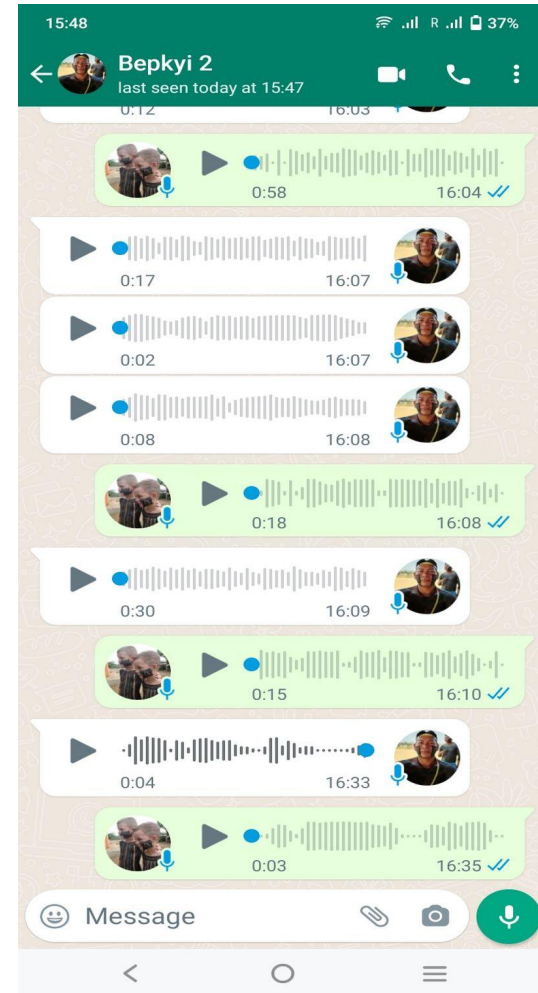
Paride Bollettin works with the Mebengokré since 2015. He obtained the PhD in anthropology at the University of Siena and worked in diverse universities in Brazil, Italy, UK and Latvia. Actually he is an assistant professor at the Department of Anthropology, Faculty of Science, Masaryk University and permanent professor at the Graduate Program in Social Sciences of the Universidade Estadual Paulista. <https://www.muni.cz/en/people/247100-paride-bollettin>

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PřF: Bi7851 Anthropology of Ethnicity (Autumn 2023)



Images: the montage of the exhibition and a WhatsApp conversation about the exhibition between Bepky Xikrin and Paride Bollettin (source: Paride Bollettin, 2022)

Multiversities



Images: Typju Myky and André Lopés at Masaryk University (source: Paride Bollettin, 2022); and Katopre Xikrin, Paride Bollettin and Bepky Xikrin at Universidade Federal da Bahia (source: Julia Turska, 2023)

What's next?



Images: Brno Dragon (source: <https://www.atlasobscura.com/places/brno-dragon>) and House sign (1566) "The Green Lindworm, from Singer street 4" at Wien Museum Karlsplatz (source: https://commons.wikimedia.org/wiki/File:WMK_-_Gr%C3%BCner_Lindwurm.jpg)

PřF: Bi7851 Anthropology of Ethnicity (Autumn 2023)

For next meeting:

We will receive as a special lecturer
Professor Rosa Johnson - University of Namibia
Bibliography to be indicated

For any doubt, question, suggestion, critique and praise:

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Enjoy the rest of the week!