



Educational policies and the implementation of Law 11.645/2008: Impacts on Afro-Brazilian and Indigenous education



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André Luiz Santos Valença¹, José Antonio da Silva², Juliana Alves Gonçalves Melo³, Liliane Santos Rosa⁴, Elivaldo Francisco dos Anjos⁵, Carolina Silva de Paula⁶, Alexandre Maslinkiewicz⁷, Livia Pérez da Silva Britto⁸, Wollacy Esquerdo Lima⁹, José Pereira Gaspar Filho¹⁰.

¹ Interdisciplinary Master in Popular Cultures

Federal University of Sergipe

Email: valenca-luis@hotmail.com

LATTES: <http://lattes.cnpq.br/3233055193589112>

² Doctor in Education from the American University - FUUSA - Florida University. Member of the Management Council of the Severino Sombra Educational Foundation, Maintainer of the

University of Vassouras. Judicial Mediator of the Court of Justice of the State of Rio de Janeiro. TJRJ.

E-mail: janthonius@uol.com.br, Brazil

ORCID: <https://orcid.org/0000-0002-9137-220X>

³ Degree in History Unicesumar

Post-graduation: Study of Geography and History _760 HOURS

UNIFAVENI

E-mail: juliana.goncalves.melo@educacao.mg.gov.br

⁴ Master's student in Cultural Criticism

State University Center of Bahia

Email: lilianerosalia@gmail.com

LATTES: <http://lattes.cnpq.br/2887623214484531>

⁵ Physical Education Graduate

Specialist in School Physical Education.

Ceuclar - Claretian University Center

E-mail: elivaldofran@hotmail.com

⁶ Master's student in Professional Education in Health and Education - EPSJV - FIOCRUZ

FIOCRUZ

E-mail: caroldepaulaenf@gmail.com

LATTES: <http://lattes.cnpq.br/6332441629502847>

⁷ Specialization in surveillance and health care in the fight against Covid-19 and other viral diseases

Federal University of Piauí - UFPI

Email: alexmaslin@ufpi.edu.br

LATTES: <http://lattes.cnpq.br/7524893321976536>

⁸ Post-Graduation "Lato Sensu"

Candido Mendes University

E-mail: liviaperezdasilvabritto@gmail.com

LATTES: <https://lattes.cnpq.br/0828342725353336>

⁹ Master of Education

Federal University of Amapá

University Address: Macapá, Amapá, Brazil

Email: wollacylima@gmail.com

LATTES: <http://lattes.cnpq.br/0884617480368281>

¹⁰ Specialist in Technologies and Distance Education

University: Faculty of Education São Luís

University Address: R. Floriano Peixoto, 839 - Centro - Jaboaticabal - SP - CEP 14870-810

Email: jpgasparfilho@gmail.com



ABSTRACT

The research evaluated the impacts of Law 11.645/2008, which makes it mandatory to include Afro-Brazilian and Indigenous History and Culture in the curricula of Brazilian schools. The objective was to analyze the effectiveness of the law in promoting a more inclusive and representative education. The methodology involved an integrative literature review, using relevant academic articles identified on the Google Scholar and SciELO platforms, focusing on recent studies on the implementation of the law. The results showed that Law 11.645/2008 has promoted a greater appreciation and inclusion of Afro-Brazilian and indigenous cultures in the school curriculum, helping to combat prejudice and offer a more complete view of national identity. However, the survey also highlighted significant challenges, such as resistance to change and a lack of adequate resources and teaching materials, which hinder full and effective implementation of the law. The conclusion is that, although Law 11.645/2008 represents an important advance for educational equity, it is necessary to continue facing the challenges and promoting improvements to achieve a truly inclusive and diverse education.

Keywords: Law 11.645/2008, Afro-Brazilian, Indigenous.

LATTES: <http://lattes.cnpq.br/8933101913777159>



INTRODUCTION

Education is a crucial field for promoting social equity and respect for cultural diversity. In Brazil, educational policies play a fundamental role in shaping a more inclusive society that is aware of the different identities and histories that make up the country. In this context, Law 11.645/2008, sanctioned on March 10, 2008, represents a significant milestone in establishing the mandatory teaching of Afro-Brazilian and Indigenous History and Culture in all basic education schools. This legislation reflects an effort to correct historical distortions and promote an education that values Brazilian cultural diversity, recognizing the contributions of Afro-Brazilian and indigenous peoples to the formation of national identity (Coelho; Soares, 2016).

Prior to the implementation of Law 11.645/2008, the Brazilian school curriculum was predominantly centered on European culture, with little representation of African and indigenous cultures. The absence of systematic teaching about these cultures contributed to the perpetuation of stereotypes and the marginalization of the contributions and histories of Afro-Brazilians and indigenous people. Law 11.645/2008 emerged as a response to this gap, seeking to reverse this situation by integrating content that addresses the rich cultural and historical diversity of these groups into a formal educational space. Thus, the law intends not only to correct historical omissions, but also to promote the appreciation and respect for diversity from the early school years (Rocha; Silva; Dutka, 2023).

The implementation of Law 11,645/2008, however, faces significant challenges. The adequacy of school curricula, teacher training, and the availability of appropriate teaching materials are critical issues that need to be addressed to ensure that the law is effectively enforced. Schools often face difficulties in integrating these contents due to lack of resources, resistance from some educators, and the need for specific training to adequately address Afro-Brazilian and Indigenous history and culture. Therefore, the effectiveness of the law depends not only on its formal adoption, but also on the construction of practical conditions that allow its complete and adequate implementation (Reis, 2023).

The impacts of Law 11.645/2008 on Afro-Brazilian and indigenous education are widely debated. On the one hand, the law has the potential to promote greater inclusion and appreciation of Afro-Brazilian and indigenous cultures, contributing to a more representative and fair education. It can help combat prejudice and discrimination by offering a more complete and balanced view of the history and contributions of these groups. On the other hand, the reality of implementation still reveals regional disparities and difficulties that need to be overcome for the objectives of the law to be fully achieved (Silva, 2022).

Thus, the analysis of the impacts of Law 11.645/2008 on Afro-Brazilian and indigenous education is essential to understand how educational policies can influence inclusion and cultural

representation in the education system. This research aims to explore the effectiveness of the law, identify the challenges faced during its implementation and evaluate the results obtained so far, offering insights on how to improve the application of educational policies that promote a truly inclusive and diverse education (COELHO; SOARES, 2016).

In view of the above, the objective of this research was to analyze the impacts of Law 11.645/2008 on Afro-Brazilian and indigenous education in schools.

METHODOLOGY

To investigate the impacts of Law 11.645/2008 on Afro-Brazilian and indigenous education, an integrative literature review was carried out. This method was chosen for its ability to compile and synthesize existing research on the subject, offering a comprehensive and critical view of the advances and challenges related to the implementation of this law. The integrative review allows the combination of different studies for a more complete analysis of the phenomena investigated, being especially useful to explore complex issues such as the inclusion of specific cultural content in the educational curriculum.

The data collection was conducted on two renowned academic platforms: Google Scholar and SciELO. Using specific keywords and search descriptors, such as "Law 11.645/2008", "Afro-Brazilian education", "indigenous education" and combinations with the Boolean operators AND and OR, it was possible to identify a wide range of relevant publications.

The selection of articles followed strict criteria to ensure the relevance and quality of the sources. Only scientific articles that met the following criteria were included: being published in Portuguese, being complete and free to access, having been published between 2020 and 2023, and being directly associated with the research theme.

To ensure the accuracy and relevance of the data, studies that did not meet the established criteria were excluded. Theses, conference abstracts, and other types of non-complete publications were disregarded to avoid the inclusion of information that could compromise the quality and depth of the analysis. This selective approach ensured that the research was based only on relevant and up-to-date studies, reflecting more accurately the impact of Law 11.645/2008 on education.

The analysis of the collected data was carried out in two distinct stages. In the first stage, the titles and abstracts of the selected articles were examined to identify those that were most pertinent to the research theme. The second stage consisted of the complete reading of the articles that had passed the initial screening. This process resulted in a final sample of three scientific articles that offered a detailed and substantial insight into the implementation of Law 11.645/2008 and its impacts on Afro-Brazilian and indigenous education. This methodology ensures that the results obtained are based on

relevant and current sources, offering a solid basis for the analysis of the effects and challenges of the legislation in question.

RESULTS AND DATA ANALYSIS

As a result of this integrative review, 3 scientific articles were selected, as shown in Chart 1.

Table 1. Selected articles

Authors	Objective	Methodology	Main results
Tavares and Bahia (2024)	To reflect on studies and research of Afro-Brazilian culture at the São José State High School in Óbidos in the State of Pará and with a main focus on Law 10.639/2003, already amended by Law 11.645/2008 that establishes the guidelines and bases of national education, to include in the official curriculum of the Education Network the mandatory theme of Afro-Brazilian and indigenous History and Culture	Literature search	Law 11.645/2008, which integrates the teaching of Afro-Brazilian and Indigenous History and Culture into school curricula, has generated significant impacts on Brazilian education. The law promotes a more inclusive and representative approach by highlighting the cultural and historical contributions of Afro-Brazilian and indigenous peoples. In schools, this is reflected in the appreciation of Africanity and in the analysis of experiences of oppression and resistance, helping to reduce prejudices and build a more equitable society. Despite challenges such as resistance to change and lack of resources, the law represents an important advance towards a more inclusive education that is aware of cultural diversity, contributing to a fairer and more respectful understanding of national identity.
Neves (2020)	Analyze Law 11.645/2008 and its implications for critical and indigenous education and teacher training	Bibliographical, documentary and narrative research	Law 11.645/2008, which incorporates the study of Afro-Brazilian and indigenous cultures into the school curriculum, is deeply influenced by the works of Aracy Lopes da Silva. Although she was not personally known to the author of the text, Aracy, with her critical and practical approach to education as a political act, has significantly impacted the way indigenous cultures are taught in schools. His advocacy for intercultural education and criticism of teaching materials helped shape the implementation of the law, which seeks to promote an inclusive curriculum and combat discrimination. The proposal to rename the law in his honor recognizes the importance of his work in building an education that values and respects native cultures.

<p>Silva, Rabelo and Dorigon (2024)</p>	<p>To analyze how the activities carried out in the Indigenous Games can be used in the curriculum, considering the memories and culture of the native peoples, correlating them to the requirements of Law 11.645/2008</p>	<p>Literature search</p>	<p>Law 11.645/2008 had a significant impact on Afro-Brazilian and indigenous education in schools, promoting greater inclusion and appreciation of these cultures in school curricula. The law requires the study of Afro-Brazilian and indigenous history and culture, helping to combat historical prejudice and discrimination by bringing these narratives into the school environment. This approach seeks not only to recognize the importance of the contributions of Afro-Brazilian and indigenous peoples, but also to integrate their traditions and knowledge into education, favoring a richer and more diverse understanding of national history and culture. With this, the law contributes to the construction of a more inclusive and intercultural curriculum, essential for the promotion of equity and respect for diverse cultural identities in Brazil.</p>
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Source: Survey data (2024).

The detailed analysis of the impact of Law 11.645/2008, as discussed by Tavares and Bahia, reveals a comprehensive and multifaceted panorama of how the integration of the teaching of Afro-Brazilian and Indigenous History and Culture is shaping Brazilian education. The law, by requiring the inclusion of these contents in school curricula, has provided a series of significant transformations and contributed to a more inclusive and representative approach to education.

First, Law 11.645/2008 promotes an appreciation of Afro-Brazilian and indigenous cultures, recognizing and highlighting their historical and cultural contributions. This appreciation is crucial, as it allows students of all backgrounds to learn about and appreciate the richness of the traditions, histories, and contributions of these peoples. By incorporating these perspectives into curricula, the law contributes to a more equitable and comprehensive representation of Brazilian national identity, which has historically been marginalized or neglected.

The analysis by Tavares and Bahia underlines that the integration of Afro-Brazilian and indigenous content has helped to reduce prejudice and build a more equitable society. By educating students about the experiences of oppression and resistance of these groups, the law promotes greater understanding and empathy, which can lead to a reduction in discriminatory attitudes and a greater respect for diversity. This process is essential for building a more inclusive and conscious society, where differences are respected and celebrated.

Despite the advances, the implementation of Law 11.645/2008 faces significant challenges. Resistance to change is a constant barrier, often fueled by ingrained prejudices and unfamiliarity with



the cultural issues addressed by the law. In addition, the lack of resources – both financial and didactic – can limit the effectiveness of implementation. Many teachers face difficulties in accessing adequate materials or receiving appropriate training, which can compromise the quality of the education offered.

Even with these challenges, the law represents a significant step towards a more inclusive and culturally aware education. The presence of these contents in the school curriculum is an important step towards a fairer and more respectful understanding of national identity, and contributes to the development of a school environment that reflects the diversity of the country. Law 11.645/2008, by promoting inclusion and respect for different cultures, plays a vital role in the formation of more informed and empathetic citizens.

As Neves points out, the reflection on Law 11.645/2008 and indigenous education is deeply influenced by the work of Aracy Lopes da Silva, an anthropologist and educator who valued practical intervention in research. Although he did not know Aracy personally, reading the texts about his work reveals a commitment to a critical and political education, in line with the principles of Paulo Freire. Aracy understood education as a political act and believed that practical intervention was essential for social transformation.

The analysis of his work highlights the urgent need to make indigenous cultures visible and respectful in a context where conservative forces often attack these populations. In a period of increasing polarization and the spread of harmful ideas, the study and application of Aracy's principles offer a way to address contemporary challenges, such as discrimination and the precariousness of living conditions in indigenous communities.

It was evident that Neves' study analyzes Aracy's 1984 text, republished in 1987, and reflects on the trajectory of indigenous education in schools. Cultural change, although slow, is still necessary to combat persistent discrimination and prejudice. Law 11.645/2008, by integrating the study of indigenous and Afro-Brazilian cultures into the school curriculum, represents an important advance, but it is still necessary to advance in the construction of a truly intercultural and critical curriculum.

Thus, the relevance of Aracy's work in the articulation between Anthropology and Pedagogy is highlighted, promoting an education that values differences and combats persistent coloniality in school curricula. Aracy was concerned with both urban and indigenous education, seeking a fairer and more comprehensive understanding of indigenous societies, in addition to criticizing and suggesting improvements in teaching materials.

For this reason, Law 11.645/2008 is proposed as the "Aracy Lopes da Silva Law", in recognition of the significant contribution of the anthropologist to intercultural education. The research reinforces the need to continue fighting against colonial representations and build an



inclusive curriculum that celebrates and respects Native cultures, as well as Aracy's concerns and contributions, which still resonate in education today.

Silva, Rabelo, and Dorigon highlight the significant impact of Law 11.645/2008 on Afro-Brazilian and indigenous education in Brazilian schools. This legislation represents a crucial advance in promoting the inclusion and appreciation of Afro-Brazilian and indigenous cultures in school curricula, a fundamental step to correct the historical and cultural invisibility of these groups in the educational system.

The law requires the inclusion of the study of Afro-Brazilian and indigenous history and culture, addressing the need to recognize and integrate the contributions of these cultures in education. This approach aims not only to highlight the importance of the traditions and knowledge of these peoples, but also to promote a richer and more diverse understanding of national history. In doing so, the law helps to combat historical prejudice and discrimination, bringing narratives and perspectives that have historically been marginalized into the school environment.

In addition, the implementation of Law 11.645/2008 seeks to build a more inclusive and intercultural curriculum. This change is essential for the promotion of equity and respect for the various cultural identities present in Brazil. The inclusion of these cultures in school curricula allows students of all backgrounds to have access to an education that reflects the diversity of the country and promotes the appreciation of differences.

Despite the advances provided by the law, challenges remain, such as resistance to change and the lack of adequate resources for the effective implementation of the required content. However, the positive impact of the law is evident in the promotion of a fairer and more respectful education, contributing to a more equitable society that is aware of the national cultural wealth.

FINAL CONSIDERATIONS

The analysis of the impacts of Law 11.645/2008, as explored in the research, highlights the crucial importance of this legislation for the promotion of a more inclusive education that is representative of Afro-Brazilian and indigenous cultures. The central objective of Law 11.645/2008 is to integrate the teaching of Afro-Brazilian and Indigenous History and Culture into school curricula, a fundamental measure to correct the historical marginalization of these cultures in the Brazilian educational system.

Prior to the implementation of the law, the school curriculum in Brazil was predominantly centered on European culture, with little attention paid to the contributions and histories of Afro-Brazilian and indigenous peoples. Law 11.645/2008 emerges as a response to this gap, promoting the inclusion of content that values the cultural and historical diversity of these groups. This focus not only aims to recognize the contributions of Afro-Brazilian and indigenous peoples, but also to



integrate their traditions and knowledge into the curriculum, providing a richer and more diverse understanding of national history.

The implementation of Law 11.645/2008 has the potential to reduce prejudice and promote equity by bringing these narratives into the school environment. By educating students about the experiences of oppression and resistance of these groups, the law facilitates greater understanding and empathy, contributing to the construction of a more just and respectful society. However, the effectiveness of the law faces significant challenges, such as resistance to change and a lack of adequate resources and materials, which can limit the full and effective implementation of the required contents.

The research highlights that, despite the advances provided by Law 11.645/2008, there are still regional disparities and difficulties that need to be overcome to fully achieve the objectives of the legislation. Building a truly intercultural and inclusive curriculum requires continuous efforts to overcome barriers and promote an education that celebrates and respects cultural diversity. Therefore, the analysis of the impacts of Law 11.645/2008 is essential to understand how educational policies can influence inclusion and cultural representation in the education system, offering valuable insights for the continuous improvement of the application of these policies.

In conclusion, Law 11.645/2008 represents a significant milestone in the promotion of a more inclusive education that is aware of cultural diversity in Brazil. The legislation not only corrects historical omissions, but also contributes to the construction of a more equitable society by integrating Afro-Brazilian and indigenous cultures into the school curriculum. Despite the challenges faced in implementation, the law has the potential to transform education, promoting appreciation and respect for the diverse cultural identities present in the country. Thus, continued efforts to overcome obstacles and improve law enforcement is essential to achieving truly inclusive and diverse education.



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