

# 2024 ANNUAL ACTIVITY REPORT



TODOS  
PELA  
EDUCAÇÃO

Quality public  
education for every  
child and young person  
in Brazil. This is our  
mission. Independent  
and non-partisan, we  
advocate in defense of  
**Basic Education.**

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ESSAGE FROM  
THE CHAIR

## A year of achievements and opportunities

The year 2024 illustrated how victories are, in essence, opportunities. The approval of the restructuring of the Upper Secondary Education was undoubtedly an achievement: it increased the workload of Basic General Education, made educational paths clearer, valued Professional and Technical Education, and brought the stage closer to the reality and expectations of young people. However, students' lives will only be impacted after the approved guidelines are reviewed nationwide and in each state. Some of the changes will only be implemented in 2026.

Another important achievement was made in the area of Early Childhood: we delivered to the President of the Republic the final report of the Early Childhood Working Group (GTPI), in which we acted as coordinators. Based on the document, the President signed a decree with guidelines for the National Integrated Policy for Early Childhood. This is a step towards a future in which education, health and social assistance policies communicate with each other and include families in the dialog with the government. This represents a better future for every child in Brazil.

These victories inspire us to continue our work, especially on other fronts, such as the search for better conditions for teachers. During 2023, we strengthened our position in this debate by pointing out that the new minimum wage for teachers brought losses to the category, and we defended structural changes in teacher training, which were summarized in a letter delivered to the MEC. We also entered into an important debate this year: the reformulation of the current public exams for these professionals. One of the main defenses we made throughout 2024 was the creation of a national

entrance exam for the teaching career, which would be established as the initial stage of the competitions.

In this report, you will see that 2024 was also marked by the second edition of Educação Now Municipalities, an initiative created by us to promote the topic of Basic Education in electoral campaigns and contribute to making it a priority for elected administrations. You will understand why the return of the Brazilian Yearbook of Basic Education, published this year in partnership with Fundação Santillana and Editora Moderna, is a fact that in itself qualifies the public debate. With our analysis of Ideb and Saeb 2023, you will understand what is common between the states that grew in these indexes and those that regressed.

These are some examples of our actions in 2024. We can say that our work contributed to achievements and helped prepare the country to meet what needs to be done. I would like to invite you to read this report as an expression of our commitment to facing the challenges that still exist.



**Priscila Cruz**

CEO of Todos Pela Educação

## DECISION-MAKING BODY MESSAGES



Todos Pela Educação has been fundamental in strengthening the debate on Professional and Technological Education (EPT) in Brazil. Its work, guided by data and qualified dialog, contributes to bringing schools closer to the skills necessary for personal and professional development, expanding opportunities for dignified inclusion for young people in the world of work.”

### **Ana Inoue**

Superintendent of Itaú Educação e Trabalho



Todos Pela Educação has become increasingly plural. With independence, transparency and evidence-based action, it promotes structural actions and qualifies the educational debate. In 2024, it launched 2024 Education Now Municipalities, providing technical input for candidacies and future administrations, in addition to contributing to the improvement of policies aimed at Early Childhood and a more equitable Fundeb.”

### **Binho Marques**

Master in Education, former Governor of Acre and former National Secretary of Articulation with Education Systems (SASE/MEC)



In 2024, Todos Pela Educação played a decisive role in the advancement of public education policies. These results reflect the firm and independent actions of the organization, whose legitimacy is based on the consistency of its trajectory, technical credibility, openness to dialog and, above all, political independence.”

### **Eduardo Vassimon**

Economist, Chairman of the Board of Directors of the multinational Votorantim



O Todos Pela Educação has established itself as the main platform for political advocacy by civil society in Brazilian education. Three factors support this leadership: clarity of objectives, balance in dialog with different political forces - always focusing on the public interest - and the ability to build consensus, integrating multiple perspectives within the organization and with partners.”

### **Giovanni Harvey**

Executive Director of the Baobá Fund for Racial Equity, former National Secretary of Affirmative Action Policies and former Executive Secretary of the Secretariat for Policies to Promote Racial Equality



The advocacy work of Todos Pela Educação has been fundamental to the advancement of public education policies, and one example of this was the approval of the new law on Upper Secondary Education. Its work stands out for its seriousness in research and data collection, dedication, commitment to equity and professionalism, giving the organization legitimacy in its efforts.”

**Nina Ranieri**

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



Professionalizing teaching is essential to transforming education in Brazil. To do so, we need a radical change in initial training and also in the organization of teaching work in schools. Todos Pela Educação has not only guided the public debate with consistent data on this topic, but has also delivered structural proposals for teaching policies to the country.”

**Paula Louzano**

Educator from the University of São Paulo (USP), Master in Comparative Education from Stanford University (USA) and Doctor in Educational Policy from Harvard University (USA).



Todos Pela Educação's advocacy work is essential for the development of public policies that have a positive impact on Education in Brazil. Based on data and technical studies, free from political-partisan ideologies and aligned with its missions, the organization strengthens educational management and contributes effectively to the development of Education in Brazil.”

**Paulo Sérgio Kakinoff**

CEO of Porto Seguro and former CEO of Gol Linhas Aéreas



Todos Pela Educação plays a crucial role in the transformation of Brazilian public education. Its independent and evidence-based work has been fundamental to the formulation of effective public policies, promoting equity and quality in education. By bringing together different sectors of society, the organization strengthens the collective commitment to the continuous improvement of education in the country.”

**Ricardo Sennes**

Political Scientist and partner at Consultoria Prospectiva Public Affairs Lat.Am



# 01

## Who we are and what we do

We are an independent, non-partisan organization that advocates for Basic Education in Brazil. We work to ensure that quality public schools are a reality for every child and young person in our country. Our focus is to ensure that the government formulates and implements public education policies effectively. To this end, we produce knowledge, mobilize public debate, engage directly with decision-makers, coordinate coalitions involving organizations in the sector, and critically and continuously monitor each step of the policy implementation process and its results.

OUR VISION FOR THE FUTURE

# Everyone in school, with appropriate learning at each stage and completing High School by the age of 19.

This is the headline we dream of for Brazil in the not-so-distant future, our vision of the future, developed in the context of the organization's strategic planning for the next 10 years, which we carried out in 2023, with the pro-bono support of the renowned Bain & Company Consulting firm, and the active participation of our advisory board members.

During the process, we also defined our medium-term ambition (10 years), expressed in access, learning and completion targets by 2033, considering all stages of education.

## OUR MONITORING INDICATORS



Attendance rate by age group from 0 to 3 years old in daycare and from 4 to 17 years old in school;



Adequate learning in Portuguese and Mathematics in the 2nd, 5th and 9th years of Elementary School and 3rd year of High School;



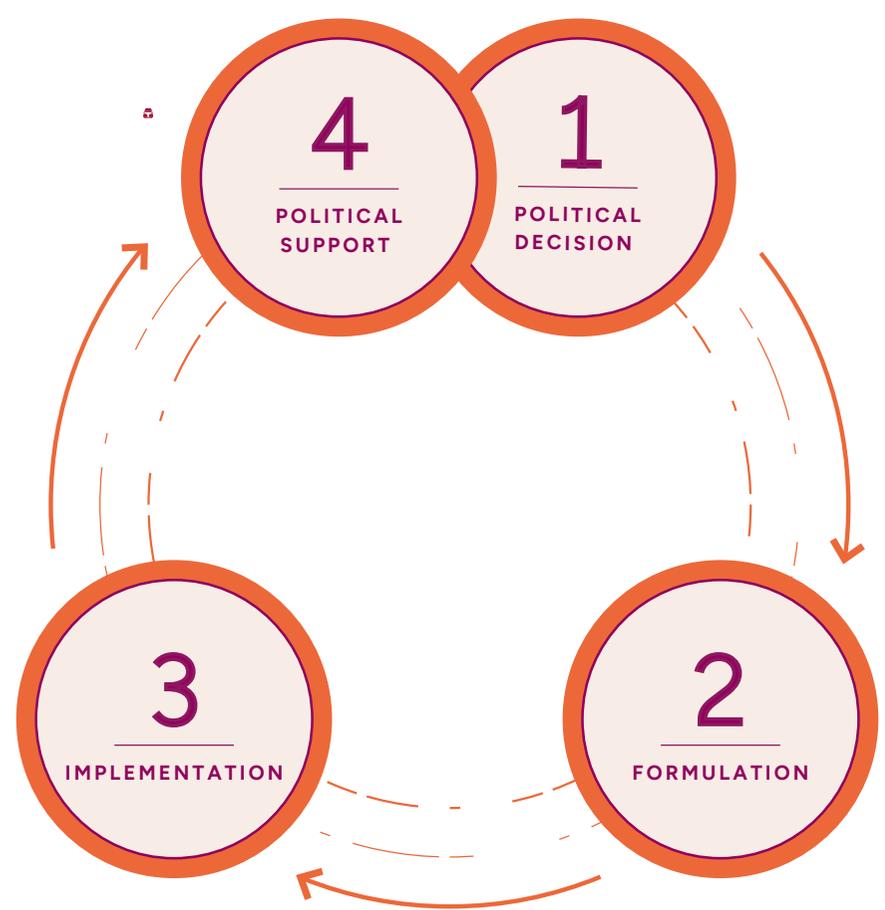
Rate of young people with High School completed by the age of 19;



Inequality indicators, considering the socioeconomic level and racial markers of Brazilian students.

## OUR THEORY OF CHANGE

# Effective public policies are the best defense of Education



The path to achieving our vision and our indicators necessarily involves public policy. Our actions are guided by a systemic, transparent and constantly evolving public policy agenda called Education Now. It expresses our objectives and the way in which we must achieve them. However, in order for this to be effective, there must be **political decision-making, formulation and implementation of public policies that adhere to Education Now, and political support for these measures** to ensure that they last and have enough time to take effect. These are the four dimensions that our advocacy seeks to influence.

To drive this cycle of changes, we have chosen strategic initiatives for the three-year period 2024 — 2026 divided into three axes of action: **direct advocacy, public monitoring and the articulation of coalitions** at the National, State and Municipal levels.

# Areas of action



These are actions that are in line with the priority measures of Education Now. They include the production of *applied knowledge*, such as in-depth studies with proposals for public managers; *coordination with public authorities*, through meetings, hearings, meetings and events with authorities and decision-makers; and mobilization of *specialized debate*, based on the dissemination of technical materials and advocacy in the press and social media.

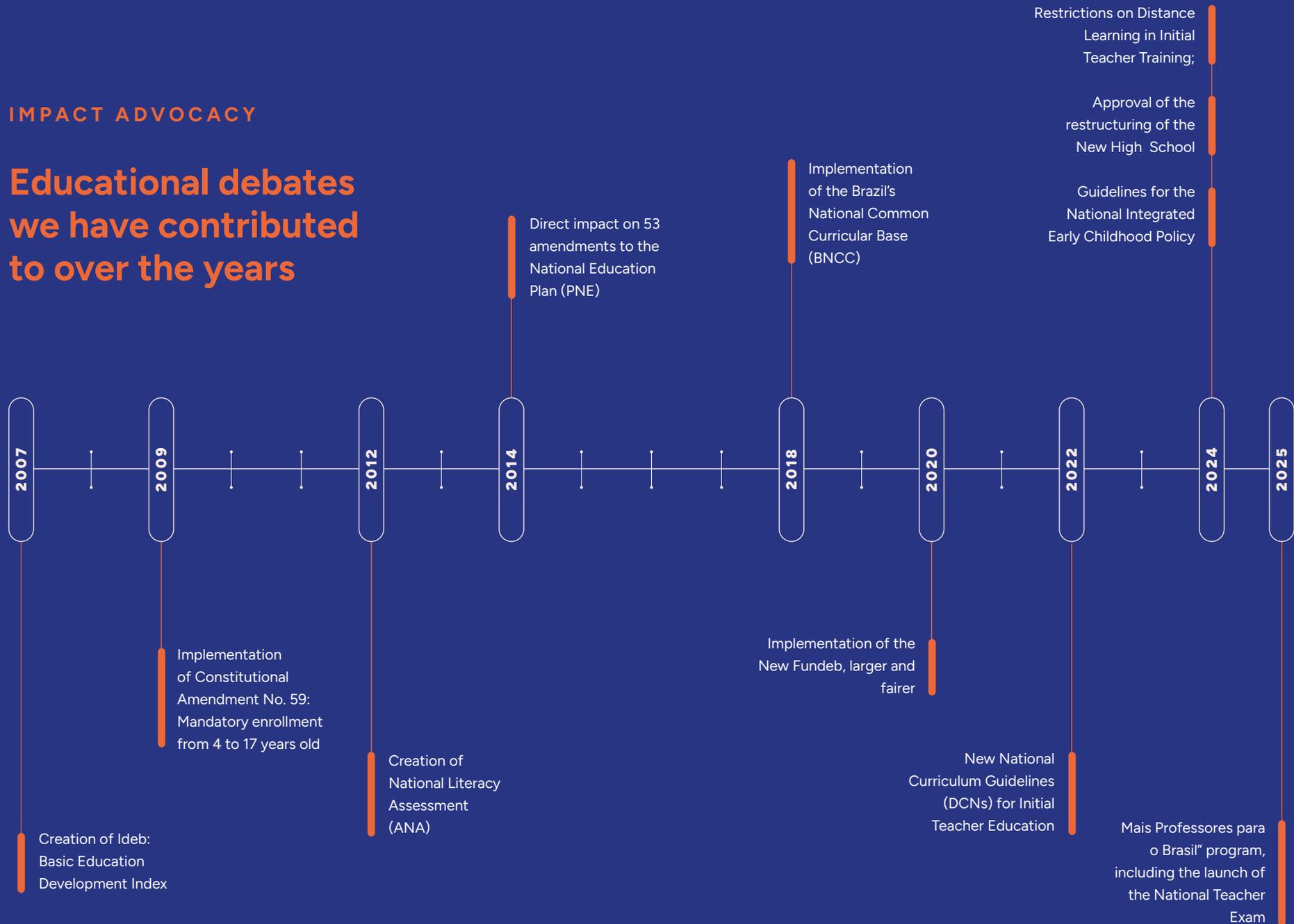
We form coalitions with experts and organizations from the education sector that share our purpose to work in synergy and achieve common goals. This union strengthens the joint production of knowledge, encourages the creation of learning spaces and drives more coordinated action by social organizations with public authorities, increasing the collective impact of individual actions.

Includes technical notes with data analysis, educational results, in addition to monitoring the formulation and implementation of public policies for Education.

Institutional actions that support the efforts of other advocacy fronts, ensuring brand strength, a motivated and aligned team, responsible management and financial independence, as well as strategic and transparent governance.

## IMPACT ADVOCACY

# Educational debates we have contributed to over the years

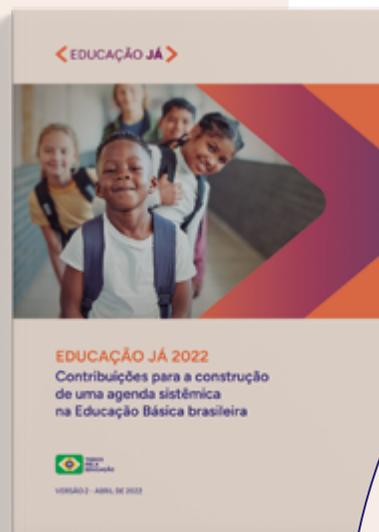


# 02

EDUCATION NOW

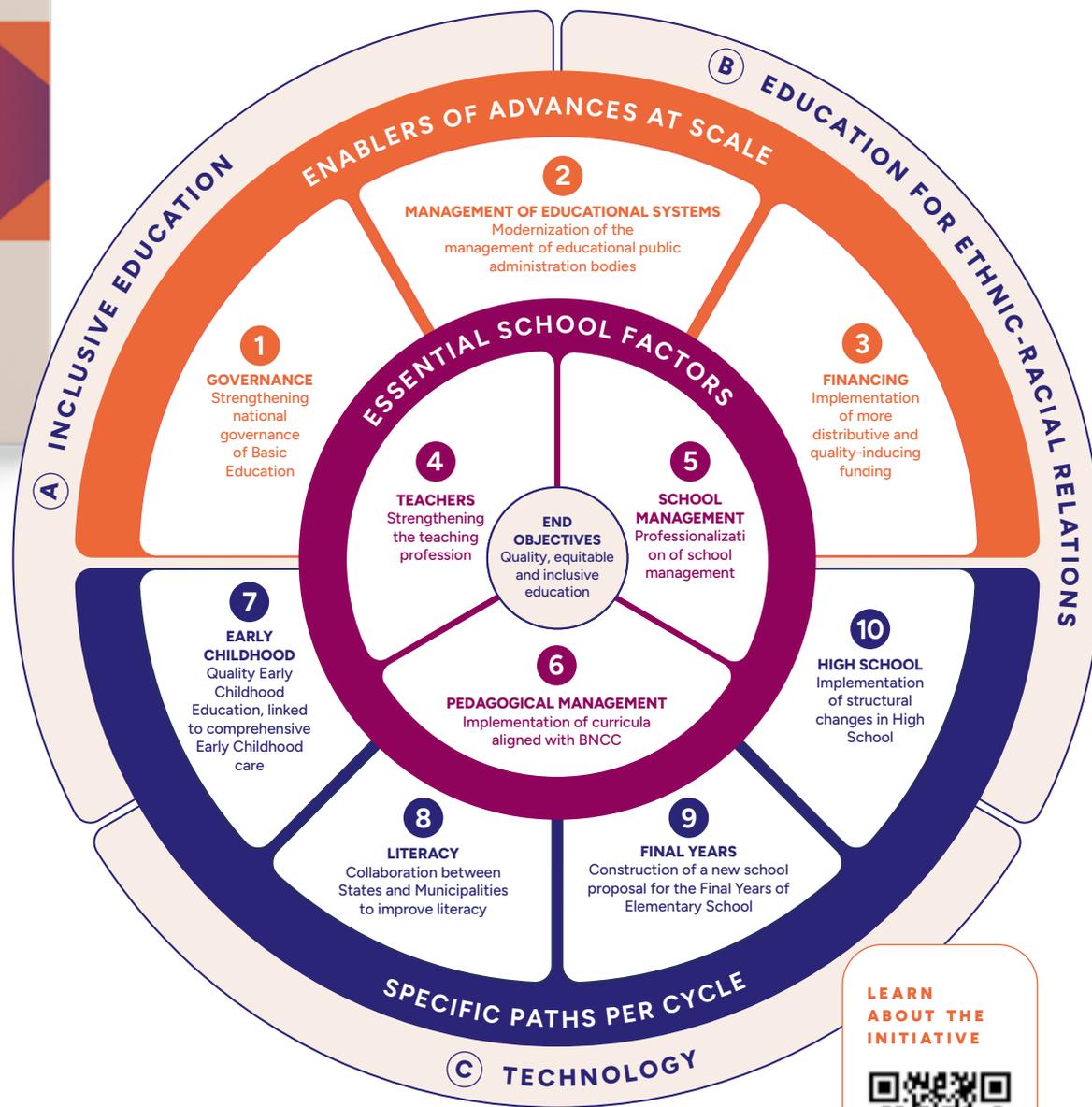
## An agenda for Brazil's Public Basic Education





The basis of the changes that Todos Pela Educação advocates is guided by a systemic, transparent and constantly evolving agenda, Education Now. The initiative, launched in 2018 and updated in 2022, presents diagnoses and proposals for specific paths for 13 structural themes of Basic Education.

It is a technical and political document. Technical, because it is based on evidence, from research and analysis of educational data, in addition to successful experiences within and outside Brazil. Political, not only because it presents itself as a basis for a dialog with decision-makers, but as a manifesto that calls on society to defend Brazilian Public Education.



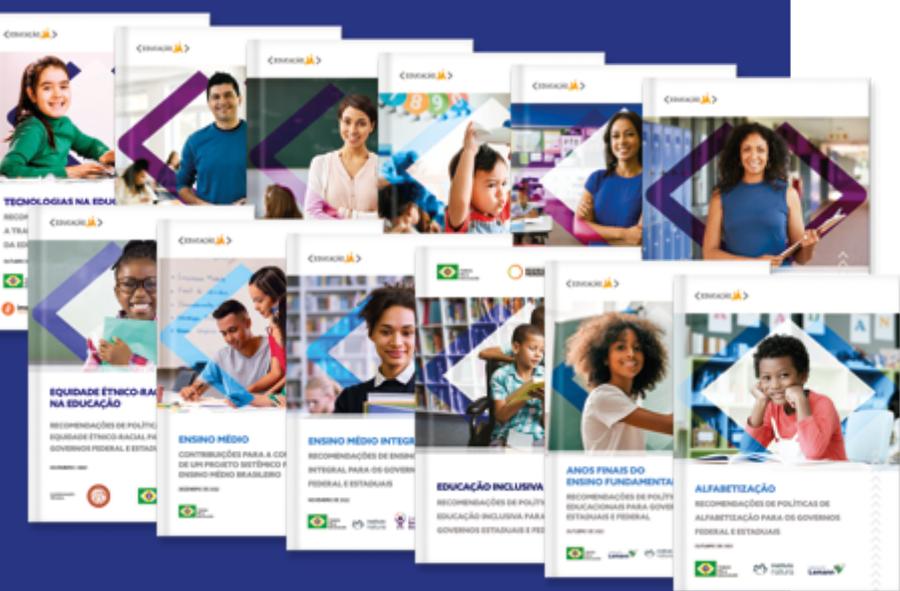
LEARN ABOUT THE INITIATIVE



# Recommendations details

Between 2022 and 2023, we produced a set of thematic documents with the support of experts in their fields on various topics covered in the Education Now agenda. Each document delves into fundamental aspects of Basic Education: Early Childhood, literacy, Final Years of Elementary School, High School, Comprehensive High School, school management, teachers, pedagogical policies, Ethnic-Racial Equity in Education, Inclusive Education and technologies in Education.

ACCESS THE DOCUMENTS



## MUNICIPAL AGENDA

# Education Now Municipalities

In 2024, we launched the second edition of the Education Now Municipalities initiative.

In 2024, we launched the second edition of the Education Now Municipalities. With 62% of enrollments across Brazil, municipalities are major players in Basic Education. They are constitutionally responsible for ensuring that all children have access to and the conditions for learning in daycare centers, preschools, and Elementary School. Based on a dialog with the federal Education Now systemic agenda, the municipal initiative brings recommendations for the formation of agendas for Basic Education within cities. 2024 Education Now Municipalities brings together, on an online platform, **an homonymous document, overviews of educational data from all Brazilian municipalities and a series of training materials for municipal managers and technical teams:** the ICMS-Education guide, which details how the tax can benefit both Education and municipal revenue; the Municipal Education Financing guide, which explains municipal funding sources and their distribution rules; and the Strategic Planning guide for an Education Department, with measures that can be adapted to various contexts in municipal networks.



# 03

## 2024 MILESTONES

### Main advocacy initiatives

#### UPPER SECONDARY EDUCATION

If between 2022 and 2023 we qualified the debate on the Upper Secondary Education, in 2024 we contributed to the improvement of the Ministry of Education's proposal sent to the National Congress. We participated critically in each stage of the bill's approval, guiding the press, publishing analyses and making technical contributions on the original text and other modifications made while the matter was being processed between the Congress and the Senate. The effort paid off. The new reform is a victory for Brazilian Education, as it increases the workload of Basic General Education in conjunction with Professional and Technological Education; it better defines educational paths and gives students greater autonomy in choosing their learning paths according to their abilities.

#### EARLY CHILDHOOD

An important commitment for the present and future of the country took place in 2024: the construction of an Integrated National Policy for Early Childhood, officially assumed by the Presidency of the Republic. Together with the Maria Cecilia Souto Vidigal Foundation, we were the technical rapporteur for the Working

Group of the Council of the Presidency of the Republic on Early Childhood, and we delivered the final report of the WG, which was the basis for the decree containing guidelines for the construction of the policy.

alarming results, we will intensify our advocacy to draw society's attention to the responsibility of public managers regarding the learning of Brazilian students. We will shine a light on the states that have been standing out and warn about those that have worsened in the indexes.

interactive and modern version of the publication, which is a reference for monitoring all stages and modalities of Basic Education. The publication has regained its prestigious place in qualifying public debate, being among the highlights of repercussion in the press last year.

## TEACHERS

Our agenda to strengthen and enhance the teaching profession has also advanced. These efforts have materialized in our participation in seminars, such as the one held by the Association of Education Journalists (Jeduca), in our public statements against the losses in the category caused by the new minimum wage for teachers, and in favor of the new curricular guidelines for initial teacher training. Our studies on teacher hiring and the quality of public examinations, which guided the debate, are particularly noteworthy.

## MUNICIPAL ELECTION RACE

Under the umbrella of the Education Now Municipalities initiative, we prepared a package of advocacy actions to place Basic Education as a priority on the agendas of candidates and in the future government plans of candidates for the 2024 elections. These included technical documents, support for debates conducted by multiple media outlets, dialog fronts with numerous party foundations, meetings and strategic events to mobilize new administrations to act in favor of Education in their territories.

## SAEB/ IDEB

In 2024, we will once again monitor the learning results of the National Basic Assessment System (Saeb) and the Basic Education Development Index (Ideb) and, in view of the

## BRAZILIAN YEARBOOK OF BASIC EDUCATION

The Brazilian Yearbook of Basic Education is back. After a three-year hiatus, we launched, together with Editora Moderna and Fundação Santillana, a more

**This was a summary of our main actions in 2024. On the following pages, you will be able to delve deeper into them and also understand in what other ways our work contributed to our children, adolescents and young people having a quality Education.**

## Priority direct advocacy

### RESTRUCTURING THE NEW HIGH SCHOOL: A BETTER SCHOOL FOR OUR YOUNG PEOPLE

Sanctioned in August 2024, Bill No. 5.320/2023, which restructures the New High School (NEM), will deliver the country a considerably better stage than the one that was in force until then. Reforming it was urgent. Initiated in 2017, the first amendment presented several problems that could not be ignored, under penalty of harming especially the most vulnerable students. For this reason, the final text, approved last year, was a cause for celebration.

Between 2022 and 2024, we contributed technically and independently to this discussion, advocating for adjustments to critical points, but also for the maintenance and improvement of the positive aspects of the original reform. From our first diagnoses, we pointed out that it was not just an implementation problem and, at the same time, we argued that repealing everything would be a step backwards - see the complete overview of our work on the subject.

## DISCOVER ALL OUR DOCUMENTS ABOUT THE NEW HIGH SCHOOL

### DECEMBER 2022

"Contributions to the construction of a systemic project for Brazilian High School";



### MAY 2023

"Proposals for the evaluation and restructuring of the national High School policy";



### AUGUST 2023

"Contributions for the New High School based on the proposals of the Ministry of Education";



### NOVEMBER 2023

"Analysis of Bill No. 5.230/2023, sent by the Ministry of Education to the National Congress, on the New High School";



### DECEMBER 2023

"Analysis of the Substitute for Bill No. 5.230 of 2023".



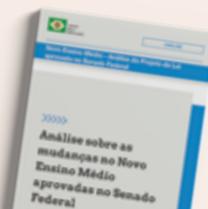
### MARCH 2024

"Analysis of the changes to the New High School approved by the Congress".



### JUNE 2024

"Analysis of the changes to the New High School approved by the Federal Senate".



### JULY 2024

"Analysis of the Bill that reforms the New High School approved by the National Congress".



Despite the progress on the topic with the approval of the new legislation, an effective restructuring of the last stage of Basic Education will only be possible with good implementation, which should unfold from 2025 onwards.

WE WORK IN COOPERATION WITH THE PUBLIC AUTHORITIES TO SUPPORT CONVERGENCES AND THE PRIORITIZATION OF THE NEW HIGH SCHOOL

More than 60 meetings such as gatherings, hearings and events with authorities and decision-makers.



1 Priscila Cruz, our CEO, delivers a technical note to the Minister of Education, Camilo Santana.



2 The executive team of Todos present proposals of the New High School to the Secretariat for Intersectoral Coordination and Education Systems (Sase) of the MEC.



3 Priscila Cruz and Israel Batista, both from Todos, deliver a report on the NEM to Senator Professora Dorinha Seabra (União - TO), the rapporteur for the topic in the Senate.



4 Congressman Pedro Campo, (PSB - PE), Renan Ferreirinha (PSD - RJ), Duarte Junior (PSB - MA), and congresswoman Tabata Amaral (PSB - SP) receive members of the executive team of Todos and one of our reports on Brazilian High School



5 Olavo Nogueira Filho, Executive Director of Todos, presents proposals for the NEM to the Center for the Teachers of São Paulo (CPP).



**> THREE  
POSITIVE  
POINTS  
OF THE  
APPROVED  
TEXT**

**1 WORKLOAD FOR BASIC GENERAL EDUCATION (FGB) COMBINED WITH PROFESSIONAL AND TECHNOLOGICAL EDUCATION**

Before the bill was approved, the maximum workload for the FGB was 1,800 hours (for the three-year period of High School). Now, it is a minimum of 2,100 or 2,400 hours, depending on the educational path chosen. One of the problems with the previous maximum workload is that it greatly reduced the time dedicated to subjects in the Brazil's National Common Curricular Base during High School. The new workload also allows education systems that have extended workloads (such as full-time schools) to have the flexibility to work on the FGB over a longer period of time.

**2 DEFINITION OF TRAINING ITINERARIES**

It is very important that the itineraries have been established as "deepening" areas of knowledge or technical and professional training. The approved text makes the understanding of technical and professional training specific, stating that it should be "organized according to the technological axes and technological areas defined in the terms provided for in the national curricular guidelines for Professional and Technological Education, in compliance with the National Catalog of Technical Courses (CNTC)". Another important definition of the reform is that the national guidelines for deepening the areas of knowledge are prepared by the Brazilian Council of Education (CNE).

**3 YOUNG PEOPLE'S FREEDOM TO CHOOSE THEIR TRAINING COURSES**

All high schools must offer comprehensive in-depth study of the four areas of knowledge. These courses must be organized into at least two distinct training courses (the exception is schools that offer technical and professional training). The previous law stipulated that education systems should offer this minimum variety of courses per municipality (and not per school). This makes High School more attractive and better aligned with each student's life project.

**ACCESS  
ALL THE  
TECHNICAL  
MATERIAL  
WE HAVE  
RELEASED ON  
THE TOPIC**



## THE VOICE OF THE STUDENTS: OPINION SURVEY “YOUNG PEOPLE ENTERING HIGH SCHOOL”

In addition to the productions focused on the Bill, we also qualified the debate around High School with a sample opinion poll that heard young people between 14 and 16 years old who were entering the stage, commissioned by the Instituto Datafolha and carried out in person between January and February 2023. The survey revealed that maintaining the more flexible High School model meets the desires of most young people: most of them want a more flexible school. Almost two thirds (65%) of those interviewed expressed the desire for a curriculum that encompasses both subjects common to all and others that allow them to navigate areas of personal interest or take a technical course – in other words, they agree with the essence of the NEM. When considering only those who say they are aware of the High School reform (just under half of young people), the indicator rises to 70%.

The second part of the data, which we released in April 2024, brought other valuable inputs, now more focused on interest in full-time education and Professional and Technological Education (EPT), two other important dimensions of the NEM. Seven out of ten young respondents intended to study and work during their education – 74% among students in the public school system and 55% in the private school system. The survey also showed that 33%

of students who do not study full-time indicated work-related issues as the reason for this choice: 20% of them said they work to have financial independence and 13%, to help their families.

This is important data for us to think about scholarship and savings policies for High School students, such as the financial-educational incentive program of the Brazilian federal government “Pé-de-Meia.

## TECHNICAL NOTE ON THE “PÉ-DE-MEIA” PROGRAM: FINANCIAL-EDUCATIONAL INCENTIVE

Focused on young students of all types of High School education who belong to families registered in the Single Registry for Social Programs - CadÚnico, the “Pé-de-Meia” Program is a financial-educational incentive policy for High School students, created and regulated in January 2024 by the federal government. The program has the potential to mitigate some of the main challenges of High School, which presents critical indicators of dropout and evasion. However, to achieve its objectives, other policies need to work together, such as the definitions and implementation of adjustments to the New High School, the expansion of technical and professional training, and the increase in full-time schools in the country. In a technical analysis on the subject, we highlight positive points and points of attention.

The positive points include the combination of recurring payments and savings; the transfer of resources made directly to students; the well-planned conditionalities of the program; and the financial support for young people to start their adult lives. On the other hand, the very broad objectives and lack of clear goals require attention; the disregard for additional transfers for students in full-time schools; challenges in measuring students' school attendance; and the lack of incentives for the Enem (Brazilian National High School Exam), so that students have greater dedication in the exam.

TAKING CARE OF  
CHILDREN IS TAKING  
CARE OF THE FUTURE

## For a National Integrated Policy for Early Childhood (PNIPI)

In recent years, and with the support of the Bracell Foundation, we have dedicated significant efforts to contributing to the advancement of public policies for Early Childhood, the stage between 0 and 6 years of age that corresponds to the period of greatest brain development in a person. In May 2023, our CEO Priscila Cruz became a voluntary member of the Council for Sustainable Economic and Social Development, an advisory body linked to the Secretariat of Institutional Relations of the Presidency of the Republic, also known as “Conselhão”.

The Early Childhood Working Group (WG) was established in August 2023 by the Conselhão

with the aim of raising the priority of the issue on the Federal Government's agenda across the different ministries and collaborating in the creation of the **National Integrated Policy for Early Childhood (PNIPI)**. Todos and the Maria Cecília Souto Vidigal Foundation were chosen as the technical rapporteurs for the group's activities, and Priscila joined the WG's coordination team alongside Claudia Costin, Gabriel Chalita, Ligia Moreiras, Marlova Noletto, Neca Setubal, and Pedro Ivo Viana Moura.

The group's activities included a series of discussions, listening sessions, and technical meetings to support the development of the PNIPI.

The then Minister of the Secretariat for Institutional Relations Alexandre Padilha, Priscila Cruz, our CEO, and the President of the Republic Lula at the 2nd Plenary Session of the Council.



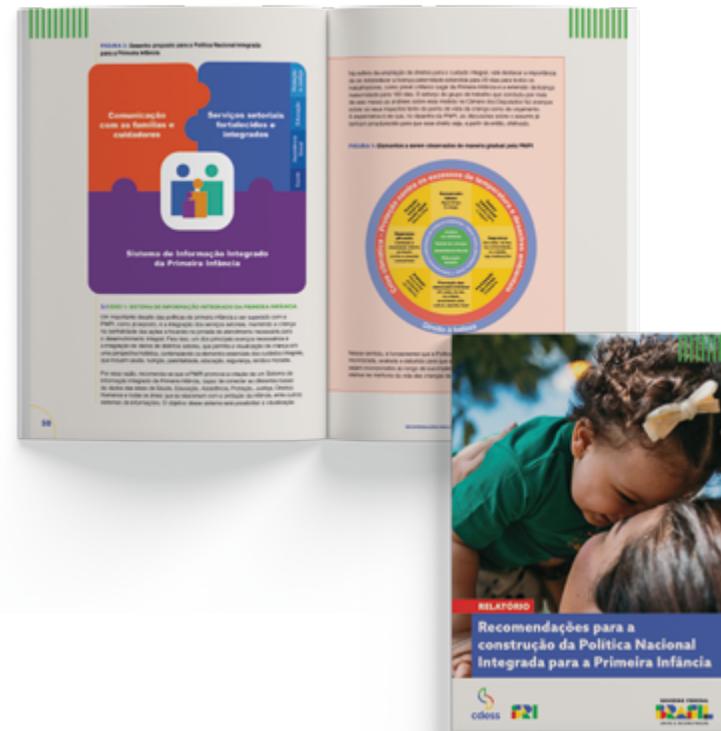
**PLURAL DOCUMENT,  
REPORT BRINGS TOGETHER  
RECOMMENDATIONS FOR  
THE PNIPI**

The work of the WG resulted in the production of a report with recommendations for the construction of an unprecedented National Integrated Policy for Early Childhood. The document was technically reported by Todos and the Maria Cecilia Souto Vidigal Foundation (FMCSV), with coordination by Priscila Cruz, from Todos; Mariana Luz, from FMCSV; and Vital Didonet, from the National Early Childhood Network. In June 2024, the WG presented it to the Minister of the Secretariat for Institutional Relations Alexandre Padilha and, in the same month, delivered the final report to the Plenary of the Conselho, which supported the signing of a decree by the President of the Republic, Luiz Inácio Lula da Silva, in which the guidelines for the institution of the policy and the creation of a new Interministerial Committee on the subject are set out. Priscila highlighted the importance of the government's commitment to the entire set of recommendations. "They are the result of hard work by many people, who for years, inside and outside governments, have been working to guarantee the fundamental rights of our children," she said at the time.

“They are the result of hard work by many people, who for years, inside and outside governments, have been working to guarantee the fundamental rights of our children”

**Priscila Cruz**

CEO





**1 and 2** Priscila Cruz and the executive team of Todos deliver the report with recommendations for the PNIPI to the then Minister of the Secretariat of Institutional Relations, Alexandre Padilha.

**3** Third plenary session of the Conselho, which saw the signing of the presidential decree. Priscila Cruz is on the right side of President Lula.

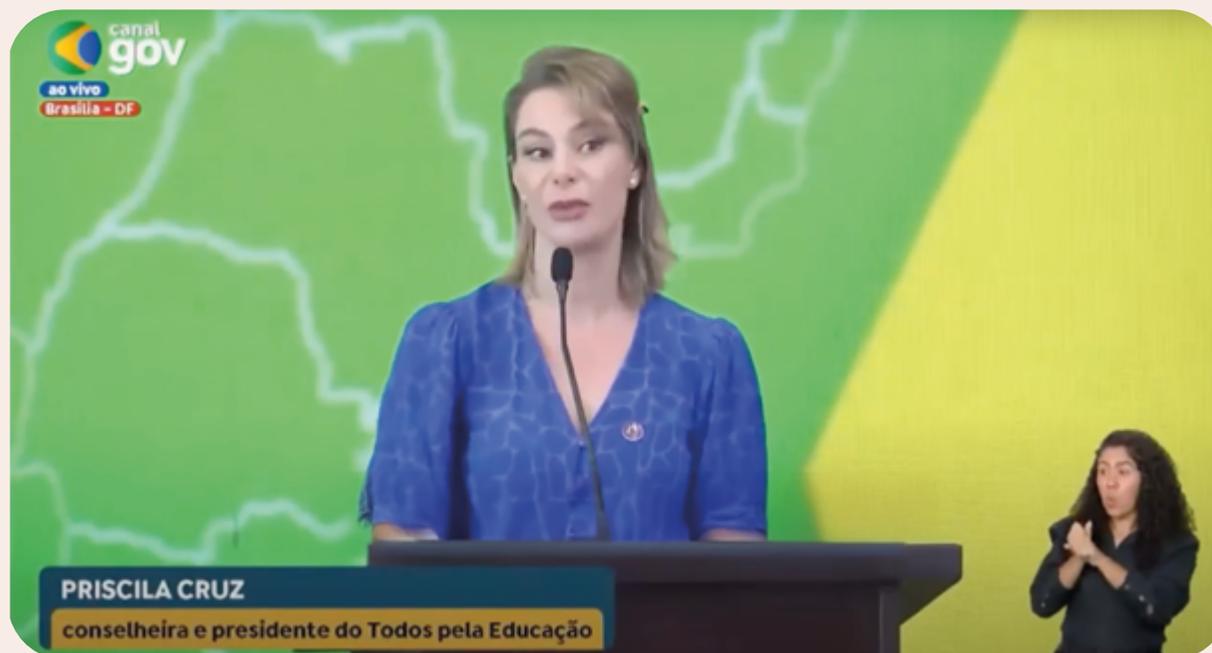
## Why is supporting Early Childhood the smartest investment?

Statement by Priscila Cruz during the meeting of the Council for Economic and Social Development, in Brasília (DF), in June, where President Lula established the guidelines for the National Integrated Policy for Early Childhood and also created an intersectoral committee on the subject in the government.

*“Do you know why there is no lobby for mothers and no lobby for babies? Because these children and mothers are there at 4:30 in the morning at a bus stop to be the first in line at the health center, because they need to get vaccinated quickly. They need to get care quickly because they have to return the child to a daycare center or to a neighbor's, and then go back to work so that the boss doesn't fire them. There is no lobby because the burden of caring for children, which should be the responsibility of all of us, is on the mother! Vital Didonet, who is here and is a great activist for early childhood, says the following: 'policies for early childhood are integrated, but they are for mothers, not for us.' We need to integrate these policies. These mothers need our*

*help. The weight on their shoulders is very heavy, which is why we have a great opportunity here, in this council - to make the voices of these mothers heard and, more than that, to defend a policy that integrates all these services, which is the National Integrated Policy for Early Childhood. To form a brain capable of a million connections, this child needs stimulation, bonding and affection, but three quarters of the children who are registered with CadÚnico only have a mother, no father to take care of them. How can they handle all the stimulation alone? Women in this country know this - there is nothing smarter than a country focusing on, prioritizing early childhood. A child who is cared for can weather the thousands of storms that they will face in life. This life is very difficult, even more so for a poorer child. And neglecting childhood is emptying our future.*

*To have this care, we need public policy, and to have real public policy, we need political decision, President. And the political decision needs to have a strong voice from the country's leadership saying: 'ministries, I want to prioritize Education. I want to prioritize early childhood. It is smart to do this, it is caring not only for the present, but also for the future.' There is an African saying that goes like this: it takes an entire village to care for a child. I wanted to update and bring it to Brazil: we need an entire Brazil to care for children. If we don't have the whole of Brazil taking care of them, it won't be possible to build this country. We can be the first major country to have a National Integrated Policy for Early Childhood.”*



## ORGANIZATIONS AND ENTITIES THAT COLLABORATED WITH THE EARLY CHILDHOOD WG

- › Atricon - Association of Members of the Brazilian Courts of Auditors
- › Blavatnik School of Government
- › Innovation Center for Brazilian Education (CIEB)
- › Brazilian Coalition to End Violence against Children and Adolescents
- › National Council of Education
- › National Council of Justice
- › Municipal Council of Health Secretaries - Conasems
- › National Council of Health Secretaries – Conass
- › National Council for the Rights of Children and Adolescents -Conanda
- › National Board of Municipal Managers of Social Welfare
- › Van Leer Foundation
- › Bracell Foundation
- › Fundação José Luiz Egydio Setúbal
- › Joint Parliamentary Front on Early Childhood
- › National Front of Mayors - FNP
- › Instituto Alana
- › Instituto Articule
- › Instituto Avisa Lá
- › Instituto da Infância (Ifan)
- › Instituto PIPA
- › Rodrigo Mendes Institute
- › Ita Social
- › Núcleo Ciência Pela Infância
- › Organisation for Economic Co-operation and Development (OECD)
- › National Pact for Early Childhood TEA Project
- › Rede Nacional Primeira Infância
- › UNAS Heliópolis
- › Unesco
- › National Union of Municipal Education Leaders (Undime)



### INTERSECTORAL COMMITTEE FOR THE NATIONAL INTEGRATED POLICY FOR EARLY CHILDHOOD

In October, an important step forward was taken on this issue: the Federal Government established the Intersectoral Committee for the National Integrated Policy for Early Childhood, responsible for coordinating public policies aimed at child development in Brazil, with the participation of the Maria Cecilia Souto Vidigal Foundation. The initiative focuses on defining responsibilities and priority actions to ensure the full development of children aged 0 to 6, and seeks to establish integrated action between different ministries. The committee was structured around five priority areas, each coordinated by a specific ministry:

SEE THE LIST  
OF EXPERTS,  
MANAGERS AND  
ORGANIZATIONS  
THAT CONTRIBUTED  
TO THE EARLY  
CHILDHOOD WG





### LIVING WITH RIGHTS

Coordinated by the Ministry of Human Rights and Citizenship, the objective of this axis is to ensure the protection and defense of children's rights, with an emphasis on preventing and combating abuse and all forms of violence;



### CARING AND EDUCATING

Under the leadership of the Ministry of Education, this axis aims to promote the integral development of children, ensuring access to adequate care, quality Early Childhood Education and Basic Education;



### LIVING WITH HEALTH

Coordinated by the Ministry of Health, the focus of this axis is to guarantee the integral care of children's health, with actions that involve everything from basic care to the promotion of a healthy environment for child growth;



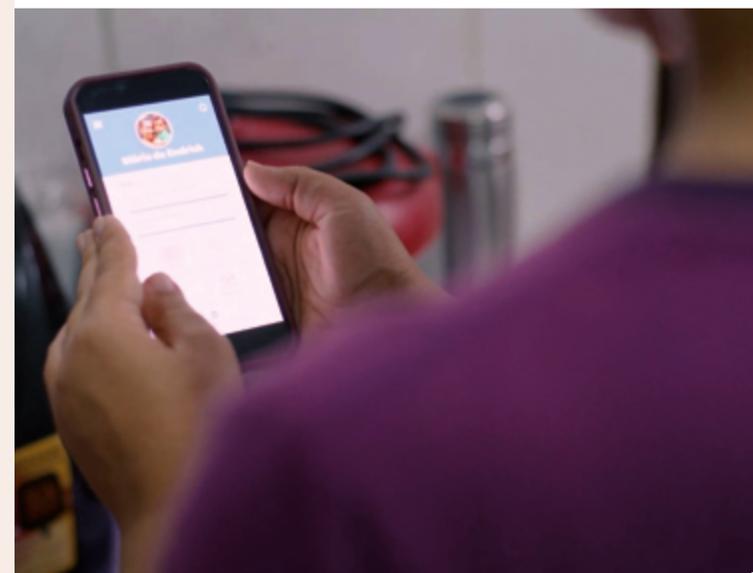
### LIVING WITH DIGNITY

The Ministry of Development and Social Assistance, Family and Fight Against Hunger is leading this axis, which seeks to ensure access of children and their families to protection and social assistance services;



### INTEGRATION OF INFORMATION AND COMMUNICATION WITH FAMILIES

Coordinated by the Civil House of the Presidency of the Republic, this axis aims to strengthen communication and the flow of information between families and the State, promoting greater integration and support for public policies.



### SUPER APP FOR EARLY CHILDHOOD: INTEGRATION ON THE PHONE SCREEN

The results of the Committee began to emerge in 2024, with the announcement by the federal government of the creation of an application that integrates health, education and social assistance data. Inspired by local Brazilian initiatives, such as those in Recife, the idea is for families to include data on their children from birth to 6 years old. The novelty of the application is to unify, on a platform accessible to families, data that is currently distributed across different information bases. The initiative is an important pillar for implementing a National Integrated Policy for Early Childhood, and should become a priority for the federal government.

In April, Priscila Cruz participated in the launch of the Recife's Child Health Record (Caderneta da Criança), which uses technology, including artificial intelligence, to integrate intersectoral data and services for Early Childhood. The platform integrates health, education, and social assistance information — such as vaccinations, medical appointment schedules, interest in daycare vacancies, among others. Todos and Cieb (Innovation Center for Brazilian Education) have supported these efforts in Recife. We also visited the state secretariat of Piauí, which is developing similar technological support. These are initiatives that stand out for offering support to mothers and families, as we pointed out in an article in the newspaper O Globo. Brazil has the technological capabilities to integrate databases, and this is the chance to become a reference country in digital government for our children.

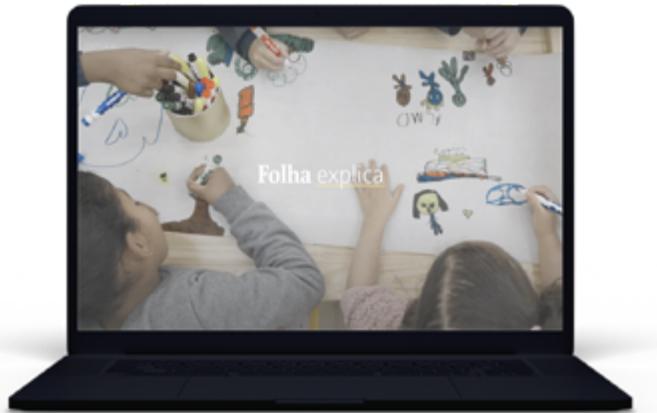


Priscila Cruz, CEO of Todos, and Julia Sant'Anna, Executive Director of Cieb, at an event promoted by the City of Recife, which announced the launch of the Digital Child Health Record.



### TRANSVERSALITY SEMINAR

Priscila Cruz participated in the Transversality in Public Policies seminar, an initiative of the Ministry of Planning, in partnership with Unicef Brazil and the Inter-American Development Bank (IDB). She spoke about the importance of multisectoral coordination, focusing on the areas of health, education and social assistance, and advocated the creation of a National Integrated Early Childhood Policy.



## EARLY CHILDHOOD IN THE NEWSPAPER

# Special Series in Folha de S. Paulo

In partnership with the Maria Cecília Souto Vidigal Foundation, we supported the production of the news series “Primeira Infância” (Early Childhood), published by the newspaper Folha de S. Paulo between May and August. The series addressed the importance of the first six years of life in the formation and development of children and adolescents, and their impact on society. The initiative included reports, interviews and data analyses that discussed how investing in childhood translates into returns for the country. Priscila Cruz, CEO of Todos Pela Educação, told the newspaper that “It is important that we draw attention to a policy that is often invisible and does not receive the importance it truly deserves”.

SÉRIE PRIMEIRA INFÂNCIA

## Folha lança série sobre a primeira infância no Brasil

Projeto abordará importância dos primeiros seis anos de vida na formação das crianças e os impactos para a sociedade

SÉRIE PRIMEIRA INFÂNCIA

## Estresse tóxico na primeira infância gera dificuldade de aprendizado e de socialização

Situações de violência e de negligência nos primeiros anos de vida afetam saúde física e mental

SÉRIE PRIMEIRA INFÂNCIA

## Insegurança alimentar na infância afeta desenvolvimento socioeconômico do país

Falta de comida em quantidade suficiente atinge 2,3 milhões e pode prejudicar aprendizagem, saúde e até renda

SÉRIE PRIMEIRA INFÂNCIA

## Especialistas defendem primeira infância como prioridade nas eleições 2024

Investimentos nessa etapa da vida reduzem desigualdade e têm alta taxa de retorno econômico, mostram estudos

SÉRIE PRIMEIRA INFÂNCIA

## Governo Lula institui política nacional para a primeira infância

Resolução prevê diretrizes para implementação do Marco Legal da Primeira Infância

SÉRIE PRIMEIRA INFÂNCIA

## Abordagem racial adequada contribui para autoestima na primeira infância

Negligência e discriminação prejudicam o entendimento da criança sobre si mesma

SÉRIE PRIMEIRA INFÂNCIA

## Crianças pobres e negras têm menor acesso à saúde e educação na primeira infância; veja gráficos

Período que vai de 0 a 6 anos de idade é determinante para o desenvolvimento humano

SÉRIE PRIMEIRA INFÂNCIA

## Genes influenciam, mas alimentação inadequada e pobreza afetam mais o desenvolvimento infantil

Análise dos primeiros mil dias de mães e seus bebês pode guiar políticas públicas para redução das desigualdades na infância

SÉRIE PRIMEIRA INFÂNCIA

## Visita domiciliar pode reduzir mortalidade neonatal e ajuda a identificar doenças em crianças

Projetos sociais com foco na primeira infância têm impacto na vida das famílias

SÉRIE PRIMEIRA INFÂNCIA

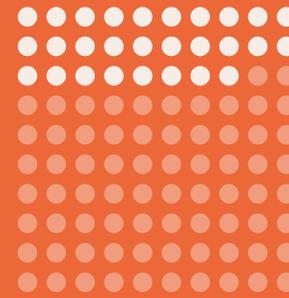
## Países investem em políticas para primeira infância, mas enfrentam limitações

Colômbia e Japão têm problemas de acesso; na Dinamarca, há desinteresse pela profissão de educador, que tem baixos salários

## CONSTITUTIONAL LAW

# Childcare supply is still insufficient

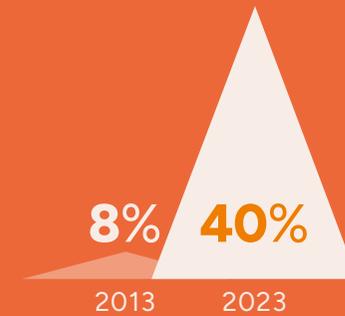
Daycare is a space for social interaction for children, which diversifies and deepens their early learning. It is also a safe space for care and personal development. In Brazil, 2.3 million children aged 0 to 3 are not in daycare due to difficulties in accessing the service, according to a survey conducted by Todos in April, based on data from the 2023 Continuous National Household Sample Survey (PNAD-C) Education, conducted by the Brazilian Institute of Geography and Statistics (IBGE). Families are not required to enroll their children in daycare, but offering places is a constitutional duty: 6 out of 10 families would like their children to attend daycare, but only 4 are served.



# 28%

of children from poorer families are not in daycare due to difficulty in accessing it. Among richer families, this number drops to 7%

The percentage of indigenous children up to 3 years old enrolled in daycare reached its highest point in a decade, jumping from 8% in 2013 to 40% in 2023.



Only 24.8% of these institutions have teaching materials.



Only 12.8% have libraries or reading rooms.



Only 5.5% of schools have bathrooms suitable for the age group of children.



In addition, only 43% have access to the Internet and around 30% of them suffer from power supply problems.

2024 EDUCATION  
NOW MUNICIPALITIES

# Educational Policy Recommendations for Municipal Administrations (2025-2028)

In 2024, we launched the second edition of Education Now Municipalities, an initiative that provides recommendations for educational policies to support the development of municipal agendas for Basic Education, focusing on the next four years. The material is based on the best evidence and experiences in Brazil, and indicates ways for municipal administrations to face current challenges, taking advantage of the window of opportunity at the beginning of the administration to strengthen or advance structural changes. The document is organized into three main parts:



1

Context and objectives of educational management in municipalities, which addresses the responsibilities of municipalities in providing Basic Education, presents data on municipal Education in Brazil and indicates three priority objectives to guide management;

2

Guiding premises for the formulation and implementation of educational policies, which highlight the necessary conditions for the success of an agenda that seeks to structure a high-quality educational system;

3

Recommendations for educational policies, which presents a systemic vision for municipal educational management, with recommendations for its main elements and public policies.



No Brasil, o nível adequado na aprendizagem em Língua Portuguesa nos Anos Iniciais do Ensino Fundamental (5º ano) saltou de 28% em 2007 para 61% em 2019.

EVOLUÇÕES NO IDEB, ENTRE 2007 E 2019 (5º ANO - REDE MUNICIPAL)

- Coruripe/AL (de 4,1 para 8,9)
- Teresina/PI (de 4,4 para 7,4)
- Sobral/CE (de 4,9 para 8,4)

Inspiração em casos de sucesso - O Brasil tem muito o que aprender com o Brasil

Ivan Gontijo, Educational Policy Manager at Todos, in a presentation to the Ulysses Guimarães Foundation (MDB).

The preparation of the document 2024 Education Now Municipalities considered a consultation process with entities representing municipalities, current and former leaders of municipal education departments, and civil society organizations. Among the third sector organizations that collaborated on the production are the partnerships of the **Education Now Municipalities Coalition**: Innovation Center for Brazilian Education (Cieb); Lemann Center; Itaú Social; Maria Cecília Souto Vidigal Foundation; Peninsula Institute; Rodrigo Mendes Institute; and Movimento Profissão Docente. The organizations Bracell Foundation and Parceiros da Educação also participated.

As part of the project, we also made presentations to nine party foundations, with the aim of qualifying their government programs to achieve educational advances. Seeking democratic, independent and non-partisan dialog, Todos met with the following foundations:

Espaço Democrático (PSD), Fundação João Mangabeira (PSB), Fundação Francisco Dornelles (Progressistas), Fundação Leonel Brizola (PDT), Fundação Perseu Abramo (PT), Fundação Podemos (Podemos), Fundação Ulysses Guimarães (MDB), Instituto Índigo (União), Instituto Teotônio Vilela (PSDB).

In an interactive online platform launched in August, in addition to the technical document, we also offer a guide with objectives and priorities for management, overviews of educational data from all Brazilian municipalities, and informative booklets on ICMS-Educação, financing, and strategic planning. 2024 Education Now Municipalities presents recommendations for public education policies to form municipal agendas for Basic Education from 2025 to 2028; overviews of educational data from all Brazilian municipalities; and informative booklets on ICMS-Educação, financing, and strategic planning.



## EDUCATION AS A PRIORITY

# Meeting focused on Education brings together elected and re-elected mayors of large cities

**What a mayor who values Education do?** This was the motto of the meeting “Education as a priority”, held by Todos and which brought together elected mayors from cities with more than 500,000 inhabitants, party leaders and state ministers. During the event, strategies for strengthening Basic Education were discussed; successful experiences at the municipal and state levels and common challenges were presented; in addition to ways to raise the priority of the agenda in municipal administrations in the 2025-2028 cycle. Thirty-four municipalities sent representatives to the meeting. On the occasion, Priscila Cruz highlighted that the work of municipalities, responsible for enrollment in daycare, preschool and the initial years of elementary school, is the basis of the country's social and economic development.

The Minister of Education, Camilo Santana, opened the event by inviting elected and re-elected mayors to lead the educational processes in their cities; in turn, Gilberto Kassab (former mayor of São Paulo), Cinthia Ribeiro (Palmas), and Ivo Gomes (Sobral) shared in the first panel the lessons learned from their experiences as municipal managers; in the second panel, Adriano Silva (Joinville), João Campos (Recife), and Lorenzo Pazolini (Vitória) reported on the challenges of placing Education at the center of management; finally, in the last panel, the interfederative vision was shared with the experiences of governors Rafael Fonteles (Piauí), Raquel Lyra (Pernambuco), and Ronaldo Caiado (Goiás).





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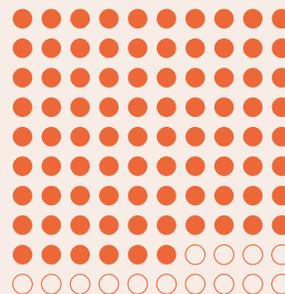
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- 1 Panoramic photo of the event's plenary session
- 2 Lunch with authorities during the event
- 3 Camilo Santana, Minister of Education
- 4 Gilberto Kassab (former mayor of São Paulo-SP)
- 5 Cinthia Ribeiro (Palmas-TO), Ivo Gomes (Sobral-CE), and Gabriel Corrêa (Todos pela Educação)
- 6 João Campos (Recife-PE), Adriano Silva (Joinville-SC), Lorenzo Pazolini (Vitória-ES), and Olavo Nogueira Filho (Todos pela Educação)
- 7 Rafael Fonteles (Piauí), Ronaldo Caiado (Goiás), Raquel Lyra (Pernambuco), and Priscila Cruz (Todos pela Educação)

## SURVEY ON FAMILIES: MUNICIPAL AND FULL-TIME EDUCATION

Understanding the needs of families with school-age children and young people is essential for creating public Education policies. In this context, in December, we published the survey “Family opinions: perceptions and contributions to municipal Education”, commissioned by Todos, in partnership with the Itaú Foundation, and conducted by the Datafolha Institute between July and August.

The data reveal that families demand improvements in municipal Education, and consider **expanding access to full-time schools, improvements in infrastructure and greater support for teachers as priorities.**



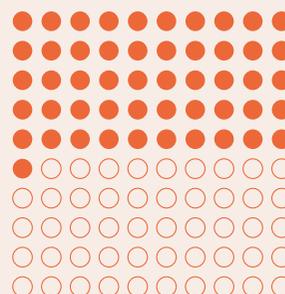
**86%**

agree that there should be greater monitoring of children's development;



**6** entre 10

say their children are learning what is expected for their age;



**51%**

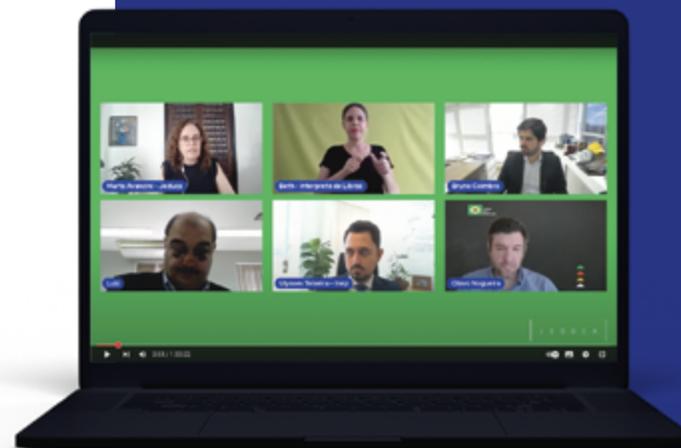
of people agree that “too many students are dropping out of school”.

# Teacher Appreciation

Strengthening the teaching profession has been one of Todos's priorities since its founding. In recent years, we have intensified our advocacy and argued that only a set of measures that address the challenges of teaching in a systemic manner will be able to provide a response that is worthy of the appreciation that the career demands. In this sense, we have been producing knowledge in data since 2021, highlighting the significant increase in initial training of future teachers in the Distance Education modality, especially in private education networks. In 2023, we drew attention to the poor quality of higher education courses, both distance and in-person, through a study and the publication of an unprecedented open letter signed by six organizations. We also warned about the insufficient internships for recent graduates. That same year, an important indicator of the effectiveness of our work appeared when, at the end of 2023, the Ministry of Education (MEC) announced the suspension of distance learning courses in Pedagogy and Bachelor's degrees for 90 days. In 2024, we maintained our efforts on teaching issues, which, once again, had an effect: in November, the MEC announced the launch of a package of policies for teachers.



**READ OUR POSITIONS AND ANALYSES ON TEACHING POLICIES IN DETAIL**



## JEDUCA WEBINAR "TEACHER TRAINING IN DISTANCE LEARNING"

In April, Olavo Nogueira, Executive Director of Todos Pela Educação, participated in the webinar "Teacher training in distance learning: understand the new rules, debates and controversies", organized by the Brazil's Association of Education Journalists (Jeduca). Olavo considered that distance learning cannot be Brazil's main strategy for preparing future teachers. "A solid education requires intense coordination between theory and practice, experience in schools during this period and the development of relational skills that can only be ensured in person", he said. Bruno Coimbra, legal director of ABMES (Brazilian Association of Higher Education Providers), Luiz Roberto Curi, former president of CNE, and Ulysses Teixeira, director of Assessment at Inep (National Institute of Educational Studies and Research) participated in the debate.

## 2024 TEACHER SALARY FLOOR: LOSSES FOR THE CATEGORY

We analyzed the new minimum wage for teaching professionals, which was the subject of a decree issued by the MEC in January. In practice, the 2024 minimum wage did not result in any real gains. We argue that the adjustment format needs to be reviewed, since the current model has some challenges: (I) little predictability due to the amount of the adjustment being tied to short-term economic variations and (II) reduced planning capacity for both those who pay the salaries (public school systems) and those who receive them (teachers).

A new criterion must be adopted, taking into account the budgetary availability of the entities, with greater predictability and ensuring real gains for teachers each year. It must also be financially sustainable over time and allow all entities to comply with the minimum wage.

## NEW NATIONAL CURRICULAR GUIDELINES: ADVANCES IN INITIAL TEACHER TRAINING

The approval of the new National Curricular Guidelines for the Initial Training of Teaching Professionals by the MEC was a wise decision that brought significant advances in relation to previous resolutions (from 2015 and 2019), as we pointed out in May, together with other elements that deserve attention. Among the positive points is the determination that 50% of the total course load in distance learning be offered in person, which strengthens the development of teaching skills and abilities that depend on face-to-face learning.

The role of the National Curricular Guidelines is to guide changes in curricula and assessment instruments, such as the National Exam for the Assessment of Student Performance (Enade), as well as course assessment mechanisms. It is essential that courses are aligned with the challenges of Basic Education. Therefore, the strengthening, by the MEC, of programs such as the Institutional Program of Initiation to Teaching Scholarship (PIBID) and the Pedagogical Residency, is paramount.

## STUDIES ON TEACHER SELECTION: TEMPORARY REGIME WEAKENS CAREERS AND PUBLIC EXAMS DO NOT MEASURE THE CAPACITY TO TEACH

In April, we published the study “Substitute teachers in Brazilian state networks”, showing that, between 2013 and 2023, the number of tenured teachers in state education networks fell to their lowest level in ten years, while the total number of substitute teachers grew. In 2023, the networks had 356,000 substitute teachers (a 55% increase in a decade), compared to 321,000 permanent teachers (a 36% drop in the same period). The study also includes an analysis carried out with data from the National Basic Assessment System (Saeb), which points to a correlation between temporary hiring and lower student proficiency in Portuguese and Mathematics, even considering factors such as socioeconomic level.

Although hiring substitute teachers is important, especially to ensure that education networks are able to complete their teaching staff, this resource should be an exception used in specific cases provided for in legislation, as it weakens teachers' careers.



Temporary hiring has become the norm in state education networks. This is related to the low frequency of selection processes for teachers, motivated by several issues, such as the prohibition of new teacher hiring exams due to the pandemic, fiscal challenges in the states and the preference of some managers for a more flexible hiring model. This can have negative impacts on Education, especially when we observe that in many networks the quality of selection, allocation, remuneration and training policies for these professionals is low.

**Ivan Gontijo**

Education Policy Manager  
at Todos Pela Educação

Increasing the number of public exams, however, is not an effective way to deal with this problem. It is necessary to think about the way in which the exams are currently conducted, a topic that we addressed in November, in the study **“Quality of public exams for the selection of teachers of Basic Education in Brazil”**, carried out with data from 23 states and 19 capitals on public exams to select teachers for the final years of Elementary School in the subjects of Portuguese and Mathematics. The data reveal that the public exams used to select teachers have given little emphasis to the assessment of teaching ability - only 3% of the questions in the objective tests assess knowledge about how to teach specific content, and that practical tests are administered in only four state networks and five municipal networks.

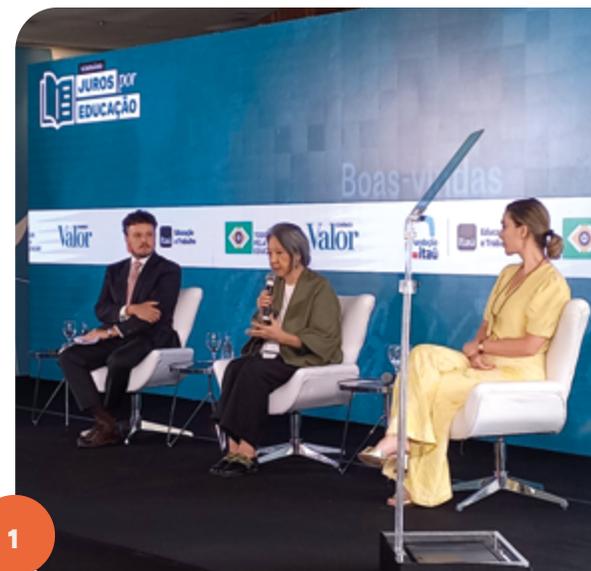
In this context, a national entrance exam for teaching careers, applied as an initial stage of the selection process, would be a measure to address these challenges, as it would save resources for subnational entities and improve the quality of local exams.



## Other direct advocacy actions

### INTEREST FOR EDUCATION: FULL-TIME VOCATIONAL EDUCATION SEMINAR

Investing in Professional and Technological Education (EPT) is an excellent investment from an educational perspective, for the productive inclusion of young people and for the country's socioeconomic development. If there is no new, specific and vigorous funding for the expansion of EPT enrollments, the education sector will not be able to accelerate the pace at the speed necessary to make a decisive contribution to the productive sector in the short term. In this context, Todos Pela Educação, Valor Econômico and Itaú Educação e Trabalho held the “Interest for Education Seminar” in May, which presented ways to qualify the debate around the



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**1** Fernando Exman, head of the Valor Econômico branch in Brasília, Ana Inoue, superintendent of Itaú Educação e Trabalho and Priscila Cruz, CEO of Todos Pela Educação.

**2** Dario Durigan, executive secretary of the Ministry of Finance, Camilo Santana, minister of Education and João Azevedo, governor of Paraíba.



2

homonymous program announced by the federal government in April 2024, which allows states to renegotiate debts with the Federal Government based on the commitment that each entity makes to expanding EPT enrollments a priority. Topics addressed at the event included the program's strategy from the perspective of the Ministries and its technical details, and the states' and governors' views on the proposal.

The event took place in Brasília (DF) and was attended by representatives of the Ministry of Education (MEC) and Ministry of Finance, including Minister Camilo Santana and the Executive Secretary of the MEC, Gregório Grisa; Executive Secretary Dario Durigan (Finance), and Secretary of the National Treasury, Rogério Ceron; and the Governor of Paraíba, João Azevedo. Also participating in the program were the Secretary of Education of Goiás, Fátima Gavioli; the Secretary of Education of Paraná and representative of the National Council of Secretaries of Education (Consed) Roni Miranda; Stanford University professor Guilherme Lichand; the president of the National Committee of Secretaries of Finance, Finance, Revenue, Taxation or Economy of the States and the Federal District (Comsefaz) and Secretary of Taxation of Rio Grande do Norte, Carlos Xavier; the chief economist of Warren Investimentos and former Secretary of Finance and Planning of the State of São Paulo, Felipe Salto; the director of the Brazilian Independent Fiscal Institution (IFI) of the Federal Senate, Vilma Pinto; and the Secretary of Finance of Minas Gerais, Luiz Cláudio Gomes.



There is no shortage of research evidence to support the idea that investing in vocational education is an excellent bet from an educational standpoint, for the productive inclusion of young people and for the country's socioeconomic development. One of the most recent studies, released at the end of last year, supported by Itaú Educação e Trabalho and prepared by Inspere researchers Marcelo Santos, Sergio Firpo, Vitor Fancio and Clarice Martins, showed that if access to technical high school in the country were tripled (as the government has set as a goal), Brazil's GDP (Gross Domestic Product) could register an increase of up to 2.32%, as a result of the greater employability and profitability promoted to workers through vocational training."

**Priscila Cruz  
and Olavo Nogueira Filho**

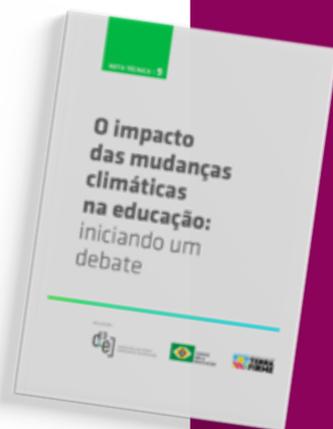
respectively CEO and Executive Director of Todos.

## MUDANÇAS CLIMÁTICAS E A EDUCAÇÃO

In recent years, Brazil and the world have been experiencing the impacts of the climate crisis with increasing intensity. And Education is not left unscathed: the effects are felt in the learning of millions of students, whose classes are made difficult or interrupted in emergency and disaster situations, such as floods, fires and droughts.

This is a subject that should be on the radar of political leaders, experts and civil society. In this context, in November, we launched the technical note “**The impact of climate change on Education: starting a debate**”, in partnership with D3e – Data for a Democratic Debate in Education and Instituto Terra Firme and Banco Master.

Written by Sofia Lerche Vieira, professor emeritus at the State University of Ceará (UECE), the document contextualizes how climate change affects access, retention and learning in Education, and addresses possibilities for facing the challenges inherent to these changes. It also highlights how schools can promote actions that contribute to reversing this scenario.



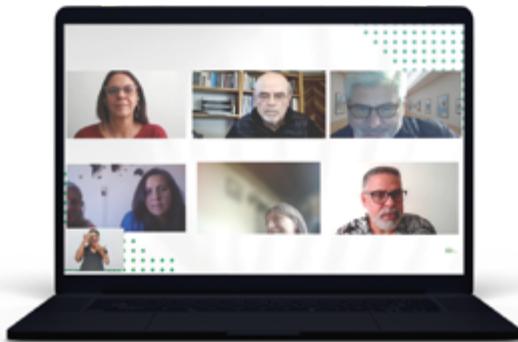
## The material highlights **four axes as fundamental to guide climate action:**

- 1 need for sustainable infrastructure and resilient systems;
- 2 initiatives such as the Brazil's National Green Schools Program, as well as intersectoral actions aimed at preventing natural disasters;
- 3 importance of curricular changes that prioritize climate and environmental literacy, covering initial and ongoing teacher training, encouraging academic research on environmental policies, climate change and education;
- 4 active engagement of the school community in environmental actions, inside and outside the school; urgency of an ongoing debate on Education and climate change, involving multiple actors and aligned with the mitigation of climate impacts in an intersectoral manner.

## PNE: BRAZIL CAN LEARN FROM INTERNATIONAL EXPERIENCES

Based on the reflections presented at the thematic event on long-term education planning, held in December 2023, we support a technical note prepared by D3e and signed by Luiz Carlos de Souza, a researcher at Unirio, on the National Education Plan (PNE) and parallels between the Brazilian experience and cases in other countries.

The experts (five foreigners and one Brazilian) shared valuable suggestions for the creation of the next ten-year plan, such as promoting citizen actions in schools and integrating the sustainable development goals produced by UNESCO into the plan. The 2014-2024 PNE brings together ten guidelines and 20 goals shared by the Federal Government, states and municipalities, and although it came into effect last year, its period was extended until December 2025, time for the processing of a new bill for a 2024-2034 plan.



### BRAZIL

Prof. Dr. Adriana Bauer, from the University of São Paulo (USP).

### ARGENTINA

Prof. Dr. Barbara Isabel Correa, from the National University of Entre Rios and the Ministry of Education.

### MEXICO

Prof. Dr. Eduardo Backhoff Escudero, from the National Autonomous University of Mexico.

### MOZAMBIQUE

Prof. Dr. Arlindo Cornélio Ntunduatha, from Rovuma University.

### PORTUGAL

Prof. Dr. Joaquim Luis Alcoforado, from the University of Coimbra.

### URUGUAI

Prof. Dr. Verônica Filardo, from the University of the Republic.

## PNE IN DEBATES

Our efforts to develop a ten-year plan that meets the demands of Brazilian education and that can be implemented without interruption and duly monitored also included participation in public events. Our CEO, Priscila Cruz, participated in a **theme session of the Federal Senate** in April. From the podium, she advocated that civil society take ownership of the plan. “The PNE was a very strong driver of the many advances achieved by Brazil in education. And the advances were greater in the goals in which we had greater participation from society, federal entities, and institutions as a whole. The establishment of the Brazil’s National Common Curricular Base (BNCC), the advancement of full-time education, and issues related to teacher training are examples of this,” she said. In October, the PNE was also the main topic of the **LIDE Education Seminar**, which had as its theme the role of technology in building an education for the future. Priscila shared her perspective on the role of teachers with the businesspeople, researchers, and authorities present. “We have the idea that being a teacher is something simple, but that’s not the case: it’s the most complex profession there is. We should be absolutely obsessed with training these professionals well, including in terms of technology. The Ministry of Education should increase its focus on teacher training,” she noted.

# Public-private partnerships in Basic Education

Public-Private Partnerships (PPPs) in Basic Education have gained prominence in the Brazilian public debate in the first half of 2024. In June, we published a note in which we analyzed experiences of PPPs in Brazilian Education. **PPPs have potential as tools to improve the infrastructure and administrative management of Brazilian schools, but they are far from being one of the most important educational policies for the country** to effectively face the structural challenges in Basic Education.

For them to work, contracts must be clear and ensure that the responsibilities of each party are delimited. It is essential to ensure that the pedagogical management of school units remains under the control of the pedagogical team and that there is no interference from the private partner, who should be seen as supporting the management team, helping to bring efficiency to the provision of administrative and infrastructure services.

## New Fundeb in 2024

**FISCAL ADJUSTMENT 2024:  
RISK TO EDUCATION FINANCING**

The Proposed Constitutional Amendment (PEC) 45/24, released in December, raised concerns due to the possible impacts of the fiscal adjustment

on essential mechanisms for financing Education. Two points of the PEC drew attention: the constitutional change in the Federal Government's supplement to Fundeb (Fund for the Maintenance and Development for the Basic Education), and the possible budgetary redirection that could lead to a reduction in investments in important national programs for Basic Education. The change in the Federal Government's supplement to Fundeb creates a new line of support, which would be added to the three existing ones (VAAF, VAAT and VAAR). The problem is that, without increasing the overall amount, the new line would take resources from the other three. The proposal also does not clarify the rules for this new line of support. The second point that generates uncertainty is the suggestion, contained in the PEC, that Fundeb resources would be sufficient to promote full-time education, and that resources from the MEC budget would not need to be directed to this purpose. In practice, the department's budget for Basic Education would decrease, and states and municipalities would foot the bill, as pointed out by Olavo Nogueira Filho and Gabriel Corrêa, respectively Executive Director and public policy director at Todos Pela Educação, in an article published by the website Congresso em Foco in December.

**FUNDEB SIMULATOR:  
KNOWLEDGE TRANSFER**

In October 2024, we made an important knowledge transfer to the Federal Government. The Fundeb Simulator, developed by us and launched in 2020, underwent an update and was officially transferred to Inep. The tool aims to simulate changes in the differences and weightings of stages, modalities, durations of the day and types of educational establishment, allowing users to compare the observed scenario with the simulations they wish to test.

## EVENTS

# Mobilization of public managers

### STATES OF THE FUTURE EVENT

Priscila Cruz and Bernardo Baião (Educational Policy Coordinator at Todos) participated in States of the Future, held in July in Rio de Janeiro, a parallel event to the G20, in a thematic panel on technological changes and the knowledge economy.

### NATIONAL FORUM OF PRIVATE HIGHER EDUCATION

Olavo Nogueira made an emphatic defense of predominantly in-person courses in teacher training during his participation in the National Forum of Private Higher Education in Brazil. He argued that distance learning cannot be the main strategy for preparing one of the most important professionals in Brazil. He also said that the way for the private sector to be part of the solution is to work on full-time courses, with an emphasis on the articulation of theory with practice and the provision of internships from the first year.

### LEGAL AMAZON PUBLIC HEARING: SAFE ACCESS TO SCHOOL

The so-called “Amazon factor,” which also includes additional logistics costs, was the subject of a public hearing at the Senate Education Committee. Gabriel Corrêa, who was present at the meeting, presented an overview of Brazilian Basic Education, focusing on data on access, trajectory, learning, and investment per student in the Legal Amazon. Gabriel emphasized that the right to Education includes guaranteed access and an appropriate trajectory, and that all public policies in this area must consider local particularities.



## Diversities in the educational agenda

### ETHNIC-RACIAL EQUITY IN EDUCATION: A STATE ISSUE

A country that values its diversity has public education policies that ensure ethnic-racial equity. This idea was brought by Todos to the event “Ethnic-Racial Equity in Basic Education: Possible Paths”, held in October in Salvador by the World Bank and Mahin Consultoria Antirracista, with our support. Our team included Gabriel Corrêa and Jackson Almeida from the Public Policy Department, and Priscilla Cabral, Tiemy Akamine, and Juliana Vianna from the Communications Department. Two documents allow for a deeper look at the topic: “Afro-descendant Inclusion in Education: an anti-racist agenda for Latin America”, by the World Bank, and “Ethnic-Racial Equity in Education”, written by us, with the support of experts and Mahin.

### 3<sup>RD</sup> CONTINENTAL MEETING ON AFRO-LATIN AMERICAN STUDIES

The articulation of civil society, public authorities, managers and researchers are essential for the construction of a quality education that reflects the diversity of the Brazilian people. This was one of the themes of the panel **“Anti-racist Education as a lever for social transformation: the role of different sectors in promoting equity”**, in which Gabriel Corrêa, our Public Policy Director, participated. The panel was part of the program of the 3rd Continental Meeting on Afro-Latin American Studies, promoted by Alari (Afro-Latin American Research Institute) at Harvard University.

### SEMINÁRIO INSPER: O PAPEL DO TERCEIRO SETOR CONTRA O RACISMO

Education for Ethnic-Racial Relations is one of the priority issues of our advocacy. Answers to the question about how the third sector can act, through the educational system, to promote equality were discussed in the seminar **“Anti-Racist Education: the role of the state and the third sector in promoting equity”**, held by Insper’s Center for Racial Studies, and attended by Priscila Cruz. Anti-racist education is one of the main levers to combat the perpetuation of exclusion and racism in Brazil.



### HUMANITY SUMMIT: AN ONGOING AND STRUCTURED DEBATE ON ANTI-RACIST EDUCATION

“Why did it take so long for us to have surveys focused on race?” This was the question that guided a debate at the *Humanity Summit*, an event that was part of the 2024 G20 Brazil. Jackson Almeida, an Education Policy Analyst at Todos, described the opportunity as a powerful moment to reflect on the advances needed to build a more equitable and anti-racist Education. In his speech, Jackson highlighted the importance of initiatives that promote knowledge and assertive practices in favor of ethnic-racial equity in Education. He also pointed out that it is essential that the agenda be developed not only on special occasions, such as the month of November, but in a continuous and structural manner.

## WHERE IS INNOVATION

# Immersion in public policies in Brazil and in the world



### ASIA: ARTIFICIAL INTELLIGENCE AND EDUCATION

Gabriel Corrêa, Public Policies Director at Todos, participated in an international immersion in Asia organized by the Fundação Itaú, to learn about artificial intelligence initiatives focused on Education and culture. Gabriel was part of a group of 40 people, including public managers and experts in the field of Education. The trip took in three cities in China (Shanghai, Shenzhen, and Beijing), Hong Kong and the South Korean capital, Seoul.



### LATIN AMERICANS FOR EDUCATION

Priscila Cruz and Olavo Nogueira participated in the event "Latin Americans for Education", held at the Harvard Kennedy School. The meeting addressed the importance of engaging society as a whole in actions to improve public education on the continent. In addition to researchers, the event was attended by journalists, businesspeople, managers and politicians from Argentina, Brazil, Chile, Colombia, Mexico, and Peru. On the occasion, Priscila spoke about Todos' advocacy work and reiterated the need to approach education in a transversal manner.



### SOBRAL (CE): EXEMPLO PARA O BRASIL

Ivan Gontijo, Educational Policy Manager at Todos Pela Educação, participated in an immersion event held in Sobral, Ceará, at the invitation of the Lemann Center. Ivan was part of a group of 40 leaders from 26 organizations in Brazil, Argentina, Chile, Colombia, Mexico, and Peru. The trip was the first action of a regional collaboration initiative led by the Instituto Natura with support from the Lemann Foundation, the Copel Foundation, the Lemann Center, and *Argentinos por la Educación*. In addition to learning about the experience of Sobral, the meeting served as an exchange of knowledge, experiences and solutions among the institutions present.

PUBLIC MONITORING

# Learning Monitoring: IDEB/SAEB 2023

In August 2024, the MEC released the results of the Basic Education Development Index (Ideb) and the National Basic Assessment System (Saeb) for 2023, which revealed worrying scenarios of regional inequalities. On the positive side, the data indicated that there was no setback in the Ideb between the 2019 and 2023 editions, especially due to the increase in the approval rate. On the other hand, the effects of the pandemic still loom over learning: levels remain lower than those of 2019. Based on a series of surveys, we warn of the need for a careful look beyond the averages. In an important move to qualify and deepen this debate, we highlight regional inequalities, demanding immediate changes of direction from managers of the most outdated or stagnant education networks, and we highlight the state networks that, despite the challenges, have managed to move forward and have good practices to inspire the others.

An analysis of the performance of the 16 governors in their second term examined High School indicators to understand which administrations achieved results above the national average and which fell short. Governors in their second term have much greater influence and responsibility for educational results than those with only one year in office, which justifies the study's scope.

The states that stood out, such as Espírito Santo, Goiás, Pará, and Paraná, have common aspects in their administrations.



**Careful selection of secretaries and their maintenance at the head of the departments for a reasonable period of time;**



**Significant shielding or reduction of political interference in the allocation of regional leaders and school principals;**



**Constant monitoring and demand for results;**



**Personal involvement of governors in engaging education professionals and local society.**

On the other hand, we call on the legislative assemblies and oversight bodies of the states that suffered setbacks (such as Rio de Janeiro) or that had progress below the national average (such as Rondônia, Tocantins, and the Federal District), to summon the heads of the Executive Branch to present explanations.



There are aspects common to the states that have advanced in rankings based on Saeb data. The administrations of these states have chosen to implement policies with robust evidence of return on results, they conduct constant learning assessments and transform these results into changes in teacher training, school management and administrative bodies; they expand comprehensive education and eliminate ineffective or diversionary programs. Other aspects are: the states that have advanced allocate resources intelligently and effectively, ensuring that they will reach schools; and in these states there has been a commitment to rebuilding learning after the pandemic period.”

**Priscila Cruz  
and Olavo Nogueira Filho**

respectively CEO and  
Executive Director of Todos.



**● IDEB AND SAEB 2023 IN THE MUNICIPALITIES**

In another analysis, based on the Ideb and Saeb of municipal and state networks, between 2019 and 2023, the data from the analysis show that, among the municipal networks, 2,030 of them had a drop in the Ideb of the Initial Years in the period. Another 399 showed stagnation in the indicator, and 2,620 advanced. In the Final Years, 1,006 municipal networks regressed, 280 stagnated and 1,641 advanced in the same period. As for the state education networks, four had a drop in the Ideb of the Final Years and three showed stagnation. In High School, five state networks regressed and six stagnated.

The data related to Saeb show that, among the municipal networks, 2,893 had a reduction in the Standardized Score of the Initial Years between 2019 and 2023, and 2,158 evolved. In the Final Years, 1,803 municipal networks regressed, and 1,124 advanced. Among the state networks, 17 had a reduction in the Standardized Score of the Final Years. In High School, there were 19 that regressed in the indicator, in the same period.

**THROUGH BRAZIL, TO LEARN  
FROM GOOD EXPERIENCES**

“One of the most important actions in advocacy work for Education is to understand the public policies (the whats and hows), the people and the feelings of a network of schools, whether state or municipal, that have consistently presented good and progressive educational results”. This is how Priscila Cruz defines the importance of local immersions in education networks to learn from those who have good educational practices. During the second half of 2024, she, Olavo Nogueira and other Todos collaborators traveled around Brazil to visit and learn from education networks that have



demonstrated positive progress in the learning of their high school students in the Ideb and Saeb indicators: Goiás, Pará, Piauí, Espírito Santo, Vitória (ES), and Paraná.

In Pará, the highlight is related to the adoption of a systemic approach to educational challenges, in which specific measures are organized into dimensions. Within each of them, there is an effort to ensure coordination and coherence between actions. This is the same principle adopted in the reform focused on literacy through a collaborative approach carried out in Ceará in 2007.

In Goiás, educational management is guided by three points: effective communication, in which school professionals take ownership of the strategies and actions promoted by the central body; active listening, in which general decisions are informed by the local reality of each school; and coordinated decentralization, in which regional leaders support groups of schools and mediate their contact with the department.

In Piauí, five good practices that complement each other have generated results at the frontline: focus on the restructuring of learning, especially after the pandemic; implementation of a system of incentives and awards in schools; expansion of Professional and Technological Education with an eye on 21st century professions; improvement of school management and focus on teacher training; and careful use of technology to support management and the classroom.



### 1 GOIÁS

It is the state in first place in 2023 Saeb



### 2 PARÁ

It was the state that made the most progress in the evaluation in the period 2017-2023.

### 3 PIAUÍ

It was the state that made the most progress in the Ideb for High School since 2005, with indicators above the national average;



In Paraná, the perspectives behind the evolution of the indicators are related to the combination of some initiatives, such as the close monitoring of the state education department by the governor, whose work is protected by political interventions; focus on Professional and Technological Education, guided by the productive activities of each microregion of the state and local cooperatives; investment in infrastructure to ensure better equipped schools and higher quality food; improvement in the management of the department with the purpose of coordinated decentralization; and investment in technology to support teachers in the classroom, relieving them of more bureaucratic activities.

In Espírito Santo, the actions that explain the improvement in the indicators involve investment in full-time education with a seven-hour model; focus on High School with an emphasis on Professional and Technological Education; broader school curriculum - around 40% of the state's schools offer music lessons for students, for example; and attention to the mental health of students, a work that is done through psychological and social support centers.

#### 4 PARANÁ

It recorded progress in the Ideb/Saeb between 2019 and 2023, especially in the Final Years of Elementary School and High School;

#### 5 ESPÍRITO SANTO

It showed improvement in the Ideb/Saeb between 2019 and 2023, with emphasis on the Final Years of Elementary School;

#### 6 VITÓRIA (ES)

It made significant progress in the Ideb and Saeb indicators in recent years, with results above the national average.



Finally, in the municipal network of Vitória, the capital of Espírito Santo, a rapid response to return to school after the pandemic, combined with a systemic strategy, are behind the network's advances. This combination of actions includes: a robust policy to expand daycare services, with prioritization of vacancies, being one of the few capitals to reach the National Education Plan (PNE) target for this topic; a monitoring program that involves school administrators and teachers; quality school meals, with inputs from family farming; learning recovery, with programs aimed at students in the initial and final years of elementary school; and the expansion of the offer of full-time schools - jumping from 3 units (2021) to 40 (2024).

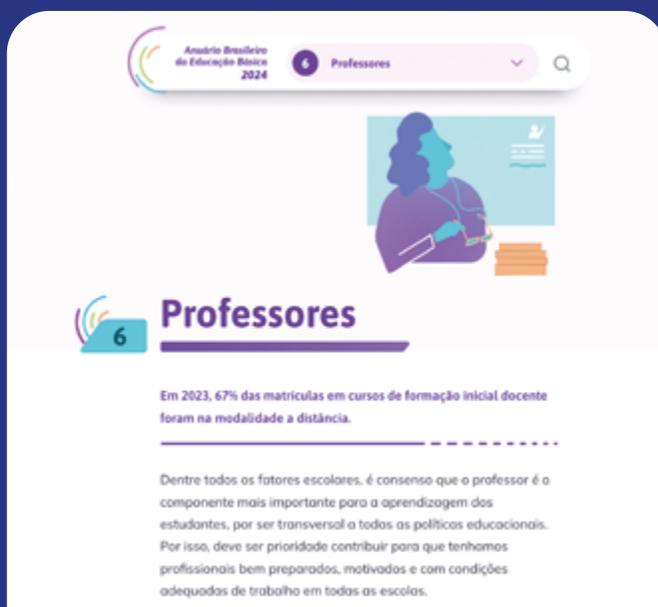
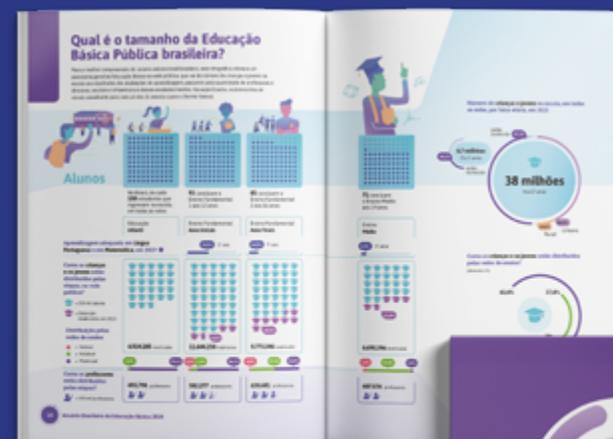
# Brazilian Yearbook of Basic Education is back

In August 2024, the MEC released the results of the Basic Education Development Index (Ideb) and the National Basic Assessment System (Saeb) for 2023, which revealed worrying scenarios of regional inequalities. On the positive side, the data indicated that there was no setback in the Ideb between the 2019 and 2023 editions, especially due to the increase in the approval rate. On the other hand, the effects of the pandemic still loom over learning: levels remain lower than those of 2019. Based on a series of surveys, we warn of the need for a careful look beyond the averages. In an important move to qualify and deepen this debate, we highlight regional

inequalities, demanding immediate changes of direction from managers of the most outdated or stagnant education networks, and we highlight the state networks that, despite the challenges, have managed to move forward and have good practices to inspire the others.

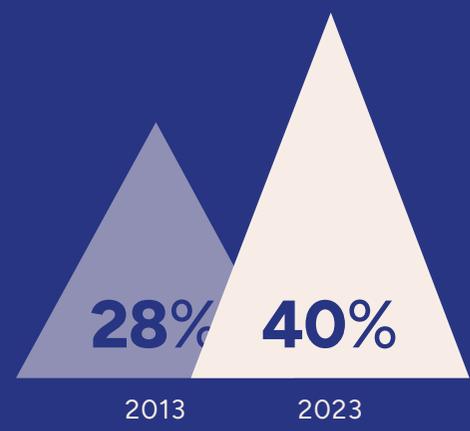
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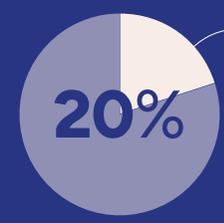
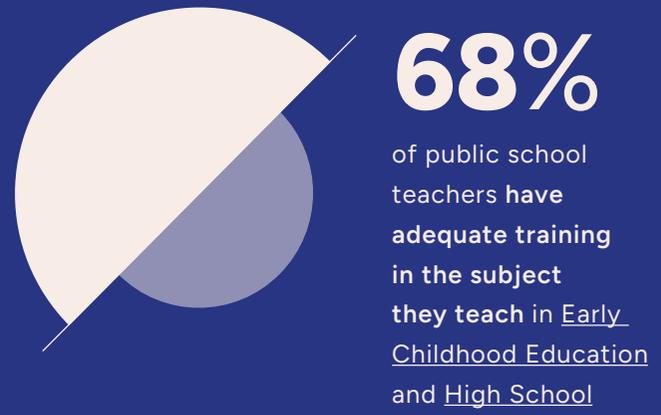
**NUMBERS THAT GUIDE GOOD DECISIONS**

As a snapshot of the current state of Brazil's public education system, the data in the Yearbook serves multiple purposes: it supports ongoing efforts to improve Education in Brazil by public managers and provide input for civil society monitoring.



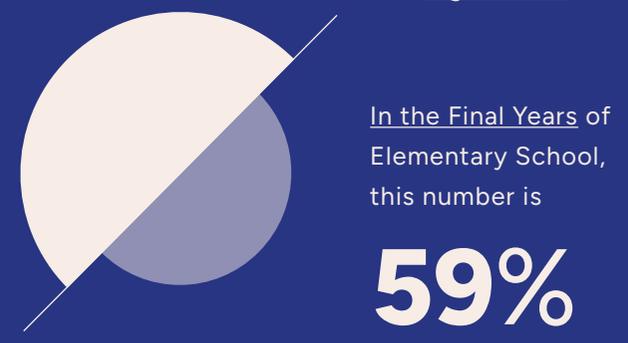
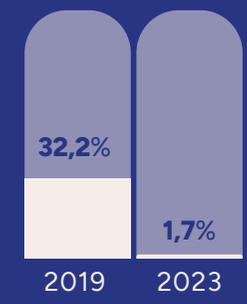
In Early Childhood Education, the Yearbook shows that enrollment of **children up to 3 years old in daycare centers** has grown over the last decade - the increase was from 28% in 2013 to 40% in 2023.

See some of the highlights brought by the latest edition:



However, **20% of children do not attend school due to some difficulty in accessing it**, such as lack of vacancy, for example. The rate is four times higher among the poorest families than among the richest families in the country;

The Yearbook also provides data on the impact of the country's financing policies. From 2019 to 2023, for example, the percentage of municipalities that had annual spending of less than **BRL8,000 per student fell from 32.7% to 1.7%**. The change is a direct effect of the New Fundeb, implemented in the period;



The topic of ethnic-racial equity was also the subject of a survey. In Early Childhood Education, it was observed that enrollments of black, brown and indigenous children increased in Brazil in ten years. However, in High School, minority groups continue to have a significantly lower completion rate than white people (78%).

## EDUCATION AT A GLANCE: AN OVERVIEW OF INTERNATIONAL EDUCATION

In September, we analyzed the report “Education at a glance” by the OECD (Organisation for Economic Co-operation and Development). The document discusses the education systems of 40 countries and shows that investment in Education in Brazil was the country with the second largest reduction in public investment and investment per student. Brazil was the country with the second largest reduction in public investment in Education between 2015 and 2021 (a reduction of 2.5%). During this period, the OECD average was a growth of 2.1%. Another relevant fact is that Brazil, compared to other OECD countries, significantly increased investment in Early Childhood Education: the increase was 29% between 2015 and 2021.

## PNAD-CONTINUOUS: SPECIAL SETBACKS HOLD BACK GENERAL PROGRESS

In March, we analyzed data from the Continuous National Household Sample Survey (PNAD-Continuous) by the IBGE. The survey reveals that the goal of universalizing access for children aged 4 to 5 by 2016, as set out in the National Education Plan, has not yet been met. In Elementary School, the rate of children and young people aged 6 to 14 attending school continued to fall: in 2023, the rate was 94.6%, in 2022, 95.2%, and in 2019, 97.1%. In the 15 to 17 age group, 75% of students are in High School (the PNE target was 85%), and 91.9% are in school, regardless of the stage (the PNE target is that, by 2016, all people in this age group would be in school).

## SCHOOL CENSUS: INEQUALITY IN FULL-TIME EDUCATION

The expansion of Full-Time Education was the focus of another monitoring exercise we conducted, based on data from the 2023 School Census. Despite the increase in the number of enrollments in this modality, the results showed that there are serious inequalities between states, which require the attention and action of public leaders. There are studies, including national ones, that prove that students who benefit from this pedagogical proposal have positive results in multiple aspects of their lives. This makes Full-Time Education even more relevant for the country, especially when it comes to considering it from the perspective of equity. The extended school day must be associated with diverse educational experiences that integrate learning, school, social practices, and daily life.



## Coalition articulation

By coordinating coalitions at the national, state, and municipal levels, we value the diversity of views and create spaces for dialog between different voices, as we believe that collaboration will advance the Education Now agenda and take quality Basic Education further and faster. Started in 2018, in the context of the development of the first Education Now agenda, the technical and institutional exchange meetings have been strengthened over the years and, in 2024, we raised the bar with an unprecedented methodology for monitoring the Education Now agenda for leaders and representatives of the technical teams of the organizations of the **federal and municipal Education Now Coalition**.

At the federal level, the instrument improves the monitoring of priority measures of the agenda by the group, making the technical and institutional articulations for the advancement of Education Now more effective. The methodology is divided into two dimensions: **advancement of the formulation** of an educational action or policy, subdivided into four stages; and, once established, we began to measure the **adherence of the action or policy to Education Now**, which can be expressed at up to five levels. Among the policies we monitored last year were the National Teacher Policies and the National Integrated Policy for Early Childhood.



Meeting of the National Education Now Coalition at the Todos Pela Educação office.

**The National Education Now Coalition has 20 third sector organizations, while the Education Now Municipalities Coalition has 23.**

### 2024 EDUCATION NOW MUNICIPALITIES COALITION

One of the most important functions of coalitions is technical and consultative collaboration. In the development of the 2024 Education Now Municipalities document, we conducted a consultation process with several organizations and leaders.

After the elections, we shared an analysis of the quality of the government plans of the next municipal administrations and the prioritization given to educational issues - an exchange of knowledge that is fundamental for assertive action in favor of the agenda.

That is why, in 2024, we launched the Education Now Municipalities Coalition, bringing together organizations with technical and territorial action to strengthen the local agenda. This partnership expands the reach and impact of the Education Now proposals in Brazilian municipalities.

# Meet the organizations that are part of the National Education Now Coalition

In addition to Todos Pela Educação, the National Education Now Coalition has 19 third sector organizations that focus on supporting the implementation of measures in partnership with governments (an activity that is not within our scope). In alphabetical order:

## › CIEB - CENTRO DE INOVAÇÃO NA EDUCAÇÃO BRASILEIRA

### CONTRIBUTION TO THE EDUCATION NOW AGENDA:

Technologies and Early Childhood

A non-profit association that promotes a culture of innovation in Brazilian Public Education, which was created in 2016 to support the formulation of public policies, develop concepts, create prototypes of tools, articulate actors in the Basic Education ecosystem, and seeks to transform learning processes in a systemic way.

## › CENTRO LEMANN

### CONTRIBUTION TO THE EDUCATION NOW AGENDA:

School management and Management of educational systems

It was created under the paradigm that all people are capable of learning, regardless of their contexts and personal characteristics. Since 2021, inspired by the municipality of Sobral (CE), it has promoted learning with equity in Basic Education, through the training of educational leaders and the promotion of applied research.

## › FUNDAÇÃO BRACELL

### CONTRIBUTION TO THE EDUCATION NOW AGENDA:

Early Childhood

The Bracell Foundation works to leverage the transformative power of Education from Early Childhood onwards, so that every child can develop their full potential and have a better life – now and in the future. The Bracell Foundation is a private non-profit organization founded in 2023 and is part of the Tanoto Foundation ecosystem, founded by Sukanto Tanoto and Tinah Bingei Tanoto. As an affiliate, its actions are guided by its vision and principles.

## › FUNDAÇÃO LEMANN

### CONTRIBUTION TO THE EDUCATION NOW AGENDA:

Literacy, Final Years of Elementary School, High School, Education for Ethnic-Racial Relations, Management of Educational Systems, Pedagogical Policies, Teachers and Technologies

A philanthropic family organization that has been working since 2002, focused on the areas of Education and Leadership. In both cases, it works with a cross-cutting commitment to racial equity. Its actions include topics such as literacy at the right time, learning recovery and the training of diverse leaders in the country.

## › FUNDAÇÃO MARIA CECILIA SOUTO VIDIGAL

### CONTRIBUTION TO THE EDUCATION NOW AGENDA:

Early Childhood

Since 2007, it has promoted the full development of children from the earliest years of life, so that they have a childhood with guaranteed rights. It leverages public policies and mobilizes society through research, mobilization of leaders, expansion of the partner network, technical support and social awareness.

## › FUNDAÇÃO ROBERTO MARINHO

### CONTRIBUTION TO THE EDUCATION NOW AGENDA:

High School

Created in 1977, its vision is that quality education is capable of eliminating social inequalities in the country. The non-profit organization works to promote social development through actions and programs in the areas of Education, historical heritage, culture, educational television and the environment.

## › FUNDAÇÃO TELEFÔNICA VIVO

### CONTRIBUTION TO THE EDUCATION NOW AGENDA:

High School, Teachers, Technologies and Education for Ethnic-Racial Relations

In Brazil for 25 years, Fundação Telefônica Vivo has had the purpose of “Educating to Transform, Digitize to Bring People Closer”, confident that the digitalization of Brazil is an important enabler for a more just, empathetic and inclusive society. Its focus is on supporting Education departments in expanding policies and programs for the qualified adoption of technology to

develop the digital skills of educators and students in public schools.

› **IMAGINABLE FUTURES**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Education for Ethnic-Racial Relations

An international philanthropic organization that operates in Brazil, the United States and Sub-Saharan Africa, and that works to transform systems in favor of justice, equity, diversity and inclusion. Founded in 2020, it sees learning as a universal right.

› **INSTITUTO AYRTON SENNA**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Pedagogical Policies and Literacy

A center for innovation in Education that works to accelerate the quality of Brazilian Public Education. Since 1994, inspired by the legacy of three-time Formula 1 world champion Ayrton Senna, they have worked to boost the potential of children and young people and transform lives through excellent Education

› **INSTITUTO NATURA**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Literacy, Final Years of Elementary School, Education for Ethnic-Racial Relations, High School, Teachers and Technologies

Founded in 2010, it seeks to transform Education in Brazil by ensuring quality learning for all children and young people. It leads initiatives to support public Education policies, articulation of priority Education agendas and promotion of Education and mobilization for Natura company consultants.

› **INSTITUTO PENÍNSULA**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Teachers

Founded in 2011, its work is to support the improvement of the teaching career. The organization believes that it is necessary to train teachers in multiple dimensions, cognitive, social, emotional and relational, in addition to respecting their contexts of origin.

› **INSTITUTO REÚNA**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Final Years of Elementary School, High School and Pedagogical Policies

Founded in 2019, the institute seeks to become a technical-pedagogical reference to develop resources and conceptual references and practices of excellence that promote systemic pedagogical coherence and contribute to the implementation of the Brazil's National Common Curricular Base (BNCC) for a quality, inclusive and equitable Basic Education.

› **INSTITUTO RODRIGO MENDES**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Inclusive Education

Non-profit organization whose mission is to collaborate so that every person with disabilities has a quality Education in a regular school. Since 1994, it has been carrying out projects aimed at educators, school administrators and teams from Education departments, guided by three pillars: knowledge production, training and advocacy.

› **INSTITUTO SONHO GRANDE**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Final Years of Elementary School, High School and Technologies

A non-profit and non-partisan organization that works in collaboration with states and the third sector to improve the quality of education in public schools. Since 2015, it has supported the expansion of Full-Time High School and evaluated the results of the model.

› **INSTITUTO UNIBANCO**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Education for Ethnic-Racial Relations, High School, School Management, Management of Educational Systems and Teachers

Since 1982, it has been working to improve Public Education in Brazil through educational management for continuous progress. Its focus is to support and develop management solutions to increase the efficiency of teaching in public schools. Its values are diversity, transformation, connecting ideas and being guided by evidence.

› **ITAÚ EDUCAÇÃO E TRABALHO**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** High School

They understand Education as a vector for social and economic development and work to ensure that students have a qualified education when entering the world of work. The organization works in partnership with civil entities and the government to support and encourage the implementation of Professional and Technological Education policies.

› **ITAÚ SOCIAL**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Final Years of Elementary School, Education for Ethnic-Racial Relations, Management of Educational Systems and Teachers

Since 1993, it has developed programs to improve Public Education. Focused on actions for learning and school trajectory, the organization works to reduce inequalities of race/ color, gender, disability and socioeconomic level, with an emphasis on two stages of school transition: Preschool and Final Years of Elementary School.

› **MOVIMENTO PELA BASE**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** High School and Pedagogical Policies

A non-governmental network that, since 2013, has been dedicated to supporting and monitoring the construction and quality implementation of the Brazil's National Common Curricular Base (BNCC) and the New High School. It works through coordination, advocacy, engagement and monitoring.

› **PROFISSÃO DOCENTE**  
**CONTRIBUTION TO THE EDUCATION NOW AGENDA:** Teachers

Coalition of third sector organizations that work to improve Education with equity and that focuses on valuing the teaching career. Created in 2017, it deals with topics such as initial teacher training, undergraduate internships, professional selection, ongoing training and career improvement to attract professionals.

# 04

## Mobilization of the debate

DIGITAL

### 9 m

SOCIAL MEDIA REACH AND IMPRESSIONS

2024 HIGHLIGHTS

- TEACHERS
- HIGH SCHOOL

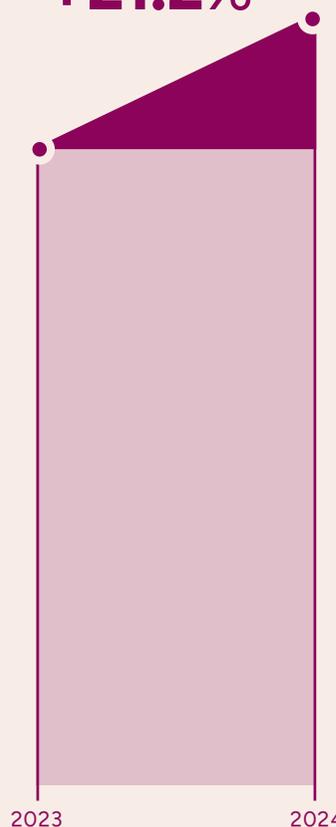


### 3.6 m

IMPRESSIONS OF SPOKESPERSONS ON SOCIAL MEDIA

Increase in followers on our spokespersons' networks, compared to 2023:

### +21.2%



### 1.2 k

VIEWS ON THE TODOS WEBSITE



### 270 k

DOWNLOADS ON THE TODOS WEBSITE



2024 HIGHLIGHTS

30 k downloads of Ideb/ Saeb materials

2024 BRAZILIAN YEARBOOK  
OF BASIC EDUCATION PLATFORM

26 k

VIEWS IN TWO MONTHS



Highlight for navigation in the chapters on Teachers and Education for Ethnic-Racial Relations

EDUCATION NOW  
MUNICIPALITIES PLATFORM

46 k

views on the platform

16 k

downloads of the initiative's materials

7.3 k

users from different Brazilian municipalities accessed the platform.



IN THE MEDIA

3.8 m

ARTICLES MENTIONING  
TODOS PELA EDUCAÇÃO

15

op-ed  
articles

HIGHLIGHTS OF 2024

12 k views



5 k views



300

AVERAGE MONTHLY  
MENTIONS IN THE PRESS



OF MENTIONS IN THE PRESS  
WERE ABOUT THE PRIORITY  
TOPICS FOR 2024:

- NEW HIGH SCHOOL
- EDUCATION NOW MUNICIPALITIES
- EARLY CHILDHOOD
- TEACHER TRAINING

# 05

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## Institutional Strengthening

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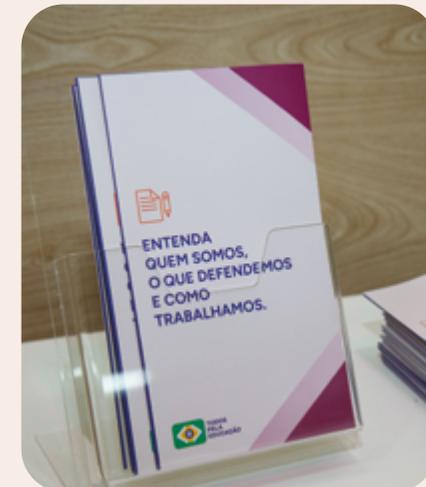
We have been dedicated to advocacy for Public Education for 18 years, and this maturity has been accompanied by the strengthening of Todos on different fronts: people, financing and institutional governance. With a lean, highly qualified team, made up of people with diverse backgrounds, experiences and skills, we coordinate a set of actions of technical excellence in knowledge production and monitoring of data and policies; intense articulation with public leaders and decision-makers and mobilization of experts, third sector and specialized debate. This impactful performance is only possible with a committed and motivated executive team, well-managed resources and the best and most modern governance practices. Learn more about the achievements on these fronts in our last cycle below.



## Repositioning of the Todos Pela Educação brand

Strengthening the **Todos pela Educação** brand, reinforcing its presence, relevance and influence: this was the purpose of an extensive brand repositioning effort that we carried out in 2024, under the leadership of the Marcas com Sal consultancy. We carried out a deep reflection on who we are, how we operate and the target audiences with whom we interact, on a journey to expand and make our brand's adherence more assertive both internally (internal audience) and externally (external audience).

As a result of this effort, we adjusted the way we communicate our advocacy work and its complexity, in order to reinforce our commitment to improving Public Basic Education and advancing the Education Now agenda. Based on the diagnoses, we renewed our positioning, highlighting more clearly **why we exist, what we are, how we do it, the actors and institutions with whom we primarily engage**, all of this expressed in a new manifesto and in reinterpreted verbal and visual tones.



## People and Institutional Development

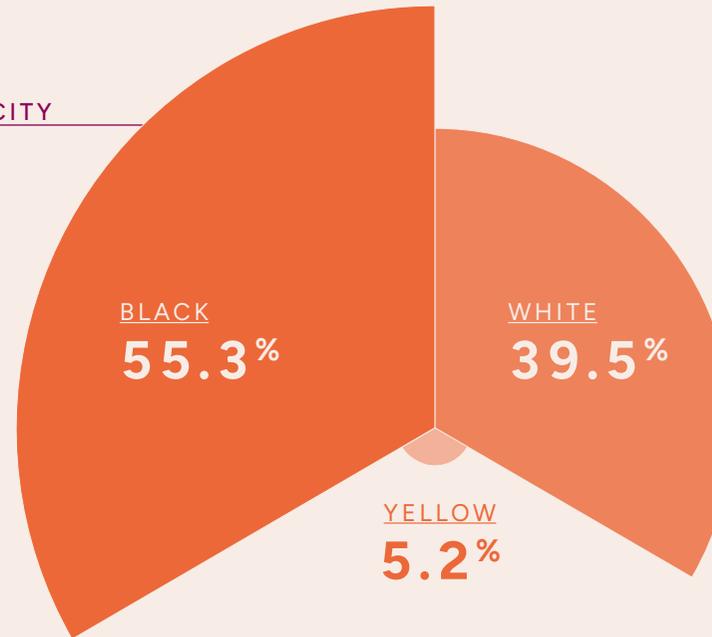
Over the past year, we have also strengthened our commitment to our values, our employees and diversity by creating the People and Institutional Development Department, a seniority movement from the former People and Diversity management. The department's mission is to establish an integrated management structure that promotes and strengthens an inclusive organizational culture through an environment of care, engagement and well-being for the Todos team. Among the new developments introduced by the department is the institutionalization of actions such as visits to public schools, which Todos has been carrying out since 2018, and the strengthening of relationships with partners in the black and human rights movements and proximity to our associates.

### STRENGTHENING THE TEAM

In 2024, we carried out an important movement to reinforce the Todos team, completing a process that began in 2023. There were 18 hires in the period, 61% of which were people who self-identify as black or brown.

### DATA FROM THE CENSUS CONDUCTED BY TODOS PELA EDUCAÇÃO IN 2024 WITH ITS TEAM

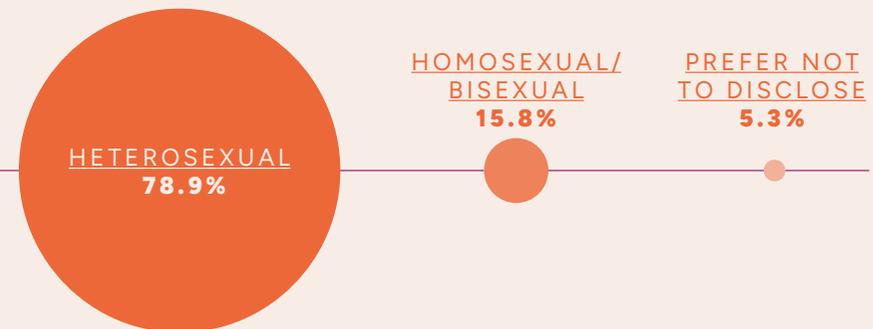
#### RACE/ETHNICITY



#### GENDER



#### SEXUAL ORIENTATION





### 2024 DIVERSITY COMMITTEE

The Diversity Committee, the seed of a more diverse Todos, completed five years of existence. It brings together employees from different areas of the organization to address discussions and actions that address minority groups, such as supporting the implementation of the Gender Equity Trail, which took place in 2024. Directly linked to Todos' executive board, the Committee consolidated its consultative nature over the past year, and plays a provocative role that complements the Diversity coordination of the People and Institutional Development department.

## Actions that strengthen the Diversity Agenda

### BLACK NOVEMBER

With the commitment to strengthen the theme of racial equity in Education on our brand's channels, we carried out a special series of posts during November. José Vicente, professor and dean of Zumbi dos Palmares University and our associate, Paula Beatriz de Souza Cruz, director of Santa Rosa de Lima State School, and Rayssa Winnie, founding partner of Kindezi Brasil, brought to our social media reflections on the challenges and opportunities for the advancement of policies aimed at promoting ethnic-racial relations and fighting racism in Public Education.

Reinforcing this mobilization, two black leaders from Todos Pela Educação, Priscilla Cabral and Fernanda Santoro, respectively, Communications Director and Institutional Development Director, published an article on the Notícia Preta Portal about the importance of companies addressing racial equity throughout the year and with intention. The text highlights that, despite advances, there is still resistance to the debate on racism, and structural barriers that limit the presence of black people in leadership positions, as well as important challenges in Education.





“Black November is indeed a milestone, but the fight for racial equality needs to be continuous and intentional on the agenda of any organization that truly wants to promote change. It is a matter of commitment and positioning throughout the year. The agenda cannot be seasonal or strategic only in speech. It needs to be lived, practiced and measured, day after day.”

**Priscilla Cabral  
and Fernanda Santoro**

Communication Director and Institutional Development Director



#### ■ TODOS AT SCHOOL

Since 2018, our team has been conducting short immersions in public schools, spending a few hours at the schools to learn about the day-to-day school routine and understand the challenges of the different teaching methods and their management in practice. In another of these incursions, in November, we visited the Quilombola School Felizarda Maria da Conceição de Azevedo, in the municipality of Quissamã (RJ), which has the best IDEB among the quilombola (a community of escaped slaves) schools in the state. The institution is located in the Quilombo de Resistência Machadinha, integrated into the quilombola complex as a whole. “What struck me most about the quilombola school in Quissamã was the strong connection between the institution and the community. There, Education is integrated into daily life, culture and local history, with students researching their origins and the elders actively participating in the process. This experience reinforced in me the importance of a school that makes sense to the reality of the students”, said Pedro Rodrigues, our Educational Policy Coordinator.



### ANTI-RACIST LEADERSHIP PROGRAM

In 2024, Todos Pela Educação was invited to participate in the Anti-Racist Leadership Program, a training path on racial equity aimed at leaders in the Third Sector and Brazilian philanthropy, designed and promoted by Mahin Consultoria Antirracista, with funding from Imaginable Futures, which is also one of Todos' sponsoring organizations. Priscilla Cabral, Communications and Events Director, was appointed to represent the organization, which included six in-person meetings in different regions of the country and more than 110 hours of training, involving cultural experiences, discussion groups, and collective dynamics. The proposal aimed to deepen the understanding of how historical decisions shape current racial inequalities, reflect on the

role of leaders — especially white leaders — in building a more just society, and encourage the creation of institutional and individual action plans focused on transformation. The group visited four key territories: São Paulo, where the proposal was to give visibility to the erased stories of the black population and to recognize the territory where many of the participating organizations operate; Salvador, where the appreciation of black culture took place from the perspectives of joy, creativity and boldness in confronting inequalities, Manaus, which reminded us that leading also means balancing emotions and recognized the power of indigenous knowledge; and Belém, where it was possible to connect with Afro-indigenous stories and cosmologies, expanding repertoires and inspiring new forms of leadership.

### TALKING CIRCLE: RACIAL INTERSECTIONALITY AND LGBTQIAPN+

In September, when Todos celebrated its 18th anniversary, we held a special event: a talking circle on intersectionality - which investigates the overlapping of identity and social markers - with communicator Niodara Yabá, a specialist in diversity, equality and inclusion. The moment was one of renewing our commitment to quality, accessible, anti-racist and democratic Public Education.

### GENDER EQUITY TRAIL: DEBATE AND DIALOG ON INEQUALITIES

Composed of 78% female employees, our team participated throughout the year in a gender equity training course led by Éssi Consultoria and designed by the People and Diversity department, in conjunction with Todos' Diversity Committee. The six-meeting training journey led our employees through a historical overview of women in Brazil and the world; intersectionalities of the experiences of black women and mothers; the challenges to be overcome by women in their multiple social roles; and how men fit into this debate. The journey also covered unconscious discriminatory biases, the effects of the labor market, and anti-sexist practices.

# Where we take our brand

## LED EVENT: FIGHTING MYTHS ABOUT PUBLIC EDUCATION



Priscila Cruz was on the panel “Education: What is myth and what is fact?” at the LED Festival - Light in Education, held by Rede Globo, Fundação Roberto Marinho and Editora Globo, with support from Todos. With the presence of Gina Vieira, teacher, Kaique Brito, podcaster, and Luiz Roberto Liza Curi, former chairman of Brazilian Council of Education, the debate covered topics such as youth education, meaningful teaching, curricular change and the limitations of Distance Learning in the training of future teachers.

## RIO2C - HOW TO MAKE A FEMALE LEADER

In May, Priscilla Cabral, our Communications Director, moderated the debate “The world is a classroom: the educational journey of a great leader” at the Rio2C event. At the panel, Adriana Barbosa, a social impact and creative economy entrepreneur, Watatakalu Yawalapiti, an activist and leader of the Yawalapiti people, and Tarciana Medeiros, chairwoman of Banco Brasil, shared stories and lessons learned about how a diverse perspective enhances business.



## MEDIA AND SOCIAL IMPACT: TODOS IN QUALIFYING PUBLIC DEBATE

Todos Pela Educação’s journey in improving the debate on Public Education was translated into a chapter in the book “*Educational Media and Social Impact*”, created by Canal Futura and the Fundação Roberto Marinho. Written by Daniel Corr , Specialized Communications Manager, and Priscila Cruz, CEO of Todos, the chapter “Education Now: a transformative agenda in media coverage” addresses how journalism plays a fundamental role in communicating important causes, such as Basic Education

DISCOVER THE PUBLICATION



## SUPPORT FOR THE RODRIGO MENDES INSTITUTE: A GUIDE ON THE RIGHT TO INCLUSION

Families of children with disabilities have found a valuable tool in the “*Guide on school inclusion Guidelines for families of children and adolescents with disabilities*”, a publication by the Rodrigo Mendes Institute that Todos Pela Educação supported. The material explains the meaning of Inclusive Education and presents the criteria that define whether a school has an inclusive project and whether it is open to dialog.

THE GUIDE IS AVAILABLE IN DIGITAL VERSION



# The people behind Todos



PRISCILA  
CRUZ



OLAVO  
NOGUEIRA



ADRIANA  
MANARIM



ALICE  
ANDRÉS  
RIBEIRO



ALINE  
GOMES



ALINE  
MARQUES



AMANDA  
PETRAGLIA



ANA PAULA  
ARAÚJO



BERNARDO  
BAIÃO



BRUNA  
RODRIGUES



CLAUDIANE  
CYRINO



DANIEL  
CORRÃ



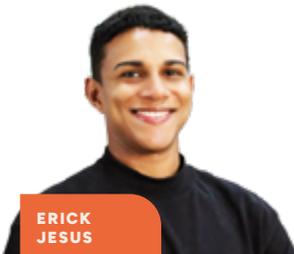
DANIELA  
JEUNON



DANIELA  
MENDES



DIANA  
LIMA



ERICK  
JESUS



FABIANA  
GUIMARÃES



FERNANDA  
LOURENÇO



FERNANDA  
SANTORO



GABRIEL  
CORRÊA



IVAN  
GONTIJO



JACKSON  
ALMEIDA



JACKSON  
PINHEIRO



JANAÍNA  
CARVALHO



JÔNATAS  
RIBEIRO



JORGE  
SANTANA



Our team is made up of people with varied backgrounds, experiences and skills, working together towards one single purpose: quality public schools for all children and young people in Brazil.

## Governance

We have a robust institutional governance structure. It simultaneously ensures strategic direction and autonomy for the executive team, made up of professionals with training and experience in Education and government. Day-to-day positions and technical productions are the sole and exclusive prerogatives of 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.

### DECISION-MAKING BODY

Ana Amélia Inoue  
Binho Marques  
Eduardo Mazzilli de Vassimon  
Giovanni Harvey  
Nina Beatriz Stocco Ranieri  
Paula Louzano  
Paulo Sérgio Kakinoff  
Ricardo Ubiraci Sennes  
Priscila Cruz

### ADVISORY BOARD

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

### AUDIT COMMITTEE

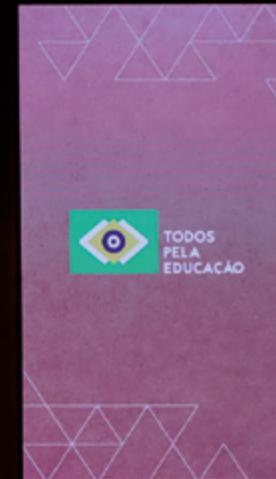
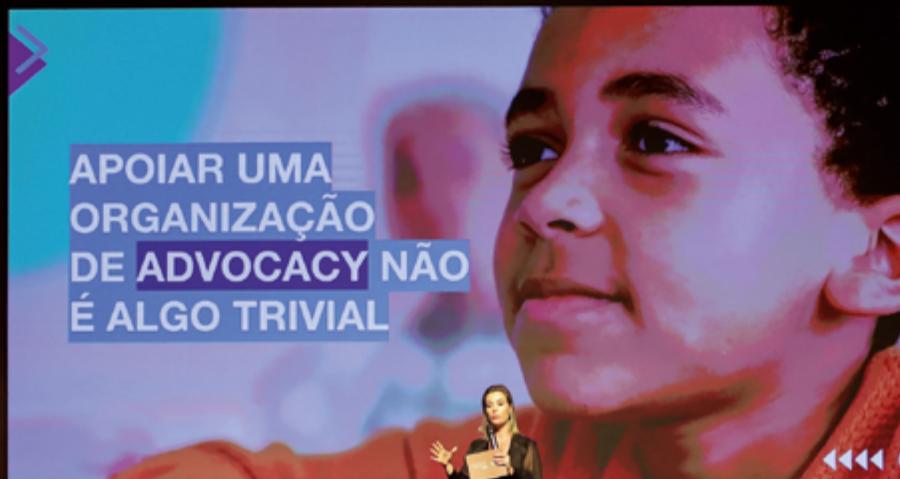
Américo Mattar  
Anna Maria Temoteo Pereira  
Gilberto Bagaiolo  
Junio Fuentes

### FOUNDERS BOARD

Jorge Gerdau Johannpeter  
Daniel Feffer  
Jayme Sirotsky  
Luis Norberto Pascoal  
Milú Villela  
Viviane Senna  
Wanda Engel Aduan

## Mantenedores

Todos Pela Educação is fully funded by individuals, companies, foundations and philanthropic institutes, all of which are clearly identified on our website. These entities share our commitment to the issue and recognize their shared responsibility in promoting it. Therefore, we do not raise public funds, not even through agreements with governments; nor do we sell any type of educational product.



Priscila Cruz  
during the 2024  
Maintainers  
Meeting.

**2024 MAINTAINERS MEETING**

In September, Todos Pela Educação held its annual meeting with supporters, an occasion that symbolized the renewal of the institution's commitment to Education. The impact of the actions carried out throughout the year at the subnational level was demonstrated, and Todos shared its future strategy with its supporters. The meeting also served as an opportunity to present Todos' work in advocacy for educational policies with national scope, such as the National Integrated Policy for Early Childhood and the New High School, embodied in the in-person testimonies of public leaders directly impacted by our actions.



- 1** Diego Callegari, municipal secretary of Education of Joinville (SC)
- 2** Juliana Rohsner, municipal secretary of Education of Vitória (ES)
- 3** Mendonça Filho, congressman
- 4** Paulo Pereira, executive secretary of the Council for Sustainable Social Economic Development of the Ministry of Institutional Relations

**“DONATE TO EDUCATION, FEED THE WORLD WITH KNOWLEDGE” CAMPAIGN - IFOOD**

During Education Month, celebrated in April, and Teachers' Day, celebrated in October, we received support from iFood through a fundraising campaign. The campaign “Donate to Education, feed the world with knowledge” raised donations for non-profit organizations that work with Education. Todos Pela Educação was one of the organizations that received help from consumers who use the platform. As a result, thousands of people contributed to our work.

WHO SUPPORT OUR WORK

The collaboration and support of a network of people committed to the cause is what makes our work possible. To them, our most sincere thank you.





TODOS  
PELA  
EDUCAÇÃO