Capter 174

The digital inclusion of blacks in Brazil

https://doi.org/10.56238/devopinterscie-174

João Carlos Lopes Fernandes
Ph.D. in Biomedical Engineering in the area of Computational Technologies. Master in Computer Engineering and BA in Computer Science, Coordinator of the Systems Analysis and Development course at the Faculty of Technology of São Caetano do Sul, associate professor at the Mauá Institute of Technology, professor and author of the graduate course at Unyleya. Ad hoc reviewer for Augusto Guzzo magazine. Professor and Researcher at NUPE - Faculty of Technology ENIAC-FAPI. jlopesf@uol.com.br

Daniel de Oliveira
PhD in History of Sciences- PUC-SP. - Faculdade Universidade Paulista – UNIP. State School Prof. Loureiro Jr. Paula Souza Center - ETEC /EMBU. Professor and Researcher NUPE - Faculty of Technology ENIAC - FAPI. daniel.oliveira@eniac.edu.br

Mauricio Pedro da Silva
Administrator, Specialist in Human Resources, Education, Didactics of Higher Education, and Tutor of Distance Education. Professor at the Paulista University – UNIP. State School Prof. Loureiro Jr. Paula Souza Center - ETEC /EMBU and Professor and Researcher at NUPE - Faculty of Technology ENIAC - FAPI. E-mail: mauriciopedro.unip@gmail.com

Mônica Maria Martins de Souza
Ph.D. in Communication and Semiotics - PUC-SP. Master in Business Administration from Universidade Presbiteriana Mackenzie SP. Specialist in Teaching with an Emphasis on Distance Learning in Human Resources Administration. In Educational Technology. Psychologist. Journalist and Evaluator at INEP/MEC. Professor at the Paulista University – UNIP. Professor and Researcher at NUPE - Faculty of Technology ENIAC-FAPI. Professor at Paulista University prmonica@gmail.com

ABSTRACT
This article seeks to identify the digital inclusion level in the Afro-descendant community and the advancement of public policies in this regard. Another important factor is how the use of information technology and used in school routine communications can provide African descent opportunities for access to the "information age/computerization". Digital inclusion is directly linked to socio-economic exclusion, so along with education; it is one of the pillars of social sustainability. It notes that this reality is present in third-world countries, and in the case of Brazil where racial issues are disguised as a racial democracy, it becomes more difficult to solve this problem, because the Afro-descendant population, low-income is excluded era digital. From these findings, we find that the digital divide not only includes access to the Internet, but something much broader and that the fundamental rights to information and communication are constrained because of the digital divide. We also identified that the Federal Constitution of 1988, the principle of material equality based on promoting digital inclusion and uses tax exemption as a legitimate mechanism to implement inclusive public policies in a way that involves all federal levels and their respective tax species.

Keywords: Digital inclusion, Information and communication technologies, Racism, Opportunities, Social responsibility.

1 INTRODUCTION

The objective of this research is to understand the importance of Africans for the constitution of the Brazilian race, this new mixed race of all nations, according to Darcy Ribeiro. Black Africans were important for the formation of Brazilian culture and structure.

The methodology used was bibliographic and electronic research, field research, exploratory, qualitative, and quantitative research to identify the level of digital inclusion in the Afro-descendant community and the advances of public policies in this regard.

The justification for the actions to develop this study is supported by a relevant factor is how the use of information and communication technologies used in the school routine can provide Afro-descendants with opportunities to access the "age of information/computerization and their social inclusion is observed, as the right of those who, for whatever reason, are segregated from society.

The hypothesis is that if people analyze the historical evolution of the representative role of the slave in society, they could reflect on racism and the persistence of prejudice in contemporary times.

The theoretical framework uses the author Delors (1999) who speaks of education as what it is, a treasure to be discovered. Mazzotta (2011) discusses the social inclusion of people with disabilities and special needs such as culture, education, and leisure. Oliveira, (2016) analyzes people with disabilities in the labor market. Santos, (2005) addresses digital inclusion and argues that this action requires a new social pact between governments and society. Abrahao, (2003) explains navigability and digital inclusion to usability and competence. Takahashi, (2000) talks about the information society in Brazil / Science and Technology, and Waiselfisz, (2007) talks about the map of Brazilian digital inequalities.

2 INCLUSION AS A RIGHT FOR EVERYONE

In this regard, "democratic societies have gradually been publicizing, discussing and defending inclusion as a right of all with different social spaces" (MAZZOTTA, D'ANTINO, 2011).

In this way, the social inclusion of black people must be conceived, under the bias of obligation, of the State and society in general (OLIVEIRA, GOULART JUNIOR, FERNANDES, 2009).

As such, they are a striking part of the formation of our identity and culture. Its digital inclusion is society's greatest challenge. Access to information and communication technologies for all social segments is currently essential for the exercise of citizenship. A person who is included in the digital society can develop skills and improve their living conditions by taking advantage of the potential of information and communication tools. There are three basic requirements for digital inclusion:

a. A computer or communication device;
b. Internet access;
c. The domain over internet tools.

In the case of digital inclusion specifically, other factors must be observed, communities often do not have the infrastructure to provide the possibility of digital access when considering the peculiar situation of traditional communities, currently isolated from social and political life. Dealing with digital inclusion

means thinking about a series of measures, among which Internet access and familiarization with the programs (software) necessary for its use stand out (SILVINO, ABRAÃO, 2003).

However, the technologies that guide digital inclusion carry with them some negative aspects, such as:

a. The ability to "learn to learn" (DELORS, 1999) produced new technologies that brutally affected excluded groups, especially Afro-descendants.
b. Technologies can be used to carry out illicit activities and racist discrimination that can harm the sense of morality and ethics;
c. Technologies related to image and sound make it possible to represent various distortions and caricatures of social groups, including those of African descent, which are distributed over the Internet, without any control.

Therefore, the promotion of digital inclusion is certainly not just the social responsibility of the public power, nor less of the black movements throughout Brazil, since it requires the participation of the whole society with actions that expand the mechanisms of digital/ethnic-racial inclusion for overcoming the digital divide. Schools also have an important share of this responsibility, which is usually more evident in public schools and universities, which must have strategic mechanisms for the development of Afro-descendants. It is necessary to break the paradigm that the successful black man is only found in sports and music.

3 AFRO-DESCENDENCE AND DIGITAL INCLUSION

Brazil was inserted into the information society in 1996, with the launch of the guidelines of the "Green Book of the Information Society in Brazil" and the "White Book" for the implementation of the Information Society Program.

Among the multitude of inclusive strategies are projects and actions that facilitate the access by low-income people to Information and Communication Technologies (ICT). Digital inclusion can also be used to develop technologies that increase accessibility for users with disabilities.

This type of discussion is as fundamental as the issue of social inclusion. We cannot reflect on the issue of access to information and communication tools without checking in which context people find themselves from a social point of view, that is, where the true causes of exclusion are found: lack of education, opportunities, and dignified conditions of existence.

The actions that encourage the use of technologies are aimed at enabling the digital inclusion of society, at this point we must already seek to solve the problem of inclusion of Afro-descendants, providing them with full access to technologies and thus providing ideal conditions for their education, because:

> Education is the key element for building an information society and an essential condition for people and organizations to be able to deal with the new, to create and, thus, to guarantee their space of freedom and autonomy. The dynamics of the information society require continuing education throughout life, which allows the individual not only to keep up with technological changes but above all to innovate (TAKAHASHI, 2000, p.7).

Still according to Santos (2005): "Digital exclusion means the exclusion of knowledge, which is the worst of exclusions because it deprives people of the possibility of changing their lives and rethinking their surroundings, including the possibility of participating democratically".

The 2007 Map of Digital Inequalities in Brazil already showed that discrimination by color or race of individuals is also one of the factors that interfere with the conditions of access to information made available on the internet, according to him:

> "28.3% of whites aged 10 years or over said they had used the Internet in the 3 months before the survey. Among blacks, this percentage drops to 13.3% [...] whites access the Internet 2.1 times more than blacks, that is, more than twice as many as blacks" (WAISELFISZ, 2007).

Also according to the PME survey (Monthly Employment Survey), released on January 28, 2016, by the IBGE (Brazilian Institute of Geography and Statistics). The wage gap between whites and blacks/browns narrowed in 2015. Even so, black workers earned, on average, 59.2% of the income of whites.

Despite being negative, the result shows an advance about 2003, when the survey began, at that time blacks did not earn even half (48.4%) the salary of whites. The same happens for the salary comparison between men and women: the result has improved, but there is still inequality. In 2015, black women earned, on average, 75.4% of the income of black men, that is, there was a slight increase compared to 2014, when the result had been 74.2%. Therefore, blacks are now able to acquire consumer goods, such as computers and smartphones, more easily.

In this way, internet access is currently a great ally in reducing social inequality and improving quality of life, in some cases it is free or has subsidized prices for needy regions. The time that people spend using it, or studying, networking, or having fun, manages to bring them closer and closer to social and digital integration.

Digital exclusion is not a simple phenomenon to resolve, we cannot just limit the number of individuals who use computers and access the Internet, only with these data, we cannot measure digital exclusion, because knowing how to access Facebook, watch movies on Youtube, and reading emails does not guarantee that the person is included digitally. The problem often comes from the educational base, schools should encourage the use of computers for research and prepare their students for digital inclusion, but unfortunately, many of them use their subterfuge in the absence of a teacher, or just to amuse them.

4 THE IMPORTANCE OF DIGITAL INCLUSION

Currently, computers used in a classroom, computer lab, or community center are common and no longer serve only as tools for computer classes, but rather as a knowledge portal that takes the student to a world full of professional and personal opportunities.

The Internet is the greatest ally for reducing social inequality, as it allows everyone to access content without discriminating against color, gender, or race. It allows people to communicate and thus exchange information quickly. In many places where there are few leisure options, the use of the Internet is like a ticket to a new world of opportunities where people can qualify, through distance education courses (many free). Studies point out that, when a person becomes able to use new technologies, he becomes more able to insert himself into society and help in its growth.

In Brazil, as in some other countries, the digital inclusion index is measured through the ratio between the percentage of people with access to a computer and/or Internet at home and the total population. This methodology is somewhat flawed, as there are currently a significant number of collective access points in malls, internet cafes, and cybercafés, among others. In addition, middle-class families usually have more than one computer per household, a fact that does not occur in the poorest families, which means that we have a greater number of users per computer in poor families and fewer in middle-class families. We must, therefore, treat digital inclusion as a goal to be achieved, mainly to obtain qualified labor, and a person effectively capable of meeting the needs of the labor market. In addition, digital inclusion is very important for us to form informed individuals who have access to information in real-time in an easy and fast way, even to be able to question the current problems of the country. Most of the time precisely because of the lack of information, lack of qualification, lack of equal opportunities, and real growth for all.

The digital divide has the greatest impact on poor groups, across races and age groups, and different parts of Brazil. The mention of poor neighborhoods may give a false view of homogeneity, and inequality concerning computer ownership, but there are other factors such as infrastructure that are more serious; a company that provides Internet access does not invest in signal improvements in the poorest regions, as it believes that in these regions there are no possible potential customers and thus contribute even more to the digital divide.

In the educational area, it is very important to overcome the exclusion of blacks from good universities, as education is the way to effectively reduce social inequalities. Law No. 10,639, of January 9, 2003, made teaching about Afro-Brazilian history and culture mandatory in primary and secondary schools, thus bringing students closer to our true history. This was a recognition of the importance of combating prejudice, racism, and discrimination in the country. In 2014, MEC distributed 200,000 copies of the National Plan for the Implementation of National Curriculum Guidelines for the Education of Ethnic-Racial Relations and the Teaching of Afro-Brazilian and African History and Culture.

Among some isolated initiatives for the digital inclusion of blacks, it is worth mentioning the project carried out in the community of Caicó and region, called “Paths of Inclusion: Social Project for Digital

Inclusion for Children and Young People of the Negros do Rosário Community" and "Solidarity Inclusion: Social Digital Inclusion Project focused on the profile of senior citizens in the Negros do Rosário Community" these projects offer courses in Basic Computing, through a partnership with the Associação Comunitária, Cultural dos Homens Prestos de Caicó, the National Learning Service of Cooperativism (SESCOOP/RN) and the Municipality of Caicó, for children, young people and adults from the Negros do Rosário Community in Bairro João XXIII who currently fit the profile of digitally excluded people. There are other projects isolated by the country that must be publicized and thus disseminate digital inclusion as a way of supporting the development of black people.

5 FINAL CONSIDERATIONS

Digital inclusion provides new opportunities both in the social and professional areas, helping to improve the quality of life of participants through access to information and new Information and Communication Technologies - ICT that provide new experiences that can contribute to the social and economic future. professional involved.

In Brazil, there are few initiatives for digital inclusion mainly aimed at the black community. It is not enough just to provide a computer course, there must be subsidies for the purchase of equipment and Internet access. Access service providers must prepare the infrastructure and thus allow users in these regions to continue to develop their digital inclusion.

For effective solutions, the intervention of governments will be necessary, through initial public-private preference, able to leverage new centers of digital inclusion and thus bring the less privileged people closer to the information that is necessary for their growth.

REFERENCES

DELORS, Jacques (org.). Educação – um tesouro a descobrir. 3. ed. São Paulo: Cortez; Brasília, DF: MEC: UNESCO, 1999. 288 p.

MAZZOTTA, Marcos José da Silveira; D'ANTINO, Maria Eloisa Famá. Inclusão social de pessoas com deficiências e necessidades especiais: cultura, educação e lazer. Saúde e sociedade, São Paulo, v. 20, n. 2, jun. 2011.

OLIVEIRA, Marileide Antunes de; GOULART JUNIOR, Edward; FERNANDES, José Munhoz. Pessoas com deficiência no mercado de trabalho: considerações sobre políticas públicas nos Estados Unidos, União Europeia e Brasil. Revista brasileira de educação especial, Marilia, v. 15, n. 2, ago. 2009. Disponível em: <http://www.scielo.br/scielo.php?script=sci_ arttext&pid=S1413-65382009000200004&lng=pt&nrm=iso>. Acesso em: 15 Abril 2016.

SANTOS, Renato. A inclusão digital requer novo pacto social entre governos e sociedade. Inclusão Social, Brasília, v. 1, n. 1, p. 24-27, out./mar., 2005.

SILVINO, Alexandre Magno Dias; ABRAHAO, Júlia Issy. Navegabilidade e inclusão digital: usabilidade e competência. RAE, São Paulo, v. 2, n. 2, dez. 2003.

TAKAHASHI, Tadao (Org.) Sociedade da informação no Brasil: livro verde. Brasília: Ministério da Ciência e Tecnologia, 2000.

WAISELFISZ, Julio Jacobo. Mapa das desigualdades digitais no Brasil. Brasília: RITLA; Instituto Sangari; Ministério da Educação, 2007.