

Passo Project

Progress Report

Date	September 2, 2025
Location	Passo de Camaragibe, AL, Brazil
Objective	To report on the development of the Passo Project from March to August 2025
Website	educall.org

The **Passo Project**, an initiative of **Education + AI in Action | The Nudelman Initiative**, aims to transform early childhood education and the initial years of elementary education in vulnerable communities by using Artificial Intelligence (AI) and technology as key tools to improve pedagogical practices and the professional development of educators.

This Progress Report presents the project's main activities, achievements, and challenges during the period from March to August 2025, reaffirming its commitment to educational innovation in Passo de Camaragibe.

During this period, the shift in focus defined in the previous cycle was consolidated: as of 2025, the project began serving teachers and coordinators working with children aged 4 to 7 years old, supporting the municipality's goals of improving literacy and mathematics indicators.

Note: In 2025, the school year began on March 12.



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Number of schools, teachers, coordinators, and students reached in 2025

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

Table 1. Number of schools, teachers, coordinators, and students reached by the Passo Project in 2025, considering students aged 4 to 7.

Schools	Teachers	Coordinators	Students
15	63	12	1177



Main Activities

This section presents a summary of the core activities carried out under Education + AI in Action | The Nudelman Initiative from March to August 2025.

- **Redistribution of Tablets**

Following the decision made with the Municipal Department of Education (SEMED) at the end of 2024, the project carried out a redistribution of tablets in March to include all teachers and coordinators working with children aged 4 to 7. This represented an important logistical reorganization: equipment from non-priority classes was collected and reassigned to new beneficiaries, with updates to user records, device cleaning, and installation of the applications used in the project.

This adjustment allowed the 2025 training sessions and follow-ups to focus more directly on literacy needs and the development of mathematical skills, in line with municipal goals.

Despite the scope of the redistribution, three coordinators and twelve teachers chose not to receive a tablet. Their reasons varied: eleven already had their own computer or tablet; two expressed concern about potential costs that the device might generate; one mentioned lack of time to use it but indicated she may reconsider later; and one said she prefers to use her phone for work and intends to purchase her own computer. Importantly, not receiving a tablet does not prevent participation in the project, and all teachers and coordinators who declined the device remain eligible and invited to join training sessions and other activities of the Passo Project.



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Image 1. Delivery of a tablet to the pedagogical coordinator of Ernesto Gomes Maranhão Municipal School, March 2025.

- In-service Training Sessions – “Education and Artificial Intelligence” Cycle

The first semester training program featured a cycle dedicated to the relationship between education and Artificial Intelligence, led by Helena Andrade Mendonça from the Centro de Formação da Vila. The cycle included two complementary sessions:

Session 1 – May 10, 2025

Topic: *Education and Artificial Intelligence: Exploring Contexts, Challenges, and Opportunities*

The training session, held in an in-person format with remote facilitation, brought reflections on the impacts of AI in the school environment, addressing topics ranging from the fundamentals of generative AI to its ethical, social, and political implications. Practical



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examples of pedagogical applications were presented, along with strategies to promote human agency, inclusion, and diversity.

The reflections recorded at the end of the first session revealed a high level of engagement and interest among participants. Many highlighted the relevance of understanding the presence and importance of Artificial Intelligence in everyday life, as well as the opportunity to learn about new platforms and technological tools. The information shared was recognized as valuable, particularly regarding different AI platforms, digital footprints, and opportunities for pedagogical innovation.

Among the main takeaways, participants mentioned deepening their knowledge of AI concepts, risks, and ethics in the use of these technologies, as well as the usefulness of the new tools presented and strategies for applying them in the school environment. They also emphasized the importance of formulating effective questions, critically analyzing responses, and integrating AI into pedagogical practices.

Aspects identified for further exploration included the need for more knowledge about the suggested platforms, greater hands-on exploration of the tools introduced, building and interpreting spreadsheets and data, and ways of applying the proposals discussed directly in the classroom.



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Gostei de saber LIKE	Apreendi e vou levar comigo LEARNED	Quero saber mais sobre... LACKED
+	+	+
Gostei muito saber o quanto é importante a IA no nosso cotidiano e o quanto ela está inserida em nosso dia a dia 👍 1 🗳 0	Gostei de aprender um pouco mais sobre a IA 👍 2 🗳 0	Quero saber mais sobre o AVA e como explorar mais as plataformas que foram sugeridas hoje! 👍 2 🗳 0
Sim --- Irei levar em minha bagagem todas as informações, novas plataformas e novas ferramentas. 👍 4 🗳 0	Gostei de aprender sobre os riscos e a parte da ética no uso de IA 👍 0 🗳 0	Quero saber mais sobre as novas ferramentas, procurar me aprofundar em conhecer-lás. 👍 0 🗳 0
Gostei de saber sobre as outras plataformas de IA 👍 3 🗳 0	Gostei de aprender o uso de novas ferramentas 👍 0 🗳 0	Gostaria de saber sobre o perplexit 👍 0 🗳 0
Muito enriquecido as informações adquiridas pelo o programa da IA, para a inovação da tecnologia 👍 0 🗳 0	As novas ferramentas apresentadas. E seus usos no ambiente escola 👍 0 🗳 0	Saber explorar mais Ava e as ferramentas 👍 0 🗳 0
Gostei de conhecer novas oportunidades 👍 2 🗳 0	Vou levar comigo tudo que foi passado hoje, principalmente, a plataforma onde deixa transparente de onde vem as informações contidas e dá sugestões de atividades. Também vou usar bastante a que podemos conversar sobre as informações disponibilizada. Por que, dessa forma, conseguimos aderir o conhecimento em vez de apenas ler o documento. Isso vai me ajudar bastante no meu dia à dia! 👍 1 🗳 0	Quero aprender mais sobre o ambiente AVA. Como devemos usá-lo. E também sobre as ferramentas IA que foram apresentadas hoje. 👍 0 🗳 0
Gostei de saber de onde vem a IA e sobre os rastros digitais que deixamos. 👍 3 🗳 0	Aprendi a elaborar perguntas acertivas, e a observar as respostas para ter a certeza que estão corretas 👍 0 🗳 0	Quero saber mais como elaborar planilhas, e entender um pouco mais sobre dados. 👍 0 🗳 0
Gostei de conhecer outra plataforma, e certamente usar explorar bastante 👍 2 🗳 0	Aprendi a importância de trabalhar a IA nas propostas pedagógicas 👍 0 🗳 0	Quero saber um pouco mais sobre as novas ferramentas 👍 0 🗳 0
Gostei das informações apresentadas. Principalmente das ferramentas novas 👍 1 🗳 0		Como trabalhar estas propostas em sala de aula, através de encontros como estes 👍 0 🗳 0

Image 2. Feedback wall with participants' reflections from the first training session

Translation of some feedbacks from Image 2:

Liked

"I really liked learning how important AI is in our daily lives and how much it is already embedded in them."

"I will take with me all the information, new platforms, and new tools."

"I liked learning about other AI platforms."

"I enjoyed learning where AI comes from and about the digital footprints we leave behind."

Learned

"I appreciated learning about the risks and the ethical aspects of using AI."

"The new tools introduced and their uses in the school environment."

"I learned to ask effective questions and to critically analyze the answers to ensure they are correct."

"I learned about the importance of incorporating AI into pedagogical proposals."



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Want to learn more about

“I want to know more about the AVA and how to better explore the platforms suggested today.”

“I would like to learn more about Perplexity.”

“I want to learn more about the AVA environment—how we should use it—and also about the AI tools that were presented today.”

“How to implement these proposals in the classroom, through sessions like this.”

Session 2 – June 7, 2025

Topic: *Education and Artificial Intelligence: Exploring Contexts, Challenges, and Opportunities – Meeting 2: Hands-On!*

This meeting was conducted online in a synchronous format and focused on the practical experimentation with AI tools, exploring their functionalities, limitations, and pedagogical uses. Participants tested resources, discussed criteria for selecting tools, and reflected on the importance of maintaining a critical stance toward technology.

The cycle included teachers and coordinators from both urban and rural areas, fostering the exchange of experiences and strengthening the sense of community among educators.

Evaluations of the second meeting showed that the dynamic, interactive, and practical approach was very well received, promoting experience sharing and interaction among participants. The relevance of the proposed activities, the new skills acquired, and the sharing of important information were highlighted, as well as the opportunity to explore and become familiar with new technological tools applicable to the school context.

Participants reported learning more about the potential of AI to support teaching and learning, emphasizing the importance of filtering, adapting, and applying tools according to classroom needs. They also recognized the indispensable role of human action in the educational process, even in the presence of technological resources. Interest in specific tools, such as Perplexity, was cited as motivation for future study and exploration.



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Among the points noted as missing, participants mentioned the desire for more time to complete practical activities and better explore the tools presented, as well as the suggestion to provide a brief summary of the first day for those who did not attend. There were also reports of difficulty completing activities due to unfamiliarity with some resources, indicating opportunities to deepen training in future meetings.

Gostei O que eu gostei?	Apreendi O eu aprendi?	Faltou O que faltou?
+ O tema foi abordado de maneira muito dinâmica e interativa. 👍 2 🗳 0 Gostei que tiveram atividades mais práticas, onde pudemos conversar mais com os colegas, compartilhar e aprender. 👍 2 🗳 0 As novas habilidades, e às experiências contadas pelas colegas. 👍 2 🗳 0 Gostei das atividades propostas, trocas de experiências, e interações. 👍 2 🗳 0 Das interações das informações e do compartilhamento de informações importantíssimas. 👍 0 🗳 0 Gostei de todo conteúdo. Afinal é algo novo para mim, trabalhei na educação infantil nos anos 2017 e 2018 me afastei, fui trabalhar em uma outra área (hoteleria), agora voltei e me deparei com as novidades na área da educação muito análogas para aprender as novas ferramentas. Mas foi muito bom, bom mesmo. Parabéns a todos! 👍 0 🗳 0 De aprender como utilizar a tecnologia 👍 0 🗳 0 Os temas foram abordados de uma forma bem direta e muito comunicativa. Assim conseguimos tirar todas as dúvidas e conversar entres nós sobre o assunto. 👍 0 🗳 0 Gostei sim, bem construtivas as aprendizagens proposta pela a formadora. Parabéns! 👍 0 🗳 0	+ Precisamos nos aprofundar mais na IA, para descobrirmos como ela pode nos ajudar no nosso cotidiano. 👍 1 🗳 0 Obtive algumas informações importantes sobre o IA. 👍 0 🗳 0 Apreendi sobre sobre novas ferramentas, despertou a minha curiosidade. 👍 0 🗳 0 Perplexity! Apreendi que tem ótimas ferramentas a serem exploradas e quero aprender mais sobre elas, mas que a ação humana é sempre essencial e insubstituível! 👍 1 🗳 0 Conheci novas ferramentas de pesquisa 👍 0 🗳 0 Apreendi que a IA pode sim somar pra o ensino-aprendizagem, precisamos ter atenção, filtrar o melhor e adaptar para usar em sala. 👍 0 🗳 0 Sobre as novas ferramentas e as novas ideias compartilhadas. 👍 0 🗳 0 Que o uso da IA é de extrema importância no aprendizado, mas a interação humana é insubstituível. 👍 0 🗳 0	+ 👍 0 🗳 0 A formação foi muito bem direcionada pela formadora. 👍 0 🗳 0 Acho que poderia ter tido um resumo rápido sobre o primeiro dia de formação para quem não conseguiu participar. 👍 0 🗳 0 Não consegui finalizar uma das atividades por não conhecer outros recursos. 👍 0 🗳 0 Fui muito bem direcionada. 👍 0 🗳 0 Faltou tempo pra finalizar as atividades. 👍 0 🗳 0 Só um pouquinho mais de tempo para que pudéssemos usar as ferramentas ou conhecer melhor. *Perplexct* *Poe* Fiquei curiosa. Vou me aprofundar mais e explorar bastante as mesma. 👍 0 🗳 0 Eu não participei do primeiro encontro pois ainda não tinha assumido a turma. 👍 0 🗳 0

Image 3. Feedback wall with participants' reflections from the second training session

Translation of some feedbacks from Image 2:

Liked

"The topic was addressed in a very dynamic and interactive way."

"I liked that there were more practical activities, where we could talk more with colleagues, share, and learn."

"I enjoyed the proposed activities, the exchange of experiences, and the interactions."



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“The topics were presented in a very clear and communicative way. This allowed us to clarify all our doubts and discuss the subject among ourselves.”

Learned

“We need to go deeper into AI to discover how it can help us in our daily lives.”

“Perplexity! I learned that it has great tools to be explored and I want to learn more about them, but that human action is always essential and irreplaceable!”

“I learned that AI can indeed contribute to teaching and learning, but we need to pay attention, filter what is best, and adapt it for classroom use.”

“That the use of AI is extremely important for learning, but human interaction is irreplaceable.”

Lacked

“I think there could have been a quick recap of the first training session for those who were unable to attend.”

“I couldn’t finish one of the activities because I didn’t know the other resources.”

“There wasn’t enough time to complete the activities.”

“Just a little more time so that we could use the tools or get to know them better.”

Note on participation: Attendance in the training sessions ranged between one-third and one-half of all teachers and coordinators in the project. While reasons for this limited participation are not conclusive, factors likely include heavy workloads, scheduling conflicts, and differing levels of interest in the topics.

- **Development of Liza – AI Assistant for Teachers**

The first semester saw important progress in developing Liza, the AI-powered assistant designed to support teachers with lesson planning, report writing, and weekly planner preparation. Key steps completed between March and August included:



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- Defining core functionalities;
- Integrating with national curricula and educational content;
- Adapting language and usability to the Brazilian school context.

Some development was informed by interviews conducted with teachers who participated in the project last year. The testing phase with project teachers and coordinators is scheduled to begin in September 2025, enabling feedback collection and refinement before wider implementation.

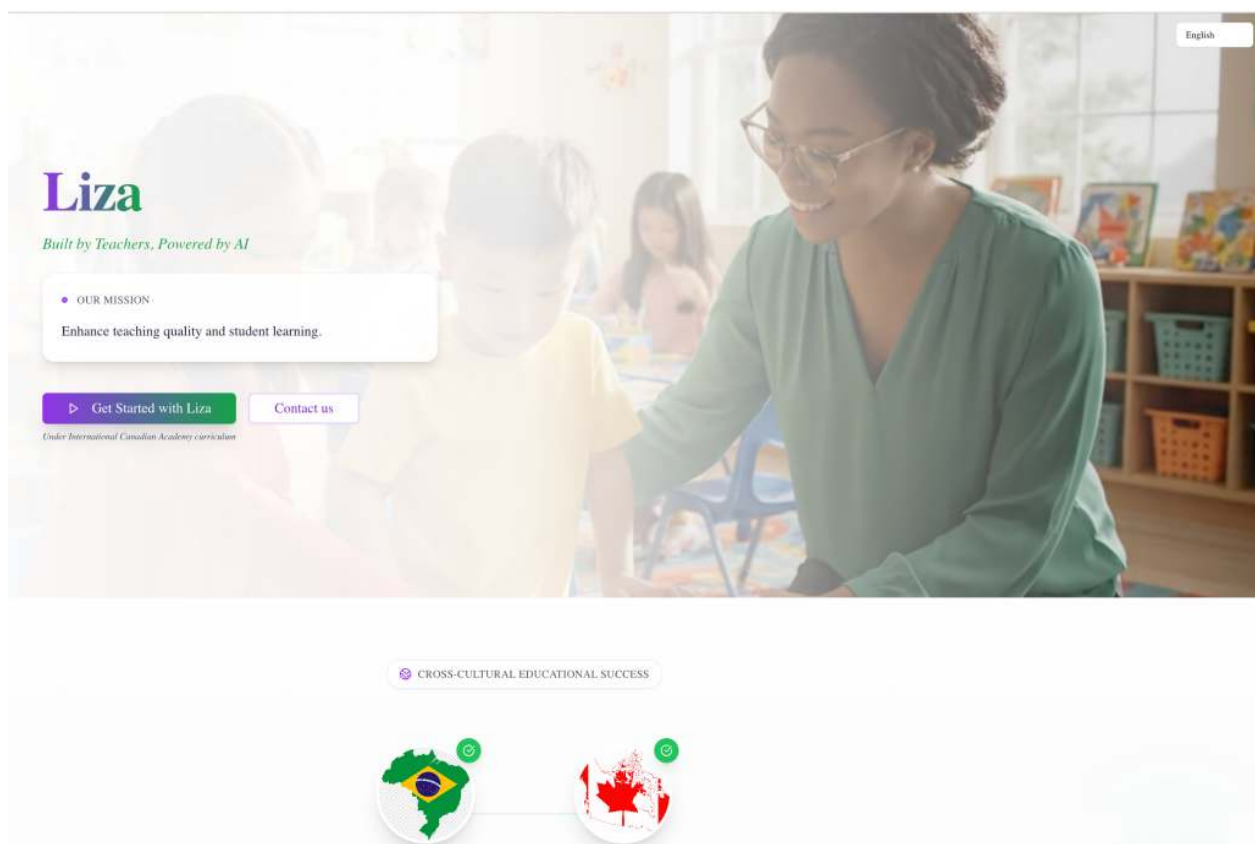


Image 4. Home page of the AI tool, Liza



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- School and Individual Follow-Up

The project maintained regular school visits and personalized support for teachers and coordinators requesting assistance. The focus included:

- Pedagogical use of tablets and ChatGPT;
- Lesson planning with technology;
- Adapting activities for multigrade classes;
- Strategies for student engagement.

During these visits, the team also observed significant progress in interventions suggested by the project and adopted by SEMED, such as:

- Monthly meetings between SEMED and pedagogical coordinators;
- Installation of air-conditioning in schools, improving comfort for teachers and students;
- Installation of playgrounds in municipal schools;
- Progress in the pursuit of the UNICEF Seal, reinforcing the municipality's commitment to child-focused policies.

These developments directly support the Passo Project's goals of creating more favorable school environments for children's learning and overall development.



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Image 5. Playgrounds installed in schools at the beginning of 2025. Records made during school visits from April to June 2025.



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Image 6. Records made during school visits from April to June 2025.



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- Joint Work with Associação Bem Comum

During this period, the Passo Project began working jointly with Associação Bem Comum on initiatives to strengthen the Municipal Department of Education and support literacy improvement efforts. Activities included workshops, evaluations, and technical support, which helped align pedagogical monitoring practices and broaden discussions on strategies for improving educational indicators in the municipality.

In July, a meeting was held with the Passo Project team, Associação Bem Comum, the mayor, the secretary of education, and SEMED staff. The purpose of this meeting was to present Associação Bem Comum's initiatives and confirm the municipality's interest in participating, marking the beginning of joint work.

As next steps, the first literacy fluency and mathematics assessments with elementary school students are planned for September and December 2025, carried out collaboratively by Associação Bem Comum and SEMED.



Challenges

From March to August 2025, the Passo Project faced several challenges that affected planned actions. Scheduling conflicts with SEMED events required adjustments to the training calendar, while heavy rains forced school closures for up to three weeks, reducing time available for in-person activities. There was also an initial misalignment of expectations between the project and SEMED regarding priorities and scheduling, which was resolved in a July alignment meeting.

Another significant challenge was limited participation in training sessions, which reinforces the need to better understand influencing factors—such as workload, scheduling, and levels of interest—in order to expand the reach of training activities.

Next Steps

In the coming period, the Passo Project will continue its cycle of monitoring and evaluation in schools, with special attention to teachers experiencing greater challenges with technology use. In September 2025, the testing phase of Liza will begin, providing valuable feedback before larger-scale rollout.

Further joint initiatives with Associação Bem Comum are also planned, focused on strengthening SEMED and improving literacy outcomes. Additional training sessions will be organized for teachers and coordinators, emphasizing the ethical, critical, and creative use of AI. The project will also work to increase participation in training, testing more flexible formats, diversified approaches, and closer alignment of schedules with SEMED.



Conclusion

The period from March to August 2025 was marked by important progress in consolidating the new phase of the Passo Project. AI-focused training sessions, the strategic redistribution of tablets, ongoing school monitoring, the development of Liza, and collaborative work with partner organizations demonstrate the project's commitment to pedagogical innovation and improving education quality.

While participants engaged deeply in training sessions, overall attendance was lower than expected, underscoring the importance of strategies to broaden participation and ensure that training impacts the entire target audience. Despite challenges related to climate, scheduling, and participation, the project maintained its focus on strengthening educators through continuous training, individualized support, and ethical integration of digital technologies into teaching practices.

Looking ahead, the Passo Project reaffirms its mission to contribute to building a school community that is better prepared, critical, and engaged—capable of using technology as a meaningful ally in the teaching and learning process.



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.

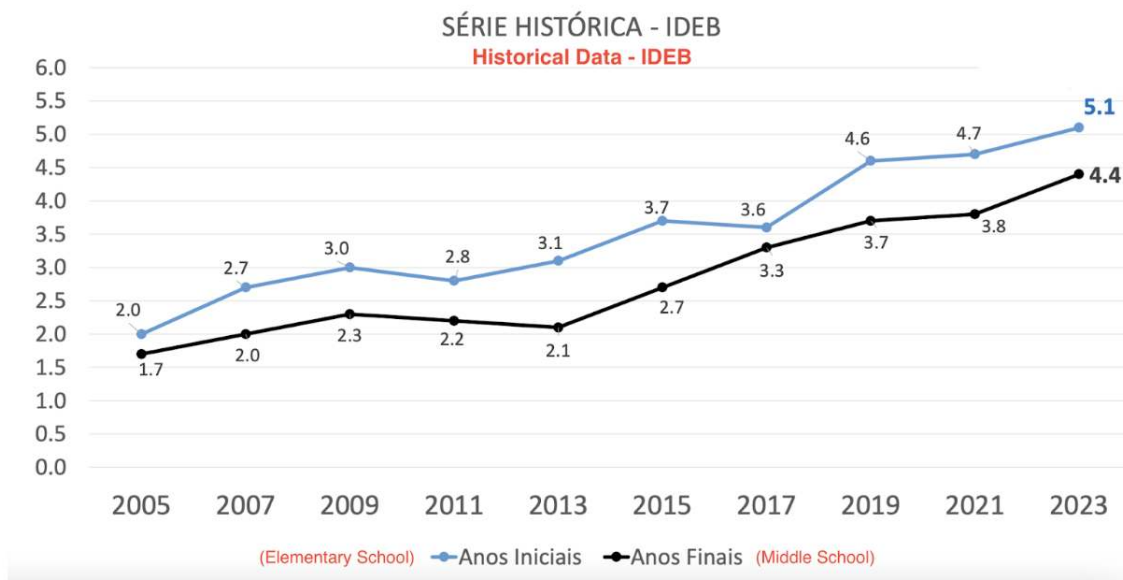


Image 2. Historical data of the Basic Education Development Index (IDEB) of elementary schools in Passo de Camaragibe.

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).

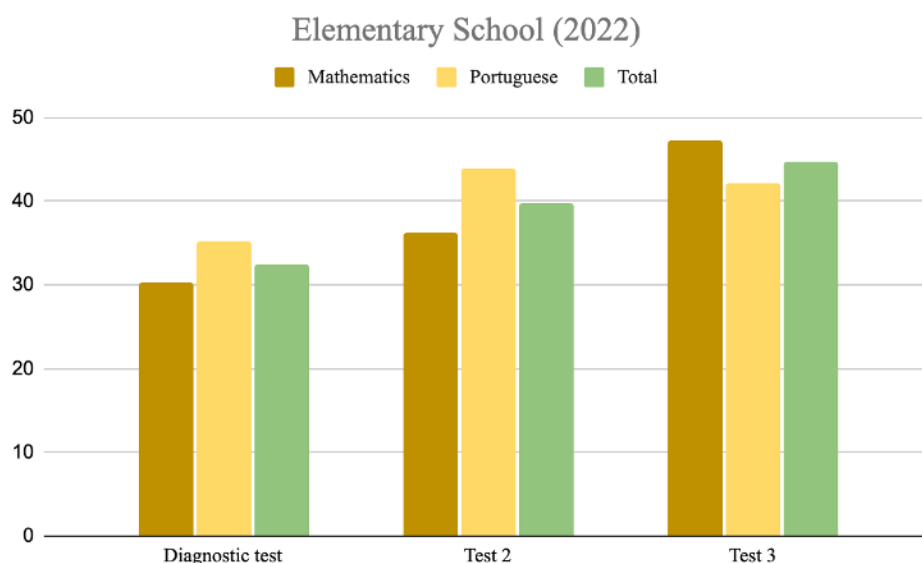


Image 3. Percentage of correct answers in Mathematics and Portuguese for 4th-grade students in three different tests conducted throughout the school year. Source: Municipal Education Department of Passo de Camaragibe.

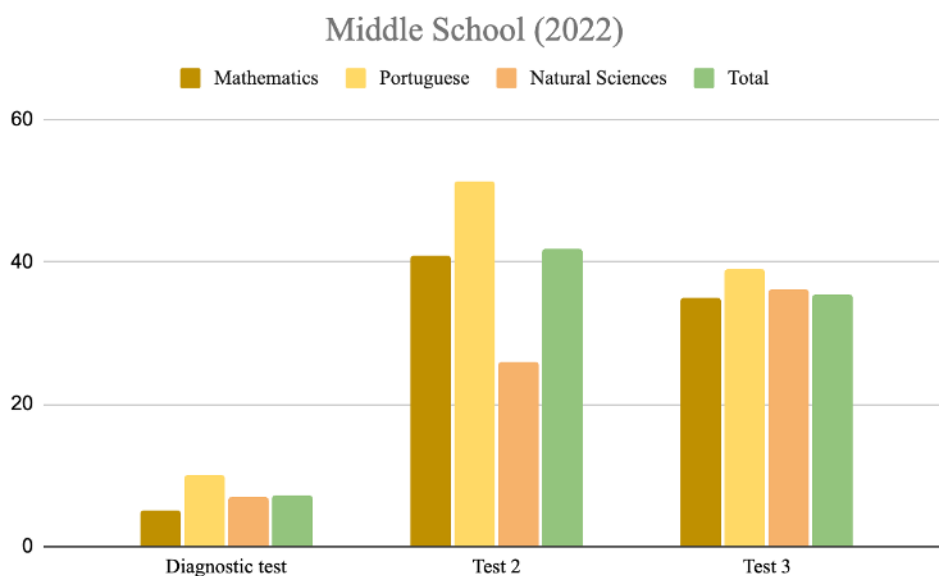


Image 4. Percentage of correct answers in Mathematics, Portuguese, and Natural Sciences for 8th-grade students in three different tests conducted throughout the school year. Source: Municipal Education Department of Passo de Camaragibe.



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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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