

years!



10 years!

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2022

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Coherence, focus, and continuity to achieve lasting results

The trajectory of Laboratório de Educação (Labedu) over the past 10 years can be summed up in one word: coherence. Every practical decision, partnership, and intervention embodies it as well as other institutional principles. In the face of constant change and challenge, it is often difficult to uphold core values. Today's world demands adaptability and consistency – truly a dynamic balancing act! In this introduction, the directors of Labedu provide context for our work over the last decade.

In 2022, we celebrated the tenth anniversary of Labedu, a vision that began as an idea: to develop applicable knowledge and translate it into methodologies that support educational initiatives inside and outside of school. Since our inception, we have designed and executed projects that address public needs through a unique emphasis on systematic implementation. We focus not only on “what works” in ideal situations, but also on Brazil’s diversity and inequalities. This expertise allows us to contribute to transforming educational policies into tangible realities and ensuring learning opportunities in the everyday lives of all children.

Given the pressing need to close longstanding gaps in education, we cannot resort to hasty, makeshift solutions that “cover” all areas in a shorter time frame. Such shortcuts will not get us to our end goal – teaching and learning are not just about the repetition of certain behaviors, but rather acting with understanding and purpose. If we want children to learn in a meaningful way, the act of teaching must also be meaningful for educators. It is not enough for these professionals to simply follow external protocols or scripts without becoming personally invested in their work. They need tools grounded in knowledge and that enable them to make independent decisions amidst the complexities of the educational process.

At Labedu, we employ continuous cycles of research and implementation to perfect three methodologies that we began to devise a decade ago. In this way, we leverage our growing expertise in the field to better serve local communities and engage with their unique practices, knowledge, and needs. We believe that structured tools and materials can be

extremely beneficial for school networks, as long as they are intentionally designed to foster the professional development of teachers, pedagogical coordinators, principals, and other educational leaders.

Each cycle has provided an opportunity to connect with new audiences and create designs that cater to various scales. In 2022, for instance, stakeholders involved in Early Childhood public policies in São Paulo had the opportunity to try out strategies that we developed during the pandemic for parents and caregivers in the Médio Mearim region of Maranhão, based on our “All Children Can Learn” methodology. At the same time, the Maranhão State Secretary of Education incorporated our “Learning: Inside and Outside of School” project into its collaborative training policies, a decision informed by pilot programs conducted since 2015 in the São Paulo cities of Franco da Rocha, Praia Grande, Caieiras, and Mauá, themselves grounded in our “Learning Language” methodology. This expanded reach, combined with the proven learning outcomes from the impact evaluation of “Learning to Study Texts,” was the result of collaborations with Labedu under the technical and research supervision of Professor Ana Teberosky.

We recognize that for transformations to be sustainable, they must be implemented with high quality and thoroughly integrated into school networks. With this in mind, we balance short, medium, and long-term goals, continuously refining our methodologies to focus on the structural aspects of pedagogical practices, management, and ongoing professional development. Instead of being driven by external offers and frameworks, we

strive to align new institutional opportunities with our overarching objectives and the public interest.

Through ongoing dialogue with the realities we encounter in the places where we work, we are able to structure paths forward that are both consistent and innovative without falling into repetitive patterns. Over this journey, we have learned to strategically integrate pre-existing knowledge of subject-area content, pedagogical and school management (inputs) into the practices of all those involved in the education system – not just at the end of a program, but throughout the entire process. By making hands-on planning a key part of our training processes, we provide a space in which professionals can study and reflect on their own actions in order to come up with new “ways of doing” (outputs).

We trust our partners to incorporate the new references and make the necessary adjustments in their system, while always respecting the unique aspects of each person’s role and professional identity.

Considering the size of our country and the hurdles in advancing equal and high-quality opportunities in our educational systems, we’re renewing our commitment to developing methodologies that provide practical solutions for practice-based professional development, and enhance existing capacity in local public institutions. Labedu was founded on the principle of progressing from pilot projects to broader implementation. When education professionals reflect on their goals and integrate tools based on years of research and practical knowledge, we believe that the systems in which they work can become more collaborative, sustainable and supportive.

In order to be effective, education policies must understand how children learn, as well as how adults and professionals perceive their role in the learning process, both inside and outside the school environment.

The Labedu team combines high-quality pedagogical expertise with the ability to keep end users – children who learn and adults who educate – at the heart of everything we do. We’re overjoyed and proud to wrap up our first decade, ready and eager to take on the challenges of solidifying, strengthening, and expanding the accomplishments we’ve made so far.

Happy reading!

Beatriz Cardoso,
Andrea Guida Bisognin
and Nicole Paulet Piedra
Co-Directors



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Ana Teberosky's legacy for Labedu

By Beatriz Cardoso

Ana Teberosky, a leading international authority on literacy, greatly influenced our approach to language learning. Her studies were instrumental in shaping our projects and platforms, including Learning to Study Texts, Learning Language, and Reading Space. In this interview, Beatriz Cardoso reflects on how Teberosky's teachings became a cornerstone of our work.

In Brazil, we still have a dichotomy in schools between learning to read and understand texts versus learning to decode. Ana often emphasized that this exacerbates inequality.

In this interview, Beatriz Cardoso reflects on how working with Ana Teberosky represented a profound learning experience for the Labedu team. She also discusses how Teberosky's enduring legacy will always be present in our projects and content.

What are Ana Teberosky's key concepts in the field of Education?

The process of learning to read and write tends to be perceived as a challenge restricted to children ages 6 to 8, and is often limited to decoding. However, in the 1970s, Emilia Ferreiro and Ana Teberosky shed light on the richness and complexity of the learning process involved with written language, and emphasized the active role that children play in building this knowledge. Already at that time, the data clearly demonstrated that children possess a wealth of information and insights about written language, even before they achieve formal literacy.

Ana argued that "usage should be prioritized over the language system," which means that language learning isn't solely a result of direct teaching. Rather, it's crucial to provide an environment where children can fully immerse themselves in the world of written language. This immersion can be facilitated through access to books and reading aloud, which helps children become acquainted with language characteristics as they're encouraged to use it. In this sense, Ana always emphasized how

adults serve as role models who guide children through cultural practices related to texts.

Ana also believed that language is a cultural phenomenon and that the foundation of all learning is built upon communicative exchanges. In her words regarding language, "A teacher must understand the rules and system, have a clear concept of its practical use, and contemplate its use." This implies that the teacher, serving as an example for their students, should be a fundamental pillar in shaping practices from early childhood education onwards. Language, as a symbolic tool for communication, is learned through other people. It's not just about imitation, but also observing and experiencing through interaction that one truly acquires it. When it comes to reading and writing, it's crucial for children to be actively involved in literacy practices that give them the chance to observe and experiment – under the guidance of a more experienced reader – the various uses of books and language.

What is the importance of Ana Teberosky's research in the field of Education in terms of ensuring equity in the learning process of reading and writing?

In Brazilian schools, we can still see a dichotomy between learning to read and understand texts versus learning to decode. This split contributes to inequality as children from literate families, regardless of the school they attend, have daily exposure to reading and books. They learn about many aspects of language that are often overlooked when the focus is only on decoding as the basis of learning. In contrast, children from less privileged families tend to have a more limited and mechanical learning experience. This practice undeniably perpetuates inequality, as these differences are already set by the time children enter elementary school, where a greater emphasis is placed on progressing through the curriculum. Therefore, as Ana pointed out, programs should not only address socioeconomic disparities but also the unequal access to a literate culture, recognizing the vital role of schools in leveling the playing field.

The range of content that children come into contact with directly affects their educational journey, because exposure to rich language filled with complex structures and vocabulary translates into knowledge. Ana always warned that "labeling reading and writing as a 'natural predisposition', as if it were a skill learned without cultural context, only serves to perpetuate disparities."

How did Ana Teberosky demonstrate concepts like the complexity of reading comprehension, the active role that children play in building this knowledge and the idea that learning to read and write is not limited to children between 6 to 8?

Ana Teberosky co-wrote "Psychogenesis of Written Language" with Emilia Ferreiro, a former student of Jean Piaget who, under his supervision, led a research team that produced evidence on the developmental path of reading and writing comprehension. They showed that, upon encountering written language, children form hypotheses about how it works. This discovery significantly shifted perceptions about a child's role in their own learning process. Recognizing children as active participants doesn't mean they become their own teachers, but it does offer a fresh perspective on pedagogical methods, which must incorporate the child's knowledge and hypotheses. From this standpoint, it's even more crucial to create literacy environments where children can interact with written language in various formats and mediums, which help them to advance. It's also important to plan intentional activities that challenge and deepen a child's understanding.

The insight that children possess opinions and knowledge – even prior to elementary school – makes it clear that learning isn't confined to the classroom. In urban environments, children have access to a wide range of texts and are already forming thoughts around this knowledge even before they start school.

Ana's research then evolved to study the ongoing learning processes that occur even after children have grasped the workings of the alphabetic system. She also explored the subsequent challenges associated with reading comprehension and utilizing writing as a tool for learning various school subjects. She underscored the idea that the literacy journey continues well into adulthood, with unique challenges at each stage along the way.

Could you elaborate on Ana Teberosky's observation that while all kids learn to speak (except for those with specific disorders) and most learn to read and write, their competency levels vary? Does this view align with the challenge teachers face in understanding that language is a cultural phenomenon, and that the essence of learning is rooted in communicative interactions?

In a single activity, a child can learn about the world through stories, voice their thoughts, and deepen their emotional and social connections with their teacher and classmates. Ana often suggested an illuminating exercise: by reading one high-quality children's book each week, kids could have access to roughly 40 books per year. This kind of access could significantly simplify and accelerate the formal literacy process when it's time for them to master written language. If teachers have a solid foundation of pedagogical knowledge and a suitable planning context, they can effectively use books as tools to introduce different language, syntactic structures, and other complex linguistic resources. This also includes learning about print – understanding a book's purpose,

reading direction, the relationship between text and illustrations, identifying letters, recognizing words, and comprehending text. These aspects are unique to written language, with structures and vocabulary not typically found in everyday spoken language. This is where we can make a transformative difference in children's lives, ensuring that their family's educational trajectory doesn't limit their future opportunities.

How can we establish an environment where Ana Teberosky's principles are incorporated into everyday school activities where books and reading enhance children's learning experiences?

Books are our best friends! A straightforward and proven approach, that's not only evident in Ana's research but also in literacy studies, involves the intentional reading aloud of high-quality books in the classroom. These two elements – a good book and a teacher prepared to promote rich interactions and discussions about the text, its structure and content – lay the groundwork for a radical shift in which literacy, often viewed as a separate component, occurs naturally and covers many aspects of learning beyond just understanding written language. This is a game-changer, especially when it comes to equality. When children participate in environments that encourage literacy, they acquire intellectual tools that enhance their learning opportunities throughout their education and lives.

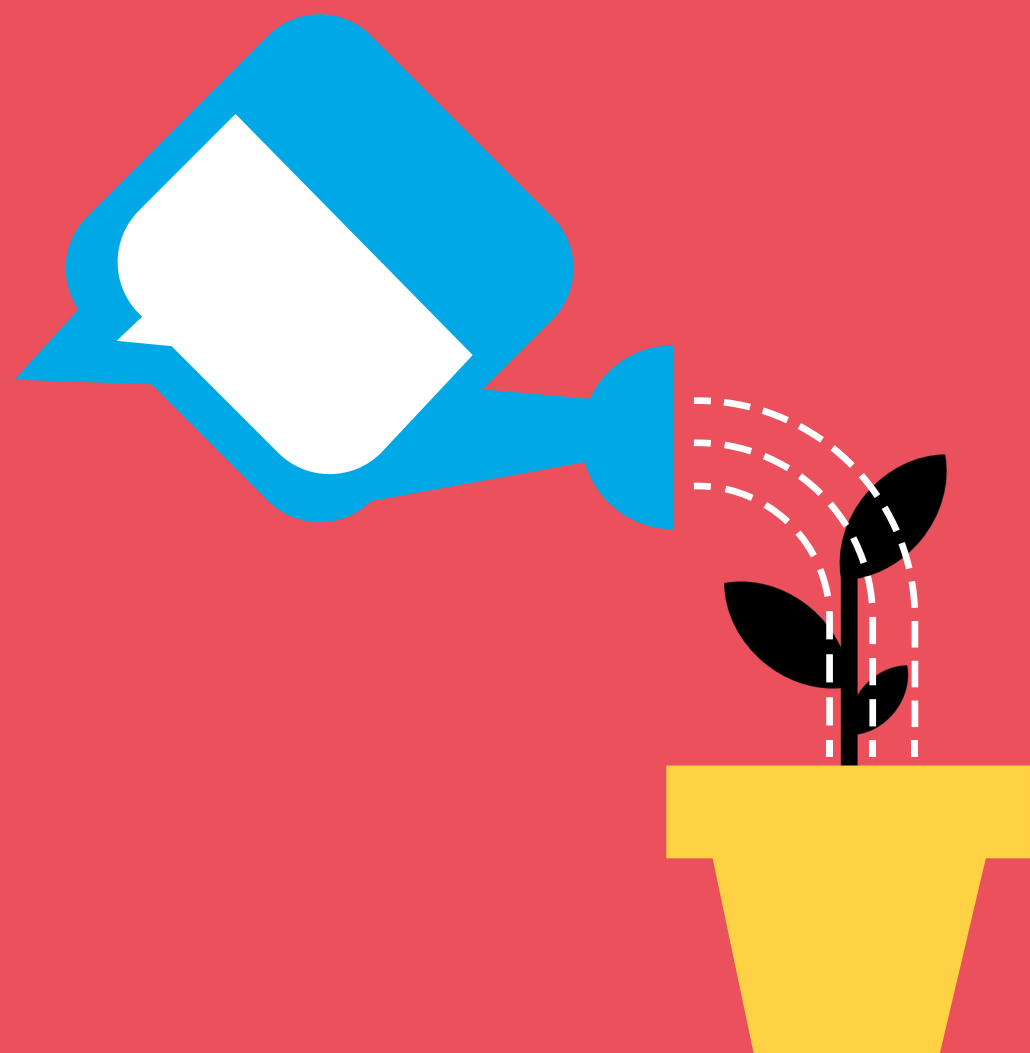
How do Brazil's current curriculum guidelines reflect the belief that children, starting in early childhood education, have the right to a comprehensive language education that is interconnected with other languages? How does Labedu work to generate and apply knowledge to help achieve this goal?

The National Common Curriculum Base (BNCC) for Early Childhood Education is built around fields of experience that align with the right to holistic language learning and integrate other forms of communication such as art and music. Reading and writing practices should be woven into this tapestry of experiences, but not in a limited, instrumental way that only focuses on mastering the writing system. The use of books and the learning of written language should not be confined to the formal literacy process. Instead, they can serve as tools for teaching and learning throughout a child's educational journey and life.

The Labedu team is committed to researching and developing methodologies for the implementation of formative processes that create environments where professionals in public systems can provide children with enriching experiences. We focus on enhancing professional development so that schools become welcoming spaces for active, curious children. Through intentional planning, we aim to incorporate the wealth of knowledge that's been accumulated over decades in the field of Education, in which Ana Teberosky was an important pioneer.

How did collaborating with Ana Teberosky influence Labedu's trajectory? Would our organization look the same today without her contributions? How does Labedu intend to honor Ana's legacy through its work?

Ana Teberosky's ideas and teachings continue to and will always influence our work. I worked alongside her for 38 years, and many on our team also had the opportunity to learn directly from Ana over the years. The knowledge she left us through her body of work will forever be present in our actions. She will be greatly missed; it's strange to not be able to pick up the phone to call her, schedule a meeting, or discuss ideas over email. But, her conceptual framework is deeply ingrained in our pedagogical thinking. Ana shared her unique perspective on the learning process with us, and it has become a cornerstone of everything we do.



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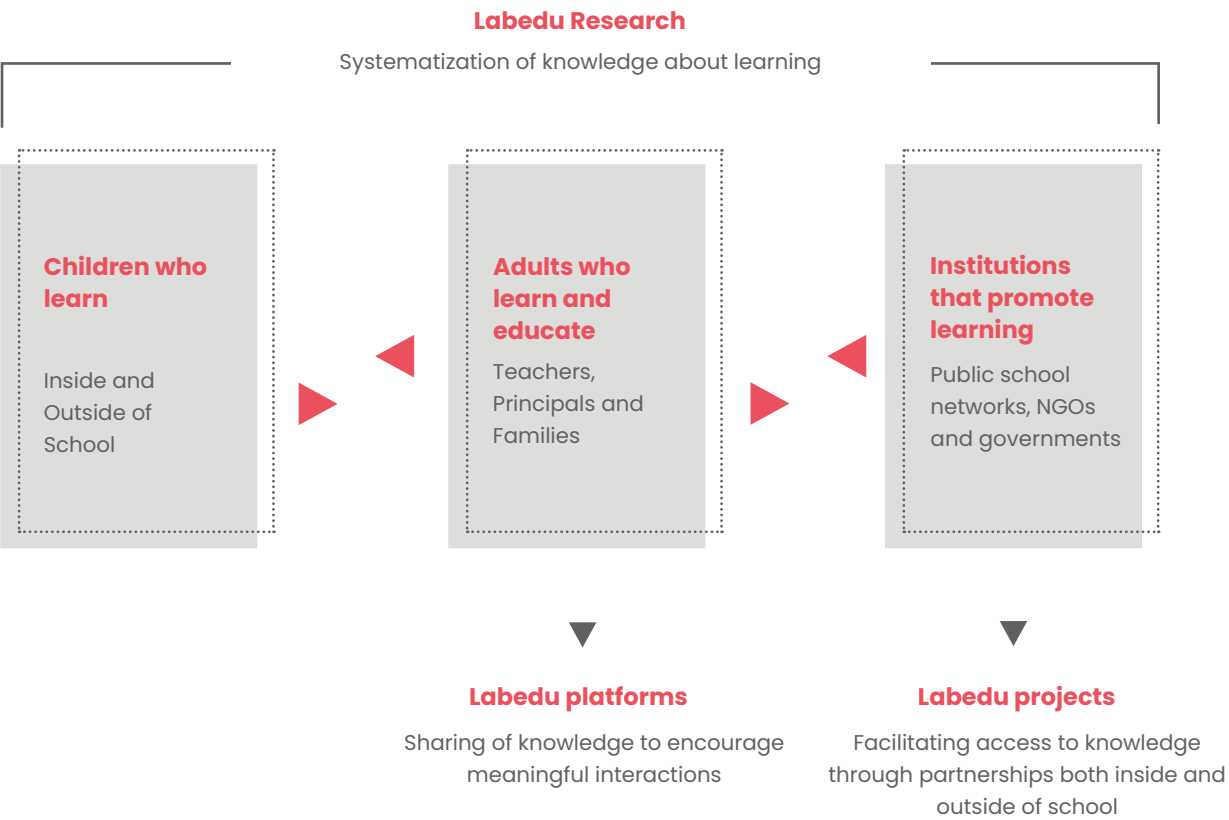
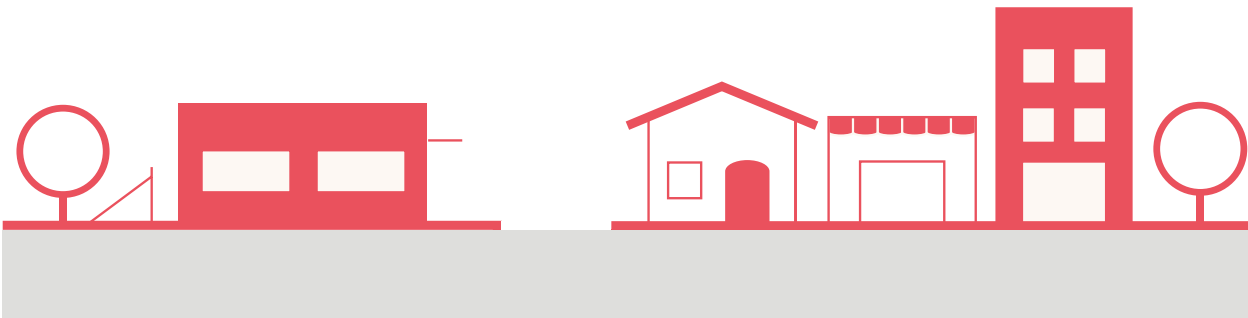
Our work

At Labedu, we aim to enhance the learning experience of Brazilian children, both inside and outside of school, and strengthen the connections between the various stakeholders involved in public education. Through methodologies based on research and pilot programs in diverse contexts, we strive to bolster the Brazilian educational ecosystem by focusing on the environments in which teaching, management, and professional development take place.

We firmly believe that all children can learn, no matter their social or economic background, race, language, or any other characteristic. As a result, every adult also has the potential and responsibility to educate.

Since education is a cultural process that happens through interaction, we believe that transformation in this field should involve the adults who interact with children in both formal and informal learning environments. These adults need opportunities to learn how to consistently carry out their roles. Moreover, those working in educational networks should have opportunities for professional development.

For us at Labedu, the term “adult” encompasses not just teachers, but also a diverse range of school community members such as principals, pedagogical coordinators, and even students’ families.



INSIDE SCHOOL

Our professional development methodologies contain tools and pedagogical knowledge tailored to the specific roles and identities of each stakeholder in the education system. This creates opportunities for participants to learn new teaching strategies, management techniques, and teacher training content that directly address real-world issues found in schools and classrooms. To ensure the efficacy of these methods, we invest in ongoing study cycles that are closely tied to practical application, and which include supervision of and reflection on the daily tasks of teachers, coordinators, principals, and supervisors within the education system.

OUTSIDE OF SCHOOL

We collaborate with public, private, and non-profit organizations that support children and their families beyond the school environment. We provide adult caregivers with materials and hands-on guidance so that they can better recognize and support milestones in the learning process. We’re confident that, by combining our pedagogical knowledge gained through project implementation with the reach these organizations already possess, we can expand the range of individuals who share responsibility for children’s learning and development in their communities.



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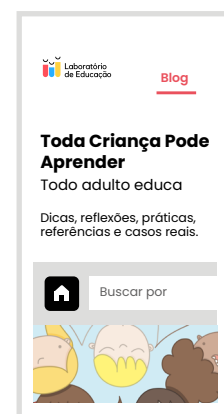
Methodologies

Labeledu develops methodologies that translate academic knowledge into practical applications, both within and beyond the school environment. We design professional development and engagement strategies that help formal and informal educators understand and implement pedagogical knowledge that fosters enriching learning experiences for the children with whom they interact.

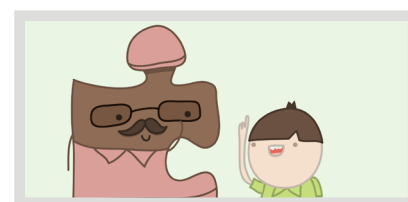


All Children Can Learn

Labeledu's focus on awareness and engagement has a positive effect on learning environments in a given community by enhancing the educational role of parents with children ages 0 to 10, as well as of the institutions that support those children.



- Launch of All Children Can Learn blog, with weekly posts offering insights for adults who interact with children outside of school.



- All Children Can Learn blog starts to generate occasional content for Brasil Post, Catraquinha, and Lunetas.

- Pilot partnership implemented to train volunteers for the NGO Um Teto para Meu País.



- Cycles of research, production, and content validation in 15 public preschools in Mauá (SP).
- Pilot home visits with 10 families over the course of 5 months.

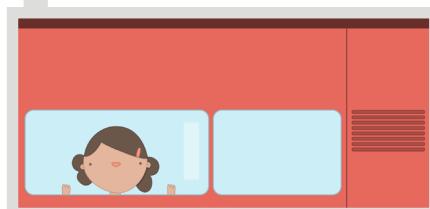
- 'Learning: Inside and Outside of School' project begins in 5 municipalities of Maranhão.
- Collaboration with the Maranhão State Secretary of Education (SEDUC-MA) to disseminate over 50 videos and digital materials with educational content for early childhood in the context of Covid-19.
- Distribution of e-books from Labeledu's Reading Corner on SEDUC-MA's open-access platforms.
- "Learning: Inside and Outside of School" project becomes a Harvard/OECD case study and gains international visibility in Chile and Colombia.



- Methodology implemented with all technical teams and foster families from the City of São Paulo's Family Foster Care Services (SAF), as part of the Municipal Early Childhood Plan.
- Digital materials distributed via mailing lists and printed copies at public facilities such as the Monteiro Lobato Library and the children's ward of the Santa Casa de Misericórdia Hospital in São Paulo.

2012

- Creation of All Children Can Learn in partnership with the Clinton Global Initiative.



2014

- Beatriz Cardoso, President of Labeledu, publishes several articles in major Brazilian newspapers like O Estado de S.Paulo, Folha de S.Paulo, and O Globo, and is interviewed by Canal Futura and various magazines.

2016



- Start of development on the Aprendendo app.
- Beatriz Cardoso, President of Labeledu, becomes a regular guest on Petria Chaves' Rádio CBN program.

2018

2019

- Creation and validation of educational materials for families with children ages 0-6 in the pilot project communities in Mauá:
- 7 Fundamental Experiences of Childhood:**
- ◊ Book
 - ◊ Deck of activity cards
 - ◊ Digital platform
 - ◊ Posters, brochures
- Research and technical visits conducted in 5 municipalities of Maranhão.



2020

2022

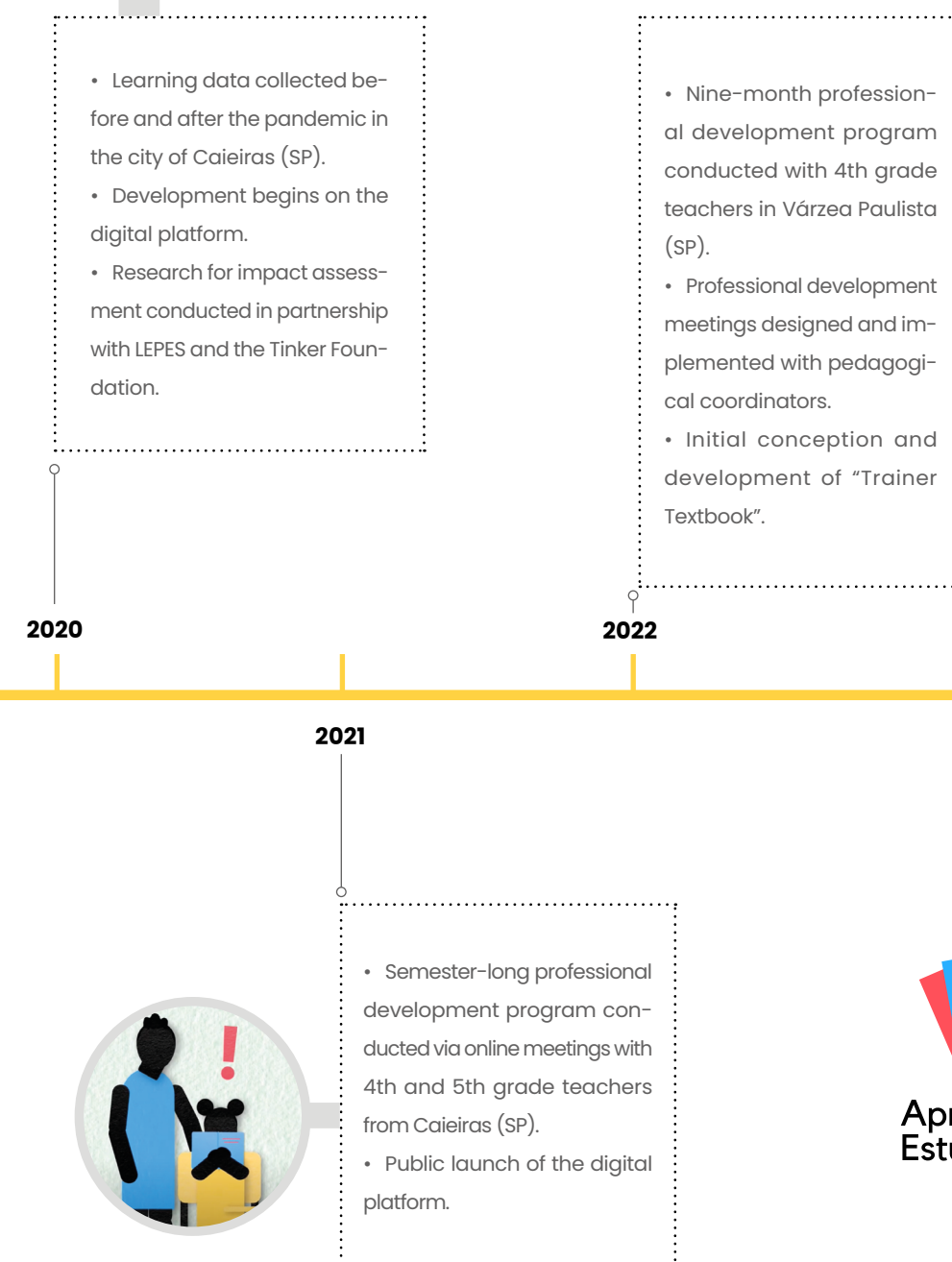
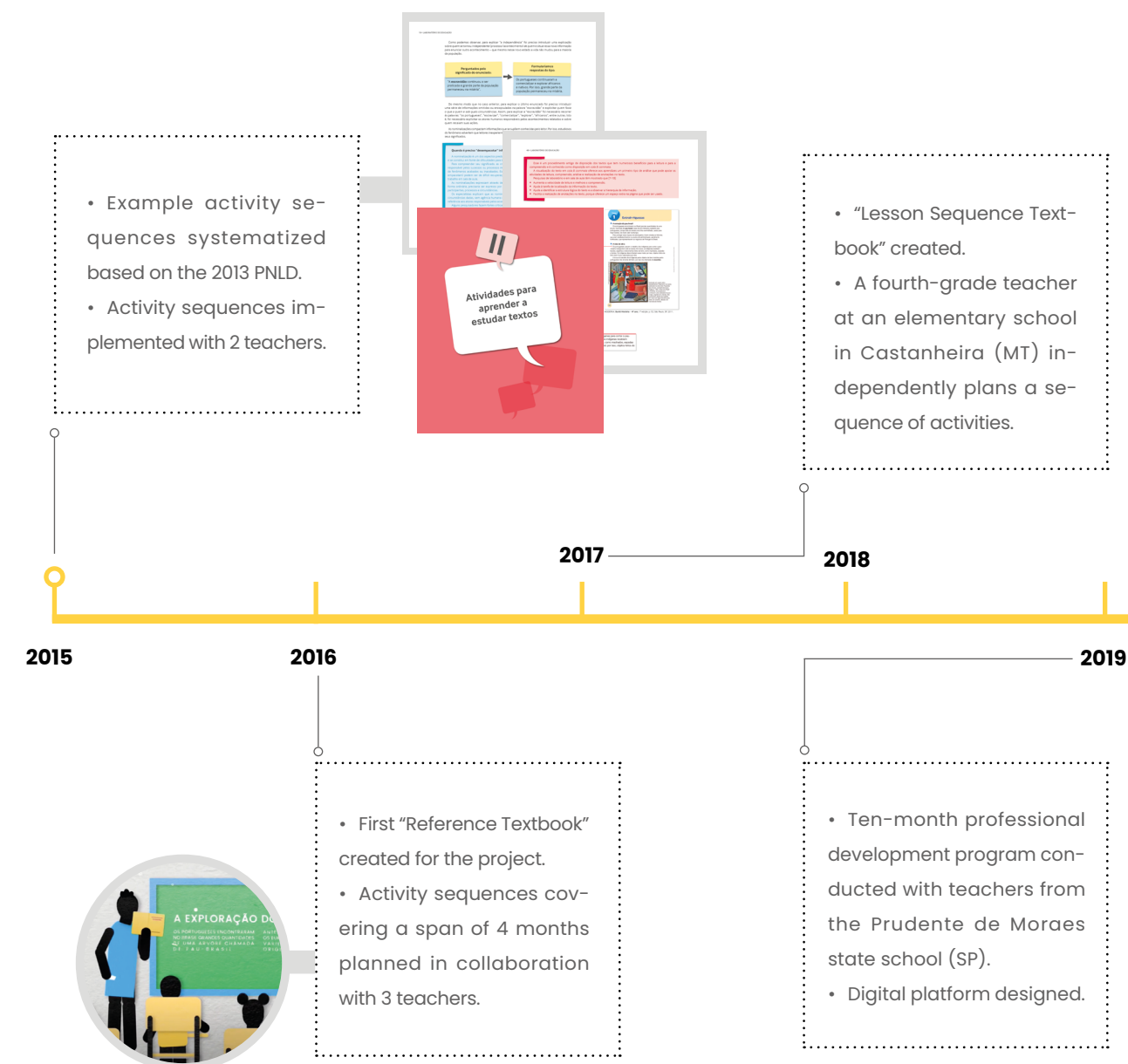
2021

- SEDUC-MA launches its first mobilization campaign around early childhood education, created in partnership with Labeledu.
- Pilot of online training sessions with families of children ages 0 to 6, in partnership with the Monteiro Lobato Library in São Paulo city.



Learning to Study Texts

Our approach to professional development for 4th and 5th grade elementary school teachers helps guarantee that all students can develop reading comprehension skills and acquire the necessary tools for learning how to think critically, analyze, interpret, form opinions, engage in dialogue, and confidently explore the world of knowledge.

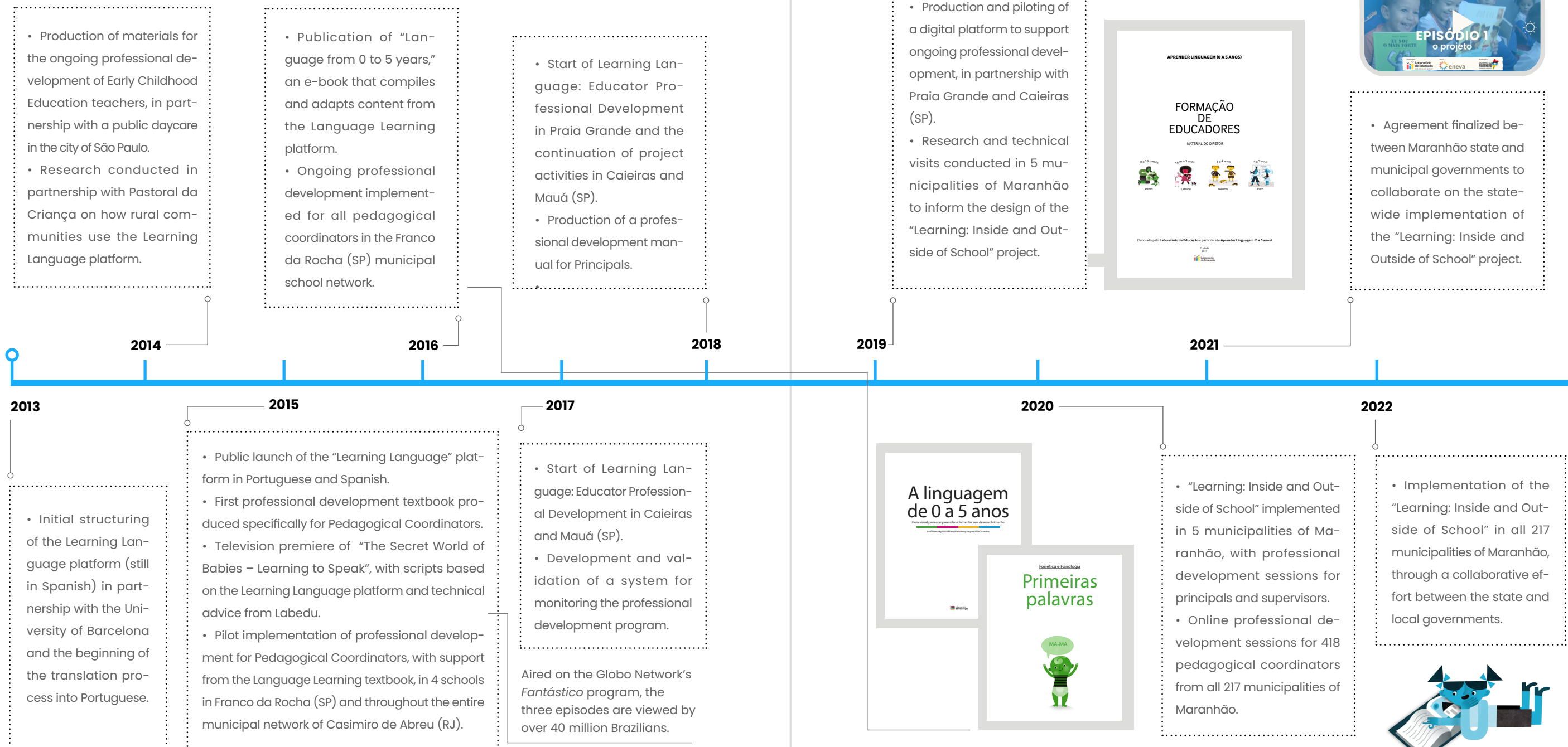


Aprender a Estudar Textos



Learning Language

Given the vital role of language development in early childhood, Labedu has developed a professional development methodology for principals, coordinators, and teachers in public Early Childhood Education networks. This approach helps ensure that all children under five are capable of using language for communication, critical thinking, and lifelong learning.





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Implementation cases in 2022

At Labedu, we implement our methodologies through collaborative projects with institutions dedicated to the education of children ages 0 to 10. In 2022, we focused on professional development for educators in public education networks. Using content created by our in-house team, we provide tailor-made solutions that meet the unique needs of local stakeholders that mediate learning inside schools.

TCPA

ALL CHILDREN CAN LEARN

Guidance for Mediators of Learning



2022 All Children Can Learn

Guidance for Mediators of Learning

“All Children Can Learn” (TCPA) aims to reinforce the educational role of family members of children ages 0 to 10, as well as the institutions that support them, thereby positively impacting learning environments in their communities.

During the first half of 2022, Labedu collaborated with the core team for the São Paulo Municipal Plan for Early Childhood and the São Paulo Municipal Secretary of Social Assistance and Development (SMADS SP) to implement the All Children Can Learn (TCPA) – Guidance for Mediators of Learning program, benefiting 150 children in temporary foster care each month.

The target audience for this project cycle encompassed all technical teams and host families from the Family Reception Services (SAF) in the Santo Amaro, Sé, Guaianazes and Santana regions of São Paulo city. In total, 42 social service professionals participated in the course, while another 110 staff associated with the host family service and the Pediatric Ward of Santa Casa de Misericórdia Hospital received materials with guidance on how to promote essential early childhood experiences to ensure every child’s full development. An online broadcast list with content on early childhood was also made available to all workers and users of these services. The course and distribution of materials focused on encouraging adults to reflect on their role in comprehensive child development, and helped them become more attuned to children and their learning processes.

The project aimed to enhance the role of institutions that serve society in various ways and that interact and connect with families of young children.

The Course

This TCPA cycle strengthened the role of new players in the public policy ecosystem of São Paulo, in alignment with the stated goals of the São Paulo Municipal Plan for Early Childhood.

The following took place between January and July 2022:

- 8 sessions, totaling 16 hours
- 4 coordination meetings with partners from 7 public agencies, including the Municipal Secretary of Government, the special protection team for children and adolescents from the Municipal Secretary of Social Assistance and Development, the Municipal Foster Family service, and the Pediatric Ward of Santa Casa de Misericórdia Hospital.
- 15 biweekly bulletins via the project’s broadcast list.
- Hundreds of physical materials distributed to adult employees of partner institutions, encouraging them to reflect on their role in child development.

The sessions drew from “7 Fundamental Experiences in Childhood”, a Labeledu platform based on the Ministry of Education’s National Curriculum Guidelines for Early Childhood Education (2010), which establish basic learning and development rights for young children. In addition, the discussions addressed various questions and difficulties that adults encounter when interacting with children.

“

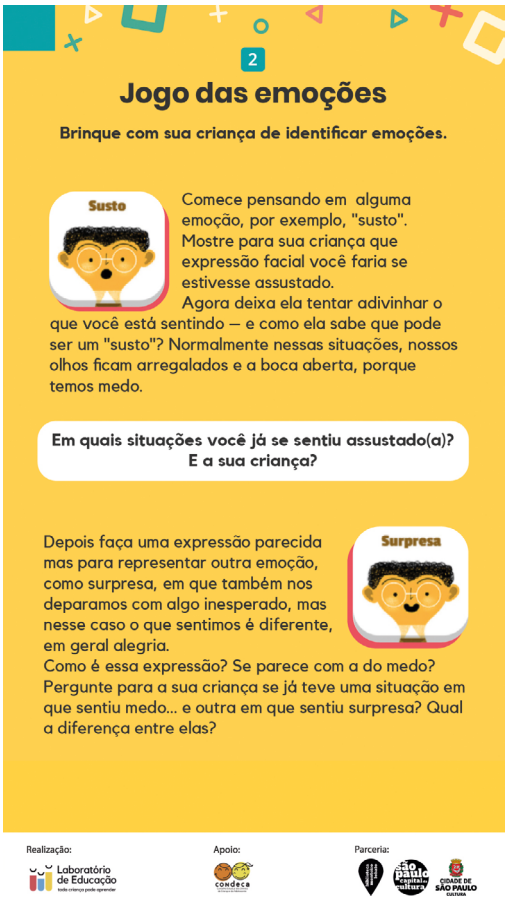
“The course provided moments of deep reflection about the quality of the time we spend with the children we welcome in... I feel I’ve gained a deeper understanding of child development.”

Marcia Ribeiro Pinto Ferreira,
Foster Family in SAF Sé

Distribution of digital materials

103 families also had access to the Labeledu broadcast list on WhatsApp, with biweekly bulletins that included image, audio and video messages based on the 7 Fundamental Experiences in Childhood.

Example of a card sent to families.
.....



1. Enhance interactions that are already a part of daily routines and contribute to strengthening bonds in everyday moments at home.
2. Promote situations in which children’s books are read aloud.
3. Provide tools for adult caregivers to recognize and record milestones in a child’s learning process, keeping in mind the specificities of early childhood.

75% of the families who responded to a survey about the broadcast list said that, in addition to consuming the content themselves, they shared it with others who were also curious about early childhood. This means that, beyond the direct beneficiaries, approximately 77 additional families and children indirectly benefited from the broadcast list content over the course of the semester.

A total of 15 bulletins were sent out between January and July of 2022, at which point the broadcast list was closed in tandem with the project itself. The guidance shared by the Labeledu team included ways to structure and incorporate simple conversations and games into everyday life with children, with special attention to what they might think, say, or do depending on their age group.

Distribution of hard copy materials

1. For project “ambassadors” at partner institutions:



Book: 7 Fundamental Experiences of Childhood
Activity deck

2. For families using the services of partner institutions:



Poster
Brochure



Official Sticker

Partner institutions that received materials:

- Monteiro Lobato Children and Young Adult Library
- SAF Santo Amaro – Pearls Foster Family Service
- SAF Sé – Making History Institute (IFH)
- SAF Guaianazes – Friends of Life Foster Family Service
- SAF Santana – Foster Family Service
- Pediatric Ward of the Santa Casa de Misericórdia Hospital



“I spoke with one of the heads at the pediatric clinic, and she mentioned that the residents have been actively promoting the content, and that most of the mothers seem extremely interested and have been scanning the QR codes on the posters to start receiving the digital materials. She also mentioned that she brought a copy of the book to her office and the mothers have really enjoyed it!”

Taís Ramos, Pediatric Resident at the Pediatric Ward of Santa Casa de Misericórdia Hospital in São Paulo.

In implementing the second TCPA cycle, the Labedu teams observed that participants expanded their knowledge of child development and learning and began to incorporate some practices into their daily routines:

1. Expanding the variety of meaningful experiences and interactions with children ages 0 to 6 beyond the school setting.
2. Recognizing and documenting milestones in a child’s learning process.
3. Identifying learning opportunities in everyday life.

Another highlight was how the distribution of informational materials on early childhood to families and caregivers of children in this age group strengthened a community of stakeholders involved in child education and in fostering an educational space. It’s crucial to highlight that the advancements achieved in this project, along with the potential we see for future applications in various settings, stem from ongoing cycles of systematization, implementation, and research.

Results

- 12 meetings
- 15 bi-weekly digital bulletins
- 16 hours of sessions
- 103 participating families
- 150 child beneficiaries
- 152 professionals
- Hundreds of physical materials distributed to employees at partner institutions.

AET LEARNING TO STUDY TEXTS



2022

Learning to Study Texts

In 2022, we led another implementation of the “Learning to Study Texts” (AET) methodology for educator professional development, which invites 4th and 5th-grade teachers to recognize how the language used in a given text can become a tool for teaching and learning. The goal of AET is to help all students develop the knowledge, skills, and strategies necessary for reading and understanding texts, thereby acquiring tools to learn to think, analyze, interpret, form opinions, engage in dialogue, and freely explore the world of knowledge.

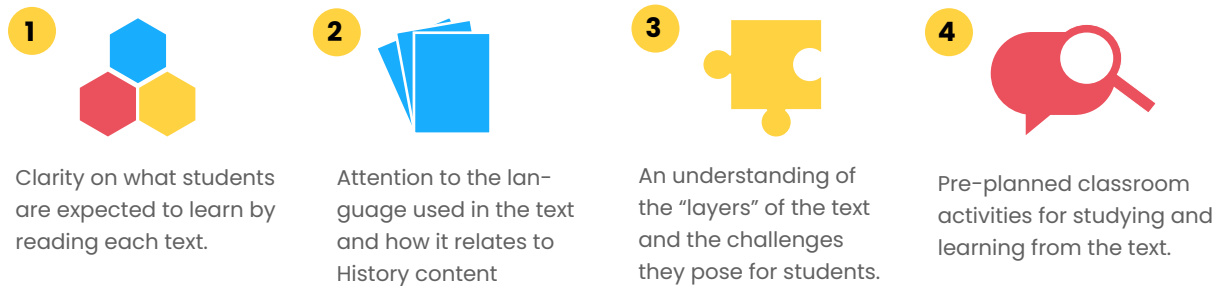
Texts used in schools become increasingly challenging for children who have only recently learned to read and write and who are just starting to “read to learn” about different subject areas. For this reason, Labedu supports teachers in studying, planning, and implementing classroom activities centered on reading didactic texts, in order to promote student learning of specific content, starting with History. Using AET strategies and content, we assist teachers in carrying out lesson plans that guide students as they unravel the various layers of texts – not only “what they say” but also “how they say it”. We do this because we understand that diving into the unique features of the language used in a text can significantly enhance one’s understanding of various curriculum content.

Like all Labedu methodologies, AET has a single goal with two main areas of focus: enhancing child learning and promoting educators’ professional development. Throughout the project, therefore, we promote situations for analysis, modeling, planning, and reflection on practices and interactions that help students gain a deeper understanding of historical and literary knowledge. This creates a fresh, interactive environment where teachers can observe their students’ thought processes, verbal skills, and improved comprehension of their reading material.

AET implementation in 2022

The training program developed in Várzea Paulista throughout 2022 was structured around in-person meetings, educator implementation of classroom activities with children, and documentation and sharing of teaching practices. During the in-person meetings, we sought to create a set of educational strategies divided into two main areas: 1) studying the features of academic texts found in history textbooks; and 2) didactic analysis and planning of classroom activities to improve students’ reading skills.

Between April and December, we conducted over 40 hours of teacher professional development across 14 sessions. With assistance from Labedu trainers, participants designed and implemented 6 sets of model activities with the children. In understanding the teacher as the driving force behind the learning process, we organized a “spiral” course around the concept of action-reflection-action, rather than a traditional linear method of information delivery that’s commonly used in standalone courses. Before implementing each proposed model activity, we set aside time for study, analysis, and planning phases that allowed for a better grasp of the rationale and methodology behind each approach:



In addition, after each sequence of activities, participating teachers created records of their practice to reinforce the pedagogical knowledge developed in the training.

The texts selected by the Labedu team of experts align with the Brazilian Common National Curriculum (BNCC). Despite their brevity, these texts are packed with linguistic complexity and diversity. It’s crucial, however, to understand that while these texts are fundamental to the project, they do not encompass every aspect of the 4th grade history curriculum. These texts are a great resource, but should not be considered the sole source of information or experiences relevant to this subject matter.

The challenge

With an understanding that teachers play a crucial role in addressing reading and comprehension challenges, the professional development sessions were designed to help shift their viewpoints and approaches for introducing children to texts, and transform intimidating academic language into a tool in the pursuit of knowledge. The start of the project coincided with the return to in-person classes after two years of remote learning due to the Covid-19 pandemic. At the time, many students were still developing their literacy skills and the suggestion of introducing a method for reading academic texts caused some unease among the teaching staff.

However, as the teachers became more proficient with the project content and began to implement new practices in the classroom, the discussions became more sophisticated. The teachers started to view themselves as active participants in the ongoing reflection and brought fresh insights to the proposed work. The children’s engagement, discoveries, and creations also helped to shift the teachers’ perspectives. Ultimately, the educators saw the project as a chance to grow and improve their reading and study of the academic texts used in their grade level. They also underscored a series of student accomplishments observed during the project activities:



“The ‘Learning to Study Texts’ project has broadened my understanding of how to plan. I’ve learned that you need to read to study, read to understand, and read to delve deeper – with a progressive approach to planning that gives students the opportunity to get to know the text, interact with it, and contextualize moments that connect today with the past.”

Teacher participating in AET professional development

1. Learning evident in conversations between children outside of class (recess, traveling to and from school, etc.).
2. The knowledge and procedures introduced by the project resonated in other school subjects, whether in relation to History or reading.
3. The quoting of statements made by students and situations that demonstrate an understanding of History and an expanded use of language.

Pedagogical Coordinators

For the first time in the history of AET, the 2022 edition intentionally included pedagogical co-ordinators (PCs). Our goal was to equip these professionals with tools and strategies to support teachers in carrying out classroom activities, such as classroom observation and note-taking. This inclusion fostered reflection on the existing culture of ongoing professional development within the municipal network and on time management for education professionals. In this way, we made a concerted effort to strengthen the current role that PCs play and highlight their potential to guide other educators within the system. Based on its experience in Várzea Paulista, Labedu is creating targeted materials for use by PCs in other municipalities, regardless of whether they work in a specific school or for the Municipal Secretary of Education. Future cycles of AET will focus on adapting the methodology for broader application.

Analysis of teacher learning

AET proposes individual and collective reflection on professional practices as a way to facilitate a virtuous cycle between the knowledge gained in professional development sessions and through classroom activities. To this end, participants recorded their practices and shared them, along with comments and reflections, on a collaborative virtual dashboard.

Our analysis of these records revealed gains from the formative process, not only in terms of participants’ positive feedback, but also through reflections that highlight elements essential to high-quality teaching practices. Among the most mentioned topics, the following stood out:

- 1. Students’ active participation (teaching centered on active work).
- 2. The role of questions and inquiry processes (teaching based on the development of inquiry processes).
- 3. The relationship between thematic discussions and students’ meaning-making processes (dialogic teaching).
- 4. The challenging nature of the implemented activities (cognitively-challenging teaching activities).

Academic Language Assessment (ALA)

The Academic Language Assessment (ALA) is a tool designed to measure the skills that students from 4th to 8th grade must possess in order to use academic language. It focuses on the linguistic resources used to construct and present accumulated knowledge across various fields.

ALA consists of nine activities, divided between items related to vocabulary mastery and items related to other cross-cutting skills (understanding complex structures, logical connection of ideas, following reference chains, overall text organization, text interpretation, and identification of academic registers).

ALA was developed by Professor Paola Uccelli from Harvard University and was translated and validated in Brazil by Labedu in a 2017 study that involved more than 2,000 students from the São Paulo municipal school network.

2022 AET Impact Assessment

To verify how the professional development sessions affected children’s learning process, our partners at LEPES (Laboratory of Studies and Research in Social Economy) conducted a quasi-experimental impact evaluation research. For this, data was collected both in Várzea Paulista and in a neighboring municipality in Greater São Paulo with similar sociodemographic characteristics and educational indicators. The data collection and analysis aimed to ascertain to what extent Labedu’s work around academic language not only helps to expand students’ linguistic repertoire, but also contributes to other knowledge and skills related to reading comprehension.

The study encompassed over 2,000 fourth-grade students from these two municipalities, with the aim of mapping the development of language knowledge and skills, and confirming whether the project fulfilled its objectives. Two internationally-validated reading tests were administered at the beginning and end of the year: the Academic Language Assessment (ALA), developed by Professor Paola Uccelli of the Harvard Graduate School of Education, and the Progress in International Reading Literacy Study (PIRLS). In 2021, PIRLS was administered across Brazil and the results painted a very concerning picture: out of a sample of 4,941 fourth-grade students, 62.2% scored at the lowest level in reading comprehension.¹

In the initial assessment, students from Várzea Paulista and the control municipality alike scored below the Brazilian average for PIRLS (322.19 and 311.96 points, respectively). However, after the im-

¹More information is available in the 2021 PIRLS analysis of Brazil’s results.

plementation of the AET program, Várzea Paulista's average score rose to 379.49 points, allowing it to rise two positions in the international ranking, surpassing Morocco (372) and Egypt (378), and moving closer to Jordan (381). Meanwhile, the control municipality had an average score of 348.96 points and maintained the same position in the international comparison. A difference-in-differences analysis demonstrated that AET had a positive and significant effect on the performance of students in Várzea Paulista schools, considering measures of understanding narrative and informative texts (around 20 points).

Additionally, AET was shown to have significantly reduced the percentage of students with below-basic comprehension levels (which decreased to less than half of the sample), while also improving comprehension across all levels. For instance, the proportion of students that reached the highest score range (advanced level) quadrupled between the two periods. As a result, the municipality of Várzea Paulista has matched and in some cases exceeded the Brazilian average PIRLS score.

Furthermore, the results reveal an even greater impact on students who initially scored lower at the start of the year. In other words, children who started out with lower scores saw a significant improvement in their performance thanks to AET, which means that we succeeded in including children who needed additional support in the learning process. It is also important to recognize that the project implementation coincided with the post-pandemic return to the classroom, and that these students experienced second- and third-grade through remote learning.

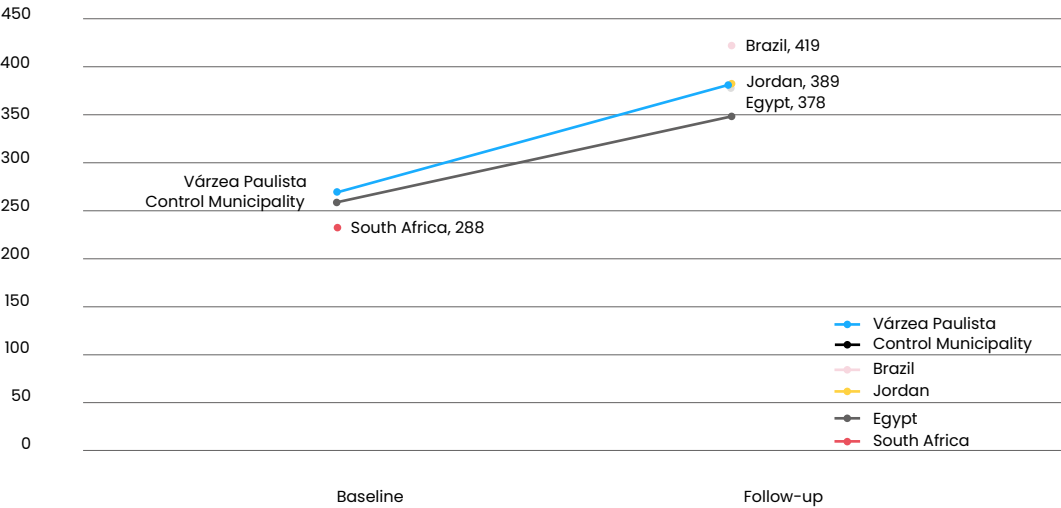
Progress in International Reading Literacy Study (PIRLS)

The Progress in International Reading Literacy Study (PIRLS) is an international benchmarking system for assessing the reading comprehension skills of fourth-grade students.

Conducted every five years by the International Association for the Evaluation of Educational Achievement (IEA), a global cooperative of research institutions, PIRLS focuses on four major dimensions: (i) content analysis and evaluation; (ii) ability to make direct inferences; (iii) ability to locate and extract explicit information; and (iv) interpretation and integration of ideas and information.

Based on Item Response Theory, PIRLS uses a comparable scale whereby the score achieved is centered around the international average of 500 points and standard deviation of 100.

Municipal TRI scores in the initial and final assessments



Results

- 6 activity sequences
- 14 professional development sessions
- 42 hours of professional development for teachers
- 64 hours of professional development for teachers
- 63 professionals (teachers, pedagogical coordinators, and specialists from the Municipal Secretary of Education)
- 1,292 children
- 15.3% improvement in the average score on the reading comprehension assessment

LEARNING: INSIDE AND OUTSIDE OF SCHOOL



2022

Learning: Inside and Outside of School

In 2022, we completed the first phase (2020-2022) of the “Learning: Inside and Outside of School” project in the state of Maranhão. Over these three years, the project contributed to professional development for Early Childhood Education practitioners throughout the state. At first, it was implemented in five municipalities of the Médio Mearim region (Capinzal do Norte, Lima Campos, Pedreiras, Santo Antônio dos Lopes, and Trizidela do Vale), where Labedu staff directly conducted professional development for School Principals, Supervisors, Early Childhood Education Pedagogical Coordinators and Municipal Educational Coordinators. The project was then expanded to an additional 211 municipalities in Maranhão through the Pact for Learning, a program led by the State Secretary of Education (SEDUC-MA) that promotes intergovernmental collaboration on education. For this scale-up, the state allocated Regional Educational Coordinators (APRs) to carry out the project activities.

Learning: Inside and Outside of School aims to enhance the learning of children ages 0 to 6 by creating optimal conditions for their development. During this initial phase, the project reached more than 24,000 teachers, administrators, and pedagogical coordinators throughout Maranhão, and it has now become an integral part of the state’s Public Policy for Ongoing Professional Development in Early Childhood Education.

Here are some of the main achievements in the five municipalities:

- 1. The formal adoption of ongoing professional development for pedagogical coordinators and school principals.
- 2. The planning and implementation of more interactive and challenging activities that made children active participants in their learning processes.
- 3. A shift in perspective among educators and families regarding children's learning potential.
- 4. The creation of favorable conditions for strengthening the school-family relationship.

Another key point worth highlighting is the significant increase in the amount of time teachers devote to reading children's literature – four times greater in 2022 than in the previous two years of the project, which represents a 400% increase. There was also a noticeable increase in the amount of interaction between teachers and children during classroom reading sessions. The way children's books were organized in the school setting also caught our attention during this stage of the project's execution. In the five schools we visited, which collectively have between ten to sixteen classes, it was clear that books were being sorted and arranged according to educational guidelines. These specific results are documented in the third episode of a video series produced by Labedu. The series, consisting of a documentary and five short videos (all available on our YouTube channel), compiles all of the results described here. Testimonials from participants in the five munic-

ipalities also drive home just how much learning and transformation took place over these three years. The documentary also highlights significant changes in terms of greater equity and access to high-quality children's books.

The following remark from Ana Katia, a Regional Educational Coordinator (APR) from Pedreiras, exemplifies how the actions carried out in the five municipalities aligned with the approach promoted by the Pact for Learning in 211 municipalities across Maranhão.

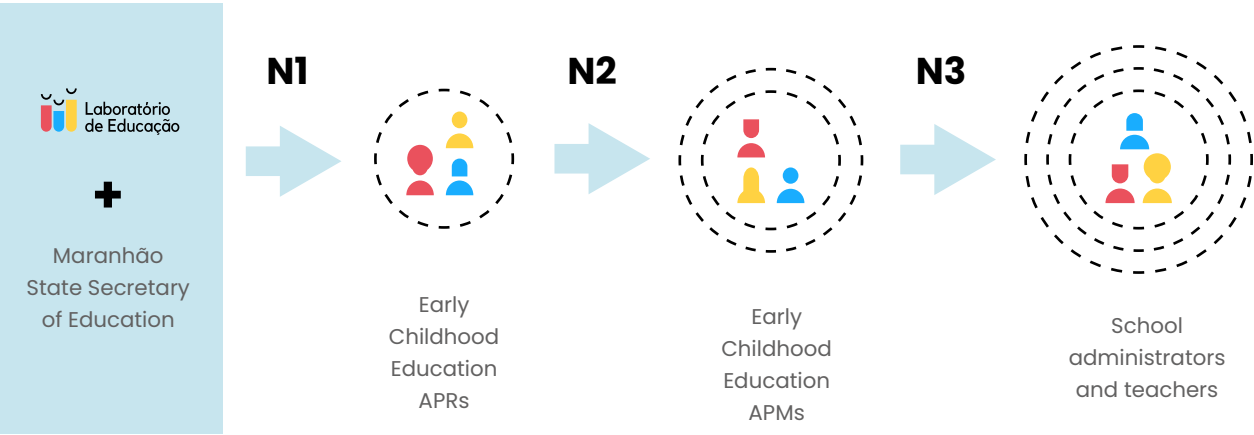
“

“We’re ready to train the trainers now, you know? We’ve seen how this approach produces results, we have a supportive, collaborative network and a study group [comprised of 19 APRs from Maranhão]. We’re truly becoming researcher-educators. It’s a multifaceted role... we’re not just passing on knowledge... it’s a collective effort with many people involved, and everyone reaps the benefits.”

Ana Katia, APR from URE Pedreiras (MA)

One of the project's major accomplishments is ensuring sustainability and scalability through the strategic integration of early childhood education into formal collaboration arrangements between state and municipal governments. The diagram below provides a clear understanding of how professional development cycles involve teams from Labedu, the State Secretary of Education and its regional (APRs) and municipal (APMs) representatives. The project activities take place on a large scale and in a sequential and structured way, with coordination from various participants.

Professional development activities
Project cycles for impact at scale



Coordinated activities inside and outside of the school

At the start of the project, in the midst of the Covid-19 pandemic, we developed “Learning: Inside and Outside of School” around two main pillars:

- **Professional Development:** ongoing learning opportunities for municipal Early Childhood Education staff.
- **Mobilization ²:** Production and distribution of materials to the families of children enrolled in Early Childhood Education at participating schools, who were temporarily unable to attend school.

In 2022, the project focused on Training, but also continued to strengthen interactions between schools and families by partnering with Itaú Social to distribute 23,180 copies of 4 books to children between 0 and 6 years of age. In addition to the reading activities conducted in the classroom, access to these books enabled families to make reading a part of their daily lives and deepen children’s bonds with their families. Another positive outcome is that reading also became a practice for the children’s family members, thus creating a cycle of learning. Providing Maranhão families with quality resources helps to build a community of committed stakeholders who play a role in their children’s education and promote educational environments. Check out [Episode 4](#) of the project’s video series to see the results of these efforts and hear testimonials from participants.

In-depth discussions of how we mobilized families during the pandemic can be found in [this OECD publication](#) and in the [Harvard Center for Latin American Studies magazine](#).

Project wrap-up and the presentation of data gathered over a three-year period

To celebrate the first phase (2020–2022) of “Learning: Inside and Outside of School” in Maranhão, final events were held on November 11, 2022 in Pedreiras and Dom Pedro. These events were attended by the project’s direct participants: School Principals, Supervisors, and Early Childhood Education Pedagogical Coordinators, as well as Municipal Educational Coordinators and Secretaries of Education. The team from the State Secretary of Education (SEDUC-MA) was also present, represented by the Regional Educational Coordinator (APR) and the manager of the Regional Education Unit (URE) in Pedreiras.

The events included a premiere of the documentary that depicts the progress made over the past three years, as well as a presentation of quantitative data that demonstrates the project’s impact. Raimunda Sousa Carvalho Nascimento, Secretary of Education for Santo Antônio dos Lopes, called on her team of principals to commit to implementing Early Childhood Education programs that fulfill the standards outlined in the Maranhão State Curricular Document (DCTMA).



“Our preschools in Santo Antônio dos Lopes are rural. The preschool education offered by the Santo Antônio dos Lopes municipal school system is rural. That means that principals are responsible for the quality of preschool education. For a project like this to succeed, principals must be involved. The principal must be the first person to stick up for the school. Afterwards, they start to build their team. The principal is the first one to say ‘yes’ for the school. A school can indeed be excellent. Children from even the most isolated locations also have this right.”

Raimunda Sousa Carvalho Nascimento, Secretary of Education for Santo Antônio dos Lopes (MA)

In order to ensure that this progress is sustainable over time, investments must be made to consolidate positive pedagogical and school management practices, and, most importantly, guarantee a regular and ongoing professional development process. “Learning: Inside and Outside of School” will continue to be implemented over the next three years (2023–2025). In this new cycle, Labedu will support SEDUC-MA in empowering local leaders, represented by Municipal Educational Coordinators (APMs), to independently implement ongoing professional development for Early Childhood Education practitioners in their school networks, enhance the quality and equity of early childhood education for children ages 0 to 6 across all municipalities in Maranhão.

Results

Training Structure and Participants in the 5 Municipalities:

- 190 hours of professional development
- 5 Municipal Educational Coordinators (APMs)
- 85 Supervisors and Pedagogical Coordinators
- 92 School Principals
- 525 Teachers
- 4,532 Families

Training Structure and Participants Across the State:

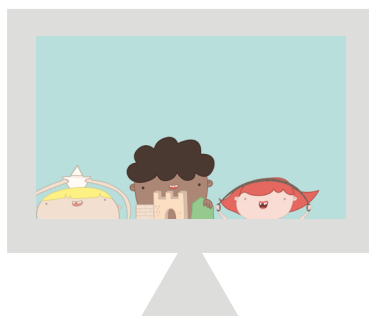
- 19 Regional Educational Coordinators (APRs)
- 4 Experts from the Maranhão State Secretary of Education (SEDUC-MA)
- 217 Municipal Educational Coordinators
- 24,323 Pedagogical Managers, Pedagogical Coordinators, and Teachers



6

Platforms

Labedu offers free platforms filled with content and resources to enhance adult-child interactions both inside and outside of school. Through these channels, we provide suggestions for activities and materials that are backed by continuous cycles of research and implementation. These platforms systematize what we learn from direct involvement in public education networks, support the professional development processes we carry out, and also allow us to put our pedagogical knowledge at the service of a broader and more diverse audience. Our platforms can be used to expand learning opportunities in children's daily routines, in both formal and informal educational settings.



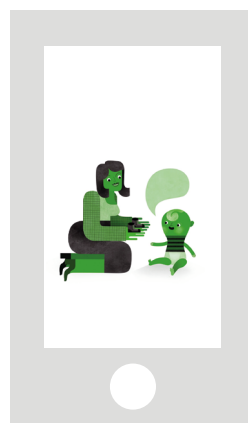
Apprendendo

Apprendendo offers tips for activities and games to engage with children in various moments over the course of the day, turning everyday situations into powerful learning opportunities. The content was developed to enhance and enrich interactions between adults and children ages 0 to 10. Each suggestion includes information about the learning involved, enabling adults to better understand the potential of the proposed activities. The platform also has a free app that can be downloaded from the website.

 Ages 0 to 10

Learning Language

Learning Language is a comprehensive guide to language development in early childhood. Designed to engage families and educators, it depicts everyday situations that illustrate how and why children learn to use language from their earliest days of life. Through images and artwork, it gives adults practical knowledge to help them facilitate this process in accordance with key milestones and achievements for each age group.



 Ages 0 to 5



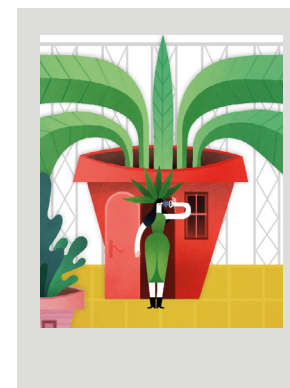
Learning Through 7 Fundamental Experiences

Learning Through 7 Fundamental Experiences compiles examples and resources that illustrate how much children can learn through daily interactions with adults and their peers. The platform suggests ways to promote, in everyday life, 7 fundamental experiences that children should undergo in early childhood to develop their bodies, thoughts, and emotions, creating positive conditions for them to learn, grow, and reach their potential.

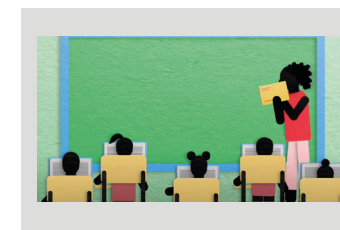
 Ages 0 to 6

Reading Corner

Reading Corner offers a collection of digital books that children can explore either on their own or with others, thereby enriching their relationship to language and experiencing different ways to read. The works are available as e-books and also in audio and video formats. In addition to the books, the platform features games and a guide for adults on how to enrich their interactions with children who are starting the reading journey. Reading Corner is an excellent tool for nurturing budding, intermediate, and advanced readers alike.



 Ages 6 to 8



Learning to Study Texts

Learning to Study Texts provides information and tools that illuminate the language found in 4th and 5th grade textbooks. By explaining strategies for reading, analyzing, and producing text, it supports teachers in implementing productive classroom situations in which children expand their knowledge about and through language. The platform aims to contribute to the development of eager and critical readers, who not only understand what they read in different subject areas, but also learn to think, reflect, form opinions, engage in dialogue, and establish connections.

 Ages 9 to 10

Exploring the City

Exploring the City offers various itineraries that transform the city of São Paulo into a space for learning. These trips are fun and stimulating for both adults and children, help users see the city in a different light and demonstrate how exploring the urban environment can be a great educational experience! The guides are available in both print and digital formats and come with suggestions for activities and discussions to try out before, during, and after the trips. The platform also provides a shared album in which users can record memories, drawings, and/or objects from each trip.



 All ages





7


Courses, media appearances, events, research, and publications


Over the past decade, Labedu team members have showcased our research and methodologies to various audiences. We've engaged in both national and international academic events, conducted courses, and contributed articles to a range of publications. In this section, we've highlighted our involvement in media outlets, seminars, colloquiums, and the academic world at large.


Courses


- **National University of Colombia Education Research Institute (2014)**


Class taught by Angélica Sepúlveda for master's students in Education at the National University of Colombia, where she presented research findings on literacy materials and practices. She emphasized the importance of developing projects focused on analyzing, characterizing, and exploring the unique opportunities that reading can provide in early elementary classrooms.
- **The Child-City Relationship: A Two-Way Street (2015)**


Course organized by Labedu in partnership with the Parliament School of the São Paulo City Council.
- **The Relationship Between Text and Images in Children's Books (2016)**

Course led by Andrea Luize on the diverse roles that illustrations play in picture books, as part of the postgraduate program "Books, Children, and Youth: Theory, Mediation, and Critique" at the Vera Cruz Institute.
- **"Reading in Network: Mediation in the Formation of Readers (2019)**

Course conducted in partnership with the Singularities Institute and Ana Tereza Brant de Carvalho Dauden.
- **Evidence-Based Education: Critical Contributions (2020)**


Mini-course taught by Beatriz Cardoso and Naomar de Almeida Filho at the USP Basic Education Chair: Fundamentals, Content, and Perspectives.
- **Advanced Leadership Pathways: Beatriz Cardoso and Education in Brazil (2021)**


Class taught by Dr. Jim Honan (Harvard University) for Advanced Leadership Initiative (ALI) Fellows, with a case study based on Beatriz Cardoso's experience in founding Labedu.
- **Learning in Childhood: A Discussion of the Implementation of Activities Related to Social-Emotional Skills in the School Environment (2021)**


Online classes led by Beatriz Cardoso for postgraduate students in Neuroscience, Education, and Child Development at PUC-RS.
- **Advanced Leadership Initiative Program (ALI): A trajetória do Laboratório de Educação (2022)**


Class for Advanced Leadership Initiative (ALI) Fellows at Harvard University that discussed Labedu as a practical example of how to approach the coordination of partnerships to develop an original and innovative project.


Media appearances


- **O Globo: In Style (2012)**


Newspaper article by Beatriz Cardoso discusses the challenge of moving beyond mere discourse when it comes to education, and emphasizes the need for professionals in the field to act as intermediaries between the realities of public education systems and other sectors of society.
- **Literacy Platform: An Interview with Beatriz Cardoso (2013)**


Interview with Beatriz Cardoso on the content channel of the Center for Studies and Research in Education, Culture, and Community Action (CENPEC).
- **Pátio: Can Education Save Brazil? (2013)**

Scholarly article by Beatriz Cardoso in issue 67 of Pátio – Elementary Education, discussing how one's connection with knowledge can transform the individual and their relationship with society.
- **SESC São Paulo: Gateways to Reading (2013)**

Magazine article by Sandra Medrano discusses the importance of promoting non-fiction books for reader development.
- **Education Notebook: Myths vs. Facts: The Challenge of Failure (2014)**

Magazine article by Beatriz Cardoso emphasizes the need to believe that all children can learn, as long as teachers are well trained to utilize various teaching strategies and have pedagogical support.
- **International Development Policy Academic Journal, Geneva Institute of International and Development Studies (2014)**

Report by Beatriz Cardoso entitled "Investing in Learning from Early Childhood: A Long Road from Education to Employment."
- **O Estado de S. Paulo: Navigating, Studying, and Learning (2014)**

Newspaper article by Beatriz Cardoso discusses the implications of addressing current educational challenges through initiatives that focus solely on providing Brazilian children with direct access to information, rather than also investing in the training of professionals who facilitate the learning process.
- **Folha de S.Paulo: The Dilemmas of the Third Sector (2014)**

Newspaper article by Beatriz Cardoso discusses how the third sector represents the challenges and opportunities facing Brazil's social transformation.

O Globo: Tackling Inequality at its Root (2014)

Newspaper article by Beatriz Cardoso highlights the need to invest in the production of technical knowledge related to the acquisition and development of spoken and written languages. It also emphasizes the importance of improving the qualifications of professionals who facilitate the learning processes of children in early childhood.

O Estado de S. Paulo, Channel Futura, and CEALE/UFGM (2014)

Interviews with Ana Teberosky on Estadão, Channel Futura, and CEALE.

IBM Think (2014)

Interview with Beatriz Cardoso on the role of teachers and schools in mediating the learning of Brazilian children, in order to not only deepen specific knowledge but also their connections with reality.

Profissão Mestre (2014)

Magazine article by Angélica Sepúlveda and Beatriz Cardoso on how to incorporate reading activities into the early years of a child's education, using children's literature.

Ruta Maestra (2014)

Scholarly article by Ana Teberosky and Maria-Josep Jarque in a Colombian academic journal discusses the interaction between children's knowledge of oral language, acquired in read-aloud contexts, and their learning of written language.

Brasil Post (2015)

Labeledu commences a content partnership with the Brasil Post portal.

Catraquinha (2015)

Labeledu commences a content partnership with the Catraquinha portal.

O Globo: The Country Needs More Social Investors (2015)

Newspaper article by Beatriz Cardoso and Leonardo Letelier that questions why people tend to believe that third-sector financing models make nonprofit organizations less sustainable than for-profit institutions.

O Globo: When the Teacher Decides a Life (2015)

Newspaper article by Beatriz Cardoso and Lúcia Araújo discusses how the movie "In a School in Havana" approaches education.

Fantástico (O Globo): The Secret World of Babies – Learning to Speak (2015)

Television series developed in partnership with Labeledu.

Videocamp: Literacy Beyond the Plane of Discourse (2016)

Blog post by Beatriz Cardoso discusses the need to go beyond simply promoting the value of reading and instead consider the type of literacy education we are providing to our children.

Neuroeducação: The Power of a Bedtime Story (2016)

Magazine article by Beatriz Cardoso on the importance of everyday activities in promoting language development during early childhood, such as bedtime stories that not only enrich interactions but also enhance learning.

Nova Escola: Literacy Beyond the Dispute (2016)

Magazine article by Andréa Luize discusses the relationship between speech and writing in childhood, and summarizes research findings on one of the most controversial topics in education: literacy.

TV Futura: Keeping an Eye on Schools (2016)

Televised interview between Antônio Gois and Beatriz Cardoso on the dichotomy between play and learning in relation to the National Common Core Curriculum for Early Childhood Education.

Rádio CBN – Revista Responde: How to Raise Your Children (2016 and 2017)

Regular appearances by Beatriz Cardoso on the radio show hosted by Petria Chaves.

Jornal CBN: Children and Consumerism (2017)

Radio interview with Beatriz Cardoso on how holiday-season consumerism affects child development.

Aprendiz: It's essential to create conditions that allow children to progress and learn (2017)

Blog post for an interview with Beatriz Cardoso on the need for adults to better understand and acknowledge the perspectives of children they interact with.

CBN Entrevista (2018)

Radio interview with Beatriz Cardoso on the City as Amusement Park platform.

TV Cultura: Keeping an Eye on Education (2018)

Televised interview between Maria Manso and Beatriz Cardoso on Early Childhood Education.

Lunetas: Is Your Name Mommy? (2018)

Blog post for an interview with Isabel Gervitz on how to handle questions from children when they start to question the universe around them.

Rádio CBN – Revista Responde: How to Raise Your Children (2018)

Radio interview between Petria Chaves and Beatriz Cardoso.

Folha de S.Paulo: For a Consistent Literacy Agenda (2019)

Newspaper article by Alessandro Santos and Beatriz Cardoso highlights the risk of abandoning a diverse and solid set of theoretical-methodological and didactic advancements developed through scientific debate over the last few decades, and cautions against adopting a narrow and naive view of the field of literacy.

Rádio Vozes: Captain Moish's Storytime Podcast (2019)

Podcast interview with Beatriz Cardoso on the role of storytelling in shaping citizens who can use reading to understand new ways of perceiving the world.

O Estado de S. Paulo, O Globo, and Nexo (2020)

Newspaper articles by Ana Teberosky.

Nexo: The Déjà Vu of Perspectives on Inequalities in Education (2020)

Newspaper article by Ana Teberosky and Beatriz Cardoso on how the pandemic has amplified social disparities among students.

TV Cultura – Opinião: School Reopening (2020)

Televised roundtable discussion involving Beatriz Cardoso on school reopening during the Covid-19 pandemic.

Diálogo das Américas (2021)

Interview with Beatriz Cardoso on the role of Digital Literacy in developing civic skills, featured in a publication on Freedom of Expression on the Internet released by the Inter-American Commission on Human Rights' Special Rapporteur for Freedom of Expression.

Rádio CBN: CBN Entrevista (2021)

Radio interview with Beatriz Cardoso, Camila Machuca, and Marco Aurélio Sáfadi where they discuss the challenges of education during the pandemic and the considerations for deciding whether to reopen schools.

O Globo: A School for the Digital Generation (2022)

Newspaper article by Ana Teberosky on the digital age's effect on language acquisition.

Events

Conference: "Why Teach/Learn Language in Early Childhood Education" (2014)

Ana Teberosky's conference in São Paulo, organized by Labedu in partnership with UFMG.

1st International Congress of Education and Development Sciences (2013)

Ana Teberosky and representatives from Labedu presented at an event hosted by Fundación General UGR – Empresa and the Spanish Government. The discussions focused on early childhood linguistic development and the use of video games as teaching tools for reading and writing in elementary education.

2nd National Congress on Teacher Education (2014)

Angélica Sepúlveda presented findings from the "Materials and Literate Discourse in the Classroom" research study at an event organized by the São Paulo State University "Júlio de Mesquita Filho" (UNESP). She highlighted the importance of reflecting on the quality of teacher-student interactions in teaching and learning practices, as well as the role of language in this dynamic.

Public Administration Job Fair, FGV (2014)

Paula Stella and Priscila Cardoso de Oliveira represented Labedu at this event organized by the Public Administration students of the Getulio Vargas Foundation (FGV).

1st International Seminar on Literature in Early Childhood Education: Collections, Spaces, and Mediations (2014)

Angélica Sepúlveda and Beatriz Cardoso participated in a roundtable discussion on the establishment of literary collections in Early Childhood Education. This seminar was organized by the Ministry of Education in partnership with the Federal University of Minas Gerais, the Federal University of Rio de Janeiro, and the Federal University of the State of Rio de Janeiro.

8th UNLP Sociology Conference, College of Humanities and Education Sciences at the National University of La Plata (2014)

Alexsandro Santos and Paula Stella shared research findings on the implementation of teacher professional development initiatives under the National Pact for Literacy at the Right Age in four Brazilian municipalities in 2013. Their presentation took place during a panel discussion entitled "Political Sociology of Education. Educational Policies, Institutional Management, and the State of Education as a Right."

Conference: “Latin America Learns: Building Democracy and Citizenship for the 21st Century” (2015)

Beatriz Cardoso participated as a guest speaker at the annual conference held at the Harvard Graduate School of Education, and shared reflections on the future of the teaching profession.

360 International Education Event (2015)

Beatriz Cardoso participated in a debate on teacher training alongside Paula Louzano from the University of São Paulo (USP).

National Pact for Literacy at the Right Age (PNAIC) Seminar (2015)

Event sponsored by Labedu to share research findings from a study conducted between 2013 and 2014 in partnership with UNESCO’s Brazil office and the Ministry of Education (MEC). Participants included Secretaries of Education, PNAIC Municipal Coordinators, Study Advisors, and Pedagogical Directors and Coordinators.

SIEI: International Seminar on Comprehensive Education (2015)

Beatriz Cardoso participated in a panel discussion on “Literary Reading in Early Childhood” alongside Yolanda Reyes, the director of the Espantapájaros Collective. SIEI is an initiative of the SM Foundation and its focus at the time was on Early Childhood Education: spaces, practices, and materials.

Brazil Symposium: Growth, Equity, and Sustainability in the 21st Century (2015)

Beatriz Cardoso took part in a panel discussion called “Co-Investment: Partnerships between Social Investors” alongside professionals from institutes and foundations, companies, public agencies, consultants, and researchers involved in the social sector.

9th GIFE Congress (2016)

Beatriz Cardoso took part in a panel discussion called “Co-Investment: Partnerships between Social Investors” alongside professionals from institutes and foundations, companies, public agencies, consultants, and researchers involved in the social sector.

Debate: Literacy and How It Relates to Early Childhood Education (2016)

Beatriz Cardoso participated in this series of debates organized by Todos pela Educação and the Maria Cecília Souto Vidigal Foundation.

International Education 360 (2016)

Paula Stella participated in a discussion of the “Learning Language – Teacher Professional Development” project, and presented the results for a municipality of Greater São Paulo since the start of 2016.

Fable at the Farm House (2016)

Labedu participated in this event organized by the Farm company that showcased a selection of children’s short films from the “Shorts that Captivate” series on the “All Children Can Learn” blog.

São Paulo for Kids (2016)

Labedu took part in an exhibition at Conjunto Nacional aimed at transforming the city of São Paulo into a stimulating, welcoming, educational, and safe place in which children and teens can grow up healthier and better realize their potential.

Global Education & Skills Forum (2016)

Beatriz Cardoso participated in a panel discussion entitled “The Teacher of 2030 – What Will They Look Like?” at this forum in Dubai that brought together leaders from various sectors (private, public, and social) in search of proposals to enable societies to achieve greater equity through education.

Hackademia: 21st Century Education (2016)

Beatriz Cardoso and Nicole Paulet Piedra participated in a debate on this digital platform that offers free content about technology in education.

Third Meeting on Childhood: Children’s Expressions (2016)

Isabel Gervitz participated as a moderator at an event organized by the Map of Brazilian Childhood at the Open University for Environment and Culture of Peace (UMAPAZ).

Virada Educação (2016)

Labedu participated in this event organized by Movimento Entusiasmo in connection to the screening of two children’s short films from the “Captivating Shorts” series on the “All Children Can Learn” blog.

4th Conducting Research Across Borders Conference – Bogotá, Colombia (2017)

Ana Teberosky, Andrea Guida Bisognin, Angélica Sepúlveda, Beatriz Cardoso, Nicole Paulet Piedra, and Paula Stella participated in the International Seminar entitled “The Design of Materials for Teaching and Learning How to Read and Write; The Use of New Technologies and Various Forms of Education.”

Seminar: Early Childhood Education Meeting, Harvard University (2017)

Beatriz Cardoso participated in an international seminar on early childhood at Harvard University, where she highlighted Labedu's work both inside and outside of schools. Also presenting on Early Childhood Education research and interventions were representatives from the Municipal Secretaries of Education of São Paulo and Rio de Janeiro, from Brazilian higher education institutions, and from other non-governmental organizations.

International Education 360 (2018)

At this international event, Beatriz Cardoso and Nicole Paulet Piedra conducted a workshop entitled "The City Teaches, The Child Learns" for 15 preschool teachers who work in municipalities of the state of Rio de Janeiro.

First Municipal Week of Early Childhood (2018)

Beatriz Cardoso participated in an event sponsored by the São Paulo City Hall, with support from the Maria Cecília Souto Vidigal Foundation. The discussion focused on the relationship between children and the city, addressing the potential for interaction and learning in the public spaces of major metropolises.

ProLeer – Professional Learning Network to Advance Early Education Reform (2018)

Beatriz Cardoso and Nicole Paulet Piedra participated in this annual meeting of Latin American researchers affiliated with Harvard University. Beatriz presented a case study on the "Learning Language – Teacher Professional Development" project, and Nicole Paulet Piedra joined her to discuss Labedu's vision for how to contribute to teacher professional development in Brazil as a non-profit organization.

UFMT 2nd Pedagogy Week (2018)

Angélica Sepúlveda presented her paper, "Language Directed at Children and Literacy Processes: Reflections on the BNCC" at an event at the Federal University of Mato Grosso (UFMT).

Debate: Teacher Training – What Can Brazil Learn from Finland? (2019)

Beatriz Cardoso participated in a discussion on teacher training conducted by the Fernando Henrique Cardoso Foundation. The debate also featured Minna Mäkihönko, a specialist in educational policies and in the development of educational systems and strategies.

ProLeer – Professional Learning Network to Advance Early Education Reform (2019)

Presentation of the "All Children Can Learn" case study and "Learning Language" pitch during the annual meeting of Latin American researchers affiliated with Harvard University. This event was held in partnership with the David Rockefeller Center on Latin American Studies (DRCLAS), the Center on the Developing Child at Harvard University, and Asociación de Amigos del Aprendizaje.

2nd Municipal Week for Early Childhood (2019)

Beatriz Cardoso participated in a debate during the second edition of the Municipal Week for Early Childhood, a joint initiative by the City of São Paulo and the United Nations Children's Fund (UNICEF). The discussion focused on how we can contribute to the implementation of the Municipal Plan for Early Childhood in the city's 10 most vulnerable districts.

4th Brazilian Literacy Congress (CONBAIf) (2020)

Presentation of a study on reading practices in public early education schools by Andrea Guida Bisognin and Nicole Paulet Piedra during a conference held by the Brazilian Literacy Association.

Live: Alliance, Family, School (2020)

Nicole Paulet Piedra took part in a live event hosted by the Colombian Ministry of Education, in which she detailed the strategies that guide Labedu's approach for raising awareness among social agents for the cause of early childhood.

ProLeer – Professional Learning Network to Advance Early Education Reform (2020)

Presentation of the "Learning: Inside and Outside of School" project during the annual meeting of Latin American researchers affiliated with Harvard University, for which the theme was "Resources for Teaching Language and Literacy".

LEPES Webinar (2020)

Beatriz Cardoso and Nicole Paulet Piedra took part in a series of online discussions hosted by the Laboratory of Studies and Research in Social Economy (LEPES). They shared the trajectory, foundation, and structure of the "Learning to Study Texts" project, which includes a set of educational tools designed to enhance students' skills and knowledge of academic language.

Q Debate Series: New Challenges in Teacher Training (2021)

Beatriz Cardoso participated in a discussion called “Is Hybrid Education Here to Stay?”, promoted by UNDIME and CONSED, in which she reflected on the practices of hybrid teaching in schools.

Q Children’s Literacy Colloquium: Processes and Challenges (2021)

Beatriz Cardoso participated in a discussion on the history of literacy in Brazil and current impacts and challenges, as well as theoretical perspectives on the subject and learning how to read both inside and outside of the classroom.

Q Studies and Evidence on the Potential and Limitations of Digital Children’s Books (2021)

Research publication by Itaú Social in partnership with Labedu on studies and evidence regarding the potential and limitations of digital children’s books.

Q Seminar: How to Engage Students and Promote In-Depth Learning in a Post-Pandemic Context? (2022)

Beatriz Cardoso and Paola Uccelli participated in a discussion entitled “Supporting Literacy and Learning in Different Subject Areas in the Early Years of Elementary Education.” The seminar was hosted by the Singularities Institute in collaboration with the Brazil Office of the David Rockefeller Center for Latin American Studies at Harvard University (DRCLAS).

Q Webinar: How to Make Educational Intent Visible through Institutional Planning in Early Childhood Education (2022)

Elisa Wajskop and Gisele Goller took part in this webinar, which was a key component of the main teacher professional development project in the state of Maranhão. They presented the work plan for 2022.

Q Webinar: Educate and Be Educated: A Tapestry of Voices (2022)

Beatriz Cardoso and Nicole Paulet Piedra participated in Maranhão state’s annual pedagogical implementation activities, as part of the Pact for Learning/Dignified School initiatives.

Q Webinar: Different Roles in Education Networks and Systemic Training (2022)

Elisa Wajskop and Maria Grembecki participated in this webinar for Municipal Pedagogical Coordinators (APMs) and teams from Municipal Secretaries of Education throughout Maranhão, as part of the Pact for Learning initiative.

Research & Publications

Q Incorporation of Literacy Practices in Literacy Education (2012)

Article by Angélica Sepúlveda on the appropriation and use of supplementary teaching materials for reading, writing, and oral instruction by four teachers in Mato Grosso.

Q Case Study: Monitoring the Implementation of the National Pact for Literacy at the Right Age – PNAIC (2013 and 2014)

Case study on the implementation of PNAIC in São Paulo, conducted in partnership with UNESCO Brazil and the Ministry of Education (MEC).

Q Language from 0 to 5 years (2016)

E-book by Laboratório de Educação that adapts content from the Learning Language platform, explains the main milestones in language development and provides a guide to help adults assist children in each age range.

Q Connecting the Dots (2017)

Beatriz Cardoso contributed to this document that examines the formulation of systemic reforms in teaching policies, while respecting the specificities of each location.

Q “Children and the Practices of Reading and Writing (2017)”

Article by Ana Teberosky and Angélica Sepúlveda in Notebook 5 of a collection edited by the Ministry of Education.”

Q Literate Educational Discourse of Literacy Teachers with Various Pedagogical Profiles (2017)

Article by Angelica Sepulveda in Education Review from the Postgraduate Program in Education at the Faculty of Education (FAE) – Federal University of Minas Gerais (UFMG).

Q Incorporating Literacy Practices in Literacy Education (2017)

Article by Angelica Sepulveda in the CENPEC Notebooks, a series from the Center for Studies and Research in Education, Culture, and Community Action.”

Q Interactions around Children’s Literature Books that Contribute to Oral and Written Language Learning (2017)

Article by Angélica Sepúlveda in digital edition No. 20 of the Santillana Foundation’s magazine Ruta Maestra, from Colombia.

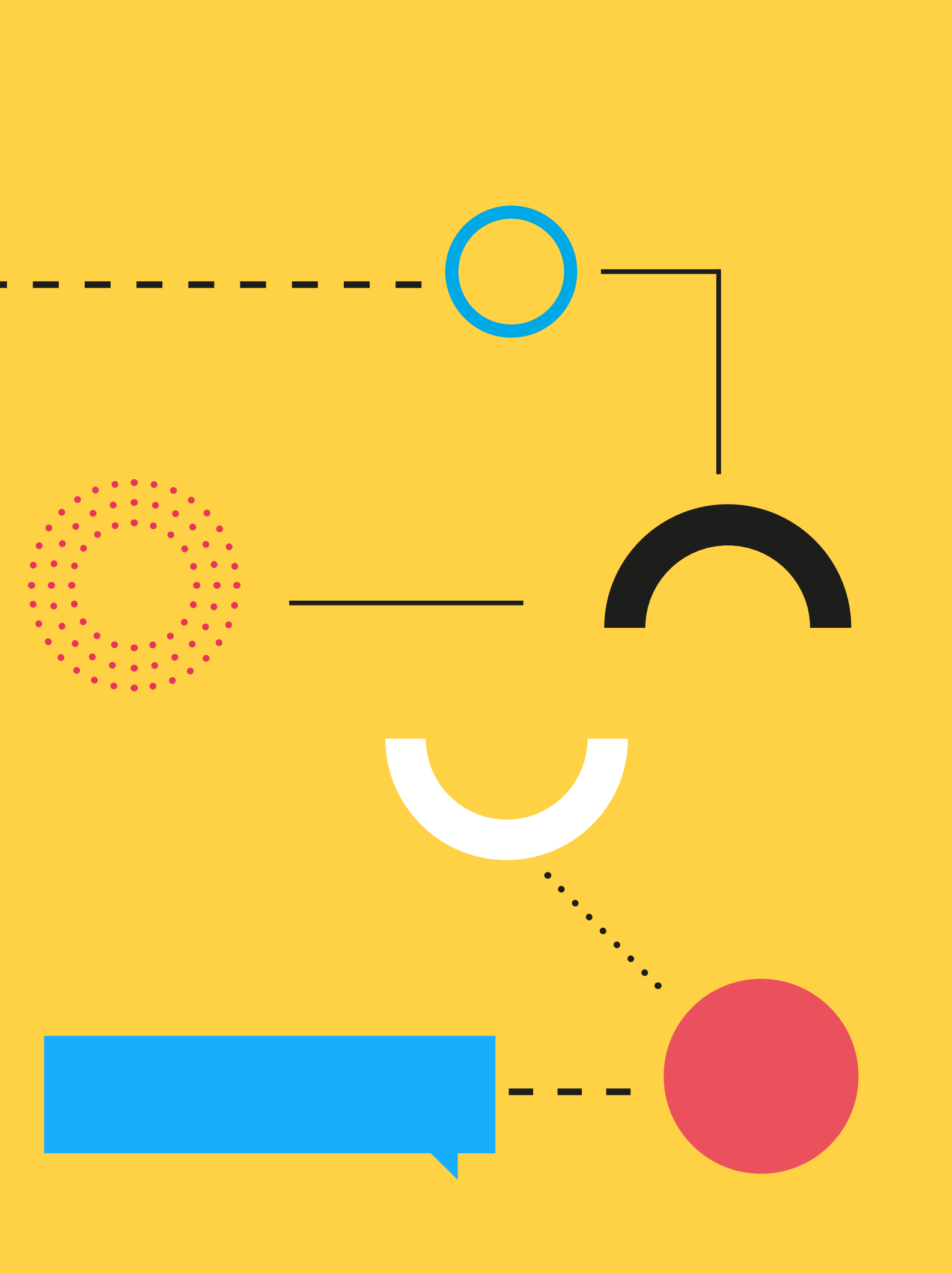
Q The Lists in Early Writing Learning (2017)

Article by Ana Teberosky and Angelica Sepúlveda in the Zona Próxima magazine from Universidad del Norte in Barranquilla, Colombia.

- Learning for All Research Study (2016 and 2017)**
 Labedu participated in a research study conducted in partnership with professors from the Harvard Graduate School of Education. Brazil was the fourth implementation site, with data collected in three other countries: Colombia, Peru, and Botswana. The Labedu team was responsible for translating and validating the research instruments to align with the Brazilian context.
- Technology and Teacher Professional Development (2017)**
 Article by Beatriz Cardoso in "Keeping an Eye on Goals," the annual report for Todos Pela Educação, which emphasizes the importance of teacher professional development to ensure the intentional and consistent use of technology in the teaching process.
- Learning from an Adult Reading Out-loud (2018)**
 Article by Ana Teberosky and Angélica Sepúlveda in Entreideias: Education, Culture, and Society from the Federal University of Bahia.
- Frameworks in History Textbooks for 4th and 5th Grade Elementary Education (2018)**
 Study by Angélica Sepúlveda been published in Cadernos de Educação from UFPEL.

- National Policy in Focus: Perspectives from Researchers and Teachers (2019)**
 Report written by the Labedu team and published in the Brazilian Journal of Literacy.
- Early Learning in Maranhão (2020)**
 Article by Fernando Reimers, professor at the Harvard Graduate School of Education, and Nicole Paulet Piedra, published in the Organization for Economic Cooperation and Development's (OECD) official magazine.
- A Message to the Teachers who Teach Reading and Writing (2020)**
 Book by Ana Teberosky published by Moderna Publishing in collaboration with the Santillana Foundation, and coordinated by Beatriz Cardoso and Angélica Sepúlveda.
- Learning to Study Elementary School Texts: Proposals for Innovation in Reading School Texts (2021)**
 Study by Angélica Sepúlveda, Beatriz Cardoso, and Nicole Paulet Piedra published in the Chilean journal, Pensamiento Educativo.

- Leading Education Through COVID-19: Upholding the Right to Education (2021)**
 Essay by Nicole Paulet Piedra featured in an e-book organized by Fernando Reimers from the Harvard Graduate School of Education. The book shares experiences and perspectives from leaders and experts representing different sectors of the global education ecosystem.
- ReVista: Harvard Review of Latin America – Learning Inside and Outside School Strengthening Early Childhood Education in Maranhão (2021)**
 Text published by Nicole Paulet Piedra in the journal ReVista: Harvard Review of Latin America.
- "City, Gender, and Childhood: All Children Can Learn Pilot Project Implementation in the City of Mauá (2022)"**
 Isabel Santana Gervitz, Beatriz Cardoso, and Nicole Paulet Piedra contributed to a chapter of this book published by Romano Guerra and Pistache Editorial.



8

Organizational impact and online presence

In these first ten years of existence, we have operated on various scales, from pilot projects in just one school to statewide programs. We've reached thousands of adults and children, logged countless hours of professional development for educators, and distributed materials for both formal and informal educational settings. We've collaborated with dozens of implementation partners and have many users of our platforms and followers on our social media channels. In this chapter, we've compiled an overview of our numbers from the past decade. Check it out!

Here are key numbers related to Labedu's first 10 years of operation.

4

STATES
where we
operate directly

13

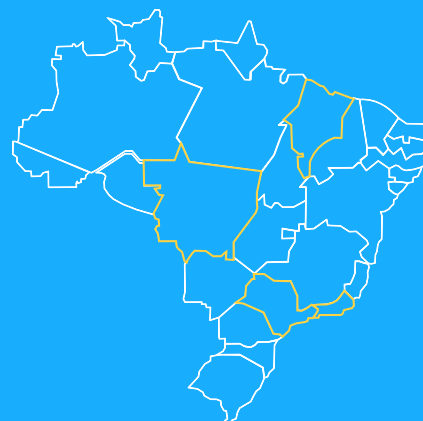
MUNICIPALITIES
where we implement
our projects

40

APPEARANCES
at national and international
seminars

60+

PUBLICATIONS
scholarly articles, reports
and editorials

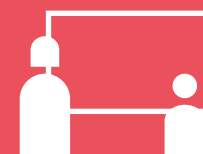


Franco da Rocha (SP)
Mauá (SP)
São Paulo (SP)
Caieiras (SP)
Praia Grande (SP)
Várzea Paulista (SP)
Casimiro de Abreu (RJ)
Trizidela do Vale (MA)
Pedreiras (MA)
Lima Campos (MA)
Capinzal do Norte (MA)
Santo Antônio dos Lopes (MA)
Castanheira (MT)



1,700+

HOURS
of professional development



5,150+

EDUCATORS
(formal and informal)
in our professional
development processes



50,000+

CHILDREN
impacted by our projects



500,000+

YEARLY VISITS
to our free
pedagogical content



4,100,000+

ADULTS
use our free pedagogical materials
and content

As for our online presence:

2016
Profile created

450+
Publications

8,500+
Followers

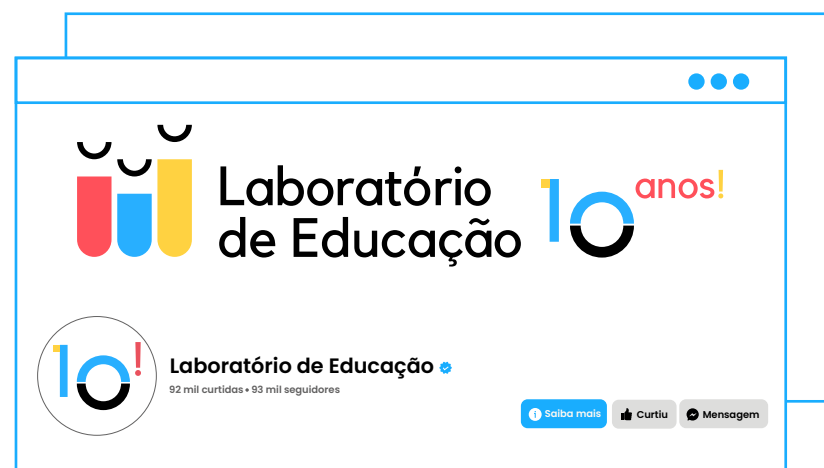


Learning Language Platform

2021: Caring for Educators initiative

2022: Learning: Inside and Outside of School

f /labeledu.org.br



@labeledu.org.br



2012
Page created

91,000+
Likes

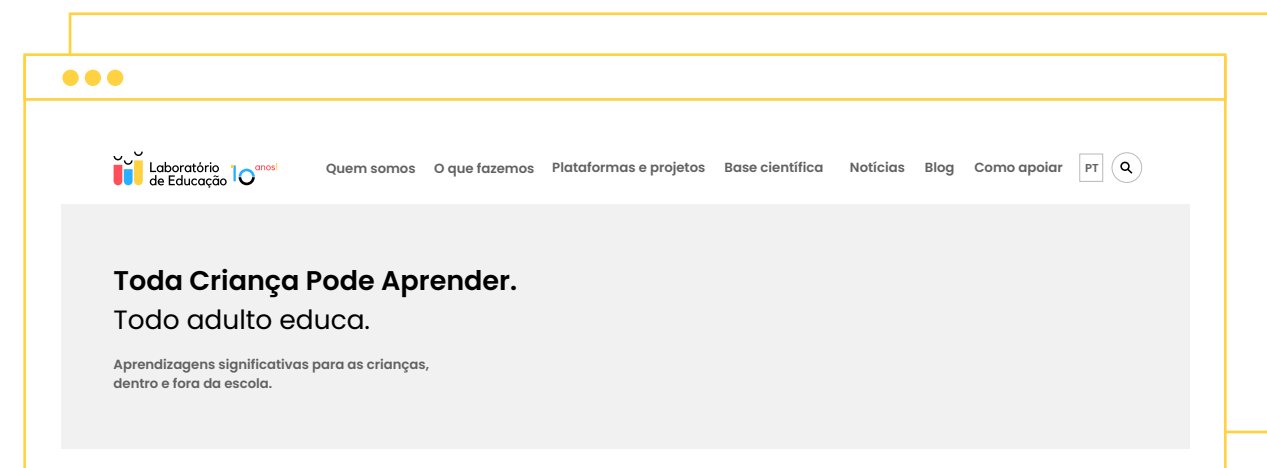
93,000+
Followers

@LaboratoriodeEducacao



Aprendendo

labeledu.org.br



2013
Channel created

400+
Videos

4,500+
Subscribers



Playlist: 7 Fundamental Experiences of Childhood

Playlist: Learning to Study Texts

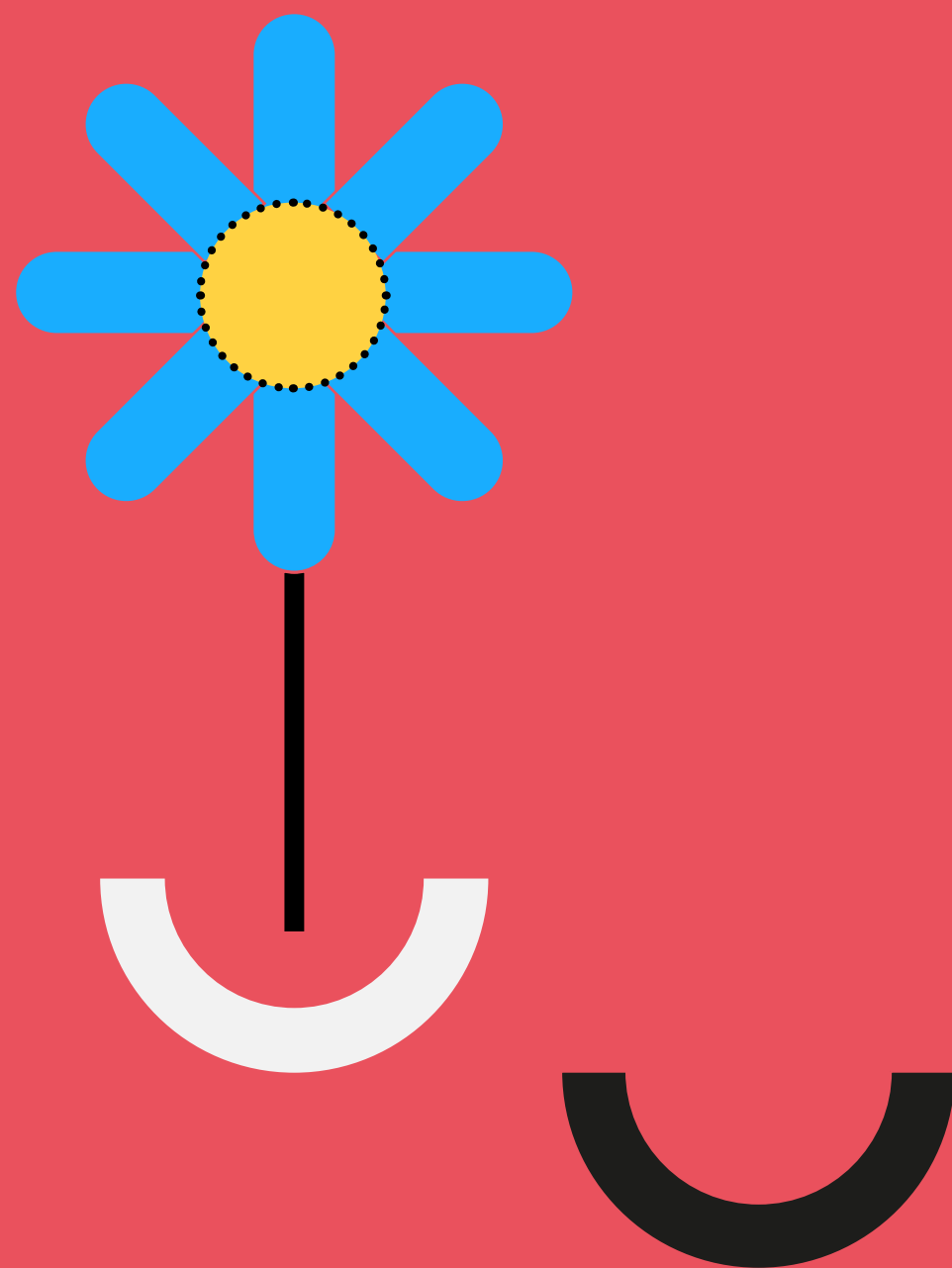
Playlist: Learning: Inside and Outside of School

2022
New website
launched

6
Platforms

1
App

500,000+
Visits per year



9

Partnerships

Over the past decade, Labedu has partnered with a variety of institutions to facilitate the implementation of projects aimed at improving educational practices in public school networks across Brazil. We have also received support from individuals whose donations support our mission and the core team committed to the further development of the organization. We thank all of our partners who continue to stand with us in pursuit of quality education in Brazil.

Institutions that have supported Labedu in the past decade:

Brazil	
Africa Agência	IBM Brasil
AlfaSol	Icatu Seguros
Ambev	Instituto Arapyaú
Ashoka	Instituto Arredondar
Athié Wohnrath	Instituto Humanize
BTG Pactual	Instituto João e Maria Backheuser
Centro Ruth Cardoso	Instituto Samuel Klein
Coca-Cola	Instituto Unibanco
Comunidade Educativa CEDAC	Jones Day
Condeca	Mattel
Eneva	Pastoral da Criança
Ernst & Young	Pólen
Escola Nacional de Seguros Funenseg	Silo
Fundação Deutsche Bank Américas	Strategica Consulting Limitada
Fundação Itaú Social	UNESCO
Harvard Lemann Research Fund	Ultragaz

International

Harvard Graduate School of Education	University of Barcelona
Professor Paola Uccelli	Ana Teberosky and her research team

Implementation partners over the past 10 years:

Maranhão	São Paulo
Maranhão State Secretary of Education	Monteiro Lobato Library
Capinzal do Norte Municipal Secretary of Education	Prudente de Moraes State School
Lima Campos Municipal Secretary of Education	Dilermando Dias dos Santos Municipal Elementary School
Pedreiras Municipal Secretary of Education	Laboratory of Studies and Research in Social Economy (LEPES)
Santo Antônio dos Lopes Municipal Secretary of Education	Caieiras Municipal School Network
Trizidela do Vale Municipal Secretary of Education	Franco da Rocha Municipal School Network
UNDIME Maranhão (National Union of Municipal Education Leaders – Maranhão)	Mauá Municipal School Network
	Praia Grande Municipal School Network
	São Paulo State Secretary of Social Development
	São Paulo Municipal Secretary of Culture
	Caieiras Municipal Secretary of Education SP
	Foster Families Service of São Paulo City
	Várzea Paulista Municipal Education Management Unit
	Um Teto para Meu País (A Roof for My Country)
Mato Grosso	
Castanheira Municipal School	
Maria Quitéria State School	
Rio de Janeiro	
Casimiro de Abreu Municipal Secretary of Education	

Active partners in 2022:





10

Acknowledgements

Since the creation of Labedu, our team has included leaders and collaborators from different generations, with the majority being women. These professionals, hailing from various fields and backgrounds, collectively form a diverse team dedicated to advancing education in Brazil. We believe that when distinct skills are combined, they form a solid network. We are grateful to all the individuals who have been a part of Labedu during this first decade, and we're excited to continue this journey together.

2022 Team

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Fiscal Board

Marcos Matioli Vieira
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Coordinators

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Elisa Wajskop Marcondes Machado

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Maria Grembecki
Maria Madalena Monteiro da Rocha

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Danilo Sergio Barbosa de Jesus

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Fernanda de Franceschi
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10 years!