



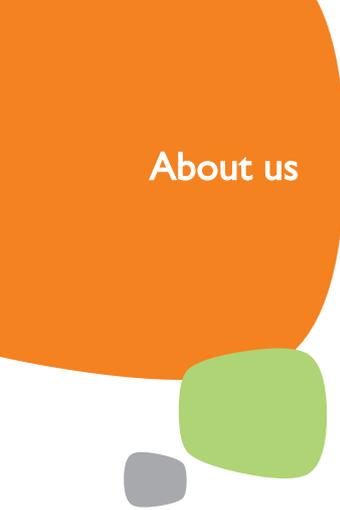
Activities
report





Activities
report





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Contents

●	Message from the President of the Board	04
●	Time Line	05
●	Introduction	06
●	Improving the Quality of Public Education	08
	Development and Training of School Directors	
	Management for School Success (MSS)	09
	Certification of School Directors	12
	Development and Training of Leaders in Education Management	
	Leaders in Education Management	13
	Dissemination of Best Practices in Education Management	14
	Brazil Report Card on Education	17
	Institutional Support to Leading Organizations in Education Management	19
	Partnerships with Public Schools	20
●	Scholarship Programs	22
	Lemann Fellowships – United States	
	Harvard University	23
	University of Illinois – Lemann Institute for Brazilian Studies	24
	Stanford University – Lemann Scholarships	24
	College and University Access Scholarships – Brazil and Abroad	
	Estudar Foundation	25
	Daquiprafora	26
	Scholarships for Low Income Students	
	ProA Institute	27
	Ismart – Institute to Motivate, Support and Identify the Talented	28
	São Paulo Graded School	28
	Special Programs – Brazil/Switzerland	
	Saint Gallen – Insper	29
	Zurich University – MASIO	29
	SITP – Swiss International Teachers Program	30
	Tennis Scholarships	
	Tennis Institute	31
	LOB Women's Tennis Institute	32
●	Evaluation Criteria	33
●	Acknowledgments	34

Dear reader,

My family's objectives with the Lemann Foundation are:

1. To leverage the potential of talented young Brazilians through practical and formal education, and to enhance their capacity to have a positive impact on society by sharing common values for continuous progress.
2. To improve educational standards in Brazil in order to achieve a more just society.
3. To contribute to developing an enlightened elite to lead and sustain the country's competitiveness in the long run.
4. To disseminate a culture oriented toward defined goals and measurable results in the education sector.

I hope that the following report allows you to evaluate our efforts within the stated objectives. We are always ready to receive suggestions and criticism that allow us to improve our work.

Jorge Paulo Lemann



The road we traveled

Eight years of history of the Lemann Foundation

05

2001

- Registration of by-laws

2002

- Start of activities

We wrote in our Annual Report:

"In 2002, the Lemann Foundation started its activities, 'testing the water' together with more experienced institutional partners."

2003

- The first classes of the Management for School Success (MSS) course begin in São Paulo and Santa Catarina states

We wrote in our Annual Report:

"The work of the Foundation will always be a drop in the ocean, given the challenges facing our country, but I hope it will be an effective drop."

2004

- First classes of the MSS course graduate and top performers receive an award. First impact evaluation of the course
- Initiation of training program for English teachers (SITP)

We wrote in our Annual Report:

"All projects with which we cooperate aim at educating, giving more opportunities and skills to people as well as implementing a results oriented culture."

2005

- New MSS classes in Tocantins and Ceará states
- First classes of the School Manager Training Course in Ceará

We wrote in our Annual Report:

"Our program to help public school principals improve their management skills is now being run in 450 schools, more than double the number of schools in the previous year."

2006

- Initial funding by the Lemann family of the Brazil Studies Program at Harvard
- International Conference - Disseminating Best Practices for Socially Responsible Investments in Education in Latin America
- MSS classes for 115 school directors in the municipal São Paulo Department of Education
- Pilot Project for Award in Journalism
- Creation of ProA Institute

We wrote in our Annual Report:

"The Board and the team of the Lemann Foundation were exposed to new and important experiences throughout 2006, the busiest in the institution's (still) short history."

2007

- Donation of the Brasiliana Art Collection to the São Paulo State Pinacoteca
- Joined Parceiros da Educação (Partners in Education) – Began partnership with the Vicente Rao State School
- Consolidation of the cases and seminars strategy
- Beginning of the exchange program between Saint Gallen and Insper

We wrote in our Annual Report:

"All the projects have been maturing over the years and are obtaining better results consistently. Although we still have a long way to go, we are proud of the accomplishments we have made so far and confident that we will acquire the experience to speed up our development process over the next five years."

2008

- Creation of the Lemann Endowment Fund to support the Brazil Studies Program at Harvard
- Certification of school directors in the state of Tocantins
- New classes of MSS for 304 directors, in 69 cities
- First scholarships to the Master of Advanced Studies in International Organization at Zurich University

We wrote in our Annual Report:

"The search for partnerships that will leverage the Foundation's investments and the use of solid management tools to monitor operations and to structure, track and gauge the impact of projects are increasingly becoming the identity of the institution."

2009

- Creation of the Lemann Institute for Brazilian Studies, at the University of Illinois
- 1st *Leaders in Education Management Seminar*
- Scholarship program in International Comparative Education created at Stanford University
- Release of the Portuguese version of Professor Martin Carnoy's book "*Cuba's Academic Advantage*"
- Launch of the *Brazil Report Card on Education: Overcoming Inertia?*, in partnership with PREAL
- Record number of participants in the MSS course: 512 public school directors, responsible for 300,000 students

2009 annual report

06

2009 was a very important year in the history of the Lemann Foundation. After eight years of operation, the Board decided it was time to analyze what we had achieved to date and consider our priorities going forward. Out of those discussions came a re-affirmation of the commitment to contribute to Brazil's development and the conviction that improving education is the way to most effectively do that. Therefore the Foundation re-confirmed its two main areas of activity: **improving the quality of public education** through systemic change and **scholarships** that reward individual excellence.

To achieve the maximum impact with its systemic initiatives, the Foundation will maintain its focus on improving management in the education sector, with the expectation that better management will result in better academic performance for the largest number of students. It will not only support projects for managers at various levels but also projects that disseminate best practices and effective public policies.

The scholarship programs, which are the formalization of the Lemann family's long history of granting opportunities for personal and professional development to young Brazilians, retain their initial spirit: recognizing and rewarding individual ability and achievement and selecting the right people who can make a difference as a way to leverage philanthropic investment.

Institutional Identity

As part of the process of self-examination we developed a vision and mission statement that represent our aspirations:

- **Vision**

- That the management of public education in Brazil is qualified to enable students to improve their academic performance to the level of their peers in developed countries (OECD)
- That there is a leadership cadre of outstanding individuals who can guide the country forward in its global citizenship and business competitiveness

- **Mission**

- To make a meaningful contribution to modernizing the management of public education systems and become a model that attracts other investors with similar interests
- To provide exceptional opportunities for personal and professional development to outstanding young Brazilians who can leverage the Foundation's initial investment by their future accomplishments

We also confirmed our commitment to a lean structure, leveraged by partnerships and outsourcing; to transparency and the highest ethical standards; and to a focus on defined goals and measurable results.



Highlights of Activities in 2009

• Improving the Quality of Public Education

- First seminar for Leaders in Education Management (heads of municipal boards of education in the State of São Paulo)
- Expanded course for public school directors (Management for School Success) including, in partnership with a local private university, a formal post-graduate degree to participants
- Translation to Portuguese and release of professor Martin Carnoy's book *Cuba's Academic Advantage*
- Publication of the Brazil Report Card on Education

• Scholarships

- Eleven new Lemann Fellows at Harvard University for the 2009-2010 year and three new scholarships to the MBA program

- Creation of the Lemann Institute for Brazilian Studies at the University of Illinois
- Two scholarships funded annually at Stanford University's program in International Comparative Education
- Estudar Foundation scholarships attract twenty new sponsors

We invite you to read in the report the detailed descriptions of these and our other projects and to refer to our websites: www.fundacaolemann.org.br or www.lideresemgestaoescolar.org.br.

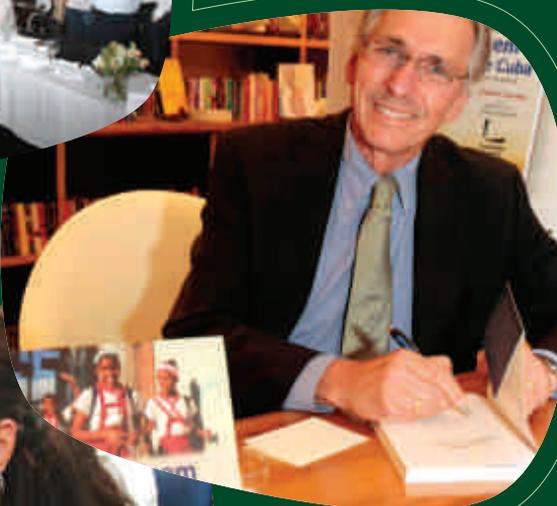
We thank those who have participated with us for your interest, energy and support and look forward to working together as we move forward.



Improving the Quality of Public Education

Projects in this category are based on the strategy of improving the quality of educational leadership as a means to achieve a positive impact on a large number of students.

They deal with five strategic areas: the importance of educational standards and classroom quality control; reliable evaluation systems and use of the data to improve learning; the balance between autonomy and responsibility at the school level; the teaching career and the balance between teachers' rights and obligations; investment in solutions/programs that have impact on learning.





School directors from cities of the Northeast of São Paulo: one of the ten MSS's classes in 2009



Management for School Success (MSS)

Target Audience

Public school directors.

Objective

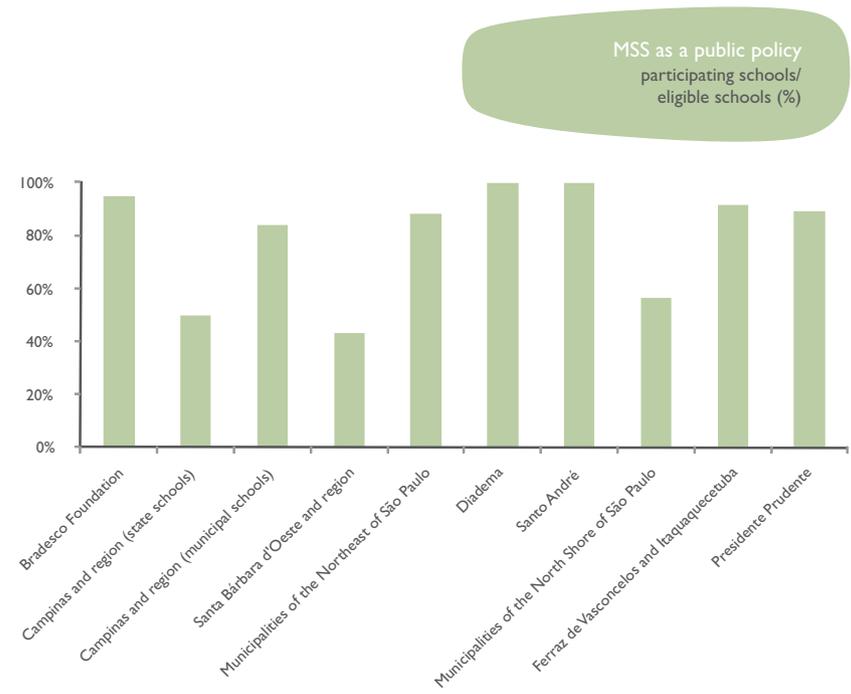
To strengthen the role of school directors as pedagogical leaders, teaching them how to manage their team and resources in order to have a positive impact on student learning.

How it Works

MSS is a free graduate program offered to school directors from municipal and state departments of education. The Lemann Foundation and its partners cover all expenses and operational costs of the project in every city or state where the course is implemented.

The course mixes distance learning and workshops and covers themes crucial to helping school directors improve student learning. Tutors from the Lemann Foundation work alongside directors and supervise the completion of activities, coordinate discussion forums and clarify any questions. To keep participants engaged in continuing education and development related to education management even after the end of classes, the Foundation created the website *Leaders in Education Management* (www.lideresemgestaoescolar.org.br), where one can find studies, research and information about the subject.

Peter Graber, Paulo Renato Souza, Ilona Becskéházy, from the Lemann Foundation, and Ricardo Grau and Marcio da Graça, from Anhembi Morumbi, at the signing of the agreement between the University, the State Department of Education and the Lemann Foundation to offer MSS to the State schools

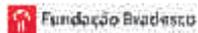


Development and Training of School Directors

10



GOVERNO DO ESTADO
SÃO PAULO
CADA VEZ MELHOR



Angela Mello,
coordinator of the MSS
Program, in one of the
workshops



Partners

Local

- Departments of education from participating cities
- São Paulo State Department of Education
- AMENSP – Association of the Northeast Municipalities of São Paulo
- Bradesco Foundation
- FEAC – Association of Charity Institutions of the City of Campinas
- Campinas Commitment to Education
- Romi Foundation
- Desk Conesul Plus
- Innovapack
- University of the West of São Paulo (Unoeste)

Operational

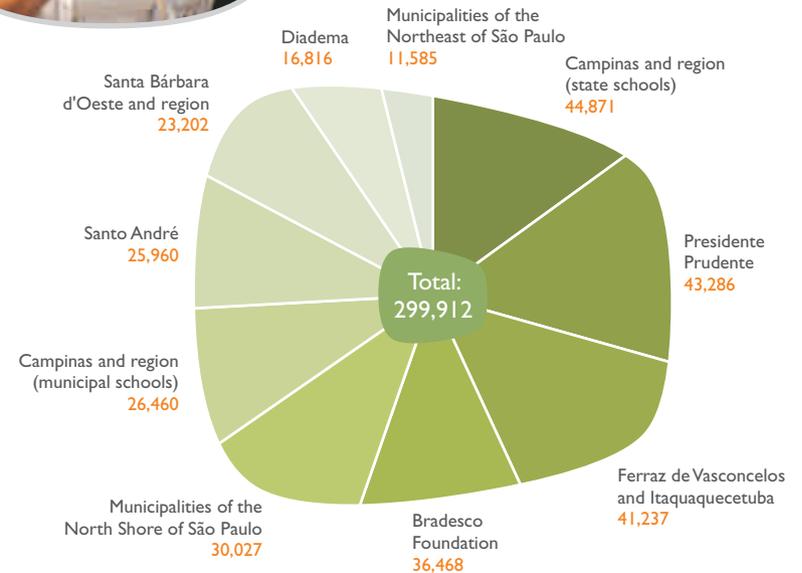
- Anhembi Morumbi University
- Positivo Informática

Results

In 2009, MSS served a record number of 512 participating school directors for a total of almost 1,500 participants since the beginning of the initiative in 2003. This means that over 800,000 students every year, from 350 different cities, can now count on better qualified directors in their schools.

During the year, there were ten MSS classes, which covered, on average, 80% of directors from the schools of 36 cities. With this high level of participation, it is possible to change the pedagogical approach within these cities, giving the program the impact of a public policy.

Positive impact on students
Number of students in
participating schools (MSS 2009)



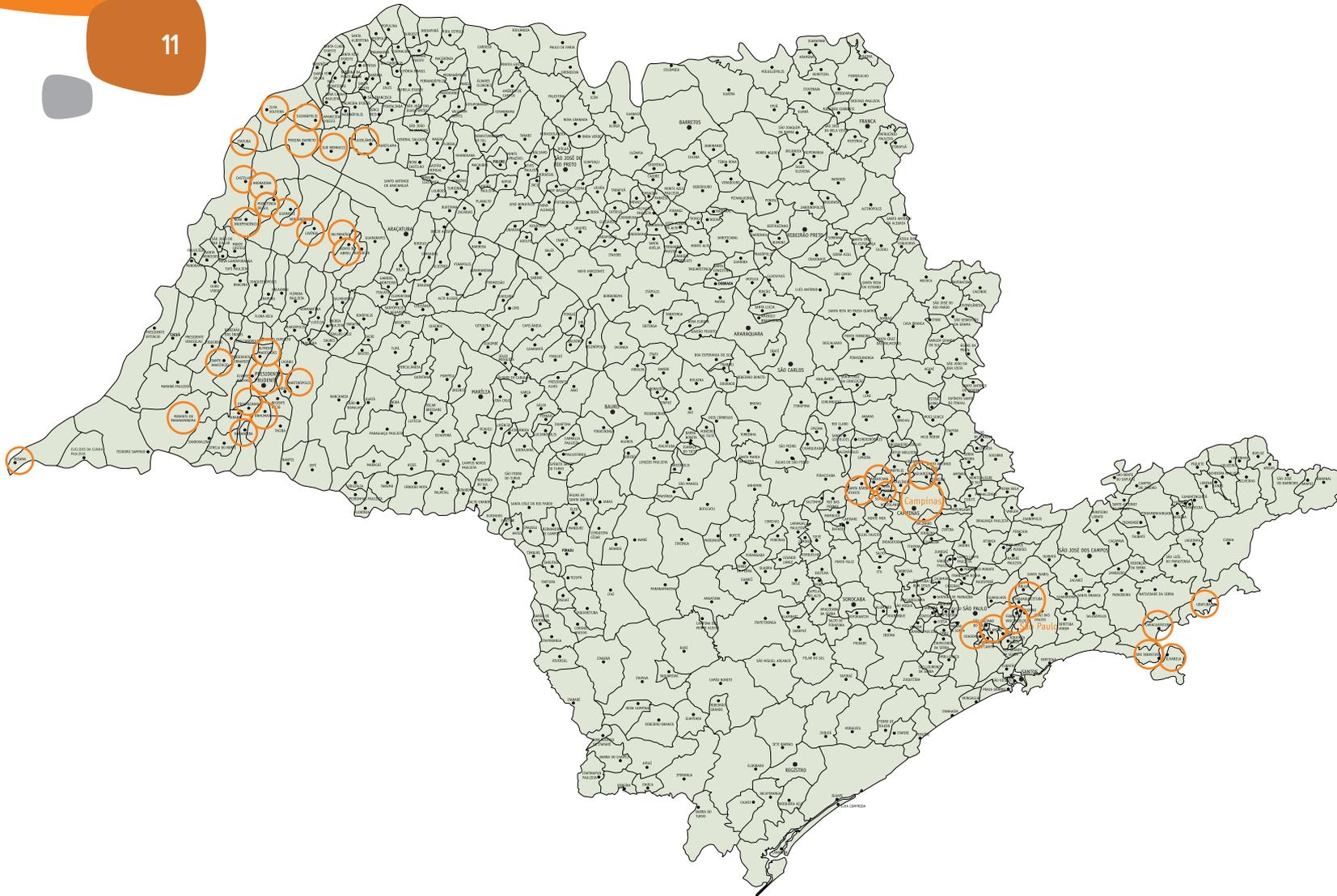
The partnership with Anhembi Morumbi University, which is now certifying directors who complete MSS, was another upgrade to the project this year. With the increase to 390 hours of course work and the requirement that directors present a plan for implementation in their schools as a condition of graduation, the diploma is equivalent to a full post graduate degree.

Impact evaluations have consistently shown that when the content of the program is fully applied, schools accelerate their development when compared to control groups.

MSS participating cities in the State of São Paulo

In 2009, 512 school directors, responsible for 300 thousand students, participated in the program

Cities where school directors took MSS in 2009



- Alfredo Marcondes
- Americana
- Andradina
- Anhumas
- Bento de Abreu
- Campinas
- Caraguatatuba
- Castilho
- Diadema
- Ferraz de Vasconcelos
- Guaraçá
- Guzolândia
- Ilhabela
- Ilha Solteira
- Itapira
- Itaquaquecetuba
- Jaguariúna
- Lavínia
- Martinópolis
- Mirante de Paranapanema
- Murutinga do Sul
- Naranjuba
- Nova Independência
- Nova Odessa
- Pereira Barreto
- Pirapozinho
- Presidente Prudente
- Rosana
- Santa Bárbara d'Oeste
- Santo André
- Santo Anastácio
- São Sebastião
- Sud Mennucci
- Suzanápolis
- Ubatuba
- Valparaíso

Certification of School Directors

Target Audience

Departments of education and professionals from the education sector who want to become directors of public schools.

Objective

To develop a pool of pre-tested professionals who can work as school directors. Also, to provide information to departments of education – who will employ these professionals – on the required skills for the job.

How it Works

Begun as a pilot project in Tocantins state, in 2008, the purpose was to test the effectiveness of a list of skills required to be a school manager. One of the outputs of this initiative was a book that describes such skills: *Aspects of School Management and the Skills Required*, by Professor Heloísa Lück.

Partners

- Tocantins State Government
- Tocantins State Department of Education and Culture
- São Paulo Municipal Department of Education
- Positivo Group

Results

In Tocantins, 1,361 professionals took the exam based on the skills described in the book. Of those, 488 passed. Analysis of the results not only helped the department of education understand the profile of candidates but also of those who would become directors, assisting in the development of relevant training programs.

In 2009, as an outcome of the pilot project, thirteen thousand copies of Lück's book were distributed to candidates registered for the public examination to become a school director in the city of São Paulo. There was also a lecture by the author. The initiatives were carried out in partnership with the São Paulo Municipal Department of Education.

Measuring skills
% of correct answers at the
certification exam in Tocantins



Professor Heloísa Lück lectures
to candidates for the school
directors examination





Leaders in Education Management

Target Audience

Directors of public schools and heads of municipal departments of education, as well as all other school managers.

Objective

To develop leaders in the education management sector, reinforcing their role as agents of change in public education.

How it Works

Through dissemination of relevant knowledge and information that can help school managers to improve their working practices. In the *Leaders in Education Management* seminars and website, the Lemann Foundation provides a curriculum that contributes to the development and professional updating of the target audience.

Partners

- Undime/SP - Association of Heads of Municipal Departments of Education of the State of São Paulo
- Positivo University

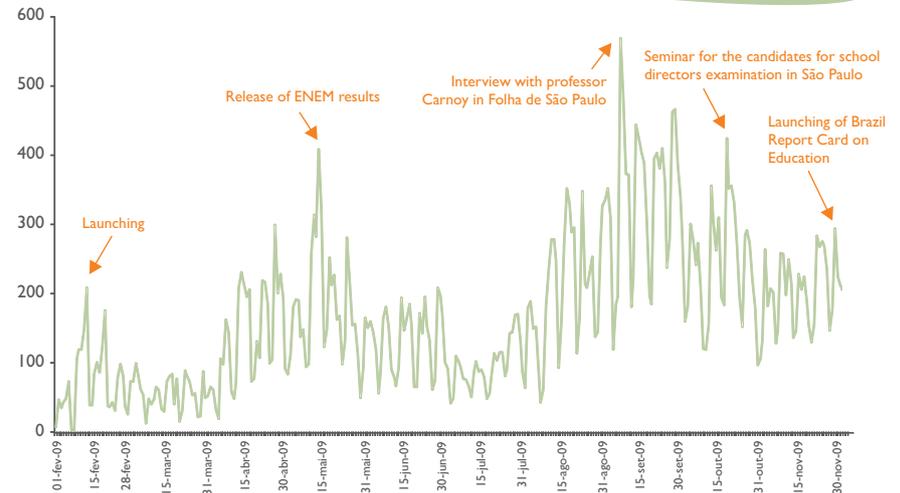
Results

The 1st seminar carried out in February in partnership with Undime-SP, brought together 152 delegates from municipal departments of education throughout the state of São Paulo. Recently named to their positions, the contents of lectures and discussions focused on best practices and proven solutions to improve learning that could be implemented by participants within their first 100 days in office.



The *Leaders in Education Management* website (www.lideresemgestaoescolar.org.br) was launched during the seminar to consolidate and disseminate contents related to education management. It had an average of 4,700 visits per month, with peaks of 600 visits per day.

Relevant content
Number of visitors to the *Leaders in Education Management* website



1st Leaders in Education Management Seminar: 152 delegates from municipal departments of education





Cuba's Academic Advantage: five months after the launching of the book, eight thousand copies had been distributed



Ediouro

Inspere Instituto de Ensino e Pesquisa

universidade anhembi morumbi Laureate International Universities



FEUSP

Dissemination of Best Practices in Education Management

Target Audience

Opinion makers, public managers, researchers on education and the press.

Objective

To disseminate technical and objective information about the design and outcome of public policies; to investigate the efficiency of educational programs and understand the determinants of quality in education; and, in addition, to mobilize public opinion around solutions that have a proven impact on educational outcomes, but are difficult to implement.

How it Works

The Lemann Foundation commissions and finances studies on different topics related to education management and presents the findings in seminars and/or publications. This provides administrators and other authorities involved in education with objective and current information to help them make decisions.

Partners

- Ediouro Publishers
- Insper University
- Anhembi Morumbi University
- University of São Paulo School of Education
- FEAC – Association of Charity Institutions of the City of Campinas

Results

In 2009, there was an impressive reaction in Brazil to the visit of Stanford University Professor Martin Carnoy. The Lemann Foundation translated and released the Portuguese edition of Carnoy's book: *Cuba's Academic Advantage – Why Students in Cuba Do Better in School*. The book investigates the reasons for the significant out-performance of Cuban students on international tests, compared to their

peers in other Latin American countries. Invited by the Lemann Foundation, Carnoy presented his main conclusions in three seminars in São Paulo, attended by 357 people.

It is also worth mentioning the case study on Fundescola, prepared and presented in São Paulo by Matt Andrews, from the Harvard Kennedy School (HKS). Fundescola is a program of The World Bank and Brazil's Ministry of Education to improve education management in the North, Northeast and Central-West regions. Besides being used in HKS classes, the case study promoted a discussion in Brazil about two relevant topics: the role of local leadership in the implementation of public policies; and the conditions that facilitate the continuity of educational programs through different governments.

Since 2006, several specialists in education have come to Brazil, invited by the Lemann Foundation, including: James Austin, founder and chair of the Social Enterprise Initiative at Harvard University; Mona Mourshed, co-manager of the Education Division of McKinsey; and Alberto Rodriguez, the World Bank's principal specialist in education. Studies financed by the Foundation included subjects such as structured teaching systems, the profile of candidates for the teaching career and the effects of early retirement of teachers in Brazil. This set of initiatives has reached over three thousand people and resulted in media coverage equivalent to 8,5 million reais.



Matt Andrews, from HKS, at the Fundescola teaching case master class at Insper. Above, Paula Louzano, Guiomar Namó de Mello and Ana Carolina Monteiro debating teaching systems

Seminars sponsored by the Lemann Foundation in 2009

Structured teaching systems
January 13th, 2009
São Paulo, SP

Paula Louzano – PhD in education at Harvard University and Lemann Foundation consultant

The seminar presented to the publishing market the results of a research commissioned by the Lemann Foundation on structured teaching systems. The study analyzed the types of products offered in the market aimed at standardizing contents and teaching practices in the classrooms.

The classroom that works
August 4th and 5th, 2009
São Paulo (Insper and USP) and Campinas, SP

Martin Carnoy – PhD in economics and Stanford professor of Education and Economics

Presented the main conclusions of the book *Cuba's Academic Advantage: Why Students in Cuba Do Better in School*. The study compares classrooms in Brazil, Cuba and Chile, in order to understand why Cuban students perform better than their peers in Latin America.

Curriculum, educational standards and regulation
October 6th, 2009
São Paulo, SP

Ana Carolina Monteiro – lawyer at Ulhôa Canto, Rezende e Guerra

Presented preliminary findings of a study on the legal aspects of contracting services at the municipal departments of education.

Guiomar Namó de Mello – PhD in Education at PUC-SP and education consultant

Lectured on the importance of the curriculum to align public policies on education, and presented an analysis of current legislation on the subject in Brazil and in other countries.

Paula Louzano – PhD in education at Harvard University and Lemann Foundation consultant

Besides analyzing the importance of having curriculum standards to improve students' achievement, the lecturer commented on qualitative research about the impact of structured teaching systems in some of São Paulo's municipal educational systems.

Do technical and financial support matter without leadership? The case of Fundescola
December 8th, 2009
São Paulo, SP

Matt Andrews – Harvard Kennedy School professor of Public Policy

Presented the Fundescola case study on a program developed by the World Bank and the Brazilian Ministry of Education to improve education management in the poorest states of the country.



Seminar *The classroom that works*, on August, in São Paulo

Development and Training of Leaders in Education Management

16

FOLHA DE S.PAULO

Editoriais

Reaprender a ensinar

Ênfase em didática, programas estruturados, supervisão e combate à rotatividade são cruciais para renovar a educação

A insistência do governador Márcio Cruz em fortalecer a educação básica é uma boa notícia. Mas o desafio é enorme. Para que o ensino básico brasileiro seja realmente de qualidade, é preciso investir em formação de professores, em programas estruturados de didática e supervisão, e em políticas que combatam a rotatividade excessiva. Sem essas medidas, qualquer investimento em infraestrutura ou em salários será desperdiçado.

Novos militares estrangeiros e imprensa silênciosa da Uruaçu

Com o envio de novos militares estrangeiros para a Uruaçu, a imprensa local permanece em silêncio. Isso é preocupante, pois a imprensa tem o dever de informar a população sobre os impactos sociais e econômicos dessas operações.

Severos castigos falham em mudar o comportamento de cidadãos

Castigos severos não mudam o comportamento dos cidadãos. É necessário investir em educação e conscientização para promover mudanças duradouras na sociedade.

Professores brasileiros precisam aprender a ensinar

Professores brasileiros precisam aprender a ensinar. A formação atual não prepara adequadamente os futuros professores para o desafio de ensinar em uma sala de aula diversificada.



Para ensinar, o professor precisa ter uma formação adequada. Isso inclui não apenas o conhecimento da matéria, mas também habilidades pedagógicas e sociais. A atual formação de professores no Brasil é insuficiente para atender a essas demandas.

GILBERTO DIMENSTEIN

A inteligência no lixo

Com o crescimento econômico, não basta pensar em destruir o lixo. É preciso pensar em como reaproveitar e reciclar, transformando o lixo em uma fonte de energia e matéria-prima.



37% dos municípios de SP não têm currículo escolar

Pesquisa revela que 37% dos municípios de SP não têm currículo escolar. Isso é preocupante, pois a falta de um currículo claro pode comprometer a qualidade do ensino oferecido.



CUBANOS

Martin Carmona (Universidade Stanford) vem a SP para ensinar a copiar da Fundação Lemann, que criou o curso 'A Vantagem Acadêmica de Cuba: Por Que Seus Alunos São os Melhores do Mundo?'. O curso analisa as razões do sucesso acadêmico de Cuba e oferece dicas para melhorar o desempenho de alunos brasileiros.



Em defesa dos direitos do aluno

Em defesa dos direitos do aluno. É importante garantir que todos os alunos tenham acesso à educação de qualidade e que seus direitos sejam respeitados. Isso inclui o direito a uma sala de aula segura, a um professor qualificado e a uma avaliação justa.



Contents produced and disseminated by the Lemann Foundation have been achieving good repercussion on the media and contributing to the educational debate in the country

Brazil Report Card on Education

Target Audience

The general public, opinion makers, public administrators, researchers on education and the press.

Objective

To monitor the evolution of educational indicators and to follow the implementation of public policies considered crucial to the development of education. In order to engage the general public, all data and information are presented in a format that can be easily understood by non-experts. This project is aligned with the Lemann Foundation's strategy of contributing to the debate on education and, in that way, accelerating reforms in the sector.

How it Works

The report cards on education are an initiative of PREAL (Partnership for Educational Revitalization in the Americas) and have already been published in nine countries in Latin and Central America. In each country, an independent non-profit organization is responsible for producing the report. Based on the approach used in schools to evaluate students, the report card attributes grades to topics considered indispensable to promoting educational development in the country.

A distinction of the report card is that it not only monitors traditional indicators (such as enrollment and attendance), but also how much the country has progressed in implementing five important public policies, which are: educational standards, evaluation systems, authority and responsibility at the school level, teaching careers and the financing of education. Since 2006, when the Lemann Foundation became engaged in this project, these five policies have become the strategic themes of all our projects and research.

Partner

- PREAL (Partnership for Educational Revitalization in the Americas)

Results

The release of the report concludes a project that started in 2006, during the Conference on Social Responsibility and Education in Bahia, organized by the Lemann Foundation, the Jacobs Foundation and the Gerdau Group. At that time, the Foundation formed a partnership with PREAL to develop the first national report card. Since then, considerable research has been done, an extense bibliography has been reviewed and a large amount of data has been collected and organized.



Report cards in the world		
Titles of national report cards produced by PREAL until 2009		
2005	Honduras	Education: future is today
	El Salvador	Building the future
	Colombia	There are advances, but challenges remain
2006	Ecuador	Quality with equity: the challenge of education
	Dominican Republic	Auditing education
	Peru	Peruvian education still faces challenges
2007	Nicaragua	Betting on education
	Panama	We need to learn with quality
2008	Guatemala	Education: an urgent national challenge
2009	Brazil	Overcoming inertia?



Grading session and launching presentation of the Brazil Report Card on Education

Development and Training of Leaders in Education Management

18

Brazil Report Card on Education: Overcoming Inertia? was released in December 2009. Out of the nine areas covered by the report, the country scored “satisfactory” or “failing” in seven of them. The grading was conducted by fifteen specialists based on a document prepared by the Lemann Foundation. The report card has also shown that there is no consensus on the answer to the question asked in the document’s title: “Overcoming Inertia?”. Although specialists recognize some improvement, in most areas they do not see clear evidence that Brazil is significantly progressing.

Grades

- A - excellent
- B - good
- C - satisfactory
- D - failing

Trend

- ↑ Improving
- ↔ Undefined
- ↓ Going down

The report card on Brazil's education does not show good grades

DISCIPLINE	PERFORMANCE	TREND	COMMENTS
Enrollment	B	↑	Enrollment increased dramatically. However, there are still children and youth, especially at high school age, out of school.
Conclusion	C	↑	Despite staying in school longer than their parents, students drop out of school before completing twelve years of schooling.
Test scores	D	↔	Students do not learn what is expected at each grade level. Also, Brazilian students are at a great disadvantage compared to international standards.
Equity	C	↑	Inequality to access school decreased. However, opportunities for a good quality education are unevenly distributed among the population.
Education standards	D	↔	There are no clear educational standards to assure a consistent schooling experience to all.
Assessment systems	B	↑	They are advanced in relation to many countries. However, the test results are rarely used to improve the quality of schools' instruction.
Authority and accountability	C	↔	There was decentralization of services. However, schools cannot make important decisions in order to improve the delivery of education.
The teaching profession	D	↔	Teachers' level of education has improved, but teacher training remains of low quality. As a result, teachers are hardly ever prepared for the demands of a classroom.
Financing of basic education	C	↔	Public resources available are still not enough and they are inefficiently managed.

Institutional Support to Leading Organizations in Education Management

- Abave – Brazilian Association of Educational Evaluation
- Consed – National Board of State Heads of Departments of Education

Target Audience

Policy makers in education.

Objective

To support the design, implementation and evaluation of efficient public policies.

How it Works

The Lemann Foundation gives institutional support to Abave. It supports Consed by funding a working group on administration and teaching that focuses on five main topics: recruitment, career management, internships, performance evaluation and certification.

Results

Consed and state departments of education created a database of information about teaching careers. This can contribute to better management of human resources at the state level.

In June, Abave held its 5th Annual Meeting, which brought together the main Brazilian educational researchers and policy makers.



Partnerships with Public Schools

Target Audience

Students and communities served by Escola Estadual Professor Vicente Rao, in São Paulo, and Colégio Estadual Padre Antonio Maria Teixeira Filho (Cepam), in Rio de Janeiro.

Objective

To contribute to the improvement of teaching in public schools.

How it Works

In 2007, based on a pre-screened list of schools developed by the Partners in Education Association, the Lemann Foundation chose to support a public school in São Paulo: Escola Estadual Professor Vicente Rao. After some structural repairs to assure minimum standards of comfort and security for students and teachers, the focus has been on teaching support, management, and integration with the school community. The school, which serves a very vulnerable social group, has also proposed its own solutions to serve its clientele.

The Lemann Foundation's priority at the school is to facilitate the implementation of the state unified curriculum and structured teaching system by offering additional textbooks and other teaching materials, training, facilitating other partnerships and general technical and project support. In that way it is helping teachers as much as students deal with their day to day challenges to improving academic performance.

In 2009, the Grão Institute in Rio de Janeiro also joined the Partners in Education program and chose to support the Colégio Estadual Padre Antonio Maria Teixeira Filho (Cepam). Besides offering remedial classes, the Institute donated books to the school and hired monitors for the library and the computer lab.

Lemann Foundation's resources help the school implement its pedagogical projects



Partners

- Grão Institute
- São Paulo State Department of Education
- Rio de Janeiro State Department of Education
- Partners in Education Association
- Paulista University – Unip
- Duetto Publishers
- São Paulo University Institute of Mathematics and Statistics



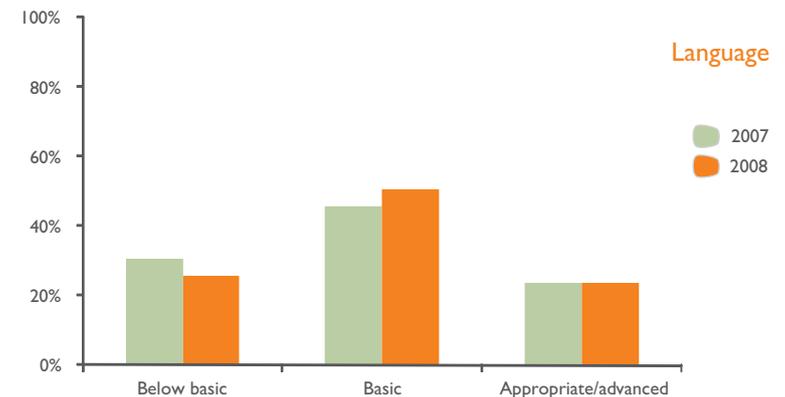
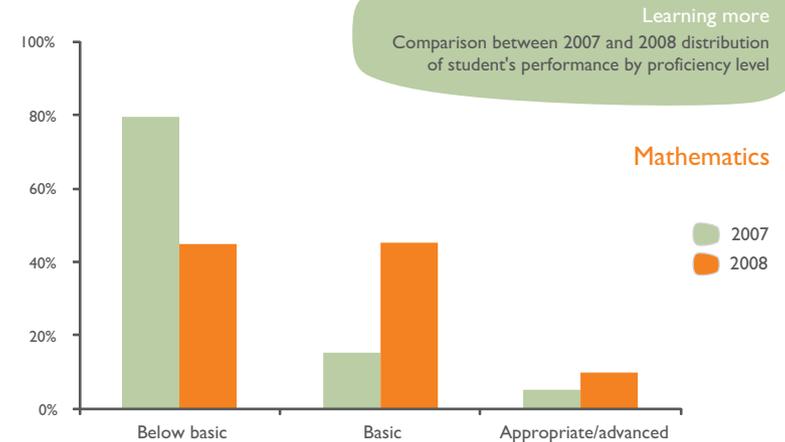
GOVERNO DO ESTADO
SÃO PAULO
CADA VEZ MELHOR



IME - USP



PRÓ REITORIA DE CULTURA
E EXTENSÃO UNIVERSITÁRIA



Development and Training of Leaders in Education Management



Vicente Rao's students check the school's projects fair

High school students reached the finals in a competition at the São Paulo Stock Exchange, which included private and public schools



A partnership with Duetto Publishers provided thousands of educational magazines to students

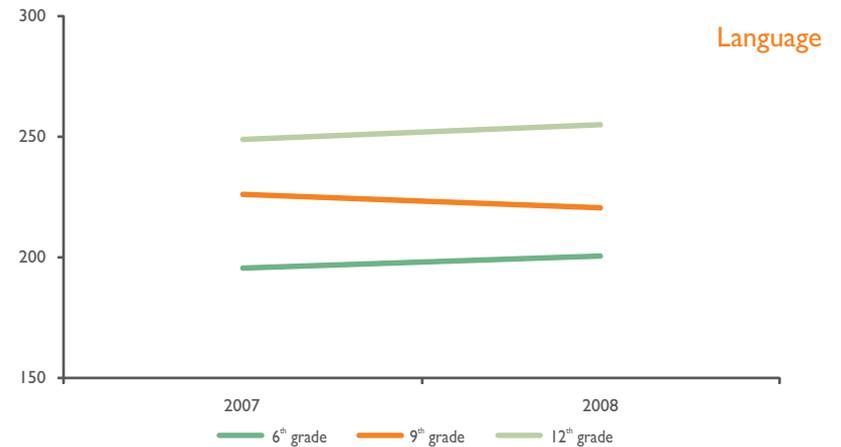
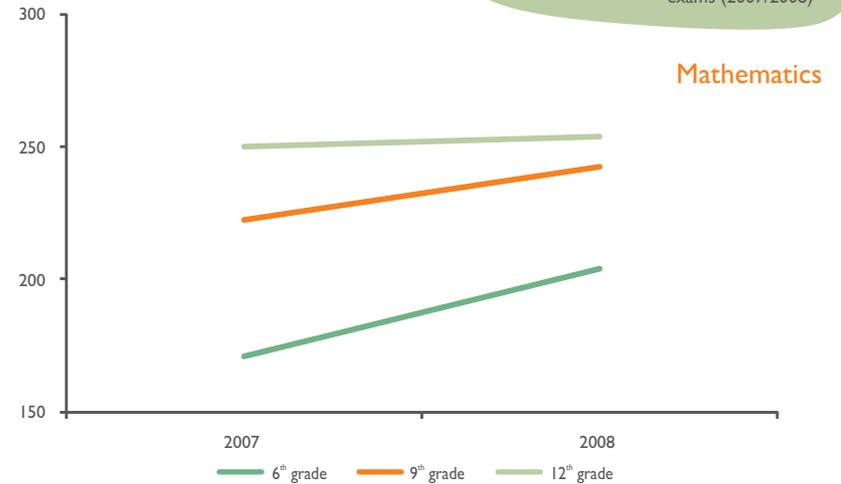
Results

The comparison of official performance indicators between 2007 and 2008 shows that student results improved at Vicente Rao. Test scores in Mathematics improved in all grades, notably in the 6th grade, which has been the main focus of the Lemann Foundation's partnership at the school. The distribution of students by proficiency has also improved: the number of students at the "basic" and "appropriate/advanced" levels has increased while the number "below basic" has decreased.

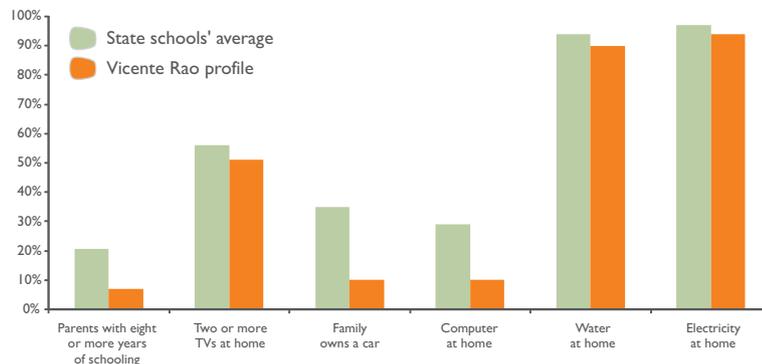
In 2009, Vicente Rao's students also had other important achievements: they reached the finals in a school competition at the São Paulo Stock Exchange (Bovespa), and took part in competitions such as the Brazilian Mathematical Olympiad and the National Geographic Challenge.

Since the partnership between Grão Institute and Cepam in Rio only began during 2009, it is premature to discuss results.

Improving results
Evolution of Vicente Rao's student performance on State official exams (2007/2008)



Social vulnerability
Comparison of student's socioeconomic profile between Vicente Rao and State's average



Scholarship Programs

These diverse programs are unified by a belief that investing in the outstanding individual makes a difference to society. They represent the special interests of the Lemann family and include graduate and undergraduate fellowships to the finest Universities in the United States, special assistance to athletes, opportunities for public school students of exceptional promise including vocational training and collaboration with Swiss institutions.



Harvard University

Target Audience

Primarily Brazilian graduate students admitted to Harvard in one of several graduate programs. The Lemann Fellowships support graduate students from Brazil in three main areas: education, public policy and public health. They also support students of any nationality in doctoral programs at the Graduate School of Arts and Sciences, as long as their research is focused on Brazil. Brazilians admitted to the Harvard Business School MBA program are also eligible for scholarship support. In addition, Brazilian undergraduate students, researchers and other professionals may be eligible for support for other programs at Harvard.

Objective

To support students and professionals who specialize in areas relevant to Brazil's development.

How it Works

The application process for all fellowships and scholarships is administered by the university.

Results

Lemann scholarships for students, faculty and researchers in a range of programs at Harvard have existed since 1999 and have so far benefited 273 students and seventeen faculty. There were eleven new Lemann Fellows at Harvard in 2009-2010 and three in the MBA program.

Additional information

www.drclas.harvard.edu/brazil/fellowships_grants/lemannfellows or www.hbs.edu/mba



Recipients of Lemann Funds at Harvard	
Number of recipients	Year
1	1999
1	2000
2	2001
9	2002
5	2003
9	2004
9	2005
6	2006
75	2007
88	2008
43	2009
25*	2010
273	1999-2010

* Preliminary data (feb/2010)

University of Illinois – Lemann Institute for Brazilian Studies

Target Audience

Scholars and students interested in study and research related to Brazil.

Objective

To further the development of a Brazilian study center at a distinguished university, promoting exchange programs with universities and institutions in Brazil. Endowed in 2009, the Lemann Institute for Brazilian Studies was inaugurated in October. It will be offering scholarships to graduate and undergraduate students and researchers whose focus is Brazil, as well as supporting and organizing international conferences on Brazilian topics.

How it Works

The application process is administered by the university.

Additional Information

www.clacs.illinois.edu/brazilian



Jorge Paulo Lemann and
Joseph Love, director of
the new center

David Fleischer, Jorge Paulo
Lemann and Werner Baer
at the inauguration of the
Lemann Institute for
Brazilian Studies, at Illinois



Stanford University – Lemann Scholarships



The Lemann
Foundation now grants
two scholarships at
Stanford's ICE program



Target Audience

Brazilian professionals interested in a master from the International Comparative Education (ICE) program at Stanford.

Objective

To contribute to the development of Brazilian educational researchers and policy makers by making available two full scholarships annually at an outstanding graduate program.

How it Works

The application process is administered by the university.

Additional Information

suse-ice.stanford.edu

Estudar Foundation

Target Audience

Brazilian students with leadership potential.

Objective

To promote Brazil's development by training leaders.

How it Works

The Estudar Foundation offers scholarships to students accepted by undergraduate and graduate programs at the best educational institutions in Brazil and abroad. The selection process is based on merit. Partial scholarships are provided mainly to programs in business administration, economics, engineering, public policy and international relations. There are also scholarships to academic exchange programs in the same fields. The application process is administered by the Foundation.

Results

In the last five years 139 undergraduate and graduate students have received Estudar Foundation scholarships. In the same period, the number of candidates has jumped from 444 to 4,243. Also noteworthy is that, in 2009, the Estudar Foundation was able to diversify its funding by attracting twenty new sponsors.

Additional Information

www.estudar.org.br

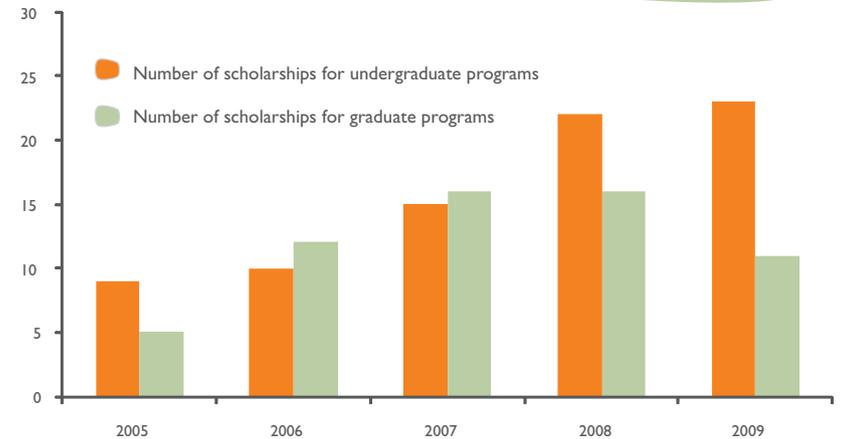


Students selected in 2009, at the Estudar annual meeting

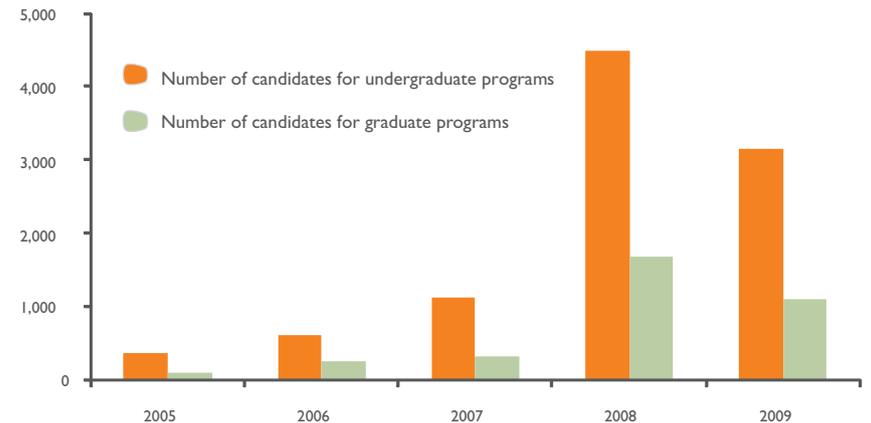


Felipe Demuzzo

Coverage
Number of new scholarships per year



Demand
Number of applications



Andre Moreira (tennis) and Adriana Niclotti (golf) were two of the program's beneficiaries in 2009



Univ. of Texas San Antonio Athletics



Lane Pace



Daquiprafora

Target Audience

Brazilian athletes, younger than 23 years old, successful at sports such as tennis, volleyball, soccer, swimming and golf.

Objective

To increase the number of Brazilian athletes studying and playing at American universities, so that they have access to a good education as well as the opportunity to improve skills in their sport.

How it Works

The program helps young athletes identify the best opportunities for getting a scholarship at an American university and then guides them through the application process. The program pays for all related costs including air tickets to the United States. Athletes are selected by Daquiprafora.

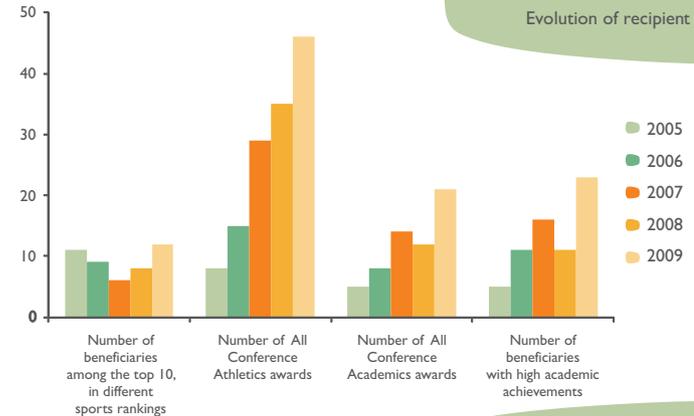
Results

In the last five years, 114 Brazilians athletes assisted by Daquiprafora received scholarships from American Universities. Last year alone, 32 scholarships were awarded, a record in the program's history. The average value of the scholarships is US\$ 67,000, which is 25 times the investment made by the program. The number of qualified applicants is increasing and alumni have been successful in their professional lives, working for leading enterprises.

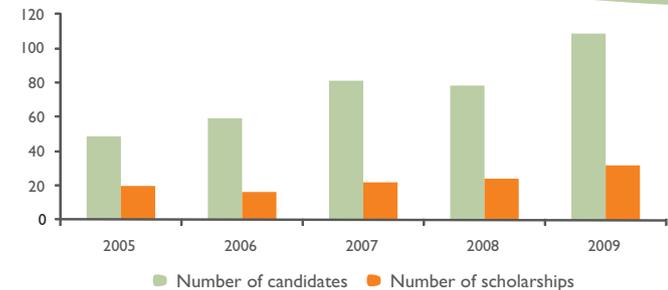
Additional Information

www.daquiprafora.com.br

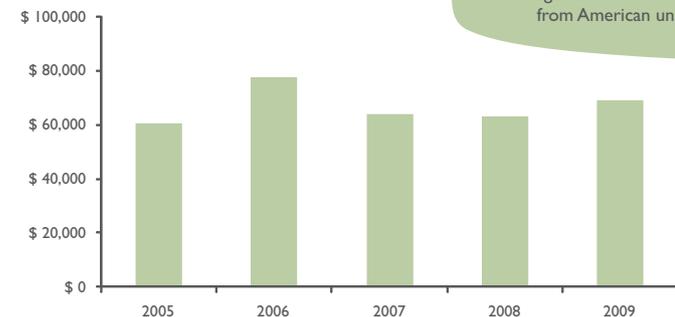
High performers as students and as athletes
Evolution of recipient performance



Increase in demand
Evolution of candidates and scholarships



Leveraged investment
Average value of individual scholarships from American universities, in US\$



ProA Institute

ProA students in a lecture about job interview techniques and attending a financial mathematics class (right)



Daniela Picoral

Target Audience

Low income young people, between seventeen and twenty years old, from greater São Paulo. It is a prerequisite to have completed high school or to be enrolled in the last year.

Objective

To prepare students to enter the work force.

How it Works

After a rigorous selection process, youngsters who qualify attend the program of vocational education at Senac (national network for commercial training), which is highly regarded by employers. They also receive personal mentoring to ready them to enter the labor market.

Results

Among graduates, 62% have a job and 83% are paid over the minimum wage. Students also have good results during the course: attendance is 93% and over 70% of the students receive grades considered "good" or "excellent".

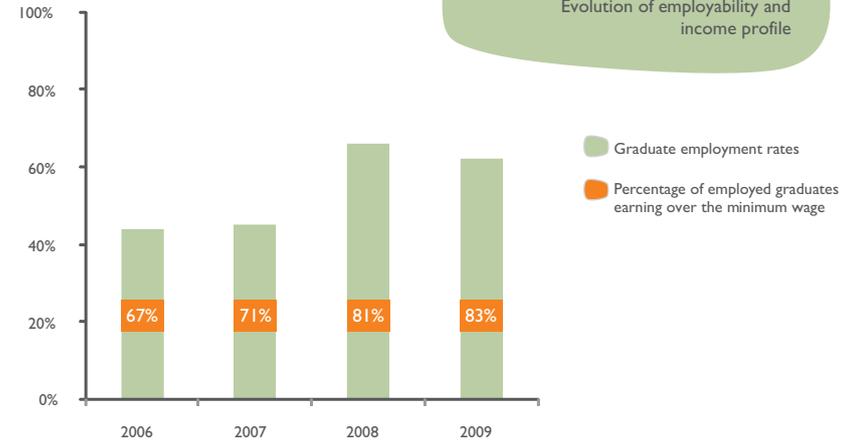
ProA obtained Oscip status in 2009, which allows a tax deduction to its sponsors.

Additional Information

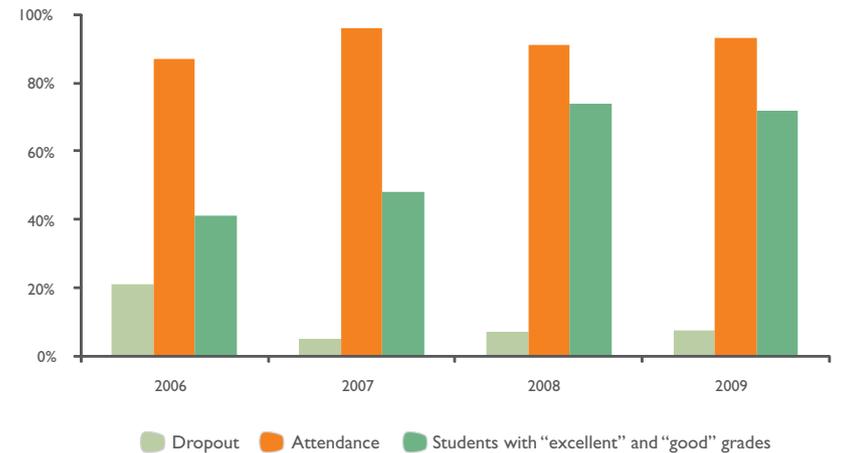
www.proa.org.br



Fresh start in the work force
Evolution of employability and income profile



Committed students
Evolution of recipient performance



Ismart – Institute to Motivate, Support and Identify the Talented

Target Audience

Students from low-income families, from 6th grade on, with high academic potential.

Objective

To assure that the target audience has access to a high quality secondary and university education.

How it Works

Students approved in a rigorous selection process are given a prep course to make up subjects they may not have had access to in the public school system, enabling them to be competitive in the entry exams to top private high schools. If they succeed and maintain good grades they receive a scholarship through high school and university. The application process is administered by Ismart.

Results

In 2009, Ismart received 4,734 applications and selected 78 students. Including alumni and current students, the program has benefited 752 youngsters, from schools in São Paulo, Rio de Janeiro, São José dos Campos and Fortaleza.

Additional Information

www.ismart.org.br

São Paulo Graded School

Target Audience

Children of employees of the American School of São Paulo.

Objective

To provide a high quality education to those children.

How it Works

Created in 2003, the program provides full scholarships to the children of the school's employees who otherwise are in public school. Students are selected based on their potential to be successful in the American School's very demanding international curriculum. The application process is administered by the school.

Results

The program currently sponsors nine students, from middle to high school.

Additional Information

www.graded.br



Ismart students in São Paulo and at a tribute to their teachers in Rio de Janeiro



Henrique Meirelles (President of the Central Bank), Claudio Haddad (President of Insper), Dr. Peter Nobel and Dr. Cristoph Peter (from the Lemann Foundation's Board) at the first International Conference on Law and Economics at Insper



Saint Gallen – Insper

Target Audience

Teachers and students from Saint Gallen University, in Switzerland, and Insper, in São Paulo.

Objective

To promote the exchange of knowledge and experiences between the two universities.

How it Works

The Lemann Foundation sponsors two exchange programs annually: one for faculty and another for students. The former selects two faculty from each university to give lectures in the other country. In the student exchange program, there are eight scholarships per year: four for Brazilians and four for Swiss. The application process is administered by the universities.

Results

Since 2007, ten faculty and three students received scholarships. Last year, the program promoted the 1st international conference in Brazil, on financial markets, with participants from both universities. The head of the Brazilian Central Bank, Henrique Meirelles participated.

Additional Information

www.unisg.ch

www.insper.org.br

Zurich University – MASIO

Target Audience

Brazilian professionals interested in working in international organizations.

Objective

To develop the competence of Brazilian professionals to represent the country in international organizations.

How it Works

The Lemann Foundation provides two scholarships for Brazilians at the MASIO program (Master of Advanced Studies in International Organizations), at Zurich University. It is a prerequisite to have a bachelors' degree in management, economics, law or international relations and to have at least two years of professional experience.

Results

The program started in 2008 and four Brazilians have received scholarships: two of them graduated in 2009 and the other two will graduate in September 2010.

Additional Information

www.masio.uzh.ch

Master of Arts HSG
in Law and Economics

 University of St.Gallen

Insper Instituto
de Ensino
e Pesquisa

 University of Zurich
MAS International Organizations

SITP – Swiss International Teachers Program

Target Audience

English language teachers from public schools in districts where the department of education is a Lemann Foundation partner.

Objective

To contribute to the continuous improvement of those professionals.

Partners

- Zurich University of Teacher Education
- Virginia Tech

How it Works

Brazilian teachers are selected and fully sponsored by the Lemann Foundation to participate in Zurich University's Program at Virginia Tech. Classes take place in the US during the summer. The course is an opportunity for the teachers to improve their teaching and language skills. The program uses information technology tools and group learning dynamics.

Results

Since 2004, the Lemann Foundation has funded 21 scholarships for Brazilian teachers. In the last round, one teacher from São Paulo and three from the interior of the state received scholarships.

Additional Information

www.sitp.soe.vt.edu



Brazilian teachers
awarded SITP
scholarships



Tennis Institute

Target Audience

Outstanding juvenile and professional tennis players.

Objective

To offer training to tennis players and coaches, in order to encourage competitive tennis in Brazil.

How it Works

Through the Tennis Institute, the program grants scholarships to talented athletes who do not have the means to participate in tournaments.

Results

The Institute opened two new training centers in 2009. During the year, athletes from the Institute won eight international competitions and progressed in the rankings.

Additional Information

www.institutotenis.org.br

Ranking progress		
Athlete	Position in ATP ranking in 2008	Position in ATP ranking in 2009
Rafael Camilo	636°	607°
Nicolas Santos	569°	510°
José Pereira	1,009°	710°



Hedison Alves

José Pereira (above) and Nicolas Santos (right): in 2009, they gained positions in the ATP ranking



Wander Roberto

LOB Women's Tennis Institute

Target Audience

Brazilian female tennis players.

Objective

The Institute offers training and incentives to female tennis players. The ultimate goal is that they reach world class levels and rank among the top 100 players of the Women's Tennis Association (WTA).

How it Works

Athletes live at the Institute and support includes medical care and physical and nutritional evaluations, in addition to advice on marketing and public relations.

Results

In 2009, tennis player Paula Gonçaves jumped from 684 to 555 in the WTA ranking. Fernanda Faria finished the year at 768 in the ranking.

Additional Information

www.kirmayr.com.br/centro/index.php?option=com_content&view=article&id=47&Itemid=37



Cecilia Yoshizawa

At a competition in Buenos Aires, Argentina, Paula Gonçaves (above) was vice champion in doubles and other LOB athletes also received trophies



How we evaluate our projects

We are committed to the use of objective criteria to design, track and evaluate the impact of our projects and to the analysis of measurable results as a way to judge our effectiveness. In order to allow comparisons across different kinds of projects, we created seven categories that can be universally applied. These include:

Demand

Number of applicants compared to the available openings

Coverage

Number of people served relative to the need

Quality

Assessment of process during project implementation

Efficiency

Ability to streamline the project and accomplish more with the same resources, including ability to attract more funding

Cost effectiveness

Comparison with similar initiatives in both profit and non-profit markets

Social impact

Success relative to original social purpose and project design

Replication and growth

Possibilities for expansion and replicability

Acknowledgments

34

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- Martin Carnoy (Stanford University)
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