



Dear Global Givins Donors,

We are pleased to share with you our latest Impact Report, which highlights the progress and key learnings from our initiatives over the past year. At Rede Cultural Beija-Flor (RCBF), our mission is to foster meaningful transformation in the lives of at-risk children and their families residing in Diadema's favelas. Through a comprehensive range of free services—including cultural activities, social-emotional support, vocational training, and access to quality education in private schools—we strive to empower individuals and promote sustainable development within the community.

This report reflects not only the achievements of our dedicated team but also the invaluable support of partners, donors, and advocates like you. While we celebrate the strides we've made, we also recognize the challenges faced in measuring and enhancing our impact. Moving forward, we remain committed to refining our methodologies to ensure that every individual we serve receives the support they need to thrive.

On behalf of our beneficiaries, we thank you for your continued support and belief in our mission. We hope this report provides insight into the meaningful change we are creating together. Should you have any questions or wish to discuss our work further, please do not hesitate to reach out.

With gratitude,

Rede Cultural Beija Flor Team



ANNUAL PROGRESS REPORT – REDE CULTURAL BEIJA FLOR 2024

1. SUMMARY AND BACKGROUND

Rede Cultural Beija Flor project aims to strengthen and expand social interventions targeting the most vulnerable communities in Diadema, São Paulo.

The project's primary goal is to foster meaningful transformation in the lives of at-risk children and their families residing in Diadema's favelas. By offering a comprehensive range of free services, including cultural activities, social-emotional support, vocational training, and access to quality education in private schools, the initiative seeks to empower individuals and promote sustainable development within the community.

The project is composed of the following three sub-projects in 2024:

- **Arts and Cultural Activities & Socio-emotional Support**, cultural and artistic workshops for children in high-risk areas (suburbs and favelas), as well as socio-emotional support through both individual and group therapy sessions.
Beneficiaries: 1117 (700 in Arts and Cultural Activities / 417 in Socio-emotional Support)
- **Vocational Support and Income Creation** for youngsters and adults through the Ordalinos Hairdressing school and partnership with the "S-System" institutions.
Beneficiaries: 420 (288 of the S partnership courses and 132 of the Salão Escola ordalinos)
- **The Valiant Girls Initiative**, which will grant full scholarships (high school level) to eight girls from poor communities to a top-quality private school in the region and provide socio-educational support for 30 girls from the same communities.
Beneficiaries: 27 (6 High-School Scholarship and 21 in the Communities)

From 2022 to 2024, the project has seen impressive growth, with a total of **4,665 beneficiaries** over the last three years:

Other Results

In addition to the core activities, we also organized various initiatives to support the community, particularly through the Social Work team. In 2024, we provided comprehensive assistance through **1,176 interactions**, including **registrations, conversation circles, and direct support to guardians and community members**. These efforts aimed to strengthen our engagement with the community, offer emotional and social support, and ensure better access to resources. The inclusion of these activities in 2024 reflects our ongoing commitment to addressing the evolving needs of the community, which has become even more crucial given the challenges faced throughout the year. These actions have allowed us to foster deeper connections and promote positive social change at the local level.

2. SPECIFIC RESULTS

2.1. Arts and Cultural Activities & Socio-emotional Support

2.1 A. Arts, Cultural Activities

The first sub-project of the project is the Arts and Cultural Activities and Socioemotional Support project. Twice a week, free workshops are offered, lasting two hours each. In addition, the social team conducts home visits to understand each child's unique context, ensuring a personalized support.

The table below shows the number of participants in cultural activities offered (Plastic Arts, Breakdance, Ballet, Percussion and Guitar), in the last three years:

- **2022:** 468 participants
- **2023:** 400 participants
- **2024:** 323 participants,

Over these three years, the total number of beneficiaries was **1,191**, averaging **397** participants per year:

WORKSHOPS	2022	2023	2024	Total 3 Years
Plastic Arts	59	92	0	
Break	107	34	82	
Ballet	124	86	94	
Percussion	114	115	110	
Guitar	64	73	37	
TOTAL:	468	400	323	1191

Over the past three years, in addition to the core activities, we have offered various programs such as capoeiras, Afro-indigenous and contemporary integrated dances, and traditional Brazilian dances. These activities, supported by complementary funding from other institutions, have benefited a wide range of audiences, including nearly 300 children from a full-time education program in public schools in the region. While these activities were not originally included in the proposal, they have significantly contributed to the project's impact. In 2023, we discontinued the Tennis and Digital Arts activities due to challenges, including the unavailability of the tennis court and the departure of the Digital Arts instructor. Additionally, in 2024, we suspended the Plastic Arts workshop. Throughout the three years, our art and cultural workshops have been adjusted to better meet the evolving needs and interests of our beneficiaries.

The table below shows the number of participants in all cultural activities held over the last three years:

- **2022:** 810 participants
- **2023:** 787 participants
- **2024:** 700 participants

Over these three years, the total number of beneficiaries was **2,297**, averaging **766** participants per year.

WORKSHOPS	Forecast /year	2022	2023	2024	Total 3 Years	Average year
Digital Arts	30	27	0	0		
Plastic Arts	30	59	92	0		
Break	80	107	34	82		
Ballet	80	124	86	94		
Capoeira	100	115	114	204		
Cooking	100	180	166	173		
Percussion	112	114	115	110		
Tennis	30	20	0	0		
Guitar	60	64	73	37		
Afro Dance	-	0	59	0		
Rhythmic Dance	-	0	48	0		
TOTAL:	622	810	787	700	2297	766



2.1 B. Socioemotional Support

The Socioemotional Support initiative aims to foster and strengthen affective bonds in a safe, socially supportive environment while safeguarding rights and preventing vulnerabilities, such as homelessness, violence, substance abuse, neglect, child labor, and sexual exploitation. Through this program, the RCBF psychology team provides care designed to enhance social practices, promote healthy relationships, and offer pathways for expression, interaction, and access to basic social protection.

Program Impact (2022–2024) -The Socioemotional Support initiative has significantly surpassed its estimated reach of 140 beneficiaries per year over the past three years. The actual outcomes demonstrate the program's growing impact:

- **2022:** 404 beneficiaries
- **2023:** 282 beneficiaries
- **2024:** 417 beneficiaries

This totals 1,103 beneficiaries over three years,

In 2024, investment in collective actions within the projects and a decrease in individual consultations, implemented in 2023 was consolidated. The program emphasized collective actions to address a larger number of beneficiaries through preventive, group-based strategies. This approach enabled the program to reach 417 participants—the highest in three years—while maintaining its focus on quality and accessibility.

OVERALL	Participants
2022	404
2023	282
2024	417
Total 3 years	1103
Average / year	367.7

2.2 Vocational Support and Income Creation

And In 2024 we continued the Professional Support and Income Creation subproject, offering the following courses:

- System S vocational courses, taught by renowned institutions such as Senac, Senai and SEBRAE.
- Hairdressing and barber courses administered by RCBF, within the scope of the Ordalinos Hairdressing project.
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2.2 A. S-System with SEBRAE, SENAC and SENAI

The collaboration with Sistema S in 2024 focused on technical courses in administration and IT, very promising areas in the labor market. Such courses have a longer duration, compared to cooking and beauty courses, for this reason, the number of participating students has decreased.

See Table below for details:

Table 2: Types of courses (S-System) 2024	Courses	Participants
General Technical Courses in Finance and Administration	1	32
IT Training: MS Office (Word, Excel, PPT), Technological Track	7	107
Beauty Salon Courses (excluding Ordalinos)	1	17
Culinary Courses: Baking, cookies, dough, pizza, cakes, savory pastries	1	25
Specialization Courses (HR Assist, Finance Assist, ADM Assist)	4	107
Total	14	288

Overall	Courses	Participants
2022	20	458
2023	16	492
2024	14	288
Total 3 years	50	1238
Average / year	16.7	412.7

- The SENAC courses in Administration, Human Resources, and Finance take place from Monday to Friday in all three sessions, with a total workload of 960 hours. These courses have a duration of 12 months, and the extended workload is due to them being technical courses.
- The SENAI IT courses MS Office take place from Monday to Friday in the morning and afternoon sessions, with a total workload of 160 hours.
- The courses in the beauty field take place three times a week, with a workload of 90 hours, lasting for two months.
- The SENAC courses in the gastronomy field have a workload of 160 hours. They take place from Monday to Friday in the evening, lasting for a duration of 2 months.

2.2 B. The Ordalinos Hairdresser Project

In 2024, the project continued to thrive, offering a total of 4 barber courses and 4 hairdressing courses (2 groups each per semester), each with a duration of 4 months. A total of 132 individuals benefited from the program. Furthermore, **14 participants have either been hired or have launched their own ventures in the industry.**

The data provided offers insights into the gender distribution of participants in a barber course and a hairdressing course. In the barber course, there are 28 female participants and 36 male participants, indicating that male participants slightly outnumber female participants. This suggests that while barbering has traditionally been a male-dominated field, there is a significant and growing interest among women in pursuing barbering skills. In the hairdressing course, there are 62 female participants and 6 male participants, showing that female participants dominate the enrollment. This aligns with the common perception that hairdressing is predominantly pursued by women, though a small number of men are also interested in this field. Overall, the data indicates that while both courses attract participants of all genders, the barber course has a more balanced gender distribution compared to the hairdressing course, which predominantly attracts female participants.

ORDALINOS	2022	2023	2024	Total 3 years	Average / year
Barber	82	70	64		
Hairdresser	57	75	68		
Total	139	145	132	416	138.7

Vocational Support Overal and Income Creation (S System and Ordalinos) for the 2022-2024 period:

The data above presents the total number of participants in vocational courses conducted through the S System and Ordalinos collaborations over the last three years. The estimated annual participation for both programs combined was 508 participants.

- **2022:** 597 participants (458 from S System and 139 from Ordalinos)
- **2023:** 637 participants (492 from S System and 145 from Ordalinos)
- **2024:** 420 participants (288 from S System and 132 from Ordalinos)

2.3. Valiant Girls Initiative

The Valiant Girls Initiative is composed of two parts:

- Three year high-school/equivalent scholarships to six girls at PEN Life, a top-quality private school in the region
- School support initiative for 21 girls at junior high-school level.



2024 was the second school year for the selected eight girls who received the high-school ("Videregående") scholarship. The younger group (Community Girls) attend the junior high school level (Ungdomsskole).

2.3.A Valiant Girls – High-School Scholarship

Throughout 2024, we closely monitored the progress of the eight Valiant Girls selected for this project. The RCBF team—comprising a pedagogical coordinator, psychologist, and tutor—collaborated with the PEN Life school's educational staff to address challenges and implement effective strategies. This multidisciplinary approach ensured comprehensive support for each participant, fostering their development and resilience.

Strategies of Pen Life School Management

Pen Life School provided essential support to the project through various initiatives. Office hours were dedicated to addressing questions related to content previously covered in class, ensuring participants had a clear understanding of the material. The Pedagogical Advisor offered consistent academic and emotional support, fostering a reassuring environment for the participants and guiding them as needed. This close collaboration reflects the strong and supportive partnership maintained with RCBF. Additionally, the management team played a vital role by offering pedagogical guidance and coordination, remaining available to clarify doubts and accommodate the unique needs of each participant. RCBF also conducted periodic meetings with Pen Life School, adapting to the emerging demands of the academic year and reinforcing the shared commitment to the participants' growth and success.

Support developed and applied by Rede Cultural Beija-Flor

Besides the support from the partner school, RCBF also provided substantial and individualized support. A tutor, Juliana Fernandes is full time dedicated to the Valiant Girls initiative, and she coordinates her work with the school team. RCBF's psychologist, Francisco Weima, is also involved in the project. Each participant is thus closely monitored to attend to personalized needs. Also, the active engagement of the family is of determining importance. Positive and active family support is fundamental as it has a direct bearing on the girl's emotional state, her perseverance and attitude to overcome the tough challenges.

The support provided by the tutor, Juliana, and the psychologist, Francisco, was essential for the overall well-being and academic growth of the participants. Individual and group meetings were held as needed to keep everyone informed and connected, ensuring that both personal and academic needs were addressed. Psychological support was made available to the participants based on interest, need, and requests from their families, providing an additional layer of care and attention to their emotional well-being. Pedagogical support was also offered, analyzed, and provided when necessary, depending on the interest and availability of the group. To ensure consistent access, online support was available for clarifying doubts and sharing important announcements and information, considering each individual's resources and availability. This multi-faceted support system helped maintain an inclusive and responsive approach to the participants' needs.

Overview - Performance of the eight Valiant Girls with High School Scholarship

The chosen girls all came from very low-income families living in "high risk areas" plagued by a variety of social problems (crime, drugs, violence, etc.). Their educational level was very weak since the quality of state-run schools in these areas is notoriously low. Their enrollment to follow a high school program at Pen Life, probably the best school in the region, was in itself a major challenge. It's like moving from one planet to a completely different one.

2.3.1 – 2024 First Semester

At the conclusion of the first semester of 2024, the group demonstrated remarkable dedication and commitment, not only through consistent attendance but also in their engagement with the academic demands of the current school year. As they navigate the challenges of their second year of high school, their progress and performance have been closely monitored by their tutor, Juliana, through the Pen Life App and in collaboration with Educational Advisor Vaneide. This combined effort has revealed a positive adaptation to the new curriculum, though some instability has been observed in their Official Exam (PO) grades, particularly in subjects within the Exact Sciences.

Participants Antônia, Laura, Steffany, Náthaly, and Micaelly have shown minor, specific learning challenges that can be effectively addressed with targeted support, ensuring significant improvement during the Official Exam Recovery (REC) period. Meanwhile, participant Sarah has demonstrated strong academic performance, fully leveraging opportunities to enhance her knowledge and making learning both enjoyable and meaningful.



Below is the tutor's evaluation for the FIRST semester, based on the grade report:

Antônia Mirella: While initially facing some grades below average and challenges in adapting to the curriculum, Antônia successfully recovered her performance in most subjects. Recently, she experienced an accident during the school break (wrist fracture), necessitating prompt support and assistance from the educational team to ensure she could complete her assignments and stay on track.

Antonia Mirella has shown remarkable resilience since joining the project, despite facing significant challenges at home. From the beginning, her family has been dealing with her mother's battle with cancer, a diagnosis that has profoundly impacted their lives. This difficult situation has deeply affected Antonia's emotional well-being and academic performance, leading her to consider withdrawing from the project at one point. Her determination to continue, even amidst such adversity, reflects her strength and the importance of providing ongoing support to help her navigate these challenging circumstances.

Laura: Despite facing challenges in understanding some subjects, particularly in the Exact Sciences, she consistently demonstrates a strong interest in learning and expanding her knowledge. Increased focus on Exact Sciences will be essential in the upcoming bimonthly periods.

Micaelly: Micaelly continues to impress with her progress, achieving excellent grades in nearly all subjects, except for English. She is expected to make significant improvements in this area over the next few bimonthly periods.

Náthaly: In her efforts to improve upon last year's grades, Náthaly is showing a strong willingness to adapt, although she has yet to reach the average in most subjects. Continued focus on Exact Sciences, along with increased pedagogical and family support, will be crucial in the next few bimonthly periods.

Sarah: Sarah consistently shows great dedication to improving her grades, supported by a strong family network that encourages her to fully explore her potential. Her outstanding academic performance reflects her deep commitment and genuine interest in her studies.

Stheffany: While she has not yet met the desired average in some subjects, Stheffany is clearly dedicated and focused on her studies. Greater emphasis on Exact Sciences will be essential in the upcoming bimonthly periods.

Parents/Responsible Parties: Concerned about the academic performance of the participants and with the goal of exchanging information to better understand their adaptation to the educational system, the responsible parties remain engaged and present whenever requested.

Regarding the grade report, it is evident that the responsible parties are aware of the below-average grades and the challenges the students face in grasping certain subjects. They have confirmed and encouraged the students' participation in the office hours. Recently, at the Tutor's request, a new meeting was scheduled with Educational Advisor Vaneide for an individual session (with a follow-up group meeting already planned internally by the school), aiming to foster closer communication, emphasize the importance of education, and highlight the long-term benefits of this valuable opportunity.

After School Program

The students selected their preferred activities from the options offered by the school:

- Antônia Mirella: Guitar
- Laura: Swimming
- Micaelly: Table Tennis
- Náthaly: Swimming
- Sarah: Swimming
- Stheffany: Swimming

Following the school break, all students, including Mirella (considering her condition due to a wrist fracture), have resumed participation in the after-school activities. These extracurricular programs contribute not only to physical strengthening and development but also to enhancing cognitive skills, promoting greater autonomy, confidence, and self-esteem.



2.3.2 – 2024 Second Semester

Below is the tutor's evaluation for the SECOND semester

At the conclusion of the 2nd year of high school, the group demonstrated notable effort and commitment, not only in terms of attendance but also in their academic engagement throughout the school year. By closely monitoring the development and performance of the participants via the Pen Life App, in partnership with Educational Advisor Vaneide, the tutor, Juliana, observed a strong mastery and adaptation to the new content introduced. However, instability in the grades for the Official Exam (PO), particularly in subjects related to Exact Sciences, persisted.

Participants Antônio, Laura, Steffany, Náthaly, and Micaelly exhibited minor challenges that will continue to be addressed in the upcoming year, ensuring significant and positive progress to support their preparation for college entrance exams. Meanwhile, participant Sarah demonstrated no difficulties and fully capitalized on every opportunity to expand her knowledge, aiming to make learning and development across various subjects easier and more impactful.

Antônia Mirella: Despite some grades falling below average, Antônia was able to recover her performance and successfully complete most of her subjects with positive results. The Educational Advisor noted that the number of grades requiring recovery in December is not a concern, given the student's evident interest, commitment, and active participation.

Laura: Demonstrating excellent academic engagement and a strong commitment to her studies, Laura maintained focus and perseverance in grasping the content throughout the bimonthly periods. While she has some grades to recover in December, she is expected to finish the academic year with a positive outcome.

Micaelly: Micaelly has consistently exceeded expectations with her progress, achieving excellent grades while maintaining exceptional attendance, commitment, and engagement with her studies. With her calm demeanor and focused approach, she is well-positioned to recover her grades in the few remaining assessments.

Náthaly: Náthaly has shown fluctuations in her academic progress and recently expressed feelings of discouragement and fatigue in trying to keep up with the school routine. Her lack of motivation has impacted her attendance and hindered her learning progress. Comprehensive academic and social support is being provided to ensure she can successfully navigate and complete the academic year.

Sarah: Sarah consistently strives to improve her grades and is supported by her family, who encourages her to explore her potential. Her outstanding academic performance is a result of her dedication, regular attendance, and strong interest in her studies.

Steffany: Although Steffany has not yet reached the desired average in some subjects, she has shown dedication to her studies. A continued focus on Exact Sciences will be necessary in the upcoming bimonthly periods, but this has not prevented her from recovering her grades.

Parents/Guardians: Concerned about the academic performance of the participants and with the aim of exchanging information to better understand their adaptation to the educational system, the parents/guardians remain actively involved and available whenever needed.

Regarding the grade report, it is clear that the parents/guardians are aware of the students' below-average grades and their struggles with certain subjects. They have supported and encouraged the students' attendance at the office hours. Recently, at the Tutor's request, a meeting was arranged with Educational Advisor Vaneide for an individual session, followed by a group meeting scheduled by the school, with the goal of fostering closer communication, reinforcing the importance of education, and emphasizing the long-term benefits of this valuable opportunity.

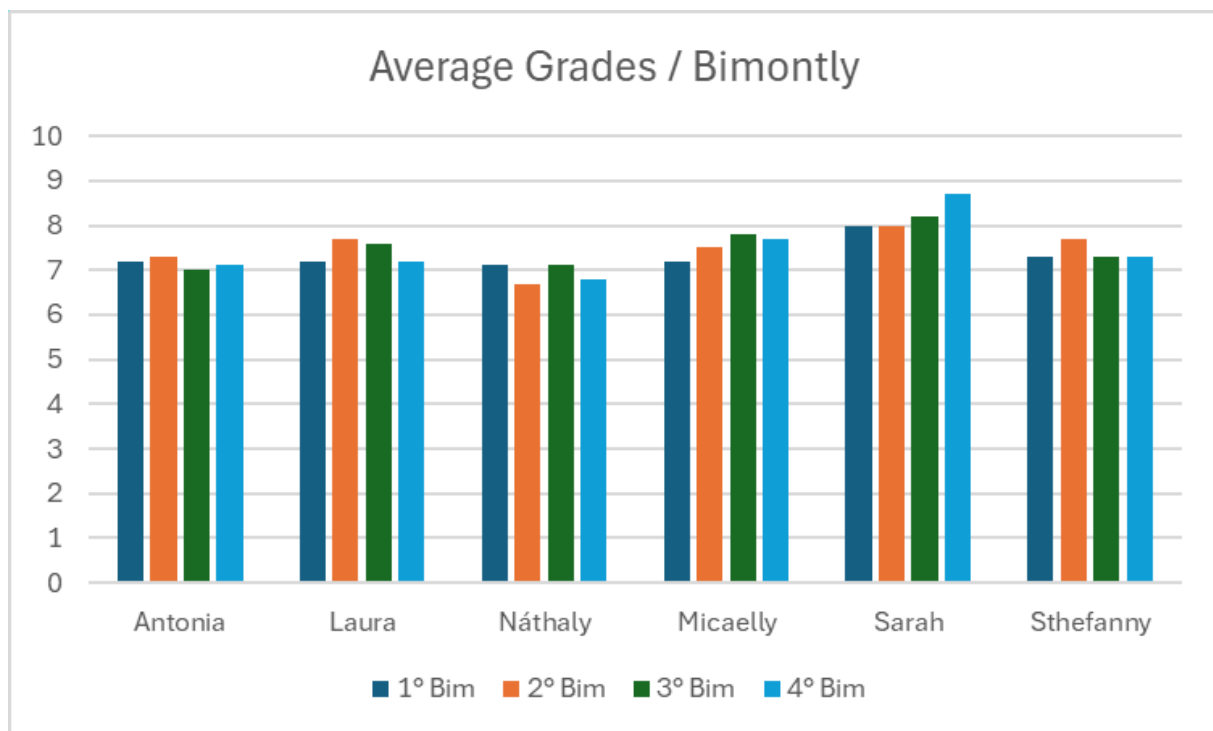
After-School Program:

The students selected their preferred activities from the options provided by the school:

- Antônia Mirella: Guitar

- Laura: Swimming
- Micaelly: Table Tennis
- Náthaly: Swimming
- Sarah: Swimming
- Stheffany: Swimming

To better illustrate the girls' development, Exhibit 1 presents the average grades calculated on a bimonthly basis. The average is calculated on a bimonthly basis by adding up the grades for each subject and dividing the total by the number of subjects (27). This method provides a weighted average across all subjects to determine the overall academic performance for each bimonthly period.



2.3.B School Support Initiative (The Community Valiant Girls)

The other part of the Valiant Girl project is focused on girls at the Junior high school level, i.e. 7th to 9th grade. In Norway it's the equivalent to "Ungdomsskole". The project does not involve scholarships but, rather, focuses on providing academic support and strengthening to girls aged 12 to 14 years old growing up in the slums. It also includes lectures, workshops and activities about female health issues, sexuality and psychological orientation. Finally, all the activities are to physically take place in the actual favelas - henceforth referred to as "communities" - and not at RCBF.

The original aim was to recruit 30 girls from the same communities where the scholarship girls reside. This way the elder "scholarship Valiant girls" would serve as role models and thus inspire the younger valiant community girls. A variety of recruitment actions were done in six communities in Diadema. The outcome was that 21 girls were recruited from two communities located not too far from the RCBF centers.

The project was carried out in two phases in 2024, with each phase addressing different aspects of support for the girls and their families.

In the **first semester, Phase 1** focused on **social support** within the communities of Sítio Joaquina and Acampamento dos Engenheiros. The actions began in February with a campaign organized by the socio-emotional assistance team to promote and enroll participants in various workshops and courses offered by RCBF. This resulted in 53 enrollments. In March, the team delivered food to 69 families, benefiting a total of 345 individuals. April saw the organization of a **Varal Solidário** event, which provided clothing and footwear to 36 families, impacting 180 people. The same month also included a vaccination day, benefiting 47 people,



and the distribution of Easter chocolates to 275 children and adolescents from the two communities. Additionally, the team conducted various community support activities, including clothing distribution, self-care events, and academic support.

Due to the **financial difficulties** previously mentioned in reports, **individual support** (Phase 2) could only be resumed in the **second semester**. Phase 2 focused on **individual support** for the adolescents, aiming to provide personalized guidance and educational support.

In the **second semester**, classes for the project were held in the **Sítio Joaquina** and **Acampamento dos Engenheiros** communities, where each group participated in two sessions per week: morning sessions from 9:00 to 11:00 AM and afternoon sessions from 3:00 to 5:00 PM. Throughout this period, Alessandra, the project tutor, introduced the adolescents to the project's goals through group discussions and activities designed to promote **self-awareness** and **personal growth**. Activities included researching the meanings of their names, writing essays about their identities, and exploring their cultural roots. Alessandra also led the girls in various educational discussions, such as understanding generational groups and career exploration. The adolescents participated in a **Solidarity Clothesline** event and attended a performance by the **Projeto Adolescente Aprendiz** on sustainability. They also engaged in discussions about health and self-care, such as during **Outubro Rosa** (Breast Cancer Awareness Month) and **Mental Health Initiatives** led by RCBF professionals.

In addition to these activities, the girls received continuous academic support in every session, with Alessandra always available to assist with any school-related questions. This combination of personal development and academic guidance created a nurturing environment where the girls felt supported in both their personal and educational journeys.

Throughout the second semester, the **social support** within the communities continued. On **September 9**, a **Mutirão Varal Solidário** clothing distribution event took place in the **Acampamento dos Engenheiros** community, providing 1,400 pieces of clothing, 200 pairs of shoes, and social guidance on employment, income, education, and services. Around **120 people** attended. On **September 12**, a similar event was organized in the **Sítio Joaquina** community, distributing 2,000 pieces of clothing, 300 pairs of shoes, and other items, with **180 participants**. On **September 18**, two meetings were held for the families and adolescents involved in the project. The morning session had **16 participants**, while the afternoon session saw **17 participants**. These meetings provided educational materials and presented the project's services.

On **October 21**, during **Pink October**, a conversation circle with gynecologist Dr. Amanda Lino was held to discuss self-care and breast cancer prevention. The event saw around **40 participants**, with three individuals referred for further care. On **October 30** and **October 31**, two **Psychological Support Mutirões** focused on self-care were held, with **30 people** attending each session.

On **November 11**, **21 food baskets** were distributed to project families. Finally, on **December 12**, a **Christmas dinner** and **certificate distribution** took place for **21 girls** and their families, with **46 people** attending the festive dinner. Additionally, all the participants (including the 6 scholarship) received Christmas food kits, basic food baskets, and holiday presents.

2.3.1 Valient Girls Community Participants Overview

The *Meninas Valentes Comunidade* project includes **21 adolescent girls** from diverse backgrounds, highlighting the socio-economic and cultural diversity within the group. Below is a detailed breakdown of their demographics:

Ethnic Background

- Parda (Mixed Race): 11 participants
- Branca (White): 6 participants
- Preta (Black): 4 participants

Educational Level

The participants are at various stages in their academic journey:

- 6th Grade - Elementary School: 2 participants
- 7th Grade - Elementary School: 5 participants
- 8th Grade - Elementary School: 8 participants
- 9th Grade - Elementary School: 5 participants
- 1st Grade - High School: 1 participant

Household Composition



The girls come from households of varying sizes:

- 2 People: 2 households
- 3 People: 3 households
- 5 People: 5 households
- 6 People: 7 households
- 7 People: 4 households

Family Income

The financial situation of the families indicates economic vulnerability:

- Up to one minimum wage: 19 families
- Up to two minimum wages: 2 families

Bolsa Família Program

A significant number of the families rely on government support:

- Receiving Bolsa Família: 19 families
- Not receiving Bolsa Família: 2 families

Family Headship

The primary caregivers for the girls reflect diverse family dynamics:

- Mother: 17 households
- Grandmother: 3 households
- Stepfather: 1 household

Employment Status of the Caregiver

The employment situation of the family heads illustrates limited access to stable jobs:

- Informal Worker: 9 caregivers
- Homemaker: 6 caregivers
- Self-employed: 1 caregiver
- Unemployed: 5 caregivers

This profile underscores the socio-economic challenges faced by the participants and their families, highlighting the importance of initiatives like *Meninas Valentes Comunidade* in providing educational support, empowerment, and opportunities for a brighter future.

Conclusion

The support of the GlobalGiving community is essential in driving the impact of Rede Cultural Beija-Flor (RCBF) forward. Thanks to this global network of donors and changemakers, we are able to foster meaningful transformation in the lives of at-risk children and their families in Diadema's favelas. Through free cultural activities, social-emotional support, vocational training, and access to quality education, we empower individuals and promote sustainable development within the community.

Each contribution—whether through donations, advocacy, or sharing our mission—helps bridge the gaps in education and employment, equipping individuals with the skills and confidence needed to build a brighter future. This collective effort not only sustains our programs but also allows us to expand, innovate, and reach even more people in need.

As we continue this journey, we are deeply grateful for the unwavering support of the GlobalGiving community. Your commitment fuels real change, proving that when people come together with a shared purpose, lasting impact is possible. Thank you for believing in our mission and for being a vital part of this transformation!