



Annual Report 2025



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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 through pedagogical approaches tailored to different stages of **child development**. These frameworks 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. As a result, we help create opportunities for meaningful learning both inside and outside the classroom.



The content provided by Laboratório de Educação (Labeledu) 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 needs, **supporting local capacity building**.

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!





Letter from the Directors

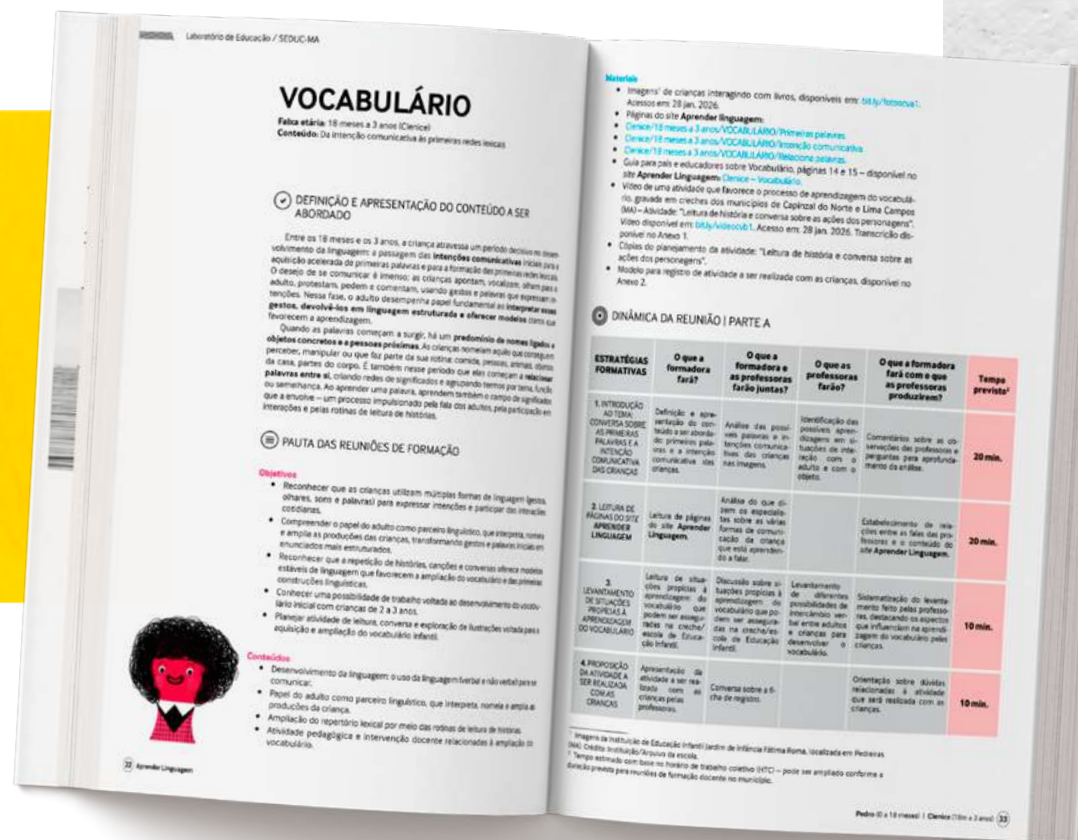
2025 was a year of transition for Laboratório de Educação. We consolidated our vision for the future, renewed our governance structure, and achieved results that reflect what Labedu does best: strengthening the capacity of education systems to independently sustain professional development policies that transform children’s learning.

Throughout the year, we engaged in an intensive strategic planning process with support from Imago Global Grassroots, led by Professor Michael Walton of the Harvard Kennedy School. Together, we turned toward the next decade with clarity and ambition. This process was also an opportunity to reaffirm what drives us: the conviction that pedagogy must remain at the center of the debate on education policy—not only as a methodology, but as a guiding practice that takes shape in the daily life of education systems, in educator’s professional development, in classrooms, and in the data we gather along the way.



In 2025, this commitment materialized in the most comprehensive result we have ever built in partnership: the conclusion of the implementation cycle of the *Learning: Inside and Outside of School* project in Maranhão (read more on [page 23](#)). After six years of collaboration with the Maranhão State Department of Education (SEDUC/MA), we have accomplished what we set out to do: we reached a point at which our partner can independently assume responsibility for implementing and monitoring the Early Childhood Education professional development policy. The professional development architecture we built together is now a part of the system itself.

The *Learning in Early Childhood Education* collection, launched in early 2026, and the ongoing research partnership with Professor Carrie Conaway of the Harvard Graduate School of Education are concrete expressions of this legacy. A public policy that is able to sustain itself and that continues to generate research capable of informing decisions in other localities.



This was also the year in which we renewed our own organizational structure. Beginning in 2026, Labedu will adopt a new governance model with three-year rotating leadership terms among the directors. In this first cycle, **Nicole Paulet Piedra** assumes the role of Executive Director, bringing with her more than a decade of experience within the organization, as well as expertise in applied research and implementation of public policy. **Andrea Guida** assumes full leadership of the Implementation Directorate, furthering the work to which she has dedicated her academic and professional trajectory. **Beatriz Cardoso** will serve as Strategic Advisor, contributing to institutional partnerships and advancing the pedagogical thinking that underpins everything we do.

We therefore continue with a collaborative, intergenerational, women-led leadership model. This transition is the result of a process built through listening, planning, and mutual trust, and represents a concrete response to one of the nonprofit sector's most complex challenges: how to renew its leadership while preserving institutional identity, organizational memory, and the capacity for innovation.

We look ahead to 2026 with optimism and a strong sense of purpose. New projects are already underway, including an initiative developed in partnership with the state of Maranhão to expand the monitoring system created for Early Childhood Education to other stages of schooling. This new phase also opens possibilities for deeper collaboration with education systems that have already built long-term partnerships with us.

At the same time, new partnerships with nonprofit organizations and researchers continue to emerge, reinforcing our belief that knowledge capable of transforming public policy is built collectively. We move forward committed to expanding our impact with increasing rigor, stronger collaboration, and an ever-growing network of partners.



The transformations we seek align with the needs of local school systems, value the expertise of education professionals, and uphold every child’s right to learn. These are changes that deepen, multiply, and endure over time. What drives us today—and into the next decade—is the certainty that it is possible to build a more equitable, higher-quality public education system, and the determination to expand the scale at which this becomes reality.



Nicole Paulet Piedra
Executive Director and Director of
Knowledge Production



Andrea Guida Bisognin
Director of Implementation



Beatriz Cardoso
Strategic Advisor



Our Work

Labeledu develops and implements research-based methodologies that are tested in practice and adapted to different contexts. We support education systems in implementing and monitoring professional development policies for educators, ensuring that local stakeholders take ownership of the process while fostering lasting transformations in professional culture, so that every child can reach their full learning potential.



How We Work

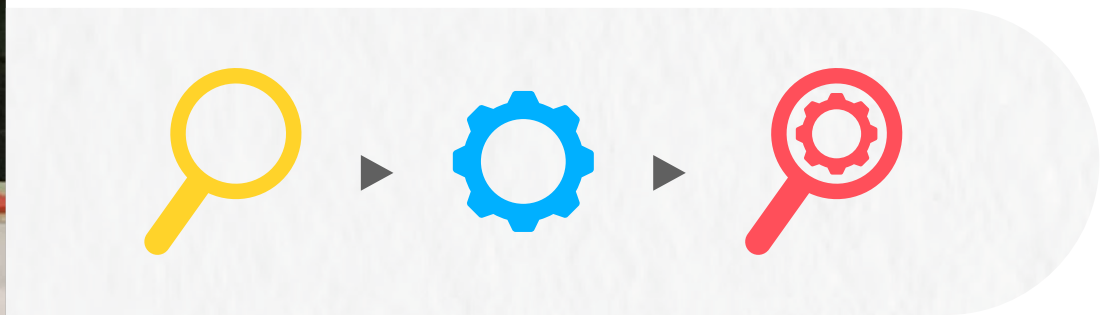
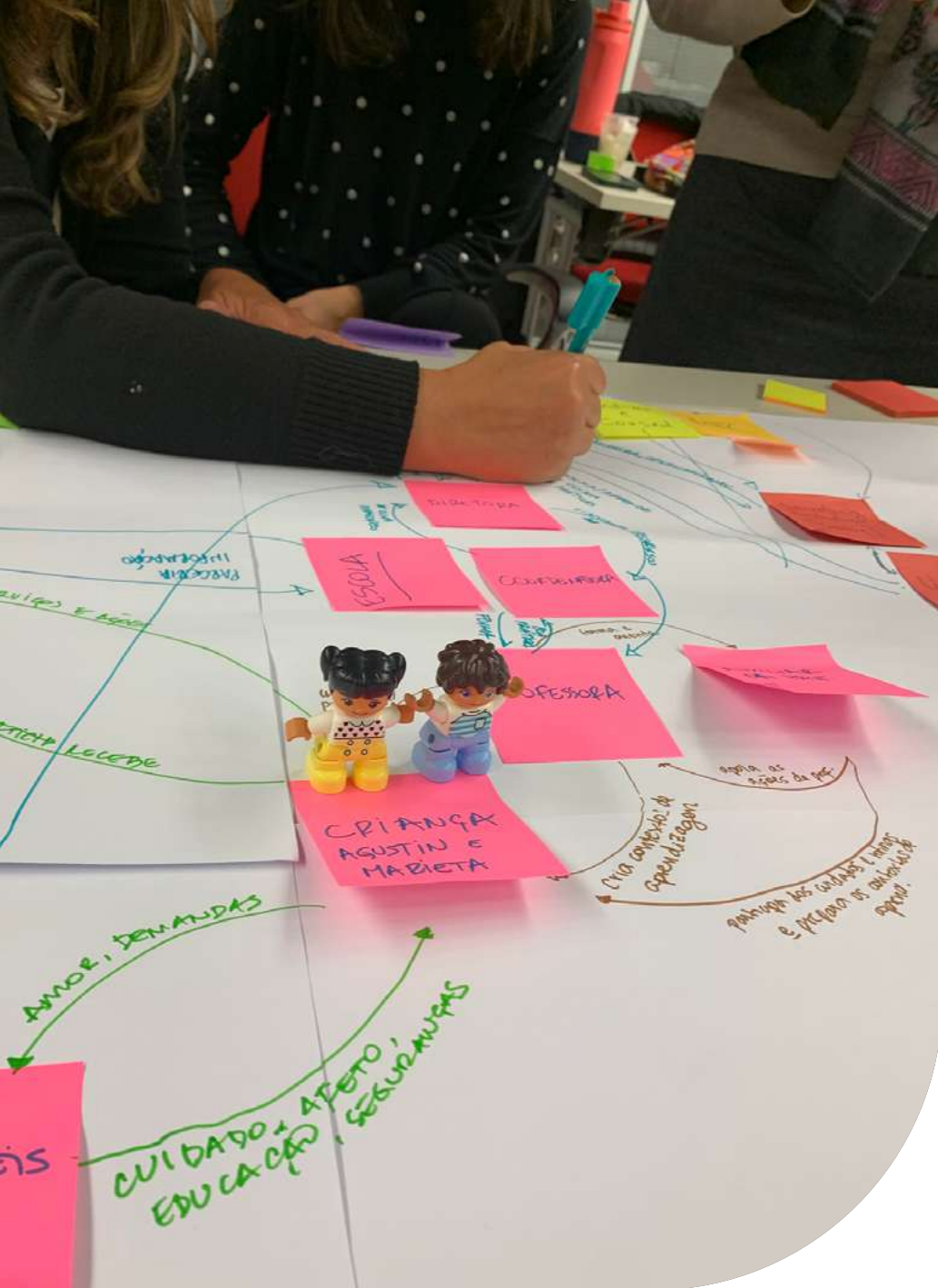
Labeledu originated from a concern with **how, through pedagogical practice, we could ensure every child their right to learn**. It is this line of thought that led us to seek a new perspective: That for the learning process to be consistent, it is necessary to strengthen the education system as a whole, with pedagogical concerns at the cornerstone of each decision.

We work to develop the capacity of education systems to create transformations that reach classrooms and continue to expand autonomously over time. **Our goal is to help systems learn** from their own experience, make

evidence-based decisions, and achieve sustainable improvements. As a result, when a partnership concludes, what remains is a system equipped with the tools to examine and refine its own practices.

This approach is maintained by a **team with strong pedagogical expertise** and extensive experience in teacher professional development and public policy implementation. Drawing on empirical evidence accumulated across different regions, **we translate pedagogical principles into strategies that strengthen implementation at every level of the education system.**





What guides our work is the conviction that sustainable change does not depend on isolated external solutions, but on the system's own capacity to sustain them in the long term. For this reason, **we organize our work in cycles** in which design, implementation, and monitoring are interconnected dimensions of the same strategy. This is the capacity we seek to foster within education systems, so that **every adult who educates has better circumstances to ensure that every child has the opportunity to develop their full learning potential.**



Research

At Labedu, **the classroom is both the initial and final point of research.** It is where public policies and teacher's professional development processes take shape and promote meaningful learning experiences for children. Our research follows this journey: we investigate how policies are designed, how they reach schools, how teachers appropriate them, and **what effects they produce on pedagogical practice.**

Implementation is where research finds its most riveting questions. Our projects usually start with a defined scope, as a way to uncover obstacles and identify paths to their consolidation. However, by documenting our methods, **we are able to create and share reference materials that allow other stakeholders to independently investigate their own policies with more consistency and rigor.**

The contexts in which we work therefore become spaces for generating empirical evidence that **expands understanding of education policy** and informs decision-making in other territories and institutions. We conduct research to produce knowledge that is relevant to education policy discussions and useful for those working in both school leadership and classrooms.



Implementation

For Labedu, implementing education policy is the moment when decisions made at different levels of the system take shape in the daily life of education systems, leadership routines and educator's professional development and classroom practice. For this reason, we view **implementation as a structured space for both individual and systemic learning.**

We work in partnership with state and municipal Secretaries of Education **to translate goals and priorities into actionable strategies and incremental improvements**, taking into account leadership concerns, local knowledge, administrative conditions, and the everyday realities of schools.

Implementation is where research hypotheses encounter real-world challenges and where solutions developed within the systems emerge. Our focus is on **creating the conditions for education systems to incorporate principles, methodologies, and monitoring practices that remain in place after their partnership with us has ended.**



Monitoring

At Labedu, **monitoring sustains implementation and is integrated into professional development processes** as a strategy for transforming practice and strengthening public education systems' capacity for continuous improvement. Over the past decade, we have consolidated our perspective on monitoring—one that is intrinsically **connected to educational practice** rather than conceived as external control or individual evaluation.

Through this lens, monitoring is inseparable from professional development, because it is through professional learning that classroom challenges become opportunities for growth and change. Monitoring also becomes, in itself, part of the professional growth of the different actors within the system.

Technical teams, school leaders, and teachers actively participate in the production, analysis, and interpretation of evidence, developing analytical competencies that **expand their capacity to assess implementation processes independently**. Continuous monitoring informs decision-making, adjusts methods, and consolidates a joint evaluation grounded in collaboration and shared responsibility.



Advocacy

Labeledu's advocacy work is a direct expression of the coordination between research, implementation, and monitoring. Our practice generates consistent evidence and learning about **how education policies are structured, developed, and translated into impact within public education systems**. It is through this process that we engage with education leaders, researchers, and policymakers.

We transform this experience into structured content—such as technical notes, studies, reports, and policy briefs—that systematizes key findings, clarifies methodologies, and offers references into the recommended practices. By disseminating our findings, making our research frameworks, rubrics, and toolkits broadly available, we sharpen regional situational analyses, inform policy design, and foster partnerships among public education systems, nonprofit organizations, and researchers. Our vision of advocacy is grounded in the conviction that **evidence produced from classroom practice elevates the quality of decision-making** and contributes to the construction of shared agendas in education policy.

The Role of Methodologies

Labeledu's methodologies are grounded in two interdependent pillars: **understanding what children need to learn and understanding how adults develop professionally**. From their conception, these methodologies are designed to guide implementation and monitoring, bringing structure and coherence to the professional development processes.





Focused on the structural challenges of education—particularly language development from Early Childhood Education through Elementary School—our methodologies organize professional development into cyclical modules with focused objectives and a clear understanding of the intended outcomes at each stage. **This creates predictability within these processes while preserving the flexibility needed to respond to the realities of each territory.**

The content includes strategic pedagogical focuses that foster professional learning while generating tangible changes to the daily realities of classrooms

and school leadership. In this way, the methodologies ensure that professional development becomes a means toward feasible transformation, supported by ongoing guidance and supervision, while also helping to build collective commitment to improving education. **Through them, our work reaches the frontline of public education systems, translating pedagogical knowledge, professional development expertise, and public policy implementation into concrete action at regional and municipal levels, all the way to schools and classrooms.**



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.





Governance

Labeledu's governance structure is led by one **executive director** and two **technical directors serving three-year terms**, a model designed to strengthen **institutional sustainability** and support medium—and long—term planning. Leadership appointments emerge from accumulated experience within Labeledu's areas of work. The organization's structure also includes an **Advisory Board**, which guides **strategic decisions**, and an **Audit Committee**, which ensures transparency and **integrity in resource management**.

Labeledu's leadership is collaborative, intergenerational, and women-led, with complementary roles spanning knowledge production, implementation, and strategic management. This model values each leader's professional trajectory and academic background, recognizing that innovation without losing institutional identity depends on diversity of experience and perspective.

This governance structure represents a concrete response to one of the nonprofit sector's most complex challenges: how to renew leadership while preserving organizational memory and creating space for new cycles through listening, planning, and mutual trust. The different governance levels operate in an integrated way, creating the conditions for the organization to advance with consistency and long-term vision.

Executive Director: Leads the organization's strategic and operational management while safeguarding the Theory of Change that guides Labeledu's work. Ensures alignment between mission, strategy, and day-to-day organizational practice.

Implementation Directorate: Leads the execution of programs and methodologies across territories, ensuring technical quality, methodological coherence, and scalability.

Knowledge Production Directorate: Leads the production, documentation, and dissemination of applied knowledge, connecting research, monitoring, and pedagogical practice to broader public policy debates.

Strategic Advisor: Acts as a bridge between the Advisory Board and the executive leadership, contributing to institutional partnerships and to the pedagogical thinking that underpins the organization's work.



Implementation Contexts





Dentro e fora da escola

Learning: Inside and Outside of School – Maranhão

Professional development for educators to strengthen the quality of Early Childhood Education



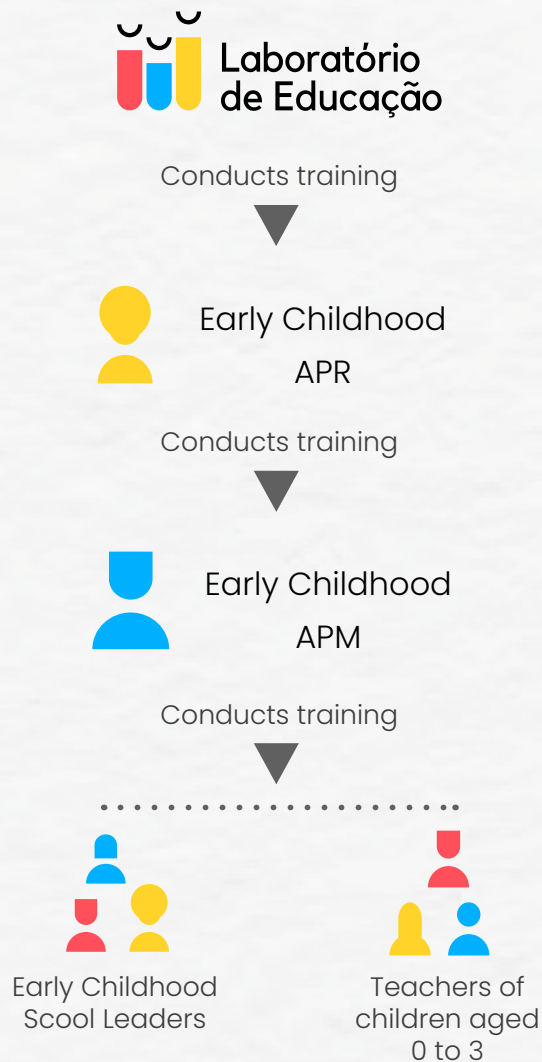
Implementation cycle reaches the autonomy phase and consolidates its legacy in Maranhão

In 2025, the project Learning: Inside and Outside of School reached the final stage of its implementation cycle: the autonomy phase. Since 2019, each stage of the partnership between Labedu and the Maranhão State Department of Education (SEDUC/MA) has been designed with a clear long-term goal: strengthening the capacity of those within the education system itself to implement and monitor the Early Childhood Education professional development policy. In 2025, that objective materialized through a set of actions that consolidate the legacy of the Pact for Learning within the collaborative framework between state and municipalities and mark the transition into a new phase. Beginning in 2026, SEDUC/MA will fully assume leadership of the policy, supported by the tools, methodologies, and professionals structures developed throughout the implementation cycle.

The project supports Early Childhood Education educators in deepening their understanding of language development in early childhood and of the adult's role as a facilitator in this process. Guided by the Learning Language methodology developed by Labedu, the project proposes strategies that expand opportunities for listening, speaking, reading, and writing within the daily practices of daycare centers and schools. It also strengthens the quality of professional development sessions led by pedagogical coordinators at school, municipal, and regional levels.



Professional Development Cycle



In Practice

The project's professional development activities are organized through a cascading structure that reaches every level of the collaborative framework between the state and municipalities. Labedu's technical team provides professional development for the Regional Pedagogical Coordinators (APRs), who then support the Municipal Pedagogical Coordinators (APMs). The APMs, in turn, lead professional development sessions directly with school leaders and teaching teams in daycare centers and schools. This model strengthens a broad network of professionals while reinforcing the institutional capacity of education departments, developing local expertise so that the guidelines of the professional development policy become embedded in the daily life of Early Childhood Education settings and remain sustainable over time.

To consolidate this legacy, Labedu led the documentation of the Early Childhood Education component of the Pact for Learning's professional development model in the second half of 2025. Through workshops that brought together APRs, APMs, school leaders, and SEDUC/MA technical teams—with technical and operational support from Opta Consultoria—the process gathered contributions from those directly involved in the implementation and who will use these materials to guide the policy in the coming years.



More than a record of the experience, this systematization process organizes strategies, principles, and lessons acquired so that the professional development policy of educators in Early Childhood Education continues to function as a permanent mechanism for improving practice and ensuring children's right to a high-quality education from the earliest years onward. The result of this effort is the [Learning in Early Childhood Education](#) collection, launched in partnership with SEDUC/MA in 2026. The collection also includes professional development guides for educators, featuring ten professional development session plans and ten activity plans designed to be used directly within Early Childhood Education professional development cycles.



At the same time, [100 book kits containing 10 books each were distributed to schools and daycare centers](#) in the five municipalities that have partnered with the project since 2019—Pedreiras, Trizidela do Vale, Capinzal do Norte, Lima Campos, and Santo Antônio dos Lopes. The books were selected by Labedu’s team of facilitators according to two criteria: literary quality and representation of Black and Indigenous populations, ensuring that children can recognize themselves in the stories they hear. These books also served as the foundation for the filmed reading activities conducted in schools across the participating municipalities.

The videos exemplify the pedagogical proposals included in the collection and serve as professional development references for APRs, APMs, and Early Childhood Education teachers. In this way, Maranhão’s teachers themselves become concrete references for practice-demonstrating, in real learning situations with babies and young children, how pedagogical interactions can be guided by the knowledge developed throughout the professional development process.



The reading practices developed by Early Childhood Education teachers in Maranhão have become a pedagogical reference. With recordings of classroom activities now integrated into future professional development cycles, these teachers become concrete examples of how to work in real learning situations, guided by the knowledge they developed throughout the professional development process, their studies, and their professional practice.”

Maria Grembecki

Methodologies and Projects
Coordinator, Labedu





Reach

- **290.000** children ages 0–5
- **22.000** teachers
- **8.000** school leaders
- **217** municipalities
- **20** Regional Pedagogical Coordinators (APRs)
- **217** Municipal Pedagogical Coordinators (APMs)
- **44** hours of professional development
- **1.000** children’s literature books featuring racial representation distributed to schools
- **10** videos of reading activities recorded as pedagogical references

Monitoring and Evaluation

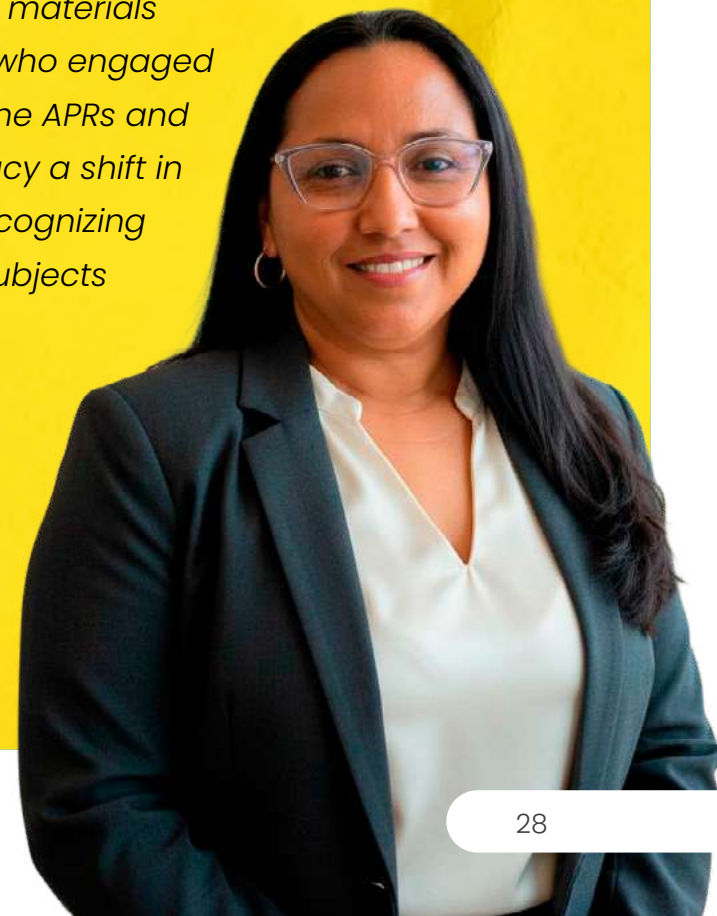
At Labedu, formative monitoring is a structuring strategy that takes shape through practice. Throughout the partnership with SEDUC/MA, the conviction that monitoring is central to implementation has gradually been incorporated by all stakeholders within the collaborative framework: those who observe learn how to analyse; those who are observed refine their practice; those who systematize identify patterns; those who receive feedback reconsider decisions. In 2025, this movement became consolidated both as practice and as legacy.

“

Systematizing experiences is more than documenting the memory of a shared journey. It is an exercise that allows us to reflect on different experiences, identify advances and challenges, and reorganize elements in order to strengthen our practices. I hope these materials shed light into the people who engaged in the project—especially the APRs and APMs—and leave as a legacy a shift in how we view childhood, recognizing children as autonomous subjects and valuing their cultures.”

Andrea Porto

Technical Specialist,
SEDUC/MA



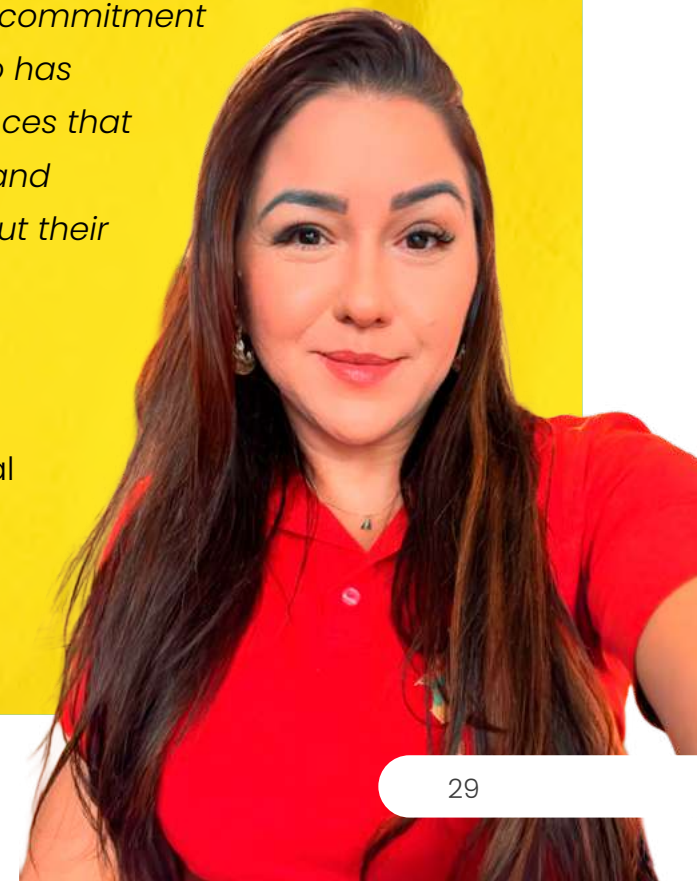
The tools for analyzing professional development sessions and observing reference classrooms, now integrated into the Learning in Early Childhood Education collection, systematize routines already embedded within implementation and make them transferable. These are resources that SEDUC/MA can independently use to continue monitoring, adjusting, and continuously strengthening the professional development policy. In this way, the system becomes capable of continuously observing and improving itself.

“

Today we are experiencing a very meaningful moment for Early Childhood Education in Maranhão. The launch of the first volumes of the Learning in Early Childhood Education collection represents more than the delivery of professional development materials—it symbolizes the consolidation of a structured public policy grounded in cooperation, planning, and continuous monitoring. We continue moving forward with responsibility and commitment so that every child in Maranhão has access to educational experiences that foster language development and expand opportunities throughout their educational journey.”

Regivânia Ribeiro

Superintendent of Network
Planning and Intergovernmental
Collaboration, SEDUC/MA



Results

Institutional consolidation: SEDUC/MA now fully assumes responsibility for implementing and monitoring the Early Childhood Education professional development policy, supported by the systematization materials and by the tools included in the Learning in Early Childhood Education collection.

Expanded literary collection with local representation: One thousand books featuring racial diversity reached schools and daycare centers across the partner municipalities, strengthening teachers' literary knowledge and reinforcing children's right to see themselves represented in the stories they hear.

“

Seeing the cascading professional development structure reach every municipality in Maranhão shows us the scale of what a professional development policy built within a collaborative framework can achieve. Through these professional development sessions, APRs and APMs bring discussions about pedagogical practice, school leadership, and the role of teachers into every daycare center. They also help educators reflect on what can realistically be done in everyday practice to strengthen work with children. The clearest result of this is their reading: teachers reading aloud every day, showing illustrations, asking questions, and listening carefully to what children have to say. Today, this has become part of everyday practice.”

Cecília Diniz

Facilitator, Labedu



Results

Maranhão teachers as pedagogical

references: The recordings of reading activities produced in the pilot municipalities will become part of future professional development cycles, positioning teachers from Maranhão's public education system as references for high-quality pedagogical practice throughout the state policy.

Research partnership: This collaboration has also become the subject of an ongoing research partnership with Professor Carrie Conaway of the Harvard Graduate School of Education, expanding the reach of the knowledge produced through classroom practice in Maranhão (read more on [page 53](#)).

“

It has been an incredible learning experience. I developed such a strong connection with reading that I even started looking for courses during school breaks. In Labedu's professional development sessions, they always emphasize the importance of studying the book beforehand. But with the rush of daily life, teachers often don't do that. After beginning the reading-focused professional development, I started doing this with other books as well. Every week I take books home, study them, plan activities, and add post-its with questions to guide the reading sessions with the children in the classroom.”

Andressa Moreira

Teacher at Jardim de Infância Fátima Roma – Pedreiras, Maranhão

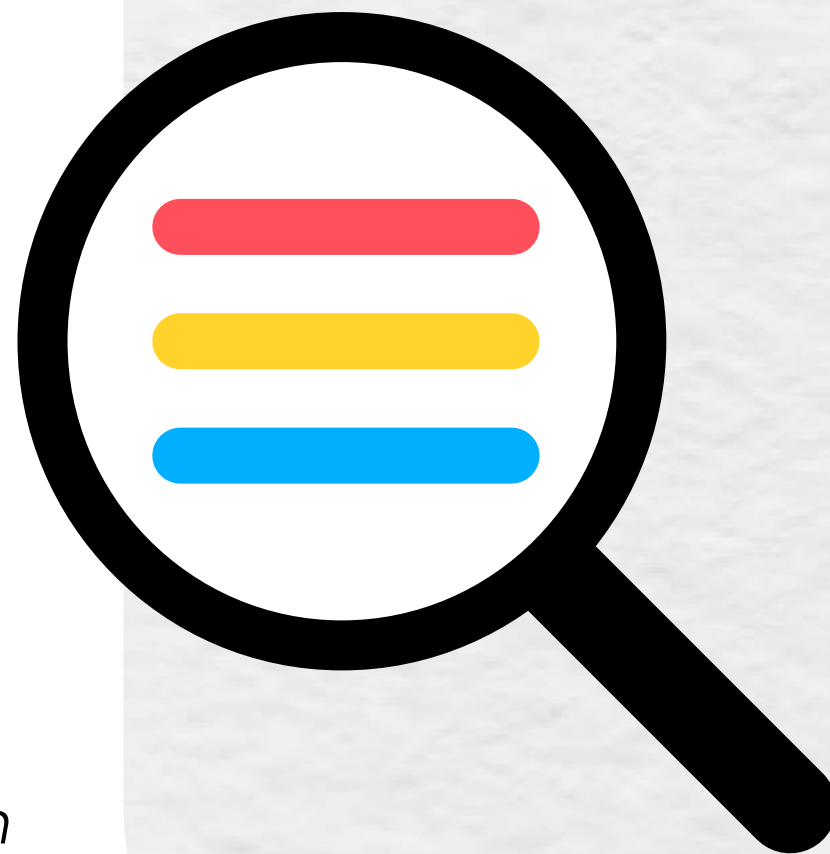




Aprender a Estudar Textos

Learn to Study Texts

Teacher professional development to strengthen children's reading comprehension





Twenty-two municipalities implement a new approach to reading for learning

In 2025, the Learn to Study Texts (AET) project expanded across three implementation fronts: 16 priority municipalities in Maranhão within the Pact for Learning; the Guaianases Regional Education Directorate (DRE) in São Paulo; and six municipalities in the Portal do Sertão region in Bahia. Across all localities, the focus is on 4th- and 5th-grade Elementary School teachers.

AET is grounded in a central challenge facing Brazilian Basic Education: after the literacy development cycle, the texts children encounter at school become progressively more complex. The project supports teachers in studying, planning, and implementing classroom activities centered on reading academic texts, beginning with History. Its goal is to help students master language as a tool for accessing knowledge, while developing comprehension, reflection, and analytical skills that extend across different areas of the curriculum.

Like all Labeledu methodologies, AET operates with one objective and two interconnected focuses: children's learning and educators' professional learning. The professional development experiences proposed throughout implementation combine analysis, modeling, planning, and reflection on classroom practice as part of the learning process itself. In doing so, the project creates conditions for teachers to see their students thinking, engaging in dialogue, and deepening their understanding of what they read.

Monitoring and Evaluation

Monitoring and evaluation are integral components of the AET methodology and are structured according to the specificities of each implementation context. Across all territories, monitoring is conducted in dialogue with local teams and guided by Theories of Change tailored to each context, using specific classroom observation tools designed to analyze pedagogical practice.

In Bahia, the participatory diagnostic process conducted in 2025 represents the first stage of this strategy. The data and analyses produced throughout the year are guiding the development of the Theory of Change, informing the design of context-specific monitoring tools, and shaping the implementation that will begin in 2026. In Maranhão and Guaianases, classroom observation tools and professional development monitoring instruments are already embedded in the daily routines of the education systems. Regional and Municipal Pedagogical Coordinators, along with pedagogical coordinators, actively participate in collecting and analyzing data. This structured listening process, carried out collaboratively with professionals in education systems, informs decision-making throughout implementation and creates the conditions necessary for changes in teaching practice, that consolidate and translate into children's learning outcomes.



Maranhão



AET advances into its second year of professional development in 16 municipalities across Maranhão

In 2025, the Learn to Study Texts project completed its second year of implementation in Maranhão within the Pact for Learning. Professional development activities continued with teachers and Regional and Municipal Pedagogical Coordinators across 16 municipalities, deepening the work on reading strategies and the study of History texts in 4th- and 5th-grade Elementary School classrooms. The project is supported by the Tinker Foundation.



In Practice

The 2025 professional development cycles were organized through a combination of in-person and online sessions with APRs and APMs, as well as webinars for teachers. Together, these activities formed a continuous learning pathway that connected the study of pedagogical content with classroom practice. Throughout the year, teachers and coordinators received professional development materials, including planning guides featuring History texts, model lesson plans, and posters with spaced texts designed to facilitate student annotation. Students, in turn, received activity booklets containing texts and graphic supports to be used throughout the instructional sequences.

“

Following teachers' work throughout the professional development cycles allows us to see how planning gradually makes a difference in quality. Teachers begin looking at texts differently, anticipating the challenges children may encounter and preparing more precise instructional interventions. This movement—one that begins in professional development and unfolds in the classroom—is what sustains the changes we observe in practice.”

Joana Góes

Facilitator, Labedu



The role of APRs and APMs in sustaining the professional development process is central. They mediate the relationship between professional development guidelines and classroom practice by supporting teachers across municipalities, conducting classroom observations, and helping educators incorporate AET strategies into their daily teaching routines.

The consistency of this follow-up process—which strengthened throughout the year—is essential for ensuring that changes in teaching practice become consolidated and ultimately reflected in children’s learning

“

The partnership with Labedu has been extremely important in strengthening Maranhão’s professional development policy for teachers and school leaders. Over the years, we have built a solid structure together, grounded in evidence and in a commitment to children’s learning. What we see today in schools across the municipalities is the result of this ongoing investment: educators who are better prepared, stronger pedagogical practices, and children with greater opportunities to learn.”

Jandira Dias

Maranhão State Secretary of Education



Results

The final professional development evaluation, completed by teachers, APRs, APMs, and pedagogical coordinators, showed results consistent with previous years:

98%

of respondents reported being satisfied or very satisfied with the professional development activities.

100%

considered the content relevant to promoting student learning in reading.

100%

stated that their practice changed after participating in the project.

“

The monitoring tools used in Labedu's projects have given us a clearer understanding of the results that are actually being achieved. More than simply presenting numbers, they reveal results with quality and with perspectives transformed through classroom observation alongside teachers. This allows us to think more strategically about how to move toward a stronger public education system.”

Ana Neri Santos da Silva

Coordinator of the Learning Recovery Initiative, SEDUC/MA





Reach

- **7.000** 4th- and 5th-grade students
- **500** teachers
- **120** school leaders
- **16** municipalities
- **19** APRs · APMs
- **50** hours of professional development

São Paulo — Guaianases
Regional Education
Directorate (DRE)



AET reaches Latin America's largest municipal education system through partnership with the Guaianases DRE

Beginning in April 2025, the Learn to Study Texts project was implemented in partnership with the Guaianases Regional Education Directorate (DRE), in the city of São Paulo. The initiative involved 41 schools within the Guaianases DRE and engaged pedagogical coordinators and 5th-grade teachers, reaching more than 1,200 students across the public school system. In addition to the region itself, the Penha DRE also participated experimentally as a guest partner, involving its technical teams and educators.



In response to this context, the methodology's professional development and classroom materials were adapted to the São Paulo City Curriculum, focusing on the History texts already used by students and teachers in the municipal system. This adaptation reflects one of AET's core strengths: its ability to structure consistent professional development processes grounded in the specific challenges and possibilities of each territory. The project is funded by the São Paulo State Council for the Rights of Children and Adolescents (CONDECA), linked to the State Secretariat for Social Development.

“

We saw the impacts emerge concretely in the classroom: children becoming more participatory, willing to test hypotheses, ask questions, and engage with texts with greater autonomy and confidence. Teachers became more aware of their instructional choices, more capable of planning stronger reading situations, and more intentional in sustaining precise interventions. Particularly significant was the strengthening of pedagogical coordinators in their role as professional development leaders, taking ownership of this work within schools with greater confidence and intentionality.”

Julia Menezes

Facilitator, Labedu.



In Practice

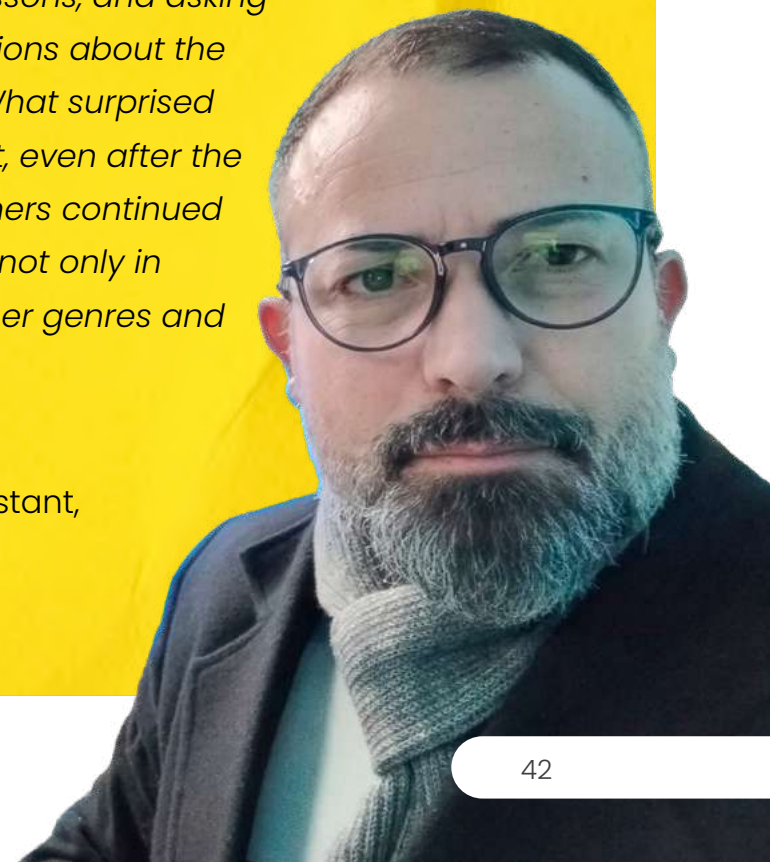
The professional development pathway was organized into four cycles, combining in-person sessions and webinars with teachers and pedagogical coordinators, as well as participation from Educational Technical Assistants, representatives from the Educational Technical Service, and school principals. Throughout the professional development cycles, pedagogical coordinators conducted classroom observations using the project's monitoring tools to follow how teachers were incorporating the proposed practices into their daily classes.

“

In the first sessions, teachers were somewhat hesitant. But throughout the process, they returned to the professional development sessions genuinely excited—we could see it in their eyes. It was incredibly rewarding to witness both student learning and the transformation of teachers' practices. During classroom observations, I saw students actively participating, recalling what they had learned in previous lessons, and asking increasingly specific questions about the texts they were studying. What surprised me most was learning that, even after the project ended, these teachers continued studying texts in this way—not only in History, but also across other genres and subjects.”

Luciano de Brito Leal

Educational Technical Assistant,
Guaianases DRE



One of the most significant effects of the process was the expansion of the methodology beyond the subject of History itself. As teachers deepened their understanding of the principles guiding work with academic texts, they began identifying possibilities for applying these strategies across other curriculum areas. This broadened the impact of the learning generated through professional development and demonstrated the power of an approach that becomes genuinely embedded in teaching practice.



Results

The final evaluation completed by teachers and pedagogical coordinators revealed highly positive results:

100%

of teachers stated that the professional development positively impacted their classroom practice.

94%

of teachers reported that the content contributed to increasing student learning.

100%

of pedagogical coordinators stated that their own professional practice changed as a result of participating in the project.

88%

of coordinators observed changes in the practices of most teachers in their schools.

94%

of respondents believe the practices developed during the project will remain part of their professional lives for five years or more.





Reach

- 1.200 4th- and 5th-grade students
- 92 teachers
- 82 pedagogical coordinators
- 41 schools
- 68 hours of professional development



Bahia — Portal do Sertão Territory



Six municipalities in Bahia begin partnership to strengthen learning through reading

In 2025, the Learn to Study Texts project arrived in Bahia. Água Fria, Antônio Cardoso, Conceição da Feira, Conceição do Jacuípe, Ipecaetá, and Irará—six municipalities in the Portal do Sertão region—and began a partnership with Labeledu to implement AET in 4th- and 5th-grade Elementary School classrooms. Supported by Fundação Maria Emília, the initiative is structured as a four-year partnership. In 2025, the work focused on a collaborative diagnostic and planning process developed alongside local teams, laying the foundation for an implementation strategy that is both consistent and deeply rooted in each territory.

In Practice

The participatory diagnostic process is the starting point for AET in every context. In the Portal do Sertão region, this process was designed to listen to all dimensions of the territories, including students' voices and the cultural and racial specificities of each municipality. Before beginning the professional development cycles, Labedu conducted a broad listening process involving every level of the education system: technical teams from municipal education departments, school principals, pedagogical coordinators, teachers, and students.

“

The diagnostic process allowed us to closely understand what is already happening in schools across the Portal do Sertão region: how teachers work with texts, what children already know how to do, what still represents a challenge, and how school leaders can support classroom practices. More than data, we encountered teachers eager to see their students better understand what they read, and children who want to have more to say about what they study. That is the place from which AET begins: strengthening what education systems have already built and creating the conditions for them to advance with consistency.”

Carla Tocchet,

Methodologies and Projects
Coordinator, Labedu





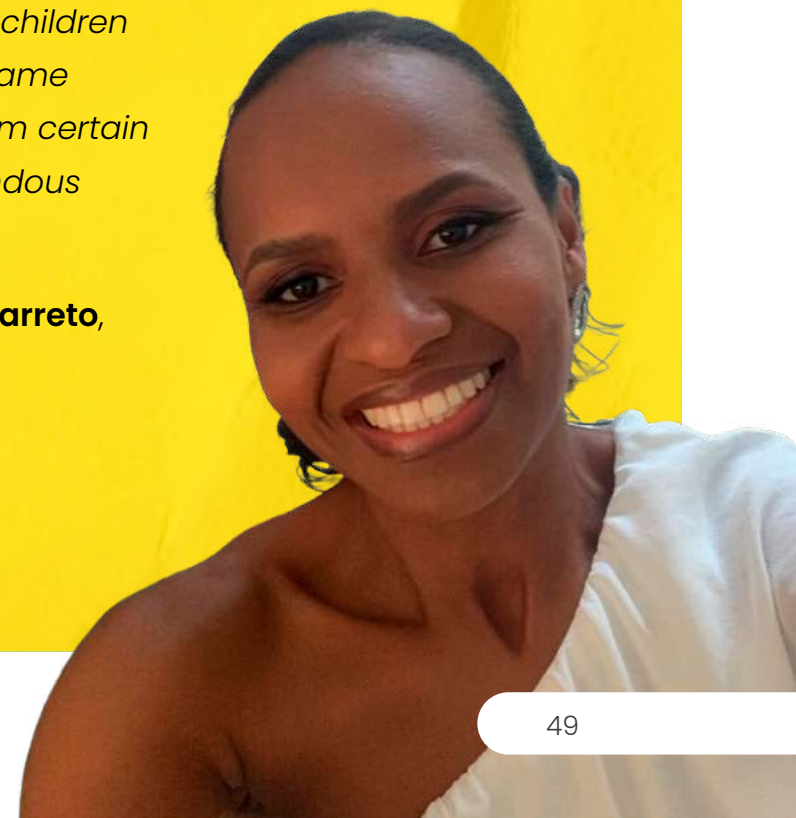
Through discussion circles, observation tools, and analysis of official data, the process sought to build a shared understanding of each municipality's challenges and strengths in order to guide implementation design. In this sense, the diagnostic process goes beyond data collection: it also functions as a formative space that mobilizes reflection on reading practices within schools and on the outcomes the project seeks to achieve over the course of its implementation.

Throughout 2025, this process unfolded across the six municipalities with particular attention to the identity and culture of each territory. Dialogue among the municipalities became a central dimension of the work. From the very first meetings with municipal education departments, building a territorial collaboration network was one of the project's priorities. Recognizing common challenges across municipalities, while also identifying solutions developed locally, strengthens this network and creates the conditions for sustainable implementation over time.

“

Welcoming Labedu to Água Fria was a gift, because we were not expecting professional development focused specifically on text comprehension. It truly was exactly what we had been hoping for, especially given Labedu's level of commitment. Our expectations for 2026 are centered on learning. I believe that, just as teachers embraced AET far beyond what I expected, children will embrace it with the same enthusiasm and care. I am certain that we will make tremendous progress.”

Viviane Bispo de Jesus Barreto,
Pedagogic Coordinator
in Água Fria, Bahia.




The consolidation of the diagnostic phase resulted in the Educational Scenarios of Portal do Sertão, documents produced by Labedu that record the process of listening, analysis, and reflection on public education within each partner municipality.

Shared with local education systems, these documents function as working tools that offer a portrait of the different perspectives within each district, establishing a common starting point while keeping the implementation's ultimate objective in view: building autonomy in the development of strategies for the continuous improvement of educational practices and learning environments.

Based on these scenarios, technical teams from the municipal education departments were able to move forward, during the regional meeting held in November, with the development of the 2026 professional development plan, considering local contexts, calendars, and the actors involved.



Reach

- 
- **3.700** 4th- and 5th-grade students
 - **500** teachers
 - **120** school leaders
 - **6** municipalities
 - **100** schools

Impact Map

In 2025, our projects transformed the daily learning experiences of thousands of educators and children through partnerships with public education systems.



32 thousand educators

participated in our professional development initiatives;



Totaling more than **+160 hours of professional development.**

This work positively impacted the learning experiences of

+300.000 children

3 states

224 municipalities

in partnership with public education systems.

Digital Presence



+ 100.000 people engaged with us through social media

+ 300.000 visits to our digital platforms





Applied research to strengthen public education

Labedu–Harvard research partnership deepens investigation into implementation, professional development, and teaching practice at scale

The research study on the implementation of the Learning Language project—which, through a partnership with the Harvard Brazil Office, enabled researcher Paula Cruz Pereira and Professor Carrie Conaway to collaborate with Labedu—[presented its first findings in July at the VII Brazilian Literacy Congress \(CONBALF\)](#) in São Paulo. The study, co-authored by Nicole Paulet, Executive Director and Director of Knowledge Production, and Maria Grembecki, Methodologies and Projects Coordinator, investigated changes in the pedagogical practices of Early Childhood Education teachers across three municipalities in São Paulo. All municipalities participated in the same professional development proposal, but with different implementation models adapted to local contexts and needs.

The findings revealed a significant improvement in the quality of teaching practices after the very first professional development module, followed by stabilization throughout subsequent modules. This pattern sheds light on an essential aspect of teacher learning: like children, teachers do not learn in a linear way. The substantial growth observed at the beginning reflects teachers' first contact with the methodology's practices and concepts. However, sustaining and consolidating more sophisticated changes—particularly those requiring greater attention to children's ideas and speech, such as deepening dialogue or expanding children's contributions—requires time and continuity in professional development.



During the second semester, the research partnership was renewed and entered a new phase, becoming more structurally integrated within Labedu itself. The Monitoring and Evaluation area began collaborating directly in data analysis, alongside the Learning project's professional development team. This internal collaboration strengthens the organization's ability to produce knowledge grounded in its own practice. The new phase analyzes data collected by Maranhão's regional and local teams during 2024 and 2025 within the implementation of the state's Early Childhood Education professional development policy through the Learning: Inside and Outside of School project.



One of the findings from the first phase motivated the expansion of the study: although the analysis revealed substantial improvements in classroom practice after the beginning of professional development, it was not yet possible to determine precisely which aspects of the professional development design and implementation variables—beyond time itself—were driving these transformations.

Using implementation monitoring tools, classroom observation instruments, and records of professional development sessions gathered during the final two years of implementation in Maranhão, the study now seeks to understand which elements of high-quality professional development are associated with changes in classroom practice. In this way, the research may inform the design and implementation of future educational initiatives in Brazil while also generating knowledge about how teaching practices evolve over time.

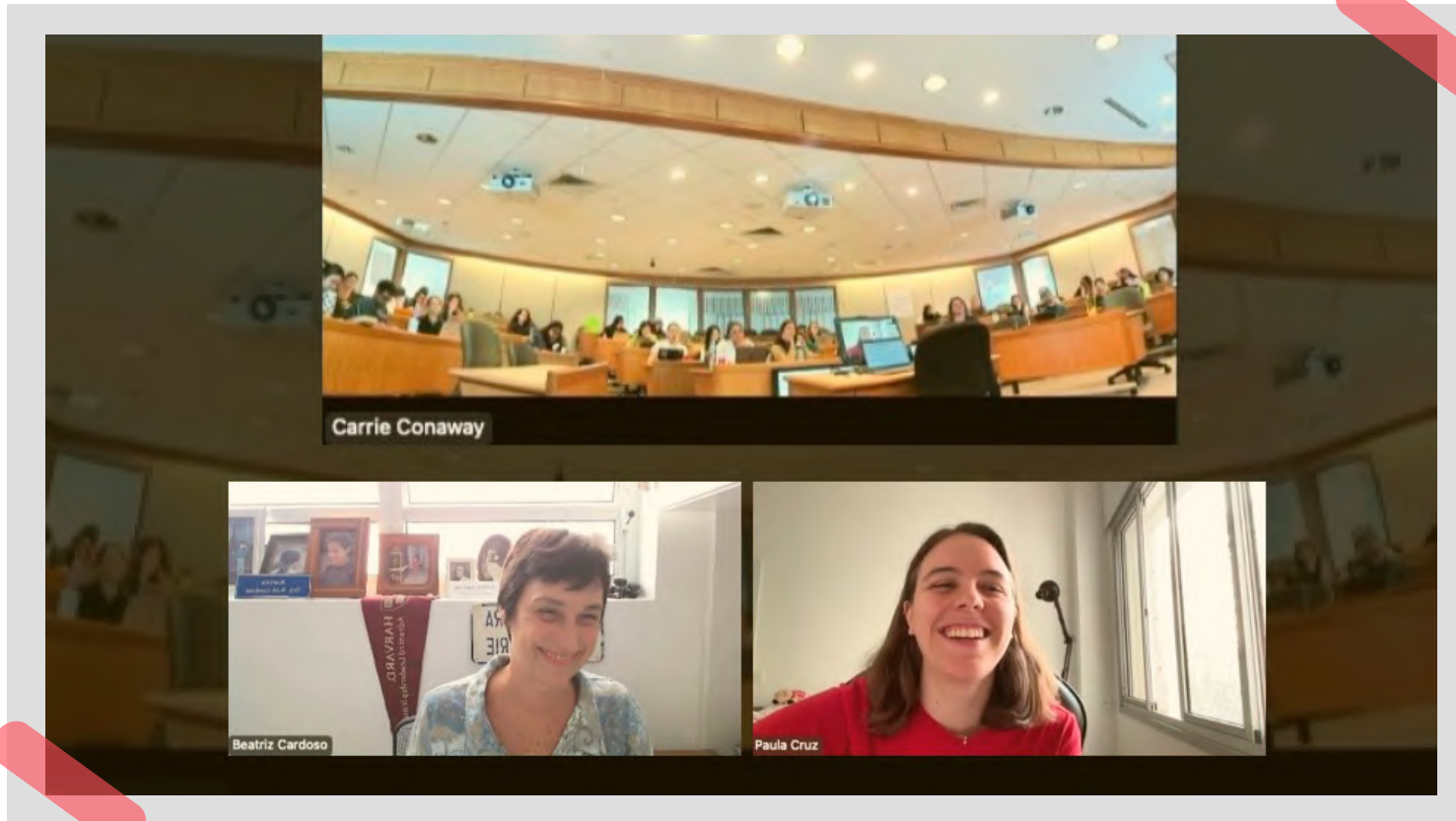


One important contribution of this research is its attention to different levels of proficiency—to the steps along teachers' learning pathways. We examine transformation within education systems through the lens of professional development designed to improve classroom practice. But we understand that there is not simply 'very good' and 'very poor.' There are intermediate stages that, when analyzed closely, reveal meaningful progress and generate knowledge about the process as a whole—not only about the final outcome."

Paula Cruz Pereira

Researcher, Labedu





The study continues to be supervised by Professor Carrie Conaway of the Harvard Graduate School of Education, Labeledu's partner in producing knowledge about education policy implementation in Brazil. In April, [Paula Cruz and Strategic Advisor Beatriz Cardoso participated in one of Professor Conaway's classes](#), sharing experiences from Labeledu's implementation work and reflecting on how to build learning cultures within organizations and education systems.



OPINIÃO

A pesquisa de implementação como caminho para avançar nas políticas públicas de educação

Paula Cruz Pereira, Beatriz Cardoso e Nicole Paulet Piedra 25 de Julho de 2025 (atualizado em 20 de Agosto de 2025)

Precisamos investir em pesquisas que estudem não apenas se uma intervenção funciona, mas quando, como, e em quais contextos

Implementation in Focus: Article in Nexo Políticas Públicas

The lessons generated during the first phase of the research entered the public debate in July through the publication of an article in Nexo Políticas Públicas, authored by Paula Cruz, Beatriz Cardoso, and Nicole Paulet. The article discusses the challenges involved in promoting systemic transformation in education and argues for the importance of monitoring implementation processes—not only final outcomes. It highlights implementation bottlenecks and contributes to dialogue among organizations, researchers, and decision-makers facing similar challenges.



“

We need the courage to develop tools not only to assess final outcomes, but also to monitor processes and intermediate results. In most educational programs, the quality of what reaches schools depends on how actors within the system appropriate the inputs they receive. For this reason, monitoring implementation processes is important precisely – or especially – when what emerges is the need to redesign the route.”

Paula Cruz, Beatriz Cardoso, and Nicole Paulet

Article published in *Nexo Políticas Públicas*

Reading Practices in Focus: Article in Cadernos de Pesquisa

In November, Nicole Paulet and special collaborator Angélica Sepúlveda published an article in Cadernos de Pesquisa, the academic journal of Fundação Carlos Chagas, examining the professional development effects of the Learn to Study Texts project on the reading practices of 4th- and 5th-grade teachers. The study analyzed records produced by teachers throughout the AET professional development cycles and identified consistent advances in teachers' repertoire of intentional teaching practices and their attention to students' comprehension processes. The findings highlight the strength of professional development pathways grounded in investigative cycles, in which theory, practice, and reflection continuously inform and reinforce one another.



CADERNOS DE PESQUISA

Formação e representações das práticas de leitura de textos escolares

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DOI: <https://doi.org/10.1590/1980531412075>

Palavras-chave: Leitura, Ensino Fundamental, Formação Continuada de Professor, Linguagem

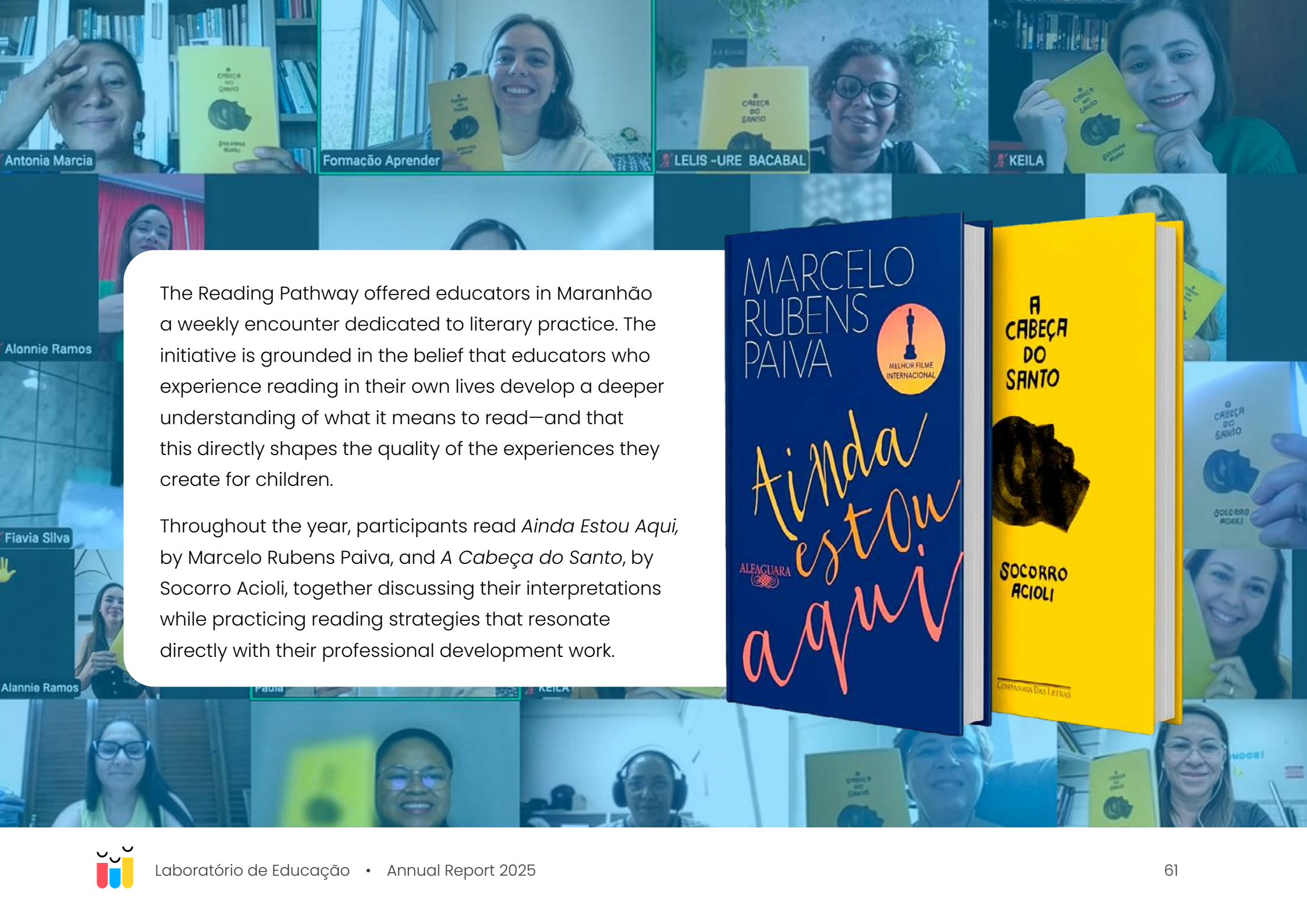




Public policies that reach the classroom

Building reading development from end to end in Maranhão

In 2025, two initiatives illustrated how education policies become stronger when investments are made simultaneously in educators' development as readers and in the quality of the literary collections made available to children. Developed within the Learning: Inside and Outside of School project (read more on [page 22](#)), these actions point to pathways for education systems seeking to strengthen reading practices comprehensively.



The Reading Pathway offered educators in Maranhão a weekly encounter dedicated to literary practice. The initiative is grounded in the belief that educators who experience reading in their own lives develop a deeper understanding of what it means to read—and that this directly shapes the quality of the experiences they create for children.

Throughout the year, participants read *Ainda Estou Aqui*, by Marcelo Rubens Paiva, and *A Cabeça do Santo*, by Socorro Acioli, together discussing their interpretations while practicing reading strategies that resonate directly with their professional development work.





Learn more about
Reading Pathway

“

The Reading Pathway has contributed positively to how we perceive values, beliefs, and ways of seeing, feeling, and reflecting through literary reading. As someone who supports the professional development of other educators, I understand that literature creates multiple connections with the professional development context. Its metaphoric richness plays a fundamental role in stimulating emotions and reflections that interact with everything our minds process throughout reading.”

João Bosco Gurgel

Regional Pedagogical
Coordinator (APR),
Açailândia, Maranhão



At the same time, Labedu distributed 1,000 children's literature books to schools and daycare centers in the five municipalities that have partnered with the project since 2019. The books were selected according to two criteria: literary quality and representation of Black and Indigenous populations, responding to a gap identified by Labedu's facilitation team—the shortage of racially diverse children's literature appropriate for Early Childhood Education, particularly in a state with a predominantly mixed-race and Black population. These books now reach children through daily reading circles and also structure the filmed reading activities that will serve as professional development references for APRs, APMs, and teachers throughout the state via the Learning in Early Childhood Education collection.

[Check out the list of books recommended by Labedu](#)



Through literature, children can play with language and with the world itself. But if, when I look at the world, I do not see myself in it—if everything I encounter about people like me is limited to slavery or domestic work—it becomes difficult to imagine that the world could be different from what I already know. Today, we are finally able to produce works that move in another direction: we are subjects, no longer objects. I create this place of subjecthood so that, when reading, a child can say: 'Oh, I exist.'"

Andréia de Jesus
Researcher and
Facilitator, Labedu



Contribution to the National Debate on Early Childhood Education

Labeledu participated in the national debate surrounding the National Quality and Equity Standards for Early Childhood Education, promoted by Brazil's Ministry of Education within the framework of the National Commitment to Quality and Equity in Early Childhood Education (Conaquei). Labeledu contributed to two editions of the Regional Seminar, held in São Paulo and Salvador, with participation from Strategic Advisor Beatriz Cardoso.

At the edition held in São Paulo, Beatriz moderated a panel on the pedagogical challenges involved in translating national standards into everyday Early Childhood Education practice. She prompted discussion on how to create conditions for children to have daily access to story reading and how to build learning processes that simultaneously benefit teachers and children. At the edition held in Salvador, she participated in a panel addressing the same pedagogical challenges, highlighting the partnership between Labeledu and SEDUC/MA as an example of collaboration between civil society and government in implementing professional development policy. She also emphasized that consistent improvements at the frontline of education depend on the alignment of multiple interconnected initiatives.

[Watch the Northeast edition
panel discussion](#)

[Watch the Southeast edition
panel discussion](#)





Networks that expand impact

Labedu works collaboratively with national and international partners through networks and initiatives that strengthen debate around teacher professional development, language development, and education policy. In 2025, this work unfolded across four distinct fronts, demonstrating both the organization's reach and the diversity of contexts in which its knowledge circulates and evolves.

Harvard Partnership: From Research to Public Debate

In June, Labedu brought Professor Paola Uccelli of the Harvard Graduate School of Education to Brazil to lead the short course Language Development, Comprehension, Communication, and School Achievement: Promoting Reading to Learn Across Development, organized in partnership with the Harvard Brazil Office. Over four days, researchers and leaders from nonprofits, government, and the media deepened their understanding of language development and its implications for pedagogical practice and education policy.

The course also reached the specialized press, helping place the topic on the public education agenda. Journalist Renata Cafardo, who attended the course, featured the initiative both in her weekly column for Estadão and on the Fim de Tarde Eldorado podcast.



[Read the column in Estadão](#)

[Listen to the podcast episode](#)





Latin America: Brazilian Experience in Regional Dialogue

In October, Labedu once again participated in the annual meeting of the international research network ProLEER, held for the first time in Latin America at the Pontifical Catholic University of Chile. Nicole Paulet presented the Learn to Study Texts project in one of the thematic panels, highlighting the link between research evidence and large-scale teacher professional development.

Following the conference, the team conducted visits to Chilean universities and educational initiatives, including the School of Education at Universidad Diego Portales and EduLab at PUC Chile. These exchanges deepened references related to teacher professional development, applied research, and program implementation, strengthening connections that continue to inform Labedu's work in Brazil.



Emiliana Vegas

Professor of Practice y Faculty Chair del programa Education Policy and Analysis (EPA).



Beatriz Cardoso

Directora, Laboratório de Educação (Brasil), Harvard Advanced Leadership Fellow



Pelusa Orellana

Directora Académica, Centro de Investigación e Innovación en Lectura (CILL), Universidad de los



Moderadora

Paola Uccelli

John H. and Elisabeth A. Hobbs Professor of Cognition and Education, Harvard Graduate

In December, Beatriz Cardoso joined the panel Evidence and Learning: Contributions from Research and Academia during the Regional Meeting of the Reading Comprehension Movement, a Latin American coalition bringing together more than 400 organizations committed to positioning reading comprehension as a priority within regional education policies. The panel brought together researchers from Harvard and Universidad de los Andes to discuss how scientific evidence can be translated into concrete actions in education policy and professional development.

**Watch the Reading Comprehension
Movement panel.**

Ukraine: Education in Contexts of Crisis

Materials from the *Learning Through 7 Fundamental Experiences* project reached Ukraine in 2025 after being adapted to the local language and context, including new illustrations representing the country's population. The interactive card deck and activity guides began to be distributed by the NGO EdCamp Ukraine through virtual events and printed materials as part of a large-scale Early Childhood Education initiative developed in response to the impacts of war.

In March, Beatriz Cardoso and Nicole Paulet participated online in the Resiliency Toloka seminar, presenting the materials to Ukrainian educators and families while emphasizing the importance of relationships between children and adults for healthy child development. The collaboration began in 2023 through coordination with the OECD and Ukraine's Ministry of Education and is part of the Learning Through 7 Fundamental Experiences initiative.



[Learn more](#)



Innovation: Partnership with IA.Edu

In October, Labedu formalized a partnership with the Institute of Artificial Intelligence for Education (IA.Edu), an initiative connected to the Center of Excellence in Social Technologies at the Federal University of Alagoas (NEES/Ufal), to develop a joint applied research agenda focused on teacher professional development and the improvement of public education quality.

Together, the teams are developing a prototype for an AI-based professional development assistant designed to support educators in planning instructional activities that strengthen reading comprehension, analyzing the complexity of classroom texts, and enabling increasingly precise pedagogical interventions.



The partnership reflects Labeledu's belief that technology only becomes meaningful in education when grounded in pedagogical knowledge and connected to the realities of teaching practice. Rather than automating instructional decisions, the initiative seeks to create tools that expand educators' analytical capacity and strengthen the relationship between professional development and classroom implementation.

The prototype is being developed from the perspective that professional learning is built through cycles of planning, observation, reflection, and adjustment. For this reason, the tool is designed not simply to generate lesson plans, but to support teachers in making pedagogical decisions informed by evidence emerging from their own practice.

“

A truly formative tool must go beyond delivering activity plans. Our prototype is designed to create cycles of reflection that support teachers' decision-making and, through records of classroom practice, function as a bridge between professional development processes and the experiences where this knowledge is ultimately consolidated.”

Nicole Paulet

Executive Director and Director of Knowledge Production, Labeledu





Educational Dialogues





Pedagogy at the center of media debate

In August, Beatriz Cardoso participated in the 9th Congress of the Brazilian Education Journalists Association (Jeduca), alongside other specialists, in a panel discussing the challenges of measuring literacy rates of children in Brazil. Beatriz argued for greater visibility for pedagogy within the nationwide conversation on educational assessment, drawing attention to both the complexity of teaching practice and the risks of approaches focused exclusively on test preparation. *“If we truly want to change the game, it is essential to bring pedagogy into public view. People need to become interested in it, understand it, and want to talk about it.”*

[Watch the Jeduca panel](#)



In September, Nicole Paulet participated in the Who Wants to Be a Teacher? discussion series organized by Estadão, debating challenges related to the teaching profession alongside other experts. Nicole emphasized that classroom observation should not function as an instrument of individual teacher control, but rather as a tool that helps education systems identify which dimensions require systematic support through professional development. *“Teachers certainly need professional knowledge and tools, but they also need collective contexts for study and exchange—with peers and experienced facilitators located within schools or education departments—focused on forms of knowledge that only gain meaning through practice.”*

[Watch the Estadão discussion](#)





Dialogue with the Nonprofit Sector on Teacher Professional Development

At the Literacy 360° Seminar, organized by Instituto Ayrton Senna in June, Beatriz Cardoso emphasized the importance of teacher professional development that is rooted in the daily realities of schools and to teachers' actual practice. *"Teacher professional development must be aligned with the day-to-day life of schools and with the practices teachers will actually face. Professional development disconnected from school reality cannot generate real impact. It needs to be grounded in teachers' working contexts in order to be effective."*

At the 2nd International Early Childhood Education Symposium, organized by Fundação Bracell in October, Beatriz highlighted the complementary role of the nonprofit sector in implementing public policy and reinforced the centrality of pedagogical interactions in debates about educational quality. *"No structure is capable of sustaining educational progress if we do not learn how to look closely at pedagogical interactions and recognize what truly characterizes quality education in practice."* Beatriz also presented Labedu's approach, which encourages teachers to understand what is at stake in their interactions with children and to experiment autonomously with new ways of guiding their practice.

[View the Literacy 360° Seminar panel](#)

[Watch the Fundação Bracell Symposium panel](#)



Partnerships

Supporters:



Partnerships

Implementation Partners:



Guaianases Regional
Education Directorate (DRE)



Maranhão State Department
of Education (SEDUC/MA)



Municipality of
Água Fria



Municipality of
Antônio Cardoso



Municipality of
Conceição da Feira



Municipality of
Conceição do Jacuípe



Municipality of Irará



Municipality of Ipecaetá

Academic Partners:



ProLEER – Professional
Learning Network



Brazil Office, David Rockefeller Center for Latin American Studies

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2025 Team

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