Annual Report

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**laboratório
de educação**

2016: YEAR IN REVIEW

2016 was not an easy year for anyone, but the Third Sector faced the particularly difficult challenge of maintaining institutional sustainability and financial equilibrium in a time of economic recession. These adverse circumstances were reflected in the search for funding of specific projects, and especially in the effort to sustain operations and cover institutional expenses. Thus, in addition to the considerable energy and time that we devoted to projects, we also worked hard to simply ensure a basic level of stability and our existence as an organization.

Despite the obstacles, however, we ended the year feeling satisfied for having been able to not only continue our projects, but also enrich them with new facets. Indeed, we sought to reinvent ourselves and devise strategies to generate revenue through the projects themselves. A careful reading of this report will make clear our two-pronged commitment to producing relevant technical content and designing business models that remain true to our mission as a non-profit organization. There is something of a science behind these decisions, as well as tension between the goal of revenue generation and the core premises that justify our existence.

The current situation of Brazilian education is not only a reflection, but perhaps the cause of the country's general malaise.

In order to transform this reality, the entire team at **Laboratório de Educação** has worked hard to improve existing projects by considering the role of formal and informal learning contexts (in and outside of school), and by creating a series of activities that contribute to child learning in the short-, medium-, and long-term. We have also chosen to bolster our presence in the education community by placing greater emphasis on our belief that **All Children Can Learn**. We seek to not only infuse our projects with this idea, but also make it possible for other organizations to join the cause.

We also believe that issues facing Brazilian education are best addressed by using information to guide practical changes. Each year, we have consolidated our action plan in order to in order to produce what we call "applicable knowledge" that can enrich child-adult interactions. In 2016, we were delighted to see our technical contributions receive greater recognition and consideration.

I hope this report conveys the progress that we have made, and the vision that energizes us to move forward. If possible, we invite you to visit our various websites to learn more about our work!

Beatriz Cardoso
President

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Rationale

Project Overview

Developments and Achievements in 2016

WHO WE ARE

Founded in 2012 by Beatriz Cardoso and Andrea Guida Bisognin, **Laboratório de Educação** is a non-governmental organization that aims to positively influence how adults interact on a daily basis with children between 0 to 10 years of age, especially in regards to language, the basis of the entire learning process.

Our initiatives and solutions cover different stages of child cognitive development, and stand out in the field of Brazilian education thanks to the founding belief that **all children can learn,** and that quality learning environments, stimuli, and opportunities are key to building life-long skills. The diverse projects described in this report demonstrate our innovative vision, and are becoming ever more relevant in a wide variety of contexts, both in and outside of schools.

This past year saw us strengthen our commitment to knowledge, quality, and innovation with the December launch of the **Apprendendo** mobile app, designed in partnership with IBM. In 2015, Ashoka had selected us to develop an educational project with social impact, and Apprendendo represents the culmination of that effort.

The importance of our work was also recognized by the Harvard Business School, which made us the subject of a case study as part of a series on initiatives led by Advanced Leadership Initiative Fellows (Beatriz Cardoso was a Fellow from 2013 to 2014). Additionally, our collaboration with Rede Globo's *Fantástico* on a 2015 program entitled **The Secret World of Babies - Learning to Speak** continues to serve as a valuable resource for early childhood teacher-training programs across Brazil. The three-episode series also received praise from Hillary Clinton, who highlighted the connections between our initiative and the Clinton Foundation's *Talking is Teaching: Talk, Read, Sing* program.

http://g1.globo.com/fantastico/quadros/
mundo-secreto-dos-bebes/

HILLARY RODHAM CLINTON

July 20, 2015

Beatriz Cardoso, Ph.D.
Executive Director
Laboratório de Educação
Rua Pamplona, 1005 – 1° Andar
Jardim Paulista, São Paulo
CEP 01405-200
Brazil

Dear Dr. Cardoso:

Thank you for your note and for sharing your mini-series with me. I am so delighted to learn about your early childhood development work in Brazil; as you know, helping children get the best possible start in life has long been a passion of mine. I am proud of the work I did at the Clinton Foundation to launch our initiative, *Too Small to Fail*, and have shared your information with the program's officers. In the meantime, please know you have my appreciation and best wishes.

With best regards, I am

Sincerely yours,

Hillary Rodham Clinton

As researchers, we partnered with UNESCO from 2013 to 2014 on an interdisciplinary study of the **National Pact for Literacy at the Right Age (PNAIC)**.

In late 2016, we joined the Harvard Graduate School of Education's **Learning for All** project, which will analyze child learning in Peru, Colombia, Botswana, and Brazil.

We have also participated in discussion forums like "**The Child-City Relationship: A Two-Way Street"**, organized in 2015 in partnership with the Parliamentary School at the São Paulo City Council, and which illuminated the role of children as thoughtful participating members of society who have opinions, needs, and contributions that merit consideration.

What Sets Us Apart?

Based on our studies, research, technical qualifications, and years of experience:

- Our work is founded on the belief that **All Children Can Learn**. This principle drives us and guides our work to create productive contexts in which meaningful learning opportunities further child development.

- We prioritize conceptual reflections on teaching and learning processes in order to facilitate the search for effective and scalable solutions, though we may not be the ones to actually implement them at scale (e.g. **Learning to Study, and Learning Language – Teacher-Training**).

- Our research and development methodology considers a wide variety of contexts, thus guaranteeing that our interventions will meet the needs of each target population (e.g. partnerships in Franco da Rocha – SP and Casimiro de Abreu – RJ).

- We believe the complexity of education demands multiple organizational approaches, and our focus is to produce knowledge that informs larger-scale endeavors.

Who We Are

Beatriz Cardoso holds a PhD in Education from the University of São Paulo (USP), and has worked as an educator since 1978. She previously served as president of Comunidade Educativa — CEDAC, and currently sits on the Board of Directors at AlfaSol and Instituto Desiderata. A member of the Clinton Global Initiative, Cardoso has also participated in the Skoll World Forum on Social Entrepreneurship, and in several Harvard University think-tanks. In 2013, Cardoso was a Fellow at Harvard's Advanced Leadership Initiative, and was selected to be a Senior Ashoka Fellow the following year. As of 2016, Cardoso also serves as Director of the Fernando Henrique Cardoso Institute.

Andrea Guida Bisognin holds a Master's in Education: History, Politics, and Society from the Catholic University of São Paulo. Involved in education since 1989, Guida worked at Comunidade Educativa — CEDAC from 1999 to 2011 as a Portuguese language teacher-trainer and pedagogical coordinator of Escola que Vale's internal teacher-trainer course. In that capacity, she co-authored the program's official teacher-training guidelines.

Nicole Paulet Piedra holds a Master's in International Education Policy from the Harvard Graduate School of Education, where she was awarded her program's Intellectual Contribution/Faculty Tribute Award. As an undergraduate at Harvard College, she earned Highest Honors in Social Studies and Latin-American Studies, entered the Phi Beta Kappa Honors Society, and received the Thomas Hoopes Prize for her senior thesis on Brazilian land reform policy from 1995 to 2007. She joined **Laboratório de Educação** in 2013 through the Elliot L. and Anne R. Richardson Fund for Fellowship in Public Service.

Andréa Luize holds a Master's in Language and Literacy from the University of São Paulo School of Education. For over 20 years, she coordinated literacy teaching practices, developed curricula, and trained early childhood and elementary school teachers at Escola da Vila in São Paulo city. Since 2015, she serves as pedagogical coordinator of the Vera Cruz Institute, where she also teaches pedagogy to undergraduate students. In early 2015, she assumed coordination of **Laboratório de Educação**'s **All Children Can Learn** project.

Angélica Sepúlveda holds a Bachelor's in Speech-Language Pathology from the National University of Colombia, and a PhD in Educational Psychology from the University of Barcelona. Since 2000, she has worked on projects that promote literacy and train professionals on the relationship between child development and in-class learning through written texts. She is the editor of *Aprender Textos,* an online platform for academic research on language teaching and learning led by Dr. Ana Teberosky from the University of Barcelona.

Paula Stella holds a Master's in Portuguese Language Didactics from the University of São Paulo. From 2002 to 2012, she served as pedagogical supervisor of teacher-training programs at Comunidade Educativa — CEDAC. She currently works as a teacher-trainer, and teaches in the Post-Graduate Program in Literacy Teaching at the Escola da Vila Teachers' School. She is a co-author of *Ensinar: tarefa para profissionais* (2007) and *Formación Docente en lectura y escritura* (2009). At **Laboratório de Educação**, she coordinates the **Learning Language – Teacher-Training** project since 2014.

To learn more about our team, visit:
http://www.labedu.org.br/en/who-we-are/our-team/

OUR STORY

Laboratório de Educação is an organization that develops pedagogical content and teacher-training methodologies for language development, and which was born out of over team members' 15 years of experience at Comunidade Educativa — CEDAC, a respected Brazilian education nonprofit. In that time at CEDAC, successful partnerships with companies and municipal school districts benefited 980,000 students across Brazil. In 2011, the Ministry of Education adopted CEDAC's original didactic materials (entitled *Trilhas*) as national education policy.

The experience of creating a high-quality resource to transform pedagogical practices and enrich ongoing teacher training in over 2,800 municipalities, as well as the know-how accumulated over those years, inspired us to seek new paths to promote systemic change through the production of applicable knowledge. Thus, we founded **Laboratório de Educação** in 2012.

OUR CAUSE

Children learn all the time and in all places, and their observations and experiences can impact their development in positive and negative ways. Adults, therefore, play a fundamental role in mediating how children interact with the world, and set examples through their attitudes and decision-making. What children learn, how they develop, and the adults they will become depends on us!

Thus, our mission is to develop evidence-based pedagogical tools and methodologies that improve how adults interact with children, especially in relation to language. We believe that this approach favors the necessary conditions for positive transformations to occur, whether in or outside of school.

Why Language?

While all children eventually learn to speak their mother tongue, studies show that crucial gaps in language development emerge by the age of two. These disparities arise from the quality and quantity of in-home interactions,[1] meaning that some children may begin school at a disadvantage.

With regard to knowledge of basic vocabulary, for example, one child may know thousands more words than others their age. A five-year-old may be able to say 5,000 words, but the real question is: "How many words did they need to hear and comprehend in order to attain this number?" Of course, such differences are related to the language adults use with children, thus making it crucial to address the **quality** of interactions between children and family members and teachers.

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1 Fernald, A., Marchman, V.A., & Weisleder, A. (2013). SES differences in language processing skill and vocabulary are evident at 18 months. Oxford: Developmental Science 16:2.

The Dangers of an "Invisible" Problem

This gap becomes evident only once it has directly impacted a child's learning opportunities: reduced stimuli for early childhood language development often results in lower grades and a higher risk of being held back or dropping out of school in later years.[2] Language is therefore fundamental for building knowledge, and children capable of using language are better able to actively and constructively think and learn.[3]

For that reason, investments in language development from an early age impact later educational attainment and influence productivity, income, and quality of life. Indeed, several studies have shown that the period from 0 to 10 years of age is the most important for individual development, with higher rates of economic return and social impact.

Our Goal

We aim to promote language development by all children, and educate adults on the importance of their interactions with children, both in and outside of school.

Through our projects, we seek to spread the awareness that learning happens all the time, and that adults bear a responsibility for expanding a child's cognitive and intellectual universe. In the end, we are all agents of this transformation.

To that end, we produce content and tools that facilitate theoretical and practical appropriation of knowledge about language development, and help adults enrich their interactions with children and make significant contributions to their learning on a daily basis.

Laboratório de Educação president Beatriz Cardoso regularly appears on CBN's **Revista Responde** radio show, where, together with host Pétria Chaves, she addresses topics such as "early childhood language development", "the importance of adults as role models for children", and "children's relationship with new technologies".

2 Alexander, K., Entwisle, D., & Horsey, C. (1997). From first grade forward: early foundations of high school dropout. Sociology of Education, 70, 87–107.
3 Teberosky, A. et al. (2015). Language from 0 to 5.

OUR PROJECTS, IN AND OUTSIDE OF SCHOOL

Our work is structured around two major thematic areas that provide an organic and broad view of the educational process:

Learning in school

Learning Language (0-5 Years) (website, e-book *Language from 0 to 5,* and *Learning Language — Teacher-Training*);

APRENDER LINGUAGEM (0-5 ANOS)

TransFormar (ongoing professional development for teacher-trainers).

PROJETO
transformar

Learning to Study Texts (research on language used in academic texts, and *Learning to Study Texts* teachers' guidebook);

APRENDER A
ESTUDAR TEXTOS

História e Ciências
no 4º e no 5º ano do Ensino Fundamental

1ª edição
2016

laboratório
de educação
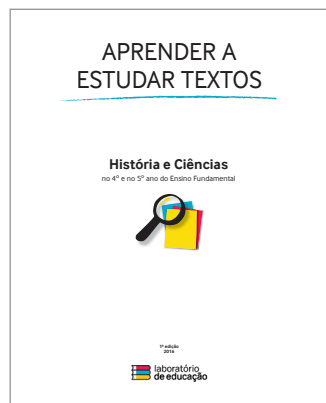
Reading Corner (online collection of children's literature).

Espaço
de Leitura

Learning outside of school

Learning Language (0-5 Years) (website, e-book *Language from 0 to 5*, and the Fantástico series "The Secret World of Babies – Learning to Speak")

APRENDER LINGUAGEM (0-5 ANOS)

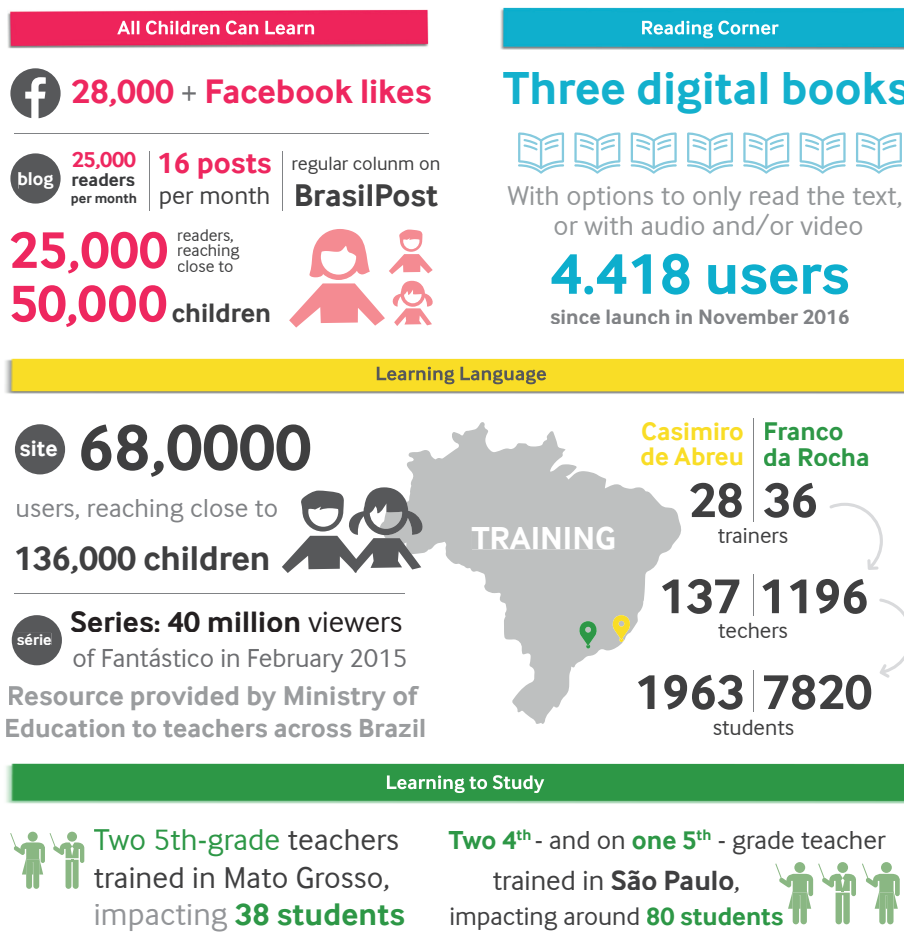**Reading Corner** (online collection of children's literature).

Espaço **de Leitura**

All Children Can Learn (blog, Apprendendo mobile app, training for mediator network, *Reading Networks* instructional material);

TODA CRIANÇA PODE APRENDER

Our Impact

We develop our projects through a constant cycle of content production, research, and implementation that yields applicable knowledge on how to positively influence educational processes in and outside of school.

As of December 2016, we had achieved the following impact:

All Children Can Learn

28,000 + **Facebook likes**

blog — **25,000 readers per month** | **16 posts** per month | regular colunm on **BrasilPost**

25,000 readers, reaching close to **50,000** children

Reading Corner

Three digital books

With options to only read the text, or with audio and/or video

4.418 users

since launch in November 2016

Learning Language

site — **68,0000**

users, reaching close to

136,000 children

série — **Series: 40 million** viewers of Fantástico in February 2015

Resource provided by Ministry of Education to teachers across Brazil

TRAINING

	Casimiro de Abreu	Franco da Rocha
trainers	28	36
techers	137	1196
students	1963	7820

Learning to Study

Two 5th-grade teachers trained in Mato Grosso, impacting **38 students**

Two 4th - and on **one 5th** - grade teacher trained in **São Paulo**, impacting around **80 students**

*Calculated based on an average of two children per person. Data last updated January 17, 2017.

Content Production

Discussion Forums

Educational Advising

Research
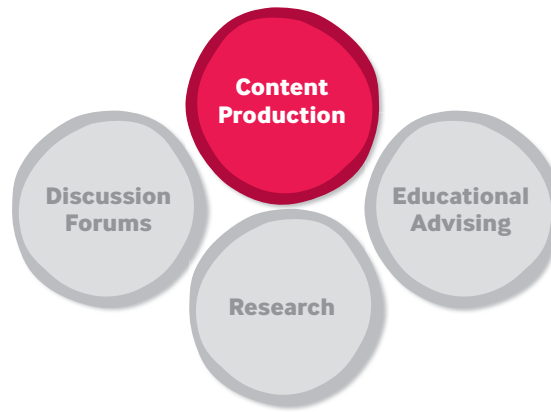
All Children Can Learn

Prejudice in Brazil perpetuates the belief that some children are less capable of learning due to their skin color, socioeconomic status, neighborhood, or family structure. Moreover, schools and families often argue about who ultimately bears the responsibility for educating children, and about whether learning only begins at a certain age. These "myths" often turn adults into passive observers, rather than active facilitators of everyday learning opportunities that can expand a child's cognitive and intellectual universe.

All Children Can Learn offers reflections and examples of how children demonstrate on a daily basis how much they already know, and how much they question about the world around them. Through concrete evidence, the project shows adults that learning is an ongoing process that permeates all aspects of children's lives, and how they can facilitate learning in everyday situations by promoting meaningful interactions with a child's surroundings.

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All Children Can Learn Blog

Launched in August 2013 in partnership with the Clinton Global Initiative, the **All Children Can Learn** blog reached 55,772 readers in 2016 with weekly posts on issues related to modern childhood. Since its inception, it has been visited by 589,918 people. In addition to featuring reflections and expert opinions, the blog also recommends children's literature, short films, games, and activities that encourage child learning in everyday contexts. In 2015, our bloggers also began to write for other publications, including Catraquinha, the Huffington Post's BrasilPost, and the Brazilian Childhood Map. In December 2016, we also initiated partnerships with the Apprentice Network (Portal Aprendiz) and the Reference Center of Full-Time Education (Centro de Referências em Educação Integral).

TODA CRIANÇA PODE APRENDER

Results as of December 2016

589,918	Total Users
111,116	Returning Users
28,703	Facebook "Likes"

*User countries: Brazil, Portugal, United States

All Children Can Learn participated in the 2016 **Virada Cultural** organized by Movimento Entusiasmo. On August 17 and 20, the festival screened short films that had been posted on the blog. About 110 children and 20 teachers attended the screenings at the Caetano de Campos State School and Monteiro Lobato Library. Teachers were also given instructional materials with suggestions on how to use the films to promote their students' learning.

Mediator Network

Laboratório de Educação is founded on the premise that, as active and conscious citizens, we all have a responsibility to educate. Since we also believe that collaboration between social actors is central to transforming education in Brazil, in 2016 we established and reinforced several partnerships to increase the readership of our blog.

The terms of each arrangement vary in that sometimes content sharing occurs solely on Facebook, while in other cases guest posts are made on the respective blogs or websites. As a result, our followers can now access content from platforms such as Brazilian Childhood Map (Mapa da Infância Brasileira), Apprentice Network (Cidade Escola Aprendiz) and Catraquinha.
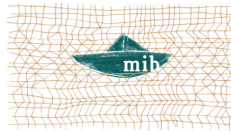
Reading Networks

Reading Networks is a manual that examines the importance of reading to children, and presents information on different types of stories, criteria for selecting an age-appropriate book, and guidelines for promoting reading time and literary conversations.

Initially intended for use in training sessions at the international organization TETO, **Reading Networks** aims to support volunteers who will read to children and adolescents in the beneficiary communities. The manual not only includes prompts and activities for a series of four training sessions, but also diagnostic and evaluative questionnaires, and a timeline for training implementation and evaluation.

Throughout the second half of 2016, we met with TETO administrators to establish the terms of the partnership and answer their questions about the material and its potential uses. In March 2017, TETO will begin to implement the actions prescribed by the manual in São Paulo.

"APPRENDENDO" APP

As the official **All Children Can Learn** app, **Apprendendo** provides tips for adults on how they can promote child learning both in and outside the home. Organized in terms of physical setting (bedroom, kitchen, restaurant, street, etc.), the application suggests age-appropriate activities for children one to ten years old. It also explains what children can learn from each activity, and allows parents to create a photo album of their children doing the suggested activities.

Our team worked throughout 2016 to devise the activities and settings to be included in the initial version launched in December.
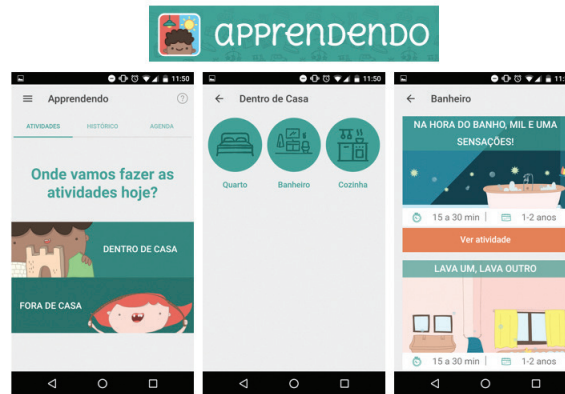
Results as of December 2016

1,598 | Total downloads in the first month

*User countries: Brazil, United States, Austria, and Portugal

Learning Language (0-5 Years)

Language learning in the first five years of life is crucial for child cognitive development. However, the knowledge produced by experts in the fields of linguistics, cognitive psychology, and pedagogy is complex and therefore largely inaccessible to adults who interact with children on a daily basis.

The **Learning Language** project translates this knowledge and connects it to everyday child-adult interactions, from early gestures and spoken words to when children learn how read and write. Using four characters to represent children in different age groups, the project discusses topics such as interaction, phonetics and phonology, vocabulary, speech, grammar, and written language.

Digital platform

Developed in partnership with a research team led by Professor Ana Teberosky at the University of Barcelona, the **Learning Language** platform is a digital guide to language development in early childhood. In order to illustrate milestones in this process, depictions of everyday situations are accompanied by expert commentary on *when, what,* and *why* children learn to speak.

The site received a total of 70,532 users in 2016, with 10,053 going on to become returning users.

Given the high number of visitors who use mobile devices (mostly smartphones), the site layout was redesigned to include mobile responsive technology, and can now be accessed by anyone, anywhere, and at any time.

Since its launch in November 2015, the site has attracted attention from other educational organizations, including:

Results as of 2016

70.532	Total Users
10.053	Returning Users

The "**Language from 0 to 5**" e-book compiles and adapts content from **Learning Language**. In addition to explaining key milestones of language development, including images that illustrate how this process occurs in everyday life, the book contains a guide on how adults can assist children in each age group. The e-book will be available for purchase on Amazon in March 2017.

From March to September 2016, **Laboratório de Educação** staff conducted ongoing training for educators in the Franco da Rocha municipal school system, which had previously participated in a 2015 pilot study. The training sessions touched upon language development and learning among children from 0 to 5 years of age, and utilized pedagogical materials that we have produced since 2014. In the time normally reserved for internal meetings, we successfully trained all of the early childhood education pedagogical coordinators, as well as all of the teachers and their assistants.

Laboratório de Educação staff also monitored teacher-training meetings at certain schools, and were satisfied with what they observed. According to an evaluation distributed at the close of the training, the pedagogical coordinators had largely positive feedback: over 80% agreed that the training content was relevant to their work and professional background, and also stated that they could relate the content to municipal early childhood education guidelines. The monitoring also revealed significant achievements, such as: coordinators' improved time management; better understanding of the meeting agenda; trainers' greater ability to communicate meeting content to others, and connect classroom activities with pedagogical theory. The monitoring data also indicate that, over time, teachers came to appropriate and apply more of the training content. Coordinators reported progress in the classrooms themselves: some teachers became more attentive to their students' use of language, while others began to read books aloud more often.

In addition to the training sessions, we also finalized and produced instructional materials, including three manuals for trainers and teachers working with children ages 0-18 months, 3-4 years, and 4-5 years. This process was aided by a pre-existing partnership with a public daycare, as well as by a new partnership with a municipal early childhood education center where we carried out and recorded activities with infants.

In 2017, the project is projected to be implemented in another municipality of Greater São Paulo.

Results as of 2016	
7.820	Children between 0 to 5 years of age
780	Teachers
416	Teaching Assistants
36	Pedagogical Coordinators

Reading Corner (6-8 Years)

The ability to comprehend and produce narratives is central to the development of oral language skills, and also facilitates learning how to read and write. However, it requires that children ages 6 to 8 already possess advanced cognitive and linguistic skills. Adults can aid in this process by reading aloud and engaging children in conversation about written texts.

The **Reading Corner** platform offers a collection of digital books that adults and children can use to enrich their reading experience: alone or with an adult; reading or listening; and hearing their own voice or that of a family member or pre-recorded professional. The platform also includes games and guidelines that emphasize the importance of reading, and explain how to enhance interactions with children who are just beginning to read.

In 2016, following a lengthy web design process, we launched the mobile-responsive website with three books: *Mandrágora's Recipe*, *Irina's Album*, and *The Legend of Sigurd*. Four new stories are currently in production, and will be made available in Portuguese and Spanish according to an established timeline.

Results as of 2016	
4.544	Total Users
1.749	Returning Users

Learning to Study (9-10 Years)
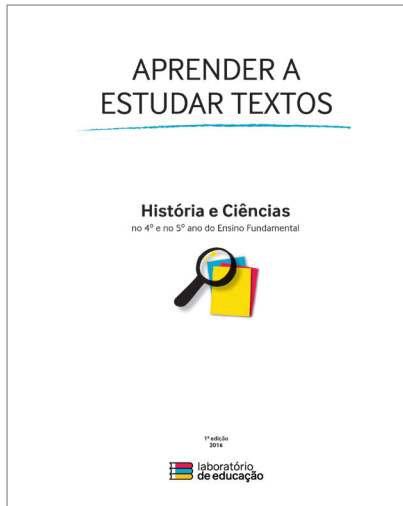
The promotion of language as a tool to access knowledge is challenging for Brazilian schools. Since textbooks use dense, abstract, and unfamiliar language, learning to research and study requires exposure to academic registers in different subject areas.

Learning to Study provides 4th- and 5th-grade teachers with guidelines for analyzing the structure and content of History and Science texts.

The project's teacher-training guide calls attention to the language used in textbooks, and shows how engagement with these texts can simultaneously further students' language skills and educate them about various disciplines.

In the first half of 2016, we completed a printed version of the **Learning to Study Texts** teacher's guide. We worked to illustrate and provide examples for each concept, and also rewrote the introductions to each chapter.

In the second half of 2016, we conducted research in a municipal public school of São Paulo city in order to document the on-the-ground implementation of didactic strategies from **Learning to Study Texts**. Over the course of four months, we worked closely with two 4th-grade teachers and one 5th-grade teacher, including direct classroom observation and weekly follow-ups meetings regarding the use of **Learning to Study Texts** guidelines to create lesson plans.

Throughout the process, we documented in-class implementation through photos and audio/video recordings. The intervention benefited a total of 75 students, who enjoyed a greater number of opportunities to meaningfully learn about the content of History texts, as well as the forms and functions of the language used therein.

Results as of 2016

75 students
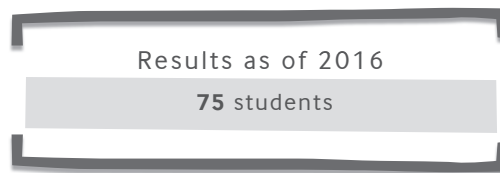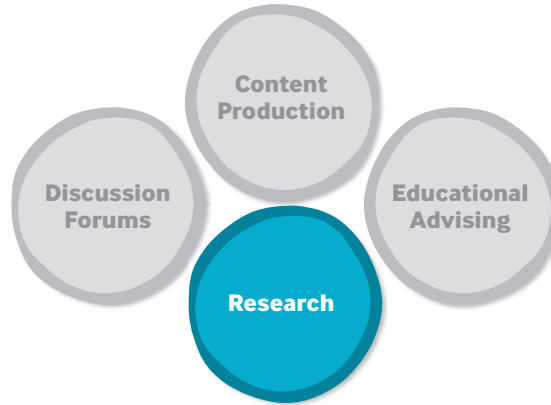
## Learning to Study - Theory-Based Production of Training Materials

In 2015, we studied the linguistic and visual characteristics of some of the most common 4th- and 5th-grade History textbooks distributed through the National Textbook Program (PNLD, 2013). The results of this research served as the basis for the Learning to Study Texts manual.

In 2016, we authored three theoretical articles that justify the manual's didactic choices:

● The first article, *Page Layout and Interpreting Textual Information*, presents and explains the process for reformatting textbooks to improve in-class use;

● The second article, *Creating Visual Aides to Study Texts*, presents key principles and evidence to justify the decision to study texts through visual representations of the written content; and

● The third article, *The Use of Diagrams in 4th- and 5th-Grade History Textbooks*, explores how diagrams function in textbooks from five different Brazilian publishers. Our study was later replicated by a doctoral student at the University of Lisboa Institute of Education.

We intend to submit the articles to academic journals in 2017.

In February 2017, our team will present the results as part of a roundtable discussion at the Writing Research Across Borders Conference in Bogotá, Colombia.
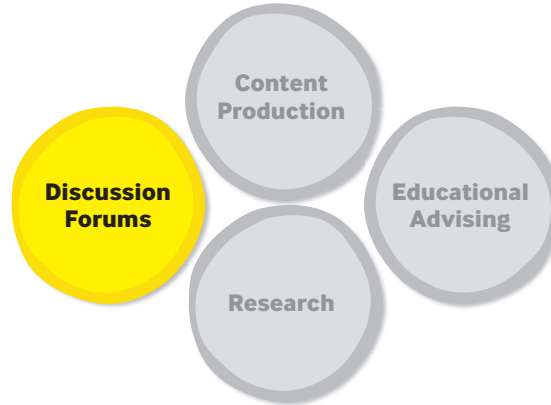
Education 360

On September 24, 2016, Paula Stella, coordinator of **Learning Language — Teacher-Training**, participated in the third edition of Education 360, an event that brings together thousands of Brazilian educators to share research and experiences, and discuss major challenges facing the country.

Stella participated in a panel discussion on program administration, and presented the results of our trainings for early childhood pedagogical coordinators in Franco da Rocha. Those sessions occurred once every two weeks, and involved our original instructional materials, which provided theoretical and practical content on language development among children under 5, as well as references and strategies to help teachers plan and analyze in-class learning opportunities.

Literacy and Its Relationship to Early Childhood Education

From October to November 2016, Laboratório de Educação president Beatriz Cardoso participated in a series of debates on literacy and how it relates to early childhood education, organized by Todos pela Educação and the Maria Cecília Souto Vidigal Foundation. With the goal of making specific recommendations to national, state and municipal educational policymakers, participants discussed key issues and sought to identify points of agreement and potential solutions.

Learning for all

In late 2016, we became a partner of the Harvard Graduate School of Education's Learning for All project. With support from the recently-created Lemann Research Fund, the project will analyze child learning in ten schools across four countries (Peru, Colombia, Botswana, and Brazil).

Content Production

Discussion Forums

Educational Advising

Research
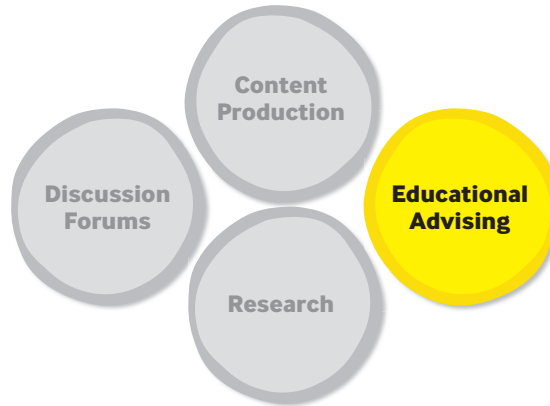
Projeto TransFormar

Learning should be at the heart of educational actions and policies at all levels, whether federal, state or local. In order for this to occur, we must adopt a systemic perspective in developing methodologies that strengthen ongoing training for public school teachers and administrators.

The **TransFormar** project is made possible through collaboration with the Municipal Secretary of Education and Cultural Foundation of Casimiro de Abreu (RJ), in partnership with Comunidade Educativa – CEDAC.

On ten separate occasions throughout 2016, the **Laboratório de Educação** team traveled to Casimiro de Abreu to collect data on training sessions held in select Early Childhood Education and Early Literacy classrooms. In tracking the implementation of ongoing training at the municipal level, we aimed to: monitor the impact on those involved and trace program-related challenges and accomplishments; understand how the local context affected on-the-ground developments; evaluate the potential to more closely align pedagogical and administrative decisions made by the Secretary of Education; redesign training tactics to better reflect the work of educators and enhance child learning; comprehend and analyze teacher-trainers' use of curricular materials and/or guidelines (structured or not); and systematize the experience so that it may be "replicated" in other ongoing training contexts.

The project's Evaluation Framework provided relevant data on the following quantitative and qualitative indicators:

● Participant attendance;

● Implementation of project activities;

● Participation in training sessions;

● Understanding of project scope and objectives;

● Review and/or classification of network structure and organization;

● Incorporation of study and reflection into professional practice;

● Knowledge and appropriation of performance metrics;

● Planning, implementation, and monitoring of actions to promote student learning.

The Evaluation Matrix enabled us to monitor the training process throughout 2016, and came about through a partnership with Comunidade Educativa - CEDAC.

Results as of 2016

6.400	Students
33	Guiding Teachers
29	Directors
13	Librarians
11	Representatives from the Secretary of Education
9	Facilitators (responsible for monitoring the schools)

FUTURE CHALLENGES

Through partnerships with the private sector and other civil society organizations, we strive to bring about large-scale and systemic transformations in the Brazilian education system.

In order to fulfill our mission and guarantee institutional sustainability, we have supplemented financial contributions from companies and institutes with a social business model that aims to:

- Expand the distribution of our content (to increase scale);

- Add value to partner companies' operations, brands, and products;

- Generate revenue that enables us to develop new public-interest projects

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