



ACTIVITY REPORT
2023

1 Manifesto

Page 4



2 Letter from the Board of Directors

Page 6

3 How We Operate

Page 9

4 Implementation Contexts

Page 14

5 Highlights

Page 30

6 Impact Map

Page 37

Partnerships **8**

Page 40

Platforms **7**

Page 38

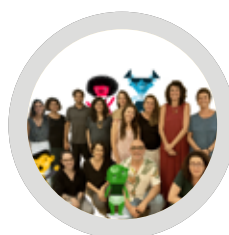


9 2023 Team

Page 42

10 Credits

Page 44



All children can **read**.
All children can
listen. All children can
create. All children
can **play**. All children
can **sing**. All children
can **recite**. All children
can **observe**. All
children can **interact**.
All children can **ask**
questions. All children
can **learn**.



All children can learn. Every adult educates.

We firmly believe that learning is a continuous process that imbues every moment of children's lives, and this belief leads us to invest in the adults who live with them. We propose approaches for different stages of child development that stand out in the Brazilian educational scenario, as they help adults to productively mediate children's interactions with the world so that their cognitive and intellectual universe is expanded.

The content made available by Laboratório de Educação (Education Laboratory) is based on academic research and is also a starting point for the production of new knowledge in the areas related to our work. As a result, we collaborate with the creation of contexts that offer children possibilities to develop based on meaningful learning within and outside school settings.

Children learn all the time, anywhere. That's why we champion the precept: **All Children Can Learn. And if all children can learn, we believe that every adult has the responsibility to educate!**



A year of acknowledgment and planning for the future

Having celebrated our first decade in 2022, 2023 was a fruitful year for us to reassert Labedu's commitment to impacting learning and to increasing the public system's ability to enable this learning for all Brazilian children.

During that year we were able to consolidate our internal work efforts by investing in a horizontal governance structure and a collaborative culture - emblematic of a notably female and intergenerational team. Accordingly, the board of directors at Laboratório de Educação is now formally shared in all its attributions and responsibilities by the three of us, thus evolving from the structures we have built so far, where different voices and experiences are valued and appreciated for all strategic decisions.

The position filled by Beatriz in the Impact Leader in Residence program - Harvard/ALI from January to December (read more on page 30)

was decisive for the maturation of this new governance, and also provided us with the experience of looking at our legacy from the perspective of others. The opportunity to present Labedu's repertoire in a context where international exchange of ideas is both diverse and qualified, arousing interest among both Harvard professors and students, confirmed how successful our dedication to building and systematizing knowledge about the process of implementing continuing education policies in public education systems has been.





Our team has been systematically and thoroughly looking into the formulation of national and state policies that strengthen municipal education systems in order to impact children's learning. This is a major bottleneck in the Brazilian education scenario for early childhood and elementary education. For this reason, we coordinate research on and development of applicable knowledge regarding teaching practices, school management, and education management.

Since its inception, Labedu has pursued the idea that learning is a journey that involves both children and adults. That is why we embrace the challenge of improving the practices not only of teachers, but of all professionals in public education systems. To ensure that our contributions are sustainable, we tap into decades of experience as well as knowledge obtained through

research and monitoring. Thus, our projects not only resonate in the field of theory, but also produce significant changes in everyday practice. The trajectories of each of our projects so far are practical examples of this, and they are explored in detail on the pages of this Report.

One major challenge we have been facing in education is ensuring that the learning acquired in successful projects are scalable. This is an issue that is beginning to press on in the discourse of researchers and public policy makers, but still lacks practical knowledge to achieve results. Therefore, we work on designing training processes aimed at the appropriation of our content by local staff in public education systems and related areas, so that they can autonomously and sustainably introduce changes in their practices. In developing this detailed pedagogical work aimed at local appropriation, we consider a structuring aspect of our activities that the proposals be incorporated into local policies, whether municipal or state, hence strengthening a collaborative regime.

Furthermore, Labedu has the potential to become a laboratory in the strictest sense of the word, where young and

Letter from the Board of Directors



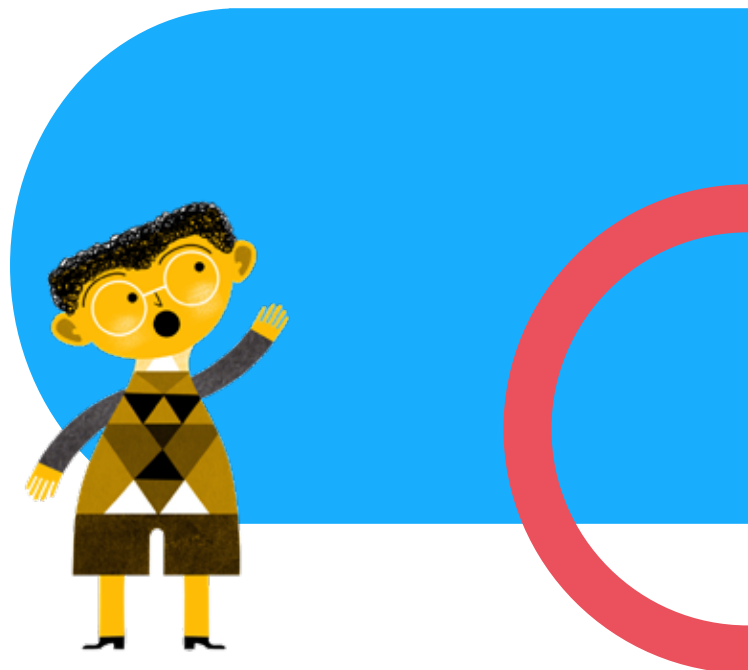
motivated education leaders can learn to develop, implement and lead high-impact programs amid the complexities of public systems. Programs where the prevalent logic is not that of shortfall, where the responsibility for failure is not constantly transferred to those at the forefront. We strive to ensure that an informed and attentive regard towards creating the conditions for transformation to actually occur prevails. That the tangible operational dimensions that make changes possible are valued beyond rhetoric.

It is in the combination of knowledge and study, of rigor and flexibility, present in the day-to-day of education systems, that we will find paths to the much hoped-for transformation of our learning reality. There is much work to be done, and even more enthusiasm to follow this path that we are taking together with school teams, families, children, public administrators, researchers, technicians, businesspeople, and all the citizens who are absolutely certain, like we are, that all children can learn and every adult educates.

Andrea Guida Bisognin, Beatriz Cardoso and Nicole Paulet Piedra, directors at Laboratório de Educação.

Methodologies that promote the improvement of education practices in public education systems

We develop methodologies and apply their content through special projects, in partnership with public schools that serve children aged 0 to 10 years. Our transformation strategy involves operating in the training process of adults who already work in formal or informal education contexts, qualifying their practices. To this end, we develop projects adapted to the needs of each individual or collective agent who plays the role of learning mediator, within and outside school settings.



METHODOLOGIES

Our methodologies bring the knowledge produced by the academic world into life, making it applicable within and outside schools. To accomplish this, we design training and mobilization strategies that help formal educators, such as teachers, and informal educators, such as parents and caregivers, to take ownership of the pedagogical knowledge that needs to be articulated in practice so that they can offer meaningful learning contexts to all the children under their responsibility.



All Children Can Learn

Our awareness-raising and mobilization methodology strengthens the educational role played by family members and caregivers of children aged 0 to 10, as well as that of the institutions that support them, positively impacting the learning contexts in the communities where they live.



Learning Language

Given that language development is essential during early childhood, our professional development methodology for school leaders, coordinators and teachers at early childhood public schools helps to ensure that all children aged 0 to 5 are able to use language to communicate, think and learn throughout their lives.



Learn to Study Texts

Our methodology for training 4th and 5th grade elementary school teachers assists students in developing the ability to read and understand informational texts, thus gathering tools to learn how to think, analyze, interpret, form opinions, discuss, and gain autonomy in their own learning process.

Within School Settings

We seek to enhance and strengthen connections among different players in the public education system so that they work consistently to promote learning.

In partnership with public schools, we implement projects that adopt a systemic perspective on continuous training of educators, creating opportunities for the appropriation of our content based on real problems in schools and classrooms. For this reason, we focus our efforts on monitoring and reflecting on the daily work of teachers, coordinators, directors, and education department supervisors, combining theory and practice.

Out of School Settings

We have joined forces with public, private and non-governmental organizations that work indirectly with children outside of the school context, offering technical knowledge, experience, and also contributing to the training of their professionals. We believe that, by adding our experience to the work of these organizations, we will be more efficient in influencing and productively articulating the practices of all those who interact with children on a daily basis, replicating our methodologies to reach an ever-increasing number of people.



Implementation Monitoring

Based on academic research at the forefront of this field, we have mapped the structural challenges posed to Brazilian education. From there, we develop original methodologies with materials and pedagogical strategies suitable for promoting substantial advances within public systems.

We implement, monitor and refine these methodologies in various contexts and scales, with the caution and rigor for which we are known. We start with small pilot projects and case studies that allow us to develop resources that are focused on the practice context of the diverse audiences we work with. These efforts result in sophisticated mechanisms that enable scale-up at municipality and state levels.

For each new project, we build a tailored monitoring and evaluation system that encompasses both processes and outcomes.

We also document improved practices of the different educational players involved in the process, so that intermediate results and new inputs can be captured and included in the implementation of these projects at their various levels.

We collect data from several sources, using questionnaires, interviews, process tracking, and structured observation protocols, which are grouped into tables used by our internal pedagogical team and shared with partners in the public sector. This approach makes it possible to monitor the development of projects in real time and identify challenges that might be addressed while the project is still underway. This helps us foster a sense of shared responsibility for finding solutions and creating the conditions for practical changes.

Therefore, project and methodology monitoring and evaluation guarantee their relevance, effectiveness and feasibility, in addition to contributing to the production and dissemination of applicable knowledge about the types of implementation processes that result in programs with greater impact, sustainability and scalability.

Evidence-based Knowledge-to-Action Cycle



Large-scale implementation impacts learning for 290,000 children in Maranhão State

In 2023, we started a new stage of the Aprender: Dentro e Fora da Escola (Learning: Inside and Outside of School) program. Between 2019 and 2022, we carried out the first stage of the project, with the implementation of continuing education for early childhood education professionals in five municipalities of the Médio Mearim region, in the state of Maranhão. The successful outcomes of this stage paved the way for scalability of training initiatives through the Pacto pela Aprendizagem (Compact for Learning), a program led by the State Department of Education – SEDUC/Maranhão, expanding the scope of the project to include the early childhood education system of more than 200 municipalities in Maranhão.

“We have reports from parents in early childhood schools who are also Regional Pedagogical Coordinators (APRs), and they are learning a lot about how to assist their sons and daughters. My favorite part is reading mediation. I can’t wait to see what the next book will be. I am fascinated by literature. When educator instructors introduce a new author, I feel so delighted. The works by Manoel de Barros, Cora Coralina, children’s literature books... they are wonderful.”

Antônia Márcia,
Regional Pedagogical Coordinator at Imperatriz (Maranhão)

As a result, we jumped from around 5,600 people impacted to more than 330,000. A clear example of the positive effects of these efforts is the significant increase in access to children's literature books in early childhood schools. In 2019 - the year the project began - only 20% of the schools that serve this stage had materials or spaces dedicated to literature. In 2023, this was already a reality for 86%.

“The training sessions taught me about early childhood education, to realize how the fields for experience are defined, understand daycare routines, and analyze the learning and development processes of the child - the protagonist in this context. My favorite part is when our studies focus on language and its development, since everything that exists in culture is only possible because of language and communication between subjects.”

Douglas Almeida Santiago,

Regional Pedagogical Coordinator at Timon (Maranhão)

The second stage of the program also marked the consolidation of the project as a continuing education public policy for teachers, starting with its incorporation into the Pacto Pela Aprendizagem (Compact for Learning). This collaborative approach - which provides a framework for sharing responsibilities, resources and effort between the state and municipalities in the implementation of public policies - gets off the ground to become part of day-to-day activity planning and execution, and allows for consistent long-term results, with the potential to span several administrations.

“The training sessions are a solid foundation of support and assistance for the success of the activities I conduct with the Municipal Pedagogical Articulators (APMs). With all the guidance and counseling we receive, it is possible to conduct the training sessions in a clearer, more informed manner, equipped with examples and experiences that facilitate understanding of the studied subject matter. My favorite part, and one that I look forward to the most, is the literary work and the dynamics it provides to our activities.”

Marinalva Farias,

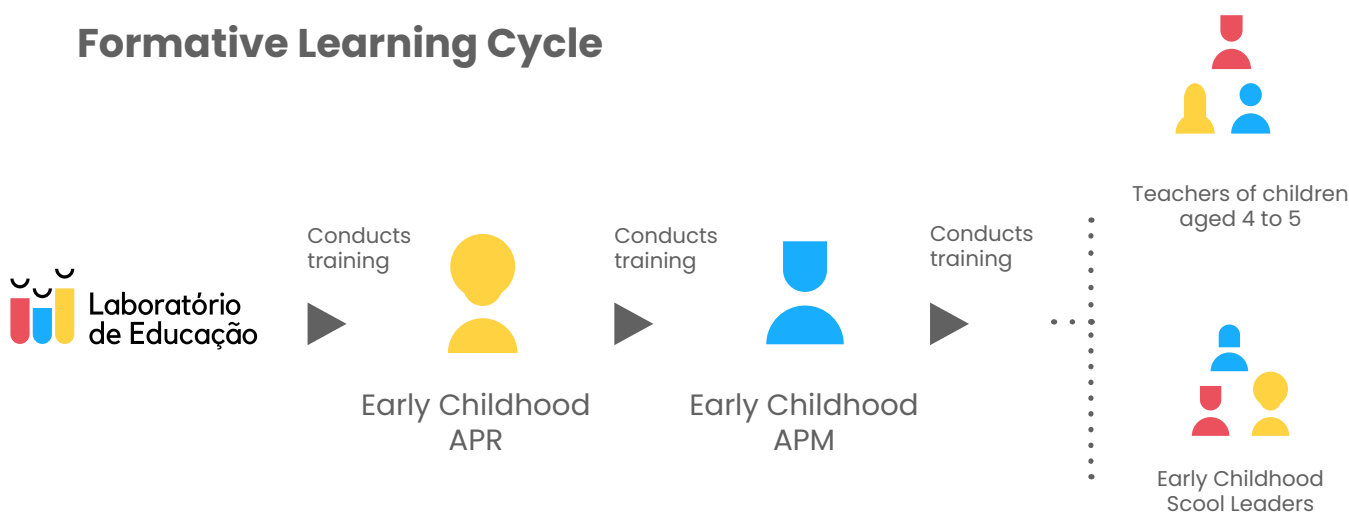
Regional Pedagogical Coordinator at Codó (Maranhão)

In practice

The training sessions conducted by the Labedu team in 2023 focused on teachers of children aged 4 to 5 and early childhood school leaders. Activities are based upon the methodology developed internally by Labedu, which advocates the use of a diverse set of literary texts that encourage experiencing the world of reading and writing in combination with meaningful knowledge surrounding children’s daily lives, and befitting their age group. The objective of these training sessions is to ensure that school routine includes and values environments that are conducive to interaction with texts, such as books displayed in the classroom, murals to display excerpts that are familiar to children, such as lyrics, poems and nursery rhymes, as well as their spontaneous writings and artistic productions.

The training is carried out by our technical team to the Regional Pedagogical Articulators (APR), who will be responsible for the supervised training of Municipal Pedagogical Articulators (APM), who, in turn, will convey the set of tools and skills directly to the teaching staff of the schools, who will apply the methodology in the classroom. This knowledge dissemination process qualifies a network of professionals committed to improving the quality of education and strengthens the structures of education departments, thus enhancing the development of their capabilities. Children learn more, and the entire education system benefits.

Formative Learning Cycle



APR: Regional Pedagogical Articulators
APM: Municipal Pedagogical Articulators

“To create opportunities that favor children’s linguistic and cognitive development, it is essential to make sure that educators have theoretical and practical knowledge about language development. This is achieved through continuing education initiatives that take into account reflections on the daily work of teachers, coordinators and school leaders. Therefore, our proposition considers that all professionals in the system must contribute from their place and function, and that each one must fulfill their specific role in the interest of a shared goal: the learning of all children. ”

Maria Grembecki, Labeledu Methodology and Project Coordinator.

Reach: Large-scale Implementation



Hours of Training



Impacted Individuals



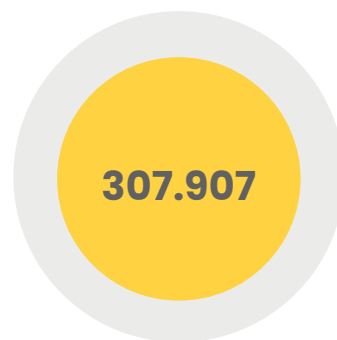
Pedagogical Articulators
Regional



Municipal Pedagogical
Articulators



Teachers and School
Leaders



Children

Monitoring and Evaluation

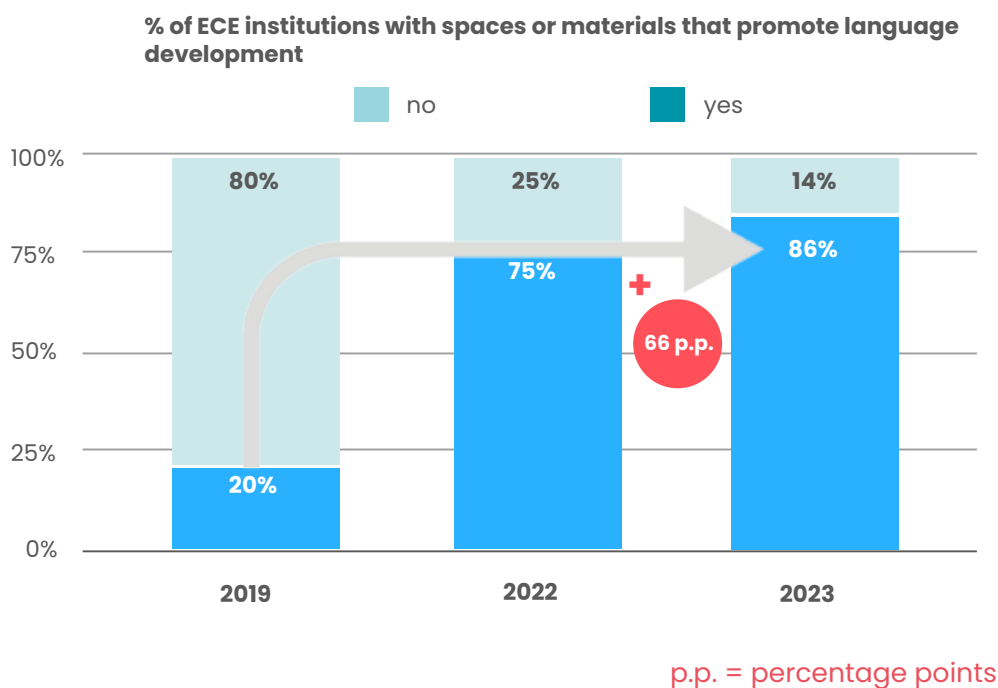
Systematic monitoring of training initiatives carried out through the project under the Compact is an important aspect, so as to ensure that they are in line with local needs at that particular time. To this end, we use observation guidelines for the classroom, for school spaces and for teacher training sessions, as well as questionnaires of practice. In 2023, two municipalities were included in the monitoring plan, thereby totaling seven.

This creates conditions for long-term monitoring of activities, since all information is shared with the State Department of Education (SEDUC). Consequently, monitoring and evaluation form a virtuous cycle that feeds back into the system with inputs derived from observations, adjustments made during the process and engagement of a broad range of stakeholders.

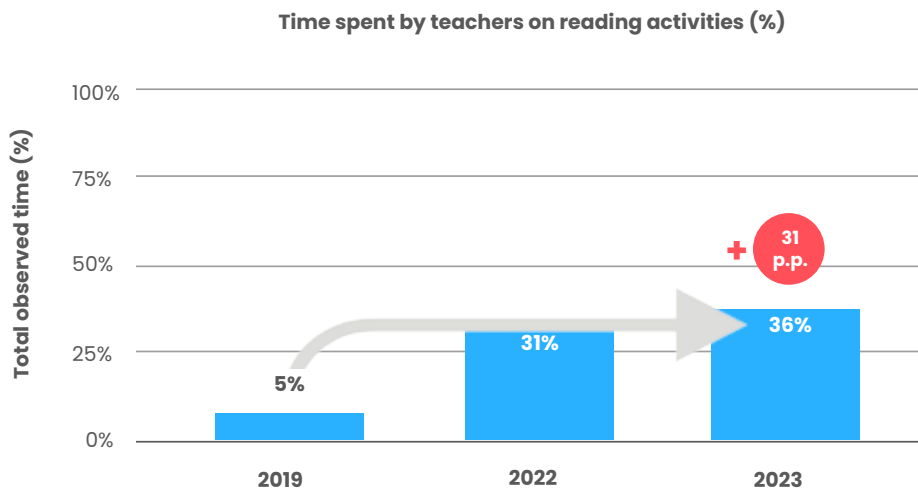
Results

Significant improvement in important aspects of school life

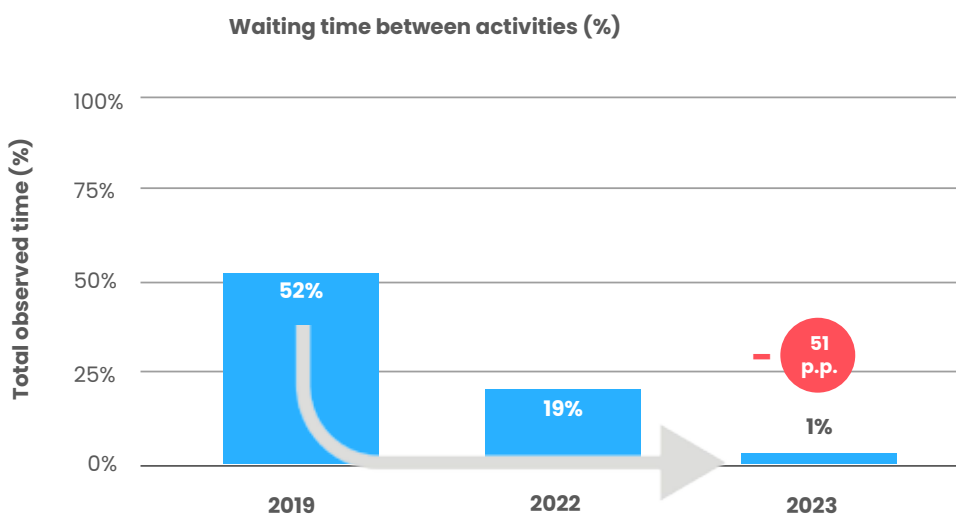
Access to children’s literature books in the school environment



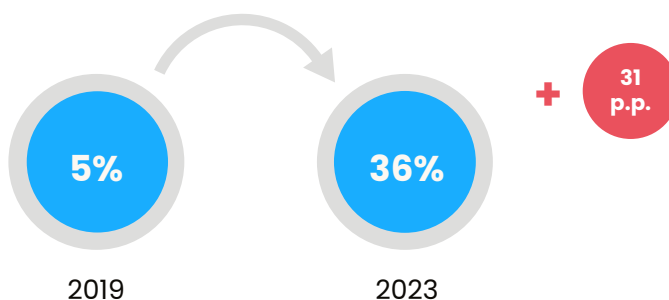
Significant increase in time spent by teachers in literature read-alouds



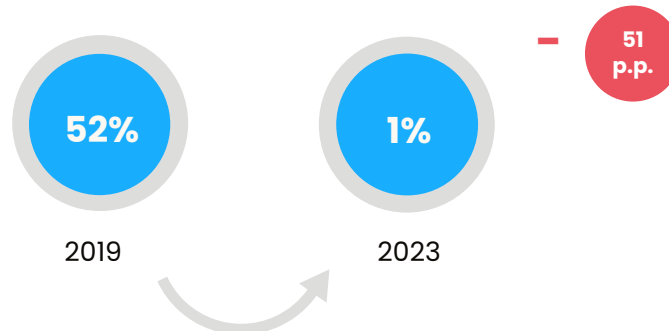
Decrease in children's passive waiting time



Significant increase in time spent by teachers in literature read-alouds

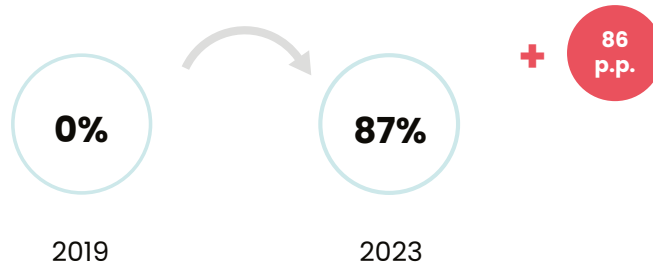


Decrease in children's passive waiting time

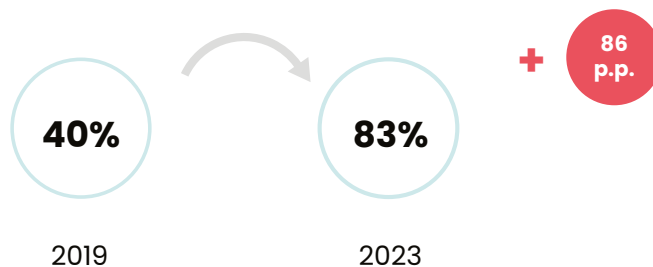


Substantial increase in positive school climate

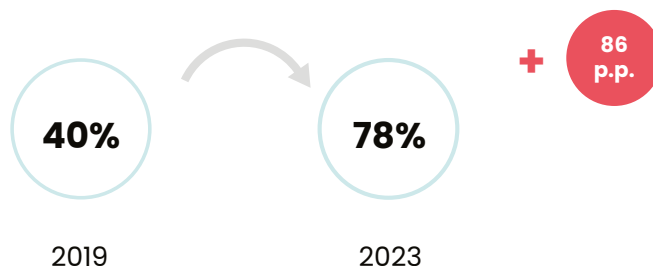
Caring Communication



Adults' Respect for Children



Adults notice/help children when they need



Educational materials reach 140,000 families to encourage learning during vacation time

In 2023, our All Children Can Learn methodology gave rise to the Cidade das Infâncias (City of Childhoods) project, with initiatives aimed particularly at the city of São Paulo. The cooperation with the City Administration made it possible to distribute 140,000 sets of materials to families and students enrolled in the early literacy stage (1st, 2nd and 3rd years of elementary school) to enhance day-to-day experiences and expand learning possibilities during school vacation.

The project is drawn on research that shows that the situations children experience make a major difference in the development of their bodies, minds and emotions. For this reason, the early years of their lives need to be used to good advantage. During this stage, many hours of children's daily routines are spent outside of school, when they are with their families or caregivers. They spend at least 50 hours a week out of school settings. Therefore, it is essential to create favorable conditions for them to learn, grow and develop in these occasions as well.

“Several Brazilian and international studies have shown that the school vacation period can slow down the learning process for most children, as they are less stimulated. Those in more vulnerable contexts, from families with fewer resources, are the most affected during that period every year. For this reason, this project is also an important measure to promote equity, by offering resources that make it possible for all children to continue to have their learning stimulated beyond school settings.”

Beatriz Cardoso, director at Labedu and coordinator of the Cidade das Infâncias Project

In Practice

The Cidade das Infâncias Project plays a significant role in enhancing interactions that are already part of the household routine and contributing to strengthening bonds and interactions between children and their families in everyday situations. Furthermore, it expands opportunities for reading development and for learning oral and written language among children in the early literacy stage, beyond those that occur in daily school life.





Another important goal of this initiative is raising awareness among those responsible for children with respect to the educational potential of their interactions, dismantling the idea that learning only happens at school. With this in mind, the project held a workshop to raise awareness among key people in the city's education institutions and hence support initiatives carried out in collaboration with families. This allows educators to identify possible interactions that might occur between children and their families based on different thematic axes and proposed activities systematized in the materials presented to them. As a result, it becomes easier for families to realize that the materials received are repertoires of ideas and to have a clearer idea of how to use them in their day-to-day.

“

“This material is a powerful ally in the learning process of our children, who are placed at the center of the process, as protagonists, researchers and investigators. In addition, it is an important instrument to foster reading, which is vital for knowledge-building and for developing autonomy”.

Fernando Padula,
Secretary of Education for the Municipality of São Paulo

The materials developed by Labedu favor and create contexts for families so that children can be stimulated during daily activities and so that new doors for dialogue among families, children and schools are opened. We thereby contribute to strengthening activities happening both within schools and through the mediation of family members and caregivers, in order to ensure the best conditions for children to learn, grow and develop.

Items received by families



Cidade das Infâncias

City of Childhoods

Scrapbook especially devised and produced for this project, with spaces for adults and children to record trips, access tips and suggestions, draw, play and interact.



Territórios de Explorações

Territories for Exploration

Maps that show itineraries around the city, with tours focused on diversity, nature, fairs and markets, which can be explored to enhance new learning.



Onde está o meu cachorro?

Where is my dog?

This book articulates language for a better understanding of the environment around the reader in a playful story.

Collaboration with the local public school system improves the reading skills of more than 1,200 children in Várzea Paulista



In 2023, the Aprender a Estudar Textos - AET (Learn to Study Texts) project was a continuation of the training activities started in 2022 in the public school system of the municipality of Várzea Paulista, located in upstate São Paulo. This partnership between Labeledu and the City Department of Education organized 18 meetings totaling more than 70 hours of professional development for teachers and school leaders based on the methodology developed to expand the

ability to read and understand texts.

The training sessions involved all 5th grade elementary school teachers in the local school system, and most of them were participating in the program for the first time. Their students, however, were mostly children who were impacted by the project in 2022, when it was implemented for 4th grade teachers. The project's main objective was to promote the use of innovative strategies in the classroom for working with texts that help students assimilate language as a gateway to the world of knowledge.

Accordingly, its implementation produced significant impacts on the development of students as avid and critical readers who not only understand what they read for different school subjects, but also learn to think, reflect, form opinions, discuss and establish relationships among those various content areas.

Furthermore, this project supports the implementation of the National Common Curriculum Base (BNCC) in Portuguese and history by articulating the development of BNCC's recommended skills, such as in-depth reading and knowledge about peoples and cultures, with the planned training activities.



“As a leader monitoring the progress that AET has achieved through evaluations and feedback from the professionals responsible for the project has made all the difference. Likewise, watching the development of our teachers and coordinators is crucial to improving the quality of education. It is a privilege to be part of this partnership to make the city move forward towards social-referenced education, promoting equity and ensuring that all our students learn in a way that allows them to fully develop.”

Magali Souza, Secretary of Education for the Municipality of Várzea Paulista

Reach:

Várzea Paulista Public School System



Hours of Training
with school teams



Education
professionals who
attended



Schools



Children in the 5th
grade of elementary
school

In Practice

School teams received a set of model plans that promote in-depth exploration and shared experience among the teachers attending the training, who have the opportunity to return to the same planning structure repeatedly, gradually expanding their understanding of “what”, “how” and “why” to implement the propositions in the classroom.

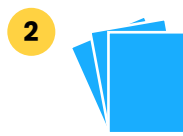
From there, educators studied language characteristics of the selected texts, experimenting with procedures similar to those implemented with students. Throughout their training, they discovered that history texts require a different approach than do literary texts, which their students are used to at this stage of their school life. To do this, they studied the characteristic language of the various texts and drew children’s attention to words that play a key role in organizing content.

They were also able to delve deeper into the structure of the texts to help students apprehend how information is organized. They were then able to engage in a range of different activities that provided a new perspective on reading and studying history texts, and they exchanged ideas with the school team about classroom practices in order to gradually improve the work they were developing.

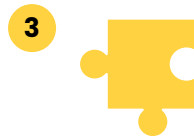
Steps of continuing education for professional educators



1
Have a clear understanding on what students are expected to learn from reading each text;



2
Pay close attention to the language used in the text and its relationship with the



3
Perceive the “layers” of the text and related challenges posed to students;



4
Prepare activities for students to study and learn from the text in the classroom.

Materials

In 2023, one of the project’s main achievements was the delivery of structured booklets containing materials for teachers and children. This initiative was a significant improvement vis-à-vis 2022, when the materials were provided on loose sheets. The change to organized booklets brought numerous benefits both for teachers and students, especially regarding their convenience and effectiveness.

The booklets comprise studied texts, activity planning, support materials, and spaces for activity-related productions. This structure allowed for the organization and more effective monitoring of content and learning, thus facilitating the planning and execution of activities throughout the year so that all necessary information is always accessible to teachers and children.

“AET (Learn to Study Texts) looks into a new stage in the lives of 4th and 5th grade students, when they read to access the world of knowledge, that is, they begin to read in order to learn. This stage is key and presents new challenges. Our goal is to help teachers prepare activities that support children in deepening their understanding of the content in texts so that, with proper assistance and guidance, they can advance in an experience involving enthusiasm and pleasure in learning.”

Bruna Caruso, Labeledu Methodology and Project Coordinator.



Results: teachers observe progress in reading and history learning

84% of teachers say that there have been advances in children's history learning with the AET project.

79% of teachers state that there have been advances in children's learning regarding reading comprehension.

Knowledge produced by Labedu has reached numerous places

Harvard University

Beatriz Cardoso attends leadership training sharing Labedu projects

In 2023, Beatriz Cardoso, Director at Laboratório de Educação, returned to Harvard University as Impact Leader in-Residence. The year-long experience in the Advanced Leadership Initiative (ALI) program yielded learnings, ideas, and discussions that provide new perspectives to inspire Brazilian initiatives such as ours.

Their academic proposal aimed to leverage the potential of seasoned leaders to respond to society's most pressing challenges. Selected participants embark on a twelve-month immersion focused on interdisciplinary academic learning, leadership development, and peer collaboration.



For the first time, the academic institution invited three former participants who had achieved success in projects developed there. Beatriz had already been a fellow in 2013, when she consolidated the initial proposal for what has now become Laboratório de Educação (Labeledu). This time, she competed with more than 600 members and was able to revisit her trajectory in research and implementation, in addition to bringing innovations in the field to expand the references for Labeledu's work.

"When we distance ourselves from our culture and interact with people from all over the world, we start to look at problems through a different lens. And that is always a privilege. Being able to think about the origins of the concepts we apply is also very good," reflects Beatriz. "The effect of getting to know a new group in the context of education is also a vital experience for those who work with this topic," she adds.

Throughout the year, her repertoire was conveyed to our team through articles, teaching materials and reflections that strengthened the knowledge of the organization's members. Beatriz



"I've realized that we carry out structured and consistent work to do something indispensable in education: implementation. We are in direct dialogue with a subject that all countries are striving for. Our 2023 experience at Harvard consolidated and confirmed the relevance of Labeledu. The way we have framed teaching made me personally very proud."

Beatriz Cardoso, director at Laboratório de Educação

also had the opportunity to introduce Laboratório de Educação during talks for teachers, students and guests.

That experience helped clarify Labeledu's challenges for the coming years as well as focus on constantly improving the implementation of education projects, and it opened doors for additional research collaborations with the University.

Check out [more details of this journey](#)

Ministry of Education (MEC)

National Child Literacy Commitment

Labeledu took part in the development of the National Child Literacy Commitment, a program created by the Ministry of Education (MEC) that lays the foundations for the national literacy policy. We attended several meetings with the Ministry of Education to plan training initiatives for education professionals (assistants, teachers, pedagogical coordinators, school principals, and education department technicians), which culminated in support for the Education Department of the State of Maranhão to implement the Commitment through the projects Learning to Study Texts and Learning: Inside and Outside of School throughout 2024.

[Learn more.](#)

ProLEER

Labeledu leads an international network of education researchers in Brazil

The challenges of conducting research and implementing language learning projects were once again the theme of the annual meeting of researchers from **Professional Learning Network (ProLEER)**, an international network of experts of which Laboratório de Educação has been part since 2012. The group meets at Harvard University, where it was formed, with guests who bring fresh academic and practice perspectives to deepen the debate on the specific as well as the shared challenges from their contexts.

In October 2023, Beatriz Cardoso, representing Labeledu's board, and Nicole Paulet, leading the group of Brazilian researchers, attended the talk, held in the United States.

ABOUT PROLEER

The ProLEER international network of researchers brings together experts from nine countries - Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru, the Netherlands and the United States - and is linked to Harvard University. Its goal is to improve educational practices and policies in order to strengthen the learning of children from birth to ten years of age. In Brazil, the group is coordinated by Beatriz Cardoso, director of Laboratório de Educação. In addition to the in-person talk held every year, the group also promotes thematic webinars open to the public, and discussions with various researchers, education professionals, leaders and public policy makers who are a reference in their fields.

At the invitation of Labeledu, the following people participated in the Talk: the CEO of Todos Pela Educação, Priscila Cruz; the manager of Development and Solutions at Itaú Social, Sonia Dias; and the deputy secretary of Education of Maranhão, Nadya Dutra.



“It was an excellent opportunity to meet Latin American researchers with most interesting studies on teaching strategies to promote reading, and also to come into contact with the work of different education departments in their territories, that is, to learn from a diversity of applied, practical experiences. The fact that it was held at the David Rockefeller Center for Latin American Studies at Harvard also made it possible to get in touch with very consistent research on the process of acquiring reading and language skills in different scenarios.”

Sonia Dias, manager of Development and Solutions at Itaú Social



Humanitarian Cooperation

Translated materials are expected to reach children affected by the war in Ukraine

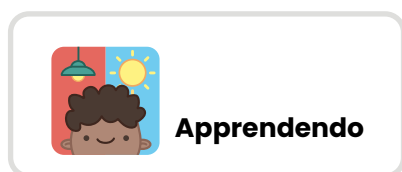
A partnership with the Organization for Economic Cooperation and Development (OECD) will make the materials and content produced by Labedu available to support Ukrainian families impacted by the war in promoting meaningful interactions within the informal learning contexts they are subject to. The initiative, carried out jointly with the European country's Ministry of Education and the NGO EdCamp Ukraine, was based on the search for strategies that would engage families with children aged 0 to 6 years and, in this way, mitigate the impacts of school interruption.

Released in digital format, the resources provided by Labedu will be translated and adapted to the local culture, and should reach Ukrainian families in 2024. Our content will result in engagement by families in what is one of the most important missions we can envisage: keep children constantly learning.

Learn more.



▶ 12 animations and 50 graphic pieces that portray everyday situations to help adults identify learning opportunities and entice children's curiosity, all stemming from the platform **Learning with 7 Fundamental Experiences.**



▶ 184 activities for adults to meaningfully interact with children in everyday occasions and places. Each activity comes with a brief explanation of the learning potential behind each suggestion. These activities were originally published through the **Apprendendo** mobile app.

In the Press

Beatriz talks to CBN Magazine about the importance of print books

Technology cannot be regarded as a magic cure-all to education challenges, Beatriz Cardoso asserted in an interview to CBN Magazine on August 5. The educator commented on the São Paulo state administration's decision to adopt digital textbooks in the public education system to replace print books and highlighted the lack of studies that prove the effectiveness of learning in the new model.

[Learn more.](#)

Podcast

Learn To Study Texts Project was featured on the Claro Institute Podcast

Beatriz Cardoso and Nicole Paulet Piedra, directors at Laboratório de Educação, participated in the podcast in September, discussing the importance of textbooks in expanding children's ability to interpret texts. "Learning history or science also requires learning the language used to represent the abstract concepts that become part of the repertoire of knowledge that children should have access to through reading," Nicole declared.

[Learn more.](#)

Article

Publication reports experiences of a project implemented in Maranhão

Reflections by education professionals on the reading mediation process are the topic of an article published in the scientific journal *Sede de Ler*, from the School of Education at the Universidade Federal Fluminense (UFF) in Rio de Janeiro. The authors are Cecília Maria da Silva Diniz, a trainer on the Labedu team, and Madalena Monteiro and Bianca Miguel, who were part of the team in previous years. The activities described in the text are part of the project *Learning: Inside and Outside of School*, conceived by Laboratório de Educação and carried out in a partnership with the Education Department of the State of Maranhão and the Education Departments of five municipalities in the region.

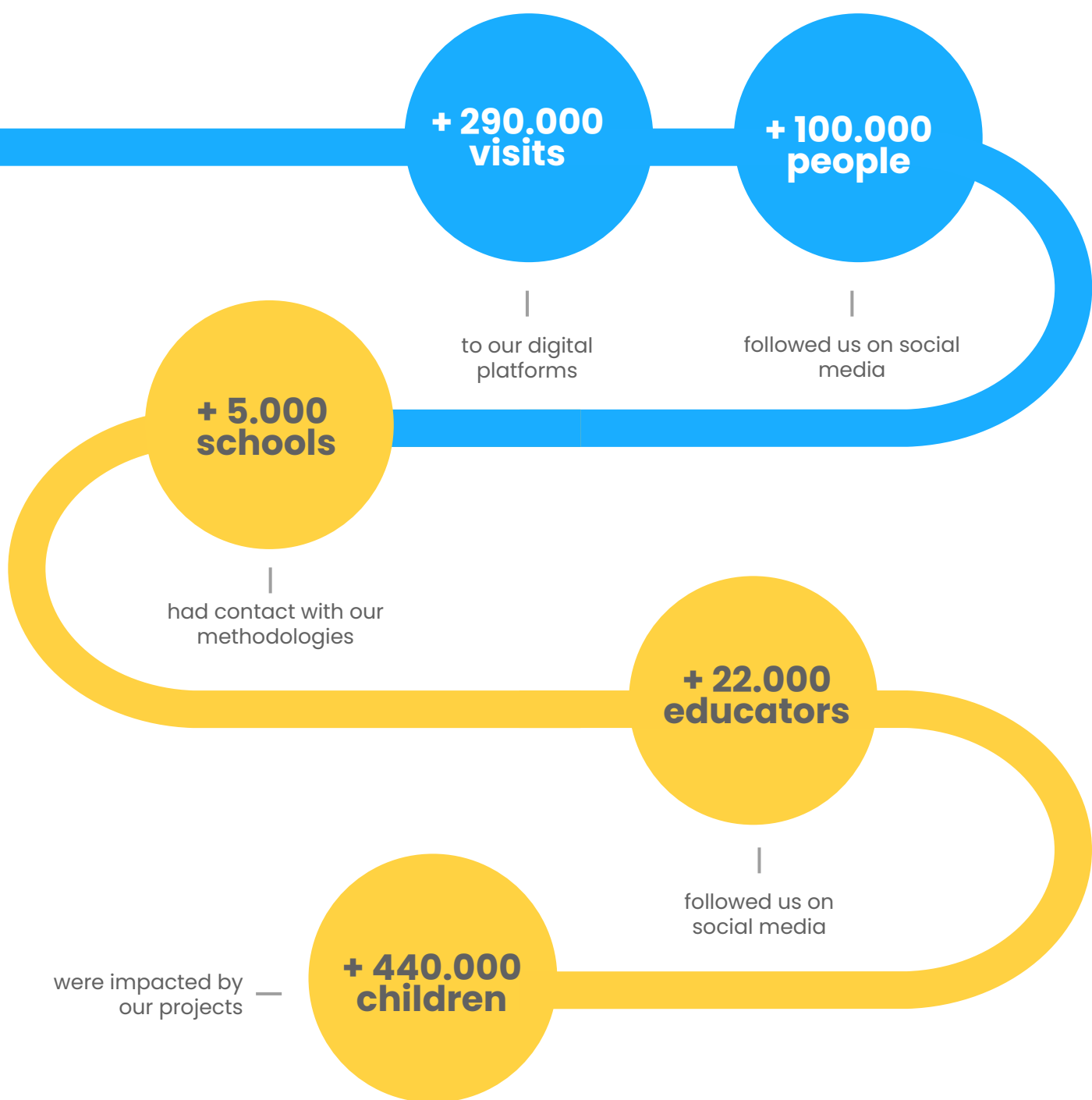
The content addresses the work developed to expand and bring educators closer to reading strategies, thus contributing to the consolidation of reading skills, as well as to the appreciation of reading as part of their own routines and in teaching practices with children. This way, it can also support professionals who work with adults in basic education.

The publication relies on the theoretical acknowledgment that the only way to form readers is when you have yourself the experience of reading. Based on this idea, bottlenecks of the initiative are identified, and there is a discussion on the solutions found to face the challenges imposed by the on-line format of meetings, as a result of their being held in the midst of the COVID-19 pandemic.

Read the [full article](#) of the publication.

In 2023, our work made a positive impact on the learning of many people in the country

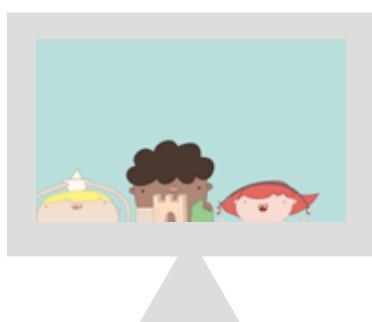
We have implemented projects in 219 municipalities in 2 states: São Paulo and Maranhão






PLATFORMS

We create and provide free platforms designed to guide adults who interact with children within and outside school settings. These platforms provide knowledge in the fields of linguistics, psychology and pedagogy on child development in an easy and organized way.



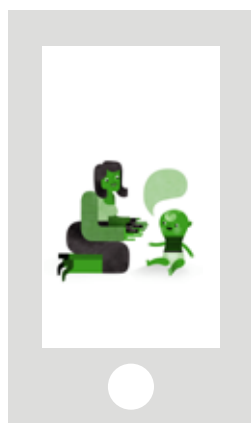
Apprendendo Learning app


The Apprendendo platform includes suggested games and activities to do with children in different environments and moments of their daily routines, turning everyday situations into powerful contexts for learning. Its content was developed to expand and enrich interactions between adults and children aged 0 to 10 years. Each suggestion is supplemented by information about the related learning opportunities, allowing adults to better understand the potential of the proposed activities. The platform also includes an app that can be downloaded at no cost from the website.

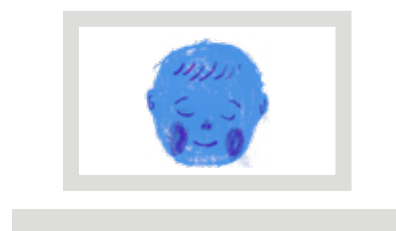
 0-10 years old

Learning Language

The Aprender Linguagem (Learning Language) platform is a comprehensive guide on language development in early childhood. Devised to raise awareness among families and educators, it portrays day-to-day situations that exemplify how and why children learn to use language from the first days of their lives. Using graphics and visual resources, it offers practical knowledge to guide adults on how to mediate this process according to the main milestones and achievements of each age range.




 0-5 years old



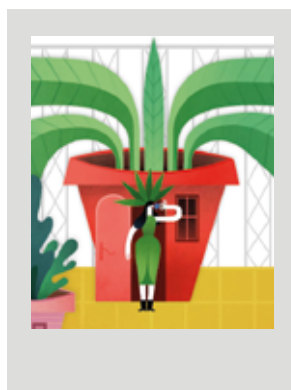
Learning with 7 Fundamental Experiences


The Learning with 7 Fundamental Experiences platform organizes a repertoire of examples and references that demonstrate how much children can learn from their daily interactions with adults and other children around them. The platform suggests ways to routinely promote 7 fundamental experiences that children should have in early childhood to develop their bodies, minds and emotions, creating favorable conditions for them to learn, grow and develop their full potential.

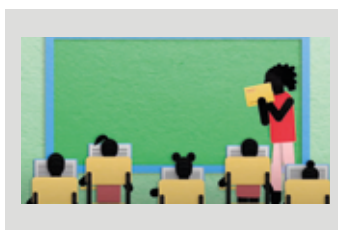
 0-6 years old

Espaço de Leitura Reading Lounge

The Espaço de Leitura (Reading Lounge) platform offers a collection of e-books that children can explore on their own or with others, enriching their relationship with language and experimenting with different ways of reading. These books are available for reading and also in audio or video formats. In addition to the books, the platform offers games and a guide for adults on how to enrich their moments of interaction with children who are still at the beginning of their reading journey. It is an excellent tool for developing incipient, intermediate or advanced readers.




 6-8 years old



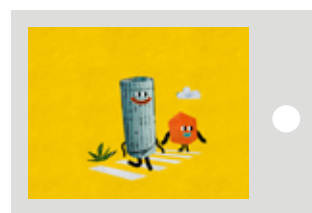
Learn To Study Texts

The Aprender a Estudar Textos (Learn to Study Texts) platform provides a repertoire of knowledge and tools that help make the language of school texts used by 4th and 5th grade elementary school teachers “visible”. Model proposals for reading, content analysis and writing aim to support teachers in implementing productive situations in the classroom so that children can expand their knowledge regarding language and through language. The goal is to contribute to the development of avid and critical readers, who not only understand what they read for different curriculum subjects, but also learn to think, reflect, form opinions, discuss and establish relationships among various contents.

 9-10 years old

Territórios de Explorações Territories for Exploration

The Territórios de Explorações (Territories for Exploration) platform offers themed tour itineraries that use the city of São Paulo as a learning space. Fun and exciting for both adults and children, these itineraries make it possible to see the city from a different perspective and show how exploring urban spaces can be a valuable educational experience! The itineraries are available in print and digital formats and are combined with suggestions for activities and conversations to be held before, during and after the tours. The platform also offers the possibility of recording memories, drawings and/or objects collected while carrying out the suggested activities in a scrapbook of shared experiences in the city.

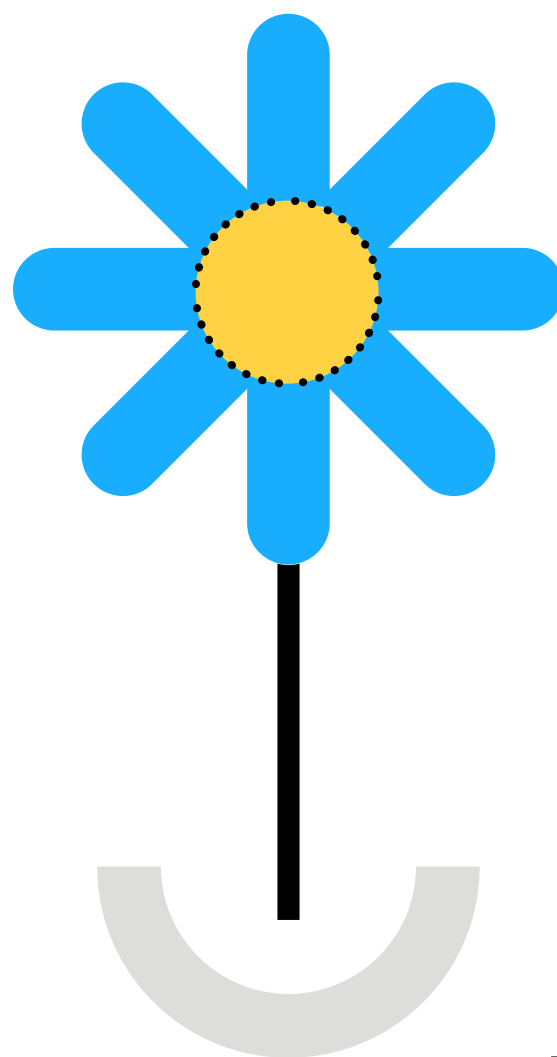


 All ages

Our content was conceived to be used in everyday situations, fostering the creation of productive contexts and expanding learning possibilities in children's daily routines.

Get to know Labedu's supporters in our quest to leverage the education of children attending public schools

Through academic, institutional or resource partnerships, different organizations are part of the transformations we promote in the learning of thousands of children in Brazilian public schools.



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