



instituto
natura

ANNUAL REPORT
2023



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The power of collaborative networks

The letter R in the dictionary says it all: *network - feminine noun*. 1. an interlacing of threads, of various thicknesses and materials, forming a regularly spaced mesh fabric. Based on this concrete definition, we could do the metaphorical exercise of thinking about the abstract networks we build ourselves, but the dictionary already gives us a figurative meaning. It reads as follows: a group of people, bodies or organizations working together with a common goal.

This is how we work, as a network. And our common goal with partners and collaborators is to transform education in Latin America. The work of the Natura Institute in Argentina, Brazil, Chile, Colombia, Mexico and Peru is based on our network of Beauty Consultants,

engaged in the sale of Natura Crer para Ver products, and a collaborative network of organizations and people who also support the advancement of educational policies - we do not work alone, one of our differentials is doing things together.

In 2023, we joined forces with these partners to grow and consolidate our work with public education, the path we believe in to build structural and systemic changes in society.

Note that the dictionary definition mentions the diversity of thicknesses and materials that make up this fabric. I draw attention to this detail because it is also the strength of our network of connections: each organization we work with, each Consultant who supports our work contributes from a point of view, a place in the world and a history of action in the public life of their communities and countries. This is invaluable for creating solutions and seeking paths to justice and prosperity in different

territories, without disregarding particularities and different needs.

Looking at diversity has accompanied the work of the Natura Institute by stimulating the production of evidence, supporting the implementation of public policies and sitting at the discussion table to help think up new policies. Without this transversal view of the multiplicity of who we are, I don't believe we can move forward.

The network of which Natura Institute is a part is a source of pride and the results you will find in this Report are also the fruit of it. The logic of thinking and working in a network is what makes our transformation strategy possible. For this reason, I would like to thank each and every one of the links in this diverse web that we continue to weave together.

DAVID SAAD,
CEO of Natura Institute

“

Our work is based on our network of Beauty Consultants and on a collaborative network of organizations and people - we don't work alone, one of our differentials is doing things together.”



Our pillars

Literacy

Getting children literate at the right time guarantees a more solid school career, with better results in adulthood too. Based on the evidence that proves the importance of literacy, we support states and provinces in Argentina, Brazil and Mexico in planning and implementing public policies that boost learning. In Brazil, these policies are implemented by states in collaboration with their municipalities to ensure that all students can read and write by the age of seven.

High School

We support the strengthening of High School as an inseparable part of the Basic Education cycle to be accessed by all students. In Brazil, we work with states to implement the Full Time High School policy, a pedagogical proposal that seeks to provide students with an all-round education, looking at socio-emotional dimensions and encouraging young people to take a leading role. In Chile and Colombia, we work with territorial entities and local services to transform High School into a stage that takes care of the trajectories and life projects of students, in addition to learning.

Priority agendas

In addition to our work on Literacy and High School, we recognize that progress in education as a whole also requires progress on other agendas. Therefore, based on a strategic map, built in dialogue with experts and civil society, which sets out priorities for Basic Education, we participate in the articulation of coalitions that support evidence-based public policies in other areas, such as the Final Years of Elementary School, Teachers, Technology and Professional and Technological Education. In this way, and with the public sector as the key player, responsible for implementing the policies, we seek to contribute to a systemic transformation in public education.

Education for Beauty Consultants

Beauty Consultants are the foundation of the Natura Institute - it is their engagement that enables our work and we consider it essential that they have the opportunities for full development. In order to make this path to independence and prosperity a reality, we offer formal, financial and digital education opportunities for Consultants, with the aim of strengthening our network.

Where we are

6 COUNTRIES

41
Partner
States/Provinces

12,800 schools involved

4,5 MILLION STUDENTS BENEFITED

451,000 Beauty Consultants participating
in the education offers

**last update April/24*



The Natura Institute in 2023

“To be an agent of transformation
for the future and also for now.”

We borrowed the words of young **Rafael Gama**, a student at the Full Time High School in Aracaju, Sergipe, Brazil, to begin telling the story of what guided the work of the Natura Institute in 2023. Like Rafael, whose story you will learn about in this Annual Activity Report, we work to see lives like his transformed in the present, while helping to build policies that guarantee structured and sustainable change in the long term.

The Natura Institute has grown and expanded its operations, thanks to the strength of the network it has been building year after year. In 2023, together with partner organizations, we expanded our presence in the six countries where we operate in Latin America (Argentina, Brazil, Chile, Colombia, Mexico and Peru), consol-

idating our sub-national operations in 41 states and provinces, reaching new communities and schools, and impacting an even greater number of children and young people (4.5 million more students benefited in the year).

As part of our ongoing commitment to improving public education, we have strengthened our literacy and high school policies and supported the design of systemic agendas so that no one is left out of access to quality education.

We also made progress in our work with our Beauty Consultants. In 2023, more than 450 thousand people took part in educational programs on the themes of Financial Education, Digital Education, Formal Education, among others.

In 2023, the Natura Institute reaffirmed its networking approach, strengthening strategic alliances with new and old partners. We firmly believe in the effectiveness of collaboration and in building coalitions to promote significant changes in education. The progress made in working in coalitions with partner organizations is a testament to the power of working together.

Networking was already in the DNA of the Natura Institute and it turned out to be the only possible way to contribute to a systemic transformation in the countries where we operate. When the guiding question is no longer “What can we do alone?” but “How can we help make what needs to be done actually happen?”, it becomes clear that working together, strategically and with a long-term vision is the only answer. 2023 was another year of consolidating this way of working.

Happy reading!



Literacy

→ First, children learn to read; then they read to learn. This assumption goes hand in hand with the evidence that shows that achieving literacy at the right time guarantees a solid educational trajectory. **In 2023, the notion that literacy is crucial gained ground**, which paved the way for the work of the Natura Institute to grow in Argentina, Brazil and Mexico, and for national commitments to be signed to strengthen policies in this area.

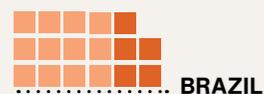
A year of new dreams



GROWTH

Number of provinces / states reached

● 2022 ● 2023



A seven-year-old child comes on stage, tells us that they have just learned to read and write and already dreams about the future: they want to be an archaeologist. This is not a made-up boy, his name is Davi. He read about the discovery of a complete human fossil skeleton estimated to be around 12 thousand years old in the Brazilian state where he lives, Goiás. That was the inspiration for archaeology.

Davi was one of 3.3 million students impacted by the work of policies developed in partnership with the Natura Institute to ensure literacy and the development of learning skills in Brazil, Argentina and Mexico.

In Argentina, we started supporting another province, the fourth, and expanded our reach in the three provinces where we were already active, reaching a greater number of schools (608) and students benefiting (60,246).

Mexico had a 2023 that exceeded expectations. In a show of confidence in our work, two new states signed an agreement with the institute to work on literacy policies - seven states have now

BETTING ON LITERACY

In Mexico, most education policies are regional and there are few national policies in this area. This is why it makes a big difference when a state commits itself to transforming the educational cycle.

Nuevo León, for example, has bet on the literacy policy as the key to change in order to improve the quality of learning and has spread the commitment throughout the territory. By 2023, the literacy policy had covered 100% of enrolments.

been reached. We started the year expecting to reach 500 thousand students; we actually reached 607 thousand.

In Brazil, there are now almost 3,200 Brazilian municipalities working in partnership with the Natura Institute, the Lemann Foundation and the Bem Comum Association, strategic allies in the commitment to literacy at the right time. Literacy policies in collaboration with municipalities have reached five new states (there are now 17 committed to the issue) and more than 2.6 million students have been impacted.

In 2023, the country took another fundamental step towards universalizing literacy at the right time, with the launch of the National Commitment to Literate Children by the federal government. The Federal Government's collaboration with states and municipalities reinforces the federative pact, shedding light on this issue and proposing objective actions to solve the problem.



ARTIFICIAL INTELLIGENCE IN FAVOR OF EDUCATION

Brazil has seen an important boost in the correction of fluency assessments, with the use of artificial intelligence. In the assessment, the teacher records audios of the student reading items with varying degrees of complexity. At the time of the test, the teacher himself can observe whether there is fluency in the reading and whether there are very long pauses or difficulties. The audios recorded by the teachers are then evaluated by a specialized team, which systematizes the results.

This second stage was aided by technology. Automation was the result of a working group and the efforts of partner organizations, which made it possible to expand the application of the test. The project was successful, with a reduction in the cost per student and results being systematized more quickly, speeding up pedagogical feedback to teachers and supporting them in their work in the classroom with students.



GROWING YEAR BY YEAR

Since the beginning of the Natura Institute's work in the countries of Hispanic America in 2020, we have made significant progress, supporting more than 20 subnational governments in the implementation of policies aimed at improving the learning and trajectories of children and young people.

We continue this work of supporting educational policies always through alliances with other organizations and experts, because we are convinced that together we are stronger.

KARINA STOCOVAZ,
senior manager at Natura Institute Hispanic America

Monitoring for improvement

Making sure that literacy policies are well implemented is crucial. More states and provinces in Latin America are relying on fluency assessments to measure students' reading ability. Children who can read at least 65 words per minute or who read a simple text and understand at least 90% of the content are considered fluent. This measurement complements a more robust diagnosis of learning made through state and national assessments.

Argentina applied the evaluation for the second year running - in 2023 with an increased scope. In addition to the four provinces in which the Natura Institute operates, the governments of two more provinces wanted to carry out the

evaluation, given the positive results of the measure in the previous year. This paved the way for new partnerships.

Mexico applied the fluency assessment in two states and the teachers who implemented the pedagogical strategy according to the policy supported by Instituto Natura had better results - what we are doing is working.

In Brazil, the fluency assessment was applied in 14 states that are part of PARC, the Collaborative Literacy Partnership, in which states and municipalities work together, with the support of the alliance formed by the Bem Comum Association, the Lemann Foundation and the Natura Institute.



The reading fluency assessment is like a magnifying glass that reveals the potential of each student. Through it, teachers and administrators have a very powerful tool, not only to identify difficulties and monitor student progress, but also to make more effective pedagogical decisions, promoting quality education."

AMIRIS DE PAULA SERDEIRA,
literacy coordinator at the Natura Institute

Education for all

Access to quality education is a universal right that cannot be relativized when we aim for individual and collective development. In our work, year after year, we have increasingly looked at education policies with tackling inequalities as one of the guiding principles. In our 14-year history, we have understood that this must be a transversal parameter in any initiative.

The social and racial differences that create obstacles for everyone to have a robust school career must be tackled with the support of detailed evidence - still a gap. This is why we also support the production of research and studies that can contribute to making equity a goal at all stages of Basic Education.

Education is cumulative, meaning that learning losses in any of the school years will be detrimental throughout the educational trajectory of the students. Therefore, efforts to include everyone must be permanent and consistent throughout Basic Education.

FULL-TIME EDUCATION VS. INEQUALITIES

One of the paths that has proved effective in combating inequalities is full-time education. In Benevides, a municipality in Pará, extended working hours and a curriculum that values the role of the students have now reached the early years of elementary school. The proposal is to create sustainable planning for a school trajectory with 100% of schools in full-time education.

In 2023, the municipality launched a program that encourages the creation of full-time enrollment in Elementary School at all stages of basic education, from kindergarten onwards.

The curriculum and pedagogical proposal were developed in partnership with the Bem Comum Association, with support from the Natura Institute and the Lemann Foundation, and with teachers and coordinators from the municipal education network.

Benevides is following in the footsteps of Sobral, a municipality which is already a benchmark in Education, and which has begun a robust effort to ensure that all basic education is 100% full-time.



FOR AN ANTI-RACIST EDUCATION

Addressing racial inequalities in Brazilian education has gained urgency and 2023 saw the birth of an anti-racist agenda as part of Educação Já, a proposal for a systemic agenda for education drawn up by Todos pela Educação that combines diagnoses and recommendations for Brazilian basic education.

Based on the results of Saeb, the federal assessment of basic education, an Insper study showed that educational inequality between

blacks and whites worsened in the country even before the pandemic, which aggravated the challenges.

The anti-racism agenda includes proposals such as strengthening research and monitoring indicators with an ethnic-racial focus; investing in anti-racism training for teachers and managers; and reviewing curricula and teaching materials to ensure that they take into account differences and promote equity - which we consider fundamental to improving education.

High School

→ High School plays a fundamental role in Basic Education. It is the stage where academic knowledge is consolidated, as well as the practical and socio-emotional skills that are essential for personal success and life as a citizen. In 2023, we expanded and **consolidated our support for policies that guarantee the full development of students** until the end of the school cycle. In Brazil, the Full Time High School public policy has shown strength, gained projection and maturity.

Path to a prosperous future



The challenge of High School is to get students to stay in school. In countries with high levels of inequality, dropout is still a tight knot.

This is why it has become essential to strengthen the pedagogical proposal for this stage of basic education. Supporting the qualification of High School in Latin America is a way of turning school into a space for a better future, with opportunities for prosperity at university and in the job market.

2023 was a year of expansion and support for the work of the Natura Institute in Argentina, Brazil, Chile and Colombia, where the last stage of basic education has different names but similar objectives.

In Argentina, support for three provinces gained capillarity, impacting more than 107 thousand students. As part of the strategy to qualify the education teams at Escuela Secundaria, we trained teachers alongside allied organizations.

In Chile, we reached a third Local Public Education Service (SLEP) and signed a letter of intent with two other SLEPs, who showed interest in our work with Enseñanza Media. The 32 schools reached (almost 12 thousand students) have sent out a positive signal about what we have done.

Signs of good results have also come from Colombia, which in 2023 piloted two teaching monitoring and evaluation tools to ensure not only that students reach Educación Media, but also that they leave with adequate knowledge and quality.

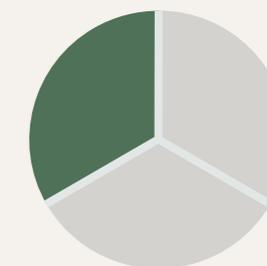
In the three territorial entities supported in Colombia, 34% of enrollments are students included in this high school with a robust pedagogical proposal. In 2023, we began to design the curriculum strategy for these schools, so that in 2024 we could pursue the goal of completing the qualification of the

pedagogical proposal and expanding the number of schools benefiting from it.

These efforts go hand in hand with an important national step: the approval of the Statutory Law on Education, which regulates the compulsory nature of high-school education as part of the right to education - today, Educación Media is not included in the compulsory cycle of Colombian basic education.

In Brazil, it was a year of progress in the expansion of the Full Time High School (EMI) policy, an innovative pedagogical proposal focused on the full development of students, encouraging young people to take a leading role and develop their own life project. New states began to be supported by the Natura Institute in 2023 (there are now 22 committed to EMI; 2,570 municipalities) and many of those with which we were already working expanded the policy's reach targets. We have also seen the ambitious commitment of states that plan to have 100% of their High Schools in the full time model by 2025 grow.

However, we do not have to wait for this universalization before celebrating. Today, we can already celebrate the fact that more than one in three Brazilian High Schools offer Full-Time High School Education. These are consecutive years of achievements: by 2022, EMI, which even contributes to reducing the homicide rate, had already exceeded 1 million enrolments.



1 in every 3.5

By 2023, Full-Time High School had reached 28% of High Schools in Brazil.



Education is one of the pillars of my journey and I want to help as many people as I can.”

RAFAEL GAMA,
Full-Time High School student

LIFE PROJECTS THAT GIVE WINGS

It has become a cliché to say that an opportunity has stamped someone’s passport to a promising future. But when it is literal, there is little you can do to avoid it - and in the case of Rafael Gama, a Full-Time High School student in Sergipe, that is exactly how it happened. Public school paved the way for him to get on a plane and get the first stamp of his life in a passport.

Rafael was selected to take part in simulated United Nations (UN) meetings at two leading universities in the United States, Harvard and Yale. “It was one of the best experiences of my life,” says Rafael.

The aim of the meetings is to enable young people from all over the world to think together about solutions to social issues that affect global society. The panel supervising the debates called the young man over: “They wanted to praise my performance on the committee,” recalls the student.

For him, there is no disassociating the international experience from his time at Full Time High School. “It was this school that gave me the opportunity to understand that education isn’t just about math, Portuguese and physics. This is important, but just as important is being able to be an agent for transforming the world in which you live. The future and now,” he says. “I was there, at 17, able and capable of debating global politics on an equal footing with my peers.”

The flight to the United States was just the first. Rafael’s dream is to study medicine - he is preparing for the entrance exam - and his goal is to work in international organizations that bring health care to communities in need. “I have this as my goal in life, as well as making people aware of the importance of education. Education is one of the pillars of my journey and I want to help as many people as I can.”

FULL TIME IS CARING FOR PEOPLE

The courtyard of the Joaquim Bastos Gonçalves school was full. At the end of October 2023, students, teachers, fathers, mothers, school professionals and managers squeezed together in front of a screen showing a zoom room. It was a window onto another landscape, in another part of the world: an international ceremony to award the best schools in the world. When first place was announced, it was like a championship final.

The Full Time High School in Carnaubal, Ceará, had won the World's Best School Prizes, which celebrates good practices, for the "Adopt a Student" project. The initiative raises awareness about the importance of mental health and the school community's access to care through a partnership with volunteer psychologists.

In 18 months, the project has managed to reduce the number of students needing social and emotional support by 67%. The idea came from physical education teacher Guilherme Barroso Melo, who began to experience symptoms of anxiety during the pandemic. In conversations with colleagues and students, he discovered that he was not the only one. "Follow-up includes bringing the student closer," explains Guilherme. "We have a planning session with the students and they usually open up and tell us about the problems they are facing."

For the school principal, the project stood out because it was set in a global context in which mental health was a concern

and because it was implemented in a public school. "Finding solutions given the resources and possibilities we have made a difference," says Helton Souza Brito, who attributes the good results to the involvement of the entire school community. "The community was embraced and embraced the project too. Today several schools are looking to us to implement similar things."



To get to the end of the cycle

The socio-economic problems exacerbated by the pandemic have also increased the challenge of dealing with High School dropouts. The Center of Evidence for Full Time Education (CEEI), an Insper initiative in partnership with the Natura Institute and the Sonho Grande Institute, has been studying strategies to get students to complete basic education in Brazil.

One of CEEI's actions was to come up with a scholarship program to encourage young people to stay in school. Research has shown that the average dropout rate drops by seven percentage points when a financial mechanism is applied to encourage students to stay in school.

The researchers then analyzed how to structure a program in the states and also at a national level, investigating the criteria that would be most effective.

Tocantins was one of the states to mobilize in 2023 to implement such a program, which is now in the operational phase. The mission is to make High School, especially full time high school, more attractive.

The idea has gained support in different instances and in 2023 it became national policy. The bill that creates the "Pé-de-meia", a program that provides a financial incentive from the Federal Government for High School students, with a focus on students from the most vulnerable backgrounds, was approved. This public policy has now been sanctioned and is in the process of being implemented and made operational.

The Natura Institute has enthusiastically followed the efforts to get this policy off the ground, hoping that the program will reduce inequality in access to university and the job market.

Priority agendas

→ The systemic change we want to see in education depends on policies that are built together, that transform in the long term and have continuity. That is why the commitment to priority education agendas is a kind of guardian for the other policies we support. In 2023, working in coalition with other third sector organizations, **we mapped out the challenges to be faced and collaborated on the strategic design of solutions** that could solve them in a structural way.

Mapping education

“In 2023, we wanted to work with organizations that could help us draw up a strategic map of education in each country, including so that we would have visibility over policies in which Instituto Natura is not directly involved. The aim is to have a complete and broad agenda, so that we can implement and monitor it.”

KARINA STOCOVAZ,
senior manager of the Natura Institute
Hispanic America

Looking at education as a whole is an effective way of finding appropriate solutions to the sector’s various challenges. And this is an all-encompassing mission that cannot be done alone. Natura Institute works in coalitions with third sector organizations in the search for systemic responses.

The collective effort for education already guides our work in Argentina, Brazil, Chile, Colombia and Mexico, where we support public authorities in implementing strategic policies. While our participation is more focused on literacy and High School policies, other organizations focus on different fronts so that, together, we can support the systemic advancement of the education agenda.

To do this, we need to have an in-depth vision of what education is like today in each place where we operate and collaborate so that, as civil society, we can build a strategic map for education in each country. And that was an achievement in 2023. The example of Brazil, where we participated in and supported the coalition made up of various third sector organizations around the Education Now movement, inspired similar processes in other countries. Led by Todos pela Educação, the movement is considering a systemic plan for Brazilian education in the coming administrations.

In Chile, a country with the best educational indicators in the region but which faces high levels of inequality in these same indicators, we have started working with partner organizations to design a strategic map for education. The National Agenda for Education gives visibility to the policies that should be encouraged and the agendas to be prioritized.

In Argentina and Colombia, significant progress has been made in drawing up this map, with the establishment of the components that should make up the plan for the coming years, the survey of indicators that should guide policies and the elaboration of technical proposals to be implemented.

With a complete agenda that looks at all stages of Basic Education, we believe that the dream of seeing quality education for all becomes possible.





Being in so many Latin American countries with a similar strategic vision, with due regard for the particularities of each territory, allows us to build a regional view of education. Aligned action in the six countries also opens doors to the exchange of experiences.”

DAVID SAAD,
CEO of Natura Institute



Education as a national commitment

By networking with our partners, we gain strength and reach. It was in this collaborative way that we managed to turn strategic education policies into national commitments with the potential to amplify local actions.

In Argentina, networking took shape with the National Campaign for Literacy, led by the organization Argentinos por la Educación. By publishing data and mobilizing the public policy agenda, we were able to make commitments on literacy to the candidates running in the 2023 elections. Everyone has committed to three pillars - policy, resources and assessment - so that all children learn to read and write.

In Brazil, literacy has become a federal policy, with the National Commitment to Literate Children, a federal government program that establishes collaboration with states and municipalities to guarantee the right to read and write by the second year of Elementary School. The country has also taken important steps towards full-time education, with the Full-Time School Program, which encourages enrollment in this pedagogical model. It was an important year for the final years of Elementary School. Together with our partners, we expanded our direct support to four other territories, totaling eleven networks supported by us and implementing a school adapted for adolescents.

In 2023, achievements were celebrated in vocational and technical education, with the launch of the National Vocational and Technological Education Policy. Articulated with the National Education Plan, the Brazilian legislative framework proposes actions that connect schools with the needs of the world of work. In Brazil, there has also been an advance in access to technology, with the creation of the National Strategy for Connected Schools, which, in collaboration with education systems, brings connectivity for educational purposes to public schools. Still on this theme, we had a promising case of teacher training for digital skills with the education network in Mato Grosso.

In Colombia, the participation of the third sector was evident in the stimulation of the public debate around the Statutory Law on Education, which establishes in one of its articles that secondary education is compulsory as part of basic education. The advancement of the policy was very well received by the alliance for High School that we formed with two organizations, Fundación SURA and Fundación Nutresa, because it is an opportunity to overcome the difficulty of access to the final stage of the school cycle.

Our work with the main education agendas is connected to the maps created in the network. The different names given to the agendas in each country are based on the same purpose: to see quality public education take shape outside of paper.

PROMISING FUTURE

The year 2023 was marked by the start of new administrations and the renewal of mandates in state and federal governments. Political transitions demand effort and dedication so that ongoing policies can be continued and improved. Natura Institute worked alongside public managers to support the strengthening of the Literacy and Full Time High School agendas in the partner states, with expansion and new collaborations with the networks.

We have benefited almost 60% of Brazil's 2nd grade Elementary School enrollment and more than 1 million High School students in comprehensive schools. Working together with third sector organizations, we collaborate in coalitions to advance systemic and structuring agendas for education, such as the final years of Elementary School, technology, professional technical education and teaching policies. A highlight is the progress made in the final years coalition, which has been consolidated and has already been able to propose a new vision for this stage of education.

It is only the beginning of a new management cycle already marked by promising expectations for the advancement of educational results in Brazil.

MARIA SLEMENSON,
superintendent of educational policies at the Natura Institute

Education for Consultants

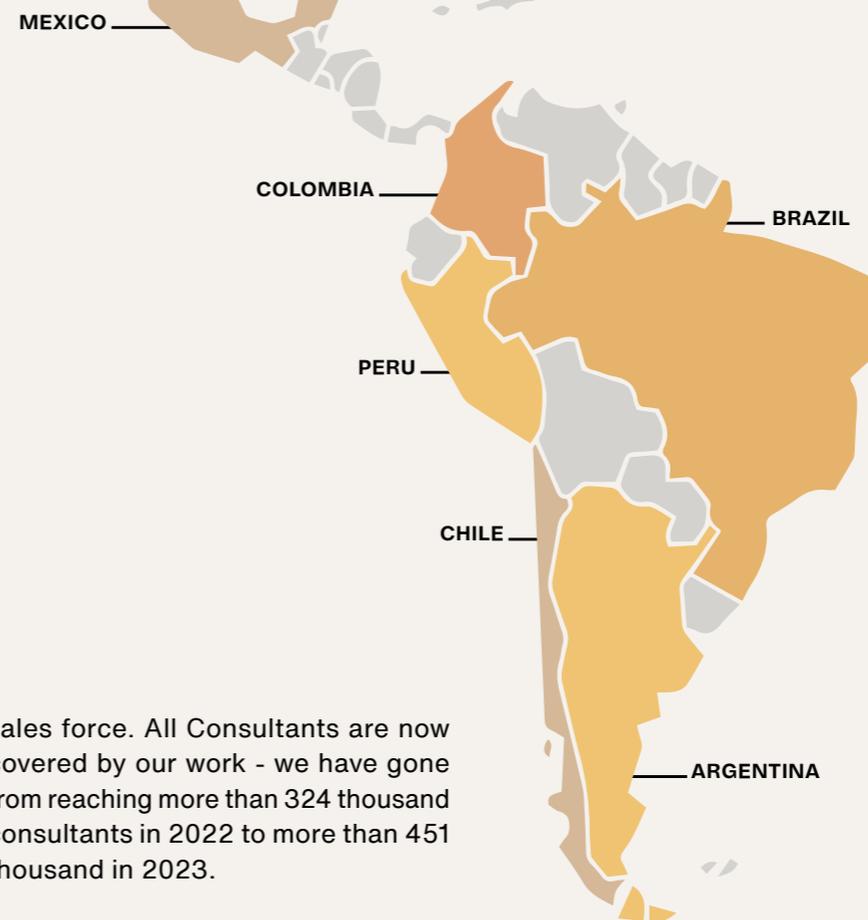
→ Beauty Consultants are the basis of Natura Institute's work and it is their engagement that enables transformation in public education. We celebrate every life we see positively impacted by education - be it formal, financial or digital, our fronts for **promoting the independence and prosperity of the Consultants**. Therefore, we are thrilled with the reach of our actions, which in 2023 reached more than 450 thousand Consultants in Argentina, Brazil, Chile, Colombia, Mexico and Peru.



Learning for life

Formal education, financial literacy and digital literacy are the three pillars that sustain our Beauty Consultants' development. This work also includes language and math proficiency and citizen literacy. And that today is in the six Latin American countries in which the Natura Institute operates.

The education pillar for Consultants is now as strong in Argentina, Chile, Colombia, Mexico and Peru as it is in Brazil, where we started ten years earlier. In 2023, our growth was significant with the union of Natura and Avon's



sales force. All Consultants are now covered by our work - we have gone from reaching more than 324 thousand consultants in 2022 to more than 451 thousand in 2023.

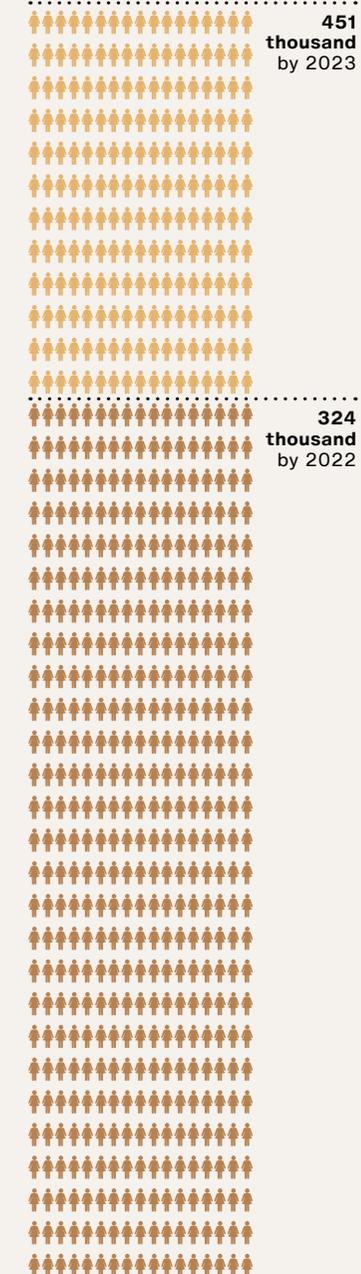
The growth of the network has brought the need to think about a strategy in conjunction with the business. A new diagnosis of this integrated network of Natura and Avon consultants showed the need for financial and digital literacy.

In Chile, 64% of the consultants who benefited from the program had signed up for at least one digital literacy course. In Colombia, in addition to distance learning courses, we started a pilot project in person, with tutors who monitor the use of digital tools.

In Mexico, the Consultora de Belleza Entrenadora program, in which qualified Beauty Consultants share knowledge

with their colleagues, offered a variety of training courses. We exceeded the target of 26 thousand consultants served with educational offers - 28 thousand people were impacted.

Technology, as well as being the end, was also the means - the means to promote financial literacy actions, carried out in all countries. In order to democratize access to the content, different formats of pedagogical interventions were made available, such as WhatsApp courses, lives and video trails, respecting the needs of each country.



GROWTH
Number of Consultants reached by Natura Institute

👤 = 1,000 Consultants



Back to school

We want to share a wish: to see 100% of Consultants graduate from Basic Education and 100% of Business Leaders graduate from Higher Education. It is a dream that 2023 has shown us is possible.

In Brazil, where more than 350 thousand female consultants have taken part in education programs, we signed a partnership with Sesi for the formal education of female consultants in Pernambuco and São Paulo. They were able to complete Elementary School and High School with full scholarships, via EJA (Education for Young People and Adults). The program had the support of a mentor who answered questions and accompanied each stage of the process - from enrollment to completion of the course. The graduation of more than 110 Beauty Consultants was exciting and demonstrates the success of the initiative, whose completion rate exceeds 70%.

In addition, for the entire Northeast region of Brazil, where we have a rate of 24% of Consultants without formal education, we offer a program to accompany their educational journey, so that

they can complete Basic Education, via the National Exam for the Certification of Competences of Young People and Adults (Encceja) and EJA.

The mentorship offered in Brazil is also part of our action in Argentina to help Consultants and their families finish High School in government programs. It is a comprehensive program that includes Consultants of different ages who, regardless of their stage in life, are closer to turning dreams into reality.

In Colombia, the Basic Education completion program has had a significant qualitative impact on the lives of the consultants. We offer them preparation to qualify for the school-leaving exam - one of the means of obtaining a diploma in the country. It is an arduous process, which requires dedication and discipline, and which has been mastered by the registered consultants.

The testimonies of our graduates show the reality of Latin American women. Dreamers, achievers and determined. In the midst of their daily tasks, they find the time to take that old dream off the drawing board and make it a reality. A real support network, in which one consultant pushes the other forward.

UNIVERSITY DREAM

Being the first woman in her family to want to go to university is no small feat. Ynes Aime Ruesta Espinoza is blazing the trail for the next ones in her household. "I want to be able to be a professional, have a career, as well as excel in learning and give my family satisfaction," says the consultant.

A resident of Chiclayo, Peru, Ynes is still wavering between accounting and the course that trains teachers in the country to focus on early childhood.

But while she decides, she has taken a step closer to Higher Education. A consultant for 8 years, in 2023 she signed up for an opportunity in partnership with Natura Institute and joined the Academia Preuniversitaria Pamer, a preparatory course for university entrance exams.

At the age of 45, she has interacted with younger students and says she has rejuvenated her own dreams. "Interacting with these young people and listening to how they expressed themselves, what they said, was a very beautiful experience," she says. "I wanted to learn new things and be able to help my daughter in the future."

Ynes recalls that she had always dreamed of going to university, but because of financial problems she could not go ahead with the plan. She had to work to help with the household bills and, whenever she could, she took a course (in IT, for example) so as not to let the desire to continue studying go away.

By taking the preparatory course for university, the consultant explains that she became the only one in her family to get so close to higher education, but she does not want it to stop there. "It was a great learning experience," she celebrates. But not only that: "the way the teachers positioned themselves, the support and advice they gave also helped to build something important, trust."



“

I'm a black woman, from the suburbs, and the statistics say I'm not going to make it. But I've seen that this can be changed through education. In fact, I can already see it happening to me and my children.”

ALEDJANE DE OLIVEIRA SANTANA,
Beauty Consultant



DEFYING STATISTICS

When Aledjane de Oliveira Santana stopped studying in the sixth grade, schools looked different. At the age of 46, she found different classrooms and technological tools at the service of teaching to pick up where she left off.

The consultant from the state of Pernambuco was one of those selected for the Natura Institute scholarship program in partnership with Sesi in Brazil. Returning to school and completing Basic Education was a long-held dream, which she interrupted due to family problems.

“The opportunity was very good, but I didn't think I could do it,” says Aledjane, who recalls that she thought twice before applying.

“I didn't think I could do it, because of my limitations. I have four children. I work as a cleaning lady and I spend all day at work. In the evening, at class time, I was always tired.”

The support of the EJA (Education for Young People and Adults) teachers was important for her to remain firm in her goal of reaching the end of the cycle. Aledjane is glad she persisted, not least because of the example she has set for her family. “I always knew that study transforms life and I have fought to make this a reality in my children's lives. They used to see me say that school was important, but they didn't see me do it. Now they're seeing me prove that this really is the way forward.”

Aledjane has combined completing secondary school with a professional course in administrative assistance. “After that, I'm going to go for my university degree,” she laughs.



The largest social product in Latin America

In 2023, Regiane, Natura and Avon's Business Leader in Brazil, finished business school with a scholarship from the Natura Institute. From then on, she saw the consultants around her commit themselves even more strongly to the cause of education. “After I was one of the beneficiaries, it got my group more involved with Crer Para Ver,” she says.

The stories give shape to the numbers that enable our work. To say that by 2023 we will have invested R\$50 million in education in Brazil alone may not do justice to the story of Regiane, Aledjane, Ynes, Rafael and so many others you've met so far.

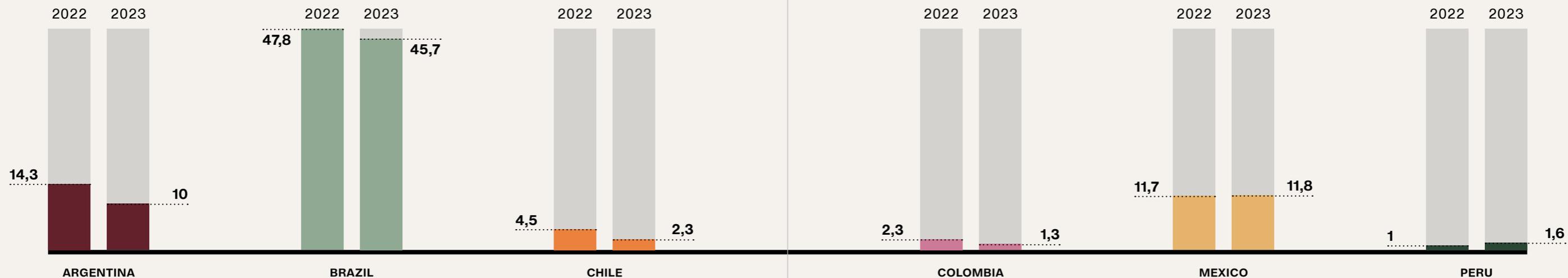
The sale of products from the Natura Crer Para Ver range is what makes the

Natura Institute's work possible. We have measured the power of this brand and the prospects are the best possible. Crer Para Ver is the largest collective fundraising campaign in Brazil, in terms of the number of donors and the amount raised; it is also the largest brand of social products in Latin America, in terms of sales and fundraising.

Today, the network we have formed from Crer Para Ver is the largest to consistently invest in Latin American education. Seeing so many people believing that this is the path to a fairer world could offer us no other alternative for the future than optimism that, by combining strategic vision and collaborative action, we will be able to give shape and history to our plans.

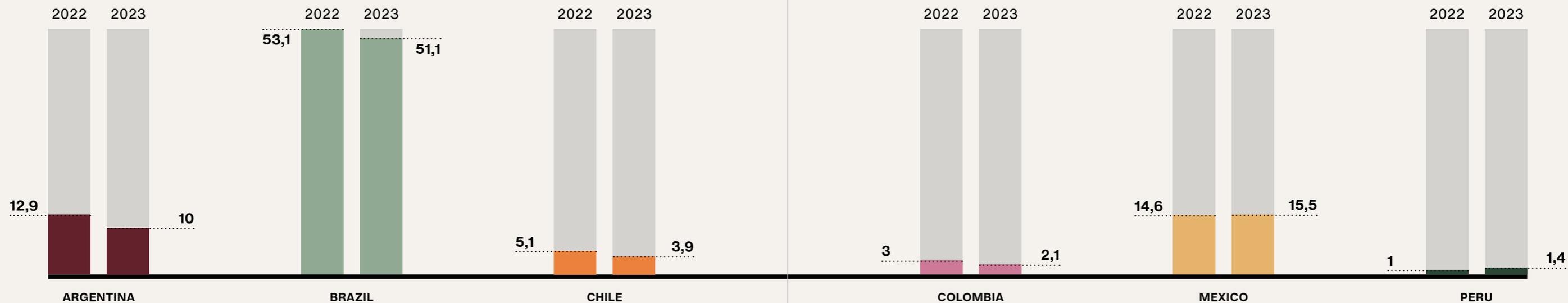
Crer Para Ver Fundraising

In millions of Brazilian Real



Investments in Education initiatives

In millions of Brazilian Real



NATURA INSTITUTE

vocês são inteligentes

vocês são especiais

vocês são autores

vocês são talentosos

vocês são criativos

vocês são importantes

vocês são

vocês são AMADOS

vocês são exploradores

vocês são brilhantes

vocês são amigos

vocês são

A RAZÃO DE NÓS

ESTARMOS AQUI!!!



A network that grows

Education is in a hurry and so is Natura Institute. We want to continue intensifying the change that can come through universal access to quality public education. We are already stepping into 2024 with a favorable outlook, in the wake of growth and expanding the scope of the work we achieved in 2023.

This year, our collaborative network will grow even more. Not just because the coalitions with other education organizations are lively and dynamic, always changing and growing. And not because the good results of our work with the public authorities are increasingly forming bonds of trust and partnership. But mainly because our internal network is gaining new members and therefore more strength.

If it is the power of being in a network that drives us, 2024 promises to be quite a year. We will complete the integration between the Natura Institute and the Avon Institute, a partner in the goal of promoting citizenship and emancipation. An integrated organization, working in education and for women's rights and health. An alignment that has the potential to amplify both causes, connected by the power to transform lives and promote well-being.

When the Natura and Avon sales forces were united, we understood that the addition of a new network, with other particularities, brings fresh perspectives and new needs. Following the example of this experience, we now also see another opportunity to increase the diversity of perspectives that push us towards responses that are as multiple as they are effective.

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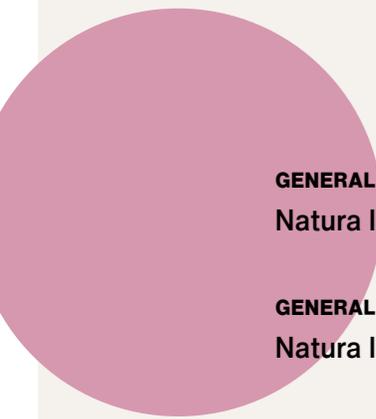
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- ▶ Argentinos por la Educación
- ▶ Asociación Civil Propuesta Dale!
- ▶ Associação Bem Comum
- ▶ Associação Cidade
- ▶ Avante
- ▶ B3 Social
- ▶ Banco Interamericano de Desenvolvimento (BID)
- ▶ BCG
- ▶ Both Consultoría en Educación
- ▶ Centro de Excelência e Inovação em Políticas Educacionais – FGV (CEIPE)
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- ▶ Centro de Investigação em Teorias e Práticas de Superação de Desigualdades - Universidade de Barcelona (CREA)
- ▶ CIAE de la Universidad de Chile
- ▶ CIIPME - CONICET
- ▶ CIPPEC
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- ▶ Corpoeducación
- ▶ Corporación Ágape Educación
- ▶ Educación 2020
- ▶ Educar2050
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- ▶ Fundación CIMIENTOS
- ▶ Fundación Empresarios por la Educación
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