



RESEARCH INSTITUTE FOR TECHNOLOGY AND INNOVATION

IPTI

**REPORT ON
ACTIVITIES**

2009 TO 2015



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IPTI: ART, SCIENCE AND TECHNOLOGY FOR HUMAN DEVELOPMENT

IPTI

The Research Institute for Technology and Innovation (Instituto de Pesquisas em Tecnologia e Inovação) – IPTI – is a not-for-profit institution for the art, science and technology that seeks to generate technological innovation capable of promoting human development. In order to explain how this is achieved, we need to understand a little of its trajectory.

IPTI was founded in October 2003 and took its first steps in the city of São Paulo. For the institution to be able to develop its work in the broadest possible way, the headquarters needed to be moved to a place where the application and testing of its projects would have a challenging environment.

In 2009, IPTI therefore arrived in the municipality of Santa Luzia do Itanhy, in Sergipe state – an area of extreme poverty, with approximately 13,000 inhabitants and an extremely low score on the Human Development Index - HDI.

It should also be emphasized that other characteristics were also relevant in this choice of location, given that the region is easy to reach from the state capital, is close to the coast and has a rich and still preserved natural heritage – such as examples of mangrove and Atlantic Rainforest – ideal for use and development.

Also to be considered is the fact that Santa Luzia has conditions and contexts similar to various regions of Brazil and other countries in Latin America and Africa, for example, where the use of art, science and technology has great potential to intervene positively in the lives of these communities.

A short time after this move, in 2010, IPTI was qualified by the Sergipe government as a State Social Organization and, in 2013, was awarded the FINEP prize for Innovation, as the best Science and Technology Institution in Brazil's Northeast Region.

Today, everything begins in Santa Luzia do Itanhy. After being conceived, generated and systemized, our social technologies are ready to be reapplied in any region of the world.

BUT HOW DOES THIS WORK?

IPTI operates in the areas of education, health and a creative economy, always respecting and giving value to the immaterial assets of each region, and understands that the collective construction of knowledge has great power in generating solutions for the various problems in the communities in which its work is developed. With this in mind, each project is born of a real social need, always based on a commitment to innovation, effectiveness and scalability.

Everything is planned to work in systemic way, that is, as well as being returned to the community, the results must fit with the needs of other Social Technologies developed by IPTI. The projects are also conducted so that, at a certain point, they can be transformed into social businesses with the potential for scalability.

UNDERSTANDING EACH STEP

From need to scale: see the example of one of the projects developed by IPTI in the table alongside.

SOCIAL NEED	Students with a low performance in Portuguese and Mathematics in primary schools.
IDEA	To associate an understanding of neurosciences with practices in the classroom, in the context of a public primary school.
PROJECT	Synapse
SOCIAL TECHNOLOGY	Pedagogical primer for teacher use, digital resources for students and application methodology for use in the classroom.
SYSTEMIC POTENTIAL	Integration with TAG technologies (management software) and Hb (overcome iron-deficiency anaemia) and Art Naturalist illustrators drawing characters and scenes used in Synapse.
RESULTS	Improved students performance and training of disseminator teachers.
POTENTIAL TO SCALE	Reapplication in municipalities in the Lower São Francisco River basin, in the north of Sergipe state.

MISSION

To promote human development building innovative solutions with the potential to scale, to address social problems using methodologies that combine Art, Science and Technology, in collaboration with communities.

VISION

To be a world reference centre for solutions which really improve living conditions in communities.

VALUES

- Local grounding for global articulation;
- Risk Commitment;
- Poetics of difference;
- Visible and Invisible Dynamics;
- Empathy;
- Confidence, perseverance and overcoming.

IPTI AND THE SERGIPE GOVERNMENT



TRANSPARENCY
AND COMMITMENT
THAT TRANSFORMS
SOCIAL REALITIES

“The government of Sergipe through its Department of Economic Development and Science and Technology (SEDETEC) fosters the state's economic, social and sustainable development, through public policies that range from traditional strategies to attract investments, such as the concession of tax and site selection advantages, to the execution of so-called second generation actions, focussed on endogenous development, that is, taking advantage of the potential of local productive strengths in the state's municipalities, which are organised into eight planning territories. The great advantage of promoting local development is the fact that it has a capacity to take root, making its effects more perennial in terms of job and income creation, even though it requires greater long-term planning from public management and greater dialogue with society.”



FRANCISCO DE ASSIS DANTAS
STATE SECRETARY FOR ECONOMIC DEVELOPMENT
AND SCIENCE AND TECHNOLOGY

This is the direction followed by SEDETEC since 2007. As of 2011 it has benefitted from a strategic partnership with IPTI in undertaking action in support of local development through interventions focussed on creative economics of a strong socially inclusive character, contributing, among other things, to improving the Human Development Index (HDI) in the most underprivileged Sergipe municipalities.

Such a partnership is possible as a result of a mutual commitment to transparency in their relations and with an ethical conduct favouring efficient public management generating concrete results for society. IPTI has therefore made itself available to the state as a centre for innovation and technology, capable of contributing to the concretization of public policies through social and creative economy technologies with the potential to fulfil goals set by the Sergipe state government's strategic planning.

This cooperation has already resulted in seven successful large projects in the South, Centre-South and High Sertão territories of Sergipe. Together with IPTI, the government plans to broaden the territorial reach to the Lower São Francisco River, a region that will be the focus of special government attention over the next five years, and believes in the transformational potential of a creative economy and of social technologies for the advancement of human development.



IPTI PROJECTS

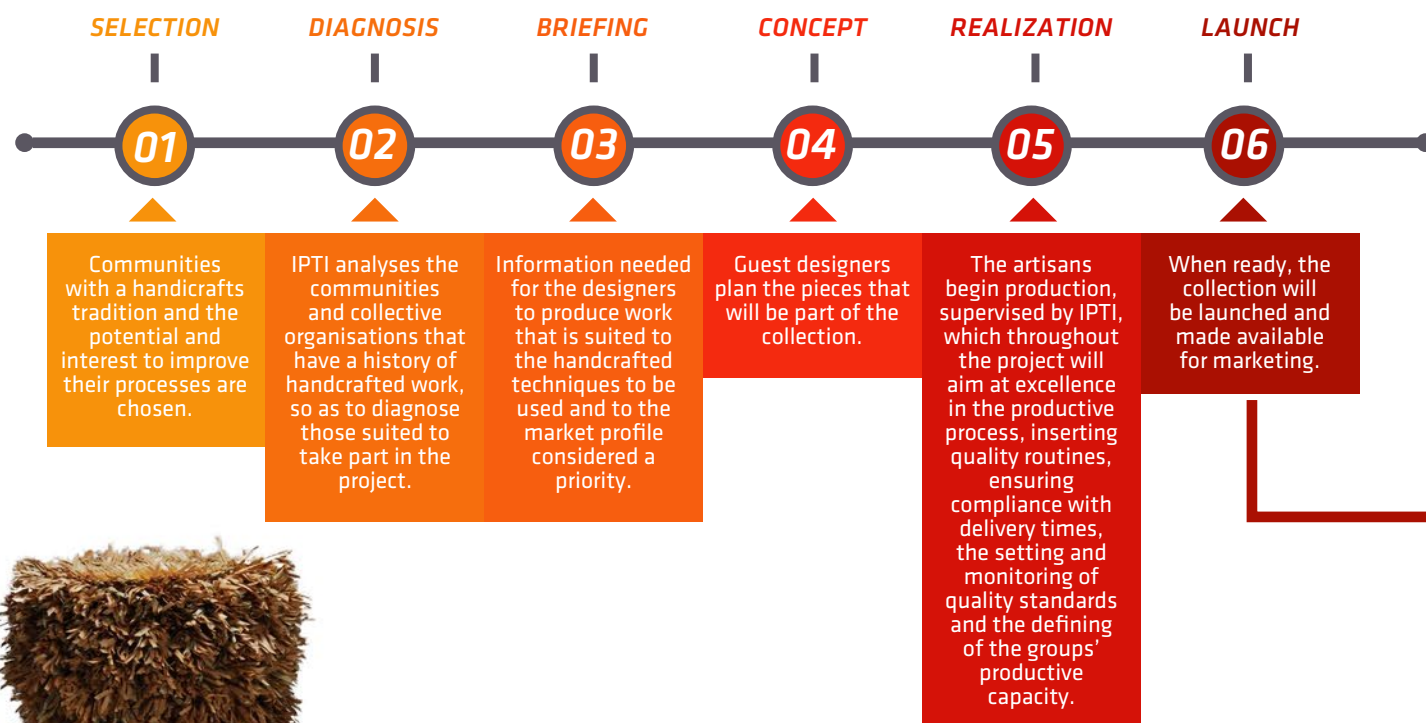
OVER THE FOLLOWING PAGES YOU
CAN FIND OUT MORE ABOUT SOME OF
THE PROJECTS ALREADY IN ACTION.

IPTI is working in building a development model for the handicraft sector that places emphasis on increasing the value of Brazil's natural heritage and the professionalization of its artisan work. The model is based on establishing a permanent cycle of innovation and increasing competitiveness, through strategies such as integrating contemporary design and handcrafted processes and reformulating the product portfolio focussing on those products with higher added value.

A methodology was developed with this in mind where the various phases of the processes involving the sector were assessed and re-thought. From cultural references to the supply chain, the role of designers in the process, raw materials, logistics, marketing, and the business model, among other aspects, were studied with the aim of making handicrafts a promising and professional business.

HOW THE METHODOLOGY WORKS

Aiming to professionalise handicraft production, the methodology is divided into stages that together allow an understanding of the problems and the creation of solutions that bring effective results to the sector.



A social business aimed at facilitating distribution of handcrafted products, creating more efficient and dynamic mechanisms, and, above all, the structuring of an equitable model of remuneration for the artisans. Fellicia enables the articles to be sold on more diverse and qualified markets, both in Brazil and abroad, increasing gains in the productive chain. Thanks to this work, the products have won a position of prominence in important spaces such as: large companies, magazine articles, television dramas and museums.

SOME MAJOR AREAS WHERE FELLICIA PRODUCTS HAVE BEEN FEATURED:

CLIENTS:

- Agencies of Banese – the Sergipe state bank
- Stage set of the TV drama “Cheia de Charme” – a Rede Globo Television Network production

INTERNATIONAL EXHIBITIONS:

International Museums:

- MAD Museum of Arts and Design, NY, 4/11/2014 to 5/04/2015;

A blanket made by “Fuxico” technique was part of the exhibition New Territories Laboratories for Design, Craft and Art in Latin America, as a piece of art and design representative of the Brazilian identity.

International fairs:

- Clerkenwell Design (London);
- Trendease International (Belgium)

MEDIA:

- Articles in Casa Vogue Magazine – December 2013 issue.
- Articles in Casa Cláudia Magazine – March 2015, August 2014, January 2013, March 2012, April 2012, November 2012, January 2012, October 2011 issues.
- Article in Casa Cláudia Luxo Magazine – April-May 2015, May-June 2013 issues.
- Article in Bamboo Magazine – April 2015 and December 2012 issues.
- Article in Casa e Jardim Magazine – November 2012.
- Article in FUTUR PAPER magazine (Poland).

SPECIALIST INTERNATIONAL SITES: CNN Style, NY Times (U.S.); Journal du design (France); Stitch by stitch, Nicola Holden Designs, SMMS Design, Design Bridge (Gt. Britain); Design DB (S. Korea).



GOALS

To preserve immaterial cultural heritage through the development of handicrafts and their distribution around the world;

Re-skill the handicraft productive chain, to make processes, quality standards and delivery deadlines more efficient and, consequently, increase buyers' confidence and interest

Professionalise handicraft producers to make handicrafts a stable source of income.

MAIN ACHIEVEMENTS



Creation of a model that involves control of raw materials and delivery deadlines, as well as rigorous quality control, creating handicraft production allowing efficient and professional processes;



A significant increase in product added value, testifying to the efficiency of the methodology;



Creation of products with a difference for north-eastern regional and Brazilian national handicrafts, filling gaps that generally prevent local production from developing;



Restoring self-esteem and motivation among handicraft producers, who can now rely on recognition and development of their technical production to guarantee their income.

TESTIMONIALS

Opinions of those who had contact with the project



The architectural plan and the ambiance for the new Banese bank branches took as a premise the development of Sergipe's identifying characteristics. The choice of lighting fixtures, wallpaper, carpets and cushions, produced by the community of Santa Luzia do Itanhy, Sergipe state, has given a more earthy ambiance to the branches. IPTI has done significant work in fostering and giving new meaning to the productive chain of local handicrafts, inserting design tools and enabling new and promising multidisciplinary dialogues."

Ézio Déda

Architect and Superintendent of the Banese Institute



Courtesy of Estudio Campana.
Photo by Fernando Laszlo.



IPTI gave us an unusual experience. We travelled the backwoods of Brazil and got to know various handicraft communities along the course of the São Francisco River. In all of them we felt a thirst for doing in the people. This exchange was great. We learnt a lot with the craftsmen and women. Partnerships brought innovation to our work."

Fernando and Humberto Campana



SEBRAE has sought to promote a strategic repositioning of Brazilian handicrafts. The partnership with IPTI is aimed at a closer relationship between traditional productive units and contemporary design. We want to contribute to the development of products with greater added value and a more commercial appeal. The results attained demonstrate the initiative's success. This needs to be multiplied.

Juarez de Paula

SEBRAE – Brazilian Support Service for Micro and Small Businesses



Photo by Lucas Moura



"I have learned a lot with the project. I learned to communicate better and have more confidence in talking about my work. I learned new ways to do appliqué, which I never would have thought possible. We had an opportunity to show our work in different places, which we never would have done on our own. Our group evolved in technique. The project's actions were complete, in my opinion. I didn't expect to learn so much. What's more, the project's team feels like a new family to me."

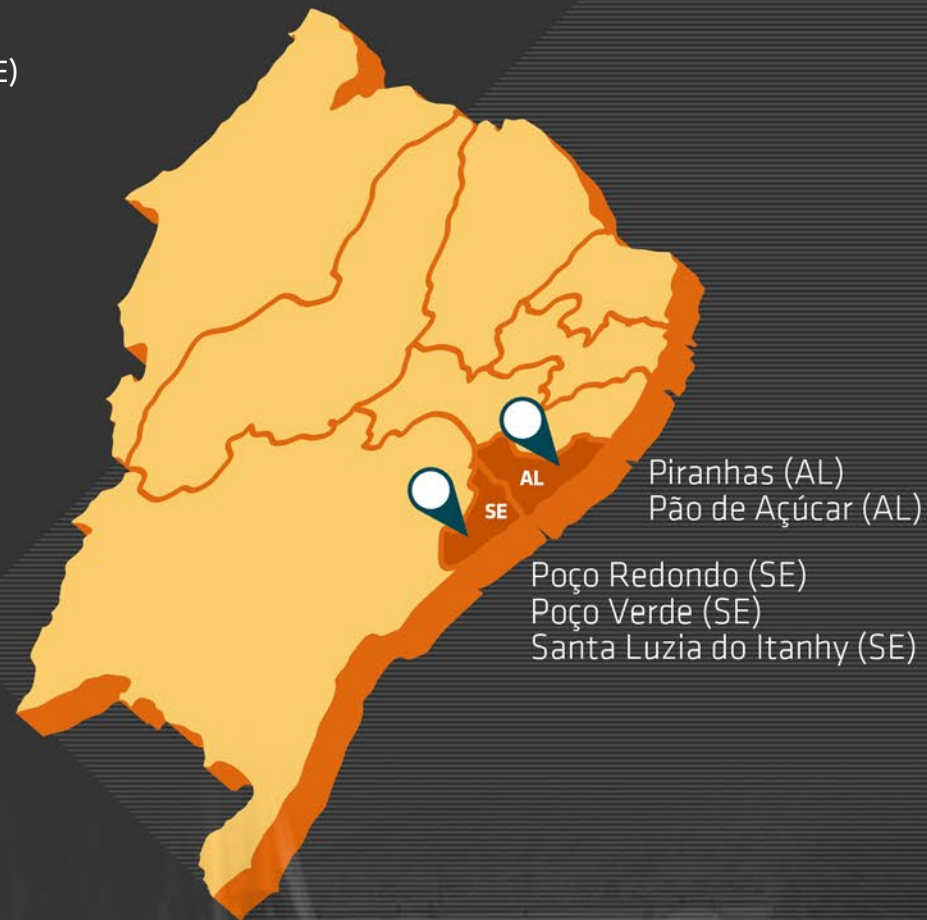
Maria do Socorro Soares dos Santos

Craftswoman and participant in the Focus on Culture project

PARTICIPATING CITIES

After the success of the pilot project in Santa Luzia do Itanhy (2009 – 2011), Sergipe, other handicrafts associations were invited to join and are going ahead with the project at various stages.

- Santa Luzia do Itanhy (SE)
- Poço Redondo (SE)
- Poço Verde (SE)
- Piranhas (AL)
- Pão de Açúcar (AL)



NEXT CHALLENGES

With the results obtained up till now, the project plans to broaden the market for handicraft production, winning over new investors and continuing to improve the processes involved in the production of handicrafts, so as to make the cycle of innovation permanent through the methodology introduced by IPTI, as well as increase the number of associations benefitting from this model.

“My dream was to be a handicraft artist and find my own place, to be recognised as an artisan. I have worked in this area since I was young but I have never enjoyed such success as I have in these seven years with the project. IPTI enabled me to realise my dream of being a good craftswoman and I see myself being ever more successful.”

Felícia dos Santos Souza

Craftswoman and participant in the Culture by Focus project





Synapse is a Social Technology that seeks ways to improve literacy teaching in the public education system using knowledge in neuroscience and the fundamental participation of teachers, who act as protagonists and contribute with their knowledge and experience of the local reality where the project is applied.

Starting with the construction and use of tools, such as an educational primer for teachers, a tablet, a digital platform and other materials comprising the support kit, Synapse builds a contextualized solution, with a focus on Portuguese and Mathematics, in language suited to the local reality and content that fulfils the educational content required by the MEC – Ministry of Education.

GOAL

To create a Social Technology that improves teaching literacy, in Portuguese and in Maths, to students in the public system, based on studies in neuroscience and in the fundamental role of teachers as the builders of knowledge.

MAIN ACHIEVEMENTS

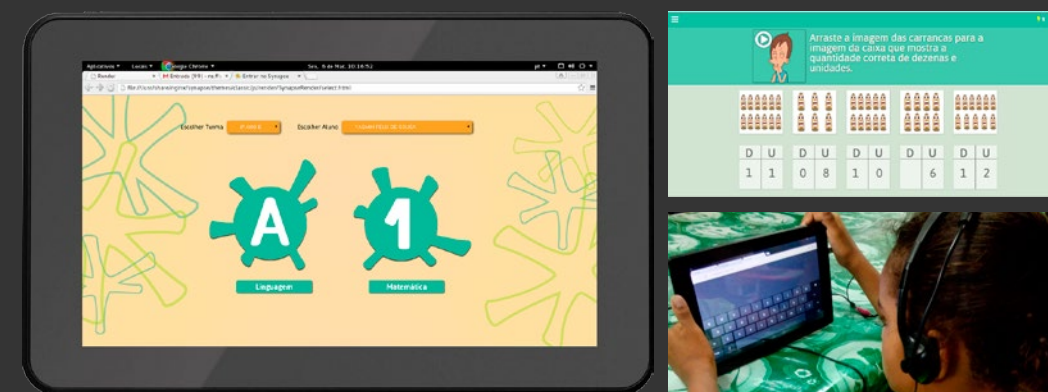
-  Teaching primer for the 1st year of Elementary School, systematised and finalised.
-  Training of reapplicator teachers' nucleus.
-  Software for tablet to be used by students in the classroom
-  Management contract with the Sergipe Government for the project's reapplication in 32 Sergipe municipalities, beginning with the fourteen in the Lower São Francisco River.

TEACHING PRIMER AND TABLET



As well as the teacher as an agent-protagonist in the process, these two tools are fundamental parts in the application of this Social Technology.

The teaching primer serves to give direction to approaches, so that teachers can develop their work in the best possible way. One of their positive points is that they have a language aligned with the community's reality, given that it is developed together with various teachers, co-participants in the project.

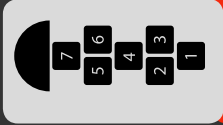


As a complementary element, but no less important, the tablet makes the relationship between transmission and assimilation of knowledge possible, using software that allows students a much friendlier and contextualised contact with the contents to be studied.

TEACHING SUPPORT KIT

The teaching kit came about from the need of the teachers of Santa Luzia do Itanhhy, who complained of a lack of support material in the classroom, and that, in most cases, they had to provide cash from their own pockets to produce things to use in class.

A project was therefore begun to come up with and develop six Teaching Support kits, to be aligned with the Synapse Social Technology, and that would serve the needs of the teachers in the classroom, both in the pedagogical sense and in associated issues, such as sociability and motor coordination, for example.

	TV SYNAPSE	The objective of this support is to make storytelling more fun and stimulating. The TV has four rolls of stories, one for each bi-monthly topic and a further roll where the teachers can make their own images, depending on the subject they wish to approach.
	BINGO / SYNAPSE BOARD	A small personal blackboard attached to the students' tables, aimed at encouraging greater participation and expressivity from the student. The cards can be personalised so the teacher can create a didactic bingo game.
	SYNAPSE ROULETTE	The wheel has houses that can be altered by the teacher, allowing the inclusion of questions on the desired topic or subject.
	SYNAPSE CARD DECK	Illustrated cards to contextualise learning through the use of pictures, letters, mathematical symbols or numbers.
	SYNAPSE CARPET	Board that can be used in bringing students together in activities or as a giant board where the teacher can insert tasks and work on educational content with the class.

We've reached the phase of prototype testing in class and one of the future tasks is to make the kits into products that can be assembled and distributed in series and at low cost for schools in the public system.

TESTIMONIALS



“Synapse means that the teacher thinks in a logical way about the sequence of the student's learning. Through contextualisation, learning results are very good. All the teachers using it liked it, as it makes them rethink their method of teaching”.

Robson de Jesus Dias
General Coordinator of the Municipal Education
Department of Santa Luzia do Itanhhy.



“Differently to other educational projects, Synapse first sought to hear our wishes, difficulties and experiences, to build together with the educators a Social Technology that would help us in the development of our educational practices and improve the students' learning process”.

Aline Santos
teacher at the Edmar José da Cruz Municipal School,
Priapu community, Sta. Luzia do Itanhhy

PARTICIPATING CITIES

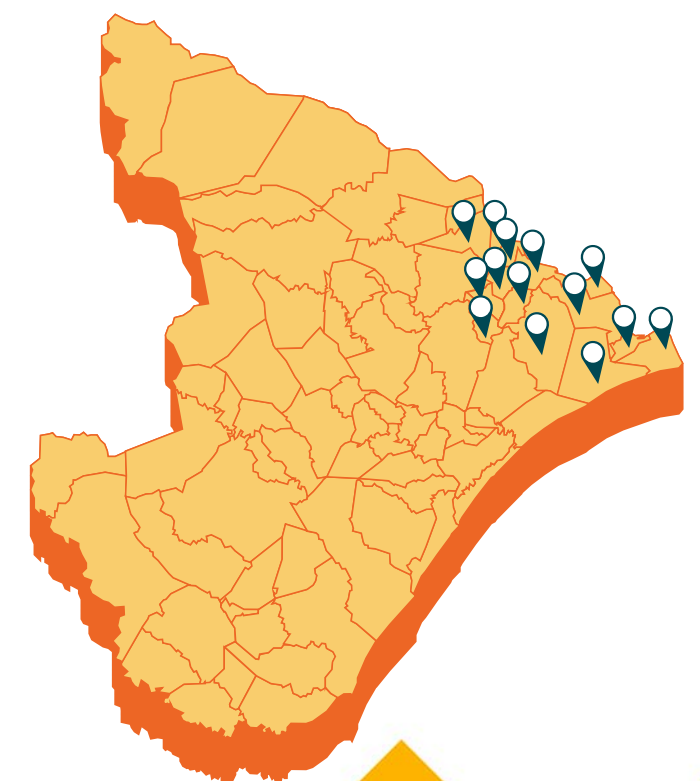
After the realisation and systematisation of the pilot project in Santa Luzia do Itanhhy - Sergipe (2010 - 2015), other towns will be included in the future.

NEXT CHALLENGES

After the finalisation of the first cycle, the main challenges will be:

- Structuring of a methodology with a focus on other Elementary School grades;
- Transformation of Educational Support Kit prototypes into products;
- Expectations for the implantation and reapplication of the initial project, as of 2016, in 32 Sergipe state municipalities, starting with the 14 towns of the Lower São Francisco region.

- Muribeca (SE)
- Amparo do São Francisco (SE)
- Brejo Grande (SE)
- Canhoba (SE)
- Cedro de São João (SE)
- Ilha das Flores (SE)
- Japoatã (SE)
- Malhada dos Bois (SE)
- Neópolis (SE)
- Pacatuba (SE)
- Propriá (SE)
- Santana do São Francisco (SE)
- São Francisco (SE)
- Telha (SE)





Hb is a Social Technology for the diagnosis and treatment of iron deficiency anaemia and its reduction in the public school network. It should be noted that this type of anaemia is held by the WHO – World Health Organisation to be the world's most widespread nutritional disease.

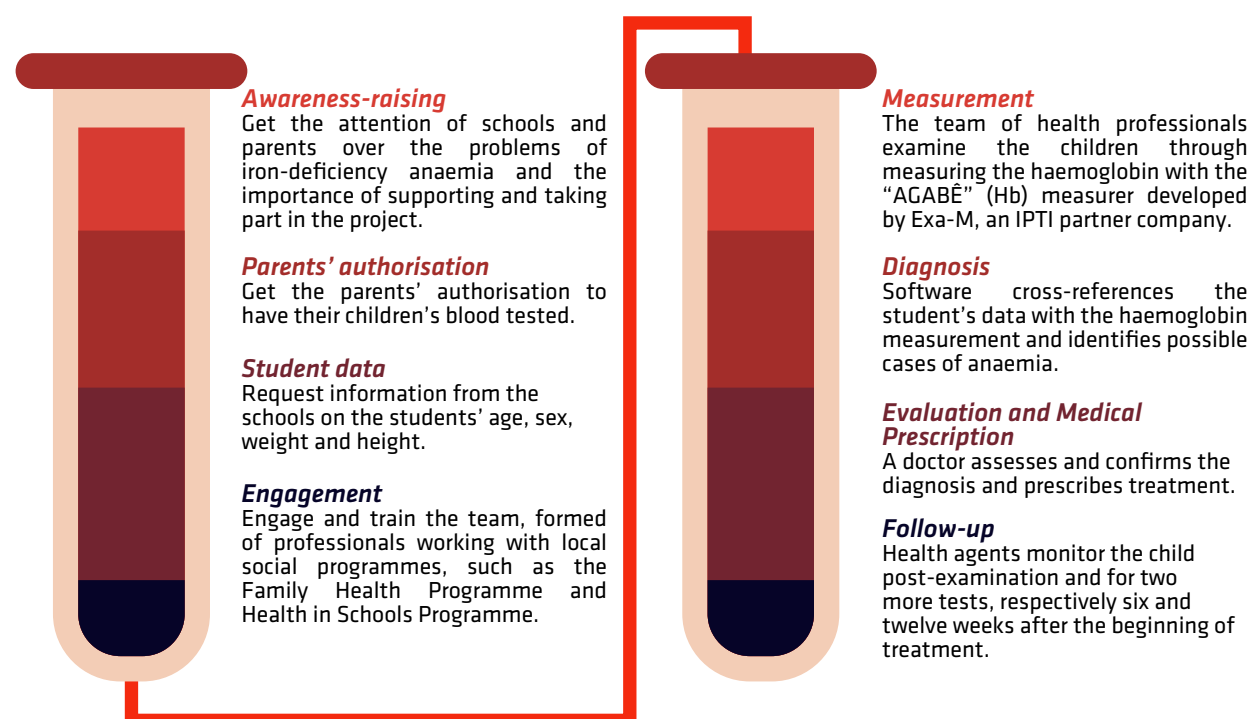
The technology is based on portable, low-cost and sturdy equipment and in a methodology constructed together with local doctors, nurses, nursing technicians and family health agents.

It is important to highlight that in the process of developing its various social technologies, IPTI looks for sustainable and economically viable solutions for the problems it will face in each project. In the case of Hb, we have managed to significantly reduce the time spent by each doctor in attending to the technology, at the same time we have been able to involve local agents in incorporating the technology.

The first application of this project was in Santa Luzia do Itanhy where 32% of the students in school were diagnosed with iron-deficiency anaemia. In a second instance, Hb was reapplied in the town of Boquim, also in Sergipe. In the two towns, the project had excellent results, with an 80% reduction in cases of anaemia among the students in Santa Luzia and 90% among the students in Boquim.

STEP BY STEP

The application of Hb, in reality, works like a health campaign and should follow the same basic step-by-step procedure in any municipality:



GOALS

To reduce the incidence of iron deficiency anaemia to below 5%, in line with WHO recommendations.

To assess nutrition and encourage healthy eating in schools in communities with a low HDI.

Reapplicate the project in poor areas of South America and Africa.

MAIN ACHIEVEMENTS



Over 80% reduction in iron deficiency anaemia in Santa Luzia do Itanhy-SE.



Over 90% reduction in iron deficiency anaemia in Boquim-SE.



Training of project replicators in other communities.



1st Place in Banco do Brasil Foundation Prize for Social Technology (2013).

TESTIMONIALS



Hb refers to an innovative approach in the development of actions in health and education related to anaemia among students, based on the dissemination of solutions, valuing local knowledge and effectiveness, that allows the development to multiply, improving therefore the quality of life of the population involved.

Dilma Ávila Fontes

Health Municipal Secretary in Boquim/SE



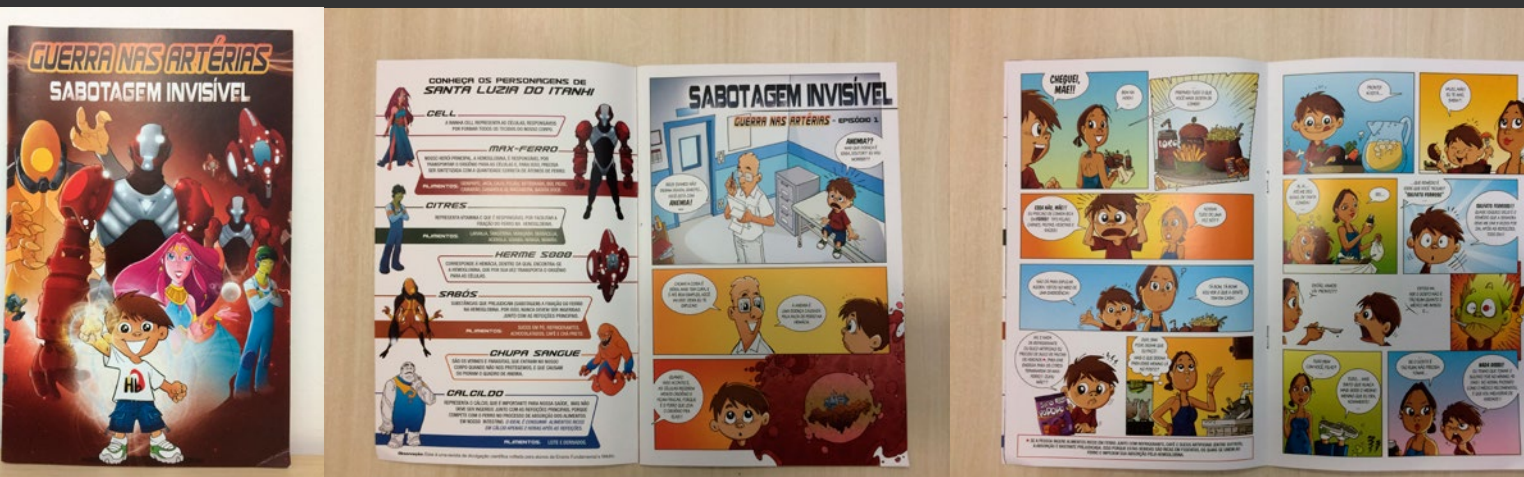
Hb Project represents an opportunity for easy diagnosis and treatment inside the schools since many families are unaware that children have anaemia. It is the result of the effort to raise awareness and mobilization: Management, Health Professionals, Schools and Families.

Anny Trindade

Program Manager

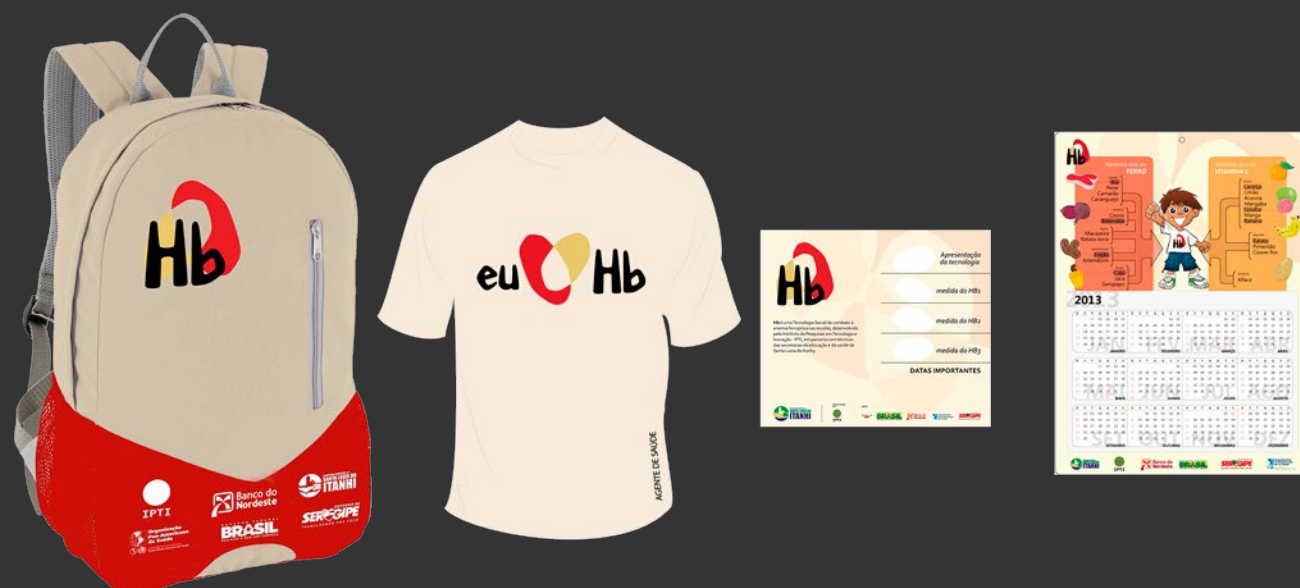
ARTERY WARS: INVISIBLE SABOTAGE

Each municipality has its own essential characteristics making it unique, whether in culture, the climate or their inhabitants' customs. For this reason, IPTI's projects always seek out local language references to suitably communicate with each community. In the case of Santa Luzia, a short comic magazine with characters and dialogues constructed from the region's own character traits became an attractive means of communicating the contents for raising awareness over Hb. In the case of reapplying the project, the magazine is used again, with just a few changes to the contents according to the region, without the need for further expense in creating new material.



SUPPORT MATERIAL FOR THE HEALTH TEAMS

During a campaign or application, health teams taking part in Hb receive a kit with personalized material giving support to the work.



PARTICIPATING CITIES

- Santa Luzia do Itanhy (SE)
- Boquim (SE)

NEXT CHALLENGES

The Hb is a project ready to be reapplicated anywhere. One of our challenging objectives is to take this technology to other countries, mainly in the southern hemisphere (Latin America, Africa and Asia), where the incidence of iron-deficiency anaemia is great. Another big challenge is to set up a production unit for equipment and the reagent in Santa Luzia do Itanhy. And lastly, we have the challenges of constructing two social technologies to fight the main causes of iron-deficiency anaemia, namely infection by soil parasites and bad eating habits.





Management Support Technology

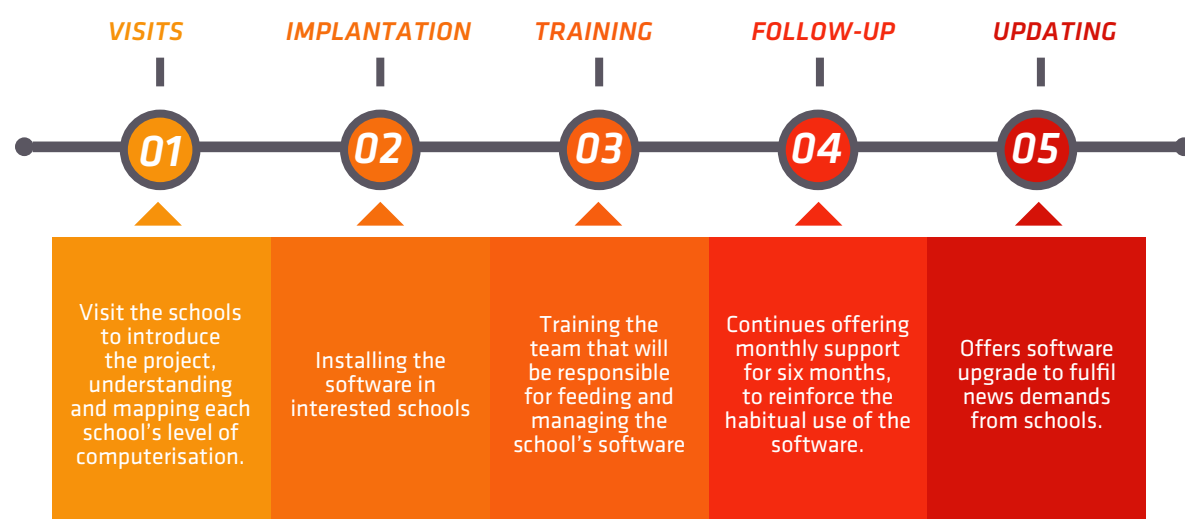
TAG is a Social Technology focussed on supporting information management in schools. By using TAG you can perform student registrations, grades, attendance frequency, lesson plans and other important activities of the school routine can all be registered in a few seconds, such as, for example, the generation of reports for the Bolsa Família (Family Stipend) programme.

TAG is totally integrated with the Ministry of Education - MEC - Census, simplifying the exporting and importing of data for the School Census. By using TAG, staff in the municipal departments experienced an average reduction of 40% in recurring activities, leaving them free to concentrate on other tasks.

The software was conceived to work both online and offline, with synchronisation via pen drive, so it is suitable for use in Santa Luzia do Itanhhy (where very few schools have Internet access). Another factor contributing to its development was the need for storage of data relating to other IPTI social technologies, like Synapse (teaching methodology for Elementary Teaching) and Hb (combating iron-deficiency syndrome in schools).

TAG APPLICATION STAGES

Since information technology is not readily available in many municipals, the implantation of the project requires much care and attention at each stage to gain new adepts of the digital world:



GOALS

Computerisation of schools in the public education network;

Provide data management for education and other areas;

Reapply and develop the project in regions where computerisation is still in its infancy.

MAIN ACHIEVEMENTS



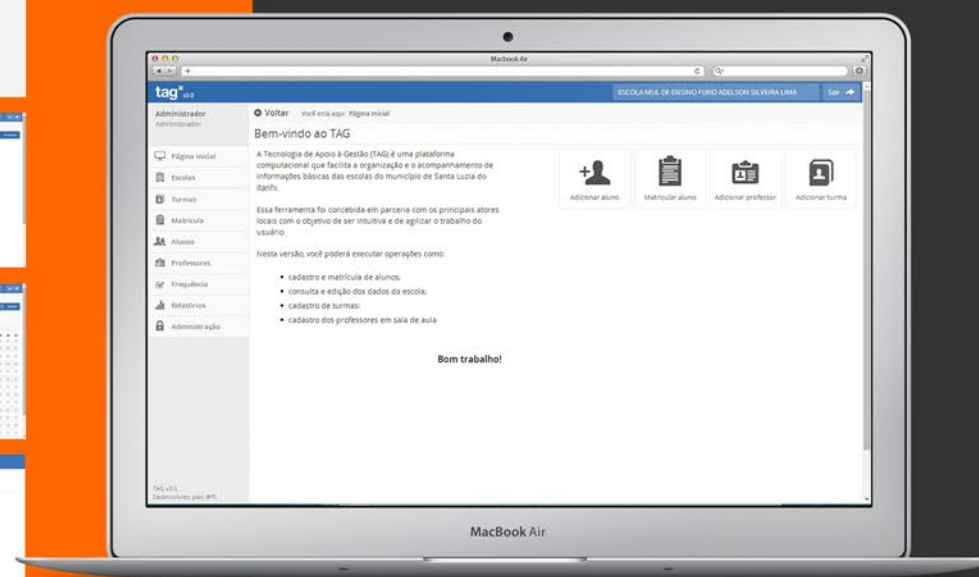
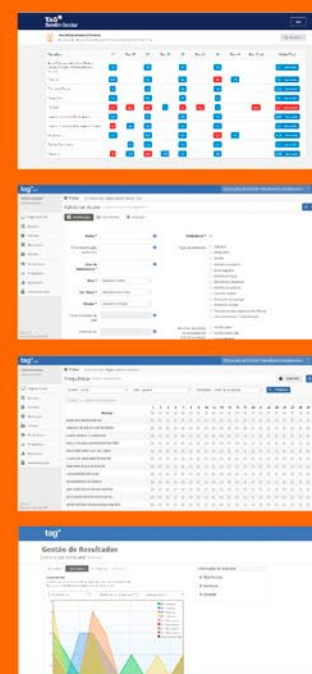
Application of the project in Santa Luzia do Itanhhy and Boquim;



Contract for reapplication with the support of the Government of Sergipe state, initially in the towns of the Lower São Francisco;



Project chosen as an educational technology in school management by the Brazilian Education Ministry - MEC, in 2014, to be included in the next print of the Educational Technologies Guide - MEC.



Benefits of TAG for schools

More practicality and speed in registrations;

Handy registration of students and teachers;

Automation of lesson plans;

Faster document generation and delivery;

Organisation of Bolsa Família - Family Stipend reports;

Integration with the MEC Educational Census

TESTIMONIALS

The opinion of someone who had contact with the project.



“ We saw the ease of the system. For me, as secretary for ten years, it is much easier to work with the TAG system when dealing with the parents' documentation, school attendance and the family stipend... it has made my work here at the school a lot easier.”

Gláucia Priscila

Secretary of the José Jacomildes School - Boquim



“ The TAG has a differentiated way for us when using the information system and upgrades our management. It's very positive for example, for the child's father to be able to track his child's life at school.... the question of school performance, school attendance and a whole lot of other things.”

Antônio Góes

Municipal Secretary in Boquim

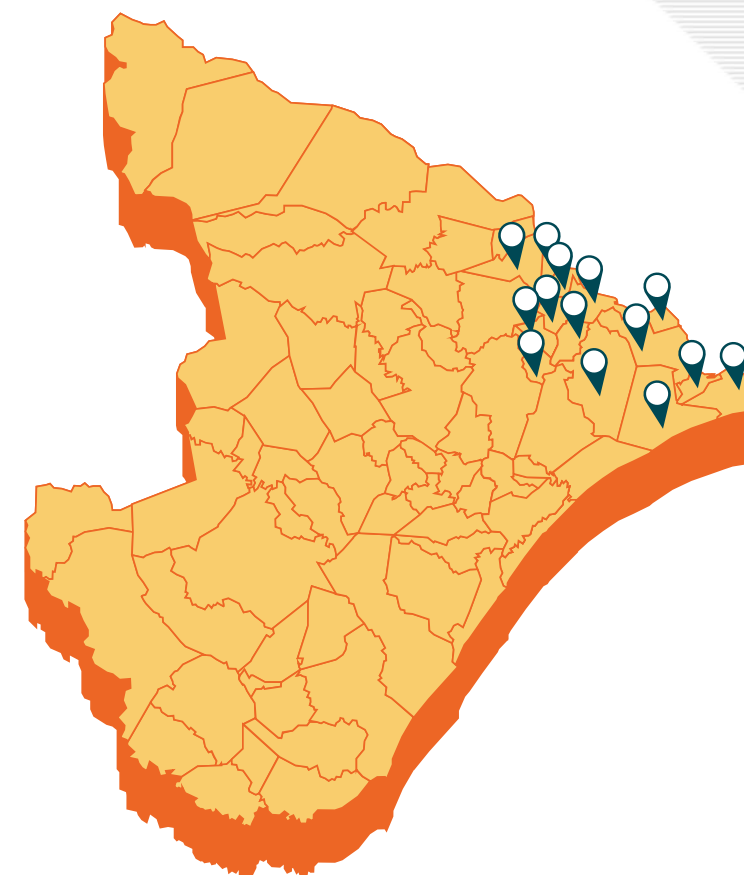
PARTICIPANT TOWNS

TAG was applied in Santa Luzia do Itanhy and was first reapplicated in Boquim, where 100% of schools are using the technology to its fullest.

NEXT CHALLENGES

Promoting the integration of social assistance data with other areas served by TAG (education and health), to bring together information on the home life of students that can be used systemically to outline profiles or generate more precise diagnoses of them. Another challenge is to implant TAG correctly and fully in the 14 municipalities in the Lower São Francisco.

- Muribeca (SE)
- Amparo do São Francisco (SE)
- Brejo Grande (SE)
- Canhoba (SE)
- Cedro de São João (SE)
- Ilha das Flores (SE)
- Japoatã (SE)
- Malhada dos Bois (SE)
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- Telha (SE)



Arte Naturalista

Naturalist Art

Naturalist Art is a Social Technology that identifies and develops local talent in drawing, training future illustrators to be qualified in various illustration techniques (watercolour, pointillism, graphite and pastel).

As the students develop their skills, they also become part of a nucleus of illustrators with the task of reapplying arts teaching in the schools. In this way, new potential talents can be discovered and trained, contributing to the project's sustainable potential.

At the end of each cycle, the nucleus of illustrators should be sufficiently skilled to develop business that has as its basis the principles of creative economy, in areas such as fashion, graphic design and product design, among others.

It should be emphasised that the success of this project is directly linked to the innovating and long term vision of private partners and supporters, responsible for the investment allowing not only the contracting and maintenance of teachers with the relevant technical ability and high degree of commitment, but also the acquisition of top quality professional art materials.

How the project works

For the project to get the desired result, the selection of talents must be done very carefully, and for this reason, various stages must be carried out:

AWARENESS-RAISING	The school is visited to introduce the project and engage the principal and the teachers.
PHASE 1 OF THE SELECTION	The school selects students with a talent for drawing.
PHASE 2 OF THE SELECTION	Workshop with specific activities for the observation and selection of the most talented students.
ADVANCED TECHNIQUES	The selected students take part in workshops for advanced illustration techniques with the participation of professionals.

GOALS

Insert the teaching of arts into the public school education system, in a sustainable way;

Help to discover and grow new talents at the art multiplier level in their communities;

Develop in continuous form projects with a high business potential.

MAIN ACHIEVEMENTS

-  Young illustrators have become art instructors in their local schools;
-  Participation in the development of illustrations for Synapse's teaching support material;
-  Creation of the illustrated Scientific Catalogue on mangroves;
-  Production of a T-Shirt collection in partnership with Estúdio Graphique, in Campinas.

INDICADORES



NEXT CHALLENGES

Begin a social business in the area of illustration and printing, associated with the mangrove aesthetic enabling the group to attain financial stability and broaden the opportunities for new young talent in illustration in the region, already identified by the original Naturalist Art group.

INVESTMENTS CREATING RESULTS

From references based on culture, fauna, flora and other local elements, the students develop various activities and projects with personalised contents, such as printed catalogues, prints for clothes and other pieces with business potential, as can be seen from the following images:

The Scientific Catalogue was developed during the workshops and had "The Mangrove's Life Cycle" as its theme. The result was an extremely beautiful graphic project of the highest quality.

The T-Shirt collection with illustrations by Naturalist Art in partnership with the Estúdio Graphique, in Campinas, was also developed during the workshops. Out of 12 prints, 3 were selected for production.

TESTIMONIALS



"It was a happy day when IPTI invited me to take part in the Naturalist Art Project. It was a unique opportunity presented to me to participate in this special work, with its unique concept and admirable success. This was only possible thanks to the dedication, vigilance and honesty shown by the members of IPTI in developing this work. I grew as an artist and human being, and perhaps helped others to grow toward art and life. Thank you IPTI! Here's hoping that other opportunities of equal importance arise for the wellbeing of all."

Marco Namura
Ex-teacher of the Naturalist Art Project

"What changed most in my life after Naturalist Art was the way I faced life with a more responsible and committed attitude. Through the world of art I was able to see a much larger world than Crasto, which was all I saw before. It was the greatest opportunity in my life, enabling me to grow, and I took full advantage of it, and now I'm showing others that they can do it too."

Matheus Gladiston
Illustrator and project ex-student

CLOC

Creativity, Logic, Opportunity and Growth.

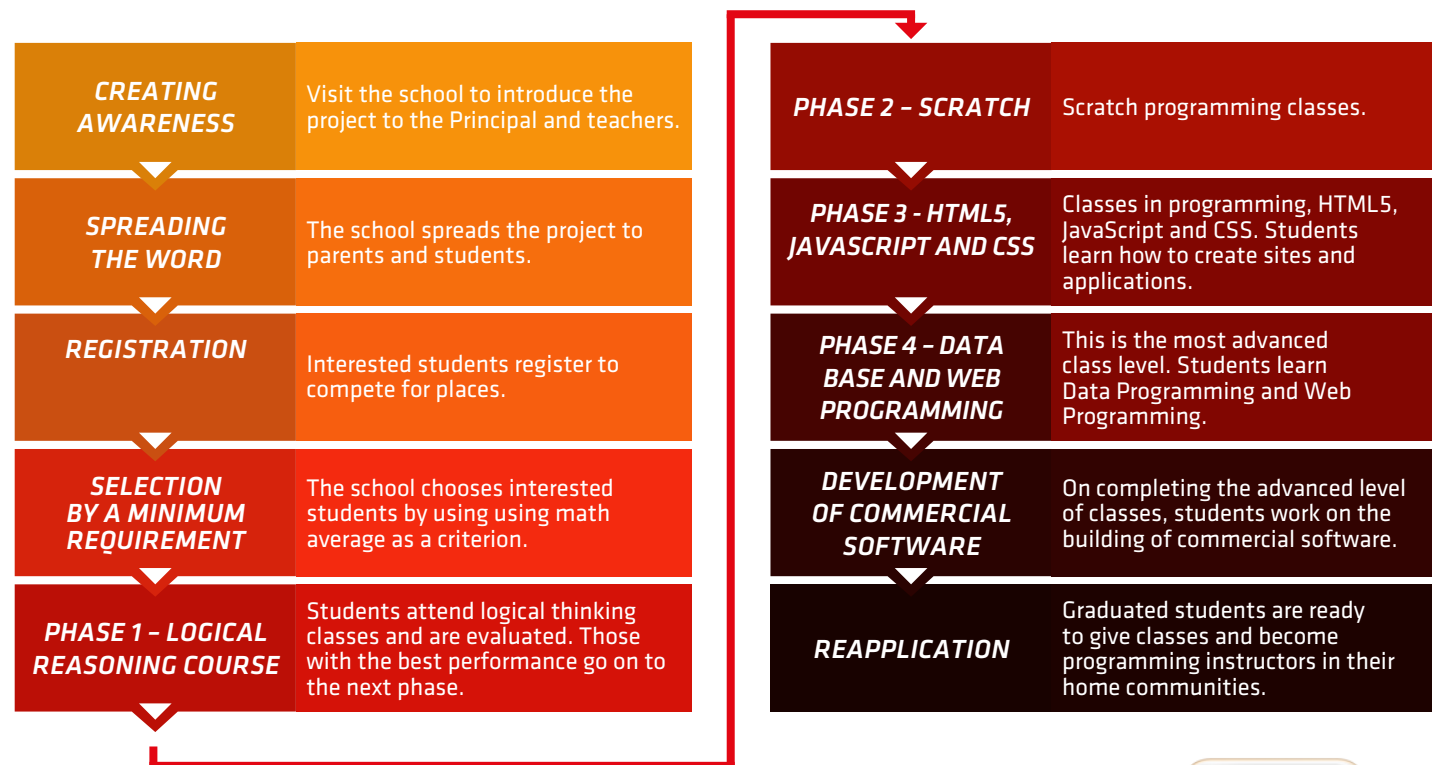
CLOC is a project aimed at structuring a highly qualified nucleus of advanced programming which in turn will enable the insertion of a computer programming course in public schools in a sustainable way generating business in IT that will benefit, mainly, students and their communities.

Students selected for CLOC will learn to develop logical thinking and, as they go through other stages, will be given lessons in Scratch, Java Script, HTML5 and CSS, until they reach the most advanced level – Data Bank and PHP – completing the cycle of courses.

This Social Technology seeks to transform young people who have had little or no contact with computer programming language into professionals ready to reapply their knowledge and even develop creative and sophisticated software for the global market.

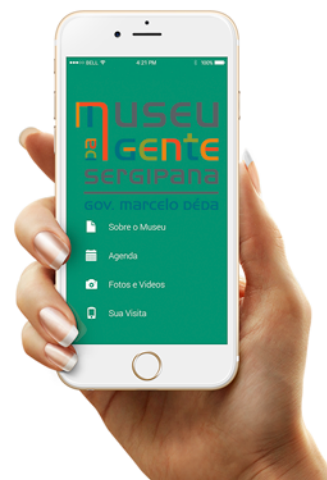
HOW THE PROJECT WORKS

The course of social transformation in the CLOC involves a careful selection of young talents and their development from parameters linked to meritocracy and commitment. This is why the following stages are essential for the project's complete cycle:



DEVELOPMENT OF THE 1ST MOBILE APPLICATION

During the phases of the CLOC, students will have had the opportunity to learn and transform the learning of HTML5 and CSS3 into mobile applications. The application for the Museu da Gente Sergipana - Museum of the People of Sergipe, available at the Google Store, was the first real result of the project and represents a great achievement for these young participants.



GOALS

Insert, in a sustainable manner, computer programming in the public teaching system;

Train new talents to the level of programmers and potential teachers;

Assemble a nucleus of advanced programming with qualified professionals;

Create, at the minimum, one company to build creative software.

MAIN ACHIEVEMENTS



Training of instructor programmers in their communities;



Development of an application for the Museu da Gente Sergipana (Google Store);



Creation of a primer for the social technology reapplication

INDICATORS

570
STUDENTS
BENEFITTED;

06
STUDENTS
WORKING IN
THE AREA;

15
NEW TALENTS
IN THE PROCESS
OF TRAINING
IN ADVANCED
PROGRAMMING;

06
SCHOOLS
BENEFITTED, FIVE OF
WHICH MUNICIPAL
AND ONE STATE.



“The CLOC was an opportunity that appeared for me and I was very lucky to discover that I love it! Today I can see myself as a computer programmer in the future”.

Mirelly Araújo
Student and CLOC instructor



“It changed expectations for my children. Even though I'm a single mother in a poor community, through the CLOC they pass on the knowledge they have learnt to other fellow students and have various plans to continue a career in programming. I can't wait to celebrate with them in the future.”

Marileide Santos
Mother of CLOC students

NEXT CHALLENGES

Our main challenges are maintaining the flow of teaching so as to complete the project's sustainable cycle through 2019, develop commercial software and foster entrepreneurship in the area of Information Technology – IT in the region of Santa Luzia do Itanhhy and wherever else the CLOC social technology has been reapplicated.



Art & Science

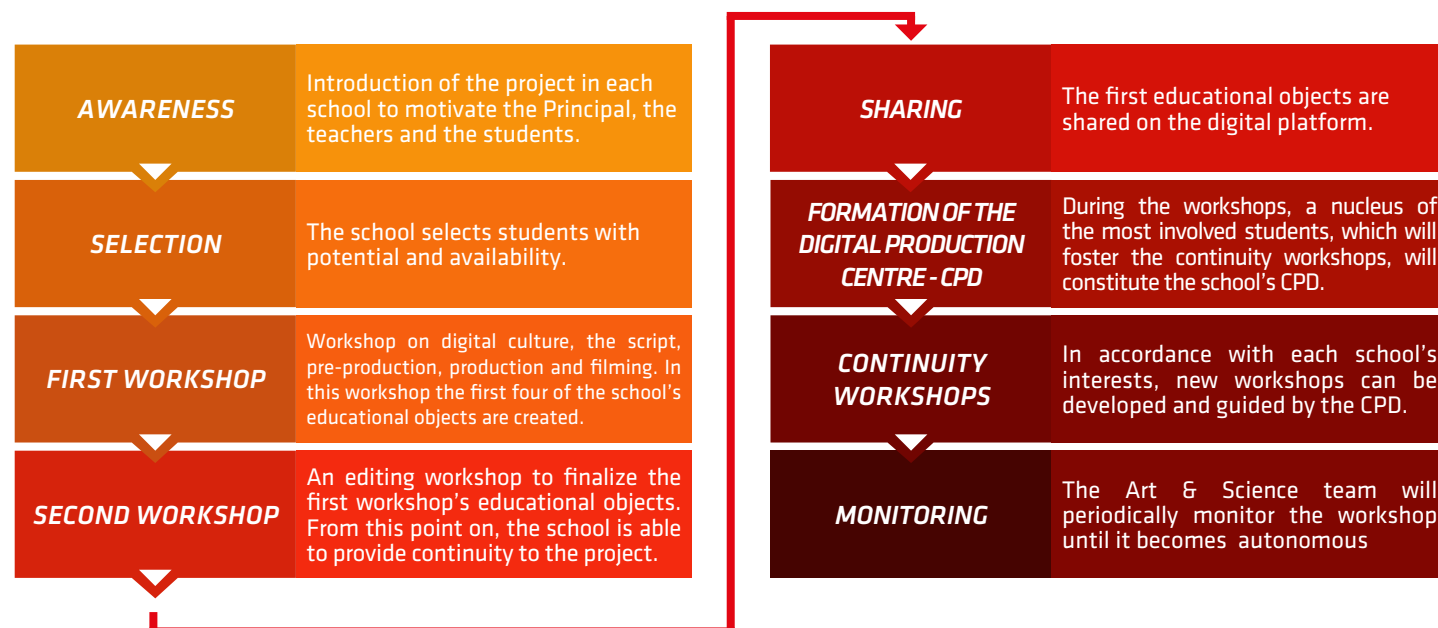
The goal of Art & Science is to qualify middle-school teachers and students to produce educational objects in multimedia format for sharing on a social knowledge network, contributing to greater assimilation of the subject matter and, consequently, a greater learning yield.

In this case, an educational object consists of a digital content consisting of a concise explanation of a topic specific to middle school. During the project, the students learn to create, record and edit videos, photos, podcasts, texts and other educational objects, in a manner that is creative, simplified and fun, and which after revision and approval, will be shared on a digital platform called GUIGOH.

Art & Science was begun in 2010, in public schools, and has already been reapplied in units of the National SESI (Industry Social Service) network, other state schools in Sergipe, as well as the Lycee Édouard Herriot, in Lyon, France.

HOW THE PROJECT WORKS

The project's development involves a selection of talents, workshops and the commitment of all to earning their own living. The following steps should be taken:



GOAL

Insert Art & Science in all public and private secondary schools, so that an ever increasing number of students can use Guigoh as a platform for sharing knowledge and group production.

MAIN ACHIEVEMENTS



Exhibition of the short film Visage in a Cuban Film Festival;



Partnership with the Lycee Édouard Herriot, Lyon, France.

INDICATORS

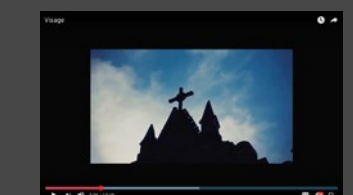
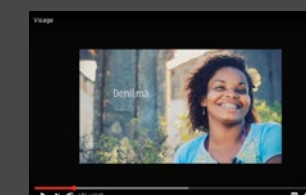
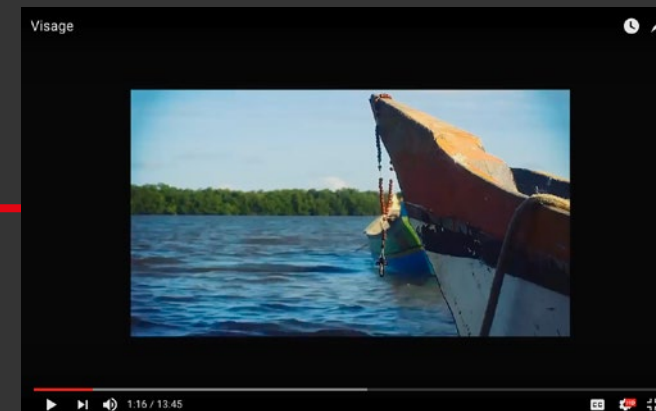
OVER
130
EDUCATIONAL
OBJECTS PRODUCED
AND SHARED;

500
STUDENTS IMPACTED;

11
SERGIPE STATE
MUNICIPALITIES
BENEFITTED;

14
SERGIPE STATE SCHOOLS
PARTICIPATED;

03
SHORT FILMS
PRODUCED.



GUIGOH A DIGITAL PLATFORM FOR SHARING KNOWLEDGE



O Guigoh é uma plataforma digital de apoio a redes de conhecimento, desenvolvida pelo IPTI, através da qual alunos e professores podem publicar seus objetos educacionais, sob licença Creative Commons, compartilhando com os demais alunos e professores das escolas envolvidas com o Arte com Ciência. Além desta funcionalidade de publicação de objetos educacionais, o Guigoh permite a formação de grupos de estudo para troca de conhecimento sobre temas de interesse, chat entre membros da rede e a montagem de currículo, que leva em conta as atividades colaborativas em rede.

NEXT CHALLENGES

Broaden the number of schools involved in the Art & Science technology, enabling the knowledge on middle school teaching to be consolidated and gain scale autonomously. At the same time, one of its goals is to create a prize to encourage students and teachers to be ever more creative and effective in their manner of explaining educational subjects using digital production.

TESTIMONIAL

“Art & Science was the greatest learning experience of my life. With the project I realised that I was able to do things that I really liked. As well as providing me with my first job, the new experiences, meeting new people through art and my achievements are unforgettable”.

Flávio Sotero
Project ex-student

WHY INVEST IN IPTI?

HEAR WHAT IPTI SUPPORTERS SAY ABOUT OUR WORK:



“The first thing that caught my attention in IPTI's work was the long-term vision. And the shine in Saulo's eyes when he shared his dream of transforming Santa Luzia do Itanhy into the world's most creative town by 2025. A bold dream, especially in dealing with a small community with a low HDI. But we saw that there was something special here, and, in 2013, we made our first investment in CLOC. In 2015 I had the honour of going to Santa Luiza for the graduation ceremony of the first nine students, and who today are multiplying the teaching of the programme in public schools in the region.”

Patricia Lobaccaro
CIO - Brazil Foundation



“It's not enough to invest in the future. You have to invest in how the future can be reinvented! And this reinvention does not depend on us – donors to IPTI, but those who live in a present that will be transformed into the future. I contribute to IPTI because I believe in the Institute's approach. And like IPTI, I believe that the solution is with the community. This is why I contribute to the projects and efforts of IPTI, aiming to engage the members of the community so they can find the ways to overcome their own challenges.”

Edson Matsubayashi
Patria Investimentos

PROJECTS THAT CHANGE LIVES

The driving force behind IPTI is the community. All our work is done with it and for it. Together, we build the solutions we want for each projects, as well as for the development of each individual towards a personal and professional transformation.

With more knowledge, sensibility and security, with each new Social Technology implemented, we open new horizons so that each inhabitant impacted can see and appreciate with greater clarity their potential and the richness of their region. In this way, everyone becomes an agent of change capable of creating more opportunities for the community which, in turn, experiences development in hitherto unexplored areas. It is with this philosophy that IPTI seeks to light the spark of transformation, to make the world a place better and more beautiful for all.



“The greatest differential in IPTI's projects is the relationship between the beneficiaries and the sponsors. With this direct contact, I'm able to see a much larger world than Crasto, I see forms of partnerships, new contacts and new opportunities. The relationship of affection and belonging between the two parties is enormous. In the same way that it is very enriching for me, I feel this close relationship is the project's greatest worth and makes it much more significant for them.”

Genisson Cardozo
Illustrator and ex-student of the Naturalist Art Project



IPTI PATRONS PROGRAMME

So that more people can follow their own path

Since the beginning of its activities, IPTI has counted on the support of investors who come together spontaneously to join the project, contributing with ideas, resources and building a network of relations. Every investment is converted into an incentive which, in turn, allows us to innovate and create new social technologies with the potential to transform entire communities.

You are invited to join us in expanding our commitment to innovation and human development. If you believe in our work and identify with our cause, make a donation and become one of our patrons.

Your investment will be deposited in a specific bank account and its use will be approved first by the IPTI Reserve Fund Management Group, formed of two representatives nominated by the Patrons (Aratu Category) and one representative nominated by IPTI.

Your donation will be extremely welcome to the lives of citizens who will gain an opportunity to go further. In addition, your help will provide the following benefits and recognition for you:



GORÉ CATEGORY

donations up to R\$ 5,000 per annum

1. You will have your name associated with IPTI's Annual Report, as a Patron.



CAIPORA CATEGORY

donation between R\$ 6,000 and R\$ 10,000 per annum

1. All the above;
2. You will have the right to guided tours of IPTI's projects in Santa Luzia do Itanhy.



MANGABA CATEGORY

donation between R\$ 10,000 and R\$ 20,000 per annum

1. All the above;
2. You will be invited to a yearly dinner where IPTI's results will be presented along with a discussion over IPTI's goals and planning.



ARATU CATEGORY

doação igual ou superior a R\$ 20.000,00

1. All of the above;
2. May take part or nominate a representative for the Management Group of the IPTI Reserve Fund.

OUR PATRONS AS OF 2015:

Edson Hiroshi Matsubayashi
Aratu Category

Beatriz Arbex
Mangaba Category

David Roberto Davies
Eduardo Alves de Castro
Caipora Category



biblioteca **Luminescência***

The Luminescence Library

The idea of assembling a library is part of our strategy to promote human development in the region, through integrated action in art, science and technology. The Luminescence Library is a great stimulus to arts for the whole area of Santa Luzia do Itanhy, mainly for the young and adolescents of the village of Crasto, where it has been housed since 2013.

The library specialises in the Visual Arts, but also has publications of children's literature due to being located alongside the Sítio do Pica Pau Amarelo infants school. Within it, a rich collection of 1,272 volumes is organised according to the Universal Decimal Classification – UDC and using the Dewey Cutter table of authors.

In addition to this collection, other initiatives are developed with the aim of broadening interest in the arts, such as the Série Esboços (Sketches Series) which allows the inhabitants a unique experience of telling the story of the library's books and artists in videos produced by the IPTI team and the students taking part in the Art & Science project.

The name Luminescence relates to the phenomenon of bioluminescence, very common in the Crasto region, due to the presence of dinoflagellates (micro-organisms that emit light when agitated) in the coastal environments, and to Santa Luzia, patron saint of the eyes, and also the power of a library to illuminate the life of those searching for knowledge.



“ The Luminescence Library is my second home and that of many children here in Crasto. It's very gratifying to see the transition of these children living in a village beside a river into great artists”.

Denilma Santos

Administrative Assistant at the Library

Find out more about the Luminescence Library at www.ipti.org.br/biblioteca

PARTNERS

PUBLIC ADMINISTRATION



INTERNATIONAL PARTNERS



INSTITUTIONAL PARTNERS



UNIVERSITIES



CORPORATE PARTNERS



FINANCIAL STATEMENT

TITLE	AREA OF KNOWLEDGE	PERIOD	VALUE	FINANCIAL SOURCE	
				PUBLIC	PRIVATE
PROJECTS					
Culture in Focus	Creative Economy	2009-2016	R\$ 2.717.797,80	-	100%
Synapse and TAG	Education	2010-2015	R\$ 995.070,00	-	100%
Hb	Health	2010-2012	R\$ 149.800,96	34%	66%
Art & Science	Education	2010-2015	R\$ 1.480.773,20	57%	43%
Naturalist Art	Creative Economy and Education	2011-2015	R\$ 496.389,50	-	100%
CLOC	Creative Economy and Education	2013-2015	R\$ 140.000,00	-	100%
Participatory Management Plan for tourism in the Municipality of Santa Luzia do Itanh	Creative Economy	2010-2011	R\$ 149.600,00	100%	-
Publicising, Social Technologies Knowledge Management	R&D	2010-2011	R\$ 260.140,00	100%	-
MANAGEMENT CONTRACT					
Management Contract 001/2011	R&D	2011-2012	R\$ 108.000,00	100%	-
Management Contract 001/2013	R&D, Creative Economy	2013-2016	R\$ 1.217.850,00	100%	-
Management Contract 034/2015	Education	2015-2016	R\$ 335.840,00	100%	-
Management Contract 075/2015	Education	2015-2018	R\$ 20.724.226,00	100%	-
SERVICES	R&D, Health and Education	2009-2016	R\$ 629.577,00	68%	32%
AWARDS	R&D, Health and Creative Economy	2013-2014	R\$ 303.000,00	74%	26%
DONATIONS	-	2014-2015	R\$ 82.000,00	-	100%

The accounts relating to 2013 and 2014
were audited by Baker Tilly do Brasil.



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IPTI

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