

Annual Report 2024



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All children can learn. Every adult educates.

We firmly believe that learning is a continuous process that imbues every moment of children's lives. This belief drives us to invest in the adults who interact with them daily. We create resources to help adults support learning by offering proposals tailored to different stages of child development. These proposals stand out in the Brazilian educational landscape as they empower adults to guide children's interactions with the world, expanding their cognitive and intellectual horizons.


Manifesto

The content provided by *Laboratório de Educação* (Labedu) is grounded in academic research and serves as a foundation for generating new knowledge in related fields. We recognize that each context and region requires specific adaptations. To address this, we have developed a flexible professional development framework that respects the autonomy of local stakeholders and fosters continuous engagement with diverse regional realities, supporting local capacity building.

As a result, we help create opportunities for meaningful learning both inside and outside the classroom.

Children learn all the time, everywhere. That is why we uphold the principle: All Children Can Learn. And if all children can learn, we believe every adult has the responsibility to educate!





Toda Criança Pode Aprender.
Todo adulto educa.

Letter from the Board of Directors

2024 was a year of reaping the rewards. With 12 years of history, we look back with a sense of fulfillment at the legacy Labedu has built in collaboration with public administrators, researchers, and every frontline educator who contributes to the professional development processes we promote.

The international recognition from the Jacobs Foundation was undoubtedly one of the year's highlights (read more on page 31). Winning the Best Practice Prize underscores our longstanding commitment to improving education, bringing to the global stage a Latin American perspective on designing programs capable of systemic and sustainable change within public policy.

We celebrate a journey grounded in evidence—not just about what enhances children’s learning, but also about how to support the professional growth of the adults who make education happen.

Throughout this journey, we’ve consistently prioritized the perspectives of those who trust our team to implement professional development in their regions. That collective effort has taken us far. And “far” can mean Zurich, where we stood on the stage of a prestigious award ceremony, or a local classroom transformed through the power of a well-planned reading activity.

We recognize that institutional growth involves both struggles and triumphs. A challenge familiar to many organizations, and one we also faced at Labedu, is how to sustainably expand our team. Last year, our commitment to cultivating a lean, agile, specialized, and engaged group of professionals sparked successful innovations. We launched our inaugural Pedagogical Residency Program, connect-

ing education specialists experienced in professional development with the valuable insights gained from a decade of implementing our *Aprender a Estudar Textos* (Learning to Study Texts) methodology (read more on page 19). The program’s outcome was so positive that four participants joined Labedu, eager to spearhead the next steps of the project already underway for 2025.

Another major achievement was documenting Labedu’s Implementation Framework for Professional Development Methodologies, in which Monitoring & Evaluation are an essential part. At Labedu, M&E is not a separate process but a dynamic, continuous cycle that ensures the quality and impact of our programs. We use tools adapted to the specific needs of our state, municipal, and school-level partnerships. Rather than operating as an isolated unit, our M&E team is integral to how we design and deliver professional development. This philosophy stems from a core belief: learning isn’t just for children. It’s embedded in our organization’s DNA, compelling us

to constantly reflect on and improve educational processes—both in schools and in our own work.

Over the years, we have built reliable pathways for educational transformation, grounded in scientific evidence and shaped through close partnerships with local Education Departments. Our five-year collaboration with the state of Maranhão is a powerful example of our mission in action: we contribute our knowledge and strategies to help strengthen local professional development policies, making sustainable implementation possible. In 2024, this meant supporting the state's administration in executing the National Child Literacy Commitment, tailoring our approach for Early Childhood Education—including daycare professionals—and for the 4th and 5th grades of Elementary School to respect the unique needs of each educational level.


This work perfectly illustrates our model for impact: a study becomes a methodology, which evolves into a pilot project, scales into a broader initiative, and finally, becomes a tool to implement public policy. It is the seed we plant, water, and nurture—sometimes repositioning it for better sunlight—until it grows into a strong tree, one among many in a thriving forest.

This journey from seed to forest propels us into our next chapter. We have launched a 2025 strategic plan to amplify our impact and broaden our reach beyond direct implementation. This effort will include refining our governance model to strengthen internal structures and connections with partners. With these changes, we are bringing renewed momentum to our mission, widening its scope and impact.

As we pursue this growth, we remain anchored by a core understanding: the changes we seek don't happen quickly or superficially.

They are built day by day, grounded in the realities of public schools, the experience of educators, and the belief that every child has the right to learn and flourish. We work to turn extraordinary advances into everyday realities in public schools. Our work rests on a foundation of research, knowledge, and an unwavering commitment to learning and professional development—essential to transforming public policy into practice.

We are steadfast in our conviction that a fairer public education system is not just a dream, but a future we can build—one that expands opportunities for every child and for society as a whole.



Andrea Guida Bisognin, Beatriz Cardoso and Nicole Paulet Piedra,
Labedu Directors



Our Work

We partner with institutions serving children aged 0 to 10 to develop and implement our methodologies.

Our strategy focuses on the professional development of adults in formal and informal educational roles. We influence the practices of everyone who interacts with children, empowering them to become effective learning mediators inside and outside of school.

Methodologies

Our methodologies translate complex scientific research into practical tools. We make this knowledge accessible through free platforms designed to guide adults who work with children.

These methodologies also provide materials and strategies for professional development projects in public schools. We partner with state and municipal systems to create systemic change, adapting our approach to meet the needs of different contexts and scales.



All Children Can Learn

This program strengthens the educational role of families, as well as the schools and daycare centers that support them. It mobilizes the different adults involved in a child's life to positively impact learning within their communities.



Learning Language

This program offers practical and theoretical materials for school principals, coordinators, and teachers. It equips them to help children aged 0 to 5 use language to communicate, think, and learn effectively throughout their lives.



Learn to Study Texts

This program equips 4th and 5th-grade teachers with strategies for using academic texts in the classroom. By promoting academic discussions and the development academic language skills, they help students advance their reading comprehension beyond basic literacy.

Professional Development Projects

Implementation

We design structured cycles of professional development for local public-school staff. These cycles enable educators to adopt our content and implement new teaching and school management practices with autonomy. Our goal is to embed these changes into their own institutional processes.

Our methodologies offer a feasible, proven approach to transformation that leads to gradual shifts in school systems. We provide materials and interventions specific to each educational stage, promoting consistent, ongoing professional development.

Monitoring and Evaluation

We believe close coordination between implementation and monitoring is essential. For this reason, our methodologies have built-in monitoring tools that are applicable in various contexts. We use structured protocols to track every phase of implementation in real time and identify challenges as they arise. The results provide valuable input for planning and refining the system's professional development policies.

A core aspect of our approach is integrating monitoring directly into our professional development programs. We transfer these tools to our partner teams, strengthening their ability to analyze and adapt over time. This contributes to the institutionalization of new practices and ensures that the transformations we spark are sustainable.

Aprender: Dentro e Fora da Escola

Learning: Inside and Outside of School

**Professional development
expanding children's
reading experiences**

0-6+ years old

Large-scale implementation transforms learning for more than 290,000 children in Maranhão State

In 2024, we continued the second stage of *Aprender: Dentro e Fora da Escola* (Learning: Inside and Outside of School), a professional development program for Early Childhood Education teachers and principals. Launched in 2019 in five municipalities in the Médio Mearim region, it expanded statewide in 2023 to all 217 municipalities of Maranhão.

Labeledu is a partner in implementing this professional development policy under the Pact for Learning, led by the Maranhão State Department of Education (SEDUC/MA). These initiatives are also aligned with the National Literate Child Commitment, a federal program that shapes the country's literacy policy. Labeledu contributed to its local implementation.

Implementation Contexts

This collaborative approach—grounded in shared responsibilities, resources, and efforts between the state and municipalities—brings public policy goals to life in everyday pedagogical planning and the professional learning culture of schools. It supports consistent, long-term improvements in local professional development, teaching and learning, and school leadership practices, with the potential to sustain progress across multiple administrations.



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The work developed by Labedu, in alignment with our public policies, has strengthened children’s relationship with books and enriched their daily school experiences. The results are visible: more qualified educators, more engaged students, and increasingly meaningful learning. This initiative is part of the Pact for Learning in Maranhão and reaffirms our commitment to quality public education. The collaboration between the state administration and its municipalities, combined with Labedu’s expertise, demonstrates how well-structured partnerships can create real impact in the lives of our children.

Jandira Dias, Maranhão State Secretary of Education



In Practice

In 2024, Labedu's professional development program reached all teachers working with children aged 0 to 3, as well as principals in every Early Childhood Education center across the state.

The proposed classroom activities are based on Labedu's original methodology, which promotes the use of children's literature to create meaningful, age-appropriate learning experiences with reading and writing. The professional development program encourages schools to maintain environments where children can easily access books and regularly engage with texts.

Labedu's technical team facilitates professional development sessions for Regional Pedagogical Coordinators (APRs), who then support the Municipal Pedagogical Coordinators (APMs). The APMs, in turn, lead professional development sessions for school leaders and teaching staff in preschools and daycare centers, helping them apply the methodology in their daily teaching practices.

This in-service professional development cycle builds a network of educators committed to improving learning outcomes. At the same time, it strengthens the capacity of local education departments to implement the state's professional development policy. Children benefit directly in the short term, while the broader education ecosystem grows stronger over time.

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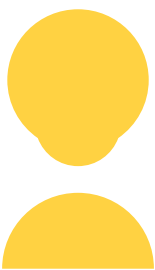
It is highly rewarding to see how the collaboration between Labedu, SEDUC, APRs, APMs, school administrators, and teachers translates into real transformation in daycare centers and schools. We are seeing more teachers engaged with reading and more children with books in their hands. This is powerful not just for the children, but also for educators and families, helping to spread reading practices and foster learning.

Maria Grembecki, Program Coordinator, Labedu

Professional Development Cycle

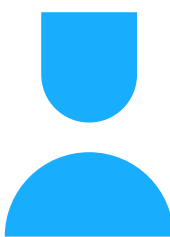


Conducts training



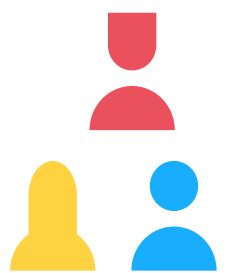
Early Childhood APR

Conducts training

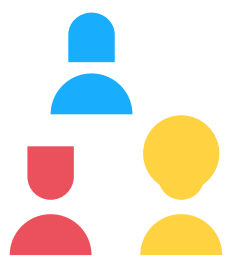


Early Childhood APM

Conducts training

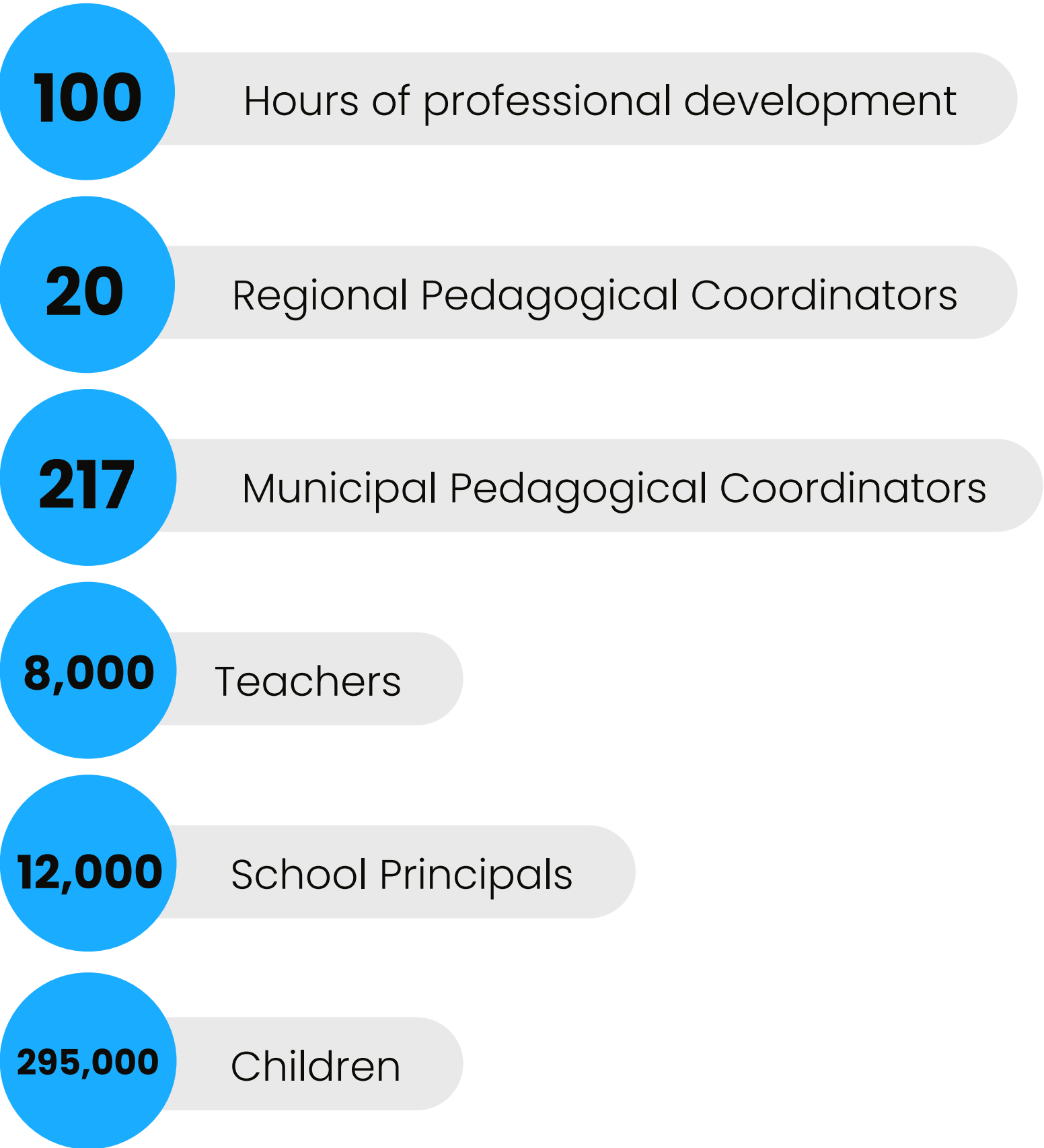


Teachers of children aged 4 to 5



Early Childhood School Leaders

Reach: Large-scale Implementation



Monitoring and Evaluation

Since the beginning of the partnership between Labedu and SEDUC/MA, systematic monitoring of professional development activities has been a central component of the Pact for Learning. Observation protocols are used to assess professional development sessions led by APRs and APMs, as well as classroom activities in Early Childhood Education centers from a sample of the state’s 217 municipalities. The data collected from these observations is shared with SEDUC/MA, reinforcing a continuous cycle of systemic learning.

In 2024, the project’s Theory of Change was refined and updated, allowing for improvements in the indicators used to monitor and evaluate the initiative. As part of this process, the tools, structure, and routines for monitoring and evaluation became both the focus and content of professional development sessions for APRs and APMs. This approach ensures that those responsible for implementing professional development policies receive the technical preparation and support needed to track progress, adjust strategies, and continuously improve their efforts. Through this strategy, Labedu aims to promote lasting institutional transformation in the territories where the initiative is carried out.

The Pathway to Transformation: Our Theory of Change



Results

Pedagogical Transformations

- ➔ Greater understanding among educators of what constitutes a reading activity—as distinct from storytelling—and its role in supporting language development;
- ➔ Advance planning of reading activities as standard practice for most teachers.

Impact on Child Development

- ➔ Significant advances in children's language, communication, and reading experiences, as reported by families;
- ➔ Children in more complex learning activities.

* Findings based on qualitative analysis of interviews conducted during implementation monitoring

“

Before, there was a clear gap—families used to think: ‘My child goes to school, that’s where they’ll learn everything.’ After Labedu’s arrival, that way of thinking began to change. Families started to see that learning doesn’t happen only at school—it happens at home, too. Now, many parents already understand that from the moment their child wakes up, they’re learning. This shift has been gradual, but meaningful. It’s as if we’ve brought the school into the home.

Maria do Socorro da Cruz Santos, Vice-Principal, Pingo de Gente School, Pedreiras (MA)



Aprender a Estudar Textos

Learn to Study Texts

Teacher professional development to build children's reading skills

9–10+ years old

Seventeen municipalities implement a novel approach to reading for learning

In 2024, the *Aprender a Estudar Textos* (AET or Learn to Study Texts) project expanded to 17 municipalities—16 in Maranhão and one in São Paulo—as part of a professional development program for 4th and 5th-grade elementary school teachers.

The project's main objective is to promote innovative classroom strategies that use texts as a tool for building knowledge. The goal is to develop avid and critical readers who not only comprehend texts across different subjects but also learn to think, reflect, form opinions, and connect ideas. This addresses a significant challenge in Brazilian basic education, where 55% of 5th-graders cannot properly interpret what they read.

We recognize that academic texts become progressively more complex for children as they transition from “learning to read” to

Implementation Contexts

“reading to learn.” We assist teachers in designing, planning, and implementing classroom activities focused on subject-specific reading to enhance comprehension and learning, starting with History.

Like all our methodologies, AET aims to improve children’s learning by advancing the professional development of educators. The project offers formative experiences that support teachers in analyzing, modeling, planning, and reflecting on their practices. These activities help students master subject matter concepts and literacy skills, providing new opportunities for teachers to observe their students thinking, speaking, and better understanding what they read.



Student Workbook

- History texts
- Visual aids for annotated reading

Teacher Planning Guide

- Professional development references
 - Model lesson plans
- Summary of classroom materials

Maranhão State

Developed through Maranhão's Pact for Learning—a collaborative public policy framework between the state and its municipalities—the project included 17 professional development sessions throughout the year. These sessions were designed to build expertise in teaching practices that enhance children's reading skills. The focus was on using text comprehension strategies to facilitate deep learning in History, effectively linking educational theory with classroom practice across four instructional sequences.

Teachers refined their understanding of effective reading and text analysis practices. They discussed these methods in the context of their classroom activities and gained insight into the connections between text features, student learning challenges, and the instructional interventions that best support them.



For students, the project was an opportunity to advance their knowledge of History, improve their reading comprehension, and engage in meaningful, contextualized learning. They broadened their understanding of key historical topics, including the colonization of the Americas, the exploitation of resources in Brazil, colonial administration, and the workings of sugar mills.

The engagement of the Municipal Pedagogical Coordinators (APMs) was critical to this success. Responsible for supporting teachers in their local municipalities, these coordinators ensured teachers could attend professional development sessions, secured time for them to complete related activities, assisted with documenting teaching practices, and conducted classroom observations to improve the implementation of model lesson plans developed during the program.

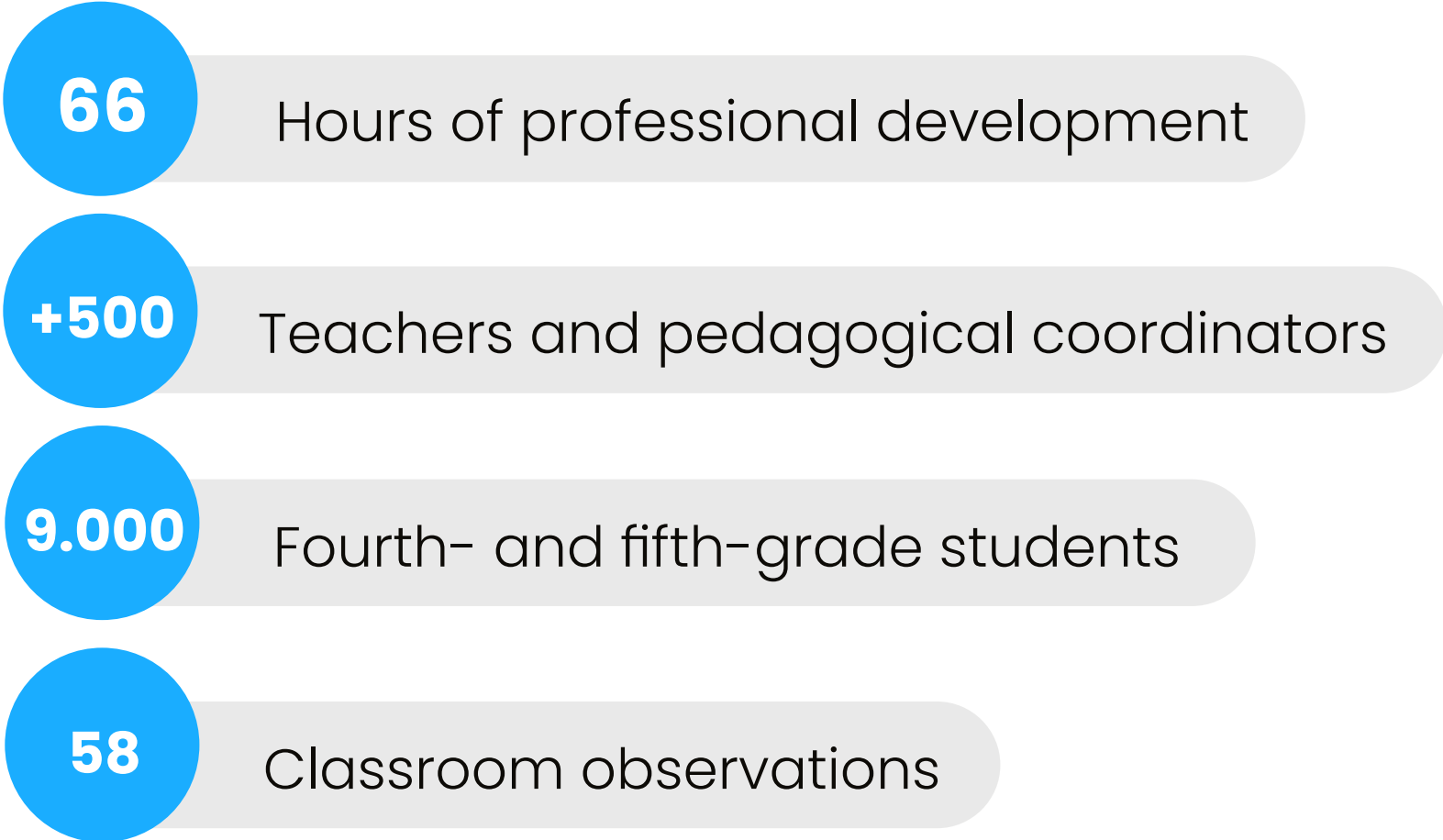
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Through these classroom activities, we observed a clear refinement of pedagogical practices and notable progress in student learning. Teachers embraced new methods and became more intentional in their interactions with students, especially during the second semester. In turn, students participated more actively in text-based discussions and learned how to think critically about History.

Joana Góes, Instructor, Labedu

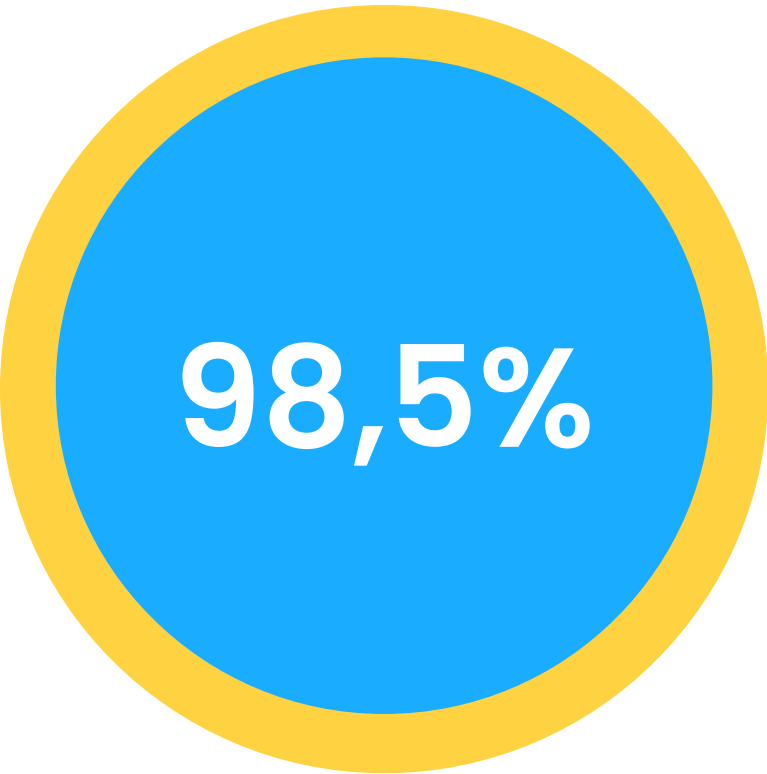


Reach: Large-scale Implementation



Results

Classroom preparedness, and teaching impact:



- ➡ feel prepared to conduct classroom activities and notice a positive impact on their practices;
- ➡ consider the professional development content highly relevant for promoting student learning through reading;
- ➡ perceive a significant positive impact from the development program on their teaching.

Source: Final Assessment Questionnaire applied in 2024

Francisco Morato

In the municipality of Francisco Morato, São Paulo, AET focused on building local capacity to enhance 4th-grade History instruction. The project's core strategy was to equip the district's own Pedagogical Technical Assistants (ATPs) and Technical Supervisors to lead the professional development themselves.

Through regular supervision and monitoring efforts from Labedu, local leaders learned to adapt and deliver professional development sessions that integrated the study of History content with practical skills for reading comprehension and text analysis. Building on the guidelines from our professional development materials and monitoring tools, this capacity-building model was a deliberate step toward ensuring the program could be scaled sustainably by local staff.

Implementation Contexts

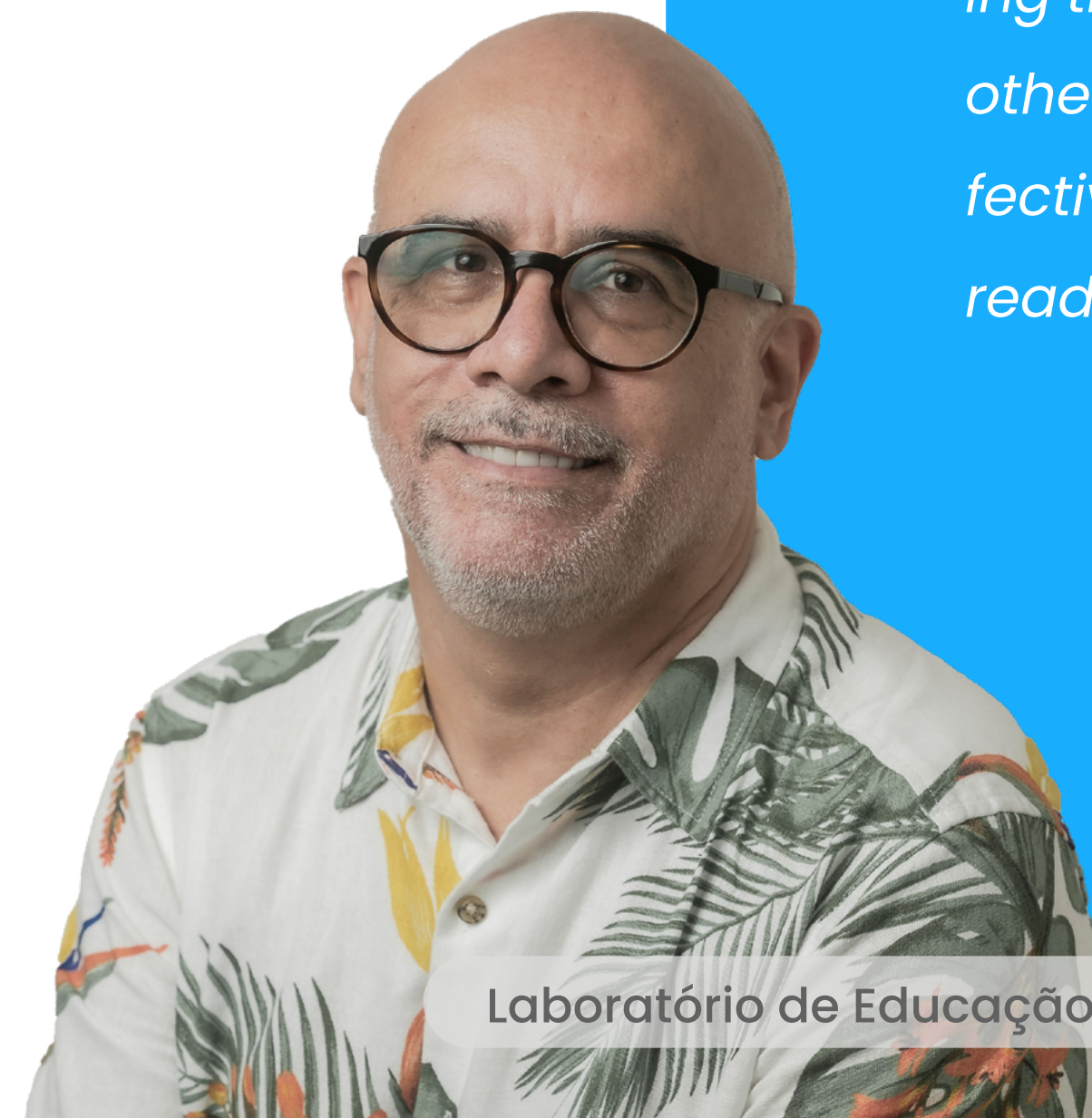
The program supported teachers as they implemented, reflected on, and incorporated the proposed instructional practices into their classroom routines. They also learned to identify effective strategies to deepen student learning, such as the use of in-depth reading questions.

Key project outcomes included establishing criteria to choose History texts for in-depth reading and demonstrating the direct link between teaching methods and student learning. To ensure long-term impact, the program aligned all teaching objectives with Brazil's National Common Curriculum Base (BNCC), empowering teachers to be more intentional at every stage of their work.

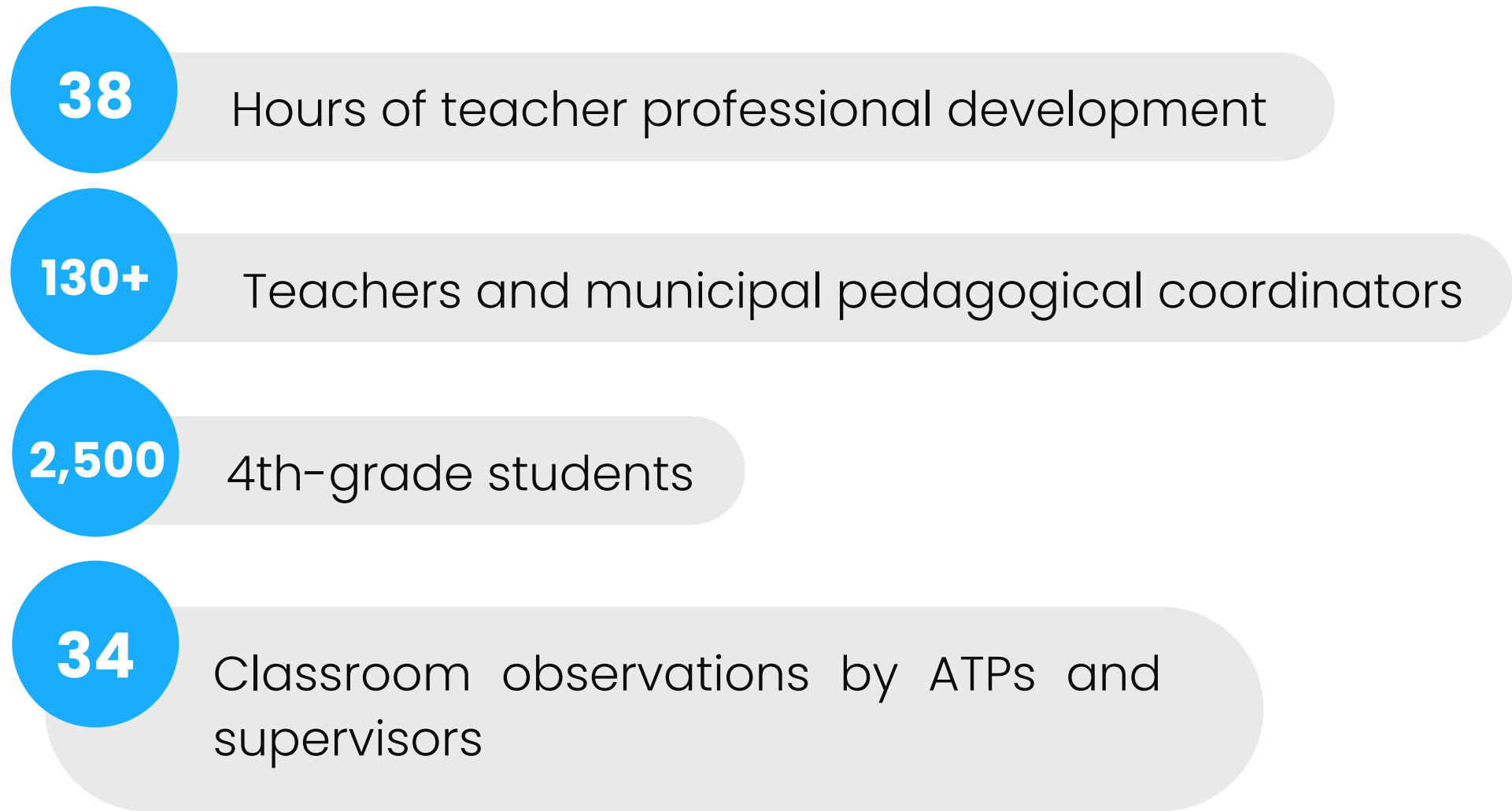
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In just one year, we have observed remarkable results across the school district. Teachers were amazed by their students' engagement and the quality of their learning. We have had reports of students using the strategies learned in History class in other subjects, which demonstrates the effectiveness of a methodology that teaches reading as a tool for learning.

José Carlos Sousa, Instructor, Labedu



Reach: Implementation in Francisco Morato



Results

High ratings for program relevance and impact on classroom practice:

- ➡ 94% of professional development participants rated the content as “relevant” or “very relevant”;
- ➡ 81% of teachers reported a positive impact from the program on their classroom practices;
- ➡ 100% of the local technical team (ATPs and Supervisors) confirmed that the program changed the practices of most teachers.

Source: Final Assessment Questionnaire applied in 2024

Monitoring and Evaluation

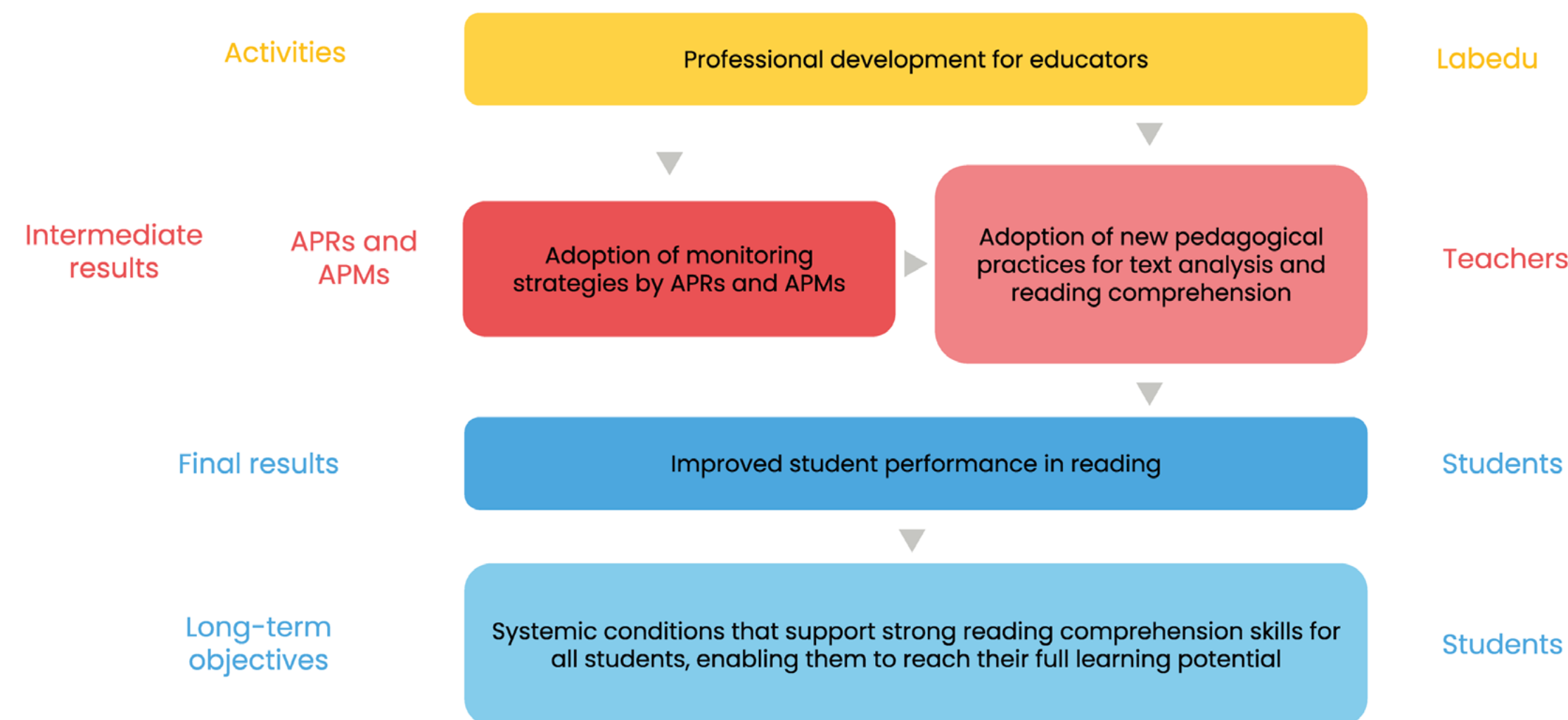
Monitoring and evaluation (M&E) is an integral part of the AET program, conducted in close partnership with the Maranhão State Department of Education (SEDUC/MA) and the Francisco Morato Municipal Secretariat of Education.

A unique M&E strategy was developed for each location, starting with the refinement of the program's Theory of Change to align with each implementation model. Based on this refined theory, specific M&E instruments were developed to conduct systematic observations of professional development sessions and classroom instruction. These observations were conducted jointly by Labedu staff and the local technical teams, ensuring a shared understanding of the process.

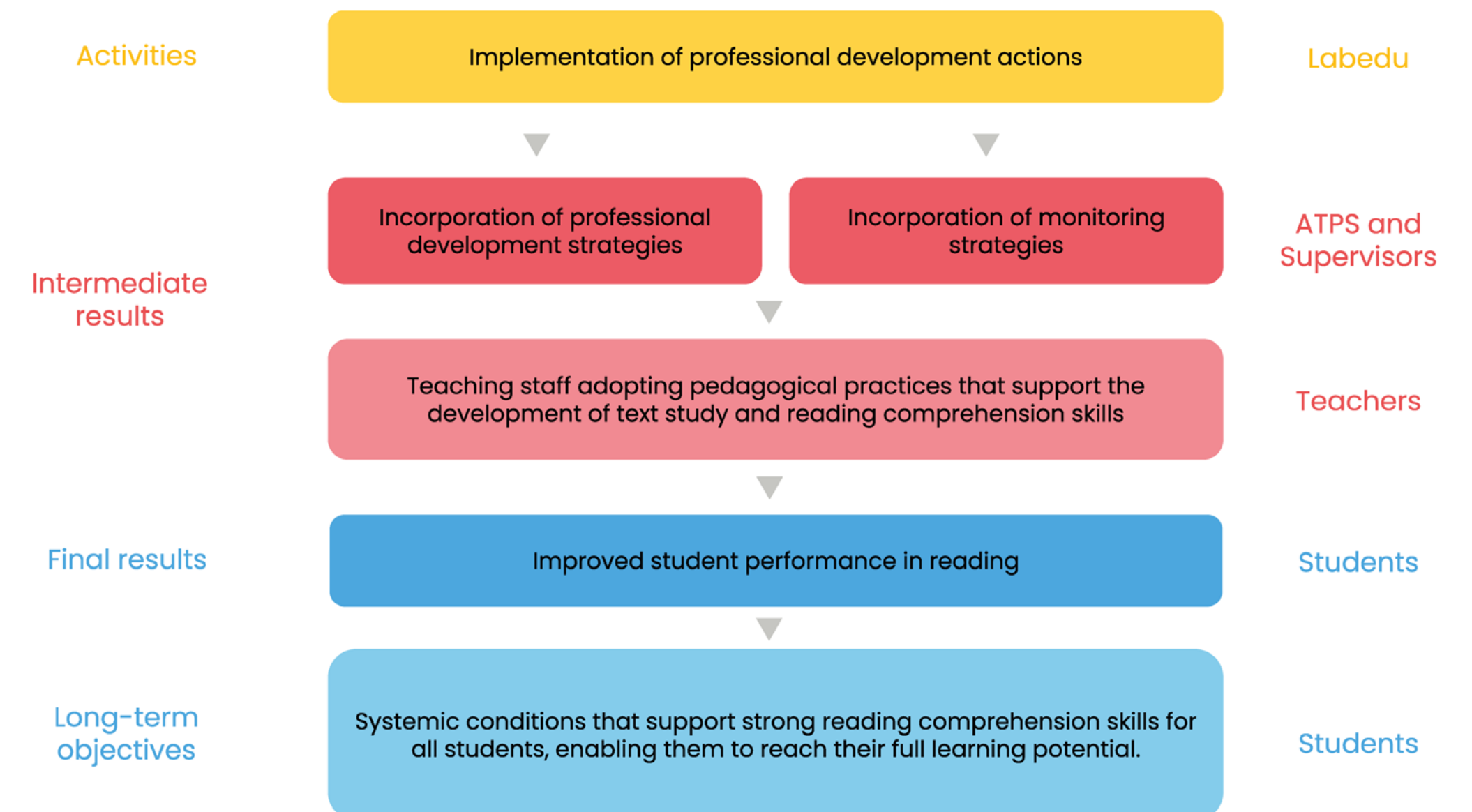
This collaborative approach to data analysis guided decision-making, enabling real-time program adjustments. The process also served to strengthen local education policies and build our partners' capacity to sustain and scale the program's impact over time.

The Pathway to Transformation: Our Theories of Change

Maranhão



Francisco Morato



Impact Map

In partnership with public education systems, our projects transformed learning for thousands of educators and children across the country.

306,000

children were impacted by our projects

20,500

educators participated in our programs

200

100,000+

people engaged with us on social media

300,000+

visits to our digital platforms

218

partner municipalities

hours of professional development completed

Labeledu's Endeavors Are Far-Reaching

We worked in the São Paulo capital and metropolitan area, traveled throughout Maranhão, collaborated with the Ministry of Education (MEC) and Harvard, and received an award in Switzerland. Explore the main highlights of a year filled with hard work and achievements.

Jacobs Foundation Recognizes Labedu for Evidence-Based Initiative

Labedu won the Best Practice Prize from the Jacobs Foundation. The award recognizes our effective application of scientific evidence, clear results-oriented framework, and potential for scalability and global implementation.

[Learn more](#)



“We are not satisfied with improvements for just a few; we dream of gradual shifts that elevate standards and consolidate quality education for all. We want to turn the extraordinary into the ordinary! It is a huge privilege to be recognized for this, so rest assured that we leave this room dreaming even bigger.”

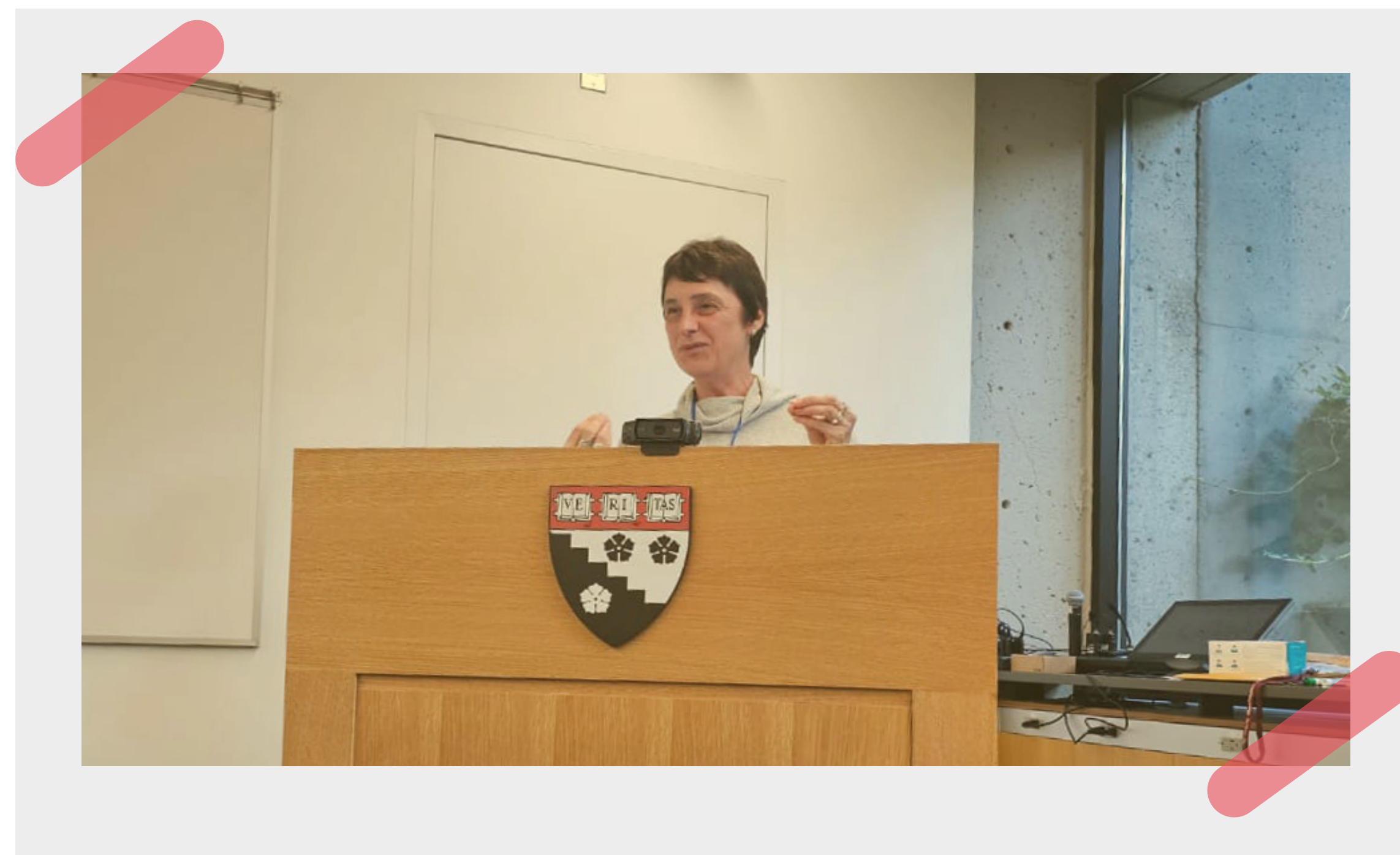
Beatriz Cardoso at the award ceremony in Zürich, Switzerland



International Network of Researchers Discusses Literacy at Harvard

In October, the annual ProLEER meeting brought together around 40 practitioners and researchers at the Harvard Graduate School of Education. Beatriz Cardoso, the network's coordinator in Brazil, presented the *Cidade das Infâncias* (City of Childhoods) project. As part of this initiative, Labedu developed and distributed 140,000 sets of materials to families of first- to third-grade students in São Paulo's municipal schools. The project was highlighted alongside other large-scale language development programs from Latin America and Europe.

[Learn more](#)



Course with Professor Carrie Conaway Integrates Research and Practice

In November, Labedu partnered with the Harvard Brazil Office to host the short course “Connecting Research to Practice in Public Education,” led by Harvard Graduate School of Education Professor Carrie Conaway. With over 20 years of experience improving public policy by bridging research and practice, professor Conaway discussed how to inspire data-driven change and the importance of asking and answering the right questions in education.

[Learn more](#)



Research Partnership through Harvard's David Rockefeller Center for Latin American Studies Examines *Aprender Linguagem* (Learning Language) Program Implementation

Once again, in a collaboration with Professor Carrie Conaway, Harvard alumna Paula Cruz Pereira is conducting the study "Learn by Monitoring: A Case Study of the Relationship Between Continuing Teacher Development and Children's Language Development." Working with researcher Alyssa Gandolph, she is examining the implementation of our *Aprender Linguagem* (Learning Language)

project in three São Paulo municipalities from 2017 to 2019. The research analyzes implementation strategies in Mauá, Caieiras, and Praia Grande and investigates the relationship between improvements in the practices of professional development instructors and those of participating teachers. Its findings will provide recommendations to enhance the monitoring and implementation of Labedu's projects.



Maranhão State Pact for Learning

As a key partner in the Maranhão State Pact for Learning, Labedu has participated in ceremonies and seminars with the state administration. Since 2019, we have implemented the *Aprender: Dentro e Fora da Escola* (Learning: Inside and Outside of School) project through a collaborative professional development model for Early Childhood Education, uniting state and municipal efforts.

[Learn more](#)



National Quality Standards for Early Childhood Education

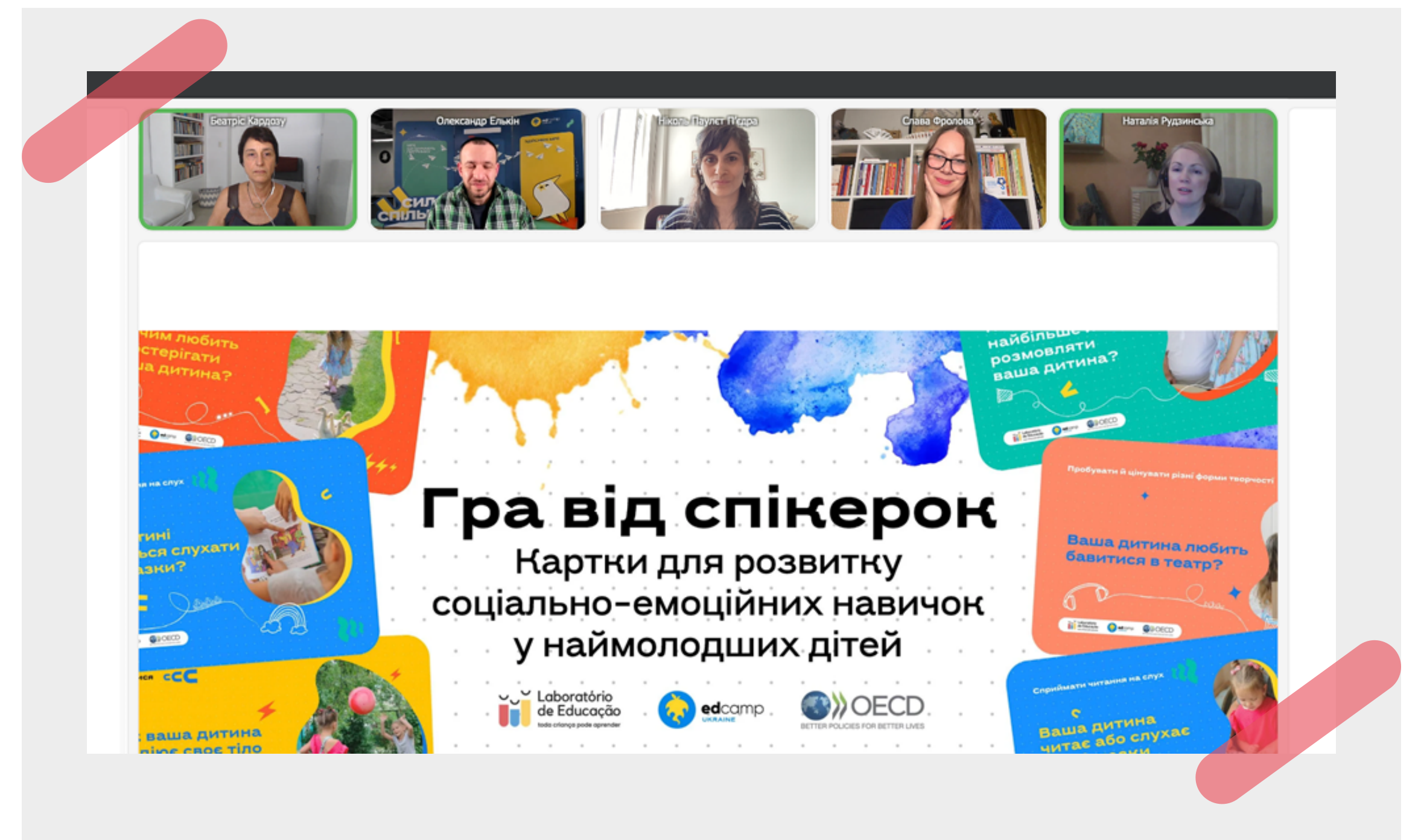
Beatriz Cardoso represented Labedu at the event announcing the National Education Council's (CNE) new Operational Guidelines for National Quality Standards in Early Childhood Education. The Ministry of Education (MEC) revised these standards through a democratic and participatory process this year, which included a public consultation. Labedu contributed to the critical review of the document throughout this process.

[Learn more](#)



Collaboration with a Ukrainian NGO Brings Project to Families Affected by War

In June, Labeledu participated in the 2024 Resilience Seminar, hosted by the Ukrainian NGO EdCamp, to address social-emotional learning amid the war's impact on education. Beatriz Cardoso presented our *Aprender com 7 Experiências Fundamentais da Infância* (Learning with 7 Fundamental Childhood Experiences) project, which has been translated and adapted for the Ukrainian context. The materials provide adults with tools to foster interactions that strengthen children's learning. Large-scale distribution is planned for 2025.

[Learn more](#)

AET Partner Municipality Improves Learning Indicators

The municipality of Várzea Paulista (SP) partnered with Labedu to implement Learn to Study Texts (AET) in its schools from 2022 to 2023. At the end of that period, the city achieved a score of 6.3 on the 2023 Basic Education Development Index (IDEB), surpassing the state average of 6.2 and marking a 7% increase from 2021. The IDEB is an official indicator from the National Institute of Educational Studies and Research Anísio Teixeira (INEP) that measures the quality of basic education in Brazil. Municipal education manager Magali de Souza credits this improvement to the continuous, joint effort of the municipality's professionals and students.

[Learn more](#)

First Edition of the Pedagogical Residency Program

From September to December, Labedu launched its first Pedagogical Residency Program. Seven professionals with experience in teacher professional development participated in practical, immersive activities focused on our *Aprender a Estudar Textos* (Learn to Study Texts) project. The program deepened their understanding of our methodologies and the strategies that transform children's learning.

[Learn more](#)



Partnerships

Meet the partners helping us transform learning for thousands of children in Brazilian public schools.

Sponsors



Partnerships

Implementation Partners



SEDUC



Academic Partners

ProLEER, Professional Learning Network

Brazil Office, David Rockefeller Center for Latin American Studies

2024 Team

A team of experts dedicated to transforming Education

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