



# High impact educational projects at CESAR



C.E.S.A.R  
centro de estudos e sistemas  
avançados do recife

08.2016





# CESAR

A **private, not for profit** and **self sustainable** center that innovates in products, services and companies with Information and Communication Technologies (ICTs).





# WHERE

## HEADQUARTERS

Recife – PE

## COMMERCIAL OFFICE

São Paulo – SP

## BRANCH OFFICES

Curitiba – PR

Sorocaba – SP

Manaus – AM

## OTHERS

Rio de Janeiro - RJ









# ENGINEERING

Information and Communication Technologies are the link between all areas in which we work, as well as being the core of everything we do at CESAR.

Big Mobility Smart Life human-machine interaction  
Data Computer Vision Consulting Robotics  
Interactive Digital TV Cloud Computing 3D Testing  
System's Performance and Security Modelling  
Artificial Wearables Internet  
Intelligence Embedded Systems of things

# DESIGN

Since 2003 CESAR develops new products, services and process following the principles of user-centered design.

**Who**  
people are?

**How**  
people live?

**What**  
people value most?

**Co-creation**

**Research**

**interaction**  
human-machine  
Design

**UX**

User Experience

**Brainstorming**

Human-Centered  
Design

Re-design

Interaction Design

**Ideation**

Prototyping

**Speculative**  
Design

**Create**

new experiences  
that enhance life  
of people.

# EDUCATION

CESAR University  
Masters and Post Graduation

Educational Programs





# CASES

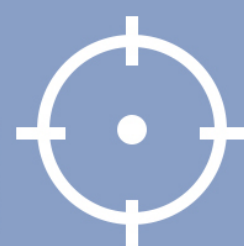
Complex  
Problems

Innovative  
Solutions





**intra and inter**  
personal



key  
**technical**



self  
**entrepreneurial**



# CASE

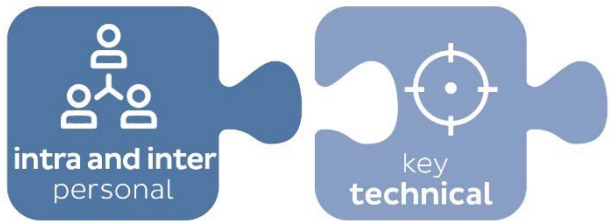
# 1

# NAVE











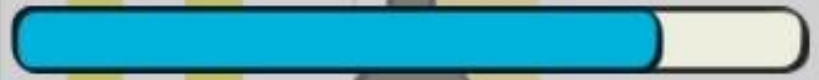
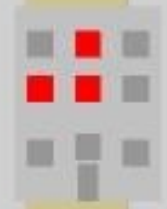




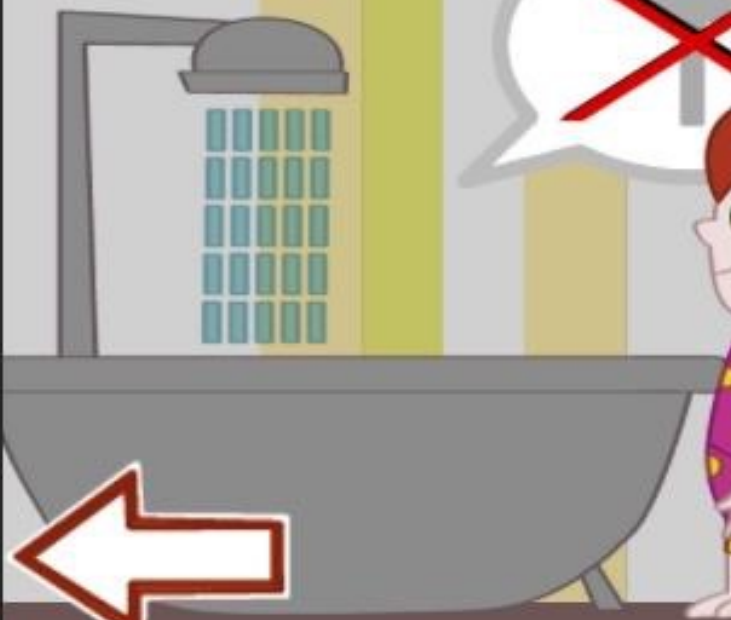




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# CASE

## 2 PernambucoCODERS



**PROGRAMAR  
O FUTURO ENTRA  
NO CURRÍCULO  
DOS ALUNOS DE  
PERNAMBUCO.**



# Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

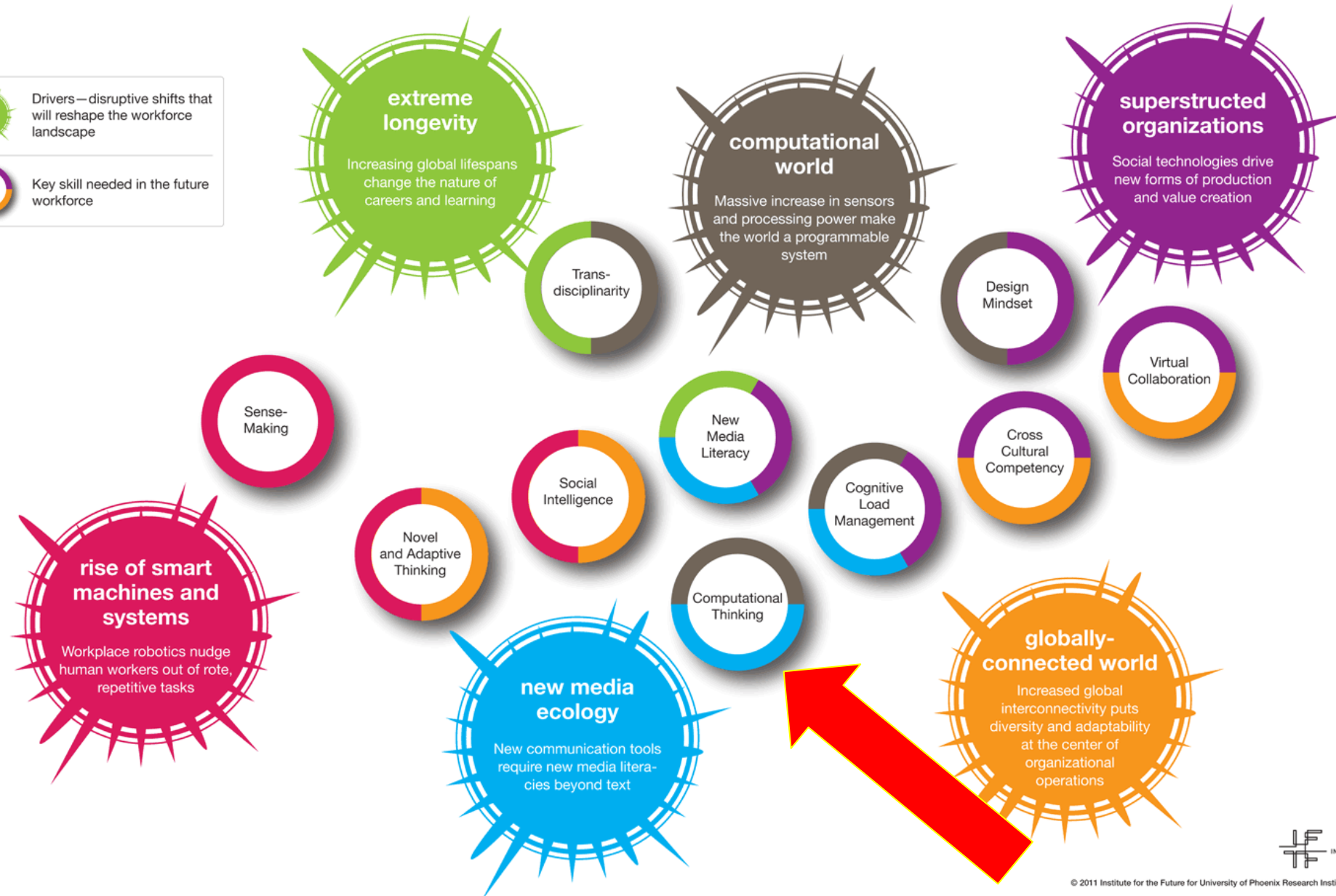
## KEY



Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce











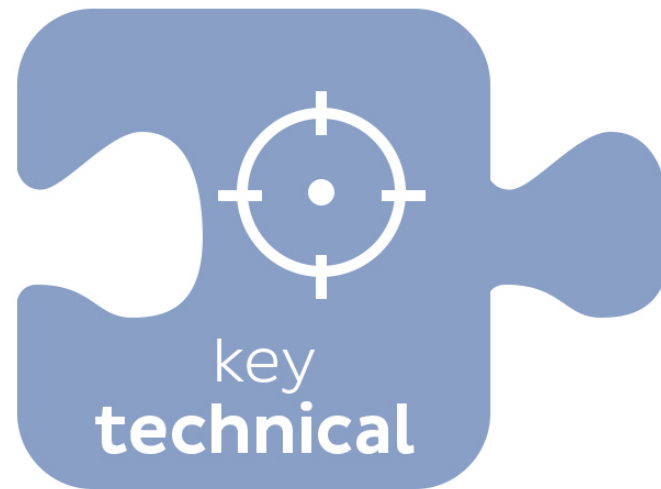
# CASE

## 3 Gibraltar



Public School





# communities

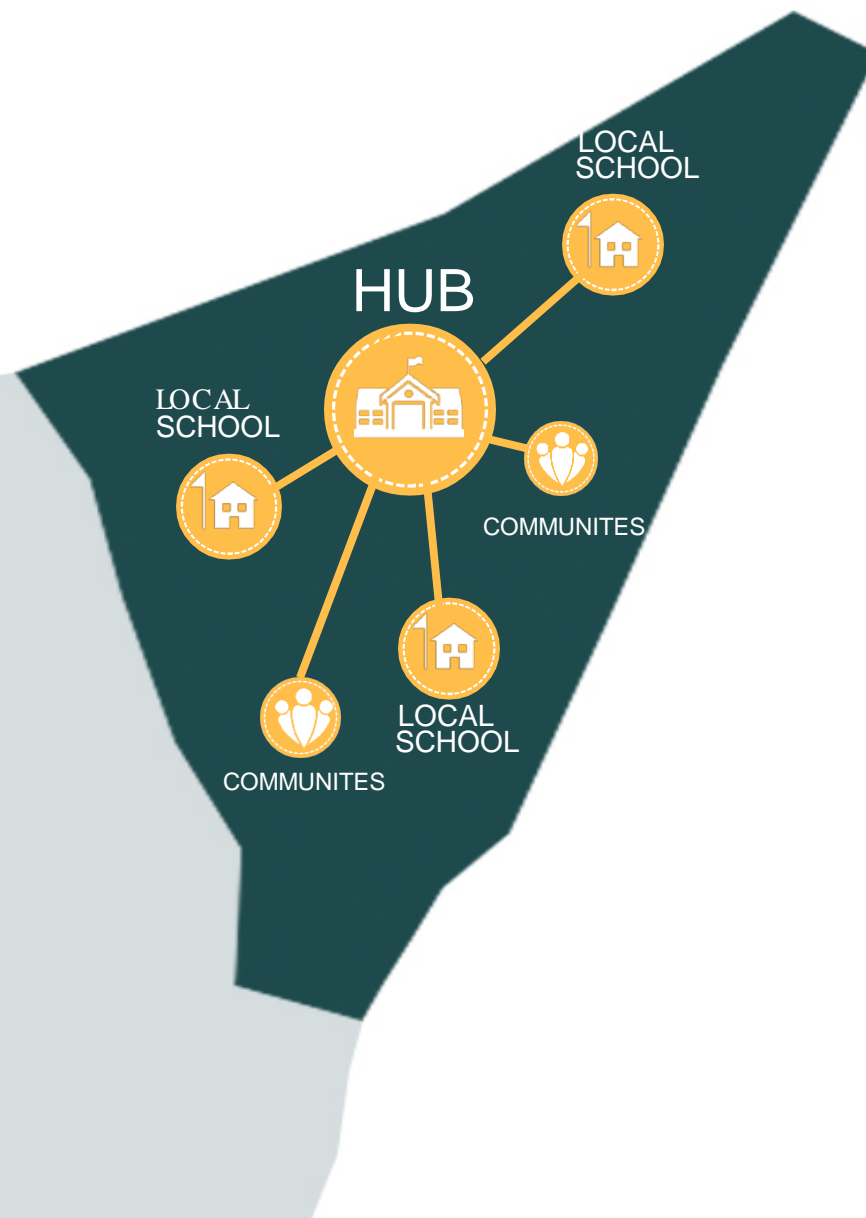






Public School

communities



Public School



LOCAL SCHOOLS



COMMUNITES



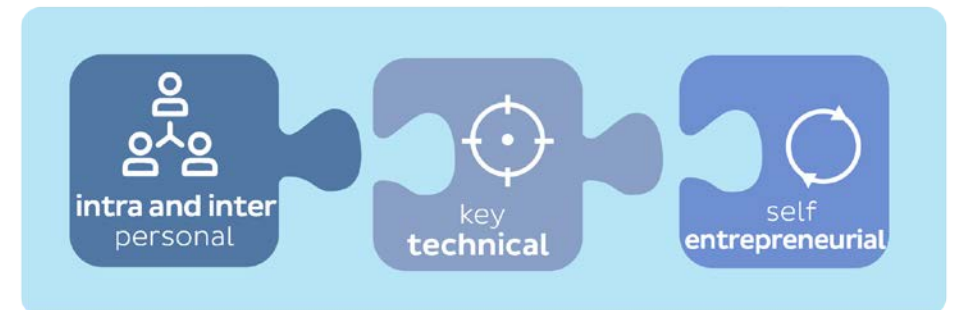


# What?

We will give both **pupils and the surrounding community technical skills** that enhance their **employability** by putting in place an innovative creative coding and technology curriculum.

We will also **mentor and support other local institutions** so that they too can use technology to transform teaching and learning.

communities





# Hub School

- a design and programming **creative** curriculum that enables the students to develop technological and 'soft' skills as well as experience of project development.
- a set of **learning methodologies** already used successfully at CESAR **educational projects** such as **Design Thinking**, PBL (Problem Based Learning), CBL (Challenge Based Learning), Adaptive Learning, among others.

communities





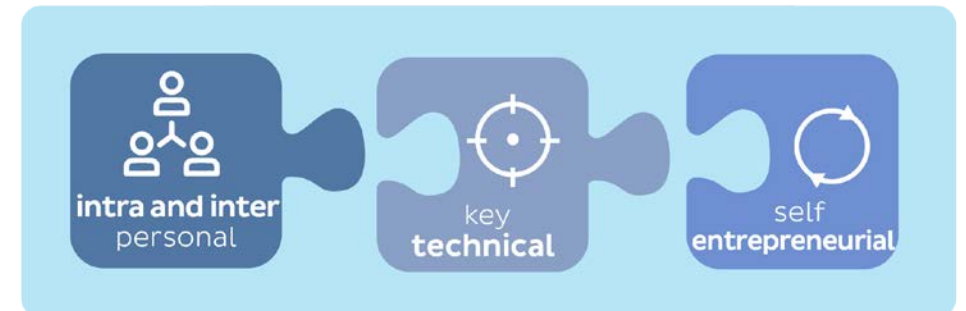


## Local Schools

Local Schools are located near the HUB School.

The teachers and students from the local schools will have free access to the HUB, so that they too can also develop skills and **transform the environment at their own** school and their communities.

communities





# Communities

The communities around the school will:

- **Share** their problems with the school so that the students can use the technology that they are learning , including Swift, to benefit the community;
- Have **free access** to all the equipment available at the School and attend specially designed IT skills trainings.

communities



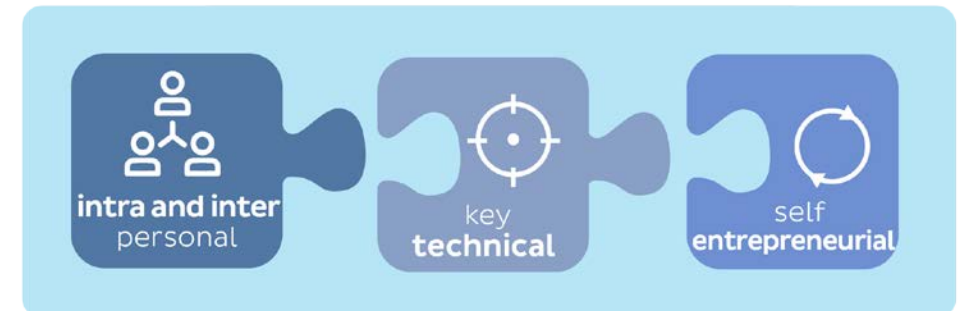




# Why?

- Increase **employability** amongst young people;
- Students more **motivated and engaged** in school;
- The **community** will see better employment rates, that in turn will promote both social and sustainable economic development.

communities





# Where?

- Visited potential candidate schools with **strong community links**;
- We assessed **teachers potential interest** in using technological resources in the classroom;
- We looked at how **close to other schools** the candidate schools were and the whether there were established connections between them;
- We considered their **geographical location** and **proximity to CESAR** in order to make close monitoring and support much easier.











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