

INSTITUTIONAL CATALOG



Brazil Solidarity Institute

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Together we build!

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Brazil Solidarity Institute

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ONGS

2018

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PRESENTATION

MESSAGE FROM THE BOARD OF DIRECTORS

Dear reader,

This document presents a summary of the main programs and projects of Instituto Brasil Solidário - Brazil Solidarity Institute (IBS) over the past twenty years, divided into three parts. First, we include a brief history of our work, our mission, vision and values as well as overall results.

In the second part, we highlight our programs and projects, notably, the Education Development Program (*PDE*), School Volunteer Delivery Site Program (*LEVE*), and Learning Journey Brasil - Solidarity Exchange, including a history of our important projects and actions in progress.

In the third and last part, we present our main partners and sponsors, the awards that IBS has received, along with several highlights, and how you can participate with us in this journey.

Thus, we hope that this report is useful for the improvement of our activities when used in collective evaluation, with an appreciation of the actions and sharing of experiences carried

out and developed with the support of our contributors, network of educator-multipliers, private companies and public sector partners across the country, all of whom build this story with us.

We know that it is not an easy path, but we will continue to demonstrate that sustainable development through social mobilization and education can be done in an alternative and collaborative way with measurable results and, primarily, with attitudes that carry the motivation to do more and better every day. This approach includes influencing public policies and that which we call a humanized education. After all, education can change Brazil, and together we can build the change we want!

Happy reading!



SUMMARY

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#juntosconstruimos

#togethewebuild

OUR WORK PHILOSOPHY

The value of the human being, co-creating opportunities from social mobilization and education, is one of the primary objectives of Brazil Solidarity Institute.

Brazil Solidarity Institute is a Civil Society Organization of Public Interest (OSCIP) and a member of the Schwab Foundation for Social Entrepreneurship, with expertise in social actions in Brazil. IBS has been working on sustainable development projects through social mobilization and education for two decades, especially in schools and communities with a low Human Development Index (HDI).

Likewise, projects of an inter-disciplinary nature allow the community to act autonomously and to multiply the actions they have experienced in various areas relevant to their development, such as Reading Incentive, "Edu-Communication", as well as Environmental and Financial Education.

Activities are brought into the school and community space, providing moments of cultural leisure and stimulating educators and students in the classroom. In this way, we promote and encourage various pedagogical practices in the school in order to break internal and external barriers, until such practices are incorporated into local public policies.

All the actions developed and promoted in the carefully selected municipalities are free to the final public. In the short, medium and long term, they seek to educate and foster the development of a new citizen through commitment, innovation and, above all, a change in attitude.

Work in the field began in 1998, with gaining awareness of the needs of less favored regions of the country more in depth. Brazil Solidarity Institute perceived a strong interest among Brazilian communities distant from the metropolises in promoting development, while preserving their cultures and traditions.

In many municipalities that lack opportunity and social actions, and where economic conditions are constant, the absence of stimuli is sharp yet extremely necessary for the dream of development¹ to become a reality.

Concrete results, entrepreneurial attitude and management efficiency. This is the role and the responsibility of Brazil Solidarity Institute and of all of us.

From this scenario, IBS's proposal was to enter these communities in order to boost their development through training, while respecting regional customs, increasing the importance of the school center and the influence of their representatives as multiplier agents of knowledge and new ideas.

Our programs are established initially at the municipal level, supporting the exchange between the community and the school public, besides processes of multiplication in the territory.

1- Within the construct defined by Amartya Sen (2000), according to which development is essentially a process of expansion of the real freedoms that people enjoy. Sen, A. Development as Freedom. São Paulo: Companhia das Letras, 2000.



A silhouette of a person wearing a cap, standing on the back of a vehicle, looking out over a sunset. The sky is a mix of orange, yellow, and blue. The person's shadow is cast on the vehicle's surface.

Mission

Contribute to the construction of quality education, the modernization of teaching, sustainable development and the approximation between the school community and public power through training and support programs that motivate, mobilize and foster the social role of educators and students as agents of local transformation.

Vision

Be a reference organization in mobilization and support to educators, managers, communities and other organizations for the development and social justice of the country, through education and culture.

Values

Believe in the human being and in his capacity to transform. To love and spread love throughout our country. To work sustainably with humility, respect, responsibility, solidarity, joy, commitment and ethics.

IBS TEAM: OUR GREATEST ASSET

IBS has its headquarters in the cities of São Paulo, SP and Eusébio, metropolitan region of Fortaleza, CE, in addition to a fieldwork base in Canudos Velho, BA. The core IBS team is one whose full dedication to the Institute enables active participation in all projects, both in their coordination as well as in the production and fundraising necessary to carry out all activities and actions.

On the other hand, the variable group is composed mainly of collaborators from diverse places of Brazil. Many of them have been trained by the Institute's actions and have deep knowledge of local realities and techniques for carrying out actions in integral education, and are committed face-to-face to the stages and continuity of the actions developed throughout each work cycle.

Integration in the cities and the commitment of collaborators/multipliers to the work of Brazil Solidarity Institute have been outstanding characteristics, enabling a work in constant evolution.

The IBS team is multidisciplinary in nature, in which everyone works together aiming at the concept of an integral education that transcends the walls of the schools and reaches the entire community.



Teachers, doctors, dentists, artists, company administrators, public managers and pedagogues. These are some of the professionals of the group that were in the third National Meeting and those that act directly in the realization and continuity of projects.

TIMELINE_DECADÉ 1 (1998-2007)



1998 - IBS is born conceptually, still without legal formalization. In an initiative supported by the Mackenzie Presbyterian University, the Expedição Trilha Brasil (*Brazil Track Expedition*) seeks to understand the reality of the Brazilian people.



1999 - Pilot project in the Mehinaku village, in Alto Xingu, with photographic record of customs and daily life. Oral health problems were found throughout the work and the first dental treatments were completed within the village.



2000 - The *Brazil Track Expedition* traveled 25,000 kilometers in 14 states in the North, Northeast, Midwest and Southeast regions, and for 8 months recorded conditions of social vulnerability in many places, mainly related to education.



2001 - Established the project Livro na Estrada e Pé na Tábua (*Book on the Road and Speeding Up*), which distributed 128.000 books and 33.000 school material kits. Invitation to take social projects to Rally dos Sertões (*Rally of the Backlands*), annual rally competition.



From 2002 - IBS invited to coordinate the social actions of the Rally dos Sertões. Medical and dental activities were added to the Book on the Road project, in which the objective was to educate and serve communities in public schools.



From 2004 - Reading and health projects joined Environmental Education, communication and cultural activities and the ophthalmological area. This was the start of projects developed on demand for companies and institutions interested in the actions of IBS.



2005 - Brazil Solidarity Institute was legally organized and received the title of Civil Society Organization of Public Interest (OSCIP) from the Ministry of Justice of Brazil.



2006 - PDSE emerges, the origin of the current PDE (*Education Development Program*), an annual program combining training, capacity building and material donations in areas of IBS's work activities.



2007 - Adopted sustainability and multiplication guidelines as pillars of all actions developed by IBS. The projects are initiated in three annual visits to the places served in the program.

TIMELINE_DECADE 2 (2008-2018)



2008 - Planned, implemented and improved guidelines for fieldwork, making them more focused on the multiplication and sustainability of actions in the direct interventions carried out by the Institute.



2009 - New partnerships and financing allow the *PDE* to last a duration of 30 months. Holding of seminars for educators, teachers, pedagogical coordinators, public administration and local community managers.



2011 - The first National Meeting takes place - a conference to evaluate the results of the first biennium of IBS programs, uniting managers of the municipalities served by the *PDE*. Two other editions of the meeting would be held in 2013 and 2016.



From 2012 - IBS debuted in pedagogical conferences in the municipalities served by the *PDE*, seeking to affect work in all the schools of each municipality and influencing neighboring municipalities to multiply the actions.



2013 - The program of selective collection, social inclusion and Environmental Education implemented in the municipality of Crateús, Ceará becomes a reference and wins the Presidency of the Republic award.



2014 - New members are included in the network of municipalities that are part of the *PDE*. The program undergoes revisions and systematization processes in order to enable its implementation in any city.



2015 - Among other awards, Brazil Solidarity Institute wins the "Reader's Choice" category of the *Social Entrepreneur Award*, promoted by the *Schwab Foundation* and the *Folha de S.Paulo* newspaper.



2016-2017 - New headquarters in Eusébio, CE, with external evaluation of processes and systematization of actions to disseminate social technology. Municipalities of Ceará included in *PDE*.



2018 - Expansion of the pilot project involving the Financial Education Games, which IBS co-produced with Bank of America Merrill Lynch. Implementation of the *Citizenship at School* project.

HISTORICAL SCOPE

Throughout its history, IBS has already passed through all regions of the country in 21 states and more than 170 cities.



* Outside of Brazil, one Mercosur city has already received incentives for social technology: Hernandárias, Paraguay.

GENERAL IMPACT

Due to the performance characteristics of IBS, there is a remarkable record of quantitative metrics, largely outputs (measurement of effort achieved).

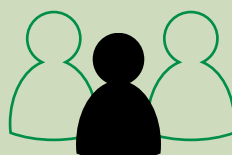
From 1998.....to 2018



280.000

**direct
beneficiaries**

Since its foundation, the Institute has directly benefited 280,000 people with continued training, lectures and workshops, school material and dental treatments (including dental prostheses) and ophthalmology (including donation of glasses).



4.200.000

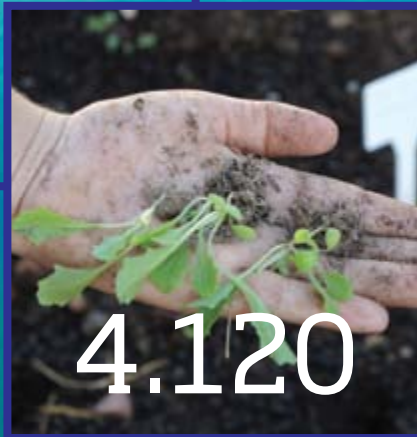
**total
beneficiaries**

Considering all the activities carried out from 1998 to 2018, the number of total beneficiaries (direct and indirect) is 4,200,000.



Over these years, Brazil Solidarity Institute has already added the following numbers:

seedlings have
been planted during
afforestation projects



cities have been
directly impacted



States of Brazil
have benefited
from IBS programs

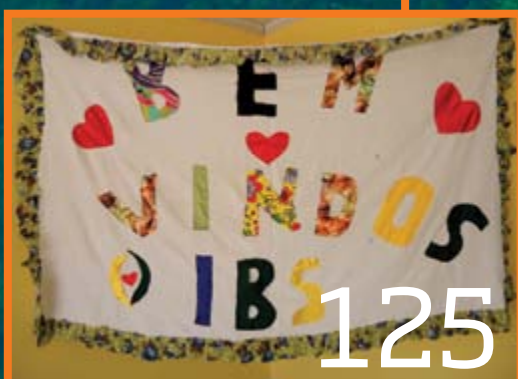


expeditions have been
carried out over 20
years of work

schools have
received
some form
of training
or support



technical visits
have taken
place to follow
up on actions
and projects
in progress in
municipalities



books have been distributed
to students and toward the
formation of libraries



129.222

school kits (composed of books, a notebook, ruler, eraser, pencil, sharpener, pen and colored pencils) have been delivered to elementary school students



270

libraries have been organized, expanded, renovated or built



47.000

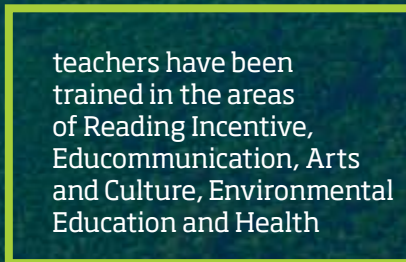


36.646

pressure measurements and dexter tests have been performed over the years, detecting cases of high blood pressure and diabetes



students directly involved in workshops and training



teachers have been trained in the areas of Reading Incentive, Educommunication, Arts and Culture, Environmental Education and Health



16.000

medical treatments have been carried out in the areas of medical clinics, pediatrics, gynecology, dermatology, ophthalmology and cardiology; and 4,151 eyeglasses have been delivered



20.700



11.800

dental treatments have been performed, with the confection of 507 personalized prostheses and distribution of 137,700 brushing kits, in addition to 105 "escovódromos" mounted in schools

Seeking to meet the needs of local development, over the years IBS has co-operated with the communities on their own method of work and a bottom-up approach. The PDE is a methodology developed in practice that is replicable in municipalities and schools, and serves as the basis for the implementation of other special projects and strategies.

The Education Development Program (PDE) offers subsidies so that managers, pedagogical coordinators, teachers and students can develop their potentials together in a horizontal and dynamic way, employing social-emotional, cognitive and relational skills. In general, the method (see box on page 17) provides for an urban school and a rural school in joint and simultaneous work, which generates synergy, integration and exchanges of intra-municipal knowledge.

Besides offering theoretical and practical training in crosscutting areas, the PDE motivates the school community to multiply acquired knowledge and to create pedagogical alternatives for solving school and community problems, promoting the formation of a collaborative network between teachers, educational institutions, society and even nearby municipalities.

The PDE is applied in the municipality with the objective of helping to overcome the problems of students and teachers, through effective proposals and tools to stimulate learning and mobilize the human, material, financial and pedagogical resources available for the compliance of these guidelines.

The program presents teachers, pedagogical coordinators and public managers with a new concept of integral education through interdisciplinary thematic fronts and areas of work, inserted as municipal political-pedagogical projects, thereby, pointing to opportunities for real transformation of basic education with the direct participation of students; thus humanizing education with socio-emotional, cognitive and relational skills.

In the process of consolidating the work, the Institute conducts seminars and inter-municipal dialogues to present the versatility and comprehensiveness of the program, motivating the entire municipal network to engage in the proposals. During ongoing training, workshops are held on crosscutting thematic fronts.

Families are also mobilized to participate in the school life of their children and to collaborate at the school with their prior knowledge and professional activities.

All actions offered by the Education Development Program combined contribute to a greater awareness in the beneficiaries, who begin to experience the effectiveness of the proposals in daily school life - even the increase of Basic Education Development Index (IDEB). They begin to see how their lives can be improved in the long-term. Verifying the effectiveness of these results leads citizens to demand a new posture of public management, directly impacting the development of municipal policies.

PROTAGONISM OF CIVIL SOCIETY

Each subject area offers a repertoire of practical proposals for integration into the school curriculum, presenting the possibility of a more meaningful and contextualized learning for the student and more dynamic pedagogical proposals for the educator.

The workshops involve students, teachers, families and even public managers in the same class, providing horizontal relationships in which all collaborate to develop practical activities related to each theme, allowing students to participate prominently in the solution of proposed challenges, and thus stimulating their protagonism.

The Institute guides professionals in partnership with the municipality's secretary of education to form a working group in order to carry out the planning of interdisciplinary and crosscutting actions throughout the school year. This is so that the practices are permanently incorporated into the political-pedagogical project of the school and munici-

pality as well as multiplied in the network.

As such, this working group of educators trained in the Education Development Program assumes the commitment to multiply the knowledge acquired for other schools and municipalities, thus forming a network of multipliers able to propagate the methodology and, therefore, improve the quality of education offered in the schools of these municipalities and of the whole region.

The results of these interventions motivate the school team and public management to adopt such methods, bringing the practices developed into the classroom and stimulating the creation of new effective pedagogical proposals from the initial guidelines.

The movement generated by the actions of the PDE encourages the creation of new public policies aimed at ensuring the continuity of the work throughout the municipality and the development of the territory.



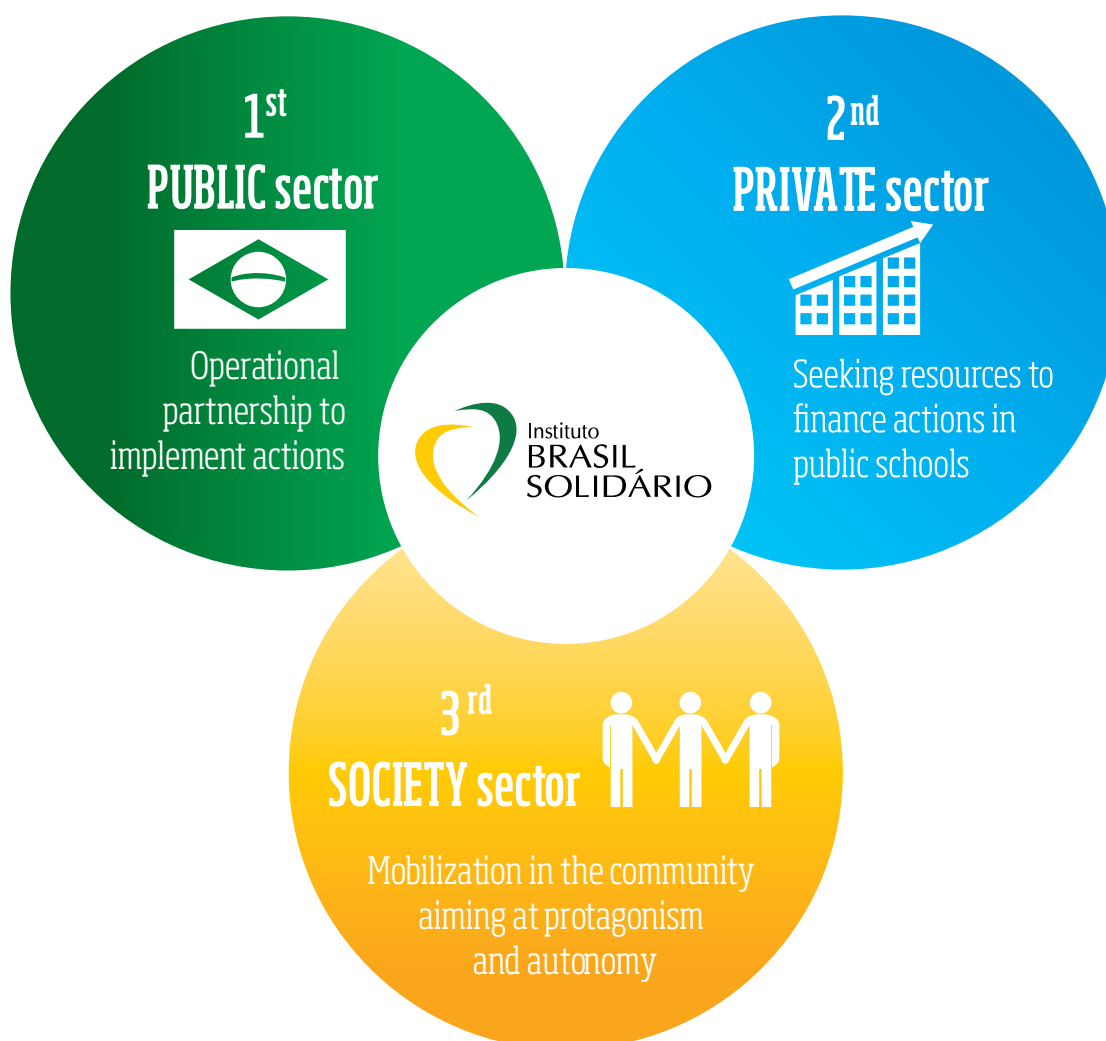
Audiovisual production of "Dried Lives" in Boquira, BA

INTERSECTORIALITY: A BELIEF

Intersectorality is a complex subject and is much debated in academia. It means the agreement of forces between the public sectors, private partnerships and civil society in order to have shared management of initiatives in the interest of society, where all actors know their role and work together for a greater purpose. It does not mean, however, that such a pact is an adversary or that it intends to replace the duties of each sector, but rather complement them, lending more agility, efficiency and capillarity to the actions.

As shown in the graph below, IBS seeks the private sector to raise funds and implement education and sustainability work in public schools, bringing the partnership of the public power and stimulating the participation and the protagonism of civil society. The equation seems simple, but this theory hides a complex web of nexuses, linkages,

and meetings. First of all, it is necessary to know the reality of each local politics. Their culture, their needs, the interests and possibilities of each part - and this is done through constant dialogue with all the actors. It was in this way that the Institute discovered the importance of including civil society from the beginning of the process, because we find that policies made in a purely philanthropic manner tend to disappear over time. Without due consultation with community leaders, it is not possible to create a network of linkages for civil society to take ownership of the policies implemented as well as have the autonomy to carry out good practices. On the part of the public power, it is expected the operational support and mobilization of the schools, so that the public policies have institutional support. For many, intersectorality can be a utopia. For IBS it is a reality.



Brazil Solidary Institute's main objective is Education. Therefore, there are specific objectives to that aim, including themes that deal with education through crosscutting and multidisciplinary areas. Although the national curricular parameters already expect the inclusion of crosscutting themes in the official curriculum, the Ministry of Education does not say how to implement them in everyday pedagogical practice. In light of this, IBS has developed crosscutting thematic areas, consisting of eight segments that speak to the curriculum through actions that insert the student in daily practical life, providing the search for solutions that involve their communities and transform them into agents of transformation and multiplication.



Practical example: "escovódromos" (places for daily tooth brushing), constructed from reused recyclable material, providing the multidisciplinary dialogue of education with environment, art and health.

All eight thematic areas interact in a crosscutting and interdisciplinary manner with the school curriculum subjects: mathematics, Portuguese language, history, geography and science, among others.





Financial Education

Unprecedented pilot project in Financial Education involving two games aimed at students and educators of Elementary School I and II. Bank of America Merrill Lynch developed the structure and concept of the games with the support of teaching professionals and experts in gaming techniques.

Actions - Notions of financial education focused on the concepts of saving and investing, citizenship and sustainability



Reading Incentive

Through various projects, we seek to inspire, motivate and develop the habit of reading, by making the school a more attractive place for students. With its construction or expansion, public and community libraries, didactic sequences are inserted in daily school life and the communities for the formation of a reading society.

Actions - Formation of libraries, training of managers, reading and mediation projects





Health and Prevention

From an expanded conception of health and its social determinants, we have developed projects prioritizing the education, awareness and formation of healthy habits in the school and in the community, stimulating the prevention of diseases and the engagement of the population in matters related to health and quality of life.

Actions - Prevention, specialized treatments, health and oral hygiene

Entrepreneurship

With financing and material support to small enterprises to promote the involvement of families in the projects and the expansion of initiatives within schools, we assist the formation of organized groups and projects presented by communities, with the supply of workshops and non-refundable credits.

Actions - Community at school for strengthening work groups, incentive to the creative economy and entrepreneurship



Environmental Education

The development of an ecological conscience, with the understanding of the environment in its multiple and complex relationships, involving legal, political, social, economic, scientific and cultural aspects is the key objective of IBS in terms of its Environmental Education projects inserted in the curricular framework.

Actions - Waste Management, renewable energy, workshops and various sustainable practices



Art and Culture

The art inside the school, involving different contents and methods, has great influence on the learning of the student, who will weave his connections with other disciplines, building his own knowledge and a more critical view of the world in which he lives through cultural access.

Actions - Workshops for theatre, painting, woodcutting, music and drawing



Educommunication

Believing in the importance of updating and streamlining school content, we invest in the training and creative use of electronic and audiovisual tools that encourage dialogue, make classes more attractive and that educators are always up-to-date on technologies such as pedagogical tools.

Actions - Radio, photography, newspaper, web, cinema, musical training, audiovisual production and debate clubs



Citizenship

The objective is to have young people exercise their citizenship by being aware of their civil rights and duties, and political and social policies established by the Constitution, allowing them to participate more actively in the political life of their cities.

Actions - Debate groups, discussions of public policies with authorities



The methodology of Brazil Solidarity Institute, developed and improved over twenty years of actions in the field, aims to ensure that the public present in the trainings are people committed to the multiplication of the learnings. Training is always offered to the entire educational network, to ensure a transformation at the municipal level, perceptible in the long run in the increase of indexes, such as the Basic Education Development Index (IDEB). The involvement of the entire network is necessary so that there is alignment with the secretary of education, as well as to ensure the sustainability of the programs, in view of the high turnover of teachers in municipal schools, given the current structure of education networks in Brazil.

The projects of an interdisciplinary nature encourage the autonomy and multiplication of the actions lived within the school space, stimulating educators, students and the community. Thus, various pedagogical practices are promoted in the school, in order to break internal and external barriers until such practices are incorporated into local public policies. In this process, schools

are chosen as training centers, since they are generally the only cultural spaces available, and knowledge is sought to break its walls, promoting development in the territory. In the same way, families are also integrated to participate in the school life of their children and to collaborate with the prior knowledge and professional activities that they have, contributing to the formation of a developmental propagation center for the municipality. In the process of consolidating the work, IBS fosters working groups formed with the use of didactic sequences, motivating the entire municipal network and community to engage in workshops that propose crosscutting thematic fronts.



Partnerships with the municipalities is a key point in education projects. Photo above: team mobilized for the implementation

To ensure adequate mobilization, IBS developed the following methodology:

1. Face-to-face meetings and survey visits: the Institute's team visits the municipalities one or more times, outlining a detailed agenda involving the direct beneficiary public. First, an agenda is made with the secretaries of government presenting the work plan and actions to be implemented, as well as a formalization of all the programming through official letter. Then, a meeting is held with technicians from the secretariats, directors and pedagogical coordinators to detail the plan of action, so that there is an understanding of the

objectives and so that the people who will be part of the training are identified. Afterwards, the schools that will host the trainings are visited to survey the physical spaces and make joint decisions with pedagogical coordination and direction. Upon these visits, meetings are facilitated with the educators and the school body to present the trainings, in addition to involving and motivating all those who will be responsible for hosting the workshops. At the same time, the places in which to carry out the actions are identified, following the guidance of the secretariats from the places where the pedagogical conferences and training of the municipalities have traditionally taken place.



Teachers and community participate in the projects since the conception

2. Developing Checklists for the actions: with the assigning of agendas and dates, the preparation of personalized checklists for the public is facilitated, aiming at effective mobilization and dissemination of information required for each workshop/action and preparation of the spaces. Upon meetings, the contacts of those responsible for the local coordination of the workshops and seminars are organized. After sending the checklists, those responsible are kept in contact

by email, WhatsApp and telephone weekly, until the scheduled agendas take place. In this document, it clarifies that the workshops are divided into modules, adding new knowledge each day, so that those enrolled are informed of the participation in totality of the proposed workload, in order to achieve the objectives of the program. There is also specific material developed further for public management, seeking efficiency in the actions of multiplication post-workshop.

3. Public calls: Public calls are made through IBS social networks, with relevant information and dates regarding the scheduled actions. Invitations are sent by e-mail to all interested parties to be presented in the bulletin boards of schools and secretariats. Letters/invitations are also sent out to reinforce the purpose of the trainings, the programming and schedules. In addition, the project maintains a blog with open information and active social networks that include the workshop agenda.

4. Audience selection and attendance lists: from its linkages and contacts, IBS draws personalized attendance lists for each planned workshop, following predetermined criteria for the number of seats for the direct public of the AID and other educators and interested parties. The distribution of vacancies is determined together with the community and the target audience. A composition of participants among pedagogical coordinators, educators, students, the public power and community are suggested in order to ensure the sustainability of the program. The lists are also used for issuing certificates to the participants, since they will be given only to those with more than 75% of attendance.



Above, attendance list in the theater workshop

Below, work group assembled



5. Working Groups: After the first cycle of face-to-face training, the Institute organizes working groups in cooperation with the schools and participants, which will be involved by regular information via email, WhatsApp and telephone contact, in order to strengthen

the cohesion of those involved with the thematic area, always aiming at sustainability of the programs in the long term. The groups are established to replicate the knowledge acquired at the school or community level in an organized way.

6. Content production for community outreach:

Training participants and community members receive training to be propagators of the activities through the blog. Representing the scope of the trainings and stimulating the protagonism, the blog is a tool capable of mobilizing the concept of forming agents of multiplication in the long term. Results presented in the blog posts also serve to get to know the community's views on the trainings. Moreover, through the Educommunication workshops, participants are also able to produce mixed content, through newspapers and vignettes on school radio. In this way, the campaigns will have identification with the local reality, following the community culture, generating empowerment and culminating in the greater involvement of all. Vignettes produced in schools, for example, can serve public utility services as a way of propagating content of interest, as well as serve as a call for campaigns and training, and can be broadcast on local radios and even sound cars.



Presentations of the results take place at closing events



School radio students disseminate information within the school environment



Activities are taken inside the classroom, interacting with the school curriculum



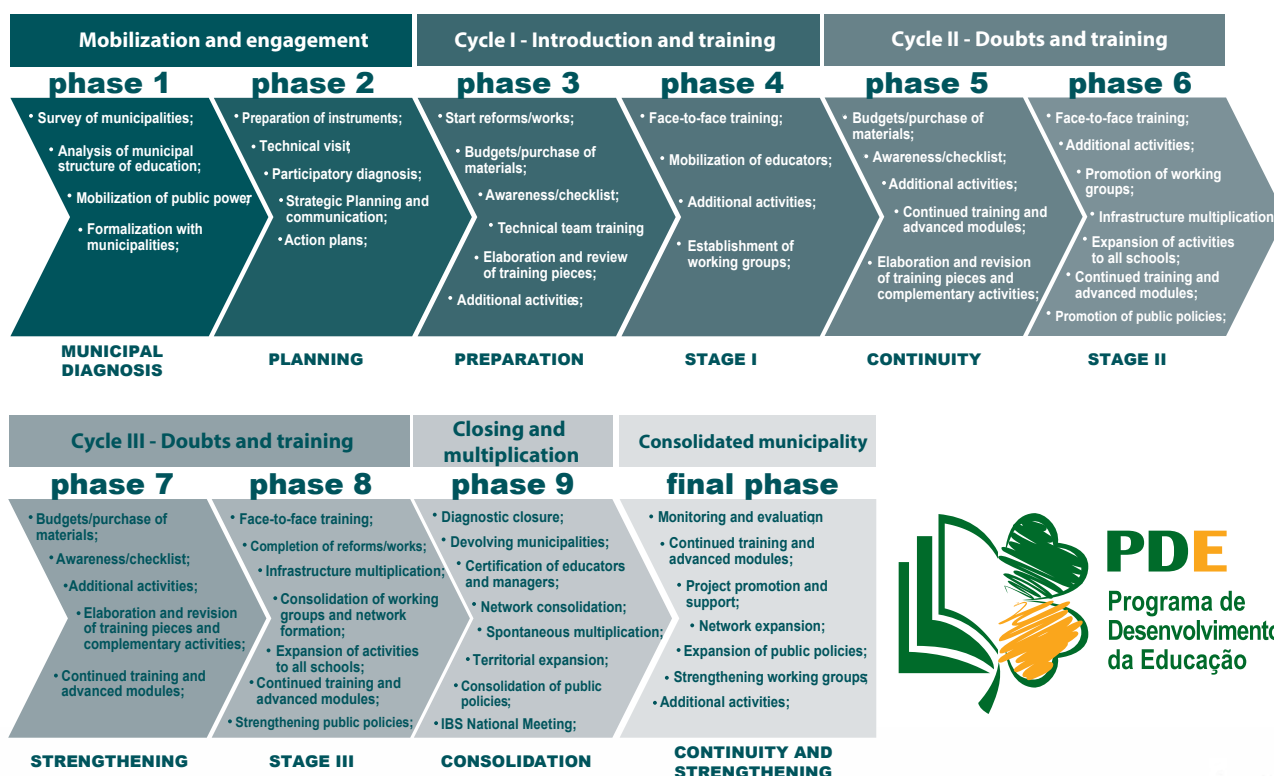
One of the highlights of the method is identifying and forming a cohesive group from the beginning of the work, seeking engagement and guaranteeing the sustainability of the projects, even after the training ends.

PHASES OF IMPLEMENTATION

Although adaptable in time and actions, the Education Development Program (PDE) was designed for the gradual development of the trainings over 12 to 30 months (chart below), with the presentation of the results at the end of the period. In the ideal execution, the stages of face-to-face training take place in two years, in which the beneficiaries approach the proposals through a multidisciplinary team, receive materials and have the time to develop them between each stage. In the same

interval, the Institute carries out the monitoring, with technical visits and remote support via telephone and social networks.

In this period, the Institute seeks to structure municipalities to elaborate laws that guarantee benefits and form a network of educators in order to propagate the actions in other schools. As the PDE aims at the continuity and multiplication of actions, the method proved to be effective so that in the end communities are able to proceed alone.

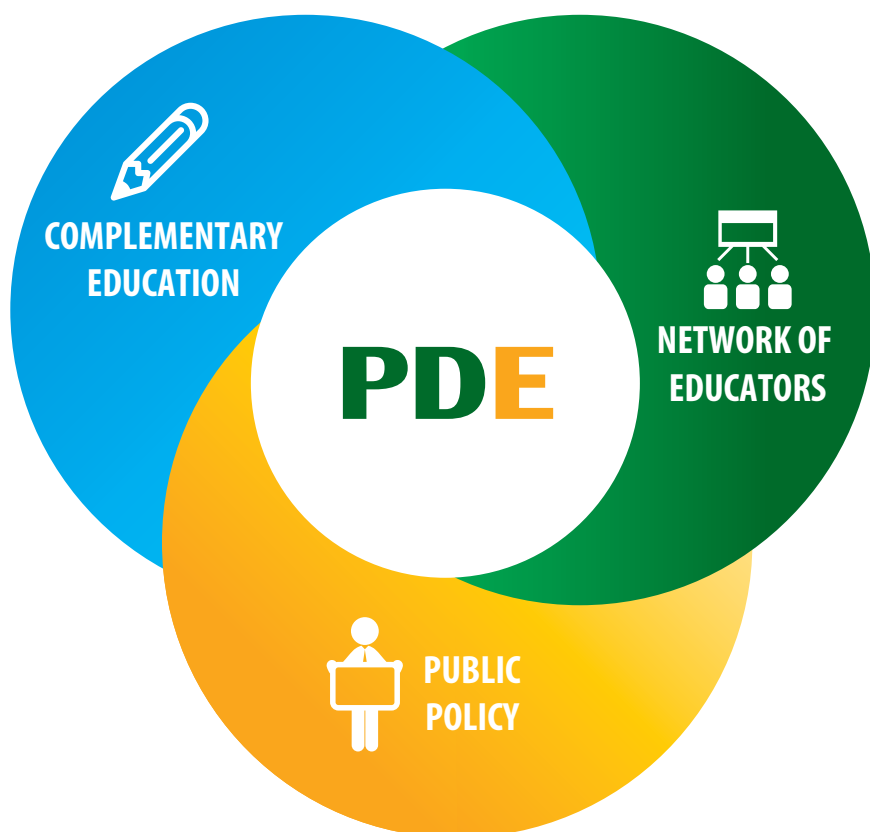


PDE
Programa de
Desenvolvimento
da Educação

The current design of PDE is the result of two decades of work in public and private schools. We act in work fronts that are complimentary and represent paths built over time in intense community mobilization and social actions in order to overcome vulnerabilities characteristic of municipalities with low HDI. There are three fronts, displayed in the infographic below:



Network training with the technical partner CEDAC



The Institute presents a new concept of integral education to teachers, pedagogical coordinators, community and public managers through the work fronts, inserted as municipal political-pedagogical projects, which point to opportunities for real transformation of basic education with direct participation of students.



Network of Educators

The program, as a municipal political-pedagogical project, stimulates the formation of a network of multiplier agents that count on directors, teachers, pedagogical coordinators and public managers. The process of formation and consolidation of the network is fostered through seminars, as well as meetings with experts, panels and practical

workshops for the methodology. Mobilization of the public power and other educators and community members is enabled by working groups formed by the educators and mobilizers, focusing on the management of education in four spheres: Learning, Teaching, School Routine and Educational Policy.



PDE seminars in Beberibe, CE



Complementary Education

We offer material support and continuous training with practical actions in crosscutting areas in order to present new ways of driving learning and motivating the school staff, community and public management. The contemporary approach

to themes, including interdisciplinary trainings and the appropriation of ideas by beneficiaries in the practical form with which we offer, influences the community, stimulating a commitment to the continuity of actions.



Mayor of Cabaceiras signs increase in salaries of public school teachers



Public Policy

Once the Network of Educators and multiplication actions have been consolidated, the work of fostering public policies allows the continuity of the initiatives, along with good use of the public resource and the municipal reach of programs. The systematic incentive to exercise citizenship combined with the strength and local success of many actions initiates a process of general awareness in the community about

its possibilities. Municipal Organic Laws, contact with councilmen, suitability and usufruct of the Direct Money in School Program (PDDE) throughout the education network, and annual budget planning that guarantees access to improvements on a municipal scale, are some of the initiatives that can come from the public power when fomented by the Network of Educators and organized civil society.

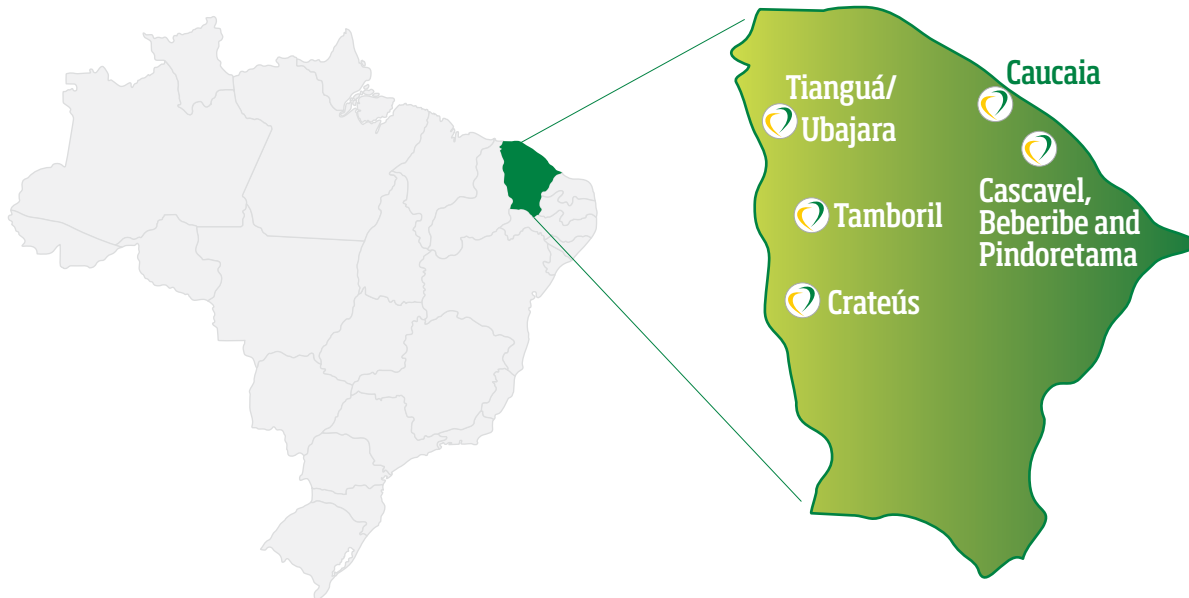


Pact for Education Event in Tracuateua, Pará

Get to know the 32 municipalities that have received full training and stimuli from IBS in recent years and stand out within *PDE*.

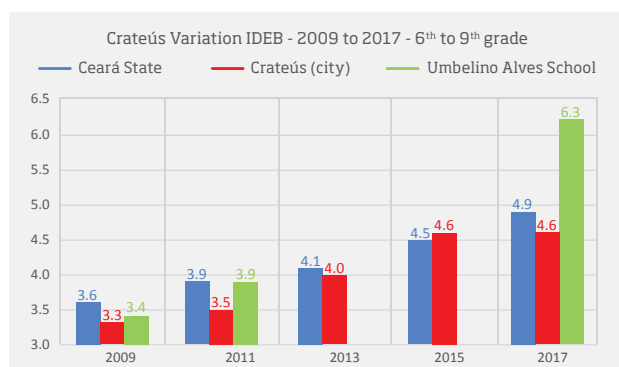


Ceará



CRATEÚS

Cradle of the *LEVE* project (see more on p. 42-45), this municipality has received actions mainly in the area of Environmental Education since 2002. In 2013, the project was recognized as one of the 4 best experiences in selective collection and social inclusion in the country. Some schools that benefited directly were recognized with the *Mark Ten School Award* from the government of Ceará and presented an IDEB (Education Development Index) increase, such as Umbelino Alves school (chart below).



CASCAVEL, BEBERIBE AND PINDORETAMA

These municipalities together make up the idea of territory development near the new headquarters of the Institute, in Eusébio. Each of them receive PDE actions, particularly in Environmental Education with the COMARES consortium of solid waste management. They also participate in the Financial Education pilot project in partnership with Bank of America Merrill Lynch (see on pages 50-55).



TIANGUÁ/ UBAJARA

These municipalities received the actions of Echoenergia within the proposed socio-environmental actions near the Tianguá wind farm (*photos*), in the areas of Environmental Education and Reading (see more on pages 62-65).



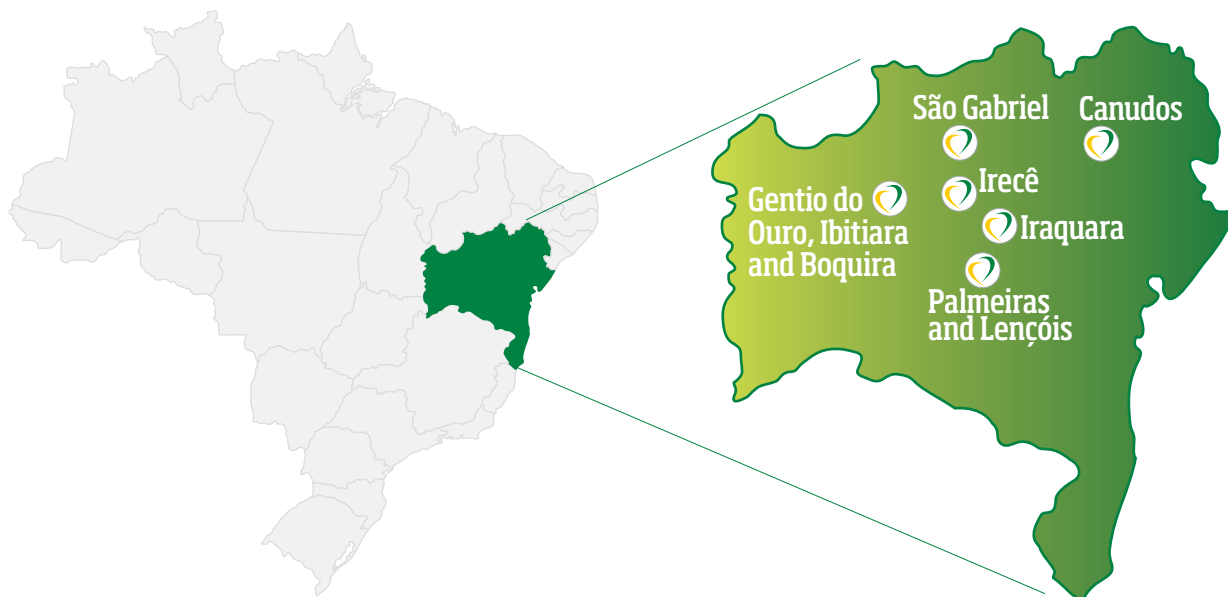
TAMBORIL

Two schools from this municipality received PDE actions between the years of 2011 and 2013. At the end of the project, the schools were recognized with the *Mark Ten School Award* from the state government (*photo*).



CAUCAIA

This municipality, located in the metropolitan region of Fortaleza, received actions within the *Sustainable Schools for the Future* project, which also included a large inter-municipal seminar for more than ten invited municipalities in 2016.



PALMEIRAS AND LENÇÓIS

These two important cities around the Chapada Diamantina National Park have received projects since 2007, such as the São João Literário, in Palmeiras (*photo on the right*), and the reform of the EMOA School (*photo below on the left*), located in Tanquinho, Lençóis, which is also the headquarters of the IBS National Meeting held in 2011, 2013 and 2016. Both cities received support for selective collection projects through local partner institutions, with the donation of two motorcycles cages (*photo below to the right*).



CANUDOS

This city in Bahia's backlands was known to have been the scene of the "Canudos War", and has been receiving stimuli since 2000. The town of Canudos Velho has been also another work base, focused on voluntary actions and local cultural development (*learn more on pages 78-79*).

SÃO GABRIEL

This municipality neighboring Irecê multiplies *PDE* actions, besides having carried out a great pedagogical conference with Brazil Solidarity Institute in 2014.

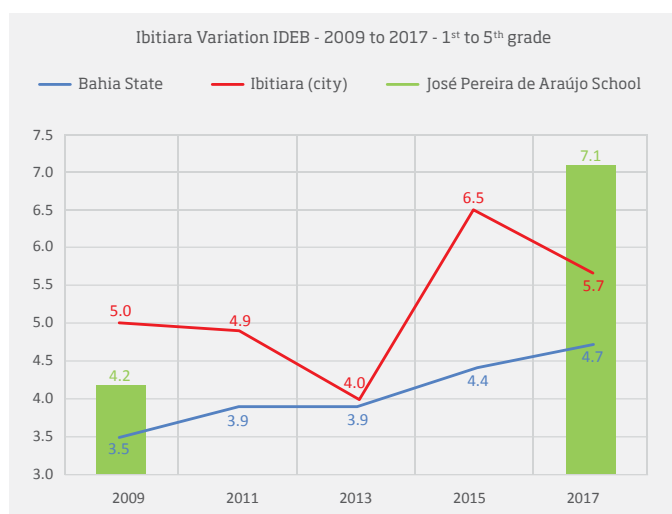
IRECÊ

This is a municipality of great partnership in the efforts of the Institute, including mobilizations and linkages for multiplication of the work at the municipal level through an active local working group, with actions near Ponto de Cultura Ciberparque Anísio Teixeira (*photo*).



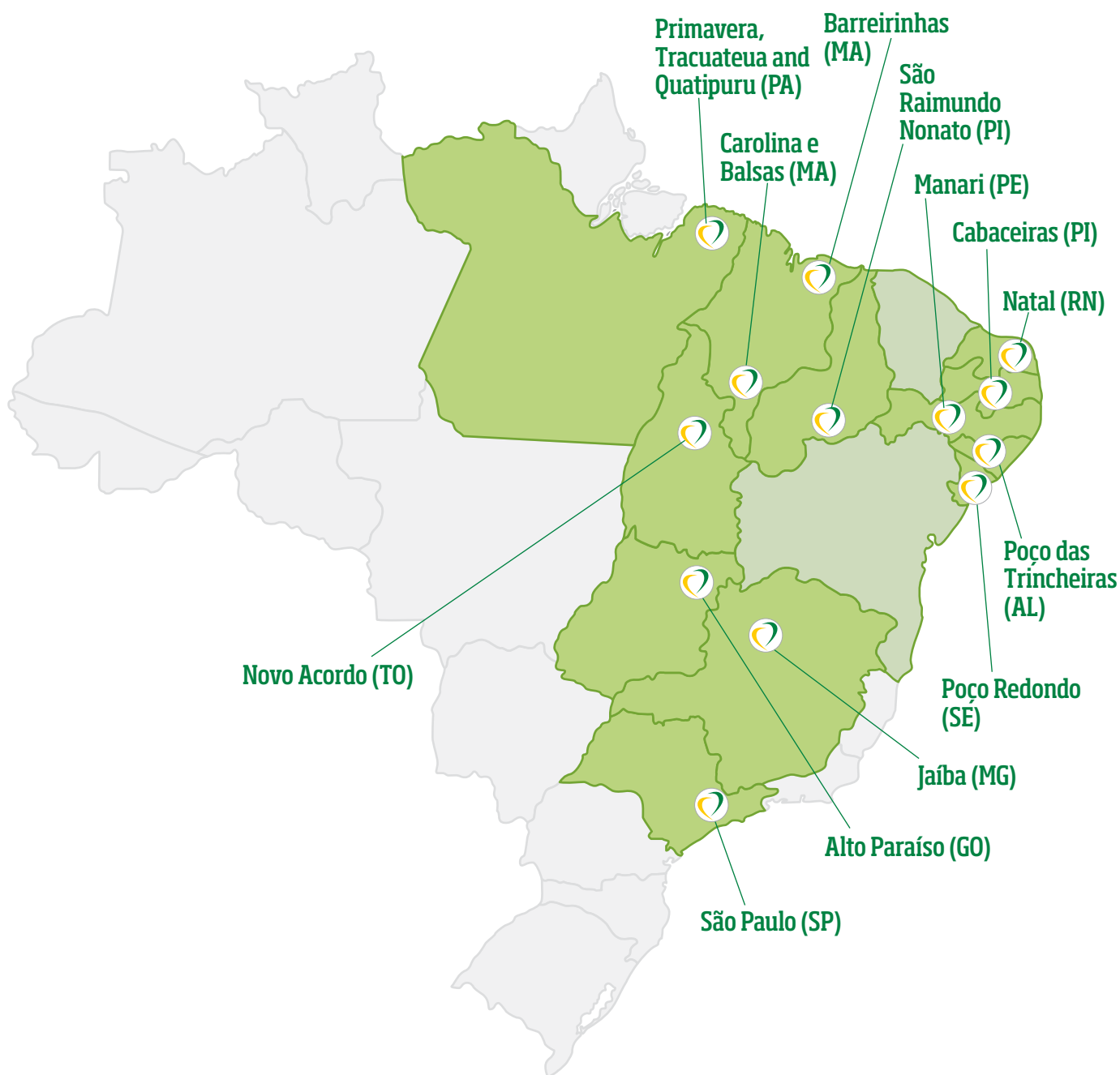
GENTIO DO OURO, IBITIARA AND BOQUIRA

These municipalities represented *PDE* actions between 2013 and 2016, with great municipal achievements and active participation in pedagogical conferences for aligning the municipal school curriculum. Gentio do Ouro and Boquira focused on the construction and reform of school libraries, also aimed at the communities and enhancing reading projects (*photo below: Boquira library inaugurated in 2015*). In Ibitiara, the IDEB increased in the José Pereira de Araújo Municipal School, a main target of IBS actions (*chart below*), which actively maintains all projects of the *PDE*.



IRAQUARA

A prominent municipality in the *PDE*, particularly for actions in Reading Incentive and Environmental Education, with a strong impact on public policies. In 2011, a municipal public library was built in partnership with the municipal government (*photo*), which provided a good collection to the entire local community, continues to generate significant results to this day.



SÃO RAIMUNDO NONATO (PI)

Located near the Serra da Capivara National Park, this municipality has received actions of the Institute since 2007, and is a great partner in terms of public policies and multiplication of the *PDE* in the municipal education network, including networking seminars (*photo*) and continuing education.



BARREIRINHAS (MA)

Between 2005 and 2017, Barreirinhas received 24 school libraries along with actions to promote reading (*photo*). The municipality is also an important partner in the *Learning Journey Brasil* exchange project with the Miguel de Cervantes School (see more on pages 46 to 49).

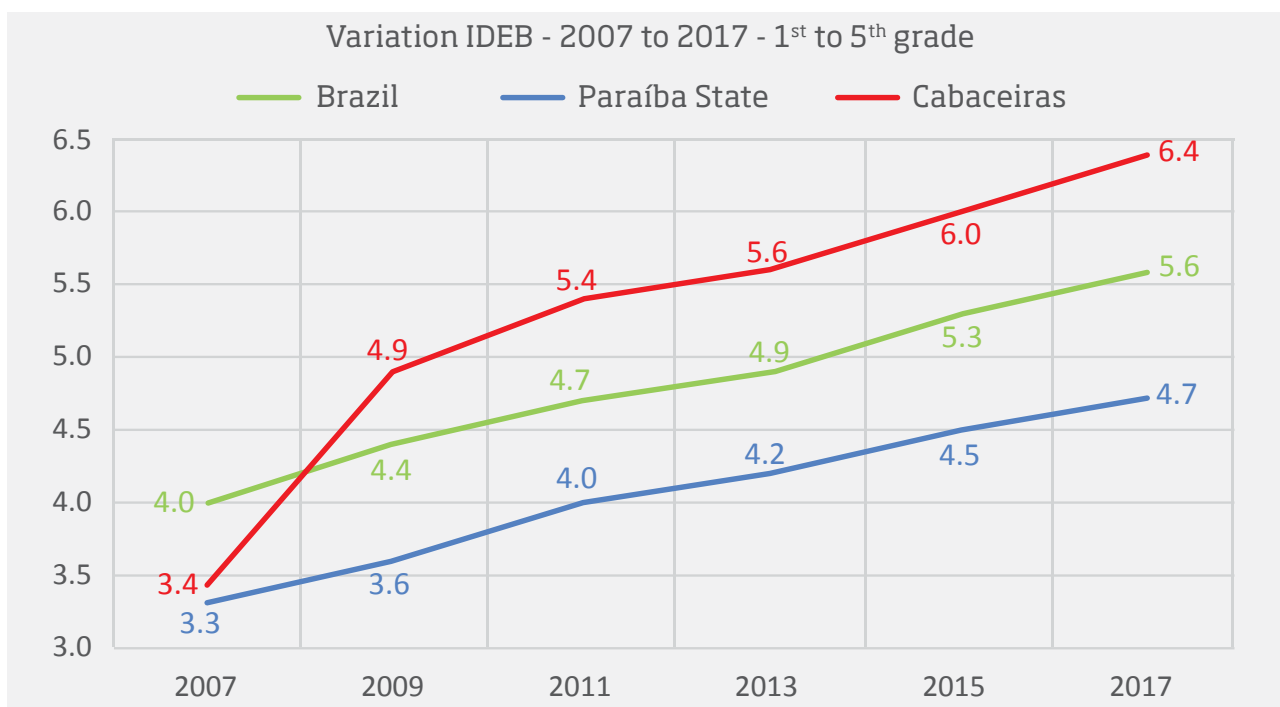


PRIMAVERA, TRACUATEUA AND QUATIPURU (PA)

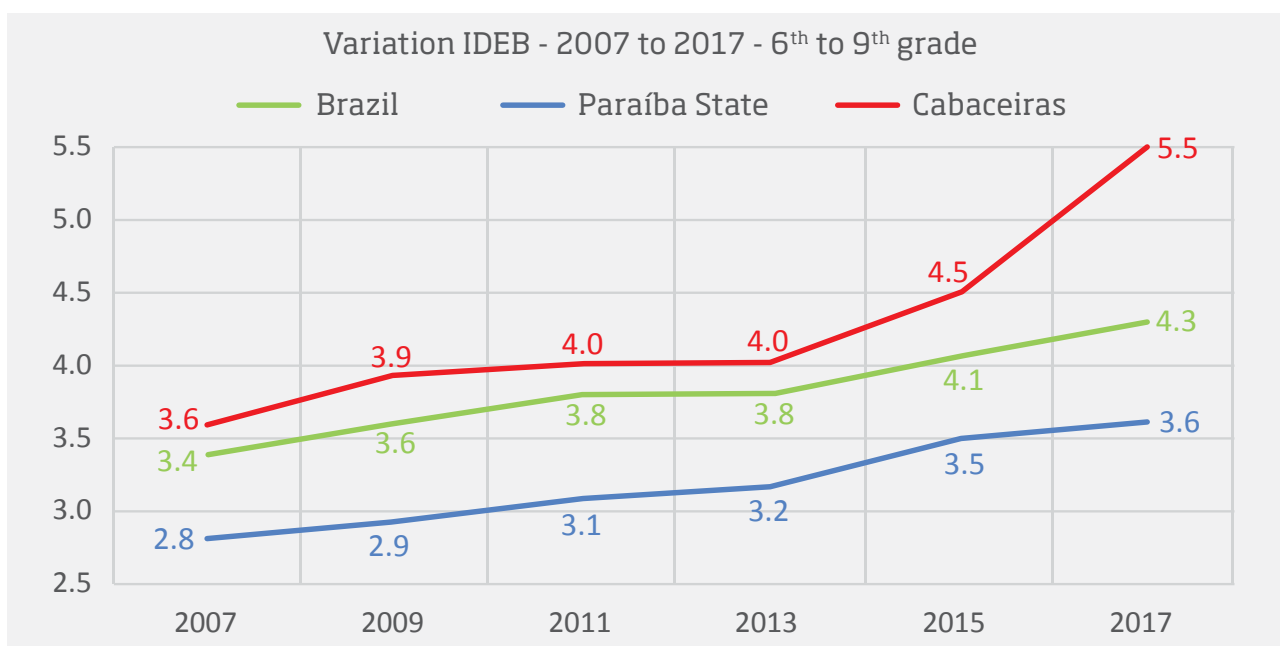
Work began in 2011 with the arrival of Votorantim Cimentos in Primavera, which expanded to neighboring municipalities within the concept of development in the territory. All municipalities received various proposals and seminars, highlighting public policies established from the actions in the region (*photo beside*), and literary programs were multiplied (*photos above*).

CABACEIRAS (PB)

The small town of Paraíba has received training since 2009, becoming an important municipal pole of multiplication of all areas of the *PDE*, focusing on interdisciplinary actions and seeking the integral education. Promoting public policies in the areas of continuing education in the educator network, the reflection is in the advancement of education index, surpassing in the initial and final years of the Ministry of Education target for 2021. In the initial years, it obtained 3rd place in the IDEB of Paraíba, with 6.4, well above the municipal network of Brazil, which reached 5.6. If we look at the evolution since 2007, we will notice that while Cabaceiras increased by 3 points, the state of Paraíba increased 1.4 points and the municipal network of Brazil increased 1.6 points.



In the final years, it obtained 1st place in the IDEB of Paraíba, with 5.5, while the municipal network of Brazil reached 4.3. From 2007 to 2017, Cabaceiras had an increase of 1.9 points, while the state of Paraíba increased by 0.8 and the municipal network of Brazil increased by 0.9. The Abdias Aires de Queiroz Municipal School (base of *PDE*) crowned the results, ranking 1st place in Paraíba by the numbers obtained in elementary school II, with 5.5. Likewise, the Clovis Pedrosa State School, located in the district of Ribeira, having *PDE* projects multiplied, secured the first place among schools of the state network, with 5.7.





Solar oven: one of the sustainable practices brought by the environmental kit



New library of the Maria Neuly Dourado School

In September 2018, Cabaceiras promoted the sixth *Environmental Education Meeting*, inspired by events promoted by IBS, culminating in various environmental practices and demonstrated actions developed since 2009, making the municipality, not only the "Northeastern Hollywood", a model for IBS.



Luis Salvatore, citizen of Cabaceiras



Seedlings planted for growing various foods



Mayor speaks at the 6th Environmental Meeting



Smart re-use of water

POÇO REDONDO (SE)

One of the 10 cities that received actions (*photo*) from 2009 to 2011 in the first cycle of the *Friends of the Planet at School* project, held with Casas Bahia.



SÃO PAULO (SP)

After the Financial Education pilot project was implemented in Ceará, the games arrived in São Paulo (*photo*) in 2018 (see more on pages 59-62).



NATAL (RN)

A prominent municipality in municipal public policies from interventions beginning in 2008, with an increase in IDEB above the State average. The Redinha community received projects in order to build a library, as well as constant support for interventions in community schools, such as the Escola Professora Noilde (*photo*).

JAÍBA (MG)

This municipality located to the north of the State of Minas Gerais received PDE actions (*photo*) in the first biannual model, between 2009 and 2011.



MANARI (PE)

City with the lowest HDI in the country received PDE (*photo*) between 2009 and 2011, with great transformations in the school that served as the basis of works.

CAROLINA E BALSAS (MA)

These municipalities, geographically located in the southern part of the State of Maranhão, received various *PDE* (*photo*) and Rally dos Sertões (Rally of the Backlands) actions mainly between 2001 and 2014.



NOVO ACORDO (TO)

Received a differentiated work model of the *PDE* in 2014, in which there was investment in libraries, as well as music and reading projects (*photo below*).



POÇO DAS TRINCHEIRAS (AL)

This city received actions from the *Friends of the Planet at School* project from 2009 to 2011 (*photo*), with great local cultural stimuli and the construction of a library in Quandu village.



ALTO PARAÍSO (GO)

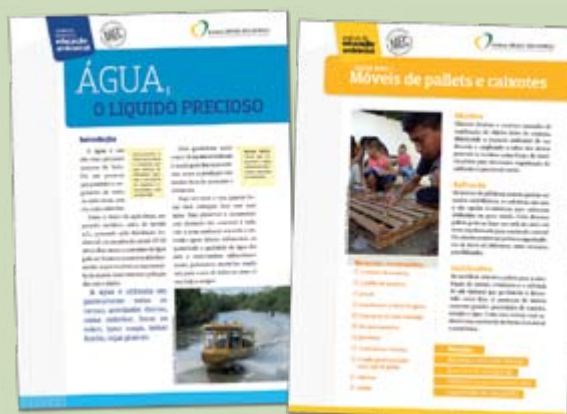
This city located next to the Chapada dos Veadeiros National Park received actions from the Institute from 2011 to 2013. The works of Jorge Amado inspired the audiovisual projects executed in Vila de São Jorge (*photo*).

In order to implement a consistent project that achieves the goal of forming a community aware of environmental issues related to sustainability and solid waste management, a series of actions is necessary within the social technology developed in this area in the 20 years of operation of the Institute, that will result in effective proposals for the community. Among the main possible actions, we highlight the mobilization that brings together a significant number of educators in order to form a local multiplication group and follow pillars such as: the organization of suitable spaces, which invite community residents to use them in an integrated way toward local needs and that are replicated locally; an

efficient and active management, that is able to properly enjoy the improvements, to multiply and to maintain them; as well as the realization of Environmental Education and waste management projects, that are structured, in line with the curriculum, and speak to the pedagogical school project. In this way, the Environmental Education workshops and activities are intended to bring participants a way of learning "for life", strengthening values and attitudes in order to allow the overall development of the human being, providing basic concepts of the environment, in order to offer adequate and motivating learning tools ranging from the re-use to the treatment of solid waste.

ENVIRONMENTAL EDUCATION PRACTICES KIT

The Institute also works through Environmental Education practice kits - lesson plans organized by thematic fronts - to facilitate the work of teachers in the classroom and the multiplication process, which can be used by municipal schools and give continuity to the actions as well as inspire new initiatives.



The kit contains:

- 4 thematic notebooks
- 18 Environmental Education practices
- 4 Didactic Sequences

Publications available for download on the website: brasilsolidario.org.br





Students present their environmental reflections in comics



Assembly of the models



Sustainable lamp, naturally illuminated class



Gray water filters



Table and decomposition box



Solar oven



Training with Environmental Education material in Jericoacoara, CE



Demarcation with the level curves for infiltration ditches

LEVE is a nationally awarded project whose socio-environmental technology was developed by IBS. LEVE seeks to unite Environmental Education with the practice of municipal selective collection in schools, transforming the students into protagonists of selective collection diffusion.

Each student has the opportunity to experience and defend, together with their friends and family, the environmental principles they learn in class, identifying and depositing recyclable materials at school. In addition to environmental learning, there is the aspect of social and economic inclusion. The participation returns about 20% of the value collected by the school, and the remainder generates income for the associated solid waste collectors.

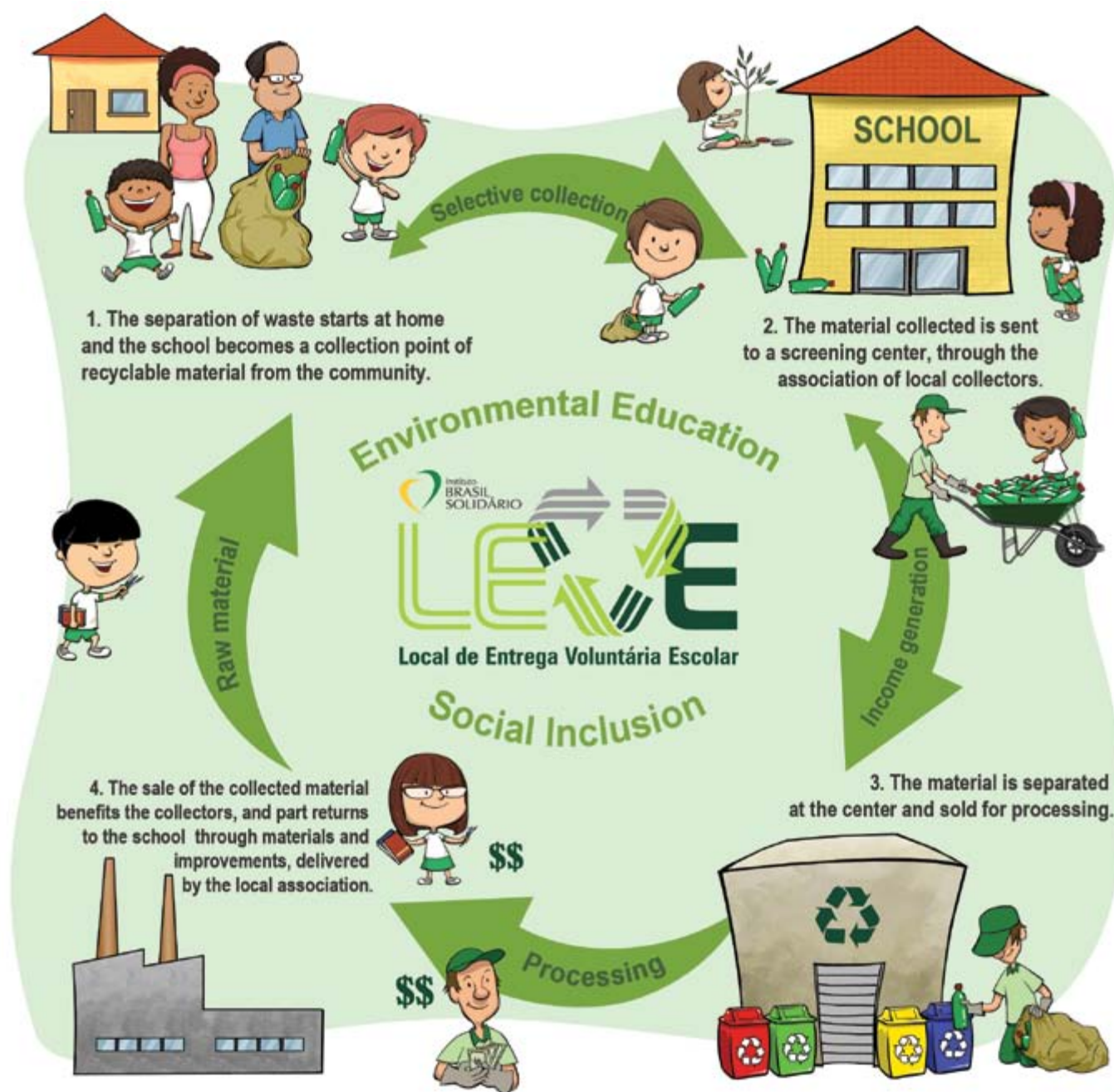
Through Environmental Education projects offered by municipal schools along with didactic sequences incorporated into the school curriculum, students become aware of the need to dispose of recyclables correctly and begin to actively participate in selective collection with their families, assigning recyclable waste from their homes to school collectors.

LEVE arose from the idea of taking advantage of spaces and the transportation of public vehicles to collect and dispose of recyclable material. The logistics were conceived from this idea: collectors with big bags are installed in schools, which become Eco-points where students and the population can deliver the recyclable material; and metal collectors are placed in city hall vehicles, such as school buses, service cars, among others, aiming to transport the collected material to the screening center without extra costs for the municipality, which already costs the fuel of the cars that circulate through the municipality normally. When traveling through the streets, school buses and other vehicles assist in the collection (and each student can assign more waste to the selective collection) and can transport the collected waste to the screening center, without further burdening the municipality.

The project was implemented initially in the municipality of Crateús, Ceará, which generates an average amount of 15,330 tons of waste per year, dumped in the dumping ground. Of this total, there is a recycling potential of 41%, which is able to provide the livelihood of 30 waste pickers and their families.



2011: Eco-Point of LEVE mounted in schools, with the participation of all



RESULTS

In 2016, municipal selective collection in Crateús covered 100% of the urban area of the municipality and 75% of the rural area, and the volume of waste collected in the 34 participating schools of LEVE reached 25 tons. With normal selective collection and with part of the program already implemented, the municipality of Crateús can already recycle around 370 tons per year. The sale of this material generates a minimum average monthly income of R\$ 650 to R\$ 850 per month for each of the 21

families of solid waste collectors from the RECICRATIÚ association. Monitoring is carried out by the prefecture of Crateús, through the secretary of the environment, in technical partnership with the Institute. It is considered that the entire population of the municipality is served by the socio-environmental technology, being a project that awakens social protagonism and environmental responsibility in all its inhabitants (a population of 72,812 citizens) through the school and other complementary actions.

Clowns transform selective collection into playful activity



“
**IT IS A PROPOSAL THAT BEGINS
INSIDE THE SCHOOL AND STARTS TO
INFLUENCE FAMILIES, STUDENTS
AND THE WHOLE COMMUNITY,
REACHING THE PUBLIC POWER
AS A SOLUTION TO VARIOUS
ENVIRONMENTAL PROBLEMS.**
”



Multiplication of LEVE in Cascavel, CE



Launch of the Environmental Education material in Crateús at the Federal Institute of Ceará (IFCE)

SCALE AND REPLICABILITY

The estimated value for the implementation of a LEVE unit is accessible and easily replicable. For the screening center, training courses as well as necessary equipment and basic materials for the start of operations it is necessary about R\$ 450,000 (estimated value for a municipality of up to 80 thousand inhabitants). On the other hand, the prefecture should offer the monthly maintenance costs of the collection cars and management until LEVE becomes the most sustainable for the maintenance of the collectors' salaries, committing itself to hire the selective collection service of the collectors association.

See more details on our channel:
www.youtube.com/user/BrasilSolidario



A support car works as a mobile EcoPoint

The LEVE project is a replicable and economically viable example so that other cities of the country can also comply with the National Policy on Solid Waste (Law No. 12.305/10).



All the garbage collected is separated and stored in the Association Warehouse

Scale: in 2017, the cities of Cascavel, Beberibe and Pindoretama, all in the state of Ceará, also adhered to the idea of implementing LEVE, for the COMARES Solid Waste Consortium.

LEARNING JOURNEY SOLIDARY EXCHANGE



The Learning Journey Brasil - Solidarity Exchange program combines sustainable tourism, entrepreneurship and volunteering. The central idea is to promote immersion in the interior of Brazil, through educational actions, experiences and meetings with entrepreneurs, public managers and families typical of small municipalities, offering a more humane and comprehensive view of the country, inspiring learning that collaborates with the personal and professional growth of the participants.

The proposal privileges the exchange of knowledge and experiences, an appreciation of the way of being, of the culture and of the natural beauty of the communities, resulting in personal enrichment in the areas of education, citizenship, teamwork and leadership.

There are several elaborate itineraries in participating locations of the PDE, providing valuable connections

with community leaders and the local productive environment, making the program an excellent way to integrate local communities and visitors. This exchange of experiences is one of the most striking features of the Learning Journey, in which each participant is able to offer his contribution to the local community, expanding his perception about the Brazilian reality.

For IBS, this vast learning, the valuable human relations and the wealth of experiences gained over the last several years of social work served as a basis for this innovative initiative.

**More than
140 students**

**have already participated in
the Learning Journey program**

CMC students deliver books and toys in Barreirinhas, MA and Chapada Diamantina, BA



BRAZIL-EXTERIOR INTEGRATION

In recent years, Brazil has attracted global attention through the growing domestic demand of consumption, as well as through transformations provided by various social programs involving government and third sector organizations. In line with the purpose of facilitating this understanding internationally, IBS has an objective to bring the foreign

student closer to this new Brazilian reality. The strategic alignment of the Learning Journey Brasil provides actions with international universities and colleges. The Spanish Colleges Association of São Paulo - Miguel de Cervantes is one of the great partners of the proposal and has mobilized students, families and educators in the actions since 2014.

“

I walked for miles of sand and swam by long rivers. I flew in the clouds and walked by the asphalt. I lived the routine of the other, and I left mine aside.

”

RACHEL BRACELIS



“

I learned that many of the things that we consider junk can be used in different ways. A bag of flour, for example, can turn into a purse.

”

MARIA FERNANDA PANTOJO





“

I felt freedom, happiness and, impossible to deny, love. I learned the difference between feeling and living, seeing and looking, listening and hearing ... between the shallow and the deep.

”

LUCA PISANO







With new headquarters in Ceará, IBS involved more than 750 educators, local managers and public school students in its trainings from the municipalities of Beberibe, Pindoretama, Cascavel, Tianguá and Ubajara.

With the inauguration of the new administrative headquarters in Eusébio, CE, the Institute started a new phase of implementation mainly in the actions of the Education Development Program - PDE - in cities surrounding the metropolitan region of Fortaleza.

Addressing crosscutting themes such as Financial Education, Reading Incentive, Health and Prevention, Entrepreneurship, Environmental Education, Art and Culture, Educommunication, Citizenship and Family at School, the PDE of 2017 took place in Beberibe, Ceará, beginning at an inter-municipal seminar of more than 300 educators. This was followed by actions at Escola Desembargador Pedro de Queiroz. The year ended with the consolidation and multiplication of over 100 actions in schools from the regional public network, including

the surrounding municipalities of Pindoretama and Cascavel, through which their education departments fostered and continued all the learning brought about in practical workshops.

The protagonism of the students was the most emphasized point in all the trainings and workshops carried out during the school year of the participating schools, giving the opportunity to express themselves and point out their perceptions about important subjects of citizenship in the school. Reinforcing the commitment to make the school a space of citizenship and social transformation, monthly interdisciplinary actions began to incorporate the local routine.

In 2017 and 2018 there were 32 hours of seminars, 768 hours of face-to-face workshops and 288 hours of complementary training, all with the presence of multiplier agents, and generating an impact in the school curriculum consisting of about 6 thousand students.

In 2018, the PDE arrived in the city of Cascavel, with a large reading seminar and workshops in all eight thematic areas of IBS's work. In addition, the Ventos que transformam (Winds that Transform) project was implemented in Tianguá and Ubajara (see pages 60-63).

Teachers and managers from other states came to Cascavel, CE for PDE 2018





NEW IBS HEADQUARTERS

A warehouse built in an area of 300 m² in the center of Eusébio, metropolitan region of Fortaleza, CE, has housed the entire administrative structure of IBS since December 2016. Built in a customized way and with modern concepts

to meet current demands, the space was designed to facilitate the progress of fieldwork and safekeeping of permanent training materials and equipment, besides areas dedicated to the maintenance and preparation of specific materials used in the methodology of IBS to bring structuring actions in education to Brazil's municipalities.

ACHIEVEMENTS OF 2017-2018

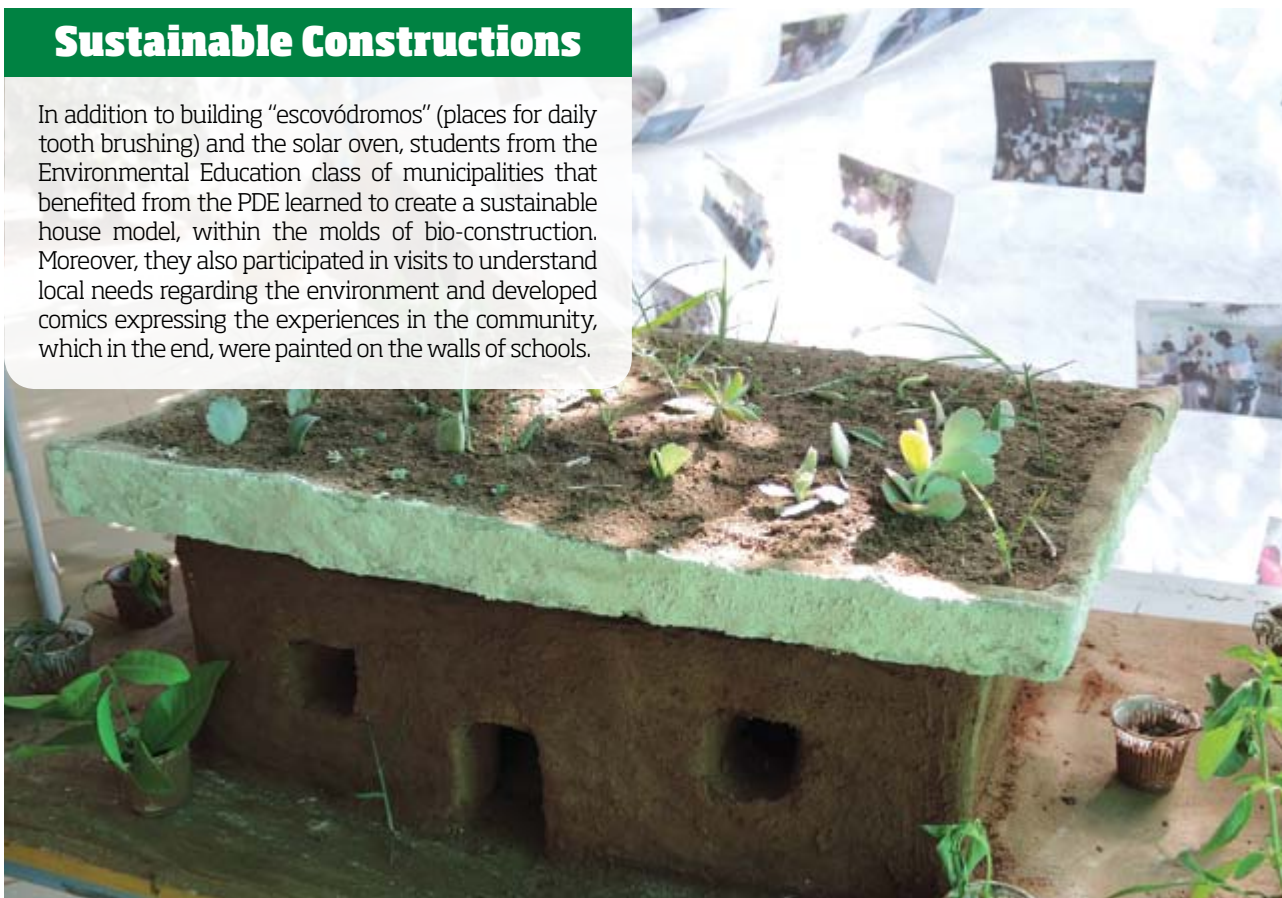
Check out the main achievements of the Institute with the *PDE* method from the new administrative headquarters in the municipalities of Cascavel, Pindoretama and Beberibe:

- Training conferences with diverse professionals on interdisciplinary subjects, such as arts, new technologies, Reading Incentive and Environmental Education;
- Inter-municipal seminars for local educators;
- Continuing education projects in reading, citizenship and political education, and public health including treatments;
- Integrations in local networks, with joint projects (Beberibe/Multicor - A movement for a childhood without racism, as well as Instituto Bia and Lauro Fiúza);
- University integrations with School and students of DEVRY FANOR - Faculdades Nordeste (Northeast Colleges);
- Regional expansion of the LEVE project, including actions with the COMARES consortium for solid waste management; Development of actions in Environmental Education, including systematization of materials and alignments to the new Base Nacional Comum Curricular (Common National Curricular Basis - BNCC).



Sustainable Constructions

In addition to building “escovódromos” (places for daily tooth brushing) and the solar oven, students from the Environmental Education class of municipalities that benefited from the PDE learned to create a sustainable house model, within the molds of bio-construction. Moreover, they also participated in visits to understand local needs regarding the environment and developed comics expressing the experiences in the community, which in the end, were painted on the walls of schools.



Citizenship at School

In 2018, the *Citizenship at School* project was implemented with participation of 100 students from the 9th grade of public schools in Cascavel, CE. The activities included lectures, a journalism workshop, debates on interdisciplinary themes and public hearings with councilmen at the City Hall of Cascavel.



Prevention and Health

With the delivery of 500 brushing kits and lectures on oral health care, 140 students participated in two prevention and health actions in the city of Beberibe. The action promoted lectures on sexuality, with guidelines on contraceptive methods and sexually transmitted diseases, as well as awareness-raising and debates on drug use, reinforcing the importance of treating health as a factor having direct impact on student achievement and on reducing school dropout.



Environmental Education

The Environmental Education seminars led to a dynamic and participatory programming, in addition to the debate format. They reserved moments for the application of an educational game that emphasizes five key points: rethink, re-educate, reduce, re-use and recycle. In a playful and interactive way, several factors were pointed out that contribute to cleaner production in factories and companies from the point of production to the sale of products.





Photo Writing

At Desembargador Pedro de Queiroz School in Beberibe, CE, the result of the Photo Writing 2017 contest awakened a collective gain of citizenship and dialogue, in addition to prizes. Thirteen-year-old student, Viviane dos Santos, said she was excited when she was producing the narrative "A Menina do Cabelo Arrepiado", portraying the story of two friends who suffered bullying at school and thought about suicide.



Trainings for Educators

Educators and managers of libraries in the municipalities of Beberibe, Pindoretama and Cascavel participated in continuous Reading Incentive training, focusing on the mediation of reading and storytelling. The workshops presented a broad literary repertoire, with methodologies aimed at understanding readers' behavior and developing criteria for the analysis and selection of literary works for reading with the students.



30 Minutes For Reading

In addition to the five cities of Ceará that currently participate in the PDE, other 23 Brazilian municipalities participated in the 30 Minutes For Reading, which since 2012 has become an important public policy in municipalities where IBS operates. The main objective of the project is to awaken the daily will to read, through disciplined action (with time, frequency and duration). In 2018, 135 schools in all regions of Brazil participated.



São João Literary

If São João is the biggest party in the Brazilian backlands, why not turn it into a literary event? This is exactly the proposal that IBS has been bringing since 2013. In 2018, the festivities passed through 60 schools in 18 cities of the country. In addition to integrating students, parents and teachers, the entire community is invited to participate and contribute. Furthermore, students make presentations based on literary works that value the local culture and dance to it.



The largest historical partner of the private initiative, businessman Paulo Nobre (or *Palmeirinha*) is a great enthusiast of the Institute's work, opportunizing the continuity and expansion of projects in education throughout Brazil, under the banner of *Palmeirinha Ação Social* - Social Action since 2003.

Palmeirinha Social Action actively participates in all the core programs of the Institute, besides mobilizing other partners in the cause and positively influencing the routine of thousands of people benefiting from the maintenance and multiplication of PDE actions.





Whether by land, or by water or by air ...

... wherever IBS passes, the Palmeirinha brand will be together



SPECIAL PROJECTS

WITH INTERSECTORAL PARTNERSHIPS



Financial Education

Several companies rely on the expertise of Brazil Solidarity Institute / Instituto Brasil Solidário to implement special projects linked to their core business in Brazilian cities. New and important projects were launched in 2017, in addition to the implementation of the PDE in additional municipalities of Ceará:

The state of Ceará was chosen for an unprecedented pilot project in Financial Education. The project consists of two games, aimed at students and educators of Elementary School I and II. The structure and conceptualization of the games were developed with the support of teaching professionals as well as experts in gaming techniques. In this important initiative, IBS acts as the strategic partner with the mission to implement the games together with 20 thousand students initially, employing the

methodology within 90 schools. This includes training educators in the cities involved in the pilot project for greater use of the main proposal of the games: to save, invest and undertake; to plan, judge, decide, choose and identify; as well as deal with risks and opportunities. Besides the responsibility for the implementation of the project, Brazil Solidarity Institute still participates in and organizes monitoring and evaluation processes, in which long-term results are measured with the students and educators. Based on the findings, the project is being taken to other schools in the national territory, as well as other Latin American countries.

Launching event at Hotel Parque das Fontes in Beberibe, CE





Marcelo Moussalli, corporate volunteer



Danielle Haydee, Marcelo Moussalli, Thiago Fernandes and Luis Salvatore



Launch of the game in Beberibe, CE (2017)

“
**FINANCIAL EDUCATION IS A
 CROSS-CUTTING THEME. IT CAN GO
 THROUGH ALL SUBJECTS, WHETHER
 IN MATHEMATICS OR EVEN IN THE
 ASSESSMENT OF THE STUDENT
 BEHAVIOR.**
 ”



Launch of the games in São Paulo, SP (2018)



“Piquenique” game



Delivery of games at the Secretary of Education in Pindoretama, CE



Students learn in a playful way



With formats targeted to each school age and stage, the Piquenique and Bons Negócios games (Picnic and Good Business, respectively) take a dynamic and didactic proposal to present day-to-day recurring challenges, from the strategy of buying and selling to making decisions in the application of available resources, which can multiply or run out according to

the action of the player. The intention is to combine entertainment with a tool that serves to compliment the school curriculum, stimulating the interest of students to apply the practices acquired in the games in their personal financial planning, whether in their daily personal routine, family, or in seeking a future possibility to undertake.





Secretary of education speaks at an event for the delivery of the games in Cascavel, CE



A results report was produced by the consultant Move Social specifically for the external evaluation, which presents complementary discussions of topics relevant to the project, as well as recommendations for a new application.

From the 91 schools that participated in the project, 27 participated in the external evaluation through questionnaires and focus groups. The general synthesis of the external evaluation pointed out:

- Increase in skills: ability to calculate risks and opportunities;
- Improvement of autonomy and self-control over earning and spending;
- Instituted concepts: saving and investing;
- 77% of the schools that received the games improved indicators in financial education knowledge.



Aiming at the social and economic growth of communities, IBS started new models for socio-environmental and educational projects in the Northeast region of Brazil with Echoenergia, a reference company in the wind energy sector. These include socio-environmental diagnosis development and conditioning actions. Then the *Ventos que transformam* (Winds that transform) project was born. Integrated in two axes, education and solidarity economy, the actions implemented in the first semester of 2018 opened doors to great opportunities that highlighted

the potentials characteristic of the Tianguá and Ubajara regions, both located in the state of Ceará. The Environmental Education and Reading Incentive activities are part of the programmatic portfolio of training actions from the education axis of the project. This was designed by IBS from an understanding of the local scenario through an in-depth diagnosis carried out in 2017, which was presented to the Banco Nacional de Desenvolvimento Econômico e Social - National Bank of Economic and Social Development (BNDES) and approved by the local community and Echoenergia.

Ground Zero: community survey meetings to establish a work agenda



TIANGUÁ NEWS

On a monthly basis, IBS announces all the initiatives and investments that Echoenergia is doing in the city of Tianguá, CE as well as weekly updates on a blog specifically created for this purpose.

Visit the blog and learn more:

echoenergia.com.br/esg/echosocial/blog-echosocial/



Reading Seminar



Shelves for the library of the Antonia Suzete School



Students cataloging books for the school library

Schools received a training calendar with activities in Environmental Education, Reading Incentive, the construction of school radio, and shadow and dolls theatre.

Structure and material support for the pedagogical implement in class were also given, including new classrooms, and the construction of a furnished library, besides the donation and cataloging of a new collection of books.



Reading spaces: for reading inside and outside of the classroom



"Escovódromo sustentável" built at Antonia Suzete School

In June of 2018, IBS brought major health efforts to Tianguá, including dentists and medical specialists. In the dental area, besides the consultations there was also prosthesis delivery, dental restoration, health lectures, the implementation of a prevention and brushing program in the school, along with the construction of a "escovódromo sustentável" (areas for daily teeth-brushing), reinforcing the importance of oral health in school. Moreover, electrocardiogram examinations, sclerotherapy procedures (technique used to treat varicose veins) and microsurgery for the prevention of skin cancer were also provided, among other specialties.

Training and activities offered:
municipal seminars, lectures, workshops, shadow puppet theatre, preparation of reading support materials, library assembly, reading mediation (kindergarten and elementary), school radio, nurseries, gardening and composting, waste management, school selective collection, construction of "escovódromos" (areas for daily brushing), medical and dental care, among others.



On the left, dental prostheses; on the right, ultrasound exams



Among the outlets for raising awareness are visits to the dump, which allow students to reflect on damages to the environment



Lecture - Environmental Education



Lecture on the decomposition time of each discarded material



Dental care



Puppet cut-outs at the shadow theater



Book lending bags



Storytelling with literary tree

Several projects have already been carried out in various Brazilian cities and in different regions with the humanized method which represents the Institute and meets local needs.

CASAS BAHIA/FRIENDS OF THE PLANET

Field experience and the practical way of working on crosscutting themes was the starting point for the Friends of the Planet at School project. This is the name given to the social arm of one of the largest retailers of the country, Casas Bahia, a partner of IBS since 2003 that is responsible for the initiatives, with financing generated by the sale of recyclable waste in a corporate and innovative model of reverse logistics. From 2009 to 2015, 25 Brazilian municipalities benefited from complete projects in the largest social investment and impact in the history of the Institute. With the sale of the company to the Casino group, which originated the holding company Via Varejo, the legacy of the actions followed with support from the Institute of the founding family of the company, Samuel Klein Institute (ISK).





RALLY DOS SERTÕES (RALLY OF THE BACKLANDS)

The program began in 2001, through an agreement signed with teams for the development of social actions during the performance of the off-road test. The Reading Incentive project, named "Book on the Road and Speeding Up", along with the creation of libraries in municipal public schools, was successful and aroused the interest of Duna Race, the company organizing the competition. From 2002, the partnership for the development of an official program of social projects by IBS for the Rally was materialized.

Since its conception, the project has aimed to offer less favored communities located along the route practical training and workshops in the areas of reading, Environmental Education, Educommunication, and art and culture, as well as the delivery of medicines, medical and dental care, and awareness lectures in various areas of health, while always striving for excellence and continuity. The challenge of following the competing teams amidst intense displacement, allowed the logistical enhancement, organization and maturation of new projects, consolidating the social technology of IBS.



MORE VISION FOR EDUCATION

The development of the project More Vision for Education. Partnership with the Albert Einstein Hospital, Opto and Grupo TecnoI, aimed to identify vision problems among students with learning difficulties or constant complaints of headaches. After pre-screening by trained teachers, examinations and consultations were performed by volunteer ophthalmologists from Brazil Solidarity Institute, who later delivered glasses made from frames chosen by the beneficiaries themselves.





ITAÚ CRIANÇA, BRASIL

From 2006 to 2013, Itaú Social Foundation counted on the technical coordination of IBS for the mobilization of the Bank Itaú Unibanco involving its employees, teaching institutions and society in general around Reading Incentive and the defense of child and adolescent rights. In 2013, 2 million "Itaú Collections of Children's Books" were requested with technical support from the Institute and 6,000 bank officials requested the Itaú Criança Library with reading activities throughout Brazil (*photo*).

The current breadth of the program is the result of an evolution that had the technical coordination of IBS in its foundations. The Institute's careful analysis of processes and results, coupled with reliability in the management, provided a solid growth to the program and for the Itaú Criança program to become a national reference in Reading Incentive and in defense of the rights of children and adolescents in the present day.

SORRISO SOLIDÁRIO, MG (SOLIDARITY SMILE)

The Institute of Development of the North and Northeast of Minas Gerais (IDENE) invited IBS to Vale do Jequitinhonha to perform actions of Oral Health, Environmental Education, Art and Culture. This was held in five municipalities in partnership with Estação Conhecimento (Knowledge Station), IDENE and Programa Turismo Solidário. The project focused on the dental area, including the construction of places for daily brushing, and a daily brushing program at the school, free services to the population as well as confection and delivery of dental prostheses (*photos*).



PROJETO REMAR, RJ

Through a special project developed for Hotel Emiliano de São Paulo, IBS carried out the *Remar Project* in the regions of Paraty-Mirim and Saco do Mamanguá, in Paraty, RJ. Located in the Atlantic Forest to the south of the State of Rio de Janeiro, they constitute an important area of environmental protection, between national and state parks. The project brought to the region cultural and environmental activities, community strengthening, and Reading Incentive, as well as health services for the riverside population. There were lectures and more than 200 medical and gynecological appointments, in addition to replenishment of medicines for the local health center.



PROJETO PRIMAVERA, PA

Faced with the implantation of the Votorantim Cimentos factory in the city of Primavera, PA, IBS was responsible for the development of actions in crosscutting areas throughout the project of study as well as environmental licensing of the work (EIA/RIMA) for two years. As a result, municipal and state schools were involved in training and community based management. Educators trained in the Institute's methodology were strategically incorporated in the public administration, and some of the projects related to the impact of the work were carried out based on the guidelines of the *PDE* methodology.

SEDE DE VENCER, BRASIL

The result of a partnership between the Neymar JR Institute and the Waves for Water NGO, *Sede de Vencer* project was financed by the Baruel pharmaceutical branch company and coordinated by the LODUCCA advertising agency. This initiative also involved the consulting of Brazil Solidarity Institute. During the action, 850 portable filters were donated to communities lacking potable water in the five host cities of the 2013 Confederations Cup. IBS was responsible for the mapping of the communities that presented critical problems of access to potable water in the metropolitan areas of Brasília (DF), Salvador (BA), Fortaleza (CE), Belo Horizonte (MG) and Rio de Janeiro (RJ).



MOBILIZATION EFFORTS

SEMINARS AND CONFERENCES FOR EDUCATION



Seeking to awaken in participants the desire to transform their school, their neighborhood and their municipality, the main areas covered by projects of IBS are addressed in lectures and congresses, encouraging the spontaneous multiplication of shared knowledge with the communities served.

INTER-MUNICIPAL SEMINARS

With the objective of integrating the work proposals and respective thematic areas of IBS with the entire municipal teaching network and in public policies, the seminars bring a proposal of dissemination to the local teaching network for all educators. With the information offered in the seminars, which may be inter-municipal, it is possible to deepen the work of the IBS at a municipal level and

promote the multiplication of actions. The seminar is a way of publicizing the work and the creative solutions in crosscutting areas achieved in the hundreds of schools that receive face-to-face actions from the Institute. The event mobilizes not only the municipal education network, but also any citizen interested in the activities and methods used in the projects, also facilitating the dialogue of civil society with the public power, in a rich and effective process of social participation.



Seminar on solid waste



The seminars are staffed by specialized professionals from both the public and private sector. Above to the left, Professor Arlinda César from Instituto Venturi. On the right, Surya Chandak, senior director of the program from the International Environmental Technology Center (IETC), who came to Brazil to speak about waste management in India. Below, Alceu de Castro Galvão, from the Agência Reguladora do Estado do Ceará - Regulatory Agency of the State of Ceará (ARCE)





Formation of the "Anjos da Leitura" (Reading Angels) Project in Beberibe, CE

PEDAGOGICAL CONFERENCES

Aiming to organize the pedagogical work and consolidate the planning of the school year, with the establishment of actions and goals to improve the teaching and learning processes of students, each Brazilian municipality annually promotes a pedagogical conference bringing together managers and educators. Since 2012, Brazil Solidarity Institute has organized and participated in Jornadas Pedagógicas Municipais (Municipal Pedagogical Conferences) with the objective to present possibilities and proposals of activities in each thematic area and the performance of its programs, so that municipalities and schools can incorporate the concepts of the work and PDE methodology into their annual planning. The presence of IBS in the Jornada Pedagógica is a way of making the scale and the multiplication of actions in crosscutting themes feasible. Through motivational lectures, exemplifying positive results of municipalities that have benefited by the programs and training workshops, the aim is to mobilize the education network and directly influence the public policies of the municipality.



Pedagogical Conference in São Raimundo Nonato, PI



NATIONAL MEETING

The Brazil National Solidarity Meeting (Encontro Nacional Brasil Solidário) is an event for the dissemination of educational practices and innovations in the process of teaching learning. Ideally hosted every three years (usually at the end of the 30-month cycle and anticipated in the implementation of the complete activities of the Education Development Program - PDE), representatives of municipalities that apply the Institute's actions gather to present local results, discuss processes and exchange information on the actions developed alongside other participating municipalities.

It is a unique and enriching time in which interaction with different realities and solutions offers new perspectives so that managers are able to self-evaluate and thus find new ways for the evolution of the program locally. The experiences shared directly among participants provide a more critical view on the importance of their role in the development of Brazilian education.

Third National Meeting in Lençóis, BA



SÃO JOÃO LITERARY

With its first edition held in 2013, the Arraial Literário or São João Literário is an initiative of IBS that aims to promote a great mobilization focused on the book and Reading Incentive during the period of the most important parties in the North and Northeast: the "Junina parties" (held in June). In this way, the aim is to merge learning, stimulation and celebration, making the event an opportunity to acquire knowledge and encourage reading and literary culture among the population. Some municipalities have already incorporated the project into the cultural agenda. The proposal is contained in the didactic sequences of the thematic axis of Reading Incentive. It can be adjusted to different cultures and regionalisms without losing the essence of valuing the importance of schoolwork and the involvement of the family in the varied cultural manifestations of the country.

Several cities of the country are mobilized annually to implement the São João Literário and Arrasta-Pé da Educação (informal gathering for dancing), from the national mobilization and work of Brazil Solidarity Institute.



Monthly, we monitor over 200 thousand readers in more than 25 Brazilian cities integrating the activities of 30 Minutes for Reading.

30 MINUTES FOR READING

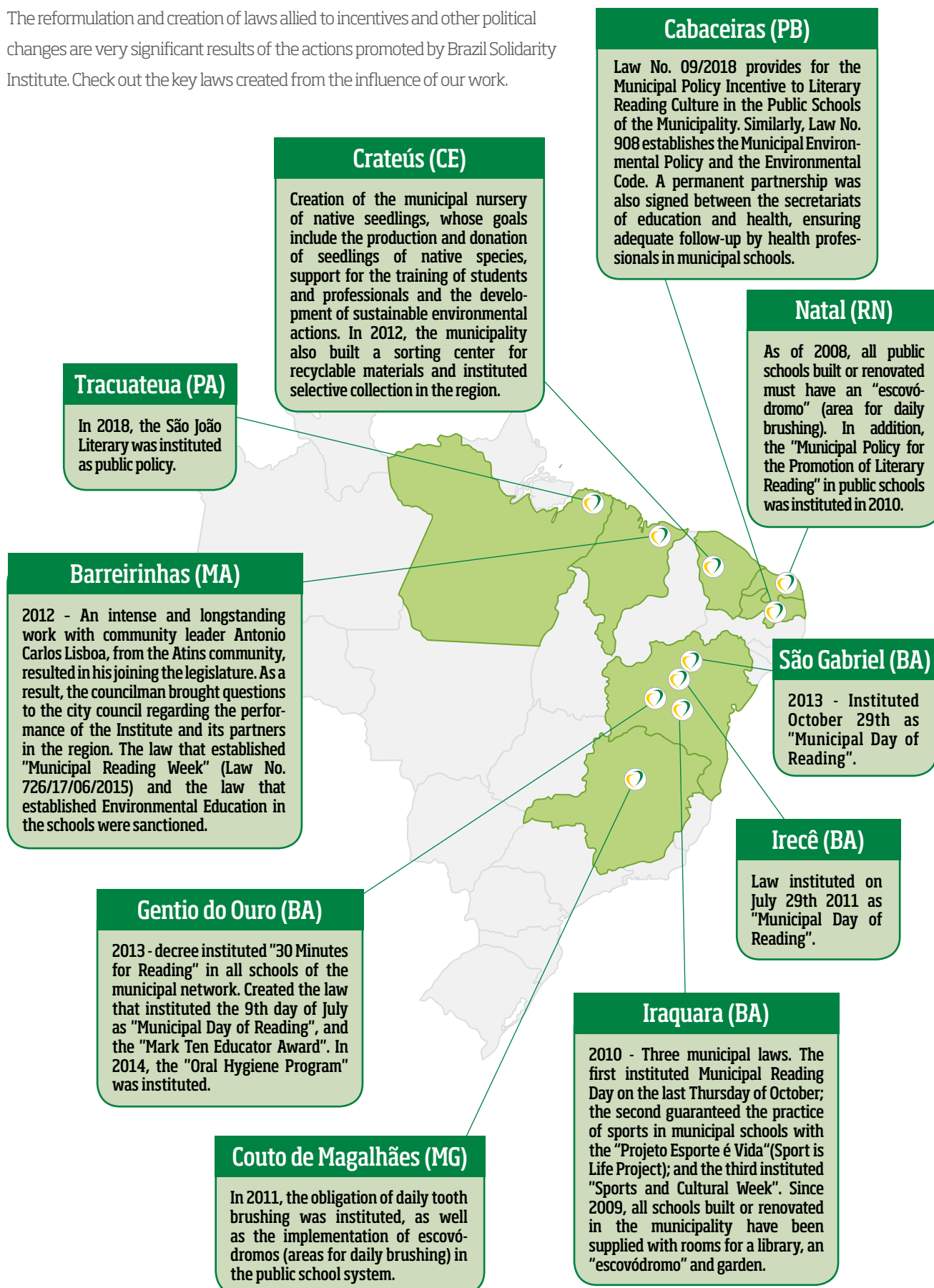
Created in August 2012, the 30 Minutes for Reading project proposes that public schools reserve half an hour per day, per week or per month of their school year for collective reading.

A monthly mobilization initiative among participating schools is carried out with the strength of social networks on top of practices that value the pleasure of reading and seeking knowledge. On the scheduled day and time, institutions that adhere to the project simultaneously perform stimulus activities in the morning and afternoon periods, with reading wheels, soirees and theater among the population. Since its inception, the project has had great adherence and influence in municipal public policies. In the wake of this success came the Anjos da Leitura (Reading Angels), which help to multiply the taste for books.



INFLUENCE ON PUBLIC POLICIES

The reformulation and creation of laws allied to incentives and other political changes are very significant results of the actions promoted by Brazil Solidarity Institute. Check out the key laws created from the influence of our work.



See other public policies on the site: www.brasilsolidario.org.br



Receiving commendation from the mayor of Cratêus, CE



Young Brazilian Award

CONFERENCES, EVENTS AND LECTURES

Increasingly determined to participate in significant network occasions and events that promote and share varied educational experiences and public management, Brazil Solidarity Institute is present in a series of events involving the most diverse actions and possibilities of successful innovation within the social technology of the *Education Development Program (PDE)*.



Speaking at the 4th International Solid Waste Forum



Receiving the title of Citizen of São Raimundo, PI



Ana Elisa, Luis and Danielle with the secretary of education of Natal, RN



Association of the Education Pact, PA



Financial Education Games Seminar - Strategies and Advances (Cascavel, CE)



Receiving the Pro-Waste Picker Award from the federal government



Speaking at the 28th FIEE



At the 5th Solid Waste Seminar - May 2018



With Sérgio Dávila, receiving the Social Entrepreneur - Folha Award



With Volnei Canônica, executive secretary of PNLL

“
**MORE THAN 320 LEADERS ARE PART OF OUR
 NETWORK OF SOCIAL ENTREPRENEURS.
 THEY PRESENT MANY CHALLENGES AND
 CHARACTERISTICS IN COMMON, AND WE SUPPORT
 THE REPLICATION OF THEIR METHODOLOGIES.**
 ”

Sérgio Dávila
 Executive Director of Folha de S. Paulo



Seminar on Public-Private Partnerships (Belém, PA)



Receiving the "100 Best NGOs 2018" award on behalf of IBS

STRUCTURING ACTIONS

BUILD, REFORM AND POINT PATHS



Build, reform and point paths: In the DNA of the Institute, the strength and willingness to leave a legacy in each place so that the public power can reapply the best experiences in local development with the use of public resources.

VILA CANUDOS

Operating and using rich experience in the Polígono das Secas region of Canudos, BA since 2000, IBS built and inaugurated the Bello Monte Community Library in February 2007. Located in the town of Canudos Velho, the purpose of the library is to promote Reading Incentive actions and digital inclusion among students of the Alto Alegre Municipal School (see more on page 71). With support from the local community, also responsible for the construction of the library, the Vila Canudos Program (photo below) headquarters was inaugurated in December 2008. The headquarters serves as sustainable laboratory base of IBS in the hinterland and enables the development of new social programs, in addition to experiments in the area of sustainability, disseminating voluntary work and the importance of university extension.

The headquarters comprises a housing built with concepts of bioconstruction, an external area for environmental work with a vegetable garden and orchard, a medical and dental clinic and pharmacy, as well as a library and children's playground. The program also grants financial credits that are regularly offered as stimulus to small family businesses and entrepreneurship.

The Methodist University of São Paulo maintains annual work with the Canudos Project in its extension courses in the area of health, contributing to the training of its students and disseminating the concept of social work. The university project aims at the training of multipliers and allows the cultural exchange and appreciation of people who bet on human potential, fostering the exercise of citizenship. The project also counts on the support of the School of Medicine of ABC (FMABC).



IBS Headquarters in Canudos, BA



Area for environmental works with vegetable garden and orchard

Bello Monte Community Library: investing in local culture



BRAZIL, A COUNTRY OF READERS!

Annually, IBS carries out awareness and book collection campaigns for children and youth together with students from private schools in São Paulo, among them the Miguel de Cervantes College. The actions are preceded by lectures on the work developed by the Institute and a photo exhibition of actions in the regions served by the PDE.

On the other hand, the Institute annually invests part of its resources in the construction of libraries and reading spaces throughout the country. In addition to the creation of modern and harmonized environments, libraries seek to bring a technical and innovative concept of total integration between schools, students and communities.



ALTERNATIVE FINANCING AND SOLIDARITY PRODUCTS

Many initiatives are the result of efforts and partnerships involving Brazil Solidarity Institute, in which resources are dedicated to the continuity and maintenance of various projects of institutions in Brazil. It was with this financing model that Editora Melhoramentos

entrusted IBS with the task to build and structure two libraries: one in Iraquara, BA in 2011, and another in Natal, RN in 2014 (photo). In Addition to the publishing company, the NK Store and C&A made it viable to pass on the sale of products for works and stimuli for educational development, with the construction and renovation of literary spaces in two other cities of Bahia: Boquira and Gentio do Ouro.



Natal/RN

HEALTH AND ENVIRONMENT

Seeking to bring to the school environment impactful actions for public health and healthy habits, the Institute believes in activities of an interdisciplinary nature and of low cost material so that processes of multiplication and scale can be applied in the territory without requiring the presence of teams or external investments. An example of this is to yield the construction of smart spaces for health promotion in schools administered by the PDE, such as “escovódromos” (places for daily brushing) and hand hygiene sinks (photo), always with principles of sustainability. In addition, gardens and green areas consolidate the proposals of Environmental Education and healthy eating.



QUALIFICATION: MORE EDUCATION AND POINTS OF CULTURE

From the systematized material made available by the Institute for multiplication and donations in equipment, local teams have bases for new training through

workshops and practices. The major highlights are given by former students and beneficiary educators of the programs, through which state policies (e.g. More Education Project of the federal government) and points of culture multiply territorial actions in diverse areas and thematic fronts (Photography, School Radio, Theater, Environmental Education, Reading Practices and others).



LABOR MARKET

INVESTING IN TALENT

Along with all the investments made in schools, IBS believes in human development. It is necessary to stimulate the potential of the students, not only for them to become citizens of their community, but also for their talents to reveal themselves. Below we present some of the talents the Institute has believed in. To see others, visit the IBS Blog: www.brasilsolidario.org.br/blog.

JOJO CORDELISTA

At the age of 13 and with the passion for reading and the newly discovered Cordel literature, student Jocivalda Cardoso exerted a lot of effort to participate in all that IBS offered during their passage at the Alto Alegre School in Canudos, BA (*photo beside*). Today with more than 20 works of Cordel literature dealing with the cultural wealth and resistance of the backlands, in addition to the very history of her hometown, the young woman has become one of the revelations of her region at 16, being invited to recite one of her works in the launching of the book "Jardins da Arara de Lear" (Lear's Macaw Gardens)



by photographer João Marcos Rosa and writer Gustavo Nolasco. On the stage of Itaú Cultural of São Paulo (*pictured right*), "Jojo Cordelista" opened to the



world her love for the backlands in the form of poetry, allowing people from various regions of Brazil to have contact with Cordel literature.



GIL CORREIA, BEHIND THE LENS

"Just imagine a boy with no destiny, without any job options and with all the claw to work: that was the beginning of my adolescence". This was the way that Gilvanilson Correia da Silva would describe himself before getting to know and participate in the Institute's Educommunication workshop. "There the desire to be a great professional emerged. After completing the workshops and receiving the IBS certificate, I was soon called in to intern at a company, which IBS itself intermediated and indicated. At this company I worked a season with a formal contract, receiving commissions." After completing training courses and investing in his own equipment, Gil Correia became a registered autonomous with a company to run. Today he has his own studio and develops personalized photographic works in his city, Balsas, Maranhão, besides doing volunteer work in schools.

GUSTAVO LEOBAS: FROM READER TO DOCTOR

Gustavo Leobas was 13 years old when IBS passed by the Joana Medeiros State School in Ponte Alta, TO. Participating in the practical workshops of Educommunication, the student in a short time was already involved in several programs aimed at Reading Incentive, becoming one of the most diligent readers of the new library built at the school by the Institute. Eleven years later, in a chance encounter at the Rally dos Sertões, Gustavo was in the physicians' class from the city (photo) and sought IBS to thank them for the work done in his school. Today, 27 years old and graduated in medicine, Dr. Gustavo Leobas passed the competition for Specialization in Neurosurgery at the Hospital do Servidor Estadual de SP. "I have always believed that the role of the



doctor is not only the care, it is important to think socially. At the health clinic where we worked, we promoted workshops, team capacity building, and such social lessons as those of IBS we took for life," he says.

LUAN CAVALCANTI

Luan was just a shy boy when IBS arrived in Cabaceiras, PB. At the Educommunication Workshop he discovered himself and his life changed. Months later, he was already working as an announcer



on the local radio and giving classes at a school, passing on all the knowledge acquired. "Today I dedicate myself to social projects inspired by the work of the Institute. I simply have no words to say how much IBS was, is and always will be important in my life."



FROM GUGU OF THE KEYBOARDS TO REINALDO KEYS

At the Rally dos Sertões (Rally of the Backlands) of 2006, IBS had passed by the Manuel Teixeira Leite School in Seabra, BA, bringing practical activities in arts, culture, music, Environmental Education, as well as health care. An 11 year old boy, still under the stage name "Gugu dos Teclados" (Gugu of the Keyboards), did not go unnoticed. "I arrived at school and had a class participating in the music workshop, with several cans and instruments made from recycled materials! My cousin asked me to take my keyboard and accompany the training that was taking place at school." The contagious sound of the small musician caught the attention of IBS, who joined efforts to buy him a professional keyboard (*photo above*). Today, Reinaldo Teclas is a professional keyboard player and plays in the Forró band, Top de Moda (*photo below*).

PARTNERSHIPS



As a non-profit association, IBS is maintained through partnerships, donations and funded projects, with the private initiative being its main financing arm. Many companies aware of their social and civic role in Brazil have trusted and chosen IBS to link their names and image to our work. Financing also takes place through the legal and physical person through tax waivers (deduction of income tax).

Examples of financial partners



In addition to the institutions and companies above, IBS also counts on important partnerships and donations from individuals.

Strategic Alliances

Examples of technical development partners





Examples of Social Sector partners | Systematization

IBS is part of the All for Education movement and is aligned with the millennium development goals, seeking to guide its actions to the demands diagnosed by these movements. Moreover, IBS participates in various movements to promote volunteering and Reading Incentive in Brazil, among them the Movimento por um Brasil Literário (Movement for a Literary Brazil) and Rede de Ação Política pela Sustentabilidade (Political Action Network for Sustainability - RAPS) and is open to collaborative networking.



Brazil Solidary Institute is a signatory of the Covenant For Education in Pará



Examples of historical partners



AWARDS AND RECOGNITIONS

ACTIONS THAT GENERATE EFFECTIVE RESULTS



2015 - Social Entrepreneur Award - "Reader's Choice" category, awarded annually by Folha de S. Paulo newspaper in partnership with the Schwab Foundation for Social Entrepreneurship.



2014 - Green Municipality Seal Program Award from the state of Ceará, by the Conselho de Políticas e Gestão do Meio Ambiente (Policy and Environmental Management Council - CONPAM) to Crateús for sustainable development.



2013 - Cidade Pro-Waste Picker Award from the Federal Government, conferred on the mayor and the Association of Recyclable Material Collectors (RECICRATIÚ - Crateús-CE) for the selective collection program in partnership with IBS.



2010-2011 - Mark Ten School Award from the government of Ceará in recognition of the Santa Rosa School of Citizenship and the Umbelino Alves da Silva School of Citizenship in Crateús, CE, which are participants of the Friends of the Planet at School program.



2009 - Mark Ten Manager Award from the Victor Civita Foundation conferred on the director Wilson Neves de Souza from Iraquara, Bahia, in recognition of reading mediation projects accomplished in the community, after IBS intervention.



2006-2008 - Young Brazilian Award, conferred on Luis Eduardo Salvatore on two occasions, for the transforming results achieved in the municipalities served by Brazil Solidary Institute and for its work methodology.



2007 - World Prize for Outstanding Youth, JCI TOYP, awarded to Luis Eduardo Salvatore for humanitarian and volunteering leadership as the president of Brazil Solidarity Institute.



2003 - Top Social Award / partnership with Universidade Mackenzie for the work of forming libraries, and the distribution of books and school material for children in municipalities with low HDI.



Citizenship titles and commendations conferred upon Luis Eduardo Salvatore by the municipalities of Cabaceiras (PB), Palmeiras (BA), São Raimundo Nonato (PI), Natal (RN) and Crateús (CE).

IBS has online and offline remote monitoring tools, as well as technical processes for project evaluation, in which accountability (transparency, participation and control) encounters the multiplication of actions, democratizing access to information and promoting the exchange of information mainly among beneficiaries of their projects.

ARTICULATION AND COMMUNICATION - MEDIA CLIPPING / DOWNLOAD AREA

The Institute makes all of its training material - speeches, handouts and didactic sequences available on its site free of charge in order to promote the dissemination of practices. Educators and managers, whether they are participants of face-to-face training or not, can use the material for new lectures and actions in the subject areas of IBS. Download of support materials for training, updated clipping from inserts in the national media and the monitoring of actions are available on our website: brasilsolidario.org.br

IBS NEWS

The Institute created IBS News to encourage the participation of schools in the IBS Blog and to map the most significant initiatives, publishing the best posts of each month in virtual newspaper format, which are sent to sponsors, schools and partners.



IBS BLOG

brasilsolidario.org.br/blog/

Fed mainly by beneficiaries, whether they be schools, teachers, managers or students, the IBS Blog is a platform for sharing successful initiatives within IBS programs. It has been consolidated in recent years as an important channel for the dissemination and search of data and educational experiences, in addition to serving as a tool for communication between beneficiaries, sponsors, the press, society and IBS.

OFFICIAL CHANNELS AND SOCIAL MEDIA

facebook.com/institutobrasilsolidario

instagram.com/brasilsolidario/ | twitter.com/brasilsolidario

www.youtube.com/user/BrasilSolidario

IBS has three channels with videos: institutional (IBS reports and videos of the program stages in the cities), workshops (results of Educommunication workshops), and educational (videos of other institutions and authors that can support pedagogical planning and practice in schools and municipalities). Other important communication platforms are the Facebook Fanpage and profiles on Instagram and Twitter, where IBS propagates news related to stages of the PDE, actions undertaken by participating schools, activity tips, mobilization projects for the network (such as the 30 Minutes for Reading), as well as publication announcements.

EXTERNAL EVALUATION

In order to evaluate the impact of IBS actions and the PDE method, an evaluation was completed in 2016 with the external consultancy MOVE Social, measuring the main achievements of the program and the LEVE (School Volunteer Delivery Site) system. Both evaluations brought reflections of scenarios experienced in order to further improve the reach of the Institute's proposals in cities of Brazil.

HOW TO HELP

COLLABORATE FOR EDUCATION IN BRAZIL



It is possible to collaborate with Brazil Solidary Institute in its mission in favor of education in Brazil in different forms:

SUPPORT IN DISCLOSURE

Partnerships of content in print, electronic or journalistic media characterize important ways to help the Institute and the projects as a whole. Access to differentiated media and the sharing of news and ideas through social networks can further boost results and leverage new partnerships.



MATERIAL SUPPORT

Often, financial resources are not the only path of support for an initiative. Products, equipment maintenance, volunteering and other various services can be intended for actions and constitute important pieces of social management. Consult us to find out more details.

ADOPTION OF STUDENTS, VIA PAYPAL (MONTHLY OR ANNUAL)

PayPal is a system that enables financial transfers using an email address thus avoiding traditional methods such as checks and a Bank slip for a donation. The transfer can be assumed as a monthly or even annual commitment, like an "adoption model".



FINANCIAL INVESTMENT (LEGAL AND PHYSICAL PERSON)

As a non-profit association, the Institute relies on partnerships so that actions can take place and multiply. Many companies and individuals bet on the social technology of IBS and foster our diverse initiatives.

TAX DONATION

Brazil Solidarity Institute is an annual proponent of cultural projects, approved by the Ministry of Culture (MINC), with tax incentive to the supporters provided by article 18 of the Rouanet Law (8313/91).

WHO CAN BENEFIT FROM THE TAX INCENTIVE?

Individuals: taxpayers who make the income tax return.

Legal entities: taxpayers who make the return based on actual profit.

HOW DOES IT WORK?

Instead of paying the amount of the income tax due in full, the taxpayer can make a donation and deduct the donated amount from the amount owed in tax. In other words, he contributes socially and still pays less to the Internal Revenue Service (IRS).

HOW MUCH IS POSSIBLE TO DONATE?

Individuals: up to 6% of the amount of income tax due

Legal entities: up to 4% of the amount of income tax due

HOW DO YOU MAKE THE DONATION?

The process is simple and can be made until the last day of the year. There is a tutorial available on the IBS website: brasilsolidario.org.br



OFFICE HOURS



ADMINISTRATIVE COUNCIL

President

Luis Eduardo Cardoso de Almeida Salvatore

Administrative Council

Danielle Haydée Andrade Peres de Oliveira Salvatore

Diogo Salles Amaral

Wolber Sontak Campos

Aline Procópio Mesquita

Thiago Cardoso de Almeida Bernardes

Graphic Design and Layout: Diogo Salles Amaral

Text Revision: ponteAponte

WORK TEAM

General Coordination of Projects:

Danielle Haydée and Luis Eduardo Salvatore

Project Management:

Aline Mesquita

Monitoring and Evaluation of Municipalities:

Carolina Lopes, Jone Paraschin Jr., Régea Coelho,

Thiago Bernardes and Zenaide Campos

Press Office:

Gabriela Martins

Fieldwork:

Arlinda César (*Environmental Education*), Bernardo Rohrmann (*Theater*), Carolina Lopes (*Arts*), Diogo Salles Amaral (*Citizenship and Educommunication*), Dulce Lucena da Silva (*General Support*), Edemilson Lima (*Educommunication*), Jefferson Maciel Teixeira (*Educommunication*), João Victor Macul (*Educommunication*), Jone Paraschin Jr. (*Educommunication*), Helen Werneck (*Arts*), Levina Borges (*Income Generation*), Lourivan Tavares (*Music*), Luis Eduardo Salvatore (*Educommunication*), Manoel Negreiro Peon (*General Support*), Márcia Andrade (*Environmental Education*), Pedro Lucena (*General Support*), Renata Franca (*Theater*), Rociania Barreto (*Arts*), Rodrigo Valle Cezar (*Environmental Education*), Vanderson Olivetti (*Health, Prevention and Dental care*), Wanderley Marques (*Environmental Education*), Wolber Campos (*Health, Prevention and Dental care*) and Zenaide Campos (*Reading Incentive*)

Other professionals, volunteers and collaborators who contribute or have contributed to the actions:

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TECHNICAL PARTNERSHIPS

Associação Caatinga
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GAP - Grupo Ambientalista de Palmeiras
INRE - Instituto Nacional de Resíduos
Instituto Bia e Lauro Fiuza - IBLF
Instituto Venturi para Assuntos Ambientais
Projeto Cidadania na Escola
Projeto Emplaque o Bem
Rede Resíduo

CERTIFICATES AND REPORTS

Brazil Solidarity Institute is committed to raising the standards of transparency, credibility and reliability before its partners, government, society, public interest and competent bodies. Certificates, including the independent audit opinion, issued by different government and private bodies, are instruments that help to attest to these principles. They are all up-to-date and available for download. Since 2005, the Institute has maintained its certificate and qualification of Civil Society Organization of Public Interest (OSCIP), MJ case 08071.002149/2005-14 of May 21, 2005. Specific reports are also sent to partners and funders.

LOCAL MOBILIZATION TEAMS

In addition to professionals designated by thematic area, IBS maintains regional volunteer coordinators that serve to foment the activities and expand the actions day to day. This happens through direct presence in schools, actions co-created with public policies (Culture Points and New More Education Program) and multiplication groups near municipal secretaries of education in several cities of the country, including local teams assigned to the Brazil Solidarity Exchange project.



Tree/ cover art: Rodania Barreto

VOLUNTEERING

O Brazil Solidary Institute counts on a large team of professionals and volunteers integrated from different areas and cities of Brazil. Different peoples, accents, experiences and disciplines come together to build a goodwill caravan in full harmony. Among all the diversity, a range of new projects, which are growing and improving every year thanks to the efficient work of everyone involved!

AUDIT





Instituto BRASIL SOLIDÁRIO

DESENVOLVIMENTO TERRITORIAL POR MEIO DA EDUCAÇÃO



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ORDEM E PROGRESSO

The value of being human, co-creating opportunities from social mobilization and education is one of the primary objectives of Brazil Solidarity Institute.

“

***WE ARE NOT IN SEARCH OF ANSWERS.
WE ARE BUILDING NEW QUESTIONS.***

”



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