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QR code is two-dimension bar code which allows quick access to multimedia content. Throughout this report, you will find QR Codes targeting to multimedia content, in which further details on each project are found. To access this code, you just scan the code using a QR code app in the mobile or tablet.
Presentation
Governance and Management

Viviane Senna
Chairwoman

Ana Maia
Education Director

Bianca Senna
Branding Director

Marcello Tafner
Corporate Director

Mozart Neves Ramos
Articulation and Innovation Director

Tatiana Filgueiras
eduLab21 Director

Thiago Fernandes
Business Director

Ricardo Paes de Barros
Head Economist

Board
Alberto Carvalho,
Antonio Roberto Beldi
Christian Orglmeister
David Barioni Neto
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Fábio Coletti Barbosa
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Gustavo da Cruz Caetano
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Board of Businesspeople
Afonso Celso de Barros
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João Rabello
Lindamar Peixoto
Mario Anseloni
Osmar Zogbi
Patricia Meirelles
Randal Zanetti
Sônia Hess
Sylvia Coutinho
Thierry Giraud
“More than just instructing or operationalizing, the purpose of whole child education is to build a free, ethical, and capable society. And the only way to make it materialize is by investing in the potential of people. This is what we do: we develop people. From a public administrator, through a teacher, to a student, our work is the same.”

Viviane Senna,
Chairwoman of Ayrton Senna Institute
Education is the key to a better world. For that reason, for over 20 years now, we have been working to take good quality education to millions of Brazilian children and young people.

We understand “quality” as more than just good grades in cognitive assessments. Our mission is to develop a human being as a whole, preparing them for life in the 21st century in all its aspects.

For that purpose, we build the bridge between education and the other sciences to promote the creation of evidence-based educational policies and practices. Based on the main education challenges (either current or future) identified by public administrators and educators with whom we work on a daily basis, we systematize and validate knowledge that is critical for the advance of our educational agenda, in a work that is tightly connected with the public teaching networks. All knowledge produced is shared with more players through initiatives of education, diffusion, technical cooperation, and technology transfer.

The results have shown us that we are on the right track. The pages of this report are full of testimonies of people who have been transformed by this cause, starting with mine. Every new year, every new achievement, I reassert my belief that education is the key. Along with me, I have a team of conspirators for Good that make this collective dream possible. On behalf of the Institute, I say thank you very much to all of our partners!

Viviane Senna,
Chairwoman of Ayrton Senna Institute
Ayrton Senna Institute Overview 2015

01 MISSION

+20 YEARS of operation

+70,000 PROFESSIONALS qualified every year*

+1.9 MILLION STUDENTS benefiting every year**

around 1 MILLION BOOKS READ every year***

ACROSS 17 STATES

OVER 660 CITIES

* This number includes professionals qualified directly to work in the Educational Solutions and professionals who indirectly benefited through the management support services offered by the Institute. ** This number includes students directly served by the programs and students who indirectly benefited through the management support services offered by the Institute covering all students enrolled in the partner networks. *** Number of books read in 2015 by students from the Sala de Leitura and Acelera Brasil programs. **** Number of insertions covers the Ayrton Senna Institute, Ayrton Senna and Senninha brands.
Ayrton Senna Institute Overview 2015

- **+80 Partner companies**
- **+2,800 Active donors**
- **+317,000 Fans on Facebook**
- **+14,000 Insertions on the media**
- **+$34,902,311,00 Invested in 2015**
- **+120,000 Followers on Twitter**

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*This number includes professionals qualified directly to work in the Educational Solutions and professionals who indirectly benefited through the management support services offered by the Institute.** This number includes students directly served by the programs and students who indirectly benefited through the management support services offered by the Institute covering all students enrolled in the partner networks. ***Number of books read in 2015 by students from the Sala de Leitura and Acelera Brasil programs. ****Number of insertions covers the Ayrton Senna Institute, Ayrton Senna, and Senninha brands.
“If we want to change something, we must begin in the education of the children”.
Strong brands

AYRTON SENNA

✓ Chosen as the greatest pilot in history in a global survey. *

✓ Number one celebrity in terms of acceptance and charisma among Brazilians. **

✓ One of the few athletes who only have positive mentions on social media.

AYRTON SENNA INSTITUTE***

✓ Above the average of all NGOs in all factors, with highlights on Relationship and Reliability.

✓ Relationship.

✓ Reliability.

✓ Social Responsibility.

✓ Solidness.

✓ Innovation.

* Grand Prix Drivers Association Survey – 194 countries, 2015. ** Source: Ibope Repucom, Celebrity DBI 2013. *** Data from the BAIV survey (2014), which heard 3,000 people across Brazil’s 6 major capitals, evaluating about 3,500 brands of services, consumer products, vehicles, events, and celebrities in 98 different product categories.
Education Solutions
It is carried out by the Office of the Education Secretary of Rio de Janeiro and by Ayrton Senna Institute, supported by P&G, and has contributed to educate thousands of young people on learning for life, autonomy, professional satisfaction, and the exercise of citizenship.

A global, customizable solution
Guiding axes for design, deployment, and operation of the whole child education policy.

01 Building a common view on whole child educations and recognizing the importance of the 21st Century competences, having school as, by definition, one of the places where to develop them.

02 Adopting a curriculum that cover the 21st Century competences, so as to meet the purposes of whole child education and the view of a student who wants to graduate.

03 Adopting effective, innovative, and integrating curriculum structures and pedagogical methodologies and practices when implementing a whole child education curriculum, considering school management aspects, such as school climate.

04 Ensuring the professional education of the team and the resources that are indispensable to deploy and operate the guidelines of the whole child education policy on all of its various levels.

05 Ensuring the infrastructure and operating conditions that are indispensable to deploy and operate the whole child education policy and its curriculum.

06 Developing an implementation evaluation and monitoring system for the implementation of the whole child education policy and its curriculum.

07 Building means to expand and to institutionalize the whole child policy, including standards and funding.

THE WHOLE CHILD EDUCATION FOR HIGH SCHOOL PROPOSAL CELEBRATED ITS 3RD ANNIVERSARY IN 2015.
**Coverage in 2015**

- **“Complete” Full Time Model**
  - Benchmark School – Colégio Estadual (State School) Chico Anysio* (1 school)
  - 1 city
  - 34 qualified professionals
  - 231 students

- **“Simplified” Full Time Model**
  - New Generation (Nova Geração)** Schools
  - 25 cities
  - 751 qualified professionals
  - 7,730 students

- **Part-Time Model**
  - Component of Full-Time Education at the Reading Rooms (Salas de Leitura) (761 schools)
  - 85 cities
  - 1,008 qualified professionals
  - 9,600 students

* In 2016, the Complete Model was deployed at other two Benchmark Schools: state-controlled schools Brigadeiro Castrioto (Niterói) and Almirante Rodrigues Silva (Valença). **Nova Geração** schools are partner schools to the Innovative High School Program (“Programa Ensino Médio Inovador”) that meet some additional operational requirements, such as hiring teachers in a system of 30 hours of work. Proemi is a Federal government program created in 2009 to strengthen the development of innovative curriculum proposals for High School.
## Results in 2015

### Colégio Estadual Chico Anysio (CECA)

### More students learning

CECA has 4 times as many students with proper Portuguese learning and 10 times as many students with proper Mathematics learning as the average in the education network.

“In High School, an innovative and winning model: **10 times more students** with proper mathematics learning”

Find out how many things happened in three year at Colégio Estadual Chico Anysio.

https://www.youtube.com/watch?v=sVWNbBVLalE

*In Portuguese, 26.7% of students presented an advanced performance and 51.1% presented a proper one at CECA versus 2.6% and 20.1% of students with advanced and proper performances, respectively, at Rede. In Mathematics, 4.4% of students from CECA presented an advanced performance and 26.7% a proper one versus 1% and 2.4% with advanced and proper performances, respectively, at Rede. Data from SAERJ (State assessment system, applied to 3rd grade classes in High School).
Students learning more

The average grade of CECA’s students in the 3rd bimonthly period was 51% higher than that of the state network in Portuguese Language and 57% in Mathematics, considering all three High School grades.

New Generation*

Multiplying results: students from the New Generation schools ("Nova Geração") who were in the 1st grade of High School in 2015 reached a score up to 23% in Portuguese Language and up to 30% in Mathematics above the average of all other students in the education network**.

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* "Nova Geração" schools are partner schools to the Innovative High School Program ("Programa Ensino Médio Inovador") that meet some additional operational requirements, such as hiring teachers in a system of 30 hours of work. Proemi is a Federal government program created in 2009 to strengthen the development of innovative curriculum proposals for High School. ** Data from SAERLHNO (Bimonthly State assessment system, applied from the 5th grade of Elementary School to the end of High School), for the 3rd bimonthly period of 2015; the network’s mean percentage of right answers considers all the Regular High School Programs.
Highlight on ENEM

At the first time taking ENEM (National High School Exam), Colégio Estadual Chico Anysio reached important positions.*

1ST PLACE IN RIO DE JANEIRO
Among public and private schools at the same socioeconomic status.

5TH PLACE IN BRAZIL
Among public and private schools at the same socioeconomic status.

"CECA’s result shows that the right of learning is becoming solid in this school, allowing any student to develop their potential and acknowledgment needed to enter university."

Mozart Neves Ramos, Articulation and Innovation Director of Ayrton Senna Institute.

*In total, approximately 15 thousand public and private schools took the exam and they are divided in seven socioeconomic status, comprising ‘very low’ to ‘very high’. When we analyze only schools with ‘middle low’ status, CECA reached the fifth best national performance. When we include schools with low and very low status, CECA has the sixth best performance.
Isabel Pacheco, student in the first class of Colégio Estadual Chico Anysio, in Rio de Janeiro.

“Here, I’ve been able to keep my feet on the ground: to know what I need, draw a goal, achieve my objectives one day at a time. I say to the Future Isabel, who will be graduating: you’ve done it.”
Ellen Rocha, student about to graduate in the first class of Colégio Estadual Chico Anysio, in Rio de Janeiro

Claudia Sosinho, Physics teacher at Colégio Estadual Chico Anysio

https://www.youtube.com/watch?v=FXCWvBSbze4

Check Ellen’s full testimony at https://www.youtube.com/watch?v=FXCWvB5ze4

I feel privileged (...) I didn’t believe in education anymore. And here, this school, this process, this methodology, this is the solution for this story to change. We’ve managed to transform these boys and girls.”

— Claudia Sosinho, Physics teacher at Colégio Estadual Chico Anysio

Before, I was totally different. I didn’t like to study, I was a rebel in the classroom, I argued with teachers. I would start things and leave them unfinished and did not even think about what I should do when finishing High School.”

Today I know who I am, what I want, and I’m sure I can get there. I’ll be the first person in my family to ever go to college and I’ll be an entrepreneur, have my own business in the future.”

— Ellen Rocha, student about to graduate in the first class of Colégio Estadual Chico Anysio, in Rio de Janeiro
“When you join the first, second, and third sectors together toward the same cause, which is good quality education, you can achieve excellent results, and this is what happened here.”

Alberto Carvalho, chairman of P&G Brasil
Since 2003, the Institute has been acting in partnership with the Office of the State Education Secretary of São Paulo to promote the development of 21st century competences in the late years of elementary school, in different school models. It has also been working in partnership with the Office of the Municipal Education Secretary of Guaratinguetá to develop reading skills with students from the 6th to the 9th grades of Elementary School, in regular Portuguese classes.

### Partnership with SP State Network

- **Sala de Leitura (Reading Room)**
  - 398 cities
  - 1,141 schools
  - 1,677 qualified professionals
  - 22,820 students

### Partnership with Guaratinguetá City Network

- **Full-Time Education**
  - 70 cities
  - 86 schools
  - 462 qualified professionals
  - 14,023 students

- **SuperAção Jovem in Guaratinguetá**
  - 1 city
  - 11 schools
  - 38 qualified professionals
  - 1,792 students

*In Guaratinguetá, the Institute’s actions are supported by AGC Vidros do Brasil.*
**Sala de Leitura (“Reading Room”) Program**

The partnership between Ayrton Senna Institute and the Office of the State Education Secretary of São Paulo contributes to turn the Schools’ Reading Rooms into spaces for strengthening the learning and development of students as active participants, readers, and producers of texts.

**Full-Time School Program**

In the Full-Time School Program, Ayrton Senna Institute promotes workshops for Mathematics and Text Reading and Production Experiences. As they are mandatory for students enrolled in the schools that have adopted the program, the workshops stimulate their interest in reading and performing research, thus making them develop competences such as problem solving, logical reasoning, and investigational curiosity.

**Reading Room Results in 2015**

- **81% more readers:** 81% of students who started the year with no reading practice have started reading more often after joining the program.
- **3x more books:** The average of books read per student reached 3.8 at year end, 3 times higher than the national average, which is 1.2*.

* National average of books read per student of their own free will in the last three months. Source: Instituto Pró-Livro (2011)
I’m having the opportunity to see a few young people act as active participants not only in their reading practices themselves, but also by analyzing, criticizing, evaluating, and mobilizing the school community.”

Neusa Regina Berci Luiz, teacher at school Benedito Ortiz Taiuva, in Jaboticabal

Openness to the New, Self-Management, Engagement, and Resilience.

These are some of the competences that are developed the most by young people who participate in the Reading Room program. A survey carried out by eduLab21 with approximately 50,000 young people, across over 500 schools in the São Paulo state network, has revealed that familiarity with these competences is stronger among those in the reading teams of the partner schools than among those who are not in the program.

Learn more about EduLab21
Full literacy in the early years of elementary education

The early years of elementary school lay the foundations for school learning. For all children to have conditions to develop their basic competences to be successful at school and in life, Ayrton Senna Institute acts on two fronts:

- It develops competences and speeds up the learning of students who have delays in their school trajectory (attending a grade that does not match their age) and who are usually illiterate;
- It contributes to turn off the tap of illiteracy and school failure, by promoting learning at the right age, in compliance with the goals set by the National Education Plan and the literacy demands for the 21st century.

Coverage in 2015

- **17** States
- **171** Cities
- **69,589*** Professionals who benefited
- **1,478,498** Students who benefited

*This number includes professionals qualified directly to operate in the programs [Se Liga, Acelera Brasil, Fórmula da Volta, and CircuitoCampinas] and professionals who indirectly benefited through the management support services offered by the Institute covering all professionals in the partner networks.

**This number includes students directly served by the programs and students who indirectly benefited through the management support services offered by the Institute covering all students enrolled in the networks.
Through the Management Committee, Ayrton Senna Institute offers the secretaries the necessary support to reach the goals of the National Education Plan*. The Committee is made up of the Secretary of Education, professionals from the Secretary’s Office who are responsible for the educational goals and solutions, and experts from Ayrton Senna Institute.

**Roles of the Management Committee**

The Management Committee ties governance and makes the data analysis alive, by engaging all players in taking responsibility, appropriating, and searching for a solution. The work is supported on several tools and on a structured monitoring process that consolidates data and returns instructions from the classroom up to the Office of the Education Secretary.

- Analyzing official and non-official data, progresses, and current data regarding each of the goals.
- Establishing annual and multiannual goals for each of the PNE’s 4 goals.
- Establishing the success indicators for each of the goals.
- Deciding on the necessary actions to overcome any possible difficulties and challenges.
- Following up the defined interventions and check their effectiveness.
- Preparing an action plan to reach the goals set based on the resources available.
- Performing the Goal and Action Plan.
- Periodically following up and evaluating the possible level of success in relation to the defined annual goal.

*See below the four goals that are priorities in this follow-up, with emphasis on literacy and student flow correction.
**PROGRAM MONITORING**

Monthly follow-up of results, per student, in the classroom.

Monthly and yearly consolidation of data per class and city, with a result projection.

**PNE GOAL MONITORING**

Use of external data and statistical projection of results relating to the PNE’s goals with emphasis on Literacy and Student Flow Correction (goals 1, 2, 5, and 7).
Monitored goals: National Plan of Education

1. **Childhood education**
   
   To universalize, by 2016, Childhood Education in preschool for children at the age of 4 to 5 and expanding the supply of Childhood Education in Nursery Schools in order to serve, at least, 50% of children who are up to 3 years old by the expiration of the PNE.

2. **Elementary School**
   
   To universalize the 9-year Elementary School for all the 6 to 14-year-old population and ensure that at least 95% of the students can complete this stage at the recommended age, until the last year of validity of the PNE.

5. **Literacy**
   
   To make all children literate until at most the 3rd grade of Elementary School.

7. **Proper learning at the right age**
   
   To promote the quality of basic education at all stages and modalities, with improved student flow and learning so as to reach the national averages previously defined for Ideb - Basic Education Development Index.

Secretary of Education of Manaus, Kátia Schweickardt, with teams from the Secretary’s Office and from Ayrton Senna Institute at a meeting of the Management Committee.
Literacy and student flow correction

As regards the literacy and student flow correction goals, we offer educational solutions covering both students who are already literate, but delayed when compared to their schoolmates at the same age (Acelera), and illiterate students in the same situation (Se Liga).

Results in 2015

**Se Liga**
- **3.7 books/month at the end of the program**
- **80% of literate students**
- **4% of dropout rate, only**

Comparison: In Brazil, only 66% of all students have proper writing skills in the 3rd grade of elementary school. The average of books read per student a month is only 0.7**.

**Acelera**
- **3.8 books/month at the end of the program**
- **92% of students have been promoted**
- **67% of students have skipped a grade**

BEFORE DELAYED AND PRESENTING A RISK TO DROPOUT SCHOOL, THE STUDENTS FROM ACELERA NOT ONLY WERE PROMOTED, BUT ALSO SKIPPED A GRADE*.

Comparison: In Brazil**, about 23% of all students enrolled in Elementary School programs are delayed (this rate reaches 31.8% in the North region). This means that, on average, one quarter of all children are delayed in the school program and, therefore, there is a risk that they will drop out of their studies.

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* Results from National Evaluation of Learning released in 2015 (Source: MEC/INEP).
** Average of books read (required by the school) per student a month. Data from Instituto Pró-Livro (2011).
* This number refers to students who completed two years or more in their school trajectory, among those who are allowed to advance more than one year [5th grade students can only go to 6th grade; 3rd and 4th grade students are allowed to skip and completed two or more grades].
** Source: MEC/INEP.
Professora Norimar Coelho, a mentor in the Se Liga program (Manaus), explains that one of the greatest merits of the solution is that it works on the students’ social and emotional competences, such as self-esteem and engagement.

They come in with low self-esteem, like they were nothing. When they start reading and writing their first words, it’s quite rewarding. They stop missing school. They look for the school because it becomes a second home to them.”

Professora Norimar Coelho, a mentor in the Se Liga program (Manaus), explains that one of the greatest merits of the solution is that it works on the students’ social and emotional competences, such as self-esteem and engagement.
I was discriminated against at school. They called me dumb. I was in the third grade and couldn't read. It was teacher Norimar (...) who really helped me. This was the most remarkable moment, when she told me that I would be able to read, and I am now”

Aluna Ana Karla, from Manaus. A partnership to the Institute since 2015, Manaus’ network is displaying excellent results, with literacy and passing rates at above 90% among Se Liga e Acelera students.

Learn about Ana Karla’s story of overcoming adversity
https://www.youtube.com/watch?v=d0SJKmVZV8Q
Besides offering opportunities to children who have been victim of school failure, Ayrton Senna Institute works for all children to be able to fully develop. For that purpose, it is building a new project focused on classes of the 3rd grade of elementary school, the purpose of which is to promote literacy at the right age (goal 5 of the PNE plan).

In 2015, the Institute carried out the planning of the proposal and, in addition, entered a partnership with three cities to start the work in 2016: Juazeiro (BA), Belo Jardim (PE), and Guaratinguetá (SP).

**Scientific literacy**

Literacy in the 21st century does not entail traditional literacy only, but also literacies that are equally relevant, such as scientific, social and emotional, computer programming, and other literacies.

For that reason, in those three education networks, the participating schools will also welcome the **Experiment Project**, a Siemens Foundation initiative aiming to encourage scientific thinking among students, besides promoting competences such as creativity, critical thinking, and cooperation.

Students from the Guaratinguetá (SP) Municipal Network during activities of the Experiment Project. Aided by a box of materials and activities designed by Siemens Foundation, the teachers are qualified by the team of the Institute and the secretaries to create challenges in the classroom, arousing the students’ interest in scientific curiosity, question asking, and creation of hypotheses.
Programming Literacy: the language of the 21st century

LEARNING A COMPUTER LANGUAGE IS A WAY TO BE PREPARED FOR THE 21ST CENTURY. IT IS A MEANS TO DEVELOP AUTONOMY AND OTHER SKILLS, SUCH AS LOGICAL REASONING, CREATIVITY, TEAM WORK.

In 2015, Ayrton Senna Institute put into practice a project called Programming Literacy, which takes computer language teaching inside the classrooms of public schools. The project provides for teacher qualification and the use of the “code”, “scratch”, and “app inventor” tools for students in the late grades of elementary school. In dynamic, cross-subject classes, participants create their own games and animated stories while learning the language of the 21st century.

THE CURRICULUM IS DIVIDED INTO FOUR MODULES. INITIALLY, THE PROJECT WAS SUPPORTED BY THE MATERIALS FROM PROGRAMAÊ!, FROM FUNDAÇÃO LEMANN, BUT NOW IT ALSO HAS ITS OWN CONTENTS AND METHODOLOGIES.

MODULE 1
Student awareness, qualification of teachers, and introduction to programming.

MODULE 2
Partnership with a research center, establishment of student groups for practical projects.

MODULE 3
Preparation of a business plan for developing an application that solves problems of the community.

MODULE 4
In progress.
PROGRAMMING LITERACY WILL ALSO COUNT ON PARTNERSHIPS WITH TEACHING AND RESEARCH CENTERS, ALLOWING FOR AN EXCHANGE OF KNOWLEDGE ON A TWO-WAY STREET.

Along 2015, Programming Literacy was offered as a pilot project in the city of Itatiba. In 2016, Programming Literacy will also be applied in the cities of Passo Fundo, Sananduva, and Marau, in Rio Grande do Sul, to the benefit of 150 students.

Introducing computer programming into schools is a way of making them literate in another language of the 21st century. In Brazil, this reality is still limited to a very tiny universe of schools. Our goal is to scale this project to the entire Brazilian public network”, Adelmo Eloy asserts, the project coordinator.

I’ve looked at school in a different way. For me, last year, school was a boring thing, where I had to come because my mother told me so. Today I think different.”
Gabriel Martins, 11, student at Escola Chico Peroba.
When school talks to student’s lives, learning becomes more meaningful. This is one of the results of Programming Literacy, which encourages young people to learn and show that technology in education is not only to give access to computers; it is necessary to develop projects that are relevant to the students.”

Mozart Neves Ramos, Articulation and Innovation Director of Ayrton Senna Institute.
Scratch Oscar

At the end of the second module of Programming Literacy in Itatiba, the attending students presented their group projects at an event called Scratch Oscar. Divided into 14 groups, the students developed games and animated stories, which were presented at the event before a panel of examiners. The projects were evaluated by seven jurors, invited by the Institute to choose the highlights of the Script, Character, Interactivity, Visual and Sound Effects, and Presentation categories.

It is new knowledge that gives you power. What does that mean? These are new skills and potentials, making it possible for these young boys and girls to face the challenges of contemporary society.”
Maria de Fátima Lukjanenko, secretary of Education of Itatiba.

The video Scratch Oscar - Prêmio de Letramento em Programação on the Ayrton Senna Institute channel on Youtube shows how the event went and the impressions of attendees.

https://youtu.be/Nj_1wuQ0rS4
Knowledge Production
eduLab21: A bridge between science and education and the 21st century

ARYTON SENNA INSTITUTE LAUNCHED IN 2015 EDULAB21, A LABORATORY ESTABLISHED TO MAKE A CONNECTION BETWEEN THE SCIENTIFIC EVIDENCES AND THE PUBLIC EDUCATION POLICIES.

The laboratory gathers a cross-subject network of partners from all around the world with a mission to produce, systematize, and customize knowledge on the competences required for the 21st century.

PRODUCING
Mapping and producing knowledge on the key competences for the 21st century.

SYSTEMATIZATION
Translating and spreading knowledge into a language accessible by the various audiences.

CUSTOMIZATION
Developing practices and instruments according to the needs and reality of each education network.

Oliver John, Filip De Fruyt, Ricardo Prime, Daniel Santos, and Ricardo Paes de Barros, members of scientific committee of eduLab21, next to Tatiana Filgueiras and Viviane Senna. A multidisciplinary team of researchers summarizes studies and produces new knowledge based on evidence to support educational policy.
We need to change our attitude, not only regarding the researcher and the way that they approach whoever is designing and implementing public policies, but also public administrators, who need to make their decisions more based on data, and school professionals, who need to understand that the knowledge that is being produced there needs to return to the research and once again feed all the knowledge chain. This is a virtuous cycle that needs to work.”

Tatiana Filgueiras, director of eduLab 21, at the 1st eduLab21 Seminar – Evidence-based Full-time Development, in partnership with Insper and the Ghent University.

See how it was at the 1st eduLab21 Seminar – Evidence-based Whole Child Development: https://www.youtube.com/watch?v=wIwH40PfeRY
eduLab21’s fronts and operation partners

eduLab21

Fronts

- PRODUCE
- SYSTEMATIZE AND SPREAD
- CUSTOMIZE

Poles

- CORE OF NEW IDEAS
- APPLICATION IN PUBLIC POLICIES
- CATHERDA AT THE GHENT UNIVERSITY (BELGIUM)
- AYRTON SENNA INSTITUTE CATHERDA AT INSPER (SP)
New Ideas

The core of New Ideas works on the preparation of projects that connect scientists from various fields, public administrators, and education networks, for a joint development of solutions that are connected with the classroom, relevant to the education networks and, at the same time, based on scientific evidence.

Social and emotional Evaluation and Development

The Core of New Ideas has been working to build a social and emotional competence map and a common vocabulary to describe these competences, in addition to a methodology to evaluate them in the education networks (summative tool) and the classrooms (formative tool).

Map of 21st century competences
Creativity and Critical Thinking

The year of 2015 also saw the early development of an evaluation tool for Critical Thinking and Creativity, in partnership with the education secretaries of the State of Santa Catarina, the City of Chapecó, and SENAI-SC, as an initiative led by the Organization for Economic Cooperation and Development (OECD) with other 14 countries*. The methodology applied to the activities in the project makes teachers grow encouraged to add to their curriculums innovative resources that are able to arouse the students’ skills for the employment world and social living.

- **2015**
  - QUALIFIED TEACHERS: 90
  - QUALIFIED MULTIPLIERS: 30

- **2016**
  - STUDENTS: 2500
  - SCHOOLS: 40
  - TEACHERS: 200
  - MULTIPLIERS: 35

*Participating countries and districts: Germany, China, Spain, United States, Finland, France, Netherlands, Hungary, India, Italy, Wales, Slovak Republic, Russia, Thailand. **Numbers refer to July 2016.

Through self-evaluation, a student goes from being “passive” to being “active”, because they start pondering on their own education-learning process (...). When teaching and classroom practices are significant to students, learning does happen.”

Daiane Zamoner, teacher in the Chapecó Municipal Network and Santa Catarina State Network.

Works like these end up turning teachers and students into living beings of a change process.”

Carmen Loinete Scheneider, teacher in the Chapecó Municipal Network.

†KNOWLEDGE PRODUCTION | EDULAB21
Application in Public Policies

The purpose of the Application in Public Policies front is to make a bridge between scientific evidences and the designers of public policies, with a focus on social and emotional development. For that purpose, the front has been holding meetings with scientists and educators, systematizing and spreading the existing knowledge, as well as impact evaluations of social and emotional programs.

What do public administrators need, and what does eduLab21 offer?

A. Recognize the importance of the 21st century competences and that school is by definition one of the places to develop them
B. Adopt a curriculum that covers the 21st century competences
C. Adopt effective pedagogical methodologies and practices to implement a curriculum for the 21st century
D. Ensure the professional education, school climate, and resources that are necessary to deploy and operate a 21st century curriculum
E. Develop an implementation evaluation and monitoring system for a 21st century curriculum

"eduLab21 is a very important initiative for developing education in Brazil, as it places a focus on our new classroom and the future of education. Bringing other knowledge, other subjects, such as psychology and economics, into the daily routine of educational policies is extremely important."

Fred Amancio, Secretary of Education of Pernambuco.
None of this can be accomplished without a school, educational systems engaged. We have been working with Rio de Janeiro, Ceará, Santa Catarina, Goiás, Espírito Santo, and Pernambuco States on very specific things; some of them relate to the educational system as a whole, others address the school unit, and others, the classroom. Besides, we are working together with Consed* to offer technical support in the field of evaluation.”

Ricardo Paes de Barros, Head economist of Ayrton Senna Institute.

* The National Board of Education Secretaries (Consed) gathers, through their head officers, the Offices of the Education Secretaries of the States and the Federal District.
What do educators think about social and emotional development at school?

For the purpose of learning what administrators and teachers think about this topic, the Public Policies front has performed a survey with 200 teachers from the Public Education Network of Espírito Santo.

91% of the teachers agree that school should develop the social and emotional competences of students.

84% of the teachers agree that the time dedicated to developing social and emotional competences boosts learning in traditional subjects.

“I think all of us teachers indirectly work with the social and emotional aspects of students. Perhaps, without knowing it was the ‘social and emotional’ topic”

Teacher in the Espírito Santo State Network.
eduLab launches was on May 2015.

Ayrton Senna Institute
Articulation and mobilization
These were one of the questions that led Ayrton Senna Institute to support the National Network of Science for Education (Rede CpE). Created in 2014 by renowned Brazilian neuroscientist Roberto Lent, the purpose of Rede CpE is to unite researchers from different fields of knowledge who are interested to answer these questions. The Institute is a founding partner of the Network and a member of the Governance Board. Currently, 75* research groups are part of the initiative.

CpE Census: the potential of Science for Education

Supported by Ayrton Senna Institute, the first project of Rede CpE was to carry out a survey on all doctor researchers working in Brazil, from any field of science, whose lines of research apply to or have any interface with education. The data from the Census** will be used to produce fully interactive digital platform in which it will be possible to perform searches for topics and researchers, making it easier to form networks and promote cooperation.

Learn more:
http://cienciaparaeducacao.org/sobre/

* This number refers to September 2016. ** The Census is carried out based on data from Plataforma Lattes and CAPES Theses and Dissertations Database. Plataforma Lattes is Brazil’s most complete deposit of résumés of researchers, with over 4.5 million registered academic profiles. CAPES Theses and Dissertations Database contains all documents produced by master’s and doctor’s degree students in the country in any field of operation.
In situations of low education performance, we not only need to solve practical, structure-related issues, but also have to join forces to speed up the improvements in quality of teaching and learning, and this can only be achieved through a cross-subject work”.

Robert Lent, coordinator of the Network and Permanent Professor at the Federal University of Rio de Janeiro.
I International Symposium on Science for Education

On the 5th and 6th of July of 2015, in Rio de Janeiro, the I International Symposium on Science for Education was held. National and international researchers from different fields of science gathered to present research results that might have an impact on the understanding of human learning and ponder on how this knowledge might be better applied to improve education. The Symposium was an initiative by the National Network of Science for Education (Rede CpE), supported by Ayrton Senna Institute and the United States National Science Foundation (NSF), and took place as a satellite event of the World Congress on Brain (IBRO 2015).

See the highlights of the event: https://youtu.be/8RopvU0Q8qs?list=PLGYL0Ph3TnLVrfHCYCHU_q-n-JpUiaZD5u

Educators are the ones who know the problems with school as we know it today. And they are also the ones who can tell us the limits of those things that we think are good ideas in theory, but which actually have no practical feasibility.”

Patricia Kuhl, researcher from the University of Washington (USA).

Hence the importance of teachers having access to this information, including at college, when they are getting ready to teach. When they get to know the ways in which people learn, they can enhance their practices.”

Sidarta Ribeiro, researcher at the Federal University of Rio Grande do Norte.
Networked Administrators

Established in 2015, the Rede de Gestores (Network of Administrators) aims to strengthen the system of cooperation between the offices of the Education Secretaries.

In addition to physical meetings, the activities of the Network include indicator follow-up through a virtual environment, sharing of good practices, and support to the management of goals of the National Education Plan (PNE). Currently, the Network counts on 11 partner cities and has funding from Suzano Papel e Celulose.

Ayrton Senna Institute's executive manager Inês Miskalo explains how Rede de Gestores works:

https://www.youtube.com/watch?v=7SjTo8Hpgk4
Joint work to improve rural education

DESPITE THE FACT THAT THEY ARE SEPARATED BY 1850 MILES (3000 KMS), THE CITIES OF JI-PARANÁ (RO) AND SÃO MATEUS (ES) SHARE A COMMON CHALLENGE: EDUCATION IN RURAL AREAS.

Through the experience exchange promoted by the activities of the Networked Administrators, a successful initiative that had been being developed in São Mateus inspired a cooperation agreement between the cities. Besides entailing local visits by professionals from both secretary’s offices, lectures, and exchange of information, the agreement addresses the deployment of a joint initiative: the Educampo project, in which students from rural schools alternate between in-class pedagogical activities and practical works at school or at home focused on sustainable family farming. In São Mateus, this pedagogic approach has already helped reduce school dropouts and extend the engagement of families in schools.

“The essential idea is that a student’s learning must be put into context; therefore all pedagogical tools used are directed to the student’s reality. This partnership has been leading to good results, and we expect this interchange to keep on happening.”

José Roberto de Abreu, Education secretary of São Mateus.
AYRTON SENNA INSTITUTE WORKS TO SYSTEMATIZE AND SPREAD THE KNOWLEDGE PRODUCED BY ITS COLLABORATORS AND PARTNERS. LEARN ABOUT SOME PUBLICATIONS:

**Report “Competences for Social Progress: The power of social and emotional competences” (OECD)**

Launched in Brazil through a partnership between Ayrton Senna Institute and Fundação Santíllana, the publication proposes strategies to boost education quality based on studies made in nine countries, including members and partners to the Organization for Economic Cooperation and Development (OECD), including Brazil. The initiatives mentioned in the Report include the Educational Solution for High School.

I’m very glad to know that Ayrton Senna Institute is not only investing in research, but is also conducting its disclosure and dissemination to promote a dialogue between players at several levels”

Koji Myiamoto, OECD’s economist.
Neuroeducação Magazine

In 2015, Ayrton Senna Institute entered a partnership with Editora Segmento publishing company for publication of the Neuroeducação (“Neuroeducation”) Magazine. In 2016, the Federation of the Santa Catarina Industries (FIESC) became a part of the partnership.

LEARN MORE: http://revistaneuroeducacao.com.br/

We are offering educators a high-quality material that helps them innovate in the education of teachers and classroom practices”.

Rubem Barros, Editora Segmento’s editorial director.

It is with great pride that we are working together with Ayrton Senna Institute to take the knowledge of neuroscience to all Santa Catarina State schools, believing that only through education we will manage to have a really fairer, more developed country”.

Glauco José Côrte, chairman of FIESC and the A Indústria Pela Educação Movement.

Viviane Senna and Rubem Barros highlight the importance of the Neuroeducação Magazine:

https://www.youtube.com/watch?v=GqgvAIb72Pw
Having made it to the finals of the 2015 Jabuti Awards*, the book “Ensino de Arte e a Educação para o Século 21” (free translation - “Art Teaching and Education for the 21st Century”) gathers a wide set of educational practices and knowledge built by the team of the Institute and its partners.

This series of booklets systematizes and shares the knowledge generated by the partnership between Ayrton Senna Institute and the Office of the State Education Secretary of Rio de Janeiro to build a whole child education policy.

* Graphic Design Category.
National Education Plan

In partnership with Fundação Santillana, the Institute published the book *Plano Nacional de Educação – 21 especialistas analisam as metas para 2024*. (free translation – "National Education Plan – 21 experts review the goals for 2024"). This publication is a result of 21 interviews with Brazilian experts made and broadcasted on channel Futura. Mozart Neves Ramos, Articulation and Innovation Director, talked about the goal of continuous formation of teachers of Elementary Education. According to Mr. Ramos, it is important to articulate this formation to the daily school needs.

I think one of the good things about this material is that it carries on the movement around the National Education Plan, which was the largest social mobilization that we have had in the recent history of education”.

Luciano Monteiro, Editora Moderna’s Corporate Relations director.

Book “Plano Nacional de Educação”
Link to digital version:
http://pt.calameo.com/read/002899327fe2d193d2384
IN 2015, THE BRANDS AYRTON SENNA INSTITUTE, SENNINHA AND AYRTON SENNA HAD ABOUT 14 THOUSAND MEDIA INSERTIONS, CONSIDERING BROADCASTING ON TVs, RADIOS, NEWSPAPERS, MAGAZINES, AND ON THE INTERNET. THAT MEANS THAT, EVERY HOUR, ONE MORE INSERTION ON THE NATIONAL PRESS OCCURS.

IN 2015, WE WERE PRESENT:

› On the five major hardcopy newspapers and on the two most sold weekly magazines in the Nation*
› On the most visited national news websites **
› On the three most famous TV broadcast stations and radios in Brazil***

Data-based education

Ayrton Senna Institute carries out studies and analyzes to support the work of the press, for the purpose of mobilizing society toward education.

- Expectation of teachers regarding the students (O Globo)
- Broadband Internet at schools (G1)
- Performance of schools according to INSE (O Globo)
- Literacy and performance in the Early Years of ES (Estadão)
- Performance in night-shift High School (EXAME.com)
- “No study – no work” young people at 15 to 17 (Bom Dia Brasil, TV Globo)

Some highlights on the media

Época Negócios Magazine

Programa Mais Você show (TV Globo)

Jornal Nacional (TV Globo)

O Estado de S. Paulo

Viviane Senna talks to Alberto Carvalho, chairman of P&G Brasil, reviews the situation of education in Brazil, defends goals and metrics, and tells how the "new" Ayrton Senna Institute will be.

Viviane Senna talked about the education of the future and how Ayrton Senna Institute wants to bring science in to improve the quality of education in the Nation. They showed a TV story shot at C.E. Chico Anysio, in Rio de Janeiro, where students and teachers told how the Educational Solution for High School works.

A special series with three stories depict the current situation of teachers in the Nation, with a participation by Ayrton Senna Institute.

Viviane’s article speaks of a lack of equal education in Brazil, with data from a survey by the Institute that compares public schools with the best 10% and the worst 10% of the results, in the last Prova Brasil exam.

A cover story on the Ilustríssima Sunday edition approaches the importance of social and emotional competences in education.

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Link:
https://goo.gl/vDt38v

Link:  https://goo.gl/gnhbQB

Link:  https://goo.gl/J2w3oZ

Link:  https://goo.gl/swQHJ7

Link:  https://goo.gl/EhtAFp

Link:  https://goo.gl/tCvfJA

Link:  https://goo.gl/Oj6Dr2
Some highlights on the media

Valor Econômico

Época Negócios Magazine

The Guardian

BBC Brasil

(replicated on web portals UOL, Terra, and R7)

Interview with Mozart Neves Ramos on the challenges and priorities of education.

Interview with Ricardo Paes de Barros on the challenges that are ahead of Ayrton Senna Institute and the contribution that he wishes to give to the Brazilian education.

Special 28-page edition on the current status of Brazilian education includes an interview with Viviane Senna on the operation of Ayrton Senna Institute.

Link:
https://goo.gl/nbRfim

Link:
https://goo.gl/2W1Zi3

Link:
https://goo.gl/pBJOW3
Some highlights on the media

**Revista Época**

A story approaches initiatives carried out by public education networks that have already covered the development of social and emotional skills in the school curriculum, following a trend from countries that are on the top of global education.

Link: [https://goo.gl/Lnz0OE](https://goo.gl/Lnz0OE)

**O Estado de S. Paulo, Globo.com and Uol**

See what the kids’ parents think about the new show:

Link: [https://www.youtube.com/watch?v=HiO_114EU](https://www.youtube.com/watch?v=HiO_114EU)

**Globo.com and SporTV**

Link: [https://goo.gl/5SfsFl](https://goo.gl/5SfsFl)
Social Partners
AYRTON SENNA INSTITUTE CLAIMS THAT EDUCATION IS A RESPONSIBILITY OF ALL SECTORS OF SOCIETY. OUR OPERATION IS ONLY POSSIBLE THANKS TO THE PARTNERSHIPS CLOSED WITH SOCIALLY RESPONSIBLE COMPANIES AND PEOPLE ENGAGED IN THE CAUSE.

Learn about our partnership modalities:

- **Cause-Related Marketing (CRM)**
  Performance of actions or marketing campaigns through products or services, using the cause as a competitive edge, once a portion of the amount raised goes to Ayrton Senna Institute’s mission.

- **Social Investment**
  Investment from companies directly in the Institution’s mission or in specific Educational Solutions.

- **Licensing of the Ayrton Senna and Senninha brands**
  Licensing of products, expositions, and events with the Ayrton Senna and Senninha brands.

- **Membership Program**
  Contribution to Ayrton Senna Institute’s mission through monthly or yearly donations (individuals).

- **Major Donors**
  Contribution to Ayrton Senna Institute’s mission through high-impact donations, made by both companies and individuals.

- **Paycheck donation**
  Structuring of a new program, in partnership with companies, allowing from donations deducted directly from the paycheck.
Meet some of our “allowers”

**Membership**

“Encouraged by my father and my mother, I managed to graduate from college and now I am about to get my graduate degree... amidst so many bad offers, we’ve managed to survive and go through it and become a good, honest citizen who believes that things can change through Education...”

— João Galisa, Institute Donor

**Major Donors**

Ayrton Senna Institute’s contribution is like having a third child at school. I’ve chosen Ayrton Senna Institute due to their credibility, the quality programs that they develop and their results, and the serious, competent people who is behind this huge challenge.”

— Gustavo Albuquerque, Institute Donor

See some testimonies in the video:  
https://www.youtube.com/watch?v=s8M0WaM9bk
LIDE Educação

LIDE Educação is a social initiative of the Corporate Leaders Group (LIDE). Created by João Doria Júnior, in 2003, LIDE gathers corporate leaders who are committed to Brazil’s economic and social development. In 2015, around 30 businesspeople from LIDE Educação contributed to the work of Ayrton Senna Institute by means of monthly and yearly donations.

"I believe that the only way to take a country to a competitive level, so that it can become a benchmark in its products and services, is through investments in education, innovation, and qualification. And because I believe this is the only way for our country’s growth, I reassert the need for the corporate sector to adhere to this project, through LIDE Educação in partnership with Ayrton Senna Institute, so that we can together make it possible to materialize actions focused on this proposal.”

Luiz Furlan, Chairman of LIDE.
For over ten years now, Colgate-Palmolive has been supporting Ayrton Senna Institute because it believes in the same principles and wishes to extend further and further the horizons and opportunities for Brazilian children and youth. With basic education, we can make the country move forward and change the conception of a whole nation”.

Sr. Andrea Lagioia, CEO of Colgate-Palmolive Brasil.

Held in May 2015, the event was attended by businesspeople from all over Brazil and abroad and its highlight was the presentation of the chairwoman of Ayrton Senna Institute, Viviane Senna, with a lecture on the challenges for the education of the future.

See the forum’s video
https://goo.gl/vkl9Bq
LIDE Educação

GOLD ALLIES

Amil  Duda & Adelina  EAZ  EMS  IAMAR  OdontoPrev

SILVER ALLIES

accenture  ASSOBRAV  Bank of America  BUNGE  CIELO  COLGATE-PALMOLIVE  Grupo Doria  GOCIL

SIGLA  Instituto Janguei Dinia  Instituto TIM  Integration  ROLDÃO  SAFRAN  TABOR  TRADIÇÃO

UBS  UNIDAS  VIDEOLAR  WEG
Cause-Related Marketing

Allianz Seguros

In 2015, the Institute closed a partnership with Allianz Seguros. When a customer takes out the Allianz Auto

Ayrton Senna Institute insurance, a portion of the amount is allocated to the cause.

Our partnership with Ayrton Senna Institute is groundbreaking, once it transcends a car insurance offer, because it is beneficial to our entire value chain. To our main sales channel, the brokers, we offer the only car insurance plan with social benefits in Brazil, the Allianz Auto Ayrton Senna Institute, with the support of two strong brands. The customer, in turn, besides protecting their property, will help a key cause, which is the development of education in our Nation, where a portion of the amount invested in the insurance goes to the educational solutions of Ayrton Senna Institute, which contributes to the education of thousands of children and teenagers”.

Felipe Gomes, Market Management and Strategy executive director of Allianz Seguros.

Watch the campaign video: https://www.youtube.com/watch?v=-jnm3yzg5m6
Ayrton Senna Institute is one of the nation’s most respectable organizations and for us, from EF Englishtown, an education company, it is with great pleasure that we become a part of this story, IAS’ social projects and programs annually help about 1.8 million children in the country and we find it rewarding to know that our support is key for these young people to have a better future perspective”.

André Marques, Country Manager EF Englishtown.
The big challenge is to manage to have a conversation with your customer and identify the best solution for them at that given time. Then, whether the solution is the Ayrton Senna Institute card or PIC, the customer will have the opportunity to contribute to such an important cause, education. These are two strong points, because when you join a financial product for the right person at the right time and such an inspiring cause and idol, the relationship with your customer gets even stronger. The collaborators are proud, and so is the customer.”

- Fernando Amaral, Itaú-Unibanco’s marketing superintendent.

The card has been launched to boost this idea of Ayrton Senna’s that our Nation’s development lies in the children. I have chosen the Institute’s card because I find this purpose to be fundamental.”

- João Batista Pavan, a client of the Ayrton Senna Institute card for 20 years now.

Itaú-Unibanco

In 1996, the Ayrton Senna Institute Credicard card was launched. Following Credicard’s acquisition by Itaú-Unibanco, the card was renamed to Ayrton Senna Institute Itaucard. Itaú-Unibanco is a partner to Ayrton Senna Institute since 2014. In that same year, in addition to the partnership with the Itaucard card, in which a portion of the invoice value goes to IAS, the Bank decided to take the idea of Cause-Related Marketing to its capitalization products as well.

Watch the campaign video: https://goo.gl/6fNgGk
Ayrton Senna Institute attended, in August 2015, the 6th Forum on Corporate Marketing. Marco Crespo, Business director of Ayrton Senna Institute in that time, spoke at the event about the importance and relevant of the Cause-Related Marketing actions. He took to the companies attending the event examples of successful actions that could be relevant to their marketing and business strategies.

See the forum's video
https://youtu.be/U2YhC-eAF8w
Licensing

Cêpera Alimentos

The products that bear the Ayrton Senna and Senninha brands are born with a mission to contribute to our country’s education. By licensing these brands, or purchasing some product, you are doing your part so that more and more children and teenagers can be benefit from our educational solutions.

To have been a partner of Ayrton Senna Institute for over 15 years now is something for Cêpera Alimentos to be proud about and honored. When we licensed the brand Senninha, we were sure that, besides taking the best product to our customers, we were contributing to a key field of Brazil’s present and future: education. Furthermore, being linked to a character that is so successful among children, teenagers, and adults makes us stand out among our competitors and pleases all consumers of Cêpera Alimentos.”

Décio Costa Filho, General Director of Cêpera Alimentos.
Social Investments

P&G

Ever since 2013, P&G has been investing in education in partnership with Ayrton Senna Institute. In 2015, the Educational Solution for High completed three years with a balance of thousands of students benefiting from it.

In 2016, the company embarked on a new partnership modality where employees of the company make donations directly from their paycheck. There are over 300 new donors.

“I’ve had the opportunity to get to know the program at schools. One of the things I’m very proud of is the program we carried out together with the Institute in Rio de Janeiro, at school Chico Anysio, where you can really see the impact of a much better education.”

Alberto Carvalho, Chairman of P&G.
Paycheck donation

I can see that this is something that encourages our employees to be more and more caring and attentive to their neighbors. I personally think that education is a key tool to transform people’s lives. I am really glad to be part of this change.”

Murilo Arashiro, intern at P&G.

We give the employee an opportunity to donate and P&G matches it with the same amount. I’ve personally decided to donate 1% of my wages and we have several leaders at P&G who have done that as well.”

Alberto Carvalho, P&G Chairman.

Watch the video about this partnership:
https://www.youtube.com/watch?v=Z0xRfH1t_d
Fundraising Detailing and Financial Statement

Origins of the contributions to IAS

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<th>2015</th>
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<td>Donations from Legal Entities</td>
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<td>Donations from Individuals</td>
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<td>Licenses</td>
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INVESTMENTS

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<td>Innovation</td>
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<td>Articulation / Communication</td>
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<td>Business*</td>
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<td>Corporate</td>
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<td>Total</td>
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OPERATING SURPLUS / DEFICIT

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<td>-9,346</td>
<td>612</td>
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(All values are presented in million)

*Includes: Business, Events, Marketing, and Corporate Communication.
# Team of Ayrton Senna Institute

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Adelmo Antonio da Silva Eloy</td>
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<td>Adriana Quincoses Soares</td>
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<td>Alessandra Generali Valini</td>
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<td>Alexandra Estela Monte</td>
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<td>Aline Cristina Lopes Xavier</td>
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<td>Ana Carolina Cabral Melo Netto</td>
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<td>Ana Paula Castanheira</td>
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<td>Ana Paula de Moraes Souza</td>
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<td>Ana Paula Silva Tomari</td>
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<td>Andresa Adami</td>
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<td>Anete Franca Rodrigues Goncalves</td>
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<td>Anna Beatriz de Souza Thieme de Carvalho</td>
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<td>Ariana de Sousa Lima</td>
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<td>Barbara Tardelli Robles</td>
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<td>Bruna Cristhine Vasconcelos de Sousa Amaro</td>
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<td>Bruno José Costenaro Fogaça A. Silva</td>
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<td>Carla Denise Bomben</td>
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<td>Carlos Henrique Cibella</td>
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<td>Erica Aparecida Lima Di Miscio</td>
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# Interns

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# eduLab21’s Scientific Committee and research coordinators

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<tr>
<td>Frederico Amâncio</td>
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# eduLab21’s Advisory Board

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<tr>
<td>Mozart Neves Ramos</td>
<td>Articulation and Innovation Director of Ayrton Senna Institute</td>
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<td>Eduardo Deschamps</td>
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# Ayrton Senna Institute’s Cathedra at the Ghent University

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<tr>
<td>Filip De Fruyt</td>
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<td>Loes Abrahams</td>
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# Ayrton Senna Institute’s Cathedra at Insper

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