

Approach to LGBT+ education in official documents: a systematic literature review

ARTICLE

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Abstract

This article aims to analyze the referrals and discussions carried out in studies on Sexual Diversity, in order to evaluate and synthesize evidence on how documents and current public educational policies have approached LGBT+ Education. To this end, the study was developed using the methodology of the Systematic Literature Review (RSL), which was carried out in May 2024, in the databases of the Capes Theses and Dissertations Catalog, on the Brazilian Publications Portal and Open Access Scientific Data (Oasisbr) and Google Scholar. Content analysis was used to categorize the selected papers, based on Bardin (2016). According to the research protocol, followed in the review, it was possible to see from the few papers selected (9) that studies on educational policies still lack research on the subject studied.

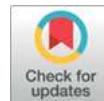
Keywords: Educational Policies. Sexual Diversity. Systematic Literature Review.

Abordagem da educação LGBT+ nos documentos oficiais: uma revisão sistemática de literatura

Resumo

Este artigo tem como objetivo analisar os encaminhamentos e discussões realizadas nos estudos sobre a Diversidade Sexual, a fim de avaliar e sintetizar evidências sobre a forma como os documentos e as atuais políticas públicas educacionais tem abordado a Educação LGBT+. Para isso, o estudo foi desenvolvido por meio da metodologia da Revisão Sistemática da Literatura (RSL), a qual foi realizada no mês de maio de 2024, nas bases de dados do Catálogo de Teses e Dissertações da Capes, no Portal Brasileiro de Publicações e Dados Científicos em Acesso Aberto (Oasisbr) e do Google Acadêmico. Para a categorização dos trabalhos selecionados, foi utilizada a análise de conteúdo, com base em Bardin (2016). A partir do protocolo de pesquisa seguido na revisão, foi possível perceber, a partir dos poucos trabalhos selecionados (9), que os estudos em políticas educacionais ainda carecem de pesquisas na temática estudada.

Palavras-chave: Políticas Educacionais. Diversidade Sexual. Revisão Sistemática de Literatura.



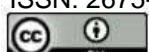
1 Introduction

From the moment we are born and belong to a family, we get to know and learn about the world according to the vision of our parents, who probably pass on to us what they also learned from our grandparents. In Brazil, according to Federal Law No. 12,796, it is compulsory to start school from the age of 4. This means that, when we are at school, we can meet and live with different views from those we knew before. This meeting of experiences is often accompanied by conflicts, but it also helps the individual to live with and respect differences, be they in terms of race, religion, gender, learning pace, values, expression of sexuality, among others.

Still on the subject of birth, the sex of the individual, which is attributed to their biological characteristics, means that particularities are defined for them. Girls are expected to like playing with dolls, toys that refer to household chores, such as pans, irons, brooms, etc. For boys, it's dinosaurs, cars, balls and other objects associated with masculinity, thus defining the subject, what we call gender. According to Machado and Salva (2024, p. 8): "Gender identities are ways of distinguishing boys and girls, men and women within society. Nurseries and schools, as integral parts of society, play an important role in this construction."

In this sense, it is worth highlighting gender studies in the contributions of Louro (1997, 1999, 2000, 2003). In the author's words: "identities are always being constituted, they are unstable and therefore subject to transformation". (Louro, 1997, p.27). In other words, it's not up to us to define what the individual is or to stipulate a moment for this to happen. Throughout their lives, this construction will define their gender identity, how they see themselves and how they would like to be seen.

In addressing these definitions, we reflect on the stereotypes associated with men and women, and the fact that if they don't meet the standards expected by society, they will suffer prejudice, which happens a lot with "defeminized" lesbian women and "effeminized" gay men. This mistaken belief only reinforces the idea that homosexuals



are deviant, which in turn contributes to the continued existence of homophobic actions, or rather heterosexism, which refers to prejudice against homosexuals. This concept was well defined by Louro (1997), who used Judith Butler's theoretical assumptions to define it as follows:

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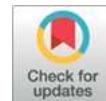
Homophobia, the fear of homosexuals, can also be expressed in a kind of "terror of gender loss", i.e. the terror of no longer being considered a "real" or "authentic" man or woman (Louro, 1997, p.28).

Going back in history, we find a constant struggle for equality, which began to gain strength in 1969 after the *Stonewall Uprising*¹. Since then, the fight against discrimination and the search for equality, i.e. the same rights and duties, regardless of sexual orientation and/or gender, has been gaining ground. In 1990, the acronym GLS began to include bisexuals and transgender people, becoming GLBT, undergoing further changes a few years later, giving visibility to lesbian women, we had the acronym LGBT, to which other terms were added followed by the "+" sign, which seeks to cover the diversity of gender and sexuality.

When we talk about an individual's sexuality, we are talking about their sexual orientation, which means saying which gender they are attracted to in love and sex, hoping that this attraction is for the opposite sex to their own, fitting in with heterosexuality. Even though this is the "norm" in society, it is not singular. There is homosexuality, in which the subject is attracted to people of the same sex as him. There is also bisexuality, which is the attraction to both sexes, pansexuality, in which the attraction happens regardless of the individual's sex, and asexuality, in which the person feels little or no sexual attraction.

It is well known that the only one that is not accompanied by discrimination and violence, in schools and elsewhere, is heterosexuality, because it is hegemonic. In order to combat intolerance, it is necessary to institute new public policies based on the needs identified by the government. When these policies are focused on education, they are

¹A movement that took place in a bar in New York City, with the protagonists being black transgender women who resisted police aggression at a time when same-sex relationships were considered a crime.



called educational public policies, which, according to Amestoy and Tolentino-Neto (2024), have the main objective of improving access to and the quality of education, thus promoting equal learning opportunities, as well as meeting the most diverse needs of the population with regard to education.

Another way to combat intolerance within schools is through sex education, the principle of which, according to Maia and Ribeiro (2011, p.77):

[...] it must be an intentional, planned and organized process that aims to provide students with an education that involves knowledge, reflection and questioning; changing attitudes, conceptions and values; producing and developing active citizenship; and equipping them to combat homophobia and gender discrimination (Maia; Ribeiro, 2011, p.77).

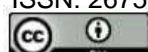
Because, contrary to what many people think, sex education does not encourage sexual practice, but rather presents approaches such as: contraceptive methods, sexually transmitted infections (STIs), sexual diversity, teenage pregnancy, behaviors of abuse, among other issues regarding the adolescent's body, clearing up doubts and promoting respect. In view of this, the aim of this work is to carry out a Systematic Literature Review (SLR) of academic productions from the last two decades (2004 - 2024) that address public educational policies aimed at sexual diversity.

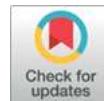
2 LGBT+ Education and Sexual Diversity: what does academic research say?

According to the Human Development Report (UNDP), published in 2005, i.e. almost two decades ago, some of the strategies used to expand the chains of equivalence around difference, with an emphasis on racism, are presented. According to Macedo (2009, p. 93):

This expansion itself makes use of a representation that has supported the myth of racial democracy: the idea that prejudice in Brazil is not racial, but social. In an attempt to subvert this, the politics of difference use part of a well-established myth that serves as their antagonist. Expansion therefore costs black movements part of their own demands (Macedo, 2009, p.93).

Not dissimilarly, we can see that in the struggles waged by the LGBTQI+ Movement, chains of equivalence around the notion of difference are also present. In this





sense, according to Carvalho (2020, p. 94): "not to place difference as a central issue is to deny that the school is a socially diverse environment". Because of this, school systems, networks and institutions must consider overcoming these inequalities in their annual planning, planning with a clear focus on equity, which presupposes recognizing that students' needs are different (Brasil, 2018). This is how, according to Carvalho (2020), the state is absent from the responsibility of dealing with these issues, passing them on to smaller spheres, placing differences on the periphery.

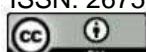
The state of Paraná, where this research was carried out, has implemented the National Common Core Curriculum (BNCC) through the Curriculum of the Paraná State Network (CREP), which aims to complement and reorganize the Paraná Core Curriculum, addressing the main needs and characteristics of our education network in the light of the BNCC. It lists suggestions and guidelines for content suited to our regional reality, which should serve as a basis for developing the competences and skills that are fundamental to the students' trajectory at this stage of their education (Paraná, 2019).

According to the studies already carried out, there are deficiencies in the BNCC in relation to sex and gender education. Sartori (2022) notes the marginalization of Sex Education in the BNCC, as well as research demonstrating a conservative turn:

In a historical period that combines globalizing processes, with the increasing presence of large economic bodies within public policies and the advance of neoliberalism, with a conservative turn, problems arise that are related to the construction of a single curriculum, illustrated in the National Common Curriculum Base, and the absence of important themes, such as the very expensive issue of gender and sexuality within the scope of education. (Carvalho, 2020, p.98).

In another analysis, the research identified that the Base document

[...] avoided discussions related to sexual themes, instead focusing its text on the lists of content and competencies that should be developed. Terms such as "develop", "participate", "care", "relate", "debate", "produce", "appropriate" in the BNCC show a rather generic and meaningless panorama in relation to approaches to human sexuality, care for one's own body and respect for differences. (Freitas, 2021, p.24).



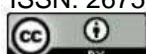


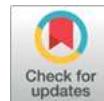
Sartori (2022, p.2) points out that Sexuality Education in the school environment is "a process that is constantly changing and evolving", requiring a number of issues to be resolved, including teacher training. Teachers need to be prepared to deal with doubts, questions and prejudices, making ongoing training essential. This training should not just be restricted to science and biology teachers - subjects that deal with sexuality in their thematic content - but should take place across the board. As Maia and Ribeiro (2011) point out, sexuality must be included in the school's pedagogical project, ensuring an approach aligned with all subjects. Among the main challenges in the school context are:

Differences, distinctions, inequalities ... The school understands this. [...] Initially conceived to accommodate some - but not others - it was slowly demanded by those to whom it had been denied. The new groups brought transformations to the institution. It needed to be diverse: organization, curricula, buildings, teachers, regulations, evaluations would explicitly or implicitly "guarantee" - and also produce - the differences between subjects" (Louro,1997, p. 57).

Still concerning gender and sexuality, Sartori and Campanário (2024, p.4) emphasize that "it is necessary to recognize the historical and contemporary struggles involving education on these topics, especially in times of persecution and misinformation surrounding the so-called 'gender ideology.'"

In the fight for the understanding and enforcement of the rights of the LGBT+ population, policies have been created to combat violence and provide support to these individuals, such as Brasil Sem Homofobia (BSH – Brazil Without Homophobia), a program launched in 2004 aimed at fighting violence and discrimination, divided into eleven action programs, the fifth of which focuses on the right to education. Five years later, in 2009, the Plano Nacional de Promoção da Cidadania e Direitos Humanos de Lésbicas, Gays, Bissexuais, Transexuais e Travestis (National Plan for the Promotion of Citizenship and Human Rights of Lesbians, Gays, Bisexuals, Transsexuals, and Transvestites) was published. Its main objective is to guide the development of public policies for social inclusion and the fight against inequalities affecting the LGBT+ population, emphasizing intersectionality and cross-sectoral approaches in the proposal and implementation of these policies.





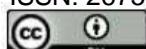
The Programa Brasil Sem Homofobia (BSH – Brazil Without Homophobia), launched in 2004 during the government of then-President Luiz Inácio Lula da Silva, includes a dedication to Janaína, a transgender woman, activist from Ceará, and a historical figure in the fight for LGBT+ rights. This dedication was made because she was the first transgender woman to obtain a professional license from the Ordem dos Advogados do Brasil (OAB – Brazilian Bar Association). She also developed Brazil's first campaign against the Human Immunodeficiency Virus (HIV) with a focus on transgender individuals, in addition to other actions for the prevention and treatment of people in this group.

The document's main objectives are to promote the citizenship of gays, lesbians, transvestites, transgender, and bisexual individuals by ensuring equal rights and combating discrimination and violence. To achieve this, efforts focus on strengthening projects aimed at the LGBT+ community, training professionals at the forefront of human rights advocacy, disseminating information about these rights, and encouraging people to report violations when they occur.

Additionally, the document outlines 11 action programs, beginning with the coordination of policies to promote the rights of homosexuals. The goal is for BSH to inspire further initiatives, whether partial or comprehensive, to be implemented by the Federal Government. These actions include strengthening State and Municipal Human Rights Councils, supporting the fight against discrimination through institutional campaigns and public awareness efforts. The document also highlights the importance of educating the Brazilian population about homophobia and monitoring the socio-economic conditions of the LGBT+ population through academic research.

3 Methodology

According to Kitchenham (2004), the Revisão Sistemática de Literatura (RSL – Systematic Literature Review) is a method for analyzing and interpreting previously conducted studies on a given topic of interest. According to Ramos *et al.* (2014, p.20),



conducting this type of research requires efforts to “[...] define criteria, precise and systematic methods to identify and select bibliographic sources with the utmost rigor, efficiency, and reliability in the work developed.”

In this context, to conduct the RSL for this study, the steps defined by the authors in the following protocol (Box 1) were followed:

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Box 1 – Systematic Review Steps

Step	Action
i) Objectives	Definition of the research problem;
ii) Search Equations	Definition of keywords and combinations (AND, OR, NOT);
iii) Scope	Definition of search databases;
iv) Inclusion Criteria	Definition of acceptable studies;
v) Exclusion Criteria	Definition of non-acceptable studies;
vi) Methodological Validity Criteria	Verification of inclusion and exclusion criteria;
vii) Results	Recording of steps taken;
viii) Data Processing	Analysis of selected studies.

Source: Adapted from Ramos *et al.* (2014)

In accordance with the aforementioned protocol, the research problem was initially defined: How have documents and current educational public policies addressed LGBT+ Education? Next, the combination of keywords to be used in the search databases was defined, which were: “educational policies,” “sexual diversity,” “LGBT,” and “sexual education.” As a search condition, it was stipulated that the selected publications should have occurred between the years of 2004 and 2024, due to the fact that the kickoff for LGBT+ public policies was Brasil Sem Homofobia (Brazil Without Homophobia), launched in 2004.

Subsequently, the search databases to be used for the systematic review were defined as Oasis, which is a Brazilian Portal for Publications and Scientific Data in Open Access, the CAPES Theses and Dissertations Catalog, and Google Scholar, as shown in Table 1:

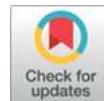


Table 1 – Number of works found in the selected databases

Database	Number of works found
Oasis	21
CAPES Catalog	6
Google Scholar	4
Total	31

Source: Research data (2024).

According to the protocol described in Table 1, to narrow down the guiding works from the searches, inclusion criteria were used: I) works published between 2004 and 2024; II) Publications focused on basic education; III) Publications that addressed the analyzed documents, which were: Brasil Sem Homofobia (Brazil Without Homophobia) and/or Plano Nacional de Promoção da Cidadania e Direitos Humanos de LGBT (National Plan for the Promotion of Citizenship and Human Rights of LGBT). For a more refined selection, exclusion criteria were also established, which were: I) works published before 2004; II) Duplicated works or those that could not be accessed; III) Publications not focused on basic education; IV) Publications not addressing LGBT public policies.

As mentioned in the explanation of the previous step, by applying the publication year filters, articles and publications prior to 2004 were excluded, as well as duplicated works. The remaining exclusion criteria were met by reviewing titles, keywords, and abstracts. Methodological validity was defined by reviewing the inclusion and exclusion criteria, conducting the research by more than one researcher, and peer reviewing.

On the Oasis platform, in advanced search, the keyword combinations, the acceptable time frame, and options for theses, dissertations, and Final Year Projects (TCC) were selected. After applying the filters, twenty-one publications were found. The search occurred in May 2024, and the results are presented in the following section, where the systematic analysis of the mapped productions is shown, pointing out the study





objectives and their main findings and discussions. For categorizing the selected works and analysis, content analysis based on Bardin (2016) was used.

4 Results and discussions

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A total of 31 works were mapped regarding educational public policies aimed at combating homophobia and promoting equal rights for the LGBT community, including the analysis of documents such as the *Programa Brasil Sem Homofobia* (Brazil Without Homophobia) and the *Plano Nacional de Promoção da Cidadania e Direitos Humanos de LGBT* (National Plan for the Promotion of Citizenship and Human Rights of LGBT). However, after applying the inclusion and exclusion filters, only 9 works remained, as shown in Box 2.

Box 2 – Mapped and Analyzed Works in the Study

Reference of the work	Year	Type
SOUZA, J.A.C. A política educacional brasileira em interface com a diversidade sexual no período de 2003 a 2014. Thesis (Postgraduate Program in Education – Master's Degree) – Tuiuti University of Paraná. Curitiba. 2016.	2016	Thesis
DANILIAUSKAS, M. Relações de gênero, diversidade sexual e políticas públicas de educação: uma análise do Programa Brasil Sem Homofobia. Thesis (Postgraduate Program in Education – Master's Degree) – University of São Paulo São Paulo. 2011.	2011	Thesis
MOREIRA, J. Janelas fechadas: o percurso da Pauta LGBT no PNE 2014. Thesis (Postgraduate Program in Education – Master's Degree) – Federal University of Paraná. Curitiba. 2016.	2016	Thesis
GOMES, J.C. Direitos Humanos, Educação e Cidadania LGBT: Uma análise das ações do programa Brasil Sem Homofobia em João Pessoa/PB. Thesis (Postgraduate Program in Education – Master's Degree) – Federal University of Paraíba. João Pessoa. 2016.	2016	Thesis



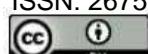


ROTUNNO, L. Educação e diversidade: uma análise sobre as políticas educacionais de combate à LGBTfobia. Final Year Project (TCC) – Federal University of Paraná. Curitiba. 2018.	2018	Final Year Project (TCC)
RIBEIRO, J.T. Políticas para a comunidade LGBT: uma breve análise do Programa “Brasil Sem Homofobia”. Final Year Project (TCC) – University of Brasília. Brasília. 2014.	2014	Final Year Project (TCC)
JOCA, A.M. Para além do Devir: Políticas públicas educacionais para a diversidade sexual. Avaliação de Políticas Públicas Journal , v.2, n.14, p.46-64, jul/dez. 2014.	2014	Article
VIANNA, C.P. O movimento LGBT e as políticas de educação de gênero e diversidade sexual: perdas, ganhos e desafios. Scielo Journal , v. 41, n. 3, p. 791-806, jul./set. 2015.	2015	Article
MEIRELES, A.C.; RAIZER, E.C.; MARGOTTO, L.R. Diversidade sexual nas políticas educacionais brasileiras: uma abordagem crítica preliminar. <i>In: Proceedings of the National Seminar of Postgraduate Studies in Social Sciences</i> – UFES, v.1, n.1. 2011.	2011	Article

Source: Research data (2024).

It can be noted that the works are divided into 4 theses, 2 final year projects (TCC), and 3 articles, all from the period of 2011 to 2018. As shown in Box 2, it is evident that there is a lack of doctoral theses. One of the factors for the few works mapped may be the lack of funding, noting that there was a conservative government between 2018 and 2022, often making homophobic statements such as: “What we want is for Joãozinho to be Joãozinho his whole life. Mariazinha to be Maria her whole life, to form a family, and for their character not to be distorted in the classroom, going against sexual education.”

According to the following Box 3, it is possible to see the universities where the researchers had their works published:



Box 3 – Regions and Institutions where the research was conducted

Selected Academic Works						
Higher Education Institution	State	IES	Thesis	TCC	Article	Year
Tuiuti University of Paraná	PR	UTP	1	0	0	2016
University of São Paulo	SP	USP	1	0	0	2011
Federal University of Paraná	PR	UFPR	0	1	0	2018
Federal University of Paraná	PR	UFPR	1	0	0	2016
University of Brasília	DF	UnB	0	1	0	2014
Federal University of Paraíba	PE	UFPB	1	0	0	2016
University of São Paulo	SP	USP	0	0	1	2015
Federal University of Espírito Santo	ES	UFES	0	0	1	2011
Federal University of Ceará	CE	UFC	0	0	1	2014

Source: Research data (2024).

When analyzing the time period in which these works were produced, there is a noticeable gap between the launch of the BSH (Brazil Without Homophobia) in 2004 and 2011, the first work among those analyzed. From that year on, there was a significant increase in academic works addressing educational public policies related to gender and sexual diversity, with the majority published in 2016. This coincides with the period when Dilma Rousseff served as President of Brazil. After a coup, her mandate was interrupted, and the presidential sash was handed over to Michel Temer. During the 3 years of his presidency, only one of the analyzed works was published, with none being published during the Bolsonaro administration.

Figure 1 below presents a word cloud related to the works analyzed here.

Figure 1 – Word Cloud Derived from the Analyzed Works



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Source: Research data (2024).

From reading the publications, it is possible to observe some words that stand out in the main approaches presented in the works reviewed, as seen in the word cloud in Figure 1. Because of the analyzed topic, the highlighted words are "Políticas" ("Policies"), "Públicas" ("Public"), and "LGBT", aiming at the central issue of this work. However, some words still deserve attention, such as: "Homofobia" ("Homophobia"), "Combate" ("Combat"), and "Direitos" ("Rights"). This was expected, given that the fight for equal rights for the LGBT community is a daily struggle and will be a long one, as homophobia exists everywhere and requires collective work to be fought.

This result suggests that the works selected here are related to this research, as from the outset these topics were addressed, thus establishing a relationship between the concepts discussed, enriching the text and the theoretical framework. The analysis presented below was carried out based on categories developed *a posteriori*, after reading the selected works.

4.1 Category 1: LGBT Rights and Visibility

This category focuses on the journey of social movements in the pursuit of LGBT Rights and Visibility over the years. Among the works analyzed, Souza's dissertation (2016) stands out, as it presents three chapters, one of which is included in this category.

In the first chapter, the constitution of the homosexual subject, queer theory², and intersections with the LGBT social movement are addressed. Souza (2016) analyzes how homosexuality has been understood since the 19th century by the first researchers in the field, some of whom considered it congenital, while others treated it as a neuro-physical degeneration, among other hypotheses. The author also presents Michel Foucault as one of the most important voices for those studying homosexuality and the social movements associated with queer theory.

Souza (2016) traces the path of the fight for visibility of the LGBT movement since the 1940s, from its first records in Europe in the 1940s to its consolidation in Brazil in the late 1970s and early 1980s, highlighting that the most significant achievements occurred only after the 1990s. Finally, Souza (2016) mentions the importance of social movements but warns that, despite having achieved legal milestones, these do not guarantee LGBT individuals the effective conditions for the exercise of full citizenship.

4.2 Category 2: Public Policies and Social Movements

Category 2 focused on four works, consisting of two dissertations: Daniliauskas (2011) and Gomes (2016), and two articles: Vianna (2015) and Meireles; Raizer; Margotto (2011). The relationship between the political scenario during the creation of public policies for the LGBT+ community was present in all the works, which was expected since the BSH was launched by the federal government during the presidency of Luiz Inácio Lula da Silva. According to Vianna (2015), during the 8 years of Lula's presidency, he presented speeches on social inclusion, which were influenced by the pressures from the struggles and collective actions of organized civil society seeking to overcome social inequalities.

² Historically, "queer" has been used in a derogatory manner to refer to homosexual people. Its use by activists in homosexual movements constitutes an attempt to reclaim the word, reversing its original negative connotation. (Louro, 2000).

The article by Meireles, Raizer, and Margotto (2011) also falls into this category and is structured around three main axes. The first, *Sexual Education in Schools: Revisiting the History*, provides an overview of the milestones that contributed to the development of more solid policies in this area. The authors then briefly address *School Inclusion* before delving into *Public Policies*, highlighting the role of organized civil society in the fight for visibility and the claim of rights. Furthermore, they analyze the *Social Representations of Public Policies*, emphasizing the challenges faced by professionals responsible for developing and implementing these policies, who are often seen as “non-subjects” and encounter obstacles in their work.

Furthermore, the article presents the LGBT Population and Brazilian Educational Policies, bringing the *Guidelines for an Educational Policy on Sexuality*, the *National Curriculum Parameters (PCN)*, and *Sexual Diversity* – which aimed to prevent children and youth from Acquired Immunodeficiency Syndrome (AIDS), as it was called at the time. The term "AIDS" has fallen into disuse, and now the term HIV³ is more commonly used. Furthermore, they encompass the National Women's Policy Plan, which was the result of feminist movements among lesbian and Black women who advocated for actions that would promote the inclusion of sexual diversity topics in schools by education managers at all levels of government. Meireles, Raizer, and Margotto (2011) also discuss the BSH (Brazil Without Homophobia Program) and the National Plan for the Promotion of LGBT Citizenship and Human Rights, documents previously addressed in this text.

Among the main approaches, the most prominent were the discussions focused on the BSH (Brazil Without Homophobia), which was seen as a reference document for subsequent public policies and aimed at combating violence and discrimination against the LGBT+ population. It also included the participation of activists from this social movement in the construction of the document, which would serve as a foundation for other governmental spheres. According to Daniliauskas (2011), the National Program for

³ HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immunodeficiency Syndrome) are often confused, but there is a crucial distinction between them. HIV is the virus that, if left untreated, can lead to AIDS, a condition that represents the most advanced stage of HIV infection.

STD/AIDS contributed to funding the publication, compensating for the lack of government budget. Additionally, it helped with internal coordination between the government and the organized social movement, which criticized the shortage of resources for implementation.

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In 2009, the National Plan for the Promotion of LGBT Citizenship and Human Rights was launched, also under Lula's government, with the goal of strengthening the BSH by presenting actions to ensure respect for free sexual orientation and gender identity. Gomes (2016) states that the plan was heavily rejected by ultraconservatives and religious fundamentalists, as one of its programmatic actions included “civil union between same-sex couples” and “guaranteeing adoption rights for same-sex couples.”

4.3 Category 3: Sexual Education and the School Environment

The third and final category is the one that included the most works. Accounting for a total of 4 studies, it includes a dissertation, an article, and two final-year theses (TCCs). Moreira (2016) discusses in her master's research issues such as Neoliberalism and School, Identity Policies and School, and Public Policies and School – LGBT Demands. Meanwhile, Joca (2014) presents in her article discussions about sexual diversity, starting from the visibility of the imminent policies in education, covering LGBT movements and their perspectives on education, and bringing the policies that embrace sexual diversity. In the final-year theses, Ribeiro (2014) develops his research based on the understanding of Brazil Without Homophobia, the role of schools in sexual education, and education with gender identity, while Rotunno (2018) describes his work on LGBTphobia in schools, focusing on combating it through educational policies.

Unfortunately, in daily school life, it is common to witness homophobic remarks, where often the audience remains passive because they do not know how to oppose such comments. Intervention is necessary to prevent these situations from being seen as natural. In this sense, Ribeiro (2014) highlights the importance of giving visibility to the prejudices and discrimination experienced, as this allows reflection on the impact of



social interactions, even though it may spark debates and disagreements. These discussions enable the deconstruction of homophobia, ensuring that schools fulfill their role in promoting inclusive education. In this context, sexual education becomes essential so that knowledge, through dialogues and debates, contributes to deconstructing prejudices.

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Rotunno (2018) recalls that, according to the 1988 Federal Constitution, education is a right for all, and two of its main principles are citizenship and dignity, showing that it is the State's obligation to develop guidelines for educational actions regarding the recognition of diversity in society.

Ribeiro (2014) characterizes and highlights the importance of Brazil Without Homophobia for the materialization of policies regarding sexual diversity in schools. Rotunno (2018) observes that the implementation of programs and actions to combat discrimination and promote gender equality was emphasized and received attention under the government of the Workers' Party (PT), and recalls the "School Without Homophobia" project, which was vetoed. According to Rodrigues and Silva (2020), the project was funded in 2009 by the Ministry of Education (MEC), in partnership with the Secretariat for Continuing Education, Literacy, and Diversity (SECADI), and aimed to promote an environment conducive to equality and respect for diversity in daily school life. However, it faced many attacks, which led to the discontinuation of this policy.

In the master's research conducted by Moreira (2016), there is an emphasis on the removal of certain terms from important documents, such as "gender identity" and "sexual orientation," from the body of the text of the bill PL8035/2010, which led to the creation of the National Education Plan (PNE). The PNE is a document that sets the guidelines, goals, and strategies for education. Moreira further points out that the omission of these terms was felt in debates regarding education plans at the state, municipal, and national levels in Brazil, as there was no explicit directive for implementing specific policies for the LGBT community, as it lacked funding support for such purposes.

However, much still needs to be done, as the educational system continues to ignore the existence of LGBT adolescents, even though the school should be for



everyone, without segregation and with strategies to eliminate inequalities. In agreement, Joca (2014) emphasizes that it is impossible for the school to ignore sexualities, as one cannot ask for them to be left outside the school gate.

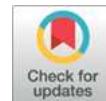
Louro (1997, p. 80) supports the works above, as although sexuality is present in all educational processes, concern about it is not openly addressed, indicating that when administrators and teachers are questioned on the matter, they respond: "In our school, we don't need to worry about this, we don't have problems in this area" or "We believe it's up to the family to handle these issues." Such attitudes occur because many parents fear that knowledge could encourage homosexual practices and/or sexual activity. In this sense, the mentioned author adds that, for a young person to recognize themselves as homosexual, it is essential to unlink homosexuality from misconceptions, such as deviations, pathologies, or unnatural and illegal forms of sexuality.

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5 Final considerations

This study sought to deepen the data from existing scientific research on LGBT+ Education, presenting the evolution of the research field related to this topic. It was observed that, even expanding the focus of this study to the last two decades (2004–2024), few works related the documents analyzed—Brazil Without Homophobia and/or the National Plan for the Promotion of LGBT Citizenship and Human Rights—to educational policies aimed at basic education.

From the three categories of analysis, it was possible to observe that in Category 1 – entitled 'LGBT Rights and Visibility' – the recognition of the fundamental role that social movements play is important, but even though legal milestones have been achieved, these do not guarantee LGBT people the effective conditions to fully exercise their citizenship. In Category 2 – entitled 'Public Policies and Social Movements' – it was observed that the relationship between the political scenario and the creation of public policies for the LGBT+ community was present in all the works in this category, which was expected, since the BSH was a federal government program during the mandate of



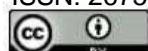
then-president Luiz Inácio Lula da Silva, advocating for social inclusion through the pressures and collective actions of organized civil society in pursuit of overcoming social inequalities.

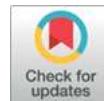
Lastly, Category 3 – entitled 'Sexual Education and the School Environment' – reports that there is much to be done, as the educational system still ignores the existence of LGBT adolescents in school environments. The school should be for everyone, without segregation, and it needs strategies to eliminate inequalities, as sexualities cannot be left outside the classroom door.

Considering these observations, it is clear that promoting research addressing the demands of the LGBT+ community is both necessary and urgent. Furthermore, it is essential to resist the dismantling of policies that promote the fight against discrimination and violence, both within and outside the school environment. The importance of encouraging the school community to reflect on the need to discuss concepts, expose ideas, and foster debates among students is also emphasized, allowing knowledge about diversity to gradually contribute to the deconstruction of homophobia.

The standardization of a national curriculum with "essential" learnings for all students in the country ends up imposing barriers to differences and diversities. The choice to meet the logic of capital and business interests redefines the concept of quality education, turning it into a commodity. This model not only underestimates social interaction and the appreciation of differences but also ignores the multitude of demands, needs, and realities of various schools and contexts. Additionally, by relegating the "diversified part of the common curriculum" to a secondary position, it reduces the centrality of fundamental themes, treating them merely as transversal aspects within the curriculum structure.

This study makes a significant contribution to the field of educational research by highlighting not only the academic productions of recent decades but also the gaps and opportunities to improve educational practices in Brazil concerning LGBT+ education and approach. This research does not end here, but it is understood that it has achieved its proposed objective. It is hoped that the results presented will inspire new research and





academic productions in the pursuit of promoting a more just and inclusive education, preserving and fighting for universal values of respect and dignity for all.

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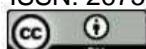
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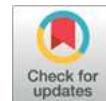
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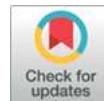
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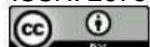
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