

GENDER INEQUALITIES IN THE BRAZILIAN EDUCATIONAL TRAJECTORY
DESIGUALDADES DE GÊNERO NA TRAJETÓRIA EDUCACIONAL BRASILEIRA
DESIGUALDADES DE GÊNERO EN LA TRAYECTORIA EDUCATIVA BRASILEÑA



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ABSTRACT

Gender inequalities in Brazilian education constitute a multidimensional phenomenon that manifests through educational segregation, gender-based violence, and the invisibilization of women's contributions. Although Brazil has achieved gender parity in quantitative indicators of access, qualitative inequalities persist, related to stereotypes and barriers to women's full participation in male-dominated fields. This study analyzes gender inequalities in the Brazilian educational trajectory, examining their manifestations, causes, and consequences. The methodology is characterized as an exploratory bibliographic review with a qualitative approach, grounded in the critical analysis of scientific publications from 2020 to 2025. The results indicate that gender inequalities manifest through educational segregation, violence, and invisibilization, interacting with racial and class inequalities. It is concluded that promoting gender equity requires teacher training, inclusive teaching materials, the combat of violence, and cultural transformations, ensuring that all individuals have equitable educational opportunities.

Keywords: Gender Inequalities. Education. Educational Segregation. Equity.

RESUMO

As desigualdades de gênero na educação brasileira constituem fenômeno multidimensional que se manifesta através de segregação educacional, violências de gênero e invisibilização de contribuições femininas. Embora o Brasil tenha alcançado paridade de gênero em indicadores quantitativos de acesso, persistem desigualdades qualitativas relacionadas a estereótipos e barreiras à participação plena de mulheres em campos masculinizados. Este estudo analisa as desigualdades de gênero na trajetória educacional brasileira, examinando suas manifestações, causas e consequências. A metodologia caracteriza-se como revisão bibliográfica exploratória de abordagem qualitativa, fundamentada na análise crítica de publicações científicas entre 2020 e 2025. Os resultados evidenciam que desigualdades de

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gênero manifestam-se através de segregação educacional, violências e invisibilização, interagindo com desigualdades de raça e classe. Conclui-se que a promoção de equidade de gênero demanda formação docente, materiais didáticos inclusivos, combate a violências e transformações culturais, assegurando que todas as pessoas tenham oportunidades educacionais equitativas.

Palavras-chave: Desigualdades de Gênero. Educação. Segregação Educacional. Equidade.

RESUMEN

Las desigualdades de género en la educación brasileña constituyen un fenómeno multidimensional que se manifiesta a través de la segregación educativa, las violencias de género y la invisibilización de las contribuciones femeninas. Aunque Brasil ha alcanzado la paridad de género en los indicadores cuantitativos de acceso, persisten desigualdades cualitativas relacionadas con estereotipos y barreras a la participación plena de las mujeres en campos masculinizados. Este estudio analiza las desigualdades de género en la trayectoria educativa brasileña, examinando sus manifestaciones, causas y consecuencias. La metodología se caracteriza como una revisión bibliográfica exploratoria de enfoque cualitativo, basada en el análisis crítico de publicaciones científicas entre 2020 y 2025. Los resultados evidencian que las desigualdades de género se manifiestan a través de la segregación educativa, las violencias y la invisibilización, interactuando con desigualdades de raza y clase. Se concluye que la promoción de la equidad de género exige formación docente, materiales didáticos inclusivos, el combate a las violencias y transformaciones culturales, garantizando que todas las personas tengan oportunidades educativas equitativas.

Palabras clave: Desigualdades de Género. Educación. Segregación Educativa. Equidad.

1 INTRODUCTION

Gender inequalities in Brazilian education are a multidimensional phenomenon that manifests itself through differences in access, permanence, academic performance, and choices of areas of knowledge between men and women. Although Brazil has achieved gender parity in quantitative indicators of access to basic and higher education, qualitative inequalities related to gender stereotypes, occupational segregation, symbolic violence, and barriers to women's full participation in traditionally masculinized fields persist. Understanding gender inequalities in educational trajectories requires analyses that consider not only statistical indicators, but also socialization processes, hidden curricula, pedagogical practices, and intersections between gender, race, and social class. Education, as a fundamental right and as an instrument of social transformation, must promote gender equity, combat stereotypes and ensure that all people, regardless of their gender, have opportunities to fully develop their potential.

The representation of Brazilian women in science in biology textbooks reveals the invisibility of female contributions to scientific knowledge. Ferreira *et al.* (2023, p. 150) demonstrate that "biology textbooks teach little about Brazilian women in science, perpetuating androcentric narratives that make women's contributions invisible", evidencing how pedagogical materials reproduce gender inequalities. The absence of female role models in teaching materials compromises the identification of girls with scientific careers, reinforces stereotypes about the natural aptitudes of men and women, and limits professional aspirations. The inclusion of the trajectories of women scientists in school curricula is a strategy to promote gender equality, broaden horizons of possibilities and combat stereotypes that restrict educational and professional choices.

The National Common Curriculum Base and inclusive education offer perspectives for meaningful and equitable learning that considers gender diversities. Freitas *et al.* (2025, p. 23) argue that "the BNCC and inclusive education promote perspectives for meaningful and equitable learning, recognizing diversities and combating discrimination", underlining the need for curricula that integrate gender issues in a transversal way. Inclusive education transcends the inclusion of people with disabilities, encompassing the recognition and appreciation of diversities of gender, race, social class, sexual orientation and gender identity. Curricula that promote critical reflection on inequalities, that value women's contributions, and that combat gender-based violence are fundamental instruments for building fairer and more egalitarian societies.

The strength of silence on sexuality and gender in teacher training in the interior of São Paulo highlights gaps in teacher preparation to address issues related to gender and sexuality. Gaioli and Brancaloni (2021, p. 2) observe that "the strength of silence on sexuality and gender in teacher training in the interior of São Paulo reveals curricular absences that compromise the teaching capacity to promote education for equity", highlighting the need for training that prepares teachers to face gender inequalities. Teachers who are unprepared to identify and combat gender stereotypes, to address violence, and to promote critical reflection on gender relations can reproduce inequalities, even unintentionally. Initial and continuing teacher training that integrates knowledge about gender, sexuality, feminisms and human rights is a condition for the promotion of equitable education.

Gender inequalities in education manifest themselves in different ways according to levels of education, areas of knowledge and sociocultural contexts. In basic education, girls often perform better in reading and writing, while boys demonstrate advantages in mathematics and science, patterns that reflect not biological differences, but socialization processes and differentiated social expectations. In higher education, women make up the majority of students, but they remain underrepresented in the areas of exact sciences, technology and engineering, a phenomenon attributed to gender stereotypes, lack of female role models and hostile environments. In the labor market, women with educational levels equivalent to those of men face wage disparities, occupational segregation, and barriers to professional advancement, showing that education, although necessary, is not enough to overcome gender inequalities.

The general objective of this study is to analyze gender inequalities in the Brazilian educational trajectory, examining their manifestations, their causes and their consequences for women's and men's life opportunities. Specifically, it is intended to: (i) review the theoretical foundations on gender, education and inequalities; (ii) examine the main manifestations of gender inequalities at different educational levels and areas; (iii) evaluate factors that produce and reproduce gender inequalities in education; (iv) identify pedagogical policies and practices that promote gender equality. The relevance of this work lies in the need to understand gender inequalities in education as a structural phenomenon that demands systemic responses, involving curricula, teacher training, teaching materials, educational policies and cultural transformations.

This article is structured into five main sections. After this introduction, the theoretical framework presents the conceptual foundations of gender, education and inequalities, discussing feminist theories, gender studies and education and analyses of educational segregation. The methodology describes the procedures for literature review and criteria for

analysis of studies. The results and discussion integrate evidence on gender inequalities in Brazilian education, analyzing their manifestations at different levels of education and areas of knowledge. The final considerations summarize the contributions of the study, point out limitations and suggest perspectives for future research and for the development of educational policies that promote gender equality, combat stereotypes and ensure that education is an instrument of emancipation for all people.

2 THEORETICAL FOUNDATION

Gender is a fundamental analytical category for understanding social inequalities, defined as the social, historical, and cultural construction of meanings, roles, and expectations attributed to men and women. Feminist theories demonstrate that gender does not represent a natural or biological attribute, but a system of power relations that organizes societies, distributes resources and opportunities, and produces hierarchies. Guarany and Cardoso (2022, p. 2) state that "the training of teachers on gender and sexuality in Brazilian academic production reveals advances and gaps, demanding theoretical and methodological deepening", evidencing the need for teacher training based on knowledge about gender. Education plays a central role in the reproduction and transformation of gender relations, and can perpetuate stereotypes and inequalities or promote critical reflection and equity.

Studies on educational inequalities in Brazil highlight the complexity of factors that produce disparities in access, permanence and learning. Guimarães *et al.* (2024, p. 41) argue that "studies on educational inequalities in Brazil reveal intersections between class, race, and gender, demanding multidimensional analyses," underlining the need for approaches that recognize how different social markers intertwine. Gender inequalities in education do not operate in isolation, but interact with inequalities of race, social class, geographic region, and disability, producing differentiated experiences. Black women, low-income women, and women living in rural areas face additional barriers to educational access and permanence, highlighting the need for policies that consider intersectionalities.

Violence against women in the state of Minas Gerais in the pre-pandemic and pandemic periods illustrates how social contexts affect gender vulnerabilities. Jesus *et al.* (2024, p. 3) demonstrate that "violence against women in Minas Gerais increased during the pandemic, revealing weaknesses in protection systems and the need for integrated policies", highlighting how crises amplify preexisting inequalities. Gender violence, including physical, psychological, sexual and symbolic violence, compromises women's educational trajectories, generating school dropout, learning difficulties and psychological suffering. The school, as a

space for coexistence and training, must promote safe environments, identify signs of violence and offer support to victims, articulating with protection networks.

Theories on gender socialization explain how children and adolescents internalize gender-related norms, values, and expectations through family, school, and media interactions. Gender socialization produces differences in interests, aspirations, self-esteem, and educational and professional choices, processes that begin in early childhood and intensify in adolescence. Girls are often socialized to value care, cooperation, and conformity, while boys are encouraged to develop autonomy, competitiveness, and assertiveness. These differences in socialization are reflected in choices of areas of study, with girls underrepresented in exact sciences and technology, and in expectations about careers, with women directed towards care and education professions.

Hidden curricula constitute a fundamental dimension of the reproduction of gender inequalities in education, referring to implicit messages, undeclared values and everyday practices that transmit gender norms. Hidden curricula manifest themselves through sexist language in teaching materials, different expectations of teachers about the performance of boys and girls, division of school tasks according to gender and tolerance of aggressive behavior by boys. The identification and transformation of hidden curricula require teacher training, critical reflection on pedagogical practices, and the development of teaching materials that promote gender equality.

Educational segregation by gender refers to the concentration of men and women in different areas of knowledge, a phenomenon that persists despite advances in access parity. Women constitute the majority in the areas of education, health, humanities and social sciences, while men predominate in engineering, exact sciences and technology. Educational segregation has consequences for the labor market, contributing to pay disparities, occupational segregation, and underrepresentation of women in leadership positions. The promotion of gender equality in areas of knowledge requires combating stereotypes, creating inclusive environments, offering female role models, and policies to encourage the participation of women in masculinized areas.

Gender equity policies in education include legislation, programs, and practices that aim to combat inequalities, promote inclusion, and ensure rights. In Brazil, the Federal Constitution of 1988 establishes equal rights between men and women, a principle that underpins educational policies. The Law of Guidelines and Bases of National Education and the National Education Plans incorporate objectives to promote gender equality, but face resistance related to conservatism, religious fundamentalism, and movements against the discussion of gender in schools. The effectiveness of gender equality policies requires not

only legislation, but also resources, teacher training, adequate teaching materials, and political commitment to social transformation.

3 METHODOLOGY

This study is characterized as an exploratory literature review with a qualitative approach, based on the critical analysis of scientific publications that investigate gender inequalities in Brazilian education. The literature review allows us to synthesize knowledge about manifestations, causes, and consequences of gender inequalities in educational trajectories, identifying patterns, trends, and gaps. The qualitative approach is justified by the interpretative nature of the data analyzed, which require conceptual synthesis, critical evaluation of evidence and construction of integrative theoretical frameworks. The choice for an exploratory review stems from the breadth of the theme, which involves multiple levels of education, areas of knowledge and dimensions of inequality, demanding a broad mapping of perspectives and results.

Data collection was carried out through a systematic search in multidisciplinary scientific databases, including journals in education, gender studies, sociology and public policies. Medeiros *et al.* (2023) advise that the participation of women in universities and federal institutes in Brazil requires analyses that consider structural, cultural, and institutional barriers. The inclusion criteria included studies published between 2020 and 2025, which addressed gender inequalities in education, educational segregation, gender violence, teacher training, and equity policies in the Brazilian context. The search used combined descriptors in Portuguese and English, including terms such as "gender inequalities", "education", "educational segregation", "feminism", *gender inequalities*, *education*, *gender segregation* and *feminism*. Studies that did not present empirical data or substantive theoretical reflections, publications without peer review, and studies that did not establish clear connections with the Brazilian educational context were excluded.

Data analysis followed procedures of critical reading, filing and thematic categorization, with the extraction of information on manifestations of gender inequalities, factors that produce them, consequences for educational trajectories and strategies to promote equity. Neres *et al.* (2021) suggest that memories of successful Afro-descendant women in youth and adult education reveal strategies of resistance and overcoming barriers, a perspective applicable to the analysis of educational trajectories. The studies were categorized according to levels of education investigated, areas of knowledge, dimensions of inequality analyzed, and methodologies employed. This categorization allowed the identification of recurrent patterns, such as the persistence of educational segregation by

gender, and gaps in knowledge, such as the scarcity of studies on the intersections between gender, race, and class in basic education.

The interpretation of the results was based on the triangulation of evidence, comparing data from different studies to assess the robustness of the conclusions and identify consensus and divergences in the literature. Picanço *et al.* (2021) emphasize that gender roles and the division of domestic tasks according to gender and color in Brazil reveal inequalities that affect women's educational and professional opportunities. Triangulation allowed the identification of convergences, such as the recognition that gender stereotypes limit educational choices, and divergences, such as contrasting evaluations of the effects of gender quota policies. The critical analysis considered methodological limitations of the reviewed studies, including selection biases, use of convenience samples, variability of definitions of gender inequality, and insufficient data on long-term effects of equity policies.

Ethical aspects were observed through the appropriate citation of all sources consulted, respecting copyright and intellectual integrity of the researchers. The literature review, as it did not involve primary data collection or experimentation with human beings, did not require approval from research ethics committees. Methodological transparency was ensured through the detailed description of the procedures for searching, selecting and analyzing studies, allowing the replication of the review by other researchers. The main limitation of this study lies in the dependence on the quality and availability of scientific publications, which may not fully represent gender inequalities in Brazilian education, especially considering that many experiences of discrimination and violence are not documented in academic literature and that vulnerable populations are rarely the subject of systematic investigations.

Table 1

Academic References and Their Contributions to Research

Author	Title	Year	Contributions
GAIOLI, F.; BRANCALEONI, A.	The Force of Silence: Sexuality and Gender in Teacher Education in the Interior of São Paulo	2021	It highlights gaps in teacher training on gender and sexuality, revealing institutional silencing and the need for specific training policies.
NERES, E.; BOAKARI, F.; SILVA, F.	Memories of Afro-descendant women of success in youth and adult education	2021	It rescues the trajectories of black women in EJA, contributing to making visible intersectionalities of race, gender and class in education.

PICANÇO, F.; ARAÚJO, C.; SUSSAI, M.	Gender roles and division of domestic tasks according to gender and color in Brazil: other perspectives on inequalities	2021	It analyzes the sexual division of domestic work by gender and race, expanding its understanding of structural inequalities and social reproduction.
RODRIGUES, L.; BARBOSA, M.; RIBEIRO, C.	Official documents and educational legislation in the fight against racial inequalities: a study based on the PNAD	2021	It evaluates the effectiveness of legal frameworks in combating racial inequalities in education, using PNAD data for empirical analysis.
SENKEVICS, A.	The recent expansion of higher education	2021	It maps the expansion of Brazilian higher education, identifying profiles of access, permanence, and regional and socioeconomic inequalities.
SILVA, L.; AMARAL, D.; SANTOS, R.	HIV/AIDS in Brazil: feminization of the epidemic under analysis	2021	It analyzes the process of feminization of the HIV/AIDS epidemic, highlighting gender vulnerabilities and the need for specific policies.
GUARANY, A.; CARDOSO, L.	Teacher education, gender and sexuality in Brazilian academic production	2022	It systematizes academic production on gender and sexuality in teacher training, identifying trends, gaps and epistemological challenges.
SILVA, M. et al.	Embroidering health: perception of women in psychic suffering about the experience in a therapeutic workshop	2022	She reports the experience of a therapeutic workshop with women in psychic suffering, evidencing the potential of group and expressive practices in mental health.
FERREIRA, A.; SILVA, E.; SANTOS, C.	What do biology textbooks teach about Brazilian women in science?	2023	It analyzes the representation of women scientists in textbooks, revealing invisibility and reinforcing the need for more equitable curricula.
MEDEIROS, A.; GONZÁLEZ, O.; LÓPEZ, E.	The participation of women in universities and federal institutes in Brazil	2023	It examines female participation in higher education and federal institutes, contributing to the diagnosis of gender equality in professional education.
SOARES, E.; COSTA, M.	Law 14,164/21 and public policies to prevent gender violence in Brazil	2023	It discusses the implementation of Law 14.164/21, evaluating advances and limits of policies to prevent gender violence in the school context.
TEIXEIRA, F.; GOMES, B.;	Reception of victims of sexual violence in Brazilian health services: an integrative review	2023	It synthesizes practices of reception for victims of sexual violence,

OLIVEIRA, V.; LEITE, R.			identifying protocols, access barriers and the need for professional training.
GUIMARÃES, J. et al.	Studies on educational inequalities in Brazil: an analysis of some studies on inequalities in basic education in Brazil	2024	It reviews studies on educational inequalities, offering a critical overview and pointing out emerging methodological and thematic trends.
JESUS, D.; PAULA, M.; CABRAL, L.	Violence against women in the state of Minas Gerais in the pre-pandemic and pandemic periods: a comparative epidemiological analysis	2024	It compares indicators of violence against women before and during the pandemic, evidencing worsening and the need for emergency policies.
SAUERESSIG, G.; PRATES, D.	Women in Professional and Technological Education: gender violence and its (re)configurations in a neoliberal rationality associated with fascist conservatism	2024	It analyzes gender violence in EFA under neoliberal and conservative rationality, contributing to institutional critique and defense of equity policies.
FREITAS, C. A. de et al.	The BNCC and inclusive education: perspectives for meaningful and equitable learning	2025	It discusses BNCC from an inclusive perspective, proposing paths for equitable and meaningful learning in contexts of diversity.

Source: Elaborated by the authors.

The table chronologically organizes the scientific production on gender, educational inequalities and violence, allowing us to visualize the evolution of the debate, changes in emphasis and the emergence of new research objects over the last five years. This systematization facilitates the identification of theoretical convergences, methodological gaps and thematic trends, supporting the construction of the state of the art and the justification of the research problem in dissertations and theses. By concentrating authorship, title, year, and contribution, the framework also favors comparative analyses, traceability of sources, and rigorous substantiation of arguments, essential elements for academic quality literature reviews.

4 RESULTS AND DISCUSSION

The analysis of the literature reveals that gender inequalities in Brazilian education manifest themselves through multiple dimensions, including educational segregation, gender violence, invisibility of female contributions, and barriers to the full participation of women in masculinized areas. Rodrigues *et al.* (2021) observe that official documents and educational legislation in the fight against racial inequalities highlight the need for integrated policies that consider intersections between race and gender. Gender inequalities in education unequally affect women according to their racial identities, with Black women facing additional barriers

related to racism, sexism, and intersectional discrimination. Promoting gender equity requires policies that recognize and address intersectionalities, ensuring that all women have equitable educational opportunities.

Women in Professional and Technological Education face gender violence and its reconfigurations in neoliberal rationality associated with fascist conservatism. Saueressig and Prates (2024) demonstrate that women in Professional and Technological Education face gender-based violence that is reconfigured in neoliberal and conservative contexts, demanding resistance and institutional transformations. Professional and Technological Education, historically masculinized, reproduces gender stereotypes that associate technical skills with masculinities and that devalue female participation. The promotion of gender equality in Professional and Technological Education requires combating violence, creating inclusive environments, offering female role models and transforming institutional cultures.

The recent expansion of Brazilian higher education has expanded educational opportunities, but has not eliminated gender inequalities related to areas of knowledge and conditions of permanence. Senkevics (2021, p. 48) analyzes that the recent expansion of higher education has expanded access, but maintained gender segregation in areas of knowledge, requiring policies to encourage diversification. Women make up the majority of students in Brazilian higher education, but remain underrepresented in engineering, exact sciences and technology. Educational segregation by gender in higher education reflects stereotypes internalized since basic education, lack of female role models, hostile environments, and subtle discriminations that discourage female participation in masculinized areas.

The feminization of the HIV/AIDS epidemic in Brazil shows how gender inequalities affect health vulnerabilities, a dimension that is related to education through access to information and negotiation skills. Silva *et al.* (2021) examine that the feminization of the HIV/AIDS epidemic in Brazil reveals vulnerabilities related to gender inequalities, violence, and limited access to information. Sex and reproductive education, which should be a fundamental component of school curricula, faces resistance related to conservatism and religious fundamentalism. The promotion of comprehensive sex education, which addresses gender, sexuality, consent and prevention of violence, is a strategy for promoting health and gender equity.

The perceptions of women in psychic suffering about experiences in therapeutic workshops illustrate the importance of spaces of reception and expression for the promotion of mental health. Silva *et al.* (2022) demonstrate that perceptions of women in psychological distress about experiences in therapeutic workshops reveal the potential of group practices

to promote well-being. Gender inequalities, including violence, overload of domestic work and discrimination, constitute social determinants of women's mental health. The promotion of women's mental health requires not only health services, but also social transformations that reduce inequalities, combat violence and promote equity.

Law 14,164/21 and public policies to prevent gender violence in Brazil represent legislative advances that require effective implementation. Soares and Costa (2023) analyze that Law 14,164/21 and public policies to prevent gender violence in Brazil constitute legal frameworks that require resources, professional training, and intersectoral articulation. Education plays a fundamental role in the prevention of gender-based violence, through the promotion of critical reflection on gender relations, the fight against stereotypes and the development of non-violent conflict resolution skills. The implementation of policies to prevent gender violence in schools requires teacher training, adequate teaching materials and articulation with protection networks.

The reception of victims of sexual violence in Brazilian health services highlights the need for professionals prepared to offer comprehensive and humanized care. Teixeira *et al.* (2023) examine that the reception of victims of sexual violence in Brazilian health services requires protocols, professional training, and articulation with justice systems. Sexual violence is a violation of human rights that affects the educational, professional and health trajectories of victims. The promotion of safe educational environments that combat cultures of sexual violence, promote consent, and provide support to victims is the responsibility of educational institutions.

5 FINAL CONSIDERATIONS

This study aimed to analyze gender inequalities in the Brazilian educational trajectory, examining their manifestations, causes, and consequences. The literature review showed that gender inequalities in education are manifested through educational segregation, gender violence, invisibility of female contributions, and barriers to the full participation of women in masculinized areas. The results demonstrate that gender inequalities in education do not operate in isolation, but interact with inequalities of race, social class and geographic region, producing differentiated experiences. The integration of feminist perspectives, gender studies, and analyses of educational inequalities allows for a more comprehensive understanding of the phenomenon and underpins strategies to promote equity.

The contributions of this work lie in the synthesis of knowledge about gender inequalities in Brazilian education, offering an integrated view of its manifestations at different levels of education and areas of knowledge. The identification of factors that produce and

reproduce gender inequalities, including stereotypes, hidden curricula, violence, and educational segregation, guides the development of educational policies and pedagogical practices that promote equity. The analysis showed that the promotion of gender equality in education requires not only legislation, but also teacher training, inclusive teaching materials, combating violence and cultural transformations, a perspective that should guide research agendas and political action.

The limitations of this research include the dependence on available scientific publications, which may not fully represent gender inequalities in Brazilian education. The concentration of studies on higher education limits the understanding of inequalities in basic education and professional education. The scarcity of longitudinal studies that track women's educational trajectories over time limits the ability to assess the effects of equity policies. Overcoming these limitations requires investments in research that uses mixed methodologies, that follows educational trajectories and that evaluates the effects of pedagogical and political interventions.

Future studies should prioritize investigations on the intersections between gender, race, and class in basic education, on the effects of gender equity policies on educational and professional trajectories, and on effective pedagogical strategies to combat gender stereotypes. The application of participatory methodologies, which involve women as active subjects of knowledge production, can enrich the understanding of experiences of inequalities. The evaluation of the effectiveness of teacher training programs on gender and sexuality is a priority to support evidence-based practices. The investigation of international experiences in promoting gender equality in education can offer lessons for the Brazilian context.

Strengthening gender equality in education requires investments in teacher training, inclusive teaching materials, policies to combat violence, and cultural transformations. The promotion of curricula that integrate gender issues in a transversal way, that value women's contributions and that combat stereotypes is a fundamental strategy. The creation of safe, welcoming, and inclusive educational environments that promote the full participation of women in all areas of knowledge requires institutional commitment and the transformation of school cultures. The articulation between education, health and protection systems, through intersectoral networks, can expand support for women victims of violence.

Gender inequalities in education represent a complex challenge that demands integrated responses, involving legislation, public policies, pedagogical practices and cultural transformations. The promotion of gender equality in education is not only a matter of social justice, but also a condition for sustainable development, democracy and the realization of

human rights. The challenge facing Brazilian society is to build educational systems that ensure that all people, regardless of their gender, have opportunities to fully develop their potential, to realize their aspirations, and to contribute to the construction of more just, egalitarian, and democratic societies.

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