



Ayrton
Senna
Institute



REPORT
2022



SUMMARY

8. MOBILIZATION AND

LETTER FROM THE PRESIDENT



In the year 2022, Brazilian students were finally able to return to the classroom after two years of forced removal due to a pandemic. The diagnostic evaluations carried out in the country during the pandemic period confirmed a disastrous and worrying scenario, not only in terms of learning, but also in terms of increased inequality and school dropouts, further expanding the country's historical debts. In addition to cognitive damage, there are also impacts on the mental health and social and emotional skills development of Brazilian students.

The size of the challenge we face in education is huge, and this agenda needs to unite government, organized civil society and companies to create partnerships and solutions that guarantee the urgency, strength and scale that we need to advance, and in fact support Brazilian children and youth.

There is no silver bullet, and it will not be just a single policy or initiative that will be able to solve all of the country's educational problems. For this reason, the Ayrton Senna Institute invests efforts in scientific studies, seeking the best in science to guide its initiatives and disseminate knowledge that has as its guide to develop the full potential of Brazilian children and young people, as well as their educators. It is necessary to go beyond the cognitive, investigating and considering all other dimensions of the human being considered relevant so that one can live, do and learn in today's world and in the future. We call this comprehensive education.

Comprehensive education, when aligned with other aspects of the social context, is also capable of reducing inequalities and creating more opportunities. When Ayrton was asked the secret of success, he used to answer: opportunity. And, of all the opportunities, the most strategic and fundamental one is to promote the development and expansion of talents through education. It makes anyone successful in what they want to be and secures their future.

Unfortunately, the evidence shows that we are still far from achieving quality, public, comprehensive education. It is important to highlight the mapping that we released this past year together with the São Paulo State Department of Education, which analyzed how students saw their own social and emotional skills in the context of the pandemic.

The study indicated that 70% of students from the São Paulo educational network reported symptoms of depression and anxiety, which do not allow for complete learning of the syllabus because they directly interfere with students' ability to concentrate and self-confidence, among other consequences. The data only represents the scenario of one of the main educational networks in the country, but which is certainly a reality shared with other Brazilian territories. It is an urgent and worrying scenario!

In addition to supporting educational networks with diagnostic studies on the social and emotional skills of educators and students, in 2022, the Institute also diversified the way it dialogues with Brazilian educators. We launched our first digital platform for continued development, the humane Platform, providing content, courses and seminars directly and completely free of charge to teachers and educational managers across the country.

The enormous baggage that we have accumulated over the last 28 years with public educational networks, immersing ourselves in the most diverse Brazilian realities, allows us to state that improving educational policies depends on information and evidence that consider who is in the school's day-to-day life.

We must not ignore the evidence that comes from the classroom. A child who does not learn because he suffers from symptoms of depression and anxiety is a fragile point in the entire Brazilian society.

We believe that all the improvements we want for Brazil pass, as a priority, through education, which is the way for us to be able to better prepare people, support them to know

themselves, to design a life project and to believe in their full potential, using this knowledge to relate better with themselves, with others and with the world. The Ayrton Senna Institute is at the service of this challenge: preparing children and young people for today and tomorrow, and making them agents of social transformation. Thanks to our partners – companies, organizations, educational networks, universities and the government – we have come this far with excellent results. Now it is time to look ahead and ensure that all the experience gained composes and inspires public policies to reach all Brazilian schools.

We count on you!

VIVIANE SENNA

President of Ayrton Senna do Institute

WHO WE ARE

We were born in November 1994, from the dream of three-time Formula 1 champion and national idol Ayrton Senna to create more opportunities for everyone to develop their potential. We believe that every individual is capable of fully development when they are encouraged to believe in themselves and receive the opportunity for a **quality education**.

As a center for innovation in education, we operate on three main fronts: production of research and scientific evidence, mobilization and advocacy, and large-scale dissemination. Through our educational projects taken to public schools throughout the country, we managed to benefit millions of Brazilian students. As such, we work in partnership with public administrators and educators, we design educational proposals taken to educational networks and seek to influence the formulation of more efficient and innovative public policies. We are in a permanent process of innovation, continuously investigating new knowledge to respond to the challenges of a world in constant transformation.

We don't do this alone. We work together with various actors in society interested in this cause: public managers, educators, researchers, businessmen, opinion makers and organized civil society entities. Our actions are funded by donations, licensing resources and partnerships with the private sector.





LOOKING TO THE FUTURE

In 2022, the Ayrton Senna Institute celebrated its 28th anniversary. There are almost three decades of experience in the development of evidence-based studies and fundamental diagnoses to guide the execution of educational public policies, offering necessary tools to public managers and educators.

Today, the Institute is established as an **innovation center**, anticipating trends in research and generating applied knowledge distributed to a wide audience.

Going forward, our focus is to strengthen macro-reach advocacy to advance the development of public policies in the area of education. Only then we will be able to reach all Brazilian schools and students.

FOCUS OF ACTION OF THE AYRTON SENNA DO INSTITUTE IN THE COMING YEARS

- Innovate based on evidence to promote reflection on new topics for the field of education;
- Stimulate debate in society so that the themes become educational public policies;
- License systematized knowledge so that others can develop educational solutions;
- Participate in and promote networks of good practices of people and/or other organizations.

*"Education
transforms lives that
transforms that
world."*



OUR PERFORMANCE IN NUMBERS

The year 2022 was marked by the return to school after the pandemic and deals with immense educational challenges. Therefore, our focus was to disseminate our projects on a scale to reach all Brazilian states and reach an ever-increasing number of students and educators.

2022

200 thousand

educators
potentially impacted

27

federal units and
3,400 municipalities

6,5 thousand

impacted schools

2.7 million

children and young
people benefited from
quality public education

The total of the above numbers refers to the potential impact number of each item.

28 YEARS OF OPERATION

+36 million

students
assisted

+3 thousand

municipalities
ins all states

OUR PLATAFORMS

Believing in the transformative potential of education, the Institute constantly seeks ways to expand access to its solutions and tools to support the strengthening of comprehensive education. For this, it renews itself by building new models of action that make knowledge even more accessible and connected to practice, which materializes in investment in innovation with a focus on the development of platforms to offer courses, training and instruments for the human development. Below, get to know the platforms developed by the Institute.

FAROL PLATAFORM

In 2022, the Farol Platform established itself as the Institute's monitoring platform, bringing together all the instruments developed to generate data, indicators and evidence needed to monitor and plan comprehensive education policies.

With this, the platform contributes to the comprehensive development of students in different contexts (state and municipal public networks or private networks), with research and production of knowledge related to social and emotional skills. In 2023, the Farol Platform undergoes improvements and transformations, integrating previous digital environments to expand its scope to meet even more comprehensively the needs of educational networks. Currently, the following psychometric instruments can be answered from the platform:

Senna

Socio-emotional rubrics

Making choices

Teacher's social and emotional skills



1.792

educators assisted



49 thousand

students assisted

These instruments generate feedback reports so that teachers, coordinators and managers can obtain inputs to plan and outline evidence-based strategies. The Senna Instrument offers a picture of the students' social and emotional skills perception at that moment in life. The Social and Emotional skills Rubrics provide the necessary inputs for continuous and intentional exchanges between students and the teacher in favor of social and emotional skills development.

Fazendo Escolhas (Making Choices) is a self-assessment tool based on the RIASEC model, which identifies its interest profile and provides feedback that helps students make educational and career choices. The Teachers' social and emotional skills monitor the development of educators' social and emotional skills based on the four macro competences of the matrix developed by the Institute: Self-regulation of emotions, Connection with others, Teaching and learning management and Inventiveness.

HUMANE PLATAFORM

In April 2022, Education Day was celebrated with the launch of humane, a **digital environment** for training educators based on scientific knowledge and the experience of the Ayrton Senna Institute at the service of human development. Humane's purpose is to **support and strengthen agents that transform education** by offering conferences, courses and varied content.

Humane was created to provide development opportunities for educators who want to develop individual and collective skills, strengthen the comprehensive development of students, update knowledge to face the challenges of contemporary education and complement their training and support their work routine.

Currently, the following solutions are available:

SOCIAL AND EMOTIONAL SKILLS OF TEACHERS

Years of research by the Institute resulted in a specific matrix of teachers' social and emotional skills. Added to the results of implementations carried out across the country, the research practice resulted in the journey available on the platform, where you can find:

- Self-assessment instrument, to guide the process of self-knowledge with precision;
- Personal Development Plan, with an objective framework to chart one's path towards one's goals;
- Training days, specific to each social and emotional skills macro competence;
- Logbook, to record one's thoughts, ideas and goals.

FREE COURSES

The Educator's development has been a longstanding concern of the Ayrton Senna Institute. Courses focused on teacher support developed in the former Espaço Educador are now available at humane. They are all free, short-length and certified.

Courses are available for:

Comprehensive education

Social and emotional skills at school

Creativity and critical thinking at school

School projects

Literacy in Mathematics

Problem solving in Mathematics classes

Reading and production of texts in contemporary times

LIBRARY

Humane has a library that brings together a repository of selected content to support your development. Continuing and reflective training takes place in many ways, in individual paths that meet the demands, desires and needs of each professional. Committed to this ideal, humane offers quality materials to inform and inspire personal and professional development experiences.

LITERACY 360

A literacy proposal with a comprehensive perspective is available at humane, which considers the student in all his dimensions. The material is available free of charge to pedagogical coordinators across the country and brings the fundamental concepts of the subject, an implementation proposal, training guidelines and diagnostic tests.



18,000
registered users



2,712
educators
accessing training



1,000
teachers accessing
the journey



1,558
educators accessing
library content



The **launch event** of the humane platform was held on April 28th, on Education Day, and brought together education leaders to reflect and share experiences of the teachers' professional development that are more in line with the reality of the contemporary world. The meeting was held via live, broadcast openly and free of charge, and brought dialogues about the possibilities and new ways to consider the educator and his individuality in training journeys and in practical day-to-day experiences. Together, speakers and audience reflected on the characteristics of training days that promote a comprehensive look for these professionals, as well as for students.

RESEARCH AND INNOVATION

The Ayrton Senna Institute is an innovation center committed to expanding the frontier of knowledge on human development and bringing educational proposals based on scientific evidence to schools. Since 2015, eduLab21, our science laboratory for education, has produced, organized and disseminated knowledge that support our educational solutions with scientific evidence and contribute to the advancement of understanding about the comprehensive development of students and educators. In 2022, we remained committed to the mission of producing quality scientific knowledge on various aspects necessary for the full development of students and educators.

We continued to advance in the study of research topics such as the social and emotional skills of students and teachers, creativity and critical thinking, motivation to learn and professional interests.

In addition to producing science, we also disseminate it: our findings were made available to society as a whole through e-books, events, communication products, articles, book chapters and assessment instruments. In all, we have published seven academic products, in national and international journals, in addition to books in the area, and we have participated in five scientific congresses.

Check out a little more about our work in research and innovation below:

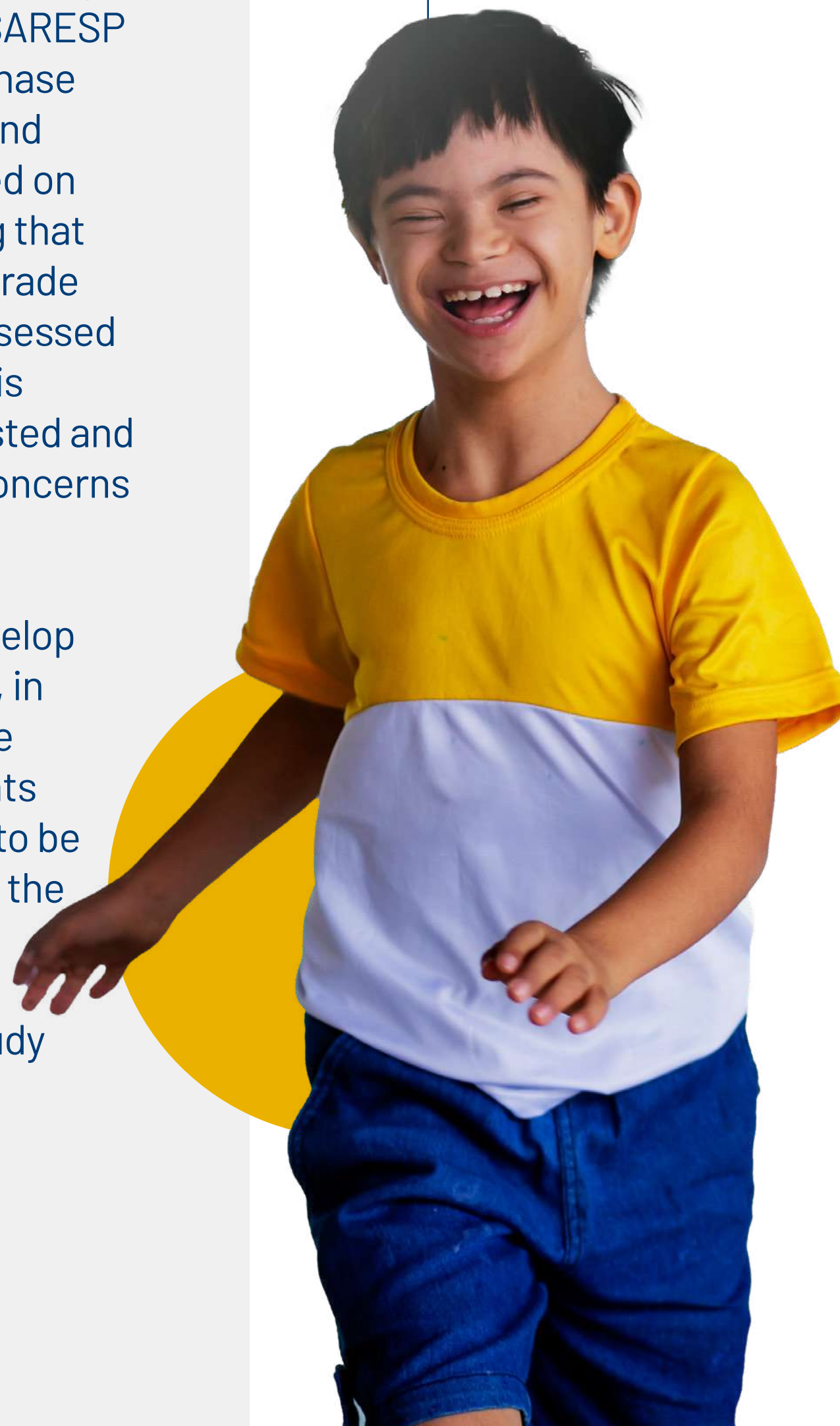


SOCIAL AND EMOTIONAL SKILLS MAPPING IN PARTNERSHIP WITH THE EDUCATIONAL NETWORK OF SÃO PAULO

EduLab21 was responsible for developing, in partnership with the São Paulo State Department of Education (SEDUC), a social and emotional skills mapping that involved the participation of **642,000 students** within the scope of SARESP (São Paulo State School Performance Assessment System). In the first phase of the study, released in April 2022, it was possible to analyze the social and emotional skills of network students in the context of the pandemic based on their self-report. The most striking result of this research was the finding that **69% of students** in the 5th and 9th grade of Elementary School and 3rd grade of High School reported **symptoms of depression and anxiety**. Of the assessed group, one in three claimed to have difficulties in concentrating on what is proposed in the classroom, another 18.8% reported feeling totally exhausted and under pressure, while 18.1% said they completely lost sleep because of concerns and 13.6% said they lost confidence in themselves.

This research provided subsidies for the Department of Education to develop actions for the social and emotional skills strengthening of young people, in addition to having guided discussions in the press, helping to disseminate our research to inspire initiatives that look at the mental health of students and educators. Now, eduLab21 has carried out new analyzes of the data, to be released in 2023, which relate the skills assessed to those guaranteed by the National Common Curricular Base (BNCC).

On our website, it is possible to find a clipping of the first phase of the study in two materials. Click and access:



LIFE RESULTS (BENEFITS)

The benefits of social and emotional skills development for students' diverse life outcomes, present and future, are enormous. Social and emotional skills development can, for example, contribute to preventing bullying and school violence and to improving school performance and mental health indices. In adult life, it can also favor life outcomes in terms of health, employability, schooling, interpersonal relationships, among other aspects. Thus, it becomes relevant to investigate how these benefits occur so that one can suggest, based on evidence, paths to follow.

Based on scientific research through the review of studies and partnerships with educational networks, the inputs generated in Benefits can serve as an additional source of information in order to enhance different projects, in addition to yielding own communication materials, such as customized reports for partner networks, e-books, scientific articles and conference communications.

In addition to our own productions, recently, in a joint effort between the Institute's communication department and eduLab21, we translated the publication **Beyond Academic Learning – First Results of Research on Social and Emotional Skills**, a study carried out by the Organization for Economic Cooperation and Development (OCDE in Portuguese). The study investigated the effect of social and emotional skills development on student life outcomes in nine countries. The implementation of the second phase of the study is already foreseen with the participation of the Institute, which will act by applying the research with partner networks and the subsequent dissemination of results. With the aim of learning more about social and emotional skills, eduLab21, in partnership with the Laboratory of Studies and Research in Social Economy (LEPES), at USP, concluded a study that followed a group of students in Sobral (CE) since 2018. The research aimed to assess the social and emotional skills of the same students from the 5th to the 9th grade of elementary school, seeking to understand how skills may have had different effects on aspects of their lives, including during the pandemic.

Among the results, it was discovered that students who already had more developed social and emotional skills aspects before the pandemic suffered less damage to their emotional development during the period of isolation. Get to know the full study:

CREATIVITY AND CRITICAL THINKING

A more connected and globalized world, full of challenges, requires students to develop new skills, including creativity and critical thinking. Given these challenges and the need to develop students' broader skills, we conducted research on the subject. Such studies are based on digital guides, an online course on Creativity and Critical Thinking at School, formative self-assessment instruments for students, guidelines for teachers and other communication products. In 2022, updates were made to the materials already produced according to recent findings and new research plans were drawn up to continue investigating the topic.





MOTIVATION

Since 2020, we have started research activities focused on investigating how the process of motivation to learn happens, a fundamental topic to ensure student engagement with the school. In 2022, we continued the research plan and, as a result, we contributed with findings identified by one of our associate researchers, Prof. Doctor Kevin S. McGrew, in which social and emotional skills aspects were incorporated into the CAMML model (Cognitive-Affective-Motivation Model of Learning) as mediating links between its affective (personality) and conative (motivation and self-regulated learning) components.

This model, dedicated to explaining more broadly the motivational process of learning, has the power to support professionals in the educational context to “see the forest instead of trees” and, thus, increase the chance of successfully integrate the concepts of motivation in its daily practice.

In addition, the continued dedication to the study of the subject resulted in the publication of another scientific article based on a notice issued by the National Science Network for Education (Rede CpE in Portuguese), with the support and promotion of the Institute. Other works arising from the same call for research projects are still in progress, or in the publication phase.

CPE NETWORK

With the objective of expanding our work in innovation and disseminating knowledge, we continue to strengthen our partnership with the National Science Network for Education (Rede CpE), an organization whose objective is to bring together researchers from different areas interested in carrying out and promoting studies that support education.

In 2022, we concluded public notice research in partnership with the Network for the study of topics related to Motivation to learn (see the Motivation topic), in addition to continuing research regarding the challenges with student learning during the pandemic, whose manuscripts are in elaboration phase. To make science increasingly accessible, we participated in the creation of the second season of the podcast 'Educação tem Ciência' ('Education has Science'), organized by the Network, bringing together educators and researchers to discuss topics in the classroom.

SOCIAL AND EMOTIONAL SKILLS ASPECTS OF TEACHERS

After years of studies on the social and emotional skills aspects of students, eduLab21 also turned its gaze to the educator, developing a taxonomy of social and emotional skills relevant to teaching. The organization of this taxonomy was also important to allow the creation of an instrument to monitor these competences, which represents a structured space for reflection and self-knowledge for educators. This instrument was, in 2022, made available free of charge to educators throughout Brazil, through the humane platform.

The Institute believes that every development process needs to have evidence to guide its course. With the social and emotional skills monitoring instrument of educators, this is not different – its use allows to identify training needs and the consequent orientation towards priority focus. Therefore, in the context of humane, the instrument is the starting point for carrying out a complete development journey, which also includes a personal development plan, a logbook and training trails for each macro-competence.



Considering the advancement of science, the instrument also makes it possible to improve the matrix, again reinforcing the cyclical logic that scientific evidence leads to concrete actions that, in turn, produce new inputs for the production of knowledge.

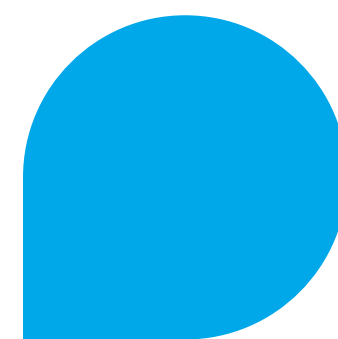
In 2022, data from the social and emotional skills mapping of educators carried out in partnership with the State Department of Education of São Paulo (SEDUC) were also published. According to the results, more than 95% agreed that the competences presented by the study are important or extremely important for the teacher's practices.

Some findings of the Social and Emotional skills Mapping of Educators:

- Most teachers consider Respect and Justice as the most relevant competences for the exercise of the profession and Emotional Self-Control and Peer Collaboration as the ones they would most like to see as competences that deserve to receive support in the network for the social and emotional skills development of educators.
- 96% of respondents are proud of their profession and over 90% are excited to work with students and happy when they connect with them.
- When asked which skills they would like to receive support from the network to develop, almost 60% of educators indicated self-control and, secondly, almost 50% of them indicated collaboration between peers.



PROJECT IMPLEMENTATION



Based on research based on scientific evidence carried out over the years, we develop and implement educational initiatives that are scalable, that is, initiatives that can reach an increasing number of students and educators throughout Brazil.

These initiatives are born from a theme that contributes to the development of some potential that can be developed at school, such as: Literacy, Social and Emotional Skills, Creativity and Critical Thinking, Motivation, etc.

In order for these initiatives to reach Brazilian students, we have established partnerships with municipal and state education departments, other organizations and companies. Our goal is to train public managers and educators to implement pedagogical practices, in addition to inspiring innovative and effective public policies. In this way, we reach all stages of education: from literacy to high school.

MODELS FOR IMPLEMENTING AND DISSEMINATING OUR INITIATIVES:

INDIRECT CHANNEL

The focus is the dissemination of educational solutions, and the channel relies on the establishment of partnerships that mediate this relationship. This route allows the Institute to expand its reach, ensuring that our proposals reach more places and people.

DIRECT CHANNEL

The educational solutions are implemented in the territories, directly by the Institute, or through licensed technical agencies, selected because they deeply know our work and are able to implement the initiatives together with the technical staff of the Departments of Education.

ASYNCHRONOUS, DIRECT AND OPEN WAY

Offer of free and online development journeys, which can be carried out by educators regardless of partnerships.

Check out what we implemented in 2022 below:



SUPPORT FOR SÃO PAULO'S COMPREHENSIVE EDUCATION POLICY

Since 2022, the São Paulo State Department of Education (SEDUC) has been committed to designing and implementing a comprehensive education policy in line with the legal frameworks of the BNCC and BNC-Formação. The partnership signed by the São Paulo state network has the support of the Ayrton Senna Institute through technical advice, knowledge sharing and joint construction of knowledge and practices on the full development of students, teachers, managers and everyone involved in the school community.

In a transversal way, the Institute's contribution includes the training of educators, the creation of didactic materials and contents related to the **development of social and emotional skills for teachers and students, and social and emotional skills assessment**, with the objective of contributing to the educational policy of São Paulo and with the vision to provide a meaningful **education for the 21st century student**.

The comprehensive education policy in force in the São Paulo state network considers the social and emotional skills aspect in the results management process and, therefore, SEDUC-SP already develops, in partnership with the Institute, a set of actions that involve this dimension. Some examples already carried out by educators in the network are social and emotional skills self-assessments with students, in a formative and diagnostic model, and the production of didactic materials for social and emotional skills development in a life project and dual focus.



4 thousand
schools served




40 thousand
educators trained
directly



172 thousand
educators potentially
benefited



2,2 million
students served



The development of social and emotional skills helped me a lot at school. I was very angry, I got involved into fights... with the project, I managed to learn to recognize myself and to be more mature. I stopped missing classes, I am more focused on my studies – I even improved a lot in Mathematics! Teachers notice and praise me. With their support, I established a project that I want to do Psychology, because I realized that I love talking and helping people."

YASMIN

2nd grade student of Elementary School at E.E. Lesbino de Souza Alkimin, in Populina (SP).

In 2022, we acted directly in the training of educators, developing together with SEDUC-SP the planning and definition of the agenda. From this front, we were involved in the following projects:

EXPO INOVA

We held a workshop to dialogue with students and teachers about the choices of the New High School training itineraries, in order to support them in understanding and meaning these choices in relation to their life project and plans for their work.

LEARNING RECOVERY

We support professionals to know, understand and give meaning to social and emotional skills and social and emotional skills development, in order to cascade knowledge in the teaching directorates in which they work.

FORMATIVE EVALUATION

We sensitize and engage educators in order to signify the social and emotional skills self-assessment carried out by students beyond filling it out, so that the school community can understand and use the data generated in line with the work and context of the Formative Pedagogical Accompaniment.

NEW HIGH SCHOOL

We train professionals on the importance of intentional social and emotional skills development, so that they can train and accompany school managers and teachers in planning pedagogical practices that aim to favor better choices and results in students' lives.

ASSISTANCE FOR EDUCATOR TRAINING

We offer support in structuring Collective Pedagogical Work Activities (ATPCs) linked to social and emotional skills issues.

ADVISORY SERVICE FOR THE PREPARATION OF PEDAGOGICAL MATERIALS

We monitor the formative social and emotional skills assessments carried out bimonthly in the network.

ASSESSORIA PARA ELABORAÇÃO DE MATERIAIS PEDAGÓGICOS

We have inserted social and emotional skills in the learning situations provided by SEDUC.

ASSESSMENT OF THE FUTURE

We established practices for assessing and monitoring students' learning and full development, based on an alignment between matrices manifested by BNCC and which must be monitored with the same rigor and strategy already applied in academic performance assessments.

OCDE STUDY

We carried out the pilot to evaluate the development of social and emotional skills of students from different countries. We looked at factors found in students' homes, schools, and community settings that promote or hinder the development of these skills.

PARTNERSHIP WITH THE STATE NETWORK OF CEARÁ

Apoiamos a rede estadual do Ceará na política de We support the state network of Ceará in the current social and emotional skills development policy. The partnership began in 2014, with the application of social and emotional skills monitoring instruments, and was expanded in 2018, when the network began to implement the Social and Emotional skills Dialogues solution through the Projeto Professor Diretor de Turma (PPDT). Currently, the solution is integrated into the State's comprehensive education public policy, through the Life **Project component - Training for Citizenship**, reaching thousands of students.

In 2022 and with a view to implementing the New High School, the network expanded the offer of the solution to all its schools, with the exception of the Youth and Adult Education Centers (CEJAs). In addition, it was possible to go further, when we carried out, together with the education network, the pilot of the proposal Making Choices for High Education.

Therefore, in 2022, this partnership involved the implementation of two of our solutions in state network schools throughout the year:

SOCIAL AND EMOTIONAL SKILLS DIALOGUES

In the state network of Ceará, the Social and **Emotional Skills Dialogues** solution belongs to the Training for Citizenship and Development of Social and Emotional Skills curricular component, which is part of the Projeto Professor Diretor de Turma (PPDT).

MAKING CHOICES

As it is a proposal still under development, in the year 2022, it was piloted in some schools in the state network of Ceará, starting in August. The solution pilot included: initial training for regional coordinators, managers and teachers at the pilot schools; development of activities in the classroom; and application of the My Professional Interests instrument.



712
schools served



226
trained educators



7 thousand
educators potentially
benefited



255 thousand
students served



When we brought Social and Emotional Skills Dialogues to the Projeto Professor Diretor de Turma, it was a match. It matched the way we were already trying to do it in the project, but with the structure of the Dialogues. We had materials, curricula, activities. The Institute made us really condense the four pillars into our curriculum: learning to learn, learning to do, being and living together."

IANE NOBRE

High School Pedagogical Management
Coordinator (COGEM) at SEDUC-CE.



PARTNERSHIP WITH THE SOBRAL MUNICIPAL NETWORK (CE)

A long-time partner of the Secretary of Education of Sobral, Ceará, in 2022 we continued the work with social and emotional skills in the municipality. Throughout the year, the network continued to implement the Social and Emotional Skills Dialogues solution for all Elementary Schools, reaching **53 schools, 2,000 teachers** and almost **22,000 students**.

In 2022, we carried out the training of educational advisors in the network, the official launch of the humane Platform in Sobral, with a focus on the social and emotional skills aspect of the Teacher, in addition to periodic monitoring in the territory, with technical visits to different schools in the municipality and meetings with the Secretariat team of Education.

We also completed the longitudinal study, which followed a group of students in Sobral since 2018. The research **aimed to evaluate the social and emotional skills of the same students from the 5th to the 9th grade of Elementary School**. More information about this study can be read in the **Research and Innovation** part of this report.



The development of affective, social and emotional skills of this child who is in school, in addition to cognitive skills, can also contribute to creating a culture of peace, to develop skills such as respect, empathy, kindness. The social and emotional skills come to strengthen this educational policy and transform society."

HERBERT LIMA

Secretary of Education of the municipality of Sobral (CE).

SUPPORTING YOUNG STUDENTS IN THEIR LIFE PROJECTS

High School is a challenging phase for every student, as at this stage he is getting to know himself better and strengthening his identity. At this time, he is also invited to make relevant choices for his future. **Making Choices** is an initiative that seeks to support students in the process of reflection on their life project and decision-making about their professional interests while still in the school environment. Being so, we offer content, tools and assessment instruments for teachers to support young people in this process.

In 2022, the solution was implemented on a pilot basis in the states of Ceará and Mato Grosso do Sul, **reaching more than 600 students**. In MS, young people participated in the validation of the **My Professional Interests** instrument for the 9th grade of Elementary School, which proposes self-reflection and a compass for self-knowledge and identification of professional interests. In that state, teachers and managers participated in training, while students also answered the assessment instrument and participated in classes and activities on the subject. In Ceará, the initiative was joined by the Department of Education as part of the network's social and emotional skills development policy.

Throughout 2022, the solution was also under digital development to soon compose the training days of the humane platform. In this model, the initiative will become a hybrid one, and can be developed through partnerships with teaching networks and also online by interested educators.

 **252**
students served
in Ceará

 **384**
students served in
Mato Grosso do Sul



DEVELOPING SOCIAL AND EMOTIONAL SKILLS AT SCALE

Intentionally develop students' social and emotional skills. This is the objective of the Social and Emotional **Skills Dialogues educational solution**. To this end, it has a competence monitoring instrument and a formative assessment methodology. The application of this instrument should be periodic, thus allowing the visualization of a sequence of the social and emotional skills situation of the students over time, providing evidence so that one can plan, assist and systematically monitor their development.

By doing this, it is expected that the school team will **dialogue and engage students in their process of self-knowledge and development of social and emotional skills**, helping them to feel able to overcome their learning difficulties, and making the school climate adherent to the vision of **Comprehensive Education**.

In 2022, the actions developed in the early years of Elementary School were:

- New version of teaching materials and lesson plans for educators;
- First validated version of the Senna for Children instrument (after the studies carried out);
- New social and emotional skills mapping of students for application of the instrument at the Secretary of Education of the Municipality of Sobral;
- Social and emotional skills mapping of SEI students - Espírito Santo (approximately 80% participation) and development of the report to assist network managers and educators in the teaching and learning process.

The actions carried out in Elementary School (final years) and High School included:

- Development of materials for managers and partners that work with the implementation of the Institute's projects: Overview of the project, Implementation Guide and Training Model;
- Updating training trails for teachers and managers of schools and teaching networks;
- Updating guidelines for teachers and managers on pedagogical planning, management and follow-up of the proposal.

		CEARÁ	LUCAS DO RIO VERDE (MT)	MARAU (RS)	PORTO ALEGRE (RS)	RIO GRANDE DO SUL	SÃO LUÍS (MA)	SOBRAL (CE)	FIESC (CANAL INDIRETO)	CONEXIA (ALIANÇA)
SCHOOLS		712	6	9	6	46	20	53	11	70
EDUCATORS		206	22	46		98	18	30	25	
STUDENTS		255 thousand	2,129	1,213	365	5,034	7,087	22 thousand	1,462	20 thousand

BACK TO THE NEW

With the DNA of innovation and the purpose of uniting quality with great scope, we have structured an initiative that supports overcoming the countless challenges brought about by remote learning in the last two years: the **Volta ao Novo project**. In partnership with **the National Union of Municipal Education Directors (Undime)**, in 2022, we carried out actions focused **on the social and emotional skills development of educators** in 93 municipalities throughout Brazil.

Focused on generating autonomy in the public education networks of these territories, Volta ao Novo trained **168 technicians from Education** departments to be ambassadors capable of multiplying actions focused on the development of social and emotional skills of educators. To this end, technicians went through a training cycle consisting of five meetings: opening, three training meetings and a closing event. The meetings resulted in the creation of an action plan to be implemented in the secretariats.



The formation of Volta ao Novo made it possible to acquire knowledge that certainly enriches and helps us as professionals, since we are in daily contact with conflict situations that permeate the school environment, as well as those involved in the school community. By replicating this project, we will ensure better quality in the teaching-learning process, as well as assertive interpersonal relationships in the school environment, so that those involved in the educational context can improve their interaction and communication skills."

VALÉRIA ALVES DO NASCIMENTO DUTRA

Technical assistant in the municipality of Padre Bernardo (GO)



168

secretariat
technicians trained



93

municipalities
served



19

states






LITERACY SOLUTIONS



Taking as a starting point the perspective of a comprehensive education, literacy is to insert the child in the multiple languages that he will need to manage throughout his school trajectory and his life, also allowing the **development of social and emotional skills to face the challenges of the 21st century.**

Literacy has always been an important issue in Brazilian education. It is estimated that, due to the impacts of the pandemic, education has gone back about 10 years in terms of learning, especially in Elementary School 1 - 1st to 5th grade. Reversing weaknesses in the literacy process on a large scale is an aspect that integrates the work of the Ayrton Senna Institute throughout its history and, therefore, several solutions are available with this focus.

In 2022, we maintained the model of solutions offered, seeking new partnerships to expand service. There was also the beginning of the process of reviewing and re-editing materials, with delivery scheduled for 2023. It is worth mentioning that, as an Indirect Channel for the implementation of our projects, we partnered with the FEFIG Institute and implemented the Literacy Management solution in 44 Brazilian municipalities. In all, 245 schools were served, 741 educators trained and almost 14,000 students served, as a result of the partnership.

	 STUDENTS	 EDUCATORS	 SCHOOLS
NORTH	90 thousand	5,898	452
NORTHEAST	86 thousand	2,364	730
MIDWEST	193	10	4
SOUTHEAST	9 thousand	453	26
SOUTH	10 thousand	9,284	119
TOTAL	196 thousand	18 mil	1,331

ACELERA BRASIL

Created in 1997, Acelera Brasil promotes the recovery of learning and the advancement of students with age-grade distortion from the 3rd to the 5th year of Elementary School, offering them better conditions to continue on their school trajectory, at the same time that it rescues the self-esteem and strengthens social and emotional skills relevant to various achievements throughout life.

Through an integrated action, Acelera promotes the qualification of professionals who work directly with students, through continuing education. Pedagogical and support materials are also offered, aligned with curricular and pedagogical references already used by the networks. A management process of the teaching network indicators is offered so that there is an evaluation of the results and the consequent orientation of the network planning actions.



SE LIGA

Se Liga is a literacy solution for students from the 3rd to 5th year of Elementary School who are still illiterate and in age-grade distortion. Created in 2001, the initial objective of the solution was to serve the portion of Acelera Brasil students who did not know how to read and write. Se Liga promotes literacy in an integrated way with social and emotional skills development, allowing students to catch up and move on.

The initiative proposes an intervention strategy both in the pedagogical and management dimensions. Training, planning and systematic mechanisms for execution, monitoring and evaluation guarantee the efficiency of the program and the effective learning of students.

LITERACY MANAGEMENT

The Literacy Management Program (GALF) was developed to support municipal education departments in implementing a comprehensive literacy policy based on indicators. GALF works to strengthen the network's monitoring and evaluation strategy, making room for the development of social and emotional skills and cognitive skills in the 1st to 3rd year of Elementary School.

Through its actions, GALF seeks to guarantee literacy at the right age, helping to maintain a regular school flow. In 2022, a process of reformulating GALF began, based on a new, broader and more integrated guise, which will be launched in 2023.

MOBILIZATION AND DISSEMINATION OF KNOWLEDGE

One of our ways of acting is through social mobilization. We believe that transformation only happens when there is an increasing number of supporters of a cause. Therefore, we share knowledge, disseminate good practices and encourage the exchange of experiences in order to engage people in the cause of comprehensive education.

It is a great challenge to place the education agenda at the forefront of the government, business and civil society decision-making. Our expectation is that this will happen involving all sectors of society so that isolated actions are transformed into effective public policies for the development of the country.

Check out what we did in 2022 to mobilize and spread our cause below!





LEWIS HAMILTON'S VISIT TO THE PUBLIC SCHOOL IN SÃO PAULO

The seven-time Formula 1 world champion, **Lewis Hamilton**, sought us out to learn more about our work and visit projects in schools that implemented our educational solutions. Impacted by the work of the Institute through the partnership with the **São Paulo network**, **we chose the Lasar Segall State School**, in São Paulo. The institution also received a mural by the artist Eduardo Kobra with an image of Hamilton holding the helmet of his greatest idol, Ayrton Senna.

The pilot talked to the students about the importance that education had in his life, motivating them to continue studying to be who they want to be. In a conversation circle, Hamilton spoke of the importance of promoting motivation, diversity, belief in oneself and the fight against bullying.



"Today, I see that education is really essential to increase our opportunities for the future. It is the tool capable of expanding our minds and making us believe that we can achieve anything we want."

LEWIS HAMILTON

in conversation with students from the Lasar Segall State School.

Like Senna, Hamilton considers education to be a central cause of society. That's why he admires so much the work we do with school networks across the country. The event was attended by the president of the Institute, Viviane Senna, and authorities.

LAUNCH OF THE NEW WEBSITE FOR THE AYRTON SENNA INSTITUTE

During 2022, we took on the challenge of restructuring the Institute's website to better serve our audiences: educators, researchers, communicators, educational managers and entrepreneurs.

On the website, we tried to give it a new look, with a new layout, more modern components and functionalities and more visual pages, without losing the rich content that our website already had. Among the novelties, we also have navigability according to profiles, building journeys to access content with which the user most identifies.

Despite bringing important updates, we avoided sudden changes and preserved a good part of the structure of the contents, since they had a great flow of users and pages well ranked on Google.

What really changed was our way of showing ourselves to the world, with more simplicity and a better experience for our users. All materials, e-books and thematic pages, which have always been highly sought after by educators, are still available, with improvements to make browsing through them more enjoyable.



www.institutoayrtonsenna.org.br

OUR DIGITAL PRESENCE

Disseminating evidence-based knowledge, the results of our projects and the cause of comprehensive education through the Institute's communication channels is one of the ways to reach the largest number of people and democratize access to this information. Therefore, we invest efforts in constantly improving our way of communicating using languages adaptable to each channel.

The Institute's website was seen by more than **756,000** users in 2022, a number equivalent to an average of **63,000 monthly visitors**. These users achieved approximately **3 million page views**. This means that each person who visited our site viewed an average of 3 to 4 pages, which represents a positive indication of engagement.

TOPICS SEARCHED ON GOOGLE THAT WERE MOST CONNECTED WITH OUR ACTIVITIES:

1

Literacy
360

2

Social and
emotional skills

3

EduLab

4

Comprehensive
Education

MOST ACCESSED PAGES ON OUR WEBSITE

1



Social and
emotional skills for
crisis

2



McDia
Feliz

3



Learning
Management
Guide

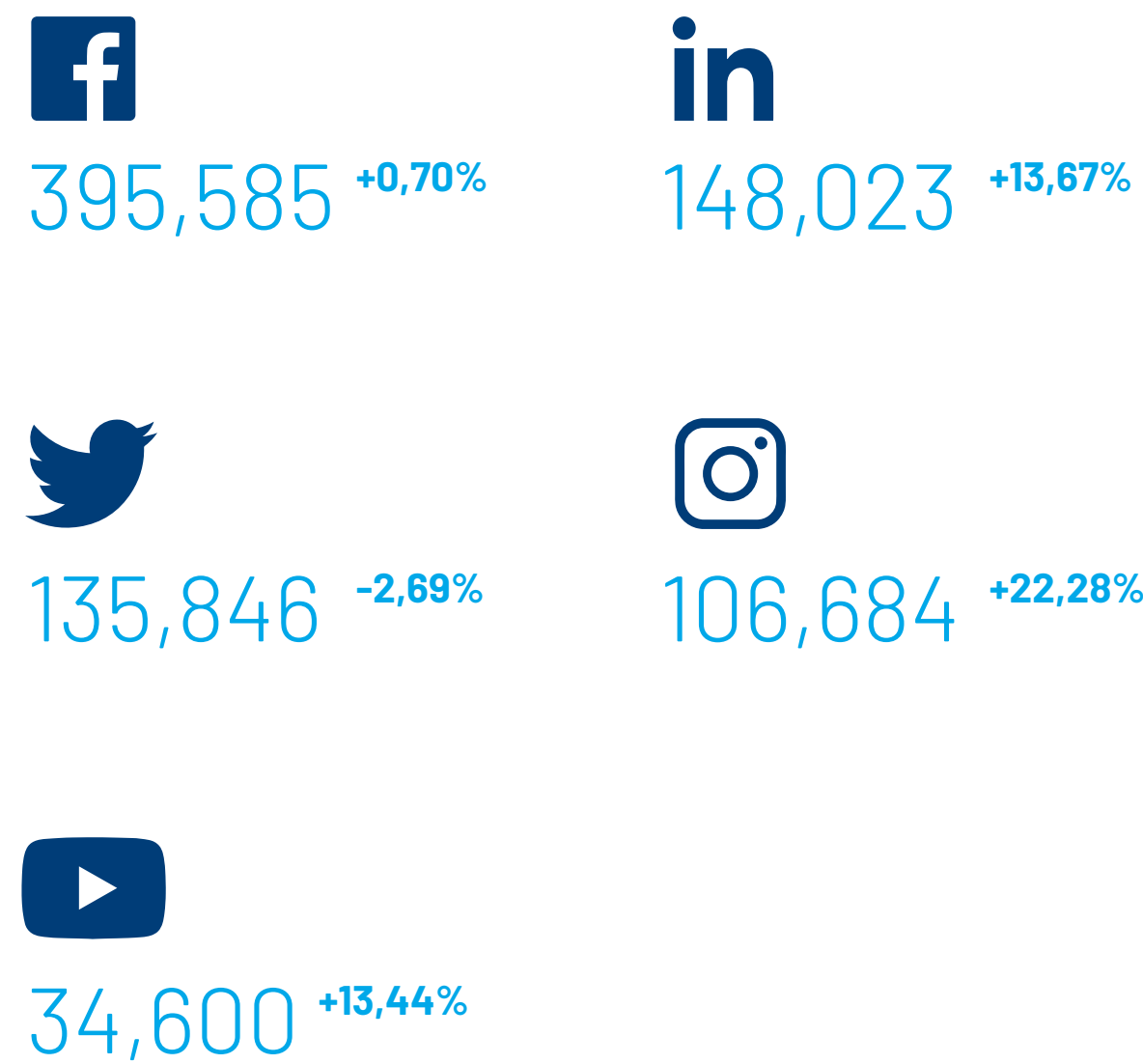
4



What is
BNCC

The Institute's social media also grew significantly. Compared to the number of followers in 2021, we grew by **5.18% across all social media**. We ended 2022 with more than **820,000 followers** on the five social media: Facebook, Instagram, LinkedIn, Twitter and YouTube.

GROWTH OF SOCIAL MEDIA



ACTIONS WITH INFLUENCERS

In 2022, we started our relationship with digital influencers to further disseminate our cause, mobilizing and engaging as many people as possible. We managed to partner with **24 influencers**, who helped to increase the visibility of the McDia Feliz campaign and to honor teachers in the month of commemoration of this professional's day.

With this partnership, we reached **1.5 million** people and saved approximately **R\$ 165 thousand** for the space conquered.

“Not even in my wildest dreams could I have imagined becoming an ambassador for the Ayrton Senna Institute one day.”

JOEL JOTA – @JOELJOTA
High performance trainer, who has 3,7 million followers on Instagram.

OUR IMPACT ON THE PUBLIC DEBATE

In 2022, we continued to strive to highlight the topic of comprehensive education in the press and in all our communication channels, such as the website and social media. As a result, we achieved excellent results. Our social media grew, and we expanded our reach throughout Brazil.



4 thousand
articles
published



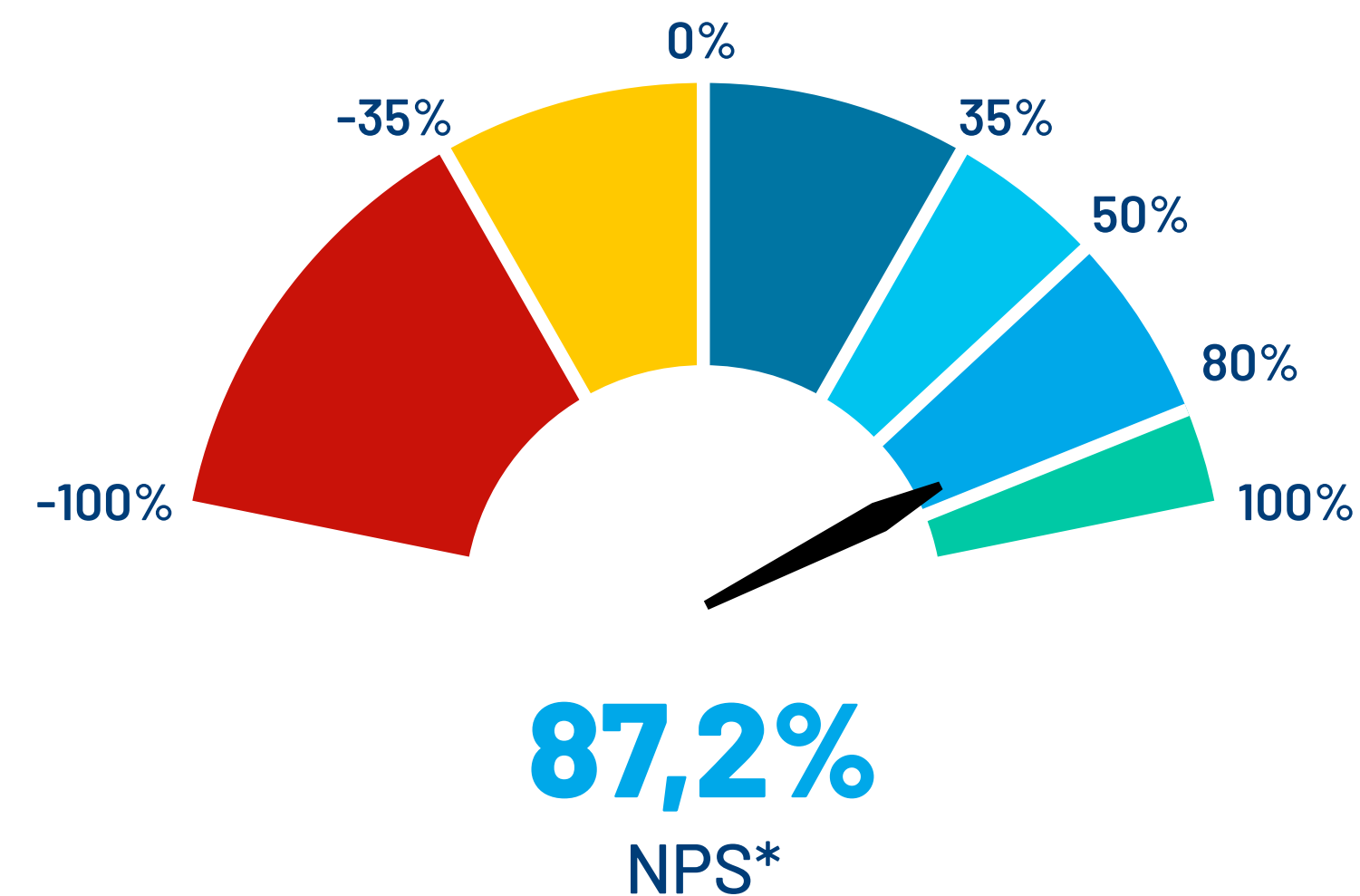
270 million
reais of monetary
return from this
exhibition



700 million
views
(potential)



99%
positives
stories



- Crisis
- Attention
- Regular
- Good
- Great
- Excelente

*Data calculated based on data provided
By Boxnet, from January to December 2022





Young people have lost the ability to relate: research points to the main effects of the pandemic on education



Interview with the comprehensive education specialist at the Ayrton Senna Institute, Gisele Alves, who talks about the increase in aggression in state schools



Alert in schools: 69% of students from the State Network report symptoms of depression and anxiety



Study shows that Brazilian teachers are proud of their profession



Do you think it's more important for the school to teach math or empathy?



Anxiety crises in adolescents and children challenge families and schools



Viviane Senna: Hearts, minds and education



How can schools teach creativity to children?



Mental health of children and young people is a challenge for schools in the post-pandemic



How to integrate social and emotional skills into curriculum learning?



Well Being at the Meeting
- Depression and anxiety increased during the pandemic

O ESTADO DE S. PAULO

Hamilton visits public school and motivates children



Mental health crisis in schools: 'Students are depressed, anxious, in mourning, and there is a lack of psychologists'



The Shift

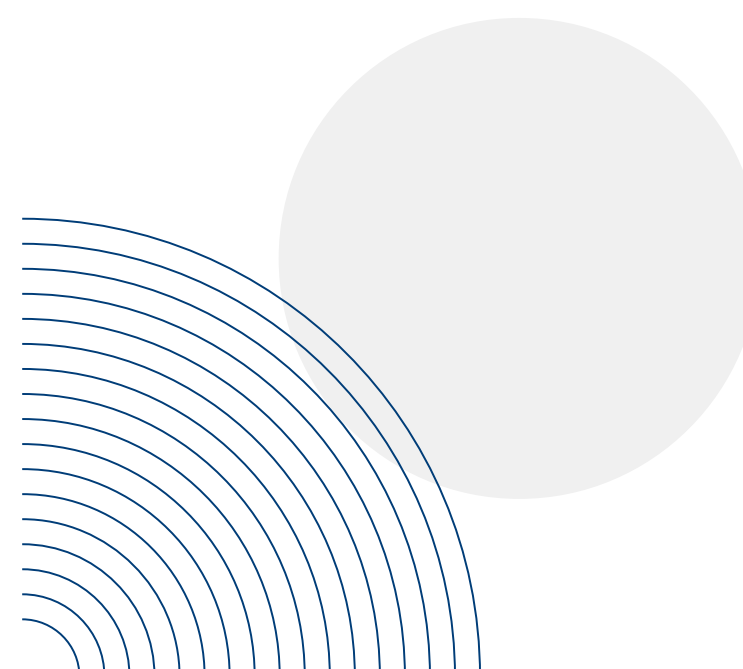
Social and emotional skills prepare companies for the future



Viviane Senna proposes an education model that prepares young people for 'challenges' and avoids 'social outcasts'



Partnership between institutes will benefit 66 projects to combat cancer



SUPPORT FOR SPECIALIZED JOURNALISM

| J E D U C A |

The role of the press is fundamental to place education as a priority topic in the public debate. Because we believe in this, we support the association of education journalists, Jeduca. Created in 2016, Jeduca aims to encourage journalistic production in the area of education through training and technical improvement of professionals.

In 2022, the association chose as priorities training activities for covering education issues in electoral campaigns and engagement in actions in defense of democracy and freedom of the press. As a collaboration, one of the directors of Jeduca, the journalist Antônio Góis, spoke to the spokespersons of the Ayrton Senna Institute about the coverage of education during the presidential elections and the trends of themes and relevant subjects to engage the debate.



Education will enter an ultra polarized environment. I would not be under the illusion that we are going to have very in-depth debates. The great challenge of journalism in education will be to bring more complete analyzes of structuring themes for education."

ANTÔNIO GÓIS

Journalist and adviser to Jeduca, on coverage of education at the time of presidential elections.



SOCIAL PARTNERSHIPS

More and more companies have become aware of their role in building a better country for everyone. By bringing the social pillar strategies in ESG (environmental, social and governance directions of an organization) to be executed with our support and expertise, organizations make an important move towards the future.

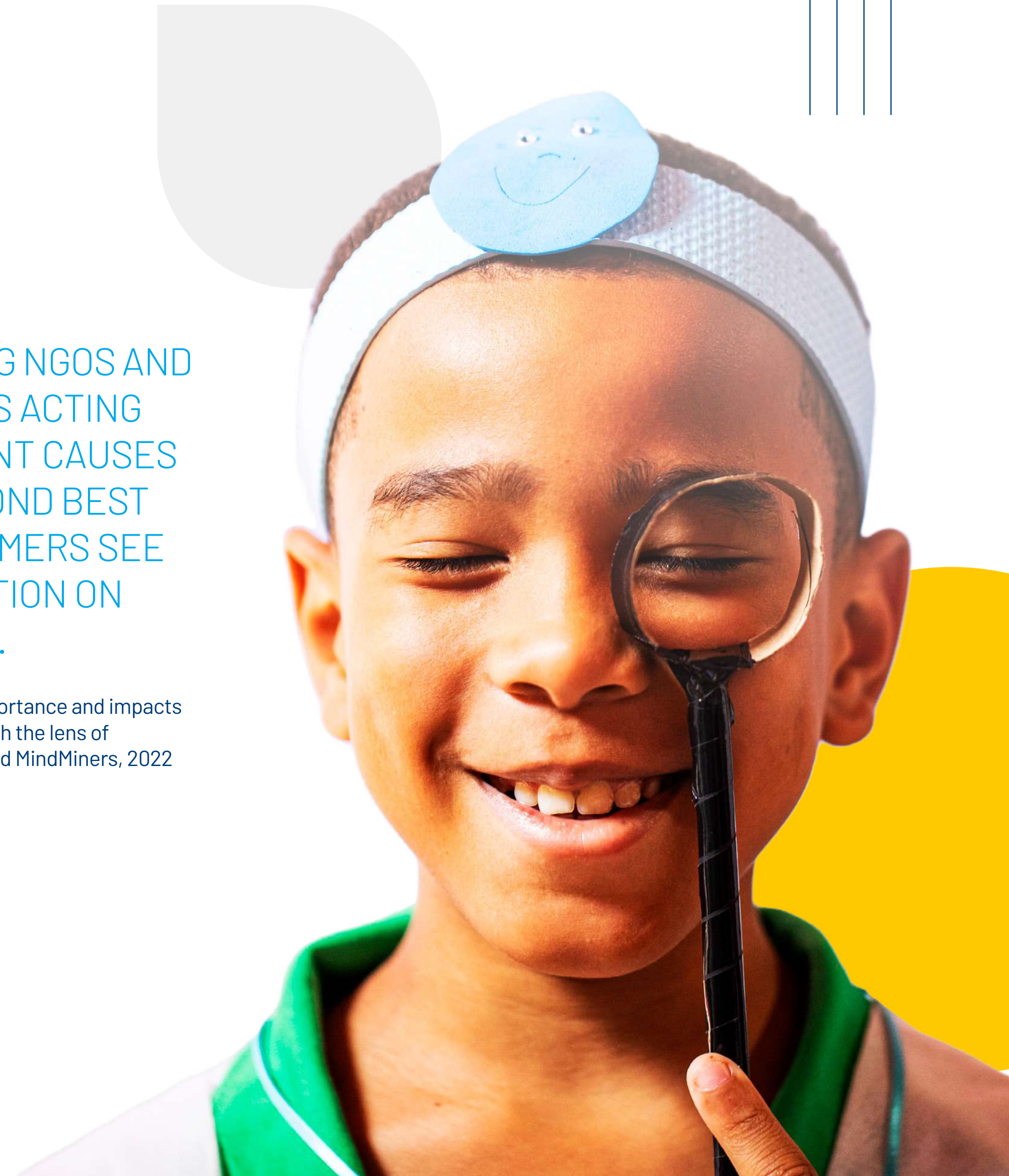
Although the term ESG is not yet widely known by everyone, 4 out of 5 respondents to the **ESG study: the importance and impacts of the acronym through the lens of those who consume it**, conducted by Google and MindMiners in 2022, state that they consider important the performance of companies and brands on social and environmental issues.

Consumers who are aware and attentive to these issues no longer belong to just one niche, but are part of a movement that expects brands and companies to take a clear position and concrete actions capable of generating social impact, that is, companies that position themselves in this way show relevance, and expand the connection with its consumers and stakeholders.



SUPPORTING NGOS AND
MOVEMENTS ACTING
ON RELEVANT CAUSES
IS THE SECOND BEST
WAY CONSUMERS SEE
TO TAKE ACTION ON
ESG ISSUES.

Source: ESG: the importance and impacts of the acronym through the lens of consumers, Google and MindMiners, 2022



BUILDING TOGETHER THE BRAZIL OF TOMORROW

In 2022, four new partners joined our mission to transform Brazilian education: **De Paola & Panasolo Sociedade de Advogados, Garoa Livros, Suzuki Motos and Yara Internacional**. We also appreciate the opportunity to be present during **VTEX DAY** to connect with so many inspiring minds and be able to expand our fundraising possibilities.



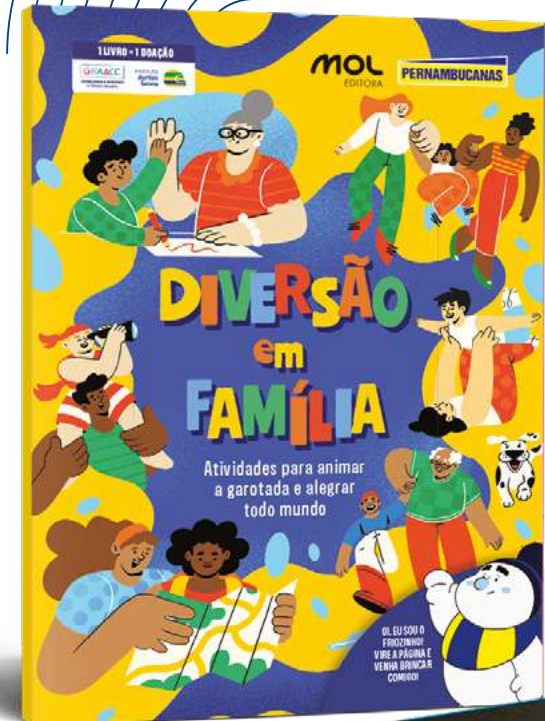
COMMITMENT TO SOCIAL RESPONSIBILITY IMPACTING COMMUNITIES AROUND

We are aware that many organizations have a sense of belonging to the communities in which they are located and want to positively impact them. We encourage this connection and see the Linked Social Investment model as an opportunity for brands to leave an even greater positive legacy.

Such partnership mechanics allow investment in specific regions of the country, as done by **the BRF Institute in** Lucas do Rio Verde (MT) and Marau (RS); **Helda Gerdau Institute** also in Rio Grande do Sul (Porto Alegre); and **Ultracargo** in São Luís (MA). With contributions dedicated to these locations, it was possible to bring new tools and methodologies to educators in these teaching networks and, consequently, quality education to students.

EXPANDING THE POWER OF BRANDS WITH CAUSE MARKETING

What better connects with education than books? The year 2022 was marked by the expansion of social products made in partnership with publishers.



With the aim of encouraging family moments, **Editora MOL and Pernambuco** launched the books “Sabedoria de Mãe” and “Diversão em Família”, reverting part of the amount raised in sales to support our work.



The partnership with **Itaú** was once again celebrated for the 26th consecutive year. Given the bank's new positioning, the credit card resulting from the partnership was renamed Instituto Ayrton Senna Itaú Card, but maintained its essence in support of our projects and research in each transaction carried out by customers.

For the fourth consecutive year, the cause marketing partnership with **Lenovo** consolidated itself as one of the most visible and impactful actions ever carried out by the Ayrton Senna Institute. Actions like these ones are capable of strengthening ties with the cause and bringing customers closer to the brand values. They also chose to invest in education by developing products and social services with us: **Extrafarma, Editora Gente, Cambridge, IPSOS, Melitta, Sunset Tires, Regispel and Visa.**



Editora Garoa Livros, on the other hand, joined our cause by reverting a percentage of the royalties for the more than 90,000 copies sold of the book “Cabeça Fria, Coração Quente”, by coach Abel Ferreira, which tells the backstage achievements of Palmeiras led by him in 2021 and 2022.

MCDIA FELIZ 2022: THE BIGGEST CAMPAIGN IN HISTORY



366 thousand
sandwiches sold



+60
partner companies



6
educational projects
supported



42 thousand
educators trained



2,5 million
students reached

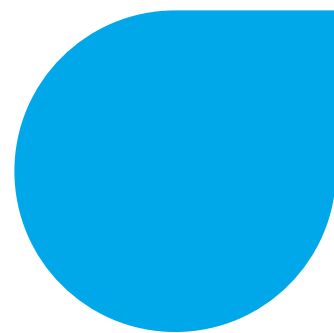
In 2022, we celebrated the fifth year of our partnership with Arcos Dorados which is one of the largest mobilizations in favor of children and adolescents in the country, McDia Feliz.

During the campaign, part of the brand's ESG strategy, all income obtained from sales of the iconic Big Mac sandwich is donated to institutions supported by the Ronald McDonald Institute, which work in the fight against

childhood cancer, and, since 2018, for the Ayrton Senna Institute, in support of the cause of education.

With the support of more than 60 partner companies, individuals and, especially, **Pernambucanas** as a new channel for ticket sales, we made the 2022 edition the one with the highest collection in history.





MCDIA FELIZ 2022 PARTNERS



PRESENT FOR THE FUTURE: LINKING EMPLOYEES TO CORPORATE VALUES

Expanding the country's human and social development is a collective commitment. Companies such as **BCG, BNP Paribas, Castrol, GFK, Henkel and Lenovo** are aware of their leading role in this mission and do not fail to engage the ecosystem around them to actively act in the cause of education.

Through the Presente para o Futuro (Present for the Future) Program, partner companies offer their employees the opportunity to support our actions with monthly donations through payroll. In addition to contributing to such an urgent cause, the initiative seeks to strengthen the value proposition of partner organizations and encourage employer branding.



EIGHT OUT OF 10 BRAZILIANS BELIEVE
THAT IT IS IMPORTANT TO WORK FOR
SOCIALLY RESPONSIBLE EMPLOYERS.

Source: Millennial Careers: 2020
vision, Manpower Group 2020.

CONNECTING PEOPLE TO THE CAUSE

Raising awareness, bringing citizens closer to the education agenda was at the heart of our actions in 2022. Through donation platforms for individuals, we were able to receive contributions from all those who believe and trust in our mission.

Through **Abrace uma Causa**, we have on this channel the main platform for one-off and recurring donations from Brazilian citizens. The site was responsible for hosting the Donate Day Campaign and received almost 10,000 visits throughout the year.

We also celebrate contributions from outside Brazil through the international donation platforms **Benevity and PayPal**. Contributions from the **Nota Fiscal Paulista** also increased the types of individual donations, transforming a simple gesture into an action full of meaning.

Following the trend of recent years, digital channels and applications have gained even more strength as donation fronts. We highlight our partnership with **PicPay, Itaú Investimentos and the IUPP Points** Program, which allowed direct contributions in an easy and safe way.

TESTIMONIALS FROM THOSE WHO ARE WITH US



Pernambucanas has carried the concept of family in its DNA for over 115 years. By supporting education, we become agents of social transformation, making it possible to strengthen our commitment to solidarity, with our values and with Brazilians. All this belief connects us to the Ayrton Senna Institute and allowed us, in 2022, to contribute with the pre-sale of McDia Feliz tickets in our stores. May we continue together to generate a positive impact, contributing to the future!"

SERGIO BORRIELLO CEO of Pernambucanas



At Arcos Dorados, we are committed to being an active part of solving society's challenges. And as one of the largest generators of the first formal job for young people in the country, we believe that investing in the development and training of people is the best way forward as a country. But at the same time, we know that the mission of positively impacting people's lives is complex and challenging and, in the face of this super challenge, we were looking for a partner who shares the same values and has a consistent performance with education. It was when we chose to associate with the Ayrton Senna Institute, in 2018.

Since then, through partnerships and major initiatives such as McDia Feliz, we have been taking our commitment to education to a new level, reaching even more people and transforming more lives across the country, with education as the basis for individual development and society.

We are convinced that together we can generate a real positive impact on society and the Institute was the best choice to take our contribution to education to a new level."

ROGÉRIO BARREIRA President of the Brazil Division of Arcos Dorados



Lenovo is on a mission to deliver smart technology to all people. We do this by providing solutions and promoting scientific and technological education for the cultural and socioeconomic growth of young Brazilians through philanthropy. The Ayrton Senna Institute, our partner since 2019, shares the same values as Lenovo in seeing teaching as a way out for a better future. Throughout this partnership, millions of reais have already been allocated to training educators, responsible for positively impacting the lives of children and young people with quality education, in more than 3,000 municipalities in all regions of the country."

RICARDO BLOJ President of Lenovo Brazil



Innovation and positive social impact have always been at Itaú's core. Our partnership with the Ayrton Senna Institute spans 26 years and addresses two central points of the organization: serving the social pillar of our ESG strategy and offering customized products to customers. In addition to minimizing the educational disparities in the country, the initiatives in favor of the Institute are an invitation for our clients to become actively involved in the cause of education".

RICARDO SCUSSEL Cards Superintendent at Itaú Unibanco

PARTNERS WHO SUPPORT OUR CAUSE



CREDSYSTEM

IPSOS BRASIL

PICPAY

THINK CELL

MACHADO MEYER ADVOGADOS

MESQUITA RIBEIRO ADVOGADOS

SIQUEIRA CASTRO ADVOGADOS

OLIVEIRA STAUT ADVOCACIA CONSULTORIA JURÍDICA

SZAZI, BECHARA, STORTO, REICHER E FIGUEIREDO LOPES ADVOGADOS

DERRAIK & MENEZES ADVOGADOS

BAPTISTA LUZ ADVOGADOS

COVAC SOCIEDADE DE ADVOGADOS

CORPORATE

WE ARE ONE OF THE
BEST INSTITUTIONS
TO WORK IN BRAZIL!



The 2022 Great Place to Work (GPTW) results placed the Ayrton Senna Institute, once again, among the best organizations to work for in Brazil. Since 2019, we have been considered by employees as an excellent place to develop talent and this demonstrates that we are succeeding in our manifest principle of wanting to promote an environment in which people can fully exercise their purpose, having more and more conviction in their work.

AUTHENTICITY
PURPOSE **BETTER RESULTS**
VALUES ALIGNED WITH THE WAY OF BEING AND DOING SPACE FO CONTINUPS
CHALLENGES AND RECOGNITIONS JUSTICE **QUALITY RELATIONSHIPS**
AUTENTICIDADE **WELL-BEING** COLLECTIVE COMMITMENT
WELL-BEING **SPACE FO CONTINUPS AND MUTUAL LEARNING**
CHALLENGES AND RECOGNITIONS DIVERSITY

The words highlighted above reflect what we are at the service of. And when we look at the results of the GPTW survey, it's clear that we are on the right track and constantly improving. A good example is that 95% of our employees are proud to share with their friends and family that they contribute to transforming lives through Education.

In addition, the survey reinforced that, here, there is no "command/control" management culture. On the contrary, people feel that they have autonomy, starting with our own work model that we have defined as hybrid and flexible since 2021. This means that teams define when they should work from home, at home office, and when they should go to the office, showing confidence in the team and that we recognize their maturity to assume this responsibility.

Our challenge is to keep our team engaged, happy, connected with their work and with the work of the Ayrton Senna Institute, being faithful to this precious process of listening.



COMMITMENT TO TRANSPARENCY, INTEGRITY AND ETHICS

Transparency, integrity and ethics are great values for our work and, for this reason, we are always looking for ways to improve deliveries without causing major risks to the institution. With that in mind, the Legal, Procurement, Information Technology Superintendence, Finance and Integrated Management Cell areas, in 2022, developed the **Due Diligence** project. As one of the pillars of the Integrity Program and with the function of preventing the organization from creating links with third parties that could pose risks to the reputation of the Ayrton Senna Institute, we have institutionalized Due Diligence in our supplier contracting processes, establishing criteria and procedures to obtain efficiency and standardization.

With the implementation of this pillar, it is possible to map possible risks of fraud and have a broader view of the organization's processes, in addition

to avoiding hiring third parties that do not comply with the legislation or that are in conflict with the Institute's own interests.

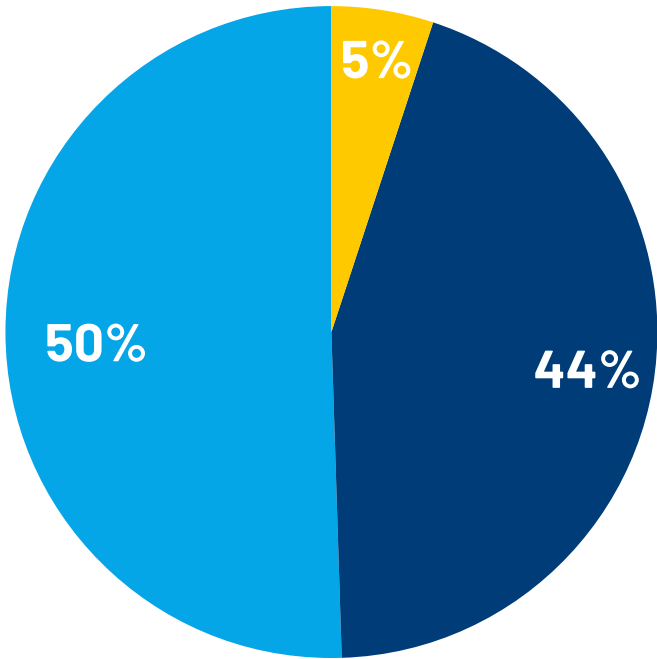
Another important pillar of our Integrity Program is **Monitoring**, which must reveal all potential risks and their impacts for the organization to achieve its objectives. It is a process that can identify, evaluate, treat and monitor the risks existing in an organization, department, operation, event or specific activity and aims to reduce the number of uncertainties that may materialize into problems, enabling a better decision by top management, as well as how to minimize the effect of risks inherent to activities and mitigate the possibility of their occurrence. In 2022, we built the risk matrix, carried out risk mapping and started collecting data for possible risks, in collaboration with the Business, Dissemination and Corporate areas.

FINANCIAL STATEMENT

In 2022, a large part of our resources was allocated to our research and project development based on scientific evidence, the dissemination of educational solutions, training actions and also advocacy actions, which became one of the main focuses of acting. In addition, we invested a portion in communication and mobilization actions to reach an increasing number of students and educators. Below, check out our financial statement:

ORIGIN OF CONTRIBUTIONS

- Corporate donations
- Individual donations
- Royalties on copyright (trademarks and image)

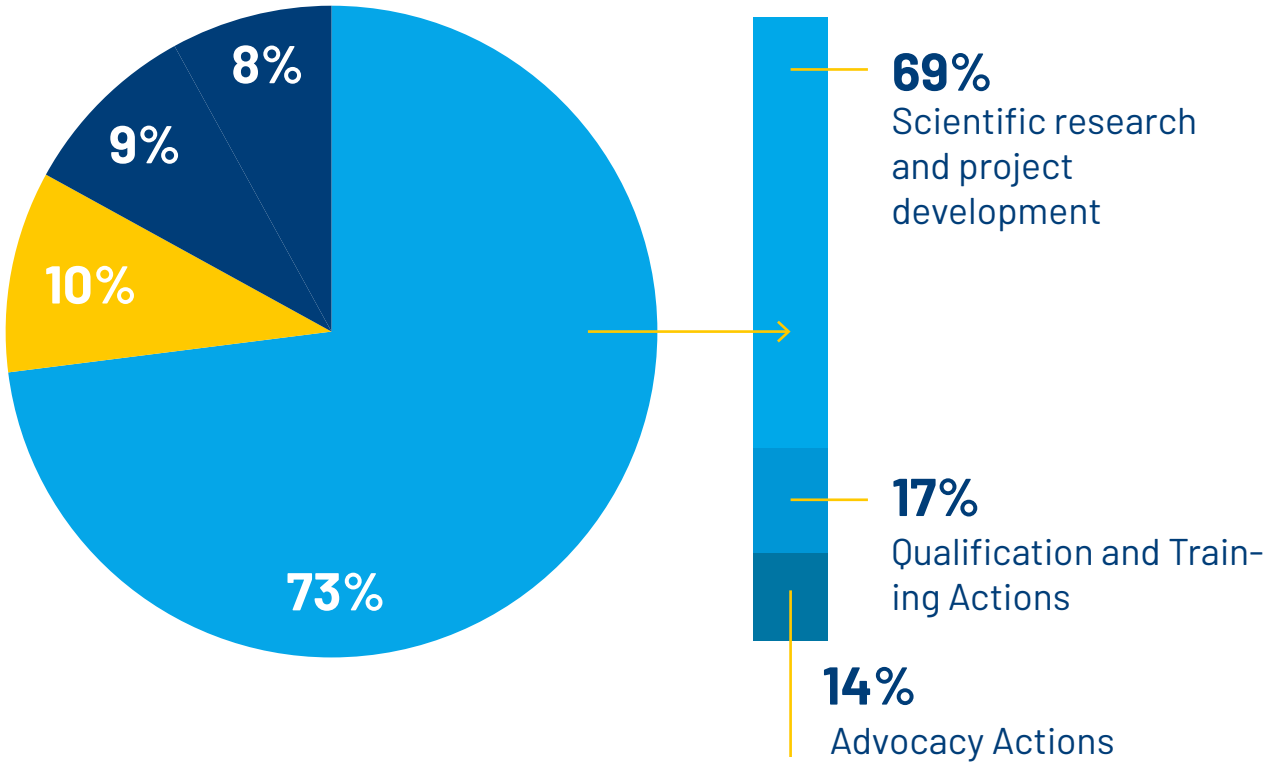


Todos os valores estão apresentados em milhões.

ORIGIN	2022	2021
Corporate Donations	21,858	16,956
Individual donations	2,583	1,996
Royalties on copyright (trademarks and image)	19,66	17,651
	43,607	36,603

HOW CONTRIBUTIONS ARE INVESTED

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



INVESTMENTS	2022	2021
Qualification/Training Actions	5,115	2,260
Research and Development	20,141	19,091
Advocacy Actions	4,076	1,656
Communications and Events	3,726	3,524
Fund-raising	3,165	2,917
Corporate	4,031	4,382
	40,253	33,830
OPERATING SURPLUS/DEFICT	3,354	2,773

Ayrton
Senna
Institute



SUPPORT
OUR
CAUSE!

