



SOCIAL REPORT 2025



GETTING THE CONVERSATION STARTED

Twenty-five years ago, a dream was born: to transform lives through Education. Since then, we have been guided by a deep conviction — education is the path; transformation is the purpose. Throughout this journey, we have worked side by side with people, schools, companies, and communities who, like us, believe in the power of learning, teaching, and reinventing the future.

Reaching a quarter of a century invites us to look back with gratitude and ahead with hope, recognizing that we have advanced not only as an organization, but as a collective of people who dream and take action. We celebrate achievements, face challenges, build bridges, leave lasting marks and, above all, we transform ourselves. Because, at its core, transforming others is also a process of self-transformation.

At the heart of this work is the development of competencies (cognitive, digital, and socioemotional) that enable each person to become the protagonist of their own story, acting as a critical, creative, and ethical citizen, capable of engaging sustainably and collaboratively in a world of constant change.

Over time, we have also consolidated a vision of education that sees the individual as a whole, integrating body, mind, emotions, values, and a sense of belonging. This understanding has guided every project we have implemented, every public policy we have supported, and every educational innovation we have advocated for.

 **We celebrate achievements, face challenges, build bridges, leave positive marks, and above all, we transform ourselves because, at its core, transforming others is also transforming ourselves.**

Throughout this trajectory, we have come to deeply value the role of teachers and educators as essential agents of change. They are central to our mission, as it is they who, every day, turn classrooms into spaces of discovery and possibility.

As we celebrate 25 years, we revisit our history and what drives us forward, reaffirming our essence and updating the way we present ourselves to the world. That is why today we are **Crescer**, a name that carries everything we believe in: movement, growth, and learning.

In the following pages, you will find the results of our work in 2025, reinforcing a transformative journey that has impacted the lives of 2.5 million people over more than two decades. Through projects, partnerships, ideas, and achievements, we express who we are today and who we intend to continue being, an organization that educates to transform, influencing and supporting those who believe that Education must remain at the center of social and political agendas in Brazil.

We move forward together with determination, care, and purpose!

Luciana Allan
Executive Director – Crescer

 Luciana Allan, director of Crescer, at the event of the project Aluno Sempre Conectado - ASCON, held in April 2025, in Goiânia/GO.



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THE CONSOLIDATION OF CRESCER

Since our founding in 2000, we have learned that growth is a continuous process, shaped by choices, revisions, discoveries, and collective work. Reaching this milestone comes with the awareness that consolidating a trajectory is not defined merely by time, but by accumulated learning and by the commitment to reinvent ourselves whenever reality calls for new paths.

Starting in 2022, when we began developing our most recent Strategic Plan (2023–2025), we have experienced a period of intense institutional maturation. With courage and sensitivity, we looked inward to better understand who we are, what drives us, and how we could further strengthen our contribution to Brazilian education. This process led us to revisit our organizational structure and governance tools, our institutional policies, and the way we communicate with society.

In 2025, this journey culminated in an important brand repositioning, with a renewed visual and verbal identity and a reinforced sense of purpose. This process also inspired us to revisit and update our Theory of Change, reaffirming our belief that the world needs, more than ever, people who dream big and turn those dreams into concrete improvements for their lives and for the places where they live.

One of the most significant outcomes of this reflection was the realization that Crescer is ready to take another step forward and expand its capacity for dialogue and policy engagement. As a result, in 2025 we actively strengthened our advocacy efforts, contributing to educational debates and reaffirming our commitment to public policies that ensure integral education and the recognition and appreciation of educators.



 Crescer's leadership team at a management meeting held in July 2025, in Atibaia/SP.

OUR REVISITED THEORY OF CHANGE

Based on what we have built so far, and on what we aim to achieve in the coming years, we refined our Theory of Change to pursue four major outcomes:

- 1

Educators expand their professional repertoire and feel confident to develop transformative educational practices that foster the development of competencies and skills in students.

- Educators develop knowledge and capabilities to promote the principles of sustainable development in an inclusive, ethical, and fair manner.

2

- 3

Students strengthen competencies and skills that enable active participation in the world.

- Young people and adults develop competencies and skills that support (re)entry into and retention in decent work conditions.

4





STRENGTHENING OUR TEAM TO STRENGTHEN THE CAUSE

In 2025, we also improved internal workflows and operational processes, formalizing, through a dedicated publication, the principles that have guided Crescer since its foundation.

Internally, we strengthened our team by investing in continuous professional development, data-driven management practices, and results evaluation, while maintaining a strong focus on organizational climate and well-being. We remain committed to cultivating a healthy, creative, and collaborative environment, recognizing that people are central to sustainable impact.

At the same time, we continued diversifying our funding sources, expanding partnerships to ensure Crescer's long-term sustainability.

We further advanced the strengthening of our governance by holding regular meetings with our Boards and General Assembly, whose role has been to provide thoughtful guidance and consistent support for the organization's strategic decisions.

As we celebrate 25 years and more than 2.5 million people reached through our actions and projects, we recognize that every number carries stories, faces, and learning experiences that shape who we are. Consolidating Crescer ultimately means continuing to make Education a collective good, one capable of transforming lives and realities.

 **CLICK HERE AND WATCH THE VIDEO CELEBRATING OUR 25TH ANNIVERSARY!**

Learn how everything happens, through the voices of those who walk alongside us every day.



BRAND REPOSITIONING: A NEW WAY OF EXPRESSING WHO WE ARE

In 2025, Crescer took an important step in its institutional journey: the repositioning of its brand, aligned with the updated Theory of Change, also revisited during this period. This milestone is the natural outcome of an organizational maturation process that has intensified over the past three years.

The rebranding study began in October 2024, through collaborative workshops and internal dialogues that actively engaged our team. This collective process gave rise to a new identity that authentically reflects how we work and who we are.

We are driven by a sense of constructive nonconformity and by the courage to face complex challenges. Our approach is dynamic and human, practical and empathetic. We believe in hands-on work and, above all, in human connection and dialogue.

Crescer operates by connecting knowledge, resources, funders, and actors from different sectors, united by a shared purpose: to strengthen and expand transformative Education where it is most needed.



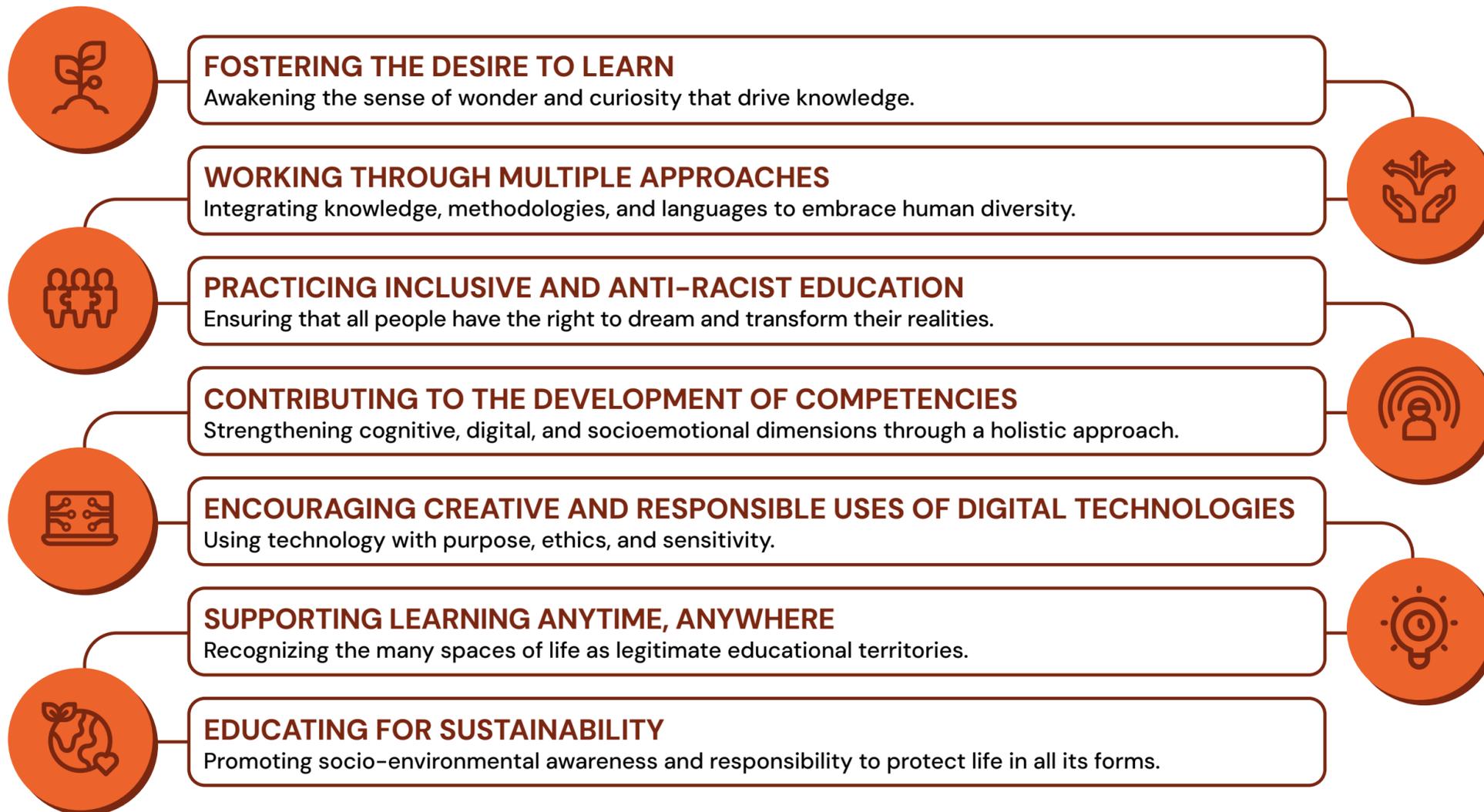
THE SEVEN PRINCIPLES THAT GUIDE OUR WORK

As Crescer reaches its 25-year milestone, we chose to share what has always been present in our actions: seven principles that sustain and guide our educational practice. These principles inform our conversations, projects, decisions — and have now been formally documented in a dedicated publication that systematizes them.

More than a commemorative initiative, this publication sheds light on our way of working. It reflects not only how we operate in projects, but also how we relate to partners and to our internal team. It is an expression of what we believe in and put into practice every day: a living, inclusive, and transformative education, built with people and for people.

Our principles strengthen Crescer's identity and expand our ability to inspire other educators, organizations, and networks to rethink their own paths toward more human-centered and sustainable learning.

Each principle functions as a beacon — solid at its foundation, yet flexible in its reach, adapting to different times and contexts. They guide us from planning through implementation and evaluation in every initiative we undertake.



ACCEPT OUR INVITATION!
 Click here and read the publication *“Educar para transformar – princípios educacionais do Crescer”*.

INFLUENCING TO DRIVE CHANGE

Since 2024, Crescer has strengthened its institutional role in advocacy and in diversifying its resource mobilization model, consolidating itself as an active voice in the defense of quality education for all. Throughout this process, the organization has expanded its mobilization strategies, investing in partnerships that amplify its social impact.

Resource mobilization — including projects approved through Brazilian incentive laws and initiatives aligned with the ESG agenda (environmental, social, and governance) — is understood as an integral part of Crescer’s vision of sustainability. In this perspective, funding strategies are inseparable from social intervention itself, enabling concrete and lasting transformations in the field of Education.

In terms of strategic relationships, Crescer has advanced its advocacy and articulation efforts within coalitions and platforms connected to SDG 4 – Quality Education, one of the United Nations’ Sustainable Development Goals. This positioning has consolidated the organization as an active voice in the defense of educational public policies. Among the most recent actions, the development of a Technical Note related to Brazil’s new National Education Plan (Plano Nacional de Educação – PNE) stands out.



POLICY ENGAGEMENT AND DIALOGUE WITH PUBLIC AUTHORITIES

PNE: in June 2025, Crescer submitted to the Brazilian National Congress a Technical Note containing strategic recommendations for the new National Education Plan (PNE) and formally presented five proposed amendments to Bill No. 2.614/24. The document advocated for a more interdisciplinary and integrative approach to teacher education, as well as for the establishment of assessment mechanisms for digital competencies aligned with the BNCC (Brazil’s National Common Curricular Base). These proposals aim to institutionalize key themes such as computational thinking, the digital world, and digital culture within the national education framework.

On October 14, the report for the new PNE was presented, incorporating five of the seven amendments proposed by Crescer! Uma significant victory for Education. Among the approved contributions are the creation of indicators and evaluation processes to measure learning outcomes in digital education; the definition of guidelines for the sustainable use of technological devices in schools, encouraging reverse logistics and the proper disposal of electronic waste.

This achievement reinforces Crescer’s commitment to evidence-based public policies capable of promoting equitable, high-quality learning across schools nationwide. [Click here](#) and access the full Technical Note.

Teacher Appreciation: in October, a month dedicated to recognizing the importance of teachers in Brazil, Crescer published a Technical Note on Teacher Education for Basic Education, reinforcing the urgency of public policies that value and support educators throughout the country. The document emphasizes development pathways that integrate integral education, pedagogical innovation, and teacher appreciation. Three practical recommendations are highlighted with that in mind: understanding transversality as a pedagogical dimension, addressing contemporary themes as part of citizenship education, and strengthening educator qualification for work through multiple approaches.

Produced by Crescer’s advocacy team, the Technical Note reaffirms the organization’s role in generating technical knowledge and engaging in policy dialogue to strengthen public education in Brazil, particularly through collaboration with the Subcommittee on the Appreciation of Education Professionals of the National Congress. [Click here](#) and access the full Technical Note.



OUR SOCIAL IMPACT IN 2025

In total, we reached

281,717

beneficiaries, including

173,524

direct beneficiaries

108,193

indirect beneficiaries

WITHIN OUR LONG-TERM OBJECTIVES, THESE BENEFICIARIES WERE DIVIDED INTO

12,435

educators with an expanded professional repertoire, feeling more confident to develop integrative educational practices that foster the development of student competencies and skills.

12,154

educators with knowledge and capabilities to promote the principles of sustainable development in an inclusive, ethical, and fair manner.

221,916

students with strengthened competencies and skills to actively engage in the world.

41,958

young people and adults with competencies and skills strengthened to support (re)entry into and retention in decent employment.

5,408

people from communities surrounding the projects positively transformed.



Students and educators during an activity of the Hortas Escolares project, in Ilhéus/BA, in September 2025.

*The sum of beneficiaries presented in each result does not correspond to the overall total, as in some projects they are counted under more than one indicator.



OUR GEOGRAPHIC REACH

We reached

3,486

municipalities across Brazil's



27

federal units

COUNTING WITH

12,712

educational institutions impacted.

124

professionals providing technical support for initiative implementation.

101

partner organization.

8

projects implemented.



HOW WE TRANSFORM REALITIES

At Crescer, every project begins with careful listening and collective construction. Before any implementation takes place, we dedicate time to understanding the context, challenges, and aspirations of the institutions, people, and communities involved. This approach is the foundation of how we plan and manage our work, guided by purpose, partnership, and responsibility.

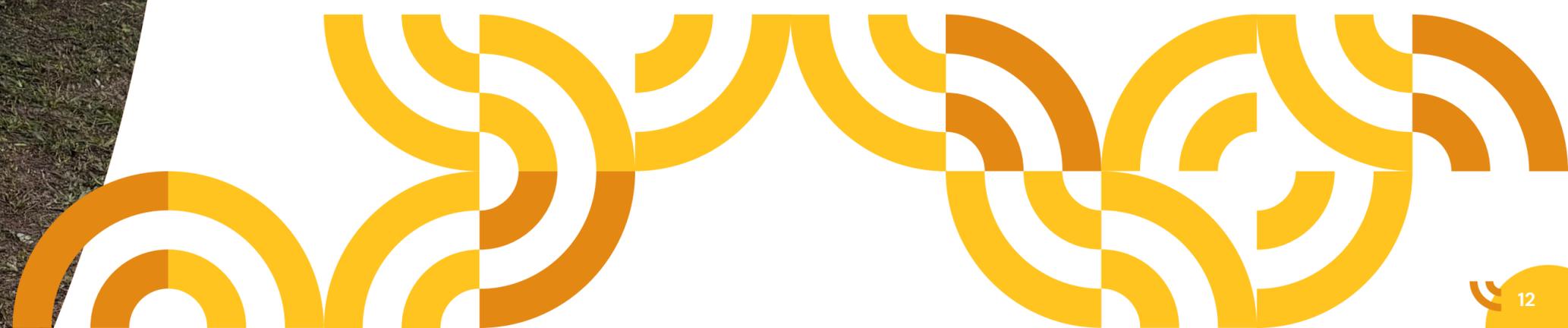
We operate as technical partners to major organizations, co-creating customized initiatives that combine methodological rigor, responsible use of resources, and continuous evaluation of results. Our projects are planned well in advance, supported by multidisciplinary teams, and guided by governance and transparency processes that ensure accountability at every stage.

Listening and participation are central elements throughout the entire cycle. They shape everything, from conceptual and budgetary design to the production of educational content, courses, training programs, and digital materials as well as the way we cultivate partnerships during project implementation.

More than implementing projects, our goal is to expand educators' professional repertoires, enabling them to develop integrative educational practices that foster the development of student competencies and skills. In doing so, we support learners in becoming active, responsible, and engaged participants in the world.

This is Crescer's way of working, a practice we share throughout this report and through our **"Stories of Transformation"**. We invite you to explore them!

Itamara Soalheiro, Luiza Loureiro and Ana Clara Borges, Crescer coordinators, during the recordings for the organization's 25th anniversary celebration, in July 2025, in Atibaia/SP.





STORIES OF TRANSFORMATION

 Felipe Feitosa, student representative of the state of Roraima and winner of the Olimpíada Nacional de Eficiência Energética, hugging Professor Felipe Luz, who was also awarded during the ceremony in Brasília/DF, in November 2025.



WHEN A SCHOOL LEADER’S DETERMINATION TRANSFORMS AN ENTIRE COMMUNITY

The Municipal School Marcos Antônio joined the pilot phase of the Always Connected Student (ASCON) project as the fifth and final unit selected by the Goiânia Department of Education. For school principal Rosângela Ferreira Braga, however, that moment marked a profound turning point. “From the moment the project was launched, it felt like we were living in a different world. The school truly stepped into the 21st century,” she recalls. Located in a peripheral area, where most students are Black and many come from land-settlement communities (places where “opportunities do not always arrive”), ASCON represented more than access to technology; it represented opportunity.

For the first phase, 7th-grade classes with the greatest learning challenges — measured through Portuguese Language and Mathematics proficiency — were selected. The objective was clear: to understand whether technology, when used with purpose and sensitivity, could transform trajectories. Today, those students are in 9th grade, and the results have been striking. “Class 9B, for example, is now among the highest-performing groups in the entire school,” Rosângela shares, proudly pointing to visible changes in student engagement, autonomy, and confidence.

The path was not without challenges. Mobilizing teachers, especially in evening classes, required persistence, patience, and strategy. That was when Rosângela invited one of her students, Guilherme, to present the project to the teaching staff. Previously shy and withdrawn, Guilherme became the project’s most compelling ambassador. “Everyone was impressed by his confidence and communication skills,” the principal recalls. The next step was even more bold: Guilherme taught a class to a group in Youth and Adult Education (EJA). He excelled. Soon after, other students followed his lead, teaching peers across different school shifts and demonstrating that learning is also an act of sharing.

This transformation did not happen by chance. For Rosângela, it stems from a deep commitment to her school community and a clear awareness of inequality.

 **I feel like the most powerful school principal in the world, because I can offer this opportunity to my students. Today, the school is connected to new possibilities, which gives us relevance. We want to be a reference.**

The impact extends far beyond academic indicators. Students now speak about becoming engineers, firefighters, teachers; professions that once felt out of reach. “The project highlights the potential these young people: black, peripheral youth have to contribute to building a better society,” she concludes.

Seeing teachers better prepared, professional repertoires expanded, and students learning through curiosity and autonomy leaves Rosângela certain of one thing: there is no turning back. A connected school is more than technology. It is inclusion, innovation, and transformation!



 *Principal Rosângela Ferreira Braga, preparing with the student Guilherme and other beneficiaries of the Aluno Sempre Conectado - ASCON project, in November 2025, at Marcos Antônio Municipal School, in Goiânia/GO.*



A YOUNG PERSON, AN OPPORTUNITY, AND THE DESIRE TO CHANGE THE WORLD

Guilherme dos Santos Soares was just 14 years old when he discovered that technology could be more than screens, codes, and curiosity. His introduction to the Always Connected Student (ASCON) project, developed by Crescer, came when the initiative was presented to his 8th-grade class — explaining how technology would be used to support their learning. From that moment on, Guilherme realized that technology could become a tool to transform the world around him.

The following year, he received an invitation that would change his life: becoming a student tutor. “I was selected because of my experience with technology and the courses I had already taken,” he recalls. His mission was to help accelerate learning within his own class by translating and reinforcing what he learned from his teacher, Pablo, at the Municipal School Marcos Antônio Dias Batista in Goiânia (GO).

The beginning, however, was far from easy. Behind his technical skills was a deeply human challenge: shyness. Speaking in public, sharing ideas, and engaging even in small group discussions felt overwhelming. “I couldn’t talk freely or share what I had learned,” Guilherme admits. Ironically, technology itself became the bridge to overcoming this barrier. **With the support of his classmates and teacher, his shyness gradually gave way, step by step, until the day he was no longer just explaining content but teaching full classes.**



The project shaped me. Today, I can communicate much more freely.



Through this experience, Guilherme became more disciplined, more responsible, and more conscious of the future he wanted to build. “It helped me mature a lot as a person,” he says.

As he realized that knowledge could be multiplied, he also understood that he could help transform not only his own path, but the trajectories of others.

That awareness inspired him to take an even bigger step: bringing ASCON to Youth and Adult Education (EJA) classes. There, he encountered people with diverse life stories, different learning rhythms, and above all a strong desire to learn. “I saw how eager they were, but how little access they had. And I thought: if I can help, why not?” Guilherme adapted his teaching approach, slowing down for some learners, accelerating for others, always with patience and care. “I have a lot of affection for my students. Seeing them grow makes me very happy.” Through this initiative, he also came to understand that it is never too late to learn, and that everyone can enter a world increasingly shaped by technology.

Today, Guilherme recognizes that the project not only expanded opportunities, but profoundly transformed his vision of the future. His journey, so young, yet already so powerful, illustrates what happens when technology, education, and purpose are brought together with care. What emerges is the courage to teach, the desire to learn, and the certainty that every person, without exception, can discover new paths when someone believes in them.



The student Guilherme, participant of the Aluno Sempre Conectado - ASCON project, presenting the project to students in Youth and Adult Education, in November 2025, at Marcos Antônio Municipal School, in Goiânia/GO.

OUR PROJECTS



 Trainer from the Olimpíada Nacional de Eficiência Energética (ONEE) and a student during an activity carried out in the blitz, in August 2025, in Cuiabá/MT.



Students from the Aluno Sempre Conectado - ASCON project during an awareness meeting held at one of the participating schools in Goiânia/GO, in April 2025.



I learned how to create images using Artificial Intelligence. It was a very positive experience, because I didn't know how to do that before. I also learned about sensitive data and understood that we shouldn't expose our image on the internet.

LEARN MORE ABOUT THE PROJECT'S PROGRESS

Davi Lucas
Beneficiary

ALUNO SEMPRE CONECTADO (ASCON)



WHAT IT IS AND ITS GOAL

Part of Qualcomm's Wireless Reach™, ASCON is an international program designed to facilitate access to wireless technologies for people and communities. In Brazil, it operates as a pilot project implemented by Crescer, aimed at reducing inequalities in the use of digital tools in public schools.



CHALLENGE

Overcome limited quality of internet connectivity, insufficient digital competencies among teachers and students, pedagogical practices misaligned with the demands of autonomy, and the possibilities of a connected, open, and flexible education.



SOLUTIONS

Provision of equipment (Chromebooks and internet chips), besides the distribution of virtual reality headsets and use of mobile labs. In-person and online training programs for teachers and students.



LOCATION

4 municipal public schools in Goiânia
E.M. Ernestina Lina Marra, E.M. João Braz, E.M. Marcos Antônio and E.M. Profa. Silene de Andrade.



BENEFICIARIES

Students and teachers.



PARTNERS



RESULTS

- **6,569 educators** expanded their professional repertoire and were prepared to develop transformative practices that strengthen students' competencies and promote sustainable development in an ethical, fair, and inclusive way; and
- **2,100 students** had their competencies and skills developed and strengthened for their engagement in the world.

*The sum of beneficiaries presented in each result does not correspond to the overall total, as in some projects they are counted under more than one indicator.

Motiva 2035

Impacto



Educators representing the winning projects of the Prêmio EbN during the award ceremony, in São Paulo/SP, in September 2025.



Participating in the Program can truly transform both personal and professional life. By integrating environmental education practices and principles, the program fosters a deeper connection with the natural environment, which can be an enriching experience for both educators and students. This experience can lead to a greater appreciation of natural resources and a broader understanding of environmental issues — aspects that are essential in today's context of climate change and sustainability.

LEARN MORE ABOUT THE AWARD-WINNING SCHOOLS

Victor Rodrigues Borges
Teacher, Mormaço, RS

ESCOLAS BASEADAS NA NATUREZA



WHAT IT IS AND ITS GOAL

A program designed to foster critical awareness and educational practices that (re)build the connection with nature and contribute to addressing socio-environmental challenges.



CHALLENGE

Engaging teachers and educators so that sustainability becomes part of everyday learning practices.



SOLUTIONS

A digital platform offering courses focused on interdisciplinary skill development and knowledge strengthening.



LOCATION

1,752 municipalities across all 27 federal units.



BENEFICIARIES

Elementary school teachers and educators.



PARTNERS



RESULTS

- **3,257 educators** expanded their professional repertoire and were prepared to develop transformative practices that strengthen students' competencies and promote sustainable development in an ethical, fair, and inclusive way;
- **97,710 students** had their competencies and skills developed and strengthened for their engagement in the world; and
- **971 people** from communities surrounding the project were positively impacted.

*The sum of beneficiaries presented in each result does not correspond to the overall total, as in some projects they are counted under more than one indicator.



Project workshop conducted by trainer Alessandra Prado Lobato, in Brasília/DF, in September 2024.

ESCOLA QUE TRANSFORMA



WHAT IT IS AND ITS GOAL

An initiative led by Sebrae to promote entrepreneurial education, with Crescer as a key implementation partner. The project concluded in 2025.



CHALLENGE

Expanding future income-generation opportunities for young people in situations of social vulnerability.



SOLUTIONS

Training programs delivered by Crescer focused on entrepreneurial competencies.



LOCATION

23 municipalities across six Brazilian federal units
Bahia, Distrito Federal, Minas Gerais, Tocantins, Sergipe and Rio Grande do Sul.



BENEFICIARIES

Students from public schools.



PARTNER



I found the initiative extremely important, because we are living in a period of transition that seems endless, traditional education versus contemporary education. We need to change, innovate, and create so that schools become attractive to a fully digital generation. Notebooks, pencils, and classroom walls cannot limit students' potential. It is important for them to know how to navigate all of this, especially since large-scale assessments and public service exams still follow a traditional model. But we must allow them to spread their wings, and you can't truly 'fly' within four walls.

Marcelo Martins da Fonseca
Teacher at Sérgio Lúcio Fernandes
Amaral School, MG

LEARN MORE ABOUT ENTREPRENEURIAL EDUCATION IN SCHOOLS





Students from the Iluminando Gerações Teen project during an activity with trainer Caio de Lima Moreira, at the Palestra Show held in one of the participating schools, in Toledo/PR, in September 2025.



The project added tremendous value to my teaching practice, as it broadened my perspective on the importance of addressing education for sustainability in an integrated and meaningful way. Through it, I realized how it is possible to approach complex topics such as energy, the environment, and conscious consumption, in a practical and engaging manner, encouraging students' agency and reflection on the impact of their actions on the world.

LEARN MORE ABOUT THE ILUMINANDO GERAÇÕES TEEN PROJECT

Ronivaldo Aparecido
Teacher from Pinhais, PR

ILUMINANDO GERAÇÕES TEEN



WHAT IT IS AND ITS GOAL

An educational project with an informative and preventive focus on sustainability, the conscious and safe use of electricity, the rational use of natural resources, and the proper disposal of waste.



CHALLENGE

Engaging teachers and students so that sustainability and energy efficiency become part of daily school practices and extend beyond the classroom.



SOLUTIONS

Developed in stages, the project includes online learning modules (EaD) for teachers, in-person lectures for teachers and students, the educational theater play "Histórias Eletrizantes" (Electrifying stories), an Energy Efficiency Mobile Unit, smartphone games, and educational videos.



LOCATION

85 municipalities in the state of Paraná.



BENEFICIARIES

Teachers and students.



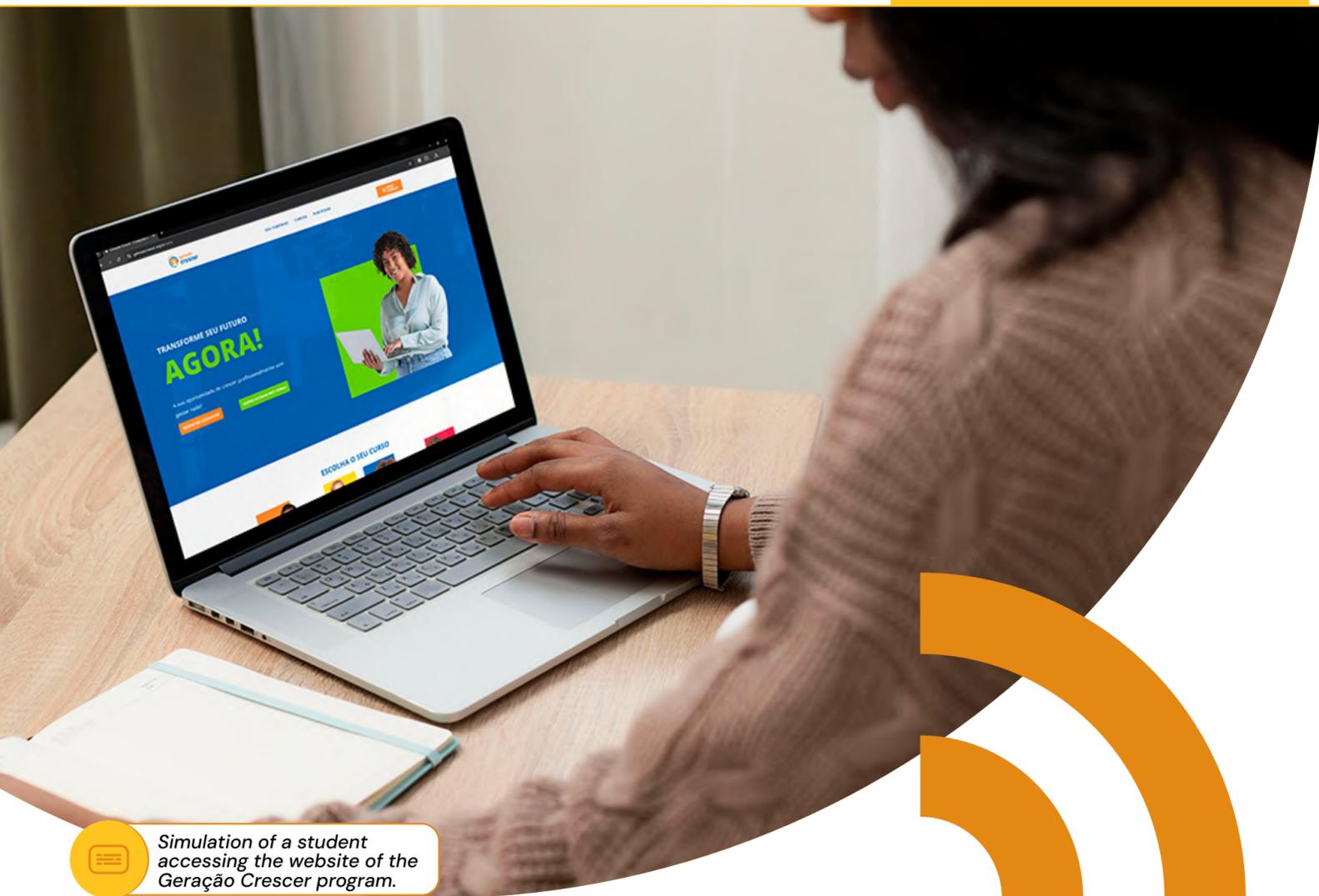
PARTNER



RESULTS

- **384 educators** expanded their professional repertoire and were prepared to develop transformative practices that strengthen students' competencies and promote sustainable development in an ethical, fair, and inclusive way;
- **9,143 students** had their competencies and skills developed and strengthened for their engagement in the world; and
- **4,437 people** from communities surrounding the project were positively impacted.

*The sum of beneficiaries presented in each result does not correspond to the overall total, as in some projects they are counted under more than one indicator.



Simulation of a student accessing the website of the Geração Crescer program.

LEARN MORE ABOUT THE GERAÇÃO CRESCER PROGRAM

GERAÇÃO CRESCER



WHAT IT IS AND ITS GOAL

A professional qualification and productive inclusion platform aimed at supporting individuals' entry into the labor market. The initiative contributes to the development of technical and socioemotional competencies, enabling people to prepare for employment opportunities.



CHALLENGE

Expanding access to employment, career transitions, professional retention, and growth in the productive sector.



SOLUTIONS

Eight 100% free online courses and an employability consultancy service for the target audience.



LOCATION

610 municipalities from 22 Brazilian states.



BENEFICIARIES

People in situations of social vulnerability.



PARTNERS



RESULTS

- **41,958 people** had their competencies and skills developed and strengthened for their (re)integration and retention in decent work conditions.

*The sum of beneficiaries presented in each result does not correspond to the overall total, as in some projects they are counted under more than one indicator.



Winning students of the Olimpíada Nacional de Eficiência Energética (ONEE) 2025, on the awards podium during the Olympic Week, held in Brasília/DF, in November 2025.

I really loved it! I had always wanted to take part in an Olympiad and win a medal, and ONEE was a great opportunity for me. I became very interested in the topic, and it genuinely helped me at home as well. I hope the next participants enjoy it as much as I did and have just as much fun! The theme of the competition is very important — I never imagined, for example, that air conditioners should be set as close as possible to 23 degrees. I truly gained a lot of knowledge here. It exceeded my expectations.

LEARN MORE ABOUT THE FINAL STAGE OF ONEE 2025 IN BRASÍLIA

Joaquim Xavier
E.E.I.E.F.M. Colégio Inovar (School) from Jacunda, SP.

OLIMPIÁDA NACIONAL DE EFICIÊNCIA ENERGÉTICA (ONEE)

WHAT IT IS AND ITS GOAL
An initiative designed to build a more conscious energy culture, aligned with Brazil's National Energy Efficiency Plan. Crescer was responsible for implementing the fourth edition of the Olympics.

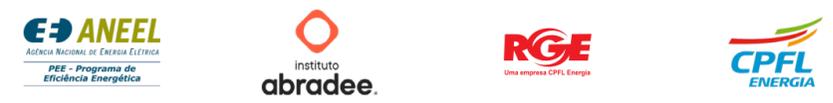
CHALLENGE
Engaging students and teachers so that energy efficiency knowledge translates into everyday practices.

SOLUTIONS
A dynamic and engaging approach combining gamification with educational challenges and knowledge-based assessments, besides teacher recognition through exclusive courses, materials, certification, and awards. Top-performing students advance directly to the second phase of the National Science Olympics.

LOCATION
All 27 federal units of Brazil.

BENEFICIARIES
Students and teachers from the 8th and 9th grades of public and private schools.

PARTNERS



RESULTS

- 1,909 educators expanded their professional repertoire and were prepared to develop transformative practices that strengthen students' competencies and promote sustainable development in an ethical, fair, and inclusive way; and
- 96,925 students had their competencies and skills developed and strengthened for their engagement in the world.

*The sum of beneficiaries presented in each result does not correspond to the overall total, as in some projects they are counted under more than one indicator.



Cast of the stage play "Um Troco no Destino", during rehearsal for the performances.

LEARN MORE ABOUT THE ACTIONS PLANNED FOR THE UM TROCO NO DESTINO PROJECT

UM TROCO NO DESTINO



WHAT IT IS AND ITS GOAL

An initiative that combines financial education and the arts to develop cognitive and socioemotional competencies, strengthening autonomy and the capacity to make conscious financial decisions for a more sustainable present and future.



CHALLENGE

Preventing and mitigating indebtedness, particularly among low-income populations.



SOLUTIONS

Educational experiences delivered through theatrical performances, interactive workshops, capacity-building sessions, distribution of free educational materials, with all activities aligned with Brazil's National Common Curricular Base (BNCC) and the United Nations Sustainable Development Goals (SDGs).



LOCATION

8 municipalities
São Paulo (SP), Rio de Janeiro (RJ), Porto Alegre (RS), Canoas (RS), Montenegro (RS), Salvador (BA), Recife (PE) and Fortaleza (CE).



BENEFICIARIES

Young people and adults.



PARTNERS





Students from one of the participating schools in the Hortas Escolares project visiting the garden in Feira de Santana/BA, in September 2025.

I think this project is very important for our school. Instead of spending money on vegetables and greens, we can use what we planted ourselves at the back of the school. The project helps with our food consumption and with students' recreation — planting, harvesting, and also contributing to healthy eating, using the vegetables we grow ourselves. It was a really interesting experience, because many students became interested and took part in maintaining the garden, removing weeds and taking care of the plants.

LEARN MORE ABOUT THE ACTIVITIES OF THE HORTAS ESCOLARES PROJECT

Pedro
Student, Centro de Atenção Integral à Criança Jorge Amado, Itabuna, Bahia.

HORTAS ESCOLARES



WHAT IT IS AND ITS GOAL

A project focused on the implementation of school gardens to create hands-on, practical, and sustainable learning experiences.



CHALLENGE

Encouraging healthy eating habits, especially among children in situations of social vulnerability.



SOLUTION

Collective planting and maintenance of school gardens, supplying fresh food while integrating curriculum-based learning, community engagement, and connection with nature.



LOCATION

State of Bahia
Feira de Santana, Itacaré, Uruçuca, Itabuna and Ilhéus.



BENEFICIARIES

Students from public schools.



PARTNER



RESULTS

- **35 educators** expanded their professional repertoire and were prepared to develop transformative practices that strengthen students' competencies and promote sustainable development in an ethical, fair, and inclusive way; and
- **7,608 students** had their competencies and skills developed and strengthened for their engagement in the world.

*The sum of beneficiaries presented in each result does not correspond to the overall total, as in some projects they are counted under more than one indicator.



Representatives of ProFuturo, Fundação Telefônica Vivo, Crescer and FADEB/MS, visiting a school participating in the project in Nova Andradina/MS, in November 2025.



My students love the ProFuturo classes. They interact a lot! The content is wonderful! Even students who have difficulties with reading have no problem there, because they can use headphones — they listen and solve the activities. Those students who struggle with reading often do very well in mathematics. They're quick when it comes to calculations!

Hilda Soares Ferreira
Teacher, Três Lagoas, Mato Grosso do Sul

MATEMÁTICA PROFUTURO



WHAT IT IS AND ITS GOAL

A continuous professional development program aimed at improving mathematics proficiency and strengthening digital competencies.



CHALLENGE

Addressing low student proficiency levels in mathematics and the limited effective use of digital technologies in teaching and learning.



SOLUTIONS

Diagnostic assessments of participating municipal education systems, offering of practical training programs, as well as ongoing support for teachers in developing skills for the responsible use of digital resources in mathematics education.



LOCATION

Mato Grosso do Sul
Nova Andradina, Ponta Porã and Três Lagoas.



BENEFICIARIES

Elementary education teachers and students.



PARTNERS



RESULTS

- **281 educators** expanded their professional repertoire and became more confident in developing transformative educational practices; and
- **8,430 students** had their competencies and skills developed and strengthened for their engagement in the world.



STORIES OF TRANSFORMATION



Student beneficiary of the Aluno Sempre Conectado - ASCON project and Crescer trainer Clécio Bastos, during a project activity at the awareness event in Goiânia/GO, in April 2025.

IZADORA AND THE POWER OF KNOWLEDGE TO TRANSFORM REALITIES

Izadora Alves Parente's participation in the *Olimpíada Nacional de Eficiência Energética* (ONEE) began as simple curiosity and ultimately became one of the most transformative experiences of her journey. A student at Sobral Pinto Municipal School in Rio de Janeiro (RJ), Izadora was immediately drawn to the initiative's proposal, which combines dynamic learning, challenges, and gamification. This approach sparked a genuine sense of enthusiasm and along the way, she discovered not only the value of energy, but also the power of her own choices. "This experience brought me many lessons, both as a student and as a person. But I think the most important one is understanding the value that our efficient actions have for the future of energy, because we often underestimate these small actions".

As she progressed through the activities, Izadora realized that her strong results represented more than medals, they reflected the commitment she had embraced to the topic. The initiative broadened her perspective and showed her the power embedded in everyday life: turning off an appliance, guiding others, transforming one's own home into a space for conscious practices. For Izadora, there is a clear 'before and after' participating in the project. It marked a new way of understanding waste, consumption, and the impact of small choices.



When you become aware of energy efficiency, it's almost impossible to live the same way again. When you realize everything you can do... the power you have through small actions, you never see things in the same way again.

Today, Izadora understands that her voice and her example can mobilize classmates, family members, and her wider community.

After two years of participating in the Olympics, she has no doubts about how profoundly the experience has changed her life. For her, the true test is not found in activities or games, but in daily practice at school, at home, and in every gesture that inspires a more sustainable future. "The main experience I take from all of this is the practice, this efficiency that I will carry with me forever", she says. Today, Izadora's perception of the world is different: more critical, more responsible, and more conscious of the impact each person can generate through sustainable choices, choices capable of shaping a future that welcomes young people like her.



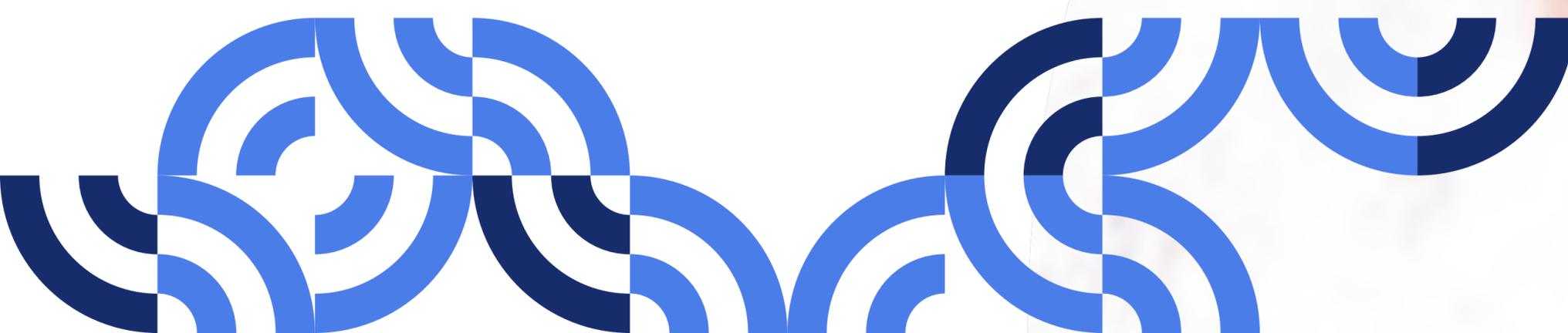
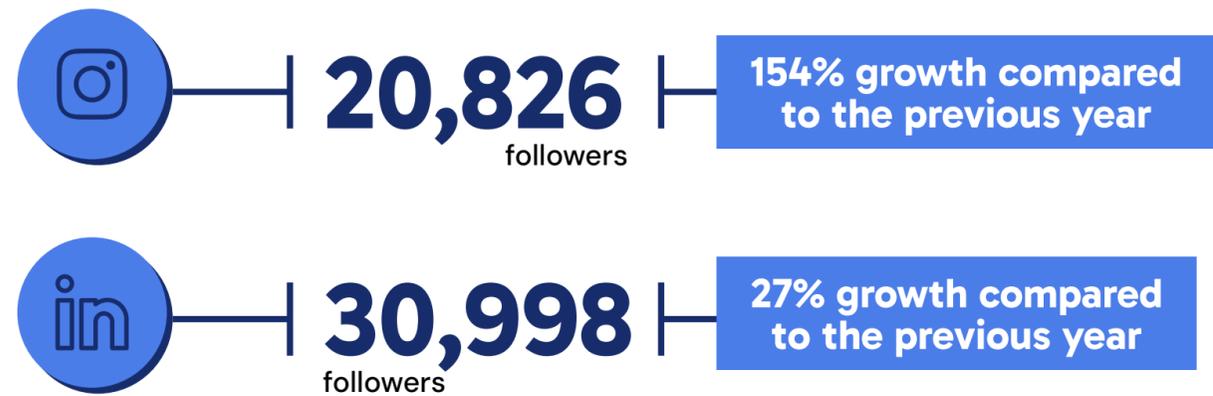
Student Izadora Alves Parente and her companion upon arrival at the final challenge of the Olimpíada Nacional de Eficiência Energética (ONEE), in Brasília/DF, in November 2025.

CRESCER ACROSS BRAZIL

In 2025, we expanded our presence across social media, the press, and key events related to the cause of Education, the flag we proudly carry. We shared our way of doing, learning, influencing, and transforming with audiences across the country and beyond!

DIGITAL GROWTH

Across our social media platforms, we increased our reach and visibility, engaging new followers and strengthening awareness around our initiatives.



OUR VOICE IN THE MEDIA

Crescer was featured as both news and expert source in articles and reports published by national media outlets, major regional platforms, and specialized third-sector.



PROHIBITION OF MOBILE PHONE USE IN PUBLIC SCHOOLS

Crescer's contribution

Luciana Allan, our Executive Director, emphasized that mobile phones can be powerful allies in Education when integrated into a clear pedagogical plan with well-defined objectives.



SIX TRENDS SHAPING BRAZILIAN EDUCATION IN 2025

Crescer's contribution

Article by Luciana Allan addressing key issues such as the new National Education Plan (PNE), teacher appreciation, the relationship between Education and the environment, and vocational education.



SOCIAL TRANSFORMATION THROUGH EDUCATION

Crescer's contribution

Inspiring stories from our projects, including the revitalization of school spaces and the creation of community libraries.





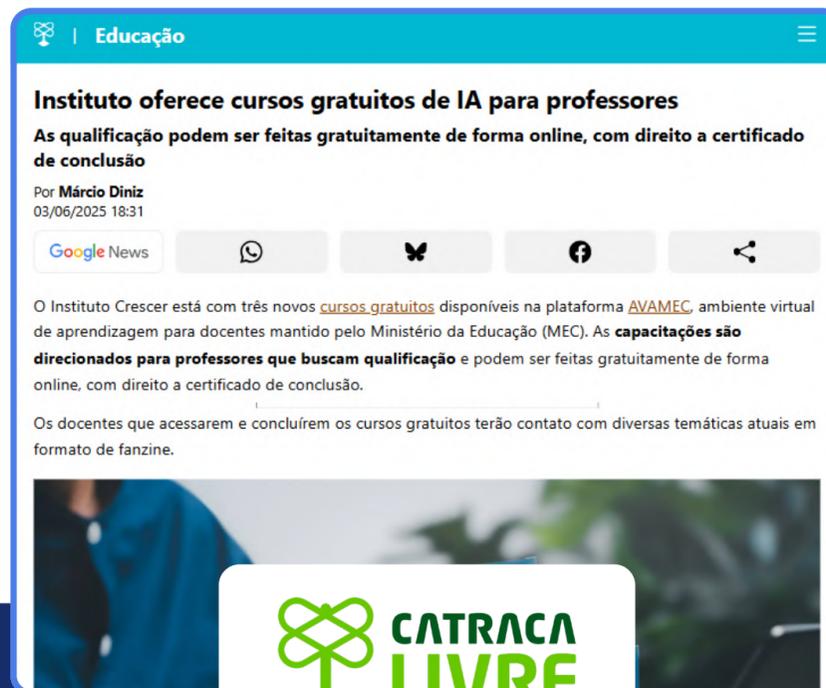
OUR IMPACT THROUGH EDUCATION

Crescer's contribution

Real and inspiring stories of transformation in public schools supported by our projects, promoting healthier and more inclusive environments.



READ THE FULL ARTICLE



ARTIFICIAL INTELLIGENCE

Crescer's contribution

AI, data science, and educational technology courses developed through the Always Connected Student (ASCON) project, in which Crescer serves as a technical partner



READ THE FULL ARTICLE



ARTIFICIAL INTELLIGENCE AND TECHNOLOGIES

Crescer's contribution

ASCON training programs, especially the GeraZine, CenaZine, and DataZine courses, supporting educators in creating practices aligned with contemporary challenges.



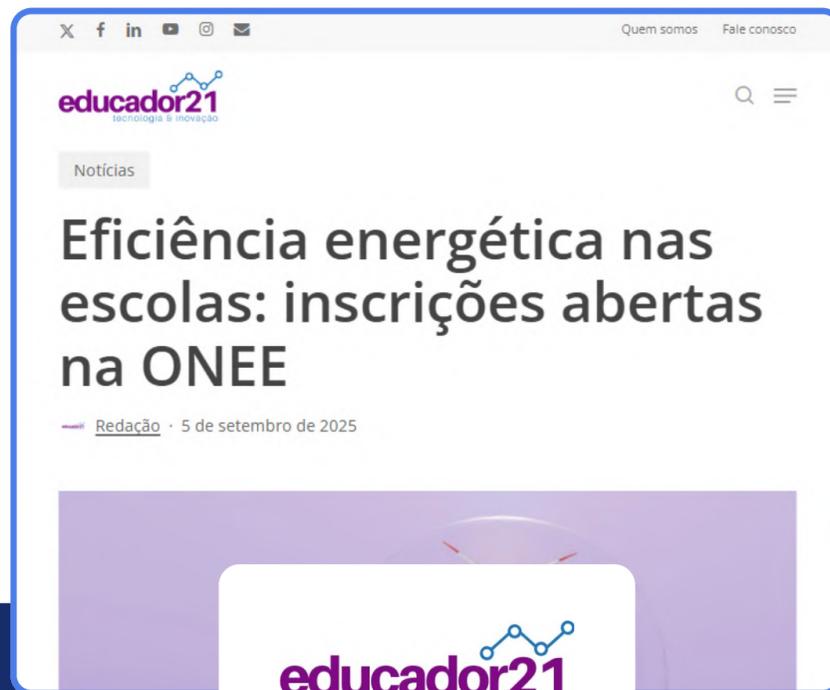
READ THE FULL ARTICLE



FULL-TIME EDUCATION

Crescer's contribution

Our director, Luciana Allan, highlighted the need for public policies that ensure all students can remain in school, including those who need to work while studying.



NATIONAL ENERGY EFFICIENCY OLYMPICS – ONEE 2025

Crescer's contribution

Regarding the importance of the initiative, promoted by ANEEL, carried out by us, and proposed by RGE (a company of the CPFL Energia group).



DIGITAL CHILD AND ADOLESCENT STATUTE (ECA DIGITAL) AND THE AI REGULATORY FRAMEWORK

Crescer's contribution

Article by Luciana Allan analyzing progress and challenges in regulating Artificial Intelligence and protecting children and adolescents in digital environments.



EXPANDING OUR FOOTPRINT



CRESCER CROSSES THE CONTINENT

We began 2025 with the participation of our Executive Director, Luciana Allan, at the Digitalización de la Pedagogía Seminar, promoted by the Universidad Católica Santo Domingo (UCSD) in the Dominican Republic. Her keynote lecture emphasized the importance of preparing educators and students for present and future challenges, using technology as a learning ally. Her contribution was highlighted by El Nuevo Diario, a major Dominican news outlet.



NEW CONNECTIONS WITH SPANISH-SPEAKING COUNTRIES

To expand our international connections and launch the Spanish version of Crescer em Rede, we traveled to Bogotá, invited by Ogitech, a company specializing in educational solutions. We participated in a meeting organized by the Inter-American Confederation of Catholic Education (CIEC) – a highly impactful experience



LEARNING FROM COP30 DIALOGUES

In March, we participated in a working group on nature-based education, promoted by Instituto Alana. The exchanges and collective learning inspired the foundations of the online course and annual award of our Nature-Based Schools project. In November, our Institutional Relations Manager, Fábio Stefanini, also joined the group.





CONNECTED EDUCATION TAKES CENTER STAGE IN BRASÍLIA

In April, we traveled to Brasília to participate in the Connected Education Seminar 2025, at the invitation of Qualcomm® Wireless Reach™, our partner. Alongside experts, technology and telecommunications companies, and public policymakers, we debated strategic pathways to ensure connectivity and access to knowledge for educators and students, objectives of the Connected Education Innovation Program (PIEC) of Brazil's Ministry of Education.



INFLUENCING TO EXPAND OUR IMPACT

In early April, we advanced another phase of our advocacy agenda, visiting the National Congress and the Ministry of Education (MEC) to strengthen dialogue with lawmakers and institutional leaders around the causes we defend. We also reinforced discussions on the implementation of the BNCC for Computing, focusing on the development of guiding materials for educators.



PRESENCE AT BETT BRASIL AND THE NATIONAL ESG CONGRESS

April and May were intense months. We participated in Bett Brasil, the largest Education event in Latin America, themed "Education to Face Crises and Build Regenerative Futures."

We also attended the National ESG Congress, promoted by AmCham, engaging with specialists and organizations from diverse sectors to discuss challenges and opportunities related to environmental, social, and governance practices.





CRESCER AT THE ENERGY SUMMIT

In June, we traveled to Rio de Janeiro to participate in one of the world's largest events on innovation and entrepreneurship in the energy and sustainability sectors. The Energy Summit, held in partnership with MIT, connects global experts, leaders, and innovators to discuss energy transition and sustainable solutions. We left hopeful about the advancement of a positive agenda for Brazil's energy transition.



THE POWER OF MATHEMATICS

Aware of the importance of Mathematics, and the challenges it still presents for public-school student proficiency, we participated in B3 Social's event, "How Mathematics Will Include Brazil in the Digital Economy." The goal was to strengthen connections and map synergies for future partnerships in Education and private social investment.





STORIES OF TRANSFORMATION

 Student beneficiaries of the Hortas Escolares project, cultivating the school garden in Feira de Santana/BA, in September 2025.



NATURE AS A MEDIATOR OF LEARNING

The implementation of the Nature-Based Schools project in the municipal network of Lauro de Freitas (BA) marked a turning point for Vania Silva, pedagogical coordinator at the local Department of Education. “When the project arrived, I admit I felt challenged and deeply inspired at the same time. I knew our school needed to reclaim something essential: children’s bond with nature and the joy of learning in contact with the living world.”, she recalls. Inspired by this movement, the team began a careful listening process with the school community and found, in the voices of the children, the path forward for the action plan.

Through discussion circles and shared experiences, a collective process emerged involving school leadership, educators, families, and students. “The children wanted a playground with flowers, trees, soil to play in, water to feel, and little creatures to observe,” she explains. Guided by these wishes, an affective map of the playground was created, along with a mini agroecological forest and the Guardians of the Living Playground group, responsible for caring for the space, recording discoveries, and keeping the transformation alive. Community involvement grew with each step, as mothers, grandmothers, and educators incorporated new knowledge, sustainable practices, and pedagogical uses of outdoor environments.

Changes in everyday life soon became evident. Students grew more focused and curious, routines became calmer and more collaborative, and the curriculum naturally integrated contact with soil, water, plants, and the cycles of life. “The space, once gray and harsh, became colorful and full of meaning,” she says. The project expanded horizons, fostered a sense of belonging, and strengthened bonds, demonstrating that nature can be a powerful mediator of learning and holistic development.

For the coordinator, the experience went beyond the creation of a garden and consolidated a new approach to education, aligned with the commitment to supporting educators with the knowledge and skills needed to promote the principles of sustainable development in an inclusive, ethical, and fair manner.



The school came to be recognized as a territory of care, where everyone learns and transforms together. It was a reconnection with the essence of Education: shaping human beings who are more aware, compassionate, and committed to life.



Educators representing the winning projects of the Prêmio EbN, during an activity carried out together with part of the project team, in São Paulo/SP, in September 2025.



WHEN SCHOOL AND NATURE COME TOGETHER TO STRENGTHEN THEIR SURROUNDINGS

The implementation of the Nature-Based Schools project in a rural school emerged from a question that ran through the work of Dynná Ferraz de Oliveira, an educator at E.M. do Campo Professora Andréa Ferraz de Oliveira (Itararé, São Paulo). “How many classrooms are truly connected to nature?” she would ask herself. This reflection became the starting point for a pedagogical transformation grounded in the principles of sustainable development and in the role of educators as mediators of a living, sensitive, inclusive, ethical, and fair approach to learning. “How can we expect children to value the environment if they are always confined within four walls?” she recalls.

Guided by this purpose, the team reimagined the school’s expansive outdoor spaces and created the Calm Corner, a reading hammock area, and a sensory garden designed especially for inclusive education and neurodivergent students. “We wanted to transform what was once just scenery into a pedagogical territory,” she explains. The engagement of the local population further expanded the project’s reach. Families, educators, and students revitalized the playground, and the partnership with the local quilombola community brought one of the most powerful symbols of the journey: the Seeds House, collectively built with clay, where seeds and knowledge are preserved, reaffirming that to educate is also to cultivate new futures.

Other shared gathering spaces emerged, along with a growing desire to make the park more engaging and inclusive for adolescents, with play equipment and activities that encourage movement, curiosity, and social interaction. With each step, the school deepened its understanding that sustainable development is not an isolated subject, but an ethical, collective, and everyday stance. Caring for plants, the pedagogical use of outdoor spaces, and the active participation of children brought greater calm, a sense of belonging, and renewed wonder to everyday school life.

Today, this transformation is felt in every gesture and every discovery.



When I see children reading under the trees, exploring the sensory garden, caring for seedlings, and engaging in activities with sparkle in their eyes, I feel that we are living a silent revolution.

The experience shows how initiatives like this empower educators with the knowledge and skills to promote the principles of sustainable development in an inclusive, ethical, and fair way, thus revealing that schools, too, learn when they open themselves to the territory that sustains them.

Technical architecture visit conducted by educators and the architect responsible for the project at one of the winning schools of the Escolas baseadas na Natureza award 2025, in Itararé/SP, in November 2025.



THE TEAM THAT MAKES CRESCER HAPPEN

There is no successful social organization without an engaged and committed team, motivated by what it does. That is why, in 2025, we once again conducted Crescer's organizational climate and culture survey to understand what is working well and what needs improvement. The responses showed that we continue on a path of growth and that we are a cohesive team, capable of overcoming limits and strengthening skills and competencies!

Everyday results also demonstrate that our 124 team members not only believe in the cause and in their role within the organization, but also see themselves as spokespeople and protagonists of essential change in the lives of individuals and communities.

One of the year's highlights was the response to our recruitment processes, with an exponential increase in candidates applying for open positions: 5,404 in 2025 compared to 1,188 in 2024. This phenomenon reflects our reputation and the importance we place on valuing professionals, as well as the real opportunity to work remotely—an approach that has only been successful because we have an engaged and responsible team, driven by purpose and supported by clear, objective management. Here, we all grow together!



Part of Crescer's team members at the meeting held in Atibaia/SP, in July 2025.

OUR PEOPLE'S VOICE*



I think Crescer's work environment is excellent. I see constant progress in our organizational climate and culture.



I want to keep being part of this story.



May we continue to grow together.



The 2025 eNPS (80%) reached the "excellence" range, while the 2024 result (73%) fell within the "quality" range. This reflects an improvement in employees' outlook and satisfaction with their role within the organization.

*Excerpts from employee testimonials collected in the survey



DEVELOPMENT, ALWAYS

During our day-to-day activities, we maintain a dedicated space for meaningful listening and continuous learning among team members, through in-person and virtual meetings, lectures, bulletins and newsletters, communication channels, and other professional development tools. In our monthly meetings, for example, we engage in dialogue on a wide range of topics—from advocacy to the “challenges and joys” of everyday work, as well as the development of critical thinking. This year, we offered a workshop for our team titled “Art Education and Cultural Mediation.” We also strengthened our governance through initiatives focused on leadership during planning sessions and moments of exchange. Below, we highlight the main actions carried out in 2025 in pursuit of these goals.



MANAGEMENT MEETING WITH AN ARRAIÁ PARTY!

On July 28, 29, and 30, we experienced two very special moments. First, we held our Management Meeting with leaders from different regions of Brazil, with the aim of strengthening bonds, aligning purposes, and planning the future of Crescer. In such a meaningful year, as we celebrate a quarter of a century, we took the opportunity to reflect on our educational principles and how they are expressed in the projects and transformations we closely support. We dove into our achievements, shared learnings, and took a strategic look toward the years ahead.

After all the hard work, the entire team enjoyed unforgettable moments at our arraiá. An afternoon filled with smiles, fun, and everything this amazing team deserves.



[CLICK HERE AND LEARN MORE ABOUT THE MANAGEMENT MEETING](#)



[LEARN MORE ABOUT THE ARRAIÁ HERE](#)



Part of Crescer's team members at the traditional Arraiá, held in Atibaia/SP, in July 2025.



GENERAL ASSEMBLY MARKS 25 YEARS

On August 6, we held our General Assembly, an event that brings members together and creates space for dialogue and alignment. We discussed the challenges and highlights of our project portfolio and celebrated our achievements.

It was also an opportunity to present the brand repositioning, share the Technical Note on the National Education Plan (PNE), and showcase the communication content developed in celebration of our 25th anniversary. There was no shortage of topics or reasons to celebrate!

Crescer associates during the 25th General Assembly of the organization.



A HEARTFELT THANK YOU TO OUR BOARD MEMBERS

A new term will begin in 2026, and we would like to extend our sincere thanks to the board members who contributed during the past biennium (2023–2025). Crescer has grown stronger thanks to the support, expertise, and dedication of these remarkable leaders. We are deeply grateful for this shared journey. To those who will not be joining us in the next cycle, we wish continued impact in the lives of individuals and communities, knowing that you will always be part of our story!

DELIBERATIVE BOARD



LUIS CLAUDIO VAZ ALLAN

President of the Board; Personal Brand Strategist and Corporate Communication Specialist



DILERMANDO ALLAN

Vice President; Director of Administration and Finance



BRUNA BASÍLIO

Lawyer specializing in Criminal Law



DORIVAL OLIVEIRA

Vice President at Arcos Dorados

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Internal Audit Manager at Multiplica – Credit & Investment



ROSELIS PEREIRA

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GUSTAVO MIGUELEZ

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OMARSON COSTA

Senior Executive and Consultant in Communication, Media, and Technology



PATRICIA TRAVASSOS

Journalist and documentary filmmaker, content creator focused on Innovation



RITA IPPOLITO

Senior Consultant at the Education Observatory in Alagoas, Federal University of Alagoas

OUR TEAM, OUR PRIDE!

In 2025, the Crescer team was made up of 124 people, with 69% self-identifying as White and 30% as Black (Brown and Black), and a gender composition of 60% women and 38% men.

The average age was 35, with 78% belonging to Generation Y, or Millennials (born in the 1980s and mid-1990s); 13% to Generation Z, or Centennials; 7% to Generation X (born from the 1960s to the 1980s); and 2% Baby Boomers.

In terms of educational background, 4% hold postdoctoral degrees, 5% doctorates, 22% master's degrees, and 18% undergraduate degrees. Get to know these incredible people!

Alan de Jesus Pereira
 Alexandre de Sousa Carneiro
 Alice Lorenzi Botassoli
 Alline Marques Nunes Blanco
 Amanda Carolina Pinto Moreira
 Amanda Karyne Silva Nunes
 Ana Carolina Almeida Cunha
 Ana Carolina dos Santos Silva
 Ana Clara Lopes Borges
 Ana Claudia Batista Alves
 Ana Cristina Gonçalves Santos
 Ana Luiza Ramos de Oliveira
 Ana Paula Muniz Paes
 Ana Paula Roloff Bertoldi
 Ana Sophia Barbosa Silveira
 Andressa Freires Chagas
 Antonio Eduardo Diniz Castello Branco
 Ariadne Ferreira Ramos de Araujo
 Ariadne Maia Cavalcante Picoloto
 Arielli Vieira de Abreu
 Arthur Roberto Pereira Freire da Silva
 Asaph Ortolani Bedoia

Barbara Rodrigues Marinho
 Beatriz Lobato da Silva
 Bianca Corrêa de Queiroz Castiglione
 Brenda Carolinne Martins Inácio
 Bruna Bellinato Scrivanti
 Bruna D'Andrea
 Bruno Souza Pereira
 Caio de Lima Moreira
 Camila Gomes Arellaro Caetano
 Carlos Eduardo Nazareth de Oliveira
 Carlos Henriques da Silva
 Carolina Anchieta Pinheiro Barbosa
 Carolina Cunha Cesar
 Cléssio Pereira Bastos
 Denise Borges de Jesus
 Diego Alves Andrade
 Edgar Ramos Barra
 Elinise Alpendre Zanardini
 Fabio Stefanini Jor
 Felipe Angelo dos Santos
 Felipe Valandro Rockembach
 Fernanda Mororni Bellan

Gabriela Pires Rodrigues Nunes
 Gabrielle Araujo
 Gianna Vargas Reis Salgado Dias
 Gilcélia Santos dos Santos
 Giovanna Moramay Salgado Lins
 Giulia Parnes Teixeira
 Gizele Cássia da Costa
 Graziela Felisbino de Camargo César
 Helen Nascimento Guimarães
 Itamara Silveira Soalheiro
 Ivan Canuto Pontelo Cançado
 Ivete Martins Estevam
 Ivison Ribeiro da Conceição
 Izabel Brunsizian
 Jean Carlos Brati do Nascimento
 Jediael Lucas Rodrigues Araújo
 Jessica Danuza Gonçalves Cruz
 José Gomes de Melo
 Julian Arantes Angelo Cintra
 Juliana Olinda Martins Pequeno
 Juliana Pereira Gonçalves de Andrade
 Araripe

Karina Aparecida de Melo
 Karinne Mireli da Silva Costa
 Karlla da Silva Ferreira
 Keila Santana Rios
 Kennya Maria Vaques de Almeida Bezerra
 Laís Assis Gonçalves
 Larissa Venuto Braga
 Lays Bezerra Oliveira
 Leandro Donati Pizoni
 Leonardo Henrique Camargo Oliveira
 Lilian Almeida Silva
 Lisiê Nolasco de Souza
 Lorena Aquino
 Lorena Lyse Lima Rodrigues
 Luã Rilson Brito Ornelas Souza
 Luciana Gomes Travassos
 Luciana Lopes Batista Vinagre
 Luciana Maria Vaz Allan
 Luciana Menezes de Souza
 Luiza Bechtluftt Souza
 Luiza Silva de Souza Loureiro
 Makson de Sales Rocha
 Marcela Cox dos Santos Silva
 Marcela Prado Mendonça
 Marco Antonio Pinheiro Gonçalves
 Marcos Vinicius Garcia Ferreira
 Maria do Socorro Silva
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 Mariana Gonçalves da Silva
 Mariana Silva Medeiros
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 Monique Gomes de Macedo Simonini
 Nayara Magri Romero
 Nilmar de Oliveira Barbosa
 Paloma D'Andrea
 Patrícia Behling Schafer
 Patrícia Gouveia Neto
 Paulo Henrique Caracheste
 Paulo Henrique Santos dos Santos
 Pedro Gomes Pereira
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Raiza Ismério Roznieski
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THE FUTURE STARTS NOW!

We closed 2025 with our eyes firmly set on what lies ahead and our hearts filled with hope. After celebrating our 25th anniversary, we understand that every achievement reached so far is not an endpoint, but momentum for the next stage. It is in this spirit of renewal that we begin building our new Strategic Plan for the 2026–2028 period, reaffirming our commitment to making Education a pathway for human, social, and territorial development. We move forward driven by the certainty that learning transforms lives and reshapes futures.

The years ahead call on us to go further, to expand our presence, strengthen our advocacy, further enhance the quality of our work, and deepen the impact we seek to achieve in the territories where we operate. This new phase is born from listening, dialogue, and the courage to imagine possibilities that do not yet exist, but that can become reality when educators, students, leaders, and communities find space to grow.

No step of this journey has been (or will be) taken alone. Our path is shaped by the trust of partners, funders, companies, organizations, and individuals who believe, as we do, that Education is a driving force for change. With every project completed and every story transformed, we renew our conviction that collective impact exists when different hands come together in service of a shared purpose.

We invite you to continue this journey with us. May the next 25 years be marked by even greater collaboration, innovation, and the courage to transform!



Student from the Aluno Sempre Conectado - ASCON project trying a virtual reality headset during an awareness event at one of the beneficiary schools in Goiânia/GO, in April 2025.



SOCIAL REPORT 2025

EXECUTIVE BOARD

Luciana Allan

INSTITUTIONAL RELATIONS MANAGEMENT

Fabio Stefanini Jor

PROJECTS, COMMUNICATION AND TECHNOLOGIES MANAGEMENT

Nayara Romero

ADMINISTRATIVE, PEOPLE AND CULTURE MANAGEMENT

Paloma D'Andrea

COMMUNICATION AND IT COORDINATION

Raiza Roznieski

CONTENT PRODUCTION

Mari de Almeida

GRAPHIC DESIGN

Arielli Vieira

PROOFREADING

Rosângela Almeida

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