Gender studies in the pedagogical projects of pedagogy courses at the Federal Institute of Parana

Gênero nos projetos pedagógicos do curso de pedagogia do Instituto Federal do Paraná

Recebimento dos originais: 15/09/2023
Aceitação para publicação: 17/10/2023

Amanda da Silva
PhD in Education, Post-Doctorate in Education in the Programa de Pós-Graduação em Educação at Universidade Federal do Paraná
Institution: Instituto Federal do Paraná
Address: Rua João Negrão, 1285 – Rebouças, Curitiba – PR
E-mail: amanda.dasilva@ifpr.edu.br

ABSTRACT
Considering the context of political dispute and the confrontation of LGBTI+ issues in the educational field, as well as the growing anti-LGBTI+ movement and its consequences in education, this article aims to analyze how gender studies are represented in the pedagogical projects of the Pedagogy degree courses at the Curitiba, Pitanga and Palmas campuses of the Instituto Federal do Paraná. Using a post-structuralist approach, a quantitative and qualitative analysis will be carried out of the appearance of gender studies in the pedagogical projects, as well as teacher training. The conclusion is that, despite the history of political disputes surrounding gender issues, the pedagogical projects show that the course components have covered this subject. There is a need for competitions that value research and the specificity of pedagogical training, as well as an incentive for continuing training.

Keywords: gender studies, pedagogical project, pedagogy.

RESUMO
Considerando o contexto de disputa política e o enfrentamento às temáticas LGBTI+ no campo educacional, bem como o crescente movimento anti-LGBTI+ e suas consequências na educação, este artigo pretende analisar como os estudos de gênero estão representados nos PPCs dos cursos de Licenciatura em Pedagogia dos campi Curitiba, Pitanga e Palmas do Instituto Federal do Paraná. Por meio de uma abordagem pós-estruturalista, será realizada uma análise quantitativa e qualitativa do aparecimento dos estudos de gênero no PPC, bem como da formação dos professores. Conclui-se, assim, que mesmo com o histórico de disputa política em torno da temática de gênero, os PPCs apontam que os componentes do curso têm abrangido esse assunto. Destaca-se uma necessidade de concursos que valorizem a pesquisa e a especificidade das formações pedagógicas, bem como um incentivo para formação continuada.
1 OUTLINING THE RESEARCH

The history of the federal professional education in Brazil goes back to 1909, when Decree No. 7.566 was promulgated by President Nilo Peçanha. In response to the economic and political challenges of the period, Nilo Peçanha established a network of nineteen Schools of Artificial Apprentices, which, with time, evolved into the Technical Schools and, later, gave rise to the CEFETs (Federal Centers for Technological Education). Thus, in the late 1930s, the Schools of Artificial Apprentices became the Industrial Schools, although, this change had limited impact on the initial objectives of these institutions. However, it was only in 1942 that the Federal Network gained greater structuring with the promulgation of the Organic Law of Industrial Education, establishing the bases for the creation of technical and industrial schools, with the purpose of offering vocational training in a level equivalent to secondary education (Otantro, 2010).

In 1959, the Industrial and Technical Schools became municipalities and adopted the denomination of Federal Technical Schools. Subsequently, in 1978, due to the growth and evolution of these institutions, three of them were transformed into the Federal Technological Education Centers (CEFETs) of Rio de Janeiro, Paraná and Minas Gerais, a landmark that was followed by other schools that also reached the category of CEFETs.

However, the most significant milestone in the recent history of the Federal System was the creation of the Federal Institutes of Education, Science and Technology in 2008, by means of Law 11.892/2008. This legislation unified the federal technical schools and the federal technological education centers into a single educational system, formalizing the creation of the Federal Institutes. Prior to the law's enactment, according to information provided by the Ministry of Education and the Secretariat for Vocational and Technological Education (SETEC), the federal education system consisted of thirty-six Federal Agro-Technical Schools (EAFs), thirty-three CEFETs, including its fifty-eight Decentralized Teaching Units (UNEDs), thirty-two Vocational Schools (EVs), one
Federal Technological University and one Federal Technical School. From December 29, 2008, when President Luiz Inácio Lula da Silva signed Law No. 11,892/08, the creation of thirty-eight Federal Institutes of Education, Science and Technology (IFETs) was established. This legislation inaugurated the Federal System of Professional, Scientific and Technological Education, which is part of the federal education system and is under the responsibility of the Ministry of Education and Culture (MEC) (Brazil, 2008).

In addition to the thirty-eight Federal Institutes, the Federal System consists of two Federal Centers of Technological Education (CEFET), the Federal Technological University of Paraná (UTFPR), twenty-two technical schools linked to the Federal Universities and the Pedro II School. It is worth highlighting that the Federal Institutes represented institutions with a differentiated structure, since they arose from the aggregation and transformation of pre-existing educational institutions. On the other hand, the other institutions of the new system, with the exception of the Technological University, choose not to integrate a Federal Institute and maintained their original administrative structures (Otantro, 2010).

In this way, the Federal Institutes (IFs) are part of the set of Federal Institutions of Higher Education (IFES), although they are distinguished by not being restricted exclusively to higher education. Its primary mission is the development of Professional and Technological Education (PET), covering a wide range of educational levels. This covers everything from integrated and concurrent vocational education courses to high school, to programs for integrating vocational education with basic education for young people and adults, as well as initial and technological training programs.

In addition, IFs also play a significant role in research and extension activities, offering courses of various levels, including higher technology courses, teaching’s degree, bachelor’s degree, and graduate programs at latu sensu and stricto sensu levels. Therefore, since 2009, these institutions have become centers for teacher training, even maintaining their characteristics as technological education institutions. This possibility to offer three levels of education make the IFs unique in their educational and institutional profile (Paniago, 2021).
It is important to highlight that, in the context of their educational offer, the IFs have the responsibility to provide, at the higher level, undergraduate courses and special programs of pedagogical training, aiming at the qualification of teachers for acting in basic education, mainly in the areas of Sciences and Mathematics, as well as in professional education, as established by Law 11.892/2008.

It is in this context of offering undergraduate courses in the Federal Institutes that this research is included. As stated by Guacira Lopes Louro (2007, p.p.213- 214),

The way we research and, therefore, the way we know and write is marked by our theoretical choices and by our political and affective choices. It is certainly affected by our personal history, by the subject positions we occupy, by the opportunities and encounters we have had and have. The way we know is therefore uncontrollable and volatile.

So, it is important to point out here that I’ve built my academic between gender studies and education. Currently, I am a professor of the Degree course in Pedagogy in the Federal Institute of Paraná of the Curitiba campus.

Costa (2002) already demonstrated that the way we look constitutes our research objects, therefore “the look invents the object and makes possible the questions about it” (Costa, 2002, p.152). Thus, looking at the reality of the course of Undergraduate Pedagogy at the Federal Institute of Paraná and at my own teaching practice, I realized the need to produce theoretical material that would develop analyzes in the theme of gender in the Federal Institutes.

Based on this context and on a post-structuralist reference, the aim of this research is to analyze how the themes of gender and sexuality are present in the pedagogical projects of the Pedagogy courses at the Federal Institute of Paraná. In this sense, the object of the research will consist of the Pedagogical Project of the Pedagogy Degree Course (PPC) of the Curitiba, Palmas and Pitanga campuses.

That being said, the central problem of research arises: what conditions have made it possible for gender studies to be addressed in the PPCs of the Pedagogy courses in the way that they are today?
From this question, the research was divided into three topics, in the first one the methodological path used in the analysis is addressed; in the second one I present the quantitative data related to the IFPR and the appearance of gender issues in the PPC; in the last point the data of the appearance of the concept of gender in the PPC in relation to the three major groups are analyzed: 1) Technical Note No. 24/2015 CGDH/ DPEDHUC/ SECADI/MEC; 2) the syllabus and bibliographies of the components; 2) the objectives.

1.1 THE METHODOLOGICAL PATH

In tracing the methodological path, I have tried to set aside an Enlightenment theoretical instrument that assumes synthesis and the overcoming of contradiction, in order to rely on post-structuralist theorizing, more specifically Michel Foucault and his contemporary scholars. It is in this sense that this research does not make recommendations, does not attempt possible solutions to problems and does not point to fixed and stable paths to be followed, but rather distrusts definitive certainties. And by assuming uncertainty, it works with the transitory, with the fluid, it operates in provisionality. In other words, it is in the perspective opened up by Foucault, [...] to place ourselves at the limit of our own present, at the edges of time, or at the threshold of actuality and to perceive what we are ceasing to be, the withdrawal from the scene of certain historical forms. In this quest to understand if and how we are transforming ourselves, it is a question of grasping the event, that which erupts in its singularity and uniqueness, establishing a rupture, a difference (Rago, 2008, p.11).

In this sense, history is understood here, not as a history of an object that begins at some detectable point and evolves, as if the objects were always the same and were hovering over history which, in turn, would remain in constant evolution. But rather, based on Michel Foucault, thinking about discontinuous and unstable historicities, escaping universal conceptions. More specifically, understanding history as a figure that originates from relations of power and knowledge where the subjects themselves are not merely operators, but are also the objects through which these relations interact and interfere. In other words, power relations are always present, they are intrinsic to the relations between subjects,
since the subjects themselves make themselves the objects of these relations between power and knowledge. Thus, knowledge and power are always together, there is no dislocation between what is of the order of power and what is of the order of knowledge. Both power and knowledge are producers of reality, they generate consequences, they produce effects on bodies and subjectivities. For this reason, truth here is also understood as provisional and dated. In other words, at a given historical moment there is a set of principles that allow certain things to be understood as true. Since something only becomes true through discursive effects that are produced by power relations (Foucault, 2001). In other words, the documentary analysis undertaken here is not interested in questioning the veracity of discourses with the aim of reconstructing the past and retracing a historical timeline, but rather focusing on the continuities and discontinuities of discourse, analyzing the effects it produces.

To this end, three of the most recent Pedagogical Projects of the Pedagogy Courses at the Curitiba, Palmas and Pitanga campuses were analyzed. The study involved three phases in the analysis process. The categorization of these phases was based on an inductive-deductive process that made it possible to organize the set of subjects. Deductive, because it is based on the literature review carried out on the gender perspective in the curriculum; and inductive, because it was formed during the analysis process itself.

The first step was to carry out a quantitative analysis of the curricular components dealing with gender and sexuality, taking into account the name of the component/discipline, its typology, contents, competencies, objectives and bibliography. We also analyzed the appearance and use of the following terms: gender, sexuality, sex, woman (res) and feminism.

In the second phase, a discourse analysis of the PPCs was carried out based on the appearance of the terms mentioned in the first phase. When analyzing discourse from a Foucauldian perspective, it is necessary to let discourse appear in its complexity, detaching ourselves from understandings that understand discourse as signs instilled with hidden and distorted meanings, where the researcher's job would be to reveal what was behind, to unmask the hidden.
This requires discourse to be understood as a set of statements, as a practice resulting from the articulation between the formation of knowledge and non-discursive practices. In other words, in a relationship between knowledge and power, where the utterance starts from this place that is instituted by power and, at the same time, institutes it.

In this way, what is pertinent from the perspective adopted in the analyses developed in this research is to treat the empirical material in its multiplicity of events. The PPCs will be seen as an object that emerges from within a set of discursive and non-discursive practices. Thus, during the analysis of the empirical material, it became clear that there was a need to investigate the training profile of the professors. Therefore, the third phase of this research consisted of a search on the Lattes platform for the professors’ CVs, investigating their training in gender and sexuality.

2 IFPR AND GENDER IN NUMBERS

Before we address the gender issue in the PPCs of the Pedagogy courses, it is important to point out that one of the distinguishing features of the Federal Institutes is that they offer all levels of education at the same institution. In other words, it is possible to offer basic education (secondary and technical level), undergraduate and postgraduate degrees (specialization, masters and doctorate) in the same place. It is in this sense that Law 11.892, of December 29, 2008, which establishes the Federal Network of Professional, Scientific and Technological Education, creates the Federal Institutes of Education, Science and Technology, and makes other provisions, stipulates that the objectives of the Federal Institutes are:

I - to provide technical vocational education at medium level, primarily in the form of integrated courses, for primary school graduates and for the public of youth and adult education;
II - provide initial and continuing training courses for workers, aiming at training, further training, specialization and updating of professionals, at all levels of education, in the areas of vocational and technological education;
III - to carry out applied research, stimulating the development of technical and technological solutions, extending their benefits to the community;
IV - develop extension activities in accordance with the principles and purposes of vocational and technological education, in conjunction with the world of work and social segments, and with an emphasis on the production, development and dissemination of scientific and technological knowledge;

V - stimulate and support educational processes that lead to the generation of work and income and the emancipation of the citizen in the perspective of local and regional socio-economic development; and

VI - to deliver at higher education level:
(a) higher technology courses for the training of professionals for the different sectors of the economy;
(b) undergraduate courses as well as special pedagogical training programs aimed at the training of teachers for basic education, particularly in the areas of science and mathematics, and for vocational education;
(c) Bachelor's and engineering courses, aimed at training professionals for the different sectors of the economy and areas of knowledge;
(d) broad sense postgraduate courses of improvement and specialization aimed at the training of specialists in the different areas of knowledge; and
(e) postgraduate stricto sensu courses for masters and doctorates, which contribute to promote the establishment of solid foundations in education, science and technology, with a view to the process of generation and technological innovation (Brazil, 2008).

After establishing the objectives, the law ensures that in developing its academic activities, the Federal Institute must guarantee a minimum of 50% of its vacancies for technicians and 20% for teacher training. However, as the data from the Nilo Peçanha Platform shows, in 2022 the Federal Institute of Paraná had 60.2% of its enrollment in technical courses and 13.1% in undergraduate courses. Although the rates do not yet meet the target of 20% of places on teacher training courses, it can be seen from the data on the Nilo Peçanha Platform that since 2018 the IFPR has been showing an increase in enrollment in undergraduate courses, peaking in 2021 with 13.5% of enrollments in teacher training. As regards the Degrees in Pedagogy at IFPR, it is noted that the course was recently created on the following campuses: Palmas, Pitanga and Curitiba.

The oldest course is from the advanced campus of Palmas, approved 22 April 2010 by resolution n18/2010. The course of the Curitiba and Pitanga campuses, were created on June 29, 2018 by resolutions 34 and 31, respectively. Regarding the PPC, the three campuses present a similar structuring of the document, starting with the presentation of the project, moving to aspects of pedagogical didactic organization; pedagogical principles and foundations;
curricular organization; teaching and technical staff; infrastructure and ending with economic planning and sustainability.

The document stresses that the training of students enrolled in the Pedagogy course follows the guidelines set out in the official documents. One of these documents is the CNE/CP Opinion No. 05/2005 defining the National Curriculum Guidelines for the Pedagogy course (Brazil, 2005) and the CNE/CP Opinion No. 3/2006. (Brazil, 2006). This has allowed the course to be configured in a new way, taking into account a curricular design in which training is aimed at the three main areas: teaching, management and research. The main purpose of these guidelines is to make the structure of the curriculum more flexible, in order to enable undergraduates to obtain training with a humanistic focus, without compromising their training in scientific, didactic and technological areas. The curriculum is designed with the intention of distributing the content needed to achieve the course's educational objectives. In other words, the PPC contains the main legal, political and conceptual guidelines that should guide the curricular components and the course as a whole, taking into account its theoretical and practical aspects, with a view to training teachers of Early Childhood Education, Primary Education and High School Teaching, and professionals to work in Educational Management in school and non-school spaces.

About the gender issues, the PPCs of the three campuses include components that address the subject in their curriculum. The table below shows the campuses, number, name, time load, and time period of which component.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Number of components</th>
<th>Name of component</th>
<th>Term</th>
<th>Work load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curitiba</td>
<td>3</td>
<td>- Corporeality; - Education and diversity; - Education and human rights</td>
<td>- 4º; - 8º; - 5º</td>
<td>- 40h - 40h - 40h</td>
</tr>
<tr>
<td>Pitanga</td>
<td>2</td>
<td>- Teaching and cultural diversity; - Human rights.</td>
<td>- 7º; - 8º</td>
<td>- 40h - 40h</td>
</tr>
<tr>
<td>Palmas</td>
<td>2</td>
<td>- Sociology of education II - Education and diversity; - Human rights.</td>
<td>- 2º; - 8º; - 8º</td>
<td>- 67h - 67h - 33h</td>
</tr>
</tbody>
</table>

In addition to the components, we conducted a search for the following words and expressions in the PPCs: gender, sexuality, sex, sexual orientation, woman(s), and feminism. The table below shows the terms by campus.

<table>
<thead>
<tr>
<th></th>
<th>Curitiba</th>
<th>Pitanga</th>
<th>Palmas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Sexuality</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sex</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Women</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Feminism</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>


The numbers that were not related to the theme were excluded from the research, for example, the word gender appears often linked to the concept of text, to differentiate textual genres in components of Portuguese language. These occurrences were not considered in the count.

Thus, because it understands that the PPCs are configured and are constructed from an associated field of statements (whether they are from the same speech or from other discourses), the following topic will use the quantitative data presented here to analyze what were the conditions that made it possible for the gender themes to appear in the curricular components of the Pedagogy courses and from what perspective these subjects have been addressed in the document that presents the guidelines for the training of future teachers.

3 GENDER AND SEXUALITY ISSUES IN THE PEDAGOGICAL PROJECTS AND TEACHER TRAINING

Historically, in the Brazilian context, the relation between gender, sexuality and the education system has always been marked by conflicts and challenges. In 2014, an increasingly conservative political scenario and the emergence of a religious and fundamentalist discourse was materialized in what became known in Brazil as "gender ideology." In this context, the National Education Plan (PNE) was approved without mentioning gender and sexual orientation issues.
Along these lines, the Education Plans of the state and municipal levels had until 2015 to adapt their plans and be in line with what was proposed in the PNE. This confrontation with the terms gender, diversity and sexual orientation didn't just happen at national level. Law No. 18.492, which approves the Paraná State Education Plan (PEE), was voted on in the Legislative Assembly on June 23, 2015 and omitted any reference to the word gender.

Following the same example, several councillors submitted substitute, amending and suppressive amendments - related to the theme of diversity - to the bill that create the Curitiba's Municipal Education Plan (PME) in order to limit discussions of gender and sexuality in the educational context.

Considering this historical context, we use the quantitative elements discussed in the previous topic to divide the appearance of the concepts in the campuses' PPCs into three groups. Thus, the concepts related to gender and sexuality appear in the PPCs related to the following themes: 1) Technical Note No. 24/2015 CGDH/ DPEDHUC/ SECADI/MEC; 2) the syllabuses and bibliographies of the components; 2) the objectives.

In the PPCs from Palmas and Pitanga, all three groups are present, while in the PPC for Curitiba, mentions of gender and sexuality were restricted to the components’ syllabuses and bibliographies.

Therefore, the PPCs of the Pedagogy degree courses in Palmas and Pitanga use Technical Note No. 24/2015 CGDH/ DPEDHUC/ SECADI/MEC to reinforce the importance of discussing and working on gender and sexual orientation issues in all educational institutions. In the PPC of the Pitanga Campus, the technical note is in the syllabus and bibliography of a component, which leads us to think, at first, that the concept of gender and sexual orientation are discussed based on the epistemological approach lead by the Technical Note. In the PPC for the Palmas Campus, the presentation is as follows:

Table 3: Technical note

<table>
<thead>
<tr>
<th>PPC – CAMPUS PALMAS – NOTA TÉCNICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to Technical Note No. 24/2015 CGDH/ DPEDHUC/ SECADI/MEC, the concept of gender &quot;concerns the social construction of practices, representations and identities that position subjects based on a relationship between masculinity and femininity&quot;, while the concept of sexual orientation refers to &quot;how each subject experiences their sexual and affective relationships&quot; (MEC, 2015, p. 01).</td>
</tr>
</tbody>
</table>
According to the same Technical Note:

The Ministry of Education reiterates the importance of the concepts of gender and sexual orientation for educational policies and for the pedagogical process itself [...] [because it refers to] scientifically produced knowledge, which cannot be excluded from the curriculum. [...] This theme is a central category in the process of building democratic educational institutions that recognize and value differences, confronting inequalities and violence and guaranteeing quality education for all (MEC, 2015, p. 05).

In this sense, the Didactic-Pedagogical Organization of Higher Education of the Federal Institute of Paraná, in its Article 22, highlights that the curricular organization of undergraduate courses must observe, among others:

| XI.  | Recognition of ethnic-racial, gender, sexual, generational, regional and cultural diversity; |
|      | XII. Respect for people's gender identity and guaranteeing the use of their social name; |
| XVI. | Valuing cross-cutting themes such as gender, race, violence, sexuality, poverty, work, inclusion, among other themes in the syllabus of the respective curricular components (IFPR, 2018). |

Source: the author based on PPC data (2023)

About the Didactic-Pedagogical Organization, it is clear that the understanding of gender and sexuality as a cross-cutting theme is still present. Furthermore, without diminishing the great importance and historical relevance of the Technical Note, the understanding of gender is limited to constructionism and, consequently, to a binary structure that guides discursive productions and practices by sexual dimorphism, which ends up limiting the very concept of gender. In this understanding, gender is built on the substrate of sex (Butler, 2013).

It is in this sense that Judith Butler, deeply influenced by Michel Foucault, thematized gender, understanding it as performative, as an effect of reiterative practices.

The author thus advocates a process of denaturalizing gender, by deconstructing gender as nature and questioning the idea that gender is purely a social construction. For her, the major problem with constructionism lay in the fact that only gender was discussed and sex as an ontological fiction was not deconstructed. In other words, sex was left untouched as the reference point from which the two possible genders were defined. For this reason, for Butler (2013), it is necessary to consider the productive processes of sex itself, and for this she
proposes that gender be understood as performative. The concept of performativity should be understood "(...) not as a singular or deliberate act, but instead as the reiterative and citational practice by which discourse produces the effects it names" (Butler, 2013, p. 154). This means that gender is made and remade through a performative reiteration of regulatory norms, which takes place through a linguistic operation whereby discourses produce the effects of what they name, aiming to produce heterosexual bodies. In other words, performativity is Butler's (2013) way of thinking about how the reality of "being a man" or "being a woman" is formed, or rather, how it is forged and produced. It is through this concept that the author shows how gender is constructed as this fiction of something given, and it is precisely because it is a fiction that gender needs to be reiterated at all times.

Thus, if the understanding of gender remains based on constructionism, the debate on its relation to education is limited to the problematization of social roles and stereotypes, losing the space for criticism of teacher training that the Pedagogy course can provide.

Thus, in terms of analyzing the syllabus of the components, it was possible to note that none of them has a semester workload of 80 hours, and some are part of the curricularization of extension. Out of a total of seven components (on all campuses), three of them (one on each campus) have gender as a central theme. Here, it is interesting to note that the bibliographical references of the components show a broader approach to the study of the concept of gender than that contained in the PPC. This can contribute to building the capacity to analyze and critically denounce the fields and power relations that produce the norm and the separations between normality and anormality. The bibliographies also show us that the concept of gender is worked on from the perspective of intersectionality, creating an analytical tool that takes into account other social markers such as class, race, ethnicity, generation, sexuality, etc. A complete analysis of the syllabuses made it possible to note that although Technical Note No. 24/2015 CGDH/ DPEDHUC/ SECADI/MEC is included as a bibliographic reference in a component of the PCC at the Pitanga campus, an understanding of gender as a social construction is not what permeates the component. So, in
order to gain a better understanding of the epistemological approach of each component, it would be necessary to have access to the teaching plans of each teacher. However, this is not the focus of this research.

Regarding the objectives related to gender and sexuality, the PPCs show that:

Table 4: Objectives

| Pitanga  | “Address social, ethical, aesthetic and ethnico-racial, gender, sexual, religious, generational and socio-cultural diversity issues as principles of equity.”
|          | "Graduates must be able to:
|          | X - demonstrate awareness of diversity, respecting differences of an environmental-ecological nature, ethnico-racial, gender, generational, social class, religion, special needs, sexual choices, among others;"
| Palmas   | Encourage the development and consolidation of attitudes that involve respect for ethnico-racial diversity of genders, generational groups, social classes, religions, people with special needs, different sexual orientations, among others; |

Source: the author based on PPC data (2023)

As said in the first topic, the relationship between gender, sexuality and education has always been a troubled field. We can see from the statements above that the PPCs replicate the tone present in the National Curriculum Parameters (PCNs). Despite the progress made at the time, with the publication of the PCNs, the curricula began to be based on a rhetoric of respect and tolerance.

Against this backdrop, the subjects of sexual diversity themselves, backed by social movements, began to claim their place at school, using as a strategy an increasing number of words about themselves, a kind of outing of our time, in which it is not enough just to reveal that they are gay; rather, they need to confess the truth about their sex and sexuality and offer the apparatuses of government input for establishing a certain identity conformation of body, sex and sexuality. With this, these subjects adjust to the normalizing educational projects that establish the principles of the moral-economic viability of bodies and how these bodies should occupy their places based on the identity categories conferred on them (Sierra, 2013, p. 79-80).
In this way, shifting this tolerant rhetoric does not mean agreeing with the historical modes of exclusion and violence, but, above all, proposing another way to look at the issue: moving away from understanding identity and difference as a natural, stable, fixed, immutable and ahistorical fact, to understanding them as socially and culturally inscribed in linguistic-discursive processes and signified in power relations (Silva, 2002).

Perhaps the rhetoric of tolerance is more easily understood than when we talk about respect. However, it is important to point out that the narratives of respect for difference occupy social and political fields without fundamental questions being asked about the production of otherness and dichotomies based on bodies, desires and sexual and social practices, since in this relation between those who respect and those who are respected there is a position of superiority for some who, in turn, respect subjects and experiences that are not recognized within normative standards.

It is necessary to emphasize that the construction of the PPCs is part of this context, and presents the field of discursive struggle. In other words, a PPC that addresses gender and sexuality issues should be understood as a practice of resistance capable of having an impact on the training of future teachers.

Therefore, if we think of an associated field of discourses and subjects of enunciation, it is necessary that the training of teachers on Pedagogy courses be highlighted, since the teachers draw up the PPCs and are responsible for the components that address gender and sexuality on the course. It should be noted that if we consider the IFs in general and not just in the context of the IFPR, pedagogy appears among the five most offered degrees, being preceded only by degrees in Mathematics, Chemistry, Biological Sciences and Physics. It is worth pointing out that the law establishes the offer of degrees mainly in the areas of science and mathematics.

This shows that in order to be ranked fifth, pedagogy and, consequently, its collegiate body, are in constant institutional dialog, establishing their position as an area that is extremely necessary for critical training. Of the professors who make up the Pedagogy degree program at the Curitiba campus, 24.2% have a doctorate in education, 10.3% do not have a doctorate and 65.5% have a
doctorate in other areas. At the Pitanga campus, the percentage of teachers who have a doctorate in education, who don't have a doctorate or who have completed a doctorate in another area is the same: 33.33%. On the other hand, in the Pedagogy department at the Palmas campus, 30% have a doctorate in education and 70% do not have a doctorate in any area of knowledge.

In this context, as the IFs are multi-campus institutions, the law provides for professors to teach in more than one course, promoting integration and verticalization from basic and technical education to higher education (Brasil, 2008). Professors are recruited through a public examination in which an undergraduate degree is the minimum requirement, unlike universities which require a postgraduate degree and specific areas corresponding to the vacancy. This form of entry explains the high percentage of professors without a doctorate who teach in higher education. Another problem with entry exams involving undergraduates is that the notices of competition are not specific to higher education, do not limit the curriculum score to the last five years of work and do not consider scientific publications or other academic activities in the classification stage. In other words, after the theoretical and didactic tests, the classification stage takes into account, in addition to qualifications, only classroom experience from all the years of professional practice. We can conclude that the area of research is less valued than teaching when it comes to entering the career. In this sense, a teacher who has taught for many years in basic education would have a better CV than many young teachers involved in top-quality research. The nomenclature of the position occupied by the teacher who is sworn in also does not cover higher education, since it is designated by the term Professor of Basic, Technical and Technological Education (EBTT), disregarding degrees and their specificities. In view of these issues, several professionals who work on Pedagogy courses have not studied this degree. The data presented above highlights the need for greater investment in training for professional teaching practice, prioritizing training that meets the demands of educational practices. This includes the need for continuing training.

There is no postgraduate program (PPGs) in Brazil that offers the degree in gender and sexuality studies. This area of study is included in the research
lines of PPGs in other major areas, such as education, technology, social sciences, anthropology, etc. Therefore, when analyzing the CVs of the pedagogy course professors at the IFPR campuses, it was necessary to analyze publications, participation in extension events and research projects that address this issue.

Thus, on the Pitanga campus, two teachers are researchers on these topics; on the Curitiba campus there are four teachers and on the Palmas campus, two. Considering the specific nature of their training and the general nature of the test to enter the teaching profession, the campuses have a substantial number of professors who are gender and sexuality researchers.

In other words, although the composition of the teaching staff shows an emphasis on research in the area of gender studies, the low number of hours dedicated to this subject in the course curriculum limits teaching practice and the possibility of a more critical education.

4 CONCLUSION

After the methodological path taken by the research, it wouldn't make sense to propose a kind of conclusion to this work that always aims to discover a truth, confirm the hypotheses launched, propose a path to be followed, or even a great answer to all the questions. On the other hand, I propose that the conclusion of this research be understood as just one part of a process of many questions.

We can highlight here that throughout the analysis it was possible to note that, despite the context of the removal of the terms gender and sexuality from the Education Plans, the PPCs were based on the technical note to include this theme in the curriculum of the Pedagogy course, which, at first, could indicate that gender would be understood as a social construct, an expression of a biological sex. However, during the analysis of the syllabuses and bibliographies of the components, it was found that gender is approached from intersectional perspectives, which allow criticism and problematization of cisheteronormativity itself. With regard to teacher training, it was possible to see that there is a need for continuing training and ways of entering the career through more specific calls for proposals that value research. In this sense, the low number of hours spent
on gender and sexuality in Pedagogy degree courses was also called into question.

Finally, it is extremely important to note that in this context of low workload for topics related to the LGBTI+ population, professors have been working on this issue in interdisciplinary projects and have developed extension projects with the aim of discussing sexuality and gender issues with staff and students, with the aim of building a welcoming, democratic, inclusive environment that is allied to the defense of human rights. An example of these projects is "Outside the Box - sexuality education" on the Curitiba campus. Also, noteworthy here are the campuses' study centers, such as the Center for Interdisciplinary Studies on Gender, Diversity and Inclusion - NeGeDI/IFPR, and the various actions carried out on all IFPR campuses aimed at the comprehensive training of students and staff, promoting events, debates, lectures and conversation on the subject.
REFERENCES


