



AR Annual
Report
23



At Instituto Brasil Solidário we
believe in people's potential.
That's why we treat
everyone with love,
respect and affection.

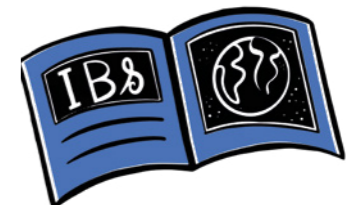










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message from leadership

VALUING HUMAN POTENTIAL IN EDUCATION

We approach each individual's learning journey with humility, recognizing their unique developmental pace and setting aside traditional power dynamics.

As a leader, I put the principles of humility and empathy ahead of all other interests. Our actions are increasingly legitimized by active listening and by experiencing the issues we address. We are present and we build together.

The solutions we offer are the result of a profound understanding of these issues, especially in the area of education. Our goal is to open up motivational paths for people. We work with continuous training, where educators trained by IBS follow a comprehensive and integrated learning path.

We offer multidisciplinary training that has evolved into a multi-referential approach, that is, we believe that a history teacher should also have knowledge of financial education. Thus, when educators participate in a course at IBS, they have access to at least 14 additional courses. We have created a number of approaches with new practices based on the core course, thus expanding the knowledge and skills of our educators.

We remain firm in our mission to democratize education and promote human development in a comprehensive and inclusive manner.

We have a history

For 24 years, we have been providing solutions with our own training methodology. It is not just a methodology, it is an innovative learning ecosystem that offers combined actions on three fronts: Complementary Education, Educators Network and Public Policies. It is the result of more than two decades of work in public and private schools.

In technical terms, we develop socio-emotional skills and foster cognitive development. We add Complementary Education to the basic high school curriculum, aimed at keeping students in school, because we believe in the potential of extra-curricular activities for civic development.



WE REMAIN FIRM IN OUR MISSION TO DEMOCRATIZE EDUCATION AND PROMOTE HUMAN DEVELOPMENT IN AN INTEGRAL AND INCLUSIVE MANNER.



Through our Education Development Program (PDE), with our biennial plans, we contribute to teacher qualification. And we have been able to greatly expand access to the program with our Distance Learning platform.

IBS has trained students who were later hired to teach sports, theater, drawing, painting and as reading monitors under Mais Educação (More Education), a program that, for over a decade, has been the embryo of extra-curricular classes, and the full-time school model that is currently in place.

We monitor and promote part of this model, which has recently been consolidated as a federal public policy, with the implementation of full-time schools in every Brazilian municipality and the idea of schools that are more open to the community.

Continuing our journey, I would like to highlight the municipality of Irecê, in Bahia, which has represented the resilience of our model for 15 years, through the Pontos de Cultura (Points of Culture) project (another federal public policy) that not only survived the political changes that took place in Brazil, but also took advantage of what we know how to do at the municipal level. At least two generations have benefited. There are students who are now parents of students at the same school. The educators who went to the Department of Education and transformed our actions into public policies were all trained with our teaching material.

For us, this is a movement that makes sense. This is why IBS is proud to be a leader in building better education. It is an effort of shared responsibility, in which the educators we train assume this same commitment. In this report we present the activities carried out by IBS in 2023.

Luis Salvatore
President of IBS



highlights 2023

5,568

public schools, 958 in 2023



+ 2

private schools

+ 26

other organizations

1,529,066

students, 354,311 in 2023



94,387

teachers, 21,424 in 2023

26

States, 5 in 2023

439

municipalities, 104 in 2023



The Transparency Portal was launched in January 2023 at www.brasilsolidario.org.br/1-milhao to celebrate the milestone of 1 million beneficiary students, with information, numbers and statistical data on the project's actions across Brazil.



7,895 educators trained

927

mediators trained

89

classes

47

mediators

Expansion of the "Vamos jogar e aprender" [Let's Learn With Games] website, focused on the Financial Education Games Project, with versions in Spanish and English (<https://www.letslearnwithgames.com/>), considering the expansion of the project already implemented in schools in Chile, Colombia and Uruguay, and proposals for implementation in Mexico and Peru.



• In-person activities in 10 cities, impacting 1.3 Million students and 4,96% of the Brazilian public education system.

• Over 26,000 new books donated in 2 years, in addition to electronic material in 26 states, except the Federal District.



• Distance learning – expanded the reach of education through our own platform, training 10,000-12,000 teacher over the course of the year.



• Students and educators from the network served by IBS were awarded the Prêmio Educação Financeira Transforma by Instituto XP.

• Desafio Money, promoted by Money Edu in partnership with IBS: a Financial Education Olympics with prizes for students, teachers and schools.

• Desafio Filmaê, promoted by the social startup Cais Impactaê: 6 trophies awarded to students from the IBS beneficiary network.



Redesign of the website www.brasilsolidario.org.br with access to IBS's social media and YouTube channels on the home page, in addition to greater emphasis on news about the project across Brazil.

Creation of 5 new financial education and sustainability games - launched in 2024, with full information on the website www.jogopics.com.br

National Fiscal Education Award given to a journalist from Ceará for his article on the work promoted by the Piquenique (Picnic) and Bons Negócios (Good Deals) games, from the "Vamos Jogar e Aprender" (Let's Learn With Games) project in the State of Ceará.





instituto brasil solidário

INSTITUTO BRASIL SOLIDÁRIO (IBS) IS A PUBLIC INTEREST CIVIL SOCIETY ORGANIZATION FOCUSED ON SOCIAL AND ECONOMIC TRANSFORMATION THROUGH CULTURE AND EDUCATION.



AHEAD OF ITS TIME, WITH ONE FOOT IN THE PRESENT

30%

increase in the Basic Education Development Index (IDEB) in the schools where we work

✓ Actions that become exemplary social technologies for the government

✓ The vanguard in financial and fiscal education actions for entire networks

✓ Basic sanitation plans in projects integrated with Brazil's national solid waste policy (PNRS)





We work with educators, public administrators, children and youth in complementary education programs, cognitive development and socio-emotional skills; in teacher training and production of resources to support the teaching and learning process, both in-person and remotely.

IBS develops sustainable projects in public schools in communities with a low Human Development Index (HDI). We work to expand opportunities for local development through Education, Culture and Art. We believe that schools, in addition to instructing, are also

responsible for providing ethical training for future citizens.

To this end, we seek to provide the physical, psychological and cultural conditions necessary for the personal and social life of the community, aggregating and respecting the culture and values of the community.

All action formats reach the locations through a historic alliance with private sector funders, offered to the community, free of charge, with the aim of ensuring the continuity of actions in all areas addressed during the in-person phase of projects.

In its eight areas of action, IBS understands that it contributes to the objectives of the **Sustainable Development Goals, SDG 1 (No poverty); SDG 4 (Quality education) and SDG 17 (Partnerships for the goals)**, but we also connect with others. They are strong guiding principles, aligning us with the missions of the companies that invest in our programs and providing schools and public administrators with the notion of co-responsibility. This is because every attitude and choice made by us and by each of our stakeholders influences the well-being of all life on the planet.

Mission 

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

Vision 

Be a reference organization for mobilizing and supporting educators, administrators, communities and other organizations for the development of the country and social justice through education and culture.

Values 

We believe in human beings and their ability to transform. Love and spread love for our country. Work sustainably with humility, respect, responsibility, solidarity, joy, commitment and ethics.





Our commitment to the quality of our actions and training in municipalities allows us to demand commitment and initiative from those who receive them.

Commitment to excellence

We foster horizontal relationships in which everyone collaborates to develop practical activities related to various educational topics, allowing students to play a prominent role in overcoming the proposed challenges and encouraging their protagonism.

The impact of our work is measured by the behavioral change effected and the adoption of cognitive and socio-educational skills, through the application of surveys answered by students and educators after the training provided by IBS.

The internal quantitative indicators measure the number of activities carried out.

IBS also relies on external evaluations to help monitor the quality of its projects, carried out by a company specialized in research and consulting for impact assessments on families in the C, D and E social classes in Brazil.

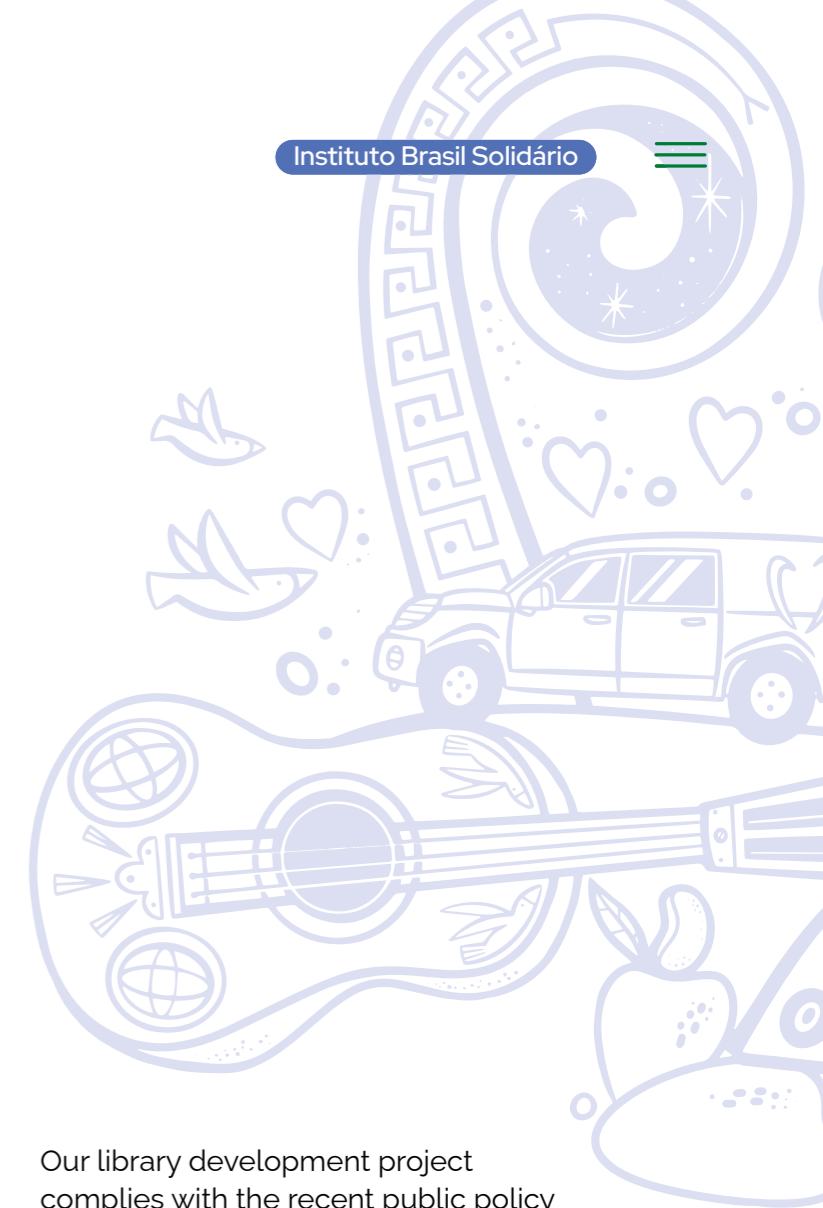
We foster the development of public policies

The IBS carries out educational projects in public schools in Brazil and Latin America in different thematic areas in an interdisciplinary manner, aimed at socio-emotional development and the valuing of human beings.

The Institute assesses the state of public education in each municipality in light of federal legislation to develop each political-pedagogical project for schools that contain applied solutions that can become public policies. From the years of applying our methodology, there are concrete results, as mentioned in the Message from Leadership, in the municipality of Irecê, in Bahia.

At the federal level, it is inevitable to talk about the **National Common Curricular Base (BNCC)**, a normative document for education in school systems and public and private institutions, a mandatory reference for the elaboration of school curricula and pedagogical plans for early childhood education, elementary schools and high schools in Brazil.

The Institute collaborates to introduce curricular components in a dynamic manner in the classroom, from the early education to high school, through practices that support teachers with specific skills. The training that IBS offers provides a step-by-step guide to achieve these skills beyond the knowledge that they currently have. This ensures the projects are practical, making the class more dynamic and the school more interesting for students and teachers, providing a more pleasant way for working on these topics.



Our library development project complies with the recent public policy established by the current Federal Government to provide reading spaces in first and second grade classrooms.

Mobilization occurs through Working Groups made up of public sector educators participating in the PDE, whose focus is education management in four spheres: learning, teaching, school routine and educational policy. These Working Groups are responsible for multiplying training and seminars in the region, expanding the network, gaining strength and prestige for the presentation of bills to City Councils that satisfy municipal needs and expectations.

Some initiatives result in organic laws in the places where IBS operates, such as days dedicated to promoting reading, environmental education, health in schools, financial education and inclusion and accessibility, among others.



The challenges in education that mobilize us

The pioneering work of IBS, as an entity focused on education in Brazil, is firmly based on the **Education Development Program (PDE)**. This program is an innovative learning ecosystem that addresses various areas of cognitive knowledge in a multidisciplinary manner.

At a time when the market is increasingly recognizing the importance of student-centered educational methodologies, IBS stands out for its pioneering way of educating through projects, especially using reading, environmental and financial education in a contextualized manner.

Our teaching material is dynamic and flexible. Today, we have 14 interconnected courses and new ones are currently being created. The implementation time of a PDE is 3 to 4 years to train 100% of teachers in the continuing education process. Part of the solution is to engage the community in the construction of knowledge, including parents, students, educators and public administrators.

Our pioneering approach is clearly evident in the recognition of libraries as a starting point for learning. Thus, encouraging reading was the first thematic area IBS worked on. **Since 2001, more than 320 libraries have been implemented and more than 3 million books have been donated free of charge, including works by award-winning writers and illustrators.**

A survey conducted by the National Union of Book Publishers (SNEL) found that book sales in Brazil declined 7.13%

in 2023. If the decline in sales directly reflects a decline in reading, we take this as a challenge to continue our work to encourage and disseminate the habit of reading. Organizing reading spaces, cataloging collections and promoting reading mediation among teachers to bring children closer to books is part of our daily lives.

Another space we work in is the classroom, bringing art in a multidisciplinary manner to educate students and awaken their interest in learning and development. This occurs through the provision of free courses in music, woodcut printing, drawing and painting, puppet theater (and many others) for teachers in public schools across Brazil. We also use educommunication to teach languages and communication formats such as photography, radio and narration.

Implementation of the

PDE

takes 3 to 4 years to train

100%

of teachers in the continuing education process.

National and international presence

IBS operates in Brazil and abroad, in accordance with its mission and alignment with the BNCC and the SDGs. **Our actions are consolidated in the 26 states of Brazil, and in the following Latin American countries: Mexico, El Salvador, Chile and Colombia, as well as Uruguay and Argentina, working with local educators.** Other countries, including Peru, Panama and Costa Rica, are already in alignment for new cycles.

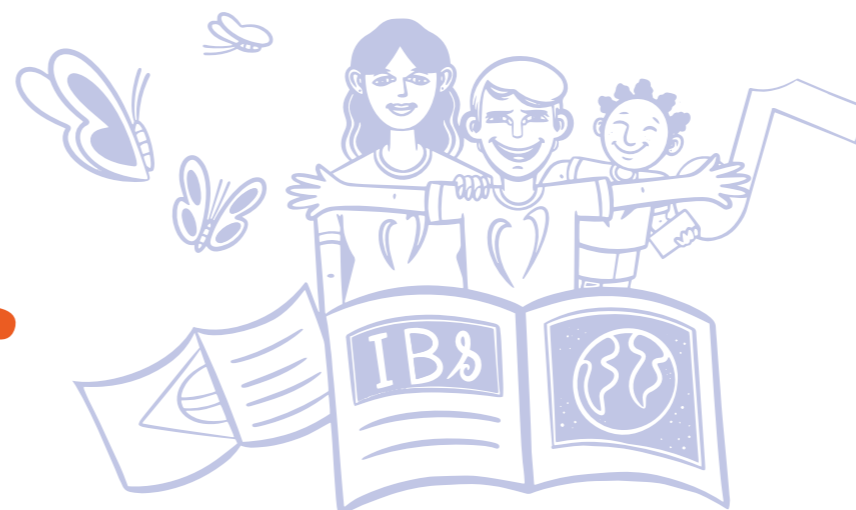
The national actions are aimed at training educators to work with extracurricular activities in public and private schools. The creation of games and implementing libraries and donating books are also IBS activities.

The international activities are focused on spaces for presenting books, lectures on Brazilian literature and reading projects. In addition, IBS has photography exhibitions, which refer to the origin of the Institute and its founder/photographer, sharing images of Brazil so that these countries can learn a little more about our country. And for the training of educators, IBS offers financial education courses entirely in Spanish.



The Institute has also begun operating in Mexico and Colombia with extracurricular activities in spaces outside schools and close to local communities. These are state government centers that operate in underprivileged neighborhoods in Mexico City and Bogotá.

The idea is to promote cultural exchanges and bring together Andean and Brazilian people. The cultural exchange is very rich: we learn about what these countries do to promote reading and we offer them our solution for Brazilian financial education with games in Spanish. The next step is global. In other words, overcoming the language issue is enough to impact the lives of a number of students with our methodologies.





Our journey and main recognitions

Developed from attentive listening since 2000, our proposal is not limited to just the insights of educators, but also incorporates a diversity of perspectives and experiences to encourage reading and education in general. Thus, no training is ever the same as the next one. We always keep the same guiding thread, but this is renewed with new stories.



2003
"Top Social 2003" award for distributing books and school supplies to underprivileged children, together with Universidade Mackenzie.

2003- 2008
Consolidation of the active learning methodology, consisting of seven multidisciplinary areas of action and an interdisciplinary strategy aimed at promoting transformations in students, educators and the community.

2007
JCI TOYP – Ten Outstanding Young Persons of the World Award. Luis Eduardo Salvatore received the award from JCI (Junior Chamber International) for his humanitarian leadership and volunteer work.

2009-2015
Projects leave schools and are implemented throughout the city, with private financing and active listening to the community and the development of public policies.

2015
Social Entrepreneur Prize, awarded by the newspaper Folha de São Paulo in partnership with Fundação Schwab, in the Reader's Choice Category.

2016 a 2019
The area of financial education and international actions emerge.

2018, 2019 e 2021
 Recognized as one of the 100 Best NGOs in Brazil in these three years with the Best NGOs Prize, awarded by O Mundo que Queremos, Instituto Doar and Ambeu VOA, with the support of researchers from Fundação Getúlio Vargas (FGV), Instituto Humanize and Canal Futura.

2019
Person of the year – Social Responsibility highlight by the Brazil/ USA Chamber of Commerce.

2020
Recognition of Brazilian International Literature awarded by the International Academy of Brazilian Literature and Focus Brasil New York.

2020 e 2022
Entry into vocational education with the involvement of state governments and the private sector. With social isolation, the areas were systematized on a distance learning platform for online training.

2022
Recognition of Brazilian International Literature awarded by the International Academy of Brazilian Literature and Focus Brasil New York.

2022 e 2023
 IBS and the IBS Educators Network trained in Financial Education courses and with the games Piquenique and Bons Negócios in the Vamos Jogar e Aprender project, both awarded as the best projects on the topic by Instituto XP – Prêmio Educação Financeira Transforma and Instituto BEI. Historic milestone of 1.5 million students directly impacted with funding from our Alliance for Education.

For more details on these activities, visit our channels:

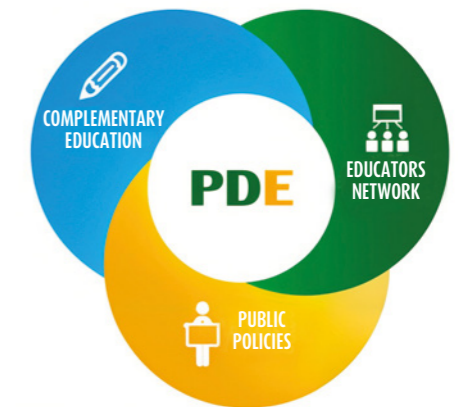
- brasilsolidario.org.br
- youtube.com/@BrasilSolidario
- vamosjogareaprender.com.br
- letslearnwithgames.com
- jogopics.com.br
- instagram.com/brasilsolidario
- instagram.com/vamosjogareaprender
- instagram.com/pics_jogo



pde education development program



The Education Development Program (PDE) is our main mobilization methodology, composed of three fronts that offer combined intervention actions: Complementary Education, Educators Network and Public Policies. It is the result of more than two decades of work in public and private schools.





Complementary education activities represent paths built with intense community mobilization, partnerships with the private sector and local governments, and social actions aimed at reducing vulnerabilities in municipalities with a low Human Development Index (HDI).

The movement generated by the PDE actions promotes the creation of a network of educators, all volunteers, and new public policies that aim to ensure the continuity of the work in the municipality, generating significant impacts on Brazil's Basic Education Index (IDEB).

The Human Development Index (HDI) is a summary measurement of long-term progress in three basic areas of human development: income, education, and health. The UN index ranges from 0 to 1, and the closer to 1, the higher the level of development. The more these three areas show improvement, the better the HDI of the location in question. By preference, IBS works in socially vulnerable municipalities, using the HDI as a reference.



The Program adds new tools and knowledge to current resources, such as the PDDE (Direct Money in Schools Program), PNBE (National Library in Schools Program), Programa Mais Educação (More Education Program) and Escolas de Tempo Integral (Full-time Schools), among others, to make the teaching and learning process more dynamic with the inclusion of multidisciplinary areas in a creative and meaningful way based on the BNCC and the SDGs.

The national participation of municipalities benefiting from the PDE meets some criteria, such as:

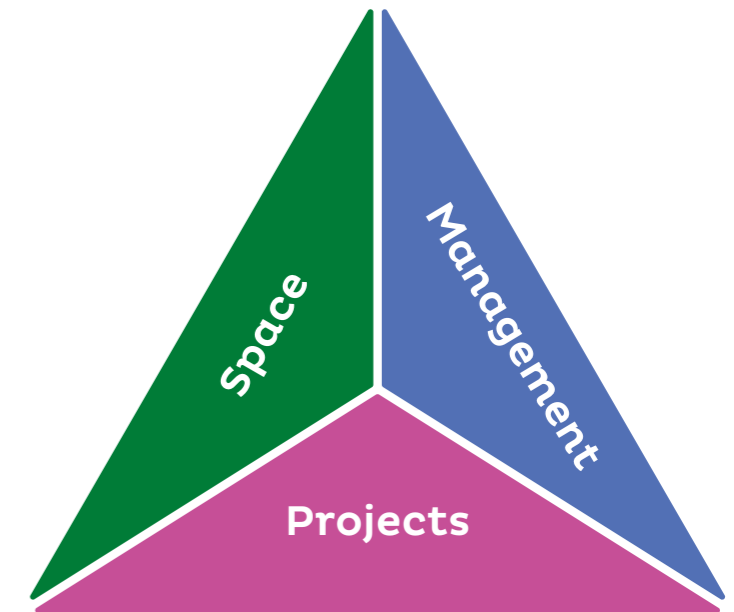
- Organic growth due to the municipality's interest in the program;
- Recommendation of communities by others that have already benefited;
- Prior knowledge of the local situation;
- Geographical location, taking into account the creation of networks, regional work hubs and the potential to scale up development nationally;
- Direct recommendation from the IBS funding network.

The development triad: Space, Management and Projects

An attractive **space** to reduce school dropout rates and provide teachers with resources to teach. It must be tangibly perceived by educators.

Management is the training for thematic areas that involve the teacher, the community, government and educators, based on the idea of project-based learning.

A **project** is the ideas and practices that can be applied in the classroom and teaching routines to enhance teaching. **There are eight thematic areas with a repertoire of practical proposals for integration in the school curriculum** with the possibility of more contextualized and meaningful learning for the student and more dynamic pedagogical proposals for the educator.



Project-Based Learning (PBL) is an active teaching methodology that proposes practical activities as a tool.

Instead of explaining all the details of an activity, the student is invited to participate in real actions to develop the skill to be worked on.



Intersectoral Format

IBS uses the method in an intersectoral manner, uniting stakeholders from the three sectors:

In the **First Sector**, we establish operational partnerships with local governments (municipal and state) to mobilize and implement projects in the region;

In the **Second Sector**, private companies provide financing, volunteering and engagement;

And finally, in the **Third Sector**, we join forces with other social organizations and civil society to implement and multiply projects in the region.

Scale and multiplication

IBS offers guidance to professionals, in partnership with the municipal Department of Education, to form a local working group/development committee to plan interdisciplinary and cross-disciplinary actions throughout the training cycle.

This group of educators, trained in the PDE methodology, is committed to sharing the knowledge they acquire with other schools and even municipalities, forming a network of multipliers to disseminate the methodology and practices and, in this way, improve the quality of education offered in public schools in these municipalities and in the region.

The PDE proposals are easy to replicate and can be implemented in cities and schools through three major actions:

- **Provision of complementary education (cross-disciplinary themes and continuing education methodology in in-person and distance learning formats);**
- **Creation of a network of transformation agents;**
- **Promotion of public policies.**

The creation of a network of local multipliers is a catalyst for social transformation, fostering the creation of new initiatives that, with the support of the institute, can become public policies.

The method allows **students** to actively participate in the construction of their own knowledge - **with project-based**



learning - and provides teachers with more interesting and enjoyable strategies for conducting pedagogical activities. The idea of IBS with this methodology is to mobilize and combine active methodologies using simple and sustainable resources and language, taking advantage of what the school and the community already offer in the cultural, educational and political context, and proposing horizontal and collaborative relationships between teachers, students, society, schools, government and other partners.

All the actions offered by the PDE contribute to a greater awareness among beneficiaries, who begin to experience the effectiveness of the proposals in their daily school life and to see how much their lives can benefit in the long term. Seeing the effectiveness of the results leads citizens to demand a new approach from public administrators, directly impacting the development of municipal policies that are aligned with the local reality and needs.



Distance education courses

Distance learning courses have been part of the IBS continuing education program since 2020, and are aimed at educators and pedagogical coordinators in partner municipalities. In addition to covering all areas addressed by IBS in the PDE, the courses are free and include a certificate and a proprietary platform and teaching material. Distance learning works in an **"inverted classroom"** format, with active learning methodologies where students follow the course on the platform and then discuss the content in weekly interactive classes, which vary according to the course and workload.

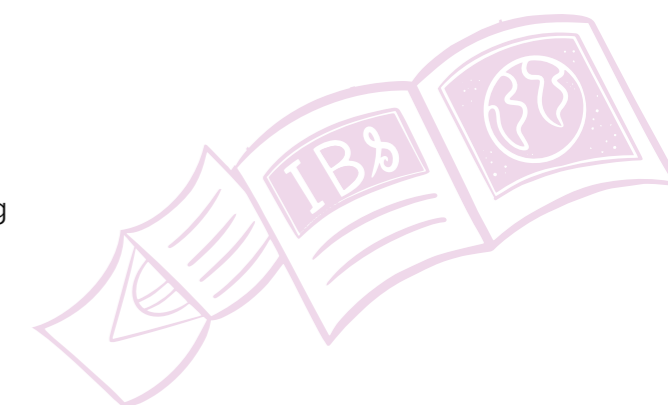
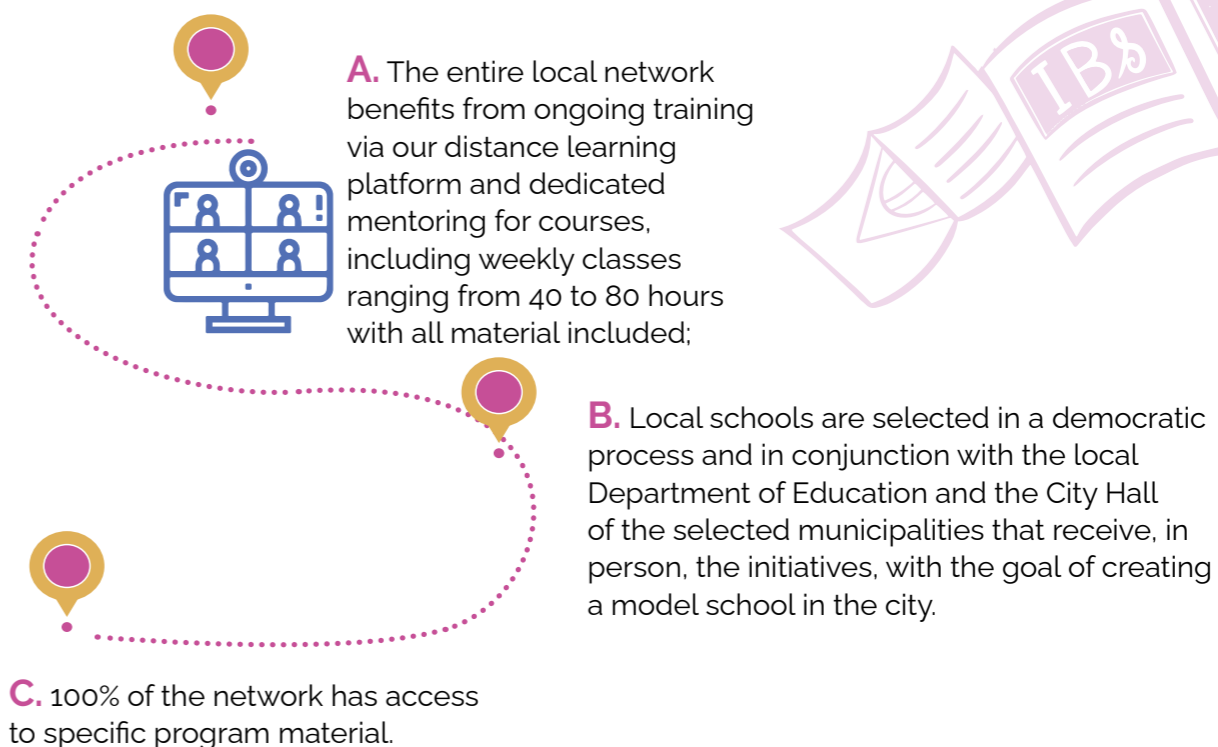
The website offers special accessibility features, providing a complete user experience. All IBS distance learning courses in the 2022-23 Biennial Plan offer simultaneous translation in Libras (Brazilian sign language). Courses offered include: **Art History, Woodcut printing, Music, Puppet Theater, Drawing and Painting, Reading Incentive, Reading in Early Childhood, Creative Workshops, School Radio and Photography.** There are also **pedagogical**

planning courses and others to **promote the intersection of mathematics with Portuguese language classes.**

To strengthen partnerships with municipalities and align in-person actions with the Biennial Plan, online meetings were held via Zoom, Meet and Teams applications. In addition to presenting the project, the virtual meetings contributed to the ongoing participation of educators in distance learning training. The municipalities that participated in these meetings were: Bento Gonçalves (RS), Porto Nacional (TO), Mateiros (TO), Novo Acordo (TO), Ponte Alta (TO), São Luís (MA), Catalão (GO), Santarém (PA), Linhares (ES), Paracatu (MG) and Dias D'Ávila (BA).

The in-person meetings to ensure alignment were also aimed at presenting the actions to be carried out in schools, getting to know the spaces provided by administrators and strengthening the relationship between the IBS Team and municipalities, carried out through technical visits that contributed to the planning and organization of the in-person actions in this Biennial Plan in the municipalities of Camaçari and Lauro de Freitas (BA).

PDE learning path and active methodology



Projects implemented under this model allow beneficiaries to continue actions even after completing the in-person or distance learning training stages, which provide conceptual, technical and material support so that individuals can develop independently and share their experiences in other schools and municipalities, forming a network of volunteer multipliers.



The PDE is implemented with the aim of overcoming problems that prevent students from succeeding, such as illiteracy, indiscipline and dropping out, through **organizational proposals and effective tools to promote learning and mobilize human, financial and pedagogical** resources to comply with these guidelines, including advancing studies in mathematics and Portuguese.



Training methodology – cross-disciplinary themes

The proposal involves ongoing training for educators and students in the public school system through interdisciplinary courses and workshops in reading, early childhood, art, drawing and painting, woodcut printing, theater, puppet theater, music, photography, school radio, creative workshops, environmental education, lesson planning and financial

education with educational games and pedagogical planning. The training courses have individual course material with a project-based learning methodology and accessibility resources for people with visual, hearing, and cognitive disabilities. **The thematic areas are the starting point for a positive transformation in the school environment** and in the city that receives the methodology.

Through the PDE, effective practices are presented for the inclusion of cross-disciplinary themes in the daily school routine, so that they are incorporated in the official curriculum, significantly enhancing the teaching/learning relationship and also impacting local political involvement.

Within the PDE, each area of action offers a repertoire of practical proposals for integration in the school curriculum, presenting the possibility of more contextualized and meaningful learning for the student and more dynamic pedagogical proposals for the educator. The result of these interventions, due to their excellence, is the motivation of school staff and public administration to adopt these methods, bringing the practices developed into the classroom and stimulating the creation of new and effective pedagogical proposals based on the initial guidelines.

Evaluating learning

In municipalities that have historically adopted IBS projects, the results of the implementation of the PDE **point to an increase of up to 30% in the IDEB educational index**, with a number of improvements in the development and learning of students in Portuguese and mathematics, helping to reduce learning gaps.

The impacts are also seen in the achievement of other results:

The eight areas of action are:



To learn more, visit our [website](#).

Network of educators

As part of a municipal political and pedagogical project, the program puts principals, teachers, pedagogical coordinators and public administrators in contact with our thematic training areas, creating a network of multipliers. The process of creating and consolidating the network is promoted by seminars, debates, intermunicipal meetings and panels, as well as practical workshops on the methodology.



An improvement of at least 50% in the skills of students and educators related to planning resource use, the concepts of active savings, basic notions of investing and the responsible use of credit.

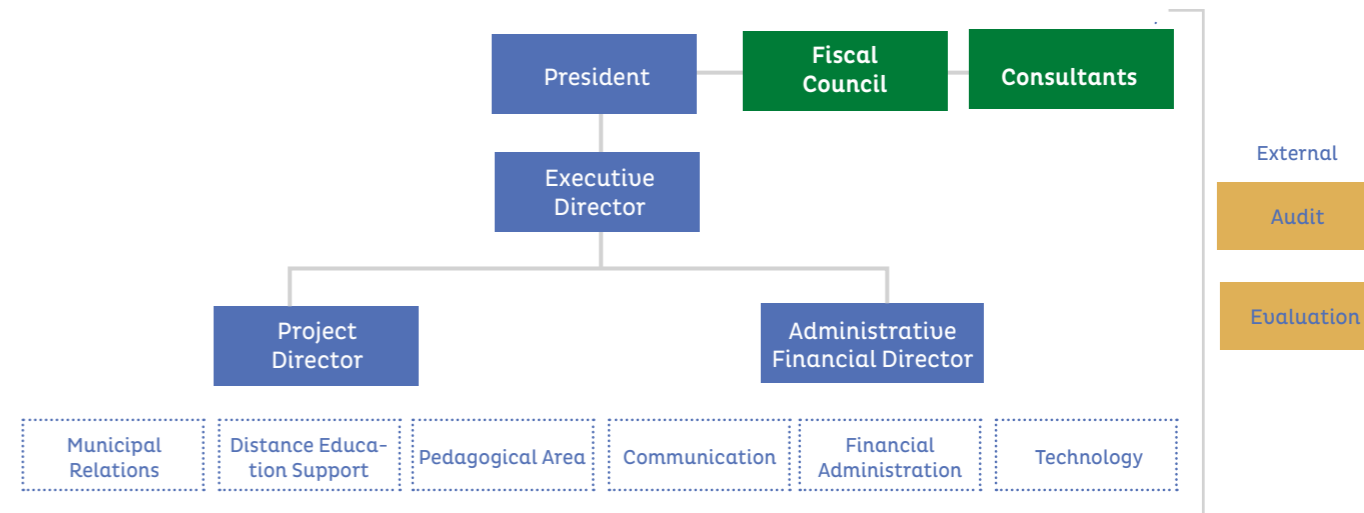
There was also a 30% increase in Mathematics, Portuguese and Human Sciences skills provided for in the BNCC, in an interdisciplinary manner.

Another essential benefit is the impact of the actions implemented in schools, addressing the basic concepts of Financial Education and personal finances using card and board games. In addition to representing **a significant advance in quality for public education**, the proposal transforms the lives of students, teachers and their families, as it educates them on how to deal with money and responsible consumption.



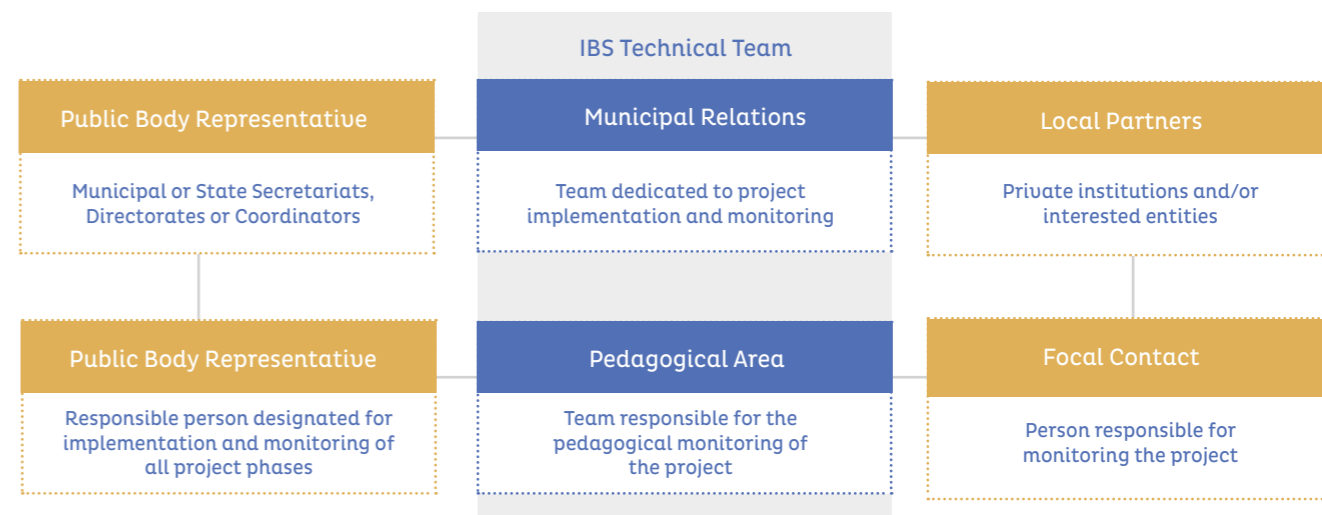
governance

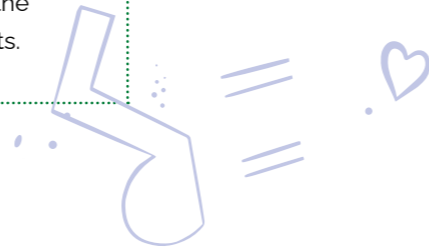
Governance



For the implementation and monitoring of projects in the country, the partnership with the beneficiary municipalities involves a commitment from local administrators. In addition to the signed formal agreements, each municipality designates a person directly responsible and who is in constant dialogue with the IBS technical team.

To ensure the engagement and continuity of the projects, a specific department for relations with the municipalities was created. This department, together with the pedagogical team, mobilizes local partners and offers direct support and assistance to the managers responsible for the progress of the activities conducted by the mobilizers in the regions benefited by projects.





Endowments have their own resources and are managed like investment funds in the financial market. Under the current regulations, the income from the fund is used to help maintain the institution and develop projects.

Strategic planning

IBS has an executive profile, and its role is to align pedagogical practices with the curricular components required by the Ministry of Education (MEC).

There are two aspects to its strategic planning. One is for **pedagogical issues**, which occurs through direct contact with schools to listen to their needs and create educational solutions and programs that are quick and easy to implement. This provides greater agility and flexibility in the didactic planning of IBS content.

The second aspect concerns the **organization's strategic planning**, which includes a **structured financial project** since the crisis in 2013, which resulted in lessons learned and the reinvention of IBS. The Institute began adopting a line of resource diversification and as well as seeking financial sustainability through an endowment.

IBS is a non-profit organization with corporate management features. This profile facilitates the dialogue between partner brands welcomed by the Institute's team and made up of professionals who are attentive to the needs of funders. In practice, some funders and their family members go into the field with the IBS team. In other words, they participate, not just by donating resources.

Our structure is agile in its actions, thinking, organization, management and deliveries. In the near future, we intend to create an Advisory and Notables Council to enhance our level of governance.

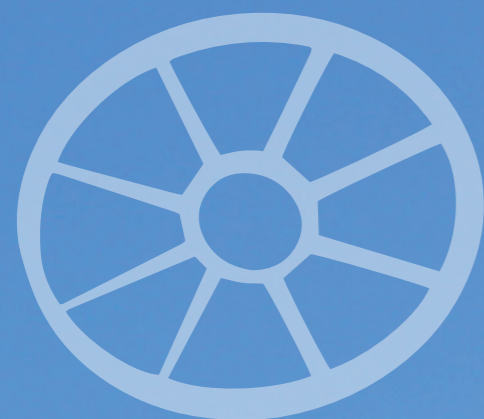
To implement the PDE, the IBS has more than 40 employees, who work on several fronts in the organization. There are five employees on the administrative team, three directors who manage IBS, seven employees in the sector for relations with municipalities and schools, five people focused on supporting students in the courses, five people who take care of communication, involving everything from the design department to the press office, and outsourced people focused on the pedagogical area of the project with monthly contracts.

It also has **mobile teams of 20 people including teachers, volunteers and audio/video staff, totaling 54 people, involved in the logistics, organization and planning of actions.**

There is also a diversification in the types of funding: partners that indicate new partners, fundraising companies and financing companies that seek out the IBS. In addition to these resources, educator training values the autonomy of professionals to continue IBS educational projects, regardless of the institution.

Within the strategy of diversifying resources, the Institute intends to become self-sustainable through the sale of new games and courses, but also continue offering free training for the public school system and educators.

In short, IBS's revenues come from incentive laws, direct donations from individual donors and international fundraising. However, one of the biggest challenges is long-term financing, lasting at least three years, for more effective behavioral constructions and public education policies. This is why IBS invests in credibility and quality to renew contracts with its funders, justifying the implementation of biennial plans.



Dialogue with funders

The resources needed to maintain the IBS have historically come from the private sector. **The Institute operates with approximately BRL 10 million per year.**

When a funder comes to the IBS via an Incentive Law, there are certain project limits under the scope of the law. We decide together what the scope of the project will be and what activities to carry out in that region, as well as Latin America.

In situations where the funder comes with their own funds, there is greater freedom for actions. We can build libraries, auditoriums and schools; everything is part of a larger package that can be customized beyond the incentive. **In Minas Gerais**, for example, **IBS implemented an extra-curricular project**, with spaces for a cooking school and a room that can be transformed into an auditorium for the municipality. And in **Rio Grande do Norte**, it built the first **electrical engineering school in the state**, meaning the Institute also provides customized projects through private funding exclusively.



Biennial Plan 2022-23

Activities carried out

The 2022-2023 Brasil Solidário Biennial Plan fulfills 100% of the agenda that was designed two years ago and left an important legacy for school communities. All videos produced in the actions are on the Biennial Plan playlist on the [IBS YouTube channel](#). The photos can be found in albums on the [IBS Facebook page](#).

The cultural exchange actions via book donations and presentations on Brazilian literature took place in four countries and resulted in 1,220 donated books. We visited seven locations where we had the participation of the local community and the creation of 17 literary spaces.

Books donated Latin America


Chile.....	300
EL Salvador.....	300
Mexico.....	310
Colombia.....	310
Total.....	1,220

Total number of books donated

In Brazil
25,000

 **Cameras donated in Brazil 60**



Use this QR Code to access the cultural exchange playlist 



The IBS multidisciplinary team was responsible for all stages and processes of the project, whether in person or remotely, ranging from mobilizing the municipalities, purchasing all the materials used in the workshops, to the alignments and implementation of the PDE. In total, there were 4,446 in-person participants, 7,982 participants via distance learning, and 60 cameras and 25,000 books donated.

Workshop participants

In Brazil
4,446

Abroad
(Colombia, Mexico, El Salvador and Chile)

276



Distance Learning Participants	Public
Art	487
Drawing and Painting	668
Woodcut printing	349
Puppet Theater	395
School Radio	422
Photography	594
Music	523
Creative Workshops	1,021
Early Childhood	1,132
Reading Incentive	2,391
Total	7,982

In-person workshop participants



Accessibility and inclusion

The Biennial Plan improved accessibility by promoting inclusive spaces and activities. Priority was given to institutions with accessibility ramps and accessible bathrooms, as well as selective waste collection areas. It is worth noting that there was no need for a Libras sign language interpreter in any of the municipalities, since the schools reported no students with hearing disabilities. On the other hand, blind and visually impaired students had the opportunity to participate in the activities through specialized resources and materials brought to the school.

In Maranhão, we had two examples of inclusive education, both in the Drawing and Painting Workshop. In São Luís, a student with ADHD was welcomed by the class and stood out in the "Emplaque o Bem" activity. In Barreirinhas, the disability did not prevent a student, Deyverson, from participating in all the activities.





impacts and results

The PDE thematic areas comprise a set of cross-disciplinary themes that fully engage with the subjects of the official school curriculum and with other ongoing education improvement programs, including the SDGs, allowing for more dynamic, collaborative and meaningful learning.



ACADEMIC AND CULTURAL ENRICHMENT



PROJECT-BASED LEARNING, INTERACTIVE LESSONS WITH MENTORING AND LESSON PLANS.

36 MONTHS

+14
courses

- Access to exclusive content
- Certificates of 40 to 80 hours
- Working groups and support
- Pedagogical alignments
- Ongoing projects



Through the thematic areas of Educommunication, Reading Incentive, Environmental Education, Health, Entrepreneurship – Financial Education and Art and Culture, for example, it is possible to cover a large number of subjects and disciplines, which can be discussed in light of the fields of practical and theoretical knowledge. These areas place students in everyday practical life, providing an opportunity to understand and find solutions to the challenges in their communities, including political ones, and convert participants into agents of social transformation. These eight areas are aligned with the new BNCC curriculum.

Financial Education



In-person pedagogical alignment for the use of games in São Paulo, Santarém and São Luís.



The National Common Curricular Base (BNCC) is the Brazilian norm that defines essential learning that students must develop in the educational process from early childhood education up to high school. The BNCC defines 10 general competencies, which are cross-disciplinary, involving all curricular components, in addition to specific competencies and skills, all of which are worked on in the PDE from the beginning of the Program activities. The general competencies are:

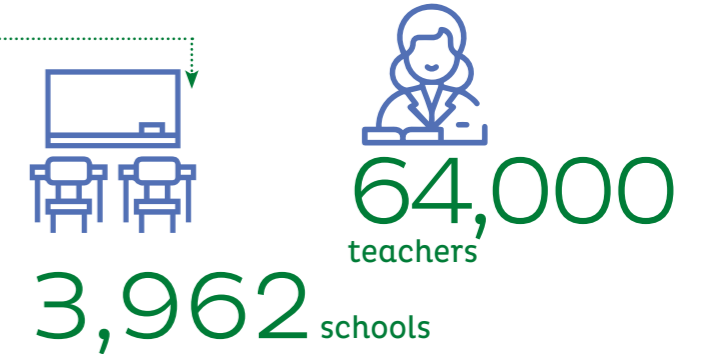
- Knowledge
- Scientific, critical and creative thinking
- Cultural repertoire
- Communication
- Digital culture
- Work and Life Project
- Argumentation
- Self-knowledge and self-care
- Empathy and cooperation
- Responsibility and civics

The **Financial Education Games project**, launched in 2017 by IBS with the aim of providing financial education for students in schools across the country with board and card games, has already surpassed the mark of one million students impacted by the initiative. The number represents **3.5% of the total number of students in the national public school system**. The project is present in educational institutions in **26 states and 292 municipalities**, with a total of **3,962 schools** and **more than 64,000 teachers involved** in the same goal.

The initiative consists of two games: a board game, called **Piquenique** (Picnic) and a card game, called **Bons Negócios** (Good Deals). The first seeks to encourage reflections on how to save money based on consumer decisions and personal finances, while the second stimulates the student's entrepreneurial and investment skills. The activities can be used with students from the first year of elementary school up to high school. Currently, new complementary games – **PIC\$ and PIC\$ BIO** – are already arriving at schools to work on the **topics of debt, financial planning and sustainability**.

The project is supported by the **Alliance for Financial Education**, made up of partner companies such as Bank of America, John Deere, Instituto Ultra, Ipiranga, BTG Pactual, Newave Energia, Echoenergia, Grupo Equatorial, Palmeirinha Ação Social, Sotreq, Veirano Advogados, Instituto XP, Nu Bank, Companhia Petroquímica do Nordeste (COPENOR) and Bayer, as well as individuals, and has taken on **an international scale in recent years**, with the participation of schools in **Colombia, Chile and Uruguay**.

Through distance learning, teachers at participating schools receive free training, as well as mentoring and access to all teaching material to be used in the classroom with students.



In 2023, the program sought to further expand its participation in schools in several cities in Brazil. And to celebrate the milestone **of one million students**, IBS made available on its YouTube channel a series of documentary videos with stories and testimonials from teachers and students in different regions of the country who have been impacted by the project.

IBS's proposal to use games for financial education is seen as an attractive method for interacting with students and as a solution to the BNCC's requirement for teaching finance in schools.





Reflecting on the strategies in the games encourages students to think about important attitudes to improve their quality of life and make their dreams come true. They learn to save money, consume consciously and make healthier food choices.

The games are most commonly used in Portuguese and mathematics classes. According to teachers, games are used to work on a variety of skills and topics relevant to the classes.

The playful approach of financial games serves as a support for teachers to discuss financial responsibility, family budgets and attitudes for reducing household expenses.

“D-Day” is a date suggested by the IBS for the entire school to participate in the multiplication of the games. This day is usually recorded in the school calendar and occurs monthly.

The methodology of the games is inclusive for students with disabilities and students who are falling behind. Autistic students and students with other disabilities are involved, making it possible to explore oral skills, sociability etc.

In short, financial education is a methodological gateway to the IBS. When a municipality adopts the games, it can access all the training courses on the PDE course platform.



Teachers emphasize that games stimulate the development of socio-emotional skills such as:

- **Social responsibility and teamwork**
- **Commitment to goals**
- **Self-confidence for carrying out plans**
- **Organization of actions and attitudes to achieve goals**
- **Controlling impulsiveness**

School agents have engaged in actions to promote the use of games by teachers. Some of these actions include:

- **Dissemination of the IBS project and the games at meetings.**
- **Promotion of presentations and training sessions to address the importance of financial education.**
- **Invitation of teachers to attend meetings to demonstrate the use of the games, unifying school management.**

Benefits:

- ✓ The methodology of the games is inclusive for students with disabilities or falling behind.
- ✓ The theme of food consumption in the games encourages healthy habits and quality of life.
- ✓ Teachers use the games to discuss financial responsibility with students.



“I said that everyone (students) is responsible for taking care of the household’s money and then I presented the idea of a family budget. Then they created a list of ways, by saving money, that could help with household finances.”

“I use the games in my grade 2 class and I thought it was interesting that, at lunch time, the principal asked if she could expand (the games) to include the other students, because it helped combat waste, the plate full of food with leftovers. They get their lunch, they eat it and there’s no more throwing away food or fruit, it’s been reduced a lot.”

“There are students who can’t even read or write, but they can use the games and get a different perspective. Students with disabilities can also participate.”





1 million students

Somos
1 MILHÃO
DE ALUNOS!

In 2023, IBS began the year celebrating the milestone of 1 million students impacted by PDE projects across the country. In recognition of the work, mobilized by a network, to achieve these results, celebrations were held among partners, administrators and educators, involving panels, presentations of results and a lot of sharing of good practices to reinforce the importance of the partnerships with everyone who has been with us on this journey and who have helped make the improvement and expansion of the projects possible. The proposal with the Financial Education games has been the gateway to the PDE, and through them we have reached a stage of maturity that favors scalability to train generations that are more financially aware and add to the other training that IBS offers.

At brasilsolidario.org.br/1-milhao we published all the numbers and interactive graphics.



National meetings and events to commemorate the milestone of 1 million students

Somos
1 MILHÃO
DE ALUNOS!



São Paulo – The IBS kicked off the activities at the Bank of America headquarters to celebrate the milestone of 1 million students with a meeting of partners and funders to present results, followed by a cocktail party for Bank of America executives and more than 120 guests, including CEOs and heads of several companies that have helped make the expansion of the project possible. From the start of the event, which featured interactive spaces on each stage of the activities, from the pilot project to the current scenario, the partners had the opportunity to see the data by region and the strengthening of the activities that reached all Brazilian states and beyond national borders.

The video testimonials of people from the states of Amazonas and Rio Grande do Sul raised the audience's awareness about the impacts of the activities in schools and communities, in addition to the stories of transformation from learning about financial education. Representatives from the Alliance for Education contributed with testimonials about the credibility and competence of IBS in achieving this important milestone for Brazilian public education, reaffirming their commitment to the future of the project.

Rio Grande do Sul – Given the robust adoption of the activities in the state, among more than 100 municipalities, the region was chosen to host the 1st IBS National Meeting on Financial Education, with the presence of more than 100 educators from all over the region, at Fundação Casa das Artes. The inspiring practices, which have become a reference for the project's actions, were the highlights of the agenda. IBS actions in Rio Grande do Sul are conducted in partnership with the State Department of Education, the Regional Education Coordination and the Venturi Institute for Environmental Studies, in addition to the support of partners and funders of the Alliance for Education.

In the roundtables, debates and panels, we highlighted the data on the impacts of external evaluations and the expansion numbers, reaching 138,000 beneficiary students in the region. During the event, the Secretary of Education of Bento Gonçalves stated that, much more than good business, we are training good citizens and contributing to quality education.

Paraíba – The 2nd National Meeting on Financial Education, Northeast edition, took place in the city of Campina Grande, mobilizing educators, administrators/technicians and pedagogical coordinators who represent different states in the country, including Bahia, Ceará, Rio Grande do Sul, Goiás, Maranhão and Paraíba. The State of Paraíba is the second in terms of municipalities adopting activities, with 83 municipalities and 38% of the entire state public education network.

Aimed at promoting debate on how we can bring the classroom closer to topics aligned with the BNCC, the SDGs and all curricular components, proactive ways of making informed financial decisions and adopting healthier habits were discussed via the games Piquenique and Bons Negócios with practical workshops, lesson plans and pedagogical planning.

For the Secretary of Education of Campina Grande, Financial Education has changed the perspective of students, teachers and parents at home. This is what education is for: transforming lives.





perspectives

on the path to 12 million students by 2030!

One of the major challenges that IBS faced in 2023 was expanding the Institute. After the pandemic, we had to decentralize in order to meet all the demands. We worked on the notion of responsibility of each party, together with our trained educators, and the communities benefited in an increasingly clear way. This was necessary to evolve to serve new municipalities. To ensure our presence, we have three physical spaces, in São Paulo, Bahia and Ceará, and collaborators across Brazil.

On the other hand, the virtual world has provided opportunities to reach many places and, as a result, we are working on digital inclusion in the Brazilian education network with the training of educators in distance learning processes.

The current size of IBS's responsibility is 1.5 million students and 70,000 educators.

To overcome local difficulties and deliver our best, our training courses are repeated, sometimes eight to ten times. This is because the skills that students bring to educators from the streets are more complex. These educators need to be trained in a more holistic view of reality and be prepared to transform any class into a type of debate. It is not just a question of having depth, it is much more a question of having a basis for argumentation to make the topics attractive to students.

Our target is to increase the number of courses from 14 to 24, and games from two to five, by the end of 2024. This is a strategic development necessary for expanding continuing education in municipalities and, consequently, satisfying the desire of funders

who want to pay for quality education in Brazil. This is the impact we want in the long term, which is a cultural change among educators.

The window of opportunity for selling games was also tested and should soon represent a large portfolio of financial sustainability from the point of view of individuals, as well as legal entities and the government.

To follow new directions, **IBS will work increasingly closer with its funders, aligning growth strategies** for specific national or international regions. This personalized dialogue lends confidence and credibility to the Institute's work.

For the next ten years, we envision two paths. One, the greater inclusion of our methodology in public policies for the whole country, such as the materials that have already proven to be highly efficient for 100% of schools, whether in literature, personal finance, strategic planning, environmental education or sustainability, which are our main pillars today. **And the other, working together with funders, to enable more Brazilians to have access to education.**

And soon IBS should have horizontal state administrative structures in a hierarchy and with a core of representatives, one in each capital.

In short, all structures will be welcome to continue delivering our Purpose



partners



Credits

IBS Team responsible for the report

Editing and graphics, writing, reviewing and layout – Duecom Comunicação



ESCOLA MUNICIPAL ESTADUAL
SANTO AMARANTE

Princípio Socialista
Do 9

Educação

Instituto
ASI-
IPÁRIO

ent

BRASIL



In 2023, the artist Peu Dourado created graphic designs especially for IBS that represent our culture and our actions across Brazil and in Latin America. The complete work illustrates our motto "Juntos Construimos (Together, We Build)". For this reason, we used some of the designs in the layout of this report and in other Institute communications.

In a country where education is the key to a better future, IBS is dedicated, with commitment and passion, to the noble mission of qualifying teachers and creating an ecosystem to support extra-curricular educational training, stimulating creativity, responsibility and entrepreneurship.

We are deeply grateful to all partners, collaborators, volunteers and, especially, to the educators and students who participate in our initiatives. Together, we are building a more inclusive, innovative and transformative educational environment.



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the Biennial
Plan playlist

