



# **PROLEER**

## **PANEL A: Addressing Learning Poverty in Latin America**

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**Laboratório  
de Educação**  
toda criança pode aprender

# Education is the Backbone of a Country

Schools are **pivotal institutions** in society, shaping our present and future.

Our education systems have the potential to **ignite powerful transformations**. The future of our democracies and our planet depends on it!

But It is a too big mission to let it only for schools. **Families** also play an important role.

And the **articulation** of actions is crucial!



# Laboratório de Educação (Labedu)

Labedu stands for the **transformative power of public education**, championing equal **opportunities for all children ages 0 to 10 to reach their learning potential** by equipping adults with the tools and knowledge to make informed decisions amidst the ever-changing contexts of Brazilian schools.

# Our Methodologies



## Every Child Can Learn

Our sensitization and mobilization methodology **strengthens the educational role of family members** of children aged 0 to 10, as well as the institutions that support them. This has a positive impact on the learning environments in the communities where these children are located.



## Learning Language

Knowing that language development is crucial during early childhood, our methodology for training managers, coordinators, and teachers in public networks of early childhood education collaborates to **ensure that all children aged 0 to 5 are capable of using language** to communicate, think, and learn throughout their lives.



## Learning to Study Texts

Our methodology for training teachers of 4th and 5th grade elementary school contributes to the development of **all students' ability to read and understand texts**, acquiring tools to learn to think, analyze, interpret, form opinions, dialogue, and move freely through the world of knowledge.

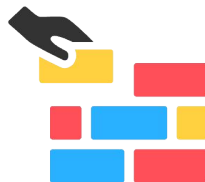


## What We Do



1

Develop evidence-based **pedagogical materials and strategies** to activate levers of change within the education system.



2

**Implement, monitor, and refine our methodologies** to ensure quality professional development for educators.



3

**Produce knowledge** on the types of implementation processes that enable **scalable, impactful and sustainable** programs.

# Fostering dialogue, collaboration, and mutual learning.

## School

Responsible for creating equitable conditions and opportunities in **formal education**

## Family

Responsible for setting the foundation of children's development through **informal education**



Both are jointly responsible for the **cognitive, emotional, social** development of children and adolescents

**Systemic vision = cooperation + shared responsibility**



# Our focus: strengthen daily routine activities...



Enhancing everyday interactions between adults and children to expand their cognitive, emotional and intellectual horizons.

# By ensuring 7 Fundamental Childhood Experiences

We know that **learning is an ongoing process** that permeates all aspects of children's lives. For this reason, LABEDU seeks to help adults **transform everyday moments into meaningful learning environments** for children through **simple, intentional actions**.

If we can ensure that our children have **regular opportunities** to talk and be heard, play, share with others... we will contribute to their **holistic development** starting in early childhood.



Talking  
and  
being  
heard



Playing



Sharing with  
others



Counting  
and  
comparing



Listening to  
stories



Exploring  
and  
question



Experiencing and  
appreciating  
different forms of  
art



# **Learning language and using language to learn goes far beyond mechanical practice!**

Adults play an important role in promoting their child's learning through meaningful experiences.

## What we do?

Children learn to use a language and, **at the same time**, use that language to learn everything else.



**Language** comes to define the nature of learning.



This is why children simultaneously learn a language and learn **through** that very same language.

Although all children learn to speak, we tend to overlook the significant disparities in abilities and competencies that emerge in adulthood.

### Focus on language:

- expands thought
- reduces social inequality
- helps build a more just society



## **During Pandemic we were able to interact directly with families**

**For that reason we improved significantly our repertoire and learned a lot on how to provide tools for them to create learning contexts at home.**

- Practical pedagogical knowledge based on research to structure their interactions on daily basis
- Help adults to engage on children's learning process without trying to be a teacher



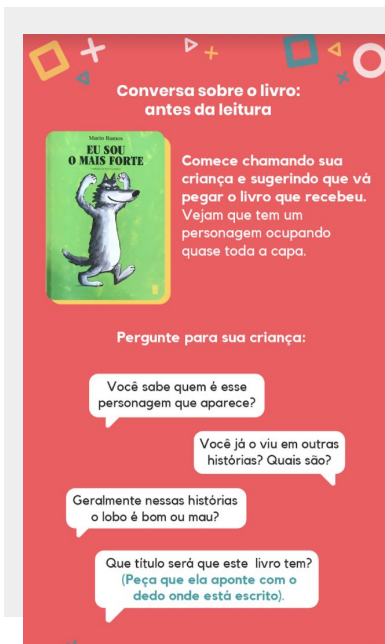
# Parenting support for children outside of school

Our materials have been used in:



- The state of **Maranhão** (217 municipalities) in partnership with the state government to ensure continuity in early learning during the COVID-19 pandemic
- The city of **São Paulo** (140 thousand families) to prevent the learning loss that takes place during school breaks and to support children in the foster care system

# Making children's learning visible



A child retells what happens in the story, differentiating between the description of the events and the characters' speeches. She even points out with her finger where she thinks these dialogues are written – an achievement on the relationship between the oral and the written.



# Some relevant contexts of implementation of this repertoire

In Ukraine, at the request of the OECD, we established a partnership for the transfer of **our content to families**, which will be translated by the Ukrainian Ministry of Education and distributed to children who do not have access to schools.


The materials were adapted and translated by EdCamp, an NGO that works in partnership with the Ministry of Education.

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## Інструменти на допомогу дорослим для створення якісної взаємодії

У наших матеріалах й інструментах:

- інформація про те, чого навчаються діти через ключові досвіди й спілкування;
- практичні пропозиції щодо впровадження їх у повсякденну взаємодію з ними;
- підтримка із прийняттям спільної відповідальності за ранній розвиток дитини.



# Some premisses for family engagement



**Interaction** is the key of the pedagogical process.



**Families** cannot and should not replace teachers, but they have a role to play

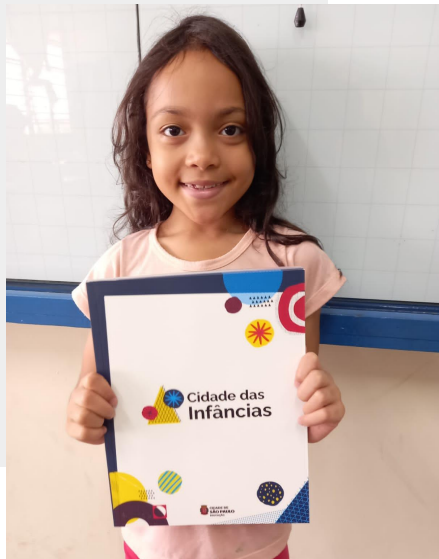


**Teachers** can be important sources of support to help families enhance adult-children interactions



Through dialogue, understanding and intentionality, these materials can spark **new possibilities for interaction** and go beyond a list of tasks to fulfill

## Some relevant contexts of implementation of this repertoire



**In São Paulo,** we developed a material to engage families in routine and stimulating activities for the vacation period.



## The learning gap during vacation

The educational reality of our country should not be a surprise, but a denouncing attitude only amplifies the problem:



### Dificuldades na alfabetização perpetuam deficiências em matemática e leitura nos brasileiros

Os dados foram compilados pelo "Todos pela Educação", entidade que ajuda a monitorar as metas para esta área no país.



### Alunos brasileiros vão demorar 260 anos para atingir índice de leitura dos países ricos, diz Banco Mundial

Em matemática, a estimativa é de 75 anos, segundo relatório produzido a partir de dados do Pisa.



### Índice de alunos que abandonam ensino médio no Brasil é o dobro de outros países

Pesquisa da OCDE considerou dados de 14 nações para analisar indicador



### Ensino médio e anos finais do fundamental ficam abaixo da meta do Ideb

MEC divulgou resultado da avaliação que ocorre a cada dois anos. Índice considera resultado em prova de desempenho e também rendimento escolar.



### A pobreza e a defasagem no aprendizado de bebês

Pesquisa mostra que crianças de 2 anos vindas de famílias pobres têm atraso de 6 meses no desenvolvimento da língua.

# The learning gap during vacation

Scientific literature highlights the importance of the issue



Early Child Development and Care

ISSN: 0300-4430 (Print) 1476-8275 (Online) journal homepage: [www.tandfonline.com/journals/pecd20](http://www.tandfonline.com/journals/pecd20)

## Closing the summer learning gap for vulnerable learners: an exploratory study of a summer literacy programme for kindergarten children at-risk for reading difficulties

Ashley Graham, John K. McNamara & Jackie Van Lankveld

To cite this article: Ashley Graham, John K. McNamara & Jackie Van Lankveld (2011) Closing the summer learning gap for vulnerable learners: an exploratory study of a summer literacy programme for kindergarten children at-risk for reading difficulties, Early Child Development and Care, 181:5, 575-585, DOI: [10.1080/03004431003646525](https://doi.org/10.1080/03004431003646525)

To link to this article: <https://doi.org/10.1080/03004431003646525>

## Is Summer Learning Loss Real?

von Hippel, Paul T

[ProQuest document link](#)

### ABSTRACT (ENGLISH)

Every summer, the news is filled with stories about summer learning loss. The warnings sound dire: two months of math learning lost for most students every summer, and two to three months of reading learning lost for low-income students, according to the National Summer Learning Association. By the ninth grade, "summer learning loss during elementary school accounts for two-thirds of the achievement gap in reading between low-income children and their middle-income peers," the association says. There can be no doubt about it: as American children lounge poolside, watch too much television, and play too many video games, most are forgetting what they learned in school last year, and low-income students are falling even further behind.



Preventing School Failure: Alternative Education for Children and Youth

ISSN: (Print) (Online) journal homepage: [www.tandfonline.com/journals/vpsf20](http://www.tandfonline.com/journals/vpsf20)

## Summer learning loss: review of research and implications for remediation of post-pandemic learning loss

Marcin Gierczyk & Garry Hornby

To cite this article: Marcin Gierczyk & Garry Hornby (2023) Summer learning loss: review of research and implications for remediation of post-pandemic learning loss, Preventing School Failure: Alternative Education for Children and Youth, 67:3, 132-140, DOI: [10.1080/1045988X.2023.2204823](https://doi.org/10.1080/1045988X.2023.2204823)

To link to this article: <https://doi.org/10.1080/1045988X.2023.2204823>





# The learning gap during vacation: our approach in São Paulo



A project in partnership with the Municipal Education Secretary of São Paulo, in which **we delivered a set of materials to 140,000 families**, encouraging them to become involved in their children's learning during the holidays.

# The learning gap during vacation: our approach in São Paulo



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# The learning gap during vacation: our approach in São Paulo

## GALERIA DE OBRAS DE ARTE E EXPRESSÃO ARTÍSTICA

Aqui você poderá convidar sua criança a contemplar os detalhes das obras de arte.

### PARQUE MINHOCÃO: GALERIA DE ARTE A CÉU ABERTO



#### VOCÊ JÁ OUVIU FALAR NO PARQUE MINHOCÃO?

O Minhocão é um espaço de lazer ao longo dos 2,8 km do Elevado Presidente João Goulart, na região central de São Paulo, onde muitas pessoas se encontram para caminhar, correr, brincar, andar de bicicleta e para observar obras de arte a céu aberto.

Nossa brincadeira aqui será fazer um passeio pelas fotos do parque para observar e apreciar as várias obras de arte que compõem essa galeria a céu aberto.



Arte Brincadeira, música e cultura | 122

#### Vamos lá?

Aproveite essas fotos para passear pelo parque e se inspirar nas diversas intervenções artísticas que existem nele!

Para apurar a observação de vocês, aqui vão algumas perguntas para nortear o passeio nas imagens:

O que podemos observar nessas obras?

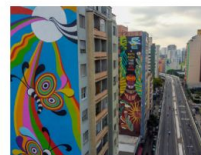
Em que lugar estão pintadas?

De quais materiais será que essas obras foram feitas?

Elas estão dentro ou fora de algum lugar?

Quais dessas obras chamaram mais a sua atenção?

Por quais motivos gostou mais de uma do que de outra?



Depois da experiência de observar por aqui as obras do Parque Minhocão, você e sua criança podem ir até lá para um passeio.

Lá poderão encontrar mais algumas obras ao ar livre e ainda desfrutar do que o parque elevado oferece.

Cole aqui o adesivo para registrar o que achou dessa atividade.

O Parque Minhocão é aberto para as pessoas aos sábados, domingos e feriados, das 7h às 22h. Durante os dias da semana, ele fica aberto apenas à noite (das 20h às 22h).

Endereço: Elevado Presidente João Goulart.

O acesso pode ser feito por um dos pontos abaixo, vários com fácil acesso pelo metrô da cidade:

- **Praça Roosevelt** (R. da Consolação), com fácil acesso pela estação de metrô Mackenzie/Higienópolis (Linha Amarela).
- **Largo do Arouche**, com acesso por escadas.
- **Largo de Santa Cecília** (R. Ana Cintra), com fácil acesso pela estação de metrô Santa Cecília/Linha Vermelha.
- **Praça Marechal Deodoro**, com acesso por escadas ou pela rampa em frente a estação do metrô Marechal Deodoro (Linha Vermelha).
- **Barra Funda** (Avenida Francisco Matarazzo), distante cerca de 1 km da estação de CPTM e metrô Barra Funda (Linha Vermelha).



# The learning gap during vacation: our approach in São Paulo

**Leitura compartilhada**

**O que esse momento oferece para a criança e o adulto?**

- Conversas, trocas e aprendizados.
- Um laço especial. Interação entre a criança, as histórias e você!

**O que a criança aprende?**

- Diferentes formas de falar sobre situações e sentimentos.
- Novas palavras que auxiliam no desenvolvimento da linguagem oral e escrita.
- Pensar sobre as formas de narrar as histórias (começo e final).
- Conversar sobre a sequência de ações e a relação entre elas.
- Diversos olhares sobre o mundo.
- Expressar suas ideias, opiniões e sentimentos em relação à história.
- Novo repertório sobre como narrar uma história que viveram ou criaram.

**O que o adulto pode fazer para contribuir?**

- Criar um momento agradável de leitura. Como?  
Sentando-se ao lado da criança em um lugar tranquilo e promovendo conversa sobre o livro que está lendo.
- Compartilhar seus pensamentos e emoções em relação aos personagens, às ilustrações, aos cenários e acontecimentos da história.
- Fazer algumas pausas durante a leitura para conversar com a criança sobre suas sensações e observações, bem como colocar atenção sobre passagens do texto, a maneira de comunicar, a caracterização de um personagem, etc.
- Escutar e valorizar dúvidas, pensamentos e emoções da criança antes, durante e depois da leitura dos livros.

Biblioteca viva | 79



## Work in progress

**Although this is an important challenge to address and the material is relevant we still have to improve:**

- Materials don't work isolated and we need the system to commit
- Pedagogical products are one part on a sophisticated public
- Logistics, distribution and engagement of the system can diminish or promote results



# Our platforms



## Aprendendo

Offers tips for activities and games to engage with children in various moments over the course of the day.



## Aprender a Estudar Textos

Teacher training methodology to enhance the learning of academic language as a tool for accessing knowledge.



## 7 Experiências Fundamentais na Infância

Offers references so that different institutions and actors, each in their own way, can collaborate with child development in the community.



## Aprender Linguagem

A visual guide to language development that helps adults understand the importance of their interactions with children.



## Territórios de Explorações

It is a platform for themed tours that use the city of São Paulo as a learning space.



## Espaço de Leitura

A collection of e-books involving language and different ways of reading, to be explored by adults and children together.



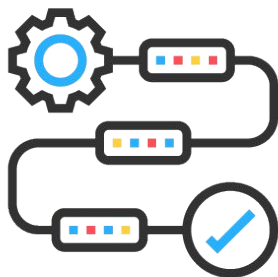
# Obrigada, Thank you!

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# The Challenge: Translating Knowledge into Practice



The issue is not a lack of knowledge about children's needs - we already have a wealth of cutting-edge insights in this area.

The real challenge lies in **making research-based practices teachable to educators**, so that they can create equitable and high-quality learning environments for all children.

This will require changing the tires while the car is moving!  
And it calls for **specialized pedagogical tools and knowledge** of a different kind – about how children and adults learn.

## Although, on one hand, this can be seen as a simple problem:

Two simple premises for transformation

### 1. All children can learn

- Regardless of their social, economic, cultural, or family background.
- At every moment, in any place: both inside and outside school.

### 2. Every adult has the responsibility to educate

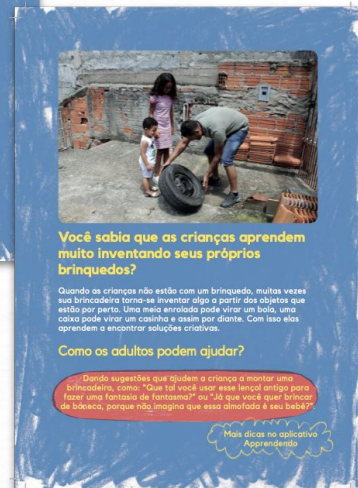
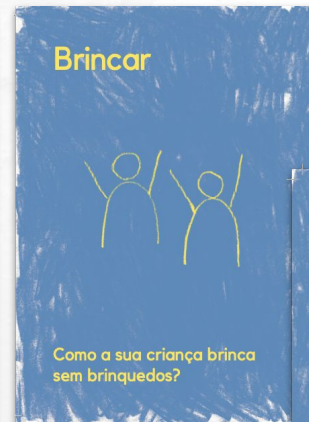




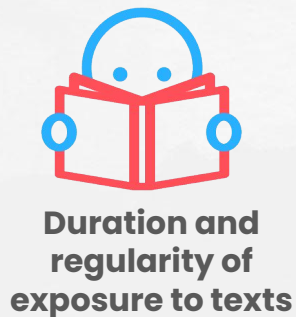
# Tools to Help Adults Promote Quality Interactions

## Our materials and tools offer:

- **Information** about what children learn through key experiences and interactions.
- **Actionable suggestions** on how to incorporate them into everyday moments.
- Support to **embrace a sense of shared responsibility** for children's early learning.



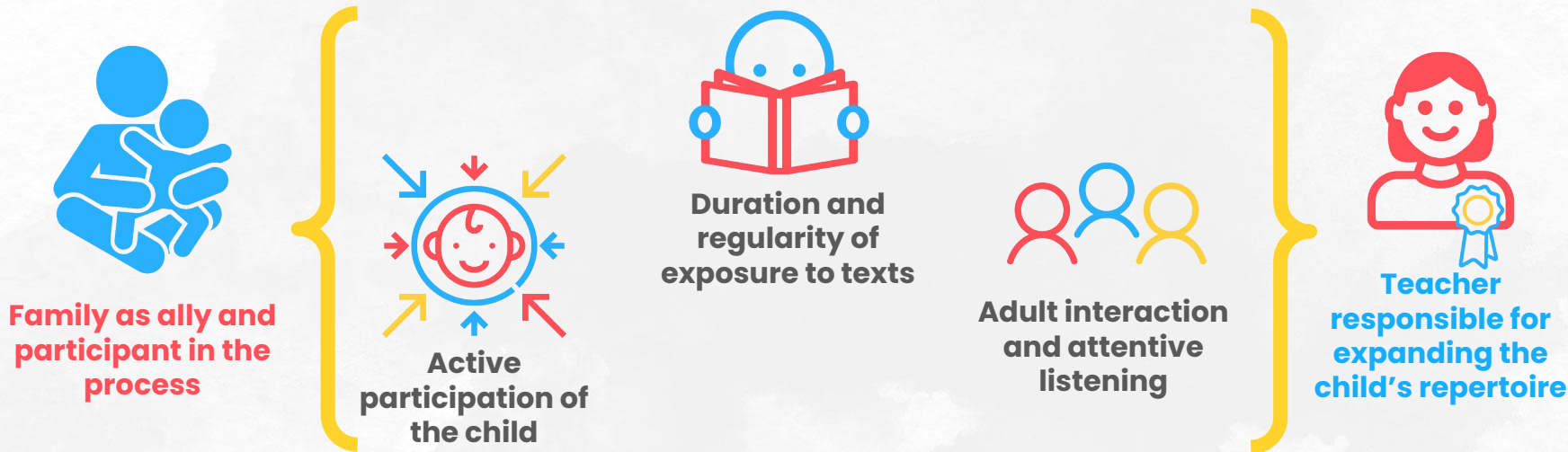
# All children should have opportunities to hear texts read aloud



**2 stories per month = 18 stories per year = 198 stories throughout elementary school**

If a child listens to stories read aloud for 20-30 minutes per day, they could come into contact with over 2 million words a year.

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If a child listens to stories read aloud for 20-30 minutes per day, they could come into contact with over 2 million words a year.

| When a child learns a language, they learn  
two things **simultaneously**:



They learn the  
language itself...



...and they learn  
through language

10 anos!