

The weight of norms: transgenderities, inequalities and the invisibility of trans students in educational institutions in Pará

ARTICLE

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Abstract

This article analyzes the trajectories of transgenderities people in educational environments, focusing on the barriers faced by trans students at the Federal University of Pará (UFPA). The research, based on Judith Butler's studies, is based on the assumption that the weight of educational and social norms, centered on cisgender and gender binarism, negatively impact self-discovery and recognition of gender identity, contributing to invisibility and inequalities at the university. The objective of the study is to investigate how these challenges influence the educational path of these people, with an emphasis on the experiences of transgender students at UFPA. The methodology adopted was qualitative, based on non-directive interviews, whose responses were analyzed through discourse analysis. The results reveal that educational institutions, by reinforcing binary gender norms, promote an environment hostile to gender diversity. It is concluded that the lack of institutional preparation contributes to the reproduction of educational inequalities in higher education.

Keywords: Transgenerity. Norms. Inequalities. Gender Identity. Higher Education.

O peso das normas: transgeneridade, desigualdades e invisibilização de estudantes trans em instituições de ensino paraense

Resumo

Este artigo analisa as trajetórias de transgeneridades nos ambientes educacionais, focando as barreiras enfrentadas por estudantes trans na Universidade Federal do Pará (UFPA). A pesquisa, vislumbrada pelos estudos de Judith Butler, parte do pressuposto de que o peso das normas educacionais e sociais, centradas na cisgeneridade e no binarismo de gênero, impactam negativamente a autodescoberta e o reconhecimento da identidade de gênero, contribuindo para invisibilização e desigualdades na universidade. O objetivo do estudo é investigar como esses desafios influenciam o percurso educacional dessas pessoas, com ênfase nas experiências de estudantes transgêneros na UFPA. A metodologia adotada foi qualitativa, baseada em entrevistas não diretas, cujas respostas foram analisadas por meio de análise do discurso. Os resultados revelam que as instituições educacionais, ao reforçar normas binárias de gênero, promovem um ambiente hostil à diversidade de gênero. Conclui-se que

a falta de preparo institucional contribui para a reprodução das desigualdades educacionais no Ensino Superior.

Palavras-chave: Transgeneridade. Normas. Desigualdades. Identidade de Gênero. Ensino Superior.

1 Introduction

2

The process of becoming transgender is seen socially as taboo and is constantly repressed. Society adopts a binary conception of gender, assigning male and female at birth on the basis of genitalia, disregarding people's self-perception of their gender identity. In this context, social institutions such as schools play a fundamental role in maintaining binary norms, ensuring that individuals fit into these categories. According to Machado and Salva (2025), gender identities are ways of distinguishing boys and girls, men and women, and educational institutions, as an integral part of society, contribute to this construction.

In opposition to this view of the naturalization of gender, philosopher Judith Butler (2003) challenges cisheteronormativity and binary structures, arguing that gender identity is not intrinsically linked to male and female bodies. For this author, gender is a socially constructed, fluid and transitory concept, and gender identity is in fact "a performance sustained by social sanctions" (Butler, 2019, p. 214). She points out that, in the context of an idealized model of heterosexuality, the incentives and prohibitions that shape gender identity aim to regulate sexuality within the reproductive structure.

In this same line of reasoning, it is because of the naturalization of the cisheteronormative and binary pattern that human beings are labeled by their gender condition. Those who deviate from the standard have their sociability damaged, because they are disintegrated from their social environment and often have their human rights violated. This is what Butler (2019) points out when she says that gender is a project whose purpose is cultural survival. Thus, gender performance takes place in a coercive condition, with punitive consequences. It is these performances that may or may not guarantee the humanization of individuals in contemporary culture.

In this regard, Butler (2019, p. 226) states: “Performing your gender incorrectly implies a set of punishments, both obvious and indirect, and performing it well guarantees the reaffirmation that, in the end, there is an essentiality of gender”. For this reason, the philosopher assures that a discourse that imposes a restricted view of gender, by affirming the binarism between man and woman as the only way to understand the concept of gender, exercises a regulatory function of power that naturalizes the dominant norm, hindering the possibility of questioning or breaking with this structure (Butler, 2022).

Thus, the theoretical approach that underpins this research understands gender transit as a performance that destabilizes norms, resulting in punitive social responses. Thus, living a trans identity is a challenge, since it involves resisting the obstacles imposed by social and educational institutions, as well as combating social exclusion based on expressions of violence that require collective responsibility and the commitment of the state and society to build public policies that guarantee citizenship and visibility. Based on these considerations and in dialogue with them, this study aims to analyze the trajectories of transgenerity in the university environment, focusing on the barriers faced by trans students at the Federal University of Pará (UFPA). The research is based on the assumption that the weight of educational and social norms, often centered on cisgenderism and gender binarism, have a negative impact on self-discovery and recognition of gender identity, contributing to invisibility and inequalities at university. The aim of this work is to investigate how these challenges influence the educational path of these people, with an emphasis on the experiences of transgender students at UFPA.

To do this, the article aims to answer the following questions: how do educational and social norms impact the trajectory of self-discovery and recognition of the gender identity of trans students and how do these challenges and barriers contribute to the marginalization and invisibilization of trans people in the university environment of Belém-PA?

The justification for this research is based on the need to expand studies on gender and education, since, despite the various studies in the area, the experiences of trans students at public universities are still little investigated, especially in the context of

institutions in the North of Brazil. In this way, this article contributes to filling this gap, offering an analysis of the dynamics of marginalization and invisibility faced by these students in higher education.

In methodological terms, the research adopts a qualitative approach, using non-directive interviews, the answers to which were analyzed using the discourse analysis technique. Data was collected through open-ended interviews, which allowed the participants' experiences to be explored. The reports obtained were transcribed and examined using the principles of discourse analysis. In addition, the study strictly adhered to ethical parameters, including obtaining a Free and Informed Consent Form (TCLE).

The data obtained revealed how trans students perceive educational spaces and how these spaces influence the construction of their gender identities. It was observed that the university environment favors cisgenderism, which results in an educational path marked by hostility towards students who do not conform to the binary standard. In addition, the study showed that oppression related to non-normative gender behaviors and performances generates discomfort and frustration, negatively impacting the educational trajectory and reinforcing educational inequalities. It was also found that educational institutions are not prepared to deal with the specificities of gender expression in the process of trans identity, which contributes to the reproduction of the social marginalization of trans people in the academic context.

In addition to this introduction, the article is structured in three more sections. The first describes the methodology adopted, highlighting the qualitative approach and the discursive analysis of trans students' experiences in higher education. In the second, the results of the study are analyzed and discussed, revealing that educational institutions, by reinforcing binary gender norms, promote an environment that is hostile to gender diversity. Finally, the last section presents the conclusions, summarizing the main findings of the study and pointing out gaps and possibilities for future research.

2 Methodology

This study was carried out using a qualitative approach, because it allows research to “draw closer to history and literature, with which it shares the object – social life – and the instrument – language and the ability to argue” (CEBRAP, 2016, p. 8). It is therefore an effective perspective for a comprehensive understanding of personal experiences during the course of an educational journey. It is, therefore, a descriptive exploratory study because, in addition to describing the paths taken by students, it also analyzes the obstacles along the way, looking at their effects and consequences. This made it necessary to use a method of individual reconstruction of trajectories, in this case in education, because it is possible to “paint a vivid picture of social phenomena by reconstructing the subjective experience of social processes and structures” (CEBRAP, 2026, p. 14).

The method used to collect data was through non-directive interviews, given that the study seeks to gather detailed information on subjective trajectories during the educational process and, according to Michelat (1982, p. 193), “the information obtained through non-directive interviews is considered to correspond to deeper levels”. The question that guided the conversation was “talk about your relationship with the educational institutions you attended or are attending”. It is a type of open-ended question that allows the interviewee to talk about their subjective experiences and provide collaborative information for the development of this work. What’s more, the fact that it’s an open question “gives the interviewee more freedom to direct their own narrative” (CEBRAP, 2016, p. 12).

The research was carried out on the Belém-PA *campus* of the Federal University of Pará, with three trans students from the institution as the target group. These participants are fundamental to the research, as they directly represent the target audience of the study. As Quivy (2005) points out, they are “those who constitute the public to which the study directly relates”. Two of the interviewees were recommended by people close to the researchers, and the other person was contacted during an academic event. During the initial contact, we talked about the development of the study, its aims and objectives. After

the presentation of the preliminary clarifications, the interlocutor gave his consent to collaborate or not with the work.

The three interlocutors who agreed to share their educational trajectories were undergraduates going through the process of gender transition through hormone therapy. Two of them lived with their families, who embraced them and respected their identities, while one lived alone, maintaining a close and harmonious relationship with his mother. They are young people full of dreams and uncertainties about the future, who have shown enthusiasm in recounting their experiences in education, recognizing this opportunity as a way of broadening their knowledge on the subject. In addition, they saw this contribution as a means of strengthening the trans-identity community, which is often silenced and oppressed in educational institutions as well.

The interviews were conducted in person, with two weeks' notice and confirmation two days beforehand via WhatsApp. On the appointed day, the intentions of the research were reiterated, and the Free and Informed Consent Form (TCLE) was presented and signed by the interlocutors and those responsible for the study. This document ensured compliance with the established ethical parameters. During the interview, the participants shared their educational trajectories, while their stories were recorded. The interviews were then transcribed and analyzed using the discourse analysis technique. With regard to the latter, it is worth noting that:

Discourse analysis, as its name suggests, doesn't deal with language, it doesn't deal with grammar, although it is interested in all these things. It deals with discourse. And the word discourse, etymologically, has in it the idea of a course, of a journey, of running through, of movement. Discourse is thus a word in movement, a practice of language: with the study of discourse, we observe man speaking (Orlandi, 2009, p. 15).

Thus, this method of analysis was considered the most suitable for identifying the adversities faced by transgender people in the educational context. It also allows them to interpret the effects and consequences of their experiences throughout their academic career. With this, the research reveals the reality of these subjects, exploring their unique

perceptions and feelings in relation to the object of study, as well as the impacts of these experiences on their personal and social lives.

3 Results and Discussions

7

As a starting point for the analysis of this study, we will first reproduce the accounts gathered in the interviews. The data referring to the experiences in the educational context of our interlocutors is presented in the third person, and the names used are fictitious. This measure is a way of preserving their identities and stories. Next, we will present a qualitative analysis of the data.

Bruna, 22: challenges, achievements and the search for hospitality at university

Bruna had felt different since childhood, but didn't understand why. At home, she was reprimanded for expressing behaviors considered feminine, which didn't correspond to the expectations imposed on a boy. This repression also manifested itself throughout her educational career. During high school, she was forced to behave like a boy, which caused her great dissatisfaction. She was often perceived as a gay boy and, as a result, she reports having been the target of "*some homophobic comments*". In addition, when she walked around school, she felt harassed by other students, a situation that lasted throughout high school.

At the age of 21, Bruna entered higher education. With a paid internship, she gained greater financial independence and decided to start her gender transition. During this period, she took part in a research group within the university and, in her account, she points out that, for the first time in an educational institution, she felt welcomed and respected by her supervisor and the other members of the group. This experience gave her greater comfort and security in her process of affirming her identity.

However, in relation to the university *campus*, Bruna expresses discomfort about using the toilets, as she mentions: "*I don't feel comfortable using the men's room and I*

don't feel comfortable using the women's room." Faced with this difficulty, she avoids using any bathroom on the university premises and suggests the implementation of a unisex bathroom as a way of guaranteeing her safety and well-being.

Pedro, 27: gender identity issues and bullying in his educational career

8

Pedro doesn't have fond memories of his educational career and classifies the schools he attended during his childhood and adolescence as "hostile" environments. In kindergarten, he studied in a school that divided the classes into "regular" and "special"; he was placed in the second category because he had epilepsy and showed behavior that was different from what was expected of girls.

As he grew up and changed institutions, the school dynamic changed, but the hostility persisted. Bullying, which is presented as a violent, asymmetrical interaction marked by relations of power and domination, driven by both students and teachers, was a form of social interaction at school, and Pedro was often nicknamed "maria-macho" ("mary-male"). In addition, his posture, way of walking, tone of voice and haircut were constantly questioned and corrected by teachers, coordinators and principals, who put pressure on him to fit both the "good student" model and the normative standards of femininity.

For Pedro, all the schools he attended were negligent in relation to the violence he suffered because of his gender expression and bisexuality. He believes that this institutional negligence intensified the hostility he faced, leading him to be physically attacked in all the schools he attended until high school. Seeking to escape this cycle of oppression, he changed schools several times, which hindered his academic career. In the first year of high school, he entered a technical school, but because of the violence he experienced, he couldn't adapt and failed almost all his subjects. He transferred to another institution, but when he returned to collect his school documents, he was informed that they had been lost, forcing him to repeat his first year for the third time.

Despite the challenges, he managed to complete high school through the National High School Exam (Enem). He then entered a private college through the University for All Program (Prouni), but faced with new forms of repression and discrimination, he ended up dropping out. Later, he was accepted at a public university, where he once again experienced exclusion and prejudice from classmates and teachers. During this period, he had to deal with religious comments from Christian students, who often questioned his gender identity.

Faced with these difficulties, he sought institutional support and contacted his college to discuss measures to ensure a more welcoming environment. Discussions were held about the use of toilets and the procedures for changing the name in the academic system. He also relied on the help of a social worker to obtain a student grant and ensure that he remained at university. Although there was dialogue with the institution, Pedro still faced resistance in the classroom: he often found himself isolated in empty rows, while the others were occupied, and he had to deal with offensive comments, which he preferred not to report to the course coordinator.

Lucas, 20: resilience and barriers in the academic journey

From the age of five or six, Lucas experienced discomfort related to his gender identity, something he only came to fully understand as an adult. He recalls that during his time in kindergarten, he felt out of place because he didn't identify with the behavior of the girls and couldn't fit in. Throughout kindergarten, Lucas was frustrated at not being able to play soccer, an activity seen socially and at school as exclusively for boys. As a teenager, while he was studying at middle school, he felt identified with the appearance of the cisgender boys he studied with and thought: "*I want to be like that*". During high school, his unease with the school rules that forced him to maintain a feminine posture persisted, but since he didn't understand what was happening to him, Lucas ended up accepting the situation and finished high school.

After entering university and recognizing himself as a transgender person, Lucas began his gender transition through hormone therapy. He expected to be respected and welcomed in the university environment, but his stay was hindered by transphobic attitudes. He had to drop a course with a teacher who refused to respect his social name and pronoun. Although he denounced the violence he had experienced, the solution was simply to “*put the episode behind us*” and move on, both for him and for the teacher.

In other educational institutions, such as complementary computer, English and vocational courses, Lucas faced the same challenges. They had to stand up for themselves to ensure that their rights were respected and thus manage to be minimally tolerated in these spaces. He notes that, unfortunately, it is only in this way that trans people manage to be in educational environments and achieve their goals.

3.1 Educational spaces and gender binarism

Educational spaces (schools, universities, vocational courses) are environments that, in the process of socialization, excel at infusing students with social rules/norms and, with this, also legitimize the binary gender pattern and cisnormativity. We see the naturalization of this standardization through uniforms (pants for boys, skirts for girls), bathrooms are designed for girls and boys, and games in physical education classes are also designed specifically for boys and girls. Thus, the logic of organizing these places of education disregards the gender singularity of the students associated with their self-perception. Based on this premise, we can understand what causes the feeling of unease experienced by one of our interlocutors as early as kindergarten in relation to the games he liked but was constantly forbidden to play, as his account highlights:

I was still at kindergarten, let's put it this way, I was already at kindergarten. And I realized that I didn't see myself like that, I didn't see myself like the other girls in that... in that environment, right, in the past. And I felt bad because I couldn't play ball, which is still seen by society as a man's game. So I couldn't see myself like that, and I felt bad (Lucas, 20 years old, interview on 10/20/2023).

From this experience, it can be seen that the feeling of frustration he experienced in kindergarten, when he was prevented from taking part in play activities that interested him, gave Lucas a sense of not belonging in the school environment and dissatisfaction with the educational norms that intended to force him to conform to the gender assigned to him at birth, based on his genitalia. This panorama is shared by many transgender students who, from the first years of school, begin to notice and express discomfort at the imposition of gender norms. These episodes of inadequacy in school activities reverberate throughout the educational process, contributing to the process of discerning gender identity and influencing the way students perceive themselves socially.

3.2 Discipline and the consequences of failing to comply with gender norms at school

The authority given to teachers in schools often oversteps the boundaries in relation to students whose gender expressions do not conform to traditional norms. When they identify behaviors that deviate from the gender binary, these professionals often correct such attitudes, as one of our interviewees said, sharing the demands he received: *“they talked about the way I sat, the way I walked, the tone of my voice, my haircut, my posture; all of this was demanded of me”* (Lucas, 27 years old, 08/29/2023). This regulatory attitude on the part of educators generates discomfort and conflict among students, since, as Lopes, Silva and Ferreira (2020, p. 86) point out, “conflict arises from a lack of dialog”.

Thus, it is clear that educational systems often do not recognize the diversity of the student public and, as Odara (2020, p. 85) observes, “favor a single human characteristic in this environment”, that is, cisgenderity. In addition, we noticed the omission of educational institutions and their professionals in relation to issues of gender identity and sexuality, as illustrated by one of our interlocutors: *“I believe that this omission did just as horrible things to me as the people who attacked me, because I was beaten up in every school I was in until high school”* (Pedro, 27 years old, 08/29/2023). In other words, Pedro’s educational path was drastically impaired, and the lack of dialog on gender and sexuality issues also had an impact on his academic performance. When he mentions “I was beaten

up”, he is referring to the obstacles that hindered his success and the recognition of his student career.

3.3 The externalization of behavioral performances and verbal violence

12

It is common in educational environments for students who express gender dissident behavior to suffer various types of violence. Among the variety of aggressions are verbal ones, which seek to label, shame and intimidate those affected by them. This is the case of Pedro (27), who was nicknamed “maria-macho” (“mary-male”), and Bruna (22), who was constantly the victim of harassment and homophobic comments during her time at school. This type of conduct imposes severe challenges on the educational trajectory of transgender people. School, therefore, becomes a place of extreme repression for transgender people who, in order to remain, need to resist this situation that marginalizes them. In this regard, Butler (2022, p. 64) states:

This violence emerges from a deep desire to keep the binary gender order natural or necessary, to make it a structure, whether natural, cultural or both, so that no human being can oppose it and still remain human. If a person opposes binary gender norms not just because they have a critical point of view about them, but because they have incorporated them in a critical way, and this stylized opposition is legible, then it seems that violence arises precisely as a demand to undo this legibility, to question its possibility, to make it unreal and impossible in the face of its contrary appearance (Butler, 2022, p. 64).

3.4 The school environment and the formation/perception of gender identity

Although conduct that deviates from binary gender norms is often repressed in educational environments, it is precisely in these spaces that trans people begin to understand their singularities related to the gender with which they identify, often by observing the physical and behavioral characteristics of other students. As one of our interviewees said, he felt a sense of satisfaction when he looked at the other boys and saw or imagined himself like them, wanting to express this identity to society. This process

occurs especially during middle school and adolescence, when these perceptions directly influence the discernment of their gender identity and contribute to the construction of that identity. Lucas expresses this experience of identifying with cisgender boys in the following statement:

The person I was seeing, I identified with, in other words, cisgender boys. I identified with some affection that they seemed to have, that I saw myself in the mirror, I looked at myself and said “well I want to be that way or I want to look that way to society” (Lucas, 20 years old, interview granted on 10/20/2023).

3.5 Higher education institutions and transgender people

Public higher education institutions are even more diverse, encompassing a wide range of races, ethnicities, sexes, genders and bodies. Although the implementation of the quota policy in public universities makes this space less elitist and, consequently, male and white, in relation to transgender people, policies to reserve places or quotas are still very scarce. As a result, these historically structured spaces continue to reinforce privileges such as cisgenderism. The interlocutor in this study reports that she feels insecure when using the toilets, fearing reprisals in both male and female environments. This institutional structuring, therefore, contributes to the invisibilization of trans people in higher education, negatively impacting their permanence in these educational spaces and, consequently, harming their academic performance.

The right to use a social name for trans people, an achievement legally recognized by the Federal Supreme Court (STF)¹, still faces challenges in practice. An example of this was shared by Lucas (20), who had to drop out of a course in his undergraduate degree due to the transphobic attitude of a teacher, who refused to respect his social name and pronoun. Even after reporting the episode, no effective action was taken, highlighting the lack of acceptance of gender transitions in higher education and the absence of adequate

¹ DECREE NO. 8.727, OF APRIL 28, 2016: Provides for the use of the social name and the recognition of the gender identity of people who are transvestites and transsexuals within the scope of the direct, autarchic federal public administration. Available at: https://www.planalto.gov.br/ccivil_03/_ato2015e.

punishments for transphobic behavior. Lucas' withdrawal, motivated by the violence he suffered, directly impacted his academic performance, leading to a delay in his studies and jeopardizing the development of his career. As Odara (2020, p. 86) points out, over:

the years, it has become clear that disrespect for dissident sexual and gender identities is growing, and that empathy and respect are increasingly forgotten, both in the educational environment and in some of the actions carried out by teachers. Therefore, changes are needed: the school needs to assume its real role, which is to transform what is imposed and exposed in this context of disrespect and devaluation of differences.

3.6 The process of transgenerity and educational inequalities

From the narratives about the educational itinerary of transgender people, it can be seen that even when the social transition does not occur in childhood, the externalization of characteristics that differ from the gender assigned at birth provokes regulation by the school community. In this context, the story of Pedro (27), who repeated the first year of high school three times and failed subjects at a technical school, despite having already passed the same curricular components, highlights how these situations negatively impact the performance and academic achievement of trans students. These experiences are therefore mechanisms that hinder the construction of successful educational trajectories. In Pedro's case, this impact resulted in a delay in his studies, and he only completed basic education through the National High School Exam (Enem). In the same context, Correia emphasizes (2024, p. 12):

The ongoing discrimination these people face in schools, including denial of the use of their social name and verbal and physical violence, contributes to an interrupted educational trajectory. This educational interruption not only affects their self-esteem and mental health, but also deprives them of building a stable and secure career.

During his higher education, Pedro also faced significant challenges. He had to drop out twice because of transphobic situations, both from students and lecturers. It wasn't until his third attempt, when he sought support from his university's office, that he found a

supportive environment, although he initially faced moments of loneliness, sitting alone in class. These reports reveal that trans people in educational environments are the target of oppression, repression and rights violations precisely because they live gender identities that defy cisgender normativity. This results in the structural favoring of cisgender university students and the systematic exclusion of trans people. With regard to higher education institutions, Pierre Bourdieu (2018, p. 45) points out that “the education system can actually ensure the perpetuation of privilege solely by playing on its own logic; in other words, it can serve privilege without privilege having to use it”. In the same line of reasoning, Pfeil *et al.* (2023, p. 11) state:

This cisnormativity runs through a deep and complex epistemic complex, where it is structured as a universal. To understand these limits, therefore, is to understand the series of layers needed to effectively dismantle structural violence.

4 Conclusions

This study, which seeks to investigate how educational and social norms impact the trajectory of trans students’ self-discovery and recognition of their gender identity, as well as how these challenges and barriers contribute to the marginalization and invisibilization of trans people in the university environment of Belém-PA, concludes that educational institutions, by naturalizing binary gender norms, promote the exclusion, marginalization, invisibility and silencing of gender dissident people.

The research reveals, through the accounts of our interlocutors, that the educational path of transgender students is marked by continuous challenges, which leave deep scars and severe consequences, such as delays in the educational trajectory. The repression experienced by these people extends from kindergarten to higher education, silencing their experiences and their identities. This silencing is the result of the reproduction, in educational environments, of the social attitude that marginalizes trans people, and all the situations of oppression to which they are subjected contribute to the invisibility of these students in schools and universities.

In addition, this work shows that the structure and organization of education systems are predominantly designed to meet the needs of cisgender people. This unveiling is fostered by the lack of adequate toilets for trans students, the lack of acceptance and understanding of the transgenerity process and resistance to the use of social names. The situation of oppression suffered by trans students in schools directly compromises their permanence in these spaces, resulting in impaired performance and educational achievement. Thus, the educational itinerary of these people is marked by inequalities, with trajectories often characterized by school failure and low schooling in the trans population.

In the field of knowledge, this research makes a special contribution to the field of education by revealing the reality experienced by transgender students in schools. By giving voice to these people who are repressed and silenced, the study offers a critical and necessary insight into the educational inequalities they face. Work like this can also serve as a basis for the development of public policies aimed at increasing the level of education of the transgender population, as well as encouraging the creation of measures that enable a more inclusive and prestigious academic path.

However, some gaps remain. This study focused on the accounts of individuals who began their gender transition in adulthood. With this in mind, it would be important for future research to address the school panorama of children and adolescents who go through social transition in childhood and adolescence, understanding how the educational system can impact these trajectories from the first years of schooling.

In short, the way in which dissident gender expressions are treated in schools and universities has damaging and long-lasting effects on the lives of trans people. For them, these spaces, which should provide knowledge and learning, often become the scene of various forms of violence, in which they are the main victims. In educational units, as in society, the stories of trans people are marked by inhumanity, a consequence of prejudice and discrimination, thus perpetuating the narratives of inequality.

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17

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18

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