



# REPORT ACTIVITIES 2018

CEAP / EDUCATION BEYOND EDUCATION



EDUCATION BEYOND EDUCATION

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# REPORT ACTIVITIES 2018

CEAP / EDUCATION BEYOND EDUCATION



# EDUCATION BEYOND EDUCATION

Involving families, engaging teachers, educating honest youngsters. Transforming lives, changing the world. This is the challenge CEAP embraces every day to offer an Education that goes beyond the classroom, with an Education Model that transcends the life of each person.

Offering professional qualification of excellency to thousands of underprivileged youngsters from São Paulo for 33 years, a very important aspect can and should be mentioned: this audacious dream would not be real without the generous collaboration of many people and companies that truly believe in the change of the world, from each person's formation. First, our special thank you to each one of our friends: collaborators, volunteers, partners, donors, maintainers and everyone who has somehow left their mark in this history.

We know that Education keeps being one of the main pillars of the development of a country. According to the Institute for Applied Economic Research - IPEA, 23% of Brazilian youngsters do not work or study, that is, they have a more limited perspective of their own lives. This possible lack of interest among youngsters is directly related to their parents' schooling, as shown in the research, that means, the higher the level of instruction of their guardians, the greater is the frequency of the youngsters at school, which in turn is one of the primary factors to the economic participation, since schooling results in a higher rate of youngsters' insertion in the job market. This situation is worrying as well as challenging since, with a collective view, we can directly contribute to the resolution of this problem. Thus, we renew the commitment made in 1985, when we chose to be a catalyst institution of human development, changing the lives of thousands of families and youngsters.

In broad terms, in 2018 we worked active methodologies to intensify the student's learning; we offered training in order that families become more and



## TRANSFORMING LIVES, CHANGING THE WORLD. THIS IS THE CHALLENGE CEAP EMBRACES EVERY DAY TO OFFER AN EDUCATION THAT GOES BEYOND THE CLASSROOM

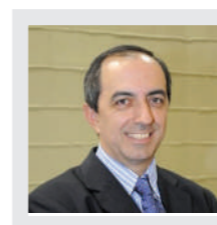
more committed with their children's education; we built modern and well-equipped laboratories to enlarge the range of courses, not only meeting the constant need for modernization but also following the youngsters' interest, stimulating their learning; we contributed to the development of partner social organizations; we shared knowledge; we enhanced the management and the administrative governance; and we involved companies in the daily construction of the future of our country. We caused a real and positive impact.

In the next pages, we will show a little of this work aimed at the professional and human formation of hundreds of youngsters and their families. This report is a concrete means of sharing success and learning, as well as informing the society, with transparency and efficiency, about the results and impacts achieved in the period. To measure this impact quantitatively, we used the social return on investment (SROI) method, in partnership with IDIS - Institute for the Development of Social Investment. We believe the result of this research will not only inform but indicate in a very direct way, as a sign of hope, that the collective effort can transform the reality of many people.

Speaking of transformation, people involved and committed with the future of Brazil came together to do even more: it was established the ACEAP - Association of Friend Companies of CEAP. The result of the union of companies committed to the development of the country, the work of the association aims to enlarge the academic experience of the youngsters in the courses, enabling the social inclusion using as a tool the sustainability and technological innovation.

In 2019, together with all our partners and supporters, we will continue the innovation of technology, education and management. We will implement Artificial Intelligence in the technology courses, democratizing the access and preparing the youngsters for new professions, and we will intensify the Endowment made last year, aiming at the financial sustainability of CEAP in long term.

Thanks for your trust in our work. It is a great pleasure to share this history with you.



Good reading!

**Luis Manglano**  
Chief Executive

## GOVERNANCE

### Executive Board

Luis Martinez Manglano Ariza  
*Chief Executive*

Pedro Osmário dos Reis  
*Administrative Director*

Marcos Fernando de Melo  
*Pedagogical and Training Director*

### Administrative Council

Artur Dissei Filho  
*Chairman*

Young Man To  
*1st Vice Chairman*

Pedro Zacharias Matta  
*2nd Vice Chairman*

Roberto Yuji Ykko Ueda  
*Secretary*

Ricardo de Brito Damm  
*Treasurer*

### Audit Committee

Jorge Pimentel Cintra  
José Luiz Levy  
Pedro Perri Junior

### Advisory Board

Carla Duprat  
Domingos Dissei  
Edson Sadao  
Dr. Ives Gandra da Silva Martins  
João Fernando Vassão  
Karina Blanck  
Pedro Luiz Dias  
Sergio Carinhato

# ABOUT CEAP

**CEAP – Centro Educacional Assistencial Profissionalizante** (Professionalizing Assistant Educational Center) is a non-governmental, non-profit organization that was founded in 1985, it works in a free-of-charge professionalizing school model and annually offers professional qualification and training for 1.015 youngsters between 10 and 18 years old who are enrolled at regular school.

In addition to the technical and professional training, CEAP is concerned with the Human Formation of the assisted ones, it has been developing during these 33 years a methodology with two main pillars: personalized education, recognizing each beneficiary as a unique and special being, and family participation in the formation process of each student.

Since its foundation, CEAP has assisted over 7.000 youngsters in a situation of high social vulnerability. Today, most of these beneficiaries are in big companies, developing an excellent professional job.

Nowadays, the organization has an area of 23 thousand m<sup>2</sup> inside a community in the South area of São Paulo, in the district of Pedreira. It is on the 81st place of HDI – Human Development Index – among the 96 districts of the city of São Paulo, according to IBGE (Brazilian Institute of Geography and Statistics).



**SINCE ITS FOUNDATION, CEAP HAS ASSISTED OVER 7.000 YOUNGSTERS IN SITUATION OF HIGH SOCIAL VULNERABILITY**



INFRASTRUCTURE  
IN AN AREA OF

**23.000** M<sup>2</sup>



OVER

**1.000**

STUDENTS  
ASSISTED IN 2018



OVER

**7.000**

STUDENTS ASSISTED  
SINCE 1985

## ORGANIZATIONAL PRINCIPLES

### MISSION

*“Establishing conditions to the formation of honest citizens who change the world through their work, always serving each person and society.”*

### VISION

*“Being a catalytic institution of human development, integrating family, teacher and student.”*

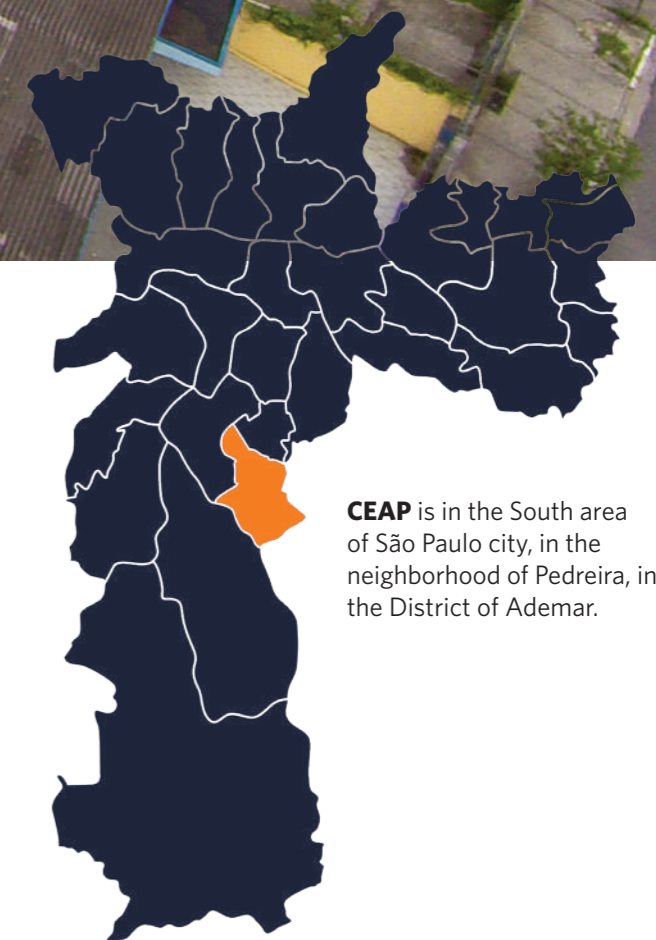
### VALUES

*Family development  
Respect to the personality and singularity  
The continual growth of virtues  
The coherence of attitudes and behaviors*



- 1 Entrance/Gatehouse
- 2 Administrative
- 3 Library
- 4 Secretariat
- 5 Chapel
- 6 Covered Patio
- 7 Auditorium
- 8 Dining Hall
- 9 Teachers' room
- 10 Classrooms
- 11 Language Laboratory
- 12 Robotic Laboratory
- 13 Science Laboratory
- 14 Manual Practices Laboratory

- 15 Computer Network Laboratory
- 16 Electricity Laboratory
- 17 Programming Laboratory
- 18 Maker Laboratory
- 19 Computer Laboratory
- 20 Sports Area



**CEAP** is in the South area of São Paulo city, in the neighborhood of Pedreira, in the District of Ademar.

# EDUCATIONAL MODEL

EVERY CEAP'S METHODOLOGY OF EDUCATION AND TRAINING IS CONDUCTED INDIVIDUALLY AND COMPLETELY PARTICULAR

The educational model of CEAP is based on the integral formation of the individual, seeking to unite a technical formation of high quality and recognized by the job market to a human formation, which strengthens in each person the sense of autonomy and protagonism of their own lives.

Through the accomplishment of professional qualification courses, we offer to the adolescent a methodic technical and professional training guided to meet the required demand of the job market for youngsters in their first professional opportunity. All this combined with a formation that seeks a real reflection about values, principles and behavioral factors.

Every CEAP's methodology of education and training is conducted individually and completely particular, valuing each beneficiary's personality and recognizing him as a unique being, endowed with many skills and abilities to be developed.

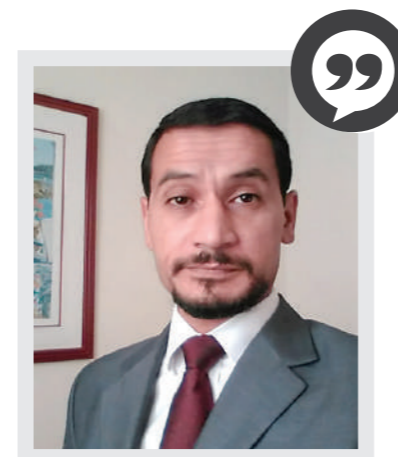
## HUMAN FORMATION

At CEAP, we offer to all students not only technical formation but also human, aiming to develop in each student their socioemotional abilities and skills, as well as their qualities and aptitudes. Human formation aims to create conditions for the youngsters to become good human beings, ethical, responsible and honest people, developing the capacity of helping many other people.

It is through this methodology we seek to form not only good professionals for the job market but also good citizens to the society.

Nowadays, we develop human formation through two main pillars: the personalized education and the engagement of the family in the educational process of each young.

HUMAN FORMATION AIMS TO CREATE CONDITIONS FOR THE YOUNGSTERS TO BECOME GOOD HUMAN BEINGS, ETHICAL, RESPONSIBLE AND HONEST PEOPLE



*"Human Formation consists of forming in virtues and educating in freedom and responsibility so that the youngsters act as singular and unique people and think about the commitment before the society they live in. It is through this formation that each one will be able to answer if their performance before their family, friends and each living moment is following their dignity. That way, the formation we receive at CEAP is not much more than the help offered to each one so that they can find, by themselves, the meaning of values and decide to commit in a personal project of life."*

**Marcos Fernando**

Pedagogical and Training Director

## FAMILY INVOLVEMENT IN THE EDUCATIONAL PROCESS

We believe that parents are the main responsible for the formation of their children and, for that reason, they must act as protagonists in this challenging mission of educating. Thereby, if parents are well educated, instructed and truly involved with the educational process of their children, the impact of the change in the youngsters' lives becomes bigger, transforming the family environment positively.

## PARENT TRAINING COURSE

Thinking about that, CEAP offers a training course for the assisted ones' parents. The parent training course is a monthly cycle of lectures and debates on issues related to the current family environment, such as the family before drugs and drinking problems, the character formation of the children, the friendship among family members, and others.

The aiming of the course is precisely to involve the family members in the formation process of the future adults the youngsters will soon become. We can say that the work developed with the family members is assistance offered by CEAP along with the challenging mission of educating. The courses take place on Saturdays and Wednesdays and they happen eight times a year.




## WHY DO WE INVOLVE PARENTS IN THE EDUCATIONAL PROCESS?

Over time, for many reasons, families have passed the role of main educators to school, causing real distancing between parents and children. For this reason, there was a significant reduction in the incentive to study. Nowadays, in Brazil, 40,8% of the youngsters do not graduate in High School until the age of 19, while 24,1% of children do not graduate in Elementary School, according to Todos pela Educação (a non-profit organization which helps improve the education in the country).

Fundação Getúlio Vargas (FGV), between 2016 and 2017, conducted a research with the youngsters' parents from CEAP about the impact of the Parent Training Course in the family environment, the result was that the family involvement with the educational process of their children is fundamental to the integral development of the youngsters as an individual. In that opportunity was presented some data, including:

- 95,6%** affirm that the way the issues are addressed help in everyday life;
- 95,9%** started talking more at home;
- 96,7%** learned to understand and listen better to each other; and
- 92,9%** they argue less at home.

**FGV EAESP**  
ENTERPRISE AND  
NEW BUSINESS  
CENTER

 DURING  
THE YEAR,  
**120**  
LECTURES  
WERE HELD



*“ I have learned so much with the parent training course. We do not know everything, so it is always good to have someone to advise and to open our eyes. I hope all parents could enjoy it a lot”*

**Quéler Hilário**  
Student's mother

**IF PARENTS ARE WELL EDUCATED, INSTRUCTED AND INVOLVED WITH THE EDUCATIONAL PROCESS OF THEIR CHILDREN, THE IMPACT ON THE YOUNGSTERS' LIVES BECOMES MUCH BIGGER**

## PERSONALIZED EDUCATION

CEAP's acting values each individual that has studied in the institution, especially those who are directly assisted by its programs. Thus, each student is unique and known by his first and last name. We offer a personalized education to all students so that each one can achieve the greatest of their capacities, form their own criteria and make their decisions in a free and responsible form, becoming the protagonist of their history.

## MENTORING

On account of this, CEAP has as one of the pillars of its pedagogical model the mentoring. The mentoring is a personalized and individual monthly service, offered to each student throughout the course. In these meetings, the students learn about the importance of the family, ethical values and they are encouraged to think and reflect on their actions and goals. This model changes the way how the beneficiaries face life, improving their relationship with society and even transforming their family environment.

Besides dealing with everyday topics, such as grades, attendance frequency and academic performance in general, the preceptors have the mission to present to the youngsters a new perspective of the future. As CEAP works in a region of high social vulnerability, many beneficiaries do not have access to realities that are out of their current living context. Because of that, the preceptor's role is, along with the family, to show the most diverse opportunities that personal and professional life will present over time so that the youngsters can have a glimpse of what is to come. This way, as well as enabling the youngsters in the classrooms, it is in the mentoring they are encouraged to dream and think of goals, aims, life plan, among other important subjects.



ACCORDING TO RESEARCH CONDUCTED BY FGV ABOUT THE IMPACT THE MENTORING HAS IN THE FAMILY ENVIRONMENT, IT WAS VERIFIED THAT:

96,3%

OF PARENTS AFFIRM THAT THE PRECEPTORS HELP THEIR CHILDREN TO TREAT PEOPLE WITH MORE RESPECT

95,9%

OF PARENTS AFFIRM THAT THE PRECEPTORS HELP THEIR CHILDREN TO HAVE BETTER PERFORMANCE IN THE STUDIES

93,9%

OF PARENTS AFFIRM THAT THE PRECEPTORS HELP THEIR CHILDREN TO DIALOGUE MORE AT HOME

IN 2018, THERE WERE MORE THAN 4.360 MENTORING SERVICES

## WHY DO WE ADOPT THE PERSONALIZED EDUCATION AS EDUCATIONAL MODEL?

It is through the Personalized Education that there is the development of skills and aptitudes. It is very challenging for a teacher to improve certain socioemotional competencies while they have to teach some specific technical content.

For that reason, CEAP believes that in the classroom there should be a focus on the development of the technical formation of each youngster so that they are able to gain knowledge, have innovative ideas, develop projects and specialize. After all, the knowledge gained through studies is very valuable.

However, there is also fundamental importance in the youngster's relations outside the classroom, that is, it is necessary to find answers for this question: how to make him a better person and also prepare him for the job market?

Personalized Education comes to answer that question, proposing a new perspective of the formation, which is not only technical but also human, attending each individual as a unique being, gifted with a special personality and many aptitudes to be improved.



*"Mentoring is a mark in the life of these youngsters because, normally, they do not have someone who dedicates 100% of attention listening to them, understand them and guide them. When possible, the preceptor establishes a connection with the student so that he can talk openly, because the professional will not judge him or be offended by what the student says. Many parents do not know, want or notice the importance of that. The work of mentoring focuses mainly on the behavior of the student and, in turn, it depends on how he is affected by the vicissitudes of life, so for a greater emotional balance in the behavior, it is essential that the person understands the reasons of such behavior. Increasing the level consciousness of people is the key factor for changing and it is, justly, one of the impacts of mentoring."*

**Ronaldo Leite**

Teacher and preceptor of CEAP



# TECHNICAL FORMATION

**ONE OF THE MAIN POINTS OF TECHNICAL FORMATION IS THE GREAT CONCERN ABOUT THE CONSTANT INNOVATION AND IMPROVEMENT OF EACH PROCESS**

The technical formation offered to all the CEAP beneficiaries is one of the main transformation factors offered by the institution. It is through it we seek to form and qualify the youngsters professionally so that they can improve their social and economic condition. In this way, it is through the offered courses that we increase the competitiveness of the youngsters in the job market, offering conditions so that they can enter in large corporations.

One of the main points of CEAP technical formation is the greatest concern for the constant innovation and improvement of each process. To this end, the institution counts upon a pedagogical team and large companies more and more engaged to improve the educational programs and match them to the demands of the market.

At present, CEAP technical formation is divided into two main programs: Basic Professionalizing Education and Technical Professionalizing Education. Additionally, some parallel activities of technical formation, such as Maker Lab and Projeto Vepinho (Vepinho Project), are also promoted.



**CURRENTLY, IN UP TO 3 MONTHS, 70% OF YOUNGSTERS NEWLY FORMED BY CEAP ENTER THE MARKET, STARTING THEIR PROFESSIONAL CARRIER**

## BASIC PROFESSIONALIZING EDUCATION

With new technologies, the world has become more and more connected. Young people today are surrounded by electronic devices, innovative products, and services. It can be said that technology is already part of the daily life of a large part of the population. For that reason, CEAP aims to form the assisted youngsters and prepared them for this reality.

The Basic Professionalizing Education is based on an educational program in the areas of Robotics and Computer Skills to youngsters between the age of 10 and 14, regularly enrolled at regular school. The main objective is to provide conditions for the beneficiaries of the program to develop knowledge about technological areas, which they do not have access to due to their socioeconomic conditions. In this regard, the courses last 1 year and take place from Monday to Friday, from 07h50 a.m. to 11h30 a.m. or from 02h10 p.m. to 05h50 p.m.

In the curriculum of each course, it is also developed Portuguese, Physical Education, Math, Science, Citizenship formation, Human Relations, and Manual Practices classes. That way, we developed not only the studies of technical subjects of CEAP, but we also seek to equate the youngsters with teaching that aims to form them in all educational areas.



### BASIC ROBOTICS

**Duration:** 1 year.

**Public:** youngsters studying the 6th grade of Regular School.

**About the course:** In the course of Basic Robotic, the student learns basic concepts of Robotic, such as introduction to programming, algorithms, electronic devices, and general concepts. In addition to that, the youngster is introduced to the study of technology, understands how the electronic means work and how it is created a system. The main objective of the course is to place youngsters in technology, introducing them to this theme.

### ROBOTICS AND AUTOMATION

**Duration:** 1 year.

**Public:** youngsters studying the 7th grade of Regular School.

**About the course:** In this course, the youngsters start to develop projects in practice, developing robots' prototypes, lifting systems, electric gates and several other projects through further study of programming, which includes themes, such as algorithms, logical programming, software development, among others. That way, besides understanding technological concepts, the youngsters start to apply this knowledge in practice, actively participating in the creation of a certain system.

### BASIC COMPUTER SKILLS

**Duration:** 1 year.

**Public:** youngsters studying the 8th grade of Regular School.

**About the course:** In the course of Basic Computer Skills, the student learns the basic concepts of computer skills, starting with the correct way of typing, identifying all the computer peripherals and operating Windows and Linux operational systems. The student also learns how to share network files, text editing, spreadsheet (graphics, data insertion, work with formulas) and notions of accounting (debit/credit; asset/liability; develop a balance sheet).

### APPLIED COMPUTER SKILLS

**Duration:** 1 year.

**Public:** youngsters studying the 9th grade of Regular School.

**About the course:** In the course of Applied Computer Skills, the students start to learn how to program in different languages, database, operational systems and management of e-mails. They also develop reading skills and interpret electronic schemes, having practical experiences in the laboratory. The student of the Applied Computer Skills course also learns notions of administration, marketing, and accounting.



*"CEAP has a wide range of partners, encourages students to attend Higher Education and constantly seeks improvement and innovation. We have known success stories since the Institute became a partner of CEAP. In the vast majority, the youngsters, who had access to projects with an incentive to study, embraced and continued their professional and academic development. So, although we know that education is not an isolated problem, we believe the access to quality education can create unique opportunities."*

**Isabel Aché Pillar**

Director of Credit Suisse  
Hedging-Griffo Institute

## TECHNICAL PROFESSIONALIZING EDUCATION

Since 1985, CEAP has been seeking to form and professionally qualify youngsters who are in a situation of high social vulnerability, offering quality technical courses, so that they have access to studies that are inaccessible for a large part of the population and, that way, they can enter the job market.

The Technical Professionalizing Education is based on an educational program in the Administrative, Computer Skills and Computer Network areas to youngsters between the age of 15 and 18, regularly enrolled at the regular school. The three courses offered are recognized by MEC (Ministry of Education in Brazil) and they last four semesters, a total of two years. The classes take place from Monday to Friday, from 02h10 p.m. to 05h50 p.m. As well as the basic program, all the technical courses have reinforcement classes, such as Math, Portuguese, English and Physical Education. After the conclusion of the program, each student receives a diploma, increasing their chances to enter the job market. Nowadays, in up to 3 months, 70% of youngsters newly formed by CEAP enter the market, starting their professional carrier.

### ADMINISTRATIVE TECHNICIAN

**Duration:** 2 years (4 semesters).

**Public:** youngsters enrolled in High School.

**About the course:** The Administrative Course aims the formation of qualified professionals to work in several areas. During the course, the beneficiaries learn subjects about Macro and Microeconomics, General Theories of Administration, Marketing, Mathematical Finance, Accounting, Accounting Routines, among others.

The course offers sound training in the Administrative area, providing a generalist education, enabling the youngster to know the many different paths that the administrative field can offer. During the four semesters, the students participate in many practical activities, such as the Game of Companies, which is based on a simulation of being part of a company in which the youngsters must make decision-based on market data.

The Administrative course also has a specialization in Insurance Market, enabling the beneficiaries to work in this field. The specialization was created in partnership with Liberty Seguros company, which provides all the necessary support so that the youngsters from the Administrative Technician course have the best experience ever. During the school year, the collaborators from Liberty Seguros participate directly in the youngsters' technical training, providing lectures about daily corporative themes.



### COMPUTER NETWORK TECHNICIAN



**Duration:** 2 years (4 semesters).

**Public:** youngsters enrolled in the High School of Regular School.

**About the course:** The course is directed to youngsters who identify with the computer science area, and its mission is the formation of qualified professionals to work in the area of Information Technology. The students develop skills in the following areas of knowledge: Operating Systems, Commercial Applications, Programming Language and Database. The course also offers sound training in the Computer Network area, due to the great need of professionals who understand how the Internet and the technologies that surround it work. The Computer Network Technician course offered by CEAP in partnership with CISCO Systems, provides on-line résumé, virtual learning tools, educational support, teacher formation and opportunities of professional development for teachers.

The certification becomes a differential and a propeller so that the students can achieve a better remuneration and a better formation to the demanding job market. The youngsters have access to several contents such as Operational System Ubuntu desktop 11.04, Network Simulator Cisco Packet Tracer, Diagram Editor DIA, Windows Operational System, Eclipse Indigo, MySQL Database Server, PHPMyAdmin, PHP Server, Apache Server, Scratch among others. Sports practice, English, Math and Portuguese are also developed. A great differential is the human formation developed in the subjects Ethics and Moral.

### INFORMATION SYSTEM TECHNICIAN



**Duration:** 2 years (4 semesters).

**Public:** youngsters enrolled in the High School of Regular School.

**About the course:** Emphasizing programming, the student develops computer programs, information systems, and databases, following the specifications and paradigms of logic and programming languages. He conducts software tests, keeping registers that allow analysis and refinement of results. The programming languages used are HTML, CSS, Java and Python. Also, WEB and Mobile applications are worked. One of the greatest differential in the course is the institutional partnership with IBM, one of the biggest company in the Technology field, which started to fill contents in this technical course and offered all the necessary support to the teachers who will teach the subjects based on Watson system, through TJBOT.

## BESIDES THE BASIC AND TECHNICAL PROFESSIONALIZING EDUCATION OFFERED BY CEAP AS THE CENTER OF TECHNICAL FORMATION, OTHER EDUCATION PROGRAMS ARE ALSO DEVELOPED IN THE INSTITUTION



### MAKER LAB

**Duration:** 6 months

Recently, with the technological advance and the increased competitiveness, socio-emotional skills have become even more necessary and attractive. It is extremely important that the youngster today is instructed to develop not only his technical and scientific knowledge but also his emotional intelligence. Thinking about this issue, CEAP developed the Maker Lab project, in partnership with Instituto Tellus, which is a course that happens in a laboratory called Área 21.

The Área 21 is based on a maker laboratory that aims to stimulate the creativity and innovation of youngsters between 14 and 18 years old who are in a situation of high social vulnerability. The name is after the fact that competences and socioemotional skills from the 21st Century are developed, such as cooperation, critical thought, conflict resolution, integrity, professionalism, ethics, among many others.



### PROJETO VEPINHO

**Duration:** 12 months

Projeto Vepinho (Vepinho Project) is a school reinforcement course held at CEAP on Saturdays, in the morning, to poor youngsters from Pedreira area who are attending the 6th to 9th grade of elementary school. The work is done by volunteers who perform teaching and monitoring activities in the project. Most of the teachers are college students assisted by mid-level monitors.

The teacher, as well as teaching the subjects, should be able to motivate the students to have a constant habit of study. Nowadays, about 100 youngsters are assisted and they have school reinforcement classes in Math, Portuguese, Reading, and Sports, along with human formation.

## STUDENT'S PROTAGONISM IN THE EDUCATIONAL PROCESS

To CEAP, the student is the center of the educational process, for this reason, he must become the protagonist of his own academic performance.

Thinking about this, in 2017 CEAP implemented a new teaching methodology called **PBL (Project Based Learning)**, a modern teaching technique, which seeks to promote practical experiences in the academic environment. PBL aims to move the picture of the protagonist from teacher to student, through projects in which the youngsters must seek knowledge through research and teacher guidance, who is always present during the learning process. The students are involved in a research process, scenario building, resource searching and practical application of information until a solution or a final product is reached.

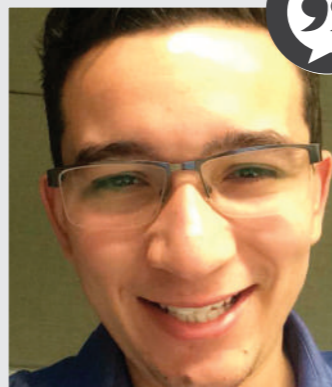
To introduce this methodology in the courses of

CEAP, it was necessary for the teachers' formation so that they could understand and apply the new form of teaching. The implementation process was, definitely, a great challenge, but the results have already appeared.

Following this working model, to converge the different skills and knowledge seen in the classroom, the students from the Basic Robotics course developed "on their own", in Science, Domotics and Manual Practices subjects, models of automatic cars built from recyclable materials. After researching, assembling and testing the projects, the students presented to their respective classes the results found, their positive and negative impressions, possible improvements and knowledge acquired during the activity. Making this self-criticism with their mentors, the youngsters project improvements and take a further step toward knowledge.



# CEAP BY FORMER STUDENTS



Wellington Lopes, 25 years old, studied the technology courses at CEAP between 2007 and 2010, and in 2018 he became one of the six Brazilians, in the world, experts in Computer Network who has the CCIE Wireless CISCO register.

*"I thank CEAP for the recognition and also for all the years of formation and knowledge I could have during the time I was there. Formation and knowledge, which we take to personal and professional life, will always be with me. I may consider that one of the pillars of this achievement was also CEAP, which has been supporting me since the beginning of my carrier, and I thank every day to have had the opportunity to study at this school."*

### **Wellington Lopes**

Senior Infrastructure Analyst at Dimension Data

*"I have always wanted to learn how to work with computers. We loved visiting companies, science fairs, classes in the laboratory and lectures. CEAP teaches us that through a good job it is possible to reach high levels of learning and knowledge."*

### **Jesuino Takachi**

Professor at ITA



*"I studied at CEAP from 12 to 16 years old (2008-2012). What most affected me at CEAP was the importance of living the virtues in all the activities we intend to do, academic, professional, familiar, leisure etc. Besides, the importance of taking friendship seriously, the companionship. Studying at CEAP changed my life, because I met teachers and old students who showed me the importance of going to college, that having talent at work is not something exclusively of artists and athletes, but we also use our talents at studies and work. The Administrative Technician course helped me to choose a course at college. Nowadays, what helps me most in my professional carrier is the idea of doing all the activities with appreciation, especially the small things."*

### **Guilherme Neves**

Full Associate at PwC



*"I entered at CEAP in 2010, I was a teenager and I did not know what to do or where to go. Choosing a profession is something personal and delicate. More than the technical course, I have in mentoring the main difference that helped me to know the correct way and if I was doing the right things. So, the Network course was one of the most important things I have ever had, because it was a determinant to define the path of my carrier. After graduating at CEAP, I worked there for about 10 months and in the following year, I enrolled at Mackenzie Presbyterian University, starting an internship in one of the biggest Law offices of the country, DELL, and Microsoft, where I work today. Nowadays, I hold the vertical Sales Executive position of medium and large companies, being part of the talent program of Microsoft Corporation, along with 200 people around the world."*

### **Cauê Santana**

Sales Executive at Microsoft

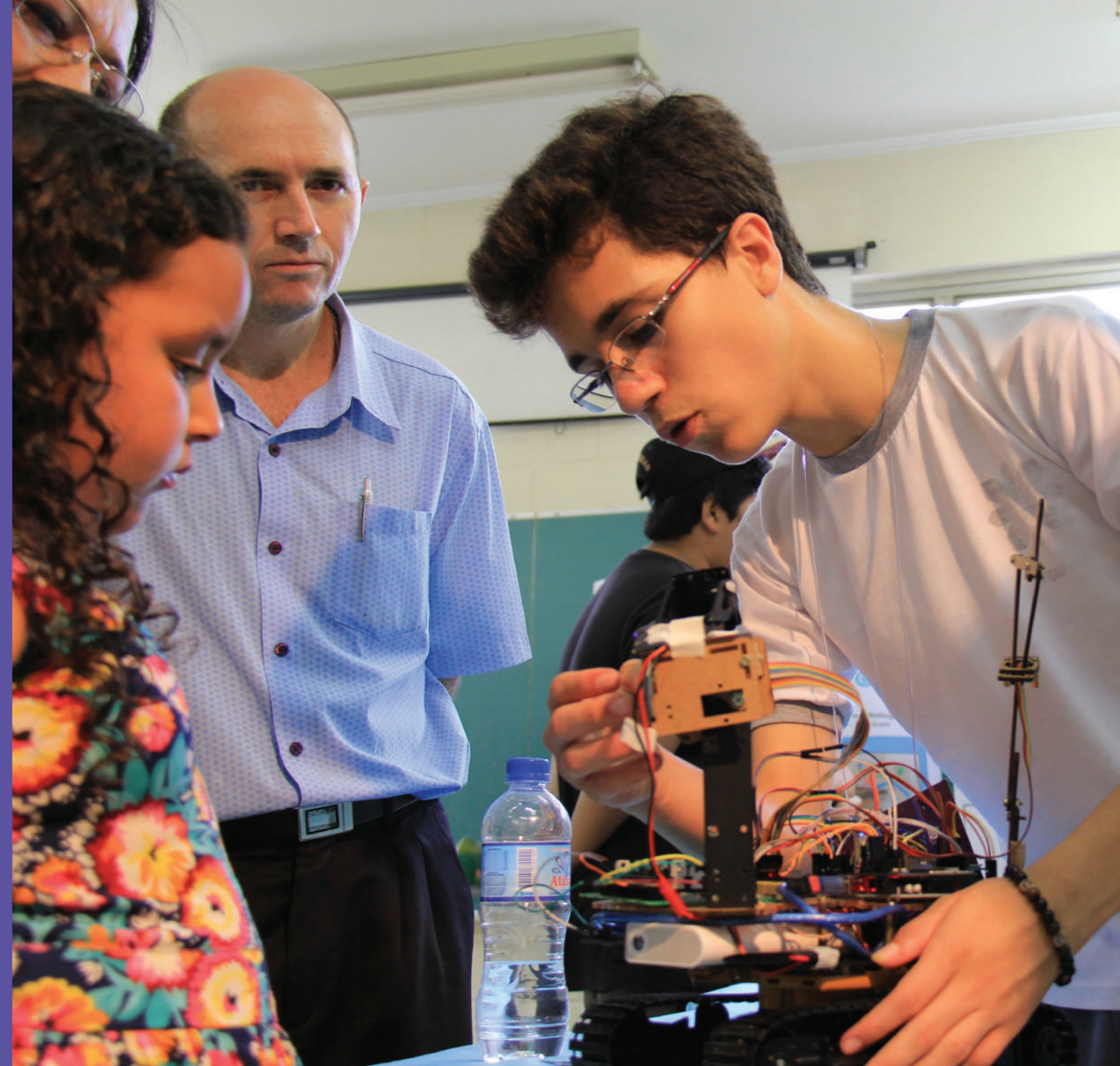
# SHARING KNOWLEDGE

To CEAP, one of the main points of the methodology focused on human formation is the awareness of the need to share knowledge. This fact reflects directly in the pedagogical activities of the institution, with the promotion of scientific events, and also reflects in the institutional activities of CEAP. During the year of 2018, events that aim to the spread of a wide range of knowledge were promoted. We can highlight FeCEAP - CEAP's Science and Innovation Fair - and VII Forum CEAP.

## CEAP'S SCIENCE AND INNOVATION FAIR

CEAP's Science and Innovation Fair - FeCEAP - is a free annual event open to the public, which consists of the exhibition of scientific projects developed by youngsters between the age of 10 and 18, during the school year. The main intuit of the fair is to stimulate the development of scientific projects, encourage the studies and spread knowledge to the public at the event.

During the year, through projects of FeCEAP, guided teachers seek to develop students' socioemotional skills and competences, such as teamwork, logical thinking, oratory and resilience during the scientific production. Also, it is an opened event so that all the visitors have access to new knowledge, technologies, and innovations. This way, CEAP has an important role in spreading knowledge. In the 2018 edition, FeCEAP was held on October 20th and 21st, and there were more than 10 thousand visitors, around 300 exhibitor students, 120 technical evaluators and 76 projects developed in the Electricity, Science, Administration, Technology, Insurance and Urban Mobility areas.



MORE THAN

**10.000**

VISITORS



AROUND

**300**

EXHIBITOR  
STUDENTS



**120**

TECHNICAL  
EVALUATORS



**76**

DEVELOPED  
PROJECTS

## CIELO CHALLENGE: WHAT IS THE FUTURE OF THE MEANS OF PAYMENT?

In the 2018 edition of FeCEAP, the Cielo Challenge was promoted, an action developed in partnership with Cielo. In this challenge, the youngsters had to develop technological projects to answer the following question: What is the future of the means of payment? Altogether, ten projects participated in the action, developing and presenting innovative ideas of what is about to come. Cielo offered several pieces of training to the students about the means of payment market and all its working. Besides, after FeCEAP, the youngsters exposed their projects at the headquarter of Cielo, where they could show their ideas to the collaborators of the company.

THE VII FORUM CEAP WAS HELD IN AUGUST OF 2018, THE FREE OF CHARGE EVENT GATHERED THE MAIN LEADERS OF SOCIAL INVESTMENTS OF THE COUNTRY, CIVIL SOCIETY ORGANIZATIONS, ACADEMIC PEOPLE, GOVERNMENT CONSULTANTS, AND REPRESENTATIVES



## VII FORUM CEAP, A PLACE FOR LEARNING, DIALOGUE AND EXCHANGE

The VII Forum CEAP was held in August of 2018 at the Renaissance hotel in São Paulo. The free of charge event gathered the main leaders of social investments of the country, civil society organizations, academic people, government consultants, and representatives. With an audience of 260 people who gathered aiming to debate the strategic role of private social investment, the speakers debated about the potential of creating positive changes in the society through themes such as Education, Innovation, Entrepreneurship, among many others.

During the event, there were lectures of experts in several areas, that inspired debates seeking to identify and expose some of the major trends in the area of social investments and education. In the first panel of the event, the role of education and innovation in solving social problems was discussed, and we had as a lecturer Maurício Prado, Executive Director and Partner of Plano CDE, who brought a study about the current situation of youngsters' education and their professional perspective.

Germano Guimarães, Director and Founder of Institute Tellus who contributed with his experience in innovation to social projects, and

Isabel Aché Pillar, Executive Director of Instituto Credit Suisse, who presented the work developed by the institute and the criteria to social investments, also participated in the panel. The mediation of the debate was made by Augusto Correa, Director of the Grupo MaisUnido, that develops projects in the technological area in partnership with large American companies.

In the second panel of the VII Forum CEAP were discussed the perspectives of private social investment, its main challenges, and trends. For that discussion, we counted on Carla Duprat, Executive Director of Intercement Institute and Counselor of CEAP, who mediated the panel with the presence of Paula Fabiani, President of IDIS, and José Marcelo Zacchi, Secretary-General of GIFE. It was a rich debate and of relevant collaboration to the society, stimulating new practices and sensitizing the leaders of the sector about the needs of strengthening of donation ecosystem in Brazil.

The event counted on the support of **Carlyle Brazil Institute**, **Intercement Institute** and **Nazca Cosméticos**, which were fundamental to the consolidation of Forum CEAP, as a place for the promotion of private social investment and education.

WITH AN AUDIENCE OF 260 PEOPLE WHO GATHERED AIMING TO DEBATE THE STRATEGIC ROLE OF PRIVATE SOCIAL INVESTMENT

# INVOLVEMENT OF PRIVATE SECTOR IN THE YOUNGSTERS FORMATION

Each day that passes, the job market becomes more competitive and demanding. So, the professional formation and qualification of youngsters become one of the most important educational processes for the development of society. However, it is important to emphasize that the social transformation through professional formation is not just a role for an institution accomplishes alone, but it is a collective task, which joins different segments and sectors of society.

Following this idea, during 2018, partnership companies of CEAP decided to act directly with the assisted youngsters, helping them in their development through lectures, workshops and other activities directed to corporative volunteering.



## CORPORATIVE VOLUNTEERING

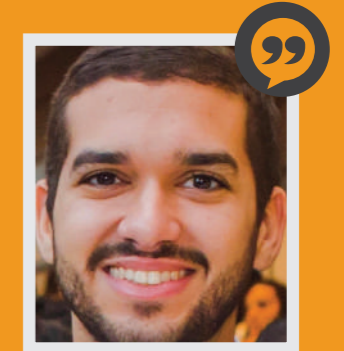
### JOB SHADOWING

Job Shadowing is an activity developed in the corporative volunteering program of CEAP and is based on an action in which the youngsters of the technical course spend half a period with a collaborator of a partnership company of CEAP. That way, if it is possible, the youngster helps the professional in his daily tasks. This action intends to offer a different experience to the youngsters, an opportunity for them to know the business environment and, in a way, to live the daily activities performed by the volunteering collaborators.

### TECHNICAL EVALUATION AT FECEAP

Throughout the days FeCEAP is promoted (Saturday and Sunday), CEAP counts on technical evaluators who are volunteers of companies that do not only give prestige to the long development of the projects and get knowledge about the several themes but also evaluate the groups that discuss the themes they most identify. The evaluation is done objectively, for this reason, there are pre-established criteria that volunteers must follow, such as creativity, presentation, method, among others.

Before the technical evaluation, there is a small preparation workshop for the volunteers. That way, the evaluators contribute to the formation of youngsters, giving feedback and prestige to the groups. The best-evaluated project during the event receives several awards according to its category.



*“CEAP and its students are amazing! At Dow, we are all impressed with willing to learn and the posture of the students – that is why our volunteers have engaged even more and with more pleasure in the activity. An action like Mirror Student helps these students to have a clearer idea of the carrier and mainly to exchange experiences with professionals already established at the market. Working with CEAP is extremely rewarding because of the integrity of the work and mainly the dedication of each student of the institution.”*

**Fabio Mendes**

Specialist in Public and Government Relations at Dow

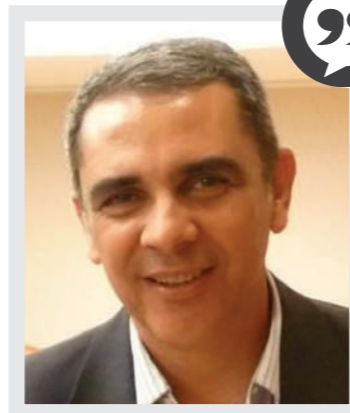


## LECTURES

The technical lecture is one of CEAP's most recurrent activities of corporative volunteering. Demanding a relatively simple operation and providing a very positive impact, many partnership companies choose this action model. The lecture may be held either at CEAP (classroom, auditorium, which admits 120 people) or the company itself. This way, there is always very positive flexibility at the moment of organizing the activity.

There are two main models of lectures: the technical and the motivational. The technical lecture works as a class model, the volunteering collaborator of the company talks about some specific technical theme, which is always related to the company or the market he is in. The motivational lecture is a conversation about the personal trajectory of the collaborator. As many professionals' origins are similar to the reality lived by the students, the impact is very positive.

## THE TECHNICAL LECTURE IS ONE OF CEAP'S MOST RECURRENT ACTIVITIES OF CORPORATIVE VOLUNTEERING



*"I will never forget my first visit to CEAP, I believe it was more than one year ago, when I was extremely impressed by the fact there was a school of this standard, organized, equipped, with content and purpose, graduating so different youngsters in a social unprivileged region of São Paulo city. Last August, I had the opportunity to return there, according to our commitment made on the first visit, to donate on behalf of Panasonic do Brasil company to CEAP and also to make a presentation for the students.*

*In this presentation, I had the opportunity to talk about Japanese culture, about Panasonic in the world and Brazil. I finished talking about my trajectory of a poor student from the periphery, from public school to my current position, a Human Resources manager of a large multinational. I tried to show that studying it is possible to reach ambitious goals, it depends on each one. I was extremely impressed and happy by the level of questions that those very young boys made. I have almost 35 years of experience and I confess that some questions made there at the moment that was kind of difficult to answer, by the level of elaboration. They were not only direct questions about some subjects, but they were also questions based on some conclusions they took from my speech. It is very clear that they have different capacity for rationing and analyzing. I would like to congratulate CEAP by the level of citizens it is graduating, I returned from there very happy, having sure our country has a solution, it can be improved and maybe the education is the only and main way for that."*

**Marcelo Tristão**

Human Resources Manager of Panasonic



## TECHNICAL VISITS

The technical visit is another recurrent action of CEAP's corporative volunteering program. The youngsters can visit the office or any other unit of the company. During these visits, there are volunteering collaborators who explain to the students about each department if it is in the office, and about each process if it is in the factory, etc. This way, the beneficiaries have a very positive experience that combines the practice and the perception of how the corporative environment is, knowing their procedures, departments, directions and so on.

The objective is to broaden the youngsters' horizons and strengthen the importance of the content assimilated in the classroom and how to put it in practice so that they know the reality waiting for them and notice that through personal effort and integral development, they can get there.

## THE TECHNICAL VISIT IS ANOTHER RECURRENT ACTION OF CEAP'S CORPORATIVE VOLUNTEERING



*"Having the youngsters from CEAP at the company was a remarkable experience for us. During the visit, the type of questions and level of maturity impressed me. I teach in the postgraduation course at one of the best in Brazil, FIA, which means I have a high standard. People from CEAP made questions with a level of complexity that still surprised me. It is difficult to find people with insight and reasoning like these students. I was in a meeting with the Chancellor of USP and presidents of many companies, and one of the main subjects was what the university can make to help in the development of companies. The executives talked about what CEAP has been doing, and the importance of forming soft skills, such as ethics, the will to do better, the will to learn, forming values and principles that are important for life, and the will and capacity to learn more and more. At Isa CTEEP, our focus is on what the person is and believes. We are very pleased with the renewal of the partnership!"*

**Rafael Noda**

Statutory Director of Isa CTEEP



**THE OBJECTIVE IS TO BROADEN THE YOUNGSTERS' HORIZONS AND STRENGTHEN THE IMPORTANCE OF THE CONTENT ASSIMILATED IN CLASSROOM AND HOW TO PUT IT IN PRACTICE**





Vocational test



Simulated interviews

## COMPANIES, UNIVERSITIES, AND SPECIALISTS OF DIFFERENT AREAS WERE AVAILABLE TO YOUNGSTERS AND THEY DONATE THEIR KNOWLEDGE TO BOOST THE DEVELOPMENT OF A NEW GENERATION

### PROFESSION AND CARRIERS FAIR

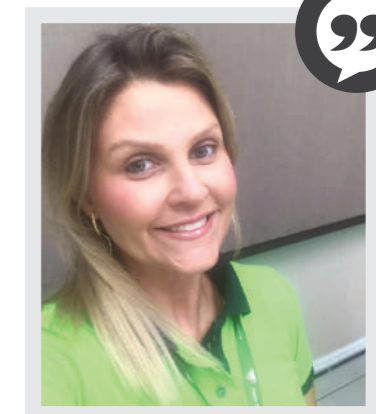
Last September 1st, for the third year in a row, CEAP held another edition of the Professions and Carriers Fair. The fair gathers youngsters, who are looking for their first job, and collaborators of big companies. The objective with that is to make the students from a public school have direct contact with professionals already active in the job market.

During the event, several activities are carried out simultaneously, such as an exhibition of companies, simulated interviews, resumé workshops, vocational tests, etc. Everything aiming the promotion of market knowledge efficiently and diversified.

In this edition of Professions and Carriers Fair, CEAP received more than 1.000 visitors, most of them from the public school of Pedreira region. The greatest difficulty presented by many participants was not the incapacity of deciding among several professional options available, but passing through this process of decision conscientiously,

pondering the pros and cons of each area, projecting a long term carrier, being capable of combining their talents and aptitudes and, above all, making sense of their trajectory.

In 2018, the fair counted with the participation of **Accenture, Beija Flore, Central de Funcionamento, Crowe, Colégio União, DOW, Fisk, Instituto Federal de SP, Instituto Vem Saber, Isa CTEEP, Leroy Merlin** and **Panasonic**.



*“The experience of participating the CEAP’s Professions and Carriers Fair is grateful, and I think we gain much more than the adolescents, seeing their interested looks, thinking about the future, gives a lot of hopes and desire to continue working. It shows how much hope we may have in the future and how many interested youngsters in the job market we have.”*

**Daniela de Campos**

Human Resources Manager of Leroy Merlin and Director of the Abelha e Campos Association

# RESULTS AND IMPACT

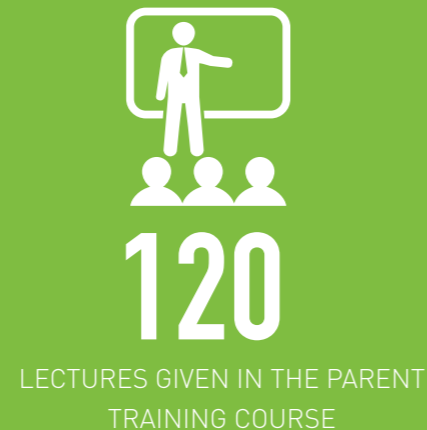
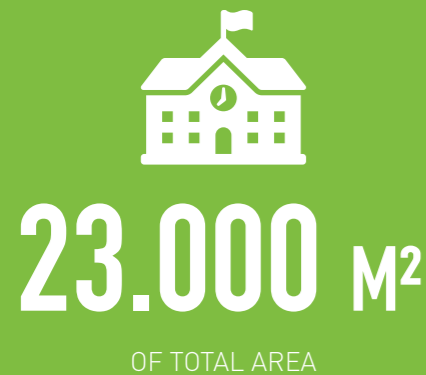
As a fundamental factor for the excellence of the developed work, CEAP follows carefully the development of each student and the impact on the life of each individual. All through indicators that help to monitor closely the development accomplished by

each person and the effect in their lives. It could not be different, after finishing the course, CEAP keeps monitoring its former students, in order to measure the impact caused by the institution.

CEAP KEEPS MONITORING ITS FORMER STUDENTS, IN ORDER TO MEASURE THE IMPACT CAUSED BY THE INSTITUTION



## CEAP NUMBERS



**70%**

OF STUDENTS ARE EMPLOYED IN UP TO 3 MONTHS AFTER GRADUATING

**95,6%**

SAY THE WAY THE SUBJECTS ARE ADDRESSED HELP IN THE EVERYDAY LIFE

**90%**

OF STUDENTS ENTER COLLEGE IN UP TO 3 YEARS AFTER GRADUATING, SUCH AS USP, PUC, MACKENZIE, ITA ETC

**95,9%**

STARTED TO TALK MORE AT HOME

**300%**

IS THE FINANCIAL RETURN OF THE SOCIAL INVESTMENT

**96,7%**

LEARNED TO UNDERSTAND AND LISTEN TO EACH OTHER BETTER; AND

**95,9%**

OF PARENTS SAY THE PRECEPTORS HELP THEIR CHILDREN TO HAVE A BETTER PERFORMANCE IN THE STUDIES

**92,9%**

ARGUE LESS AT HOME

**93,9%**

OF PARENTS SAY THE PRECEPTORS HELP THEIR CHILDREN TO DIALOGUE MORE AT HOME

**96,3%**

OF PARENTS SAY THE PRECEPTORS HELP THEIR CHILDREN TO TREAT PEOPLE WITH RESPECT

# IMPACT RESEARCH — SROI

Thinking about evaluating the impact, CEAP hired IDIS Research - Institute for the Development of Social Investment - to measure the financial value that returns to society every R\$1 invested in the technical courses of CEAP.

Nowadays, many tools allow to value and/or evaluate the impacts and results of a project or organization. At CEAP, the chosen tool was SROI - Social Return on Investment. This is an international methodology developed by an organization called Social Value (<http://www.socialvalueuk.org/>).

SROI is a protocol of evaluation that measures the social impacts of an initiative, even if they are intangible and subjective. This tool tells the story of how changes are being created by measuring the intensity of social impacts noticed by people who participated in the initiative and estimating monetary values to represent them. This allows that a proportion of costs and benefits is calculated, evidencing a relation of cost-benefit of the evaluated program.

The Institute for the Development of Social Investment (IDIS) was the pioneer in the studies application of SROI in Brazil and accomplished the evaluation of the technical courses of CEAP during 2018. It is important to emphasize that there are several organizations, in many countries, which uses that same tool of impact evaluation.



Instituto para o Desenvolvimento do Investimento Social

## CEAP EVALUATION

The impact evaluation of the program is ultimately a reflection of the transformations that it can create and, as such, must be able to measure its real contribution, taking care not to appropriate of the effects caused by external factors to the program. Besides, the evaluation should point the strengths of the program, which contribute to the desired goals and boost the impact, and the points of improvement that can make the program even more effective in the social transformations they want to reach. Finally, it is necessary to use objective and clear procedures that assure consistency of results and evaluation conclusions.

After a long evaluation process of CEAP's technical courses, the result of the SROI index was R\$3. It means that for every R\$1 invested in the technical courses of CEAP, the generated value of the social benefit is R\$3, that is, a return or 300% to financer and, consequently, to the whole society. This way, it is possible to say that the program has a very positive impact and the evaluation can prove the direct link between the financial activities by the investments made and the social impact created.

### THROUGHOUT THE PROCESS, OTHER POSITIVE RESULTS TO THE STUDENT WHO PARTICIPATE IN CEAP'S TECHNICAL COURSES WERE IDENTIFIED. AMONG THEM:

To the public between 18 and 24 years old, the wage gap of professional graduated at CEAP and the ones who did not study at CEAP, resident in São Paulo city, is R\$11.319,00 per year. Between 25 and 29-year-old, this difference raises to R\$43.180,10 a year, and between 30 and 39 years old, the difference reaches R\$58.165,30.

#### ANNUALLY NET SALARY

FORMER STUDENTS FROM CEAP	<b>18-24 YEARS OLD</b>	<b>R\$ 30.370,00</b>
	25-29 YEARS OLD	R\$ 71.077,50
	30-39 YEARS OLD	R\$ 91.719,40
OTHER RESIDENTS OF SP	<b>18-24 YEARS OLD</b>	<b>R\$ 19.051,30</b>
	25-29 YEARS OLD	R\$ 27.897,40
	30-39 YEARS OLD	R\$ 33.554,10

FOR THE PUBLIC BETWEEN **18-24 YEARS OLD** THE AVERAGE WAGE GAP DIFFERENCE IS **R\$11.319,00**



**FOR EVERY R\$1  
INVESTED IN THE  
TECHNICAL COURSES  
OF CEAP, THE  
GENERATED VALUE  
OF SOCIAL BENEFITS  
IS R\$3, THAT IS, A  
RETURN OF 300%**

To have access to the complete report made by IDIS, visit CEAP website.



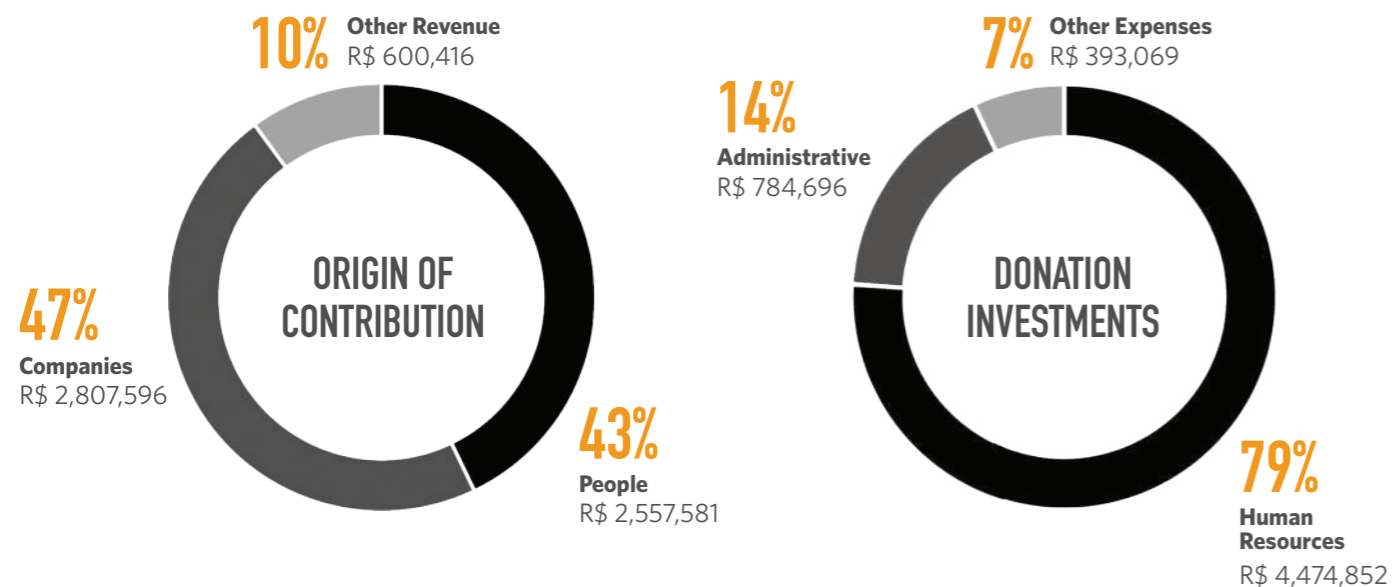
# TRANSPARENCY AND SUSTAINABILITY

CEAP has a culture of transparency in its essence. For this reason, nowadays, financial statements are audited by PwC. It should be emphasized that accountability to society is one of the fundamental points of CEAP's acting.

To have access to the financial statements and the full audit, visit [ceappedreira.org.br](http://ceappedreira.org.br)



## FINANCIAL STATEMENTS OF 2018:

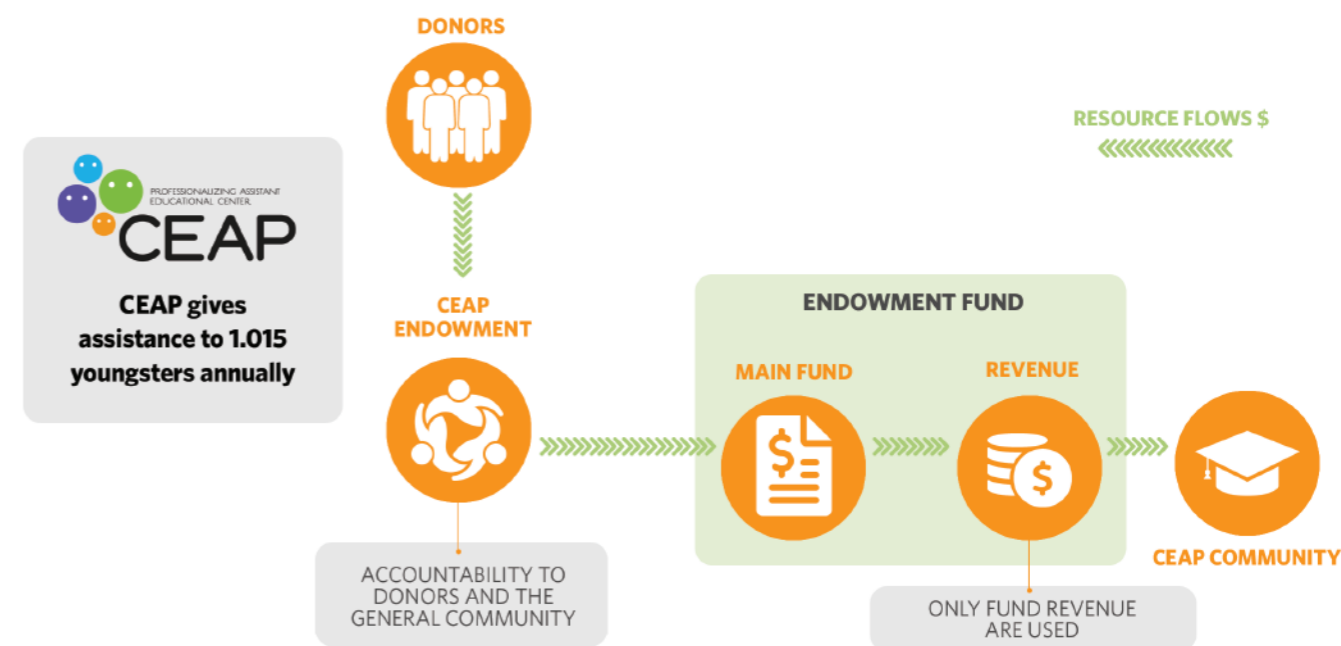


# PATRIMONIAL FUND

In addition to transparency, another acting pillar of CEAP is organization sustainability, which will ensure that the work developed by the institution lasts and reaches many people over time. So, CEAP constitutes its Patrimonial Fund (or Endowment, a better-known term).

The Fund aims to increase the opportunities for students with the will and potential so that they can change their realities and the ones around them through education. The Endowment consists of the creation of a perpetual patrimony, which incomes, above inflation, are used for some purpose or activity. The difference between other forms of philanthropy that involve donations is in the continuity of resources production. In a simple way, the financial resources are raised, applied in the financial market, and the financial return of these applications are used to finance the maintenance of CEAP's activities annually, without reducing the main equity.

The creation of the fund aims to provide the financial sustainability, the permanence of its projects, autonomy and solidity of the work developed by the organization, being able to generate continuous revenues and provide greater diversification of the institution's source of resources, allowing a better plan, execution of current activities and the development of new educational projects.



# ACKNOWLEDGMENT

Since 1985, CEAP has offered an education that seeks to form each youngster who passes the institution completely. Fortunately, this educational model could be applied to over 7.000 people along these years, changing the lives of each one. Today we are increasingly expanding our service so that more youngsters and their families are impacted. This way, we caused a positive real impact on the development of society and the world through high-quality education.

However, it is very important to emphasize that all the trajectory of intense social transformation was not accomplished individually by CEAP. All the accomplishments we have achieved over time have only been acquired because of the people and institutions that believed in our work and decided, with no obligation, to support our challenging mission. Creating conditions to form honest citizens has never been an easy task to succeed and probably never will be. But, while there are people who believe that Education is the most powerful tool to transform society, this objective can be achieved.

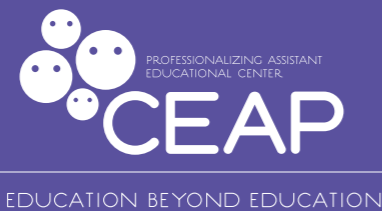
At the end of this report, we would like to thank each of the parents who along these 33 years have trusted us the challenging task of helping them to form their children in this beautiful mission of educating. We thank our former and current students who believe that the study is the best way to get anywhere and for giving meaning to everything we have done, we do, and we will do.

We thank our collaborators for faithfully believing in our mission and making it their professional goal, as well as our volunteers who enabled the accomplishment of all events and parent training courses.

We are also grateful for our donors, for keeping CEAP working since the beginning, when everything was only a small classroom. We also thank our partner institutions for enabling the expansion and improvement of the work we develop and for trusting us!

**THE YEAR 2018 WAS A PERIOD OF MANY ACHIEVEMENTS,  
AND THE GREATEST OF THEM WAS TO HAVE YOU BY OUR SIDE!**

**THANK YOU**



## PATNERS










EDUCATION BEYOND EDUCATION

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