

FUNDAÇÃO **BRACELL**

Annual Report
2025



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BRACELL

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Belinda Tanoto
Praveen Singhavi
Eduardo Queiroz

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Belinda Tanoto

Member, Board of Trustees, Tanoto Foundation

Across Brazil, there is both immense potential and an urgent need to strengthen support for children in their earliest years. It is with this in mind that Bracell Foundation advances its philanthropic journey, guided by a shared belief within the Tanoto Foundation ecosystem that philanthropy must not only contribute, but catalyze meaningful and lasting change.

At the center of this work is our commitment to unlocking human potential. **We believe that every child, regardless of background, deserves the opportunity to thrive.** This is why we focus on early childhood education – one of the most foundational and high-impact investments a society can make. When we act early, we create stronger pathways for equity, resilience, and long-term development.

Bracell Foundation’s approach reflects a broader philosophy: that sustainable impact requires strong systems. This means working in partnership with governments, civil society, and research institutions to strengthen capacity, inform policy, and embed solutions where they matter most. **Our role is catalytic, bringing together evidence, stakeholders, and shared ambition to drive change at scale.**

In its early stages, Bracell Foundation has prioritized building these partnerships and contributing to a growing ecosystem for early childhood development in Brazil. By supporting platforms for knowledge exchange, facilitating partnerships, investing in leadership and institutional capacity, we are helping to lay the groundwork for more effective and inclusive public systems.

We recognize that the **challenges ahead are complex and will require sustained commitment.** But we are equally confident that progress is possible when efforts are aligned and grounded in evidence.

Looking ahead, we remain committed to deepening this work, strengthening systems, expanding collaboration, and supporting shared ownership across sectors, because lasting change is not achieved alone. We are grateful to our partners across government, civil society, and academia for their trust and collaboration, the shared commitment is what makes lasting impact possible.

If we want to go far, we must go together.



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- Belinda Tanoto
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Praveen Singhavi

CEO, Bracell
Bracell Foundation Executive Council Member

It was a source of great satisfaction to witness the growth and consolidation of the Bracell Foundation throughout 2025. In its mission to leverage the transformative power of education, the Foundation reaffirms Bracell’s long-term commitment to Brazil, where we have been present for over two decades and continue to practice the philosophy that our actions must be good for the community, for the country, for the climate, for our customers, and only then for the company.

Throughout its second year of activities, this vision translated into **strategic initiatives that reinforce our commitment to long-term impact in the country**. I highlight, in particular, the 2nd International Symposium on Early Childhood Education (ECE), which has established itself as a strategic platform for sector leaders’ mobilization and knowledge exchange. At the same time, the Foundation has advanced in implementing initiatives with local education departments in the three states where Bracell operates—São Paulo, Mato Grosso do Sul, and Bahia—supporting the

strengthening of ECE practices through the Pathways to Preschool project and facilitating collaboration between states and municipalities in partnership with the Preschool Coalition. We continue to invest in leadership development and the promotion of an increasingly collaborative philanthropy; **we believe that structural transformations only happen when knowledge, institutional capacity, and cooperation go hand in hand.**

These results reflect the essence of the Bracell Foundation: combining local knowledge and global experience to create lasting impact. In 2026, our commitment remains steadfast. Projects will expand at scale, new initiatives will be launched, and we will continue to work toward ensuring that ECE is recognized as a **foundational policy for Brazil’s development**.

Investing in Early Childhood Education is investing in the future. It ensures that every child has the opportunity to reach their full potential and that the country builds a solid foundation for prosperity, justice, and sustainability.



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Eduardo de Campos Queiroz

CEO, Bracell Foundation

Throughout 2025, we consolidated an approach grounded in a clear premise: Early Childhood Education (ECE) is a foundational investment in the country’s development. More than the first stage of Brazilian basic education, it lays the groundwork for stronger educational and life trajectories, promoting greater social equity and improving long-term socioeconomic prospects for children and their families.

Brazil has made progress in important regulatory milestones, including the revision of the National Quality and Equity Parameters for ECE, now established as mandatory operational guidelines, and the creation of the National Integrated Policy for Early Childhood (PNIEPI). These developments reinforce the public policy agenda. Lasting impact, however, depends not only on strong policy design, but also on the capacity, coordination, and sustained effective implementation required to turn those policies into meaningful action.

To help elevate ECE to the level of national priority and build on the opportunities created by this context, we expanded our partnership network by establishing collaborations with four school districts and two state departments of education. We also invested in new initiatives and intensified our advocacy efforts to **support public leaders and decision-makers responsible for shaping and implementing policies that affect millions of children.**

In this context, one landmark achievement was the **2nd International Symposium on Early Childhood Education**, designed to help consolidate ECE as a national priority and to serve as a permanent and strategic forum for coordination and knowledge dissemination.

At the same time, we moved from project design to implementation with partner governments while expanding the production and dissemination of evidence. This effort contributed to more informed decision-making and increased the potential for meaningful impact on **children’s learning and development.**

Our commitment was also reflected in our support for developing public leaders capable of addressing one of the country’s greatest challenges: ensuring that good policies are effectively implemented through services that really reach those who need them most. Investing in institutional capacity is essential to translating regulatory advances into concrete results for children and families.

These efforts do not happen in isolation. Structural change requires collaboration among government, the private sector, academia, and civil society. In 2026, Bracell Foundation will continue its long-term commitment to Brazil by scaling up projects, implementing new initiatives, and supporting efforts to elevate ECE to the level of a strategic priority for the country’s development. High-quality ECE is not only essential for children but also decisive for Brazil’s future.



We Are Bracell Foundation

Since 2023, we have focused on harnessing the **transformative power of education to help people realize their full potential and improve their lives.**

We are a private, nonprofit civil society organization affiliated with Bracell, a Brazilian pulp and paper company. We operate independently under our own strategic planning, separate from the company's Corporate Social Responsibility initiatives. We are also affiliated with Tanoto Foundation, founded by Sukanto and Tinah Bingei Tanoto, and contribute to its broader efforts in Early Childhood and Leadership Development.

- 1 Early Childhood Education (ECE):** This is our institutional focus. We develop and support initiatives that promote greater quality and equity in Brazilian ECE (ages 0-5), particularly in Preschool (ages 4-5).
- 2 Early Childhood Development (ECD):** We support partner-led initiatives that promote comprehensive support during this stage of life (ages 0-6 in Brazil) through intersectoral policies that integrate education, health, social assistance, and child protection.
- 3 Leadership Development:** We develop and invest in initiatives that create opportunities for the training and professional development of leaders committed to implementing effective public policies.

To help position Early Childhood Education as the political and social priority it must become, our work is organized around three pillars, supported by partnerships, knowledge production, and advocacy efforts to strengthen key public policies.

Guided by our purpose and strategies, we work collaboratively with governments, civil society organizations, academia, and international organizations. We also support the strengthening of philanthropy in Brazil to address the country's complex social challenges. **Our actions are also aligned with the United Nations Sustainable Development Goals, connecting local impact to a global development agenda.** By leveraging the transformative power of education, we aim to contribute to a more prosperous, equitable, and sustainable future for all.



Why Focus on Early Childhood Education?

A Choice to Transform the Country

Early Childhood Education (ECE) plays an important role in the development of any nation. Its role is even more strategic in countries that, like Brazil, face social and economic challenges that contribute to deep inequalities, low productivity, and barriers to innovation.

As the first stage of Brazilian basic education and a right guaranteed by the Federal Constitution, these early years mark the beginning of children’s educational and life trajectories and represent one of the country’s highest-return investments in human, social, and economic terms. **Ensuring quality, advancing equity, and strengthening implementation are central to unlocking its full transformative potential.**

During Early Childhood—ages 0 to 6—, children’s brains form up to 90% of the neural connections that support cognitive and behavioral development throughout life. Therefore, this stage represents a unique window of opportunity for people to reach their full potential, and ECE plays a central role in this process.

Scientific evidence consistently shows that the positive impacts of ECE do not stem from just any type of access, but from one of high quality. They are the ones combining quality professional training tailored to the specific challenges of this foundational learning and to different local contexts, as well as adequate infrastructure, enriching teaching practices, and other conditions fundamental to supporting the holistic development of infants and young children.

Both international studies and Brazilian research indicate that attending a high-quality Preschool leads to gains in children’s development and learning outcomes throughout their educational journeys, along with positive effects on health, income, and other well-being measures.

The stakes are particularly high for vulnerable children. Poor-quality Early Childhood Education limits developmental and learning outcomes, while high-quality provision can generate lasting benefits that extend throughout life.

Benefits of High-Quality ECE

- 1 Learning:** Higher proficiency in mathematics (equivalent to one additional year of schooling) and in Portuguese (equivalent to 1.5 additional years) by 5th grade in Elementary Education.¹
- 2 School Success:** 8 percentage-point reduction in the need for remedial education and 8.3 percentage-point decrease in grade repetition rates.²
- 3 Higher Education:** High school completion rates 23% higher and up to a 19% greater likelihood of university enrollment.³
- 4 Health:** Up to a 30% reduction in the likelihood of developing hypertension and obesity, up to 20% lower tobacco and alcohol consumption,⁴ and a 44% reduction in illicit drug use.³
- 5 Equity:** Increased likelihood of higher earnings and greater participation of women in the labor market.⁵
- 6 Income and Citizenship:** Higher earnings³ and lower likelihood of involvement in criminal activity.⁶
- 7 Economy:** An estimated annual economic return of 13% over four decades.⁷

1. Araujo, Ogava, and Souza. The Impacts of Universal Early Childhood Education in Brazil (2024). 2. Maria Cecilia Souto Vidigal Foundation, Institute for Applied Economic Research (IPEA), and INEP/MEC. 3. HighScope Educational Research Foundation. Perry Preschool Project. 4. University of North Carolina. Carolina Abecedarian Project. 5. References: Reynolds et al. (2002); Gormley and Gayer (2005); Cunha and Heckman (2009); Weiland and Yoshikawa (2013); Yoshikawa, Weiland, and Brooks-Gunn (2016); McCoy et al. (2017). 6. References: Reynolds et al. (2002); Gormley and Gayer (2005); Gormley et al. (2005); Cunha and Heckman (2009); Weiland and Yoshikawa (2013); Yoshikawa, Weiland, and Brooks-Gunn (2016); McCoy et al. (2017). 7. James Heckman, Nobel Laureate in Economics, University of Chicago.

In Brazil, the challenge is twofold: enhancing quality while still overcoming persistent barriers to access. **Addressing these challenges requires simultaneous advances in quality, equity, and effective implementation.**

The most recent data show that Brazil has made progress in increasing enrollment rates, while also highlighting ongoing challenges, particularly related to inequities in access and quality of education provided. Attendance rates remain lower among children from low-income families, as well as among Black, Indigenous, and Quilombola children, those living in rural areas, and those in the North and Northeast regions.

ECE Access in Brazil

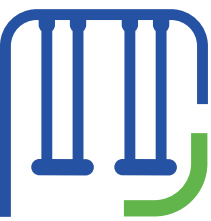
Children Ages 0 to 3:

- In 2024, enrollment among children ages 0 to 3 reached 41.2%⁸—remaining below the 50% target established by the 2014–2024 National Education Plan (PNE).
- In absolute terms, 2.28 million children ages 0 to 3 do not have access to daycare facilities.⁹

Children Ages 4 and 5:

- In 2024, enrollment reached 94.6%—remaining below the PNE goal of universal access.
- Despite nearing universal coverage, more than 329,000 children ages 4 and 5 remained out of school in 2024.⁸

In terms of quality, Brazilian ECE still faces significant challenges, including inadequate infrastructure, insufficient professional training, and working conditions that require improvement, such as class sizes larger than recommended for meaningful interactions. **These constraints hinder a school’s ability to provide equitable learning opportunities.**



40% of children
are enrolled in schools
without playgrounds.¹⁰



27% of children
attend schools without bathrooms
adapted for young children.¹⁰



1 in 5 ECE teachers
does not hold a higher
education degree.¹¹

Nonetheless, recent regulations may help drive progress if implemented effectively. The updated National Quality and Equity Parameters for ECE have become mandatory guidelines for school districts, establishing clear standards for the level of quality expected in daycare centers and preschools.

The National Commitment to Quality and Equity in Early Childhood Education (CONAQUEI), a federal policy developed by the Ministry of Education (MEC), is another important step toward supporting states and municipalities in implementing ECE policies. Additionally, intersectoral collaboration, essential for childcare and development, reached a key milestone with the launch of the National Integrated Early Childhood Policy (PNIPI), which reinforces the pivotal role of education during this critical stage of life.

These regulatory advances improve the enabling environment and reinforce ECE’s status as a strategic priority for the country. They also create an important opportunity to bolster the implementation of policies that ensure children’s meaningful learning and holistic development.

8. IBGE. National Household Sample Survey (PNAD) (2024). 9. Todos Pela Educação. Overview of Access to Early Childhood Education in Brazil (2025). 10. INEP/MEC . School Census, compiled by Todos Pela Educação (2022). 11. Todos Pela Educação. Brazilian Yearbook of Basic Education (2025).

Diverse Strategies with a Single Purpose:

Leveraging the Transformative Power of Education

In 2025, we moved from strategy to implementation, advancing programs, partnerships, and advocacy to address Brazil’s core challenges related to access and quality at the system level. It was a year of programmatic action that connected evidence, collaboration, and implementation, contributing to a public agenda that recognizes the power of education to transform lives, communities, and the world.

Anchored in our purpose, we engaged in a range of initiatives: supporting the consolidation and dissemination of regulatory frameworks; implementing ECE-focused programs in local contexts; strengthening advocacy for Early Childhood through strategic partnerships; advancing Leadership Development initiatives; and intensifying philanthropic development efforts.

ECE 2025 Highlights: Local Action and National Advocacy

The 2nd International Symposium on Early Childhood Education gained prominence as a forum for mobilizing and engaging leaders around evidence-based approaches to ECE. Held in October, the event brought together strategic individuals and institutions committed to advancing high-quality, equitable ECE. The Symposium was the result of a collective effort of Bracell Foundation, MEC, UNICEF, Sérgio Henrique Ferreira Chair (IEA-RP/USP), Van Leer Foundation, Itaú Social, and the David Rockefeller Center for Latin American Studies at Harvard University. The event gathered 392 participants—primarily public managers, researchers, and third-sector leaders—and reinforced its role in the national landscape as a forum for reflection, convergence, and collective action in support of ECE. Discussions focused on key issues related to advancing foundational learning, including evaluation and monitoring, high-quality teaching practices, financing, implementation challenges, and collaborative arrangements across levels of government.

Beyond that, three initiatives were central in 2025:

Pathways to Preschool (partnership with J-Pal and Fundação Itaú | Itaú Social): The implementation of two initiatives across four school districts was planned. The process included seminars presenting evidence on quality in ECE, workshops focused on adapting the programs to local contexts, and instrument pretesting for the impact evaluation scheduled for 2026.

Active School Search (partnership with UNICEF): We supported the dissemination of key lessons from the program evaluation, contributing to a deeper understanding of school exclusion in ECE and informing adaptations to promote equitable access for young children.

Preschool Coalition (partnership with Fundação Itaú | Itaú Social, Maria Cecilia Souto Vidigal Foundation, Van Leer Foundation, Natura Institute, and VélezReyes+): The initiative aims to support state education departments in developing collaborative arrangements with municipalities for the implementation of ECE policies. Mato Grosso do Sul and Piauí were selected as pilot states, and the implementation design was informed by a baseline assessment conducted in both states.

Advancing ECD Through Strategic Partnerships

We continued to support an agenda focused on integrated policies that connect education, health, social protection, and care. In 2025, our support for advocacy partner **Todos Pela Educação** contributed to the publication of the federal government’s **National Integrated Early Childhood Policy (PNIPI)**. By establishing governance instruments, targets, and monitoring mechanisms, the PNIPI further strengthens coordination and a long-term vision for policies serving children ages 0 to 6.

Leadership Development: Advancing on Two Fronts in 2025

In Leadership Development, we launched **Education Policy Implementation**, an executive course offered in partnership with **Insper**. Its first two editions certified a total of 69 participants, including a multisector cohort of representatives

from all levels of government, the legislative branch, audit courts, and third-sector organizations, as well as a group of professionals from MEC and the National Fund for Education Development (FNDE).

We also promote Leadership Development through **Medical Research funding**. We fostered health knowledge production through a **Surgery Research Fellowship developed in partnership with Albert Einstein Hospital** to contribute to the evidence-based debate and decision-making.

Additionally, we established a **new partnership with the Teaching and Research Institute of Sírío-Libanês Hospital** to support advances in sepsis risk mitigation.

We supported the philanthropic ecosystem as a funding partner of the **Brazilian Forum of Philanthropists and Social Investors (IDIS)** and by joining the **Group of Institutes, Foundations, and Companies (GIFE)**. Our collaboration with these organizations reflects the understanding that complex public challenges require robust ecosystems, cooperation, and a long-term vision.

The work carried out throughout 2025 laid a solid foundation for 2026, when structural initiatives will be implemented and scaled up, and new programs will further expand the collective capacity to transform ECE in Brazil.



Partnerships that Make a Difference

Transforming the reality of education in Brazil and making ECE a true national priority requires a collective effort. For this reason, working in networks is central to our strategy. Throughout 2025, we deepened existing partnerships and built new alliances, bringing together shared purposes, expertise, and complementary capacities to develop robust and innovative initiatives focused on results, with the potential for scale and lasting impact.

Early Childhood Education and Development

















Leadership Development



Philanthropy





From Design to Implementation:

Advancing Quality and Equity in Early Childhood Education

In 2025, we shifted to the structured implementation of initiatives designed to improve quality and equity in ECE. Our work in ECE brings together evidence generation, institutional capacity building, and collaboration across government and civil society, with a particular focus on Preschool, a critical stage for children’s holistic development and lifelong learning.



2nd International Symposium on Early Childhood Education

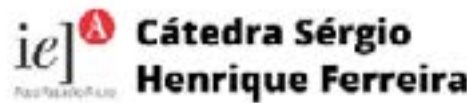
Priority, Collaboration, and Action

The **2nd International Symposium on Early Childhood Education**, held on October 7, reinforced its role as a strategic forum for this agenda, bringing together stakeholders from across the country to discuss high-quality, equitable ECE. The event was conceived in partnership with **MEC, UNICEF, Sérgio Henrique Ferreira Chair (IEA-RP/ USP), Van Leer Foundation, Fundação Itaú | Itaú Social**, and the **David Rockefeller Center for Latin American Studies (Harvard)**. The Symposium featured leading national and international experts and gathered 392 participants, including leaders from public administration, academia, and the third sector.

By convening experts and leaders from government and civil society to present diverse perspectives, the event plays a central role in our strategy to increase the visibility of challenges in ECE, position this foundational stage of learning as a priority in public agendas, and contribute to more effective policies in this field.



Partners



Technical Support





Opening the Symposium’s program, **Dana McCoy** (Harvard Graduate School of Education) presented the main findings of *What Do We Know About the Effects of Preschool in Brazil*, launched during the Symposium. The study mapped the current state of research on Preschool in Brazil and supported the dissemination of evidence, encouraging its use in policy development.

Key Takeaways

1 Quality Teaching Practices Focused on Holistic Development

- High-quality ECE is grounded in practices that value interactions and play as intentional components of learning, helping develop the global and foundational competencies needed for lifelong learning. Teacher quality is the single most important factor in improving ECE outcomes. Therefore, pre- and in-service training plays a strategic role.

2 Data, Evidence, and Evaluation

- A data collection and an education assessment system are essential for ECE to advance in consolidating assessment-based decision-making processes across all levels of government. Expanding existing research and the Basic education Assessment System (SAEB) for ECE is urgent, as is developing tools to monitor learning environments and interactions.

3 Financing, Planning, and Implementation

- Although public investment in ECE has increased consistently, funding for this stage in Brazil remains only about one-third of the per-student spending in OECD countries. Resource allocation across stages of education needs to be reassessed, as ECE lays the foundation for students’ future educational trajectories.

4 Governance and Systemic Coherence

- The ECE policy success requires effective collaborative arrangements among the federal government, states, and municipalities. An effective governance structure ensures: (1) the availability of financial and technical resources for those municipalities that need them most; and (2) coherence across the system, including curriculum, teacher training, financing, and evaluation, enabling lasting positive outcomes.



Pathways to Preschool:

Preparing for Implementation

The **Pathways to Preschool project (Caminhos da Pré-Escola)** has entered the phase of preparing partner school districts – **Camaçari** and **Feira de Santana (BA)**, and **Bauru** and **Guarulhos (SP)** – for program rollout. Along with **J-PAL Latin America and the Caribbean (J-PAL LAC)**, **Fundação Itaú | Itaú Social** and partner municipalities, we co-organized seminars to foster in-depth reflection on quality in ECE, align expectations, strengthen institutional ties, and prepare local systems for program implementation followed by impact evaluation.

The seminars marked the culmination of a process of engagement, consultation, and preparation with partner school districts that began in 2024. The target audience included school leaders and teaching coordinators. The events also gathered the school districts’ technical staff, government officials, academic experts, and institutional partners.

Partners



Project Phases

Phase 1 (2024)

- Establishment of partnerships with state and municipal departments of education;
- Assessment, evidence review, and selection of promising programs.

Phase 2 (2025 e 2026)

- Implementation of selected programs and evaluation of their impact on children’s learning and holistic development.

Phase 3 (2027 e 2028)

- Support for scaling up programs that demonstrate the greatest potential for impact.

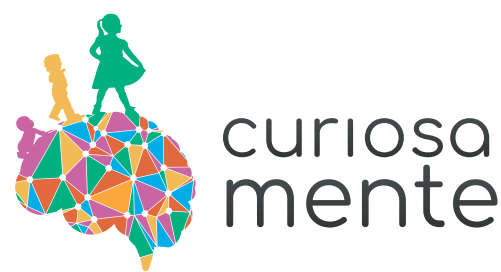
Evidence-Based Interventions

The **Pathways to Preschool** project aims to strengthen children’s learning and development in Preschool by promoting high-quality, evidence-based teaching practices. The initiative has three main components:

- **Design and system readiness:** across third-sector organizations, academia, and public education departments;
- **Program implementation:** focused on learning in Preschool and grounded in continuous professional development to reinforce teaching practices among ECE professionals;
- **Scalable models:** producing evidence to support the scaling up of effective programs across different local education systems.

Technical Rigor and Adaptation to Local Contexts

Throughout 2025, the implementation and impact evaluation methodologies for the programs were adapted to local contexts. **Learn more about the two programs:**



CuriosaMente Program:

Inspired by the Math Games program, developed under the leadership of Esther Duflo at Harvard University’s Cognitive and School Neuropsychology Laboratory, this program stimulates children’s mathematical and socioemotional development in the final year of ECE through playful activities incorporated into teaching practices.

- Municipalities: **Camaçari and Feira de Santana (BA)**
- **122** Schools involved
- **1,464** Children involved



FloresSer Program:

Based on the Social-Emotional Learning (SEL) Kernels framework developed by the EASEL Lab at the Harvard Graduate School of Education, this program fosters the development of socioemotional skills, positive behaviors and relationships in the classroom. By doing so, it drives gains in well-being, mental health, and academic competencies.

- Municipalities: **Bauru and Guarulhos (SP)**
- **200** Schools involved
- **3,000** Children involved

Expanding the Debate

We supported the **13th Meeting of the Brazilian Association for Educational Assessment (ABAVE)**, held in São Paulo under the theme “Assessment, Innovation, and Equity.” In collaboration with J-PAL and Fundação Itaú | Itaú Social, we contributed to the panel “Developing Mathematical Reasoning in Preschool.”



COALIZÃO
PELA

PRÉ-ESCOLA

Preschool Coalition

Joining Efforts to Strengthen Collaboration in Early Childhood Education

Launched in 2025, the **Preschool Coalition** is an alliance among civil society organizations — **Fundação Itaú | Itaú Social**, **Maria Cecília Souto Vidigal Foundation (FMCSV)**, **Van Leer Foundation**, **VélezReyes+**, and **Natura Institute** — aimed at developing collaborative arrangements between states and municipalities to improve policy effectiveness.

The objective of the Coalition is to support education policy planning and implementation to improve learning quality and equity for children ages 4 and 5.

Structuring Pillars

The initiative is organized around five pillars that reflect key dimensions of quality and equity in Preschool:

- 1. Access and Retention
- 2. Quality and Equity
- 3. Professional Training and Recognition
- 4. Democratic Governance and Collaboration
- 5. Holistic Development and Intersectoral Coordination

Partners



Support



Technical Partners



Partner Governments



From Design to State-Level Implementation

An ECE assessment served as the foundation for designing interventions tailored to local needs in the pilot states of Mato Grosso do Sul and Piauí. Starting in 2026, implementation brings together state and municipal governments under collaborative arrangements, building institutional capacity and creating the conditions for sustained improvements in Preschool quality with the Coalition's technical support.



Launch of the Preschool Coalition in Mato Grosso do Sul: José Carlos Barbosa, the state's vice governor; Patrícia Mota Guedes, Fundação Itaú | Itaú Social; Marina Chicaro, FMCSV; Eduardo de Campos Queiroz, Bracell Foundation; and Cecília Motta, FADEB-MS. The initiative was announced during the Meeting of Municipal Education Leaders, organized by the state chapter of the National Union of Municipal Education Leaders (UNDIME-MS).

Advocacy for Early Childhood Education

Advancing ECE Across Multiple Fronts

In Brazil, ECE is not yet a priority for either the population at large or policymakers. Although public debate is shifting from expanding access to ECE services toward emphasizing the strategic importance of quality, it remains essential to communicate clearly that universal access to high-quality ECE is decisive for individual development, educational and life trajectories, and the country.

To build this awareness, we intensified our advocacy efforts in 2025 by engaging the executive and legislative branches, regulatory agencies, and civil society partners, while also producing and disseminating knowledge.

Policy Influence

At the Federal Level

In 2025, we concentrated our efforts on supporting the dissemination of the **National Quality and Equity Parameters for ECE** and the operational guidelines published by the **National Education Council (CNE)**, which made them mandatory for all school districts. This marked an important step toward implementing quality ECE policies for all children.

We supported the **Ministry of Education (MEC)** in conducting seven Regional Seminars on the National

Quality and Equity Parameters, held across all regions to foster dialog among education managers, technical staff, and specialists on challenges, priorities, and pathways for aligning ECE policies with recent regulatory frameworks.

We also contributed to the launch of the **National Commitment to Quality and Equity in Early Childhood Education (CONAQUEI)**. The initiative establishes a collaborative arrangement structure and provides mechanisms for technical and financial support to municipalities. The CONAQUEI reinforces the importance of collaboration across all three levels of government to reduce inequalities and improve ECE.

We joined the **Advisory Council of the Mixed Parliamentary Front for Education (FPME)** and presented our analyses during public hearings at the Chamber of Deputies on Bill 2614/2024 on the new National Education Plan (PNE), as well as on the National Education System (SNE), established under Complementary Law No. 220/2025.

We advocated for closer attention to ECE and for strengthening the goals and strategies aimed at expanding access and improving quality at this stage. Additionally, we supported the establishment of a SNE capable of sustaining the implementation of ECE policies for all infants and children.



2025 FPME Annual Meeting

At the State Level

For the National Quality and Equity Parameters for ECE to become a reality in every school, they must be regulated at the municipal level—a process in which state and municipal education councils play a pivotal role. To support this effort, we participated in a meeting of the **Early Childhood Education Committee of the State Education Council of São Paulo**. Our contribution emphasized the strategic role of states in implementing ECE policies effectively and the importance of regulatory frameworks in this process.

Public and Stakeholder Engagement

Strengthening Advocacy Through Networks

In 2025, we joined the **Education Now (Educação Já)** coalition and its **ECE sub-coalition**. Led by the civil society organization **Todos Pela Educação**, the initiative draws on the expertise of renowned organizations to develop a systemic plan for Brazilian basic education.

In the first year of the 2025-2028 municipal government term, we participated in the **Education as a Priority: Second Meeting of Mayors of Capital and Major Cities**. The forum gathered mayors from Brazil's largest cities alongside national political leaders, including Minister of Education Camilo Santana and President of the Chamber of Deputies Hugo Motta, to discuss strategies for improving quality and equity in education.



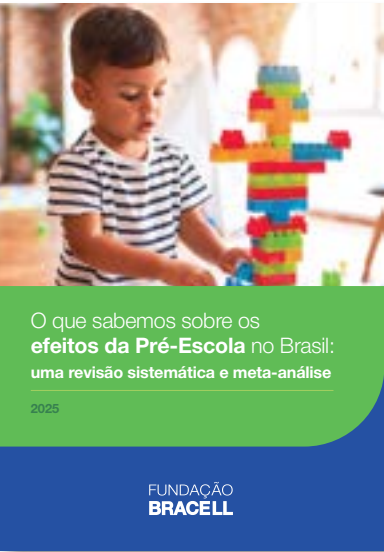
Mobilizing Key Stakeholders

We developed the **campaign Early Childhood Education: Essential for Children, Decisive for Brazil** to raise awareness among strategic groups across society and leaders who influence decision-making in the country. The initiative highlights that investing in this stage is not only important but foundational for Brazil's human, social, and economic development. Launched during the 2nd International Symposium on Early Childhood Education, the campaign draws on scientific evidence to communicate the strategic importance of this stage of life to create opportunities that generate lifelong benefits. It also underscores the need for a collective effort across families, teachers, communities, and government to drive improvements in ECE quality.



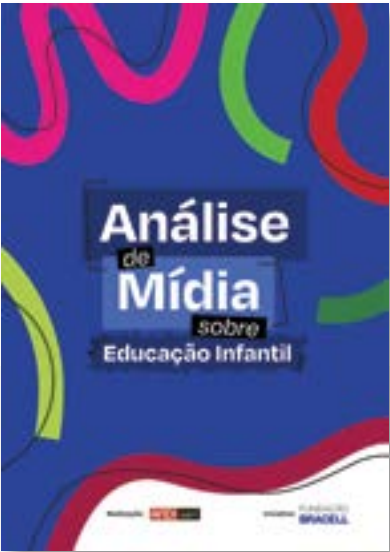
Knowledge Production

In 2025, we launched five publications that shed light on the reality of ECE in Brazil. Our knowledge production focused on two areas: supporting evidence-based decision-making in public policy and raising the profile of ECE on the agendas of education leaders and the Brazilian press.



What We Know About the Effects of Preschool in Brazil

Analyzes the current state of research on the impacts of Preschool in Brazil, mapping existing evidence on its effects on learning and child development. The study highlights the impact of Preschool attendance and related interventions, while comparing national findings with international literature.



Analysis of Media on ECE

Produced by **ANDI (News Agency for Children's Rights)** – Communication and Rights in partnership with JEDUCA (Association of Education Journalists) examines over five thousand news articles on ECE published in selected Brazilian newspapers and news platforms between 2023 and 2024. The study presents an overview of thematic and territorial media coverage of ECE while offering insights into the media's role in elevating the issue and how journalism can support the agenda.



ECE Support Material for the Press

Presents evidence, arguments, and narratives to help journalists, communicators, and content producers convey the importance of high-quality ECE to their audiences.



Collaborative Arrangements for ECE

Developed from a high-level debate held with relevant stakeholders in partnership with **Sérgio Henrique Ferreira Chair (IEA-RP/ USP)**, outlines pathways to advance collaboration among the federal government, states, and municipalities to improve public policy.



Active School Search in ECE

Produced by **UNICEF** with our support, explains why so many children remain outside Nurseries and Preschools in Brazil, highlights the gap between the constitutional right to education and the reality of access and attendance, and presents recommendations.



Policy Integration for Early Childhood Development

Supporting Development
from the Beginning of Life

Young children’s ability to benefit from quality ECE depends largely on their access—beginning during pregnancy—to adequate conditions of health, care, social protection, and well-being. For this reason, in 2025, we supported **Early Childhood Development (ECD)** through an initiative aimed at advancing systemic intersectoral transformation.

Advocacy Partnership:

Advancing the Development and Implementation of the National Integrated Early Childhood Policy

In 2025, we supported **Todos Pela Educação** in its role as coordinator of the Early Childhood Working Group within the **Council for Sustainable Economic and Social Development (Conselhão)**, an advisory body to the Brazilian presidency. This collaboration led to a policy brief presenting recommendations for the creation of the **National Integrated Early Childhood Policy (PNIPI)**.

The advocacy process came to fruition in 2025 with the establishment of the PNIPI through presidential Decree No. 12,574 and the subsequent publication of Interministerial Ordinance No. 255/2025, which established targets, timelines, and monitoring indicators for the policy. Together, these milestones marked significant advances in consolidating a structural policy for ECD in Brazil.



PNIPI Launch – August 2025

Leadership Messages

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Leaders Equipped to Make Better Decisions

In 2025, our work in the **Leadership Development Pillar** reinforced the understanding that strong policies require governments’ implementation capacity. Developed in partnership with **Insper**, the leadership program for public managers and education leaders integrated knowledge on the use of evidence, the effective use of existing resources, and the design of effective policy implementation processes.

Education Policy Implementation Leadership Program:

Transforming Knowledge into Practice

In 2025, we launched the executive course **Education Policy Implementation**. Developed and delivered in partnership with **Insper**, the program aims to build public administration capacity to design and implement education policies, drawing on all available evidence and making effective use of existing resources. The course is targeted at leaders responsible for implementing education policies across different levels of government.

A total of 69 participants were certified in the program’s first two cohorts. They included leaders from federal, state, and municipal levels of government, the legislative branch, audit courts, and third-sector organizations.

Throughout the course, public officials in decision-making roles from all the regions of the country engaged in in-depth discussions on real challenges in education management. Course materials and advanced discussions contributed to developing the participants’ technical expertise and systemic perspective on policy implementation.



Combining Theory and Practice

Participants develop a policy implementation project based on their own professional experience, applying competencies refined across three learning tracks:

- **Use of Evidence:** Using available evidence to design the implementation model and generating evidence to improve public policy.
- **Implementation Design:** Designing the implementation strategy for a given education policy to maximize the delivery of rights to beneficiaries, taking legal constraints and available resources into account.
- **Resources and Constraints:** Understanding available human and budgetary resources and limitations, as well as opportunities for partnerships within the education context.

Other Initiatives

Our Leadership Development initiatives extend to medical research focused on improving professional practice and outcomes. The work is driven by partnerships with two leading healthcare institutions: **Albert Einstein Hospital** and **Sírio-Libanês Hospital**.

In 2025, we renewed our support for the **Surgery Fellowship Program**, conducted by the **Center for Studies and Promotion of Health Policies (CEPPS)** at **Albert Einstein Hospital**, in partnership with the institution’s Vascular Surgery Department, the **London School of Economics (LSE)**, and the **Royal College of Surgeons of England**. The initiative aims to produce evidence and data-based analyses on surgical care within Brazil’s Unified Health System (SUS). While fostering the improvement of healthcare practices, better outcomes, and inequalities reduction, our support also helps consolidate the Einstein Surgery Observatory as a national benchmark in research.

This year, a new partnership with the **Sírio-Libanês Hospital Teaching and Research Institute** will support the development of an automated sepsis surveillance tool. The project structures and standardizes essential clinical information to improve case detection, enhance care management, and strengthen evidence-based decision-making, contributing to better clinical outcomes, greater efficiency, and ultimately improving patients’ lives.



Strengthening Ecosystems and Expanding Social Impact

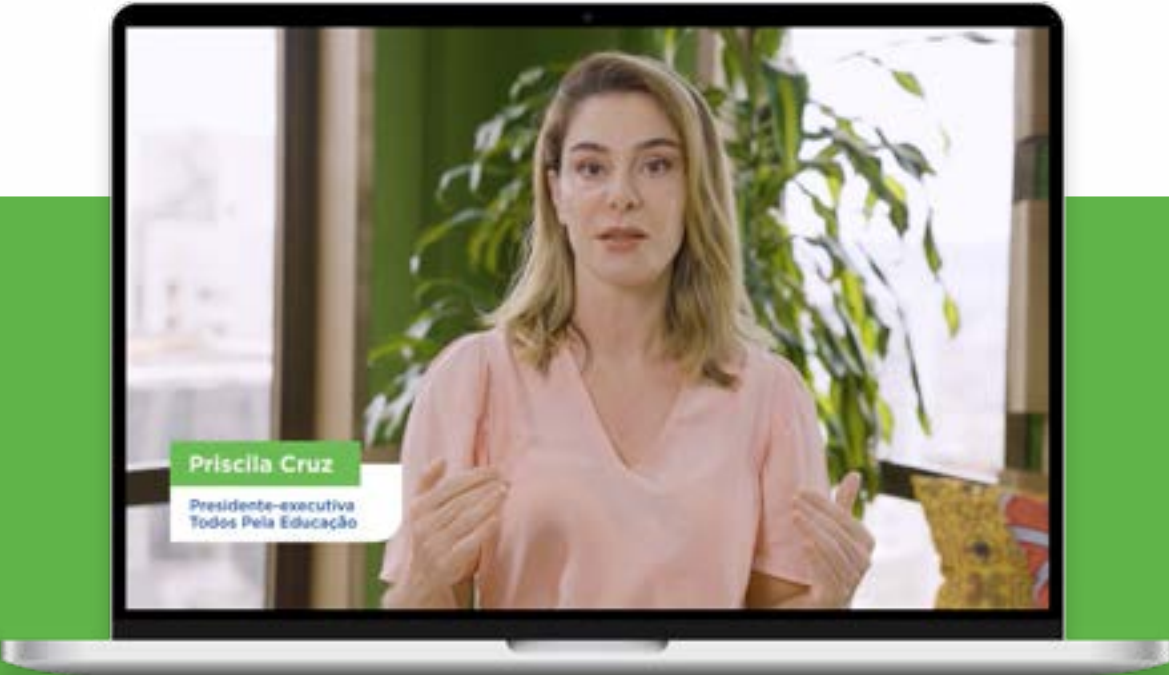
We believe that complex social challenges require systemic, evidence-based solutions built through partnerships and sustained by long-term institutional collaboration. Therefore, supporting the development of the philanthropic ecosystem plays a strategic role in strengthening the public policy environment and promoting long-term social gains. In 2025, we reaffirmed our commitment to strategic, collaborative, and evidence-based philanthropy.

We supported a key debate platform in the sector: the **14th Brazilian Forum of Philanthropists and Social Investors**, organized by IDIS. The event gathered social investors, civil society organizations, and experts to discuss means to expand the private sector’s contribution to improving social service delivery and addressing key public challenges.

We also became an associate organization of **GIFE (the Group of Institutes, Foundations, and Companies)** to contribute to and benefit from the expertise of the country’s most active and influential philanthropic institutes and foundations.

Our involvement with and support for these two organizations reinforce our conviction that exchange among philanthropists and social investors is essential to improving practice, disseminating learning, and fostering a culture of impact-oriented social investment.

14th Brazilian Forum
of Philanthropists and
Social Investors



The Potential of Strengthened Female Leadership

In an initiative coordinated with **Tanoto Foundation** that engaged women leaders from several countries on International Women’s Day, we explored the important role of female leadership in education. The discussion underscored how leaders such as **Priscila Cruz, executive president of Todos Pela Educação**, inspire and support greater participation of girls and women in public policy decision-making spaces.



Outlook for 2026:

Expanding Impact and Scaling Programs

In 2025, partnerships proved instrumental in generating progress and unlocking the transformative potential of education. Building on these advances, in 2026 we will continue our long-term commitment to Early Childhood Education, Early Childhood Development, and Leadership Development. Our focus will be on advancing and strengthening ongoing initiatives while investing in new programs with the potential to expand impact and drive meaningful results.

QEdu Early Childhood Education



In partnership with **IEDE (Interdisciplinarity and Evidence in the Educational Debate)**, we will make data on ECE access, quality, and equity available through **QEdu**, a Brazilian basic education data platform. In addition to Brazilian data, the platform will also provide international data for other countries. The **Inter-American Development Bank (IDB)**, **Itaú Foundation | Itaú Social**, **VélezReyes+**, and **Van Leer Foundation** are also partners in this initiative.

Leadership Development Program for Preschool Leaders



In partnership with **Ensina Brasil**, a member of the **Teach for All network**, we will strengthen school management leadership through a pilot project designed to train 50 school leaders.

Early Childhood Education Research Fund: Strengthening Preschool



A R\$ 6.4 million matching fund in partnership with **São Paulo Research Foundation (FAPESP)** and **Fundação Itaú | Itaú Social**, the fund will contribute to knowledge production on ECE by supporting applied research focused on improving quality in Preschool while fostering the expansion of the ECE research community in Brazil.

Mathematical Mindsets



By joining **Sidarta Institute** and **Fundação Itaú | Itaú Social** in expanding this initiative, we will support approaches to mathematical thinking in ECE through continuing professional development for teachers.

Meet our Team



Eduardo de Campos Queiroz
CEO of Bracell Foundation

Since 2002, Eduardo has been dedicated to the field of education. In the third sector, he led Outward Bound in Brazil and Mexico, the FMCSV, and served as vice president for Latin America and the Caribbean at United Way Worldwide. He has served on the boards of ESPRO and United Way Brasil, and currently sits on the board of the Early Childhood Development Action Network (ECDAN). In the public sector, he worked at the São Paulo State Department of Education and served as National Secretary for Articulation and Partnerships at the Ministry of Citizenship. He holds a degree in Business Administration with specialization in Finance from Getulio Vargas Foundation (FGV), and a master's degree in Public Administration from Harvard Kennedy School of Government.



Alejandra Meraz Velasco
Director of Advocacy and Communications

Alejandra has extensive experience fostering collaboration among government, civil society, and opinion leaders to support stronger public policies. 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. In the public sector, she worked on the design and implementation of policies and programs in education and Early Childhood at the municipality of São Paulo. In the third sector, she served in institutional and technical roles at organizations such as Abrinq Foundation, Todos Pela Educação, and the Lemann Center. She has also conducted research for Harvard University, UNESCO, and the Inter-American Development Bank (IDB), among other institutions.



Filomena Siqueira e Silva Krauel
Director of Projects

Since 2010, Filomena has worked in the management of education projects in the third sector, including at organizations such as Ação Educativa and Natura Institute. She also served as Director of Education at Reúna Institute. She holds a PhD in Public Administration from FGV-EAESP and was a visiting researcher at the Stanford Graduate School of Education. She completed an executive education program at SIPA, Columbia University, and served as a senior researcher at CPRE at Teachers College, Columbia University. She completed a postdoctoral program at USP/IEA – Sérgio Henrique Ferreira Chair and is a member of the Stanford Lemann Center Expert Network. Her research focuses on school leadership and the implementation of education policies.



Marina Novaes Lopes
Coordinator of Advocacy, Communications, and Projects

Marina has experience in project management and institutional development in the third sector in education, with a focus on network-based initiatives and partnership strengthening. She holds a degree in International Relations from the University of São Paulo (USP) and a master's degree in education from the Stanford Graduate School of Education, where she conducted research on Brazilian education policies from the perspective of the actors involved. She is a member of the Stanford Lemann Center Expert Network and the Global Youth Ambassadors – Theirworld network. She was also recognized as a Fellow – Person of the Year 2024 by the Brazilian-American Chamber of Commerce.

FUNDAÇÃO **BRACELL**

