



2021

ANNUAL REPORT





*Advancing the
implementation
of the **National
Learning
Standards** and
the **New High
School***



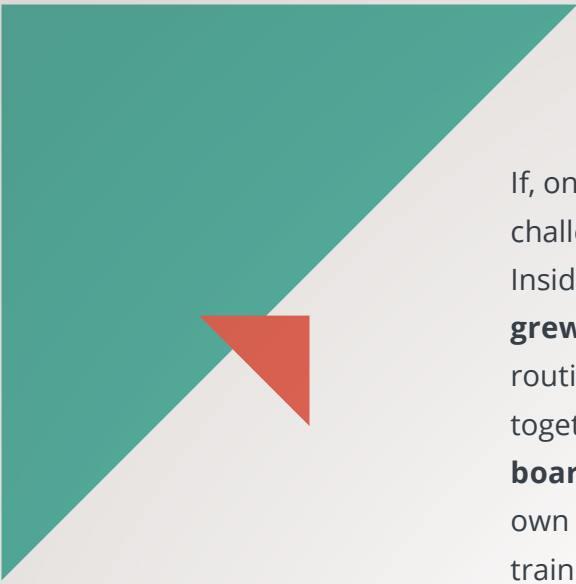


QUALITY EDUCATION CAN ONLY BE THE RESULT OF COLLABORATIVE EFFORT

and the commitment from people who envision and work together towards the same goal: ensuring all students' right to learn and improving the education system. In 2021, Movimento pela Base strove even harder for these purposes, engaging with several stakeholders and a broad network to **advance the implementation of the National Learning Standards (BNCC) and the New High School.**

Since 2014, we have been contributing to the development of **foundational policies for Brazilian education**, and, in the past two years, COVID-19 required all of us—students, families, and educators—to reinvent ourselves. Amid great concerns, we saw schools shut down and reopen. In the second year of the pandemic, uncertainties around safety, risks to physical well-being, and pressures on our mental wellness remained.

In the face of these challenges, we found new ways to continue our work while taking care of our teams and empowering our managers and technical staff with diagnostic analyses, monitoring tools, specialized partnerships, studies, and materials to support decision-making.



If, on the one hand, the pandemic introduced countless challenges, on the other hand, it also taught us critical lessons. Inside our organization, it was a time of renovation: our **team grew**, an office of institutional development was created; routines, processes, and governance dynamics were reviewed together with our board of sponsors, and a **new advisory board** was established. We dedicated several months to our own learning and improvement with professional development training for our teams, such as a course on Strategic Planning and Project Management in the Non-profit Sector conducted by Insper in partnership with the Lemann Foundation. In a collective effort with more than 20 partners, we also defined our long-term Vision, building a robust plan for the next five years. All this hard work paid off! By the end of 2021, we met **88% of our goals** and used 96% of our budget.

Outside our organization, we learned that, even in the face of adversity, the **National Learning Standards were finding their way to schools**, establishing a reference for basic school learning. With the Standards as a framework to build from, school districts reviewed their curricula and started to change their local culture and pedagogical activities. In March 2020, a total of 1,400 municipal school districts had aligned their curricula with the Standards. In December 2021, that number skyrocketed to 5,400!

We renewed our commitment of supporting state school districts in structuring **the New High School**, joining efforts to shed light on the evidence arising from the progress of the implementation process, identifying the school districts' biggest needs, and supporting education departments, education councils, and everyone willing to pull all the stops so students can fulfill their learning rights.

In the field of **national policies**—which are critical for driving the implementation—we have been monitoring **progress**, demanding **effectiveness**, and working **to promote stronger BNCC-alignment and higher quality** in the public procurement process for instructional materials under the National Book and Textbook Program (PNLD) and in the new guidelines for the Brazilian High School Exam (Enem) and the Basic Education Assessment (Saeb).

The Standards and New High School Implementation Observatory has brought **visibility and clarity** to the main policy milestones, **publishing information** on the (re) design of **municipal and state curricula** and sharing **best implementation practices** to guide the work conducted by education departments.

Each step towards these accomplishments was the result of a consensus between people and organizations committed to our cause. This report is an opportunity to express our gratitude to each member of the Movimento pela Base network for their energy and expertise. We also would like to thank the National Education Council (CNE), the Education Secretaries Council (Consed), the Municipal School Managers Union (Undime), the National Union of Municipal Education Councils (Uncme), and the National Forum of State and District Education Councils (Foncede). All of you play a pivotal role in reshaping education—the Standards and the New High School main aspirations—and in ensuring the right to quality education to all Brazilian children and youth.

Happy reading!



Alice Ribeiro,
director of
stakeholder
engagement



Aline Okada,
director of
institutional
development



THE EDUCATIONAL LANDSCAPE IN 2021: LOSSES AND ACHIEVEMENTS

To better understand the significant challenges tackled during the implementation of the Standards and the New High School, and also the remarkable accomplishments achieved, **here is a brief outlook on Brazilian education and the main events of 2021.**

LOSSES IN LEARNING

THE STANDARDS AS A FRAMEWORK FOR CLOSING GAPS


In the second year of the pandemic, it became evident that the number of [six- and seven-year-olds who cannot read or write](#) had increased by 66%, according to the NGO Todos pela Educação. In High School, the reality is also unsettling. In the state of São Paulo, for example, students graduate with a [learning gap of up to six years](#), the worst performance level ever recorded in the São Paulo School Performance Assessment (Saresp).

Dropout rates are alarming as well. The 2021 School Census recorded a 1.3% reduction in enrollment, with over [650,000 children](#) 5 years old or younger abandoning school.

NATIONAL BOOK AND TEXTBOOK PROGRAM (PNLD)

ALIGNMENT IS KEY TO STUDENT EXPERIENCE AND TEACHERS' INSTRUCTION

The National Book and Textbook Program (PNLD) is the main program for the distribution of books and instructional materials in Brazil. Requests for proposals for the 2022 and 2023 procurement process were published with, unfortunately, [contradictory criteria, which prevent the Standards' implementation from advancing](#). We believe in the importance of the PNLD as a driver to the implementation process. Therefore, we are demanding its alignment with the Standards guidelines.



THE HIGH SCHOOL EXAM AND INEQUALITIES

THE DIVERSITY AND DEMOCRATIC FACETS OF THE EXAM MUST BE SECURED

In 2021, the High School Exam (Enem) had the lowest number of applicants since 2005, in addition to the lowest percentage of Black and public-school students. Discussions started around the alignment between Enem and the New High School, and the proposal of a second stage of the exam, structured by areas of knowledge, is being considered.



STATES AND MUNICIPALITIES KEEP WORKING

IMPLEMENTATION IS ADVANCING AS THE STANDARDS CONSOLIDATE THEMSELVES AS A REFERENCE FRAMEWORK

In 2021, we celebrated the arrival of the Standards at Early Childhood Education, Elementary and Middle Schools. In a [CAEd/UFJF](#) survey, 79% of teachers and 87% of school principals in the national sample said that they have noticed the Standards' impact on their work. This was only possible thanks to the effort of state and municipal school districts, which have systematically fulfilled their commitment to put the Standards to action. On the New High School front, we ended the year with the 22 state curricula approved.



GOING BACK TO SCHOOL

A SAFE RETURN IS THE NUMBER ONE PRIORITY

The pandemic put everything on hold—and it was no different with schools. In August 2021, the National Education Council published recommendations to school districts about the necessary measures to be prioritized regarding the safe return to school and adaptations to school calendars. Schools have been gradually reopening, but some districts still have not been able to ensure a complete return to school in their territories. Going back to school is essential for the student development, since the experiences provided by the school environment, including engagement with teachers and classmates, are crucial for the Standards' purposes to fully materialize.



THE PATH TO A NEW HIGH SCHOOL


A DEFINIÇÃO DE PRAZOS TRAZ CONCRETUDE E PERSPECTIVA

In July 2021, the Ministry of Education published a [timeframe for the implementation of the New High School](#). February 2022 became the deadline for approving all curriculum frameworks and structuring the Implementation Plans. The announcement gave a new time horizon to education professionals, but four state education departments still did not have an approved curriculum a month after the deadline.





UNITY AND MOBILIZATION: WALKING HAND IN HAND




The education system is large, diverse, and complex. We believe collective, collaborative, and democratic solutions and actions are much more effective if we are to improve our education. Everything that we idealize, discuss and build is the result of the hard work of many people and hearing many voices — from students to teachers, from municipal leaders to legislators, as well as non-profit organizations and entities representing education. This is the only way to ensure legitimacy to the steps we take.



As a network of partners, **our role is to build bridges and promote dialog between stakeholders from different sections of the education spectrum.** We invite experts to share data- and evidence-based information that can inform the decision-making process. Based on common goals, we encourage debate, combining perspectives and reaching consensus in favor of the Standards and the New High School. We bring together our entire network to contribute to the production of studies, materials and campaigns or to support the implementation in the schools.

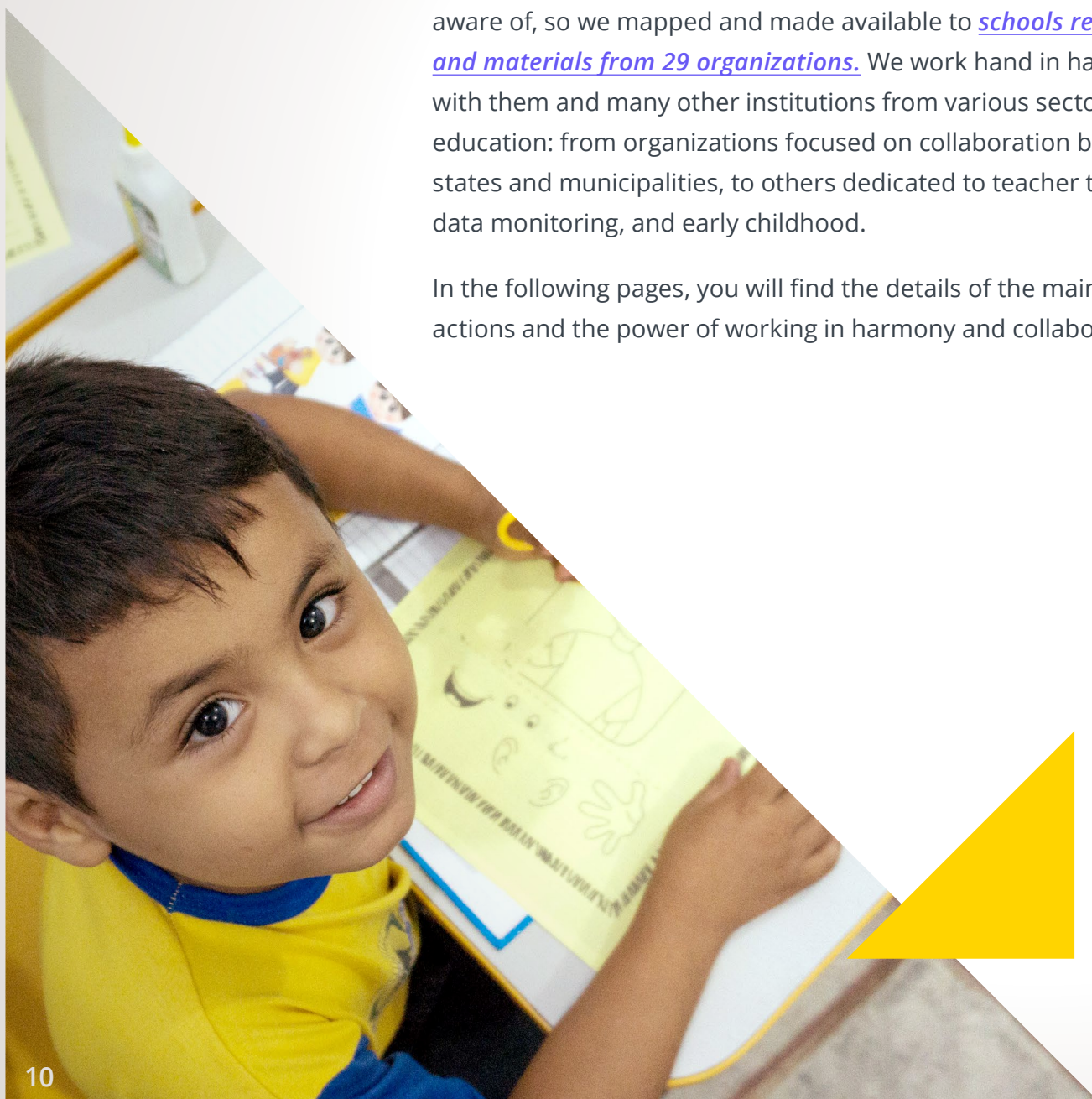
The results of this approach can be seen in some of the 2021 results. To offer **active support to the states in the implementation of the New High School**, we have participated in a **coalition** led by the Unibanco Institute and co-led by us, Itaú Educação e Trabalho, and the Natura Institute. The alliance also included the Telefônica-Vivo Foundation, the Reúna Institute and the Sonho Grande Institute. In a coordinated effort, we have taken action in three macro-strategies: national promotion of the New High School, support to states in the implementation process, and monitoring actions. The coalition has also helped to build a common perspective on the steps needed to bring the New High School to classrooms in 2022.



Another achievement that must be highlighted is the “[Guide for the implementation](#) Standards-aligned curricula for Early Childhood Education, Elementary and Middle School.” The guide was developed in partnership with Undime and the Cedac Educational Community was in charge of the technical execution. The material, which has already received more than 4,500 visits, aims to support educators and districts in the return to schools in 2022, providing information on **curriculum planning and flexibility**. To support education councils, we prepared together with Uncme the “[Guide to regulations:](#) references for educational systems to monitor and assess the implementation of new curricula.”

There are several key initiatives that school districts should be aware of, so we mapped and made available to [schools research and materials from 29 organizations](#). We work hand in hand with them and many other institutions from various sectors of education: from organizations focused on collaboration between states and municipalities, to others dedicated to teacher training, data monitoring, and early childhood.

In the following pages, you will find the details of the main joint actions and the power of working in harmony and collaboratively.






“Movimento pela Base has done extremely important work for Brazilian education. Over the past three years, it managed to mobilize states and municipalities across the country, to support the development of local and regional curricula, and to organize a series of events that helped states and municipalities develop their own curricula. Subsequently, it began to work in coordination with other non-profit organizations to support the teacher training in preparation for the implementation of the Standards. I greatly admire the work done by Movimento pela Base, which has been decisive in the success of the Standards and their implementation.”

Maria Helena Guimarães, president of the National Education Council

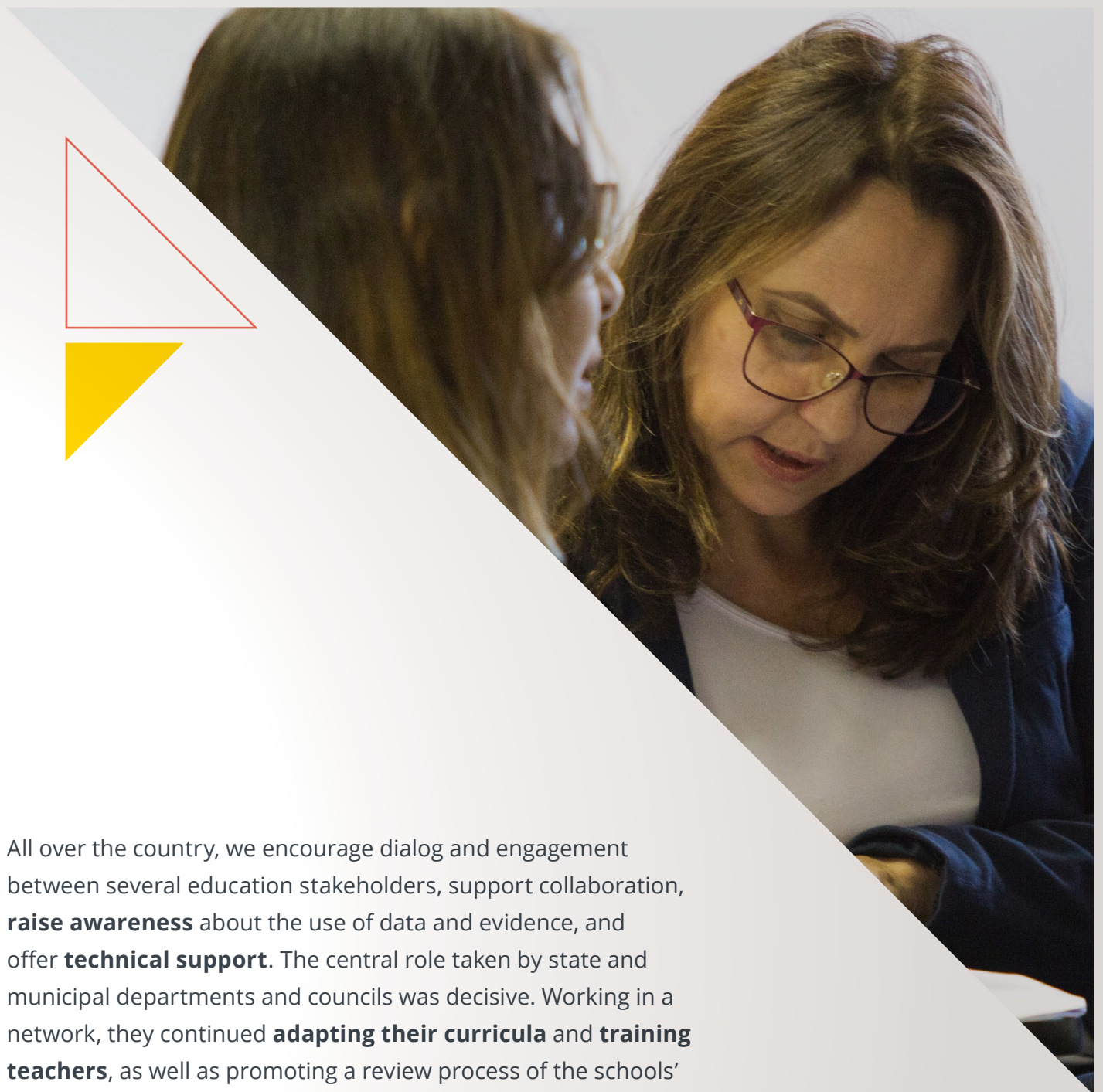




STAKEHOLDER ENGAGEMENT AND AWARENESS: TRANSFORMING THE FOUNDATIONS OF EDUCATION

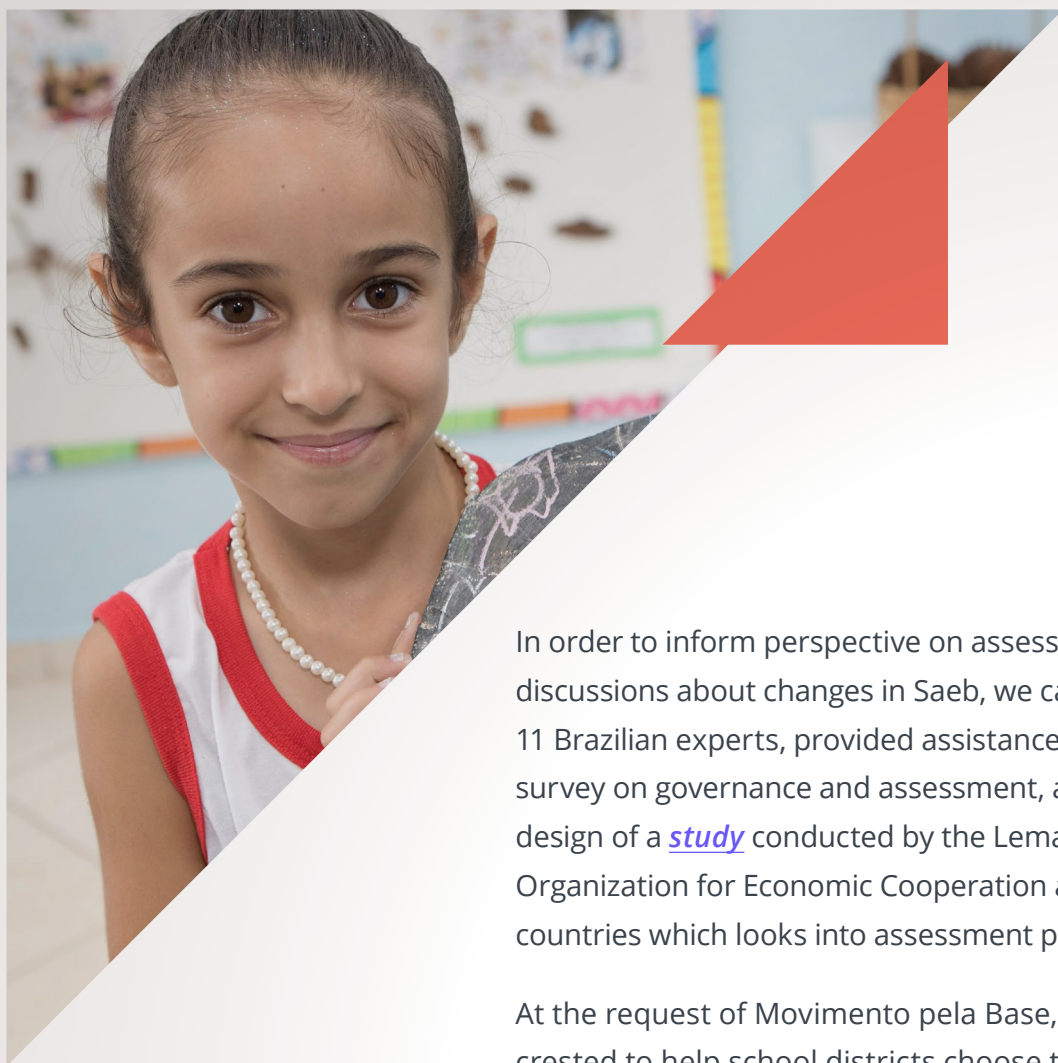


If our children and youth are to develop skills and competencies that are meaningful to their lives and the 21st century, we need to change the deep structures of our education system. We also need to ensure integration and coherence across the different pillars that make up the system. This is the lesson we have learned year after year in the process of designing and implementing the National Learning Standards and the New High School.



All over the country, we encourage dialog and engagement between several education stakeholders, support collaboration, **raise awareness** about the use of data and evidence, and offer **technical support**. The central role taken by state and municipal departments and councils was decisive. Working in a network, they continued **adapting their curricula** and **training teachers**, as well as promoting a review process of the schools' Pedagogical Plans.

In 2021, we coordinated stakeholder-engagement and advocacy actions to improve external assessments. The main goal was to bring robust references to support decision-making on the future of Saeb and Enem, which need to be aligned with the Standards and the New High School and incorporate good assessment practices from Brazil and the world.



In order to inform perspective on assessment and support discussions about changes in Saeb, we carried out [interviews](#) with 11 Brazilian experts, provided assistance in the [Vozes da Educação](#) survey on governance and assessment, and participated in the design of a [study](#) conducted by the Lemann Foundation with Organization for Economic Cooperation and Development (OECD) countries which looks into assessment proposals.

At the request of Movimento pela Base, other initiatives were created to help school districts choose teaching materials, including: [a script to support](#) the analysis of teaching materials for early childhood education, made by Reúna Institute; [and the selection of early childhood teaching materials](#), in partnership with Undime and Escola de Educadores.

Enem, the most important Higher Education entrance exam in the country, is also on the way to adapting to the Standards and the New High School. Its alignment with the new principles is critical and, therefore, we shared recommendations on assessments from world-renowned experts — such as Luis Saldivia and Eugenio Gonzales — with the National education Council. Additionally, we wrote a [critical analysis](#) paper on the exam's proposal in a collaborative effort with partners.

And, speaking of the future, let us delve deeper in the details about the **New High School**, a project that is going through a challenging moment with the beginning of implementation. States have been working intensively to structure their curricula and start 2022 in the new format for students in the first year of high school—in 2021, the curriculum frameworks of 22 states were approved.

For this stage of schooling, school districts have been working to expand **teacher training**, plan and execute their Implementation Plans, which establish, for example, **goals and targets** for the New High School in their territory, and, together with the state councils, adjust or create **standards and regulations** that address changes in workload, transportation, and school meals. At the **national level**, in addition to Enem, policies such as the PNLD and financial and technical support to states need to advance in 2022.

Our **stakeholder engagement group** has strengthened partnerships with entities such as the National Council of Education Departments (Consed) and the National Forum of State and District Education Councils (Foncede), monitoring the progress of designing and approving curricula and the necessary standards and regulations. The group also **disseminates resources and promotes meetings to inform the relevant processes**. In November, for example, we worked with the Unibanco Institute and 23 states in an event to exchange experiences on the difficulties and progress of the new curricula, fostering learning among professionals in the public school system.

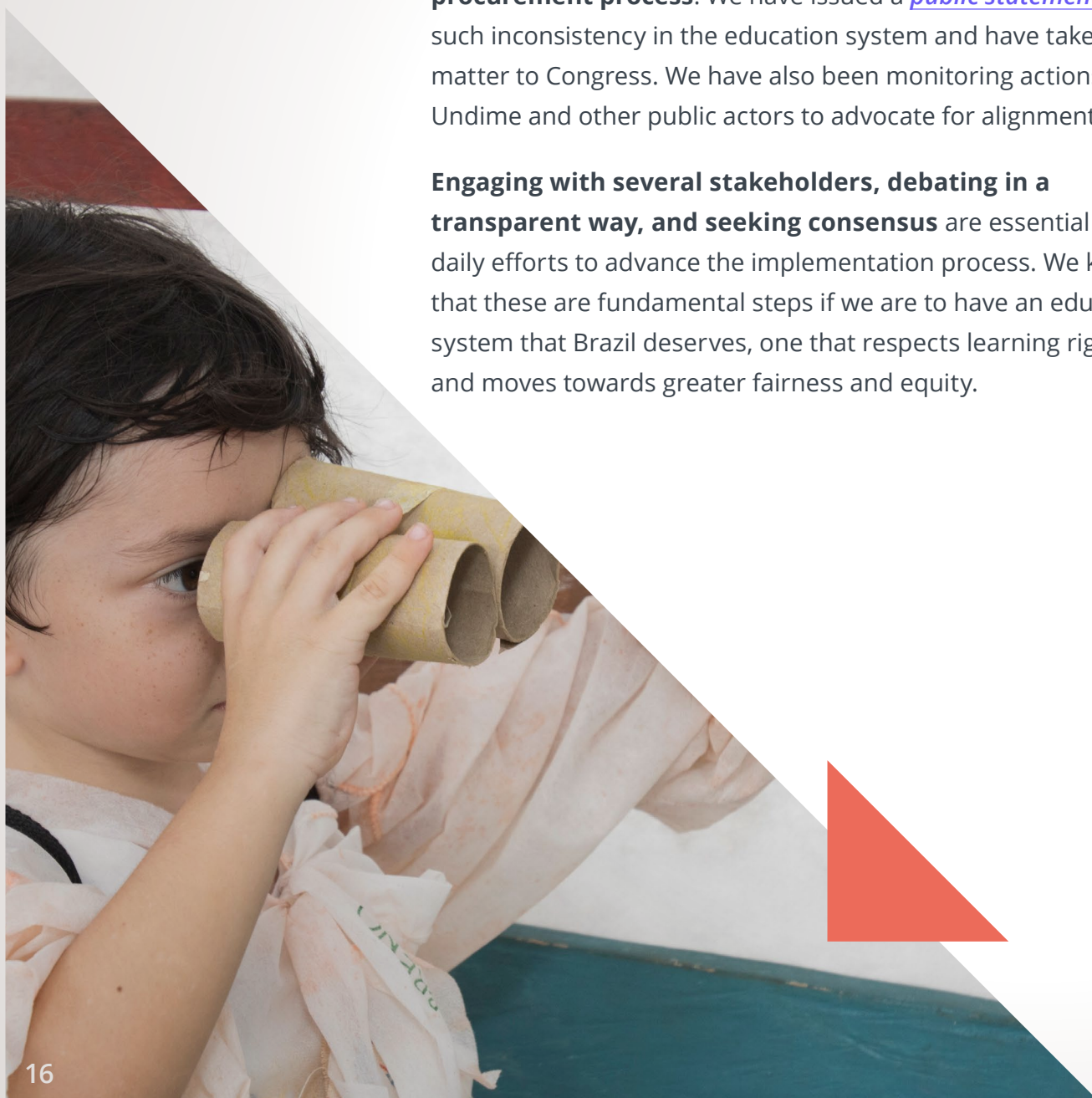
EDUCATION NOW!

Much of our work in the New High School project takes place through the Educação Já initiative, organized by Todos pela Educação and which involves 12 organizations around seven priority measures to improve education—including the New High School. With this group, we have helped to systematize monitoring data from state education departments, creating the Opportunities for All-round Youth Development Index to be launched in 2022.



Instructional resources are the last pillar of the education structure that should be highlighted, as they are essential to support teachers and students in the implementation of the Standards. Cenpec specialists carried out, at the request of Movimento pela Base, a technical analysis on the National Literacy Plan (PNA) and found out that the Plan is not aligned with the Standards. Subsequently, they verified that the 2022 National Book and Textbook Program (PNLD) for Early Childhood Education is in accordance with the PNA, but not with the Standards. The Reúna Institute, a partner of Movimento pela Base, looked into the 2023 edition of the PNLD for Elementary School and again found **misalignment with the Standards in the criteria outlined in the request for proposals for the procurement process**. We have issued a [public statement](#) about such inconsistency in the education system and have taken the matter to Congress. We have also been monitoring actions by Undime and other public actors to advocate for alignment.

Engaging with several stakeholders, debating in a transparent way, and seeking consensus are essential to our daily efforts to advance the implementation process. We know that these are fundamental steps if we are to have an education system that Brazil deserves, one that respects learning rights and moves towards greater fairness and equity.





“The New High School has been discussed and planned for a long time. For a solid implementation, we need clear information. That is why the fundamental role performed by the stakeholders in the education system—education councils, education departments, public and private sponsors, as well as schools—should be highlighted.”

Marcia Carvalho, president of Foncede





MONITORING IS THE KEY TO PROGRESS: RESULTS AND TRANSPARENCY

*In 2021, we took another big step towards consolidating our work in monitoring the implementation of the Standards and the New High School. **Monitoring and providing transparency to data and evidence**, in addition to giving feedback and supporting stakeholders in charge of implementation, is our role as a non-profit organization committed to the quality of public educational policies.*

Alongside Undime, Consed, Uncme and Foncede, and with the collaboration of education departments and councils, we have ensured data is collected by the **Standards and New High School Implementation Observatory**. Every week, we check the number of Standards-aligned curricula and the activities carried out to advance educational policies.

“

“Movimento pela Base was crucial for monitoring state and municipal school districts that have their curricula aligned with the Standards, in addition to being an important ally for the consolidation of this public policy, encouraging dialog between the various education stakeholders.”

Angela Dannemann, CEO at Itaú Social





In just one year, the platform received **163,000 users**, showing monitoring indicators on Early Childhood, Elementary, Middle, and High School curricula. It also features a dashboard that monitors the main policies and national programs that support and enable the implementation process, such as: teacher training, instructional materials, assessments, and support programs for the New High School. Therefore, the Observatory brought **reliable information on implementation** for school communities, experts and media outlets across the entire country.

In **Early Childhood Education** and **Elementary and Middle School**, we started 2021 with **4,556 curricula approved** and aligned with the Standards at the municipal level. Even with the challenges imposed by the pandemic, we ended the year with significant results: **5,404 (97%) of the school districts with Standards-aligned curricula** and submitting their guidelines to school managers.

In **High School**, 2021 started with just two curriculum frameworks approved by the State Councils of Education. By the end of the year, the number had grown to **22 frameworks**. We believe that a watchful eye and constant awareness-raising on these actions are driving the development of the process across all pillars and stages of implementation.

We also keep an eye on the progress and the challenges faced by **educators** in their everyday activities. In a [survey](#) with over **24 thousand** education professionals, carried out by the Center for Public Policies and Education Assessment and the Federal University of Juiz de Fora, at the request of the Ministry of Education, most [respondents](#) claimed that they can already see

“

“From the standpoint of the 5,200-plus Municipal Education Councils from all over Brazil, the Observatory provides a reliable, easily-accessible database, expanding the possibility of fulfilling our proposition and normative role in municipal education systems.”

*Manoel Humberto Gonzaga Lima,
National President of Uncme*



the Standards changing their practice. Another survey, carried out by Movimento pela Base and the Lemann Foundation, [*assessed the perception of Early Childhood, Elementary and Middle School teachers*](#) regarding **educational coherence and the implementation of new curricula**. The data, collected by Datafolha and analyzed by the Laboratory of Studies and Research in Social Economy (Lepes/USP), which was also responsible for designing the survey, show that 78.4% of Elementary and Middle School teachers and 74% of Early Childhood educators perceive a **partial or high alignment between all pedagogical elements—**content taught in the classroom, in-service teacher training, instructional materials, and assessments**—and the new curriculum**. The results are positive but show that it is still necessary to advance the adoption of these elements by the school community.

Monitoring, analyzing the quality of policies and collecting the opinion of the school community to improve processes are monumental achievements. Still, we understand that there is much to be done and that the **Standards' journey to classrooms is just beginning**.





“Although almost 100% of Brazilian municipalities have a curriculum designed either by themselves or the state, it has not yet been actually implemented in the classroom. We are walking together to guarantee every student’s right to learn.”

Luiz Miguel Martins Garcia, Municipal Education Secretary from Sud Mennucci (SP) and president of Undime



“We still have a lot to do in the New High School arena, especially in terms of assessments, training, and adaptations, due to the losses caused by the pandemic. But one of the highlights so far has been the success of the joint work between state education departments, which are the main stakeholders in charge of the high school stage.”

Vitor de Angelo, State Education Secretary from Espírito Santo and President of Consed





CLARITY AND VISIBILITY: GOOD PRACTICES ARE TO BE SHARED

Giving visibility and disseminating good practices are great ways to change the educational landscape. For this reason, Movimento pela Base publishes news and expert analysis, identifies and highlights experiences from all over the country, and mobilizes partners to share experiences through our channels.

One of the highlights in the implementation of the Standards is [Carmo do Cajuru](#), a municipality with just over 22 thousand inhabitants, which already follows the curricular framework of the state of Minas Gerais. Every municipal school has designed their **Pedagogical Plans** based on state guidelines, teaching the Standards to students, hearing teachers, engaging with families, and respecting the specifics of each school.

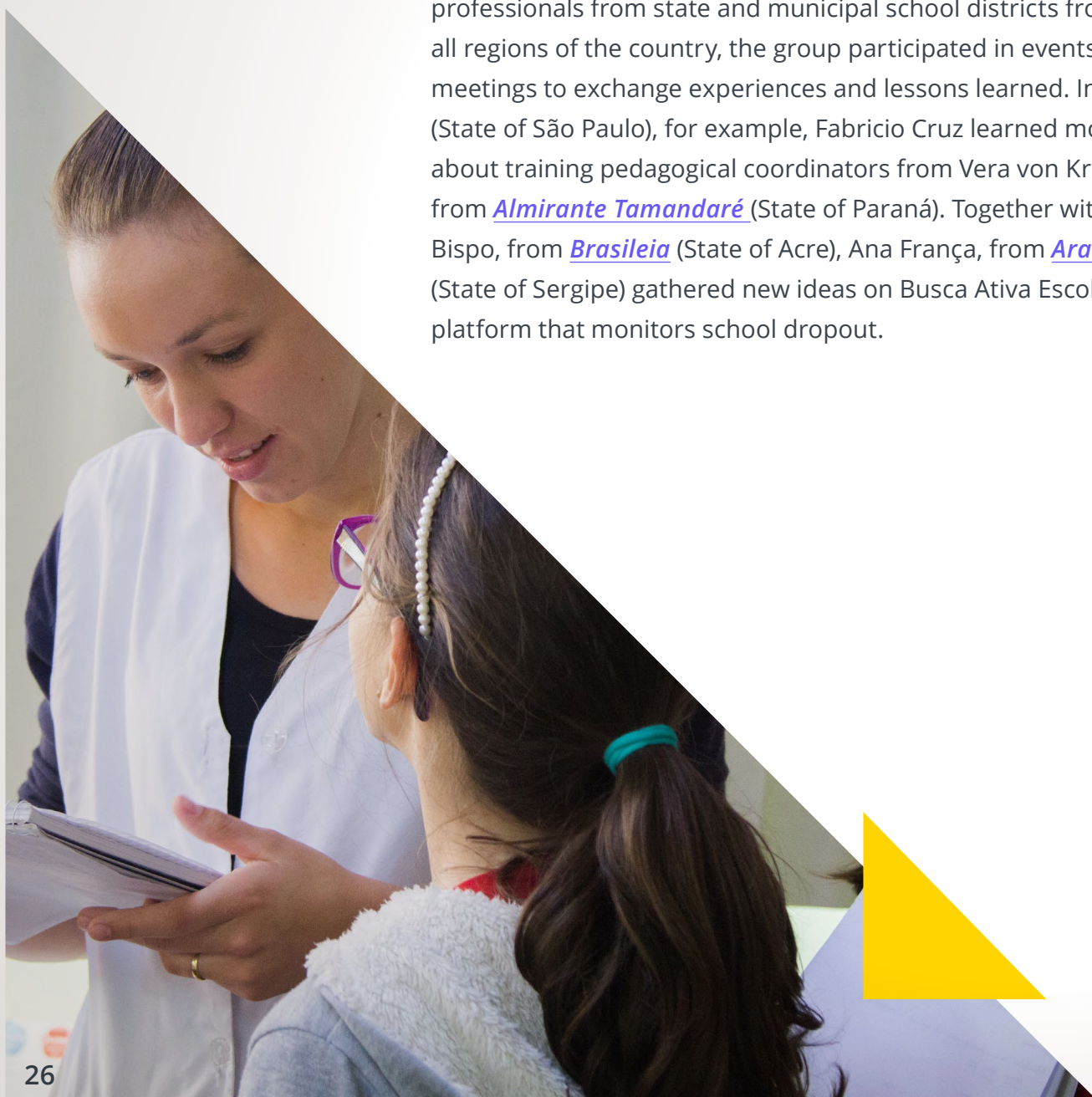
The work carried out by the state of [Mato Grosso do Sul](#) is also noteworthy. The state is one of the great examples of the **collaboration model between municipalities and states**. In partnership with city halls and with the broad participation of educators, the state wrote its curriculum framework, reviewed in-service teaching training programs, and updated its methodologies. Following the launch of the curriculum and after the beginning of the pandemic, the school districts also wrote **guidelines for remote learning** and ensured that the Standards served as a reference and remained on educators' radar.



Other sources of inspiration emerged throughout the year at the [Standards and New High School Implementation Observatory](#), which indicated **46 good practices** from 20 Brazilian states, **32 analyses** by experts and educators on policy implementation, and **71 news articles** on the subject, plus 12 hours of video content.

In **ten live broadcasts**, we received approximately **30 guests** from **30 partner institutions**, totaling over **45 thousand views**.

Also with the goal of sharing good practices, we launched the [Standards Ambassador Program](#), an initiative that gives visibility, recognizes, and empowers those who work on a day-to-day basis with the implementation of the Standards. With 17 technical professionals from state and municipal school districts from all regions of the country, the group participated in events and meetings to exchange experiences and lessons learned. In [Santos](#) (State of São Paulo), for example, Fabricio Cruz learned more about training pedagogical coordinators from Vera von Kriger, from [Almirante Tamandaré](#) (State of Paraná). Together with José Bispo, from [Brasileia](#) (State of Acre), Ana França, from [Aracaju](#) (State of Sergipe) gathered new ideas on Busca Ativa Escolar, a platform that monitors school dropout.





“The design process of our Pedagogical Plan was informed by data, meetings with teachers, questionnaires sent to families. And with all the feedback and contributions from the entire community, always in line with the Standards and the curriculum of Minas Gerais, we designed our Pedagogical Plan.”

*Dalila Rodrigues de Souza, school principal from
Carmo do Cajuru (MG)*



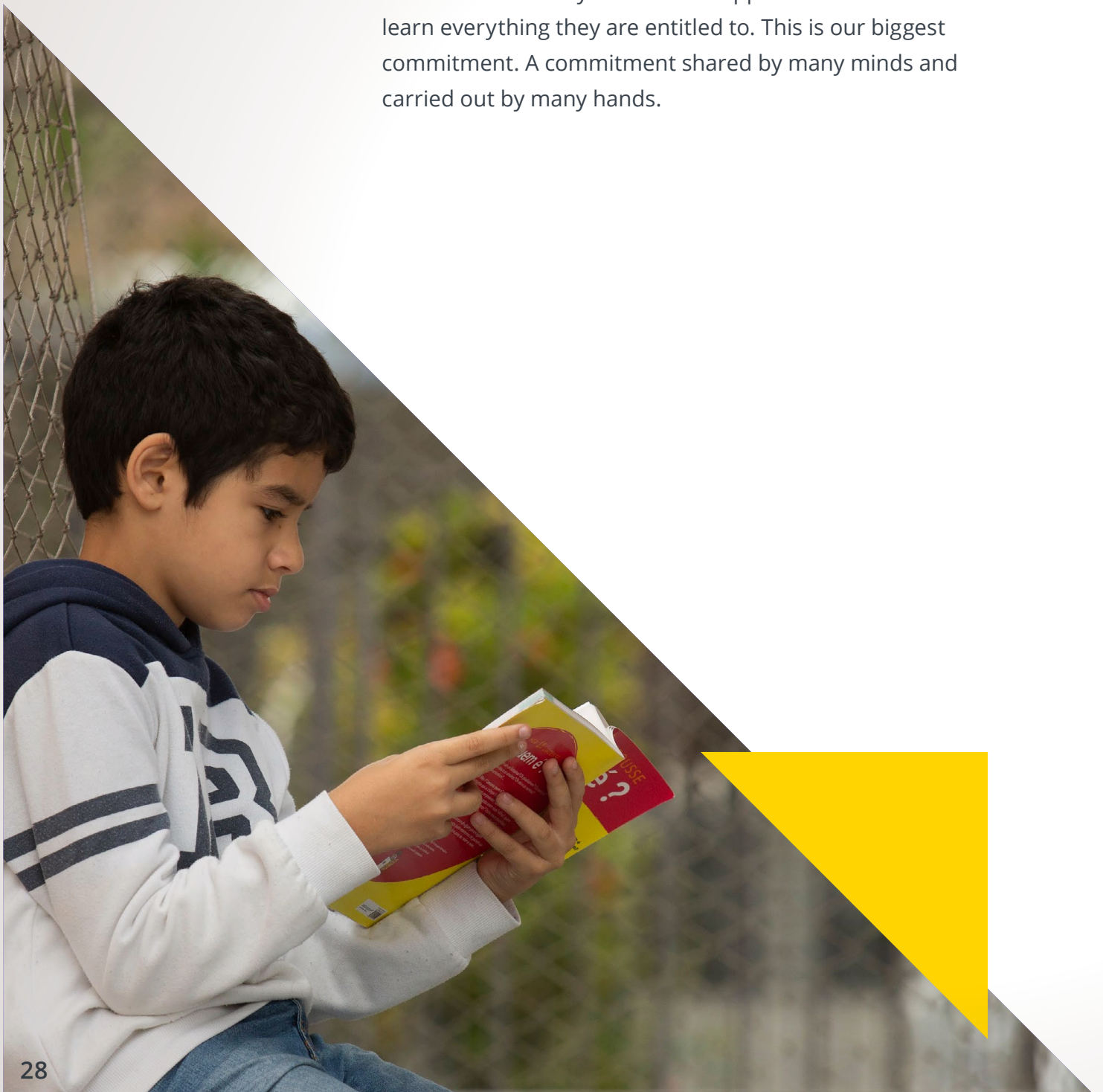
“After the implementation of the Standards through the new curriculum, all teacher training has been designed to ensure that the curriculum principles, the methodological strategies, and even assessments are all integrated.”

*José Flávio Siqueira, member the Mato Grosso do Sul
state education department team*



In 2021, we also celebrated the success of the online seminar intitled “[3 Years of the Basic Education Learning Standards.](#)” In the seminar, we had the opportunity to reaffirm our vision that the **educational community is made a network of people** who, working together for the same objective, can drive **the necessary changes that the Standards and the New High School propose.**

Many other achievements and best practices came in 2021. We will continue to monitor and highlight the main ones to ensure that every student has opportunities and can learn everything they are entitled to. This is our biggest commitment. A commitment shared by many minds and carried out by many hands.





“In the Standards Ambassador Program, it was extremely important to monitor and support the implementation of actions by the technical staff of the school districts that, in different places in Brazil, have developed engagement and training activities and designed materials that, in fact, made a difference in conveying the concepts, principles, and changes proposed by Standards. The Ambassador Program has given visibility to key stakeholders and the technical support for the work to take place in schools. And most importantly, it has given the Standards the visibility and status of a strategic tool for the promotion of quality in education.”

João Paulo Cepa, mentor in the Standards Ambassador Program

OUR MEMBERS AND PARTNERS

When Movimento pela Base started out in 2014, our network had around 20 people who believed that the National Learning Standards offered a good **path to quality education and more equal opportunities** for Brazilian children and youth.

In 2021, **our network comprised 80 people and institutions**, forming a non-governmental, plural, non-partisan group brimming with diverse knowledge. We have people with experience in teaching, academia, education departments, the non-profit sector, and many other important fields for improving the quality of education. These are people who tirelessly help the National Learning Standards and New High School to advance across the country.

We also have dozens of partners who work side by side with us and/or on specific projects. They are institutions that engage, give visibility and provide technical support for us to move ahead. We would like to take this opportunity to acknowledge and thank everyone who shares our mission for their cooperation!



MOVIMENTO PELA BASE NETWORK OF PARTNERS

Check out the full list of people and organizations that are members of *Movimento pela Base* on our website: movimentopelabase.org.br

ADVISORY BOARD

Beatriz Ferraz, Founder and Director – executive at Escola de Educadores

Claudia Costin, Director at Ceipe/FGV

Denis Mizne, CEO at the Lemann Foundation

Diogo Jamra, Stakeholder Engagement manager at Itaú Educação e Trabalho

Eduardo Deschamps, Professor at Blumenau Regional University (Furb) and Member of the State Council of Education of Santa Catarina

Katia Smole, Director at Reúna Institute

Katia Schweickardt, Professor at the Federal University of Amazonas (Ufam)

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Todos Pela Educação

Uncme

Undime



OUR JOURNEY CONTINUES: WHAT THE FUTURE HOLDS

The world did not go through 2021 unscathed. It was a year that has already gone down in history for the **changes and inequalities that were aggravated by the Covid-19 pandemic**. The education world, as shown in this report, also suffered profound shocks. The country faces challenges in several areas: from the lack of investment in infrastructure and teacher training to the low level of national coordination. But even in such an adverse scenario, we were not inert. We carry on with **courage, dialog, and collaboration** for the implementation of foundational policies in the system.

We know that the implementation journey is ongoing and dynamic, and it adapts to the context of each territory. We also know that the Standards and the New High School alone will not solve all the problems in education. They will, however, provide guidance to reduce our inequalities and take a leap in the quality of learning, preparing our children and youth for life in the 21st century.



With all this in mind, we created a **five-year plan ending in 2026**. Our vision is for **all schools to align their educational practices with the Standards, ensuring the learning rights and all-round development of all students**. To achieve this vision, Movimento pela Base and its partners will continue striving towards the following goals:



QUALITY

We want a country with people who dream bigger and fulfill their aspirations. To make it a reality, what we need, and will do, is raise the bar of learning. Our commitment is to build a coherent education system, in which all pillars interact: from curriculum to teacher training, from instructional materials to assessments. We will watch closely each of these fronts, promoting quality and coherence in their alignment with the Standards and the New High School.



SUSTAINABILITY

The Standards and the New High School do not change classroom life overnight. However, they are policies with long-term transformative potential when well consolidated. We will continue to monitor and engage stakeholders for the alignment of national policies that drive forward the Standards and the New High School, as well as for strengthening policies, avoiding setbacks and ensuring the coherence across all elements of the implementation process.



TRANSPARENCY

Constantly listening to the school community is essential for us to continue to review and improve the Standards and the New High School. This is the only way to understand the real challenges of education and work on new concepts to solve them.

These are the paths we need to take in the coming years and for as long as needed so that the Standards can be more than a document, but also a **transformative tool to change the way Brazilians teach, learn, and conquer opportunities**.

**WILL YOU JOIN US
ON THIS JOURNEY?**





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