

Education of Ethnic-Racial Relations, BNCC and the curricular proposals of the Northern Region: the profile of the elaborator agents

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Abstract

This article presents a reflection on research carried out with funding from the CNPq. It aims to examine the profile of the agents who draw up the state curriculum proposals, in the Northern Region, in terms of their initial and continuing formation, their professional areas of activity and their involvement with the theme of Education for Ethnic-Racial Relations (ERER, the acronym in Portuguese). The theoretical basis and specialized literature consider the conceptual notions of *field*, *representations*, and *Education for Ethnic-Racial Relations* in the discussions of Pierre Bourdieu (2004), Roger Chartier (1991), Petronilha Silva (2018) and Wilma Coelho (2018), respectively. Through the results obtained, we infer that the theme of ERER is not an organic and structured dimension in the initial formation paths of the agents who develop it in academic productions and in the curricular proposals they develop.

Keywords: Education for Ethnic-Racial Relations. National Common Curricular Base. Developer agents. Northern Region.

Educação das Relações Étnico-Raciais, BNCC e as propostas curriculares da Região Norte: o perfil dos/as agentes elaboradores/as

Resumo

Este artigo apresenta uma reflexão acerca de uma pesquisa realizada com financiamento do CNPq. Objetiva perscrutar o perfil dos/as agentes elaboradores/as das propostas curriculares estaduais, no âmbito da Região Norte, no que toca ao percurso da sua formação inicial e continuada, seus espaços de atuação profissional e às suas inserções no âmbito da temática da Educação das Relações Étnico-Raciais (ERER). A fundamentação teórica e a literatura especializada consideram as noções conceituais de *campo*, *representações* e *Educação das Relações Étnico-Raciais* nas discussões de Pierre Bourdieu (2004), Roger Chartier (1991), Petronilha Silva (2018) e Wilma Coelho (2018), respectivamente. Por meio dos resultados obtidos, inferimos que a temática da ERER não se constitui como uma dimensão orgânica e estruturada no tocante aos percursos de formação inicial dos/as agentes elaboradores/as nas produções acadêmicas e nas propostas curriculares que desenvolvem.

Palavras-chave: Educação para Relações Étnico-Raciais. Base Nacional Comum Curricular. Agentes elaboradores. Região norte.

Educación para las relaciones étnico-raciales, el Base Nacional Común Curricular y las propuestas curriculares de la Región Norte: el perfil de los agentes elaboradores

Resumen

Este artículo presenta una reflexión sobre una investigación realizada con financiación del CNPq. Tiene como objetivo escudriñar el perfil de los agentes que elaboran las propuestas curriculares estatales en la Región Norte, en términos de su formación inicial y continua, espacios profesionales e inserciones en el contexto del tema Educación para las Relaciones Étnico-Raciales (ERER, acrónimo en portugués). La fundamentación teórica y la literatura especializada consideran las nociones conceptuales de *campo*, *representaciones*

y *Educación de las Relaciones Étnico-Raciales* en las discusiones de Pierre Bourdieu (2004), Roger Chartier (1991), Petronilha Silva (2018) y Wilma Coelho (2018), respectivamente. A partir de los resultados obtenidos, inferimos que el tema de la ERER no se constituye como una dimensión orgánica y estructurada en lo que respecta a las formativas iniciales de los agentes elaboradores en las producciones académicas y en las propuestas curriculares que desarrollan.

Palabras clave: Educación para las Relaciones Étnico-Raciales. Base Curricular Común Nacional. Agentes elaboradores. Región norte.

Introduction

This article presents a reflection on a research carried out with funding from the National Council for Scientific and Technological Development (CNPq, in the Portuguese acronym). The objective is to scrutinize the profile of the agents that elaborate the state curricular proposals, within the scope of the Northern Region, regarding the course of initial and continuing education, the spaces of professional performance and the insertions within the scope of the theme of Education of Ethnic-Racial Relations (ERER, in the Portuguese acronym). Such state proposals were included as demands for elaboration from the promulgation of the document of the National Common Curricular Base (BNCC, in the Portuguese acronym), in 2018.

In principle, we made a theoretical investment to substantiate the reading of the data, considering the conceptual notions of *field*, *representation* and *ERER* in the discussions of Pierre Bourdieu (2004), Roger Chartier (1991), Petronilha Silva (2018) and Wilma Coelho (2018), respectively. Regarding the *field*, such formulations help us in academic dialogues about the agents participating in the preparation of curricular proposals. They also help us in the *representations* that mobilize these agents in the academic-professional *field*, through their interaction and the legitimacy of the processes that this debate demands.

For the systematic work with the data collected, we assumed the premises of Bardin (2016) as a methodological contribution through some techniques of Content Analysis. This exercise considered the survey, the

organization, the coding, and the categorization of the data from the curricular proposals,¹ as well as the survey of the Lattes Curricula² of the agents. The latter, used as documentary sources.

The reflection on the profiles of the developer agents is supported by the studies of Maria Bohn (2003), Diniz and Foltran (2004), Coelho, Brito, Soares and Silva (2022), who investigate profiles of authors whose base focuses on the specificities of the productions, quantities, partnerships, self-citations, gender and ethnic-racial theme. In this text, we reflect on the profiles of these agents, from their initial and continuing formation, the spaces of their professional performance and their interaction with the ERER theme.

The choice of the North Region is not random. According to data from the Brazilian Institute of Geography and Statistics (IBGE, 2020), this region has 4,504 indigenous locations, which represents 63.4% of the country's indigenous territory. The states with the greatest indigenous diversity are Amazonas, Roraima and Pará. Gonçalves and Coelho (2024) point to this region as having differences from other regions "[...] such as the ethnic-racial issue, a specific history and culture that result in an experience shared by the population of this community" (Gonçalves; Coelho, 2024, p. 239).

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The analytical exercise to examine the profile of the developer agents within the scope of initial and continuing formation, professional performance, and relationship with the ERER theme, within this region, constitutes the centrality of the discussions and analyzes presented below, revealing an overview that defines the educational *field* of the states of the Northern Region through the direct action of these agents in the elaboration of the proposals of these states. Structurally, the reflections contained in the article are organized into three sections: notes on the BNCC and the definition of the curricular proposals of the states of the Northern Region; information on the developer agents the curricular proposals of the states of the Northern Region; analysis of the academic-professional interactions of the developer agents on ERER: reflections and challenges after twenty years of Law No. 10.639 of January 9th, 2003; and final considerations.

Notes on the BNCC and the definition of the curricular proposals of the states of the Northern Region

The need for a common curricular base in Brazil has been a demand since the Federal Constitution of 1988, especially in its article 210, whose wording emphasizes “[...] common basic formation and respect for cultural and artistic, national and regional values” (Brasil, 1988, p. 124). In this understanding, the BNCC presents itself in the educational field as a document that structures all national education, including the northern state curriculum guidelines, the focus of this reflection. Generally, several researchers perceive the BNCC as a setback for national education due to the tendency to standardize education, especially by favoring large-scale evaluations in a model inspired by neoliberalism and neoconservatism, according to Macedo (2017), Hypolyto (2017), Melo; Marochi (2019) and Frangella (2020). Therefore, under the molds of the efficiency defended by the business logic, education has been moving away from the search for a more just and democratic society (Consaltér, 2023).

In this sense, the BNCC represented a retreat in advances that had been occurring since the promulgation of the Law of Guidelines and Bases of Brazilian Education (LDB, in the Portuguese acronym), especially in relation to ERER. With the LDB, the ethnic-racial theme began to gain prominence in educational legislation, although its inclusion in school education was not yet mandatory. Therefore, the indispensability of ethnic-racial themes in Brazilian education would come only with Law no. 10.639/2003 (Brasil, 2003), which amended article 26 of the LDB, defining the mandatory teaching of Afro-Brazilian History and Culture in public and private elementary and high schools. This Law was modified by Law no. 11.645/2008 (Brasil, 2008), which included the mandatory focus on indigenous history and culture in school curricula.

Law no. 10.639/2003 was the result of a broad struggle of social movements since the 1970s, as pointed out by authors such as Silva (2018) and Silva, Santos and Souza (2019). In the sense of Coelho (2023), social movements acted from the construction of a critical framework on the way in which the school approached our trajectory and situated the action of Afro-descendant and indigenous men and women. Such criticism found that the

history of Africa, Afro-Brazilian culture and the history of indigenous peoples were obliterated by the existing curriculum. Likewise, the author emphasizes that the criticism paid attention to school practices and culture, which, as a rule, contributed to the reproduction of a Eurocentered curriculum.

Even with the mobilization and resistance promoted by organized civil society, through the action of black and indigenous movements in the fight against different forms of discrimination, including those related to the conformation of memory, as highlighted by Coelho and Coelho (2013; 2018), after more than twenty years of Law no. 10.639/2003, despite the advances achieved, Coelho (2023) shows that the fight against *structural racism* (Almeida, 2019) represents a non-negotiable commitment to social justice and equality. This type of racism is not limited to manifestations of individual prejudice, but is deeply rooted in the structures and institutions of society, perpetuating inequalities based on race. It is a system that affects access to educational, economic, and social opportunities, as well as the quality of life of racially marginalized communities. Almeida (2019) points out that *structural racism* not only discriminates, but also shapes the distribution of power and resources in a systematic way.

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We emphasize that the inclusion of the ethnic-racial theme in Basic Education was an achievement obtained through decades of struggle against the State's omission in relation to the demand for diversity, but, above all, in the last six years. Thus, it is imperative to reflect on how the theme of ethnic-racial relations is addressed in the curricula because it is an important subject in the search for a more just education and society (Coelho, 2009; Pereira, 2008; Silva, 2018).

Regarding the dimension of diversity, Brazilian education has always been associated with the myth of racial democracy with the maxim that Brazilian society is the result of the union of three races: white, black, and indigenous.

[...] the three had different functions in the elaborated narrative, forming a hierarchical relationship, in which white represented the role of conducting agent of the historical process, constituting the matrix of nationality. Blacks and Indians played an accessory role, lending that identity its picturesque attributes (Coelho; Coelho, 2013, p. 71).

From the reflection, Brazilian education has a long history that subjects Brazilian society to a discourse marked by a Eurocentered perspective. Therefore, a historical memory, so deeply rooted that it still leaves its traces in the present, even with a legislation conformed by compensatory legal provisions. This historical memory seems to be updated with a superficial and punctual treatment of diversity in the BNCC. Thus, dealing with diversity is punctual, the difference is considered, but not discussed in depth. Thus, neither the critical reflection carried out nor the possibility of social transformation is considered (Silva, 2018).

On the other hand, we noticed that the curriculum guidelines of the Northern Region, restructured by the BNCC, also follow the same superficial logic in which the EREER is treated as an “[...] empty content, without criticism, as if it told a peaceful, neutral story” (Silva, 2018, p. 28). In this sense, when we verify the treatment dedicated to the theme in the curricula, we realize that EREER is punctually inserted and is not a structural pillar of the documents. Thus, the theme is isolated in some parts of these documents, such as in the items that address the modalities of teaching. Reflection on ethnic-racial diversity is more present in the curricula of Amapá, Rondônia, Roraima, and Tocantins in teaching modalities that encompass indigenous and quilombola education and, therefore, the discussion on ethnic-racial relations has become indispensable in these states. However, even at this juncture, the Roraima curriculum has gaps regarding quilombola school education in the teaching modalities of Basic Education.

Although EREER is present in the curricular proposals of the Northern Region, which reflects the relevance of Laws No. 10.639 of January 9th, 2003 and No. 11.645 of March 10th, 2008 to guarantee the inclusion of the ethnic-racial theme in the school curricula, the list of the disciplines still do not present the depth recommended by the legislation.

Thus, we realize that the Eurocentric logic present in the BNCC is also reflected in the northern curricular guidelines, which can be explained by the evident adherence of the developer agents to the BNCC’s agenda. Thus, we infer that it is an *ideology doubly determined*, on the one hand, by those who define the *rules of the field* (Bourdieu, 1989) and, on the other, by the agents who reiterate this ideology in the *field* of production. Therefore, the writers of

the curricular guidelines under analysis agreed to the referral from the BNCC in relation to ERER, corroborating the premise that this theme would be undersized in those documents.

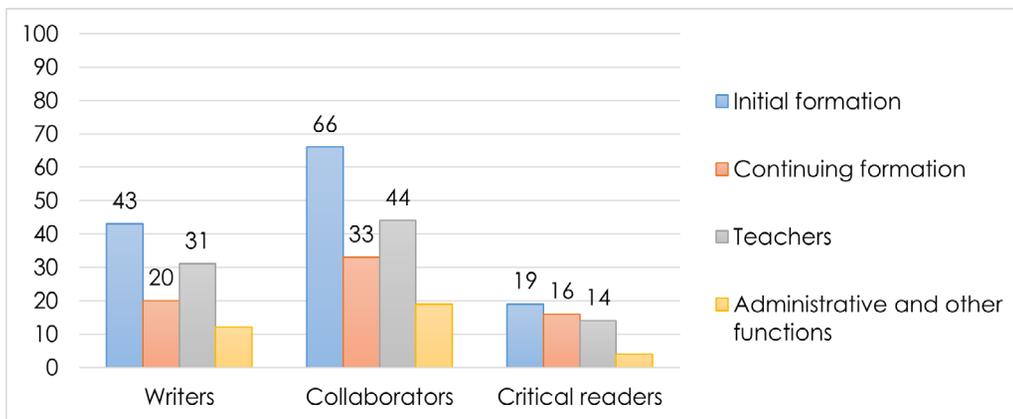
The developer agents who prepare the curricular proposals of the states of the Northern Region

The survey, the organization, and the reading of the curricular proposals of the states of the Northern Region constituted the first stages of the systematization and documentary analysis. The reading of the documents made it possible to advance in the identification of the agents participating in the preparation of the proposals and the main denominations that corresponded to their functions: writers, collaborators, and critical readers. We decided, therefore, to adopt such denominations as categories of organization of the agents in the study database and, later, to collect the professional information in their Lattes Curricula.

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Graph 1 reveals the profile related to the initial and continuing formation of the state of Acre with a total of 102 agents, all with initial formation focused on teaching. Regarding the writing, 43 agents participated, 20 with continuing formation, which includes specialization, master's degree, and doctorate. Among this number, 31 are teachers and 12 perform administrative and related functions. On the other hand, 66 agents collaborated with the construction of Acre's curriculum, of which 33 had continuing formation. Among these 66 employees, 44 work as teachers, 19 held administrative positions and 3 were not identified. Finally, 19 critical readers are presented, all with initial formation, of which 16 with continuing formation. In addition, 14 critical readers are teachers, while 5 occupy other functions.

Graph 1 – Developers from the state of Acre

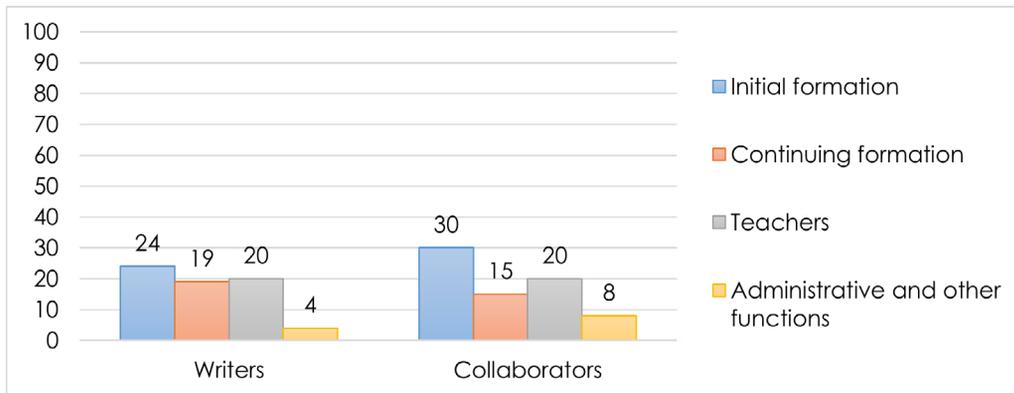


Source: Prepared by the authors from the information collected in the Lattes Platform (2022).

When we look at the data above, we highlight that most of the agents involved in the construction of these curricula are teachers. We also detected that agents with continuing formation in the first two categories do not reach half of the quantitative. The quality of education offered in Basic Education also involves continuing formation that considers the reality of these professionals, as well as the latent problems of the school dimension. Thus, Basic Education is no longer just what Catanante and Dias (2017) consider: just a reproduction of content, despite being a meeting space between practice and theory.

When we went to the agents involved in the elaboration of the Amapá curriculum, we found that there were 24 writers, all with initial formation focused on teaching, and 19 with continuing formation through graduate courses. In addition, of the total of 24 agents, 20 were teachers and 4 held administrative functions. In addition, there was the participation of 30 employees, all with initial formation focused on teaching, of which 15 with graduate degrees, pointing out the continuing formation of these agents. Of the total number, 20 work as teachers, 8 occupy administrative and related functions and 2 have no identified records. We emphasize that there was no participation of critical readers in the curriculum of Amapá.

Graph 2 – Developers from the state of Amapá



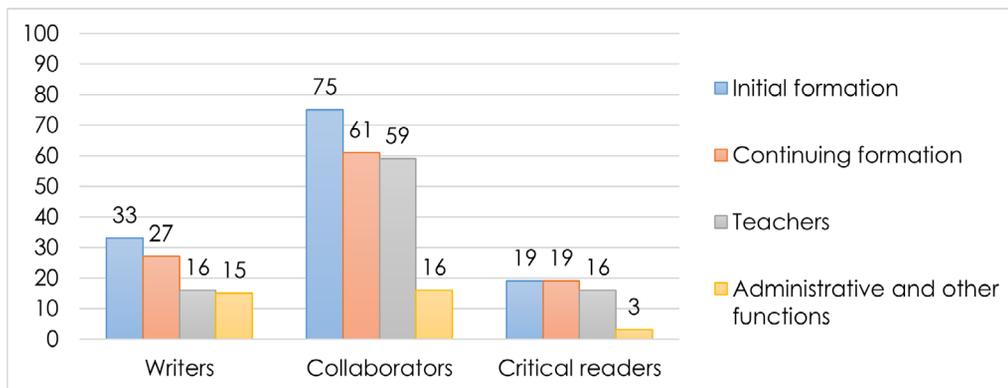
Source: Prepared by the authors from the information collected in the Lattes Platform (2022).

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In line with Acre's curriculum, here too most agents are teachers, which allows teacher collaboration to be well demarcated in the curriculum. However, it is important to reflect that, even with the greater participation of teachers in the elaboration of curricular proposals, their contribution seems to have been informed by the BNCC guidelines. We also highlight that most of the writers had continued formation, while only half of the employees registered graduate studies.

When we went to the agents involved in the elaboration of the Amazonas curriculum, we found the presence of 33 writers, who, in their entirety, have initial formation for graduate courses for teachers, in addition to the 27 who also add graduate courses to their formation. Among the 33 writers, 16 are teachers, 15 occupy administrative and related functions and 2 are unregistered. In the elaboration of the Amazonian curriculum, 75 collaborators were also involved, all with initial formation and 61 with continuing formation. In addition, among the total number of collaborators, 59 work as teachers, while 16 work in administrative and related functions. Finally, we have 19 critical readers, all with initial and continuing formation. In addition, among this totality, 16 are teachers and 3 occupy administrative and related functions.

Graph 3 – Developers from the state of Amazonas



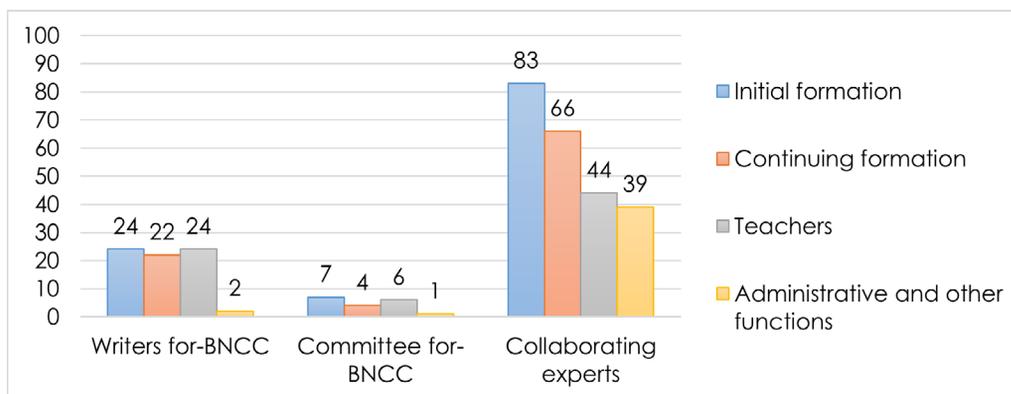
Source: Prepared by the authors from the information collected in the Lattes Platform (2022).

From the data presented above, we highlight that there is a relatively higher number of agents in the elaboration of the Amazonian curriculum, compared to the two previous curricula, especially in the category of collaborators. We also observed that, unlike previous curricula, the number of teachers in the category of writers represents almost half of the number, which may indicate that the teacher's perspective is the category that effectively writes the document, as verified in much of the staff of writers of the proposals from other states.

On the other hand, the number of teachers in the categories of collaborators and critical readers is higher, as in previous curricula. In addition, we note that the number of agents with continuing formation is proportionally higher in this proposal than in previous documents, which may indicate that the state of Amazonas prioritized a greater number of developer agents with continuing formation in the team.

Graph 4 identifies the data related to the curricular proposal of the state of Pará, which is configured by the following categories: for-BNCC writers, for-BNC committee, and collaborators specialists.

Graph 4 – Developers from the state of Pará



Source: Prepared by the authors from the information collected in the Lattes Platform (2022).

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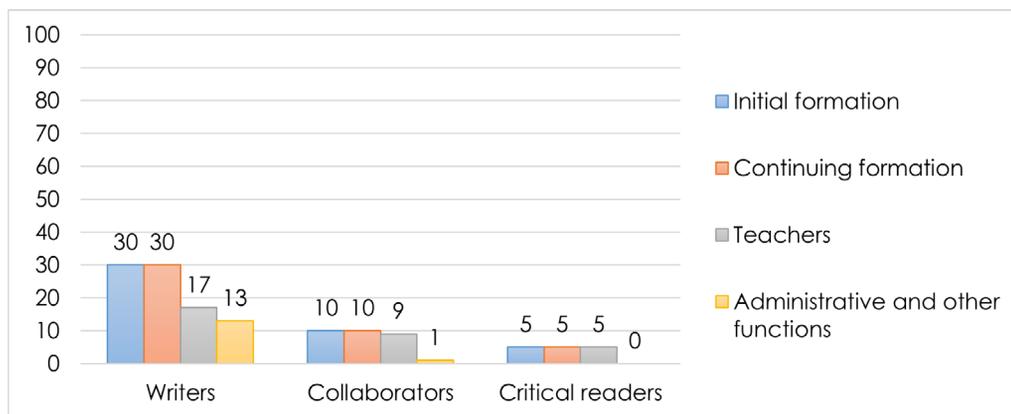
Through the data above, we found that 114 agents participated in the preparation of state of Pará's proposal. Most focus on the category with a greater number of teachers with initial and continuing formation, as well as those who perform administrative and other functions. Regarding the for-BNCC committee category, the document also highlights that its constitution is formed by BNCC state coordinators, proposal articulators, management analysts and stage coordinators (including Elementary School). The number of agents in this category are 7 teachers with initial teacher formation and 4 with continuing formation. Among these, 6 are in the exercise of teaching and 1 performs administrative and other functions, a category constituted by the smallest number of agents compared to the others. The reading of the document reveals that the function of the committee mobilizes the participation, the organization, and the monitoring of the work.

The numbers related to the for-BNCC writers present a balance of the initial and continuing formation of the agents, with the highest incidence of teaching performance and a smaller number of agents who develop technical functions.

Graph 5 shows the profile of the initial and continuing formation of the state of Rondônia, which registers the highest incidence of these two modalities of formation concentrated in the agents who participated in the elaboration of the document in the function of writers. On a sequential scale, we can infer

that the categories of collaborator agents and critical readers are presented with less participation, compared to other states.

Graph 5 – Developers from the state of Rondônia

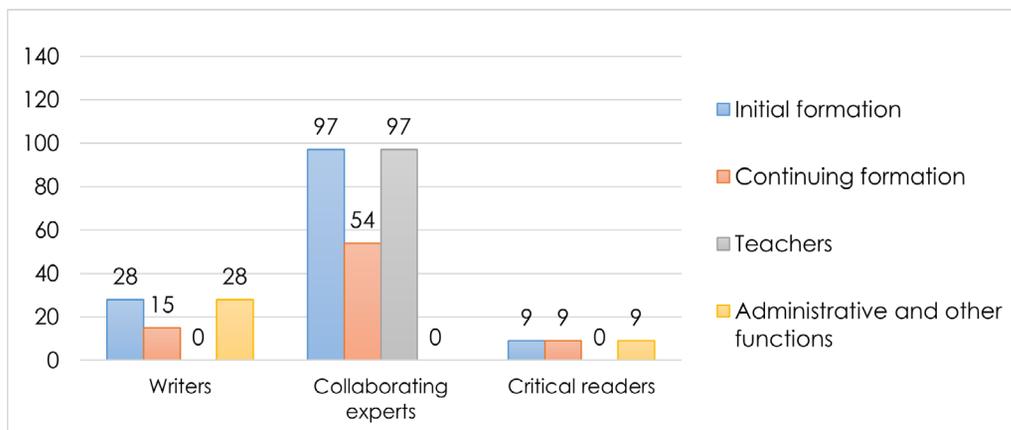


Source: Prepared by the authors from the information collected in the Lattes Platform (2022).

In considering these discrepancies in numbers, we realize that there is a balance between the initial and continuing formation of teachers present in the categories of writers, collaborators, and critical readers, although in a different quantitative. These data reveal an expressive number of agents with graduate degrees. The balance is revealed by the data in the category of writers - 30 agents with initial formation and 30, with continuing formation at different levels. The same happens with collaborators – 10 agents with initial formation and 10, with continuing formation. On the other hand, we assess that the agents participating in the proposal, who perform administrative and other functions, constitute the lowest number of incidences in the elaboration of the curriculum document of Rondônia in the categories of collaborators and critical readers, with 1 and 0 incidences, respectively.

The number of agents participating in the curricular proposal of the state of Roraima is presented in graph 6, as well as the distribution of the categories that supported the dynamics of the work.

Graph 6 – Developers from the state of Roraima



Source: Prepared by the authors from the information collected in the Lattes Platform (2022).

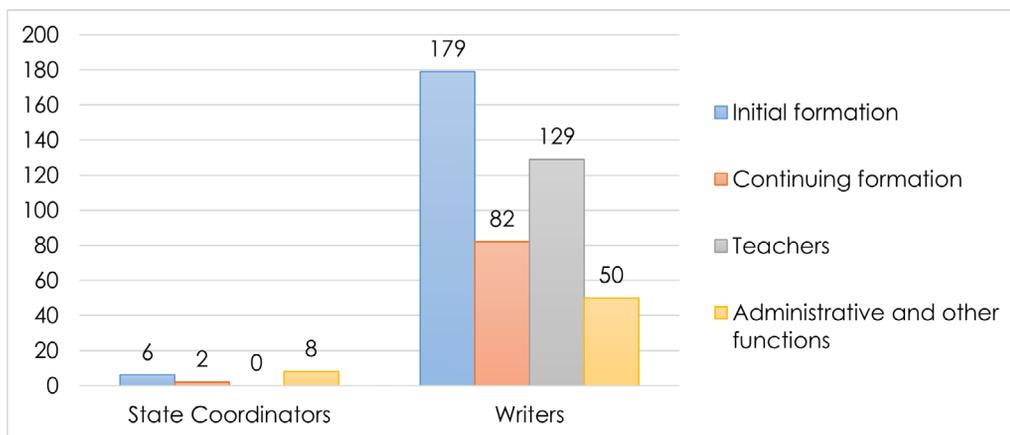
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We can observe that the category of collaborating specialists concentrates the largest quantity of the curricular proposal, with 97 developer agents, among which 54 with a graduate degree. The information contained in the Roraima document indicates that these agents represent the areas of knowledge and curricular components that are the objects of their formation and teaching activities. They are teachers who work in the state and municipal education networks of Roraima.

The writers and reviewer's category has 28 agents with teacher formation, among which 15, with continuing formation, however, exercising a technical function in the elaboration of the curricular proposal through the production and revision of the writing of the final document. Like the previous category, such agents work in the areas of knowledge and curricular components of their formation. We also note that the document reveals a separation between writers and reviewers. However, we decided to group them into a single category because we understand that there are similarities in the work they developed in the preparation of the proposal. Regarding the critical readers category, the document reveals that the agents represent their areas and components of formation, all directly related to teaching. In this category, 9 agents assume the technical function.

The reflections on the curriculum document of the state of Tocantins are presented in graph 7.

Graph 7 – Developers from the state of Tocantins



Source: Prepared by the authors from the information collected in the Lattes Platform (2022).

From the document, we can observe that the proposal was published through four documents, which correspond to the areas of knowledge of the BNCC (Natural Sciences and Mathematics, Human Sciences, Languages and Theoretical Assumptions). This dynamic directed the organization of the agents through two categories of work. The total number of agents corresponds to 187 occurrences. The first category of work corresponds to the state coordinators and groups, 8 professionals who developed technical activities in the elaboration of the curricular proposal of Tocantins, endowed with initial and continuing teacher formation.

The category of writers groups the largest number of agents responsible for preparing the curricular proposal with 179 professionals, all with initial formation, 82, with continuing formation and 50, who developed technical functions. 129 of these agents are in the exercise of teaching. We observed that this group represents the different areas of knowledge in the preparation and writing of the proposal for Elementary School.

As we observed through the analysis of the formation and function performed at the time of the construction of the curricular proposals, we can infer that the agents who act as teachers are in the majority in the direct participation in the documents, mainly in the curricula of Acre, Amapá, and Amazonas whose developers were predominantly teachers.

Teachers are present in all categories, from almost all states, except Tocantins (present among the writers) and Roraima (present among collaborator specialists). We realize, therefore, that the structuring participation of teachers demonstrates the concern of the states to include one of the most important agents for the formation of children, adolescents, and adults. In addition, we emphasize the primacy of initial formation among agents in graduate courses for teachers. This formation defined the grouping of such agents by curricular component to carry out the writing, collaboration, and critical reading of the documents.

Regarding those agents with continuing formation, although they are an expressive group, they were not, for the most part, present in the categories of writers and collaborators. On the other hand, they are almost entirely in the category of critical readers. This conformation may suggest that *scientific capital* was present in the provision of suggestions and criticisms to the documents, but not in their direct authorship.

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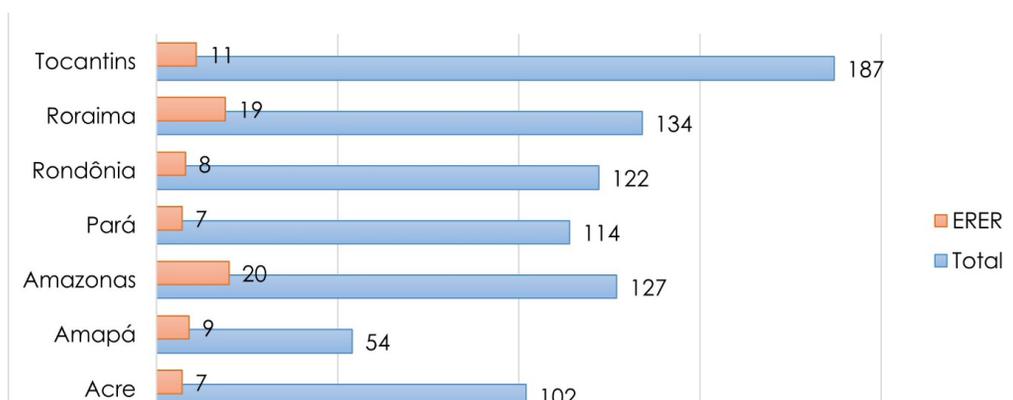
The developer agents and their academic-professional interactions on ERER: reflections and challenges after twenty years of Law no. 10.639/2003

In this section, we will highlight the academic-professional interactions about ERER with the path of the developer agents of the documents. For reflection, we considered the following criteria: any relationship that the participating agent has with the theme, including initial formation courses; graduate degrees; participation in events; articles published in scientific journals and others; guidance; or related activities. In this sense, the relevance of situating the interactions in relation to the developers with the theme, which must necessarily be present in these documents, is based on the promulgation of Laws no. 10.639/2003 and no. 11.645/2008. Twenty-one years after the enactment

of the first Law and seventeen of the second, we continue to face the challenges that its implementation imposes at the national level.

In graph 8, we detail the total number of developers of each curricular proposal and the number of agents that have some relationship/incidence with the EREER registered in their Lattes Curricula.

Graph 8 – List of states' developers in academic-professional interaction with EREER



Source: Prepared by the authors from the information collected in the Lattes Platform (2022).

When we look at the graph, we realize that the number of developers that have some connection with EREER is minimal in relation to the totality. In the state of Acre, among 102 agents, only 7 developers relate in some way to EREER, which corresponds to less than 7% of the total. In Amapá, 9 developers, out of a total of 54, are related to this theme, which represents less than 17% of the total. In the elaboration of the Amazonas document, among 127 developers, 20 approach the EREER theme, less than 16% of the total.

The state of Pará had the participation of 114 agents in the preparation of its proposal, however, only 7 developers present some academic-professional interaction focused on EREER, representing, therefore, 6.2% of the total. The number of developers in the state of Rondônia corresponds to 122 and, of these, 8 agents are related to the theme. The state of Roraima mobilized 134 developers in the construction of its proposal. Among these, 19 agents are in

a formative dialogue and have professional performance related to the theme, representing a percentage of 14.02%.

The state of Tocantins concentrates the largest number of developers in relation to the other northern curricular proposals. There are 187 professionals with expertise in different areas of knowledge, among which, 11, undertake efforts to interaction with the theme, commonly related to continuing education, which represents 5.9% of the total.

These numbers indicate that the elaboration of the northern curricular proposals had a small number of agents linked to the theme, which was also reflected in the text and guidelines focused on this dimension, which, as already mentioned, was addressed in the documents in a small and superficial space. We point out that the absence of proficient agents in the ethnic-racial theme contributes to the picture of failure in the effective incorporation of Education for Ethnic-Racial Relations in Brazilian curricula (Coelho; Regis; Silva, 2021).

We infer that, in the *field* of Education of Ethnic-Racial Relations (ERER, in the Portuguese acronym), the developers are social agents and, therefore, responsible for the materialization of the action within the *structuring* of the curricular proposals of the Northern states. We abstract that there is a dispute for hegemonic power constituted by *structuring structures* of the educational *field*, which is not disconnected from society. In addition, the scope of action and impact of agents in the educational field is shaped by the scientific capital accumulated and legitimized by their social space (Ferreira; Coelho, 2020). Correlating this *field* assertion with the formative path of the developer agents, we suggest that the movement undertaken by them is guided without a profound subversion of what governs the BNCC (2018) guiding document, especially regarding the under sizing of the legal precept related to ethnic-racial diversity.

The reflections made between the data presented in this section – especially those that present the dynamics of the trajectory of the agents – and the academic-professional interactions with ERER seem to suggest a gap in the *capital* repertoire on the subject. Thus, we consider that one way for the documents about the inclusion of ERER in the curricula of Basic Education contribute to meeting the demands of the black movement would be to ensure that the agents involved in its construction had a formation that privileged this sphere, as stated by Gomes (2003). At this point, it is essential to note that the

promotion of anti-racist education does not include, in a bureaucratic way, the ethnic-racial theme in the curricula, but promotes the subversion of the Eurocentric structure of these curricular structures (Coelho; Coelho, 2013).

Final considerations

This article aimed to examine the profile of the agents who elaborate the state curricular proposals of the Northern Region of the country, considering their initial and continuing formation, the spaces of professional performance and their academic-professional interactions related to the ERER theme. The data presented and reflected in the light of the theoretical contribution allowed us to build an overview that indicates that, more than twenty years after the enactment of Law no. 10.639/2003, the challenges are still imposed in its implementation at the national level. It seemed opportune and imperative to examine the profile of the agents who elaborate the northern curricular proposals, since such documents have been used throughout the national territory and the Northern Region does not differ from the other regions. Through the premise of Pierre Bourdieu (1989), we infer that such curricular proposals define an educational *field* that reveals a prescribed, therefore hegemonic culture, which remains distant from a reality that leads to the problematization of ERER as a possibility of overcoming existing gaps and in the elaboration of actions aimed at the pedagogical confrontation of racism and prejudice in curricula, an argument once announced in the specialized literature in Petronilha Silva (2018) and Wilma Coelho (2018).

Thus, we note that the number of the developer agents who elaborated the northern curricular proposals with continuing formation, although they have formation in teaching, is very small in relation to the totality of agents. This indicates that most of these professionals had only their initial formation, without updating their respective graduations, which a continuing formation could provide, and without the possibility of accessing a continuing education focused on the ERER theme. We also point out that the largest number of agents with continuing formation was in the category of critical readers, which may indicate that the *scientific capital* presented by agents who have

specialization, master's degree and doctorate was present in the critical production of curriculum documents, but not in their effective writing.

In addition, we situate the small number of agents who had formation related to EREER, which demonstrates the fragility of the *scientific capital* focused on the theme in the construction of these documents. This situation contributes to the fact that Basic Education continues, as emphasized by Coelho and Coelho (2013) and Coelho (2018), to be guided more by intention than in practice in terms of materialization of EREER and, therefore, causing the inclusion of the theme to be done in a bureaucratic way, without the effective subversion of the Eurocentric matrix that still guides Brazilian education.

We agree with Coelho's (2023) assertion that initial teacher formation plays a vital role in this subversion process, as it helps in the protagonism of the next generation of citizens. Therefore, it is imperative that universities assume the co-responsibility of offering formation (initial and continuous) that promotes the expansion of the debate on EREER and contributes to the construction of an egalitarian society, whose formation of new generations of teachers and technicians has as its horizon an education for equity.

20 From Ordinance No. 470, established by the Ministry of Education / Secretariat of Continuing Education, Youth and Adult Literacy, Diversity and Inclusion (SECADI, in the Portuguese acronym), on May 14th, 2024, which establishes the national equity policy, Education for Ethnic-Racial Relations and Quilombola School Education (PNEERQ, in the Portuguese acronym), the co-responsibility on which the author writes assumes concreteness so that this continuing education can reach teachers who did not have the opportunity to access these themes in a structuring way at the time of their initial formation. With this *capital*, we glimpse the change of this *teacher habitus*, regarding the EREER theme and Quilombola School Education (in the case of the aforementioned Ordinance) for all education networks, state and municipal, organized civil society and institutions of Higher Education and Basic Education.

Notes

1. The data were collected on the institutional websites of the state departments of education of the Northern Region, from September to November 2022, and their review process was carried out between February and March 2023.
2. We used the Lattes CNPq platform to survey the information from the Lattes Curricula of the developer agents who elaborate the curricular proposals of the states, between the months of March and May 2023, from the CNPq institutional website: www.lattes.cnpq.br.

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