



TODOS PELA EDUCAÇÃO

ANNUAL ACTIVITY REPORT 2021

SUMMARY

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**A YEAR OF
CHALLENGES,
STRIVES... AND
ACHIEVEMENTS!**

We anticipated that 2021 would be a difficult year, and we were correct. The multiple agenda imposed on Brazil and Brazilian Basic Education amid a pandemic required effort, work, technical capacity, resilience, partnerships, and political articulation with key actors capable of meeting the year's challenges. Features that are normally prohibitively expensive for Todos Pela Educação and that, in 2021, proved to be even more critical for our struggles and accomplishments throughout the year.

We work for the resumption of classrooms with a rhythm and effectiveness capable of initiating the long process of learning recovery for millions of children and teenagers who were absent from the classrooms. As a result, it was critical to work with the Forum of Governors to expedite the vaccination of educators and ensure adequate measures for school reopening.

We also actively participate in the Public debate for the National Education System regulation, whose agenda made important advances in the National Congress in 2021 and will be one of the priorities for 2022. We mapped some of the best educational experiences promoted throughout Brazil, within the *Educação Que Dá Certo* initiative; we systematically monitor data to evaluate policies and results, providing evidence and technical content to inform the educational debate.

We closed the year launching the debate foundations for the future, with the *Educação Já 2022*: a stimulus for discussion and the commitment of candidates, parties, and society to a robust and transformative agenda, to make quality public Education a major national priority.

Guided once again by our priority agenda for Brazilian Education, the *Educação Já!* We started 2021 mobilizing majors for the Education structuring challenges.

These and many other initiatives and accomplishments - which reaffirm the foundations of Todo's work - are detailed in this activity report, a lengthy list for which we can only thank the executive team, consultants, associates, maintainers, supporters, and partners:

Once again, thank you very much!

2022 will be a decisive year for Brazil. We count on you to show Brazil has a way, and the solution is Education.

PRISCILA CRUZ

Executive Chief

**LET'S WORK
TOGETHER!**



WHAT WE DID IN 2021



Educação Já

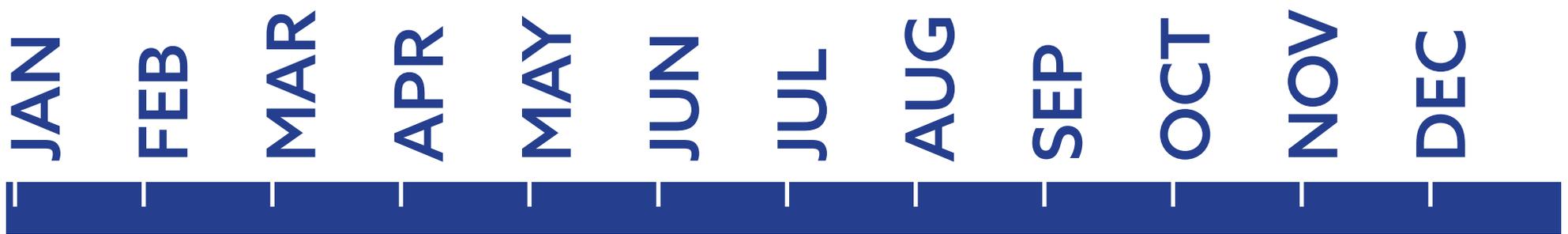
Educação Que Dá Certo

Facing the pandemic effects and the 15 months of locking schools

Educação Já Municípios

Educação Já 2022

	Training parliamentarians advisors			Debating the INEP* dismantling *(Studies And Research National Institute)
	Legislative Programme for Education	The Education in an international perspective, with the OECD	Compromisso com a Educação Program	Listenings to empower the racial agenda in Education
MEC* Budget execution report *(Ministry of Education)	MEC* Budget execution report *(Ministry of Education)		MEC* Budget execution report *(Ministry of Education)	MEC* Budget execution report *(Ministry of Education)
Educação Já Annual Monitoring Report			Agenda in the states for effective and safe classes resumption	School attendance rate report
ENEM* in pandemic times and government neglect *(National High School Exam)	Striving for Inclusive Education	With the Human Rights Watch, debating the educational emergency	The Brazilian Basic Education Yearbook	ENEM* in pandemic times and government neglect *(National High School Exam)
Homeschooling debating			Education Journey	
			About SNE* - Subsidies for the debate *(National Education System)	





**INDEPENDENT,
PLURAL,
AND DECISIVE**

WE ARE TODOS PELA EDUCAÇÃO

Todos Pela Educação is a civil society organization founded on September 6, 2006 – the eve of Brazil’s Independence Day – by a group of leaders with a single goal: to ensure all Brazilians’ right to quality Basic Education.

The movement was launched at the Ipiranga Museum in São Paulo with the letter presentation Compromisso Todos Pela Educação Brasileira, with a deadline of 2022 – an allusion to the 200th anniversary of Brazilian independence. In it, five fundamental goals for Brazilian Education were established.

Todos Pela Educação is a non-profit, non-governmental organization with no ties to political parties that is funded entirely by voluntary contributions from individuals, foundations, institutes, and businesses, with no government funding. This empowers us to challenge what needs to be challenged and change what needs to be changed. Todos must have this freedom and autonomy to question what needs to be changed and propose new paths.

Todos’ results are fully transparent and published annually in the form of a financial report and an activities report, which meet the transparency criteria established by the entity’s Bylaws.

**BASIC EDUCATION IS OUR FOCUS.
IMPROVING IT IS OUR MISSION.**

5 GOALS FOR BRAZILIAN EDUCATION:

1

**EVERY CHILD AND
YOUNG FROM 4 TO 17
YEARS OLD IN SCHOOL**

2

**EVERY CHILD IS
COMPLETELY LITERATE
UNTIL 8 YEARS OLD**

3

**EVERY STUDENT WITH
SUITABLE EDUCATION
TO THEIR GRADE**

4

**EVERY YOUNG WITH HIGH
SCHOOL COMPLETED UP
TO 19 YEARS OLD**

5

**EXPANDED AND WELL
MANAGED INVESTMENT
IN EDUCATION**

TRANSFORMING WISHES INTO ACTION

Todos pela Educação believes the way to change Brazil for the better is to provide equal opportunities through a quality public school for everyone. Our daily challenge is to make this wish in action. So, we count on an advocacy strategy organized in four interconnected axes:





EDUCATION ON SOCIETY'S AGENDA

We work to qualify public debate and mobilize key players in Brazil who can positively impact the advancement of priority public policies for Basic Education. We are a vocal advocate in the press and on social media for Education to be prioritized on Brazil's agenda.



**+ THAN
3 MILLION**

of access at Todos website

**+ THAN 
17 MILLION**

of reach on our social media

Todos showed up in

4,537 articles in
the press

Todos appeared in 50 articles on websites
and newspapers with more than

81 MILLION

full scope.

**+ THAN 
800 THOUSAND**

interactions with our content on
social media

Todos pela Educação was mentioned

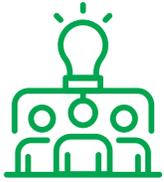
3,700 TIMES

on Facebook and Twitter

Our spokesmen reached

**+ THAN
55 MILLION**

full scopes of users in the digital media
(Twitter, YouTube, and Facebook) and
granted 2,516 interviews to the press



KNOWLEDGE PRODUCTION

We developed in-depth diagnoses of the scenario and produced proposals for public policies to improve Basic Education based on official data, studies, research with the educational community, and evidence from experiences in the field of Education in Brazil and around the world.



We produced

+ THAN 30

technical notes and positionings with impact data for Brazilian Education

+ THAN 1,500

views in the document Educação Já

+ THAN 18 THOUSAND

users accessed the Educação Que Dá Certo platform in three months since its launch (October)

+ THAN 1,600

downloads of the “Education in Brazil: an International Perspective” with the OECD report and

+ THAN 6,000

views on the Webinar



ARTICULATION WITH KEY ACTORS

We presented the knowledge we generate to actors in the Executive, Legislative, and Judiciary branches, as well as to political agenda influencers who can support the prioritization of essential measures for Education with decision-makers in the field of public policies.



Intense articulation with parliaments to move the National System of Education (SNE) agenda forward, as well as the creation of two SNE technical notes with over

1,300 downloads

We reached

1,391

Brazilian municipalities (25 percent of the total): over 4 thousand municipal managers justified their participation in the Program Compromisso com a Educação through a free subscription.



PUBLIC MONITORING

We promote the results monitoring and processes implementation of educational policies. In addition to being a way of deepening diagnoses and feeding the production of knowledge, monitoring also highlights good practices and success stories, as well as challenges, obstacles, and neglect in public Basic Education, to mobilize society and managers for improvement actions.



+ THAN 500

MEC Budget execution report downloads

+ THAN 9,500

Yearbook access and 111 mentions on press media.

EDUCATIONAL EMERGENCIES





THE WORDS OF THE YEAR ARE "VACCINES" AND "BACK TO THE CLASSROOM"

Dealing with the pandemic and working to reduce its profound, multiple, and lasting effects.

"We cannot allow another year of locked schools", stated the title of an article written by Priscila Cruz, chief executive of Todos Pela Educação, and published on the [Poder360](#) website in the 2021 first days.

We warn the new (and re-elected) political managers in an open letter to mayors who will begin their new terms there: "Dear Mayors: the path to lifting our country and bringing prosperity to the poorest and most vulnerable Brazilians begins with your administration." A winding road, with pandemic consequences and the Bolsonaro government's omissions.

The article mentioned the publication, that month, of the document [Educação Já Municípios](#), which included recommendations from Todos for the development of municipal agendas for Basic Education 2021-2024, as well as awareness of the challenges brought on by the pandemic, with the addition of an extra chapter containing [25 measures](#) for safe school reopening plans in 2021.

"If the challenges in Education were already complex," Priscila wrote, "the Covid-19 pandemic has exacerbated them, not only because of the consequences left on students and teachers by the long months without classes, but also because of short-term changes – among them unprecedented measures, more heterogeneous teaching, and budgetary constraints."

That would be a keynote that would be repeated exhaustively throughout the year: the combination between the alert for challenges and emergency solutions, especially produced by the effects of the pandemic, the too-long of locking schools, and the technical and qualified defense of structuring educational themes, under the guidance of the priority agenda for Brazilian Education, Educação Já!

Although the pandemic has had an impact on education systems around the world, each country's response to the challenges presented will reveal a lot about future global dynamics. Unfortunately, Brazil reacted poorly – very poorly. In the case of Basic Education, while the pandemic exacerbated pre-existing challenges, its consequences were exacerbated by the Federal Government's serious absences and omissions, which rendered it incapable of leading and coordinating national responses to the greatest health crisis in our history.

These absences and omissions aided the government's Education dismantling, resulting in long months of closed schools, remote classes with low performance, and worsening socioeconomic conditions for students' families. Todos demonstrated throughout the year, in articles, press interviews, debate participation, positioning notes, reports, and technical productions, that the effects would be multifaceted and even more severe among the poorest and most vulnerable, blacks, and all those historically deprived of quality Education.

Concerns about these effects – not only from Todos, but also from students, teachers, local public managers, parliamentarians, civil society organizations, and international organizations – sparked a chain reaction of reactions, pressures, and articulations among relevant actors to ensure the necessary conditions for the safe, gradual, and effective resumption of Brazilian schools. A pact for the resumption of classrooms was also forged, involving governors, mayors, secretaries of health and education, teachers, and civil society organizations.

One of the pillars of this commitment was the prioritization of vaccination for workers in Basic and Higher Education in schools, as well as the coordination of strategies aimed at standardizing the return to classes and mitigating the damage caused by students' long absences from classrooms.

Certain measures entered the educational vocabulary of the country throughout the year: definition of national parameters for resumption schools, unified health protocols, sharing of educational strategies for learning recovery, cooperation between States and municipalities for implementing measures, welcoming students, among many others.

Nurse Mônica Calazans, who lives in the east of São Paulo, was the first Brazilian woman to receive the vaccine. Since then, vaccination has advanced in Brazil, until mid-December, 160 million Brazilians completed the so-called vaccination schedule, or 66.29% of the population with two doses of the vaccine.

The vaccine and the resumption of classes throughout Brazil did not eliminate the effects of the pandemic, nor the remaining uncertainties about the pandemic, let alone the long road to recovery from the period's learning losses. They did, however, reopen the path to reducing the pandemic's effects on Education, and Todos is proud to be a part of this rebuilding effort.

FOR THE (SAFE) RESUMPTION OF THE CLASSROOMS



Todos positioning

As in 2020, when schools were closed due to the Covid-19 pandemic, Todos presented several public positions throughout the first semester of 2021 to stimulate debate on the resumption of classrooms and the brutal impacts on Brazilian students' learning.

The first of them was released in January: **“To make school resumption possible, it is necessary to reorder political priorities, invest resources, and a lot of energy.”** Todos defended the need for clear criteria to determine the measures to be taken, as well as a review of the options that would define which services should be prioritized at the time.

Todos published a new placement the following month: **“Back to the Classroom – Important, urgent, and necessary, but not at any cost.”** It tasked public leaders with taking full responsibility for enacting the necessary measures to ensure a safe resumption.

Todos published a **new position** in April, this time analyzing the bill presented in the National Congress that determined, nationally, the resumption of classrooms as an essential activity. “The resumption of classrooms is absolutely important, urgent, and necessary,” according to the document, “but given the serious scenario of the pandemic in many regions of the country, despite good intentions, the replacement of PL 5595/2020 (...) shows the mismatch of the current moment.”

Another position on the topic was issued in September: **“Classroom resumption – Governments should plan on returning as soon as the pandemic is under control.”** Todos defended the idea that “public debate needs to be centered on how to unlock schools, which means, on the measures that have (or have not) been taken by public management to ensure that, as soon as it is safe, students and teachers can return,” and listed both the conditions for the safe classrooms resumption and the inequalities caused by the prolonged postponement of the resumption.

Articulation with the Forum of Governors to accelerate the vaccination of Education professionals

During the worst of the pandemic (April/May), we co-led an articulation with the Forum of Governors to accelerate the vaccination of Education professionals, a critical measure for the resumption of classes given the serious scenario in place.

Based on this articulation and specific advocacy, the PNI (National Immunization Program) rules were changed to unlock the process and prioritize Education professionals within the priority group.



Articles and interviews in defense of resumption

Numerous interviews by leaders to the press from all over Brazil, in addition to articles signed by leaders of the organization published throughout the year, reinforced the institutional positionings, covering two essential messages:

- **The country needed to reopen its schools gradually, safely, and effectively.**
- **The acceleration of classrooms resumption was an essential measure in face of the education inequalities deepening and the process of excluding students in situations of greater vulnerability.**

Todos launched an initiative in June, July, and August to spread these ideas to states across Brazil. The articles, which were signed by the CEO, were published in a variety of newspapers and states, including O Povo (Ceará), Estado de Minas (Minas Gerais), O Popular (Goiás), Gazeta do Povo (Paraná), Zero Hora (Rio Grande do Sul), and Diário do Amapá (Amapá).

The texts advocated for the gradual, safe, and effective unlocking of schools, as well as the resumption of classrooms to protect the school community’s life and safety. The article also stated five fundamental measures that must be taken for this to happen, each of which is tailored to the realities of each state.



RISKS FOR THE FUTURE

Exploring and reflecting on its analysis and the studies of international bodies such as the UN, the World Bank, Unesco, and Unicef, Todos Pela Educação devoted its efforts throughout the first semester to debating the multiple impacts of the pandemic, including learning delay, the emotional, physical and social effects, in addition to the risks of dropping out of school, especially on the poorest.

To this end, in its public interventions – debates, lives, interviews, articles – Todos disseminated different studies that pointed out the consequences brought about by the pandemic in Education, enough reasons to mobilize society and governments to reduce its effects.



According to Unicef, in a June report, the Brazilian government failed to ensure Education for more than 5 million children and teenagers aged 6 to 17. According to the study, nearly 1.5 million students did not attend school because the schools were closed (remotely or classroom). Another 3.7 million students were enrolled but had no access to school activities and were unable to continue learning at home.

In other words, 5.1 million children and youngsters – or 13.9 percent of all Brazilians at that age – are denied the right to an education, with the impact being disproportionately felt by blacks, indigenous people, and low-income families.



The screenshot shows a news article from G1. The header is red with 'MENU', 'g1', 'EDUCAÇÃO', and 'BUSCAR' icons. The main headline is 'Evasão escolar de crianças e adolescente aumenta 171% na pandemia, diz estudo'. Below the headline is a sub-headline: 'Levantamento da organização Todos Pela Educação mostra que 244 mil crianças de 6 a 14 anos estavam fora da escola no segundo trimestre de 2021.' The article is attributed to 'Por g1 — São Paulo' and dated '02/12/2021 13h28 - Atualizado há um mês'. A large black rectangular area obscures the main content of the article.

THE IMPACT BEYOND LOCKING SCHOOLS



The deceleration of the public policies agenda for Basic Education

In addition to the more than 200,000 deaths caused by the Covid-19 pandemic and the impact of millions of students out of school since the spread of the coronavirus, Brazil ended 2020 with great losses to the implementation of central public policies for the improvement of Basic Education and that, pre-pandemic, was ongoing. This was the main conclusion of the [2nd Education Já! Annual Monitoring Report](#), a balance released in February by Todos Pela Educação about the advances, challenges, and setbacks in the implementation of educational policies with national impact in the past year.

Important agendas that were in progress and have been slowed down:

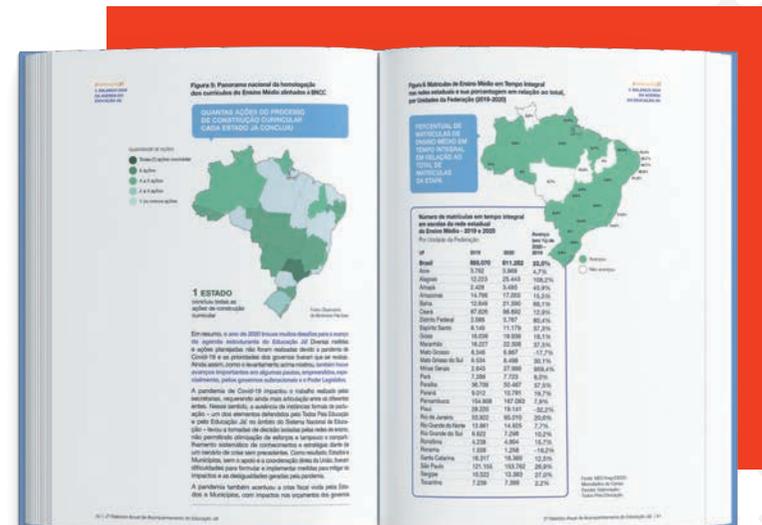
- Redesign of governance between the Union, States, and Municipalities;
- Effectiveness of the National Common Curricular Base (BNCC);
- New Proposal for a high school;
- Career professionalization and teacher training

The report demonstrates the slowing of important agendas that were in the course, such as the National Common Curriculum Base (BNCC), the New High School, and measures aimed at professional-career development and teacher training. Despite the bleak outlook, there have been significant advances, such as the approval of the New Fundeb (National Fund for the Education Development) – the main mechanism for financing Education – thanks to the efforts of entities representing various segments of education and the National Congress.

As supported by data and evidence throughout the document, the absence of leadership and MEC management difficulties, already observed in 2019, deepened in 2020 and worsened the situation. The report exemplifies:

“The national governance of a Basic Education policy agreed with States and Municipalities is central to improving the quality of Education and reducing educational inequalities. In 2020, due to the challenges imposed by the Covid-19 pandemic, its importance and, above all, its absence became evident.”

According to the document, “there were no significant advances” in national coordination and the redesign of governance between the Union, States, and Municipalities: “discussions on the regulation of the National Education System (SNE) did not advance [something that would only advance in the second half of 2021], nor were there any improvements in the MEC management as the body responsible for national coordination of Education.”



ENEM IN PANDEMIC TIMES (AND DISMANTLE)



The problems faced in the Exam in January and November 2021

“Enem 2020 application is another negligence of an absent MEC from the Brazilian reality”, criticized in January, without compromise, [a position of Todos Pela Educação](#) when analyzing the exams of the National High School Examination. Crowding, overcrowding, and the absence of 51.5% of those registered (double what is normally observed) were some of the problems identified.

Todos remembered: “There was no lack of alerts. Like other civil society organizations, students, and Education specialists, Todos Pela Educação also [questioned the quality of the health care safety plan](#) that MEC and the National Institute of Educational Studies and Research Anísio Teixeira (Inep) said they had guaranteed. Unfortunately, in line with the Federal Government’s disregard for the pandemic, what we saw at Enem went far from the minimum necessary to guarantee conditions of safety and organization for students at a decisive moment in their lives.”

We would once again publicly intervene, through documents and reflections in the media, in November, in the days before the Enem was held, in the context of the deep crisis that took place in the body responsible for administering the Exam, Inep.

“

“The crisis affecting Inep is the result of systematic institutional corrosion produced by the current government; it undermines the credibility of the body and puts educational policy and management in Brazil at risk,” Todos wrote in a technical note. It was released a few days before the tests when 37 Inep employees resigned from their positions due to “technical and administrative fragility of the current management.”

”

The note pointed out some analyzes to support the debate on the crisis, showing, among other things, that the resignations were just another chapter in the long plot of corrosion of the institution. “Since Inep has functions that require probity, technicality, impersonality and refinement from the accurate work, this type of situation implodes its credibility. When that happens, all your productions can be questioned,” wrote Todos, to conclude next: “This is the great risk we face at the moment: all the indicators calculated by Inep, which guide educational policies in the country, will become the target of distrust and questioning.”





DEBATING THE EDUCATIONAL EMERGENCY WITH HUMAN RIGHTS WATCH

Budget Cuts and Disastrous Response to Covid-19 Pandemic Leave Millions Out of School

Human Rights Watch and Todos issued a [joint statement](#) in June analyzing the Brazilian government's failure to address the pandemic's enormous impact on Education in the country: budget cuts and a disastrous educational response were among the issues highlighted by the two organizations, which presented recommendations for the government and MEC, as well as governors and mayors, to comply with Brazil's international human rights obligations.

“The Ministry of Education stopped spending the money already provided in the budget for projects that could have helped to minimize the consequences of the pandemic. The Ministry of Education has a term to coordinate national Educational policy and provide additional funding for Education in states and municipalities. However, did little to fulfill its responsibility to coordinate actions with states and municipalities to reduce inequalities during the pandemic.”

The document also noted that the Covid-19 pandemic impacted the Education of millions of children and teenagers worldwide, but that “the disastrous response of the Brazilian government to it dramatically worsened its impact on Brazilians.” Rather than following the World Health Organization's (WHO) recommendations, the release stated that “the Brazilian government tried to halt efforts by states to establish social distancing, vetoed a law requiring the use of masks in schools – later over-

thrown by Congress – and invested heavily in medicines that claimed, without scientific evidence, to prevent or cure Covid-19.”

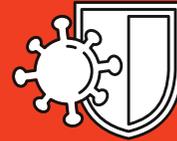
Some of the measures suggested by Todos and HRW to the Federal Government and MEC, together with mayors and governors:



Strategically allocate resources to ensure access to Education for children and teenagers most at risk of dropping out of school, including blacks and indigenous people, as well as those in rural areas and others whose Education has been particularly affected during the pandemic.



Dedicate your best efforts to ensuring vaccines for all and maintain efforts to make them available and accessible to Education professionals across the country, including those working in marginalized communities.



Support states and municipalities, especially the most economically vulnerable, in providing enough personal protective equipment for all students and school staff, providing information about Covid-19 and resources to improve ventilation, and implementing cleaning and hygiene protocols.



Support states and municipalities in assessing learning gaps and harm caused by prolonged school locking and designing the actions needed to address these gaps.



Conduct national “back to school” campaigns for a gradual, safe and effective return, with mass outreach in communities to convince children and teenagers who have been out of school to return, and their families to support these decisions.



WHAT BRAZIL HAS TO LEARN FROM BRAZIL ITSELF

In *Educação Que Dá Certo*, we mapped and recorded good practices of public education networks, which confirm: we can make teaching move on!

Good policies are being developed. Model practices are implemented by Education professionals. Public managers can be inspired by what has worked in the past to develop responses to local challenges. With this in mind, Todos Pela Educação launched the initiative **Educação que dá Certo**. The development of a platform and the creation of content series to disseminate successful experiences in Brazil, including those carried out in the context of the pandemic, were among the headlines in the first half of 2021.



Lessons from the pandemic

The pandemic has left more than its consequences in Brazilian Education - it also has left lessons in good practices designed and implemented to overcome the challenges set by Covid-19. Examples abound, as evidenced by the podcast series “**Lições que ficam**”, launched by Todos in March.

The series is part of the Educação Que Dá Certo initiative, created in 2020 in partnership with the Movimento Bem Maior to identify and spread successful cases of local educational policies. These are inspiring experiences that trigger changes on a scale in Brazil, which need to be recognized and systematized.

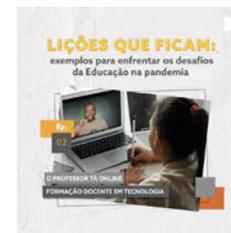
Yes, Brazil has a lot to learn from Brazil. And, over five episodes, each lasting 30 minutes, managers and educational technicians, educators, students, and Todos specialists share experiences and results capable of reducing the impacts brought about by the pandemic. It was also the first content released by Todos in a podcast.



#1

Here, teacher! Active search in times of crisis and pandemic

What can we do to reconnect students to education before they leave their studies? This question was fundamental before the pandemic, and it is now absolutely critical, as the worsening crisis has driven many children and young away from school. The suspension of classes must be counted. It is now more important than ever to actively seek out our students. To discuss it, the first episode of the series brought together managers, educators, students, and experts to explain how active search in times of crisis has brought children and young people back to school in Maranhão.



#2

The teacher is on Teacher training in technology

Without the “eye to eye”, teachers have faced a major challenge in the pandemic: to readapt classes to the distance learning modality. In the second episode of the series, managers, educators, and students tell how the state network of Paraná improved its digital infrastructure and prepared thousands of teachers to use new teaching methodologies.





#3

The heart of the matter Diagnostic assessment in remote teaching

With the pandemic turning Basic Education upside down, how do we correct routes and fill learning gaps for our children and young? Evaluating! In the third episode of the series, learn about Pernambuco's strategy to diagnose and reduce gaps worsen by remote teaching in the Pernambuco state network.



#5

On the frontline School leadership and tutored stud- ies in the pandemic

For teaching materials to reach all students in these times of social distancing, the Minas Gerais State Department of Education, its educators, and technicians go to great lengths. In the fifth and final episode of the series, understand the importance of the leadership of school principals and the mentoring study plans so that students from Minas Gerais continue to study.



#4

How are you? An active search with protagonism and empathy

Warming teachers and students engaged in the active search for colleagues who are discouraged with their studies have been reinforced twice by the Ceará state network in the fight against student dropout during the remote teaching period. In the fourth episode of the series, managers, students, and teachers discuss how protagonism and empathy have strengthened bonds with the school.



Click to watch all episodes
of "Lições que ficam"



Good News in Education

Within the **Educação Que Dá Certo** platform, the series “Tem boa notícia na Educação” features, reports with inspiring experiences, in a partnership with CNN Brasil. In the reports, public schools show quality initiatives to combat the impacts of the pandemic and prepare the school community for back to school: Manaus (AM), Bauru (SP), Paraná, São Paulo, and Recife (PE) worked to address issues such as the strengthening of technological infrastructure, teacher training in distance learning and active search measures to combat school dropout in the context of Covid-19 crisis.



Click to read the full series of reports

Pandemic success stories

IN ATIBAIA (SP), the new managers were able to materialize the strategy of resumption schools, as planned in 2020. Based on the need to implement biosafety protocols, the Department of Education, in partnership with the Department of Health, prioritized on-site practical training for the professionals directly involved when they return to school. The initiative prepared the teams for the necessary procedures in the different situations experienced in the school environment in the context of the pandemic, ensuring greater safety on resumption.

IN CASCAVEL (PR), some schools were selected to perform prior testing on all professionals and students involved in classrooms resumption. After the resumption of classes in the units, there was retesting and it was found that the schools were not outbreaks of transmission of Covid-19, which allowed the network to gradually expand the process to other units. The network also innovated by vaccinating Education professionals by schools, an action that deepened the collective perception of safety regarding the continuity of face-to-face activities in schools. Straight and usual communication between the municipality of Paraná and the community is another inspiring pillar.

THE CIDADE DE MATA DE SÃO JOÃO, IN BAHIA, held a gradual reopening, with the adaptation of school infrastructure and investments in individual protection items for students and education professionals - thanks to the reorganization of funds in the network.



STRUCTURAL CHALLENGES



THE BRAZILIAN EDUCATION IN PERSPECTIVE, WITH THE OECD

Comparing Brazil with other countries and proposing solutions that look to the future

Todos was one of the OECD's technical partners for the REPORT publication **Education in Brazil: an international perspective**, which compared the performance of the Brazilian educational system to that of other countries, including Latin American nations and OECD members. The document also included ten recommendations for Brazil to improve the quality and equity of educational outcomes.

The main messages brought by the report:



BRAZIL HAS SIGNIFICANT ADVANCES IN THE PAST THREE DECADES TO REPAIR A HISTORICAL DEBT REGARDING PUBLIC EDUCATION

Examples: the introduction of a redistributive funding mechanism, with Fundef/Fundeb, the structuring of a national learning assessment system (Basic Education Assessment System – Saeb), and the construction of the Basic Education Development Index (Ideb). More recently, the National Curricular Common Base (BNCC), the New High School, and the New Fundeb.

TO MITIGATE THE DEEP IMPACTS OF THE PANDEMIC, WE WILL NEED IMMENSE EFFORTS

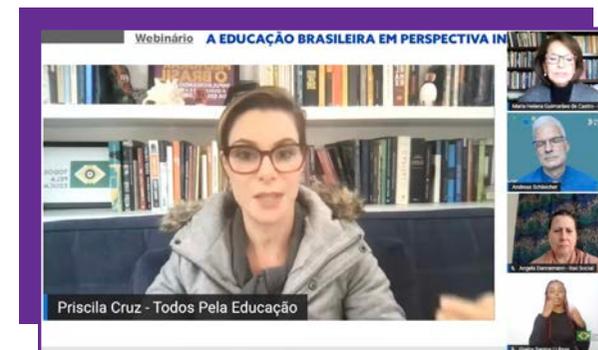
We should talk about structural reform, but in the short term, we will have school resumption, which will require a lot of effort from schools and teachers, as well as a lot of investment.

MUCH OF WHAT THE REPORT GUIDES IN THE 10 STEPS TO IMPROVE EDUCATION IS ALREADY ADVANCING OR IS IN PUBLIC DEBATE

The importance of protecting funding, making it more redistributive and inducing quality, the centrality of teaching policies, and the fundamental role of Early Childhood are among the ten recommended steps. The emphasis placed on the importance of the school environment and management at the school level to achieve better results stands out from the recommendations point of view, which has a shy presence in the Brazilian debate.

WE WILL NOT IMPROVE EDUCATION QUALITY IF WE DO NOT FACE THE EQUITY CHALLENGE

Brazil faces a significant challenge in ensuring Basic Education quality, but we will not advance in this agenda unless we confront inequalities. Especially in Brazil's social context, where Education is the only way for millions of children to improve their lives and their communities.



EDUCAÇÃO JÁ MUNICÍPIOS AROUND BRAZIL



Todos working directly with Brazilian municipalities

The journey to lift Brazil and bring prosperity to Brazilians begins with municipal administrations, the cradle of Education. There lies where the responsibility for childhood education, literacy, and Elementary Education.

To assist municipalities in the difficult tasks that lie ahead, Todos Pela Educação launched an unprecedented movement, [Educação Já Municípios](#), at the end of 2020, with a set of recommendations for the creation of municipal agendas for Basic Education 2021-2024. Recognizing the difficult context of the pandemic, it added an additional chapter with [25 essential measures](#) for plans to safely reopen schools in 2021. This agenda has been pursued, moved forward, and will be consolidated in 2021.

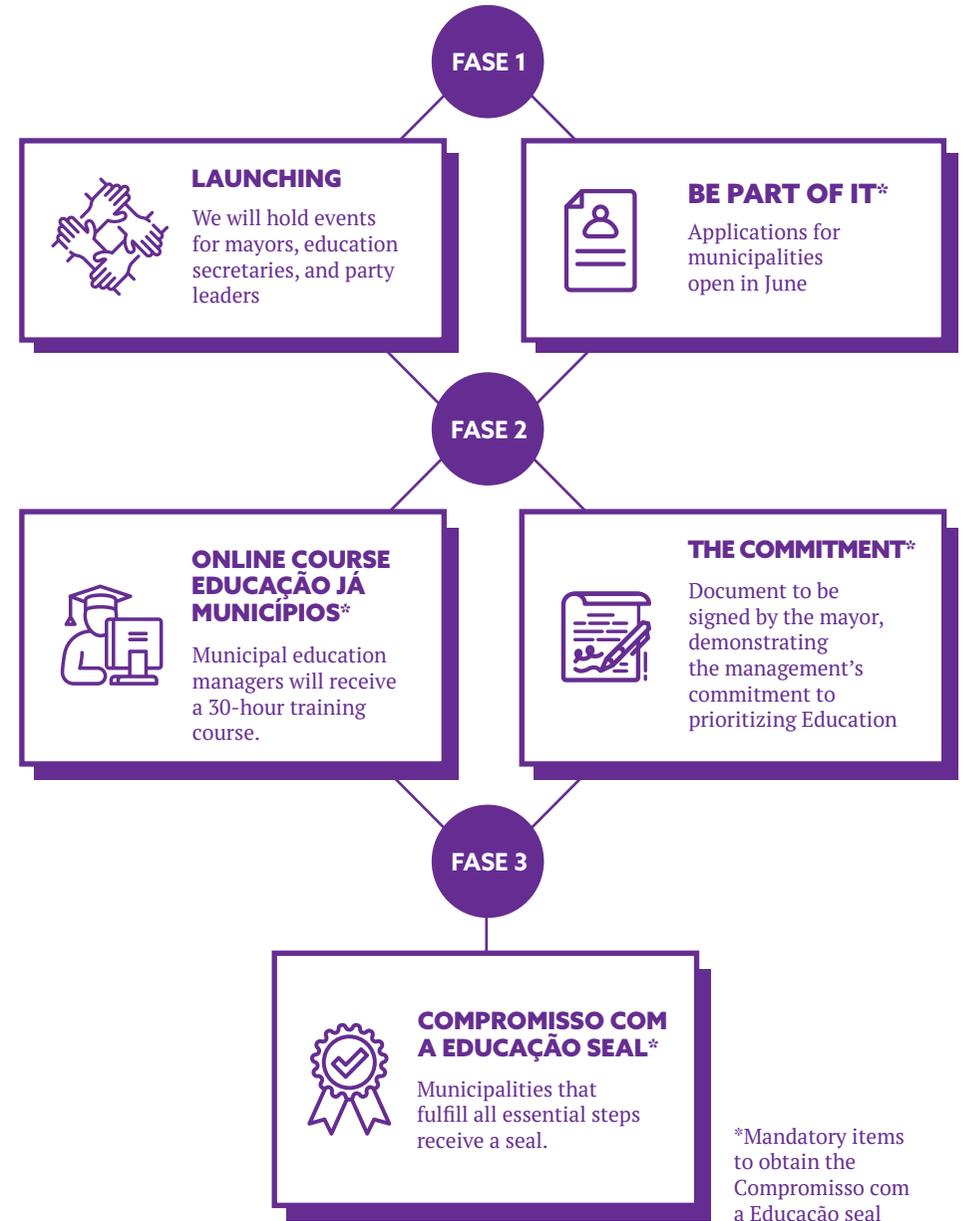
Todos launched the Compromisso com a Educação program in June, to encourage municipalities to prioritize an educational development agenda based on the proposals listed in the document Educação Já Municípios. The initiative, which included an unprecedented online course with some of Brazil's top educational experts, was a collaboration between party foundations and municipal entities from across the country.

In its first edition, the [Program Compromisso com a Educação](#) happened in three phases. In the first one, online events were promoted with various party foundations to present the program to elected managers and invite them to participate.



In the second phase, mayors signed a letter of commitment to mark the municipal management’s commitment to education. The letter of commitment is a symbolic act that seeks to ensure management autonomy in making decisions about and implementing sound educational programs rather than creating binding duties. At this point, a municipal manager or technician affiliated with the Department of Education initiated the Educação Já Municipalidades Course.

Finally, in the third and last phase of closure, the “Compromisso com a Educação” seal was awarded to the registered municipalities that signed the commitment letter and whose manager or technician completed the training.



23%
States present in the Compromisso com a Educação Program.

97%
of the managers who took the course were satisfied with the training and would recommend it to other managers.

298
Municipalities across the country received the Seal Compromisso com a Educação.

*Mandatory items to obtain the Compromisso com a Educação seal

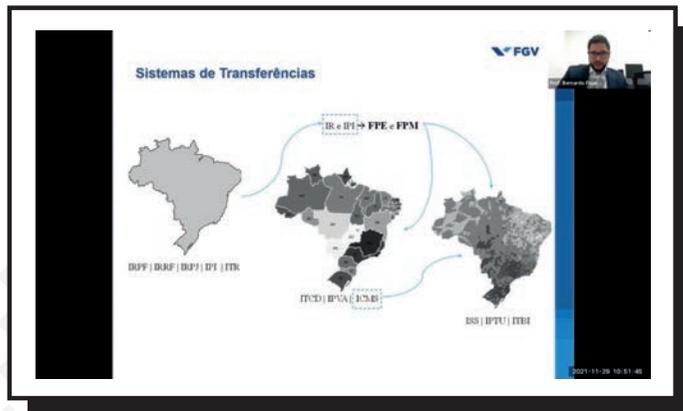
TRAINING PARLIAMENTARY ADVISERS

Course to qualify the educational debate in the Legislative Power

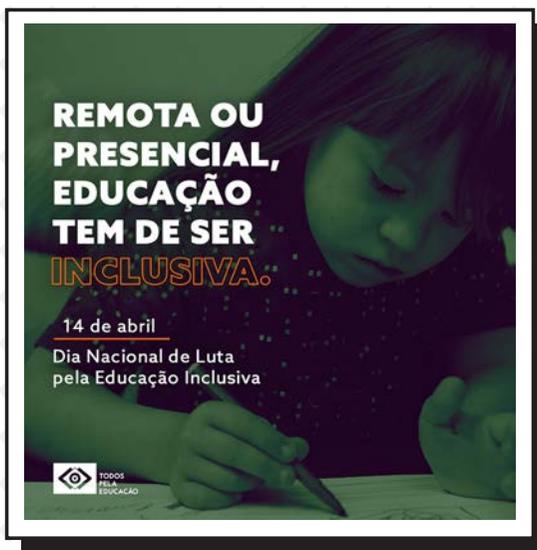
Todos held the 3rd Class of the Management and Public Policies in Education course in conjunction with Fundação Getulio Vargas (FGV) between April and May, focusing on training parliamentary advisors to the Chamber and Senate. The goal is to encourage successful actions while also qualifying the debate in the Legislative Power.

The course included 21 hours of basic and advanced courses on strategic and current topics in Brazilian education, such as governance, management, financing, law, statistics, and assessment.

The diversity of parties was obvious in the course, which included counselors from ten different parties from 12 states and the Distrito Federal.



IN DEFENSE OF INCLUSIVE EDUCATION



A call to actions of inclusion in Basic Education

Todos used the National Day of Struggle for Inclusive Education (April 14) to call on public officials and legislators to provide values and actions for inclusion in Basic Education – an even greater need in the wake of a pandemic that claimed lives and left sequels locking schools for more than a year.

“We make a call here to public managers and legislators for the need and responsibility to provide values and actions of inclusion in public Basic Education that addresses the demands of this emergency moment”, defended Todos. “This means investing adequate infrastructure, continuing education for educators and managers, accessible pedagogical resources and support services, to ensure that everyone exercises their right to learn”.

The text recalled that the culture of inclusion will help Brazil to get rid of the eternalized myths about the presence of people with disabilities in schools: overcoming them is part of the necessary journey for our country to offer these students, quality Education, and emancipation.



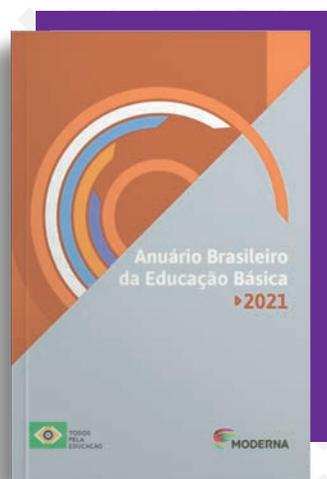
BRAZILIAN YEARBOOK OF BASIC EDUCATION

What the Yearbook brought with data (and reflections) to think about Brazilian Basic Education

Brazil began the year 2020 (even before the Covid-19 pandemic) with 9% fewer full-time enrollments in Basic Education than in 2019. When viewed over five years, the index is significantly higher (31%), as the number of full-time enrollments in Brazilian Basic Education decreased from 6.6 million to 4.5 million between 2015 and 2020.

When we look at each step, we can see a 13% increase in Childhood Education, a 63% decrease in the first and final years of Elementary School, and a 107% increase in High School. These were some of the many data brought by the 2021 edition of the Brazilian Yearbook of Basic Education, produced by Todos in partnership with Editora Moderna and released in August. The Yearbook is one of the main references when it comes to monitoring Education. The material is intended to serve as a resource for journalists, researchers, public policymakers, and anyone else interested in learning more about the Brazilian educational system.

Click to
access
the full
Yearbook



Other Yearbook highlights:



Moving forward with the ODL courses for teachers, especially due to the expansion of enrollments in ODL courses in the private network, which grew 139% in comparison to 2010 and 12% compared to 2018. In 2019, 66.4% of new students (entered) in initial teacher training courses were in this modality. This percentage was 34.2% in 2010. In terms of the total number of enrollments, they are already 53.9% of enrollments in ODL.



60% of directors in 2019 said that their schools did not have enough financial resources; 44% did not have satisfactory teaching resources; 40% said they did not have administrative staff and sufficient pedagogical support and 23.7% said that schools did not have teachers for all subjects.



48% of school principals stated that their schools have projects that deal with ethnic-racial relations/racism, 26.1% reported that there are projects on homophobia and only 15.8% of them report developing projects on machismo.





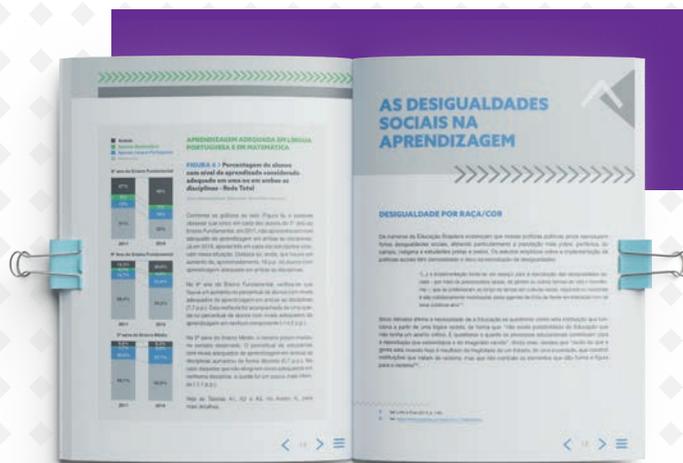
LEARNING IN BASIC EDUCATION

A report to understand in which context of Education the pandemic arrived

Todos Pela Educação is built on public monitoring. We have always closely followed the learning of Brazilian students, and this year we published a report on their pre-pandemic portrait, [“Learning in Basic Education: Details of the Pre-Pandemic Context.”](#) It is critical to understand the context in which the pandemic emerged.

The document, published in September, presents a balance of learning up to 2019, the year of the most recent edition of the Basic Education Assessment System (Saeb), conducted by the National Institute of Educational Studies and Researches Anísio Teixeira (Inep), and identifies significant advances, challenges, and setbacks in educational outcomes.

Among the report’s main messages is that, before the pandemic, Brazil demonstrated a significant evolution in the percentage of students with adequate learning, primarily in elementary school. However, the levels remained far below what is required to guarantee the Right to Education for all, especially when we consider that progress, in general, has not been accompanied by a reduction in educational inequality.



THE BASIS OF EDUCATION: POLITICAL CONTINUITY AND COORDINATED ACTIONS

Despite all the challenges, Brazil has municipal educational networks with results that inspire

In addition to mapping positive cases in the context of the pandemic, Educação Que Dá Certo analyzed and recorded, in 2021, cases of municipal education networks that have been highlighted in recent years for consistent progress in Public Education. The initiative's technical documents can assist municipal and state network decision-makers in developing and implementing more effective policies. Looking at educational networks that have been successful in providing quality education with continuity, articulation of efforts, and improvement of initiatives is even more important in the face of the complex challenges posed by the Covid-19 pandemic, which will last for the next few years.

Todos systematized the main elements that make Teresina (PI) and Coruripe (AL) examples of - ordering educational policies; in Londrina (PR) and São Paulo (SP), successes in expanding the number of places available in daycare centers with a focus on the most vulnerable; and Sobral (CE), a reference in the careful selection and training of school directors, based on a dive into local data and interviews with actors who were part of the good initiatives.



Check out successful examples



FOR AN ANTI-RACIST EDUCATION



Todos Pela Educação and the racial agenda in Education

Quality Education only exists when it is, in fact, for everyone. With this conviction, Todos promoted in November a debate on the urgency of more public policies to advance the racial agenda. [The Educação Já Webinar: promoting an anti-racist Education](#) gathered four names that understand the cause: Priscilla Cabral, leader of Communication and Mobilization of Todos; Alessandro Santos, director-President of the School of Parliament and specialist in discussions on equity, inequalities, and diversities; Giovani Rocha, PhD. student at the University of Pennsylvania and co-founder of Mahin Consultoria Antirracista; and Naomi Oliveira, technical director at the São Paulo State Department of Education.

The webinar participants demonstrated, from the long list of solutions to this problem, that two priorities are clearly ahead on the path to desirable change: recognizing the problem and ensuring opportunities in Education.

Building schools, hiring teachers, purchasing textbooks – all actions must take a racial perspective. If racism is present in everything, anti-racism commitment must be present in all decisions. This is what black social movements refer to as racializing public policy, and we must face the historical weight of racism.

Suggested recommendations for tackling racial inequality





Produce and monitor data on racial inequality



Actively work for the literacy of your professionals on racial issues



Redesign the curriculum to make it truly inclusive



Make investments to provide continuing training for teachers and managers



Build a support system for schools that are carrying out anti-racist education work



Taking into account both the objective effects of racism, such as inequality in learning, access, and permanence, as well as the subjective effects on the lives of black children, teenagers, and young, who feel invisible in schools



THE GOVERNMENT AND LEGISLATIVE AGENDA



LEGISLATIVE AGENDA FOR EDUCATION



What Todos proposed as priorities for the National Congress in 2021

The National Congress once again played an important role in driving the Brazilian education agenda, especially given the absences and omissions of the Federal Government, particularly the Ministry of Education, and the slowdown in the advancement of structuring policies to Basic Education that occurred in 2020 – as demonstrated by Todos in the [2nd Annual Monitoring Report of Educação Já](#). The negative scenario was completed by the tax retraction, which had a direct impact on the availability of resources related to education, as well as the problems caused by the pandemic.

Todos launched the 1st edition of the [Legislative Agenda](#), in April, in the context of immediate challenges and the need to ensure the future for Education, a document that reflected the themes and projects that, in our opinion, the National Congress should prioritize in 2021.

The Education Legislative Agenda is comprised of bills and proposals organized into six themes: Measures to Combat the Pandemic; Network Governance and Management; Basic Education Conditions of Offer and Financing; Teaching Policies; Child Education; and Vocational and Technical Education. The first, aimed at combating the pandemic, includes PLs (bills) that aim to provide legal security to education networks after the Public Calamity Decree was approved in 2020.

The other categories reflect some of the priority measures of Educação Já! such as the institution of the National Education System (SNE) for Ba-

Basic Education, included in the category of Governance and Management of Networks, and the updating of Law 14,113, of 2020, that regulates Fundeb, which concerns the Financing of Basic Education, are the priorities of this document.

No less important – and also present as priority themes of Educação Já! – in the document:

- the proposals and bills related to Teaching Policies, whose highlight is the urgent need to update the Teaching Wage;
- the bills aimed at Early Childhood Education, in particular, the proposal that creates mechanisms for surveying and publicizing the demand for nursery centers;
- the proposal focused on Vocational and Technical Education, to institute national guidelines for this type of education.

FOCUS CONGRESS AWARD: RECOGNITION OF THOSE WHO WORK FOR EDUCATION



Todos pela Educação once again supported the Congress in Focus Award's special category "Defense of Education." "The most popular award among congressmen recognized parliamentarians who have stood out since the beginning of the year in support of legislative proposals and public actions that contribute to the promotion of inclusive and high-quality education.



SNE: THE SYSTEM FOR A NEW EDUCATION

Todos actively participated in the public debate on the National Education System, which made important advances in 2021 and will be one of the priorities for 2022.

In May, the launch of the research **Multilevel governance models in federative countries**, with international references for the Brazilian National Education System (SNE) - a partnership of Todos with Fundação Getulio Vargas and the Movimento Colabora Educação. The following month, **a technical note in which Todos suggested the main elements to be debated and contemplated by deputies and senators in the SNE. In November, a new technical note with a comparative analysis of the two complementary bills** in progress in Congress to establish the SNE.

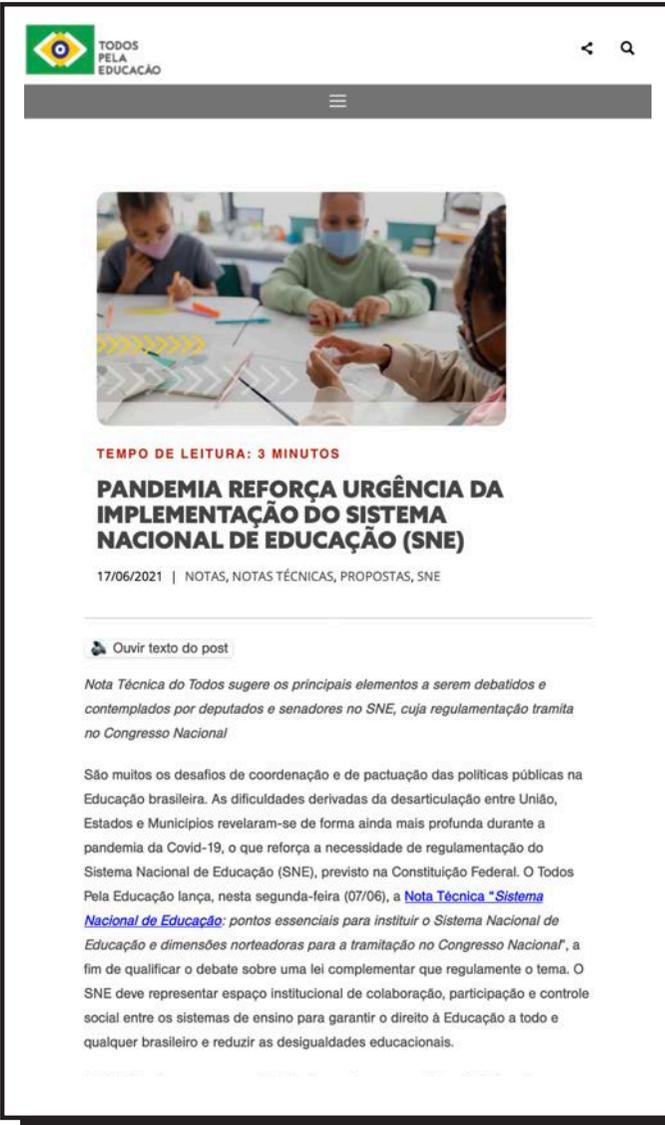


Comissão de Educação - SNE: a inovação dos acordos colaborativos - 09/07/2021

Three key moments in a single effort: advancing, in a qualified and technical way, the debate on the regulation of the National Education System – the mechanism whose goal is to be an instrument for collaborative creation of the education systems of the federated entities (Union, States, municipalities and the Federal District), aiming at the alignment and harmony between policies, programs, and actions of the different spheres of government in the area of Education, according to the established principles by the Constitution.

As one of Todos' documents demonstrated, a country like Brazil, with autonomous and co-responsible federative entities in the provision of Education, requires a system to equalize the various educational federative conditions and guarantee the constitutional right to Education to every citizen.

A series of press articles bolstered Todos' efforts to qualify the debate and support the construction of the SNE. Excellent news at the end of 2021: the Special Education Commission approved a report on the replacement of one of the bills associated with the topic, which has very consistent wording and is aligned with the principles that Todos defends. A critical step toward increasing the likelihood of the Law becoming effective in 2022, and thus the agenda will be one of Todos' priority agendas for 2022.



The screenshot shows a webpage with the logo 'TODOS PELA EDUCAÇÃO' at the top left. Below the logo is a navigation bar with a hamburger menu icon. The main content area features a photograph of three children sitting at a table, engaged in an activity. Below the photo, the text reads: 'TEMPO DE LEITURA: 3 MINUTOS' followed by the headline 'PANDEMIA REFORÇA URGÊNCIA DA IMPLEMENTAÇÃO DO SISTEMA NACIONAL DE EDUCAÇÃO (SNE)'. The date '17/06/2021' and the category 'NOTAS, NOTAS TÉCNICAS, PROPOSTAS, SNE' are listed below the headline. A button labeled 'Ouvir texto do post' is visible. The main body of text begins with: 'Nota Técnica do Todos sugere os principais elementos a serem debatidos e contemplados por deputados e senadores no SNE, cuja regulamentação tramita no Congresso Nacional'. The text continues to discuss the challenges of coordination and implementation of public policies in Brazilian education, particularly during the COVID-19 pandemic, and mentions the release of a technical note on June 7, 2021, regarding the 'Sistema Nacional de Educação'.

AGAINST THE AUTHORITARIANISM AND CULTURAL WARS



How we report and debate the ideological priorities of the Federal Government

In 2021, we face the continuation of what has already become a tradition of President Jair Bolsonaro's government: instead of Education as a national priority, attacks on science and knowledge; against diversity and the formation of tolerant and respectful citizens with differences, rhetoric, and a persecutory posture focused on the constant search for enemies; instead of technical management, denial of objective data and the real problems that plague Education.

If in recent years we have seen revisionisms on the military dictatorship, encouragement of teacher surveillance attempts to remove Paulo Freire from schools, and intervention in textbooks, in 2021 government spokespersons in Education and the president himself attempted to return to the ideological trenches to, for example, advance on the Enem exams. According to President Jair Bolsonaro, the goal is to leave Education "with the face of the government." Not to mention the Minister of Education's repeated demonstrations that he values controversial and destabilizing theses, as well as his elitist and stereotypical view of public universities, students, and teachers.

Todos tried, throughout the year, to stimulate the debate against this kind of view and point out the setbacks promoted by the government - or what the executive chief of Todos, Priscila Cruz, called in an article published on the Poder360 website of "[The 1,000 days against Education](#)", a reference to the mark reached by President Bolsonaro in September this year.



In different public positions, the leaders and spokespersons of Todos sought to demonstrate, based on facts and data, why the current government's priority is not improving Education, but authoritarianism, dirigisme, and cultural wars.

Besides its failure to address the effects of the pandemic, the low relevance given to Education was evident in the only educational- agenda included among the government's 25 main priorities for the year 2021: ODL or homeschooling.

Todos issued a **technical note** in June declaring that any incentive for homeschooling was inappropriate, especially at a time when Brazil needed to prioritize the structuring and emerging agendas for Basic Education. "Making it a priority in educational management appears to be incorrect, and the topic should not be a topic of debate at the National Congress at this time," the note states. "After all, it is a measure that goes far beyond what is required to improve education in Brazil and demonstrates a shift in the Federal Government's priorities."

Faced with an ideological war with so many practical effects, we have to respond incisively and place Education among the priorities in the public debate. 2022 will be a decisive year and it will take a lot of strength from all sectors of society to prevent further setbacks and move towards 2023 in which quality Education based on science, evidence, and experience are the guidelines for the government.



PODER360 opinião

Os 1.000 dias contra a educação, escreve Priscila Cruz

Marco é mais que suficiente para entender que governo deixou estragos profundos e duradouros para crianças e jovens



Os ministros da Educação na era Bolsonaro: Ricardo Vélez Rodríguez, Abraham Weintraub e Milton Ribeiro. Para a articulista, 3 gestões desastrosas

PRISCILA CRUZ
19.out.2021 (terça-feira) - 5h50

Chegamos no fim de setembro à marca dos 1.000 dias de governo do presidente Jair Bolsonaro. Se os primeiros 100 dias costumam servir para desenhar o horizonte de possibilidades, (re)direcionamentos estratégicos e primeiras conquistas de uma nova gestão, 1.000 dias são suficientes para registrar e medir, de modo mais preciso, o tamanho do impacto que o governo deixará para o futuro.

No caso da educação, é preciso deixar registrado e medido, com todas as letras: 1.000 dias de governo Bolsonaro foram suficientes para provocar estragos profundos e duradouros e piorar a vida de milhões de crianças e jovens do Brasil.

Poder360 todos os dias no seu e-mail **ASSINAR**
 concordo com os [termos da LGPD](#).

Mesmo antes da pandemia, a educação básica vinha sofrendo com sucessivas reduções orçamentárias, gestão sem foco, troca de equipes, ações erráticas e prioridades definidas com base em premissas ideológicas e não na racionalidade que

EDUCAÇÃO JÁ 2022



YES, BRAZIL HAS A WAY AND THE SOLUTION IS PUBLIC EDUCATION

How we plant the seed of the great debate of 2022: making quality public Education a national priority

Todos' year 2021 came to an end with the plans of what we want for 2022. A pivotal year for the country, with voters going to the polls to choose the president of the Republic, governors, and the definition of a national priority: Education.

In September, Todos launched a “debate version” of the update of the strategic and systemic agenda that we defend for Basic Education. This **new edition updated and strengthened** brought together experts, academics, educational managers, and teachers and includes ten structural measures:



Educação Já structural measures for 2022

1. Strengthening national governance of Basic Education, with a focus on a strong National Education System;

2. Modernization of educational public administration bodies' management;

3. Implementation of more distributive and quality-inducing financing, achieved with the design of the New Fundeb approved in 2020;

4. Bolstering the teaching profession;

5. Professionalization of school administration;

6. Curriculum implementation under the National Curricular Common Base (BNCC);

7. Quality Early Childhood Education, articulated with comprehensive care in Early Childhood (education, health, assistance, culture, and sport);

8. States and municipalities working together to improve literacy;

9. Construction of a new school proposal for the Final Years of Elementary School;

10. Implementation of profound changes in Secondary Education

In December, Todos highlighted the invitation made to all candidates and political leaders, from a wide ideological spectrum, to debate this structural agenda and work for an effective commitment to Public Basic Education – thus extending what has already been done in the 2nd semester of 2021, when trying to talk to all the parties in the democratic field.

In other words, with the document and the invitation, Todos planted the seed of the great debate of 2022: public Education as a national priority. Non-profit, independent and non-partisan organization, Todos is therefore fully capable of sharing and debating its technical production, in a republican way, in favor of public education.

Todos will start 2022 with this key idea:

**YES, BRAZIL HAS A WAY.
THERE'S A WAY IF WE
FINALLY SOLVE TO INVEST IN
PEOPLE AND PUT EDUCATION
AS A REAL PRIORITY.**

MEET OUR TEAM

If Todos defends that Brazil has a way, and the solution is to invest in people, the organization also does its part. Meet our team.

EXECUTIVE TEAM



PRISCILA CRUZ
EXECUTIVE CHIEF



OLAVO NOGUEIRA FILHO
EXECUTIVE DIRECTOR

FINANCIAL ADMINISTRATIVE



ANA PAULA ARAUJO
ADMINISTRATIVE ANALYST



CLAUDIANE FREITAS MENDES CYRINO
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HOGERBRUGGE**
LEADER OF GOVERNMENT
RELATIONS



**MANUELA DE SOUZA
PEREIRA**
TECHNICAL AND
LEGISLATIVE PRODUCTION
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TOGETHER WITH US

ASSOCIATES Our associates are people who have dedicated efforts to support the Todos achievement objectives for Public Basic Education with equity and quality. There are 106 founding partners, who have been with us since the foundation, in 2006, and 154 effective partners, who have joined us over the years.

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