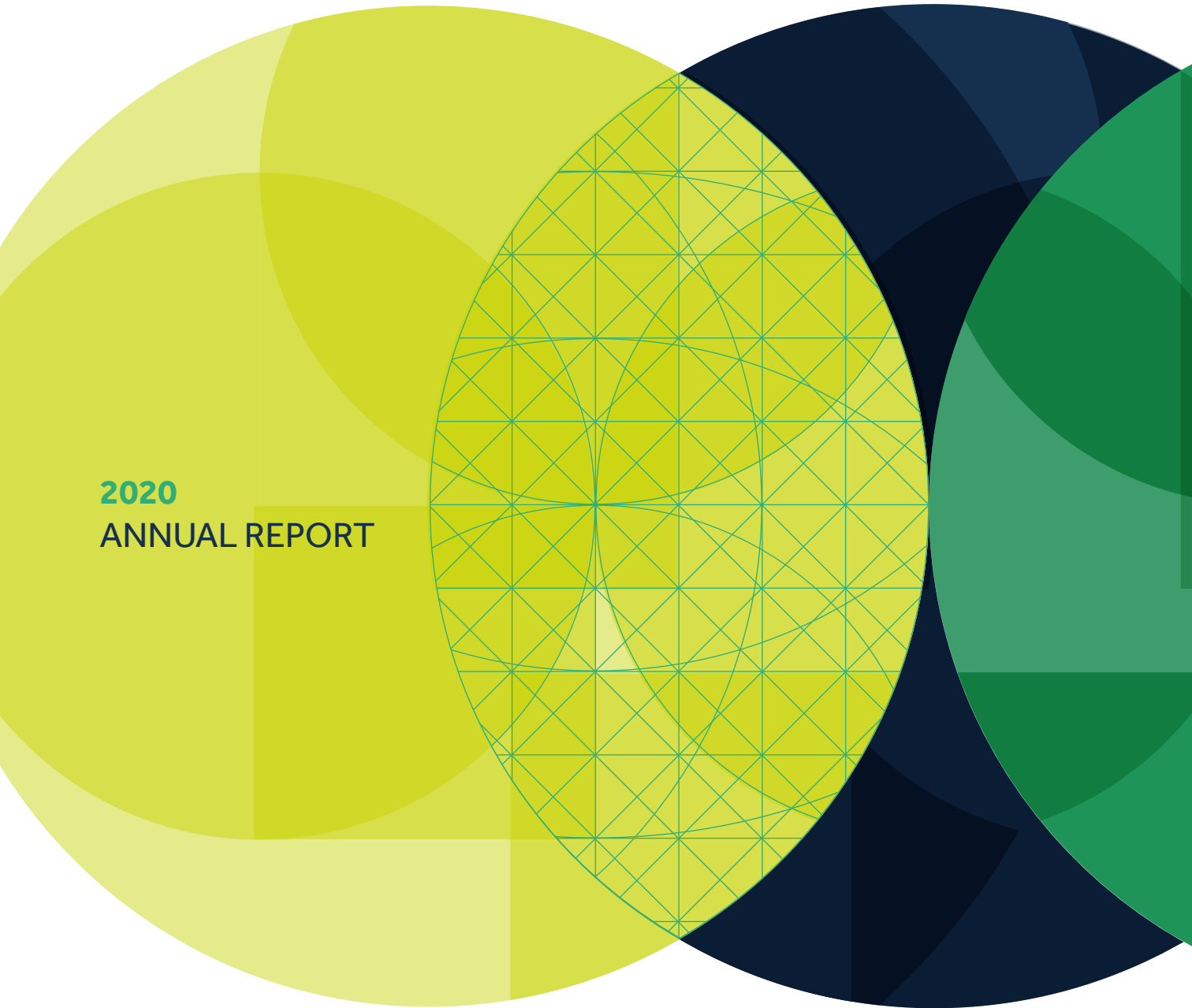




Lemann
FOUNDATION

2020
ANNUAL REPORT





*A fairer and more advanced
Brazil needs and depends
on talented people who are
well prepared, engaged and
committed.*

*Illustration by Felipe Ambrosio,
from Minas Gerais.*

Photos by Luca Jardim
and Lemann Foundation

OPENING LETTER

People are our most valuable treasure

In 2020, we experienced an unprecedented global crisis that exacerbated many of Brazil's existing challenges and created new ones. 2020 proved beyond a doubt that collaboration, dialogue, and the need for hard evidence and credible data were essential in rising to the challenge during these times.

Our desire to achieve our vision only got stronger, and we put to action the virtuous cycle that defines our work: **building a Brazil that believes and invests in its people so people can believe and invest in Brazil.**





Photos:
Istock Photos
and Lemann
Foundation



When the pandemic struck, the Lemann Foundation was just halfway into our five-year strategic plan. **We pivoted by strengthening and broadening existing initiatives, tackling the challenges of the pandemic in line with our action plan, and building out new initiatives with our partners, leaders, and collaborators.**

Together with our co-investors, we brought Covid-19 vaccine trials to Brazil to save lives and empower leaders in the healthcare field. We formed a group that invested in upgrading the Bio-Manguinhos/Fiocruz industrial plant and procuring the equipment necessary for full adoption of the technology for producing the API (active pharmaceutical ingredient) of the vaccine. We will have end-to-end autonomy in the production of this and future vaccines, including other Covid-19 vaccines that may be approved. **The production plant will be the legacy the group of companies and foundations will leave to civil society and the scientific and medical communities, providing access to infrastructure that enables them to accelerate the cure for future diseases.**

We also pushed hard on our two core pillars of action: Education and Leadership. On the Education front, we worked on a **Taskforce** with more than 25 non-profit organizations to keep students from missing educational activities during the pandemic. On the Leadership side, we launched the **Support Funds for Learning and Leadership** to provide technical and financial support to those on the front lines of Covid-19 in the fields of education, health, politics, and social justice.

Our goal is to make sure that an ever-increasing number of leaders committed to solving major public challenges are well prepared, connected, and equipped with what they need to maximize their positive social impact on Brazil and its people.

I extend my gratitude to the Lemann Foundation's Board of Directors and team for working hand-in-hand every day in such a rewarding endeavor. To the leaders, partner organizations, and co-investors, thank you for being with us in the effort to build a fairer and more advanced Brazil for all.



Denis Mizne

Lemann Foundation's Executive Director

IMPACT DRIVEN BY PEOPLE AND FOR PEOPLE

2.1 million

students enrolled in school districts with our programs PARC, Formar, and Educar Pra Valer

643

leaders adopting and participating in the Lemann Foundation Network of Leaders' commitments to Brazil

Ideb:

Progress was 5 times faster in elementary schools and twice as quick in middle schools that participate in our Educar Pra Valer program (compared to the Brazilian average)

Over 50

social organizations gained stronger institutional capacity and impact on Education, Healthcare, Leadership Development, Public Safety, and Public Administration

Basic Education

Development Index (Ideb): Progress was 3 times faster in elementary schools and 1.5 times quicker in middle school districts that participate in our Formar program (compared to the Brazilian average)

Approximately 40,000

professionals attracted to the public sector through an active search to fill 725 government positions across 7 Brazilian states

RESULTS OF THE JOINT EFFORTS OF LEMANN FOUNDATION AND ITS PARTNERS IN THE PANDEMIC

BRL 100 million

to build out the infrastructure necessary for producing the Covid-19 vaccine and other protocols in the future

+12 million

students served by distance learning solutions and the Foundation's Covid Taskforce

30 million

vaccine doses monthly production potential at the Bio-Manguinhos/Fiocruz plant starting in 2021

27

institutions committed to bringing remote education solutions to millions of students



*A historic year of 2020.
The illustration, by
Vilson Vicente from the
state of Pará, reflects
the local perspective
on the national impact
of one of our initiatives
this year.*

THE PANDEMIC

A vaccine for Brazilian people

Since people are Brazil's most valuable treasure, our 2020 strategy strengthened investments in healthcare leadership. In partnership with the **Oxford University and the Federal University of São Paulo (Unifesp)**, we funded the first 1,000 doses for Covid-19 vaccine trials in São Paulo, placing the country on the global immunization map early on in the pandemic. The trial was expanded to include 10,000 people in five capital cities thanks to the Brava Foundation, the Telles Foundation, and Rede D'Or, organizations that shared our belief that the moment called for quick and decisive action.

A legacy for Brazil

Along with our partners **Ambev, Americanas, Itaú Unibanco (Todos pela Saúde), Stone, Votorantim Institute, the Brava Foundation, and the Behring Family Foundation**, the Lemann Foundation also contributed to equipping and financing the infrastructure necessary for producing the Covid-19 vaccine, donating all the equipment to Fiocruz. The vaccine the plant is to produce was developed by Oxford University and British pharmaceutical laboratory AstraZeneca. This initiative is a major legacy we left to the country in 2020 since it is not a temporary solution, but a lasting one, as it enables continuing research and protocols to be produced at the facility in the future.



A year in which the Education segment needed to adapt itself so that students would not cease to learn. Illustration created by Ellie Irineu, from Mato Grosso do Sul.

#FORTHEFUTURENOW

Our actions during the pandemic

As the pandemic surged, we launched #ForTheFutureNow, a movement that mobilized actions, people, initiatives, and partners to mitigate the impacts of the health crisis as much as possible.

Outside our walls, we put together a **taskforce** to guarantee students' right to learn and launched a **call for proposals to select leaders and partners** who were actively fighting the crisis, providing the support they needed to ramp up their actions or buttress the financial sustainability of their organizations.

Inside our walls, in line with our commitment to safeguarding health, our teams began working from home and we became signatories to the Don't Lay Off Movement, pledging not to lay off any of our employees. In a year of unprecedented adversity, we adapted our strategy and the results of #ForTheFutureNow would not have been possible without the action and commitment of many.





COVID taskforce: the Aprendendo Sempre Coalition is born

In such a complex situation, with already deeply entrenched education problems worsening, we joined hands with another 27 partner organizations to create a taskforce to take action. The outcome of the alliance was Aprendendo Sempre, a coalition aimed at ensuring the right to learn by mitigating the negative impacts of school closures.



One of the keys to quickly respond to the crisis was the creation of groups that worked simultaneously on addressing solutions for different time frames—the short-, medium- and long-term. We understood the diverse contexts and analyzed the various challenges faced by students, teachers, managers, and families.

Cristieni Castilhos

Cristieni Castilhos, Executive Secretary of the Taskforce and Manager at the Lemann Foundation

SUPPORT FUND FOR LEARNING

Together with Imaginable Futures, we launched a call for proposals to select projects aimed at immediate support and short-term results in promoting the learning and well-being of students, teachers, and communities. Each of the proposals selected received donations ranging from BRL 50,000 to 300,000.

One of the remote learning initiatives was the Aprendendo Sempre platform, a portal with content curated and organized by areas of interest for managers, teachers, and families with 400 topics including instruction, experiences, training, and tools. Vamos Aprender was another highlight, giving over 12 million students access to television-based instructional content, an essential given so many Brazilian children had no access to the internet.

We also prepared a series of research studies to better gauge the pandemic's complex impact on education and to devise safe ways to resume face-to-face classes. With that goal in mind, Escola Segura was created to help public sector managers plan school reopenings based on fact-based research while respecting safety and social distancing best practices. We also launched the Support Platform for Learning, a tool that helped teachers and school managers assess each student's level of knowledge against that expected at each stage of schooling.

Learn more about all the initiatives promoted by the Aprendendo Sempre Coalition on aprendendosempre.org.



Education can't stop

Teacher Fabiana Alves Rodrigues, from the João de Deus Cardoso de Mello Municipal School in São Paulo, had never before used technology with her 5th graders. During the pandemic, she painted her kitchen wall with blackboard paint to recreate the familiar classroom environment. João Paulo Pereira de Araújo, a History Teacher at the Professor Botelho Reis and Doutor Pompilio Guimarães State Schools (and also principal of the latter), in the city of Leopoldina, State of Minas Gerais, distributed print instructional materials to students who did not have Internet access. Marinaldo Sarmiento Souza, a teacher at the Jupariquera Municipal Early Childhood and Primary School in the city of Barcarena, State of Pará, curated and printed all activities created by teachers and uploaded them to the city government's platform. They were organized by age/grade/student and distributed by the boats that normally took the children to school and back.

While these stories show how Brazilian teachers reacted to school closures on an individual basis, they also illustrate the urgent need for structuring public policies to better respond to both current educational needs and future learning requirements. The varying levels of digital connectivity readiness for schools is a concrete example of how unequal education is across Brazil.



To better understand the current situation and invest in solutions to address urgent new needs as they arose, we needed a database that conveyed the reality faced by teachers, students, and families. So we partnered up with **Itaú Institute** and **Imaginable Futures** to commission a **Datafolha** survey. The research was designed to cast light on the new teaching reality during the social distancing period and to help us shape our practical response to the challenge. Five surveys were conducted in May, June, July, September, and November with parents or guardians of students from municipal and state schools across all regions of Brazil.



As the numbers show, the coronavirus can make our problems worse – low proficiency, high drop-out rates, unacceptable inequality – but these are not new problems. The current crisis compels us to face them head-on and build back. Build back better.

Camila Pereira, Education Director at the Lemann Foundation

WHAT DID WE LEARN FROM THE DATAFOLHA SURVEYS?

92% of students had access to instructional materials, according to the November survey, compared to 51% in the May survey.

65% believe pre-school children's development will be hindered

69% say elementary school students' literacy will be delayed, with negative ramifications on their future learning

58% worry teenagers will face emotional problems caused by the isolation

58% believe high school students are at risk of dropping out

54% of students feel discouraged when it comes to their education

School connectivity has never been more important – the survey pointed out that only half the students were able to continue their studies remotely using smartphones or computers. And while access to technology remains a gap to be bridged, the digital teaching methods used by teachers are here to stay, as shown by the Datafolha survey: **73% of educators say that after the pandemic they will integrate more technology into their instruction than before. However, less than half (45%) of these professionals consider the current internet connection to be good enough and nearly 30% do not have any internet at all in their schools.**

That is why the approval of **Fust (Fund for Universal Telecommunication Services)** was a significant milestone in such an ambiguous year, as it ensures that the funds be allocated to cover initiatives to bring telecommunication services to rural or urban areas with a low Human Development Index (HDI).

A focus map for learning during the pandemic

The survey conducted by Datafolha showed an increase over time in the rate at which students received learning activities, but there were still great disparities between Brazil's five regions. During such difficult times, focusing on basic learning skills was crucial for ensuring that students can continue on their educational journeys.

The **Reúna Institute**, one of our affiliate organizations, designed **Focus Maps**, a selection of essential skills for each grade in Primary Education that aligned with the Brazilian National Learning Standards that the Lemann Foundation played a pivotal role in bringing to life. The tool helped school districts and educational organizations make curricula more flexible and assisted in accessing the appropriate content during catastrophic events such as the coronavirus pandemic.



The pandemic raises the specific issue of curricular priorities and school schedules. The National Learning Standards are a great reference so we know what students cannot miss learning today so that they won't be negatively affected for the rest of their academic lives. The number one priority in the pandemic needed to be putting these skills first.

Daniel de Bonis, Director of Educational Policy at the Lemann Foundation

Leaders amid the crisis

#FortheFutureNow also committed to supporting the leaders of organizations dedicated to improving the future who took action in the present to take a leading role during the pandemic. In 2020, we focused on identifying, supporting, connecting, and empowering the work of those who responded to the crisis, whether or not they were a part of the Lemann Foundation's Network of Leaders.

To drive these institutions and individuals forward, we launched the **Support Fund for Leadership**, choosing five initiatives for their actions in mitigating the direct and indirect impacts of the coronavirus. These projects cover different fields, demands, and populations heavily affected by the pandemic and include support for healthcare and education actions on behalf of the indigenous peoples of Xingu and Brazil's Amazon; a telemonitoring and teleservice network for suspected and verified cases of Covid-19 in self-isolation; and support to city governments for implementing preventive actions.



PARTNERS ON THE FRONT LINE



Corona no paredão
Support for families in favelas. The campaign run by the organization raised BRL 12 million in grocery store vouchers for 40,000 families living in 300 favelas across 11 states in Brazil.



Purchasing hospital equipment for ICUs in São Paulo. The campaign raised BRL 50 million for life-saving equipment such as respirators, multiparameter monitors and monitoring stations, and pulmonary ventilators.

Supporting the public sector during the pandemic

The Alliance for Impact-driven Leaders in the Public and the Non-profit Sectors, formed by the **Brava Foundation, the Lemann Foundation, Humanize Institute, and República.org**, promoted online meetings between experts and public managers to exchange information and best practices. The alliance also launched the **COVID-19 Fund to support non-profit organizations** working with the public sector or making contributions to public administration that were in need of support to maintain their financial health.



A standard for high-quality education to assure that no student is left behind. Illustration by Caroline Bogo, from Santa Catarina.

LONG-TERM STRATEGY

Quality education for all

The National Learning Standards: from designing a public policy to ensuring actual learning

Although 2020 turned everything upside down, we still managed to strengthen and advance initiatives that are central to our strategy. Increasing inequality is not exclusively a by-product of the exceptional circumstances of 2020. That is why the implementation of the **National Learning Standards** was a critical milestone for a new future for education in Brazil. As shown by the **Observatory of the Implementation of the National Learning Standards and the New High School**, an initiative created by **Movimento Pela Base**, by the end of 2020, the Standards had been approved by **74% of Brazilian municipalities**.

To make the Standards a reality throughout the entire country, the implementation process requires a lot of work from teachers, as well as cooperation between the different states, municipalities, and civil society. Technology can and must be an ally, a tool to get us there. In April, the **Lemann Foundation** and **Omidyar Network** launched an alliance to support



entrepreneurs committed to education, especially those from Brazil, who want to develop technological solutions to enable the implementation of the National Learning Standards that were passed by the Federal Government in 2017 and meant to be implemented by 2020.

IMPLEMENTATION OF THE NATIONAL LEARNING STANDARDS ¹

90% of teachers surveyed agree the Standards help them understand what they are supposed to teach

88% say the Standards enable the design of more engaging classes

89% believe the Standards are useful in assessing students' learning

87% are in favor of inclusion initiatives and teaching based on socioemotional skills

¹ Survey conducted by Datafolha with 1,005 public school teachers in September and October 2020.

² Study conducted in partnership with Columbia University in September 2020

CURRICULUM ALIGNMENT TO THE STANDARDS ²

75% of the skills in the state curricula analyzed retained the same wording of the National Learning Standards

20% of the state skills added additional content to the National Learning Standards

Almost every skill outlined in the National Learning Standards was kept in the state curricula

61% of the History skills kept the same wording of the National Learning Standards

82% of the Mathematics skills kept the same wording of the National Learning Standards

JOINING TOGETHER TO ENHANCE LEARNING

Quality learning for all is the bedrock of the Lemann Foundation's commitment to help children and young people reach their maximum potential.

With this in mind, we participate in projects aimed at solving urgent challenges and raising student learning rates. For this reason, our initiatives – **PARC (Partnership for Literacy Through Collaboration), Formar, and Educar Pra Valer** – support city and state public education districts and have the potential to scale so their positive effects can be expanded to have the most impact.



2.1MM
STUDENTS
REACHED BY PARC,
FORMAR, AND
EDUCAR PRA VALER



29,000
SCHOOLS



53
PUBLIC SCHOOL
DISTRICTS



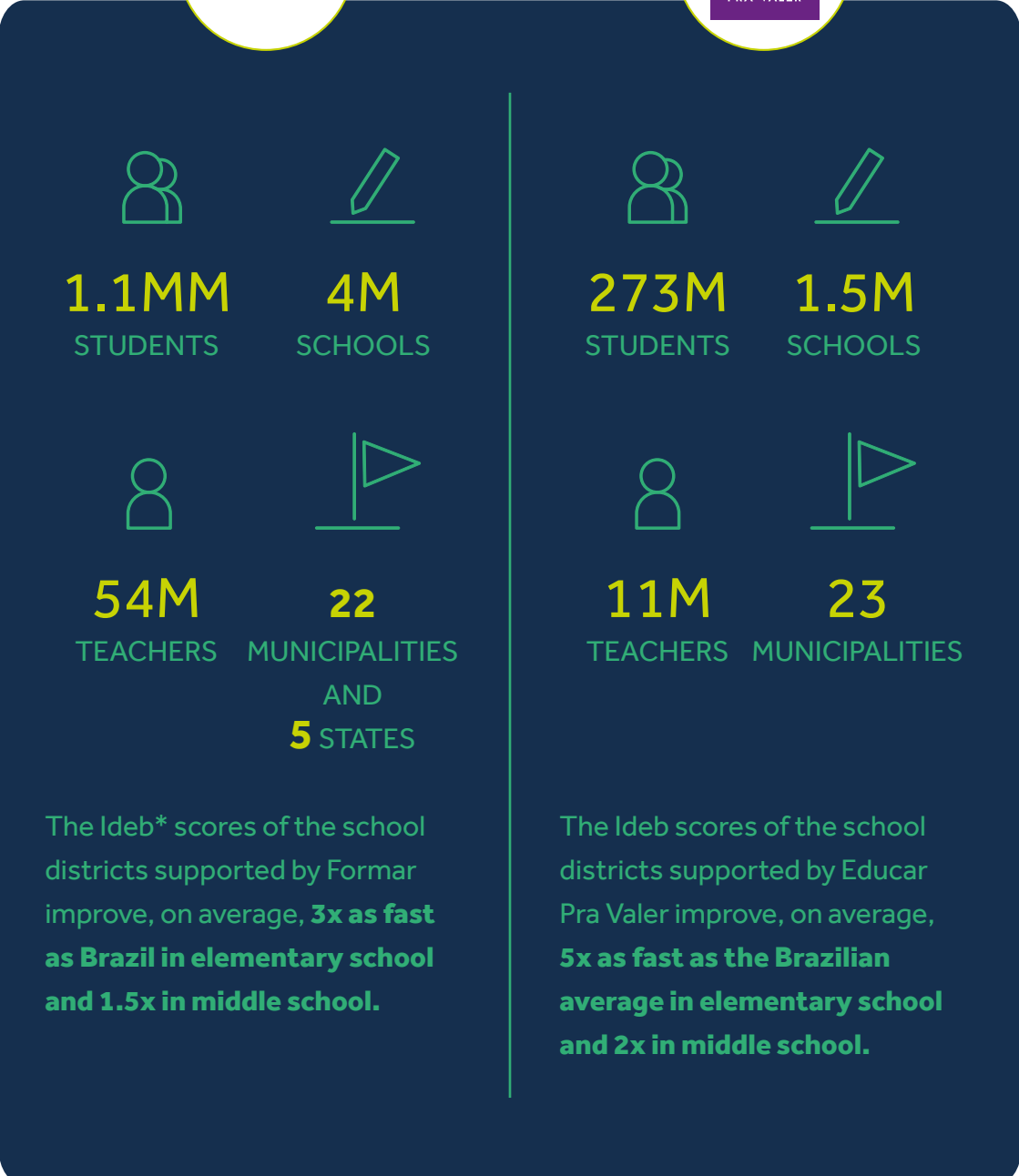
We see a great opportunity to invest in innovative tools that can improve learning outcomes in Brazil.

Eliza Erikson, Venture Partner da Omidyar Network

SAEB RESULTS

The 2019 SAEB results show that the schools included in **Educar pra Valer (EpV) and Formar** – two of the longest programs funded by the Lemann Foundation – not only outperformed the Brazilian schools' average learning results but also advanced more rapidly than comparable schools. In other words, working side-by-side with the leaders in each region, the programs helped schools implement educational policies that either reversed downward trends and stagnation or maintained the good results previously achieved.

Over the years, our programs have provided support to our partners so they can achieve educational equality and excellence – the core tenet being that students should learn what they need to learn at the right time in their educational journeys. Our initiatives include strategic consulting, sessions with experts about specific education- and management-related topics and building and implementing new forms of continued training for teachers and instructors. We also provide support for planning and executing strategies to bridge the gap between schools and public education departments.



*Basic Education Development Index, the primary indicator that measures the quality of learning in Brazil and establishes education improvement targets.



INTERNATIONAL WEBINAR ASSESSMENT FRONTIERS

We are aware that the methods to assess children and adolescents may influence, inform, and support the process to ensure students' right to learn. With that in mind, we teamed up with **OECD (Organization for Economic Cooperation and Development), ABAVE (The Brazilian Association of Educational Assessment), and INEP (The Anísio Teixeira National Institute of Education Studies and Research) to promote the International Webinar "Assessment Frontiers."** It featured 15 experts from several organizations and countries and yielded a multidisciplinary analysis for the future of educational assessments. Learn more at fundacaolemann.org.br/fronteirasdaavaliacao.



Improving education is the key to a better, fairer, and more equal society. And everything starts with knowing how to read and write. When it doesn't happen at the right age, the student's school learning suffers, and their entire future suffers as a consequence.

Daniela Caldeirinha, Project Director at the Lemann Foundation

Only 45% of Brazilian students know how to read and write at the age of eight*. Inspired by the model and led by the team that changed education in Ceará, the PARC program—funded by the Lemann Foundation and the Natura Institute and executed by the Bem Comum Association—offers technical support so that states, in collaboration with city governments, can develop policies for instructional materials, teacher training, and assessment, and align incentives for promoting improvement in learning.

By the end of 2020, a year and a half after it was launched, nine governors had already committed to the program and four of them, in coordination with their state legislatures, passed laws allocating part of the funds raised through state goods and service taxes to cities based on their educational results. Additionally, almost 100 percent of the cities in the states that joined the program in 2019 (Amapá, Espírito Santo, Pernambuco, and Sergipe) participate in the literacy program. In 2020, the states of Alagoas, Maranhão, Mato Grosso do Sul, Piauí, and Goiás joined PARC.

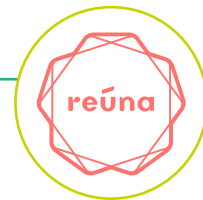
*National Literacy Assessment, 2016, Reading levels 3+4

JOINING HANDS

With a view to strengthening an ecosystem geared toward the common goal of ensuring quality education for all, the Lemann Foundation is associated with three organizations.



Nova Escola always supported teachers and school managers, developing a project for content curation, knowledge creation, and lesson plan design that seek to improve the quality of learning. In 2020, 15 million unique users accessed the website and 5.6 million logged on.



The Reúna Institute is directly involved in implementing the Brazilian National Learning Standards to meet Goal 7 of the National Education Plan, which provides for the promotion of quality in basic education in every stage of schooling and instructional modality. In 2020, we together created the Focus Map for the National Standards (see page 17).



The Gesto Institute was created in late 2020 from the expansion of the Formar project. The organization helps public managers innovate and improve how they manage their offices.

The CEOs of Nova Escola (Raquel Gehling), Reúna Institute (Kátia Smole), and Gesto Institute (Guilherme Antunes) are members of the Lemann Foundation's Network of Leaders.

PUBLIC POLICIES ON EDUCATION

Another major accomplishment for our country – and perhaps the greatest of all this year – was the passage of **Fundeb**, which will ensure that the poorest 1,500 cities in Brazil receive BRL 3 billion in support for public education in 2021. This momentous achievement – gained through the mobilization of non-profit organizations and led by our ally **Todos Pela Educação** and by members of the **Lemann Foundation Network of Leaders Congress members Felipe Rigoni and Tabata Amaral** – reflects directly on the investments made in appreciating teachers and developing and maintaining each stage of basic education – from daycare centers to preschool, early childhood education, primary and secondary education, and even continued education for teenage dropouts as well as adult education.



By leading the transformation of Brazil, we believe in the people following the path of change.
Illustration by Rafaela Melo, from the state of Pernambuco

ENGAGED AND COMMITTED LEADERS

Leading the transformation

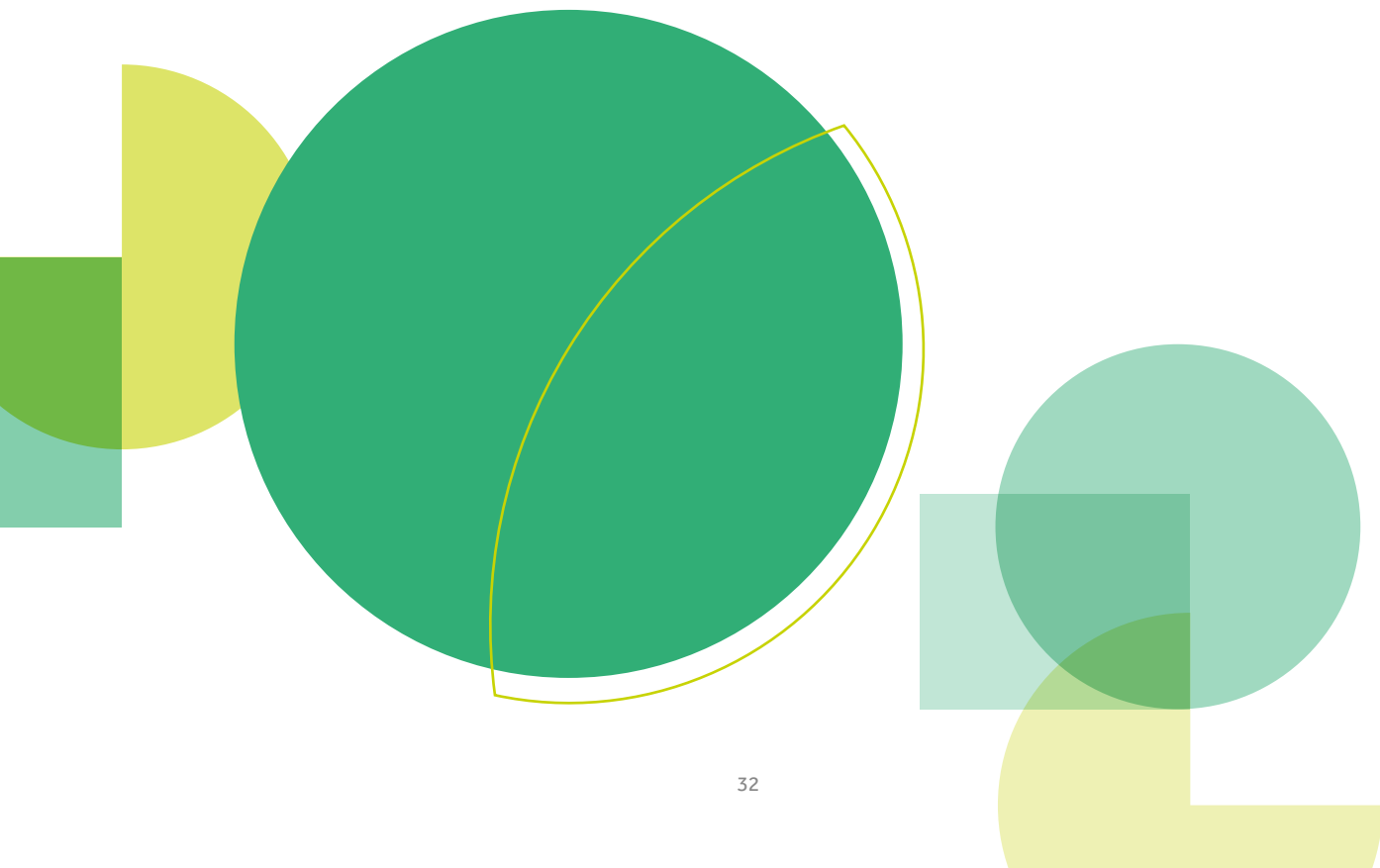
We want to see a transformed Brazil. To achieve this, we need people and organizations that are prepared, engaged, and committed to solving the collective challenges of our country. To help this vision materialize, we look to cultivate transformational people. We attract, retain, and foster talent. We connect and bring together various stakeholders, strengthen the ecosystem, and contribute to the construction of legal frameworks.

Through the Lemann Foundation's Network of Leaders – one of our main initiatives – we connect people of transformative potential who are capable of solving Brazil's problems. In 2020, the members were invited to re-apply for their participation in an open and transparent way. A new structure to connect members was created to put diversity first and make this important pillar a more faithful depiction of Brazil's diverse racial, ethnic, socio-economic, and geographic make up.



The Board of Representatives of the Network of Leaders was also created, formed by Ana Luísa Santos (Terceiro Setor Transforma), Carolina Campos (Talentos da Educação), Izabela Souza (Ponte de Talentos), Marcelo Sousa (Lemann Fellow), Marina Lafer (Lemann Fellow), Mario Adolphi (Talentos da Saúde) and Pedro Ivo Santana Borges de Lima (Líderes Públicos). Through collective participation, the group is charged with understanding how the Foundation and the Board can support and drive the Network of Leaders in their mission to find solutions for the country.

Along with the Board, the Network of Leaders made progress on the Compliance program with the creation of the **Code of Conduct and the Ethics Committee**. These were important steps in our constant pursuit of transparency and autonomy in our processes.



THE NEW NETWORK OF LEADERS

639 MEMBERS



80%
in Brazil

20%
in other
countries

SECTOR

- 22% Academia/Research
- 17% Non-profit Sector
- 15% Executive Public Sector
- 14% Private Sector
- 12% Social Entrepreneurship
- 7% School Educators
- 5% International/multilateral Organizations
- 5% Legislative Public Sector
- 3% Experts
- 3% Other

A NETWORK OF LEADERS ENGAGED IN BUILDING A BETTER BRAZIL FROM END TO END

Professionals from different areas of expertise are engaged in the transformation of Brazil. Many of them held prominent positions during 2020, either fighting the pandemic or in the public sector developing projects which will become legacies to the collective life in the country.

XINGU PROJECT

After winning the Request for Proposals for leaders working to mitigate the impact of the pandemic, Fernanda Roder developed a project to help the Xingu indigenous communities of the Amazon. According to medical literature, they have an historical mortality rate three to four times higher than the general population. Together with other partners, the project helped foster the acquisition of oxygen masks and Personal Protective Equipment (PPE) as well as the creation of Indigenous Primary Care Units. Eleven units were built in the Xingu Indigenous Park serving a population of 8,000 native Brazilians. Approximately 220 healthcare professionals, teachers, boatmen, Funai (National Foundation for Indigenous Populations) and Atix (Xingu Indigenous Land Association) personnel received PPE. Under Fernanda's leadership, the Xingu Project also helped acquire the supplies needed to address the healthcare issues in the villages, as well as to disseminate information and technical training to improve the quality of care by engaging the indigenous communities, which had to reorganize their everyday activities to fight these new challenges.

IMPULSO

Created by João Abreu and Isabel Ópice, with the contribution of Janiele Paula and Vítor Silveira, Impulso is a NGO that fosters the use of data and technology in government to improve public healthcare. In 2020, the organization focused on surfacing and analyzing data to support state and municipal governments fighting the pandemic and to advise them in the creation of regional projects, developing customized solutions for each location. The solutions were shared on CoronaCidades, a platform where the data is stored and which offers guides, tools, and personalized service to each municipality. CoronaCidades has already been accessed by over 100,000 unique users from all over the country. Impulso also supported governments with the *Vetores Impulsionando Governos* program. Over the course of four months, its public management trainees were allocated to crisis management offices created to respond to the pandemic in four states. They were trained in data analysis by Impulso to support governments. The organization also provided consultancy services in Votorantim and BNDES's Crisis Management project, which designed action plans in 22 municipalities and prevented more than 33,000 approximated Covid-19 deaths.

HACKMED

The organization founded by leaders Cauê Gasparotto, Leandro Ejnisman, and Lilian Arai was created to bring together innovation and education to address the problems of the country's healthcare sector. The methodology used in the organization was imported from Stanford and MIT, Cauê's and Leandro's alma maters. In less than a year, Hackmed has held events for 15,000 people, training both healthcare professionals and investors, and fostering a community that creates and invests in healthcare innovation. Over 20 healthcare start-up projects were designed as a result of the training program, some of which are currently being tested in the Clinics and Sirio-Libanês Hospitals in São Paulo.

TOGETHER, ALBEIT REMOTELY

Because of social isolation, we promoted **Redes que Transformam**, a major event in a virtual space where leaders of the Network and other members of our ecosystem exchanged and developed ideas. See the highlights of the event at bit.ly/redes-que-transformam-2020

3	29	7	1,400	+90
days	exchange rooms	master-classes	registered participants	speakers and moderators



When people with similar interests meet and think together, we increase our impact and transformative effects.

Felipe Proto, Director of Leadership Development and Strategic Partnerships at the Lemann Foundation

Photos by Diego Silveira



In 2020, we saw significant growth in the size of the network, which included over **700 teachers** engaged with Education: we went from 63 to **89 local groups** taking part in Conectando Saberes in Brazil.

In 2020, members of the Network of Leaders and Conectando Saberes were elected and/or appointed to public office.

5	4	7	12
members were elected mayors	members were elected city councilors	teacher members were appointed Secretaries of Education	members were appointed to municipal government departments

SUCCESSFUL PARTNERSHIPS

To strengthen our ecosystem of organizations driving transformation in Brazil, we expanded our technical and financial support and, together, we achieved beneficial results for society. We reached the mark of more than 50 organizations supported, a robust portfolio that reflects our shared impact-driven goals.

50 partner organizations

that reach and mobilize around 100,000 people including school managers, social entrepreneurs, opinion makers, students, and teachers and connecting almost 1,000 civil society organizations, political collectives, and school districts.



In order to scale high-quality high-impact initiatives, we collaborate with transformative organizations. We provide funding, but that is not all we do. We also support the internal institutional development of each partner organization, as well as encourage a pluralistic dialogue and the exchange of experiences among these institutions and people.

Lara Alcadipani, Project Director at Lemann Foundation

OUTSTANDING PARTNERS



Given the possibility that the 2020 municipal elections could be canceled due to the pandemic, the Pact for Democracy spearheaded the Safe Elections campaign in a movement to protect democracy, which brought more than 50 civil society organizations together to uphold the electoral schedule.



The strides made for inclusivity in Education were threatened during social isolation. In this context, our partner, Rodrigo Mendes Institute, focused on increasing the reach of its training courses. More than 10,000 Basic Education teachers were reached.



The organization made an important adjustment to its strategy for greater diversity and inclusion, which are critical if the country is to advance in a fair way for all. A total of 650 people received full scholarships to Estudar Na Prática courses based on socioeconomic vulnerability, gender, racial and LGBTQIA+ diversity criteria.

NEW CHALLENGES, NEW PARTNERS

In a country where having a good command of the English language is still, for the most part, associated with high socioeconomic status, we launched Skills For Prosperity – a partnership with the British Government's Foreign, Commonwealth & Development Office to transform the way English is taught in Brazil. The initiative received an allocation of 8 million Pounds from the UK Government and the implementation support of Nova Escola, Reúna Institute, and the British Council.

We also celebrated the new partnership between the Rede Brasileira de Aprendizagem Criativa (RBAC, or Brazilian Creative Learning Network), an initiative of the Lemann Foundation and the Lego Foundation. The partnership gave birth to the Tech and Play program, which will reach over 500,000 students in 20 Brazilian public school districts by 2024. RBAC was one of just three institutions in the world selected in the LEGO Foundation's call for proposals – the other institutions are from Kenya and Rwanda.

According to the survey, "Demand for English learning in Brazil," conducted by the British Council in 2013, only 5% of Brazilians 16 years or older reported having some knowledge of English.

4 MILLION middle- and high-school students were reached

5 STATES participating (Mato Grosso do Sul, Amapá, Pernambuco, Paraná, and São Paulo states)

21,000 TEACHERS will receive training in the English-teaching program

Skills
for prosperity

TRANSFORMATIONAL KNOWLEDGE AND DIALOGUE

We want to help Brazil address its collective challenges—that is why we have partnerships with Columbia, Harvard, MIT, Oxford, Stanford, University of Illinois, and University of South California. These are some of the leading institutions in fields such as education, healthcare, public management, urban development, and environment, among others – which are at the very core of the challenges facing Brazil.

In 2020, we made every effort to ensure more Brazilian talent attend these global centers of excellence, with more researchers producing evidence and contributing to the progress of the country and more Brazilian managers and leaders exchanging ideas in universities about the solutions the country needs. To achieve that vision, we supported 80 Brazilian scholarship holders who attend some of the top universities abroad, with 55 projects that focused on critical themes for Brazil (17 of which were spearheaded by Lemann Visiting Fellows). We invested in six large-scale educational projects led by professors from our partner universities and held 13 online sessions between Brazilian leaders and foreign university experts.

The studies we support tackle topics that are high on the Brazilian agenda, from education to healthcare. Assistant Professor of the Harvard Graduate School of Education Dana McCoy published the study "A Low-Cost, Evidence-Based, and Scalable Approach to Social and Emotional Learning in Brazilian Early Childhood Settings." In another partnership with the Harvard School of Public Health, the research "Does Zika infection accelerate neuronal aging and death: Novel aging clocks to monitor the earlier onset of pathologies of the nervous systems" was published in collaboration with Federal Fluminense University.

MORE DIVERSITY

Along with **Península Institute**, we support **Singularidades Institute in their Commitment to Antiracism**, by paying into a scholarship fund aimed at helping low-income, public-school students. The **Commitment** focuses on racial equality and is underpinned by three pillars: the Scholarship Fund for Racial Equality, the Program for Antiracist Training, and the Singularidades Institute Policy for Antiracist Institutional Development. Singularidades is also aimed at training teachers and promoting racial and socio-economic diversity initiatives at the best basic education schools in the country.

We held the **Encontro Alcance** meeting to spread the word about our post-graduate exchange programs in foreign institutions, including details about the submission process. In the event's first event, we invited 20 Brazilian alumni to share their experiences and 13 representatives from partner universities to speak to an excited audience of Brazilian talent about the roadmap to be accepted into such programs. Encontro Alcance had over 10,000 views.

We also continued our partnership with EducationUSA and Voxy in the **Ponte de Talentos** program, which aims to expand equal opportunity and help more people reach their dreams, in an effort to promote the diversity that makes Brazil so unique and dynamic. All eight candidates who applied to North American university programs were accepted. As a group, 40 were accepted to institutions including Columbia Teachers College, University of Illinois at Urbana-Champaign, and University of Southern California (USC). At the end of the process, seven candidates were granted scholarships and are supported by Lemann Foundation and Fulbright Commission grants.



We collaborate with global centers of excellence because they are magnets of talent, knowledge, and dialogue. The work we do is aimed at people who believe in Brazil—they have to be well prepared and engaged to lead the critical transformation our country needs.

Anna Laura Schmidt, Project Director at Lemann Foundation



It is a great honor to occupy the first Lemann Foundation Endowed Chair ever inaugurated in Brazil. This invitation enabled me to return to Brazil from Columbia University with the conditions necessary for fully developing my research and investing in the education of technically skilled staff.

Rodrigo Soares, professor and Chairman of the Endowed Chair at Insper

MORE BRAZIL ON CAMPUS

We created the Brazil on Campus program in 2020 to engage Brazilian students through Brazil-related discussions and opportunities – it was also a great way to connect our campuses at Columbia, Harvard, MIT, Stanford, and Oxford. In the first edition, 80 enrolled students joined former State ministers, congresspeople, and social entrepreneurs in inspirational talks, job fairs for high-impact social careers in Brazil, and digital events that connect the Brazilian students in those universities.

INSPER ENDOWED CHAIR

The Lemann Foundation invests in global centers of excellence in other countries and, in 2020, we had the satisfaction of inaugurating the Lemann Foundation Endowed Chair at the renowned center of higher education, Insper, our first action of this kind in Brazil. The Chair will be an important center of research that aims to collaborate with the top researchers in Brazil and abroad on the topic of microeconomics applied in Brazil. It will be held by Professor Rodrigo Soares, who was once a Lemann Fellow and taught at the Columbia University. He was also elected a fellow of the Econometric Society, a title bestowed upon the best researchers in the world of Economics.

PUBLIC SECTOR LEADERS

2020 also saw the birth of **Pessoas à Frente**, a movement that seeks to connect stakeholders, foster healthy discussions, and design legal frameworks. It was created to engage both citizens and politicians in building a better country. The purpose is to foster high-quality, evidence-based debates about complex issues of Brazil's public sector. The Pessoas à Frente movement is composed of experts, congresspeople, Federal and State government officials, as well as representatives of the judiciary, unions, regulatory agencies, and public advocacy. The movement also includes representatives from the non-profit sector.

We also made progress on the **People Management in the Public Sector** program, an initiative aimed at improving the quality of the public services by engaging people to tackle the social problems of Brazil and to meet the various needs of public agencies. In a joint effort with the Alliance (Brava Foundation, Lemann Foundation, Humanize Institute, and Republia.org), seven Brazilian states implemented the talent attraction and selection pillars, actively seeking committed and skilled people who can solve the major problems of the country through an action that filled 725 leadership positions.



Evidence shows that having a lever to work on people management should be high on the agenda. If we don't have the content to try and test alternatives, we will never move forward.

Weber Sutti, Project Director at the Lemann Foundation

TRANSFORMATION IS UNDERWAY

In Pernambuco, the Program for Leadership Development was launched with monthly meetings focused on two skills that are part of the framework of the position of Education Regional Manager. These were selected based on the skill-based interview conducted in the selection process and on conversations with managers who oversee that position. All Regional Managers have an individual development plan that gets checked periodically by the People Management department.



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