



SEVEN CONSECUTIVE
YEARS AMONG THE 100
BEST NGOs IN BRAZIL



EDUCATIONAL PROGRAM

SUMMARY

3 – WHO WE ARE

4 – SUSTAINABLE DEVELOPMENT GOALS

5 – 2023 IMPACT

6 – EDUCATIONAL PROGRAM

8 – JUSTIFICATION

9 – OBJECTIVES AND BENEFITED AUDIENCE

10 – METHODOLOGY

12 – ACTIVITIES

24 – GOALS AND EXPECTED RESULTS

25 – AWARDS

26 – MONITORING AND EVALUATION

27 - TESTIMONIALS

29 – GOVERNANCE AND MANAGEMENT

30 - PARTNERS

WHO WE ARE

Instituto Reciclar, founded in 1995, is an NGO that supports adolescents in their professional education and insertion in the job market. This is done through an innovative educational model that stimulates practical learning, soft skills' development and technical qualification of excellence.

Our aim is to promote the productive inclusion of young people, in addition to preparing them to undertake in their lives, at work, in the family and in the community, transmitting values and expanding their vision of vocation, skills and interests, always connected to market trends, work and life in society. We also work through the production and sharing of knowledge in partnership with public authorities, companies and other social organizations. To achieve this, we carry out our different social programs. They are: Educational Program, Public Education Support Program (PAEP), Mentoring Program, Technology Training Program and University Support Program.



SUSTAINABLE DEVELOPMENT GOALS



We work for sustainable development and the promotion of social transformation. That's why we are signatories to the UN Global Compact, the world's largest corporate sustainability initiative, with over 13,000 members in nearly 80 local networks covering 160 countries. In addition, our strategy is aligned with the SDGs - Sustainable Development Goals - defined in 2015 by the United Nations. There are 17 Goals and, based on our mission, we are dedicated to contributing to five of them in particular.



2023 IMPACT

220

BENEFITED FROM THE
EDUCATIONAL
PROGRAM



53%

Increase in the
family income

90%

Participants
employed at the
end of the
Educational
Program

2023 PARTICIPANTS PROFILE:

■ RACE

64,3%

BIPOC (Black,
Indegenous and
People of Color)

■ GENDER

67,9%

Identify as **female**

926

BENEFITED IN THE
MENTORING
PROGRAM



2023 PARTICIPANTS PROFILE:

■ RACE

81,1%

BIPOC (Black,
Indegenous and
People of Color)

■ GENDER

66%

Identify as **female**

80

YOUNG PEOPLE IN THE
TECHNOLOGY TRAINING
SUPPORT PROGRAM



75.466

BENEFITED IN THE PUBLIC
EDUCATION SUPPORT
PROGRAM

72.360

Students from public schools of São
Paulo state benefited indirectly.

3.106

Teachers from public schools of São
Paulo state benefited directly.

45

UNIVERSITY SUPPORT
PROGRAM
BENEFICIARIES



EDUCATIONAL PROGRAM



EDUCATIONAL PROGRAM

The Educational Program aims to contribute to the productive inclusion of young people between 15 and 19 years old, through concise training. The aim is to broaden the participants' vision of their vocation, skills and interests, in addition to connecting them to trends in the professional world and life in society.

The methodology is based on activities that promote learning in practice, based on real situations. In total, there are three years of Program, which includes mentoring and intermediation with job opportunities in the network of partner companies.



JUSTIFICATION

According to the Undersecretariat of Labor Statistics and Studies, of the Ministry of Labor and Employment, in 2023, **5.2 million young people aged 14 to 24 were unemployed in Brazil, which corresponds to 55% of people in this situation in the country**. Among the unemployed young people, **52% are women and 66% are black and brown**. Those without access to work and study totalize **7.1 million, of which 60% are women and 68% are black and brown**.

Furthermore, IBGE data indicate that almost **four in ten Brazilians aged 19 (36.5%) did not complete high school**. According to a research published by Fundação Getúlio Vargas (2017), **40% of the young people who drop out of school reported that the main reason was lack of interest**. The need to work is in second place, with 27.09%. Another aspect that stands out as a problem is early pregnancy, which is one of the main factors that impact school dropouts in adolescence and, consequently, affects their insertion into the job market, leading to underemployment. According to a study carried out by Fundação Abrinq in 2019, around **20% of mothers in Brazil did not complete elementary school; among teenage mothers, this number increases to 30%**.

Instituto Reciclar's Educational Program aims to combat this problem, promoting the productive inclusion of young people in vulnerable situations. Based in the Jaguaré neighborhood, where the largest favela in a continuous area of the city of São Paulo is located, Reciclar serves young people between 15 and 19 years old in the after-school hours of the public school system. By requiring regular attendance at school, the Program combats school dropout rates. Furthermore, with conversation circles and personal planning in the Life Project workshops, it also seeks to work on teenage pregnancy. In 2023, 90% of young people graduating from the Educational Program found employment, causing a 53% increase in their per capita family income.

DEMOGRAPHIC DATA - JAGUARÉ



479

households with IPVS level 5 – high vulnerability.



3.597

households with IPVS level 6 – very high vulnerability.



42.479

population.



Average Per Capita Income of:

$\frac{1}{2}$ minimum wage,

(average of 4 residents per household)

MAIN GOAL

Contribute to the employability and income generation of 220 young people between 15 and 19 years old through activities aimed at developing soft skills and technical-cognitive skills in line with trends in the world of work.

SPECIFIC GOALS

- ➔ Promote the development of soft skills aligned with job market trends;
- ➔ Enable professional qualification for project participants;
- ➔ Provide financial autonomy and economic inclusion through employability support.



BENEFICIARY PUBLIC

Direct Beneficiaries: 220 young people between 15 and 19 years old, public school students;

Indirect Beneficiaries: 880 people, family members of the beneficiaries.



METHODOLOGY

Pedagogical branch

The purpose of the Program is the productive inclusion of young people. In this way, practical experience and “hands on work” will always be adopted as a method to teach and bring young people closer to the world of work in a more concrete way.

Our impact model adopts socio-constructivism as its pedagogical branch, promoting a creative and stimulating environment that allows the beneficiaries of our projects to develop their teaching-learning process in a protagonist and autonomous way, building and expanding repertoires by mobilizing knowledge and references - their themselves and also the collective - in a context of sharing and social interaction. In this way, the program takes into account the participants' prior knowledge and seeks to deepen it in an organic and horizontal way.

The pedagogical model then focuses on awakening challenges and, from there, implementing relevant projects to solve problems. To achieve this, we rely on our own methodology - in tune with the Design Thinking model. Project management is a part of Instituto Reciclar's DNA in a broad sense and the aim is to address the different areas of knowledge in connection with real-world issues and problems.

Thus, the self-esteem of the actors is raised, as they begin to see themselves as agents of transformation while they develop skills and abilities essential to life in society and that their action makes it possible to concretely change reality - both their individual reality and of their surroundings.

METHODOLOGY

Soft skills

Several studies in the fields of Psychology, Education and Economics have pointed out that the skills and abilities included in the so-called Big Five Factors (Openness to new experiences, Extroversion, Kindness, Conscientiousness and Emotional Stability) are as important as the so-called cognitive abilities (ability to memorize, analyze, classify, among others) to obtain good results in different areas of individual and collective well-being, such as education, income and health.

Taking this into account, the project focuses on the development of the following skills:

CREATIVITY

Ability to have original and coherent thoughts, critically and integrated with knowledge.

TEAM WORK

Ability to share information, negotiate proposals, live harmoniously with the group and respect different points of view.

EMOTIONAL STABILITY

Search for solving conflicts and collaborating with others in difficult times.

COMMUNICATION

Ability to express oneself and make speech adjustments according to the interlocutor.

EXTROVERSION

Competence related to confidence when expressing ideas and interest in the external world.

PROACTIVITY

Openness to new knowledge and experiences that are oriented towards personal goals, autonomously and perseveringly.

KINDNESS

Ability to cooperate, be tolerant and be able to relate to different people.

CONSCIOUSNESS

Concern with the development, presentation and finishing of productions in an organized, responsible manner and in compliance with the rules and agreements.

ACTIVITIES

YEAR 1

Design thinking workshops + Life Project + Support workshops + English + Employability workshops + Special Activities.



Design thinking workshops: It provides learning through project management, using real problems as a starting point, with the aim of training young people within the reality of the world of work.

Life project: It encourages reflection on personal and professional dreams, setting goals to achieve them and choosing a career to follow.



Mentoring Program: It connects experienced professionals with young participants in the Program, promoting an exchange of knowledge and contributing to the development of soft skills that meet the needs of the job market.



Support workshops: It promotes the development of socio-emotional and cognitive skills and abilities, as well as the expansion of educational levels in Portuguese, English, mathematics, logical reasoning, technology, audiovisual, among others.



Vocational Course: Based on the life project designed in the first year of the Program, the young person begins his technical training, at leading schools in his area of interest, fully funded by Instituto Reciclar.



Employability support: It contributes to the insertion of young people into the job market through intermediation with job opportunities in the organization's network of partner companies, as well as support throughout the process.

YEAR 2

Vocational Course + Mentoring Program + Life Project + Tools for the job market + English.

YEAR 3

Technical Course + Mentoring Program + Employability support.

ACTIVITIES

DESIGN THINKING WORKSHOP

Year 1

Considering the main objective of the Program, young people's employability, the Design Thinking Workshop is fundamental to the development of the program. This workshop provides opportunities for young people to develop creativity, planning, project development, cooperative work and social protagonism. With the development of projects related to social impact, the Sustainable Development Goals (UN - UNESCO) and the demands of the world of work, the beneficiaries will have practical learning of the use of the most necessary socio-emotional skills for the world of work, also developing the protagonism, understanding of the world and execution. As main references we have design thinking, canvas business model, PMBOK and social notices.



ACTIVITIES

LIFE PROJECT WORKSHOP

Year 1

Time to support the beneficiaries in discovering the demands, doubts and possible areas of activity that they are interested in based on their dreams and what they bring as professional and personal aspirations. Define the areas of professional interest of young people, culminating in the choice of one or more areas in which the young person can work. Develop self-knowledge and reopen the professional choice process, based on the exchange of experiences, seeking references from areas of activity, professionals and the job market. All research, self-knowledge processes and experiences must converge towards the construction of a life and career project that is closer to the young person's personal and professional interests, which may have appeared from the beginning or have been discovered in the process.



ACTIVITIES

MATHEMATICAL LANGUAGES AND LOGICAL REASONING

Year 1

The Mathematical Languages Workshop focuses on offering young people a more practical understanding of Mathematics, providing meaningful learning. To this end, the workshop covers the contents of basic mathematics, plane geometry, plane figures, calculation of areas and volumes, financial mathematics and basic concepts of electricity and residential electrical, always related to the daily lives of young people and the world of work.

ACTIVITIES

EMPLOYABILITY WORKSHOPS

Year 1

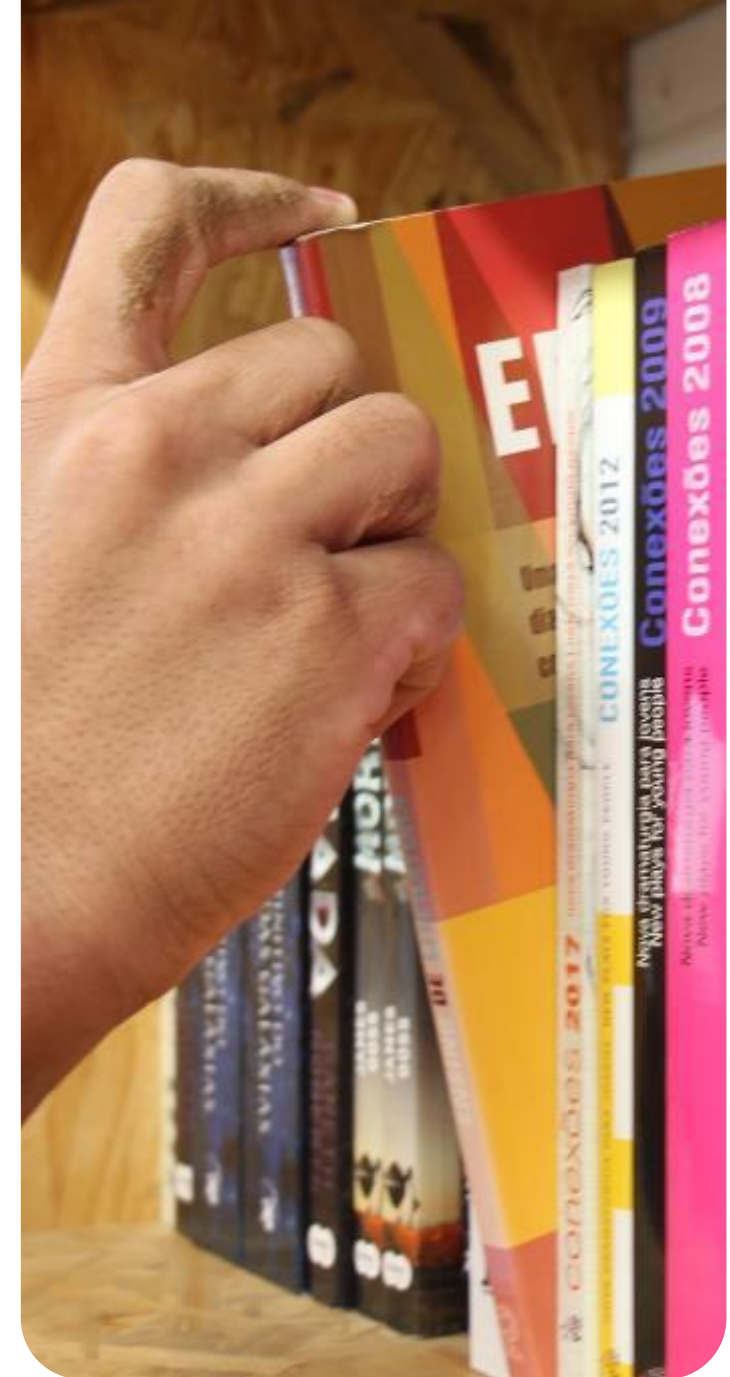
This workshop seeks to expand the repertoire of specific content on knowledge of the job market, companies and areas of activity. To this end, young people will start from the problem of entering the job market. After this stage, the young person will have the opportunity to equip themselves with tools such as portfolios and networking (LinkedIn), necessary to put their career plan into practice.

ACTIVITIES

READING, WRITING AND ORAL COMMUNICATION

Year 1

This workshop is divided into some blocks that are guided by the Program's macro objective: the insertion of young people into the job market in a qualified way. In this way, the year begins with a block of Self-knowledge that revisits each person's history and memory, goes through a block that discusses work and professions in people's lives, moves towards a block of collecting life stories, each time forming further the young person towards the future, towards the world of work and ends with a block called “How I place myself in the world” which seeks, in addition to adapting the young person's language registers to the world of work, to tune, structure and organize ideas and opinions. Part of this workshop is also to produce texts in an authorial manner and appropriate to the situation of enunciation. First, the young person must produce an autobiography that presents themselves to the world and then an opinion article that shows a reflective and articulated process developed throughout the year. Reading, listening, reflecting, expressing yourself, adapting and communicating are actions that guide the process and the year in the workshop.



ACTIVITIES

THEATER

Year 1

In the Program, the Performing Arts will be a means not only for an expressive and artistic experience, but also for young people to learn to communicate, overcome shyness and insecurity, work as a team, memory, organization - important skills for their personal life and professional - in addition to developing several other skills related to the production of a theatrical play, such as writing text, making sets and costumes, among others.

ACTIVITIES

EXAM PREPARATION

Year 1

The Exam Preparation Workshop seeks to work on study autonomy with young people, outlining paths to study for exams and other selection processes that they will encounter in their careers. Furthermore, it also seeks to present and bring the tests closer to the beneficiaries, considering their formats and contents. The idea is not to present new content, but to encourage young people with tools that help and guide them in carrying out the selection processes.

ACTIVITIES

TOOLS FOR THE WORLD OF WORK

Year 1

The most important tools of programs used in the corporate world are presented, providing young people with a repertoire and enabling them to enter the world of work with sufficient knowledge so that they feel comfortable saying that they are capable of using this software. Tools from the Office package, Google tools, scratch, among others, are explored, always starting from practical examples, such as the use of an Excel spreadsheet to prepare a personal budget.



ACTIVITIES

SPECIAL ACTIVITIES

Year 1

Special Activities aim to expand young people's repertoire through cultural activities and meetings that enable the expansion of young people's references in relation to the job market. These activities also play the important role of energizing young people's routine and bringing current topics to discussion. Some of the activities carried out include:

- READING CLUB;
- CINECLUB;
- EXTERNAL ACTIVITIES: visit to cultural spaces in the city of São Paulo;
- MEETINGS WITH TECHNICAL GUESTS: chats and conversation circles on topics such as personal finances, career, life stories, entrepreneurship or other topics that can contribute to both the professional choice and the life project.



Conversation circle about Women in Technology for young people at Instituto Reciclar with the participation of Edgleuma Abreu - Neon Payments, Juliana Dias - Ifood and Lissandra Shiramizu – Lenovo. Check out the news about this meeting [here](#).

ACTIVITIES

ENGLISH

Year 1 and Year 2

Teaching a foreign language is of great importance today, as it is through this learning that a better knowledge of other cultures becomes possible, in addition to enabling interaction between different peoples in the today's globalized world, it also opens up a range of opportunities in the professional field. Providing young people with the ability to understand English words through audio and word repetition, expanding vocabulary through short readings and games and developing listening skills in the English language will make this young person familiar with some words and able to identify them in different social contexts. Reading texts, in turn, will make the young person learn new words, thus increasing their vocabulary and making it easier to identify them in other readings, as well as writing them correctly.

ACTIVITIES

VOCATIONAL COURSE SUPPORT WORKSHOPS

Year 2

Specific time to support teenagers with content seen in technical courses. Adolescents have the freedom to present their doubts and difficulties to educators, who seek to address relevant content to resolve the difficulties presented by adolescents. This activity aims to ensure the continuity of teenagers in the technical course. Some examples of content covered are essay writing, email writing, linguistic repertoire, tools, financial education, among others.

ACTIVITIES

VOCATIONAL COURSE

Year 2 and Year 3

The beneficiaries, in addition to internal activities at Instituto Reciclar, also receive vocational training at leading schools. These schools are accredited by MEC (Ministry of Education), and offer courses that are aligned with the young people's life plans. This activity is one of the central aspects of the project, as it works directly to prepare young people in technical-marketing aspects, aiming to contribute to their qualified entry into the job market, with a certificate recognized by them. Throughout the vocational course, young people are accompanied by the Institute's educational team, which provides support to the difficulties faced by young people throughout the vocational courses in order to guarantee their retention and completion.

Based on criteria related to employability and income generation, Instituto Reciclar approved a matrix of vocational courses eligible for financing. We also select the vocational schools in which young people can study based on criteria of teaching quality and differential for the beneficiary's future employability.

Vocational Schools:



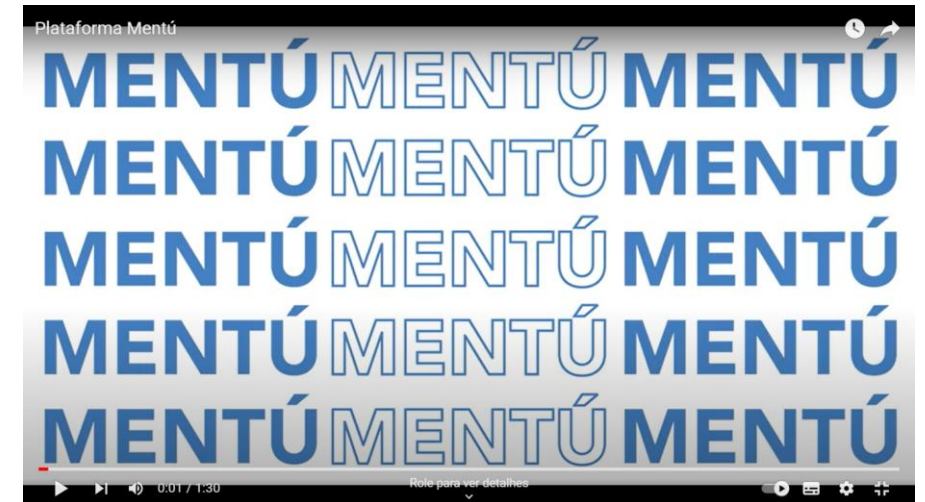
ACTIVITIES

MENTORING

Year 2 and Year 3

Through a track carried out in a virtual environment, on a platform developed by the Institute, skills and abilities that add to knowledge of the world of work are developed and, in this way, become support for the professional development of teenagers in soft skills. In this sense, the mentoring program seeks to expand the repertoire by presenting scenarios from the most diverse areas of activity and also trends in the world of work. In this way, the track allows mentees to have support to face the demands of daily professional life. Each young person is accompanied by a volunteer mentor, an experienced professional, throughout the sessions.

To support Mentoring, Instituto Reciclar has its own platform, Mentú (<https://mentu.com.br/>) with session content developed by the Reciclar team. In addition to tips and objectives, the sessions also include audiovisual support material (https://www.youtube.com/watch?v=-LcvyM_31L4). The platform also has an administrator profile that provides project monitoring panels, with the pairs' progress on the track, access to the platform, among other data, and which matches the pairs based on profile compatibility.



<https://youtu.be/VhAMZ7QQmAU>

ACTIVITIES

EMPLOYABILITY



After completing the vocational course, young people are sent to vacancies and selection processes with partner companies of the organization and are usually hired as Young Apprentices or Assistants, positions that serve as a gateway to other positions within companies.

Some of the companies that employ the young people at Instituto Reciclar are: Citi, Credz, Hospital Israelita Albert Einstein, Ashland, Banco Neon, Banco Alfa, KPMG, Givaudan, among others (<https://en.reciclar.org.br/partners/>). In 2023, **90% of young people graduating from the Program were employed, causing a 53% increase in their family income.**

After entering the job market, young people are monitored by the Institute for up to 5 years after graduating from the Educational Program, through an annual post-program survey. Data is collected about the company they work for, position, remuneration and whether they continued their studies. This way, it is possible to measure how much the Program's results are maintained over time.

The Instituto Reciclar's Talent Database is also made up of young people from other programs of the organization, such as Mentoring Programs, with the connection with the world of work present in all of the institution's projects.

GOALS / EXPECTED RESULTS

KEY PERFORMANCE INDICATORS

Serving 220 young people;
Frequency $\geq 85\%$;
Young people's utilization of technical courses $\geq 75\%$;
Evasion of $\leq 10\%$;
Increase in income $\geq 40\%$;
Insertion into the job market $\geq 85\%$;
School dropout (regular school) = 0%.

SPECIFIC GOALS	QUALITATIVE RESULTS	QUANTITATIVE RESULTS	MEANS OF VERIFICATION
Contribute to the technical-cognitive training of young people;	Development of technical skills linked to the job market;	75% average attendance of young people in the project;	Comparative report (entry x exit); (month 1 of pedagogical activities/month 12); Attendance List (monthly); Photographic records;
Promote the development of socio-emotional skills;	Development of social-emotional skills;	75% of young people showing an increase in the development of socio-emotional skills;	Comparative report (entry x exit); (month 1 of pedagogical activities/month 12);
Enable professional vocational qualifications for young people participating in the project.	Young people undergoing vocational training; they are more likely to access the job market and increase family income.	75% of young people in year II studying in parallel in vocational schools.	Monitoring Reports.

AWARDS

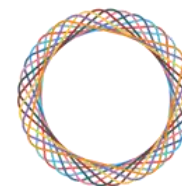


SEVEN CONSECUTIVE YEARS AMONG THE 100 BEST NGOs IN BRAZIL

Held since 2017 by Instituto O Mundo que Quero, Instituto Doar and Ambev VOA, with the support of researchers from Fundação Getúlio Vargas (FGV), Fundação Toyota do Brasil and Instituto Humanize, the award evaluates the work of NGOs in the country in transversal themes ranging from the conditions of transparency and communication to the management and financial strategy of organizations.



- ▶ **2023** Some Control Awards ESG;
- ▶ **2019** Grupo + Unidos e Citibank;
- ▶ **2019** Organization certified by Phomenta;
- ▶ **2004** Bem Eficiente Award.



SELO MUNICIPAL DE
Direitos Humanos
e Diversidade

- ▶ **2023** University Support Program;
- ▶ **2022** Public Education Support Program;
- ▶ **2021** Mentoring Program;
- ▶ **2020** Reciclar Program.

MONITORING AND EVALUATION

Annually, Instituto Reciclar is audited by KPMG and reports to the Public Ministry and the competent bodies. We are an organization that has the continuous practice of monitoring and evaluating projects. This strategy contributes to quality and excellence in execution, in addition to enabling partners to monitor the progress of agreed actions on a regular basis. Assessment data is presented to partners systematically through:

- Systematic Reports;
- Partnership Report;
- Accountability.



TESTIMONIALS



"During the Creative Solutions Workshops we enhance our creativity and learn about problem solving. I also learned at Instituto Reciclar how to plan well and believe that I am capable."

Andressa Pacheco, a young graduate from Instituto Reciclar and works as an operations assistant at Leapy.



"My path at Instituto Reciclar was extremely important for my academic and professional life. From the Educational Program I was able to develop techniques and skills that helped a lot in my entry into public college and, consequently, in my entry into the job market"

José Júlio Moura, a young graduate from Instituto Reciclar and works in the tax area at Southrock.



"Instituto Reciclar exceeded all my expectations. In addition to paying for my entire technical course, it transformed me into who I am today. I never imagined that, as a resident of a community in Pernambuco, I would have the opportunity to study Pharmacy, work in the area and receive the salary I have. Today, I am the foundation of my family."

Tamires Souto, a young graduate from Instituto Reciclar, is studying Pharmacy and is a laboratory specialist at Hospital Israelita Albert Einstein.

TESTIMONIALS EMPLOYERS



"The young people at the Instituto come more prepared for the routine of the corporate world, they know how to behave in interviews and also in different environments."

Carolina Malaquias,
HR Business Partner at GFK.



"We recently hired a young man from Reciclar. Right from the beginning, we noticed that his communication, posture and preparation to deal with professional issues were different and we confirmed these perceptions throughout the time the young man worked."

Jussara Lemos Soares Penhalbel,
HR Superintendent at Banco Pine.

GOVERNANCE AND MANAGEMENT

ADMINISTRATIVE COUNCIL

Cássio Casseb - *(President of the Administrative Council and Founder of Instituto Reciclar)*

Alda Pereira de Araújo
Altamiro Boscoli
Francisco Vidal Luna
João Ayres Rabêllo Filho
João Flávio Ramos Alves
João Pinheiro Nogueira Batista
Jorge Soares
José Renato Simão Borges *(em memória)*
José Guimarães Monforte
Maria José Tonelli
Matiko Kume
Natalisio Almeida
Priscila Pasqualin
Regina Lichtenstein

FISCAL COUNCIL

Ademir Pautasso Nunes
José Carlos Nunes de Oliveira
Luiz Antonio Soares
Rui Fernando Ramos Alves

SUSTAINABILITY COMMITTEE

Ana Karina Bortoni
Cinthia Spanó
Eduardo Marchiori Eckersdorff
Fabiana Baccas
José Eduardo Vaz Guimarães
Maria Luiza Lage de Mattos Levi
Olavo Dietzsch
Roberta Lippi

EDUCATION COMMITTEE

Ana Paula Camargo
Beatriz Garcia
Marília Ramos Centurion
Roberto Campos de Lima

GOVERNANCE BOARD

Fábio Amorosino *(Diretor Administrativo/Financeiro)*
Marcio Teschima *(Diretor de Inovação e Tecnologia)*
Renata Dolabella Fabrini *(Diretora de Empregabilidade)*
Thiago de Carvalho *(Diretor Jurídico)*
Dea Almeida *(Diretora Socioeducacional)*

EXECUTIVE DIRECTOR

Carlos Henrique Lima





RECICLAR.ORG.BR

Av. Presidente Altino, 973 – Jaguaré
Telefone: (11) 3768-3607

