

## GOVERNANCE AND ETHNIC-RACIAL POLICIES: CHALLENGES AND TECHNOLOGICAL POSSIBILITIES FOR RACIAL INCLUSION IN PUBLIC SCHOOLS



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### ABSTRACT

The study aims to critically analyze the implementation of Law 10.639/03 in state schools, identifying good practices and areas that need improvement. In this context, the article presents the following problematization: what do literature courses reveal about the knowledge and training of educators in relation to Law 10.639/03? It seeks to understand what are the main challenges reported in the literature on the initial and continuing education of teachers and to identify which training programs are effective and can serve as examples. A methodology that combines bibliographic research and document analysis was used. The study reveals that the aforementioned Law, after two decades of its enactment, still faces challenges and needs strengthening, especially in teacher training and, in general, in its implementation in public schools.

**Keywords:** Law 10.639/03. Governance. Ethnic-Racial Policies. Public Schools.

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## INTRODUCTION

In the current context, the implementation of Law 10.639/03, which makes it mandatory to include the history and culture of the black and African community in the school curriculum, is a fundamental step to promote racial inclusion and the appreciation of diversity. However, the implementation of this law faces several challenges, but it also presents significant opportunities, especially with the integration of technologies in the educational process.

Enslavement, which lasted for more than 300 years, left deep marks on Brazilian society. The black community had faced centuries of discrimination, marginalization, and social exclusion, the effects of which are still felt today. Not only in Tocantins, but in several regions of Brazil, there is a significant portion of the population composed of black people, often subject to high levels of socioeconomic vulnerability, associated with other phenomena of inequality. The absence of effective public policies to promote racial equality in Brazilian states is remarkable. Despite the visible efforts of the federal government to implement governance actions aimed at this population group, many challenges persist. The lack of robust public policies and the continuity of inequalities indicate the urgent need for more effective measures to ensure the inclusion and well-being of the black population across the country (Domingos, 2019).

In the field of education, the structuring of curricula that incorporate the application of Law 10.639/03 in state schools can provide positive strategies in the medium and long term to combat racism and to overcome the barriers that restrict the advancement of the Brazilian black population in the economic, social and political spheres. The effective inclusion of Afro-Brazilian history and culture in the school curriculum is essential to promote awareness and respect for ethnic-racial diversity, resulting in a more inclusive and equitable education. In addition to combating prejudice and inequalities, this approach opens doors for black individuals to achieve better opportunities and significant advances in various areas of society, especially in the labor market (Bueno, 2008).

In view of this relevance, this study aims to critically analyze the implementation of Law 10.639/03 in state schools, identifying good practices and areas that need improvement. In this context, the following problematization is presented: what does the academic literature reveal about the knowledge and training of educators in relation to Law 10.639/03? It seeks to understand what are the main challenges reported in the literature

on the initial and continuing education of teachers and to identify which training programs are effective and can serve as examples.

To investigate the application of Law 10.639/03 in state schools and the challenges and opportunities to promote an inclusive education that is aware of ethnic-racial diversity, a methodology that combines bibliographic research and documentary analysis was used. The bibliographic and documentary research was conducted with the objective of reviewing the existing academic literature on Law 10.639/03. This review will seek to identify the current state of knowledge about the law, the challenges faced in the training of educators and effective training practices. To this end, relevant academic articles, books, theses, dissertations and reports were selected, using the main academic databases such as Google Scholar, Scopus and SciELO. The inclusion criteria will focus on publications from the last 10 years, ensuring the relevance and timeliness of the information. Content analysis was performed to identify recurring themes, gaps in the research, and the authors' recommendations. At the same time, a documentary analysis was carried out with the objective of examining official documents, educational policies, school curricula and government reports.

The article is structured in three main sections, each with a specific focus to address the implementation and impacts of Law 10.639/03 in public schools, as well as the training of educators and the use of technologies in racial inclusion.

In section 1, entitled "The role of Law 10.639/03 in the school context", the origin and objectives of the law are explored, emphasizing its relevance for racial inclusion and the appreciation of diversity. The analysis of the implementation of the law in state schools is detailed, examining the procedures and practices adopted.

Section 2 is dedicated to "Literature Review and Document Analysis", in which a documentary analysis of official documents and educational policies is presented to understand how Law 10.639/03 is formally incorporated into schools.

Section 3 brings the results and discussion and, in section 4, the final considerations summarize the main results and offer recommendations to improve the implementation of Law 10.639/03 and the training of educators, promoting a more inclusive and equitable education.

## **THE ROLE OF LAW 10.639/03 IN THE SCHOOL CONTEXT**

In Brazilian society, for more than three centuries, the fundamental right of the black population and of any and all human beings to come and go was denied. The restriction of freedom and, consequently, the non-participation in society as a human being was, for a long time, used as a control to prevent the social ascension and the performance of blacks in society. During the slavery period, the denial of freedom and the consequent lack of social participation reflected in the present a greater difficulty in the insertion of blacks in the social environment (Cunha Jr., 2011; DCN, 2004).

Law No. 10,639, sanctioned on January 9, 2003, is a milestone in the educational and cultural history of Brazil. This legislation amended the Law of Guidelines and Bases of National Education (LDB), specifically in articles 26 and 79, with the purpose of including in the official curriculum of the school system the mandatory theme "Afro-Brazilian History and Culture".

The context surrounding the creation of this law is intrinsically linked to the struggles and claims of the Brazilian black movement, which for decades sought recognition and appreciation of the African contribution to the cultural, social, political and economic formation of Brazil. The black movement fought for African history and culture to be taught in schools, contributing to anti-racist education and the appreciation of diversity.

The enactment of Law 10.639/03 was not only a response to the pressures of this movement, but also part of a broader recognition of the historical debts that the country has to its black citizens. In addition, the law came in a context of preparation for the celebration of the year 2004, which was declared by UNESCO as the International Year of Commemoration of the Fight against Slavery and its Abolition.

The central objective of Law 10.639/03 is to promote an education that recognizes and values the African roots of the nation, combating racism and promoting greater social inclusion. According to the text of the law, the teaching of Brazilian History must include the study of the history of Africa and Africans, the struggle of blacks in Brazil, black Brazilian culture and blacks in the formation of national society, thus rescuing the contribution of black people in the social, economic and political areas pertinent to the history of Brazil.

Since its implementation, the law has faced challenges, especially with regard to the effectiveness of school curricula and the adequate training of teachers to deal with the issue. However, the existence of the law is a fundamental step in the fight against racism and in the construction of a more just and egalitarian society.

Law 10.639/03 is an essential mechanism for understanding the racial dynamics and multiculturalism that characterize Brazil. It is an instrument of social transformation that seeks to correct historical distortions and promote a truly inclusive and representative education. It is important to understand how Law 10.639/03 has been implemented in state schools in the state of Tocantins. This legal framework represents a significant advance in education, aiming to combat racism and discrimination while valuing the African contribution to the formation of Brazilian society.

The implementation of this law in state schools involves several stages and challenges, ranging from teacher training to the adaptation of the curriculum. One of the first steps is the training of educators, who must be prepared to deal with topics such as the history of Africa, slavery in Brazil and Afro-Brazilian influences on national culture in a comprehensive and respectful way. State governments, through their education departments, are responsible for developing and distributing teaching materials that include this content. In addition, it is essential that there is an effective integration of these topics in the curricular components, promoting an interdisciplinary approach that enriches student learning, even more so with the advent of the BNCC in schools.

The pedagogical strategies in the school environment for the practical implementation of Law 10.639 can be observed through various pedagogical activities. Teachers can use resources such as movies, music, books and visits to museums that celebrate the culture of the black community to make classes more dynamic and informative. School projects that involve the community are also an excellent way to engage students and promote greater awareness of the importance of Afro-Brazilian culture. Poetry contests, art exhibitions, and music festivals are some of the initiatives that can be adopted by schools to celebrate this rich cultural heritage.

Thus, with this conception, Macedo *et al* (2023) carried out this research in the city of Palmas, capital of the state of Tocantins, focusing on the teaching of Afro-Brazilian and Indigenous History and Culture and aimed to analyze how the teaching of Afro-Brazilian and Indigenous History and Culture takes place in the final grades of elementary school at the Vale do Sol State School. To carry out this, it was decided to interview the Director, a coordinator, 06 students, the 9th grade History teacher, from class 02. The class was composed of 30 students who attend the school in the afternoon.

According to Macedo *et al* (2023), the research brings the problem that discusses compliance with article 26-A of the LDB, which states that the teaching of Afro-Brazilian

and indigenous History and Culture in schools is mandatory. In view of the problem and the objectives of the research, we sought to identify in school practice the fulfillment or not of the requirements of the Law, in which Laws 10.639/2003 are inserted, which deals with the mandatory inclusion of Afro-Brazilian and African History and Culture in the curricula of Basic Education and Law 11.645/2008, which expands the previous Law, highlighting the need to also present indigenous History and Culture, working both laws in an interdisciplinary way, in order to repair damages that have been repeated for many centuries.

Professor Neto, graduated in History, had a workload of 10 hours at the School, and developed pedagogical actions within the discipline of History in compliance with the respective Laws. Professor Neto said: "if it weren't for the law I would continue working with the themes, there's no way, I can cancel it or not talk about us, so I try to emphasize it throughout the year." The teacher's speech evidences his perception as a member and descendants of blacks and indigenous people, especially motivating students to the feeling of belonging, when he says "talk about us." Within the focus, the teacher worked on the curricular component of History and, when questioning the students about the History classes, if they like the subject, the six students interviewed stated that they like it, that the teacher motivates them to be interested in the History classes; in the same way, it is perceived that the students have knowledge about the themes, that is, the history of Africa and indigenous culture.

The results of the research developed by Macedo *et al* (2023) demonstrate that the team at the Vale do Sol State School knows the diversity in which it is inserted and that, therefore, it needs to focus on expanding the service to the specificity of the clientele. Thus, it must offer continuing education for teachers, so that they meet the specificities and needs of students, inserting it in their Pedagogical Political Project.

Regarding the pedagogical work that the History teacher developed in the 9th grade of Elementary School, both in the discipline of History and in the teaching of Afro-Brazilian and indigenous culture, his work is recognized for its dedication, helpfulness and professionalism. It is a consensus among students and professionals that the management of the school has developed its social function well, based on a pedagogical and democratic vision. However, it is necessary to disseminate among the students the purpose of the Pedagogical Political Project within the school, and to insert them in the



discussions and planning. In general, the discussions of the respective Laws have been carried out in the researched class.

However, in Brazil and especially in the state of Tocantins, there are still challenges, the Law, in force since 2003, still faces resistance from some sectors of society, the lack of resources and the need for greater specific training for teachers are obstacles that need to be overcome. In addition, it is crucial that there is continuous monitoring and constant evaluation of the results achieved in schools to ensure that the objectives of the law are effectively met. The Pedagogical Political Project must contemplate such service, and not only be seen on commemorative dates, it needs to be part of the pedagogical actions and the attitude of educators.

According to Fernandes (2005), the implementation of Law No. 10,639/2003 "made it possible to break with the Eurocentric model in teaching and the construction of a multicultural education in Brazilian schools", because according to this same author "a more accurate analysis of the history of educational institutions in our country, through curricula, teaching programs and textbooks, shows a preponderance of the so-called 'superior and civilized' culture, of European origin". There is no doubt that the law opens the way for this rupture, but those who actually do it are the actors, the citizens in general and, for this, daily intervention actions are not necessary.

## LITERATURE REVIEW AND DOCUMENT ANALYSIS

The research was carried out on the Capes journal portal, using a time frame of the last ten years, the following filters were applied: open access articles, peer-reviewed, published in Portuguese, of national production, and in the area of Human Sciences. Within these criteria, with the search phrase "Law 10.639 in public schools", a total of 58 articles were found. After reading the abstracts, nine articles were selected that meet the objectives of our research, according to the table presented. After the table, we proceeded to analyze the data of these publications.

TITLE	AUTHORS	REFERENCES
1-Readings on Africa: Aya de Yopougon by Marguerite Abouet in the teaching of reading and African culture in elementary school – EJA	João Vicente; Maria da Glória Magalhães dos Reis	Revista Letras Raras, SSN: 2317-2347, v. 5, Year 5, n. 2, 2016.
2-Law 10.639/2003 Racial and identity issues: an irrevocable political action, a necessary dialogue in basic education	Reginaldo Ferreira Domingos	Exitus Magazine, Santarém/PA, v. 9, n.5, p. 22 - 46, Special Edition 2019.

3- Colonialism of knowledge and its implications for the application of Law No. 10,639/2003 in public schools	Joyce of Sena Lima; Rosalvo Noble Carneiro	Contexto & Educação Editora Unijuí, ISSN 2179-1309, Year 34, n. 108, May/Aug. 2019.
4-The epistemological and practical challenges for confronting racism in the school context	Eugenia Portela Siqueira Marques; Wilker Solidade da Silva	Revista Práxis Educacional, Vitória da Conquista – Bahia – Brazil, v. 16, n. 39, p. 72-90, Apr./June 2020.
5-Africanity in public schools in the municipality of Manaus: advances and challenges for the development of comprehensive anti-racist education	Lídia Helena Mendes de Oliveira; Soraya Monteiro Neves	Revista LiberAção, Campina Grande – Paraíba – Brazil, v. 2, n. 1, p. 113-128, January/June 2021.
6-Implementation of Law 10.639/03 in the Pedagogical Practice of Education Basic: study Mediated by the Scielo Database	Guilherme Bertolin Silva; Nájela Tavares Ujje	Revista Ensino & Pesquisa. Special edition, v.. 20, n.3. 2022.
7-The teaching of ethnicity in the schools of a city in the state of Paraíba	Ana Cristina Silva Daxenberger <sup>1*</sup> , Monique Gonçalves Alves, Rosivaldo Gomes de Sá Sobrinho, Risoneide Borges da Silva Costa	Revista Concilium, v. 22, n. 1, 2022.
8-On the re-education of ethnic-racial relations in public schools: perceptions of teachers from Mossoró/RN	Francinaldo Rita da Silva; Guilherme Paiva de Carvalho; Francisco Vieira da Silva	Revista Teias v. 23, n. 70, jul./set. 2022.
9- Race and black subjectivities: an integrative review on the unfolding of law 10.639/2003 in the academic productions of Bahian state graduate programs.	Taciane Reis Santana; Diego Arthur Lima Pinheiro	Mnemosine v.19, n.1, p. 143-162, 2023.

Source: Capes journal portal, organized by the author (2024).

The study by Vicente and Reis (2016) highlights that Law No. 10,639/2003 (later modified by Law No. 11,645, of 03/10/2008) made the teaching of African culture and history mandatory in schools, however, to this day it is faced with several issues related to its actual implementation. Such issues range from the lack of preparation of professionals to work with a specific theme to the difficulty in developing reading and literature classes in schools.

The authors explain the research theme, and according to Law No. 10.639/2003, the disciplines of Art Education, Literature and History are priorities in its application. The authors adopted the comic book because they understand that literature in its broadest possible sense: as the aesthetic production of language, which shapes the elements of real life into fiction. Aya de Yopougon (the work under study) was written by an Ivorian author whose declared objective, as previously stated, is to change stereotyped views about Africa in the world. She sought to demonstrate, in a report of autobiographical experiences that are mixed with fiction, how the lives of three young girls in the Ivory Coast of the 1970s are spent. The choice was based on several factors, among them the predominant one



was the fact that the entire narrative was based on Yopougon, a city in the Ivory Coast and had as central characters three black teenagers in conflicts about life, studies, love, that is, teenage dramas like any other in the world. The work read in the classroom is in itself a proposal for working with diversity.

The study developed by Domingos (2019) aimed to analyze the implementation process and the approach of Law 10.639/2003 in municipal public schools in the city of Brejo Santo, a municipality in the interior of Ceará. Having as a problem: To analyze the studies and practices addressed in kindergarten and elementary schools about the insertion of Law 10.639/2003, to investigate how this issue has been treated in the teaching action and the consequent receptivity by the student body.

From this study by Domingos (2019), we bring a cut that has been recurrent in some public schools, absence of specific discussions of the Law and, on the other hand, even without the aforementioned Law being on the agenda, there is an intentionality in the inclusion, as shown in the image:



And the author argues: it is recurrent for schools to announce in their Pedagogical Political Project (PPP) that it complies with Law 10.639, however, in the PPP the service is restricted to commemorative dates, and should go far beyond this. It can be considered a lack of study of the theme, a lack of continuing education of teachers.

Lima and Carneiro (2019) are based on Anibal Quijano, Sandra Petit and Jürgen Habermas, seeking to contribute to the analysis of the need for teachers to apprehend ethnic recognition as a way of deconstructing Eurocentric knowledge for the construction of

new inclusive educational paradigms. In this sense, it seeks to reflect on the teaching of ethnic-racial relations in basic education and the epistemological and practical challenges of establishing this law. In the same way, it is intended to think about the possibilities of blackening the lesson plans of teachers. And about this blackening of the plans, brought by the authors, the reflection posed by Fazenda (2011) stands out, who states that it is important to reinforce that the opinion of Law No. 10.639/2003, despite emphasizing the teaching of ethnic-racial relations in disciplines such as Art Education, Literature and History of Brazil, shows that this should be developed in the school daily life and taught within the scope of the entire school curriculum. Thus, interdisciplinarity is fundamental in this process, since it requires a reflection not only on the contents and their integration with other areas of knowledge, but also with the interrelationship between the subjects involved in the teaching and learning process: students and teachers. This exchange of knowledge involves respect for the truths related to each subject, and the intention to apply them in school goes through the rearrangement of contents.

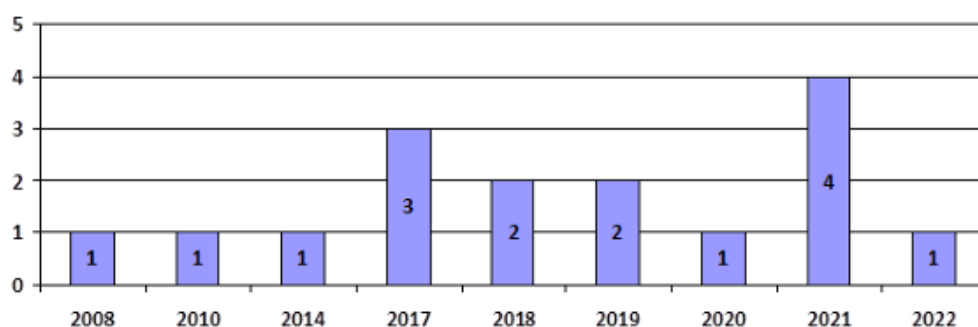
The conclusions of the study, according to the researchers, highlight that understanding individual history as a motivating way to develop inclusive projects and ethnic-racial recognition in schools is not only seen as a possibility of establishing Law No. 10,639/2003, but also to insert students in a historical and cultural context that is denied to them as individuals. Recognizing and valuing other epistemologies is the starting point for thinking about the execution of this law. Recognizing multiple identities in their diversity is a way of visualizing realities and contexts, often excluding, brought up in classroom content (Lima and Carneiro, 2019).

According to the authors Marques and Silva, (2020), the investigation was carried out in partnership with the Diversity Center of the State Department of Education and the Center for Afro-Brazilian Studies of the Federal University of Grande Dourados, and presents the epistemological and practical challenges for curricular decolonization and the confrontation of racism in the school environment. The process of implementing the National Curriculum Guidelines for the education of ethnic-racial relations and for the teaching of Afro-Brazilian and African history and culture challenges school management and teachers to break with the myth of racial democracy and with the silencing or concealment of racism and racial discrimination that still subordinate and inferiorize black difference.

The results of the research pointed out that these legislations require other paradigms to think about the ethnic-racial difference and make it possible to break the homogenizing and hegemonic vision of education. The legislation was the beginning of a struggle that develops daily through democratic processes that are gradually built in schools and that have brought to the whole society a new posture with regard to discriminated groups. But it is important to emphasize that the law guides the action, but the product is carried out by the education professional. Only when there is a comprehensive awareness through education professionals about the forms of prejudice and racial discrimination, will there be the possibility of minimizing and, in the long term, extinguishing such practices (Marques and Silva, 2020).

Oliveira and Neves (2021) present the path of the Municipal Department of Education in the Municipality of Manaus/SEMED, regarding the insertion of themes in the documentation in relation to Law 10.639. They bring the construction of a Curricular Pedagogical Proposal/PPC, aligned with the law. However, it brings the reflection that the change made in the PPC is an advance, but it is not a guarantee of dissemination of attitudes and knowledge necessary for the integral anti-racist education of students. SEMED/MANAUS recognizes that it is necessary to change the attitude of educators, so since the implementation of the aforementioned PPC, it has held workshops, training and other actions relevant to the theme. Thus, it is conjectured that the work of teachers has been moving towards the perspective of the integral anti-racist education of students.

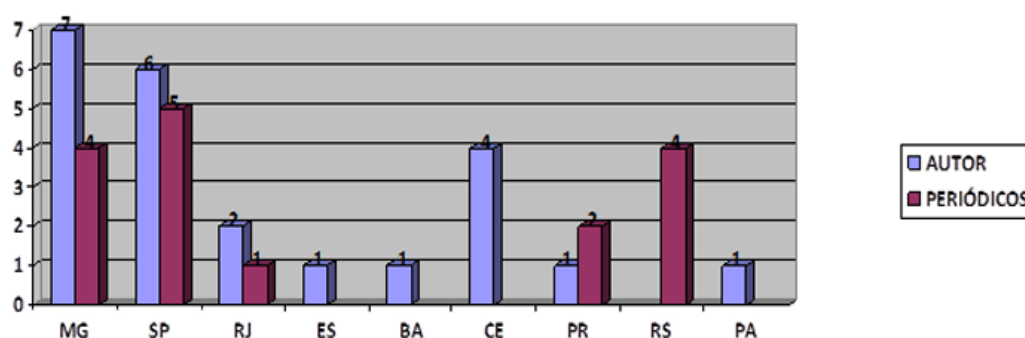
The study by Silva and Ujiie (2022) consists of investigating, from the SciELO (Online Scientific Electronic Library) database, the articles and studies carried out between 2008 and 2022 focusing on the theme of the implementation of law 10.639/03 in the pedagogical practice of Basic Education, which comprises Early Childhood Education, Elementary School and High School. With this study, based on the authors, we bring some of the research carried out on the subject and with the aforementioned time frame, which helps and strengthens the objective of our article. According to the graph followed by the authors' analyses:



Source: Silva and Ujiie (2022).

According to Silva and Ujiie (2022), in the graph presented, it can be seen that during the years 2009, 2011, 2012, 2013, 2015 and 2016 there was no publication of any scientific article in the SciElo database related to the theme, and in the interstice 2008 to 2014 there are only three articles published. Considering that, in 2013, it was ten years since the enactment of Law 10,639, there is a demand to expand investigations in this scope. From 2017 onwards, there was an increase in the number of articles published with verticality on the subject; In the interstice from 2017 to 2022, 13 publications of articles were registered, with emphasis on the years 2017 and 2021, respectively, with three and four publications.

Still with the analyses of Silva and Ujiie (2022), the following graph points out the states from which the pubic surveys that were part of the authors' research emerge.



Source: Silva and Ujiie (2022).

The universe of emerging articles brings together 23 authors, due to shared authorship; It is authored by nine Brazilian states, of the twenty-six that make up the national territory plus the Federal District (twenty-seven), and when considering the five

Brazilian regions they are distributed in four of them, as we do not have any authorship from the Midwest Region.

Among the researches present in the scientific articles researched, it is observed that all seek the applicability of law 10.639/03 in Basic Education, debating the pedagogical practice in theoretical and legal aspects, in the different areas of knowledge, as transversal educational action, or discussing the initial training of teachers to account for the materiality of the law, which, although mandatory, has been slowly and gradually consolidated in Brazil, as evidenced by the research and articles surveyed (Silva and Ujiie, 2022).

Daxenberger *et al* (2022) aimed to evaluate the implementation process of Law 10.639/03 in public schools in a municipality in the interior, in the state of Paraíba. To validate and recognize the contributions of the black population to national development, Law 10.639/03 instituted the mandatory teaching of African History and its contributions to Brazilian culture in school curricula, which can favor the strengthening of the construction of a citizen school. The work was developed by Prolicen (Degree Program), using semi-structured questionnaires and observation of the school and class routine; 35 elementary school teachers participated. It was found that teachers believe that social inclusion within the school environment is necessary, however they do not effectively work on ethnic-racial education. This is due to the lack of teacher training, which generates unpreparedness on how to insert this theme in an interdisciplinary and effective way in the classes, thus reproducing prejudice and not allowing students to feel proud of Afro-Brazilian culture or have the feeling of ethnic recognition.

Silva, Carvalho, and Silva (2022) analyzed the perception of public school teachers in Mossoró/RN about the re-education of ethnic-racial relations in the post-law 10.639/2003 period. They are mainly based on the National Curriculum Guidelines for the Education of Ethnic-racial Relations and for the Teaching of Afro-Brazilian and African History and Culture and on authors such as Madeira (2020), Munanga (2005), Gomes (2001) and Gomes (2008). The corpus of analysis is composed of fragments extracted from semi-structured interviews with nine teachers from the state network of the city of Mossoró/RN. The results point out that the teachers conceive the importance of the effectiveness of positive ethnic-racial relations in the school, but list some obstacles, such as the absence of adequate training and the impacts of a curriculum still nuanced by a homogenizing racial bias.

Santana and Pinheiro (2023) bring an investigation into racial issues and the processes of subjectivation that are articulated in the field of basic education, taking as a reference the developments of Law No. 10,639/2003, which provides for the mandatory teaching of Afro-Brazilian and African history and culture in schools. They sought to understand how the provisions of Law No. 10,639 have been viewed in basic education through dissertations defended between 2015 and 2019 in Bahian state public universities. The methodology used was an integrative review of the material collected through a search on the websites of Graduate Programs in Education of these universities. The data were analyzed through their content in dialogue with the perspective of the Afrocentricity developed by Molefi Kete Asante. The results showed that most schools have not yet implemented Law 10.639/2003 and, when it occurs, it is usually due to individual initiatives of some professionals.

In order to conclude these analyses, it can be understood that, although the enactment of Law 10.639/03 by the Brazilian federal government in Basic Education has represented an advance, there are still numerous difficulties in its implementation, both in public and private schools. Most of the time, pedagogical practice ignores this subject, due to the established preconception, veiled racism, the myth of equality, or due to our history being colonialist, and, in order for this teaching to be evidenced considering Africanities and Afro-descent, steps are needed for the decoloniality of history.

## **RESULTS AND DISCUSSIONS**

Imagine yourself entering a labyrinth of legislation and debates, in which each corridor echoes different voices and each room illuminates different perspectives. At the heart of this labyrinth is Law 10.639/2003, a norm that not only rewrote pages of history books, but also provided for changing the pace in classrooms throughout Brazil.

Delving into the corridors of this discussion, it was discovered that Law 10.639/2003 marked the Brazilian educational calendar by making the teaching of Afro-Brazilian and African History and Culture mandatory in schools. This change is not only curricular, but an invitation to a deep dive into the roots that form Brazil, recognizing the importance and African influence in our culture and society.

But what do the protagonists of this modern narrative say? Educators, students and experts enter the scene to debate the impact of this law. Reports indicate some advances in valuing diversity and promoting racial equality. However, facing the challenge of



effectively implementing what the law proposes leads us to a series of reflections and constant adjustments.

The truth is that the discussion around Law 10.639/2003 continues to need this reminder, in relation to compliance with the Law, like an African drum, calling the school community to participate in a continuous dialogue. This dialogue is not just about content inclusion, but about how that content can transform perspectives, build bridges, and celebrate a rich history that is arguably part of the fabric of Brazil.

Therefore, as we continue to explore this labyrinth, the results of this discussion are clear: Law 10.639/2003 is not only about the inclusion of a chapter in history, but about the rewriting of our collective identity, making it more complete, fair, and representative of all the peoples that shape our country.

This study is a call for the need for the Law to be in all spaces of schools, as an ethical, political, social and educational formation of our children and young people, throughout the country, especially in the locus of our study, the state of Tocantins, which has, according to the IBGE, more than 75% of the population declared black.

## **FINAL CONSIDERATIONS**

The study aimed to review the existing academic literature on Law 10.639/03. This review sought to identify the current state of knowledge about the law, the challenges faced in the training of educators and effective training practices.

Twenty-one years after the publication of Law 10.639/03, even with several studies published and discussed in this work, it can be said that there is still much to be implemented around this legislation in Brazil. In reality, a paradigm shift is necessary, unfortunately the material conditions are adverse to implement this teaching in the official curriculum. With little institutional or pedagogical support, teachers are left with the individual responsibility of seeking knowledge. The unpreparedness of the majority becomes, therefore, the main obstacle to the implementation of Law No. 10,639/2003.

As previously stated, enslavement, which lasted for more than 300 years, left deep marks on Brazilian society. The black community faced centuries of discrimination, marginalization, and social exclusion, the effects of which are still felt today. Not only in Tocantins, but in several regions of Brazil, there is a significant portion of the population composed of black people, often subject to high levels of socioeconomic vulnerability, associated with other phenomena of inequality. Through the studies brought to the

analysis, it is possible to perceive, in the teachers' manifestations, the concern with the curricula plastered in the Eurocentric bias and based on universalist educational policies, how they perceive how underestimated the Teaching of African and Afro-Brazilian History and Culture is in the public schools of our country.

There is an urgent need for investments in training, forceful actions and a curriculum that meets the changes in thinking of a population that carries veiled racism and prejudice. Regarding the use of technology, both in teacher training and in the production of materials that meet the teaching based on Law 10639, it has been insufficient, since there are no investments in this regard.

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