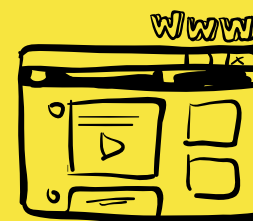
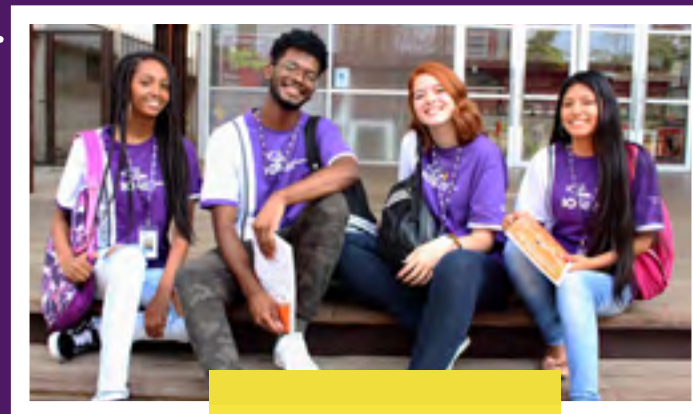


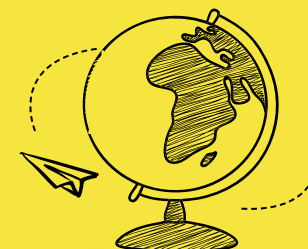


Annual Report 2019

INNOVATION IN
EDUCATION WITH
THE PURPOSE
OF SOCIAL
TRANSFORMATION



$$\begin{aligned} & \Delta (a+b)(a+c)^2 \\ & \Delta a(b+c)+a(b-c) \end{aligned}$$





Annual Report 2019



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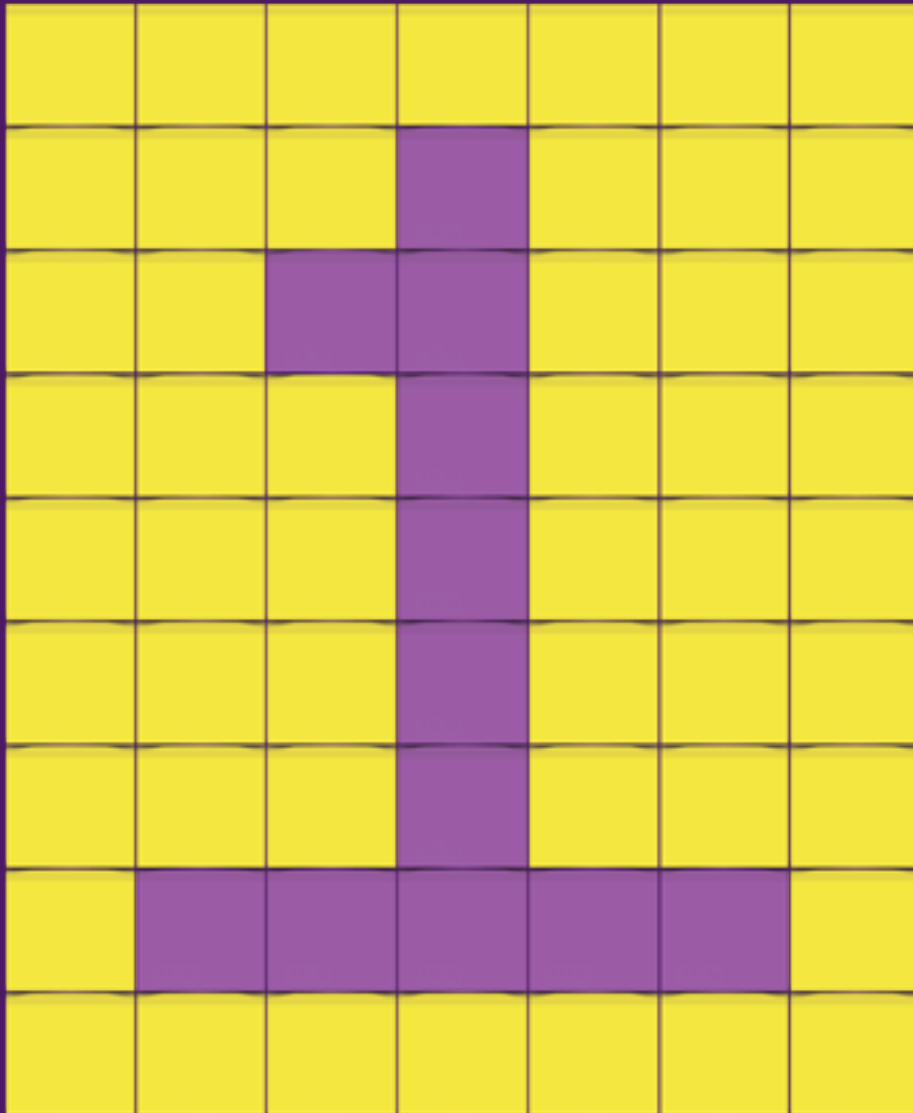
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INTRODUCTION



IN THIS CHAPTER YOU WILL FIND:

- ✓ Information about this publication;
- ✓ Our message about the year 2019; and
- ✓ More about the IOS way of educating: innovation in education.





About the Report

GRI 102-21 | 102-40 | 102-42 | 102-43 | 102-44 | 102-46 | 102-47

Welcome to the sixth Annual Report of the Institute for Social Opportunity (IOS). This publication provides information about the Institute and how it generates value for society. It also presents the results and impact of its operations during the period of January 1st to December 31st, 2019.

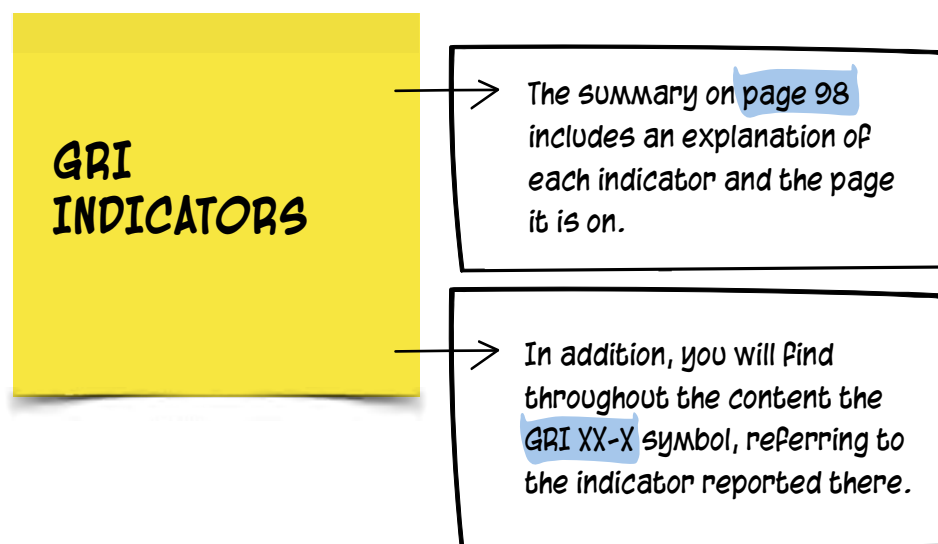
With this report, IOS seeks to reinforce its continuous commitment to transparency and share its performance for the year, in addition to the intangible aspects of its performance, which remain beyond the reported period. For this purpose, this publication was built based on the Global Reporting Initiative (GRI), an internationally recognized reporting guideline, adhering to the Essential level.

This report is also based on the materiality study reviewed by the Institute in 2018, with an online consultation process and face-to-face panel with its stakeholders: **partners, participants, suppliers, students and alumni**. This study defined the most important topics for the organization, listed below:

- Promoting employability of students;
- Ethical fundraising;
- Ethical and efficient resource distribution;
- Course planning and evaluation; and
- Diversity and non-discrimination of people with disabilities, immigrants, gender equity, racial, etc.

HOW TO NAVIGATE

To make reading easier, use the following tools:



FIND OUT MORE:

FINANCIAL
DEMONSTRATION

CONDUCT
CODE

RECORDS AND
CERTIFICATIONS

Additional information and clarifications on this report can be obtained at www.ios.org.br or via e-mail: relacionamento@ios.org.br



IOS Message

GRI 102-14

We are aware of the future trends of work, market demands, technological innovations and education, in 2019 we continued to generate value for our partners and students, with a significant social impact.

We believe that education should consider the student at the center of the issues and understand, from their perspective, under what conditions learning needs to happen. For this reason, our methodology takes into account **technological innovation**, including courses focused on technology, a future career that presents great employment opportunities, higher education and entrepreneurship. It also considers **pedagogical innovation**, based entirely on the context of students, offering models of non-traditional learning, psychosocial care, involving family members, investing in the students' socio-emotional skills and in the development of people who own their trajectories.

IOS took great steps on all its strategic fronts in 2019. It strengthened and brought relationships closer to its audiences, worked on continuous innovation, both in learning methodologies and in the empowerment of students, and significantly advanced in professional training and

employability, increasingly offering courses and classes to transform the lives of young people and people with disabilities.

During the year, **3,070 students enrolled** in IOS courses and **1,401 alumni were employed**, generating **an average increase of 47% in the income** of their families and **raising our employability index by 15.2%** in relation to 2018. These numbers are the result of the tireless pursuit of our mission, from the areas directly responsible for this stage of our Student Cycle, as well as from all IOS employees, who prioritize the employability of young people and people with disabilities in all their projects.

Facilitating our student's first job allows him/her to gain new opportunities not previously thought of by his/her families and communities; it also supports a leap in the reduction of social inequality. These results are in line with the objectives of **Sustainable Development, defined by the United Nations (UN)**, represented by "Decent Work and Economic Growth" (number 8) and "Reduction of Inequalities" (number 10). According to the UN, "Properly paid work, exercised in conditions of freedom, equity and security, is capable of guaranteeing a dignified life".

Attentive to the future of the workplace, market demands, technological innovations and education, in 2019 we continued generating value for our partners and students, with expressive social impact.



Find out more at:

nacoesunidas.org/pos2015/agenda2030/



Our work with our students aims for them to reach this turning point in their lives, and for this reason, we continue to study, very connected in all contexts that address topics such as the future of work and the impact of technology on future professions, qualifying them for this new reality.

The performance and impact generated by IOS are enhanced by the large network of partners and organizations that support the Institute in its mission. In addition to the **four new partnerships** signed, **we maintained and renewed thirty partnerships for Professional Training and On Demand Training** projects.

TOTVS, our main sponsoring company, played a strategic role with IOS, when company leaders revealed in an in-depth research, their professional training needs, especially in the technology area, which will have more than 70 thousand vacancies per year until 2024, according to the Brazilian Association of Information and Communication Technology Companies (BRASSCOM).

Dell was also a prominent partner, further promoting professional training in Porto Alegre (RS) and in the municipality of Hortolandia (SP). Partners such as **Microsoft, Zendesk, Brasilprev, Citi, Center Norte Institute, Hyundai, Ticket Edrened, Liberty, Isa CTEEP, Celeo Redes, among others**, also supported IOS to continue making a difference.

We expanded the multiplier network of IOS methodology and content, and the **new hub in Sao Jose dos Pinhais (PR)**, in partnership with the Renault Institute and *Unilehu* is a highlight of our Social Technology front.

The **Talents of the Future Project, conceived by IOS and JP Morgan Chase Foundation in 2017, was consolidated as a regular course at the Institute**, now offered in an academic semester and for more groups in different territories of Sao Paulo, as in our Barueri service unit (SP), allowing more young people to have access to technology training.

In 2019, IOS was recognized as one of the **100 best NGOs by the Doar Institute** and we have renewed the *Doar Stamp* until 2020.

And what are the prospects for 2020?

We understand that technology is an essential knowledge for professional training. It is in everything, in all professions and areas of knowledge.

Our years of experience, proximity to partners, the Talents of the Future Project and the great market demand for professionals with these skills, have given us the necessary information to support our strategic decision to follow technology as a training path.

Therefore, our main perspective for 2020 is to train more and more students in the field of technology.

In the last quarter of 2019, we sealed a partnership with Paulistana Foundation for the Education, Technology and Culture, an indirect administration entity of the Sao Paulo City Hall, which foresees an attendance of at least 1,000 other students, in training in this area in 2020, a great advance in this direction!

We believe in our mission and we are absolutely dedicated to continue promoting transformation and generating opportunities in the lives of our students. We are proud of the results obtained so far and we are confident of the new achievements that the future will bring. **Let's go together!**

Instituto da Oportunidade Social

Innovation in education

The IOS way of educating is through innovation present in classrooms and in the relationship with our students. In addition to providing technological education tools and agile methodologies, we innovate in care and in establishing genuine exchange and horizontal relations.

Content
INNOVATION



Innovation in
PERSONAL
DEVELOPMENT



Innovation in the
EXERCISE OF CITIZENSHIP



CONTENT INNOVATION

The application of content by our educators is carried out in classes with unconventional methodologies. Our students learn a lot through practice; our workshops are very dynamic and set up in circles to allow for conversation and exchanges.

In the disciplines of Portuguese and mathematics, IOS bets on the use of agile methodologies, such as mind maps, design thinking and scrum, always contextualizing the Portuguese language with communication skills and mathematics to logical reasoning.

The objective is to bring the students' context and reality into the classroom and the content, stimulating the protagonist to interact, own their learning and connect with the trends and opportunities for their entry and evolution in the world of work.



INNOVATION IN PERSONAL DEVELOPMENT

Dedication to students' socio-emotional development is another innovative differential in the Institute's performance. In addition to technical topics, students receive transversal and interdisciplinary support, content and challenges for their personal development, throughout their training.

In classes and workshops, topics are addressed that stimulate the learning of important skills for professional relationships such as teamwork, ethics and creativity.

Students can also count on the assistance of the Psychosocial team, which provides them with all the support they need to face the challenges in their training, continuity in studies and entry and permanence in the job market; family participation is also promoted.



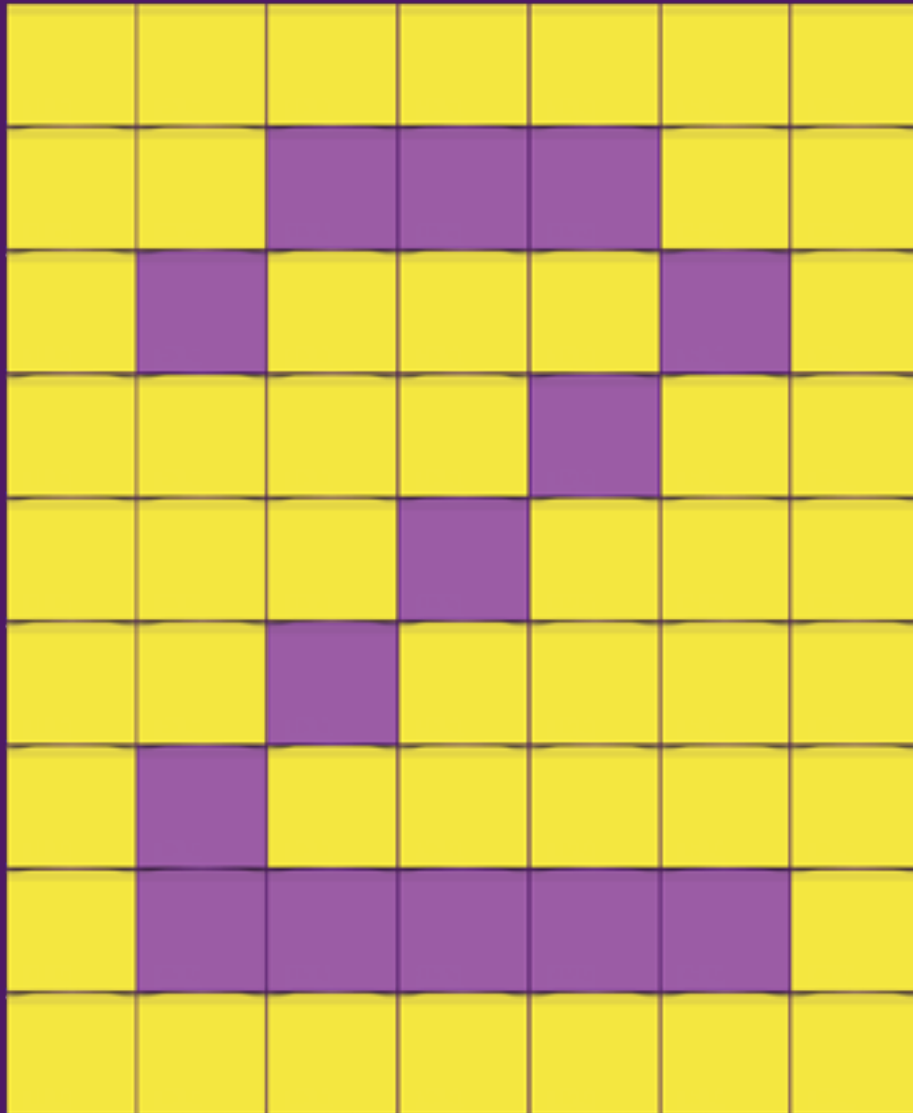
INNOVATION IN THE EXERCISE OF CITIZENSHIP

Unlike traditional education, at IOS students have the opportunity to experience the exercise of citizenship, respect and solidarity.

Through workshops with educators and market professionals, students debate these themes and, with the IOS Solidarity Project (page 26); they get to practice and exercise paying attention to who is next to them, developing voluntary work.

In this way, innovation in IOS is embodied in our learning model. The school universe is still very academic and, at times, disconnected from current social demands and the interests and reality of young people.

Given this scenario, we seek to connect all content with the world of work, entrepreneurship and life, training professionals so that they are ready to enter the job market, with important technical and socio-emotional skills.



IOS



IN THIS CHAPTER YOU WILL FIND:

- ✓ More information about what IOS does and who our students are; and
- ✓ We will also tell you about the 2019 highlights and the value creation of the Institute.





Who we are

GRI 102-1 | 102-2 | 102-3 | 102-4 | 102-5 | 102-6 | 102-7

The Institute of Social Opportunity (IOS), a Social Assistance Charity Entity certified by CEBAS, has been operating for 22 years in free professional training and in promoting the employability of young people and people with disabilities.

IOS trains professionals who bring to the table not only technical knowledge and theoretical training, but also the behavioral skills that the job market seeks, encompassing caring for relationships, respect for differences, teamwork and creative problem solving, always based on an innovative mindset.

MISSION



Search, support and monitor the employability of young people and people with disabilities who have less access to opportunities in the job market.

VALUES



We are an agent of transformation based on:

- Integrity;
- Ethics;
- Respect;
- Dedication;
- Search for Knowledge; and
- Team Spirit.

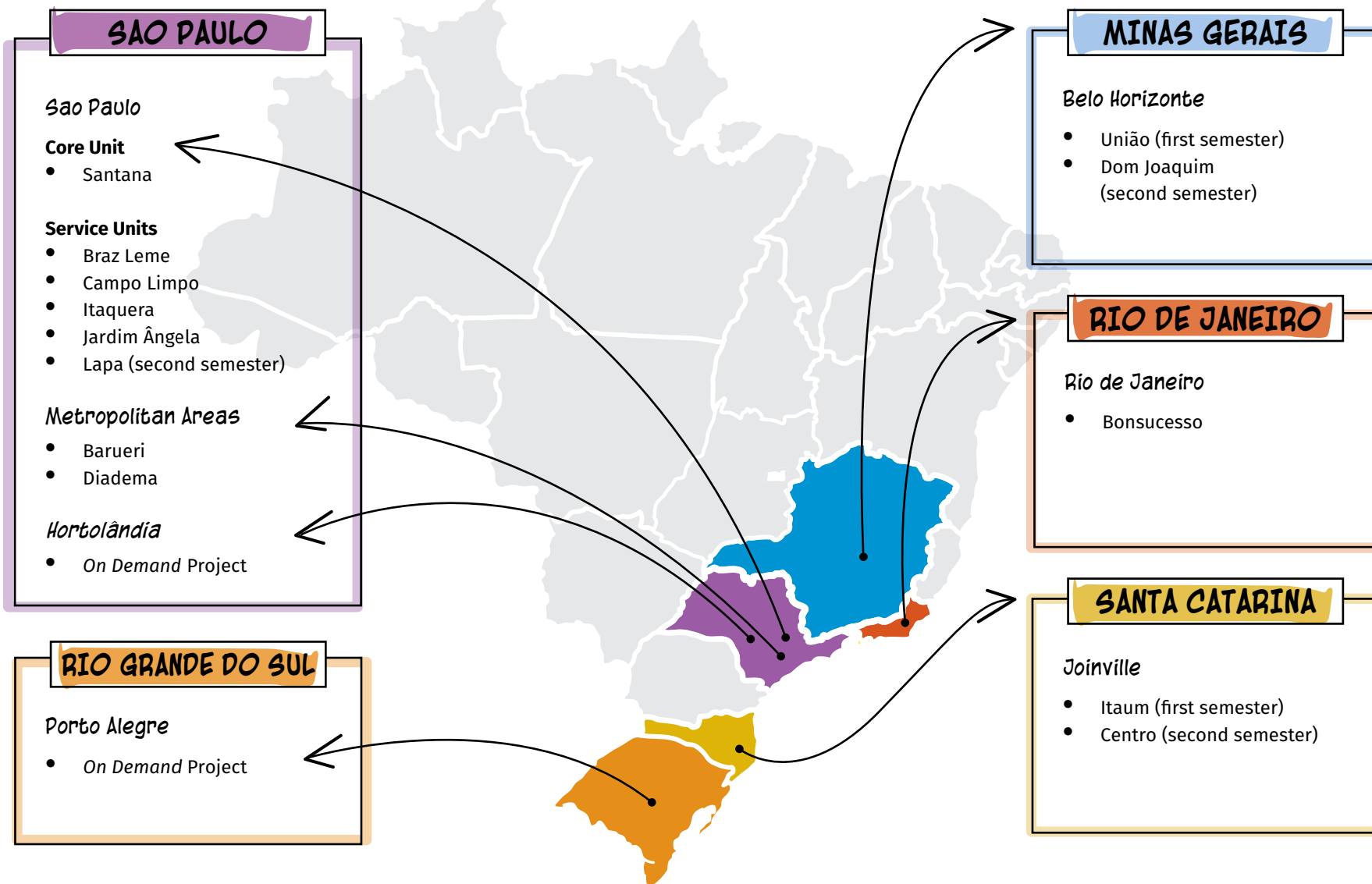


VISION

To be a reference and to have excellence in capacitating, training and relationships that promote employment opportunities for young people and people with disabilities, transforming them into agents that change their communities.



IOS SERVICE UNITS





PROFESSIONAL QUALIFICATION

It aims to train empowered professionals with technical capacity and citizenship, to generate new possibilities.

It also offers psychosocial support to students throughout their learning and employability cycle, with support for family members when necessary.



SOCIAL OPPORTUNITIES

Searches for opportunities in employability, education and entrepreneurship for our students.

IOS promotes **IMPACT ON THE LIVES OF THOUSANDS OF YOUNG PEOPLE AND PEOPLE WITH DISABILITIES** through its synergistic and complementary action fronts.

SOCIAL TECHNOLOGY



It uses the principles of Professional Training and Social Opportunity as a basis and, through partnerships, multiplies the model and the positive impact of IOS in locations where there are no service units of its own.





FREE PROFESSIONAL TRAINING

We offer free professional training in the areas of Administration and Information Technology (IT) based on a hybrid-teaching model, which includes:



Technical content prepares students as professionals, in the areas of administration or technology. In the administration area, professionals are trained, with a macro view of the practical functioning of a company, the business rules, how the areas are organized and the connections between them.

To support learning, a major advantage of IOS is to use the ERP TOTVS software in practice, making the studied concepts tangible.

In the area of technology, practical cases are used focusing on the context of young people, with games, music and even “memes” for teaching programming languages and technical concepts that require logical reasoning in order to complete their training and work in technology.



Soft skills and school extension contents are treated in a transversal and interdisciplinary way throughout all courses, bringing themes that contribute to students’ learning and training. Through classes in mathematics, communication and expression, employability, behavior and citizenship, young people live experiences that address topics such as interpersonal relationships in organizations, teamwork and ethics in the professional environment.

It is through this joint and simultaneous work that IOS trains young people to be ready for the start of their professional lives.

In addition to classroom activities, we offer psychosocial care at all times of professional training, through a team composed of professionals from social services, psychology and psychopedagogy, who support students to overcome the difficulties that impact their training, achievement of job opportunities or entry and continuation in higher education. This team also works directly with the students’ families through events or by direct contact at specific times.



**Find out more
on page 34.**



SOCIAL OPPORTUNITIES

Our Educational team offers support to young people, during and after the course, to promote their employability, continue their studies and find ways to become entrepreneurs.

From the **IOS Opportunities Center**, the team recommends students for internship, young apprenticeship or permanent hire positions. IOS supports employing partners in an initial recruitment in a different way, looking for students who, in addition to meeting the requested technical requirements, have a behavioral profile compatible with the position and the culture of the partner company.

In addition to recommending students to the job market, the Opportunities team, as well as the entire Educational team, guides them on how to seek opportunities on their own, so that they can create their independence in this issue, which will be part of their career, from the beginning of their professional life.

The **IOS Program for Access to Higher Education** articulates partnerships with Higher Education Institutions, in several models (either by demand from students, through corporate sponsorships or even exclusive scholarship programs articulated with universities), to ensure that students who have interest in attending a college are supported by the Institute, and can therefore obtain full or partial scholarships or a different type of financing model.

At the same time, the team from the IOS Opportunities Center works to find an internship for these students, while the Psychosocial team monitors young people and provides the emotional support necessary for this new phase of life, contributing to their permanence in higher education courses. .

In the classroom, the theme of entrepreneurship is worked on in different ways, either through intra-entrepreneurship, within the companies in which the students go to work, or in ways to create their own businesses or develop the businesses of their families.

In 2019, IOS established partnerships with other projects that work on this theme, such as *Pense Grande*, from *Telefonica* Foundation and Future Entrepreneur Project, from the *Besouro* Development Agency, giving guidelines for students to develop entrepreneurial thinking and attitude.



Find out more
on page 85.

SOCIAL TECHNOLOGY

It promotes the creation of Social Technology Hubs, which will be **multipliers of the IOS methodology** aimed at free professional training and the employability of local students.

In 2019, in addition to the hubs in Barueri, Sao Caetano do Sul and Sao Paulo, in the state of Sao Paulo, we reached the southern region with the new hub in Sao José dos Pinhais (PR).

The results of the project in 2019 opened doors so that in 2020, each of the seven hubs will expand their capacity to serve from up to three, to serving a maximum of seven classes.

There is an expectation for the opening of three more hubs this year, allowing for a significant increase in the number of impacted people, reaching about 900 students, confirming what we already believed: the model is re-applicable and works successfully when implemented with a quality educational background.



Find out more
on page 59.



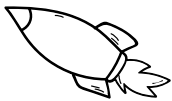
Our Students

GRI 103-1 | 103-2 | 103-3

Our students are
the Institute's
REASON TO BE.



We have a mission to support them
on their path towards a
solid and prosperous career.



In addition to being the public to which IOS directs all its activities, they are **MULTIPLIERS OF OUR PURPOSE**, as they transform the opportunities that IOS offers in a **positive impact for themselves, their families and for the whole society.**



WHO ARE IOS STUDENTS?

In 2019, 2,152 students answered the social and health questionnaires applied by the Psychosocial team, based on self-declaration and following IBGE classification criteria. Check out their answers:

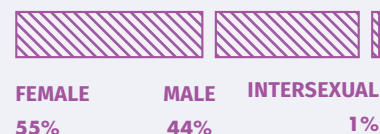
- Young people from 15 to 29 years old and people with disabilities from 16 years old; and



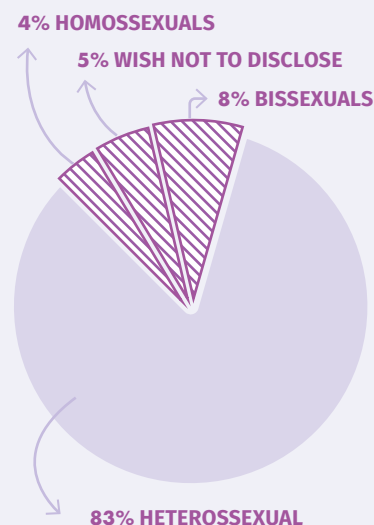
- Who have completed or are attending high school, preferably in the Public Education System.



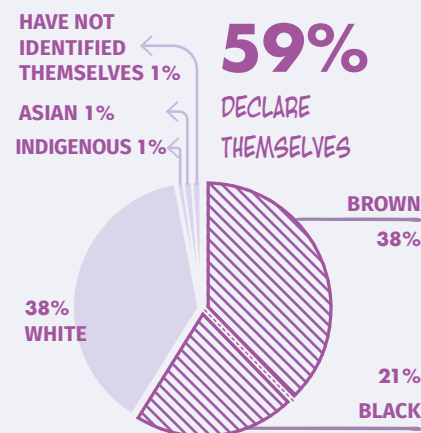
BIOLOGICAL SEX



AFFECTIVE-SEXUAL ORIENTATION



2% HAVE SOME TYPE OF DISABILITY



EDUCATIONAL LEVEL

High school graduates from the Public School System



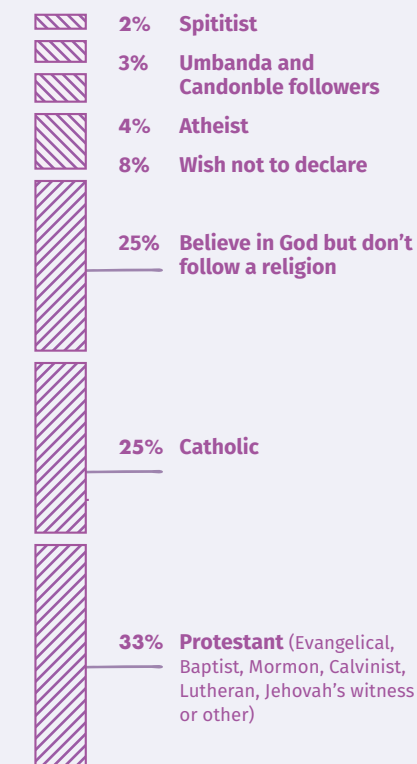
Have failed at least once in their school life



Wish or have already started a higher education course



RELIGION

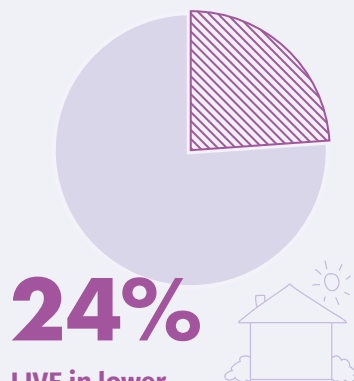




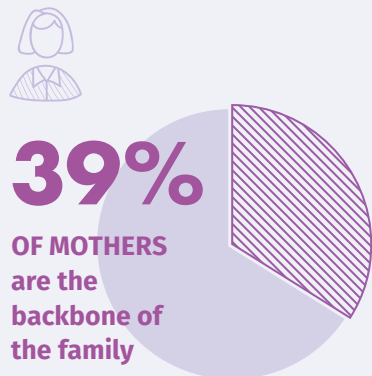
Family situation



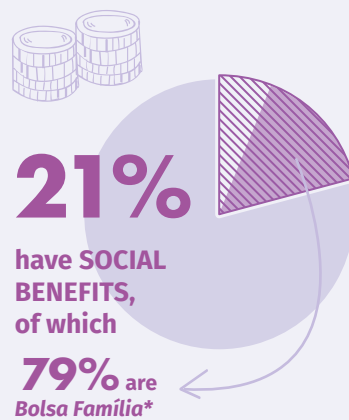
61%
have a
FAMILY INCOME
of up to
BRL 1,996.00
(2 minimum wages)



24%
LIVE in lower
income communities



39%
OF MOTHERS
are the
backbone of
the family



21%
have **SOCIAL**
BENEFITS,
of which
79% are
Bolsa Familia*

* Translators note: *Bolsa Familia* – direct Governmental income transfer program, aimed at families living in poverty and extreme poverty throughout the country.

DIVERSITY



IOS embraces diversity as a fundamental part of its operation. With a very diverse audience of students, the Institute continuously monitors its vulnerability and representativeness indicators.

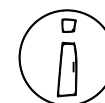
In the Social Week, the Psychosocial team collected social and health questionnaires.



(check the results on page 16).

With this overview, IOS promotes educators' awareness and training in topics related to religion, race, gender, sexuality and people with disabilities.

The objective is to ensure that professionals who have direct contact with students understand the diversity and the tools to work on these topics in an assertive and productive way.



Find out more about the
IOS Diversity Program on page 94.



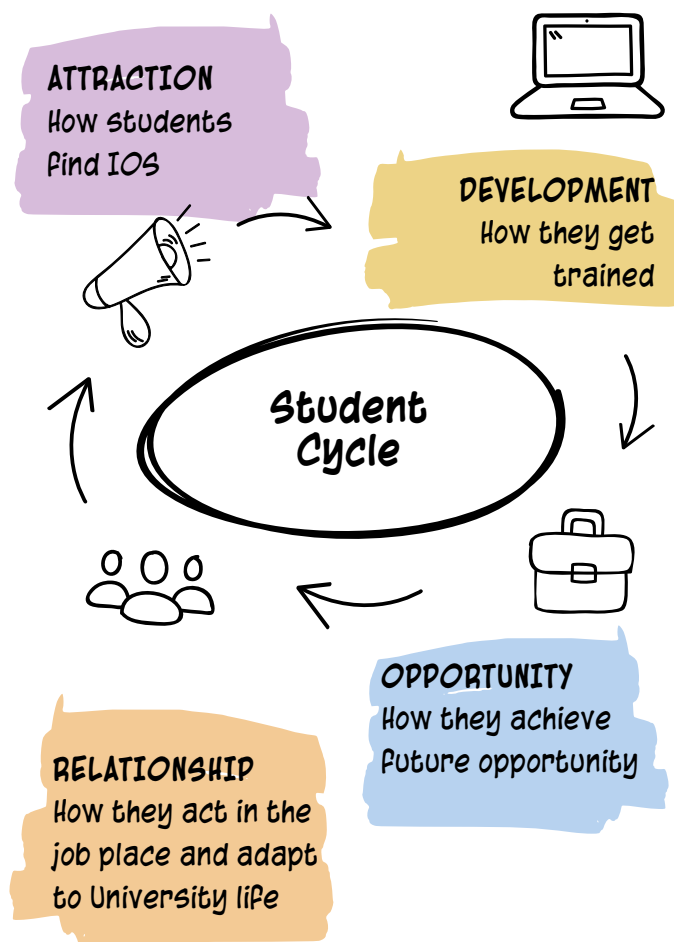
HOW DOES IOS RELATE TO THEM?

- 1.** The stage of publicizing all available courses takes place through actions carried out via social networks, press relations, face-to-face publicity in schools and places close to the service units. We link these networks with schools, groups, councils, government offices, among other partners.

The interested parties come to the service unit to deliver documents and perform a non-classifiable assessment of Portuguese and Mathematics.

- 4.** To take care of its network and ecosystem of opportunities, IOS keeps in touch with former students throughout the first three years of their career.

In 2019, the *Reconecta* Program was also launched, which not only strengthened the relationship of the Institute with the alumni, but also transformed them into multiplying agents of the IOS mission, contributing to the development and employability of other students and closing the Student Cycle with their contribution.



- 2.** During the training the student learns the technical content of the chosen training, besides communication and expression, Mathematics and soft skills.

Throughout the course individual evaluations are carried out and, at the end, the completion of the course work is done.

- 3.** After graduation the goal is to support the students in their search for opportunities that enable their professional development through referral to the job market, in internship, apprentice or effective positions.

The Institute also fosters entrepreneurial initiatives and develops partnerships with universities and teaching centers as a way to encourage the continuity of studies for students.



Engagement

The participation of families in the process of training students as professionals and protagonists directly affects their performance in the course and, consequently, their insertion in the job market. Therefore, the Institute organizes and promotes meetings with student's families in the service units where they study to engage them in the experience of participating in IOS and insert them in the process of training and supporting students.

Find out more about the actions done by the IOS Psychosocial team to enable them to get closer to the students' Families in 2019 on page 34.



2019 Highlights

INSTITUTIONAL



3,070
SERVICED STUDENTS

1.3% more
than in 2018.



1,401
EMPLOYED STUDENTS

15% more than
in the previous year.

47% IMPACT ON

the average increase in
students' family income.



ACKNOWLEDGEMENTS

ONE OF THE 100 BEST NGOs
by the *Doar* Institute.

ONE OF THE 5 BEST
in the Citigroup Progress
Generation Award.

We received the
PHOMENTA SEAL
of Corporate Governance.

EDUCATIONAL

HIGHER EDUCATION

→ The IOS Program for Access to Higher Education (PIAES) contributed for 35 students from the Institute to enter into Higher Education in 2019.



ON DEMAND COURSES

→ IOS offered 8 customized training courses for partner companies; and



→ The difference in these courses is that they are focused on the technical skills and profile needed by our partner companies. Embracon, our partner company, is a prime example, 17 students enrolled and 100% of them hired at the end of the course by our partner.

EDUCATORS

→ Work with IOS educators, with several actions to maintain the alignment of a team that grew in 2019;



→ In addition to Educators Week, the Institute conducted listening work and workshops with IOS educators in partnership with a consultancy agency; and

Part of the process took place in a Hackathon with 30 educators, who worked in groups to choose a problem and create a solution.

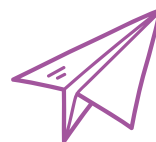


ADVPL LANGUAGE

→ Two classes formed in ADVPL programming, language used by TOTVS. 13 students employed in IOS partners, 9 of them as IT professionals.

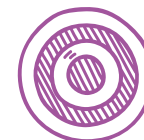
ENTREPRENEURSHIP

→ 44 students participated in projects focused on entrepreneurship in partnership with the Telefonica Foundation, in the *Pense Grande* project, and in the Future Entrepreneur Project, with *Besouro*, a funding agency.



CAREER IN FOCUS

→ The project served 136 former students between 14 and 17 years old, with the proposal to promote youth leadership through employability.





STAKEHOLDER'S RELATIONSHIP

TOTVS



- The relationship with the Institute's main sponsoring company remained close and continuously evolving;
- In 2019, the visit to IOS became part of the induction process of the new 563 TOTVS employees, who took tours, learned about the content and visited the classrooms in the headquarter;
- In October, the entire Human Resources area of TOTVS also visited the headquarter and carried out dynamics related to IOS, reinforcing the importance of the Institute within the TOTVS ecosystem. At the end of 2019, IOS had 56 alumni employed at TOTVS; and
- IOS was invited by TOTVS to participate in the Social Impact Festival, promoted by the sponsor, and to talk about the cause and how to bring Technology to the classrooms. The event took place in Belo Horizonte (MG), Joinville (SC) and Sao Paulo (SP).

DELL



- Dell fully sponsored the Digital Education program "Dell Lead" provided by IOS in the cities of Porto Alegre (RS) and Hortolandia (SP), where 128 students were trained.
- In the city of Sao Paulo, Dell generated the opportunity for 80 young people who are in greater social vulnerability to attend IOS Technology courses, fully paying for the students transportation expenses.

MICROSOFT



- The company has been an institutional partner of the Institute since the beginning of our operations. In 2019 it brought to Brazil the Career Pathways Program, focusing on youth employability. IOS offered with this the course Data Analysis with Power BI and will continue the Program in 2020.

ZENDESK



- A partner of IOS since 2016, offering solutions for the Institute's courses. In 2019 it offered, together with IOS and the 4You2 English school, an English course for former students, understanding the importance of the second language for our students to be more prominent in the job market.

SOCIAL TECHNOLOGY (ST)



- Opening of 4 ST poles, expanding service with the opening of the Parana state pole.

DOARE



- Creation of a platform developed for individuals to contribute to the Institute's cause: doe.ios.org.br



How We Create Value

PARTNERS



Training and supply of qualified labor	<ul style="list-style-type: none">• 180 companies employing IOS students;• 1,401 alumni employed, about 35% of them within IOS partner companies; and• 98% satisfaction with team attendance and project execution.
Close and transparent relationship	<ul style="list-style-type: none">• Periodic and open accountability, with BRL 2,1 million raised from partner companies
Social Impact	<ul style="list-style-type: none">• 44 partners developed activities with our students;• 307 in the Social Technology Hubs; and• Expansion of the network to promote education in 4 different territories.

TOTVS (MAIN SPONSORING COMPANY)



Training and supply of qualified labor	<ul style="list-style-type: none">• 56 IOS alumni employed at TOTVS.
Close and transparent relationship	<ul style="list-style-type: none">• Proximity in the definition of projects and strategic decisions;• Periodic accountability; and• BRL 5,9 millions raised.
Social Impact	<ul style="list-style-type: none">• Brand association with social programs that impact society;• Participation in 7 events with TOTVS; and• Semiannual presentations of the Final University Project in Sao Paulo and in all IOS branches.

KEY:



RELATIONSHIP
PUBLIC



HOW IOS GENERATES
VALUE TO ITS PUBLIC



OVERVIEW OF
ACTIONS IN 2019



YOUNG PEOPLE, PEOPLE WITH DISABILITIES AND THEIR FAMILIES



Professional qualification	<ul style="list-style-type: none">3,070 students enrolled.
Diverse and accessible courses and contents	<ul style="list-style-type: none">Full-time attendance and Semi-attendance courses in Administration and Technology; andThemes: Programming, Management, Customer Service, Project Management, Infrastructure and Networks.
Psychosocial care	<ul style="list-style-type: none">806 direct calls by the Psychosocial team;868 hours of social assistance; and339 visits in health programs.
Higher Education	<ul style="list-style-type: none">Support to 35 students admitted into Higher Education.
Employability	<ul style="list-style-type: none">1,401 students employed in 2019; andAverage salary of BRL 989.37 for IOS employed students.
Family Income	<ul style="list-style-type: none">48% increase in Family income.

IOS EMPLOYEES

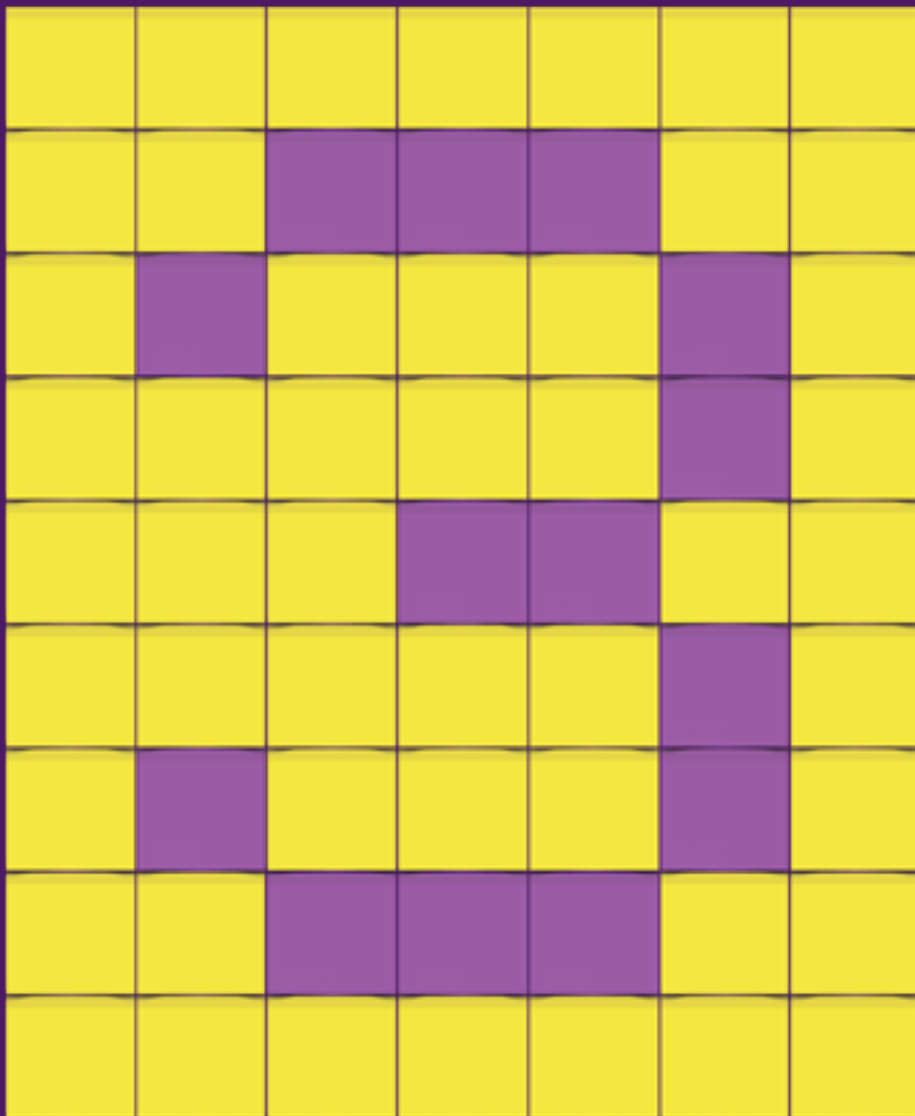


Income Generation	<ul style="list-style-type: none">92 employees; and6.2 million BRL in personnel expenses.
Engagement and Participation	<ul style="list-style-type: none">Coffee with Diversity Project, to raise awareness of the theme;Consultancy with partner to listen to educators; andOmbudsman Channel.

SOCIETY



Training and employability of young people and people with disability	<ul style="list-style-type: none">8,513 alumni employed since 2009, in the context of 4.2 million unemployed youth in the country.
Social Impact	<ul style="list-style-type: none">Over 30 partnerships with public entities in the municipal, state and federal level; andBRL 1.6 millions fundraised by tax incentives reverted to training and employability.



Our operations



IN THIS CHAPTER YOU WILL FIND:

- ✓ Information about how we operate on our fronts:
- ✓ Professional training - courses, programs and performance; and
- ✓ Social technology hubs.





Professional qualification

GRI 103-1 | 103-2 | 103-3

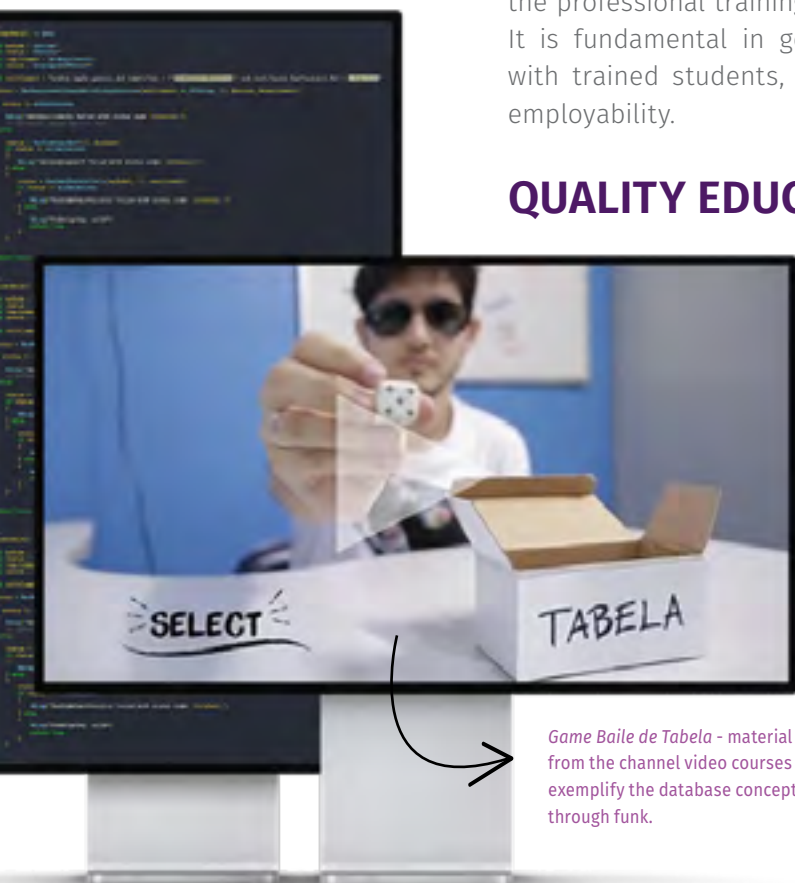
This is the main front of IOS's activities, which include free projects and courses in the areas of administration and technology aimed at the professional training of young people and people with disabilities. It is fundamental in generating value from our operation, because with trained students, we expand their access to opportunities and employability.

QUALITY EDUCATION

Content

The courses offered by IOS are planned and produced in-house. The content team continuously seeks new education methodologies, keeping close to the students and attentive to their needs.

The Institute turned a challenge into an opportunity by adapting technical and heavy content into light classes, prioritizing the student's context and life experience, delivering the material in accessible language, with quality recognized by our partners, social investors and the students themselves (page 28).



Game Baile de Tabela - material used from the channel video courses to exemplify the database concept through funk.

IOS SOLIDARITY PROJECT



Besides the courses, IOS promotes activities to enrich the cultural and social background of the students. The IOS Solidarity Project encourages students to act as protagonists to generate positive impact in their communities, performing volunteer work in social institutions.

Students work in teams, listen to the needs of organizations, people, communities and donate their time to support others. In this way, they learn in practice that development projects can be elaborated with other resources besides financial ones.

This program is part of the innovation that IOS provides, giving students the experience of the transforming power of exercising citizenship.

In 2019, students from all units collected 430 kg of non-perishable food, 112 liters of milk, 224 items of clothing, and 54 kg of food for an NGO that takes care of rescued animals, 620 toys and 50 items of personal hygiene. In all, 116 social institutions were benefited.



Students' Performance

	FULL-TIME ATTENDANCE COURSES	SEMI-ATTENDANCE COURSES	CUSTOMIZED COURSES	IOS APPRENTICESHIP PROGRAM
GENDER				
Female	1,216	58	295	66
Male	966	60	363	46
AGE GROUP				
Minors	1,469	81	194	40
Adults	713	37	464	72
EDUCATIONAL LEVEL				
Middle School	69	6	2	-
High School - Attending	1,343	75	228	22
High School - Concluded	689	31	349	76
Higher Education	75	6	76	13
Technical Course	4	-	1	1
Interrupted/Not informed	2	-	2	-
RETENTION RATE				
Enrolled	2,182	118	658	112
Graduated	1,727	95	428	-
Failed	337	20	186	-
Drop-outs	118	3	44	-



Satisfaction

GRI 102-21

In 2019, we conducted the annual Satisfaction Survey online with students, to better understand their expectations and demands, ensuring the quality of teaching and the engagement of our students.

Check the results of the research, in which the Institute's teachers, classes and infrastructure are evaluated:

Infrastructure

Computers



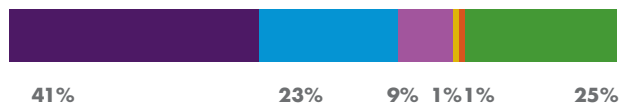
Audio visual resources



Cleaning



Accessibility



Material

IT Digital Booklet



IT Exercise Notebook



School extension booklet



KEY:

EXCELLENT

GOOD

REGULAR

BAD

TERRIBLE

NOT APPLICABLE



Extension teachers

Knowledge



Behavior



Portuguese Classes



Math Classes



Workshops



I.T. Instructors

Knowledge



Behavior



Classes



Public Talks and Events



I.T. Monitors

Knowledge



Behavior



Classes



KEY:

EXCELLENT

GOOD

REGULAR

BAD

TERRIBLE

NOT APPLICABLE



Team

The Institute has a 100% dedicated team to the courses offered. The Educational area is responsible for the entire Student Cycle, from professional training to insertion in the job market.

Each class is supported by a multidisciplinary team, consisting of:

- **Instructor:** who is responsible for the administration and information technology classes;
- **Monitor:** assists the instructor during classes, takes questions from students in the classroom and supports administrative activities that involves assisting students; and
- **Pedagogue/ Licensed teacher/ Specialist:** responsible for classes in Portuguese, mathematics and soft skills development.

EDUCATOR WEEK

In 2019, the HR and Educational teams held the Educator Week, offering training to the Educational team of Sao Paulo. During the week, topics for aligning the professionals were addressed. Questions from the Institute's reality and other required topics, such as emotional intelligence for the teacher and strengthening of the skills for inclusion and care for people with disabilities were discussed.

The program included chats with people from other organizations to understand the reality of the third sector and how the Institute is positioned in it.

Topics such as public partnerships, project management, employability and diversity, emotional fragility, differences among young people and cognitive difficulties were also addressed. To strengthen the integration, this week ended with the celebration of the traditional Brazilian *festa junina*.





PSYCHOSOCIAL CARE IN 2019



124

TESTS OF
VOCATIONAL GUIDANCE

868

HOURS OF
SOCIAL ASSISTANCE

126

FAMILY MEMBERS
Gathered at Ideias com Café, an event which has the goal of supporting families with challenges related to the education of young people.

806

DIRECT CALLS
to family members and students with referrals to the social assistance or health network.

Psychosocial Care

Students trained by IOS are valued, questioned and motivated to understand their issues, owning their life trajectory.

The presence of psychology, psychopedagogy and social service professionals available to students and their families in the area of education is still a novelty, a differentiator for students, especially for public education, who still have very deep needs. Psychosocial care is a differentiator of the Institute and is part of the **IOS innovation methodology**.

It is essential to work on behavioral issues and the socio-emotional development of students, bringing these issues to the forefront. IOS understands that considering each student as an individual, with its particularities, advantages, differences and choices is essential for learning to occur.

In addition to the support, the team surveys the students' socioeconomic profile, which ensures that IOS is closer to its target audience, since the creation of content and adaptation of teaching methodologies depend on the understanding of who our students are.

Find out more about the projects developed on this front:





CRESCER Project

The *Crescer* Project (Collaborate, Respect, Establish balance, Solve problems, Know yourself, Execute learning and Relate with people), following our innovative education methodology, considers that the development of socioemotional skills is fundamental for the professional training of students.

The socioemotional skills make up a theoretical model coming from the field of psychology and are used by national and international entities to study how aspects of personality can influence the teaching and learning process. They are part of the general competencies listed in the National Common Curricular Base and they are put into work across the board by the Psychosocial team.

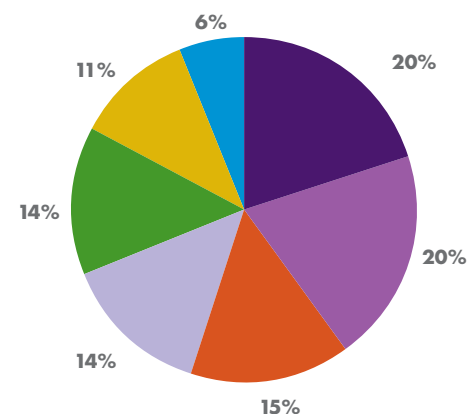
In 2019, 57 *Crescer* Project workshops were held in all IOS units and branches. Through the realization of the workshops we are able to approach everyday situations in the youth world, involving emotions and ways to deal with them in a practical, simple and healthy way.

At the end of each workshop, a survey is carried out in order to better understand the students' profile in relation to the competencies worked on, measure the impact of the *Crescer* Project and understand their perceptions on the topic. This research fuels the strategic planning of future actions within IOS.

Search results in 2019*:

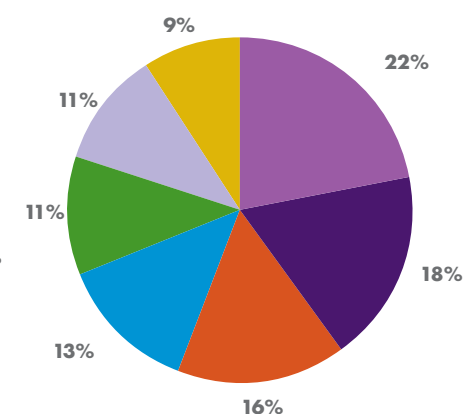
What social emotional abilities do students need to develop?

1,678 answers (multiple choice)



What social emotional abilities did the *Crescer* Project help clarify?

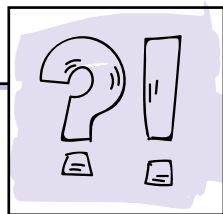
1,509 answers (multiple choice)



Did the *Crescer* Project help clarify students' questions?



*The survey was conducted with 768 students. In the second half of 2019, its methodology underwent innovations to obtain more information regarding the students' socio-emotional profile, ensuring assertiveness for IOS.

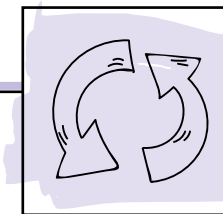


IOS Wants to Know

Implemented in 2019 to accompany university students who participated in the IOS Program for Access to Higher Education. Meetings were held to encourage the exchange of experiences between university students from different colleges.

This approach takes place in a welcoming environment, in the form of a conversation circle. The chats favored reflections, including, regarding the importance of IOS as a driver of this social transformation, enabling the prospect of an academic and professional future.

At the last meeting of the year, 14 university students participated and talked about topics such as the reality of the university scenario and the reasons for dropping out of higher education in Brazil.

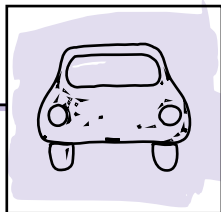


Turma do Bem

The partnership between IOS and *Turma do Bem* started with a pilot project in 2018, with the objective of promoting access to free dental treatment, prioritizing students in conditions of social fragility, with greater dental needs and proximity to entering the job market.

The Project aims to assist young people aged between 11 and 17 years old. The young people covered by the treatment are directed to the partnering dentist's office, observing the proximity to the residence.

In 2019, the partnership was strengthened with the continuity of service provided by IOS units and branches, in which we have dental screening carried out by volunteer dentists. A total of 339 students were evaluated, 73 of whom received free dental treatment

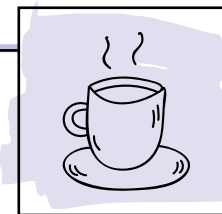


Transportation Vouchers Aid

IOS established the transportation voucher assistance policy, which objective is to ensure access to vocational training for young people in need according to the assessment of the Institute's Psychosocial team.

The provision of transportation vouchers aims to make up for the lack of financial resources to cover public transport, contributing to this being less of an obstacle for students. The idea is that transportation costs are not a reason for absences or evasion, for either the courses offered by IOS or university courses where we support students entering partner schools.

In 2019, after a socioeconomic interview with social workers, 176 students received assistance to stay and complete the IOS course, in addition to 33 young university students participating in the IOS Program for Access to Higher Education, totaling 209 young people benefited from this policy.



Ideias com Café

With the purpose of strengthening the institution's bond with the families of the young people served and aiming to encourage family participation in school life, the Psychosocial team started to participate in parents' meetings. Based on this important approach, in 2019 we launched the *Ideias com Café* program, an exclusive activity for the families of students from all IOS service units in Sao Paulo (SP).

The theme of this first year of the program was **Family Communication**. The activities developed enabled families to reflect on the importance of assertive communication in the family context. The program provides for four meetings during the year with the same theme. The meetings promote a moment of welcome, exchanges and partnership.

A survey¹ carried out in 2014 by the *Todos pela Educação* (All for Education) movement with families of students from public and private schools, from kindergarten to high school, in all regions of the country pointed out the participation of parents or guardians. It was found that of these, only 12% have a committed and participative profile.

In view of this national scenario, we celebrated the participation of 126 people in this first year of the program. It is noticeable how much appreciation, support and encouragement favor learning, in addition to contributing to the formation of secure people with strengthened self-esteem.

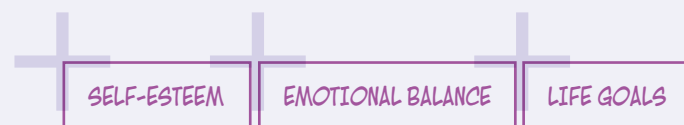
¹ <https://www.ibopeinteligencia.com/noticias-e-pesquisas/pesquisa-traca-perfil-e-comportamento-das-familias-quanto-a-rotina-escolar-de-criancas-e-jovens-brasileiros/>



CAREER IN FOCUS

In 2019, the project to promote youth leadership through employability included 20 workshops. In them, young people experienced several situations related to entering the job market. Practical activities were conducted to address both

SOCIO-EMOTIONAL AND BEHAVIORAL ISSUES:



AS WELL AS TECHNIQUES:

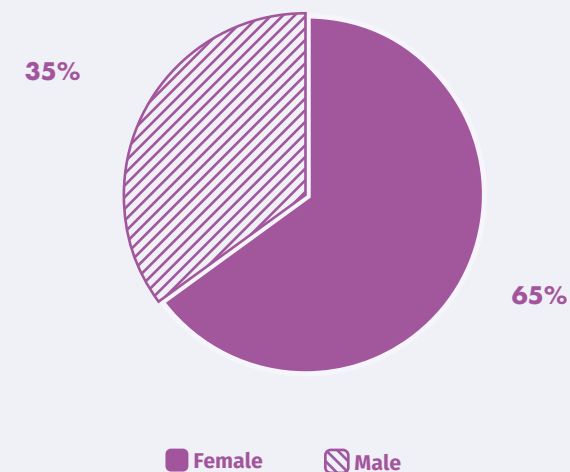


To measure the evolution of alumni at the beginning and end of the project, we carried out two tests that are references in the area of vocational mapping: The Maturity Scale for Professional Choice (EMEP) and the Professional Interest Assessment Tool (AIP).

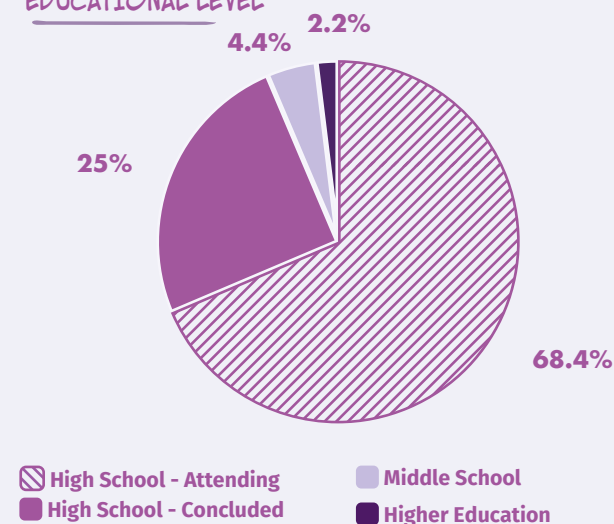
EMEP demonstrated that the course brought significant experiences and foundations to the group, as we obtained relevant results regarding the development of maturity for professional choice. In the first test, 17% of the group had a lower than expected maturity level, while 4% had a higher maturity. In the re-application of the test, after the project's actions, the lower maturity dropped to 5%, while the upper one reached 41%.

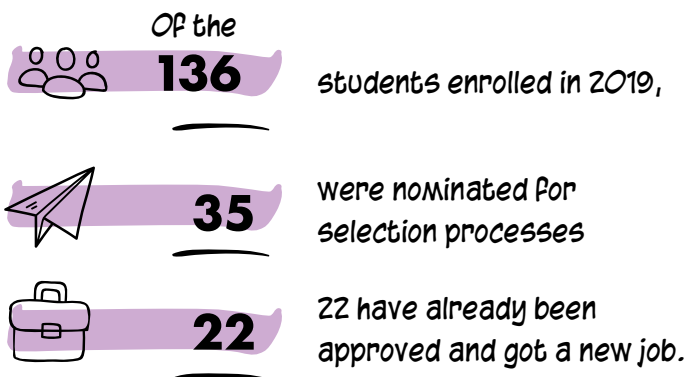
The project's contribution was noticeable and measurable not only by the tests, but mainly by the gradual entry of these young people into the job market, the result of candidates who arrived more prepared and confident in the selection processes.

GENDER



EDUCATIONAL LEVEL





The accomplishment of this project and, with the resources mobilized through it, we made possible the production of this Annual Report, prepared by following the guidelines of the Global Reporting Initiative (GRI).

It is our main tool for managing and monitoring performance indicators and tracking goals, as well as an important tool for disseminating our work and relationships with our stakeholders.

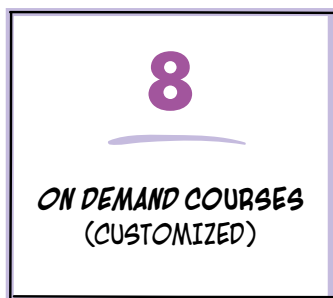
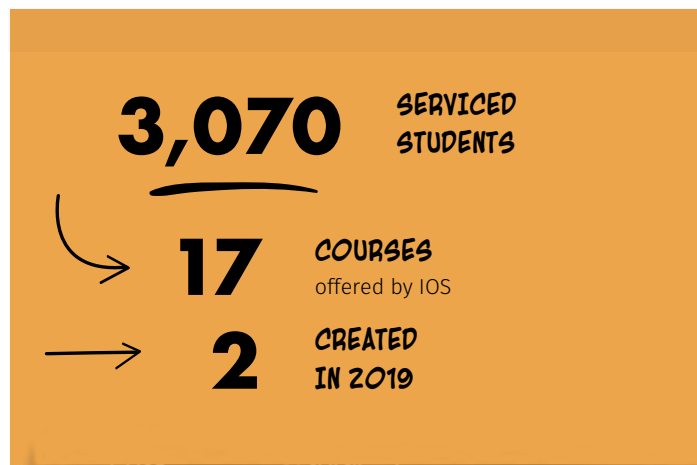
In addition to the mandatory reports and accounts, IOS monitors its results on a monthly basis, controlling indicators based on the GRI guidelines and this entire process is reported in the Report in a transparent manner.

The reporting process as a results management tool elevates the Institute to a category of Organizations committed to the ethics, integrity and transparency of its management processes and gives us a good reputation with possible sponsors and supporters of IOS, who may know our work and support us in carrying out our mission.





OFFERED COURSES





Full-time attendance courses

2019 OVERVIEW

8
COURSES

- Monday to Friday classes;
- 2h in the computer lab; and
- 1h30min in school extension room.

2,182

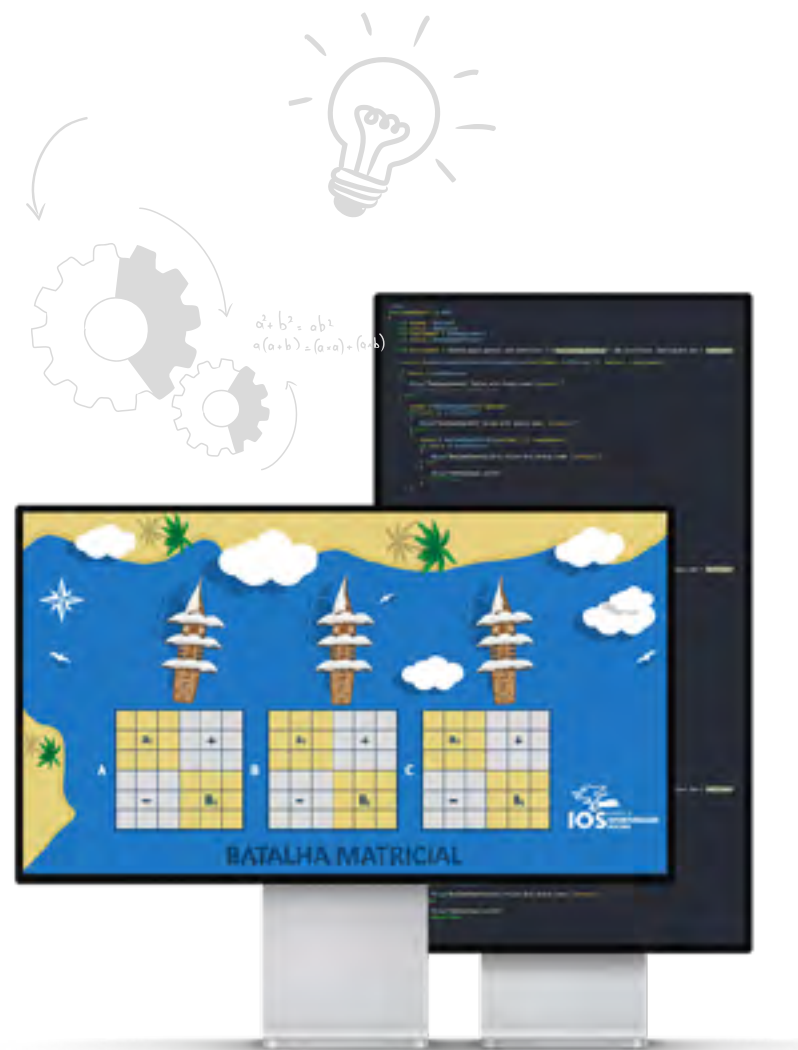
ENROLLED
STUDENTS

1,727

GRADUATED
STUDENTS

118

FAILED
STUDENTS



**LEARNING
METHODS**

Matrix Battle - presentation used to relate the concept of mathematical matrices to the naval battle game



	CLASS LOAD	NUMBER OF STUDENTS ENROLLED	GRADUATED STUDENTS
ERP BUSINESS MANAGEMENT			
Understand the main process flows of a company, regardless of its size or segment. Assimilate how the ERP software contributes to the automation and economic growth of the institution.	300 hours	1,691	1,359
PEOPLE MANAGEMENT AND PAYROLL			
Learn about the main activities and routines of the Human Resources and Personnel Department. Practice using the TOTVS <i>RM Vitae</i> and <i>RM Labore</i> modules as tools capable of optimizing and integrating processes related to these sectors in the company.	300 hours	86	72
MATERIALS MANAGEMENT			
Learn about the main processes of a company's shop floor, regardless of its size or segment. Assimilate how the ERP software contributes to the automation and growth of the Purchasing, Inventory and Costs and Production departments.	230 hours	58	47
PROJECT MANAGEMENT			
Learn about an overview of the project management knowledge base, describing and applying practices in order to meet project requirements. To manage projects is to apply knowledge, skills, tools and techniques.	300 hours	101	71
ZENDESK SUPPORT			
Understand the structure of the customer relationship area through the Support Zendesk online platform. Contextualize the main processes with practical day-to-day situations from the perspective of agents, administrators and end consumers.	80 hours	67	46



	CLASS LOAD	NUMBER OF STUDENTS ENROLLED	GRADUATED STUDENTS
TALENTS OF THE FUTURE (ONLY IN THE 1st SEMESTER OF 2019)			
Web Programming, Infrastructure and Networks, Software Deployment (partners: JP Morgan, Dell and Arcos Dorados). The class started in 2018 and in 2019, the course was adapted to the regular curriculum. Find out more on page 44 .	700 hours	294	145
WEB PROGRAMMING (STARTING FROM THE 2nd SEMESTER OF 2019)			
Understand the programming logic using different tools to develop WEB applications.	300 hours	68	45
INFRASTRUCTURE AND NETWORKS (FROM THE 2nd SEMESTER OF 2019)			
Understand the operation of computer hardware and software, operating systems, network concepts, mobile devices, IT security and troubleshooting.	300 hours	61	49



STUDENT PROFILE IN THE SEMI-ATTENDANCE COURSES



Gender

Female



Male



Age Group

Minors

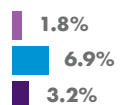


Adults



Educational Level

Middle School



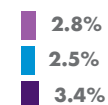
High School - Attending



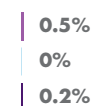
High School - Concluded



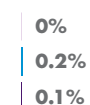
Higher Education



Technical Course



Interrupted/ Not informed

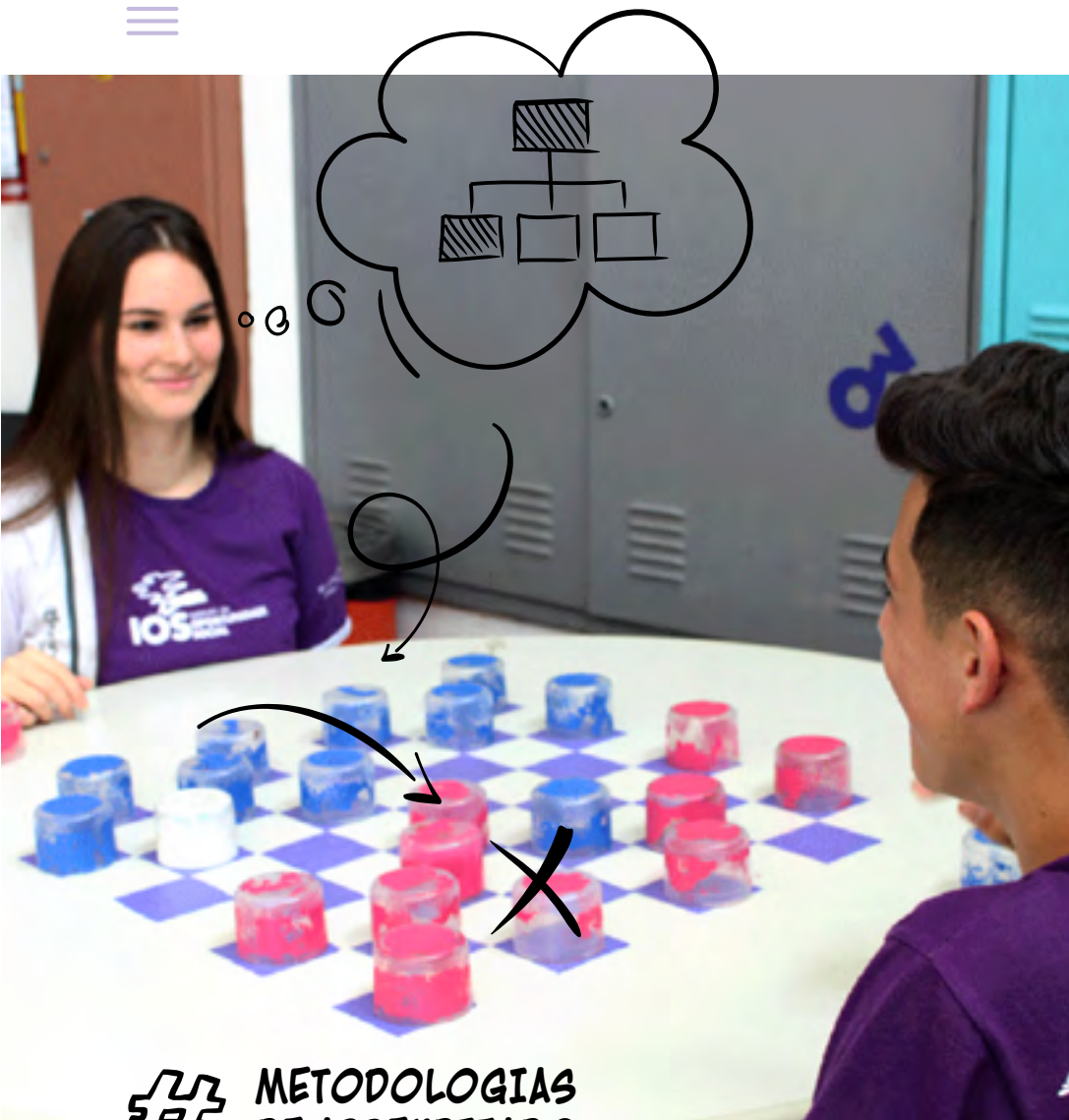


KEY:

2017

2018

2019

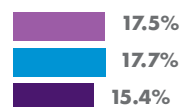


Retention Rate*

Enrolled/Beginners/ Inicianes



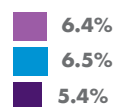
Dropouts



Passed



Failed



KEY:

2017

2018

2019

* Enrolled / beginners: in relation to the number of places offered.
Graduated / Failed: In relation to the number of graduates.
Dropouts: In relation to the number of beginning students.



TALENTS OF THE FUTURE

Focused on both technology and skills needed by students for the job market.

3

TRAINING OPTIONS PILOT CLASSES

PROGRAMMING

INFRASTRUCTURE AND
NETWORKS

SOFTWARE DEPLOYMENT

With the experience acquired in the pilot courses, the course curriculum with the highest interest by students was adapted.

Permeated transversely and in an interdisciplinary way with content of portuguese, mathematics and softskills.

2017

TF1:
FIRST CLASS



11 month
duration



2018

TF2:
SECOND CLASS



10 month
duration



2019

TF3: THIRD CLASS
(1st SEMESTER)



10 month
duration



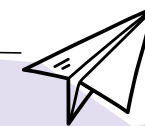
ADAPTED TO THE REGULAR
COURSE CURRICULUM
AND APPROPRIATED BY
IOS (2nd SEMESTER)



Content
condensed into
one semester



Ensuring that the Institute impacts even more classes!



TF IN NUMBERS

2017 – PARTNERSHIP WITH JP MORGAN

- Enrolled Students: 207
- Graduated Students: 173
- Passed Students: 158
- Failed Students: 15

2018 – PARTNERSHIP WITH JP MORGAN, ARCOS DORADOS AND DELL

- Enrolled Students: 294
- Graduated Students: 180
- Passed Students: 145
- Failed Students: 35

2019 – ADAPTED TO THE REGULAR COURSE CURRICULUM AND APPROPRIATED BY IOS, STARTING IN THE SECOND SEMESTER

Web Programming

- Enrolled Students: 68
- Graduated Students: 45
- Passed Students: 45
- Failed Students: 0

Infrastructure and Networks

- Enrolled Students: 61
- Graduated Students: 52
- Passed Students: 49
- Failed Students: 3

Talents of the Future was created in 2017 as an IOS training project. The content, developed in partnership with JP Morgan, was instrumental in structuring the technology pillar within the Institute.

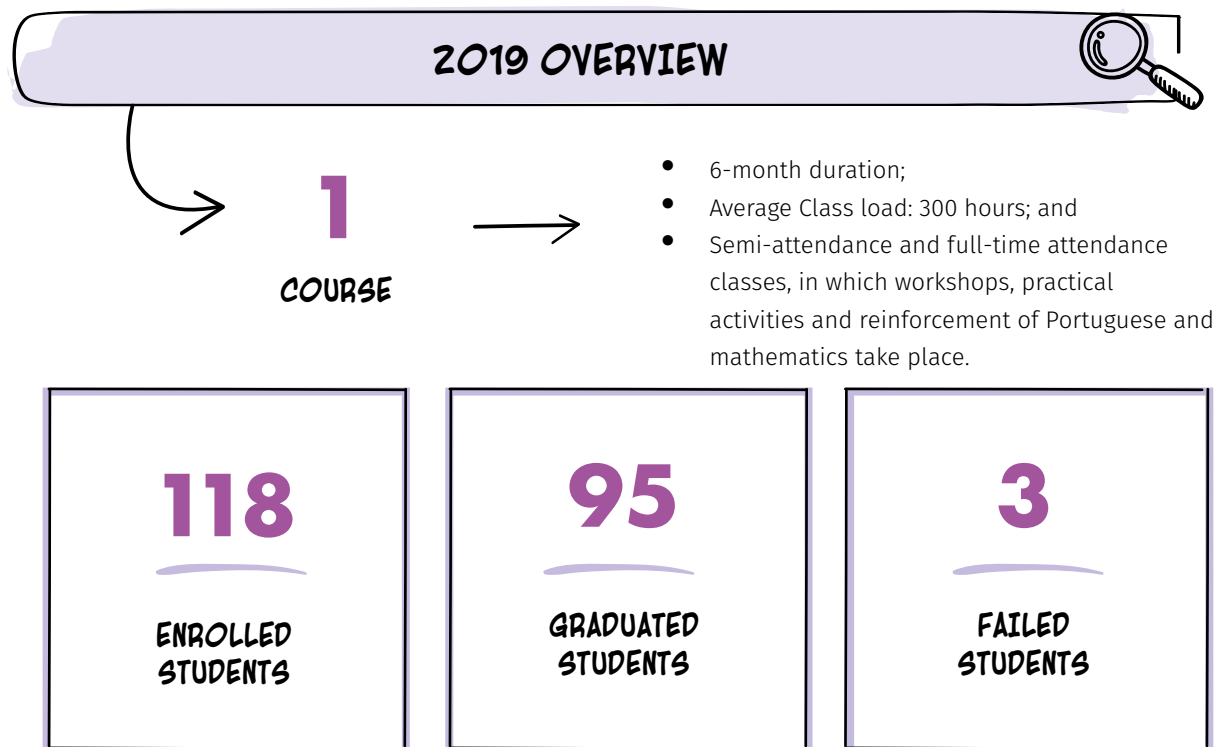
The first class of the project in 2017, was 11 months long and the second, in 2018, 10 months. Over time, we realize that longer periods are more difficult for young people to maintain their studies, because they involve the costs of transportation and food and the time dedicated to classes. *PNAD Contínua* data, carried out in 2018, show that school dropout is a challenge throughout Brazil, where 11.8% of young people between 15 and 17 years are out of school; 36.5% of 19-year-olds have not completed high school. Among them, 62% no longer attend school and 55% stopped studying in elementary school.

Therefore, in the first semester of 2019, we adapted the course to become regular in our curriculum and condensed the content into one semester in length so that more young people would be interested in participating and would be able to complete the course. Thinking about expanding the attendance of technology courses in IOS service units, in 2019 a pilot class of Web Programming was started in Barueri (SP).

The course is now the result of our experience in facilitating learning, preparing content in line with the students' context and enabling this exchange of knowledge. The evolution of Talents of the Future is a reflection of the Institute's continuous improvement process, with the production of content intensified and compatible with its audiences. In addition to being a strategic path that IOS has adopted, taking into account the demand for technology professionals in Brazil and internationally.



Semi- attendance courses



	CLASS LOAD	NUMBER OF ENROLLED STUDENTS	GRADUATED STUDENTS
BEMACASH			
Bemacash is the software used by students to learn about the implantation, configuration and operation of technology at a point of sale, contextualizing the main registration, management and cash flow processes through everyday situations and sales practices.	180 hours	118	95



PROFILE OF STUDENTS IN SEMI-ATTENDANCE COURSES



Gender

Female



Male

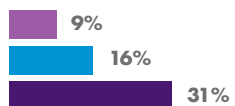


Age Group

Minors

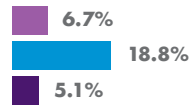


Adults



Educational Level

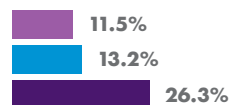
Middle School



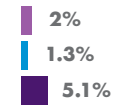
High School - Attending



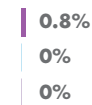
High School - Concluded



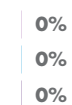
Higher Education



Technical Course



Interrupted/ not informed



KEY:

2017

2018

2019

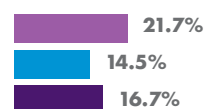


Retention Rate*

Enrolled/Beginners



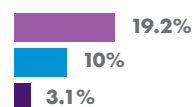
Dropouts



Graduated



Failed



KEY:

■ 2017

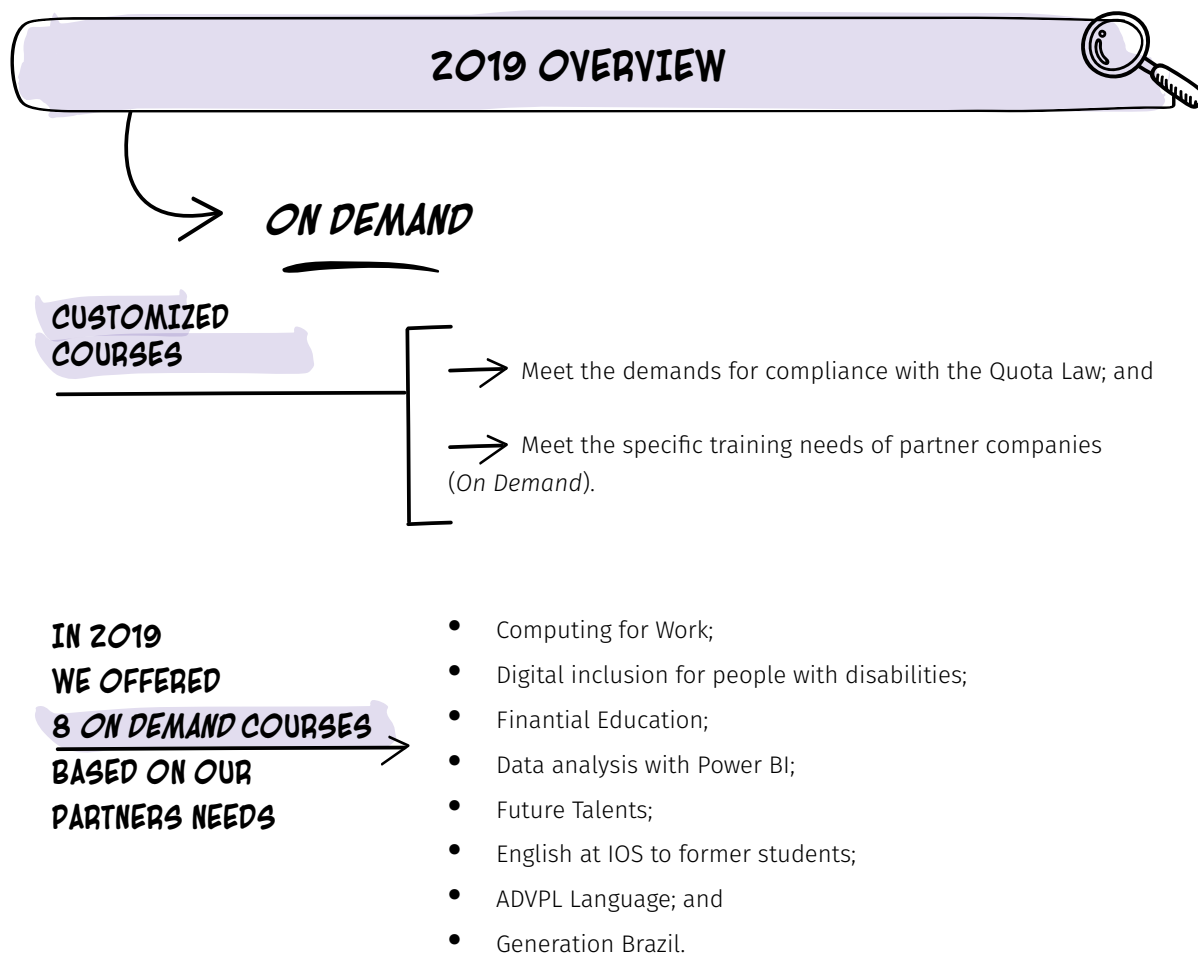
■ 2018

■ 2019


* Enrolled / beginners: in relation to the number of places offered.
Graduated / Failed: Regarding the number of graduates.
Dropouts: Regarding the number of beginning students.



Courses On Demand (Customized)





	CLASS LOAD	FULL-TIME ATTENDANCE
COMPUTING FOR WORK		
Course in partnership with LE@D Dell addressing the use of the office package, relating its use to administrative routines, customer service and entrepreneurship. <ul style="list-style-type: none">• since 2018: Hortolandia (SP), Sao Paulo (SP) and Porto Alegre (RS); and• in 2019: course in java language at IOS headquarter in Sao Paulo (SP).	300 hours	186
Híbrido: partnership between classroom teacher and online tutor, merging classroom and Distance Learning (EAD).		
 Full-time attendance: platform developed by LE@D (Distance Education Laboratory for People with Disabilities), project by Dell's Research and Development team.		
DIGITAL INCLUSION FOR PEOPLE WITH DISABILITIES		
Course in partnership with <i>Embracon</i> .	78 hours	17
FINANCIAL EDUCATION		
Course in partnership with the <i>Poli Saber</i> Foundation.	145 hours	49
DATA ANALYSIS WITH POWER BI		
Understand the applicability of the cloud in a company, regardless of its size or segment. Assimilate how cloud computing and Power BI contribute to the institution's automation and economic growth.	110 hours	39



	CLASS LOAD	FULL-TIME ATTENDANCE
TALENTS OF THE FUTURE 2.0		
Web Programming, Infrastructure and Networks, Software Deployment in partnership with JP Morgan, Dell and <i>Arcos Dorados</i> . <ul style="list-style-type: none">The course started in 2018, finished in 2019, and adapted to the curriculum in order to continue as a semester course in the 2nd semester of 2019.	630 hours	294
ENGLISH FOR IOS FORMER STUDENTS		
Course sponsored by Zendesk, in the second half of 2019. In a pilot format, we had a partnership with 4You2 that offered a basic English course at IOS headquarters on Saturday.	28 hours	30 former IOS students
ADVPL LANGUAGE		
Course with content of proprietary programming language based on xBase, used for application development in ERP Protheus made by TOTVS.	60 hours	43
GENERATION BRAZIL		
Course in partnership with Generation, with organization methodology and advanced technology content. Learn more on the next page.	520 hours	35



GENERATION BRAZIL*



Generation is a social organization founded in 2014 by McKinsey which operates in several countries, providing training and employability for low-income young people. The organization arrived in Brazil to expand its operations and chose among its partners, IOS and Digital House.

Pilot class:

- 35 students from 18 to 29 years old
- Men, women, blacks and LGBTQ+
- From different places in Brazil and one student from Angola

INTENSE ROUTINE:

Bootcamp style 8h a day for 3 months.

2nd AND 3rd COURSE:

Taught at IOS Headquarter in Sao Paulo (SP).

- 3 classes started in 2019 in Junior Developer course (Java);
- The 1st group took classes at Digital House and had 34 students employed in Generation's partnership network;
- The second and third classes had a total of 56 new students; and
- Advanced technology content
 - Generation's methodology, the world's largest program aimed at inserting young people in the job market.

IOS participated in this project by offering physical infrastructure, helping in the dissemination of information and selecting students, allocating an IOS professional as a JAVA instructor and providing all psychosocial assistance.



In addition, two of the Institute's professionals have deepened their knowledge on the subject, adapting this course to the IOS methodology.

The psychosocial team assisted the class, guaranteeing support to the students.

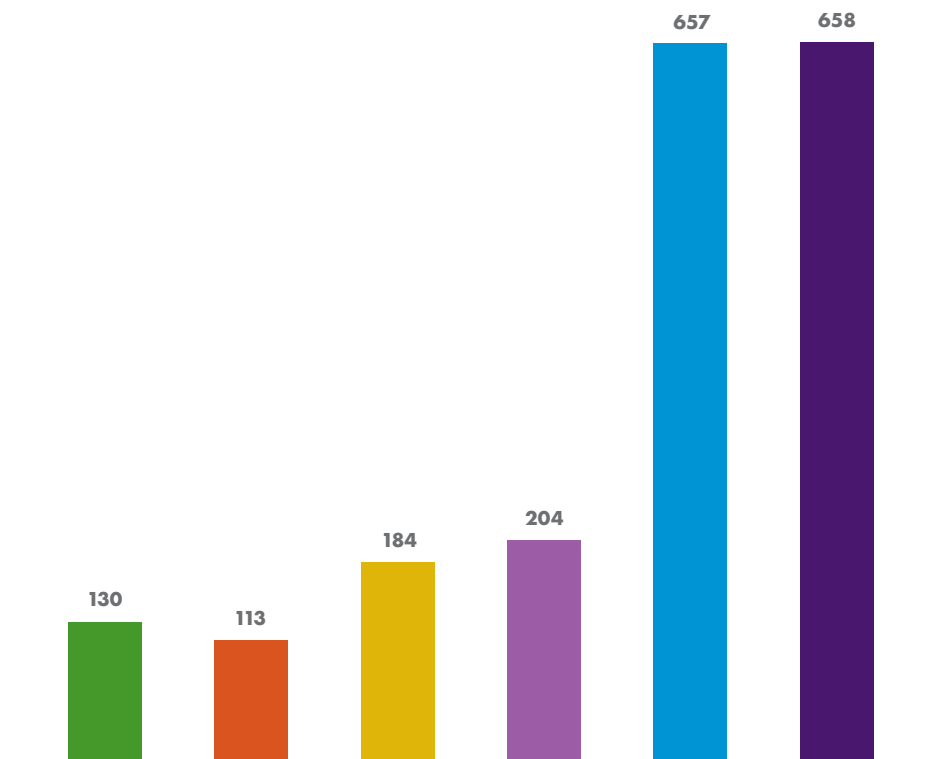
* These project numbers have not been contemplated in the next graphics.



PROFILE OF STUDENTS IN ON DEMAND COURSES*



Serviced Numbers



Gender

Female



Male

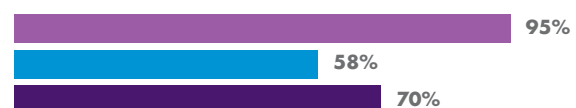


Age Group

Minors



Adults



KEY:

2014

2015

2016

2017

2018

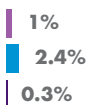
2019

*The graphics do not consider the numbers of the Generation Brazil project because the pedagogical part was not performed by IOS.

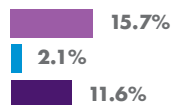


Educational Level

Middle School



Higher Education

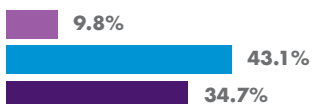


Retention Rate*

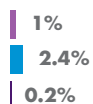
Enrolled/Beginners



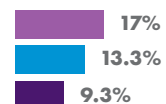
High School - Attending



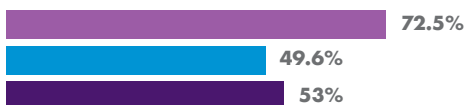
Technical Course



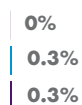
Failed



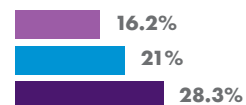
High School - Concluded



Interrupted/ not informed



Dropouts



KEY:

2017

2018

2019

*Graduated / Failed: Regarding the number of graduates.
Dropouts: Regarding the number of beginning students.



IOS APPRENTICESHIP PROGRAM

IOS works in partnership with the Ministry of Economy as a Social Organization that executes Professional Learning in Sao Paulo (SP), supporting companies in complying with the Learning Law. The 16-month management apprenticeship course is aimed at young graduates or high school students.

The curriculum is composed of basic and specific theoretical subjects, encompassing administration, digital education, communication and expression, mathematics and logical reasoning and transversal themes.

The objective is to bring students closer to the day-to-day of organizations, inserting daily tools into their universe, enhancing their technical knowledge and skills, in addition to promoting their autonomy and supporting the development of their skills. Through the project, we offer companies young professionals trained in IOS content, current methodologies, themes and technological trends.

In 2019, to take advantage of learning in the best possible way, the IOS content area developed a specific course that involves agile methodologies, Google tools and the apprentice's professional life project, which focuses on self-knowledge, on promoting protagonist and empowering students. The new content will be applied starting in 2020.

Also in 2019, the Ministry of Economy endorsed the possibility of IOS to provide the Learning Course to the banking segment. In 2020, we will start the new challenge of building this course aimed at the sector, in compliance with the guidelines of the Brazilian Occupations Code (CBO) for bank apprentices.

2019 OVERVIEW



112

PARTICIPATING STUDENTS



552

CLASS HOURS AT IOS



1,288

**HOURS OF PRACTICE IN
THE HIRING COMPANIES**



IOS APPRENTICESHIP STUDENT PROFILE



Gender

Female

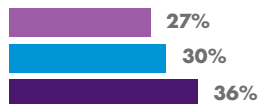


Male



Age Group

Minors

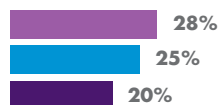


Adults



Educational Level

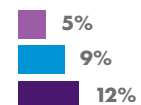
High School - Attending



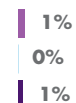
High School - Concluded



Higher Education



Technical Course



KEY:

2017

2018

2019



Opportunity and Social Impact

GRI 102-6 | 103-1 | 103-2 | 103-3 | 203-2

SCENARIO

According to the Education Overview of the National Institute for Educational Studies and Research (Inep), which contains the highlights of the annual publication Education at a Glance (EAG) of the Organization for Economic Cooperation and Development (OECD), comprising 41 countries:

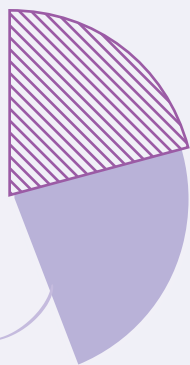
IN BRAZIL

PEOPLE BETWEEN
25 AND 34 YEARS
OLD WITH HIGHER
EDUCATION:

21%

THE AVERAGE OF
OECD COUNTRIES IS 44%

The smallest among Latin American countries.



“The Brazilian employment rate is influenced by the level of education. The number of employees who have complete elementary school was 59%; complete high school, 72%; and with higher education, 83%.”

ALSO ACCORDING TO THE OECD:

in Brazil, professionals with higher education earn more than **2.4 times** than someone who have only attended high school.



The job market in the country started a slow recovery movement, with small improvements at the end of 2019. Although the unemployment rate fell at the end of the year, informal occupations maintained the leadership in income generation.

In the quarter started in December, the total number of unemployed in Brazil was 13 million people, as disclosed by the National Survey by Continuous Household Sample (*PNAD Continua*) of the Brazilian Institute of Geography and Statistics (IBGE). While the unemployment rate in Brazil was 12.4%, young people are the most affected by the difficulty of finding jobs.

The youth unemployment rate reached 26.6%, totaling 4.1 million unemployed youth, while less than 1% of people with disabilities are employed, according to the IBGE.

According to the 2019 Social Impact Thesis on Employability study by consultancy *Artemísia*, the total number of young people between 15 and 29 years of age who neither study nor work (neither-nor), in turn, reached 10.9 million, 23% of the population age group.

The neither-nor concept leads to the misinterpretation that young people are doing nothing or do not want to work. The reality, however, is that some of these young people, especially those in a situation of socioeconomic vulnerability, are dedicated to unpaid activities, such as: housework (79%), caring for relatives (44%) and looking for a job (36.3 %).

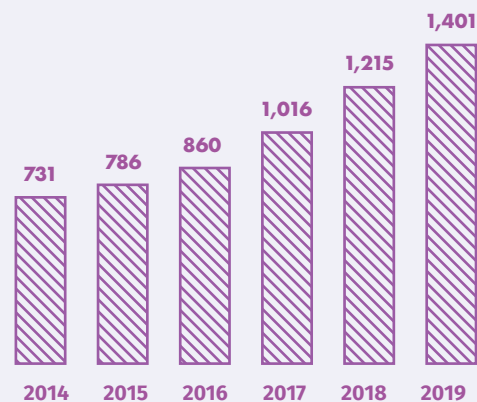
In addition, the lack of options in their locality (the reason chosen by 44.4% of men and 32.1% of women) is the main reason for not obtaining an occupation.

It is in this scenario that IOS has its positive impact, working continuously to foster both the inclusion of young people and people with disabilities in the labor market and their self-confidence and autonomy to pursue their own career.

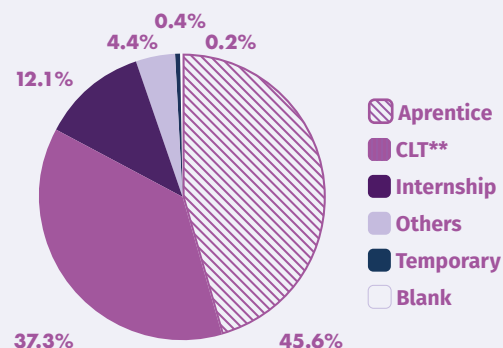
Our goal is to train professionals who are protagonists and take ownership of their knowledge, with the skills demanded by the market and awareness of what they want for their lives.

And what is IOS impact?

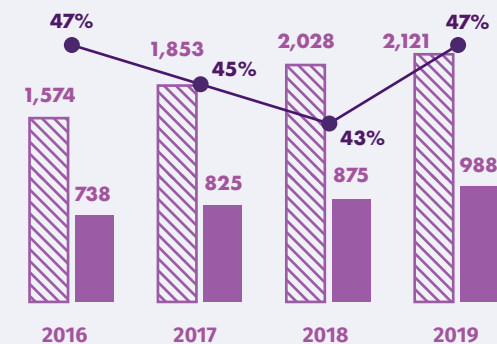
EMPLOYED STUDENTS



TYPE OF EMPLOYMENT CONTRACT



FAMILY INCOME: EMPLOYABILITY IMPACT*



- Family Income in BRL – Enrolled students
- Minimum wage of employed students (after IOS course) in BRL
- % of increase in Family income

The percentage of increase in family income was calculated considering the per capita income in families before and after the student gets a job with support from IOS.



CONTRIBUTION FOR
35 STUDENTS TO ENTER INTO
HIGHER EDUCATION IN 2019.

*The minimum wage in force in 2019, for workers with a 44 hour work week, was 998.00 BRL. Young employees, such as apprentices (44.61% of all employees) had a 30 hour work week on average.

** Translator's note: CLT – Brazilian Consolidated Labor Laws.



IOS CENTER OF OPPORTUNITIES

Consolidated in 2018, the IOS Opportunities Center is part of the Educational area, made up of professionals who take care of the entire relationship with students and alumni, carrying out the monitoring in the continuity of their studies and in adapting and entering the formal job market.

The Center seeks to articulate partnerships so that former students are referred to apprentice, intern or effective hire positions according to their behavioral profile and technical capacity, in addition to being encouraged to pursue higher education, also disclosing opportunities in teaching Institutions where IOS has established partnerships.



IOS Program for access to Higher Education

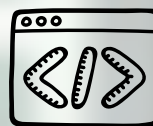
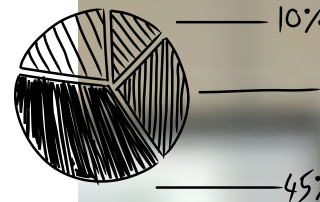
Created in 2018, the Program offers young people trained by IOS the opportunity to continue their studies, expanding their professional training.

We seek partnerships with Higher Education institutions that offer full, partial or exemption scholarships for the first semester and advertise vacancies for students trained by the Institute.

The Educational team also monitors the results of the process with partner institutions, remaining present in the students' lives during admission and adaptation to college, through visits in the new school environment. The support offered to students addresses both learning and socio-emotional issues.

With students already in graduation, we seek their referral for internship vacancies, completing the cycle of opportunities.

In 2019, IOS promoted the enrollment of 35 students into Higher Education, totaling 85 since the beginning of the Program. Of these students, 21 are employed.



$$\begin{aligned} &\Delta (a+b)(a+c)^2 \\ &\Delta a(b+c)+a(b-c) \end{aligned}$$

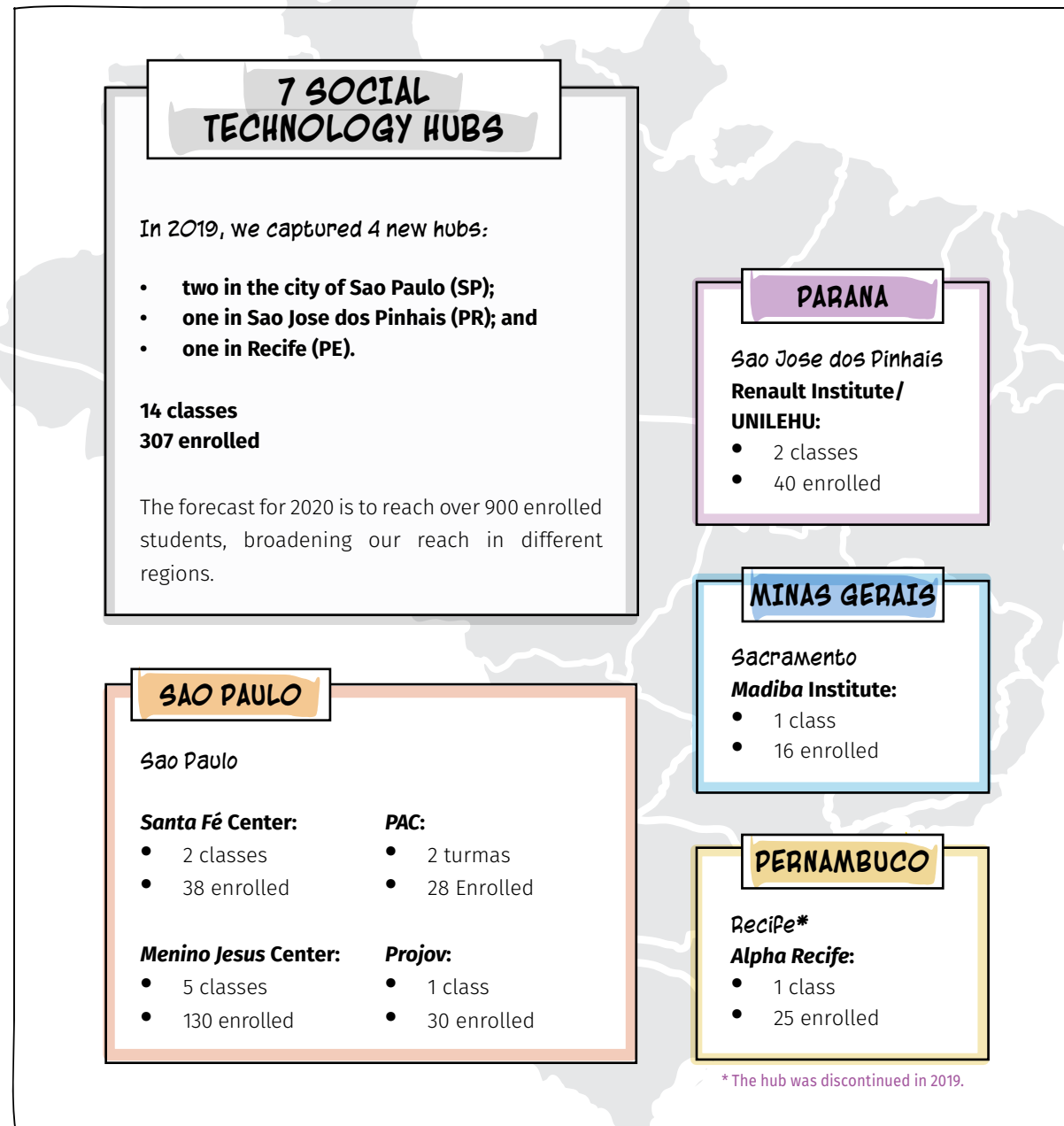


Social Technology

It is the articulation front for the expansion of the IOS service network in locations where we do not have our own operation. Through the creation of hubs, in partnership with other social organizations, IOS provides our partner with all our innovative methodology, trains educators and promotes networking so that more people have access to our model.

Through Social Technology, we contribute providing access to training for more young people and people with disabilities, in a more accessible way and in more locations. In this way, IOS generates value for society, multiplying its model and experience and expanding the scope of its positive impact.

At the hubs, the operation is entirely carried out with the partner's resources and IOS enters as a supporter who grants the methodology and offers all the educational support to guarantee the quality of the training and the application of the Institute's teaching methodology.

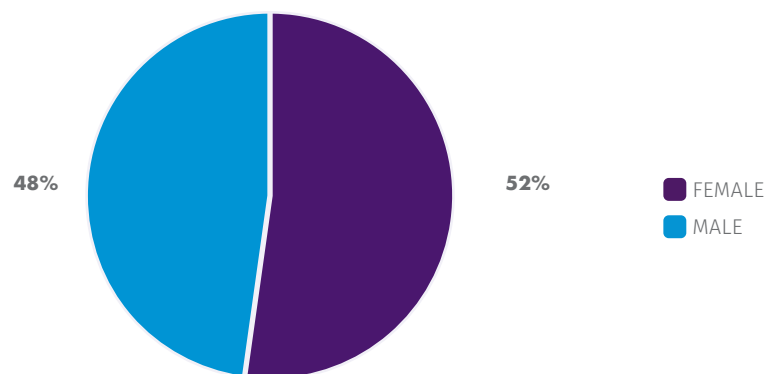




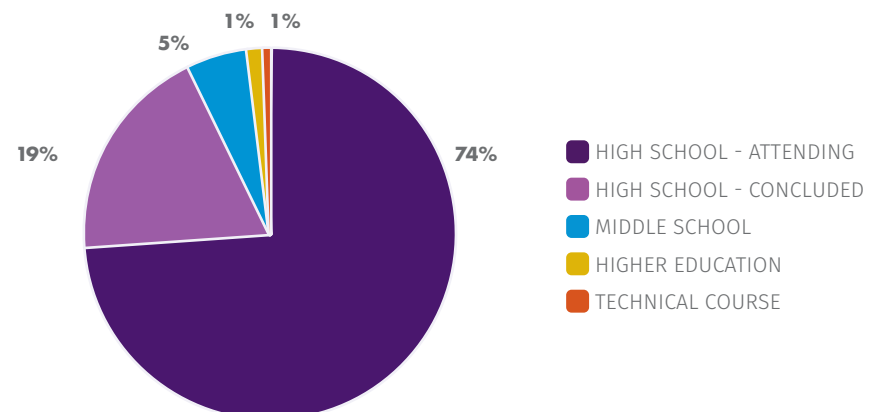
STUDENT PROFILE



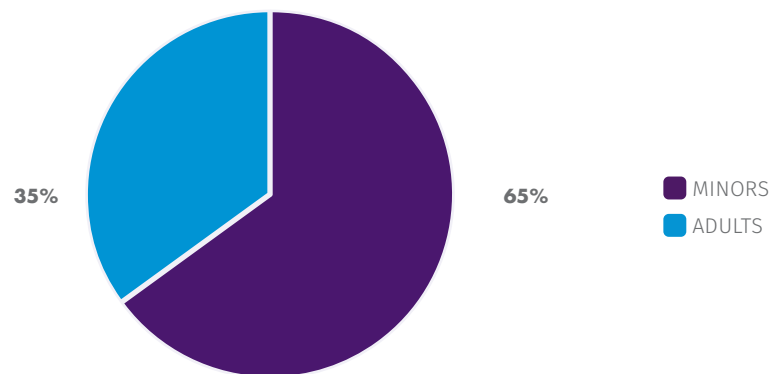
Gender



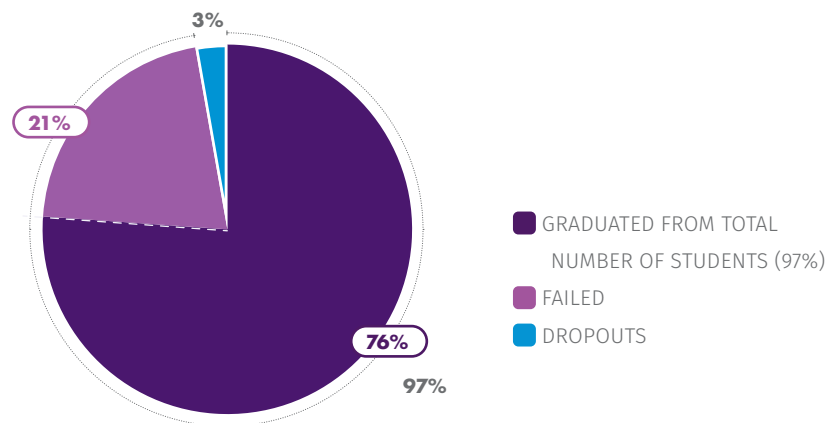
Educational Level

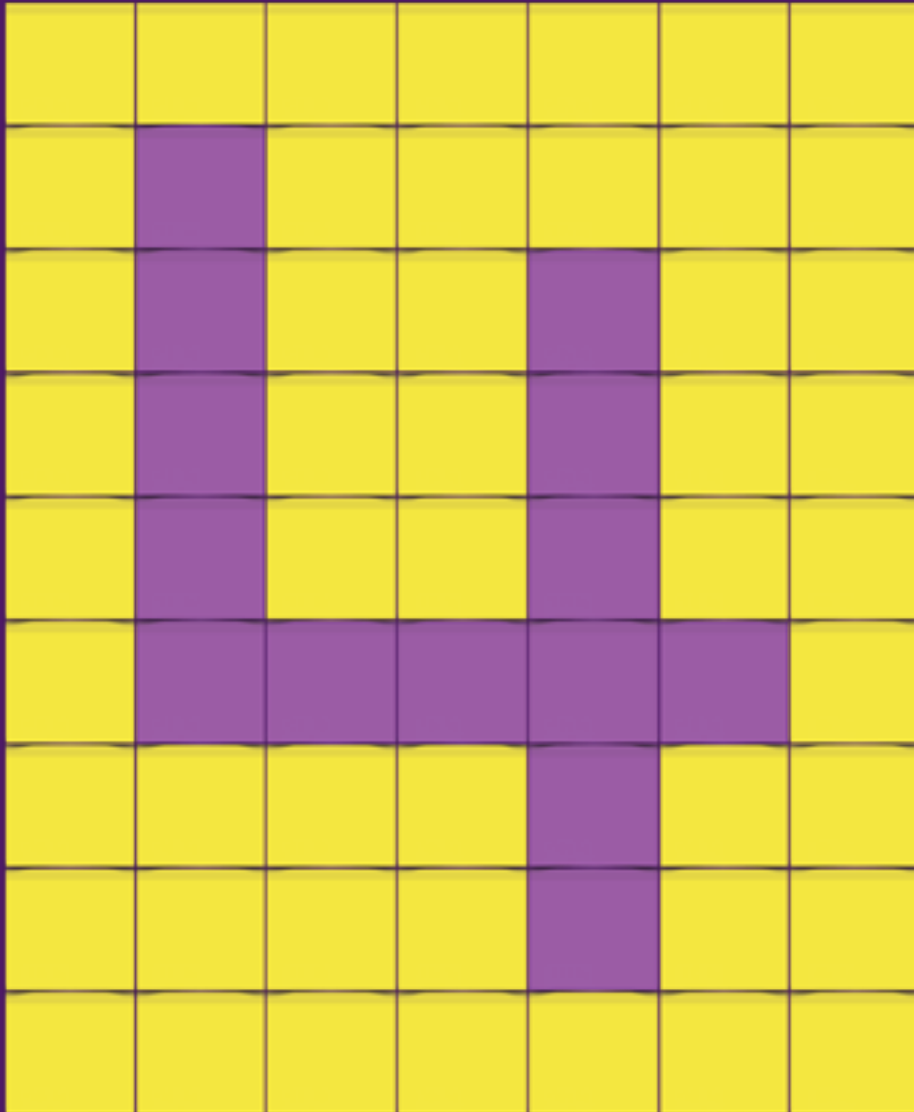


Age Group



Retention Rate





Our Management

IN THIS CHAPTER YOU WILL FIND:

- ✓ More about IOS management;
- ✓ How we monitor goals;
- ✓ Corporate governance; and
- ✓ Ethical principles and our management commitments.





Monitoring Goals

GRI 103-1 | 103-2 | 103-3

In order to maintain the Institute's alignment with its strategic actions and the purpose of IOS, it is essential to continuously monitor the goals and main performance indicators. Check below, the status of the goals defined in the annual strategic planning process, covering the Institute's management fronts:



2020 GOALS

- ☐ **Guarantee the financial sustainability of IOS for the years 2020 and 2021, in view of the new coronavirus pandemic and possible scarcity of resources; and**
- ☐ **Complete the Institute's Strategic Planning for the next 3 years.**



INSTITUTIONAL AND CORPORATE GOVERNANCE



Expand the Council's relationship and involvement actions

A Council involvement meeting was held in which we defined the creation of a periodic communication tool that would meet its need for information about the Institute. From this meeting, an exclusive group emerged on WhatsApp and the Podcast "Happening at IOS" was created. This Podcast, which contains informative content about IOS and the Organization's strategic paths is published on average every 3 weeks and is directly sent out to the Directors and the Board.



Complete the Institute's Strategic Planning in 2020 for the next 3 years

The demand is being worked on and the Institute is counting on the commitment of the founders to complete it.



By 2020, implement at least 1 Service Unit in the Northeast region, either through its own Branch or by Social Technology Hub

A Hub was established in Recife and the operation took place for 1 semester. However, the partner Organization faced difficulties in complying with the IOS Partnership Agreement and decided to discontinue the Hub.



Implement an online model for presenting results to social investors and other partners

The relationship with investors and partners was the focus in 2019, with a greater presence of the IOS team at events, sending updates such as communications and activity reports. However, the proposed online model has not been implemented and it will be defined by strategic planning if it makes sense to invest resources in this action.

KEY:



ACHIEVED



PARTIALLY ACHIEVED

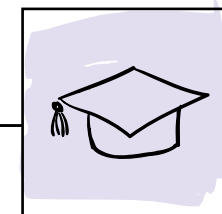


NOT ACHIEVED



2020 GOALS

- ☐ Form classes in at least 12 territories in the areas of administration and technology, valuing indicators such as classroom occupation, always paying attention to student approval and dropout rates, in order to qualify them for better opportunities;
- ☐ Execute a new professional training model in the area of Technology with short duration, in new territories, offering new places for different students;
- ☐ Open a new Service Unit in the Bras neighborhood in Sao Paulo, one of the five worst districts in terms of social inequality, according to the Social Inequality Map of Rede Nossa SP;
- ☐ Update the educational materials that use the TOTVS software Protheus line to the latest available version of the software; and
- ☐ Define Professional Learning strategy for the next 3 years.



EDUCATIONAL

- ☒ **Expand the IT training model to other Service Units**
We placed a programming course in Barueri (continuing in 2020) and infrastructure and programming in Itaquera (not continuing in 2020). For 2020 there will be infrastructure in Bras and Santo Amaro. This project was fund-raised by the Paulistana foundation.
- ☒ **Develop a new course to have the Professional Learning, in partnership with the Ministry of Economy, for a new business segment**
The Learning course was reformulated with new content (page 54) and the IOS received approval for the creation of a new course aimed at the banking segment.
- ☒ **Expand actions that promote involvement with students' families**
In addition to the activities already promoted, IOS developed the *Ideias com Café* project. In it, there were semiannual moments of contact with family members in a welcoming space.

KEY:



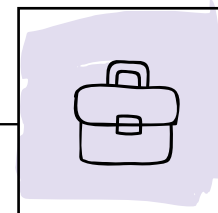
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NOT ACHIEVED



2020 GOALS

- ☐ **IOS courses (compared to 2019), guaranteeing the mark of 1,610 students in the job market;**
- ☐ **Contribute through the IOS Program of Access to Higher Education for the entry of a 20% larger number of students compared to 2019, reaching 42 students with supported by the Program in 2020; and**
- ☐ **Seek partnerships that support the employability of young minors.**

IOS CORE UNIT FOR OPPORTUNITIES



10% growth in the insertion of trained students into the job market

The employability goal was reached on the first day of December 2019, exceeding what was expected by the Institute with a 15% increase, totaling 1,401 students employed, with new opportunities for the future.



Growth of 30% in the number of students enrolled in higher education through partnerships

In 2018, 50 students received services from the IOS Higher Education Program and in 2019 IOS had 35 students. We understand that the monitoring of incoming students is the great differential of the program, not only on the increase in the numbers of people serviced.

KEY:



ACHIEVED



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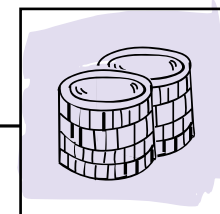


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2020 GOALS

- ☐ Disseminate the IOS Online Donation Platform in order to create a network of recurring donors;
- ☐ Invest in international action, opportunities and platforms for publicizing and mobilizing resources; and
- ☐ Mobilize resources for items already planned by other areas, such as: institutional video, website, acquisition of IT equipment, and other products and services awaiting financial resources to be implemented.



FINANCIAL BALANCE AND FUND RAISING

- ☒ **Develop the portfolio of solutions for resource mobilization for the next 2 years, and train the entire IOS Leadership team**

The branch team received training on the topic of fundraising by the IOS Superintendent and; new fundraising solutions were created, such as the Online Platform, in partnership with Doare, which allows individual donation campaigns and recurring fundraising to be carried out.

The portfolio for resource mobilization will be developed together with the Strategic Planning and it will be consolidated with a third consultancy company in 2020. This action was postponed taking into account the achievement of the public notice of the Paulistana Foundation, strategic focus of the IOS Educational team next year.

- ☒ **Seek financial support for our Branches: Rio de Janeiro (RJ), Belo Horizonte (MG) and Joinville (SC)**

The Belo Horizonte Unit managed to approve a professional training project in the Municipal Fund for Children and Adolescents of Belo Horizonte (FMCDA-BH) and the resources will be responsible for training 166 students in 2020.

KEY:



ACHIEVED



PARTIALLY ACHIEVED

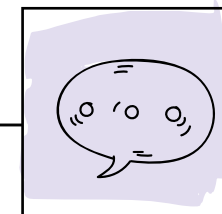


NOT ACHIEVED



2020 GOALS

- ☐ Expand the engagement of IOS stakeholders in the Institute's social networking channels - Instagram, Facebook and LinkedIn;
- ☐ Develop actions that broaden the knowledge of Institutional Relations partners regarding the IOS cause and the different fronts of the Institute;
- ☐ Develop actions that support the creation of a network of recurring donors via the IOS online donation platform; and
- ☐ Renew the model of dissemination of courses and receipt of applications.



COMMUNICATION AND INSTITUTIONAL VISIBILITY



Launch the Reconnect Program

The Program was launched in 2019 and successfully implemented! (page 22).



Expand the visibility of the IOS brand, with actions aimed at strategic audiences (press and investors)

Expand the visibility of the IOS brand, with actions aimed at strategic audiences (press and investors) In addition to the various events and actions in which IOS actively participated and which broadened its brand recognition (page 76), 2019 also brought us the 100 Best NGOs to Donate to award, the Phomenta seal of transparency, and the Mais Unidos and Citigroup Generation of Progress Award (page 20).



Participation in sector events

2019 was a busy year for the Institute, which marked its presence in various events, including the Social Impact Festival promoted by TOTVS (page 22).

KEY:



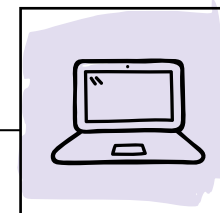
ACHIEVED



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NOT ACHIEVED



TECHNOLOGY/ BACKOFFICE



2020 GOALS

- ☐ Prepare the entire Protheus ERP IT platform for the education team to work in the classroom with the latest version of the software as of 2021;
- ☐ Migrate the Protheus ERP backoffice to the latest version of the software;
- ☐ Search and implement a new solution for the employees to be able to clock in and out electronically; and
- ☐ Finalize the migration of all data from all data servers and all IOS employees to the cloud, including e-mails.



2020 GOALS

- ☐ **Maintain the Climate Survey as an annual practice and increase the level of satisfaction assessed by the employees;**
- ☐ **Expand the Diversity Program with the creation of the Diversity Committee and new initiatives that make the theme more and more disseminated at the Institute; and**
- ☐ **Implement a Participant Development Program.**



HUMAN RESOURCES



Implement the Diversity Program

The Program was implemented in 2019 and has already multiplied its purpose (page 94).



Resume the Academic Grant Program for higher education

In 2019 we had 05 employees who benefited from a subsidy for their first graduation.



Implement the Leadership Development Program to strengthen people management skills

The Leader Development Program was implemented and aligned with the points raised by the Climate Survey.



Conduct the Organizational Climate Survey, making it an annual practice

The Survey was carried out again and the improvement points identified already had corresponding action plans.

KEY:



ACHIEVED



PARTIALLY ACHIEVED



NOT ACHIEVED



Structure and Governance

GRI 102-18 | 102-23 | 102-24 | 102-29

The Institute's corporate governance has a model based on collaboration. Internal decisions are shared between the Board, Executive Management, Operational Management and the IOS coordinators. Therefore, the decision-making process maintains a solid and less centralized structure, keeping an eye at the entire performance and strategic relevance of the different aspects of the organization's management.

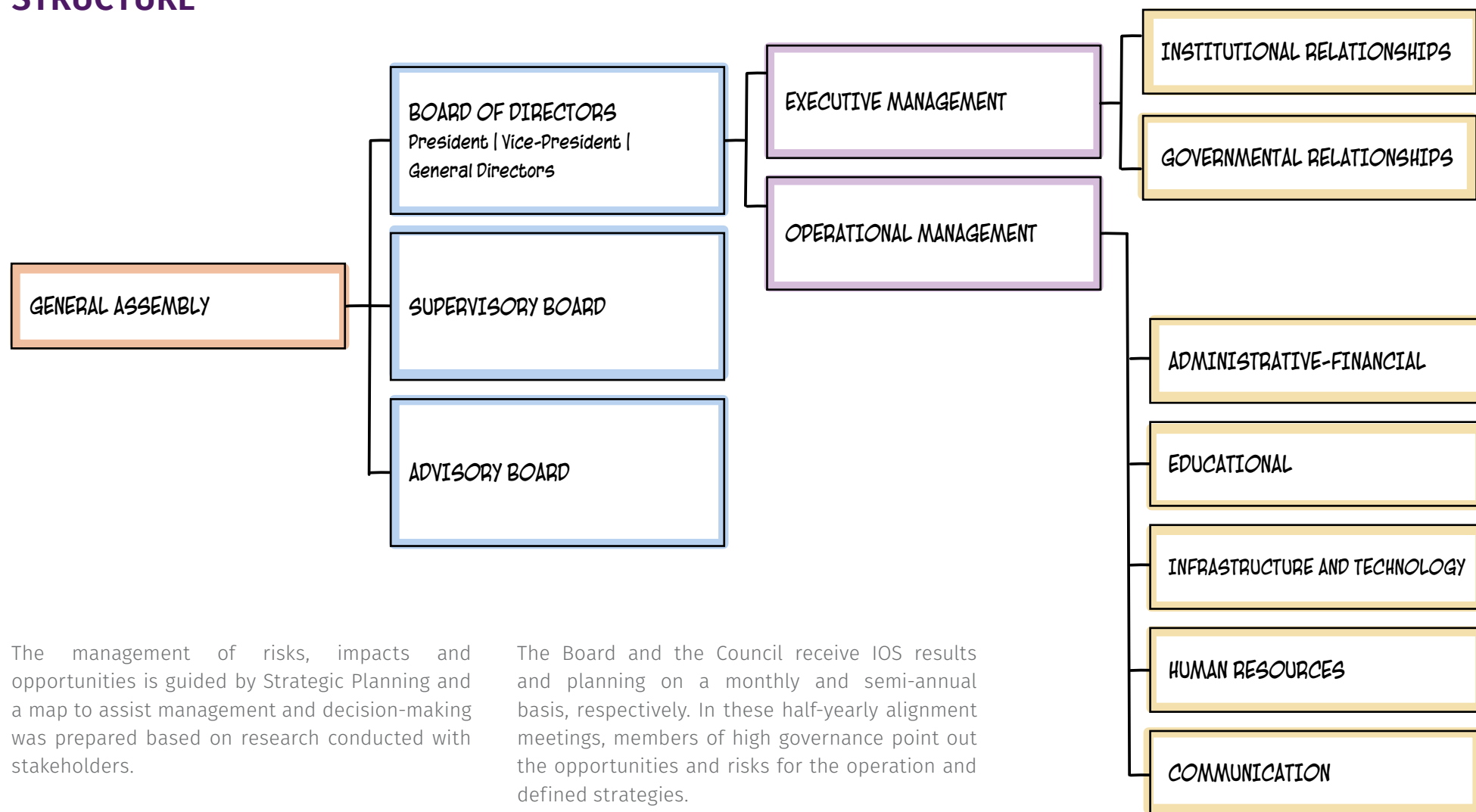
The directors are elected by the founders, by the sponsoring companies and by the IOS Management team, according to criteria that considers their knowledge and engagement with the third sector.

In 2018, IOS received the Social Assistance Charity Entity Certification (CEBAS) from the Ministry of Social Development (MDS), the highest certification that a Social Organization can achieve, thus receiving recognition at the federal level. In 2019, the importance of the structural change from the previous year was consolidated, which divided Executive Management into two focuses, Operational Management and Executive Management, which ensured greater strategic relevance to both pillars.





STRUCTURE





Ethical Performance

GRI 102-16 | 102-17 | 205-2

IOS's mission is to support young people and people with disabilities by ensuring training and access to the job market. To this end, the Institute works continuously on fundraising, which in turn depends directly on the reputation and confidence that these resources are being raised and applied in an ethical and sustainable manner.

That is why IOS maintains transparency as a fundamental pillar and of strategic relevance for its performance, maintaining open relationships and ensuring that its performance and results are shared with its audiences. In addition to accountability to all stakeholders, IOS relies on independent audits and direct engagement of leadership in compliance and ethics management.

The Code of Ethics and Conduct guides participants on the **values, principles and commitments** of IOS to be maintained in all relationships, and is disseminated internally, in addition to being available on an online digital platform.

In 2020, the Code will be complemented and, in order to keep the entire team of the Institute in line with its values - in view of the arrival of new participants and the large number of vacancies made available in 2019 - the disclosure and presentation of policies and the Code of ethics will be presented to all again.

In 2019, all new IOS participants were informed about the fight against corruption in the Institute's activities. The theme was addressed in the Induction process with the new IOS team members, which totaled 39 during the year.

The Internal Ombudsman is responsible for receiving and monitoring any doubts, suggestions, criticisms or complaints about cases of non-compliance with the Code, and can be contacted through the e-mail:



ouvidoria@ios.org.br



Recognition

Reflecting the Institute's ethical, transparent and sustainable performance, in 2019 IOS won the Phomenta seal as a transparent organization with international management practices and was awarded among the fiv0065 Best Organizations by the Citigroup Progress Generation Award.

In addition, it was recognized as one of the 100 best NGOs by Doar Institute, which also renewed the IOS Doar Seal.





Commitments

GRI 102-12 | GRI 102-13

In order to maintain collaboration for Social Development, the Institute takes on public commitments and participates in associations seeking to act in fostering and contributing to sustainable development.

Thus, IOS remains aligned with its values by keeping commitments to sustainability formalized. See below the list of associations and participations of the Institute:

NATIONAL

- Brazilian Association of Fundraisers (ABCR); and
- Brazilian Association of Information and Communication Technology Companies (BRASSCOM), as an Institutional member.

REGIONAL

MINAS GERAIS

- Committee on Social Mobilization for Education;
- Municipal Council for Social Assistance of Belo Horizonte (CMAS);
- Municipal Council for the Rights of Children and Adolescents (CMDCA) of Belo Horizonte;
- Forum for the Eradication and Combat of Child Labor and Protection of Working Adolescents (FECTIPA);
- *Mineira* Federation of Foundations and Associations of Private Law (FUNDAMIG);
- Belo Horizonte City Hall;
- National Institute of Social Security (INSS) in Belo Horizonte; and
- Department of Education (SMED).

RIO DE JANEIRO

- Municipal Council for the Rights of Children and Adolescents (CMDCA) of Rio de Janeiro;
- Municipal Council of Social Assistance (CMAS) in Rio de Janeiro; and
- State Forum of Professional Learning of Rio de Janeiro (FEAP).

SANTA CATARINA

- Municipal Council of Social Assistance of Joinville (CMAS);
- The Municipal Council for the Rights of Children and Adolescents of Joinville (CMDCA);
- Joinville Municipal Youth Council (CM);
- National Social Security Institute (INSS) in Joinville;
- Joinville City Hall; and
- Department of Education of Joinville.



SAO PAULO

- State Council for the Rights of Children and Adolescents of the State of Sao Paulo (CONDECA);
- Municipal Council of Social Assistance (COMAS) of Sao Paulo;
- Municipal Council for the Rights of Children and Adolescents (CMDCA) of Diadema and Sao Paulo;
- Regional Board of Development and Social Assistance (DRADS) in Sao Paulo;
- Sao Paulo's State Government;
- National Institute of Social Security (INSS);
- Ministry of Citizenship, Special Department for Social Development;
- Ministry of Citizenship, National Department for Social Assistance;
- Sao Paulo City Hall;
- Support Program for People with Disabilities of the Government of the State of Sao Paulo State (PADEF);
- Department of Education of the State of Sao Paulo State (SEESP);
- Department of Social Development of the State of Sao Paulo;
- Municipal Department of Human Rights of Sao Paulo;
- Regional Superintendence of Labor, Ministry of Economy in the State of Sao Paulo (SRTE / SP); and
- Department of Economic Development and Labor of the Municipality of Sao Paulo.



INTERNATIONAL

- Silicon Valley Community Foundation – participating since 2015 of the largest community foundation in the United States, which helps in the alignment and construction of the network.
- Global Pact – signatories to the United Nations (UN) initiative since 2015.
- Agenda 2030 – the IOS is committed to the UN 2030 Agenda and the 17 Sustainable Development Goals (SDGs) for 2030. To define strategic focus and stay aligned with best practices, the Institute prioritizes the SDGs for which its performance is more relevant. In the following infographic, you can find more information about how IOS contributes to these goals:

OBJETIVOS DE DESENVOLVIMENTO SUSTENTAVEL



Finish poverty and all of its forms everywhere

IOS' performance in offering opportunities to young people and people with disabilities that the Institute touches has great power to transform their lives and those of their families, with direct influence on the family income of these individuals. Therefore, IOS contributes to the eradication of poverty and the reduction of inequalities.



Ensure quality inclusive and equitable education, and promote learning opportunities

Education is the vocation of IOS. It is through it that we make a difference, offering professional training and learning opportunities in the skills that the market demands, in addition to the IOS Program for Access to Higher Education. In its 21 years of history, the Institute has trained more than 34 thousand students.



Achieving gender equality and empowering all women and girls

IOS is focused on fostering gender equity in access to opportunities. Among our staff, 70% of the professionals are women, who also make up 50% in the leadership of the Institute (considering the coordination, management, council and directors). In addition, in 2019 the Institute had 55% of students, who benefited from the learning and opportunities necessary to foster their protagonism in their careers, leading them to an empowered and equitable future.



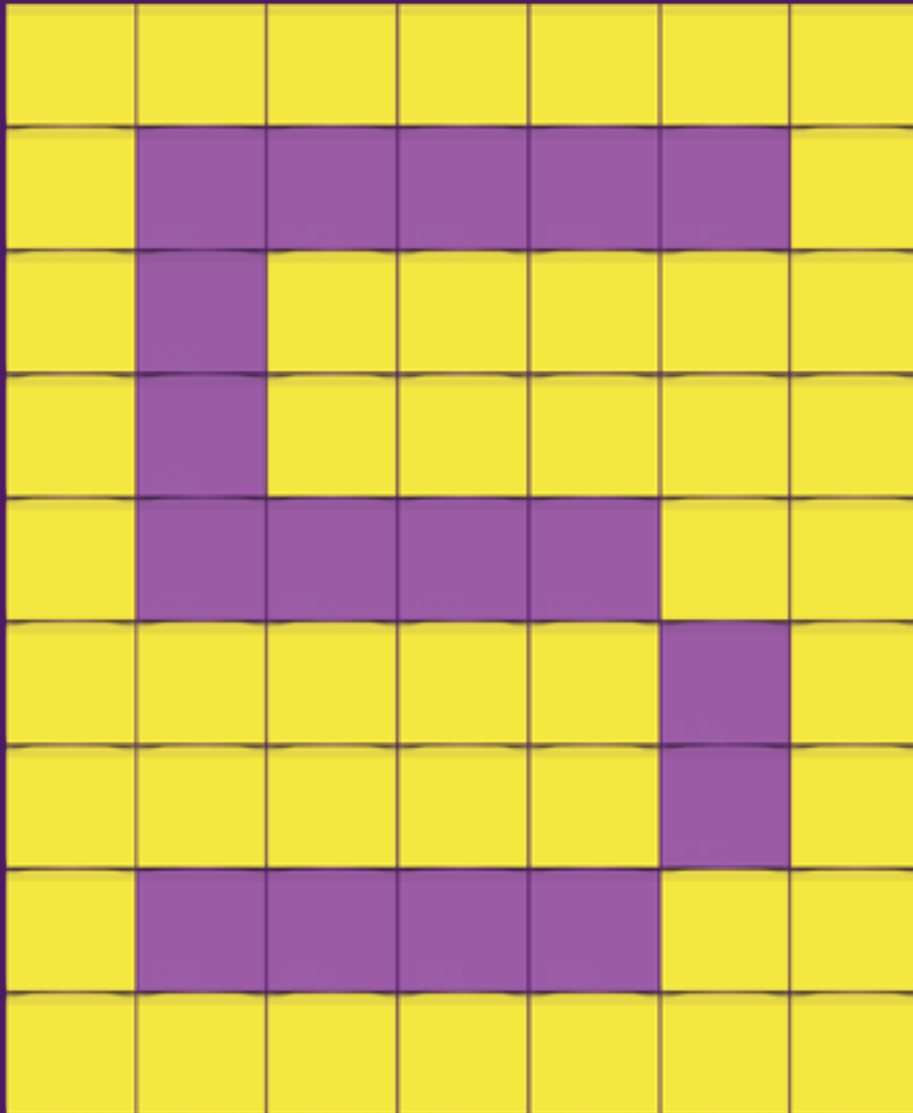
Promote inclusive economic growth, full and productive employment and decent work

Fostering the full employment of the students is the main Mission of the Institute, which has a team dedicated to finding opportunities for these young people. IOS maintains a close relationship with companies and educational institutions, keeping its teaching aligned with market demands and always seeking vacancies compatible with the profile of its students. This network of connections and opportunities maintained by IOS, involving students, teachers, employers and partners, is one of its great differentials in generating value.



Reduce inequality within and between countries

IOS provides free services to young people and people with disabilities from low-income families, mainly in the Public Education System. With service units located predominantly in the outskirts, IOS provides access to higher education and the job market for young people from these communities. The professional training and employability of students have a direct impact on the lives of young people and their families, also bringing social development to the places where they live.



Institutional Relations



IN THIS CHAPTER YOU WILL FIND:

- ✓ Explanation on our relationship with partners; and
- ✓ How the IOS Corporate Volunteer Program takes place.





Our Partners

GRI 102-10

In 2019, we focused on strengthening IOS ties with partners. In this sense, proximity and acting together with companies and organizations played a strong role in the period, with several actions and initiatives based on open, transparent and continuous communication.

The Institutional Relations (IR) team provides partners and social investors with a relationship cycle that works in synergy with their needs and what IOS has to offer. With greater presence and understanding of each company's scenario, the IR area understands solutions in a personalized way.

The impact and social responsibility that partners can develop with IOS takes place on three main fronts:

- **Sponsoring and supporting projects** with financial resources, through direct contributions or via Incentive laws, provision of school material, uniform, team of teachers, transportation, food, etc.;
- **Hiring On Demand solutions** in professional training, in which IOS offers expertise in content to train professionals in the profile already selected for the partner; and
- **Employing IOS students**, offering opportunities to students or hiring through the IOS Apprenticeship Program.



INVESTORS AND PARTNERS

MAIN SPONSORING COMPANY



TOTVS is our founder and main sponsor. The employability of young people and people with disabilities has been part of TOTVS' social investment for 21 years, through IOS, which acts as the Company's social arm.

The Institute today has about 36,000 students graduated and over 1,400 students inserted in the formal job market annually. And this impact is only possible thanks to the professional performance that the investment of TOTVS, our maintainer, guarantees to the Institute. In addition, our Board of Directors and Councils count on voluntary members of TOTVS.

The cycle of strategic social investment is completed when IOS graduates are employed by TOTVS. In addition to the value generated by the employability team, IOS trains professionals already with elements of the Company's culture, reducing the period of adaptation and integration to it.

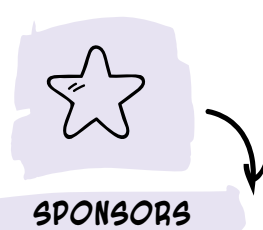


Find out more
on page 78.





(VIA DIRECT RESOURCES OR TAX INCENTIVES)
Most of the companies in the private sector believe in and invest in IOS through their own resources (in jointly designed projects) or by allocating part of their Income Tax (Tax Incentive) to Children and Adolescence Funds, linked to the request for targeting projects pre-approved by IOS in the notices of these Funds.



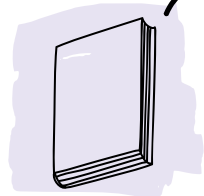
SPONSORS



OPPORTUNITY PARTNERS

Companies that advertise job opportunities for our alumni and institutions that offer scholarships or differentiated programs for the continuing education of students.

EDUCATIONAL PARTNERS

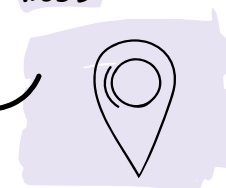


Companies and institutions that provide classrooms, allowing IOS to extend its service to the communities in which they operate. With this model of articulation of partners related to education, we are able to reach different territories through organizations that are already recognized in these locations, making our inclusion and integration with local populations easier.



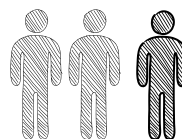
Actor of transformation and social impact, through which partners generate value for society.

SOCIAL TECHNOLOGY HUBS



Usually Third Sector institutions that use the IOS educational methodology to train students from their communities. This is a model of operation that also allows us to access territories that already have their culture, joining forces with those that are already present with the families and have increased opening and engagement in their activities and projects.

**INNOVATIVE VOCATIONAL TRAINING
IN METHODOLOGY AND STUDENT SUPPORT
+ COURSES + EMPLOYABILITY**



QUALIFIED AND COMPETENT PROFESSIONALS IN THE JOB MARKET

SOCIO-ECONOMIC INCLUSION

INCOME GENERATION

COMMUNITY SOCIAL DEVELOPMENT

SKILLED YOUNG PEOPLE AND PEOPLE WITH DISABILITIES



MAIN SPONSORING COMPANY



SPONSORS



PARTNERS



SUPPORTERS





EDUCATIONAL PARTNERS



INSTITUTIONAL PARTNERS





GOVERNAMENTAL PARTNERS



SOCIAL TECHNOLOGY HUBS





SATISFACTION SURVEY

GRI 102-21

Indicators on the quality of services offered to partners are monitored and closely followed to support the continuous improvement of the Institute's processes.

For this evaluation, we count on the Satisfaction Survey with the organizations that invest and support IOS, in addition to the documentation of feedback from the stakeholders to understand if the performance is meeting the expectations of the different dialogue groups.

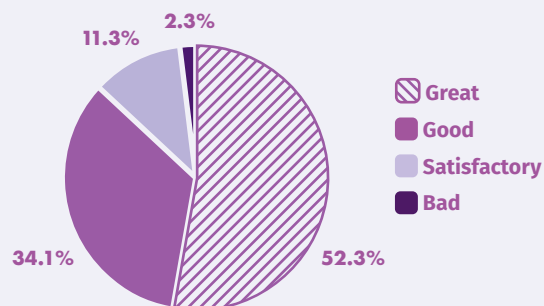
In 2019, the Satisfaction Survey counted on the evaluation carried out by 48 companies, among employability partners and social investors, most of whom intend to renew the partnership and are satisfied with the service provided by IOS and the hired alumni.

100% of employability partners

indicated that they consider IOS a reliable social organization.

EVALUATION OF STUDENTS IOS REFERRED FOR RECRUITING PROCESSES

(Answered only by employability partners)



EVALUATION ON THE IMPLEMENTATION OF PROJECTS IN PARTNERSHIP

Done with absolute success, partnership will be renewed



Done well, however there are areas of improvement for us to renew partnership

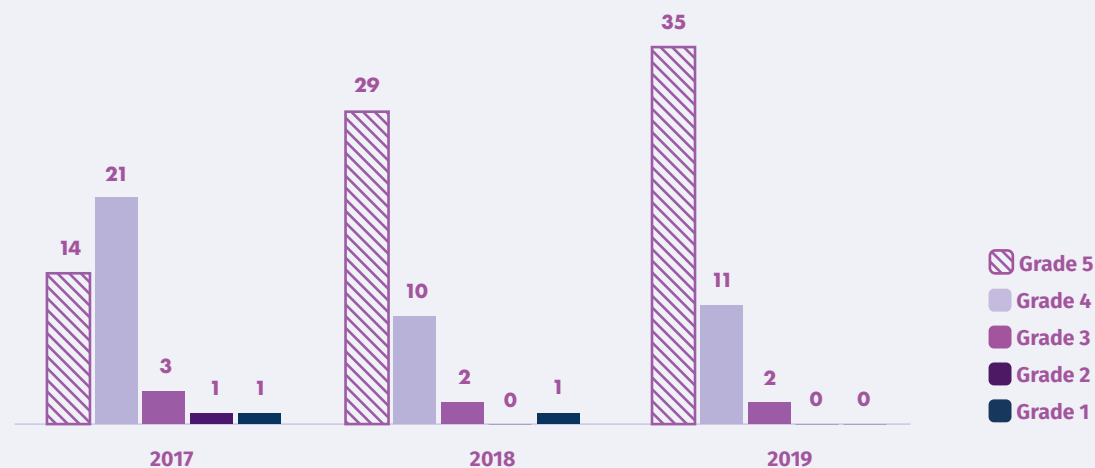


There are areas for improvement, we will probably support other initiative(s).



IOS GENERAL SERVICES

(In absolute numbers)





CORPORATE VOLUNTEERING

IOS was born from a voluntary action and has this practice strongly rooted in its performance. The Institute fosters volunteering among students and can count on volunteers who perform actions through the Corporate Volunteer Program, carried out jointly with partner companies that believe in the potential of these actions.

We offer companies options for their employees to engage in initiatives such as mentoring young people, providing mini courses, workshops and lectures.

In 2019, the Program added 106 volunteers, who donated 160 hours and 30 minutes of learning and positive impact for students and IOS participants

At IOS we can count on volunteers on all our service units.

Check below the complementary actions and activities carried out with our students through the Volunteering with Partners Program.

Visits

Our students have participated in about 1,200 corporate volunteering activities at the IOS service units in the state of Sao Paulo.



Students from the IOS of the Sao Paulo service units and branches visited TOTVS, a reference in an innovative environment. On site, they met the professionals of the main sponsoring company and participated in various activities.



The students from the Porto Alegre and Hortolandia service units visited the Dell factory, with 37 young people from the Hortolandia service unit and 34 from Porto Alegre. The students participated in a lecture about the job market, professional attitude and technology.



The students were in a two-day event at the company. On the first day they took part in a discussion circle and workshops on diversity in the corporate world and on the second day they had a class about conscious consumption of food.



The activities on December 18 and 19 were attended by 58 students. The students participated in a career lecture offered by Liberty employees, followed by a time to share experiences. On the second day they experienced a moment of mentoring, following the routine of employees and clarifying their questions about the day-to-day life in the company.



Visit to the Hyundai training center in Sao Paulo with 20 students in attendance. The young people participated in a training that newly hired employees go through. In it, they learned more about the history of the company and how their cars work.



Visit to the Hamburger University, where the 146 students had lectures on technology with the employees of the area.



Lectures



Students from all service units in Sao Paulo had a lecture on financial education and life planning. Five hundred and thirty young people were benefited.



About 80 students participated in a lecture with Celso Sato, president of the group, who talked about his career and how he got to the presidency of the company.



Motivational lecture with coaching technique and neuro-linguistic programming with a volunteer from the Institute, for 50 students from the headquarter. .



Fifty students participated in a lecture with employees in the area of diversity and corporate citizenship. In it, they heard about trajectories in the company, the internship and learning program of the group and what it is like to be an employee of the organization. They also learned about the NGO Citi Esperança, a creation of Citi employees that helps in the professional training of people in situations of social vulnerability.

J.P.Morgan

Lecture with employees in the area of project management and technology, about the paths they have traveled to get to where they are in their professional lives. One hundred and eighty students participated in the lecture.



IBM volunteer professionals, experts in technology, share their knowledge through thematic lectures on careers, games and technology with students from the Sao Paulo, Belo Horizonte and Rio de Janeiro service units. The subjects covered were: Design Thinking and New Technology Trends, Games, Women in Technology, Social Media, Blockchain, Introduction to Chatbot, Cognitive Computing, IOT - Internet of Things, Hands On - Chatbot and Present and Future Information Technology.



Around 90 students participated in a lecture at the IOS headquarters with the Vice-President of Solutions of the multinational Zendesk, Clayton da Silva. The executive spoke of his trajectory, filled with struggle and talked about moving abroad without speaking the local language, encouraging young people to pursue their dreams.





Mini-Courses

PENSE GRANDE

The *Pense Grande* Program of the Telefonica Vivo Foundation is an initiative whose mission is to foster the culture of social impact entrepreneurship with the use of technology for young people from the outskirts of Brazil, starting at 15 years of age.

Its objective is to encourage young people through training, support for the individual and their businesses and the production of relevant content on the subject, so that they create and implement new solutions and opportunities to transform their lives and the lives of the people around them, solving problems or the needs of their communities.

Pense Grande is structured on three main pillars: to raise awareness, train and support. In 2019, 20 young people from the headquarters in Sao Paulo (SP), 45 from the branch in Joinville (SC) and two educators from the branch in Belo Horizonte (MG) benefited from the partnership with IOS.



Learn more about the project at
pensegrande.org.br

**77 YOUNG PEOPLE and
2 EDUCATORS directly
benefited by the
2019 minicourses!**

ATLASSIAN JIRA AND JIRA SERVICE DESK

JIRA allows you to prioritize, assign, track, report, and audit items from software bugs, helpdesk tickets, project tasks, and change requests. More than an item tracker, JIRA is an extensible platform that can be customized for business processes. The platform improves productivity by reducing wasted time tracking items and coordination. It also positively impacts the quality of work, ensuring that all tasks are recorded in full detail and followed through to completion.

In 2019, 12 former students benefited from the mini-course offered by Chacon Consultancy.

ENTREPRENEURIAL FUTURE

Entrepreneurship program aimed at students and alumni of the Institute. The objective of the program is to enable young people to fly high through entrepreneurship, combining dream and commitment.

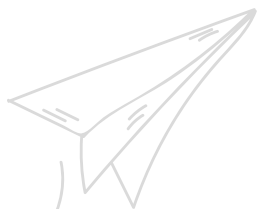
The course combines theory with practice and develops, with the student, a business plan with total technical and financial viability, based on their reality and needs. The program is idealized by IOS and executed by *Besouro* Social Development Agency.

Besouro has, as its social objective, the development of programs and training that care for the fulfillment of the fundamentals of human existence. It seeks the basic social rights, such as education, health, the development of personal ownership and their surroundings, the citizen's interest and empowerment, as well as the citizen education capable of generating opportunities.

In all, 24 young people benefited from the program in 2019.



Volunteering in our branches



About

750 YOUNG
PEOPLE

*impacted by the volunteer
actions in the branches!*



Joinville

Deloitte Touche Tohmatsu Limited:

Deloitte employees in Joinville gave a lecture to students on both semesters of 2019, impacting approximately 180 young people with the theme NEVER GIVE UP, with the objective of awakening in young people the desire to grow personally and professionally, plan for the future and set goals. Duration of approximately 8h ours.

Censupeg College:

Collaborators of the college were volunteers in lectures given to the students in both semesters. About 180 young people were impacted and eight hours involved. We also counted on the presence of volunteers in the evaluation board of the Final University Project.

Romaço Bearings/Rolling Bearings:

Lecture “Manufacture and Application of Bearings”, given by Mechanical Engineer Rafael Bublitz. The lecture aimed to familiarize young people with the industrial processes involved in the manufacturing and types of bearings, applications and their coding. About 100 young people impacted and four hours involved.

Rio de Janeiro

UNISUAM

Startup and creative methodology: Professor Diego Braga gave a lecture to our young people on career plan, market and technology where they had the opportunity to learn more about the area. Participation of 70 students, average duration of three hours.

Event about undergraduate courses: our students were present and were able to learn more about their future undergraduate courses, with the opportunity to talk to the teachers and get to know the spaces for each area of study. Participation of seven students, average duration of three hours.

Career Planning: lecture given by Renata Coutinho, HR assistant at UNISUAM, who spoke about career management, future planning and helped in the elaboration of resumes, in addition to performing integration dynamics and clarifying questions from students. Participation of 70 students, average of 3 hours.

Selection process simulation: lecture given by teacher Elaine Leão, who guided the young people about the job market and approached the employer’s vision about the candidate in a selection process. Participation of 70 students, average duration of three hours.



Belo Horizonte

Lecture on Artificial Intelligence:

it took place on both semesters, the presentation described the emergence and evolution of technology used in intelligent agents and the recent advances in the area, it offered a prognosis on how the job market can be affected and how to adjust and seek opportunities in it.

They also quickly demonstrated how to build your own chatbot without the need for programming using IBM's Watson platform. The audience is the high school public, with no need for computer knowledge.

No formulas are presented. The presentation is done in a way that offers a panorama of technology in a palatable and intuitive way, with dynamics in the middle of the presentation and lots of space for discussion.

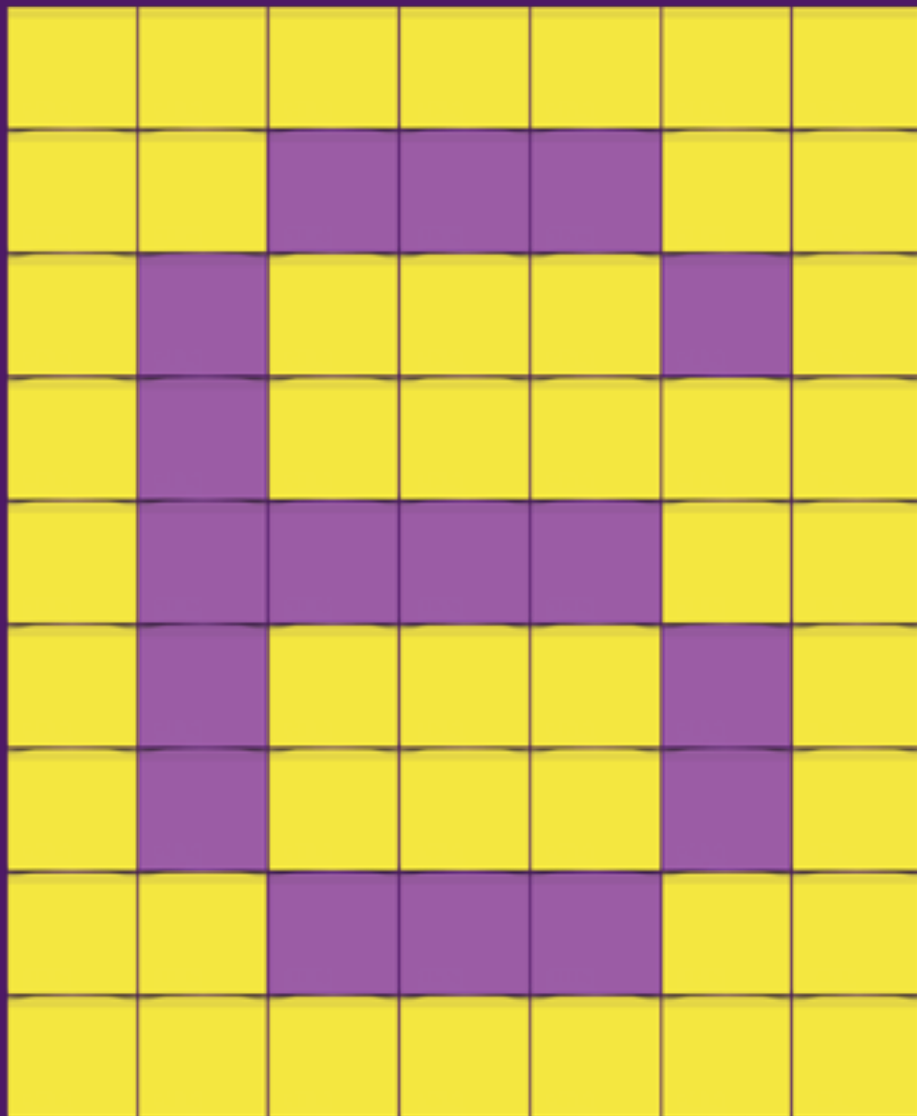
Entrepreneurship Workshops

In partnership with Andrea Soares, professor of Administration at UNIBH, the IOS students participated in workshops focused on entrepreneurship. A total of three Saturdays and 9 workshops, taught by the students of the Administration course, totaling 10 hours and 30 minutes.

Girls In Tech Program

Programming for girls. Sponsored by UNIBH with seven IOS students participating. A total of 8 hours of training in the PYTHON language.

180 students;
22 hours of activities; and
37 volunteers involved.



Our Resources



IN THIS CHAPTER YOU WILL FIND:

- ✓ Transparency in accountability; and
- ✓ More about the mobilization and responsible application of resources.





Mobilization and Responsible Application

GRI 102-9 | 103-1 | 103-2 | 103-3 | 201-1 | NGO-8 | NGO-10

MOBILIZATION

We seek to mobilize sustainable resources and generate value for all those involved: IOS, social partners and investors, students and society. For this reason, the Institute acts in an ethical and integral manner, observing the diversification of the sources of funds and the maintenance of good relations with partners and social investors of long standing.

To attest to its transparency, the Institute has:

- External audit of financial statements;
- Evaluation of partners from a technical and financial point of view;
- Periodic technical visits by municipal, state and federal funds;
- State Court of Auditors' opinion;
- Rendering of quarterly, semi-annual, annual and final accounts evaluated by the respective councils of each public;
- Information on projects signed on the IOS website; and
- The seals and awards obtained year after year (learn more on page 71), confirming the Institute's reliability for partners looking for IOS as an institution to support.

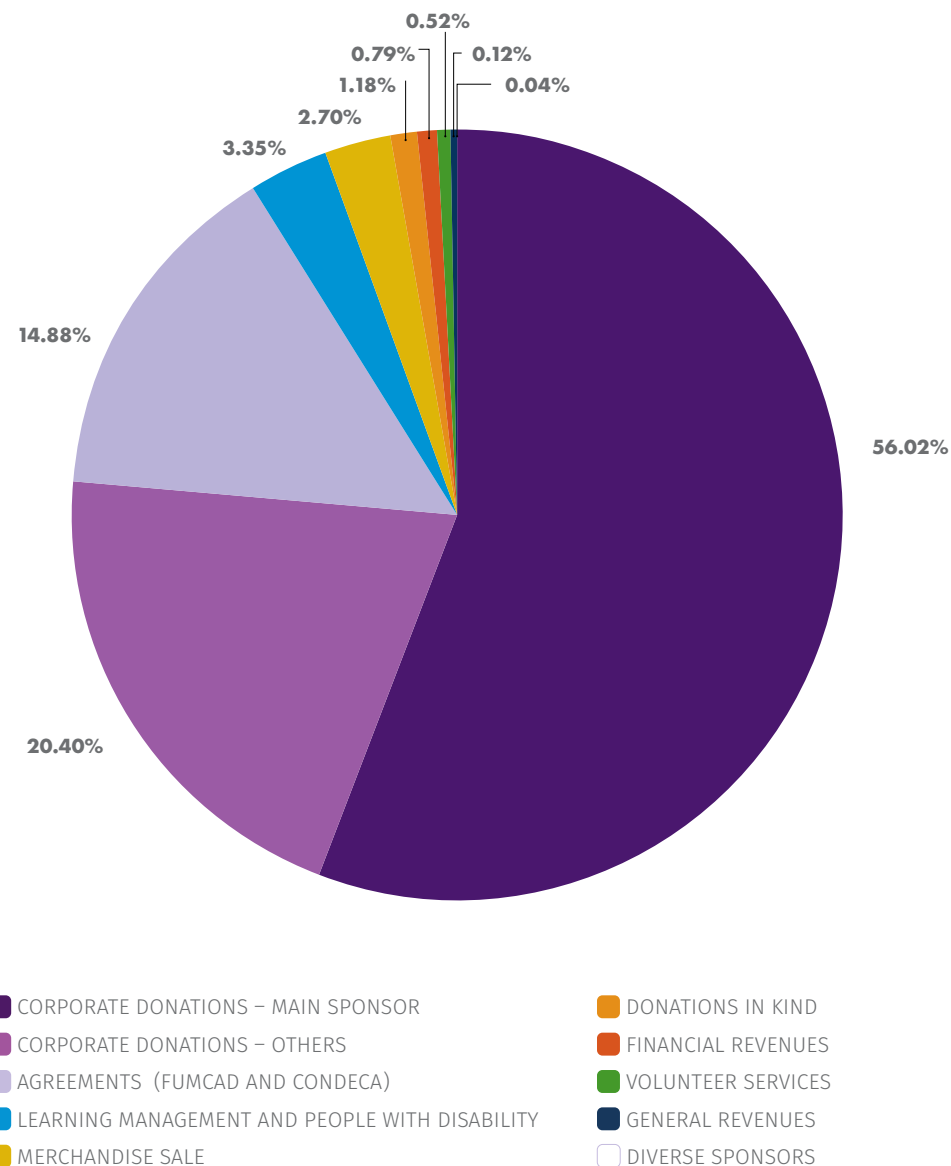




Resource mobilization in 2019 refers to all revenues recognized * during the period. This year, gross revenue was BRL 10,509,261.52, representing an increase of approximately 11% in relation to the previous year, mainly due to the relevant increase in agreements, training projects for people with disabilities and donations to legal entities.

* Recognized revenues refer to the stages of projects carried out during the year.

2019 REVENUES		
Corporate Donations – Main Sponsor	R\$	5,887,099.49
Corporate Donations – Others	R\$	2,143,581.17
Agreements (FUMCAD and CONDECA)	R\$	1,563,698.68
Learning Management and People with Disability	R\$	352,508.05
Merchandise Sale	R\$	283,846.25
Donations in kind	R\$	124,260.49
Financial Revenues	R\$	82,834.66
Volunteer Services	R\$	54,760.24
General Revenues	R\$	12,304.66
Diverse Sponsors	R\$	4,367.83
TOTAL	R\$	10,509,261.52





RESPONSIBLE APPLICATION

NGO-7

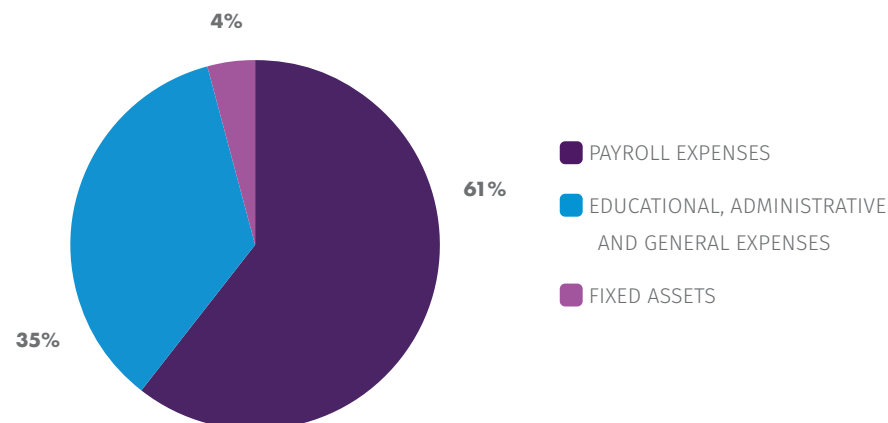
The continuity of our social performance is sustained by the efficient and responsible application of the resources raised, conducted with clarity and strategic focus. Similarly, the social impact and transformation in the lives of IOS students depend directly on the ongoing support of their sponsors, which in turn is only maintained as long as the Institute continues with its credibility and reputation, for which responsible application is fundamental.

In 2019, BRL 10,304,345.34 was invested in hiring suppliers, payroll and social contributions, educational and administrative expenses and investments in infrastructure and material improvements (fixed assets). Part of IOS' work is to maintain transparency with the public, making it possible to monitor its performance. This is another reason why open communication is essential for the organization, which has a team dedicated to managing projects in partnership, which periodically sends results reports to partners and social investors.

Check the numbers below:

RESOURCE APPLICATION IN 2019		
Payroll expenses	R\$	6,239,944.70
Educational, administrative and general expenses*	R\$	3,615,788.85
Fixed assets	R\$	448,611.79
TOTAL	R\$	10,304,345.34

* For educational, administrative and general expenses, depreciation and amortization amounts are disregarded.



In recent years, the percentage of investment of resources in the categories has remained constant: personnel expenses are between 60% and 65%, with little variation and the most relevant part of the application of resources remains, followed by other expenses.

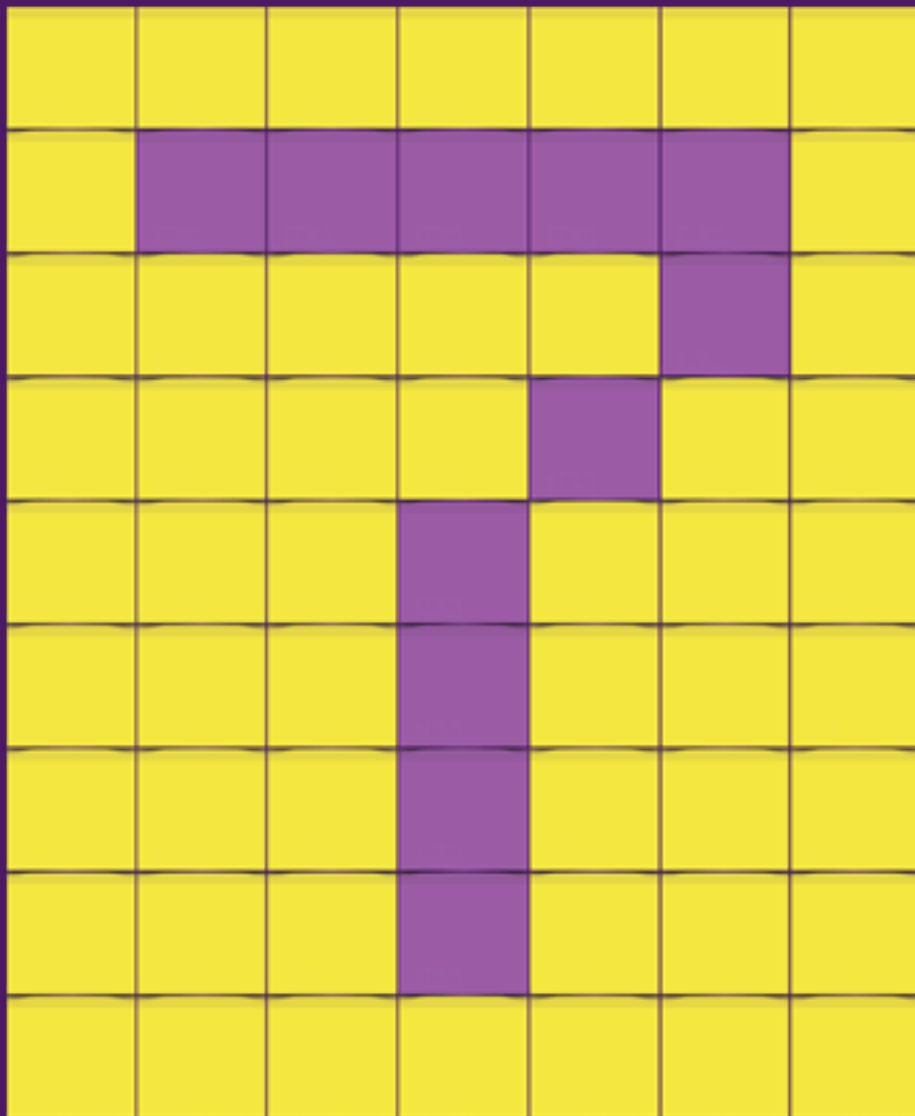
Expenses with fixed assets also varies little, and are related to the projects being executed during the year. This data reinforces the strategic positioning of IOS and how we work our resources according to our priorities.



FINANCIAL STATEMENTS

Find the disclosures of the IOS Financial Statements on the website: www.ios.org.br

The IOS Financial Statements examined by independent auditors are available to interested parties upon request by e-mail.



IOS Team



IN THIS CHAPTER YOU WILL FIND:

- ✓ Information on who our employees are; and
- ✓ More about their performance, benefits and engagement.



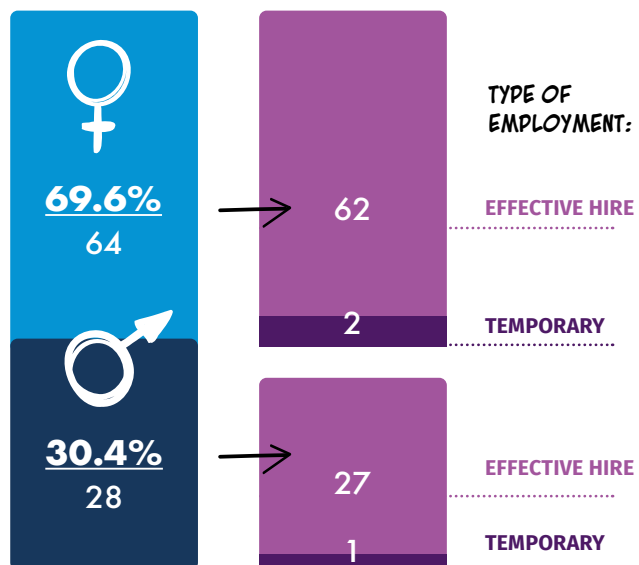


Our Employees

GRI 102-7 | 102-8 | 405-1

The Institute's employees, in addition to being responsible for the performance and the impact that the IOS generates, are agents that multiply their values and disseminate their cause. See below the profile of our team:

92 EMPLOYEES



REGIONS (BY CONTRACT TYPE)

	EFFECTIVE HIRE	TEMPORARY
Sao Paulo (SP)	75	3
Belo Horizonte (MG)	5	-
Rio de Janeiro (RJ)*	5	-
Joinville (SC)	4	-

*In 2019, Rio de Janeiro employees worked at the Institute through the Sao Paulo Headquarters.

	FEMALE	MALE	UP TO 30 YO	UP TO 30 A 50 YO	OVER 50 YO
Board of Directors	-	100%	-	75%	25%
Advisory Board	37.5%	62.5%	-	75%	25%
Supervisory Board	33.3%	66.7%	-	100%	-
Management	100%	-	-	100%	-
Employees	67%	33%	47%	48%	5%



DIVERSITY PROGRAM

GRI 103-1 | 103-2 | 103-3

The Diversity Program was implemented in 2019 to give greater focus on the topic. Welcoming and inserting diversity is part of the daily routine of the Institute's employees. The program has been consolidated to strengthen the dissemination of information in this regard, in initiatives such as:

- **Coffee with diversity:** started in 2019, it is a meeting that takes place about once a month. It deals with important issues with educators and other employees, such as unconscious bias, empathy, engagement and diversity, inclusion of people with disabilities, LGBTQI+, race, among others; and
- **Participation in external events:** in 2019 IOS participants attended events to create a larger repertoire and learn more about diversity issues, such as "Agora vai" - an event aimed at employability of transsexual people.





DEVELOPMENT

GRI 404-1 | 404-2 | 404-3

IOS knows that development and constant learning are transformation tools. That is why it has a firm commitment to the development of its employees and positions itself to support professionals in reaching their potential.

Since 2016, IOS has Incentive Policies aimed at its employees, which focus on the acquisition of the first undergraduate degree, Postgraduate and languages. These policies are made available according to the budget for the current year. In 2019, seven participants from the educational sector benefited from the Program.

During the year, the Institute also had the support of external partners in this development journey. A consultancy was carried out that brought rounds of conversations with teachers about the future of education, what they wanted for their careers, what was the scenario of the service units in which they worked and what each one had to offer as a differential. These conversations also involved listening to the educators’ demands and expectations and suggestions for improvements to the processes. Together, they discussed methodology, career plans, development and recognition.

In 2019, a Leadership Training Program was also carried out with a consultant, Thiago Cury. The objective was to maintain the continuous development of leaders so that they can contribute more and more to their teams. Topics such as Feedback; Engagement and People Management; Non-violent communication and active listening; Self-knowledge, Leadership and Teamwork; Leader Coach, Purpose, Mission and Values were addressed.

AVERAGE HOURS OF TRAINING PER EMPLOYEE (Hours/employee)		
BY GENDER		
FEMALE	29 hours	
MALE	37 hours	
BY CATEGORY	MALE	FEMALE
Analysts	16 hours	22 hours
Assistants	46 hours	17 hours
Social Workers	–	4 hours
Auxiliaries	3 hours	9 hours
Content Designers	6 hours	–
Educational Designers	20 hours	–
Specialists	54 hours	–
Instructors	37 hours	22 hours
Leaders	96 hours	73 hours
Monitors	32 hours	52 hours
Pedagogues	19 hours	43 hours
Psychologists	–	2 hours



PERFORMANCE EVALUATION

The Performance Evaluation is carried out internally, in a 180° model, and is developed in the Individual Development Plan (*IDP*). With the IDP, the employee has access to the expectations for his / her role and aligns with the leadership the progress of his / her performance. IOS is always attentive to good market practices to ensure that the assessment is updated and improved.

In 2019, our people management team kept the focus on restructuring internal teams, for this reason the performance evaluation will be resumed in 2020. For guiding their teams, the leaders continue using the 2018 survey as a reference and monitoring the performance of the employees, (behavior and result) through specific feedback.

WAGES AND BENEFITS

We maintain a fair compensation program, in line with current best practices and the market, including when compared to larger institutions and organizations from other sectors.

Our employees are hired mainly under the Brazilian Consolidation of Labor Laws (*CLT*) regime and have all benefits in line with the market.

ENGAGEMENT

Keeping the IOS team of employees engaged and integrated is an essential part of achieving the results that the Institute seeks.

For this, internal communication is essential in aligning our employees, disseminating information and monitoring the strategy and activities developed.

In 2019, we innovated in our internal communication actions. Through Fluig, our intranet, we invite employees to help us with the organization of internal events.

On the platform, employees commented about the events with excitement, conducting polls and generating interaction between our team.

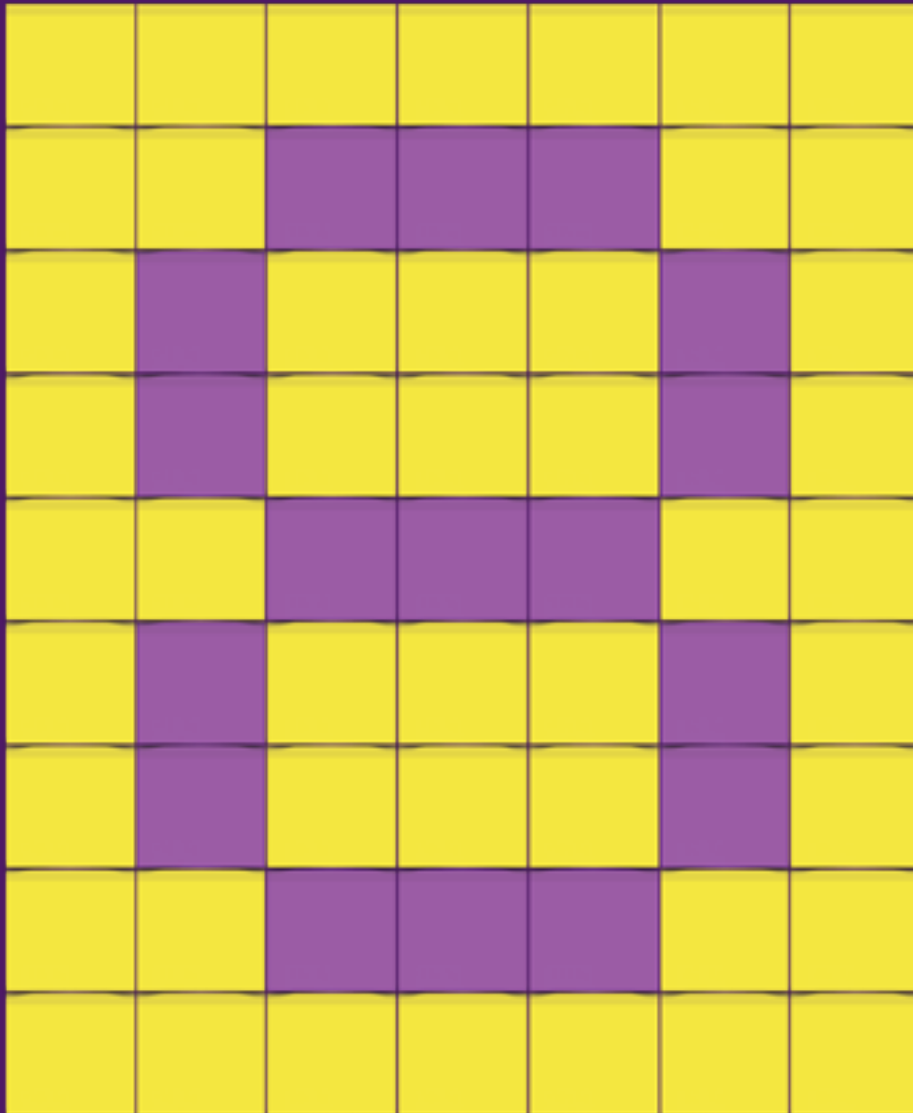
Both the end-of-year get-together and our *julina* party were organized through a Committee, which jointly defined the menu, decoration and games, with their respective durations and gifts. The initiative to involve them in planning was a success, generating engagement and satisfaction for all.

COMMUNICATION CHANNELS

GRI 102-17

Through the e-mail ouvidoria@ios.org.br, the employee has access to the IOS Internal Ombudsman, a direct channel with the Institute's management to answer questions, suggestions and criticisms.

In addition, the Institute also has a Fluig platform, which brings IOS events, initiatives and news on a digital portal.



Find out more



IN THIS CHAPTER YOU WILL FIND:

- ✓ GRI content summary; and
- ✓ Publication credits.





GRI Standard Content Summary

GRI 102-55

		Reference (p.) / Direct Answer
GENERAL CONTENT		
GENERAL DISCLOSURES		
Organizational Profile		
102-1	Organization's name	Page 10
102-2	Primary brands, products and services	Page 10
102-3	Location of Headquarter	Page 10
102-4	Number of countries where the organization operates	Page 10
102-5	Nature of ownership and legal form	Page 10
102-6	Markets served	Page 10 and 56
102-7	Scale of the organization	Page 10 and 93
102-8	Profile of employees and other workers	Page 93. The data was compiled using payroll-based spreadsheets and employee records.
102-9	Description of company's supply chain	Page 89
102-10	Significant changes to the organization and its supply chain during the report period	There were no significant changes in 2019.



		Reference (p.) / Direct Answer
102-11	Precautionary principle or approach.	The precautionary principle does not apply to IOS activities.
102-12	Letters, principles or other externally developed initiatives of an economic, environmental and social nature, which the organization subscribes to or endorses	Page 72
102-13	Membership of associations	Page 72
Strategy		
102-14	Statement from senior decision-maker on the relevance of sustainability to the organization	Page 5
Ethic and integrity		
102-16	Values, principles, standards and norms of behavior of the organization, such as codes of conduct and ethics	Page 71
102-17	Internal and external mechanisms adopted by the organization to request guidance on ethical behavior and in compliance with legislation, such as relationship channels (e.g., ombudsman's office)	Page 71 and 96
Governance		
102-18	Governance structure, including committees	Page 69
102-21	Consultation processes used between stakeholders and the highest governance body in relation to economic, environmental and social topics. If the consultation is delegated to other structures, bodies or individuals, referral of the existing feedback processes for the highest governance body	Page 4, 28 and 82
102-23	Nomination if the chair of the highest governance body is also an executive officer	The President of the Institute is not the Executive Director.
102-24	Nominating and selecting the highest governance body. Selection and appointment processes for the highest governance body and its committees, including whether factors such as diversity, independence, knowledge and experience, and involvement of stakeholders (including shareholders)	Page 69

**Reference (p.) / Direct Answer**

102-29	Role played by the highest governance body in identifying and managing topics and their impacts, risks and opportunities arising from economic, environmental and social issues	Page 69
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Stakeholder Engagement

102-40	List of stakeholder groups	Pages 4, 23 and 24
102-41	Collective bargaining agreements	100%
102-42	Identifying and selecting stakeholders	Page 4
102-43	Approach to stakeholder engagement	Page 4
102-44	Key topics and concerns raised Main topics raised during the engagement of stakeholders and measures adopted by the Company to address them	Page 4

Reporting Practices

102-45	Entities included in the consolidated financial statement	Headquarter and all Branched are considered in the financial statements.
102-46	Defining report content and topic Boundaries	Page 4
102-47	List of material topics identified in the content definition process	Page 4
102-48	Explanation of the consequences of any reformulations of information provided in earlier reports	No record.
102-49	Significant changes compared to previous years with regard to the list of material topics, limit of topics covered	No record.
102-50	Reporting period	January 1 st to December 31 st , 2019
102-51	Date of most recent report	2018
102-52	Reporting cycle	Annual
102-53	Contact point for questions regarding the report	relacionamento@ios.org.br



		Reference (p.) / Direct Answer
102-54	Claims of reporting in accordance with the GRI Standards	Essential
102-55	GRI content index	Page 98
102-56	External Verification	There was no external audit of the report.
Management Approach		
103-1	Explanation of material themes and their limits	Page 15, 26, 56, 62, 89 and 94
103-2	Management on the subject material	Page 15, 26, 56, 62, 89 and 94
103-3	External assurance	Page 15, 26, 56, 62, 89 and 94
SPECIFIC CONTENT		
ECONOMIC DISCLOSURES		
Economic Performance		
201-1	Direct economic value generated and distributed	Page 89
Indirect Economic Impacts		
203-2	Significant indirect economic impacts, including the extent of impacts	Page 56
Fight against Corruption		
205-2	Communication and training in anti-corruption policies and procedures.	Page 71
205-3	Confirmed cases of corruption and measures taken	There were no reports of corruption.
SOCIAL DISCLOSURES		
Training and Education		
404-1	Average hours of training per year per employee broken down by gender and functional category	Page 95
404-2	Skills management and lifelong learning programs that support the continuity of employee employability in preparation for retirement	At IOS there are no specific programs to support the transition into retirement.



		Reference (p.) / Direct Answer
404-3	Percentage of employees receiving regular performance and career development reviews broken down by gender and functional category	In 2019, IOS went through changes in the staff and is currently revisiting the way it conducts Performance Evaluation. Therefore, it decided not to carry out its Performance Assessment this year.
Diversity and Equal Opportunities		
405-1	Diversity of governance bodies and employees	Page 93
405-2	Mathematical ratio of wages and remuneration between women and men broken down by functional category and relevant operational units	At IOS, the employees are paid according to their technical competence and position, regardless of their gender. The compensation ratio between men and women in the same position is 100%.
Non-Discrimination		
406-1	Total number of cases of discrimination and the measures taken.	No cases were recorded.
Human Rights Assessment		
412-2	Total hours of employee training in policies and procedures pertaining to human rights aspects relevant to operations, including the percentage of employees receiving training	IOS does not establish a code of conduct and regulations for fundraising.
Supplement: NGOs		
NGO-10	Adherence to standards for fundraising practice and marketing communication	IOS does not establish a code of conduct and regulations for fundraising.
NGO-7	Resource allocation	Page 91
NGO-8	Funding sources by category and five largest donors and monetary value of their contribution	Page 89



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