INTRODUCTION

How Pernambuco Used AI to Prepare Public-School Students to Communicate Abroad

Programa Ganhe o Mundo gives students from Pernambuco's public-school system the opportunity to study abroad, experience another culture, and use a second language in real-world situations.

Preparing students for that experience involves more than helping them complete a written English assessment.

Many students had studied English for years and could recognize vocabulary, understand grammar rules, or answer written questions. Far fewer had regular opportunities to hold conversations, express themselves spontaneously, understand different speakers, or ask for help in English.

That gap becomes particularly important when students enter homes, schools, and communities abroad. English is no longer simply an academic subject. It becomes the language they need to navigate everyday life.

Beginning in September 2025, students selected through the 2024 Ganhe o Mundo selection process received complimentary access to Jinso for approximately four to five months.

Through WhatsApp, students used personalized, AI-powered learning experiences to practice conversational English and prepare for situations they could encounter during their exchange.

The deployment registered 537 students, delivered six program-aligned learning experiences, and generated more than 40,000 messages and interactions.

The Need

Traditional English instruction provided students with an important academic foundation. However, consistent conversational practice remained difficult to deliver across a large and geographically dispersed public-school system. Students needed an environment where they could practice repeatedly, receive immediate feedback, and make mistakes without feeling exposed in front of classmates.

The Technology

Jinso delivers personalized learning experiences through WhatsApp—a channel students already know and use in their daily lives. The AI tutor adapts to each learner's proficiency, supports written and spoken practice, and guides students through scenarios connected to their upcoming international experience. These include communicating with a host family, making polite requests, describing routines, asking questions, and navigating unfamiliar situations. Educators and administrators also gain visibility into participation, recurring language difficulties, and areas where additional academic support may be useful.

The Finding

> **The deployment achieved a reported 94% engagement rate, while 73% of participating students reached deep engagement, defined in the program report as more than 20 interactions during the final two weeks measured. Platform data also indicated that many students began producing longer and more structured responses over time. Interviews with program stakeholders suggested that the experience helped students build confidence, pronunciation awareness, and greater readiness to communicate abroad.**

EXECUTIVE SUMMARY

AI-Powered English Practice Reached 94% Engagement Across 537 Students

Pernambuco introduced Jinso to help Ganhe o Mundo students move beyond grammar-based preparation and develop the communication skills required for everyday life abroad. Beginning in September 2025, students selected through the program's 2024 selection process received four to five months of personalized English practice through WhatsApp. The deployment combined real-world scenarios, written and spoken practice, immediate feedback, and program-level visibility through a channel students already used.

537
STUDENTS REGISTERED
Public-school students preparing for international study experiences.

40K+
MESSAGES & INTERACTIONS
Generated across six targeted learning experiences.

94%
REPORTED ENGAGEMENT RATE
Strong participation across the registered student population.

73%
DEEP ENGAGEMENT
Students completing more than 20 interactions during the final two weeks measured.

4–5 Months
AI-POWERED PREPARATION
Beginning in September 2025.

Host Family
The scenario generated the highest participation by both number of students and total interactions.

LANGUAGE-USE INDICATORS

Within the group included in Jinso's message-quality analysis:

56%
increased their message length by at least 20%.

44%
demonstrated stronger sentence structure over time.

These indicators describe changes observed in student activity within Jinso. They are not presented as standardized proficiency gains.

> *One participating student reported that regular practice helped strengthen the skills they found most difficult: speaking, listening, pronunciation, and the confidence to communicate without being afraid of making mistakes.*
>
> STUDENT PERSPECTIVE

ABOUT THE PROGRAM

A statewide international-exchange initiative connecting language learning with academic and cultural experiences abroad.

Programa Ganhe o Mundo is an international-education initiative created by the Government of Pernambuco to provide public-school students with access to language learning and study-abroad experiences. Established by state law in 2011, the program was designed to make international mobility accessible to students who might otherwise have limited opportunities to live and study in another country.

The program combines second-language preparation with an immersive experience abroad. Selected students have the opportunity to continue their studies in an international educational environment, experience another culture, develop greater independence, and use English or Spanish as part of their everyday lives.

Preparing Students Across Pernambuco

Before the 2024 selection process, more than 20,000 students participated in preparatory English and Spanish classes delivered through 226 learning centers across Pernambuco's 16 regional education districts. These included centers located in Indigenous territories, as well as virtual English and Spanish classrooms designed to expand access to students across the state.

This preparatory stage helped students strengthen the language knowledge required to compete for an exchange place. It also reflected the program's broader objective: ensuring that students from geographically and socially diverse communities could participate in an international opportunity.

A Statewide Selection Process

A total of 9,727 students participated in the 2024 selection examinations. Candidates completed an objective language assessment covering reading, comprehension, interpretation, and vocabulary in English or Spanish. Eligibility also considered students' school attendance, academic performance in Portuguese and mathematics, and age at the time of travel.

Ultimately, 918 students were approved for exchanges in Canada, the United States, and Chile. For the first time, every one of Pernambuco's 184 municipalities, together with Fernando de Noronha, had at least one student represented among those selected.



The Challenge: Moving From Grammar to Real-World Communication

English was already part of students' education.

The challenge was that much of their previous learning experience emphasized grammar rules, written exercises, vocabulary lists, and recurring textbook topics. Students could spend years studying the language without developing the confidence to speak spontaneously.

A participating English teacher described meeting students who associated English almost entirely with grammar. Yet many of those same students regularly engaged with English-language music, games, online videos, and digital creators.

The problem was not necessarily that students disliked English. It was that they had rarely experienced English as a practical means of communication.

THREE STRUCTURAL BARRIERS

Limited Speaking Practice

Students had few opportunities to sustain conversations in English. Even when fluent teachers were available, limited classroom hours could not provide every learner with the repetition and individualized feedback required to develop confidence. Students often knew which words they wanted to use but hesitated because they were uncertain about pronunciation or afraid of making mistakes.

Uneven Instructional Capacity

The availability of conversational-English instruction varied across schools. Some educators were better positioned to support grammar and reading than extended spoken interaction. This could create an uneven experience for students depending on the resources available in their school. Jinso was not intended to replace teachers. It provided an additional practice environment that students and educators could use regardless of local speaking capacity.

Geographic Scale

Pernambuco is a large state, with students distributed across distant urban, rural, coastal, and inland communities. Providing frequent, live conversational practice to every student would be operationally difficult and expensive. A scalable solution therefore needed to: reach students wherever they lived; work through mobile devices; require limited onboarding; remain available outside school hours; adapt to learners with different proficiency levels.

> *Students did not necessarily reject English itself. Many were reacting to a learning experience dominated by rules rather than communication.*
>
> TEACHER PERSPECTIVE

The Solution: Real-World English Practice Through WhatsApp

Pernambuco introduced Jinso because it could provide individualized English practice across the state without requiring every student to attend additional live classes or use a computer laboratory. Jinso met students in an environment already central to their daily communication: WhatsApp.

WHY JINSO?

✓ WhatsApp-Native Delivery

Students could access learning experiences through a familiar channel without downloading or learning to navigate a separate application.

✓ Personalized Difficulty

Jinso adapted its language, prompts, explanations, and support to each learner's proficiency. Students needing more support received simpler prompts and added clarification, while advanced learners engaged with more complex scenarios and responses.

✓ Written and Spoken Practice

Students could practice formingcomplete responses, recording audio, understanding conversational prompts, and expressing their ideas rather than relying only on multiple-choice or grammar-based activities.

✓ Anytime Access

Practice did not end when the school day ended. Students could use Jinso at home, in the evening, on weekends, or during school holidays, creating opportunities for repetition that would otherwise be difficult to provide.

✓ Real-World Scenarios

The learning experiences were connected to situations students could encounter abroad, including:

- Introducing themselves; Communicating with a host family; Describing routines and preferences; Asking questions; Making polite requests; Participating in school activities; Navigating unfamiliar situations.

STUDENT USER JOURNEY



01

Access

Students receive access directly through WhatsApp, reducing onboarding friction.



02

Practice

Learners complete personalized scenarios through written messages and audio responses.



03

Feedback

Jinso provides immediate corrections, explanations, and opportunities to try again.



04

Develop

The experience adapts to each student while educators gain visibility into engagement and recurring areas of difficulty.

> *WhatsApp made it possible to reach students quickly through a channel they already understood, using only a mobile phone and basic connectivity.*
>
> ADMINISTRATOR PERSPECTIVE

What Made This Work: Practice Connected to the Program

Jinso was not introduced as a generic language-learning application.

The experience was designed around the specific communication needs of Ganhe o Mundo students and the situations they were preparing to encounter abroad. Four implementation principles helped turn access into meaningful participation.

Program-Aligned Learning Experiences

Jinso delivered six targeted learning experiences connected to students' preparation needs. Instead of practicing disconnected vocabulary, students worked through realistic situations. The Host Family lesson became the most-practiced experience by both number of learners and total interactions.

Rapid, Low-Friction Activation

The program needed a solution that could be introduced quickly. Because students were already familiar with WhatsApp, the deployment did not depend on extensive technical onboarding or a new application. Program stakeholders reported that this allowed the experience to move from initial planning to student use within a short implementation window.

Practice Without Public Pressure

Students could repeat activities privately and receive feedback without being evaluated in front of classmates. This was particularly important for learners who understood written English but avoided speaking because they were concerned about pronunciation or making mistakes.

Continuous Program Intelligence

Jinso did more than record whether students accessed the experience. The platform surfaced aggregate patterns related to: sentence construction; message length; vocabulary development; recurring grammatical difficulties; practical communication; engagement levels; areas where additional instructional support could be useful. This gave educators a level of visibility that would be difficult to create through large-group instruction alone.

> *Jinso brought language practice closer to the digital environment students already inhabited and created opportunities for students to practice beyond the limits of scheduled class time.*
>
> TEACHER PERSPECTIVE



How Jinso Measured Participation and Language Use

The deployment report analyzed activity across: 537 registered students; six learning experiences; more than 40,000 messages and interactions; four to five months of access beginning in September 2025.

The analysis focused not only on whether students accessed Jinso, but also on the depth and evolving quality of their participation.

ENGAGEMENT RESULTS

94%
REPORTED ENGAGEMENT RATE
Strong participation across the registered student population.

73%
DEEP ENGAGEMENT
Students with more than 20 interactions during the final two weeks measured.

40K+
MESSAGES & INTERACTIONS
Evidence of repeated participation rather than one-time access.

#1
HOST FAMILY LESSON
The learning experience with the greatest participation by both student count and total interactions.

LANGUAGE-USE INDICATORS

Within the users included in the platform's message-quality analysis:

56%
increased the length of their messages by at least 20%.

44%
demonstrated stronger sentence structure over time.

The analysis also identified groups of students producing longer responses and using broader vocabulary as the deployment progressed.

WHAT JINSO SURFACED

Grammar Patterns
Recurring areas for reinforcement included:
- Third-person verbforms; articlesandprepositions; expressions of time; comparatives; common tense distinctions; word order in indirect questions.

Sentence Development
Some students initially produced very short or incomplete responses. This created opportunities to reinforce complete sentence structures and more developed communication.

Practical Communication
Students needed additional practice with polite requests, questions, daily routines, and vocabulary connected to family and household life.

Engagement Signals
Differences in participation allowed educators to identify where alternative prompts, encouragement, or additional instructional support could be beneficial.

The result was not simply a record of how much students used Jinso. It was a practical view of what students were producing, where common difficulties appeared, and where educators could provide additional support.

Helping Students Use What They Already Knew

Students entered the program with different levels of English.

Some were comfortable with reading and writing but found speaking more difficult. Others understood grammar rules but lacked opportunities to use them in conversation.

One participating student described speaking as the most challenging part of learning English.

Before travelling, the student used Jinso to practice pronunciation, listening, and spoken communication. During the exchange experience, those skills became directly relevant in conversations with people at school and in everyday life.

The student reported that Jinso was particularly valuable because it offered a space to practice without embarrassment. Making mistakes did not carry the same social pressure as speaking in front of a classroom or an unfamiliar person.

This allowed the learner to:

- Repeat responses;
- Test unfamiliar vocabulary;
- Practice pronunciation;
- Build longer answers;
- Become more comfortable communicating;
- Develop confidence before relying on English abroad.

The student's experience illustrates the central purpose of the deployment.

Jinso did not replace teachers, classroom instruction, or grammar study.

It gave students an opportunity to turn existing knowledge into active communication before they had to depend on it in the real world.

> *Regular practice helped transform speaking from the most intimidating part of English into a skill the student felt increasingly prepared to use.*
>
> **STUDENT PERSPECTIVE**

From an Initial Deployment to Scalable Language Readiness

The Ganhe o Mundo deployment demonstrated that personalized conversational practice could reach students across Pernambuco through a channel already available to them.

It also showed that strong adoption depends on more than providing access to technology.

Future expansion should preserve the conditions that made the experience relevant to students and useful to educators.

A PRACTICAL PATH TO SCALE

01 Represent Different Regional Contexts

A broader deployment should include schools and educators from Pernambuco's varied geographic and educational environments. This would help the program evaluate adoption across urban, rural, coastal, and inland communities.

02 Build Educator Preparation Into Deployment

Educators should understand:

- How students access Jinso; how learning experiences connect to program objectives; how to encourage consistent practice; how to interpret engagement data; when additional instructional support may be needed.

Jinso could also support educators who wish to strengthen their own conversational confidence.

03 Align Content to Program Milestones

Learning experiences can be connected to different stages of the student journey:

- Pre-departure preparation; communication with host families; school participation abroad; everyday problem-solving; cultural adjustment; reintegration after returning home.

04 Use Data to Support Adoption

Program administrators can use aggregate data to identify:

- Cohorts with low activation; groups requiring implementation support; recurring language gaps; lessons generating the strongest participation; opportunities for additional practice.

05 Measure Proficiency Alongside Engagement

Future phases could combine Jinso analytics with independently administered pre- and post-assessments. This would allow the program to evaluate both student participation and measurable changes in English proficiency over time.

The Opportunity

Pernambuco demonstrated that students will engage with personalized English practice when it is:

- Relevant to their goals;
- Available through familiar technology;
- Connected to real-life situations;
- Supported by educators;
- Accessible beyond classroom hours.

The opportunity is to turn that model into repeatable language-readiness infrastructure for future cohorts.

CONCLUSION

From English Instruction to Real-World Readiness

Pernambuco's experience demonstrates what becomes possible when ambitious public programs, committed educators, and scalable technology work together.

Jinso gave students a place to practice before the stakes became real.

It allowed learners to repeat situations, test unfamiliar language, receive immediate guidance, and become more comfortable with the communication they would need abroad.

For educators and administrators, the deployment also created greater visibility into participation, language-production patterns, recurring difficulties, and opportunities for additional support.

By reaching students through a channel already in their hands, Jinso helped make English practice more accessible, personal, and connected to the world beyond the classroom.

Ready to turn English learning into real-world readiness?

Partner with Jinso to deliver personalized learning experiences, educator visibility, and program intelligence through the channels students already use.

JINSO

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METHODOLOGY, DATA SOURCES, AND PRIVACY

About This Case Study

This case study combines aggregate platform data with anonymized qualitative evidence from stakeholders connected to Pernambuco's Programa Ganhe o Mundo. Its purpose is to document the implementation, student participation, observed language-use patterns, and stakeholder experience associated with Jinso.

Deployment Period and Participant Group

The deployment served students selected through the 2024 Programa Ganhe o Mundo selection process. Participating students received complimentary access to Jinso for approximately four to five months, beginning in September 2025. The internal deployment report records:

- 537 registered students;
- Six learning experiences;
- More than 40,000 messages and interactions;
- A 94% reported engagement rate;
- A 73% reported deep-engagement rate.

Quantitative Data

Quantitative findings were sourced from Jinso's internal Relatório Ganhe o Mundo 2025, based on activity recorded through the platform. The report includes: registered-student totals; learning-experience totals; messages and interactions; engagement indicators; participation by lesson; changes in message length; sentence-structure indicators; vocabulary-development indicators; aggregate grammatical and communication patterns.

"Deep engagement" was defined in the report as completing more than 20 interactions during the final two weeks measured. Language-use indicators describe observable patterns within Jinso. They are not equivalent to independently validated proficiency gains.

Authorship and Disclosure

This case study was prepared by Jinso Labs using: aggregate Jinso platform activity; Jinso's 2025 Ganhe o Mundo deployment report; anonymized stakeholder interviews.

Because Jinso provided the technology and authored the study, this document should be understood as a documented implementation case study rather than an independent academic evaluation.

Qualitative Research

Jinso conducted semi-structured interviews representing three perspectives: a participating student; a public-school English teacher; a program administrator. The interviews explored student confidence, speaking practice, implementation, geographic access, educator capacity, and preparation for real-world communication.

All student information has been anonymized in this public version. Interview findings provide contextual evidence and should not be interpreted as a representative survey of all participating students or educators.

About the evidence: This case study was authored by Jinso Labs using aggregate platform activity from the 2025 Ganhe o Mundo deployment and anonymized stakeholder interviews. Students selected through the program's 2024 selection process received access beginning in September 2025 for approximately four to five months. Quantitative findings describe engagement and observed language-use patterns. The deployment was not designed as a controlled academic-impact evaluation. No student names, individual rankings, raw messages, or identifiable student records are included.