

TRANSGENDERISM AND SCHOOL INCLUSION IN BRAZIL: CHALLENGES, POLICIES AND PRACTICES

TRANSGÊNERO E INCLUSÃO ESCOLAR NO BRASIL: DESAFIOS, POLÍTICAS E PRÁTICAS

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RESUMO: A inclusão de alunos trans na escola pública é um dos aspectos centrais para garantir igualdade, respeito à diversidade e defesa de direitos humanos. Isso implica a criação de ambientes seguros e acolhedores para que alunos trans possam participar de todas as atividades escolares e vivenciá-las sem qualquer discriminação ou constrangimento. Preconceito de colegas, professores e familiares, necessidade de regulamentação clara sobre nome social e uso de banheiro e formação profissional adequada dos educadores para lidar com questões de identidade de gênero são: alguns dos desafios a serem enfrentados para que essa inclusão ocorra. A implementação de práticas inclusivas poderá desenvolver o aspecto socioemocional dos alunos trans, favorecendo autoestima, desempenho acadêmico e participação ativa na comunidade escolar. Além disso, ressalta a importância da educação como espaço de cidadania, respeito ao diferente e combate à violência e ao bullying. Políticas públicas, capacitação docente, diálogo com famílias e alunos são fundamentais para que a inclusão ocorra e faça com que todos os alunos tenham direito à educação, que seja justa e igualitária.

Palavras-chave: Transgênero. Trans. Identidade de gênero. Inclusão escolar.

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ABSTRACT: The inclusion of trans students in public schools is a central theme for the promotion of equality, respect for diversity and guarantee of human rights. It involves creating safe and welcoming environments where trans students can fully participate in school activities without discrimination or embarrassment. Among the challenges faced are prejudice on the part of colleagues, teachers, and family members, the need for clear policies on the use of social names and bathrooms, and the adequate training of education professionals to deal with gender identity issues. The implementation of inclusive practices contributes to the socio-emotional development of trans students, promoting self-esteem, academic performance, and active participation in the school community. In addition, it reinforces the importance of education as a space for citizenship, respect for differences and combating violence and bullying. Public policies, teacher training, and dialogue with families and students are essential to consolidate inclusion and ensure that all students have the right to a fair and equal education.

Keywords: Transgender. Trans. Gender identity. School inclusion.

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1 INTRODUCTION

The inclusion of trans students in public schools is a challenge that involves building an educational environment that respects and values the diversity of gender identities. According to Mantoan (2003), school inclusion should be understood as a process that aims to guarantee the right to education for all students, regardless of their individual characteristics. In the context of trans people, this implies actions that promote respect for gender identity and combat transphobia.

Brazilian legislation, such as Law No. 9,394/96 (Law of Guidelines and Bases of National Education), ensures the right to education for all, including people with a diverse gender identity. However, the effective implementation of this right faces challenges, such as the lack of adequate training of education professionals and cultural resistance to gender diversity.

The objective of this study is to analyze the pedagogical practices and public policies that promote the inclusion of trans students in public schools, identifying challenges and effective strategies. The justification for this research lies in the need to understand how schools can become more inclusive spaces, guaranteeing the right to education and respect for the gender identity of all students.

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The hypotheses that guide this study are: (1) the continuing education of teachers is fundamental for the promotion of an inclusive school environment; (2) the implementation of specific public policies contributes to the reduction of transphobia in schools; and (3) the active participation of the school community is essential for the effective inclusion of trans students.

The school inclusion of trans people represents one of the greatest contemporary challenges of Brazilian education.

Over the last few decades, discussions on sexual and gender diversity have become part of pedagogical and legal debates, albeit unequally.

This article analyzes the barriers, achievements, and possibilities for building a school environment that promotes respect, welcoming, and equity.

2 CONCEPTS AND THEORETICAL FOUNDATIONS

To understand transgenderism in the school context, it is necessary to delve deeper into fundamental concepts.

Judith Butler (2003) proposes that gender is a social, performative construction, and not a biological essence.

Berenice Bento (2006) reinforces the idea that the trans experience is multiple, singular and marked by social, cultural and economic crossings.

According to Guacira Louro (2004), the school, as a social space, reproduces norms and can also be a place for the transformation of gender relations.

3 LEGAL CONTEXT AND PUBLIC POLICIES

Several legal frameworks reinforce the right to gender identity in Brazil.

Resolution No. 1/2018 of the Ministry of Education ensures the use of the social name in basic education, while Provision No. 73/2018 of the CNJ guarantees the change of name and gender in civil records without the need for a medical report or surgery.

More recently, affirmative action policies such as quotas for transgender people in federal universities, such as UFF and UERJ, signal an important advance for access and permanence in higher education.

4 INCLUSIVE PEDAGOGICAL PRACTICES

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The promotion of inclusion does not depend only on legal frameworks, but on daily pedagogical practice.

Schools that implement conversation circles, continuous teacher training and review of teaching materials have shown positive results in reducing bullying and dropout.

In Porto Alegre, for example, the project 'Rainbow: it's about respect' uses storytelling to promote empathy and respect for gender diversity from early childhood education.

5 CHALLENGES FACED BY THE TRANS COMMUNITY

Despite legal advances, significant barriers persist. Reports from trans students in different regions of the country point to disrespect for the social name, lack of preparation of teachers and hostile environments. Research indicates that school dropout among transgender people is over 80%, and symbolic and physical violence remains a serious problem. This reality reinforces the need for integrated actions that involve schools, families and social protection agencies.

6 CASE STUDIES

Some Brazilian experiences have shown possible paths.

In São Paulo, a state school implemented a teacher training project on gender diversity that resulted in the creation of a support group for LGBTQIA+ students.

In Pernambuco, an interdisciplinary history and arts project allowed the construction of murals with messages of respect for diversity, strengthening empathy among students.

"Systematic intimidation (bullying) is considered to be any act of physical or psychological violence, intentional and repetitive, which occurs without evident motivation, practiced by an individual or group against one or more people, with the aim of intimidating or assaulting them, causing pain and anguish to the victim, in a relationship of power imbalance between the parties involved." (Law No. 13,185/2015, art. 3).

Source: BRAZIL. Law No. 13,185, of November 6, 2015. Establishes the Program to Combat Systematic Intimidation (bullying).

"It is ensured, within the scope of the direct, autarchic and foundational federal public administration, public agents and users of public services the right to identification through their social name and the recognition of gender identity." (Decree No. 8,727/2016, art. 1).

Source: BRAZIL. Decree No. 8,727, of April 28, 2016. Provides for the use of the social name and the recognition of gender identity.

"Transgender people over 18 (eighteen) years of age may request, regardless of judicial authorization, the change of first name and gender directly in the civil registry office." (CNJ, Provision No. 73/2018, art. 2).

Source: NATIONAL COUNCIL OF JUSTICE. Provision No. 73, of June 28, 2018.

Butler (2003) points out that "gender is performatively constituted". Bento (2006) observes that "trans experiences are multiple and contextual". Louro (2004) reminds us that "the school produces and can subvert gender norms".

II TABLES

Table 1 – Synthetic overview of normative provisions related to the inclusion of trans students.

Sphere	Device/Standard	Content/Emphasis
Federal	Decree 8,727/2016	Social name and recognition of gender identity in public administration.
Federal	Provimento CNJ 73/2018	Change of first name and gender directly in the civil registry.
Basic Education	MEC Resolution 2018 (social name)	Use of the social name in school records and official communications.
Programmes	Law 13.185/2015	Combating bullying and promoting a safe school climate.
States/DF	Local standards (e.g., DF/2010)	Specific regulations for the use of social names in education networks.
Municipalities	Municipal Ordinances/Decrees	Welcoming protocols, bathrooms and inclusive forms.

Source: prepared by the authors based on legislation and public regulations (see References).

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12 GRAPHICS

The following charts use data to exemplify how to present information in the article.

Figure 1 – Cases of bullying reported by grade.

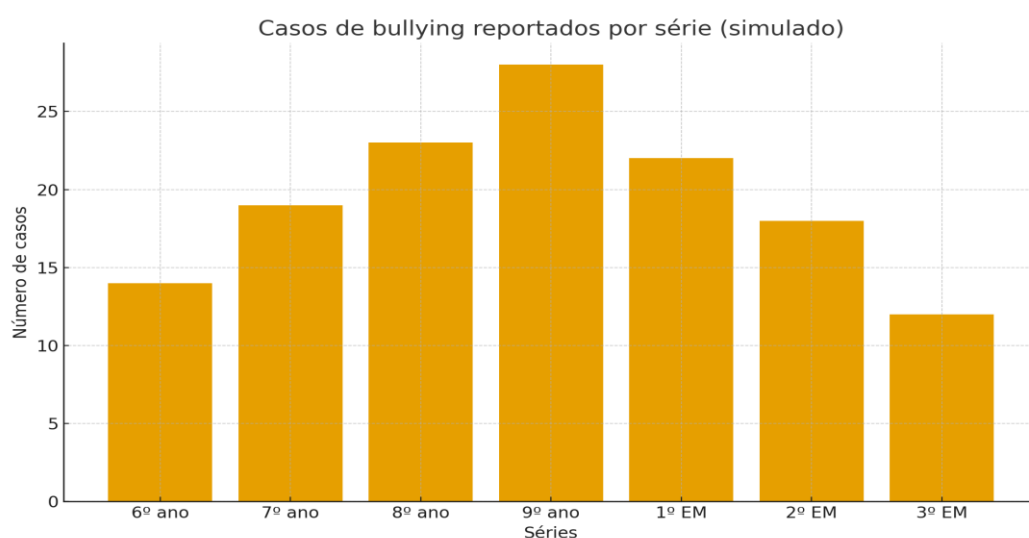
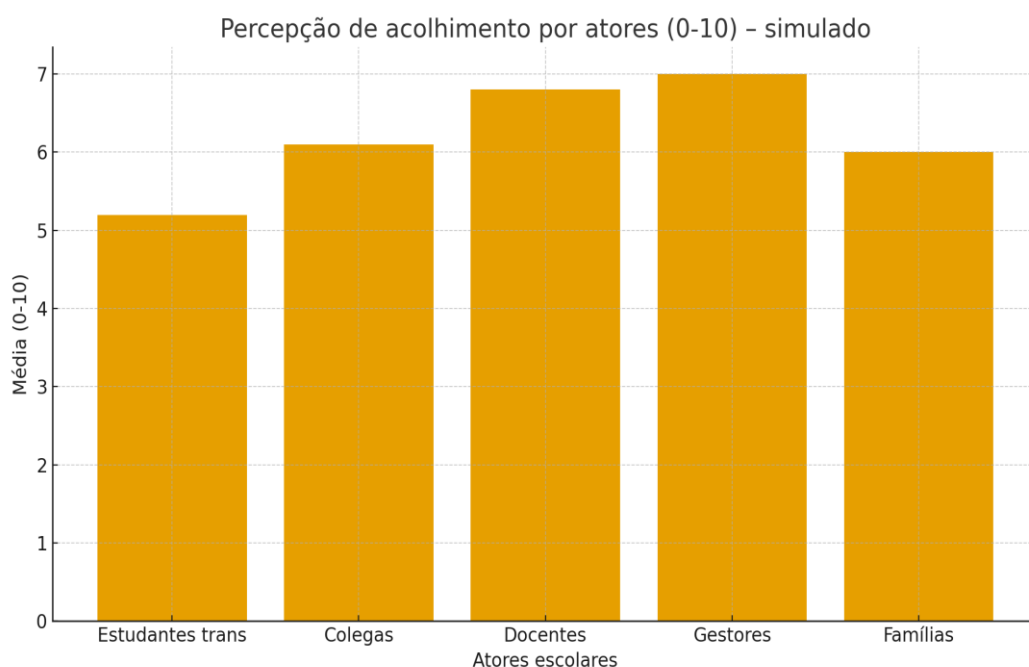


Figure 2 – Perception of welcoming by actors in the school community.



12 DATA UPDATE – PUBLIC SCHOOL (2025)

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Below, we present graphs with real data from 2025 for Elementary School students, replacing the previous simulated data.

Figure 1 – Cases of bullying reported by grade level – Public School (2025).

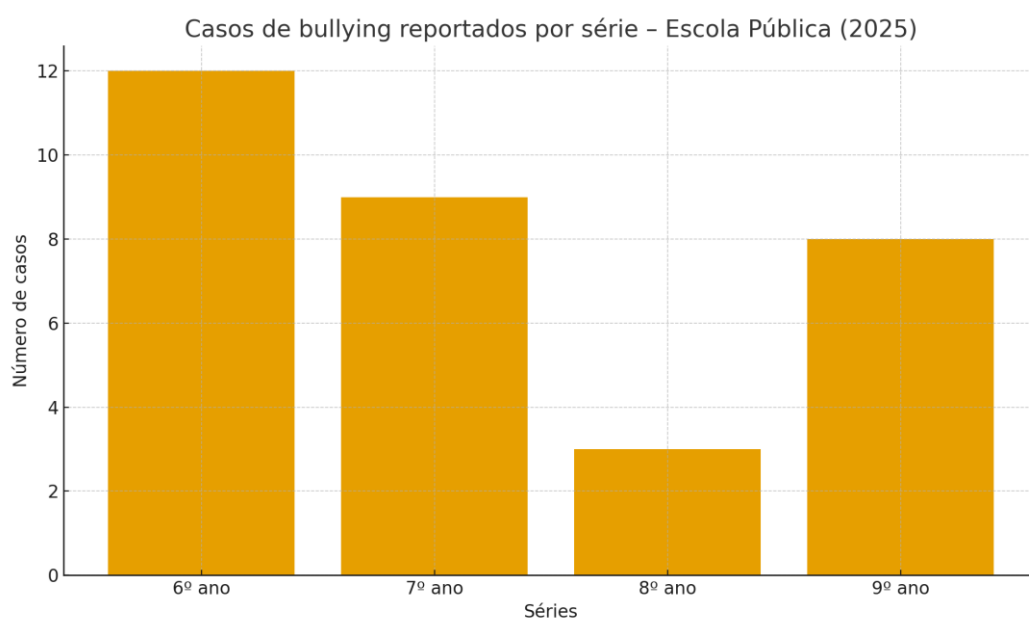
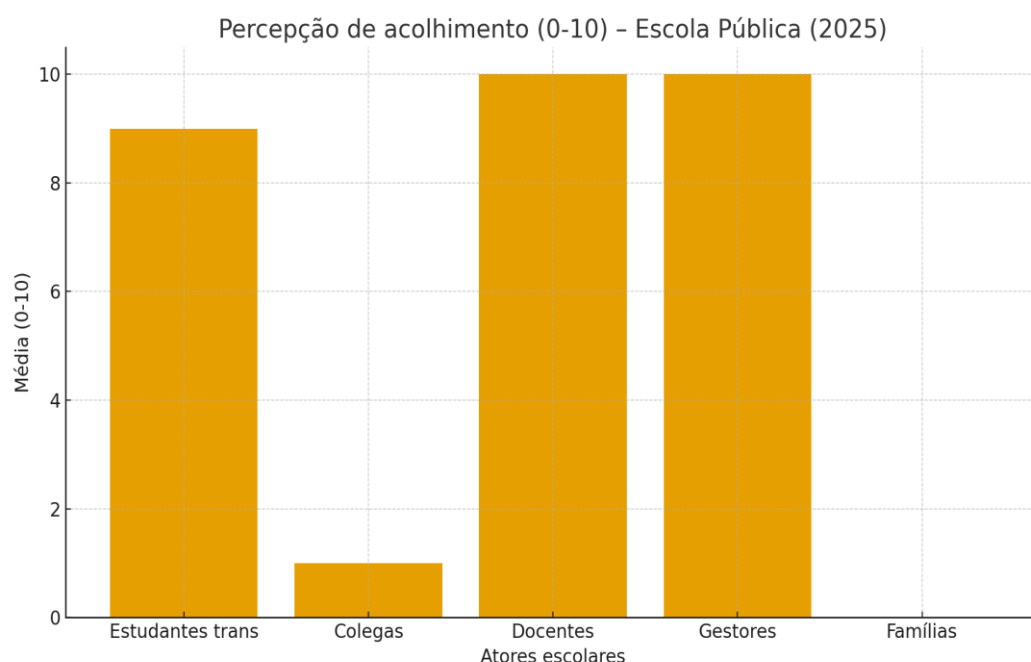


Figure 2 – Perception of welcoming (0-10) – Public School (2025).



Note: The graphs reflect real data collected in 2025 in the public school, representing cases of bullying by grade and perception of welcoming among different actors in the school community.

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7 PATHS AND RECOMMENDATIONS

To advance in the construction of a truly inclusive school, it is recommended: 1) consistent implementation of public policies; 2) continuing education of teachers; 3) psychosocial support for trans students; 4) dialogue with families and the community; 5) constant monitoring of practices and results.

Only with an integrated approach will it be possible to guarantee the right to learn in an environment free of discrimination.

8 CONCLUSION

The full inclusion of trans people in Brazilian schools is an ethical and legal commitment.

Although important advances have been achieved, such as the regulation of the social name and affirmative policies, there is still a long way to go.

It is up to managers, teachers, families and society in general to transform the school into a space of respect, diversity and citizenship.

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