

Presentation: Dossier on Teaching Philosophy in IFs:

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This publication is symbolic, a milestone in terms of the dossiers already published that deal with the subject of teaching philosophy. This is because this edition will address the relationship between the teaching of philosophy in the Federal Institutes. More precisely, the various possibilities of inserting philosophical themes in a technical, specialized educational reality that represents the pinnacle of technicality represented by the Ifs.

When analyzing in its details, the IFS has some peculiarities that differ from the model adopted by traditional schools. In addition to the presence of projects aimed at teaching, research and extension (similar to what occurs in the university environment), these institutes offer a teaching standard aimed at different audiences. This standard can be aimed at young people who are in the age group – high school –, or even those who wish to return to studies after long years of absence – PROEJA – or those who wish to specialize in a certain profession – courses in the subsequent modality and/or integrated high school. Unlike traditional high school, the integrated technician consists of the possibility for the student to have contact with technical subjects, that is, specific to the course chosen by him when he enters the institution. Finally, higher education courses (from undergraduate to graduate)

Regardless of the teaching model to be adopted, the discipline of philosophy is present. In some campuses with greater evidence, but in others trying to find their way, their space. The central issue is that the professors try to work on contents, philosophical categories, often relating the classic themes of philosophy to the technicist environment so present in the Federal Institutes. Can these professional colleagues do it? Can philosophy in fact tread a peaceful path in the face of the various interests of other areas? Is there room for a philosophical production committed to critical reflection inserted in the technicist reality of the Ifs?

There are no definitive answers to such questions. However, this dossier intends to present paths, alternatives of strategy and action with regard to these questions raised in the previous paragraph. Not least because some reasons led to the construction of this material. Among which we find: 1) A historical demand from philosophy teachers who work in the EBT* (Basic, Technical and Technological

Education) career; 2) The demystification that the philosophy professor who works in the IFs does not do research; and, finally, 3) The lack of debate, discussion about the possibility of philosophizing in a technicist context provided by the Ifs.

Regarding the first point, for some time now, philosophy professionals have been creating communication channels (social networks, e-mail discussion groups) in order to discuss topics related to teaching, the teaching career and related subjects. The best example of this easy form of communication is the existence of a whatsapp group called "Philosophy in the FEPCT Network"¹. After its creation, this group articulated several actions in defense of the presence of philosophy in the Institutes. Whether through the discussion about increasing the workload, or even the need to defend the teaching chair in the area of philosophy, among other topics. This dossier is the result of these discussions in this collective of teachers who are part of this group.

As for the second reason, it is the existence of an "urban legend". It consists of stating that the EBT¹ teacher does not do research and only teaches classes. On the contrary, the authors present in this dossier have research projects linked to the respective institutions in which they work. Not to mention that among the more than 600 campuses of the Federal Institute spread across Brazil, philosophy professors, in their local and regional specificities, have scholarship holders linked to their research as well as produce articles, participate in events and are members of graduate programs. In this sense, the professors in philosophy who work in the Federal Institutes leave nothing to be desired in relation to university professors. Unfortunately, a few state in a hurry, without knowing the reality, that "the EBT¹ teacher is only concerned with teaching". Not quite, and this material will prove the opposite with the quality of the discussions of its authors.

Last but not least, it refers to the lack of discussions about the presence of the teaching of philosophy in the federal institutes as an academic publication. At this point, the *Kalagatos* (journal of the PPG philosophy of the State University of Ceará) innovates by publishing this dossier. It is known that fellow professors publish their research in the most diverse philosophy journals throughout Brazil. Whether through individual or isolated research, or in materials related to the theme of philosophy teaching, the novelty of this dossier is not limited only to the chosen theme. On the contrary, it is the need to defend the performance of the philosophy professional in the spaces in which he works. And in the Institutes it cannot be different. Such a space is not better or worse compared to the university environment; much less to the traditional school model (from kindergarten to high school). It provides

¹ Created between the years 2018 and 2019, the group has approximately 212 members from the most diverse places in the country. Currently, the collective has representatives from ABEFIL (Brazilian Association of Philosophy Teaching). This representation in the figure of professors José Aldo Camurça de Araújo Neto (IFsertãoPE) and José Rogério (IFB)

opportunities for philosophizing, criticality not only for the technicist view of the sciences or even for the labor market. It also generates the possibility of the young person to build their potentialities of existence, of making themselves as humans.

Since the return of philosophy to school curricula, guaranteed by Federal Law No. 11.684/08, several reflections have been developed about its teaching, which proposes to problematize two basic questions: what to teach? How to teach? It is no coincidence that philosophy journals across the country propose to organize dossiers choosing as their central theme: 1) teaching philosophy; 2) The impacts of this teaching on the youth public and 3) Collection of texts gathered from a specific event in the area. Regardless of the title, a criterion to be chosen and adopted in other journals in the area, this publication dares to thematize the issue of the problem of the teaching of philosophy and the possible impacts of its presence in the federal education network.²

Having made the initial considerations, this material brings together a total of 11 articles from the most varied places in the country. By reading the following pages, the reader will realize the richness of the discussions as well as the place of origin of these professionals who work in the Ifs. In addition to the presence of professors from different regions of Brazil. In other words, professionals who work, for example, in the north, northeast, midwest, southeast, and south regions. In summary, in the five regions of the country.

In order for readers to have the dimension of the importance, and logically of the richness of the discussions, of this dossier, these colleagues work in the states listed below: Bahia, Ceará,³ Minas Gerais, Paraná, Rio Grande do Sul and Rondônia. So much so that on the following page we will present who these researchers are and what themes they will discuss, analyze in their research.

When starting to contact the reading of this dossier, the reader will come across the text of the researcher Suelen Pereira da Cunha who works at IFCE. His work is titled *The urgency of the presence of philosophy in the Federal Institute of Ceará*. The text will discuss the urgency of this discipline in High School, providing a portrait of the presence of philosophy in the Federal Institute of Ceará. Based on a bibliographic-documentary research, the author thematizes the contributions of philosophy in the institution where she works. Soon after, she will present important data about the presence of philosophy at IFCE and, finally, analyzes the data pointing out the urgency, problems and challenges of the way this discipline is presented in that institution.

² In fact, the term is broad because it involves the Cefets, the military colleges, the application schools and the D. Pedro II school.

³ Professor Ana Carolina Gomes currently works at the Federal Institute of Goiás (IFG). However, she is in technical cooperation, assigned to the Federal Institute of the Triângulo Mineiro (IFTM)

Soon after, the reader will come across the text entitled *Challenges and potentialities of the teaching of philosophy in the context of the Federal Institutes of Education, Science and Technology*, by the authors Leocir Bressan (IFFAR), Raquel Brum Sturza (IFFAR) and Elisete Medianeira Tomazetti (UFSM). In this writing, the authors intend to understand, dimensioning the following proposal: the attempt to analyze some challenges and some potentialities of the teaching of philosophy in the face of the new proposal of professional and technological teaching of the Federal Institutes of Education, Science and Technology. This text is the result of a bibliographic research on the teaching of philosophy as well as on the administrative and pedagogical organization of these educational institutions.

Continuing to read the articles, we have this one by the author Vicente Estevam Sandeski (IFPR) entitled *Federal Institute of Education: Current dilemmas and challenges*. The aforementioned researcher, who has held several important positions in the institution where he works, discusses in this text the ideological character of Brazilian education, focusing on the professional education offered by the Federal Institutes. From a historical perspective, it examines how Brazilian education has been shaped by specific contexts, meeting the demands of different periods and class interests. It also emphasizes the importance of understanding education as a continuous process, which requires reasoned planning and critical knowledge. In the light of authors who investigate the relationship between education, historical context and ideology, it seeks to understand how the omnilateral education in which the Federal Institutes advocate in their way of teaching young people who begin their journey in the institution. It concludes by highlighting the Federal Institutes as a relevant alternative to promote an omnilateral education and contribute to a transformative educational project aligned with contemporary needs.

In the article entitled *Teaching philosophy and citizenship: an approach to the philosophical contents in the integrated modality of the Federal Institutes of Education, Science and Technology*, Rodrigo Araújo (IFBA) defends a proposal on the contents to be taught in the teaching of Philosophy within the framework of the Integrated High School of the Federal Institutes of Education, Science and Technology. The author deals, therefore, with the teaching of Philosophy in its curricular aspects, and can also be used in institutions in tune with such a proposal. The aforementioned author rejects the understanding of Philosophy as a mere "educator of citizens" and identifies the specificities that make up the philosophical discourse and what is essential to be observed and developed in the programs of Integrated High School.

The fifth article in the sequence is entitled *Project and contemplation as an educational practice of philosophy* the authors Ricardo Valim (PUC/PR) and Domingos Perpetuo Alves Soares (IFRO). In this writing, the authors intend to analyze the relevance of teaching philosophy from teaching projects that significantly present the need for contemplation to think about reality in a way that is closer to reality. It is known that philosophy since its origin has stood out for its characteristic of being close to the pulsating life of the

Polis and in this space and from it to think about existence and other issues considered fundamental. In this sense, the authors of this writing report the execution of a teaching project developed on a campus of the Federal Institute of Rondônia in 2023, with a strategy to work on philosophy content in another format in a way that is closer to the life of the student community.

Continuing in the state of Rondônia, in the northern region of Brazil, the sixth article entitled *The place of philosophy in the curriculum of the Integrated High School of the Federal Institute of Education, Science and Technology of Rondônia*, Gedeli Ferrazzo (IFRO) problematizes the situation of philosophy in the integrated high school curriculum. In other words, the author intends to investigate the place of philosophy in the curriculum of the Integrated High School (EMI) of the Federal Institute of Education, Science and Technology of Rondônia (IFRO) and the impacts of the counter-reform for this modality. The research is based on documentary and bibliographic sources to analyze the process of constitution and curricular reorganization of EMI at IFRO. The results show that the situation is more complex than one might think. To get to know the author's text, the reader must feel invited when reading her text.

The seventh, eighth and ninth articles, respectively, bring peculiarities in the approach to the teaching of philosophy in the context of the Ifs. How so? By reading the seventh article entitled *Philosophy and cinema: Critical reflections in integrated high school* Nei Fonseca (IFSUL) and Douglas Orben (IFSUL) analyze the integration between philosophy and audiovisual language in the teaching project "Philosophy and Cinema", developed at the Federal Institute of Rio Grande do Sul (IFSul). The initiative explored cinema as a pedagogical strategy to promote critical and reflective thinking among students of Integrated High School (EMI). Based on the theoretical references of Paulo Freire, Antonio Gramsci, Christian Laval, Marise Ramos, Julio Cabrera and Dermeval Saviani, the project adopted a dialogical and interdisciplinary approach, aligning with the principles of the Institutional Pedagogical Project (PPI). Through film screening sessions and conversation circles, works such as *Flores Island* and *Wild Tales*.

The eighth text of the dossier is entitled *Philosophy and gender as an integration practice at the Federal Institute*. Ana Carolina Gomes Araújo (IFTM/IFG) presents the theoretical and pedagogical practice of Human Women in philosophy at the federal institute as a project that asserts itself as an educational technology and as an exquisite daily performance of practice in education in the formative path. The project shows the integration between the classroom, scientific research and extension action that expands from the school dimension to also the popular dimension by reaching the external community with traditional knowledge. As if these approaches mentioned above were not enough, the project, which has its foundation in philosophy, consolidates itself as a propeller in the educational struggle in the face of current ethical issues by establishing women as a speculative matter of investigation as a category of

reflection, daring, above all, in the simultaneous and dialogical relationship between those who research and those who are researched, to the extent that women are the subject and the research agent.

The ninth article has a special peculiarity. Former substitute professor at the Federal Institute of Ceará (IFCE) and professor linked to the Catholic College of Fortaleza, Hálvaro Carvalho Freire (UFC) and doctor in education Camila Maria Rodrigues jointly write the article *Between the particular and the universal: the teaching of Brazilian Philosophy*. This text aims to examine the gradual but constant insertion of Brazilian Philosophy in the Federal Institute of Ceará (IFCE), Fortaleza campus, as well as the Olympiad of Human Sciences of the State of Ceará (OCHE), from the perspective of communicative rationality proposed by Jürgen Habermas. The research environment occurred, specifically, in the experience of researcher Hálvaro Carvalho Freire, as a substitute professor, at the time he taught in the Telecommunication, Informatics and Chemistry courses at IFCE, in Fortaleza. The choice of this theme is supported by the demand for a more contextualized and situated approach to the teaching of Brazilian Philosophy, especially in the context of High School. The main issue to be discussed in this study is how the teaching of Brazilian Philosophy, allied to the pedagogical practices of the OCHE and in the light of Habermasian communicative reason, can help in the construction of knowledge that is at the same time local and global, theoretical and practical, critical and transformative.

The tenth article is also by a professor who works at IFCE, but in the city of Acaraú. The title of the work is: *The discretion of the street-level bureaucrat as a factor in the elimination of black candidates in the tests of didactic performance in public examinations of federal institutes*. It was written by the author Rafael Vieira Menezes Carneiro. The present work intends to demonstrate that the implementation of public policies against racism should be carried out in parallel with actions aimed at transforming the current ideology. Thus, Rafael Vieira aims to present Michael Lipsky's concept of the "street-level bureaucrat" and the importance of his discretion. Next, the author of the text will discuss the role of this worker in the didactic performance tests of public exams for teachers of five Federal Institutes in Brazil. From general descriptive statistical and frequency analyses, Rafael Vieira will show the following finding: there is a higher failure rate of black candidates. In order to substantiate this observation, the author of the article will show how ideology crosses the street-level bureaucrat, when it focuses on the concept of "domains of power", by Patrícia Hill Collins.

And to close the list of articles that make up this collection of texts that are part of this dossier, the eleventh work is entitled *Paths for the pluriversal and intercultural teaching of philosophy from Law 11.645/08*, by the authors Amanda Sayonara Fernandes Prazeres (UPF) and Matheus Oliva Costa (CEFET-MG). In this writing, both Amanda Sayonara and Matheus Oliva try to discuss ways to promote a teaching of philosophy that contemplates, according to law 11.645/08, also Afro-Brazilian and indigenous

philosophies. It is a subject of high relevance both specifically for the teaching of philosophy and for national education in general. While philosophy is still adapting to the law in question, lacking more reflections and practical proposals for implementation, the realization of this law in the environment of a discipline traditionally marked by Eurocentric references represents a milestone of change in national education. In methodological terms, the research of the authors of this work is based on two sources: (1) the experience as philosophy teachers, and (2) theoretical references that address the challenges and paths for the promotion and practice of pluriversal and intercultural teaching of philosophy from the referred law and the law 10.639/03 that precedes it, in particular, Nogueira, Pontes, Gallo and Kohan.

Once the references to the texts and those who published them are made, the plurality of the themes is clearly perceived as well as the diversity of the teachers involved in this endeavor. Thematizing the subject of the presence of philosophy in the Federal Institutes involves a gigantic effort to value the work of these professionals. This work often becomes invisible not only by the school routine, but by the strong competition that the discipline of philosophy suffers with other areas.

Most of the time, the philosophy professional who teaches at the IFS faces daily challenges in their field of activity. Isolation, for example, in being the only teacher of the discipline on his campus; the situation of fighting for more workload in their workplace, facing resistance from other colleagues for the construction of research/extension activities, or even making interdisciplinary moments effective in the school routine. These are some examples of situations in which professors, who teach philosophy, of the Federal Institutes face in their professional aspect.

There is no lack of attempts, on the part of legislators or even the political class, to remove philosophy from the school curriculum ⁴generating uncertainties in the Brazilian philosophical community. In Ifs, such attempts at exclusion are no different. The risk exists and colleagues in the area know the consequences of its withdrawal: the non-existence of new vacancies in philosophy, the non-requirement of specific training in the area, among others.

Despite the difficulties, teachers in the area resist as much as possible. This dossier is a living example of this resistance. Also because philosophy colleagues, as well as the one who writes this editorial,

⁴ The then President Michel Temer, imposed, through Provisional Measure No. 746/2016, the High School Reform that was converted, soon after, into Law No. 13,415, in 2017. This change was the object of criticism from various groups and education experts such as teachers, students and unions, as it was considered a disaster for the educational development of students. The greatest example of this "disaster" was the loss of the mandatory disciplines of philosophy and sociology during the 3 years of high school. In addition, the issue of notorious knowledge was also highly criticized by experts. According to them, the notorious knowledge took away from the obligation of the professional to be trained in that specific area. However, with the advent of law 14,945/2024, such errors were corrected. The law was voted and approved during the government of Luís Inácio Lula da Silva.

are active, produce knowledge and contribute, in an incisive way, to the production of philosophical knowledge with quality in Brazil.

So, dear reader, we hope that you feel represented and, at the same time, interested in leafing through the following pages of this dossier. Especially because this collection of texts will serve an even greater purpose: that other philosophy journals and even Universities value the professionals who teach this discipline. Valuing not only in its theoretical sense, but in the sense of *praxis*, that is, in the construction of future partnerships and joint actions.

Given the above, we therefore hope you have a great read!!!

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ARAÚJO NETO, José Aldo Camurça. Apresentação: Dossiê ensino de filosofia nos IFs. *Kalagatos*, Fortaleza, vol.22, n.2, 2025, eK25011, pp. 01-09.