

GENDER AND SEXUALITY IN TEACHER FORMATION: A MAPPING OF RESEARCHES BETWEEN NORTH AND NORTHEAST

GÊNERO E SEXUALIDADE NA FORMAÇÃO DOCENTE: UM MAPEAMENTO DAS PESQUISAS ENTRE NORTE E NORDESTE

GÉNERO Y SEXUALIDAD EN LA FORMACIÓN DOCENTE: UN MAPEO DE LA PRODUCCIÓN ENTRE NORTE Y NORESTE

Lívia de Rezende CARDOSO¹
Tássia Alexandre Teixeira BERTOLDO²
Linda Brasil de Azevedo SANTOS³

ABSTRACT: This article builds a mapping with the objective of analyzing theses and dissertations in gender, sexuality and teacher education defended in postgraduate programs in higher education institutions in the North and Northeast regions of Brazil. For that, theses and dissertations were mapped from 2006 to 2018 through a state-of-the-art type study. For this article, we bring the 22 works that involve teacher formation and, considering the objective of this study, we organized the discussion in two units of meaning: the first focused on the works that analyze the conception of teachers in initial formation and the second, the works focused on the curriculum of this formation. In this perspective, some contributions, limits, and possibilities of this academic production were observed.

KEYWORDS: Gender. Sexuality. Teacher formation.

RESUMO: O presente artigo constrói um mapeamento com o objetivo de analisar as teses e dissertações em gênero, sexualidade e formação docente defendidas em programas de pós-graduação nas instituições de ensino superior das regiões Norte e Nordeste do Brasil. Para isso, foram mapeadas teses e dissertações no período de 2006 a 2018 por meio de um estudo do tipo estado da arte. Para este artigo, trouxemos os 22 trabalhos que envolvem formação de professoras/es e, considerando o objetivo deste estudo, organizamos a discussão em duas unidades de sentido: a primeira voltada para os trabalhos que fazem análise da concepção de professoras/es em formação inicial e a segunda os trabalhos voltados para o currículo desta formação. Nessa perspectiva, foram observadas algumas contribuições, limites e possibilidades dessa produção acadêmica.

PALAVRAS-CHAVE: Gênero. Sexualidade. Formação docente.

¹ Federal University of Sergipe (UFS), São Cristóvão – SE – Brazil. Associate Professor I in the Postgraduate Program in Education. Doctorate in Education (UFMG). ORCID: <http://orcid.org/0000-0003-4091-9110>. E-mail: liviocardoso@academico.ufs.br.

² Federal University of Sergipe (UFS), São Cristóvão – SE – Brazil. PhD student in the Postgraduate Program in Education. ORCID: <http://orcid.org/0000-0002-1507-7698>. E-mail: tassiaalexandre@gmail.com

³ Federal university of Sergipe (UFS), São Cristóvão – SE – Brazil. Transfeminist activist and President of CasAmor. ORCID: <http://orcid.org/0000-0002-2658-5196>. E-mail: lindabrasil@hotmail.it

RESUMEN: *Este artículo construye un mapeo con el objetivo de analizar las tesis y disertaciones sobre género, sexualidad y educación docente defendidas en programas de posgrado en instituciones de educación superior en las regiones del Norte y Noreste de Brasil. Para eso, se mapearon tesis y disertaciones de 2006 a 2018 a través de un estudio de tipo de conocimiento. Para este artículo, presentamos los 22 trabajos que involucran la formación del profesorado y, teniendo en cuenta el objetivo de este estudio, organizamos la discusión en dos unidades de significado: el primero se centró en los trabajos que analizan la concepción de los profesores en la formación inicial y el segundo, los trabajos se centraron en el plan de estudios de esta capacitación. En esta perspectiva, se observaron algunas contribuciones, límites y posibilidades de esta producción académica.*

PALABRAS CLAVE: *Género. Sexualidad. Formación del profesorado.*

Tracing the map

In the North and Northeast of Brazil, there is still a great difficulty in discussing gender and sexual diversity in schools and universities and in conducting research on the subject in postgraduate programs. Due to problems with government incentives and the few study groups, these two regions still need more investment in the area, when compared to the South and Southeast regions.

The current reduction in investments in education in Brazil, mainly in scientific research and in the humanities⁴; the implementation of the military civic school by the current federal government⁵; the advance of the school without party movement⁶, which tries to impose an unrealistic pretense of neutrality of the teachers in the classroom to prevent the students from developing their critical sense in their curricular activities; the attempts to withdraw the gender discussions of municipal, state and national plans under pressure from politicians linked to religious fundamentalism⁷, trying to manipulate society on what they say is a “gender ideology”⁸ that goes against the principles of the traditional Brazilian family. These are some examples of this setback and the amazing situation that Brazilian education is going through.

In the face of these attacks and setbacks, it is of fundamental importance for education to conduct research on topics such as sexual and gender diversity in schools, universities and

⁴ Available: <https://www.blogdovestibular.com/educacao/reducao-de-investimentos-filosofia-sociologia.html>. Access: 28 Nov. 2020.

⁵ The implementation of this type of school modality represents a setback in the Brazilian educational system. Available: <http://escolacivicomilitar.mec.gov.br/>. Access: 28 Nov. 2020.

⁶ What the experts say about school without a party. Available: <https://educacaointegral.org.br/reportagens/especialistas-desconstroem-os-5-principais-argumentos-escola-sem-partido/>. Access: 28 Nov. 2020.

⁷ Available: <https://novaescola.org.br/conteudo/4900/os-termos-genero-e-orientacao-sexual-tem-sido-retirados-dos-documentos-oficiais-sobre-educacao-no-brasil-por-que-isso-e-ruim>. Access: 28 Nov. 2020.

⁸ In item 1.2.1 of this dissertation, we will discuss this term that was created in order to attack gender studies.

in all educational spaces, so that students, teachers, and administrators of educational institutions, as well as the whole society, understand the importance of these discussions in the educational process. According to Moraes, Baião and Freitas (2020, our translation) the “access or expansion of access at school to research on gender and sexuality issues, [...] would help us to produce more significant changes in the school routine”. For this reason, there is a need for researchers from PPG’s in Brazil to carry out research on the topic.

Gender and sexuality studies are seen as a threat because they question heterocisnormativity. Anjos and Cardoso (2014) call attention to the fact that "in a heteronormative system, only two identities of sex/gender/desire: male and female would fit" (our translation). The biological determinism and reactionary discourses of some religious people who put people in closed “boxes” with classifications that make some groups seen as less human than others, based on moralistic customs and traditions, justified by the sophistry that not complying is failing with the laws of society and of God.

Education has a fundamental role in maintaining this gender inequality. In our culture, before we are born, we are already placed in two “boxes” that impose rules that imprison, cause inequality, exclude and violate: one blue, in which boys can do almost anything (but they cannot cry), and the other pink, where girls, most of the time, are educated to be housewives, from playing with dolls, little houses, etc.

Questioning social conventions (which we call “boxes” here), the biological determinism that supposes that men are superior to women and talking about sexuality, gender identity and sexual orientation is still seen with a lot of resistance, both within the family and within at Schools. The difficulty in discussing these themes is pointed out by scholars on the topic as one of the biggest reasons for the great gender and sexual violence in our society. Brazil is the fifth country that most violates women in the world (WAISELFISZ, 2015), it is the country that kills the most LGBTI+ people (MICHELS, 2019). The life expectancy of trans and transvestite women is 35 years and 90% of this group is compulsorily engaged in prostitution (BENEVIDES, 2019), because of the family, school and professional exclusions suffered.

In view of this scenario, we propose in this study to map and discuss research in education with a focus on gender and sexuality in teacher education carried out by postgraduate programs in higher education institutions in the North and Northeast regions of Brazil. According to Zanlorense (2014), the thematic formation of teachers, whether initial or continuous, has been “the subject of permanent discussion, in view of the numerous changes suffered by the teaching profession in the context of the history of Brazilian education”. This type of research is important, as it makes it possible to visualize the possible expansion of

studies and also to understand which themes have been most discussed and which still need more research and investments.

For this endeavor, first, a search was made on the digital platform Brazilian Digital Library of Theses and Dissertations - BDTD, with the following descriptors: *gênero, sexualidade e educação* (gender, sexuality and education) until 2018, without determining the initial period, thus finding the first research in the year 1994, covering a period of 25 years of research. It does not mean, however, that the defenses of theses and dissertations in the field under analysis took place only from 1994 onwards. It merely indicates that we have not found any research in the CAPES Thesis and Dissertations Bank that was published before that period. As Teixeira and Megid Neto (2014, p. 274, our translation) point out, theses and dissertations in the country "are disseminated unsatisfactorily, being found predominantly only in the libraries of the institutions where the defense took place".

Then, we surveyed the researches carried out only in the Postgraduate Programs of the North and Northeast regions, totaling 107 theses and dissertations. Among these, we selected those focused on the teacher formation category, with a total of 22 researches between theses and dissertations, the oldest of which was defended in 2006. One of the factors that led us to delimit this category was the fact that we were involved and permeated by teacher formation processes: a biology teacher from the basic education network and supervisors of internships of teaching degree in biology; another professor from the Department of Biology and of postgraduate program in education of a public university and another activist from the LGBTQIA+ movement and active in school interventions, participating in debates and circles of conversations, since 2013, with teachers and students.

To develop this work, we chose to carry out a State of the Art type study. The purpose of this type of research is to know what has already been produced about gender and sexuality in teacher education, seeking to observe the contributions, limits and possibilities for education. Romanowski and Ens (2006, p. 40, our translation) affirm that "in a state of the art the possibility of contributing to the theory and practice of an area of knowledge is present" and, to develop it, is necessary to understand it as a descriptive study, because it produces a situation with a specific condition, of random sample and also analytical. The methodology called "state of the art" can be considered a graphical representation, as in a map, constituting itself as an important source of information and allowing to obtain several data on the research topic.

Inspired by the methodological approach of Romanowski and Ens (2006), we took the following steps for this study: 1 - definition of the descriptors to direct the searches to be carried out; 2 - location of research, thesis and dissertation banks, 3 - establishment of criteria for the

selection of material that makes up the state of the art corpus; 4 - collection of research material, made available electronically; 5 - reading of publications with preparation of preliminary synthesis, considering the theme, objectives, problems, methodologies, conclusions, and the relationship between the researcher and the area; 6 - organization of the study report, composing the systematization of the syntheses, identifying the trends of the topics covered and the relationships indicated in the theses and dissertations under analysis and; 7 - elaboration of preliminary conclusions.

Of the 22 works that involve teacher formation, with an investigative focus related to the initial formation of teachers, evaluation studies or proposals to reformulate initial teacher formation courses. Studies aimed at continuing education, improvement, updating, qualification, training or specialization of teachers.

Composing an initial map

According to Ferreira (2015), gender studies are recent in Brazilian research, mainly in study centers in public institutions from the 1970s onwards and limited to certain academic disciplines that were restricted to problematizing the situation of the women. Ferreira and Nunes (2010), when analyzing research on the state of knowledge in gender and education until the early 2000s, point out that, despite the growth, there are identified and recurring characteristics that express production limits: predominantly female authorship; centralization of production in some regions and institutions; highly varied themes, but which reveal others relevant to the educational agenda; very little presence of articles on education in feminist magazines and articles on gender in educational magazines.

With the growing strengthening of study groups, organization of courses and seminars, dissemination in different academic disciplines and creation of specialized scientific journals since the 1990s, according to Ferreira (2015), it is essential to analyze whether and how the research field comes diversifying and consolidating in the country. Therefore, when analyzing the research advocated in the North and Northeast, we question what forces support the field of gender and sexuality in the training of teachers to point out the main research focuses and to think about their production conditions.

Of the 22 classified works, researches that focused on some aspect of teaching construction, be it initial or continued, were placed. In this set of works, 15 are master's dissertations and 7 doctoral theses. From the selection, the works were described after the year of publication, showing, in addition to their identification characteristics, the main objective,

the object, the method and the main results. After the research descriptions, an overview was made of what was found to help outline the field of research in academic productions in the chosen regions. In this section, we compose a map with research on initial formation. This theme also encompassed research in curricula, but we chose to allocate them here due to their greater focus on the teacher formation framework. It is worth mentioning that this is an area that has been closely related to gender and sexuality themes, as pointed out by Dal'Igna, Scherer and Cruz (2017).

Reis' dissertation (2011) aimed to analyze gender relations in the initial teacher education of a Normal High School Course in Vitória da Conquista, Bahia. From the methodological point of view, observation with a photographic record was chosen, interviews with training teachers selected for the research, application of a workshop with students in training and analysis of the Pedagogical Political Project and the Curriculum Matrix of that course. As main results, it reveals that there is the reproduction of androcentric gender ideologies; lack of adequate formation for teacher educators with regard to gender and sexuality issues, a situation that culminates in the absence of planned and systematic work on addressing these themes and provides elements that suggest an inadequate gender approach in initial formation. Situation that contributes to the maintenance of sexist practices and the reproduction of gender stereotypes and asymmetries in the school context.

Martins' dissertation (2012) aimed to investigate teacher education with regard to gender and sexuality from its conception and curriculum development in the Pedagogy Course at the Federal University of Maranhão, São Luís-MA, in order to highlight the theoretical-methodological subsidies that guide the initial formation of the pedagogue. As a methodological resource, it used the analysis of the discourse proposed by Foucault and as a procedure the bibliographic survey and the official documents that regulate the education of the educator in the national and local scenario and its reflection in the formative process, as well as the conclusion works Course of Pedagogy students, which made it possible to problematize and understand the object. Among the results, the following stand out: the presence of discourses that legitimize knowledge and power in formative spaces, a field in which gender and sexuality are secondary themes as areas of knowledge and human formation. The categories stand out as an indispensable condition for the formation of subjects and as factors that enable the emancipation of others.

Pinto's dissertation (2014) aimed to analyze whether and how gender relations condition the choices of higher education courses for high school students. The methodology points out that the research was qualitative with the application of a questionnaire and an interview with

the students. The data analysis points out that even with subtle changes, the engendering of higher education that separates men in scientific and technological careers and women in health and/or humanistic careers persists in the choice of higher education courses. In addition, the naturalization of social relationships and gender bias are present in family and school relationships, creating obstacles to deconstructing gender dichotomies and female segregation into less valued occupations/professions.

Cardoso's dissertation (2016) aimed to analyze how the themes of body, gender and sexualities are being introduced in the formative practices of Chemistry and Mathematics degrees at the Federal Institute of Education, Science and Technology of Sergipe - IFS / Campus Aracaju. The methodological proposal was organized from a post-critical perspective, the instruments used were the documentary analysis of the Institutional Pedagogical Political Project (PPPI) and Pedagogical Projects of Courses (PPC) of degrees in Mathematics and Chemistry at IFS, a semi-structured interview with Professor of Education and Diversity and Focus Group, with the participation of five undergraduate students from the last year of the courses. From the analysis it was found that the official documents of the degrees expose positivities and negativities. As a positive point, it presents a discipline with the theme of diversity and also a theoretical concept that presents notions of gender inequalities. And, as a negative point, it is pointed out the silence regarding the normalization of bodies and sexualities.

As for the students' representations, it was found that they are crossed by the medical, biological, religious discourses, by heteronormativity, reinforcing the dichotomous view of the body, gender and sexualities, but also conceptions marked by contradictions and subversions. It was evident that they did not have contact with the theme in the undergraduate course, in an official way, as content, debates and questions, but the curriculum of these degrees is not exempt from the theme, as it is crossed, in a naturalized and silent way, by the standardizing speeches of gender and sexuality, binary, homophobic discourses, which bring within them a dichotomous logic of the genres. And that these future teachers, as they do not have discussions about the theme in their initial formation, will possibly lead to the teaching practice the reproduction of sexist knowledge and of the generalized curriculum.

Santos' thesis (2016) analyzed the experiences of teachers and students concluding the Physical Education Degree course, linked to the Department of Physical Education (DEF) of the Federal University of Sergipe (UFS), regarding the approach of differences and the importance of discussions on gender and sexuality issues in and for teacher education. This case study with a qualitative approach used different sources of documentary information and conducted interviews with teachers and students who finished the course. The results of the

research emphasize that the themes on gender and sexuality diversity are necessary and indispensable knowledge in and for teacher education, in order to minimize prejudice, discrimination and taboo in society. However, discussions on these topics are still neglected, with cross-cutting discussions in a light and superficial way. The themes of gender and sexuality in some classes are not sufficient to make them able to deal with security and depth that require such questions (categories) in the classroom in basic education, as they are knowledge that form identities, mentalities and cultural behaviors.

Costa's thesis (2016) analyzed gender inequality in the Pedagogy student's academic path. The study was quantitative and qualitative. It was done in the College of Education of UFC and the participants were students of the Pedagogy course who entered the university in 2013, the year of implementation of the quota system, through a questionnaire and autobiographical research. As for the results, it was pointed out that the course is mostly composed of women, young people, browns, who live with a low income bracket. On the other hand, there was an increase in the enrollment of male students, also young and brown and with the same salary level, contributing to a reconfiguration of the student body of the course. Autobiographical research made it possible for the group to reflect on the path of life and school in a co-presence situation, enabling a formative process from the experience with the other. It was verified the centrality of the female figure in the valorization of knowledge, represented mainly by the figure of the mother, as the one who serves as inspiration, encourages, resigns to provide for her son's education and schooling.

Santana's dissertation (2017) aimed to identify possible student singularities, understanding their relationship with inclusive innovation proposals for students of the Biological Sciences degree at the Federal University of Sergipe. The methodology took place through 6 interviews with students. By thematic content analysis of Bardin, the results show that contact with colleagues from the course and from the university helped in the process of self-knowledge of the bisexual student, in addition there is a concern on the part of a student on how to deal with these issues in the classroom. Although there is a mandatory subject in the course curriculum and an optional subject that addresses these issues, none of the respondents took them yet. As for prejudice, there are reports of situations of machismo and misogyny on the part of teachers and reports of a student who lives with these situations at home. The individual's life story made it possible to better understand his singularities and these are linked to the innovations they propose and will influence the professional he will become.

Santos' (2018) dissertation analyzed the process of formation and permanence of transgender people from different courses, including undergraduate degrees, at the Federal

University of Sergipe, reflecting on their life trajectories as university students and the coping strategies and resistance of the norms of genre. The research approach adopted was qualitative in the methodological process, using data production strategies based on seven narrative interviews with students from different undergraduate courses. The survey also pointed out institutional policies aimed at trans people and their applicability, such as, for example, the ordinance that authorizes the use of the social name and the creation and implementation of the Ambulatory for the care of transgender people (Ambulatory Trans), at the Lagarto Campus. As a policy of confrontation and resistance to gender norms, the presence of transgender students enabled the emergence of activist collectives at the Federal University of Sergipe, contributing to the socialization of trans knowledge through meetings and events, such as the Week of Trans Visibility.

This set of eight works that emphasize issues of and in initial teacher formation points to the challenges of certain life trajectories in the formative spaces of these courses (MARTINS, 2012; COSTA, 2016; SANTANA, 2017; SANTOS, 2018), veiled prejudices or not and the urgency to include gender and sexuality in many higher education curricula (REIS, 2011; PINTO, 2014; CARDOSO, 2016; SANTOS, 2016).

It is necessary to reflect on what Dal'Igna, Scherer and Cruz (2017, p. 641, our translation) say, that “the teacher education curriculum can be constituted as a space where experience and subjectivities are constituted and that they cannot be displaced from the constitution of being a teacher”. The authors also point out that gender relations are naturalized when it occurs through the dichotomous view of the curriculum, what is written versus what is done. Starting from the reflection of Paraíso (2010), when he points out the curricula as gendered artifacts, when it comes to discussions of gender and sexuality, as they tend to standardize and silence differences.

Resolution CNE/CP no. 2, of 1 July 2015, which defines the National Curricular Guidelines (DCN) for initial formation at higher level (undergraduate teaching courses, pedagogical formation courses for graduates and second teaching degree courses) and for continuing education (BRASIL, 2015) presents formative advances based on diversity, human rights and inclusion, recognizing the school as a space for identity construction, respecting and valuing differences (BRASIL, 2015). Such a resolution advances in relation to its previous one, CNE/CP no. 1, of 8 February 2002, which was based on more general and technical knowledge (CARDOSO *et al.*, 2019).

After the implementation of the BNCC for Basic Education, the need arose, according to MEC, the need to once again debate the initial and continuing formation of teachers. In this

way, such guidelines for 2015 were revoked by the Common National Base for the Formation of Teachers of Basic Education, representing a setback in the reference of teacher training policy based on cultural multiplicity. As we saw in the results of the theses and dissertations in this section, much still needs to be consolidated in the formation curricula to guarantee a formation in line with gender and sexuality issues.

Walking through a production field

With regard to continuing education or the work of professionals who already make up the educational spaces, we now describe and analyze another set of works. In this section, fourteen researches will be brought up, composed of six theses and eight dissertations, in relation to their main results that looked at male and female teachers in their practices, life trajectories, working conditions or conceptions around the dimensions of gender and sexuality.

We start with the dissertation defended by Santos (2006) which aimed to analyze the understanding of teachers of the 8th grade of a public and a private school in the city of Campina Grande-PB on the relations of gender and sexuality. As for the methodology, it was characterized as a descriptive-analytical study, with a sample of 10 participants, distributed as follows: in the public school, 03 females and 02 males were interviewed; also, in the private school, 03 females and 02 males were interviewed. The data collection instrument consisted of semi-structured interviews containing open-ended questions. The data were analyzed in the light of content analysis. The main results presented were: the interviewees' unfamiliarity with the term gender relation, characterized by the difficulty of defining this relation, of contextualizing it based on differences based on sex.

In relation to sexuality, it was perceived to be a discussion more familiar to their daily lives, a topic that they showed greater mastery, pointing out their positions regarding heterosexuality, homosexuality and bisexuality, highlighting aspects of difficulty in defining these terms themselves and, to some extent, reaffirming rigid traditional standards for relations between men and women; and the interviewees demonstrated the need to face this emergence of the themes of gender and sexuality in the classroom, to be prepared to discuss them with the students, although they feel difficulties in dealing with these themes considered controversial by them.

Rocha's (2009) thesis aimed to investigate the understanding of gender in the education of children based on the concept of game in Gadamerian hermeneutics. The methodology characterized as phenomenological-hermeneutic of an ethnographic nature, in which the

researchers spent an academic semester at an early childhood school in the city of Ilhéus-BA as a student of Infantil IV. The procedure was based on Childhood Sociology and Gestalt Therapy. For data analysis, Gestalt Psychology was used to compose the following categories: “gender figures”; “Gender settings” and “creative gender adjustment”. The researcher arrived at the following results: from the activity, the understanding of gender occurred in a playful way, that is, in a game of understandings. Thus, it ended up bringing several reflections on the importance of educators to include themselves in the phenomenological world of children, showing the multiplicity of possibilities of meanings that can emerge in the game of understanding gender from the different traditions that occur in the daily routine of early childhood education.

Freitas Filhos' dissertation (2009) discussed the construction of meanings in the speeches of teachers when dealing with the theme of homophobia in the continuing education of the public school system in Pernambuco. As for the methodology, the research had in the perspectives of Education in Human Rights, Studies of Sexuality and Gender and Discourse Analysis the theoretical and methodological scope to present the analysis developed. As part of the results, it was highlighted that: the investigated speeches showed that the teachers' statements about homophobia, reveal that both homophobic and non-homophobic speeches crystallize and resignify themselves from a discursive game tension that occurs from social practices relevant to the school and the context of the subjects that compose it.

The homophobic discourse in the public educational context, today, has lost a favorable field for its explicit enunciation and consequent stabilization, it has been done hegemonically in a veiled way, in the plane of the implicit and unspoken, in face of the politically correct discourse. In addition, homophobic discourses at the explicit level are reinforced from paraphrastic and polysemic discursive elements existing from the silencing of non-homophobic discourse. Therefore, there would be no homophobic school, but hegemonic homophobic discursive practices.

Milhomem's dissertation (2010) aimed to analyze the social representations of gender, the expressions of symbolic violence in the teaching work in the Xerente indigenous community, to unveil processes that support differences, hierarchization and discrimination among the members of this socially discriminated group. The research was developed in the Municipality of Tocantínia in Tocantins, through interviews of the type of life stories with six teachers and two chiefs, and participant observations. The results inform that the life practices of the Xerente women are constituted from the cohabitation of permanence (coexist with the reproduction of very traditional gender positions) and changes (higher level of schooling, the

assumption of new political roles, at work, family economics open possibilities for the female condition). They construct an identity in conflict: sometimes they are guided by values of traditional culture, sometimes by values of Western capitalist culture. On the one hand, factors such as the greater schooling of women and the assumption of new political attributions, at work, in the family economy, open possibilities for expanding rights. On the other hand, the more traditional male roles are reaffirmed and praised in the speeches of men and women, in the same proportion as the growing importance of women in social and political organization tends to be diminished.

The dissertation defended by Santos (2012) aimed to know the displacements, changes and permanences in the areas of teaching work, family and personal life, which hinder and / or enable more egalitarian, equitable relationships between genders and / or that point out others sociability patterns favorable to the articulation between the private / public spheres, among professors who work at the Brazilian public university in Sergipe. It was a qualitative case study research at the Federal University of Sergipe. The results inform that in the context of the teaching work at UFS, sexual division, horizontal and vertical segregation remains, discovering the parallel segregation composing the three-dimensional segregation; the ghetto remains in the exact sciences; it appears that productivity and substitute work are primarily occupied by women.

The subjects' representations point regarding family responsibilities that, in the name of love and maternal duty, women predominantly assume such responsibilities, and do not identify themselves as feminists; they are both winners and losers of reflexivity; gender stereotypes are seen as an expression of prejudice. As for personal life, the data show that women rest less than 8 hours a day, assume a four-day workday, and among married women these hours are associated with taking care of their children and themselves.

Conceição's dissertation (2012) aimed to analyze the discursive constitution of sexuality examined from the point of view of gender relations, from the analysis of the discursive practices of homosexual teachers who work in the teaching of the early years of elementary schools. From the analysis of the statements about gender and sexuality produced by homosexual teachers of primary teaching, using the discursive analysis of Michel Foucault, it was found that this teaching environment is produced by discourses that constitute these homosexual teachers from practices and normative and hegemonic actions of gender and sexuality that try, above all, to hide homosexual sexuality in the school environment, produced from discourses of silence, denial, control and surveillance on these so-called abnormal subjects. There is, therefore, greater vigilance and control on the part of the school when it

comes to these homosexual teachers, the institutional requirements are redoubled, their institutional arrangements have greater effect and act in the maintenance of a supposed sexual heteronormativity in the school.

Lima's dissertation (2013) aimed to identify and describe the conceptions of Biology teachers, from Aracaju, about the body and to identify possible influences of these conceptions for pedagogical practice. The capture of the information was made using the technique of semi-structured individual interview. The results show that the teachers have a conception focused on a symbolic body and a machine body. The latter, probably, due to the area of formation of teachers since, as undergraduates, their bodies are presented in a fragmented way, disconnected from any sociocultural, ethnic, sexual or gender context. The symbolic body is subdivided into several other bodies that are interrelated, which are the psychological, the erotic, the socioeconomic-cultural and the aesthetic body.

Nunes' thesis (2014) dealt with teaching work at the Federal University of Sergipe and at the University of Porto, a more elite stratum, which personifies advances recently achieved in more egalitarian gender relations, but also expresses conflicts and contradictions intrinsic to any process of social change in a Federal Institution of Higher Education. We chose a range of tools integrating macro/micro, subjective and objective, intra and intercultural aspects. Data analysis understood that the gender issue emerges, whether in the division of labor, in the construction of projects/careers, in the contradictions, barriers and achievements present in this historical path. The high workload impacts family life, productive and reproductive work, with disadvantages for women. The sexual division is observed through the organization of the family budget, domestic administration and the education of children. For men, the family never got in the way, while the teacher/mother/wife sometimes sacrifices herself for the family and her husband's career. Differences, distinctions and inequalities are social constructions present not only among the niches of professional practice, but also within them in the daily reproductive and productive work.

Santana's dissertation (2014) aimed to analyze, from a gender perspective, the meaning of work, the valuation of qualification and new skills for teachers at the Professor Valnir Chagas State School in Aracaju / SE. Through qualitative methodology, different sources were consulted: documents, official statistics, semi-structured interviews with seven teachers. The results showed that the dialectic of differences emerges in the senses and meanings attributed to work and qualification. Teachers are not familiar with the gender approach; they tend to express naturalized representations about the construction of differences. The historical social and sexual division of labor hinders the process of building identities and expanding rights and

citizenship. Even in the face of the difficulties faced, contradictorily they consider that gender attributes do not interfere in the construction of their professional projects and vice versa, defining qualification possibilities, mobility in the labor market.

Braga's dissertation (2014) analyzed the process of teacher formation in Education in Human Rights having as object the HRE Specialization Course, from the Federal University of Ceará, developed in 2013. Through a qualitative study, a documentary survey of the main treaties was carried out and national and international human rights programs, aiming to locate the paths taken in the construction of public policies in Brazil. Then, field observation, of the four face-to-face classes of the Fortaleza class, also following the discussions that took place in the virtual learning environment of nine classes and interview with three students, two tutors and the pedagogical coordinator of the course. As a main result, it was concluded that the space where the greatest tensions occur in the perspective of the discussions brought about by human rights education is related to issues of gender, sexual diversity and race and ethnicity.

Amorim's dissertation (2017) aimed to analyze the experiences lived by the female students in the undergraduate course in Physics at the Federal University of Paraíba, which includes and excludes them, as women, in their trajectories. The methodology used was qualitative, using structured face-to-face and online interviews to analyze from the influence of family members and teachers in the choice of the Physics course to the formation path at the university. The results point out that there are embarrassing, debilitating and challenging experiences, as well as gender barriers, among them: the cold climate on arrival at the course, the male image of the Physicist, the lack of credibility of women in the countryside, and the presence of sexism and sexual harassment between colleagues and teachers. In conclusion, in order to remain in the Physics course, students face gender stereotypes, prejudices, discrimination, sexism and sexual harassment, which were invisible and naturalized in many situations.

Silva's thesis (2017) aimed to analyze the process of sexual division of labor and gender relations that configure the professional trajectories of female teachers in the Mechanical Engineering, Physics and Mathematics courses, considered the most masculine in a Federal Institution of Higher Education northeastern Brazil. Interviews were conducted with eleven women teachers from these departments and discourse analysis was used in the data analysis. As for the results, it was pointed out that there are obstacles to the career development of these teachers who do not occupy spaces of prestige and power in the departments. In the relationship with male peers and students, they are influenced by the gender division and the male habitus in the academic field influences both the career and the behavior of teachers. It was observed

that it is difficult for the interviewees to be able to balance personal and family life, since housework and family care continue to be an obstacle to the full professional development of women. It became evident that male-dominated relationships are far from being abolished from academia.

Farias's thesis (2017) analyzed the effects of capacitist and gender structures on the experience of inequality and multiple vulnerabilities of female teachers with disabilities working at the Federal University of Paraíba. Situated in the area of Cultural Studies in Education, the methodology used the notion of trajectory proposed by Pierre Bourdieu, which highlights the individual action of certain subjects (*habitus*), in close relationship with broader social contexts (*fields*). Based on her narratives, which evoke the author's trajectory as a woman with visual impairment, the analysis points to experiences of inequality lived by the collective of women with disabilities who, resulting from a sexist and capacitist culture, exclude them from participation in the public sphere they deny the right to make choices and make decisions on their own. However, the trajectories of these three women reveal that, through education, it is possible to break the aforementioned barriers and contribute to the educational and social development of other women with disabilities.

Melo's thesis (2018) aimed to understand how life and education histories are crossed by gender and sexuality issues among graduates of the Biological Sciences Teaching Degree course, from the State University of Feira de Santana, Bahia, from their narratives themselves. Qualitative research enrolled within the scope of the (auto) biographical method, used narrative interviews with analysis through approximations with the Comprehensive-Interpretative Analysis Method. The interviewees' life and education histories revealed the complexity of the experiences lived in different spaces and times, signaling formal and informal learning in life and education trajectories, pointing out tensions and dilemmas that permeate discussions about gender and sexuality, in addition to challenges in teaching practice. It is possible to reaffirm the need to problematize gender and sexuality from the family and the school, and in the school-family relationship, where the basis for the formation of the individual's values and the construction of his/her identity is found, contributing to strengthen the expansion of discursive spaces on gender and sexuality, and reinforce the movements that defend and work actively discussing these themes.

In view of the job descriptions presented in this section, we observed that research indicates that understandings about gender and sexuality issues are predominantly constituted from what teachers live, from personal experiences and from situations experienced generally related to violence. We know that, effectively, people belonging to the subordinate classes,

especially women, LGBTQI+, black people, religious minorities, among others, do not enjoy the same rights and the same access to social dignity as the people included in the rules of normality. Sometimes teachers reinforce this picture. For others, teachers make it up.

In this sense, we highlight the feminization of teaching that is thought of as a historical and cultural process. According to Louro (2011), at the same time that it was an achievement of workspaces, it was, over time, becoming a work to be more of women than men by the various meanings produced by language. The surveys also make it clear that debates and research focused on gender and sexuality issues do not guarantee that teachers in formation change behaviors and discourses, but allow even more spaces for discussions in both initial and continuing education. Fialho and Nascimento (2017) emphasize that another characteristic that favors the expansion of reflections and debates about gender in teacher education, occurs in the socio-historical-cultural construction of the roles designated as male and female, which are still disseminated today.

Our considerations

At the end of this mapping, we were able to see how much this effort allows for further research in future, in a variety of excerpts, on themes of gender, sexuality and teacher formation. We realized that the debates and research focused on the themes of gender and sexuality do not guarantee that teachers in formation or in continuing formation experiences change behaviors and discourses but allow more spaces for discussions in both initial and continuing education. After all, we do not need “new frameworks, but new postures” (DIAS; MENEZES, 2017, p. 46).

We also observed that gender relations are naturalized, occurring through the dichotomous view of the curriculum, as gendered artifacts, when it comes to discussions of gender and sexuality, as they tend to standardize and silence differences. We corroborate Pessoa (2012) when he says that “deconstructing these concepts that existed since birth and are so ingrained in our culture is not an easy thing”, the teacher needs to have access to research and at the same time be able to bring it to the reality of the students in order to provoke new possibilities. For this, it is of fundamental importance that studies on gender and sexuality issues in teacher education develop from the diversity of fronts (academic and social movements), so that problems that occur in the school routine, which cause prejudiced and violent behavior against women and the LGBTQIA+ population, be reduced.

Despite this little interaction in the works presented here, it is clear that research is increasing on the topic. In the period covered here, from 2006 to 2018, there was an intensification of theses and dissertations starting from 2014 that, according to this survey, added up to thirteen of the twenty-two works. Such researchers and scholars go against reactionary politicians and fundamentalists, develop research-interventions and point out the importance of these discussions in the school, university and in all spaces that involve education.

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