



instituto
natura

2021 annual report

Laisa, Full-Time High School student
(Amapá)





table of content

Our purposes, aspirations, and beliefs **03**

Message from the CEO **04**

Who we are **05**

Natura Institute
Where we are
Our numbers

Our performance **09**

Support to public Education policies
Coordination of priority Education programs
Education and mobilization for Natura Beauty
Consultants

Our team **26**

Our network
Natura Institute Team
Partners

Final credits **30**

Staff
Social networks

our purposes

The world will be fair, prosperous, and solidary only when Education belongs to everyone and is for everyone.

our aspirations

To work together to transform Education, ensuring good quality learning for all children and young people.

our beliefs

- 1 Working together means being stronger.
- 2 We respect and value diversity.
- 3 It takes boldness and flexibility to achieve results.
- 4 Natura Beauty Consultants compose a network that can transform the world.
- 5 We are outraged when children and young people do not have the opportunity to learn.



“We believe that the access to quality education for everyone is an affirmative action of combat against social inequality in Latin America.”

David Saad
CEO of Natura Institute

education demands urgency and unity

Every year millions of children and young people enter and graduate from public schools. Although they are in educational institutions, most of these students do not have access to the quality education and equity that they deserve and are entitled to. **The need to change this reality is more urgent with every child who enters the school, with every young citizen who leaves the school.**

Another year has gone by, and it was not an easy journey because, in 2021, we felt the strong impacts of the Covid-19 pandemic on Basic Education. We realized that it was necessary to recalculate the route and, together with our partners, we sought solutions to recompose student learning, to combat school evasion, to foster mental health in schools and to support the recovery of on-site classes with safety, never losing focus on our major purposes and never ceasing going forward in our actions regarding our long-term strategic planning.

Natura Institute performs structuring actions of **support to educational public policies, articulation of Education priority programs and commitment with education and mobilization of our network of Natura Beauty Consultants.**

With these three pillars of action, we want to greatly contribute to the Latin American Education.

Latin America? Yes! You read it right! Our option for Education went beyond the Brazilian borders. In 2020 we started acting in Argentina, Mexico and in Chile, and we closed 2021 with our Education promotion flag in Colombia and Peru **because we believe that access to quality education for everyone is an affirmative action to combat social inequality in Latin America.**

We know that being present in six countries is a great responsibility and that, to transform Education, which is what we so much dream about, we need to be close to people and organizations that dream with us. To everyone who comprises our network, our sincere thank you for another year of cooperation. And a special thank you to our Natura Beauty Consultants who embrace our cause and fund our actions through the sale of Natura Crer Para Ver [Natura Believe to See] products. We all have an important role to play and we can be transformation agents. Education needs our unity.

Finally, dear reader, we invite you to explore the 2021 Annual Report and to learn about our initiatives, progress, and challenges in the search for quality education to everyone!

who we are

We were created in 2010 with the purpose of expanding the investments in Education which started by Natura in 1995 – investments which are only possible through the mobilization of Natura Beauty Consultants, who sell Natura Crer Para Ver products without making profits.

Bruna, Full-Time High School teacher
(São Paulo)

natura institute

We are a non-profit organization which acts jointly with different sectors of the society to transform Education, always seeking to ensure quality learning for all children and young people.

We started in Brazil, but between years 2020 and 2021 we expanded to five other countries in Latin America: Argentina, Chile, Colombia, Mexico, and Peru. In all these countries we will operate with a model similar to Brazil and all of them will have independent headquarters.

During our twelve years of existence, we grew and understood what is necessary to transform Education in a collaborative, great and systemic way. That is why, according to the context and needs of each location where we operate, our way of global operation follows three great pillars:



Support the implementation of public Education policies



Boost the articulation of priority Education programs



Foster education and mobilization for Natura Beauty Consultants



Nathan, full high school student (Sergipe)

where we are

6

Countries

27

states/provinces working in partnership

3,611

schools involved

2,595,225

students benefited

228,498

Natura Beauty Consultants
benefited from Education offers

Mexico

2 provinces working in partnership

96 schools involved

11,699 students benefited

24,055 Natura Beauty Consultants
from Education offers

Colombia*

13,017

Natura Beauty
Consultants
from Education offers

Peru*

3,831

Natura Beauty
Consultants
from Education offers

Chile*

4,865

Natura Beauty
Consultants
from Education offers

Argentina

4 states working in partnership

84 schools involved

15,000 students benefited

28,297 Natura Beauty Consultants
benefited from Education offers

Brazil

21 states working in partnership

3,431 schools involved

2,568,526 students benefited

154,433 Natura Beauty Consultants
benefited from Education offers

*Countries which, in 2021, were in the primary phase of implementation and, because of that, did not support public policies.

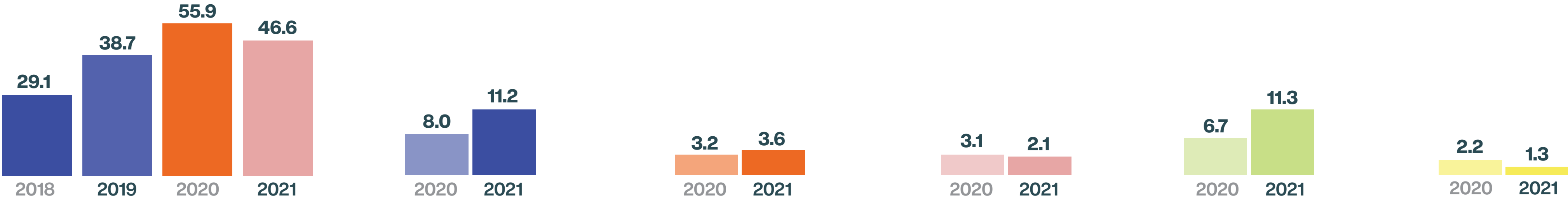
our figures

All our actions to support Education are only possible due to the revenue from the sales of Natura Crer Para Ver products. Our large team of Natura Beauty Consultants, mobilized by the cause, disclose and sell non-cosmetic products.

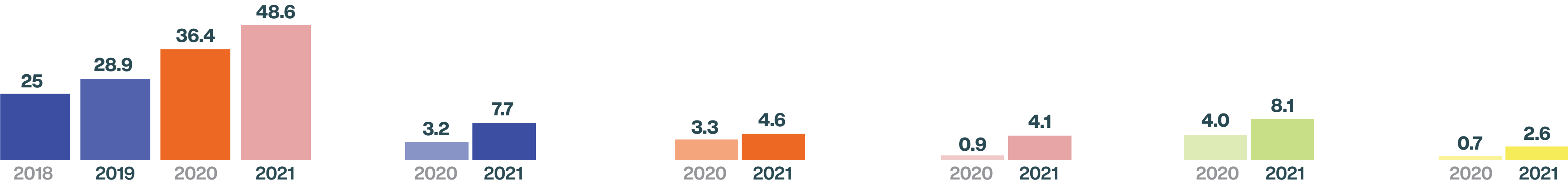
Natura Crer Para Ver without making profit, which is fully invested in our initiatives. In each country where we operate, the initiatives are funded by the local revenue. Check our revenue graphics and our investments in Education:



Revenue Crer Para Ver (R\$ million)



Investment in Education initiatives (R\$ million)



Financial statement Brazil [Click here](#)

our performance:

support
topublic
education
policies

Silvia, Full-Time High
School teacher (Paraná)

why do we support public education policies?

We support the public sphere in the implementation and expansion of robust public education policies based on successful experiences because only they can foster great and solid changes in the quality of Education. We very seriously analyze the needs, fragilities, context, and unique features of each country where we operate to choose the public policies we are going to support.

In Brazil, our great inspirations were the Programa de Alfabetização na Idade Certa (PAIC) (Literacy at the Right Age Program), in Ceará, and the Programa de Educação Integral [Full-Time Education Program] in Pernambuco. Both policies were responsible for increasing the Basic Education Development Index (IDEB) in those states and were recognized, both nationally and internationally, for the positive impact on the quality of Education.

In turn, to guide our performance in Argentina, Chile, Colombia, Mexico and Peru, we supported the execution of an extensive comparative study on the improvement of Latin American educational systems, named “As Chaves da Educação” [The Education Keys]. The “Keys” found in this study are part of our development in those countries, boosting and guiding the performance in the support to transformative public policies.

We want to see an effective improvement in the learning of all students and that is only possible with the prominence of the public sphere and its capability of implementing policies that are transformative on a large scale.

Emily, Full-Time High School student (Sergipe)



literacy at the right age

We want to ensure that all children are literate by the age of 7.



Brazil

In Brazil, we support public policies of Literacy at the Right Age and Full-Time High School

Teaching children to read and write at the right age is one of the urgencies in Brazilian Education. With the Covid-19 pandemic, the literacy scenario got worse due to the closure of schools and difficulties of remote education, since the interaction between teacher and student is fundamental to this process.

In 2021, we could note this impact with the increase by 1 million of illiterate children, at the ages of 6 and 7 years, according to the perception of their parents. According to technical notification published by Todos Pela Educação [Everyone for Education], the number of children who cannot read or write went from 1.4 million in 2019 to 2.4 million in 2021. This learning

gap brings negative consequences to the school and citizenship life of those children and to the society.

To reverse this scenario, which was already challenging prior to the pandemic, since 2019 we have as performance focus the Basic Education phase and, together with our partners Lemann Foundation and Associação Bem Comum [Common Good Association], we formed the **Parceria pela Alfabetização em Regime de Colaboração (PARC)** [Partnership for the Literacy in Cooperation Regime]. We support states so they project and implement robust and well-structured public literacy policies in cooperation regime with their cities.

literacy at the right age

11 states working in partnership
27,717 schools impacted***
1,748,380 children benefited*

voices of those who are a part of it



Meet teacher Paulino Barbosa, who contributed to the production of Complementary Didactic Material, created by the government of state of Amapá.



Meet teacher Lorena de Cássia, who used food culture as pedagogical resource to teach children from Goiás.

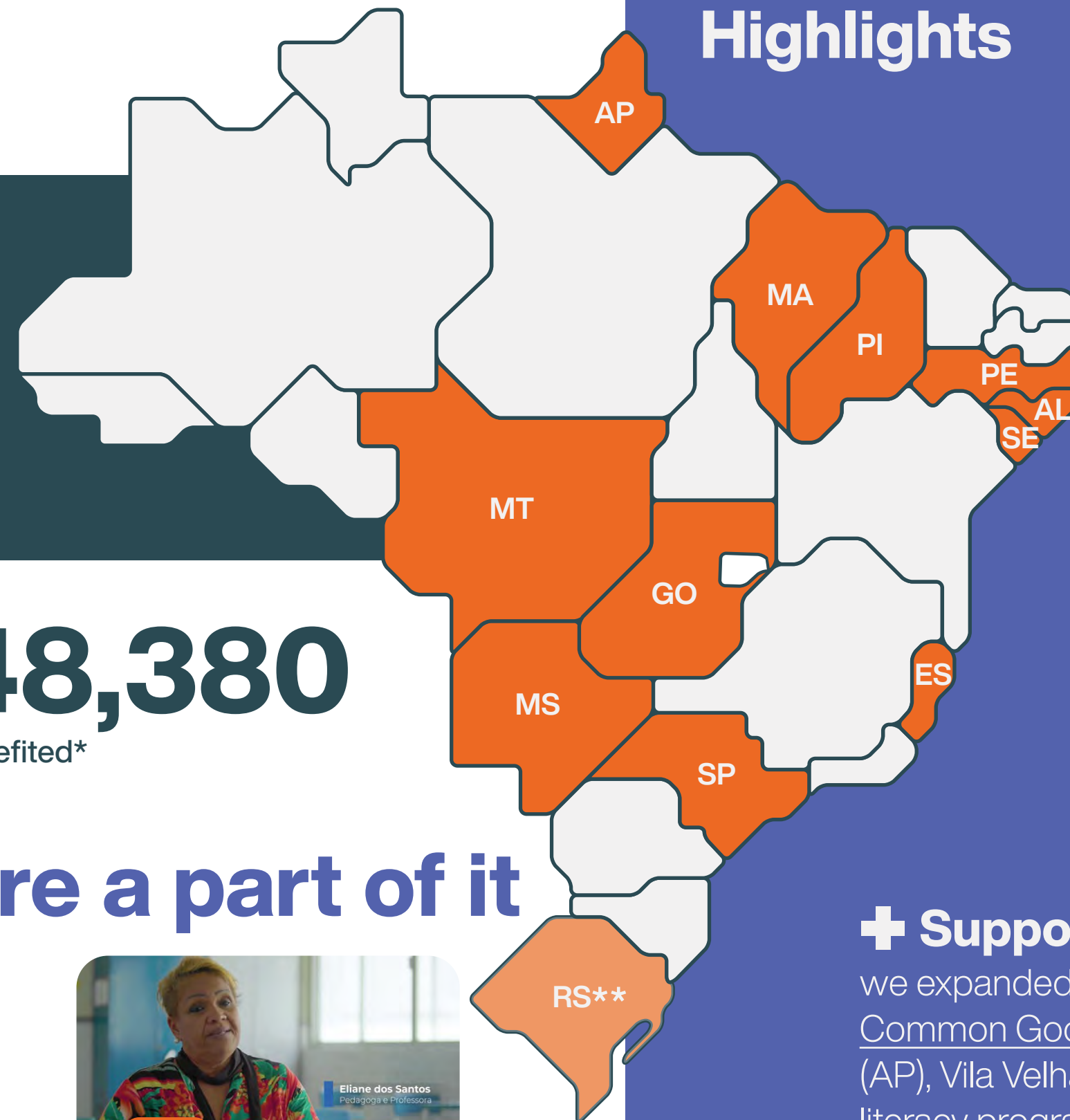


Meet teacher Eliane dos Santos, who explains how students were benefited in Espírito Santo.

+ check out more stories here

*Students amount to the number of registrations of 1st and 2nd grades of Elementary School in cities which adhered to PARC and in cities which adhered to the support offered to São Paulo, according to 2021 Census. **We entered into a partnership with Rio Grande do Sul in December 2021, but the state literacy program has not been launched yet, that is why we have not computed it in the total number of partner states in 2021. ***The number of schools was not computed on page 7, in the section “Where we are” because the support offered to public literacy policies in Brazil does not directly occur with schools.

2021 Highlights



+ Expansion: 6 new states

received support from PARC in 2021 (GO, MA, MT, MS, PI and RS). Now, our PARC support totals 11 Brazilian states.

+ Assessment:

10 states supported by PARC applied tests for reading fluency, with the participation of more than **280,000 students** from the 2nd grade of the Elementary School, in other words, with the adhesion of 60% of students.

+ Quality materials:

6,673 schools rschools received complementary didactic materials in states of AP, ES, PE and SE, which were distributed to students from 1st and 2nd grades to support them in the literacy phase.

+ Exchange of knowledge:

more than 3,000 people participated on PARC Seminar, large online meeting to discuss and think about literacy counting on the presence of Governors, State Education Secretaries, Mayors, and Municipal Secretaries.

+ Support to the cities:

we expanded our support to cities and, together with Gesto Institute and Common Good Association, we started supporting Maceió (AL), Macapá (AP), Vila Velha (ES), Vitória (ES), Aracaju (SE) and Recife (PE) cities with literacy programs in synergy with their state programs.

+ Literacy in SP:

new robust support to the state of São Paulo, which resulted in the preparation of complementary didactic material, in partnership with Nova Escola, for 1st and 2nd grades of the Elementary School and the assessment of reading fluency, **impacting more than 744,000 students**

+ New partnerships:

we entered into a partnership with B3 Social for qualification and learning recovery actions in the supported states. We also entered into a partnership with Accenture, which offered support to the states of Amapá and Espírito Santo.



Ana Paula, Full-Time High School Student (São Paulo)

full high school

We foster the quality of High School focusing on the full development of all young people.

The expansion of Full-Time High School is one of the major strategies to face the pandemic impacts on Education. After all, having more time and quality education, students will also have a favorable environment to recompose their education.

The Full-Time High School (EMI) public policy is based on the pedagogical purpose of expanding the school journey and the students' full qualification, encompassing their social, economic, and cognitive dimensions. Together with our partners Sonho Grande Institute (ISG) and Instituto de Corresponsabilidade pela Educação [Co-responsibility For Education Institute] (ICE), we support the expansion and implementation of Full-Time High Schools. In addition to that, we raise evidence about EMI with the intention of supporting the states regarding the qualification of this public policy.

full-time high school

20

partner states

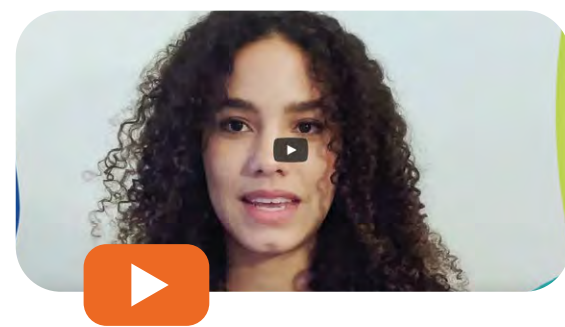
3,431

full-time high schools **

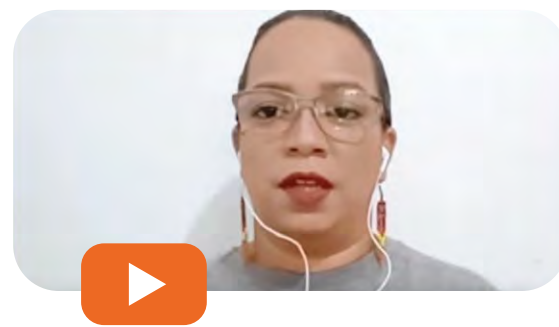
820,146

young people benefited*

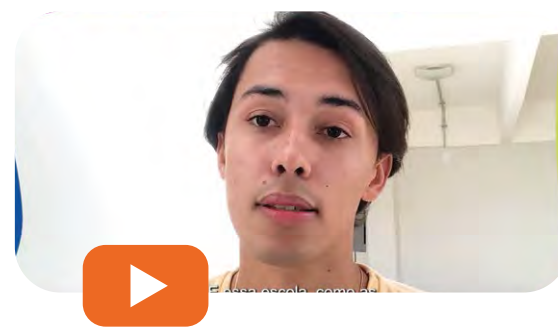
Voices of who belong



Meet Sunamita,
Former student on the Full High School in Pernambuco, who is now a Chemical Engineer



Meet Adriana Tárzia,
teacher of life project of Full High School in Amapá, who puts into practice the pedagogy of presence.

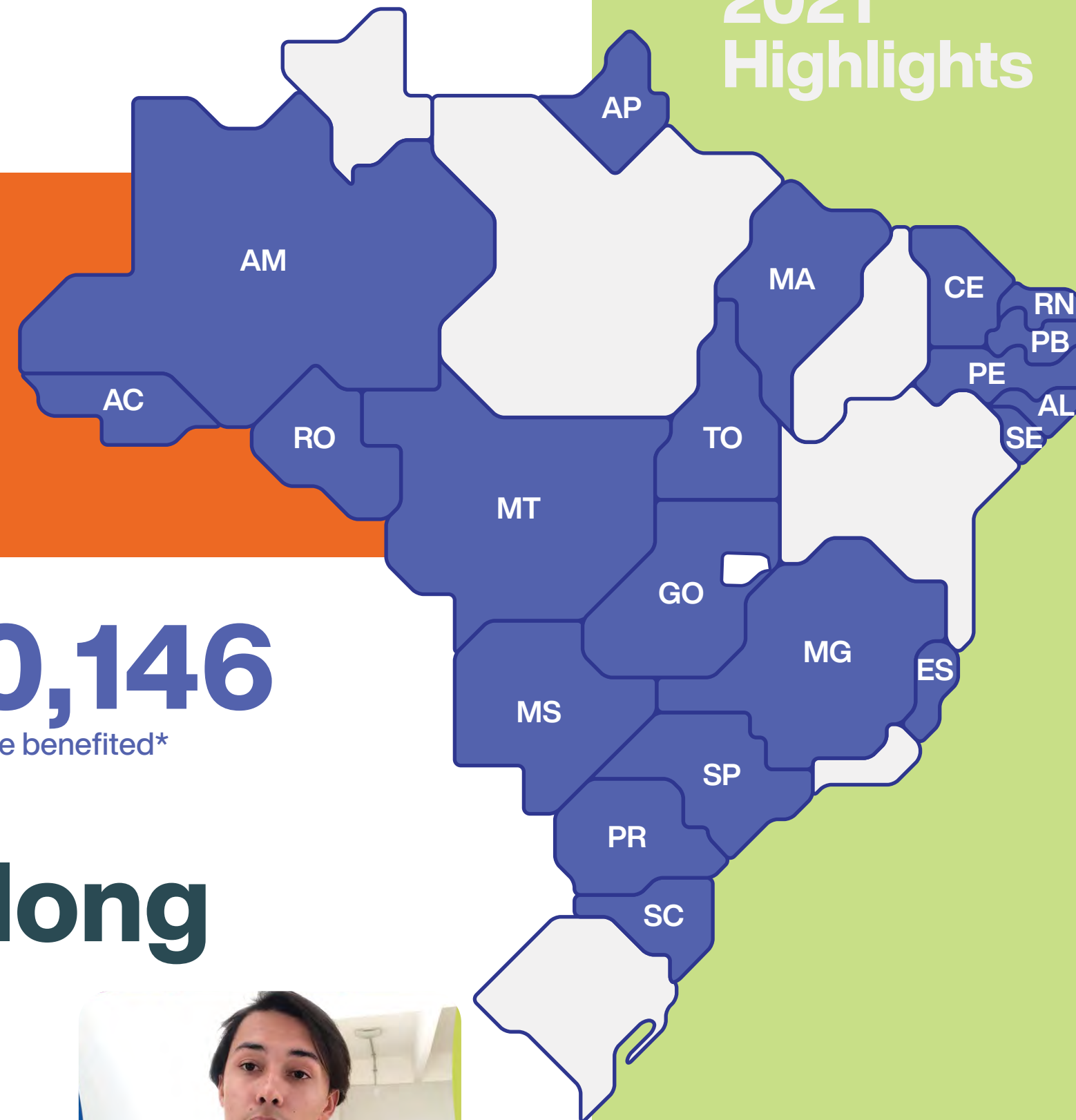


Meet Everton, former student of Full High School in Goiás, who was accepted in a public university

✚ [check out more stories here](#)

*Young people benefited amount to the number of registrations on EMI schools in Brazil, according to 2021 Census. **We reported a total of EMI schools in Brazil according to internal follow up (schools of federal promotion/MEC + schools of state promotion).

2021 Highlights



✚ **Expansion: 692 new full-time schools:**
implemented in the country.

✚ **Young protagonists:**
48 young Full-Time High School students from 16 states were trained to be spokespeople and to engage other students in their regions with the support of technicians from State Education Secretariats.

✚ **Exchange of knowledge:**
technical teams from 20 partner State Education Secretariats participated in the 12 Full-Time High School Technical Meetings we held throughout the year to strengthen EMI state teams.

✚ **Visibility to Full-Time High School:**
more than 4,200 views in 3 large online events:
1. Communication Paths, which offered inspiration and communication tools to EMI teachers; 2. Full Connection, which connected Education Secretaries, experts in the area, teachers and students to talk about their experiences with EMI; 3. Transformation Stories, which presented how the EMI is transforming the life of millions of families in Brazil.

Argentina

In Argentina we support High School public transformation policies and strengthening of children literacy phase.

Our work happens in 4 different provinces: Misiones, Mendoza, Salta and Entre Ríos. In each of these territories we operate for-
ming multi-sectorial alliances with province governments and with strategic partners, such as CIPPEC and Asociación Civil Dale.

As 2020 and 2021 were the starting years of our performance supporting public policies in Argentina, the major challenges of the year were starting the implementation of the High School transformation in the province of Misiones and starting the supporting works in the provinces of Salta and Entre Ríos to develop a comprehensive literacy policy.

Despite the challenges, we computed great achievements last year

+ Literacy for children:

Support to two new provinces, Salta and Entre Ríos, with **3,000 students benefited.**

+ Quality High School Education:

support to two new provinces, Misiones and Mendoza, with **12,000 students benefited.**

+ Qualification of teachers and didactic material:

in all provinces supported by us, qualification of teachers and the distribution of books for boys and girls at literacy age occurred.

+ Adaptation during the pandemic:

strategies and didactic materials were included so teachers could develop activities in the hybrid education system in schools that participated in the policies supported.



Chile

In Chile, we work to reduce learning inequality.

With a long-term planning, we want to significantly contribute to the reduction of differences between students who can learn more and those who learn less in the Chilean educational system, focusing on the improvement of the public education, which is now in the center of the national reformation agenda in the country.

Although we have just started our performance in the country, 2021 was a year of major progress:

+ Partnerships:

we started a partnership with Dirección de Educación Pública (DEP) (Management of Public Education) of the Ministry of Education, and with Centro de Investigación Avanzada en Educación (CIAE) (Advanced Investigation Center in Education) of the University of Chile to prepare relevant proposals through a process of conversations with the major players of the educational system.

+ Local Services of Public Education

we started our performance together with 2 Local Services of Public Education, in Chinchorro and Costa Araucanía, to develop and implement proposals for learning improvement in these territories in 2022

+ Assessment:

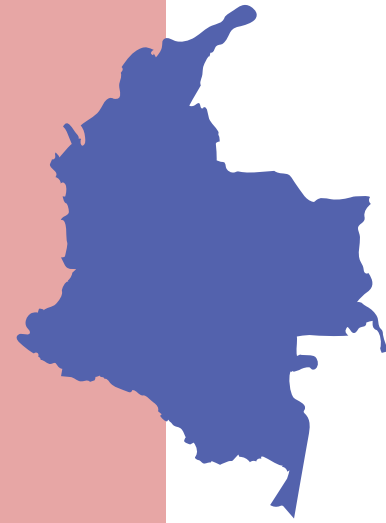
we support Educación 2020 (2020 Education) for the research cycle #estamosconectados (#we are connected), which assessed the pandemic impact on different players of the educational system, in addition to the connection and interests from different players regarding the process of the new Constitution.



Colombia

In Colombia, our priority is to support the improvement of High School.

As we started our performance in 2021, the major challenge of the year was to establish what would be our public policy supporting work priority. Through data analysis and educational diagnosis in Colombia, we established that the full transformation of High School is a matter of priority in the country, and that is why we started the process of development of strategies together with partners such as [Unicef](#) and the [Ministry of National Education \(Ministerio de Educación Nacional\)](#).



Mexico

In Mexico, we strengthened the comprehensive public policy which seeks to improve children fundamental learning outcomes.

Years of 2020 and 2021 were a period for implementation and the beginning of our performance supporting educational public policies in Mexico. Therefore, we were challenged to obtain knowledge and trust from the major authorities, educators and Education players. Nevertheless, we had significant progress last year:



+ Strategic alliances:

we formalized our strategic alliance with the [United Nations for Education, Science and Culture \(UNESCO\)](#), to strengthen a comprehensive policy which enables the improvement of learning outcomes for boys and girls from the elementary 1st, 2nd and 3rd grades.

+ States supported:

Veracruz and Yucatán were the two first states to sign agreements with us to implement such full comprehensive policy of fundamental learning.

+ Students, schools and teachers benefited:

with our support to fundamental education public policies, we impacted 11,699 students, 825 teachers and 96 schools.

Peru

We have recently started our operations in Peru, so we are still under the process of development and institutionalization, and that is why we have not yet established our support to educational public policies in that country.



our performance:

coordination of priority education programs



why do we act on the coordination of priority education programs?

Education programs are systemic, and that is why it is not enough to separately look at each phase of this journey. It is necessary to look at the whole.

In the six countries where we operate, this is our guardian pillar of all elements that comprise and influence students' educational journey, and, for that, our work consists of the coordination method and strategic partnerships with educational third sector organizations, but the public sector being the major player in the implementation of public policies, aiming at systemic transformation. We believe that Education is the responsibility of everyone and, as an integral part of an ecosystem, our commitment is to boost the programs which are central to the functioning of the Education with quality and equity.



Osmar, manager of Full-Time High School (São Paulo)

Brasil

Priority Education programs:

Our work with the major programs of Education in Brazil is connected to the program named "Educação Já!" [Education Now!]. It is about a cross-party initiative led by the organization Todos Pela Educação [Everyone for the Education]. In 2018, this program established a set of measures to improve quality and reduce inequality of educational systems in Brazil. In 2022, the Educação Já! document was updated aiming at the maturity of some policies and the need to cover the agenda introduced or aggravated by the COVID-19 pandemic.



We have made significant progress in large programs of Brazilian education:



Early childhood



Literacy



Final years of Elementary School



High School



Teachers



(BNCC) Common National Curriculum Base



Education Administration and Management



School management



Funding



Technology

+ BNCC:

we totaled more than 5,000 cities with résumés aligned to BNCC in 2021.

+ Professional and Technological Education:

we support Itaú Educação e Trabalho [Itaú Bank Education and Work], in partnership with the states of Rio Grande do Sul, Mato Grosso do Sul and Minas Gerais, in the implementation of the State Policy for Professional and Technological Education.

+ High School:

we celebrated the homologation of new résumés of the renovation of High School in 18 states.

+ Technology:

In 2021, technology started being one of our priority issues and we have already been able to proceed in the feasibility and availability axle, with a clear view for infrastructure, qualification of teachers and adoption of technologies by public education networks.

In recent years there have been significant progress in access to education. However, we still have many challenges to be overcome in relation to the quality and equality of Basic Education.

Especially since 2020, in the context of Covid-19 pandemic, **Brazil was one of the countries that kept schools closed for a longer period of time, with an average of 279 days between public and private schools, according to a survey performed by Inep.**

Together with our partner [Lemann Foundation](#), we prepared a document named “[Reset of Learning: Educational Strategies to Face Challenges Aggravated by the Pandemic](#)”, to disseminate a set of good practices of active search to reset education and mental health, mapped in networks in Brazil and in the world. We also act in the dissemination of national and international studies at the Technical Councils for Education of the Senate and of the House of Representatives, influencing and contributing to debates regarding the confrontation against the pandemic.

In this context, our major challenge was to think of strategies to support public education networks with actions aiming at the mitigation of the devastating pandemic effects in the life of students, family members and professionals of the Education sector. **We made efforts to provide personalized support to educational networks in 10 states.** Biosafety protocols were prepared and implemented, school evasion monitoring tools went through adaptation, and we developed communication actions to raise the school community awareness of the significance of resuming on-site classes.

In addition to that, we support the campaign [#TánaHoradaEscola](#) [It is school time], led by [Maria Cecilia Souto Vidigal Foundation](#), which, using communication means and the partnership with other 26 institutions, used the hashtag [#TánaHoradaEscola](#) to raise the public opinion awareness and put the reopening of schools into the agenda. A second mobilization that we were part of was the campaign against school evasion fostered by [Roberto Marinho Foundation](#), titled “[Volta às Aulas: Não Abandone o seu Futuro](#)” [Back to School: Do Not Abandon your Future].



Fabiano, Full-Time High School teacher (Sergipe)

Learn about our performance on priority Education programs in Argentina, Chile, Colombia, Mexico and Peru.

In 2021, our performance in Argentina, Chile, Colombia, Mexico and Peru priority programs focused on the construction of strategies, mapping, and conversations with third sector organizations attempting to operate in a cooperative and complementary manner. In addition to that, we made partnerships to mitigate the Covid-19 pandemic impacts on Education.

In **Argentina** we established a partnership with Argentinos por la Educación, [Argentineans for Education], which assesses important educational data in the country and acts for the social mobilization in the issue. In **Chile** we supported the Educación 2020, [Education 2020], which performed the cycle of

#EstamosConectados (We Are Connected) to understand the pandemic impact on the Chilean educational system.

In **Colombia and Peru** we reinforced our partnership with Fundación Empresarios por la Educación, (Entrepreneurs for Education Foundation) for the development of surveys on central issues regarding Education. We also entered into a partnership with UNICEF Colombia, to support strategies to the gradual and safe return of on-site classes covering 28 Colombian cities. In **Mexico** we established a partnership with Mexicanos Primero, (Mexican in First Place), which fosters and defends children and young people's rights to education.



our performance:

education and mobilization for natura beauty consultants

Veridiana, Natura Beauty
Consultant and her daughter
(São Paulo)



Luana, Beauty
Consultant (Goiás)

why do we foster education and mobilization for natura beauty consultants?

Natura Beauty Consultants have a fundamental role in our support to the Education cause: they are the ones who disclose and sell the line of Natura Crer Para Ver products, so they are the great funders and enablers of our actions.

We are committed to this team and their families, and that is why we offer education opportunities with the central purpose of fully developing this team, supporting the expansion of their view in the world, fostering their citizen engagement, and enabling further autonomy to them. The education opportunities we offer focus on the acquisition of knowledge regarding reading, writing, mathematics, financial education, digital education and expansion of formal education. We also encourage the engagement of this team in favor of the Education cause, because the **Consultants** form a strong network of about 1,9 million people who can transform the most diverse venues where they go.



Davane, Beauty
Consulter (Amapá)

education for natura beauty consultants

More than 228,000 Natura Beauty Consultants and Natura Business Leaders were impacted by our Education initiatives in the 6 countries where we operate.

We stood out and evolved in financial education fronts, digital literacy, and formal education in 2021.

In Brazil, aiming at contributing to the completion and continuity of Consultants’ formal studies, we created our own course so that they could prepare themselves for the ENCCEJA (Exame Nacional para Certificação de Competências de Jovens e Adultos [National Examination for Certification of Young People and Adult Competences]), which is available to our whole team. Also focusing on formal studies, in Argentina and in Colombia, we offer a program to support Consultants in the completion of High School.

In all countries, we explore the accessibility to WhatsApp to offer courses on financial and digital education. In addition to that, we foster Digital Mentoring for Consultants who have more difficulty to access and use digital platforms.

With the purpose of reducing Covid-19 pandemic impacts and thinking of our team’s well-being, we carry out courses and lives with experts in social and economic issues and Education to support families in the follow up of the education of children and young people who were away from school taking classes remotely.

mobilization for natura beauty consultants

In Brazil, more than **220,000 Natura Beauty Consultants** participated in the campaign **Aprender Hoje** [Learn Today] and pondered about their life projects and the significance of Education in their lives.

The campaign had as major pillars the awareness and encouragement of our team's learning. With the motto of the significance of education also happening throughout the adult life, the campaign offered a journey of thoughts which led to the construction of a "life project" to diagnose the dreams and aspirations of each participant. By answering a quick and interactive questionnaire, the Consultants received indications on free educational opportunities we offer, such as courses on digital and financial education, preparation courses for ENEM and ENCCEJA, English language and scholarship for Higher Education.

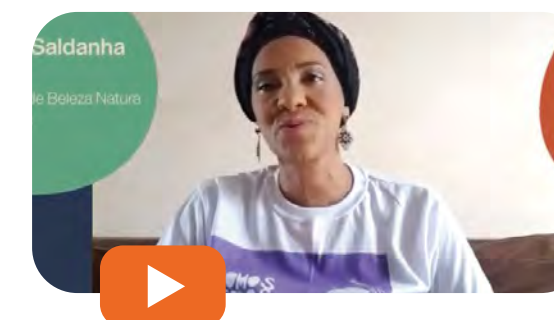
As one of the major outcomes, the campaign Aprender Hoje [Learn Today] strengthened Natura Beauty Consultants' connection to the Education cause.

Veridiana, Natura Beauty Consultant (São Paulo)

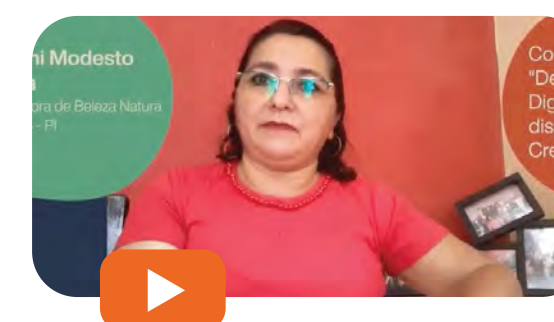
voices of those who are a part of it



Meet Gelza, Natura Beauty Consultant who won a scholarship to attend Higher Education.



Meet Jacileia, Natura Beauty Consultant who attends Law School through educational credit funded with resources raised by the sales of the line of Natura Crer Para Ver products.



Meet Aurení, Natura Beauty Consultant who participated in the free course on digital literacy.

+228,000

Natura Beauty Consultants and Natura Business Leaders were impacted by our Education initiatives in the **6 countries** where we operate

+220,000

Natura Beauty Consultants participated in the Aprender Hoje campaign (**Learn Today**).

our network

Our performance is only possible thanks to a team connected around a cause: Education. Together we work to form a society that walk towards a transformative Education. Our diverse team is comprised of employees, counselors, third sector organizations, Natura Beauty Consultants, public education managers, teachers, mothers, fathers, students, and all those who dream of a quality education in Latin America.



administration

We count on a group of Natura leaders and on members of partner institutes in our administration. Annually, we hold 4 meetings dedicated to Natura Institute strategic performance guide and to the transparency of investments we make.



Administrative board

President

Pedro Villares

Counselors

Antônio Luiz da Cunha Seabra

Denis Mizne

Diego Leone

Guilherme Peirão Leal

João Paulo Ferreira

Pedro Luiz Barreiros Passos

Ricardo Henriques



Supervisory board | Brazil

President

Lucilene Prado

Counselors

Lavinia Junqueira

Cynthia Hobbs

our team

Throughout 2021, even at a distance, we developed several actions to foster diversity and well-being of our team. We invited experts to lectures and qualifications which approached issues regarding racial, gender, people with disabilities and LGBTQIA+ inequality. We also performed an internal campaign named #VamosNosCuidar [Let us take care of ourselves], offering a menu of benefits to employees during the pandemic, such as ergonomic kit, flexibility on timetables, help in psychotherapy sessions, in addition to chats and small groups of online meetings to encourage the exchange and sharing of experiences.



our partners

- Accenture
- Argentinos por la Educación
- Asociación Civil Dale!
- Associação Bem Comum
- Associação Cidade
- Avante
- B3 Social
- Banco Interamericano de Desenvolvimento (BID)
- BCG
- Centro de Excelência e Inovação em Políticas Educacionais – FGV (CEIPE)
- Centro de Inovação para a Educação Brasileira (CIEB)
- Centro de Investigação em Teorias e Práticas de Superação de Desigualdades - Universidade de Barcelona (CREA)
- CIAE de la Universidad de Chile
- CIPPEC
- Conselho Nacional de Secretários de Educação (Consed)
- Corpoeducación
- Corporación Ágape Educación
- Dirección Nacional de Educación Pública

- Educación 2020
- Eidos Global
- Expergo Consultores
- Fundação Lemann
- Fundação Maria Cecília Souto Vidigal
- Frente Parlamentar Mista da Educação
- Fundação Roberto Marinho
- Fundação SM
- Fundação Telefônica Vivo
- Fundação Vanzolini
- Fundação Victor Civita
- Fundación 99
- Fundación Empresarios por la Educación
- Instituto Ayrton Senna
- Instituto Chapada de Educação e Pesquisa
- Instituto Conceição Moura
- Instituto de Corresponsabilidade pela Educação (ICE)
- Instituto Gesto
- Instituto Humanize
- Instituto Península
- Instituto Positivo
- Instituto Reúna
- Instituto Sonho Grande
- Instituto Unibanco
- Instituto Votorantim
- Itaú Educação e Trabalho
- Itaú Social

- Jeduca
- Lys Academy
- Mexicanos Primero
- Ministerio de Educación Nacional
- Movimento Colabora Educação
- Movimento Pela Base
- Movimento Profissão Docente
- Núcleo de Investigação e Ação Social e Educativa (NIASE)
- Oi Futuro
- Parceiros da Educação
- Porticus
- Secretaría de Educación de Atlántico
- Secretaría de Educación de Norte de Santander
- Servicio Local de Educación Pública Chinchorro
- Servicio Local de Educación Pública Costa Araucanía
- Tech Sabana
- Territorio Coquimbo
- Todos Pela Educação
- UNESCO Mexico
- União Nacional dos Dirigentes Municipais de Educação (Undime)
- Unicef Colombia
- Uniendo Caminos
- Universidad de los Andes
- Universidad Nacional Abierta y a Distancia UNAD
- Vía Educación
- Zorro Rojo

final credits

General coordination
Natura Institute

**Graphic design and layout
development**
Cubo AG

Text
Natália Decco

Photographs
Biscos Comunicação LTDA
Marcos Suguio

Review
Kátia Shimabukuro



instituto
natura

institutonatura.org

