

ANNUAL REPORT

2023



TODOS
PELA
EDUCAÇÃO



FOR A

**DEMOCRATIC, PLURAL,
DIVERSE, EQUITABLE, INCLUSIVE**

AND

ANTI-RACIST

PUBLIC SCHOOL

SUMMARY

1 GREAT FIGURES AND MAIN ACTIONS | 8

2 WHO WE ARE AND HOW WE ACT | 11

“Educação Já” Agenda

3 HIGHLIGHTS OF THE YEAR | 18

- New High School
- Early Childhood
- Initial Teacher Training
- Education for ethnic-racial relations

4 THE DESIRED RESUMPTION OF EDUCATION | 41

- “Educação Já” Annual Meeting
- Recommendations for the New MEC and program analysis

5 BASIC EDUCATION ON THE AGENDA OF THE GOVERNMENT, CONGRESS AND SOCIETY | 49

- High School Savings
- Brazil at Pisa
- ICMS-Education
- National Education Plan
- Challenges for municipal management
- Research: How Brazil selects school principals
- Research: What Brazilians think about Education
- Project “Educação Que Dá Certo”

6 THE FUTURE: BASIC EDUCATION CANNOT WAIT | 58

7 INSTITUTIONAL STRENGTHENING | 60

- 17 years for Education
- New Todos: Stronger and more plural
- People and Diversities
- How we become stronger
- Who do we exchange with
- Executive team
- Governance and sponsors



**A MESSAGE
FROM
THE CHAIR**

YEAR OF RESUMPTION OF BASIC EDUCATION

YEAR OF IMPACT FOR TODOS PELA EDUCAÇÃO

2023 was a year of beginnings and new beginnings, in which the new administrations, state and federal, had to demonstrate a lot of work capacity and collaboration between the federative entities to make up for lost time, rebuild MEC (Ministry of Education), and resume the foundations of structural public policies for students from public schools throughout Brazil. Without fear of exaggeration, in 2023, a new chapter for Brazilian Basic Education was inaugurated. And we are proud to be able to say that we were part of it.

As an independent, non-profit civil society organization, we fulfill our role in producing and disseminating technical knowledge

and recommending public educational policies to public managers, in particular with the MEC. At the same time, we continue to monitor advances and challenges, with analysis of educational policies and results. Above all, our year 2023 will be marked by intense participation in debates and technical formulations that can change the course of our education systems, notably in three themes: New High School, Early Childhood and initial teacher training.

In this activity report, I want to invite you to look into the details of our performance. This is because it is in the detail of our efforts that the core of our contribution lies.

We are not an organization that adheres to slogans nor do we seek

to influence the paths of Education with dogmatic and superficial views. Our commitment is to look at the best available evidence and work tirelessly to move the needle on the quality of public policies that affect the day-to-day lives of schools across the country. We exist to truly impact the direction of Basic Education and, as you will see in the next pages, 2023 was quite a year for Todos Pela Educação.

That said, despite important advances on multiple fronts, the year ended with a yellow light. The necessary changes lack speed and depth. The situation in Brazilian Education remains very serious, the challenges are complex, and our children, young people and their families cannot wait. May 2024, therefore, be a year of more boldness

and more agility on the part of public authorities. And, to contribute in this sense, Todos will remain faithful to its mission and its way of doing things: vigilant and collaborative, critical and purposeful. If 2023 was an important year for Todos, we are very confident that 2024 will be even bigger and better.

Happy reading!

Priscila Cruz
CEO of
Todos Pela Educação

MESSAGES FROM THE DELIBERATIVE COUNCIL



“

I am among those in a hurry to make up for lost time in Education. But not to the point of supporting that same old initiatives. For this reason, I am aligned with Todos in building viable solutions that dialogue with our differences. We need to dedicate our efforts to what can work. We have no time to waste.

Binho Marques, master in Education, former governor of Acre and former National Secretary of Articulation with Education Systems (SASE/MEC)

“

The actions of Todos, in 2023, reflect what is unique in its work: competence, seriousness and professionalism for the benefit of Public Education in Brazil. Todos has the legitimacy to pronounce, opine and reflect on Education, precisely in the face of this work that it has been developing with so much competence.

Nina Ranieri, professor of Law at USP, researcher at the Center for Research in Public Policies, former assistant secretary of Higher Education of the State of São Paulo and former member of the State Council of Education of São Paulo.



“

In the last years, in a very politicized environment, including in relation to Education, Todos has consolidated itself as a technical compass, producing knowledge with the objective of contributing to the improvement of public policies.

Eduardo Vassimon, economist, chairman of the Board of Directors of the multinational Votorantim





Throughout this year in which I'm acting as advisor for the decision-making body of Todos, I have been able to verify, on the various fronts of Todos's action, a genuine commitment to universal access to Education, a real concern with all aspects that impact the quality of teaching and an effective engagement so that these processes contemplate the diversity that characterizes Brazilian society. These characteristics, combined with a holistic view of the educational system, were decisive for the results obtained in 2023.

Giovanni Harvey, CEO of the Baobá Fund for Racial Equity, former National Secretary for Affirmative Action Policies and former executive secretary of the Department for Policies to Promote Racial Equality



Todos in 2023 acted in an important way, creating, together with other civil society organizations, the Early Childhood Working Group (WG) in the 'Big Council', the Council for Economic and Social Development (CDES). In the New High School, it played a very important role, as well as in teacher training, placing theory in dialogue with teaching practice, avoiding institutions that train teachers 100% in distance learning.

Claudia Costin, economist, director of the Center for Excellence and Innovation in Educational Policies (CEIPE) and former municipal secretary of Education of Rio de Janeiro



By leading the main discussions of society on fundamental topics such as Early Childhood, New High School and teacher training, Todos fully plays its main role: to contribute, in a substantial way, with the advancement of sustainable public policies for the development of Basic Education in Brazil.

Paulo Sérgio Kakinoff, CEO of Porto Seguro and former chairman of Gol Linhas Aéreas



Last year, the importance of Todos was evidenced by two big wins. The first is that, finally, a front of integrated work on Early Childhood was organized, something absolutely fundamental for any serious country, and Todos led this, a milestone to be celebrated. The second is the New High School and all the policies around the urgency of the stage.

Ricardo Sennes, political scientist and partner at Consultoria Prospectiva



2023 GREAT FIGURES | EFFECTIVE ACTIONS THAT MOBILIZE

22

PUBLICATIONS
TECHNIQUES (NOTES,
POSITIONS, RESEARCH,
STUDIES, ANALYSIS)

4

EVENTS FOCUSED
ON EDUCATIONAL
POLICIES

**+1,3
thousand**

PEOPLE FROM
ALL OVER BRAZIL
IN OUR EVENTS

IN THE DIGITAL

+21 million

SOCIAL MEDIA REACH
AND IMPRESSIONS

+2 million

WEBSITE VIEWS

190 thousand

DOWNLOADS ON THE WEBSITE

+53 million

SPOKESPERSONS REACH
ON SOCIAL MEDIA

IN THE PRESS

+3,5 thousand

ARTICLES MENTIONING
TODOS PELA EDUCAÇÃO

14

OP-ED
ARTICLES

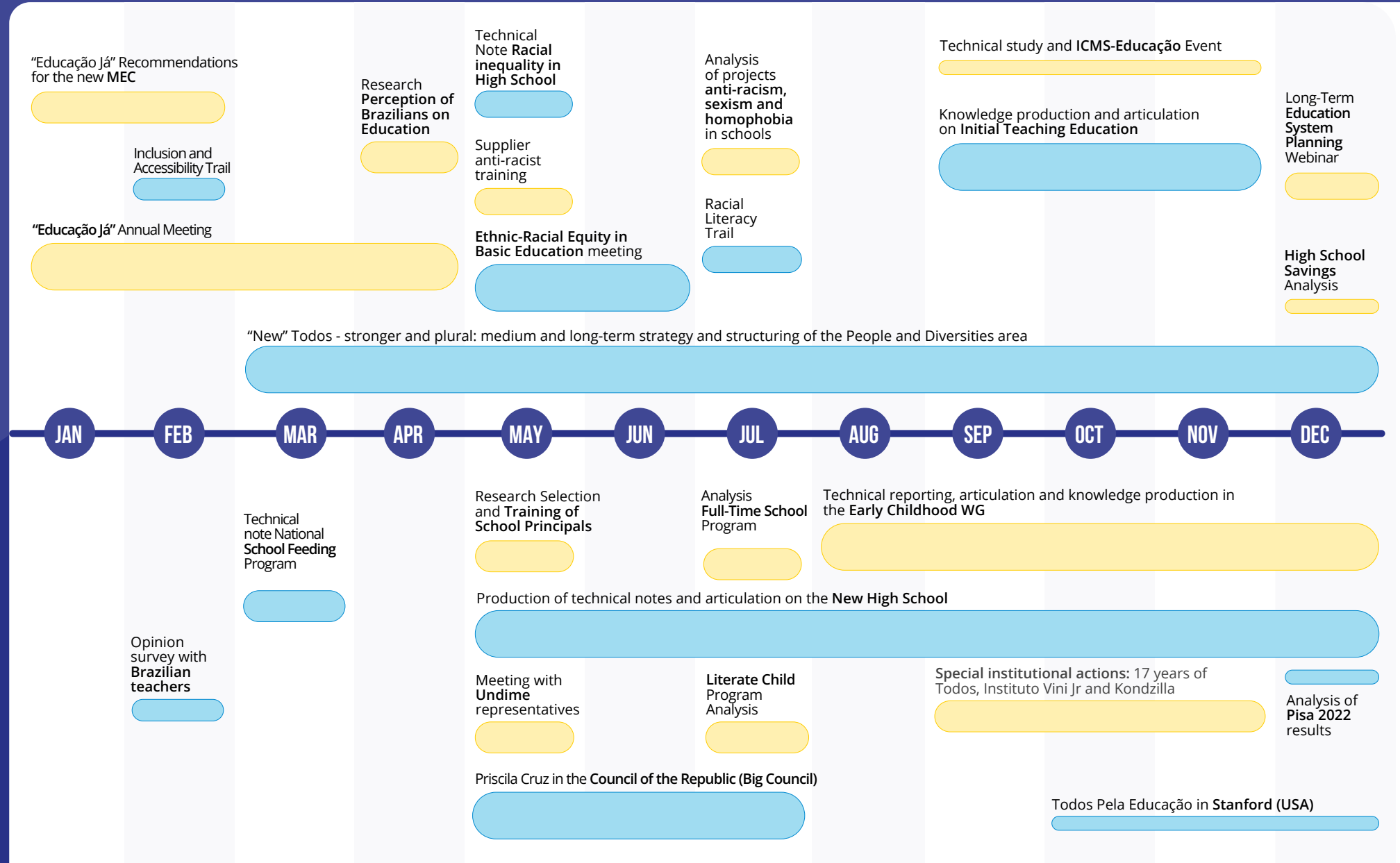
300

MONTHLY MENTIONS
IN THE PRESS

1 in 3

MENTIONS IN THE
PRESS WERE ABOUT

MAIN ACTIONS OF THE YEAR





Todos Pela Educação Team and guests of the Early Childhood WG learning about good Early Childhood practices in Fortaleza (CE).



WHO WE ARE AND HOW WE ACT



INDEPENDENT AND DECISIVE. THIS IS TODOS.

Todos Pela Educação is a non-profit, non-partisan, non-governmental civil society organization, which works to improve the quality of Basic Education in Brazil. Our focus is one: quality public Basic Education, with equity, for everyone.

We work for a democratic, plural, diverse, equitable, inclusive and anti-racist public school. A school where all children and young people learn and develop fully.

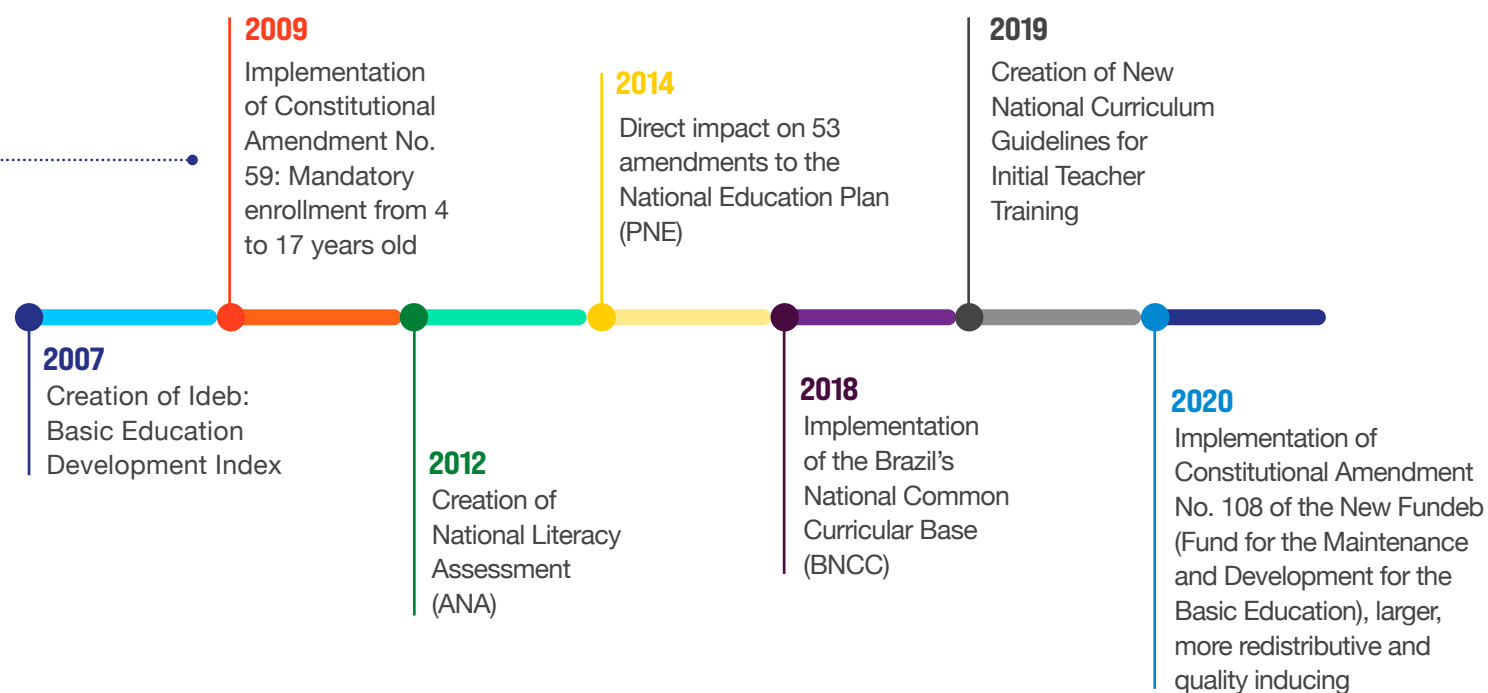
What is our day-to-day work like?

After all, what does an organization that works with advocacy mean? In practice, we work to ensure that decision

makers and policy makers develop and implement actions that effectively

boost educational quality, especially for children and young people who need it most.

MAIN ADVANCES IN EDUCATIONAL PUBLIC POLICIES IN RECENT YEARS THAT COUNTED ON THE DIRECT CONTRIBUTION OF TODOS PELA EDUCAÇÃO





FOR THE PUBLIC SCHOOL

We work to improve public Basic Education. We believe in public investment in Education and good public educational management. For Todos Pela Educação, public schools, people and public management are the great vectors of Brazil's transformation.

FOR THE MAXIMUM SCHOOL

We advocate a maximum school, not a minimum school. Highest in quality, equity and inclusion. A public school that aims at the full development of the person, as well as defends our Federal Constitution.

FOR MORE EFFECTIVE PUBLIC POLICIES

Above all, we work for changes in public policies. We will never reach a substantially high educational level without well-formulated and implemented public policies, motivated, well-trained teachers with good working conditions, equipped public schools and guaranteed public resources for Education. For all of this to happen, political decision making and good management need to be the norm, not the exception.

PERFORMANCE AXES

Our actions are organized into four main pillars: producing knowledge; articulating directly with decision makers; publicly monitoring the advances and setbacks of educational policies; besides putting Education on the agenda.



"EDUCAÇÃO JÁ": A SYSTEMIC AGENDA

Structural measures to raise quality and reduce inequalities in the country's education systems

The basis of the changes that Todos Pela Educação advocates is guided by the "Educação Já" document. The technical-political initiative, launched in 2018 and updated in 2022, brings a set of public policy recommendations to support not only the strategies to be developed by federal and state administrations (2023-2026), but also to serve as a reference for the Brazilian educational agenda over the next 10 years.

The work was built with the support of more than 60 experts and more than 20 sector organizations, and is informed by the best available evidence, representative opinion surveys with students and teachers, and successful experiences in Brazil

and around the world. The document presents ten structural measures and three transversal themes for Basic Education.




Access the document

PROPOSAL DETAILS

In addition to the basic document, Todos Pela Educação produced, in 2022, with the support of organizations and experts, details of proposals for a number of themes of “Educação Já”, aiming to contribute to specific debates and to public managers and technicians. To date, there are already 12 documents with technical proposals built by various hands, the result of extensive debate and study

< EDUCAÇÃO JÁ >



PRIMEIRA INFÂNCIA
RECOMENDAÇÕES DE POLÍTICAS DE PRIMEIRA INFÂNCIA PARA OS GOVERNOS FEDERAL E ESTADUAIS
SETEMBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
INSTITUTO Mario Cecílio Souto Volgel

< EDUCAÇÃO JÁ >



ALFABETIZAÇÃO
RECOMENDAÇÕES DE POLÍTICAS DE ALFABETIZAÇÃO PARA OS GOVERNOS FEDERAL E ESTADUAIS
OUTUBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
Instituto natura
FUNDAÇÃO Lemann

< EDUCAÇÃO JÁ >



ANOS FINAIS DO ENSINO FUNDAMENTAL
RECOMENDAÇÕES DE POLÍTICAS EDUCACIONAIS PARA GOVERNOS ESTADUAIS E FEDERAL
OUTUBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
FUNDAÇÃO Lemann
Instituto natura
FUNDAÇÃO de Amparo à Pesquisa do Estado de São Paulo
Social

< EDUCAÇÃO JÁ >



ENSINO MÉDIO INTEGRAL
RECOMENDAÇÕES DE ENSINO MÉDIO INTEGRAL PARA OS GOVERNOS FEDERAL E ESTADUAIS
NOVEMBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
Instituto natura
INSTITUTO São Paulo Grande


< EDUCAÇÃO JÁ >



ENSINO MÉDIO
CONTRIBUIÇÕES PARA A CONSTRUÇÃO DE UM PROJETO SISTÊMICO PARA O ENSINO MÉDIO BRASILEIRO
DEZEMBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO


< EDUCAÇÃO JÁ >



EQUIDADE ÉTNICO-RACIAL NA EDUCAÇÃO
RECOMENDAÇÕES DE POLÍTICAS DE EQUIDADE ÉTNICO-RACIAL PARA OS GOVERNOS FEDERAL E ESTADUAIS
DEZEMBRO 2022

COMISSÃO TEMÁTICA
BRASIL TODOS PELA EDUCAÇÃO

BRASIL TODOS PELA EDUCAÇÃO
RODRIGO MENDES < EDUCAÇÃO JÁ >



EDUCAÇÃO INCLUSIVA
RECOMENDAÇÕES DE POLÍTICAS DE EDUCAÇÃO INCLUSIVA PARA GOVERNOS ESTADUAIS E FEDERAL

< EDUCAÇÃO JÁ >



TECNOLOGIAS NA EDUCAÇÃO
RECOMENDAÇÕES PARA A TRANSFORMAÇÃO DIGITAL DA EDUCAÇÃO PÚBLICA BRASILEIRA
OUTUBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
CiEB
FUNDAÇÃO Lemann
INSTITUTO vivo
Imagineable
Instituto natura
MegaEdu


< EDUCAÇÃO JÁ >



GESTÃO ESCOLAR
RECOMENDAÇÕES DE POLÍTICAS DE GESTÃO ESCOLAR PARA OS GOVERNOS FEDERAL E ESTADUAIS
DEZEMBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
FUNDAÇÃO Lemann

< EDUCAÇÃO JÁ >



PROFESSORES
RECOMENDAÇÕES DE POLÍTICAS DOCENTES PARA O GOVERNO FEDERAL
NOVEMBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
profissão docente

< EDUCAÇÃO JÁ >



PROFESSORES
RECOMENDAÇÕES DE POLÍTICAS DOCENTES PARA OS GOVERNOS ESTADUAIS
NOVEMBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
profissão docente

< EDUCAÇÃO JÁ >



POLÍTICAS PEDAGÓGICAS
RECOMENDAÇÕES DE POLÍTICAS PEDAGÓGICAS PARA OS GOVERNOS FEDERAL E ESTADUAIS
OUTUBRO DE 2022

BRASIL TODOS PELA EDUCAÇÃO
INSTITUTO São Paulo Grande
FUNDAÇÃO Lemann



“EDUCAÇÃO JÁ” COALITION: A COLLECTIVE ACTION AGENDA

Created in 2019, the **“Educação Já” Coalition** represents the union of 13 third sector organizations around the advancement of the “Educação Já” agenda. The organizations’ actions are heavily concentrated on supporting the implementation of measures in partnership with governments (an activity that Todos does not do). Discover the institutions below.

- Fundação Lemann
- Maria Cecilia Souto Vidigal Foundation
- Fundação Roberto Marinho
- Fundação Telefônica Vivo
- Instituto Natura
- Instituto Península
- Instituto Sonho Grande
- Instituto Unibanco
- Movimento Pela Base
- Movimento Profissão Docente
- Itaú Educação e Trabalho
- Itaú Social
- Todos Pela Educação

IN A NUTSHELL, A SUMMARY OF THE YEAR 2023

At the end of 2022, there was a diagnosis, already celebrated after the elections and based on the evidence gathered in the “Educação Já” agenda, that the size of the educational challenges would require work capacity and collaboration between various actors, in a sum of efforts to return to work for a true transformation of Brazil, through Education. We had a country coming out of the longest period of closed schools during the Covid-19 pandemic, the challenge of learning recovery and the effects of a federal mandate marked by neglect of Education and educational setbacks.

In this context, we work diligently, throughout 2023, to take

advantage of the opportunities of a new democratic cycle and accelerate fundamental debates. We were a striking voice in the main educational debates of the year, qualifying the discussions on the reformulation of the **New High School** and promoting the creation of a basic proposal for an Integrated **Early Childhood** Policy, with our participation in the Council for Sustainable Social Economic Development, linked to the Presidency of the Republic. We also contributed to increasing the sense of urgency around the agenda of initial teaching training, which resulted in the temporary suspension of **Distance Learning** courses, and we joined the chorus for an **Education with anti-racist commitment**, strengthening the presence of the theme in our advocacy agenda and expanding the space for institutions that have consolidated work in the area to gain even more visibility. These were the four major themes of our performance in the year, as we will detail below, in the “Highlights of

the Year” chapter. These are some of the main agendas that, if they progress to well-formulated and implemented public policies, will lay the foundations for a structural change in Education.

Other historical and symbolic moments marked 2023, such as the Annual “Educação Já” Meeting and the set of recommendations offered to the MEC on “Educação Já” key themes. All this, without leaving aside other relevant debates, in which we participated with technical notes and highlights on programs such as the Full-Time School and the new Literacy policy, essential agendas that engaged the public debate involving government, Congress, civil society organizations and, of course, teachers and students throughout the country. These contributions are detailed in the chapters “The desired resumption of Education” and “Basic Education on the agenda of the government, Congress and society”



**IN THE NEXT PAGES,
THE DETAILS OF 2023...**



HIGHLIGHTS OF THE YEAR

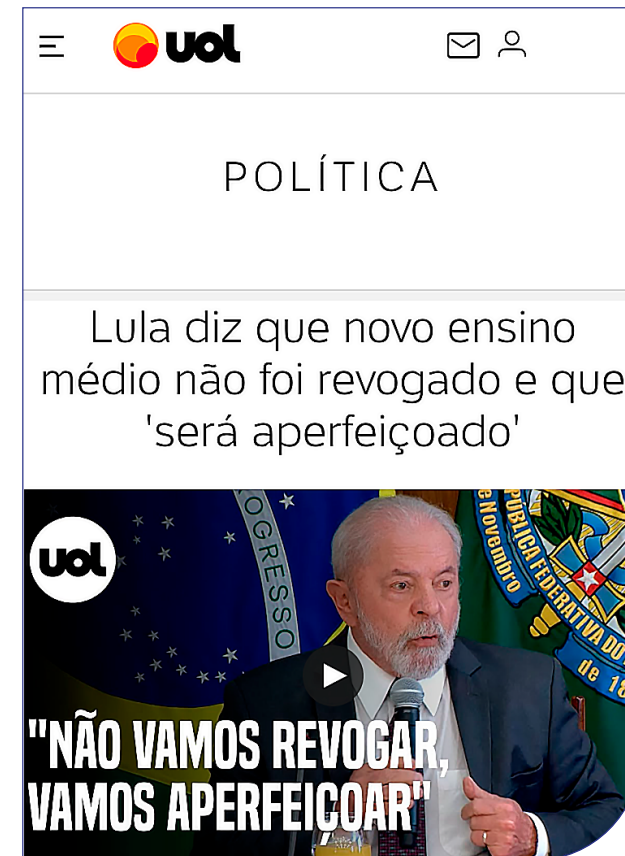


NEW HIGH SCHOOL: THE MAIN DEBATE OF THE YEAR

In the first quarter of the year, the discussion on the reform of High School started abundant in slogans and lacking in solutions, as shown by Priscila Cruz in an article published in Poder360, threatening a historic opportunity: building a systemic and ambitious project for the most criticism of teaching.

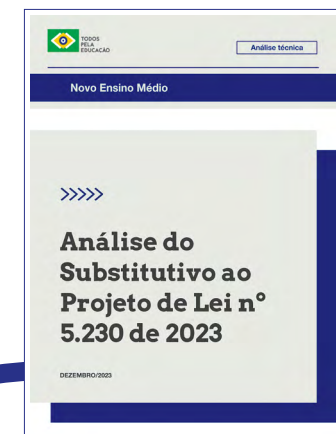
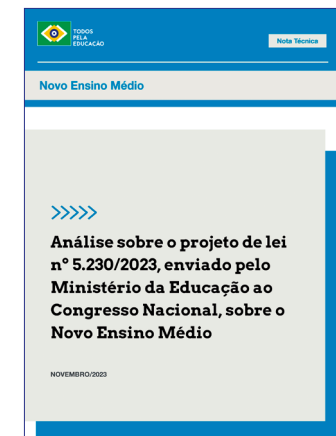
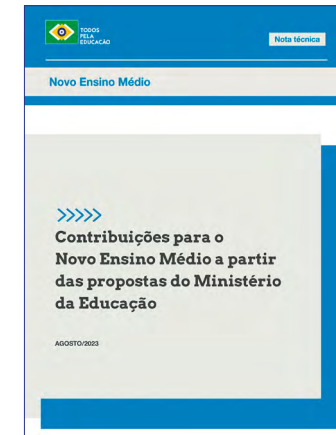
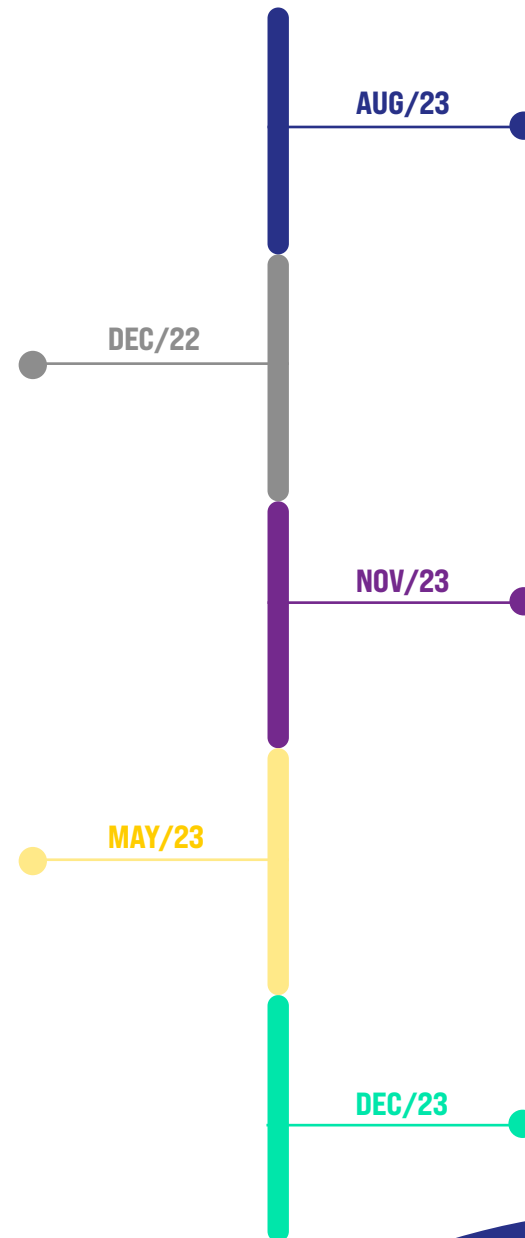
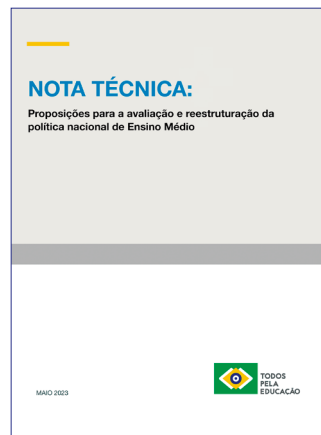
At the beginning of the year, in view of the various problems faced by public schools with the ongoing change, there was a portion of the educational debate that called for the complete and immediate repeal of the so-called “New High School” (NEM). Todos was publicly and forcefully opposed to this perspective

and, throughout the months of February and March, we went to the press to seek to qualify a debate that was moving towards a discussion between poles: “let’s start over” vs. “it’s just an implementation problem”. We tirelessly reiterate what we had already recorded publicly in technical documents even before the controversy was installed: adjust, yes; revoke, no. The study *Contributions to the construction of a systemic project for High School*, published in December 2022, already pointed out elements that needed to be reviewed in the New High School, with urgent adjustments, so that the problems could be overcome and we could move forward.



But without revocations and setbacks. Along these lines, a first positive sign came in April, when President Luiz Inácio Lula da Silva publicly declared a perspective aligned with ours, indicating that NEM would be perfected, not revoked.

PRODUCTION OF IN-DEPTH TECHNICAL MATERIAL TO SUPPORT THE DISCUSSION OF THE NEW HIGH SCHOOL



EVALUATION AND RESTRUCTURING OF HIGH SCHOOL REFORM

Amid clear evidence that there were problems, implementation of the reform was suspended by the federal government and the MEC correctly opened a public consultation for evaluation and restructuring of the National High School Policy. With this, Todos published, in May, the first in a series of technical notes throughout the year, Proposals for the evaluation and restructuring of the national high school policy, with proposals to contribute to the public consultation. We defended, at the time, that the essence of the reform should be preserved, as it brings points, which, if well conducted, could mean an important advance for the stage, such as the expansion of the workload; a new curricular architecture, more connected to the multiple diversities of Brazilian youth; and greater integration

of technical and professional training with regular High School. On the other hand, we also point out problems in the design of the policy and its implementation: the New High School has materialized inadequately in several Brazilian networks and schools, generating consequences contrary to the essence and objectives of the reform - the reduction of course loads structuring basic general training; the offer of scattered training itineraries, which do little to deepen knowledge and skills in the areas; and the impossibility of young people choosing training paths that interest them.



IN 2023, TODOS PLAYED AN ESSENTIAL ROLE IN THE DISCUSSIONS OF THE NEW HIGH SCHOOL (NEM). TODOS CONTRIBUTED ENORMOUSLY TO RAISE THE BAR OF THE DEBATE ON NEM, BROADENING AND DEEPENING THE DISCUSSIONS REGARDING THE DIRECTIONS THAT THE COUNTRY'S HIGH EDUCATION NEEDS TO TAKE. IT BROUGHT VERY CONCRETE PROPOSALS, DID NOT SHY AWAY FROM THE DEBATE AND MADE THE DISCUSSIONS HAVE MORE TECHNICAL QUALITY AND POLITICAL LEGITIMACY."

Alice Ribeiro, articulation director of Movimento Pela Base



IN 2023, TODOS, WITHOUT A DOUBT, CONTRIBUTED A LOT TO THE LEGISLATIVE AGENDA. CONTRIBUTED TO THE MINISTRY OF EDUCATION'S AGENDA AND TO THE GROWTH AND DEVELOPMENT OF EDUCATION IN OUR ENTIRE COUNTRY. THE DEBATE ON THE NEW HIGH EDUCATION, WITHOUT THE PRESENCE OF STUDIES AND THE CONSTANT PARTICIPATION OF TODOS IN THE DISCUSSIONS, WOULD NOT HAVE THAT MUCH SUBSIDY AND CONTENT."

Congressman Rafael Brito

**BETWEEN MAY AND JUNE, WE HAD
40 MEETINGS
TO PRESENT OUR
PROPOSALS**

WITH MULTIPLE ACTORS, AMONG THEM, THE MEC, THE NATIONAL EDUCATION COUNCIL, STATE EDUCATION SECRETARIES, PARLIAMENTARIES, TEACHER UNIONS AND THE NATIONAL COUNCIL FOR THE FEDERAL NETWORK OF VOCATIONAL, SCIENTIFIC, AND TECHNOLOGICAL EDUCATION INSTITUTIONS (CONIF)



After the end of the public consultation, in August, the MEC presented a preliminary proposal for debate. A few days later, we published and delivered to the Ministry a new technical note analyzing this proposition, indicating that, in the broad sense, the MEC's proposals pointed in the right direction, such as maintaining the expansion of workload, curricular flexibility and the search for greater articulation from High School with Professional and Technological Education. We also indicated that significant

adjustments in points that proved to be problematic in the original formulation, such as the excessive reduction in the workload of the so-called Basic General Training, also indicated the appropriate direction. On the other hand, we noted some needs for critical adjustments, such as the relationship between the workload of Basic General Training articulated with technical courses and the need for greater clarity in relation to how education networks should structure the so-called "flexible part" of the new model.

SUGGESTIONS FOR THE BILL

In October, the MEC sent to the National Congress Bill No. 5.230/2023, with referrals of adjustments in the format of the New High School. In a technical note, released at the beginning of the following month, Todos analyzed the project, highlighting that the presentation of the text was an important milestone in the work led by the current MEC over the last few months. In Todos' view, confirmation of the maintenance of structural pillars of the original reform, approved in 2017, represented a major positive point; alternatively, we indicate that there is still ample room for improvement.

In December, another technical note, this time analyzing the substitute for the Bill presented by the bill's rapporteur in the Congress, congressman Mendonça Filho (União-PE). In it, we highlight six positive points and three improvement points.

Unfortunately, the year ended without an agreement between the government and Congress, and the vote was postponed until 2024. However, the debate, throughout 2023, gave the topic the attention it deserves and raised the sense of urgency so that, in the first months of 2024, the National Congress moves forward to make improvements that the reform so desperately needs.

IN THE MEDIA

780

CONTENTS ABOUT HIGH SCHOOL MENTIONING TODOS PELA EDUCAÇÃO

350

MENTIONS ONLY BETWEEN MARCH AND APRIL

1 in 5

THE MENTIONS TO TODOS IN THE PRESS, IN 2023, WERE RELATED TO THIS TOPIC



AO VIVO **CBN**

'Cronograma de implementação do novo Ensino Médio precisa ser mesmo ajustado'

O diretor de Políticas Públicas do Todos pela Educação, Gabriel Corrêa, em entrevista ao CBN Madrugada, avalia que o governo federal não deve revogar o novo Ensino Médio, que tem vários pontos positivos, mas ajustar alguns aspectos que precisam ser alterados. Para Gabriel Corrêa, a formação geral básica, que ocupa 60% da carga horária, deveria dispor de, pelo menos, 70 ou 80%.

Prédio do Ministério da Educação, em Brasília. Foto: Marcos Oliveira/Agência Senado

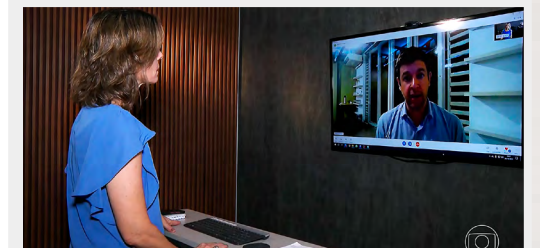
Entrevista • Estado / Educação

Novo Ensino Médio: 'O jovem quer uma experiência antenada com suas vocações', defende Priscila Cruz

Presidente do Todos Pela Educação explica por que, apesar da necessidade de 'melhoras substanciais', revogar o modelo proposto não seria o melhor caminho para alunos e professores

Por João Ker
05/04/2023 | 05h00 • Atualização: 05/04/2023 | 11h56

Especialista em educação pública e presidente do Todos Pela Educação, **Priscila Cruz** diz que o Brasil precisa "mudar a forma como enxerga política educacional" e lidar com os problemas apontados no modelo do **Novo Ensino Médio**. Contrária à revogação da proposta como um todo, ela diz que é hora de "parar a bola no campo, reorganizar o jogo e depois continuar".



EARLY CHILDHOOD: UNPRECEDENTED NATIONAL POLICY BEGINS TO TAKE SHAPE

A country that takes care of Early Childhood takes care of the family. A country that takes care of families takes care of all of society. There is no other policy that has a greater social, economic and sustainability impact than caring for our children. Therefore, we need to have, in Brazil, the best, the most impactful, the most robust and the strongest Early Childhood Policy in the world.

These were the premises defended throughout the year by Priscila Cruz, CEO of Todos Pela Educação, at different moments of our work in the Early Childhood

Working Group, established within the scope of the Council for Sustainable Economic and Social Development (CDESS), the “Big Council”, on August 23rd, based on a suggestion from Priscila and the PhD in public health Ligia Moreiras. An advisory body linked to the Presidency of the Republic, the Council is comprised by several representatives of the government and society, including ministers, technicians, specialists, public managers, the private sector and civil society organizations. Since May 2023, Priscila has voluntarily joined the Council.



Todos and the Maria Cecilia Souto Vidigal Foundation (FMCSV) are responsible for the technical rapporteurship of the activities of the GT, one of the 16 groups formed from more than 80 thematic suggestions received by the Council. The WG was created with the objective of developing proposals to be formalized at the beginning of 2024, with the central pillar being the creation of an Integrated National Policy for Early Childhood,



capable of bringing together all ministries working on the subject and taking into account the needs of children from 0 to 6 years old in the federal budget and in the execution of public policies

X-RAY OF THE EARLY CHILDHOOD GT OF THE “BIG COUNCIL” OF THE REPUBLIC

TECHNICAL RAPPOREURSHIP

Todos Pela Educação
 Maria Cecilia Souto Vidigal Foundation

WG COORDINATORS

- Claudia Costin
- Gabriel Chalita
- Ligia Moreiras
- Marlova Noletto
- Neca Setubal
- Pedro Ivo
- Viana Moura
- Priscila Cruz

ACTIONS

- Technical meetings;
- Thematic seminar;
- Immersions in good practices
- Propositions for an Integrated National Policy for Early Childhood

8

TECHNICAL MEETINGS IN THE 2ND SEMESTER OF 2023

240

PEOPLE AT THE EARLY CHILDHOOD SEMINAR: BRAZIL LEARNING FROM BRAZIL.



“

EARLY CHILDHOOD IS THE MOTHER OF ALL PUBLIC POLICIES. IT IS INTERSECTORAL AND NEEDS A JOINT EFFORT. WORKING ON EARLY CHILDHOOD IS WORKING ON ALL THE DEMANDS OF SOCIETY.”

Mariana Luz, CEO of the Maria Cecilia Souto Vidigal Foundation, at the installation of the Early Childhood WG

EARLY CHILDHOOD SEMINAR: BRAZIL LEARNING FROM BRAZIL, (NOVEMBER)

In Recife (PE), government officials from all spheres of government, parliamentarians, teachers and experts met during the *Early Childhood Seminar: Brazil Learning from Brazil*. With the organization of Todos Pela Educação and the Maria Cecília Souto Vidigal

Foundation (FMCSV) and the support of the Bracell Foundation, Van Leer Foundation, Grupo Moura and the Municipal Secretariat of Recife, the seminar publicly marked an important step towards an unprecedented and fundamental Integrated National Policy for Early Childhood.



“
THIS WORKING GROUP WAS AN IDEA BROUGHT BY PRISCILA CRUZ AND THE 'BIG COUNCIL' EMBRACED IT. TODOS PELA EDUCAÇÃO BRINGS AN ACTIVISM, AN OXYGEN OF IDEAS, OF PROPOSALS THAT, IF WE WORK WELL, WILL HELP CHANGE THIS COUNTRY.

Paulo Henrique Pereira,
Secretary of the “Big Council”,
during the seminar

At the meeting, effective policies for children up to six years old were presented. We discussed advances and challenges, look at state and municipal experiences - Recife (PE), Boa Vista (RO), Jundiaí (SP), Rio Grande do Sul, Ceará and Alagoas - and highlight the importance of

integrating Health, Education and Social Assistance. Furthermore, we discussed ways to advance the agenda in Brazil, the importance of inter-federative coordination and the role of the Federal Courts of Auditors in guaranteeing a budget for an effective Integrated Early Childhood Policy.



“

WE WILL NOT BUILD AFFIRMATIVE PUBLIC POLICIES FOR EARLY CHILDHOOD IF ALL ENTITIES OF THE FEDERATION DO NOT PUT COOPERATIVE FEDERALISM INTO PRACTICE.”

Cezar Miola, president of the Association of Members of the Brazilian Courts of Auditors (Atricon)

IMMERSIONS IN GOOD PRACTICES, (NOVEMBER)

The WG coordinators and experts group also embarked on an immersion journey to learn and harvest inputs directly from the source, with the good practices

in Early Childhood in **Recife** (PE) and **Fortaleza** (CE). The marathon included talking and observing different actions in these municipalities:

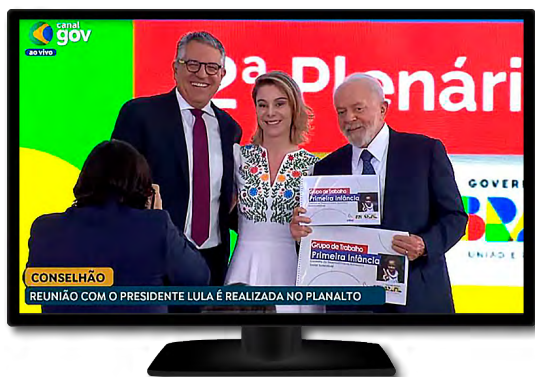


EARLY CHILDHOOD: A PRIORITY AGENDA FOR BRAZIL AND FOR TODOS

Early Childhood (0 to 6 years) is considered as a “window of opportunity”, when several brain structures are in formation and there is the acquisition of fundamental skills for the development of more complex future skills, which impacts the entire life. They are bases for a person’s health, well-being, learning processes and creative and production capacities, which will even impact the health and well-being of the next generation.

Not surprisingly, Early Childhood is one of the 13 priority measures on the “Educação Já” agenda. The Early Childhood thematic production was carried out in partnership with the Maria Cecília Souto Vidigal Foundation.

PLENARY SESSION OF 'BIG COUNCIL', (DECEMBER)



After three months of work, a preview of the results and discussed and designed proposals were presented at the end of the year, in a meeting held with President Luiz Inácio Lula da Silva.

The main measure suggested by the WG to Lula is the creation of an integrated digital system that brings together the history of children aged 0-6 living in Brazil, following the CadÚnico model – an instrument currently used to identify socially vulnerable families

“

WITH THE UNIFIED DATA, THE MANAGERS OF EACH AREA WILL BE ABLE TO KNOW IF THE CHILDREN ARE GETTING VACCINATED OR ATTENDING DAYCARE CENTERS”

says Priscila Cruz, highlighting that other ministries, in addition to Health and Education, will be encouraged to think about public policies based on the potential of the digitized system.

able to participate in government programs. The proposal is that this technology encompasses data from different platforms that already exist in areas such as Health, Education and Social Assistance, which will allow

understanding and location through georeferencing. Furthermore, the system must integrate information relating to enrollment and attendance of children in daycare centers and preschools and individual records of child development.

PILLARS TO PUT PRIORITY EARLY CHILDHOOD FIRST

1. Single registration, integrating Health, Social Assistance, Culture and Sport;
2. Integrated cross-area protocols to strengthen essential services for child development, with the premise of reducing socioeconomic and racial inequalities;
3. Application for mothers, fathers or guardians to monitor the child development of their children and have complete knowledge about the offer of services available.



Installation of the Early Childhood WG of the 'Big Council' of the Presidency of the Republic in August 2023



EARLY CHILDHOOD RADIOGRAPHS

Our work dedicated to the theme of Early Childhood, in 2023, went beyond the coordination of the WG within the scope of the 'Big Council'. In the month of Early Childhood, August, we produced and disseminated data on school attendance and infrastructure of Early Childhood Education to offer diagnoses and support analyzes on the stage.



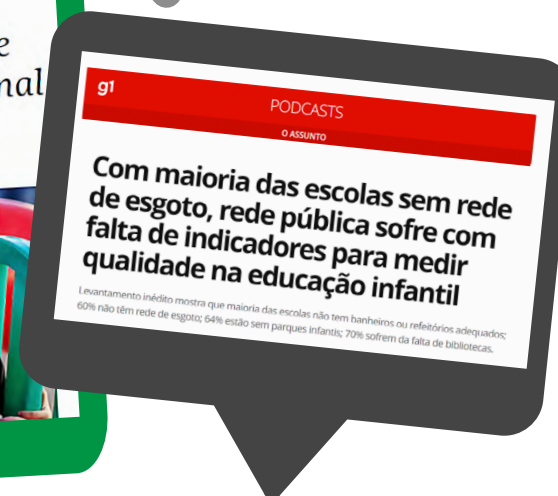
IN THE MEDIA

178

EARLY CHILDHOOD CONTENT MENTIONING TODOS

"We are convinced that the time has come for a national and integrated policy for children up to six years old. And we can learn from good examples around the country. It is true that we have advanced in the last three decades. It is unlikely that a child will reach teenage years without at least having taken the priority vaccines, being enrolled in the public education system and having achieved some access, even if less than ideal, to public leisure and cultural facilities."

Priscila Cruz, CEO of Todos Pela Educação, and Mariana Luz, CEO of the Maria Cecilia Souto Vidigal Foundation, in an article published in *Folha de S.Paulo*



INITIAL TEACHER TRAINING: CONCRETE STEPS TOWARDS SOLUTIONS

Another major theme of the year was the initial training of Brazilian teachers, a theme that has a prominent place in “Educação Já” due to its centrality for the country to significantly advance the quality of its Basic Education. Right at the beginning of the year, we put the agenda up for debate. In February, Todos Pela Educação, in partnership with Itaú Social, Instituto Península and the Movimento Profissão Docente, released the results of an opinion survey with Brazilian teachers that revealed the dissatisfaction of most teachers with the quality of initial training courses and the agreement that face-to-face courses train better prepared teachers.

The subject gained renewed traction in the public debate due to an effort of technical-political actions of Todos Pela Educação, which culminated in an unprecedented collective letter to the MEC, calling for swift action for structural changes in initial teacher training. Together with us, the following organizations signed the document: National Council of Secretaries of Education (CONSED), National Council of Secretaries of Capital Education (CONEC), National Confederation of Education Workers (CNTE), Joint Parliamentary Front on Education (FPME), Association of Members of the Brazilian Courts of Auditors (Atricon), Brazilian Academy of Sciences (ABC) and Brazilian Society for the Progress of Science (SBPC)



LETTER TO THE MEC IN DEFENSE OF STRUCTURAL CHANGES IN INITIAL TEACHER TRAINING IN BRAZIL

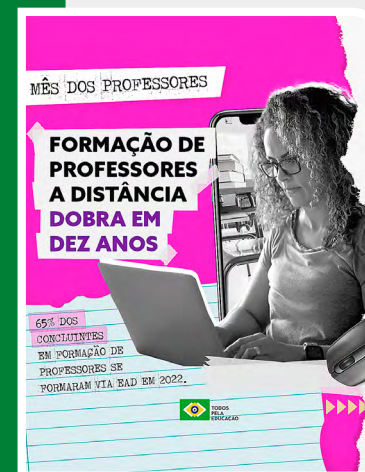
“Considering the attributions of the Federal Government, it is our understanding that the Ministry of Education has a duty to promote structural changes to improve initial teacher training. By allowing the offer of courses inadequate to training for the beginning of the teaching practice, the country promotes, in the opposite direction that we should take, the devaluation of the teaching profession, the most important and one of the most complex:

- 1- Significant increase in the number of graduates in distance learning courses;
- 2- Low general quality of initial teacher training courses, regardless of the modality;
- 3- High dropout rates among Pedagogy and Teaching degree students



KEEPING AN EYE ON THE DATA: X-RAY ON THE TEACHING CAREER

The collective letter was the final act of a sequence of analytical surveys of data on the teaching career, with disclosures between September and October 2023, to show the urgency and importance of having well-prepared, motivated teachers with good working conditions in all schools. One of them indicated that, in 2021, most students in teaching courses did not complete the minimum hours required for the mandatory curricular internship or even did the mandatory internship in Brazil. The analysis was carried out by Todos based on the questionnaires of the last National Exam for the Assessment of Student Performance (Enade).



Another study looked at the training of these professionals and revealed a worrying scenario, with high impact disclosure in the media: the vast majority of future teachers are completing distance learning Teaching degree courses. At the same time, undergraduation grades in the area have been falling across the country.

IMPACT ON PRACTICE: GOVERNMENT SUSPENDS FULL-DISTANCE LEARNING FOR TEACHER

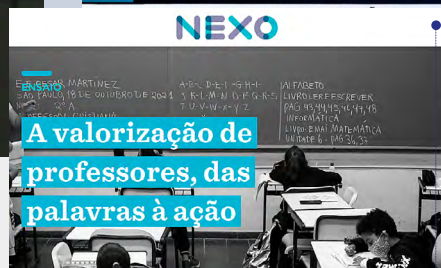
At the end of November, an ordinance of the Ministry of Education suspended for 90 days the accreditation of new distance learning Higher Education courses in 17 areas, including all Teaching degrees. The measure is an important first step towards an effective valuation of teachers, which includes improvements in training, working conditions and career, and took place after efforts by Todos and partners to put and qualify the agenda in the debate.



IN THE MEDIA



Olavo Nogueira Filho, Executive Director of Todos, participated in a special of Globo Repórter TV show about the teaching career.



“We need to focus on mobilization so that teaching policies gain more priority in the public debate. In this movement, it is also necessary to expand the space for us to participate more in the construction of educational policies – since we have a privileged view of the school and are mainly responsible for implementing the measures formulated in the offices.” - Ivan Gontijo, Educational Policy Manager of Todos, and Janaína Barros, teacher and pedagogical coordinator of the Escola Estadual de Seabra, in the Chapada Diamantina region, Bahia, in an [article published in Nexo.](#)

ANALYSIS OF PROPOSALS OF THE INITIAL TEACHER TRAINING WG

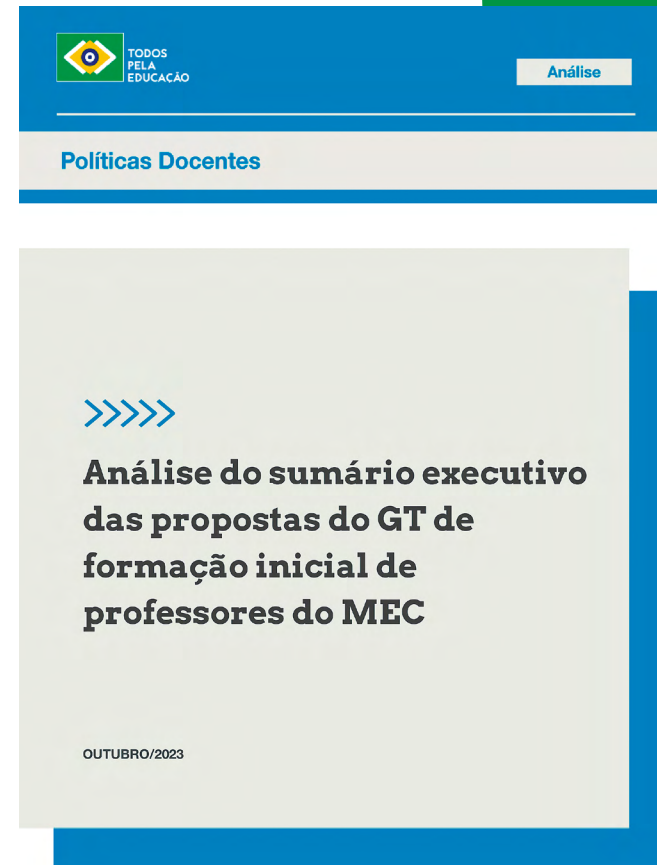
In mid-November, Todos published an analysis of the proposals presented in the executive summary of the working group (WG) that deals with Initial Teacher Training at the MEC. By contemplating themes that really need to be discussed and modified to support the improvement of initial teacher education, the preliminary proposals point in the right direction, but some points can still be improved, such as the repeal of CNE / CP resolution No. 2/2019 and the absence of two relevant topics: a specific public notice of support for Higher Education Institutions to reformulate their curricula and

improvements in regulation, also, for face-to-face teacher training courses, and not just distance learning. To qualify the debate on initial teacher education at the national level, we count on the partnership of the Movimento Profissão Docente, with whom we make frequent alignments on the subject and work together to carry out the proposals of the document *Teachers - Teaching Policy Recommendations*, written in partnership with the movement.



IN 2023, THE DEBATE ON INITIAL TEACHER TRAINING FLOWED IN THE MEC, IN TRAINING INSTITUTIONS AND IN THE MEDIA. THIS WAS LARGELY DUE TO THE INCLUSION OF TEACHERS IN THE PRIORITIES OF "EDUCAÇÃO JÁ", AGENDA OF TODOS, AND TO THE ACTIVE PARTICIPATION OF TODOS PELA EDUCAÇÃO IN THE PUBLIC DEBATE ON THE

Haroldo Rocha, general coordinator of the Movimento Profissão Docente



IN THE MEDIA

+ de
190


CONTENTS
MENTIONING
OUR SURVEYS
ON TEACHERS

< EDUCAÇÃO JÁ >



PROFESSORES
RECOMENDAÇÕES DE POLÍTICAS
DOCENTES PARA O
GOVERNO FEDERAL

NOVEMBRO DE 2022



< EDUCAÇÃO JÁ >



PROFESSORES
RECOMENDAÇÕES DE POLÍTICAS
DOCENTES PARA OS
GOVERNOS ESTADUAIS

NOVEMBRO DE 2022





EDUCATION FOR ETHNIC-RACIAL RELATIONS



To overcome the immense inequalities characterized by racial markers that still stain citizenship in Brazil, a broad process of re-educating relations between the different ethnic-racial groups in our territory is necessary - and this needs to start at school. In other words, we need to ensure that people of different origins, yellow, white, indigenous, brown, black and quilombolas (people who lived in quilombos, or communities of slave that had escaped from their masters), have access to fundamental rights and, more than that, can reflect on their identities.

It was this urgent challenge that motivated the creation of the documents Ethnic-Racial Equity and Inclusive Education, in 2022, officially launched at

the Ethnic-Racial Equity in Basic Education Meeting: Challenges and opportunities for 2023-2026, in partnership with Mahin Consultoria Antirracista.

On June 27th and 28th, representatives of more than 20 state departments of Education and about 40 social organizations joined forces to debate and exchange experiences on the subject. Altogether, more than 200 participants – including public managers, educators, specialists and representatives of black, quilombola and indigenous movements – came together to address the issue from different perspectives, highlighting the importance of the involvement of the Executive Branch and the role of teachers.

The programming also included training and debates on fundamental points such as the role of the Ministry of Education and the states in promoting equity, Indigenous and Quilombola School Education, legal frameworks and the fight against racism.

During the debates, it became evident that ethnic-racial equity in Education is not just a goal to be achieved, but a project of society that requires intentional and transformative actions. In this sense, the event marked a collective commitment around this theme and an essential step in an ongoing journey of building a more just and inclusive society.



THE EDUCATION WE HAVE TODAY IN BRAZIL DISREGARDS THE ALMOST FOUR CENTURIES OF SLAVERY AND SOCIAL EXCLUSION OF BLACK AND QUILOMBOLA PEOPLE IN THE COUNTRY. WE WILL NOT BE ABLE TO BUILD QUALITY EDUCATION FOR ALL WITHOUT FIGHTING RACISM."

Giovani Rocha, co-founder of Mahin Consultoria Antirracista, during the Ethnic-Racial Equity in Basic Education event.



WHILE MY WHITE COLLEAGUES WERE FOCUSED ON STUDYING, I WAS HAVING TO DEAL WITH RACISM. TORN BETWEEN STUDYING AND THINKING ABOUT FINANCIAL ISSUES TO BREAK THE CYCLE OF POVERTY."

Maryna Roberta dos Santos de Jesus, 3rd year student at the Federal Institute of Brasília - Planaltina Campus, during the Ethnic-Racial Equity in Basic Education event



KEEPING AN EYE ON THE DATA: PERSISTENT INEQUALITIES BETWEEN BLACK AND WHITE STUDENTS



Team Todos Pela Educação explains data on racial inequality and highlights the duty of joint action in favor of ethnic-racial equity in Education.

In the last decade, we have been able to reduce racial inequalities in High School. But a technical note, with analyzes of ethnic-racial inequalities published by Todos, in May, based on IBGE (Brazilian Institute of Geography and Statistics) data, showed that, on the path to equity, there is still a long way to go.

10 YEARS OF DELAY

THIS IS WHAT
**BLACK AND BROWN
STUDENTS FACE, COMPARED
TO WHITE PEOPLE,
IN REGARD TO ACCESSING AND
COMPLETING THE STAGE.**



“

IF WE WANT CHILDREN AND YOUNG PEOPLE TO STAY IN SCHOOLS AND BE ABLE TO LEARN, WE NEED TO ENSURE AN ENVIRONMENT OF GREATER INCLUSION AND RESPECT. WE NEED TO MAKE AN ADVANCE IN IMPLEMENTING THE LEGISLATION WON AND IN CREATING ACTIONS THAT ADDRESS INEQUALITIES IN THE SCHOOL ENVIRONMENT.”

Daniela Mendes, Educational Policy Analyst at Todos Pela Educação.

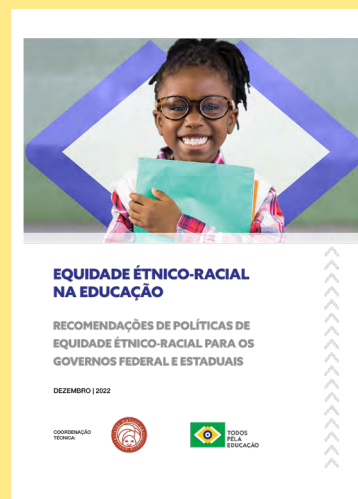
WARNING: ACTIONS AGAINST RACISM, SEXISM AND HOMOPHOBIA ARE NO LONGER BEING PROMOTED IN SCHOOLS

In July, Todos carried out a survey based on data from the National Basic Assessment System (Saeb) and found that the number of Brazilian public schools with actions on racism/ethnic-racial relations, sexism and homophobia fell to the lowest rates in the last ten years.

Only half of educational institutions (50.1%) promoted initiatives against racism in 2021, the date of the last available data. In 2015, the index had reached the highest level in that period of time: 75.6%. Since then, the numbers have steadily plummeted.

With regard to sexism and homophobia, only 25.5% of public schools reported having related actions, an equally significant drop. In 2017, it was 43.7%.

PROPOSALS FOR A MORE DIVERSE EDUCATION



IN THE MEDIA



+ de
80

**CONTENTS
MENTIONING
ERER EVENT**

**7,5.5
thousand +**

**DOWNLOADS OF
THE DOCUMENT
ON THE SUBJECT**

Sankofa. In this Black Awareness Month, it is worth remembering the original concept of the Akan peoples of West Africa, which means: 'It's never too late to go back and pick up what's left behind.' If it is true that Brazil has more children and young people completing Elementary School and High School than decades ago, it is also true that black, quilombola and indigenous people are still far behind. If it is true that we adopt Education as a universal public

policy, it is also true that we are still far from promoting historical reparation. If it is true that we have changed the school curriculum towards greater black visibility, it is also true that, to a large extent, we still disregard the centuries of extermination, erasure of native peoples and recent initiatives of equity and inclusion.

Jackson Almeida, Diversity, Equity and Inclusion Analyst at Todos Pela Educação, in an article published on the [Mundo Negro website](#)"

THE DESIRED RESUMPTION OF EDUCATION



2023 “EDUCAÇÃO JÁ” ANNUAL MEETING: FOR A NEW SENSE OF URGENCY



“How can we promote development in many dimensions? Learn to learn? Learn to be? Learn to do? Learn to live together? And all this in a school where children are afraid? This meeting is to talk about a present that we need to fight. But this meeting is also to talk about a past that we no longer want, and a future that needs to be built”.

This is what Priscila Cruz summed up at the 2023 “Educação Já” Annual Meeting, held by Todos Pela Educação, in Brasília, in April, highlighting the multiple challenges imposed on the country at the beginning of the year and new federal and state management:

- 1) Brazil had just witnessed, outraged and afraid, several and serious cases of extreme violence in schools;
- 2) Political, civic and educational leaders, as well as

Secretaries of Education and teachers, were convened to discuss the main challenges – old and new – and the ways for Brazil start a new chapter for Basic Education;

- 3) The first 100 days in office, in the MEC, among governors and in Congress, required due reflection on the present and future balance in educational reconstruction and the role of all Powers;
- 4) The need to face, once and for all, ethnic-racial challenges in Education, from an inclusive perspective. To address all these points, the meeting was organized into five panels. Ministers Camilo Santana, from the Ministry of Education; Simone Tebet, from Planning and Budget; Anielle Franco, from Racial Equality; and Wellington Dias, from Development and Social Assistance took part of the first panel (“The new Federal Government: emergency actions and the long-



Three other tables composed an analysis of the first 100 days of government, at all levels, granting the floor to the Ministry of Education, governors and the National Congress.

The fourth panel debated equitable and inclusive educational quality, based on the documents Education for Ethnic-Racial Relations (Erer) and Education from an Inclusive Perspective, with public policy recommendations for state and federal governments. The materials were drawn up in partnership with Mahin (an organization dedicated to anti-racist issues) and Rodrigo Mendes Institute, respectively.



term view for Basic Education”). The next table, focused on the discussion about extreme violence in schools, included the participation of Telma Vinha, PhD in Education and professor at Unicamp, and Ilana Katz, psychoanalyst and also PhD in Education. Mediated by the journalist

Renata Cafardo (founder and current CEO of the Associação de Jornalistas de Educação – Jeduca), they highlighted the importance of controlling firearms and ammunition, in addition to regulating and holding accountable social media platforms, where users provoke hatred and celebrate attacks.

At the closing table, Geraldo Alckmin, vice-president of the Republic and minister of Development, Industry, Commerce and Services, and Luís Roberto Barroso, minister of the Federal Supreme Court, talked to Priscila Cruz about Basic Education and its relationship with the development of the country.

PANEL 1: EDUCATION FOR SOCIAL, INCLUSIVE AND ECONOMIC DEVELOPMENT

“

ONLY EDUCATION SAVES, ONLY EDUCATION IS ABLE TO OPEN PROMISING DOORS. WORKING TOGETHER, WE ARE STRUCTURING PROGRAMS TO IMPROVE BLACK PEOPLE 'S ACCESS TO EDUCATION.”

Anielle Franco, Minister of Racial Equality



PANEL 3: THE FIRST 100 DAYS IN OFFICE AND THE VISION OF THE FUTURE

“

EXPANDING THE JOURNEY ALONE DOES NOT GUARANTEE THE RESULT. IT MUST BE ACCOMPANIED BY A STRONG, COMPREHENSIVE AND SYSTEMIC POLICY. THAT IS WHAT THE MEC IS DESIGNING.”

Kátia Schweickardt, Secretary of Basic Education



PANEL 2: EXTREME VIOLENCE IN SCHOOLS: CAUSES, CONSEQUENCES AND PATHS

“

SAFETY DOESN'T CHANGE HATE SPEECH, IT DOESN'T CHANGE CITIZENSHIP DEVELOPMENT, IT DOESN'T CHANGE THE SCHOOL CLIMATE. THE WAY OUT IS TO LOOK AT THE SCHOOL. IT IS FUNDAMENTAL TO HAVE PUBLIC POLICIES IN THE AREA OF SCHOOL COEXISTENCE.”

Telma Vinha, professor at Unicamp, PhD in Education and specialist in Coexistence and Climate



“

I WANT TO LAUNCH HERE A CHALLENGE TO PARÁ: WE HAVE THE OBLIGATION TO BE THE STATE THAT WILL IMPROVE THE MOST IN THE NEXT IDEB. WE CANNOT JUST RELY ON THE DISCOURSE OF OUR COMMITMENT TO EDUCATION. BASIC EDUCATION IN PARÁ WILL BE A REFERENCE FOR EDUCATION IN BRAZIL.”

Helder Barbalho, Governor of Pará



“

THE NEW HIGH SCHOOL WAS A GREAT ACHIEVEMENT FOR BRAZIL, BUT THAT DOESN'T MEAN IT DOESN'T NEED TO BE REVISITED.”

Ratinho Jr., Governor of Paraná



“

IT IS IMPOSSIBLE FOR US TO DISCUSS THE POSSIBILITY OF BRAZIL OVERCOMING THE NEO-COLONY SITUATION WITHOUT PLACING EDUCATION AS A CENTRAL ELEMENT.”

Congresswoman Duda Salabert - PDT-MG and coordinator of access to Higher Education of the Joint Parliamentary Front on Education



PANEL 4: EDUCATION FOR ETHNIC-RACIAL RELATIONS AND EDUCATION FROM AN INCLUSIVE PERSPECTIVE AT THE CENTER OF THE AGENDA

“

DIFFERENTIATED ETHNIC-RACIAL GROUPS ARE ENTITLED TO A SPECIFIC, INTERCULTURAL, BILINGUAL AND COMMUNITY EDUCATION. WE DON'T WANT A CURRICULUM DETACHED FROM OUR REALITY.”

Rita Potyguara, Specialist in Indigenous School Education



“

IT IS NECESSARY TO SUBSIDIZE THE TECHNICAL TEAM OF EDUCATION DEPARTMENTS TO ENSURE THAT CHILDREN LIVING WITH SOME KIND OF PHYSICAL, SENSORY OR INTELLECTUAL IMPAIRMENT CAN ALSO EXERCISE THEIR RIGHT TO BUILD AUTONOMY AND PURSUIT THEIR DREAMS.”

Rodrigo Hübner Mendes, founder of Rodrigo Mendes Institute



PANEL 5: THE THREE POWERS AND THE BASIC EDUCATION AGENDA

“

WE NEED TO INVEST IN A DEMOCRATIC FORMATION AND IN HUMAN RIGHTS, AND CONSOLIDATE THE CULTURE THAT THOSE WHO THINK DIFFERENTLY FROM ME ARE NOT MY ENEMY. IT IS POSSIBLE TO DISAGREE WITH RESPECT AND EDUCATION.”

Luís Roberto Barroso, Minister of the Federal Supreme Court



IN THE MEDIA

260+

CONTENTS MENTIONING THE EVENT



RECOMMENDATIONS TO THE NEW MEC

Throughout the year, we held several work meetings and technical notes as a way of offering support for better decision-making and analyzing (critically and purposefully) the changes implemented in the first year of management of the new Ministry of Education (MEC). The technical meetings act to share several systematized proposals in “Educação Já”,

which provide diagnoses and recommendations for ways to support the formulation or strengthening of national policies. The technical notes, released throughout the year, with the aim of qualifying the debate and contributing in a purposeful way, analyzed some of the main policies advanced by the MEC. The following is more details on these notes.



“

TODOS PELA EDUCAÇÃO HAS BEEN ESTABLISHING ITSELF AS THIS OASIS, WHERE WE DRINK FROM GOOD SOURCES IN RELATION TO PUBLIC EDUCATION IN BRAZIL, ESPECIALLY IN RECENT YEARS. IN THE LAST FOUR YEARS, TODOS HAD PROVIDED US A REFERENCE OF CLARITY AND DISCERNMENT.”

Izolda Cela, executive secretary of the MEC, during the “Educação Já” Annual Meeting



ADVANCEMENT (AND CARE) IN FULL-TIME SCHOOL

In July, President Luiz Inácio Lula da Silva sanctioned the Full-Time School Program, approved by the National Congress earlier that same month. The project will allocate, by 2026, R\$4 billion for the expansion of extended school day enrollments. Up to the

sanction, on 7/31, the bill (PL No 2.617/2023) was processed under a constitutional emergency regime. The qualified expansion of full-time education is one of the measures proposed in “Educação Já” and has been one of the main defenses of

Todos Pela Educação in the past few years.

To analyze the policy, we released a technical note with positive points and points of notice that must be taken into account during the implementation of the policy.

POSITIVE POINTS



- Substantiation of the differentiation between “Integral Education” and “Full-Time Education”;
- Forecast of technical support to states and municipalities;
- Observation of equity criteria for the transfer of resources.

POINTS OF NOTICE



- What one considers full-time schools for receiving resources (in addition to the number of hours);
- Criteria for prioritizing the expansion of full-time enrollment in the different stages of Basic Education.

CHALLENGES OF THE NEW NATIONAL LITERACY POLICY

In June, the Federal Government launched the National Literate Child Commitment, a program that is an important milestone in the country's literacy policy, which has its greatest challenge in implementation. 26 states and the Federal District have adhered to it and, in the municipalities, the enrollment percentage was 83%, according to the MEC. The program aims to ensure that children are literate by the end of the 2nd year of Elementary School, as provided for in the Brazil's National Common Curricular Base (BNCC).

We published a technical note on the program, highlighting, positively, the intention of the MEC to assume a central position of coordination and technical and financial support



to induce the regime of collaboration between states and municipalities, instead of seeking to intervene directly in schools, overlapping with subnational efforts already underway (this is also one of the main defenses

of “Educação Já”, published in 2022, within the scope of literacy). On the other hand, we emphasize the need for the MEC to provide clearer directions for implementing the policy on the networks.

STRENGTHENING SCHOOL MEAL

In March, in a successful recomposition of the per capita values applied to the National School Meal Program (PNAE), the MEC corrected a prolonged lag with increasingly harmful effects given the worsening food insecurity scenario that is currently affecting Brazil. In the technical note Scenarios for Budgetary Recomposition and Strengthening of the National School Meal Program, Todos analyzed the next challenges to be faced within the scope of the program, two of which are most urgent: 1) the program's current legislation does not provide for automatic readjustment annual values; and 2) the distribution model of transfers is regressive in nature and does not lead to equity. In this sense, after enabling the readjustment of the values, it is important to promote more structural changes in the design of the program.



**BASIC EDUCATION ON THE
AGENDA OF GOVERNMENT,
CONGRESS AND SOCIETY**

HIGH SCHOOL SAVINGS: ENCOURAGEMENT FOR THE POOREST YOUNG PEOPLE

IN THE MEDIA

“Within a larger set, a policy of financial support for the most vulnerable students can be an important part of strengthening the gears of the stage that has the most critical educational results in the Brazilian educational system.” - Todos Pela Educação, under review for Portal 360



The year ended with the approval, by Congress, of the bill that provides for recurring financial transfers and the creation of a savings account (to be withdrawn after certain periods) so students in vulnerable situations do not drop out of high school. The initiative, which was the result of a set of initiatives by parliamentarians and the government itself, will result in the support of about 2.5 million students, the number of students enrolled in CadÚnico, the single register adopted for social programs such as Bolsa Família, a Brazilian governmental welfare program, and low-income students enrolled in High School. To be eligible for the benefit, students will have minimum school attendance requirements of 80%, approval at the end of each year, and attendance in assessments like the

Brazilian National High School Exam (Enem).

Todos advocated the project in articles and public positions, in addition to participating in the debate during the processing of the various financial incentive projects for students, initiated in Congress and in the government. In December, a technical note analyzed the proposals, showing that the literature points out to beneficial effects of financial incentive policies for young people, depending on the design of the measure. And during the final processing, our main adjustment proposal - to include “full-time school enrollment” as one of the criteria for stratifying the pass-through and scholarship amounts - was absorbed into the approved text.

BRAZIL IN PISA

Released in December, the 2022 Programme for International Student Assessment (Pisa) showed that, as expected, with rare exceptions, the Covid-19 pandemic has negatively impacted learning outcomes in much of the world. In Brazil it was no different, as we showed in an analysis of the results. In Mathematics, for example, from 2018 to 2022, there was an increase from 68% to 74% of Brazilian students who did not reach the minimum expected performance.

Still, it is possible to make two more optimistic reflections: the first, from the point of view of the 2018/2022 comparison, when looking at countries with characteristics and previous levels similar to those of Brazil, the 2022 results are not among the worst; and the second is that the data suggests signs that public policies advanced in Brazil in recent years may be beginning to have effects. Without the brutal impacts of the pandemic, we could have moved forward.

IN THE MEDIA

“There are at least two policies with great systemic effect and that define how far we can go: Integrated National Policy for Early Childhood and Initial Teacher Training. Here is the great opportunity – and mission – that the political leaders of this country need to take on.” - Priscila Cruz, for Estadão

ESTADÃO

Notícia • Estado / Educação

Pisa: por que o Brasil caiu menos que outros países? O que fazer agora para avançar? Leia análise

Queda nos resultados de aprendizagem do Brasil foi menor do que a média das demais nações; algumas políticas e mudanças na agenda educacional do País colaboraram para isso



O Programa Internacional de Avaliação de Alunos (Pisa, na sigla em inglês) 2022 confirmou a expectativa: com exceções em países asiáticos, a pandemia provocou queda nos resultados de aprendizagem de estudantes pelo mundo. No Brasil também, embora menor do que a média dos demais países. E é preciso reconhecer esse ponto, vindo de um país que está entre os que tiveram mais dias com escolas fechadas na pandemia e que tem investimento por aluno um pouco maior que um terço da média dos países da Organização para a Cooperação e Desenvolvimento Econômico (OCDE).



DEBATING ICMS-EDUCAÇÃO

ICMS-Educação - a measure advocated by “Educação Já” and approved in 2020 within the scope of the Constitutional Amendment of Novo Fundeb - is an incentive policy at the state level that aims to improve

learning in municipalities, linking the distribution of the municipal share of ICMS (Value-added tax on Sales & Services) to indicators of educational improvements. In November, Todos launched a technical study on the process of implementing the measure throughout Brazil. The study showed that Brazilian states, with the exception of Rio de Janeiro, have already instituted the policy, and that most state laws include important aspects for it to fulfill its role of inducing educational advancement. The topic was also highlighted in a seminar held in September, at the Court of Auditors of the State



of Pará, a joint achievement of Todos Pela Educação, Instituto Rui Barbosa (IRB), TCE-PA, Court of Auditors of the Municipalities of the State of Pará and support from the Association of Members of the Brazilian Courts of Auditors (Atricon), the Brazilian Association of Courts of Auditors of the Municipalities (Abracom) and the National Council of Presidents of Courts of Auditors (CNPTC). For two days, experts, public managers, legislative

and Courts of Auditors' representatives discussed the foundations of ICMS-Educação and its importance for inducing educational advances in states and municipalities, in addition to good practices observed in the country. With an audience of 350 people, the event included representatives from Courts of Auditors from nine states: Pará, Amapá, Roraima, Rio de Janeiro, Tocantins, Espírito Santo, Amazonas, Pernambuco and Paraíba.



The following table summarizes the technical study carried out by Todos Pela Educação of all 25 laws approved until October 2023:

STATE	A ATTRIBUTION OF A HIGHER PERCENTAGE	B STUDENT LEARNING LEVEL	C EVOLUTION IN LEARNING	D YIELD RATE	E PARTICIPATION RATE IN ASSESSMENTS	F PRO-EQUITY CRITERIA	G WEIGHTING THAT INDUCES THE IMPROVEMENT OF LEARNING	H OBJECTIVITY
AC	✓	✓	✗	✓	✗	✓	✓	✓
AP	✓	✓	✓	✓	✓	✗	✓	✓
AL	✓	✓	✓	✓	✗	✓	✗	✓
AM	✗	✓	✓	✓	✗	✓	✓	✓
BA	✓	✓	✗	✓	✓	✓	✓	✓
CE	✓	✓	✓	✓	✓	✓	✓	✓
ES	✓	✓	✓	✓	✓	✓	✓	✓
GO	✗	✓	✓	✓	✓	✓	✗	✓
MA	✓	✓	✓	✓	✓	✓	✓	✓
MT	✓	✓	✓	✓	✓	✓	✓	✓
MS	✗	✓	✓	✓	✓	✓	✓	✓
MG	✗	✓	✗	✓	✓	✓	✓	✓
PA	✗	✓	✓	✓	✓	✓	✓	✓
PB	✗	✓	✓	✗	✓	✗	✗	✓
PR	✗	✓	✓	✓	✓	✓	✓	✓
PE	✓	✓	✓	✓	✓	✓	✓	✓
PI	✗	✓	✓	✓	✓	✓	✓	✓
RN	✗	✓	✓	✓	✗	✗	✗	✗
RS	✓	✓	✓	✓	✓	✓	✓	✓
RO	✓	✓	✓	✓	✓	✓	✓	✓
RR	✗	✓	✓	✗	✗	✗	✗	✓
SC	✓	✓	✓	✓	✓	✓	✓	✗
SP	✓	✓	✓	✓	✓	✓	✓	✓
SE	✓	✓	✓	✗	✓	✓	✓	✓
TO	✗	✓	✗	✓	✗	✗	✗	✗



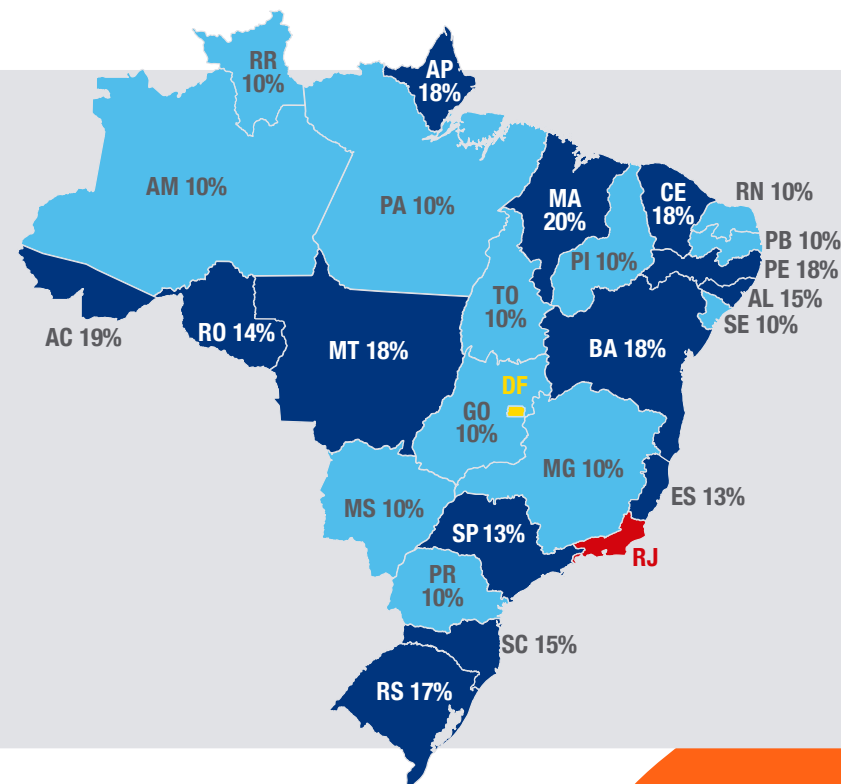
THE ARTICULATION THAT TODOS HAS WITH ALL EDUCATIONAL MANAGERS IN BRAZIL AND THE EFFORT TO SPREAD THE PRIORITIZATION OF EDUCATION ALLOWED US TO DEBATE ISSUES THAT WILL BE IMPORTANT AND DECISIVE FOR THE IMPLEMENTATION

OF THE ICMS-EDUCATION MODEL IN THE STATES. THE TECHNICAL ELABORATION CARRIED OUT BY TODOS CONTRIBUTES SO THAT WE HAVE THE BEST EXPERIENCES AND RESULTS ON THE SHELF. THEREFORE, THERE IS NO NEED TO MAKE DECISIONS WITH SUCH HIGH RISKS, AS THE RISKS ARE ALREADY CALCULATED, SINCE THERE HAS ALREADY BEEN COMPARABILITY AND BASIC TECHNICAL WORK TO SUPPORT DECISION-MAKING."

Rodrigo Coelho, president of the Technical Committee of Education of the Instituto Rui Barbosa



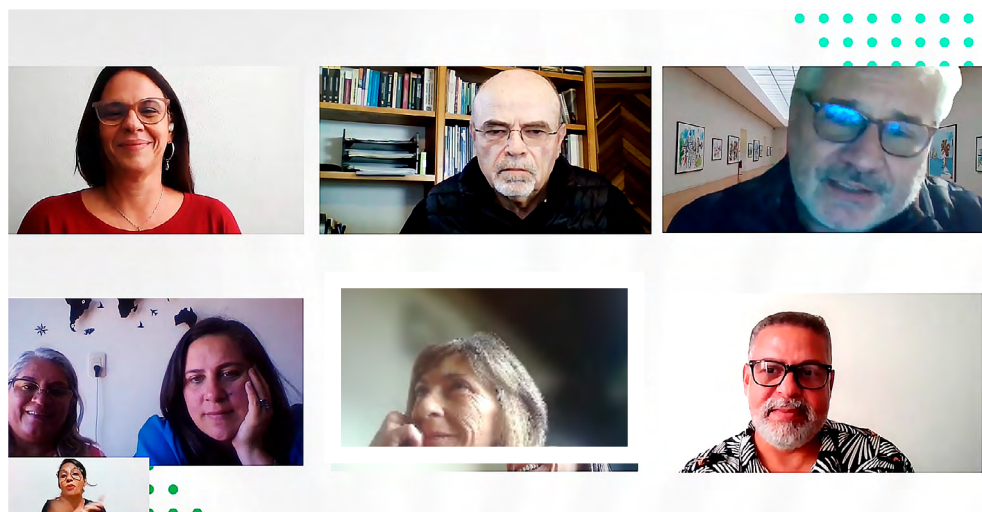
FIND OUT THE PERCENTAGE ATTRIBUTED TO THE EDUCATIONAL CRITERIA INSTITUTED IN EACH STATE TO DETERMINE THE DISTRIBUTION OF THE MUNICIPAL FAIR-SHARE OF THE ICMS.



NATIONAL EDUCATION PLAN: CONTRIBUTIONS TO A NEW CYCLE

In 2024, Brazil will conclude another cycle of the National Education Plan (PNE) and debate the new period, which runs until 2034. To contribute to this important discussion, Todos Pela Educação and D³e (Data for a Democratic Debate in Education) held, in December, the webinar Long-term educational system planning: international experiences and

dialogues with Brazil. With the presence of researchers from Argentina, Mexico, Mozambique, Portugal, Uruguay and Brazil, the online panel addressed how countries plan, monitor, and evaluate their respective education systems. The proposal was to bring possible learnings, based on the accumulated knowledge of different countries.



CHALLENGES OF MUNICIPAL MANAGEMENT

In May, Todos Pela Educação met, in São Paulo, with state, regional and national representatives of the National Union of Municipal Education Leaders (Undime). The purpose of the meeting was to present the priorities of the two institutions and to promote a moment of listening to the main challenges of municipal administrations, especially in electoral periods

For Priscila Cruz, receiving the secretaries, the people who make education happen in the municipalities, **“MOTIVATES A WORK CLOSER AND CLOSER TO UNDIME, DIALOGUING ON PRIORITY AGENDAS FOR BRAZILIAN EDUCATION”.**

HOW BRAZIL SELECTS SCHOOL PRINCIPALS

School principals play a key role in establishing the connection between the Department of Education and schools, ensuring the contextualization and effective implementation of public policies, based on the reality of each location. Their performance is one of the main intra-school factors that impact student learning and, not by chance, the theme is highlighted in “Educação Já”.

Seeking a deeper understanding of this context, a research presented in May by Data for a Democratic Debate in Education (D³e), by the Association of Members of the Brazilian Courts of Auditors (Atricon) and by Todos Pela Educação, proposed an analysis of the selection and training of

principals in the states and in the Brazilian capitals.

The results of the report Selection and training of principals: mapping of practices in Brazilian states and capitals indicate that the political indication is still adopted in almost half (48%) of Brazilian state networks, also indicating a growth in the adoption of qualified selection processes for the selection of school principals in the last ten years.

“AN IMPORTANT SUBSIDY THAT THE REPORT PROVIDES IS THAT QUALIFIED SELECTION PROCESSES, NAMELY, THAT OBSERVE TECHNICAL CRITERIA, ARE INCREASING IN THE COUNTRY. HOWEVER,



IT IS STILL PARAMOUNT TO CONTINUE ADVANCING IN THIS REGARD AND IN THE IN-SERVICE TRAINING OF PRINCIPALS, SO THAT THEY ARE PREPARED TO TAKE ON THE CHALLENGES OF SCHOOL MANAGEMENT, WHICH MERGE PEDAGOGICAL AND ADMINISTRATIVE ASPECTS”, stated Ivan Gontijo, Educational Policy Manager of Todos.

WHAT BRAZILIANS THINK ABOUT EDUCATION

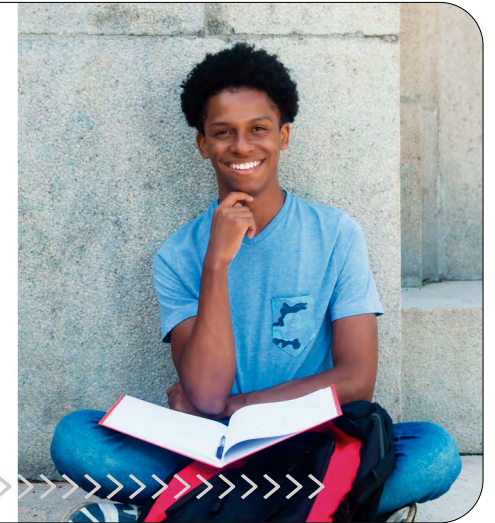
In a survey commissioned by IPEC (Intelligence in Research and Strategic Consultancy), Todos Pela Educação wanted to know the Brazilians' opinion on Education. The investigation heard people from all over the country about three major themes: the importance of Education in Brazil, the role of governments in Education and the inequality of opportunities in access to Education.



THE RESEARCH DATA BRINGS AN UNEQUIVOCAL MESSAGE TO GOVERNMENT AND PUBLIC MANAGERS FROM ALL OVER BRAZIL: PRIORITIZING THE TOPIC OF EDUCATION IS RESPONDING TO A LATENT DEMAND FROM THE POPULATION OF ALL STATES”, said Olavo Nogueira Filho, Executive Director of Todos.

PESQUISA BUS 2023

A percepção dos brasileiros sobre diferentes aspectos da Educação no país

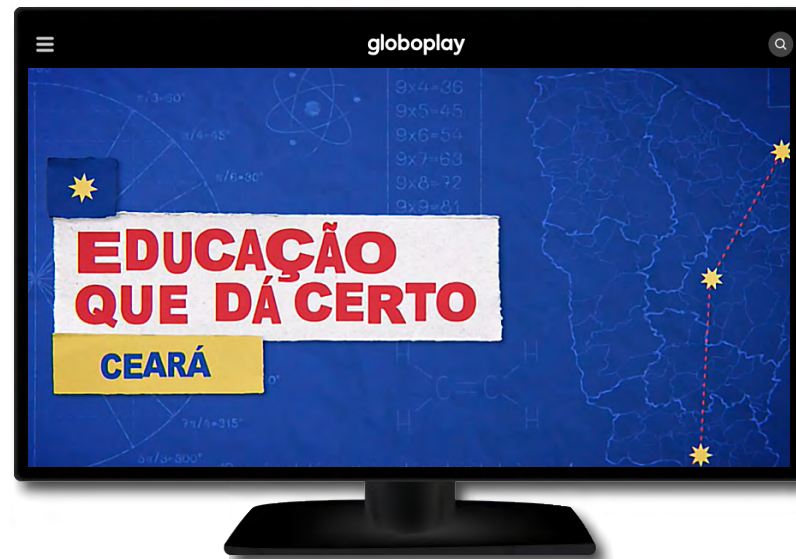


85% OF BRAZILIANS COMPLETELY AGREE THAT EDUCATION SHOULD BE AMONG THE 3 PRIORITIES OF THE GOVERNOR OF THEIR STATE

EDUCAÇÃO QUE DÁ CERTO": GOOD EXPERIENCES REACH MORE PEOPLE

The second season of the audiovisual series Educação Que Dá Certo, by Todos Pela Educação, produced by Abrolho Filmes, was launched, in 2023, on Canal Futura and Globoplay, allowing that incredible stories of good educational practices reach an ever-growing audience. In the three new episodes, Priscila Cruz talks to technicians, managers, teachers, educators, families and students who are the faces of achievements in Education in three Brazilian states.

The cases covered in the series, whose two seasons total seven episodes, were selected by the team of technicians based on public policies in municipal and state education networks



that demonstrate consistent advances in educational indicators. From there, a robust dive into the history of these networks and their policies was carried out, including interviews with technicians

and educators and analysis of data and documents. On the project website, documents prepared by Todos are available that systematize the main elements that contributed to the good experiences.

SEASON 1 – MUNICIPALITIES

EPISODE 1: Teresina (PI) – City with the best Ideb among the Brazilian capitals

EPISODE 2: Coruripe (AL) – City that houses the school with the best Ideb of Brazil's Early Years

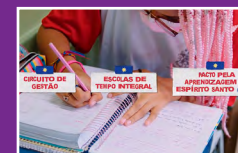
EPISODE 3: Londrina (PR) and São Paulo (SP) give an example of how to move forward with daycare enrollment for those who need it most

EPISODE 4: Sobral (CE), a success story in school leadership

SEASON 2 – STATES



EPISODE 1: Ceará, reference state in collaboration



EPISODE 2: Espírito Santo is a leader in learning at Ideb



EPISODE 3: Pernambuco, highlight in Full-Time High School

THE FUTURE



BASIC EDUCATION CANNOT WAIT

We started the year 2023 celebrating: few times, in the history of Brazil, have we had such a chance to work, to definitely put public Basic Education in quality for all as a real priority in the country. A sum of factors favored optimism so that we could take advantage of this unique chance to open a new chapter for our Education. This optimism became a collaborative effort to recover the time lost by years of neglect and, finally, move forward with a long-term vision, collective commitment and good policies (re)designed and implemented based on the best evidence.

Despite the maturity of important themes, 2023 ended with a yellow light. Even though it's a much better scenario than the previous four years, where the theme of Education was co-

opted sometimes by ideological wars, sometimes by corruption, sometimes by emergency situation, the necessary route adjustments and changes are lacking speed and depth.

Without a National Education System, a debate that, despite the urgency, has been dragging on for more than ten years, we will continue to suffer from overlapping functions between federated entities. The absence of a consistent learning recovery plan, in turn, further aggravates the gap between "brazils", by pushing many into underemployment and giving power of choice to a few privileged ones. The implementation of the new National Literacy Policy and the expansion of comprehensive education, great banners of the MEC's current management and

which, in general, have excellent formulation, proceeded at a slow pace. The construction of the "new" High School, the result of a successful public consultation opened in March, but which requires an urgent solution, has not yet come to an end, in large part, due to the fragile political articulation of the MEC. These are issues that have emerged in debates, including in initial policy designs, but are still far from due speed. The execution of the programs is low, and difficult and urgent agendas have been left in the background, such as the universalization of Early Childhood Education and the emphasis on improving teacher training.

The rushing of the educational agenda will be one of the great challenges of 2024, alongside the municipal election race - a topic

on which Todos will act upon strongly. The restructuring of the High School reform and concrete advances, aiming at improving initial teacher training, will be some of the essential themes for the MEC and Congress and which will also receive our priority attention. And, for the Federal Government, in particular, it will be extremely important to give Early Childhood top priority status for the long term, as it is the policy with the greatest impact on our future. We will also be steadfast in this advocacy.

Let 2024 comes!



INSTITUTIONAL STRENGTHENING

17 YEARS FOR EDUCATION

Todos Pela Educação completed 17 years of activities in September 2023, and we marked the date with a duo that has everything to do with: Art and Education. With the support of educator and artist Douglas Gonçalves, a series of printed and virtual arts, videos and posters presented some of the thoughts and reflections of educators and students of public schools that we met on trips through Brazil, especially in the “Educação Já” Caravans. It was a way of celebrating the critical thinking of the public school audience, which challenges prejudices, and highlighting the brave and dignifying stories of students, teachers, principals and public managers – creativity and knowledge going hand in hand.

The campaign was not restricted to the digital environment. We carried out an artistic intervention with the community of the Elementary Municipal School (EMEF) Madre Joana Angélica de Jesus, in Guaianases, east of São Paulo, with the LambiDasMina collective and the support of the Conectando Saberes network. There, we felt that we were gifted in many ways: with the glow in each child’s eyes, with the reception and the energy of the entire school community and the experience of the professionals who work there.

After all, that is where it all begins: in the classroom, in public school, in the space where differences are seen as a potential for learning.



NEW TODOS STRONGER AND MORE PLURAL

In 2022, we closed an important cycle: we reached the imaginary line we drew there at the beginning of our trajectory, the limit for achieving the five goals of Todos Pela Educação. They are the translation of what we dreamed of in 2006: that Brazil would reach its bicentenary of Independence in 2022, being truly free, with quality Education for everyone. We still believe in this and, although the goals were partially achieved, they were and are important milestones. At a time when public monitoring of Education was taking its first steps, they served as a reference for society on what to demand in terms of quality Public Education and to qualify the educational debate.

Thus, reflection and transition were the keynotes of 2023. With the pro bono support of Bain & Company, one of the most respected management consultancies in the world, we dedicated a semester to outline a new vision of the future (see below), ambition in the medium term and how to navigate to them. From a process that involved reading scenarios, analyzing of educational indicators and structured listening of internal and external actors to Todos, we defined a vision, up to 2033, and a strategic planning for the 2024-2026 period.

5 GOALS FOR 2022

Goal 1 - Every child and young person from 4 to 17 years old in school

Goal 2 - Every child fully literate by the age of 8

Goal 3 - Every student with learning appropriate to their grade

Goal 4 - Every young person with High School completed by the age of 19

Goal 5 - Expanded and well-managed investment in Education



VISION FOR 2023

Everyone at school, with adequate learning at each stage and completing high school by the age of 19.

✦ Innovations in the design of new internal goals: consideration of recent history and inclusion of indicators for reducing inequalities due to socioeconomic level and racial markers.



PEOPLE AND DIVERSITIES

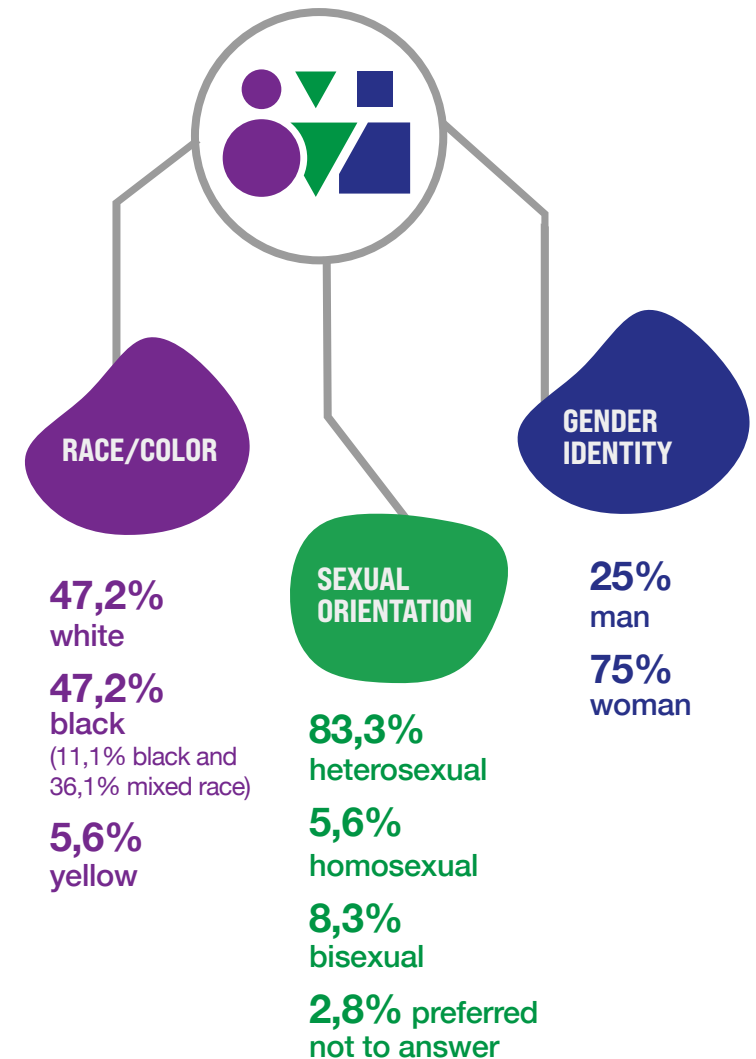
Todos is, first and foremost, an organization of people. We are only as great as the potential our team can have. And it is huge. In 2023, we deepened our look at what is our main fuel. If, on the one hand, we redesigned the team, thinking about the assertiveness of external deliveries, on the other hand, we took an important step to strengthen our employees with institutionalization of the People and DEI area and the creation of the People and Diversities management. Born from exchanges and

suggestions with our Diversity Committee, active since 2019, the area materializes a long journey of institutional maturation made in line with the internal reflections on Diversities, Equity and Inclusion (DEI).

And, for the first time, to select the leadership of the area, we carried out an affirmative selection process, designed and conducted by Todos itself, unlike other affirmative processes in which we were supported by external consultancies.



TODOS PELA EDUCAÇÃO TEAM IN 2023



DIVERSITY COMMITTEE

The beating heart of a 'more plural and stronger Todos', our Diversity Committee completed four years, during which 15 employees from different areas of the organization

passed through the group. In 2023, with the consolidation of the People and Diversities area, the group will no longer have a more executive character, as when it was in charge

of literacy training, to a consultative position in the DEI area. Directly linked to Todos' executive board, the Committee preserves its important provocative nature and guardian of DEI values in the organization.

HOW DO WE BECOME STRONGER

INTERNAL RESEARCH AND NEW CYCLE OF EVALUATION AND DEVELOPMENT

Based on frequent internal listening processes, which began in 2019 and included five surveys in 2023, the last year consolidated the design of the new Evaluation and Professional Development Cycles, which will be put into practice in 2024. Built from concerns and themes brought by the team in the

internal research, the project provides for the detailing of competencies and expected behaviors of the team, the boosting of the strengths and development opportunities of each employee and the orientation of the team to the preparation and monitoring of the individual development plan.

INTERNAL RECEPTION CHANNEL

At the end of 2023, as one of the first actions in the People and Diversities area, Todos inaugurated an internal reception channel. The initiative is one of the ombudsman options to promote direction on how to report sensitive situations, formalize a space for listening to the team, diagnose and treat sensitive topics that may impact relationships, climate, motivation, engagement; and foster a culture of psychological safety in Todos. The flow involves exclusive communication with the People and Diversities area and monitoring of the stages for the investigation and referral of the case. Next to the internal channel, an external channel was also launched, further strengthening Todos's compliance practices.



INTERNSHIP PROGRAM: RETENTION AND DEVELOPMENT

Started in 2022, the Youth Leadership Internship Program belonging to underrepresented groups of Todos ended its first cycle at the end of 2023, with the hiring of our three interns in the areas of Digital Communication, Government Relations and Political Communication. In addition to training and retention, the program has among its pillars the professional improvement, which guarantees access to scholarships in a **foreign language**, a **partnership with Cultura Inglesa**.

ANTI-RACIST COMMITMENT GROUP

Our collaborators Jackson Almeida, Diversity, Equity and Inclusion (DEI), Maria Rute de Moura, Government Relations Analyst, and Kayli Cappucci, Government Relations Manager, represented Todos Pela Educação in the Anti-racist Commitment Group, formed to advance internally and externally the agenda of ethnic-racial equity in the participating organizations. Alongside Todos, Fundação Lemann, Instituto Unibanco, Imaginable Futures, Itaú Social e Fundação Telefônica Vivo make up the group. In 2023, the group focused on the learnings and inspirations from sharing internal DEI practices.

DEI COMMUNITY

Led by Imaginable Futures, our partner and maintainer, the DEI Community is a space for the institutional strengthening of DEI professionals from Imaginable's partner organizations that brings together employees from Todos Pela Educação, Ensina Brasil, Instituto Elos, Vetor Brasil and Centro Lemann.



**Our
2022-2023
interns**

INTERNAL TRAININGS: INCLUSION AND DIVERSITY IN THE AGENDA



Diversity and inclusion also continued in the training paths of the executive team, a movement that began in 2022. In January, partnering with **Mais Diferenças**, Todos has concluded a training trail of three meetings that allowed the team to reflect on how to intensify an accessible and inclusive organizational culture and promote accessibility and inclusion, in addition to external public policy activities.

Another training journey that began in 2022 was racial literacy and debates around the anti-racism agenda. In 2023, the deepening of racial issues was

the responsibility of **ID-BR - Instituto Identidades do Brasil** in the first half of the year. Parallel to this, all of the organization's spokespersons underwent media training on the topic, updating their knowledge on the most current diversity debates. We also promote, in partnership with **Mahin Consultoria Antirracista**, diversity training for suppliers of Todos Pela Educação events, thus expanding our commitment to the cause also for the professionals who provide us with services. A way to make the appreciation of diversity the rule in all spheres of our actions.

TODOS PELA EDUCAÇÃO IN STANFORD

Between October and December 2023, our Director of Public Policy, Gabriel Corrêa, was a visiting researcher at Stanford University's College of Education (California, USA), one of the main references in educational debate in the world. The result of a partnership between Todos Pela Educação and Stanford's Lemann Center, which promotes research and debates on Brazilian Education, the academic license will be offered by Todos as a professional development

opportunity for employees of its leadership. During his stay, Gabriel had the opportunity to exchange and learn with Stanford professors and students about fundamental topics for the present and future of Brazilian Education. He also attended several lectures and events on Education and presented **two seminars on policies that Todos has been working on intensely in recent years: High School and Fundeb** - Fund for the Maintenance and Development for the Basic Education and Valorization of Education Professionals.



IT WAS A PERIOD OF A LOT OF STUDY AND A LOT OF EXCHANGE, IN WHICH I WAS ABLE TO CONSIDERABLY DEEPEN MY KNOWLEDGE ABOUT EDUCATIONAL POLICIES. EXPOSURE TO TOPICS THAT ARE BEING DISCUSSED AT THE FRONTIER OF KNOWLEDGE, IN ONE OF THE MOST INNOVATIVE PLACES IN THE WORLD, IT WAS VERY IMPORTANT FOR MY WORK AT TODOS."

Gabriel Corrêa, Director of Public Policy at Todos

WHO DO WE EXCHANGE WITH



PROFESSOR JOSÉ FRANCISCO SOARES (UFMG)

2023 was also a year of remarkable meetings internally at Todos Pela Educação. In February, we welcomed Professor Francisco Soares, post-doctorate in Education from the University of Michigan – Ann Arbor, to share with our team his experiences, diagnoses and perspectives on Education. We also had the privilege of exchanging with professor Chico Soares about his considerations regarding our role in the Brazilian educational agenda. We also had the privilege of exchanging with Professor Chico Soares about his considerations regarding our role in the Brazilian educational agenda

PROFESSOR FERNANDO ABRUCIO (FGV)

In May, we have welcomed professor and researcher Fernando Luiz Abrucio, who involved us in a real class on politics, public policies and Brazilian Education. An honor that brought us more thirst and clarity in the search for what we believe in.

SOCCER PLAYER VINI JR.

Like Todos, Instituto Vini Jr., founded by the Real Madrid and Brazilian soccer team striker, believes in transformative education. The organization operates based on three pillars: Education as a foundation, technology as a tool and sport as a language. It was natural, therefore, that, at some point, the two organizations joined forces. The commitment was signed at the headquarters of Todos Pela Educação, in São Paulo, on July 3rd. Vini Jr. celebrated the alliance: "I'm glad that in just two years I've already connected with so many people outside of soccer. That's what I feel here, today, with all of you, who are together for Education," he said. The partnership foresees that organizations share experiences, good practices and knowledge to work towards the advancement of Brazilian educational policies, understanding that equity is a premise for quality.



KONRAD DANTAS, THE KONDZILLA

Another connection that marked 2023 was the meeting with Konrad Dantas, the KondZilla, a reference in peripheral culture and the creator of the largest urban music channel in the world: there are more than 65 million subscribers and more than 33 billion views on YouTube. He is also head of the KondZilla Institute,

which develops education and training programs for young people. In October, Konrad met for a chat with the Todos team. The businessman said that he translates Education as “access” – after all, it opens doors. And, as the son and nephew of teachers, he makes a point of keeping it open to those who, like him, come from the outskirts.



MAINTAINERS DINNER

At the beginning of September, we brought together 72 people including maintainers, social investors and companions at a dinner in which we highlighted the contributions of our work to Brazilian Education throughout the year, with emphasis on our work in the installation of Early Childhood WG, at Big Council. The occasion

was important for us to celebrate progress with those who support the cause, including the showing of a video of testimonials from various partners, and to sensitize new supporters about the centrality of Public Education as a path to building a fairer country with more opportunities for all.

EXCLUSIVO

EDUCAÇÃO PÚBLICA BRASILEIRA REDUZ DESIGUALDADES E VIRA REFERÊNCIA MUNDIAL

TODOS PELA EDUCAÇÃO
@todospelaeducacao

#viresuacidade



SONHE COM A GENTE
UMA BOA NOTÍCIA PARA 2030

virada
sustentável
2023 - São Paulo

POWERFUL ENCOUNTERS

VIRADA SUSTENTÁVEL

Todos Pela Educação participated, once again, in Virada Sustentável SP, which is guided by the 17 Sustainable Development Goals, defined by the UN, which are also the principles that guide the festival's programming in all cities. And Education, of course, is one of the central axes for thinking about a better and sustainable future for the country and for Brazilians.

RACIAL CONFERENCE

Marcella Coelho, director of Mobilization and Institutional Relations at Todos Pela Educação, was one of the speakers at the 2nd ESG Racial Business Conference, promoted by the Pact for the Promotion of Racial Equity. Alongside Vitor Del Rey, president of Instituto Guetto, and Marcelo Gentil, president of Instituto Olodum, she highlighted the importance of advancing transversal public policies for ethnic-racial relations in Basic Education, during



the panel Perspectives: pillars and roles to promote Anti-Racist Education.

FUTURA PARTNERSHIP

And we also took the theme of initial teacher training, one of the priorities of the year, to the social networks of Canal Futura. In an Instagram collab, we shared with the audience that follows the channel the serious situation regarding the advancement of distance education in courses that train teachers.



2023 IDIS FORUM

Todos Pela Educação participated in the 12th edition of the Brazilian Philanthropy Forum, held in September in São Paulo. Promoted by IDIS – Institute for the Development of Social Investment, the event seeks to accelerate solutions through connections and encourage philanthropy in the country.

With the theme Boldness, the sessions covered topics such as ESG, territorial transformation, impact assessment and financing models, among others. Priscila Cruz, CEO of Todos, was one of the speakers, at a table that brought together winners of the Social Entrepreneur Award, by Folha de S.Paulo.

EVERYONE WHO ARE PART OF **TODOS**



PRISCILA
CRUZ



OLAVO
NOGUEIRA



ADRIANA
MARINS



ALINE
GOMES



ALINE
MARQUES



ANA
GARDENNYA
LINARD



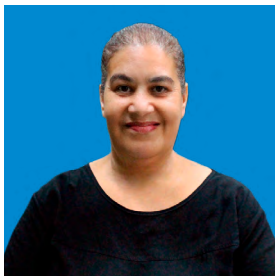
ANA PAULA
ARAÚJO



BERNARDO
BAIÃO



BRUNA
RODRIGUES



CLAUDIANE
FREITAS



DANIELA
JEUNON



DANIELA
MENDES



DANIEL
CORRÃ



DIANA
LIMA



DOANE
FONSECA



ERICK
JESUS



INSTITUTIONAL GOVERNANCE

We have an institutional governance structure - led by a Decision-Making Body - responsible for the strategic definitions of Todos's performance. Therefore, no supporting institution has the

power to direct Todos' strategies and actions. Day-to-day positions and technical productions are the integral prerogatives of the Todos executive team, without the need

for validation by the Decision-Making Body, which is only responsible for approving the macro-strategies and the annual action plan - presented by the Todos executive team.

DELIBERATIVE COUNCIL

Binho Marques
 Claudia Maria Costin
 Eduardo Mazzilli de Vassimon
 Giovanni Harvey
 Nina Beatriz Stocco Ranieri
 Paulo Sérgio Kakinoff
 Ricardo Ubiraci Sennes
 Priscila Cruz

CONSULTING COUNCIL

Ana Maria S. Diniz D'Avila
 Ana Amélia Inoue
 Antônio Jacinto Matias
 Fernando Luiz Abrucio
 Jair Ribeiro da Silva Neto
 Maria Lucia Meirelles Reis
 Mozart Neves Ramos
 Rodolfo Villela Marino

FINANTIAL COUNCIL

Américo Mattar
 Anna Maria Temoteo Pereira
 Gilberto Bagaiolo
 Junio Fuentes

BOARD OF FOUNDERS

Jorge Gerdau Johannpeter
 Daniel Feffer
 Danilo Santos de Miranda
 Jayme Sirotsky
 Luis Noberto Pascoal
 Milú Villela
 Viviane Senna
 Wanda Engel Aduan

THEY EMBRACE THE CAUSE



TODOS PELA EDUCAÇÃO IS A MOVEMENT THAT INSPIRES EACH INDIVIDUAL TO BE AN ACTIVE AGENT IN CREATING A BETTER FUTURE FOR THE COUNTRY. THE PARTNERSHIP OF THE GREATER GOOD WITH TODOS IS MUCH MORE THAN CONTRIBUTING TO THE IMPLEMENTATION OF MORE EFFICIENT PUBLIC POLICIES, IT ALSO REPRESENTS AN OPPORTUNITY TO BUILD A COMMUNITY.

Ana Carolina Matarazzo, Movimento Bem Maior



TODOS IS A KEY ACTOR IN THE ADVOCACY FOR PRIORITY EDUCATION AGENDAS. IN EARLY CHILDHOOD, FOR EXAMPLE, IT WAS DECISIVE IN ARTICULATING THE CREATION OF A WORKING GROUP, IN THE COUNCIL FOR ECONOMIC, SOCIAL AND SUSTAINABLE DEVELOPMENT, TO DEVELOP A SYSTEMIC STRATEGY FOR THE TOPIC. IT WAS ALSO VERY IMPORTANT IN THE DISCUSSION ON DISTANCE LEARNING IN TEACHER EDUCATION, ENABLING CONSENSUS AMONG ACTORS WHO HAVE LITTLE DIALOGUE.

Lia Glaz, Fundação Telefônica Vivo



WHAT STANDS OUT IN TODOS PELA EDUCAÇÃO'S WORK IS ITS STRATEGIC, DATA-DRIVEN APPROACH, ALLOWING THE ORGANIZATION TO IDENTIFY CRITICAL GAPS AND PROPOSE EFFECTIVE INTERVENTIONS. ITS TRANSPARENT AND COLLABORATIVE PERFORMANCE INSPIRES CONFIDENCE AND ENGAGEMENT ON THE PART OF SUPPORTERS WHO WANT TO EFFECTIVELY CONTRIBUTE TO THE CONSTRUCTION OF A FAIRER AND MORE POWERFUL COUNTRY THROUGH EDUCATION.

Eduardo Saron, Fundação Itaú



TODOS PELA EDUCAÇÃO IS A NON-GOVERNMENTAL ORGANIZATION THAT ACTS WITH TOTAL FREEDOM, SOMETHING CRITICAL TO REACH THE REAL PROBLEMS OF PUBLIC BASIC EDUCATION. THE SCOPE OF IT'S PERFORMANCE IS ANOTHER DIFFERENTIAL - FROM TEACHERS' SALARY ISSUES TO THE CHALLENGES OF ACCESS TO EDUCATION IN SEVERAL COMMUNITIES. IT IS A GREAT PRIDE TO HAVE TODOS AS ONE OF THE ORGANIZATIONS SUPPORTED BY THE INSTITUTO GOL.

Felipe Sobrinho, Gol Linhas Aéreas



TODOS CONTINUES TO BE THE TECHNICAL STRUCTURE THAT DIRECTS EDUCATION IN BRAZIL. AMIDST INTENSE DISCUSSIONS ABOUT THE NEW HIGH SCHOOL IN A YEAR OF GOVERNMENT TRANSITION, TODOS QUALIFIED THE DEBATE, KEEPING PRIORITY ON STUDENT LEARNING. IN ADDITION TO TECHNICAL INPUTS, TODOS TRANSITS AND DIALOGUES WITH ALL POLITICAL AND SOCIAL ACTORS.

Karina Blanck, Instituto Orizon



TODOS HAS AN IMPORTANT ROLE IN DIALOGUING WITH DIFFERENT ACTORS IN THE FIELD OF CIVIL SOCIETY AND THE THIRD SECTOR OF EDUCATION. WE ARE HAPPY TO SEE, FOR EXAMPLE, TODOS POSITIONING ITSELF AS AN ORGANIZATION AGAINST RACISM AND WE HOPE THAT THIS IS THE BEGINNING OF A LARGER MOVEMENT OF ORGANIZATIONS IN FAVOR OF AN ANTI-RACIST EDUCATION.

Fabio Tran, Imaginables Futures



THE ABILITY OF TODOS PELA EDUCAÇÃO TO MOBILIZE CIVIL SOCIETY, CONDUCT RESEARCH AND PROVIDE DATA ON PUBLIC POLICIES AND PEDAGOGICAL PRACTICES ARE DIFFERENTIALS OF THE ORGANIZATION. THE COMBINATION OF ALL THIS WITH ADVOCACY AND THE FOCUS ON EFFECTIVE POLICIES MAKES TODOS'S PERFORMANCE A UNIQUE FORCE IN THE FIELD OF EDUCATION.

Fabricio Bloisi, Ifood



THE DIFFERENCE OF TODOS IS ITS COLLABORATIVE ACTION, BRINGING TOGETHER SEVERAL ACTORS, INVOLVING GOVERNMENTS, THE PRESS AND CIVIL SOCIETY ORGANIZATIONS IN THE SEARCH FOR IMPROVEMENTS. IT IS AN APPROACH THAT MAKES SENSE, BECAUSE EDUCATION IS A CHALLENGE FOR EVERYONE. SUPPORTING TODOS IS NOT ONLY INVESTING IN THE FUTURE OF GENERATIONS, BUT BUILDING THE FOUNDATIONS FOR A FAIRER AND MORE THRIVING SOCIETY.

Carolina Kishimoto, Família Kishimoto



MEET OUR SPONSORS

Todos Pela Educação is fully funded by individuals, companies, foundations and philanthropic institutes - in 2023, we had 39 supporters. Therefore, we do not raise public funds, not even through agreements with governments, nor do we sell any type of educational product



EDUARDO VASSIMON

FAMÍLIA KISHIMOTO

FAMÍLIA HALLACK

LUIS TEREPIINS

MARINA ARNHOLD

MILÚ VILLELA

PEDRO LORENZINI

ROBERTO BIELAWSKI

EDUCATION CHANGES EVERYTHING



TODOSPELAEDUCAÇÃO.ORG.BR

We are an independent civil society organization with a single objective: to change the quality of public Basic Education in Brazil for the better. Non-profit, non-governmental and non-partisan, we are funded by voluntary donations, not receiving any kind of public funds. This gives us the independence to challenge what needs to be challenged, to change what needs to be changed.