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public education.



20  
24



AUGUST — 2025

Activity Report  
Creative Schools



### CREATIVE SCHOOLS

Dear partners,

It is with great pleasure that we celebrate another year of significant achievements for Creative Schools. In this report covering 2024—a year that was both transformative and decisive for our work—we showcase the strength and impact of a team that is committed and passionate and that always works collaboratively, innovating and respecting local knowledge.

Throughout this publication, you will follow our fourth year of work—a story of solid, well-recognized efforts that have led us to a new and important milestone: we ended 2024 with the announcement that we are now an institute: the **Creative Schools Institute**.

We remain committed to our mission of fostering **holistic development** and **student agency** through approaches such as **Creative Learning**, thus encouraging pedagogical ideas on how schools can be more fun, creative and diverse. Through campaigns, gatherings and training programs, we strengthened teaching practices throughout the year and drove change.

We measure the effectiveness of our work by observing its tangible impact on students, such as **increased engagement** and a **stronger feeling of belonging at school**. Another important result is that the schools served by our programs saw an 89% year-over-year increase in the Basic Education Development Index for the early years of elementary school and an 86% year-over-year increase for the later years, compared to other schools in the network. Creative Schools also **reduced the performance gap in Mathematics between Black, Brown and Indigenous students and white and Asian students by 2.6 points** in the Basic Education Assessment System.

In 2024, we expanded our reach, impacting more than **one million students** and **58,000 teachers** from 16 public school networks across Brazil. Together, we strengthened our mission to transform public schools into spaces where students want to be and want to learn. This result reinforces our potential to scale and to continue transforming even more Brazilian schools.

There's much more to come. We're counting on you to join us on this journey!



**GABRIELA HARTIN BREVIGLIERI**  
*President and Director of the Creative Schools Institute*

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IN 2024, WE EXPANDED OUR REACH. HERE ARE THE NUMBERS:



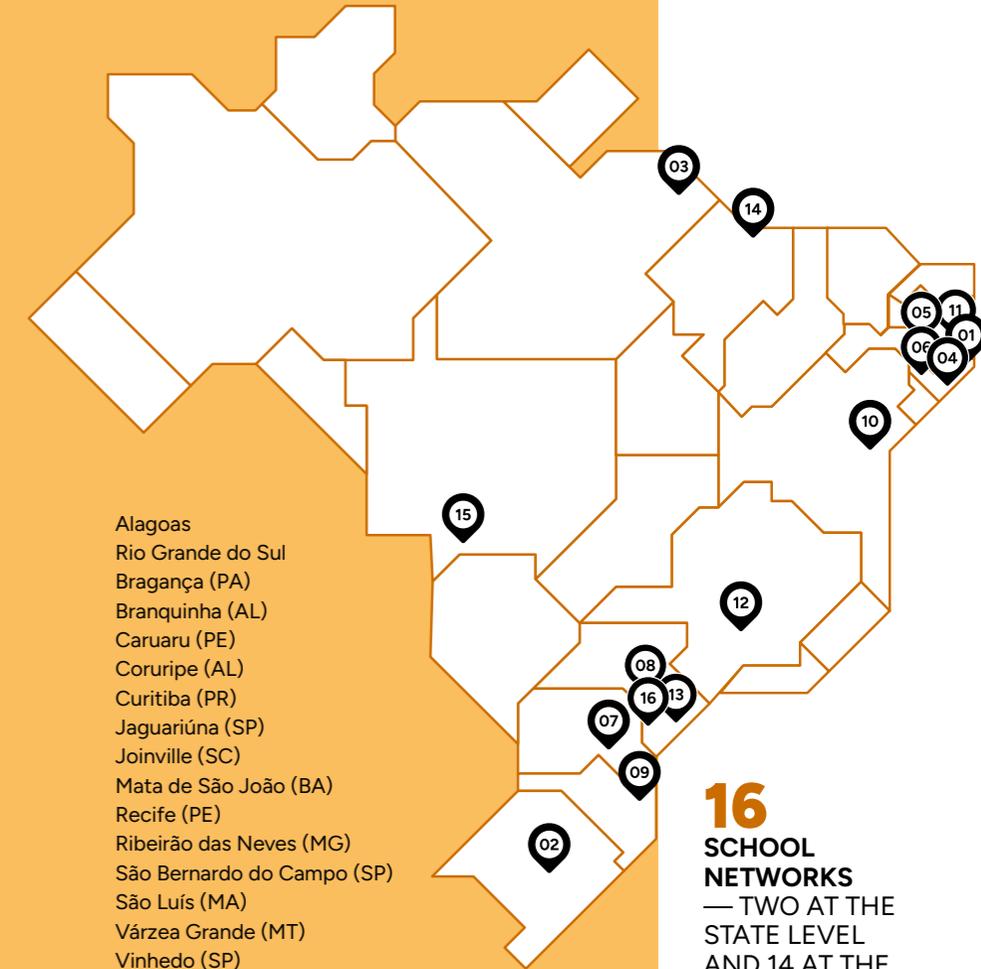
**1.007.435**  
STUDENTS



**58.637**  
TEACHERS



**2.505**  
SCHOOLS



**16**  
SCHOOL NETWORKS  
— TWO AT THE STATE LEVEL AND 14 AT THE MUNICIPAL LEVEL

# 01. Our Purpose

**This year, we continued our mission** to support *Secretarias de Educação* (local education departments) in transforming public schools into more playful, hands-on spaces for all students.

We carried on with our training efforts and encouragement of pedagogical activities that approach curriculum components in innovative ways, connected to the needs and realities of each community. This work brings greater purpose to education and contributes to the comprehensive development of Brazilian students.



“We have always believed it’s possible to teach and learn differently— in ways that are more enjoyable and stimulating. That’s why we are committed to supporting and strengthening this movement in the public school system. The results we’ve achieved with our partner networks reflect a systemic transformation.”

**Gabriela Hartin Breviglieri**  
PRESIDENT AND DIRECTOR OF THE CREATIVE SCHOOLS INSTITUTE

## 02. Our Journey

The story of Creative Schools began as an initiative of the Tech & Play with Technology call for proposals from The LEGO Foundation, with support from the Lifelong Kindergarten group and the Lemann Foundation, when we were still part of the Brazilian Creative Learning Network (*Rede Brasileira da Aprendizagem Criativa*).

In 2023, the initiative expanded and became independent. By 2024, we had strengthened our work with public school networks and became a reference in promoting approaches that value learning through play, such as Creative Learning.

As a result of the growth and consolidation of this work, in 2025 the initiative enters a new chapter, becoming the Creative Schools Institute (*Instituto Escolas Criativas*) and serving even more public school networks across the country.

Throughout our journey, we have come to understand that the school we want to build is one where students love to be and to learn—a school where teachers also feel fulfilled in their teaching. This genuine connection between teaching and learning is only possible when the school is attentive to students' needs and responds to them with creativity, care, and relevance.





### 03.

## Our impact

**In 2024, through the Impact Assessment** — carried out in partnership with the external evaluation organization Germina — we confirmed that, in addition to being more enjoyable and meaningful, learning through play produces consistent impacts on learning.

The data showed that students from schools participating in Creative Schools scored 5.4 points higher in Mathematics on the Basic Education Assessment System (BEAS) as a result of their participation. The initiative

also boosted student engagement, reducing the likelihood of dropout, and contributed to a more positive school climate.

To measure learning, the study used the national BEAS and Basic Education Development Index (BEDI) indicators. To assess engagement and other aspects of the school environment, Creative Schools developed a quantitative scale, collecting data from 11,762 students and 515 teachers across 116 elementary schools. Some of the main results include:



“By understanding the effectiveness of approaches such as Creative Learning, which prioritize learning through playfulness and experimentation, we increase the chances that states and municipalities will adopt these initiatives and sustainably transform their curricula.”

**Ana Beatriz De Sanctis Bretos**  
Director of Strategy and Institutional Development

### 03. OUR IMPACT



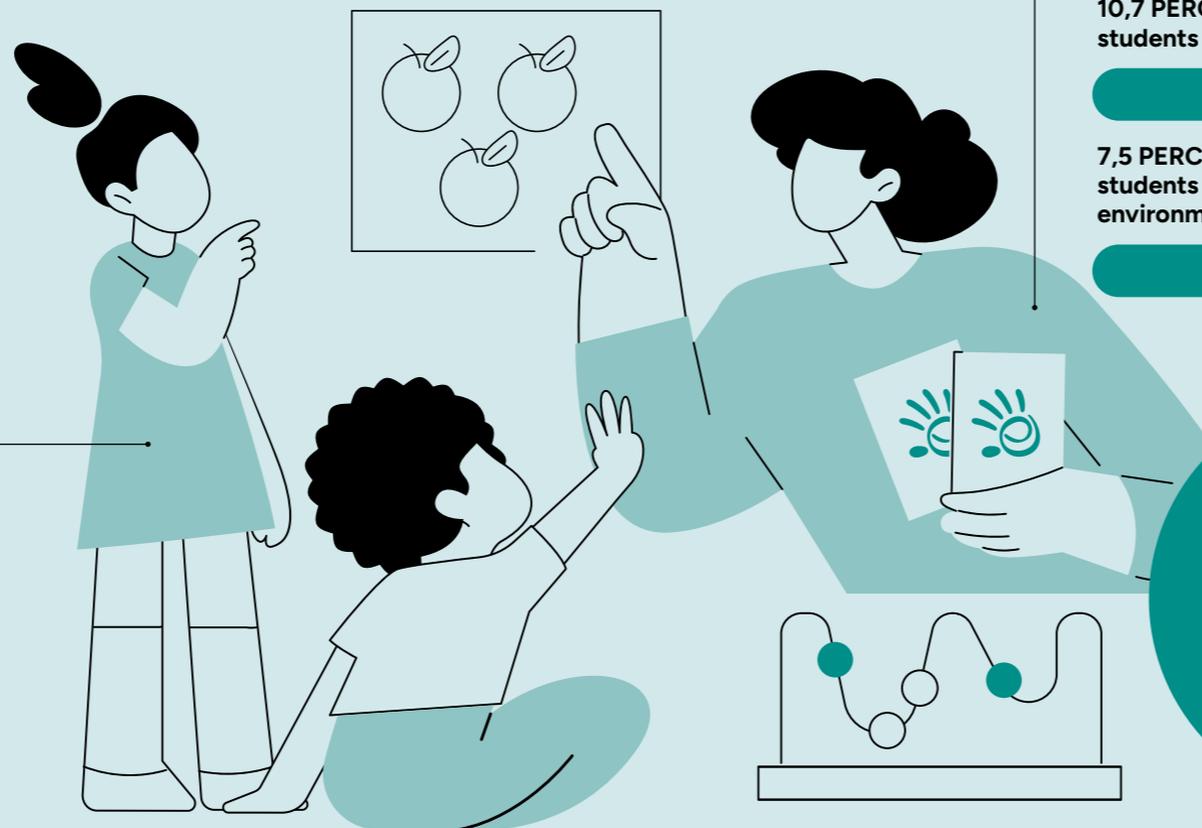
Directed schools<sup>1</sup> showed an **89%** year-over-year increase in the BEDI in the **EARLY YEARS OF ELEMENTARY EDUCATION** and an



ELEMENTARY EDUCATION

**86%** INCREASE IN THE FINAL YEARS, compared to other schools in the network, based on the average expected growth over a two-year period before the pandemic.

**10,4%** higher student **ENGAGEMENT IN PARTICIPATING** schools, with the potential to **prevent 18 mil** STUDENTS FROM DROPPING OUT.



**7 PERCENTAGE POINTS<sup>2</sup>** more teachers believe their peers look for new ways to solve problems;



**9 PERCENTAGE POINTS** more teachers perceive that students are respectful toward their classmates;



**10,7 PERCENTAGE POINTS** more teachers believe that students follow agreed-upon rules;



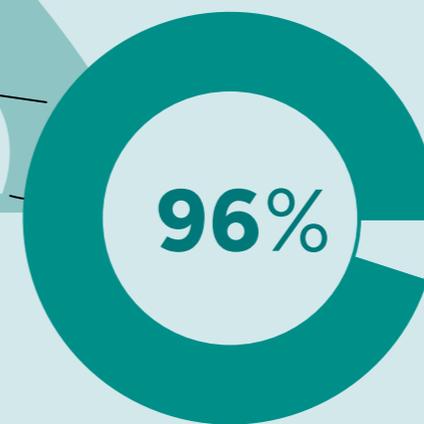
**7,5 PERCENTAGE POINTS** more teachers believe their students help create a pleasant and supportive learning environment.



**+5,4** DIRECTED SCHOOLS SCORED AN ADDITIONAL **5.4 POINTS** in Mathematics performance on the BEAS in the final years of elementary education over a two-year period.



This gain is equivalent to **FOUR MONTHS** OF LEARNING RECOVERY in Mathematics in a single school year.



**96% OF TEACHERS** participating in the program reported that they apply creative learning in the classroom.



“When we embraced this proposal of improving learning in a creative way—so that students understand what is being taught by getting hands-on and participating in workshops—creativity began to flow freely in the schools. This has greatly influenced students in the state of Alagoas to stay in school, as classes have become more captivating and meaningful. It has changed our educational reality.”

**Roseane Vasconcelos**  
Secretary of Education of the State of Alagoas

A POINT REDUCTION IN THE MATHEMATICS PERFORMANCE gap between Black, Brown, and Indigenous students and white and Asian students on the BEAS.



NATIONALLY, this gap is:



with a trend toward increasing by **0.5 points** every two years.

1. While all schools in the partner school networks are offered opportunities for organic engagement, directed schools receive a more targeted intervention within the Creative Schools program.  
2. V1 percentage point (p.p.) is a unit of percentage. The symbol % represents a ratio between two values that may or may not be percentages. In other words, a difference of 1 p.p. means that a percentage varied from 10% to 11%, while a variation of 1% in this same case, would make the final value 10.1%



### 3.1. THE STUDENTS' VOICE AND OTHER PILLARS

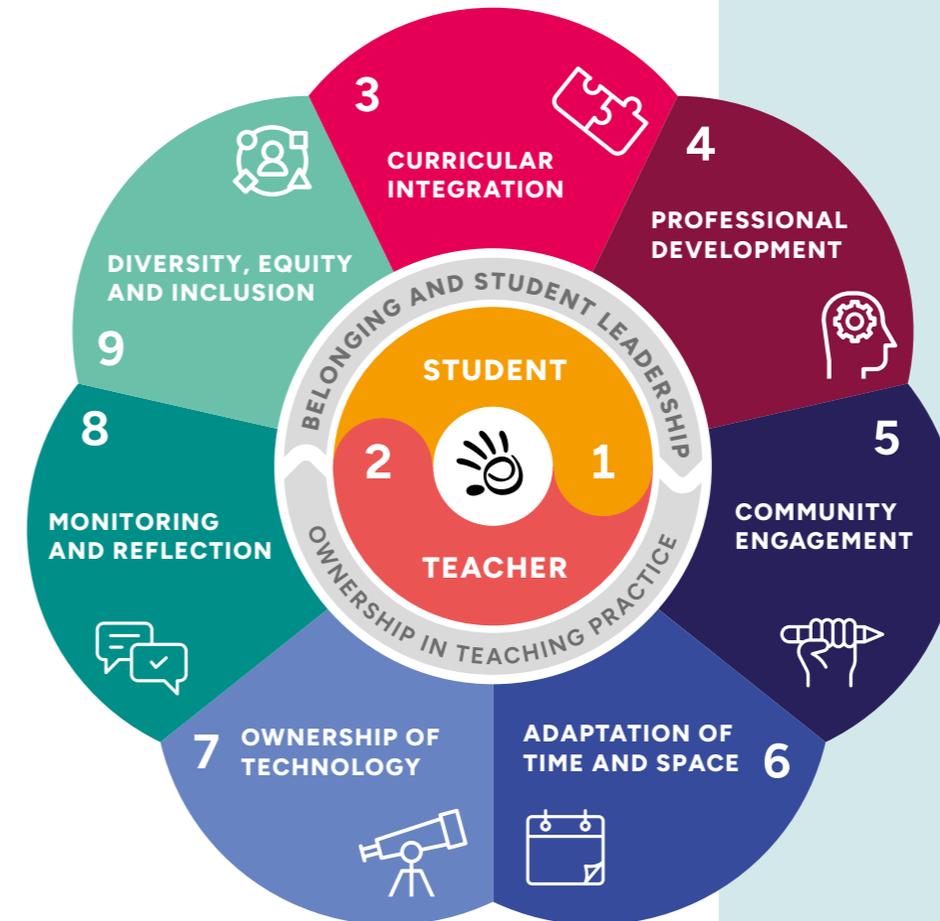
To change the way students learn, we believe their interests and needs should be channeled into pedagogical opportunities, letting them express themselves, create, explore, socialize and learn both inside and outside the school. A sense of belonging and student leadership are key pillars in building a creative school.

"A school will only become a place where students love to be and to learn if their interest in learning is truly genuine. And that will only happen if the curriculum takes into account the knowledge and needs of the school community."

**Veronica Gomes dos Santos**  
Director of Implementation and Partnerships with School Networks

### 3.1.1. Pillars of a creative school

We also identified nine other pillars, based on the results and the methodology developed with the 16 partner school networks. Throughout four years, those schools collaborated to foster dialogue, reflection and the adoption of best practices grounded in Creative Learning across schools in Brazil. See below:



#### REFLECTIONS FROM 2024 PARTICIPANTS:

"The biggest impact for us is the hands-on approach, which we've seen in schools' social media posts showcasing students engaged in this creative movement. Teachers have allowed students to take the lead, and I think that's the greatest legacy of Creative Schools—which helped strengthen the training in our network."

**Lezi Aparecida**  
Educator at the Municipal Department of Education of Várzea Grande (MT)

"Creative Learning brings out the best in us. Teachers present projects that spark interest and passion. It's a cooler way to expand our knowledge—especially for people like us, who spend the whole day at school."

**Fernanda Mirele**  
Student in the Alagoas State School Network

"When the teacher realizes that class becomes lighter, more enjoyable, that students participate more, and that—even if it takes longer to plan—the class flows more smoothly and students learn better, they feel motivated to keep going."

**Luciene Lima**  
Educator at the Municipal Department of Education of Jaguariúna (SP)

## 4. Creative Schools in Action



### 4.1. SUPPORT FOR LOCAL EDUCATION DEPARTMENTS AND THE INSTITUTIONALIZATION OF BEST PRACTICES

Our commitment to transforming education is reflected in our ongoing support for local Departments of Education. We work to build solid structures and strategies that promote the institutionalization of best practices developed by Creative Schools, focusing on autonomy, sustainability and the lasting impact of these initiatives in local communities. Over the past few years, we have contributed directly to strengthening a culture of collaboration among the technical and management teams of our partner school networks, as well as sharing experiences both within Brazil and internationally.



### HIGHLIGHTS FROM OUR WORK:



#### 4.1.1. Mentorship Program

Creative Schools was developed through distinct yet complementary initiatives that strengthened ties with the 16 partner school networks. These included:

- Focal point mentoring:** The 16 networks were organized into four groups, each guided by a mentor. Meetings took place individually, in pairs, or with all four cities in the group together, allowing participants to ask questions and explore specific topics in depth.
- Shared mentoring:** Held in alternating months with the focal point mentoring, these sessions covered topics such as educator training, use of technology and rollout of the year's campaigns. They provided a space for exchange among the networks, which organized themselves autonomously, with each presenting its practices and learnings—fostering mutual collaboration and inspiration.
- Meetings with management committees:** Monthly meetings with representatives from the local Departments of Education responsible for overseeing Creative Schools activities in each network. These meetings served to announce events and calls for proposals, as well as share materials and educational resources. They also created opportunities for all 16 partner networks to meet.
- Technical visits:** Organized according to the needs of the networks or Creative Schools itself, aimed at aligning ongoing initiatives or proposing new actions. Also, over the course of the year, each city or state would host meetings with Secretaries of Education, visits to benchmark schools and training sessions for educators.
- On-demand support:** Additionally, each network received ongoing support from the implementation team in community spaces with digital resources. These channels enabled agile assistance, continuous exchange and the strengthening of connections between the networks and the institute.



### 4.1.2. Public Policy Guide

After more than a year of work, the *Public Policy Guide* was launched in 2024. The idea came after decision-makers in the partner school networks expressed interest in learning more about the actions developed in other cities and states. The guide was conceived both as a mapping tool and as a space for exchange between networks.

The publication brings together different approaches for implementing Creative Learning-based initiatives adopted by each partner network. To develop it, we conducted in-depth interviews to gather details and document practices in a robust repository of experiences.

[Read the full guide here!](#)



## 4.2. PROFESSIONAL DEVELOPMENT AND PEDAGOGICAL TOOLS

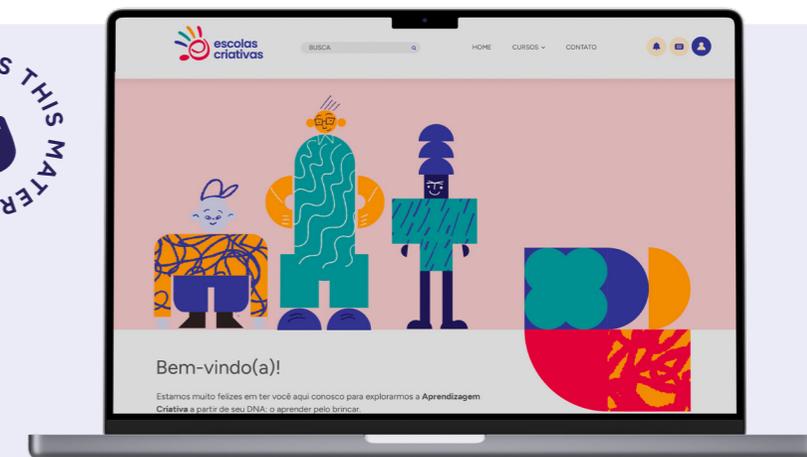
### 4.2.1. Learning paths in the VLE

In 2024, the Creative Schools Virtual Learning Environment (VLE) added three new on-demand, self-guided and fully adaptable learning tracks, each lasting around 20 hours. The content was designed to support educators and strengthen the implementation of Creative Learning in the partner networks.

Training through on-demand *on-line* tracks has been a key strategy for expanding the reach of professional development initiatives. This format allows each partner network to organize its training according to its own pace, calendar and local context. At the same time, the

We prepare educators to create more engaging learning experiences in which students become the protagonists of their own educational process. Our professional development initiatives combine opportunities to deepen understanding of the Creative Learning approach with support for designing innovative activities, always encouraging collaboration both inside and outside the classroom.

### HIGHLIGHTS FROM OUR WORK:



tracks maintain consistency in the core concepts of Creative Schools, ensuring alignment among the networks and promoting high-quality training.

In 2024, we also offered an expanded version of the *Discovering Playful Thinking* track to the authors who stood out in Category 2 of the *Our Most Creative School* best practices recognition program. This version included four live sessions and on-demand facilitation by the Creative Schools team.



### 4.2.2. Logbook: Pedagogical Expeditions

One of the new features in 2024 was the creation of a special session called *Logbook: Pedagogical Expeditions*—a space to share news, reflections and inspiration, with a training focus from Brazil and around the world. Through this log, we aim to discover, learn about and

introduce initiatives connected to our work.

In the first edition, we shared more about our visit to the Point Loma campus of High Tech High (HTH), where we explored early and final years of elementary schools, a high school, and the Graduate School of Education, a teacher training institution.

### 4.2.3. New e-books

In June, we launched the e-book series *More Creative Classrooms, Schools and Networks*, featuring the highest-rated practices in Category 2 of the *Our Most Creative School* call for best practices. The third and final volume, titled *Practices that Highlight the Importance of*

### 4.2.4. CS Lab: Training and Awards

In March, we held the EC Lab in Guarulhos, Greater São Paulo—a training and awards event that brought together the 30 finalists from Category 1 of the *Our Most Creative School* call for best practices, as well as representatives from the Creative Schools partner networks. The goal was to provide an immersive and inspiring experience, promoting the exchange of experiences, in-depth exploration of concepts and hands-on creative activity workshops.



Participants included representatives from the

**16**  
PARTNER LOCAL DEPARTMENTS OF EDUCATION,

**30**  
WINNERS of the call, guest facilitators who led the “hands-on” sessions and the Creative Schools team.

It was a moment of collective learning and of strengthening the bonds between educators who believe in the power of transforming education through creativity.

*Training*, was released during Teacher Appreciation Week. It brought together 13 inspiring experiences that invite reflection on the wide range of opportunities to value and promote the training aspects that impact education. The series is available in the Creative Schools library.



ACCESS THIS MATERIAL HERE!

### 4.2.5. Training at the Tinkering Studio

In June, the Creative Schools team took part in a training full of creativity and innovation at The Tinkering Studio (TS) in San Francisco, United States. The program included a workshop on making homemade switches, a lights workshop and a fun chain reaction built with the most unexpected materials—such as cutlery, toys and domino pieces.

Loads of fun, backed

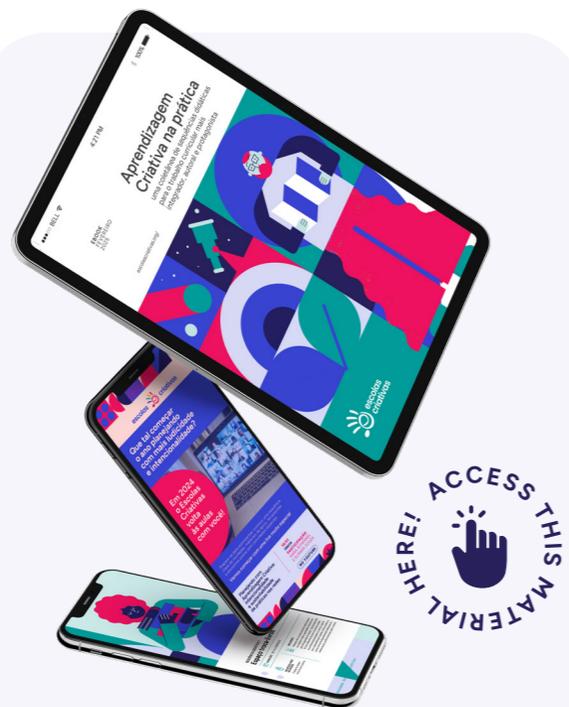
by real purpose! The TS is a research and development lab located in the Exploratorium, a museum where visitors can explore the world through science, art and perception. We could learn and experience a variety of activities and projects that can be applied in schools and communities. The first sentence on the Exploratorium’s website says it all: “Take your imagination out to play!”



### 4.3. SCHOOL AND COMMUNITY ENGAGEMENT

We are committed to fostering a culture of Creative Learning that begins within schools and extends beyond their walls, engaging educators, administrators, students and the community. To that end, we encourage the development of local multipliers and the creation of networks for exchange and collaboration that share knowledge, challenges and solutions. This movement has proven to be increasingly vibrant and sustainable.

#### HIGHLIGHTS OF OUR KEY ACTIVITIES:



#### 4.3.1. Back-to-school campaign

As the new school year begins, we design engaging learning experiences—inside and outside the classroom—that inspire enthusiasm and nurture students' potential. Alongside initiatives that engage school leaders and teachers at the start of the year, the school calendar features opportunities across multiple fields of knowledge, inviting the entire community to get hands-on and build knowledge around the four Ps of Creative Learning: Projects, Passion, Peers, and Playful Thinking.



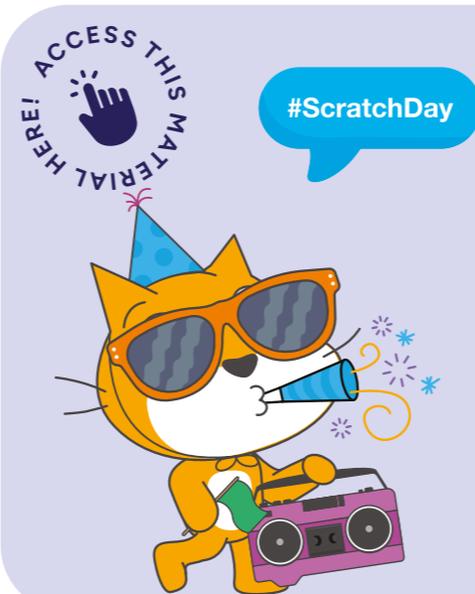
#### 4.3.2. Community: Pillars of a Creative School

In 2024, we launched *Community: Pillars of a Creative School*—an online space for exchange and learning designed for our partner networks. To join, participants completed a self-assessment based on the nine pillars that guide our work. They then received a personalized feedback report, with the pillars organized according to their reported level of adoption.

Over nine months, participants received a weekly newsletter with content tailored to

each pillar: in total, there were 36 editions for teachers and another 36 for school managers. Each newsletter included a guiding question, two suggested resources or references and a practical challenge to be completed during the week.

In addition to email communications, the online community also featured discussion forums dedicated to each of the nine pillars. In these spaces, participants were invited to share ideas, reflections and experiences on how to approach each specific pillar and complete the challenges proposed in the newsletters.



#### 4.3.3. Scratch Day campaign

In July, we held another edition of the Scratch Day campaign, a global initiative that promotes programming education for children and youth using the Scratch platform—a visual programming language designed to make it easy to understand basic

programming concepts, even for beginners.

In 2024, the campaign stood out for its reach and impact, encouraging creativity, logical thinking and collaboration among students. It also promoted digital inclusion and equal opportunity, making programming education more accessible.

During the campaign, schools, teachers and local

Departments of Education organized activities such as training sessions, workshops, competitions, collaborative projects and presentations—all centered on using Scratch. With creativity and dedication, educators brought the Scratch programming language to 1,500 schools, inspiring 152,100 students to explore the world of programming in a playful, interactive way.



#### 4.3.4. P.E.R. – Play Explore Research

From August 1 to 3, 2024, Creative Schools took part in P.E.R. – Play Explore Research, an initiative of the *Fondazione Reggio Children* supported by The LEGO Foundation. Launched in November 2023 in Italy, P.E.R. promotes the connection between play and learning with the goal of ensuring quality education for all students.

We had the opportunity to support the event's organization and offer two workshops during the first two days: *Museum of Me* and *Balance*, both held at Centro Paula Souza in São Paulo. On the third day, activities with students and the community took place at CEU Butantã (São Paulo). In addition to the workshops, participants also had the chance to play, explore a variety of materials and spaces, and engage in new learning experiences.

#### 4.3.5. Creativity and student leadership in New York

In September, we were invited to take part in an important discussion on Innovative Learning:

Empowering Students through Creativity and Leadership in New York City. The panel was part of the lineup of events held alongside the United Nations General Assembly. Creative Schools participated

by sharing transformative experiences on how Creative Learning has impacted students and educators across Brazil. The exchange of ideas with international education leaders was equally inspiring.

Materials that inspired and mobilized the school community on Hands-on Day 2024:

**E-book Hands-on Day 2024 – Every Day is a Day for Learning by Creating;**

**Customizable cards** for mobilizing and engaging the whole community;

**Practical Guide** for mobilizing and engaging the community for the Creative Schools Institute;

**Support materials for evaluation during and after the campaign:**

**Pocket Guide:** Pillars of a Creative School;

**Pillars of a Creative School Community** discussion forums;

**Resources for sharing, reflection and meeting points:**

**Fly, Creative Educator WhatsApp group** — a space where Creative Schools' educators can share local practices.



#### 4.3.6. Hands-on Day campaign

In September, we held another edition of Hands-on Day, an important celebration of “learning by creating” that brought together educators and students for activities promoting Creative Learning. The campaign encourages the school community to work together on projects that inspire authorship, crafting and creative freedom.

In 2024, the initiative mobilized and celebrated educators and students, showcasing activities that meaningfully connect the concept of Creative Learning to the school curriculum. The campaign takes place every year on September 15; however, we believe every day is a day for learning by creating. That's why we encourage schools and classrooms to carry out hands-on experiences on any day in September—or even during other months of the year.



#### 4.3.7. Tech & Play Conference 2024

Creative Schools took part in the 2024 Tech & Play Conference, held in Denmark in October. As in the previous edition, which took place in Brazil, the program included immersive sessions and in-depth explorations of the concept of learning through play. We also had

the opportunity to hear from Mitchel Resnick—renowned researcher behind Creative Learning and head of the Lifelong Kindergarten research group at the MIT Media Lab—who spoke about how technology can serve as a tool to amplify children's voices, fostering creativity, collaboration and curiosity.

# 5. In the media

HERE ARE SOME OF THE STORIES FEATURED IN 2024:

Creative Schools' initiatives captured media attention. Coverage in a range of media outlets helped raise visibility for the work carried out in our partner school networks—work grounded in creativity, purpose and action. Our presence in

the media reinforces the Institute's relevance and highlights the growing public interest in more inclusive and meaningful educational practices. It is always a joy to see positive news about education gaining space and recognition.



PORTAL IG  
www.ig.com.br/

## Vinhedo takes the spotlight in Creative Schools

Two schools are representing the municipality, competing in Category 1 of the School Transformation Actions best practices recognition program.



AL1 PORTAL (ALAGOAS)  
www.al1.com.br

## State School in Maceió won second place in the Creative Schools call for proposals.

The *Jornalista Lafayette Belo State School* in Maceió (AL) won second place in the Creative Schools call for proposals.



TV GLOBO  
www.globoplay.com

## Municipal school network received an award from Creative Schools.

In February, two schools in the Coruripe (AL) municipal school network received an award from Creative Schools.



PORTAL MOMENTO MT (MATO GROSSO)  
www.momentomt.com.br

## The Municipal Elementary Schools had their with awards in Category 2 of the Our Most Creative School.

The Municipal Elementary Schools Ana Francisca, Antônio Gomes and Elias Domingos had their practices recognized with awards in Category 2 of the Our Most Creative School call for best practices.



HOME DESTAQUES POLÍCIA AGRO POLÍTICA ESPORTES ECONOMIA CIDADES

## Três escolas municipais são premiadas do Programa Escolas Criativas

26/02/2024 • 19:00 • Várzea Grande

ENTRE EM NOSSO GRUPO DE WHATSAPP E RECEBA NOTÍCIAS DE PRIMEIRA MÃO!



As Escolas Municipais de Educação Básica (EMEB), Ana Francisca, Antônio Gomes e Elias Domingos tiveram suas práticas premiadas na categoria 2 do Edital Nossa Escola Mais Criativa. As propostas vencedoras da categoria Práticas Inspiradoras foram submetidas pelos participantes que integram o Programa Escolas Criativas neste edital.

De acordo com a superintendente Pedagógica, Luz Marina Coelho, o trabalho das unidades da rede municipal de Várzea Grande vem sendo reconhecido e tem ganhado destaque no Programa

# 6. Looking ahead

In total, the Creative Schools Institute now works with

**27**  
PARTNER SCHOOL NETWORKS.

After reaching more than 1 million students and gathering evidence of our impact, in February 2025 Creative Schools took on a new form and became an Institute. With this new structure—and while maintaining our core mission of working in partnership with local Departments of Education, education leaders and communities—our goal is to go even further and reach 2 million students by 2028.

The 16 school networks that joined Creative Schools in 2021 and 2022, in two separate cohorts, now make up the Creative Networks. These are cities and states that have already embraced Creative Learning, but that continue to partner with us as part of a community of local Departments of Education focused on consolidating and developing strategies, public policies and guidelines to ensure the sustainability of the work achieved so far.

In parallel with the Creative Networks program, the Institute is welcoming 11 new public school networks that will begin a four-year partnership with us in 2025. Throughout this journey, these networks will receive our support, training and mentoring to begin the process of systemically adopting Creative Learning in their areas.

There's much more to come!

INSTITUTIONAL SUPPORT:



PARTNERS:



ADMINISTRATIVE AND FINANCIAL SUPPORT:



TECH & PLAY TECHNICAL PARTNERSHIPS:



RESEARCH PARTNERSHIPS:



# For public schools where students want to be and learn



## 7. Credits

### COORDINATION

Creative Schools Institute team (2025)

### INSTITUTIONAL MANAGEMENT

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Director of Strategy and Institutional Development

**André Sollero**  
Institutional Development Coordinator

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**Giselle Santos**  
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Specialist in Partnerships with School Networks

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**Simone Nogueira**  
Pedagogical Consultant

**Thais Eastwood Vaine**  
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**Veronica Gomes dos Santos**  
Director of Implementation and School Network Partnerships

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