

# ASPNET BRAZIL

Associated Schools Program in Brazil Magazine

## National Encounter takes 800 educators to Salvador



Year 10 | n 12 | September 2018



Organização  
das Nações Unidas  
para a Educação,  
a Ciência e a Cultura

Coordenação Nacional  
Brasil



Escolas  
Associadas  
da UNESCO

**New  
Associated  
Schools**  
we are 583

**ASPNET  
BRAZIL**  
Goes to Toronto  
and New York



Organização das Nações Unidas para a Educação, a Ciência e a Cultura

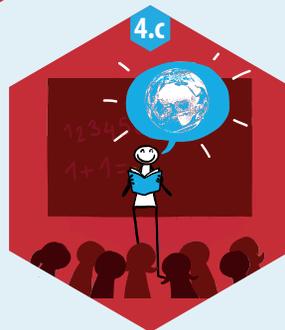
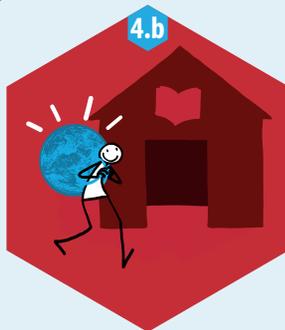
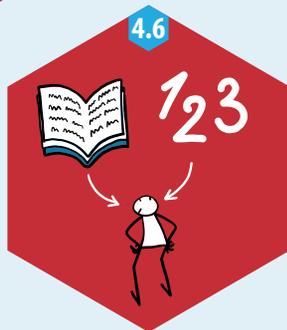
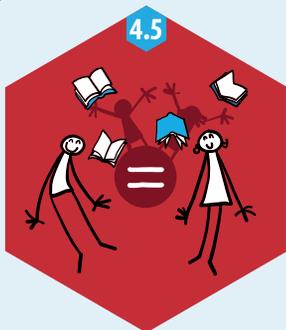
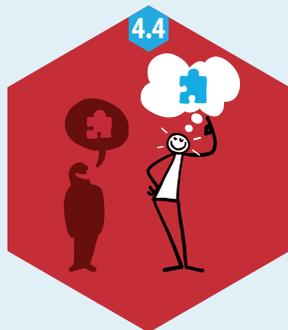
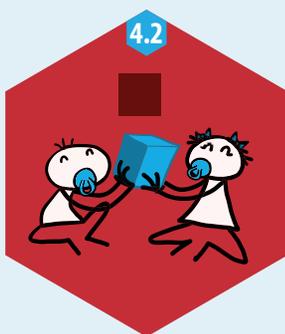
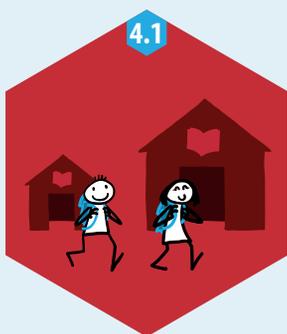


Objetivos de Desenvolvimento Sustentável

# Assegurar a educação de qualidade para todos

Objetivo de Desenvolvimento Sustentável 4

Dez metas



ELYX by YAK

- 4.1 Educação universal primária e secundária
- 4.2 Desenvolvimento infantil e educação pré-primária universal
- 4.3 Igualdade de acesso à educação técnica e profissional e à educação superior
- 4.4 Habilidades relevantes para o trabalho decente
- 4.5 Igualdade de gênero e inclusão

- 4.6 Alfabetização universal de jovens e adultos
- 4.7 Educação para o desenvolvimento sustentável e para a cidadania global
- 4.a Ambientes de aprendizagem efetivos
- 4.b Expandir o número de bolsas de estudo disponíveis para países em desenvolvimento
- 4.c Aumentar o contingente de professores qualificados



**Myriam Tricate**

National Coordinator of the UNESCO  
Associated Schools Program in Brazil

# Rede PEA Brazil increases in size and quality

The UNESCO Associated Schools Network trajectory in Brazil is increasing. Year after year, we have new member schools. We reached 361 associates in 2017, and we have now advanced to a total of 583 schools in 2018. We have consolidated, thus, our position as the second largest network worldwide, behind only Japan, which network is integrated with the Ministry of Education of the country. These figures are important and express, without a doubt, our work.

However, it is necessary to extend the reasoning line in order to truly understand what it means to be part of the Rede PEA.

The first thought is that is not about a purposeless growth. It is not simply about getting new members. The Rede PEA grows as a result of its consistency, identity and the strength of their projects as an expression of the institutional maturity. We are not only big in numbers. We are big because our practice is focused and within the principles established by UNESCO.

While many institutions come in, some are excluded of our framework, for demonstrating insufficient commitments. If this were not the case, we would have a even more numerous network, but disorganized and fragile.

Furthermore, it is important that our managers and teachers know that the growth of the associates network is as expressive as the progressive increase of the candidate schools.

In other words: Rede PEA becomes more relevant and creates an image of respect and integrity, its impact on schools becomes more known. That way, more people want to participate. We already have a considerable number of schools that are joining the ranks of the candidates, working with us, but still without the right to use the logo.

Finally, and this is fundamental: as we grow as a network, our responsibilities are also increased - not only my own, as nacional coordinator - but of all Associated Schools.

We need to be more aware of our role, work with increasing depth, innovate, invest in quality, and make explicit the mission of UNESCO in our pedagogical projects. This way, the space built together is honored and capable of positively influencing the future of our children and young people, of our country, of our planet.

Have a good read and congratulations to us all!

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### Regional Coordination - Mato Grosso and Mato Grosso do Sul

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André Pedr'Ángelo

### Regional Coordination - Minas Gerais

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### Regional Coordination - Paraíba

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Main entrance of UN building, in New York  
(credits: João Paulo Salgueiro)

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# TABLE OF CONTENTS

06

28



18



20



24



42



44

03	<b>Table of Contents</b> Rede PEA grows in size and quality	22	The <b>win-win</b> approach
05	<b>We are</b> Rede PEA!	24	Hands on <b>creativity</b>
06	<b>Encontro Nacional</b> Pedagogical innovation: transform the school in order to change the future	28	<b>Teaching Mission</b>
10	<b>Public school:</b> a priority issue	36	<b>The Rede PEA</b> in Thailand, India and Canada
11	<b>Brazilian</b> size	40	<b>Volunteering Day</b> in Paraná
14	What every Associated School needs to know to be a part of <b>Rede PEA!</b>	42	Light Day: <b>Enlightening the future</b>
18	Frei Jaboaão Public School participates in exchange <b>program with french school</b>	44	<b>Environment Day:</b> going for action
19	Ecological <b>tourism</b>	48	Recreating the <b>Portuguese tiles</b>
20	School makes a difference to the <b>inclusion of refugees and immigrants</b>	49	<b>Associated schools</b> achievements
21	<b>International</b> years	50	<b>Rede PEA Brazil</b> <b>Magazine</b> interviews Myriam Tricate
		55	<b>Special</b> – Climate Project
		60	<b>Construction</b> by many hands



55

48



# We are Rede PEA!

The Associated Schools Program (Rede PEA) is the wing of UNESCO in primary education worldwide.

Founded in 1953, the Network connects 10,000 schools of 181 countries around the ideas and values disseminated by UNESCO. Among those are included building a culture of peace, promoting education for sustainable development and raising a generation aware of its role as protagonists of a global citizenship.

Designed as a promoting agent for innovative and quality Education, the Rede PEA must actively contribute to the achievement of the objectives defined by the 2030 Educational Agenda.

An UNESCO member school is characterized as a think laboratory, which promotes new teaching approaches and UNESCO values based learning. It also presents as training and learning center school principals, teachers, students, and the UNESCO's values and become a model in its community.

Finally, the PEA network offers its members an incredible opportunity to exchange experiences, ideas, knowledge and good practices - within the regional, national and international context. To discover how to join the network, please visit [www.peaunesco.org.br](http://www.peaunesco.org.br).



583

Associated Schools  
(second largest network on the planet)

550

thousand

Primary Education  
students

42

thousand

teachers

11

thousand

schools worldwide

24

of the 27 federative  
units represented

181

countries on all  
continents

# NATIONAL MEETING



# Axé, Rede PEA

Commitment to the thematic spectrum proposed by UNESCO and consideration for the reality of Brazilian schools; public recognition of the keynotes and depth of content; theory, principles, inspirations, but also concrete and daily practices; exchange of educational experiences, but also a lot of friendship, social and cultural life.

All mentioned has already become a known brand of Encontro Nacional of the Rede PEA Brazil, which happens annually around the whole country.

This year edition, however, brings all and much more, as is typical of such generous state - Bahia. The event program reflects the many months dedicated to weaving the scenario of the main event Rede PEA Brazil.

When it comes to an event program, we are dealing with an equation of many variables, such as: economic reality of Rede PEA, educational needs, UNESCO themes, appeal for the public, recognition of the regional specificities, access conditions, venue size for the expected public, quality, quality and, obsessively, quality.

Although, the time has come for another Encontro Nacional of the Associated Schools.

Choosing Salvador as the host city was a meaningful decision. Salvador is unique due to its history, its multicultural environment, its vibration, its natural beauty, and, also, because how it is an incomparable place when it comes to the Brazilian identity. It is possible to recognize a cultural syncretism of beliefs, ethnic origins, cultural influences and the dream of building a country capable of absorbing all influences to consolidate its own personality.

Capital of Bahia, a state that first received the foreign presence, when the arrival of the caravels of discovery, was the political and cultural center of Brazilian history. Today is an example for being the heritage for people that continuously reinvent its identity.

Not to mention, Salvador was also chosen to welcome us for its connection with the presence of Africa in Brazil, which arrived by the tragic pathway of slavery and today is a determining part of the formation of our culture, in all aspects, in a struggle of affirmation that continues. In the National Afro Descendants decade, this is the ideal place if we want to raise awareness of the Rede PEA schools to this matter, building multiple possibilities of approach, including literature and art.

Like the Afro-descendant theme, other priority issues for our network are part of the agenda, such as climate innovation and global citizenship.

The event is valuable for everything it offers in terms of exchange of knowledge and experiences. In addition, fulfills the fundamental role of providing the participants enriched experience of one of the most historical cities in the West side of the planet. There are over 600 Brazilian educators sharing the experience of being a part of Rede PEA!

This interaction will be reaffirmed in a cheerful dinner in the center of Pelourinho, UNESCO World Heritage Site and a symbol of African culture in Brazil.

Who would want to miss it? Rede PEA team came certain that will provide once again an event to be remembered.



# PEDAGOGICAL INNOVATION: Transform the school to change the future

## September 12<sup>th</sup>

**11:00 to 2:00:** MEETING AND LUNCH with the **Regional Coordinators**

**11:00 to 3:00:** CHECK IN

**3pm:** RECEPTION of new **Associated Schools of Rede PEA**

**7:00:** OFFICIAL OPENING:

- Joining the opening table
- National anthem
- Inaugural Conference by Mariana Alcalay Cors
- Cultural Presentation: Cortejo Afro

## September 13<sup>th</sup>

**8:30:** LECTURE **Africa, mother of all Stories** by *Ilan Brenman*

**9:30:** LECTURE **Brazilian High school reform and BNCC** by *Carlos Roberto Cury*

**10:30:** LIVINGNESS AND EXPERIENCES **The International Pedagogical mission International partnership:** *Lycée Sainte Marie and Frei Jaboaão School*

**11am:** Coffee-break

**11:30:** LECTURE **Technology: active Methodologies for a better quality school** by *Lilian Bacich*

**12:30:** LUNCH

**2:30:** ROUND TABLE

**Round table: The Library of the 21<sup>st</sup> century**  
*Deborah Vaz (mediator), Beatriz Santana (Literary Station of Guararema), Robson Melo (Magic bookcase) and Cristine Pinto (EMS São José dos Campos).*

**3:45:** LIVINGNESS AND EXPERIENCES **The challenge of Education in digital culture** *Bandeirantes School Public Schools and the maker culture* *Nave à Vela Partnership*

**4:15:** Coffee-break

**4:45:** LECTURE **Integral School: thinking education outside of the box** by *Anna Penido*

**8pm:** DINNER OF CONFRATERNIZATION **Rede PEA at Pelourinho**  
*Dinner (by adhesion) bus departure from Othon Palace Hotel*

## September 14<sup>th</sup>

**9am:** LECTURE **Rede PEA in 2019** by *Myriam Tricate and Paulo de Camargo*

**10am:** LIVINGNESS AND EXPERIENCES **Volunteering Day,** by *Adraiana Karam* **Educating for Diversity, Educating for inclusion,** *Escritora Carolina Maria de Jesus Public School*

**10:30:** Coffee-break

**11am:** LECTURE **Global Citizenship and Language Teaching: Education to navigate in an interconnected world** by *Eduardo Francini*

**12:30:** LUNCH

**2:30:** LIVINGNESS AND EXPERIENCES **The digital transformation in Education-Customization, Collaboration and school inclusion** *Forest and rural*

tourism and Sustainability Education In the schools of Ivoti

**3pm:** Coffee-break

**3:30:** LECTURE **A school where everyone Belongs: Overcoming Stories** by *Joan of Arc Felix de Sousa and Diego Mahfouz Faria de Lima*

**4:30:** DA ÓPERA AFRO AO AFRO SAMBA **Official closure ceremony**

## MAIN SPEAKERS

**Anna Penido** is a journalist, Human Rights specialist by the University of Columbia. She is director of Inspirare, family institute whose mission is to inspire innovations in order to improve Brazilian education. Coordinated UNICEF office for the states of São Paulo and Minas Gerais and is part of Ashoka network of social entrepreneurs.



member of the Future of Learning Institute (HGSE). He is also the author of the critic article of the United Kingdom Embassy in Brazil about the English Language on the third version of BNCC.

**Beatriz Ávila Santana** is a librarian by the School of Communication and Arts of USP and acts as director of Estação Literária, municipal public library in Guararema. She is responsible for the elaboration of cultural projects of the Secretariat of Culture and programming cultural heritage of the library.



**Ilan Brenman** is a psychologist, holds a Phd by the School of Education at USP. Considered one of the main authors of children's literature in Brazil, he has published over 70 books, awarded and translated into different countries. He is a columnist for CBN Radio, speaking on education and literature. Ilan is one of the Brazilian authors currently more translated abroad.



**Carlos Roberto Cury** is a philosopher, master and Phd in Education by PUC-SP, with a post doctoral degree by the University of São Paulo Law School. He was researcher at École des Hauts Études en Sciences Sociales, France. Nowadays he is an assistant professor of the Pontifícia Universidade Católica de Minas Gerais. He was president of the Primary Education City Council (CEB).



**Joana D'Arc Félix de Sousa** is a professor, chemistry professional and Brazilian scientist. Winner of 56 awards on her career, including Kurt Politzer Technology Award of "Researcher of the Year" in 2014. Master and PhD from the State University of Campinas, got her post-Doctor internship at Harvard University. She is a lecturer and researcher at Prof. Carmelino Corrêa Júnior State Technical School (ETEC), in Franca, São Paulo.



**Cristine de Angelis Pinto** is an pedagogue, holds a post graduation in management and Inclusive Education. She was a teacher and a principal in public schools and nowadays holds the position of Secretary of Education and Citizenship in São José dos Campos.



**Lilian Bacich** is a biologist, pedagogue and PhD in Psychology and Human Development School by USP. She is currently coordinating post graduation courses at Instituto Singularidades. She spented 28 years as a teacher and coordinator in Primary Education. She edited the book "Ensino Híbrido: personalização e tecnologia na educação e Metodologias ativas para uma educação inovadora", among others.



**Débora Silva Vaz de Almeida** is a pedagogue, specialist in Education by Université René Descartes - Paris V - Sorbonne. Teacher trainer, author of the Projeto Presente Collection - Portuguese Language. Today she is the pedagogical principal of Santa Cruz School.



**Mariana Alcalay Cors** holds a Master Degree in Arts by the European Interuniversity Center of Human Rights and Democratization, specialist in humanitarian assistance and peacekeeping by the Austrian Study for Peace and Conflict Resolution. She is currently a Project Officer at the Education Unit of the UNESCO Office in Brazil.



**Diego Mahfouz Faria Lima** is a professional speaker, writer and school principal. Studied Pedagogy at the Rio Preto College Center and Educational Technologies specialist. He is the winner of the prize Educador Nota 10. He was considered one of the 10 best educators in the world, recognized by the Global Teacher Prize.



**Robson Melo** is the co-founder of Estante Mágica, an educational company that since 2009 has transformed over 200,000 children in real life book authors. Born in Favela da Rocinha in Rio de Janeiro, he studied at Colégio Pedro II and graduated in Law at UERJ, where he also completed his master's degree.



**Eduardo Francini** is a pedagogical advisor for english as a foreign language, associate teacher at São Paulo Open Center, Cambridge oral examiner and consultant for bilingual programs. Certificated in Leading Educational Systems at National Level and



# Public school:

## priority issue

STRENGTHENING  
THE PRESENCE

Encontro Nacional in Salvador, the certification of new member schools and the partnerships builded are a testimony of the continuous effort and planning of National Coordination of the Rede PEA in Brazil. All the efforts were mostly done to strengthen the presence of the public schools - in proportionate numbers and, primarily, be a part in real and effective way.

In Encontro Nacional schedule, public schools are represented in several moments, directly or indirectly.

On the Experiences section, which always assumes the role of one of the high peak of the event, public schools are well represented.

Participants will be able to get in contact with the work of Frei Jaboa-tão School from Pernambuco, which work focus is on resocialization of young offenders in the criminal justice system. This school was a part of an exchange project with a French school about climate change.

Correspondingly, on the round table about reading stimulation, the City Secretary of Education of São José dos Campos, Cristine Pinto, and the librarian Beatriz Santana from Guarema will show the exemplary work they have been representing.

On the other hand, Escritora Carolina Maria de Jesus Elementary School in São Paulo will show how it has become a reference when it comes to youth and child education of immigrants and refugees children.

We will hear from schools from rural areas of Ivoti about their ecological tourism projects, which is within the principals defended by the UN ODS.

Finally, one of the main activities will show the work of partnership carried out by the company Nave à Vela, which made it possible for students from ten public schools of São Paulo to present projects of maker culture in one of the main Brazilian events of innovation and creativity in March of 2018.

The public school will also be represented at the final statements of Encontro Nacional, under the responsibility of Joana D'Arc Félix de Souza and Diego Lima, both with professional trajectories school - examples of how it is possible to break the barriers of prejudice through education.

The event program was organized to reflect the effort that has been done. On this year alone, the National Coordination has met with federal, state and local authorities, always in order to promote the participation of the public school in Rede PEA. There is a long way to go among meetings with the Ministry of Education, in the secretariats of the State of Bahia and the municipality of Salvador, at the State Secretariat of Education in São Paulo, in Guarulhos, Botucatu and Piracicaba (SP), Rio de Janeiro (RJ), Santa Maria (RS), among many others.

The same has been done by Regional Coordinators, in their respective states, as is the case of Mato Grosso, Paraná, Rio de Janeiro, Santa Catarina and Amazonas. In that way, it has become possible to ensure that member schools to have the support of their regional managers to effectively participate in the Rede PEA. 

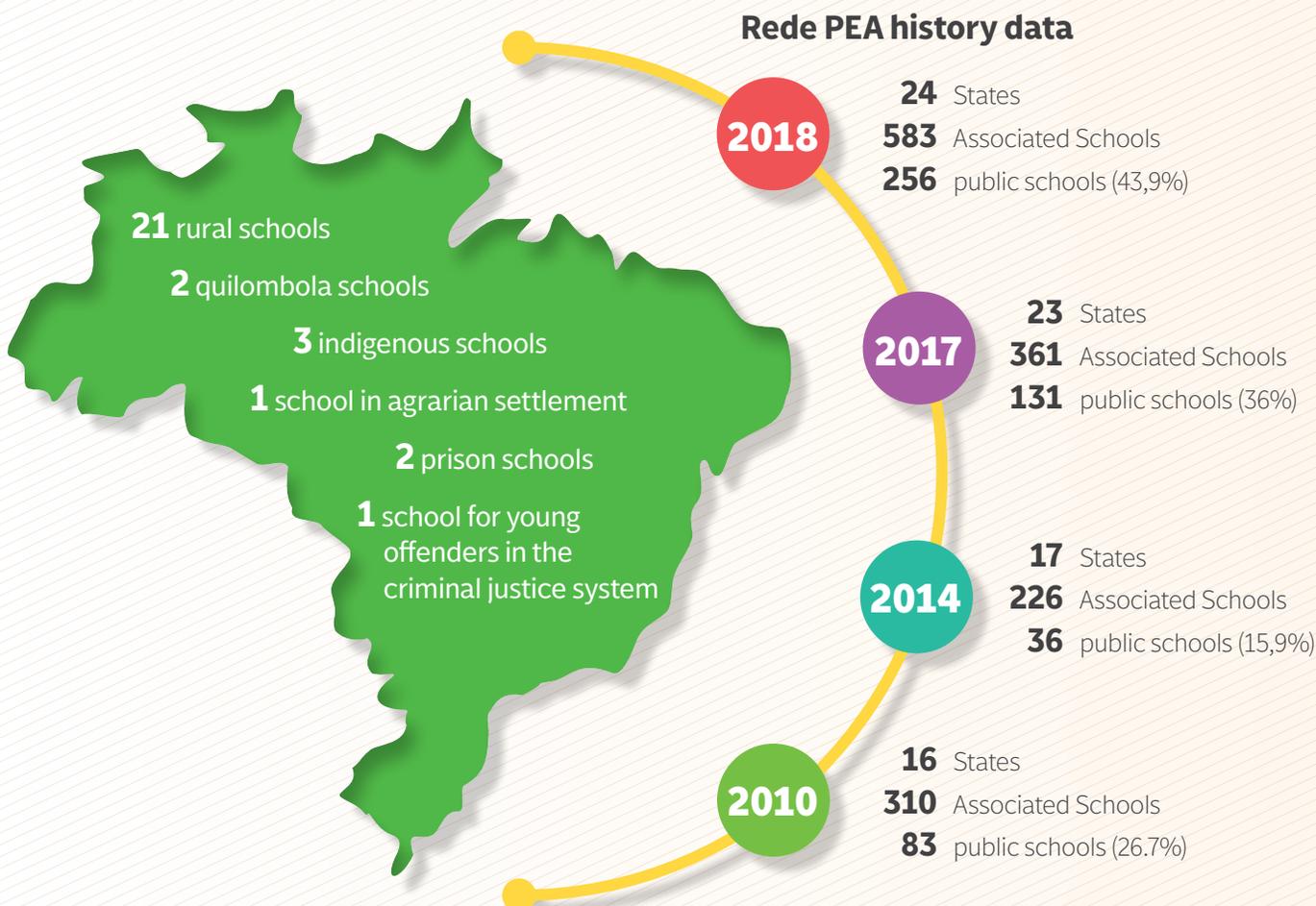
# The size of **Brazil**

At Encontro Nacional in Salvador, Rede PEA in Brazil will receive within a special ceremony the greatest number of schools in its history. With an entrance of new 222 Associated Schools, authorized by the International Coordination as a gesture to recognize our work, Rede PEA in Brazil has now reached 583 schools. It's a numerically expressive size, but it must be understood as a picture of the effort made by the Rede PEA to better represent the reality of Brazilian schools. It is noteworthy, for example, that:

- For the first time, the number of public schools that will be associated is bigger than private schools. Increasing the presence of the public school system is one of the National Coordination's main focuses.
- New rural schools arrive, Rede PEA receives another in-

digenous institution and for the first time we receive a member of a public school from land settlements area.

- We have once again extended our national presence. Now, schools in Rondônia are part of the Network. Remaining only Acre, Roraima and Mato Grosso do Sul.
- Finally, Rede PEA brings together more nationally renowned schools for the quality work they do along with the capacity to create partnerships and enable training projects and experiences exchanges. This is the case of Bandeirantes, Santa Cruz, Santo Américo and Dante Alighieri schools in São Paulo; Bernoulli, in the state of Minas Gerais. In the same way, the public system is reinforced with the arrival of the Ginásio Pernambucano, Instituto Federal de Educação de Brasília and Desembargador Amorim Lima Municipal School, in São Paulo.



## Teamwork:

## Meet our new members of 2018

### Amapá

- Santa Bartolomea Capitania School

### Bahia

- Desenvolvimento dos Potenciais Humanos e Naturais Institute - Gente Institute
- Idalina Public School (Quilombola School)
- Aidê de Souza Ferreira Public School
- Marieta Coutinho Public School
- Nair Lopes Jenkins Educational Group
- Osvaldo Cruz Group
- Concept School
- Pracatum School of Music and Technologies
- Coroa Vermelha Native Indian State School
- Primeiros Passos Kindergarten School

### Ceará

- 07 de Setembro Public School
- Affonso de Medeiros Public School
- Dona Lavinia de Medeiros Public School
- Francisca Alves do Amaral Public School
- Helena de Aguiar Dias Public School
- José Pontes Filho Rural Public School
- Nair Magalhães Guerra Public School
- Nossa Senhora Da Conceição Settlement Public School
- Placido Monteiro Gondim Public School
- Yara Guerra Silva Rural Public School
- Osmira Eduardo de Castro Public School
- Alice Moreira de Oliveira Public School
- Manoel Pereira Public School
- Abã Tapeba Elementary and Kindergarten Native Indian Public School
- Luiz de Gonzaga Fonseca Mota Public School
- Maria de Lourdes Rocha Rural Public School
- Pedro Moreira de Oliveira Rural Public School
- Nedi Maria Simone Moreira do Nascimento Public School
- Patronato Pio XI
- Professor Aldaci Barbosa Public School

### Brasília

- L2 North - Sigma Educational Center
- Instituto Federal de Educação, Ciência e Tecnologia de Brasília - Riacho Fundo I Campus
- Objetivo DF Private School

### Goiás

- Buena Vista Public School
- Exato Private School

### Maranhão

- Maranhão State Institute of Education, Science and Technology

### Minas Gerais

- Bernoulli Private School
- Santo Antônio Private School
- Vitória Private School
- Nacional Araguari Private School
- Nacional Mexico Private School
- Nacional Rondon Private School
- Nacional Manakin Private School

### Mato Grosso

- Pueri Domus Cuiabá Private School
- Piaget Educational Center

### Paraíba

- Nossa Senhora de Lourdes Private School
- Luz Private School

### Pernambuco

- Maria Gayão Pessoa Guerra Public School
- Senador F. Pessoa de Queiroz Public School
- Professora Maria Eugenia Lopes Gomes Public School
- Ipojuca High Public School
- Aníbal Cardoso Public School
- Professora Marluvia Evangelista de Souza Kindergarten Public School
- Santo Amaro Kindergarten Public School
- São Sebastião Rural Kindergarten Public School
- Eliel Eustáquio da Silva Kindergarten Public School
- Prof. Simone Patricia Ferreira da Silva

### Kindergarten Public School

- Augusto Severo Public School
- Poeta Mauro Mota Public School
- Rodolfo Aureliano Public School
- Desembargador José Neves Filho Public School
- Ana Farias de Souza Public School
- Dom Carlos Coelho Public School
- Professora Odete Antunes Public School
- Cardeal Dom Jaime Câmara Public School
- Desembargador Renato Fonseca Public School
- Padre André Albert Coopman Public School
- Turmalina Waldorf Rural School
- Maria de Lourdes de L. Almeida Public School
- Santo Antônio Public School
- Aba Global School
- Colégio Saber Viver - Private School
- Ginásio Pernambuco Public School
- Dom Sebastião Leme Public School
- Professor Enaldo Manoel de Souza Public School
- Olga Benário Prestes Public School
- Liceu Nóbrega School of Arts and Crafts
- Pastor José Florêncio Rodrigues Public School
- Senador José Ermírio de Moraes Public School
- José Cândido Rural Public School

### Paraná

- Antonieta da Silva Lautenschlager Public School
- Dr. Osvaldo dos Santos Lima Public School
- Fabio Henrique da Silva Public School
- Fernando José Acosta Public School
- Gabriel de Lara Public School
- José Brazil Camargo Public School
- Professor Bento Fernandes Dias Public School
- Professor Alcides Ramos Public School
- Vereador José Ramos de Oliveira Public School
- Vida Nova Public School
- Papa João XXIII Public School
- Humberto de Alencar Castelo Branco Public School
- Colégio Bom Jesus São Vicente - Private School
- Colégio Bom Jesus Internacional Aldeia - Private School

- Colégio Bom Jesus Internacional Alphaville - Private School
- Maria Amelia - AMA Association
- Pé da Letra Kindergarten
- Atuba Kindergarten Public School
- Ivo Leão Public School
- Prof. Isabel Lopes Santos Souza Public School
- Ângelo Trevisan Public School
- Umbrella Private School
- Interpares Kindergarten
- COC Semeador Private School
- Nossa Senhora da Glória Private School
- PGD Private School
- Colégio Positivo Santa Maria - Private School
- Colégio Bom Jesus Carlos Dêmia - Private School
- Saint Helena Bilingual Education Private School
- Colégio Bom Jesus Nossa Senhora do Rosário - Private School
- Colégio Bom Jesus São José - Rio Negro - Private School
- Colégio Bom Jesus Santo Antônio - Private School
- Colégio Oxigênios - Private School
- Colégio Bom Jesus São José dos Pinhais - Private School
- Lilian Viana Rural Public School
- Prof. Divahê Cruz Ulrich Rural Public School

### **Rio de Janeiro**

- Canto dos Pássaros Private School
- Sol Nascente Public School
- Polegar Educational Center
- Marly Cury Private School
- Professora Lúcia Maria Silveira Rocha Public School
- Casulo Educational Center
- Centro de Novas Tecnologias Para Educação Ltda.
- Espaço Integrado Educational Center
- Alpha Cem Bilingual Private School
- Dantas Itapicuru Private School
- Lebanese Private School
- Signorelli International College
- Canaã Garden School

### **Rio Grande do Norte**

- Rotary Public School
- Contemporâneo Educational Complex

- Espaço Livre Private School
- Monsenhor Alfredo Pegado Public School
- Professora Maria Luiza Alves Costa Public School
- Selva Capistrano Lopes Public School
- Lápis de Cor Private School
- Maple Bear Natal Private School
- Maria do Socorro Araújo Menezes Public Kindergarten School
- Eugenia Palhares Children's Center
- Mãe Sinhá Children's Center
- Maria Dilma de Lacerda Children's Center
- Maria Leonor Freitas do Nascimento Children's Center
- Professora Judith Aguiar Children's Center
- Professora Lucia Maria dos Santos Children's Center
- Tio Hermes Public Kindergarten School
- Brigadeiro Eduardo Gomes Public School
- Maura de Morais Cruz Public School
- Nossa Senhora da Guia Public School
- Professora Francisca Canindé Avelino Batista Public School
- PH3 Educational Center
- Theodorico Bezerra Public School
- Professor Rafael Garcia Full-Time Public School

### **Rio Grande do Sul**

- Erna Würth Public School
- Norberto Martinho Cardoso Public School
- Professora Pedrinha dos Santos Cardoso Public School
- Chapeuzinho Vermelho Public School
- Marisol Public School
- Nossa Senhora do Perpétuo Socorro Public School
- Pão dos Pobres Santo Antônio Public School
- Santa Catarina Public School
- Altina Teixeira Public School
- Intendente Manoel Ribas Public School
- Chácara das Flores Public School
- Vicente Farençena Public School
- José Paim de Oliveira Public School
- Santa Teresinha Private School
- Francisco Fröming Public School
- Sao Luiz Public School

### **Rondônia**

- Maple Bear Porto Velho Private School
- Santa Lucia Filippini Private School

### **Santa Catarina**

- CEAC Projeto Oficinas Public School
- Jardim late Club Public Educational Center
- Catarinense Private School
- Positivo Joinville Private School
- Santíssimo Sacramento Private School

### **São Paulo**

- Cisne Real Private School
- Stélio Machado Loureiro Public School
- Renovatus Private School
- Guilherme de Almeida Private School
- Beija-flor Public School
- Juriti Public Children's Education Center
- Cel. Francisco Rodrigues Barbosa Public School
- Professora Sonia Rita Penteadó Aguiar Santos Public School
- Videira Cristã Private School
- Educar Private School
- Escola Concept Ribeirão Preto Private School
- Etip Educational Center
- Cycle International School
- Novo Tempo Private School
- Access International School
- Jean Piaget Sao Bernardo do Campo Education Center
- Aquarela Private School
- Santo André Private School
- Eccos Private School
- Planck Private School
- Teófilo Rezende Private School
- Professor Francisco Pereira da Silva Public School
- Cel Lep Language School
- Bandeirantes Private School
- Dante Alighieri Private School
- Delta Private School
- Novo Horizonte Private School
- Oswald de Andrade Private School
- Palmares Private School
- Saint Clair Private School
- Santa Amalia/Maple Bear Tatuapé Private School
- Santa Cruz Private School
- Santo Américo Private School
- Santo Antonio de Lisboa Private School
- Simao Frugis Private School
- Soka do Brasil Private School
- Alef Peretz Private School
- Celia Ribeiro Landim Public School
- Italo Betarello Public School
- Heitor de Andrade Public School
- Desembargador Amorim Lima Public School
- Pueri Domus Aclimação Private School
- Visconde de Sabugosa Preschool and Spinosa Private School
- Liceu Santa Cruz Private School
- Nippaku Educational Organization
- Quintal da Vila Private School

# What every Associated School needs to know to be a part of the Rede PEA!

Recently, the international coordination of the Rede PEA in Paris has published the new regulation that guides the work of UNESCO's Associated Schools around the world. The first version of this document was addressed to National Coordinations, but a proper version for schools is already being prepared, which will be released at the best moment. The new regulation brings important definitions that need to be known both by the new Associated Schools and by those schools that already belong to the Rede PEA for a very long time. In the following items you can find some of the fundamental points.

## 1 Rede PEA is our name

Over the time, this UNESCO-focused program for schools was differently nominated. In 1957, it was called Associated Schools Project in Education for International Understanding and Cooperation. In 1971, it was re-baptized the Associated Schools Project in Education for International Cooperation and Peace, emphasizing the aspect of cooperation. At the end of the 1990, the name "Associated Schools Project Network", with the acronym PEA (or, in Spanish, RedPEA, and in Portuguese, Rede PEA) appears for the first time. In the new regulation, the word 'project' is no longer used and the designation PEA has become mandatory for all. Take charge whenever referring to the program: your school proudly belongs to Rede PEA!

## 2 Our mission

Rede PEA aims to "construct the defences of peace in the minds" of its students, by placing UNESCO's values and objectives prominently in the organization, lessons, projects and policies of the participating schools. It emphasizes the four pillars of education as defined in the Report to UNESCO of the International Commission of Education for the Twenty-first Century, Learning: The Treasure Within: learning to know, learning to do, learning to be and, above all, learning to live together.

## 3 Our objectives

The Rede PEA promotes the values and principles enshrined in the Constitution of UNESCO and the Charter of the United Nations, including fundamental rights and human dignity, gender equality, social progress, freedom, justice and democracy, respect for diversity and international solidarity. The Associated Schools provide as a laboratory of Innovative and creative pedagogies to translate global concepts into school practices and to advance the change of educational systems and policies. It is a global network that promotes cooperation, knowledge sharing and partnerships among schools around the world. Therefore, the Rede PEA must develop a sense of belonging to a global community. Finally, it also contributes to achieving the objectives of sustainable development (ODS), approved in 2015 by the UN, and in particular to Agenda 2030, which emphasizes education for global citizenship and education for sustainable development.

# 4

## Our themes

The Rede PEA works with themes that are aligned with its mission and objectives. In the context of SDG's and Agenda 2030, the action areas include:

- Global citizenship and a culture of peace and non-violence;
- Sustainable development and sustainable lifestyles;
- Intercultural learning and the appreciation of cultural diversity and heritage.

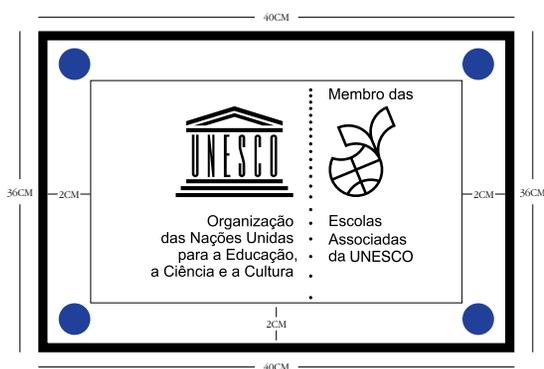
The International coordination also proposes global or regional projects on specific issues, such as are the projects linked to Climate Change. Likewise, the celebration of international days is a good gateway to the Associated Schools. The celebration of the International Day must involve the whole school and possibly even initiatives aimed at the community in general. The UNESCO Calendar also prescribe for decades and international years.

# 5

## Our responsibilities

The Associated Schools must respect the values and principles of UNESCO and perform a set of tasks to display and maintain their membership status. Here are the parts of this set of obligations:

- Present an annual work plan (in Brazil, until March, 31st) and subsequently a report of the developed activities (until November, 30th).
- Participate every year of at least one global or regional project, competition or campaign proposed by UNESCO; or in a related national activity proposed by the national coordination.
- Celebrate at least two dates of the United Nations Calendar, selected from the Rede PEA-UNESCO calendar.
- Hang at the school door or in a highlighted place an external affiliation display, according to the instructions of the national coordination.
- Keep the community informed about PEA Network membership, communicating about actions by letters, website, social networks and other media.
- Update your information on the international platform OTA, at least twice a year. The platform is in update and in due time the Associated Schools will receive access passwords.



**In this proposal, the display board must attend the following features:**

- Glass Plate (5 mm) of 40 cm x 36 cm, Two centimeters of margin.
- Mirror adhesive, applied behind the video, with the image in fingerprint.
- Display with metallic pin model of 5 cm.



## Be aware: use the Rede PEA logo properly!

One of the most important things the Associated Schools should care for is the use of Rede PEA Network logo. The guidelines below are mandatory and must be followed by the managers of schools and their teams, including the media sector

- Rede PEA logo should be cautiously used so as not to cause any misinterpretation by the general public about the respective and independent status of the National Coordinators, member schools and UNESCO.
- Under no circumstances can the Rede PEA logo be used on items and products for sale.
- Publications bearing the Rede PEA logo that are produced by National Coordinators or member schools should feature a disclaimer such as “National Coordinator or School is responsible for the choice and presentation of the views contained in this material, as well as for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit UNESCO”.
- The Rede PEA logo can be used in black, in United Nations blue, or in white for dark backgrounds.
- The height of the temple symbol is used as a measurement for the size of the logo. When the logo is featured, the height of the temple symbol should never be smaller than 12mm.
- The Rede PEA logo can be placed either next to a member school’s own logo or separately elsewhere.
- Member schools are fully responsible for the consequences arising from their use of the Rede PEA logo.
- The logo below is standard of Rede PEA Network. The logo is composed of three parts: The logo of UNESCO with its three inseparable elements, i.e. the temple symbol, the full name of the Organization and the vertical dotted line;
- The Associated Schools should not, under any circumstances, use the Rede PEA logo without the “member of” text, nor can the UNESCO logo be used alone without the Rede PEA emblem.

### CORRECT USE



### INCORRECT USE



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## Frei Jaboatão

# Public School

## participates in exchange program with French school



Being a part of Rede PEA opens the door of Brazilian schools to the world with the possibility of international exchanges. This possibility was very well taken by the public school Frei Jaboatão, Pernambuco, which accepted an invitation made by the French Secondary School Lycée Sainte Marie to jointly develop a project on climate change.

Thus, students from the cities of Aire Sur la Lys in France and Jaboatão dos Guararapes, Pernambuco, Brazil, were able to learn mutually and practice the concept of global citizenship, using technology.

The language barrier was overcome with the help of a translator app, ensuring communication among teachers and students from both schools. It ensured also the exchange of information between project

managers in Brazil and the Pedagogical coordinator Sebástien Delannoy, responsible for the project at Lycée Sainte Marie.

Using Twitter as the main communication tool, the guideline for the exchange of experiences was "climate change".

From the concept of ecological footprint, discussions have turned around on how students are dealing with climate change and they can do to help reverse the advancement of such worrying framework. Also, which actions have already been put into practice and those that still will be done. That is to say matters that interest everyone living on the planet.

Among the issues addressed, were the use of water in the daily life and the differences observed in the two cities, the capture of rainwater,

the type of transport most used, the consumption of energy, the food. Besides these, other subjects were part of the discussion, such as excessive consumption (of clothing, for example) and recycling at the students' homes. Jaboatão dos Guararapes has good initiatives to show in different areas.

In that way, young people from different continents, languages and socio-cultural contexts could learn more and have a real opportunity to change their behavior. The result of the activities was presented in February, at the seminar promoted by the Associated Schools of France in Paris and Frei Jaboatão Public School.

The partnership didn't stop. At the moment, schools to exchange homemade recipes for detergent and domestic soap. ◇



The project involved activities in different areas, the analysis of water quality and the manufacturing of homemade detergents

# Ecological tourism

Having contact with nature, feeling earth in the palm of the hand, participating in tasks of life in the countryside and learning to care for the environment are activities proposed by the ecological tourism offered by the rural schools of Ivoti, Rio Grande do Sul.

In the daily school life, the seasonings planted go to the classroom and are used in activities at disciplines such as Portuguese, Science, and Math. The students learn, for example, that the spices help in reducing the use of salt at the time of food preparation. The family members, invited to teach their recipes, helped develop products such as soaps, insect repellents and healing ointment with the school herbs.

In the materials recycling workshops, what is not going to be used by the students is sold to companies. For participating in those activities, students are gaining autonomy, learning that there are several options in country life and that possibilities are far beyond life in the large urban centres.

In the activities of ecological tourism, students of urban schools are invited to taste spices, vegetables, riding tractor, enabling them to undergo very enriching experiences.

Until then, nothing much different from the extra activities that schools usually propose to their students. The great differential is that these visits are organized by the students of the Ivoti schools and with that the experiences gain other colors and flavors.

More important is the learning that the students themselves take from these experiences: notions of entrepreneurship, administration, organization and communication. All of those reinforce the possibilities of building their future in the countryside. ♦



Getting to know nature...



... the productive system...



and the risks to the environment.  
This is all part of the work of Ivoti students.

# Top of the class students in a school that makes a difference in the inclusion of refugees and migrants



Reception staff...



Portuguese classes for foreigners...



Everyone is a global citizens at Escriitora Carolina Maria de Jesus Primary Public School

Considered a role model of social inclusion, Escriitora Carolina Maria de Jesus Primary Public School in São Paulo (formerly called Infante Dom Henrique) has been rewarded for its integration projects. Based on the Universal Declaration of Human Rights, the main objective of the school is to fight against migrants and refugees discrimination, these represent 20% of the total of 575 students. At the ages from 6 to 14, children and teenagers live together at the school. They are from Brazil, Bolivia, Paraguay, Uruguay, Argentina, Mexico, Angola, Syria, Moroccos, among others.

In six years, problems of xenophobia, prejudice, bullying, including physical aggression against foreigners, were practically eliminated from school. The Escola Apropriada project - which means appropriate school - education, citizenship and human rights, includes Portuguese classes for foreigners and regular meetings with Brazilian and foreigners students and their parents, to discuss proposals for problem solutions. In these meetings, far beyond presenting their problems and difficulties, the students share their culture, their experiences and the way

of life in their home country, creating empathy and raising awareness among each others.

This project was awarded in 2015 by the city of São Paulo. It gave birth to other similar projects within the school as so called "The migrant lives in my house", project created by the History teacher, Roselly Marchett to rescue the genealogical trees of the students. It aims to raise awareness on the fact that all Brazilians have some offspring of migrants.

The "Como será?" TV Show - which means "how should it be", from Rede Globo, presented another award-winning initiative of the school. Considered top of their class these Bolivian students were of the group that suffered the biggest discrimination before the projects, today are developing an experimental project, in which they teach the Spanish language and the culture of Bolivia to other students since 1st grade.

Escriitora Carolina Maria de Jesus Primary Public School was nationally recognized for all its actions. It was the winner of the Category Society/Education on the 15th edition of the award Faz Diferença (in english, makes a difference) for being considered as an inspiration for Brazilian education. ◊



# UN observes 2019 as the International Year of **Indigenous Languages** and the International Year of the **Periodic Table of Chemical Elements**

The International Years represent inspiration for schools and educators in order to work on the UNESCO topics. In 2019, two distinct approaches refer to language. The International Year of Indigenous languages draws attention to the disappearance of part of human history that goes with the oblivion of native languages. The International Year of the Periodic Table deals with one of the languages by which Science describes the natural world.

## International Year of Indigenous languages

In order to draw attention to the many indigenous languages that have disappeared or are at the risk of extinction, as well as highlighting the need to preserve and revitalize this patrimony, the UN General Assembly has made 2019 the International Year of Indigenous Languages.

Linguistic variety is an essential component of humanity's intangible heritage, although, it is compromised. In Brazil, 190 languages are at risk of disappearing. Languages like Amanayé,

Huitoto, Máku and Umutina are among the 12 already not spoken anymore in the country. According to data provided by the UN, every two weeks disappears one language in the world and, along with it, part of human history is also lost. The United Nations decision was driven by the beautiful example of Bolivia, where 36 languages, in addition to Spanish, are recognized as official. The country is a world model in respect and self-determination

**“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”**

*Nelson Mandela*

of its people. "A language is far more than a means of communication; it is the very condition of our humanity. Our values, our beliefs and our identity are embedded within it. It is through language that we transmit our experiences, our traditions and our knowledge. The diversity of languages reflects the incontestable wealth of our imaginations and ways of life" said Audrey Azoulay, General director of UNESCO.

## International Year of the Periodic Table of Chemical Elements

By electing 2019 as an International Year of the Periodic Table of Chemical Elements, the UN recognizes the importance of the benefits generated by chemistry for sustainable development and science as a provider of solutions for the challenges of generating energy, education, agriculture and health. This International Year corresponds with the 150th anniversary of the first version of Table, proposed by Dmitry Mendeleev in 1869. The initiative proposes to unite UNESCO, scientific societies, institutes of Education and research, non-governmental organizations and private sector for the promotion of events that emphasize the importance of the periodic table and its applications. The development of the arrangement is one of the most significant facts in the history of science, with implications in areas such as astronomy, physics, biology, chemistry and other natural sciences. It is a tool that provides scientists and researchers with the prediction of the properties of matter on earth and in the universe. Technological development has more and more demonstrated the importance of until recently known elements of the table, such as rhodium and lithium. Scientific literacy is knowledge of the scientific language.

# Giving and Taking win-win relationship

Encontro Nacional has served not only to promote qualification and knowledge exchange among schools, but also to build a network of partnerships aiming to improve public education. In 2018, new agreements with innovation companies have been established in order to strengthen the public network, always with the support of private schools.

Partnerships always involve private schools that can replicate the necessary trainings for the use of equipment and platforms offered by partner companies with their structure and technical capacity.

These resources are often given as a form of compensation for investments made by the private network or in exchange of special prizes to participate in the exhibition of products during Encontro Nacional.

The newest partnership is with Transfor.Me, a startup that promotes the development of creativity. TransFor.Me will offer student and

teachers supplies for schools, training and follow-up. Through the partnership, every four students from private schools who use the proposal, a student of the public network will earn the same right.

This year, the partnership renewed is with the adaptive teaching platform Geekie for five schools, totaling a thousand students reached. If they were values paid by the schools, they would represent an investment equivalent to 120,000 reais or almost 30,000 dollars.

## Examples of success

In 2017, two major partnerships had great results. The most reach was the Experimento Project, which led scientific education kits and training to one hundred Associated Schools that are still showing its effects until this day.

In addition, Nave à Vela company led to ten public schools in Sao Paulo the maker culture, culminating in

a beautiful projects presentation at Festival de Inovação e Criatividade (FIC), held at USP. The full story can be read further in this edition.

Finally, another partnership was builded with the social organization Ecofalante, that spreads good quality cinema with pictures focused on environmental issues. For each private UNESCO Associated School that adheres to the project, two other public schools earn the same right to take students to watch the movies and to discuss topics with specialists.

In 2017, the Technical School of Cubatão seized the possibility to promote a film session for its students. Almost 600 students attended to see the Brazilian documentary “A Lei Da Água” and “O verdadeiro preço” as well as participated in a debate with the Ecofalante team. This partnership is still valid, if interested in bringing it to your school just to express it to the National Coordination.

In 2018, regarding to the cultural area, a partnership was established with Anima Mundi, one of the largest animated film festivals in the world. It offered special sessions and activities for Rede PEA schools in Rio de Janeiro and Sao Paulo.

New partnerships continue to be built by the Rede PEA. Wait and see! 



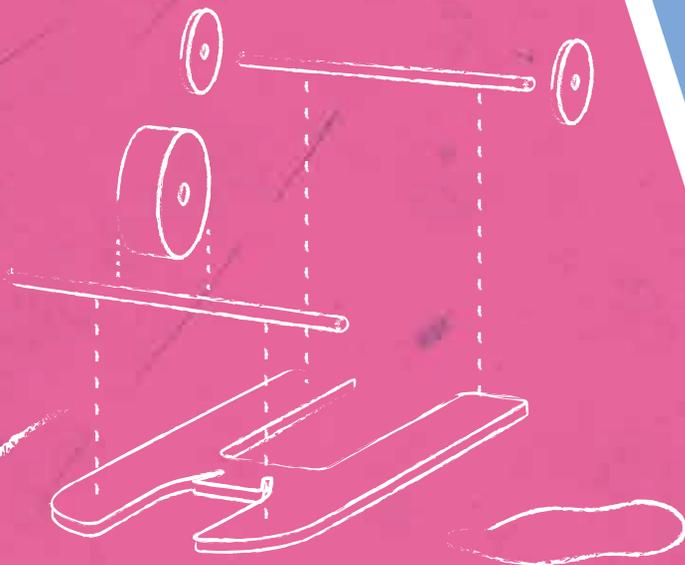
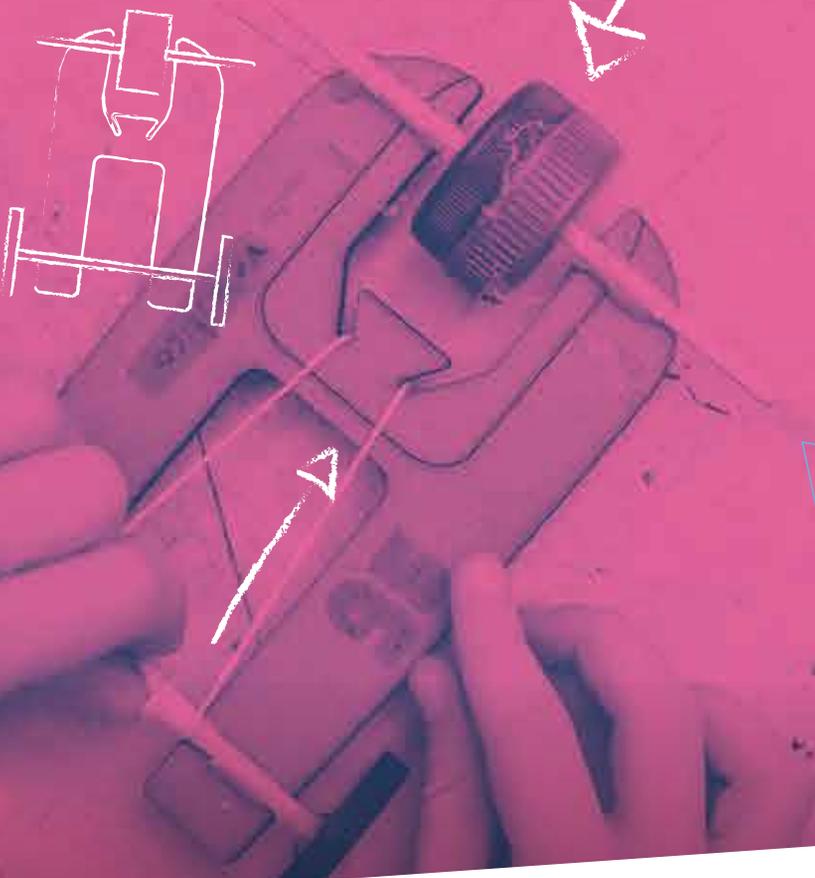
Students from Technical School of Cubatão attend the exclusive movie session in partnership with Ecofalante. Culture, technology, and training: the Rede PEA opens the doors for partners. The winner is the public school

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**nave  
à vela**

# Hands on creativity

It could have been another innovation project restricted to those schools that can afford it and already have this practice in their daily routine. But through Rede PEA teamwork's spirit, it became something much bigger, involving students and teachers from ten Associated Schools of the Paulista public network.

The partnership among Nave à Vela, the ScopaBits social organization and Rede PEA along with the support from Magno School, it was for Elementary School students to collect unforgettable moments.

Nave à Vela and ScopaBits have donated 50 maker culture kits. On them are included sets of artifacts,

objects, sensors and engines that allow the development of the so-called maker culture, or DIY education, in which students learn to create their own projects.

The simple donation of the kit would not be as effective as it was along with the training. The instructions were in charge of Magno School, which hosted for a full day of training and invited teachers from ten public schools.

A diversified team of Magno's teachers – from areas like Math, Physics, Sports, Youth and Early Childhood Education – supported the work of ScopaBits staff. At the workshop, they performed science and arts projects

with simple materials such as batteries, cardboard, string ball and ribbons.

When taking what they learned to the classroom, the teachers involved showed the same enthusiasm they demonstrated when got the invitation to be a part of this project, and, because of that, it took Incredible proportions.

In just over a month, everyone was ready to participate, for the first time, of the Innovation and Creativity Fair, which takes place within the largest scientific education event in Brazil, held at the University of São Paulo.

Thrilled, students and teachers expressed what it meant to them to be a part of the fair. Demonstrating talent,



Well deserved medal: creativity knows no boundaries



A lot of engagement from students and teachers of the public school

creativity, engagement, students learned a lot and left a clear demonstration that the sky's the limit when we have access to working conditions.

Promoting creative innovation, inclusion and appreciation of science and art in education is Rede PEA job. With the partnership between public and private schools, everything becomes possible. 

## Participant public schools and projects presented at ICF

### **Dr. Ervin Horvath Public School**

**Project:** Construction of arachnids arthropods, scorpions and soft-body animals with unstructured materials and ScopaBits kit.

### **Republic of Paraguay Public School**

**Project:** Nature and sustainability: Science and Math integrated to stimulate creativity and problem solving skills.

### **Professor Fernando Milano Public School**

**Project:** Simple problems x Simple solutions

### **Alcina Dantas Feijão Public School**

**Project:** Alcina for a less disposable world: encouragement to sustainable ideas and practices allied with scientific knowledge.

### **Cora Coralina Public School**

**Project:** Knowledge, creativity and playfulness.

### **João Ramalho Public School**

**Project:** Toys made out of home utilities

### **Professor Maria Dulce Mendes Public School**

**Project:** Couple of mushroom painters

### **Maria Regina D. Fanani Public School**

**Project:** Ladybug



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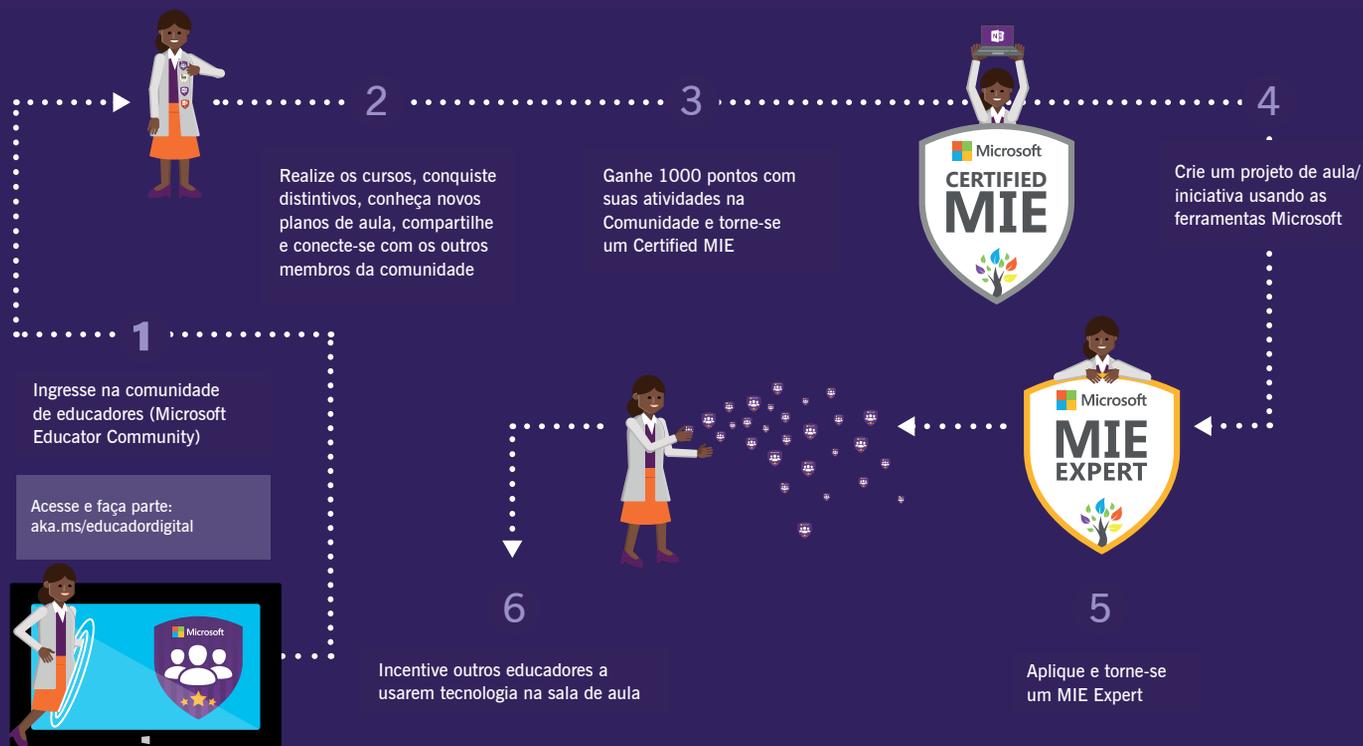
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## Jornada de capacitação gratuita para professores



# Rede PEA

completes its  
6<sup>th</sup> edition of a  
**successful  
practice**

Since 2013, the Rede PEA National Coordination organizes itineraries visits to schools in several countries. The purpose is to know the most different models of education, understand what they do that is worthwhile, serving as inspiration, and get to know their challenges, in order to learn with each others mistakes. The visits began in 2013 when Regional Coordinators went to schools in France. The success of the initiative was so big, since the following year, all the Associated Schools were able to participate in these itineraries, known as "Pedagogical Mission".

Dozens of educators from all parts of Brazil have already been part of these missions, representing Rede PEA in schools and educational organizations in France, Spain, Portugal, Holland, Finland, Japan, Canada and United States.

After a lot of work, notebooks filled with information, knowledge, new trends, strengthening of purposes, partnerships and, above all, excellent memories, these educators returned to their home schools to put into practice the best in the field of worldwide education, strengthening even more the objectives of networking, proposed by the UNESCO Associated Schools Program.



# Welcome to **Canadá!**

That is exactly how you feel when you arrive in Canada. Elected the second-best country in the world to live according to the US News, Y&R's Bav Consulting and the Wharton School of the University of Pennsylvania, deservedly occupies this position for two years in a row - only behind Switzerland - Canada stands out even more in "Quality of life", in which it is the first in the ranking.

With public policies of excellence in the areas of education, health, safety and with a stable job market that provides opportunities for all, it is a country much sought after people from different places in the world in search for a better quality of life.

The Brazilian educators that visited the province of Ontario, observed how this is reflected in schools, where the diversity of nationalities lives quietly and respectfully. With only six UNESCO Associated Schools, the program is still starting in the country, but very seriously. These schools are structured to adapt the planning and practices from the suggested proposals and principles of UNESCO. In the visit to the Ministry of Education, they obtained information about the functioning of the educational policy. Canadians take the free education proposal for everyone very seriously. Thus, 95% of students study in public schools of the highest quality. Each province is responsible for its own

program, planning and its schools. Each school is responsible for hiring its teachers, organizing the planning and educational curriculum. There is not a way to fail a course, the student is only evaluated at the end of it and the data regarding notes and evaluations are public.

In every visited school their concern in forming students who reflect, discuss and act before the most diverse subjects was noticeable. The concern to preserve the environment, to adopt practices that cause less bad impact on the planet are constant discussions since Childhood Education.

In addition, Canada is very proud of the amount of students it receives from other countries at all levels of education. There were almost 500,000 students in 2017, a growth of 119% compared to previous years, with a very well structured program of support and attention to these students. Brazilian Associated schools were received at the Ontario Ministry of Education. In the photo, Timmy Anand, of the institutional relations of the Ministry, and Lorraine Otoide, of ASPNET Ontario. ◇

Brazilian associated schools were welcomed at the Ministry of Education of Ontario. In the picture, Timmy Anand, from the Institutional Relations Ministry, and Lorraine Otoide from ASPNet Ontario.



# PEDAGOGICAL MISSION 2018

## Canada and the United States



### David Suzuki Secondary School

The schools visits were organized so that the group could get to know different projects and proposals developed by UNESCO Associated Schools.

Founded in 2011, Suzuki School is an eco-friendly school, certified by its work focused on environment protection. This certification, given by a program in the province of Ontario that ranks and certifies the schools, is reviewed each year. Suzuki Elementary School has always won the highest places – platinum in the last certification.

In Suzuki, the construction was builded thinking of causing less impact on the environment: large windows to save energy, thick glasses to avoid heat output, reusable crockery and water bottles to avoid the use of disposables, projectors to avoid the use of chalk and digital platform to avoid the use of books and paper, among others.



Every student, teacher, collaborator, family member cares about recycling, minimizes the use of energy, turns off the car to wait for the children

Every minute is crucial in the emission of carbon dioxide. Every student, teacher, collaborator, family member cares about recycling, takes care of the land, minimizes the use of energy, turns off the car to wait for the children. One of their mottos is that every action, no matter how small, is important. A little bit that each one does turns into a lot when everyone else does the same.

The larger discussion revolves around the impact that each per-

son or every action causes in the environment.

The teachers are hired from the knowledge, the curriculum in education, but the concern with the environment is also considered.

The work involves partnerships with several sectors of society and the student's involvement in each proposal, in each project, is essential, from its conception to development, finalization and evaluation. ◇



The discussion revolves around the impact that each person or every action causes in the environment

## Pickering College

175 years ago, the Quakers, a religious community of friends, founded Pickering College based on principles and values of love, friendship and peace. With a curriculum inspired by Reggio Emilia in the early years, students are encouraged to think about big problems and their solutions since early childhood education. The schools main objective is to act against war, violence and poverty, developing innovative projects of global citizenship, thinking of ethics and positive changes.

With a very well structured Global Leadership Program (GLP) students develop projects annually, always integrated with the curriculum, in which educators prepare the students to be a citizen who inhabits a changing world, with an uncertain future. Therefore, claiming the need to be a positive leader, with a well-structured purpose, in its community, in its family, and especially in its own life.

Divided into three major focus areas: Foundation years (children's education to grade 5); Pillar years (Grade 6 - grade 8); Capstone Action Plan (Grade 9 - grade 12), the Global Leadership Program encourages projects such a competition of the student who manages to produce the smallest amount of waste over a year.

In the last year, the Capstone action Plan requires a concrete action outside the school walls



about a problem identified by a student. Brazilian educators were pleased to know the project of Leticia, a Brazilian student who has studied the problems of deforestation in the Amazon since 7th grade. As a final task she presented an already approved proposal on environmental education by the City of Goiânia to be developed with students from public schools. Her next step is to present this project to the Government of the state of Goiás.

At the end of the visit, all were invited to develop the Global leadership Program, in partnership with Pickering College, in a worldwide network of training of leading students. For more information, you can get in touch with the colleague through the following email address: [networkschools@pickeringcollege.on.ca](mailto:networkschools@pickeringcollege.on.ca)



# PEDAGOGICAL MISSION 2018

## Canada and the United States



## Stephen Lewis Secondary School

Caring for what's most modern about teaching-learning, Stephen Lewis Secondary School's big concern is to decrease the distance between what the student learns at school and out of it. Thinking that the information is accessible 24 hours a day on the internet and that the student today spends a big part of their day absorbing all this information, being in a school environment where all students need to learn the same things no longer works for this generation.

The role of the school today is to create an environment that provides meaningful learning and development of the skills needed for this a constantly changing and evolving world.

Other than that, Stephen Lewis' student has the opportunity to work on a number of different topics throughout the school years. What are included are: the production of videos and media on top computers, learn about mechanics in a workshop with cars and engines, developing artistic projects, language skills, sports, and much more. The students can get in contact with different tools to develop their skills, always thinking about what will be important for life after school. ◇





## The **United States** and the awaited **visit** to the **UN**

The great attraction for Brazilian educators and ASPNET members was the visit to the UN (United Nations Organization). Built between 1949 and 1952 with the design of the Brazilian architect, Oscar Niemeyer, it is surrounded by embassies from several countries and houses the most important discussions about the directions to be taken by humanity.

Other than getting to know the building and observing

some of the discussions, the educators were able to talk to the representative of Brazil at the UN, Ambassador Mauro Vieira, who welcomed the group with great sympathy, responding to the most diverse questions with seriousness and sincerity.

After that, the group met Ross School, Quest to Learn and Avenues New York.



# PEDAGOGICAL MISSION 2018

## Canada and the United States

### Ross School

Ross School is located in the middle of a forest in East Hampton, and is a private school that caters to students from all over the world, from Childhood Education to High School.

First, the curricular base of the school was developed and only after the campus was built on 62 acres of land, meeting all the needs of the proposal. Thus, the space that caters to each of the classes is different and contemplates the subject that will be most approached that year. All this permeated by art pieces from different parts of the world.

It has an innovative full-time curricular proposal, in which the activities in the classroom integrate arts, writing, literature, health, well being and use of technology with the motive to solve problems, decision-making and presentation of conclusions.

Students are encouraged to create, build and keep trying all the time. It is possible to see a 3D printer which design was fully developed and built by students of the 9th grade.



It is also possible to learn about characteristics and animal care in a small farm to observe the growth of plants and vegetables in the orchard

and in the garden, and then evaluate, analyze, discuss and conclude in groups, with the teacher as a conductor of the learning process. ◇



### Quest to Learn

At Quest to Learn we were able to observe once again projects being developed by the students where the teacher's main part was the conductor of the learning process. A public school, which caters to students from grade 6 to 12, is very different from what is seen in Brazil, where learning is all about building games, whether on digital platforms or even board. The games used with the students are develo-



ped by the teachers with the help of game designers.

In Quest to Learn, students are not intimidated by big challenges, quite the opposite, they are encouraged by them. They deve-

lop their own games, becoming inventors, designers, innovators and problem solvers.

The student learns by doing with the games. He learns that collaboration is essential, that failure is part

of achieving success and that quitting is not a part of the vocabulary.

The school welcomes many students with learning difficulties (38% of students have some kind of special need) and still have a very high score in institutional evaluations. The secret lies within the interaction with diversity, a curriculum allied to the projects and the overcoming of each presented challenge. ◇

## Avenues New York

Avenues is a high society school, which goal is to train students for the world: confidants, protagonists of their academic choices and architects of a life that transcends the ordinary.

With modern facilities and equipment of the highest technology, they are extremely careful with the image they pass and with their student's safety. Our visit was only possible after the end of the classes.

With walls full of student's productions, the consistency between speech and practice is clear.

The intention now is to inaugurate branches in strategic cities. The first one is São Paulo, which students who start the school year in August 2018 have already lived with the families and students of the American Avenues during the month of July in an exchange program promoted by the school.



# Rede PEA in Thailand



Representatives from Pedro II School went to Thailand to talk about gender and technology

The educator Liliana M. G. C. Costa from Pedro II School had an unprecedented experience: as a professional of an Associates School, represented Brazil in the UNESCO symposium “Cracking The code: Girls' education in STEM” in Bangkok, Thailand.

Liliana travelled together with the student Leticia Priscila Gaspar Cerveira da Costa, with airfare and accommodation expenses funded by UNESCO. They were chosen after indication of Rede PEA National Coordination, which received the invitation to the event and sought a public school with relevant experiences in education for technology, especially with focus on STEM, working interdisciplinarity among Science areas, Technology, Engineering and Mathematics, an international trend of innovation.

Among UNESCO's objectives is the strengthening of women, which passes through an education based on gender equality. "The lack of qualification of young people,

particularly girls, in these areas is a concern of UNESCO's member countries," recalls Liliana.

According to the educator, the indicators of several countries show that, although there is a balanced number of girls and boys practicing the STEM in High School, the same does not occur in Higher Education, since the percentage of girls becomes smaller if compared to boys. "When you compare the numbers considering professional careers, this difference is even bigger," says. "It becomes necessary to take actions that reverse this situation," concludes.

What is there to do? Among other initiatives, it is necessary to invest in the formation of teachers in the STEM areas, explains Liliana, reinforcing the number of women working in these same areas, since it is recognized the importance of the teacher's model in the formation of opinions and trends for young students.

In the same way, it is possible to take proactive steps, through the

creation of scholarships, the creation of competitions/prizes and the promotion of partnerships with companies.

At the opening session, the General Director of UNESCO, Irina Bokova, discoursed. In the ministerial panel, some actions were addressed that are already being taken in several countries aimed at increasing the participation of girls in the STEM areas. In the remaining periods of the symposium there were several panels and workshops on topics such as the construction of cooperation networks among women in the STEM areas; engagement, empowerment and opportunities for women's leadership. They also discussed stereotypes and prejudices that impede the participation of girls in STEM.

Finally, Liliana recalls that strengthening women does not mean weakening men role in society. "There is no antagonism and the steps needs to be taken side by side," says in conclusion.



# Rede PEA in **India**

Suddenly, the principal Elisa David C. Ramos was leaving Domingos Albuquerque State School in Ipojuca, Pernambuco, for the UNESCO Education Conference in India, called Tech 2017. Actually, not so suddenly: Elisa's journey shows the complex chain of efforts needed to promote opportunities for public schools.

Since the invitation made by UNESCO, it was necessary to have the commitment of National Coordination, coordination in Pernambuco, school, the school community and, in particular, the Government of the state of Pernambuco, this last part took responsibility for the airfare costs.

According to the principal, the participation in the event took place through an invitation to exhibit of a pre-approved project in October 2017, which had direct support from Rede PEA. The work presented focused on the promotion of a peaceful and peacemaking school, and the mediation of conflicts in the school environment. The project is associated with the master's dissertation of the school manager at the University of Pernambuco (UPE).

Tech 2017 was the first UNESCO conference focused on educational technology and digital pedagogies for the construction of peaceful and sustainable societies in order to achieve the objective of sustainable development 4.7. "In addition to the exhibition of activities, we have had several approaches on new methodologies and pedagogies for a qualitative education, globally," recalls. 

# Rede PEA in **Canada**

The Rede PEA does not provide opportunities only for teachers from the Associated Schools, but also for the students. In the end of December, Brazil's National Coordination was invited to participate in the Intergovernmental Panel on Climate Change in Edmonton, Canada. To represent us, the young Pedro Lomar Rocha, accompanied by Colégio Magno's coordinator, Luiza Dutra, were sent.

The conference's objective was to gather young people from different parts of the world to think together for solutions to global problems in the field of climate change, an UNESCO's priority.

Discussions have been raised on the effects of climate change in daily life; the role of young people, schools and the state in this context; the concept of "ecological footprint" proposing actions that could be implemented. "When we talk about climate change, we are not talking about simple problems that we face every day. We are talking about our continuity on the planet," said Pedro on the opening ceremony of the conference.





Geiza dos Santos (2ª da esq. para dir.), 16 anos, aluna do 3º ano do ensino médio integrado ao Técnico em Agrofloresta, e seus pais, que são associados da escola.



As Casas Familiares Rurais são Instituições de ensino (reconhecidas pelo Conselho Estadual de Educação da Bahia e Ministério da Educação) apoiadas pela Fundação Odebrecht por meio do Programa de Desenvolvimento e Crescimento Integrado com Sustentabilidade (PDCIS).

## *Educar para Vida, pelo Trabalho, para Valores e superação de Limites.*

É segunda de manhã cedinho e **Geiza dos Santos**, moradora da comunidade de Paulista, na cidade de Nilo Peçanha, Baixo Sul da Bahia, despede-se de seus pais para seguir em direção à Casa Familiar Agroflorestal. Sua família, de produtores rurais, acena para ela no portão.

Geiza dará início a mais uma semana de aprendizados. Ficará na escola, em regime integral por alternância, com seus colegas e educadores, imersos numa jornada orientada para aprender a ser, a conviver, a aprender e a fazer.

Todo conhecimento produzido é posto em prática com a realização de aulas de campo e também nos novos cultivos iniciados na propriedade da família, orientados pelos monitores.

Geiza recebe do projeto insumos como adubos, sementes e ferramentas. Interagindo com a família,

vai aliando saberes tradicionais com novas tecnologias.

Os frutos do trabalho colhidos por ela são muitos: maior consciência coletiva e cidadã de seus impactos sociais, culturais, econômicos e ambientais, atuais e futuros, a partir de uma perspectiva local e global.

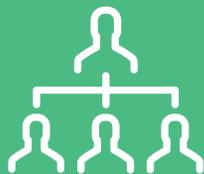
E como Geiza é uma jovem protagonista, não se contenta em guardar o aprendizado apenas para si. Ela dissemina o que aprende, por meio de ações multiplicadoras, com sua comunidade.

A menina, que antes não via possibilidades na sua cidade para o seu futuro, redescobriu Paulista, aprendeu a valorizar suas raízes, a vida no campo e a agricultura. Geiza quer agora contribuir para o desenvolvimento sustentável na sua região e diz que de lá não sai mais não.



**1.200 jovens**

formados e em formação nas Casas Familiares (desde 2006)



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# The giver also receives and who is calling for change ends up being transformed

On September 21<sup>st</sup>, the Associated Schools from Paraná got together for a special day. It was the day of volunteering, in which all the Associated Schools in Paraná held voluntary actions in their communities.

The idea of conducting a joint action arose at the work meeting held at the end of 2017, after the Encontro Nacional de Foz do Iguaçu. Each school defined its voluntary action according to the needs of their local context. Together, the schools created a logo for the activity, produced standard banners and recorded the action to post on the Rede PEA Paraná website ([www.peaunescopr.com.br](http://www.peaunescopr.com.br)).

On their page, it is possible to see the description of each school activities, photos and videos of the work and the number of people benefited by the action. According to the survey, 4,490 people received direct impact and other 11,812 gained indirectly with the actions carried out by the schools. "This is a sample of how doing something together the impact is greater," says Regional Coordinator Adriana Karam.

In addition to the activities of the Volunteer Day, many other actions took place throughout the year, mostly because the main goal was to provoke lasting effects involving students from planning to execution. "But when we think of the joint action, we understand that marking a day when all the schools get together doing well would also be symbolic: UNESCO's students in harmony, collaborating to build a more human society," says Adriana.

That is how the Volunteering Day became a tradition, one day to remember an undeniable truth: A giver also receives and who is calling for change ends up being transformed. ◆





Painting, gardening, distributing books, teaching. Students, teachers and employees of Paraná's Associated Schools worked together on the Volunteer Day. It was a great celebration of human solidarity

INTERNATIONAL DAY OF LIGHT

# Enlightening the future



In the beginning of the year, all UNESCO Associated Schools received a special invitation from the International Coordination: to globally celebrate the International Day of Light on May 16<sup>th</sup>.

The spectrum of light relates to areas of knowledge as diverse as medicine, agriculture, energy and optics for the protection of cultural heritage. Light also has a significant impact on visual and scenic arts, literature and human sciences. Thus, study light can inspire education in science among young people and in the same way stimulates entrepreneurship.

Having access to light and energy infrastructure can improve life quality in a developing world. It is also contributing to the fulfilment of the Sustainable Development Goals (SDGs) set out by the United Nations on the Agenda 2030 for the sustainable development.

A special webpage was created with a hundred suggestions of acti-

vities to be developed. It is available to all the Rede PEA schools. Brazilian Associated Schools showed their strength in a great celebration throughout the country.

The role of sunlight in the development of plants was observed in activities by many schools, including Santo Antônio School in Belo Horizonte, Minas Gerais; by the state school Teacher Maria Eugenia Lopes Gomes, Pernambuco and Luz Guarabira School of Paraíba (agroecological).

Understanding the operation of electricity and debating ways to save light for the present and for future generations were the concerns of Santa Bartolomea Capitano School from Amapá; by the students of Lápís de Cor Elementary Private School in Natal, Rio Grande do Norte and by Padre André Albert Coopman State School in Palmares, Pernambuco. This school is located in Dr. Rorenildo da Rocha León pe-



nal institution has also brought a lesson on installation and operation of electrical circuits.

Colors and shadows, the incidence of light on objects and dark chamber: those concepts were greatly explored in activities developed by Santa Catarina School from Santa Maria; Jardelino Perroni Middle School in Imbé and by São Luiz Middle School of Sapiranga, three of them located in Rio Grande do Sul. Also developed by Oxigênios School in Santa Fe, Paraná (geometric optics and refraction of the light), Paineira Educational Centre in Santo André, São Paulo (darkroom) and by Professor Alcina Dantas Lima School in São Caetano do Sul, São Paulo (spectroscope).

Elementary Private School Lápis de Cor, in Natal, has developed activities with all classes in different contexts: incidence of light coloring soap bubbles, solar clock pro-

duction, 3d glasses construction and shadow theatre.

A very interesting activity was carried out by Meio Ambiente School – o Caminho da Luz. They had a night walk by candlelight through the forest around the school, observing the incidence of this light and comparing after observing the incidence of natural light for a few days.

Bom Jesus Private School also carried out a wide variety of activities in its several units. In Rolândia (Paraná), children developed activities focused on different curricular components. For example, at the Portuguese classes, students of the 7th grade of middle school were invited to produce narratives of adventures in which the characters solved situations whose theme addressed biodiversity, the importance of sunlight and the relation of the wind With sunlight.

In the branch of Blumenau (Santa Catarina), 7th graders enjoyed

the sunny day and made fun shapes. The imagination and movements of the body were motivations to create them. At the school's branch in Lamenha Lins, the idea was to relate light to the culture of peace, and teachers and administrative staff exchanged warm messages.

To experience the different features functions and applications of light the students of Jardim das Nações School in São José dos Campos participated in experiences that provided the observation and practical application of concepts such as projection, reflex and composition of light in an interesting and fun way: solar clock, "challenge of the same shades", RGB composition (red, green, blue), visualization of red light and black light making use of cell phone. Those were only some of the activities carried out.

Thus, the Associated Schools, as always, got very involved towards UNESCO's invitation. Students and teachers, with the mission of enlightening the world, developed projects of great pedagogical quality that involved the school, the parents and the whole community. 

# Taking action: together we are **stronger!**



Meio Ambiente School of Botucatu leads to different audiences...



... the possibility of living and learning about the environment

Recently, the research, study and awareness of the consequences on climate change, the importance of preservation of the environment and the need for conscious consumption was intense throughout the schools associated with ASPNet Brazil.

Now it's time to act. Students, teachers and the school community from all parts of Brazil and of the world have come to the conclusion that with small changes in people's daily life, it can make a big difference in the conservation of the planet.

Thinking like this, the Associated Schools are mobilized to meet the requests and invitations made by UNESCO to work in network.

Suggested by international coordination, the campaign "without plastic contamination – if it can't be reused, don't use it", it was immediately incorporated into many schools.

A good example came from a kindergarten school. Small in size, but big in enthusiasm, the students from Primeiros Passos center of Early Childhood Education from Vitória da Conquista, in Bahia. They proposed to the community "a day without plastic!".

So, after watching videos, singing songs, representing small plays and experiencing several moments to make them understand the importance of their contribution to the preservation and sustainability of the planet Earth. Small "environmental educators", up to 6 years old had the mission on World Environment Day and rose awareness of their parents, neighbors and the entire school community not to use plastic bags, straws, disposable products, among others.

With this campaign, it is expected therefore to contribute more actively to the improvement of the quality life of humans and animals, which suffer the consequences of the excess of waste.



## Reduce, reuse, recycle

At Holanda Municipal School in Rio de Janeiro, the focus to celebrate the day of the environment was to put into practice the 3Rs – reduce, reuse and recycle.

After understanding the significance and importance of these three words for the survival of the planet, students participated in practical workshops, where they learned techniques and ways to reuse materials. In an environment of joy and creativity, they could see objects that would be easily discarded to gain life and form.

Presenting these discoveries in a great exhibition for the whole school was even more interesting.

Another great initiative with the same objective was the workshop for the customization of notebooks, books and cases no longer used by the students of Santo Antônio High School in Minas Gerais.

In a great effort, the students got together to give new life to their old materials, removing the parts that could no longer be used to recycle and decorate the remainder. The material, now looking brand new, was donated to underprivileged children.

The materials that could not be reused were intended for the graphic of Santo Antônio High School, which was responsible for the recycling.

Another suggested action was to sensitize the community through dance. Ballerina and choreographer Blanca Li, an artist committed to sustainable development, created the "Dance of pollution" and invited schools to do something similar. Thus, the dance team of Santo Antônio High School, Belo Horizonte, in Minas Gerais, embraced the idea and enchanted the whole school with this innovative way of passing an important message.



At the Santo Antonio School (state of Minas Gerais), an action that got the whole school involved



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## Soluções Dentro da Grade Curricular

- Solução Bilingue
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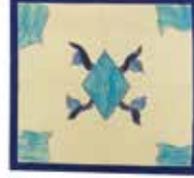
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# Recreating portuguese tiles



Thinking of the thematic "material and immaterial heritage of humanity", suggested by the Rede PEA National Coordination for 2018, Educational System Acrópole School in Belém, in Pará, developed a project addressing the technique of tiles and its use in the Portuguese buildings in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

Focused on the Portuguese references and observing the strong influence of the Arabic tapestry, 8th grade students studied and reproduced the traditional ceramic coating technique.

The technique of tiles is a trait of the Portuguese heritage present until the present days in historical buildings of Belém and several cities in Brazil. Thus, the main objective of the project is to promote an exchange among Associated Schools, through the sharing of photographs of the historical buildings of other cities, such as Rio de Janeiro, Salvador, Recife/Olinda, Natal, São Luís, and Manaus.

To finalise the project, the exhibition of a large panel assembled with all these records was carried out in order to provoke interest in the knowledge of tiles's technique in the conservation of historical heritage. ♦



# Serious work + commitment = mission accomplished!

The Rede PEA Schools have been able to show the world that Brazilian education has quality projects.

Maria Fernanda Lopes Piffer Public School, from Bebedouro, São Paulo, is a recent example of accomplishment. Its students have just won medals at the International Mathematical without Borders Olympics and, for this achievement the

school was selected to join the delegation of Brazil at Asia International Mathematical Olympiad - AIMO 2018, which took place in Bangkok, Thailand, from August 3<sup>rd</sup> until the 7<sup>th</sup> of 2018.

AIMO is an initiative of three world institutions dedicated to stimulate mathematics teaching, as well as improving their learning: Asian Mathe-

matical Olympiad Union, The China education Research Association and the Hong Kong Mathematical Olympiad Association.

High School seniors of public and private schools from all parts of Brazil participated. For Maria Fernanda Lopes Piffer Public School, having won the medals was a reason to be very proud. ◇

## Digital Performance assessment

The Public network Mobilizer Luiz Cruz began his story with Rede PEA acting at Alcina Dantas Lima school in São Caetano, São Paulo. Since then, he has become a respected professional for being able to mobilize the network for the challenge of innovation.

Among the many results of his work is the recent realization of the São Caetano Test, the performance evaluation applied every year in the city to students of public schools. For the first time, the students took the test on the digital version in a

nationwide innovation and that will probably arrive on the examination of the Ministry of Education. Using tablets to carry out the exam, 2,500 elementary school students were evaluated in science, for the first time this year, in Portuguese and Mathematics. This assessment allows you to make a broad diagnosis of the network and identifies the skills that are needed to be improved in each school, besides identifying what type of training should be offered to the teacher. The digitization of São Caetano Test represents gain of time and resources. The results of the exams are available minutes after the test has been completed and is sent to students and family members by e-mail. The schools and networks interested in this innovation have the opportunity to talk directly with the coordinator Luiz Cruz-another example of the possibilities of exchange and learning opened by joining Rede PEA. ◇



# Growing, yes, but with quality and commitment

## **Rede PEA Magazine: Rede PEA in Brazil reaches 583 schools. What does that mean to you?**

**Myriam Tricate:** First of all, it comes with a sense of worthiness. It is not the numbers that matter, but the representativeness. We are already the second largest network on the planet, and the arrival of 222 new institutions does not change that position, because it is not a competition. We need to remember that Brazil has one of the largest contingents of primary education students in the world, with 50 million children and young people in school and 200,000 schools. Beyond that: Brazil is one of the most diverse nations from a cultural point of view (and unequal, from a social standpoint). The Rede PEA needs to reflect this diversity.

## **Rede PEA Magazine: Can you give an example of this diversity?**

**Myriam Tricate:** Absolutely. First of all, because we are now in each state of a huge country. Each of them with their accents, their heritage, their riches, their characteristics. However we also have to remember the urban schools, the big centres, the outskirts; of schools in coastal regions; of schools that are in the forest, in which students arrive at schools by boats; the ones in the countryside. We have to include the schools that serve the indigenous population, the remnants of Quilombolas, and we have done so. Just now, Rede PEA received an institution that serves the prison population. All this is Brazilian education.

## **Rede PEA Magazine: How to maintain identity and the same principles of such a large diversity of schools?**

**Myriam Tricate:** You see, Rede PEA just wants the schools to grow stronger within their own specificities. We do not want to make schools homogeneous, on the contrary. We want them always to develop maintaining their own characteristics. What unites

us, what unites these 583 schools is precisely the principles that have brought us here, those defended by UNESCO. That's what makes sitting side by side such a diverse audience to learn and work together.

## **Rede PEA Magazine: And where did the 222 new schools come from?**

**Myriam Tricate:** This growth reflects a two-way movement. On one hand, Rede PEA is actually gaining more and more visibility. Before, we needed to introduce ourselves every time we met a government manager. I'm not saying now everyone knows who we are, but they already ask fewer questions. They have heard of us and are interested in knowing more, they have heard about our work and are intrigued by everything we've done. In addition, schools have come approaching spontaneously and asking to work with us. At the same time, we directly from the National Coordination, and also in the regions, where we have the Regional Coordinators, have done an active search, approaching networks and schools that can increase our power of realization, partnership, and transformation. You may think that's it, but in addition to these 222 the list of candidates is growing again, but now we need to wait a while not to disrupt our work. More than 50 now enter for a period of trial and experience. We aim to grow, yes, but with responsibility.

## **Rede PEA Magazine: You have mentioned you always get in contact with the government managers. How does that happen?**

**Myriam Tricate:** Intensely. Only this year, we were at the Ministry of Education of several state and municipal secretariats. We take one step at a time and even though we often have to do it all over again. Unfortunately, in Brazil government officers are very often replaced and that causes us restarting some projects already in progress. Everytime that happens, we say



*The work of ASPNet Brazil member schools has been closely monitored by the International Coordination in Paris. In the photo, a record of the last work meeting, which took place in Paris in May 2018. As a result of this proximity, Brazil's presence is increasing in the global ASPNet. Today, Brazilian schools participate in several ASPNet international projects on topics such as climate change, sports, oceans and others*

“here we go again”. But that is necessary, and that is what has justified the growth of public schools. Schools have more participation conditions only with the support of the government managers. After all, Rede PEA does not involve financial resources, everything a school does depends on someone's support. In the case of private schools - and this is why they are in greater numbers, historically - not only is there more decision-making autonomy, but more stability of the educators' team and a self-financing to do what is necessary to be done – a trip, for example. In the case of public schools, in addition to a more restricted autonomy, there is a turnover of teams and lack of own resources. Rede PEA seeks to help and minimize costs, but we also have no funding from government or UNESCO, and so we also need support ourselves.

### **Rede PEA Magazine: Has it worked? How can you measure that?**

**Myriam Tricate:** Yes, our efforts have been recognized. No wonder we have 11 secretariats represented in Encontro Nacional. Today, we can celebrate the joining of a larger number of public than private school, raising the proportion of participation to almost 40%, before the level was below 20%. More than the ratio, it is the effective participation that we care about, and you will be able to see in the event schedule what that means. We have public schools showing their work, their quality, and their achievements at different times. I always repeat: although we often make that distinction when we strive to enroll more public schools, once associated, everyone here is equal and work together in partnership. And I mean a real partnership, not partnership conversation.

### **PEA Magazine: – Can you give examples of this partnership? What's been done?**

**Myriam Tricate** - This magazine contains countless examples: technological platforms, science education kits, high quality film sessions, training for the educators, maker culture projects – the examples go on, and I am talking only about the initiatives carried out since the National Coordination. In the states, with Regional Coordinators, and in schools individually, many other examples flourish. Partnership is not a isolated action, it's culture. So everything we do makes room for the emergence of new partnerships. It can be an individual purchase of a school, it can be a company interested in supporting Encontro Nacional, and always the counterpart is to democratize access to knowledge, to resources, to training.

### **Rede PEA Magazine: Anyone who sees so much going on may think Rede PEA Brazil team is big. How is the daily management of National Coordination?**

**Myriam Tricate** – This question is fundamental to understand what we do. Rede PEA does not have a bureaucratic structure. In Brazil, it's me, my super secretary Graciela and one advisor. I therefore depend completely on the work, disposition, and commitment of my Regional Coordinators. It was this structure, praised in international reports of Rede PEA, which allowed such a decentralized and agile management. Without my Regional Coordinators, a top-of-the-line team, we would not go that far. In the same way, our schools are becoming more and more active and committed. The Rede PEA is, in fact a network. Nobody does anything alone. We are many, and, modestly, we are good!



# Educating for Life

When talking about education, a huge challenge is and perhaps has always been put before all of us.

The Brazilian Federal Constitution, Art. 205, establishes that education, a right of all citizens and the duty of the state and of the family, will be promoted and encouraged with collaboration of Society, aiming at the full development of the person, its preparation for the exercise of citizenship and its qualification for work.

We know, however, that there is a great gap among what is in the law and what is happening inside classrooms and learning spaces in every part of our country, whether for budgetary matters, difficulty in teacher training, non-adherent curriculums, not attractive schools architecture, country with continental dimensions etc.

This is a guideline that demands strategic partnerships, joint, diverse and innovative efforts. It is urgent to take care of it, because the odds are in education to encourage changes



in behavior that will generate a more sustainable future in terms of environmental integrity, economic viability and a more equitable society for both present and future generations.

The role of education is itself already noble and valuable by its power of transformation for individuals, societies and the countries. Although, it seems to gain even more notoriety, because at the same time it is seen as one of the objectives of sustainable development (SDG 4: Ensure the Inclusive and

equitable education and quality, and promoting lifelong learning opportunities for all), is also the main way of achieving the other 16 goals.

It is through education that it will be possible to raise a citizen and a collective consciousness that awakens us to perceive the cultural, social, environmental and economic impacts, on the present and future, in a local and global act that we generate and to which we are subordinated.

Our decisions will determine how we will deal with the great global challenges of ending poverty, promoting prosperity and well being for everyone, taking care of the environment and fighting climate change.

We're talking about something much bigger than an individual's professional qualification. We're talking about the future of humanity.

## Are we ready?

Cacau Rhoden's documentary, "Nunca me sonharam" (I was never dreamed, in free translation) reminds us of this reality in a scathing way. It makes you wonder what the phrase "be dreamed" means and that you need to be in an environment of Faith. Environment in which the edu-



cational institutions can access the individuality of the person, in order to create connections and meaning. All of that in a way so the family does not give up on youth, although very often this role is not played by parents. What we see is that the young man himself builds his trajectory, believing in his potential, and does not give up on himself.

But that's not enough. We need successful references and we know that many will come out here and there as inspirational and become the object of study and research, as the example of what has been doing the journalist Caio Dib, who has travelled more than 58 Brazilian cities behind good Educational practices. And, in fact, positive references need to be shared in social medias.

One of the stories told by Caio shows how young people from the countryside area of south of Bahia, students of Casas Familiares, are being invited to dream through an inclusive education, contextualized with the local reality and connected with the world. I bring up this experience because of how much of a challenge a countryside school can have. But, to hear and learn from it empowers everyone else.

There are hundreds of young people who are learning to know, by being instigated to discuss the world's most challenging issues, and with that allowing the school to be a space without frontiers that reflects what goes on beyond the walls. Who are learning to be, when they are invited to dig deep and reveal potentials and whole development. They are learning to do, by accessing and experimenting with new knowledge that allows broadening the technical, business and sustainability vision in the rural environment. And, finally,



these young people are learning to live together, by developing a way to think at the collectively and desire growth not only for themselves but for their communities too, always respecting the differences and disseminating the culture of peace.

Paulo Freire's concept on the fact that there is no teaching without learning becomes materialized in this experience in terms of the relationship between educator and educating. Learning does not stop; it is everywhere, beyond walls and rooms. Students stay at school full time three days a week and two with the family, combining traditional knowledge with innovative technologies and expertise applied to their reality. Educators, while they teach, learn from their students and their realities of life.

In this way, it becomes possible for the youth to raise their voice so we can listen to their subjectivity when it comes to their world vision, plans and future, dreams and hope, challenges and opportunities, ethics and values, problems and solutions.

When a young person is understood and if they perceive themselves as part of the solution, they become great disseminators of the knowledge built in the school, together with

their families and communities. They are protagonists, agents of change, and assume the commitment to raise awareness Around themselves, because they know that they need to compromise and implicate the other in the great journey of sustainable development.

These youngsters leave their contributions to the world, their brands, no matter whether they are in small communities in the rural area or in the big cities. It is the youth role that will make all the difference in this path of transformation that has no borders, because it is planetary.

Trough this belief that, 30 years ago, the Odebrecht Foundation redefined its mission, focusing its efforts on educating young people and, to that end, supports family homes, institutions of technical education, in the pursuit of this great challenge. "Educating for life, for work, for values and overcoming limits," is what moves us. ◇

**CRISTIANE NASCIMENTO**  
PSYCHOLOGIST, EXPERT IN HUMAN  
DEVELOPMENT AND RESPONSIBLE FOR  
SUSTAINABLE DEVELOPMENT AT  
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SISTEMA FARIAS BRITO DE ENSINO

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OS RESULTADOS DO SISTEMA FARIAS BRITO COMPROVAM A EFICIÊNCIA DE SEU PROJETO PEDAGÓGICO E DO TRABALHO DESENVOLVIDO PELOS SEUS DOCENTES.



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# Climate project: the end of a path, beginning of a journey

Between March of 2017 and March 2018, 10 Brazilian schools were chosen to participate in one of the most important international projects of the ASPNET, Climate Change project: for a Global institutional approach.

It is part of UNESCO's initiative Today for Tomorrow: coordination and implementation of education for sustainable Development global Action Program.

The schools were indicated based on the presentation of the project and training of the moderators, which occurred in Dakar, Senegal, at the end of November 2016. To come to a decision, it was considered a set of criteria that proved to be right, among them were: the involvement and the Commitment demonstrated with Rede PEA; The national distribution and the concern already demonstrated with the subject of education for sustainable Development, among others.

In Brazil, the project involved 19000 children and youth, 750 teachers and 40000 people in the school communities.

For Brazil's National Coordination, the management of the project Today for Tomorrow was concentrated especially on three aspects: the training of educators, the mobilization of schools and the dissemination of results.

The first challenge of the implementation of the project was the same that accompanies all the innovative initiatives in education: educators training. This was the first step given by the national coordination, obeying the guidelines established in Dakar, when the holding of a seminar on 25 March in Sao Paulo. About 30 principals, coordinators and teachers were present, as well as representatives of social organizations.



The training was taught by the mediators specialized in Dakar: Ângela Peres Fonseca and Maria Cristina Zamith Cunha. They were responsible for sharing with all the schools present the guidelines of the project. Before, however, everyone present was able to attend the conference of one of the greatest Brazilian specialists in the subject, the scientist Paulo Artaxo Netto, a member of Painel do Clima - a research group created by the Brazilian government on climate change in the country.

The theme was also a priority in Encontro Nacional of the Associated Schools of Brazil 2017, which brought together 550 educators in the city of Foz do Iguaçu, Paraná. It was approached both in the presentations and in the report of the Colina School (Paraná) and Carioca Orsina da Fonseca Gymnasium (Rio de Janeiro), which were invited to present their projects.

Finally, in the end of the year 2017 a video conference was performed with all the schools involved so they could share their experiences.

These training sections had four objectives, which represent the main challenges of the implementation of the WIA project in Brazil.

The first goal was to increase awareness about the gravity of the global climate change scenario.

In Brazil, there is still little knowledge about how and when climate change should impact the different cities and regions. Only more recently scientific studies and projections on this effect were disclosed, which still remains as a distant agenda for the Brazilian society.

That is why it was fundamental to put this proposal into context.

But the most important goal of the training was to present the change of perspective represented by the Whole institutional approach.

Traditionally, Brazilian schools are strongly in the pedagogical dimensions of administration. As a re-

sult, principles already consolidated in the teaching-learning process are not followed by the schools themselves, for example, with regard to the choice of materials, constructive processes, and sustainable practices such as reducing energy consumption, water, paper and other inputs.

Finally, all training must have a strongly mobilizing character. It's not just about reporting and training. It is necessary to convene for the action, establishing a commitment that will then have to be in fact followed by the schools. This principle is already part of the action way of Rede PEA, which explains in large part the results obtained by the Brazilian program on its different fronts.

All schools came out of training ready to undertake the internal training of their own teams and the collective construction of their action plans, a process that was effectively completed by the month of June 2017.

### Teach and learn

It is natural that the first dimension of the project is the most directly impacted. A large number of training actions were triggered, in the most different educational approaches. The schools carried

out general public clarification campaigns, worked on the topics in an interdisciplinary manner, assembled groups and committees and included the theme in their curriculum.

The Antares School in Ceará seized the opportunity to work out the context of droughts that historically affect the region and tend to worsen with climate change. At this school, students from 11 to 14 years went to the city of Quixadá, to study climate and their relationship with the lack of water.

At another opportunity, all the students performed a cleansing operation of the beautiful beaches of the city, which attract tourists from all over the world. With this action they sought to educate users about the preservation of the waterfront and, at the same time, to warn of the theme of climate change.

Although, the most symbolic project was the installation of a complete meteorological station, in the different buildings of the institution, whereby students systematically collect and analyze data related to rainfall, temperature, air humidity, ultraviolet radiation, among others.

In the same way, the Carioca Orsina da Fonseca Gymnasium, in Rio de Janeiro measures carbon foo-

Sidarta School students set out for action, working to unpollute a river near the school



prints. 9th grade students (14 years) are in charge of this project and they are also involving nearby schools. They mathematically calculate carbon dioxide emissions into the atmosphere in different scenarios with digital tools – such as apps, interactive platforms –, and lectures on the importance of changing consumer habits.

An important aspect was the explicit inclusion of the theme in the school's curricular planning.

At Guilherme Dumont Villares School, the climate issue was incorporated into the High School Biology curriculum. Organized in groups, the students presented works on the topic. But the great focus defined by this school, to which the climate change project was integrated, was the profound knowledge of the rivers that pass through the metropolis of Sao Paulo, suffocated by the buildings and polluted by the sewers. The school leads a broad project, involving the public and private networks, which have placed the issue of water as a starting point for the development of sustainable attitudes.

In Sidarta School, the introduction of a curricular project with 7th graders based on consumption habits called the group of students to reflect and elaborate action plans on the themes of reducing institutional electrical consumption, reusing schooling materials, solid waste recycling optimized for toy production and remeaning of old school uniforms, with customization workshops and clothing exchange fairs.

In addition, field studies and intervention projects were initiated, such as the clearing of the Cotia River.

## Governance

Challenged to work on the project in the framework of governance, the schools have adopted different paths. Mackenzie School conducted a realistic self-diagnosis, recognizing the lack of moments to discuss sus-



Wind energy mobilized students of Farias Brito School

tainability issues, so included this goal in its action plan.

The first step was the creation of the working groups where the pedagogical coordinators were involved in order to create specific monitoring tools on the sustainability theme, as well as to disseminate awareness concerning the theme in different segments.

In Sidarta School, the management team enabled a wide range of actions that depend on the endorsement of the direction, such as the stimulation of sharing vehicles for students to get to and from school.

In Colina School, from Paraná, the management team was involved in the project making important decisions such as to install solar plates to supply the school with clean energy, to implant the selective collection of waste and cisterns for the collection of rainwater for daily use, as well as creating a meatless day for their students.

The example of Nilza Tartuce Special Education School has shown how the inclusion of students with disabilities does not prevent the awareness of climate change. Specialized in special education, this school carried out actions such as the visit to sustainable buildings, the decrease in food

waste and enabled its teams to carry out selective garbage collection and waste disposal.

In Farias Brito School in Fortaleza, power generation was one of the main concerns of the project.

## Installations and operations

It is also important to note that there has been a positive impact on the dimensions of installations and operations.

Porto Seguro School is a reference school for Brazilian education and is associated with the German community resident in the country. They created different committees involving all levels of management. With this structure, a mapping of sustainability from an administrative standpoint was carried out.

The mapping reinforced a diverse set of initiatives, such as the installation of tanks, the exchange of lamps for LED technology, purchase of materials with sustainable seals, preparation of composters for gardening, implementation of taps and discharges and inclusion of companies with green stamp among the suppliers of the purchasing sector of the school.

In the case of Farias Brito School of Fortaleza (Ceará), an example of

the projects impact is the mobilization for the reduction of the use of plastic cups.

## Partnerships

Brazilian schools often establish partnerships with non-governmental organizations, neighborhood associations, religious communities, public departments and other civil society entities.

All ten participating schools have reported the construction of partnerships with the most diverse characteristics.

Colina School, for example, worked with other schools. Nilza Tartuce School has established partnerships with several public authorities, such as Municipal Welfare Council; State Secretariat of Education of Paraná, Paraná



Nilza Tartuce School has shown that sustainability education does not accept prejudices

Council of corporate citizenship, among others.

Carioca Orsina da Fonseca Gymnasium has also worked with important partners, some already existing.

It is the case of the NASA Earth program from the Regional Council of Architecture and Engineering.

The first step was given. They are cultural and slow changes in the world of education. The awareness is evident in the transformations noted, but the main signal is the provision expressed by all schools to continue the project, even after its formal closure. This is a path that is just beginning, but it reveals the commitment of our schools to the fundamental values of the ASPNET. ◇

## Positive balance

Throughout the project, video conferences were held among the participating countries and the international coordination in Paris. According to the coordinator Sabine Detzel, the project requires new ways of thinking, and taking actions of short, medium and long terms. "Students can promote changes, schools can promote changes and National Coordinations can do it too", said.

Over all, 25 countries participated. According to the international assessment, performed:

- 230,900 students and 12800 teachers were involved, from all over the world.
- 258 Associated Schools were able to implement the principles of the Whole Institutional Approach, involving multiple dimensions of the school, including governance and their community.
- 143 schools formed teams focused on the theme of climate change.
- 89 schools formulated for the first time a mission or school vision on the subject of climate change.
- 173 managed to make partnerships with social organizations, companies and governments.
- 80 schools have achieved media disclosure.
- 500 facilitators and 25 International Coordinators were trained in the initial training sections carried out.

## Participating schools

- Antares School
- Farias Brito School
- Friburgo School
- Guilherme Dumont Villares School
- Mackenzie School
- Porto Seguro School
- Sidarta School
- Colina School
- Nilza Tartuce Special Education School
- Carioca Orsina da Fonseca Gymnasium

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# Construction by many hands

*Rede PEA would not have grown as fast and solidly in Brazil if it was not for the management structure created: the Regional Coordinators are the links that connects the orientations of the UNESCO Associated Schools program in order for them to reach from Paris to the farthest places in Brazil. It is a work that is moved with the fuel of commitment and passion.*



“ It was very important for Professora Roxana Pereira Bonessithe Public School to be among UNESCO Associated Schools. A significant change has occurred from the implantation, whether in the change of curriculum, on the behavior of students, teachers and the community. For all of us, when we say that we are

a school associated with the Rede PEA, we say it with pride. I am constantly in contact with the schools of Manaus, showing to our associates the importance of our work with their respective identities and commitments.”

### **Francisca Cunha Lima**

*Regional Coordinator in Amazonas*



“ We follow the motto ‘one thing is what I do, another thing is what we do’. This way, the Regional Coordination of Ceará promotes meetings with the objective of supporting the public schools partners, providing access to a variety of pedagogical tools through the FB Portal, in addition to developing projects open to their participa-

tion. Being a part of Rede PEA corresponds to the philosophy of joining forces for the sake of a common good and a greater cause: to spread the human values that guide the actions of UNESCO, UN’s arm dedicated to education.”

### **Tales de Sá Cavalcante**

*Regional Coordinator in Ceará*



“ With the admission of Casas Familiares Rurais in the network in 2015, the integrated practices developed by us in these institutions became inspiring to teachers from rural, indigenous, Quilombolas and riverside schools, nationally and internationally. Under the Regional Coordination of the Rede PEA in Bahia, I follow

in order to build knowledge with children, young people and educators and learn from the true connection among life, the laws of nature and society.”

### **Joana Almeida**

*Regional Coordinator in Bahia*



“ Fostering quality education inspired by the ideals of peace, democracy, respect for peoples and cultural diversity, the environment, human rights, non-discrimination and the promotion of sustainable development; Promoting rapprochement with other non-network schools, fostering sharing and cooperation are some of

the commitments undertaken by regional coordination and aimed at strengthening the Rede PEA here at Mackenzie School from Brasilia.”

### **Walter Ribeiro**

*Regional Coordinator in Distrito Federal*



“ To be part of Rede PEA is a privilege and at the same time a great responsibility, because we have the task of seeing the world with other eyes, more carefully in making our actions be extended to all the people and families with whom we have contact, directly or indirectly. It is therefore up to the Regional Coordinators to maintain the network of schools in connection and to work with actions focused on the principles and themes guiding all schools.”

**Erislene Martins**

*Regional coordinator in Goiás*



“ UNESCO’s Associated Schools Program is a network of educational solidarity, in which collaboration is the most common word. Everyone is open to contributing to the broadening of knowledge and facing challenges, whether local or global. With the function of facilitating access to all the objectives of

the network are the Regional Coordinators, who seek to broaden the actions and practices of the network members, monitoring and encouraging if the values of UNESCO are being put effectively in practice. ”

**André Pedr'Angelo**

*Regional coordinator for Mato Grosso and Mato Grosso do Sul*



“ The Rede PEA proposal has been of main importance to endorse the pedagogical and conceptual alignment of the projects carried out throughout each school year. The topics addressed contribute in a meaningful way to give more consistency to the projects and to open the horizons to better understand the new

reality of global citizenship of the 21st century. Being associated with a worldwide network of schools is a guarantee that we are not alone and that we have developed an educational work that goes beyond the school walls.”

**Amália Kátia Ferreira Mendes**

*Regional Coordinator in Minas Gerais*



“ The Regional CCoordinator has to act aiming the following objectives: 1) encourage the relationship with National Coordination; 2) monitor the actions in accordance with the guidelines of Rede PEA; 3) strengthen and broaden the discussion of the actions that promote the culture of peace; 4) encourage the search for solutions to

global problems based, for example, on sustainable development; 5) Bring to the local discussion issues of world scope and 6) intensify the partnership with the public schools. At Motiva School, participating in the network led to an important interchange among our school and several others, physically distant, as also promoted the approximation with the public schools of the city. ”

**Carlos Barbosa**

*Regional Coordinator in Paraíba*



“ Rede PEA is an element that organizes and propels good practices in schools. The principles of the program align the members for the construction of peace, for the integration of students in activities that promote sustainability and intercultural learning. I think that the greatest value of the network is itself and

the richness that there is in the experience of the schools. Therefore, I try to organize meetings among the schools of Paraná so that we can exchange experiences and know the best practices of each one. Our meetings are itinerant. So we end up knowing the physical space of schools in the network, which also strengthens our respect for the work done by others. Another value is the strength we can have when coordinating our actions. Therefore, since 2012 we have organized joint actions in the state.”

**Adriana Karam Koleski**

*Regional Coordinator in Paraná*



“ The Rede PEA has been fundamental in building an education focused on promoting the rights and duties of citizenship, strengthening ethical values and promoting innovation for solidarity cooperation in our country. I believe that these precepts are fundamental to a Global Citizenship project involving our entire UNESCO network

in Pernambuco. Here, we have been able to strongly enlarge the associated number, bringing to the network public schools from rural areas, quilombolas and others that represent Brazilian education well.”

**Giovanna de Melo Pessoa**

*Regional Coordinator in Pernambuco*

# REGIONAL COORDINATORS



“ It is up to the Regional Coordinators to provoke and sensitize the group members to the responsibility, scope and magnitude of the work they accomplish. The periodic meetings among the coordinators and their schools are fundamental. Encouraging readings and visits,

campaigns and conferences, contests and different studies transforms each one into an active participant of the program. We have to develop awareness that Rede PEA certification makes a difference in our schools. It's an ethical imperative to earn it.”

**Maria Cecilia Cury**

*Regional Coordinator in Rio de Janeiro*



“ The Regional Coordinator's mission is to be a promoter of culture of peace. It is also to present to our state schools, whether public or private, the importance of participating in an international network of schools that are involved in the same purpose, that is to broaden the work by the culture of peace's idea,

in all its forms, allowing to reflect, in the face of successful and ideal practices, about what we experience in our daily lives and the reality of what is happening in the world.”

**Maria Lúcia Andrade de Azevedo**

*Regional Coordinator in Rio Grande do Norte*



“ Rede PEA is a privileged space for socializing these projects and opening up for the construction of collaborative networks that provide growth and improvement. We try to disseminate widely the culture of Rede PEA with actions developed by the city's secretariats of education and with the school's directions. Qualification projects for directive teams are also developed for the elaboration of the annual reports; support in translations; training of teachers in partnership Rede PEA - SIEMENS Foundation. Another important action is that we created protocols of academic cooperation among associated primary education schools and institutes and universities in Brazil and abroad.”

**Sister Maria Madalena Uliana**

*Regional Coordinator in Rio Grande do Sul*



“ Rede PEA is composed of schools committed to quality education in the pursuit of peace, democracy, human rights, sustainable development, and respect for diversity. This mission can only be achieved if principals, coordinators, teachers and students assume leadership roles as agents of positive change inside the schools and societies in which they live. Achieving the ideals of UNESCO is a difficult and challenging task, as it requires courage, perseverance, competence, creativity and flexibility.”

me leadership roles as agents of positive change inside the schools and societies in which they live. Achieving the ideals of UNESCO is a difficult and challenging task, as it requires courage, perseverance, competence, creativity and flexibility.”

**Eliana Baptista Pereira Aun**

*Regional Coordinator of Rede PEA in São Paulo*



“ In Santa Catarina we have five Associated Schools today and six others that will soon be certified, which means we'll double in size. All of them receive reflection guidance and encouragement and examples of practices related to caring for the planet and its resources for the development of the projects of the current year. PEA Network performs with a great deal of effort by the principles of the common good that regenerate the root of modern anthropocentrism and its consequences.”

PEA Network performs with a great deal of effort by the principles of the common good that regenerate the root of modern anthropocentrism and its consequences.”

**Sister Marli C. Schindwein**

*Regional Coordinator in Santa Catarina*



“ Rede PEA advocates for the construction of a better world using as a tool the greatest force that exists: cooperation among people. A collaborative network that gives the instrument strengthens and unites people who daily promote, in each classroom, the essential values for a even better community life above

all. In the work of articulating public networks, our greatest engagement lies in the construction of bridges between public and private organizations, enabling fruitful ways of equity. Schools that produce forces capable of illuminating difficulties and sustaining great steps in education.”

**Luiz Cruz**

*Public network Mobilizer*

# Preparando a Classe de 2030

Nova pesquisa oferece insights sobre o futuro da aprendizagem

Os alunos que hoje estão no jardim da infância estarão muito melhor preparados para o futuro se eles tiverem uma **base social e emocional sólida que seja desenvolvida em um ambiente de aprendizado personalizado**, de acordo com a nova pesquisa da Microsoft realizada em colaboração com a Prática Educacional da McKinsey & Company. O estudo revelou novos insights sobre o conhecimento e as experiências que os alunos precisarão para estarem prontos para a vida e não simplesmente "prontos para o trabalho."

O estudo incorporou:



pesquisas e grupos de foco de

**2.000** e **2.000**

alunos

professores

O futuro da aprendizagem será profundamente social, personalizado e apoiado por professores e a tecnologia.



a opinião de

**70**

líderes globais formadores de opinião



análise de

**150**

partes de pesquisas anteriores

## Habilidades interpessoais passam a ser o foco

Um dos temas mais presentes na pesquisa foi o significado do desenvolvimento e da aplicação de competências sociais e emocionais na aprendizagem. Os resultados mostraram que estas habilidades têm duas vezes mais chance de gerar um melhor desempenho acadêmico do aluno, assim como o ambiente familiar e questões regionais.



**30 - 40%**  
exigem habilidades interpessoais

### Impacto no sucesso da carreira:

**30 - 40%** dos postos de trabalho de setores em expansão exigem habilidades interpessoais



Melhor do que **98%**

## Os alunos querem personalização, não automação

A personalização está entre os meios mais eficazes de acelerar o crescimento acadêmico e cognitivo. Os estudantes querem ser criativos e acreditam que aprendem mais quando eles têm maior voz de escolha e recebem feedback personalizado.

### Impacto no desempenho acadêmico:

Alunos que recebem orientações personalizadas têm resultado **melhor do que 98%** dos alunos do ensino tradicional

## Indo além da aprendizagem do século XXI

Os alunos enfatizaram muito mais a importância das habilidades criativas, sociais, emocionais e tecnológicas em comparação aos professores. Os empregos do futuro também dão grande destaque a essas capacidades.



apenas **42%**

## O papel dos professores é amplificado

Os alunos neste estudo desejam professores qualificados e confiáveis, que os conheçam em profundidade. A profissão associada ao ensino é uma das menos sujeitas à automação no futuro, por isso manter conexões fortes entre professores e alunos é mais importante do que nunca.



até **51%**



apenas **34%**

### Impacto na empregabilidade:

Apenas 42% dos empregadores acredita que os recém-formados estão preparados adequadamente para a força de trabalho, especialmente quando o assunto é habilidades sociais e emocionais

### Impacto no ensino:

Até 51% dos professores pesquisados disseram que eles têm relações individuais muito fortes com seus alunos, mas apenas 34% dos alunos concordam com isso.

## A tecnologia cria oportunidades

Experiências de aprendizagem personalizadas, inclusivas e imersivas promovidas pela tecnologia criam oportunidades de desenvolvimento de habilidades cognitivas e emocionais em conjunto com o aprendizado acadêmico.



até **30%**  
mais tempo



### Impacto no tempo:

Professores economizam até 30% do tempo com o uso da tecnologia certa

"Nunca soube que eu posso aprender a ser criativo."

Libere a aprendizagem ilimitada

Saiba mais sobre a Classe de 2030  
[unlocklimitlesslearning.com](https://unlocklimitlesslearning.com)

[microsoft.com/pt-br/education/default.aspx](https://microsoft.com/pt-br/education/default.aspx)



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