

DISCUSSION GUIDE FOR THE FILM
GENERAL POPULATION

THE BEGINNING OF **LIFE**

DIRECTED BY **ESTELA RENNER**



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PRESENTATION

When you devote attention to the beginning of a story, you can change the whole story. The way in which children live their early childhood, from gestation up to 6 years, is crucial in defining their future. And ours.

The Beginning of Life invites everyone to reflect on how as a society we are taking care of the one moment that defines both the present and the future of humanity? Do we understand how an investment in the present is capable of defining – and changing – this future?

This post-screening material is a way of offering more resources to promote inspiring and consistent discussions, and help in discovering the importance of Early Childhood Development (ECD).

This booklet was developed in modular fashion,

that is, so you can use the parts you wish, in the way you find most appropriate and the order that makes most sense to you. Pick the activities you like best and, in case some of them cannot be applied, you can find inspiration to create your own exercise and deepen the reflection on the themes discussed.

And remember to let us know how it went after the activities. Your feedback, through VideoCamp, is very important to us. Don't forget to tell us what the discussion was like, what was learned and which were the favorite activities.

We are very happy that you want to be part of this movement to value Early Childhood Development.

Together we can write a new story for humanity.

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OPENING



OPENING



Activity: 10 min.

Greet the group, explain the reason for the invitation and thank people for their presence.

TIP: this should be a short speech, we suggest 2 minutes at most.

If the attendees don't know each other, we suggest the activity:

Story of your name: each participant introduces him or herself and explains what led to their name being chosen. (Examples: tribute to a relative, celebrity, character in a film or novel, friends, etc.). This is an activity that reminds us of the first step in building our identity, which is our name.

TIPS: Depending on the size of the group, this activity can be conducted with everyone speaking to the group or split into pairs/groups of three.

REMININD THOSE PRESENT THE REASON THEY ARE THERE

SPEECH SUGGESTION:

The film we are about to watch is a documentary. It doesn't tell one single story, but has many interviews with children, mothers, fathers, professionals and experts from various fields. There are also people from different countries, but the film is subtitled or dubbed, so don't worry.

Some terms, like brain connections, bonding, parenting, toxic stress will be used in the interviews and, if you're not sure what these mean, we will chat after the screening in order to share our knowledge.

SPEECH SUGGESTION:

Talk about the post-screening discussion.

The theme of "The Beginning of Life" is of global interest, and the goal is to help us think about how we care for our children and, above all, what we can do differently to secure a better future for our society.



FILM SYNOPSIS



FILM SYNOPSIS



Presentation: 2 min.

The Beginning of Life is a documentary that shows us the importance of the first years in the life of a child. Directed by Estela Renner (*Target Market: Kids, Way Beyond Weight*), the documentary was shot in nine countries. Estela interviewed child development experts and visited families in a variety of cultures, ethnicities and social classes in order to discover that creating a loving and safe environment for children during this phase is the biggest investment we can make on humanity.

IMMEDIATELY
FOLLOWING THE FILM



IMMEDIATELY FOLLOWING THE FILM



Questions: 10 min.

Invite the group to talk about the feelings, emotions and themes they noticed while watching the film or themes they consider important.

What necessities come up at this moment – thinking from the point of view of families and society.

SUGGESTIONS FOR QUESTIONS

- What impressed you the most? Have any of you ever been or know someone who were or are now in situations like the film showed?
- Did you know this period of life was so important?
- What are your needs or of someone close to you, in relation to the issues the film presents?
- If the group has not yet defined it, ask what theme they would like to discuss. List the themes and choose which ones will be discussed together, according to the time available.

If the group has not yet defined it, ask what theme they would like to discuss. List the themes and choose which ones will be discussed together, according to the time available.

DIRECTIONS

The following themes are suggestions for the mediators to work together or separately, based on the interests expressed by the group and the time available to conduct the discussion.

Within each theme are suggestions for questions that can be used during a discussion or individual written activities, and suggestions for activities that can be conducted in groups of up to 20 people.

The durations are suggested so the activity does not become tiring after the screening of the film, but it is up to the mediator how long each activity lasts.



BONDING

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BONDING

According to Martha Harris (1995), "a bond is the capacity of two people to experience and adjust to each other's nature, developed through continuous affectionate interaction."

See the full definition in this booklet's Glossary, Page 51



Questions: 15 min.
Activity 1: 20 min.
Activity 2: 15 min.

The mediator should bring up the definition of "bonding" from the glossary to start the discussion, identifying the different points of view of the concept.

QUESTIONS FOR REFLECTION WITH THE WHOLE GROUP OR IN SUB-GROUPS:

(if this is an individual written reflection, consider allowing more time for the group)

- What is bonding to you? How does it interfere in the development of a child?
- What can adults do to help a child explore the world and observe reality?
- At what moments did you notice this theme in the film?

ACTIVITY 1

BUILDING THE BONDING BOARD

Materials needed:

Colored paper, pens/crayons, tape to join papers together.

STEP 1

Mediator distributes colored paper and pens/crayons for participants to write down situations that allow for the development of bonds of love and trust.

STEP 2

Each participant reads the situation and together they build a panel with the group's most important situations. The mediator groups the most similar activities together (example: routine, baby's demands, initiatives by the caregiver, and more or less frequent).

STEP 3

At the end, the mediator raises the discussion about what is needed for the situations listed to happen and for bonding to be created.

ACTIVITY 2

REPRESENTATIONS OF BONDING

Materials needed:

Modeling clay or pencils and paper.

STEP 1

Mediator distributes the materials among the participants and asks them to think about a scene in the film or a situation in their life in which a loving bond is present.

STEP 2

Mediator asks the participants to try to represent the situation imagined with clay or by drawing.

STEP 3

Every participant (or just a few, if time is short) present their work to the group at large, and the mediator comments with help from the group.





CHILDREN AND THEIR ENVIRONMENT

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"Stimulating and Protective Environments"

STIMULATING AND PROTECTIVE ENVIRONMENTS:

Affection is essential for the baby to feel safe and encouraged to explore his environment and develop autonomy.

See the full definition in this booklet's Glossary, Page 47



Questions: 15 min.
Activity: 20 min.

The mediator should bring up the definition of "Stimulating and Protective Environments" from the glossary to start the discussion, identifying the different points of view of the concept.

QUESTIONS FOR REFLECTION WITH THE WHOLE GROUP OR IN SUB-GROUPS:

(if this is an individual written reflection, consider allowing more time for the group)

- What role does the environment in which a child lives play in their development?
- At what moments did you notice this in the film?
- How is it possible to help and care for a baby's development if the adult has little time with them?
- Whose responsibility is it to assure a stimulating and protective environment?
- How do affection and bond interfere in the relationship with the surroundings?

ACTIVITY

THE MUTE LEADS THE BLIND GAME

This activity seeks to bring people into the discussion of the roles of giver and receiver of care, and shows in a clear way the importance of the role of the adult and the environment in the child's development.

Suggested materials to obtain a better outcome from the activity:

fabric strips or handkerchiefs to cover the eyes.

STEP 1

Participants split up into pairs and choose which one will be the mute and which one will be the blind (who will have his eyes covered).

STEP 3

Reverse the roles – the mute becomes the blind and vice-versa. Then walk around the space for three more minutes.

STEP 2

For three minutes, the pairs should walk around the space available, with the mute conducting the blind.

STEP 4

The mediator asks the group to describe what the activity was like, identifying who was more comfortable in the role of conductor or being conducted.





FULL DEVELOPMENT

FULL DEVELOPMENT

FULL DEVELOPMENT

When we talk about full development, we include the development of physical, emotional, social and cognitive properties, and for this to fully happen, the child needs an environment that is comforting, harmonious, and rich in experiences starting in the pre-natal period, through care from the mother and father, the family, and interaction with the environment..

See the full definition in this booklet's Glossary, Page 48



Questions: 15 min.

Activity 1: 15 min.

Activity 2: 10 min.

The mediator should bring up the definition of “full development” from the glossary to start the discussion, identifying the different points of view of the concept.

QUESTIONS FOR REFLECTION WITH THE WHOLE GROUP OR IN SUB-GROUPS:

(if this is an individual written reflection, consider allowing more time for the group)

- Did you already know about the importance of the beginning of life to a child's full development?
- Did you already know that development involves a baby's intelligence and gives them emotional strength?
- And when we talk about a child with a disability, what is the importance of his environment and his interactions? And of the adult that takes care of him?
- What examples did the film present that could be used as tips for how adults can help children develop?

ACTIVITY 1

BUILDING THE FULL DEVELOPMENT PANEL

Materials needed: magazines, newspapers, posters, drawings, scissors, A3 size paper or larger, glue.

STEP 1

The mediator separates the group into smaller groups and each participant receives two magazines and a pair of scissors.

STEP 2

Individually, each participant has five minutes to select and cut out pictures of situations that relate to full child development. And then ten minutes for group discussion.

STEP 3

Each person shows their pictures to the group and together they build a panel indicating each activity and what it means for full development.

STEP 4

Each group will share how easy or hard it was to find the pictures.

STEP 5

The mediator should conduct a discussion starting with the question "Does the group find it easy or hard to adopt these activities in the daily routine of the children you live with?"

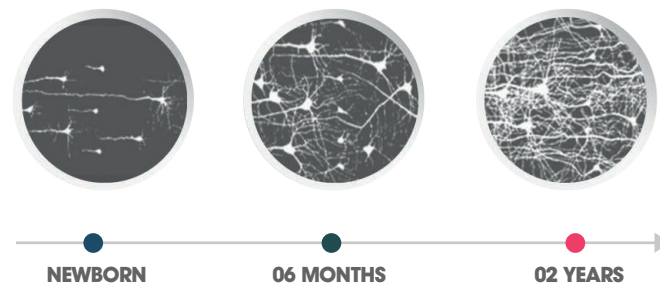
ACTIVITY 2

IMAGES ABOUT THE SYNAPTIC PROCESS AND SENSITIVE PERIODS

The mediator should explain the process of how connections in the brain are formed that is described by various experts in the film. Important facts: the rate of creation of these connections in a child between 0 and 3 years old is very fast (700 to 1,000 new connections per second). This stage of development was only recently discovered and proves the importance of a stimulating environment.

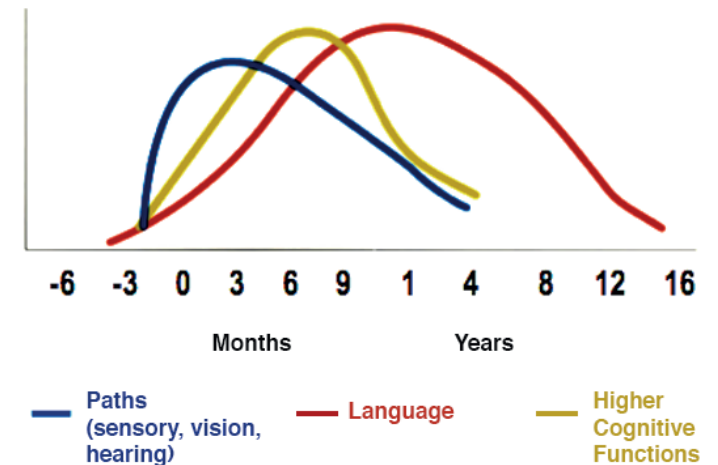
Materials needed: projection or print out of the images below

PROGRESSION OF SYNAPSE CREATION



FUNDAÇÃO MARIA CECÍLIA SOUTO VIDIGAL

BRAIN DEVELOPMENT



C. NELSON. IN FROM NEURONS TO NEIGHBORHOODS, 2000





PLAY

PLAY

PLAY

The best path towards a full education. The benefits for the child include physical, cognitive, emotional and cultural development, as well as socialization and family interaction.

See the full definition in this booklet's Glossary, Page 47



Questions: 15 min.
Activity: 15 min.

The mediator should bring up the definition of “play” from the glossary to start the discussion, identifying the different points of view of the concept.

QUESTIONS FOR REFLECTION WITH THE WHOLE GROUP OR IN SUB-GROUPS:

(if this is an individual written reflection, consider allowing more time for the group)

If the mediator wants, before starting the activity, he can ask the group what he thinks of the importance of play. In Early Childhood Development, play is just as important as sleeping or eating.

- At what moments did you notice this theme in the film?
- Recalling what we saw in the film, how do children play?
- What can we do to help create a good environment for play?
- How do we prioritize a child's play?

ACTIVITY 1

Materials needed: A3 paper or flipchart and colored pens to make a list. If possible, a computer and/or system to screen a video on the internet.

STEP 1 (OPTIONAL)

Mediator screens the video serve and return (2 min) https://www.youtube.com/watch?v=m_5u-8-QSh6A

STEP 2

The mediator should present the concepts about how a child learns (See in references: Any Time is a Time for Care, on page 51):

Children learn by **exploring the world** (nature and their surroundings), **playing** (first with their own body, later with objects that stimulate their senses), **imitating** (the presence of an adult or another child is essential), **repeating** (for small children, repetition offers emotional security and helps them understand the world around them) and **relating** (and by creating relations between the things around them, which they observe, feel and test out).

STEP 3

Participants should list the day-to-day situations in which children can have these experiences (the mediator can organize the situations according to the list above for the group to visualize)

The mediator can stimulate the conversation by asking:

Which scenes in the film most remind you of this theme?

What is the difference between play that involves interacting with people and the environment and activities like watching television or using the cell phone?

If the mediator wants, they can end the debate or activity asking the group how they see the importance of play after having this discussion.





BECOMING PARENTS

BECOMING PARENTS

PARENTING

The concept of parenting has been used to describe the set of activities carried out by the child's primary caregiver in their role of assuring the child's survival and full development, in order to encourage their social integration and slowly make them more autonomous.

See the full definition in this booklet's Glossary. Page 49



Questions: 15 min.

The mediator should bring up the definition of "parenting" from the glossary to start the discussion, identifying the different points of view of the concept.

QUESTIONS FOR REFLECTION WITH THE WHOLE GROUP OR IN SUB-GROUPS:

(if this is an individual written reflection, consider allowing more time for the group)

- How do adults prepare themselves to become fathers and mothers? Is this process natural? Is it easy?
- What are the easiest and hardest parts? Are the difficulties the same that a single father/mother encounters? And that same-sex couples encounter? And what about when parents have a child with a disability?
- Maternal and paternal functions: what is the importance of the presence of both in the development of the child? How do we treat this issue with same-sex couples? And with single parents?
- At what moments did you notice this theme in the film?
- Who can help the family to better perform these roles?





NEGLIGENCE, ABUSE, AND TOXIC STRESS

NEGLIGENCE, ABUSE AND TOXIC STRESS



Questions: 15 min.
Activity: 20 min.

The mediator should bring up the definition of “toxic stress” from the glossary to start the discussion, identifying the different points of view of the concept.

QUESTIONS FOR REFLECTION WITH THE WHOLE GROUP OR IN SUB-GROUPS:

(if this is an individual written reflection, consider allowing more time for the group)

- At what moments in the film did you notice this theme?
- When and who should intervene if there is a suspicion of abuse or negligence?
- How can we identify situations of toxic stress in our community?
- How can we help revert these practices?

TOXIC STRESS

Is a serious condition that hinders a child's development.

See the full definition in this booklet's Glossary, Page 51

ACTIVITY

Materials needed:

Modeling clay (if you don't have it, use paper and pencil)

STEP 1

Mediator distributes the material to the participants and asks them to think of a scene in the film or a real-life situation in which negligence, abuse and/or toxic stress are present.

STEP 2

Mediator asks the participants to represent the situation they pictured using clay or drawing.

STEP 3

Each participant (or a few, if time is short) presents their image to the group and the mediator comments on them with the group's help.





A VILLAGE TO RAISE A CHILD

A VILLAGE TO RAISE A CHILD



Questions: 15 min.
Activity: 15 min.

IF THIS IS AN INDIVIDUAL WRITTEN REFLECTION, CONSIDER ALLOWING MORE TIME FOR THE GROUP

- Thinking about the families you know with small children, do you think they know this information about the importance of development in the beginning of life?
- How can local institutions and services help families learn about this issue and adopt the recommended practices?
- What are we already doing to make sure full development takes place? How are we doing this? Why do we do it this way?
- How can we do this in places that are isolated or far from government services?
- Who can help children's caretakers (it can be their parents, grandparents, neighbors, teachers, etc.) to carry out this role?
- At what moments did you notice this theme in the film?

ACTIVITY

Materials needed: blank paper and pens.

STEP 1

The mediator should split the group into pairs or groups of three.

STEP 2

Ask the groups to choose an NGO, Mayor's Office/Education Department, company in which they work or another organization.

STEP 3

Ask the groups to write a letter to this organization with the needs they want to see addressed.

STEP 4

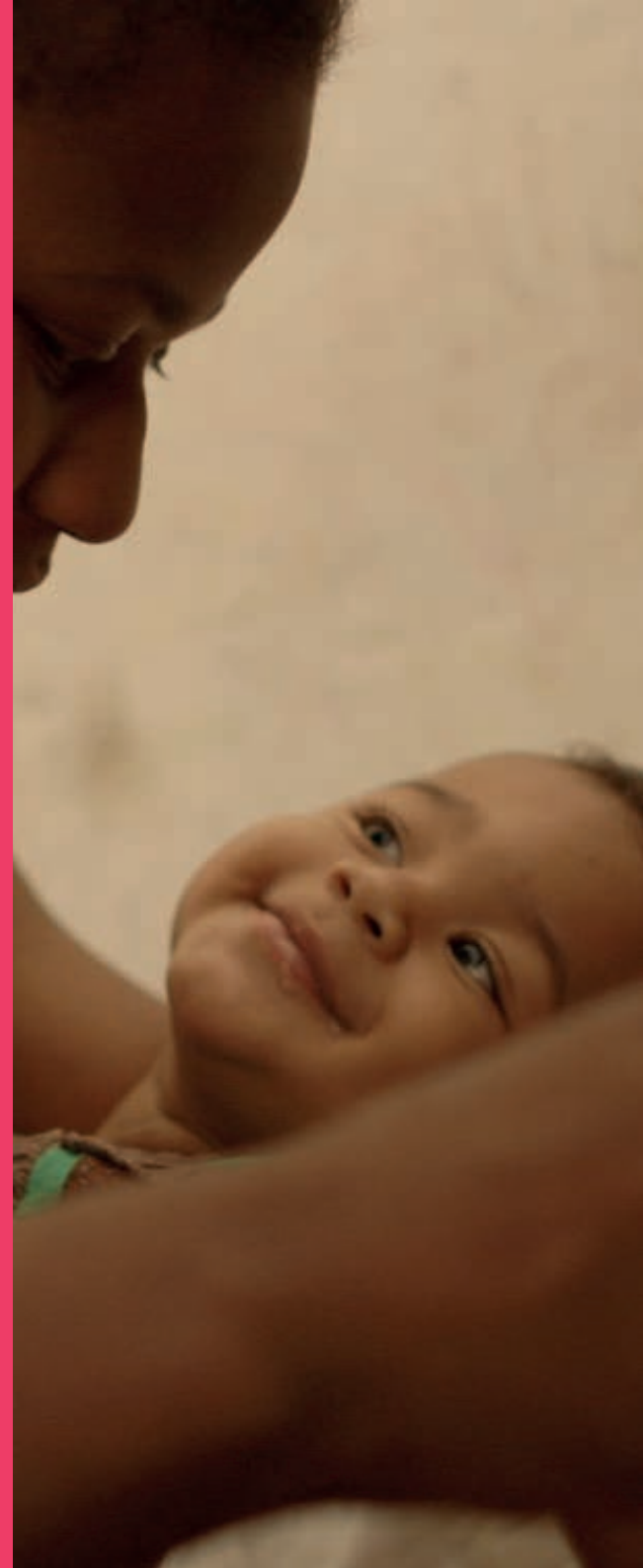
Each group explains who they wrote the letter to and what they asked for.

STEP 5

Send/deliver the letters.



CLOSING



CLOSING

CLOSING QUESTIONS

- What did you think?
- What can people do to improve development in the beginning of life, starting now?
- In what area do you feel mobilized to start rethinking your attitudes at this moment?
- What would you like to see the government, institutions and NGOs do?

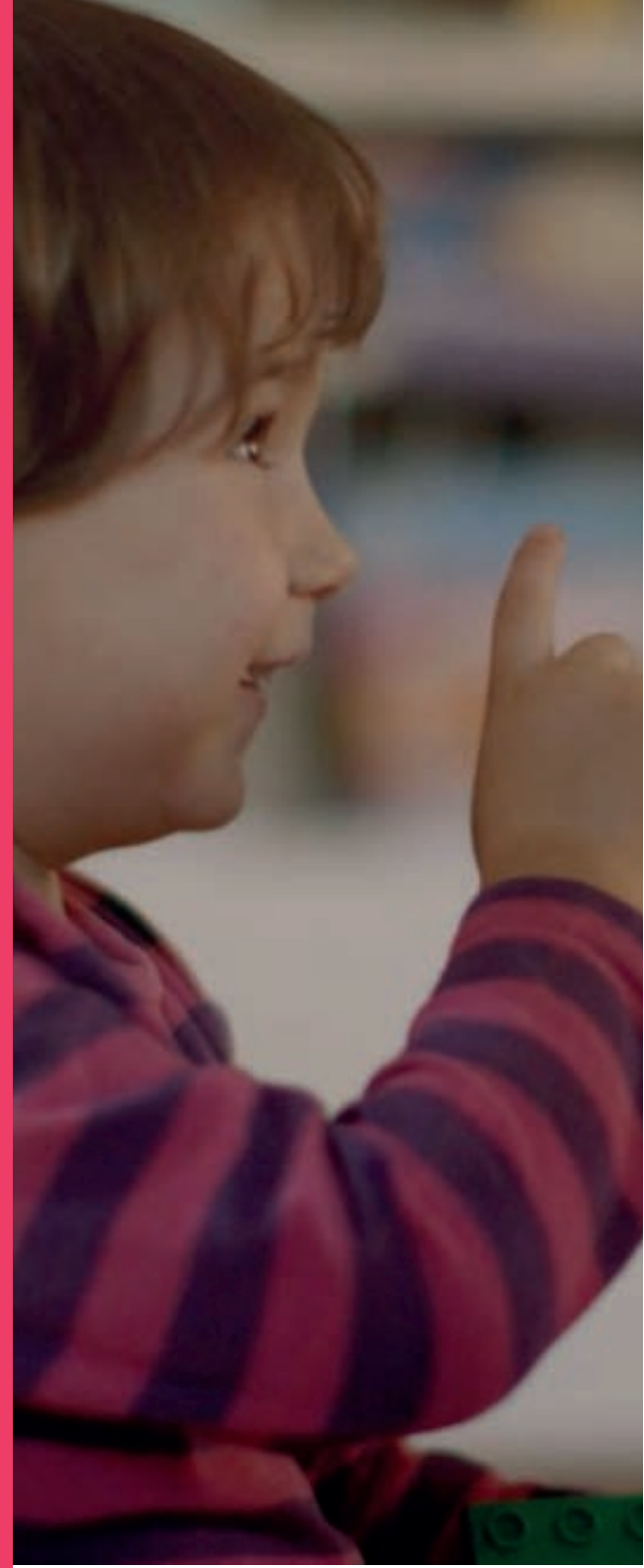
ACTIVITY

Optional materials: cell phone with space to record a video of the participants speaking, or ask that they quickly write on paper.

Ask each participant to tell the group what they are taking away with them from the activity, in one word or in less than a minute.

Mediator, please send this video or written feedback along with the report to VideoCamp.

GLOSSARY



PRIMARY CAREGIVER:

The adult who shares his daily life with the child, interacts directly and establishes the closest emotional ties during the first years of life. The person directly responsible for taking care, offering adequate stimulation, educating, loving, imposing limits, strengthening autonomy and preparing the child for the challenges and opportunities of adult life.

STIMULATING AND PROTECTIVE ENVIRONMENTS:

The baby is a completely dependent human being. When babies are born, they enter a new and strange universe, experiencing different and sometimes unpleasant sensations when compared to the mother's womb. The relationship with the person who takes care of them is what helps them tolerate and understand these changes in this new world in which their personality will develop. The presence of adults who recognize and attend to their needs and the organization of a routine centered around the different stages of their development helps babies familiarize themselves with the world and have more confidence to discover and comprehend it. Affection is essential for the baby to feel safe and encouraged to explore the environment and gain autonomy.

PLAY:

The best path towards a full education. The benefits for the child include physical, cognitive, emotional and cultural development, as well as socialization and family interaction. When a children play, they come into contact with their imagination, desires and feelings, they find out the strengths and limits of his own body, and establish relationships of trust (positive connections) with others. When children discover the world through play they test their skills and abilities, develop

various languages and forms of expression, and broaden their view of the environment around them. Although childhood is the quintessential time for play, playing is not an activity exclusive to children. People of all age play, and the more adults hold onto their playful tendencies, the more creative they are and the better prepared they are to play with children.

SPECIAL NEEDS CHILDREN:

Children from all over the world are very similar in their way of experiencing the world, each at their own rhythm and with their own preferences. Children with special needs may need greater help and attention from their parents, siblings, teachers and the community in which they live. These children also benefit greatly from spending their lives with other children, and a stimulating and protective environment helps them develop their potential, diminishing their frailties.

FULL DEVELOPMENT:

Human development is a process of acquiring abilities that slowly takes a person from a condition of extreme dependency towards autonomy. When we talk about full development, we include the development of physical, emotional, social and cognitive properties, and for this to fully happen, the child needs an environment that is comforting, harmonious, and rich in experiences starting in the pre-natal period, through care from the mother and father, the family, and interaction with their surroundings. The involvement of the support network and public policies that organize services to help with a family and child's necessities are also essential factors for the full development of a small child.

FAMILY WITHIN THE CONTEXT OF CHILD DEVELOPMENT:

Child development, beginning in the pre-natal period, takes place within the context of the family. Supporting families that are pregnant or with children up to three years old means placing the focus on their strengths rather than their occasional weaknesses; it means developing their capacity to not give up, and help them recognize which people and organizations around them they can depend on. Any type of family can promote development in early childhood – including same-sex couples, opposite-sex couples, or including grandparents, aunts or uncles, or cousins; with single or divorced parents; with biological or adopted children, or many other types of unions. The important thing is that the family loves and protects the child, and that they help and encourage one another to help and stimulate them.

MATERNAL AND PATERNAL FUNCTIONS:

Maternal functions relate to comforting and supporting the child. Paternal functions relate to helping the child recognize limits and construct a system of norms and values. Maternal and paternal functions are inseparable and balance each other. Both functions can be developed at the same time by the people taking care of a child, independent of their gender or blood relation, and are very important in building and strengthening bonds.

PARENTING:

The concept of parenting has been used to describe the set of activities carried out by the child's primary caregiver in their role of assuring the child's survival and full development, in order to encourage their social integration and slowly make them more autonomous. It is considered the main duty of one generation (parents): to prepare the second generation

(children) to handle the physical, economic and social situations they will encounter throughout their development.

SENSITIVE PERIOD:

The time from gestation up to three years of age is the period in which synapses are created at an accelerated rate, leading to the construction of a rich and dense architecture within the brain. By four years of age, the brain of a child has already reached half of its potential. We consider this a sensitive period for the full development of a child and a window of opportunity to build the foundations of their adult life.

BRAIN ARCHITECTURE:

The building of the brain can be compared to the building of a house. In a house, construction starts with the floor and walls, then comes the roof and, finally, the water and electrical systems are installed. All of this must happen in the correct sequence, that is, to build the walls one must first make sure the floor is well set, and for the electrical wiring to be installed, the walls must be in place. Something similar happens with the brain. The experiences of a person when they are a baby influence their physical development, that is, even after birth the child's brain is still being built, and the quality of its construction will depend on the experiences the small child has.

EARLY CHILDHOOD:

The period consisting of the first six full years or 72 months in the life of a child, that is, the period that goes from gestation up to the child's sixth year. The first six years of life represent a period of significant transformations and achievements that will serve as the foundation for the rest of their lives. Early childhood includes very early childhood, the period that goes from gestation up to three years of age.

SYNAPSES/BRAIN CONNECTIONS:

In broad terms, it is the process that occurs whenever a brain cell (neuron) is stimulated. Synapses are the point of contact between neurons, and they build paths that allow for connections between different parts of the brain.

TOXIC STRESS:

A serious condition that hinders a child's development. When babies feel an unpleasant or threatening sensation, their body unleashes a process in which they become alert and there is a discharge of adrenaline, increasing their heart rate. If they are adequately attended to, that is, their essential needs are satisfied, the stress system is deactivated, creating a memory of satisfaction that helps their health. However, if the child's needs are systematically ignored, the stress lasts longer and hormones discharged by the sensation of threat harm the formation of synapses, which can impair learning and potential development. This can happen in situations where care is inadequate for a long period of time, and is most alarming in situations that prevent the parents from taking better care of their children. This is why it is important to identify situations (presence of mental illness in adults, drug use, extreme poverty, abandonment, violence, abuse) in which family or community practices prevent full development.

BONDING:

According to Martha Harris (1995), "a bond is the capacity of two people to experience and adjust to each other's nature, developed through continuous affectionate interaction." The development of this first bond, which serves as a model for all others, begins in the pre-natal phase, thanks to the physiological and emotional communication that exists between the mother and the baby, and deepens through breastfeeding and the loving care of the other

adults that take part in the baby's daily life. Loving care is the set of actions related to attention and care that occur during the routine of feeding, hygiene, play, protection, socialization and establishment of limits. Through these actions, the child realizes that they have a safe foundation on which they can trust and feel comfortable, accepted and protected. This connection can keep gaining strength during the entire process of childhood development, offering the child a foundation to build and broaden bonds with other people around them and, later on, with society in general.

SERVE & RETURN

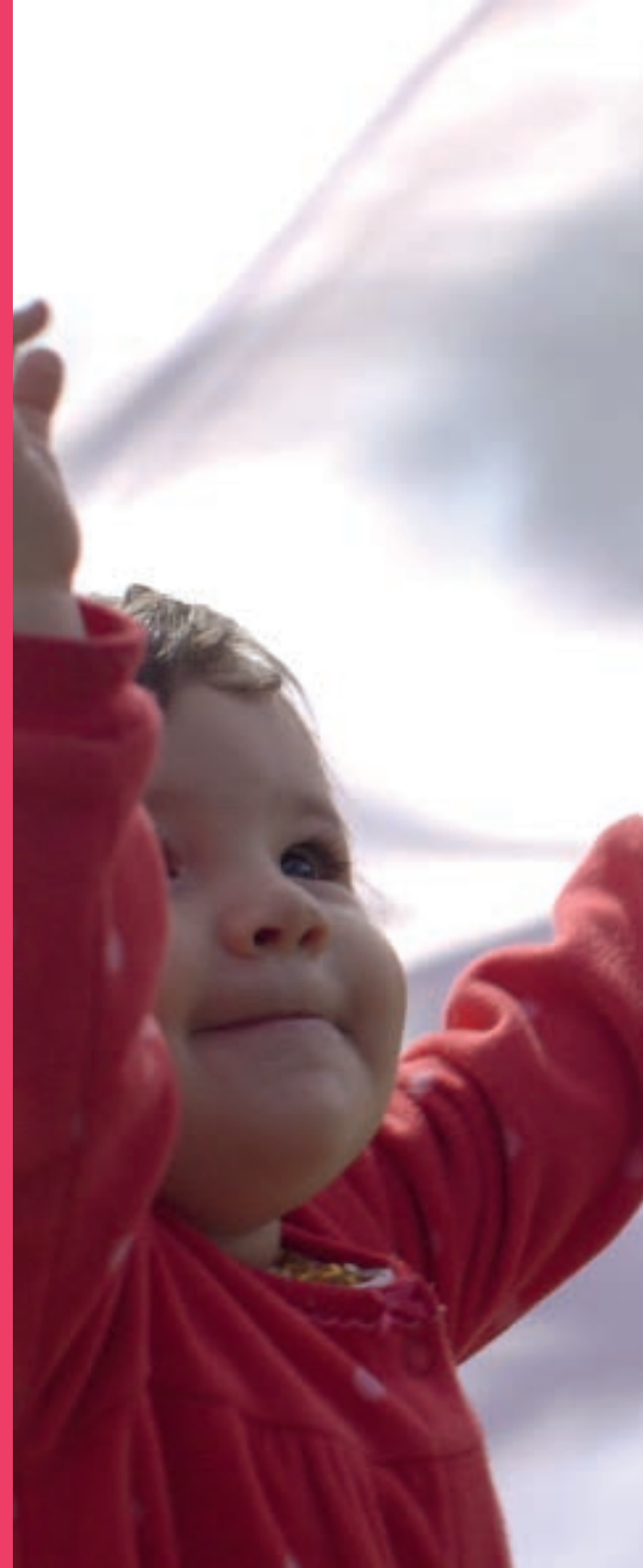
The environment in which the child lives influences the functions of their brain, which is in the midst of being built. There is an element that is very important for the construction of the brain to succeed, which is similar to a kickabout between children and their parents and the other people responsible for them.

When kicking a ball around, children must pay attention to each other in order to exchange passes and move the ball forward. Similarly, when very small children and babies pass the ball to adults or other children in attempts to interact through sound or other movements and facial gestures, the adults have to pay attention in order to pass the ball back.



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<http://developingchild.harvard.edu/>

FILM CREDITS

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PRESENTED BY



PRODUCED BY

