



Leaving no one Behind: The 2020's Challenge

INSTITUTE FOR SOCIAL OPPORTUNITY
Annual Report
2020





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1

Introduction



IN THIS CHAPTER YOU WILL FIND:

- ✓ How the Report was developed
- ✓ Leaving no one behind: the 2020's challenge
- ✓ IOS management message"



About the Report

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

Welcome reader! This is the seventh Annual Report of the Institute for Social Opportunity (IOS), a publication that provides information about the Organization, its initiatives to generate value for society and the commitment to the country's social development. This content presents the results and the impact of IOS performance from January 1st to December 31st of 2020.

This report reinforces the continuous responsibility of IOS with transparency, sharing the Institute's performance during the year 2020, in addition to the intangible aspects of its performance. In order to achieve this, it was built based on the guidelines of the Global Reporting Initiative (GRI), an international organization that manages the guidelines of annual reports, addressing the social, economic and environmental pillars of organizations, based on the principles of comparability, impartiality, accuracy, regularity, clarity and reliability.

For writing this report, the materiality study developed in 2018 went through a new revision. This work included the application of a quantitative survey via an online form and the validation of the most relevant topics in virtual interviews with the managers of the Institute, in addition to representatives of its stakeholders: partners, employees, suppliers, students and alumni. Taking into account the Covid-19 prevention measures, all interactions in the study were done remotely, since in-person interactions were not possible to be held amongst the interested parties.

Relevant Themes Matrix

During the interviews with the leaders of the Institute, a practice performed annually to detail the events of each area of the Organization, five relevant themes were validated for presentation in the 2020 Report. There was also the inclusion of a transversal theme to all other subjects, called "Impact of the New Coronavirus Pandemic on the Performance of IOS".

<p>PROMOTION OF STUDENT EMPLOYABILITY;</p> <p>ETHICAL FUNDRAISING;</p> <p>ETHICAL AND EFFICIENT DISTRIBUTION OF RESOURCES;</p> <p>PLANNING AND EVALUATION OF COURSES; and</p> <p>DIVERSITY AND NON-DISCRIMINATION OF PEOPLE WITH DISABILITIES, IMMIGRANTS, RACIAL AND GENDER EQUITY, ETC</p>	<p>TRANSVERSAL THEME:</p> <p>THE IMPACT OF THE NEW CORONAVIRUS PANDEMIC ON IOS PERFORMANCE.</p>
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The purpose of the transversal theme is to assess the impact of the pandemic in each sphere of the Organization, whether in the employability of students, in the planning of courses, in the application of resources or on issues of diversity during this period.

Based on the six proposed themes, an online consultation was done with IOS stakeholders, in order to confirm interest in the topics covered, as well as to identify other relevant issues about the Institute.



An inquiry done with the students gathered 402 responses and demonstrated that, for them, the two most important themes are “IOS scenario during the pandemic and post-pandemic perspectives”; “Diversity and non-discrimination of people with disabilities, immigrants, gender and racial equity, etc.” This result demonstrates the need for students to know about the continuity of the work of IOS in this moment of instability generated by Covid-19.

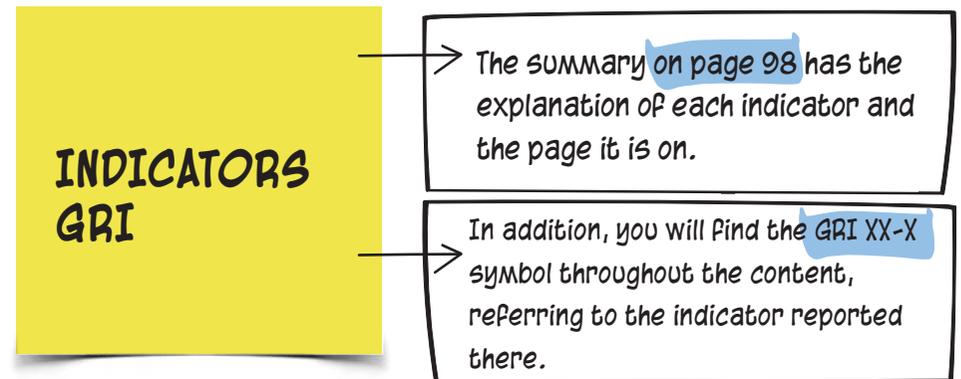
We used the inquiry of 66 other stakeholders as a sample (local, opportunity and institutional partners, public agencies and suppliers). The two themes of greatest interest were defined as “Promoting the employability of students” and “Diversity and non-discrimination of people with disabilities, immigrants, gender and racial equity, etc.” The transversal theme suggested, the impact of the pandemic, was considered to be very important in the post-pandemic scenario.

Therefore, it is essential that IOS informs its stakeholders about issues of youth and people with disabilities, offers specific courses, guidance and assistance to this audience, as well as seek to support them in the new scenario of professional training and the job market. As a result, as it was in 2020, it will be necessary to present this impact to readers in 2021, through the development of projects that consider the negative impact on young people and people with disabilities during the pandemic.



HOW TO NAVIGATE

For easier reading, use the following tools:



FIND OUT MORE:



Additional information and clarifications about this report can be obtained through the IOS website www.ios.org.br or by e-mail: relacionamento@ios.org.br.



Innovating and welcoming, leaving no one behind

In 2019, we understood that the IOS way of educating was done through innovation, presence in classrooms and in the relationship with our students - considering that, in addition to providing tools, technological education and agile methodologies, we innovated in care and in the establishment of genuine and horizontal exchange relationships.

The IOS way of innovating was present in 2020. The Covid-19 pandemic made the entire IOS team come together even more, for one reason: our students! We opened the doors to an online world and provided all the support that was possible to do so in person. We welcomed students, families and communities from around our service units, in addition to caring for our own employees and their families. We did it differently, we made adjustments repeatedly, we did what was necessary and everything that was in our power, so as not to leave anyone behind.

*#nenhumalunoamenos #todoalunoimporta
#NãoDeixeNinguémParaTrás*





IOS Message

GRI 102-14

Agility, flexibility, articulation and nurturing. In 2020, these words were the key for the Institute for Social Opportunity to perform as an essential organization in the territories where it operates.

2020 began with numerous challenges for the *IOS* team, since we had the perspective of serving at least 1.000 more students than in 2019. We had sealed a partnership with the Paulistana Foundation, linked to the city of Sao Paulo, to offer shorter training courses in technology. Therefore, the Institute's effort in the first quarter of the year was to structure the Organization to offer these courses, involving the search for new partners for service units, content development and demand from interested students for new training options.

Challenge given, challenge accomplished: classes started and we had 1.575 students in classrooms, ready for a school semester with a lot to learn. The service units were organized with multimedia equipment, with one computer per student, a complete educational team (instructors, monitors and pedagogues) and the entire support team of the Institute prepared for a year of service and employability records.

However, in mid-March 2020, like all organizations in Brazil, *IOS* was impacted by the Covid-19 pandemic. Within this global context, the Institute's

operating strategy needed to be revised, not only once, but several times throughout the year. The improbability of what would happen brought an unforeseen crisis scenario, which needed to be overcome with a constant focus on supporting our students, their families and our employees.

Faced with the imposed situation, without a clear vision of how 2020 would unfold and with the constant hope that the country's health situation would be mitigated, the *IOS* team needed to reinvent itself!

In three days, with great **agility**, in order not to lose any enrolled students, we adapted to perform live on the internet. This was the only possible alternative for maintaining the relationship with the students and even strengthening it at such a delicate moment. We started to offer three live broadcasts a day, lasting one hour, divided into three periods (morning, afternoon and night) and transmitted through the *IOS* channel on YouTube, a social network widely accessed by students. There were 45 hours of content focused on citizenship, behavior and employability for students, alumni and other interested parties. In the first week, we had more than 9,000 views, with more than 400 students connected at each time, always very attentive and curious, making comments and asking questions in the chat, proving that they were indeed with us.

THE PANDEMIA AFFECTED IT GLOBALLY AND, WITH THIS SITUATION, IOS USED STRATEGY, FLEXIBILITY, ARTICULATION AND WELCOMING TO LEAVE ANYONE BEHIND!





However, in combating the pandemic, immense **flexibility** was also needed! Following the guidelines of the Department of Education, which did not have a specific date for the end of social distancing, a new strategy was defined. Therefore, starting in April, students enrolled in face-to-face courses were invited to participate in activities in an online format, considering all service units simultaneously, nationwide. They could choose between Business or Technology courses. Classes were taught live on YouTube, with a teacher for all service units, and a team of support teachers, to help with questions asked by students in the chat.

Students who did not have internet at home at the time were invited to participate in the courses in the 2nd semester. On Fridays, we offered a more dynamic and interactive content, a “*Pausa para o Cafézinho*” (Coffee Break) with special guests from partner companies, bringing topics such as reading tips, videos, technology, among others, taking a broad view of the job market to IOS students.

Based on numerous researches, the team of teachers formed the Online Crisis Committee, in which practices for remote teaching, tools that could be used, and content to be taught were discussed. At the end of the 1st semester, the educators resumed their classes, using Google Classroom. For the completion of the courses by the students in August, the presentations of their work were done remotely and we had 77% of students approved (518 students), considering 669 participants who were wil-

ling to take our training in the online modality. The dropout rate of the IOS courses in the first semester was 58%, an index 39% higher than the average of the last three years. According to a survey by the *Datafolha Institute*, the high school dropout scenario in 2020 was the worst in recent years, reaching 10.8%, representing more than 800 thousand young people who left school and do not intend to return in 2021. In 2019, this percentage was 4.8%.

In the second academic semester, which started in September, we increased our flexibility since the pandemic scenario remained. From the registration for our training courses to the presentation of their Course Conclusion Work (TCC), we adjusted to the online format. Our teachers became real “Teacher Tubers”, supported by the Google Classroom tool, through which they were able to teach the courses remotely. At that time, some classes used a hybrid format, which meant that they were held online with students having in-person classes once a week. Teachers dressed up, created scenar IOS and went out of their way to keep students’ attention and interest.

Because most of our students participated in online classes via cell phones, we worked on the **articulation** of partner networks and offered chips for internet access to those who needed them. It was also essential to support the areas of Technology and Educational Content at IOS, since the areas were already prepared, with the management software for student learning, running in the cloud.

In addition, Moodle (Virtual Learning Environment) was made available, where we were able to monitor students safely, using a defined learning track, which included interactive activities, games, videos, schoolwork and recorded lessons. Teachers underwent intense training in Moodle and used tools such as Meet, for answering questions on video calls and WhatsApp for communication.

In hybrid courses, student management was performed based on activities done in-person in the service units and assessments were carried out remotely on the platform. On the online courses (100% remote access courses), the activities, delivery of schoolwork and evaluations took place in Moodle. The presentations for the Course Conclusion Work (TCC) were done in person, for the hybrid courses; and virtually, for the online courses.

The results of the second semester reflected the success of the adaptations made by IOS, also because we made it clear to those enrolled that the courses would be 100% online at that time. Of the 1.531 enrolled, we had 20% dropout, that is, 38 percentage points less than the dropout recorded in the first semester. In total, 1.059 students completed the course and 906 passed, an increase of 75% compared to the first semester of 2020 (906 students in the second semester versus 518 in the first).

However, that was not the only reason. Besides the lack of internet access, which was the primary need



for students to participate in our training courses, according to them, other main reasons for them dropping out of the courses were: the lack of electronic devices (computers, cell phones or tablets); space in their homes for them to focus on their studies; and, primarily, time and priorities, since taking care of younger siblings, elderly or even seeking financial resources in informal opportunities were primary needs. It is important to consider that this situation was already part of the lives of many of our students, considering that our public is in a situation of social vulnerability. However, this intensified in the face of a pandemic scenario, which also involved IOS students and exposed even more of the social inequality in our country, since generating income to fight hunger at home is much more important than dedicating to education.

In this context, the *IOS* differential is revealed again, since we work with humanized services, by truly welcoming our students. Teachers have always been available on communication channels, including WhatsApp groups to chat instantly. The work of the Psychosocial Pillar Team has intensified, through various demands in the social spheres, including mental health, by hosting orientations and referrals, and supporting students, family members and *IOS* employees. Assistance took place online and in-person (respecting health protocols), maintaining proximity to students and their families.

With social distancing as a strategy to contain the coronavirus, other social issues have emerged. The

need for isolation was one of them, since the homes of most students are small, on average with more than four people, as it is with the majority of Brazilians, and the buildings are very close, not allowing for the necessary distancing. In addition, with the sudden decrease in family income, there were no resources to purchase alcohol gel, masks and other hygiene items essential for prevention. Another important point: many people who kept their jobs, formal or informal, could not stay away from those who were at home taking care of family members, children or the elderly, without work.

All of these issues affected families, both physically and emotionally. In cases of domestic violence, according to data from IPEC - *Inteligência em Pesquisa e Consultoria* - 15% of Brazilian women over 16 years old declared that they had suffered physical, psychological or sexual violence by a relative, partner or ex-partner during the pandemic. This number corresponds to about 13.4 million Brazilians and means that every minute 25 women were offended, physically, sexually assaulted or threatened in Brazil. In addition to this theme, it is estimated that episodes of mental health, such as depression, panic syndrome and suicidal intent increased in 2020, however, until the conclusion of this publication, comparative statistical data with previous years were not released.

At *IOS*, we noticed an increase in the number of assistance for more complex cases, in addition to facing an even crueller theme: hunger. To meet this

demand, we relied on the social assistance network and made referrals to social agencies, such as *CRAS*, *CREAS*, *CAPS*, *UBS* and *Casa da Mulher Brasileira*. This entire social network, just like us at *IOS*, operated at their limit.

Our main sponsoring company TOTVS, a large part of its team and the employees of one of our other sponsors, Dell, offered food stamps, food baskets, hygiene kits (with fabric masks, alcohol gel, detergent, bleach and soap) and internet chips, to support *IOS* students and families served by social organizations, where the Institute has service units.

Our support teams organized donations for delivery in communities where our service units are located, aiming at emergency social actions, due to the impacts generated by the pandemic. Another joint effort was made by acquiring these items from social organizations, such as the Women's Collectives of Paraisópolis, the Black Women's Collective in the East Zone of Sao Paulo and the Women of Light Social Organization, which supports women in Sao Paulo in situations of prostitution.

In regards to people with disabilities, another target audience of *IOS*, the employability scenario was also greatly impacted in 2020. According to *Dieese**, in a survey published in August last year, 171,600 positions were cancelled. In this sense, we reinforced our service and doubled the number of people with disabilities impacted throughout the year, reaching 237 enrolled (in 2019, there were 109) and

*Dieese is an acronym for Interunion Department of Statistics and Socioeconomic Studies





employing 76 of them, 55% more than in 2019 (49 people).

We articulated the actions of volunteers who could dedicate their time to our students. These people welcomed them and spread important content to a variety of different territories. Throughout the year, we counted on the work of 105 volunteers from 14 companies, involving 500 hours of dedication to the most varied topics related to the job market, affecting not only students, but also their families. More than 2.000 students participated in the volunteering activities and our online actions received over 13.000 views.

Our Human Resources area was fully committed and the success of its performance reflected in the non-dismissal of any employee during 2020, in the provision of infrastructure for them to work in a home office setting, in addition to emotional support in the face of social distancing. In order for these results to be achieved, flexibility and nurturing were also essential at home, with our team.

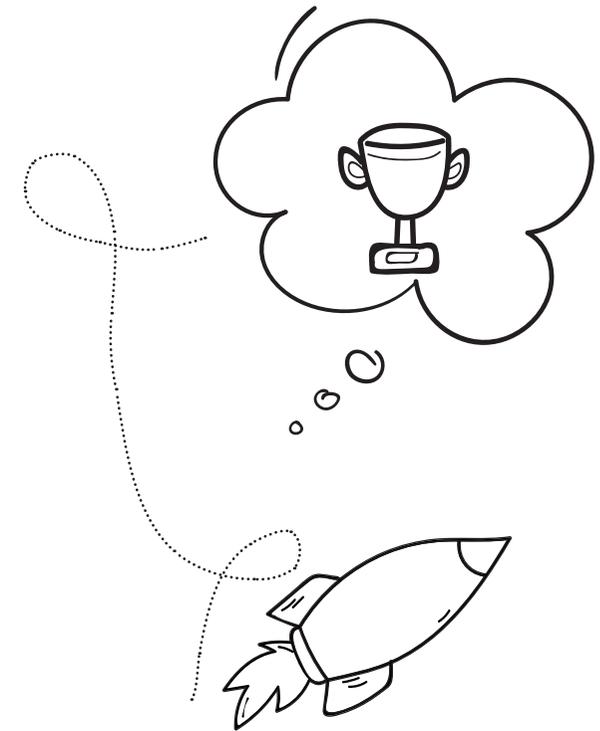
We see that, despite what IOS, our students and employees have suffered from the social challenges imposed by the crisis, through social articulations, flexibility, agility, acceptance and other proposals and actions aligned with our values of – **Integrity, Ethics, Respect, Dedication, Search for Knowledge and Team Spirit** – we managed to finish 2020 without any students, families, partners and IOS employees being left behind.

What are the prospects for 2021?

Because of the measures adopted by the health and educational agencies, we will continue in 2021 to work in a hybrid way, until there is some other guidance from the Federal, State and Municipal Governments, as well as from the World Health Organization (WHO).

Despite the uncertainties in 2021, IOS is already structured and planned for the challenges that we will still face. We have partners and suppliers who believe in our potential and are willing to innovate and do things differently, in any scenario. We will remain attentive to our budget and investments, maintaining financial balance, in order to continue our projects. Students and their families need our support.

Our team is ready to act both remotely, in person, always united, focused on our mission, our values, and always ready to change, act, articulate and nurture, without leaving anyone behind.



2

IOS



IN THIS CHAPTER YOU WILL FIND:

- IOS Performance*
- Student profile*
- 2020 Highlights*
- How IOS creates value for the society*
- Organization's goals and commitments*



IOS

GRI 102-1 | 102-2 | 102-3 | 102-4 | 102-5 | 102-6 | 102-7 | 102-16

The Institute for Social Opportunity, a Beneficent Social Assistance Entity certified by CEBAS*, since 1998, works in free professional training and in the promotion of employability of young people aged between 15 and 29 and people with disabilities from ages 16 and up.

Students trained at IOS develop technical knowledge to work in the areas of Administration and Technology, in addition to important behavioral skills in the business world, such as respect for differences, teamwork, creative problem solving, among others.

MISSION



Seek, support and monitor the employability of young people and people with disabilities.

VALUES



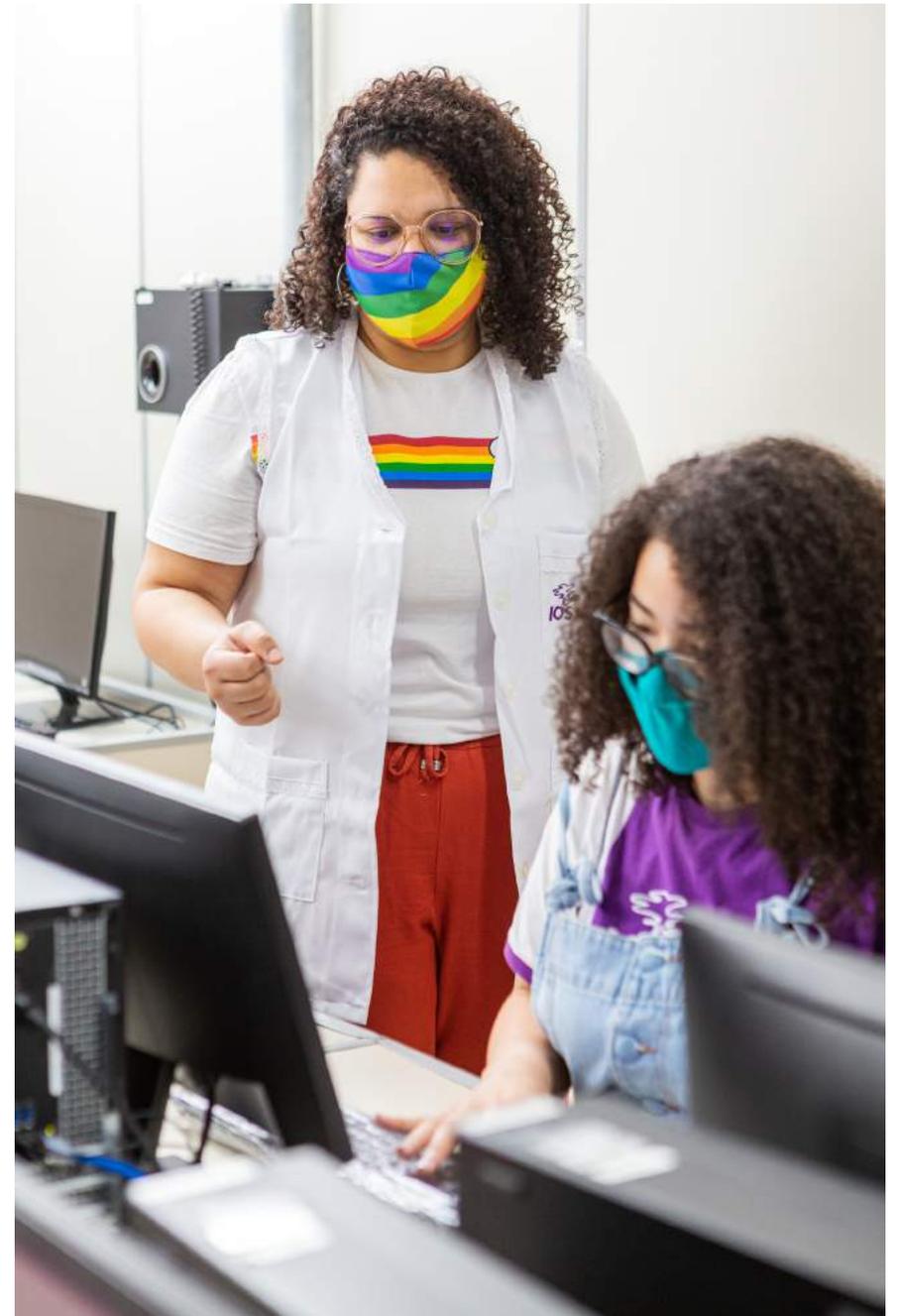
We are an agent of transformation based on:

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



VISION

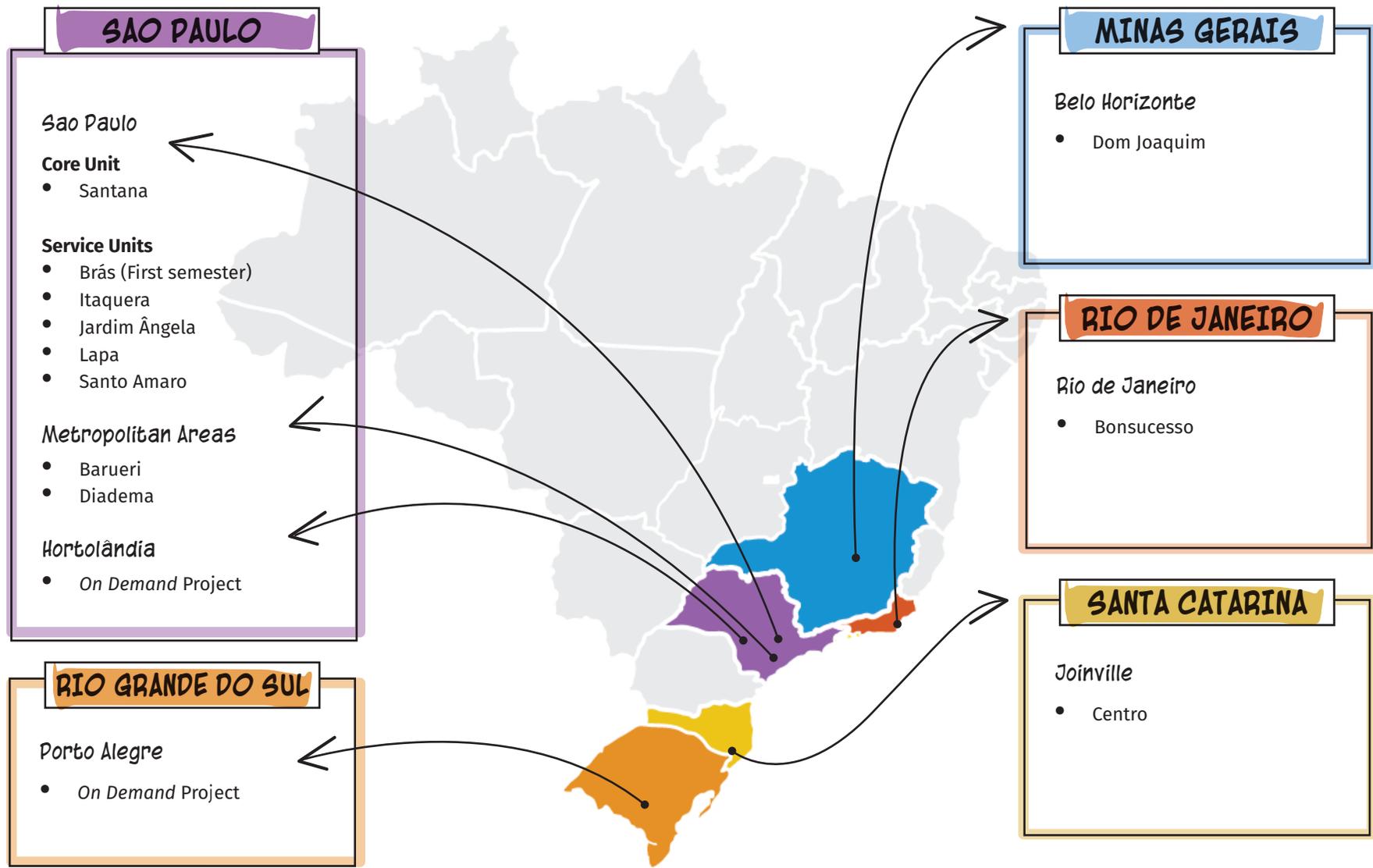
To be a reference and to have excellence in capacitance, training and relationships that promote employment opportunities for young people and people with disabilities, transforming them into modifying agents in their communities.



*CEBAS is an acronym for Certification of beneficent entities in the educational area



IOS SERVICE UNITS





Performance

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



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.

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



SOCIAL OPPORTUNITIES

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

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.





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

FREE PROFESSIONAL TRAINING

Prepares professionals to work in the areas of Administration and Technology, with technical and behavioral training, in addition to psychosocial and pedagogical support throughout the cycle. It also monitors transversal needs, through relationships with the students themselves and with their families.

The training, which covers courses aimed at Administration areas, presents students with content that stimulates a macro view of the development of a company, business rules and the relationship between the existing areas. The difference lies in the practical application of the concepts learned with the ERP Protheus software, from TOTVS, in the areas of purchasing, inventory, billing and finance. The courses in the area of Technology develop logical reasoning and teach programming languages, assembly and maintenance of computers, in addition to the technical concepts necessary for training in this segment, all with a language very close to that of the young person.

SOCIAL OPPORTUNITIES

Our Educational team offers support to young people, during and after the course, to promote their employability, continue their studies or find ways to become entrepreneurs. Through the *IOS* Opportunities Center, students are referred to formal job openings, such as internships, young apprentice positions or permanent jobs. *IOS* supports employing partners in initial recruitment in a differentiated way, by 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 referring trained students to the job market, the Opportunity Team, as well as the Educational Team, guides students on how to independently search for opportunities, creating independence, a key item for their professional lives, from the start.

In the classroom, the theme of entrepreneurship is worked on in different ways, either by being encouraged to create their own businesses, or through the development of their families' businesses.

The *IOS* Program for Access to Higher Education, on the other hand, articulates partnerships with higher education institutions, in different models (either through student demand, via corporate sponsorships or exclusive scholarship programs articulated with universities), to ensure that stu-





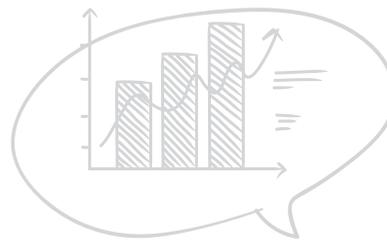
dents interested in attending college are supported by the Institute and, thus, obtain full, partial or differentiated financing models of scholarships.

At the same time, the team from the Opportunities area in the *IOS* Core Unit searches for internships for these students, while the Psychosocial team monitors young people and people with disabilities, in their social and mental health demands, contributing to their continuity in the higher education courses. This support was essential for our continuity index to be much higher than the national average.

SOCIAL TECHNOLOGY

Promotes the creation of Social Technology Poles, which are multipliers of the *IOS* methodology aimed at free professional training and the employability of students in a specific location.

In view of the social nature of the organizations, which we partner with, in Social Technology, there were only three hubs in operation in 2020. The others needed to act more actively in relation to basic social issues due to the pandemic, considering it was impossible to apply the courses remotely with the students. *IOS* believes that, with the improvement of the pandemic scenario, the Poles will return to work with the *IOS* methodology.





IOS Students

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

Young people from 15 to 29 years old, who are attending or have already completed high school preferably in the public school system and people with disabilities from 16 years old and up, are the focus of the work of IOS

IOS's mission is to support the search for opportunities for students to enter into the job market and contribute to their professional growth.



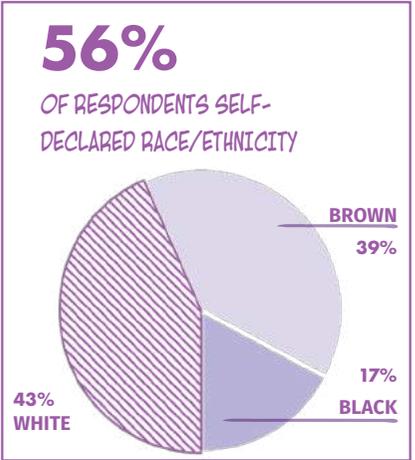
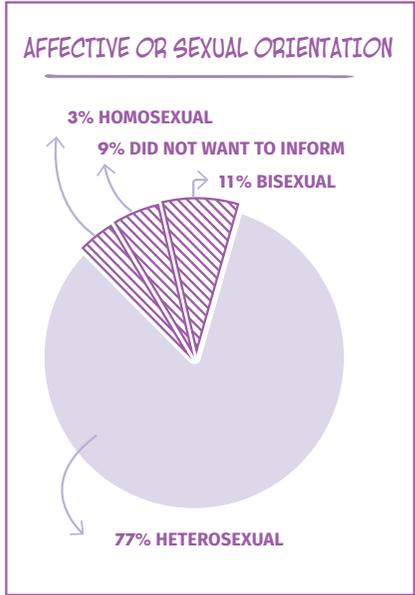
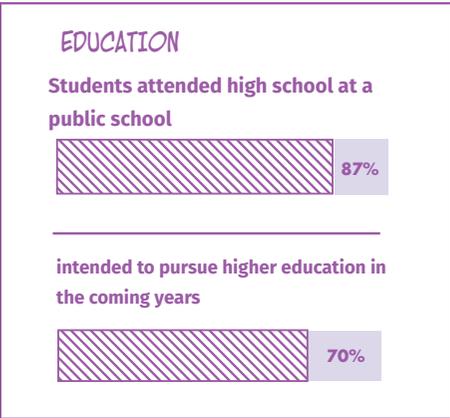
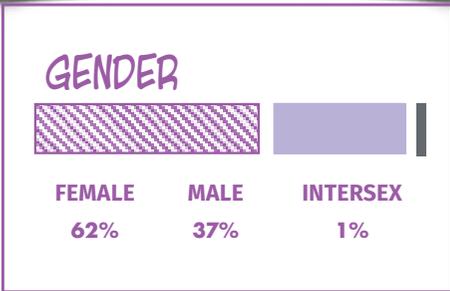
In 2020, we had 1.424 students trained, 37% less than in 2019 due to difficulties related to the changes caused by the pandemic.





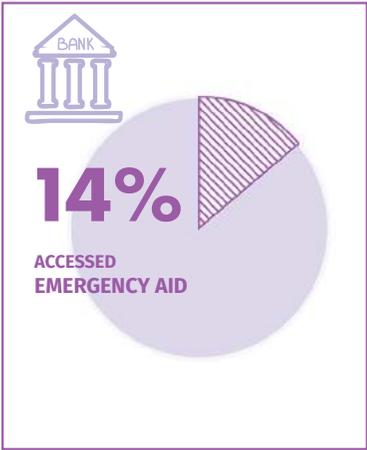
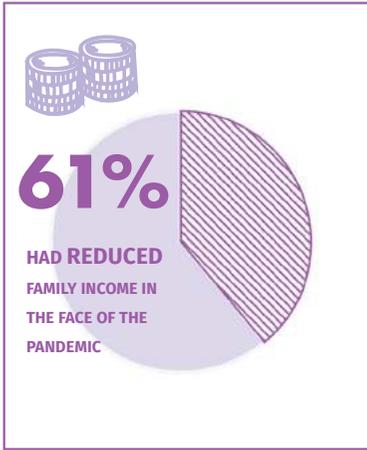
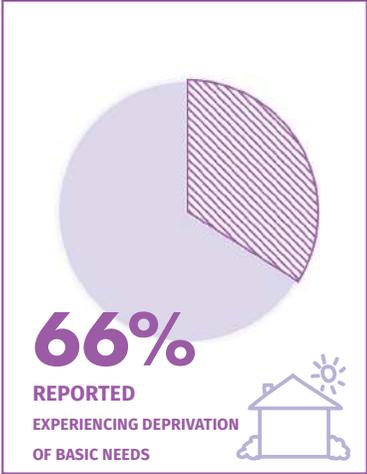
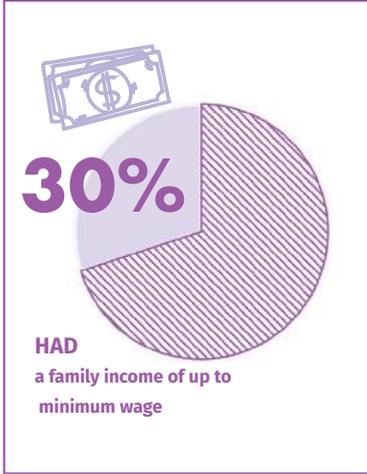
DIVERSITY

IOS values **diversity** as a fundamental part of its performance, closely monitoring **the indicators** of vulnerability and representativeness. In 2020, a social questionnaire applied by the Psychosocial team was applied in the second semester and we obtained 957 responses. Take a look at the highlighted information about IOS students:



5% HAVE SOME TYPE OF DISABILITY

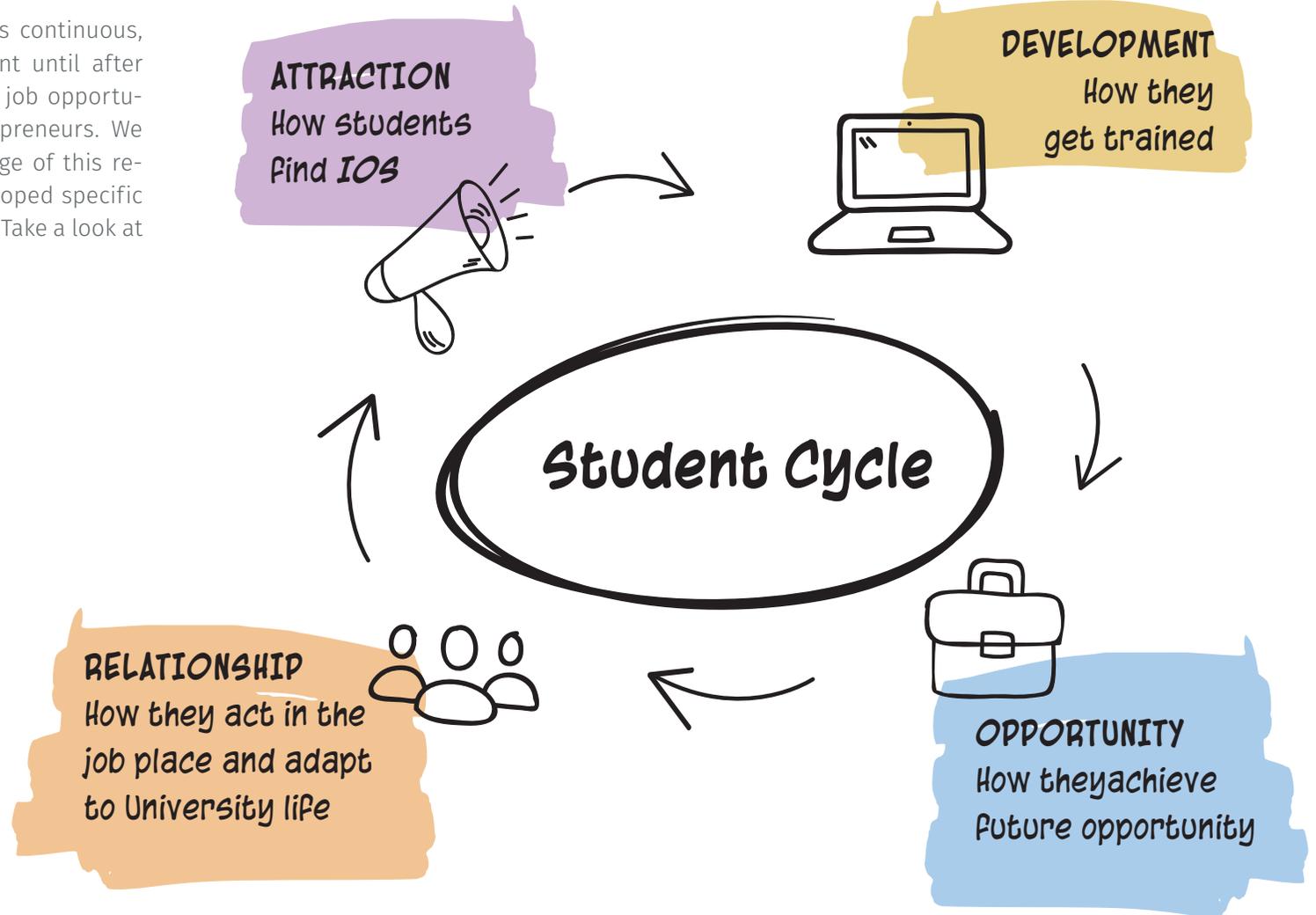
FAMILIAR SITUATION





HOW DOES IOS RELATE TO ITS STUDENTS?

The relationship with *IOS* students is continuous, from the moment of their enrollment until after their training, when they are given a job opportunity, enter college or become entrepreneurs. We create new interactions for each stage of this relationship annually. In 2020, we developed specific actions in the face of the social crisis. Take a look at the image of the *IOS* Student Cycle.



1. Attraction

The announcement of all available courses takes place through actions done via social networks, press relations, in-person announcements at schools and locations close to the service units. We articulate these networks with schools, social groups, councils, educational departments, among other partners. Those interested come to the service units to deliver necessary documentation and take an assessment test of Portuguese and mathematics.

Differential 2020: in-person articulation was limited, especially in the 2nd semester due to the need for isolation. Faced with this, the teams carried out more digital actions aimed at social networks: Facebook and Instagram, WhatsApp groups and involvement of former students as multipliers on YouTube, using explanatory videos about the courses. The articulation with schools was carried out through virtual meetings in the regions where we operate, telephone contacts, sending online and physical materials. Contact was maintained with *IOS* relationship professionals: pedagogical coordinators and teachers, who mobilized their students, as well as through the approximation of social groups of young people and community associations. Find out more about our articulation strategies for attracting students in the chapter “How did *IOS* capture students in 2020?”



To learn more
about **Attraction**
go to **page 23**

Differential 2020: in-person interactions were reduced, but we kept the programmatic content in the online mode. Some examples of changes consisted of: hosting of workshops, the “*Pausa para Cafézinho*” (Coffee Break), a meeting between students and partners which always takes place on Friday afternoons; the *Dell Conecta*, meetings that took place weekly; as well as the completion of the course conclusion work in video format, done in small groups from each class.



To learn more
about **Development**
go to **page 41**

2. Development

During training, the student learns the technical content related to their chosen course, in addition to, communication and expression, mathematics and socio-emotional skills. Throughout the course, individual assessments are carried out and, at the end, the preparation of the Course Conclusion Work (TCC) is done.



3. Opportunities

After training, the objective is to support the student in the search for opportunities that enable their professional development by referring them to the job market, whether through internship, apprenticeship programs or effective hire positions. The Institute also encourages entrepreneurship initiatives and develops partnerships with universities and teaching centers, as a way to encourage students to continue their studies.

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• **Differential 2020:** from a very challenging scenario for the employability of young people, the team from the *IOS Opportunities Center* implemented the “Emergency Employment” action, accessing students who needed to generate income for their families more urgently and finding out their interest in operational positions that have higher chances of employability.
.....

 Find out more on page 54.

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• **Differential 2020:** support for former students who were working in the *IOS* Apprentice Program, as well as students in the *IOS* Program for Access to Higher Education, were crucial for these students to remain employed and/or studying.
.....

 Find out more on pages 60, 61 e 62.

4. Relationship

In order to keep its ecosystem of opportunities active, *IOS* maintains contact with former students over the first three years after their training. This relationship supports those with difficulty in placement, replacement and even their participation in higher education. It is also important, as they act as multipliers of the *IOS* mission, including contributing to the development and employability of new students in the companies where they operate.



IMPACTS OF THE PANDEMIC

Enrollments were made in person in the first semester, **totaling 1.575 registrations**, but after the first weeks of in-person classes, it was necessary to change the strategy and format of the courses due to the need for social distancing. With difficult internet access and an inadequate infrastructure to continue the courses online, some students dropped out of the training.

HOW DID IOS CAPTURE STUDENTS IN 2020?

Throughout the first semester, the educational team conducted a survey to identify which students would be interested in returning to *IOS* in the second semester. The survey also helped the organization to be prepared to welcome this audience back. Two hundred and four students, representing 60% of those who dropped out of the course because they did not have access to the internet, returned to the Institute.

One of the challenges of this period was precisely to understand the needs of the students who had

chosen to resume training, following up on their participation, their access, to the internet and to the necessary infrastructure, in order to continue with the online courses.

The Articulation team, which aims to promote and engage students in free training, acted in 2020 in a way quite different from what it was used to. In-person visits were made to partner facilities, such as schools, social organizations and government agencies. However, the challenge was to find young people and people with disabilities who were at home, taking care of housework or looking for ways to generate income for their families.

The team's efforts ranged from relationships with schools near *IOS* service units, associations of residents in communities, participation in face-to-face and virtual meetings of religious groups, even visits to an indigenous community. The team's strategies were shared with the *IOS* branches, as a reference for them to also work to have the classes filled, regardless of the pandemic.

Another extremely relevant strategy was the relationship with government agencies, whether from public education sectors or other institutions that could support in the search for students. In this sense, we approached Educational Departments of the regions where the *IOS* service units are located, which enabled 235 partner schools to help us with course announcements. They received promotional materials and participated in face-to-face and virtual meetings through Google Meeting. Another

equally important initiative was the relationship established with the Coordination Units for Actions for Youth and Racial Equality and the Sao Paulo subway, involving the sending of printed and virtual materials. Social groups of young people were also approached for announcements. Groups such as: *YOUTH VOICES BRAZIL*, an initiative of the World Bank Group that emerged in Peru in 2002, with the aim of bringing the Bank closer to the local reality and young people to the organization's projects; *1MiO UNICEF*, an initiative created by companies, civil society, the International Labor Organization (ILO), the United Nations Children's Fund (UNICEF). The "One Million Opportunities" for adolescents and young people, which has national articulation with the objective to offer training opportunities and access to the job market for people aged 14 to 24, especially those in situations of social vulnerability.

Contact with *IOS* alumni and the incentive for them to disseminate information about the courses was also intense and carried out mainly by social networks. Twelve former students recorded videos to be shared and more than 500 former students contributed to the multiplication of promotional materials via WhatsApp.

The support of the *IOS* Communication team, responsible for the creation of promotional materials and social networks, as well as for the relationship with the press, were crucial for us to be able to fill classes and continue the work of *IOS* in 2020.



SOCIAL MIDIA

INSTAGRAM



The number of subscribers to the IOS Instagram profile grew by **136%** in 2020, reaching the mark of **3.650 followers**. The channel proved to be a highlight for the relationship with the Institute's young people and current students, with different post formats, in stories and in the feed, videos, photos, polls and curiosities.

FACEBOOK



IOS followers on Facebook totaled **18.701** an increase of **12%** if compared to 2019, an immense multiplying community of IOS actions.

YOU TUBE



The YouTube channel, used by the Educational team for the Institute's classes in the first semester, had a jump of **580** subscribers, reaching **2.680**, which further expanded the reach of IOS content with young people and their families.

IMPRENSA



IOS publications in the press remained at around **300 insertions in 2020**, an extremely positive result, considering the dispute for space in the news and taking into account the political and health crises in Brazil.

MONITORING STUDENTS IN THE PANDEMIC

The IOS Educational team constantly carries out the monitoring of IOS students and in 2020, the Psychosocial pillar was highlighted in the interventions. The performance planning, which has always had extensive individual attendance in person, has been reformulated and other demands have been intensified. Specific actions were carried out, such as: mapping and monitoring of the cases or suspected cases of students with Covid-19, through weekly calls to nurture and guide them on the health protocols and available services, in addition to other needed referrals; five emergency shifts, with in-person assistance, guidance and referrals for students and / or family members in situations of social vulnerability; and performance in emergency and specific assistance actions, with the support of partners such as TOTVS, Dell and *Turma do Bem*, in order to deliver donations of items related to technology, food, health and hygiene to students, families and community members where IOS operates.



Learn more about the actions of the IOS Psychosocial team on page 45

2020 Highlights

#todomundoimporta #nenhumalunoamenos

The Institute moved forward in 2020. We **quickly** migrated to the online format. We were **flexible** in adapting projects, **welcomed** students and employees in new interaction formats, and **articulated** partnerships with all sectors.

Our given and fulfilled goal in 2020 was to not leave anyone behind!

INSTITUTIONAL HIGHLIGHTS



1.424
GRADUATED
STUDENTS



813
EMPLOYED
STUDENTS

IMPACT ON 49%

The average increase of students' family income



About 2.000 people were directly impacted by social assistance actions - hygiene kits, food stamps, internet chips, transportation vouchers, oral health, gas canisters, among other items. Multiplied by 3 individuals per family = impact of more than 6.000 people!



SERVICE HIGHLIGHTS

PEDAGOGICAL PILLAR



A new pillar of action in the Educational area of *IOS* was created, with the objective of offering support to teachers, students and families in real time. The professionals worked hard to support teachers and students in classrooms, mainly virtual, in classroom practices, in knowledge of digital tools, and in class dynamics (virtual classes needed to have a faster pace). Weekly meetings were held with the service units' teams to exchange knowledge and experiences, in order to improve the processes in such a different year.

INCLUSION OF PEOPLE WITH DISABILITY



IOS offered three customized courses with partner companies – Dell, *Mercado Livre* and *AlgarTech*; and benefited 30% more students with disabilities in the available courses. In 2020, 237 people with disabilities were assisted, while in 2019 that number was 109. Among the 237 graduates, 76 got a job, 55% more than the 2019 employability index.

HIGHER EDUCATION



The *IOS* Program for Access to Higher Education (PIAES) contributed for 28 students from the Institute to enter into Higher Education in 2020.

EDUCATORS

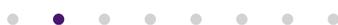


Educators from all *IOS* service units, between Sao Paulo and other branches, got together and set up the Educators Committee, where they designed student service strategies, systematically thinking about the best formats so that no one would be left behind. They tested tools, presented solutions and stayed close to students throughout the year.

CRESCER PROJECT ONLINE



Four meetings were held during the year, involving all current courses. According to the Psychosocial team, the online format was perceived as more comfortable by students. Even without face-to-face assistance and prior relationships between students and staff, it was possible to service approximately 600 students individually.





STAKEHOLDERS RELATIONSHIP

TOTVS



The Company maintained its annual social investment in the Institute, allowing IOS to continue operating in 2020. In addition to the investment, a campaign was promoted among employees, in which TOTVS doubled the value of their donations. This enabled the delivery of 1.187 food vouchers in the amount of BRL 140.00 for *IOS* students. Six hundred and thirteen chips were also donated for internet access, 1.300 bottles of alcohol gel, 5.200 masks, in addition to thermometers, alcohol dispensers in gel and sanitizing mats.

MICROSOFT



IOS was included in an international Microsoft public notice for the production of a web platform that would allow the Institute to carry out all applications online, linked to our School Management System. The new platform was launched in January 2021.

DELL



Dell's impact on *IOS* has reached more than 900 people directly. This partner supported us in several initiatives, from an exclusive training for people with disabilities, a 100% online English course, donations of hygiene kits, gas canisters, food and alcohol for a hospital in Rio de Janeiro, to the continuity of training in Porto Alegre and the interior of Sao Paulo.

CONDECA and FUMCAD (SP) and FMDCA Belo Horizonte (MG)



The State and Municipal Funds of Sao Paulo and the Municipal Fund of Belo Horizonte continued the approved projects, with funding through tax incentives. Thus, we received the necessary resources for more than 1.000 students to be trained.

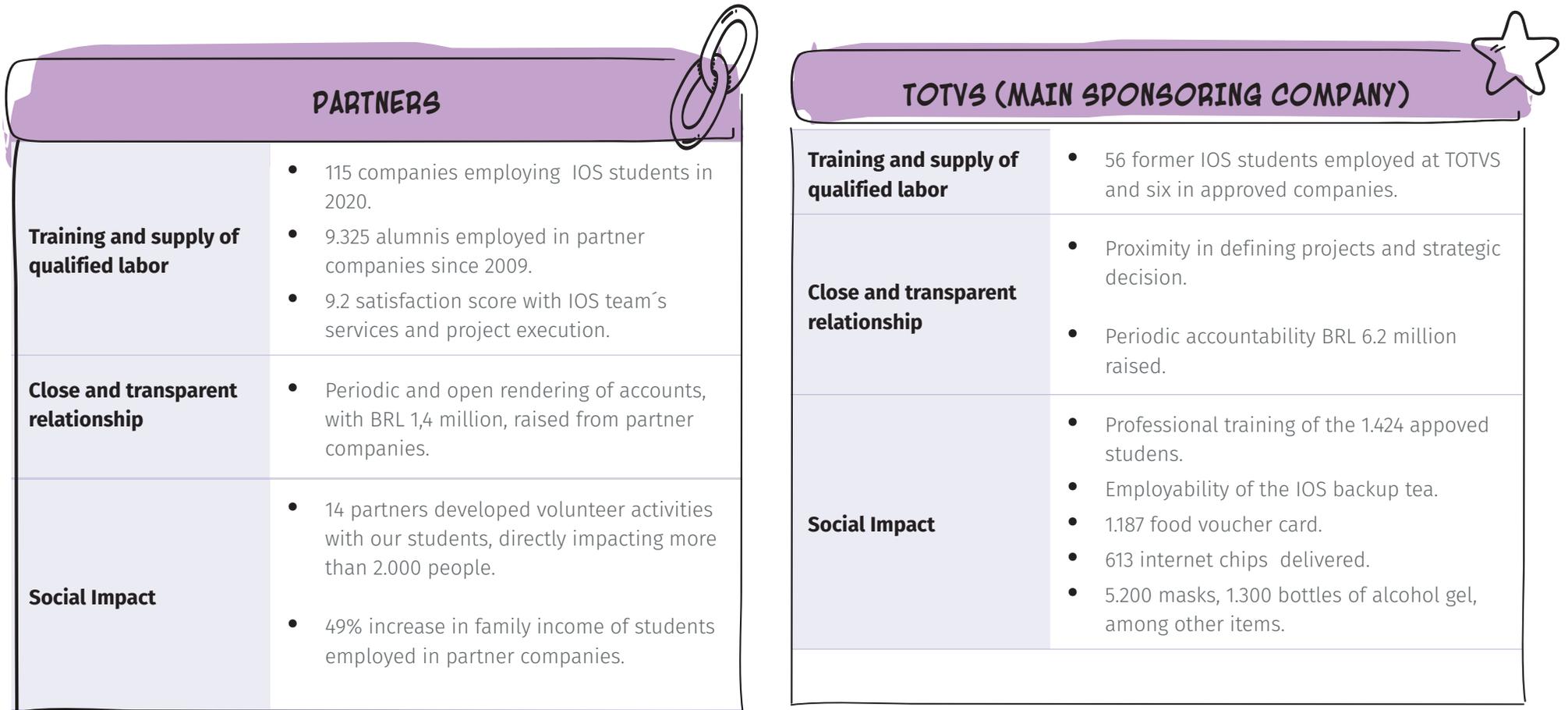
ARTICULATION WITH THE 3RD SECTOR



The teams from the *IOS* service units sought to expand relationships and actions with local partners, offering assistance donations to the communities. In addition, new partnerships were established with exclusive actions to fight the pandemic, such as the purchase of masks from other social organizations.



How IOS creates value



KEY:

PUBLIC OF RELATIONSHIP

HOW IOS CREATES VALUE FOR THE PUBLIC

OVERVIEW OF THE ACTION IN 2020



YOUNG PEOPLE, PEOPLE WITH DISABILITIES AND THEIR FAMILIES



Professional Qulification	<ul style="list-style-type: none"> 1.424 graduated students
Diverse and accessible courses and content	<ul style="list-style-type: none"> Full time attendance and Semi-attendance courses in Administration and Technology Themes: Programming, Administrative Management, Business Management, Customer Service, Infrastructure and Networks
Psychosocial care	<ul style="list-style-type: none"> 827 hours of social assistance 518 direct calls by the Psychosocial team Mapping of 600 students to understand social issues in the face of the pandemic Mapping and monitoring of cases and/or suspicion of Covid-19 with IOS students
Higher Education	<ul style="list-style-type: none"> Support to 28 students admitted into Higher Education
Employability	<ul style="list-style-type: none"> 813 students employed in 2020 Average salary of BRL 1,070.94 for IOS employed students, increasing family income

IOS EMPLOYEES



Income Generation	<ul style="list-style-type: none"> 97 employees BRL 6.3 million with personnel expenses 2020 without layoffs for cost cutting
Engagement and participation	<ul style="list-style-type: none"> Educator's Committee Live online events with management for coping strategies and information about the pandemic Home office performance and successful delivery of workload.

SOCIETY



Training and employability of youth and PWDs	<ul style="list-style-type: none"> 813 employed alumni, in a context of 31% unemployment among young people between 18 and 24 years old and 44% among young people between 14 and 17 years old.
Social Impact	<ul style="list-style-type: none"> More than 30 partnerships with public agencies, between the municipal, state and federal spheres. Public agreements generated a fundraising of BRL 2.5 million, reverted to training and employability. About 6.000 people impacted by donations related to food, health and infrastructure.



Tracking Goals

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

Since 2014, this report has been the format for the annual presentation of *IOS* results, pointing out what was planned and what was done by the Institute's internal teams. *IOS* understands that this continuous monitoring is essential and the report is consolidated as a management tool at a time when, with total transparency and truth, the status of the goals defined in the annual strategic planning process is shown, encompassing the Institute's management fronts.

Considering the challenges imposed in the year 2020, *IOS* created a differentiated status for the planned goals, called "Goal Redefined due to the pandemic". This status means that the Institute initiated the process, the project, the activity related to the goal in question, ensuring that the necessary efforts were made. However, the goal needed to be redesigned, as in the scenario of the crisis imposed by the pandemic it was not possible to be executed.

Check out the status of the 2020 goals and the *IOS* commitment for 2021:





Goals for 2020



COMMITMENTS FOR 2021

- Promote the election and renewal of the *IOS* Council and Board of Directors, taking into account the end of the term of the current administration.
- Develop Strategic Planning for the next three years, considering social innovation as the main guiding attribute.

INSTITUTIONAL AND CORPORATE GOVERNANCE

-  **Guarantee the financial sustainability of *IOS* for the years 2020 and 2021, in view of the corona virus pandemic and possible scarcity of resources.**
In 2020, all financial commitments with suppliers, employees (without terminations) and sponsors were guaranteed. Project prospectation actions were carried out for 2021, but fundraising efforts will still be needed in order to guarantee the results planned for the year.

- Complete the Institute's Strategic Planning for the next 3 years.**
 The crisis scenario in 2020 required flexibility for *IOS* to redesign its operating strategies, activities and goals for the year itself. Knowing this new framework and in view of the innovations in 2020, the perspective for 2021 is that a more robust and solid Strategic Planning will be developed for action between 2021 and 2024.



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REDEFINED DUE TO THE PANDEMIC



COMMITMENTS FOR 2021

- Ensure the financial sustainability of *IOS*.
- Expand the portfolio of fundraising and mobilization opportunities in both sectors: **Government and Companies.**
- Seek opportunities to mobilize international resources.
- Provide a better experience and relationship with partners, through engagement actions with the *IOS* cause.

Crisis Management!

In the **Responsible Mobilization and Application of Resources** chapter, understand how *IOS* overcame the pandemic and ended 2020 honoring its institutional and financial commitments.



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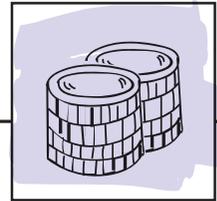


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Goals For 2020



FINANCIAL BALANCE AND FUNDRAISING (GOALS FOR 2020)



Disseminate the *IOS* Online Donation Platform in order to create a network of recurring donors. Invest in international actions, opportunities and platforms for public notices and resource mobilization.

The Covid-19 pandemic highlighted extremely urgent social issues to be worked on by the Third Sector, such as the generation of income for food, health and hygiene. Thus, *IOS* expanded its scope of action and focused on raising funds in social assistance projects, serving its students, families and supporting partner social organizations. BRL 239,081.82 was raised for actions related to supporting families in the pandemic, with food, health, hygiene and infrastructure items.



Mobilize resources for items already planned by other areas, such as: institutional video, website, acquisition of IT equipment and other products and services that await financial resources to be implemented.

The Institutional Relations team signed a project to redesign the *IOS* website, including the functionality of online registration for all courses and Institute Service Units, with funds coming from funding from Microsoft in the United States of America. This project started in 2020, and went live in January 2021, receiving students applications for the 1st semester. It will be completed throughout the year, with the production of videos that will also be part of this new communication hub.



COMMUNICATION AND INSTITUTIONAL VISIBILITY (GOALS FOR 2020)



Expand the engagement of *IOS* stakeholders in the Institute's channels on Social Networks – Instagram, Facebook and LinkedIn.

The *IOS* channels on social networks were the Institute's main communication and relationship tools in 2020, whether with students, potential students or partners and prospects. The number of followers grew across all networks, especially Instagram, which had a 136% increase. Another very important channel was YouTube, even used as an online classroom tool - the channel's content production had a 92% increase and, as a result, its reach has gone up 969% and the number of followers, 362%.



Develop actions that support the creation of a network of recurring donors, via the *IOS* online donation platform.

A platform for recurring donations was developed – www.doe.ios.org.br - and received some donations, but without significant volume. However, with the change of the Institute's courses from the in-person to an online format, the focus of the Communication area was through the dissemination of guidelines on the courses, with the objective of attracting new students, in the disclosures regarding the new coronavirus and in the setting of the Institute's service units, in order to welcome students who attended the *IOS* in a hybrid format in the 2nd semester of 2020 and *IOS* employees.



Renew the model for disclosing courses and receiving applications.

The dissemination of courses in 2020 for the 2nd semester followed, mainly, paths via the internet, either through social networks or via the press office. The 1.284 vacancies open for the courses were filled, which guaranteed 100% occupancy. With the investment of the Microsoft partner, the Communication area managed the creation of a new website for the Institute, with a fully online registration module, used for the first time to receive enrollments for the 1st semester of 2021.



Develop actions that increase the knowledge of Institutional Relations (IR) partners regarding the *IOS* cause and the Institute's different fronts of action.

The year 2020 was fundamental for the Institutional Relations (IR) and Communication areas to get closer to the already consolidated partners of *IOS*. In partnership, they promoted the volunteer action called "Pausa para o Cafezinho", in which volunteers from the Institute's partners presented themselves to students on YouTube live online events, on Friday afternoons. There were 35 sessions, 13 partner companies involved, 70 hours of work, around 13 thousand views and wide dissemination of content focused on topics such as Career, Technology, Administration, Management, Quality of Life, among others. Also, the IR and Communication areas partnered to produce 11 editions of the Podcast Acontece no *IOS*, sent mainly to partners and the Institute's Board, and published on Spotify and Deezer platforms, disseminating news about *IOS*, the Third Sector, Careers and Technology.



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REDEFINED DUE TO THE PANDEMIC



COMMITMENTS FOR 2021

- ❑ Develop communication strategy with the main *IOS* stakeholders.
- ❑ Produce new institutional communication content – presentations, videos and pod-casts.
- ❑ Support the IR area in creating fundraising campaigns for generating leads and on-demand professional training projects.

Crisis Management!

In the **Professional Training and Our Partners** chapters, check how *IOS* has expanded its relationship with its stakeholders, online, but never remotely!



EDUCATIONAL (GOALS FOR 2020)



-  **Train groups in at least 12 territories in the areas of Administration and Technology, focusing on indicators such as classroom occupation, always paying attention to student approval rates and dropout rates, in order to qualify them for better opportunities.**

Fourteen groups were formed in different locations, in addition to monitoring the students' dropout, approval and failure indicators. However, with the need to redefine *IOS* courses for online and hybrid modalities, these indicators were impacted, when we had an increase in dropouts (42% in 2020 versus an average of 17% in the last 3 years) and a smaller number of approved students (85% in 2020 versus 92% average in the previous 3 years).

-  **Execute a new model of professional training in the area of Technology, with a short duration, in new territories, offering other course vacancies for different students.**

- Two hundred and sixty five students were enrolled in two different courses – Introduction to Web Programming and Computer Assembly and Maintenance, a two month course each, both with 160 hours of duration. A new Service Unit, in the neighborhood of Santo Amaro, in Sao Paulo, was started, but the course ended up migrating to the online format when social isolation was necessary. One hundred and sixty five students were trained in these two courses, 58 of them in Santo Amaro.

-  **Open a new Service Unit in the neighborhood of Bras, in Sao Paulo (SP), one of the five worst districts in terms of social inequality, according to the Social Inequality Map of Rede Nossa SP.**

The space for the Service Unit was renovated by partner B3 and the entire infrastructure was ready for the beginning of classes. The educational team was prepared, including a social worker. In total, 123 students registered. However, with the migration to the online modality and the fact that *IOS* is not recognized by the local community, only 19 students graduated.

-  **Update educational materials using TOTVS Protheus line to the latest available version of the software.**

In the 2nd semester of 2020, the Educational team has already used the ERP Protheus software in version 12, the last one available on the market, with all educational material updated.

-  **Define Professional Learning strategy for the next 3 years.**

- Thinking about the employability mission of *IOS* and the youth unemployment scenario, as an exclusive strategy for 2020 and 2021, free tuition was offered for companies that contract the *IOS* Apprentice Program, provided that *IOS* was the training institution. This offer is valid for companies that select *IOS* alumni for their open positions as young apprentices.



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REDEFINED DUE TO THE PANDEMIC



COMMITMENTS FOR 2021

- Reducational estructure the existing courses in the *IOS* portfolio, to adapt to the universe that is designed after 2020 (on-line model, greater scrapping of public schools, worsening of the educational crisis, with the forecast of alarming indicators in high school dropouts).
- Expand the social service model for students to branch units (Belo Horizonte, Joinville and Rio de Janeiro), seeking greater articulation with the social assistance network in each territory..

Crisis Management!

IOS Professional Training was essentially done in-person until March 2020. Find out more about how the courses did not stop in 2020, in chapter **Social Impact and Opportunities**.



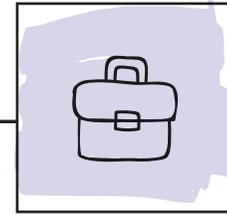


COMMITMENTS FOR 2021

- ☐ Resume the pre-pandemic employability index before Covid-19, supporting the employability of 1.400 students.
- ☐ Define differentiated strategies to support the employability of minors.

Crisis Management!

IOS' mission is to search for better opportunities for our graduate students. In the **Social Impact and Opportunities** chapter, it will be possible to understand the different strategies adopted by the IOS Opportunities Center to fight the pandemic.



IOS OPPORTUNITIES CENTER (GOALS FOR 2020)

- ☒ **Increase by 15% the number of students employed after training in IOS courses (compared to 2019), ensuring the mark of 1.610 students in the job market.**

The employability of young people was severely impacted in 2020, taking into account the low level of hiring and the need for "home office" work, which is unusual for new employees, especially young apprentices. Even with all the challenges posed by the pandemic, IOS managed to support 813 former students to enter the job market, a 50% reduction compared to 2019.

- ☒ **Contribute through the IOS Program for Access to Higher Education for the admission of 20% more students compared to 2019, reaching 60, with the support of the IOS Opportunities team.**

The Program had 28 students entering higher education in 2020, 20% less than in 2019. However, the team also worked to support students who had started their higher education between 2018 and 2019 in order for them not to give up on their courses. They offered social and emotional support making sure that 71% of students continued in higher education (22% of them have already graduated).

Seek partnerships that support the employability of underage youth.

- ☒ The employability of minors takes place through the Professional Apprenticeship Law, which in 2020 had a drastic reduction in the number of positions open. In total, around 131.000 apprentices were hired and 218.000 fired, which means a negative balance of 86 thousand fewer positions in the hiring modality. At IOS, we had 107 underage youth employed, 67% less than in 2019 (331 minors).



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REDEFINED DUE TO THE PANDEMIC



COMMITMENTS FOR 2021

- Invest in training, tools and methodologies that enhance the performance of participants in the home office work model and support the Leadership in monitoring and developing these professionals.
- Apply the organizational climate survey, seeking inputs for the development of relevant programs with the employees.
- Develop actions that favor the themes of inclusion and diversity within IOS.
- Create communication programs to generate greater proximity between leaders, their teams and other IOS teams.

Crisis Management!

Commitments fulfilled and constant presence! In the chapter Our Employees, understand how the **Human Resources** area supported the IOS team working from home and managed not to leave anyone behind.

HUMAN RESOURCES (GOAL FOR 2020)

- Maintain the Organizational Climate Survey as an annual practice and increase the level of satisfaction assessed by the employees.**

The Organizational Climate Survey was done with 87% participation of the employees, with 90 people answering it. The level of professional satisfaction with the Institute improved, considering the response “satisfaction above expectations”, which went from 28% in 2019 to 32% in 2020; “satisfaction within expectations” rose from 65% to 66%; and “work satisfaction below expectations” dropped from 6% in 2019 to 2% in 2020. Another interesting point is that, even with employees working from home for most of the year, 17% of professionals spontaneously considered, in an open-ended question, the organizational climate as an important highlight of IOS.

- Expand the Diversity Program with the creation of the Diversity Committee and new initiatives that make the topic increasingly more disseminated at the Institute.**

Encouraging the creation of the Diversity Committee, due to the pandemic, is no longer a priority in the area, as more urgent internal issues emerged. In 2020, HR worked intensively to welcome the employees, providing them with information and support regarding the new coronavirus and its complications, as well as guidance for home office work. An important factor for the internal online communication was the creation of groups via WhatsApp; the use of tools such as Microsoft Teams for conversations, meetings and events; and the promotion of live online events in the HR and Management areas via YouTube, with a focus on clarifying and aligning IOS performance strategies throughout the year.

- Implement an Employee Development Program.**

This goal was started in 2020, with job descriptions and salaries; continuity of the academic subsidy program for employee’s 1st graduation; and with six employees taking on new challenges through promotions and/or job placements. However, it was understood that the Integral Development Program, contemplating the majority of the Institute’s employees, would only take place starting in 2021, taking into account the improvement in the scenario of resources for investment.



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REDEFINED DUE TO THE PANDEMIC





COMMITMENTS FOR 2021

- Deepen the *IOS* digital transformation process, proposing the development and/or implementation of new technological solutions.
- Disseminate the use of BI (Business Intelligence), via Power BI, as a tool for strategic view of indicators and performance of different areas of *IOS*.
- Formally adapt the *IOS* processes to the LGPD (General Data Protection Law).

Crisis Management!

Our operation was practically 100% on-site and not planned for remote operations. Understand how **Technology** supported *IOS* in the migration to the home office and the online performance of our trainings.



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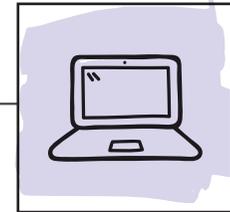
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REDEFINED DUE TO THE PANDEMIC



TECHNOLOGY/ BACK OFFICE (GOAL FOR 2020)

- ✓ **Prepare the entire ITplatform for ERP Protheus, so that the Educational team can work in the classroom with the latest version of the software, as of 2021.**
The platform was fully prepared and, in the 2nd semester of 2020, the Educational team already worked with version 12 of ERP Protheus, the latest software available.
- ✓ **Complete the migration of all data from IOS servers and employees to the cloud, including emails.**
All data from *IOS* servers and employees were migrated to the cloud environment, including emails and calendars. The entire team at the Institute is using Microsoft Office 365 tools, including managing documents in One Drive and Sharepoint. The consolidation of this goal made it easier for *IOS* employees to work from home.
- ⚠ **Migrate the IOS ERP Protheus backoffice to the latest software version.**
The migration to TOTVS Cloud version 11 was carried out in 2020, and the completion of the migration to version 12 will be carried out in the 1st half of 2021.
- ✗ **Search and implement a new solution for the electronic time card of the employees.**
The Technology and Infrastructure team defined the best solution for monitoring *IOS* employees time cards, however it was not possible to implement it due to the necessary financial investment. For 2021, the team will seek a partnership for free implementation and, if this is not possible, it will be assumed as an investment in the Institute's infrastructure.



3

IOS PERFORMANCE



IN THIS CHAPTER YOU WILL FIND:

- ✓ Professional Training - courses, results and work fronts
- ✓ Opportunities and Social Impact – result indicators and how the Institute impacts the lives of its students



Professional qualification

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

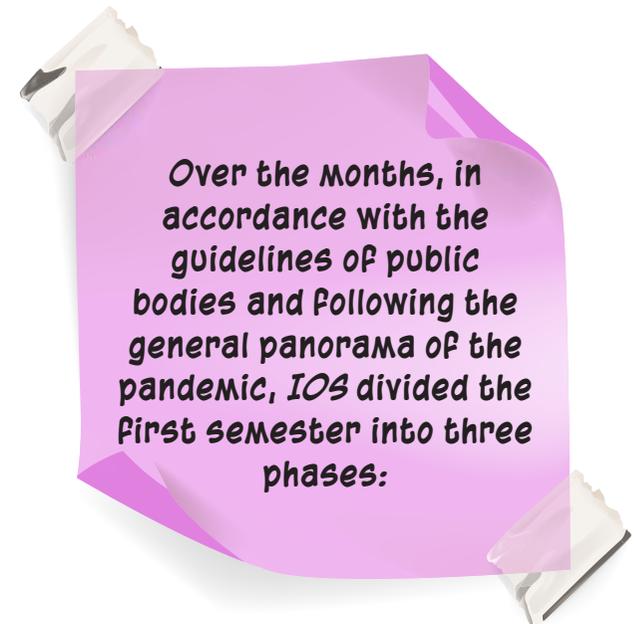
IOS courses are developed internally and designed so that students, upon graduation, are able to function in the job market, with both technical and behavioral skills.

The Educational team develops and applies these contents, using communication that is easy to understand and close to the students' reality, resorting to the use of music, games, videos, animations and other types of language that facilitates understanding and arises their genuine interest.

In 2020, IOS began in-person courses at all service units and branches. However, due to the pandemic, it was necessary to close the physical spaces and create new teaching formats, now remote, with the purpose of interrupting in-person services, in addition to understanding the profile of all enrolled students, evaluating the best way to continue with each training without leaving anyone behind. Also in the first semester, due to uncertainties regarding the duration of social distancing, IOS gradually redesigned the strategies for serving students, always following the guidelines of the Departments of Education and Health of the states where the Institute operates, in addition to promoting them through social networks.

IOS contacted the enrolled students and conducted a survey to find out how many would or would not be able to take classes remotely. For those who showed interest and availability for the remote model, the Institute maintained active contact to follow up with them in the first semester. To those who replied that they would not be able to continue in this format, a list was created to call them back in the second semester, with in-person or hybrid model classes. In the first semester, three hundred and forty three students reported not being able to continue with the training in the remote model. Of this group, 204 returned in the second semester, when it was possible to continue with hybrid model classes, following all the required sanitary measures.

Aware of the need for internet access, TOTVS, the IOS main sponsor, and their collaborators made a financial donation for the purchase of data chips for students who did not have internet access, guaranteeing exclusive access to the classroom platforms.





FIRST PHASE: LIVE EVENTS ON YOUTUBE



For the first stage, which lasted from 23 of March to 09 of April, IOS organized live events on YouTube, with open access to all people interested in topics that covered issues related to the Organization's universe, such as education, the job market, technology, study tips, culture, among others.

Events were organized in three daily schedules, with one theme per day and a participant invited by IOS for each time.

In all, 45 hours of content focused on citizenship were accounted for. In the first week, IOS recorded over 9.000 views and over 400 students logged in each time.



SECOND PHASE: NATIONAL LARGE CLASSES ON YOUTUBE

In the second phase, knowing that they would be returning to the classrooms, IOS divided the enrolled students into two large groups: administration and technology, whose course selection criteria were made by each of them at the time of registration.

Classes were taught on YouTube and only registered students had access through links provided by teachers. Classes were divided into technical content, Portuguese language and mathematics.

The communication between teachers and students was done by WhatsApp, and groups were divided according to the service units where each student was registered. Classes in this format continued until the month of May.

An important feature of this stage is that, in addition to the students, IOS employees were also able to access these classes, which generated greater engagement and the possibility of having contact with other areas of knowledge, in addition to those with which they already work.





THIRD PHASE (FINAL): CLASSES PER SERVICE UNIT AND COURSE CONCLUSION WORKS (TCCs)

Only students who followed the previous stages could participate in the third and final stage. They were divided into smaller groups, with specific teachers from each *IOS* service unit, according to the choice made by each student at the time of registration. By doing this, the interaction between student and teacher became closer, which was fundamental, especially in the final stretch of training for these students. Classes took place 100% remotely and each teacher chose the strategy they thought was the most suitable for working with their classes. Several tools were used, from Google Classroom, for managing activities, to Google Meet, YouTube, for online meetings, and WhatsApp, for communication between teachers and groups of students.

In addition, teachers separated students into *TCC* groups and were able to work with them in a more personalized way.

COURSE CONCLUSION WORK (TCCs)

The *TCCs* were performed 100% remotely and the students sent the recording of the presentation to the TOTVS and Dell volunteers, teachers and mentors.

In the evaluation, the documentation and presentation were considered for grading. For documentation, we took into account – focus on the text, complete information on the topic and spelling – and for the presentation – design and general synthesis of the content. The volunteer mentors also assessed the creativity, sustainability, innovation and applicability of the ideas developed in the project.

In the midst of so many challenges and adaptations, *IOS* managed to maintain the presentation of the *TCCs* and the students were able to have the necessary monitoring to carry out their projects and presentations.

SECOND SEMESTER

In view of the pandemic panorama, new strategies were devised to continue with the training. For the second half of 2020, the model was rethought and the *IOS* Special Edition Courses were launched, with the provocation: “What can you still do in 2020?”. The aim was to show that, despite the barriers imposed by the pandemic, it was still possible and necessary to prepare for what was to come.

The importance of continuing with the projects became even greater. Training and preparation for the job market were essential. Both to ensure a perspective for the future for students and their families and to minimize the impacts of Covid-19 on the

employability of two of the most affected groups by the unemployment crisis: young people and people with disabilities.

Thus, the courses were adapted and ways were sought to meet the needs of these audiences. Three training options were offered: Business Management with ERP Software (hybrid model); Administrative Management - Special Edition (online); Installation and Maintenance of Computers and Introduction to Web Programming (online), linked to the headquarters in Santana. In the other service units and branches of *IOS* Brazil, training in Business Management with ERP Software in online format was offered.

Registration was adapted to a 100% online format, using a digital form. Open registration for the courses was announced on social networks, via the press office, as well as in virtual meetings with school directors, youth social groups, community and religious leaders, residents’ association, etc. As explained in the chapter, Impacts of the Pandemic, **on page 23** To answer questions regarding this new registration format, we organized one live event on YouTube for each city where we operate. At these events, local teams explained the registration process and answered questions. The same thing also happened via WhatsApp.



PSYCHOSOCIAL PERFORMANCE

During training, *IOS* students are monitored in a broad manner, considering internal, personal, and external issues, based on their trajectories and interactions. In addition, we understand there is a need to monitor certain indicator, such as – the level of psychosocial articulation established, with understanding and access to the guarantee of rights, aspects of family life and mental health – issues that directly influence the learning and training of these students.

The team formed by a psychologist, social workers and social work interns, both in Sao Paulo and in the branches, carries out this monitoring. The team faced new challenges due to the needs that arose during this period. Social distancing caused many changes in the lives of students and their families, which required adaptation and care, for example, with mental health.

The team stood out in 2020. More than ever, the proposal to monitor the student in an integral way, as an individual with different needs, was necessary.

HOURS OF WORK - PSYCHOSOCIAL (INDIVIDUAL ASSISTANCE)

NUMBER OF STUDENTS ENROLLED

PSYCHOSOCIAL ASSISTANCE

395

COVID-19 MAPPING - ASSISTANCE TO STUDENTS WITH SUSPICION

24

DELL SOCIAL ACTION

370

SHIFTS SOCIAL

18

TURMA DO BEM SOCIAL ACTION (DIFFERENT FROM 2019)

20

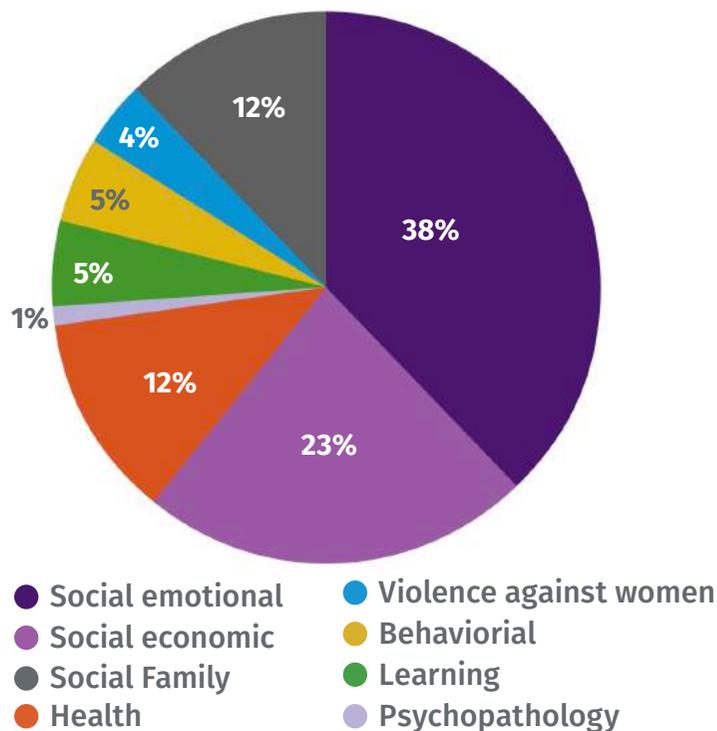
TOTAL

827



There were 528 individual consultations, totaling 395 hours, divided into socio-emotional, learning, health and socioeconomic demands, among others, as shown in chart below. As a result of the pandemic, the issues dealt with the students in 2020 became more complex, which interfered even in the duration of these appointments, which became longer and often required closer monitoring of some demands.

MAIN DEMANDS OF IOS PSYCHOSOCIAL CARE (2020)



ACTIONS

In addition, the team carried out several other actions to understand the students' reality, mapped out their main needs and sought to supply or forward them to the responsible entities.

Social surveys with students were done by telephone. More than 600 were contacted and this showed us a difficult reality: more than 12% of families in Sao Paulo were deprived of basic rights. They were monitored more closely and were helped in seeking assistance to promote and guarantee these rights.

In addition to this, the mapping and monitoring of confirmed and/or suspected cases of Covid-19 was also done through weekly calls over a period of three weeks, providing support and guidance on prevention, hygiene and health services protocols.

There were 24 cases to be monitored and 46% of the students tested positive for Covid-19, 8% of them with more severe symptoms.

In view of the difficulties caused by the pandemic, five emergency shifts were implemented to provide support, guidance and referral of students and family members in situations of vulnerability and/or personal risk, in the service units of Itaquera, Jardim Angela and Diadema. These regions were selected since local partners maintained community services during the pandemic.

To assist in the referral of students in emergency situations and with other social assistance monitoring demands, the **mapping of the Social Assistance and Health Network** was drawn up. Partnerships were articulated with Instituto Sedes, for the direct referral of young people with emotional and mental health demands, for admission to psychotherapy free of charge or at discounted prices. A partnership was also established with the **Serviço de Medida Educativa Meio Aberto/Pedreira (SP)**, to assist 10 young people from the group of students



referred by socio-educational measures, which presented specific demands for monitoring by IOS, such as the production of course conduction reports and the need for discussions with the service technicians. The Psychosocial team was also present on the IOS social networks, with a series of posts entitled **IOS Sempre com Você** (Always with You). There were eight posts in a period of eight weeks, with guidance content and information for students, families and the external community, about the services of public utility and social rights to fight the pandemic.

In addition to the projects of the Psychosocial team, social actions were carried out with partners.

With the sponsor **TOTVS**, it was possible to support all enrolled students and their families, through the **distribution of 1,187 food stamps in the amount of BRL 140.00.**

Dell, another one of our sponsors, understanding the relationship between the worsening living conditions of Brazilian families due to the pandemic and the unemployment situation in view of this reality, developed a social action with its employees and **431 people benefited from these actions.**

The Psychosocial team was responsible for the strategy and priority survey in each region, in order to apply the resources donated by the company, which took place in three regions: Sao Paulo, Rio de Janeiro and Hortolandia. Learn more about Dell's actions in partnership with IOS in fighting the pandemic in the "IOS Partners" chapter.

Turma do Bem (TDB) started a partnership with IOS, through a pilot project done in 2018, with the objective of promoting access to free dental treatment for students in socially fragile situations, who had greater dental care needs and were about to enter into the job market. In 2020, due to social isolation, the services were suspended and the in-person action gave way to a new action.

Donations were made to all students in the hybrid modality at the Sao Paulo service units, to remote students who participated in the "Juntos e Conectados" action (learn more about the action **on page 53**) and to all IOS employees in Sao Paulo. Around 300 dental kits, containing items such as mouthwash and toothpaste were provided. The action was extended to the network of partners, with the donation of 96 toothbrushes to the *Projeto Amigos das Crianças – PAC* (Children's Friends Project), strengthening our proposal for articulation of our network. **Through this action, 750 people benefited.**

Projeto Crescer, created in 2018 to address issues related to emotional skills, was maintained in 2020, but in an online format. There were four online live events, two in each semester on the official IOS channel on YouTube.

First semester results were:

42% of students claimed they needed to develop emotional control;

35% preferred to improve their professional skills on their own;

24% would look for a professional; and

80% said the project helped clarify emotional skills.



In the second semester:

79% said the project clarified doubts about skills development;

50% said that self-knowledge was the competence that most needed to be developed; and

48% considered that self-knowledge was the competence that the project best helped to clarify.

Another project also maintained in 2020 was **Fala Aprendiz**, which consists of lectures aimed at discussing issues related to the daily lives of IOS apprentice students. With a focus on socio-emotional issues in the job market and the improvement of skills, with sharing of situations and ideas.

During the year, there were two meetings, in which the themes “Socio-emotional Skills” and “Emotional Intelligence” were addressed. All 161 active apprentices, between January and August, participated in an online format.

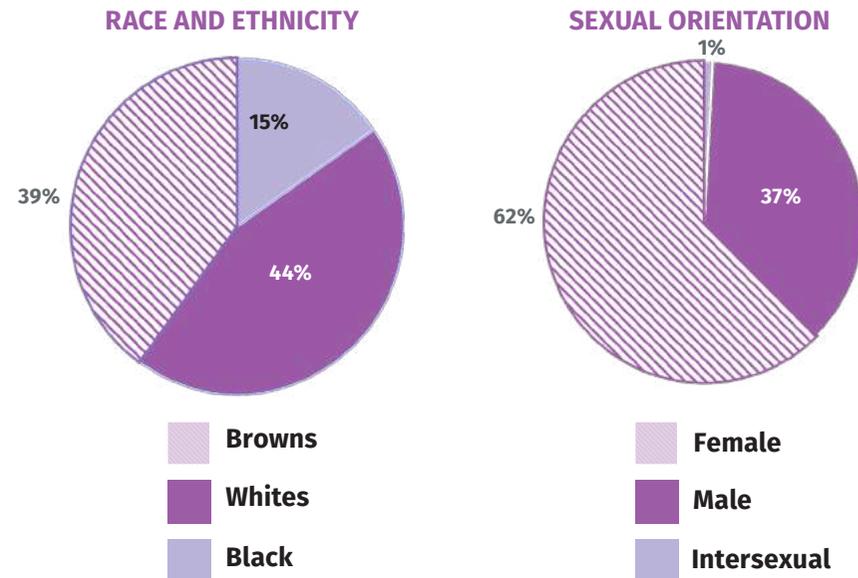
In the second semester of the year, it was possible to return to the classroom, with hybrid courses. Students participated in the online classes and came to IOS once a week for an in person class, respecting the safety and health protocols, according to the guidance of public bodies.

During this period, the Psychosocial team was also present and took this time to become closer to the students they serve by welcoming them and explaining how this area works. They did this by using reflective dynamic activities and active listening, with the intention of offering a different perspective on the effects caused by the Covid-19 pandemic.

In addition to welcoming students, the Institute also held a **Social Week**, (in order to survey students via a social questionnaire.) The project took place in-person at all service units in Sao Paulo and remotely for students from other branches and those who took online courses.

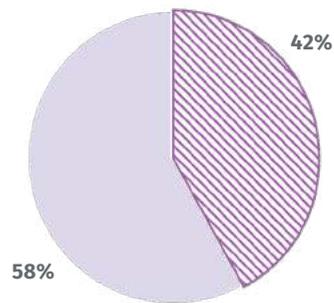
The purpose of applying the questionnaire was to learn about the socioeconomic profile of the students, identify demands for intervention by the team and work on social indicators. Thirty-three face-to-face meetings were held to welcome and apply the social questionnaire and a video was produced for branches and online classes, with the necessary explanations about the activities.

In all, there were 957 responses. The chart below depicts the main points:



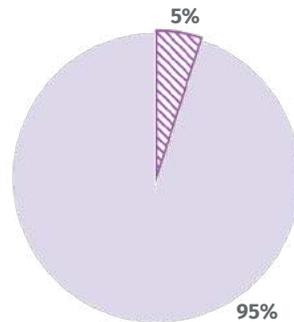


AGE GROUP



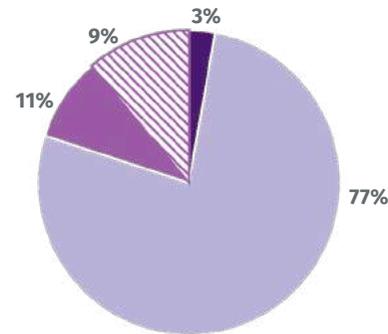
Minors
Adults

DISABILITY



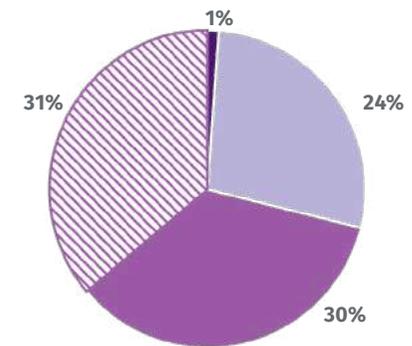
Yes
No

SEXUAL ORIENTATION



Heterosexual
Homosexual
Did not want to inform
Bisexual

RELIGION



Believed in God, but did not follow any religion;
Were from Protestant religions;
Were Catholics
The rest was divided into: atheists, Buddhists, Spiritists, Umbanda or Candombleists, Jews and those who did not want to declare.

28% lived in different kinds of slums;
30% earned up to 1 minimum salary monthly;
66% had a reduction in family income due to the pandemic;
61% reported having benefited from the emergency help government fund;
14% were experiencing situations of deprivation of basic needs.



87% of students were attending or had completed high school in the public school system;



70% wanted to attend higher education in the next few years;



5% were people with disabilities.



Due to the return of the hybrid model courses in the second semester, based on socioeconomic interviews carried out with the social workers, 129 students received transportation vouchers to complete the IOS course. This action was done so that the lack of this resource would not be a reason for evasion. A total investment of BRL 15,688.30 was made.

Also in the second semester, the “Psychosocial in Action” was created, with the aim of guiding and informing students on topics related to socio-emotional health care.

Two posts were produced and shared with students via WhatsApp groups. The Psychosocial team also helped the IOS teachers. With the emergence of different needs in the midst of the pandemic, in the second semester an alignment was done with the professionals in the classroom to create of a pedagogical report of young people who benefit from Social and Educational Measures Services (SMSE)

The team organized awareness and contextualization on the theme “Socio-educational Measures” with the educators who provide service to these young people, by deconstructing possible stereotypes and providing clarification for these professionals.

Nine reports were produced and sent to the *SMSE of Pedreira-SP* and the General Department of Socio-Educational Actions (DEGASE)-RJ. In the latter, we assisted six youth in fulfilling socio-educational measures, in semi-liberty, in the Information Technology Support course.

The Psychosocial team of *IOS* also carried out awareness and consciousness actions in companies regarding the theme of inclusion.

Two workshops took place with leaders, managers and HR from the company *Sitel*, on the importance of building an inclusive culture in the corporation, with the participation of more than 80 people.

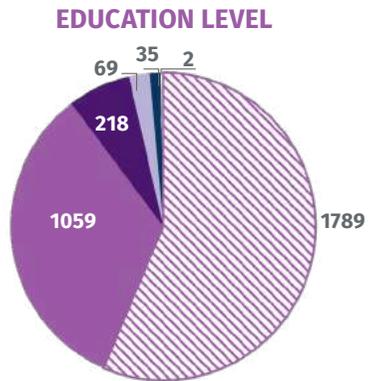
**COURSES OFFERED
IN 2020**

**3.172 students attended
16 courses offered**

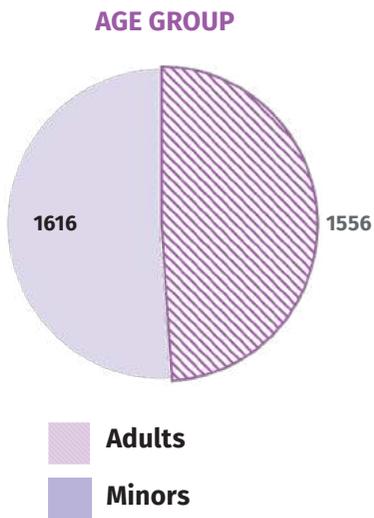
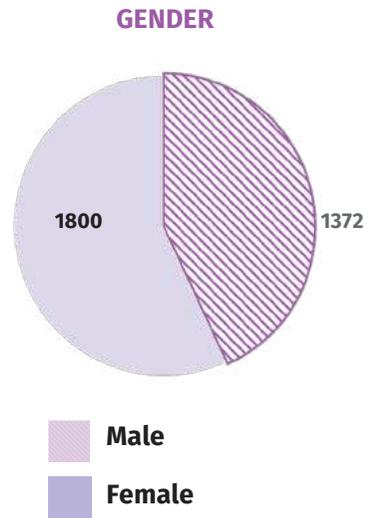
Consisting of:
**5 regular courses
(hybrid and online models)**
15 customized courses (on demand)
1 Course of the IOS Apprentice Program

OVERVIEW IN 2020

	Regular Courses (ONLINE AND HYBRID MODALITIES)	On Demand Courses	IOS Apprentice Program	
Retention Rates				
Registered	1.898	1.035	173	66
Passed	947	477	in progress	
Dropouts	783	422	in progress	
Failed	168	136	in progress	



- High School- Attending
- High School - Graduated
- Higher Education
- Elementary School
- Technical School
- Interrupted / Not informed



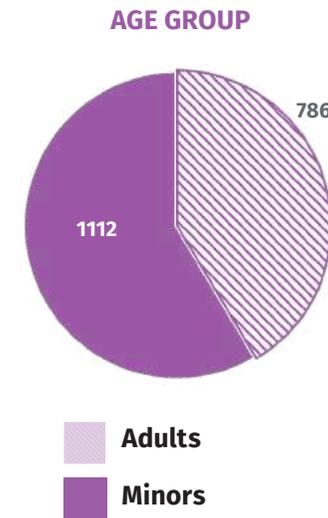
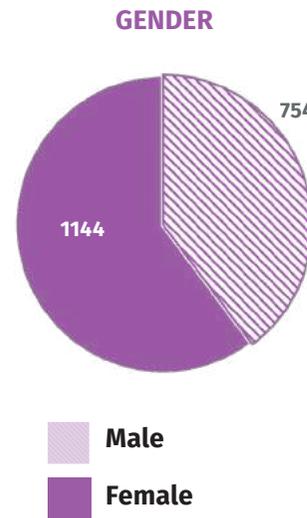
REGULAR COURSES (HYBRID AND ONLINE MODALITY)

5 courses

Classes from Monday to Friday (face-to-face meetings once a week for the hybrid modality).

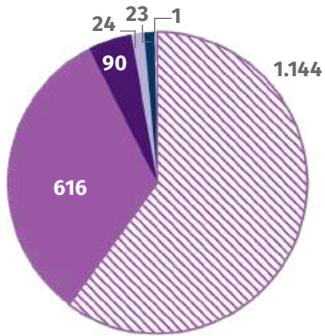
Registered	Passed	Dropouts	Failed
1.898	947	783	168

PROFILE OF STUDENTS IN REGULAR COURSES



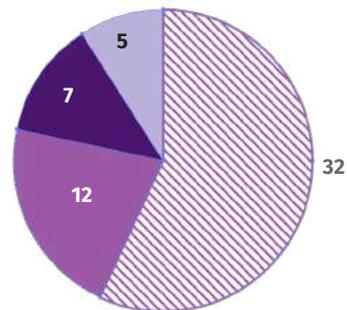


EDUCATION LEVEL



- High School - Attending
- High School - Graduated
- Higher Education
- Elementary School
- Technical School
- Interrupted / Not informed

DISABILITIES



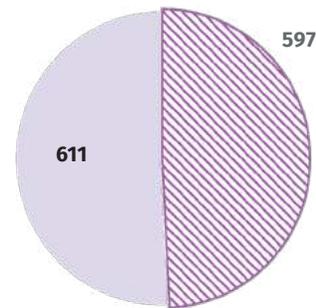
- Physical
- Hearing
- Intellectual
- Visual

CUSTOMIZED PROJECTS (ON DEMAND)

On Demand courses have as their main characteristic, training focused on the profile and technical skills required by the partner.

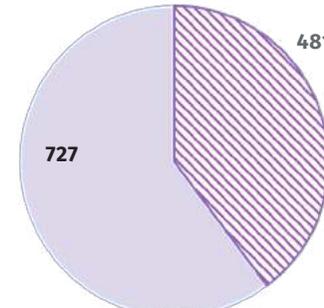
	Registered	Passed	Dropouts	Failed
ON DEMAND COURSES	<p>There were 1,208 registered in the year. Of these, 1,035 have already completed the course and the other 173 are in courses scheduled for completion in the first semester of 2021.</p>			
	477 by the end of 2020.	422 by the end of 2020.	136 by the end of 2020.	

GENDER



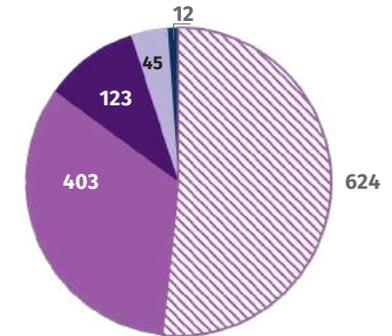
- Male
- Female

AGE GROUP



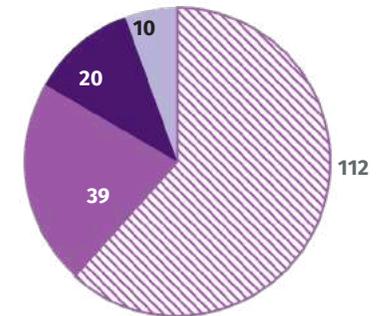
- Minors
- Adults

EDUCATION LEVEL



- High School - Attending
- High School - Graduated
- Higher Education
- Elementary School
- Technical School
- Interrupted / Not informed

DISABILITIES



- Physical
- Visual
- Hearing
- Intellectual





Among the customized projects, an English course for alumni was done. Developed in partnership with Dell, Zendesk and Microsoft, which started in October 2020 and is expected to end in June 2021.

EXCLUSIVE CUSTOMIZED PROJECTS FOR PEOPLE WITH DISABILITIES

Three exclusive projects were developed for people with disabilities, in partnership with the companies Algartech, Dell and Mercado Livre, with 162 people served, as followed:

Customized courses:

Meet the demands for compliance with the Quota Laws*;

Meet the specific training needs of partner companies (On Demand).

PEDAGOGICAL PILLAR

Understanding the need for more active pedagogical support within the IOS educational area, especially in light of the adaptations due to the pandemic. The Pedagogical Pillar was created to be the bridge between the classroom, teachers, students and the pedagogical needs and administrative offices of the Institute.

*Brazilian Law 8213/91, quota law for the Disabled and People with Disabilities, provides for Social Security Benefit Plans and other measures for hiring people with special needs.

The team, allocated and under the coordination of the educational area, has the participation of a psycho-pedagogue and a pedagogue. In the second half of 2020, it obtained significant results:

149 hours of face-to-face visits at service units in Sao Paulo and 75.5 hours of virtual visits at branches.

176 hours of monitoring of classes.

58.5 hours of pedagogical meetings.

Visits to service units

The visits were done in person in the first semester and online in the second, with the aim of getting to know the students entering the courses.

Pedagogical meeting

IOS holds monthly meetings with all professionals in the classroom. These pedagogical meetings, which bring various topics related to education.

In 2020, with the creation of the new pillar, these meetings could be more focused on the demands of the classroom and provide a welcoming and closer relationship with these professionals.

In addition to these activities, conversations were held with teachers about topics of interest to them. Monitoring of the English course with our partner Le@d Dell, in addition to an event with students of

the hybrid courses in partnership with the Psychosocial and Opportunities pillars, in order to reinforce questions about the selection process: the *Juntos e Conectados*.

For 2021, the pillar's performance continues to seek to bring together classroom professionals and students. With the purpose of raising demands and devising strategies to meet them. The actions are planned and can take place online or in person, according to the moment and health and hygiene protocols adopted. This action aims to increasingly expand the bond between IOS, the classroom team and their students.

Opportunities and Social Impact

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

The year 2020 was extremely challenging in all respects. In addition to the area of health and education, the job market and the economy were also quickly and intensely impacted by the pandemic.

According to data from the Brazilian Institute of Geography and Statistics (IBGE), in the first half of the year, Brazil reached an unemployment rate of 12.3%, equivalent to 12.9 million people. In the fourth quarter, the index was 13.9%, after reaching 14.6% in the previous quarter, the worst result in the country since 2012.

When assessing the age breakdown of unemployed people in Brazil throughout the year, once again, young people and people with disabilities are among the most affected. Unemployment rates reached 31.4% of young people aged between 18 and 24 years and 44.2% for young people aged 14 to 17, totaling a percentage of 75.6%, according to the Ongoing National Household Sample Survey (Ongoing PNAD). Analyzing the profile of those most impacted by unemployment in the midst of the health crisis, it becomes clearer how inequality is also linked to ethnic and gender issues. The unemployment rate among women was 16.4%, while for men

it was 11.9%. Among black people, the percentage of unemployment reached 17.2% and for brown people, 15.8%, both indexes above the national average (IBGE).

Since 2015, the unemployment rate had already shown an upward trend (according to the Ongoing PNAD), but the effects of the pandemic went beyond formal jobs and had a strong impact also on informal professionals and domestic workers, positions that, in other scenarios, served as an alternative for those who could not get a formal opportunity.

In April 2020, the Federal Government instituted an “emergency assistance” with the aim of containing the impacts of the pandemic on the income of vulnerable families. The initial benefit paid was BRL 600.00, granted in five installments and, at the end of the year; the payment of four more installments in the amount of BRL 300.00 was announced.

Even with the creation of the aid, many families faced difficulties to apply for the benefit and receive the installments. In addition, there was the challenge of balancing food and housing expenses that were not fully covered by the amount.

Another governmental action adopted in the period was the creation of Bem, an Emergency Program for the Maintenance of Employment and Income, through the Ministry of Economy, which created labor measures to face the state of public calamity. Among them were the proportional reduction in working hours and wages and the temporary suspension of the employment contract. In both situations, the worker received from the Government an amount referring to a percentage of unemployment insurance, to which they would be entitled.

According to the Ministry of Economy, more than 19.8 million agreements for the temporary suspension of employment contracts or for a proportional reduction in working hours and salaries were signed.

Despite the adoption of these measures, there was a 20% drop in the individual income of Brazilian workers, according to a survey by FGV Social.

The scenario for people with disabilities in the job market was also quite compromised. Of the 849 thousand eliminated positions in 2020, around 20% were destined for this public, the equivalent of 171.6 thousand job positions (Dieese/August 2020).

Several challenges were imposed on young people looking for their first job. With scarce job openings, the few existing opportunities were mostly aimed at the work-at-home model, the so-called home office, which further distanced this public from the job market, especially for those with lower income.

In a reality in which there is little physical space at home, unemployed family members, children without in-person classes, lack of electronic devices and lack of infrastructure for internet access, this type of opportunity was inaccessible for most.

Issuing documents was also a challenge. Some, commonly required by companies for the admission process, such as Voter's Title and Reservist's Certificate, now have to be requested online in advance, a service that is not accessible to all audiences.

In addition, many families had their routines drastically affected. Many young people began to have new demands in their homes, such as helping younger siblings or sick relatives, so that those responsible could look for work or work in informal activities.

In a year of widespread losses, it is impossible not to highlight the impacts on education, especially in relation to school dropout. Also according to the Ongoing PNAD, 5.5 million students had no access to education in 2020. Of this total, 1.38 million dropped out of school, equivalent to 13.8%, a number

higher than the national average recorded in 2019, which was 2%.

For 4.12 million students who were registered, there was no school activity whatsoever, due to the lack of access to the online class format.

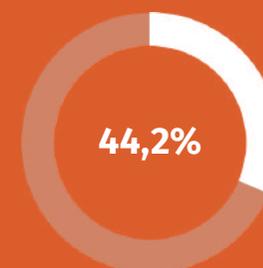
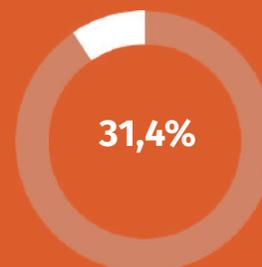
All these educational difficulties encountered in family scenario, added to the impossibility of holding the National High School Examination (ENEM) in 2020, making access to higher education an even more distant dream for thousands of young people.

SCENARIO

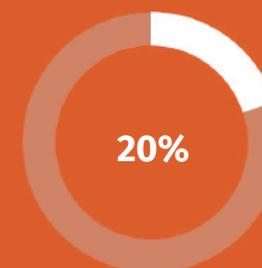
With the slowing down of the job market since 2014*, the pandemic has become a complicating factor in which young people have been the most impacted:

IN BRAZIL:

Percentage of young people aged 18 to 24 years impacted by unemployment in the pandemic



Of the total number of positions ended in 2020 were for PWD's



The percentage is even higher among young people aged between 14 and 17 years old

**Data from the General Register of Employed and Unemployed (Caged)*

The high unemployment rates consequently impacted the income of Brazilian families, which reached a reduction of 20% (FGV Social), increasing inequalities

IOS Opportunities Center

IOS OPPORTUNITIES CENTER

In a year with scarce job vacancies, the actions of the IOS Opportunities Center revolved around welcoming and strengthening students, referring them to initiatives that could prepare young people to take up opportunities.

Former students in a more vulnerable situation were also directed to the Psychosocial team's care. The workshops for young people who were still in training, carried out by the Opportunities team, as well as the Institute's other educational activities, also migrated to online. Below, we highlight the main actions developed by the Opportunities area:

LIVE ONLINE EVENTS:

In an unprecedented action, two live online events were held on the official IOS channel on YouTube, promoted by the Opportunities team of Sao Paulo and branches, which brought together young people from all IOS service units in Brazil. The initiative, which had more than 2.600 views, enabled the exchange of knowledge among students, enriching the content of the presentation.

With themes related to the job market, the students received tips and were able to clarify doubts about

their résumé, job interviews, group dynamics in the selection process, the influence of social networks when looking for job positions, how to look for a job online and guidance on the IOS referral process, after the end of their courses.

IOS MASCOT RECEIVES A MAKE-OVER AND INSTAGRAM PROFILE

As a way to maintain and expand the relationship with students who have already graduated from *IOS*, the mascot of the Opportunities area, Lupita, was updated.

With a more modern design and scenarios that bring the character closer to the language of young people, the mascot also brought something new: an Instagram profile. Through it, young people are notified about available job openings, in addition to receiving tips about the job market, selection processes in large companies, free and online courses. The character also facilitates the communication of graduates with the Opportunities team. Each *IOS* branch has its own profile for the character, which has also had a Facebook profile since 2016, allowing particularities and regionalisms to be respected, strengthening the bond and identification with students.



Lupita - IOS mascot that relates to students trained to conquer opportunities.



The character became a reference for IOS graduates.



EMERGENCY OPPORTUNITIES

As part of the strategies adopted in 2020, a survey was done to verify the interest and adherence of students to operational openings during the pandemic period. Altogether, 703 of them participated in the survey and reported that they would accept referrals for employment opportunities in areas such as Call Centers, Commerce, Fast Food and Industry.

Based on the positive feedback from most students, the Opportunities and Institutional Relations teams started to map these opportunities, called “Emergency Openings”. Students employed in this model will be monitored and may be appointed to administrative and technology positions in the future if they so choose.

PARTNERSHIPS WITH OTHER SOCIAL ORGANIZATIONS

Another strategy that involved the articulation of our networks were partnerships with various social organizations, such as *Associação São Martinho*, *CAMP Oeste*, *CIEDS*, *Instituto Via de Acesso*, *NURAP*, *Patrulheiros Mirins de Santo André*, *Rede Cidadã* and *Vocação*. The objective was to create opportunities to recommend IOS graduates to the selection processes of partners from other Third Sector organizations that, like the Institute, work in employing young people. Side by side with these organizations, *IOS* worked towards the insertion of young people and people with disabilities in job opportunities, demonstrating, in a practical way, how joint efforts between third sector entities can be strengthened, especially in times of crisis.





CAMPAIGNS FOCUSED ON COMPANIES

In 2020, the IOS Apprentice Program took place free of charge for companies that chose to hire former students of the Institute. The initiative aims to enhance the employability of young people, and the free model encourages companies to continue in compliance with a legal obligation, even at a time of reduced investments.

Yet another initiative to boost the employability of young people, the “Hire a Talent in 2020” campaign was carried out in the second half of the year. For this, posts were made on the official IOS page on LinkedIn, in addition to sending email marketing and WhatsApp messages to the list of active and inactive contacts of the Institute. To publicize the campaign, we approached companies in several ways to disclose job opportunities compatible with the profile of IOS students, through WhatsApp, LinkedIn and the telephone, in a joint effort of the Opportunities and Institutional Relations teams.

ENTRE.VISTA.SE

An action with the students was done for first semester students in Belo Horizonte, through a partnership with the *Entre.vista.se* project. The action supported people who cannot afford the cost of clothing, shoes and accessories and then fail to attend a job interview for lack of these items. These pieces were made available free of charge to students who were looking for work.

EVENT SÓLIDES TRANSFORMA

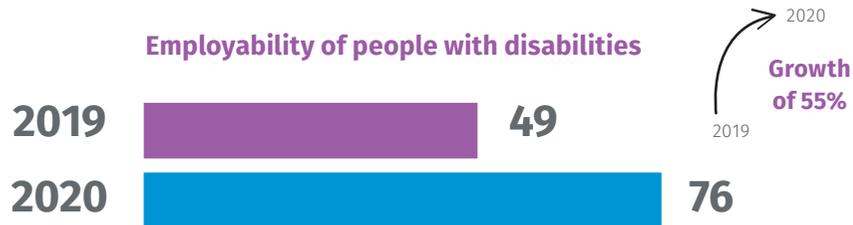
Also in Belo Horizonte, an action was carried out in partnership with the *Sólides* platform, which offers solutions in the area of human resources. On the occasion, the students were able to participate in the event *Sólides Transforma*, in which they carried out an assessment of their behavioral profiles free of charge.

“ONE MILLION OPPORTUNITIES” INITIATIVE

In the 2nd semester, *IOS* became a signatory of the “One Million Opportunities” (1 MiO) initiative, promoted by UNICEF. The program has a platform where young people have access to various employment opportunities, courses and content developed with the aim of encouraging and enhancing the employability of the public aged between 14 and 24 years old. In this partnership, there is the possibility of disclosing openings in courses at the national level. Allowing a greater number of young people to know about the work of *IOS*, in addition to enabling the active search for job openings by those who have already graduated.

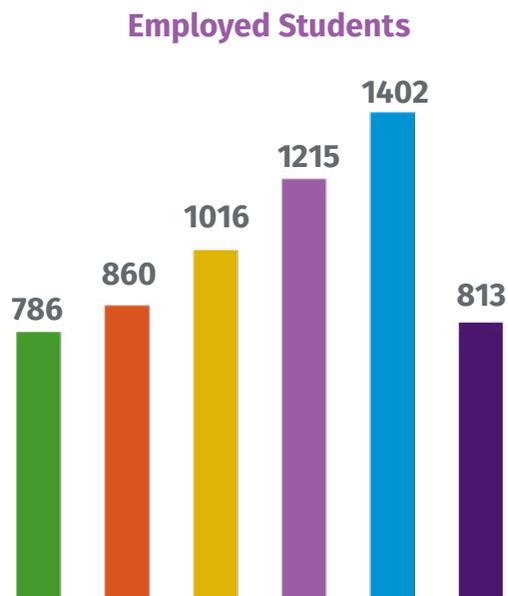
With all the efforts and strategies that took place, we once again demonstrate *IOS*' commitment to fulfilling its mission, based on values such as Dedication and Team Spirit. In all, 813 former students were included in the job market, a number far from what was planned in the pre-pandemic scenario, but of enormous importance, considering all the unfavorable factors and the weight that the achievement of a formal job opportunity reached due to events in the year 2020.

Contrary to the scenario, in 2020 the IOS supported the employability of 76 People with Disabilities, a growth of 55% compared to 2019.

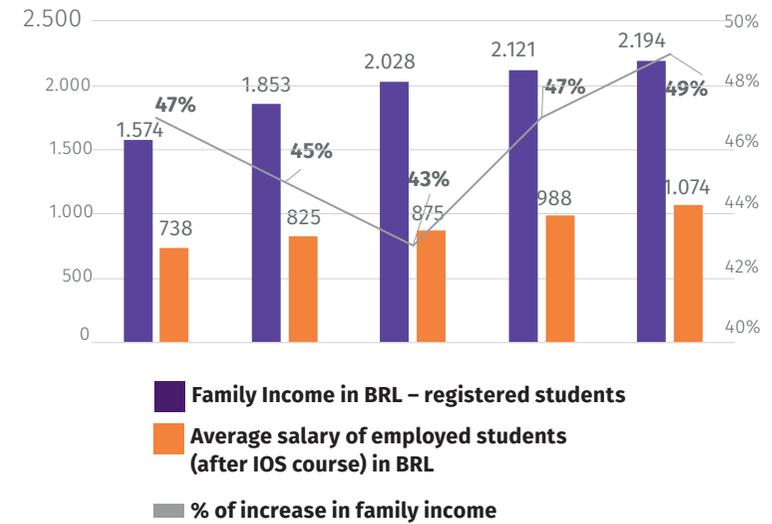


AND WHAT IS IOS IMPACT?

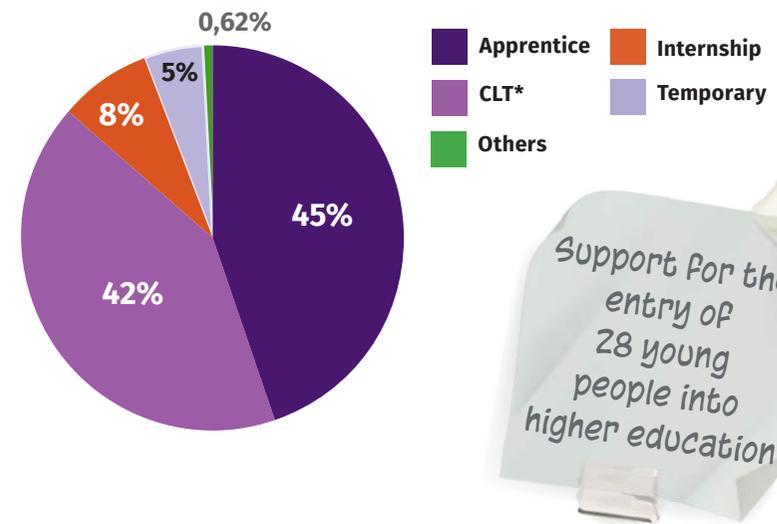
In a scenario that has become even more challenging for young people and people with disabilities looking for a job opportunity, the role of IOS becomes even more relevant.



Family Income – Employability Impact



Type Of Employment Contract



*Employment contract following the Brazilian Consolidated Labor Laws



IOS APPRENTICE PROGRAM

IOS acts as a qualified entity in methodical technical-professional training of the Professional Apprentice Program, authorized by the Department of Labor and Employment in Sao Paulo (SP), supporting companies in complying with the Learning Law. The course is validated in the Administrative-Occupational Arch modality with a duration of 16 months, and its target audience is young people who have graduated or are attending high school.

The curriculum consists 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 everyday life of organizations, inserting everyday tools into their universe, enhancing their technical knowledge and skills, in addition to promoting their autonomy and supporting the development of their skills, contributing to the performance of the young person in their activities in the company and, consequently, adding value to their professional trajectory.

Through the Program, young professionals trained in IOS content, trained in current methodologies and topics, with a technological bias are referred to companies.

The Educational team monitors the technical and pedagogical development of young people, in ad-

dition to supporting partner companies in conducting the Program, thus ensuring compliance with the best practices in accordance with the Learning Law.

As a result of the scenario caused by Covid-19, the theoretical activities of the Program, previously carried out in-person, began to take place online, following the guidelines of the Ministry of Economy and the Department of Labor and Employment.

Also due to the scenario, the Apprentice Program for the CBO Banking, validated in 2019, was not started and, now, there is no forecast of revalidation and start of operation for this training. The demand for the administrative course was higher and, with few openings offered, the focus of IOS was directed towards maintaining the existing course.

In 2020, we had 66 students enrolled in a course, which consisted of 552 hours of class, in addition to 1.288 hours of practice at the contracting company.

Of the total number of students enrolled, 50 of them had already gone through some of the IOS professional training courses.

PROFILE OF THE IOS APPRENTICE PROGRAM STUDENTS (comparison since 2019/2020)

Gender:

Female – 45

Male – 21

Age group:

Minors – 23

Adults – 43

Educational Level:

Elementary school – 0

High school attending – 21

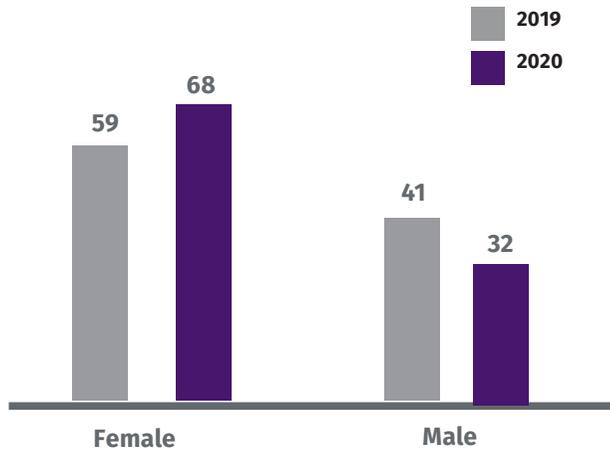
Complete high school – 40

Technical education – 0

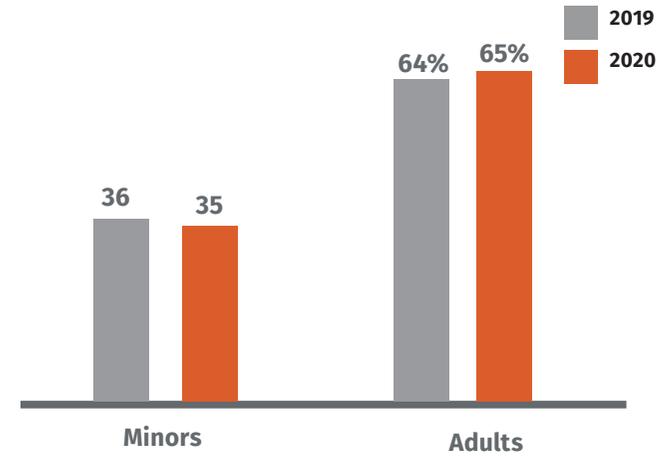
Higher education – 5



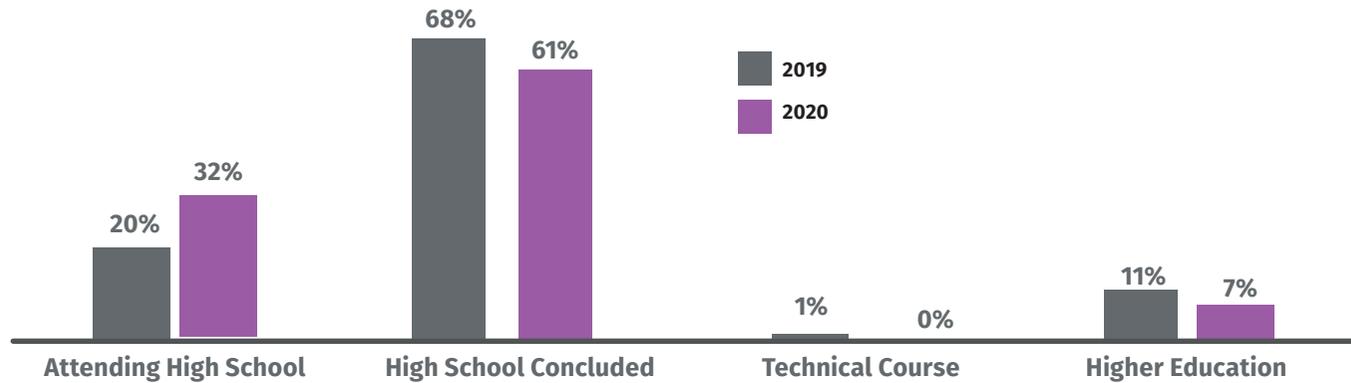
Gender (in %)



Age Group (In %)



Educational Level (In %)





IOS PROGRAM FOR ACCESS TO HIGHER EDUCATION (PIAES)

Started in 2018, the *IOS* Program for Access to Higher Education (*PIAES*) is an initiative that enables young people graduated by the Institute to access partial or full scholarships for admission to colleges/universities.

As part of the Program, the **“O IOS quer saber”** initiative was developed, a follow-up action that supports former students covered by the scholarship program. Through this monitoring, it is possible to identify and support those who are facing some educational or social difficulty, which may lead to them dropping out of their courses. It also supports the monitoring of data such as the number of graduates and course changes.

Normally, there are two meetings per year, however, in 2020, there was only one in the first semester, which brought together 15 young people, which reflects the difficulties the remote model brought. This was the main theme raised by the young people, who were able to discuss the adversities of studying and working remotely, with a great amount of activities and longer working hours.

In the second semester, the virtual meeting was replaced by contact via WhatsApp, sending cards congratulating the graduates and encouraging others to continue studying, in addition to making the Pedagogical and Psychosocial team available.

All the support offered in 2020, to former students participating in *PIAES* was extremely important, as it enabled 71% of employees to remain in higher education (22% have already completed college).

In the first semester of the year, the Program provided transportation assistance to 19 young people, an important action for their permanence in college. With the suspension of in-person classes due to the pandemic, there were no beneficiaries in the second semester.

As with other actions articulated by the Opportunities area, the Program was also impacted by the pandemic. One of the partner organizations postponed 20 full scholarships in the technology area until the end of 2021; these will then be given to young people for courses starting in 2022.

The Program had a total of 114 students attending, 28 of which were entering in 2020. The dropout rate of *IOS* alumni who attended higher education through the Institute’s Program, between 2018 and 2019, was 28%, a rate below the national average. According to a survey by the National Institute of Educational Studies and Research *Anísio Teixeira (INEP)*, the dropout rate for undergraduate courses is, on average, 59% in Brazil (calculation based on freshmen from 2010 to 2019).



Social Technology

GRI 203-2

As an articulation strategy for the expansion of the IOS service network in territories where it has its own service unit, including an educational team hired by the Institute, Social Technology takes place through the creation of centers in partnership with other organizations. Whether social or private. IOS makes its methodology available to partners, trains its educators and administrative teams and monitors the implementation, promoting networking so that more people have access to our model.

Through Social Technology, it is possible to reach 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.

At the centers, the work is done with the partner's resources and IOS fulfills the role of supporter, granting the methodology and offering educational support to ensure the quality of training established by the Institute.

PANORAMA 2020

In 2020, the pandemic mobilized the Brazilian population for donations. In April, a record BRL 1 billion was raised to combat Covid-19 (Source: *Observatório*

do Terceiro Setor, January 2021).

Even with this great mobilization, especially directed to health causes, the collection for other fronts also suffered in this phase. About 67% of organizations in the Rio de Janeiro – Sao Paulo axis showed a drop in revenue (Source: *Jornal Extra*, August 2020). Due to the closing of schools, Education was largely impacted.

Even if the impact suffered by the job generating organizations had been positive, at a time of increasing inequalities, other difficulties have arisen for social organizations. Such as spending on prevention materials to Covid-19, investment in material for adaptation to remote work, in addition to changes in the direction of donations, which were mainly directed to hospitals and research centers. (Source: *Observatório do Terceiro Setor*, December 2020)

As a result, several organizations were unable to continue with the planned service, which directly impacted the number of young people trained by IOS in Social Technology Hubs.

Year	Number of active Poles	Number of students who passed
2019	7	233
2020	2	33

The partnerships that remained were those signed with Unilehu, in Sao Jose dos Pinhais (in Parana state), and Projov, in Barueri (Greater Sao Paulo area). These centers served 74 students, 33 of them who passed their courses. The center, created in partnership with the Madiba Institute, in the city of Sacramento (interior of Minas Gerais State), had to interrupt its service. With the intention of continuing to train 14 students at the end of the first semester of 2021.

STUDENT PROFILE

(UNILEHU AND PROJOV POLES)

Gender:
 Female – 52
 Male – 22

Age group:
 Minors– 39
 Adults– 35

Educational Level:
 Elementary school – 11
 High School – 61
 Technical education – 0
 Higher education – 2

4

IOS MANAGEMENT



IN THIS CHAPTER YOU WILL FIND:

- ✓ Governance and organizational structure
- ✓ Ethical and transparent performance
- ✓ Technology and infrastructure

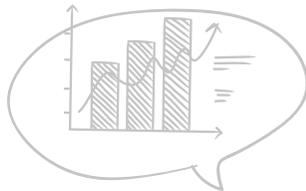


Structure and Governance

GRI 5 | 102-18 | 102-23 | 102-24 | 102-29

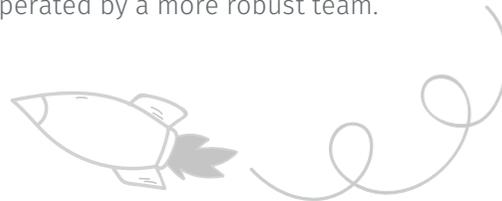
The Institute's corporate governance has a model based on collaboration. Internal deliberations are shared between the Board, Executive Management, Operational Management and *IOS* coordinators. Thus, the decision-making process maintains a solid and less centralized structure, ensuring a look at all the performance and strategic relevance of the different management aspects of the Organization. The directors are elected by the founders and supporting companies, according to criteria that consider their technical knowledge and engagement with the Third Sector.

Since 2018, *IOS* has had the Social Assistance Beneficent 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.



The Institute's management is divided into Executive Management, carried out by the Superintendence, and Operational Management. Both are divided into Coordinations, as shown in the Organizational Structure. In 2020, three changes were made, the first being the migration of the Communication area to Executive Management, aiming to become a more strategic area and offering greater support to the Institutional Relations area of *IOS*. The second was the creation of the Institute's Branches Coordination, in order to expand the capillarity and alignment of the matrix's actions with the different territories in which *IOS* operates, gaining reinforcements, in order to ensure the sustainability of the service units outside Sao Paulo.

The third change was the transformation of the Government Relations area, previously managed directly by the *IOS* Superintendent, into a specific Coordination, now named Government Relations and the Third Sector, headed by a coordinator and operated by a more robust team.





THE ROLE AND IMPORTANCE OF THE IOS GOVERNMENT RELATIONS AND THE THIRD SECTOR COORDINATION (RELGOV IOS)

Having a specific area called “Governmental Relations and the Third Sector” reflects in a better articulation, recognition and communication with public bodies; and contributes to making IOS a reference in the Third Sector, demonstrating transparency, ethics and the professionalization of work.

The IOS Government Relations and the Third Sector Coordination is responsible for activities such as: articulation with public bodies from all spheres (municipal, state and federal); elaboration, articulation and classification of processes; enlisting for governmental projects approval and management of the certification processes, registration renewals with government agencies and approval of project adjustments. They require direct and constant articulation so that projects can move forward quickly and effectively.

In 2020, the Government Relations team, as an exclusive coordination, started to perform new functions. It continues to support the Institutional Relations team in fundraising opportunities in public notices and projects, but in a broader and more strategic way, such as seeking new resources from Embassies, Ministries and Consulates, for example.

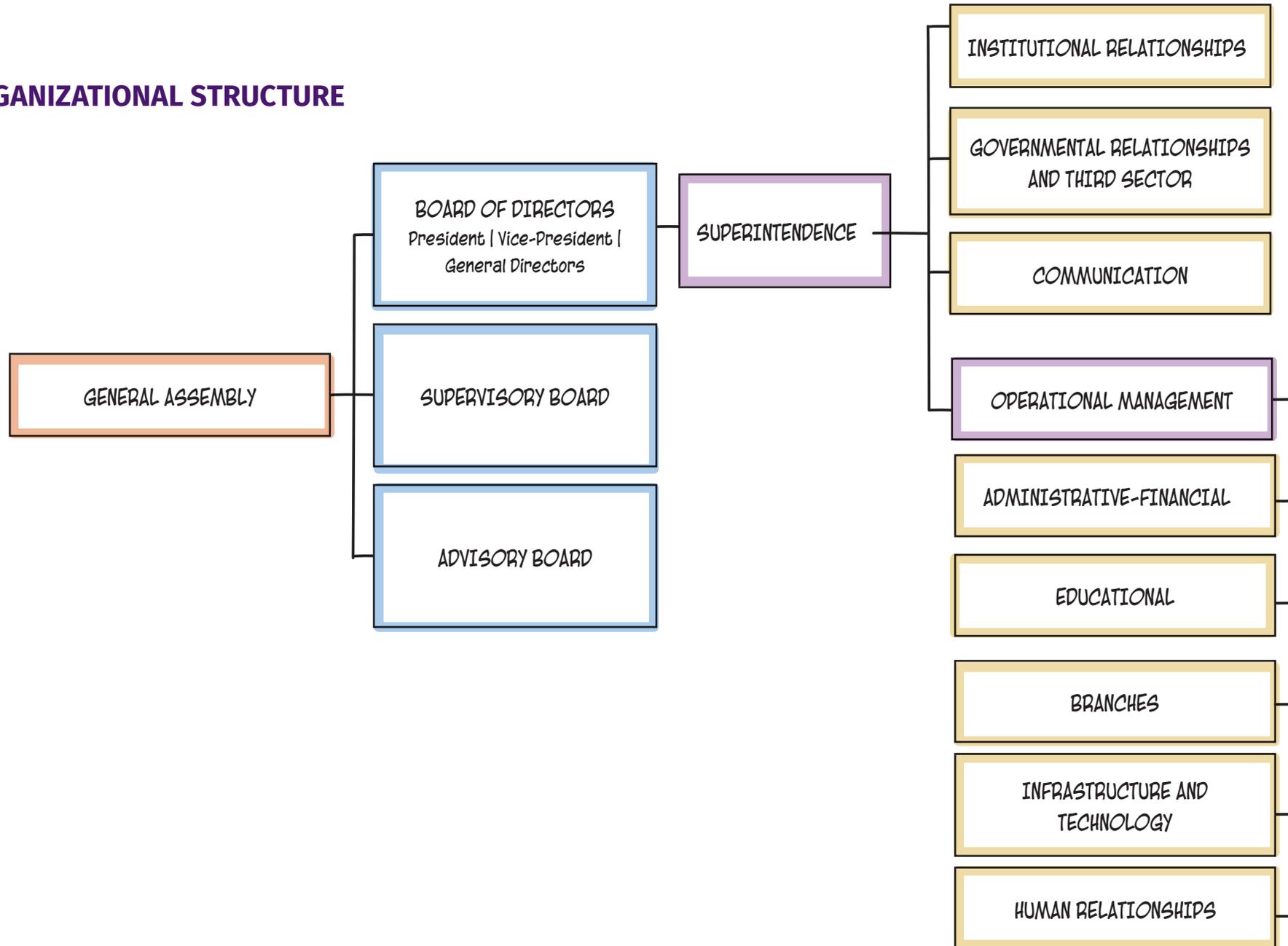
The relationship with the Third Sector, with a focus on fundraising, became part of its scope of action, seeking public notices and relationships with Foundations and Institutes, in partnership with the Institutional Relations area. In addition, the area became responsible for screening new partners to open service units, which can be linked to public resources or new funds.

With the events of 2020, the team not only faced difficulties, such as maintaining the relationship with public bodies via remote channels, but also faced numerous challenges so that there was no interruption of the defined projects. The continuity of the projects directly reflected in the receipt of financial resources scheduled through public notices previously approved and agreed upon, which allowed the assistance to young people and people with disabilities, carried out by IOS to continue as scheduled. Keeping public projects going was essential, so that the 2020 journey would not leave any IOS students behind. Learn more about our commitments to the Third Sector and public bodies in the Institutional Relations and Governmental Relations chapter, [on page 74.](#)





ORGANIZATIONAL STRUCTURE





2020 was also an atypical year for IOS Governance. It had to share the focus of attention between initiatives that are directly linked to the fulfillment of our mission, with the adversities generated by the pandemic. There was also a risk of scarcity of financial resources, as many companies directed their private social investment towards causes that had become extremely urgent: donations to the areas of health and social assistance. Adding to this, the difficulty in accessing Municipal and State Funds for the Defense of the Rights of Children and Adolescents made us feel insecure about the continuity of the approved and agreed upon projects.

Meetings with the Board became more constant, as new strategic definitions needed to be decided upon quickly. Consultations with directors are no longer in groups, following a previously established calendar, and have become individual. Considering specific matters, according to the expertise and availability of each director.

There was full partnership in the strategic decisions of the projects that involved helping students, families and partner social organizations; renegotiation with partners and suppliers; as well as in decisions about reducing the working hours of employees and proportional temporary wage reduction (understand these measures in the chapter "IOS Employees").

The year 2021 will be of great importance for Corpo-

rate Governance, given that, after two terms of office, the Advisory Board and Board of Directors will be changed, following the Organization's bylaws and the best practices of the sector. IOS is immensely grateful to those who have dedicated their time in recent years and, as a form of recognition, their names are highlighted in this chapter.

Board of Directors

Sergio Pauperio Serio Filho
President

Alexandre Haddad Apendino
Director

Saulo Porto
Director

Lélio de Souza Júnior
Director

Founders and Advisory Advisors

Laércio José de Lucena Consentino
Advisory Board

Ernesto Mario Haberkorn
Advisory Board

Advisory and Supervisory Boards

Alcely Strutz Barroso
Advisory Adviser

Celso Kasurrito Sato
Advisory Adviser

Débora Cristina Piologo Vêras Fernandes
Supervisory Adviser

Douglas Lima Batista
Supervisory Adviser

Evandro Nunes da Silva Junior
Supervisory Adviser

Flávio Costa de Azevedo
Advisory Adviser

Juliano Seabra Santiago de Oliveira Silva
Advisory Adviser

Marco Antonio Moas Cafasso
Advisory Adviser

Maria Pilar Lacerda Almeida
Advisory Adviser

Rita de Cássia Vieira Pellegrino
Advisory Adviser

Sergio Paulo Gomes Gallindo
Advisory Adviser



Ethical Performance

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

Ethical and responsible performance is of paramount importance for building IOS' reputation and, consequently, for continuing to fulfill its mission. Through transparency and ethical application of resources, the Institute strengthens its partnerships on the funding front with the public sphere, making this a fundamental value for the strategy, performance and consolidation of its work.

In an atypical year like 2020, values such as integrity and ethics had even more relevance in the Institute's actions. Starting from the transparent relationship with the employees, suppliers, public agencies and partners, the alternatives and measures adopted by IOS to conduct the Institute's management and its activities during the pandemic period were presented, allowing it to be possible to continue with the current projects. Carrying out the necessary adjustments and the main thing: without interrupting student service.

Even with the adversities of the period, there was the delivery of the accountability report of the pro-

jects, which went through the external audit of PWC was carried out and the Annual Report was published, following the guidelines of the Global Reporting Initiative (GRI). With the respective results available to all interested parties, reinforcing once again the commitment of the management and the team to ethics and transparency.

ACKNOWLEDGMENTS

Because of IOS' commitment to acting based on principles such as inclusion and diversity, in 2020 the Institute received two important acknowledgments:

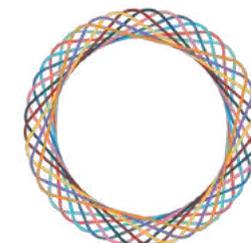
Municipal Seal of Human Rights and Diversity:

Because of the work carried out for the inclusion and integration of people with disabilities in the job market, IOS received the Seal of the Municipal Human Rights Department of the City of Sao Paulo. In the category of People with Disabilities, through the initiative "Professional Training for People with Disabilities".

Belo Horizonte Free of Racism Seal: IOS was also recognized as an institution that promotes racial equality by the Municipality of Belo Horizonte. In the category "Commitment", which recognizes management practices, actions in the field of promoting racial equality, combating racism and combating ethnic-racial discrimination. Received in 2020,

the seal is valid for the years 2021 and 2022. During this period, IOS will present indicators and information that prove its commitment to issues of promoting racial equality.

Among these actions, there is the priority in providing assistance to black, indigenous or gypsy youth. Visits to reference sites for this topic will also take place, as part of the workshop classes, in addition to promoting debates and discussions on racial issues during the classes.



SELO MUNICIPAL
Direitos Humanos
e Diversidade



Technology and Infrastructure

Technology, and more specifically cloud computing, is gaining more and more space in companies' strategic planning, becoming a powerful tool for creating flexible, scalable and, above all, mobile environments for professionals. It is one of the aspects of the process of digital transformation of work and processes in organizations and in everyday life. This tool was crucial for companies, social organizations and professionals to continue their purposes in view of the pandemic in the year 2020.

IOS has a Technology and Infrastructure area responsible for providing support in the areas of hardware, software and the work environment, whether physical or virtual. This area was of great importance during the pandemic period, accelerating some processes and supporting all areas of the Institute in delivering positive results for such an atypical year.

It was necessary to quickly adapt the processes to the new circumstances, anticipating the migration of some services and software to the cloud, such as the data server to *SharePoint* online. In addition, making computer equipment such as notebooks, keyboards, monitors and other resources available for all *IOS* employees, for example. Below are the projects carried out in 2020 that facilitated the Institute's activities:

1. Projects that involved the *IOS* team of employees and management:

Microsoft Office 365 Implementation:

- Cloud environment for accessing and managing (receiving, viewing and sending) corporate emails and the use of Office suite software (Word, Excel, PowerPoint etc.), regardless of the type of device (notebook, desktop, cell phone, tablet etc., no matter the machine used, all it takes is internet access and a browser) and the employees' location (office, home or any other environment), in addition to other software and platforms developed by Microsoft.

- Migration from the local data server to SharePoint online, allowing access, collaborative editing and availability of *IOS* documents and files to all employees, regardless of their location and device used.

Version update and migration to cloud environment of the *IOS* Administrative Management Software

- Updated to the latest version of the management software used internally for the Institute's administration (ERP Protheus) and its migration to the TOTVS cloud (TOTVS Cloud)..

Adobe Cloud Implementation

- All graphic design, image processing, video editing and sound software were migrated to the cloud.

Remote Technical Support - AnyDesk

- It allowed remote access to the notebooks of employees who were 100% in a home office setting for solving technical problems and answering questions.

2. Classroom Application Projects

Updating the Protheus ERP software in the cloud

The main strategy that allowed *IOS* to not stop in 2020 started much earlier, in 2017, when the IT team already saw attributes such as security, saving resources and efforts for our operation in cloud computing. Until 2017, each *IOS* service unit had a local installation of ERP Protheus, ERP software from TOTVS used by students in practical classes of the Business Management course. This generated a great demand for setting up and making the environment available every semester. Including effort and focus of the educational and IT teams, high cost of technical support and unavailability due to technical problems that required the physical displacement of the support team, especially in service units and branches. There were dozens of local Protheus en-



vironments, with little standardization and scattered, which created numerous difficulties in managing the software. In 2017, we started the migration from Protheus to the Google Cloud Platform (GCP), Google's cloud computing platform. In 2020, specifically, we updated the version of ERP Protheus to version 12, the most current offered by TOTVS.

With GCP, all Protheus installations have been unified into a single, highly manageable, flexible, scalable and more secure environment. Thus, service units and branches only need internet access to use ERP Protheus in the classroom. Currently, ERP Protheus is available on Google Cloud for all IOS service units in Sao Paulo and branches, and for Social Technology Hubs.

For the IT team, making ERP Protheus available to new groups has become a quick process, being done in a matter of minutes, and it can be done from any location, including at home. For the Educational team, it meant being able to focus on serving students and on the course content, without worrying about technical issues inherent to the ERP Protheus environment.

Hosting the Virtual Learning Environment

- Hosting the virtual learning environment (Moodle tool), used by IOS on Google Cloud, to make videos, podcasts and other course materials available for students to access remotely from any device (notebook, desktop, cell phone, tablet, etc.).

Support in the implementation of 100% online registration

- IOS registrations were carried out in virtual environments, but in person at the Institute's service units. For the 2nd semester of 2020, the Technology, Educational and Communication areas joined so that this process could fully migrate to online. In the 1st semester of 2021, virtual registrations have already taken place on a new website, which launched in January, with the objective of bringing students and supporters closer to our cause.

Individualization of air conditioning in classrooms at Headquarters in Sao Paulo

- Replacing the central air conditioning at the Institute's headquarters with individual equipment was one of the main actions of the Infrastructure team. In this way, the space was prepared to receive students when they were authorized to resume in-person classes.

The pandemic brought numerous challenges to IOS. However, it also offered several opportunities, including the possibility of accelerating our digital transformation process. The Organization's constant investment in having a structured Technology area allowed for non-stop operations, offering the very best in the professional training of students.

IOS' continuous strategy of directing investments





to the rear of the Organization defined by the areas of Technology, Human Resources, Communication, Educational Content and Government Relations, for example, was crucial to face the crisis imposed by the pandemic. These areas need to be seen as part of the projects of Social Organizations and, for this reason; they deserve investment as well as a Technology area, for example.

The fact that IOS has TOTVS as its main sponsor facilitates the execution of this strategy, since, in addition to investing in financial resources, the company encourages technological innovation, process design, management of indicators and the structuring of strategic teams and high performance, to work at the Institute. IOS believes this is the only way possible to overcome crises and reinvent ways of performing, always focusing on its mission.





5

IOS PARTNERS



IN THIS CHAPTER YOU WILL FIND:

- ✓ Relationship with partners and IOS partnership bonds
- ✓ IOS Corporate Volunteer Program



Institutional and Government Relations

GRI 102-10

The *IOS*' articulation capacity played a fundamental role during the year, for the fulfillment of its mission and innovation in its actions amidst the pandemic scenario. At a time when general efforts were focused on emergency assistance actions and students looked to us for support, the *IOS* needed to assess how to move forces to meet the demands of young people and the territories in which they are present.

Given this scenario, the *IOS* partners were of great importance so that these differentiated actions were made possible.

Our main sponsoring company TOTVS, and the sponsor DELL guaranteed the delivery of hygiene kits, food vouchers, food baskets, and gas canisters, in addition to other fundamental initiatives for the Institute to expand its impact.

In addition, *IOS* had the support of *Riachuelo*, through the *Center Norte* Institute, with the donation of masks, which benefited *IOS* students and employees.

The relationship with other entities of the Third Sector and partners of the *IOS* service units allowed for the logistics of assistance actions in the regions where *IOS* is present and in places where there was greater need. Dell, understanding the relationship of the worsening living conditions of Brazilian families due to the pandemic and the unemployment situation, developed a social action with its employees, who donated approximately USD 3,820.00.

Through *IOS*, actions were carried out with the objective of reaching families in situations of social vulnerability. Four hundred and thirty one people benefited from this action.

The Psychosocial team was responsible for the strategy and prioritization in each region for the application of the resources donated by the Company, which took place in three regions: Sao Paulo, Rio de Janeiro and Hortolandia, as follows:

Actions that made a difference!

DELL

- Donation of 223 food baskets for families of students in Porto Alegre, in the months of October, November and December 2020;
- Distribution of 230 hygiene kits;
- Distribution of 34 gas canisters;
- Supply of 190 liters of 96% ethyl alcohol for the production of about 250 liters of alcohol in gel, for the Hospital do Fundão – Rio de Janeiro;
- Delivery of 158 baskets, containing food and cleaning items.

Center Norte Institute

Donation of 2 thousand masks

Riachuelo

Donation of 3 thousand masks



In addition to the emergency actions carried out by *IOS*, the work of developing partnerships to fulfill the mission continues.

In the second semester of 2020, *IOS* carried out a very important project: the development of a new website. Through Microsoft's support, processes such as doing registrations for courses offered by the Institute became much more efficient and assertive, as they started to be conducted through our website, 100% online. The planning, development and production of the new platform took place in 2020, but the official launch took place in January 2021, with registrations for the first semester. The expectation for 2021 is that the website will support the dissemination of the cause of employability of young people and people with disabilities, attracting new partners and, consequently, increasing the social impact of the actions.

Microsoft also offered available openings in an English course for alumni. Zendesk and Dell also saw value in this initiative and, through the Le@d Dell platform, it was possible to start training 160 students in the language.

In addition, with regard to the partnership with Zendesk, training in "Customer Service with Zendesk Platform" was maintained, which involves the company's technology solution.

At TOTVS, the Institute's presentation actions on the integration of new company employees were maintained. In total, there were 14 employees in



TOTVS On boarding during the year, done in-person in the first quarter and remotely for the rest of the year.

As a result of the prospecting and engagement actions with partners, 35 companies were approached in the second half, more than 20 partnerships were renewed or acquired and there was a conversion rate of over 60% among the submitted proposals, reflecting the efforts to strengthen relationships even at a distance .

IOS has also been involved in initiatives that highlight and connect it with other related companies and organizations. An example of this is the participation in the GOYN Program (Global Opportunity Youth Network), led by the Aspen Institute, which works on the productive inclusion of young people in vulnerable situations around the world. Present in Colombia, Kenya, South Africa and India. In Brazil, it is articulated by United Way Brazil, the largest philanthropic organization in the world dedicated to the cause of Education.

The Program works through a collective impact approach, bringing together representatives from different sectors to work together to solve a social problem in a systemic manner. Currently, GOYN SP has a network of 60 partner organizations, which seeks to create economic opportunities for at least 100,000 young people in the city of Sao Paulo, by the end of 2030.

Throughout 2020, *IOS* was involved in one of the interventions co-created by GOYN SP, in which a network/coalition was created to connect companies that recognize the inclusion of young people as vectors of innovation. From this action, companies will be able to align efforts, share content, success stories, in addition to committing to hiring young people. The actions continue in 2021, with a survey of small and medium-sized companies and a publication/bank of best practices, so that the Human Resources areas hire more young people with less effort and greater return.

Internationally, *IOS* had the opportunity to participate in the GitHub Universe, an event that allocated the value of all sales of gifts and other items to social organizations, including the Institute. In addition, a platform was developed so that event employees could meet and donate to *IOS*.

For another year, we participated in the TOTVS Social Impact Festival with lectures on one of the event's panels, which took place online.

IOS was also present in the online versions of the ABCR Festival (Brazilian Association of Fundraisers), *FIFE 2020* (Inter-American Forum on Strategic Philanthropy) and the Microsoft Diversity and Inclusion Week. These actions and events contributed to training and updating the Institutional Relations team, in addition to promoting the Institute's relationship and image.

Also in 2020, an *IOS* support program was implemented, contemplating three fronts as options for partners:

Sponsorship and support of projects: transfer of financial resources, via incentive laws or direct sponsorship, provision of teaching materials, food, transportation, uniform, funding for the structure, for the teachers, etc.

Contracting on demand projects: development of educational projects within the Institute's expertise, for training professionals already hired by the partner or with the potential to be hired; and

Hiring *IOS* students: free dissemination of job opportunities in entry-level positions, generating opportunities for students and their families.



Investors and Partners

THE MAIN SPONSORING COMPANY TOTVS

TOTVS is the founder and main sponsor of IOS, with the Institute as its social investment strategy for hiring and promoting the employability of young people and people with disabilities, in the areas of Management and Technology in the job market and in its ecosystem of partners and suppliers.

The investment made by the company enables the professionalization of IOS and the digitization of processes, which affects not only the services to students, but also the quality of our operations and projects with other companies. It also confirms the credibility of the Institute and the work it performs. It is through this investment that over 23 years of operation, IOS has graduated more than 39.000 students and supports the employability of, on average, 1.000 young people and people with disabilities annually.

In an atypical year, the presence and support of our main sponsoring company were essential to make it possible not only to maintain the services provided, but also to expand the range of social actions that were of paramount importance for the students and their families.

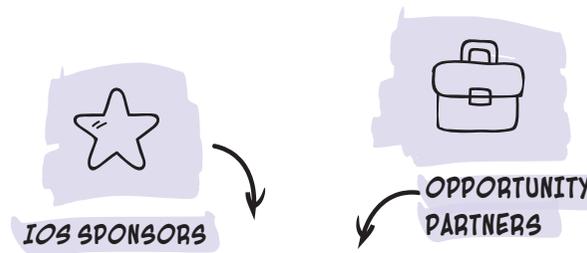
The Company maintained the transfer of funds, without any reduction. In addition, it carried out the “TOTVERS que FAZEM” campaign, involving employees, to raise funds that enabled the distribution of food cards, kits of alcohol gel, masks, and cell phone chips, so that students could follow the classes remotely in 2020 and also by supporting services to young people in the 1st semester of 2021.

At the end of the campaign, the company doubled the amount donated by TOTVERS, which made it possible to serve students selected by the Psychosocial team who met criteria of greater social vulnerability. In all, 1.187 cards worth BRL 140.00 each and data chips for internet access were distributed to all students who needed it.





Sponsors are, in general, private companies that make financial investments in the Institute, through their own resources for the development of projects in partnership or via tax waiver. Such actions enable the municipal, state and federal spheres to transfer the amounts allocated to *IOS* projects, which have already been pre-approved in the Childhood and Adolescence Funds, through their respective public notices.



These are companies that advertise their open positions to *IOS* graduates or social organizations that work in employing young people and people with disabilities, who also receive Institute students for opportunities opened by their partners. Institutions that offer partial or total scholarships for alumni to enter higher education are also opportunities partners. All these partners are responsible for fulfilling the *IOS* mission, which is the insertion of young people and people with disabilities in the job market.

EDUCATIONAL PARTNERS

These are companies, social organizations and educational institutions, which provide physical space for the installation of *IOS* classrooms, allowing for the expansion of the Institute's activities in territories where the Institute's audience is present. The partnership with these organizations is extremely important to the service of these students. Since, in addition to enabling the presence of *IOS* in various regions, it also allows for closer ties with the local population, once these institutions are already recognized and have credibility in the local localities where they are present.

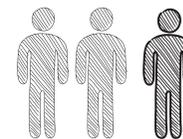


SOCIAL TECHNOLOGY PARTNERS

It is the Third Sector organizations or private companies that multiply the *IOS* educational methodology in their territories. This methodology allows us to expand our operations through organizations that already have experience in very specific issues in certain regions, adding strength to the dissemination of professional training and employability.

IOS acts as an agent of transformation and social impact, which enables the network of partners to generate value for society.

**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



Fundação Eljass Gliksmans



INSTITUTO CENTER NORTE



Mattos Filho, Veiga Filho,
Marrey Jr e Quiroga Advogados



SUPPORTERS



alumínio e acessórios



SERVIÇOS
FINANCEIROS





EDUCATIONAL PARTNERS



INSTITUTIONAL PARTNERS





GOVERNAMENTAL PARTNERS

MINISTÉRIO DA MULHER, DA FAMÍLIA E DOS DIREITOS HUMANOS



MINISTÉRIO DA CIDADANIA



SOCIAL TECHNOLOGY HUBS





SATISFACTION SURVEY

GRI 102-21

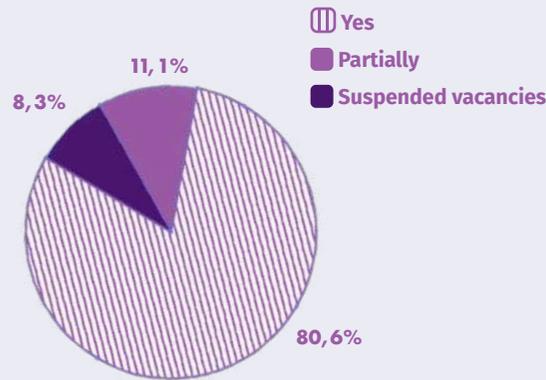
By monitoring the quality and satisfaction of partners with the service and projects carried out with IOS, it is possible to invest in the continuous improvement of processes, in addition to understanding, in a general and individual way, their perception of the Institute's activities.

As a monitoring tool, the Annual Satisfaction Survey was done, with the participation of investing companies and employers, who can, through a questionnaire, evaluate the Institute according to the type of relationship they maintain with us.

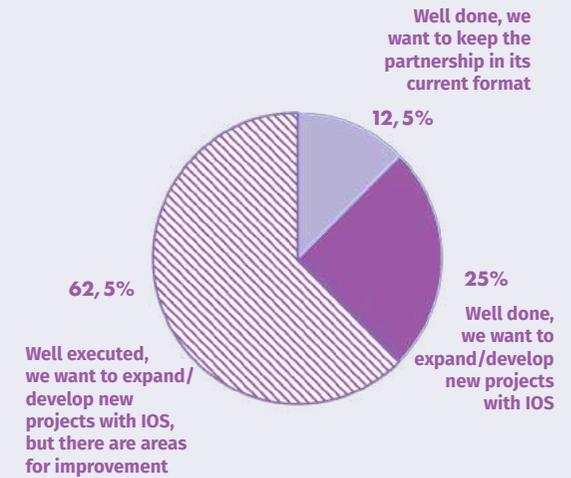
In 2020, 44 companies participated in the evaluation, including sponsoring partners and employers at the national level. According to the results, most partners evaluate the projects performance in a satisfactory manner and intend to maintain the partnership with the Institute.

The satisfaction of employer companies in regards to students, who had been referred to their selection processes, was also measured, keeping its positive results in 2020.

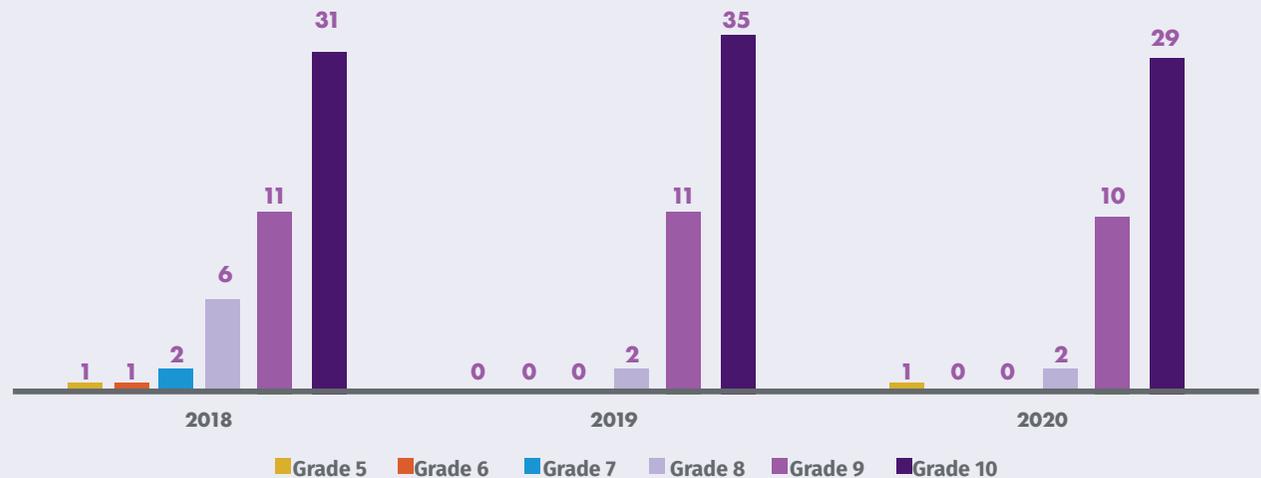
ASSESSMENT OF STUDENTS REFERRED BY IOS FOR SELECTION PROCESSES



EVALUATION OF THE EXECUTED PROJECT



GENERAL ATTENDANCE IOS





Corporate Volunteering

As an organization that was born from volunteer action, *IOS* believes in this practice and encourages actions in this sense, enabling its partners to carry out this type of initiative. Through the Corporate Volunteer Program, various engagement options are offered to companies, so that their employees can carry out such a rich and important exchange for everyone involved.

Mentoring actions are promoted for young people, mini courses, lectures and workshops, and companies can choose initiatives that make more sense for their volunteer program and, thus, promote the engagement of their team.

In 2020, *IOS* promoted 500 hours of volunteer work; had 14 companies and 105 volunteers who brought their contribution, through the exchange of knowledge, with students and employees of the Institute.

Even in a scenario that prevented and limited face-to-face meetings, the Program's actions were done online, enabling the exchange of knowledge to continue taking place and contributing to the development of students. It was clear that this format facilitated corporate volunteering and, as a strategy for 2021, the action will be resumed and improved to generate greater impact.

Below, more details on how these actions were developed:

TOTVS – A mentoring action was carried out for 48 students in the 1st semester of 2020, through support and guidance during the process of preparing the Course Conclusion Work (*TCC*), which is part of the activities developed in the *IOS* courses. The action allowed students to rely on tips from experienced professionals and receive guidance that helped in such an important moment, which is the conclusion of their training.

DELL - As a result of the *Dell Conecta* project, lectures were given to students, with various themes focused on Technology, Careers, the Job Market and Innovation. The company also invited 34 students who had the opportunity to participate in “Mandela Day”, an annual event promoted by the Company in celebration of the life of the South African leader. Dell employees also participated in the mentoring action of the *TCCs*, focusing on support and guidance to graduates of the first and second semesters of 2020. In all, more than 300 students had the opportunity to participate in the actions. As for the *IOS* internal team, the company promoted the Vision of the Future action, which offered meetings with around 100 of the organization's employees, addressing topics related to Innovation and Technology.

B3 – Through mentoring the *TCCs*, company B3 also made its contribution, supporting 24 students in the 1st semester of 2020, with support for questions and guidance.

PAUSA PARA O CAFEZINHO – “COFFEE BREAK”

With the aim of innovating volunteer actions in the midst of the pandemic, *IOS* created the *Pausa para o Cafezinho* – “Coffee Break” initiative, a weekly circuit of online lectures, broadcast live on the official *IOS* channel on YouTube. The presentations had a massive participation of students and teachers and brought an unprecedented opportunity to open the meetings to the external public as well.

The action included the participation of 35 volunteers from 13 companies, who brought topics related to the job market, such as Technology, Careers, Violence Against Women, UN 2030 Agenda, Non-violent Communication, Financial Education, and Fake News, among others. All themes were related to the workshops that are part of the students' training.

In addition to creating a buzz on the video platform of the official *IOS* channel, which now has more



than 2.000 subscribers and about 13.000 views, the lectures have become a large collection of knowledge, available and open to the public. Altogether, there were 70 hours of volunteer work dedicated to lectures that influenced around 15 thousand people.

For the realization of the *Pausa para o Cafezinho*, we count on the participation of self-employed professionals and employees from the following companies:

Accesstage	IBM
B3	Lanton Consultoria
Cidade Center Norte	Mattos Filho
Citi	Pitchcom Comunicação
Faculdade Censupeg	TOTVS
Dell	Zendesk
ERP Flex	

PODCAST “ACONTECE NO IOS”

Created in 2019, in response to a demand from the Institute’s Council, this tool aims to modernize *IOS*’ targeted communication with its most diverse audiences. In 2020, it was consolidated as an important tool for the relationship with partners.

With monthly periodicity, the “*Acontece no IOS*” publishes all the news of the Institute, such as new partnerships, projects, opening of registrations and results, not only to the Council, but also to partners and any interested public. The podcast has also become a means of generating content, through interviews with market professionals and the *IOS* team itself, who share information and bring up-to-date topics on Technology, Innovation and Careers.

The Institute has been betting on this tool as a very dynamic strategy. With a light and relaxed language, always inviting people who can support the Organization’s cause.

In 2019, 6 editions were made available on the Spotify and Deezer audio platforms and on YouTube. In all, there were 329 reproductions on audio platforms. In 2020, 11 editions were made with 321 hits on streaming platforms. The episodes were also made available on the official YouTube channel, which had 472 views during the year.





Commitments

GRI 102-12 | GRI 102-13

Aiming to maintain collaboration for the sustainable development of Brazil and remain aligned with its values; IOS assumes formal public commitments and participates in associations such as:

NATIONALS

- Ministry of Citizenship, Special Department for Social Development;
- Ministry of Citizenship, National Department for Social Assistance;
- Brazilian Association of Fundraisers (ABCR); and
- Brazilian Association of Information and Communication Technology Companies (BRASSCOM), as an institutional member.

REGIONAL

MINAS GERAIS

- Social Mobilization for Education Committee;
- Municipal Social Assistance Council (CMAS) of Belo Horizonte;
- 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);
- Minas Gerais Foundation of Private Law Foundations and Associations (FUNDAMIG);;
- National Institute of Social Security (INSS) in Belo Horizonte; and
- Municipal 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) of Rio de Janeiro; and
- Rio de Janeiro State Forum for Professional Learning (FEAP).

SANTA CATARINA

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



Photo taken before the pandemic

SAO PAULO

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



INTERNATIONAL

- Silicon Valley Community Foundation – since 2015, participation in the largest community foundation of the United States, which helps to align and build the network;
- Global Compact – signatories of the United Nations (UN) initiative since 2015;
- 2030 Agenda – IOS is committed to the UN’s 2030 Agenda and to the 17 Sustainable Development Goals (SDGs) for 2030.

As a way to keep the performance in line with best practices, priority is given to the SDGs that are most relevant to the performance of the organization.

Below is a table with more information on the contribution of IOS to achieving these goals:

OBJETIVOS DE DESENVOLVIMENTO SUSTENTAVEL



Finish poverty in all of its forms, everywhere

Through the work carried out by the Employability Front, IOS directly collaborates to transform the lives of young people and their families through the impact on family income and, consequently, to eradicate poverty and reduce inequalities.



Ensure quality inclusive and equitable education, and promote learning opportunities

Through its commitment to education, IOS promotes professional training opportunities, respecting the particularities of young people and people with disabilities. We offer training based on the demands of the job market, with content adapted to the language of the public served. With over 22 years of operation, the Institute has trained more than 36 thousand young people.



Achieving gender equality and empowering all women and girls

Our commitment to gender equality and the empowerment of girls and women is part of the IOS culture and is present through our numbers. In 2020, 63% of graduates were girls. In our staff, 65% are women and our management has 75% of them, including Leadership, Management, Board and Executive Board.



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

Promoting the employability of our students is the Institute’s Mission. We have a team focused on seeking work opportunities compatible with the profile of young people and people with disabilities trained by IOS. In addition, we maintain relationships with companies and educational institutions, with the aim of obtaining scholarships. We create value through connections that involve students, teachers, partners and employers.



Reduce inequality within and between countries

Through free services, focused on young people and people with disabilities, students or graduates from the public school system, coming from low-income families; with service units maintained predominantly on the outskirts, focusing on offering young people from these communities access to the job market and opportunities to enter into higher education. Through training and employability, we impact the reality of students, families and their communities.



6

RESOURCES



IN THIS CHAPTER YOU WILL FIND:

- ✓ Mobilization and responsible application of IOS resources



Responsible Mobilization and Application

GRI 102-7 | 102-9 | 103-1 | 103-2 | 103-3 | 201-1 | NGO-7 | NGO-8

MOBILIZATION

IOS works to mobilize resources that are sustainable and generate value for everyone involved: partners, social investors, students and society. In 2020, different alternatives were created for mobilizing resources, with a focus on supporting students, their families and communities around the *IOS* service units.

The change in the strategic focus of resource mobilization was due to the different needs generated by the pandemic, some of which were primarily related to food, health and hygiene. For this mobilization, we have partners such as TOTVS and Dell, and their employees, who organized and donated BRL 311,338.49 to *IOS*, so that the transfer of these donations could be made to those who most needed support at the time.

Resource mobilization in 2020 refers to all revenue recognized* during this period. This year, the gross revenue was BRL 10,949,138.91, representing a loss of approximately 5% of the expected and agreed revenue for the year.

In December 2019, the Development Agreement was signed between the *Fundação Paulistana* and *IOS*, for the execution of a technology training project. For 2020, the expected transfer of revenues was BRL 1 million, subject to the achievement of targets.

In the second quarter of 2020, with the automatic renewal of quarantine periods by the Government of Sao Paulo, resulting from the pandemic, *Fundação Paulistana* opted to suspend the execution of the project and, consequently, the financial transfer. The project was not scheduled to be resumed, under the

justification that, due to the pandemic, the teaching modality would take place in a remote format, a model not provided for in the document agreed between the parties.

This decision by the Foundation made it difficult for *IOS* to meet its goals. Without forecasting future revenues and, mainly, with the costs of payroll for new teachers, who had already been hired to fill the more than 300 new vacancies that would open bimonthly, in accordance with the Project signed between the parties.

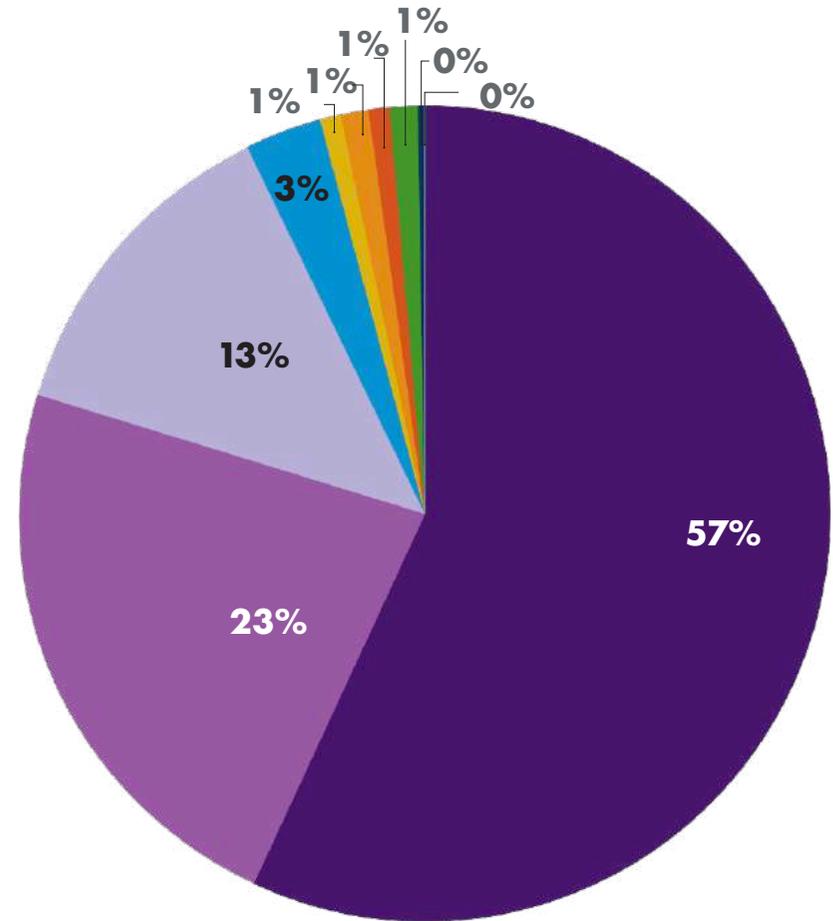
Flexibility and agility in mobilizing resources with other initiatives, added to a sharp reduction in expenses and adherence to the Provisional Measure 936. This was what allowed us to maintain the workforce and the execution of other social impact projects signed with the sponsors. No one was left behind.

* *Recognized revenue refers to the stages of projects carried out in the year.*



REVENUES IN 2020

REVENUES	BRL 10.949.138,91	
Management of the Learning and People with Disabilities Programs	BRL 326.361,73	3,0%
Agreements (FUMCAD SP and BH and CONDECA and FUNDAÇÃO PAULISTANA)	BRL 2.531.978,01	23,1%
Various Donors	BRL 31.459,71	0,287%
Legal Entity Donations – Main Sponsoring Company	BRL 6.265.674,44	57,2%
Legal Entity Donations – Other Sponsors	BRL 1.407.928,51	12,9%
Merchandise Sales	BRL 144.099,05	1,3%
Donations in Kind	BRL 96.715,18	0,9%
Financial revenues	BRL 91.665,92	0,8%
General Revenues	BRL 15.516,63	0,1%
Volunteering Services	BRL 37.739,73	0,3%



- CORPORATE DONATIONS – MAIN SPONSOR
- AGREEMENTS (FUMCAD AND CONDECA)
- CORPORATE DONATIONS – OTHERS
- LEARNING MANAGEMENT AND PEOPLE WITH DISABILITY
- MERCHANDISE SALE
- DONATIONS IN KIND
- FINANCIAL REVENUES
- VOLUNTEER SERVICES
- GENERAL REVENUES
- DIVERSE SPONSORS



TRANSPARENCY THAT ALLOWS FOR RESOURCE MOBILIZATION

IOS acts ethically and with integrity, observing the diversification of funding sources and maintaining good relationships with long-standing partners and social investors.

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 of Municipal, State and Federal Funds;
- Recommendation Report from the State Audit Court of Sao Paulo;
- Quarterly, semiannual, annual and final rendering of accounts, each evaluated by the respective councils of each public;
- Signed project information on the IOS website; and
- The seals and awards obtained year after year ([learn more on page 69](#)), confirming the Institute's trustworthiness for the partners that support it.

RESPONSIBLE APPLICATION

The continuity of social action is supported by the efficient and responsible application of the funds raised, done with transparency and strategic focus. In 2020, this responsibility was even greater, and the guiding principle for this to happen was the constant control of the Organization's budget.

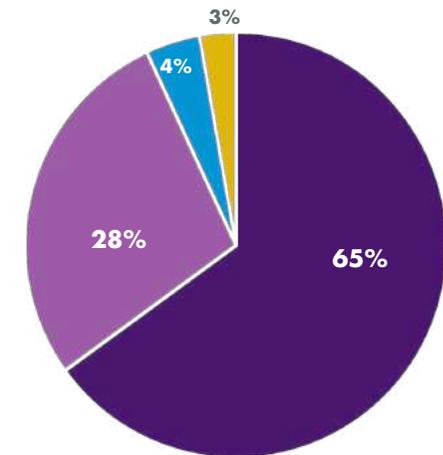
This strategy was essential to keep the operation going, in addition to ensuring the social impact on students and their families.

In 2020, BRL 9,672,248.86 was invested in contracting suppliers, payroll and social charges, educational and administrative expenses, investments in infrastructure and material improvements (fixed assets).

Part of IOS' performance is to maintain transparency with the public, enabling the monitoring of its performance. Open communication is essential for the Organization, which has a team dedicated to managing projects in partnership, periodically sending result reports to partners and social investors.

Check it out below:

RESOURCE APPLICATION IN 2020		
Personnel expenses	BRL	6.323.296,09
Educational, administrative and general expenses*	BRL	2.740.243,00
Investment in Social Assistance	BRL	239.081,82
Immobilized	BRL	369.627,95
TOTAL	BRL	9.672.248,86



- PERSONNEL EXPENSES
- IMMOBILIZED
- EDUCATIONAL, ADMINISTRATIVE AND GENERAL EXPENSES
- INVESTMENT IN SOCIAL ASSISTANCE

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



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

In 2020, due to the lack of stability in the second quarter scenario and the commitment not to fire any employees for cost cutting, it was necessary to implement a reduction in employees' salaries for a period of four months. Thus, we adhered to Provisional Measure 936 – Emergency Benefit for the Preservation of Employment and Income (*Bem*), between the months of May and August. However, this reduction was designed in such a way as to have as little financial impact as possible on employees and their families, who already had other problems to deal with at the time of the pandemic. The maximum reduction was between 8% and 10% of the net salary. A scale for reducing the workload related to the salary reduction was defined and the employees had all possible support from the “People Administration” team, to obtain the benefit from the Government.

Together with suppliers, negotiations were proposed that would generate savings in our budget, following coherence and transparency in all conversations. Obtaining reduction percentages that made sense for both.

Fixed assets also changed little and are related to the projects being carried out during the year. This data reinforces the strategic positioning of *IOS* and how resources were worked according to priorities.



FINANCIAL STATEMENTS

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

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





7

IOS TEAM



IN THIS CHAPTER YOU WILL FIND:

- ✓ Profile of *IOS* employees, performance, benefits and engagement with the Institute



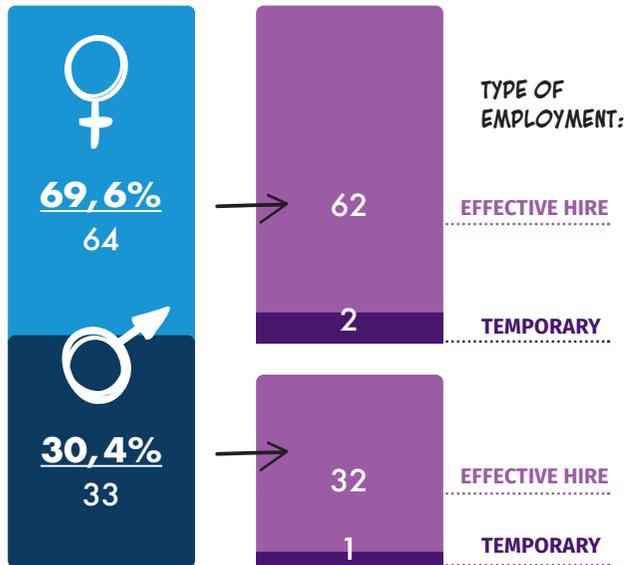
IOS Team

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

The Institute's employees, in addition to being responsible for the performance and impact that *IOS* generates, are multipliers of values and the cause.

See who the employees of the Institute for Social Opportunity (*IOS*) are:

97 EMPLOYEES



Total number of employees	Type of contract	Gender
62	CLT* - INDEFINITE TERM	FEMALE
32	CLT* - INDEFINITE TERM	MALE
1	CLT* - DEFINED TERM	MALE
2	Intern	FEMALE
0	Intern	MALE
TOTAL: 97		

*CLT- Consolidation of Labor Laws

REGIONS (BY TYPE OF CONTRACT)		
Region	Total number of employees	Type of contract
Sao Paulo (SP)	81	CLT - indefinite term
Sao Paulo (SP)	2	Intern
Belo Horizonte (MG)	5	CLT - indefinite term
Joinville (SC)	3	CLT - indefinite term
Rio de Janeiro** (RJ)	5	CLT - indefinite term
Rio de Janeiro** (RJ)	1	CLT - defined term

*CLT- Consolidation of Labor Laws

**In 2019, participants from Rio de Janeiro worked at the Institute through the São Paulo Headquarters.



	FEMALE	MALE	UP TO 30 YEAR	FROM 30 TO 50 YEAR	OVER 50 YEAR
Board of Directors	0%-	100%	0%	75%	25%
Advisory Board	37,5%	62,5%	0%	75%	25%
Supervisory Board	33,3%	63,34%	0%	100%	0%
Management	75%	25%	8%	75%	17%
Employees	65%	35%	54%	44%	2%

An interesting feature of the *IOS* employee roster is that many who work or have worked at the Institute are former students of the Organization. In 2020, there were 31 admissions and, among them, eight new employees fit this profile.

Thus, of the 97 *IOS* employees, 20 are former students, a number that corresponds to 21% of the total.

IMPACTS OF THE PANDEMIC

In 2020, the new coronavirus pandemic directly affected workers across the country. The average unemployment rate rose from 11.9% in 2019 to 13.5% in 2020, according to the IBGE (Source: Valor Econômico, 21 Feb. 2021).

Faced with these difficulties, *IOS* signed with the employees the commitment not to carry out layoffs and reviewed the planning that had been made for the year in the Human Resources area.

Priorities have changed and the focus of HR's work has shifted to reducing the impact of the crisis on the lives of employees and welcoming them in the face of sudden changes in the way they work, with different guidelines in relation to home office work.

To facilitate communication, in addition to the official channels used so far (Skype and Fluig – internal communication tool), a WhatsApp group was used with all the Institute's employees and third parties, where we shared a lot of information and updates that would impact the performance of *IOS* and the progress of decisions that impacted public schools.

During the year, five live online events were transmitted via YouTube to the employees, in order to inform emergency actions in relation to the pandemic. Specific clarifications for the Educational team in relation to these actions, information about the Federal Government's Bem Program, presentation of the resumption plan, as well as details on collective vacations and benefits. The meetings were intended to open up space for resolving questions.

The area's efforts were also focused on prevention and on care related to the prevention of Covid-19, as well as the follow-up of confirmed and/or suspected cases among employees.

In early April, after a conversation with the leaders and their teams, a new configuration of vacations and division of overtime bank of hours was defined, so that the areas could rotate among the members. The entire dynamic was shared, in order that everyone understood the processes. Still in April, given the alternatives, it was decided that the best thing to do, as to keep jobs, would be to join the Federal Government's Emergency Employment Maintenance Program (Bem). [\(learn more on page 91\)](#)

In May, research was started to structure a plan for recovery and in August a voluntary recovery was proposed. As of September, we resumed in-person courses at the service units, respecting the reduction of people in the office through the organization of shifts, in addition to the distribution of PPE and social distancing between the employees. Actions such as the Diversity and Performance Assessment Program, which would take place in 2020, were replanned for the year 2021.



DESENVOLVIMENTO

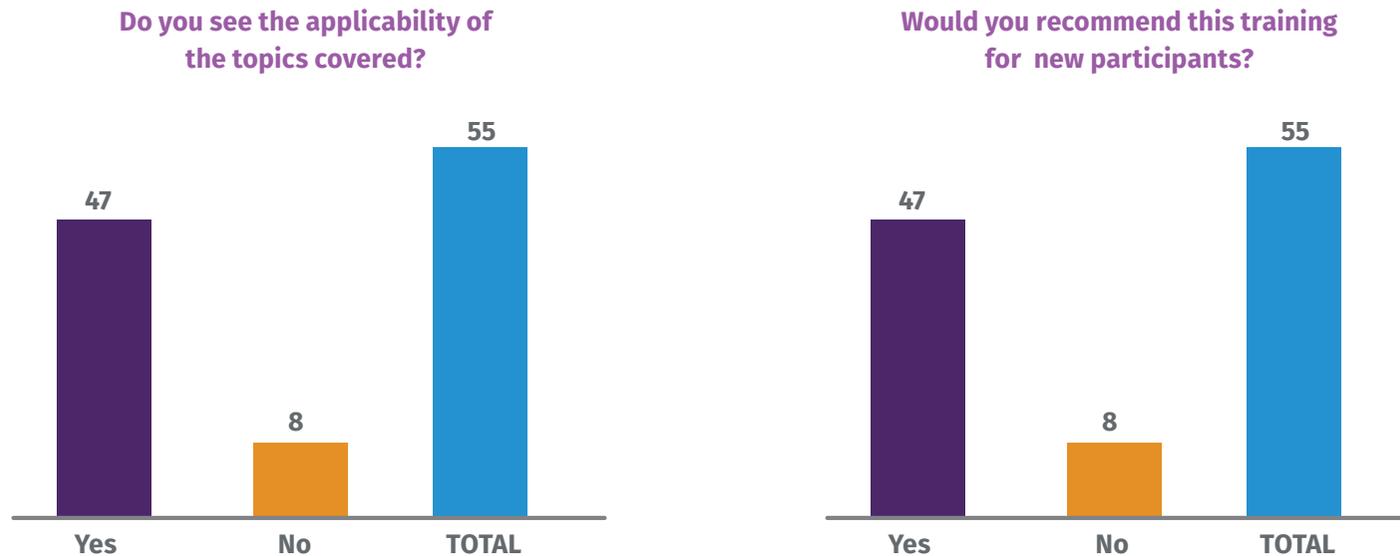
GRI 404-1 | 404-2 | 404-3

IOS recognizes constant development and learning as extremely important factors for the Organization's sustainability, in addition to being attentive to the needs of employees as essential to achieve better results. Therefore, it has a firm commitment to the development of its employees and offers support for professionals to reach their potential. **Incentive policies aimed at employees** are focused on first-graduation, post-graduation and language learning. These policies are made available according to the budget for the current year. In 2020, a subsidy was offered for the first graduation and eight employees were awarded this incentive.

Another action developed in 2020 was the description of positions and salaries, prepared by the HR team, with the support of a survey carried out with 59 employees in all service units of the Institute. In addition, six of them took on new professional challenges at the Institute, either through promotions or tenure. Professionals were offered hours of varied training, such as the *Jornada de SustentAÇÃO*, reflections and practices related to coexistence in the workplace, in person or online, adaptations, vulnerabilities and protagonism.

In partnership with the *CGL* Institute, represented by coach and consultant Thiago Cury, four meetings were held. The employees could think together about the professional development of each one, the teams and, consequently, *IOS* as a whole.

Below are the results of the evaluation, answered by 55 of the 120 employees who took the training:



ALGUNS COMENTÁRIOS

"Very good for the employee's development and great for getting to know people from other service units."

"It was very good for our professional and personal growth."

"One of the main reflections was to break the barrier of vulnerabilities. We are relatable beings. We like to interact with people all the time. So I believe that being fit emotionally, mentally and even spiritually were some of the teachings they added to the practical part of our days."

"Understanding that all of us have our own vulnerability and that as human beings, we must understand and help in the best way possible."

"I believe that within IOS there is a lot of engagement from each employee, but when they get together, it becomes very clear to the entire team."

"I just wanted to thank you for the concern you had when joining these meetings, in addition to connecting us more, we worked on something very important, our own feelings, which will definitely help us forever. Congratulations on the initiative to think of ways to improve internal relations and growth for the Institute!"

"The sequence used led us to reflections that started with self-knowledge and ended with the difference that each one of us can make through protagonism."

"Thiago was brilliant in all the meetings, he brought the themes in a simple way, promoting a lot of interaction and exchanges between the employees. It was great!"

"The applicability of the topics covered happens in our daily lives, where we learn to recognize and work with our fears and vulnerabilities through the exercise of self-reflection, the development of empathy and active listening."

"I believe that for the training to be effective, the employee needs to be receptive, available and interested in participating."

"It allowed for bonds to be created between employees from different areas and regions of IOS."

"We developed very important exchanges, in addition, it was possible to learn a little more about the particularities of each employee in their service unit."

"Be aware that changes are needed, even for future steps."

"It's very valuable to listen to my peers and listen to other experiences."

"Thiago Cury has the attitude of always provoking our reflection and taking us out of our comfort zone."

"Just wanted to thank you for the opportunity to get to know people and IOS better."



In addition to training with all employees from different areas, specific training courses were also promoted. There were 3,637 hours of training, being:

AVERAGE HOURS OF TRAINING PER PARTICIPANT (HOURS/PARTICIPANT)

BY GENDER

Women	161 Hours
Men	145 Hours

By Category	Men	Women
People Administration	0	12
Administrative	12	13
Communication	0	8
Educational	13	45
Financial	0	13
Operational Management	0	11
Infrastructure and Information Technology	45	12
Projects	18	0
Human Resources	31	37
Government Relations	12	0
Institutional Relations	9	12
TThird Parties (Security Team)	8	0

REMUNERATION AND BENEFITS

A fair remuneration program was maintained and is aligned with the best current corporate practices, even when analyzed against larger social institutions and organizations from other sectors.

Employees are mainly hired under the Consolidation of Labor Laws (*CLT*) regime and enjoy all market benefits.

ENGAGEMENT

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

For this, internal communication is fundamental in the strategy of contacting employees, disseminating information and monitoring the actions and activities developed.

In 2020, in order to facilitate communication with employees, our main channel through which key information was shared was WhatsApp.

Other strategies used to transmit information clearly and objectively to the employees were private live online events on the *IOS* YouTube channel and meetings held via the Microsoft Teams platform. The links were shared in the general WhatsApp group, by email and between the direct leaders of the areas and the employees.

Fluig – an internal communication tool – was used as a channel for sharing information and documents among all employees.

While still on the subject of employee relationships, many different actions were structured on important dates of the year:



Month	Date	Action
March	Woman's Day	Video with the theme "What does being a woman mean to you?" It was posted on YouTube and a prize drawing was held.
May	Mother's Day	Surprise video for mothers, sent on the day of celebration, and creation of a mosaic with photos of mothers and their children. Check out the video on YouTube: https://youtu.be/1e4mIYcwcZA
June	<i>Festa Junina</i>	Online party with the delivery of Festa Junina kits, containing typical food.
August	Father's Day	Surprise video with messages from children to their parents participating in IOS and individually sent via WhatsApp.
October	Teacher's Day	Surprise video with a message for the teachers' team and a gift for all of them.
	Children's Day	Sending kits with candy for the employees' children, up to 12 years old.
	Pink October	To remember the importance of preventing breast cancer, everyone was encouraged to work with pink clothes.
November	Blue November	To remember the importance of preventing prostate cancer, everyone was encouraged to work with blue clothes.
December	Get Together	On the last day of work, an online get-together was held, with interaction and a gift raffle.

An annual organizational climate survey was carried out, a tool used to understand the Institute's strengths in People Management, as well as the strategies they should create to overcome challenges.

From the confidential survey, the strengths and improvement points were raised and everyone was informed about what actions would be developed to meet each one of them.





8

LEARN MORE



IN THIS CHAPTER YOU WILL FIND:

- GRI Index
- Publication credit



GRI Standard Content Summary

GRI 102-55

Reference (p..) / Direct Answer

GENERAL CONTENT

GENERAL DISCLOSURES

ORGANIZATIONAL PROFILE

102-1	Organization's name	Institute of Social Opportunity
102-2	Primary brands, products and services	Page 13
102-3	Location of Headquarter	Page 14
102-4	Number of countries where the organization operates	Brazil
102-5	Nature of ownership and legal form	Page 13
102-6	Markets served	Page 14
102-7	Scale of the organization	Pages 89 e 94
102-8	Profile of employees and other workers	Page 94
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 2020
102-11	Precautionary principle or approach.	The Institute does not formally adhere to the principle.
102-12	Letters, principles or other externally developed initiatives of an economic, environmental and social nature, which the organization subscribes to or endorses	Page 85





		Reference (p..) / Direct Answer
102-13	Membership of associations. Main participations in national / international defense associations and / or organizations	Page 85
Strategy		
102-14	Statement from senior decision-maker on the relevance of sustainability to the organization	Page 8
Ethic and integrity		
102-16	Values, principles, standards and norms of behavior of the organization, such as codes of conduct and ethics	Pages 13 e 69
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 69
Governance		
102-18	Governance structure, including committees	Page 65
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 5
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 65
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 65



Reference (p..) / Direct Answer

Stakeholder Engagement

102-40	List of stakeholder groups	Page 5
102-41	Collective bargaining agreements	100%
102-42	Identifying and selecting stakeholders	Page 5
102-43	Approach to stakeholder engagement	Page 5
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 5

Reporting Practices

102-45	Entities included in the consolidated financial statement	Headquarter and all Branches are considered in the financial statements. and in Annual Sustainability Report. To request the financial statements send an email to relacionamento@ios.org.br
102-46	Defining report content and topic Boundaries	Page 5
102-47	List of material topics identified in the content definition process	Page 5
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 1st to December 31st, 2020
102-51	Date of most recent report	2019
102-52	Reporting cycle	Annual
102-53	Contact point for questions regarding the report	relacionamento@ios.org.br
102-54	Claims of reporting in accordance with the GRI Standards	Essential



		Reference (p..) / Direct Answer
102-55	GRI content index	Page 102
102-56	External Verification	This report has not undergone external verification
Management Approach		
103-1	Explanation of material themes and their limits	Pages 18, 30, 41, 54 e 89
103-2	Management on the subject material	Pages 18, 30, 41, 54 e 89
103-3	External assurance	Pages 18, 30, 41, 54 e 89
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	Pages 54 e 63
Fight against Corruption		
205-2	Communication and training in anti-corruption policies and procedures.	Page 69
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 96
404-2	Skills management and lifelong learning programs that support the continuity of employee employability in preparation for retirement	Page 96



Reference (p..) / Direct Answer

404-3 Percentage of employees receiving regular performance and career development reviews broken down by gender and functional category

In 2020, other human resources actions were prioritized, mainly due to remote work. The HR team has already designed a process for applying the performance evaluation to be applied in the first half of 2021.

Diversity and Equal Opportunities

405-1 Diversity of governance bodies and employees

Page 94

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

No training was carried out, but, due to the nature of the operation, this item is tested in all selective processes and continuously evaluated internally.

Supplement: NGOs

NGO-7 Resource allocation

Page 89

NGO-8 Funding sources by category and five largest donors and monetary value of their contribution

Page 89

NGO-10 Adherence to standards for fundraising practice and marketing communication

The IR and Communication areas at *IOS* follow CONAR* guidelines. The mobilization of resources is analyzed by a specialized accounting and legal office.

*National Advertising Self-Regulation Council





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Terra Idiomas e Traduções

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PODCAST ACONTECE NO IOS

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**Leaving no one Behind:
The 2020's Challenge**

