

Passo Project

Progress Report

Date	March 02, 2025
Location	Passo de Camaragibe, AL, Brazil
Goal	To report on the development of the Passo Project from October 2024 to February 2025
Website	educall.org

The **Passo Project**, an initiative of **Education + AI in Action | The Nudelman Initiative**, aims to transform early childhood education in vulnerable communities by using Artificial Intelligence (AI) and technology as essential tools to enhance teaching practices and professional development for teachers.

This Monitoring Report presents the main activities, progress, and challenges of the project during the period from October 2024 to February 2025, reaffirming its commitment to educational innovation in Passo de Camaragibe. Key highlights for this semester include the integration of pedagogical coordinators into the project, the implementation of specific training for this group, the conduction of research involving all participating teachers, and the decision to change the target audience for the next cycle of the project, expanding it to include children aged 4 to 7 instead of 0 to 5.

At the end of this report, we have included an appendix with municipal data focusing on local educational indicators, which help contextualize the project's actions and support future decision-making.

Note: Classes in Passo de Camaragibe ended on November 14, 2024, and are scheduled to resume on March 10, 2025.



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Number of Schools, Teachers, and Students Reached by the Passo Project

The table below is based on information provided by the Municipal Department of Education of Passo de Camaragibe.

Table 1. Number of schools, teachers, and students in 2024, considering early childhood education for students aged 0 to 5.

Area	Schools	Teachers	Students
Urban	2	29	486
Rural	8	18	248
Coastal	2	12	182
Total	12	59	916

Table 2. Projected number of schools, teachers, coordinators, and students for 2025, considering early childhood and elementary education for students aged 4 to 7.

Schools	Teachers	Coordinators	Students
15	63	12	1177



Main Activities

This section summarizes the key activities carried out under Education + AI in Action | The Nudelman Initiative between October 2024 and February 2025.

- **School Coordinator Training**

As part of efforts to strengthen pedagogical management, we conducted the first specialized training session for pedagogical coordinators participating in the Passo Project. The inclusion of coordinators was evaluated as essential throughout the project's implementation and had already been indicated as one of the "Next Steps" in the previous Progress Report. Moreover, this need also emerged from the school community, which recognized the importance of involving coordinators in the project—both as mediators between teachers and the Passo Project and as direct supporters of teachers in using technological tools.

The training session, titled "**Roles and Challenges of the Pedagogical Coordinator in Early Childhood Education: How AI Can Help**," brought together nine coordinators. It addressed the challenges of pedagogical coordination in early childhood education, fostering reflections on the role of coordinators in monitoring teaching practices. Additionally, we explored AI's potential as a tool to support pedagogical organization, highlighting its ability to optimize time and enhance the support provided to teachers.

One of the initial activities encouraged participants to select an image representing the role of a pedagogical coordinator. Their responses highlighted a job requiring constant adaptation, balance, and resilience, emphasizing the ongoing effort to manage multiple demands, support teachers, and ensure school operations. Additionally, they expressed feelings of overload, difficulty in closely monitoring classroom practices, and the importance of the coordinator as a bridge between planning and execution.

Coordinators also shared their daily routines, revealing a workday filled with multiple responsibilities—from assisting teachers and families to organizing materials and supporting school activities. However, a critical issue raised was the lack of time for structured



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pedagogical actions, such as classroom observations and teacher training sessions. Many reported prioritizing administrative and urgent tasks, distancing themselves from their strategic coordination functions.

The training also explored how AI could support coordinators in their daily responsibilities. Discussions included the automation of administrative tasks, AI-assisted educational data analysis, and support in lesson planning. While AI cannot replace human mediation, it can streamline processes, freeing up time for a closer engagement with classroom practices.

The training received highly positive feedback, with strong participation and engagement from the coordinators. The discussion highlighted the need to reassess the structure and working conditions of this group to ensure they can fully perform their pedagogical roles. Next steps include expanding continuous training for coordinators and initiating discussions with the Municipal Department of Education (SEMED) to facilitate adjustments that support schools and teachers more effectively.



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Uma palavra sobre a formação de hoje:

19 responses

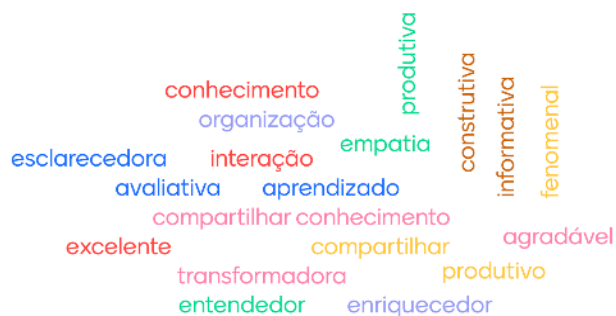


Image 1. Images of the training for pedagogical coordinators held in October 2024. Translation of the last image: “A word about today's training: knowledge, organization, interaction, learning, empathy, enlightening, enriching, constructive, informative, phenomenal, transformative, sharing knowledge”

● Interviews and Data Analysis

Between September and November 2024, we conducted semi-structured interviews with 53 teachers participating in the Passo Project, covering 91% of those involved. The goal was to



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gain deeper insight into how the introduced technological tools were used, the perceived benefits, and the challenges teachers faced in their pedagogical practice. The analysis combined qualitative and quantitative aspects, providing a comprehensive overview of the initiative's impact.

Teachers reported that the use of ChatGPT and tablets significantly improved lesson planning, making it more agile, diverse, and contextually relevant. The tools expanded their teaching repertoire, facilitated more creative practices, and supported activity adaptation for different learning levels. ChatGPT was particularly useful for structuring lesson sequences, offering suggestions aligned with the National Common Curricular Base (BNCC) and local context.

Another positive impact reported was a greater sense of professionalization and teacher appreciation. Many teachers stated that the tablet had become an essential tool in their daily work, allowing better organization of records, lesson plans, and pedagogical materials. Technology use also optimized time management, reducing the effort required to find activities and ideas, enabling teachers to focus more on student interactions.

Despite the progress, the interview analysis also revealed significant challenges. Among the main obstacles mentioned were the lack of adequate infrastructure, particularly the absence of stable internet in some schools, and the overload of tasks that limited the time available for deeper engagement with the tools. Furthermore, some teachers reported initial difficulties using ChatGPT and tablets, pointing to the need for ongoing training and technical support to ensure more effective use of technology in everyday school routines.

The quantitative data reinforces the qualitative perceptions. About 75% of teachers use ChatGPT for lesson planning, while 34% reported using it to adapt activities, and 25% for creating new ideas. The tablet, in addition to being widely used for planning, is also used for online diary entries (56%), multimedia content playback (36%), research (30%), and storytelling (21%). Furthermore, 76% of teachers using ChatGPT stated that they personalize the content suggested by the tool to better meet their students' needs.



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Finally, the interview analysis reinforces that the introduction of technology in the Passo Project has had positive impacts on pedagogical practices and student engagement. However, the reported challenges highlight the importance of continued investment in infrastructure, technical support, and specific training, ensuring that teachers can fully explore the potential of digital tools in their work.

Note: The full report of the Interview Analysis can be accessed at this [LINK](#).



Image 2. Teacher using tablet to record classroom activities.



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Image 3. Teacher using tablet to show images to students



Image 4. Teacher demonstrates how she organizes all her work material on the tablet.



Most Common Applications of ChatGPT

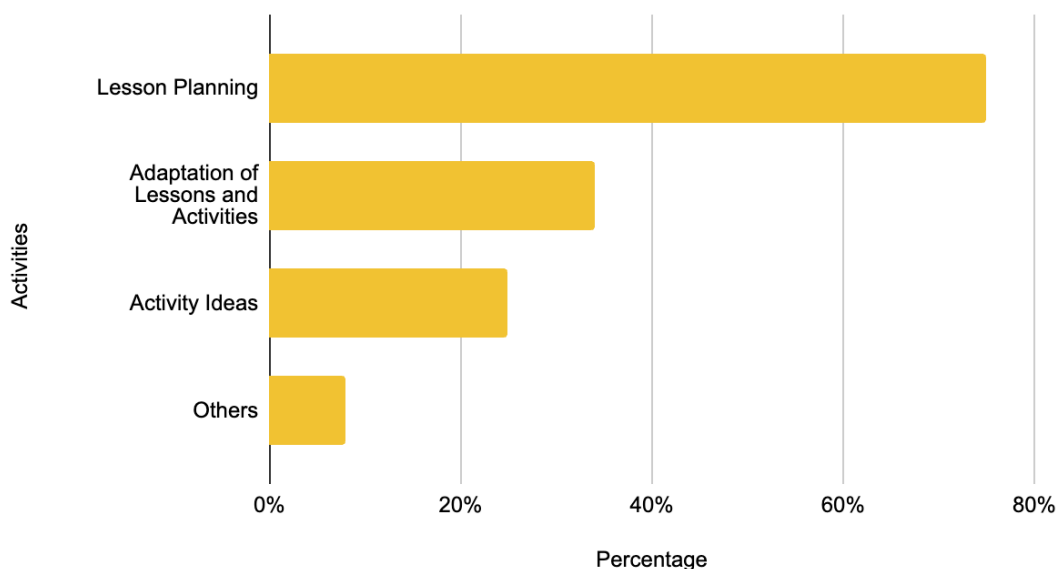


Image 5. The chart presents the main ways teachers use ChatGPT, indicating the percentage of participants who reported each type of application.

- Research on the Creation of a New AI Tool to Assist Teachers

In December 2024, a survey was conducted with the teachers participating in the Passo Project to understand the main challenges they face in their daily profession and evaluate how a new Artificial Intelligence tool could contribute to their teaching work. The survey, conducted online, had the participation of 24 teachers and two coordinators.

The results indicated that ChatGPT has been a valuable resource in time management, helping to avoid work overload, facilitating lesson planning, and assisting in supporting children with difficulties, including those with specific needs. However, some limitations were identified, such as difficulties in adapting to multigrade classes, occasional inaccuracies in the responses generated by the AI, and the lack of integration of ChatGPT with the online municipal system that teachers use for filling out data about their lessons.



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In response to this need, the Passo Project began developing a new AI tool, named Lisa, specifically designed to function as a teacher assistant. Lisa will initially focus on the Brazilian educational context, with features to assist in report generation, lesson planning, and filling out weekly planners, aiming to optimize teachers' time and improve content personalization.

Additionally, the survey highlighted the importance of families' role in the educational process, raising the proposal to create a messaging system for guardians, based on the content taught in the classroom, with the goal of strengthening the interaction between school and family.



Challenges

One of the main challenges identified was the shortening of the school year, which directly impacts the progress of the project. With less time available, teachers, coordinators, and other educational agents, such as SEMED technicians, become overloaded, making it difficult to fulfill their responsibilities. Additionally, there are fewer days to work directly with the teachers, which limits the effectiveness of training sessions and the follow-up on project activities.

Another relevant challenge is the constant turnover within SEMED staff and in the teams of teachers and coordinators at the schools. This turnover hinders communication among those involved and compromises the smooth continuation of the project's activities. The discontinuity in teams can lead to delays and difficulties in implementing planned activities.



Next Steps

The Passo Project will continue with strategies to ensure the continuity and strengthening of its actions. The next steps aim to enhance support for teachers and coordinators, expand the impact of technology use in education, and create structures that foster the exchange of experiences and professional development. Below are the main initiatives planned for the coming months.

1. **Shift in Focus:** In discussions with the Passo de Camaragibe Municipal Department of Education, it was decided that starting in 2025, the project will shift its focus, offering tablets and training for teachers and coordinators working with students aged 4 to 7. This change aims to meet the municipality's expectations of focusing efforts on elementary education, with an emphasis on improving literacy and mathematics assessments. The decision aligns with the project's objectives to support early childhood education, but now with an expanded approach to elementary education.
2. **In-service Training:** Develop and conduct new training sessions for teachers and coordinators, addressing not only the use of technologies such as tablets and ChatGPT but also pedagogical strategies aligned with the project's and municipality's guidelines.
3. **Continuous Evaluation:** Continue the process of ongoing evaluation to track the progress of teachers and the effectiveness of the project's actions, allowing for adjustments in strategies as needed.
4. **Mentorship Program:** Propose the creation of a mentorship program where the most engaged teachers can support their colleagues who face greater challenges, sharing knowledge and best practices.
5. **Individual Support:** Provide personalized support for teachers identified in the interviews as having more difficulties using technological tools, offering continuous and focused assistance.



6. Shared Digital Space: Propose the creation of a collaborative digital space where teachers can share lesson plans, activities, prompts, and different ways to use tablets and ChatGPT, promoting the constant exchange of experiences and pedagogical resources.
7. Workshop for Experience Sharing: Organize an event at the end of the school year for teachers to share their practices, learnings, and challenges encountered throughout the project. This space will allow the presentation of pedagogical strategies, the exchange of knowledge, and the appreciation of the experiences developed, strengthening the learning community among participants.



Conclusion

The Passo Project continues to advance in its mission to promote educational innovation and enhance pedagogical practices through technology and Artificial Intelligence. During the analyzed period, we consolidated the participation of coordinators in the project, deepened the research on the impact of digital tools in teaching practices, and made strategic decisions for the future, including shifting the focus to a new target audience.

The challenges faced reinforce the need for continuous adaptation and strategies that ensure the sustainability of actions. To achieve this, the project will continue investing in training, individualized support for teachers, and the creation of collaborative spaces for the exchange of experiences.

As we move forward, we reaffirm our commitment to improving early childhood and elementary education in Passo de Camaragibe, solidifying the use of technology as an ally in teacher training and student learning.



Appendix - About Passo de Camaragibe

Passo de Camaragibe is a small municipality located in the northeastern Brazilian state of Alagoas. The municipality had a population of approximately 13,804 inhabitants in 2022 (estimated at 14,076 people in 2024) and covers an area of about 251 square kilometers (IBGE 2022).



Image 1. On the left: Map of Brazil with the State of Alagoas in red. | On the right: Map of the State of Alagoas with the municipality of Passo de Camaragibe in red. *Source: Wikipédia.*

Work and Income

In 2022, the average monthly salary was 1.6 minimum wages. The proportion of employed people in relation to the total population was 17.13%. Considering households with a monthly income of up to half a minimum wage per person, 50.8% of the population was in this condition, placing the municipality in 67th position out of 102 among the state's cities and in 1246th position out of 5570 among the cities in Brazil (IBGE 2022).



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Economy

In 2021, GDP per capita was R\$22,090.3. In comparison with other municipalities in the state, it ranked 32nd out of 102 among the state's municipalities and 2933rd out of 5570 among all municipalities. The percentage of external revenue in 2015 was 88.9%, which placed it in position 57 out of 102 among the state's municipalities and 2445 out of 5570. In 2017, the total revenue generated was R\$42,381.76 (x1000) and the total committed expenses was R\$39,813.07 (x1000). This leaves the municipality in positions 51 and 49 out of 102 among the state's municipalities and in 2221 and 2133 out of 5570 among all municipalities (IBGE 2022).

Health and Environment

The average infant mortality rate in the city is 32.26 per 1,000 live births. Compared to all municipalities in the state, it is ranked 4th out of 102. When compared to cities across Brazil, this position is 395th out of 5570.

The city has 3% of households with adequate sanitary sewage, 18.9% of urban households on public roads with trees and 12.3% of urban households on public roads with adequate urbanization (presence of drains, sidewalks, paving and wire). When compared to other municipalities in the state, it is ranked 85th out of 102, 99th out of 102 and 39th out of 102, respectively. When compared to other cities in Brazil, its position is 5050 out of 5570, 5144 out of 5570 and 2558 out of 5570, respectively (IBGE 2022).

Education

In 2010, the school enrollment rate for 6 to 14 year olds was 97.3%. In comparison with other municipalities in the state, it was in position 23 out of 102. In comparison with municipalities across the country, it was in position 3221 out of 5570.

Regarding IDEB (Basic Education Development Index), in 2023, the IDEB for the early years of elementary education in the public network was 5.1, and for the final years, it was 4.4. In comparison with other municipalities in the state, it ranked 78th and 69th out of 102. In comparison with municipalities across the country, it ranked 4076th and 3632nd out of 5570 (IBGE 2022).



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In addition to data from IBGE (Brazilian Institute of Geography and Statistics), the Passo de Camaragibe education department made some data available to us about education in the municipality: IDEB 2023, Municipal Assessments Results and Reading Fluency Assessment.

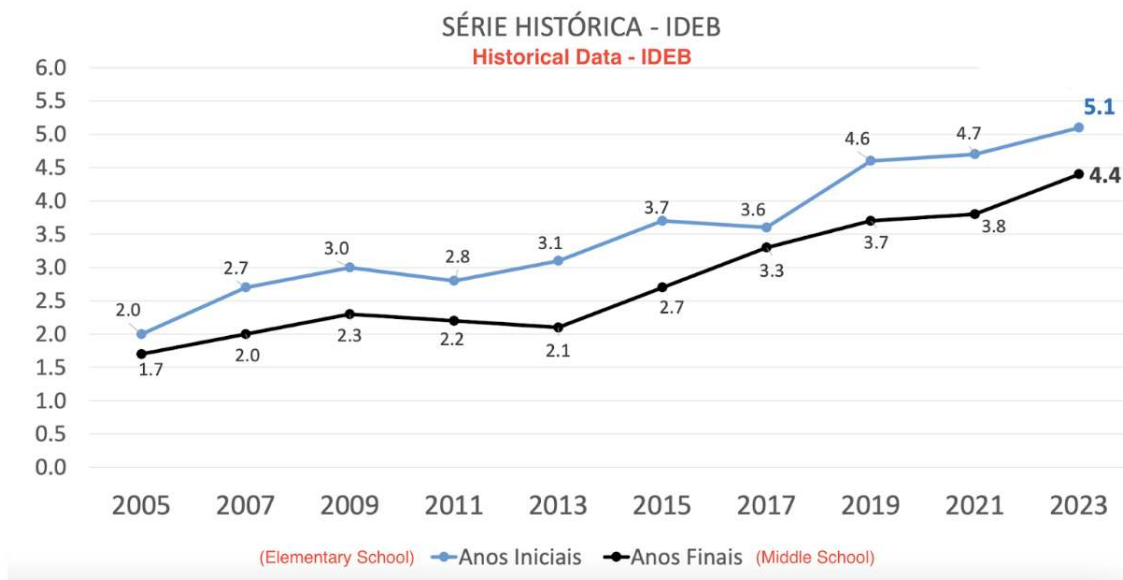


Image 2. Historical data of the Basic Education Development Index (IDEB) of elementary schools in Passo de Camaragibe.

According to the most recent IDEB data, there were improvements in the index for both elementary and high school levels, remaining at 5.1 and 4.4, respectively, in 2023.

Regarding the Municipal Assessment Results, since 2022, it is possible to see that both elementary school students in the early years (image 3) and students in the final years (image 4) scored less than 50% in the tests for Mathematics and Portuguese (elementary school) and in the tests for Mathematics, Portuguese, and Natural Sciences (high school).



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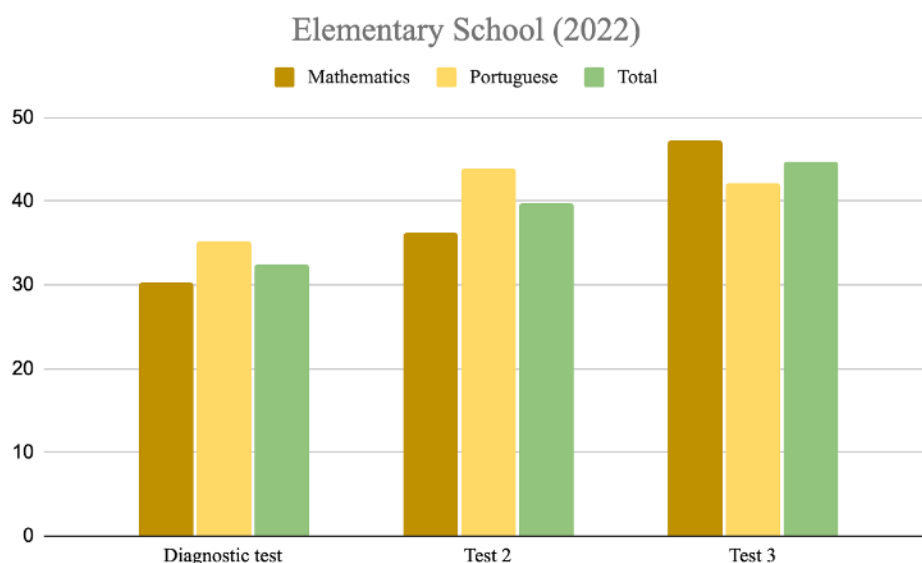


Image 3. Percentage of correct answers in Mathematics and Portuguese for 4th-grade students in three different tests conducted throughout the school year. Source: Municipal Education Department of Passo de Camaragibe.

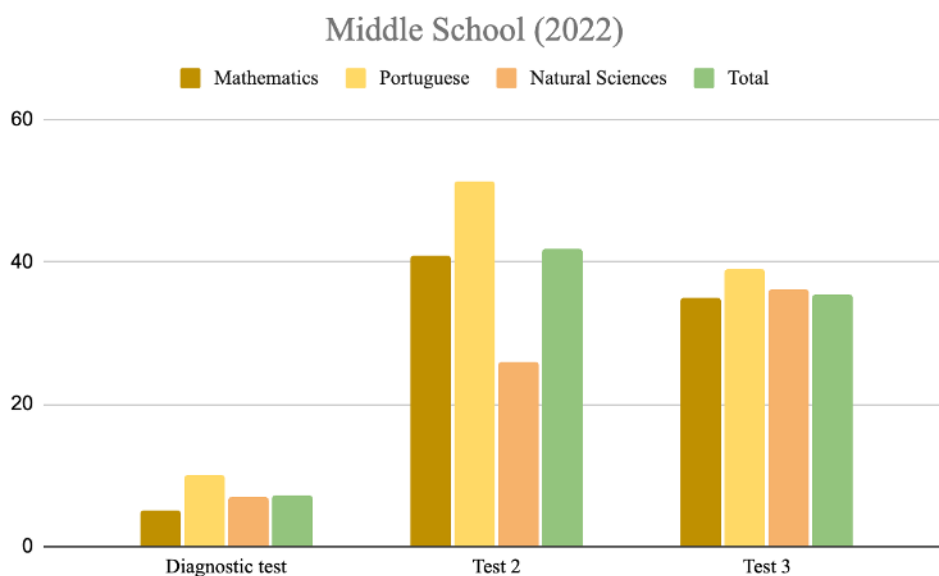


Image 4. Percentage of correct answers in Mathematics, Portuguese, and Natural Sciences for 8th-grade students in three different tests conducted throughout the school year. Source: Municipal Education Department of Passo de Camaragibe.



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The Reading Fluency Assessment shows that the majority of students from the second year of elementary schools in Passo de Camaragibe are considered “pre-readers” (represented by color yellow in the chart) or “beginning readers” (represented by light green color in the chart) with low reading fluency.



Image 5. Reading Fluency Assessment - Results by municipality - Comparison between editions. Yellow: pre-readers; Light green: beginning readers; Dark green: fluent reader. *Source: Department of Education of Passo de Camaragibe.*



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