

10 years of the Federal Act 10,639/2003 and the training of teachers: a reading of scientific studies

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Abstract

This study addresses the training of teachers with a view to implement school studies of African and Afro-Brazilian History and Culture, pursuant to the Federal Act 10,639/2003. It is part of a broader study whose chosen methodology is based on the approach advocated by Canen (2008). In this conception, multiculturalism is understood as the structuring concept and practice applied to education research and teacher training; this view also establishes paradigmatic plurality as the theoretical-methodological axis for such research. This approach is compatible with other methodological perspectives, namely: the study on the state of the art as proposed by Ferreira (2002) and André; Romanowski (1999); and the bibliographic research as proposed by Gil (2002) and Lima; Mito (2007). Our investigation sources are: a research report consolidated from the database of theses and dissertations of Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), concerning the production of doctoral theses and masters dissertations; and a research report consolidated from scientific papers included in the academic database of the Scientific Electronic Library Online (SCIELO). The methodological treatment of research sources was conducted through a critic analysis of the bibliographic and documentary references. The study clearly shows the invisibility of the investigated subject until 2000, as well as the increasing demand for studies of this nature in the following years.

Keywords

Teaching – African History – Teacher Training – Afro-Brazilian History.

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10 anos da lei federal nº 10.639/2003 e a formação de professores: uma leitura de pesquisas científicas

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Resumo

Este estudo aborda a formação de professores com vistas à implementação do estudo da História e Cultura da África e Afro-brasileira, conforme dispõe a Lei Federal nº 10.639/2003 e as disposições correlatas. Faz parte de uma pesquisa mais ampla cuja opção metodológica ampara-se na abordagem defendida por Canen (2008). Nessa concepção, entende-se o multiculturalismo como conceito e prática estruturante na pesquisa científica em educação e na formação de professores; bem como na pluralidade paradigmática como eixo teórico-metodológico para essas pesquisas. Essa abordagem dialoga com outras perspectivas metodológicas, a saber: o estudo acerca do estado da arte na perspectiva defendida por Ferreira (2002) e André; Romanowski (1999); e a pesquisa bibliográfica, conforme disposto em Gil (2002) e Lima; Mioto (2007). Nossas fontes de investigação são: relatório de pesquisa, consolidado a partir do Banco de teses e Dissertações da Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) sobre a produção de teses de doutorado e dissertações de mestrado; e relatório de pesquisa, consolidado a partir do banco de artigos científicos constantes na base da Scientific Electronic Library Online (SCIELO). O tratamento metodológico das fontes de pesquisa efetivou-se por meio da análise crítica das referências bibliográficas e documentais. A pesquisa evidencia a invisibilidade do tema investigado antes do ano 2000 e a crescente demanda pelos estudos desta natureza nos anos posteriores.

Palavras-chave

Ensino – História da África – Formação de Professores – História Afro-brasileira.

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The Federal Act 10,639/2003 and the training of teachers for school studies of African and Afro-Brazilian History and Culture

On January 9th 2003, the Federal Act 10,639 was sanctioned, making the study of African and Afro-Brazilian History and Culture mandatory in the national education system. This act adds to a set of legal dispositions designated by Silva (2013) as the legal-regulatory and pedagogical framework. This view will also be adopted in the present study.

In order to make the new act's dispositions effective, initiatives were adopted aiming at the continuing education of elementary teachers so that they can meet the challenges posed to their professional practice by the act's validity. These initiatives are not always accompanied by reflection on the implications they can have in prompting a theoretical-scientific production about teacher continuing education focusing on this area.

In a study focusing on racial relations in teacher training, Pinto (2005) analyzed articles from education-specific journals, with the purpose of verifying the degree to which ethnical-racial issues and their developments are integrated in such training. He found that studies in this field rarely incorporated the categories of race, ethnic groups, prejudice, and discrimination in their reflections.

The study clearly showed that, until 2002, these were marginal, or even invisible issues, whether in the field of education in general, or, more particularly, in teacher training. However, in the early 2000's, with the enactment of Bill 10,639/2003, this situation changed significantly, if slowly, in face of the emerging demands.

The training of teachers has become a major focus both for public policies and for the action of government education agencies and institutions, whether in elementary or higher education. In this context, continuing education has been the *medicine prescribed* in order to solve the problem of the millions of teachers

who had no access to a positive education for addressing racial and ethnic issues and for recognizing and valuing Africa's and Afro-Brazilians' History and Culture, which includes African descendants and their diaspora, in schools' daily life.

As for scientific research, there are several doctoral theses and masters dissertations that have been produced in the last few years; scientific papers, although less frequent, are also representative of the research developed on the subject. Therefore, the goal of this article is to examine these three types of scientific production, based on the data collected from the two above-mentioned databases.

Research on teacher training and the implementation of the dispositions of the Act 10,639/2003

We divided the studies in four groups, namely: 1) teacher training; 2) initial training; 3) continuing education; and 4) related subjects. Twelve doctoral theses were analyzed, which were written by the following authors: Wilma de Nazaré Baia Coelho (2005); Rita de Cássia Dias Pereira de Jesus (2007); André Luiz Sena Mariano (2009); Maria Auxiliadora de Paula Gonçalves Holanda (2009); Kátia Evangelista Régis (2009); Rosana Batista Monteiro (2010); Luiz Fernandes de Oliveira (2010); Douglas Verrangia Correia da Silva (2009); Rachel Rua Baptista (2011); Gizelda Costa da Silva (2011); Luciane Ribeiro Dias Gonçalves (2011); and Benjamin Xavier de Paula (2013).

Fifteen masters dissertations were analyzed: Fabiola Beatriz Franco de Souza (2000); Ademir Dias dos Santos (2003); Rebeca de Alcântara e Silva (2007); Sonia Querino dos Santos e Santos (2007); Juliano Soares Pinheiro (2009); Delton Aparecido Felipe (2009); Clea Maria da Silva Ferreira (2009); Camila Fernanda Saraiva (2009); Cynthia Lacerda Bueno (2009); Luiz Claudio Oliveira (2010); Rafael Ferreira Silva (2010); Sandra Ramos de Freitas (2010); Deise Guilhermina da Conceição (2010);

Fernanda Gabriela Soares dos Santos (2010); and Glênio Oliveira da Silva (2013).

Besides these works, an article by Regina Pahim Pinto (1999) is part of our *corpus*.

Doctoral theses

The doctoral theses were divided in four groups: 1) the studies related to teacher training in general; 2) initial training; 3) continuing education; and 4) related topics. With regard to the studies about teacher training in general, three works were found: Coelho (2005), Mariano (2009), and Gonçalves (2011).

Coelho's (2005) doctoral thesis, *A cor ausente: um estudo sobre a presença do negro na formação de professores* (The absent color: a study on the presence of black people in teacher training), developed in the Postgraduate Program in Education at Universidade Federal do Rio Grande do Norte (UFRN), discussed the training provided for teachers by the Instituto de Educação do Estado do Pará during the 1970's and 1980's, and the treatment of the racial question. This work focuses both on initial training and on continuing education.

Mariano's (2009) doctoral study, *A pesquisa sobre formação de professores e multiculturalismo no Brasil: tendências e desafios* (Research on teacher training and multiculturalism in Brazil: tendencies and challenges), conducted and defended in the Postgraduate Program in Education at Universidade Federal de São Carlos (UFSCAR), approaches the prevalence of the conservative multicultural perspective in teacher training. This perspective is an obstacle to the conception of teachers as intellectuals, cultural heirs, interpreters, and as critics who understand identity differences as both the products and the producers of history, culture, ideology, and power relations. In this study, the relationship between majority and minority was approached under a manichaeistic view, thus polarizing the oppressed group and the oppressing group.

Gonçalves (2011), in her thesis titled *Representações sociais sobre a educação étnico-*

-racial de professores de Ituiutaba – MG e suas contribuições para a formação docente (Social representations about the ethnic-racial training of teachers in Ituiutaba – MG and its contributions to teacher training), developed in the Postgraduate Program in Education at Universidade Estadual de Campinas – UNICAMP, studied the pedagogy that is culturally relevant to implement education about ethnic-racial relations, using the life stories of elementary teachers in the city of Ituiutaba. In this study, conceptual categories related to Moscovici's social representations are used to analyze teachers' pedagogical practices.

With regard to research on teachers' initial training, two works were identified: Jesus (2007), and Monteiro (2010). Jesus' (2007) doctoral study, *De como tornar-se o que se é: narrativas implicadas sobre a questão étnico-racial, a formação docente e as políticas para equidade* (On how to become what one is: narratives implied about the ethnic-racial question, teacher training, and equity policies), developed in the Postgraduate Program in Education at Universidade Federal da Bahia, uses the life stories of teachers in order to study the initial training provided in two federal universities in the state of Bahia, with a view to introduce the black racial question.

Monteiro's (2010) study, titled *A educação para as relações étnico-raciais em um curso de pedagogia: estudo de caso sobre a implantação da Resolução CNE/CP 01/2004* (Education for ethnic-racial relations in a pedagogy course: a case study on the implementation of Regulation CNE/CP 01/2004), conducted in the Postgraduate Program in Education at Universidade Federal de São Carlos – UFSCAR, investigated the initial training of teachers by analyzing the implementation of the Curricular Guidelines for Education on Ethnic-racial Relations and the Teaching of African and Afro-Brazilian History and Culture in an undergraduate pedagogy course in Universidade São Francisco, in the city of Bragança Paulista (SP). Based on the conception of race as a social construct, and of racism as an operating category in social relations in Brazil, the

study analyzed educational practices in the context of the relationships developed within the school.

With regard to the research on teacher continuing education, we identified five works – four of which in the field of education, and one in social sciences: Oliveira (2010); Silva (2009); Baptista (2011); Silva (2011); and Paula (2013).

Oliveira's (2010) doctoral thesis, *Histórias da África e dos Africanos na escola: as perspectivas para a formação dos professores de história quando a diferença se torna obrigatoriedade curricular* (History of Africa and of Africans in school: the perspectives for training history teachers when difference becomes a curricular obligation), defended in the Postgraduate Program in Education at Pontifícia Universidade Católica do Rio de Janeiro – PUC-RIO, was conducted with teachers with a previous knowledge of the Act and who had attended an extension course on African history in 2006, provided by the Union of Education Professionals of the State of Rio de Janeiro. It therefore had a study population consisting of teachers who participated in a continuing education initiative.

Silva (2009), in his doctoral study, titled *A educação das relações étnico-raciais no ensino de Ciências: diálogos possíveis entre Brasil e Estados Unidos* (Education on ethnic-racial relations in science teaching: possible dialogues between Brazil and the United States), conducted and defended in the Postgraduate Program in Education at Universidade Federal de São Carlos – UFSCAR, investigated the continuing education of teachers. The study sought to understand how Brazilian and American teachers furthered their own education. The quotidian interaction with Brazilian teachers occurred in a continuing education course, while with American teachers, it occurred in the context of the schools they worked in, a context which guided the experiencing of ethnic-racial relations in their field of work, i.e., Science teaching.

Baptista's (2011) doctoral study, *Na escola com os orixás: o ensino das religiões Afro-brasileiras na aplicação da Lei 10.639* (In school

with the orixás: the teaching of Afro-Brazilian religions in application of the Act 10,639), conducted and defended in the Program of Postgraduate in Social Anthropology at Faculdade de Filosofia Ciências e Letras da Universidade de São Paulo – FFLCH/USP, analyzed, among other subjects, the continuing education of teachers by means of one of the most sensitive topics in the debate on the Act's implementation: Afro-Brazilian religions or religiosities.

Silva's (2011) study, titled *O Estudo da História e Cultura Afro-brasileira no ensino fundamental: currículos, formação e prática docente* (The study of Afro-Brazilian History and Culture in elementary education: curricula, training, and teaching practices), conducted and defended in Postgraduate Program in Education at the Universidade Federal de Uberlândia – PPGED/UFU, investigated the implementation of the Federal Act 10,639/2003 in history teaching in late primary school years, discussing its implications for the curricula, as well as for teacher training and practice. In this work, the training of history teachers was analyzed in two knowledge dimensions: knowledge from experience, and knowledge of disciplines. These dimensions are developed in teachers' both academic education and personal formation throughout life. The role of teacher continuing education was found to be encouraging of their critical and creative skills to perform in areas where initial training was not possible.

Paula's (2013) study, *A educação para as relações étnico-raciais e o estudo da História e Cultura da África e Afro-brasileira: formação, saberes e práticas educativas*, (Education for ethnic-racial relations and the study of African and Afro-Brazilian History and Culture: training, knowledge, and educational practices) conducted in the Postgraduate Program in Education at Universidade Federal de Uberlândia – PPGED/UFU, investigated the continuing education of teachers with a view to implement the teaching of African and Afro-Brazilian History and Culture in the city of

Uberlândia – MG, from 2003 to 2008, pursuant to the Federal Act 10,639/2003 and its correlate regulations. It sought to understand what the impacts of this training were on the signification/resignification of teachers' pedagogical knowledge and practices, and how teachers rethought values and rebuilt meanings for their own practice in light of these experiences. The continuing education studied allowed the teachers who participated in this experience to confront racist practices in the school environment, as well as to follow towards a positive education about racial and ethnic relations and thus build a plural school. Moreover, it allowed them to recognize and value both their own and their students' ethnic and racial diversity, and to incorporate the experience of a pedagogy of Africanities based on the signification/resignification of teachers' pedagogical practices in the *Griô* pedagogical practices.

Two other studies were analyzed because of their specific contributions: Holanda (2009) and Régis (2009), which, although not specifically dealing with teacher training focusing on the topics above, also emphasize the ethnic-racial dimension.

Holanda (2009), in her doctoral thesis *Tornar-se negro: trajetórias de vida de professores universitários no Ceará* (Becoming black: the life trajectories of professors in the state of Ceará), conducted and defended in the Postgraduate Program in Education at Universidade Federal do Ceará – UFC, investigated the process of identity construction of black professors at UFC throughout their life trajectories, in the experiences of becoming black, from childhood to entrance into work life, and in the continuing process of identification and negotiation that integrates the human formation.

Régis' (2009) doctoral thesis, *Relações étnico-raciais e currículos escolares em teses e dissertações produzidas nos programas de Pós-graduação stricto sensu em Educação – Brasil (1987-2006)* (Ethnic-racial relations and school curricula in theses and dissertations produced

in Postgraduate Programs in Education in Brazil (1987-2006)), conducted and defended in the Postgraduate Program in Education (Curriculum) at Pontifícia Universidade Católica de São Paulo – PUC-SP, consists of a study about doctoral theses and masters dissertations with focus on ethnic-racial relations in school curricula and in postgraduate programs in Education during the 1980's, 1990's, and 2000's.

Masters dissertations

The masters dissertations on teacher training with a particular focus on education for ethnic-social relations and the study of African and Afro-Brazilian History and Culture were divided in three groups: 1) studies related to initial training; 2) continuing education; and 3) related subjects.

With regard to the studies on teacher initial training, we identified five works: Santos (2003); Silva (2007); Pinheiro (2009); Oliveira (2010); and Silva (2013).

Santos' (2003) study, titled *Percepção das formandas e dos formandos do ano 2003 do curso de Pedagogia da UNIMEP, sobre questões referentes às relações raciais na prática docente* (Perceptions of UNIMEP 2003 pedagogy graduates about questions regarding racial relations in teaching practice), conducted in the Postgraduate Program in Education at Universidade Metodista de Piracicaba, analyzed the understanding that the UNIMEP graduates of 2003 had of racial relations in Brazil, and of the relevance of these questions for education professionals' training. The study concluded that those graduates were not ready to deal with racial topics, since one dominant idea among them was that there is no racism in Brazil, and that talking about racism is in itself being a racist.

Silva's study (2007), titled *A menina e o erê nas viagens ao ser negro/ser negra: uma pesquisa sociopoética com educadores em formação* (The girl and the erê in the journeys towards being black: a sociopoetic study with educators in training), conducted

in the Postgraduate Program in Education at Universidade Federal do Ceará – UFC, brought into the debate what the author named “confects – concepts pervaded by affects”, which undergraduates, as future educators, build about racial questions when invited by language that stimulates the imaginary, as in the case of a sociopoietic study. The study was conducted by means of two data production workshops – the first was based on the metaphor of a journey to the place of being black; and the second, on the metamorphosis of the studied group.

Oliveira’s (2010) masters dissertation, *Dos limites ideológicos à aplicação da Lei 10639/03: representações sobre religiões afro-brasileiras na formação de professores* (‘From the ideological limits to the application of Act 10,639/03: representations about Afro-Brazilian religions in the training of teachers’), conducted and defended in the Postgraduate Program in Education, Culture and Communication at Universidade Federal do Estado do Rio de Janeiro – UNIRIO, investigated the representations of the mythic-religious universe of African origins in the sphere of non-graduate teacher training, based on participant observation in two schools of the Rio de Janeiro state education system.

Pinheiro (2009), in his study titled *Aprendizagens de um grupo de futuros(as) professores(as) de química na elaboração de conteúdos pedagógicos digitais: em face dos caminhos abertos pela Lei Federal nº 10.639 de 2003* (Learnings of a group of future chemistry teachers in designing digital pedagogical contents: in face of the paths opened by Act 10,693/2003), conducted and defended in the Postgraduate Program in Chemistry at Universidade Federal de Uberlândia – UFU, analyzed and identified what (and of what nature) the learnings of four students were in a graduate chemistry teacher course at a federal university in the state of Minas Gerais, who were involved in producing digital contents (learning resources), in the Rived (Rede Interativa Virtual de Educação) project.

Silva (2013), in his dissertation titled *Arcabouço jurídico normativo pedagógico da*

Lei Federal nº 10.639/2003 na Universidade Federal de Uberlândia: avanços e limites (‘The legal, regulatory and pedagogical framework of Federal Act 10,639/2003 in Universidade Federal de Uberlândia: advances and limits’), conducted and defended in the Postgraduate Program in Education at the Faculdade de Educação da Universidade Federal de Uberlândia – PPGED-UFU, studied the initial training of teachers by analyzing the implementation of public policies which directly or indirectly helped to implement the Federal Act 10,639/2003 and correlate legislation in teacher training institutions, particularly the courses of history, visual arts, Portuguese, Portuguese literature, and pedagogy in Universidade Federal de Uberlândia, UFU.

With regard to studies treating teacher continuing education, we identified nine works: Souza (2000); Santos (2007); Felipe (2009); Ferreira (2009); Saraiva (2009); Bueno (2009); Silva (2010); Freitas (2010); and Conceição (2010).

Souza’s (2000) masters dissertation, titled *A construção de uma proposta de educação para diversidade étnico-racial: um desafio na formação de professores* (Building a proposal of education for ethnic-racial diversity: a challenge in teacher training), conducted and defended in the Postgraduate Program in Education at Pontifícia Universidade Católica do Paraná – PUC-PR, investigated how a process of continuing education for elementary teachers can help to design a pedagogical proposal that addresses ethnic-racial diversity on this education level. The study considers the perception of teachers in a school of the municipal education system of the city of Curitiba about racial issues in the school institution, with the purpose of developing a pedagogical action to address these questions.

Santos’ (2007) investigation, *População negra, relações inter-raciais e formação de educadoras: PENESB (1995-2007)* (Black population, inter-racial relations and the training of educators: PENESB (1995-2007)), conducted in the Postgraduate Program in Education at Pontifícia Universidade Católica de Campinas

- PUCCAMP, studied the continued training of teachers provided by the non-degree graduate course *Relações Raciais e Educação*, held by the Programa de Educação sobre o Negro na Sociedade Brasileira – PENESB, at Faculdade de Educação da Universidade Federal Fluminense. In this study, the author sought to understand the process of teacher training, as well as the process of including the racial question into this particular program which focused on the training of teachers to fight and eliminate racism in education.

Felipe's (2009) study, *Narrativas para alteridade: o cinema na formação de professores e professoras para o ensino de história e cultura Afro-brasileira e africana na educação básica* (Narratives for alterity: cinema in teacher training for the teaching of African and Afro-Brazilian history and culture in elementary education), defended in the Postgraduate Program in Education at Universidade Estadual de Maringá – UEM, analyzed a pedagogical intervention using films as history research sources in elementary education. The study involved a research/participating action in a continuing education course for teachers in the state education system in the city of Maringá (PR) and surroundings.

Ferreira's (2009) masters dissertation, *Formação de professores à luz da História e Cultura Afro-brasileira e Africana: nova tendência, novos desafios para uma prática reflexiva* (Teacher training in light of African and Afro-Brazilian History and Culture: new tendency, new challenges for a reflexive practice), conducted and defended in the Postgraduate Program in Education at the Universidade de São Paulo – USP, investigated the training of teachers with focus on the adequate pedagogical approach to racial issues in the school environment. In this study, teachers' and trainers' accounts were analyzed about the initiative developed by the course *Escola Plural: a diversidade está na sala de aula* ('Plural School: diversity is in the classroom'), given by Ceafro – Educação e Profissionalização para a Igualdade Racial e de Gênero jointly with Secretaria Municipal de Educação de Salvador.

Saraiva's (2009) master dissertation, *Educação infantil na perspectiva das relações étnico-raciais: relato de duas experiências de formação continuada de professores no município de Santo André* (Child education in the perspective of ethnic-racial relations: an account of two experiences in teacher continuing education in the city of Santo André), conducted and defended in the Postgraduate Program in Education (Curriculum) at Pontifícia Universidade Católica de São Paulo – PUC-SP, analyzed two experiences in continuing education for elementary teachers from the city of Santo André, namely, *Gênero e raça* ('Gender and race'), and *A cor da cultura* ('The color of culture'), held in 2005 and 2006. In her study, the author found that, in the perspective of ethnic-racial relations, the continuing education of elementary teachers must take into account the specificities of this stage of basic education, the personal and professional involvement of the teacher with the topics, the partnership with, and encouragement by, each school's management team, and the adoption of a permanent public policy by the city's education department.

Bueno (2009), in her study *A formação continuada a distância: o perfil dos professores-cursistas do Centro de Formação Continuada para Professores do Ensino Fundamental* (Distance continuing education: the profile of teachers enrolled at the Centro de Formação Continuada para Professores do Ensino Fundamental), conducted and developed in the Postgraduate Program in Education at Pontifícia Universidade Católica de Minas Gerais – PUC-MG, investigated a distance continuing education project developed by the Centro de Formação Continuada para Professores do Ensino Fundamental da PUC/MG (CEFOP) – which is part of the Rede Nacional de Formação Continuada de Professores de Educação Básica jointly with the local government of the city of Contagens, in the state of Minas Gerais.

Silva's dissertation (2010), *Educando pela diferença para a igualdade: professores, identidade profissional e formação contínua* (Educating

through difference for equality: teachers, professional identity, and continuing education'), conducted and defended in the Postgraduate Program in Education at Universidade de São Paulo – USP, analyzed the *Programa São Paulo: educando pela diferença para a igualdade*, which operated from 2004 to 2006 with the purpose of providing continuing education for teachers of the São Paulo state education system with a view to implementing the Federal Act 10,639/2003. The study concluded that this training program promoted an articulation between equality and identity policies by combining permanent education, continuing education, and undergraduate training.

Freitas' study (2010), *Formação continuada de professores de rede estadual do Paraná para o ensino de história da cultura Afro-brasileira e africana* (Continuing education of teachers in the Paraná state education system for the teaching of African and Afro-Brazilian History and Culture), conducted and defended in the Postgraduate Program in Education at Pontifícia Universidade Católica do Paraná – PUC-PR, sought to identify the actions taken by the Departamento de Educação Básica da Secretaria de Estado de Educação – SEED-PR in order to provide continuing education for teachers, in compliance with Act 10,639/03, as a means of support for pedagogical practices in the classroom. The investigation was conducted with teachers who participated and who did not participate in the Programa de Desenvolvimento Educacional – PDE, which focused on the topics of Afro-Brazilian and African History and Culture.

Conceição's (2010) dissertation, titled *Formação docente para a educação antirracista no município de Duque de Caxias* (The training of teachers for anti-racist education in the city of Duque de Caxias), conducted and defended at the Postgraduate Program in Education at Universidade Federal Fluminense – UFF, studied a teacher continuing education program focusing on the legal dispositions of the Federal Act 10,639/03 in the city of Duque de Caxias, Rio de Janeiro. The study analyzed de appropriation by teachers of the contents treated during this continuing education

program, and then investigated whether the school reality had been changed in any way.

Moreover, we included the analysis of one dissertation in view of its specific contribution for studies on teacher training: Santos' (2010) masters research, *Abrindo o livro das suas vidas: trajetórias de formação de quatro professoras negras autoras* (Opening the book of their lives: the education trajectories of five black female teachers and writers), conducted and defended in the Postgraduate program in Education at Universidade Federal de Santa Maria – UFSM. Even though this work does not approach teacher training with a particular focus on ethnic-racial topics, it does mention this dimension, since it investigates both the professional and personal trajectories of four black female teachers of different generations, as well as their imaginary and the possible meanings of being a black teacher in different moments of the Brazilian History.

Scientific articles

With regard to the scientific articles researched in the SCIELO database, only one study was found, written by Regina Pahim Pinto (1999), which was titled *Diferenças étnico-raciais e formação do professor* (Ethnic-racial differences and teacher training) and published in the journal *Cadernos de Pesquisa da Fundação Carlos Chagas*. This work approached the training that secondary level courses for teaching certificate (non-degree) have been providing for future teachers to interact with students who are different in ethnic-racial terms.

In the study, the training of teachers is viewed as a chance to discuss subjects that provide future teachers with foundations to reflect on questions concerning ethnic-racial relations and their developments. Moreover, and most importantly, it is viewed as a means to prepare them to transmit to their future students a respectful attitude towards racial and culture differences. The research examined three dimensions of the course studied: curricula, the textbooks of four disciplines, and the

teachers who teach these disciplines (PINTO, 1999). The study also investigated the treatment of this topic in a journal for teachers, which was used in the training course.

Considerations on teacher training with a view to implementing the Federal Act 10,639-2003

A preliminary analysis concerning the scientific studies on the training of teachers to teach ethnic-racial relations and African and Afro-Brazilian History and Culture authorizes us to make a few remarks on this subject.

Of the 28 studies analyzed, four treat teacher training with regard to its general aspects in a general way: Coelho (2005); Mariano (2009); Gonçalves (2011); and one scientific article, i.e., Pinto (1999). Seven studies approach the initial training of teachers, two of which are doctoral theses, i.e., Jesus (2007) and Monteiro (2010), while five are masters dissertations: Santos (2003); Silva (2007); Pinheiro (2009); Oliveira (2010); and Silva (2013). Fourteen works are studies focusing on teacher continuing education, five of which are doctoral theses: Oliveira (2010); Silva (2009); Baptista (2011); Silva (2011); and Paula (2013); the other nine are masters dissertations: Souza (2000); Santos (2007); Felipe (2009); Ferreira (2009); Saraiva (2009); Bueno (2009); Silva (2010); Freitas (2010); and Conceição (2010). Three studies approach correlated topics, two of which are doctoral theses, i.e., Holanda (2009) e Régis (2009); and one masters dissertation, i.e., Santos (2010).

A few subtopics are worth mentioning. The perspective of life stories and their interface with teacher training are also recurring and appear in six of the studies analyzed: Gonçalves (2011) – *Representações sociais sobre a educação étnico-racial de professores de Ituiutaba – MG e suas contribuições para a formação docente* (Social representations about the ethnic-racial training of teachers in Ituiutaba – MG and its contributions to teacher training); Jesus (2007) – *De como*

tornar-se o que se é: narrativas implicadas sobre a questão étnico-racial, a formação docente e as políticas para equidade (On how to become what one is: narratives implied about the ethnic-racial question, teacher training, and equity policies); Silva (2011) – *O estudo da história e cultura afro-brasileira no Ensino Fundamental: currículos, formação e prática docente* (The study of Afro-Brazilian History and Culture in elementary education: curricula, training, and teaching practices). Paula (2013) – *A educação para as relações étnico-raciais e o estudo da História e Cultura da África e Afro-brasileira: formação, saberes e práticas educativas* (Education for ethnic-racial relations and the study of African and Afro-Brazilian History and Culture: training, knowledge, and educational practices); Holanda (2009) – *Tornar-se negro: trajetórias de vida de professores universitários no Ceará* (Becoming black: the life trajectories of professors in the state of Ceará); and one masters dissertation, Santos (2010) – *Abrindo o livro das suas vidas: trajetórias de formação de quatro professoras negras autoras* (Opening the book of their lives: the education trajectories of five black female teachers and writers).

Higher Education Institutions (IES) are also the focus of five studies which we analyzed here. Of these, three are doctoral theses: Coelho (2005) – *A cor ausente: um estudo sobre a presença do negro na formação de professores* (The absent color: a study on the presence of black people in teacher training); Jesus (2007) – *De como tornar-se o que se é: narrativas implicadas sobre a questão étnico-racial, a formação docente e as políticas para equidade*; e Monteiro (2010) – *A educação para as relações étnico-raciais em um curso de Pedagogia: estudo de caso sobre a implantação da Resolução CNE/CP 01/2004* (Education for ethnic-racial relations in a pedagogy course: a case study on the implementation of Regulation CNE/CP 01/2004). The other two studies are masters dissertations: Silva (2013) – *Arcabouço jurídico normativo pedagógico da Lei Federal nº 10.639/2003 na Universidade Federal de Uberlândia: avanços e limites* (The legal, regulatory, and pedagogical framework of the

Federal Act 10,639/2003 in Universidade Federal de Uberlândia: advances and limits); and Santos (2007) – *População negra, relações inter-raciais e formação de educadoras: PENESB (1995-2007)* (Black population, inter-racial relations and the training of educators: PENESB (1995-2007)).

Topics related to identity in teacher training are the object of four studies which we analyzed in this article. Two of these are doctoral theses: Jesus (2007) – *De como tornar-se o que se é: narrativas implicadas sobre a questão étnico-racial, a formação docente e as políticas para equidade*; and Holanda (2009) – *Tornar-se negro: trajetórias de vida de professores universitários no Ceará*; the other two are masters dissertations: Silva (2007) – *A menina e o erê nas viagens ao ser negro/ser negra: uma pesquisa sociopoética com educadores em formação* (The girl and the erê in the journeys towards being black: a sociopoietic study with educators in training); e Santos (2010) – *Abrindo o livro das suas vidas: trajetórias de formação de quatro professoras negras autoras*.

The problematics of racism are approached in four masters dissertations analyzed in this paper: Santos (2003) – *Percepção das formandas e dos formandos do ano 2003 do curso de Pedagogia da UNIMEP, sobre questões referentes às relações raciais na prática docente* (Perceptions of UNIMEP 2003 pedagogy graduates about questions regarding racial relations in teaching practice); Souza (2000) – *A construção de uma proposta de educação para diversidade étnico-racial: um desafio na formação de professores* (Building a proposal of education for ethnic-racial diversity: a challenge in teacher training); Santos (2007) – *População negra, relações inter-raciais e formação de educadoras: PENESB (1995-2007)*; and Conceição (2010) – *Formação docente para a educação antirracista no município de Duque de Caxias* (The training of teachers for anti-racist education in the city of Duque de Caxias).

The state-of-the-art studies with a perspective consistent with that of this article (even

without an explicit mention to this approach) are two, namely, Régis' (2009) doctoral thesis – *Relações étnico-raciais e currículos escolares em teses e dissertações produzidas nos programas de pós-graduação stricto sensu em Educação – Brasil (1987-2006)* (Ethnic-racial relations and school curricula in theses and dissertations produced in Education Postgraduate Programs in Brazil (1987-2006)), and the study of Regina Pahim Pinto (1999) – *Diferenças étnico-raciais e formação do professor* (Ethnic-racial differences and teacher training). The former is more recent and did not result in a seriate scientific production indexed in the databases that we investigated (SCIELO); the later, from longer ago, reveals the relevance of, and demand for, these studies, as well as a need for publications that are more up-to-date and can bring new contribution.

Elementary education is the focus of two studies: Silva's (2011) doctoral thesis, *O estudo da história e cultura afro-brasileira no ensino fundamental: currículos, formação e prática docente* (The study of African and Afro-Brazilian history and culture in primary education: curriculum, teacher training and practice); and Souza's (2000) masters research – *A construção de uma proposta de educação para diversidade étnico-racial: um desafio na formação de professores* (Building a proposal of education for ethnic-racial diversity: a challenge in teacher training).

Child education is the subject of a masters dissertation by Saraiva (2009) – *Educação infantil na perspectiva das relações étnico-raciais: relato de duas experiências de formação continuada de professores no município de Santo André* (Child education in the perspective of ethnic-racial relations: an account of two experiences in teacher continuing education in the city of Santo André).

The training of teachers provided through Distance Learning (EAD) and with focus on the topics approached in this article are the main subject of two masters dissertations analyzed here: Pinheiro (2009) – *Aprendizagens de um grupo de futuros(as) professores(as) de química*

na elaboração de conteúdos pedagógicos digitais: em face dos caminhos abertos pela Lei Federal nº 10.639 de 2003 ('Learnings of a group of future chemistry teachers in designing digital pedagogical contents: in face of the paths opened by Act 10,693/2003'); and Bueno (2009) – *A formação continuada a distância: o perfil dos professores-cursistas do Centro de Formação Continuada para professores do Ensino Fundamental* (Distance continuing education: the profile of teachers enrolled at the Centro de Formação Continuada para Professores do Ensino Fundamental).

One of the most sensitive subtopics, i.e., Afro-Brazilian religions and/or religiosities, is approached in two studies which we analyzed in this article: Baptista's (2011) doctoral thesis – *Na escola com os orixás: o ensino das religiões afro-brasileiras na aplicação da Lei 10.639* (In school with the orixás: the teaching of Afro-Brazilian religions in application of the Act 10,639); and Oliveira's (2010) masters dissertation – *Dos limites ideológicos à aplicação da Lei 10639/03: representações sobre religiões afro-brasileiras na formação de professores* (From the ideological limits to the application of Act 10,639/03: representations about Afro-Brazilian religions in the training of teachers).

Other, non-emphasized subtopics are also recurrent, and although they may not be directly mentioned, that does not mean that they are considered less relevant, but rather that they are less frequent in the problematics of our investigations in the field of education.

Conclusions

The studies point to an invisibility of the subject in the years prior to the 2000's. The investigation on state-of-the-art studies about teacher training conducted in

the 1980's and 1990's does not show these topics clearly. It is not until the 1990's that the subject becomes visible to education and research institutions, especially those specializing in training teachers for elementary education and higher education; in the 2000's, it becomes a subject with an increasing demand and presence in the fields of research, education, and extension.

The training of teachers received emphasis and social relevance in the field of scientific research in education and related areas, and teacher continuing education is the subtopic that appears more frequently.

Another finding is the diversity of problems in investigations on the subject: teacher identity, types of knowledge, religiosity, pedagogical practices, curricula, and the legal framework. With regard to teachers and teacher training, problematics clearly emerge about teacher identity as something dynamic. Analytical categories can therefore be emphasized, such as: conceptions; knowledge types; representations; imaginary; trajectory; learning; changes and permanencies; and the impacts on education and educational systems.

Federal Act 10,639/2003 has become a political, legal and historical watershed. Continuing education, which had hitherto been considered a panacea to solve teaching and learning problems in elementary education in general, becomes essential for implementing the mandatoriness of the study of African and Afro-Brazilian History and Culture, in view of teachers' initial training, which is considered lacunal or even unsatisfactory.

Therefore, we consider it important not only to expand the investigation, but also to debate the biases, approaches, and contributions of research in this area.

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Received on: 07.17.2013

Approved on: 09.30.2013

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