



**Janela** para o  
**Mundo** Institute

**2025**  
**REPORT**

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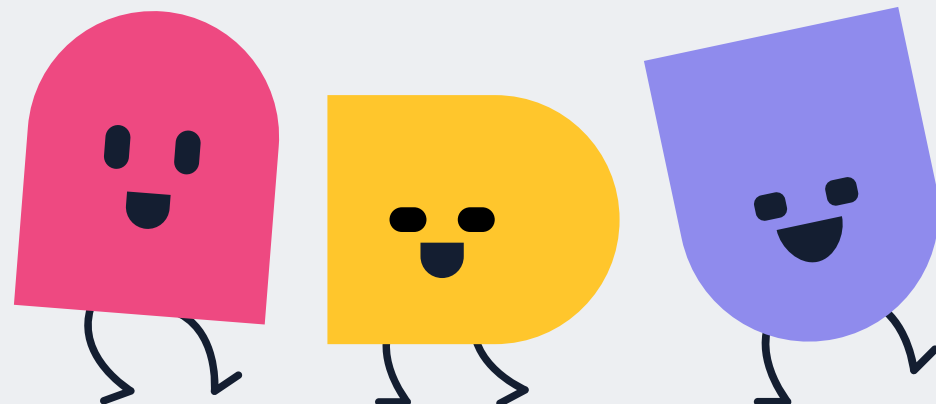
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# BRIDGING THE GAP BETWEEN DREAMS AND OPPORTUNITIES

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For us, bridging the gap between dreams and opportunities begins with recognizing a simple reality: **talent, determination, and potential are everywhere**, but access to opportunities is not. It is from this understanding that the Janela para o Mundo Institute conducts its work every day.

**In this report, we share our journey throughout 2025 and how we continue to open windows of opportunity so that more people from communities far from major urban centers can learn, grow, and transform their lives and those of the people around them.**

In the following pages, you will find stories, results, and lessons learned, organized around the **three pillars** that guide our work:



Education



Employability



Income generation

In each of these areas, we show how we help create tangible connections between the aspiration for a better future and the opportunities needed to achieve it.

We invite you to join us on this journey and discover the transformative power of education, learning, and work in promoting autonomy, empowerment, and positive change for individuals and communities.





## MESSAGE FROM MANAGEMENT

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*Livia Mariz, Director of Development at Serena and the Janela para o Mundo Institute*

The year 2025 was marked by the expansion of our reach and the strengthening of a model that continues to transform lives and create opportunities.

**We reached 2,179 students enrolled in our programs and expanded our network to 42 partner public schools.**

We broadened our initiatives, strengthened key partnerships, and continued to advance with quality and consistency in every community where we operate.

**These results are the outcome of purposeful work.**

Throughout the year, we expanded the number of classes offered, including evening classes, strengthened programs such as Formação, and held the third edition of our CEduca Symposium, further consolidating a vibrant network of educators. We also advanced initiatives such as "Livro Vivo" (Live Book), with the opening of four new units, and the EcoAssu workshops, which reached more than 700 people in 2025.

Our students achieved important milestones as well, including winning 60 medals in academic Olympiads and making progress toward higher education and entry into the job market.

Beyond the results, 2025 reinforced the way we do things: active listening, close engagement with communities, and the ability to adapt to local realities. It is this combination that allows us to turn challenges into possible pathways for development.

The year also provided valuable lessons about our own role. Since our founding, we have sought to build an Institute that goes

beyond its origins by placing communities at the center of its actions. At the same time, we continue to strengthen our connection with Serena, our founder and main supporter, valuing an ecosystem united by a shared purpose, capable of mobilizing people and expanding opportunities for the communities we serve.

Looking ahead, we remain committed to expanding our reach in a sustainable and consistent way. To support this growth, we are broadening partnerships, strengthening collaboration with other organizations, and diversifying our sources of support through incentive laws and income tax allocation mechanisms. Our goal is to build more bridges so that the opportunities created by the Institute can continue to grow with the support of new partners and organizations. Ultimately, bridging the gap also means ensuring that opportunities remain available long after the first window has been opened.

**We remain confident that, by working together, we can transform potential and aspirations into opportunities and help build more accessible pathways to the future.**



**WE ARE THE  
JANELA PARA O  
MUNDO INSTITUTE**

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The Janela para o Mundo Institute was founded in 2017 as a private social investment initiative of **Serena**, an energy platform that connects customers to renewable energy sources through a range of solutions in Brazil and the United States.

It was born from a sincere desire to help build a fairer future through education and opportunity creation.

From the outset, there was a deliberate choice to create an initiative that extended beyond its founders, placing community members, their stories, and their transformations at the center. Serena provides the origin, momentum, and ongoing support that sustain and strengthen this work.



The Institute's early years focused on laying the groundwork of our work in its territories by establishing Education Centers and developing programs to broaden access to knowledge. Accordingly, we organized our work around **three primary areas**:



### Education



### Employability



### Income generation

They connect to form **virtuous circles** capable of transforming lives in a consistent and lasting way.



## WHAT ARE VIRTUOUS CIRCLES?

They are our methodology that charts a course to shorten our students' path to real opportunities.

### 1. KNOWLEDGE OFFERING

Quality education, with methodologies that awaken the joy of learning and critical thinking.

### 2. PREPARATION FOR APPLYING THIS KNOWLEDGE

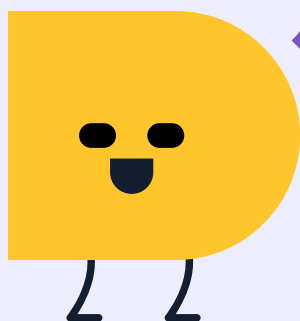
Both in the academic and in the professional and socio-emotional settings, that broadens horizons.

### 3. CREATION OF CONCRETE OPPORTUNITIES

Pathways to Higher Education, entry into the job market, entrepreneurship, and the generation of income.

"There is a passion that goes beyond Serena and the Institute; it is potentiated and realized through them. It is a genuine desire to transform people's lives and Brazil, leaving a concrete legacy."

*Julia Nobrega Augusto, Social Management Manager at Serena and the Janela para o Mundo Institute*



## EXPANDING OUR REACH

That is how our **Education Centers** (learn more on [page 18](#)) became reference points in the communities where we operate: spaces for learning, connection, and collective growth. Over time, these spaces began to impact not only students, but also their families and communities. Their reach expanded through the inclusion of income-generation initiatives developed from ongoing dialogue and a deep understanding of the needs and potential of the people in those regions.

In 2022, we took an important step in this journey by **formally establishing ourselves as a nonprofit association**. This milestone consolidated the Janela para o Mundo Institute and enabled us to further strengthen our operations through a more structured governance model, clear goals, and a long-term vision.

As our activities continue to expand, so does our governance structure, which is composed of a Deliberative Council, a Fiscal Council, and a Board of Directors, with the General Meeting serving

as the forum for discussions and decisions on strategic and essential matters for the organization.

To guide our actions, we maintain a Code of Conduct, an Anti-Corruption Policy, and a [Reporting Channel](#), that allows the anonymous reporting of situations that violate our guidelines or applicable laws.



[Learn more about our policies here.](#)

## When local efforts align with a global agenda, distances shrink.

Our work originates in local action because we believe that, by engaging with the realities of the territories where we operate and the everyday transformations we help bring about, we make a concrete contribution to the **United Nations 2030 Agenda and the Sustainable Development Goals (SDGs)**.

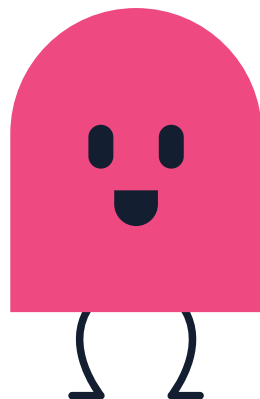
Our contribution is particularly aligned with **SDG 4 – Quality Education**, by promoting educational access, retention, and development; **SDG 8 – Decent Work and Economic Growth**, by investing in education and training for life and the world of work; and **SDG 10 – Reduced Inequalities**, by fostering social and economic development through initiatives designed to bridge the gap between dreams and opportunities.



By integrating education, employability, and income generation, we also contribute to reducing inequalities, strengthening local economies, and expanding the positive impact of our actions.

"I believe the Institute's greatest strength is its ability to see each student as an individual, recognizing potential that they often do not yet see in themselves. With smaller groups and closer support, we can develop talents and abilities that might otherwise go unnoticed in traditional educational settings. Beyond learning, there is also a strong sense of belonging: an environment built on empathy, respect for differences, and ongoing support, so that every student feels capable of growing and learning."

*Lindaí Santana,  
Educator at the  
Education Center of  
Bahia*



**And then came 2025,  
expanding paths and  
multiplying possibilities.**

If previous years were dedicated to building the foundations of our work, 2025 marked a period of expansion and consolidation.

While continuing to strengthen our Education Centers, we extended our reach beyond their physical boundaries—and beyond the digital environment of the Tech Education Center—by deepening partnerships with public schools and education departments. This movement was born from actively listening to the territories and the real demands of public networks, especially considering the challenges of full-time education, the long geographical distances, and the access difficulties faced by many communities and students.



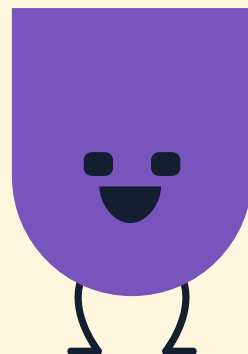
Working alongside education departments, we have adopted an even more integrated and collaborative approach, bringing our methodology directly to students and supporting efforts to address challenges such as age-grade distortions, learning gaps, and the need to strengthen school retention. More than simply expanding our reach, our goal is to develop joint solutions, adapting our work to the realities of each

location and aligning it with the priorities identified by schools and education departments themselves—one of the most meaningful forms of recognition we have received throughout this journey.

This consistent work is reflected in achievements that demonstrate our capacity for scale and impact. **The results presented below reflect this progress. ▶▶▶**

"This achievement has expanded our capacity to act and enabled us to reach even more children and adolescents in the municipality. By strengthening youth-focused public policies, we are helping generate meaningful and lasting positive impacts in Paulino Neves. The collaboration has already delivered tangible results, reflected in the growing engagement, skills development, and future prospects of local youth. One example is Luísa, a sign language interpreter trained by the Institute."

*Dejalma Pereira da Silva, President of the Municipal Council for the Rights of Children and Adolescents of Paulino Neves (MA)*



## ANOTHER WINDOW OPENED TO SOCIETY

In 2025, the Janela para o Mundo Institute became the first organization registered with the Municipal Council for the Rights of Children and Adolescents (CMDCA) in the municipality of Paulino Neves (MA).

The partnership has already led to a range of joint initiatives, including the launch of fundraising calls for proposals, referrals of students to complementary educational activities, and active participation in discussions on the needs and priorities of children and young people in the community.



RESULTS THAT BRING DREAMS CLOSER TO OPPORTUNITY

Check out Janela para o Mundo Institute's highlights in 2025

4 EDUCATION CENTERS



3 IN-PERSON



1 DISTANCE LEARNING

2,179

STUDENTS SERVED

1,144 IN MARANHÃO

651 IN PIAUÍ

292 IN BAHIA

92 IN TECH

144

CLASSES FORMED

77 IN MARANHÃO

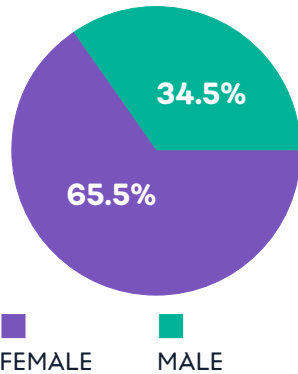
35 IN PIAUÍ

26 IN BAHIA

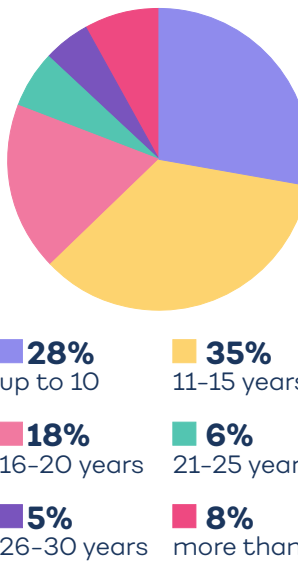
6 IN TECH

STUDENT PROFILE

GENDER



AGE GROUP



PROGRESSION IN THE NUMBER OF PEOPLE SERVED

|          | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023  | 2024  | 2025  |
|----------|------|------|------|------|------|------|-------|-------|-------|
| PIAUÍ    | 76   | 100  | 242  | 220  | 178  | 258  | 426   | 499   | 651   |
| MARANHÃO |      |      |      | 82   | 134  | 305  | 439   | 830   | 1,144 |
| BAHIA    |      |      |      |      |      | 89   | 339   | 315   | 292   |
| TECH     |      |      |      |      | 8    | 36   | 127   | 80    | 92    |
| TOTAL    | 76   | 100  | 242  | 302  | 320  | 688  | 1,331 | 1,724 | 2,179 |

28x

TOTAL GROWTH SINCE 2017

+26.4%

IN THE LAST YEAR (2024-2025)

## 2025 HIGHLIGHTS

**95%**

of students from 3rd to 9th grade of Elementary School in the Learning Support classes were literate

**39%**

of the Preparatory Course students were accepted into Higher Education



**22**

joined the labor market

**60**

medals won in different academic **Olympiads** and **competitions**

**12** new partner schools

**42** PUBLIC SCHOOLS IN OUR NETWORK

**2** new partner municipalities

**7** PARTNER CITIES\* IN TOTAL

\*Bonito (BA), Gentio do Ouro (BA), Ilha Grande (PI), Parnaíba (PI), Paulino Neves (MA), Santa Vitória do Palmar (RS), and Luís Correia (PI).



"The four years I spent at the Institute were transformative. Beyond what I learned in the classroom, I found acceptance, built lasting friendships, and had experiences that continue to shape my life. The Institute encouraged me to believe in my studies and in my future. Today, I am proud to be a student at the Federal Institute of Bahia (IFBA) in Barreiras. It was one of the most meaningful experiences of my life and undoubtedly helped make me who I am today."

**Cristal Pereira,**  
former student of the  
Education Center of  
Bahia

WHEN INVESTING MEANS  
REDUCING DISTANCES

To demonstrate how our investments transform lives and create opportunities, we use the Social Return on Investment (SROI), a methodology that measures the changes generated for people and communities.

The results show this impact in practice:

**FOR EVERY BRL 1 INVESTED IN THE JANELA PARA O MUNDO INSTITUTE IT IS GENERATED IN SOCIAL BENEFITS**



**BRL 7,36** BY THE EDUCATION CENTER OF **PIAUÍ**



**BRL 9,13** BY THE EDUCATION CENTER OF **MARANHÃO**



**BRL 3,29** BY THE EDUCATION CENTER OF **BAHIA**

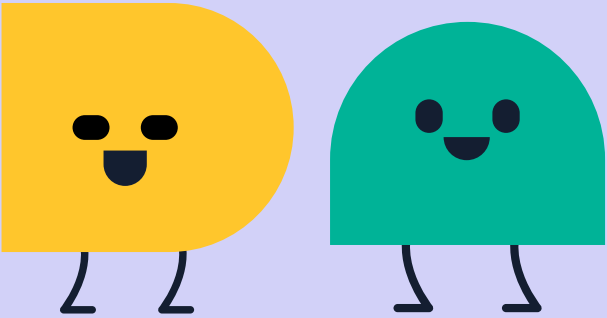
**IN TOTAL, FOR EVERY BRL 1 INVESTED,**

**BRL 6.51**

in social value is generated.

| PREPARATORY FOR HIGHER EDUCATION PROGRAM                                 | 2024                                         | 2025                                         |
|--------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------|
| STUDENTS ADMITTED TO HIGHER EDUCATION                                    | 41%<br>44 students admitted                  | 39%<br>40 students admitted                  |
| STUDENTS WHO ACHIEVED SCORES ABOVE THE NATIONAL AVERAGE IN ESSAY WRITING | 61%<br>65 students with above-average scores | 52%<br>54 students with above-average scores |

| READING SPACE | 2024  | 2025  |
|---------------|-------|-------|
| BOOKS         | 2,114 | 2,632 |
| CHECKOUTS     | 5     | 3     |



| EDUCATIONAL OVERVIEW | 2024 | 2025 |
|----------------------|------|------|
| EDUCATION CENTERS    | 4    | 4    |
| COURSES              | 7    | 7    |
| PROJECTS             | 20   | 20   |
| PROGRAMS             | 2    | 2    |
| EVENTS               | 15   | 15   |
| EDUCATORS            | 39   | 40   |

## OUR KEY RESULTS FROM 2017 TO 2025

**+6,960**  
STUDENTS

SERVED FROM 2017  
TO 2025

**42**  
PUBLIC SCHOOL  
PARTNERSHIPS

**50**  
ENTRIES INTO  
THE JOB MARKET  
FORMAL OR INFORMAL

**79%**  
OF PREPARATORY  
COURSE STUDENTS  
WERE ADMITTED  
TO UNIVERSITY

**90**  
AWARDS  
MEDALS AND  
HONORABLE MENTIONS

**98**  
BUSINESS  
WERE CREATED OR  
ENHANCED

## EDUCATIONAL GOALS

Our indicators are monitored through structured governance and clearly defined pedagogical goals, tracked throughout the year to ensure the quality, consistency, and continuous improvement of our work.

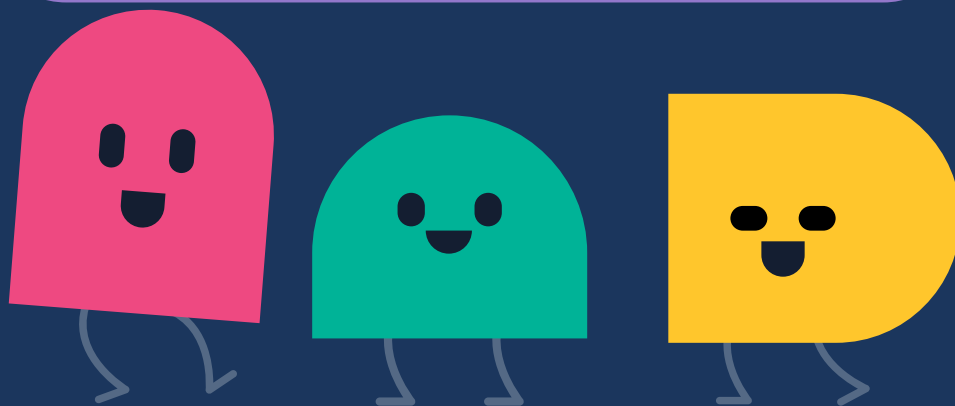
**But more than the indicators themselves, what motivates us is what they represent:**

The sparkle in the eyes of someone who discovers a new possibility.

The confidence that comes from believing in one's own potential.

The pride and security of gaining access to higher education, employment, or a new source of income, creating positive change for individuals and their families.

By connecting people with real opportunities, we continue to open windows to the world.





# **THE PATH TO KNOWLEDGE**

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## EDUCATION

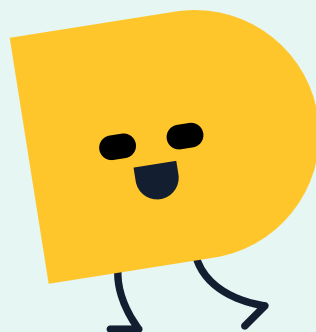
We believe that learning is the first step toward turning dreams from distant aspirations into achievable goals.

That is why we create the conditions for each student to progress in their learning journey, strengthen academic performance, and prepare to access new opportunities.

Throughout 2025, we continued to invest in initiatives that bring students closer to knowledge while respecting their individual pace, context, and potential. More than expanding access to content, we seek to foster autonomy, critical thinking, and self-confidence.

"I learned many things: how to respect others, work as part of a group, and apply techniques in mathematics. I made friends and experienced many special moments. I grew up in that school because of the teachers and everything the Institute provided. A kiss to all the teachers."

*Jamilly Yasmim,  
former student  
of the Education  
Center of Maranhão*



"Our partner schools in Piauí have been incorporating these practices into their lesson plans, both inside and outside the classroom. This shift is reflected in new ways of organizing learning spaces, expanding cultural activities, and strengthening relationships with families, with each school adapting the initiatives to its own context."

*Viviane Galeno,  
Educational Project  
Analyst at the Education  
Center of Piauí and the  
Tech Education Center*



## WHERE LEARNING HAPPENS

Our Education Centers are at the heart of this journey. They are spaces for learning, social interaction, and community development. Through these centers, we offer courses,

projects, and programs tailored to local needs, supported by educators who understand both the students' realities and the public education system.



## EDUCATION CENTER OF PIAÚÍ

**Opened in 2017**

**Location:**  
Ilha Grande (PI)

**35** classes

**651** students

**17** partner schools

**Operations:** Ilha  
Grande, Parnaíba and  
Luís Correia (PI)

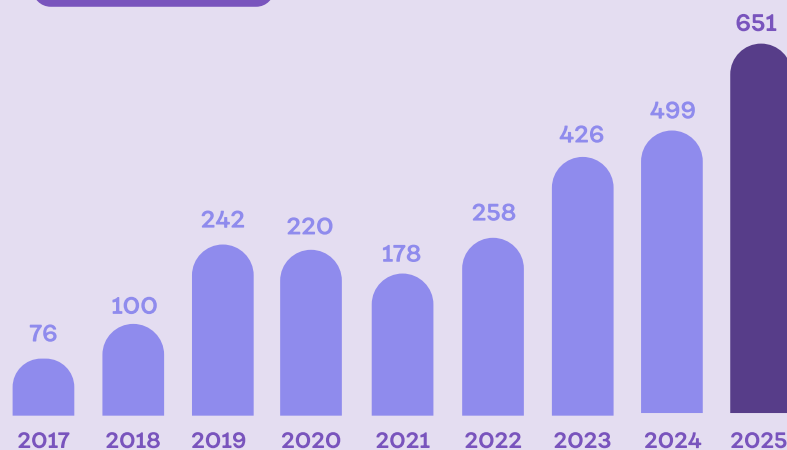


THE PATH TO KNOWLEDGE

We strengthen pedagogical practices in partner schools using open-ended materials, natural elements, and more intentional literacy approaches.

**This evolution highlights an important outcome:** the impact extends beyond students and is also helping transform teaching practices within schools.

Number of students





## EDUCATION CENTER OF MARANHÃO

Opened in 2020

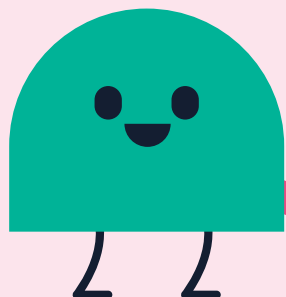
**Location:**  
Paulino Neves (MA)

**77** classes

**1,144** students

**17** partner schools

Through our partnership with the Municipal Council for the Rights of Children and Adolescents (CMDCA) of Paulino Neves – see page [11](#) –, we have expanded our reach and strengthened our contribution to policies focused on children and adolescents. In addition to referring students, local institutions engage with us to better understand the municipality's context and adapt courses and projects to identified needs.

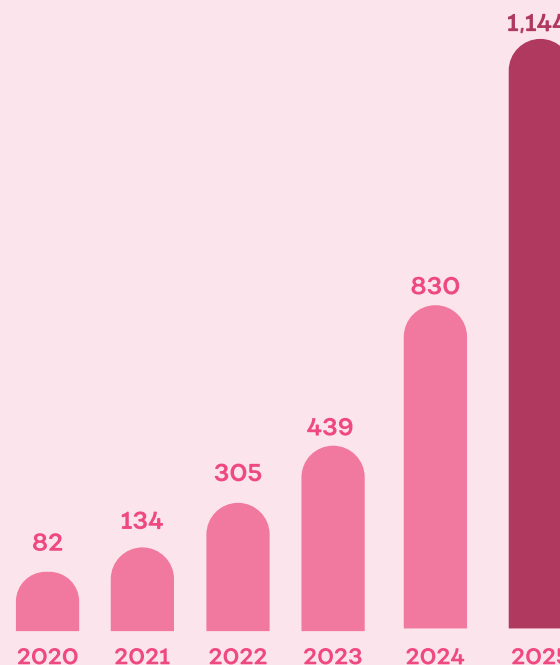


"The Institute has also established partnerships with municipal departments and councils. This integrated approach increases the effectiveness of our initiatives and reinforces our role as a space for learning and development for both students and educators."

Mayane Silva Marcineiro,  
Educational Project Assistant at the Education Center of Maranhão



Number of students



## BRIDGING DISTANCES, DAY AND NIGHT

The completion of the first year of the evening shift in Maranhão, made possible through a partnership with **Actis Acts**, demonstrated the successful consolidation of this model, with strong participation.

**2<sup>ND</sup> SEMESTER 2024**

**158 STUDENTS**

**9 CLASSES**

**97% OF THOSE ENROLLED COMPLETED THE COURSE**

**1<sup>ST</sup> SEMESTER 2025**

**133 STUDENTS**

**11 CLASSES**

**86% OF THOSE ENROLLED COMPLETED THE COURSE**



## EDUCATION CENTER OF BAHIA

Opened in 2022

**Location:**  
Gentio do Ouro (BA)

26 classes

292 students

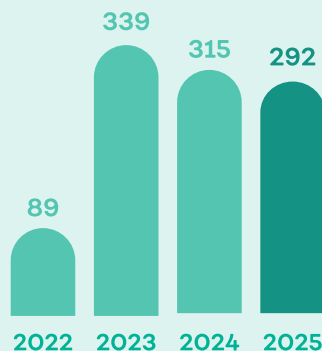
7 partner schools

**Operations:** Bonito and Gentio do Ouro (BA)

Because high school education in Gentio do Ouro follows a full-time schedule, many students were only available to participate in activities during the evening. To address this challenge, evening classes were introduced for:

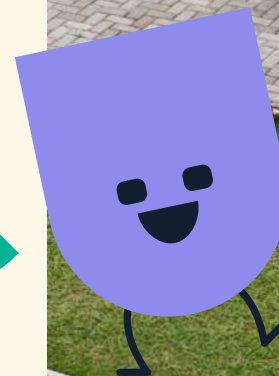
- PREPARATORY FOR HIGHER EDUCATION PROGRAM
- NEW INFORMATION AND COMMUNICATION TECHNOLOGIES (NICT)

Number of students



"We realized that there were students who really wanted to participate in the Institute's activities, but couldn't because of the schedule. So, we opened evening classes and expanded our reach by serving new audiences."

Mikaela Franca,  
Educational Project Assistant at the Education Center of Bahia



## TECH EDUCATION CENTER

Opened in 2021

6 classes

92 students

1 partner school

The municipality where we operate in a hybrid mode: Santa Vitória do Palmar (RS)

### COURSES PROVIDED:

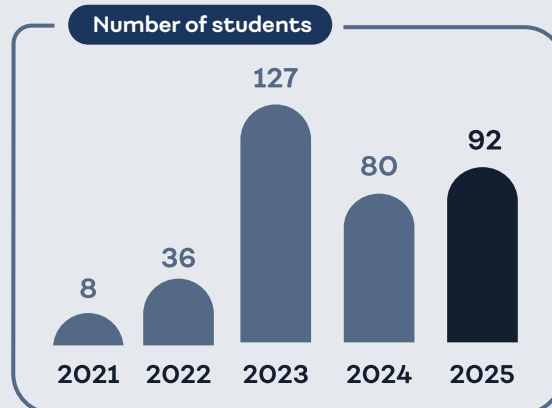
EN  
English

Preparatory for  
Higher Education  
Program

Tô no Rumor  
(I'm on Track)

Let's Code

The Tech Education Center (CETech) expands our reach by offering **online** courses, connecting students to digital content and skills.



"We had a student from CETech who wanted to study Pharmacy, but there were no preparatory courses in Gentio do Ouro, her city. She prepared using our online courses, dedicated herself fully, and passed the exam. CETech helps overcome that barrier by reaching students in remote and underserved regions and preparing them for the ENEM exam."

Matheus Miranda, Mathematics and Physics Educator at the Tech Education Center

## WHEN THE DREAM OF HIGHER EDUCATION STARTS TO BECOME REALITY

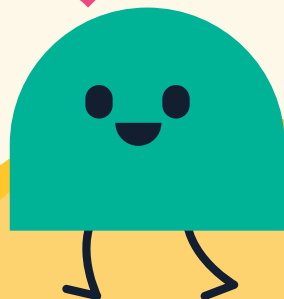
Our **Higher Education** preparation pathway was designed to support students through a combination of academic preparation, guidance, and future planning. More than preparing students for the ENEM and university entrance exams, the **University Pathways** program offers mock exams, writing workshops, review sessions, individualized guidance, and personalized study plans that help each student organize their routine and focus on areas for improvement.

"Being part of the Janela para o Mundo Institute has played a significant role in my academic and personal development. Today, I am proud to be studying Dentistry, an achievement that represents not only the fulfillment of a dream, but also the result of all the learning and support I received along the way. I carry with me the certainty that persistence and dedication can turn dreams into reality."

Clara Vitória Menezes,  
former student of the  
Education Center of  
Maranhão

"This year, I worked with a student who spent the entire preparatory course convinced he would not succeed, struggling with anxiety and fear about the results. In the end, he secured a place in Literature at the State University of Bahia (Uneb) and another through Prouni. Another student was accepted into three different degree programs, including Environmental and Sanitary Engineering and Pharmacy at the Federal University of Western Bahia (Ufob). These stories demonstrate how support and encouragement can transform insecurity into confidence and bring opportunities within reach."

*Geisa Leite, Educator of the Education Center of Bahia*



**IN 2025:**

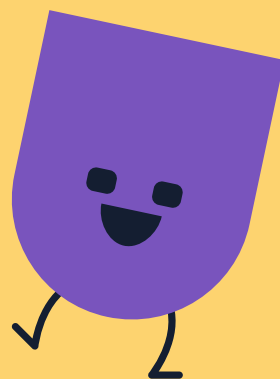
**103**

**STUDENTS SERVED IN THE PREPARATORY COURSE FOR HIGHER EDUCATION**



**39%**

**ACCEPTED INTO PUBLIC AND PRIVATE UNIVERSITIES**



"In 2021, I enrolled in the Preparatory Course for Higher Education and, the following year, I was accepted into three university programs, including Tourism at the Federal University of the Delta of Parnaíba. Since then, several opportunities have emerged. I have participated in research groups and tourism-related projects, completed a course in Human Resource Management, Communication, and Institutional Leadership at Harvard Business School, and taken courses at the University of Pennsylvania in the United States and the University of Barcelona in Spain."

*Pedro Henrique Marques dos Santos, former student of the Education Center of Piauí and Tech*

"Before the Higher Education Preparatory Course was introduced in Ilha Grande, many young people had limited opportunities to compete for places at universities in Parnaíba. Today, that reality has changed significantly. The municipal government now provides transportation for university students from the community. Many of our former students recall being among the few people from the region attending university. Now, they regularly meet classmates who also studied at the Institute. This is tangible evidence of how education can turn aspirations into real opportunities."

*Viviane Galeno, Educational Project Analyst at the Education Center of Piauí and the Tech Education Center*

"We began by offering NICT, followed by programming instruction. However, not all students were able to move directly from the first stage to the last, so we created intermediate courses. The goal is to ensure that students remain engaged throughout the journey."

Andrea Garbelotti,  
Pedagogical Advisor at  
the Janela para o Mundo  
Institute

## MORE ACCESS TO TECHNOLOGY, MORE PATHWAYS TO OPPORTUNITY

Our technology initiatives provide a continuous learning journey, ranging from digital literacy to programming, robotics, and content creation.



The **Literacy and Digital Competence (LADI)** program introduces students to the digital world as part of the literacy process.



Novas Tecnologias de  
Informação e Comunicação

The **New Information and Communication Technologies (NICT) Movers** program develops the practical and critical use of technology. The **NICT Flyers** (robotics) course introduces computational thinking through hands-on learning, while **Let's Code** deepens this journey by teaching programming, strengthening logical reasoning, and fostering the ability to create solutions through code. **Janelacast** further expands this pathway by developing communication, creativity, and media production skills.

IN 2025:

# 238

STUDENTS DIVIDED  
INTO 21 LADI CLASSES

# 371

STUDENTS DIVIDED  
INTO 27 NICT  
MOVERS CLASSES

# 32

STUDENTS DIVIDED  
INTO 3 CLASSES  
OF NICT FLYERS  
(ROBOTICS)

# 14

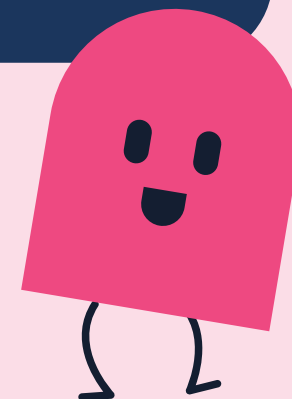
STUDENTS IN  
JANELACAST

# 10

STUDENTS IN  
LET'S CODE

"In Gentio do Ouro, many young people grow up believing that their future opportunities are limited to mining, local politics, or small businesses. The Institute helps broaden this perspective by introducing new possibilities through English, robotics, programming, and entrepreneurship. These experiences show, in practice, that they can pursue much broader paths for their future."

Anthony Almeida, co-  
founder of Serena and  
former educator at the  
Janela para o Mundo  
Institute.



## LEARNING AND TEACHING INITIATIVES



The **Hackathon** is an annual event supported by our partner ArthWind, where NICT students put into practice the knowledge developed in the classroom. Working in teams, they create digital tools and strategies that help strengthen small businesses, bringing together technology, innovation, and entrepreneurship.



**ExpoRobot**, held alongside the Hackathon, showcases projects developed by Robotics students throughout the year and promotes the connection between robotics, computational thinking, and real-world problem-solving.

In 2025, this exchange also inspired partner schools: students took part in the exhibition and, afterward, the municipality began incorporating robotics into its school routine.



IN THE 2025 EDITION,  
THERE WERE:

# 18

TEAMS IN THE **HACKATHON**

# 79

TECHNOLOGICAL  
SOLUTIONS DEVELOPED

# 20

PRODUCTS PRESENTED AT  
**EXPOROBOT**

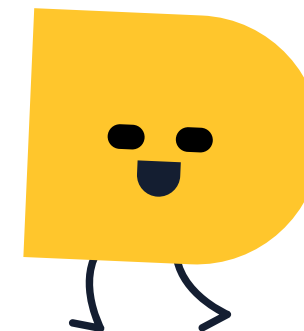
# 31

CO-ENTREPRENEURS FROM  
SERENA WERE WELCOMED  
AT THE **EDUCATION  
CENTER OF PIAUÍ**. THEY  
VISITED **EXPOROBOT** AND  
PARTICIPATED IN A HANDS-  
ON ACTIVITY.



"The students learned during the Hackathon, but they also taught. They created a social media platform for a real business, provided guidance on how to use it, and applied artificial intelligence to improve product photos. The entrepreneur began posting more effectively and saw her business grow."

*Erika Karine Araujo  
Alves Porto, Educator  
at the Education  
Center of Maranhão*





## CLOSER TO INCLUSION

Inclusive education initiatives are based on the understanding that each student learns in a different way.



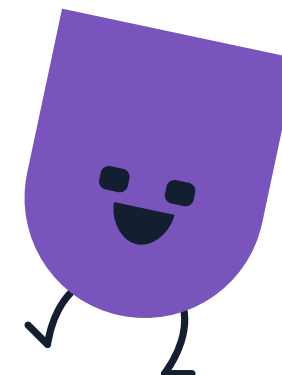
*Sem barreiras*

The **Sem Barreiras** (No Barriers) course prepares professionals to work in inclusive education with a focus on Libras (Brazilian Sign Language), developing the skills needed to welcome and support diversity in the classroom. This work is connected to the **Institute's inclusive education program** which is applied continuously in classrooms to address the diverse needs of the student population.



*Formação*

To support these practices, the Institute maintains an **ongoing Formação training program** for educators, ensuring they are equipped to deliver high-quality inclusive education. Each center is also **provided with inclusive education kits**, ensuring access to the resources needed to adequately support students with different learning needs.



IN 2025:

**61**

**STUDENTS FROM  
SEM BARREIRAS  
(NO BARRIERS)**

**6**

**FORMAÇÃO  
TRAINING PROGRAMS  
DELIVERED**

**299**

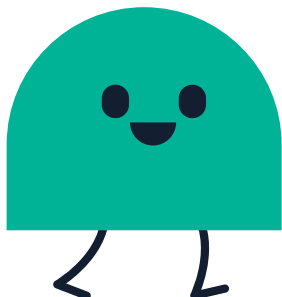
**PARTICIPANTS  
IN INCLUSIVE  
INITIATIVES**

## STRENGTHENING THE FOUNDATIONS OF THE EDUCATIONAL JOURNEY

The Basic Literacy and Literacy Development area brings together initiatives focused on age-appropriate learning, age-grade alignment, and the development of reading, writing, and mathematics skills.



Through the **Support for Learning** and **Leiturando**, (Reading) programs, students strengthen these foundations through reading circles, creative writing, educational games, mathematics activities, and personalized mentoring. The **Youth and Adult Education (YAE)** program extends this commitment to literacy by supporting young people and adults returning to their studies.



"One of the projects that had the greatest impact on me in 2025 was the family reading project. Students took books home, read them with their families, and then shared what they had learned and experienced at the Center. It was inspiring to see progress not only in their reading and writing skills, but also in their confidence and emotional development. Many arrived excited to tell us they had read with their grandmother or mother, or to show the posters and activities they had created together at home."

*Lindaí Santana,  
Educator at the  
Education Center of  
Bahia*

IN 2025:

58

CLASSES

1,047

SUPPORT FOR LEARNING STUDENTS ALSO PARTICIPATED IN "LEITURANDO"

94%

OF 3<sup>RD</sup> GRADE STUDENTS MADE PROGRESS IN LITERACY

96%

OF 4<sup>TH</sup> GRADE TO 9<sup>TH</sup> GRADE STUDENTS LEARNED TO READ AND WRITE



The **Book Club**, the **Chess Club** and the **Preparatory Course for the Olympics** deepen repertoire, logical reasoning, autonomy, and enjoyment of knowledge.

IN 2025:

42

STUDENTS DIVIDED INTO 3 **BOOK CLUB** CLASSES

33

STUDENTS DIVIDED INTO 2 **CHESS CLUB** CLASSES

40

STUDENTS IN 2 CLASSES IN THE **PREPARATORY COURSE FOR THE OLYMPIADS**

"Many students initially saw the Olympiads as something beyond their reality. When they realized that a medal could open doors to university scholarships and create real opportunities for the future, they began to believe they could reach spaces that once seemed out of reach. It is in moments like these that we see how education can bring dreams and opportunities closer together."

*Juliane Almeida,  
Educator at the  
Education Center of  
Piauí*



### MEDALS WON IN 2025

**30** GOLD MEDALS

**10** SILVER MEDALS

**20** BRONZE MEDALS

### GOLD MEDAL FOR OPPORTUNITY

At the Education Center of Piauí, the Preparatory Course for the Olympiads helped students see mathematics as more than a set of calculations. Through questions connected to local markets, cashew production, June festivals, and everyday situations, they discovered that logical reasoning is part of daily life. The experience also fostered greater discipline. Students began completing problem sets at home, researching questions independently, and returning to discuss and review their answers.

### THE RESULT?

# 60

### MEDALS WON IN DIFFERENT KNOWLEDGE COMPETITIONS:

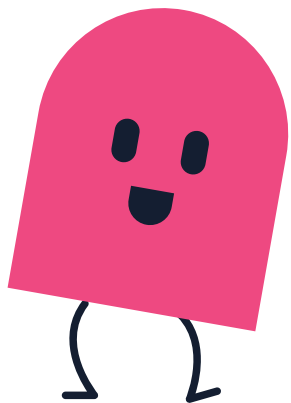
**8** medals in **Olitef** (Treasury Direct Financial Education Olympiads)

**26** medals in the **Mandacaru Mathematics Olympiads**

**26** medals in **OBA** (Brazilian Astronomy and Astronautics Olympiads) and in **Obafog** (formerly the Brazilian Rocket Show – Mobfog) – 8 students from the Institute who participated in these competitions were selected for the national stage

**These achievements reflect the talent, commitment, and dedication of our students and educators.**





## READING AND WRITING AS PATHWAYS TO ACHIEVEMENT

In **Maranhão**, students in a **Support for Learning** class transformed writing into authorship by creating their own books.

In **Bahia**, the **"I Am, I Feel, and I Create"** project engaged 6th- and 7th-grade students through personal journals, combining reading, writing, emotions, self-esteem, and life experiences. In another class, books became a bridge between home and the Center.

"My students used to believe that writing a book was something too far removed from their reality. At first, they said it 'was not for them.' But throughout the project, they created their own collection and began to realize that they could turn ideas into something tangible. I believe this is one of the Institute's most important roles: showing that dreams that seem distant can become attainable and, often, inspiring dreams in students who previously did not even believe they had a future to imagine."

Érika Karine Araujo Alves  
Porto, Educator at the  
Education Center of  
Maranhão

## WHEN BOOKS FIND NEW PATHS

Because we believe that reading opens doors, in 2025 **we collected more than 1,200 books** for our Education Centers.



To expand access to reading, we developed the **Livro Vivo** (Live Book) initiative, bringing community libraries to villages and rural areas. Installed in "small book-sharing houses," each space includes a collection of books and guidelines for their use, ensuring that the materials remain within the community.

Whenever a new Living Book initiative is established, we provide training for educators and community leaders, helping make the use of the collection part of everyday life.

## IN 2025:

# 8

COMMUNITIES WITH  
**LIVE BOOK**

# 3

NEW **LIVE BOOKS**  
IMPLEMENTED:  
**2 IN PIAUÍ AND**  
**1 IN MARANHÃO**

# +120

TITLES **DISTRIBUTED**



## SOWING EDUCATION



The **Semeando** (Sowing) initiative promotes hands-on environmental education, engaging students in activities that foster awareness, responsibility, and care for the environment.

IN 2025:

# 64

**PARTICIPANTS  
WERE REACHED**

## A NETWORK OF SCHOOLS THAT SHORTENS DISTANCES



Janela Aberta



Caminhando juntos

Partnerships with public schools enable us to extend our reach beyond the Education Centers and engage a broader audience. In 2025, we continued this effort through **Janela Aberta** (Open Window), which creates spaces for dialogue and collaborative work with education departments and schools, and **Caminhando Juntos** (Walking Together), which strengthens family engagement in the educational process.

In practice, these partnerships enhance comprehensive education by connecting classroom learning with real-world experiences.

By integrating education, technology, and life planning, we complement the school curriculum and contribute to local education policies, expanding comprehensive education, encouraging reading, strengthening teacher development, and fostering youth leadership.

IN 2025:

# 42

**PARTNER PUBLIC  
SCHOOLS**

# 12

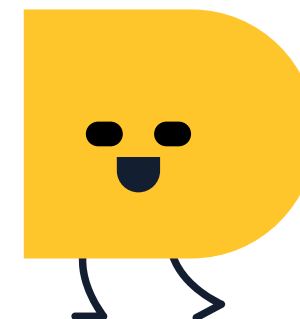
**NEW SCHOOLS**

# 3

**JANELA ABERTA  
EVENTS**

# 3

**CAMINHANDO  
JUNTOS  
GATHERINGS**

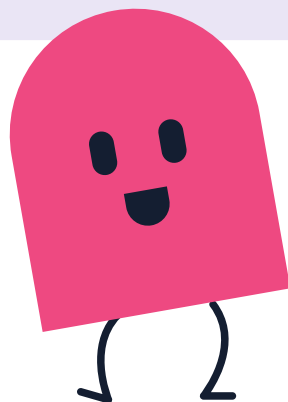


## SO THAT THE DREAM MAY CONTINUE...

Providing access to opportunities is only the beginning. At the Institute, support for students continues throughout their educational journey.



In practice, this support takes shape through initiatives such as **Projeto de Vida e Gestão da Vida Cotidiana** (Life Project and Daily Life Management), which help students organize their studies, routines, and decision-making, as well as **Tô de Olho** (I'm Watching), which maintains an active communication channel with young people who leave their hometowns to pursue their studies. This support extends beyond academic matters and includes guidance on housing, employment, and adapting to a new environment.



In this way, we do more than shorten distances—we move forward together, helping ensure that each achievement is sustained over time.

### IN 2025:

# 143

**STUDENTS IMPACTED BY THE PROJETO DE VIDA E GESTÃO DA VIDA COTIDIANA (LIFE PROJECT AND DAILY LIFE MANAGEMENT) PROGRAM**

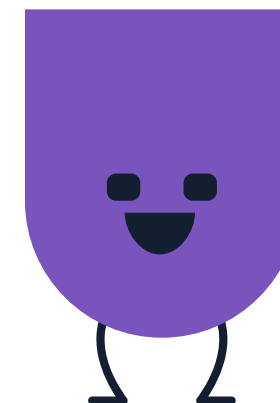
# 14

**STUDENTS MONITORED BY TÔ DE OLHO (I'M WATCHING)**



"The partnership with the Janela para o Mundo Institute has helped to address several real challenges in public education, especially regarding student engagement and access to new opportunities."

*Dejalma Pereira da Silva, President of the Municipal Council for the Rights of Children and Adolescents of Paulino Neves (MA)*





**EMPOWERING  
INDIVIDUALS  
TO SHAPE THEIR  
OWN FUTURE**

---

## EMPLOYABILITY

At the Janela para o Mundo Institute, employability initiatives focus on developing technical and socio-emotional skills aligned with real market demands, creating tangible pathways for students to expand their professional opportunities and build careers with greater autonomy and long-term prospects. This is how we help bridge the gap between dreams and opportunities: through experiences that begin in the classroom and continue into professional life.

Professional training is delivered through practical experiences, projects, challenges, and real-world assignments that familiarize students with workplace dynamics.

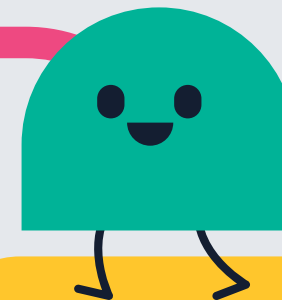
IN 2025:

**22**

STUDENTS FROM  
THE JANELA PARA O  
MUNDO INSTITUTE  
ENTERED THE **JOB**  
**MARKET**

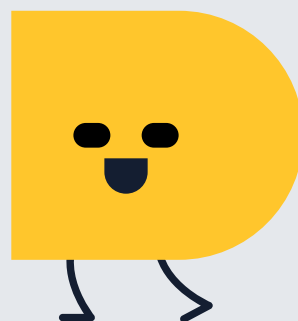
"The Institute provided me with many opportunities. I joined as an Educator in 2021 and participated in different projects, which allowed me to discover skills and potential that I myself had not yet recognized. Today, I am part of Serena's team and I have the opportunity to help not only the students in my classroom, but the Institute as a whole. It was a transformation that completely changed my personal and professional life."

*Mayane Silva Marcineiro,  
Educational Project  
Assistant at the Education  
Center of Maranhão*



"The Institute opened the door to employment for me. My journey began in 2022 as an NICT educator at the Education Center of Bahia. Over time, I took on new responsibilities in Mathematics, Robotics, and Life Project. After nearly two and a half years of learning and development, that journey became a professional opportunity. Today, I work at Serena as a Junior Social Management Analyst."

*Rebeca Miranda,  
Junior Social  
Management Analyst  
at Serena*





## CAPACITY-BUILDING FOR TRAINERS

**Formação** is the continuing education program that supports the quality of the Institute's educational practices, promoting the exchange of experiences, reflection, and constant updating of educators, both from our Education Centers and from partner public networks.

IN 2025:

**30**

FORMAÇÃO  
TRAINING SESSIONS

**60**

HOURS

**866**

EDUCATORS

## 3<sup>RD</sup> CEDUCA – PRACTICAL AND EDUCATIONAL KNOWLEDGE

The 2025 edition of our Education Symposium brought together educators, alumni, and partners of the Institute, across the segments of Elementary School I and II, High School, Youth and Adult Education, and continuing education. The participants experienced moments of exchange, presentation of practices, and reflections on pedagogical innovation.

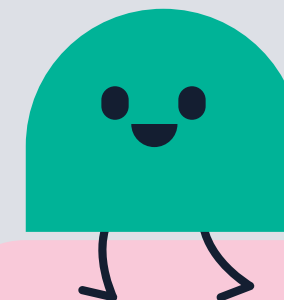
IN 2025:

**18**

PAPERS PRESENTED

**19**

PARTICIPANTS



## VOCATIONAL EDUCATION: SKILLS FOR THE WORLD OF WORK

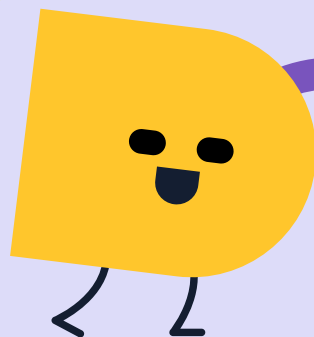
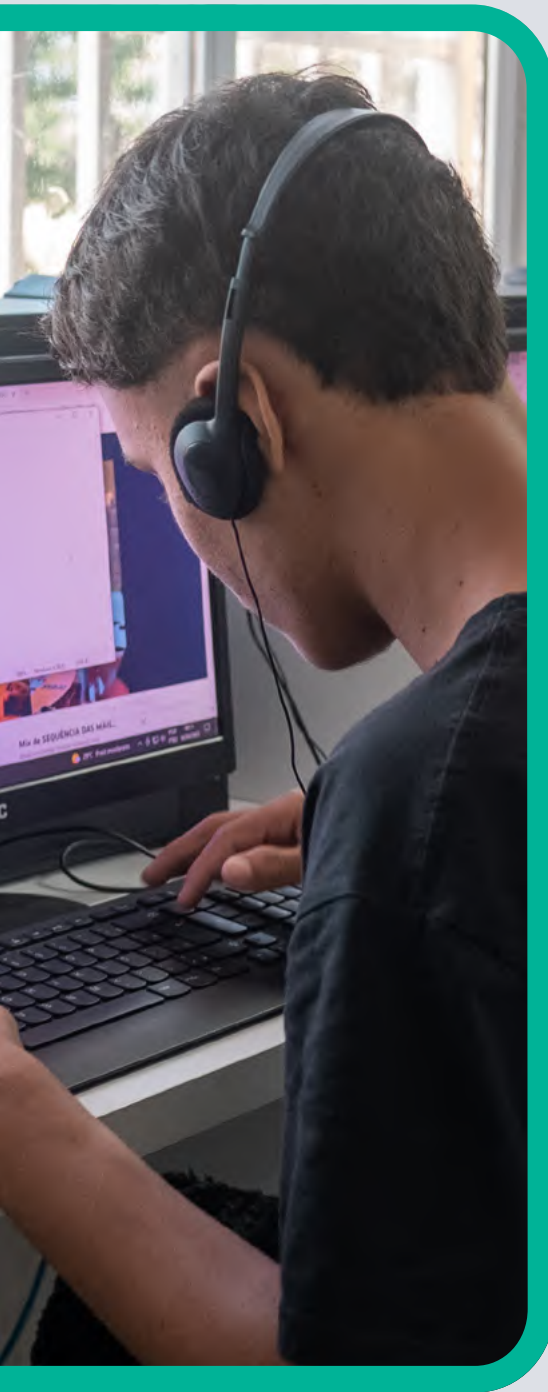
To transform lives and shorten the distance to employability, we are dedicated to providing practical tools, up-to-date content, and methodologies that develop the skills most in demand in the job market.

In the **Employability Marathon**, for example, students experience real-life selection process situations, from resume building to mock interviews.

IN 2025:

**18**

PARTICIPANTS IN  
THE **EMPLOYABILITY MARATHON**



Let's code

**Let's Code** meanwhile, is the first step in training full stack developers, IT professionals capable of handling the entire application development cycle. For the third consecutive year, the classes for this course were made possible by a collaboration with the company ArthWind.

**IN 2025:**

**10**

**STUDENTS IN  
LET'S CODE**

**200**

**HOURS OF TRAINING**

"My journey with the Janela para o Mundo Institute began in 2024 when I took the Let's Code course, which introduced me to web technologies. From that experience I joined the Time Bank project, which connects institute students with Serena co-entrepreneurs who volunteer as mentors. Through Time Bank I was paired with a cybersecurity expert who became my mentor and guided my studies in Python and cybersecurity. That mentorship was pivotal to my technical and professional growth: I learned directly from an experienced, market-recognized professional. The relationship built throughout the process was so positive that it evolved into a professional partnership.

Together, we founded a company and currently provide cybersecurity consulting services to Serena. In addition, I provide technology support to the Janela para o Mundo Institute itself. In this way my experience at the Institute has become a cycle of exchange and reciprocity—today I have the opportunity to return some of the knowledge and opportunities I received."

*Cristal Pereira, former student of the Tech Education Center*





The **teaching of English** prepares students to work in increasingly globalized contexts, expanding their possibilities for professional integration.

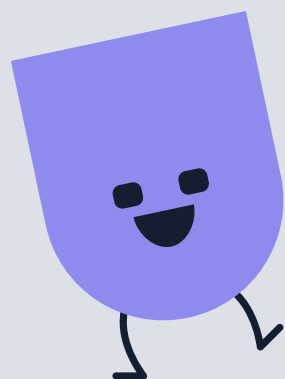
**IN 2025:**

**396**

**STUDENTS IN THE  
ENGLISH COURSE**

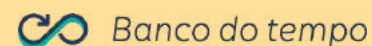
**27**

**CLASSES**



"The Institute helped me see possibilities that previously seemed distant. It was my first job, while I was still in college, and the place where I learned about responsibility, projects, teamwork, and communication. Furthermore, as a Let's Code student and a Time Bank participant, first as a mentee and later as a mentor, I also gained access to experiences that strengthened my resume and broadened my vision for the future. Today, I continue on this path within Serena, working in the People area."

*Anthony Almeida, co-entrepreneur of Serena*



## **TIME BANK: CONNECTIONS THAT BROADEN PATHS**

**Time Bank** strengthens one of the most important connections in the Institute's trajectory: bringing its students closer to the Serena ecosystem. Through voluntary mentoring, Serena professionals share their experiences, knowledge, and insights from the job market with our students, building bridges between education, career, and the future. More than just providing guidance, these exchanges broaden horizons, strengthen bonds, and help young people see possibilities that were previously distant.

**IN 2025:**

**45**

**MENTORS**

**743**

**HOURS**

**1,096**

**MENTEES**





Tô no Rumor

### I'M ON TRACK: FROM TRAINING TO OPPORTUNITY

**Tô no Rumor** (I'm On Track) represents one of the most concrete moments in the employability journey: the direct connection with the job market. Through partnerships with companies, students participate in training aligned with the practical demands of the corporate world and have access to real selection processes.

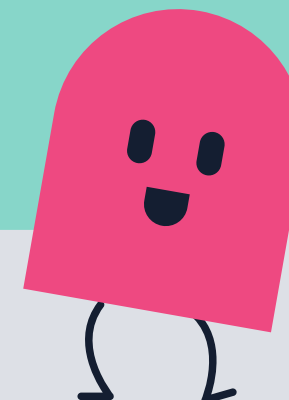
In 2025, in partnership with Harbor IT, we offered training focused on the area of Sales Development Representative (SDR). The course offered guidance from expert educators and had seven participants who, after graduating, are available for selection processes at Harbor IT.

IN 2025:

**7**  
STUDENTS

**5**  
SPECIALIST  
EDUCATORS

**100**  
HOURS OF  
TRAINING





**OPPORTUNITIES  
THAT TRANSFORM  
LIVES**

---



## INCOME GENERATION

Our approach to generating income is rooted in the belief that concrete opportunities can be deliberately built. By supporting the launch of new businesses and reinforcing existing productive activities, we directly foster community economic development.



### TURNING THE KEY: ENTREPRENEURSHIP STARTING FROM ONE'S OWN REALITY

**Virando a Chave** (Turning the Key) is our main entrepreneurial training program, built in a way that adapts to local realities, ranging from classes focused on hospitality and services to specific training for artisans and women's groups. This type of trajectory demonstrates that the impact of income generation is continuous and grows stronger over time.

**IN 2025:**

**10**  
BUSINESSES CREATED OR  
SCALED UP

# EcoAssu

## LOCAL CULTURE AS PATHWAY TO INCOME OPPORTUNITY

**EcoAssu** was created based on the belief that valuing a territory also means creating opportunities. Developed by Serena in partnership with the Janela para o Mundo Institute, the project promotes heritage and environmental education grounded in local history, culture, and knowledge. By strengthening the connection between communities and their roots, it demonstrates how cultural identity and social development can advance together.

As the first social initiative conducted with Serena as a client, EcoAssu consolidated an integrated approach in 2025, combining education, culture, and income generation. In Bahia, the project engaged communities through workshops, training activities, and experiences connected to local realities, fostering

community leadership and expanding opportunities for productive training based on the region's own potential.

**The workshops and training activities offered through EcoAssu in Bahia included**

**Handicrafts using straw and foliage**

**Cooking using cashew nuts (a local product)**

**Mobile phone photography for product sales**

**Course on Community Associations**

**Workshop on graphic design and rock art**

**IN 2025:**

**+5**

**WORKSHOPS AND  
COURSES COMPLETED**

**+700**

**PARTICIPANTS REACHED**

**90%**

**FEMALE PARTICIPATION**



## IMPACT THAT GOES BEYOND FIGURES

One of the key lessons from our income generation initiatives is that impact is not always immediate—it is built over time.

By strengthening local initiatives, encouraging entrepreneurship, and fostering support networks, we help transform knowledge into income, autonomy, and community development.



**JOINING FORCES  
TO EXPAND OUR  
REACH**

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Bridging the gap between dreams and opportunities is only possible when we work together.

In 2025, we were supported by partners such as Serena, Actis Acts, ArthWind, Harbor IT, ETAD (Ernesto Tzirulnik), Afaplan, Serena's co-entrepreneurs, and the Municipal Council for the Rights of Children and Adolescents of Paulino Neves (MA). These organizations share our belief in education as a force for transformation and contribute in meaningful ways to expanding access to real opportunities.

These partnerships sustain and strengthen our work. They enable us to reach new territories, enhance existing initiatives, and turn projects into pathways for the future for students, families, and communities.

## HOW CAN WE WORK TOGETHER TO OPEN MORE WINDOWS OF OPPORTUNITY?

### FUNDING

Financial contributions that support the continuity and expansion of our programs, increasing the reach and impact of our initiatives. In 2025, we also advanced efforts to diversify funding sources, enabling support through incentive laws and income tax allocations.

### ECOSYSTEM ENGAGEMENT

Partnerships that connect students with experiences, professional networks, and employment opportunities.

### OTHER CONTRIBUTIONS

The sharing of time, knowledge, content, tools, and strategic support that strengthens our practices and projects.

**To everyone who walks alongside us, our sincere gratitude. Every contribution enhances our ability to transform realities, bringing dreams closer to opportunities and helping build more attainable futures.**





**A WINDOW  
OPEN TO  
TRANSPARENCY**

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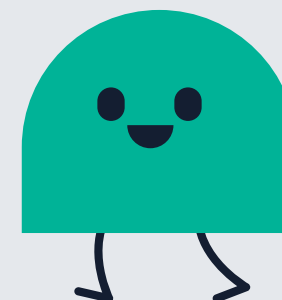
|                                                      | 2025 (in BRL)      |
|------------------------------------------------------|--------------------|
| INSTITUTIONAL REVENUES                               | 2,180,575          |
| INCOME FROM VOLUNTEER WORK                           | 1,152,166          |
| <b>GROSS PROFIT</b>                                  | <b>3,332,741</b>   |
| VOLUNTEER WORK                                       | (1,152,166)        |
| THIRD-PARTY SERVICES                                 | (1,305,509)        |
| TAXES AND FEES                                       | (50,306)           |
| <b>COSTS OF THE ACTIVITY</b>                         | <b>(2,507,981)</b> |
| GENERAL AND ADMINISTRATIVE                           | (737,685)          |
| <b>SOCIAL EXPENSES OF THE ACTIVITY</b>               | <b>(737,685)</b>   |
| <b>SURPLUS (DEFICIT) BEFORE NET FINANCIAL RESULT</b> | <b>87,075</b>      |
| FINANCIAL INCOME                                     | 54,317             |
| FINANCIAL EXPENSES                                   | (10,491)           |
|                                                      | <b>43,826</b>      |
| <b>SURPLUS (DEFICIT) FOR THE YEAR</b>                | <b>130,901</b>     |





And it is because we believe that talent, determination, and potential exist everywhere that we continue building bridges that bring dreams and opportunities closer together. Every partnership, contribution, and connection strengthens our ability to transform realities, expand horizons, and open new pathways to the future.

If you also believe in the transformative power of education, join us on this journey. Learn more about our initiatives, follow us on social media, and become part of a movement that helps turn dreams into achievable opportunities.





## FOLLOW THE INSTITUTE

-  [www.janelaparaomundo.org](http://www.janelaparaomundo.org)
-  [@institutojanelaparaomundo](https://www.instagram.com/institutojanelaparaomundo)
-  [Institute's LinkedIn](#)
-  [Institute's channel](#)
-  [Send a message](#)

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**Mundo** Institute