

**AVANÇOS E RETROCESSOS DA EDUCAÇÃO SEXUAL NO BRASIL:
APONTAMENTOS A PARTIR DA ELEIÇÃO PRESIDENCIAL DE 2018**

***AVANCES Y RETROCESOS DE LA EDUCACIÓN SEXUAL EN BRASIL: REGISTROS
DESDE LA ELECCIÓN PRESIDENCIAL DE 2018***

***ADVANCES AND SETBACKS OF SEXUAL EDUCATION IN BRAZIL:
APPOINTMENTS FROM THE 2018 PRESIDENTIAL ELECTION***

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Sexual Education in Brazil had its first moment of intense publicity in the media in the 1930s, thanks to the pioneering work of doctors who were interested in issues of sex and sexuality and who gave the necessary scientificity to the debate in society. Many books have been published and many well-known publishers have made efforts for works by renowned Brazilian and foreign authors to reach several editions.

The first decades of the twentieth century welcomed the works of José de Albuquerque, Antonio Austregesilo and Hernani do Irajá, among many others, and enabled a large number of readers to become interested and understand by the sexual phenomenon.

Jose de Albuquerque founded in 1933 the Brazilian Circle of Sexual Education, aiming to bring Sexual Education to all national territory based on a vision of Sexual Education from the perspective of sociology, psychology, criminology and pedagogy (FELÍCIO, 2011).

About José de Albuquerque, Felício said that the doctor

acted during the first half of the twentieth century and was considered one of the precursors of the national sex education project aimed at the population. This project had as its general objective to provide a service of instruction and clarification regarding matters of education and sexual hygiene, addressing biological, psychological and moral issues (FELÍCIO, 2011, p.1).³

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³ atuou durante a primeira metade do século XX, sendo considerado um dos precursores do projeto de educação sexual nacional voltada para a população. Este projeto tinha como objetivo geral prestar um serviço de instrução e esclarecimento no que tange aos assuntos de educação e higiene sexual, abordando questões biológicas, psicológicas e morais (FELÍCIO, 2011, p. 1).

Reis and Ribeiro (2004) enunciated the deeds of José de Albuquerque as a pioneer of Sexual Education, highlighting not only his vast bibliographical production, but also initiatives that, at the time, indicated his position beyond his time: for example, he criticized the revenge, which he considered discriminatory and harmful to spouses, defending the divorce in 1930, which was only approved in 1977; proposed sex education on the radio; organized events, delivered public lectures, including radio, and instituted annual awards for the best published book on sex education; and even proposed a law of sexual responsibility, which aimed to punish people responsible for transmitting those at the time called “*doenças venéreas*” (venereal diseases).

Although the years 1930-1950 had been the scene of a pro-sexual scientific discourse, we cannot fail to mention that among so many authors there were different views on sexual education, including hygienic, prophylactic and religious ideals that were part of the medical, scientific and educational mentality in Brazil at the time.

What is important is that when talking about sex, when listening about sex, when reading about sex, the intellectual or educated part of Brazilian society in the first decades of the twentieth century was opened to the sexual education that in the 1960s was carried out in schools Rio de Janeiro, São Paulo and Belo Horizonte. On the other hand, the 1960s were starred by the Sexual Revolution, the Hippie Movement and the advent of the contraceptive pill, essential elements that stimulated a new sexual morality. A more complete description of this period can be found in Bueno and Ribeiro (2018, p. 49-56), and in Bedin (2016) who comments on the mentality favorable to sex education that existed between 1960 and 1968, even with the Coup d'état of 1964.

We may consider that the repressive action in relation to sexual education occurred with AI-5 of 1968, however this did not mean that there was an exacerbated moralization of customs or a total and comprehensive ban on the talks about sex. There were permissive spaces. Curiously different in both their placement and their conception of sex and sexual attitudes and behaviors, cinema and scientific institutions gave the support and encouragement necessary for Brazilian society to continue to breathe the winds of sexual freedom, even though some moorings and restrictions.

Cinema in the 1970s, with the production of *pornochanchadas* and the exposition of the nude (except the frontal nude, which was still prohibited), stimulated sexual fantasies and launched stardom actresses Vera Fischer, Nicole Puzzi, Aldine Müller, Matilde Mastrangi, Sandra Bréa, Helena Ramos, Zilda Mayo, Selma Egrei, Adele Fátima, Zaira Bueno, Angelina Muniz, Monique Lafond and Patrícia Scalvi.

In 1975, Editora Abril created a Brazilian version of the American magazine Playboy, which received the title of *Revista do Homem* (Man's Magazine) because the military government did not admit a magazine in the stands with the name Playboy, but in 1978 it could already be published with the original name.

In the 1980s, scientific associations linked to gynecology, urology and psychology bring back the discourse on sexuality and sexual behavior and lay the foundations of sexology (or Second Sexology as defined by Russo and Rhoden, 2011) that will sustain and strengthen the sexual knowledge in Brazil from the 1980s, culminating in the arrival of this sexual knowledge for the universities, consolidated in the emergence of research groups in the late 1990s and early 2000s. Brazilian universities then become the source of sexual knowledge in the country and those responsible for an intense bibliographical production on sexuality and sex education, and at a later stage, also on gender studies.

It is also from the beginning of the 1980s the return of sex education to schools, initially with the endorsement and encouragement of the Municipality of São Paulo and the Secretary of Education of the State of São Paulo.

What is interesting in this context of military rule is that repression occurred more intensely at the political level. When it came to morality and sexuality, there was a softer repression and a tolerance for behaviors, publications and images that were not considered extreme. As with works that had the approval of science.

In 1977, Editora Abril Cultural published, in fascicles, the collection *Amar: a realidade sobre a vida sexual* (To Love: the reality about the sexual life), which Bedin (2016, p. 34-35) thus commented:

The work, well-illustrated and accessible to the general public, but also of content of interest to professionals in the field, was divided into two volumes with 40 chapters, and the first one, which was also the first issue to come out on the stands, dealt, precisely, with Masturbation. Followed the themes Menstruation, Orgasm, Marriage, Sexual Dysfunctions, Sexuality in Childhood, Sexual Education, Adolescence, Abortion, Prostitution, among many others.⁴

Sold in newsstands, the collection was honored by Editora Abril's CEO, Victor Civita, who made the following presentation:

⁴ A obra, fartamente ilustrada e didaticamente acessível ao grande público, mas também de conteúdo de interesse a profissionais da área, foi dividida em dois volumes com 40 capítulos, e o primeiro deles, que também foi o primeiro fascículo a sair nas bancas, tratou justamente da Masturbação. Seguiu-se os temas Menstruação, Orgasmo, Casamento, Disfunções Sexuais, Sexualidade na Infância, Educação Sexual, Adolescência, Aborto, Prostituição, dentre vários outros.

The AMAR collection is the result of years of clinical experience and studies on human sexual behavior. With the collaboration of renowned specialists in the medical and social sciences, Brazilian physicians Haruo Okawara and Rogério B. Sawaya have written a work that responds in simple and direct language to fundamental questions about the sexuality of men and women. By publishing this work, making available to the authors its team and editorial resources, Abril Cultural is convinced that it renders significant service to the Brazilian reader, facilitating the access to information necessary for life. Through a work that discusses sex with seriousness and, above all, with naturalness (OKAWARA, SAWAYA, 1977, p.3).⁵

Once the military regime was over, the return of democracy stimulated freedom of expression and, consequently, talking about sex was no longer prohibited. There was, in fact, an intense appreciation of the sexual and Brazilian society explicitly visualized and experimented with new behaviors brought about by the liberalization of sexuality.

From 1990 to 2015, Brazilian society deals with profound changes in cultural norms and standards linked to sexuality, absorbs the emergence and consolidation of gender studies, and discusses different ways of dealing with sexuality and accepting diversity. Effective government actions encourage the development of projects and programs focused on equality between men and women, respect for diversity and the fight against homophobia. In 1997, from the National Curriculum Parameters, the federal government recognizes sex education as an important and urgent topic in the Brazilian school. In 2012, the first Master's Degree in Sexual Education of the country was created at the São Paulo State University "Júlio de Mesquita Filho" - UNESP, in the city of Araraquara, in the interior of São Paulo.

However, starting in 2015, an anti-sexual discourse, contrary to the freedoms conquered, plagues Brazil from north to south. A wave of conservatism stimulated by exacerbated Christian fundamentalism begins a crusade against attitudes, manifestations, and discourses considered to be contrary to the so-called Christian principles. Equality between genders, sexual diversity, homophobia, citizenship, freedom of expression are themes associated with communism, the left, and petism, and are condemned by sectors of society that, until then overshadowed by democracy, gain strength in opposition to the then government of Workers Party. In 2018, they were able to elect a right-wing president in tune with Christian fundamentalism and, since

⁵ A coleção AMAR é resultado de anos de experiência clínica e estudos sobre o comportamento sexual humano. Com a colaboração de renomados especialistas das ciências médicas e sociais, os médicos brasileiros Haruo Okawara e Rogério B. Sawaya escreveram uma obra que responde, em linguagem simples e direta, as indagações fundamentais sobre a sexualidade do homem e da mulher. Ao publicar esta obra, colocando à disposição dos autores sua equipe e recursos editoriais, a Abril Cultural está convencida de que presta significativo serviço ao leitor brasileiro, facilitando-lhe o acesso a informações necessárias para a vida. Por meio de uma obra que discute sexo com seriedade e, sobretudo, com naturalidade (OKAWARA; SAWAYA, 1977, p. 3).

January 2019, the government's political actions have undergone a new morality that governs decisions based on religious principles and subjective evaluation.

In this context, the Dossier "*Sexualidade, gênero e educação sexual em debate* (Sexuality, gender and sex education in debate)" in the RIAEE – Revista Ibero Americana de Estudos em Educação – is an opportunity for serious and diligent researchers from renowned university institutions to publish their studies and researches, showing to the academic community that the theme in question remains consolidated and retains its primordial importance as a field of knowledge and research in development.

Curiously, in 2015, precisely the year that we consider to be the moment of initiation of the actions and discourses of repression of the different forms of expression of sexuality, we published the first Dossier in RIAEE: "15 anos do Núcleo de Estudos da Sexualidade: de grupo de pesquisa a programa de pós graduação (15 years of the Nucleus of Studies of Sexuality: of research group to a post-graduation program)", whose editorial (RIBEIRO, 2015) contextualizes the trajectory and consolidation of the studies and research developed at UNESP in Araraquara.

Now, four years later, with the "**Sexualidade, gênero e educação sexual em debate (Sexuality, gender and sex education debate)**" dossier, we bring light to the new challenges facing the growing wave of conservative discourse, which is spreading not only in government but also in several sectors of the population. The relevance of the discussions and the quest for the maintenance of the sexual liberties conquered is, inevitably, due to education, which is addressed here in its emancipatory character, which is vital both for the understanding of a troubled reality as well as for the maintenance and guarantee of rights won and inclusion and equity of the various sectors of the population.

This dossier brings 19 articles that deal with various issues that sexual education currently faces, both in school education and in the expansion of its approaches and inclusion of contemporary themes and issues in its framework. The first of these articles entitled "**Considerações sobre a sexualidade e educação sexual de pessoas com transtorno do espectro autista (Considerations on sexuality and sexual education of persons with autism spectrum disorder)**", by Ana Carla Vieira Ottoni and Ana Claudia Bortolozzi Maia, makes a theoretical review addressing the sexuality of people with the disorder previously known as Asperger, as the lack of information, communication and preparation, both the family and the instructors can often make the sexuality of this group unfeasible, leaving it more vulnerable to abuse and situations of risk. The debate brings to light the efficient teaching of sex education

for this group of people as a tool for a satisfactory and safe development, besides being a factor of decrease in their victimization.

The second article written by Maria Fernanda Sanchez Maturana, Solange Aparecida de Souza Monteiro and Vagner Sérgio Custódio with the title **“Acessibilidade e inclusão de pessoas com deficiência física em ambientes de sexo pago (Accessibility and inclusion of people with physical disabilities in paid-sex environments)”** deals with the access of persons with physical disabilities to a type of leisure, which, in the eyes of society, they often would not have access to. Seeking to elucidate the subject both by the prostitutes vision and what they could think about attending this group of people, as well as taking the point of view of men with physical disabilities and the barriers that they face to have access to this type leisure, barriers that go far beyond just physical limitations and access, bringing to light a social bias that often, silently, prevents the access of people with physical disabilities to this type of leisure.

With the name of **“A produção da família no Brasil contemporâneo: uma análise de leis e decisões jurídicas (The formation of the family in contemporary Brazil: an analysis of laws and legal decisions)”**, by Luciana Kornatzki and Paula Costa Ribeiro, the article deals, through legal statements and laws, with the expansion of the concept of family in Brazil, of how this expansion brings new meanings and new arrangements for this structure, such as the recognition of homosexual conjugality, thus also provoking combat by more conservative and traditional sectors, creating resistance groups for the nuclear family, mainly in religious and political circles.

In the fourth article of this dossier, titled **“Paternidade na adolescência: analisando seu significado, os desafios e consequências (Teenage fatherhood: analyzing its meanings, vhallenges and consequences)”**, the authors, Jéssica Daniele Fávaro, Andreza Marques de Castro Leão, Paulo Rennes Marçal Ribeiro and Luiz Fernando Zuin, discuss a subject considered with few approaches about the paternity in adolescence, looking in this theme the meanings, the importance of this and the changes that came from this event in the life of these adolescents, reporting their participation both during the gestation period and during the initial years of the children and how they themselves define their roles in this scenario.

“A sexualidade infantil em destaque: algumas reflexões a partir da perspectiva freudiana (Infantil sexuality highlighted: some reflections from the Freudian perspective)” is the fifth article in this dossier, authored by Ivonicleia Gonçalves Boroto and Regina Célia Mendes Sanatore, bringing a bibliographical analysis of Freud's work to discuss one of the main concepts proposed by this author: child sexuality. The article, besides dealing with specific issues of the author, such as childhood amnesia and bisexuality, brings a

discussion about the need to differentiate the concept of sexuality from that of genitality, usually attributed when talking about it, and how this concept generates confusion and erroneous interpretations that may alienate educators and society from an issue that should be treated with care and seriousness.

The authors Marlon Jose Gavlik Mendes and Fatima Elisabeth Denari, in their article **“Deficiência e sexualidade: uma análise bibliométrica (Disability and sexuality: a bibliometric analysis)”**, deal with Brazilian scientific production on the subject, selecting and analyzing the content of articles that address the sexuality of people with disabilities. Demonstrating that despite being a subject of great interest to researchers and professionals in special education, disinformation and prejudice on this subject still prevails, a worrying scenario in view of the reality faced by these people.

In the article **“Jogos de poder e profissionalização docente: discutindo as subjetividades do feminino em sala de aula (Games of power and teaching professionalization: discussing the subjectivities of the feminine in the classroom)”**, written by Welson B. Santos, Wender Faleiro and Higor Júnior de Oliveira, social and historically constructed differences in Brazilian education are treated with the objective of identifying why there is a preponderance, and even a naturalized acceptance, of the woman in the teaching exercise in the classroom, in face of a refusal so that men are accepted in the same way. The article is constituted through a historical survey from the imperial period and analysis of the material obtained from the Foucaultian perspective to elucidate this cleavage.

The eighth article of this dossier entitled **“Marcas sociais de nossos tempos: gênero, sexualidade e educação em âmbito escolar (Social marks of our times: gender, sexuality and School Education)”** was written by Cristiane de Assis Lucifora, Fábio Tadeu Reina, Luci Regina Muzzeti and Renan Antônio da Silva and was based on the master's thesis *“A reprodução das desigualdades de gênero nos contos de fada/maravilhosos como marcas circunscritas na Educação Infantil”*, which had Pierre Bordieu's categories of analysis as its main theoretical reference to address how, even today, inequalities are present and how are put the ideas of overcoming that bring opportunities for all, this done through a theoretical reflexive strategy based on Critical Theory.

Titled **“O saber fazer docente em educação para sexualidade na educação básica: um paralelo entre Portugal e Brasil (Teacher know-how in education for sexuality in basic education: a parallel between Portugal and Brazil)”** the ninth article of this dossier by the authors Marília Frasseto de Araujo, Celia Regina Rossi and Filomena Teixeira, aimed, through a comparison between Portugal and Brazil and the respective legislations that regulate the

teaching of sexuality education in those countries, to analyze how the teachers of the different areas of knowledge deal with the construction and exercise of the knowledge related to sexuality in the classroom. In addition to seeking to understand, through observation, semi-structured interviews and considering the formation (initial or continuous) of teachers, as they think education for sexuality should be built.

In the article **“Teorização em educação sexual a partir da grounded theory (Theorization in sexual education from the grounded theory)”**, written by Claudionor Renato da Silva, the possibility of using the grounded theory methodology to generate theorization in the area of sexual education is approached, how the use of this methodology could be used for the initial training of researchers in this area, both at undergraduate and postgraduate levels.

Florêncio Mariano da Costa-Júnior, Bettina dos Santos de Almeida and Rinaldo Correr, in their article **“Concepções sobre gênero e formação no campo da psicologia da saúde (Gender conceptions and professional training in the field of health psychology)”** reflect on how gender issues in both professional and teaching career can contribute to the implementation of new practices. Based on how models of femininity and masculinity are maintained and poorly reproduced socially, the authors turn their gaze to the effects of these stereotypes on health and how this may influence the behavior of men and women in the quest for a healthy life.

The twelfth article in this dossier **“Saúde sexual da mulher lésbica e/ou bissexual: especificidades para o cuidado à saúde e educação sexual (Sexual health of lesbian and/or bisexual women: specificities for health care and sex education)”**, by the authors Firley Poliana da Silva Lúcio, João Paulo Zerbinati, Maria Alves Toledo Bruns and Célia Regina Vieira de Souza -Leite, points out how the production of knowledge for lesbian and/or bisexual women is still scarce and how this makes it a group of people exposed to a greater risk when we think of Sexually Transmitted Infections (STIs) and HIV/Aids. This study was done through an integrative review of the databases of Scopus, Cinahl, Lilacs and Scielo, and pointed to the need to increase investment in public health policies and in the qualification of professionals in sex education as a strategy to prevent STIs and HIV/Aids.

The article number thirteen presented in this dossier is entitled **“Reflexões sobre as interfaces entre as ações formativas EDUSEX e as tecnologias digitais: um estudo de caso interpretativo-dialético” (Reflections on the interfaces between EDUSEX formative actions and digital technologies: an interpretative-dialectic case study)”**, written by the authors Sônia Maria Martins de Melo and Mônica Wendhausen, brings a study of a case that is

analyzed through dialectical hermeneutics, which reflects on the formative actions carried out and experienced by the EDUSEX research group, through the use of digital technologies, both for the progressive adaptation of training models and teaching-learning practices, and for the creation of new models guided by this new technological level. This study brings as guiding questions: (a) What formative actions were developed by the EDUSEX Group, more specifically related to digital technology? (b) What are the characteristics of these training actions and their interfaces with digital technology?

The author Teresa Vilaça brings in her article **“Metodologias de ensino na educação em sexualidade: desafios para a formação contínua (Teaching methodologies on sexuality education: challenges for in-service teacher training)”** a reflection on the practices of teachers/students seeking the elaboration of guidelines for their continuing education in sexuality education, since many times it's applied and implemented without proper preparation and theoretical reference. Through the analysis of the teachers' methodologies and practices, in addition to the application of a semi-structured interview, it was possible to determine that continuous teacher training may be able to create a deepening of the interdisciplinary themes/problems related to human sexuality, besides helping teachers to reflect on their practices, thus improving pedagogical knowledge about this content.

The next article is entitled **“Base Nacional Comum Curricular e diversidade sexual e de gênero: (des)caracterizações (Common National Curricular Base and sexual and gender diversity: (dis)characterizations)”** and is authored by Caio Samuel Franciscati da Silva, Ana Paula Leiva Brancaloni and Rosemary Rodrigues de Oliveira, does a Discursive Textual Analysis, seeking to identify in the Common National Curricular Base the conceptions about sexual and gender diversity addressed by this document, which is one of the foundations of national education. Throughout the research, a great emphasis is observed in the biological character of the themes related to sexuality, but it adequately addresses sexual and gender diversity, in addition to treating human rights in a very superficial way.

From the authors Ariane Crociari and Marcia Cristina Argenti Perez, the article entitled **“O que estamos estudando sobre gênero na educação infantil: as lacunas na formação docente (What we are studying about gender in early childhood education: the gaps in teacher training)”** brings a bibliographical approach on the theme of gender studies both from the bias of early childhood education and formation of education professionals. Besides pointing to a lack of preparation of the teacher to deal with the subject of sexuality, also notes that there are still many gaps in research on the subject, when focusing on Early Childhood Education. In approaching the topic through the bibliography produced on it, it is also intended

to point out in this study elements that may contribute to the production of knowledge that will fill some of the existing gaps in the area nowadays.

The next article will address the question of the trajectory of a child education teacher, both of life and professional, addressing the gender issues that may involve teaching, it is entitled “**Ser professor na educação infantil: gênero e docência (Being a male teacher in child education: gender and teaching)**” and has authorship of Fernanda Ferrari Ruis Sciotti, Marcia Cristina Argenti Perez and Luciana Ponce Bellido. The work made use of participant observation and semi-structured interview, to analyze how the presence of a man as a teacher of Infant Education is seen, the challenges and obstacles that this professional can face in the career, as well as pointing in the end, how the presence of male teachers at this stage of education can help in the deconstruction of naturalized conceptions of women as the educator of young children.

The article “**Binsex: uma proposta de bingo como recurso didático em abordagem crítica da educação sexual (Binsex: a proposal for bingo as a didactic resource in a critical approach to sexual education)**” is the penultimate article presented in the dossier and is authored by Ediane da Silva and Yalin Brizola Yared. This article deals with new didactic-pedagogical proposals to promote access to information on the themes of sexuality, bringing as a specific resource the Binsex, which is based on the Declaration of Sexual Rights and the paradigm of emancipatory education, aims to overcome banking education, potentializing the pedagogical practice of Biological Sciences teachers who try to approach the themes of sex education in a creative way.

The last article of this dossier is by authors Claudia Pereira de Padua Sabia and Tânia Suely Antonelli Marcelino Brabo and has the title of “**Relações de gênero no movimento dos trabalhadores sem-terra – MST: perspectivas a partir da concepção pedagógica do movimento (Gender relations in the landless workers' movement - MST: perspectives from the pedagogical conception of the movement)**” and is part of a project called “*Cenepções teórico-práticas de educação e trabalho no MST*”. The paper aims to analyze if the educational process of the MST has contributed to actions and discussions on the subject of gender relations, as well as trying to identify these relationships within the movement. The study was developed through bibliographical and documentary research, as well as data collection through semi-structured interviews, all in the light of a qualitative approach of the material collected. Although the work points to some strides made with a lot of effort by women, it also shows that in issues of division of labor and opportunities there is still a long way to go within the movement.

The articles presented address the sexual education issue in a variety of ways, bringing discussions that can complement and point out gaps that still exist in the knowledge framework that surrounds this theme, besides pointing to the challenges of the past, a prospect of the new challenges that sexual education may face not only in school education, but in all spheres of social interaction. These works are built on the expectation that, even if there are problems to be faced and new challenges to emerge, the consolidation of an efficient sexual education in Brazilian education is one of the necessary steps for many prejudices to be overcome and that personal rights and freedoms are respected and guaranteed, thus forming a more just and equal society.

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