

INCLUSÃO, INTERCULTURALIDADE E INOVAÇÃO PEDAGÓGICA NOS CURSOS DE LICENCIATURA DO INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA CATARINENSE

INCLUSIÓN, INTERCULTURALIDAD E INNOVACIÓN PEDAGÓGICA EN LOS CURSOS DE LICENCIATURA DEL INSTITUTO FEDERAL DE EDUCACIÓN CIÊNCIA E TECNOLOGIA CATARINENSE

INCLUSION, INTERCULTURALITY AND PEDAGOGICAL INNOVATION AT CATARINENSE FEDERAL INSTITUTE OF EDUCATION, SCIENCE AND TECHNOLOGY'S GRADUATION COURSES

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RESUMO: Este texto apresenta os resultados de uma pesquisa realizada no Instituto Federal de Educação, Ciência e Tecnologia Catarinense que investigou em que medida a inovação pedagógica, a interculturalidade e a inclusão estão presentes nos projetos pedagógicos dos Cursos de Licenciatura da referida instituição. Metodologicamente, este estudo se caracteriza como de abordagem qualitativa, contemplando análise documental e pesquisa bibliográfica. Entre os resultados do estudo estão o aprofundamento da discussão acerca dos conceitos de inclusão, interculturalidade e inovação pedagógica, a apresentação de um mapeamento das disciplinas que contemplam os conceitos mencionados, bem como uma síntese dos objetivos e perfis de egressos dos licenciandos.

PALAVRAS-CHAVE: Licenciatura. Inclusão. Interculturalidade. Inovação Pedagógica.

RESUMEN: Este texto presenta los resultados de una investigación realizada en el Instituto Federal de Educação, Ciência e Tecnologia Catarinense que investigó en qué medida la innovación pedagógica, la interculturalidad y la inclusión están presentes en los proyectos pedagógicos de los Cursos de Licenciatura de esta institución. Metodológicamente se caracteriza de abordaje cualitativo contemplando análisis documental e investigación bibliográfica. Entre los resultados están la profundización de la discusión sobre los conceptos de inclusión, interculturalidad e innovación pedagógica, la presentación de una cartografía de las disciplinas que contemplan los conceptos mencionados, así como una síntesis de los objetivos y los perfiles de egresados de los licenciandos.

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PALABRAS CLAVE: *Licenciatura. Inclusión. Interculturalidad. Innovación Pedagógica.*

ABSTRACT: *This text brings forward the results of a research carried out at Federal Institute of Education, Science and Technology of Santa Catarina, which investigated the extent to which pedagogical innovation, interculturality and inclusion are present in the pedagogical projects of the Graduation Courses of this institution. Methodologically the following study is characterized as a qualitative approach contemplating documentary analysis and bibliographic research. Among the results of the study are the deepening of the discussion about the concepts of inclusion, interculturality and pedagogical innovation, the presentation of a mapping of the disciplines that contemplate the mentioned concepts, as well as a synthesis of the objectives and the alumni graduation's profiles.*

KEYWORDS: *Graduation. Inclusion. Interculturality. Pedagogical innovation.*

Introduction

The study that resulted in this article aimed to investigate the extent to which pedagogical innovation, interculturality and inclusion are present in the pedagogical projects of the Degree Courses of the Federal Institute of Education, Science and Technology of Santa Catarina (IFC, Portuguese initials) and how such themes contribute to full training of undergraduates. The study stems from the concern to develop inclusive, intercultural and pedagogically innovative processes in teacher training at IFC.

Even though completing just one decade of creation on December 29, 2008, through Law no. 11,892 of December 29, the challenges posed to the Federal Institutes are robust. Linked to the Secretariat of Technological Education (Setec, Portuguese initials) of the Ministry of Education (MEC), they are challenged to answer for training demands that promote both socially sustainable regional development and the integral and emancipatory formation of citizens. This commitment has a vertical dimension in the formation of subjects, that is, it covers everything from professional qualification through short courses, and all forms of articulation between vocational education and secondary education (integrated, concomitant and subsequent), until undergraduate (technologists, bachelors and undergraduate) and postgraduate (*lato* and *stricto sensu*) courses.

Regarding teacher education, the Institutional Development Plan of the Federal Institute of Santa Catarina - Blumenau (IFC, 2014) and the IFC Goals Agreement (BRASIL, 2008), aligned with the objectives of the Federal Institutes of Education, have carried out actions which aim to reach the target of having at least 20% of their vacancies for initial

education (undergraduate) and continuing education (special educational programs: extension activities, courses and postgraduate programs *lato* and *stricto sensu*).

As for initial teacher education, IFC offers teaching undergraduate degrees in Physics, Mathematics, Chemistry, Pedagogy, Field Pedagogy and Agricultural Sciences. In view of the commitment made by the institution regarding the offer of teaching undergraduate courses whose conception is linked and committed to the referenced social quality of educational processes, the institution undertook a broad process of rediscussing the pedagogical projects of the courses.

One of the most important definitions of the collective of teachers and course managers and the rectory was to have advanced in establishing a common core for teacher education courses, which, as can be seen from the discussion of the research data, the presence of debates involving inclusion, interculturality and pedagogical innovation.

Regarding the conception of inclusion assumed in this paper, it should be clarified that it goes beyond the idea of inserting in the academic context policies, cultures and practices aimed exclusively at people with disabilities, as we have observed especially in the speeches of teachers and managers of educational institutions in general. It is about thinking policies, culture and practices in order to make them materialize in the institutional documents and daily actions, so as not to allow any discrimination regarding gender, ethnicity, religion, social class, physical and psychological conditions of the subjects involved in the educational process, among others.

In spite of intercultural discussions, it is necessary to say that both the concept and intercultural practices are unknown. It is not common, within the institutions, to approach this theme from this concept. Although it may be present in the practices, it is not observed, at the theoretical level, the presence of the term in the guiding documents of the institutions, nor in the vocabularies of the professionals who work in it.

Finally, with regard to the concept of pedagogical innovation, in studies and established dialogues, we observe that the first inference that is made when this term is mentioned is related to the use of technologies in teaching and learning processes. However, here, pedagogical innovation is taken as the set of actions that can converge so that those involved in the educational process will have better conditions for the construction of historically accumulated knowledge, so that intercultural and inclusive perspectives can be incorporated, becoming policies, cultures and practices assumed/experienced by the subjects involved in the educational process. By this it is meant that innovating pedagogically

necessarily implies building conditions, practices and knowledge that have as horizon the full development of human beings.

Having established these initial considerations, this study is methodologically located as a qualitative approach, including bibliographic and documentary research. Regarding the literature review, the theoretical productions that converged with the conceptions of the Observatory of Inclusion, Interculturality and Pedagogical Innovation Observatory (OIIIPe, Portuguese initials) were prioritized, particularly the publications of the researchers of that observatory. The documentary research was carried out by analyzing the Political-Pedagogical Projects of the following Bachelor Courses of the Federal Institute of Santa Catarina: Physics (Rio do Sul and Concórdia), Mathematics (Rio do Sul, Concórdia, Camboriú and Sombrio); Chemistry (Araquari and Brusque); Pedagogy (Camboriú, Blumenau, Vine, Rio do Sul) Pedagogy of the Field (Abelardo Luz); and Agricultural Sciences (Araquari).

With regard to the organization of this article, a reflection is initially made on the themes of inclusion, interculturality and pedagogical innovation to later present and discuss the data on how these themes are present in the curriculum components of the matrices, in the objectives and profiles of egress from IFC degree courses.

Inclusion, interculturality and pedagogical innovation: reflections from OIIIPe's theoretical productions

In times of heightening sociocultural, educational, economic, political and ideological inequalities, instituting and implementing teaching, research and extension actions based on the perspective of the referenced social quality has been considered an act of resistance, in the sense of guaranteeing access to basic social rights, the very experience of democracy and the exercise of full citizenship, worldwide and particularly in Brazil. What has been observed through studies is that, in recent decades, the themes inclusion, interculturality and pedagogical innovation have been the object of research by research groups in national and international universities, “[...] glimpsing changes of paradigms that contribute to the development of educational environments and meet human needs in collective contexts” (DAMÁZIO; SANTOS, 2018, p. 1227).

From the above, it is possible to observe that the concepts of inclusion, interculturality and pedagogical innovation, understood in their complexity and depth, are potentially capable

of producing changes in educational environments, from the perspective of the integral formation of students.

Fully educating students in this perspective implies developing educational and formative processes that enable them to develop in all dimensions of life (intellectual, physical, emotional, social and cultural aspects). To achieve this dimension of training, the development of pedagogical practices and curricula that clearly express this intention is indispensable.

Regarding inclusion, the theoretical production of the researchers from OIIIIPe shows an alignment of the comprehension about inclusion that consists in the development of actions that are concerned with the minimization of any kind of exclusion and also with the potentialization of people's participation, that is, it necessarily involves the exercise of full citizenship of all subjects (ALMEIDA *et al.*, 2018, p. 150).

In this sense, it can be said that the concept of inclusion present in the reflections of researchers from OIIIIPe goes beyond the common sense of the majority of the population, which restricts it to the development of policies, cultures and practices aimed exclusively at people with disabilities. Inclusion therefore reaches all actions that favor equity in the attainment of basic social rights, such as health, education, housing, food, security, among others.

With regard to education, inclusion is understood as “[...] a process of school democratization with the aim of reducing exclusions, bringing people together and recognizing the existence of differences. Inclusion is therefore based on access, permanence and participation of the individual” (ALMEIDA *et al.*, 2018, p. 150).

E Although we understand inclusion in a broader sense, it is understood that:

[...] inclusive processes constitute intercultural processes for the creation of more equitable and egalitarian societies. But under the economic imperatives of the neoliberal model of capitalist accumulation, interculturality is treated as a strategy for controlling ethnic conflict by including historically excluded groups in order to maintain social stability (SILVA; FERNANDES; FLEURI, 2018, p. 1278).⁴

Bearing in mind this understanding, it is understood that educational institutions, whether basic education or higher education, have a fundamental role in building intercultural, inclusive and pedagogically innovative policies and practices, in order to

⁴ [...] os processos inclusivos se constituem como processos interculturais, para a criação de sociedades mais equitativas e igualitárias. Mas, sob os imperativos econômicos do modelo neoliberal de acumulação capitalista, a interculturalidade é tratada como estratégia de controle do conflito étnico, pela inclusão de grupos historicamente excluídos, de modo a manter a estabilidade social. (SILVA; FERNANDES; FLEURI, 2018, p. 1278).

contribute to the construction of more equitable and egalitarian societies. With regard to IFC, it is clear that, assuming as its institutional mission “To provide professional education, acting in Teaching, Research and Extension, committed to citizen education, social inclusion, innovation and regional development” (IFC, 2014, p. 13), the institution also undertakes to build pedagogical projects and develop pedagogical practices that move towards the integral formation of the subjects and a fairer society.

According to Damázio (2018, p. 132), “Making the space of the school and that of the Brazilian university inclusive goes through paradigm shifts and requires new 'ways' of doing, that is, changing the conception of structure/functioning and the praxis pedagogical”. Such changes may occur most successfully when the institutions and their professionals commit themselves to developing actions that commit to inclusive and intercultural education. According to Fleuri (2009, p. 33),

[...] inclusive education seeks to come from multiple contexts (cultural, subjective, social, environmental), to promote different paths with people and groups simultaneously to produce multiple and complex socio-educational impacts [*sic passim*]. This seems to us, precisely, the intercultural challenge that arises in inclusive education practices: to articulate the diversity of subjects, contexts, languages, actions, cultural productions, so that the potentialization of their differences favors the construction of processes singular and critical and creative socio-educational contexts.⁵

From what was exposed by Fleuri (2009), there is a very close relationship between inclusion and interculturality, since both require to consider the diversity and differences between the subjects.

Regarding the concept of interculturality, the theoretical production of researchers belonging to OIIIIPe reveals that the origin of their studies relates us to the European scenario, in which:

[...] it was initially seen as a solution for the inclusion of immigrants in emergency education. Progressively advanced for the appreciation of differences, the formation of identity and the legitimation of the culture of origin of each individual, this perspective provides not only the strengthening of identity, but also recognizes the importance of considering

⁵ [...] a educação inclusiva busca partir de múltiplos contextos (culturais, subjetivos, sociais, ambientais), promover com as pessoas e grupos, simultânea e articuladamente, diferentes percursos, de modo a produzir múltiplos e complexos impactos sócio-educacionais [*sic passim*]. Este nos parece, justamente, o desafio intercultural que se coloca nas práticas de educação inclusiva: articular a diversidade de sujeitos, de contextos, de linguagens, de ações, de produções culturais, de modo que a potencialização de suas diferenças favoreça a construção de processos singulares e contextos sócio-educacionais críticos e criativos.

the context in which the student is inserted (CAPELLINI; MACENA, 2018, p. 165).⁶

Bearing in mind the above, it is understood that many challenges are posed on the horizon to overcome prejudice and discrimination. It is worth mentioning, however, that “[...] it is no coincidence that conceptions and habits so deeply rooted in tradition are questioned at this time in our history. Changes in thinking and interacting result from deep and radical social and cultural changes” (FLEURI, 2009, p. 25-26).

It is known that the change in ways of thinking and interacting is instituted from the relationships we establish with and between the subjects. In Brazil, due to the fact that there is a very wide cultural diversity and also due to the social organization divided into classes, the demands of different socio-cultural groups, social movements and historically marginalized populations potentiate the challenges to be faced. However, it is important to mention that “[...] popular education processes, developed mainly from popular movements, have contributed significantly to the recognition and appreciation of the cultures of different social groups, identified as subordinate and excluded” (FLEURI, 2009, p. 29). Still regarding the intercultural challenges posed to educational institutions:

[...] it is necessary to take a closer look at the question of interculturality, because with the constant migratory flows the university needs to be prepared to receive people from different cultures to perform intercultural praxis. This is because the resistance to differences in higher education is a problem that many believe does not exist, or close their eyes to its existence, but is present in all social arenas (ALMEIDA *et al.*, 2018, p. 154).⁷

Such challenges arise not only for Brazilian educational institutions but also worldwide, aiming at an intercultural and inclusive education. According to Espejo (2018, p. 92), researcher at the Catholic University of Maule/Spain,

La inclusión de estudiantes objeto de discriminación o exclusión social de los sistemas educativos formales, motivados por su pertenencia a pueblos originarios, minorías étnicas, migrantes, disidentes sexuales o de género, entre muchos otros aspectos, no sólo ha sido descuidada sino que muy recientemente se ha tomado conciencia acerca de sus requerimientos y,

⁶ [...] inicialmente foi vista como solução para a inclusão de imigrantes na educação em caráter emergencial. Progressivamente avançada para a valorização das diferenças, a formação da identidade e a legitimação da cultura de origem de cada indivíduo, essa perspectiva proporciona não somente o fortalecimento da identidade, como também reconhece importância em considerar o contexto no qual o aluno encontra-se inserido. (CAPELLINI; MACENA, 2018, p. 165).

⁷ [...] faz-se necessário um olhar mais atento à questão da interculturalidade, pois com os constantes fluxos migratórios a universidade precisa se preparar para receber pessoas de culturas diversas para realizar a *práxis* intercultural. Isso porque a resistência às diferenças, no âmbito do ensino superior, é uma problemática que muitos acreditam não existir, ou fecham os olhos à sua existência, mas que está presente em todas as arenas sociais. (ALMEIDA *et al.*, 2018, p. 154).

consecuentemente, de la necesidad de contar con una normativa legal que atienda a sus especificidades; así como de la preparación que requieren los profesionales de la educación que diariamente conviven con ellos en la sala de clases.

The understanding adopted in this paper, converging with Espejo's statement (2018), is that besides building inclusive and intercultural policies, cultures and practices, it is essential to develop pedagogically innovative practices. According to Vasconcellos and Santiago (2018, p. 38), pedagogically innovative postures require breaking with reproductive practices of different knowledge and changes in new ways of positioning ourselves in the face of knowledge.

As can be seen, pedagogical innovation goes beyond the idea of using technological resources. In this regard, it is worth mentioning that although

[...] many consider that to innovate is to exchange an instrument for another, an obsolete device for a last generation, we understand that innovating in education is to realize that there is no single curriculum, that one should not practice crystallized forms of assessment, that collective and individual cultures affect and also interfere (or should interfere) with curricula applied in schools and universities; it is necessary to develop a look capable of detecting unique educational needs and needs. We innovate when we break paradigms [...]. (ALMEIDA *et al.*, 2018, p. 155).⁸

In this sense, it is understood that innovation in education can be understood as any pedagogical action committed to the integral formation of subjects that respects their specificities and enhances their learning. This means that pedagogical innovation requires “[...] a change in the attitude of the teacher, who pays far greater attention to creating learning contexts for his students than is traditionally centered on and focused on their activity, the essence of processes” (FINO, 2011, p. 5).

Still in this direction, it is argued that pedagogical innovations are actions “[...] which, essentially, should be able to promote respect for subjects in their particularities and potentialities, safeguarding the principle of difference” (FRANCO; SILVA TORISU, 2018, p. 1324). Such a statement considers that:

[...] we live in a historical time that is characterized by innumerable changes driven by new knowledge and advanced technologies, which brings new challenges and changes in various environments, including educational.

⁸ [...] muitos considerem que inovar seja trocar um instrumento por outro, um dispositivo obsoleto por um de última geração, entendemos que inovar, em educação, é perceber que não existe um único currículo, que não se devem praticar formas cristalizadas de avaliação, que as culturas coletivas e individuais se afetam e, também, interferem (ou deveriam interferir) nos currículos aplicados nas escolas e universidades; é necessário desenvolver um olhar capaz de detectar particularidades e necessidades educacionais ímpares. Inovamos quando quebramos paradigmas [...]. (ALMEIDA *et al.*, 2018, p. 155).

From this perspective, we can say that it is not enough to teach what is known, it is also necessary to prepare the student to question, reflect, change and invent, that is, for their self-knowledge (CAMPANI; SILVA; PARENTE, 2018, p. 20).⁹

Also according to the authors, “[...] pedagogical innovation respects participatory social practices and emerging protagonists in the university. This is the democratic relationship with the knowledge that the curriculum and the teaching-learning process must build” (CAMPANI; SILVA; PARENTE, 2018, p. 20).

Inclusion, interculturality and pedagogical innovation in IFC teaching degree courses

Reflecting on the importance of training that addresses pedagogical innovation and an intercultural and inclusive approach to the full training of undergraduate students, as already mentioned in this text, has been the subject of concern by IFC managers and teachers for some years. This debate is also recurrent in the meetings of OIIIIPe, whose diagnosis holds that, universally, there are academic movements that have recognized and worked from the different socio-cultural contexts of students, especially in teacher education programs. It is worth mentioning in this regard that, “[...] the more democratized access to higher education, previously segregated, excluded subjects come into play as subjects of knowledge” (DAMÁZIO; SANTOS, 2018, p. 1231).

In this direction, we understand that:

If, on the one hand, Brazil has moved forward towards democratizing access to universities, on the other, the *modus operandi* of teaching activities in these institutions seems to be moving slowly and sometimes stagnant in time. The pedagogical actions that allow a democratization of coexistence, based on respect for differences and that question the rationalist paradigm of pedagogical practice in the university are fundamental for the modification of the current model. (FRANCO; SILVA; TORISU, 2018, p. 1323).¹⁰

In view of this, it is increasingly urgent for higher education institutions to carry out studies and research problematizing the themes of inclusion, interculturality and pedagogical

⁹ [...] vivemos num tempo histórico que se caracteriza por inúmeras mudanças impulsionadas por novos conhecimentos e avançadas tecnologias, o que traz novos desafios e mudanças em vários ambientes, inclusive o educacional. Nessa perspectiva, podemos dizer que não basta ensinar o que é conhecido, é também necessário preparar o aluno para questionar, refletir, mudar e inventar, ou seja, para seu autoconhecimento. (CAMPANI; SILVA; PARENTE, 2018, p. 20).

¹⁰ Se, por um lado, o Brasil caminhou adiante na direção de democratizar o acesso às universidades, de outro, o *modus operandi* das atividades de ensino, nessas instituições, parece andar a passos lentos e, por vezes, estagnado no tempo. As ações pedagógicas que possibilitem uma democratização das convivências, que tenham como base o respeito às diferenças e que questionem o paradigma racionalista do fazer pedagógico na universidade são fundamentais para a modificação do modelo vigente. (FRANCO; SILVA; TORISU, 2018, p. 1323).

innovation. Such studies and research are therefore committed both to diagnose and reflect on reality as well as to think and propose actions that may contribute to the reduction of exclusion rates in higher education, which are even higher than in basic education. In this regard, it is important to say that “[...] the university that emerged with the intention of forming an elite today faces the need to create alternatives that can respond to the demands of excluded social groups” (CAMPANI; SILVA; PARENTE, 2018, p. 20).

This problem is a consensus among educators and managers working in higher education, as they are aware that students find difficulties of different kinds to stay in university. Some of these difficulties can be overcome with the help of higher education institutions, through affirmative actions not only for admission, but fundamentally for permanence, combating dropout and retention. In this sense, the development of inclusive pedagogical practices, curriculum adaptations and support programs for the permanence of these students in higher education are essential.

It is also worth mentioning that exclusion occurs at the higher level in many ways, many of which are veiled (SANTOS *et al.*, 2007), and involves different actors (teachers, servants and students), generating tensions that can constitute real barriers, diverging an intercultural, pedagogically innovative and inclusive posture.

According to OIIIPE's conception, investing in innovative pedagogical practices means provoking paradigmatic disruptions in teaching, which, according to Cunha (2010), involves some peculiar conditions and characteristics, among which stand out the rupture with the traditional way of teaching and learning, participatory management, reconfiguration of knowledge, reorganization of the theory/practice relationship, the evaluation process, mediation as a condition of meaningful learning and the protagonism of students in the perspective of stimulating the production of knowledge.

Considering the characteristics presented by Cunha (2010), regarding pedagogical innovation in higher education, it is understood that innovative pedagogical practices are those that, among other aspects, are based on an intercultural and inclusive approach. Thus, it is understood that the process of restructuring the PPCs of the undergraduate courses at IFC, by establishing a common core for training, which includes such discussions, allows us to infer that one is moving towards the implementation and implementation of formative processes committed to the integral formation of the subjects. This statement takes into account that the presence of the themes of inclusion, interculturality and pedagogical innovation in these courses has also induced the change of policies, culture and practices.

The common core of the undergraduate degrees consists of the following curricular components (60 hours): Didactics; Diversity, Inclusion and Human Rights; Inclusive education; Education, Society and Work; Philosophy of education; Educational management; History of Education; Public Policies of Education; Educational psychology; Sociology of Education; and Educational and Curriculum Theories. In these curriculum components, we observed that the themes of inclusion, interculturality and pedagogical innovation are covered as follows:

Chart 1 - Curriculum components and menu items of the common core of the IFC undergraduate courses that indicate the presence of the themes of inclusion, interculturality and pedagogical innovation

Curricular components	Menu items that indicate the direct presence of the themes of inclusion, interculturality and pedagogical innovation
Diversity, Inclusion and Human Rights	Education, Ethics and Human Rights: Education as a fundamental right. Human rights and citizenship formation. The construction of an education for the respect and understanding of alterities. Diversity: prejudice, discrimination and educational practice; school, violence and safety nets; diversity and difference. Ethnic-racial, indigenous and quilombola relations. Inclusive Intercultural Education and Legislation.
Inclusive education	Inclusive Education: historical contextualization, legal foundations and conceptions. The democratization of access to the regular school system. Special Education and the historical and legal foundation. Target audience of specialized educational assistance. Fundamentals and pedagogical resources for inclusion: accessibility, assistive technology, universal design and curriculum adaptations. Education and human rights. Diversity, difference and education. Inclusive Intercultural Education and educational practices.
Education History	History of education and gender, ethnic-racial, indigenous, quilombola issues.
Sociology of Education	Education and social inequalities: gender, ethnic-racial, economic, cultural. School, educational processes and social processes.
Educational and Curriculum Theories	Educational theories, curriculum and transversal themes: environment, ethnic-racial, indigenous and quilombola relations, ethics and human rights. Curricular organizations in the official documents. Curriculum and culture.

Source: created by the authors from the data made available by the Dean of Teaching.

It should also be noted that the Reading and Textual Production (30 or 60 hours, as defined by each course collegiate) and Brazilian Sign Language (Libras, Portuguese initials) (60 hours) subjects are compulsory components in all undergraduate courses, although they are part of the common core. The entire menu of Libras discipline is related to the themes of inclusion and interculturality, as can be observed: Deafness and language; Conceptions of oralism; Full communication and bilingualism of deaf education; Manual alphabet; The numbers and vocabulary of Libras; Bilingual teacher; Deaf culture and identity; Historical

aspects of deaf education; Libras Vocabulary; Interpreter in the classroom; Construction of deaf writing; and Linguistic Aspects of Libras.

In addition to these curriculum components (core and compulsory), it was observed in the documentary analysis that there are others that indicate the presence of discussions of the mentioned themes and are common in the courses offered in different campuses. This information was systematized in charts, as follows.

Chart 2 – Pedagogy Degree Course

Campuses that offer the course: Camboriú, Videira, Blumenau and Rio do Sul	
Curricular component	Menu Items
Anthropology	Anthropological interpretations of culture and society in Brazil. Criticism of ethnocentrism and cultural relativism. Ethnicity-race, social class and gender in the social constitution.
Modalities of Basic Education I	Public policies and legislation in the Basic Education modalities (Special Education, Rural Education, Quilombola Education and Indigenous Education). Trajectory of Special Education, Rural Education, Quilombola Education and Indigenous Education in Brazil. Specificities of teaching in the modalities of Basic Education (Special Education, Rural Education, Quilombola Education and Indigenous Education).
Modalities of Basic Education II	Public policies and legislation in the Basic Education modalities (EJA and Technological Professional Education). Trajectory of Youth and Adult Education (EJA, Portuguese initials) and Technological Professional Education in Brazil. Specificities of teaching in the modalities of Basic Education (EJA and Vocational Education).
Pedagogy and teaching profession	Pedagogical praxis and scientific making. Education of the pedagogue and the professional field: historical context and the social, ethical and political role.
Research and Educational Processes: I, II, III, IV, V, VI, VII, VIII	This curricular component transverse the whole course. In the regulation of the structure and functioning of the curriculum component and the course itself, it is observed that its intentionality is teaching with research, aiming to train pedagogues for and in the most diverse possibilities of acting able to investigate reality and seek solutions to situations/problems they will face. This exercise is already done during the course and culminates in a Completion Work.
Information and Communication Technologies in Education	Theoretical-practical and critical study of computing resources for education (internet, multimedia, applications, educational software, etc.). Information and communication technologies as a technological resource in the teaching-learning process.
Supervised internship I e II – Child education III e IV– Early Years of Elementary School	Considering the characteristic of the curricular components, whose main purpose is the insertion of the student in the school, it is understood that they have a direct relation with the discussions of the inclusion, interculturality and pedagogical innovation themes.

Source: created by the authors from the data made available by the Dean of Teaching.

Regarding the Pedagogy Degree courses, it is observed that, in all its offer campuses, there are at least 23 curriculum components that contemplate the discussions of inclusion, interculturality and pedagogical innovation, as we can see in Charts 1 and 2.

Chart 3 - Mathematics Degree Course

Campuses offering the course: Camboriú, Concórdia, Rio do Sul and Sombrio	
Curricular Component	Menu itens
Supervised internship I, II, III, IV	Considering the characteristic of the curricular components, whose main purpose is the insertion of the student in the school, it is understood that they have a direct relation with the discussions of the inclusion, interculturality and pedagogical innovation themes.
Research and Educational Processes I, II, III, IV	This curricular component is offered in the first four semesters of the Mathematics Degree Course. According to the regulation of the structure and operation of this curricular component, it is observed that its intentionality is teaching with research, aiming to train teachers able to investigate the reality and seek solutions to the situations/problems they will face in teaching.
Digital Technologies in Mathematics Teaching	Study of the historical movement of the dissemination and insertion of Technologies in Education and Mathematical Education. Phases of Digital Technologies in Mathematical Education. Digital culture. Internet and education. Virtual Learning Environments. Virtual Learning Objects. Software in Mathematics Teaching.

Source: created by the authors from the data made available by the Dean of Teaching.

Chart 4 - Physics Degree Course

Campuses offering the course: Concórdia and Rio do Sul	
Curricular component	Menu Itens
Supervised internship I, II e III	Considering the characteristic of the curricular components, whose main purpose is the insertion of the student in the school, it is understood that they have a direct relation with the discussions of the inclusion, interculturality and pedagogical innovation themes.
Physics teaching methodology	Theoretical and practical knowledge of methodologies, based on teaching and learning theories, the history of philosophy of science, curricular theories, innovative experimental practices and in the approach Science, Technology and Society.
Research and Educational Processes I, II, III, IV	This curricular component is offered in the first four semesters of the Physics Degree course. According to the regulation of the structure and operation of this curricular component, it is observed that its intentionality is teaching with research, aiming to train teachers able to investigate the reality and seek solutions to the situations / problems they will face in teaching.
Technologies for Teaching Physics	Information and Communication Technologies in Physics teaching: theoretical foundation, planning of the use and implementation of different means of communication and information in pedagogical practice. Instructional design.

Source: created by the authors from the data made available by the Dean of Teaching.

Chart 5 - Chemistry Degree Course

Campuses offering the course: Araquari and Brusque	
Curricular component	Menu Itens
Supervised internship I, II, III, IV	Considering the characteristic of the curricular components, whose main purpose is the insertion of the student in the school, it is understood that they have a direct relation with the discussions of the inclusion, interculturality and pedagogical innovation themes.
Information and	Scientific and technological literacy. Educational technology. Instructional

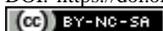
Communication Technologies in Education	Design. The use of Information and Communication Technologies (ICT) in the teaching-learning process. Implications of ICT use in education. Historical view of ICT in Education. Integration of different technologies in the teaching process. Theories and learning strategies. Knowledge building through the use of ICT.
Research and Educational Processes I, II, III, IV	This curricular component is offered in the first four semesters of the Chemistry degree course. According to the regulation of the structure and operation of this curricular component, it is observed that its intentionality is teaching with research, aiming to train teachers able to investigate the reality and seek solutions to the situations / problems they will face in teaching.

Source: created by the authors from the data made available by the Dean of Teaching.

Regarding the Mathematics and Physics Degree courses, it is observed that, in all its offer campuses, there are at least 14 curricular components that contemplate the discussions of inclusion, interculturality and pedagogical innovation (charts 1, 3 and 4). In the Chemistry Degree, offered at the Brusque and Araquari campuses, we have 13 curriculum components that address the mentioned themes (charts 1 and 5).

Chart 6 - Degree in Agricultural Sciences

Campus offering the course: Araquari	
Curricular component	Menu itens
Research and Educational Processes I, II, III, IV	This curricular component is offered in the first four semesters of the degree course in Agricultural Sciences. According to the regulation of the structure and operation of this curricular component, it is observed that its intentionality is teaching with research, aiming to train teachers able to investigate the reality and seek solutions to the situations/problems they will face in teaching.
Didactics of Agricultural Sciences Teaching	Discussions about the necessary methods for the didactic development of the Professional graduated in Agrarian Sciences aiming at the technical-pedagogical qualification, to be applied in teaching, research and extension, in formal and informal environments, providing the necessary experiences for the theoretical and practical dialogue, in the perception of rural education, for traditional communities, rural family schools, in agricultural and environmental education of elementary and high school and in teaching in higher education institutions. Analysis of technical-pedagogical discourse for technical and vocational training in the field of agrarian sciences, considering multicultural, social, environmental and economic aspects.
Supervised internship I, II, III e IV	Considering the characteristic of the curricular components, whose main purpose is the insertion of the student in the school, it is understood that they have a direct relation with the discussions of the inclusion, interculturality and pedagogical innovation themes.
Rural extension	Approaches to teaching rural extension. History, concepts and objectives of rural community construction and development. Planning and actions based on participatory methodology. Educational processes aimed at learning and applying extension techniques in the face of sociocultural diversity. Research and rural extension towards the modernization of the countryside. Case studies on rural extension and rural development: practical applications.
Societies and Subjectivities in Rural Contexts	Formation and development of the Brazilian rural society. Social relations in the countryside and interactions between rural and urban. Poverty, exclusion and relevance of human capital in the rural world. Visibility and interventions focused on teaching, research and extension in a field not



	only as a business territory, but in a constant constructive process of social relations. Subjectivity and education in rural society.
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Source: created by the authors from the data made available by the Dean of Teaching.

Regarding the degree courses in Agricultural Sciences, it is observed that, in all its offer campuses, there are at least 16 curriculum components that include the discussions of inclusion, interculturality and pedagogical innovation (charts 1 and 6).

Chart 7 - Degree in Pedagogy with emphasis on Rural Education

Offering campus: Abelardo Luz	
Curricular component	Menu itens
Anthropology	The constitution of anthropology as a discipline and its field of study. Anthropological interpretations of culture and society in Brazil. Criticism of ethnocentrism and cultural relativism. Ethnicity-race, social class and gender in the social constitution. Anthropological studies on education and school in Brazil. Family/child/childhood conceptions as historical/social construction and their role in Education.
Integrator Seminar I	Course Pedagogical Project study. Survey and characterization of insertion spaces (school and community). Planning and guidance for insertion processes and systematic studies.
Integrator Seminar II	Study of intervention method and grassroots work in peasant communities and school insertion processes. Establishment of relationships between the different disciplines of the course and research processes of the school and non-school reality, in their sociopedagogical aspects. Synthesis elaboration and planning about the insertion process in the school and in the community.
Integrator Seminar III	Construction of analyzes and syntheses from the problematization of issues worked in different course disciplines and reality investigation processes, in their sociopedagogical aspects. Development of discussion strategies and demands surveys in insertion spaces, at school and in the community. Realization of oriented insertion processes.
Integrator Seminar IV	Organization of syntheses based on issues worked in different course disciplines and reality investigation processes, in their sociopedagogical aspects. Guidance for organizing data collected in the community and at school.
Integrator Seminar V	Construction of analytical processes on issues worked in different course disciplines and reality research processes, in their sociopedagogical aspects. Planning and guidance for school and community insertion processes and for systematic studies. Conducting oriented insertion processes in the community and at school.
Integrator Seminar VI	Construction of analyzes and syntheses from the problematization of issues worked in different course disciplines and reality investigation processes, in their sociopedagogical aspects. Research on school and community educational processes.
Integrator Seminar VII	Construction of analyzes and syntheses from the problematization of issues worked in different course disciplines and reality investigation processes, in their sociopedagogical aspects. Research on school and community educational processes.
Integrator Seminar VIII	Organization of the results obtained in the insertion processes in the school and in the community.
Pedagogy and Teaching Profession	Pedagogical praxis and the scientific doing. Education of the pedagogue and the professional field: historical context and the social, ethical and political role.
Research and Educational Processes I, II, III, IV	Considering the characteristic of the curricular components, whose main purpose is the insertion of the student in the school, it is understood that

	they have a direct relation with the discussions of the inclusion, interculturality and pedagogical innovation themes.
Rural Education III: History of Rural Education and Social Movements	Origin of social movements and social movements of the countryside. Education experiences of social movements. Field Education. Rural education. Popular education. Fundamentals of Rural Education.
Digital Information and Communication Technologies	Educational technology. Audiovisual Resources. Print. Internet. Educational software. Computer Workshops.
Management in non-school spaces	Development of the concept of the role of the pedagogue in the organization of pedagogical work in formative and organizational spaces, in rural communities and in the organization of non-formal educational processes. Establishment of conceptual relations between Popular Education, Rural Education and formation. The discussion of Social Pedagogy and its educational function in non-school institutions.
Youth and Adult Education	Historical trajectory of Youth and Adult Education (EJA). Theory and practice in EJA. Curricular and evaluative practices in EJA. Specificities of EJA students.
Supervised Internships: I: Child education II: School management III: Early Years of Elementary School IV: Educational Management in rural community spaces	Considering the characteristic of the curricular components, whose main purpose is the insertion of the student in the school, it is understood that they have a direct relation with the discussions of the inclusion, interculturality and pedagogical innovation themes.

Source: created by the authors from the data made available at IFC- Campus Abelardo Luz site.

Regarding the degree course in Pedagogy with emphasis on Rural Education, offered at Abelardo Luz Campus, it is observed that there are at least 26 curriculum components that include the discussions of inclusion, interculturality and pedagogical innovation.

The data collected and presented in this text allow us to infer that in all IFC undergraduate courses, the discussion of inclusion, interculturality and pedagogical innovation is present, to a greater or lesser extent. It can be seen from the data that the Pedagogy Course with emphasis on Rural Education stands out in these discussions, followed by Pedagogy and Agricultural Sciences.

It is also understood that the establishment of a common core to the curricular components of Libras and Research and Educational Processes for undergraduate degrees can be considered an advance towards a training that aims at the full formation of undergraduates. A formation that goes beyond the idea of mastery of science and technique, but involves all dimensions of human life, including ethics, aesthetics, understanding of social, cultural, political, economic and educational contexts.

Regarding this mapping, it should be mentioned that an inclusive, intercultural and pedagogically innovative education is not reduced to the curricular matrices of the courses and their menus. However, without explicitly defining the elements that make up student

education, it will be impossible to institute changes in the conceptions and practices - of both trainers and students who will be future teachers of basic education.

In spite of the objectives of the undergraduate courses, it appears briefly that among them there is in common the purpose of training emancipated educators, whose professional practice occurs in the critical perspective, articulated with innovation, interculturality and inclusion.

Regarding the profiles of the graduates of the IFC undergraduate courses, it should be noted that by the end of the course, they should have developed pedagogical, socio-political, technical-scientific knowledge and the specifics to their areas of expertise. In addition, there is an indication that the egress should have a profile of critical-reflective researcher teacher, qualified to act in teaching and research, in the organization and management of educational projects and in the production and dissemination of knowledge, in various areas of education.

Final considerations

At the end of this article, after an intense work of reading the pedagogical projects of IFC's undergraduate courses and the theoretical productions of OIIIIPe researchers, it is concluded that the institutional and interinstitutional dialogue, in a constant movement of action-reflection has contributed significantly to advancing the construction of curricula, cultures and practices committed to those historically subordinated.

From this understanding, which has been provoking reflections and, to some extent, discomfort among those involved in the educational process, comes the perception that breaking with policies and practices that reinforce prejudice and injustice is a path without return when the purpose is the formation students and the search for a fairer society. This is the way, this is the fight, this is what moves us.

Finally, it is important to mention that the challenge to be overcome is precisely to transform political texts into cultures and pedagogical practices aimed at the integral formation of students. Thus, as mentioned by Paulo Freire (1996), the effort is to close the distance between discourse and practice, that is, between what we write or defend and what we actually do. Hence the importance of understanding that it is not enough to include in the PPCs the themes of inclusive, intercultural education and pedagogical innovation. This in itself does not guarantee that practices effectively represent these conceptions; Above all, it is important to make an ethical and political commitment to put into action what we write and verbalize.

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