



2015

ACCOMPLISHMENTS AND LESSONS LEARNED

OUR MISSION:


_TO COLLABORATE ON INNOVATIVE AND SCALABLE INITIATIVES THAT ENSURE EFFECTIVE LEARNING FOR ALL STUDENTS AND ON THE DEVELOPMENT OF HIGH-IMPACT LEADERS THAT CREATE VALUE FOR SOCIETY, ENABLING BRAZIL TO TRANSFORM THROUGH EXCELLENCE.

WE ARE **VERY PROUD OF OUR ACCOMPLISHMENTS AND THE PARTNERSHIPS WE BUILT IN 2015.** NOW, AS THE YEAR ENDS, IT IS TIME TO REFLECT UPON **WHAT WE LEARNED** IN OUR JOURNEY.

THIS MATERIAL IS A BRIEF COMPENDIUM OF THE OUTCOMES ACHIEVED IN 2015.

ENJOY YOUR READING.

TECHNOLOGIES TO REACH FURTHER



_We believe that **providing teachers and students with high quality innovations is key to ensuring educational excellence** for everyone. In 2015, educational technologies developed and supported by the Lemann Foundation boasted **over 11 million single users**, an almost four-fold increase in comparison to 2014.

Thanks to the **Inovação nas Escolas** (Innovation at Schools) program, we have implemented and assessed the impact of technologies in reading, mathematics and programming instruction in **400 public schools of 50 districts, reaching 89,000 students.**

We perceived a high demand for quality video lessons: **channels managed by YouTube EDU reached 1 billion lessons viewed.** The **Geekie and EDU.app platforms assisted hundreds of thousands of Brazilians in studying for Enem (the largest admission test in the country)**, thus increasing their chances of getting in to a good university.

THE ONE WHO TEACHES NEVER CEASES TO LEARN

_We have never been so convinced that there will not be effective learning at scale without prepared teachers, schools and educational systems that are 100% focused on their students' outcomes. Having said that, we have trained **16,000 teachers and administrators** in our **Classroom Management, blended learning and Use of Technologies** courses.

As a result, **we observed an increase in the time teachers dedicate to classroom instruction.** Over 300 public schools attended our **Gestão para Aprendizagem (Instructional Leadership)** program; absorbing a **culture of high expectations** in their practice, incorporating the belief that **it is possible to ensure effective learning for all students.**

Throughout the year, we made strengthening our dialogue with educators a priority by **broadening the discussion with educators.** We devised the **Conselho de Classe** (a national survey to understand teachers' needs) and started a Facebook page to deepen discussions on the topics raised in the survey — **by the end of the year, it boasted 406,082 members.**

In December, we took over the publication of 2 magazines specializing in Education: **Nova Escola and Gestão Escolar.** **All these initiatives testify to our commitment to listening and supporting the work of teachers and schools administrators.**



A NEW EDUCATION SYSTEM STARTS FROM ITS CORE

3 _One of the major outcomes in 2015 for Brazilian education was undoubtedly **the publication of a preliminary version of the National Learning Standards by the Ministry of Education**. The document has been the focus of many groups' struggles and devising clear learning objectives is the **backbone for an educational system based on equity and high expectations**. Our **Movimento pela Base Nacional Comum** (Mobilization for the National Learning Standards) played an important role in the achievement of this milestone, having devised **over 10 studies and an international seminar and actively participated in public debate over the year**.

Upon publication of the document, **we shifted our efforts to improving it, engaging 100 of the country's best educators and several Brazilian and international specialists in its review**.

Thanks to the support of important partners, we traveled across the country, **setting up discussions with district managers, school administrators and teachers on the importance of the National Learning Standards, their quality and broad participation in public consultations**.

LEADERS FOR SOCIAL TRANSFORMATION

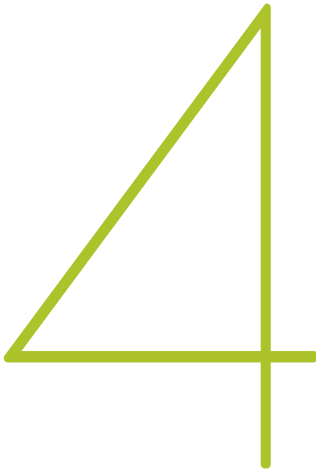
_We reaffirmed our belief in **the potential of truly committed people** who are willing to face the country's biggest challenges and we broadened our support for them.

Our network incorporated 55 new Lemann Fellows and now counts on 305 talented professionals who dedicate themselves daily to critical areas such as Education, Health, Economics, and Public Policy.

Some of them were **recognized by our network for their significant contribution to the lives of thousands of Brazilians** and hence have joined the **select group of High-Impact Leaders, which is currently comprised of 28 people.**

We wanted to embrace an even larger number of talented people in Education and sought them within school districts, amongst entrepreneurs and in non-governmental organizations, to join forces with our **Talentos da Educação (Education Talents) network, which currently comprises 60 members.**

We expanded four leadership programs and **supported the foundation of the Conectando Saberes (Connecting Knowledge) network, a group founded in 2015 that now gathers 300 educators from public schools across the country.**



A young boy and girl are looking at a screen together. The boy is in the foreground, wearing a dark hoodie with a baseball logo that says 'ROCK' and 'THE'. The girl is behind him, smiling. A large white arrow points from the text towards the right side of the image.

WE STRIVE FOR GREAT
OUTCOMES, WE LEARN
FROM OUR JOURNEY
AND WE REFLECT
UPON THE CHALLENGES
AHEAD OF US IN THE
UPCOMING YEARS.

TURN THE PAGE
FOR MORE

ON THE LACK OF INFRASTRUCTURE AND SUPPORT FOR THE REGULAR USE OF EDUCATIONAL TECHNOLOGIES

_We have learned that the lack of infrastructure still affects the proper use of educational technology in classrooms.

Good technologies at times fail to be properly leveraged due to **instabilities in network connection, lack of technical support for teachers and shortage of equipment.**

In order to draw attention to this issue, we organized a campaign named **“Internet na Escola”** (*Internet at School*). **10% of all urban public schools in the country participated and we were able to start a dialogue with the government** about the need to change this scenario.

We have also learned that **products that aid in overcoming concrete challenges in school administration are more quickly assimilated** — for example, communication technologies for parental engagement and tools that help administrators and teachers follow-up on student learning more closely.

Lastly, we have understood that **increasing the number of students who use educational technologies on a constant basis remains a challenge**, and that this is fundamental to enhancing the impact on student learning.



TEAMWORK AND DIALOGUE TOWARDS EDUCATIONAL EXCELLENCE

_When we listen closely, we learn that many of the most important teacher demands, such as the ones related to indiscipline and student psychological support, do not yet receive proper attention.

The second phase of the *Excelência com Equidade (Excellence with Equity)* study helped us to shed light on the huge difficulty in delivering significant results in lower secondary school (grades 5 to 9), although it also identified some successful cases.

Such schools need pedagogical and structural support coupled with strong collaboration between school administrators and teachers to prioritize instructional time. Lesson planning must be guided by test results to ensure that students really learn.



NATIONAL LEARNING STANDARDS: THE CHALLENGE OF BUILDING CONSENSUS

_In 2015, the development of the National Learning Standards made it clear that **promoting wide-ranging discussions over public policy is both critical and complex** — especially within the Brazilian context, where there has never been an open debate over what students should learn.

If the National Learning Standards are to reach schools' everyday practice, **dialogue and transparency are key to the process**. However, if the Standards are to ensure great equity and excellence in education, **the quality of the document cannot be negotiable**.

In this sense, it is necessary to enhance the preliminary version — mainly in terms of coherence, progression and rigor.

Combining broad public engagement with high level technical discussions is perhaps the biggest challenge the National Learning Standards currently face.



LEADERS IN SEARCH OF OPPORTUNITIES

_In 2015, our network of supported talent gathered Lemann Fellows, entrepreneurs, Talentos da Educação (Education Talents), teachers, pedagogical directors, coordinators and administrators. They wished to attest to the necessity of **mobilizing the entire society to ensure a conducive environment for these leaders' work and propositions.**

They are ready to contribute to Brazil's social progress and **they now need to be welcomed by employers, investors, peers and the government alike.**

The context is not always favorable; we know many of them seek to take on complex challenges. **Existing leaders need to demonstrate readiness and an open mind in order to drive positive results from what new players can offer.**



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GAME-CHANGING INITIATIVES, INSPIRING STORIES



_WE HAVE CONSTANTLY
AND TIRELESSLY PURSUED
OUR OBJECTIVES BECAUSE
WE BELIEVE OUR MISSION
ADDRESSES IMPORTANT
CHALLENGES FACED BY
BRAZILIAN SOCIETY.

Accomplishing our objectives means contributing to the creation of a more conducive environment, where all students are given the same opportunity to follow their dreams and fulfill their utmost potential. This begets bold goals and demands commitment to great outcomes. We can only get there by listening and discussing with those who are daily on the front-line of change and strengthening partnerships with the many institutions that share our dreams.

For us, 2015 was a year of accomplishments:



Over 11 million Brazilians **used educational technological tools** that were either supported or developed by us



Over 16,000 educators received **continued, high quality professional development** with a focus on student learning



We played an active role in the **publication of a preliminary, open for consultation document for the development of National Learning Standards**



We contributed directly to the education and development of over 300 leaders, many of whom have already created significant social impact in the country; and we intensified our support to the development of active **leaders who are closer to public schools' routines**

Back at the end of 2014, when devising our annual goals, they seemed farfetched and bold. Now, looking back, **we are very proud of the work realized by our team and in collaboration with so many partners.** We also reflect upon of what we have learnt throughout our journey, to identify points for improvement and to focus obsessively on improving the quality of the impact at scale we hope to achieve. ✕

KETLIN DA SILVA, 7, GISELLE BEDA'S
STUDENT 📍 SÃO PAULO (SP) //
TESTIMONY TO THE OPENING
FILM OF "CONSELHO DE CLASSE"
>> I FELT STRONGER WHEN SHE
SAID I WAS INTELLIGENT. THEN,
I ACCEPTED I AM INTELLIGENT AND
STARTED LEARNING EVEN MORE.

EDUCATION IS BUILT UPON DIALOGUE

QUALITY
EDUCATION FOR
ALL CAN ONLY
BE POSSIBLE BY
ENGAGING THOSE
WHO MAKE IT
HAPPEN EVERY DAY

1. EXCELÊNCIA COM EQUIDADE (Excellence with Equity)

In collaboration with Instituto Credit Suisse Hedging-Griffo and Itaú BBA, we carried out the second phase of a study that identified schools with good performance at the final years of Elementary and Lower Secondary school, even in adverse conditions

2. CONSELHO DE CLASSE (Class Council)

We launched Canal do Professor (Teacher's Channel) on Facebook in August. By the end of 2015, the page reached 400,000 followers—most of whom are teachers and administrators from the public system who maintain active roles in educational debates carried out through the page





WIDER CHANNELS
FOR DIALOGUE GREATLY
CONTRIBUTE TO THE
EFFECTIVENESS OF
EXTREMELY IMPORTANT
CURRENT POLICIES

_MAINTAINING A CLOSE FOCUS ON THE EDUCATIONAL CONTEXT IS ESSENCIAL IF WE WISH TO SEE THE DEPLOYMENT OF NEW PROJECTS AND POLICIES IN THE EDUCATION SECTOR. In 2015, the Lemman Foundation carried out a series of actions to expand our knowledge of schools' educators' and schoolchildren's routines. Much was learned and discovered.

We learned that educators need better training and materials, as many studies indicate—but **they also need more support for daily urgent issues related to pedagogical matters, such as indiscipline and psychological support.**

We learned that high performing schools listen to their students. **Actions must be taken to foster an agreeable and conducive learning environment in schools and classrooms.** By listening to students, one can learn what they think of the school and undertake changes to meet their needs and wishes.

The research, discussions and visits we made have also enabled us **to better reflect upon the demands that schools face and strategies to overcome them,** based critically on the promotion of wider dialogue among educators, students and the government. This shall have concrete influence over the effectiveness of extremely important current policies, such as the National Learning Standards, external evaluations and the use of technology and innovations in class. Opening direct channels for teacher participation, for instance, allows us to foresee obstacles that might hinder the programs' success and helps setting priorities. **The only way to ensure projects' legitimacy is by engaging all players and creating cohesion amongst them so that the policies are well deployed and, ultimately, schoolchildren receive the high quality education they deserve.** ✕



NOVA ESCOLA AND GESTÃO ESCOLAR

Iconic legacies of the Brazilian Education and Journalism sectors, *Nova Escola* and *Gestão Escolar* were acquired by the Lemman Foundation on December 7th, 2015 thanks to a partnership with the Victor Civita Foundation. Such acquisition strengthened our mission to contribute to quality public education in Brazil and to guarantee its universal access. We are in constant, direct dialogue with teachers and administrators and we see them as fundamental agents in the path towards our goal. We aim to expand the reach of the two magazines in order to streamline the construction of dialogue with all teachers and administrators in the country.

OPINION

Public Education: A Feasible Challenge

The development of quality public education in a country where little faith is put in the public sector and to which little priority is given to education is definitely a task worth of great efforts and skills.

Highlighting positive outcomes in Brazilian public education in a very turbulent year, sociopolitical and economical may come across as a hard task, even for the most optimistic. However, I believe the human being is an agent of change and that we still come across people, communities and school administrators who have faith in the transformative power of public education.

The *Excelência com Equidade* (Excellence with Equity) study provides evidence that, albeit rare, there are exceptions swimming against the tide of negative and pessimistic scenarios: The study's findings introduce us to simple schools in poor communities that stand out in educational excellence.

Attending the seminar called *Excelência com Equidade – Os Desafios dos Anos Finais do Ensino Fundamental* (Excellence with Equity: The Challenge Imposed by Final Years of Elementary and Lower Secondary Education), held in São Paulo (SP), was a turning point in my career as a school administrator. Having the chance to get to know the work of other outstanding public schools was an invaluable experience that left a profound impact in the heart of this former student and current principal who can now speak about successful practices in a rural public school in the town of Pedra Branca, Ceará.

AMARAL BARBOSA DE LIMA
PRINCIPAL OF MIGUEL ANTONIO
DE LEMOS MUNICIPAL SCHOOL
IN PEDRA BRANCA (CE)



FROM 4 TO 9 IN ONE SINGLE YEAR

THE USE OF TECHNOLOGY AT SCHOOL HELPED 12-YEAR-OLD VITOR FRANCISCO IMPROVE HIS GRADES IN MATHS AND BELIEVE IN HIS OWN LEARNING SKILLS

_VITOR FRANCISCO SILVA DE MORAES studies at Associação Lar de Menores (Alarme), an institution that offers Elementary and Secondary schooling as well as social aid to low income children and adolescents in São José do Rio Preto, SP.

In 2015, he was 12 years old and attended the 5th year at school. Despite being the oldest in the classroom, he could neither read nor write properly. He had learning difficulties in all subjects and scored a 4 out of 10 in Mathematics in the first bimester — 1 point below the school average.

Luzineti Sanfelice, or teacher Neti, believed those factors also intervened with Vitor's behavior, who was quiet and would neither ask for nor accept help. She looked for a way of developing the student's self-esteem and social skills, hoping to also improve his all round school performance.

She found the opportunity she needed in the computing room. On Tuesdays and Thursdays, his class used Khan Academy, an educational tool focused on Mathematics that was implemented at Alarme through Lemann Foundation's Inovação nas Escolas



HIGH QUALITY TECHNOLOGY IN TEACHERS' AND STUDENTS' DAILY LIVES

In 2015, technology that was either developed or supported by the Lemann Foundation reached over 11 million users. Our program called Inovação nas Escolas (Innovation at School) helped to implement, follow up and assess the outcomes of the use of technology in teaching maths, computer programming, reading and writing in 400 public schools of 50 school districts all over Brazil. Thanks to the program, we trained 3,000 teachers and reached 89,000 students.

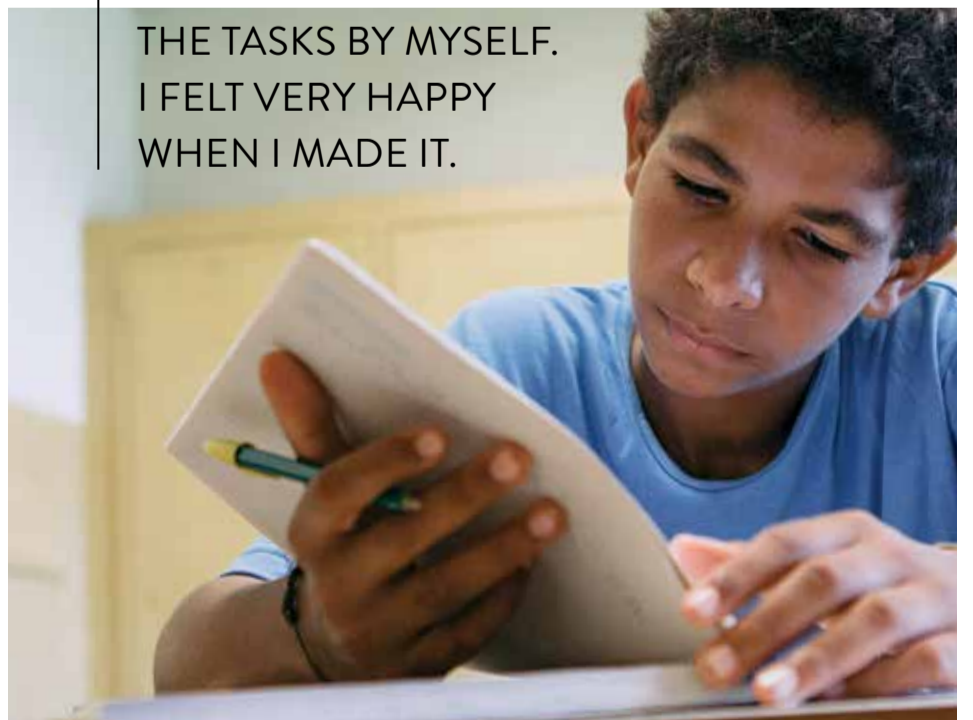
(Innovation at Schools) program. After some lessons, Neti realized Vitor took an interest in the platform but needed help to use it. The teacher started following up on him closely, assisting him in reading the activities and locating them on the website.

As Vitor advanced and grew in confidence, he started opening up to working with his classmates and gradually built autonomy to locate and work on the tasks on his own. "It was really cool to use Khan, because there are videos and tasks on the Internet there. I found out that I like Maths", said Vitor. "It was hard, but I managed to do the tasks by myself. I felt very happy when I made it."

Thanks to Khan Academy, he improved his performance and he managed to score 1,600 points. For Neti, this was a great accomplishment: "we clapped hands, took a picture and put it up on the classroom wall", she stated. **In Maths tests, his results gradually improved and by the end of the year, he scored a 9. Equally important, he made friends along the way and started participating actively in all lessons, asking questions and offering to work on tasks on the blackboard.** ✕

VITOR FRANCISCO,
STUDENT 📍
ASSOCIAÇÃO LAR DE
MENORES - SÃO JOSÉ
DO RIO PRETO (SP)

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GUARANTEED LEARNING

AT THE BEGINNING OF 2015, 11-year-old Alisson Cauan had difficulties writing his own name. His mother told us he had changed schools three times without success in reversing his learning deficit. His story began to change at EMEF Risoleta Neves, in Saramandaia, a poor neighborhood in Salvador (BA)—not just his, but the ones of all 27 3rd graders at that school.

“I work at the administration in the school and was following the program they were doing with the children”, stated Lilian Nery, Alisson’s mother. Much of the program she refers to is related to the Gestão para a Aprendizagem (Administration for Learning) program, the result of a partnership between the Lemann Foundation and Elos Educacional. Maria Luiza Ramos, or Malu, is one of the pioneers in the program and, in 2015, she helped train administrators from 19 municipal schools in Salvador. “I love the course: it provides important tools for the administrators to take a more objective approach towards the schools, with an emphasis in data analysis”, she explained.

Luciene Guimarães, Alisson’s principal, took the course with Malu. She then created and implemented an action plan in collaboration with the school’s

STUDENTS FROM
A SCHOOL
AT A POOR
NEIGHBORHOOD
OF SALVADOR
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coordinators and teachers. Their objective was to end 2015 with 100% of 3rd graders being able to read—their previous diagnosis showed many of them could not even identify syllable sounds.

As the challenge was big, they quickly perceived they would need the support from that group’s teacher, Ana Paula Cabral, and from the children’s parents. On the one hand, Ana Paula was willing to contribute and recalls “the principal and the coordinator observed my classes and provided me with practical and constructive recommendations, such as how to use the students’ mistakes to help them, and to speak the words out loud before writing them”. The parents, on the other hand, posed more resistance. Adriana stated, “most of the children’s mothers work as maids and the fathers, who are few and far between, work at the informal market. Only a handful of them knows how to read and write. If they cannot read and write, they are bound to have different priorities”. The school carried out individual parent meetings to overcome the obstacle. The parents received practical and simple guidance, such as to ensure that the children had dedicated study time at home and to seek out-of-school hours support when necessary.

The results gradually started to show and, by the end of the school year, they reached their goal. Deputy principal Viviane highlighted: “We expected good results, but they were much better than envisioned. Malu kept tabs on the program through Skype and this was very important. She was hand-in-hand with us all the way”. The administrators’ plan of action was a finalist at an award granted by Elos Educacional and they were invited to speak at the I Seminário Nacional de Boas Práticas em Gestão Escolar (1st National Seminar of Best Practices in School Administration). The accomplishment made the school, parents and children proud: Lilian, Alisson’s mother, celebrates: “Nowadays, he goes much further than writing his own name, he even writes letters. Besides, 2015 was the year my son read his first book. This is a very rewarding victory for me as a mother and as a school employee.” ✕



One school year is enough to accomplish great outcomes when the whole school is committed to the learning process. Alisson Cauan, 11, learned to read and write in 2015.



Interview

JORGE PAULO LEMANN

THE LEMANN FOUNDATION IS DRIVEN BY ITS COMMITMENT TO THE COUNTRY, signed up to by both its team and by the family that founded and maintains it.

WHY EDUCATION? I have always trusted people and realized how far they can go when they fulfill all their potential. Quality public education is the best way of expanding everyone's potential and, consequently, the country's potential. I believe that enhancing the level of Brazilian education is thus paramount to reduce social inequality and help the country become more competitive in mid and long terms. Our educational challenges are huge, but the mobilization of our society can aid us in finding new solutions and in promoting effective change.

HOW DOES YOUR WAY OF THINKING AND WORKING TOWARDS BIG DREAMS APPLY TO THE LEMANN FOUNDATION? Until a little before founding the Lemann Foundation, I believed that fulfilling my entrepreneurial vocation was enough to pay back the country for the opportunities provided to me. However, I came to the conclusion that I could try to go beyond the corporate world. The Lemann Foundation is the means through which I attempt to do more, to give more back to society. Even though its role is a drop in

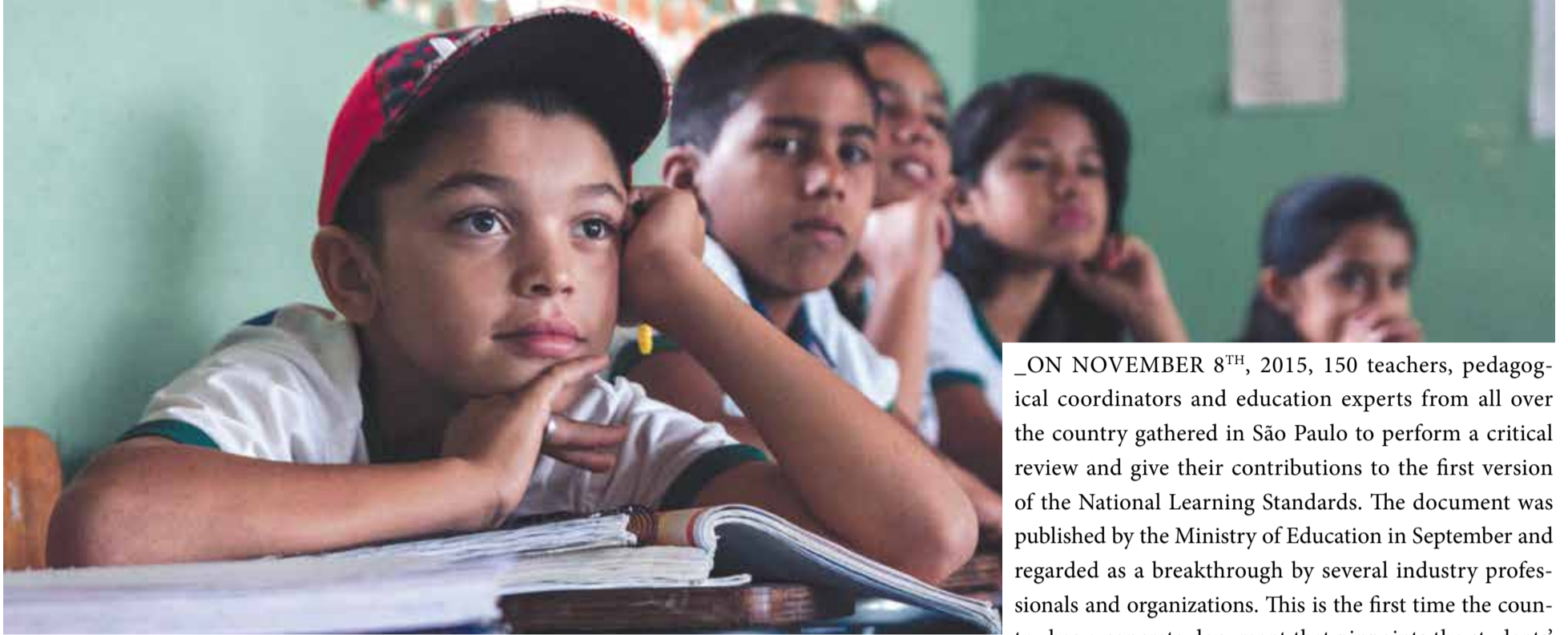
the ocean of all existent needs, I hope it to be an assertive drop. For that, we seek to go beyond ad hoc or incremental improvements. We have always believed in improving school administration and supported principals and administrators in building schools that are focused on student learning. We have recently started investing in new technologies that can help administrators, teachers and students go forward. QEdU, for instance, ensures transparency to learning results of all Brazilian schools. We first deployed Khan Academy in only 3 schools and, today, it is present in 400 facilities, with 89,000 students learning Maths through the use of customized technology. Furthermore, I always believed in the power of great people united. Through the Lemann Fellowship, we identify talented people and offer our support so they can grow and increase their impact, always keeping a focus on helping solving some of the main social problems in Brazil. It is my understanding that everything can progress and improve and that we have already achieved significant results for our country—and yet we want to go further, to do more and do it better every time. Our educational challenges are huge; nonetheless, waiting for ideal conditions to make things happen is bound to put generations of Brazilians'

futures at risk. It is necessary to take action and to strive to do our best with what we have now. We have placed our bets on a long-term project and all my family is committed to the organization's efforts.

WHICH ARE THE KEY MARKS THE LEMANN FOUNDATION IS LEAVING ON THE EDUCATIONAL SECTOR?

We are working at scale to enhance and improve the quality of public education, while realizing actions with a stronger focus on the development of young talents and leaders, building hopes on their multiplying effect. Both these objectives are our Foundation's motivation; they have the same underpinning principle and go hand in hand towards their mission of transforming Brazil through educational excellence and the development of critical social sectors. When reviewing the achievements and outcomes accomplished in recent years, I see innovation at scale stand out as the key mark we leave in all we do. We seek to base our work on effective actions that can bring about concrete results, addressing challenges that force ourselves to keep focus, while encouraging innovation and building partnerships with like-minded people towards successful collaboration. ☒

NATIONAL LEARNING STANDARDS



_ON NOVEMBER 8TH, 2015, 150 teachers, pedagogical coordinators and education experts from all over the country gathered in São Paulo to perform a critical review and give their contributions to the first version of the National Learning Standards. The document was published by the Ministry of Education in September and regarded as a breakthrough by several industry professionals and organizations. This is the first time the country has a concrete document that pinpoints the students' outcomes expected in each school year.

THE PUBLICATION OF THE PRELIMINARY VERSION WAS A GREAT MILESTONE.

Now, experts, administrators and teachers get together to ensure the quality of the final document.

A broad debate and social participation are paramount to ensure the quality of the final wording and its effective implementation in classrooms. “Gathering teachers and experts to read and review the wording was a very important initiative”, highlights Katia Smole, Movimento pela Base Nacional Comum’s member and meeting organizer. Portuguese teacher and meeting attendee Gina Albuquerque sees the moment as “critical to our understanding of the type of citizens we want to create.”

This was one of many meetings held by Movimento pela Base to perform critical reviews of the wording. The movement also counted on the expertise of international professionals to identify weaknesses and points of concern in the preliminary text—such as coherence, progression and precision — that must be improved in the final version. The recommendations and concrete improvement proposals were delivered to the Ministry of Education.

The Standards are a commitment in the National Educational Plan and are to serve as the backbone of the educational system, which, in turn, must align classrooms activities, teacher training, assessments and teaching material. Should the final document showcase the expected quality, the Standards will bring about more clarity over the content school students have the right to learn and equal access to basic knowledge.

To date, public consultation has gathered 9 million contributions, from 34,000 registered schools and 156,000 teachers. The Standards are to make their way to the National Education Council in 2016. Movimento pela Base’s work remains intense: Movement’s founder and active player, Lemann Foundation is working side by side with teachers, experts and public administrators to ensure excellence to the Brazilian learning curricula. ■



QUALITY IS NON-NEGOTIABLE

The discussions around the learning curricula in Brazil have history. Nearly 30 years after the enactment of the Constitution, which set forth that “minimal content (...) to ensure common, essential instruction” be determined, the country has finally tackled the challenge of devising national learning standards.

Since 2013, the Movimento pela Base Nacional Comum (National Learning Standards Movement, a non-governmental organization formed by education professionals and researchers that aims to facilitate the development of quality learning standards) has been working to introduce the theme into the educational agenda by carrying out relevant research and holding international seminars and meetings to discuss the Standards all over the country.

We anticipate that the greatest challenges are yet to come. If it is to move Brazil forward, the quality of the Standards is non-negotiable. Countries that were successful in this quest worked tirelessly towards the improvement of initial versions of their curricula. Brazil cannot miss the chance of doing likewise.

UNITED BY THE MISSION TO TRANSFORM BRAZIL



MARCELO SOUSA,
LEMANN FELLOW

>> I CONSIDER LEMANN FELLOWS (AND I INCLUDE MYSELF AMONGST THEM) AS SEEDS TO GERMINATE IN BRAZILIAN TERRAIN, DOING SOMETHING TRULY RELEVANT TO OUR COUNTRY.

_IN APRIL 2015, 12 TALENTED YOUNG brazilians accepted Lemann Foundation's invitation and hit the road on an intensive agenda of meetings with leaders in different industries. **In addition to the knowledge they had acquired while completing their education in some of the best universities in the world, they brought along in their baggage the wish to reconnect with Brazil, in a commitment to use their knowledge and expertise to bring about social impact.**

During four days, they discussed with representatives of the third sector, businesspeople and politicians, among which the then Minister of Education, Renato Janine Ribeiro, and Judge Sérgio Moro. They got to know one another better and to hear about the experiences of longer-term Lemann Fellows. Nicolle Konai was studying for a master's degree at the Columbia University and was the youngest in the group; she recounts that she had arrived "with doubts over how she could contribute as a Lemann Fellow. Being with the colleagues from the network was inspiring."

Marcelo Sousa, one of our veterans, is from Ceará; he is a physicist with a major in neuroscience from the University of São Paulo (USP — Universidade de São Paulo) and a scholar at Harvard Medical School. During his doctorate, completed in 2014, he developed a new technique to treat pain. Driven by his research findings, he founded Bright Photomedicine, winner of the 12th edition of Demoday in June 2015, an event promoted by Startup Farm, the largest start-up accelerator in Latin America.

"My experience in Harvard helped me see myself, a Brazilian guy from Ceará, who is as capable as any other. Your place of birth does not determine your professional capacity", he reiterates. For him, being a Lemann Fellow is more than having access to a scholarship. "The Lemann Fellowship network puts me in direct contact with extremely interesting people that have very profound knowledge of their field of activity. I consider Lemann Fellows (and I include myself amongst them) as seeds to germinate in Brazilian terrain, doing something truly relevant to the country."

Stories like Marcelo's are truly inspirational. They help consolidate the positive impact that is generated by the talents in our network and open the path for the way to other Fellows to return and make relevant contributions to the country. As well said by Nicolle Konai about the meetings she attended during the road show in 2015, **"observing young people accomplishing so much is very motivating and gives us perspective about how we ourselves can contribute, too." X**

COUNTING ON PARTNERS THAT SHARE OUR MISSION AND HELP US GO FURTHER AND FIND NEW PATHWAYS IS A PRIVILEGE. **WE THANK EACH AND EVERY ONE OF THEM FOR THEIR ENDEAVOR AND DEDICATION** AND WE HOPE TO STRENGTHEN OUR RELATIONSHIP EVEN MORE TO FACE THE CHALLENGES AHEAD OF US.

INSTITUTIONAL PARTNERS:

Accenture, Agência Africa, Gusmão & Labrunie, Propriedade Intelectual, Máquina da Notícia, Mereo Consulting, Organizações Globo, Pannunzio, Trezza,

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