

**All  
Children  
Can Learn.  
Every Adult  
Has the  
Responsibility  
to Educate.**

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**All Children  
Can Learn.  
Every Adult Has  
the Responsibility  
to Educate.**

# **1**

## **Our Mission**

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### **All children can learn, anytime and anywhere**

Everything children observe and experience can positively or negatively impact their development, and adults play a crucial role in mediating their interactions with the world, and setting examples through attitudes and choices. It is up to us to guide children as they learn, develop, and become adults themselves!

For this reason, Laboratório de Educação seeks to encourage reflection and spread awareness among adults about how they can become involved in their child's learning process and promote meaningful interactions in and outside of school.



**Complex  
problems do  
not have simple  
solutions**

## **Complex problems do not have simple solutions**

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The fact that the vast majority of Brazilian children have access to books, libraries, computers, and smartphones does not necessarily mean that learning will occur, because the key question is how they use these resources. Children must have opportunities to interact meaningfully with the world around them, and that requires quality everyday opportunities.

In this context, language is not simply a subject of study or a means to communicate one's thoughts – it is how humans transform lived experience into knowledge. Language is deeply intertwined with learning, since it is both acquired and used in the construction of new knowledge through speaking and thinking. According to Tomasello (1999), just as glasses improve eyesight and megaphones amplify voices, language enhances thought.

Language development can have major consequences for social inequality, as millions of children from low- and middle-income countries lag behind those in developed countries in terms of reading comprehension.

Talking, reading, singing, reciting, playing with words, and discussing texts are simple actions that can affect a child's development. For this reason, we partner with organizations that help adults use simple tools and strategies to enhance learning environments both inside and outside of school, and positively impact their child's education in the short, medium, and long term.

The year 2017 brought a series of milestones for our organization as we worked to reach a more diverse audience of parents and education professionals. Among other things, we launched the “APPrendendo” mobile app, implemented the “Learning Language” project in two additional municipal school districts, and partnered with three Harvard professors to conduct a multi-country educational study.

In 2018, we aim to strengthen and expand our investment in the production of technical knowledge that improves education in Brazil and makes it a force to reduce social inequality. As a result, our priorities for this year center around financial sustainability through the development of income-generating activities, and collaboration with other institutions in order to implement our expertise on a larger scale.

This report provides an overview of recent developments here at Laboratório de Educação, and we hope it expresses our commitment to and enthusiasm for promoting equitable access to meaningful learning opportunities.

Finally, we want to offer our sincere gratitude to everyone who has joined us in this effort, and invite those interested in supporting our cause to visit our website to learn more.

  
**Laboratório de Educação**

*Just, Labor.*



A large, white, stylized number '3' is centered on a solid blue background. The number is composed of two thick, rounded strokes. The top stroke starts from the left, curves down and then up to form the top loop, and then curves down to meet the middle stroke. The middle stroke is a vertical bar that curves at the bottom to form the bottom loop, and then curves up to meet the top stroke. The overall appearance is clean and modern.

# **Our Approach**

# 3 Inside and Outside of School

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Our aim is to enhance each child's learning potential by making the adults in their lives aware of the importance of everyday interactions inside and outside of school. We translate, integrate, and apply scientific knowledge in order to help adults create meaningful learning environments for children through simple, purposeful actions.

## School

Provide educators with content and tools for planning in-class activities and interventions that best support children's learning.

## Family

Help adults see learning as an ongoing process that permeates all aspects of children's lives, and make them aware of their responsibility to encourage meaningful interactions.

## Academia

Develop research-based tools to help tackle Brazil's educational challenges, in partnership with University of Barcelona researchers led by Professor Ana Teberosky.

## Partnerships

Enhance the quality of formal and informal educational interventions by collaborating with organizations that can implement our tools and strategies on a larger scale.

We focus our actions in three key areas that each play a unique role in promoting meaningful child-adult interactions:

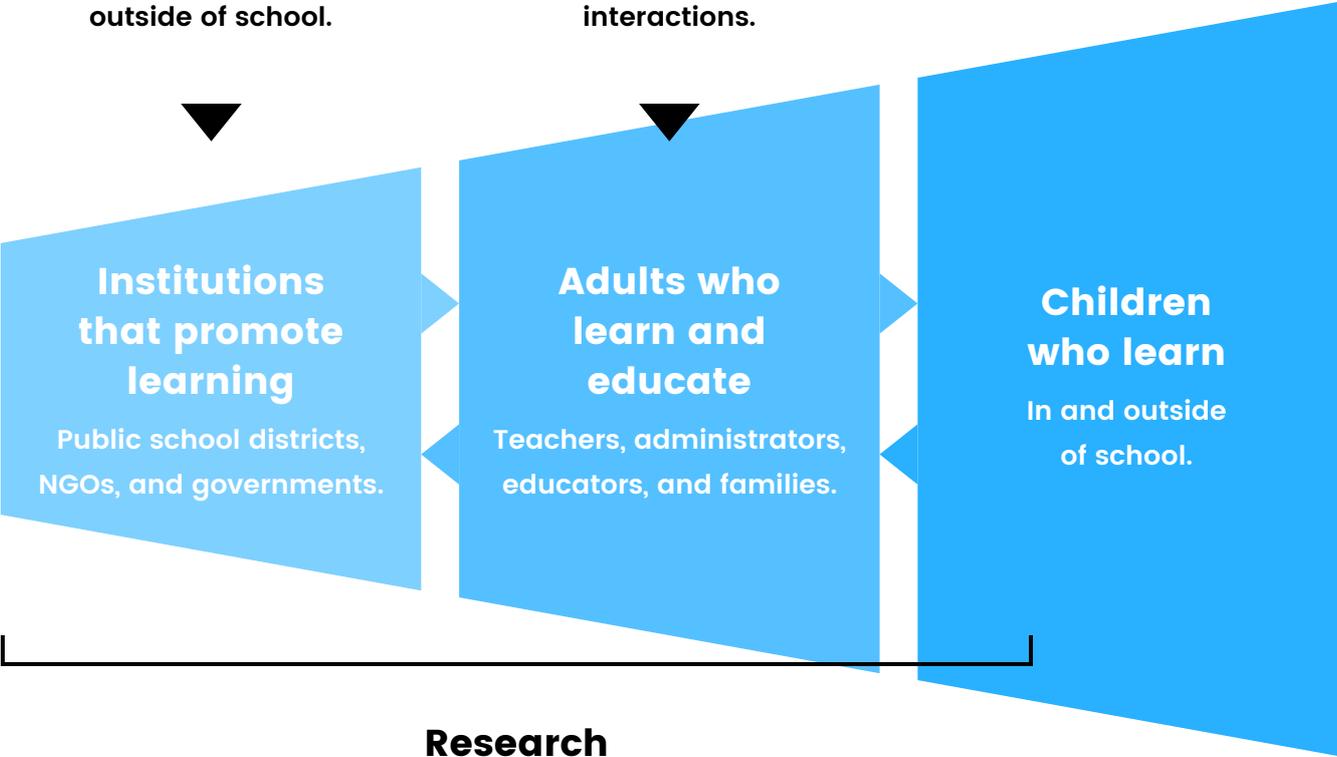
**OUR APPROACH**

**Projects**

Mediate access to knowledge through partnerships in and outside of school.

**Platforms**

Spread knowledge in order to promote meaningful interactions.



**Institutions that promote learning**

Public school districts, NGOs, and governments.

**Adults who learn and educate**

Teachers, administrators, educators, and families.

**Children who learn**

In and outside of school.

**Research**

Systematize scientific knowledge on child learning.

# 3.1

## Learning Platforms

Our platforms make scientific knowledge on child development from fields like linguistics, cognitive psychology, and pedagogy relevant to everyday life, and provide guidance on challenges specific to each age group. Through websites, ebooks, formative materials, and a mobile app, we offer theoretical references and practical suggestions to help adults use simple, intentional actions to create meaningful learning environments for children.

In sharing these tools, we hope to motivate adults to create constructive contexts both inside and outside of school that help children reach their full learning potential.

### OUR PLATFORMS

	Launch	Users	Children *
<b>All Children Can Learn</b>	<b>2013</b>	<b>732,611</b>	<b>&gt; 1.4 million</b>
<b>Learning Language</b>	<b>2015</b>	<b>85,504</b>	<b>&gt; 160,000</b>
<b>Reading Corner</b>	<b>2016</b>	<b>8,189</b>	<b>16,000</b>
<b>Apprendendo</b>	<b>2017</b>	<b>3,854</b>	<b>4,225</b>

\* Assumes an average of two children per user.  
(with the exception of APPrendendo, where users specify the number of children)

# 3.2

## Special Projects

Laboratório de Educação puts content into action through special projects implemented in partnership with organizations that work with children aged 0 to 10. Our theory of change is that in-service professional development helps educators appropriate knowledge on how to support learning through planned activities and interventions. For this reason, we develop customized solutions that target the needs of various stakeholders both inside and outside of school.



### In School

These projects encourage educators to reflect on their pedagogical practice, and on their roles in the larger school system.

We introduce professional development strategies that begin with realistic classroom challenges in order to theorize and construct educational knowledge. Our solutions focus on teachers, pedagogical supervisors, principals, and district leaders in Brazilian public school networks.

	Principals	Supervisors	Teachers	Students
<b>Caieiras</b>	25	32	327	4,365
<b>Mauá</b>	-	46	842	14,289



## Outside of School

These projects aim to expand the scope and impact of our methodology by establishing collaborative partnerships with other nonprofit organizations that work with children outside the school context.

We create structured formative materials that enable professionals from various fields (e.g. health, social work, housing, etc.) to incorporate pedagogical knowledge into their practice, and promote meaningful interactions within the families they serve.

	<b>Volunteer Trainers</b>	<b>Reading Partners</b>	<b>Children</b>
	<b>22</b>	<b>74</b>	<b>232</b>
TETO - São Paulo communities			

# 3.3

## Academic Research

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The theoretical content produced by Laboratório de Educação is founded upon academic research, and provides the basis for the production of original knowledge regarding language development by children 0 to 10 years old. We focus on three different stages that involve key challenges and opportunities facing the Brazilian education system.



### Learning Language

Language learning begins through child-adult interaction and intersubjective processes. The quantity and quality of words and sounds that young children hear in everyday situations enable them to gradually acquire the necessary schema to not only engage others in conversation, but also reflect on their own of language. In addition to setting an example for children, adults may contribute to language development by interpreting, repeating, expanding, or reformulating what children attempt to say. For this reason, rather than constituting “external variables” in this process, adults actually play key roles.



### Reading Corner

The ability to comprehend and produce narratives is central to the development of oral language skills, and facilitates learning how to read and write. However, it requires that children ages 6 to 8 already possess advanced cognitive and linguistic skills. The challenge at hand is not only for children to understand the events of a story, but also to use their prior knowledge of narrative structures to establish connections and make inferences. In this context, reading aloud to children helps them learn about language, even before they can read independently.



## Learning to Study

Education systems around the world face the challenge of promoting language as a tool to access knowledge. Towards the end of elementary school, textbooks increasingly employ dense, abstract, and unfamiliar language used by subject-area experts. As a result, when learning to study content-knowledge, students must become familiar with field-specific vocabulary and textual structures. In order to navigate the world of knowledge with autonomy, children must simultaneously learn about language content, form, and function.

### OUR RESEARCH

#### Lemann

Brazil Research Fund

#### Learning for All

[Learn more](#)



Case Study

#### National Pact for Literacy in the Right Age

[Learn more](#)

#### educação em revista

#### Literacy Materials and Discourse

published in Educação em Revista

[Learn more](#)

#### CENPEC

UFMG

#### Literacy Materials and Practice

published in Cadernos CENPEC

[Learn more](#)



**Laboratório  
Impact Map**



IN SCHOOL

125

Pedagogical supervisors and principals

2,100

Teachers

28,000+

Students



OUTSIDE OF SCHOOL

35,000+

Social media followers

40 million+

Viewers of O Globo miniseries

500,000+

Children impacted per year  
through adult users of our platforms

250,000+

Users per year  
on our platforms



# **2017 Highlights**

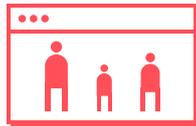
## 2017 Highlights



### **APPrendendo Launch**

Apprendendo is a free mobile app that provides tips on how to transform ordinary situations into meaningful learning opportunities. Organized in terms of physical spaces (bedroom, kitchen, restaurant, street, etc.), the app offers a wide range of simple, age-appropriate activities for children from 0 to 10 years old. It also explains the learning potential behind each idea, and encourages parents to document their child’s progress in a digital photo album that can be shared with family and friends.

[Learn more](#)



### **New “All Children Can Learn” platform**

In 2017, we also redesigned the “All Children Can Learn” platform to make it more accessible and user-friendly. On Facebook, we updated the visual layout, and combined content that had previously been published on separate pages.

The diversity and quality of the posts encouraged adults to reflect on how they interact with children, and provided advice on ways to stimulate child learning and development.

[Learn more](#)



## Learning for All

In 2017, we partnered with the Harvard Graduate School of Education’s “Learning for All” initiative, a comparative - interdisciplinary, and multi-method research project led by professors Paola Uccelli, Felipe Barrera-Osorio and Sarah Dryden-Peterson. The two main questions driving the study are: “Why does so little learning occur in underprivileged urban public schools around the world”; and “How do local and global strategies improve learning for students at these schools?”

In addition to Brazil, data is being collected in Colombia, Peru, and Botswana.

[Learn more](#)

## Learning Language

In August, we began implementation of the Learning Language professional development program for early childhood educators in Caieiras and Mauá (SP).

The program encourages pedagogical supervisors, principals, and district leaders to reflect on their practice, and guides them in supporting early language development inside and outside of school.

In addition to the professional development sessions, we have a team of researchers that conducts on-site monitoring of in-school teacher-training meetings and classroom activities in order to provide feedback and adjust strategies from an evidence-based perspective.



## Internal Organization

In 2017, we conducted a thorough review of our institutional goals and communications strategy, and concluded that the time had come to expand the scale and impact of our work. As a result, we restructured our activities, and brought the “All Children Can Learn” platform under the umbrella of Laboratório de Educação.

Our official website and logo were updated to reflect these changes.



[Learn more](#)



## Participation in Events

We participated in a series of national and international events over the course of 2017, including:

- **Harvard–Brazil Early Childhood Meeting at Harvard University**
- **4th Writing Research Across Borders (WRAB) Conference in Bogotá**

In addition, our team members were cited in a number of magazines and publications:

- **“Connecting the dots”**
- **“Educational discourses used by literacy teachers with different pedagogical profiles”**
- **“Using lists when learning how to write”**
- **“Technology and teacher training”**
- **“Children and reading and writing practices”**
- **“Interactions around children’s books that contribute to oral and written language learning”**

Finally, we participated in several editions of the CBN radio program “Revista Responde: How to raise your children”:

- **We need to think about how we spend our time: Beatriz Cardoso discusses the relationship between adults, children, and technology on CBN Radio”**

- “What do children learn through their interactions with the city?”
- “Do we need to educate boys and girls differently?”
- “Why are child-adult interactions crucial to the learning process?”
- “Is child’s play spontaneous?”
- “End-of-the-year gifts: consumerist trap or learning opportunity?”

A large white number '6' is centered on a solid blue background. Inside the white '6', the text 'Start of a new cycle' is written in a bold, black, sans-serif font. The text is arranged in two lines: 'Start of a' on the top line and 'new cycle' on the bottom line.

**Start of a  
new cycle**

## Start of a New Cycle

# 6

2012

### Founding and Structuring

After 15 years at the helm of *Comunidade Educativa – CEDAC* and leading the development of the *Trilhas* teaching materials, Beatriz Cardoso and Andrea Guida found Laboratório de Educação.

2013–2016

### Testing the Model and Initial Learning

Launch of first platforms, research initiatives, and pilot projects. Collaborations with Harvard University’s Advanced Leadership Initiative and Ashoka’s Grow2Impact program.

2017

### Consolidation of the Model and Positioning

Review of Laboratório’s positioning, with the aim of strengthening its role in making scientific knowledge relevant for everyday child-adult interactions.

2018 and beyond

### Achieving Impact and Scale

Creation of new models for financial sustainability, expansion of strategic partnerships for project development and implementation, and establishment of stronger connections between meaningful learning opportunities and everyday situations.

[View full timeline](#)



**Partners**

# 7 Partners

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**Icatu**  
SEGUROS

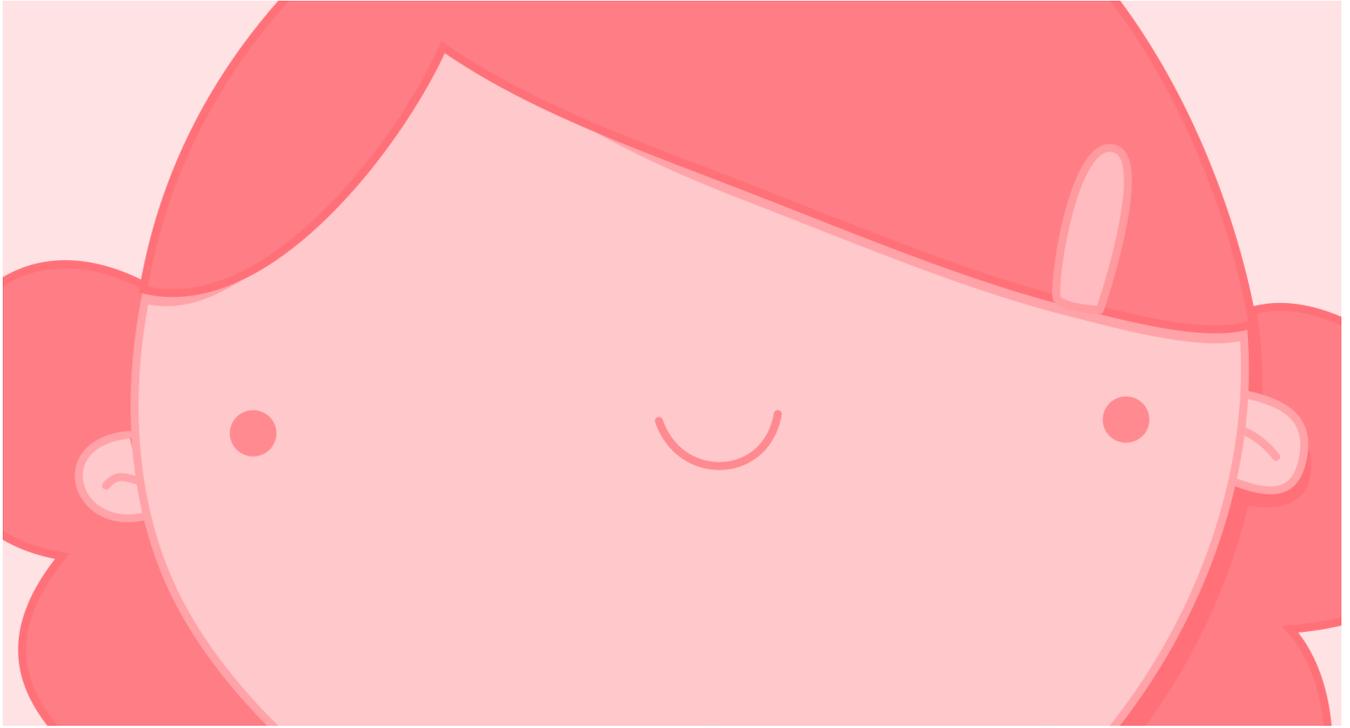


Anonymous individual donors.



# **To Reflect and Learn**

Children learn at all times in everyday situations.  
Below, we explain how even the simplest moments can become  
meaningful learning opportunities.



## **Learning by Observing**

One recurring topic on “All Children Can Learn” is the importance of observation and imitation for child development. Let’s explore this a bit more?

Have you ever noticed how very young children seem aware of aspects of situations and settings that adults overlook? One reason for this is the novelty of these objects and locations, which long ago lost their newness for us adults. As a result of their unique perspective, children open our eyes to new ways of seeing and thinking.

Observation is one of the first tools a child uses to adapt to and interact with their surroundings. Based on how they perceive the world around them, they begin to create theories about how objects, emotions, and social relationships work... By imitating others, children learn about their own body and mind, and develop social skills and behaviors.

The importance of observation is also reinforced by the way in which adults learn new things. When we take up a new dance or sport, for example, we watch experienced people do it before attempting it ourselves. Similarly, when we want to improve our public speaking, we study the methods of accomplished orators.

Children learn in the same way, but more intensely since everything is new and the examples set by key adults carry great meaning. Children watch us with admiration and curiosity, constantly looking to understand how to carry oneself in the world. It is therefore essential that adults take responsibility for what they teach children, both directly and indirectly.

## APPrendendo in Practice

### WHERE? IN THE KITCHEN

Duration: 5-15 minutes . Ages: 1-3 years

#### “KEEPING AN EYE ON THE KITCHEN”

As you prepare juice or slice a fruit, allow the child to watch the process and talk to her about the steps involved: “Now, I’ll remove the banana peel and mash the banana with my fork, like this... Now add a little oatmeal, and we’re ready to go! Let’s eat?” At some point, give the child utensils to help with food preparation. Important: Children should always be supervised by an adult while in the kitchen.

#### WHAT CHILDREN LEARN

Observing adults in the kitchen helps children learn the names of different foods and related objects (banana, oat, fork, etc.), enabling them to expand their vocabulary and put their knowledge into practice by helping to make simple meals.



### WHERE? IN TRANSIT

Duration: 5-10 minutes . Ages: 3-4 years

#### “WHAT DO YOU SEE?”

While riding with a child in a car, on the bus, or on the subway, talk to them about the surroundings. Ask them about what colors, shapes, and textures they see, such as the pattern on their seat, or the bars riders hold to keep their balance. This will make the trip much more fun and interesting for the child, and will lead to new discoveries!

#### WHAT CHILDREN LEARN

Commenting on shapes, colors, and textures helps children expand their vocabulary, even if at first they only listen to the words and expressions used by the adult. These conversations spark curiosity, and make words and language fun! In addition, traveling together becomes an opportunity to strengthen the bond between child and adult.



## Learning from the City

Have you ever thought about how a leisurely walk through your neighborhood provides infinite opportunities for a young child to interact with the world?

Whether carried, in the stroller, or taking their first steps, outdoor excursions promote contact with diverse forms, colors, and movements. When children begin to walk alone, every encounter with a sidewalk or lawn improves their coordination and balance, and they also meet new faces. Help them build confidence and autonomy by encouraging them to take a few steps by themselves. For inspiration, check out the story of [Valentim, published here](#).

Children between 4 and 5 years have even more to learn from city streets, where they can identify important landmarks on their most common routes (specific trees, buildings with certain colors, commercial spaces, etc.), recognize familiar faces, and talk about their surroundings.

Older children, in turn, begin to understand how cities work: the division of space for use by pedestrians, cyclists, buses, and cars, how these modes of transportations interact (how to cross the street and follow traffic signals), important streets and historic landmarks, and the demarcation of residential or commercial areas, etc. Therefore, children should be encouraged to explore their neighborhood on foot, as well as to visit other parts of the city.

On such outings, adults can engage children in conversation about what they notice and experience as they walk, and encourage reflection about their relationship to the city, with attention to the upkeep of public spaces, respect for other residents, and the responsibilities of government agencies (removing dangerously fragile trees, fixing broken sidewalks and burned-out street lights, etc.).

## APPRENDENDO IN PRACTICE

### WHERE? ON THE STREET

Duration: 20–90 minutes . Ages: 7–10 years

#### “MAPPING THE NEIGHBORHOOD”

Have you ever thought of working with a child to create a map of your neighborhood? As you walk around the area together, record the names and addresses of important and interesting locations, as well as those you frequent regularly. Later, either draw, print, or buy a map of the neighborhood that contains street names. On the map, mark the locations you spotted on your walk, and create special codes and captions to indicate which places the child has already visited (and whether they like or dislike them), and those they hope to visit. You can also decorate the map with photos and drawings, and even snippets about the history of the neighborhood.

#### WHAT CHILDREN LEARN

This activity helps the child learn more about the history and current features of their neighborhood, and encourages them to take interest in the city. Once children grow more attached to their neighborhood, they are more inclined to take care of it as active and engaged citizens.

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### WHERE? ON THE STREET

Duration: 5–15 minutes . Ages: 1–2 years

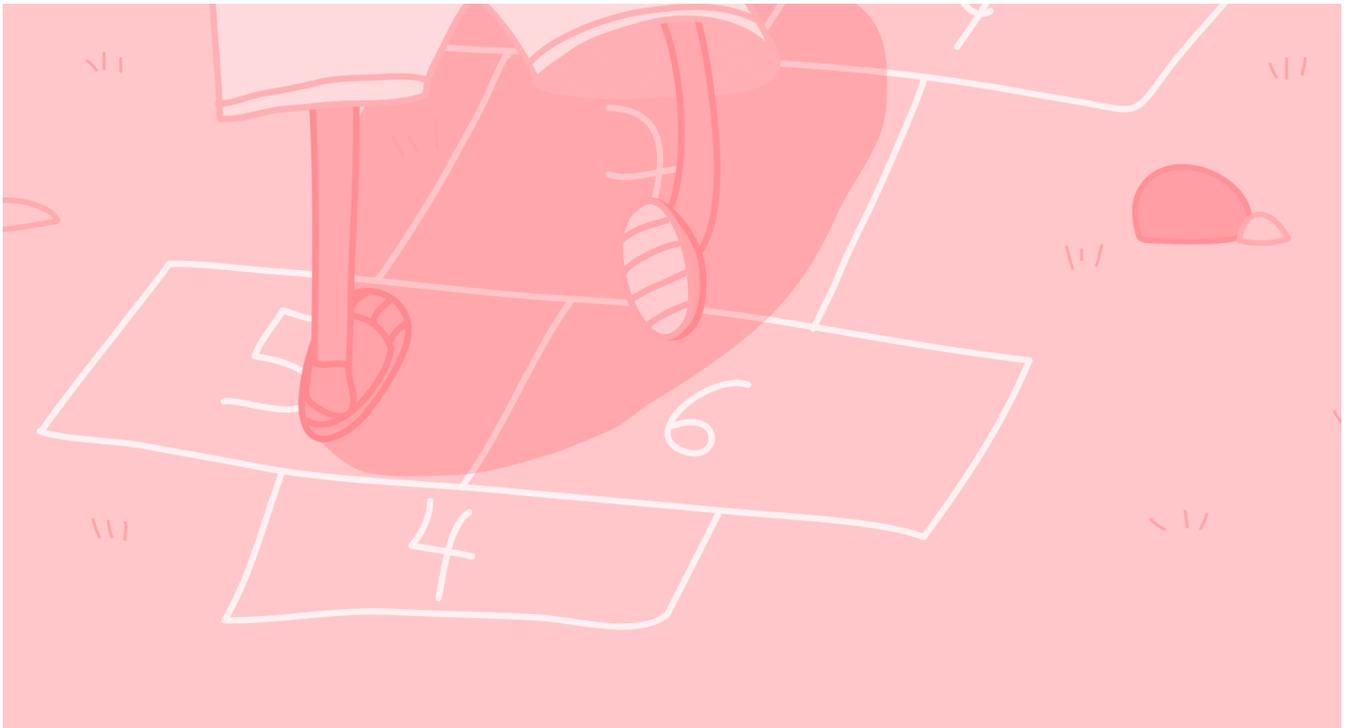
#### “STREET TEXTURES”

Smooth sidewalks, rocky asphalt, cobblestones, speed bumps, tiles, pieces of dirt, staircases – we encounter all of these as we walk through the city. Have you ever called your child’s attention to this hodgepodge of materials, inviting them to feel the surfaces under their feet? Whether barefoot or wearing shoes, the important thing is to notice and explore the differences. Ready? Let’s go!

#### WHAT CHILDREN LEARN

In addition to experiencing new sensations from walking on slippery, jagged, or dusty surfaces, the child also learns that many different types of surfaces can be found on the same street. Perhaps they will be reminded of another location with similar features, which helps them make connections between places and memories.





# Learning Through Play

Have you ever thought about how playtime can not only be fun, but also educational and important for child development?

The inclination to play is not innate, but is in fact learned through social and cultural cues, initially provided by parents, caregivers, or older siblings. Whenever we give a child objects or toys, create time and space for them to play, and especially when we play with them ourselves, we are teaching them how to play new games.

Playing promotes many novel discoveries and contributes to development in different areas. When a child plays with other children or adults, they must learn to cooperate, share the same space or certain objects, and to respect others. In this way, they learn to negotiate and be flexible, since demands and tantrums will not always get them what they desire.

Games that involve running, jumping, balancing, etc., contribute to the fight against childhood obesity, and make a child more aware of their own body – its potential as well as its limits. Age-appropriate challenges, such as hopping up steps or going down a slide without help, teach children the importance of overcoming their fears and facing obstacles head-on.

While playing, children face additional challenges as they keep an eye on their peers, make decisions based on certain hypotheses and strategies, and follow established rules.

When children act out different roles (playing house, pretending to be of a certain profession, or fantasies involving heroes, monsters, princes, princesses, etc.), they learn about the emotions involved in social relationships, such as caring for a doll as if it were a real baby, or “rescuing” a person or animal. It also encourages them to try out different behaviors that reflect the role in question, face their fears, and express how they feel. It is worth mentioning that gender should not be an issue – boys and girls can and can perform any role they wish.

Playtime is also full of opportunities for oral language acquisition, as children might carry on conversations with adults and other children while in character, borrow lines from movies or real-life situations, make decisions, or explain their ideas for original games.

Written language also comes into play when children create signs to label certain spaces, identify objects (such as when they pretend to be shoppers or sellers), organize lists, etc. In these moments, they not only learn how to use written language, but also develop their own hypotheses on how to communicate through writing.

As adults, we must ensure that children have time to play everyday, whether indoors or outdoors in parks and plazas. Playing furthers child development by creating essential and substantive learning opportunities.

## APPrendendo in Practice

### WHERE? ON THE STREET

Duration: 5-15 minutes . Ages: 3-10 years

#### “I SPY: OBJECTS”

While on the street, work with your child to spot an object that appears multiple times in the urban landscape (signs, trees, poles, traffic lights, etc.), and count how many times you see it on a short walk.

#### WHAT CHILDREN LEARN

Observation and speaking games help children become more attentive to their surroundings, expand their vocabulary, and spark their imagination. They can be done anywhere, and can also help children practice counting.



### WHERE? AT THE BEACH

Duration: 5-10 minutes . Ages: 5-8 years

#### “RIDING THE WAVES”

A classic game to play at the beach is to jump into the waves as they crash on the sand! Invite the child to test their agility by seeing how quickly they can get ready for the next wave. Stay nearby to make sure they do not hurt themselves, and that the tide does not pull them into the ocean. Have fun!

#### WHAT CHILDREN LEARN

Coordination, timing the jump into the wave, breathing without getting water up their nose, and staying safe are all things children will have to do during this game! They may seem like simple skills, but they require organization and practice.



**APPrendendo provides tips on simple actions to engage with children in different spaces, while performing everyday activities, such as taking a bath. Check it out! You can download the app for free via Google Play or the iOS App Store.**

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