

Ayrton
Senna
Institute



20
20

REPORT

HIGHLIGHTS

GET TO KNOW OUR MAIN INITITIATIVES OF THE YEAR



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SUMMARY

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GOOD LESSONS FOR EDUCATION

In 2020, the emergence of a new virus spreading around the planet imposed sudden changes in our lives. We bore witness to a hyper acceleration of history, and the anticipation of trends brought an urgent need for adaptation.

It became clear that scientific evidence is essential to overcome crises and drive actions.



Photo: Ivan Franchet

VIVIANE
SENNÁ

More than ever, we had to be resilient and flexible enough to adapt to the new normal. We had to develop creativity and critical thinking to propose new paths and solutions. We had to think about the next person and cooperate more, keeping collective needs in mind.

We already knew that complexity was inherent to the 21st century, but the pandemic has exacerbated this pattern and reminded us that these times will be inevitably unpredictable and uncertain.

Unfortunately, the pandemic has not yet come to an end. Schools have not fully reopened, classes remain at a distance for most of the week and we continue to assess the brutal effects of Covid-19 which have widened the inequality gap in our country, as many have not had access to education for months.

However, we must believe that it is possible to rebuild a better world after a major crisis, especially if we are keen to learn our lessons. From an education perspective, without question, our greatest lesson is that we are in urgent need to review the education system for our children and youths. It is indispensable and crucial to create an education system in line with the 21st century's demands to learn and live a productive life.

With this mission in mind and invigorated by our innovative DNA, we turn to science to look for the foundations to address our country's educational challenges which, unfortunately, have been aggravated by this crisis. After conducting extensive research and accumulating scientific and empirical evidence on the importance of socio-emotional skills and their impact on learning and human development, we disseminated this knowledge across the Brazilian public education system.

In addition to being indispensable and underpinning our entire National Curricular Common Core, these skills have gained special attention in 2020 in light of the growing demand for socio-emotional support for educators, administrators and students, according to numerous studies.

In 2020, fueled by game-changing technologies and the unprecedented partnerships with the National Council of Education Secretaries (Consed) and the National Union of Municipal Education Directors (Undime), we took this knowledge to 26 states and hundreds municipalities in Brazil. Our main projects, which always hinge on evidence and focus on comprehensive education, have reached about 130,000 educators through online workshops. These teachers will be responsible for bringing quality education to more than 3 million Brazilian students.

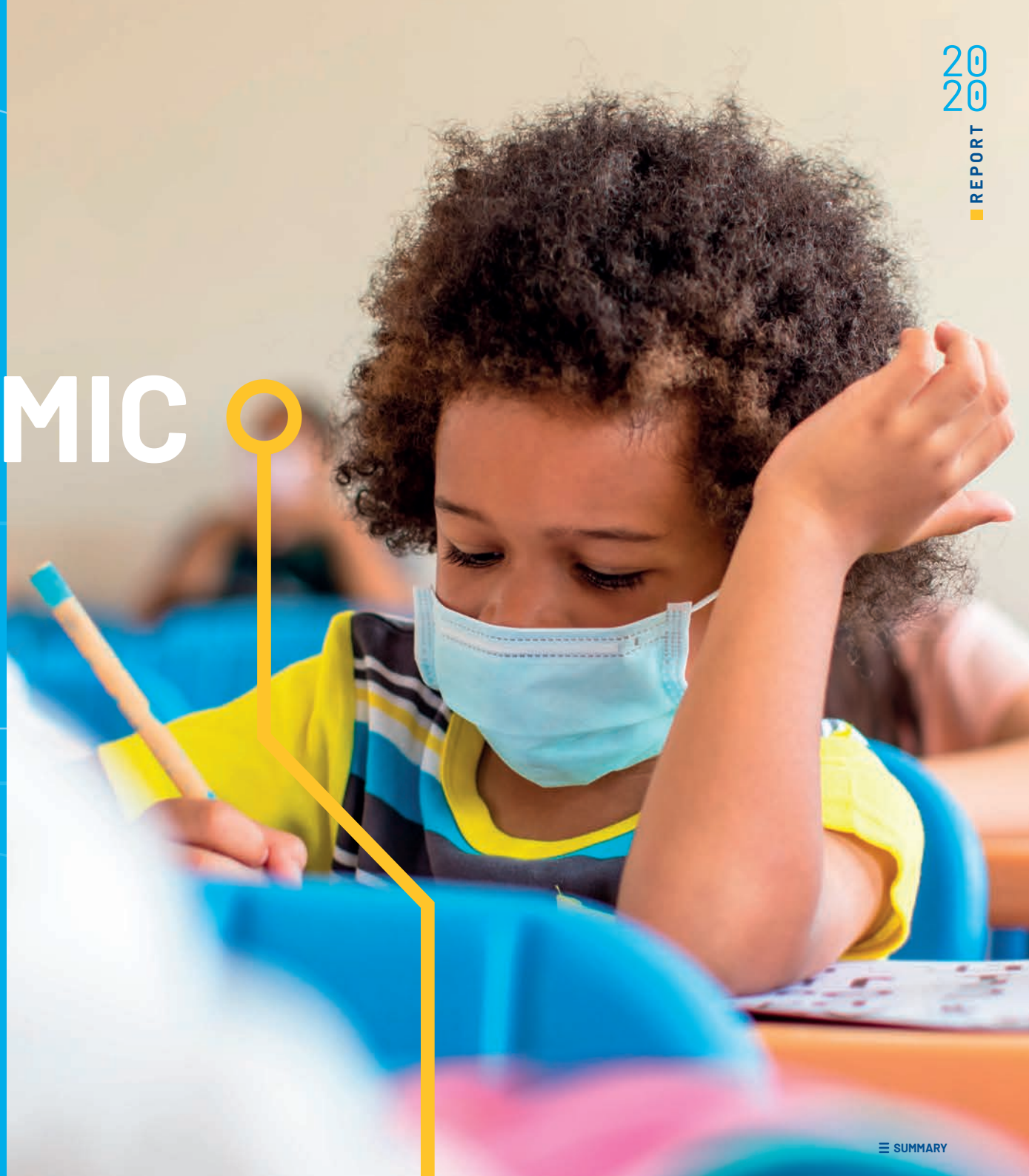
With this momentum, we are prepared to support educational departments and face the upcoming challenges this year and down the road; always promoting innovation, creativity and inspiration. Our mission is to guarantee quality education to the greatest number of children and youths in line with their current needs so they can live meaningful lives.

To our counselors, partners, education departments and the Ayrton Senna Institute team, I am especially grateful for your tireless efforts over the past year. Thank you for your dedication and unshakable belief that a complete and equal education system is the key to creating a better future for us all.

VIVIANE SENNA,
AYRTON SENNA INSTITUTE,
PRESIDENT.



PANDEMIC



EDUCATION IN TIMES OF CRISIS

PANDEMIC

The pandemic deserves its own separate chapter in this 2020 report. Without a doubt, this unprecedented situation calls for tremendous adaptability across the board; and the education sector is no different. Schools had to find ways to continue teaching despite being closed. With schools' doors shut, administrators, teachers, students and families have turned their homes into impromptu classrooms without any planning or proper tools. All of the sudden, about 50 million basic education students were forced into a remote teaching situation that unfortunately failed to reach every student and created additional challenges for their development.

In light of this daunting context, emotional support – which already was a pressing issue before pandemic – proved to be even more crucial and vital. Numerous surveys show that education professionals and students frequently urge for socio-emotional support.

Socio-emotional skills development starts in the classroom, but it goes beyond the teacher-student relationship. During their socio-emotional development, students need to be embraced, not only by the teacher, but the entire network. And the conversation about socio-emotional skills is a breath of fresh air in the midst of all the anxiety everyone is experiencing

Juliana Malherme,
teacher - Tereseina - Piauí



Page dedicated to socio-emotional skills

In order to support teachers, administrators, students and their families, we launched a new page on our website completely free of charge entitled **"socio-emotional skills for times of crisis"**. The page features guidelines, information, activities for elementary and high school students and some practical tips on how to develop socio-emotional skills in the current context with a focus on emotional resilience, openness to the new, self-management, engagement with others and kindness. These skill sets are considered essential for learning and life in general.

215,025
unique visitors

540,376
page views

319,176
browsing sessions

136,993
downloads

"Volta ao novo" and partnerships with Consed and Undime

In the first semester, we were invited by the National Council of Education Secretaries (Consed) to launch the **"Volta ao Novo" program (Back to What is New) for social-emotional skills development**.

The goal is to support educators and education systems to develop the five sets of socio-emotional macro-skills and disseminate them among students via teacher training programs. We held numerous formative meetings and provided training for education departments from twenty-six Brazilian states. Public webinars were held with special guests, teachers and students. In addition, we distributed specific support materials for each theme.

Besides being a part of the National Curricular Common Core, socio-emotional skills are paramount for educators and administrators. We need to develop these skills within ourselves so that we can embrace our students and their families with proper strength and confidence.

Maria Cecilia Amendola da Motta,
Consed vice president, and Mato Grosso do Sul
Education Secretary

...



Subsequently, we were invited by the National Union of Municipal Education Directors (Undime) to share knowledge about socio-emotional skills with its different departments, which represent more than 5,000 Brazilian municipalities. This initiative also allowed us to share training content with the country's municipal education systems.

By the end, more than 70 multipliers were trained and embraced the mission of cascading this knowledge down to the municipalities in their states (each department represents all the municipalities of a certain state).

In these two initiatives, roughly 50,000 spectators watched our series of live webinars and our content was downloaded over 40,000 times.

We had to figure out how to keep education going despite the pandemic; and it soon became evident how important it is to care for people's socio-emotional health beyond their pedagogical issues. After all, we are all feeling the impact

Luiz Miguel Martins Garcia,
Undime president and Sud Menucci -
São Paulo - Education Secretary



Participating in the public debate

The impact of the pandemic on the education system was covered relentlessly by the Brazilian press. Our experts contributed actively to the public debate presenting technical analysis and proposing solutions for the country to emerge stronger from the crisis and mitigate the negative effects for millions of students.

Our spokespersons addressed key education guidelines to specialized media outlets and the press in general. By generating different engagement opportunities, the Institute's specialists were able to denote their expertise in relevant themes and share their take on the pandemic's impact on education, as well as the evergrowing importance of socio-emotional skills in this context.



EDUCATION

WE BRING THE BEST IN SCIENCE TO PUBLIC EDUCATION

Without quality education, there is no personal, social, political, economic, scientific, cultural or environmental development. For this reason, we strive daily to bring evidence-based comprehensive education to millions of students. We believe this is the way to develop human potential and educate students to be agents and, in the future, autonomous adults capable of making good choices for themselves considering other people's needs and the world we live in.



Our role is to dive deep into academic research, in order to identify the world's best evidence-based practices and bring this knowledge to those who are making policy decisions and working in classroom

*Tatiana Filgueiras,
Ayrton Senna Institute vice president of education,
innovation and strategy*



Photo: Marcio Schimming

INNOVATION IS IN OUR DNA



2020 made it clearer than ever that we must base our policies and decision making on scientific developments and fundamentals. Thus, as an innovation laboratory, our research center eduLab21 brings the most up-to-date science to educators and public administrators, connecting them with researchers and reference centers in Brazil and around the world.

Through this integration, we foster innovative pedagogical practices and more efficient public policies. In addition to being scalable, this evidence-based knowledge enhances student learning and the development of essential life skills for the 21st century.

Monitoring students' socio-emotional skills

Our education team worked alongside the eduLab21 staff to put together the **Socio-emotional skills NCCC (National Curricular Common Core)** project, a digital platform with two assessment instruments (summative and formative) to help scale up this initiative. In 2020, a pilot project for this new platform was carried out with the municipal education departments of Teresina (state of Piauí) and Caruaru (state of Pernambuco), as well as other schools that are part of "Programa Pleno" (Full Program).

Both instruments have been developed and fine tuned over the last decade considering these skills in order to plan, promote and monitor students' socio-emotional development with focus and efficacy. These tools have been used by partners and education systems since 2015. However, their use and dissemination remained limited since they can only be applied in person. With the launch of the digital Socio-emotional skills NCCC, these tools will be available to any Brazilian Educational System in 2021.

Educators' Socio-emotional Skills Publication

According to the National Council of Education (CNE), in order for students learn effectively and develop fully; teachers should also be trained on professional skills to help them implement the guidelines of the National Curricular Common Core (NCCC), including technical and socio-emotional skills.

To support teacher training policies, in 2020, eduLab21 published a study called **Socio-emotional Skills for Educators and their pivotal role for comprehensive education**. The document compiles the results of several studies based on the Institute's research over the last six years.

Rede CPE - National Science Network for Education

Our partnership with **Rede CPE adds** to the conversation between researchers, educators and education departments as we foster scientific research in Brazil. In 2020, this partnership resulted in **a call for tenders** to finance two lines of investigational research about motivation in the school context, including a systematic literature review and exploratory field study. This knowledge, coupled with new research and publications, corroborates the development of skills to boost students' motivation for learning.

We also participated in the 3rd Annual Meeting of Rede CPE, held virtually, which brought together speakers from different fields such as neuroscience, psychology, economics, computing, social sciences and others. Discussion topics included the effects of the pandemic on education.

In addition, we partnered up with the Rede CPE to produce digital guidelines for teachers, students and families on topics such as socio-emotional skills, creativity and critical thinking, as part of CPE's project Espaço Escolar (School Space).

Creativity and critical thinking assessment and development

This project aims to investigate and produce scientific knowledge about creativity and critical thinking and the importance of these two skills from an education and professional perspective. In addition to spawning an international seminar, a digital guide and a course in 2020, the eduLab21 project aims to enhance the conceptual model of these two skills, known as hybrids, and establish a **summative and formative assessment model** to be implemented on a large scale.

Also in 2020, the book by the name of "Developing and evaluating creativity and critical thinking in education" was published in partnership with the Santillana Foundation. The book was written as a partnership between the Center for Research and Innovation in Education (CERI) and the Organization for Economic Cooperation and Development (OECD). In addition to establishing a consensus for the international education community about what it means to develop and evaluate creativity and critical thinking skills at school and promote content to support educators, the publication also presents the Ayrton Senna Institute's experience on the topic as one of the international cases.

Photo: Marcio Schimming

AT SCHOOL, IN PRACTICE

Performance in practice, with a positive impact on educators and students lives

In order to scale up knowledge and evidence-based good practices to reach as many students as possible, we have established partnerships with state and municipal education departments. Thus, we designed initiatives to inspire more innovative pedagogical practices and public policies from elementary to high school.

Support for the comprehensive education policy of Sao Paulo

We continue to foster our partnership with the state government of Sao Paulo. We are even more committed to supporting the State Department of Education to develop actions that prepare students for future challenges. In 2020, we contributed to the education department's comprehensive education policy by providing **technical assistance and support to qualify educators and administrators**, in addition to producing materials and conducting socio-emotional monitoring for students. Such actions addressed socio-emotional skills and the students' life plan. In total, 4,582 public schools were serviced in 645 municipalities in Sao Paulo. We also trained 113,298 teachers, which impacts the education of 2.6 million students.

Our work is primarily remote due to the pandemic, but we maintain proximity with the school routine. We produce and review materials and broadcast online classes through the Sao Paulo Media Center (CMSP), provide guidance through the Socio-emotional Dialogues project and conduct bimonthly assessments as part of the students' Life Plan component.

Social distancing also prompted the development of new training strategies, such as materials and activities to support educators when in-person classes eventually resume.

At the same time, we also contribute conceptually to the high school curriculum and insert socio-emotional themes in the state education program.

*Report updated on August 27th 2021:

The total of 2.6 million students reached by the Ayrton Senna Institute's educational projects conducted in partnership with the São Paulo teaching network denotes a potential impact figure. However, it is important to highlight that, according to official data from the São Paulo State Department of Education, around 57% of the students had access to the remote content and activities proposed for the 2020 school year through digital platforms, due to the closing of schools caused by the Covid-19 pandemic.

Developing socio-emotional skills at scale

Socio-emotional Dialogues is an initiative that aims to plan, assist and monitor the development of students' socio-emotional skills systemically, from the education department all the way to the classroom. The initiative promotes frequent dialogue between teachers and students in a formative process which develops self-awareness for both. It starts with a common reference through a rubric assessment tool (brief reports in which students indicate their skill level).

Due to the challenges imposed by social isolation, the Socio-emotional Dialogues project brought innovation by monitoring pedagogical activities at a distance in 2020. In addition to digital materials, we held webinars about the main skills necessary to get through a crisis like the Covid-19 pandemic.

Throughout 2020, we implemented this proposal with the municipal education department of Sobral (state of Ceara) and the entire state education department of Ceara (middle and high school). Supported by 3Gen, the Socio-emotional Dialogues project was also implemented in Fortaleza (state of Ceara), Mato Grosso (state of Mato Grosso do Sul) and Teresina (state of Piaui).

In the state of Ceara, the proposal reached 642 schools in 184 municipalities and supported the education of 246,665 students. In Sobral, the project contributed to the education of 20,411 students in 28 schools in the middle school level and 34 schools in the elementary school level.

In the state of Mato Grosso do Sul, the project reached 97,725 students from 215 schools in 69 municipalities. In Teresina, in the state of Piaui, the program reached 11,380 students in 25 schools throughout the year. In the city of Fortaleza, the program reached 171,890 students in 200 schools.



The education calendar went from a spaced and long face-to-face meeting format to weekly remote meetings, which strengthened the bonds between participants. Additionally, the process was essential to our development and resilience

Lidiane Petini, teacher trainer at Mato Grosso do Sul state



A look at educators' socio-emotional health

The Socio-emotional Educators project supports teachers' development with training and content to encourage educators to know, reflect and hone their own socio-emotional skills, which are crucial to their pedagogical methodology and life.

In 2020, the Socio-emotional Educators training was carried out virtually in the city of Sobral for 96 teachers and pedagogical coordinators. They will work as program multipliers for the city in 2021.

To engage all educators interested in this theme, we launched a series of online courses for the Socio-emotional Educators project. These include specific content and tools that can be used by educators who are committed to honing their skills.

Towards the future, with no one left behind

Still in the 21st century, there are 11 million illiterate people in Brazil. In face of the challenges imposed by the inequality of opportunities, we act so that our literacy and remedial education solutions continue to support children and youth across the country. Developing not only reading and numeracy skills, but also socio-emotional skills.

In 2020, 52 municipalities, across all 5 Brazilian regions were licensed to roll out our literacy programs - either independently, or with the aid of a technical agency certified by us - such as: Se Liga, Acelera Brasil, Circuito Campeão, Gestão Nota 10, Fórmula da Vitória and Gestão de Alfabetização.

The programs Se Liga and Acelera Brasil, are focused on the remedial education of the literacy years, they are well established programs, and were systematized to be rolled-out with the aid of strategic partners. This new model of dissemination, through technical agencies, allow our programs to be rolled-out in large scale, reaching more children than ever throughout the whole country.

The combined impact of these two fronts - Licensing and Dissemination through partners - resulted in the training of 6,056 educators of 1,147 schools across 55 cities to apply our literacy programs. These educators are now responsible to guarantee the development of 176.087 children.

It is worth to mention that the pandemic brought many challenges to the roll out of the programs, and a considerable part of our efforts was focused on supporting the educational systems to mitigate the negative impact of the Covid-19.

Among the initiatives, one that deserves highlight is the series of on-line meetings of the **Managers Network** where good practices and knowledge were shared between several municipalities' educational managers and the Institute. Content such as socio-emotional skills, a guide to support the roll-out of the programs with the pandemic, and a guide to support the learning process despite the pandemic.



Many doubts came through, like, how to act as a socio-emotional skills teacher trainer from a distance? How to guarantee that the development happens in a meaningful way to the attendees? We must follow the same premises of the regular face-to-face sessions, providing refuge, and encouraging the formation of bonds and connections

Edna Borges,
Ayrton Senna Institute's technical agent



Letramento em Programação (Programming literacy)

To promote computational thinking, our program “Letramento em Programação” (Programming Literacy) supports younger generations to learn and dominate **multiple languages**, as well as developing essential life skills for the 21st century. For this reason, the project encourages children and youths to go beyond just using technology to become creators of it. As such, they will be capable to meet society's new demands and transform realities.

Programming Literacy is implemented in public schools by training educators in partnership with higher education institutions. In 2020, the list of cities participating in the program increased to a total of 19. Out of those 19, 12 are from the north side of the Rio Grande do Sul state.

5,204 students were reached in 109 schools and 116 educators were trained. For 2021, our expectation is for municipalities and universities to operate independently and conduct the program without the Institute's direct involvement.



Online training of educators

Espaço Educador (Educator's Space) is our digital platform where we offer free online courses to educators across the country. In 2020, we updated the platform with content on four topics: Comprehensive education, Students' Socio-emotional Skills, Educators' Socio-emotional Health and Creativity and Critical Thinking. A total of 3,586 people took the courses in 2020.



Our partnerships with education departments have kept us in touch with the classroom reality and the most up-to-date academic publications about human development. We started providing online training to the general public to make this knowledge available to all educators nationwide. We aim to contribute to their efforts

*Helena Faro,
Ayrton Senna Institute's teacher training
executive manager*



Photo: Marcio Schimming



26 years
of work



Over
30 million
services to
students



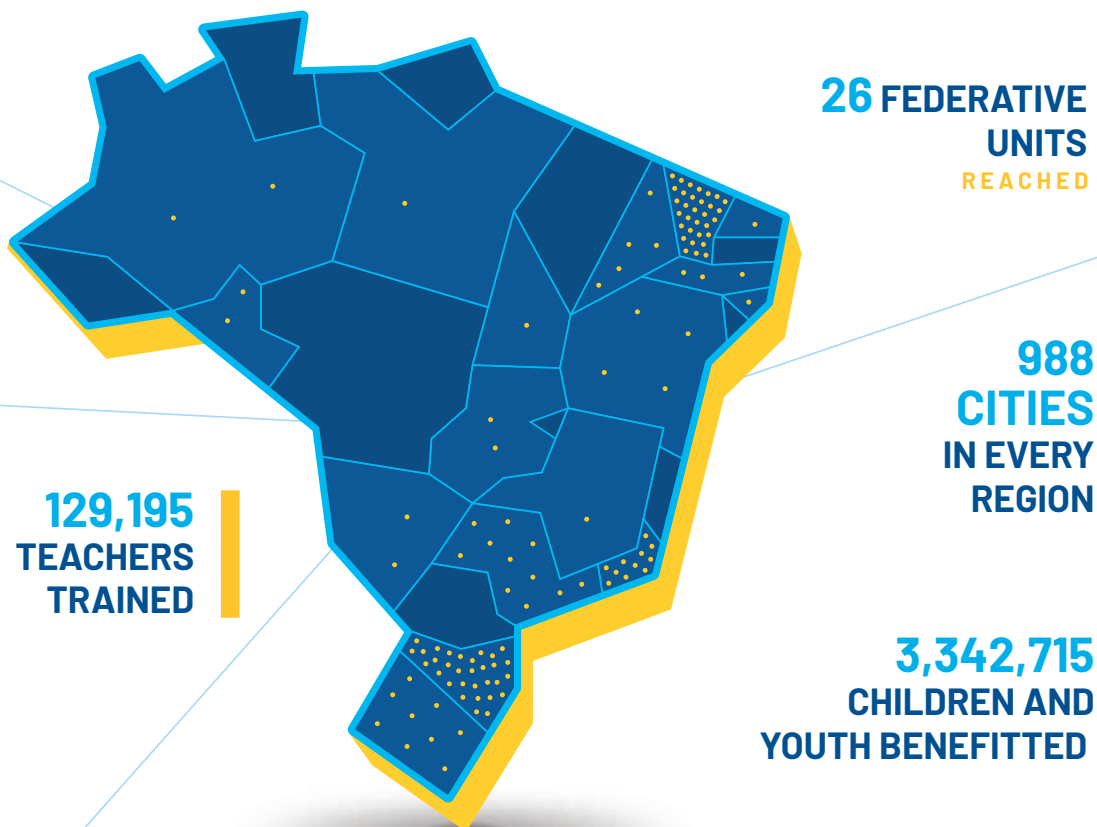
In more than
3,000 cities
in every state

ACTING IN LARGE SCALE

THE YEAR IN NUMBERS

The impact of our work in 2020

In 2020, with the fundamental support of technology, we made our knowledge reach 26 federative unities and hundreds of cities. Our main projects, always focused on the whole development and based on evidence, reached about 130 thousand educators, through on-line training. These teachers and educators are now responsible for the higher quality education of over 3 million Brazilian students.



*Report updated on August 27th 2021: The total of 3,342,715 million students reached by the Ayrton Senna Institute's educational projects conducted in partnership with different teaching networks denotes a potential impact figure. However, it is important to highlight that, according to official data from the São Paulo State Department of Education, around 57% of the students had access to the remote content and activities proposed for the 2020 school year through digital platforms, due to the closing of schools caused by the Covid-19 pandemic

INCREASING IMPACT AND REACHING FURTHER

Transformation can only happen through social mobilization. Based on this belief, we share knowledge, disseminate good practices, exchange ideas and conduct engagement initiatives for society at large, highlighting the importance of keeping comprehensive education on the agenda and reaching out to more people.

International Seminar on Creativity and Critical Thinking at School

Throughout our history, we have always sought to push the envelope on education, emphasizing the importance of developing skills beyond the cognitive side, as well as the socio-emotional aspect and other dimensions. Early in March, just before the country implemented social distancing due to the pandemic, we held the **International Seminar on Creativity and Critical Thinking at School**, one of the country's last face-to-face events on education.

Andreas Schleicher, Director of Education for the Organization for Economic Cooperation and Development (OECD), which is responsible for the Programme for International Student Assessment (Pisa), presented an unprecedented study in Brazil about the evaluation of these skills in the upcoming edition of the Pisa test, which will assess creative thinking in 2021.

Researchers from India, the United States, France and Belgium participated in discussion panels with Brazilian experts, highlighting important scientific evidence to inspire public policies and innovative pedagogical practices in Brazil.

The event promoted a nice exchange of information and made it clear that creativity and critical thinking are powerful tools to achieve life goals for everyone. Held at the Tomie Ohtake Institute, the seminar gathered roughly 800 people and was broadcast by Canal Futura, reaching more than 3,000 people on that day alone.

During the event, we launched the **Digital Guide for Creativity and Critical Thinking: a guide to reflect on the present and create the future**, which combines references and inspiration to encourage the development of creativity and critical thinking in basic education.



Surfing the podcast wave

With the aim of getting **the entire society involved** in the debate about comprehensive education, we joined efforts with B9 to create **Nada Sei**, (I Know Nothing) a podcast about different education perspectives. The first season was divided into seven episodes, which dived into learning strategies like listening, observing, studying, doing, making mistakes, teaching and learning through our emotions. On each episode, our host Ana Paula Xongani conducts a causal conversation with different guests, bringing knowledge about learning and education to our listeners.

The Nada Sei podcast was downloaded over 40,000 times and is yet another tool in our mission to disseminate knowledge to society and support educators to promote quality comprehensive education for all.



Our goal with the Nada Sei podcast was to explore new channels and bring the education discussion to a broader audience. As an innovation center, the Institute suggests paths for children, youths and educators to live fully and face the challenges of the current century. The podcast contributes to this mission

*Fabiana Fragiacomio,
Ayrton Senna Institute's communication and marketing executive manager*



Mobilization campaigns “# Nem1PraTras” and Don't Give Up on Your Future

For the second consecutive year, the Roberto Marinho Foundation held the **# Nem1PraTras** (#NoOneLeftBehind) campaign, joining efforts with more than 185 education institutions. We worked together in this initiative inspired by the motto “No one left behind”, from the UN Sustainable Development Goals, which inspired an event held on April 28th, World Education Day. Several activities were offered free of charge during the event, such as classes, educational games, debates and podcasts, in addition to a special participation on Canal Futura.

In another joint effort to reduce school dropout, which was aggravated by the pandemic, we worked alongside Globo, the Roberto Marinho Foundation, Unicef, the National Council of Education Secretaries (Consed), the Municipal Union of Education Directors (Undime) and over 25 social organizations, institutes and foundations in a project called **Don't Give Up on Your Future**. This initiative encourages students to not give up and strengthen their bonds with the school. In addition to signing and disseminating an advertisement campaign, we also collaborated with the **tmjsempre.org.br** platform, where we published proposals and content aimed at reducing school dropout.

Jeduca

Education is a crucial issue for the country and it will gain momentum if society learns to appreciate it as much as it does topics like politics or economics. In this sense, the press plays a key role. For this reason, we support Jeduca, a journalistic association created to promote education-related journalism and conduct training and technical qualification for communication professionals who advocate for information transparency. The association already has about 1,500 members from different regions of the country including journalists, journalism students and people interested in the field.



Education is a key issue for the country and it has been extremely affected by the Covid-19 pandemic. As coverage is usually done by journalists with little experience in the field, maintaining a quality conversation and creating training opportunities in the area is pivotal to support journalists and communicators. Consequently, we can elevate the debate for society at large

Fabio Takahashi,
president of Jeduca - Education Journalists Association





SOCIAL PARTNERSHIPS



PARTNERS

THE FUTURE IS OUR RESPONSIBILITY, AS IS EDUCATION

The pandemic has prompted us to try out new ways of relating to each other; schools and families, dwellers and neighborhoods, employers and employees. We have come to realize that other people's problems are also our own and everything in society is interconnected.

We learned that everyone, without exception, plays an active role in the collective body. Therefore, we count on our engaged partners who understand how critical a role education plays to shape our country's future. In 2020, we worked alongside **50+ partners** who are aware of their role.

One of the Institute's most traditional partnerships is with **Itaucard**, which, since 1996, has supported the comprehensive development of children and youths, investing in our expertise and the solutions we bring to the field.

We have also renewed and expanded our partnership with **Lenovo**. In addition to donating part of the proceedings from retail and e-commerce sales from the Yoga, Ideapad and Legion product lines, the Lenovo 300e and 100e have now become part of this philanthropic initiative.

Accenture, Amil, Bic Foundation, Cabify, CCR, Cinépolis, Compactor, Tradição Consortium, Credysystem, Editora Mol / PBKids, FMC, Fundação Volkswagen Group, Galzerano, Innova, Instituto Alair Martins, Instituto Cyrela, MRV Institute, Instituto Positivo, Integration, IPSOS, Julius Baer, KIA, Linx, Maubisa, Mellita, Pic Pay, Regispel, Sanhidrel, Sky, SEB, Sustagen Kids, Temasek, UBS and Visa are among the companies with whom we have strengthened the bonds in 2020, which enables us to reach a larger number of people.

In 2020, we also expanded our relationship with **Boeing**, which supports us in the partnership with the state of Sao Paulo in comprehensive education projects and initiatives such as Socio-emotional for Educators and Creativity and Critical Thinking. **BRK Ambiental** also joined the team and invested in the "Back to What is New" project for socio-emotional skills development. We were also joined by partners such as **CONTI, Cultura Inglesa, AVP Group, Iterum Internacional** and **Vegus**.

We expanded our Salary Donation initiative, where companies contribute to our cause via their payroll. Those include: **SAP, BCG, BNP Paribas, Henkel, Castrol, GFK, Lenovo, P&G** and **Accenture**. Additionally, we became partners with **Abrace um Causa (Embrace a Cause)** and its individual donation platform.

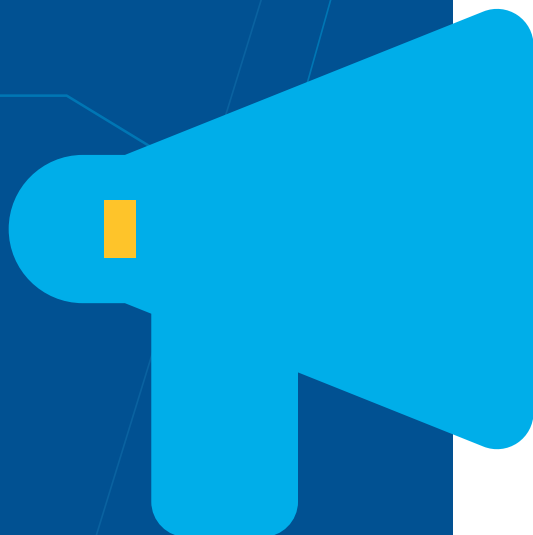
THREE YEARS WITH MC DONALD'S HAPPY DAY

For the third consecutive year, we partook in McDonald's Happy Day, one of the largest social campaigns in the country. This historic initiative stems from our partnership with Arcos Dorados. The Institute sold **157,702** advanced tickets to different companies - an increase of more than 50% compared to 2018, our first year in the campaign.

The proceedings were used to train over 115,403 teachers and benefit over 2,743,720 public school children and youths all across the country.

ENGAGEMENT AND MOBILIZATION IN THE CAUSE MARKETING FORUM

To connect companies and marketing professionals with the **field of social causes**, we held the fourth edition of the Cause Marketing Forum. The event was a partnership between the ESPM University, Ipsos Brasil and Cause and it was conducted 100% virtually. We brought together different brands and specialists and presented successful cause marketing cases to promote solid and long-lasting partnerships that will benefit society at large.



When companies and third sector organizations share the same purpose, there is a huge opportunity for collaboration. Over the past 26 years, cause marketing has helped the Institute formulate innovative policies and bring quality education to millions of Brazilian students. It is an instrumental tool that connects brands to important causes and reminds us that countries are built through a combination of efforts

*Emilio Munaro,
Ayrton Senna Institute's global development
and communications vice president*





CORPORATE



Photo: Diego Villamarín

COMMITMENT TO PEOPLE

Faced with an unprecedented pandemic, organizations had to **hastily adapt** to work remotely. And the Ayrton Senna Institute was no different. In addition to meeting and exceeding goals in a very atypical year, accelerating the digitization process and sustaining our Way of Being from a distance, most importantly, we managed to take care of our people.

The Institute has always been aware that the staff plays a key role in our mission to transform Brazilian education, so we joined the Não Demita (Don't Lay Off) movement. We decided to keep our staff employed during 2020 despite the potential consequences for the organization, financially and in general.

The Institute has flirted with the home office format since 2017, but the pandemic prompted us to go 100% remote. **Adapting to remote working** is a real challenge, so we put together a support plan and internal actions to preserve our staff's physical, mental, emotional and intellectual health.

In parallel, our corporate department formulated a new work policy in line with modern work practices for the future in the post-pandemic society. Surely we will return to the office at some point, but we will work in a hybrid format and consider the needs and desires of every staff.

DIGITAL REVOLUTION

Also in 2020, we accelerated the Institute's digital transformation process, which we started in previous years. Driven by our **Way of Being**, which involves collaboration skills (Building Together), autonomy (Acting as owners), simplicity (Seeking simplicity), innovation (Having an innovative attitude) and results (Focusing on results), our departments worked with more synergy, using digital tools that support project integration and management from a distance.

We implemented digital contract signature, allowing our projects to flow faster without people having to be physically present. Furthermore, we adapted our selection process to be held virtually and our new staff have been onboarded 100% remotely.

To promote personal development, we conducted a remote workshop for leaders in parallel with the first edition of our mentoring program, where 30% of our staff signed up to be mentors (some going as far as mentoring more than one person). In addition, over 50% of our team signed up to be mentored on topics such as project management, leadership, communication, creativity, design thinking and public policies.

SETBACKS BECOME OPPORTUNITIES

Purpose and development opportunities are the Institute's driving forces. In spite of how challenging 2020 was, it was also a year in which we strengthened our bonds and increased our trust in each other by practicing a lot of active listening and being mindful of our staff's needs. That's what makes a difference. It makes such a huge difference that, in 2020, the Institute was chosen as one of Top 15 Best Third Sector Organizations to Work For, according to global consultancy 'Great Place to Work'. Our score on how good the staff feels by contributing to the community was 96%. When it comes to diversity, our outcomes were close to 100%, which goes to show that our organization makes it a point to create an environment where people can be themselves and are treated well irrespective of their sexual preference, gender, color or ethnicity.



AFFIRMATIVE	COMPANY VIEW	AREA VIEW	BENCHMARK
Employees care about each other here	90	95	87
This is a friendly place to work	94	95	91
When you join this organization, you will feel welcome	97	94	95
When employees change roles or departments, the organization quickly makes them feel "at home"	89	93	91
I can be myself around here	86	97	91
This is a laid back place to work	86	89	91
You can count on the staff to be collaborative here	84	94	89

The setbacks did not paralyze us. Quite the contrary: they served as a stepping stone to achieve greater and better things. And we know that we can go even further. We recognize and celebrate our progress while keeping an eye on the opportunities

Ewerton Fulini,
Ayrton Senna Institute's
corporate vice president

...



ON THE PRESS

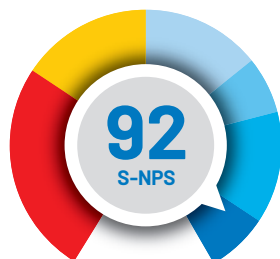


PUBLIC DEBATE PARTICIPATION ON THE PRESS

**+2,600
articles
in 2020**

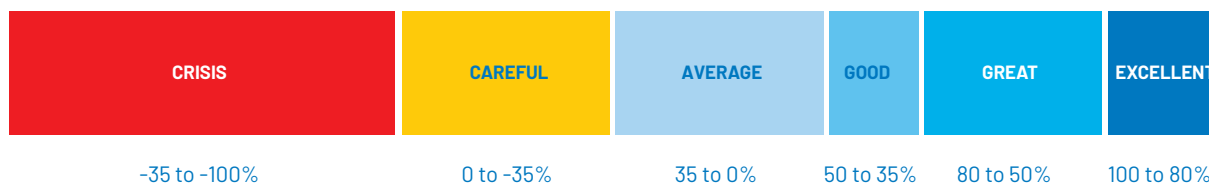
**+200 million
potential
views**

**+30 million
in monetary
exposure
returns**



NPS – Net promoter Score,
is an index which measures the reputation
and positivity of a brand based on a set of media
articles, it ranges from -100% to 100%.

Reputation Scale



PUBLIC DEBATE PARTICIPATION
ON THE PRESS

How to make way to the development of creativity and critical thinking

Porvir

10/03/2020

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According to UNESCO, 1 billion students across the world have no classes

TV Cultura/Jornal da Cultura

04/08/2020

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FOLHA DE S. PAULO

TENDÊNCIAS / DEBATES

Covid-19 potencializa desigualdades na educação

É urgente evitar que essa tragédia se acentue

Violente Senna

Presidente do Instituto Ayrton Senna, especializado em políticas públicas e nomeado 'líder para o futuro' pela ONU

Para além das consequências imediatas da crise sobre a saúde e a economia, a força devastadora da Covid-19 traz consigo um impacto mais silencioso, mas não menos devastador. É sobre o sistema educacional brasileiro que, na periferia da desigualdade, já era bastante castigado e marcado por uma brutal desigualdade de oportunidades.

No Brasil, onde o ambiente familiar possui forte influência nos resultados educacionais, haverá diferentes desafios para os milhões de alunos da educação básica. As perdas variam entre as coletivas, mas não há dúvidas de que os mais prejudicados serão aqueles que, mesmo antes da crise, já estavam vulneráveis ou em situação de risco. Há milhões de crianças e adolescentes de famílias pobres que vivem em áreas de risco, onde a falta de infraestrutura básica, como saneamento e acesso à água potável, já coloca em risco a saúde e a educação. Além disso, a falta de acesso à internet e a falta de dispositivos eletrônicos tornam a educação a distância uma realidade distante para muitos.

Portanto, a escola, que deveria oferecer especialmente aos mais vulneráveis condições de acesso social, acaba por reforçar diferenças exacerbadas pela pandemia. Como consequência, contribui indiretamente para o abandono de estudantes que já conviviam com menos oportunidades de aprendizagem em casa, com menos acesso à internet e cultura, e famílias com menos recursos para apoiar os estudos em casa.

Evitar que essa tragédia chegue às consequências finais é urgente. Assim como na saúde, é a intervenção pública que deve pautar as políticas educacionais para superar a crise. Há estudos que mostram que a ausência de aulas, como as férias, tem alto impacto negativo sobre o aprendizado de um estudante. Portanto,

ainda que haja soluções paliativas como o ensino a distância em função do fechamento das escolas, não podemos perder de vista o principal: que o retorno às aulas e a aprendizagem em espaços escolares.

O retorno à escola é fundamental para a vida da humanidade, como o processo da língua, em 1994, e a passagem do barão Kautsky por New Orleans (EUA), em 2006, trazem boas evidências. Ambas as tragédias celebram vidas, ampliam a pobreza e impingem situações de redução de bem-estar físico e mental, mas, diferentemente das crises, o primeiro caso, as políticas públicas de recuperação da educação e o segundo caso, em New Orleans, políticas públicas com foco na gestão e na capacitação de professores e diretores, evitaram que a situação se tornasse irreversível.

No primeiro caso, as políticas públicas de recuperação da educação como inclusão e alimentação de estudantes e famílias, mas foram necessários até 40 anos para recuperar níveis de escolarização pré-crise. Já no segundo caso, em New Orleans, políticas públicas com foco na gestão e na capacitação de professores e diretores evitaram que a situação se tornasse irreversível. Também podemos contar exemplos de sucesso nacional, como o Brasil (PDE), que reforça a importância dessas dimensões para a maior eficiência de resultados e menor desigualdade educacional. As evidências mostram, portanto, que é possível sair dessa pandemia com melhores condições que entrarmos. Melhorar para milhões de crianças e adolescentes os lugares dos novos vulneráveis que, infelizmente, serão gerados. É, acima de tudo, mobilizar todos para o esforço necessário da reconstrução para alcançar parâmetros superiores e menos desiguais que os que tínhamos quando tudo começou. É imperativo cuidar para que as desigualdades educacionais não se tornem um legado para o futuro.

Covid-19 amplifies inequality in education

Folha de São Paulo

10/05/2020

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[Read the digital article](#)

PUBLIC DEBATE PARTICIPATION
ON THE PRESS

exame.

Da boca para fora: empresas mais falam do que fazem por causas sociais

Obtida com exclusividade pela EXAME, pesquisa do Instituto Ipsos mostra que organizações precisam ouvir mais e fazer menos marketing

Por Murilo Bonfim

Publicado em: 15/09/2020 às 10h45
Alterado em: 15/09/2020 às 11h51

Tempo de leitura: 5 min



Companies say more
than they effectively do

Exame

15/09/2020

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Globo NEWS



Brazilian High School students
are below the goals since 2013

Globo News / Edição das 16h

15/08/2020

[Watch the video](#)

FOLHA DE S. PAULO

CORONAVÍRUS

Avanço no Ideb pode ser
perdido com a pandemia,
avaliam especialistas

Longo período de suspensão das aulas pode aumentar abandono escolar e reduzir desempenho



Isabela Palhares
Paulo Saldaña

SÃO PAULO e BRASILIA O avanço histórico do ensino brasileiro no Ideb (Índice de Desenvolvimento da Educação Básica) de 2019 corre risco de não ser mantido nos próximos anos com o longo período de suspensão das aulas presenciais por causa da pandemia do novo coronavírus, segundo especialistas e gestores da área.

Educational Index
advancement may be lost
due to the pandemic

Folha de São Paulo

16/09/2020

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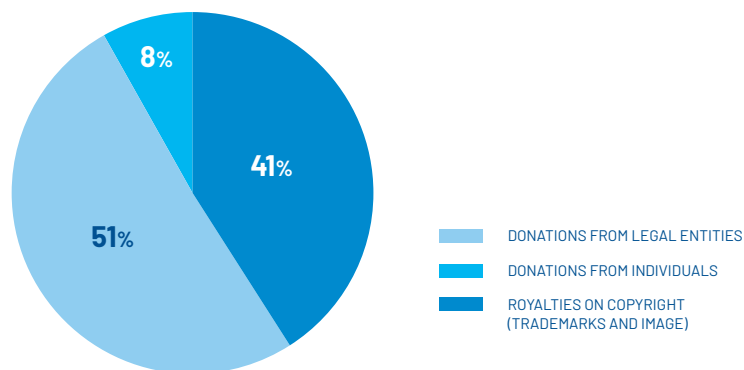


FINANCIAL STATEMENT

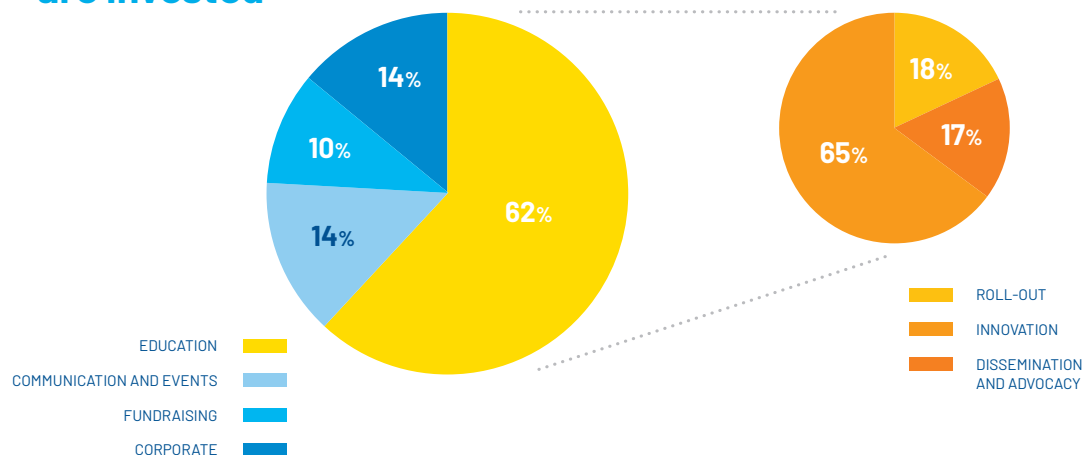


FINANCIAL STATEMENT

Origin of Contributions



How contributions are invested



SOURCES

	2020	2019
Donations from Legal Entities	19,051	17,409
Donations from Individuals	3,406	3,642
Royalties on Copyright (Trademarks and Image)	15,468	21,710
	37,925	42,761

INVESTMENTS

	2020	2019
Roll-Out	3,592	18,183
Innovation - R&D	12,056	11,696
Dissemination and Advocacy	3,206	2,867
Communication and events Content Production, events and disclosing	4,481	12,494
Fundraising Relationship and engagement Initiatives	3,336	3,371
Corporate	4,231	4,111
	30,902	52,722

OPERATING SURPLUS / DEFICIT	7,023	-9,961
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(All figures are in millions)



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