Transsexuality and education: analysis of knowledge production in education periodic of capes (2012-2016)

Transexualidade e educação: análise da produção do conhecimento em periódicos de educação da capes (2012-2016)

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ABSTRACT
The aim of this text is to systematize the literature that raise questions related to Transsexuality and Education, in the great area of the Human studies, subarea Education, in journals set up in the Sucupira platform, classified with the Qualis/CAPES A1 and A2 during the period of 2012-2016. In the field of the Human studies, the systematized revision and the meta-analysis promote a greater

Madson de Santana Santos
Graduated in Languages (Portuguese and English) at Federal University of Sergipe.
Federal University of Sergipe
Av. Marechal Rondon, s/n - Jardim Rosa Elze, São Cristóvão - SE, 49100-000
E-mail: madson341@gmail.com.
Orcid: https://orcid.org/0000-0003-4558-8218

Alfrancio Ferreira Dias
PhD in Sociology at Federal University of Sergipe
Federal University of Sergipe
Av. Marechal Rondon, s/n - Jardim Rosa Elze, São Cristóvão - SE, 49100-000
E-mail: diasalfrancio@hotmail.com
Orcid: https://orcid.org/0000-0002-5562-0085

Ivanderson Pereira da Silva
PhD in Education at Federal University of Alagoas
Federal University of Alagoas
Universidade Federal de Alagoas, Campus Arapiraca. Rodovia AL-115. Bom Sucesso. 57309-005 - Arapiraca, AL.
E-mail: ivanderson@gmail.com
Orcid: https://orcid.org/0000-0001-9565-8785

Pedro Paulo Souza Rios
PhD in Education at Federal University of Sergipe
Bahia State University.
Rodovia Lomanto Júnior, BR 407 - KM 127. CEP: 48.970-000 Senhor do Bonfim -Bahia
E-mail: peudesouza@yahoo.com.br
Orcid: https://orcid.org/0000-0001-7981-9091

Anselmo Lima de Oliveira
MSc in Education at Federal University of Sergipe
Federal University of Sergipe
Av. Marechal Rondon, s/n - Jardim Rosa Elze, São Cristóvão - SE, 49100-000
E-mail: anselmo2014@gmail.com
Orcid: https://orcid.org/0000-0002-6781-9470
credibility in the development of knowledge, from applicability of inclusion/exclusion objective
criteria, producing a scientific knowledge with higher level of scientific evidence. It was identified
that 66.66% of the analyzed literature presents significant statistical effects (Sig), indicating that the
discussions on transsexuality in education field proposes destabilization to the gender standards ruled
in the heteronormativity, making new strategies, attitudes, subversive pedagogic proceedings and
negotiation possible in education field.

**Keywords:** Education. Systematized Review. Transsexuality.

**RESUMO**
O objetivo desse texto é sistematizar a literatura que versa sobre questões relacionadas à Transexualidade e Educação, na grande área das Ciências Humanas, subárea Educação, em periódicos cadastrados na plataforma Sucupira, classificados com o Qualis/CAPES A1 e A2 durante o período de 2012-2016. Na área das Ciências Humanas a revisão sistematizada e a meta-análise promovem uma credibilidade maior na elaboração de conhecimento, a partir da aplicabilidade de critérios objetivos de inclusão/exclusão, produzindo um conhecimento científico com maior nível de evidência científica. Identificou-se que 66,66% da literatura analisada apresenta efeitos estatísticos significativos (Sig), indicando que as discussões sobre transexualidade no campo da educação propõe desestabilizações as normas de gênero pautadas na heteronormatividade, possibilitando novas estratégias, atitudes, procedimentos pedagógicos subversivos e de negociação no campo da educação.

**Palavras-chave:** Educação. Revisão Sistematizada. Transexualidade.

**1 INTRODUCTION**

The discussions on bodies, gender, and sexuality in the last few years have been gaining visibility in the production of knowledge in several areas of knowledge. Specifically, in the education field, we can see a significant increase of researchers that aim to formalize studies of gender and sexuality as part of the Human studies analysis. These researchers, in general, show up the contributions of the inclusion of these themes in the education field.

An example of this, the study conducted by Dias e Amorim (2015), after they conducted a systematized revision of the body, gender, and sexuality in the teaching formation. For the authors, “the status of more than 60% of the produced literature on the subject suggests that the approach of the themes of body, gender, and sexuality in teacher education contributes to the destabilization of norms, classifications and hierarchies surrounding the subject. This result is very significant, because it is an analysis of the specific area of knowledge production, highlighting the studies as relevant (SEFFNER, 2011; WENETZ, 2012; RABELO, 2013; ALTMAN; AYOUB; AMARAL, 2011; DORNELLES; POCAHY, 2014; PINTO, 2011; TORRES; PRADO, 2014; QUIRINO; ROCHA, 2012; XAVIER FILHA, 2012; SILVA; SOARES, 2014; ALONSO; ZURBRIGGEN, 2014; EHRENBERG, 2014; DORNELLES, 2012; MOIZÉS; BUENO, 2010; MENEZES; DIAS; SANTOS, 2020; CRUZ, 2014; DIAS; MENEZES, 2017; DIAS, 2017; DIAS, 2014; EUGÊNIO, 2010; GOMES-DA-SILVA, 2014, LARA, 2016; CALEJON, 2020).
From this review, we identify the existence of a gap in the production of knowledge on gender studies, sexuality and education: the transsexual universe, in which “little has been written about the experiences of trans educators in classroom spaces, in particular how gender mediates pedagogical approaches” (JAEKEL; NICOLAZZO, 2017, p. 165).

What has already been produced about transsexuality in the education field? What are the main studies results over transsexuality, published in journals of the education field considered A1 and A2 by the webqualis in a four-year period? This is the aim of this text, identify in the specific education literature, in a systemic way, for the significiation of the discussion about the transsexuality, using for this purpose, the systematized methodology revision and the principles of meta-analysis (FIGUEIREDO FILHO et al., 2014; ROSCOE; JENKINS, 2005; AUTHOR, 2015).

2 METHODOLOGY

For the research development, we align the use of systematized revision and meta-analysis, as principle guiding methodology, according to the accumulation and trustworthiness of the results. When using such methodology in the field of education, we can see the concentration of several other research results in the same research, leading us, readers and researchers a higher reliability. Pointing out the possible problems of the researchers, having in mind that most parts of the literature reviews are set in narratives, where there is no specific script of objective analysis, with specific exclusion and inclusion criteria.

According to Figueiredo et al. (2014), the systematized review and the meta-analysis, started to contribute to the development of the systemic knowledge production, as these research’s methods establish the procedures that guide the results of the fulfilled studies, being able to “place different studies together in one database and use analytical and statistical methodologies to explain the variance of the results, using common factors to the studies” (ROSCOE; JENKINS, 2005, p. 54). So, using this method, it was aimed to explain the significiation of the knowledge production about the transsexuality discussion in the education field.

Specifically in the area of education, the meta-analysis can contribute to the concentration of results of several other studies in the same work, increasing reliability and revealing the status of a research problem, since most of the literature review is narrative and without the adoption of specific script analysis, which weakens the results (DIAS; AMORIM, 2015, p 195).

We wanted to explore, during the implementation of the research, which contributions that Transsexuality and Education thematic brought to the field of scientific production in the Human Studies area, subarea Education, which are the relevance of these approaches and the possible perspectives of theoretical advancement these results can indicate to us. We elected variables that
could contribute in an effective way to the configuration and research filter: (1) name of the journal; (2) Qualis of the journal; (3) type of drawing research; (4) type of effect; (5) number of participants; (6) main results. In the literature collection, the next inclusion/exclusion criteria were used: (1) publication in journals; (2) journals set up in the Sucupira Platform Qualis/CAPES; (3) Publications in the periods between the 2012-2016 years; (4) human studies’ area (subarea Education); (5) articles without languages restrictions; (6) key words: transsexuality and education, transsexual and education, transvestites and education, travestilidade and education, trans people, transgender, travestite, education; (7) types of research.

To what it refers to the collection of data of each study, we use: (1) number of analyzed cases; (2) types of used techniques; (3) main obtained results. We use the adoption of such criteria for getting the most concrete and influential results for a better analysis, having in mind the public of readers, which the publications reach, as well as, an analysis directed to empirical researchers.

3 DISCUSSION OF THE RESULTS

364 journals were analyzed, located in the area of Education\textsuperscript{1}, being 73 journals with Qualis CAPES A1 and 291 journals with Qualis CAPES A2. In accordance with the keywords, we performed a refined search, in a way that we could filter the results in scientific productions in the Education field and journals in the platform Qualis/CAPES between the years of 2012-2016. Therefore, we found a total of 24 journals that were making use of the terms adopted by a research filter, divided in 7 journals A1 with 20 articles and 17 journals A2 in 40 articles. The articles recurrence found with the adopted keywords concentrates, mainly, in the health and psychology area. In the first chart, we expose a total of published journals studies about transsexuality, being 50 % of the articles published in A1 journals and 50 % in A2 journals.

| JOURNAL                        | NUMBER OF ARTICLES FOUND | QUALIS  |
|--------------------------------|--------------------------|---------|
|                                |                          | A1      | A2      |
| American Psychological Association | 3                        | X       |         |
| Athenea Digital                | 3                        | X       |         |
| Bera                           | 1                        | X       |         |
| BM Public Health               | 10                       |         | X       |

\textsuperscript{1} The total number of analyzed journals was of 364, being that inside the great area of analysis, the area of Education, it was existing some journals that were boarding questions related to the education, but in different perspectives, like education in the area of the health, psychology, botany. We focus then in the analysis of journals over that they were bending on the education in pedagogic contexts and formal and informal school spaces.
While applying the established criteria of inclusion and exclusion for the data collection, only five journals, subdivided into 6 publications were qualified according to the adopted criteria. The Chart 2 exemplifies the frequency of articles published by journal and Qualis.

| JOURNAL                                  | N | %   | QUALIS |
|------------------------------------------|---|-----|--------|
| Caderno de Pesquisa - Fundação Carlos Chagas | 1 | X   |        |
| Cadernos de Pesquisa UFMA                | 1 | X   |        |
| Cadernos Pagu                            | 4 | X   |        |
| Ciência & Saúde Coletiva                 | 5 | X   |        |
| Currículo sem fronteiras                 | 1 | X   |        |
| Educação e realidade                     | 1 | X   |        |
| Interamerican Journal of Psychology      | 2 | X   |        |
| Proposições                              | 1 | X   |        |
| Psicologia e Sociedade                   | 1 | X   |        |
| Psicologia Teoria e Pesquisa             | 1 | X   |        |
| Psicoperspectivas                        | 1 | X   |        |
| Revista Brasileira de Educação           | 1 | X   |        |
| Revista Brasileira de Estudos da Presença| 2 | X   |        |
| Revista da FAEEBA – Educação e Contemporaneidade | 2 | X   |        |
| Revista Estudos Feministas               | 13| X   |        |
| Revistas de Estudos Sociais              | 1 | X   |        |
| Revista Ibero-americana de Estudos em Educação | 1 | X   |        |
| Revista Panamericana de Salud Pública    | 1 | X   |        |
| Saúde e Sociedade                        | 2 | X   |        |
| Via Atlântica                            | 2 | X   |        |
| **TOTAL**                                | 60| 100%| 3      |

Source: Drawn up by the authors, 2017

By analyzing the first chart, where a sample of the researchers are shown by journals, it is noticed that productions related to the Transsexuality and Education are still in a small number if compared to several other themes in productions in the above-mentioned area. The number of publications in most of the journals is maintained in an article only, equivalent to 16.66% (in each journal), stands out only the distinction of the "Revista da FAEEBA – Educação e
Contemporaneidade”, which had two articles, equivalent to 33,33 % if compared to the number of journals selected in the period of 2012-2016.

After we analyzed in which indicative Qualis/CAPES the journals were leased in the Education field, another two important variables that we analyzed were: which is the type of drawing developed in the research and production of the analyzed articles? Which methodology (quantitative/qualitative) did the authors use in the production of the articles? In such a way that it helped us identify and understand the methodological projection that deals with the studies of the Transsexuality and Education, established by the authors.

During the journals and articles analysis that understood the requisites established for the research, we manage to identify the predominance of only a methodology in all the analyzed texts, the qualitative methodology (100 %). In order to make use of this methodology, the authors focused the researches objective in the participant's narratives, the motivations, and wishes of these participants as trans people. According to AUTHOR (2015, p. 198), this result “can be explained by the variables used by the researchers as well as due to the research tradition in the Human Sciences, especially in education, to use the qualitative methodology in the studies”.

Having in mind that the focus of the researchers was concentrated in qualitative analyses, we analyzed the types of drawings that were shaped in these studies. The results can be observed in the following chart.

| TECHNIQUES                   | N  | %      |
|------------------------------|----|--------|
| Interview                    | 5  | 83,33% |
| Questionnaire and interview   | 1  | 16,67% |
| **TOTAL**                    | 6  | **100%**|

Source: Drawn up by the authors, 2017

Based on the data above, it is possible to notice that the predominant technique in the data collection was the interview with 83,33 % in five research, (TORRES; PRADO, 2014; LONGARAY; RIBEIRO, 2015; SILVA JUNIOR, 2016; SEFFNER; REIDEL, 2015; DIAS; CARVALHO; OLIVEIRA, 2016). Next, the technique questionnaire and it interviews only with 16,67 % in 1 research (FRANCO; CICLINI, 2015). Being the interview, one of the techniques more used in research that study transsexuality theme. So, the approaches related to the theme of the Transsexuality and Education in the Human studies field, mainly in the Education, ally to the qualitative methods, in supplying detailed information, contributing also, for the most precise development of an intelligible drawing of research and, enlarging the relevance of these studies.
As a way of checking in a more precise way, we used the Figueiredo Filho (2009) and AUTHOR (2015) method to identify the number of participants in the above-mentioned studies, where the analytical definitions are based on Case Studies (N = 1) and low level of abstraction, Small N Studies (N < 20) and moderate level of abstraction, and Large N Studies (N > 50) with a high abstraction level.

Specifically, Small N Studies are the ones that have analyzed less than 20 participants and Large N Studies are the ones that had more than 50 participants. As for the Case Studies, it was not necessary to reclassify the category, since it refers to an intensive study of a specific reality, which affects the applicability of this category in other qualitative research, pointing out the casualties to generalize for categories of analysis (DIAS; AMORIM, 2015, p. 199).

It was possible to notice in the analyzed articles the variations when it comes to the application of variables regarding the survey participants. In the growing form, we can notice that the case studied was used only in one of the analyzed articles (DIAS; CARVALHO; OLIVEIRA, 2016), representing only 16.67 %. The most used method was Small N Studies, representing 66.66 % in four of the analyzed articles (JUNIOR HISSES, 2016; TOWERS; MEADOW, 2014; LONGARAY; BROOK, 2015; FRANC; CICLINI, 2015) and under the perspective of the method Large N Studies, 16.67 % is understood, representing an article (SEFFNER; REIDEL, 2015) among the analyzed inquiries. It summarizes then, in the significant form that the most used method was Small N Studies and two other methods Case Studies and Large N Studies had a less incident. It is possible to observe this information in the following chart.

| Method          | N   | %      |
|-----------------|-----|--------|
| Case Studies    | 4   | 66.66% |
| Small N Studies | 1   | 16.67% |
| Large N Studies | 1   | 16.67% |
| **TOTAL**       | **6** | **100%** |

Source: Drawn up by the authors, 2017

It is interesting to point out the importance of the case studies (Case Studies) regarding other methodologies (Small N Studies and Large N Studies) developed in scientific research, mainly in the Education area, as a result of higher possibilities of analysis this method provides us with. Whether we consider the case study like a deeper dialog in a determined theme, where the researcher has other ways of analysis aligned to the same dialog, soon, another precision and also more detailed questions about the Transsexuality and Education (in case of the research here above-mentioned), as well as a greater understanding in the set and development of the gender research design.
Our sixth variable shows the relevance of the results obtained in the literature selected and collected for the meta-analysis on Transsexuality and Education. For that, we learned a new model of classification used by Figueiredo (2014, p. 55), what fragments the analysis of this variable in three subdivisions: Sig, N Sig e Mixed Results. In the form, to exemplify in a clearer way the use of the nomenclatures, we can apply them straightly to our research. In Sig, we can observe results which present conclusions that advocate the approaches relevance related to the Transsexuality and Education, in a way that this questions contribute “to a destabilization of normalizations, classifications and hierarchies” (DIAS; AMORIM, 2015, p. 165) in the above-mentioned context; in N Sig, it is possible to notice these such approaches do not contribute in an effective way to a propagation and destabilization of crystallized concepts on Transsexuality and Education; in Mixed Results, we can think that the results present dichotomous effects, in other words, they present to us positive results, showing that the analyzed scientific productions contribute to a reproduction and deconstruction about the thematic Transsexuality and Education, just as it brings us no positive results, denying what was already presented as positive propositions.

We can think the effects of the articles analyzed in this research in two manners: as a hypothesis and as real results. Using the term hypothesis, is possible think it in a limited and isolated observation of the selected articles, they present determined classification and relevance, however, the objective of this research is to conceive the result of this literature revision as a totality of the analyzed articles and how the collected texts about Transsexuality and Education provide a determined destabilization of concepts established socially on this theme. And to think also about the impact, mainly in the area of scientific knowledge, the Education, how much it’s possible to measure the number of readers and in which contexts these texts can possibly circulate.

It is possible to realize through the results above, among the analyzed articles, four of them, 66.66% in the total, they presented significant effects (Sig) (SEFFNER; REIDEL, 2015; FRANCO; CICLINI, 2015; LONGARAY; IBEIRO, 2015; DIAS; CARVALHO; OLIVEIRA, 2016), in front of the approaches related to the Transsexuality and Education, it is possible to analyse the constitution of teacher as a subject in educational spaces and as this fact collaborates not only for the space's transformation where they are inserted but also for an effective contribution in the way as other integrant subjects of these spaces start to see and deal with the gender questions, transsexuality allied to the education. Another factor of great relevance to be mentioned as significant reinforcement for the researches related to Transsexuality and Education, is the fact of the transsexual people can be recognized as active participants in the education process and also as pertaining to the gender that is identified, allowing that other identities could surface and be respected in the same space.
Among the included articles, one of them consists of mixed results (Mixed Results), representing 16.67% of the analyzed articles (TORRES; PRADO, 2014), that helps to understand, while participants and researchers of the education field, the insertion and acting of these transsexual bodies in the education that are producing destabilization in rules about crystallized concepts in the social imaginary about gender, nevertheless, even with so many active bodies, they exist and they are reinforced of negative actions against the existence of these bodies.

It is possible to visualize also that the themes on Transsexuality and Education have no effective contributions (N sig) with an affirmation showed in an article, representing 16.67% of the analyzed total (SILVA JUNIOR, 2016). Following this hypothesis of classification, we can notice in the chart how these results might be organized.

Chart 5: Frequency of the type of articles effect

| TYPE OF EFFECT       | N   | %     |
|----------------------|-----|-------|
| Nsig                 | 1   | 16.67%|
| Sig                  | 4   | 66.66%|
| Mixed Results        | 1   | 16.67%|
| TOTAL                | 6   | 100%  |

Source: Drawn up by the authors, 2017

Retaking to what was already quoted in the course of the review, the biggest focus of our investigation is to consider and to classify the publication of these articles in journals in a homogeneous form, inside the field of Human studies, subarea Education. Therefore, in this form, we can establish a comparative view regarding other subjects that are shaped and spread in the same field.

In a way that we can understand better the main arguments built on the articles analyzed on Transsexuality and Education, we prepared the picture below.

Picture 1: Main arguments related to the thematic Transsexuality and Education

| STUDY                    | ARGUMENTS                                                                                                                                                                                                     |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seffner e Reidel (2015)  | The teachers present in most of their speeches how necessary is to be in front of a classroom as a not endowed body of these physical and esthetic characteristic, marks defined socially like belonging to determined genders but exclusively and especially as an endowed body, superior for their knowledge and domination of what they teach, maintaining this position, while subject belonging to a school context. It leases of the conditions established in these spaces, the professionals also point out it in her speeches how significant is their presence in education field, occupying public office and contributing to an imbalance of the standards, while they come being demonstrated like extremely able professionals and fixing a place of where they shouldn't have been denied. |
Franco e Ciclini (2015)

The narratives observed in the research provides a clear vision of how teachers suffered a continuous process of no recognition while students and also it emphasizes how difficult it was to them giving continuity to their formations, being inserted in hostile environments. Not only being sufficient, the fact of the education space itself already constituting an environment of bodies regulation and standards, they were still succeeding continuous discriminations by teachers themselves. Like survival tactics in the above-mentioned contexts, the transsexual teachers highlight the perpetuated idea in our imaginary social, of which: while belonging to a minority, it is necessary to pick up for the forms of distinction, most of the interviewed ones showed that to be always endowed of knowledge supplied with a superior position in relation to others. It is still important to punctuate a fact, the teachers show that their existences, while model of denaturing of standards, they allowed the appearance of several other bodies and subjects that also are not aligned to the standards, in other words, the presence of these professionals besides contributing to the aspect of formation of these pupils drives the real existence of some of them.

Torres e Prado (2014)

The motivation question where does the speech of this work try to be aligned is: how and which resources, declared transsexuals or transvestites are teachers used to be maintained in a predominantly homophobic context? Soon, it is punctuated in the course of the research that the transsexuals and transvestites teachers have entered in their bodies a tacit signification and that it provides destabilizations in the daily school hierarchies. There is emphasized also the question of the recognition and merit through a subsequent familiarity, in other words, since these professionals show off able, they are supplied with them a sort of peacemaking in relation their gender identifications and the biggest recognition by their professional role. It is possible to think then, that the actions of these teachers in their proper school contexts happen like a continuous experience and more and more in a significant way; these teachers have been vacating the role of outsider.

Iongaray e Ribeiro (2015)

The speech used by different institutions like gender regulation forms. It is possible to analyze how the school, religion, medicine, psychology make use of arguments, trying to convince LGBTQI + to follow the heterosexual standard crystallized in the society; the subjects wrapped in the research report their experiences of revealing itself deviant of the standards, acceptance and rejection, and like such speeches helped or tried to prevent them from assuming the intelligibility of their gender, sexual direction, existences while LGBTQI +; it is highlighted like these subjects in spite of they had been compelled socially, they face his existences and align force for a bigger effect of transgression of standards.

Dias, Carvalho e Oliveira (2016)

“Not to guarantee” from the basic rights to the subjects in contexts of formal education is a common and recurrent factor in great part of the literature produced on the theme of the Transsexuality, however as the interviewed one punctuates and reinforces, it is that in face to such circumstance, there is a great necessity of thinking about a restructuring in the forms in which the education (in any persistence) is set; there's a necessity of discussion on bodies, genders, and sexualities in education spaces, aligned to that, the necessity of the construction and implementation of formation projects that includes all the layers pertaining to the school context, faculty, pupil and all the other present collaborators in these spaces. There will only be a real effectiveness as for the respect and equity before the plurality of lives and forms, when such policies will be thought and set up in a top-down way, reaching so a totality.
In the picture, we expose the central arguments of the analyzed studies, with a larger intensity. It is possible to realize that there is recurrent information in the literature produced on the Trans questions in the education field. Which is the production of an imbalance of gender standards ruled by the heteronormativity, since the transsexual's people destabilize pre-established ideas about what is to be a man and to be a woman (NICOLAZZO, 2017), proposing new possibilities to existing in the world. Showing another important aspect which is the existence and the permanence of Trans bodies in educational institutions. We show that they take place in the formative practices and spaces, “there are several areas of subversion to norms and we face the control of bodies, as well as to show that these are dispute places, that in our research we do not generally privilege the discourses which subvert” (DIAS, et al., 2017, p. 200).

4 CONCLUSION

While systematizing specific literature of the education area, using studies published in journals valued by the Qualis/CAPES, we could identify the main characteristics of the production of the knowledge about the transsexuality and education. The first one is the total of 364 journals valued as A1 and A2 by the Qualis/CAPES, only 24 journals published studies about transsexuality, totaling only 6.59 % of the analyzed journals, being a total of 24 journals which only five journals (1.37%) published six studies on transsexuality in education field (Currículo sem fronteiras, Educação e realidade, Revista Brasileira de Educação, Revista da FAEEBA – Educação e Contemporaneidade e Revista Estudos Feministas). 50 % of the studies were published in journals with evaluation of Qualis/ CAPES in A1 (Educação e Realidade, Revista Brasileira de Educação e
Estudos Feministas) and 50% in A2 (Currículo sem fronteiras e Revista da FAEEBA – Educação e Contemporaneidade, highlighting the Revista FAEEBA, which published two studies analyzed (33,33 %).

All these studies used methodological qualitative approach. Regarding to the qualitative technique of collections of data, it was noticed that the most used technique of qualitative methodology was the interview with 83,87 % of the cases, total of five studies and; questionnaire study, total of 16,67 % of the cases and, 66,66 % of the analyzed studies is composed by few case studies (Small N Studies). It was identified that 66,66 % of the literature presents significant statistical effects (Sig), indicating that the discussions on transsexuality in the education field propose destabilization to the standards of gender ruled in the heteronormativity.

The results of the analyzed research in this study show up that the theme of the transsexuality potentiates to reflection on the education field as a political field, opening and reopening to the reflections about the dissident bodies, proposing questions about "places" and "doings" in the daily relations. In other words, the trans-bodies start to do and to undo the gender and sexuality in the daily life of the formative spaces, like an act of gender negotiation (PEREIRA, 2012; (FINO, 2016; GENÚ, 2018; KOVACS; TINOCO, 2016; MORORÓ, 2017; MORGADO, 2016; MOREIRA; SILVA JÚNIOR, 2014; PACHECO; SOUSA, 2016; PEDRO, 2017; RUDD; GOODSON, 2016; TORRES, 2010; U LJENS, 2016; CORRADINI; MIZUKAMI, 2011).

Questioning the gender standards, allow possible unlearning about the concept of bodies, genders, and sexualities. They propose new conditions for the pedagogic work in order to guarantee basic rights. And, the most important thing is, question the pedagogic process, proposing in other words, “a new political posture, inserting new strategies, attitudes, subversive pedagogic proceedings, demarcating means of negotiation in the school ground” (DIAS; MENEZES, 2017, p. 37). When reflecting on the subject of transsexuality in the field of education, we must have three theoretical principles, according to Jaekel and Nicolazzo (2017): teaching as trans, teaching about trans and teaching with trans epistemologies.

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