Tomorrow’s education, today.
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Presentation
Ayrton Senna Institute: 20 years promoting education and transforming lives

In 2014, the Ayrton Senna Institute celebrated its 20th anniversary of activity in support of public education in Brazil. Throughout this successful period of time, we have worked in partnership with governments, companies, researchers and educators to bring quality education to millions of children and young people in around 1,500 Brazilian municipalities located in every State of the country.

To fulfill our mission, we have created and developed a series of innovations in the partner public education systems, taking knowledge of different areas (such as economics and administration) to the local education departments, with the objective of promoting fairer and more efficient public policies.

Since the start of our activities, when Brazil was still very far from establishing targets for the quality of education, we have adopted intervention strategies based on the definition of targets, management of processes, training of professionals and monitoring of results to improve students’ learning and prepare them for the challenges of school and life.

The results of our actions show that we have been very successful in the task of transforming new understandings into better forms of teaching and guiding the administration of education. According to the evaluation of the impact made by the well-known economist Ricardo Paes de Barros, those municipalities that have adopted our educational solutions have made advances that are six times faster than non-partner systems in what is referred to as the improvement of the pass rate, and the drop in age/grade distortion and dropping out.¹

¹ Coordinated by the economist Ricardo Paes de Barros and carried out by the staff of the ‘Instituto de Estudos de Trabalho e Sociedade’ (‘Institute of Work and Society Studies’ / ‘IETS’) between 2008 and 2009, the evaluation analyzed the academic results of education systems in 947 municipalities which were partners of the Ayrton Senna Institute. To measure the impact of the educational solutions on the systems, the variation in the school flow indicators (pass, fail and drop out rates) and performance were observed.
Going beyond the direct results of our educational solutions, we have contributed indirectly to the systematic improvement of education in Brazil, inspiring education leaders to transform principles and methods validated through the partner systems into public policies. Far from being a finishing line, this success story, for us, is the starting line.

We believe that there is still a great deal to be done to guarantee an education for children and young people that truly prepares them for the challenges of the 21st century.

On the one hand, there is still a lot of work to do to overcome the most basic problems of public education, mainly in high school and in the final years of primary school. According to the most recent official statistics, only 54.4% of young people aged 19 have completed high school. Amongst those who reached the final year of primary school, only 27.2% were able to demonstrate sufficient levels of learning in Portuguese Language and only 9.3% in Mathematics.

On the other hand, the need to expand the boundaries of what is understood by quality education is becoming more and more obvious, since the world will demand much more from our children and young people than just a basic education in school subjects. Regardless of the professions or social roles they may assume in the future, they will have to be capable of working in a team, finding creative solutions to complex problems, thinking critically and making autonomous and responsible choices. An education that does not develop these skills will not be one of quality.

In response to this dual challenge, the Ayrton Senna Institute will continue working to promote comprehensive education in Brazil through the development and application of scalable educational solutions that have an effective impact upon students’ learning and become a reference point for the formulation of public policies. In parallel, we are going to be investing increasingly more in the production of scientific knowledge to support public administrators’ decision making and the pedagogical work of educators.

We cannot do this alone. More than ever, the establishment of partnerships with governments, private companies, research institutes and civil society will be essential for us to fulfill our mission to be able to contribute so that Brazil truly reaches the level of quality education which the new generations deserve to have.

Over the past 20 years, we have innovated the way companies and individuals can support our mission. Amongst these innovations are marketing partnerships related to the cause, in which companies incorporate support for the cause into their business models, thus creating a differential factor for their products and services.

To all the partners who have made Ayrton Senna’s dream – as well as that of millions of Brazilians – come true, I would like to express my most sincere thanks and invite them to continue collaborating for the construction of a better future. Thank you so much. Now let’s move on and into the future!
Comprehensive Education for the 21st Century

In order to guarantee that every child and young person has access to a good education that truly prepares them for the challenges that they will face during their lives, we are working to promote comprehensive learning in Brazil’s public education systems, focusing on primary schools and high schools.

**LINES OF ACTION**

**Innovation**

We investigate new knowledge and form a bridge with the education systems. We believe that this constant investigation is essential to guaranteeing a quality education in a world under constant transformation.

*Read more about our innovation initiatives (pages 26-35).*

**Educational Solutions**

We develop concrete educational solutions that take a full look at the education process, taking into account the design and application of pedagogical, administrative, technological and evaluation models. By means of these solutions, in 2015, we are now present in **19 States** and more than **700 municipalities** across Brazil, benefiting around **1.8 million** children and young people, and training around **65,000** educators.

*Read more about our educational solutions (pages 8-25).*

**Articulation**

We form a link between governments, researchers and other civil society organizations to foster the formation and implementation of policies and practices that promote quality education. We create opportunities for an exchange of experiences among the most diverse social players and areas of understanding, holding forums and seminars, and creating conditions for working within a network.

*Read more about our articulation initiatives (pages 26-35).*

**READ MORE ABOUT OUR ACTIVITIES ON OUR WEBSITE:**

[http://www.institutoayrtonsenna.org.br/](http://www.institutoayrtonsenna.org.br/)
A history of commitment to education

1994
FOUNDATION OF THE AYRTON SENNA INSTITUTE

1995
LAUNCH OF THE FIRST EDUCATIONAL SOLUTION
‘Educação pelo Esporte’ (‘Education through Sport’)

1996
START OF THE SCALED PERFORMANCE STRATEGY
Partnerships with governments

2008
IMPACT ASSESSMENT
Real impact on the education systems

1997–2009
EDUCATIONAL SOLUTIONS ON A LARGE SCALE

1997
Acelera Brasil

1999
Educação pela Arte Largada 2000

2001
Se Liga

2003
SuperAção Jovem Circuito Campeão

2005
Gestão Nota 10 Comunidade Conectada e Escola Conectada

2009
Fórmula da Vitória

2004
UNESCO CHAIR
Recognition from Unesco for the production and dissemination of knowledge and educational solutions for human development

2012
EDUCATIONAL SOLUTION FOR HIGH SCHOOL
Start of the partnership with the Rio de Janeiro State Education Department for the development of the ‘Solução Educacional para o Ensino Médio’ (Educational Solution for High School)

2012
PARTNERSHIP WITH THE OECD
Development of a tool to assess social and emotional skills in the school context to the Organization for Economic Co-operation and Development

2013
FIRST SOCIAL AND EMOTIONAL ASSESSMENT
In partnership with the Rio de Janeiro State Education Department and the OECD, 25,000 students in the basic education system went through a social and emotional assessment
2014 HIGH LEVEL POLICY FORUM
Together with the Ministry of Education (MEC), the National Institute for Studies and Research (INEP) and the OECD, this seminar brought together education ministers and representatives from 14 countries.

2014 SCHOOL LEARNING POLICIES
Evolution of the educational solutions ‘Acelera Brasil’, ‘Se Liga’ and ‘Fórmula da Vitória’, ‘Gestão Nota 10’ and ‘Circuito Campeão’ into a School Learning Management model aligned with the targets of the National Education Plan for Primary Education.

2014 LAUNCH OF NEW NETWORKS AND PARTNERSHIPS
Network of Cooperation for Education for the 21st Century
Brazilian National Network of Science for Education
Universities Network for training in social and emotional skills, in partnership with the ‘Coordenação de Aperfeiçoamento de Pessoal de Nível Superior’ (Brazilian Federal Agency for Support and Evaluation of Graduate Education/CAPES/MEC)

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2011 EDUCATION FOR THE 21ST CENTURY SEMINAR
Partnership with the Secretaria de Assuntos Estratégicos/SAE (Secretariat for Strategical Affairs of the Presidency of Brazil) and UNESCO

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Educational Solutions
School and young people: the challenges of high school

High school education is one of the most challenging stages of education in Brazil. Despite its expansion over recent decades, many young people still drop out of school before completing the final stage of their basic education. According to data from the ‘Pesquisa Nacional por Amostra de Domicílios’ (‘National Household Sample Survey’ / PNAD), in 2013, only 54.4% of Brazilians aged 19 had completed their basic education.

Amongst those who managed to graduate, only a minority left school bearing the necessary knowledge and skills to insert themselves into the labor market and reach advanced education levels and citizenship. Data drawn from the ‘Sistema de Avaliação da Educação Básica’ (‘Primary Education Evaluation System’ / ‘Saeb’) reveal that, in 2013, only 9.3% of those graduating from high school had learned what was expected of them in Mathematics, and only 27.2% of what was expected of them in Portuguese.1

For Mozart Neves Ramos, Director of Articulation and Innovation at the Ayrton Senna Institute, one of the main causes of truancy and poor performance amongst high school students is the lack of connection between the school and young people’s aspirations. “The results of the national evaluations clearly reveal this disconnection. The country has been stagnated since the 1990s,” he says.

“...When I left, the school was not supporting me. When I returned, I became an airhead student. On the first day, with Proemi, we had a mock job interview. I kind of freaked out, but then accepted the challenge. We have Literacy in Mathematics and Introduction to Science – it’s really interesting. In no time at all, I saw myself wanting to stay, rather than wanting to drop out of school.”

Cassiano Ferreira Lopes, 20 years old, student at the Monsenhor Miguel de Santa Maria Mochón State School, in Bangu, Rio de Janeiro (RJ)

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1 Source: ‘Todos pela Educação’ (‘All for Education’), 2013. Minimum mark on the Saeb scale established by ‘Todos Pela Educação’ as being adequate for the 3rd year of high school: Portuguese Language: above 300 points; Mathematics: above 350 points.
An educational solution for high school

To help the public education systems overcome the challenges of the final stage of basic education, the Ayrton Senna Institute has developed, in partnership with the Rio de Janeiro State Education Department (SEEDUC), an Educational Solution for High School that brings the school closer to the contemporary world and the young people’s interests, promoting their engagement in learning and generating opportunities for them to develop all the necessary skills for a full life in the 21st century.

“To face today’s world, a youngster must develop a lot of skills both in personal life - as a citizen - and in professional life. These challenges allow them to communicate better, be more open to new experiences, look at life as a leader, go after what they want and believe that they are able to achieve goals. And all these skills can be developed in the school environment. This is what the Ayrton Senna Institute is offering, so as to allow education to face the challenges of the 21st century,” explains Monica Pellegrini, Project Manager at the Institute.

To promote the development of these skills for life in a way that is articulated and integrated within academic learning, the Educational Solution for High School includes a framework of Skills for the 21st Century and a set of guidelines and materials designed to firmly establish these skills in the schools’ daily routines, in the most diverse curricular arrangements. The Solution also includes different models for the training of professionals, processes management and evaluation of results that make possible the implementation of this innovative curricular proposal. (see graph 1)

A proven effect on learning

The results obtained in relation to the Educational Solution for High School in the validation environments2 show that this innovative proposal is moving in the right direction. At the Chico Anysio State School (CECA), in Rio de Janeiro, where a full version of the Solution has been monitored, the students have shown an average performance level in Portuguese Language and Mathematics that is 50% better than that of other State System students, when assessed by the Bimonthly Assessment System focused on the Teaching and Learning Process.

We tend to think that the difficulties of a system, or of society itself, can have an influence on the implementation of the methodology. Eventually, we realize that it’s actually the opposite. The methodology trains the students, teachers, coordinators and directors. This training transforms, and these transformed people, with this different vision of the education process, can affect and influence the entire school unit.”

Tatiana Várzea Fernandes, Regional Education Coordinator in Duque de Caxias

2 Validation Environments are the areas in which innovations in the curriculum are being implemented. These are aligned with the principles, concepts and methods of the Solution. In 2014, the Solution was applied in two validation environments in order to collect learning data to extend the experience to the entire system: the Chico Anysio State School and 51 schools involved in the Innovative High School Program.
How the Educational Solution for High School works

The Educational Solution for High School counts upon the development of the following initiatives:

- **Knowledge of the Ayrton Senna Institute for the education of the 21st century**
- **Advances created by SEEDUC-RJ**
- **Innovative concepts and legal guidelines for education**

**Development of the pedagogical proposal**
- Framework for cognitive and social and emotional skills
- Integrated and flexible organization of the curriculum
- Didactic guidelines and lesson plans assistance

**Implementation and Monitoring**
- Implementing Management Process
- Monitoring

**Regularization**
- Institutionalization of the Educational Solution

**Formation of teams**
- Customized training plans
- Training of administrators and teachers
- Coaching and on-the-job training

**Evaluation of the Results**
- Development of customized tools
- Summative and formative assessment of cognitive and social and emotional results
The understandings garnered from the experience at the CECA have served as a basis for the expansion of the initiative. At the beginning of 2014, the first version of the Solution for large-scale application in the state education system was put into operation.

The model is a more simplified version, and is currently being monitored in 51 state schools in Rio de Janeiro that are partners in the Innovative High School Program (Proemi). There are 612 professionals involved in the project, including teachers, coordinators, school directors and other monitoring professionals, with more than 7,700 young people being affected.

**A Benchmark for Public Policy**


For Carla Bertânia, Educational Superintendent for the State of Rio de Janeiro Department of Education, the regulation of the Educational Solution was a great step forward for the State. “We have a regulation that makes it operational for the System. We have a directive and we can now also apply it in our part-time evening schools,” she says.

“The proposal contemplates the educational process under a sistemic look and transforms school culture. “It is a methodology that requires a restructuring of the school unit, not only from the pedagogical perspective, but also from the point of view of personnel management and the organization of the teacher in the school.”

Antonio Neto, Education Secretary for the State of Rio de Janeiro
Results of the Educational Solution for High School in 2014

Results from the Chico Anysio State School compared to the state average*

<table>
<thead>
<tr>
<th></th>
<th>1st grade of high school</th>
<th>2nd grade of high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of passes in Portuguese</td>
<td>39.95% (68%)</td>
<td>43.20% (54%)</td>
</tr>
<tr>
<td>% of passes in Mathematics</td>
<td>29.94% (71%)</td>
<td>29% (75%)</td>
</tr>
</tbody>
</table>

System average

Results from the Innovative High School Program compared to the state average**

1st grade High School - 3rd bimonthly period/2014

<table>
<thead>
<tr>
<th>% of passes in Portuguese Language</th>
<th>% of passes in Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.95%</td>
<td>28.55%</td>
</tr>
<tr>
<td>51.4%</td>
<td>35.8%</td>
</tr>
</tbody>
</table>

System average

** Proemi schools with improved conditions are those that meet certain additional working requirements, such as hiring staff on 30-hour contracts. Saerjinho results in the 3rd bimonthly period of 2014.
An innovative partnership for an innovative model of education

The Educational Solution for High School is made possible by an agreement between the Ayrton Senna institute, the Rio de Janeiro State Education Department (SEEDUC), the Industrial Development Company of Rio de Janeiro (CODIN) and Procter & Gamble (P&G). Thanks to this innovative partnership between the government, the private sector and the third sector, students in the Rio de Janeiro state system have had the opportunity to develop their full potential. Read more on page 10.

“One of the goals of Codin is to serve as a link between the companies operating in Rio de Janeiro and the Education Department. Very often, the companies are quite distant from the cause of education. At the same time, they need good professionals. What is being done in the schools of Rio de Janeiro, by means of this partnership, is the development of skills and the presentation of content to students so as to also qualify their professional training.”

Maria da Conceição Ribeiro, President of CODIN

“P&G, which aims to improve people’s lives, tries to have a positive impact on the communities in which it is active. To do so, it has allied itself with competent partners such as the Ayrton Senna Institute to conduct quality social projects that help provide a better future for the world.”

Gabriela Onofre, Director of Communication and Marketing at P&G
Comprehensive education: a partnership with the biggest education system in Brazil

With almost 20% of the total enrollment in Basic Education in Brazil, the education system of the State of São Paulo has around 4.2 million students enrolled¹ and also has a set of challenges on a par with its size and diversity. As can be seen in the country as a whole, the education of the young people is amongst the leading concerns of the São Paulo State Education Department (SEE-SP), starting with the final years of primary school.

To support the SEE-SP in establishing the education to be offered to its young people, the Ayrton Senna Institute has been taking educational solutions to different types of schools throughout the State, including full-time and part-time schools.

In 2014, the Institute was active in more than 1,500 schools participating in the Full Time School and Reading Room projects, providing benefits for more than 330,000 students in 507 São Paulo municipalities, meaning it was present in 79% of cities in the State (read more about how these actions are made possible on page 38). In parallel, it collaborated with the Education Department in the creation and development of a state directive for all stages of basic education.

¹ Source: 2013 School Census.

The concept of “comprehensive education” goes beyond the idea of a “full-time education”, in the sense that it is not limited to the expansion of the school day, but rather it proposes a change in what is understood as being the role of the school.

Within this new vision, the school ceases to be a “transmitter of content” and starts to be recognized as a mediator in the development of skills for life – including the ability to relate to others, solve problems creatively and take decisions autonomously and responsibly.

As well as being important in themselves, these skills are fundamental for academic learning. Research shows, for example, that students who are more responsible, curious and independent learn more Mathematics and Portuguese than their colleagues. Read more on page 24.
Full-Time School

The Full-Time School solution (ETI) is one of the SEE-SP’s teaching models involving an extended school day that provides students with opportunities to expand their studies and develop skills for life. Since 2006, the Institute has been supporting the project through the development of two workshops: one involving Mathematics Experiments and another focusing on Reading and Writing.

The proposal is accompanied by didactic material, including texts providing theoretical subsidies to teachers and monitoring teams, guidelines for class planning and the Student’s Notebook, with guidance for the participation of the student.

In 2014, the training of monitoring professionals working on the Full Time Schools solution was the central focus of the work of the Ayrton Senna Institute and included innovations such as class observation and performance feedback to guide the work of the trainers and teachers.

This year also saw the start of trainer training. Trainers are professionals who are responsible for presenting the directives and concepts of the proposal to a greater number of teachers, whilst they also constantly monitor the developments of the training. This strategy guarantees autonomy for the system so that it can reproduce the principles, methodologies and contents in other school contexts.

‘Full-Time School’ in 2014

18,351 students benefited
84 municipalities
101 schools
563 educators trained*

(*) teachers, pedagogical coordinators and regional teaching professionals
Reading Room

The aim of the ‘Projeto Sala de Leitura’ (‘Reading Room Project’)² is to qualify the educational use of these areas in part-time schools through the development and application of a pedagogical proposal designed to encourage reading and multiliteracy (literacy using different platforms and genres such as websites and multimedia resources). In this case, the schools’ and the students’ participation is by membership and the activities may be performed at different times during the school day.

² The Reading Rooms in the State of São Paulo house the school’s collection of books, newspapers, catalogues, videos, DVDs and CDs. The use of the space is interdisciplinary and supports the curriculum, it is always coordinated by teachers, it is open on weekdays during the three class periods (morning, afternoon and evening).

In 2014, the Ayrton Senna Institute improved its study on the reader profile of the students in the Reading Rooms. As well as the number of books that read, the findings also included qualitative information, such as the most read authors, the places the books were borrowed from and the reasons for reading. These data allow for a qualification of the analyses of the work performed and possible improvements to future activities.

In 2014, with the objective of disseminating information of the good work performed by the monitoring teams and teachers involved with the Reading Rooms, an informative bulletin was circulated to all the professionals who were trained. This material has been used to mobilize professionals from other schools and towns who are able to recognize alternative ways of resolving common problems and challenges.

‘Reading Room’ in 2014

321,640 students benefited
477 municipalities
1,462 schools
2,209 educators trained*  

(* teachers, pedagogical coordinators and regional teaching professionals)
School Learning Policies: management of National Education Plan targets

Over the last 20 years, education in Brazil has achieved significant results in terms of access to basic education, with 93.4% of children and adolescents in the 6 to 14 age group attending primary school in 2013. However, important challenges still remain.

For every 10 students enrolled in the public primary education system across Brazil, four are lagging behind by at least two years. Currently, 3.7 million students find themselves in the age/grade distortion statistics. These are children...
who are above the recommended age for the grade they are currently attending.

With regard to literacy, the scenario is no more encouraging. According to data drawn from the ‘Prova ABC\(^1\) test, only 44.5% of children in the 3\(^{rd}\) grade of primary school present adequate reading skills whilst this figure is only 30.1% in writing.

Fighting these problems is the focus of the strategies of the country’s new ‘Plano Nacional de Educação’ ('National Education Plan' / ‘PNE’), which was approved in 2014 and which will be in effect until 2024. It provides 10 directives and 20 targets aimed at improving education in Brazil.

The new PNE provides a number of challenges for the education systems, which should, by the end of 2015, approve their own (municipal and state) education plans based upon the directives of the national plan.

**Targets for the first years of Basic Education**

In order to help the education systems in Brazil hit their key targets of the National Education Plan for the first years of Basic Education and overcome the problem of age/grade distortion, the Ayrton Senna Institute has been supporting the education departments in achieving four great objectives:

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\(^1\) The ‘Prova ABC’ (ABC Exam) outlined a diagnosis of the literacy of students in the first years of Primary Education, based upon tests in reading, writing and mathematics. Implemented in 2012, it evaluated 54,000 children in the 2\(^{nd}\) and 3\(^{rd}\) grades of public and private schools located in 600 municipalities throughout the country. Find out more at: http://goo.gl/fWbc8k

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For these targets to be reached, we support the education departments in order to define strategies, train professionals and monitor results. With regard specifically to the fourth target, we offer two educational solutions that put into operation methodologies for the reduction of age/grade distortion. Our educational solutions for correction of flow in this area include both those students who are already literate, but are lagging behind in relation to their classmates of the same age, and those students – not yet literate – in the same situation.

**Actions in 2014**

The year 2014 marked the evolution of the Education solutions Acelera Brasil, Se Liga e Fórmula da Vitória, Gestão Nota 10 and Circuito Campeão into a model of School Learning Management aligned with the targets of the National Education Plan for Basic Education. Through the School Learning Policies Programs, we were present in more than 520 municipalities and 19 states, training more than 33,000 educators and affecting around one million students.

“It’s work with a difference. The students feel important. You just have to look into their eyes to see the joy of managing to do things they haven’t been able to do for years. They start believing in themselves. The parents are also praising this achievement at meetings. They say, ‘Now I really do believe that my child will manage to keep up with the classes next year’.”

Genocy Garcia Duarte Sales, teacher at the Mauro Roberto Manuel Municipal School, in Castilho (SP).

<table>
<thead>
<tr>
<th>School Learning Policies Educational Solutions in 2014</th>
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<tbody>
<tr>
<td><strong>1.089.019</strong> students benefited</td>
</tr>
<tr>
<td><strong>526</strong> municipalities</td>
</tr>
<tr>
<td><strong>19</strong> States</td>
</tr>
<tr>
<td><strong>33.341</strong> educators trained*</td>
</tr>
<tr>
<td>(*) teachers, pedagogical coordinators and regional teaching professionals</td>
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A model of innovative management: the experience in Recife

As well as the construction of an activity model articulated with the National Education Plan, the year 2014 saw the start of a new management model in Recife. Inspired by the concept of ‘Arranjos de Desenvolvimento da Educação’ (‘Educational Development Arrangements’), this model involves a regionally based work with the city’s six Political-Administrative Regions (RPAs) to promote the collaboration among schools and improve the quality of education.

According to Mozart Neves Ramos, Director of Articulation and Innovation at the Ayrton Senna Institute, the model of management through ‘RPAs’ is innovative because it takes the principles of the system of collaboration into the education systems. "Generally, these days, the school principals don’t have much time to exchange their experiences, share their day-to-day dramas, and manage the school, so when you translate this way of working as a network into political-administrative data, you can implement this system of collaboration between schools. I think this will be a natural path for big cities," he says.

In Recife, the work of the RPAs has been contributing to a reduction in the social inequalities found among regions and to the strengthening of the concept of a teaching network. For the Mayor of Recife, Geraldo Julio, this collaborative model of operating will be fundamental to fight the most pressing problems of the municipal system. “This is a very important partnership. The Ayrton Senna Institute will be helping us reduce the age/grade distortion by means of a regionalized management struture. We will certainly guarantee better conditions for the school administrator to quickly resolve the problems, as well as offer better quality in terms of our municipal system’s education.”

“I’ve learned a lot. I’ve learned to read, write e do basic math. I’ve already read ten books and I can even read the medicine prescriptions for my mum at home.”

Alessandro de Castro Reis,9, a student at the Mauro Roberto Manuel Municipal School, in Castilho (SP)
Assessment of skills for the 21\textsuperscript{st} century

Assessment is an essential stage in the education process. Without it, it would be impossible to determine the effectiveness of public policies and pedagogical practices, identify obstacles, prioritize objectives and replan actions along the way. However, if the aim is to improve education, it is necessary that the assessment can incorporate all the aspects that define a quality education.

To do so, an assessment system that is compatible with the education of the 21\textsuperscript{st} century must go beyond the monitoring of performance in academic subjects (Portuguese, mathematics and the other subjects in the curriculum). It also includes the development of...
of a set of skills that are essential for success in the studies, at work and in every other aspect of life. These skills embrace cognitive skills (such as problem solving and critical thought) and a series of social and emotional aspects (such as responsibility, openness, collaboration, communication, creativity and self-control), that are closely related to each other and contribute decisively to academic success.

With the aim of expanding the repertoire of assessment tools available for guiding the work of administrators and teachers, the Ayrton Senna Institute is designing a system for the assessment of social and emotional skills that allow for the monitoring of the development of these skills in basic education. Still under development, this system is named ‘SENNA’ (an acronym in English for Social and Emotional or Non-cognitive Nationwide Assessment).

Pilot application in Rio de Janeiro

The pilot application of the social and emotional assessment tool took place in 2013, with a sample of 25,000 students of the 5th grade of primary school and students of the 1st and 3rd grade of high school.

The tool – that was developed in partnership with the OECD and the Rio de Janeiro State Education Department (SEEDUC) – consists of a set of questions about the students’ attitudes, feelings and perceptions towards themselves and must be answered by the students themselves.
First social and emotional assessment conducted within the public system

In 2014, the Institute published the results of the first application of this social and emotional assessment tool in the public system. The presentation of the report took place at the High Level Policy Forum, that brought together ministers and representatives from 14 countries, and was hosted in partnership with the Ministry of Education (MEC) and the Organization for Economic Cooperation and Development (OECD). Read more about the High Level Policy Forum. (page 27)

The results of the pilot application revealed that students with more developed social and emotional characteristics tend to perform better academically in Portuguese Language and Mathematics.

Cross-referencing the data from the social and emotional questionnaire with the results of the evaluations of state performance indicated that the more leadership-oriented and curious students are one third of a school year ahead of their colleagues in Portuguese. The more responsive, focused and organized students, on the other hand, are one third of a school year ahead in Mathematics.

In the opinion of the Rio de Janeiro Education Secretary at the time, Wilson Risolia, the social and emotional assessment tool met the needs of the system. “This proposal was everything we were looking forward to.

1 ‘Saerjinho’ (a bimonthly assessment system focusing on the teaching and learning process in schools)
because it is a tool for us to deal with something which had previously been intuitive. For those who deal with public policy, it is essential to have a scientific base or a strong diagnosis upon which to base the right decisions,” he says.

According to Tatiana Filgueiras, director of eduLab21 and responsible for the development of this proposal at the Ayrton Senna Institute, the assessment of social and emotional skills allows them to be developed.

“Every teacher, parent and educator knows the importance of responsibility, discipline, focus, openness and flexibility. Now we are after numbers to evaluate their impact on performance at school and in life. Developing these skills is the role of the family, but also of the school and the public administrators. Everyone has a role to perform because these skills are very flexible, especially up to 20 years of age,” she explains.

Results of the pilot assessment of social and emotional skills in the state of Rio de Janeiro

Impact of raising the level of protagonism over the performance in Portuguese (in months of study)*

Impact of raising the level of responsibility over the performance in Mathematics (in months of study)*

*To measure the impact in this graph, you must consider the difference of performance of a student who was among those 25% who had the lowest level in each attribute but moved into the group which had 25% of the students who reached the highest level in each attribute.
Articulation and Innovation
Forums and Seminars

High Level Policy Forum

The potential that social and emotional skills hold for improving the quality of public education was fully highlighted by international researchers and administrators who met at the High Level Policy Forum on Skills for Social Progress, which took place in March, 2014. The event brought together representatives of the Ministries of Education from 14 countries to share ways of facing challenges that they all have in common.

Hosted by the Ayrton Senna Institute, in partnership with the Organization for Economic Cooperation and Development (OECD), the Brazilian Ministry of Education (MEC) and the Anísio Teixeira National Institute for Educational Studies and Research, the Forum, which took place in São Paulo, offered an intense program over its two days, covering ways of establishing a comprehensive education and preparing students effectively for the various challenges of life.

“We have solid evidence that shows that the social and emotional skills are just as important as the cognitive ones for our well-being. We all have this hidden curriculum with a set of skills that sometimes we don’t know that we have. The objective is to make this set of skills more visible and intentionally developed,” explained Viviane Senna at the closing debate.

The Brazilian Minister of Education at the time, José Henrique Paim, highlighted the importance of fostering research upon which more efficient public policies can be based. The OECD announced that it would be performing a longitudinal study involving several countries – including Brazil – in order to identify which practices have an impact upon the social and emotional development of young people, and the results that can be expected from this work.


JOINING FORCES Viviane Senna, José Henrique Paim (right), former Minister of Education, and Jorge Guimarães, former President of CAPES, at the High Level Policy Forum
Best-seller

The High Level Policy Forum was also chosen by the journalist and writer Paul Tough to launch the Portuguese version of his best-seller "How Children Succeed". With a preface by Viviane Senna, the book brings together interviews and evidence from a series of practical initiatives carried out in the United States for the full development of children and young people through the school environment.

According to Tough, the modern age demands deep changes in the school system which, over the last few decades, has focused exclusively on cognitive development. "Success in life does not depend only on I.Q., other skills are very important," he says. “Teachers recognize the importance of themes such as motivation and persistence, but in the current format of schools, they are not prepared to deal with these issues. We need to think about the development of children in a wider sense.”

Social and Emotional Skills in Public Policy

In September 2014, the Ayrton Senna Institute hosted the “Social and Emotional Skills in Public Policy” workshop, which brought together state and municipal education secretaries and journalists from all over the country. At the event, the Education Secretary from Ottawa-Carleton, in Canada, Jennifer Adams, and Brazilian specialists discussed the importance of this matter within the context of education, and presented successful policies and practices.

Jennifer was responsible for the project which reorganized the education system in her district and she held a public consultation to define the main skills that the school community would like students to develop at school. Based upon this, the Secretary and her team took a series of measures involving curriculum and teacher training designed to ensure that the students leave school better prepared to deal with the complexities of the 21st century, a reality that today demands much more a reality that content from young people.

PHOTO: ESTÚDIO EUKA

PAUL TOUGH and VIVIANE SENNA at the book launch

COOPERATION The Ayrton Senna Institute launched the Network of Cooperation for Education in the 21st Century at the event with Jennifer Adams (in red in the photo)
Network of Cooperation for Education in the 21st Century

During the meeting, the Ayrton Senna Institute launched the 'Network of Cooperation for Education in the 21st Century'. The objective of the network is to promote ongoing debates on the development of social and emotional skills as a way of improving the quality of the country’s public education. The commitment to cooperation has the participation of 16 State and Municipal Secretaries from different regions of Brazil.

For the Director of Articulation and Innovation at the Ayrton Senna Institute, Mozart Neves Ramos, the time is ripe for the creation of the network. “Being a relatively new issue, it is necessary to foster its development. The network can enable this exchange of knowledge and evidence resulting in initiatives of more impact on school learning,” he explained.

Dialogues Series: The Future is Learned

In 2014, in partnership with the Inspirare Institute, the Ayrton Senna Institute held the 12th meeting in the 'Porvir "Dialogue Series: The Future Is Learned". The event brought together around 80 specialists, policy players and educators to discuss experiences and put together recommendations to include social and emotional skills in public policy and pedagogical practices.

The recommendations put together collaboratively during the event led to special reference material on the subject. The interactive guide, produced by Porvir with the technical support of the Ayrton Senna Institute, provides orientation on how to develop and assess these skills, both in the education systems and in the classrooms. It also brings together experiences and good practices in this area.

“Today, social and emotional skills are treated in a peripheral manner but we think they should move into the core of teaching. We seek to translate this conceptual world in such a way that it will be incorporated by those really involved with the school teaching/learning process and in the educator/educating relationship, since much of this construction of attitudes takes place when there are adults who are reference points and who, more than examples, are mentors in this development,” said the Director of the Inspirare Institute, Anna Penido.

Networks for an improvement in education

Network of Universities for the training of teachers in social and emotional skills

The experience gathered by the Ayrton Senna Institute on the training of teachers and on the issue of social and emotional skills has allowed for the start of a partnership with the ‘Coordenação de Aperfeiçoamento de Pessoal de Nível Superior’ (‘Brazilian Federal Agency for the Support and Evaluation of Graduate Education’ / ‘CAPES’) to launch the ‘Program for Support of the Training of Professionals in the Field of Social and Emotional Skills’. In 2014, the Institute’s technical support contributed to the first public call notice for the selection of research projects focused on this area.

The new program intends to foster academic production and the training of professionals, as well as encourage the articulation between post-graduation, degrees and public schools. The aim is to support studies that envisage the inclusion of new strategies and methods for the development of these skills into teacher training.

As the first concrete action of the program, the call notice for the provision of grants and subsidies was published in July and selected ten Master’s and Doctorate research projects, each of which involved at least two universities, amongst which were the Federal University of São Carlos, the Federal University of Rio de Janeiro, the Federal University of Juiz de Fora and the Pontifical Catholic University of São Paulo (PUC-SP). All projects approved will run for between 24 and 48 months and form a network of researchers on the issue.

FIND MORE INFORMATION ON THE CAPES WEBSITE:
bit.ly/2014_capes

Brazilian National Network of Science for Education

Brazil has made important advances in the construction of an understanding regarding the initiatives that can improve the teaching/learning process, but very often the discoveries of science are not converted into changes in practice. In order to build a bridge between the scientific understanding and the classrooms, it was launched in 2014 the ‘Rede Nacional de Ciência para Educação’ (CpE) (‘Brazilian National Network of Science for Education’), which counts upon the support of the Ayrton Senna Institute and researchers throughout the country.

To articulate what is produced in the academic world and the education policies, the network intends to organize meetings and build content platforms that show the administrators the results and findings of studies performed by multidisciplinary groups.
The founders of the network, who work in areas such as speech therapy and neuroscience, argue the importance of the scientific community assuming a proactive and innovative role, creating alternatives for the demands that are presented by educators and public policy makers.

The mastermind of the project and a neuroscientist with the Federal University of Rio de Janeiro (UFRJ), Roberto Lent, proposes that the articulation also works to inform researchers of the greatest needs for those who work directly with the students, especially teachers. “The idea is to build a two-way road that can truly push forward improvements in public education,” he explains.

For Mozart Neves Ramos, Director of Articulation and Innovation with the Ayrton Senna Institute, the expertise gathered together by the Institute over its 20 years of activity with the public education systems will be fundamental to ensure the importance of the knowledge produced by the Network for the improvement of education in Brazil. Brazilian education has a great deal to gain by bringing together the advanced research centers and basic education classrooms,” he explains.

FOR MORE INFORMATION, VISIT OUR WEBSITE: bit.ly/2014_redenacional
Education through Sport

In 2014, the Ayrton Senna Institute collaborated for the staging of the Second Seminar on Sport and Human Development. The event, held in partnership with the United Nations Development Program (UNDP), SESC-SP, the Sport Practices Center at the University of São Paulo (USP) and the Sport for Social Change Network (REMS), was part of the 3rd International Sport for Social Change Week and brought together organizations that work with sports and education, researchers in these areas and athletes to discuss initiatives that use sport for the full development of childrens’ and young people’s skills.

The Institute contributed to the work developed by REMS, which joins together more than 50 Brazilian organizations from different areas. They work with sport as an axis associated with other aspects such as education, gender and economic development, with the aim of strengthening the movement of sport as a tool for human development.

For more information, visit our website:
bit.ly/2014_esporte

Education.doc

In 2014, it was launched a series of documentaries called ‘Educação.doc’ (‘Education.doc’),¹ by the highly respected filmmakers Luiz Bolognesi and Laís Bodanzky. The series, which was supported by the Ayrton Senna Institute, was a great success. It was aired by Rede Globo (‘Fantástico’) and Globo News channel.

To find an answer to the question “Is it possible for us to have a quality public school in Brazil?”, the filmmakers travelled 12,000 kilometers around Brazil, recording success stories involving different Brazilian schools.

Looking at the expansion of the role of the school in the 21st century, the filmmakers went in search of initiatives that managed not only to achieve a high level of performance on the ‘Ideb’ (‘Basic Education Development Index’), but also to prepare citizens for life. “We assumed that there could also be good schools which didn’t have a high Ideb rating, but which worked with ethics and values in parallel with learning,” explained Bolognesi.
Studies and Projects

**Ongoing teacher training**

The training of teachers is recognized as being one of the most efficient means of reversing the low levels of students’ performance in basic education. However, for there to be any real impact, it is important that the alternatives offered to teachers have qualification. In 2014, based upon a study on the subject, the Ayrton Senna Institute and the Boston Consulting Group launched a study called “Ongoing Teacher Training in Brazil - Accelerating the development of our educators” as a proposal to contribute with the formulation of public policy in the area.

![Photo: Estúdio Euka](image-url)
Based upon an electronic research and other studies of both Brazilian and international cases, this study highlighted six challenges that need to be overcome to improve ongoing training in Brazil, whilst it also listed four courses of action necessary to confront these obstacles.

Present at the e-book launch event, in São Paulo, the Minister for Education at the time, José Henrique Paim, highlighted the importance of investing in quality initiatives designed to improve teacher training. “It is necessary to prioritize policies that approach the needs of the teacher at work and their training throughout their career,” he said.

Evening High School

As a means of focusing more deeply on the issue of full time education, in 2014 the Institute carried out a study on the quality of high school education offered to young people studying in the evenings – and who find it difficult to transfer to full-time schools since they work during the day.

When compared with the results of students enrolled in daytime classes, the data shows a great disparity in the education received by the two groups. The average performance in basic subjects, such as Portuguese Language and Mathematics, is lower amongst the evening students, as well as the length of the classes. The rates of dropping out and age/grade distortion are also higher amongst those studying in the evening.
The study forms part of the efforts the Institute is making to spread understanding and get people thinking about the education scenario in Brazil, and has formed the basis for a series of news reports on the matter in the national press. “We need to be concerned not only about the young person who can study at a full time school, but also about the one who needs to work but has every right to receive a good quality education,” explained the Director of Articulation and Innovation at the Institute, Mozart Neves Ramos, in an interview for the ‘Jornal Nacional’ news program.

Coding literacy

The Ayrton Senna Institute understands that the teaching of the notions of computer science is an important way of developing skills for the 21st century, such as the ability to solve problems, think creatively and work in teams.

This is the reason why we have developed and support initiatives designed to foster literacy in computer programming and that aim to present the basic concepts of programming logic to children and young people, using tools that are suitable for their age.

In 2014, we supported the ‘Hora do Código’ ('Hour of Code'), an initiative developed by the international movement called ‘Code.org’, the objective of which was to demystify the idea that programming is something reserved for specialists, and show that anyone can learn the basic concepts of programming.

During the ‘Hora do Código’, which took place between December 8th and 14th, people from every continent came together to do programming based upon simple, fun tutorials that can be used on a computer, tablet or smartphone, at school or anywhere else.

As well as encouraging the activity amongst its own collaborators, the Ayrton Senna Institute has contributed to the spreading of the movement on its media channels, including its official website and social network pages.

1 Code.org is a non-profit making organization dedicated to expanding the teaching of computer science, making it more available in more schools. In Brazil, the ‘Hora do Código’ was the result of a partnership between Code.org and ‘Programaê!, a movement organized by the Lemann Foundation and the Telefônica Foundation, along with support from the Ayrton Senna Institute.
Corporate Partnerships
Partnerships for a transformative education

The activities of the Ayrton Senna Institute are only possible because they take place in partnership with municipal and state education departments, with socially responsible companies and with individuals who are engaged with the cause.

The model of this partnership created by the Institute is innovative. It covers many different possibilities, embracing companies and individuals who believe in the effectiveness of the work and know that the necessary transformations can only become a reality if everyone gets involved.

“Building qualified human capital for the country essentially requires the guarantee of a comprehensive education for children and young people. In a nation of continental proportions like Brazil, this task, on such a scale, can only be taken on through well-founded partnerships among the government, the private sector and an organized civil society. Over the twenty years history of the Ayrton Senna Institute, we have recognized that many [individuals and companies] wish to embrace the cause of education. This is why we have created many different opportunities for contribution, for both individuals and companies. The cases presented in this report, of some of these partnerships, represent an effective model for taking quality education to all four corners of the country, transforming the realities of millions of students in public schools every year.”

Marco Crespo, Business Director at the Ayrton Senna Institute
Take part

Together, we can improve the quality of education in our country

Over the course of our history, we have developed different types of partnership

**Social investment**
Direct investment in the educational solutions or periodic contributions to support the Ayrton Senna Institute’s mission

**Licensing of the Ayrton Senna and Senninha brands**
Licensing of products or support for exhibitions and events connected with the Ayrton Senna and Senninha brands

**Cause related marketing**
Development of products, services or campaigns that direct part of their revenue to support the Ayrton Senna Institute’s mission

Encouraging consumers to round up their change at the end of each purchase

**Individual participation**
Contribution to support the Ayrton Senna Institute’s mission through monthly donations

Acquisition of Ayrton Senna and Senninha brand products

Acquisition of the products and services of partner companies which direct part of their revenue to support the Ayrton Senna Institute’s mission

Donation of credits from the ‘Nota Fiscal Paulista’ sales invoice program

Rounding up change or making a donation at the end of each purchase with Ayrton Senna Institute partner companies

Ayrton Senna Institute 2014 Annual Results Report
Social Investment

Boeing: Young people prepared for the challenges of the 21st century

In 2012, Boeing joined together with the São Paulo State Education Department and the Ayrton Senna Institute to make possible a project focused on the State’s young people. Since then, the resources the company has made available for this partnership have been enabling quality education for thousands of students from 6th to 9th grade of Primary School and for High School students enrolled in part-time and full-time public schools. Read more on page 16.

The aim is to develop cognitive as well as social and emotional skills such as collaboration, curiosity, creativity and persistence. The students start to adopt a proactive attitude towards life.

They organize themselves into groups to carry out intervention projects at school and in the community, developing the youth protagonism associated with problem solving (Mathematics), and reading and writing (Portuguese Language), using different languages and media.

“Boeing believes that encouraging the search for education, especially in Science and Mathematics, is a shared concern, and the company invests in programs that make a difference in the success of students and help develop teachers. The Ayrton Senna Institute’s educational program for young people fits perfectly with our objective: to help train the scientists of tomorrow.”

Donna Hrinak, President of Boeing in Brazil and Latin America

Scope

339,991 students benefited
507 municipalities
1,509 schools
2,651 educators trained

PHOTO: BOEING
P&G: A unique partnership for an innovative educational model

Since 2008, P&G has been increasing its activity in the economic and social setting of Rio de Janeiro. In 2013, this activity was intensified and implemented in a unique way: together with the Rio de Janeiro State Education Department (SEEDUC-RJ), the Companhia de Desenvolvimento Industrial do Rio de Janeiro (Rio de Janeiro Industrial Development Company / Codin) and the Ayrton Senna Institute, the company has been leading the way with a new partnership model that is changing the state’s education scenario.

This partnership has made possible the development and implementation of the ‘Solução Educacional para o Ensino Médio’ or ‘Educational Solution for High School’ (read more on page 10), with a curriculum that prioritizes the desires and needs of young people today, by giving them back the pleasure of studying and learning. The proposal, tested first at the Chico Anysio State School, in 2013, was expanded in a simplified way to 51 other schools forming part of the ‘Innovative High School Program’ (ProEMI) in 2014, revealing impressive results in the young people’s performance in Portuguese Language and Mathematics, as well as in the development of their social and emotional skills.

Thanks to this partnership, many specialists are now highlighting Rio de Janeiro as a pioneering benchmark in Brazil in the search for quality public education and that can develop the individual as a whole for the demands of the 21st century.

“For many years the Institute has demonstrated its ability to deliver results in education. We at P&G like to invest where we know there will be results or where we know that the chances of getting a result are greater. This is like killing two birds with one stone. Having such a competent Institute, that knows exactly what needs to be done in terms of education in Rio de Janeiro, and being able to transfer the results to the children, is much better than trying to do something separately. Investing where people already know what they are doing and where expertise, passion and desire already exist, is better than trying to start something new.”

Alberto Carvalho, President of Procter & Gamble in Brazil
Cause related marketing

Raízen: fuel for education

The partnership with Raízen, a licensee under the Shell brand in Brazil, is a successful example of cause related marketing. Everything started in 2013 with the “Abasteça e Ajude” (“Fill up and Help”) campaign, that involved thousands of consumers who were fans of the F1 triple champion and of the Institute. The results were much better than expected, leading to a renewal of the partnership in 2014.

Once again the action was so successful that it has become a permanent fixture on the calendar of activities of the company. This means that, every May, part of the revenue derived from the purchase of ‘Shell V-Power’ gas and ‘Shell V-Power’ ethanol at participating gas stations goes to support the Institute’s work throughout Brazil.

The campaign has also invaded social networks, through a hotsite created especially to interact with the public, bringing together the list of the participating gas stations, the mechanics of the campaign, videos of individuals who knew Ayrton Senna and of the children who benefit from the work of the Institute.

The success in the virtual world has also gone way beyond all expectations.

**Surpassing targets**

- **225,000** children and young people benefited from the resources
- **22%** increase in the impact, compared to 2013
- **1,700** visits to the hotsite during the campaign
- **15 million** internet users impacted through social networks
- **4,588,170** views of the campaign videos
- **53%** more than the expected target
Samsung: technology in support of the cause

Another very successful example of cause related marketing is the partnership established with Samsung. For one hundred days (from September to November, 2014), whoever acquired a Samsung ATIV Book 2.6 or 2.8 notebook computer also received an exclusive case inspired by Ayrton Senna, and designed especially for the campaign. The ‘Senninha’ character was the ambassador of the partnership and he visited some brand stores. The display of the three-time F1 World Champion at the brand’s concept store at the ‘Shopping Morumbi’ mall in São Paulo boosted the participation of the campaign’s target public even more. Part of the sales of these products was passed on to the Institute.

The result could be no other. The enormous customer response led the company to think about getting involved in other social actions.

“The serious manner in which the Institute has developed children and young people, and trained teachers, for twenty years, was a determining factor for the establishment of the partnership. For the company it would have been much easier to donate notebook computers to the schools, but we chose to embrace the cause of education for the first time and induce people to contribute to the Institute in order to strengthen this commitment to the improvement of public education in Brazil.”

Sandra Chen, Product Director of the Notebooks division of Samsung Brasil
Itaú: investment in education

Originality is the hallmark of the Itaú bank’s partnership with the Ayrton Senna Institute. Once again, the cause related marketing brings together the expertise of one of the world’s biggest financial institutions and that of an organization that focuses all its activities on the improvement of Brazil’s public education.

Since October 2014, Itaú has forwarded part of the monthly administrative charges from all the PIC Itaú capitalization products to the work of the Institute.

Another product forming part of this important partnership is the ‘Ayrton Senna Institute Credicard’, administrated by Itaú, that has been supporting the Institute’s actions for 18 years. Clients who choose this card and make purchases using it also contribute to the cause, since part of the amount spent is passed on to actions favoring education.

The synergy of the two products is able to generate results that are even more promising in the medium and long terms, opening up a range of opportunities for the coming years, not just for clients, but also, and especially, for the children and young people benefiting from the initiative.

In order to engage the bank’s account holders with the cause, the communication tools (banners and leaflets) and the information on the website (www.itau.com.br/pic) carry messages on the importance of guaranteeing a future with greater security and well-being and, at the same time, making a difference by helping to offer good quality education to children throughout Brazil.

“It is good to know that, besides offering our clients the chance of being chosen in the prize draw, we are also contributing to a noble cause: the development of educators, children and young people, with quality public education throughout Brazil.”

Leon Gottlieb, Director of Insurance and Capitalization at Itaú Unibanco
A pool for transformation

The ‘Grupo de Líderes Empresarias’ (‘Business Leaders’ Group’ / ‘LIDE’) has been uniting large businesses from twelve countries since 2003. By means of an initiative by João Dória Júnior, ‘LIDE-Educação’ was created in the same year. This is the social branch of the group, focusing on supporting the actions of the Ayrton Senna Institute, by means of strategies with great impact and scope.

In 2014, around 30 companies were members of LIDE-Educação, joining resources in the form of monthly and annual donations to jointly contribute to improve the learning of hundreds of children and young people.

The size of the challenge that LIDE-Educação has embraced is enormous: helping to guarantee a quality public education for millions of children and young people. To do this, the union of companies involved in this cause is essential if we want to contribute to the construction of a developed and sustainable Brazil in the medium and long term.

Osmar Zogbi, President of LIDE-Educação

A forum for reflecting on Brazil

LIDE, with the support of the LIDE-Educação and the Ayrton Senna Institute, took an important step in 2014, hosting the 1st National Education Forum to discuss “Education and Competitiveness”.

Speakers from different areas, with the contribution of data and research, discussed the importance of education on productivity, competitiveness and the capacity for innovation held by individuals, companies’ and nations.

Business administrators, education specialists, public authorities and personalities made up a unique public of around 200 participants.

João Doria Junior, President of Lide
The most important conclusion of the meeting was the need to create solutions to fight the disconnection between the current model employed for the education of young people and their real needs. This mismatch has had a negative repercussion on the quality of human capital in Brazil, where most of the population is unprepared for the demands of this century.

“... the need to create solutions to fight the disconnection between the current model employed for the education of young people and their real needs. This mismatch has had a negative repercussion on the quality of human capital in Brazil, where most of the population is unprepared for the demands of this century."

Sônia Regina Hess de Souza, President of Dudalina.

LIDE Educação Award

During the event, the LIDE Educação Award was presented to the 17 companies that recognize that education is the key to productivity.

- Accenture
- Amil
- BRF
- Cielo
- Colgate-Palmolive
- Dudalina
- Integration
- Intermédica
- Itaú-Unibanco
- Martins
- Morpho Cards
- Nestlé
- Odontoprev
- Oracle
- P&G
- Souza Cruz
- Telefônica Vivo

“... the need to create solutions to fight the disconnection between the current model employed for the education of young people and their real needs. This mismatch has had a negative repercussion on the quality of human capital in Brazil, where most of the population is unprepared for the demands of this century."

Linda-Mar Peixoto de Souza, Voluntary President of IAMAR

“Being an organization allied to LIDE - Educação, which contributes to a cause that is essential for Brazil (quality public education), and supporting the Ayrton Senna Institute, allows the Alair Martins Institute (IAMAR) to be recognized for its contribution to education, besides showing a commitment to the ethic of a full corresponsibility shared among the large sectors of social life: government, the corporate world and the third sector."

Linda-Mar Peixoto de Souza, Voluntary President of IAMAR
Partners

5 stars ★★★★★

CREDICARD  Itaú  P&G

LIDE  EDUCAÇÃO  raízen

4 stars ★★★★☆

Suzano Papel e Celulose

3 stars ★★★☆☆

AGC  BCG  AVON  Boeing  Citi Foundation

Raia  EDITORA MOL  EF | EnglishTown  GiraFras  HayGroup

Mod  neoenergia  PlayStation  Samsung  Valmet
2 stars ★★★★★

- Arola Vintetres
- Benjamin Abrahão
- Bistrô Faria Lima
- Borg Warner
- Caracalla 1947
- Casa Leão
- Cidade Brasil
- Citrino Bistrot
- Club Transatlântico
- Conecta
- Dilleto
- Diverbras
- Dizzy
- Dolce & Gabana
- Dona Carmela
- Dotz
- Dudalina
- Editora BB
- Editora Design
- Editora Nemo
- Família Mancini
- Farmais
- Fino Aroma
- Forno da Vila
- Frutminas
- Ghee
- Goobec
- Graco Exchange
- Iguti
- IMC/Viena Inteligente
- Ipsos Brasil
- Kaneko
- La Piazza
- Linka Online
- Machado, Meyer, Sendacz e Opice
- Advogados
- Manzuá
- Maria Lima Bistrô
- Marlene Enxovais
- Mesquita, Ribeiro e Jucá Advogados
- Miguel Neto
- Advogados Associados
- Multiplus
- Nama Baru
- Obá
- Oliveira Staut Advocacia
- Consultoria Jurídica
- OMP
- Paramount
- Peixoto e Cury
- Associados
- Play Pesquisa e Conteúdo
- Pombo Lediberg
- Premium & Collectible
- Recall
- Red Circus
- Rede Bonjardim
- Serasa
- Shopping JK Iguatemi
- Shopping Taboão
- Shopping Villa Lobos
- Si Senôr
- Sid Mosca
- Stand 21
- Sweet Pimenta
- Tanger
- Think Cell
- Trousseau
- Tulsí e Rubi
- Varanda Grill
- Vipdoor
- Vivo
- XP Investimentos

1 star ★★★★☆

- Recife
- Renascer
- Sanhoddle
- Sesa
- Shopping JK Iguatemi
- Shopping Taboão
- Shopping Villa Lobos
- Si Senôr
- Sid Mosca
- Stand 21
- Sweet Pimenta
- Tanger
- Think Cell
- Trousseau
- Tulsí e Rubi
- Varanda Grill
- Vipdoor
- Vivo
- XP Investimentos
The Institute in the Press
The Ayrton Senna Institute recognizes that the improvement of public education in Brazil is something that everyone is responsible for. In order to mobilize the whole of society in support of this cause, we work to disseminate knowledge and good practices in education, as well as focus the debate around the most important education issues.

In 2014, we appeared in the national and international media more than 12,187 times, taking into consideration the Ayrton Senna Institute, Ayrton Senna and Senninha brands. Check out a few of our highlights.

**‘Jornal Nacional’ TV news show**

“Education is the fourth most important issue of concern to Brazilians”

“A student’s personality can have a direct impact on their academic performance”

A special series in the ‘Jornal Nacional’ TV news show listed the main challenges for the Presidential candidates in 2015. One of the chapters discussed the problems in the area of education. Watch the piece here: [bit.ly/2014_jornalnacional_1](bit.ly/2014_jornalnacional_1)

“Research by the Ayrton Senna Institute highlights the differences between students who study at night and those who study during the day”

A piece in the ‘Jornal Nacional’ TV news show dealt with the study performed by the Ayrton Senna Institute on High School evening classes in Brazil. Watch the piece here: [bit.ly/2014_jornalnacional_2](bit.ly/2014_jornalnacional_2)
‘O Estado de S. Paulo’ newspaper

Study says 70% of ongoing training in Brazil is not effective enough

A report presented data from the ‘Ongoing Teacher Training in Brazil’ study carried out by the Ayrton Senna Institute together with the Boston Consulting Group. It focused on the difficulties and challenges of on-site training that the country currently offers its teachers.

Read the Estadão newspaper’s report here: bit.ly/2014_estadao

IstoÉ magazine

The magazine reported the results of the social and emotional skills assessment project conducted by the Ayrton Senna Institute.

Read the article here: bit.ly/2014_istoe
Le Monde, Le Figaro and Le Parisien newspapers

In 2014, the Ayrton Senna Institute was highlighted in the French press. Read the articles here:

[Link to Le Figaro article]
[Link to Le Monde article]
[Link to Le Parisien article]

Ayrton Senna: a brand which mobilizes

Jornal Nacional

With a tribute to Ayrton Senna, the ‘Unidos da Tijuca’ samba school was champion of the Carnival Parade for the fourth time.

[Link to Jornal Nacional article]

Exame

“Ayrton Senna is a brand worth 20 million reais.”

[Link to Exame article]

Quatro Rodas

Google commemorates the 20th anniversary of Ayrton Senna (Quatro Rodas)

[Link to Quatro Rodas article]

PropMark

Ayrton Senna becomes an unbeatable brand

[Link to PropMark article]
Ayrton Senna Institute

2014 Annual Results Report

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