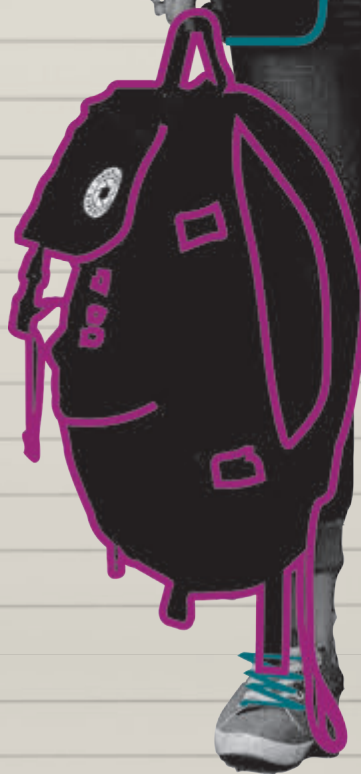


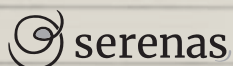


EXECUTIVE SUMMARY

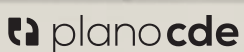
FREE TO DREAM?

School Community Perceptions
of Violence against Girls.

Produced by:



Research:



Institutional
Support:



Funding:



WHO IS BEHIND THIS RESEARCH

SERENAS

Serenas is a nonpartisan, nonprofit organization founded and led by women that works to prevent Gender-Based Violence in Brazil. The organization supports governments in developing anti-sexist education policies and training public officials to provide survivor-centered care for people affected by sexual and domestic violence.

Learn more at: www.serenasbr.org

PLANO CDE

Plano CDE is a research and consulting firm dedicated exclusively to understanding the needs of vulnerable populations in order to support third-sector organizations and governments in improving the services provided to these communities. Its team is composed of economists, social scientists, public policy specialists, and anthropologists with extensive experience conducting research on social issues, particularly in public education.

Learn more at: www.planocde.com.br

NOVA ESCOLA

Nova Escola is a nonprofit social impact organization that has worked for nearly 40 years to strengthen the practices of Basic Education teachers across Brazil, contributing to improved learning and student development. Today, it provides free digital tools and content covering all stages of the teaching profession.

Learn more at: www.novaescola.org.br

INSTITUTO BEJA

Beja Institute fosters innovation, collaboration, and systemic change by connecting initiatives across civil society, the private sector, and government. Its core purpose is to contribute to a more just and equitable society through the strategic and effective use of philanthropic resources.

Learn more at: www.institutobeja.org

INSTITUTO MACHADO MEYER

The Institute was born from almost 20 years of experience of the Machado Meyer office in the area of corporate social responsibility. The organization supports initiatives aimed at improving education in Brazil and maintains a network that promotes the exchange of experiences among organizations, the development and consolidation of good management and governance practices, and the strengthening of financial sustainability in the third sector.

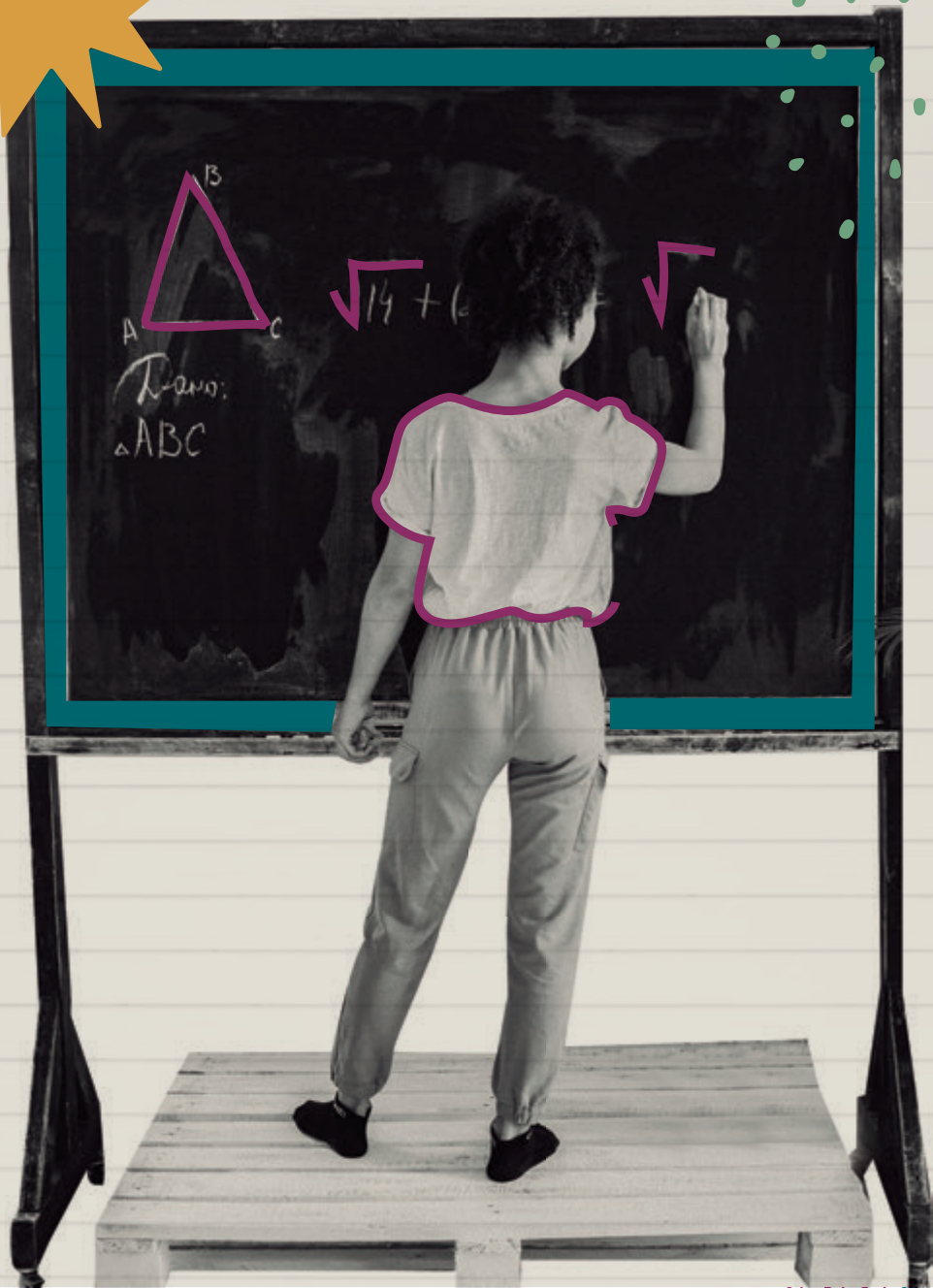
Learn more at:

www.institutomachadomeyer.com.br





INTRODUCTION





WARNING TRIGGER

In this document, we have chosen to reproduce participants' statements as they were originally expressed, preserving their language and ways of describing their experiences. This decision aims to respect the authenticity of their accounts and ensure that the voices of those who participated in the research are represented faithfully.

For this reason, it is important to note that some sections may contain descriptions of violence and other sensitive content that could cause discomfort or trigger emotional distress — particularly for those who have experienced difficult or traumatic situations.



"A hand on someone's thigh, stealing a kiss, touching intimate parts. In seventh grade, a boy squeezed through a narrow space where a girl was standing just so he could brush against her chest."

"Boys have soccer practice three times a week, while girls have none. Would it be so hard to set aside one day for the girls?"

"There are teachers who come on to female students. They don't even try to hide it." It's kind of become normal One day there was a teacher who took a girl's hand and asked her to spin around."

"It's a shock [when a student discloses sexual violence]. You're afraid of taking a step and falling into an abyss."

Despite advances in policies aimed at promoting gender equality over recent decades, girls and adolescent girls continue to be affected by different forms of violence, including:

(60%)

are girls under the age of 13*

Schools, which should be spaces of care, safety, and holistic development, often reproduce the same forms of violence and inequality found outside their walls.

The accounts that open this report were collected during the qualitative phase of the study "**Free to dream? Perceptions of the School Community on Violence Against Girls**", and offer a vivid illustration of how gender-based violence manifests in Brazilian schools. We are not referring only to harassment and comments about girls' bodies made by peers and teachers, although these forms of aggression are highly prevalent, but also to institutional barriers, such as control over girls' bodies, denial of access, and a lack of trust in school leadership.

¹ Source: Brazilian Forum on Public Security. 2023

All of these experiences constitute forms of gender-based violence (GBV) and can undermine Brazilian girls' learning processes, negatively affecting their cognitive development and mental health, while also contributing to the reproduction of social inequalities.

Although educational indicators show that girls outperform boys academically, what these data fail to reveal is the emotional, social, and subjective cost many girls bear in order to stay in school, and the extent to which violence affects the well-being of the entire school community.

Addressing violence in school settings — including gender-based violence (GBV) — is therefore central to ensuring the right to education — a principle explicitly established in Brazil's National Education Guidelines and Framework Law (Law No. 9,394/96). Yet in Brazil, the relationship between GBV and school settings is still not widely recognized by governments and organizations, **and there is a significant gap in research on the prevalence and impact of gender-based violence in educational settings.** This lack of knowledge limits the development of public policies and educational strategies capable of effectively preventing and addressing the problem.

In response to this scenario, we conducted and launched the study **"Free to dream? Perceptions of the School Community on Violence Against Girls"**, in partnership with Plano CDE, with institutional support from Nova Escola and financial support from Beja Institute and Machado Meyer Institute.

Our objective was to understand how students, teachers, school administrators, and representatives of Education Departments perceive gender-based violence and how it manifests in school settings. We also sought to understand the role of schools in preventing GBV and the main challenges involved in addressing the issue. To do so, we listened to many voices.

We conducted an online survey completed by 1,383 Lower and Upper Secondary Education teachers from across Brazil and also consulted

98 participants — including teachers, students, school administrators, and Education Department representatives — through in-depth interviews and mini focus groups. This combination of methods allowed us both to understand the complexity of perceptions surrounding GBV and the practices adopted by schools, and to identify broader patterns and trends.

At Serenas, we believe that girls and women will only be truly free to dream when they are free from the violence that occurs precisely in the spaces where they should feel protected. We also believe that schools play a central role in preventing this violence. It is often in schools that many forms of violence first emerge — but it is also where care, support, and healthier relationships can take root.

Through these findings, we hope to contribute to the development of more effective strategies for preventing and addressing violence, helping to inform public policies and educational initiatives aimed at promoting gender equality and fostering healthy relationships in school settings.

This document is an Executive Summary of our key findings. **Access the full version of the study "Free to Dream? School Community Perceptions of Violence against Girls" by scanning the QR code below.**



SUMMARY

1. Gender-based violence is normalized in schools 07
2. Students, teachers, and school administrators perceive violence differently 08
3. Girls are the primary victims, but they are not the only ones 09
4. Schools are not always safe spaces 11
5. The impacts of violence on students' educational trajectories 12
6. Teachers feel unprepared to address GBV 14
7. Efforts focus on responding to violence, rather than preventing it 15
8. Institutional and family resistance hinders GBV prevention 16
9. And where do you fit in? 17



1. GENDER-BASED VIOLENCE IS NORMALIZED IN SCHOOLS

Before analyzing how violence manifests itself and which practices are adopted (or not) to prevent or address it, it is essential to understand how administrators, teachers, and students perceive these situations in everyday school life. What the data reveal is that, in practice, they often do not. Or rather, they tend to normalize certain manifestations of GBV. Such as conflicts, bullying, or even “just joking around,” making the problem largely invisible to teachers and schools.

Female teachers are more likely than male teachers to identify situations as GBV. However, most teachers do not even mention gender-based violence when asked about the most common conflicts at school, suggesting that it is not immediately recognized as an issue embedded in everyday school life.

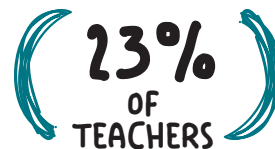
As we explored the topic in greater depth, however, it became clear that many incidents commonly viewed as bullying or disciplinary issues are, in fact, expressions of gender inequality and gender-based violence.

A. LESS FREQUENT CASES

When specifically asked about gender-based violence, teachers, school administrators, and Education Department officials report that such cases are infrequent, likely because they tend to associate GBV with extreme situations, such as sexual abuse and physical violence.

B. CASES OCCURRING MONTHLY OR MORE FREQUENTLY

One in four teachers reports that situations in which students call their peers “slut,” “whore,” or similar names occur frequently.



report the same when it comes to boys sexualizing girls because of the clothes they wear or their behavior.

C. CASES THAT OFTEN GO UNNOTICED

Teachers generally do not perceive rules and comments that reinforce gender stereotypes as potentially harmful or violent. Examples include saying that women are naturally better suited to teaching than men or prohibiting girls from wearing shorts at school.



do not identify these situations as forms of gender-based violence.



2. STUDENTS, TEACHERS, AND ADMINISTRATORS PERCEIVE VIOLENCE DIFFERENTLY

While teachers and administrators, as discussed above, tend to associate only the most explicit incidents with gender-based violence, girls are more likely to identify potentially harmful situations in everyday school life. For them, harassment and violence are not limited to explicit or extreme situations, but also

include looks, “jokes,” and comments made by classmates and teachers.

In interviews and focus groups, girls frequently mentioned violations involving their bodies, ranging from comments to non-consensual touching.

“[There are cases of] a hand on someone’s thigh, stealing a kiss, touching intimate parts. In seventh grade, a boy squeezed through a narrow space where a girl was standing just so he could brush against her chest.”

(Student, 3rd year of Upper Secondary Education, girl, Southeast region)

“A girl came to school wearing leggings, and the boys were trying to figure out the color of her underwear.”

(Student, 3rd year of Upper Secondary Education, boy, Southeast region)

“Boys talk about your body — your breasts, your butt. They say it directly to your face. It’s very embarrassing. To them, it’s a joke, but it’s violent.”

(Student, 2nd Year of Upper Secondary Education, girl, Midwest Region)



3. GIRLS ARE- THE PRIMARY VICTIMS. BUT NOT-THE ONLY ONES

As discussed above, gender-based violence perpetrated by boys against girls in school takes many forms, including persistent comments about girls' bodies

and behavior, insults, unwanted physical contact, and the non-consensual exposure of their private lives.



reported having witnessed, at least once during the previous school semester, situations involving the sexualization of girls and unwanted advances by boys. In addition, 42% reported having witnessed situations in which boys touched or fondled girls' bodies in a disrespectful and/or non-consensual manner during the same period.

Qualitative interviews conducted as part of this study revealed that certain groups are more frequently targeted by this type of violence:

i. GIRLS CONSIDERED "OUTSIDE THE NORM"

especially Black and overweight girls, as well as girls with disabilities or those who do not conform to traditional feminine stereotypes, are more frequently targeted by bullying related to their physical appearance;

ii. GIRLS CONSIDERED "FORWARD"

that is, girls who are perceived to be sexually active or to have been involved with more than one boy are labeled by their peers as "easy" or "slutty" and are also more frequently subjected to verbal and physical harassment.

"The more 'forward' a girl is, the more she gets made fun of."

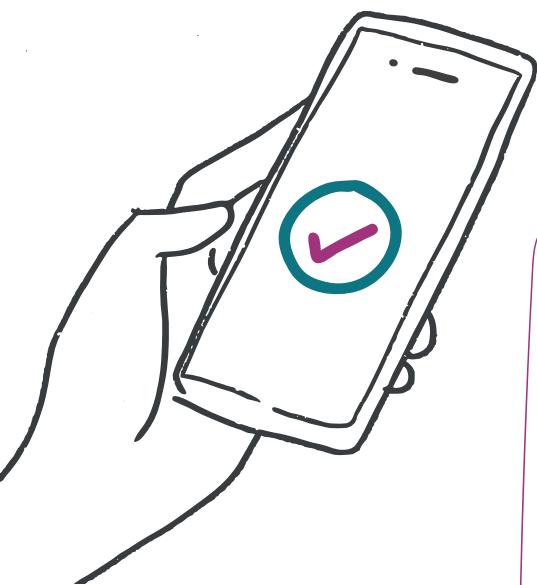
(Student, 2nd Year of Upper Secondary Education, girl, Midwest Region)

"It's Black boys and Black girls who feel the pressure."

(Teacher, woman, Midwest region)

"The issue of religion is also very significant. For example, students from Afro-Brazilian religions may wear bead necklaces. 'Oh, are you casting spells? 'With those things, you're a witch, you're a cultist.'"

(School management, woman, southern region)



At one of the schools included in the study, the boys interviewed described a WhatsApp group created to encourage competition over “who can kiss the most girls.” According to them, these groups assign points to different “types” of girls: “Blonde, brunette, or curly-haired” are worth more points, while girls considered “thinner, overweight, or unattractive” subtract points from a participant’s score.

To prove how many points they have earned, participants are required to share photos or videos of themselves kissing the girls. One student commented that videos of sexual activity had been shared in one of the groups he belongs to and that, in those cases, “the score is even higher.”

Although gender-based violence is more often perpetrated by boys against girls, this is not the only way it manifests. The study also found that GBV occurs among girls — typically in dynamics described as “female rivalry” — as well as against gay boys or boys who do not conform to the group’s expectations of masculinity.

AMONG GIRLS

GBV often emerges within relationships that are already conflictual and reinforces gender norms and stereotypes. In practice, it takes the form of judgments about girls’ appearance, behavior, or involvement with male classmates.

“It’s always because of a boy — one girl stole another girl’s boyfriend.”

(Student, 1st year of Upper Secondary Education, girl, Southeast region)

“There are fights, hair-pulling, shouting matches.”

(Student, 2nd Year of Upper Secondary Education, girl, Midwest Region)

AMONG BOYS

GBV manifests through the enforcement of rigid behavioral norms, with boys risking having their masculinity questioned if they fail to conform. In practice, this includes:

**THE REPRODUCTION OF
SEXIST AND VIOLENT
BEHAVIORS
(E.G., WHATSAPP GROUPS)**

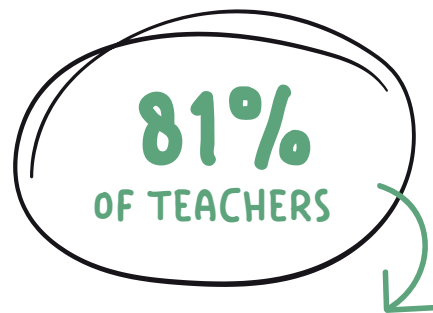


**THE NORMALIZATION
OF THESE BEHAVIORS
AS JOKES**

Conversely, boys who do not participate in these dynamics—or who show any sign of emotion or vulnerability—may be insulted or even excluded from the group.

LGBTQIA+ STUDENTS

Are also frequent targets of bullying. More than half of the teachers participating in the quantitative survey reported having witnessed students excluding, insulting, or attacking members of the LGBTI+ community.



report that offensive slurs such as "fag" or "queer" are the most common form of this type of violence.



“Guys say: ‘You only hang out with girls!’ Men understand each other. If you hang out with girls, you’ll become more feminine!”

(Student, boy, final year of Lower Secondary Education, Southeast region)

“For example, a gay student, doesn’t really fit in. He ends up finding a specific group of people who treat him better, or he joins the girls’ group.”

(Student, 3rd year of Upper Secondary Education, boy, Southeast region)

Sometimes he deserves [to be made fun of]! Everyone can dress however they want, but he dresses like a woman. His voice is already high-pitched, and he tries to make it even higher.”

(Student, 3rd year of Upper Secondary Education, boy, Southeast region)

4. SCHOOLS ARE NOT ALWAYS SAFE SPACES

Beyond violence among students, teachers and school administrators—who should be responsible for protecting students, especially girls—are also identified as perpetrators of gender-based violence.

Reports of teachers behaving in inappropriate and abusive ways toward female students are not uncommon.

These accounts range from intrusive looks and embarrassing comments to inappropriate interactions on social media, as well as inappropriate requests that expose and humiliate girls, including unwanted touching and other forms of physical contact.

“There are teachers who come on to female students — you can tell! They don’t even try to hide it. And it’s not just one of them, most of them do it. It’s kind of become normal One day there was a teacher who took a girl’s hand and asked her to spin around.”

(Student, boy, final year of Lower Secondary Education, Southeast region)

He [the teacher] was unbearable. He would correct our notebooks while staring at our breasts.

(Student, 3rd year of Upper Secondary Education, girl, Southeast region)

A significant share of teachers themselves corroborate these accounts:

MORE THAN HALF OF TEACHERS

report having witnessed colleagues making sexist and inappropriate comments about female students' bodies at least "sometimes."

17%
OF
TEACHERS

say these situations occur at least once a month.

15%
OF
TEACHERS

report being aware of cases of sexual harassment committed by teachers against female students during the previous school semester.

"He [the teacher] had been looking at my girlfriend and another girl. When I confronted him, the teacher came at me. He said to me, 'Can you prove I was looking? Can you prove it?' We're scared, you know? He's our teacher.

(Student, boy, final year of Lower Secondary Education, Southeast region)

She told the principal about that thing with the teacher staring at her breasts. The principal said her clothes were too tight. Come on, who's in the wrong here? The teacher!"

(Student, boy, final year of Lower Secondary Education, Southeast region)

"Are you sure? That's a very serious accusation you're making! We feel like there's no space to talk. When we finally work up the courage to speak to the administration and they respond like that, we're not going to speak up again."

(Student, final year of Lower Secondary Education, Southeast region)



Girls also report receiving different treatment from school administrators regarding participation in physical activities, such as soccer, as well as unequal dress code rules. Short clothing is judged and associated with “provoking” boys, placing the blame for boys’ behavior on girls.

Teachers who perpetrate violence, combined with school administrators who fail to respond appropriately to reports of harassment, contribute to perpetuating inequalities between boys and girls. Together, these factors foster feelings of distrust, frustration, and disillusionment among girls toward the institutions where they study. As a result, they also feel unsafe and powerless.

“Last year, we weren’t allowed to come to school wearing crop tops. The principal would send us home to change. They would also say, ‘Don’t you think those shorts are a little too short?’ They said that by wearing short clothes we were attracting attention, distracting the boys, and that we needed to behave appropriately. They never say anything to the boys. We’re the only problem.”

(Student, 3rd year of Upper Secondary Education, girl, Southeast region)

5. THE IMPACTS OF VIOLENCE ON STUDENTS’ EDUCATIONAL TRAJECTORIES

The National Education Guidelines and Framework Law establishes that education should ensure students’ full development and prepare them to exercise citizenship. However, the perpetuation of gender-based violence has significant consequences for students. It not only prevents schools from being safe environments for young people’s development but also negatively affects multiple dimensions of their lives.

Drawing on interviews with teachers conducted for this study, as well as on the specialized literature, we mapped the main impacts that gender-based violence can have on young people during this formative stage of life.

* ACADEMIC PERFORMANCE AND SCHOOL ATTENDANCE.

which may ultimately lead to school dropout or exclusion;

* PHYSICAL AND MENTAL HEALTH

which may contribute to the development of anxiety, depression, and, in more severe cases, suicidal thoughts;

* SEXUAL AND REPRODUCTIVE HEALTH

given the incidence of sexual harassment, sexual violence, early and unintended pregnancies, as well as the spread of sexually transmitted infections;

* SELF-ESTEEM, CONFIDENCE, AND FUTURE ASPIRATIONS.

THESE IMPACTS ARE VISIBLE IN EVERYDAY SCHOOL LIFE:

86% OF TEACHERS BELIEVE THAT GBV NEGATIVELY AFFECTS GIRLS' EDUCATIONAL TRAJECTORIES, AND 71% REPORT HAVING OBSERVED THESE NEGATIVE IMPACTS FIRSTHAND.

6. TEACHERS FEEL UNPREPARED TO ADDRESS GBV

Among all adults in school settings, teachers are the ones who interact most closely with students and are therefore best positioned to identify gender-based violence. The overwhelming majority of teachers interviewed believe that schools should play a role in preventing gender-based violence. However, they also perceive their own ability to do so as limited.

In general, they are not familiar enough with the topic and therefore feel unprepared to address it in the classroom or respond appropriately to incidents of violence.

(99%)

of teachers believe that schools should take some form of action to prevent gender-based violence.

(77%)

would like to receive more information on the topic, but do not.

Among the topics addressed in schools with teachers, bullying prevention and the promotion of a culture of peace are the most common, reported by 82% and 61% of teachers, respectively. However, when it comes to more specific issues related to gender equity and diversity, the figures are considerably lower.

Only 35% of teachers mentioned initiatives aimed at preventing gender-based violence, while even fewer reported actions focused on gender equity (21%) or the prevention of LGBTphobia and homophobia (20%)

ONLY ONE-THIRD OF TEACHERS

reported that lectures or seminars on the topic were offered to teachers during the previous school year. An even smaller share (one in four) had access to educational materials, such as guidebooks.

CONTINUING PROFESSIONAL DEVELOPMENT ON THE TOPIC IS STILL UNCOMMON:

(22%)

mention optional training courses for teachers

(10%)

mention mandatory training **courses** for teachers

“The Department brings up many important issues that should be addressed, but we lack the preparation to deal with them. What does the research say about this? What has the university been studying on the subject? What methodological and theoretical approaches could help us with this discussion about gender?”

(Teacher, woman, Midwest region)

“A student says he was beaten by his father, half the class says they experienced sexual abuse at age six or seven.... what am I supposed to do? A boy says he was raped by a construction worker when he was six... What guidance can you possibly give?”

(Teacher, woman, Southeast region)

7. THERE ARE EFFORTS TO ADDRESS VIOLENCE. BUT NOT TO PREVENT IT

When a case of gender-based violence reaches the school administration, it is typically handled in one of two ways: through internal referrals or external referrals, depending on the circumstances.

The problem is that schools generally choose to handle even more serious cases — such as the non-consensual

sharing of intimate images and non-consensual touching, both of which constitute crimes against the victims' sexual dignity — through internal referrals. Cases are referred to external authorities only when there is a specific protocol requiring it or when institutional support for those involved is deemed necessary.

(56%) E

of cases involving the non-consensual sharing of girls' intimate images, and

(51%)

of cases involving non-consensual touching of female students' bodies

DESPITE CONSTITUTING CRIMINAL OFFENSES, THESE CASES WERE NOT REFERRED TO AUTHORITIES OUTSIDE THE SCHOOL.

In practice, however, Education Departments and school administrations are more focused on responding to violence than on implementing preventive strategies, which still receive relatively little attention. This limits schools' ability to become safer environments and to foster healthy relationships among students.

EVEN MORE IMPORTANT THAN RESPONDING TO CASES OF GENDER-BASED VIOLENCE AFTER THEY OCCUR IS PREVENTING THEM IN THE FIRST PLACE.

Initiatives aimed at preventing GBV tend to focus on extreme cases, such as sexual abuse and physical violence, while everyday conflicts and issues—such as the many examples described in the previous chapters—receive far less attention.

8. INSTITUTIONAL AND FAMILY RESISTANCE HINDERS GBV PREVENTION

One of the most important tools for preventing gender-based violence in schools is open discussion of topics such as sexuality education and gender identity. However, because these are considered sensitive topics, they often face resistance both within the education system itself and among students' families.

* SCHOOL ADMINISTRATORS' CONCERNS

Teachers report that school administrators censor or discourage educational activities related to topics such as sexuality education and gender identity out of concern over potential backlash and interpretations shaped by misinformation and prejudice.

* RESISTANCE FROM FAMILIES

In general, families oppose educational initiatives addressing topics such as sexual orientation, gender diversity, and sexuality education. These objections are often rooted in religious beliefs, moral values, the reproduction of sexist norms, and the belief that certain topics should be addressed only within the family, rather than at school.

Even when schools are able to organize activities such as lectures, their content is often disconnected from students' lived experiences. Students question teachers' knowledge of the topics and show little engagement with the formats proposed by schools.



report that lectures are the most common violence prevention initiative promoted by schools.

* STUDENTS PERCEIVE SCHOOL INITIATIVES AS ISOLATED AND LARGELY INEFFECTIVE:

The topics and approaches are often described as repetitive and unengaging, while also failing to reflect the real-life situations and challenges students experience in their daily lives.

“Guys, today’s lesson is about cyberbullying, about bullying... What do you know about it? It feels more like just another lesson than something that could actually happen to us. You need to do something that really engages students, something dynamic, like a discussion circle where people can share their opinions and the teacher can answer our questions.”

(Student, 3rd year of Upper Secondary Education, girl,

9. WHERE DO YOU FIT IN?

Gender-based violence contributes to turning schools—spaces that should be safe for adolescents to learn and grow—into hostile environments where girls, in particular, often feel intimidated, embarrassed, and powerless.

This reality contradicts Brazil's National Education Guidelines and Framework Law (LDB), which establishes that school curricula should address human rights and the prevention of violence against children, adolescents, and women. The LDB also assigns schools the responsibility of adopting measures to raise awareness and combat all forms of violence, ensuring

students' full development and respect for human, cultural, and identity diversity.

Throughout this study, we identified the main gaps preventing Brazilian schools from fulfilling this mandate and becoming truly safe, welcoming environments. GBV continues to be underestimated or poorly understood across education systems; there is institutional resistance to addressing topics considered "sensitive"; and educators still lack the training, support, and clear guidance needed to feel confident and supported in responding to this reality.

Even so, **progress is possible**. The transformation we need requires more than isolated initiatives: it calls for systemic change capable of reshaping schools into safe, equitable environments

that foster healthy relationships. To achieve this, we must recognize that building a fairer and safer education system requires action across multiple fronts, levels, and stakeholders.

EVERYONE WHO RECEIVES THIS EXECUTIVE SUMMARY WHETHER AS AN INDIVIDUAL, ORGANIZATION, OR INSTITUTION HAS A POTENTIAL ROLE TO PLAY IN THIS PROCESS. THAT IS WHY WE INVITE YOU TO REFLECT: HOW CAN YOU CONTRIBUTE TO THIS VISION, FOR THE FUTURE FROM WHERE YOU ARE?

To inspire this reflection and help identify possible paths forward, we present below a set of practical recommendations based on insights from educators, experts, and the academic literature:

*** ONGOING PROFESSIONAL DEVELOPMENT**

for teachers and school administrators, with a focus on prevention, survivor-centered support, and safe responses to GBV;

*** CREATING SAFE AND PARTICIPATORY SPACES**

for students that encourage active listening, dialogue circles, and methodologies connected to their lived experiences;

*** TRANSFORMING THE SCHOOL SETTINGS**

into a protective space through pedagogical practices, school climate, the surrounding community, and collaboration with local stakeholders;

*** REVIEWING CURRICULA AND TEACHING MATERIALS**

to incorporate gender equity, diversity, and the promotion of healthy relationships;

*** COMPREHENSIVE SEXUALITY EDUCATION**

for sexuality and promotion of healthy masculinities, as ways to break with norms that sustain violence;

*** GENERATING AND USING DATA**

on school climate and gender-based violence to inform evidence-based public policies.

These are only some of the pieces of a much larger puzzle. The change we seek requires coordination, sustained commitment, and collective action.

Serenas remains committed to building bridges, sharing knowledge, and collaborating on initiatives that embrace the same vision: an education system that ensures every girl is free to dream.

Scan the QR code to download the full report.



TECHNICAL CREDITS

Serenas Team

Project Coordination

Graziela Larissa da Silva Santos
Débora de Lira Costa Tavares

Communication Coordinator

Marjana Borges Antunes

Supervision

Amanda Fenyves Sadalla Costa
Isabella Cruvinel Santiago

Executive Summary

Mariana Gonzalez Régio

Plano CDE Team

Research Coordination

Breno Barlach
Isadora Castanhedi

Report Preparation

Isadora Castanhedi
Kauanny Oliveira

Data Analysis

Kauanny Oliveira

Qualitative Fieldwork

Florbela Ribeiro
Gustavo Silva
Isadora Castanhedi
Kauanny Oliveira
Marina Ghirotto Santos

Fieldwork Coordination

Vitória Ortega

English translation and review

Felipe Figueira
Nativa Translations



Produced by:



Research:



Support
Institucional:



Funding:

