STEM Women Congress
Creating opportunities through STEM

SWAR

STEM Women Annual Report 2025

BRASIL

An initiative by: GSW Global STEM Women

With the support of: STEM WOMEN ASSOCIATION

Developed by: 250 grados

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SWAR

STEM Women Annual Report 2025

BRASIL

EMPOWERELAS

Inspiringgirls

progra{m}aria

cajuínas
mulheres na tecnologia

MINERVAS IN STEM

alumna

Cantinho das QA's

FIRST LEGO GIRLS

INSTITUTO MAUÁ DE TECNOLOGIA
MAUÁ

LUCIANA TANNURE
MENTORIA & GOVERNANÇA

MULHERES ACATE

elas++

She's inHACK

WOMEN IN TECH

The Report

This report has been worked from data obtained altruistically through a ***questionnaire distributed to all STEM Women initiatives detected in Brazil and that have participated***.

The data were compared with the ***Instituto Brasileiro de Geografia e Estatística*** *(**IBGE**),* ***Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira*** *(**Inep**) and* ***Ministério do Trabalho e Emprego***. ***Official data refers to 2023***. This is the first report we produce on Brazil in order to better understand the situation. The report aims to know the ***impact of initiatives and programs*** on the portuguese population, including their age groups, territories, financing, and activities.

We know that the sample does not include all existing initiatives, but it is a good starting point. We are therefore committed to continuing to work to increase the base of participation so that the Annual Report becomes a useful document for the whole STEM Ecosystem.

The questionnaire

The questionnaire is divided into several sections, some common and some especific to ech segment, according to the stage of the iniciative's[1] impact:

INSPIRATION
Pre-Primary School and basic education, from age1 to 14.

CAREER
Secondary education, professional education, higher education (Bachelor, Master, Phd) and professional stage

(1) Initiatives and Programs. Some STEM initiatives work with a large age range, impacting both study segments: Inspiration and Career. Others have different activities targeting the same segment but different objectives: age group, geographic area, etc. In both cases, they count with more than one program. So, the same initiative may have several programs in the Annual Report.

The questionnaire

With **two types of questions**: closed and open-ended. The closed questions correspond mainly to ***quantitative data*** (socio-demographic data, volume, frequency, sources of funding, etc.) and the open-ended questions to ***qualitative data*** (how the initiative affects its target, material needed, etc.).

The **methods** used to analyze the results of the questionnaire were mainly **descriptive**, although **causal** techniques were also used to determine the effect of certain variables on others. The general patterns of responses to the open-ended questions were identified.

The STEM comunity

More and more countries and initiatives are joining this important cause, which was born with the first STEM Women Congress in Barcelona six years ago. We are all driven by a common goal: to bring science and technology studies closer to all girls and boys, to break gender stereotypes and to enable STEM women to have the same opportunities as men in a masculinized field.

For all these reasons, we would like to express ***our sincere gratitude to all the professionals from Brazil*** who participated in this process by responding to our questionnaire. Without their support, this effort would not have been possible. We are deeply grateful for their commitment and look forward to continuing our collaboration.

The mission

The mission of the Annual Report is to ***analyze the impact of the different STEM Women initiatives on the female population, from the perspective of presence in scientific-technological trajectories***.
This path begins in the early stages of life, from 3 to 6 years of age, where the determining social biases are incorporated in curricular and life trajectories, until the end of the professional life of STEM women.

Analyzing this path, contrasted with the evolution of demographic data, gaining in-depth knowledge of the activity and age segment on which they have an impact, as well as other variables, allows us to:

- Identify the lack of initiatives at certain stages of life.
- Explore how the presence or absence of initiatives affects the behavior of the female population in the STEM ecosystem.
- Determine what type of activities have the greatest and best impact at each stage.
- Detect patterns, estimate trends in the female population based on the data analyzed and design strategies to promote their presence and visibility.

In short, guide change agents, initiatives, volunteers and professionals in the pursuit and achievement of the goal we all share: ***To increase the presence and visibility of women in STEM and create more diverse and inclusive professional environments, reducing sustainably gender gap in STEM.***

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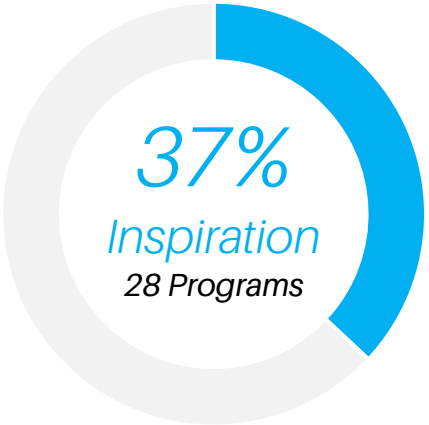
Initiatives ***surveyed***

Number *of programs*

75

programs

Programs by ***segments***



It is worth noting that every initiative active in the ***Inspiration*** *stage (ages 1–14) also engages at the Career stage (28 programs). This demonstrates that these programs support women continuously from their early-school years right through higher education and into their professional STEM paths.*

The ***Career*** *stage is a priority for most of the initiatives . The 75 programs studied in this report work in the career segment (15 years and older), of which 46 work only in this segment. The remaining 28, as specified above, also work in the Inspiration segment.*

(*) Calculation on a total of 75 programs participating in the Annual Report. Data from 2024.

CHARACTERISTICS OF PROGRAMS

***Program creation** year*

Framework:

At the end of 2015, the **2030 Agenda for Sustainable Development** was agreed. An action plan with 17 goals, including **achieve gender equality and empower all women and girls**.

2017 saw the launch of the **#MeToo** movement. It was the starting point for many other social **movements for feminism and justice.**

A significant number of initiatives were launched last year. This is a very positive starting point.

(*) Calculation on a total of 75 programs participating in the Annual Report. Data from 2024.

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GEOGRAPHICAL SCOPE

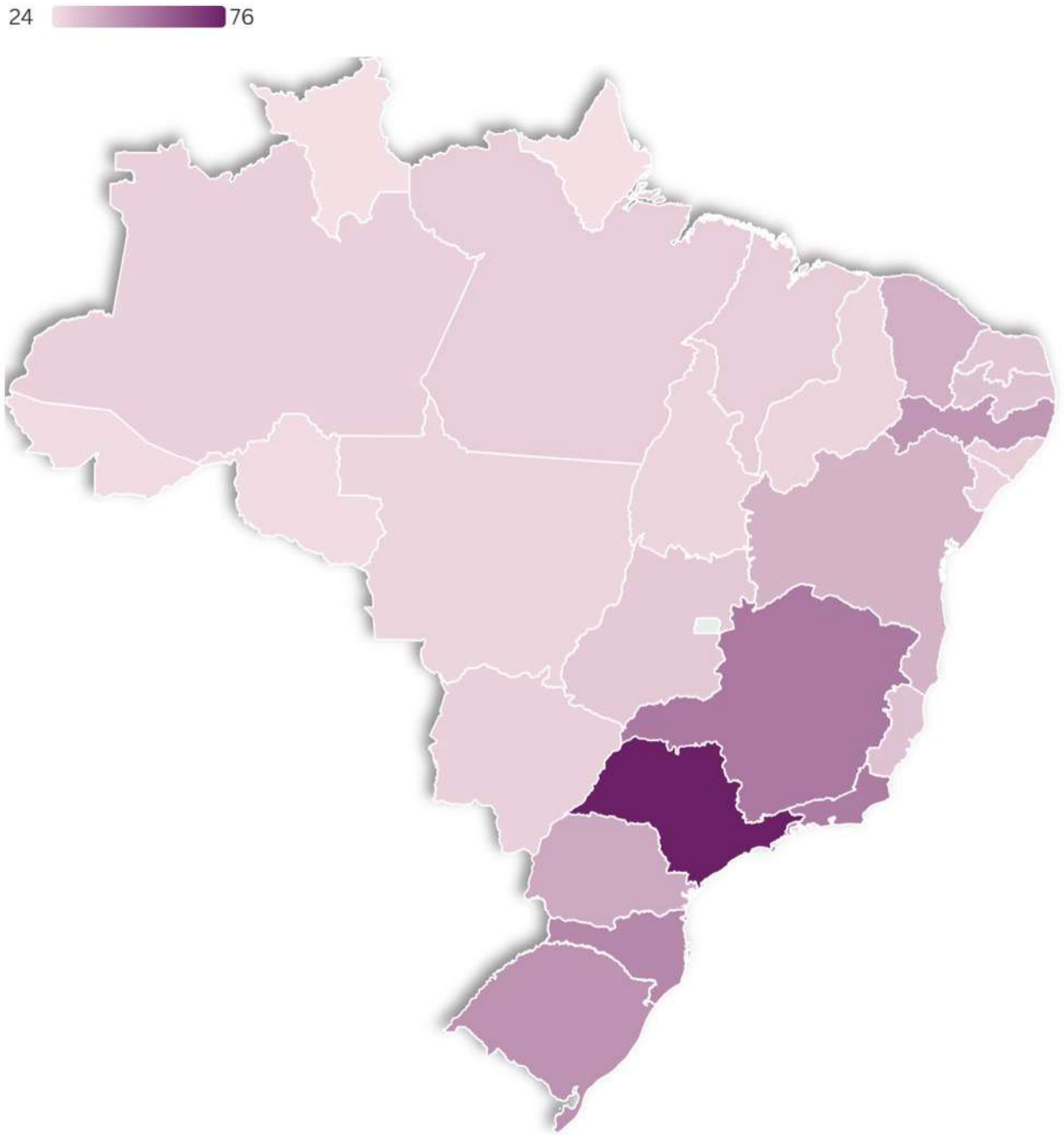
*Number of programs **by states***

***São Paulo** stands out significantly, with 57 initiatives, representing 76% of the total, indicating its leadership in fostering gender-inclusive STEM efforts. It is followed by **Minas Gerais** (39 initiatives, 52%) and **Rio de Janeiro** (38 initiatives, 50,67%). These three states, all located in the economically advanced southeast region, dominate the landscape of STEM-gender initiatives.*
***Santa Catarina** and **Rio Grande do Sul** also show strong participation (36 and 34 initiatives respectively).*
***Pernambuco** (33 initiatives) and the **Distrito Federal** (31).*

*At the lower end, several states in the north and parts of the central-west have lower levels of iniciatives, despite having large populations of young women and girls who could benefit from targeted interventions. States like **Amapá**, **Roraima** (18 initiatives each, 24%), **Acre** and **Rondônia** (19 initiatives each, 25,33%).*

(*) Calculation on a total of 75 programs participating in the Annual Report. Data from 2024.

% programmes by district out of total programmes participating in the Annual Report



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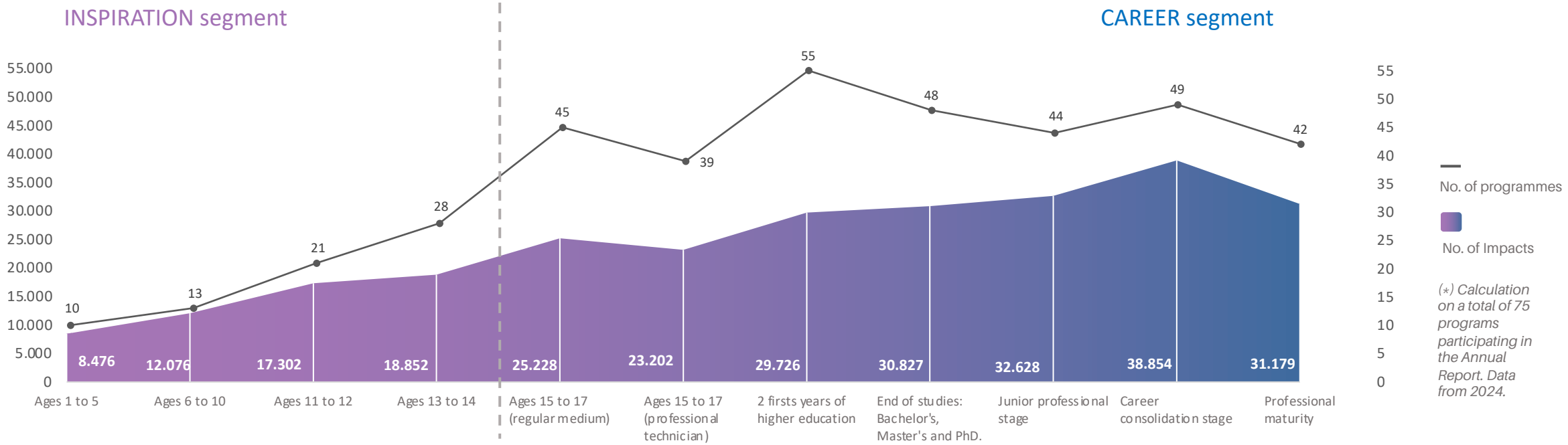
IMPACTS

Impact distribution and participation in SWAR 2025



(*) Calculation on a total of 75 programs participating in the Annual Report. Data from 2024.

The STEM Women Annual Report (SWAR) considers two segments:

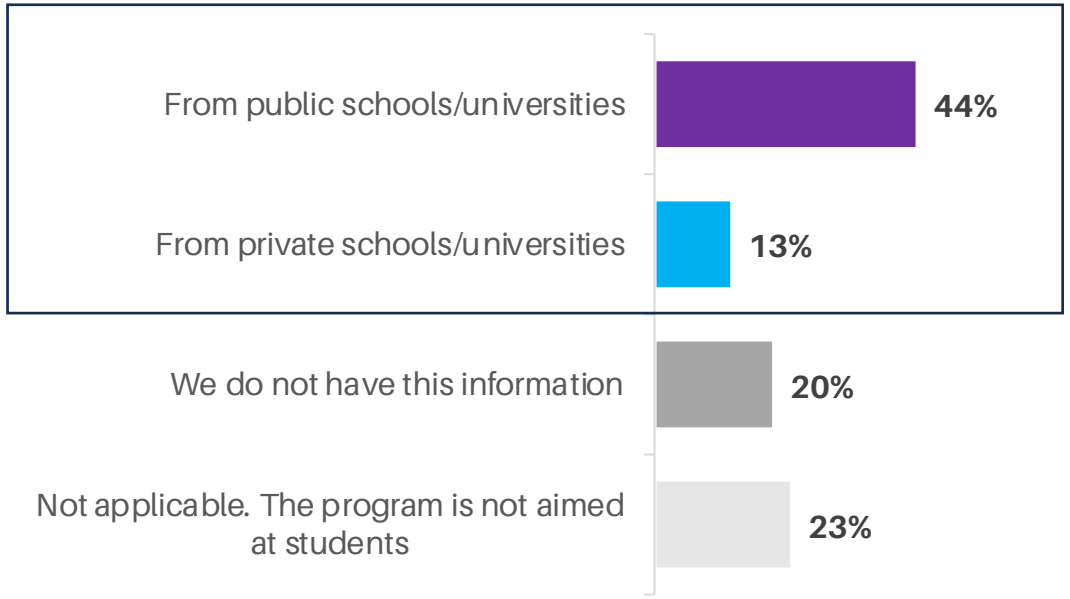
***INSPIRATION SEGMENT**, which covers **pre-primary school** and **basic education** up to the age of 14. In this section, initiatives are challenged to captivate and motivate girls and boys towards science and technology studies.*

***CAREER SEGMENT** is divided into two stages:*

- ***Secondary school,** from 15 to 17 years old, and **higher education** which includes: Bachelor's, Master's, Doctorate and vocational training. This section is defined by the choice of academic specialisation. Initiatives focus on providing support and training to young women who opt for STEM studies.*
- *The **professional career** stage starts with the first job to reaching the peak of the professional journey. During this time, it's important to encourage networking activities, promote entrepreneurship and offer reskilling programs.*

CHARACTERISTICS OF PROGRAMS

*Distribution of programs by the **type of educational institution** attended by the impacted participants (%):*



*According to the aggregate data, many of the people impacted come from **public schools or universities** (44%), while 13% come from **private institutions**. Some 23% correspond to initiatives that are not directed at students, and for another 20% no information is available.*

*This initial picture may suggest that the **initiatives have a greater outreach to public education**, which may be aligned with inclusion objectives or with the greater presence of public institutions in some regions.*

What happens if we analyze the type of educational institution public and private by state?.

Note: It should be noted that in the report some programs are not directed to students, which explains the high percentage recorded in the category "Not applicable. Program does not target students" or the information is not available.

(*) Calculation on a total of 75 programs participating in the Annual Report. Data from 2024.

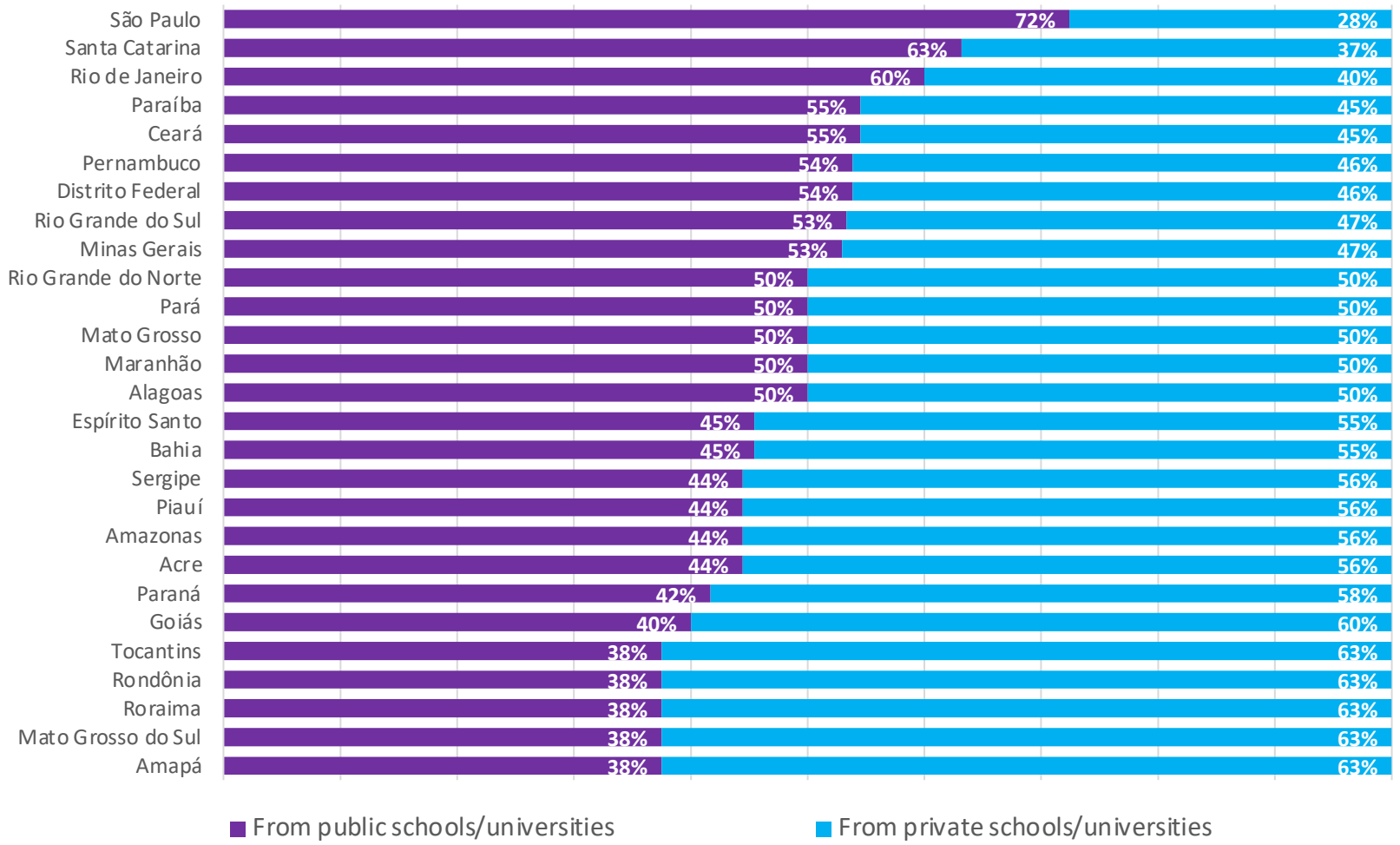
CHARACTERISTICS OF PROGRAMS

*Distribution of programs by the **type of educational institution** attended by the impacted participants, by estate.*
Private vs public

Although the aggregate shows a predominance of the public sector, the patterns vary considerably at the state level: private educational centers surpass public ones. In more developed states, such as São Paulo (72%), Santa Catarina (63%) and Rio de Janeiro (60%), the proportion of people coming from public institutions is higher compared to the private sector. As we move towards states with lower socio-economic indicators (such as Amapá, Roraima, Rondônia), the proportion of people coming from private educational institutions exceeds 60%, and the share of the public sector drops to 38%.

This data may be surprising, since in many of these states public schools are expected to predominate. This may indicate:

- *Initiatives are more easily reaching students from private centers that have better access to information networks or infrastructure.*
- *Public education in these regions is less connected to STEM initiatives for structural reasons (fewer programs, lack of partnerships, technological limitations, etc.).*



(⋆) Based on 43 Inspiration programs in the 2025 Annual Report. Data from 2024.

68% of the initiatives analysed are interested in recruiting volunteers for their projects.

(*) Calculation on a total of 75 programs participating in the Annual Report. Data from 2024.

Findings

Analysing the impact reported by the initiatives that have participated in the Annual Report 2025 shows that:

1. *In this first edition of the Annual Report in Brazil, we have noticed a* ***lack of initiatives that have an impact on pre-primary and basic education****. Gender stereotypes can have an impact from an early age, but are often addressed later. Changing perceptions and breaking down stereotypes earlier is crucial to building a solid base.*

2. ***Many STEM initiatives focus on secondary and university****, where vocational decisions have already been made. These activities can provide essential mentoring and support to help female students stay in STEM and overcome barriers.*

3. *It is noteworthy that* ***the largest number of initiatives is recorded at the professional level****. Considering that talent drain is one of the country's problems, this is a very positive point.*

4. *The* ***Career consolidation stage*** *is where most women have been impacted by STEM programs.*

5. ***São Paulo and many states on Brazil's east coast receive the greatest impact of*** *programmes to empower women in STEM. It is important to extend these efforts to other regions of the country. This will ensure that all talents have the opportunity to develop and contribute to Brazil's technological and scientific progress.*

6. ***Who Benefits Most from STEM Programs? A Look at Regional and Educational Inequalities.*** *While public educational institutions are the main beneficiaries of STEM initiatives at the national level, this pattern shifts in less developed regions, where private schools often dominate. This may reflect better access to resources in private institutions and structural barriers limiting public schools participation in those areas. Addressing these disparities is key to ensuring equitable reach of STEM programs.*

7. *In all countries,* ***it is essential to continue to collect and report data*** *on inclusion and diversity in STEM field, inorder to monitor progress, identify gaps and evaluate policies.*

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INSPIRATION initiatives 2024

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In Brazil,

28 programs have impacted at least

56.706[1] children

aged 1 to 14 in 2024.

They represent ***0,14%*** *of a population of* **39.570.363[2] children**

Source: Instituto Nacional de Estatística (INE).

(1) Calculation based on the number of impacts reported by the initiatives (the range of >5,000 could not be delimited, so the minimum has been valued) and on the assumption that each impact refers to a different child.
(2) Population Projection 2024: IBGE, Population Projections for Brazil and Federation Units.

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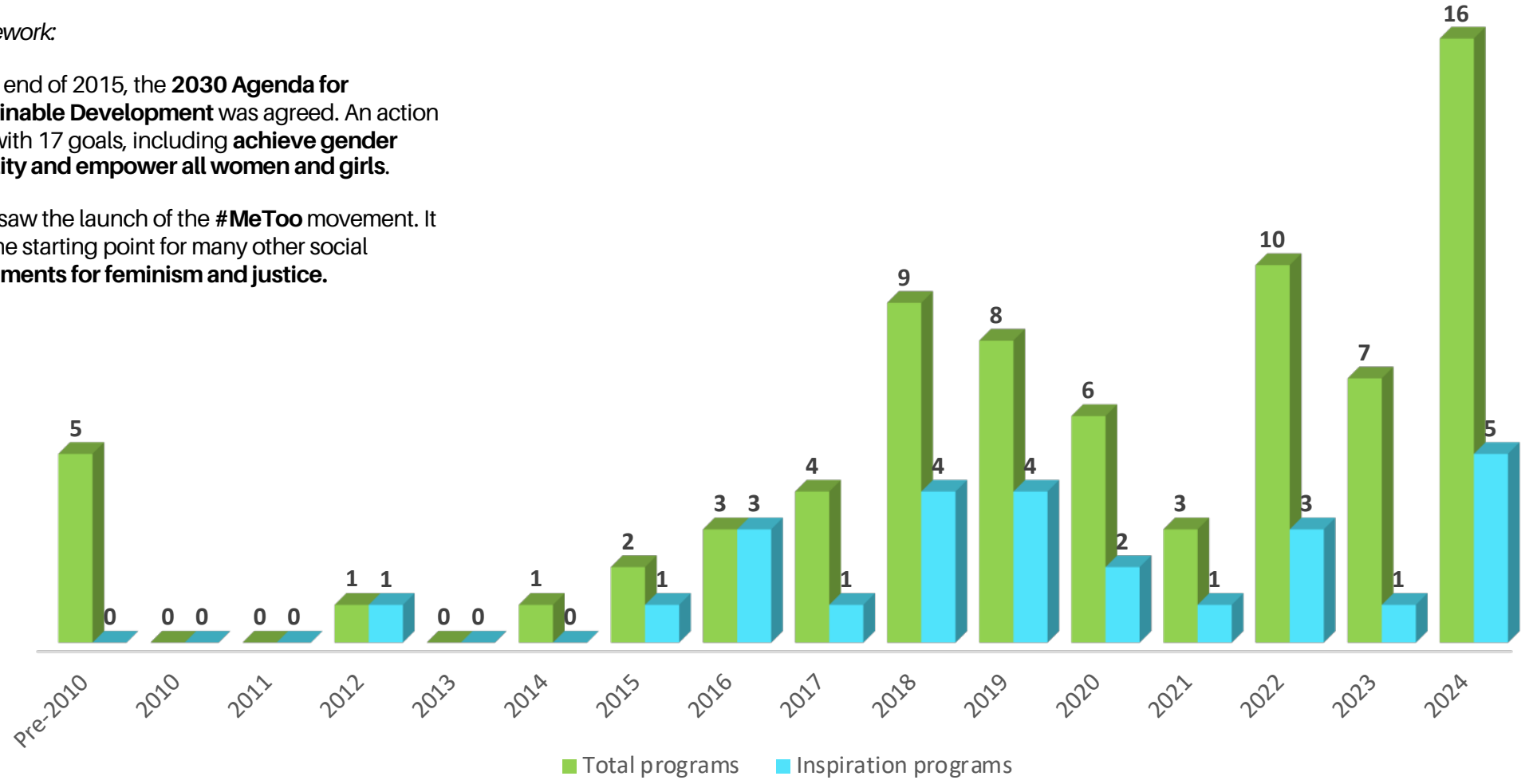
CHARACTERISTICS OF INSPIRATION PROGRAMS

***Programs cration** year*

Framework:

At the end of 2015, the **2030 Agenda for Sustainable Development** was agreed. An action plan with 17 goals, including **achieve gender equality and empower all women and girls**.

2017 saw the launch of the **#MeToo** movement. It was the starting point for many other social **movements for feminism and justice.**



(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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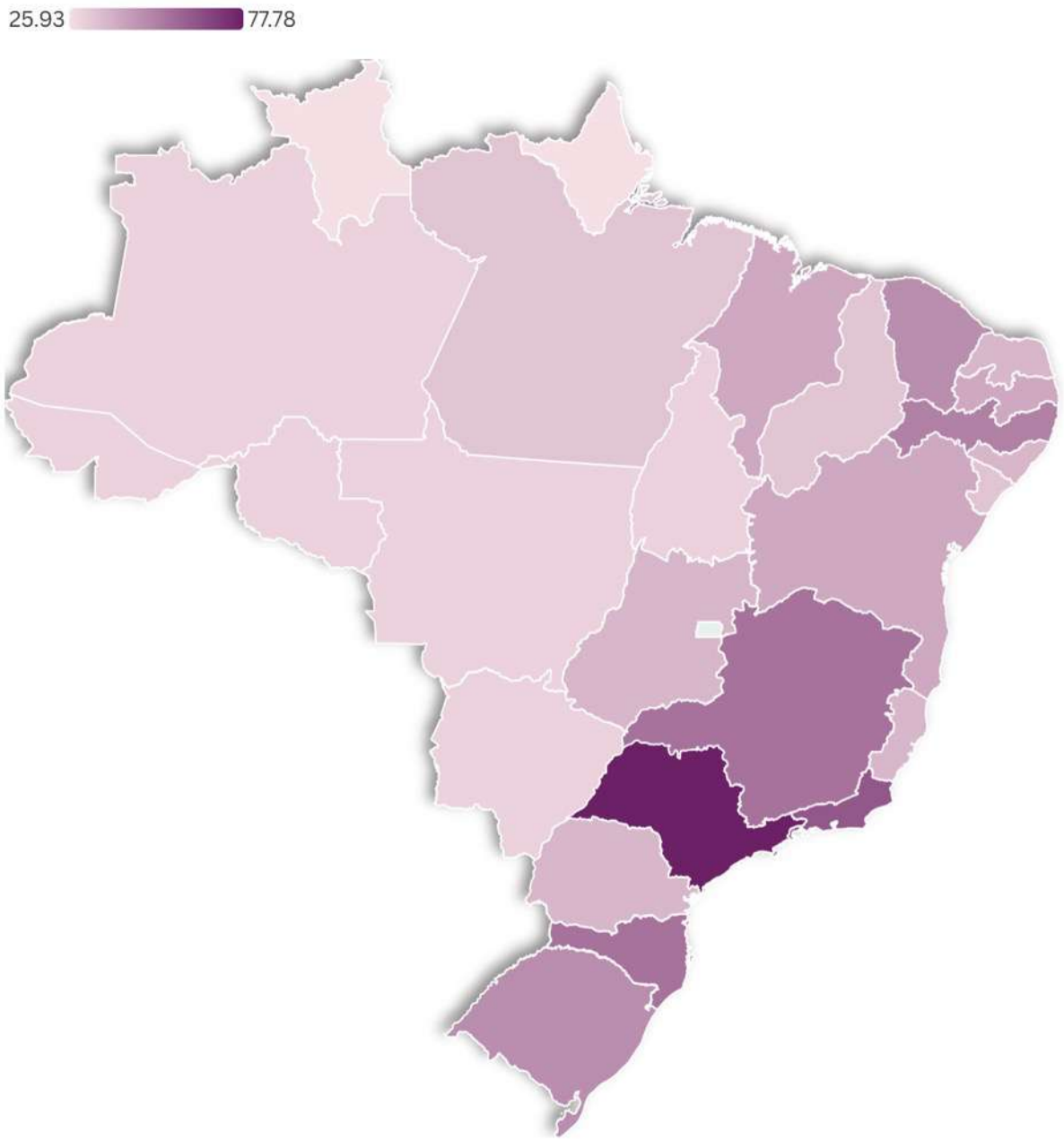
INSPIRATION PROGRAMS GEOGRAPHICAL SCOPE

*Inspiration programs **by states***

*Strong presence of projects with a gender focus in STEM in urbanized and economically developed states: **São Paulo** leads with 21 initiatives, representing 77,78% of the total. It is followed by **Rio de Janeiro** (17 initiatives, 62,96%) and Minas Gerais (15 initiatives, 55,56%).*

*Regions with lower presence: states such as **Roraima** and **Amapá** (both with 7 initiatives, 25,93%) present a significantly lower number, which may indicate a regional gap in access to gender-focused programs in STEM.*

*Some states, such as **Minas Gerais**, **Santa Catarina**, and **Pernanbuco**, also show significant participation, reinforcing the coast involvement in gender equity in science and technology education.*



% Inspiration programmes

(⁎) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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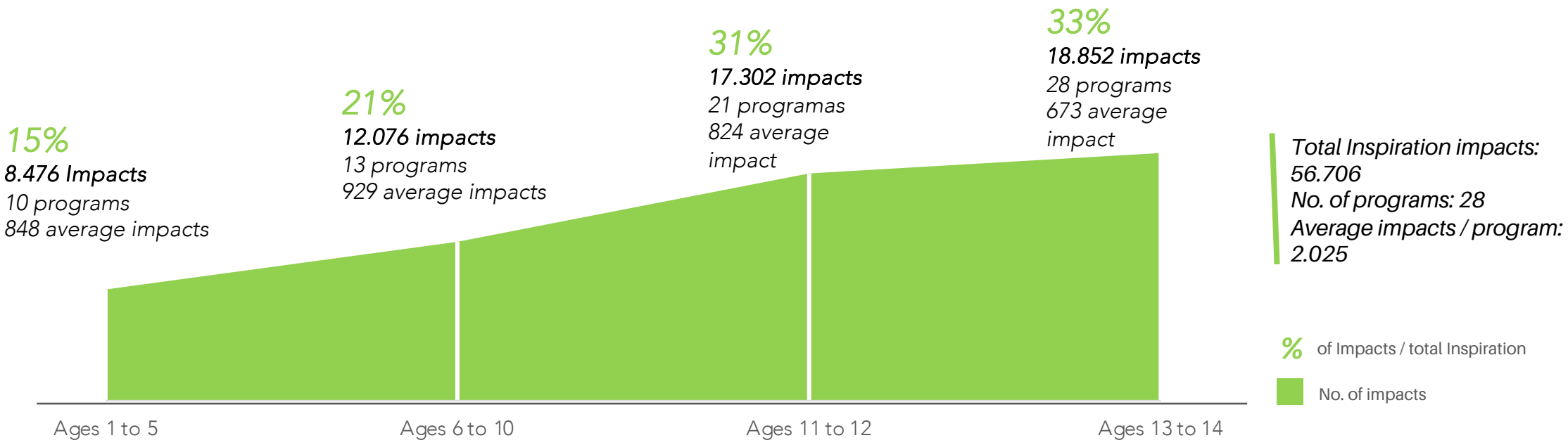
INSPIRATION PROGRAMS

*Number of **children impacted** by the program by age*



(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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INSPIRATION PROGRAMS

- ***Impact distribution:***
  Most impacts are concentrated in the 13-14 age group *(33 %) and the* ***11-12 age group*** *(31 %), together accounting for 64 % of total impacts. The 13-14 group has the highest absolute number of impacts with18.852, followed by the 11-12 group with 17.302.*

- ***Program distribution:***
  The number of programs **increases progressively** from the first age group, **1-5**, with 10 programs, to 28 in the **13-14** age group. It should be noted that the latter age group is affected by all Inspiration initiatives.

- ***Impacts per program:***
  Although the 13-14 bracket has the most impacts overall, ***the average impacts*** *per program* ***are higher in the 6-10 age group*** *(****929****) and the 1-5 age group (848) than in the 11-12 group (824) or the 13-14 group (673).*

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CHARACTERISTICS OF INSPIRATION PROGRAMS

According to gender, ***to whom is the initiative adressed:***

79%
Female

21%
Both

Inspiration initiatives are characterised, among other things, by developing programs that ***expose children to a variety of roles from an early age****. This helps girls and boys to understand and value diversity in all its forms. However, only 21% include boys in their activities.*

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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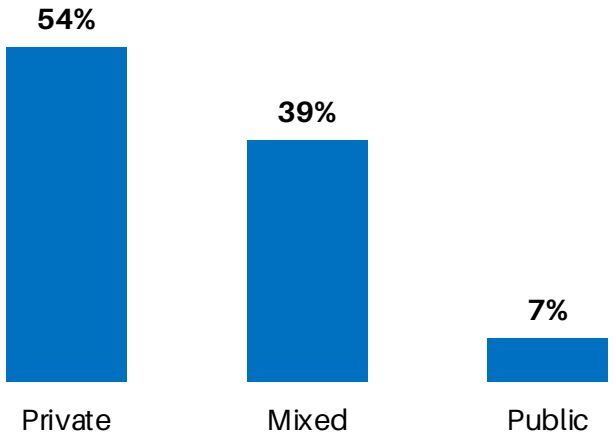
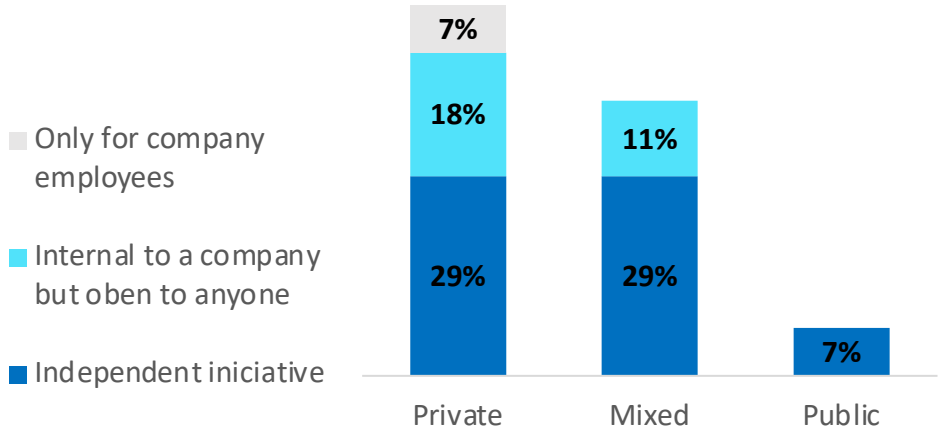
CHARACTERISTICS OF INSPIRATION PROGRAMS

*According to **sources of finance**, the initiative is:*





*There is a clear lack of **public funding**, accounting for only 7%. This gap is partially offset by **mixed founds** (39%) - a combination of public and private funding - . Most programs (54%) are funded exclusively by **private sources**.*

The graph shows how different funding sources are linked to the way STEM initiatives are created. Most of these initiatives are run independently by organizations, with support mainly coming from private or mixed sources (both 29%). Only a small part, 7%, of these independent projects receive public funding. Programs that are only for company employees are the least common overall, with a maximum of 7% supported by private funding.

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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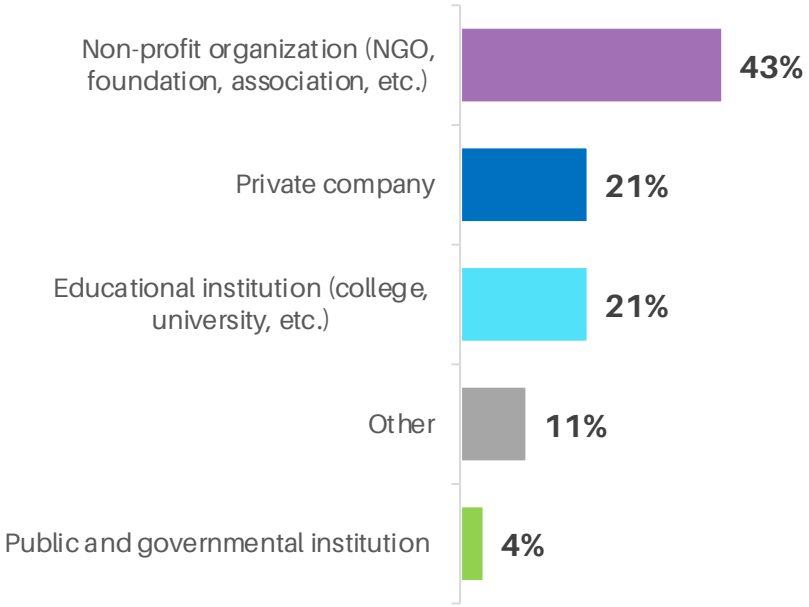
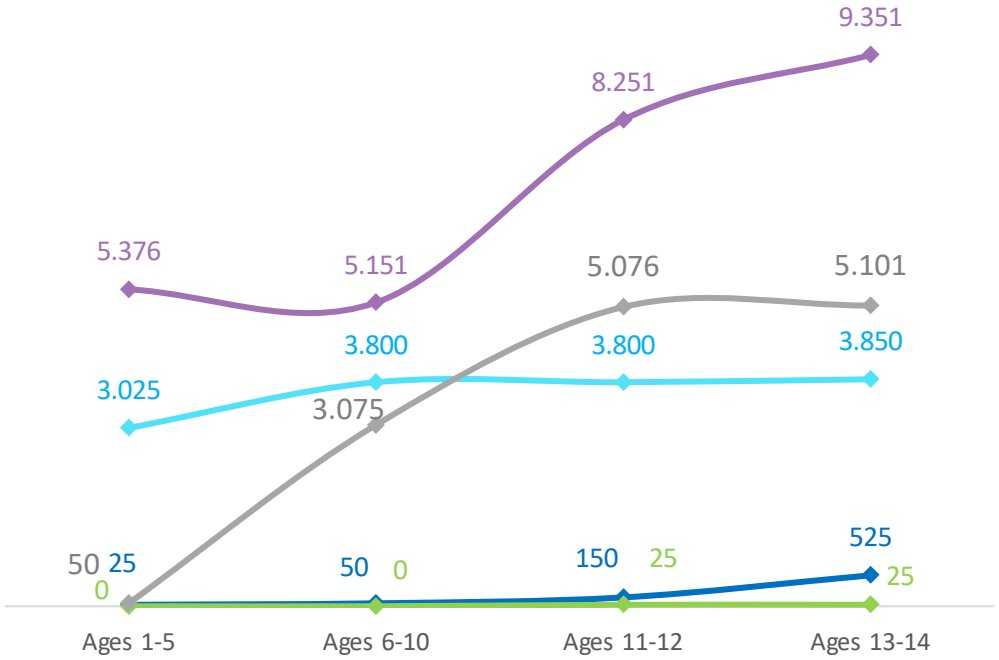
CHARACTERISTICS OF INSPIRATION PROGRAMS

*Programs by **type of organization**:*



*Distribution of **impacts by stage** and type of organization:*



*The combined analysis of the number of programs and the distribution of their impact by educational level, reveals significant differences between organizational presence and actual impact. While **private companies** account for a considerable share of initiatives, their contribution to overall impact remains notably lower compared to other types of organizations.*
This discrepancy suggests that many of these initiatives, while numerous, may be focused on smaller-scale actions, limited to specific audiences, or geographically restricted. A lack of impact is also evident in the early stages of the education system.

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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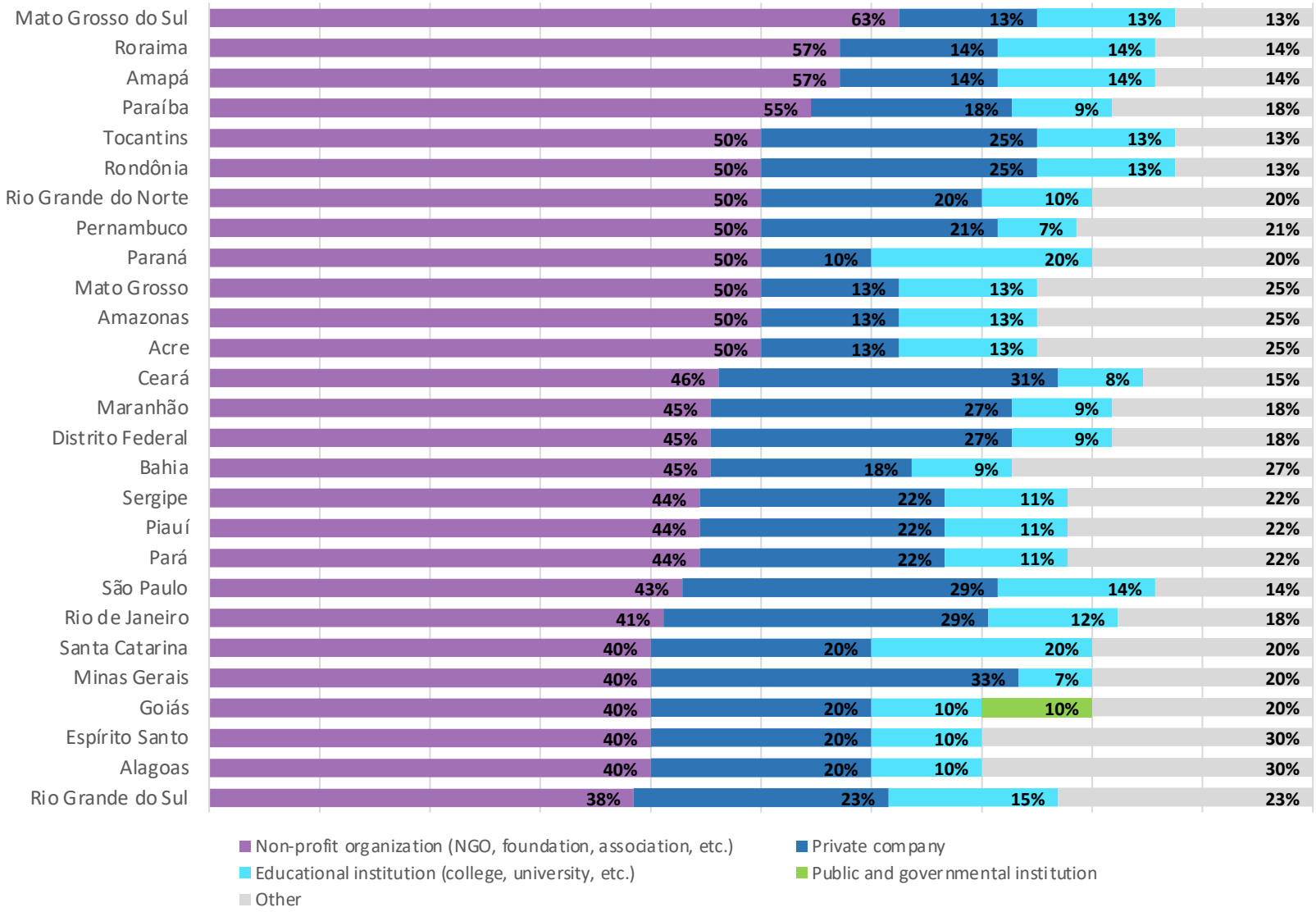
CHARACTERISTICS OF INSPIRATION PROGRAMS

Strong leadership of the third sector in youth-focused programs.

An analysis of the types of organizations driving STEM initiatives across Brazil's states reveals a clear pattern of leadership by the third sector.
Non-profit organizations *represent the most active group in most regions, with a particularly strong presence in states such as* ***Mato Grosso do Sul*** *(63%),* ***Roraima*** *and* ***Amapá*** *(57%), where their role is clearly predominant, and the lowest in* ***Rio Grande do Sul*** *(38%) and* ***Alagoas****,* ***Espírito Santo****,* ***Goiás****,* ***Minas Gerais*** *and* ***Santa Catalina*** *with 41%.*
In second place are ***private companies****, whose involvement is also significant but uneven, reaching its highest levels in* ***Minas Gerais*** *(33%) and* ***Ceará*** *(31%). However, in other regions such as the* ***Paraná*** *(10%), their presence is much more limited.*
Educational institutions *show generally lower presence. Their highest levels of participation are found in* ***Paraná*** *and* ***Santa Catarina*** *(20%), while their involvement is minimal in regions such as* ***Pernambuco*** *(7%) and* ***Ceará*** *(8%).*
Public and governmental institutions *have only a symbolic presence, appearing in just one state: Goiás with a modest 10% share. This highlights a clear lack of initiative and engagement from public administrations in driving these programs.*

Distribution of Inspiration programs by type of organization by state



(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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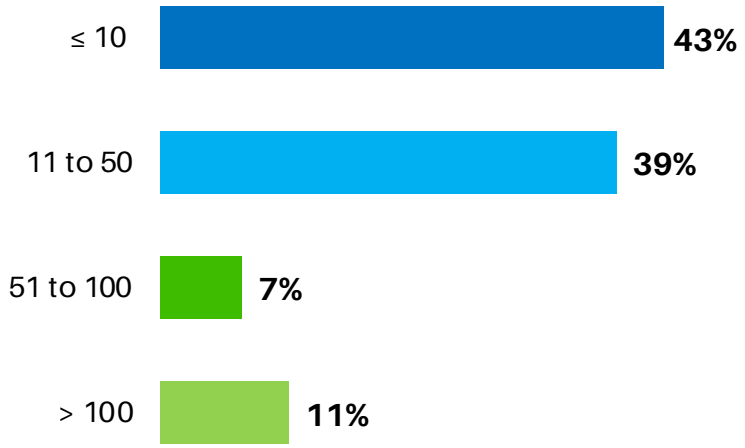
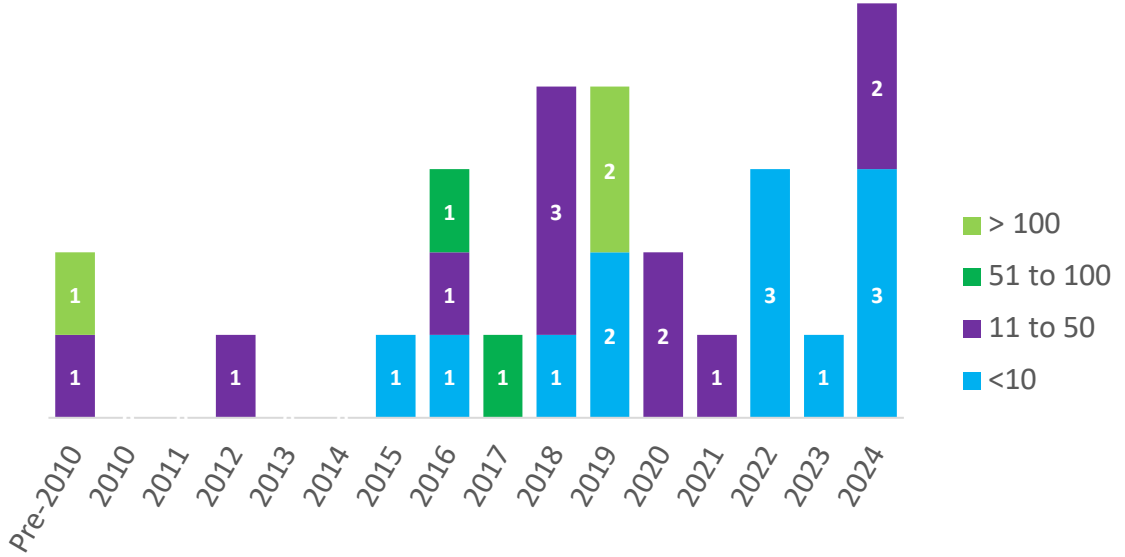
CHARACTERISTICS OF INSPIRATION PROGRAMS

***Program size**: percentage of programs by staff-size band.*



Staff-size band by year of launche.



*In Brazil, initiatives for children in STEM currently involve at least **852 people**, including volunteers and staff. Most of these initiatives are carried out with teams of fewer than **10 members** (**43%**), and 39% have between 11 and 50 members.*

The second graph provides a snapshot of the year each initiative was founded and the number of employees it currently has. The oldest initiatives are few in number and have more than 10 employees, which may indicate they are more consolidated and organized. In contrast, the newest initiatives have smaller teams, suggesting they are in an early stage of growth or development

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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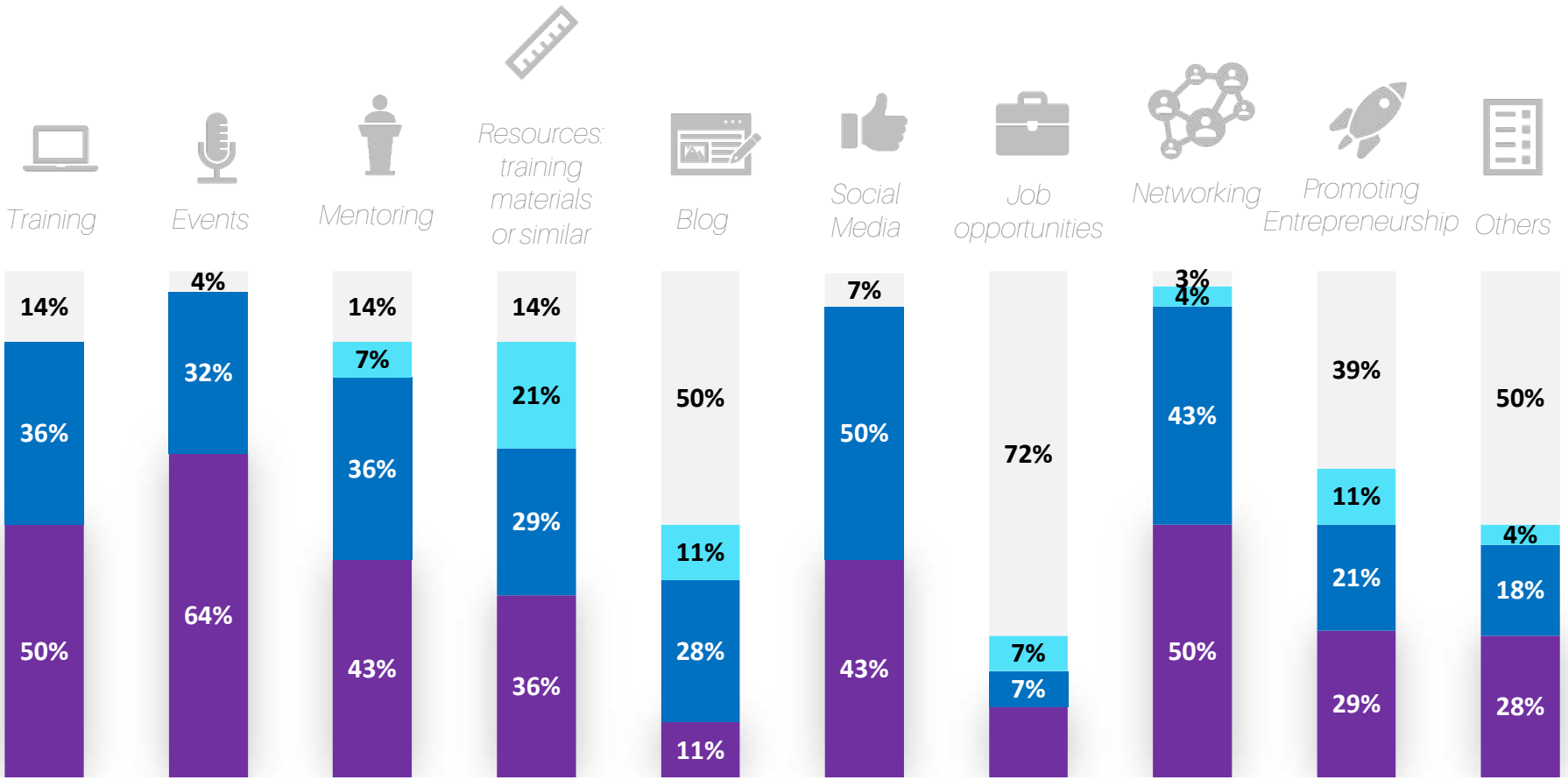
CHARACTERISTICS OF INSPIRATION PROGRAMS

*2023 programs **Activities***



***Events, training** and **networking** are the most important Inspiration activities, at 64%, 50% and 50% respectively.*

It should be noted that all of these programs also working in the professional segment.

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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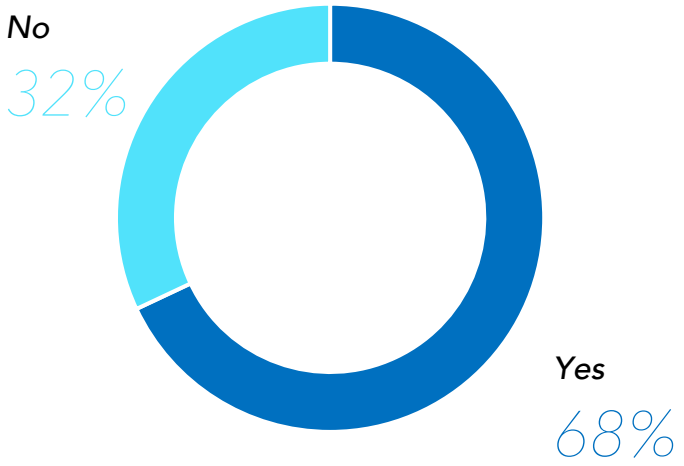
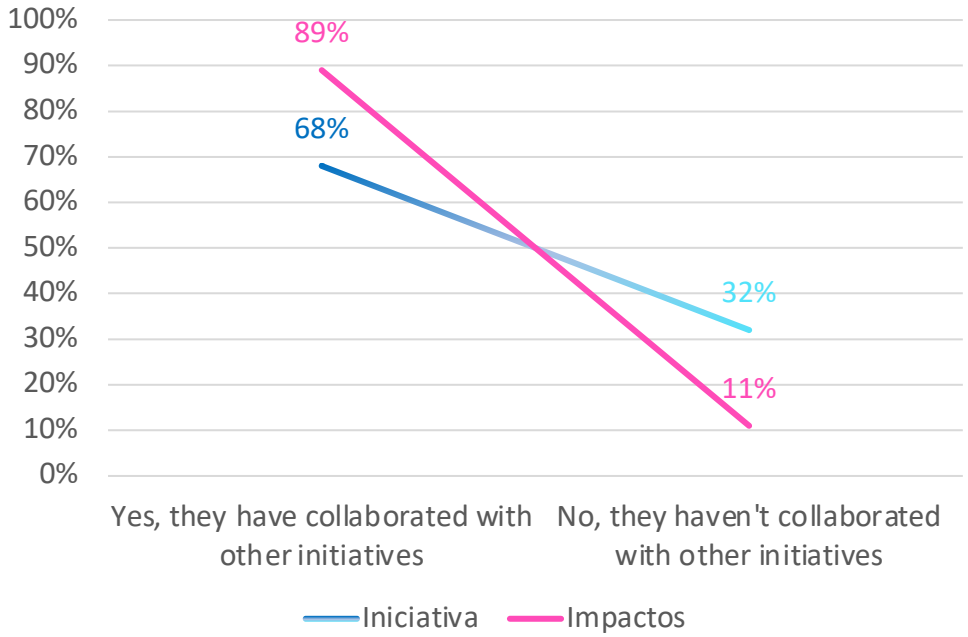
CHARACTERISTICS OF INSPIRATION PROGRAMS

***Collaborative** enviroment*

Have you collaborated with another initiative?



Relationship between collaboration and impact



The link between collaboration and impact among STEM Women initiatives is clear in the data. Initiatives that did not engage in collaboration, 32% of the total, accounted for only 11% of the overall impact, with an average of 1.478 impacts per initiative. In contrast, the 68% that did collaborate were responsible for 89% of the total impact, achieving an average of 5.614 impacts each. ***These figures highlight the significant role that collaboration plays in amplifying reach and effectiveness.***

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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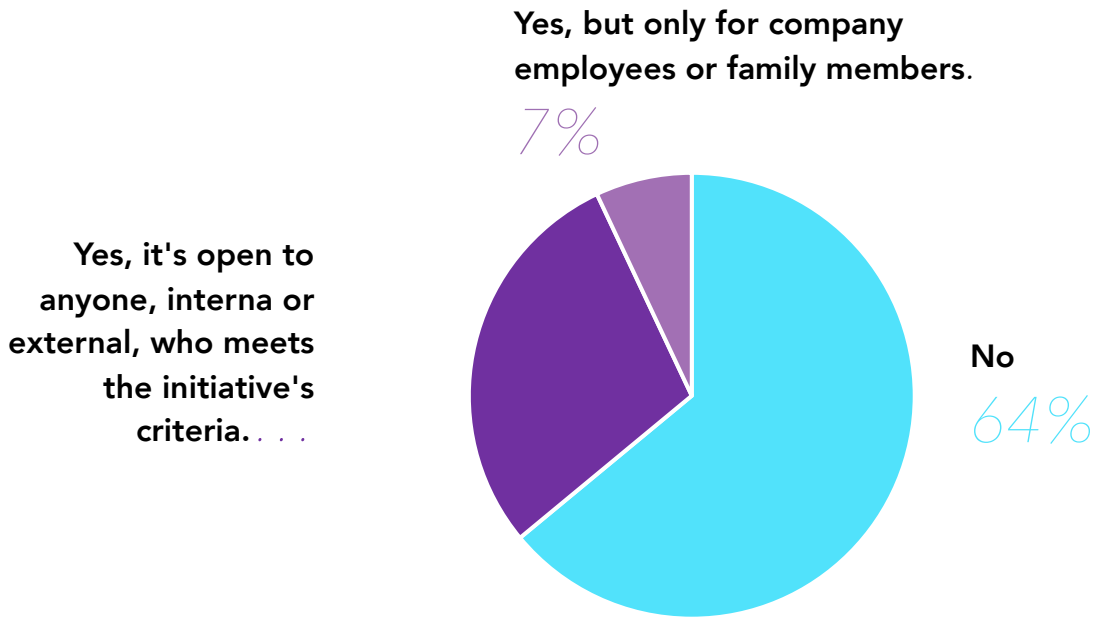
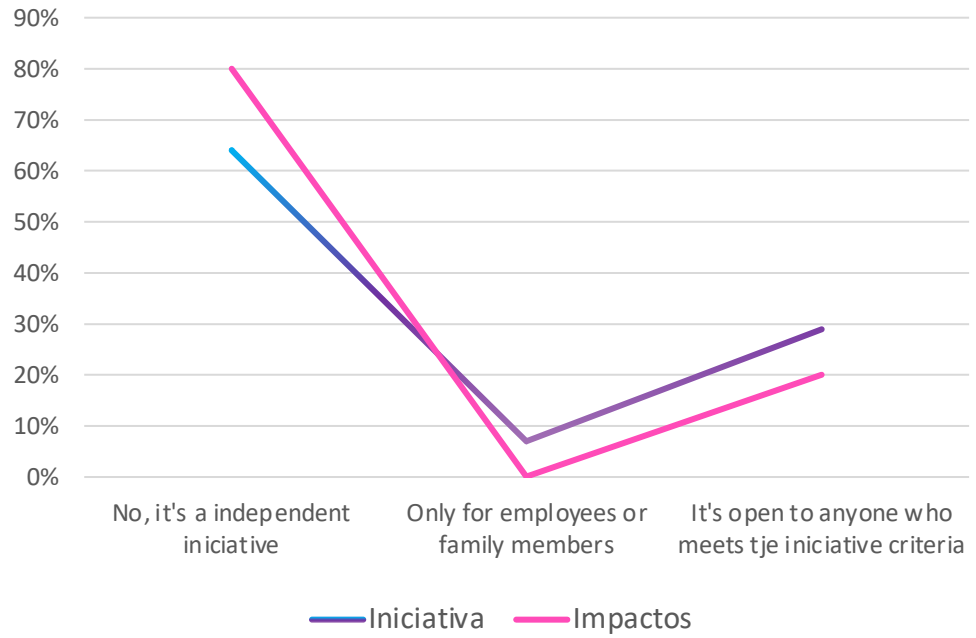
CHARACTERISTICS OF INSPIRATION PROGRAMS

***Collaborative** enviroment*

Is the program driven by a specific company or companies?



Relationship between initiative origin and impact



(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

CHARACTERISTICS OF INSPIRATION PROGRAMS

***Collaborative** enviroment*

The majority of the initiatives studied in this report are independent, representing 64% of the total. Created with the aim of generating change, these initiatives play a key role and demonstrate a strong commitment to equality and reducing the gender gap. Their 80% impact on the total reflects their ability to connect and transform.

On the other hand, some companies or organizations, aligned with these objectives, lead programs from within to contribute to achieving them, even when their core business is not directly related to this purpose. These initiatives, in many cases, are open to the outside world, offering opportunities both to their employees and to people outside the company. Although they are smaller in terms of participation (29%), they generate 20% of the impacts. Internal/family initiatives have the lowest participation (7%) and don't even reach 1% of the impacts (0.08%).

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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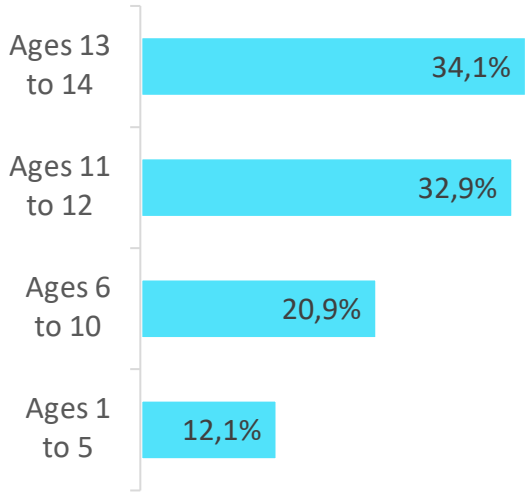
INSPIRATION PROGRAMS

Impacts by age group of ***national initiatives***



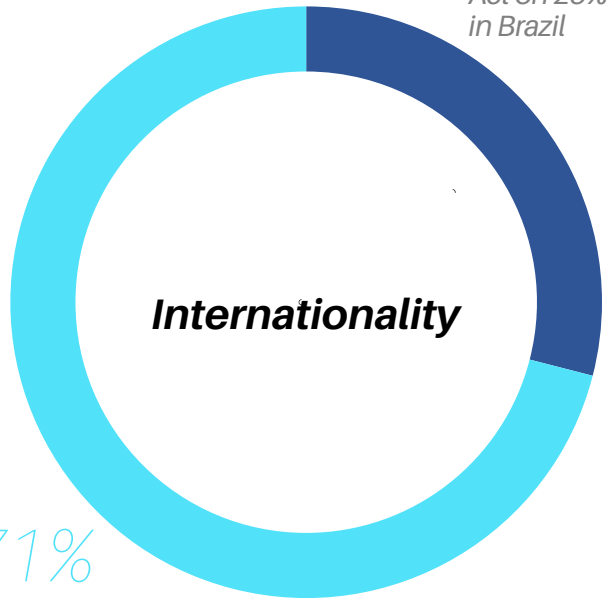
75% of impacts *come from national programs*

29%

programs

International

Act on 25% of impacted students in Brazil



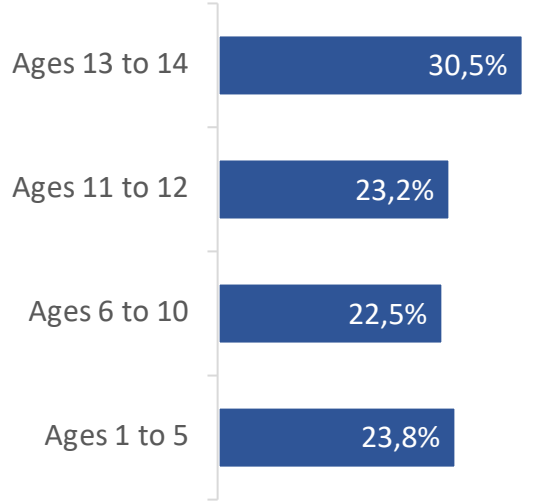
71%

programs

Nacional

Act on 75% of impacted students in Brazil

Impacts by age group of ***national initiatives in Brazil***



25% of impacts *come from international programs*

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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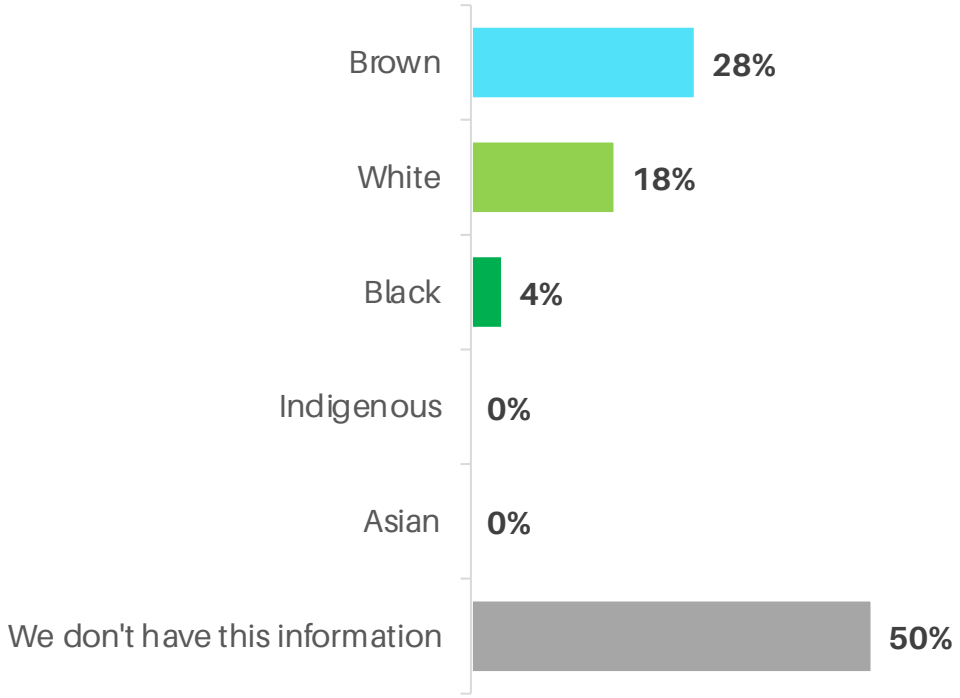
CHARACTERISTICS OF INSPIRATION PROGRAMS

***Ethnoracial** composition of Impacted Individuals by the Initiative*



*In ethnoracial reporting within STEM Inspiration initiatives, the 50% lacking this information. Among reported cases, most impacted individuals identify as **Brown** (**28%**), followed by **White** (**18%**), **Black** (**4%**), while Indigenous, and Asian groups are significantly underrepresented.*

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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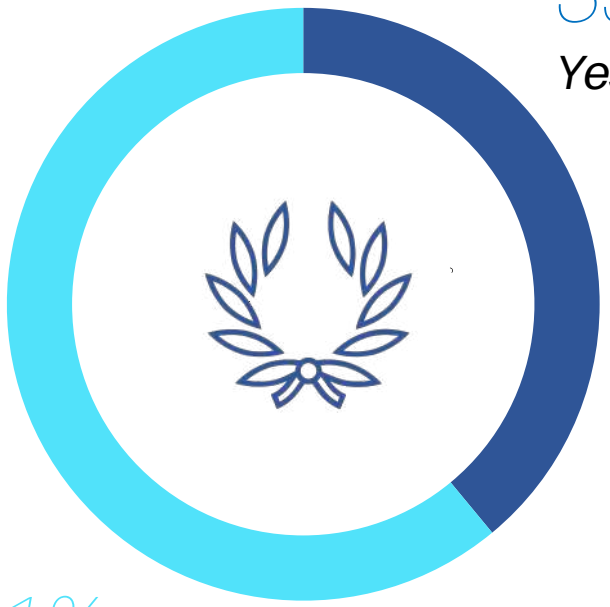
INSPIRATION PROGRAMMES

*Initiatives that have received an **award** or **recognition***



Residência Estação Hack com Artemisia
Startup ON
Prêmio Geração Glamour (categoria tecnologia)
World Summit Award
GPTW (Great Place to Work)
Protagonista Digital
Melhor Startup de Impacto Social – ABStartups
Aceleração Itaú Mulher Empreendedora
Prêmio Mulheres Tech em Sampa
Mulher de Tecnologia do Ano – Mulheres que Transformam
Prêmio Sororidade – CREA-DF
Trofeu Governador Celso Ramos – Desenvolvimento das Mulheres (2023)
Premio Mulheres Inspiradoras
Premio Anitas
Fomento FAPERJ – Meninas e Mulheres na Ciência

***The number of initiatives that have received awards** for their work in bringing science and technology closer to children **is remarkable**.*
It is essential to recognise and highlight their work in order to increase and promote their positive impact.

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

INSPIRATION PROGRAMMES

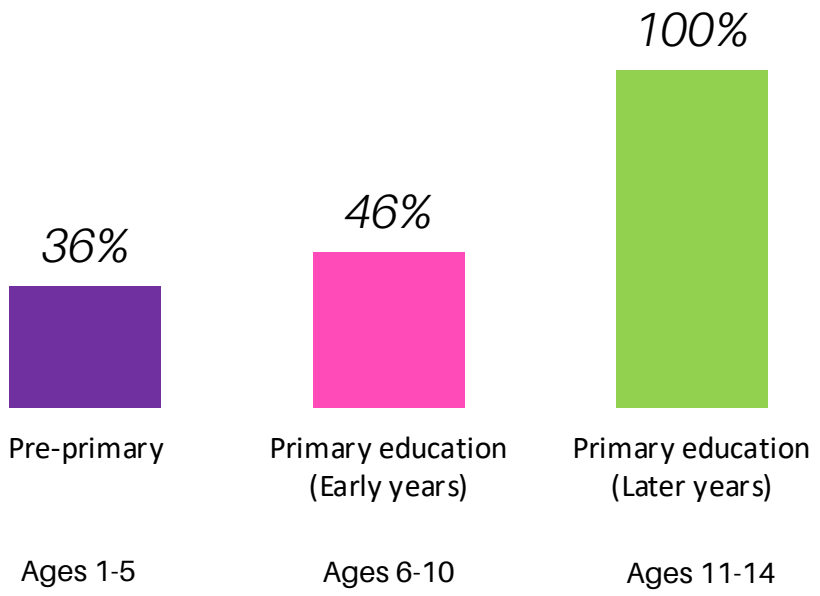
*Number of programs by **educational level***

The importance of early engagement in STEM education

In this first edition of the Annual Report, we present 28 programs that focus on the educational stage ranging from age 1 to 14. At this level, initiatives face the critical challenge of engaging and inspiring both girls and boys to pursue studies in science and technology.

The data show that all programs are active in the final years of primary education, while fewer (36%) work in the early years. Yet it is precisely in the pre-primary stage where children begin to question, explore, and reflect on the world around them. This early phase is essential for developing problem-solving and decision-making skills that form the foundation for future STEM learning.

Data based on coverage, not impact volume.



(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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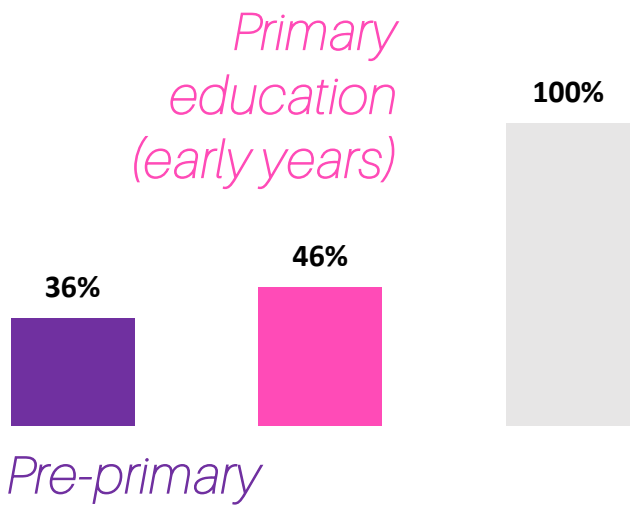
INICIATIVAS INSPIRACIÓN

*What level of education is the **program impacting**?*

- Comunidade TE & TI Partners
- Movimento Meninas Olimpicas
- Thefemtech
- Clube STEAM Nicolinha&kids
- Elas de Botina
- FIRST LEGO Girls
- Força Meninas- Plataforma de Impacto Social
- Mulher Tech Sim Senhor
- Mulheres Cientistas (UFSC Blumenau)
- She’s in Hack



- Comunidade TE & TI Partners
- Força Meninas- Plataforma de Impacto Social
- Movimento Meninas Olimpicas
- Mulheres Cientistas (UFSC Blumenau)
- Clube STEAM Nicolinha&kids
- WOMCY - LATAM Women in Cybersecurity
- Elas de Botina
- FIRST LEGO Girls
- Juventudes STEAM/Garotas STEAM
- Lab das Minas
- Meninas Digitais - UFSC
- Mulher Tech Sim Senhor
- She’s in Hack

(⋆) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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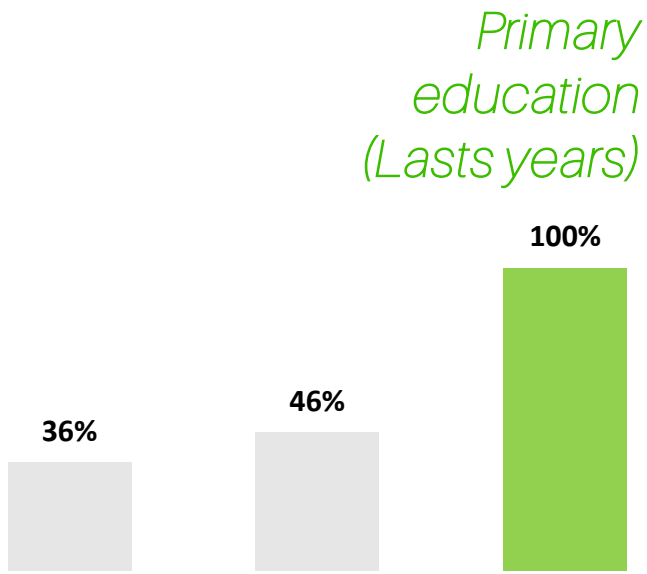
INICIATIVAS INSPIRACIÓN

*What level of education is the **program impacting**?*

- Comunidade TE & TI Partners
- Força Meninas- Plataforma de Impacto Social
- Movimento Meninas Olimpicas
- She's in Hack
- Inspirando Meninas
- Mulheres Cientistas (UFSC Blumenau)
- Elas de Botina
- WOMCY - LATAM Women in Cybersecurity
- Clube STEAM Nicolinha&kids
- FIRST LEGO Girls
- Juventudes STEAM/Garotas STEAM
- PrograMaria
- Thefemtech
- Babaçu Rocket Team - Limitless Global Educator
- Data BH
- EmPowerElas



- EVENTO TECH WOMAN - 2a. EDIÇÃO
- GT Mulheres Acate
- Instituto Cyber BR School & labs
- Lab das Minas
- Meninas Digitais - UFSC
- Mentoria para Estudantes de Colégio: experimentos práticos.
- Minas em Tech
- Mulher Tech Sim Senhor
- Mulheres no Espaço, livro a ser lançado em 2016. A prospecção das coautoras iniciou-se em 2024.
- Programa de mentoria feminina Ecogen
- PyLadies Goiânia
- Women in Tech

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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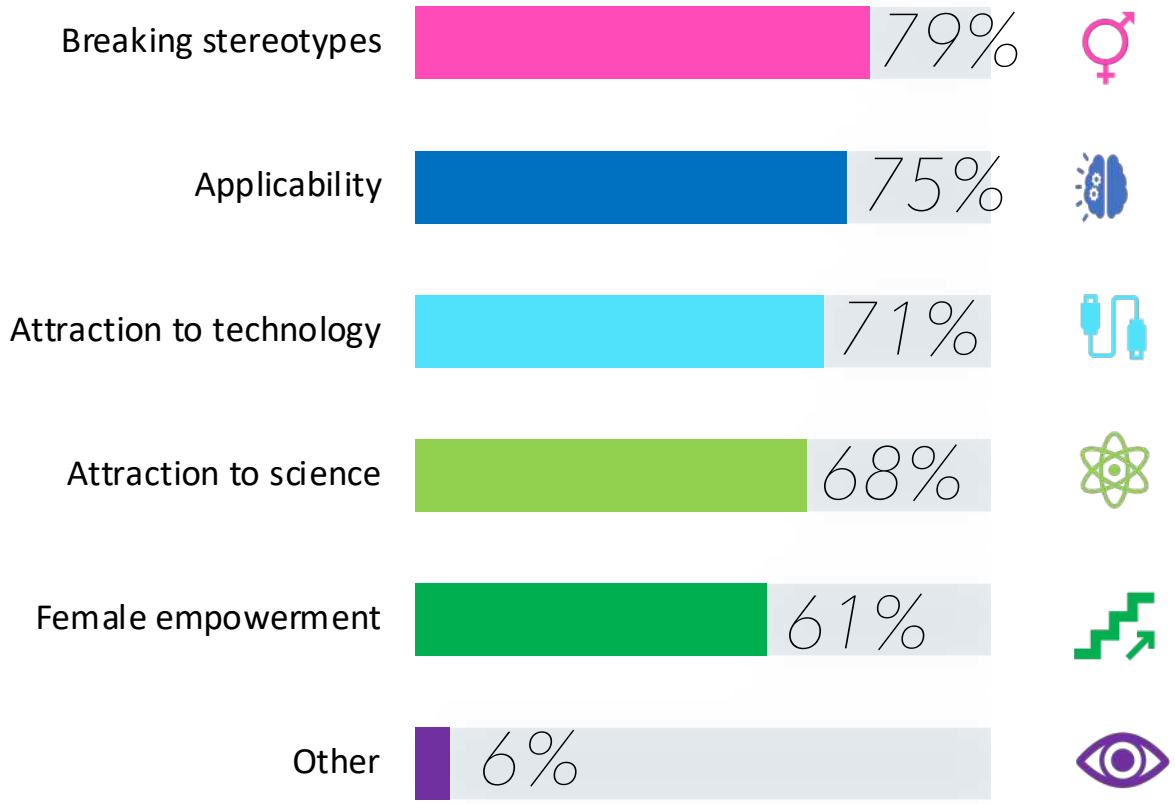
INSPIRATION PROGRAMMES

*What is the impact of the programs on **children**?*

***Breaking stereotypes** and **applicability science and technology** are the most commonly used impact strategies with 79% and 75% respectively. Working in these areas can help reverse the trend of women's underrepresentation in STEM careers.*



% *Over total number of Inspiration programs*

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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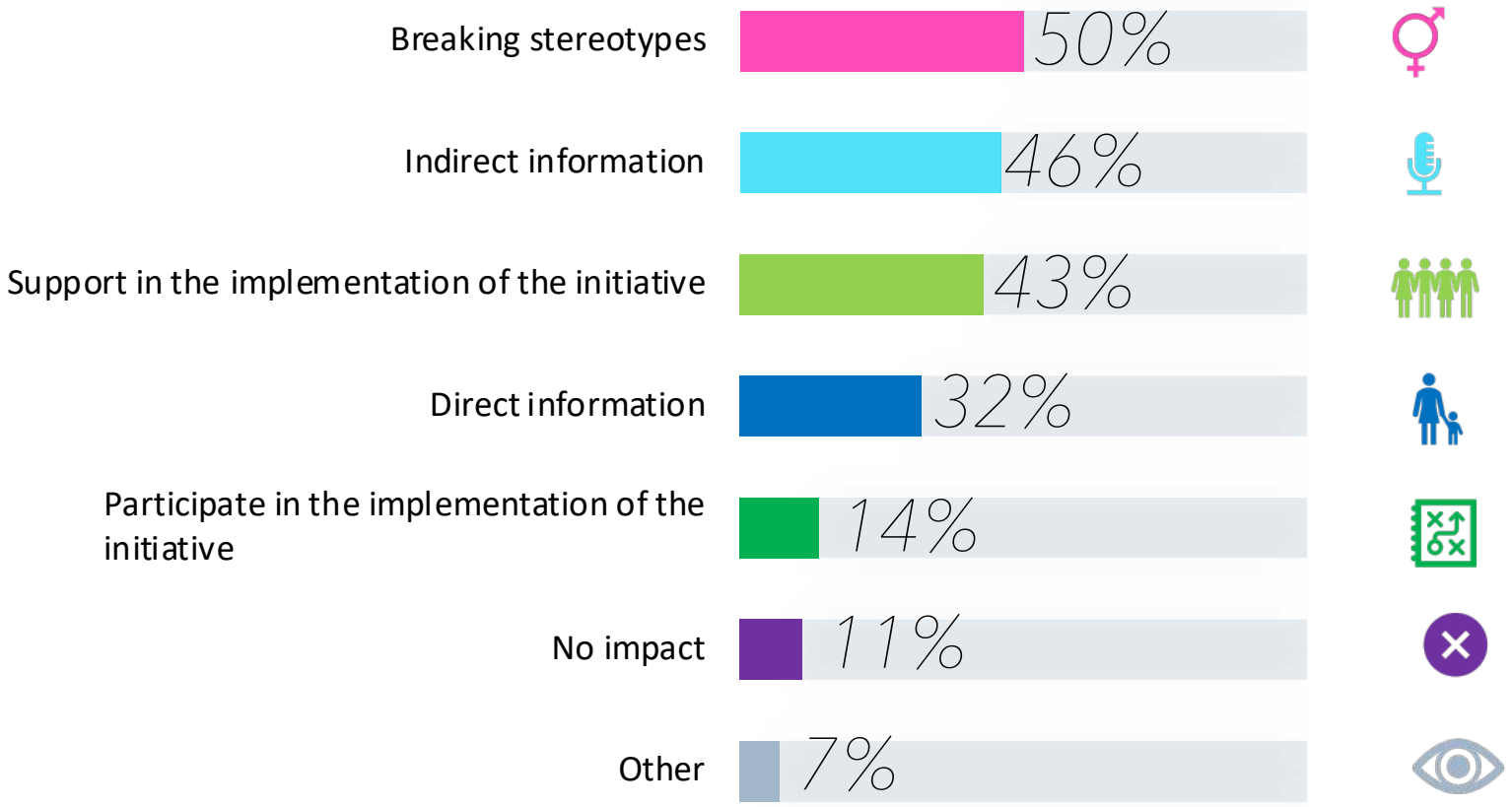
INSPIRATION PROGRAMMES

*What is the impact of the programs on **families**?*



***Breaking stereotypes** within families is also a fundamental pillar of this goal. In addition, the **indirect information** they often receive through the children`s work, projects, or materials they take home provides them a valuable opportunity to learn about the topics they are exploring.*

% *Over total number of Inspiration programs*

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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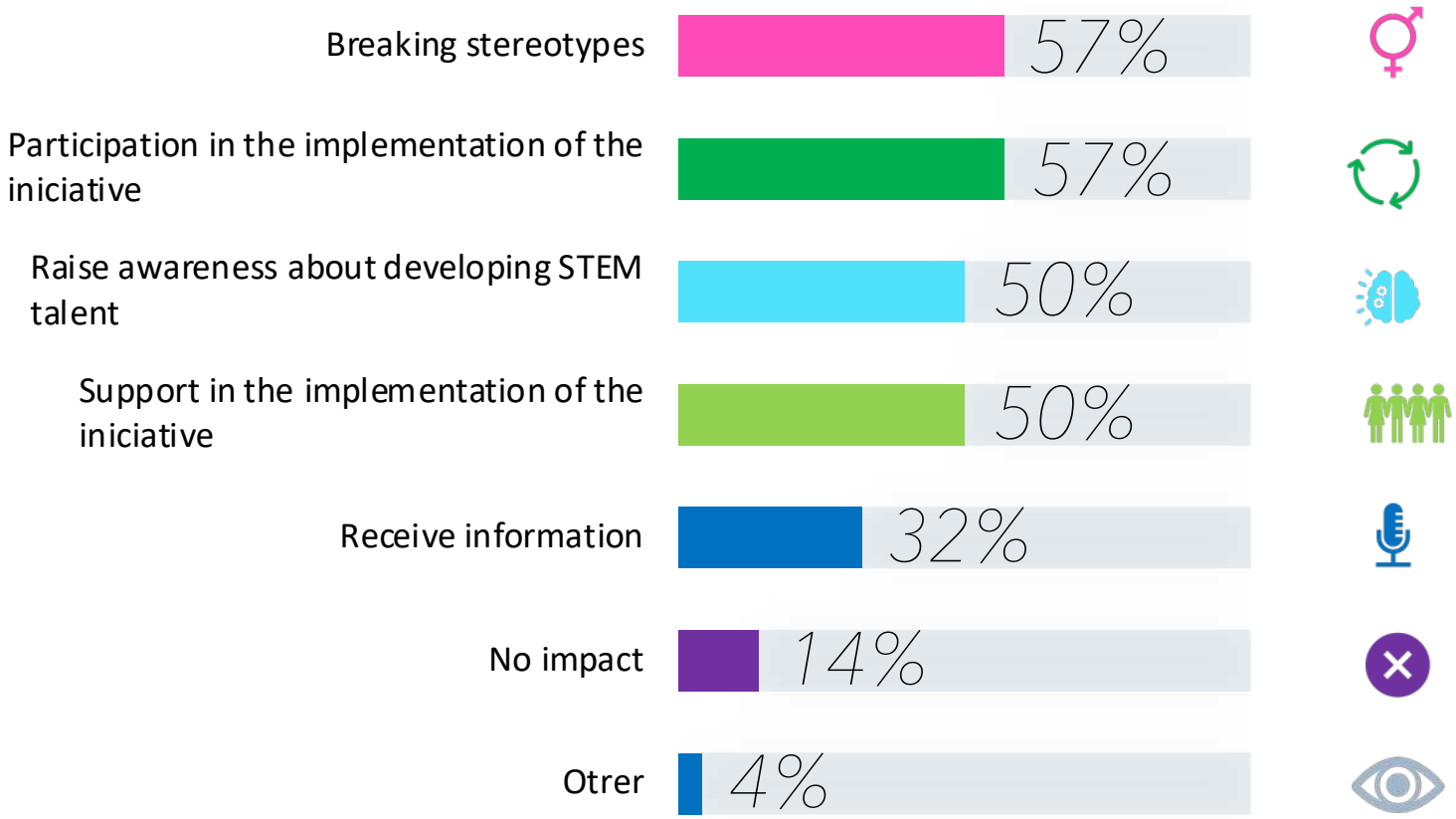
INSPIRATION PROGRAMMES

*What is the impact of the programs on **teachers**?*



***Teachers play a key role in children's education**. They often act as mentors and counsellors, helping children to reflect on their choices and make decisions.*

% *Over total number of Inspiration programs*

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

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CHARACTERISTICS OF INSPIRATION PROGRAMS

*Do you have any **control over the success** of the initiative?*

100%

All participating initiatives from Inspiration, collect KPIs on their activities.

Most commonly used KPIs:

1. No. of participants
2. Participant feedback
3. Satisfaction surveys
4. No. of volunteers
5. No. of web visits and interaction
6. Followers on social media

(*) Calculation based on 28 Inspiration programs in the 2025 Annual Report. Data from 2024.

According to the recent study "Global report on teachers" published by UNESCO, ***in Brazil, 41% of mathematics teachers in rural schools are not qualified to teach this subject****.*

Teacher shortages don't always mean a lack of professionals, but rather an uneven distribution that exacerbates educational inequality. In many regions, shortages in certain subjects coexist with surpluses in others, forcing teachers to work outside their areas of expertise.

This is particularly critical in fields such as science, technology, engineering, and mathematics (STEM), where graduates often pursue higher-paying jobs outside of education.

This situation affects the quality of education and can increase dropout rates. Policies are urgently needed to ensure a more equitable and specialized distribution of teachers.

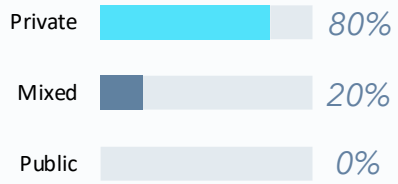
Inspiration
Profile of new creation programmes 2024
5 programs

ACCORDING TO GENDER

20% Both

80% Female

SOURCES OF FINANCE



*There is a clear lack of **public funding**. This is also reflected in the newly created programs. Mostly programs (80%) are funded exclusively by **private sources**.*

NUMBER OF STAFF

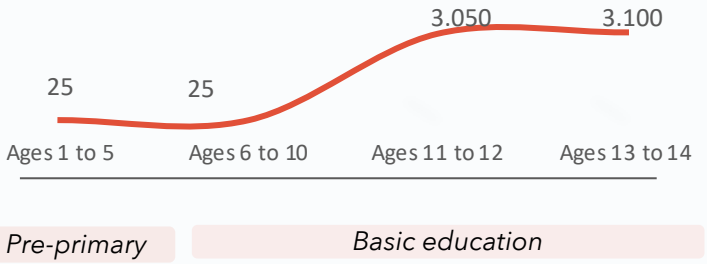
*Around **70 employees** and volunteers are involved in the 5 initiatives lounched in Brazil in 2024 to aproach the science and technology to the childrens..*

60% programe
≤ 5 employees

40% programs
11 to 50 employees

IMPACTS

*The new programmes, like the others, impact mainly on the **last stage of basic education.***



ACTIVITIES

***Main activities** developed by the initiatives in their programs*

80% Mentoring

Networking

60% Training

Social media

IMPACT STRATEGIES

*The new programs effectively focus on breaking **gender stereotypes** among children, with the potential to increase their impact by involving families and teachers, who are key influencers in shaping attitudes.*

GIRLS & BOYS
- Breaking stereotypes
- Attraction to technology
- Attraction to science

FAMILIES
- Receiving indirect information
- Breaking stereotypes
- Support in the implementation

TEACHERS
- Breaking stereotypes
- Participation
- Support in the implementation

ECOSYSTEM

*Depending on the **origin of the initiative**, it may be driven by one or more companies, or it may be an independent Project.*

40% *Independent initiative*

40% *Internal to a company, but open to anyone.*

20% *Internal to a company, but only for employees of the company.*

INSPIRATION PROGRAMS

1/

28 programs *developed in 2024 to encourage and inspire children and young people to opt for STEM studies have* ***impacted 0,14% of the total*** *population of more than 39 million girls and boys.*
As soon as these programs are introduced, more impact is in the children, especially in girls, inspiring and awakening STEM areas nowadays large occupied by male.

2/

Only the 21% of programs included boys in his activities. To achieve lasting cultural change and challenge gender stereotypes effectively, it is crucial that boys are also included in these efforts*. Engaging all children, regardless of gender, fosters mutual understanding and helps build more inclusive environments from an early age*

3/

Importance of early intervention*, because this is when children begin forming their perceptions of gender roles. By introducing activities that challenge traditional gender stereotypes.*
37% of the initiatives surveyed focus on promoting and raising awareness of scientific and technological studies for girls and boys. However, we ***identified only 10 programs that work in childhood.***

INSPIRATION PROGRAMS

4/

The impact observed among girls aged 11 to 12 in STEM initiatives may be linked to the fact that they are still in childhood, a stage where parental and professors influence plays a crucial role. At this age, family support can strongly encourage curiosity and participation. However, as they grow older and begin to seek new role models.
This highlights the importance of early intervention and the need to provide continuous mentorship beyond childhood to sustain their interest in STEM

5/

Although public schools are more prevalent in many states, STEM initiatives reach private institutions disproportionately. This may reflect structural barriers in public education, including limited resources and weaker networks. ***Increasing public funding and support is essential to strengthen public schools and expand equitable access to STEM opportunities.***

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PROFESSIONAL CAREER initiatives 2024

An initiative by: GSW Global STEM Women

With the support of: STEM WOMEN ASSOCIATION

Developed by: 250 grados

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In Brazil,
*the population of female students enrolled in higher STEM studies * is over 480.000.*

(*) STEM fields: engineering, computer science, mathematics, statistics, physics, architecture and construction, medicine, nursing, chemistry, geology, veterinary science, Psychology and other health sciences.

In Brazil,
60 programs have impacted at least

60.553[1] women students

enrolled in higher education in STEM fields in 2024

They represent

12,6%

Of a population of

479.430[2] women students in STEM

Source: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep)

(1) Calculation based on the number of impacts reported by the initiatives (the range of >5,000 could not be delimited, so the minimum has been valued) and on the assumption that each impact refers to a different woman.
(2) Data from 2023. At the time of writing, data for 2024 has not yet been published.

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In Brazil,

There are more than 4.700 million women in the labor force who are employed at a higher level, of which about 300.00 are employed in STEM occupations.
This represents 34,2%.

In Brazil,

53 programs have impacted at least

102.661[1] professional women

in 2024.

They represent

34,2%

Of a population of

300.183[2] professional women in STEM
(only higher-level occupations)

Source: Ministério do Trabalho e Emprego

(1) Calculation based on the number of impacts reported by the initiatives (the range of >5,000 could not be delimited, so the minimum has been valued) and on the assumption that each impact refers to a different woman.
(2) Data from 2023. At the time of writing, data for 2024 has not yet been published.

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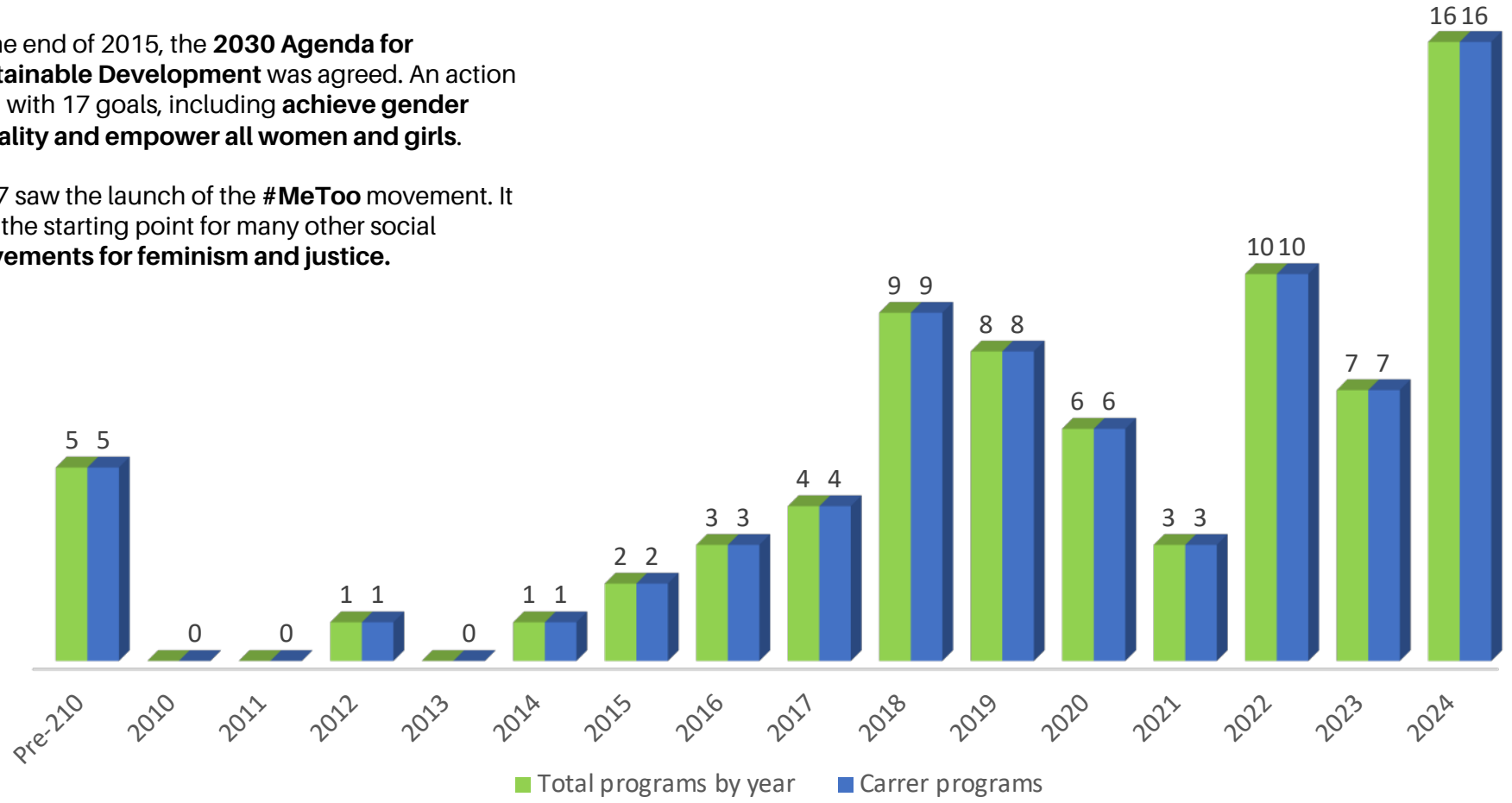
CHARACTERISTICS OF INSPIRATION PROGRAMS

***Launched** year*

Framework:

At the end of 2015, the **2030 Agenda for Sustainable Development** was agreed. An action plan with 17 goals, including **achieve gender equality and empower all women and girls**.

2017 saw the launch of the **#MeToo** movement. It was the starting point for many other social **movements for feminism and justice.**



All the programs analyzed operate within the professional career segment, which is why the total number of programs matches that of this segment.

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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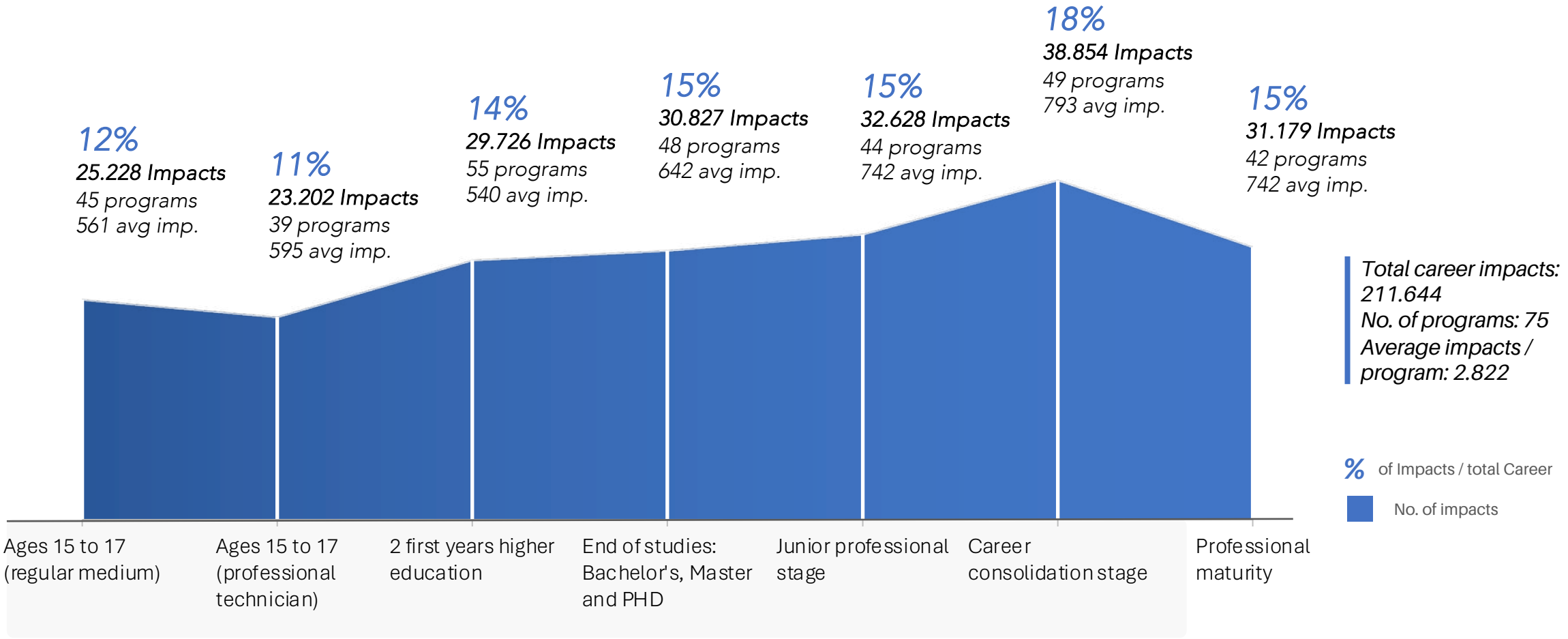
CAREER PROGRAMMES

*Number of **students and profesional STEM women** impacted by the programme.*



(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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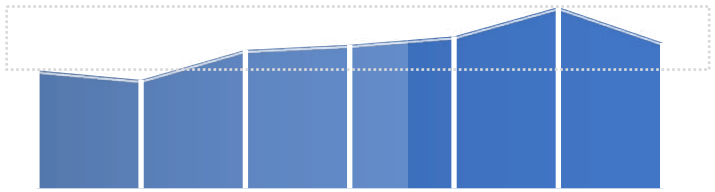
CAREER PROGRAMS



- *The career segment is marked by two clearly defined stages: the first encompasses the **educational phase**, beginning when students start choosing their field of study, typically during the regular medium education stage, and continuing through higher education. The second stage corresponds to the **professional career** path.*

- ***Impact distribution:***
  *Impacts are relatively well distributed across the stages, with a slight concentration in the later career phases: **Career consolidation stage leads with 18% of total impacts** (**38.854**), showing the highest level of engagement. **End of sudies**, **junior professional** stage, and **professional maturity** each account for 15% of impacts, indicating sustained support in higher education and early career phases. The **first two years of higher education** follow closely with 14%, while the **15-17 age groups** account for 12% (regular medium) and 11% (professional technician), showing slightly lower but still significant involvement.*

- ***Program distribution:***
  ***First two years of higher education hosts the most programs** (**55**), suggesting strong support for students entering higher education. **Career consolidation** (49), **end of studies** (48), and **junior professional** stage (44) also have high numbers of initiatives. Earlier stages like **15-17** (Regular) and professional technician and professional maturity have fewer programs (45, 39 and 42 respectively).*

- ***Average Impacts per Program:***
  *The **Career Consolidation** and **Professional Maturity** stages deliver the **highest average impact per program**. In contrast, while the first two years of higher education have the most programs, their average impact per program is lower.*

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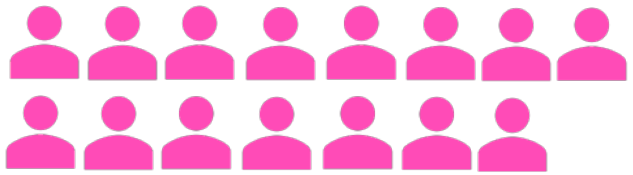
CHARACTERISTICS OF PROGRAMS

According to gender, ***to whom is the initiative adressed?***



81%
Female

19%
Both

While 81% of initiatives currently focus on women, only 19% include both sexes. ***For long-term progress toward gender equity in professional pathways, it is essential to engage all genders in these programs****. Addressing biases early and offering equal exposure to career opportunities ensures that both boys and girls develop aspirations free from stereotypes, paving the way for more balanced representation across all fields.*

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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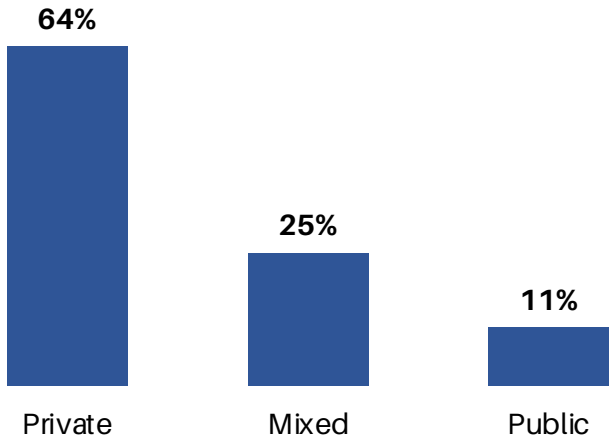
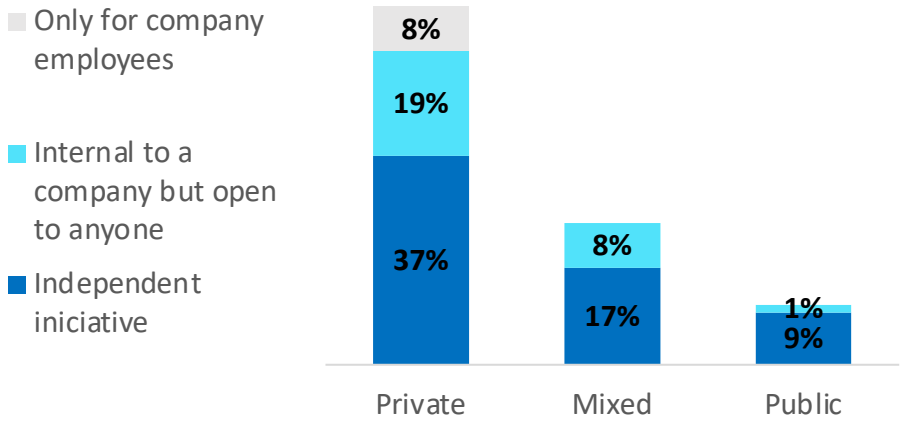
CHARACTERISTICS OF CAREER PROGRAMS

*According to **sources of finance**, the initiative is:*





Resource gap: private sector leads, plublic support lags

*The data highlights the significant private sector investment, which contrasts with the near **absence of public funding**.*

The graph shows the relationship between the type of financing and the origin or nature of the initiative. Many of these are organizations acting on their own account with private financial support (37%). Only 9% of independent initiatives are publicly funded. Employee-only initiatives represent a lower percentage in general (maximum 8% with private funding).

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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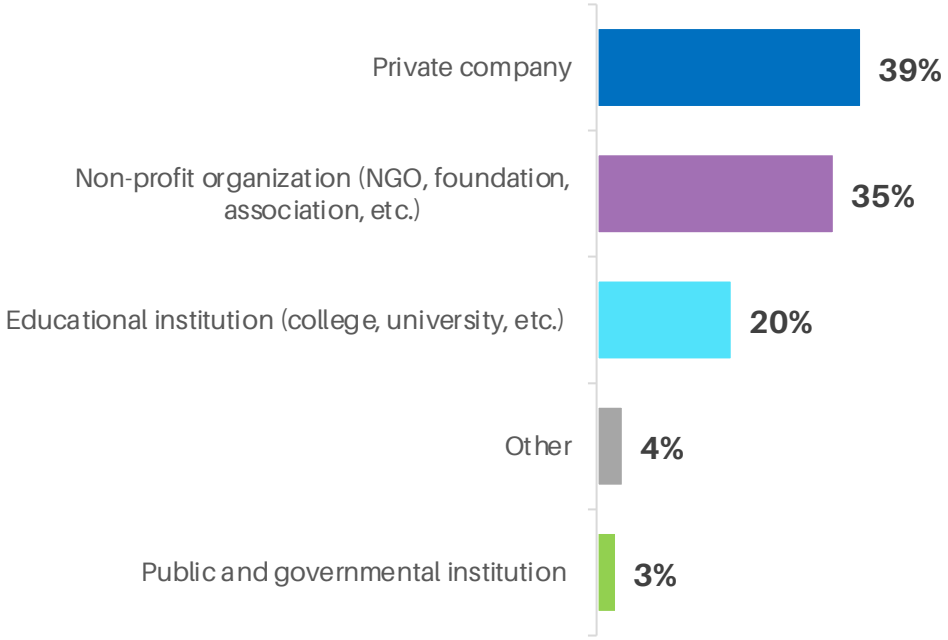
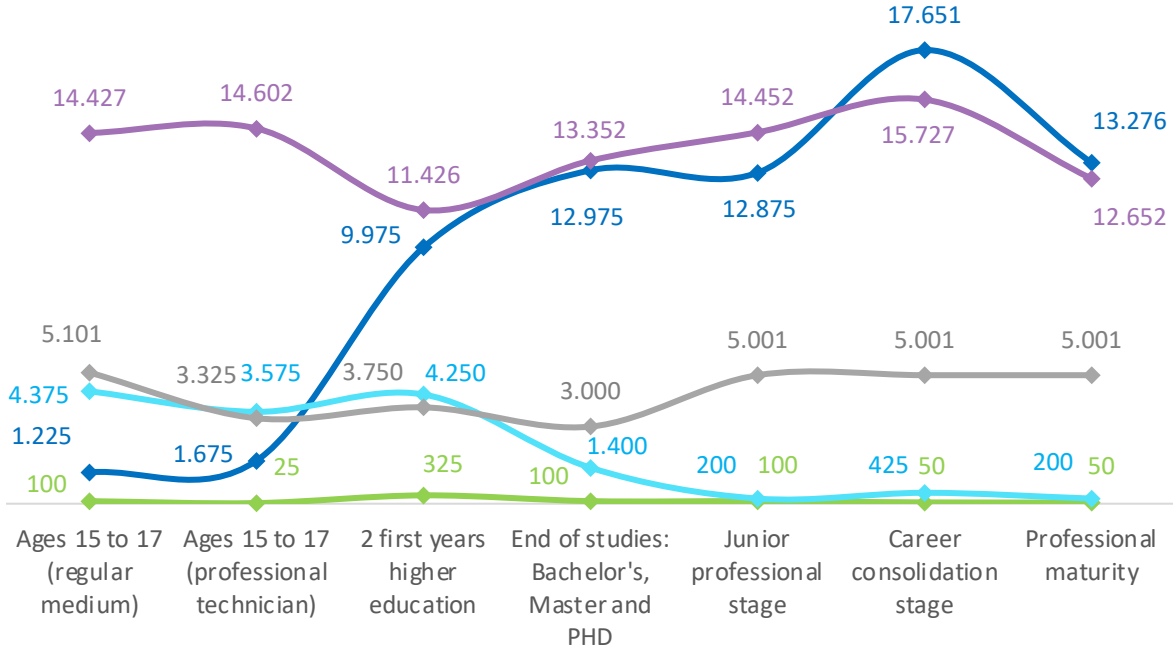
CHARACTERISTICS OF CAREER PROGRAMS

*Programs by **type of organization**:*



*Distribution of **impacts by stage** and type of organization:*



*While the majority of initiatives are led by **private companies** and **non-profi**t actors, the greatest volume of impact is produced by the latter, highlighting their central role in supporting individuals from late adolescence through to professional maturity. As we will see in the professional career segment, most private companies tend to focus their investment primarily on initiatives related to career development.*

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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CHARACTERISTICS OF CAREER PROGRAMS

Organizational drive in Brazil: between social commitment and private initiative

An analysis of the types of organizations leading STEM initiatives across Brazil's states reveals a clear pattern of shared leadership between the third sector and private enterprise. ***Non-profit organizations*** *are the most active group in the majority of states, showing particularly strong representation in* ***Mato Grosso do Sul*** *(57%),* ***Tocantins, Roraima, Paraíba,*** *and* ***Amapá*** *(50%), where their role is clearly predominant. Even in states where their presence is lower such as* ***Minas Gerais*** *(38%),* ***São Paulo, the Federal District, and Pernambuco*** *(39%), non-profits still maintain a notable presence.*

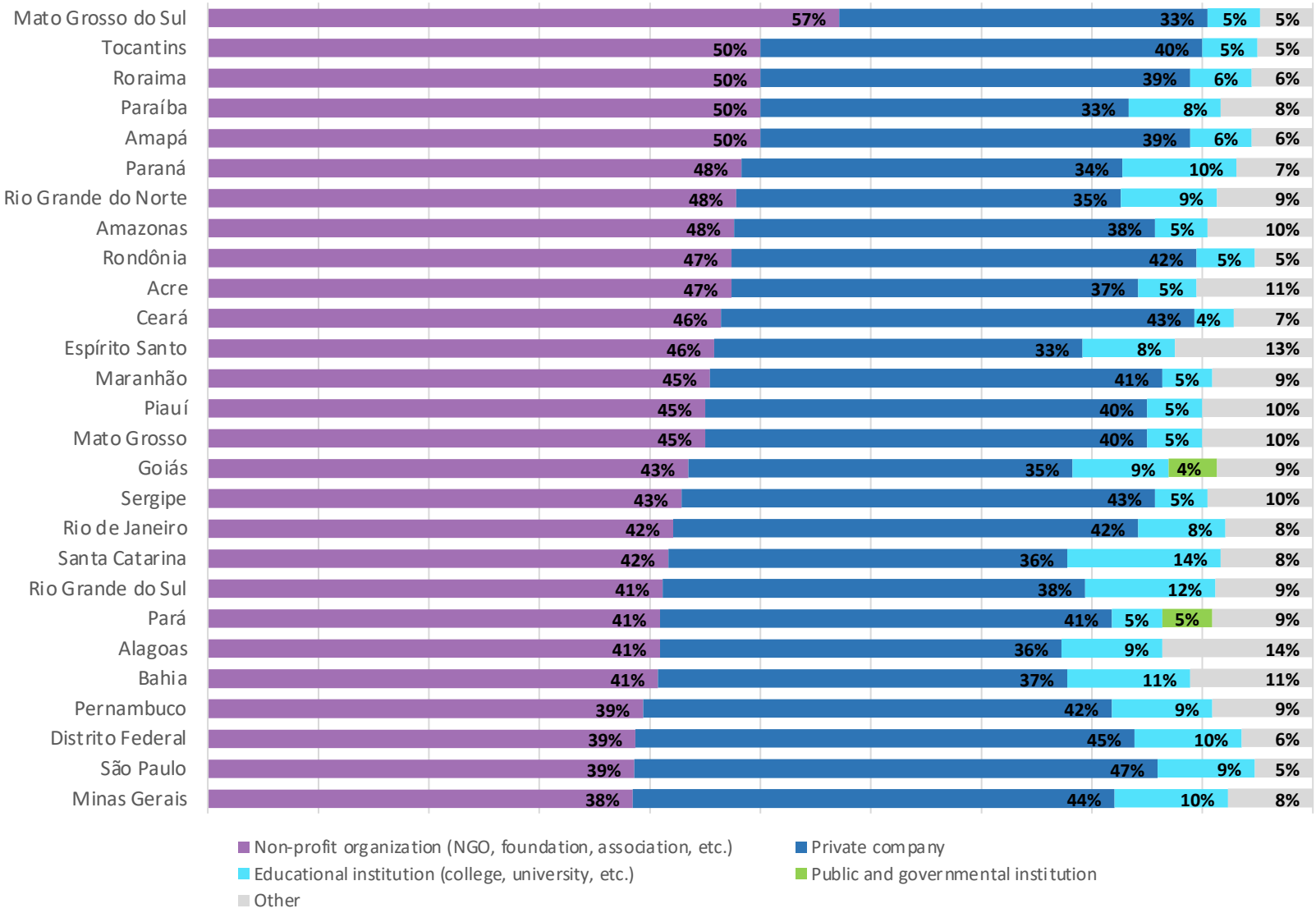
Private companies *rank second in overall participation, with a significant presence in states like* ***São Paulo*** *(47%) and the* ***Federal District*** *(45%), likely due to the high concentration of large corporations in these regions. However, their involvement is considerably lower in states such as* ***Mato Grosso do Sul***, ***Paraíba***, *and* ***Espírito Santo*** *(33%).*

Educational institucions *show a more uneven and generally lower presence. Their highest levels of participation are found in* ***Santa Catarina*** *(12%) and* ***Bahia*** *(11%), while their involvement is minimal in* ***Ceará*** *(4%).*

Public and governmental institutions *play a minor role and are present in only two states,* ***Pará*** *(5%) and* ***Goiás*** *(4%).*

Non-profit initiatives tend to generate the greatest impact in the poorest regions, where resources and opportunities are most limited. In contrast, private company programs are more concentrated in developed areas, often reinforcing existing advantages.

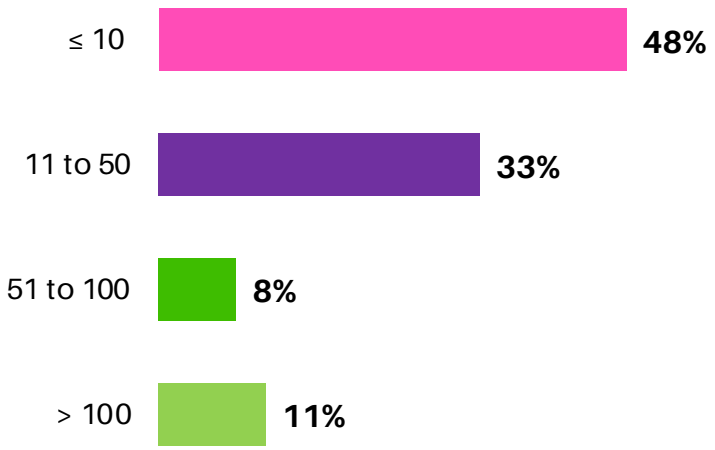
Distribution of Inspiration programs by type of organization by state



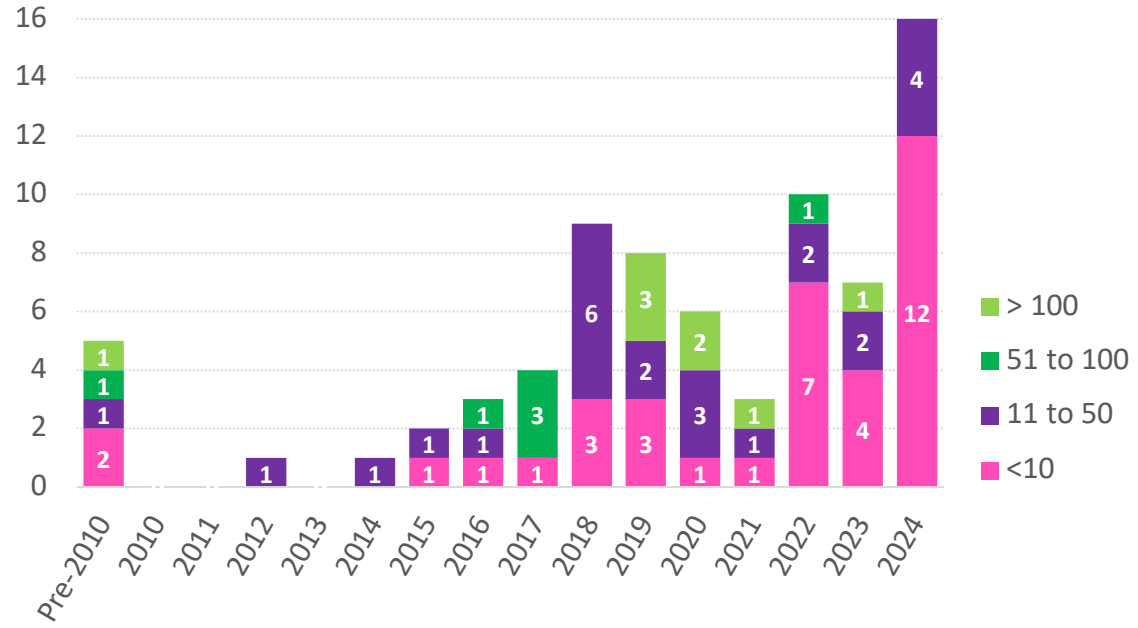
(⁎) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

CHARACTERISTICS OF CAREER PROGRAMS

***Program size**: percentage of programs by staff-size band.*



Staff-size band by year of implementation.



*In Brazil, more than **2.230 people**, including volunteers and employees, are currently actively involved in initiatives dedicated to girls (age +14) and women in STEM. Most of these initiatives are run by teams of fewer than **10 members (48%)**.*

*The second graph provides a snapshot of the year each initiative was founded and the number of employees it currently has. In summary, there is a growing trend in the number of initiatives with small teams over the years. Since 2018, **programs with fewer than 10 members have been the most common**. At the same time, it is observed that older initiatives (pre-2010) tend to have larger teams, which may reflect greater consolidation and development. Recent initiatives may still be in an early stage of growth, where small teams are typical, and this could be a pattern in the initial phases of organizations. As we have observed in other countries, this is a sector where small-sized initiatives predominate*

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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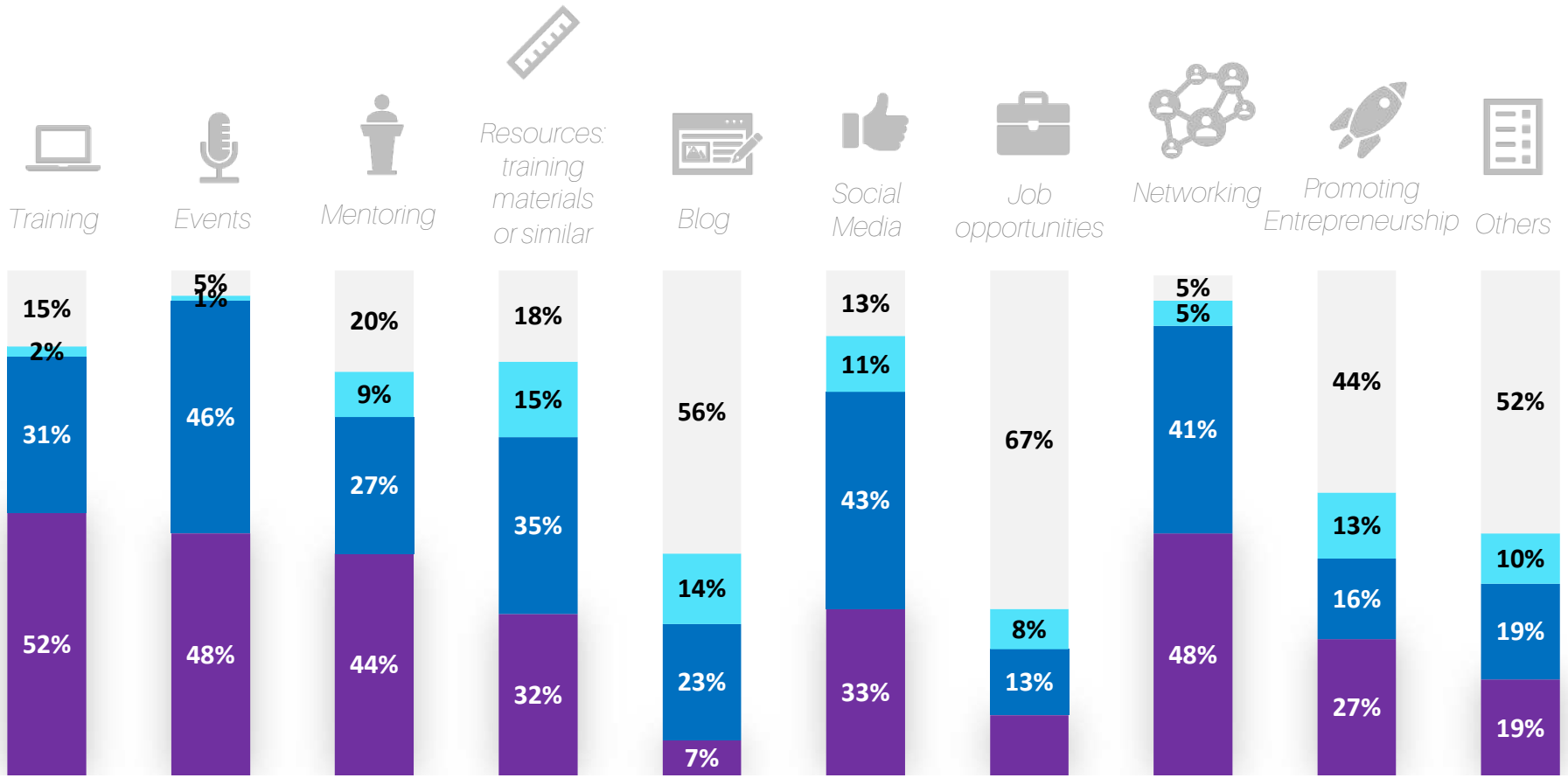
Creating opportunities through STEM

CHARACTERISTICS OF CARRER PROGRAMS

2024 programs **Activities**



*The graph shows that the most important activities are **training** (52%), **events** (48%), **networking** (48%) and **mentoring** (44%). Events are the activities that generally have the greatest impact on the largest number of women in STEM. However, only 33% of initiatives include job placement or employment support.*

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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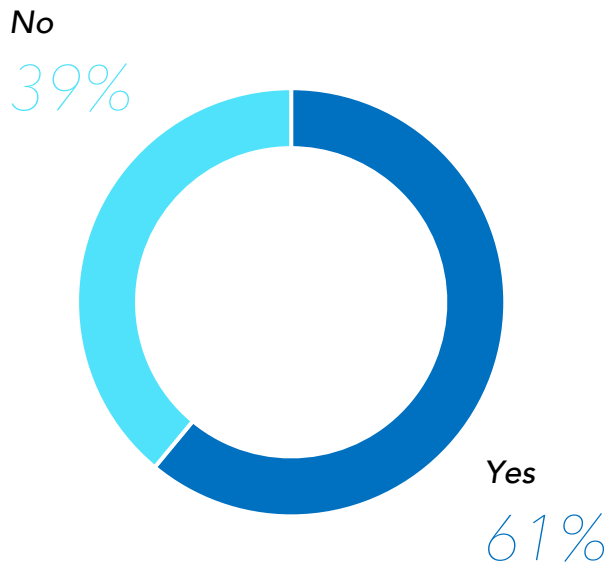
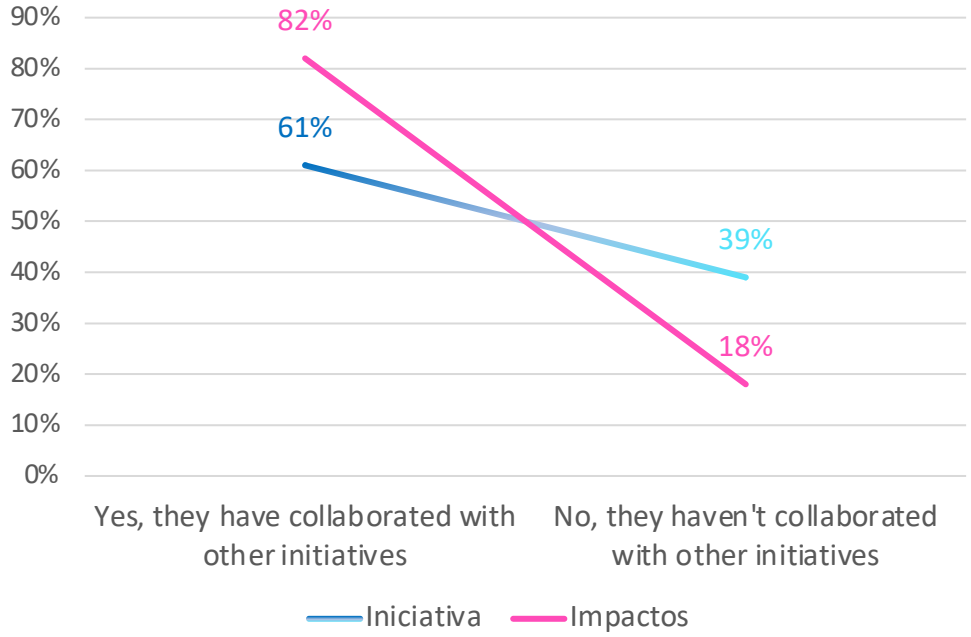
CHARACTERISTICS OF CAREER PROGRAMS

***Collaborative** enviroment*

Have you collaborated with another initiative?



Relationship between collaboration and impact



*As seen in the Inspiration segment, the link between collaboration and effectiveness is striking. Initiatives that have collaborated with others representing 61% account for 82% of the total impacts, with an average of 3.760 impacts per initiative. In contrast, the 39% that did not collaborate contribute only 18% of the impacts, averaging just 1.334 impacts. This gap is even wider than what is observed in the Inspiration category, highlighting that **in the area of professional development, collaboration among stakeholders plays a key role in the success of programs**.*

(*) Based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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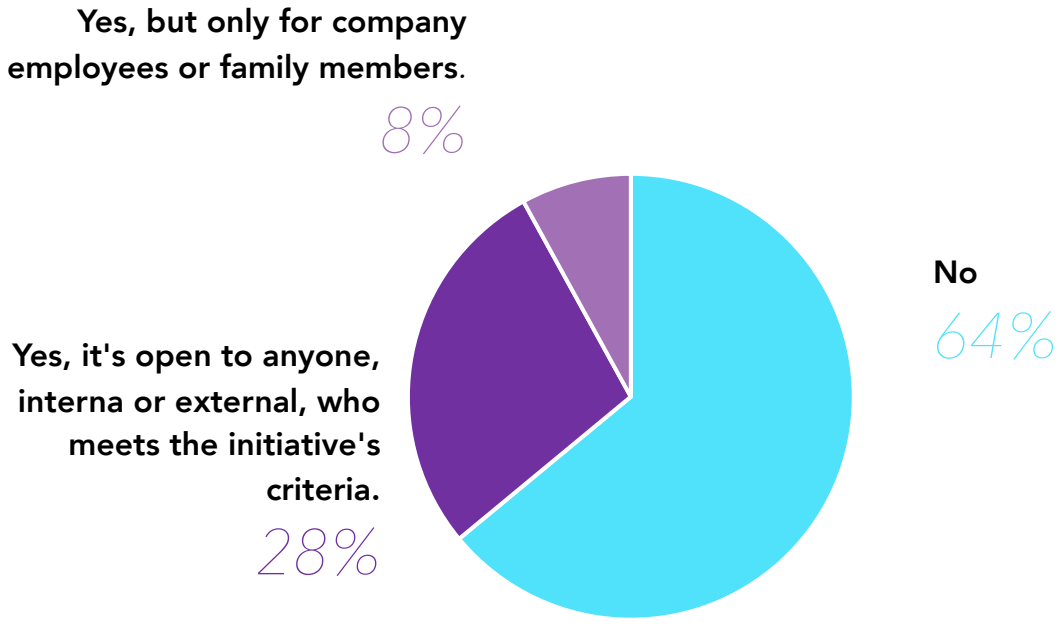
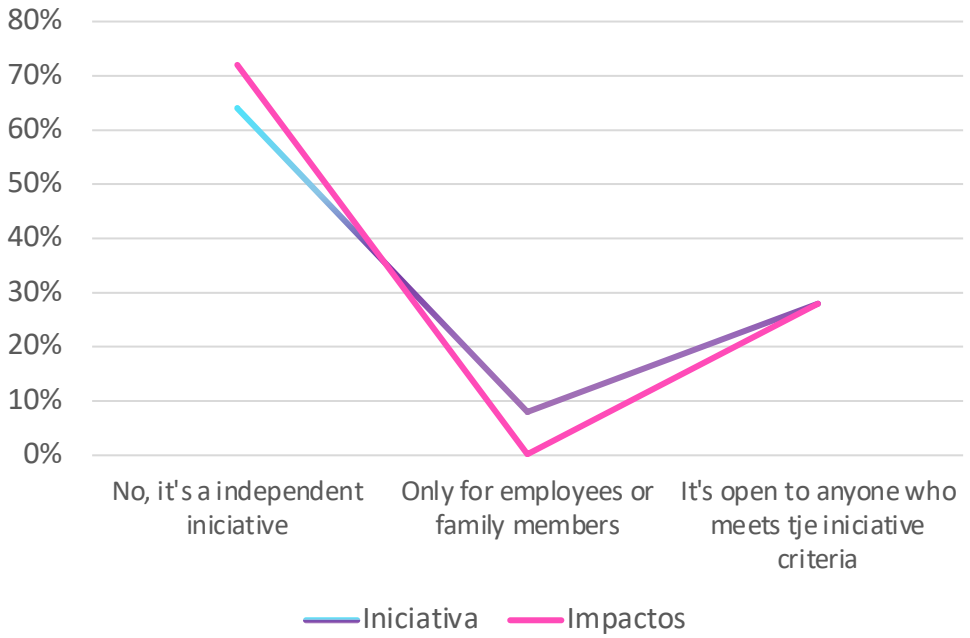
CHARACTERISTICS OF CAREER PROGRAMS

Collaborative *enviroment*

Is the programme driven by a specific company or companies?



Relationship between initiative origin and impact



Relationship between initiative origin and impact, in this segment, ***independent initiatives*** *(64%) generate a positive impact ratio (72%), showing a good, solid performance.* ***Initiatives open to the general public*** *have the same ratio, generating 28% of the impacts and representing 28% of the initiatives.* ***Initiatives aimed exclusively at internal employees*** *and/or their families have a limited reach in both segments, generating only 0,20% of the impacts and representing 8% of the initiatives.*

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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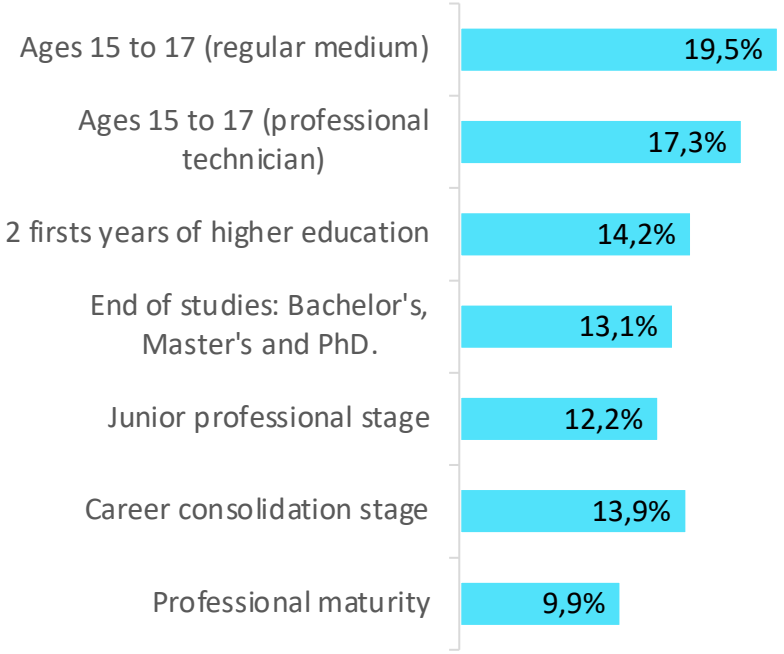
CAREER PROGRAMS

*Impacts by age group of **national initiatives***

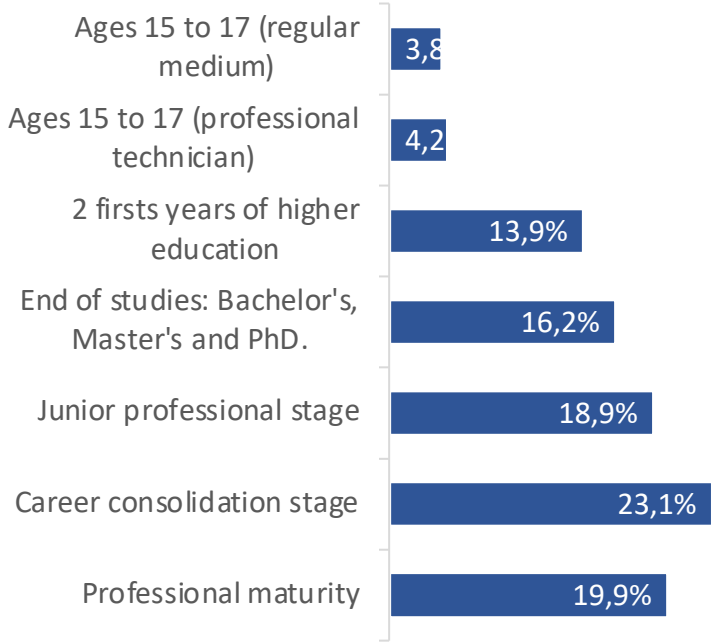


***75%** **of impacts** come from national programs*

28%
programs
International
Act on 25% of impacted students in Brazil

72%
programs
Nacional
Act on 75% of impacted students in Brazil

*Impacts by age group of **national initiatives in Brazil***



***25%** **of impacts** come from international programs*

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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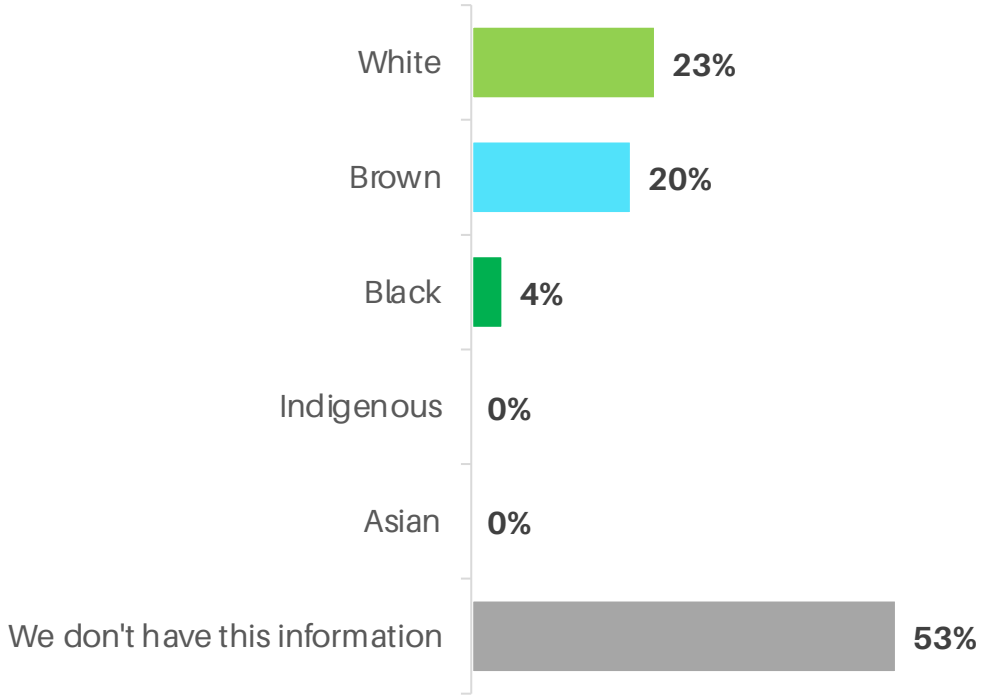
CHARACTERISTICS OF CAREER PROGRAMS

***Ethnoracial** composition of Impacted Individuals by the Initiative*



When comparing the Inspiration and Career segments, similar patterns emerge. In both cases, more than half of the initiatives don't provide ethnoracial data (50% in Inspiration, 53% in Career).
*Among the reported cases, **White** and **Brown** individuals are the most represented, though slightly more so in the Career segment (23% White vs. 18%; 20% Brown vs. 28%). **Black** participation remains low in both segments (4%), while Indigenous and Asian individuals are entirely unrepresented.*

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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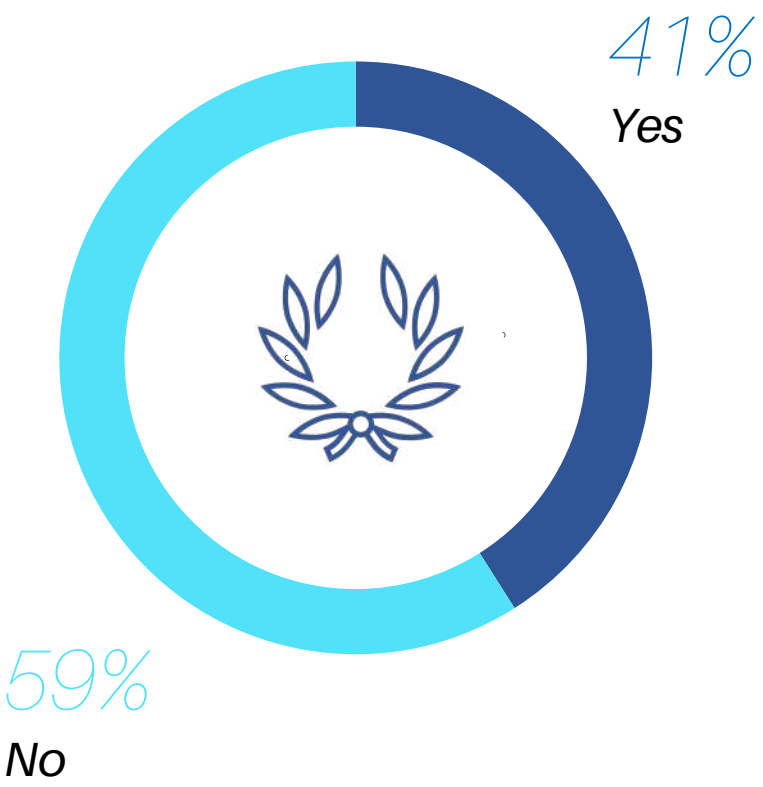
CAREER PROGRAMS

*Initiatives that have received an **award** or **recognition***



World Summit Award
Prêmio Mulheres Tech em Sampa
Prêmio Geração Glamour
Selo de Direitos Humanos (Prefeitura de SP)
GPTW (Great Place to Work)
100 Open Startups Awards
Prêmio Nelson Mandela
Inspire Awards – DUTCHAM
Fomento FAPERJ – Meninas e Mulheres na Ciência
Prêmio Bóra AmBev
Selo Doar
CEO Mais Engajada – ONU Pacto Global
Premio Mulheres Inspiradoras
Trofeu Governador Celso Ramos
Prêmio Anitas
Residência Estação Hack – Artemisia
Aceleração Itaú Mulher Empreendedora
Startup ON – Google for Startups
Selo Programa Igualdade Racial
Melhor Startup de Impacto Social – Associação Brasileira de Startups
Prêmio Sororidade – CREA-DF

In this first edition of the Annual Report for Brazil, the number of initiatives awarded for their work is remarkable. In order to increase and promote the positive impact they have, it is important to recognize and highlight their work.

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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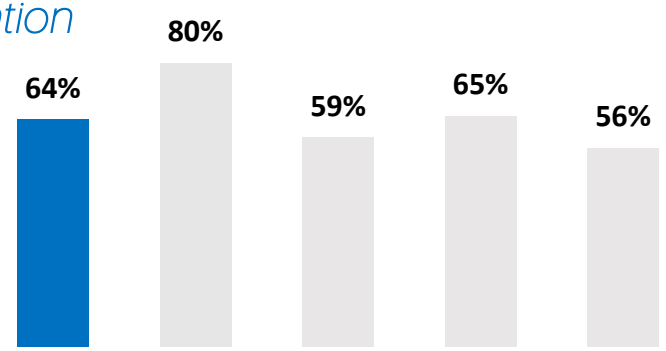
CAREER PROGRAMS

*What level of college/career is the **program impacting**?*

A2T - Acesso a treinamento - STEM BR;CENTRO PAULA SOUZA
Comunidade TE & TI Partners
Força Meninas- Plataforma de Impacto Social
Movimento Meninas Olimpicas
She's in Hack
Cariritec - meninas nas ciências exatas, engenharias e computação no semiárido nordestino
Babaçu Rocket Team - Limitless Global Educator
Elas de Botina
Girls In IT
Mulheres Cientistas (UFSC Blumenau)
WOMCY - LATAM Women in Cybersecurity
Mentoria para mulheres
Pro-Morato Charity
Data BH
FIRST LEGO Girls
EVENTO TECH WOMAN - 2a. EDIÇÃO
GT Mulheres Acate
Juventudes STEAM/Garotas STEAM
PrograMaria
WoMakersCode
Projeto Atena
A2t - acesso a treinamento técnico - ONG AFESU
Ciência, coisa de menina
Minervas in STEM
Projeto Elas na Engenharia

Medium education



% *Of programs*

Mulheres no Espaço.
Thefemtech
Cintia
Clube STEAM Nicolinha&kids
EmPowerElas
Inspirando Meninas
Instituto Meninas Negras
Meninas Digitais - UFSC
Meninas na Ciência do IFB
Mulher Tech Sim Senhor
Programa de mentoria feminina Ecogen
PyLadies Goiânia
Women Rock IT
Instituto Cyber BR School & labs
Lab das Minas
Mentoria para Estudantes de Colégio: experimentos práticos.
Minas em Tech
Projeto Elas++ (lê-se: elas mais mais)
Women in Tech
SpaceCoding
Mulheres CIO Brasil
Cajuínas - Mulheres na Tecnologia
Formação mulheres Data Science e na TI
Mulheres Programando
W.AI | Women in AI Network Brasil

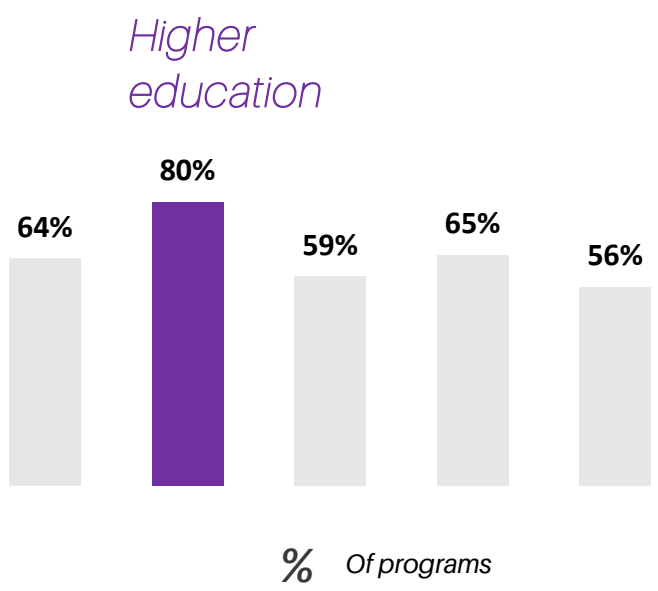
(⁎) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

STEM Women Congress
Creating opportunities through STEM

CAREER PROGRAMS

*What level of college/career is the **program impacting**?*

She's in Hack
Juventudes STEAM/Garotas STEAM
Cantinho das QAs
#Women@Cask
Associação Brasileira de Engenheiros Eletricistas Seção Mato Grosso do Sul ABEE-MS
Babaçu Rocket Team - Limitless Global Educator
EmPowerElas
Extraordinary Women in Tech
Lab das Minas
Meninas Digitais - UFSC
Mentoria Ser Mulher em tech
Mulheres Cientistas (UFSC Blumenau)
Projeto Elas na Engenharia
PyLadies Goiânia
Semeando Engenharia
W.AI | Women in AI Network Brasil
Women in Tech
Bienal do Livro 2024 - Um olhar feminino da Inteligência Artificial, desafios e oportunidades para carreiras em tecnologia
Ciência, coisa de menina
Inspirando Meninas
Instituto Meninas Negras
Meninas na Ciência do IFB
Projeto Atena
Projeto Elas++ (lê-se: elas mais mais)
Talento na Nuvem para Mulheres
HubMulher
Mentoria Women Together
Programa de Mentoria Líder Inspiradora
Programa de Mentoria Todas na Liderança
Tania Nalborczyk Leites



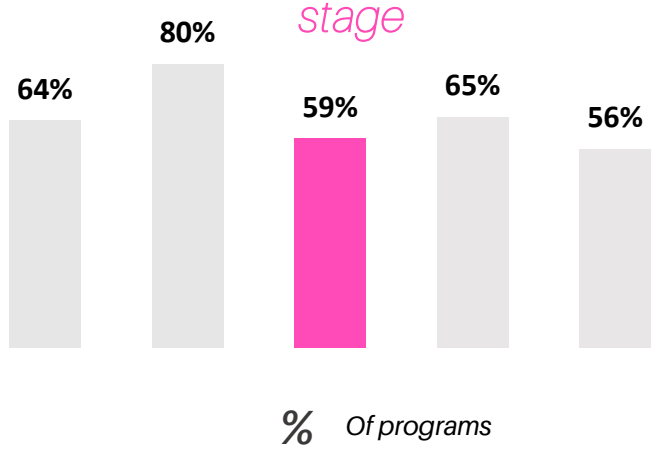
Comunidade TE & TI Partners
WoMakersCode
AWS Women in Cloud
AWS re/Start
Movimento Meninas Olimpicas
Força Meninas- Plataforma de Impacto Social
Data BH
Elas de Botina
EVENTO TECH WOMAN - 2a. EDIÇÃO
Mulheres Programando
PrograMaria
SpaceCoding
FIRST LEGO Girls
Thefemtech
Relatório State of Data Brazil
WOMCY - LATAM Women in Cybersecurity
Cajuínas - Mulheres na Tecnologia
Caririтec - meninas nas ciências exatas, engenharias e computação no semiárido nordestino
Mulher Tech Sim Senhor
Minervas in STEM
Girls In IT
Mentoria
Mulheres no Espaço, livro a ser lançado em 2016. A prospecção das coautoras iniciou-se em 2024.
Cintia
Formação mulheres Data Science e na TI
GT Mulheres Acate
Instituto Cyber BR School & labs
Laboratória
Women Rock IT
Mentoria para mulheres

(⁎) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

CAREER PROGRAMS

*What level of college/career is the **program impacting**?*

Extraordinary Women in Tech
FIRST LEGO Girls
Formação mulheres Data Science e na TI
Laboratória
Minervas in STEM
Movimento Meninas Olimpicas
W.AI | Women in AI Network Brasil
#Women@Cask
Associação Brasileira de Engenheiros Eletricistas Seção
Mato Grosso do Sul ABEE-MS
Babaçu Rocket Team - Limitless Global Educator
Cintia
EmPowerElas
HubMulher
Jornadas - Soft Skills
Mentoria para mulheres
Mentoria Ser Mulher em tech
Programa de Mentoria Todas na Liderança
Programa i9C ! A liderança começa por você !
Projeto Atena
PyLadies Goiânia
Semeando Engenharia
Tania Nalborczyk Leites



Comunidade TE & TI Partners
Data BH
WoMakersCode
AWS Women in Cloud
Elas de Botina
Mulheres no Espaço, livro a ser lançado em 2016. A prospecção das coautoras iniciou-se em 2024.
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EVENTO TECH WOMAN - 2a. EDIÇÃO
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Cantinho das QAs
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Instituto Cyber BR School & labs
Mulher Tech Sim Senhor
Mulheres CIO Brasil
She's in Hack
Women in Tech
Women Rock IT
Emma Project

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

STEM Women Congress
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CAREER PROGRAMS

*What level of college/career is the **program impacting**?*

Comunidade TE & TI Partners
Data BH
Extraordinary Women in Tech
WoMakersCode
AWS Women in Cloud
Elas de Botina
Relatório State of Data Brazil
WOMCY - LATAM Women in Cybersecurity
AWS re/Start
EVENTO TECH WOMAN - 2a. EDIÇÃO
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Mulheres CIO Brasil
Mulheres no Espaço, livro a ser lançado em 2016. A prospecção das coautoras iniciou-se em 2024.
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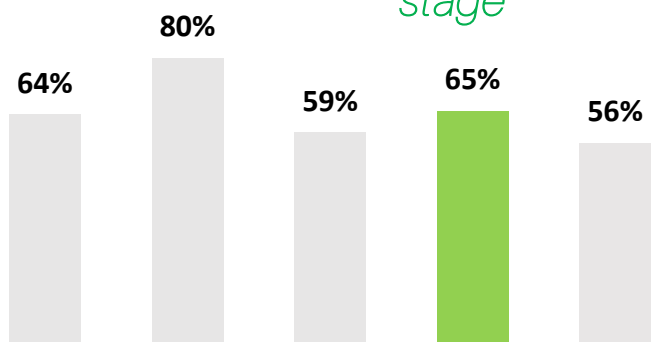
She's in Hack
Talento na Nuvem para Mulheres
W.AI | Women in AI Network Brasil
Cantinho das QAs
Emma Project
Jornadas - Soft Skills
Movimento Meninas Olimpicas

Career consolidation stage



% *Of programs*

Mulher Tech Sim Senhor
Tania Nalborczyk Leites
Thefemtech
Women in Tech
Women In Technology
#Women@Cask
Associação Brasileira de Engenheiros Eletricistas Seção Mato Grosso do Sul ABEE-MS
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Mentoria Women Together
Minervas in STEM
Programa de Mentoria Líder Inspiradora
Programa de Mentoria Todas na Liderança
Projeto Atena
PyLadies Goiânia
Semeando Engenharia
We Impact
We Wentures

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

CAREER PROGRAMS

*What level of college/career is the **program impacting**?*

Comunidade TE & TI Partners
Data BH
Extraordinary Women in Tech
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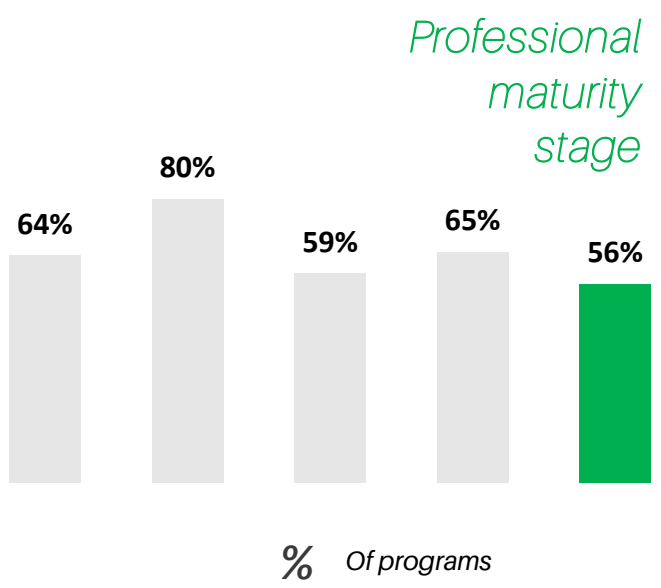
Tania Nalborczyk Leites



Thefemtech
Women in Tech
Women's Network LATAM
Mulheres Programando
HubMulher
Mulheres no Espaço, livro a ser lançado em 2016. A prospecção das coautoras iniciou-se em 2024.
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PyLadies Goiânia
We Impact
Mentoria para mulheres

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

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CHARACTERISTICS OF CAREER PROGRAMS

*Do you have any **control over the success** of the initiative?*

100%

All participating initiatives collect KPIs on their activities. These are important for making controlled decisions and ensuring proper progress.

Most commonly used KPIs:

1. No. of participants
2. Participant feedback
3. Satisfaction surveys
4. Followers on social media
5. No. of volunteers
6. Web interaction
7. No. of web visits

(*) Calculation based on 75 Carrer programs in the 2025 Annual Report. Data from 2024.

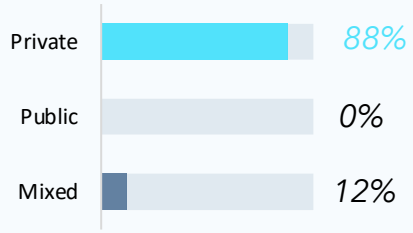
Career
Profile of new creation programs 2024
16 programs

ACCORDING TO GENDER

81% Female

19% Both

SOURCES OF FINANCE



*Only **one programme** has been launched with **100% public funding** in the last years.*

NUMBER OF STAFF

*Around **190 employees** and volunteers are involved in the 16 initiatives lounched in Brazil in 2024.*

75% < 10 employees

25% 11 to 50 employees

GEOGRAPHICAL SCOPE

88% São Paulo

44% Santa Catarina

38% Distrito Federal, Río de Janeiro, Minas Gerais

ACTIVITIES

*The most **important activities** driving in 2023 according to the Initiatives.*

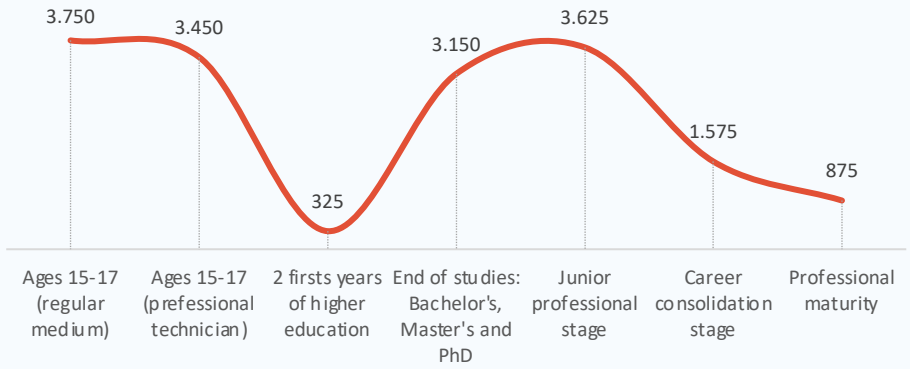
50% Mentoring

44% Event

44% Networking

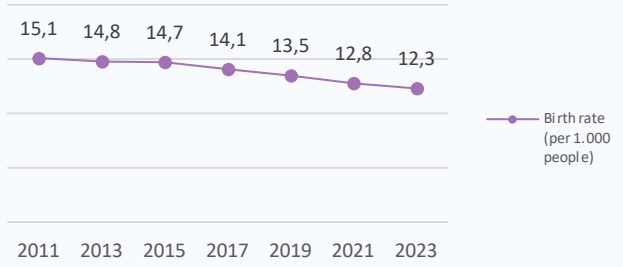
IMPACTS

*The impact of the new initiatives is focused from **higher education to advanced professional** careers.*



FRAMEWORK

*Brazil has recorded its **lowest birth rate in 45 years**, reflecting a demographic shift.*



ECOSYSTEM

*Depending on the **origin of the initiative**, it may be driven by one or more companies, or it may be an independent project.*

44% *Independent initiative*

37% *Internal to a company, but open to anyone.*

19% *Internal to a company, but only for employees of the company.*

Findings

Career segment

1/

*A total of **63 programs have reached 12,6% of women in higher education in STEM fields, while 53 programs have impacted 34,2% of women STEM professionals in high-level positions**. This represents 60.553 female students and 102.661 women professionals engaged in STEM.*
It should be noted that the total number of women enrolled in tertiary STEM studies represents 25% of the total (479,430 women).

2/

*A higher number of initiatives at the professional career stage may reflect a strategic effort to retain talent within the country. These programs likely aim to strengthen local opportunities, reduce **brain drain**, and encourage individuals to pursue STEM careers without seeking opportunities abroad.*

3/

***The majority of initiatives are independently driven and primarily funded by private sources** (37%). This emphasizes the significant role of independent actors in advancing STEM efforts, often in the absence of significant public funding.*

4/

Career segment

1/

*While private companies and non-profits lead most initiatives, **it's the non-profit sector that generates the greatest impact**, particularly in supporting individuals from adolescence to professional life. Private companies, on the other hand, concentrate their efforts on career-focused initiatives, suggesting a more targeted, outcome-driven approach aligned with workforce development.*

2/

*Training, events, networking, and mentoring are the most common activities in STEM initiatives. However, **there's a notable gap in employment support**. Only 33% of initiatives offer job placement or employment support. This highlights a critical area for improvement, as a greater focus on career transition support could significantly improve long-term outcomes for women in STEM..*

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Creating opportunities through STEM

SWAR

STEM Women Annual Report 2025

BRASIL

www.stemwomen.eu
E-mail: info@stemstars.eu

An initiative by: GSW Global STEM Women
With the support of: STEM WOMEN ASSOCIATION
Developed by: 250 grados