

FUNDAÇÃO
BRACELL

Annual Report
2024



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Belinda Tanoto

Member, Board of Trustees, Tanoto Foundation

It is with great joy that we mark the launch of Bracell Foundation and the beginning of our philanthropic journey in Brazil. As part of Tanoto Foundation ecosystem, Bracell Foundation embodies our long-standing commitment to unlocking human potential. By focusing on Early Childhood Education and Development, we aim to contribute meaningfully to Brazil's efforts to give every child a strong start in life, while recognizing the scale and complexity of the challenge ahead.

Quality Early Childhood Education is a fundamental tool for unlocking human potential. By prioritizing this essential stage and supporting and advocating robust public policies, we can build more equitable foundations and foster lasting development.

In 2024, Bracell Foundation took significant early steps by joining forces with civil society organizations, public institutions, and global partners. These collaborations reflect our belief that lasting change is only possible when we work together, guided by evidence, shared learning, and a collective commitment to giving every child the best start in life.

We are honored to play a part in building a future where quality education is a right for every child in Brazil and we are committed to making that vision a reality.



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Praveen Singhavi

CEO of Bracell

Executive Committee Member of Bracell Foundation

It is a great source of pride to witness Bracell Foundation’s growth up close. The Foundation was launched with the goal of leveraging the transformative power of Early Childhood Education in Brazil.

Its creation reflects the company’s long-term commitment to the country, where it has been present for over 20 years, and adheres to a philosophy that everything we do must first benefit the community, the country, the climate, the customer—and only then the company itself. Always aiming to make a difference in every detail, Bracell invests in numerous social responsibility initiatives. However, it is important to highlight that the work of Bracell Foundation stands apart from these efforts. We are proud to contribute a valuable new asset to Brazil’s philanthropic ecosystem.

Bracell Foundation brings together a deep understanding of the Brazilian context and the expertise of Tanoto Foundation, to which it is affiliated. Founded over 40 years ago by Sukanto Tanoto and Tinah Bingei Tanoto as the philanthropic arm of the RGE Group, which also includes Bracell Foundation, the foundation’s mission is to create meaningful impact in communities and to help individuals reach their full potential.

Through Bracell Foundation, we are joining forces with Brazilian philanthropic organizations that share our purpose and values. We are excited to collaborate on high-impact projects that promote Early Childhood Education, holistic development, and Leadership Development – working alongside some of the country’s most respected partners.

Our mission continues: to harness the transformative power of education from the earliest stages of life, enabling every individual to develop their full potential and access greater opportunities.



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Eduardo de Campos Queiroz

CEO of Bracell Foundation

Bracell Foundation originated from the combination of Tanoto family’s philanthropic work and long-term vision with an understanding of Brazil’s needs and priorities. We believe in the transformative power of education as an essential means for people to develop their full potential and, thus, improve their lives.

To this end, our work is structured around three pillars. First, we prioritize initiatives that ensure access to quality Early Childhood Education, with a special focus on Preschool. Second, we support efforts that promote equity in learning opportunities and create conditions for full development during Early Childhood. Finally, to ensure these improvements are sustained, we invest in strategies that develop public leaders who are committed to effective governance and the implementation of evidence-based policies.

We want Early Childhood Education—the foundational stage for learning in Basic Education—to take as much priority as other stages. With this purpose in mind, in 2024 we went into partnerships and started initiatives to support the implementation of equitable, quality public policies that can positively impact the life prospects of all children across the country. We are proud to have forged alliances with leading organizations in the third sector, government, academia, and international cooperation that have enabled us to lay a solid foundation to put our planning into action.

In 2025, together with our partners, we will contribute to the implementation of public policies that foster the development of each child’s full potential and, by extension, Brazil’s development.



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For a Transformative Education

Created in 2023, Bracell Foundation aims to leverage the transformative power of education starting in Early Childhood, so that every person can develop their full potential and lead a better life both now and in the future.

Its **Theory of Change** is organized into three complementary pillars that support a structuring development agenda: Early Childhood Education, Early Childhood Development, and Leadership Development. Through actions focused on concrete results, the Foundation seeks to produce lasting changes.

Who is the Bracell Foundation?

Bracell Foundation is a private non-profit organization affiliated with Tanoto Foundation, with which it shares principles and long-term vision for human and social development.

It was created in connection with Bracell, one of the world's leading producers of dissolving pulp, specialty-grade dissolving pulp, and tissue paper. It is a member of the RGE group.

Strengthening the SDGs

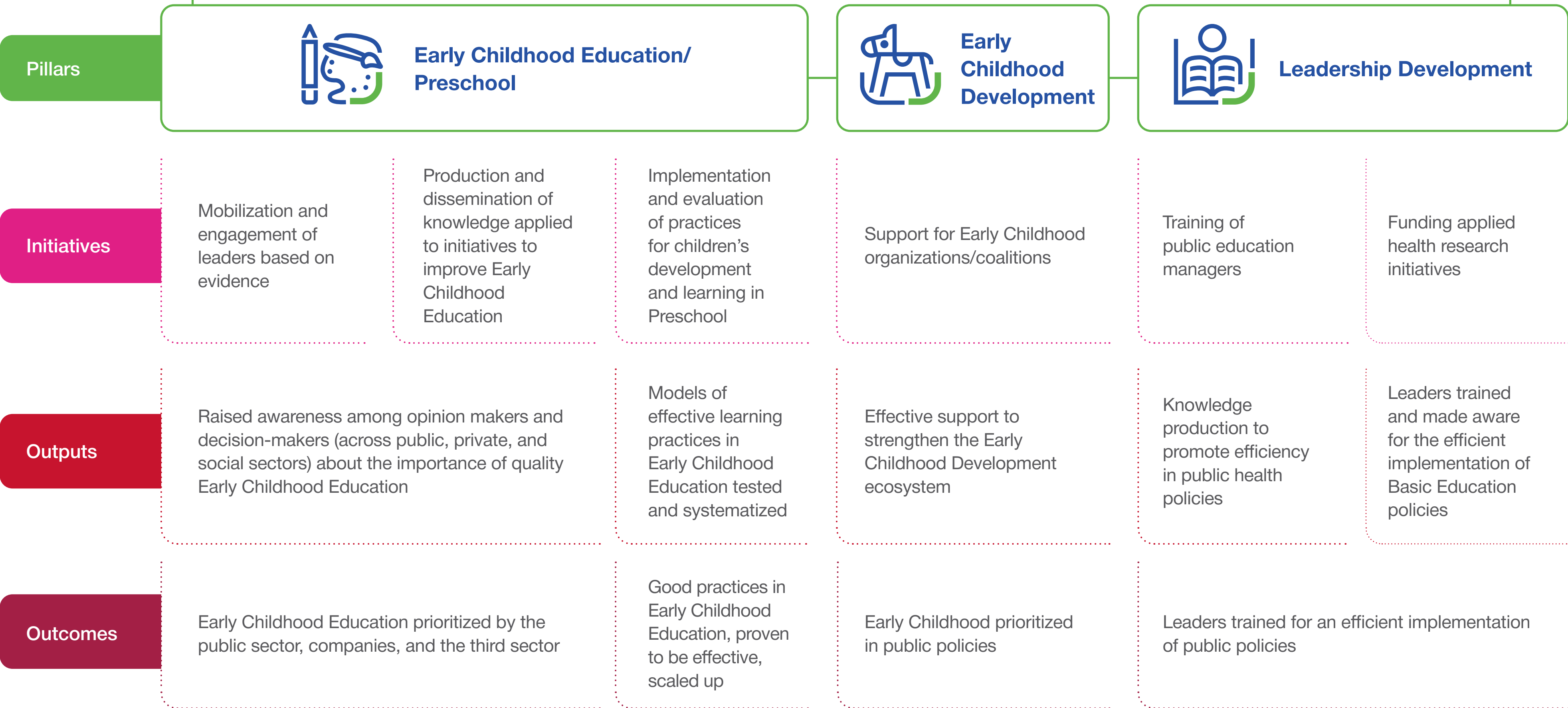
Bracell Foundation's initiatives are aligned with three Sustainable Development Goals (SDGs) of the United Nations (UN):



Theory of Change

Desired impact:

Leverage the transformative power of education to realize people's full potential and improve their lives



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Laying the Foundations for a Transformative Future

2024 marked the beginning of Bracell Foundation’s philanthropic journey in Brazil, rooted in Tanoto Foundation’s long-standing mission to unlock human potential through education. With a strong belief in the transformative power of Early Childhood Education and Development, the Foundation launched strategic initiatives to help children thrive from their earliest years.

Guided by three core pillars – **Early Childhood Education**, **Early Childhood Development**, and **Leadership Development** – Bracell Foundation collaborated with public institutions, civil society, and global partners to strengthen the country’s education. Milestones included the 1st International Symposium on Early Childhood Education, the national launch of revised Quality and Equity Standards in partnership with the Ministry of Education, the development of the “Pathways to Preschool” project with The Abdul Latif Jameel Poverty Action Lab (J-PAL), and a strategic partnership with UNICEF to increase Preschool enrollment.

The Foundation also supported leadership development in public management, including a course for education policy implementation and a health fellowship program in collaboration with Hospital Albert Einstein.

These efforts align with the UN Sustainable Development Goals and reflect the Foundation’s broader philanthropic vision of enabling people to reach their full potential by promoting education quality and equity. In its first year, Bracell Foundation laid a solid foundation to transform lives—beginning in early childhood, a decisive stage for each individual’s life and for the country’s development.

Explore the full report to learn more about these initiatives.



Connecting Forces to Leverage the Transformative Potential of Education

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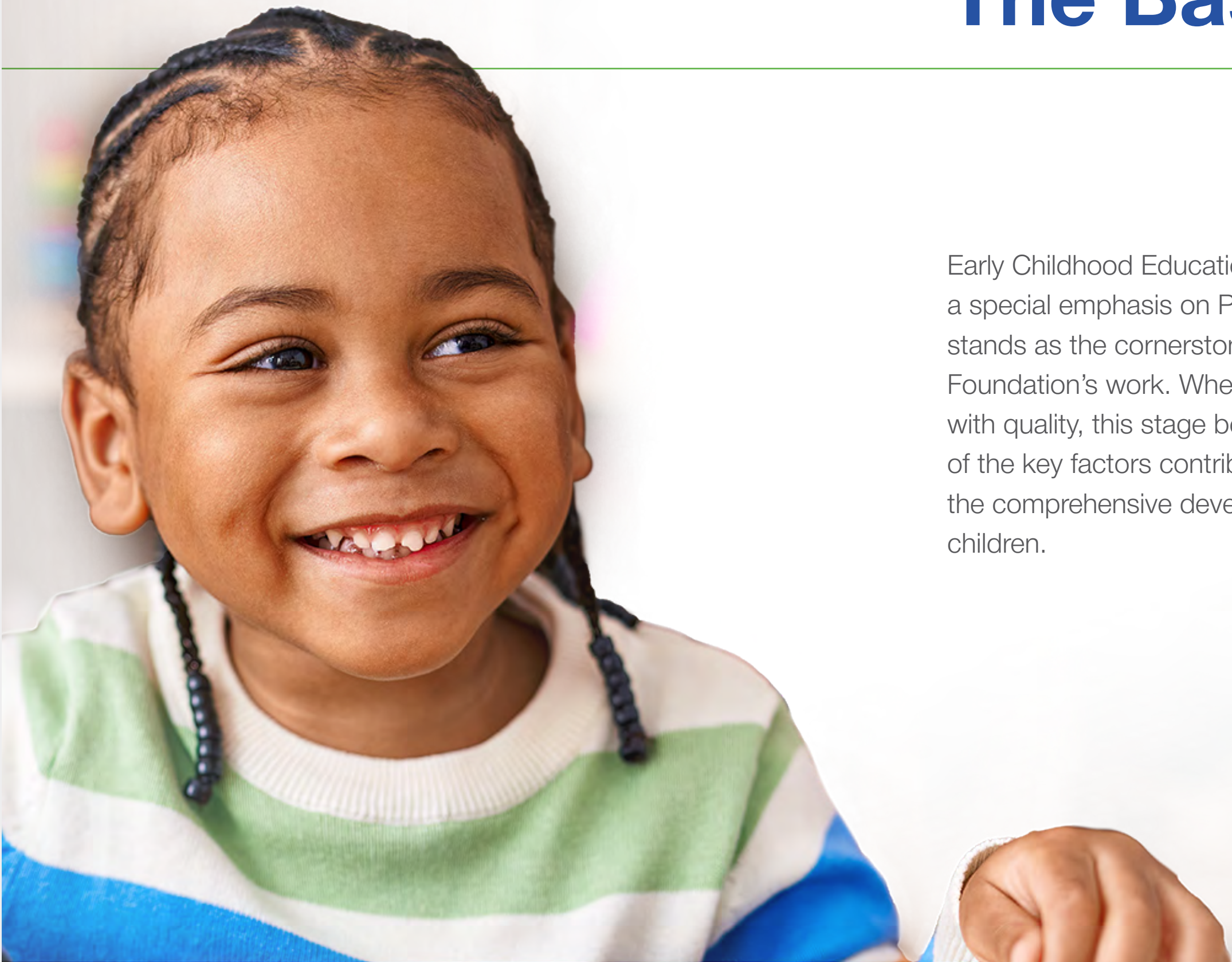
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The Basis for a Better Country



Early Childhood Education, with a special emphasis on Preschool, stands as the cornerstone of Bracell Foundation's work. When delivered with quality, this stage becomes one of the key factors contributing to the comprehensive development of children.

To that end, the Foundation promotes initiatives that aim to improve the quality of education at this stage with equity as a guiding principle. In 2024, its efforts were directed toward the following actions:

- Holding the 1st International Symposium on Early Childhood Education.
- Supporting the Ministry of Education in disseminating Quality and Equity for Early Childhood Education Standards.
- Designing the Pathways to Preschool project, developed in partnership with J-PAL and Itaú Social, to implement and evaluate initiatives that help strengthen learning and have potential for scaling.
- Partnering with UNICEF to evaluate the School Active Search strategy in Early Childhood Education.

Check out each of these initiatives on the following pages!

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Simpósio Internacional de Educação Infantil



Key Stakeholders Gathered to Discuss Improvements in the Quality and Equity of Early Childhood Education

Evidence shows that quality Early Childhood Education can make all the difference in children’s development and learning, generating long-term social and economic benefits for the country. Although this stage has gained prominence in national policies over the last three decades, challenges such as equitable access to learning opportunities and service quality still persist, underscoring the urgency of strategic investments in the sector.

With the goal of sharing successful experiences, fostering reflection, and emphasizing the importance of introducing these topics on the national agenda, Bracell Foundation organized the **1st International Symposium on Early Childhood Education**. It was held in partnership with the global research center **J-PAL**; **Inspere**; the Sérgio Henrique Ferreira Chair of the Institute of Advanced Studies at the University of São Paulo–Ribeirão Preto Campus (**IEA-RP/USP**); and with **UNESCO’s** cooperation.

Featuring the 2019 **Nobel Prize winner in Economics, Esther Duflo**, founder of J-Pal, the event served as the official launch of Bracell Foundation. It convened numerous researchers, public managers, and third sector organizations, including representatives of the Ministry of Education (MEC), the National Union of Municipal Education Leaders (Undime), the National Council of Secretaries of Education of Capital Cities (Consec), and the National Council of State Secretaries of Education (Consed).

Opening remarks were delivered by Praveen Singhavi, CEO

of Bracell, and Benny Lee, CEO of Tanoto Foundation. They both serve on Bracell Foundation’s Executive Committee.

The opening panel was composed of Eduardo Queiroz, CEO of Bracell Foundation; Rebeca Otero, Education Coordinator at UNESCO in Brazil; and Cristine Pinto, Full Professor at Inspere and researcher affiliated with the J-Pal network. The panelists pointed out the need to advance the Early Childhood Education agenda in Brazil and to prioritize education policies that primarily benefit the most vulnerable children.

The 1st International Symposium on Early Childhood Education addressed the following topics:

- Launch of the Tasjvent Declaration
- High-impact interventions in Early Childhood Education
- Quality in Early Childhood Education: from regulations to the guarantee of rights
- Teacher training and the specific characteristics of Early Childhood Education
- Collaboration Governance for implementing Early Childhood Education initiatives

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Launch of the Tashkent Declaration: for a More Equitable and Inclusive Early Childhood Education

The panel marked the launch of the Tashkent Declaration, which has Brazil as one of its signatories. The debate addressed the value of international guidelines for advancing Early Childhood Education policy in the national context, and addressed the Declaration's principles and strategies, including quality with equity and inclusion; professionals; innovation; policies, governance, and financing.

What is the purpose of the Tashkent Declaration?

It is an international advocacy instrument for Early Childhood Care and Education. The Declaration aims to improve the quality of services in this field and is structured around four key areas:

- Universal access to Early Childhood Education
- Training and recognition of professionals
- Use and monitoring of data for public policy development
- Funding increase



Participants: Rebeca Otero (UNESCO Brazil); Carolina Belalcazar Canal (UNESCO Uruguay) and Rita Coelho (Department of Basic Education - SEB/MEC).
Moderator: Gabriel Corrêa (Todos Pela Educação).

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High-Impact Interventions in Early Childhood Education

Building on Esther Duflo’s insights about how **low-cost interventions can significantly impact Early Childhood Education**, thereby improving individual and societal well-being alongside national development indicators, Alessandro dos Santos brought the discussion into the national context. He highlighted the **importance of long-term, sustainable solutions** that enable **coordinated efforts** among civil society, academia, governments, and families, so that intersectoral policies can also ensure other Early Childhood rights – such as food security, parental care, access to health services, and social protection. The MEC representative further stressed the importance of recognizing the benefits of quality Early Childhood Education not only in the future, but also for the lives of children today.

Participants: Esther Duflo (J-Pal), winner of the 2019 Nobel Prize in Economics and Alessandro Santos (SEB/ MEC). **Moderator:** Cristine Pinto (J-Pal).



Quality of Early Childhood Education: from Regulations to the Guarantee of Rights

Brazil has developed guidelines to ensure quality in Early Childhood Education, including the **Quality and Equity in Early Childhood Education Standards**, which were revised in 2023 following an extensive national debate. However, as highlighted in the event’s fourth panel, challenges remain in implementing these and other frameworks, such as the National Curriculum Guidelines for Early Childhood Education (DCNEI) and the National Common Curricular Base (BNCC). One key obstacle identified is the difficulty of assessing policy implementation at this stage, due to the **lack of large-scale evaluation mechanisms** that are both appropriate to the characteristics of the stage and capable of supporting teachers and managers in improving children’s learning outcomes.

Participants: Eliana Bhering (Carlos Chagas Foundation, FCC); Rita Coelho (SEB/MEC) and Alessio Costa Lima (Undime). **Moderator:** Lucimar Dias (Federal University of Pará, UFPA) .

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Teacher Training and the Unique Characteristics of Early Childhood Education

The initial training of Early Childhood Education teachers was also highlighted as a key factor in ensuring quality at this stage—one that requires closer attention. As pointed out in the panel, it is necessary to **rethink teacher education programs** and their alignment with teaching degrees, while also strengthening the **connection between curricula** and the National Common Core Curriculum for Teacher Training. The panelists also underscored the need to consider the various dimensions of **continuing education policies** in an integrated manner. This approach not only helps address gaps in initial training, but also to ensure **professional development that responds to the unique characteristics** of this stage and fosters transformative teaching practices.

Participants: Bernardete Gatti (IEA/USP); Bárbara Born (Instituto Singularidades) and Claudia Lagos (Ministry of Education, Chile). **Moderator:** Mozart Neves Ramos (IEA-RP/USP).

Collaboration Governance for the Implementation of Early Childhood Education

Reinforcing the discussions throughout the day, the final panel highlighted key issues impacting the implementation of public policies for Early Childhood Education. According to the panelists, **coordination among municipalities, states, and the Federal Government is a key factor**. The **Collaboration Governance**, in particular, is a strategy designed to provide greater technical and financial support to municipalities, while also serving as a platform for the joint development of public policies. Its effectiveness, however, is hindered by the absence of regulation to encourage cooperation mechanisms, thus making this process highly susceptible to political will.

Participants: Frederico Amâncio (Secretary of Education, City of Recife; member of the National Council of Secretaries of Education of Capital Cities, Consec); Helio Queiroz Daher (Secretary of Education, State of Mato Grosso do Sul) and Henrique Paim (Getúlio Vargas Foundation - FGV).

Moderator: Márcia Campos (Associação Bem Comum).



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Bringing Quality and Equity in Early Childhood Education Closer to Reality

With a primary focus on the quality of Early Childhood Education, Bracell Foundation sought to support the dissemination of a set of standards fundamental for shaping public policies that ensure children’s learning and comprehensive development with both quality and equity.

Initially, the Foundation contributed to the revision of the **Quality and Equity in Early Childhood Education National Standards**, led by the Ministry of Education (MEC), through a broad public consultation held in early 2024. The resulting document was developed collaboratively and reflects the diverse realities of Early Childhood Education across Brazil.

Since the publication of the revised Standards, a process of technical support and broad dissemination has been underway with two objectives: first, to encourage the Brazilian Council of Education (CNE) to make them mandatory, since they were originally issued as recommendations; and second, to make them available to education networks and provide them with support for their implementation.

In October 2024, the CNE published the **National Operational Guidelines for Quality and Equity in Early Childhood Education** (DONQEEI, [CNE/CEB Resolution No. 1, of October 17, 2024](#)). Shortly thereafter, the publication “**Quality and Equity in Early Childhood Education: Principles, Regulation and Public Policies**” came out. It was produced by MEC in partnership with UNICEF, with support from Bracell Foundation and ANDI Communication and Rights. Designed to assist the country in effectively implementing the Guidelines, this material represents the first volume in a series intended to guide municipal administrations, education councils, and management and pedagogical teams of Early Childhood Education centers and Preschools through the implementation of educational policies.

Our priority is to ensure that Early Childhood Education is valued as highly as the other educational stages in Brazil.



Qualidade e Equidade
na Educação Infantil

The launch of “**Quality and Equity in Early Childhood Education: Principles, Regulation and Public Policies**” took place during the Quality and Equity in Early Childhood Education Standards seminar, held in Brasília in November 2024. Supported by Bracell Foundation and other partners involved in the publication, the event brought together experts, educators, and authorities to discuss the potential of the new guidelines.



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The publication “Quality and Equity in Early Childhood Education: Principles, Regulation and Public Policies” was produced by MEC in partnership with UNICEF and with the support from Bracell Foundation and ANDI Communication and Rights. It serves as a reference for the implementation of the National Operational Guidelines for Quality and Equity in Early Childhood Education, which are organized into five dimensions:

1 Democratic management

Advocates social participation, transparency of information—such as the disclosure of waiting lists—, and coordination among municipal, state, and federal governments as well as education-sector entities. It also includes, inter alia, specific provisions regarding Indigenous and Quilombola populations.

2 Professional identity and training

Outlines the requirements for working as an Early Childhood Education teacher, as well as the training of teams that work in this stage. It also addresses career development and strategies to retain those professionals, especially in areas of greater social vulnerability.

3 Pedagogical proposal

Establishes principles for schools’ Political-Pedagogical Projects, such as the participation of families in their development and a review at least every three years.

4 Evaluation of Early
Childhood Education

Covers data collection, monitoring, and analysis, including the identification of specific information that needs to be observed, such as service demand and coverage, infrastructure, continuous teacher training, and pedagogical practices.

5 Infrastructure, buildings and
materials:

Provides guidance on the physical environment for offering Early Childhood Education. It encompasses essential elements like contact with nature, student safety and physical integrity, connection to basic services such as water, sanitation, electricity, and public transport, accessibility, and age-appropriate design for Early Childhood Education groups.



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Pathways to Preschool:

Joining Efforts to Strengthen Early Childhood Education

In 2024, the first step was taken towards the development of the Pathways to Preschool (Caminhos da Pré-escola) project, an initiative spearheaded by Bracell Foundation in partnership with J-Pal and Itaú Social. The project aims to bring together public education managers and researchers to support the implementation of scalable initiatives that improve learning and promote equitable, holistic development in the Preschool stage.

To help advance public education policies, the project identified promising initiatives to be implemented and evaluated within a cohort of municipalities. The objective, therefore, is to monitor implementation, measure impact, generate and disseminate scientific knowledge regarding these results, and ultimately support the scaling of those programs that demonstrate potential for integration into Brazil's Early Childhood Education public policies. This process will occur through a collaborative framework involving both states and municipalities.

Three Phases of Pathways to Preschool Project



Phase 1, completed in 2024, involved establishing partnerships with state and municipal education secretariats, conducting a literature review, and selecting promising Preschool programs.



Phase 2, planned for 2025 and 2026, will focus on evaluating the implementation and impact of the selected programs on children's learning and comprehensive development.



Phase 3, scheduled for 2027 and 2028, will support the large-scale implementation of those programs that demonstrate the greatest potential for impact.



How Does the Project Work in Practice?

Two initiatives were selected to be part of the Pathways to Preschool project, with the goal of strengthening children's learning and development through playful activities aligned with the BNCC. Both programs include continuous training for teachers, pedagogical coordinators, school principals, and staff from municipal education departments.

Kernels: Inspired in the American initiative and renamed as "Caroço" in Brazil, this 36-hour continuous training is designed to enhance the development of social and emotional skills. The proposed activities are aligned with the BNCC's Fields of Experience for Early Childhood Education: "The self, the other, and us"; "Body, gestures, and movement"; "Lines, sounds, colors, and shapes"; "Listening, speaking, thinking, and imagination"; and "Spaces, times, quantities, relationships, and transformations."

CuriousMind: Called "Curiosamente" in Portuguese, this 32-hour training seeks to promote the development of social and emotional skills and early mathematical concepts through activities aligned with the BNCC Fields of Experience for Early Childhood Education: "The self, the other, and us"; "Lines, sounds, colors, and shapes"; "Listening, speaking, thinking, and imagination"; and "Spaces, times, quantities, relationships, and transformations."



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Partnership with UNICEF to Enhance the Effectiveness of the School Active Search Program for Preschool Children

BUSCA ATIVA
ESCOLAR

Understanding why thousands of children in Brazil are not enrolled in Preschool is essential for improving and developing strategies that ensure the right to Early Childhood Education.

With this in mind, Bracell Foundation partnered with UNICEF to support a chapter dedicated to Preschool in a broader study on the implementation of the School Active Search strategy. The report will provide evidence to strengthen this initiative, by improving both the active search methodology and the technological platform.

The material is also intended to serve as a reference for states and municipalities to improve their intersectoral initiatives and practices, thereby strengthening the Collaboration Governance.

The result will be featured in a special chapter of a publication presenting the conclusions of a broader study, scheduled for release in the second half of 2025.

Supporting the production of knowledge to advance children's right to Early Childhood Education in Brazil is a key strategy for developing more effective policies that ensure access to and attendance in Preschool.

What does the study investigate?

The School Active Search chapter will examine topics such as the causes of Preschool non-attendance, the importance of active search strategies that ensure access to Early Childhood Education, and the role of municipalities in intersectoral public policy efforts to promote children's re-enrollment and permanence in school.

The research will draw on quantitative data from various sources, such as the School Active Search platform, methodological guides developed by the study staff, and official Brazilian data, such as PNAD-C and the Basic Education School Census.



School Active Search is a strategy to fight school exclusion, consisting of a social methodology and a technological tool that serves as a comprehensive database with information about each student. Both components are provided free of charge to states and municipalities. The strategy was developed by UNICEF in partnership with Undime (National Union of Municipal Education Leaders), Congemas (National Board of Municipal Social Assistance Managers), and Conasems (National Council of Municipal Health Secretaries).

1. Continuous National Household Sample Survey, carried out by IBGE.



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Building the PNIPi:

Advancing the Guarantee of Rights in Early Childhood

Supporting public policies for Early Childhood is essential to reducing inequalities and fostering social progress by ensuring healthy and equitable development for all children. This is why Bracell Foundation supports initiatives that promote equal learning opportunities and create conditions for the full development of children from birth to age six.

In partnership with Todos Pela Educação, Bracell Foundation contributed to the work of the Early Childhood Working Group (GTPI) of the Council for Economic and Social Development (Conselhão), coordinated by the organization alongside the Maria Cecília Souto Vidigal Foundation. The group's efforts resulted in a [policy brief](#) used to develop the **National Integrated Policy for Early Childhood (PNIPi)**.

One of the recommendations in this document led to the establishment of an **intersectoral committee** under [Decree No. 12.083, of June 27, 2024](#). The committee defined the [guidelines for the PNIPi](#), which aims to ensure the effective implementation of the Legal Framework for Early Childhood (Law No. 13257/2016).

The intersectoral committee must address five priority pillars, as defined in the decree that created it:

- 1 Living with Rights** – Guaranteeing the protection and defense of children's rights against abuse and all forms of violence. Coordinated by the Ministry of Human Rights and Citizenship.
- 2 Caring and Educating** – Guaranteeing integral learning development through access to care, Early Childhood Education, and quality Basic Education. Coordinated by the Ministry of Education.
- 3 Living with Health** – Guaranteeing comprehensive health care. Coordinated by the Ministry of Health..

- 4 Living with Dignity** – Guaranteeing care, protection, and social assistance. Coordinated by the Ministry of Development and Social Assistance, Family, and the Fight against Hunger.

- 5 Integration of Information and Communication with Families** – Communication and information flow between families and the State to enhance integration and support for public policies, under the coordination of the Civil House of the Presidency of the Republic.



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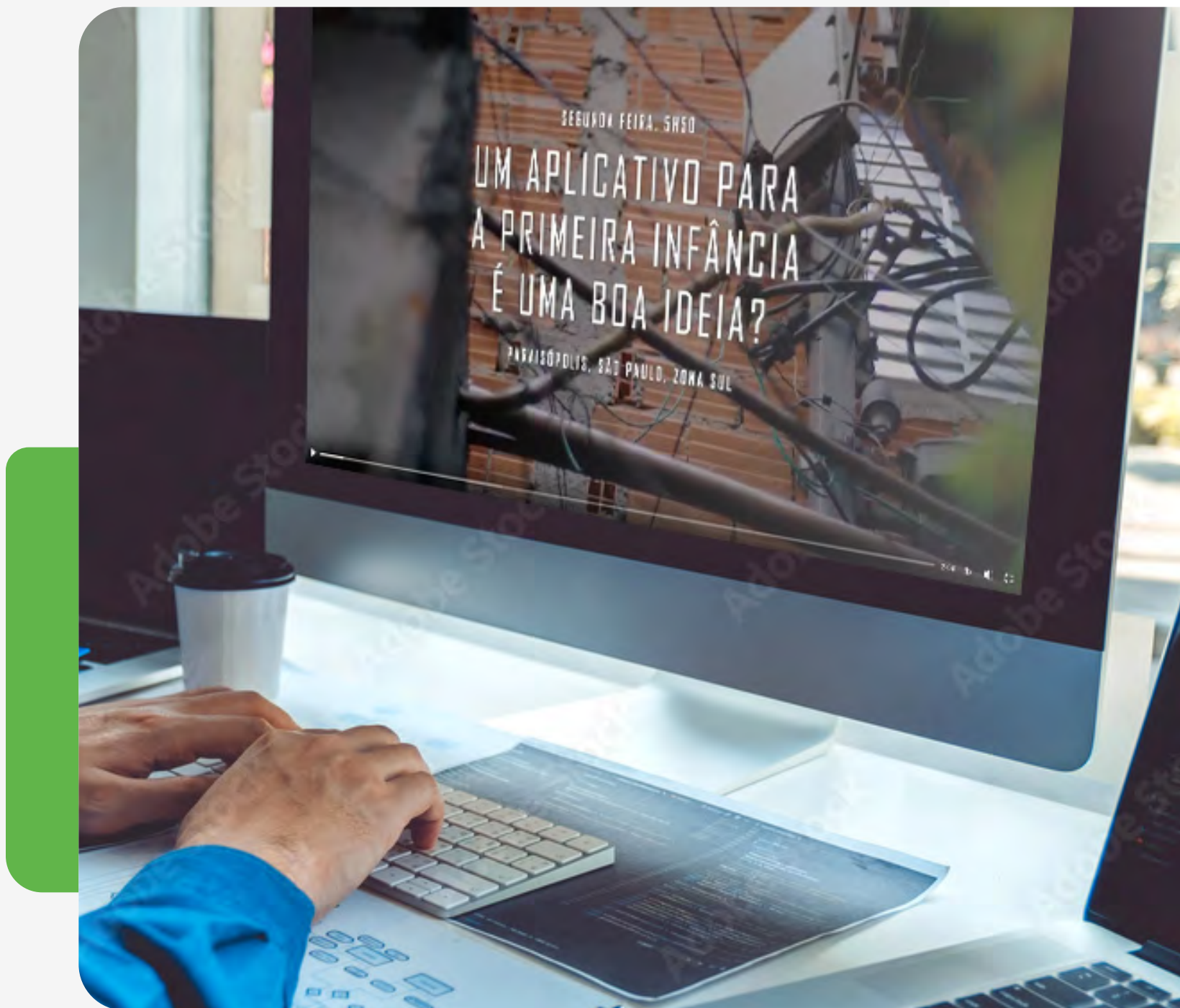
Technology at the Service of Childhood

Comprehensive Early Childhood care is a foundational element for enabling children to take advantage of learning opportunities at school and develop their full potential. To make this a reality, the country needs to advance in data integration to better support families and provide relevant information to guide the development of public policies.

Through its partnership with Todos Pela Educação, Bracell Foundation also supported the initial efforts to develop an application with two purposes:

- 1 To help caregivers manage children's daily routines more effectively, thus preventing missed milestones due to difficulties in completing tasks—such as school enrollment and vaccinations.
- 2 To organize a set of information to support Early Childhood care and public-policy development with an integrated view of education, health, and social assistance, for example.

Also taking part in this mobilization are Maria Cecília Souto Vidigal Foundation, the philanthropic platform VélezReyes+, Van Leer Foundation, PIPA Institute, and the Innovation Center for Brazilian Education (CIEB).



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Well-Prepared Leaders to Promote Successful Public Policies

Strong and inspiring public leaders are key to helping overcome Brazil’s existing inequalities. Achieving this requires investing in the training of managers who are committed to advancing effective policies.

To support this goal, one of Bracell Foundation’s pillars is Leadership Development. By backing initiatives that strengthen management skills and foster knowledge-building, the Foundation seeks to contribute to advance evidence-based decision-making in public policy in the fields of education and health.

We invest in Leadership Development initiatives that equip individuals to tackle the challenges of implementing effective public policies.



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Implementing Educational Policies: Turning Knowledge into Practice

In 2024, a partnership was established with Insper in the field of education to develop a customized course to train public managers enhancing their ability to:

- Design models for implementing educational policies
- Mobilize resources and teams to carry out strategic initiatives
- Apply evidence to improve public policies

This partnership resulted in the creation of the Executive Leadership Course for the Implementation of Educational Policies, designed to bridge theory and practice and improve participants' performance.

Beginning in 2025, the course was designed to enable participants to apply what they learn in class to the development of a public policy implementation project directly connected to their work.

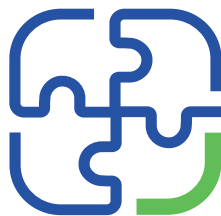
Educational Policies: Turning Policy into Action

What Skills Does the Course Aim to Develop?



Use of Evidence

Apply existing evidence to design the implementation model and generate evidence to improve public policy.



Implementation Design

Develop the implementation strategy for a given educational policy that uphold beneficiaries' rights, while taking into account legal frameworks and available resources.



Resources and Constraints

Understand the human and budgetary resources available and the possibilities for partnerships within the educational policy landscape.

Fostering a More Equitable Evidence-Based Health System

In 2024, with support from Bracell Foundation, the Fellowship Program in Surgery at Hospital Israelita Albert Einstein was launched. The program is carried out through the hospital's Center for Studies and Promotion of Health Policies (CEPPS) and the Vascular Surgery Department, in collaboration with the Global Surgery Policy Unit (London School of Economics and Royal College of Surgeons of England).

The initiative aims to strengthen public policies for surgical care within the Brazilian Unified Health System (SUS), thus generating **knowledge to inform decision-making** in this field.

The Fellowship Program in Surgery offers an opportunity to expand knowledge about the factors that influence surgical outcomes and to promote equity in both access to and the effectiveness of health procedures in Brazil.

To this end, the program was designed to support researchers in developing studies grounded in evidence and real-world data. At every stage, the goal is to ensure the participation of relevant stakeholders from both the clinical and management sides of the healthcare system.

Throughout the program, three highly prevalent and socially impactful conditions in Brazil will be investigated: colon cancer, gallstones, and pediatric surgeries related to cancer and appendicitis. These are areas with high surgical resolution and ongoing public policy relevance.

How the Fellowship Program in Surgery works

With the support of a monthly grant and full-time commitment, fellows engage in in-person meetings with public managers and key stakeholders working in Brazil and abroad. A committee closely monitors the researchers' progress and the outcomes of their activities.

Fellows Francisco Tustumi, a surgeon, and Felipe Mendes Delpino, a nutritionist, began the program in October 2024. Since then, they have participated in a weeklong immersion in England, as well as weekly meetings and workshops.



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There Is Much More to Come!

By 2025, the strategic partnerships we have consolidated will generate data, knowledge, and tools to boost quality and equity in public policies for Early Childhood Education. The efforts to engage key stakeholders will also bear fruit, and new partners will join the movement to strengthen this stage of Basic Education.

Bracell Foundation will contribute to the production and dissemination of expertise by fostering research focused on Preschool and organizing key information to better understand and address the main challenges of this stage. Supported by these inputs, planned communication and advocacy efforts will aim to elevate Early Childhood Education as a government priority, while also strengthening the training of public leaders to address challenges and improve the implementation of public policies in the field.

We believe in the potential of each person and in the power of education to realize it.



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**Eduardo
de Campos Queiroz**

CEO, Bracell Foundation

Eduardo has been working in the field of Education since 2002. In the third sector, he led Outward Bound in Brazil and Mexico, the Maria Cecilia Souto Vidigal Foundation (FMCSV), and was vice president for Latin America and Caribbean Region at United Way Worldwide. He was a board member of ESPRO, United Way Brazil, and is currently a board member of the Early Childhood Development Action Network (ECDAN). In the public sector, he worked at the Department of Education of the State of São Paulo and served as the National Secretary for Strategic Coordination and Partnerships at the Ministry of Citizenship. He holds a degree in Business Administration and a major in Finance from the Getúlio Vargas Foundation (FGV), and a master's degree in public administration from Harvard Kennedy School of Government.



**Alejandra
Meraz Velasco**

Director, Advocacy
and Communications

Alejandra has extensive experience fostering collaboration among public authorities, civil society, and opinion leaders to improve public policy. While at the Secretariat of Education of the City of São Paulo, she designed and implemented policies focused on Education and Early Childhood. In the third sector, she led and managed programs aimed at advancing education and children's rights policy at organizations such as Abrinq Foundation, Todos Pela Educação, and Lemann Center. She has worked as a consultant and researcher for Harvard University, UNESCO, and the Inter-American Development Bank (IDB), among other institutions. She holds a degree in Economics from Instituto Tecnológico Autónomo de México and a master's degree in public policy from the University of Chicago.



**Filomena
Siqueira e Silva Krauel**

Director, Project

Since 2010, Filomena has worked in the third sector managing educational projects at organizations such as Ação Educativa and Instituto Natura, and at Instituto Reúna, where she served as Director of Education. She holds a PhD in Public Administration from the São Paulo School of Business Administration, Getúlio Vargas Foundation (FGV-EAESP) and was a visiting researcher at the Stanford Graduate School of Education. She completed an Executive Education program at the School of International and Public Affairs (SIPA) at Columbia University, and served as a senior researcher at the Consortium for Policy Research in Education (CPRE) at Teachers College, in the same university. She also held a postdoctoral fellowship from the Sérgio Henrique Ferreira Chair at the Institute of Advanced Studies of the University of São Paulo (USP/IEA). She is a member of the Stanford Lemann Center Expert Network. Her research areas include school leadership and implementation of educational policies.



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For an **education**
that transforms
lives, communities,
and the world!

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