



**Annual
2006 Report**



Lemann Foundation

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Jorge Paulo Lemann – President
Paulo Lemann
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Prof. Dr. Peter Nobel
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Secretary to the Board

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Managing Director

Ilona Becskeházy

Staff

André Hollo Capella
Núbia Maria Ferreira
Claudia Gamba
Ellen Roncolato
Marta Zafra Sider

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Ulhôa Canto, Rezende e Guerra Advogados

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INDG – Instituto de Desenvolvimento Gerencial

Rodrigo Azevedo (Comunique-se)
Constanze Lullies (Jacobs Foundation)
Regina Madalozzo (IFB – Instituto Futuro Brasil and Ibmec São Paulo)
José Paulo Soares Martins (Gerdau)
Susanna Sancovsky (S. Sancovsky&Associados Promoções S/C Ltda.)

Dufourstrasse 29
PO Box 1372
8032 Zurich
Switzerland

Av. Dr. Renato Paes de Barros, 1.017 – 15º andar
04530-001 São Paulo – SP
Brazil
www.fundacaolemann.org.br

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Ten principles of private social investment in education

The Board and the team of the Lemann Foundation were exposed to new and important experiences throughout 2006, the busiest in the institution's (still) short history.

Besides expanding its projects and investments, the organization of the conference Socially Responsible Investments in Education – Best Practices in Latin America enabled members of the Foundation not only to learn a great deal about the educational situation across the region and in Brazil, but also to interact with various audiences.

For this learning to continue and to be incorporated into the ongoing development of our institution, it is essential for our Board to be fully aligned around challenges, principles of work and how to invest.

The principles embraced below were presented during the conference on education by Board Member Prof. Dr. Peter Nobel, as a contribution to the work that was underway at the event. They reflect the joint perception of the Board and are included here to open this year's report.

What are **best practices** in our business? They are groups of principles and standards for successful collaboration and joint ventures between the State and the business community in the field of responsible education.

We consider **education a human right**, but also a precondition for the economic development of democratic societies. It should therefore be a national purpose. Abolishing illiteracy and generalizing access to education should be primary targets.

The State is the main institution responsible for the basic education system and its quality. The foundation of any educational system is built on primary and secondary schools, which are politically important. However, they should not be seen as political tools – which also applies to teachers unions. Public schools should be run economically, ensuring that all resources are managed professionally and the people involved are considered professionals.

Educational systems should also be designed in view of the jobs necessary for the economy, and **apprentices and non-academic professionals** should therefore be treated equally and with consideration.

The State should be open to the participation of the private sector in the development, expansion and improvement of the educational system, and develop a clear view and a clear strategy for such alliances, besides making the necessary organizational arrangements.

Legal and organizational **public-private partnership** models, reliable and secure, should be developed and adopted as best standards.

The private sector should make clear commitments about the circumstances, the forms and the size of its participation in the educational programs. **All responsibilities must be clearly attributed** and the implementation controlled.

Education should learn to make use of **modern technology** to improve the distribution of information and to make interaction much more efficient.

The quality and the results of educational programs must be **continuously monitored and analyzed** on an empirical basis. Good performance should be rewarded.

Nowadays, all endeavors in the field of education require an international and comparative approach, and cooperative and competitive program development. Therefore, **continuous assessment is a necessity**.

Board of the Lemann Foundation

Introduction

The Board of the Lemann Foundation would like to contribute to the development of Brazil and its inhabitants, improving the opportunities for personal and professional advancement for as many people as possible, either individually or on a broad scale. There are several ways of doing this, and the Board has tried many of them, some with more success and impact than others.

In 2006, we completed the second edition of the course for public school principals, called Management for School Success (GSE). The course was attended by more than 350 principals, who together are responsible for more than 250,000 pupils. This initiative is intended to help introduce a results-oriented culture into the school world.

To attract more investors and passionate people about the cause of education, we have concluded the first year of the Journalism Award and we also mobilized some 200 business, philanthropy and educational leaders from across Latin America to attend a conference in the north-eastern Brazilian state of Bahia, in addition to other seminars about the problems of the education sector.

The youth development projects have yielded some good results and have managed, by various means, to leverage the funding they receive from the Foundation. Scholarships, sport development projects and an art collection with a highly interesting historical content rounded off our investments for the year that benefited 1,458 people directly and 6,572 indirectly.

Further details on each of the projects are presented in the pages ahead.

Enjoy your reading!

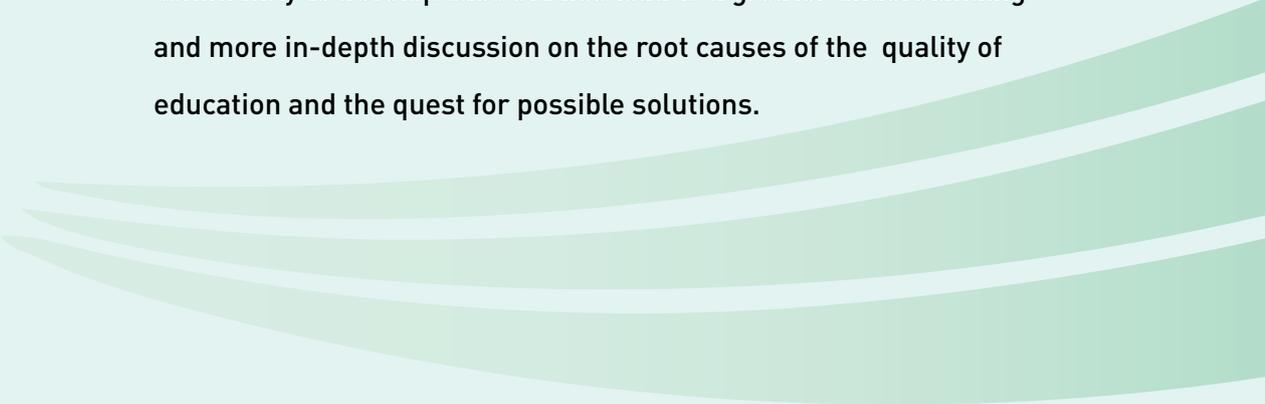


SCHOOL MANAGEMENT PROJECTS

The pathetic situation of Brazilian public education is no secret, but the alarming statistics released by the government in recent reports challenge all of us who want an economically developed country to act with urgency.

To achieve faster improvements in the quality of basic education, the Lemann Foundation is investing in the consolidation of a results-oriented management culture, based on a strategy focused on improving learning management, enhancing administrative management and encouraging social control.

The learning management projects consist of training and education for school management leaders. Administrative management is being investigated together with the National Council of Education Departments (Consed), and, to develop the quality of education, the Foundation organized, in 2006, the first edition of the Journalism Award and the Socially Responsible Investments in Education Conference. Furthermore, partnerships with the academic community to develop case studies lead to a greater understanding and more in-depth discussion on the root causes of the quality of education and the quest for possible solutions.





Management for School Success (GSE)

Management for School Success (GSE) is a distance learning course for public school directors that aims to make a positive impact on the academic performance of the students. The course consists of activities to achieve closer integration between the managers and the teaching staff, and make the academic success of pupils the primary goal of all school pursuits on a daily basis.

Besides participating in the course, the principals, at the end of the program, remain connected to a virtual network through which they can share experiences and knowledge, and access new information. The table below presents an overview of all the GSE editions until 2006.

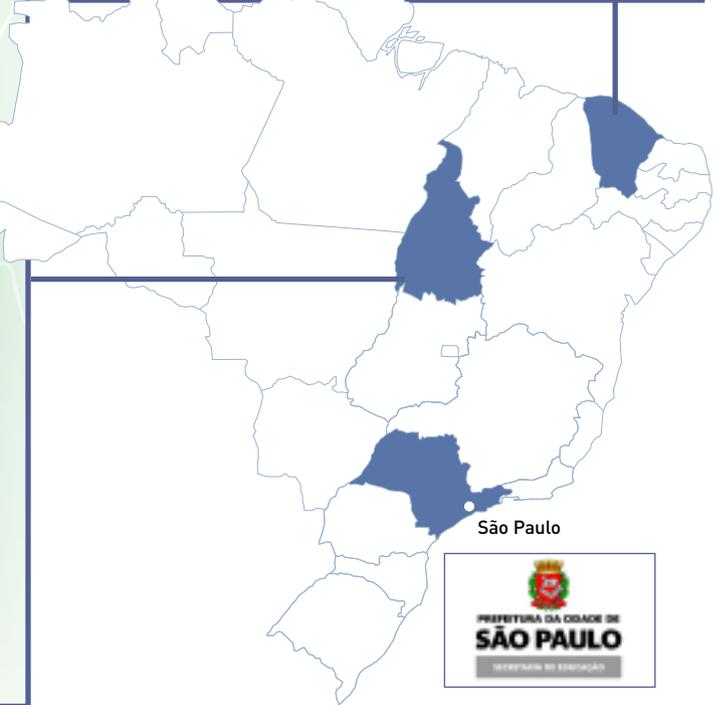
In 2006, the Lemann Foundation and its partners implemented the GSE program in the Departments of Education in the states of Ceará and Tocantins and in the municipal district of São Paulo.

From 2003 to 2006, more than 500 school directors from 206 municipal cities attended the training course, indirectly benefiting some 350,000 pupils

Location	Year	Co-sponsors	Cities	Directors	Students	Total investment (in US\$)
Content development cost	2003-2004					146,881
São Paulo and Santa Catarina	2003-2004	-	129	200	101,800	966,119
Tocantins	2005-2006	Gerdau/IRS	25	127	73,438	176,076
Ceará	2005-2006	Gerdau/IRS	51	139	57,401	180,899
City of São Paulo	2006	Educar SP/Gerdau/ IRS	1	115	121,543	190,328
Total			206	581	354,182	1,660,303

GSE in Brazil

In 2006, the GSE program trained more than 350 directors from public schools in 77 municipal cities from the states of Tocantins, Ceará and São Paulo



GSE Graduation ceremony in Ceará
 Directors attend lecture by Prof. Dr. José Roberto Rus Perez, from Unicamp (The State University of Campinas)



Local conditions to implement the program in each of these education departments obviously varies, leading to different levels of productivity. However, overall, according to the process evaluation, they all made the most of the opportunity, which will probably be reflected in the final impact evaluation, to be concluded in 2007.

Results of the GSE 2006			
	TOCANTINS	CEARÁ	SÃO PAULO
Total cost of project (in US\$)	176,076	180,899	190,328
Cost per school (initial number in US\$)	1,114	1,022	1,350
Cost per school (final number in US\$)	1,376	1,301	1,655
Number of initial participants	158	177	141
Number of active participants	127	139	115
Active/initial participants (%)	81	79	82
Final number of students in participant schools	73,438	57,401	121,543
Number of days of active project	363	409	248
Number of activities due/day	5,3	5,1	7
Number of activities delivered/day	4,4	3,1	3,8
Delivered/due activities (%)	83	61	54
Tasks scored as excellent and good (%)	70	71	92



Group photo
 Graduates of GSE 2005-2006
 from the state of Tocantins
 pose with Maria Auxiliadora
 Rezende, State Education
 Secretary

We would like to thank the partners who helped the Lemann Foundation arrange three more GSE editions in 2006:

IBM – Through the initiative Reinventing Education, it provided the distance learning tool WCS –Workplace Collaboration Services.

Razão Social Institute (IRS) – This is the first institution in Latin America licensed to use WCS in social projects involving education and it controls all the technical aspects involved in its operation.

Gerdau – Co-sponsored the program in Tocantins and Ceará and participated in the program in São Paulo.

Educar SP Group – Headed up by businessman Paulo Cunha, of the Ultra Group, and with the participation of the following organizations: ABN Amro Bank, Itaú BBA, Votorantim Institute, Coteminas, Suzano Group and Unigel Química S/A.



GSE launch in São Paulo
 From left to right, Carlos
 Viveiro, speaker at the
 event, Paulo Cunha,
 president of the Ultra
 Group, Ilona Becskeházy,
 executive director of the
 Lemann Foundation, Araly
 Palacios, executive
 manager of IRS and José
 Martins, executive director
 of the Gerdau Group



School Management Training (FGE)



School Management Training (FGE) is an in-person specialization course that prepares directors for the challenge of leading the development of their schools. The course consists of 440 hours of activities and involves the following key themes:



- People and staff management
- Learning and curriculum management
- Strategic planning and administrative management

The first class of this specialization course for public school principals was attended by directors responsible for more than 70,000 students

Among the topics addressed are conflict management, leadership, creativity, strategic planning and maximizing time and resources.

The first two classes began the course in Fortaleza (Ceará), in September 2005 and completed it in November 2006. Sixty two directors whose schools have nearly 70,000 students attended this course, held in the University of Fortaleza (Unifor) and in the 7th of September Faculty (FA7). The Lemann

Foundation sponsored 50% of the scholarships for participants, the Ceará State Basic Education Department covered another 30%, and the participants, the rest.

The final assessment of the group will be made based on the analysis of each participant's end-of-course project, which consists of a development plan for each of the schools.

FGE in figures	Total
Total cost of the project (US\$)	291,703
Cost per school (initial number, US\$)	4,167
Cost per school (final number, US\$)	4,705
Number of initial participants	70
Number of active participants	62
Initial/active participants (%)	89
Final number of students in participant schools	71,689
Number of projects due	62

Journalism Award



In 2006, the Lemann Foundation concluded the first edition of the annual IGE Journalism Award for journalistic works produced in 2005. The initiative was developed to reward media coverage on basic education both in large urban centers and in less developed regions of Brazil, in printed, television and radio categories. Furthermore, a special category is reserved for ongoing investments made by media outfits to expand journalistic coverage of the topic.

The award criteria values content that helps the population to understand the root causes of the quality of education offered to Brazilians and to demand from the authorities guarantee of this fundamental human right.

Besides awarding prizes for the work of journalists, the Lemann Foundation has also invested in providing content to support to the work of journalists, namely the *Survival Guide for Journalists who Write about Education* and a seminar on various issues related to the sector for the award's finalists.



Prizewinning journalists
Winners of the first edition of the Journalism Award

Winners of the first edition of the Journalism Award

National radio Elen de Oliveira, FM Cultura radio, Porto Alegre (Rio Grande do Sul)

Regional radio Tacyana Arce, Luísa Brasil Magnani and Larissa Nunes de Andrade Oliveira, UFMG Educativa radio, Belo Horizonte (Minas Gerais)

National television Ana Paula Brasil, TV Globo, Rio de Janeiro (Rio de Janeiro)

Regional television Adriana Victor, Patricia Correia, João Bosco Tavares, Marcone Prysthon, André Bezerra, San Costa and João Serafim, TV Globo, Recife (Pernambuco)

National printed press André Bersano and Marcos Graciani, *Amanhã* magazine, Porto Alegre (Rio Grande do Sul)

Regional printed press Waleska Borges and Gustavo de Almeida, *Jornal do Brasil* newspaper, Rio de Janeiro (Rio de Janeiro)

Innovative Initiative Renata Cafardo, *O Estado de S. Paulo* newspaper, São Paulo (São Paulo)

Case studies



Education and the business challenge
Claudio de Moura Castro and Claudio Haddad debate the ideas presented by James Austin

Understanding the root causes of the pressing situation facing Brazilian education is crucial for society to take action

As part of the strategy to raise awareness among Brazilian society about the quality of education, the Lemann Foundation has developed case studies to investigate, publicize and debate important data and information for the development of education in Brazil

In 2006, two seminars were held. In August, in partnership with Ibmecc São Paulo and the Futuro Brasil Institute (IFB), the seminar “What Educational Policies Really Work?”

was attended by the scholars Alan Krueger, José Alexandre Scheinkman, Samuel Pessoa and Naercio Aquino de Menezes Filho. The discussion covered topics ranging from investment in education, the different ways of measuring the results to the importance of higher education for economic development.

In December, in partnership with Ibmecc São Paulo and the Gerdau Group, Prof. James Austin, founder and chair of the Social Enterprise Initiative at Harvard University, addressed the issue of socially responsible management. The ideas raised by the professor were debated by Claudio Haddad and Claudio de Moura Castro, specialists in education.

Throughout the year additional, case studies were prepared, for presentation in 2007, about education management in the state of Tocantins, teacher’s compensation, the characteristics of the school and their influence on the performance of students and a comparison of the practices that have failed and those that have succeeded in the administration of the schools participating in the first edition of the Management for School Success (GSE) course.

Socially Responsible Investments in Education Conference



Education in Latin America

Former Minister Paulo Renato Souza addresses the chief problems of education in Latin America

Forty percent of children in Latin America are still not enrolled in pre-school and 35% of youth do not attend secondary school. In recent years, repetition has fallen across the region, but it is still double the world average (5.6%).* The alarming state of education in Latin America has prompted partnerships to be formed among various sectors of society for the purpose of expediting the development of the sector, which is so crucial for economic and social progress anywhere in the world.

To debate what is being done in this field and to help improve the educational systems in the region, the Lemann Foundation, the Jacobs Foundation and the Gerdau Group organized in June 2006, in Bahia state, the conference Socially Responsible Investments in Education –

“The paths to stronger economic growth, less social inequality, greater competitiveness, more entrepreneurship, political stability, vibrant community spirit, less crime and the choice of the best political leaders need education standards in Latin America to be raised. We’re behind schedule.”

*Jorge Paulo Lemann
at the opening of the conference*

*Source: Report *Quantity without Quality*, Advisory Board of the Partnership for Educational Revitalization in the Americas (Preal)

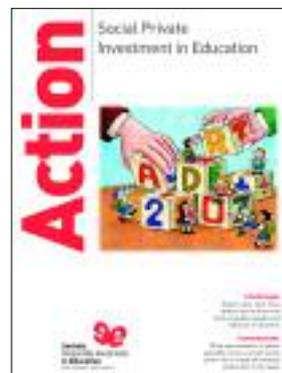
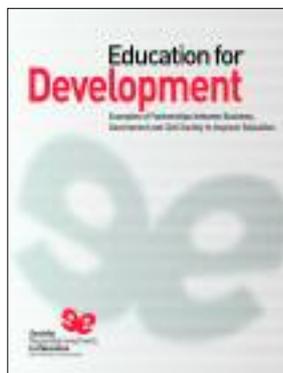
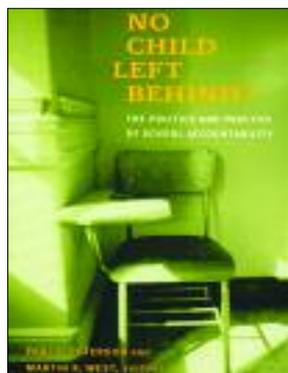
Best Practices in Latin America. The event was attended by nearly 250 representatives from 14 Latin American countries, Ministers of Education, business leaders, journalists, researchers and Brazilian and foreign specialists.

Commitment to the future

Besides debating specific issues and promoting an exchange of experiences, the goal of the conference was to secure objective commitments from participants, which will be used as the groundwork for building future concrete actions.

Towards this purpose, the participants split up into country groups to discuss how they could contribute more actively to finding solutions for the problems that plague education in Latin America.

The results of these pledges will be monitored by the Lemann Foundation in the years ahead.



Quality content

The participants in the conference received three publications as a preparation for the discussions: the Preal Report 2006, *Quantity without Quality*, which presents the evolution of education indicators in the region; the book *No Child Left Behind?*, by Paul E. Peterson and Martin R. West on the politics and practice of school accountability; and a summary of the principal corporate social responsibility actions in the region. A few months after the event, the publication *Action – Private Social Investment in Education* was released summarizing the key contents of the conference's lectures and sessions.



YOUTH DEVELOPMENT PROJECTS

According to data from the Brazilian Geography and Statistics Institute (IBGE), nearly a third (28%) of Brazil's population is aged between 15 to 29. Some 48 million young people face ever mounting challenges to gain the necessary qualifications or even to enter and compete in the job market.

Focusing on professional, sports and cultural training and on direct support for technical schools, the projects presented in the following pages share one thing in common: they help develop the potential of Brazilian youth. The chief aim of these initiatives is to give young people the tools to grow personally and professionally. On this depends not only their own development, but the also the development of Brazil.



ProA Institute Association

The ProA Institute Association is a new organization that took over the group of professional initiation programs previously run by Brascri – Swiss-Brazilian Association for the Assistance of Children in Need, known as Second Chance, which has been supported by the Lemann Foundation since 2003.

Ever since the start of the partnership, some 720 young people have participated in the program. In 2006, 150 participants were enrolled in 5 classes of the Education for Employment Program (PET) and the Professional Itinerary program. Young people eligible for the courses are aged between 15 to 17 who study at public schools that serve, preferably, the low-income population.

PET is a 6-month basic training course that prepares youth for the job market, while the Itinerary course last three months, after which the young students are qualified to work in sales and telemarketing.

The goal of ProA is to guarantee that within two years after completing the program, 85% of the young people are included in the job market



Diploma in hand
From left to right, Francisca Santos, Bruna Souza, Juliana Filqueira, Jessica Lima and Leticia da Silva: graduated in 2006



Productive visit
Students from Proa visit a toy factory in Osasco (São Paulo) to learn the different stages of the productive cycle

Vitae Partners Program to Support Technical and Agrotechnical Education

This program was created by Vitae, Support for Culture, Education and Social Promotion, an institution that discontinued its activities in 2006, transferring financial resources for some of its more successful programs and initially sharing the responsibilities with existing and new partners.

Besides the Lemann Foundation, a partner since 2002, other organizations have been drawn to the initiative, creating a fund to operate and cover the costs of continuing the program. Currently contributing to this fund, adding to the resources initially transferred by Vitae, are the Lemann Foundation, the Technology Support Foundation (FAT), the Unibanco Institute and Banco Itaú BBA. The José Carvalho Foundation supported the Federal Agrotechnical School of Iguatu, in the state of Ceará.

The program aims to upgrade teaching in professional training courses, update technology infrastructure at these schools and incorporate information technology into the classroom. In addition, it organizes the training of school staff to promote greater engagement with local communities that has led to additional fund raising. The schools represent true beacons of economic and technological development in some regions.

From 2002 to 2005, the contribution of the Lemann Foundation has benefited more than 11,000 students from 23 schools in 7 Brazilian states. In 2006, the investment of 281,000 dollars in the new fund went to projects at 16 schools, listed in the following table.



Since 1996 the program has supported 217 projects to modernize professional technical and agrotechnical teaching, benefiting thousands of students across the country

YOUTH DEVELOPMENT PROJECTS

Grantee	Location	Project	Nº of teachers	Nº of enrolled students	Vitae Partner sponsorship (US\$)
ETE Prof. Horácio Augusto da Silveira	São Paulo (SP)	Installation of telecommunication and data communication network laboratories	89	1,388	63,725.00
ETE Paulino Botelho	São Carlos (SP)	Installation of Computer Numeric Control (CNC)/Digital Numeric Control (DNC) laboratories and Computer Aided Design (CAD)/Computer Aided Manufacturing (CAM) Project	64	944	136,613.64
ETE Armando Bayeux da Silva	Rio Claro (SP)	Installation of laboratory with Programmable Logic Controllers (CLP) features, sensors and invertors used in industrial productive systems	44	736	55,954.55
ETE Sylvio de Mattos Carvalho	Matão (SP)	Upgrading Connectivity Systems laboratories, the Laboratory Operating System and Multimedia Programming and Database	51	374	66,514.55
CEFET do Piauí UNED Floriano	Floriano (PI)	Installation of industrial automation didactic stations, Programmable Logic Controllers (CLPs) and acquisition of hydraulic, electrohydraulic, pneumatic and electropneumatic circuit software	56	495	26,578.64
Colégio Técnico Industrial de Guaratinguetá (Unesp)	Guaratinguetá (SP)	Installation of instrumentation laboratories, control and supervision of industrial processes and installation of communications network laboratories	48	731	111,473.18
CEFET de Química de Nilópolis – UNED-RJ	Rio de Janeiro (RJ)	Installation of a plant for treating solid and liquid residues generated by bakery units, by the processing of fruits and food and by the pharmaceutical technology and analysis laboratory of the school	148	1,870	179,457.27
CEFET de Santa Catarina – UNED Jaraguá do Sul	Jaraguá do Sul (SC)	Structuring of the industrial electrotechnical motors and activating laboratories	31	432	40,994.09
Colégio Agrícola Estadual Getúlio Vargas	Palmeira (PR)	Installation of a milk and vegetable production and processing laboratory, including the monitoring and evaluation of all the production stages	42	688	72,726.82
CEFET de Urutai – UNED Morrinhos	Morrinhos (GO)	Installation of a laboratory for biological pest control	25	584	37,056.36
EAF de Iguatu	Iguatu (CE)	Installation of an agro-processing laboratory and restructuring of the EAFI-CE topography sector	42	565	64,397.73
EAF de Ceres	Ceres (GO)	Technological upgrade of the sector of production and processing of milk and derivatives and installation of quality laboratory	48	788	59,634.09
ETE Prof. Dr. Antonio Eufrásio de Toledo	Presidente Prudente (SP)	Installation of a pork meat processing laboratory	33	356	58,157.73
EAF de Araguatins	Araguatins (TO)	Installation of a bromatology and microbiology laboratory for quality control and certification procedures	36	641	73,486.36
ETE Martinho di Ciero	Itu (SP)	Installation of a laboratory for the production and processing of milk and its by-products and support of the milking process	25	245	77,539.09
ETE Prof. Edson Galvão	Itapetininga (SP)	Upgrading the meat, milk and vegetable processing laboratories, to add value for rural producers and expand the activities of the school's cooperative	18	273	55,266.82

Estudar Foundation



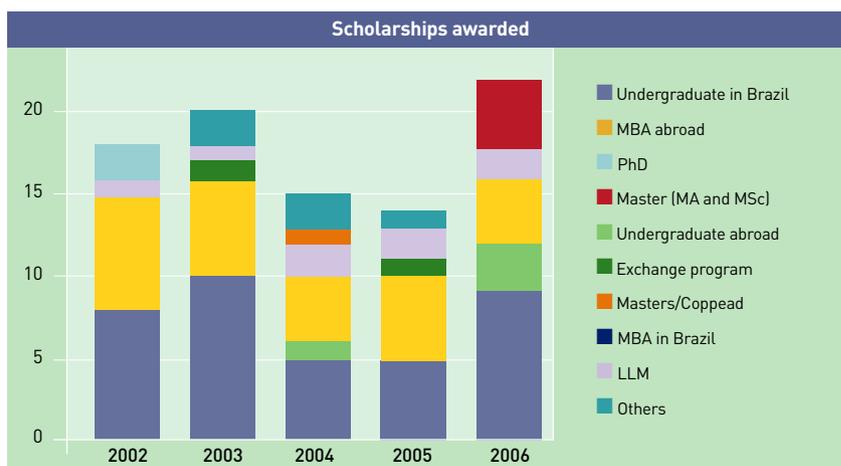
The Estudar Foundation was created in 1991 to contribute to the development of Brazil, encouraging future leaders to consolidate in the country an efficient and results-oriented culture grounded on solid ethical principals, promoting their success in society so the country can achieve its potential more quickly.

The strategy to encourage the professional development of the community of scholarship students and their commitment to the future of the organization is being successfully consolidated. It follows three courses of action: selection of scholarship students, career development and networking. In 2006, the Estudar Foundation engaged more than 600 people in its events and awarded 22 scholarships.

The activities are supported by donations from former scholars, private donors and funding from partner companies and NGOs, namely AmBev, FESA Global Recruiters, DM Recursos Humanos (Companhia de Talentos), ICTS Global, Banco Itaú, Bloomberg, Telemar, UBS Pactual and the Lemann Foundation, which spent 63,000 dollars on the program in 2006.

The graph below shows a profile of the scholarships awarded over the past five years by type of academic program.

Over the past 15 years, the organization has invested 4.75 million dollars and granted 333 scholarships to graduate and postgraduate students at leading institutions in Brazil and abroad



Foundation's annual event
Lecture by Antonio Augusto Anastasia, vice-governor of Minas Gerais



Selected scholars
Scholars who passed the 2006 selection process



Daquiprafora (Outward Bound) – Lemann Scholarship Program

The Lemann Scholarship program, a partnership between the Daquiprafora Sports Exchange program and the Lemann Foundation, provided young Brazilian athletes with an opportunity to study in American universities, drawing on their sporting potential. Each year, 20 scholarships are awarded to young tennis players who train and compete in university leagues. Besides

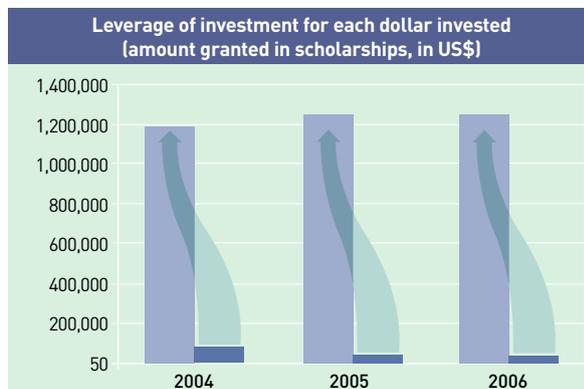
earning a diploma at an American university, the students also enjoy the experience of living on an international campus, learn English fluently and often have the opportunity to pursue an internship providing them with professional training.

In 2006, the Foundation spent approximately 70,000 dollars on this program that funded nearly 1.2 million dollars worth of scholarships. The graph below shows the significance of these leveraged funds over the past three years. The impact of the project may be measured by the sporting and academic results achieved by the athletes participating in the program. In 2006, a quarter of the scholars presented an exceptional performance, ranking at the top of their classes.

Daquiprafora raises over 1 million dollars for scholarships at universities in the United States for Brazilian athletes



Student athletes
Carolina Melo and Eidy Igarashi study and play tennis at United States universities



Tennis Institute



The Tennis Institute was founded in Santa Catarina in 2002 for the purpose of developing tennis in Brazil. The group of coaches selects athletes with strong potential in the junior youth (aged 14 to 16) and youth (aged 18) categories. The young players receive partial or total scholarships to cover training, travel and tournament costs and they agree to reimburse the Institute the full value of their scholarship when they begin their professional career.

The Lemann Foundation has supported the Tennis Foundation from the outset, having contributed to the training of 42 players, whose performance in 2006 is presented in the table below.

The year 2006 also brought with it some new developments for the project, such as the formation of a women's team and the creation of the Social Tennis Institute, which teaches the sport to 100 public school pupils in the 7-15 age group. This branch of the Institute expects to double the number of kids it trains in 2007.

Tournaments won		
In Brazil	Champion	13
	Vice-champion	5
Abroad	Champion	12
	Vice-champion	5

Tournaments participation		
Tournaments	Men's Championship	Women's Championship
In Brazil	35	8
Abroad	7	36



Girls league champs
Teliana Pereira (*above*) wins her first professional title, in Argentina, in 2006. Bianca Spinassi participates in the Banana Bowl tournament, in São José dos Campos (São Paulo)



Doubles victory
Fernanda Faria and Nicole Herzog:
doubles winners in the 16 age
category at the Banana Bowl
tournament

LOB Women's Tennis Institute

The LOB Women's Tennis Institute was created in 2005 to provide support, encouragement and training for women athletes to help them rise to higher positions in the Women's Tennis Association (WTA) ranking. The selected athletes, aged from 12-14, receive medical care, physical and nutritional evaluation, and advice in image management, marketing and press relations.

In 2006, five athletes received training and had the opportunity to compete in international tournaments, such as the Eddie Herr International Junior Tennis Championships, the Orange Bowl International Tennis Championships and the Casely Junior International, among others.



Solidary Sports Association

The Solidary Sports Association has, since 1999, supported more than 200 underprivileged children and adolescents, who receive swimming lessons and athletics training, as well as pedagogical, psychological and social services.



Pão de Açúcar Kids: rewarded effort
Andressa de Oliveira, Aurélia de Cássia de Castro and Jussara de Oliveira
celebrate involvement in track events

In 2006, in parallel to this program, the Association set up the School Pilot Project to strengthen partnerships with schools in the region and implement joint actions to stimulate the cognitive, affective, physical and social development of the young students. The initiative has already been introduced at two schools close to the Association's headquarters.

The Lemann Foundation has sponsored the Solidary Sports Association since 2005 and it invested 33,000 dollars in 2006.

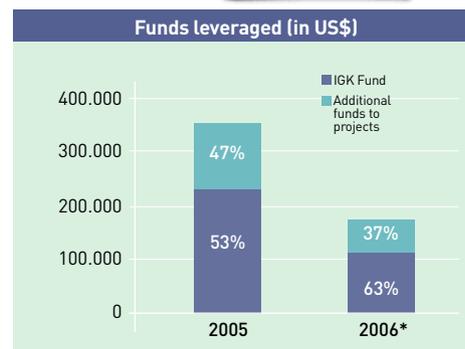
Guga Kuerten Institute (IGK)



The Guga Kuerten Institute (IGK) has been active in the southern state of Santa Catarina since 2000 providing support in two areas: projects for special needs people (Social Projects Support Fund – Faps) and projects that promote the integral development of children and adolescents through sporting activities.

Faps supports social projects in different regions of the state, selecting the organizations it will support through contests. Participants receive funding and technical support from the Institute’s staff. The experience participating in the selection process strengthens the capacity of the organizations to raise even more money, enabling the Fund to grow (*see graph above*).

In 2006, the Lemann Foundation invested more than 50,000 dollars in the IGK program, benefiting 14 projects in Santa Catarina.



* Partial results. Funds raised until Nov. 2006

Geographic scope



- Northeast/Mid Itajaí Valley
- Itapocu Valley
- Itajaí River Mouth
- Upper Itajaí Valley
- Greater Florianópolis
- Laguna
- Carbonífera
- Far South

Graded School



This program awards scholarships to the children of staff at Graded School, the American school in São Paulo.

Currently, 10 scholarships have been granted to ten students aged between 6 and 13, who receive a full scholarship until they finish their secondary education.



Brasiliana Collection – Estudar Foundation

Consisting of 475 paintings, watercolors, drawings and prints produced by traveling European artists in the 19th century, this collection was brought to Brazil in 1997. Since then, the works have been restored, catalogued and researched to identify the content and the artist.

In 2006, the Brasiliana Collection was shown at five exhibitions, in Brazil and abroad

With a strong educational content on various topics related to Brazil of that time, the Brasiliana Collection may be displayed in several ways, as happened in 2006. There were five museum exhibitions, two in Portugal and three in Brazil. As a complement to the shows, educational activities were arranged to integrate museum visits to content in the classroom.

In addition to the exhibitions, 2006 also saw the publication of the book on the collection entitled *Coleção Brasiliana Fundação Estudar*, containing reproductions and information on many of the items. The book was published with the support and sponsorship of Telemar.

In 2006, the Lemann Foundation invested more than 100,000 dollars to preserve, upkeep and publicize the collection.

PARTICIPATION IN NATIONAL AND INTERNATIONAL EXHIBITIONS

				
NOV. 2005-JAN. 2007	JAN.-MAR. 2006	JAN.-APR. 2006	APR.-JUN. 2006	MAY-JUL. 2006
São Paulo Pinacoteca Gallery	Rio de Janeiro Telemar Cultural Center (now Oi Futuro)	Porto National Soares dos Reis Museum	São Paulo BM&F Cultural Space	Lisbon Ajuda National Palace
<i>The Human Figure in Representation</i>	<i>Brasiliana Collection/ Estudar Foundation</i>	<i>Traveling Artists and Brazil in the 19th Century</i>	<i>Images and History of Brazil: Brasiliana Collection in the BM&F</i>	<i>Traveling Artists and Brazil in the 19th Century</i>

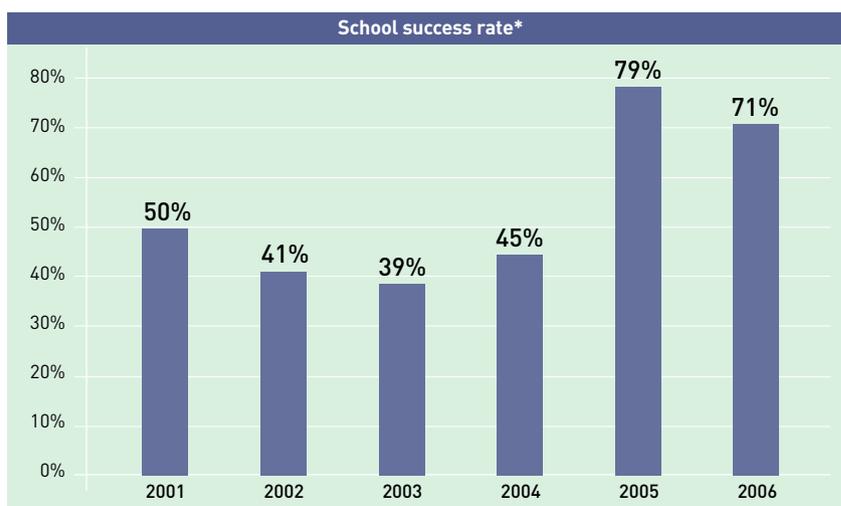
Maria Telles Social Institute – ISMART



ISMART was created in 1999 to provide gifted, low-income children with opportunities for personal and academic development. Since then, over 20,000 students have been tested in the selection processes. The program was benefiting 374 children and adolescents at the end of 2006, and the goal is to raise this number to 1,000 by 2010.

The students undertake an extensive and productive routine of study and activities in order to realize their full academic and personal potential, putting them on a par with students from the best schools in the country. This should enable them, therefore, to embark on a successful professional career, based on academic excellence and a strong sense of social responsibility.

The chart below shows the evolution of the pass rates in the transition from public primary education to private secondary education, the first major challenge for the students following the first stage of the academic support.



*Weighted average



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