

Encouraged by the strenght of our purpose.





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1. INTRODUCTION

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- About the Report
- 2021, a year of recovery
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- 2021 Highlights
- Covid-19 Pandemic and IOS in 2021

About the Report

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Welcome, readers! This is Institute for Social Opportunity's (IOS) 8th Annual Sustainability Report, a publication that presents information about the Institute, its initiatives to generate value and its commitment to the Country's social development. This Report covers the results, the impact and the intangible aspects of the IOS' performance in the period from January 1 to December 31, 2021, confirming its responsibility and transparency as basic principles of operation.

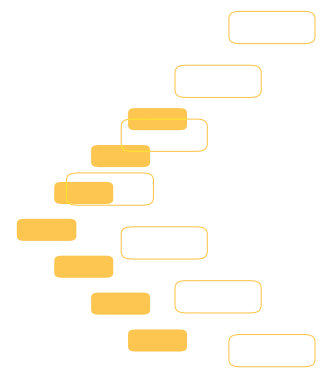
The IOS adopts the GRI (Global Reporting Initiative) guidelines, an international organization that proposes standards for social, economic and environmental reporting of institutions, regardless of their industry, based on the principles of comparability, impartiality, accuracy, regularity, clarity and reliability.

Material Topics Matrix

The topics covered in this report were defined in the review of the materiality study, carried out in 2021, which, taking into account the Covid-19 prevention measures, had remote interactions.

To draft the Report, interviews are conducted every year with the Institute's leaders, aiming to understand all the aspects and facts observed during the reporting year. All interviews are recorded and monitored by the Communication team, which is responsible for the Report's project management and for consolidating the published content. Five relevant topics that should be addressed in this publication were validated in the interviews.

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



Learn More

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

Reading Tips

GRI disclosures

The index on page 124 has an explanation for every disclosure and the page it is on. Furthermore, throughout the content you will find the GRI symbol XX-X, referring to the disclosure reported there.

**Financial
Statements**

**Code
of Conduct**

**Records and
Certifications**

2021, a year of recovery

The years 2020 and 2021 will be remembered, by future scholars, as a defining and challenging historical moment. From the social and economic standpoint, the world has undergone dramatic changes, which cannot yet be properly measured.

Among so many impacts, and their consequences, in Brazil there has been an increase in social inequality, including those related to education. While private education, thanks to more effective solutions, managed to keep students in virtual classrooms, with daily classes and possible learning activities, the public school system faced some serious difficulties. Lacking the technological infrastructure to keep up with the new demands of online classes (both in schools and in students' homes), it presented high dropout rates, detachment from content, and young people with priorities other than their education.

Another remarkable factor was the advance of technology as a power, in this short period of time, influencing from the Brazilians' buying behavior to the logistic solutions created for the different segments in which companies operate.

Education and technology need to walk together. These two themes, which may seem diffuse, are, and should be, totally in line. After all, in order for new solutions to be created and those who use them, technology education is needed. Education needs to be properly valued in all its levels, whether technical courses, free courses, or even professional training - the main action front of the Institute for Social Opportunity. The training of young people, aiming to prepare them to act in the Technology area, is a critical success factor for all sectors of the economy. With this mindset, IOS acted in 2021 and planned its actions for the upcoming years.

This was a more planned, much anticipated year, which brought a path for the Institute's future. The tripod "welcoming, articulation and flexibility" was the premise for a successfully concluded 2021. The resumption in favor of the students and their families cemented the meaning of the Organization's work, with 23 years and a lot of history to tell.

***2021 was the year of recovery:
in the organization on what should be
done, in the results indicators, in the
actions that would bring more impact
to students' and families' lives served
by the IOS and in the definition of paths,
activities and projects of strategic value.
This set of "recoveries" will certainly be
reflected, in a much more positive way,
in the future of young Brazilians.***

Message from IOS

GRI 102-14

After overcoming the initial challenges brought on by the Covid-19 pandemic in 2020, the Institute for Social Opportunity reorganized its efforts in 2021 to ensure positive performance in services, opportunity generation, and back office results.

In the first half of 2021, even with the start of vaccination against Covid-19, the health and education agencies recommended that the isolation continue. Until face-to-face activities were cleared, IOS remained with online classes in all its units and branches. In the second semester, the São Paulo units could benefit from semi-attendance courses, observing all the precautions established by the official agencies, such as reduced number of students per class, temperature measurement at entering the environments, sanitizing mats, social distancing, use of face masks and rubbing alcohol gel.

Despite uncertainties, the Institute kicked off the year prepared for the new scenario, with more planning and

infrastructure, as well as bold goals, so that the pandemic would no longer have so much relevance in the Organization's results. The following guidelines were established: accelerate the Institute's digital transformation and resume service and employability levels in 2019.

The projects that accelerated IOS' digital transformation were started in 2020, and consolidated in 2021, with a greater offer of online courses and a team prepared for this modality. The mixed work opportunities for the Institute's team brought, in a definitive way, technology to IOS processes, in addition to new forms of internal and external communication to the Organization.

Resuming service levels had some challenges, since the IOS target audience - low-income youth and people with disabilities, as well as their families - were directly impacted by the reduction in their family income (51% of students¹ reported that they did not have the resources and infrastructure to follow online classes).

According to the National Continuous Household Sample Survey (Pnad Contínua, conducted by the Brazilian Institute of Geography and Statistics - IBGE), the average income of workers shrank 11.1% in the last quarter of 2021, the worst result in the historical series that began in 2012. This data, more broadly, is perceived in Brazil's class segmentation: in 2011, 54% of the population was middle class (family income from R\$ 2,971.37 to R\$ 7,202.57). In 2020, this indicator fell to 51% and, in 2021, to 47% of Brazilians. This data shows that the lower class (average family income of R\$ 262.02 to R\$ 1,585.52) rose from 38% in 2010 to 43% in 2020, reaching the current 47% in 2021, representing an increase of 4.9 million Brazilians in the lower class².

The impact on family income pushed young people to look for informal jobs, or even take on household chores, so that parents or guardians could leave home to earn an income. Thus, attending school online was already a challenge in itself, and attending a Vocational Training course was no longer a priority.

To reverse this scenario, in the recovery, the attraction of students was carried out through digital marketing actions, with three times more publications on the Institute's Facebook and Instagram channels and sponsorship of posts on the IOS service profile, aiming for a greater audience reach. There was also extensive network coordination, with meetings in São Paulo's subprefectures and Education Departments, public schools, partner social organizations, social assistance network, youth and public transport coordinators in São Paulo and in the branches. The constant relationship work with these networks was crucial so that IOS could achieve 3,608 enrolled students, 2,623 graduates (84% more than in 2020) and a 93% occupancy rate of vacancies.

IOS' strategy for the enrolled students to remain in the classroom was to offer constant psychosocial and pedagogical monitoring, in addition to seeking support from partners, to meet students' and their families' needs. Food and transportation vouchers and internet chips were distributed,

(1) Survey conducted with 2,301 Institute for Social Opportunity students enrolled in 2021.

(2) Source: Locomotiva Institute, based on data from the Pnad (National Continuous Household Sample Survey), POF (Family Budget Survey), and IBGE (Brazilian Institute of Geography and Statistics).

1. INTRODUCTION

allowing students to participate in the Institute's courses. These initiatives helped IOS to keep its dropout rate at 18%, within the average of the years before the pandemic (between 2017 and 2019, this average indicator was 17%), while in 2020, it had been 27%.

IOS' mission is materialized with the achievement of future opportunities for its students. Therefore, the results recovery would only be consolidated with the full support for the students who graduated between 2018 and 2021 to get a formal job. IOS teams that work directly in former students' employability carried out actions on several fronts to resume the pre-2020 results. The internal planning included hiring a professional to search for operational opportunities and/or in companies located in the neighborhoods closest to the Institute's service units. Young people, in turn, were more willing to accept more operational opportunities, since it was necessary to start a job and contribute to their family income. Liaison with other social organizations, focused on professional learning, was also critical for IOS to achieve its results. Accordingly, we achieved the best employability result in history: 1,410 students entered the world of work, 73% higher than in 2020, returning to the level of 1,401 employees in 2019.

Such a result is quite significant, given that the 2020-2021

period reached the highest unemployment rates since 2012 (when the continuous PNAD began measuring these results monthly). Moreover, youth employability for the first job also brought as an added challenge, facing the lack of professional experience stigma, the difficulty of hiring this public in a remote work scenario (home office), increasing entry barriers: demonstrate maturity to develop their activities and deliver good results, away from managers' eyes, were the challenges that young people had since the selection processes. This data can be better understood by the Institute's low employability of underage young people: in 2021, only 162 (11.5%) underage former students were employed, while 1,248 were 18 years old or older (88.5%).

IOS social impact was also seen by the 54% increase in the income of families who had former students employed, the highest result since monitoring of this indicator began in 2014 (between 2014 and 2020, the average was 45%). This indicator compares the average income of families when students enter IOS courses, which was R\$ 2,084.81, and the average salary of employed students, R\$ 1,123.19 in 2021.

Given IOS results for 2021, it is possible to assert that alliances, between the public and private sectors, and among social organizations and the market, are pivotal to move towards

the reduction of social inequalities. We also conclude that professional training and income generation for young people can be considered key for resuming socioeconomic development more broadly in Brazil. The Country's progress goes through investments, from all sectors, in training, in qualification, and in the offer of opportunities created for young people.

Kelly Lopes

Institute for Social Opportunity Superintendent

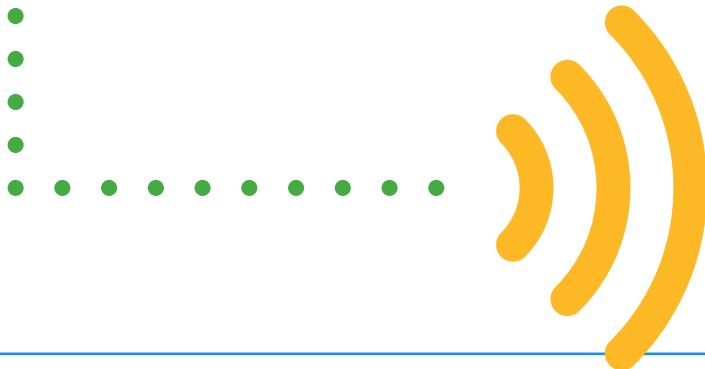


2021 Highlights

2021 Service Highlights

In 2021, IOS and its partners network acted with the goal of resuming pre-pandemic results. Therefore, the team worked with a constant focus on keeping students in the classroom, offering as much pedagogical and psychosocial support as possible.

The trained students were also closely assisted, so that they could get job opportunities and support their families' income.



2,623
Trained Students
(+84% vs. 2020)



1,410
Students Employed
(+73% vs. 2020)



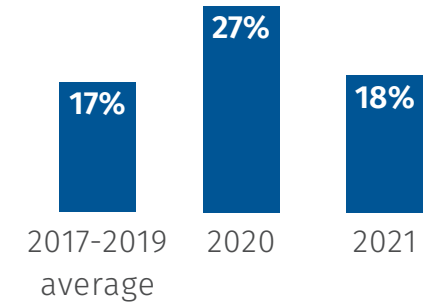
54% IMPACT
On the average increase in the students' family income

2021 Service Highlights

Dropout Rate

The Educational team, represented by the Psychosocial and Pedagogical pillars, in addition to the entire team of teachers, worked hard together with students to reduce the dropout rate, which has returned to its pre-pandemic level.

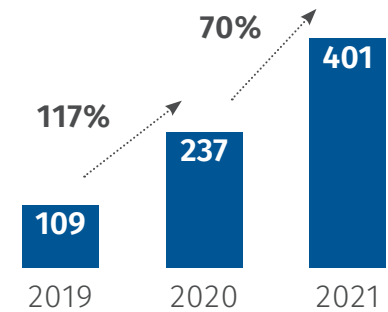
Dropout Rate



Inclusion of People with Disabilities

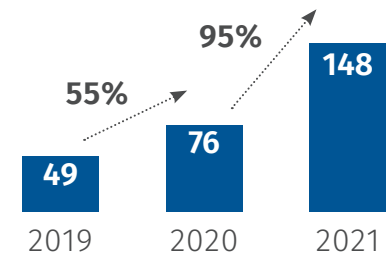
By creating the i.PcD (Inclusion of People with Disabilities) pillar, a specialized strategic front for serving people with disabilities, IOS offered 7 customized courses focused on serving people with disabilities, with partner companies - TOTVS, Dell, Mercado Livre, Coca-Cola FEMSA, BRF, Carrefour and Whirlpool.

Number of trained people with disabilities



In 2021, IOS trained 401 people with disabilities, 70% higher than in 2020 and 3.6 times more than in 2019. The employability result was even more expressive: 148 people were employed, 95% more than in 2020 and 200% more than in 2019.

Employability of people with disabilities



2021 Institutional Highlights



The company was responsible for **57%** of the annual social investment in the Institute and, as a result, IOS was able to maintain its back-office structure and ensure the operation in all its service units.

In 2021, TOTVS launched the 2nd edition of the TOTVERS that do campaign, inviting its employees to donate chips and food stamps to IOS students, and for each amount donated, the Company **tripled** the donation. The total amount was **R\$ 543,197.26**. A total of **4,086 benefits were delivered to 2,393 students, thus contributing to 7,179 people in 5 states in Brazil - SP, MG, RJ, SC and RS.**



Exclusive coordination of communication and institutional relations

The Communication and Institutional Relations Coordination division between two Coordinators allowed

each area to better focus on its activities, in order to expedite the recognition of IOS among its stakeholders and make the Organization the natural choice of companies for social investment in management and technology training.



Strategic vision and action

In 2021, IOS developed the Strategic Planning 22-24, with approval of the new mission, vision and purpose of the Institute. New Executive Board and Board of Directors were also elected, with a focus on supporting strategic decisions of the Organization and bring new sponsors to IOS.

The Branch Coordination, in turn, developed the Diagnostic development process for the continuity of the Institute's branches and the creation of new units, making these decisions based on data and needs related to enhancing social impact.

Covid-19 pandemic and IOS in 2021

During the first half of 2021, IOS team also worked remotely, with online activities. In the second half, the Institute relied on a mixed model, with branches providing online service and some face-to-face meetings at specific times, following each State' guidelines. In São Paulo, following the State Government's plan to resume in-person activities, all units started offering in-person meetings twice a week and online activities on the other days.

So that the in-person activities could be carried out safely, and respecting the health protocols, adaptations were made in all units, including the acquisition of thermometers, alcohol gel totems, social distancing inside and outside the classroom, reduced student numbers per class, and the use of facemasks by students, teachers, and other staff members.

In the Institute's view, in 2021, the pandemic's impact was less significant, in terms of infrastructure, technology, teams, and training models, but there was still a need for students, their families, and IOS employees themselves to overcome several challenges, mainly related to social distance, with online activities.

The Covid-19 pandemic has introduced significant changes in interpersonal relationships, whether in the family, school, or corporate environment. Online communication has gained broad space in interpersonal relationships and, at times, has been the only possible form of relationship.

The student outreach and attraction initiatives for IOS in 2021 embraced several digital strategies, so that the Institute had a 93% occupancy rate of the vacancies offered in its courses³.

(3) 2020 occupancy rate was variable due to changes in course formats during the 1st pandemic year. Courses that were face-to-face and were already practically 100% booked were transformed into online courses, obtaining an evasion rate above the IOS average (around 50%). As a result, the Organization offered more online openings, with the objective of not reducing the general attendance during the year; however, online courses were not as attractive. In absolute numbers the Institute trained 2,623 students in 2021, compared to 1,424 students in 2020. So, although the occupancy rate was 99% of the openings offered in 2020, this indicator does not represent the same relevance guaranteed by the IOS in 2021.

1. INTRODUCTION

New Models

Thanks to the experience gained in 2020, the maintenance of online activities in the first half of 2021 was accomplished with much more smoothness, from the infrastructure point of view, since the model was consolidated and already had all the preparation of the team and the necessary tools to make it happen.

At the close of 2021, almost two years after the pandemic outbreak, the Institute was able to understand that the online format is possible, but imposes some limitations, considering interaction between students and teachers, and also among the students themselves. Part of the activities performed by the Psychosocial area is also compromised in this model, since the consultations must be held individually, safeguarding professional confidentiality, which is not always possible when the young person is at home, due to the home structure itself.

The online model leaves an important legacy for IOS, with tools that have been introduced in their day to day and learning that will not be lost in an eventual return to in-person activities. There is also a culture change in the world of work, which cannot be overlooked. It will be required to prepare young people for a new reality, with remote and mixed work models,

and IOS will play an important role in supporting its students in this regard.

It is also worth analyzing the young person's perspective on studying in this format. According to the research "Youth and the Coronavirus Pandemic" of the Youth Atlas (2021), conducted with 68,114 young people from all over Brazil (aged between 15 and 29 years old), 54% of the interviewees informed that they prefer the totally face-to-face education model.

The face-to-face environment creates a more equal physical condition for study, with all young people enjoying the same infrastructure for learning. Developmental issues are individual but providing an environment conducive to study means that this process can be experienced in the same way by everyone.

It is necessary to understand that digital inclusion still faces obstacles in Brazil. Even though the number of people with internet access has been growing exponentially year after year, this access still happens through mobile devices, which may not be suitable for every type of learning.

Many young people will only experience learning how to handle a computer, for example, if they have access to a computer lab, and this is of utmost importance, considering that this

is the reality they will find in their work environment. Also, having access to equipment that allows learning to program - an area that has high demand for professionals and generates interest among young people - is even more difficult, since the necessary software requires machines with a more complex setup and, therefore, higher costs. And that is not the reality of most young Brazilians.

Analyzing all the experiences acquired throughout the years 2020 and 2021, IOS is moving towards a format that should include the improvement of the practices experienced in the face-to-face and online models, offering a better experience to the students, both from a technical, psychosocial, and educational perspective, as soon as possible.





2. IOS

In this chapter, you find:

- Performance Overview
- Student Profile
- How IOS creates value to society

IOS

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

IOS opened many doors for me. It was essential in my life and in building my professional career. I made friends there and even today I keep in touch, especially with my former teachers.

***Guilherme Matias de Oliveira Jr.,
former IOS student***

The Institute for Social Opportunity (IOS), founded in 1998, is a Charitable Social Assistance Entity, certified by CEBAS (Certification of Charitable Entities for Social Assistance in Education). It provides free professional training in the areas of technology and administration and promotes the employability of young people aged 15 to 29, and of people with disabilities aged 16 and over.

IOS courses include, in addition to technical content, extension in Communication and Expression and Mathematics, and the development of behavioral skills essential to the world of work, such as respect for differences, teamwork, creative problem solving, among others.



Institutional Drivers

In 2021, IOS underwent a Strategic Planning Consulting for the period 2022 to 2024 (learn more in IOS Management, pg. XX), renewing mission and vision, which had been in effect since 2008, maintaining the values and creating a purpose.

At IOS, the quartet - mission, vision, values and purpose - guides the strategic decisions and activities at any hierarchical level of the Organization, reflecting a forward thinking, with the longest possible temporal validity.

This renewal brings more current terms about professional training, employability, social assistance, IOS methodology, and with whom

IOS works, besides portraying, in a more strategic way, its scope of action.

Purpose: awakening the potential of lives and citizen awareness.

Mission: co-create employability and income generation opportunities for youth by providing free professional training in technology.

Vision: to be our stakeholders' natural choice, for talent training and productive inclusion.

Values: We are an agent of transformation based on: Integrity, Ethics, Respect, Dedication, Search for Knowledge and Team Spirit.

Map of Service Units

São Paulo

São Paulo

Itaquera
Jd. Ângela
Lapa
Santo Amaro
Santana

Barueri

Nova Aldeinha

Diadema

Serraria

Hortolândia

Jd. Boa Esperança

Minas Gerais

Belo Horizonte

São Gabriel

Rio de Janeiro

Rio de Janeiro

Bonsucesso

Santa Catarina

Joinville

Centro

Rio Grande do Sul

Porto Alegre

Cidade Baixa

Changes in 2021

- > The Belo Horizonte service unit started to serve in the São Gabriel neighborhood, through a partnership with PUC.
- > In São Paulo, the activities at the Lapa service unit were discontinued, as a result of the end of the partner's activities there. The enrollments that were made for these service units, as well as the team of teachers, were relocated to the Institute's headquarters in Santana. IOS keeps on the challenge of seeking a partner in the West Zone of São Paulo.

Diagnostic Analysis of Branch viability

Another significant achievement in 2021, was the Branch Coordination operation, created at the end of 2020, which ensured greater planning and strategic actions, benefiting IOS as a whole.

The starting point of the Branch Coordination, in 2021, was the strategic definition to increase IOS geographical coverage, either in cities where IOS is already present, or to new cities.

The first step was the creation of a Diagnostic Analysis process, carried out in the cities of Belo Horizonte (MG), Rio de Janeiro (RJ) and Joinville (SC). The process evaluated each IOS service unit on several points: from the internal infrastructure to the indicators of where they are located, such as quality of life index, youth vulnerability, household income, high school dropout rate, homicide among young males aged 15 to 29, and fertility rates. We mapped the neighborhoods around the service units, the schools, the

communities, the social services, other courses offered, and the public transportation connecting each unit. Based on all the data studied, we defined which courses would be offered, the timetables and the need for each municipality served to have one or more service units of the Institute.

This process was also used to analyze the IOS implementation in new territories. Based on the definition of the Institute's interest, possible financing forms for these new service units were also sought. In 2021, IOS managed to enable the opening of a service unit in the Northeast of the Country, in Recife, state of Pernambuco, from the consideration in a public bid with the Instituto Localiza. The service unit will start operating in the first half of 2022.

The Diagnostic Analysis of these territories will allow IOS, in a more strategic way, to define its efforts and thus expand its social impact.

Check out a summary of the analysis carried out in 2021 by the Branch Coordination:

IOS Branch	Diagnostic	Action
Belo Horizonte (MG)	A city with a large population and regions that are not served by the Unit at PUC São Gabriel. The southwest region of Belo Horizonte, for example, which borders the districts of Contagem, Ibirité, Brumadinho and Nova Lima, has a Human Development Index (HDI) below the city's average in Education and Income.	Expand the partnership with PUC to operate in the southwest region of the city, specifically in Barreiro Neighborhood, with the course in Business Management with ERP Software, training young people, mainly in administrative areas. This way, the city will have two service units in operation by 2022.
Rio de Janeiro (RJ)	Very high social inequality index and a Basic Education Development Index (Ideb) among the lowest in Brazil. There is demand for basic courses involving technology, but with a focus on digital education, before getting deeper into programming courses.	Invest in a new unit in a different neighborhood, in order to train more students for the world of work. Neighborhood chosen: Realengo, in the West region, which has high vulnerability levels, also favoring the Digital Fluency course.
Joinville (SC)	Educational indicators are higher compared to the other cities where IOS operates; employability rates and vacancies in Technology are also better. Enrollment for administration courses was little sought after.	Offer technology courses only, and no more administration courses; advertise to local companies and, mainly, to the sponsoring company TOTVS, which has a Software Development Center in the city.
Recife (PE)	High social vulnerability index in its metropolitan region, and wide opportunities network for acting in Technology.	Fundraising via the Localiza Institute public notice, and formalization of a partnership with the Digital Port of Recife (location with several IT-oriented companies), aiming to create an IOS service unit and offer professional training and employability to the city's youth.

Performance Overview⁴

Professional Qualification

IOS' courses prepare professionals to work in the Administration and Technology areas, with technical and behavioral content, besides the psychosocial and pedagogical support during the entire cycle, through the relationship with the students themselves and their families.

The courses focused on the Administration areas present content that encourages a macro view of a company's development, business rules, and the relationship between existing areas, always based on the use of technology. One of the distinguishing features is the practical use of concepts learned with the ERP Protheus software, from TOTVS, in the purchasing, stock, invoicing, and financial areas.

The courses in the Technology area develop logical thinking and teach programming languages, computer assembly and maintenance, in addition to the technical concepts required



I wanted to work in Technology, but I wasn't sure about the area yet. I discovered in IOS that I liked Programming, creating things, seeing 'things working'. After the course I was sure that it would be the profession for my future.

**Taiane Nascimento da Silva,
former IOS student.**

(4) Until 2019, IOS had as a strategic front of action the "Social Technology", responsible for the multiplication of the IOS methodology aimed at free vocational training and employability of students in a location, in partnership with partner social organizations. However, due to the Covid-19 pandemic, this front lost priority within the operations of the partner organizations (hubs) and in IOS coordination. In the Strategic Planning 22-24, IOS management will define a new scope for the dissemination strategy and outreach of the Institute's methodology. In this context, Social Technology will not be presented, in this report, as a strategic front of IOS' operations.

for training in this segment, all in a language connected to young people.

In Professional Training, IOS has three different formats⁵:

- > **Free Professional Training** – free courses for young people and people with disabilities, developed by IOS, financed by public and private sponsors.
- > **On Demand Professional Training** – courses developed in a customized way, with partners that have specific demands, such as, for example, themes related to their business and/or social responsibility strategy or serving diverse minority groups.
- > **IOS Apprenticeship Program** – IOS is a Training Institution of the Ministry of Labor and Social Security's Learning Program and, thus, offers the theoretical training that fulfills the necessary workload in the young apprentices' trainings.

Learn more about the Institute's Training Courses, in the Results and Social Impact chapter.

(5) Until the Covid-19 pandemic, IOS operated on four fronts, adding here the Social Technology, a course model applied by social organizations that are partners of the Institute, aiming to multiply the Institute's methodology in different locations. However, in view of the results obtained until 2021, the Institute chose to redesign the model, in order to improve its performance.

Social Opportunities

The Educational team offers support to young people, during and after the course, to promote their employability, the continuation of their studies, or the creation of entrepreneurship paths.

Employability: through IOS Opportunities Center, students are recommended for formal job openings, such as internship, young apprentice or permanent positions. IOS supports the employer partners in an initial recruitment in a distinguished manner, seeking students who, in addition to meeting the requested technical requirements, have the behavioral profile compatible with the position and the culture of the partner company.

In addition to indicating the already trained students to the world of work, IOS guides the students on how they should seek opportunities on their own, so that they can build independence, essential for their professional life.

Entrepreneurship: in the classroom, the entrepreneurship theme is addressed in several ways, be it through

2. IOS

intrapreneurship, by encouraging the creation of their own businesses, or by developing their families' businesses.

Continuity of studies: IOS' Access to Higher Education Program articulates partnerships with universities, in several models (either by student demand, via corporate sponsorships or exclusive scholarship programs coordinated by the educational institutions), to support students interested in attending college in the achievement of full or partial scholarships or different financing models.

Simultaneously, the IOS Opportunities Center team works to find internships for these students, while the Pedagogical team follows up on the social and mental health demands of young people and people with disabilities, contributing to their permanence in higher education courses.

Educational Structure

The Educational area of IOS is responsible for the strategy and operation of Professional Training and inclusion of students in Social Opportunities. This area is comprised of a large back office team and a classroom team, composed of technology instructors, pedagogical teachers (responsible for Portuguese, Math and behavioral classes) and monitors. The team is segmented into five action pillars:



Educational Coordination



Administrative and Networking

Operates in 3 fronts:

Secretariat: service, benefits operation (VT, VA, CHIP), enrollment, student selection, issuing documents, certificates, report cards, etc.

Administration: KPI's, system, enrollment, materials logistics, social technology administration, room map, volunteering, events, etc.

Networking: responsible for publicizing enrollments and relationships with schools.



Content

Course development is carried out internally by the Content team, with the objective of uniting the teaching of current job market tools and practices with a language that is aligned to the young people's context.

This is the pillar responsible for creating content and assessments, workbooks, training tracks for students and teachers, and management of the teaching platform for all courses.



Educational Coordination



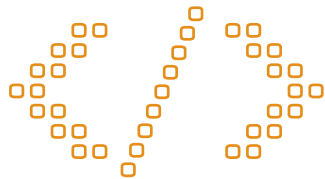
Pedagogical

Ensuring the teaching-learning process is the mission of this team, which is responsible for the pedagogical supervision (leadership) of the SP teachers and, in the BR team, takes care of the team's technical training, classroom supervision, methodology, didactics, inclusion, serving the students, families, etc.



Psychosocial

Made up of social workers and psychologists, this team works to safeguard the rights and mental health of the students. The team is organized in 4 axes of action: assistance/ referrals; intervention projects; coordination with the social welfare network; records and indicators production.





Educational Coordination



Opportunities

It is the team that carries out the entire employability operation [resumes, selection processes, mapping], as well as system management, indicators production and monthly monitoring of the annual target. It is also in charge of managing the apprenticeship program, together with students, companies and the Ministry of Labor. The operation of the PIAES is also under this team. This pillar acts mainly at the moment immediately after the conclusion of the Professional Training.



The action pillars are made up of teams that relate to the various areas of IOS and thus ensure the implementation of the Free Professional Training projects, On Demand Professional Training and IOS Apprentice Program. The Branch Coordination is cross-cutting to these pillars, with local face-to-face action for the Opportunities and Psychosocial areas, and remote in the other pillars.

Student Profile

The public served by IOS is composed of young people aged 15 to 29 years, who are attending or have completed high school (preferably in public schools), and people with disabilities from 16 years, with no upper age limit.

IOS' mission is to offer professional training, support the search for opportunities for students to join the world of work and contribute to their professional growth.

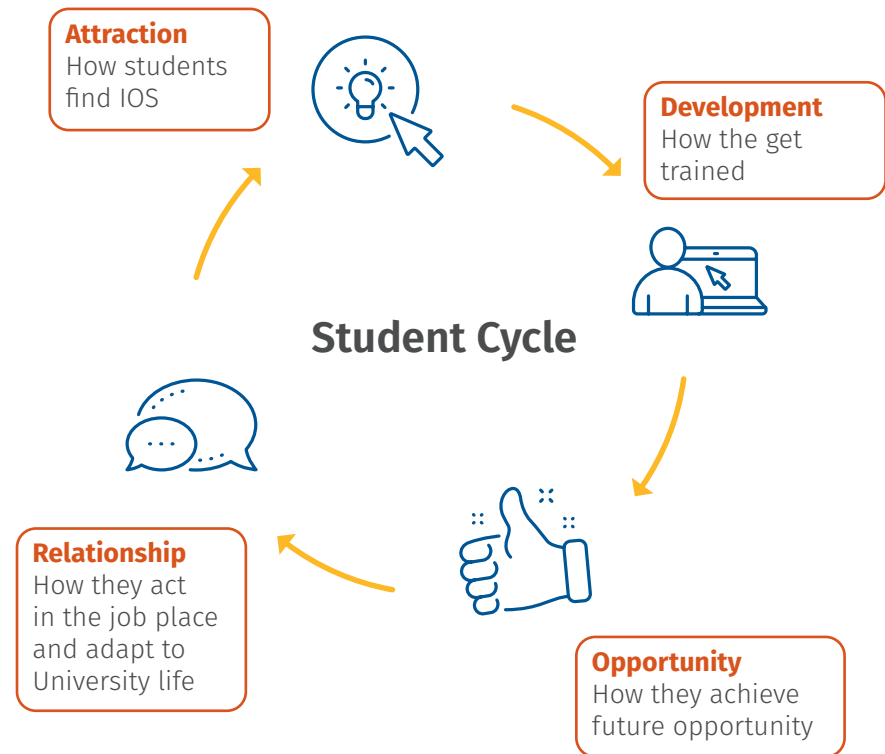
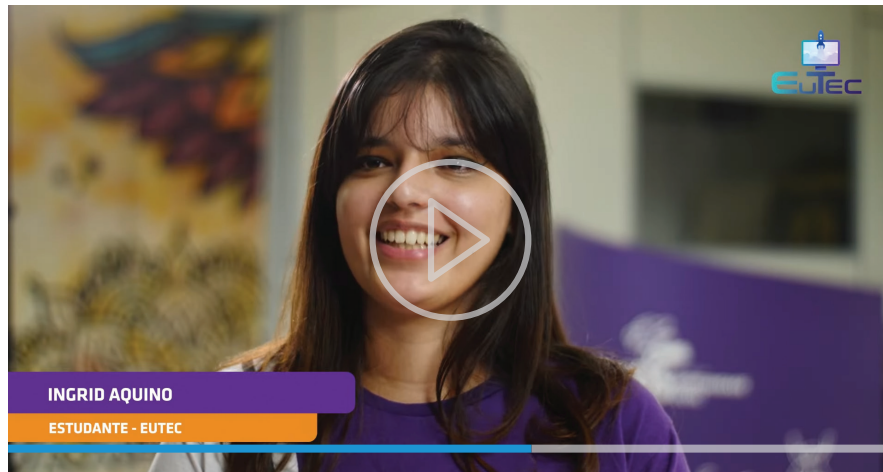
By 2021, the number of students served had resumed, reaching a total of **2,623 trained students, a number 84% higher than in 2020**, when IOS, not unlike other institutions, had been taken by surprise by the Covid-19 pandemic.

Diversity

The appreciation of diversity is a core part of the IOS' operations. In order to closely monitor its students, the Institute monitors vulnerability and representativeness indicators, always with inclusive proposals and a lot of exchange, respect and tolerance among students, teachers and other professionals of the Organization.

As a highlight for 2021, it is possible to point out the 70% growth in services to people with disabilities compared to 2020 and 267% compared to 2019. This increase is due to the greater number of On Demand Training Projects, a strategic front of the Institute that works directly with professionals in the human resources and Diversity & Inclusion areas in companies.

Another highlight in 2021 was the Web Development course, held in partnership with BRASSCOM, as part of the EuTec Program. The course had 25 girls enrolled, 19 of whom were self-declared black. The incentive to include women in technology, a profession traditionally stigmatized as male, has been valued and sought after by companies. Learn more at: <https://bit.ly/37FXITD>.



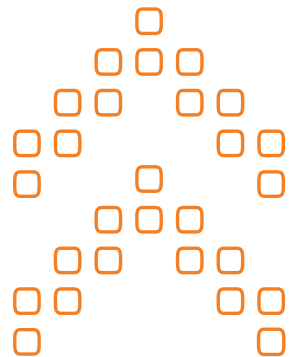
The relationship with students takes place from the moment they enroll, until they reach a job opportunity, a college placement, or define a path to entrepreneurship. Every year, the Institute promotes new interactions for each stage of this relationship.

2. IOS

In 2020 and 2021, specific actions have been designed in response to the social demands generated by the Covid-19 pandemic:

Attraction

The stage of publicizing all available courses takes place through actions carried out via social networks, press relations, face-to-face publicity in schools and places close to the service units. There is liaison with school boards, schools, social groups, councils, secretariats, social assistance network, among other partners. The interested parties register on the IOS website and, once selected, go to the service unit to enroll, which requires the delivery of documents proving age, education, residence, and family income.



New Features in 2021: as face-to-face coordination remained limited, the teams carried out more digital actions focused on social networks, including Facebook and Instagram, WhatsApp groups, and also involving former students as multipliers on YouTube, using explanatory videos about the courses. The coordination with schools occurred through virtual meetings, telephone contacts, sending online and printed materials to principals and teachers in the regions where the Institute operates. Contact was made with IOS relationship professionals, pedagogical coordinators and teachers, who mobilized their students, as well as by approaching youth social groups, social assistance network and community associations. The registration phase, which previously took place in person, migrated to the Institute's website. Learn more about the strategies for student coordination and activation on page 52.

Development

During the course, the student learns the technical content related to the chosen course, as well as communication and expression, mathematics and behavioral skills. Throughout the course, individual assessments are made and, at the end, the preparation of a course conclusion paper.

New Features in 2021: face-to-face interactions did not take place in the first semester and, in the second semester, IOS offered semi-attendance courses in some São Paulo units. The live online meetings of the training courses were held using the Google Meet platform - a friendlier tool for students to access via cell phone or computers with more limited configurations -, with activities in IOS' Moodle, the Distance Learning platform managed by the Institute's Content team. Learn more about the courses on page 66.

Opportunities

After completing their training, the objective is to support students in their search for opportunities that will favor their professional development, through referral to the world of work, in internship, apprenticeship or permanent positions. The Institute also fosters entrepreneurial initiatives and develops partnerships with universities and teaching centers, as a way of encouraging students to continue their studies.

New Features in 2021: employability continued to be a challenge for all young Brazilians, and the IOS Opportunities Center team continued the "Emergency Employment" action, which listed students who needed to generate income for their families more urgently, and understood their interest for operational jobs, with easier hiring during the pandemic. Having their names in hand, the team then made referrals of students to partners with opportunities. Learn more about the employability strategies on page 75.

Relationship

In order to actively maintain its opportunity ecosystem, IOS keeps in touch with former students, throughout the first three years after completion of their training. This relationship supports those with placement difficulties and the students' participation in higher education. The initiative is also important because they act as multipliers of IOS' mission, even contributing to the development and employability of new students in the companies where they work.

New Features in 2021: IOS offered free openings in the IOS Apprentice Program (mandatory theoretical training of Professional Learning Programs) to companies that select young people trained in IOS free courses. The Institute expanded the partnership with other institutions, fostering the employability of students trained in IOS free courses.

Student support in the pandemic

IOS Education, segmented into strategic and specialized pillars, comprehensively monitors the students. During the Covid-19 pandemic, the Institute's professionals acted in various ways to provide educational and psychosocial support to students, even if often at a distance. Specific projects were developed to welcome students and teachers, who also endured many challenges during the two-year impact of the pandemic. Learn more about the actions of the educational pillars on page 55.



How IOS creates value to society

Stakeholders

How IOS creates value to the public
Action Overview 2021

Young people,
people with
disabilities and
their families

Professional qualification

2,623 students trained

Diverse and accessible courses and contents

Online and semi-presential courses in Administration and Technology.

Topics: Web Programming, Administrative Management, Business Management, Customer Service, Infrastructure and Networks, IT Support, Computer Assembly and Maintenance.

Psychosocial care

- > 1,080 direct assistances by the Psychosocial team.
- > 845 hours of care.
- > Mapping and monitoring of cases and/or suspicion of Covid-19 among IOS students.

Higher Education

15 students supported in entering higher education.

Employability

- > 11,410 students employed in 2021.
- > Average salary of R\$1,123.19 for employed IOS students, increasing family income.

IOS employees

Income Generation

- > 103 employees.
- > R\$7.3 million in personnel expenses.

Engagement and Participation

- > Educators' Committee.
- > Live broadcasts with Management for coping strategies and information about the pandemic.
- > Home office performance with successful deliveries.

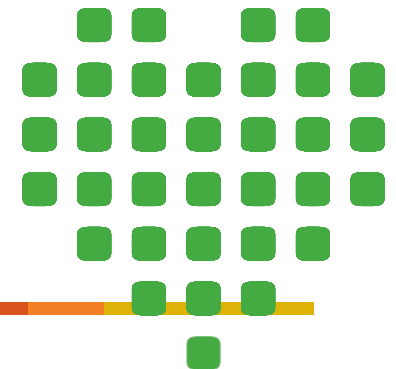
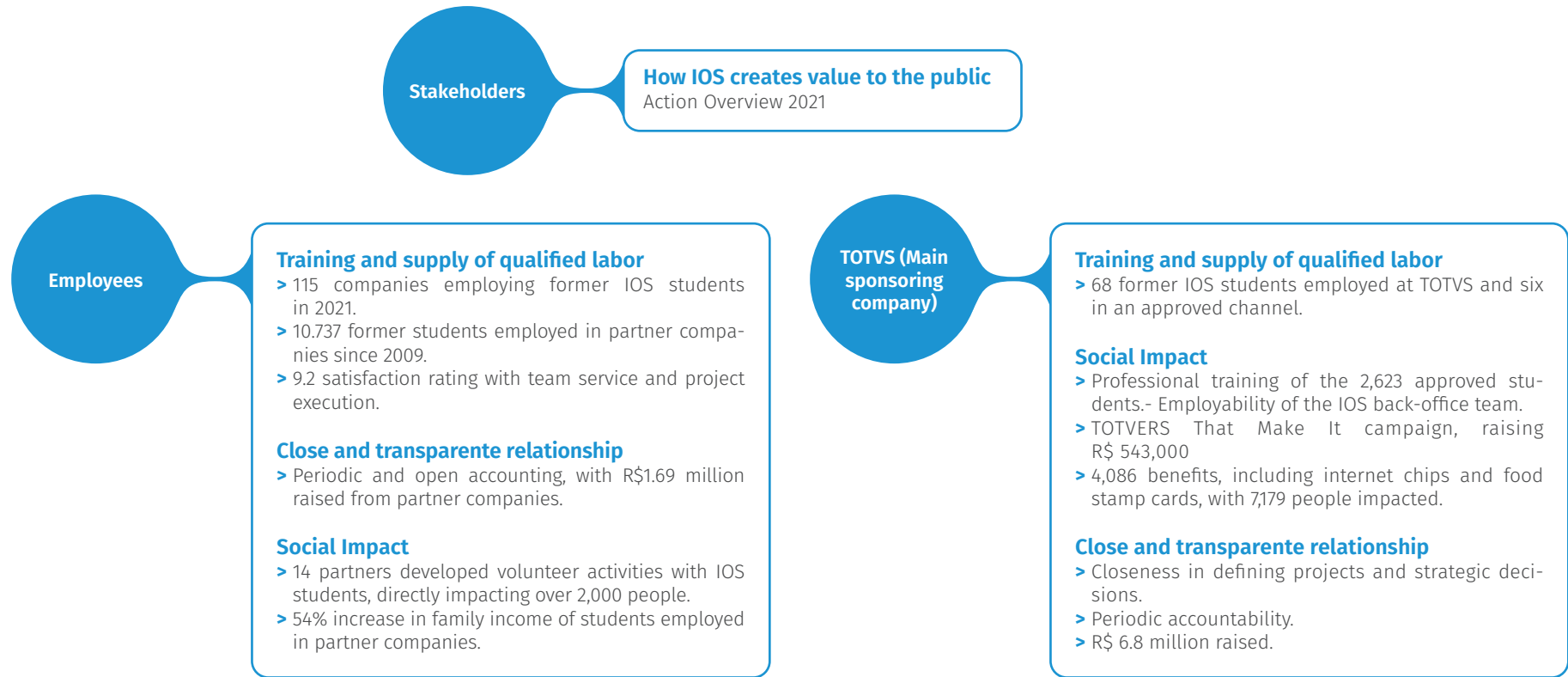
Society

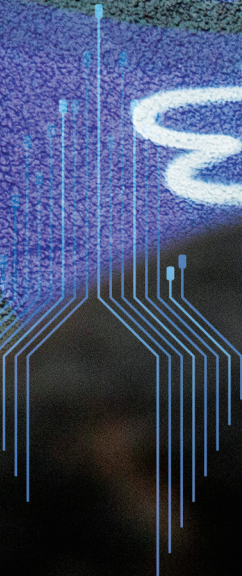
Training and employability of young people and people with disability

1,410 employed former students, in a context of 31% unemployment among 18- to 24-year-olds and 44% among 14- to 17-year-olds.

Social Impact

- > Over 30 partnerships with public agencies, among the municipal, state and federal spheres.
- > Public agreements raised R\$ 1.3 million, an amount reverted to training and employability.
- > About 6,000 people impacted by donations related to food, health, and infrastructure.







3. RESULTS AND SOCIAL IMPACT

In this chapter, you find:

- Goal Tracking
- Professional Training – action fronts, courses, and results
- Opportunities and Social Impact – KPI's and how the Institute impacts its students' lives

Goal Tracking

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



My fondest dream is to be hired by a big company, to get a good position, and to do my best on a daily basis so that I can repay my family for everything they have already done for me.

Giulia Valentim, former IOS student



Since 2014, IOS' Annual Sustainability Report presents the Institute's planning, segmented by relevant themes and their strategic fronts impacting on the Organization's operations, with future commitments and performance achieved during the year.

Such continuous monitoring is crucial for the Report to be a tool for managing indicators and transparency in the results and use of resources raised with public and private bodies.

In 2020, IOS created a special status for the planned goals, called "Pandemic Redefined Goal", since at that time, the Institute initiated the process, the activity related to the goal in point, but that needed to be redesigned, due to the impossibility of being run due to the pandemic.

In 2021, this status ceased to exist, because the plan for 2021 already considered the Covid-19 pandemic as a macro factor that would impact IOS' performance.

3. RESULTS AND SOCIAL IMPACT

Check the status of the 2021 goals and IOS commitment for 2022:



Institutional and Corporate Governance

2021 Goals



1. Promote the election and renewal of IOS Board of Directors and Executive Board, taking into account the end of the term of the current management.

The new Board of Directors and Executive Board were elected on June 22, 2021 and three meetings were held with the Advisory Board, two meetings with the Supervisory Board and five meetings with the Executive Board in the year 2021. For 2022, groups of IOS managers and coordinators were defined to follow monthly meetings (with the Executive Board) and bimonthly (with the Board).



2. Develop Strategic Planning for the next three years, considering social innovation as the main guiding feature.

With the support of Consultoria D'Gestão, the team of Leaders, Coordinators, Managers and Superintendent of IOS conducted the Strategic Planning process, engaging other team members, research with stakeholders and a lot of sector and market studies to define IOS' paths for the next years of the Institute.

2022 Commitments

1. Disseminate IOS' new mission, vision and purposes, defined in strategic planning, to all stakeholders of the Organization.

2. Define projects for IOS strategic macro-actions with a timeline between 2022 and 2024.



Not achieved



Partially achieved



Achieved



Financial Balance and Fundraising

2021 Goals



1. Ensure IOS' financial sustainability.

IOS increased its fundraising by 20%, via direct funding from sponsors other than the main sponsor, in relation to the previous year.



2. Expand the fundraising and resource mobilization opportunities portfolio, in both sectors: Government and Companies.

In the realm of companies, IOS received new partners, such as GitHub, Localiza and Banco ABC. On Demand Training projects for People with Disabilities were carried out in partnership with BRF, Coca-Cola FEMSA and Carrefour. In the governmental sphere, projects were won via the Municipal Program of Support to Cultural Projects (PROMAC), a city of São Paulo fund related to culture, with tax incentives from ISS and IPTU.

2022 Commitments

1. Seek opportunities for international resource mobilization.

2. Expand the fundraising and mobilization portfolio with the different sectors of the economy (public and private resources).

3. Effectively raise public funds with the funds for childhood, adolescence and culture, in the territories where IOS operates (where there are open public notices).



Not achieved



Partially achieved



Achieved



3. RESULTS AND SOCIAL IMPACT



Financial Balance and Fundraising

2021 Goals



3. Seek opportunities for international resource mobilization.

As the Institutional Relations team focuses on attracting investments from global funds and donations, IOS has increased its international fundraising by 13.9%, which in 2021 will represent 64% of total direct fundraising.



4. Provide a better experience and relationship with partners, through engagement actions with the IOS cause.

Volunteer actions were expanded and structured in 2021. Participation in the IOS podcast, in virtual events for students (Pausa para o Cafezinho) and in TCC and career mentoring were some actions that enhanced the engagement of employees of partner companies with IOS students. As a result, IOS was one of the winners of IBM's global volunteer award.



Not achieved



Partially achieved



Achieved



Communication and Institutional Visibility

2021 Goals

2022 Commitments



1. Develop Communication strategy with key IOS stakeholders.

The area was divided into communication pillars, with distinct strategies for relationships with different audiences. Such segmentation occurs from IOS channels - Facebook and Instagram with a focus on students; LinkedIn, Podcast Acontece no IOS with a focus on partner companies - to the materials developed serving the internal areas, events in which IOS participated and defined budgets.

1. Create national and international institutional communication strategic actions with the objective of bringing new partners to IOS, making the Institute better known and recognized.



2. Produce a new institutional communication package – presentations, videos and Podcast.

Two institutional presentations were developed, being materials that can be adapted by IOS teams according to their needs to tell about the Institute; three videos with different focuses of relationship with potential partners and dissemination of IOS' work; the Podcast got a new identity and format with interviews in all editions, generating important content for partners and greater visibility, even with fewer editions performed.

2. Develop an Integrated Communication Plan with online, offline actions, digital media, and integration of IOS channels in order to achieve 100% occupancy of IOS classrooms.



Not achieved



Partially achieved



Achieved



3. RESULTS AND SOCIAL IMPACT

Communication and Institutional Visibility

2021 Goals



3. Support the IR area in creating fundraising campaigns for lead generation and On Demand professional training projects.

The Communication area developed institutional and specific materials for public notices, as well as the campaign "Donate a Future. It's free." However, the marketing automation process is scheduled to begin in 2022.



Not achieved



Partially achieved



Achieved



Offering Opportunities for Trained Students

2021 Goals



1. Resuming the employability rate before the COVID-19 pandemic, supporting the employability of 1,400 students.

The strategy of free learning was maintained for companies that hired former IOS students, The teams focused on Opportunities directed efforts in partnering with other social organizations that work with learning by referring former IOS students and advertising various vacancies in the communication channels with former students. In addition, students searched for vacancies on their own following the IOS guidelines in the workshops and interventions during the course.



2. Define distinctive strategies to support the employability of minors.

With the pandemic, companies have opted to hire young adults, considering the work model practiced, home office.

2022 Commitments

1. Support the employability of 1,500 students, increasing the number of employed students by 6% in 2021.

2. Define strategy to support employability of underage youth.

2. Offer at least 30 opportunities for former students to enter Higher Education, with more accessible financial conditions and individual support from IOS team (in the selection process, in academic issues and in the retention in courses, seeking to reduce dropout).



Not achieved



Partially achieved



Achieved



Professional Training and Beneficiary Service Models

2021 Goals



1. Restructure the existing courses in IOS portfolio, to adapt to the educational universe that is designed post 2020 (online model, greater deterioration of public schools, worsening of the educational crisis, with the prediction of alarming indicators in high school dropout rates).

In 2021, a catalog of courses was prepared, considering the updates resulting from pandemic scenarios and educational demands.



2. Expand the social service model for students to the branch units (Belo Horizonte and Joinville and Rio de Janeiro), pursuing greater coordination with the social assistance network of each territory.

In the second semester, social workers were hired for IOS branches, expanding the psychosocial care model.

2022 Commitments

1. Develop a program to bring IOS closer to public high schools, in order to expand the opportunities for attraction and engagement of young people for topics such as professional education and inclusion in the world of work.

2. Review, implement and multiply the student learning cycle in all IOS Units, considering the available training tracks.



Not achieved



Partially achieved



Achieved



Development and Human Relations

2021 Goals



1. Invest in training, tools, and methodologies that enhance the performance of the employees in the home office work model, and that support the Leadership in the follow-up and development of these professionals.

Thinking about team development, IOS offered to continue the academic subsidy program for 1st graduation of employees, and also began the Condeca Training Program for the SP team of teacher(s). Bearing the Home Office in mind, a program was implemented from June to November, with nutritional, psychological and labor gymnastics services, to boost the team's performance. It is worth mentioning that in 2021 the team's performance cycle was also resumed, with mapping by means of an IDP (Individual Development Plan).



2. To apply the organizational climate survey, seeking inputs for the development of relevant programs with employees.

The Climate Survey was conducted with 93% adhesion of employees, reaching 100 respondents. The professional satisfaction level with the Institute improved, considering the response "satisfaction above expectations", which went from 28% in 2019 to 32% in 2020 and 33% in 2021.

2022 Commitments

1. Invest in employee specialization to enhance and support the development of these professionals.

2. Enhance the Diversity and Inclusion Program within IOS.

3. Training of the HR team with relevant themes, in order to enhance the support of the HR area to the Leadership and other IOS employees.

4. Continue developing strategies through existing communication programs and/or the creation of new ones, in order to maintain a close relationship between the leaders, their teams and other teams in the IOS Team.



Not achieved



Partially achieved



Achieved

3. RESULTS AND SOCIAL IMPACT



Development and Human Relations

2021 Goals



3. Develop actions that favor inclusion and diversity themes within IOS.

The D&I Committee was created, with monthly workshops on Fridays, where in some cases we had the presence of external people who were invited to chat with the Team, and in others, where people from IOS Team brought their experiences on this topic. In 2021, a partnership was closed with the LGBT Forum.



4. Create communication programs to generate closer ties between the leaders, their teams and the other teams in the IOS Team.

Live broadcasts were conducted to multiply strategic decisions, generating closeness and more space for clarification of doubts. The "Coffee with the Leader" was resumed, where every month a pair of leaders presented themselves to the IOS Team, and shared their stories, emotion ran wild. However, partially achieved, because there is the intention to evolve in this closeness with the Team.



Not achieved



Partially achieved



Achieved



Technology & Processes

2021 Goals



1. Deepen IOS' digital transformation process by proposing the development and/or implementation of new technological solutions.

The candidate approval page on the website was developed, integrating it with Protheus for the automatic creation of students. Deployment of a new CRM software (Zendesk Sell), more modern and integrated (for example, with Office 365). Deployment of an e-commerce for online events. Migration from Protheus to TOTVS Cloud as part of the cloud computing strategy.



2. Disseminate the use of BI (Business Intelligence), via Power BI, as a tool for strategic vision of the indicators and performance of IOS' different areas.

Disseminate the use of BI (Business Intelligence), via Power BI, as a tool for strategic vision of the indicators and performance of IOS' different areas.

2022 Commitments

1. Dissemination and strengthening of the Data Driven culture via training and dissemination actions about the importance of data in decision making and the development of new dashboards, such as the Educational dashboard and the automation of the Project Lighthouse.

2. Digitization and automation of business processes via business flow development, chatbot deployment, and integration of Zendesk Support with WhatsApp to serve students and applicants to the Institute's courses.



Not achieved



Partially achieved



Achieved

3. RESULTS AND SOCIAL IMPACT



Technology & Processes

2021 Goals



3. Formally adapt IOS processes to the LGPD (General Data Protection Law).

The privacy policy and consent form for applicants and students on the online application form, the donation page, cookies on the site, and the use of Fluig by IOS employees were developed and made available.



Geographic coverage and outreach of IOS publics

2022 Commitments

1. Deploy a new IOS Service Unit in the Northeast region of Brazil.

2. Develop a Brazil expansion program, increasing the number of young people benefited.



Not achieved



Partially achieved



Achieved

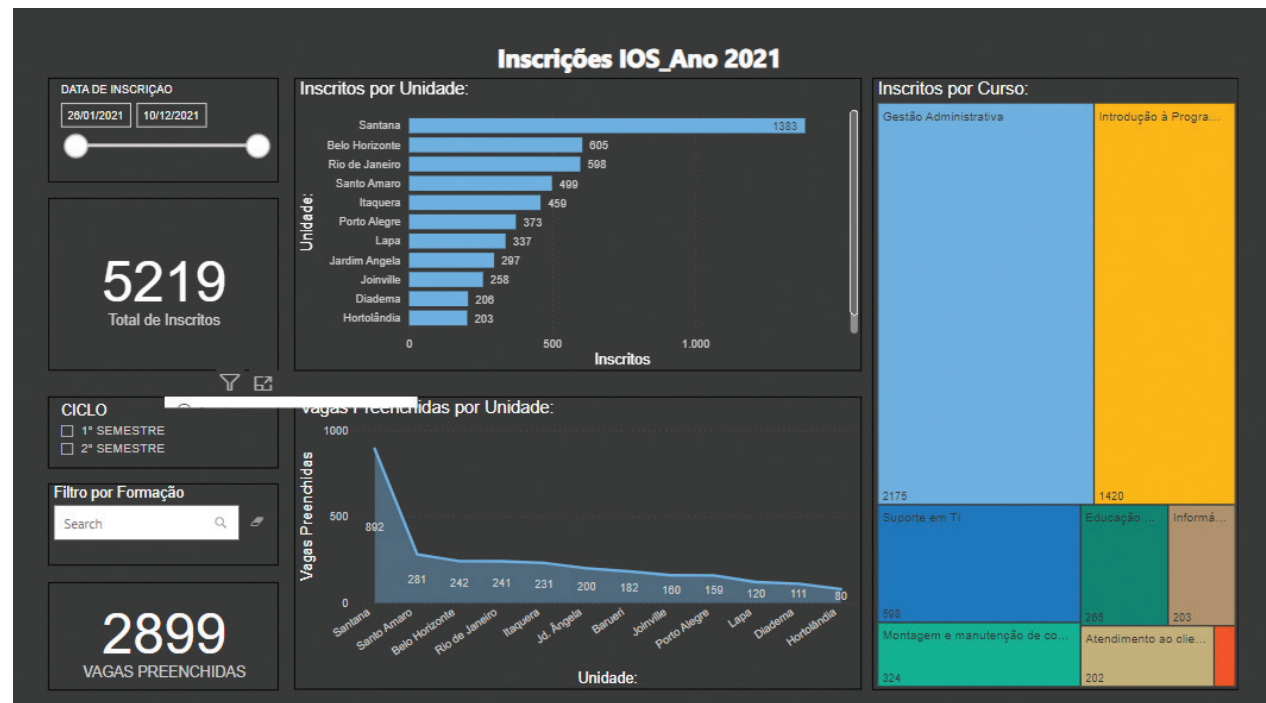


Professional Training

2021 Results

1. Attracting Students

To ensure that the classes are filled and to support the regaining of student numbers, IOS publicizes the enrollments, through networking and the Institute's Communication area, with face-to-face and online activation actions, strategic meetings to present IOS, content development for social networks, press and internet, making a 360° performance to take its training to more and more people. The enrollment period had a dashboard to monitor enrollment numbers in real time, by cities, courses, age group, education and family income, which directed specific actions of the coordination and dissemination teams. Check out the model below:



An example image of enrollment during the advertising period.

1.1. Coordination for room occupation

IOS posters and flyers were distributed to the teams of all units of the Institute, in São Paulo and branches, responsible for the coordination in each territory where the Institute operates. The face-to-face coordination occurs through visits to partners that host the units of the Institute, public schools mapped by IOS students and former students, Reference Centers for Social Assistance (CRAS), health units, neighborhood associations, social organizations, churches, supermarkets and other commercial establishments that have geographical proximity or influence on the target audience of IOS training.

It is worth noting that the Psychosocial pillar team developed, for the second semester 2021 enrollments, an important role in the coordination with the social welfare and health networks, to publicize training and attract students. In all, 253 contacts were made in all regions where IOS - SP operates and branches.

To develop coordination to attract students, IOS has a team dedicated to this theme for the city of São Paulo and Greater São Paulo, since in this region the Institute has six service units and about 50% of the openings in its courses. The actions planned and carried out in São Paulo are adapted to happen in the Branches.

Noteworthy, in SP meetings were held with five education boards, which coordinate education and training work with state schools in the municipality. The Institute has kept a close relationship with the education boards, which is vital, as it gets closer to the school principals and teachers, allowing the sending of dissemination kits, the carrying out of online meetings, conversation circles, and face-to-face lectures at all times to promote the courses offered.

It also had contact with the Racial Equality, Youth and Housing Departments, as well as the Sub districts that house the Institute's service units, which disclosed IOS on their websites, their social networks and in their visual communication actions in person.

The Social Organizations Jeame and Resgatando Vidas, the SEBRAE Zona Norte Social Network and the Rede Social Zona Norte Social Network also supported IOS, disseminating to their beneficiaries and family members, in all their channels. Another partner for publicizing IOS courses was the São Paulo Subway, which allowed 70 posters to be displayed in all stations.

In the service unit IOS Jardim Ângela, located within the social organization Santos Mártires, a project was conducted with social assistance professionals linked to the partner, in which IOS offered a mini course on Excel. This action supported the dissemination

3. RESULTS AND SOCIAL IMPACT

about IOS and contributed so that these professionals could improve professionally, fostering a legacy for the local community.

1.2. Promotion of Courses

With a dedicated Communication team, responsible for creating promotional materials and managing the social networks' content, as well as the relationship with the press, significant advances in engagement and attendance on the networks were achieved in 2021.

Overall, the total number of posts made on the different channels was three times higher than in 2020. The average monthly publication on Instagram was 74 posts, totaling 893 posts in the year, and our profile reached an average reach of 85 thousand (the number of times the profile was shown), with 7.7 thousand monthly views. On Facebook, the average content production was 24 posts per month, and the webpage had an average monthly reach of 19.4 thousand views.

The number of enrollees in IOS profiles also increased: on Instagram it reached 54% growth in 2021, reaching the 5.6 thousand followers mark. On Facebook, it reached 20,000 followers, a 7% growth in the year.

The IOS channel on YouTube, which in 2020 was used by the Educational team for the Institute's classes in the first

semester, proceeded as support for the behavioral content of IOS, being the channel for volunteer lectures on Fridays throughout the year, in the Pausa para o Cafezinho (Coffee Break) program. The number of followers grew 31%, reaching 3.5 thousand.

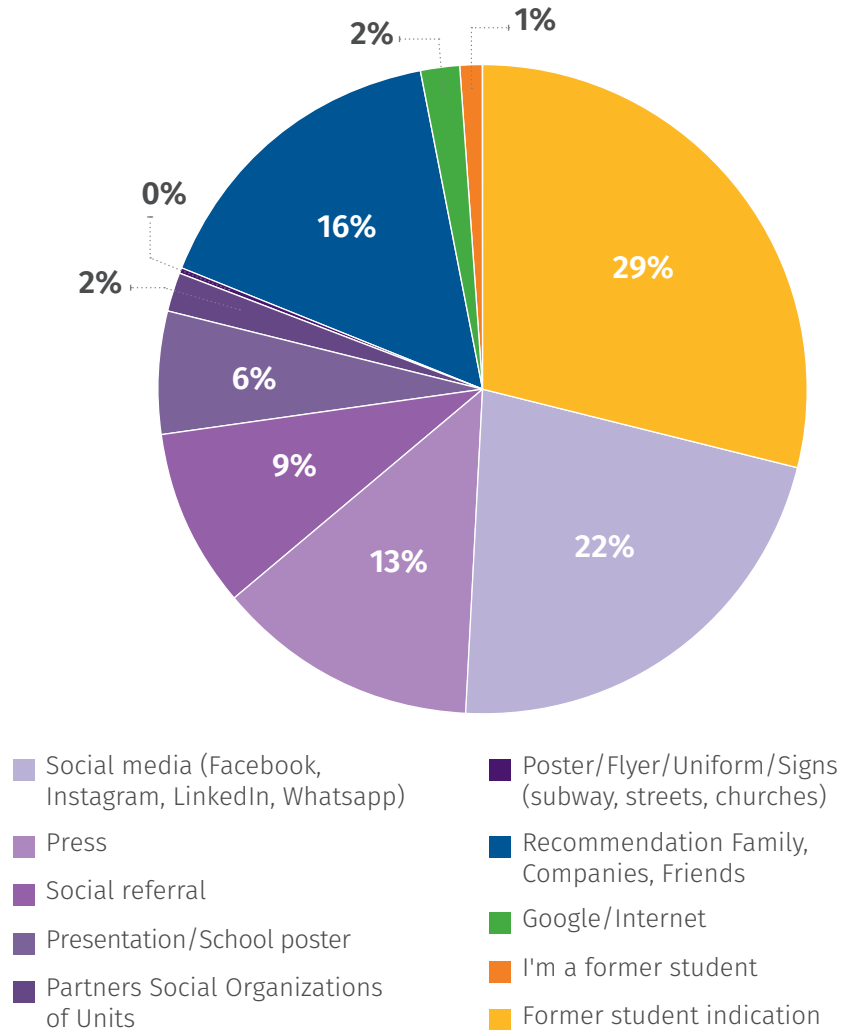
The number of press publications had an increase of 39.5%, reaching 420, being the agenda that grew most related to institutional disclosure, which supports the dissemination of the Institute and the increase in enrollment (+517.6%).

WhatsApp was also used, through the creation of cards about the courses and stickers encouraging prospective students to enroll in IOS Training Courses. The Educational team, as a whole, triggered these materials to former students, who always contribute diligently to multiply IOS dissemination, bringing their referrals to the Institute.

All advertising directed potential students to the Institute's new website (learn more on page XX), launched in January 2021, where they could choose the course, the unit, the time, and include all the necessary information for enrollment.

With all these efforts, IOS conquered more than half of the enrolled students: 58%, who got to know IOS and the enrollments through communication and coordination.

How did you find out about IOS?



1.3. Online enrollment in IOS courses

In 2021, IOS improved some processes that were digitized in 2020, in a swift manner in the face of pandemic, starting with the restructuring of the enrollment flow for the Institute's courses. With the launch of the new website by the Communication and Technology teams, an enrollment section was created (www.ios.org.br/inscricao), aimed at simplifying the internal processes, with online candidate approval and integration with IOS' school management system, where the information filled in by candidates were automatically directed to the Institute's database.

2. Pedagogical Supervision

In 2021, pedagogical supervision was carried out in person in the first semester and online in the second, in order to get to know the students entering the courses. This monitoring was carried out in all SP service units and branches.

In addition to the role of classroom monitoring, and support to the teachers' team, the team's work was also important to deal with a scenario in which most of the young people were still in high school and needed to take school classes in an online format as well. As a result, the students were dealing with issues of concern, such as mental exhaustion, due to the struggle to reconcile all their activities remotely.

3. RESULTS AND SOCIAL IMPACT

At that time, professional training was not a priority for these young people, because they needed to pay attention to basic issues in their homes, such as income generation, adaptation to the online class format in schools, support in taking care of family members so that others could work, besides the health issue itself.

The support given to the students on issues related to teaching, and to the teachers, on pedagogical demands, was the great advantage for the achievement of the positive results obtained by the Institute. The qualitative was fundamental. Analyzing the recovery results, in a totally contrasting scenario, when compared to that experienced by the public school (with historical dropout rates), it is necessary to highlight that IOS' actions, added to the team of professionals and structure that the Institute has, made these deliveries possible.

This structure allows each student to be seen in an individual way, just as all the social issues around them are carefully considered, with customized service, which contributes to generating a positive social impact for IOS' work.

Highlights in the period were:

- > 49 hours distributed among workshops and pedagogical training;
- > 76 hours of monthly meetings for work orientation, welcoming and providing guidance on teaching methodology and teaching methods;
- > 177 hours of class support, workshops with students, and help with specific learning needs;
- > 107 hours of in-class monitoring in person;
- > 70 hours of online classroom monitoring.

Pedagogical meeting

Held periodically, the pedagogical meetings aim to exchange experiences and share information about each team' routines in the classroom. During the meetings, teachers are also given guidance, and the professionals are welcomed and supported.

Aid Offering

Food vouchers and cell phone chips were given to all students who indicated the need for this type of assistance. We also provided transportation vouchers for part of the

students, whose requests were evaluated by the Educational Administration and Coordination area.

Supporting Young People in Higher Education

The Opportunities team works in partnership with the Pedagogical team, monitoring students who are in college, holding meetings and providing individual assistance.

Our Educational Psychologist welcomes these young college students in their emotional and learning needs.

The Opportunities team supports the entire paperwork process (enrollment, administrative issues, meeting the need for transportation vouchers, etc.).

3. Psychosocial Follow-up

IOS' psychosocial team is made up of Psychologists, Social Workers and Social Work Interns. The team responsible for this pillar served all the service units in São Paulo and replicated its work in the branches.

In 2021, IOS hired three social workers, one to work in Belo Horizonte, one in Joinville and one in the Rio de Janeiro branch.

The work of the area happens through broad monitoring,

which takes into account personal issues, playing an especially important role in serving young people, as shown in the dropout rates and the performance of the students who finish the course. All these points are directly linked to the learning process of young people, and its relevance is increasingly recognized and valued by young people themselves. Challenges in meeting the psychosocial demands in the face of the pandemic continued to arise in 2021.

The hardship scenario faced by young people and their families became even more complex, and was further aggravated by family, social, psychological, and financial demands. There were many people facing extreme vulnerabilities, which required even more effort, considering that distance was also a challenge, so that the team could map these needs and support them.

All these issues meant that learning was not the priority for many young people, which made the role of psychosocial care crucial, so that it was possible to reach students and promote quality care, returning to 2019 levels.

According to the Youth Atlas, in the survey "Youth and the Coronavirus Pandemic," 30% of young people consider psychosocial care for the entire school community as one

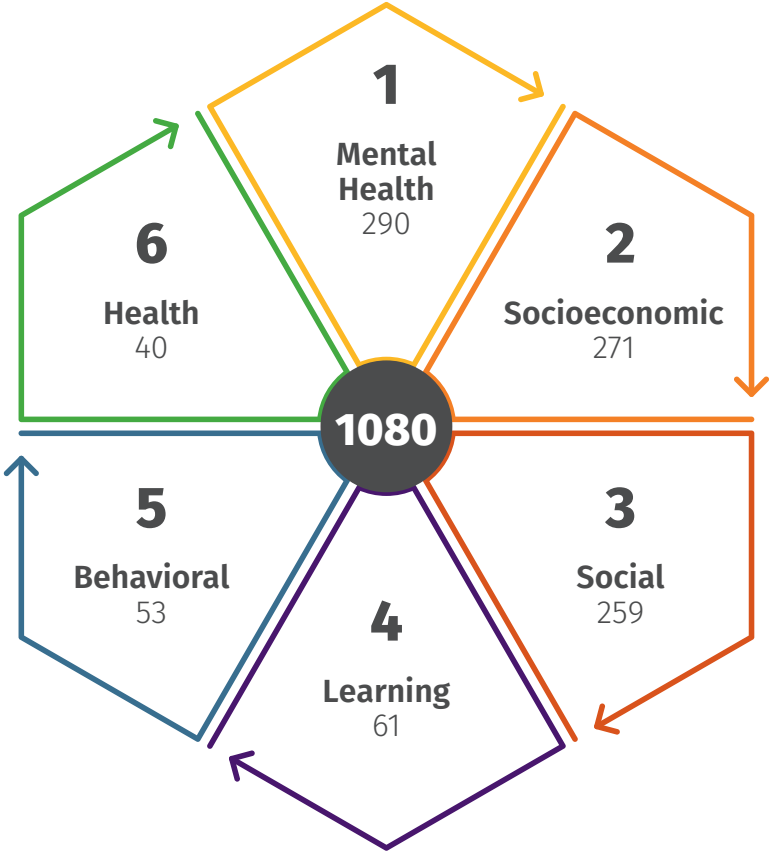
3. RESULTS AND SOCIAL IMPACT

of the priority actions for public and private educational institutions to help young people deal with the effects of the pandemic in education.

Psychosocial care and demands		
2020	2021	Growth
518 consultations	1,080 consultations (845 hours)	108%
Socioemotional (197 consultations)	Mental Health (290 consultations)	128%
Socioeconomic (119 consultations)	Socioeconomic (271 consultations)	128%
Social (62 consultations)	Social (259 consultations)	318%



3.1. Main demands for assistance



- 1 Emotional issues and mental disorders, understanding mental health as a biopsychosocial element.
- 2 Deficiency or lack of fundamental elements, such as social rights and income, that may hinder and/or limit the family unit's conditions.
- 3 Social orientation to enable and guarantee rights.
- 4 Learning difficulties.
- 5 Behaviors and how to deal with different types of situations, including for insertion into the world of work.
- 6 Difficulties, gaps, or needs in accessing health care.

3. RESULTS AND SOCIAL IMPACT

3.2. Main intervention projects

Apart from assisting and monitoring students, the psychosocial team has developed several socio-educational projects, in order to promote the critical expansion of relevant contemporary issues for the development of young people who are entering the labor market. Check them out:

Sharing knowledge, affirming stories: project developed in 2021, focused on IOS teachers, with the objective of supporting the team to identify social demands in the classroom, in addition to supporting professionals to deal with their individual issues, in the face of these demands. This project empowered the teacher to understand the various questions brought by young people, as well as to share their doubts and fears, being widely welcomed by the psychosocial area.

Truth or Fake News: project geared towards students in the classroom, with the objective of fighting the spread of false information and sensitive topics, such as prejudice, in an informative way, supporting young people in building their citizenship.

IOS always with you: also focused on disseminating content on topics that are present in the daily lives of young people, and that cause discussion and misinformation. This action

complemented the subjects discussed by the "Truth or Fake News" and, by also sharing them on the Institute's social networks, reached audiences outside our classrooms with a light and laid-back language.

Some of the themes brought in the 2021 editions were: Social Work and Psychology, vaccines, and cancel culture.

Crescer project: initially focused on clinical psychology, talking about emotional issues, in 2021 it began to focus on social issues, such as self-knowledge, the dangers of meritocracy, guaranteeing rights, the importance of building a life project, and dealing with the frustration of not being able to achieve all of one's goals, always talking about social and emotional skills. Two live casts and 16 meetings via online platform were held, which are now done per service unit, enabling greater student participation, as well as a more targeted approach to the themes that emerged from these meetings.

Recovery support: Upon the return of semi-attendance courses, based on socioeconomic interviews conducted with the social workers, **129 students received transportation vouchers** to complete the IOS course. This action was carried out so that the lack of this resource would not be a reason for dropping out and totaled an investment of **R\$15,688.30**.



3. RESULTS AND SOCIAL IMPACT

Liaison with the social assistance and health networks:

The initiative began in the second half of 2021, mapping out government services in the territories where IOS courses are located and generating connections to not only enable young people in greater social vulnerability to access the Institute, as mentioned in the chapter on attracting students, but also to be more easily referred from IOS to the network, when in course. There were 253 liaisons made, totaling about 173 hours of work by the professionals, with: CRAS (50.3%), other CSOs (10.8%), UBS (9.3%), INSS (8.4%), CREAS (6.9%), SMSE (3.9%), CAPS (3%) and SAICA (1.8%).

3.3. Social Actions with Partners

IOS also carried out social **actions with partners** to support students facing the challenging pandemic situation.

With sponsoring **TOTVS**, it was possible to support all enrolled students and their families, through the distribution of **2,393 food vouchers, worth R\$140.00**, donated by employees and by the Company.

3.4. Psychosocial Profile

The Institute promoted the Psychosocial Month, to remotely apply the psychosocial questionnaire to all IOS students in the first semester; and in person in the second semester.

The objective of the questionnaire was to get to know the socioeconomic profile of the students, identify demands for the team's intervention, and work on social indicators. We held 33 face-to-face meetings to welcome and apply the social questionnaire and produced a video for the branches and online classes, with the necessary explanations about the activities.

In 2021, the questionnaire obtained 2,301 answers, in a universe of 3,608 enrolled students (64% of responding

Gender



57% women

42% men

1% intersex

Ethnic-Racial Identity



- 41% white
- 39% brown
- 18% black
- 1% Asian
- 1% indigenous

Affective or Sexual Orientation



- 76% heterosexual
- 11% bisexual
- 6% did not want to inform
- 4% homosexual
- 3% other



Family Status



- 34%** live in low-income communities⁶
- 73%** have a family income of up to two minimum wages;
- 40%** have the mother as the breadwinner;
- 51%** had a reduction in family income due to the pandemic.

students). Check out the top information about the students: *In family groups conducted by IOS Psychosocial, social issues were identified as a result of reduced family income and financial hardship: food restrictions; unemployment; people with chronic diseases; people in prison; teenage pregnancy; youth in juvenile detention; various types of violence.*

Rooms for psychosocial care

The Infrastructure department remodeled the reception area at the Institute's headquarters in Santana, São Paulo. The goal was to create a suitable place to welcome new students, family members and students already enrolled, creating an administrative office and making room for two new rooms for psychosocial assistance, which guarantee confidentiality and privacy for the psychologists and social workers to talk to the students during one-on-one consultations.

4. Educational Effectiveness

In 2021, IOS received 3,608 students, divided into three courses in Free Professional Training and nine courses in On Demand Professional Training. The results of the IOS Apprentice Program were considered in the Opportunities and Social Impact chapter.

(6) Houses that have structural shortcomings, such as lack of basic sanitation, electricity, paved streets, among others.



Educational Effectiveness

Status	Free Professional Training	On Demand Professional Training*	Total
Enrolled	1468	2140	3608
Approved	907	1716	2623
Dropouts	382	264	646
Failed	170	96	266
In Progress	-	73	73

* Of the total number of enrolled students, 2,889 have already finished the course and the other 73 are still studying, with completion scheduled for the first semester of 2022.

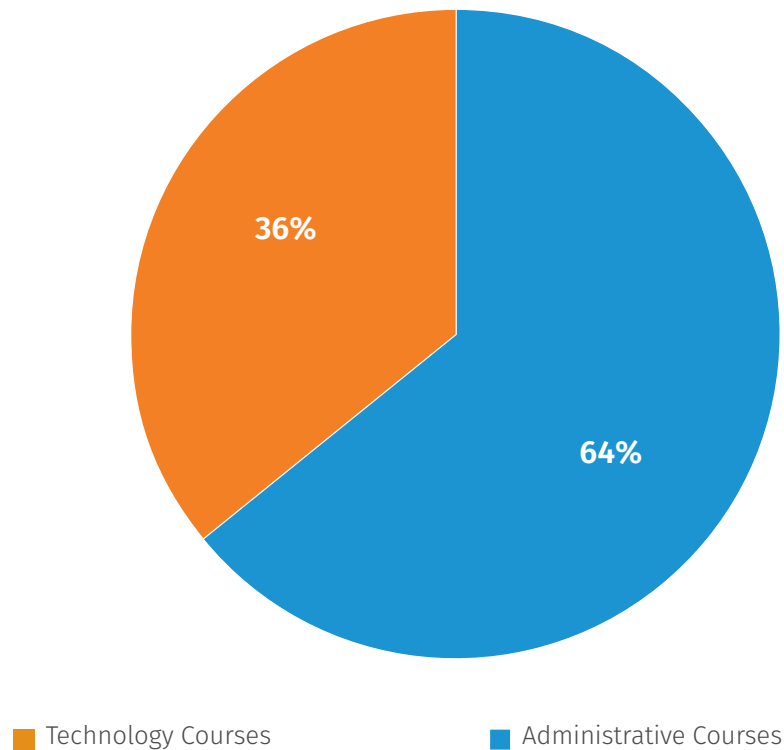
IOS course areas

IOS courses are split into two main areas: Administration and Technology. However, all courses have IT Instructors who teach the content guided by technology and share with students how to use it to smooth their way into the world of work. In 2021, 64% of students participated in the Administration-oriented courses and 36% in the Technology-oriented ones. IOS

3. RESULTS AND SOCIAL IMPACT

understands that Technology courses are more technically in-depth, which requires a greater skill of the students for this choice.

IOS students by course area



4.1. Free Professional Training

4.1.1. Courses and Service Units

The Free Professional Training courses are mostly in the administrative area, but always with the objective of presenting technologies to students, making their learning easier and later entry into the world of work. Courses took place in the city of São Paulo and in the Greater São Paulo area (SP) and in IOS branches in Belo Horizonte (MG), Joinville (SC) and Rio de Janeiro (RJ), with the following distribution of enrolled students:

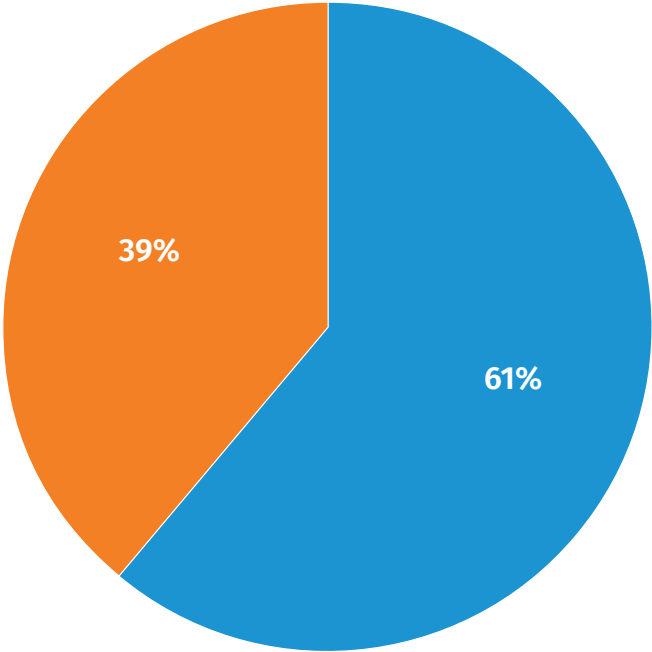
Courses Offered	Service Unit/ Branch	Total Enrollment
Administrative Management with ERP Software (ADM)	SP / SC / MG / RJ	1217
Digital Education (ADM)	SP	143
Infrastructure & Networks (IT)	SP	27
IT Support (IT)	RJ	81
Total		1.468

4.1.2. Student Profile

The Free Professional Training courses had more biological female students, about 61% girls, a feature of IOS' administration-oriented courses.

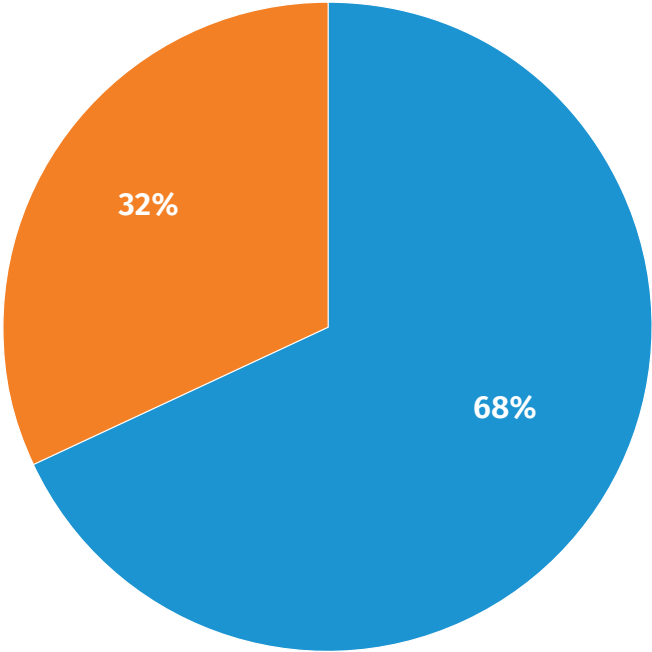
Another aspect that has remained constant since 2014 refers to the age range of students, mostly minors. In 2021, about 68% of them were under 18 years old at the time of their enrollment.

Biological Gender



Male Female

Age Group

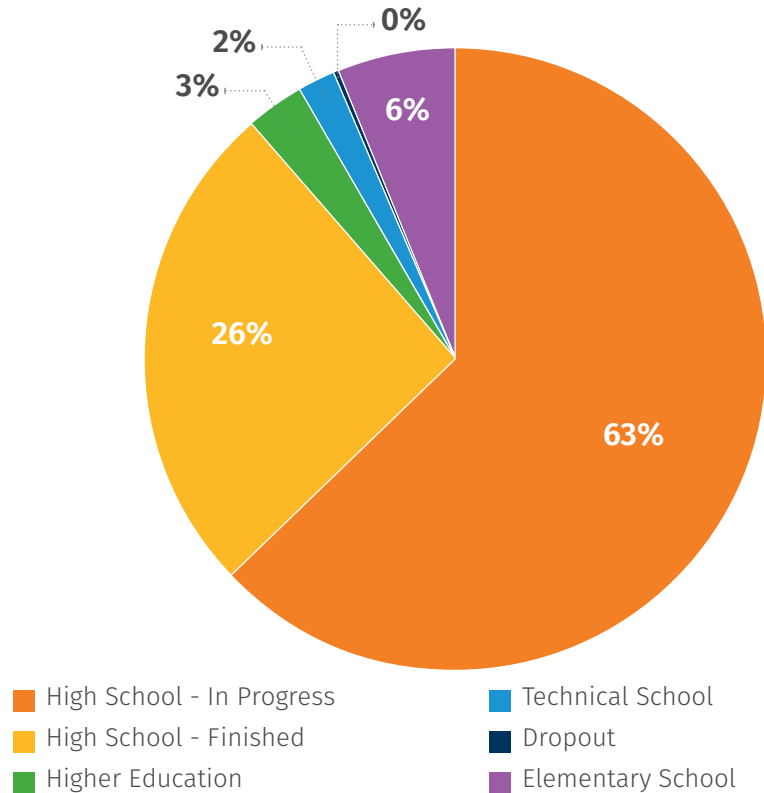


Older than 18 Minors

3. RESULTS AND SOCIAL IMPACT

With regard to schooling, the pattern that is being repeated, due to the target profiles sought by the Institute, is of a majority of students in high school. In 2021, 63% of the students were in this stage of academic life. Around 26% of the students have already finished High School but have not yet started another education (outside IOS).

Education level



In the Free Professional Training, IOS also welcomes People with Disabilities. In 2021, there were 26 students (representing 2% of the total), 14 with physical disabilities, six with intellectual disabilities, five with hearing disabilities, and one with partial visual disability.

4.2. On Demand Professional Training

4.2.1. Courses and Service Units

The On Demand trainings, developed in partnership with private or public initiative, took place in São Paulo and Hortolândia (SP), and at IOS branches in Belo Horizonte (MG), Joinville (SC), Porto Alegre (RS) and Rio de Janeiro (RJ). They had differences in the broad service to young people and people with disabilities and exclusive training for people with disabilities. The summary table shows the enrolment distribution.

Summary Table:

Courses Offered	Service Unit/ Branch	Total Enrollment	Public
Customer Service (Zendesk) - Fundação Paulistana (ADM)	SP	89	Broad Service – Youth and PwD
BRASSCOM - Web Programming (IT)	SP	25	Broad Service – focus on women

Courses Offered	Service Unit/ Branch	Total Enrollment	Public
BRF – People with Disabilities (ADM)	SP	28	Exclusive for PwD
Carrefour – People with Disabilities (ADM)	SP	19	Exclusive for PwD
Coca-Cola FEMSA – People with Disabilities (ADM)	SP/BH	26	Exclusive for PwD
ERP Administrative Management – SP Capital - Dell (ADM)	SP	200	Broad Service – Youth and PwD
ERP Administrative Management – Other regions- Dell (ADM)	SP	40	Broad Service – Youth and PwD
Information Technology and preparation for the job market - Dell (ADM)	SP	80	Broad Service – Youth and PwD
Information Technology and preparation for the job market – Dell - People with Disabilities (ADM)	SP/BH/SC/RJ	74	Exclusive for PwD
English Training - DELL	SP/BH/SC/RJ/RS	160	Broad Service – focus on former IOS students
Introduction to Programming - Fundação Paulistana (TI)	SP	596	Broad Service – Youth and PwD

Courses Offered	Service Unit/ Branch	Total Enrollment	Public
Introduction to Programming - Dell - Completed (IT)	RS	79	Broad Service – Youth and PwD
Introduction to Programming - Dell – in progress (2021/22) (IT)	RS	80	Broad Service – Youth and PwD
Mercado Livre – People with Disabilities (ADM)	SP	190	Exclusive for PwD
Computer Assembly and Maintenance - Fundação Paulistana (IT)	SP	258	Broad Service – Youth and PwD
IT Support – Dell (TI)	RJ	160	Broad Service – Youth and PwD
TOTVS Cloud (IT)	SP	10	Broad Service – focus on former IT students
TOTVS People with Disabilities (ADM)	SP	18	Exclusive for PwD
Whirlpool - People with Disabilities (ADM)	SP	8	Exclusive for PwD
TOTAL		2140	

3. RESULTS AND SOCIAL IMPACT

4.2.2. Student Profile

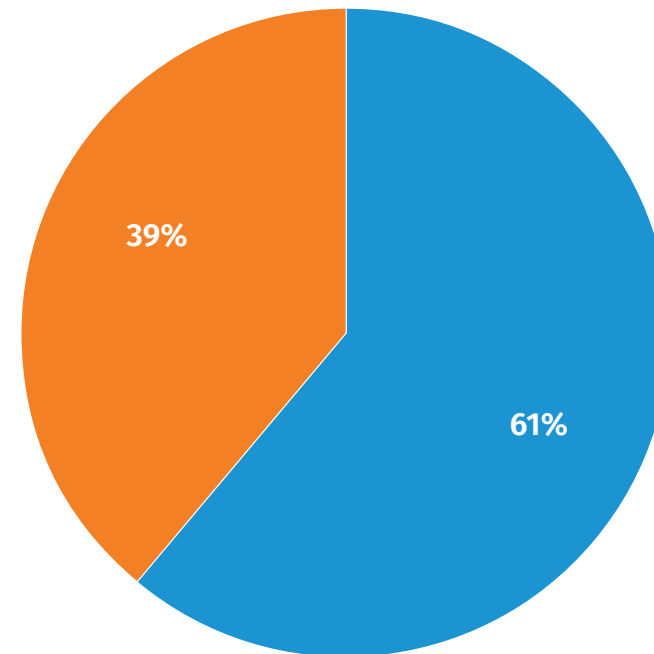
The On Demand Professional Training is segmented into two operation models: (a) broad service to young people and People with Disabilities and (b) exclusive focus on service to People with Disabilities. As a highlight of the On Demand Professional Training for 2021, IOS started serving a distinguished public, detailed in item (c) teachers from the public education network.

(a) Broad service to young people and people with disabilities

The On Demand Professional Courses received 1,777 students. These initiatives in 2021 had as their main focus to train young people for the Information Technology area. Thus, among the 12 different courses with the sponsors TOTVS, Dell, BRASSCOM and Fundação Paulistana, seven were in the Technology area, serving 1,208 students - 68% of the students in these courses. The remaining 569 students (32%) attended training courses in the Administrative area.

The student profile of these courses follows the target-public strategies defined by the companies that sponsor them. In 2021, these projects had 54% female people and 46% male. With respect to the age group, the profile resembles the free Professional Courses, in which IOS mostly serves people under 18 years old:

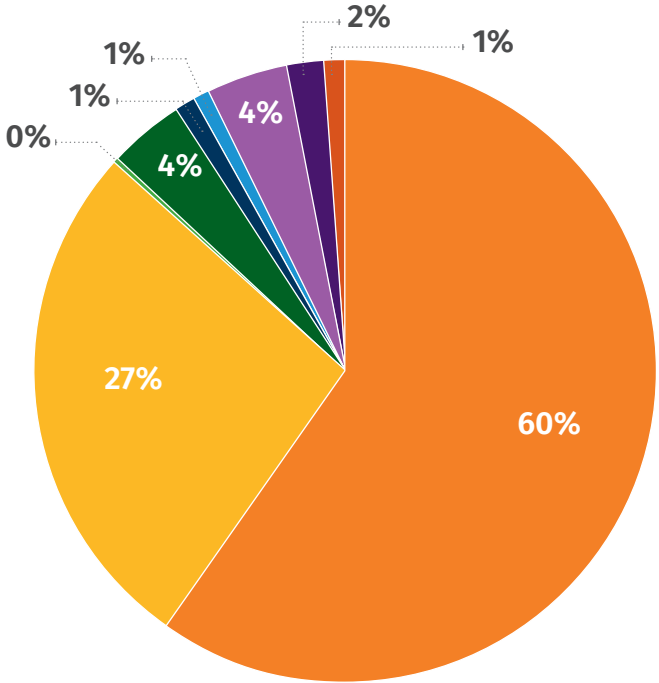
Age Group - On Demand Training



■ Older than 18 ■ Minors

Although the schooling of most students follows the same pattern as that of students in the Free Professional Training - attending or having completed high school - it is possible to

Education of On Demand Professional Training Students - Broad-based



- High School - Attending
- High School - Concluded
- High School - Interrupted
- Higher Education - Attending
- Higher Education - Concluded
- Higher Education - Interrupted
- Elementary School II - Attending
- Technical Course - Concluded
- Technical Course - Attending



see more diversity among the answers given by the students, since course selection has criteria defined by the partners that involve schooling. Therefore, it is possible to find more students in Higher Education, Technical Education, and even Elementary School 2, in the Training courses offered in 2021:

3. RESULTS AND SOCIAL IMPACT

(b) Exclusive focus on serving people with disabilities

i.PcD Pillar, for effective inclusion

In 2021, a pillar was created responsible for On Demand Projects focused on training People with Disabilities, called "Inclusion of People with Disabilities", internally recognized by the acronym i.PcD. This pillar was allocated in the Coordination of Project Office, to achieve interaction with different IOS areas that need to be involved with On Demand Projects, such as Communication, Education and Institutional Relations.

The i.PcD pillar has professionals specialized in relating to People with Disabilities and supports the training of teachers who will work with the profile of each project, in addition to supporting the relationship with market partners, providing support in selection processes as well as interacting with the Human Resources and Diversity and Inclusion departments in the companies, and has expertise in evaluating medical reports.

This pillar's proposal is to increasingly measure positive results in the inclusion of People with Disabilities. IOS believes in many possibilities for this work front, and seeks to work increasingly for the purpose of inclusion, and less on account of filling quotas.

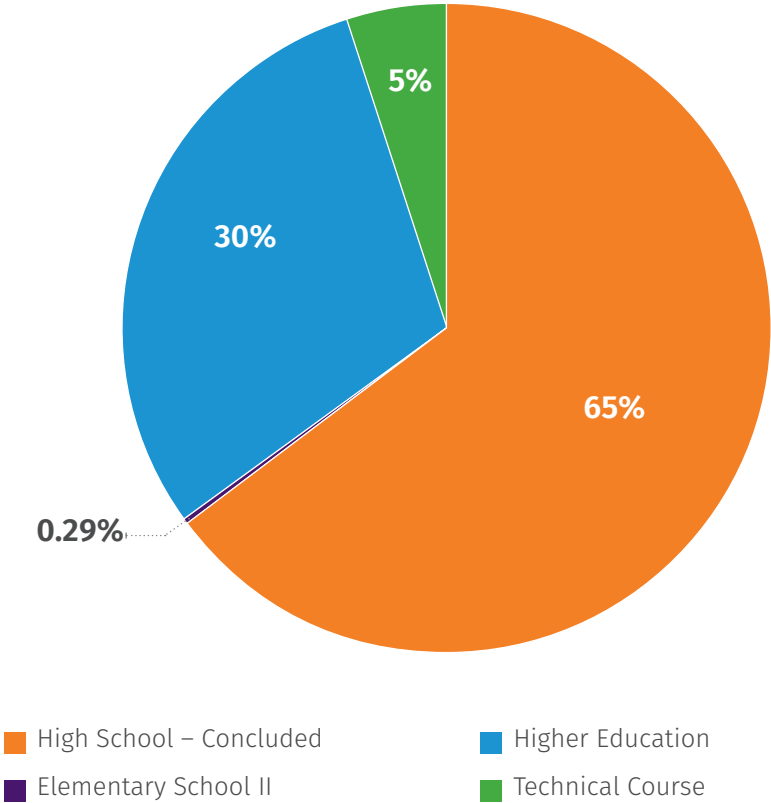


Seven exclusive trainings for People with Disabilities were developed, with 363 enrolled. Of these, 344 completed the courses and 94% were approved, totaling 323 people who entered IOS' former student database ready for the world of work. In 2021, the partner companies in this training were: BRF, Carrefour, Coca-Cola FEMSA, Dell, Mercado Livre, TOTVS and Whirlpool.

These projects support the partner companies in complying with the Quotas Law, since trained students can participate in the companies' selection processes, as well as endorse the Diversity and Inclusion practices of these organizations, reinforcing their active commitment to Corporate Social Responsibility.

The profile of the students served is quite distinct from the Free Professional Training and On Demand Professional Training courses that do not have exclusivity for People with Disabilities, mainly with respect to age range - the average student age in 2021 was 36, with only one student being a minor, aged 17. Regarding biological sex, 58% were male and 42% were female. Schooling also has a distinctive profile, since 30% have completed higher education:

Educational Level



3. RESULTS AND SOCIAL IMPACT

The On Demand Professional Training projects exclusively for People with Disabilities also involve raising awareness among the companies' employees, addressing the importance of building an inclusive culture in the corporation. In 2021, seven workshops and lectures were held in companies such as TOTVS, BRF, and BRASSCOM, with the participation of over 500 people, who were able to learn more about the culture of inclusion.

The major highlight for these projects is the students' employability after the courses, which ends up being a priority in the companies. Of the students who have completed their courses in 2021, 89 have already been employed in the same year.

(c) Supporting educators

In 2021, IOS began an important movement in its training offerings, with the launch of courses for public school teachers. Through a partnership with Dell and Intel, a training in digital tools, agile methodologies, gamification was developed, where it is possible to share part of the expertise acquired in recent years, with the goal of supporting public education in the challenges faced by its professionals.

This initiative takes the Institute towards the generation of a new type of impact, which becomes almost immeasurable,

since the knowledge acquired by these teachers will bring gains to the students they train, for several cycles. Quantitative data from this training will be disclosed in the 2022 Report, since in December the student-teachers were still in progress.



Opportunities and Social Impact

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

Outlook

After the sharp rise in unemployment rates in 2020, the labor market presented the first signs of improvement in 2021. The country's unemployment rate went from 14.2% to 11.1%, totaling 12 million unemployed Brazilians in 2021, a 2.4 million reduction compared to the previous year. Despite this result, income followed an opposite direction, and real income at work (already discounted for inflation) is at the lowest level since 2012, the year in which the data began to be measured⁷. Compared to 2020, the average income of workers fell 4.6%, reaching R\$ 2,447 a drop of 11%, which corresponds to R\$ 195 less.

Another important piece of data shows that informal employment (without a signed contract) showed an improvement in the growth of people employed. While formal jobs grew by 9.2% (from 31.6 million to 34.5 million), informal jobs increased by 18.3% (from 10.5 million to 12.4 million).

There was also growth in the number of people working as self-employed. In 2021, there were 25.9 million entrepreneurs, 13.1% more than in the previous year.

By August 2021⁸, the percentage of young people between 14 and 17 years old who were unemployed was 46%. Between the ages of 18 and 24, this rate was 31%, following a historical trend that shows that this public is always the most affected by unemployment.

With all the troubles involving the pandemic and with the economy still seeking recovery, 2021 saw the government continue with emergency actions, both for the population, which was facing a situation of no formal employment, and with incentives for companies, as a way to curb the advance of unemployment.

Programs such as the Emergency Aid and the BEM (Emergency Benefit for the Maintenance of Employment and Income), which started the previous year, were re-established in 2021.

⁽⁷⁾ Data from PNAD – National Household Sample Survey, from IBGE – Brazilian Institute of Geography and Statistics.

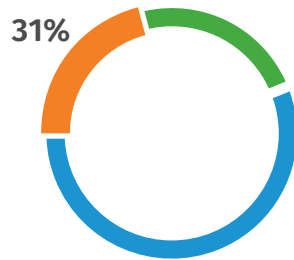
⁽⁸⁾ The consolidated figures for the year had not been released as of the closing of this report.

Scenario

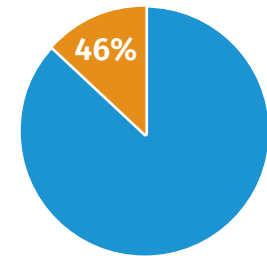
A reduction in the unemployed percentage, much supported by informal jobs. Lower wages were also part of the scenario for the labor market reality in 2021.

In Brazil:

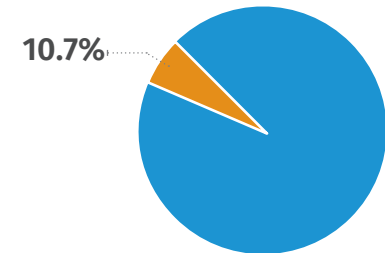
Percentage of young people, aged 18 to 24, unemployed in 2021



Percentage of unemployed young people between 14 and 17 years old



Percentage reduction in workers' income compared to the year 2020



The Country's unemployment rate dropped from 14.2% to 11.1%, with formal jobs being responsible for 9.2% of this growth, against 18.3% of informal jobs.

*Source: PNAD Continuous Research - IBGE

IOS Opportunities Center

Still within a very unfavorable scenario for the formal employability of young people, the IOS Opportunities pillar had the challenge of supporting the inclusion of students trained by the Institute, also seeking to resume the rates that were growing until 2019. Learn about the key actions in this regard.

Opportunity live broadcasts

Started in the previous year, the live broadcasts conducted by the Opportunities team continued to be held, replacing the face-to-face meetings, due to the pandemic.

There were three online meetings on the official IOS channel on YouTube, conducted by teams from São Paulo and branches, enabling again all young people from IOS Brazil to come together to receive guidance on the labor market. Altogether, the initiative had over 2,400 views.

In addition to addressing the issues that raise more questions in young people - resume, how to behave in a job interview or group dynamics - the team also brought important information about the new format for conducting selection processes online adopted by companies, and that should be assimilated by most organizations as a permanent practice.

Next year, the intention is to return this activity to the face-to-face format, considering the importance of building a bond

between the Opportunities pillar and the students, as well as allowing the approach to be more specific and aligned to each class' needs.

Partnerships with other social organizations

The Institute has been working to expand its relationship actions with other social organizations that manage the Apprenticeship Program, aiming to refer IOS students to the selective processes of these institutions' partners.

Entre.vista.se

the Partnership, which started the previous year, has benefited 92 students from the BH branch, with lectures on the selection process and the free offer of more formal clothes, so that the students could better prepare for job interviews.

The students appreciated the project's relevance, as they would not be able to afford the clothes.

Sólides Transforma event

In the first half of 2021, students from the BH branch received an invitation to participate in the Sólides Transforma event, organized by Companhia Sólides, which develops systems for the Human Resources segment. Students received their individual behavioral profile and, later, its analysis by a consultant. At this moment, they could ask questions and get to know better their strengths and where they need to improve professionally.

3. RESULTS AND SOCIAL IMPACT

CDL Foundation

Another example of the partnership between Pedagogical Supervision and Opportunities was the action with the CDL Foundation, in which students from Belo Horizonte were given free tickets to a show inside one of the biggest theaters in the city. For some, it was an opportunity to get to know the space, ensuring a greater cultural background for their search for social opportunities.

As a result of all the work done, the mark of 1,410 employees was reached in 2021, a 73% growth over the previous year, restoring the upward movement of employability at IOS.

The profile of the young people introduced into the labor market is also quite representative. Contrary to what occurs in the Country, the young people who got a job opportunity through IOS are mostly women (61% of total employees) and black (47.5%).

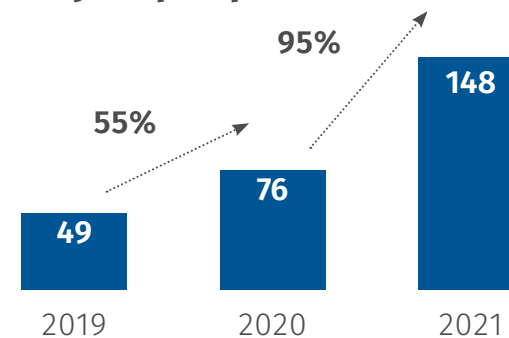
Employed former students had an average compensation of R\$ 1,123.19, which represents an increase of 54% in their family's income. At a time when there is a generalized loss of employment (with a strong reduction in workers' earnings), this indicator shows the positive impact of young people entering the job market, also for family income generation.

Another remarkable point was the growth in the number of employed People with Disabilities supported by the Institute. While data published in 2021 by RAIS (Annual Social Information Report) reveal that only 1% of formal job openings in Brazil are filled by People with Disabilities, the Institute has achieved a 95% growth in the inclusion of the disabled public.

Driven by the On Demand Training Programs focused on inclusion, recent years' growth shows that investment in professional qualification, also for people with disabilities, is a strategic solution that delivers effective results.

For 2022, we continue with the challenge of supporting the employability of more young people and People with Disabilities, in addition to seeking innovative solutions to achieve growth also in the employability of young minors.

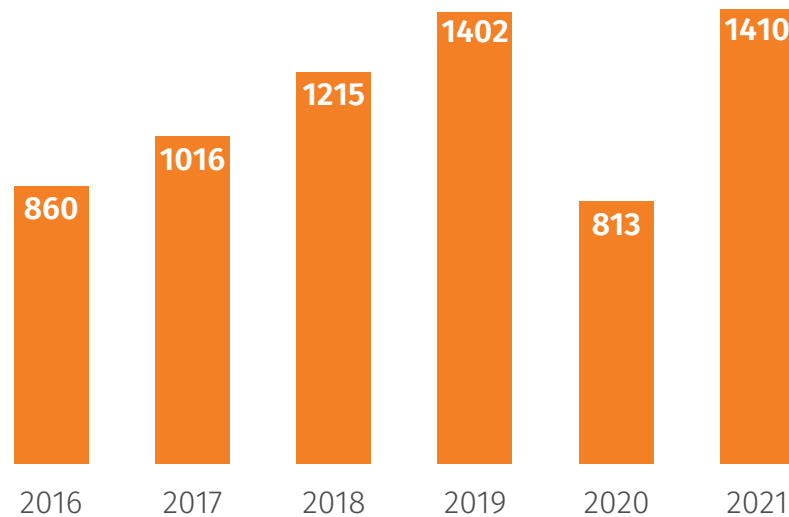
Employability of people with disabilities



And What Is the Impact of IOS?

In a challenging scenario for young people and people with disabilities in search of a job opportunity, IOS' performance becomes even more relevant.

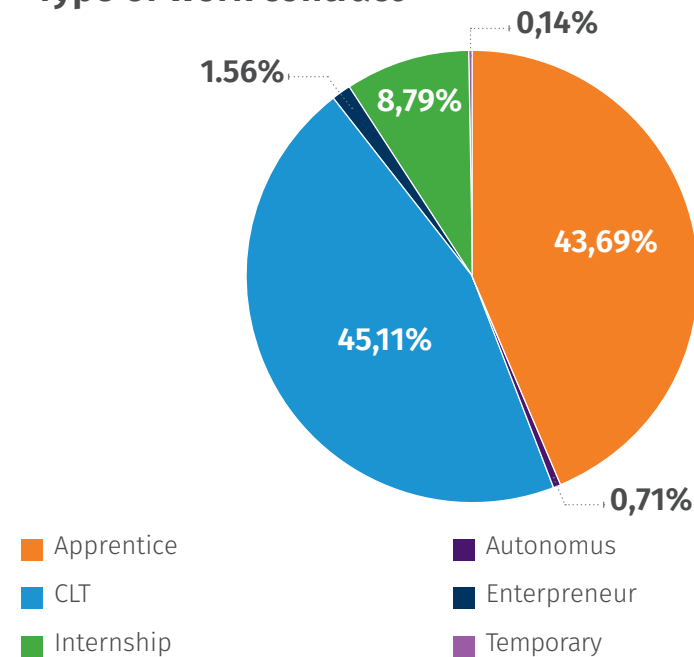
Employees



IOS Program for Access to Higher Education

Created in 2018, the program has already supported 129 young people to access Higher Education and of those, 96 have already been employed.

Type of work contract



2021

Support for the admission of 15 young people into Higher Education.

3. RESULTS AND SOCIAL IMPACT

IOS Apprenticeship Program

IOS operates as a training organization for the Professional Learning Program, with the objective of enhancing the employability of students trained by the Institute, in addition to supporting the strengthening of the Learning Law, so important for young people, especially minors, to enter the labor market.

Our program takes place in São Paulo, in the Administrative Occupational Arc format, which includes a set of activities that can be performed by the young person in the company.

All of the theoretical training content is designed to support the young people in their routines within the company, enhancing their professional development, with subjects such as administration, digital inclusion, communication and expression, mathematics, logical reasoning, as well as cross-cutting topics.

Divided into mandatory subjects, determined by the Ministry of Labor and Social Security, the Program's main regulating and inspection body, and supplementary subjects, included in the schedule with the objective of enriching the apprentices' development, the contents contribute directly to the young people's education, both in their professional development and in building their citizenship.

Currently the topics being studied are:



Mandatory topics:

- > Art and Culture;
- > Political Education;
- > Ethics and Citizenship;
- > Professional posture and image;
- > Social Inclusion.



Complementary topics:

- > Organization, planning and control of the work process and teamwork;
- > Brazilian Labor and Social Security Law;
- > Occupational Health and Safety;
- > Alternative Ways of Generating Work and income with a focus on youth;
- > Professional posture and image;
- > Education for consumption.

IOS' Educational team monitors the young people who are in the apprenticeship program, through the monitoring of technical and pedagogical development, as well as providing support to partner companies in conducting any developmental issues of the young people.

This follow-up takes place by monitoring the students' attendance in the course, by evaluating the young people's performance in the classroom and in the company, and by providing feedback and support to companies to answer questions. These actions aim to ensure best practices in accordance with the Learning Law.

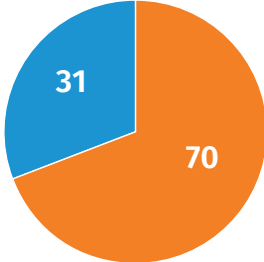
Altogether, 101 young people were enrolled in the course, which has a workload of 1,288 hours of practical activities (held in the company) and 552 hours of theoretical activities (held at IOS).

In 2021, the Program continued to be held in the remote format, with live online classes, following the determinations of the Ministry of Labor and Social Security.



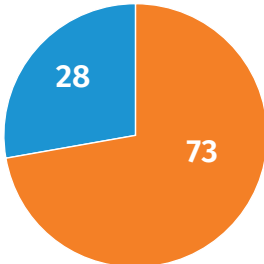
IOS Apprenticeship Program Student Profiles

Gender



Female Male

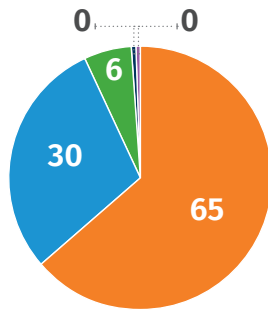
Age group



Over 18 Minors

3. RESULTS AND SOCIAL IMPACT

Educational Level



- High School - Concluded
- High School - Attending
- Higher Education
- Elementary School
- Technical Course

IOS Program for Access to Higher Education (PIAES)

Aiming to support the continuous educational development of the trained students, and broaden their employability potential, the IOS Program for access to Higher Education pursues partnerships with Colleges and Universities to grant partial or full scholarships that benefit students who have completed an IOS education.

The Program has entered its third year, with the mission of supporting incoming students to continue their studies in an even more challenging scenario, besides seeking new opportunities for scholarships with universities, in an economic moment that is also complex for these institutions.



IOS Program for Access to Higher Education



129 young people included since the Program's inception



96 employees



46 attending



IOS Program for Access to Higher Education

In 2021



15 young people included



Implementation of the Program in the branches



Scholarships awarded for the following courses:

- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- International Relations
- Data Science
- Accounting Sciences
- Economic Sciences
- Systems Analysis and Development

Young people's profile



10 women



5 men

According to the survey conducted by Semesp, an institute representing higher education sponsors in Brazil, 3.42 million higher education students dropped out of private universities in 2021 alone, a dropout rate of 36.6%.

Even with an unfavorable scenario, we were able to follow up on the initiative, obtaining 15 scholarships. Furthermore, IOS branches started the program locally, and achieved their first results, through the admission of three former students in Joinville and one student in Rio de Janeiro.

In São Paulo, scholarships were offered through a partnership with the IT Mídia Institute, which facilitated full scholarships at the Anhembi Morumbi University, in the areas of Civil, Mechanical and Electrical Engineering, a new feature for the Program, which until then had a greater focus on Administration and Technology, showing that the potential of young people who undertake professional training goes far beyond a single area of knowledge.

IOS wants to know

As important as enabling scholarship opportunities, is to provide support for students who have already received this type of benefit.

3. RESULTS AND SOCIAL IMPACT

The action "IOS Wants to Know" promotes regular meetings with students entering the PIAES to monitor their progress, in addition to supporting those with any difficulties, from a pedagogical standpoint.

Social Technology

The strategic front of Social Technology aims to coordinate Hubs that multiply the IOS methodology aimed at free professional training and employability of students in a region where IOS does not have its own units.

In 2021, five hubs had active students and training results, as shown in the table below:

	1st sem, 2021	2nd sem, 2021	Total assisted
Madiba	17	16	33
ABC Aprendiz	239	99	338
Unilehu	40	0	40
Projov	0	50	50
Caritas	0	5	5
Grand total	296	170	466

As reported in the 2020 Report, this strategic front of the Institute was directly impacted by the Covid-19 Pandemic. The IOS Social Technology Hubs that operated until 2019 needed to direct their efforts to basic welfare actions and, as a result, only three hubs decided to continue the Professional Training with IOS Social Technology in 2022 - Madiba, ABC Aprendiz - Centro Social de Educação para o Jovem, and Projov. Given this scenario, the Institute's Management decided to redesign this strategic front for its operation in the coming years.





4. IOS MANAGEMENT

In this chapter, you find:

- Governance and organizational structure
- Ethical and transparent performance

Governance and Organizational Structure

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



I want to pursue an entrepreneurial career, either in IT or in digital media.

I have long dreamed of starting my own business, and for this to happen I need to earn my spot on the job market.

Daniel Pedro, former IOS student



In 2021, IOS had some changes in its management, besides new elections for the Board of Directors and the Fiscal and Advisory Councils, following the Organization's Bylaws.

The Institute's management, which until 2021 was divided into Executive (carried out by the Superintendence) and Operational, has earned a new strategic pillar: the Controllership, responsible for the Administrative (People Management, Purchasing, Legal, and Facilities), Financial, and Human Resources areas. As a result of this change, the Institute now has a more strategic budget management, as well as better process controls, indicators, and results. Each management pillar is divided into Coordination, as shown in the Organizational Structure.

In 2021, the Projects Office Coordination was created, previously a lead under the Educational Coordination.

In July, a new election was also held for IOS Board of Directors and Councils, voluntary positions held by non-employees of

the Organization. The founders and the sponsoring companies elect Directors, according to criteria that consider their technical knowledge and engagement with the Third Sector.

The new CEO, Izabel Cristina Branco, represents the TOTVS sponsor and will contribute with her experience to create business opportunities in the Company's ecosystem. The stay of the CEO Sergio Pauperio Serio Filho as Vice-President, in the new management period, was very important for the Institute to move forward with strategic consistency. Check out, below, the new composition of the Institute's Executive Board and Council.

Since 2018, IOS holds the Social Assistance Charity Entity Certification (CEBAS) from the Ministry of Social Development (MDS), highest certification a Social Organization can achieve, thus receiving recognition at the federal level.

Board of Directors

Izabel Cristina Branco
Sergio Pauperio Serio Filho
Ariela Zanetta Simoni
Diana Dias Rodrigues

Advisory Board

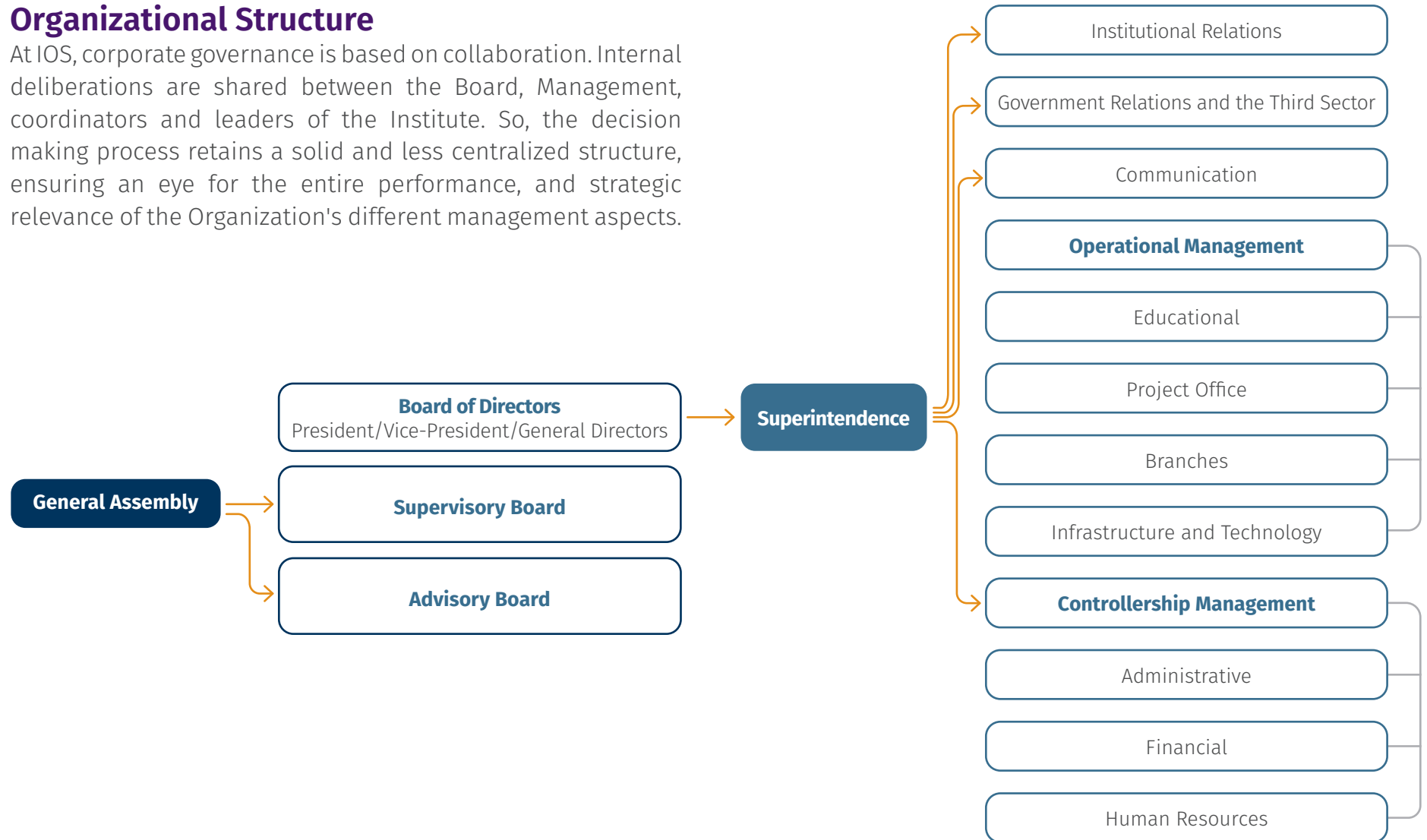
Laércio José de Lucena Cosentino
Izabel Cristina Branco
Ana Amelia Inoue
Gilsomar Maia Sebastião
Mara Maehara Baião
Sergio Paulo Gomes Galindo
Susy Midori Yoshimura

Supervisory Board

Douglas Lima Batista
Mauricio Alexandre Gonçalves
Ricardo Guerino de Souza

Organizational Structure

At IOS, corporate governance is based on collaboration. Internal deliberations are shared between the Board, Management, coordinators and leaders of the Institute. So, the decision making process retains a solid and less centralized structure, ensuring an eye for the entire performance, and strategic relevance of the Organization's different management aspects.



The leadership, Board, Superintendence and Advisory Board have participated in the 22-24 Strategic Planning process and the Board approved IOS' new mission, vision and purpose. Such work was one of the commitments for IOS in 2021, and its completion constitutes part of the strategic vision of the Organization for the next three years, bringing global alignment between the Board, Advisory Board and Management.

Ethical and Transparent Performance

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

IOS understands that ethics is a basic principle for any institution to exist, especially when referring to the third sector, which operates with public and private resource management, mostly donated for the implementation of public interest and social assistance projects.

Acting ethically and responsibly reinforces the Institute's reputation, so that it can continue to fulfill its mission. By means of transparency and the judicious use of resources, the Institute strengthens its partnerships on the fundraising front with the public and private sectors, making this a core value for the strategy, performance and consolidation of its work.

The years 2020 and 2021 required higher transparency from the Organization's management, since many alternative measures and projects, not previously planned, were defined during this period. Constant communication with the teams, open communications via YouTube live casts, as well as detailed



4. IOS MANAGEMENT

action plans and accountability reports for partners were crucial for projects to continue.

Despite all the uncertainties of those two years, the PWC external audit was performed and the Annual Sustainability 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 management and team's commitment to ethics and transparency.

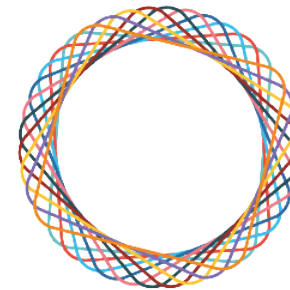
Recognition

As a result of IOS' commitment to a performance based on respect for human rights and ethics, and principles such as inclusion and diversity, in 2020 the Institute was awarded two important recognitions:

- > **Municipal Seal of Human Rights and Diversity:** for the second consecutive year IOS has received this seal, which recognizes the work done for the inclusion and integration of People with Disabilities in the job market, and was offered by the Municipal Secretariat of Human Rights of the City of São Paulo, in the category People with Disabilities, through the initiative "Professional Training for People with Disabilities".
- > **Belo Horizonte Without Racism Seal:** IOS was also recognized as an institution that promotes racial equality by the

Municipality of Belo Horizonte, in the Commitment category, which recognizes management practices, activities to promote racial equality, combat racism and combat ethno-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 the issues of racial equality promotion.

Among these actions is the priority in serving young black, indigenous or gypsy people. Visits to reference sites for this theme will also be made as part of the workshop classes, in addition to fostering debates and discussions about racial issues during the classes.



SELO MUNICIPAL DE
Direitos Humanos
e Diversidade





5. PARTNERS

In this chapter, you find:

- IOS Partner Relationships and Partnership Bonds
- IOS Corporate Volunteer Program

Institutional and Governmental Relations

GRI 102-10

IOS is an institution that makes a difference. Everything I can say about IOS translates into gratitude. I don't know what I would be today without the opportunity I had to go through the Institute, not once, but twice, and the second time I took the Web Programming course; it was in this course that I defined my choice for graduation: the Technology area.

***Laura Batista dos Santos,
former IOS student***

The Institutional Relations area is responsible for coordinating and maintaining partnerships in order to raise financial resources and other opportunities that ensure the Institute's sustainability and enhance the positive impacts of our services.

This is mainly focused on: investing and employing companies, fundraising agencies, training entities of the learning program, universities, the main sponsor and its ecosystem.

After a period in which IOS was focused on supporting its students in facing the pandemic, through emergency actions, the Institutional Relations area once again directed its efforts in the search for investments and opportunities.

The main objective was that IOS could not only maintain its activities, but also expand them, understanding that in addition to the assistance issues, the young people and their families would need the Institute's work even more, to obtain training and income.

The activities also included a search for resources that could continue to support the students in their most urgent needs, and that directly impact their permanence in the courses, such as internet access and food benefits.

Partners

Investing Companies

Investing companies are those that support the Institute through the donation of financial resources, either through direct sponsorship of projects, or through Tax Incentive Laws. In this case, the partner company is taxed by the actual income method, and allocates a percentage of the income tax due to the Public Funds in which IOS has approved projects.

The Institutional Relations team is responsible for coordinating these relationships with private companies, while the Government Relations area coordinates and submits the projects to the public arena. This is how the Institute raises funds for the financial sustainability of its projects.

In 2021, partner prospecting brought important results, through the renewal of partnerships with ten companies, eight new supporters, and the maintenance of the relationship with seven companies that had their projects started in 2021.

Such coordination generated a 21% growth in fundraising, via direct funding, in comparison with the previous year.

International prospections, which represent 65% of the total direct funding, also grew by 14% compared to 2020.

Fundraising Agencies

They play the important role of connecting social organizations that have projects approved for funding via public incentive laws, with companies in the private sector that use tax incentives to carry out corporate social responsibility actions.

After the partnership is established with the companies, through the agency, a continuous relationship is maintained in order to get closer to and engage with the donating partners, in addition to accountability for the projects carried out in partnership, and to promote actions that contribute so that the company can further support the projects it has with the Institute.

Employing Companies

The work done by the IR team, on the job search front, aims to engage companies from different segments and sizes in the employability of students trained by the Institute. By

5. PARTNERS

means of free indications for permanent, internship and young apprentice opportunities, the companies can count on the support of the Opportunities team, which carries out the screening according to the vacancy profile, in addition to supporting the scheduling of interviews, completely free of charge, bringing speed and assertiveness to the hiring process of these partners.

Training Entities

The relationship with other social organizations, which also administer the professional learning program, has been consolidated and brought very significant results for the employability of the Institute's students. Organizations that do not focus on vocational training, or do not operate in the same territories where IOS is present, share the openings they receive through its partner network, so that the referral of students from the Institute can be done.

In addition to strengthening and bringing IOS closer to other Third Sector entities, these actions ensure the goal of favoring young people in vulnerable situations for young apprentice positions.

Universities

Engagement with universities aims to strengthen and expand the IOS Program for Access to Higher Education. The search

for scholarships is focused on Technology and Management, however, it has also considered other possibilities, such as training in the areas of Engineering and Economic Sciences.

The partnerships signed include models ranging from partial discounts to full scholarships, offered to students through the Opportunities area.

In 2021, this coordination also started to be made at the branches and is already delivering its first results.

Check out the complete results on page 82.

Social Technology Partners

The social technology partners are generally Third Sector organizations or private companies that multiply the Institute's methodology in their territories. Through these hubs, these organizations add their experience, within the location where they operate, to the IOS work model, enabling wider dissemination of the training and employability of young people and people with disabilities.

Main Sponsoring Company

The actions in partnership with TOTVS, apart from strengthening the involvement of the founder and main sponsor with the Institute, enable IOS to innovate, expand and digitalize projects

and processes, contributing to the growth and continuous evolution of the work performed.

This relationship also seeks to engage the company's employees with the importance of strategic social investment. The on boarding events for new employees held at TOTVS, for example, present IOS' work to the professionals who are joining the company. In 2021, these meetings continued in an online format and were conducted by the Institute's IR area.

IOS' Role

IOS is an organization that aims to act as an agent of transformation and positive impact, allowing for its partner network to add value to society.



5. PARTNERS

Sponsors



Sponsors



Institutional Partners



DIVERSIDADE E INCLUSÃO



5. PARTNERS



Actions & Initiatives

Global agendas

IOS actively acts in line with the global agenda of human rights and the promotion of diversity and inclusion in educational and work environments. Since 2015, the Institute is a partner of the signatory organizations of the United Nations Global Compact, cooperating to the 2030 Agenda, and also. a partner organization of the Silicon Valley Community Foundation.

In 2021, IOS received from the Municipal Secretariat of Human Rights of São Paulo, for the second consecutive year, the Seal of Diversity and Human Rights.

There was also engagement with global initiatives such as End Child Labor (International Labor Organization) for awareness and social empowerment against child labor, through which IOS launched a campaign in its social

networks, with a number of posts, addressing the issue, in addition to hosting a live broadcast on the Institute's official YouTube channel.

At the national level, it is a participant of the GOYN network (Global Opportunity Youth Network), working with companies and other social organizations, to carry out actions aimed at youth employability, especially in São Paulo, where there is a goal to include productive inclusion of 100,000 young people by the end of 2030. In 2021, IOS actively participated in various initiatives such as coordination with organizations and institutional partners, presence in workshops, meetings and presentations, career fair and launch of publications related to the challenges for productive inclusion of young people.

Investors & Partners



Main Sponsoring Company

TOTVS is the founder company and main sponsor of the Institute, and IOS is its main social investment strategy.

By supporting the Institute, the company promotes the training and employability of young people and People with

Disabilities in the Management and Technology areas, both for its business and for its entire partner ecosystem.

Furthermore, the impact of the Institute's support contributes directly to the company's ESG indicators, in the Social area.

The investment made by TOTVS enables IOS to perform in a more strategic manner, motivated by the digitalization and professionalization of its processes. The company's support is also crucial to endorse the credibility of the work performed. As in the previous year, in addition to all the positive impact generated for the public regularly assisted by IOS, once again, through the support of the sponsor, it was possible to enable actions to confront the pandemic, with direct support in emergency issues, such as hunger.

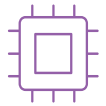
The second edition of the "TOTVERS THAT DO IT" action - in which the company's employees made donations to IOS - enabled the donation of food stamps for the Institute's students. In addition, through the campaign's collection, it was possible to offer, once again, cell phone chips, ensuring internet access to young people who were unable to attend face-to-face courses, in order to participate in online meetings.

In all, 2,393 students benefited, with 4,086 benefits distributed, including chips and food cards, in both semesters of 2021.

“TOTVERS THAT DO IT” donations



7,179 people impacted, in five states:
São Paulo, Rio de Janeiro, Rio Grande do Sul,
Santa Catarina, and Minas Gerais;



490 benefited with data chip
(2nd phase 2021);



2,393 benefited only with food
(1st and 2nd phase 2021);



R\$ 140.00 value of the food
voucher offered.

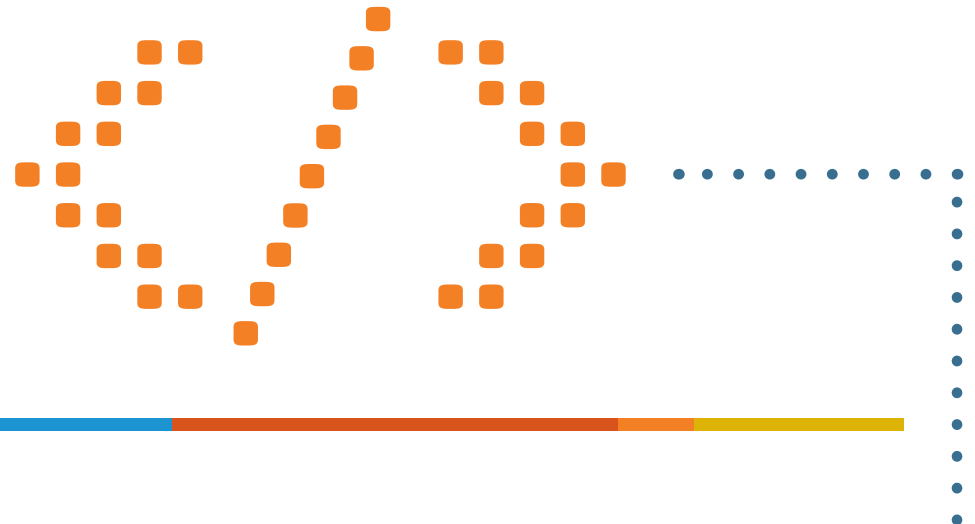
Satisfaction Survey

GRI 102-21

The Institute monitors the satisfaction of its partners, with respect to service and the execution of projects in partnership, so that it can analyze and strategically define the continuity, or not, of actions, as well as invest in process improvement.

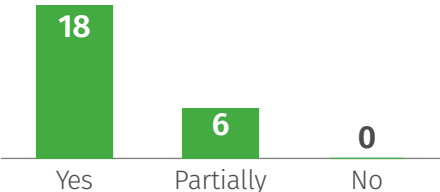
To perform this follow-up and measure the partners' assessment, a Satisfaction Survey is carried out every year, with the participation of sponsoring and employing companies, by means of an online questionnaire.

In 2021, 27 companies participated in the survey, partners of the Institute's headquarters and branches, and the result was an overall satisfaction rate of 96%.



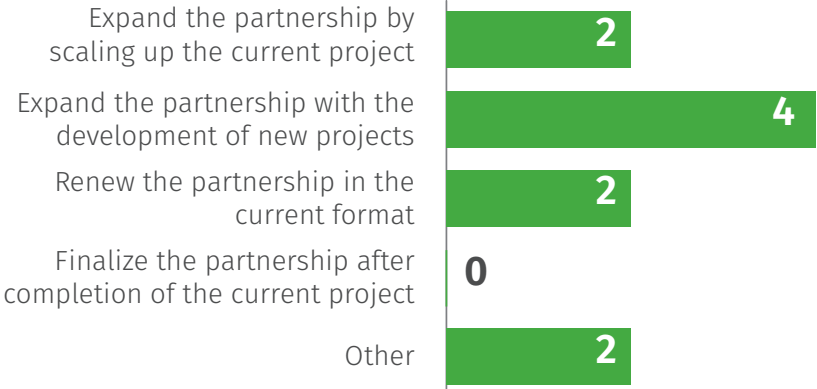
Assessment of IOS students indicated for selection processes (answered by employability partners only)

Did the students referred by IOS meet the company's expectations for the job openings in the selection processes they participated in?



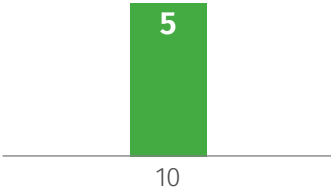
Evaluation on the implementation of projects in partnership

Considering your expectations for the future of our partnership, your organization intends:

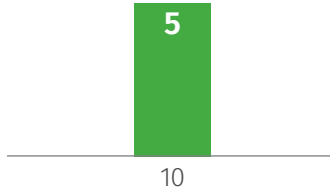


Trust and recommendation - donor partners

Do you consider IOS a reliable institution?

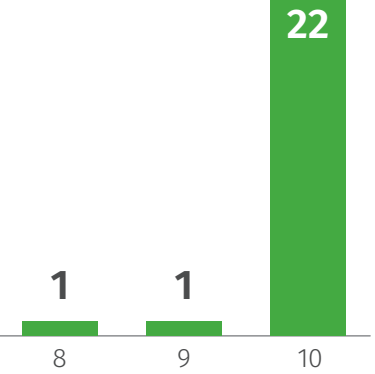


Would you recommend our work?

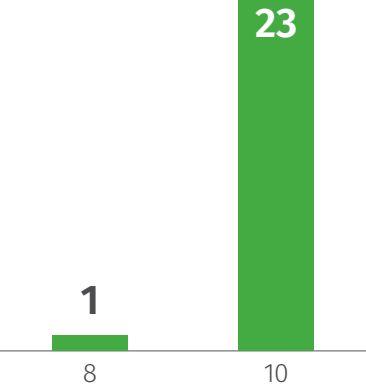


Trust and recommendation - employer partners

Do you consider IOS a reliable institution?



Would you recommend our work?



IOS Corporate Volunteer Program

Founded from a volunteer action, IOS strongly supports this type of action and seeks to think and develop opportunities for its partners to carry out these initiatives.

Through the corporate volunteering actions, companies have the opportunity to get even closer to Institute students, building a win-win relationship for both sides, in addition to contributing directly, both in the training process, as in the employability of young people through the acquired experiences. Volunteers can understand more closely how IOS' work is performed, as well as the several needs and realities of the students and contribute to a project that generates benefits and transformation in people's lives. For those assisted, it is an opportunity to exchange experiences and learning with professionals who experience the day to day of the labor market, ask questions, learn about trends.

The volunteering actions promoted by IOS include mentoring, lectures, workshops or mini-courses, which may be directed to students or participants.

IOS promoted 963 volunteer hours in 2021, with special emphasis on the support of companies TOTVS, Dell, IBM,

Instituto Center Norte, among others, in actions that followed the remote format:



Career talk: pilot project with eight volunteers, divided into pairs, who supported four groups with up to five students each. Twenty vacancies were available for students from the Itaquera unit and were all filled.

Guide to Final University Projects: In all, 32 volunteers from the company supported 312 students from the Diadema, Joinville, Belo Horizonte, and Santana service units. The volunteers also worked in pairs.

Career Guide: volunteers addressed the students' vision of their professional future and brought up topics such as feedback, time management, problem solving, and innovation.

Workshop "What it is to be a volunteer": training on corporate volunteering with TOTVS' HR and IOS' team of teachers.

Best Final University Projects: at Joinville branch, there was an in-person presentation with the participation of 10 TOTVERS, delivery of gifts and then some students were invited for selection processes for vacancies in the company. This action is usually promoted in all service units, and in 2022 (with some pandemic restrictions) it should return to the original format reported in other years.



Final University Projects mentoring: during three months, it promoted mentoring rounds with students from the Barueri, Itaquera, Santana, and Rio service units, with 30 volunteers involved and approximately 138 donated hours.

DellConecta: five meetings held in three months with ten volunteers involved and about ten hours donated, addressing the following topics: real stories, inspiring journeys; marathon for success; empathy and charisma that inspire teams; the candidate experience and HR; and disruptive talents and future professions.

CSR Live: chat with the web programming classes in Porto Alegre, in two meetings, in which the company's Corporate Social Responsibility (CSR) leader shared her trajectory, interacted with the students, and talked about the future.

Mentor for a day: online initiative that connected a volunteer mentor with classes from several places in Brazil, uniting knowledge exchange, interaction and networking. In this initiative, students connect to the volunteers through LinkedIn and start to follow the content available on the internet, improving their digital behavior, having the experience of a market professional, in a virtual meeting room, in a fully secure environment. Young people have the opportunity to ask questions, participate and expand their repertoire, thus enhancing their relationship skills and employability competencies.



IBM Lecture

In 2021 the lecture "Feedback, how to apply it? And what is the difference between feedback and personal opinion?", offered by IBM online to the entire team of the Institute.

The company also held a lecture for young people from the Belo Horizonte branch about careers and the IT job market.

Knowledge Pills and Welcome

The participants from the Instituto Center Norte and IBM volunteered in these actions in which messages were recorded and made available to the students. The format was instituted because of the pandemic period, to offer volunteers more engagement alternatives with the Institute's students.

Coffee Break 2021

Given the impossibility of performing in-person volunteer actions in 2021, the Coffee Break enabled companies and students from the Institute to connect for knowledge sharing. Through live casts made via YouTube, volunteers from several partner companies brought important themes that contributed to the youngsters' education process, such as

5. PARTNERS

technology, diversity, and selection process practices, bringing the youngsters closer to the labor market reality.

The companies involved in the initiative were:

- > GitHub
- > IBM
- > JP Morgan
- > Instituto Center Norte
- > Falconi
- > TOTVS
- > BrasilPrev
- > Ricca Sustentabilidade

Happening at IOS podcast



Created in 2019, the Podcast aimed to spread the important news about the Institute to its stakeholders. As of 2020, the format was rethought and, since then, it has been focused on

generating content related to the Institute's expertise, which meet the interest of professionals in the Human Resources and Technology segments.

In 2021, eight episodes were produced, covering very current and relevant themes, such as the lack of trained professionals for the technology sector, burnout syndrome, and cloud computing, among others.

In all, there were 115 playbacks on the audio platforms. The episodes were also made available on the official YouTube channel, which had 440 views in the year.

For 2022, the format will be rethought again, based on the results obtained. A new name will be defined, and the target audience will be reviewed.



Commitments

GRI 102-12 | GRI 102-13

As a way to maintain collaboration for Brazil's sustainable development, and remain aligned with its values, IOS makes formal public commitments and participates in associations such as:

International/Multi-Country

- > UN Global Compact Network Brazil - United Nations Organization
- > End Child Labor Initiative - International Labor Organization (ILO)
- > 1MiO Initiative - 1 Million Opportunities - Unicef
- > Silicon Valley Community Foundation
- > OYN (Global Opportunity Youth Network) Network Brazil

National

- > Ministry of Citizenship, Social Development Special Secretary
- > Ministry of Citizenship, Social Assistance National Secretary

- > Brazilian Association of Fund Raisers (ABCR)
- > Brazilian Association of Information Technology and Communication Companies (BRASSCOM), as an Institutional member
- > Agenda 2030 – IOS is committed to the UN 2030 Agenda and the 17 Sustainable Development Goals (SDGs) for 2030. IOS believes that the 2030 Agenda is a great driver for companies, Government and social organizations to act in the same direction in order to reduce poverty and inequality on the planet. For the corporate environment, the 2030 Agenda's goals make business more efficient, responsible, transparent and competitive. Companies that work with sustainability as part of their strategy see the SDGs as a starting point for their socio-environmental investment decisions.

Regional

Minas Gerais

- > Minas Gerais Center for Intersectoral Alliances (CEMAIS)
- > Municipal Council for Social Assistance of Belo Horizonte (CMAS);

5. PARTNERS

- > 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)
- > National Institute of Social Security (INSS) in Belo Horizonte
- > Education Municipal Department (SMED)

Rio de Janeiro

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

Santa Catarina

- > Municipal Council of Social Assistance of Joinville (CMAS);
- > The Municipal Council for the Rights of Children and Adolescents of Joinville (CMDCA);
- > Joinville Municipal Youth Council (CMJ);
- > Conselho Municipal de Educação (CME) de Joinville;
- > National Social Security Institute (INSS) in Joinville;
- > Joinville City Hall; and





- > Department of Education of Joinville.

São Paulo

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

All projects developed by the Institute are aligned with the SDGs. As a way to present this performance, a panel was developed with more information about IOS' contribution to achieving these goals by 2021.



 <p>1. No Poverty</p>	<p>End poverty and all of its forms everywhere Through the work performed by the Opportunities Front, IOS directly contributes to the lives of young people and their families through the impact on family income and, consequently, to the eradication of poverty and reduction of inequalities.</p>
 <p>4. Quality Education</p>	<p>Ensure quality inclusive and equitable education, and promote learning opportunities Through its commitment to education, IOS promotes free professional training opportunities, respecting the specificities of young people and people with disabilities. The Institute offers courses based on the job market requirements, using cutting edge technologies and content adapted to the language of the public served - use of agile methodologies, cutting edge equipment, gamification strategies, management tools, welcoming and proximity to students. Throughout its 23 years of operation, the Institute has trained 40 thousand young people.</p>
 <p>5. Gender Equality</p>	<p>Achieving gender equality and empowering all women and girls The commitment to gender equality and the empowerment of girls and women are part of IOS culture. In 2021, 62% of the trained students were girls, and a specific training for female students in technology was carried out, which included a former student teacher and trained 18 girls for the market. In the workforce, 69% are women, and the management includes 55% of them, including Leadership, Management, Board of Directors, and Executive Board. In 2021, IOS elected a woman president.</p>
 <p>8. Decent Work and Economic Growth</p>	<p>Promote inclusive economic growth, full and productive employment and decent work Promoting employability and income generation for students is the Institute's Mission, which has a team focused on finding job opportunities compatible with the profile of the Institute's graduates. In addition, IOS maintains relationships with companies and educational institutions, with the objective of securing scholarships. IOS generates value through connections involving students, teachers, partners and employers.</p>
 <p>10. Reduced Inequalities</p>	<p>Reduce inequality within and between countries Through free service, focused on young people and people with disabilities, students or public school graduates, coming from low-income families; with units maintained predominantly in the poor outskirts, aiming to provide access to young people from the communities to the labor market and opportunities to access higher education. Through training and employability work, IOS impacts the reality of students, families and their communities.</p>



6. MOBILIZATION AND RESOURCE USE

In this chapter, you find:

- Resource Mobilization
- Responsible Use of Resources

Mobilization and Responsible Use

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



I joined IOS with the purpose of pursuing something that interested me, and I did it with the course. Now, I intend to take the university entrance exam to enter the technology area and specialize in cyber security. IOS taught me that we always have to keep studying, so I intend to never stop.

Vinícius Gama Andrade,
former IOS student



Mobilization

IOS works for a sustainable and value generating resource mobilization for all those involved: partners, social investors, students and society. Resource mobilization in 2021 refers to all revenues recognized during the period. This year, gross revenue was R\$11,956,318.95, a result 9.1% higher than in 2020 and 13.7% higher than in 2019. This amount reflects the resumption of the Institute (number of people served, projects carried out, students employed), a theme addressed in this report as a relevant institutional issue in the year 2021.

One action front that deserves to be highlighted is On Demand Professional Training, with a focus on serving People with Disabilities. The creation of the I.PcD pillar (Inclusion of People with Disabilities) allowed the Institutional Relations team to seek more partners who are investors in this training model, and thus resource mobilization for this front grew five times compared to 2020, and seven times compared to 2019 - which also boosted the results in the number of people served, explained in the Diversity sub-chapter (page 72) - with a

6. MOBILIZATION AND RESOURCE USE

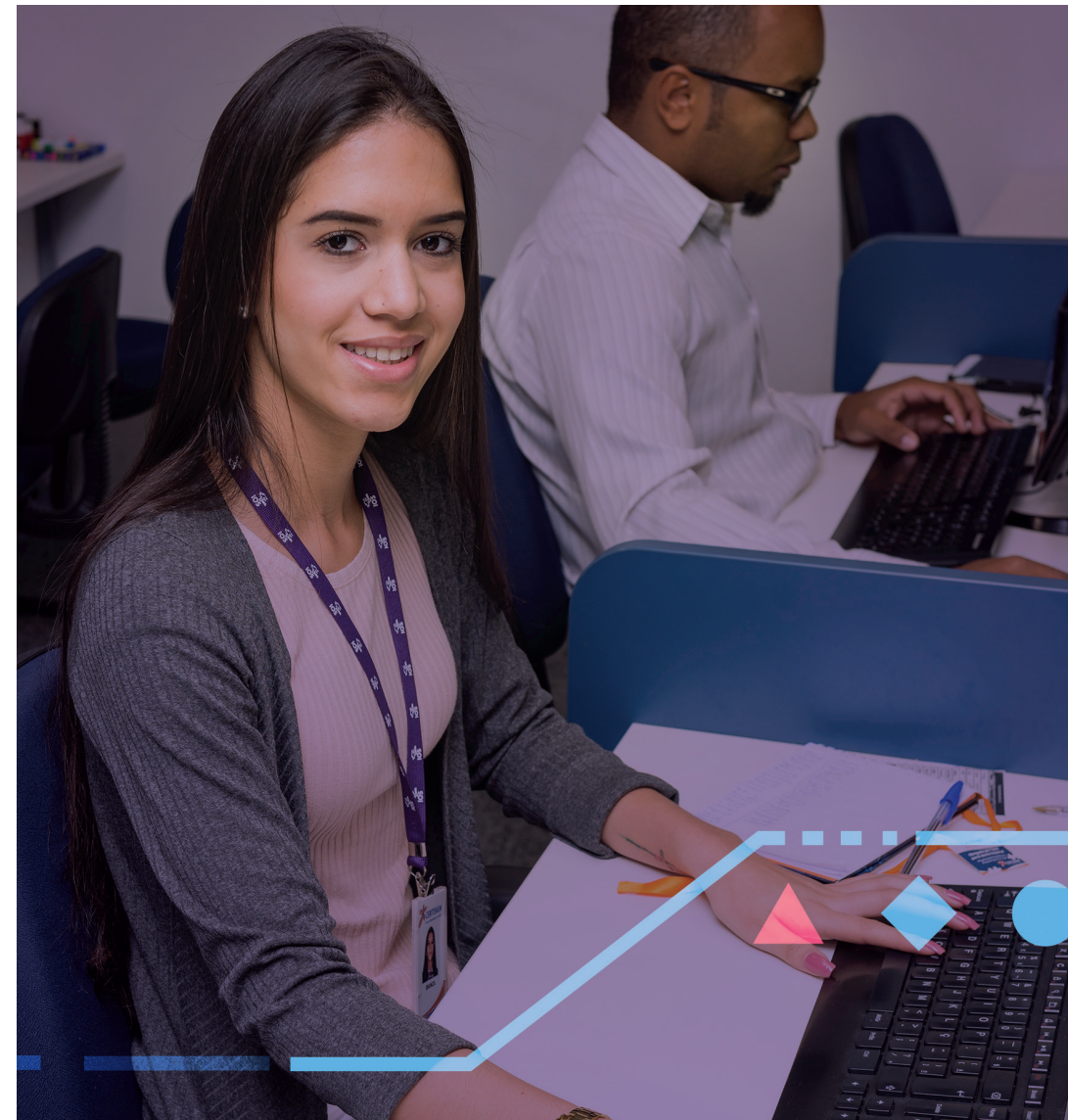
70% increase compared to 2020 and 267% compared to 2019. The Institute won major partners throughout 2021, such as Mercado Livre, Coca-Cola FEMSA, BRF and Carrefour.

As in 2020, IOS mobilized resources to support students, their families and communities surrounding the service units, in needs generated by the Covid-19 pandemic. The campaign started by the sponsor TOTVS in 2020 was continued, and the Company started to triple every donation made by its employees - TOTVERS. The initiative generated revenues of R\$ 639,907.48, double the amount collected in 2020. Learn more about this campaign on page 99 - subchapter Investors & Partners - Sponsoring Company.

Professional Apprenticeship Management had its revenue reduced between 2019 and 2021 as a result of IOS Management's strategy. The Covid-19 pandemic increased the number of layoffs at companies employing young apprentices, reducing the need for the number of young people linked to vocational apprenticeships in their operations.

Given this scenario, with the objective of avoiding that the young people trained by IOS suffer an impact on their job opportunities as apprentices, the Institute started not to charge the monthly fee referring to the theoretical training (which was paid by the companies), of the selected IOS young former students.

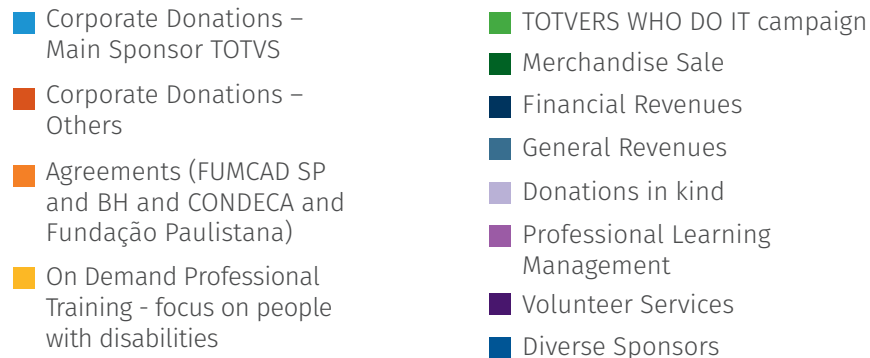
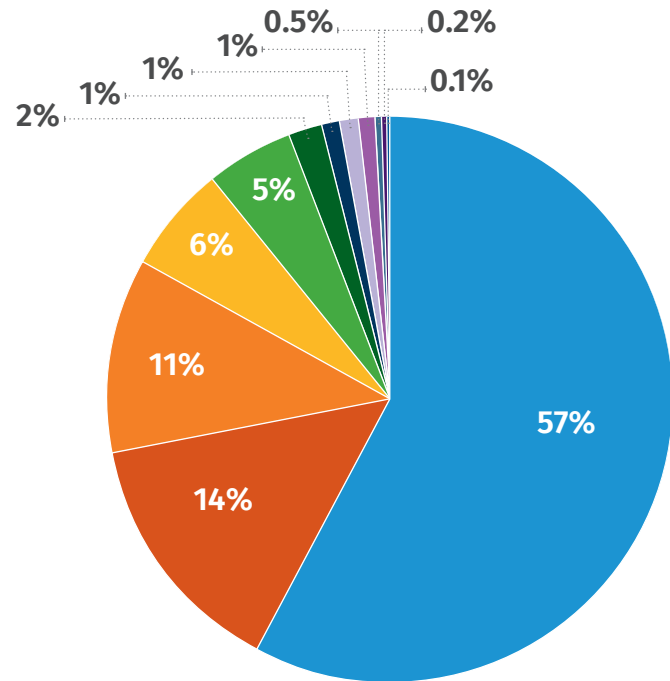
For more details on the revenues raised by the Institute, you can contact the Finance team by e-mail financeiro@ios.org.br.



	2021	2020	2019
Revenues	R\$ 11,956,318.95	R\$ 10,949,138.91	R\$ 10,509,261.52
Corporate Donations – Main Sponsor TOTVS	R\$ 6,827,556.98	R\$ 6,057,550.92	R\$ 5,887,099.49
Corporate Donations – Others	R\$ 1,692,274.32	R\$ 1,407,928.51	R\$ 2,143,581.17
Agreements (FUMCAD SP and BH and CONDECA e Fundação Paulistana)	R\$ 1,335,967.13	R\$ 2,531,978.01	R\$ 1,563,698.68
On Demand Professional Training – focus on people with disabilities	R\$ 758,437.73	R\$ 142,720.73	R\$ 106,798.05
TOTVERS WHO DO IT campaign	R\$ 639,907.48	R\$ 208,123.52	Campaign started in 2020
Merchandise Sale	R\$ 273,104.50	R\$ 144,099.05	R\$ 283,846.25
Financial Revenues	R\$ 153,721.25	R\$ 91,665.92	R\$ 82,834.66
General Revenues	R\$ 81,840.14	R\$ 96,715.18	R\$ 124,260.49
Donations in kind	R\$ 60,885.00	R\$ 183,641.00	R\$ 245,710.00
Professional Learning Management - Ministry of Labor and Social Security	R\$ 43,824.21	R\$ 15,516.63	R\$ 12,304.66
Volunteer Services	R\$ 21,551.17	R\$ 37,739.73	R\$ 54,760.24
Diverse Sponsors	R\$ 9,708.83	R\$ 31,459.71	R\$ 4,367.83

6. MOBILIZATION AND RESOURCE USE

2021 Revenues



Transparency that allows resource mobilization

IOS acts with ethics and 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 by municipal, state and federal funds;
- > State Court of Auditors' opinion;
- > Rendering of quarterly, semi-annual, annual and final accounts evaluated by the respective councils of each public;
- > Information on projects signed on IOS website; and
- > seals and awards obtained year after year (learn more on page 90), confirming the reliability of the Institute for the partners that support it.

Responsible Application

A social organization's sustainability is related to its generation of social impact, which depends on the efficient and responsible application of the mobilized resources, as well as on the accountability to its partners and sponsors.

In 2021, R\$ 11,598,071.02 were applied in the hiring of suppliers, payroll and social charges, educational and administrative

expenses and investments in infrastructure improvements and materials (fixed assets).

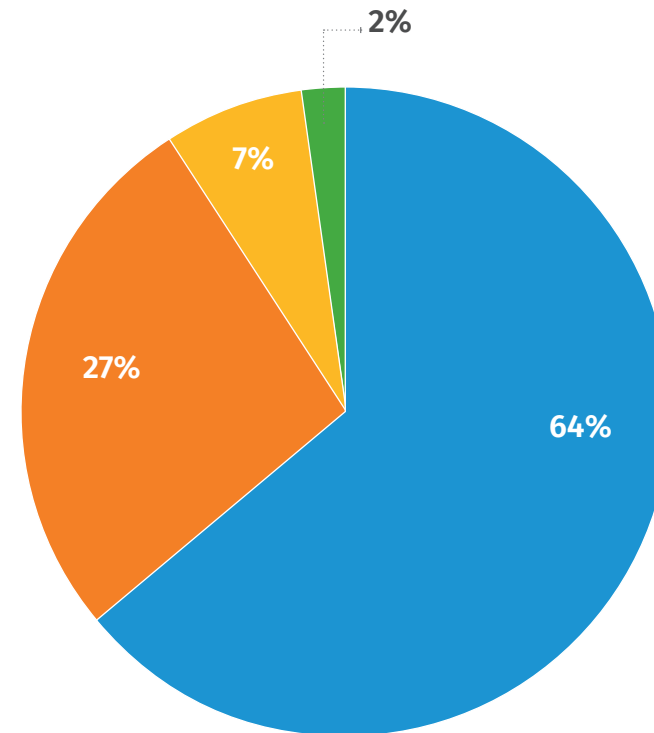
Part of IOS' performance is to maintain transparency with the public, enabling the monitoring of its performance. Open communication is essential for the Organization, which has a team dedicated to project management in partnership, sending periodic reports of results to partners and social investors.

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

Check the numbers below:

Expenses	2021
Payroll expenses	R\$ 7,437,716.30
Educational, administrative and general expenses*	R\$ 3,176,245.41
Social Assistance Expenses	R\$ 820,532.03
Fixed assets	R\$ 182,121.22
Total	R\$ 11,616,614.96

Expenses 2021



- Payroll expenses
- Educational, administrative and general expenses*
- Social Assistance Expenses
- Fixed assets

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



7. IOS EMPLOYEES

In this chapter, you find:

- IOS employee profile, performance, benefits and engagement with the Institute

IOS Employees

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

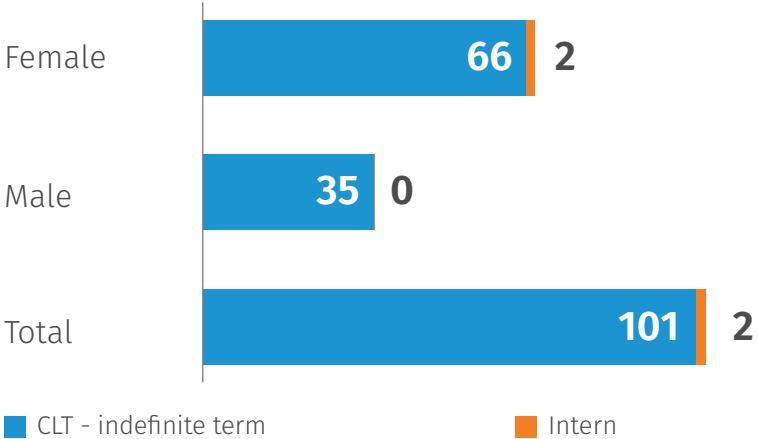
“
The Institute for Social Opportunity does amazing work. As a former student, and today a employee at IOS, I can say that it transforms people's lives, be it of its students or its employee.
”

Caroline Momm, former student and current IOS employee

At IOS, the employees are called "participants", as a manner to indicate that all are, in fact, part of the construction and work of the Institute.

In addition to the importance in the performance and impact generation, the participants are multipliers of IOS values and cause.

In 2021, IOS had 103 active participants, distributed as follows:



7. IOS EMPLOYEES

Regions (by Contract Type)		
Region	Total number of employees	Contract Type
São Paulo	86	CLT - indefinite term
São Paulo	2	Intern
BH	6	CLT - indefinite term
JOI	3	CLT - indefinite term
RIO	6	CLT - indefinite term

Employees by gender, age group and position					
	Women	Men	Up to 30 years old	From 30 to 50 years old	Over 50 years old
Board of Directors	75%	25%	0%	75%	25%
Advisory Board	60%	40%	0%	75%	25%
Supervisory Board	0%	100%	0%	100%	0%
Internal Management	100%	0%	0	100%	0
Employees	65%	35%	45%	47%	8%

Among the 103 IOS employees, 28 are former students, equivalent to 27% of the total staff. In 2021, there were 29 hires, 12 of which were former students.

Face-to-Face Activities resumption

Considering all the changes in the work format, as a result of the pandemic, IOS chose to embrace the home office as a benefit for employees, in the activities that allowed this model.

The Institute started the year still with the remote work format. With the progress of vaccination and the reduction in the number of Covid-19 cases, it was possible to structure a plan to resume in-person activities. In the service units where it was possible to resume face-to-face activities, employees started performing activities between one and two times in person, starting in August 2021.

The return was planned, aiming to ensure that all protection measures were ensured, through the distribution of kits containing face mask and rubbing alcohol gel, of face shields for employees who had greater contact with the public, in addition to the availability of sanitizing mats and mandatory temperature gauging for access to all service units.

At the close of the year, a work schedule was defined for each area, according to the type of demand, so that every day

there are employees, from all teams, working face-to-face. This scale will be tested throughout 2022 and will be adjusted if necessary.

Development

IOS acknowledges the importance of investing in the development of its teams and strives to offer means for employee improvement and professional updating.

Whether through training, lectures or mini-courses in in-company format, or through external courses, this is an important theme for the Human Resources area, which enables these actions according to the scenario and budget available for each year.

Throughout the year, 5,842.5 hours of training sessions were held, divided as follows:



7. IOS EMPLOYEES

Average hours of training per employee (hours/employee) 56.7 hours		
By Gender		
Women	3,783 hours	
Men	2,059.5 hours	
By Category	Men	Women
People Management	0	15
Communication	0	130
Educational	1,631.5	3,511
Financial	3	21
Management	0	13.5
Infrastructure and Information Technology	3	0
Projects	1.5	15
Human Resources	7.5	66.5
Governmental Relations	9	0
Institutional Relations	404	10.5

Also with the goal of monitoring employee development, there was a resumption of the performance and performance management cycle.

Through a model that engaged HR, direct leaders and employees, an assessment was made that allowed to map the challenges of each participant in the development of soft and hard skills, which will contribute to these professionals' career management.

Compensation and Benefits

IOS has a compensation and benefits program in line with the best corporate practices, always pursuing adequacy to what is being practiced in the market. The main hiring system adopted by the Institute is the CLT (Consolidation of Labor Laws).

In 2021, a new policy was also established which, through a partnership with the company Creditsa, brought a new benefit to IOS employees, with the offer of payroll loans. The whole team was informed about this new feature and its respective rules.

Engagement

As the Institute has grown in recent years, the challenge and the concern to maintain an integrated communication with

employees are always a point of attention for the Human Resources area.

As a way to facilitate the dissemination of information, considering the distancing and remote work scenario, the WhatsApp group was created with the whole team, to share information, communications and messages to employees.

The live casts started in the previous year were also continued. In April, a virtual meeting was held, sharing information on the sequence of remote activities, results of the climate survey conducted in 2020, presentation of the action plan based on the survey results, as well as updates on collective wage agreements, benefits and the entrance of new members to the IOS team.

Thinking of diversifying the internal communication channels, Fluig, the Institute's intranet, was also used to share information.

To welcome and inform employees, commemorative date actions were held throughout the year:



7. IOS EMPLOYEES

Month	Date	Action Description
March	Women's Day	Sending messages in celebration for the day and handing out gifts.
May	Mother's Day	Sending messages in celebration for the day and handing out gifts.
July	Brazilian June Party	Held in an online format with interaction and a raffle of gifts for employees.
August	Father's Day	Sending messages in celebration for the day and handing out gifts.
October	Teachers' Day	Production of a video with student participation, speaking to teachers from all IOS service units. Gifts were also given.
	Pink October	Sending information about breast cancer to all employees. There was also mobilization, so that employees would go to work wearing pink during this month.

Month	Date	Action Description
November	Blue November	Sending information about prostate cancer to all employees. There was also a mobilization, so that the employees would go to work wearing blue during this month.
December	Confraternization	Held in an online format, with prizes and interaction among the employees.

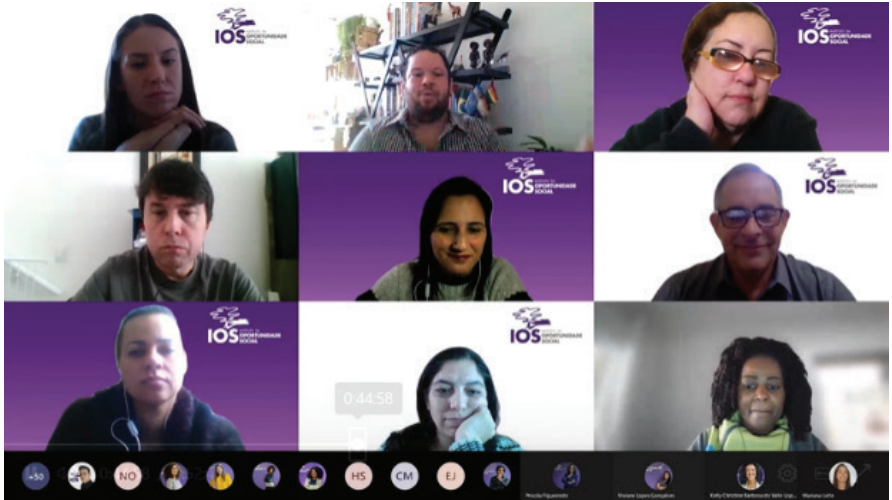
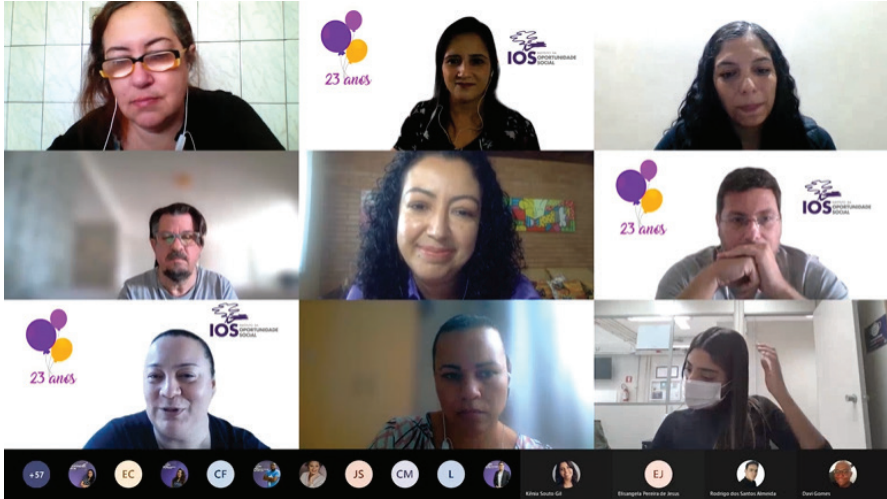
Other Actions

Coffee with the Leader:

The resumption of the "Coffee with the Leader" action was one of the suggestions received through the 2020 climate survey. In the 2021 edition, the "Coffee with the Leader" aimed to bring employees and leaders together, showing a little of IOS leadership team's history and work. Monthly live casts were held, lasting two hours (up to three hours in some cases), in which the Institute's leaders presented themselves in pairs, telling their personal and professional life stories. During the presentations, the live chat was flooded with

comments of motivation, emotion, and questions about what was being discussed.

At the conclusion of the presentations, employees would raise questions and make comments, so that the interaction would happen in a light and fruitful way. Important themes emerged, such as ways to act in a social cause, conciliation between career and personal life, real maternity, academic path options, among others. The action stirred a lot of emotion among everyone, presenting each of the Institute's leaders in a more human way.



7. IOS EMPLOYEES

Diversity and Inclusion **Diversity in Inclusion Workshops**

As a way to bring the Diversity and Inclusion theme to the employees, a diversity committee was created, composed of employees from different areas and branches of the Institute. This committee held periodic meetings to define the actions and themes that were taken to the workshops. Through five online meetings, the following themes were approached: LGBTQIA+ Pride, Quotas Law - 30 years, the world of Work and Education, Ethnic and Racial Discrimination, Inclusive Communication and Cyberbullying.

The events were held with the participation of guests who are experts on the themes, and members of the diversity committee. Two live casts were also organized, one on Instagram of IOS and another on the YouTube channel. The themes were: "LGBTQIA+ Pride Day" and "Innovation and Diversity in the Digital Age". All these meetings had the objective of discussing important issues, taking information and knowledge to inside and outside IOS.

LGBT Forum Partnership

OIOS joined the group of partners of the LGBT Forum. This partnership will support the Institute in the development of initiatives for inclusion and in debates on relevant issues,

directly contributing to the Institute's commitment to bring diversity to all its spheres.

Health and Wellness

Two actions were carried out aimed at promoting health and wellness for employees. In a pilot project, IOS signed a partnership with the company Beecorp, between the months of June and November, through which employees could access psychologist and nutritionist services, in addition to a fixed agenda with a physical educator, to perform work gymnastics. After measuring the results, it was possible to understand that the employees already felt fully covered by the health plan and it was decided not to renew this partnership.

The Institute also carried out a vaccination campaign against H1N1, communicated to employees through the group created on WhatsApp. The "Vacinometer" action was also carried out, with the goal of monitoring employees who have been immunized against Covid-19. By December 31, 2021, 99% of the employees had been immunized with the first and second dose of the vaccine.

The employees enrolled received a credit in the multi-benefit card, to be used in the partner pharmacy chain, a benefit extended to the spouse and children up to 18 years of age, of all those interested.



8. FOR MORE INFORMATION

In this chapter, you find:

- GRI Content Index
- Credits

8. FOR MORE INFORMATION

GRI Content Index

GRI 102-55

General content		Reference (p.) / Direct Answer
General disclosures		
Organizational Profile		
102-1	Organization name	Instituto da Oportunidade Social
102-2	Primary brands, products and services	Page 129
102-3	Location of Headquarter	Page 128
102-4	Number of countries where the organization operates	Brazil
102-5	Nature of ownership and legal form	Page 19
102-6	Markets served	Page 21
102-7	Scale of the organization	Page 113
102-8	Profile of employees and other workers	Chapter Employees, page 112
102-9	Description of company's supply chain	Chapter Partners, page 91
102-10	Significant changes to the organization and its supply chain during the report period	Election of new Advisory and Supervisory Boards and new Board of Directors (Deliberative)
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 103
102-13	Membership of associations	Page 103
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	Page 20
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 128
Governance		
102-18	Governance structure, including committees	Page 86
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	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 76
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 76
Stakeholder Engagement		
102-40	List of stakeholder groups	Pages 28, 82, 103
102-41	Collective bargaining agreements	100%
102-42	Identifying and selecting stakeholders	Page 52

8. FOR MORE INFORMATION

102-43	Approach to stakeholder engagement	Page 52
102-44	Main topics raised during the engagement of stakeholders and measures adopted by the Company to address them	Chapter About the Report, page 5
Reporting Practices		
102-45	Entities included in the consolidated financial statement	Page 5. All service units are considered in the financial statements and the Annual Sustainability Report
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 previous 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, 2021
102-51	Date of most recent report	2020
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	Core
102-55	GRI content index	Page 122
102-56	External Verification	This report has not undergone external verification
Management Approach		
103-1	Explanation of material themes and their limits	Page 5
103-2	Management on the subject material	Chapter about Goals and Commitments, page 39
103-3	External assurance	Page 86

Specific Content

Economic Disclosures

Economic Performance

201-1	Direct economic value generated and distributed	Page 107
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Indirect Economic Impacts

203-2	Significant indirect economic impacts, including the extent of impacts	Page 107
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Anti-corruption

205-2	Communication and training about anti-corruption policies and procedures	There were no trainings in 2021 about anti-corruption
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205-3	Confirmed incidents of corruption and actions taken	No reports of corruption cases
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Social Disclosures

Training and Education

404-1	Average hours of training per year per employee broken down by gender and functional category	Page 115
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404-2	Skills management and lifelong learning programs that support the continuity of employee employability in preparation for retirement	Page 115
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404-3	Percentage of employees receiving regular performance and career development reviews broken down by gender and functional category	In 2021, all employees went through a Performance Analysis process with an Individual Development Plan
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Diversity and Equal Opportunities

405-1	Diversity of governance bodies and employees	Page 114
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405-2	Mathematical ratio of wages and remuneration between women and men broken down by functional category and relevant operational units	At IOS, employees are paid for their technical competence and according to the position, regardless of their gender. The pay ratio between men and women in the same position is 100%
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Non-Discrimination

8. FOR MORE INFORMATION

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	There were no trainings on these topics in 2021
Sector Supplement		
NGO-10	Adherence to standards for fundraising practice and marketing communication	IOS operates with transparent fundraising practices, based on accountability and financial auditing. The code of ethics and conduct addresses issues on the application of the Institute's resources
NGO-7	Resource allocation	Page 107
NGO-8	Funding sources by category and five largest donors and monetary value of their contribution	Page 107

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Deezer e Spotify: Podcast Acontece no IOS

