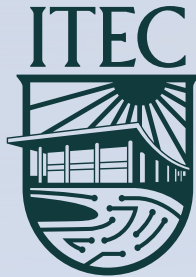


Quarterly Report



THIRD EDITION - SEPTEMBER 2026



Letter from the Founder

There are moments in the building of an institution when progress begins to take shape not only in plans, construction, and physical structures, but also in the people who will bring the project to life. The second quarter of 2026 marks one of those moments for ITEC – Instituto de Tecnologia e Computação.

Leandro Villas's arrival as president of the Institute represents an important step in consolidating our academic and institutional project. A researcher, professor, and academic leader whose career is deeply connected to ITEC's purpose, Leandro takes on the challenge of leading the Institute at a decisive moment: as the academic project begins to take its final shape and we prepare for the campus to open in 2027.

This progress is accompanied by the formation of our faculty. The first two professors hired began their work in August, while additional recruitment processes are already underway. More than filling positions, we are bringing together educators who share our vision of academic excellence: professors committed to rigor, research, mentorship, and the holistic development of every student.

The quality of this team will be essential to turning ITEC's guiding principles into a tangible academic experience. In a full-time residential model, the role of professors extends beyond the classroom. It includes individual guidance, academic life on campus,

project development, and the creation of a community built on collaboration, intellectual curiosity, and academic ambition.

We are also making progress on other fronts that are essential to the start of campus activities in 2027. Construction continues to advance steadily, our search for students is expanding across different regions of Brazil, and our admissions, student support, and institutional management structures continue to take shape.

All these efforts are part of the same journey. Building ITEC means bringing together, at the right time, the people, spaces, processes, and relationships needed to offer outstanding Computer Science education to talented young people from across Brazil.

There is still important work ahead before our first cohort arrives. But with every quarter, the Institute moves closer to what it was designed to become: an academic community capable of educating technology creators and, over the long term, strengthening Brazil's scientific and technological capacity.

Cristiano Franco
Founder of ITEC – Instituto de
Tecnologia e Computação



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A new phase in ITEC's academic development

ITEC is entering a new phase in its academic and institutional development with the arrival of Leandro Villas as president of the Institute. A Full Professor at the University of Campinas (Unicamp) and former director of the university's Institute of Computing, Leandro is one of the world's most influential scientists, according to a ranking compiled by researchers at Stanford University in the United States.

A Full Professor at Unicamp, holder of the Brazilian *livre-docência* qualification from Unicamp and the University of São Paulo (USP), and a PhD in Computer Science from the Federal University of Minas Gerais (UFMG), including a doctoral research period at the University of Ottawa in Canada, ITEC's president brings extensive experience in teaching, research, talent development, and academic leadership.



His arrival reinforces a dimension that becomes increasingly important as ITEC approaches the start of its academic activities: turning the principles that guided the Institute's design into a concrete academic experience. This involves building an outstanding faculty, integrating fundamentals, research, and practice, and creating the conditions for students from different backgrounds to realize their full potential.

In the interview below, Leandro discusses the role ITEC can play in Brazil's scientific and technological development, his vision for educating technology creators, the relationship between research and industry, and the priorities guiding this new phase of the project.

1. ITEC is being created at a time of profound technological transformation. What role can an institution like this play in Brazil's scientific and technological development?

We are at an inflection point. Artificial intelligence, large-scale distributed systems, and ubiquitous computing are redefining how knowledge is produced, how value is created, and how societies are organized. In this context, the question we need to answer as a country is simple and decisive: does Brazil want to remain primarily a consumer of technologies developed elsewhere, or does it also want to become a creator?

ITEC was created to prepare a generation capable of going beyond operating ready-made tools — a generation equipped to conceive, design, and build the next wave of technologies, with advanced technical expertise and a strong sense of ethical responsibility. I see this clearly because I know the universities and research centers that form the backbone of Brazilian science. ITEC wants to build on that foundation with a complementary, focused, and intensive model that brings together cutting-edge research, education, and the real challenges faced by those developing technology.

But there is another role that I consider even more transformative: serving as an engine of social mobility. Technology is now one of the most powerful ways to change the trajectory of an individual and their family. When a talented young person, regardless of where they come from, gains access to top-quality education, it is not only their life that changes. Brazil's technology ecosystem changes as well, as it gains creators who can address Brazilian challenges with solutions developed here, retain knowledge and value in the country, and open doors for those who come after them.

It is this combination of excellence and tangible social impact that gives a project like ITEC its meaning.

“ ITEC was created to prepare a generation capable of going beyond operating ready-made tools — a generation equipped to conceive, design, and build the next wave of technologies, with advanced technical expertise and a strong sense of ethical responsibility. ”

○ Leandro Villas, president of ITEC





2.2. What do you consider essential to an outstanding Computer Science education today?

The first element is a solid scientific foundation. Algorithms, mathematics, theory of computation, and the fundamentals of computer systems — these are the foundations that allow professionals to remain relevant over time. Tools and programming languages change every few years; people who master the fundamentals are able to learn whatever comes next rather than becoming dependent on passing trends. Rigorous computational thinking is what separates those who simply use technology from those who create it.

The second is practice. Computer Science is learned by doing. Real projects, from beginning to end, with all their ambiguities and constraints, teach things no exam can measure. This is why I place so much value on integrating teaching, research, and professional practice — exposing students to real problems, including frontier challenges in areas such as artificial intelligence, distributed systems, cybersecurity, and robotics.

The third is human development. Communication, teamwork, the ability to keep learning and, above all, ethics and a sense of responsibility for what one builds. People who create technology today make decisions that affect millions of lives. Technical excellence without that awareness is only half an education.

And there is a fourth element that ties everything together: a stimulating, diverse, and collaborative environment where knowledge flows among peers rather than only from the top down. Diversity of backgrounds and experiences plays a meaningful role here, enriching the learning experience and connecting technology to the reality of an entire country.

These same principles guided the structure of ITEC's curriculum, which is organized around four major areas: Mathematics, Computing, Society, and Entrepreneurship and Innovation. Students' personal development, meanwhile, runs throughout all four years of the program.

3. ITEC was created with the goal of educating technology creators in Brazil. How can that happen in practice?

Creators rarely emerge from purely lecture-based classes — they develop in an environment designed for creation. In practice, that starts with a curriculum that combines rigorous theoretical foundations with project-based learning. From the beginning, students build, make mistakes, revise, and build again. This approach draws inspiration from leading institutions such as Harvey Mudd and Carnegie Mellon, while being adapted by ITEC to the Brazilian context.

Students also need to be brought closer to the frontier of knowledge and to real-world problems. That means access to cutting-edge research, mentors from academia and industry, and challenges brought by companies that are genuinely developing technology.

The full-time residential model strengthens this experience: immersion creates a community that solves problems together, both inside and outside the classroom. The same spirit is reflected in more concrete elements of the program. ITEC students will be able to spend time studying abroad, engage in real applied research from the early years of the program, and take internships at companies that actually deal with the problems they study in class — not because it looks good on paper, but because this is how you test whether what you have learned can solve a real problem.

Finally, we need to cultivate a culture of boldness and agency — encouraging students to propose ideas, to build ventures, and to challenge established approaches. Creating technology ultimately means believing that things can be done differently and having both the tools and the confidence to try. Our role is to provide the foundations, opportunities, and environment that turn talent into a real capacity to create.

4. How does ITEC intend to connect research, academic education, and the challenges faced by companies developing and using technology?

I believe deeply in this connection because I have seen firsthand how well it works. While leading Unicamp's Institute of Computing, I created its first Artificial Intelligence Innovation Hub, bringing researchers, students, and companies together in the same environment, and I also helped create the Artificial Intelligence Hub for Health and Well-Being. When real industry problems enter the university, research gains relevance and education gains purpose. Today, these two hubs are tangible proof that bringing universities and industry closer together generates results — it is more than a statement of intent.

At ITEC, the goal is to make this an organizing principle rather than an occasional initiative. This means incorporating real company challenges into course projects, offering mentorship from professionals working at the frontier of their fields, and building structured partnerships with industry, academia, and the public sector. From the undergraduate level onward, students need to understand how the technology they study connects with the world.

There is also an important balance to preserve: bringing these worlds closer without turning education into training for the interests of any particular company. Research and fundamental knowledge must remain at the core, while partnerships provide context, fresh perspectives, and a broader horizon. It is this balance between academic rigor and connection to the real world that gives the model its strength.



5. What kind of faculty is ITEC looking to build?

We are looking for people who combine two qualities that do not always come together: scientific excellence and a genuine passion for teaching and developing others. An ITEC professor needs deep expertise in their field, while also having a real commitment to each student's development — acting as much as a mentor as an instructor.

The residential, full-time model requires a particular kind of professor: people who are available and present, who see value in community and human development rather than only in delivering course content. People who can connect theory and practice, bring real problems into the classroom, and learn alongside their students. This has already moved from concept to practice: we have hired two professors who fit this profile, and additional hires will follow in the coming months.

We also value diversity of backgrounds, experiences, and areas of expertise because that is what creates an intellectually rich environment.

Above all, we want people who are aligned with ITEC's purpose: people who believe talent exists everywhere and who are willing to help build an institution of excellence that also transforms lives. That requires generosity, team spirit, and ambition for the collective project rather than individual recognition.

6. Does a full-time residential model also change the role of professors? How do you see the relationship between faculty and students?

It changes it profoundly. In a more traditional model, interactions between professors and students are often limited to class hours. In a residential setting, professors become a close and continuous presence — mentors, role models, people who are available for the conversations that happen outside formal class time and that are often the most transformative.

I see this as a two-way educational partnership. Knowledge does not flow only from the top down; it is built through day-to-day interaction, through collaborative projects, and through questions discussed in the hallway. Professors learn from students' curiosity and questions, while students learn not only from the content but also from the example set by those who accompany them.

This proximity has particular value for students who come from backgrounds with fewer opportunities. Close support that sees the person as a whole is often what allows someone with enormous potential, but a weaker prior academic foundation, to believe they are capable. Throughout my career, it has been through this kind of close guidance that I have seen the greatest leaps in development. This is the kind of relationship ITEC's model is designed to place at the center.

“Talent is everywhere; what is often missing is opportunity. Reaching those who never imagined they could be here is, for me, at the heart of ITEC.”

Leandro Villas, president of ITEC

7. ITEC aims to offer an outstanding technology education to students from different backgrounds, experiences, and origins. In practice, what strategies are needed to identify, attract, and support these talents?

It begins with an admissions process that looks at potential, not only prior performance. An entrance-exam score reflects, to a significant extent, the opportunities someone has had up to that point. A student from a public school in a small town may have extraordinary potential that a traditional test fails to capture. That is why we need to consider each candidate’s experiences, interests, and personal journey.

Identifying talent is not enough; we also need to actively look for it. That means being present in schools and regions that are often outside the reach of elite institutions, building partnerships that broaden access, and communicating in ways that show these young people that they belong in a place like this. Talent is everywhere; what is often missing is opportunity. Reaching those who never imagined they could be here is, for me, at the heart of ITEC. And this is more than an intention: since the beginning of 2026, the Institute’s team has been traveling across Brazil, talking with teachers and organizations that know these young people well, precisely to reach places where this information does not usually get through.

Supporting students after they arrive is just as important as attracting them. A robust scholarship program removes the financial barrier, but genuine inclusion goes beyond funding. It requires academic support to bridge differences in prior preparation, socio-emotional support, and

a welcoming community where no one feels they do not belong. This is where education truly becomes a vehicle for social mobility: opening the door is only the beginning; what makes the difference is ensuring that those who enter have every condition to complete the journey stronger than when they began. Diversity and excellence are not in opposition. When the right conditions are in place, each strengthens the other.

8. The Institute aims to educate highly qualified people with an entrepreneurial mindset who can also contribute to developing new technologies rooted in Brazil. How can the country retain these talents?

I prefer to think of my role as creating the conditions that make building technology in Brazil an attractive choice in itself. Talent cannot simply be held onto; it stays where it finds purpose, strong opportunities, and an ecosystem that challenges and values it. Our role is to help build that ecosystem.

In practice, this means connecting students, from the beginning of their education, with relevant problems, companies innovating in Brazil, entrepreneurial opportunities, and national and international research networks. It means showing them that it is possible to have a high-impact career at the technological frontier without necessarily leaving the country — and that when people do go abroad, they can return and bring knowledge back with them.

Science depends on the circulation of talent, not on walls. This is also why we are already thinking about how to keep people connected to ITEC after they graduate, sharing their experience with those who come after them and opening doors for others. We do not want the relationship with the Institute to end at graduation. Our ambition is for it to last a lifetime and help keep these talents connected to Brazil.

There is also a dimension of origins and giving back. When we open doors to young people who otherwise would not have access to this kind of education, technology becomes a powerful engine of social mobility. Those who benefit from these opportunities often want to give back by creating opportunities for others. Many of our founders followed exactly that path: they seized opportunities, built successful careers, and chose to give back. Educating talent with this sense of belonging and social responsibility may be the most lasting way to keep people connected to the country.

9. What will your priorities be as president of ITEC over the next few years?

The first priority is to bring together an outstanding faculty that is aligned with ITEC's purpose. After all, an institution is defined first and foremost by the people who build it. Alongside that, we need to consolidate the academic project — a curriculum that combines rigorous fundamentals, project-based learning, and ethical development.

The second priority is to ensure that our commitment to access and social mobility becomes a reality. ITEC's admissions process began being designed before I arrived to be both highly selective in identifying potential and genuinely inclusive. I am now joining that effort to help bring it to life. At the same time, we need to build the culture and sense of belonging that sustain a residential, immersive model.

The third is to build the Institute's connections: strong partnerships with research institutions, industry, and the public sector, in Brazil and abroad, as well as the infrastructure and long-term sustainability required for the project to endure. We are planting something whose results will be measured over decades, and my priority is to make each of these early decisions with the solidity that a legacy of this scale requires.

10. What do you see as the greatest challenge in consolidating the project?

The greatest challenge is time. Building an institution of excellence from the ground up — with a reputation, a culture, and an alumni community that demonstrates the value of the model — is a long-term effort, built through consistency and sound decisions repeated over the years. There is no shortcut to credibility; it is earned class by class.

There is an important point to make here: we are not scrambling to raise operating funds month by month. The founders have made a commitment designed to sustain the Institute through the decade, giving us the rare ability to plan far ahead. But it would be naïve to think that this settles the matter. A project with this level of ambition will always need more people willing to support it.

This is closely connected to the challenge of attracting and retaining the best people — both faculty and students — and sustaining the Institute financially over the long term while preserving our commitment to a broad scholarship program. It is an ambitious project, and like every ambitious project, it depends on cooperation among many people: leaders, partners, public institutions, and society itself.

But the most delicate — and most important — challenge, in my view, is remaining faithful to the mission over time: bringing together excellence and inclusion without compromising either one. Under pressure, it can be easy to give ground on one side or the other. Consolidating ITEC ultimately means consistently demonstrating that quality and diversity do more than coexist — they strengthen one another — and that outstanding education can also be one of the country's most powerful drivers of social mobility. If we achieve that, we will have built something whose impact extends far beyond our campus.



ITEC's faculty begins to take shape

In early August, ITEC's academic structure gained another essential element as Felipe Domingos da Cunha and Wellington Lobato began their work as the Institute's first two professors. Their arrival marks the beginning of the faculty that will be directly involved in implementing the curriculum and shaping the academic experience of ITEC's first cohort.

Felipe holds a degree in Computer Science from PUC Minas and both a master's degree and PhD from the Federal University of Minas Gerais (UFMG), including a research period at Inria Saclay in France. His work spans artificial intelligence, machine learning, urban computing, smart cities, and distributed systems, as well as innovation projects developed in partnership with universities and companies and the training of new researchers.

Wellington Lobato holds a PhD in Computer Science from the University of Campinas (Unicamp). He earned his undergraduate degree in Computer Engineering from the Instituto de Estudos Superiores da Amazônia (IESAM) in 2016 and his master's degree in Electrical Engineering through the PPGEE/UFPA program in 2019. During his PhD, he completed a research period at Technische Universität Dresden in Germany. As a postdoctoral researcher, he worked at the Inria Saclay research center in France. His research interests include federated learning, autonomous vehicles, uncertainty quantification, and computational simulation.

Their backgrounds reflect some of the core characteristics ITEC seeks in its faculty: strong



“Today, one of the main challenges is educating people within a socioeconomic context like Brazil's, and philanthropy has a fundamental role to play in the next generation of technology professionals. In fact, it was thanks to a scholarship that I became who I am today”

Felipe Domingos da Cunha, professor at ITEC



academic training, research experience, engagement with contemporary technology challenges, and a willingness to closely support students throughout their education.

This proximity is a structural part of ITEC's academic model. With a planned student-to-faculty ratio of ten to one and professors working full time at the Institute, ITEC aims to create the conditions for teaching to extend beyond the classroom through guidance, mentorship, project development, and frequent interaction between professors and students.

For Maria Klawe, a member of ITEC's Academic Council, this kind of support begins with a fundamental belief about the role of educators. "True teaching is grounded in an attitude: the belief that every student in the classroom is capable of succeeding if they work hard and know when to ask for help. The goal is not to compete to see who survives the exams, but to engage

young people with the material, help them believe in their own potential, and enable them to find joy and success in what they are learning."

The model also encourages a culture of learning among faculty members themselves, through the exchange of experiences, observation of different teaching practices, and collaboration in developing teaching methodologies. The future participation of professors from international institutions is expected to further enrich this exchange.

With the arrival of its first professors, ITEC is beginning to build in practice the academic community that will bring its educational model to life. By connecting students with faculty, researchers, and different networks of knowledge and innovation, the Institute aims to create an environment of education, research, and mentorship that enables young talent to advance science and technology and develop new projects from Brazil.

“Artificial intelligence will always depend on people. It is always ready to respond, but we need to ask the right questions. The answers we get, therefore, are in our hands.”

Wellington Lobato, professor at ITEC



Upcoming milestones

AUGUST 2026

Arrival of ITEC's first professors and closing of applications for two faculty positions.

SEPTEMBER 2026

Announcement of Leandro Villas as ITEC's first president.

AUGUST TO DECEMBER 2026

New stages of ITEC's national roadshow, now with faculty participation.

SECOND HALF OF 2026

Completion of the admissions platform and continued preparation of the admissions process.

SECOND HALF OF 2026

Continuation of the regulatory process with Brazil's Ministry of Education.

FIRST QUARTER OF 2027

Expected completion of Phase I of campus construction and start of classes.

Roadshow expands the search for talent across Brazil

Over the past several months, ITEC has expanded its national roadshow to present the Institute's model and connect with students, educators, families, and school communities in different regions of Brazil.

The visits aim to raise awareness of ITEC's full-time residential model, its Computer Science program, its scholarship program, and the support structure planned for students. At the same time, they create opportunities for conversations about possible paths into technology and the different skills and experiences that may lead a young person to become interested in the field.

During this period, the roadshow traveled through Ceará, Minas Gerais, Santa Catarina, and Paraná. In Paraná, the visits produced particularly strong results: the Federal Institute of Paraná (IFPR) became the fourth school with the largest number of students registered through ITEC's interest form, while Curitiba became the fourth city with the highest number of registrations.

The roadshow also reached Espírito Santo, with activities in Vitória, as well as different parts of the state of São Paulo, including the capital, the ABC region, and Vale do Paraíba. There, the ITEC team visited Instituto Alpha Lumen,

which focuses on identifying talented young people and connecting them with the right opportunities. Through these efforts, ITEC continues to expand its presence across diverse educational contexts and deepen its relationships with schools, educators, and potential candidates throughout the country.

The experience gained from these visits shows that an interest in technology can take many forms: an affinity for logical reasoning, curiosity about how things work, the creation of digital projects, or the desire to find solutions to concrete problems.

For this reason, the roadshow is about more than presenting ITEC's future undergraduate program. It also seeks to support schools and families in identifying young talent, including students who may not yet see themselves as potential Computer Science students, and helping them understand the opportunities the field can offer.

ITEC's presence across different states reinforces its nationwide search for talent and contributes to building long-term relationships with educators and communities throughout Brazil.

“In each region, we meet young people with very different interests, backgrounds, and ways of connecting with technology. The roadshow helps us show that there is no single profile for a future Computer Science student, while also helping schools and families recognize talent in young people who may not yet see themselves on this path.”



Priscila Toniolo, Senior Student Success Analyst at ITEC

STRENGTHENING THE STUDENT SUCCESS TEAM

In recent months, ITEC has strengthened the team responsible for candidate outreach and support with the arrival of Sophia Martínez as a Student Success Analyst. A psychologist trained at PUCRS and author of the book *Intervenções em Psicologia Positiva no Contexto Escolar e Educacional*, she has experience in cognitive-behavioral and systemic therapy, as well as a background in talent acquisition and consultative recruiting for technology companies.

Sophia has been contributing to candidate outreach and the development of the Institute's holistic admissions process — from the first interaction with students through participation in admissions decisions. She also works closely with schools and talent partner organizations throughout ITEC's national roadshow.

Answering future students' questions

As ITEC moves forward, students, families, and educators are also raising more questions about the Computer Science program, admissions criteria, and the experience planned for students. In this section, we answer some of the most frequently asked questions.



WHEN WILL THE ADMISSIONS PROCESS OPEN?

regulatory steps with Brazil's Ministry of Education have been completed. The application calendar will be announced in advance through the Institute's official channels, and interested students can use the QR code below to join the interest list and be among the first to receive information about the admissions notice.



HOW WILL THE ADMISSIONS PROCESS WORK?

ITEC will use a broad assessment process that considers different dimensions of each candidate's background. In addition to academic performance, the process will consider socio-emotional factors, personal history and journey — assessed through an essay — motivation, extracurricular activities, school records, and results from standardized exams such as the SAT, ENEM, IB, or other university entrance examinations.

The Institute will not administer its own entrance examination. The goal is to combine objective academic criteria with information that provides a more complete understanding of each candidate.

HOW WILL APPLICATIONS BE SUBMITTED?

Applications will be submitted exclusively through ITEC's official platform once the admissions process opens. Each student will apply individually, without requiring a nomination or intermediary from their school.

DO I NEED TO KNOW HOW TO CODE TO APPLY TO ITEC?

No. ITEC is looking for students with intellectual curiosity, an aptitude for logical reasoning, and a willingness to tackle problems. Programming fundamentals will be developed throughout the undergraduate program.

HOW CAN STUDENTS PREPARE?

Students should strengthen their mathematics skills, participate in technology events and communities, and develop personal projects that demonstrate their interest in the field.

ITEC will place particular value on strong logical reasoning and a genuine interest in using technology to understand and address real-world problems.

HOW MANY STUDENTS WILL BE ADMITTED?

The first cohort will include 60 students. The entire admissions process will be conducted entirely online, enabling candidates from any region of Brazil to participate on equal terms.

WILL ITEC HAVE AN AFFIRMATIVE-ACTION QUOTA SYSTEM?

ITEC will not adopt a traditional quota system. The Institute has institutional diversity guidelines that will inform both admissions and scholarship decisions, considering dimensions such as gender, race, and income. The goal is to build diverse classes and broaden access to educational opportunities.

Construction advances with building structures now complete

Construction of Phase I of the campus continues to progress steadily, with 40% of all planned work now completed. This period was marked by advances in the structures of the Academic and Residential Buildings, the entrance portal, and the gatehouse. With the main structures taking shape, interior work has also begun, including masonry, plastering, building systems, and HVAC installation.

Infrastructure work also progressed during the period, with paving and underground utility networks nearing completion. Despite the rainy weather, construction remained on schedule.

Work also progressed on the Academic Building. This stage included reinforcement, formwork, and shoring in the technical area of the roof. Teams also began installing the underground utility networks on the ground floor, constructing the basement grade beams, and reinforcing the retaining walls. Installation of the HVAC lines continues alongside assembly of the steel structure in the central hall and reinforcement and formwork for the staircases.

In the Residential Building, masonry and internal and external plastering are advancing across the ground, second, and third floors, together with concreting of the parapet beam. Electrical, plumbing, and HVAC installations are also underway on the ground and second floors, being incorporated as the walls are completed. The campus's two main access points also recorded structural progress.

“During this period, we have been able to see the buildings’ structures taking shape. One of the highlights is the steel roof structure, which forms part of the Pi symbol, an icon of the architectural design. We have named this roof Chapéu do Conhecimento (Knowledge Hat). We are confident in the pace of construction as we enter the final stretch of Phase I of the campus development.”

Cristiano Richter, Director of Development and Operations at ITEC





Public presence broadens the conversation on education and technology

Over the past several months, ITEC has consolidated its relevance in the public debate, securing strategic visibility in the media and at high-impact forums. Recent activity has brought attention to campus construction, faculty recruitment, and the search for talented young people across Brazil.

The initiative was covered by national and regional media outlets including *Correio Braziliense*, *Zero Hora*, *Baguete*, Jovem Pan News Fortaleza, BandNews Curitiba, and CBN Maringá. Coverage addressed ITEC's campus in Gravataí, its immersive academic model, and developments related to its new faculty recruitment processes.

In one of the highlights, *Correio Braziliense* interviewed Cristiano Richter, ITEC's Director of Development and Operations, about the project's purpose and key characteristics. The article highlighted the residential and immersive Computer Science program, full scholarships for the first cohort, the holistic admissions approach, and the role of the Academic Council and founders.

The faculty recruitment process for professors with doctoral degrees was also covered by *Baguete* and *Zero Hora*. The reports addressed the rigorous selection process in Mathematics and Statistics, full-time, exclusive-dedication faculty positions, and the planned ratio of one professor for every ten students, designed to support close, individualized guidance and mentorship.

The search for prospective students in Paraná received dedicated coverage from BandNews Curitiba and CBN Maringá. Both stations interviewed ITEC representatives about visits to public and private schools across the state and explained how the Institute will identify candidates for the 60 full scholarships, which include housing and meals throughout the undergraduate program.

ITEC also participated in strategic forums around the country. In July, Cristiano Richter attended the Congress of the Brazilian Computer Society to discuss the Grand

Challenges of Computing Education alongside academics from different regions of Brazil.

In August, ITEC founder Cristiano Franco joined the panel “Family philanthropy: local roots, lasting transformations” at the Brazilian Forum of Philanthropists and Social Investors, organized by IDIS – Instituto para o Desenvolvimento do Investimento Social. During the discussion, he explained the rationale behind the decision to create ITEC and the plan for the project to span generations in its contribution to Brazil's technological development.

The visibility generated by these milestones continues to strengthen the Institute's reputation across the education and philanthropy ecosystems and to bring ITEC closer to families, technology leaders, decision-makers, and potential candidates throughout Brazil.





Be part of the ITEC community

A project with ITEC's ambition and scale of impact depends on the involvement and commitment of people and organizations united around a shared purpose and common values.

These contributions can take many forms — from philanthropic support to partnerships in areas such as talent identification, internships, applied projects, and mentorship.

The Institute's long-term sustainability is anchored primarily in philanthropy, complemented by sources such as tuition, institutional partnerships, and, in the future, engagement from its own alumni community.

People and organizations interested in learning more about the project or exploring opportunities to collaborate can visit ITEC's website using the QR code alongside this text and get in touch through the available contact form.





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