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INTERSECTIONALITY BETWEEN GENDER EQUALITY, LAW AND EDUCATION IN ELEMENTARY SCHOOL II, IN MARABÁ, PARÁ

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ABSTRACT

This study examines the intersectionality between gender equality, law, and education in Elementary School II in Marabá, Pará. The objective is to analyze how legislation and educational policies address this theme and identify challenges in their implementation. The theoretical framework is based on the legal and normative bases, as well as on educational and social theories on gender and education, which guide the promotion of equity in schools. The research, with a qualitative and quantitative approach, is based on a bibliographic and documentary review, analyzing the curricular matrix and institutional documents from 2019 to 2023, combined with data collection in the field. Interviews were conducted with managers of the Municipal Department of Education and questionnaires were applied to teachers and students to assess the perception of gender equality in the school environment. The results indicate that, although there are normative guidelines on the subject, their application focuses on combating violence against women, without addressing equal opportunities and the deconstruction of stereotypes in a broad way. The inclusion of the theme occurs in a fragmented way and depends on the initiative of schools and teachers. It is concluded that more structured public policies are needed to ensure a transversal approach to gender equality in the school curriculum. The study reinforces the importance of effective pedagogical strategies, continuous training of educators and strengthening of public debate to promote a culture of equity in the school environment.

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INTRODUCTION

Basic education, as established by the Federal Constitution of 1988 and regulated by the Law of Guidelines and Bases of Education (LDB), constitutes a fundamental right, being essential for the formation of citizenship and full human development. In Brazil, Elementary School II, covering the final years of the basic cycle (6th to 9th grade), assumes a strategic role in the formation of young people, as it is during this period that students consolidate critical and reflective skills necessary for life in society.

The National Common Curriculum Base (BNCC) reinforces the need to work on issues such as human rights, diversity and citizenship in the school environment, integrating these values into curricular content. Among the most relevant contemporary themes for citizen education, gender equality stands out as a fundamental axis. However, despite the progressive normative framework, the educational environment still reproduces gender inequalities that negatively affect the development of students, perpetuating stereotypes and cultural barriers, which strengthens the need to discuss the topic in a transversal way.

In the legal field, the right to gender equality is guaranteed by the Federal Constitution, which recognizes equality between men and women as a fundamental principle. However, the realization of this right faces significant barriers, especially in educational contexts. The absence of effective public policies and cultural resistance to change contribute to the perpetuation of inequalities, compromising the implementation of inclusive and equitable education.

In the context of Marabá, in the state of Pará, these challenges become even more evident. The region, marked by cultural and socioeconomic specificities, faces significant difficulties related to female representation and the reproduction of gender stereotypes in the school environment. The municipality registers high rates of gender violence and socioeconomic inequalities that directly influence the conditions of teaching and learning, such as violence against women and children reinforce the need for educational policies that promote respect for diversity and equality.

The analysis of these intersections between gender equality, law and education in the context of Elementary School II in Marabá is essential to identify gaps and propose solutions. By investigating the curriculum matrix, pedagogical practices and political actions in the region, this study seeks to understand how schools can act as transforming agents in the promotion of gender equality. And it aims to answer the following question: What are the existing public policies and pedagogical practices to face these challenges?

Thus, this article aims to contribute to the academic and political debate on gender equality in the educational environment, aligning with the UN Sustainable Development

Goals (SDGs), especially goal No. 5, which seeks to achieve gender equality and empower all women and girls. In addition, it is expected that this study will provide subsidies for the elaboration of more inclusive public policies and educational programs, capable of transforming the local reality and promoting a more just and egalitarian society and the intersectionality between gender equality, the legal field and the educational context, reinforcing the importance of an interdisciplinary and collaborative approach.

To carry out this research, a qualitative approach was used through the study of bibliographic and documentary review, in order to survey the three areas under study: education, cross-cutting theme (gender identity) and law, with renowned authors, through books and articles; as well as documentary research: curriculum matrix used in public schools in Marabá-PA in the final years, projects on the intersectionality of the theme in the Department of Education and/or website of the same Secretariat; and documents produced by municipal agencies, such as pamphlets, booklets and books. The survey will survey documents from 2019 to 2023.

METHODOLOGY

This research was based on a qualitative and quantitative approach, since the complexity of the intersectionality between gender equity, the legal field, and the educational context requires a broad and detailed analysis. As stated by Prodanov and Freitas (2013), one of the advantages of the qualitative approach is that it is directed to the phenomenon itself, allowing a detailed analysis of perceptions and practices on the subject currently studied. On the other hand, for the quantitative part mentioned above, the data collected is also statistically analyzed, such as patterns, trends, and percentages that indicate how students and even teachers perceive gender equality in our school environment.

The objective of the research was to analyze not only the material and normative aspects of gender equality in education in Marabá-PA, but also the perception of academic students, teachers and managers on the subject, in order to achieve a broad and detailed portrait of the educational reality of Marabá-PA.

The research method used stems from the study of bibliographic, documentary and field review. The theoretical support for the investigation was sought through a bibliographic review, with works by notable authors in education, gender identity and law. References from books, scientific journals and academic publications were consulted for information, in addition to the use of local documentary analysis.

In addition to the bibliographic and documentary review, the research used field research as another resource to expand the understanding of the practical reality of schools with regard to gender equality. The questionnaires included closed and open-ended questions addressed to determine the level of knowledge about gender equality, the perception of the treatment of boys and girls in school, and the discussion of the topic included in the classroom. Added to an interview with an educational authority from the Municipal Department of Education of Marabá. This interview was introduced to explore institutional guidelines and actions that promote gender equality in a school setting.

In this way, different forms of data collection and analysis were combined: bibliographic review, documentary analysis, field research, interview and statistical analysis, aiming as a whole to contribute to breaking the fragmentation of the data we have so far on what is being done in terms of promoting and strengthening the gender equity process in schools in Marabá. This methodological set mapped not only the existing advances and gaps, but also indicated guidelines and strategies for gender equality to become a central and structuring element of basic education in the municipality.

RESULTS

THE NORMATIVE ASPECT OF EDUCATION AND GENDER EQUALITY IN THE SCHOOL ENVIRONMENT

The Federal Constitution, in its Article 3, defines, among the fundamental objectives of the Federative Republic of Brazil, the promotion of "the good of all, without prejudice of origin, race, sex, color, age and any other forms of discrimination", in this same perspective Article 5 provides that "all are equal before the law, without distinction of any kind" and expressly affirms equality between men and women as a constitutional precept (BRASIL, 1988).

In addition to the Federal Constitution establishing equality among the people, Article 205 of the Magna Carta also included a provision that determined that "education is the right of all and the duty of the State and the family" and that it will be "promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work" (BRASIL, 1988).

The Charter also provides, in its Article 206, that education will be provided, among others, based on the principles of equal conditions for access and permanence in school, freedom to learn, teach, research and disseminate, and pluralism of ideas and pedagogical conceptions. In addition to what is established in the Major Law, we have the Law of

Guidelines and Bases of Education, Law 9.394 of December 20, 1996, which reproduces and expands, in its Article 3, what is determined in the CF/88. Thus, based on the national legislative set added to the educational guidelines, there is a point of the need to work on issues related to gender and sexuality from early childhood education to high school (BRASIL, 1996).

Basic education aims to develop the student, guarantee him a common education for the exercise of citizenship and provide him with the means to progress at work and in further studies (CASTELLS, 2018).

Especially for Elementary Education, in Brazil it is the longest segment of Basic Education, lasting at least 9 years, divided into two stages: the Initial Years, from the 1st to the 5th grade, and the Final Years, from the 6th to the 9th grade. From the homologation of the National Common Curricular Base (BNCC) in 2018, the Final Years are organized into areas of knowledge and their respective mandatory curricular components.

It is the BNCC that establishes the minimum content for all schools in the country, guaranteeing equal learning rights for all students. Contemporary cross-cutting themes are essential for the development of critical thinking and citizenship, as they connect different areas of knowledge and prepare students for the complexity of today's world. Examples of these themes include the environment, diversity, technology, globalization, and consumption (CARVALHO, 2020).

And when it comes to the promotion of establishing equality and specifically the issue of gender, it is clear that this conceptual search for gender identity refers to the subjective perception of being a man or a woman, involving behaviors, clothing and language used in everyday life. This perception influences the way we recognize ourselves and desire to be recognized by others, being a fundamental aspect of individuality.

On the other hand, gender inequality is one of the most comprehensive, complex and persistent forms of social inequality worldwide. About 3.62 billion people, corresponding to 49.6% of the global population, have their full development limited simply because they are women. This inequality results in restrictions on women's fundamental rights, impacting their participation in politics, the economy, and society in general (TELLES, 2019).

In this sense, the school plays a crucial role in the formation of identity and in the initial contact with diversity. However, it often fails to address gender issues adequately. The mixture of students without activities that promote ruptures with traditional gender relations results in a perpetuation of inequality. It is essential that both students and teachers deal with differences and value the relevance of opportunities for all.

According to Epifânio (2020), educational institutions still include prejudiced elements in their curricula that reinforce male hegemony, contributing to the perpetuation of gender inequality. This deficiency of the educational system in addressing gender issues reflects the inadequacy of educational policies to keep up with the demands of contemporary society.

The school is not simply a place for the transfer of knowledge; The school is a space for civic education, a place where values, identities and worldviews take shape. Among these values, gender equality is one of the most urgent to be ensured for boys and girls, so that they can grow and learn equally and participate fully in society. However, this transformation does not occur automatically. The school must also become an active agent in the deconstruction of inequalities and in the creation of a genuinely inclusive space.

Social and cultural expectations begin to influence boys and girls as early as preschool about what it means to be a boy or a girl. School is one of the first spaces outside the family where socialization takes place, and it is here that gender stereotypes can be reinforced, but also transformed and consciousness elevated. As pointed out by Louro (1997), the school is a key area for the construction of gender identities, both as a place where inequalities are reproduced and as spaces of resistance and transformation.

Also, according to Louro (1997), gender equality in education is not just about boys and girls in a school, but that both boys and girls enjoy a quality educational experience, without discrimination. In Brazil, education for citizenship is recognized in the National Common Curriculum Base (BNCC), which aims to value student diversity and defines gender equality as one of the transversal axes of teaching (BRASIL, 2017). However, the implementation of this guideline remains problematic, with cultural resistance and lack of teacher training to address these issues in the classroom.

The way content is addressed in schools, in turn, can reinforce or deconstruct gender inequalities. In school literature, for example, female characters often dominate the periphery and subservient roles, while male characters take the lead and lead role. While this may seem like just a minor detail, it helps to create a limited perception of the characteristics and possibilities available for women's actions in society (BENTO, 2018).

Teacher training is also really crucial in this. This is a major obstacle, as many teachers either lack knowledge or belong to a traditional culture where they repeat gender stereotypes in their pedagogical practices. It is essential that the teaching staff is trained to address gender equality in the school environment — a space where all students feel respected and can have their potential developed without the limits imposed by gender (DINIZ, 2020).

In addition, the implementation of proposed and implemented projects to review teaching and learning materials, initiate discussions on human rights doctrine and understanding of being close and valuing and respecting women in various fields of knowledge are tactics that can be effective for the agency of gender equality in school.

This change does not exist in a vacuum; The school cannot become a place of gender equality without support. The success of these initiatives depends largely on communities such as families, associations and public authorities. Often, resistance to the topic of gender education comes from family members concerned that these debates may disrupt traditional values. But studies show that schools that are actively engaged with parents and guardians in the educational process find in them an even greater degree of conformity and commitment to the importance of these issues (SCOTT, 2019).

Keep a practical example: school projects that encourage discussion circles with families on topics such as valuing diversity and respecting differences. In these moments, it is possible to dispel prejudices and prove that gender equality does not imply imposing a single model of behavior, but guaranteeing equal rights for all.

A specific example of this is a school project where students respect the value of diversity and promote family discussions around the theme of respect for differences. Such an opportunity ensures that both men and women have an equal opportunity to harness potential, but we need to remember that we must remain educationally responsible (SCOTT, 2019).

To conclude, the intersectionality between gender equality, the legal field, and the educational context demonstrates that these elements not only coexist, but mutually strengthen each other in the construction of a quality educational system. This interconnection ensures the realization of constitutional and infra-constitutional rights, promoting a fairer, more inclusive and equitable education. Thus, by recognizing and integrating these dimensions, it becomes possible to advance in the implementation of policies that guarantee citizenship education in line with the principles of equality and social justice.

THE CONTEXT OF GENDER EDUCATION IN THE MUNICIPALITY OF MARABÁ/PA

According to IBGE, the city of Marabá, located in the State of Pará, has a territorial extension of 15,127.872 km² and an estimated population of 288,513, the Municipal Education network follows the guidelines of the Municipal Education Plan (PME), established by Law No. 18,417, of December 3, 2024, for the period 2024-2034. The PME structures the Basic Education service network in the municipality, consisting of 215 schools

and early childhood education centers, being distributed in urban areas: 35 early childhood education centers and 70 municipal schools of Elementary Education and Youth and Adult Education (EJA), of which four also offer early childhood education and Rural areas: 5 early childhood education centers and 86 municipal schools, some of which serve with multigrade and regular classes of Elementary School and also offer early childhood education. Some of these schools still have the intermediate shift

It is important to mention that the municipality still has high schools: In the urban area, there are 19 schools, some of which operate in buildings of the municipal network. In the rural area, high school is offered through the Modular Education System (SOME), in partnership with the City Hall.

The PME in its text provides some recommendations for promoting gender equality in the school environment, incorporating strategies to combat inequalities and prejudice through education. In Goal 2, aimed at the universalization of elementary education and the improvement of educational quality, the PME establishes the following strategy:

> 2.35: Ensure policies to promote solidarity, prevent and combat violence at school, in addition to confronting various forms of prejudice, such as gender and sexuality, racial, against people with disabilities (PCD) and religious, as well as domestic, sexual and bullying violence. The goal is to create a safe and inclusive environment, strengthening a culture of peace in the school environment. (PME, 2024, p.53).

The gender issue is also addressed in the scope of Special Education. The implementation is conducted by the Municipal Department of Education, through the Department of Special Education, which has the following objectives: Coordinate, monitor and execute the provision of special education services and resources to promote school inclusion and guarantee the right to learning, respecting the development of cultural, generational, ethnic, gender and artistic values, according to the National Common Curricular Base (BNCC).

Also in this context, the PME also provides specific actions for education in the countryside and in riverside communities, highlighting the issue of gender in teacher training. Goal 8, aimed at valuing diversity in education, includes the strategy:

> 8.16: Ensure continuing education for rural teachers, addressing socio-environmental, ethical, aesthetic issues and ethnic-racial, gender, sexual, religious, generational and sociocultural diversity, promoting equity in education. (PME, 2024, p. 86)

The Municipal Education Plan, through its provisions, demonstrates a certain concern with the promotion of gender equality, by recognizing that the school must be a space of respect, inclusion and diversity. The implementation of these strategies represents

a significant advance in combating gender inequalities and building a fairer and more equal school environment for all.

DATA ANALYSIS FROM THE FIELD RESEARCH

To understand how public educational policies address gender equality in the municipality of Marabá, an interview was conducted with the Deputy Municipal Secretary of Education. The interview aimed to investigate the guidelines of the Municipal Department of Education (SEMED) for the promotion of gender equality in schools, as well as the challenges and concrete actions adopted by public management. The information obtained complements the analysis of the guidelines of the SME Plan and helps to understand the perceptions and practices implemented in the educational context

Based on the interview conducted with the Deputy Municipal Secretary of Education of Marabá, we made an analysis of the public educational policies that have been developed to address the gender issue in the municipal schools of Marabá. According to reports, SEMED has a specific policy to combat violence against women, an integral part of the schools' pedagogical plan, which aims to sensitize students on the subject. However, there is no comprehensive and structural public policy focused on addressing gender equality as a cross-cutting theme throughout elementary school.

As reported by the Secretary, one of the main advances of SEMED was the establishment of a policy to combat violence against women, aimed at raising awareness among teachers, students and the school community about the relevance of prevention and confrontation of the issue. According to him, this policy "was incorporated into the educational actions of the municipal network and is present in schools through pedagogical activities and information campaigns". In addition, the Week to Combat Violence against Women was also created, where lectures, debates and activities focused on raising awareness on the subject are held.

If, on the one hand, these actions are pertinent and refer to the commitment of public managers to confront gender violence, on the other hand, the focus of these actions is reduced to the theme of gender violence and does not extend to the perspective of gender equality that should encompass the pedagogical practices of basic education. In response to the existence of more comprehensive educational policies to promote gender equality in schools, the Secretary did not mention concrete guidelines, but acknowledged that there is an incentive for schools to devise projects and activities on their own. This shows that the promotion of gender is the responsibility, in most cases, of each school and professional unit, without a structured and wide-ranging policy.

Without a common recommendation for all schools on gender equality, the issue will be an optional discussion in the classroom, not making the topic mandatory. The Secretary explained that "schools have the autonomy to develop projects related to the theme, as long as they are aligned with the pedagogical proposal and have the support of the school management". But this position of decentralization can lead to uneven implementation between different units, with certain schools launching more coordinated actions, while others do not address the issue in a substantial way.

In addition, the absence of an institutionalized policy for gender equality is still observed in teacher education, since there is no process of continuing education for teachers to explore this theme in a systematic way. The Secretary said that SEMED provides continuous training for educators, but did not indicate a specific module related to the theme of gender. This can hinder teachers' efforts to teach the subject satisfactorily and comprehensively, and instead lead to a superficial approach or even avoiding the subject in class altogether.

Another aspect that highlights this gap is that, even if the PME establishes guidelines that refer to combating prejudice and promoting an inclusive school environment, there are no defined objectives or strategies that guarantee gender equality as a guideline for municipal education. Therefore, what is perceived is a focal action on violence against women, but not a systematized policy that embraces, in a transversal way, gender equality in the curriculum of elementary school II.

In view of this, the analysis of the information obtained in the interview with the Secretary reveals that, despite the existence of advances in the fight against gender violence, gender equality is still not treated as a priority within municipal educational policies. The implementation of a broader and more integrated public policy could ensure that all schools in the municipal network have clear and mandatory guidelines to address the issue, providing a more equitable and inclusive environment for students.

To understand how gender equality is worked in municipal schools in Marabá, questionnaires were applied to 16 students and 5 teachers from an Elementary School II. The main findings will be discussed below.

The research was carried out at the Julieta Gomes Leitão Municipal Elementary School[4], located in the city of Marabá, with the objective of investigating how gender equality is addressed in the school environment. The questionnaires were applied to 16 students from the 6th to the 9th grade and 5 teachers, totaling 21 participants. This

[4] Data collection was carried out in a single school, due to the limitations of space and time faced during the research, thus not reflecting all the schools in the municipality.

research aimed to understand how students and teachers perceive gender equality and where there are gaps between pedagogical practices and the guidelines constituted by the Municipal Department of Education (SEMED).

The students were distributed as follows: 6th grade – 4 students, 7th grade – 4 students, 8th grade – 4 students, 9th grade – 4 students, in addition, 5 teachers who work at the school participated in the research, contributing with information on the development of gender equality policies in educational practice. The data collected were organized into tables and graphs to facilitate the interpretation of the results.

The table below summarizes students' responses about gender equality in school:

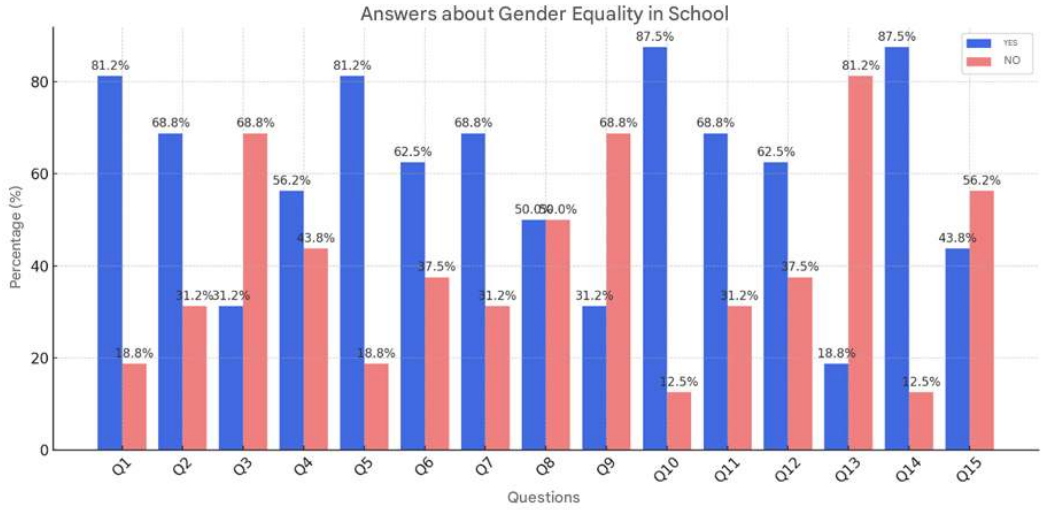
Table 01 – STUDENTS' INTERVIEW DATA

Question	6th Grade (4 students)	7th Grade (4 students)	8th Grade (4 students)	9th Grade (4 students)
1. Have you ever heard about gender equality in school?	4 YES	2 YES / 2 NO	3 YES / 1 NO	4 YES
2. Do you believe that boys and girls have the same opportunities in school?	3 YES / 1 NO	3 YES / 1 NO	3 YES / 1 NO	2 YES / 2 NO
3. Have you ever witnessed or suffered any type of gender discrimination at school?	2 YES / 2 NO	3 NO	2 YES / 2 NO	1 YES / 3 NO
4. Do teachers talk about gender equality in class?	4 YES	1 YES / 3 NO	4 NO	4 YES
5. Do the books and materials used in school show men and women equally?	3 YES / 1 NO	3 YES / 1 NO	3 YES / 1 NO	4 YES
6. Have you participated in any school project or activity on gender equality?	2 YES / 2 NO	3 YES / 1 NO	1 YES / 3 NO	4 YES
7. Do you notice that boys and girls are treated the same way at school?	3 YES / 1 NO	3 YES	2 YES / 2 NO	3 YES / 1 NO
8. Does the school have measures to deal with gender-related prejudice or bullying?	2 YES / 2 NO	1 YES / 3 NO	2 YES / 2 NO	3 YES / 1 NO
9. Do you feel like you can express your opinions on diversity and equality without being judged?	3 YES / 1 NO	3 NO / 1 YES	4 NO	2 YES / 2 NO
10. Have you ever heard of the policy to combat violence against women at school?	3 YES / 1 NO	3 YES / 1 NO	4 YES	4 YES
11. Have you ever seen any action or campaign at school about this policy?	2 YES / 2 NO	3 YES / 1 NO	3 YES / 1 NO	3 YES / 1 NO
12. Do you know what the Week to Combat Violence against Women is?	1 YES / 3 NO	3 YES / 1 NO	3 YES / 1 NO	3 YES / 1 NO
13. Have you participated in any activity this week at school?	2 YES / 2 NO	1 YES / 3 NO	4 NO	4 NO
14. Do you believe that teachers are prepared to talk about gender equality?	4 YES	4 YES	3 YES / 1 NO	3 YES / 1 NO
15. Have you talked about this topic with your family members?	2 YES / 2 NO	3 YES / 1 NO	2 YES / 2 NO	4 NO

Source: The research (2025).

The following results were obtained from the questionnaire:

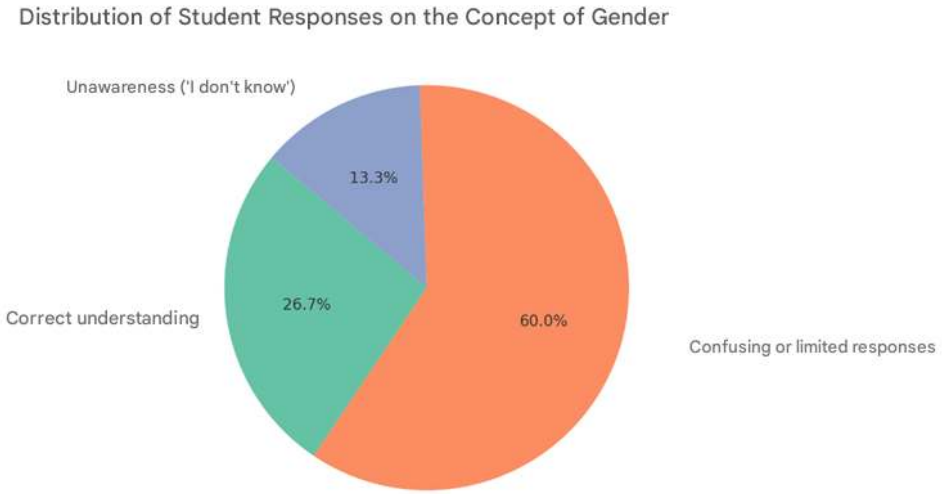
Graph 01 – PROPORTION OF "YES AND NO" ANSWERS



Source: Survey Data (2025).

In addition to the objective questions, students were also asked to answer the open-ended question: **"What do you understand by gender?"**element. The idea was simple, but revealing — to understand the level of understanding of Elementary School students about the concept of gender. And the results brought a clear (and somewhat worrying) portrait of this perception. See:

Graph 02 – STUDENTS' OPEN ANSWERS



Source: The research (2025).

And the teachers' answers were organized in the table below:

Table 02 – Results of the questionnaire with the teachers

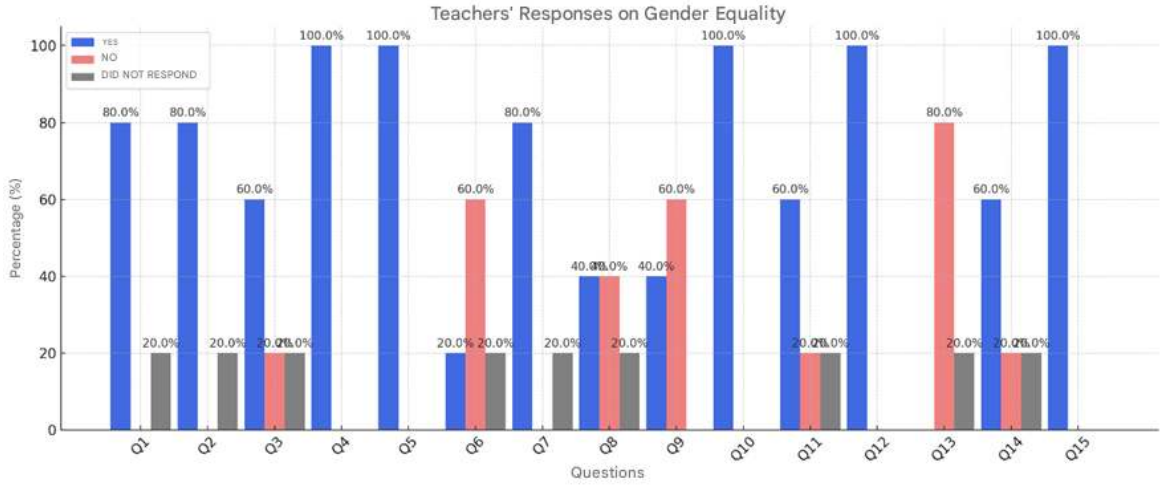
Question	Answers (4 teachers)
1. Have you ever participated in any training on gender equality at school?	4 YES / 1 NOT ANSWERED
2. Are you aware of SEMED's guidelines on gender equality?	4 YES / 1 NOT ANSWERED
3. Does the school follow any specific policy to promote gender equality?	3 YES / 1 NO / 1 NO ANSWERED

4. Have you heard of the policy to combat violence against women in the municipal network?	5 YES
5. Does the school develop activities during the Week to Combat Violence against Women?	5 YES
6. Do the teaching materials used reflect gender diversity?	3 NO / 1 YES / 1 DID NOT RESPOND
7. Do you address gender issues in the classroom?	4 YES / 1 NOT ANSWERED
8. Have you faced difficulties when dealing with the topic of gender equality in the classroom?	2 YES / 2 NO / 1 NOT ANSWERED
9. Is there resistance on the part of students, parents or the community when this topic is discussed at school?	3 NO / 2 YES
10. Does the school offer support to deal with cases of gender bias or discrimination?	5 YES
11. Do you believe that the school environment encourages gender equality?	3 YES / 1 NO / 1 NO ANSWERED
12. Does the school have measures in place to deal with gender-related bullying or discrimination?	5 YES
13. Do you notice differences in opportunities between boys and girls within the school?	4 NO / 1 NOT ANSWERED
14. Could SEMED offer more support to teachers on this topic?	3 YES / 1 NO / 1 NO ANSWERED
15. Would the inclusion of gender equality in initial teacher education help to improve this issue?	5 YES

Source: Labor Data (2025).

According to the questionnaire, these results were obtained:

Graph 03 – PROPORTION OF "YES AND NO" ANSWERS



Source: Labor Data (2025).

DISCUSSION

The research on gender equality in schools in Marabá/PA reveals a scenario full of nuances, which demonstrate advances, but also some challenges that still need to be faced head-on. Most students have heard about the topic, which is a good sign, considering the expressive number that 81.25% say that the subject was addressed at some point at school, showing that the gender equality agenda is, in fact, present in the school environment. But is that enough?

When they go deeper, it is perceived that the discourse is not always reflected in practice. Although 68.75% of students believe that boys and girls have the same opportunities at school, almost a third (31.25%) still report having witnessed or suffered some type of gender discrimination. This shows that, despite efforts to advance, the school environment is still not totally free of prejudice.

Another interesting, and somewhat worrying, statistic is that only 56.25% of students agree that teachers mention gender equality in the classroom. In other words, the subject is on the agenda, but the frequency and depth of its discussion do not seem to be enough to inspire a real change in the students' thinking. It's the old story: knowing that a problem exists is not the same as doing something about it.

But it's not all bad, 82.55% of students believe that school materials represent men and women equally. Most believe that their teachers are prepared to talk about gender equality (87.5%), etc. This is a sign that the path of education and awareness is being well trodden. In addition, 87.5% of the students stated that they had heard about policies to combat violence against women at school, and 68.75% said they had seen campaigns or actions on this topic. This is important, as it suggests that the issue has been treated with institutional priority.

However, there is a gap between theory and practice. Even with all this information, only 18.75% of the students have already participated in activities related to the Week to Combat Violence against Women. This suggests that the challenge is not in informing, but in engaging students in an active and meaningful way.

Another area of concern is that only 31.25% of students feel they can "speak freely" about diversity and equality issues without worrying about being judged. It is evident that, even knowing the importance of establishing a conscious school environment, it is still not conducive for students to feel safe and free to share their experiences and thoughts on the subject.

And there's more: half of the students believe that the school has measures to deal with gender prejudice or bullying, while the other half say it does not. This tie suggests that, if the measures exist, they are not being perceived or communicated clearly to students. And when it comes to creating a safe and equitable environment, insight is key.

Regarding the out-of-school scenario, this is also important. Only 43.75% of students discussed gender equality with their families. This proves that the problem does not yet go beyond the walls of the school – an issue, because values and behaviors begin to be molded at home, at home.

When the open answers are opened, the survey shows that only 26.7% of students demonstrated adequate understanding of the term when linking gender to identity and diversity. Some answers were direct and precise: "It's what someone identifies with" or "Gender, for me, is the sexuality with which a person identifies". These students understood the core of the idea that gender is more than biology and refers directly to individual identity.

However, the majority of students, 60%, have a narrow or confusing understanding of the topic. For them, gender remains binary, limited to a male-female model without nuance or diversity. A classic example was: "There are two genders, feminine and masculine". This simplified understanding makes it clear that cultural stereotypes are still deeply entrenched and that the subject is often approached in a superficial way in many educational contexts.

And perhaps the most alarming data was that 13.3% of students said they simply did not know what gender means. This percentage reflects a worrying disparity in how the issue is addressed in the school environment. How can they develop a more egalitarian and inclusive view of this issue, if they don't even know the basics of what gender is?

The diagnosis here is clear, a specific group of students is already aware of the meaning of gender in a broader and more up-to-date way, while most remain stuck in outdated concepts or even ignorant. The reason for this disconnect seems obvious, there is no cohesive educational policy on gender equality. As the Municipal Secretary of Education points out, the current policy aims only to combat violence against women. While this is a significant step, it is not enough to create a deeper understanding of gender and diversity in schools.

In the absence of institutional guidance, there is a dangerous space for the strengthening and consolidation of stereotypes and prejudices. But for this understanding to cease to be the exception and become the rule, the educational system must take the issue more seriously and consistently.

The results reveal significant advances, especially in awareness and institutional policies, but also make it clear that some barriers still need to be overcome.

As for teachers, it is recorded that 80% of teachers have already participated in training on gender equality; this reveals that the topic is not strange and that there is a sincere concern about this issue. In addition, all respondents (100%) are aware of the policy to combat violence against women in the municipal network, which indicates that the school has effectively promoted this action. In short, the matter is being discussed, which is already a huge step forward.

It is also encouraging that 60% of teachers said that schools have policies to promote gender equality and that 100% agreed that institutions offer support to deal with cases of prejudice or discrimination.

Another positive aspect is the perception of equal opportunities. That is, 80% of teachers said they did not perceive differences in opportunities for boys and girls at school. This indicates that the school environment is already perceived as a place where gender is not a determinant of students' learning and development opportunities. Furthermore, all those who responded agree that including the topic in initial training would help to improve this issue in the classroom, suggesting that there is room for continuous improvement.

But despite these improvements, 60% of teachers do not believe that teaching materials in school are representative of gender diversity. This makes us think that the material taught to students is still biased or lacks adequate representation, which can deepen stereotypes or neglect the empowerment of discussions about concepts related to identity or diversity. Expansion in this area means reviewing the content and seeking more diverse choices.

Classroom practice is another challenge. 40% of teachers said they faced challenges when trying to teach about gender equality in the classroom. This resistance can come from the students themselves or from the school community, showing that more sensitive and effective pedagogical strategies must be developed to deal with this issue. It's that old scenario: you know the subject is important, but the reception is not always smooth in the first act, and this requires preparation and adaptation.

And speaking of resistance, 40% of teachers also said they had already perceived opposition from students, parents or the community when discussing gender equality. This shows that the work needs to go beyond the classroom — it is essential to involve family members and the community so that the message about equality and respect is assimilated more broadly. When the dialogue extends outside the school, the chances of a real change in the collective mentality increase considerably.

There is also a clear space for expanding training on the subject. Although most teachers have already received some type of training, 40% stated that they had not undergone this type of training or did not answer the question. In addition, 60% believe that including gender equality in initial teacher training would help improve the approach to the topic in school. This is a sign that the current lineup, although positive, can still be more consistent and comprehensive.

Therefore, the picture is one of progress, but also with room for improvement. While this school has already taken positive steps towards achieving a more equitable

environment, there are gaps that must be addressed to help transition gender equality from a concept on an agenda item to something that is a lived experience within the school's student and faculty population. It is now important to review the teaching materials, strengthen training and dialogues with the community to consolidate this progress.

CONCLUSION

The intersectionality between gender equality, law, and education is essential for building a more just and equitable society. As demonstrated throughout this study, the Federal Constitution establishes equality as a fundamental principle, and the National Common Curriculum Base (BNCC) directs education towards valuing diversity and human rights. At the municipal level, Marabá has regulations such as the Municipal Education Plan (PME), which includes strategies aimed at promoting gender equality.

However, the findings of the research show that, in practice, the existing public policy that addresses gender equality in municipal schools in Marabá is mostly restricted to combating violence against women, and there is no public policy that works on the theme in a broad way. Although this theme is fundamental, the perspective of gender equality goes further, covering aspects such as equal opportunities, equitable access to education, and deconstruction of stereotypes. The analysis of educational policies and the interviews carried out demonstrate that the inclusion of gender equality in pedagogical planning occurs in a fragmented way and often depends on the individual initiative of schools and teachers.

Regarding the specific objectives, important results were obtained. The first was to investigate the curriculum developed in the municipal schools of Marabá, the findings indicated that the National Common Curriculum Base (BNCC) provides for an approach to cross-cutting themes such as gender equality in Brazilian schools, but this content is treated in a fragmented way and lacks guidance for teachers on how to work with them in a transversal way.

The second specific objective of analyzing the impact of discussions on gender equality on the formation of citizenship and the construction of students' identities was also achieved. The survey carried out with students showed that 81.25% have already heard about the topic at school, indicating that education is present. However, only 31.25% of the students reported feeling comfortable expressing their opinions on diversity without judgment, revealing an inert environment still marked by cultural barriers and aversion to diversity.

As for the third specific objective, which aimed to identify good practices and possible areas for improvement in educational projects on gender equality, it found specific

actions such as the "Week to Combat Violence against Women" with lectures and educational campaigns. But, as part of a comprehensive educational policy, these initiatives are not consolidated, which leads to a variable treatment of the topic from school to school, depending on the individual initiative of the teachers.

Finally, the fourth specific objective, the proposal of guidelines to strengthen gender equality in education, is also addressed by the research. According to the study, broader and more structured public policies should be implemented, such as revisions of teaching materials, continuous training for teachers, and the creation of a more welcoming school environment for diversity.

Thus, this study contributes to the debate by demonstrating that, although there are normative advances, the practical implementation of gender equality in education in Marabá still lacks consolidation and systematization. Strengthening public debate and formulating more robust educational policies are essential steps to ensure that the school plays its transformative role in promoting social justice and citizenship.

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