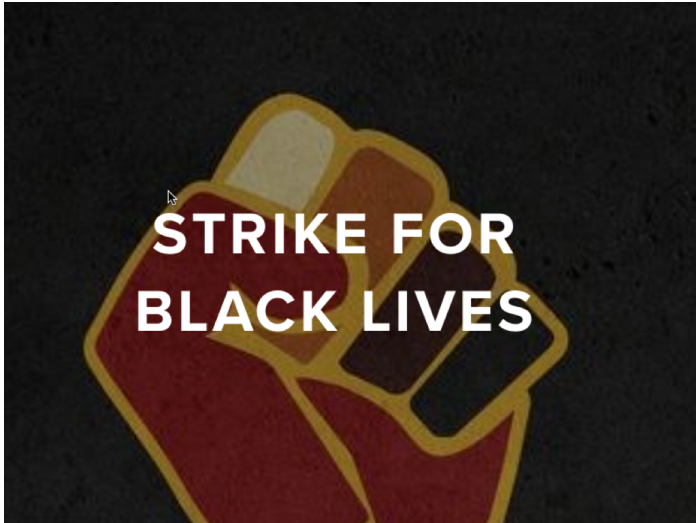


# [ Diversity and research ]



# Why this debate ?

## Why now ?



Motivated by the killing of George Floyd by members of the Minneapolis PD, the international particle physics community proposed for June 10 **a strike and reflection day against racism in academia** and in local and global communities.

The LIP community joins the movement, which directly concerns also Europe and Portugal.

## Is it only “in the US” ?

In 2015, the police arrests Bruno (Lopes) outside a cafe in Cova da Moura, the people around shout at the police violence, and they react.

- Among others, the police shots get Jailza, on her 1st floor balcony.

Flávio (Almada), Celso (Lopes), Rui (Moniz), Miguel (Reis) and Paulo (Veiga) go to to check on Bruno – some are known mediators, from Associação Cultural Moinho da Juventude.

They're not allowed in, are accused of “invading the police station”. They're insulted, beaten, forced on the ground and to not look up.

This is the first time the police agents were convicted (2019)

In 2019, there are videos of another police violence episode and there is a fast call for a demonstration from the Lisbon periphery.

- The police fires over hundreds of black people in Av. da Liberdade.

“

*When I was a child, I wanted to grow up to share the beauty and gifts of a scientific understanding of the universe with the world. I've had the privilege to find and create knowledge for my fellow humans. I'm one of the 'lucky' ones. How many have shared my dream, but never got this close, because of the science community's complicity through inaction?*

Brian Nord, Strike for Black Lives



**Does our research environment  
reflect the diversity of the society  
in which it is inserted ?**

**What are measures that can be taken to actively build a diverse research environment ?**

**What can we do to ensure a safe/just working environment for students/researchers from underrepresented groups ?**

# A systematic study about Physics from the Brazilian physics society

(C. Anteneodo, C. Brito, A. Alves-Brito, S. Silva Alexandre, B. Nattrodt D'Avila and [Débora Peres Menezes](#))

TABLE II. Percentage of people (within each group) that felt negative influence or discrimination due to the causes in the first row.

|              | Causes        |               |           |            |
|--------------|---------------|---------------|-----------|------------|
|              | Race or color | Socioeconomic | Religious | Geographic |
| White        | 0.4%          | 18.6%         | 4.6%      | 0.5%       |
| <i>Parda</i> | 7.7%          | 32.9%         | 7.9%      | 28.8%      |
| Black        | 45.5%         | 49.4%         | 14.3%     | 31.2%      |

TABLE IV. Number and percentage of people who reported having suffered moral harassment (bullying), within the sub-groups of race and sex.

| Ethnicity or color     | Sex    |     |      |      |     |      |
|------------------------|--------|-----|------|------|-----|------|
|                        | Female |     |      | Male |     |      |
|                        | Yes    | No  | %Yes | Yes  | No  | %Yes |
| Black                  | 19     | 18  | 51   | 25   | 36  | 41   |
| Indigenous             | 3      | 1   | 75   | 1    | 5   | 17   |
| <i>Parda</i>           | 42     | 46  | 48   | 81   | 166 | 33   |
| White                  | 180    | 167 | 52   | 202  | 493 | 29   |
| Asian                  | 7      | 10  | 41   | 2    | 16  | 11   |
| Other                  | 4      | 4   | 50   | 10   | 6   | 63   |
| Prefer not to classify | 19     | 11  | 63   | 33   | 64  | 34   |
| Prefer not to answer   | 2      | 1   | 67   | 3    | 12  | 20   |
| Total                  | 276    | 258 | 52   | 357  | 798 | 31   |



**What can we do to ensure a safe/just working environment for students/researchers from underrepresented groups ?**

**What are the challenges and solutions of maintaining the required long-term effort ?**

**What can we do to actively build diversity in Science, even before students approach the research environment ?**

# Afrodescendants in Portugal's Education System

**Note:** there is no statistical data on race in the portuguese Census.

## Afrodescendants in Portugal

- more than 1.6% of the people below 34 years old, around half of them born in Portugal, other half immigrants from the PALOP
- 34% of white population (18 - 22 years old) are in University
- only 16% of the afrodescendants (dropped between 2001 and 2011)
- international students come directly from PALOP to University, in general of families with better economical and educational basis

[Reference 1](#)

[Reference 2](#)

Retention rates in portuguese schools:

1st cycle (1-4 grade): 16% vs 5%

2nd cycle (5-6 grade): 28% vs 11%

3rd cycle (7-9 grade): 32% vs 15%

secondary school (10-12 grade): 50% vs 20%

80% end up in "professional courses" (not leading to University)

The probability of getting to University is 5x lower for students born in the African portuguese speaking countries than in born in Portugal

**What can we do to actively build diversity in Science, even before students approach the research environment ?**