



Ayrton
Senna
Institute



REPORT
2021

... MENU

SUMMARY



REPORT
2021





LETTER FROM THE PRESIDENT

It is often necessary to change one's perspective to solve problems, and the way to achieve this is to remain open to innovation.

VIVIANE SENNA

Technological advancements change people's lives, even if they take time to be assimilated by the majority. Consider the rearview mirror of a car: it was a racing driver, in 1911, who had the idea of using a mirror to see what was happening behind his vehicle. It took decades for governments to understand the importance of that angle of view for people's safety before the novelty could finally gain scale.

It is often necessary to change one's perspective to solve problems, and the way to achieve this is to remain open to innovation. If we're not getting the expected results, it's time to look around, observe and search for different science-based technologies. Ten years ago, Ayrton Senna Institute brought to Brazil the need to advance on the frontier of education through the development of social and emotional skills. We did this based on scientific studies, because we believed that this innovation would be essential to prepare children and young people for the complex and fast-changing world in which we live.

As soon as the pandemic emerged in 2020 – causing school to close and forcing people to social isolate themselves –, we saw we would face an imminent setback in learning and an increase in school evasion. Our support to education networks focused on the development of social and emotional skills, so important for the emotional support that everyone needed. In 2021 the pandemic is still around. Faced with a crisis scenario, with students failing to learn what was expected of them and becoming less motivated, it was time to move ahead. Seize the window of opportunity and rethink education.

Thus, we launched another innovation that we had been developing for several years along with leading researchers from Brazil and the world on a group of skills that was neither cognitive nor social and emotional skills: the volitional. This peculiar word is linked to the desire to overcome resistance and find the motivation to achieve what you want. It is the process of moving past “wanting” and actually taking action. We have brought this new evidence-supported frontier of human capabilities to accelerate learning and promote equity.

I always say that the education system cannot stagnant. We have to innovate in order to accelerate. In the present day, a five-year-old will experience the same amount of change over the next 15 years as humanity has experienced in the last century. Anyone who does not join or cannot get on track will be excluded.

Now, more than ever, we need to join forces to provide development opportunities to the most vulnerable, allowing innovation to reach everyone faster. And when I speak of innovation, I am referring to a collective phenomenon, which depends on interactions for its implementation and diffusion. Therefore, we cannot act alone, without the support of companies, organizations, public policy makers, educators and other partners who believe in the future of education. Each one with their experience and dedication.

Ayrton used to say: “I am part of a team. When I win, I’m not the only one who wins.” In 2021, our work impacted the reality of over 200,000 educators, responsible for the education of almost 4 million children and young people. Thank you to everyone who participated in this achievement.



RESEARCH AND INNOVATION

EDULAB21, OUR EDUCATIONAL SCIENCE LABORATORY

Since 2015, eduLab21, our educational science laboratory has been producing, systematizing and sharing knowledge based on cutting-edge studies and research on the most relevant topics for the development of human potential.

In 2021, our team and associated researchers remained committed to producing science-based knowledge, especially on topics such as social and emotional hybrid skills (such as creativity and critical thinking). They also systematically dedicated themselves to a new horizon of research for our organization: the motivation to learn - another response to the challenges faced by Brazilian education in the context of the 21st century and in the face of a scenario still marked by the numerous challenges posed by the Covid-19 pandemic.

Throughout the year, our findings were made available to the academic community, policy makers and educators. We created a special page on our website with the purpose of further democratizing the use of the knowledge produced and disseminating it, also facilitating exchanges with researchers interested in knowing more about our research.

PUBLISHED SCIENTIFIC DOCUMENTS

Through the publication of several studies, we also strengthened our role of disseminating scientific knowledge and taking the latest scientific innovations to improve the practice of policy makers and educators, as well as advancing the understanding of various topics by the scientific community itself.

From 2016 to 2021, we published 29 scientific documents, 14 of which in scientific journals of international excellence and five in national journals. In addition, we have also published various other contents, such as e-books.

Find out some highlights:

SOCIAL AND EMOTIONAL SKILLS MAPPING OF STUDENTS AND EDUCATORS

In order to provide evidence for better public policy formulation and decision making, our team produced 13 reports with customized analyzes for partner education networks on the social and emotional skills development of students and educators.

Such mappings investigate, based on the respondents' self-report, their perceptions of social and emotional skills that are fundamental for their development at school and in life. São Paulo, Mato Grosso do Sul and Sobral (CE) were some of the territories that participated.

OVER 1.1 MILLION PEOPLE ANSWERED OUR SOCIAL AND EMOTIONAL SKILLS ASSESSMENT



Social and emotional skills mapping brings an unprecedented look at students in a comprehensive way. The data sheds light on competencies that will be the basis for promoting learning."

ROSSIELI SOARES

São Paulo's Secretary of Education in 2021, one of the partner networks in mapping application

MOTIVATION: EXPANDING FRONTIERS TO BEGIN THE LEARNING PROCESS

The pandemic has increased educational inequality in our country. We cannot lose these students to inaction. Therefore, we have intensified studies to identify scientific evidence related to Motivation as a lever to improve learning - that is, what makes a student want to learn and what are the strategies to support this desire and to implement plans.

We work in collaboration with one of the greatest international professionals in the area who are involved in the quest to define what motivation to learn is composed of: American researcher Kevin McGrew. McGrew incorporated some of the competencies of our social and emotional skills matrix (self-management, resilience and openness to new things) to his Cognitive-Affective-Motivational Learning model.

Other researches on this topic were also produced by our team and other researchers via public notices, thus contributing to expanding the evidence accumulated in the body of literature related to the topic.

All this knowledge about Motivation was also disseminated at the International Seminar held in June 2021.





COLLABORATION WITH RESEARCHERS FROM THE NATIONAL SCIENCE FOR EDUCATION NETWORK

For us, it is essential to do science in a network: for this reason, we work together with researchers and scientists from different organizations and regions of the world. In 2021, the partnership with the National Science for Education Network (Rede CpE) also contributed to generating advances in the production of knowledge on Motivation, with the completion of two research projects contemplated by public notice in 2020.

The first is a systematic review of the existing literature, by Ana Deyvis Jesuíno, and the other is an exploratory study on the knowledge of teachers about the motivational variables of their students by Evely Boruchovitch.

Among other actions, the partnership encouraged and promoted studies on the effects of the Covid-19 pandemic on education. For this, two studies on the topic were selected by public notice, with the purpose of investigating the impact of social isolation on learning and mapping possible strategies for its mitigation.

Also with the support of the Institute, Rede CpE launched the documentary “Education in the pandemic – future portraits”, which brought together specialists and educators in a debate on the subject.



The pandemic has shown that, more than ever, it is necessary to consider the advances and foundations of science to guide public policies and decision-making. Through this integration, which seeks to connect public policy makers and educators to researchers and reference centers in Brazil and worldwide, we support the construction of more innovative pedagogical practices and more efficient public policies”

TATIANA FILGUEIRAS

Vice President of Education, Innovation and Strategy at the Ayrton Senna Institute



PROJECTS IMPLEMENTATION

**Positive impact on the lives of
educators and students**

After the research stage and the production of evidence-based scientific knowledge, we developed and implemented educational initiatives that can be scaled-up and can reach the greatest number of students.

To this end, we have established partnerships with state and municipal education departments and other organizations, with the aim of training public players and educators and contributing to inspiring innovative and effective pedagogical practices and public policies.

We operate from the Literacy stage to High School, in different territories of the country.



SUPPORT TO COMPREHENSIVE EDUCATION POLICY IN THE STATE OF SÃO PAULO



4,2 mil
schools



173 mil
trained educators



2,3 mi
students benefited
(potentially)

In 2021, we strengthened our support for São Paulo state in the implementation of its comprehensive education policy, through the development of actions that not only prepare students for current and future challenges, but also offer educators a closer look into them.

We work from the production and review of teaching materials, to ensure the inclusion of social and emotional skills in various activities, to the training of teachers and school policy players in projects linked to the Inova program, launched in 2019 by the network with focus on comprehensive education: Aprender Sempre, Currículo em Ação, Conselho de Classe and Projeto de Vida. Such actions especially addressed topics such as social and emotional skills and life project.

Our partnership with the São Paulo state also allowed us to carry out another unprecedented initiative in the country. Diagnostic studies were carried out on the development of social and emotional skills with both students and educators, using their own measurement instruments.

In May, [the results of a monitoring](#) carried out with 110 thousand students of the network [were released](#), considering aspects such as school violence, school belonging, professional interests, school performance and general competences of the National Curriculum Common Core (BNCC).




In November, the [social and emotional skills](#) mapping carried out with more than 40 thousand educators was presented, with the aim of offering professionals self-knowledge about fundamental skills for the profession, thus helping them to deal with professional demands and with their own well-being and satisfaction with work – in addition to favoring the comprehensive development of students.

DEVELOPMENT OF SOCIAL AND EMOTIONAL SKILLS ON SCALE

In order to plan, assist and monitor the development of students’ social and emotional skills in a systemic way, from the Department of Education to the classroom, we have taken our Social and Emotional Skills Dialogues project to the networks.

The initiative encourages frequent dialogue between teacher and student, building a formative process of development and self-knowledge for both. This starts from a common reference through the application of a formative rubric assessment instrument (brief reports of situations, in which students indicate their level of development in competences). The application of this instrument also supports the joint definition of development goals for each student, followed by activities in the SAFE (Sequential, Active, Focused and Explicit) model, which over the months provides students with opportunities to achieve their goals according to their life projects.

Throughout 2021, our team directly implemented the proposal in Sobral (CE) and Ceará. Through accredited technical agencies, the initiative was also taken to the states of Mato Grosso do Sul and Santa Catarina, in the Sesi/Senai network, and to the municipalities of Aracati and Fortaleza in Ceará. There was also awareness-raising among educators from Rio Grande do Sul and the municipality of São Luís (MA), as a preliminary stage of implementation in 2022, with the aim of sharing the project and the positive impact it will generate among students.

	 NUMBER OF SCHOOLS	 TRAINED EDUCATORS	 BENEFITED STUDENTS (potentially)
ARACATI (CE)	25	100	9 thousand
CEARÁ	639	6 thousand	247 thousand
FORTALEZA (CE)	135	4,8 thousand	97 thousand
MATO GROSSO DO SUL	359	2 thousand	164 thousand
SANTA CATARINA (FIESC)	20	376	4,6 thousand
SOBRAL (CE)	51	109	22 thousand

THE SOCIAL AND EMOTIONAL SKILLS VIEW AT EDUCATORS TRAINING

There is no doubt about the huge challenge the Covid-19 pandemic posed for the teachers' performance. Social isolation and schools closing have resulted in a series of difficulties in adapting to remote learning, in addition to the loss of motivation and student learning. Stress tolerance and self-control are some of the skills mentioned by teachers who asked for support. In this context, social and emotional skills development makes all the difference.

Since 2016, we have been working on identifying structuring social and emotional skills for teachers' professional development and their relationship with students' learning and evolution. Our research and training teams are constantly working on this, which involves structuring a taxonomy and its operationalization through an evaluation instrument. An initial model was already developed, which is composed of four teaching social and emotional macro-competencies, and the Educators Social and Emotional Skills project was implemented in Sobral (CE) and in the state of São Paulo, through 12 web-trainings (six in each territory), aggregating contents that lead professionals to get to know themselves, reflect on and develop their own social and emotional skills.



Brazilian teachers had been doing this kind of work implicitly for a long time. The contribution we want to offer is to create a vocabulary and a methodological model so that these professionals can have greater support, through a more structured development of fundamental competences for teaching."

● **FILIP DE FRUYT**

member of the Scientific Advisory Board of the Ayrton Senna Institute, professor and chair coordinator for the Ayrton Senna Institute at the University of Ghent, Belgium



TEACHING SOCIAL AND EMOTIONAL MACROCOMPETENCES



EMOTIONS SELF-REGULATION

It encompasses being able to deal well with your own emotions, even in adverse situations, regulating anxiety and stress responses, as well as demonstrating trust, enthusiasm and energy in your daily activities.



CONNECTION WITH OTHERS

It encompasses working collaboratively with each other, connecting, asking and offering help. Respecting everyone and valuing the classroom diversity. Seeking to welcome emotions and ideas, demonstrating affection and respect for the students, their guardians and co-workers.



TEACHING AND LEARNING MANAGEMENT

It encompasses managing the teaching and learning process, taking care of the planning, execution, and pace of classes, activities and agreements with students, also managing their emotions when something runs away from the planned and without losing focus on the established learning objectives.



INVENTIVENESS

It encompasses being interested in learning and exploring new ideas, expressing their creativity by innovating in their pedagogical practices, in order to reach all their students in the teaching and learning process.

WEB-TRAINING VIEWS *

3.245
São Paulo

528
Sobral (CE)

* The same teacher may have generated more than one view



APP MOTIVAÇÃO+

Application with educational potential for self-knowledge and motivation to learn



In 2021, we also launched an unprecedented product: the app Motivação+, a digital pedagogical tool aimed especially at young people, aged from 14 to 21 years. Free and available in app stores, it proposes a gamified journey for self-knowledge, skills development and strengthening self-regulation through planning and execution of projects in various themes, such as organization and personal care, sustainability and science.

The app brings several features to make the user development journey more interesting and significant, such as videos, hands-on activities, tests, and a log book for students to record their process.

Despite being a tool for young people, the app can also be used as support in conducting school activities. Teachers from Escola Municipal Senador Ovídio Teixeira, located in Caetité, Bahia, used the app in their interaction with students and talk about their experience:



We first learned about the Motivação+ app on the Ayrton Senna Institute website. It was love at the first click! The tool is excellent in supporting the development of social and emotional skills, and this matches our school's vision and the projects we have developed throughout the year."

GINA LÚCIA GOMES DA SILVA
Pedagogical vice-director



Motivação+ is a simple digital tool, but with huge educational potential. Following the "Meu mundo de aprendizagem" (My Learning World) route enables a more ample look at various things we learn throughout life, and thinking about our choices, the beliefs that involve our development, and how much all this impacts our present and future."

FERNANDA GOMES DA SILVA
English and Portuguese teacher

3 mil
downloads

nota 4.8
on app stores
(from 0 to 5)

DIGITAL LEARNING ENVIRONMENT FOR CONTINUING EDUCATORS TRAINING

More than 7,000 educators enrolled in our online courses offered in 2021. A significant increase compared to 2020, when nearly four thousand educators participated. The courses are aimed at educators who want to seek knowledge, improve their pedagogical practice and learn more about comprehensive education. In 2-hour modules, the courses are always available so that professionals can enroll in their own time and rhythm.

The topics addressed were:

- COMPREHENSIVE EDUCATION
- SOCIAL AND EMOTIONAL SKILLS
- SOCIAL AND EMOTIONAL EDUCATOR SKILLS
- CRITICAL THINKING AND CREATIVITY






LITERACY SOLUTIONS

Overcoming historical challenges of education

Data collected by the Todos pela Educação organization showed that 40.8% of children between 6 and 7 years old did not know how to read or write in 2021, according to their guardians’ perception - which corresponds to 2.367 million Brazilian children. This means that in a classroom with 25 students, 10 of them are illiterate.

In 2021, our initiatives aimed at learning management focused on literacy were brought to thousands of children in almost 40 territories of the country, in the North, Northeast, South and Southeast regions, through self- or supported licensing - i.e., in its own or with the support of a technical agent trained by us. Namely: *Gestão de Políticas de Alfabetização, Se Liga, Acelera Brasil, Fórmula de Vitória Língua Portuguesa e Matemática, Circuito Campeão and Gestão Nota 10*. A total of 544 schools were assisted, with the training of 1,300 teachers, reaching a potential impact of 156,000 children throughout Brazil.

In order to mitigate the negative impacts of the pandemic on literacy, we also continue to work together with Rede de Gestores, which brings together educational policy makers from various Brazilian municipalities in order to exchange experiences and disseminate content about social and emotional skills and good management practices, focusing on the early years of elementary school.

	 NUMBER OF SCHOOLS	 TRAINED EDUCATORS	 BENEFITED STUDENTS (potentially)
MIDWEST	4	9	110
NORTHEAST	103	351	7,7 thousand
NORTH	406	676	137,9 thousand
SOUTHEAST	26	255	9,7 thousand
SOUTH	5	10	64

PROGRAMMING LITERACY

Supporting new generations in the mastery of multiple languages

The purpose of the Programming Literacy program is training educators on concepts and practices of computational thinking to develop activities with students from the 4th to the 9th grade of elementary school. By building projects with the use of programming, students develop skills such as creativity, problem solving and collaboration.

2021 was a decisive year for partner education networks to prepare to gain autonomy and continue to implement the program without our direct support, but via licensing. In all, 15 municipalities accepted the challenge, and in partnership with local universities, were able to develop the action plan for this transition. The project was developed in the states of Amazonas, Bahia, Minas Gerais, Piauí and São Paulo, as well as the Northern region of Rio Grande do Sul.

15
municipalities
assisted

109
number of
schools

116
trained
educators

5,2 mil
students
benefited
(potentially)



VOLTA AO NOVO

Looking ahead

Through partnerships with the National Council of Secretaries of Education (Consed) and the National Union of Municipal Education Leaders (Undime), we continued the initiative Volta ao Novo (“Back to the New”) in the public schools throughout Brazil. The purpose was to support the reception and development of social and emotional skills of educators and students in the face of the COVID-19 pandemic.

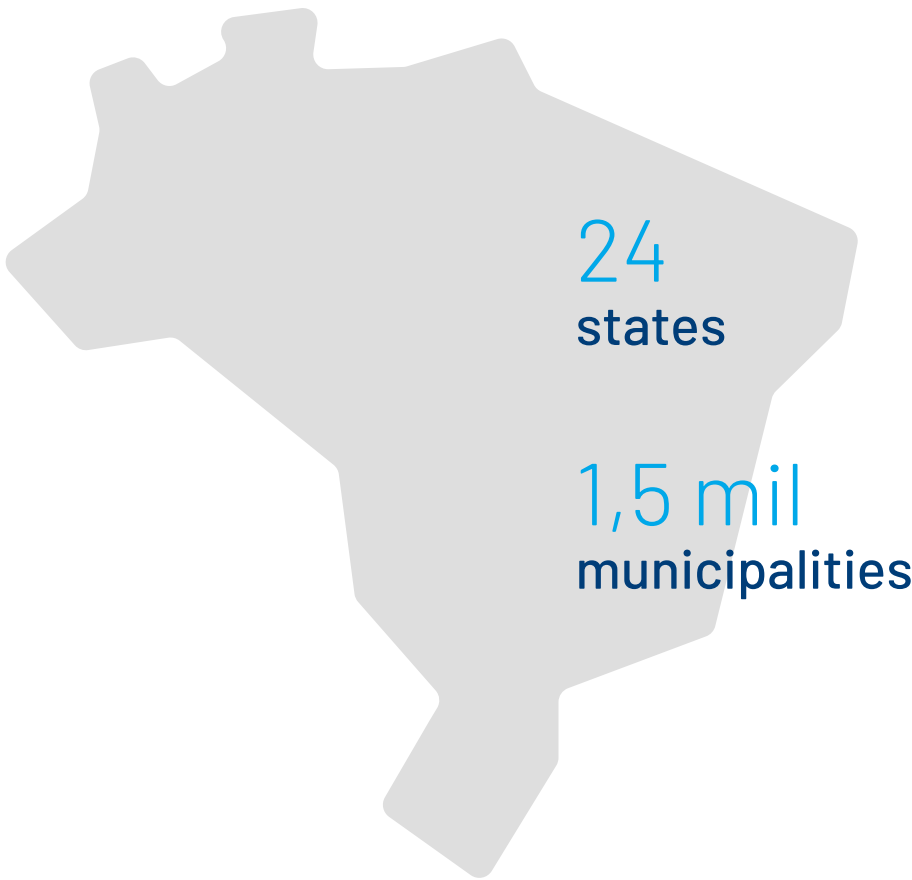
Following the success of the project in 2020, a new phase began in 2021 to further strengthen the bridge between science, teaching practice and educational management. With Undime, we maintained the channel for content dissemination and reflection, with current themes faced by policy players in their everyday life. With Consed, we monitored and developed the action plans created in the project in 2020.

The initiative also encompassed specific formative actions in the states of Alagoas, Goiás, Minas Gerais and Tocantins, which sought to ensure the thematic deepening of social and emotional skills in a planned way.

Every experience from the project was published in e-book format, including results from some participating networks and evidence that social and emotional skills development benefits both educators and students.

IMPACT OF VOLTA AO NOVO IN BRAZIL IN 2021

Considering the potential of students and teachers of the municipalities and states participating in the project.



 15 mil teachers

 664 mil students



We are fully convinced that the Volta ao Novo initiative provided necessary reflections to support the actions promoted by the technical teams of the municipalities, with a positive impact on students and their families. Undime recognizes how much the program benefited from each of the networks that used materials and trainings. It also reinforces its continuity, according to the purpose of the National Curriculum Common Core, which states that we need to know, appreciate and take care of physical and emotional health, recognizing our own emotional, as well as the emotions of others."

LUIZ MIGUEL MARTINS GARCIA
President of Undime Nacional

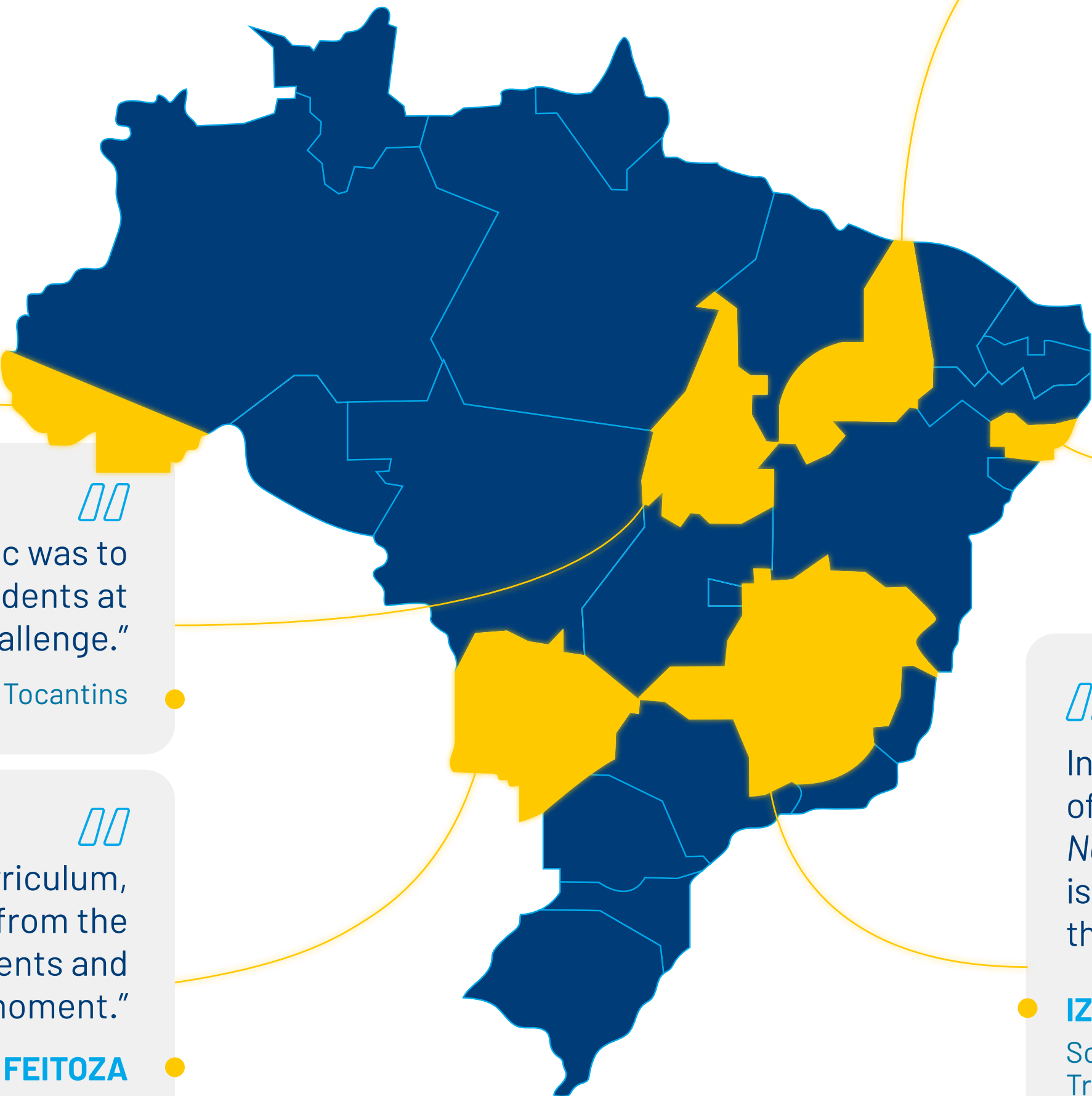


The pandemic will probably leave significant after-effects. In addition to personal losses and suffering, there is the aggravation of social and economic vulnerabilities. This does not go through the school without impacting it in any way. The partnership between Consed and the Ayrton Senna Institute proposed to develop a policy for training professionals within this context. It brought social and emotional issues and the importance of understanding one another's processes to the heart of the debate, so that we can stronger and prepare for what is ahead."

LEILA PERUSSOLO
Vice-President of Consed (Northern Region)



VOLTA AO NOVO FROM THE PERSPECTIVE OF EDUCATORS



When we completed the training with teachers, more professionals asked to be enrolled in the project. From janitors to cooks, everyone wanted it. Then we planned and performed the practical activities with everyone."

ANTONIO JESUS DE SOUZA BISPO
Multiplier in Acre

Families did not expect schools to offer preparation from a health and safety point of view only, but that they could also offer shelter within the fragilities due to the losses caused by the pandemic."

JOSÉ NILTON DA SILVA
Pedagogical supervisor at Undime and mobilizer in Piauí

One of the biggest difficulties during the pandemic was to ensure a committed and motivated permanence of students at school. Volta ao Novo contributed to mitigate this challenge."

MÁRCIA BRASILEIRO Integral Education Manager in Tocantins

When social and emotional skills are part of the curriculum, we can start fixing things, healing the after-effects from the pandemic, remaking life concepts and helping students and educators to overcome this moment."

ALETÉIA INÁCIA BATISTELLA FEITOZA
Undime multiplier in Mato Grosso do Sul

With *Volta ao Novo*, schools saw the relationship between social and emotional skills and the curriculum."

FABIANA DIAS
Basic Education Manager at the Education Secretariat of the State of Alagoas

In a sixth grade class, we linked the competence of kindness, which we learned in the *Volta ao Novo* program, with sustainability, bringing up the issue of empathy for others, but also empathy for the environment."

IZABELA VAN HAM
Science teacher and trainer at the Teacher Training School of Minas Gerais

OUR ACHIEVEMENTS IN 2021

From actions aimed at students and educators social and emotional skills development, through innovative ways to combat the loss of learning caused by the pandemic, 2021 was a year of hard work and achievements.



The role of the Ayrton Senna Institute is to increasingly facilitate access to our educational technologies through alliances and the most diverse face-to-face and digital and channels. With this, we can provide every Brazilian child and young person with access to evidence-based solutions with a focus on quality comprehensive education."

ROBERTO CAMPOS DE LIMA

Vice President of Expansion and Institutional Relations at the Ayrton Senna Institute



Present in
1.5 thousand
municipalities and 25
states in Brazil



203 mil
Educators impacted



3,6 milhões
children and young people benefiting
from quality public education*

* The total concerns the potential impact number



GREAT NUMBERS

OUR PERFORMANCE TO DATE

In
27 years
of acting

More than
34 million
assisted

In more than
3 thousand
municipalities in all
Brazilian states

KNOWLEDGE MOBILIZATION AND DISSEMINATION

Engaging and Inspiring More People

Transformation only happens with social mobilization.

It is with this belief that we share knowledge, disseminate good practices, encourage the exchange of ideas and conduct engagement actions with society in general, showing the importance of always bringing awareness to comprehensive education and reaching more people.

It is a huge educational challenge that needs to involve all sectors of society: governments, tertiary sector foundations and institutes, companies, opinion makers. Only with this articulation will we transform isolated actions into effective public policies for the development of the country.



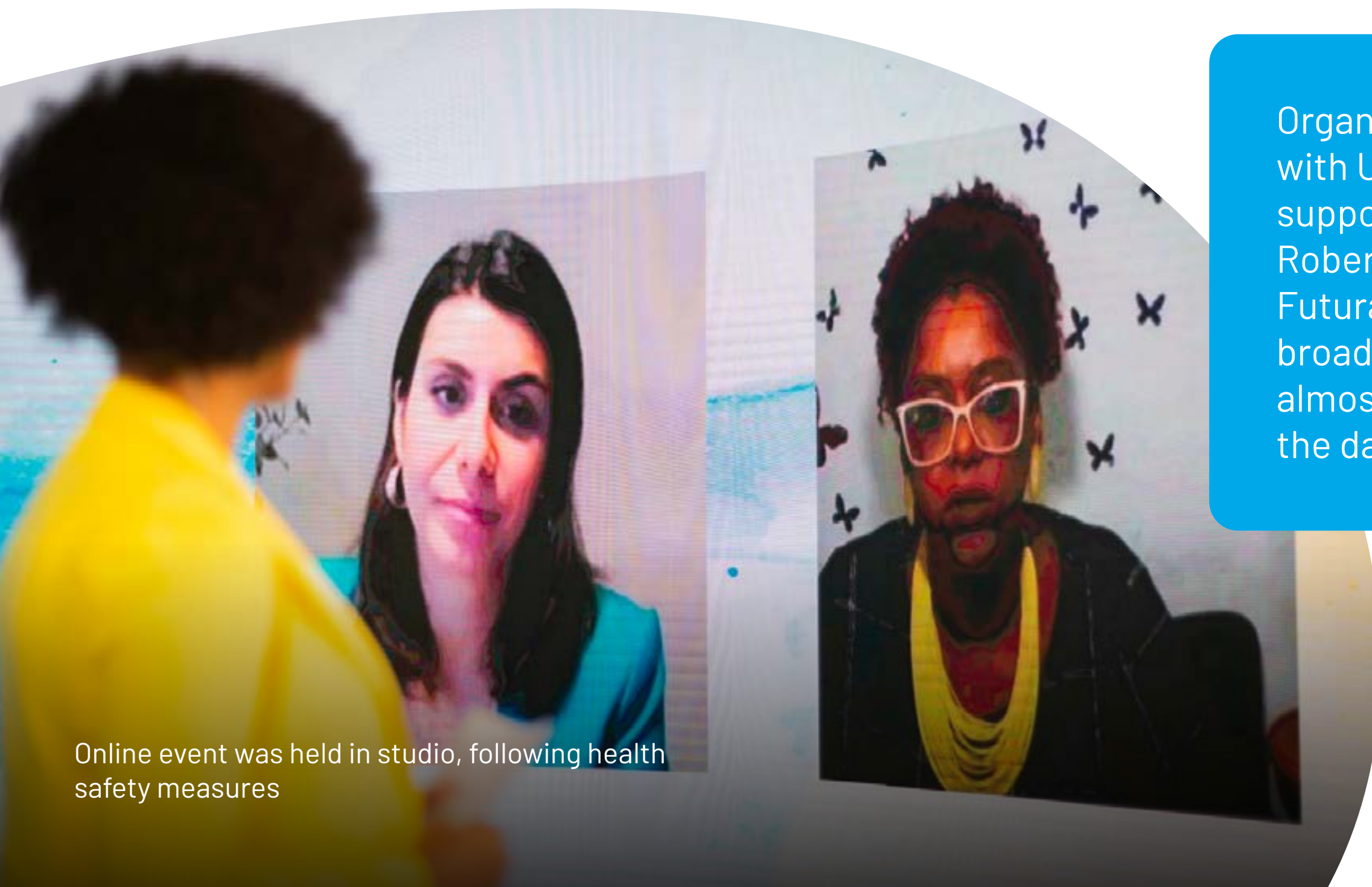
INTERNATIONAL SEMINAR "MOTIVATION: EVIDENCE TO PROMOTE LEARNING"

In June, we held the International Seminar "Motivation: evidence to promote learning", in which we shared with society scientific findings on the topic and initiatives already implemented by educators and education networks. The meeting was attended by several personalities, who shared their stories about their relationship with the topic of motivation.

The event was also attended by North American researcher Kevin McGrew, one of the leading authorities in the field and a consultant for eduLab21, our educational science laboratory. In addition to building a bridge between science, policy makers and educators, the event also celebrated and shared initiatives that already point to ways of implementing motivation in schools. Educators from Mato Grosso do Sul and São Paulo participated, telling their experiences, and talking about topics such as building a life project, social and emotional skills and self-knowledge – pillars of motivation.

Organized in partnership with UNESCO and with media support from Fundação Roberto Marinho and Canal Futura, the seminar was broadcast online, reaching almost 20 thousand people on the day of the event alone.

At the time, we pre-launched the app Motivação+, which is intended to support motivation of young people from 14 to 21 years old with topics of interest and gamified pedagogical journeys.



Online event was held in studio, following health safety measures

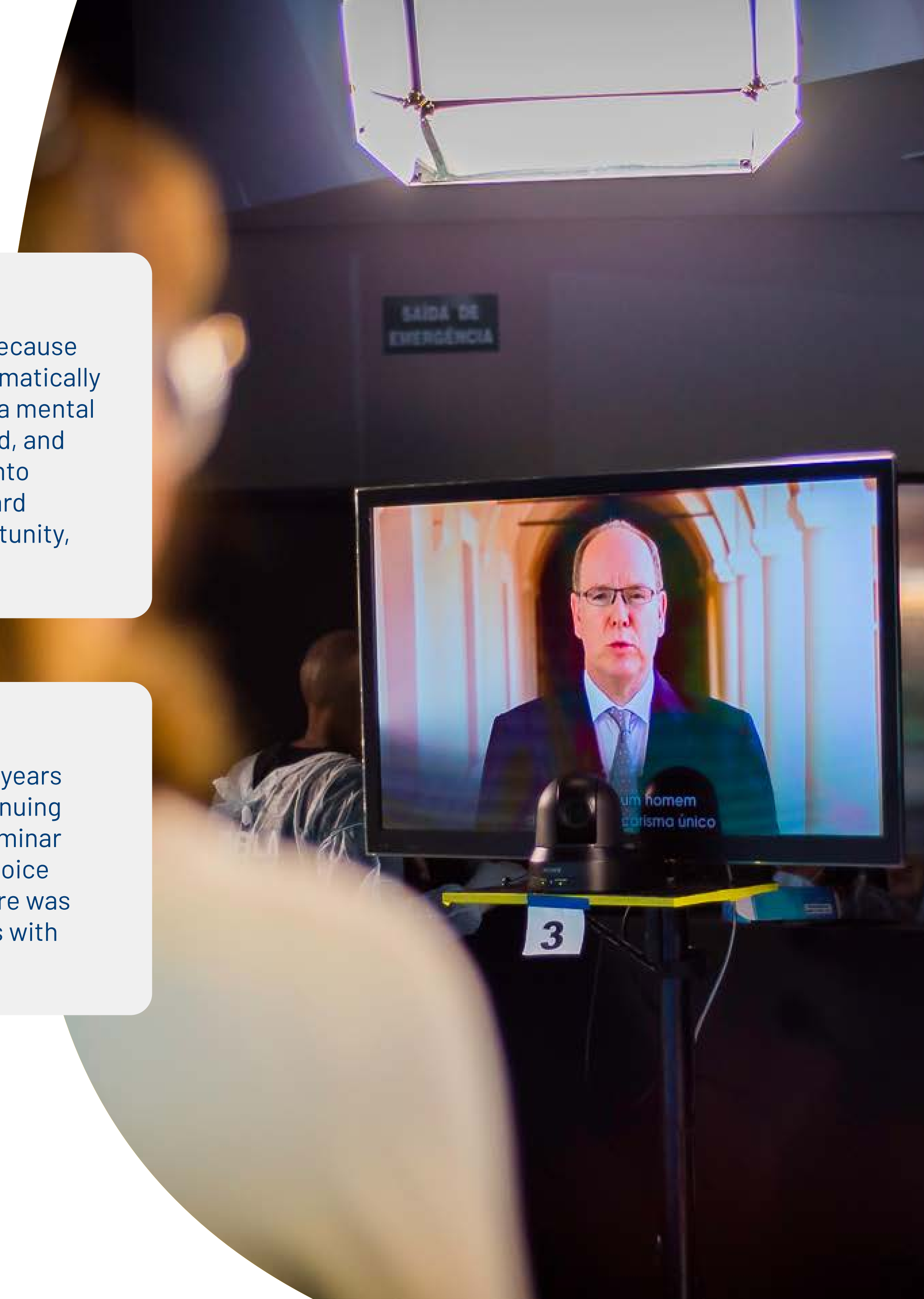
SATISFACTION SURVEY COMMENTS



It was a wonderful event, not only because of the positive impact, but for systematically addressing the topic, thus bringing a mental organization to the points presented, and facilitating access and immersion into the theme. I thought every line I heard was brilliant. I appreciate the opportunity, I learned a lot, even in a short time."



I am a neuroscientist and, for some years now, I have been working with continuing teacher education. I thought the seminar quality was excellent, both in the choice of topic and the guest speakers. Care was taken to mix international speeches with Brazilian protagonists."



PARTICIPATION OF SPECIAL GUESTS



GISELE BÜNDCHEN
Model, businesswoman and environmental activist



EDUARDO KOBRA
Muralist and artist, with works exhibited worldwide



JANE GOODALL
Conservationist and founder of the Jane Goodall Institute



WILLIAM KAMKWAMBA
Inventor, whose story inspired the Netflix movie "The Boy Who Harnessed the Wind"

PARTICIPATION IN THE PUBLIC DEBATE

+3 thousand
articles mentioned
Ayrton Senna
Institute in 2021

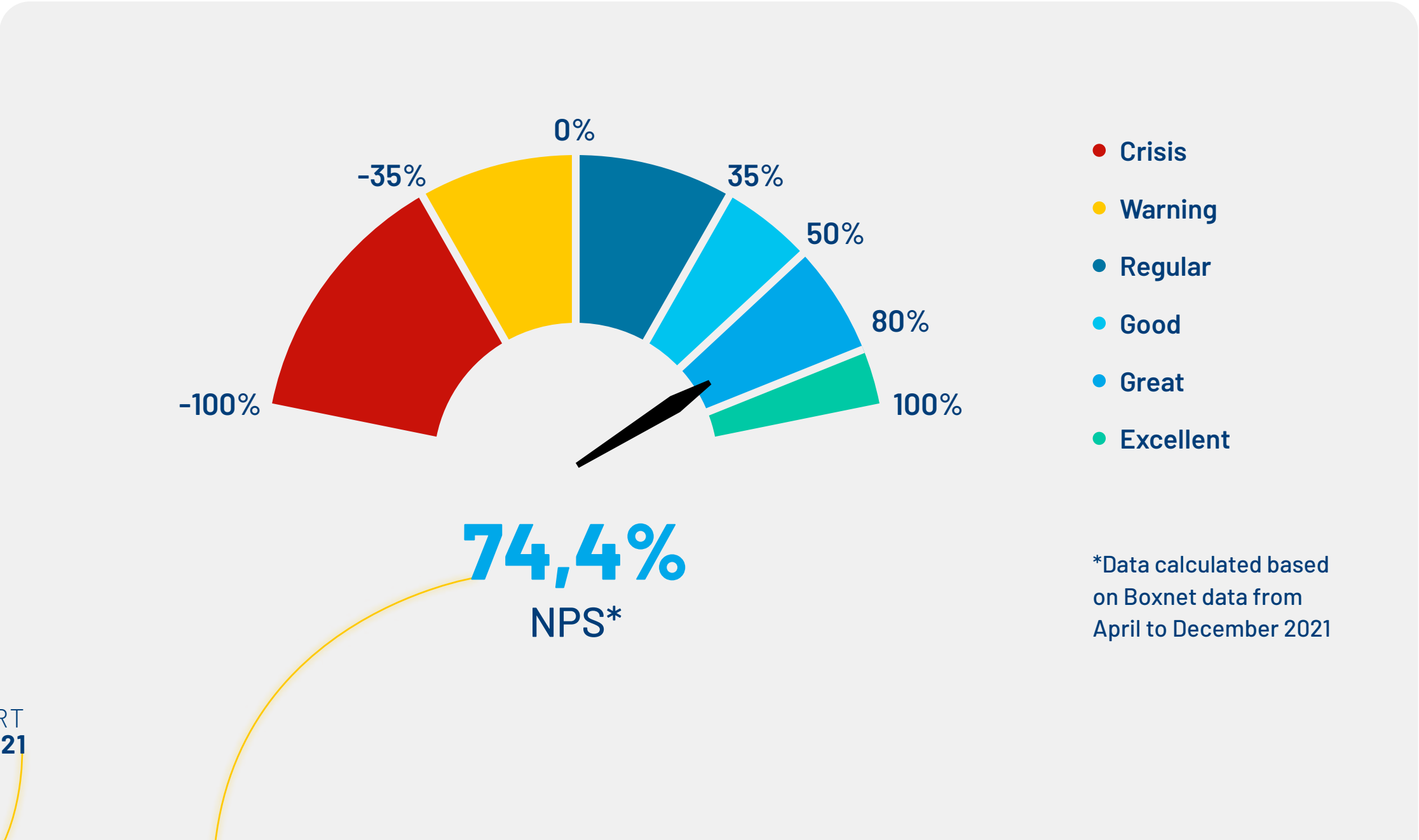
+160 million
reais
monetary return
from that exposure*

+440 million
views (potential)



Survey by the São Paulo Education Department in partnership with Ayrton Senna Institute analyzes students

20/May/2021



Education reinvents itself after challenges imposed by the pandemic

19/Feb/2021



It is forbidden to defend on-site learning

04/Feb/2021



Gisele Bündchen and Eduardo Kobra participate in event on motivation

10/Jun/2021



How to make up for lost time in Brazilian education

19/Feb/2021



Disrespect for nature and animals caused the pandemic, says British primatologist

15/Jun/2021



Pedagogical proposals in hybrid learning dialog with social and emotional development

27/May/2021



Motivation and engagement in online activities

31/Aug/2021



Ayrton Senna Institute analyzes the causes for school evasion

27/Sep/2021



The drop in creativity in teenagers around the world that draws the attention of the OECD

15/Nov/2021



Data shows that 4 out of 10 young people thought about giving up studies during the pandemic

09/Sep/2021

QUALIFICATION OF SPECIALIZED JOURNALISM

Education is a crucial issue for the country, and will gain due priority if it receives the same attention from society as issues such as politics or economics. In this sense, the press has a key role. Therefore, we support Jeduca, a journalists association created in 2016 to promote journalistic production in the area of education through professionals training and technical improvement. The association already has around 1,500 members from different regions of the country, including journalists, journalism students or interested parties.



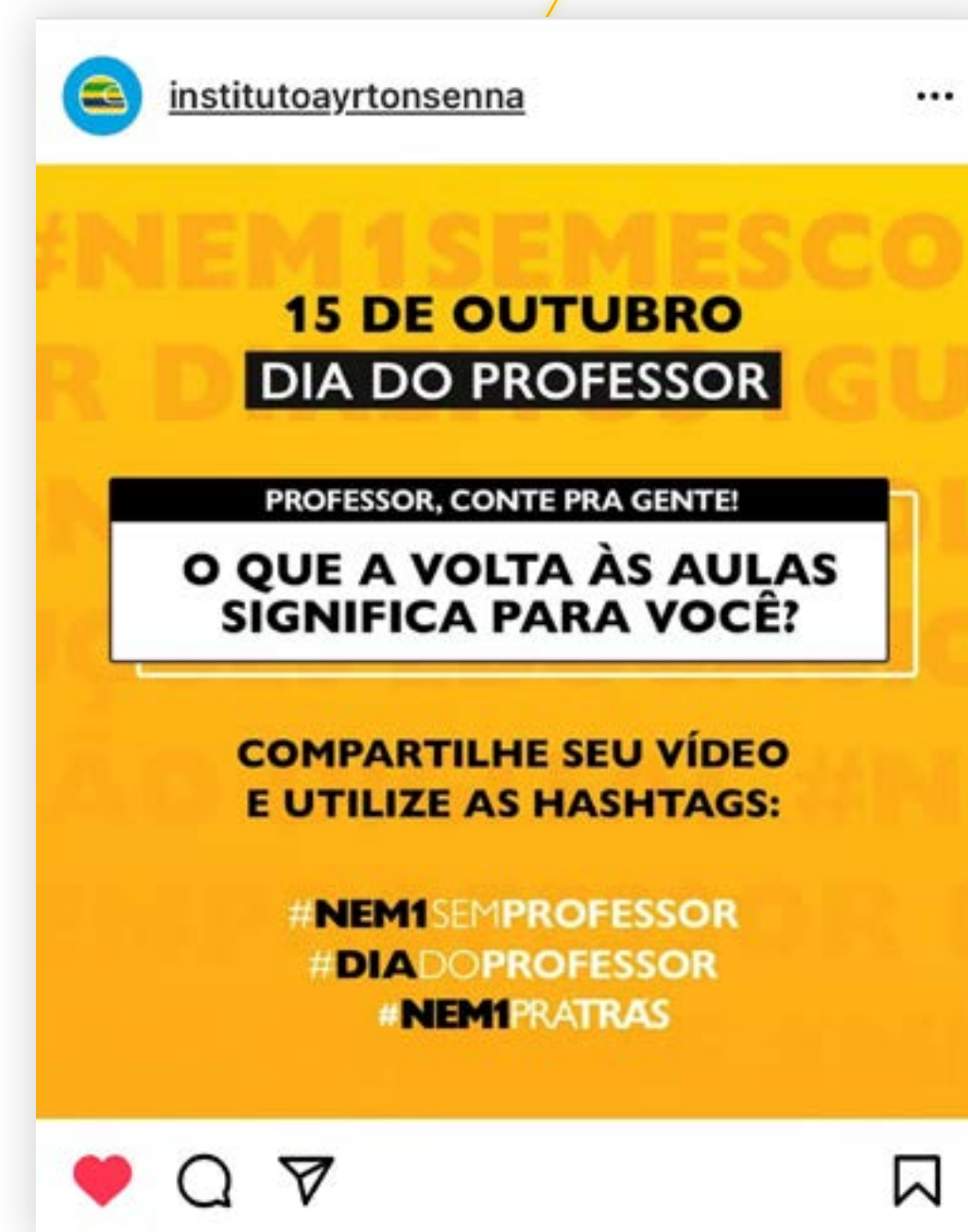
Despite the consensus regarding the importance of education for citizens formation, the space dedicated to it in the media still does not receive the same attention as political and economic agendas. Investing in the training of journalists and communicators so that they have an attentive eye on the area and cover the topics in a responsible manner, understanding their role in putting the subject in the spotlight, is crucial to expanding social control and improving its quality in the country.”

RENATA CAFARDO

Vice President of Jeduca (Association of Education Journalists)



MOBILIZATION CAMPAIGNS

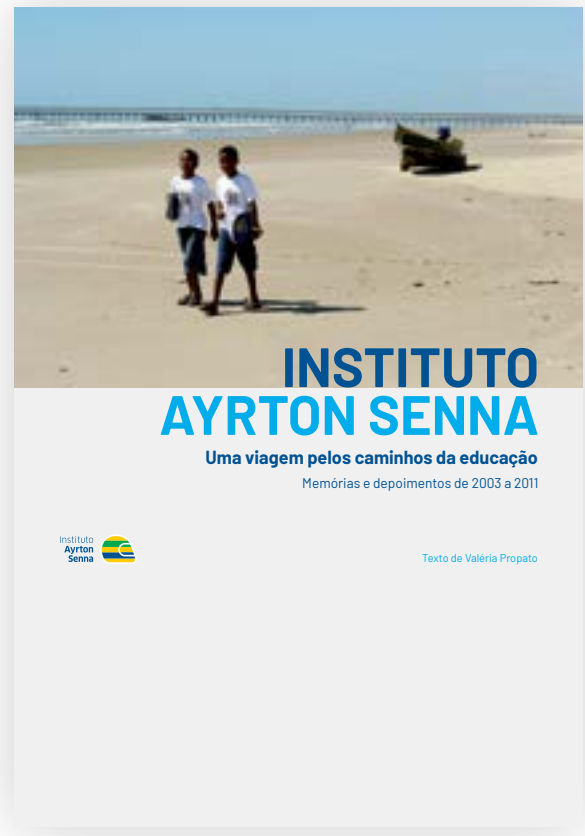


#NEM1PRATRÁS AND NÃO DESISTA DE SEU FUTURO

2021 was the year of resumption of on-site classes in many schools. Therefore, the return to school was the banner of the campaign #Nem1PraTras (no one left behind) and #Nem1SemProfessor (no one without teacher), organized by Fundação Roberto Marinho, Rede Globo and Canal Futura, which had our support both through dissemination and by making available our content focused on the development of social and emotional skills and social and emotional reception.

Also in a partnership with Fundação Roberto Marinho and Rede Globo, we participated in the campaign Não desista de seu futuro (Don't give up your future), to fight school evasion. In addition to creating an advertising film together with several other organizations, we collaborated with the tmjsempre.org.br platform, where we disseminated content aimed at combating school evasion.

PUBLICATIONS



BOOK

UMA VIAGEM PELOS CAMINHOS DA EDUCAÇÃO

(A JOURNEY THROUGH THE ROADS OF EDUCATION, FREE TRANSLATION)

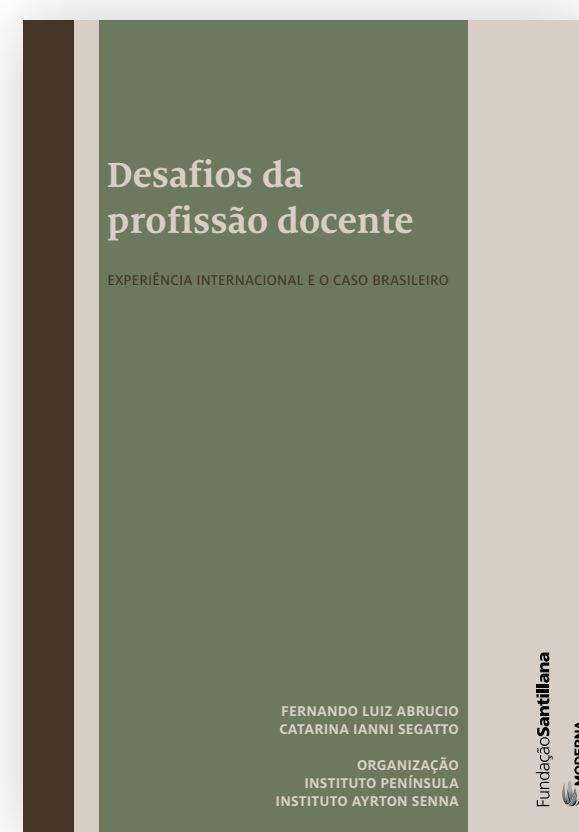
In 2021, we released a publication documenting the results of our work with school management and flow correction programs, from 2003 to 2011. That was a time when our team traveled a lot on many dirt roads, travelled by boat and set foot on the beaten earth of public schools in all regions of Brazil, to combat illiteracy and age-grade distortion. From the Amazon Forest to the northeastern backlands, through the savanna-like Cerrado of the midwest, to the southern pampas. The book “Ayrton Senna - Uma viagem pelos caminhos da educação” presents a poetic text to tell stories of students, parents, teachers and educational policy players overcoming difficulties. These are testimonies that reveal the diversity of public schools in Brazil, their challenges and achievements from the programs implemented as public policies of the education networks.

It’s been a long time, but student testimonials are an example that it is possible to learn. This one is from Kátia Maria, from Pernambuco, who at the age of 14 could not write or read:



When I started learning, I felt that every effort I made was good for my life. Finding a street, getting to people’s houses, read signs, talking to others politely. The best thing in the world is knowledge. I learned that I had to believe in my dreams, get up and move ahead.”

KÁTIA MARIA



BOOK

DESAFIOS DA PROFISSÃO DOCENTE - EXPERIÊNCIA INTERNACIONAL E O CASO BRASILEIRO

(CHALLENGES OF THE TEACHING PROFESSION - INTERNATIONAL EXPERIENCE AND THE BRAZILIAN CASE, FREE TRANSLATION)

In order to create and implement public policies that effectively support teacher education in Brazil, it is necessary to start by valuing the teacher, both in the various aspects of their career and by offering opportunities for integral development to professionals in their intellectual, physical, cultural, social and emotional dimensions. This is one of the main conclusions made by Fernando Abrucio and Catarina Segatto, researchers at Fundação Getúlio Vargas, in a research carried out in a partnership between Ayrton Senna Institute and Península Institute, and published in 2021 with support from Fundação Santillana.

The book “Desafios da profissão docente - experiência internacional e o caso brasileiro” shows good practices of teacher training worldwide, recovers the history of teacher training in Brazil, proposes adjustments in the spheres of government, academia, school and education networks, and suggests how the third sector can help to create and implement appropriate and effective policies.



If we do not have qualified and motivated teachers, we will not be able to improve Brazilian education and thus develop individuals in their entirety, reducing social inequalities and generating a virtuous long-term cycle in economy. In addition, if educational policy is not improved, we will not fulfill the prophecy of being the country of the future, as we will only have a better nation for future generations if teachers become, today, a central concern for society and politicians.”

FERNANDO LUIZ ABRUCIO E CATARINA IANNI SEGATTO

Researchers in Fundação Getulio Vargas

GUIDE

LEARNING MANAGEMENT

One of our concerns is to guarantee the right to comprehensive education for all. In addition to collaborating with the development of public policies based on educational programs, we also make materials about our experiences and accumulated knowledge available to the general public. This is the case of the Learning Management Guide, where we gather information regarding the management of the educational process, with special attention to the early years of Elementary School.

The publication collaborates with the current moment of Brazilian schools, which are dealing with the consequences of the pandemic, and presents strategies to support policy players and educators to readjust their curricula for the early years of Elementary School, considering the new learning conditions. There is information for those who want to improve management tools and processes that guarantee the promotion of learning, in any context or situation. Or practices on how to design a public literacy policy, which is the basis for the quality of the students' education and engagement with studies. There is also a segment entirely dedicated to reflections on how to promote the integral development for all, taking into account students' and educators' social and emotional skills.



SOCIAL PARTNERSHIPS

Supporting the ESG social agenda

Search interest for the ESG (Environmental, Social and Governance) increased significantly in 2021. According to a survey carried out by Google Trends in February 2022, at the request of Brazilian newspaper Valor Econômico, searches grew 150% compared to the 12 previous months.

Brazil was the Latin American country that most searched for ESG in the period – demonstrating a view of Brazilian organizations increasingly focused on human development and the sustainability of life on the planet. As we know, the basis for this is an inclusive education.

Thus, about 50 partners aware of this role were by our side in 2021, engaged in the cause of education because they believe that it is a central pillar for the development of our society and because they understand their active role in building a better future for everyone.

CONNECTING BRANDS, PRODUCTS AND PEOPLE THROUGH CAUSE-RELATED MARKETING

In 2021, we celebrated the 25th anniversary of Ayrton Senna Institute Itaucard, a credit card that is the result of our partnership with Itaú and which allocated funds to our projects and research for each transaction carried out. The card is one of the oldest social products in Brazil and, in June 2021, it started offering free annual fees, generating a significant increase in the volume of acquisitions and new supporters of the Institute. In March, Itaú account holders started to contribute directly to us, with the possibility of donating via internet banking. In addition, the partnership with the Points Transfer Program, IUPP, allows anyone to accumulate points and donate to our projects.

Our partnership with Lenovo entered its third year in a row, now with the web series “O Futuro da Educação” (The Future of Education), in which educators and students shared insights and expectations about the impact of technology on teaching and learning. Through our partnership, Lenovo has allocated resources to our initiatives in every retail or e-commerce sale of equipment from the Yoga, Ideapad, Legion, 300e and 100e lines.

There are more partners who have made cause-related marketing a way to have a positive impact on education: **Cinépolis, Compactor, Editora Mol and PB Kids, Grupo Aqui Você Pode (AVP), Ipsos, Mellita, Regispel, Sky, Sunset Tires and Visa.**

SOCIAL INVESTMENT

In 2021, we celebrated the achievement of new partners, who decided to invest in specific regions of Brazil or support initiatives linked to the organization’s DNA, such as Associação para Educação, Saúde, Arte, Esporte e Meio Ambiente (AIEP), BRF Institute, Helda Gerdau Institute and Ultracargo.

Other partners that continued to support our actions were: Accenture, BIC Foundation, BRK Ambiental, Boeing, Consórcio Tradição, CONTI, Credsystem, Cultura Inglesa, FMC, Fundação Grupo Volkswagen, Galzerano, Innova, Alair Martins Institute, Integration, Iterum Internacional, PicPay, Sanhidrel Engekit, UBS and Vegus.

Through the support of these organizations, we have developed initiatives and implemented projects with education networks in several Brazilian territories with the objective of bringing comprehensive education to educators and students.

MCDIA FELIZ 2021 CAMPAIGN

In 2021, we participated for the fourth time in one of the largest and oldest mobilizations in the country for the cause of children and adolescents: McDia Feliz, held by Arcos Dorados since 1988. The amount raised from the sale of Big Mac sandwiches during the campaign was donated to our educational projects, in addition to supporting the fight against childhood cancer, through Ronald McDonald Institute.

Through McDia Feliz, we were able to reach different audiences, from partner companies that buy tickets in advance to people who turned Big Macs into education by going to McDonald’s restaurants on the mobilization day.

In 2021, we achieved a record in the sale of Big Macs in these four years of campaign:

+300 mil
sandwiches sold

+70
partners

REACH

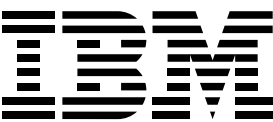
+170 mil
trained teachers

2,3 milhões
Brazilian students



Paulo Camargo, CEO of Arcos Dorados; Bianca Provedel, executive director of Ronald McDonald Institute; and Roberto Campos de Lima, vice president of Expansion and Institutional Relations at Ayrton Senna Institute

PARTNERS FOR MCDIA FELIZ 2021*



*Companies that purchased at least 1,000 tickets in the McDia Feliz 2021 campaign

"PRESENTE PARA O FUTURO" PROGRAM:
SUPPORT FROM EMPLOYEES OF PARTNER COMPANIES

Employees from partner companies such as BCG, BNP Paribas, Castrol, GFK, Henkel, Lenovo and SAP were able to make monthly donations to our initiatives through the program "Presente para o Futuro" (Gift for the Future). The initiative, which was previously called Salary Donation, was restructured in 2021 to a new concept, seeking to strengthen employer branding strategies, engaging and increasing the value proposition of participating companies.

96% of professionals agree that the alignment of personal values with the organization's culture is a key factor for the satisfaction of working in a company



RECOGNITION

We also celebrate donations received from individuals who believe in the cause of education, through our donation platform *Abrace uma Causa* ("Embrace a Cause").

We acknowledge Grupo de Líderes Empresariais (Lide) for their support and dialogue in 2021, when we participated in the 20th Lide Forum and were able to debate the future of Brazil on topics such as elections, democracy and economic recovery.

And we are grateful to Grupo SEB / Conexia for bringing our knowledge to more Brazilian students through the My Life educational solution



The standards for our basic education system were already very low and, to complicate matters, we were one of the countries without on-site classes for the longest time during the pandemic. This has brought even greater urgency to overcome our challenges. Therefore, it is essential to have partners engaged in the cause.

Companies that make ESG their strategic agenda and believe in education as a driving force for the development of our country."

ROBERTO CAMPOS DE LIMA
Vice President of Expansion and Institutional Relations at Ayrton Senna Institute

PARTNERS WHO SUPPORT OUR CAUSE



CINÉPOLIS

CRED SYSTEM

IPSOS

JUSTOS

KM SOLIDÁRIO

NEOASSIST

PICPAY

SKY

CORPORATE

GREATER QUALITY OF LIFE WITH THE HYBRID MODEL

When the Covid-19 pandemic began, in 2020, we had to adapt to working remotely, like so many other organizations in Brazil and around the world. In 2021, the pandemic continued, and our own home office experience showed that the new format did not affect the team's productivity. Not only that: it brought flexibility to fulfill tasks and saved time by employees not having to commute to the office, thus increasing the quality of life of our employees.

We still miss the interaction with our colleagues, the physical presence of each other and the human warmth that a screen cannot bring. Thus, internal listening and external looking showed that hybrid work would be the most appropriate choice, taking into account the needs and desires of each employee. In this way, they can choose whether or not to go to the office, finding the conditions that best suit their lives, their productivity and their relationship with the team.

ETHICS, INTEGRITY AND TRANSPARENCY ARE VALUES FOR US

With the purpose of enabling employees to communicate about ethical issues in a transparent manner, maintaining secrecy, confidentiality and security, we created the Ethics Channel. The service in the Channel is done by a, totally exempt outsourced team.

The creation of this channel is part of our Integrity Program, and is a powerful ally to reduce inappropriate conduct within the organization. It enables awareness of irregularities and also serves to discourage fraudulent and harmful practices, contributing to an even better and safer work environment and also protecting the organization. The Ethics Channel can be accessed here.



Our Institute is a place where everyone has freedom of speech. We welcome differences in ideas, in stories, in life choices, in races. It is through diversity that we innovate, grow and learn to look at the world from a different perspective. In our organization, listening is a premise. This is our way of working in People and Management: the opinion of employees is taken into account in each decision-making process."

● EWERTON FULINI

Corporate Vice President at
Ayrton Senna Institute

FINANCIAL STATEMENT SUMMARY

Our strategy continues to invest in scientific research, innovation and the search for evidence as the guiding principle of all projects and pedagogical proposals that we develop. As a result, new research in comprehensive education, skills development and measurement instruments were incorporated into knowledge production and generated new pedagogical paths for the qualification and training of public policy players, educators, children and young people.

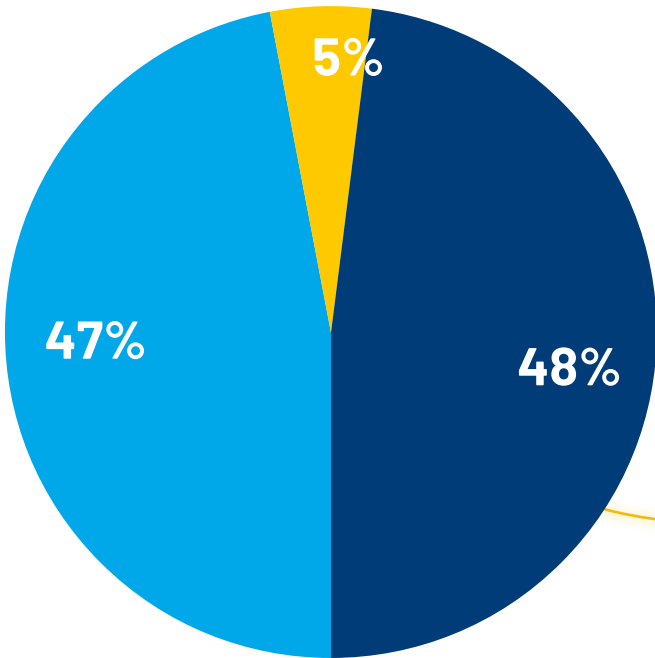
Despite schools closing, much of the training took place online, helping us to reach more locations, even in the face of adversity imposed by the pandemic. Part of the 2021 resources was allocated for pedagogical proposals and projects for comprehensive education, social and emotional skills monitoring in some territories, development of research on the theme of motivation and dissemination of its impact on learning and the lives of students.

Despite the constant search to diversify new funding sources, currently, 95% of the funds have the following origins: donations from companies with unrestricted or restricted investments, a model in which the investor links funds to a specific project or territory, and partnerships in the cause-related marketing model, in which partners allocate part of a product's revenue in exchange for brand licensing.



ORIGIN OF CONTRIBUTIONS

- Donations from legal entities
- Donations from individuals
- Royalties on copyright (brands and image)

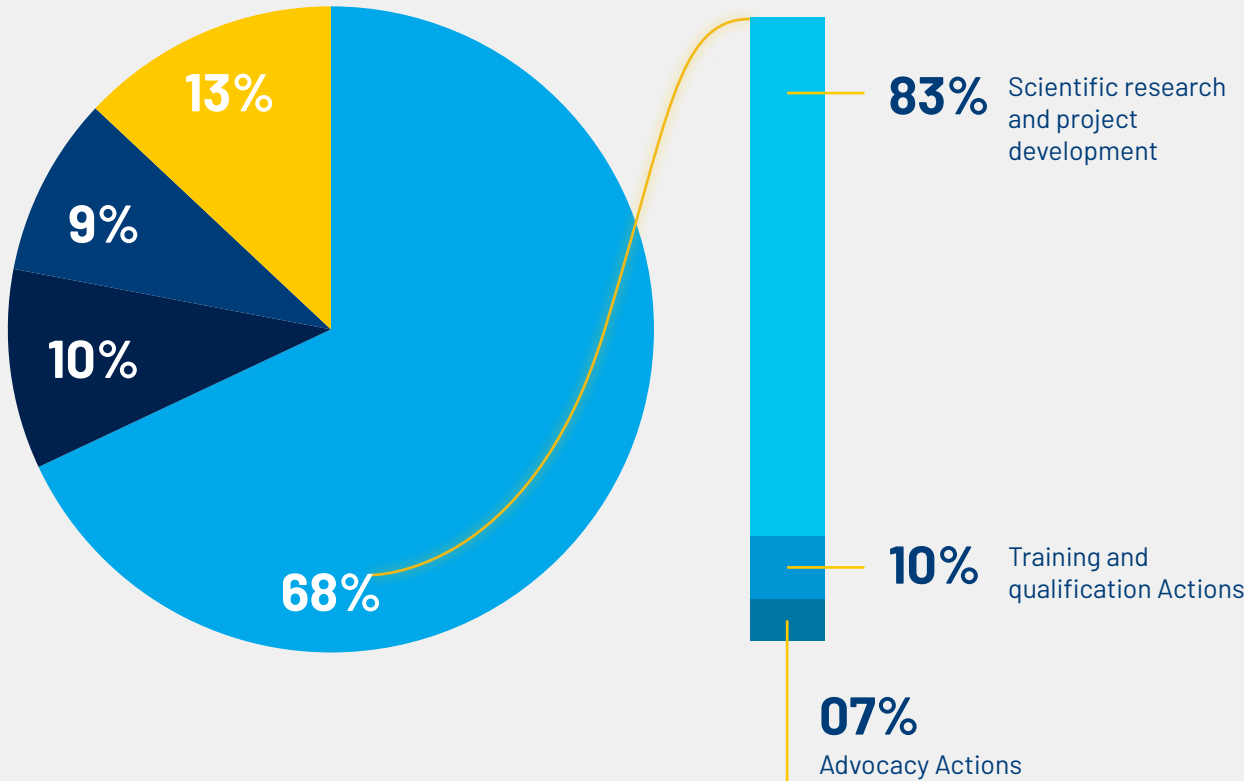


ORIGIN

	2021	2020
Donations from legal entities	16.956	19.051
Donations from individuals	1.996	3.406
Royalties on copyright (brands and image)	17.651	15.468
	36.603	37.925

HOW CONTRIBUTIONS ARE INVESTED

- Social Projects (advisory and defense activities and guarantee of rights)
- Corporate
- Communication and Events
- Fundraising



INVESTMENTS

	2021	2020
Training and qualification Actions	2.260	3.592
Research and Development	19.091	12.056
Advocacy Actions	1.656	3.206
Communication and Events	3.524	4.480
Fundraising	2.917	3.336
Corporate	4.382	4.231
	33.830	30.901
OPERATING SURPLUS / DEFICIT	2.773	7.023

All values are presented in millions

**Ayrton
Senna**
Institute

