



# 2025 ANNUAL ACTIVITY REPORT



---

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.

---



# 01

## ABOUT US AND HOW WE DO ADVOCACY

- 09 Our way of doing advocacy
- 11 Our vision for the future and its indicators
- 12 Our impact on advancements in Basic Education

# 02

## EDUCATION NOW AGENDA

- 14 Our theory of change

# 03

## ADVOCACY IN PRACTICE

### KEY INITIATIVES OF 2025

- 17 Education Now Annual Meeting
- 20 Satellite events
- 21 National Education Plan
- 26 Early Childhood
- 28 Teachers
- 31 Education Now Municipalities
- 36 Training of Managers
- 38 Implementation of educational policies
- 40 Resilient Education
- 42 Management and technologies in education
- 44 Basic Education Brazilian Yearbook
- 45 2025 Knowledge Generation
- 49 Coalition Articulation

# 04

## ADVOCACY COMMUNICATION

- 51 KEY FIGURES FROM  
OUR ACTIONS

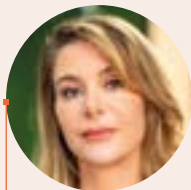
# 05

## INSTITUTIONAL STRENGTHENING

- 55 Our brand and awards
- 56 People and Institutional Development
- 57 Actions that strengthen the team
- 60 Maintainers

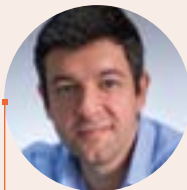
## MESSAGE FROM THE CHAIR AND THE EXECUTIVE BOARD

# From high standards to public commitment



**PRISCILA  
CRUZ**

CEO of  
Todos Pela Educação



**OLAVO  
NOGUEIRA  
FILHO**

Executive Director of  
Todos Pela Educação

The year 2025 was a period of significant educational debates, some of which translated into public policies serving as foundational milestones. Three of these are worth emphasizing, as they are—to some extent—fundamental and cut across the entire trajectory of Basic Education: critical learning levels; the teaching profession understood in its full complexity; and Early Childhood as a matter of intersectoral responsibility.

The discussion surrounding the National Education Plan (PNE) learning targets—aimed at eliminating the number of students performing below the basic level in Elementary and High School—represented a fundamental step forward compared to previous plans. We are addressing what is no longer acceptable: acknowledging, for instance, that 9 out of 10 young people leave High School with mathematics proficiency at or below an Elementary School level.

Shifting the focus from the learner to the educator, teachers also featured prominently in the year's educational policy trending topics—a perspective that, in our view, was entirely appropriate. The Mais Professores program points in the right direction by creating a package of measures to address the challenges that surround the profession on different fronts—such as attracting and retaining candidates during initial training and the teacher selection process—even though it still requires further development and improvements.

Finally, we have seen significant progress regarding early childhood—the stage from birth to age 6—which serves as an infinite source of possibilities for one's life trajectory. The Executive and Legislative branches kept the issue high on the agenda, advancing the National Policy for Early Childhood (PNEI) legislation in the Congress; what remains is to accelerate its approval in the Senate.

These three key debates raised the bar for the public agenda on education for the 2026 presidential and state election year. Candidates cannot shy away from grounding their proposals in recent advances in educational policy, nor can they neglect fundamental

issues; we cannot accept smokescreens or evasiveness.

It is necessary to maintain what points in the right direction and to address the factors that hinder the acceleration of progress or the creation of innovations capable of meeting new contemporary challenges, that even extend beyond the school environment itself (such as combating the excessive use of screens and social media). On the other hand, changes will also be necessary, particularly on four top-priority fronts: initial teacher training, addressing severe student learning gaps, revising the benchmarks for national student assessments (currently set too low), and achieving universal full-time schooling.

There are no excuses for applications—the data exists, there is a solid guiding direction, and there is an educational agenda. What remains to be seen is whether there will be the political will to drive the debate and, starting in 2027, make it happen.

---

After all, quality education becomes a reality through the effective implementation of actions and policies. It translates into teachers having decent career and working conditions, and into boys and girls learning not just the bare minimum, but everything to which they are entitled.

## GOVERNANCE

We have a robust institutional governance structure. It ensures both strategic direction and autonomy for the executive team, which is composed of professionals with backgrounds and experience in education and government. Day-to-day positioning and technical output are the exclusive prerogatives of the Todos executive team, requiring no validation from the Decision-making Body, whose role is limited to approving macro-strategies and the annual action plan.

### DECISION-MAKING BODY

Alfredo Pinto  
Ana Amélia Inoue  
Eduardo Mazzilli de Vassimon  
Fernando Abrucio  
Giovanni Harvey  
Guilherme Lichand  
Paula Louzano  
Priscila Cruz

### ADVISORY BOARD

Ana Amélia Inoue  
Claudia Costin  
Jair Ribeiro  
Luis Norberto Pascoal  
Maria Lucia Meirelles Reis  
Nina Ranieri  
Paulo Kakinoff  
Ricardo Sennes  
Rodolfo 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

## DECISION-MAKING BODY

The Decision-making Body comprises representatives from areas and sectors related to the governance or activities of Todos, and operates on the premise of replacing two members annually.



**ALFREDO PINTO**  
ORGANIZATIONAL  
MANAGEMENT

Partner and CEO of Bain & Company for South America.



**ANA INOUE**  
REPRESENTING  
THE THIRD SECTOR

Superintendent of Itaú Educação e Trabalho, she has worked as a teacher and school coordinator, a trainer for public school teachers, and in public sector bodies such as the MEC.



**EDUARDO VASSIMON**  
FINANCIAL MANAGEMENT

Chairman of the Board of Directors of Votorantim; formerly CEO of Banco Itaú BBA and, in addition to Todos, acts as a board member at another institute.



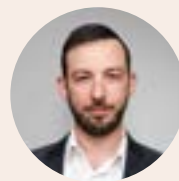
**FERNANDO ABRUCIO**  
PUBLIC MANAGEMENT

Professor and researcher at Fundação Getulio Vargas.



**GIOVANNI HARVEY**  
POLICIES FOR DIVERSITY

Executive Director of the Baobá Fund for Racial Equity. He was a consultant to multilateral organizations and held positions at all three levels of public administration, notably within the federal government.



**GUILHERME LICHAND**  
ACADEMIC FIELD

Professor of Education at Stanford University (USA), PhD in Political Economy and Government from Harvard University (USA)



**PAULA LOUZANO**  
EDUCATIONAL RESEARCH

Director of the Faculty of Education at Diego Portales University in Chile, she holds a doctorate in Educational Policy from Harvard University and is a leading authority on teacher training.

# 1. ABOUT US AND WHAT WE DO

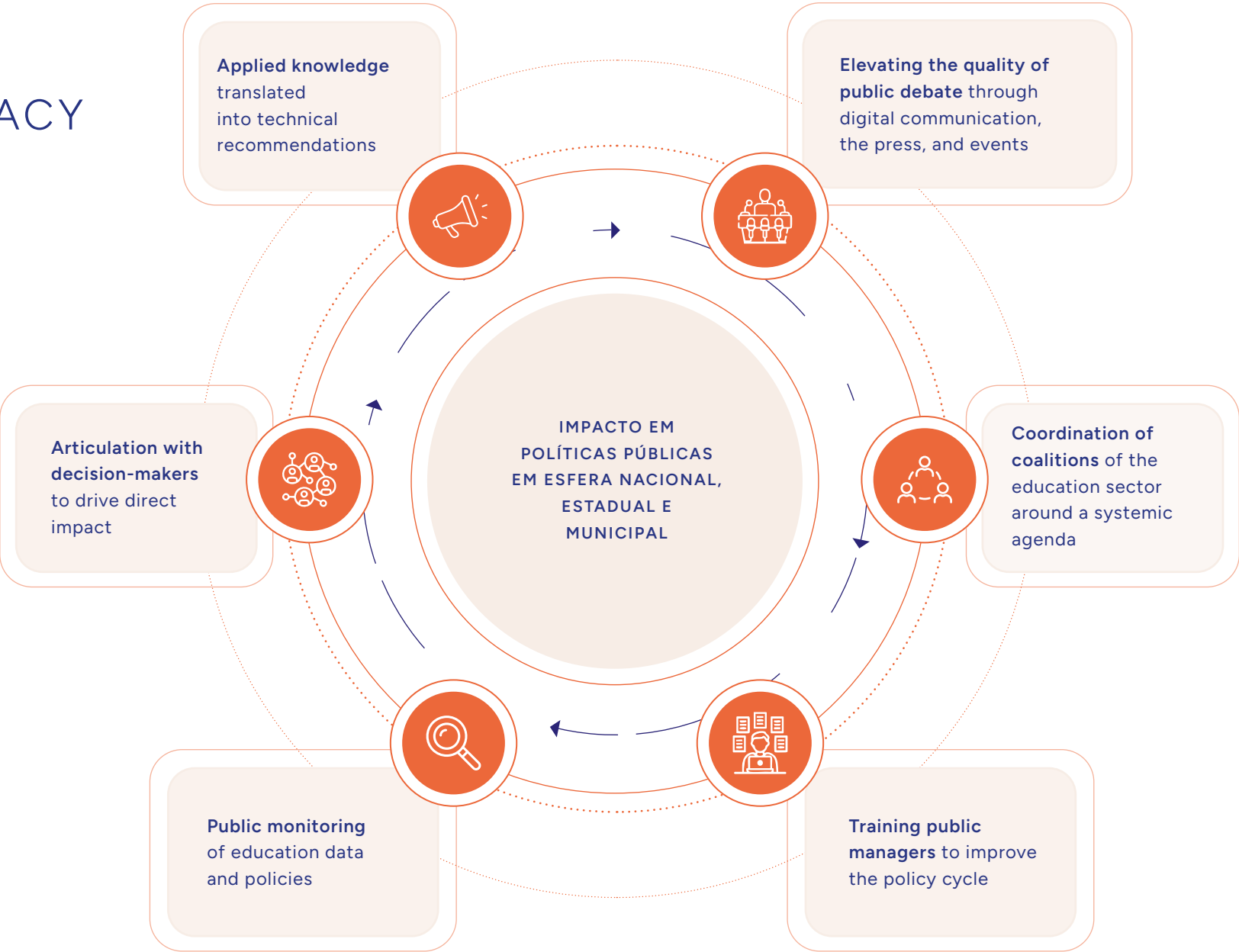
A team working to transform public Basic Education

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 public authorities prioritize, formulate, and effectively implement public educational policies.

To this end, we employ a comprehensive and highly innovative advocacy approach. We work on our strategic initiatives by simultaneously leveraging our expertise across six areas of action which, together, deliver effective results for public Basic Education policies. These fronts constantly interact at the national, state, and municipal levels and are underpinned by the continuous strengthening of a brand with a twenty-year legacy.



# FULL ADVOCACY MODEL



## OUR VISION FOR THE FUTURE

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

## &gt; OUR MONITORING INDICATORS



**Enrollment** rate for ages 0–3 in daycare and ages 4–17 in school.



**Adequate learning** levels in Portuguese and Mathematics in the 2nd, 5th, and 9th grades of Elementary/Middle School and the 3rd year of High School.



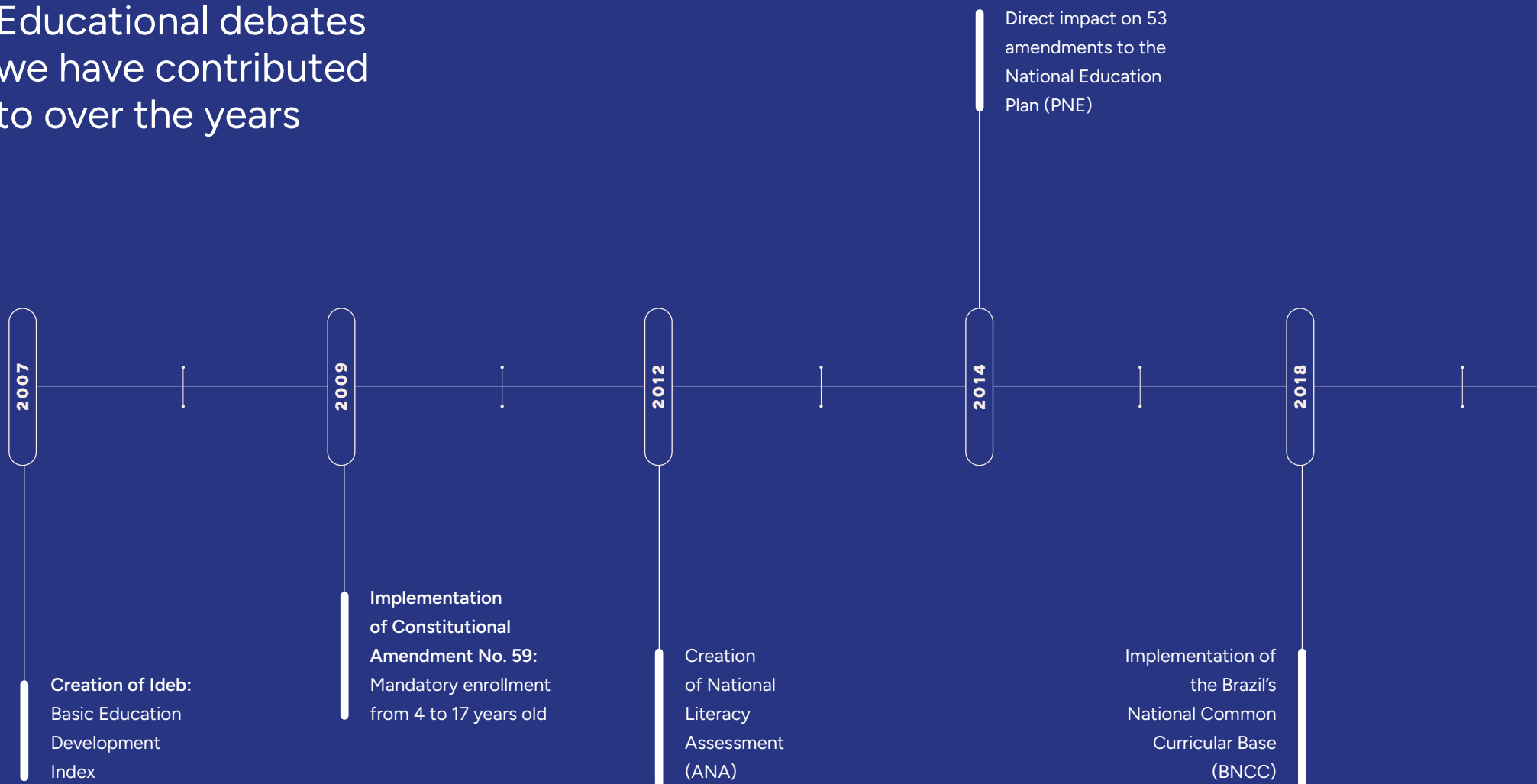
**High School completion** rate for young people up to 19 years of age.

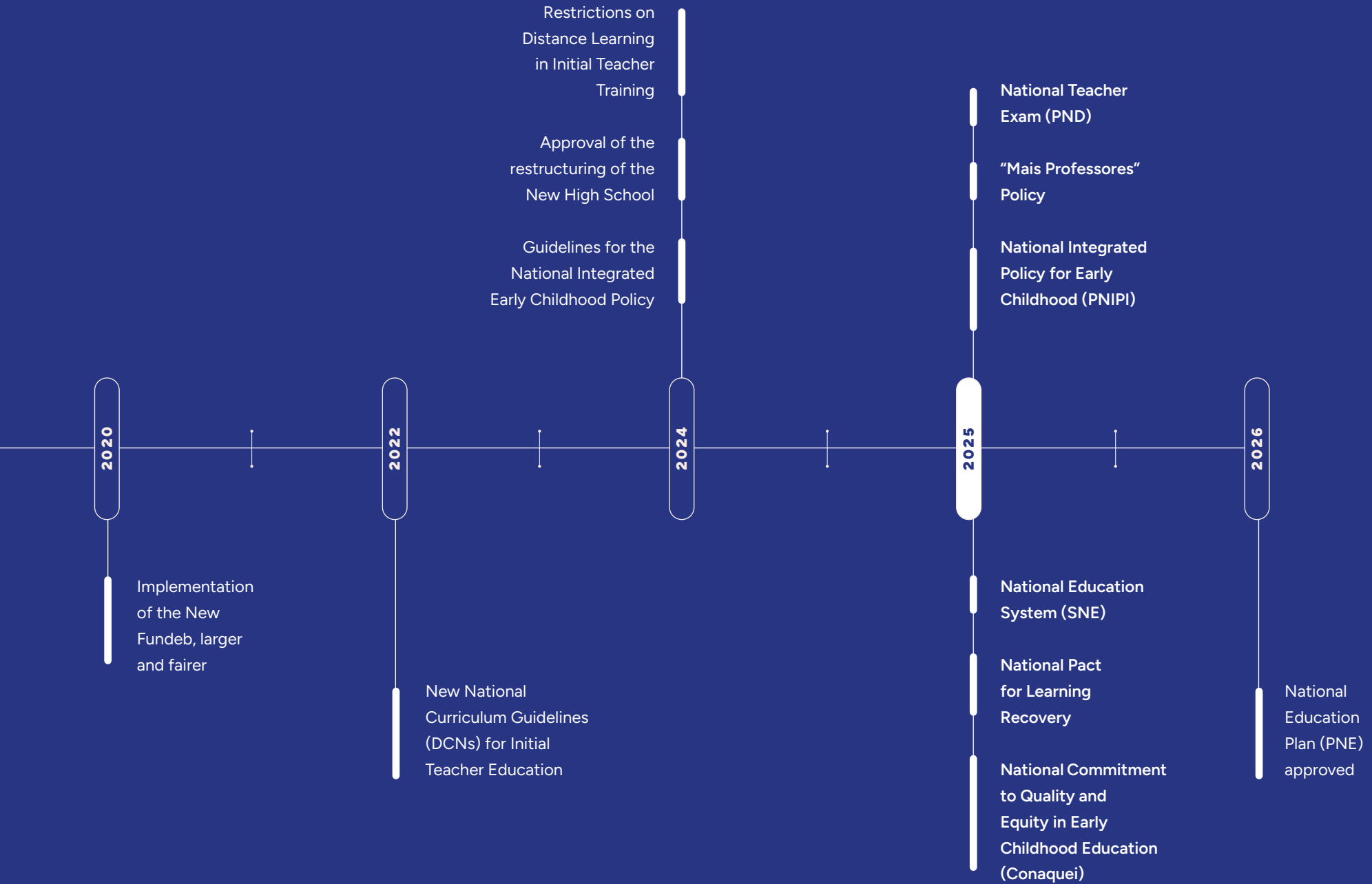


**Inequality indicators**, encompassing the socioeconomic status and racial markers of Brazilian students.

## NOSSO IMPACTO NA EDUCAÇÃO BÁSICA

Educational debates  
we have contributed  
to over the years





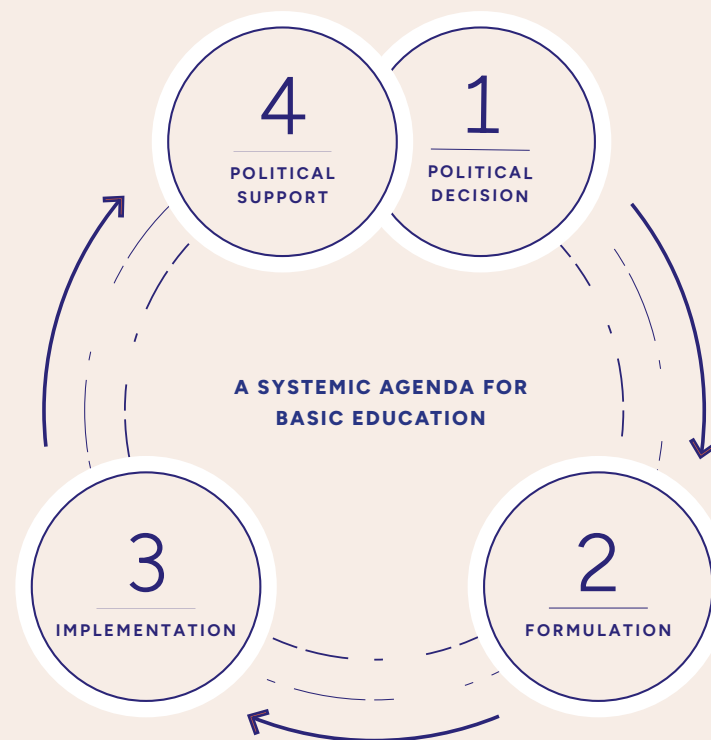
## 2. EDUCATION NOW AGENDA

Effective public policies are the best defense for education

The path to a quality Basic Education for all necessarily runs through public policy. This conviction shapes the **theory of change** behind what we do. To transform Brazilian education, there must be a **political decision, formulation and implementation of evidence-based public policies** and the **political support** of these measures, in order to ensure that they last and have enough time to mature and take effect.

However, at the heart of this virtuous cycle, there must be coordination of actions. Isolated policies—implemented without an understanding of their mutual impact—lead to overlap, resource mismanagement, and inefficient results. The foundation of the changes in Basic Education advocated by Todos Pela Educação is guided

by a systemic, transparent, and constantly evolving agenda: Education Now. The initiative, launched in 2018, updated in 2022, and refined since then, presents diagnoses and proposals for specific paths for 13 structural themes of Basic Education. It is both a technical and a political document. It is technical because it is based on evidence derived from research and the analysis of educational data, as well as successful experiences both within and outside Brazil. It is political not only because it serves as a basis for dialogue with decision-makers but also as a manifesto calling upon society to defend public Basic Education.



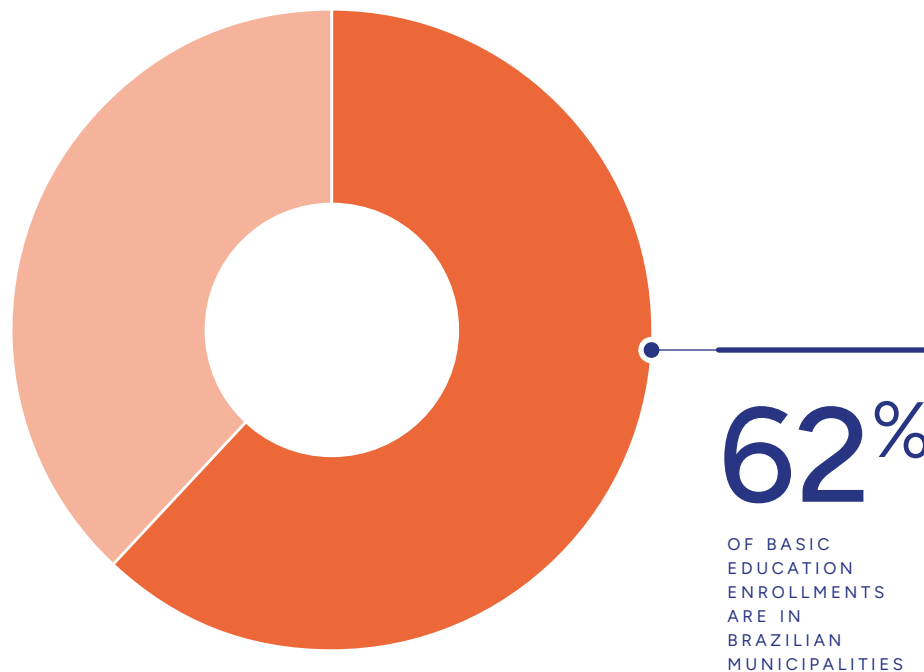
### DISCOVER THE PRIORITIES FOR EDUCATION

Visit the Education Now webpage and read documents that delve deeper into the educational debate.



## DETAILED RECOMMENDATIONS

With the support of experts, we have produced several documents elaborating on the recommendations for the themes addressed in the Education Now agenda: Early Childhood Education, literacy, the Final Years of Elementary School, High School, Full-Time High School, school management, teachers, pedagogical policies, Ethnic-Racial Equity in Education, Inclusive Education, and educational technologies



## EDUCATION NOW MUNICIPALITIES

Municipalities bear the constitutional responsibility of ensuring that all children have access to and the necessary conditions for learning in daycares, preschools, and elementary schools. Drawing on the systemic agenda of the federal Education Now initiative, the Education Now Municipalities program offers recommendations for cities. The online platform brings together a document of the same name, data, and a range of training materials for municipal administrators and technical teams.



### 3. ADVOCACY IN PRACTICE

High-impact actions to  
create a sense of urgency  
regarding Basic Education  
and influence public policy



## 2025 Education Now Annual Meeting

**A COLLABORATIVE SPACE FOR DEBATE TO  
ACCELERATE PROGRESS AND SHAPE THE FUTURE**

Promoted by Todos Pela Educação, the Education Now 2025 Annual Meeting served as a key forum for establishing priorities and political commitments regarding public education for the year. The fifth edition of the event brought together political leaders, national and international experts, as well as journalists, educational administrators, and civil society leaders in the educational sector. It reinforced the meeting's role as **a collaborative space for political and technical impact**, capable of enriching the debate and accelerating educational progress in Brazil by exposing representatives of different political spectra and spheres of power to technical recommendations and evidence.

In a new format combining main and concurrent panels, the event took stock of the MEC's administration and featured discussions on foundational public policies as well as debates on emerging topics—such as technology and Early Childhood, the impacts of artificial intelligence and the climate crisis on education, refinements to the National Common Curricular Base, and the debate on implementation science in Basic Education.

### IMPACTO NA IMPRENSA

# +620

mentions in major  
national and regional  
media outlets

#### FOLHA DE S.PAULO

MARCH — 2025

**Mônica Bergamo**

Mônica Bergamo é jornalista e colunista



GOVERNO LULA

**MEC prepara plataforma para  
monitorar dados escolares em  
tempo real no país**

Pasta quer usar Pé de Meia como piloto; ministro participou de evento da ONG Todos pela Educação



**1** Priscila Cruz during the opening of the 2025 Education Now Annual Meeting.

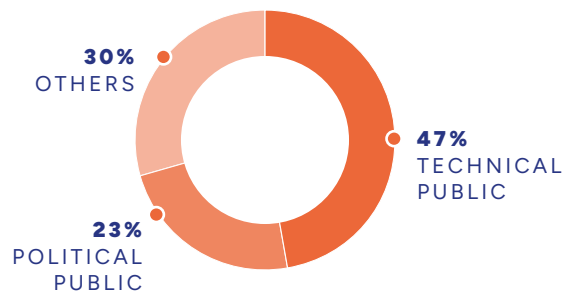


**2** Former Minister of Education, Camilo Santana (PT), and Journalist Antônio Gois, member of the Advisory Board of Jeduca and Columnist for the newspaper O Globo, at the panel "MEC 2 Years: Review and Perspectives".



**3** Journalist Vera Magalhães; Carlos Massa Ratinho Júnior, governor of Paraná (PSD); Eduardo Leite, Governor of Rio Grande do Sul (at the time in PSDB party, now in PSD); Helder Barbalho, former Governor of Pará (MDB); Renato Casagrande, former Governor of Espírito Santo (PSB); and Ronaldo Caiado, former Governor of Goiás (at the time in Union party, now in PSD party), during the panel "Governors and the Priority Given to Education".

IMPACT ON  
DECISION-MAKERS  
**+700**  
attendees



**4** Journalist Vera Magalhães; Elmano de Freitas, Governor of Ceará (PT); Raquel Lyra, Governor of Pernambuco (PSD); and Rafael Fonteles, Governor of Piauí (PT), during the panel "Governors and the Priority Given to Education".



**5** Elisa Veeck, Journalist and Host of CNN Brasil; Federal Deputy Hugo Motta, President of the Chamber of Deputies; and Federal Deputy Rafael Brito, president of the Joint Parliamentary Front on Education, during the panel "Legislative Agenda of the National Congress for the 2025-2026 Biennium".



**6** Priscila Cruz, CEO of Todos; João Campos, Mayor of Recife (PSB/PE); and Esther Dwek, Minister of Management and Innovation (PT), during the panel "Technology and the Early Childhood Agenda".



**7** Kátia Schweickardt, National Secretary of MEC's Basic Education; and Charles Fadel, Founder and Chairman of the Center for Curricular Redesign (USA), during the panel "National Common Curricular Base: what should be the drivers for the updating process?".



**8** Luana Smeets, Education Policy Manager at Todos; Maria Soledad Bos, Lead Specialist for Education and Climate Change at the Inter-American Development Bank (IDB); Sergio Venegas, Economist in the World Bank's Education Global Practice; and Rossieli Soares, former Secretary of Education of Pará and former Minister of Education, during the panel "Climate Crisis and Education".



**9** Olavo Nogueira Filho, Executive Director of Todos; Gabriela Lotta, Professor at FGV; Clare Leaver, Professor at the University of Oxford (England); and Fernando Abrucio, Professor at FGV, during the panel "Science of Implementation in Education".

## Satellite events

Cutting-edge topics in Education Now

To discuss in depth cutting-edge topics—both in Brazil and globally—that impact Basic Education, we host **Education Now Satellite Events**, featuring leading experts in fields such as educational policy implementation, the climate crisis, and curriculum redesign.



1

**1** Roundtable discussion on implementation science.



2

**2** Roundtable discussion on climate emergency.



3

**3** Roundtable discussion on curriculum and AI.

### SCALABLE SOLUTIONS:

#### WHAT THE SCIENCE OF IMPLEMENTATION HAS TO SAY

Clare Leaver, a professor at the Blavatnik School of Government (University of Oxford) and Academic Deputy Director of the What Works Hub for Global Education, addressed the scalability of effective public policies. She examined the challenges of adapting solutions that work on a small scale to large-scale contexts—a process that, beyond adapting to different settings, requires well-planned stages and procedures.

### CLIMATE EMERGENCY AND EDUCATION:

#### HOW TO PREPARE OURSELVES

Along with a team of renowned experts, we discussed topics such as education as a driver of transformation and a response to environmental issues, as well as how to prepare education systems to anticipate climate emergencies. Attendees included Sergio Venegas from the World Bank; Maria Soledad Bos, an Education and Climate Change specialist at the Inter-American Development Bank (IDB); Olívia Silveira, Executive Director of Dados para um Debate Democrático na Educação (D<sup>3</sup>e); and Sofia Lerche Vieira, Project Lead at the Center for Public Management and Educational Policy Development at FGV.

### CURRICULUM REDESIGN:

#### LEARNING IN TIMES OF UNCERTAINTY

Charles Fadel, Founder and Chairman of the Center for Curriculum Redesign, in the United States, shared with the audience reflections on curriculum updating and revision in light of the transformations driven by artificial intelligence and the demands of an education that prepares students for an uncertain, automated, and constantly changing future.

## National Education Plan

### Uma década da Educação em debate

In April 2026, Brazil approved its third ten-year plan for education, a theme on which we have been at the forefront of debates since our founding in 2006, and particularly so in 2025. Regarding the 2014–2025 PNE, we directly influenced 53 amendments made to the bill. The discussion surrounding the 2026–2036 Plan, which took place over the last two years, was no different; once again, we engaged in the debate to refine the proposal and contribute to a plan that was both ambitious and feasible, one capable of guiding the efforts of public leaders toward expanding learning, especially for the most vulnerable children and young people.

As a result of our advocacy alongside other civil society organizations, the substitute text for the Bill—approved by the Chamber of Deputies in December 2025 and refined by the Special Committee—became more robust; it maintained its focus on the country's structural agendas and excluded topics unsuitable for a goal-setting plan, such as the attempt to include Homeschooling. The achievements regarding adequate learning targets for the Final Years of Elementary School and for High School—calibrated to be both ambitious and attainable, and capable of guiding effective policies—were upheld during the Senate's subsequent approval in 2026 and the sanctioning of the final plan.



#### HIGHLIGHTS OF THE TEXT APPROVED BY THE CHAMBER

Strong emphasis on **educational quality**, with clear targets regarding the percentage of students achieving adequate learning levels at each stage;

Provision for **all students to reach the basic level of learning**;

A **focus on equity**, with specific targets aimed at reducing inequalities among social groups regarding access, learning outcomes, and completion.

#### LEARN MORE

Delve deeper into this debate and understand why the school environment is so important.



### IN DEFENSE OF THE SCHOOL AS AN IRREPLACEABLE SPACE

Days before the approval of the National Education Plan (PNE) document, we reaffirmed our opposition to any form of incentive for homeschooling—a topic some lawmakers had attempted to include in the document. We were signatories to the manifesto led by the Maria Cecilia Souto Vidigal Foundation—a partner of the National Education Now Coalition—and we emphasized that schools are irreplaceable for ensuring learning, social interaction, and holistic development, in addition to being an environment that Brazil is capable of adequately regulating and monitoring.



## OUR INVOLVEMENT IN THE DEBATE ON THE NEW PNE

### PERFORMANCE INVOLVING SYSTEMATIC MONITORING OF THE PNE AND EDUCATIONAL DATA, PRODUCTION OF ANALYSES, AND COORDINATION WITH DECISION-MAKERS TO STRENGTHEN THE DISCUSSION



PRISCILA CRUZ ON THE JOINT PARLIAMENTARY FRONT ON EDUCATION (FPME)

We win the game if the National Education Plan (PNE) doesn't end up gathering dust in a drawer. And mobilization is needed—not only to think about and discuss the PNE, but also to implement it.”



MARCH

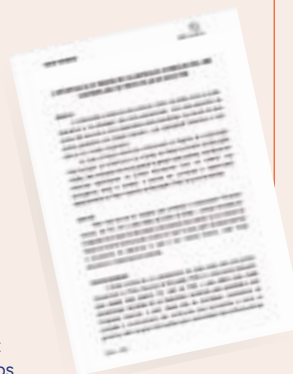


This topic is on the agenda at the Education Now Annual Meeting, featuring Federal Deputy Rafael Brito and the President of the Chamber of Deputies, Hugo Motta—who is announcing the creation of a special committee dedicated to the legislative process for the new PNE.

APRIL

Todos signs a joint technical note proposing strengthened collaboration among municipalities in the new PNE

- Fernando Luiz Abrucio  
FGV RESEARCHER
- Mozart Neves Ramos  
PROFESSOR OF USP  
OF RIBEIRÃO PRETO
- Todos Pela Educação
- Instituto Positivo
- Roda Educativa
- Chapada Institute for Education and Research (ICEP)
- Cidade Escola Aprendiz
- 22 Education Development Arrangement (EDAs) Groups



MAY

Todos participates in a public hearing on the PNE in the Chamber of Deputies



Over the next ten years, we propose eliminating the number of students performing below the basic level in the 5th and 9th grades of Elementary School and in the 3rd year of High School. It is an ambitious goal and a way to encourage the reduction of inequalities within the Brazilian education system.”

**TALITA NASCIMENTO**

Director of Government Relations at Todos

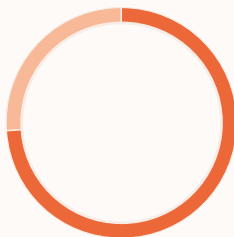
Todos participates in a meeting of the Special Commission on the PNE at the Chamber of Deputies with the Joint Parliamentary Front on Education

We have released a technical note regarding the Bill submitted by the MEC to Congress in 2024 concerning the new National Education Plan (Bill 2.614/2024), highlighting both positive aspects and areas for improvement

TODOS ANALYZES PROPOSALS FOR THE BILL ON THE NEW PNE

+3 thousand

propositions for  
the PNE Bill



74%

of the texts contain  
identical content

**PNE approved in the Chamber.**

Todos analyzes the final text  
and welcomes the exclusion of  
topics unsuitable for the bill—  
such as Homeschooling

JUNE

OCTOBER

DECEMBER

**ESTADÃO**

OUTUBRO — 2025



OPINIÃO DO ESTADÃO

### Educação deve ir além da retórica

Relatório parlamentar sobre o Plano  
Nacional de Educação é razoável, mas  
ainda pode evoluir para que o País tenha  
um plano de voo educacional ambicioso  
e realista nos próximos dez anos

**O GLOBO**

OUTUBRO — 2025

### Novo PNE acerta ao aumentar pressão para melhorar o ensino

Planos de ação bienais e novo indicador além do  
Ideb permitirão cobrar metas mais ambiciosas

Todos analyzes the report by Federal  
Deputy Moses Rodrigues (União-CE) on the  
bill regarding the new PNE—a topic that  
has prompted editorials in the newspapers  
Estadão (SP) and O Globo (RJ)



## DEBATE IN THE LEGISLATIVE

As part of our advocacy efforts in 2025, we engaged in various discussions with both chambers of the National Congress to reinforce Todos' commitment to a technical, informed, and constructive dialogue aimed at guaranteeing the right to quality public education for all children and young people in Brazil.

While these meetings were important for enriching various debates, the **PNE was a key focus of our advocacy regarding the Legislature's priority agenda over the past year**. We presented our positions and technical insights at events such as the opening of the Joint Parliamentary Front for Education's annual session; the Chamber of Deputies' Special Commission on the New National Education Plan; and a meeting with Senator Teresa Leitão (PT/PE), the then newly elected chair of the Senate Education Commission. We also participated in a mission to Singapore with lawmakers to identify international best practices that could offer concrete solutions for Brazil and expand the technical knowledge base for formulating the new PNE.



## PNE PUBLIC DEBATE

Throughout 2025, Todos published numerous opinion articles to qualify the debate around the plan that will set the tone for the next educational decade.



APRIL — 2025

### Qual é a educação que o Brasil deseja para os próximos 10 anos?

A proposta do novo plano nacional é uma base promissora, mas seu aperfeiçoamento demanda atenção para os aprendizados do ciclo anterior

### FOLHA DE S. PAULO

JUNE — 2025

OPINIÃO — PRISCILA CRUZ E TALITA NASCIMENTO

### Plano Nacional de Educação exige metas factíveis, responsabilidade e visão de país

Novo PNE finalmente pode virar compromisso real com o futuro do ensino; é essencial priorizar os estudantes com desempenho mais baixo nas avaliações



JULY — 2025

### Aprender é um direito e aceitar menos é perpetuar a desigualdade

O novo Plano Nacional de Educação precisa assumir o compromisso de erradicar o número de estudantes que aprendem menos que o básico



AUGUST — 2025

### Educação infantil é o ponto de partida para o país que queremos

O novo Plano Nacional de Educação e a política integrada para a 1ª infância são marcos estratégicos para o futuro do país



SEPTEMBER — 2025

### Após ECA Digital: duas prioridades urgentes para o Congresso

Plano Nacional de Educação e Sistema Nacional de Educação estão entre as pautas estruturantes com impacto no futuro de estudantes



OCTOBER — 2025

### Novo PNE é decisivo para enfrentar desigualdades na educação

Dados do Anuário da Educação Básica escancaram profundas desigualdades; cabe ao PNE (Plano Nacional de Educação) organizar esforços e abrir caminhos para superá-las



NOVEMBER — 2025

### PNE: metas inatingíveis não mudam a educação

Novo plano precisa unir ambição e realismo; metas irreais desmobilizam educadores e comprometem avanços na aprendizagem



DECEMBER — 2025

### Novo PNE exige metas de aprendizagem ambiciosas, não fantasiosas

Manter propósitos descolados da realidade fragiliza o percurso rumo à garantia plena do direito à educação; objetivos inatingíveis não mobilizam, são ignorados

## Early Childhood

**TO INTEGRATE AND  
STRENGTHEN ACTIONS AIMED  
AT CHILDREN AGED 0 TO 6**



In 2025, significant progress was made in standardizing and strengthening the legal framework for Early Childhood care—a stage of life that, as previously noted, is crucial for children's holistic development. Building on the Federal Government's ongoing focus on this issue since the start of its term—which had already materialized with the establishment of the Integrated National Integrated Policy for Early Childhood (PNIPI) in August 2025—the Chamber of Deputies approved a bill in October of that same year enacting the PNIPI into law. Giving the National Policy legal force contributes to reinforcing the stability of public policies aimed at this stage, expanding integration between areas and strengthening the governance of actions—as we highlighted in our position statement on the matter. This prioritization needs to be the focus in the Federal Senate as well.

As in the previous two years, and with the support of the Bracell Foundation, in 2025 we carried out technical and political advocacy to ensure that the topic remained on the priority agendas of the Legislative and Executive branches. The topic was the subject of a panel at the Education Now 2025 Meeting, where the former Minister of Education, Camilo Santana, announced that the Ministry of Education would assume the coordination of the National Policy.

In August, Early Childhood Month, we were present at the signing, by the Presidency of the Republic, of the decree that instituted the National Policy. On that occasion, we considered that the topic demanded effective actions for Brazilian children—with a strategic action plan for 2026, a specific governance structure, and clear implementation goals.



A request I made to the President of the Republic—a matter on which I have faced immense pressure from Priscila—is that the Ministry of Education will assume coordination of the National Integrated Policy for Early Childhood, which was developed with significant input from Todos Pela Educação.”

**CAMILO SANTANA**

Former Minister of Education, during the 2025 Education Now Meeting



Children's time passes quickly. The babies born on the first day of this government's term are already leaving Early Childhood. Therefore, it is essential to accelerate the pace to implement and deliver these results.”

**PRISCILA CRUZ**

CEO of Todos Pela Educação, at a ceremony of the Federal Government



## EARLY CHILDHOOD IN PUBLIC AND TECHNICAL DEBATE

Between August and October, we carried out a series of initiatives to elevate the discourse on Early Childhood, drawing the attention of society, leaders, and decision-makers to the challenges that continue to affect the most vulnerable children and families. We released the Overview of Access to Early Childhood Education in Brazil, which revealed an alarming scenario: access to this stage of education is marked by growing inequality between wealthy and poor children.

Building on the debate initiated at our Annual Meeting—which featured a panel on technology and Early Childhood—Todos Pela Educação held a technical seminar in October on data integration in this sector. Organized in partnership with VélezReyes+, Insper, and the Brazilian Center for Applied Research on Early Childhood (CPAPI), the event brought together public officials and experts to discuss concrete ways to strengthen public policies from the earliest years of life, focusing on the interplay between technology, data, and government action.

### FOLLOW THE DEBATE

Visit the Early Childhood page and stay up to date with the key public and technical debates on the subject.



## POLITICAL AND TECHNICAL LEADERS PRESENT

### ALEXSANDRO SANTOS

Director of Policies and Guidelines for Comprehensive Basic Education at the Ministry of Education (MEC)

### ANITA STEFANI

Director of Support to Educational Management of the MEC

### ELLEN GERA

President of Piauí Information Technology Company (ETIPI)

### JOÃO CAMPOS

Mayor of Recife

### ISABEL FONTELES

Coordinator of the Pact for Children of Piauí

### LUCIANA LIMA

Executive Secretary of Early Childhood of Recife

### OTO BURÉGIO

Executive Secretary for Digital Transformation of the Department of Science, Technology, and Innovation of Recife

### RENAN GAYA

Director of the Department of Public Data Infrastructure of the Ministry of Management and Innovation (MGI)

## 2025 OVERVIEW OF ACCESS TO EARLY CHILDHOOD EDUCATION IN BRAZIL

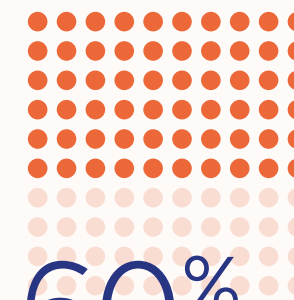
ENROLLED IN DAYCARE

### POORER FAMILIES



30,6%

### WEALTHIER FAMILIES



60%

## Professores

Attention to the professional who trains all the others

Public educational policies cannot be successfully implemented without considering the people who put them into practice every day in classrooms across Brazil. In this regard, since 2020, we have consistently generated knowledge and taken a stance in the national debate on the importance of policies concerning the teaching profession and the intentional coordination among them—spanning everything from the training of future teachers to the professional recognition and preparation of educators within school systems. 2024 was a year of significant progress on this issue, marked by important debates that culminated in the establishment of the Mais Professores para o Brasil Program in January 2025. In our view, this is an initiative with great potential, particularly notable for its systemic nature—an innovation in teacher-related policies up to that point.



We recently launched the Mais Professores program, representing one of the most significant moves we can make for Basic Education in this country: fostering a culture in Brazil that values and recognizes the role of these professionals and the importance of teachers to the nation. And it is not just a matter of compensation; it is about recognizing the role these professionals play in the daily life of society. Brazil's largest municipality—São Paulo—has joined the program. It may serve as a pre-selection method for teaching professionals, which has also been a long-standing goal of Todos Pela Educação. I would like to thank Priscila for the contributions Todos Pela Educação made to the development of this policy."

**Camilo Santana**

Former Minister of Education, during the 2025 Education Now Annual Meeting

### TEACHERS AT THE HEART OF OUR ADVOCACY

2012



**ADEQUATE TRAINING** Since the launch of the Brazilian Basic Education Yearbook—a benchmark publication for public monitoring of the subject—Todos has tracked and enriched the debate on adequate teacher training.

2018



**TEACHERS AT THE CENTER** We place teachers among the priority measures for Brazil to make a qualitative leap forward—measures brought together in the first national Education Now agenda.

2019



**EXPLOSION OF DISTANCE EDUCATION** From an unprecedented study on undergraduate graduates, we denounce the explosion of the distance education modality in the initial training of future teachers.

2022



**ARTICULATION OF TEACHER POLICIES** We reinforced the centrality of teachers in updating the 2022 Education Now agenda; and we deepened the recommendations for teacher policies in two detailed documents to support federal and state governments.

2023



**COLLECTIVE LETTER TO THE MEC** We carried out a series of actions: a study on the low number of graduates with mandatory internships in teacher training programs; an analysis of the expansion of distance learning in parallel with the decline in the quality of initial teacher training courses; and we signed a collective letter with educational entities requesting the appreciation and structural changes in initial teacher training.

2024



**KEEPING AN EYE ON THE VULNERABILITY OF THE TEACHING CAREER** We launched two studies: one on the increase in teachers on temporary contracts and the decrease in those hired through competitive examinations, highlighting the vulnerability of the teaching career; another on the low quality of public service examination selection processes in states and capitals. In addition, we enhanced the debate surrounding the Mais Professores Program and the National Teacher Examination, policies that point in the right direction but require improvements.

MAIS PROFESSORES HIGHLIGHTS

NATIONAL  
TEACHER  
EXAM

Institution of the National Exam for the Assessment of Student Performance (Enade) Teaching Degree as a test whose results can be used by education networks as part of their teacher selection processes. The test can be taken both by those completing the Initial Teacher Training (FID) courses and by teachers already in practice who wish to apply for entry processes into education networks that adhere to the measure.

PÉ-DE-MEIA  
TEACHING  
DEGREE PROGRAM

Students who score 650 points or higher on the Brazilian National High School Exam (Enem) and choose to pursue a teaching degree via Sisu, Prouni, or Fies (in that order of priority) will be offered a monthly stipend of R\$700—contingent upon their academic performance each semester—plus a monthly deposit of R\$350 into a savings account; these funds may only be withdrawn after the student completes the degree and begins working in the public school system within five years.

MAIS  
PROFESSORES  
STIPEND

Payment of a monthly stipend of R\$2,100 (in addition to their salary) for up to two years to new teachers joining the school systems participating in the program and working in regions with a shortage of teachers in specific subjects. Participating teachers will also pursue graduate studies.

PROVA NACIONAL DOCENTE

With the participation of 22 states and 1,500 municipalities, the National Teacher Exam (PND)—part of the Mais Professores Policy—has the potential to be a milestone in how teachers enter public education systems. Education departments could use this national assessment for civil service exams and selection processes for temporary teachers. In a technical note, we argue that the assessment alone will not solve all issues regarding the valuing of the teaching profession; however, it could be a significant step toward transforming career entry, which is currently characterized by inequalities and precarious conditions.



PND  
OPPORTUNITIES

- Flexibility in the use of results
- Use for hiring temporary staff
- Savings potential for actors involved
- Wide initial adherence of education networks



PND  
CHALLENGE

- Performance of the Federal Government to mobilize and ensure technical quality

## WHO TEACHES BRAZIL

A documentary series Todos e Folha de S.Paulo (SP)

In four special reports—featuring both text and video—we explore the daily routines, working methods, and professional dilemmas of teachers from different regions of the country. This partnership conveys a central message: the paths to improving teaching, learning, and the very purpose of school take shape daily within the classroom, driven by the creativity, resilience, and commitment of professionals who make the act of teaching one of the most complex and essential tasks for Brazil's future.

## FOLHA DE S.PAULO

OCTOBER — 2025

EDUCAÇÃO

### Folha e Todos Pela Educação destacam trabalho e desafio de professores em série de reportagens

- Quem Ensina o Brasil vai mostrar, em texto e vídeo, a rotina de quatro docentes
- Histórias estarão conectadas a dilemas de uma área de ensino e ao contexto da profissão



**DENIS CLEBER GOMES (SP)**  
Adultification



**PATRÍCIA BARRETO (BA)**  
Mathematics



**JÉSSICA MARY DO ROSÁRIO (DF)**  
Life Project



**FABIANA LIRA (PE)**  
Literacy

## DATA: DISTANCE-BASED TEACHER TRAINING DOUBLES IN A DECADE IN BRAZIL

Over the past decade, total enrollment in distance-learning teacher training programs in the country has doubled, reaching 70%. This trend was revealed by the historical data series in the 2025 Brazilian Basic Education Yearbook—a highlight of the launch of this established educational data platform, which serves as a vital resource for in-depth analysis and diagnostic assessment.

While distance learning (EaD) expanded rapidly, the trend moved in the opposite direction for in-person programs. In 2014, in-person teacher training courses accounted for 911,000 enrollments (63%); by 2024, that figure had dropped by nearly half, falling to 525,000 (31%).

The survey once again reinforces our advocacy for the necessity of in-person instruction in the initial training of future teachers—a profession that demands practical experience during training to ensure educators are fully prepared to meet the real-world challenges of the classroom.



### FOLLOW THE DEBATE

Visit the Teachers page, watch the series, and stay up to date with the key public and technical debates on the subject.

## Education Now Municipalities

Recommendations to  
support municipal managers

Launched in 2024, the second edition of the Education Now Municipalities initiative was created to support municipal administrations in developing quality educational policies for all. Over the past year, we have carried out activities to intensify discussions at the municipal level, as part of our advocacy for coordination among the three tiers of government—federal, state, and municipal—and for treating this issue as a matter of state policy that transcends individual terms of office, rather than merely a rhetorical platform for elections.

### CONSEC ANNUAL MEETING

In this context, we presented recommendations at the annual meeting organized by the National Council of Secretaries of Capital Education (Consec) in January 2025, which was attended by education departments from 19 state capitals. Political and technical leaders shared experiences and management best practices, as well as success stories and challenges faced within their respective school systems.

Reinforcing the technical support needed to address the challenges of basic education, the Consec meeting also brought together other experts and organizations, such as Itaú Social, Instituto Natura, Lemann Foundation, Profissão Docente, Instituto Península, Lemann Center, Maria Cecília Souto Vidigal Foundation, Instituto Reúna, and Instituto Ayrton Senna.



## EDUCATION AS A PRIORITY BRINGS TOGETHER MAYORS OF THE COUNTRY'S LARGEST CITIES

With the support of 20 partner organizations, in December we held the second edition of the Education as a Priority event, a meeting that brings together mayors of the largest cities of the country and national political leaders to inspire municipal managers to place education as a structuring axis of governments. Throughout the program, mayors, secretaries, and municipal secretaries discussed common challenges, concrete experiences and how to strengthen cooperation paths between federative entities, mainly in capitals and large cities, which concentrate a high volume of enrollments and high technical and political capital.

The event was also attended by national authorities, the president of the Chamber of Deputies, Hugo Motta, the Minister of Education, Camilo Santana, and Gilberto Kassab, national president of the PSD party.



### > PARTNER ORGANIZATIONS





“Mandatory percentages of parliamentary amendments need to be revised to include education.”

**Hugo Motta**

President of the Chamber of Deputies,  
during an event in December 2025



“We can form a group comprising these 73 entities—bringing together these municipalities and states to hear about their challenges and concerns and to develop more targeted actions—given that they account for half of all enrollments.”

**Camilo Santana**

Former Minister of Education during an event in December 2025

## TECHNICAL CONTRIBUTIONS TO THE MUNICIPALITIES

Last year, we intensified our direct collaboration with municipal managers in seven cities to deepen the systemic approach to educational strategic planning in these localities. Guided by principles of non-partisanship, respect for the independence and autonomy of municipal administrations and local needs—and aligned with our values of equity and transparency—we provided technical support to the education departments of Belém (PA), Florianópolis (SC), Salvador (BA), São Luís (MA), São Paulo (SP), Vitória, and Serra (ES), which together account for over 6 million basic education enrollments. In addition, we stepped up knowledge exchanges and shared evidence-based insights with the municipalities of Joinville (SC) and Porto Alegre (RS).

Aware of the complexities inherent in each local context, we provided technical contributions to the planning and refinement of local strategies, drawing on the latest data and evidence, as well as successful educational management practices from Brazil and around the world

The participating education departments identified the Education Now Municipalities initiative as a key reference for guiding the formulation of education policies and drew inspiration from its collaborative, interconnected approach to addressing educational challenges—a fundamental premise of our agenda. We will continue to closely monitor the implementation process and the educational outcomes in the participating cities.

### OUR CONTRIBUTIONS



Network diagnostics and assessment of the local context;



Identification of priorities and realistic goals;



Immersion sessions featuring active listening with managers and technical teams;



Monitoring the implementation and outcomes of actions.



BELÉM (PA)



FLORIANÓPOLIS (SC)



SALVADOR (BA)



SÃO LUÍS (MA)



SERRA (ES)



VITÓRIA (ES)



### EDUCATION NOW MUNICIPALITIES MANDALA



Developed by Todos Pela Educação.

## EDUCATION NOW MUNICIPALITIES INSPIRED MUNICIPAL ADMINISTRATIONS' PLANNING

FLORIANÓPOLIS (SC)



JOINVILLE (SC)



SALVADOR (BA)



SÃO LUÍS (MA)



SERRA (ES)



VITÓRIA (ES)



## Training of managers

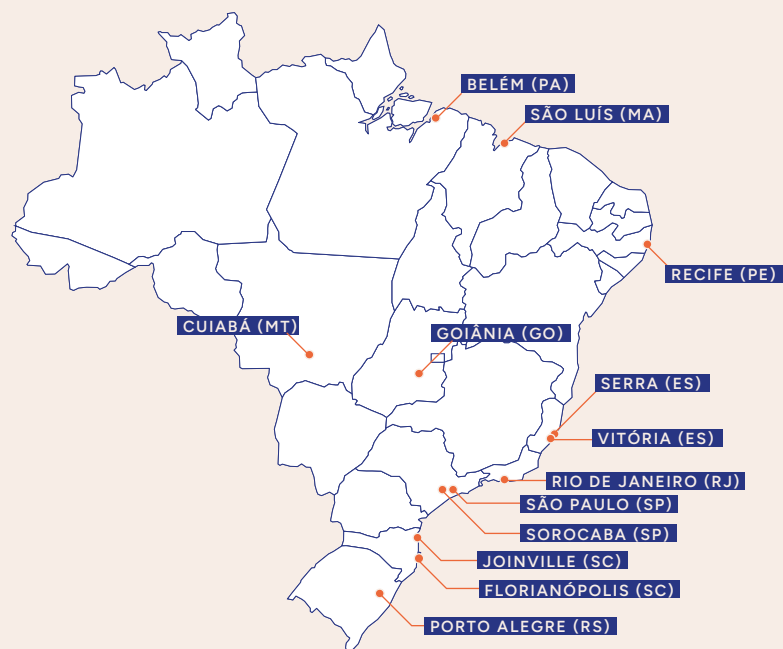
Brazil has a lot to learn from Brazil

In line with the expansion of our direct support for public managers—and deeply inspired by our firsthand experience researching successful Brazilian public policy cases—we launched a new initiative in 2025 aimed at strengthening the technical capacity of educational leaders: the **Educational Leadership Training Journey**. The project is carried out in partnership with the Institute of Advanced Studies of the University of São Paulo (USP) through the Sérgio Henrique Ferreira Chair, which certifies the participants.

For the pilot edition, we brought together **17 participants holding leadership positions within municipal education departments**, such as secretaries and deputy secretaries. The selection was based on the professionals' history of engagement with Todos and their demonstrated interest in topics related to education policy.



## CITIES REPRESENTED IN THE FIRST LEADERSHIP TRAINING JOURNEY



## JOURNEY CONTENT



**WHAT TO DO**  
structural elements  
of an educational  
system.



**TRAINING APPROACH**  
based on the science of learning,  
with a primary focus on in-depth  
examinations of real-world reform  
cases within large-scale Brazilian  
school systems—narrated by  
the public officials who led  
them—and on collaborative  
learning through exchanges and  
discussions among participants.



**HOW TO DO IT**  
common strategies  
of successful  
educational  
reforms.



The journey is an extraordinary opportunity to interact with peers, colleagues, and prominent education leaders—realizing that we all face common challenges—as well as to hear from the country's leading experts."

**FERNANDO PADULA**

Secretary of Education of the City of São Paulo



The group that formed during this journey is very diverse, and Todos Pela Educação brings quality to the training. No one here would clear their schedule just to waste time, because we have no time to lose."

**JULIANA ROHSNER**

Secretary of Education of Vitória (ES)



The journey has been empowering and inspiring, especially given the incredibly rich exchanges. With every return to São Luís, I feel more motivated and engaged—and truly better prepared—thanks to everything we've experienced here."

**CAROLINE SALGADO**

Secretary of Education of São Luís (MA)

## Implementation of educational policies

Light on the science behind the implementation of actions and policies in Brazil

What lies behind the implementation of a sound education policy? This question lies at the heart of a debate we have been driving and deepening in Brazil over the past year—one of the cutting-edge topics addressed in the panels at the 2025 Education Now Annual Meeting.

While we acknowledge the progress made in formulating Brazilian education policies, we have—drawing on insights from leading international experts—highlighted the often-overlooked process of policy implementation, which demands intentionality from stakeholders across the education ecosystem. After all, it is this translation of design into practice that determines the effectiveness of measures and, consequently, their impact on learning.

### IMPLEMENTATION SCIENCE IN BRAZILIAN EDUCATION PUBLIC CALL

To encourage and support academic and reflective work on the various aspects of the science of public policy implementation in Brazilian Basic Education, in partnership with the Itaú Foundation, we have launched a public call to select six researchers specializing in this field. The initiative aims to foster research into the gaps, challenges, and opportunities associated with the implementation of educational policies, providing a basis for generating practical recommendations for public education management.

The Center for the Study of Educational Policy Implementation (FGV CIPE) and the Network for Studies on Educational Public Policy Implementation (REIPPE) comprise the Scientific Core; this group consists of institutions responsible for academic mentoring and the methodology for monitoring the research projects (see the list of institutions below).

#### MEMBERS OF THE SELECTION COMMITTEE AND SCIENTIFIC CORE GROUP

##### DR. BREYNNER OLIVEIRA

Associate Professor at UFOP and member of the Network for Studies on Educational Public Policy Implementation—REIPPE

##### DR. GABRIEL CORRÊA

Director of Public Policies at Todos Pela Educação

##### DRA. GABRIELA LOTTA

Coordinator of the Center for the Study of Educational Policy Implementation FGV CIPE

##### GIOVANI ROCHA

Co-founder and co-director of Mahin Consultoria Antirracista

##### DRA. SONIA MARIA BARBOSA

Development and Solutions Manager at Fundação Itaú



### IMMERSION AT THE UNIVERSITY OF OXFORD

In order to formulate hypotheses for this discussion, Olavo Nogueira Filho, Executive Director of Todos Pela Educação, spent two months as a visiting researcher at the University of Oxford's Blavatnik School of Government, investigating how Brazil's subnational education systems can overcome barriers to implementing systemic reforms. The material resulting from this in-depth study presents a set of recommendations tailored to the Brazilian context, developed through a comprehensive review of both domestic and international literature on education policy implementation. While the study focuses on public managers of large-scale education networks, the material is also valuable to other audiences.

## > KEY PRINCIPLES

**Principle 1:** Implementation concerns the promotion and consolidation of changes in practice—therefore, it must be treated as a process, not an event;

**Principle 2:** Good implementation means changing beliefs and behaviors;

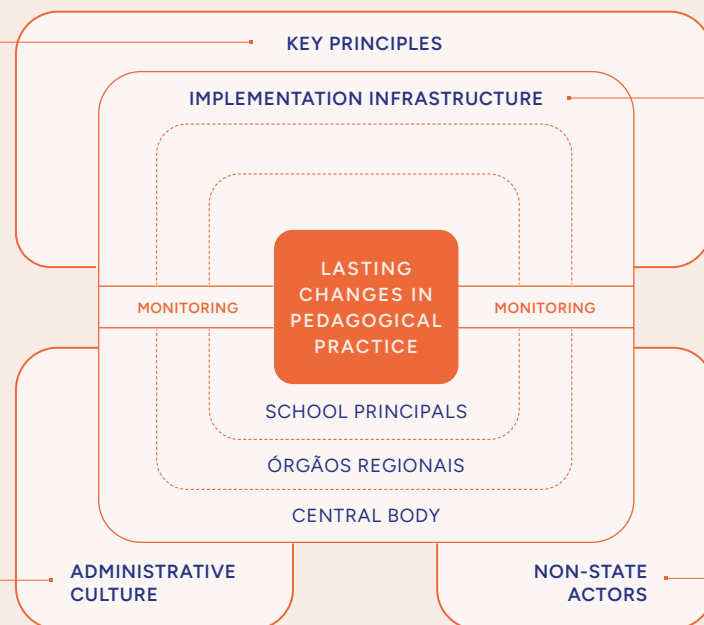
**Principle 3:** The quality of the interaction between the levels of the system is the crux of the matter.

## > RECOMMENDATION 02

To promote a problem-solving administrative culture that fosters continuous learning and adaptation during implementation.

1. To create space for local adaptation in the design of public policies;
2. To identify and learn from experiences that perform significantly better than the average;
3. To promote horizontal learning across the entire system.

## HOW CAN LARGE-SCALE SUBNATIONAL EDUCATION SYSTEMS IN BRAZIL IMPROVE THE QUALITY OF SYSTEMIC REFORM IMPLEMENTATION?



## > RECOMMENDATION 01

To build an 'implementation infrastructure' supported by four interconnected dimensions.

1. Leadership of the central body as change managers. To set direction and drive change;
2. Traction and support from the regional level. To boost adaptation and articulation;
3. School directors as internal and external 'anchors'. To sustain the focus and offer feedback to other levels;
4. Deep, agile and formative monitoring systems. To feed continuous adjustments.

## > RECOMMENDATION 03

To establish strategic partnerships with aligned non-state actors committed to supporting government-led implementation efforts.

1. To expand support capacity, especially where it is limited;
2. To assist in managing the complexity and pace of implementation amidst the day-to-day demands of system operations;
3. To increase the likelihood of continuity in the face of political cycles and leadership changes.

Diagram produced for the policy brief  
"The implementation barrier: unlocking Brazil's  
next leap in large-scale education systems,"  
by Olavo Nogueira Filho

# Resilient Education

A necessary discussion in times of climate crisis

When extreme events disrupt classes, damage infrastructure, and exacerbate inequalities, they become a direct obstacle to the right to learning and the comprehensive protection of children and adolescents. Resilient Education emerges as a structural response to this scenario.

To enrich this debate and drive policy discussions and progress, we hosted the event **Resilient Education—A Necessary Future**.

During the event, we launched a document outlining 25 recommendations to better prepare school systems and individual schools to handle the climate crisis—an initiative developed in partnership with the consultancy Vozes da Educação and supported by B3 Social.

The Resilient Education document is based on the assessment that floods, droughts, landslides, and heatwaves are already disrupting classes, damaging school infrastructure, and worsening educational inequalities. To address this situation, the document proposes 25 coordinated actions aimed at public officials at the federal, state, and municipal levels, focusing on four key areas: governance, infrastructure, equity, and curriculum.



## WHEN EMERGENCY ARRIVES AT SCHOOL



**242 million** students had classes disrupted by weather events in 2024.



**1.17 million** Brazilian students without classes due to natural disasters.



**18 school days** in low-income countries, compared to 2.4 days in rich countries.



**57%** of High School students in schools in areas of low flood resilience.



**+1°C:** loss of up to 1% of learning per year in more vulnerable municipalities.



**84% of young people are concerned** about the climate crisis; **45%** report impact on their daily life.



The climate crisis acts as a multiplier of inequalities and an accelerator of educational gaps. Black, quilombola, riverside, and Indigenous populations are among those most exposed to climate events. This is because these groups have been historically marginalized and pushed into areas at higher risk."

**Luana Smeets**

Educational Policy Manager  
at Todos Pela Educação



## INTERNATIONAL EVENT

In addition to initiatives we organized directly, we also provided technical support for the International Seminar on Education, Climate Change, and Resilience, held in Porto Alegre by the Rio Grande do Sul state government in partnership with the World Bank.

At the opening ceremony, Gabriel Corrêa, Director of Public Policy at Todos Pela Educação, emphasized that "it is no longer possible to discuss quality and equity in basic education without discussing climate change and resilience." Gabriel also highlighted the significant role played by Rio Grande do Sul in this debate, particularly within the context of reconstruction and recovery following the extreme weather events that struck the state in 2024.

## Management and technology in education

For a more equitable and quality public education

In partnership with the Inter-American Development Bank (IDB) and the Instituto Singularidades, we held a two-day strategic meeting to discuss key topics on the Brazilian educational agenda: management and investment in education networks and educational technologies.



### GESTÃO E INVESTIMENTO

The discussion explored how strengthening management can enhance investment efficiency and contribute to more equitable, high-quality public education.

Attendees included Anita Stefani, Director of Educational Management Support at the Ministry of Education (MEC); Fernanda Pacobahyba, President of the National Fund for Educational Development (FNDE); Romeu Caputo, Deputy Director of the Public Management and Educational Policy Development Division at the Getulio Vargas Foundation (FGV), alongside municipal education secretaries Juliana Rohsner (Vitória, ES) and Mayara Cândido (Serra, ES). Representing the states were Vinícius Neiva, Executive Secretary of Education for São Paulo, and Washington Bonfim, Secretary of Planning for Piauí.



### EDUCATIONAL TECHNOLOGIES

The central theme was the role of educational technologies in the teaching and learning process. The panel discussed how digital innovation—including Artificial Intelligence—can be strategically incorporated into education systems, respecting diverse contexts and aiming to reduce inequalities.

The panelists were Affonso Nina, CEO of Brasscom; Fernando de Barros Filgueiras, Director of Strategic Information and Innovation at the Ministry of Education (MEC); Ig Ibert Bittencourt, from the Center of Excellence in Social Technologies; Anna Penido, Executive Director of the Lemann Center; Ricardo Henriques, Executive Superintendent of the Instituto Unibanco; and Lia Glaz, CEO of the Fundação Telefônica Vivo. The event was also attended by Israel Batista, a member of the National Council of Education; Júnior Mar, Secretary of Education for Manaus (AM); and Washington Bandeira, Secretary of Education for Piauí. The discussions were moderated by Eduardo Saron, President of the Fundação Itaú, and Júlia Sant'Anna, Executive Director of the Innovation Center for Brazilian Education (CIEB).

## 2025 Basic Education Brazilian Yearbook

Comprehensive educational  
data dashboard to inform  
public debate



A benchmark for the public monitoring of educational data, the 2025 Brazilian Basic Education Yearbook 2025 has reached its 12th edition, reaffirming the strategic role of information in advancing public policy and guaranteeing the right to learning. It achieved record media impact, with highlights including stories on learning challenges featured by major outlets such as Jornal Nacional, CNN, and an editorial in Estadão (SP).

Produced by Todos Pela Educação in partnership with Editora Moderna and the Fundação Santillana, the publication compiles key sector indicators and presents

them in a clear, contextualized manner, highlighting the most urgent challenges facing Brazilian education.

Key updates to the material—which underwent a complete overhaul in 2024—include the addition of aggregated data for private school networks and the combined figures for the total network (public and private), alongside the existing public network data. In doing so, the Yearbook offers a more comprehensive overview of the Brazilian educational landscape without losing sight of equity and the reduction of inequalities.

### IMPACT ON THE PRESS

# +870

mentions in major  
national and regional  
media outlets



**ESTADÃO**

OUTUBRO — 2025

OPINIÃO DO ESTADÃO

### A tragédia silenciosa da educação básica

Anuário expõe desigualdades, carências de infraestrutura, aprendizado inadequado e outras deficiências que revelam uma sociedade do conhecimento que não dá a devida centralidade à escola pública

**BEYOND  
THE DATA**

While recognized for the breadth of its data and graphical interpretations, the Yearbook platform introduced a section of expert analyses in 2025, featuring articles authored by specialists.



**FOLLOW THE  
EDUCATIONAL DATA**

Access the Yearbook platform and stay up to date with the latest data on Basic Education.

**AI IN EDUCATION**



Thinking about AI and education means, therefore, reflecting on what schools need to be. It goes beyond immediate use by teachers and students; it requires a deeper commitment to human development. Otherwise, we risk deepening inequalities and creating new forms of exclusion between those who can engage critically with algorithms and those who merely consume them."

**PATRÍCIA MOTA GUEDES**

Itaú Social

**EDUCATIONAL MANAGEMENT  
AND CULTURE**



Transforming practices into institutional culture means turning them into routine—part of the way the network operates, regardless of the specific individuals or administrations involved. This process is not automatic; it requires continuity, staff development, clarity of purpose, and, above all, equity. For institutional culture exists only when everyone participates, not just a select few."

**BINHO MARQUES**

Former Governor of Acre

**ANTI-RACIST  
EDUCATION IN PNE**



There are significant achievements that also highlight where greater intentionality is still needed regarding anti-racist education—an endeavor that must be a continuous process. We must consider, for instance, the reading materials we study with students and those teachers study to prepare for their classes. It takes time. It is a journey with no fixed end date."

**JANINE RODRIGUES**

Specialist in ethnic-racial relations

**EDUCATION,  
CLIMATE CRISIS, AND  
ENVIRONMENTAL RACISM**



The climate crisis has ceased to be an abstract problem and has become a daily reality in many Brazilian schools. However, the impacts are not distributed equally: they fall most heavily on areas marked by historical inequalities, revealing the close relationship between the climate crisis, education, and environmental racism."

**VIDAL MOTA**

Instituto DACOR

# 2025 Knowledge Production

Analyses, studies, and positions to inform and influence decision-making

In addition to the key themes on the public education agenda—such as those previously listed—over the past year we have generated insights on other important topics that shaped public debate. We have done so while remaining consistent with our core platform, the Education Now initiative, and by combining efforts to elevate the quality of the discussion with the monitoring of data and policies. An overview of this work follows below.



NATIONAL  
EDUCATION  
SYSTEM



LITERACY



FULL-TIME HIGH  
SCHOOL



POST-PANDEMIC  
LEARNING



INEQUALITIES IN  
COMPLETION OF  
EDUCATION



CYCLE-BASED  
EDUCATION



NATIONAL POLICY ON EQUITY, EDUCATION FOR  
ETHNIC-RACIAL RELATIONS, AND QUILOMBOLA  
SCHOOL EDUCATION

## Positioning

### NATIONAL EDUCATION SYSTEM (SNE)

The National Education System (SNE) was finally approved by the National Congress in October 2025, four years after the bill's initial approval in the Federal Senate. Establishing an SNE is crucial for enhancing collaboration, cooperation, and coordination among the various levels of government. While the text has limitations—as noted in our position statement—it paves the way for strengthening the collaborative framework and includes provisions that can positively impact education, provided they are effectively implemented.



#### STRENGTHS

##### Coordination bodies

Creation of tripartite commissions (Cite)—involving the Federal Government, states, and municipalities—and bipartite commissions (Cibe)—between states and municipalities.

##### Creation of a National Education Data Infrastructure (INDE)

Potential to address the gap in educational data integration within the country.



#### AREAS FOR ATTENTION

##### Minimum quality standards and CAQ

There is a lack of clarity regarding how these definitions will be established and the practical consequences they will have for education financing.

##### Coordination among assessments

The topic is addressed in broad terms and does not even refer to aligning assessments with the National Common Curricular Base (BNCC).

## Analysis

### LITERATE CHILD INDICATOR AND NATIONAL COMMITMENT TO CHILD LITERACY

Literacy was another significant topic of debate that saw progress in 2025, marked by two key milestones: the release of the 2024 Child Literacy Indicator (ICA) and the establishment of the National Commitment to Literate Children (CNCA).

More than simply continuing a program that has been showing progress, enshrining the Commitment in law provides institutional stability, legal backing, and political priority to an urgent agenda—one that has for years mobilized educators, public administrators, researchers, and policymakers across the country. In our stance on the matter, we argue that this measure ensures the sustainability and continuity of a public policy that is yielding concrete results in tackling the challenge of ensuring literacy at the appropriate age.

In this context, the release of results from the second edition of the ICA served as another vital tool for analyzing and reflecting on the collaborative framework

between state and municipal governments regarding literacy at the right age. It is crucial to look beyond the national average—59.2% of children literate by the end of the second year of Elementary School—and examine results by state and municipality. This allows for the identification of areas requiring greater technical, institutional, and financial support, as well as the investigation of instances where results have declined, enabling swift action to address these challenges. The pace of progress must accelerate so that Brazil as a whole can meet the goal of having 80% of children literate by 2030.

We also highlight another necessary evolution for the indicator: the inclusion of data disaggregated by race / color and socioeconomic status. Omitting these dimensions limits the indicator's analytical capacity, preventing a more accurate understanding of how structural inequalities impact the results.

## Study

### POST-PANDEMIC LEARNING

Based on results from the National Basic Assessment System (Saeb), we released the study Learning in Basic Education: The Post-Pandemic Situation in Brazil, which indicated significant progress in increasing the percentage of students achieving learning levels considered adequate. However, the analysis revealed that learning outcomes have not yet returned to 2019 levels.

The comprehensive analysis examines the performance of students in the 5th and 9th grades of Elementary School and the 3rd year of High School.

The study analyzed data disaggregated by race / color, socioeconomic status, public and private school networks, states, and large municipalities, providing a detailed overview of the learning landscape in Brazil. In conclusion, the findings revealed that the pandemic exacerbated a situation of critical learning levels, making it increasingly urgent and important for public authorities to implement measures to overcome these learning gaps—often involving fundamental knowledge that failed to develop.

Study  
FULL-TIME HIGH SCHOOL

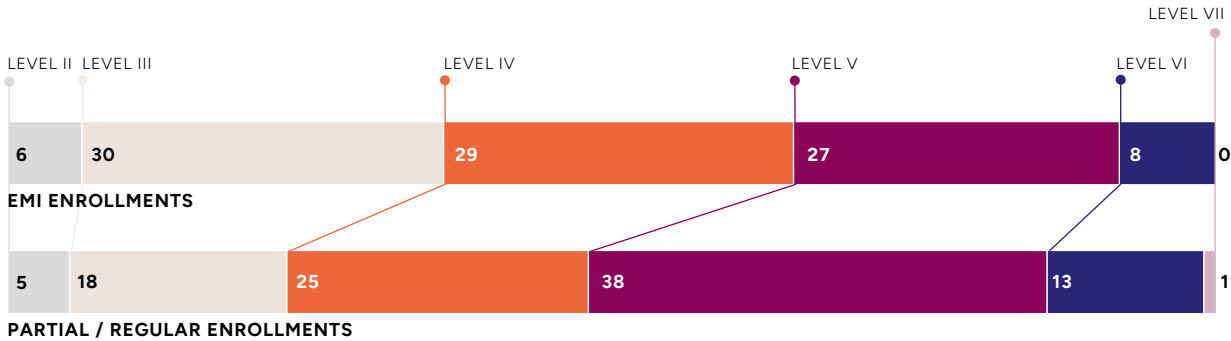
Given this, expanding this model is a cornerstone of our advocacy efforts and aligns with the goal of making High School education more appealing. To inform this debate, we conducted a study on the full-time high school model using data from the Ministry of Education, the Anísio Teixeira National Institute of Educational Studies and Research (Inep), and the Directorate of Educational Statistics (Deed).

While Full-Time High School enrollments in Brazil's state school systems more than tripled between 2016 and 2024—reaching 1.3 million students—the availability of these programs remains highly unequal across states and socioeconomic levels, necessitating a diagnosis and planning approach tailored to local challenges.

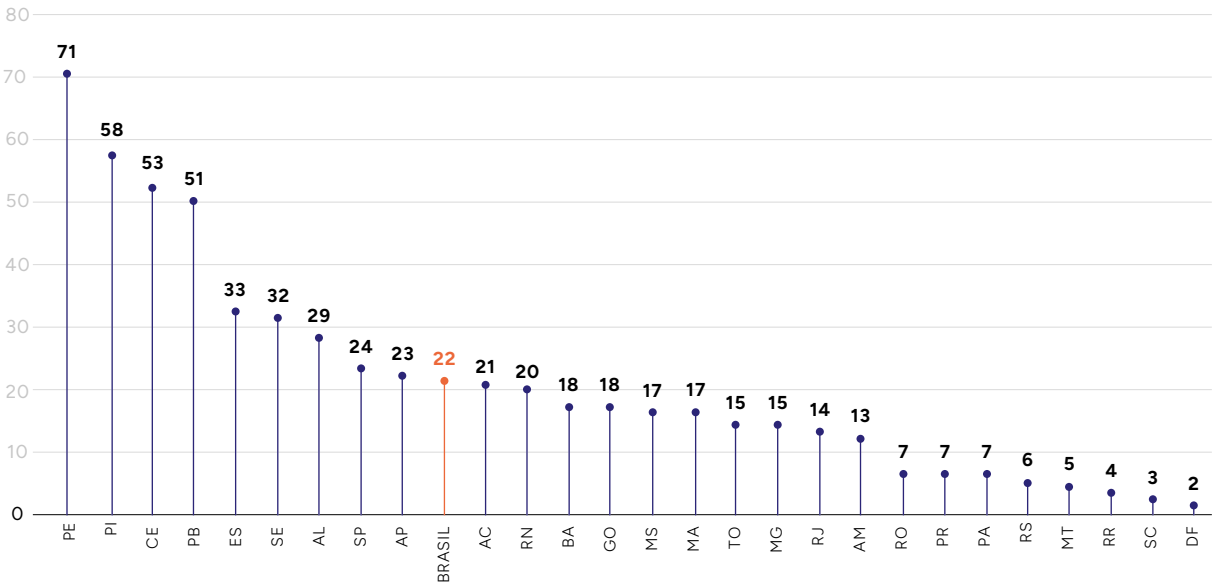
DISTRIBUTION OF ENROLLMENTS BY TYPE OF HIGH SCHOOL PROGRAM OFFERING (2024) AND INSE LEVEL (2021)—STATE NETWORKS, BRAZIL (in %)

SOURCE MEC/Inep/educational indicators

NOTE levels I and VIII were not included in the analysis due to lack of enrollment in these ranges



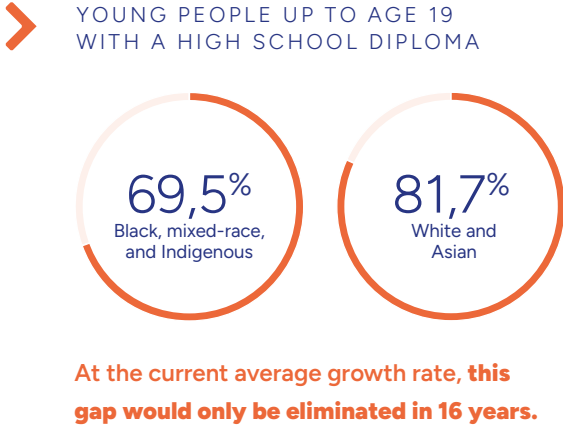
EMI ENROLLMENTS—STATE NETWORKS, BY STATE, IN 2024 (in %)



Study

**COMPLETION OF BASIC  
EDUCATION—PERSISTENT  
INEQUALITIES**

Based on the IBGE’s Continuous National Household Sample Survey (Pnad-C) and its Education Module, we conducted a study analyzing the completion of lower secondary education by age 16 and upper secondary education by age 19 between 2015 and 2025. The results showed that inequalities in completing stages of basic education are multifaceted, with the greatest disparities observed at the upper secondary level. Regional disparities persist, alongside significant differences linked to socioeconomic, racial, and gender profiles.



Positioning

**CYCLE-ORGANIZED  
EDUCATION**

The Chamber of Deputies' Education Committee has approved Bill 5136/2019, authored by Deputy Bibó Nunes (PL/RS). The approved report, presented by rapporteur Deputy Nikolas Ferreira (PL/MG), amends the Law of Directives and Bases of National Education (LDB) to prohibit organizing Basic Education into cycles lasting longer than one year. As we have noted in our position statement, banning cycle-based

education represents a serious step backward in ensuring school trajectories that are more continuous, equitable, and focused on student learning. This proposal fails to acknowledge that the traditional grade-based model—with its heavy emphasis on grade retention—has not proven effective in ensuring adequate learning.

Analysis

**NATIONAL POLICY ON  
EQUITY, EDUCATION FOR  
ETHNIC-RACIAL RELATIONS,  
AND QUILOMBOLA SCHOOL  
EDUCATION (PNEERQ)**

Launched by the Ministry of Education in 2024, the National Policy on Equity, Education for Ethnic-Racial Relations, and Quilombola School Education (PNEERQ) represents a significant milestone in addressing ethnic-racial inequalities within the Brazilian education system, as it proposes concrete actions to combat racism in schools and value ethnic-racial identities.

However, a technical analysis reveals aspects of the policy that warrant attention, such as the lack of clear targets and indicators, strategies to overcome learning disparities, and targeted actions for the active outreach to Black and Quilombola students. These elements are crucial for strengthening the policy's implementation and expanding its impact.

## Coalition Coordination

Joining forces  
to multiply impact

### MEET THE MEMBERS OF THE COALITIONS

Visit our Coalitions page and stay up to date on what we have built together.



No single organization is capable of tackling the structural challenges of Brazilian education on its own. Therefore, following the collaborative creation of a systemic agenda for national education in 2018, we brought together civil society organizations from the education sector to foster coordinated action in support of that agenda. This movement gave rise to the National Education Now Coalition in 2019, alongside the Coalition Coordination initiative led by Todos Pela Educação. In recent years, we have expanded the number of coalitions and coordinated organizations, creating a network that actively promotes the right to quality education for all Brazilian children and young people.

Over the past year, we intensified the structuring of this area's work with the arrival of Alice Andrés—a professional with over two decades of experience in the third sector, covering public security, health, and education. We strengthened the systematic monitoring of the shared agenda, facilitated the sharing of knowledge among organizations, and consolidated governance structures and strategic exchange forums.

Regarding the **National Education Now Coalition**, in addition to tracking the agenda and its indicators, we held technical meetings over the past year to monitor the legislative progress of the National Education Plan. We also participated in two international knowledge-exchange initiatives: one at the University of Oxford (England) and another at the FLN Forum in South Africa, involving representatives from Senegal, Kenya, and India.

At the subnational level, the **Education Now Municipalities Coalition** served as a key mechanism for expanding the reach and technical scope of the Education Now Municipalities initiative. Composed of organizations that work directly with municipal school systems and focus on public policy formulation and implementation, the group drove initiatives such as:



**Formalizing new technical partnerships, such as the one with the Florianópolis Department of Education;**



**Signing a cooperation agreement with the TCE-SC (Santa Catarina State Court of Auditors);**



**Creating a strategic planning guide distributed to municipal administrations across the country.**

Regarding the subject matter, we carried out significant work within the **Resilient Education Coalition**, which organized a panel at the 2025 Education Now Annual Meeting, held a seminar and released an in-depth technical analysis on the topic, and provided technical support to the National Council of Education regarding the Resilient Education Guidelines.



1 Meetings with members of the National Coalition at the Todos office in 2025.

2 Meeting with members of the Municipalities Coalition.



The value of coordinating so many organizations in the education sector is that, instead of duplicating efforts, we begin to pull in the same direction; after all, the ultimate focus of all these institutions is the same people: the boys and girls attending public schools."

**Alice Andrés Ribeiro**

Coalitions Leader at Todos Pela Educação

## 4. COMMUNICATION TO MOBILIZE DEBATE

To make public Basic Education a constant in informed public debate

Throughout the year, we worked intensively to shape public opinion on Basic Education and keep the issue relevant by leveraging social media, events, stakeholders' relations, and press outreach. This is central to our approach to advocacy: we want the topic to be unavoidable in public discourse—especially among leaders—while ensuring that key priorities gain visibility and are explored in depth.

Educational data  
**FOLHA AND  
ABRAJI—BRAZILIAN  
ASSOCIATION OF  
INVESTIGATIVE  
JOURNALISM**

Olavo Nogueira Filho, Executive Director of Todos, conducted a session on learning assessments—such as Saeb, Ideb, Enem, and PISA—and how to correctly interpret their results, as part of a training program organized by *Folha de S. Paulo* for journalists and communications students. Daniel Corr , Communications Manager for the Mobilization of the Debate initiative at Todos in 2025, also discussed the importance of journalists gaining a deeper understanding of educational data alongside the realities of schools; this approach helps improve the monitoring of policies, highlight successful experiences, and demand solutions from public authorities.

Article series  
**PODER360  
AND O GLOBO**

In 2025, we regularly occupied two important spaces for debate: Priscila Cruz joined the team of columnists at the newspaper O Globo (RJ) with a bi-weekly piece, and our spokespeople took turns in a monthly series for Poder360 to analyze—from various perspectives—the texts of the National Education Plan (PNE) currently under legislative review.



PRISCILA CRUZ



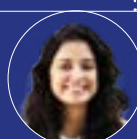
45

THOUSAND  
VIEWS



34

THOUSAND  
VIEWS



**PODER**  
360

OLAVO NOGUEIRA FILHO, TALITA NASCIMENTO, MANOELA MIRANDA, KAYLI CAPPUCCI



1



2

1 2025 Education Now Annual Meeting.

2 Education as a Priority  
2nd meeting of mayors of state capitals and  
major cities for the 2025-2028 term.

850

people attended the  
Education Now Annual Meeting and  
Education as a Priority events

## ON DIGITAL

7,8 million

reach and impressions on social media

## HIGHLIGHTS

National Early Childhood  
Education System



919 thousand

views on the Todos website

589 thousand

accesses to documents on the Todos website

EDUCATION NOW  
MUNICIPALITIES PLATFORM

30 thousand

views on the Education Now  
Municipalities platform

34 thousand

accesses to the  
initiative's materials

## IN THE MEDIA

441

Average monthly  
press mentions

↑34%

compared to 2024

18

op-ed articles

6

newspaper  
editorials

## 5.

# INSTITUTIONAL STRENGTHENING

New visual identity,  
same commitment to Basic Education

**A plural,  
democratic,  
anti-racist, safe,  
and high-quality  
public school for  
every child and  
young person  
in Brazil**

#### NEW INSTITUTIONAL VIDEO



Building on an extensive brand repositioning effort throughout 2024, we launched our vibrant new visual and institutional identity in 2025. This shift reflects the organization's maturation and reaffirms our commitment to making quality public education a reality for all children and young people in the country.

Throughout our journey, we have constantly reviewed how we operate, coordinate, and communicate. Consequently, we decided to reaffirm—and formally adopt as our mission—the goal of ensuring that quality public education becomes a reality for every child and young person in Brazil.

Alongside this mission review, we subtly modernized our logo to convey a significant meaning aligned with our history of building bridges and our intensified collaborative work with coalitions: we are now even more open—without sharp edges—

because we want everyone to stand for education. Our curved lines reflect this symbolism.

This renewed identity expresses our desire for education to be properly recognized and valued—an aspiration reflected in the vibrant colors accompanying the new visual identity. We also reinforce our commitment to driving structural changes within the educational system until public schools—diverse, democratic, anti-racist, safe, and high-quality—become a reality for every child and young person in the country.

We are taking the opportunity of Education Day to share our guiding mission and showcase our approach to advocacy for public basic education in a new institutional video that aligns with our new identity.

## Our Brand and Awards



### Profile

#### PRISCILA CRUZ: DECADES DEDICATED TO EDUCATION

In a four-page profile, *Valor Econômico* traced the career path of our CEO Priscila Cruz, the evolution of Todos' activities, and the maturation of social impact work within the third sector. "I have received phone calls from ministers complaining directly about statements we've made. I listen calmly, and—since we strive to base our positions on technical grounds rather than politics—I stand by what we said and always make myself available to continue the dialogue."

### FESTIVAL LED

We brought insights on advocacy work for basic education to Festival LED, an initiative by Globo TV station and the Roberto Marinho Foundation. Alongside Érica Fortuna, Guilherme Sylos, and Mariana Mecchi, Priscila Cabral—Communications Director at Todos in 2025—discussed the collective impact of private social investment in quality education during a conversation moderated by Fernanda Graell.

### 2024 IF SOCIAL IMPACT

We had the honor of being one of the winning organizations of the 2024 iF Social Impact Prize for our work on the Education Now agenda—which, notably, has been strengthened and driven forward by the Education Now Coalition. This German award recognizes projects that address social and environmental challenges in alignment with the United Nations (UN) Sustainable Development Goals.

### 2025 SESI SDG SEAL

We were also awarded the 2025 SESI SDG Seal certificate of recognition, which honors companies, public institutions, and civil society organizations that align their actions with the UN's 2030 Agenda, with a particular focus on education.

## CONNECTIONS: DIALOGUE WITH TODOS

In 2025, we launched the “Dialogues with Todos” interview series on our institutional website and social media channels, featuring prominent figures and topics linked to public basic education and our priority agendas.



**MARIANA LUZ** is the Director of Culture and Corporate Social Responsibility at Vale and the former CEO of the Maria Cecilia Souto Vidigal Foundation, our partner in the field of early childhood development. “There is an African proverb that says, ‘It takes a village to raise a child.’ We need not only to mobilize this village but also to raise awareness about the power of its role. This includes families, public authorities, companies, and society at large.”



**GIOVANNA MACEDO** is a public school teacher in Campinas (São Paulo) who gained visibility after posting a video featuring her 4th-grade students that went viral. In the video, the children are moved to tears as they “see themselves” in the future, working in their dream professions. To generate these images, Teacher Giovanna used Artificial Intelligence (AI) via the ChatGPT tool.

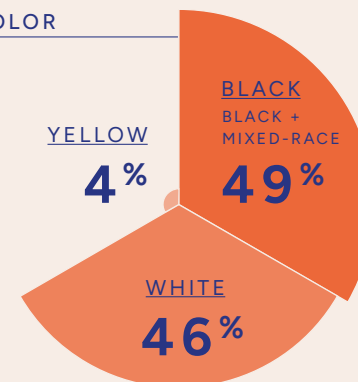


**HELTON SOUTO LIMA** is the co-founder, president, and leader of the Political Coordination circle at the DACOR Institute—Data Against Racism, a partner in the Education Now Municipalities Coalition. “A Black adolescent is 3.1 times more likely to die a violent death compared to a white student of the same age. You see, we need to talk about the right to learning, but we also need to talk about a fundamental right: the right to life.”

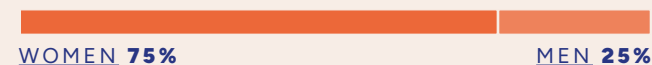
## People and Institutional Development

Strengthening the Basic Education agenda externally requires internal reinforcement—skilled and committed people. This is the Todos team, which has been growing and developing specialized expertise over the years to sustain and expand our areas of action.

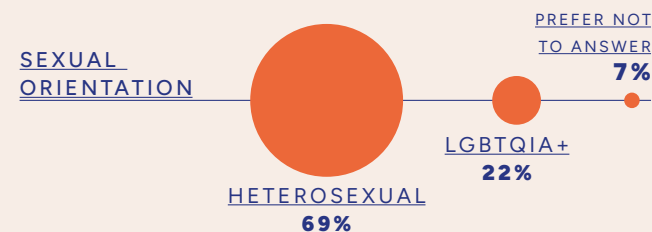
### RACE/COLOR



### GENDER



### SEXUAL ORIENTATION



## Actions that strengthen the team



### DIVERSITIES

We take pride in the diverse lived experiences and identities of the people who make up our team. Throughout the year, to strengthen the sense of belonging and broaden our team's perspectives on diversity, we carried out a series of initiatives, such as a discussion circle on trans visibility; a special video featuring testimonials from LGBTQIA+ employees; gender-based groups (for men and women); a roundtable discussion on harassment, prevention, and support for female victims; a workshop on parenting, caregiving, and early childhood from an African perspective; and the restructuring of the Diversity Committee.



**1** Roundtable discussion with Thomas Nader.

**2** Roundtable discussion on harassment, prevention, and support for female victims.

**3** "Baby in a Sling" workshop with arts educators Shesa Otepa Londja and Renée Abigail Londja.

## EVERYONE IN SCHOOL PROJECT

In 2025, we conducted immersive experiences at three public schools representing diverse contexts and social realities—including facilities offering Full-Time Schooling, Early Childhood Education, and Youth and Adult Education (EJA), as well as schools located in highly vulnerable areas. The initiative involved 25 employees from across all departments, fostering active listening, broadening perspectives, and deepening understanding of the challenges involved in implementing public education policies in the daily life of schools.



## ROUNDTABLE DISCUSSION: EMBRACING FEELINGS ARISING FROM LOSS

We hosted a hybrid discussion circle with Mariana Clark—psychologist and author of the book *Lutos Corporativos*—focused on offering emotional support in the face of loss and the grieving process. The session provided insights, shared experiences, and practical tools to strengthen a workplace culture rooted in care, active listening, and support.



## PEOPLE DEVELOPMENT

In partnership with ICF Brazil (International Coaching Federation) through the Ignite Program, 17 employees participated in individualized coaching programs for career development—an initiative aligned with Todos' people management efforts.





# Everyone who is part of Todos

Priscila Cruz  
CEO

Olavo Nogueira Filho  
EXECUTIVE DIRECTOR

Adriana Manarim  
Alice Andrés Ribeiro  
Aline Gomes  
Aline Marques  
Amanda Petraglia  
Analú Ribeiro  
Bárbara Born  
Bernardo Baião  
Bruna Rodrigues  
Claudia Dias  
Claudiane Cyrino  
Daniela Jeunon  
Daniela Mendes  
Diana Lima  
Erick Jesus

Fabiana Guimarães  
Flavia Porto  
Gabriel Corrêa  
Ivan Gontijo  
Ivan Mardegan  
Jackson Pinheiro  
Janaína Carvalho  
Jorge Santana  
Jônatas Ribeiro  
Júlia Mica  
Juliana Vianna  
Kayli Cappucci  
Kézia Murta  
Luana Smeets  
Maria Lucia

Marx Mendes  
Mayara Mori  
Manoela Miranda  
Manuela Rangel  
Melina Perazzo  
Michele dos Santos  
Naiara Albuquerque  
Natália Fregonesi  
Nayara Araújo  
Nicole Lacerda  
Paula Rafaela  
Pedro Mercadante  
Pedro Navarro  
Pedro Pereira  
Pedro Rodrigues

Pedro Veloso  
Poliana Andrade  
Pricilla Kesley  
Priscila Araújo  
Raquel Costa  
Raquel Sales  
Rosi Pimenta  
Talita Nascimento  
Tatiana Leuridan  
Thales Ambrosini  
Thallis Víctor Cruz  
Tiemy Akamine  
Vanessa Souto  
Yara Duque

**ALSO CONTRIBUTED  
TO OUR WORK:**  
Ana Paula Araújo, Carla  
Alves, Daniel Corrâ,  
Fernanda Lourenço,  
Fernanda Santoro,  
Fernando Antunes, Gabriel  
Meira, Jackson Almeida,  
Julia Chieregatti, Luiz  
Nascimento, Maria Rute,  
Marina Rosa, Nicholas  
Borges, Patrícia Mussi,  
Priscilla Cabral, Rômulo  
Zillig, Thomas Nader.

## Maintainers

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.



### COFFEE WITH MAINTAINERS

Supporting the improvement of public Basic Education is the best investment any organization or leader can make for Brazil, as guaranteeing this constitutional right is the key to the country gaining and sustaining economic momentum and social transformation. This is the purpose that unites our supporters; in September, we met with them to report on the work we have accomplished thanks to the trust and support of each one of them.

“More than 80% of Brazilian students attend public schools. If we want to improve the reality in Brazil, we must care for public education. Thanks to the investment from our maintainers, Todos is able to operate independently and in a non-partisan manner, creating impact and generating significant results toward building a public education system that leaves no one behind,” highlighted Priscila Cruz, CEO of Todos.



## Education Month

### A SPECIAL THANK YOU TO OUR SUPPORTERS

We also acknowledge our sustaining partners in a special announcement in the *Folha de S. Paulo* newspaper (SP) on Education Day. It is the financial support from these partners that enables our technical and effective work in contributing to the advancement of educational policies.

### “ALIMENTE O FUTURO DO BRASIL” CAMPAIGN

For the third consecutive year, we formed a key partnership with iFood—a delivery app—in April to raise donations in support of our work. The “Alimente o Futuro do Brasil” campaign took place from April 22 to May 5, 2025, and received donations from thousands of people who share our vision of quality public education for all



We need to believe that it is possible to do things differently. And this transformation comes about through well-implemented public policies and the involvement of all of us in the cause.”

**PRISCILA CRUZ**

CEO of Todos Pela Educação, at a Federal Government ceremony

## PURPOSE-DRIVEN INVESTMENT

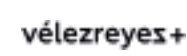
Among the initiatives we promote for Todos Pela Educação maintainers is assistance in developing education investment strategies—whether through our technical documents, educational data monitoring, or support from our specialized team. These are important gatherings to reinforce the significance of private-sector support for improving public education in Brazil.

We visited Suzano for a discussion with the company’s C-levels, clients, and partners. The event marked the launch of the company’s new education strategy and its partnership with Todos.

We also visited BTG Pactual for the graduation ceremony of education organizations supported by the bank. “We cannot accept that so many children and young people still lack access to quality education and face a compromised future. We need to think big and believe that doing things differently is possible. This transformation happens through well-implemented public policies and the involvement of all of us—organizations, the private sector, and civil society—in the cause. Brazil and our children and young people deserve it,” noted Priscila Cruz.

## WHO SUPPORTS 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.



-  [TODOSPELAEDUCACAO.ORG.BR](http://TODOSPELAEDUCACAO.ORG.BR)
-  [@TODOSPELAEDUCACAO](https://www.instagram.com/TODOSPELAEDUCACAO)
-  [/COMPANY/TODOSPELAEDUCACAO](https://www.linkedin.com/company/TODOSPELAEDUCACAO)
-  [/USER.TODOSPELAEDUCACAO](https://www.youtube.com/user/TODOSPELAEDUCACAO)
-  [@TODOSEDUCACAO](https://twitter.com/TODOSEDUCACAO)
-  [/TODOSEDUCACAO](https://www.facebook.com/TODOSEDUCACAO)
-  [TODOS PELA EDUCAÇÃO](#)



**TODOS  
PELA  
EDUCAÇÃO**