

**SAFE AND INCLUSIVE CITIES:
VIOLENCES AND SPACIAL INJUSTICE IN RIO DE JANEIRO CITY**

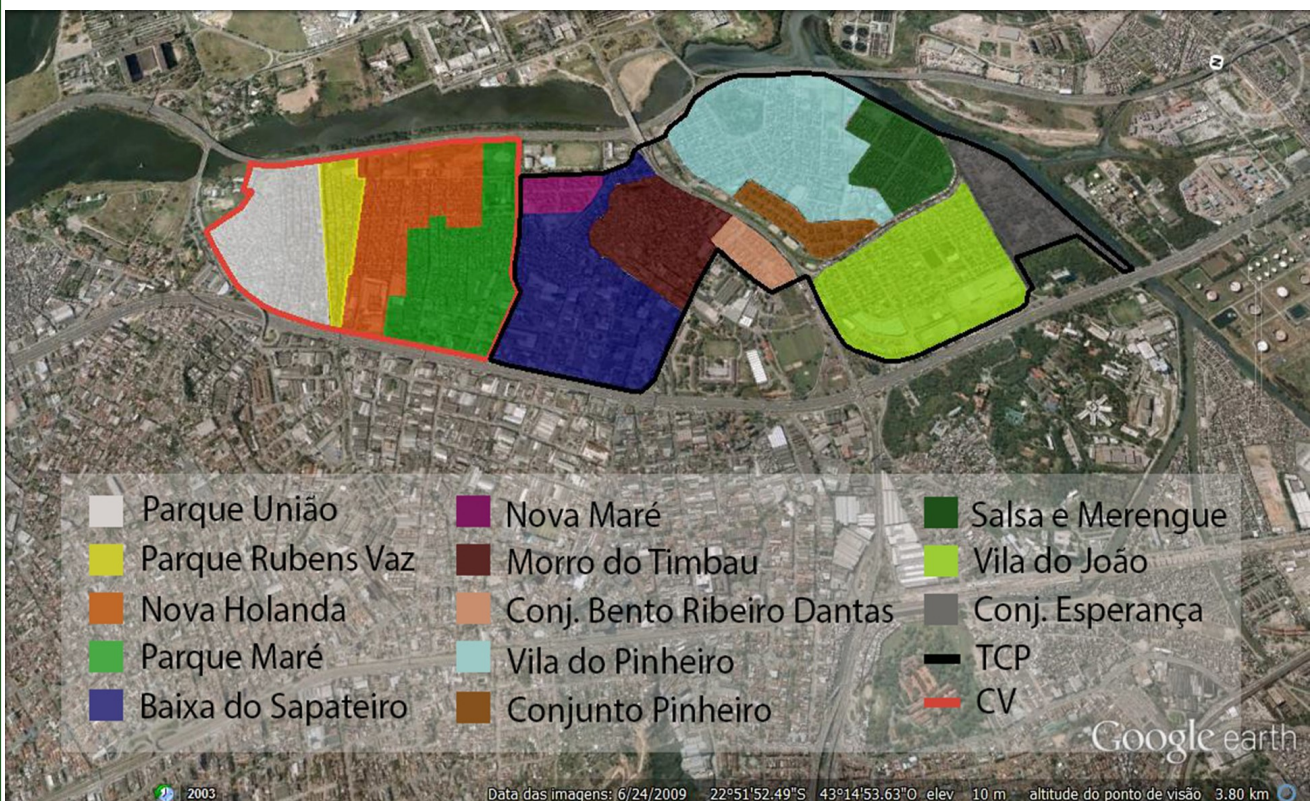
Education, between violence and absences, the hope for improvement.

According to data obtained through interviews conducted by the research, in Maré, the best suited theme indicated as a public policy to be developed is education. With approximately 136,000 inhabitants, the set of favelas that make up Maré does not have enough educational facilities to meet the demand of residents. But the problems are not limited only to the insufficient supply of vacancies. Residents point out that it is necessary to include the issue of public safety in the territory, that impacts negatively on the dynamics of schools.

Residents want to participate in local educational planning; they want more high schools and the end of police operations during school hours.

**Favela da Maré
Policy Breef 1**

Education



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Understanding these dynamics and their negative influence in Maré, we need to evenly distribute Maré educational segments, because then we can solve some problems identified in site, such as overcrowding in some schools and emptying of others. This relationship between student excess and absences results from the current political situation in the region as an area dominated by drug gangs. Families who live in Maré areas dominated by a criminal gang avoid sending their children/youngsters to schools in areas controlled by a rival criminal group.

We need to develop educational projects in Maré that take into account not only the presence of the school as a physical space, for even this factor needs to be debated. How to Install new educational units on site if you do not take into account the territoriality dynamics of existing criminal groups in the region? In areas controlled by a rival criminal group, students from another area cannot have access.



Military barricades in front of a day care center in the Vila Pinheiro during the occupation army to hold the World Cup in 2014 .

There is a mismatch involving the performance of municipal and State government. City Hall, which is developing the construction of the Maré Educational Campus, aims to meet the needs for the basic education segment. As for the State government, responsible for the High School segment, investments are scarce, schools are insufficient and precarious, showing partiality in the public service for education. Maré students have access to studies up



to a certain point (elementary school) and from there, appears a bottleneck in the educational supply, resulting in two alternatives: dropout of studying or search for schools in areas outside Maré.

Another important aspect involving education refers to the operations of law enforcement officials (police and army) in nearby schools areas, by the time that students are going to or returning from school. Many residents indicate that such events are recurrent, and that the public security apparatus would be using the Maré's inhabitants as "shield against criminal actions," especially when these raids happen at peak hours.

While the school-student is not close and reciprocal, the local education system is likely to fail. Residents pointed to the importance to hear what the community has to say, and to take advantage of this university experience in Maré (the neighborhood has many college students, not only at graduation level but at master's and doctoral level too), whose local knowledge could be used to propose public educational policies consistent with the place.

Not only formal education institutions are affected; the non-formal education areas also suffer from everyday problems, especially those related to violence. Night school often have their classes canceled due to disputes between drug dealers; police x traffic; or as happened during the World Cup 2014, army x drug dealers.

Respondents emphasize that Maré schools must hold discussions with the specifics of the place, understanding the dynamics, the problems and the daily life of their students. While the school-student relation is not close and reciprocal, the local education system is likely to fail.

Existing educational projects in Maré do not meet local needs and are not designed and developed in conjunction with residents and nor even consider the specifics of the relationship between the forces that dominate parts of the territory. This research proposes, then, based on proposals made by the residents interviewed, a community analysis of the educational situation of Maré, considering the delay of the content offered, but mainly planning alternatives to the impact of the police and military operations in the educational daily routine of the slum. At Maré is common for the police to use the schools entrance as operational base, which endangers the physical and psychological integrity of students, teachers and other school employees.

RECOMENDATIONS

- High schools expansion, to meet the demand of the inhabitants, especially in the age group between 14 to 18 years.
- Develop debates concerning Maré school needs, using existing skilled technicians/residents on site.
- End of police operations in times of entry and exit of students from schools, as well as the end of using schools façades as support and protection for police operations.



Research methods:

- Local Mapping and community profile;
- Collective debates and sparse dialogues;
- 30 individual interviews with leaders and residents well known in Maré;
- 4 interviews with constant action groups;
- Analysis of academic papers and articles in local newspapers;
- Research production analysis carried out by NGOs operating in the territory;
- Workshop offered to the UFRJ course of Public Management for Economic and Social Development.