

**Call for Proposals**  
**FAPESP – Bracell Foundation – Fundação Itaú**  
**Research Grant to Strengthen Preschool Education**  
**06/2026**

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| <b>Launch of the Call:</b>               | 03/12/2026   |
| <b>Deadline for proposal submission:</b> | 06/12/2026   |
| <b>Results announcement:</b>             | After 10/16/2026   |
| <b>Projects start date:</b>              | After 11/01/2026   |
| <b>Type of funding from FAPESP:</b>      | Regular Research Grant / Thematic Project  |
| <b>Contact at FAPESP:</b>                | <a href="mailto:chamada-fpe@fapesp.br">chamada-fpe@fapesp.br</a>   |
| <b>Contact at Bracell Foundation:</b>    | <a href="mailto:filomena_krauel@bracell.com">filomena_krauel@bracell.com</a>                                   |
| <b>Contact at Fundação Itaú:</b>         | <a href="mailto:alexandre.moreira-santos@fundacaoitau.org.br">alexandre.moreira-santos@fundacaoitau.org.br</a> |

The São Paulo Research Foundation (FAPESP), the Bracell Foundation, and Fundação Itaú jointly announce this Call for Proposals to select research projects aimed at promoting the advancement of scientific knowledge applied to early childhood education in preschool settings.

This Call is based on the Agreement signed between FAPESP, the Bracell Foundation, and Fundação Itaú ([fapesp.br/17943](http://fapesp.br/17943)), which aims to promote research focused on the theme of “strengthening preschool,” seeking to contribute to the production of knowledge about early childhood education. The Call will select projects that aim to understand and analyze phenomena that characterize and impact this stage, in accordance with the research areas outlined in Annex III. Applied research guided by practical objectives with the aim of developing processes, methodologies, or solutions with concrete applications in early childhood education settings within the public school system will also be supported.

The Call marks the beginning of a collaborative effort aimed at the scientific community dedicated to the development of early childhood education. Its goal is to strengthen this field by building a solid foundation of knowledge capable of bridging

the gap between scientific research, educational practice, and the design of education policies.

The overarching goal of this initiative goes beyond the funding of individual projects. The three partner institutions share the view that advancing knowledge in the field of early childhood education requires continuity, coordination, and collective investment. In this sense, this inaugural Call focuses, initially, on expanding the scientific community by attracting new researchers and consolidating research networks around the theme of early childhood education.

In future phases, the initiative aims to further strengthen this field of research by promoting greater coordination among researchers, consolidating institutional ties, and fostering the maturation of a scientific community dedicated to the topic of preschool. The expectation is that this coordination will contribute to greater depth, continuity, and visibility to knowledge production in the field, laying the groundwork for increasingly integrated and collaborative research agendas.

## **1. Purpose and features**

This Call is intended for Ph.D. holders and employed at research institutions in the state of São Paulo; it therefore represents an opportunity for researchers who wish to lead their own projects with academic and social impact in early childhood education.

Selected projects will be funded under the Regular Research Grant or Thematic Project categories, in accordance with the guidelines, eligible expenses, and merit criteria established by FAPESP for these funding lines ([fapesp.br/apr](http://fapesp.br/apr) or [fapesp.br/tematico](http://fapesp.br/tematico)). Funding may cover expenses directly associated with conducting the research, such as stipends, consumables, fieldwork, organizing scientific meetings, and other duly justified costs.

Additionally, this opportunity offers the possibility of applying for Public Education Fellowships—Pedagogical Improvement, under the terms of FAPESP's Public Education Program ([fapesp.br/ensinopublico](http://fapesp.br/ensinopublico)). These grants may be used to

strengthen the interface between academic research and the reality of public school systems, expanding dialogue with schools and teachers and contributing to the training of researchers and educators committed to basic education.

## **2. Application requirements**

- a. The applicant must be a faculty member or have an employment relationship with a higher education institution or research institute based in the State of São Paulo, whether public or private, and comply with the guidelines for Regular Research Grants or Thematic Projects;
- b. Each Principal Investigator may submit only one proposal under this Call
- c. The Principal Investigator must indicate in the proposal the anticipated number of fellowships for each category/level;
- d. An activity plan must be submitted for each fellowship requested;
- e. The team may include Associate Researchers, fellows, undergraduate or graduate students, technical support staff, administrative support staff, and professionals from public schools;
- f. Researchers affiliated with institutions outside the State of São Paulo or outside Brazil may participate as collaborators or Associate Researchers, provided that the proposal is led and submitted by a researcher residing in the State of São Paulo;
- g. Team members must be included when completing the proposal in SAGe, under the “General Project Data” tab, in “People Involved.” All research team members must have an up-to-date SAGe registration and provide a copy of their identification document.

## **3. Proposal eligibility criteria**

Proposals submitted must aim to:

1. Contribute to improving the quality of public education;
2. Foster applied research that addresses specific challenges in early childhood education in public schools;
3. Promote partnerships between research institutions and state and municipal early childhood education centers, with a goal of developing innovative teaching practices at the local level;
4. Encourage the joint development and implementation of projects by researchers and early childhood education professionals, ensuring that all stages of the research are documented and subject to critical reflection by both groups;
5. Expand the production of knowledge that supports the formulation of broadly applicable educational policies and that contributes to the improvement of teacher qualifications, strengthening their role in disseminating contemporary scientific and technological knowledge to new generations.

Proposals must fall under one or more of the following themes (see details in Appendix III), producing studies that explore the proposed topics and/or conduct research on them. It is important that the proposal explicitly state which theme(s) it seeks to address:

1. Preschool management;
2. Curriculum and pedagogical practices in preschool;
3. Neuroscience and learning in preschool;
4. Mathematical literacy in preschool;
5. Assessment of child development in preschool;
6. Professional development of preschool educators;

7. Inclusion and equity in preschool;
8. Technology in preschool;
9. Best practices and educational policy formulation;
10. School-family-community relationships with a focus on preschool.

In addition, proposals with multidisciplinary approaches and/or those involving international partnerships will be prioritized in the review process.

#### **4. Duration**

The duration of proposals submitted under the Regular Research Grant category must be between 24 and 36 months. The duration of proposals submitted under the Thematic Project category, exceptionally for this Call, must be up to 36 months.

#### **5. Budget**

FAPESP, as established in the agreement signed with the Bracell Foundation and Fundação Itaú, will cover the costs of the research project in accordance with the rules and guidelines for Regular Research Grants (for projects with a budget ceiling of R\$ 600,000.00) or for Thematic Projects (with no budget ceiling). Proposals will be approved up to the budget limit of the Call (a total of R\$ 6,400,000.00 (six million four hundred thousand reais)). The budget for the research project submitted to FAPESP must be detailed, and each item must be specifically justified in terms of the objectives of the proposed project. These funding categories may cover activities related to research development in other states, including fieldwork, provided that the Principal Investigator is affiliated with a host institution in the state of São Paulo.

##### **5.1. Funding for the research Project**

Eligible items include the following:

- a) Permanent equipment purchased domestically and imported;

- a. The Regular Research Grant program is not intended to support the purchase of large-scale equipment; only items with an individual value of less than R\$150,000.00 may be requested (including accessories and add-ons in this total, at FAPESP's discretion).
- b) Consumables purchased domestically and imported;
- c) Third-party services contracted domestically and abroad;
  - a. When the request includes costs for third-party services provided by a legal entity at the project's Host Institution, the justification for these services must be detailed and itemized, including a breakdown of the cost of the requested service into consumables, personnel, and other costs. All personnel costs must be borne by the Host Institution. The cost of the requested service will be analyzed, including consideration of its competitiveness with other providers of similar services.
- d) Transportation and per diem expenses for activities directly related to the proposed research, including for the visit of Visiting Researchers;
  - a. For the use of per diem allowances in Brazil or abroad, the rules described in [PR Ordinance No. 35/2020](#) and the rate tables available at [fapesp.br/valores](http://fapesp.br/valores) must be observed.
- e) Scholarships as a Budget Item, in accordance with the guidelines described at [fapesp.br/bco](http://fapesp.br/bco), in the following categories:
  - a. Undergraduate Research (the student must have already completed a sufficient number of courses relevant to the development of the research project);
  - b. Master's Degree (the nominated student must have been accepted into the graduate program at the project's Host Institution);

- c. Direct Doctorate (the nominated student must have been accepted into the graduate program at the project's Host Institution);
- d. Doctorate (the nominated student must have been accepted into the graduate program at the project's Host Institution);
- e. Postdoctoral Fellowship (the selection process must be international and must be documented at the time of each fellowship's implementation. If, at the time of the fellow's nomination, there is no submission of documents proving the conduct of a public and international selection process, the fellowship will not be granted by FAPESP);
- f. Scientific Journalism (JC);
- g. Technical Training and Course Participation;
- h. Public Education - Pedagogical Improvement (EP):
  - i. EP-1, for candidates who have completed a bachelor's degree. Dedication of 4 hours per week to activities supporting the research project;
  - ii. EP-2, for candidates who have completed a bachelor's degree. Dedication of 8 hours per week to activities supporting the research project;
  - iii. EP-3, for candidates who have completed a master's degree. Dedication of 4 hours per week to activities supporting the research project;
  - iv. EP-4, for candidates who have completed a master's degree. Dedication of 8 hours per week to activities supporting the research project;
  - v. EP-5, for candidates who have completed a Ph.D. Dedication of 4 hours per week to activities supporting the research project;

- vi. EP-6, for candidates who have completed a Ph.D. Dedication of 8 hours per week to activities supporting the research project.

Information on scholarship amounts can be found in the tables available at [fapesp.br/valores/bolsasnopais](https://fapesp.br/valores/bolsasnopais).

## 5.2. Technical reserve

The Guidelines for the Use of Technical Reserve Funds are available at [fapesp.br/rt](https://fapesp.br/rt).

## 5.3. Non-fundable items

The following are not eligible for funding: salaries of any kind; third-party services that are not of a technical or temporary nature; construction projects that result in an increase in floor area; and administrative materials and services. Other restrictions on the use of funds granted by FAPESP are specified in the Guidelines for the Use of Funds and Reporting on Grants and Scholarships, available at [fapesp.br/normaspc](https://fapesp.br/normaspc).

## 6. Proposal submission

The deadline for submitting proposals is **June 12, 2026**. Proposals will not be accepted after the submission deadline, and no amendments or clarifications will be accepted, except those explicitly and formally requested by FAPESP.

Proposals must be submitted by the Principal Investigator through FAPESP's Management Support System (SAGe). The specific path for this Call is: **New Initial Proposal > +Other Funding Lines > +Cooperation Agreements > +Bracell Foundation and Fundação Itaú - Research Project - Regular or Research Project - Thematic > +Call for Proposals (2026)**.

Within SAGe itself, under the "Manuals" link, you can find documents that provide guidance on user registration, the preparation and submission of grant proposals, and the application for registration of a research institution.

## 7. Required documents

The following documents are required for the submission of a proposal for Regular Research Grants or Thematic Projects:

a) Research proposal: The research proposal must objectively outline the significance of the intended contribution to the field of early childhood education, with a focus on preschool. It must clearly state the objectives, scientific rationale, and appropriateness of the methods employed. The body of the proposal must be no longer than 25 pages, not including appendices.

b) Curriculum vitae of the Principal Investigator and each of the Co-Principal Investigators and Associate Researchers.

c) Results of previous grants: if the Principal Investigator has participated as Principal Investigator, Principal Researcher, or as a recipient of other grants or scholarships or fellowships awarded by FAPESP, submit a document containing the results, project titles, and grant numbers from the last 5 years. If the applicant has not participated in FAPESP grants, scholarships or fellowships, submit a document containing the following statement: “The principal investigator has not received support from FAPESP under the conditions defined in the regulations in the last 5 years.”

d) Individual activity plans for each Undergraduate Research, Master’s Degree, Direct Doctorate, Doctorate, and Postdoctoral Fellowship, Scientific Journalism, Public Education – Pedagogical Improvement, Technical Training, and/or requested Course Participation, prepared in accordance with the instructions available at [fapesp.br/bco](http://fapesp.br/bco):

d.1) It is not necessary to indicate the fellow’s name when submitting the grant proposal. If the fellowship is approved, the Principal Investigator for the grant must organize a selection process to choose the fellow.

e) Quotes from authorized suppliers/representatives: for each durable item whose value exceeds ten minimum wages, submit three quotes or indicate if there is a single supplier.

f) Data management plan, prepared in accordance with the guidelines available at [fapesp.br/gestaodedados](http://fapesp.br/gestaodedados). The document must be no more than two pages long and indicate:

- f.1) what data will be generated by the project; and
- f.2) how it will be preserved and made available, taking into account ethical, legal, confidentiality, and other issues.

g) Statement from the Head of the Host Institution, following the template available for download on SAGe.

h) Information approved by the Host Institution regarding institutional infrastructure, in accordance with the template in Annex II available for download on SAGe, containing a description of the institutional support and infrastructure available and to be made available for the project's development, including:

- h.1) Academic, administrative, and technical support services available at the Host Institution;
- h.2) Facilities;
- h.3) Personnel hired by the Host Institution to support the project.

It is the Principal Investigator's sole responsibility to ensure the correct submission, within the stipulated deadline, of all documents required in this Call, under penalty of the proposal being returned.

## **8. Analysis and selection**

Applications submitted to FAPESP will be reviewed in five stages, involving the participation of ad hoc reviewers, FAPESP Scientific Advisors, and members of the Steering Committee for the agreement between FAPESP, the Bracell Foundation, and

the Fundação Itaú. The five stages of the review process are listed below and described in the following order:

- a) Proposals' eligibility filter and appointment of ad hoc reviewers for eligible proposals by FAPESP's Scientific Advisory Board;
- b) Review and issuance of opinions by the ad hoc reviewers;
- c) Review and issuance of a recommendation by FAPESP's Scientific Advisory Board;
- d) Collegiate review and issuance of a recommendation by the Management Committee of the agreement;
- e) Decision by the Scientific Director and review by FAPESP's Technical-Administrative Council and Superior Council.

## **9. Concessions**

Proposals will be approved based on the Call's available budget. The results of the Call will be announced starting on October 16, 2026.

If approved, the applicant must sign a Grant Agreement with FAPESP, which will specify the allocation of funds, as well as rights and obligations.

## **10. Inquiries**

To avoid any setbacks that might prevent your submission, please submit your inquiries well in advance, rather than waiting until close to the deadline for submitting proposals to the Call. Specific inquiries regarding FAPESP should be directed to [chamada-fpe@fapesp.br](mailto:chamada-fpe@fapesp.br).

## Annex I – Specific instructions for using SAGe

1. The Principal Investigator, as well as all other researchers and team members, must be registered in the SAGe system and confirm their participation in the proposal. We recommend that this be done well in advance of the submission deadline.

(i) Researchers who are not registered in SAGe must first register by accessing the system's webpage at [fapesp.br/sage](http://fapesp.br/sage), clicking on “Not registered?” and filling out the requested information. Simply registering as a user is not sufficient. After accessing the system, you must complete the required registration information, marked with “\*”, under “My Data” > “Update Registration”.

(ii) Researchers who are already registered must log in to SAGe using their usual username and password to access the system.

2. When submitting, please note that all fields marked with \* are required. You must submit the proposal once you have finished filling it out. A saved proposal does not mean a submitted proposal.

3. If you have any questions, you can use the “Manuals” link on the SAGe homepage to access the “*Researcher Support Manuals*.” The system also provides an English version with manuals for user registration and confirmation of participation in proposals.

IMPORTANT: It is strongly recommended that you complete the proposal in the system well in advance and that you periodically check for pending issues using the “Validate” option in SAGe. This can be done repeatedly as the proposal is being developed, allowing you to take the necessary steps for submission in a timely manner. When selecting the “Validate” option, the SAGe system will display the pending issues preventing proposal submission, based on the items that have been entered. If you have questions about using SAGe, in addition to the Manuals, FAPESP also offers support through the “Chat with FAPESP” service at [fapesp.br/converse](http://fapesp.br/converse).

## **Anexo II – General provisions**

Proposals that do not comply with any provision of this Call for Proposals will be disregarded.

FAPESP will not be held responsible for the submission of incomplete proposals due to IT technical issues, communication failures, communication line congestion, or other factors that hinder data transfer.

Only proposals submitted through the FAPESP system (SAGe) will be accepted. Submissions sent late, conditional, by mail, fax, or any format other than those established in this Call for Proposals will not be accepted.

Proposals submitted after the deadline defined in the Call for Proposals will not be accepted.

The submission of a proposal implies acceptance of the rules and conditions established in this Call and in applicable legislation, regarding which the applicant may not claim ignorance or disagreement.

The specific guidelines for each Call for Proposals will be available for assistance Monday through Friday, from 9 a.m. to 4 p.m.

Questions regarding the content of this Call should be directed exclusively to the email address [chamada-fpe@fapesp.br](mailto:chamada-fpe@fapesp.br). On the closing date of the Call, only messages received by 4:00 p.m. will be considered. FAPESP, at its discretion, may publish the question and the answer.

Any matters not covered herein will be resolved by FAPESP's Scientific Board.

## **Annex III – Thematic Areas**

## **1. Preschool Management**

- Research on practices, institutional arrangements, and management structures within Municipal Departments of Education, with a focus on government capacity, human resources management, funding, the use of technology, and the development of partnerships aimed at formulating and implementing innovative public policies for early childhood education.
- Research on school management practices in preschool, with an emphasis on the role of early childhood education unit managers, pedagogical coordinators, and other educational leaders in promoting quality.

## **2. Preschool Curriculum and Pedagogical Practices**

- Analysis of preschool curricula and/or pedagogical practices, exploring characteristics associated with quality and the processes of their implementation.
- Investigations into curricula and pedagogical practices' adherence to the specificities of the stage, the National Curriculum Guidelines for Early Childhood Education, the Quality and Equity Parameters, and the National Common Core Curriculum (BNCC).
- Research seeking to explore educators' relationship with the curriculum and the use of teaching materials and resources, as well as strategies to enhance learning and development, both in the classroom and outside of it.
- Preschool-to-elementary school transition practices, with a focus on the continuity of educational experiences.

## **3. Neuroscience and Learning in Preschool**

- Studies on child development and the application of learning sciences to promote foundational development and skills in preschool.
- Studies on child development in light of the learning sciences, investigating implications for the promotion of foundational skills in preschool, executive functions, self-regulation, creativity, and social-emotional development, among others.

#### **4. Mathematical literacy in preschool**

- Research on the development of mathematical literacy in childhood, considering the role of play, playfulness, games, and investigative experiences in enhancing pedagogical practices and expanding learning opportunities.

#### **5. Assessment of child development in preschool**

- Development, validation, and analysis of assessment instruments for both school management and children, considering cognitive and non-cognitive skills, resources required for implementation, records, and coherent pedagogical feedback, and their implications for public policies on early childhood education.

#### **6. Professional development of early childhood educators**

- Research on initial and continuing education, mentoring practices, and pedagogical support, as well as on the educator-child relationship and the role of school leaders in promoting professional development and the quality of interactions.

#### **7. Inclusion and equity in preschool**

- Studies on policies, curricula, pedagogical practices, and institutional strategies that promote inclusion and equity in preschool, taking into account the diversity of children and their contexts. This includes research focused on:
  - i. Inclusive education for children with disabilities, developmental disorders, and high abilities/giftedness;
  - ii. Early identification strategies and differentiated pedagogical interventions;
  - iii. Physical, communicational, curricular, and technological accessibility;
  - iv. Promotion of equity related to gender, race, ethnicity, socioeconomic status, region, and cultural and linguistic identity;
  - v. Education on ethnic-racial relations and on combating all forms of discrimination;
  - vi. Models of specialized educational services and intersectoral coordination.

## **8. Technology in Preschool**

- Analysis of the integration of technologies into the management and pedagogical processes of early childhood education, including the use of artificial intelligence, with research on potential, limitations, evidence of impact, and risks, including those related to accessibility and inclusion.

## **9. Best Practices and Educational Policy Formulation**

- Research on the identification, systematization, and evaluation of best practices with scalability potential, analyzing institutionalization mechanisms, federal collaboration frameworks, implementation challenges, and impacts on the effectiveness of early childhood education policies at large scale.

## **10. School-Family-Community Relationships with a Focus on Preschool**

- Studies on institutional arrangements, management practices, and pedagogical strategies that promote coordination between preschool, families, and the community, with a focus on shared responsibility for children's holistic development. This includes research focused on:
  - i. Models of family engagement and participation in school life, considering different socioeconomic and cultural contexts;
  - ii. School–family communication strategies, information flows, and the use of technologies to strengthen the bond;
  - iii. The impacts of family participation on children's cognitive, socio-emotional, and behavioral development;
  - iv. Intersectoral partnerships with health, social assistance, and cultural services, as well as other public facilities in the region.