

# CPS AROUND THE WORLD

**2nd place** in virtual exchanges  
More than **4,000** students taken abroad  
**23,000** students and teachers benefited



President | Clóvis Dias

Vice-President | Maycon Geres

Chief of Staff to the President | Otávio Moraes

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# CPS on the Global Horizon Internationalization, foundation for the future

**O**utlined in the new management plan, internationalization is a commitment to training professionals prepared for the challenges of an connected world. Among the proposals, the goal of establishing partnerships with ten international institutions by 2028 stands out, an initiative that expands access to international certifications and bilingual courses, enriching the curriculum of Technical Schools (Etecs) and Technology Colleges (Fatecs). This strategy aims to raise academic quality and position our graduates as leaders in global job markets, where intercultural skills and cutting-edge techniques are indispensable. It is an invitation for our students, teachers, and staff to dream big, cross borders, and transform the world.

**Clóvis Dias**  
*President*

**T**raveling to another country and experiencing different cultures and practices is a turning point for many of our students. More than learning a new language and expanding their academic repertoire, it is the fulfillment of a dream that often begins in the heart of a family and becomes a historic milestone. In many homes in São Paulo, it is the first time that a child or sibling has crossed borders, bringing impact and inspiration to the community. The internationalization of the Paula Souza Center transforms entire regions, expands professional horizons, and creates a multiplier effect: returning students bring back new knowledge and a worldview capable of generating innovation, entrepreneurship, and local development. CPS understands that international relations are part of technical and technological training. In an increasingly globalized market, we train professionals who master technical skills and negotiation and adaptation abilities, ensuring competitiveness, strengthening employability, and positioning São Paulo at the forefront of the international educational and economic scene. More than sending students out into the world, it is about bringing the world into our teaching.

**Maycon Geres**  
*Vice-President*

Fotos por Roberto Sungi



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Digital games – entertainment  
and also a career opportunity




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One of the most outstanding students graduated from the Etecs, chef **Rodrigo Oliveira**, who runs award-winning restaurants such as **Mocotó**, never fails to look out for the people in his neighborhood. Above all, he values education

# What's up, hood!





**I**t was an act of defiance. Rodrigo Oliveira confronted his parents when he graduated from elementary school. He decided to attend the “Industrial”, he wishes to take the professional school and that’s it! “Industrial” is how the students call the Escola Técnica Estadual (Etec) Prof. Horácio Augusto da Silveira, in Vila Guilherme, district of the northern area of São Paulo.

Rodrigo started high school with professional emphasis in Business. Because of the school exchange, he lost his parents carpool, and almost the school year. “My previous school was very restrictive, watching our every step”, he told us. “ I started at ‘Industrial’ in 1996 and I was so excited by the new place that I almost lost the first year – and I’d never took a supplementary exam before.”, he remembers. Rodrigo understood the new scenario right after, in the second and third year he became a model and focused student. “I founded mature people, have made friends that I keep up with until nowadays.”

Rodrigo was certain that a professional training course was the key to independence, freedom and responsibility – skills he was already showing at the age of 13. He started working with his father, José Almeida, in their small establishment at this age. Rodrigo now runs the Mocotó restaurant in the same neighborhood, which draws two-hour lines in Vila Medeiros, far from São Paulo’s most popular gastronomic areas.

Coming from the backlands of Pernambuco, Seu José served mocotó (traditional Brazilian dish made with parts of ox’ legs) broth and other simple dishes that he called “pot cuisine”. These are broths, casseroles, and stews. However, Rodrigo missed the dishes he ate at home, such as dried beef and other delights from the backlands.

“The first dish I served with my signature was dried beef, which has been on the menu since 2014. It’s the most popular dish until the present day.”


## Where are They

What started as a small business created by José Almeida in 1974 has been under the chef's guidance since 2004. Today, it includes the Mocotó restaurants in Vila Medeiros and Vila Leopoldina, as well as Balaio in the Moreira Salles Institute building on Avenida Paulista. Recently, the family has expanded to include: Caboco in Los Angeles, California, and is run by a partner. National and international awards are multiplying. Last May, Moco-

tó received the Bib Gourmand for the second time. This distinction is awarded by the Michelin Guide to restaurants offering the best value for money. Though, Rodrigo Oliveira's work is not restricted to cozy restaurants and successful dishes. When the world was ravaged by the pandemic, the chef kept his kitchen running to provide hot meals to those in need. The project continued after the epidemic passed, and today, the Quebrada Alimentada project distributes 50 lunch boxes daily to a community in Vila Medeiros. In April, a second arm of the project began operating out of the Jardim Julieta school kitchen, delivering 150 lunch boxes from Monday to Friday.

*“There’s a strategy here,” says the chef.  
“A wealthier community means more  
wealthy businesses — for everyone, from  
the grocery store to the clothing store”*

Those who work in their restaurants can take advantage of scholarships throughout their education, from elementary school to postgraduate studies.

The scholarship does not generate any debt or ties with the restaurant, which remains firm in its purpose of serving good food and transforming its surrounding community. “There’s a strategy here,” says the chef. “A wealthier community means more wealthy businesses – for everyone, from the grocery store to the clothing store.” In 2023, when Mocotó turned 50, the chef asked himself: What do we want for the next 50 years? The question was the theme of an exhibition organized on the top floor of the Vila Medeiros restaurant, and the answer was in the title of the show: Mocotó 50 Years: A Better Restaurant for the World. Education plays a fundamental role in this. “It’s from there that we start to overcome the problems of building a fairer, healthier – and tastier – country for everyone.” 

*Chef's creation:  
yellow fruits, pequi's  
cream, caja sorbet,  
passion fruit jam*



*Ricardo D'Angelo*



*Balaio, the second restaurant opened by the chef*

# SERTÃOZINHO-BANGCOC


## ROUTE

**Paula Souza Center student brings world Muay Thai title to Brazil; competition took place in May in Thailand**

**L**arissa Silva Barros, 16, spends her mornings studying Mechatronics. In the afternoons and early evenings, she is seen training in Muay Thai, boxing and jiu-jitsu at a gym in Sertãozinho, where she lives. It may seem like an excess of dedication, but her busy routine earned her the Muay Thai world championship in Bangkok, Thailand, in May. She took the title in the 14 to 16-year-old category at the ITMA-WMO World Championships. “I was confident,” she says. “I trained to win, but I was aware that the girls in the competition had also prepared to be there.”

Training began four years ago on the initiative of her father, who saw sport as a way of easing the girl’s anxiety. He just didn’t expect the experimental class to turn into such a passion.

Today, the student combines her day-to-day life at the gym with her second year of Mechatronics in a decentralized class run by Etec José Martimiano da Silva, from Ribeirão Preto, which is based at Fatec Sertãozinho.

The world title hasn’t changed Larissa’s routine, as she is already looking ahead to the next MMA Championship in Ribeirão Preto, which is due to take place in October, and the Pan-American Championship, which has yet to be confirmed. What had changed was the gym on her return. Larissa found a different space: greetings, applause and even cake. Instead of training, there was a party. 

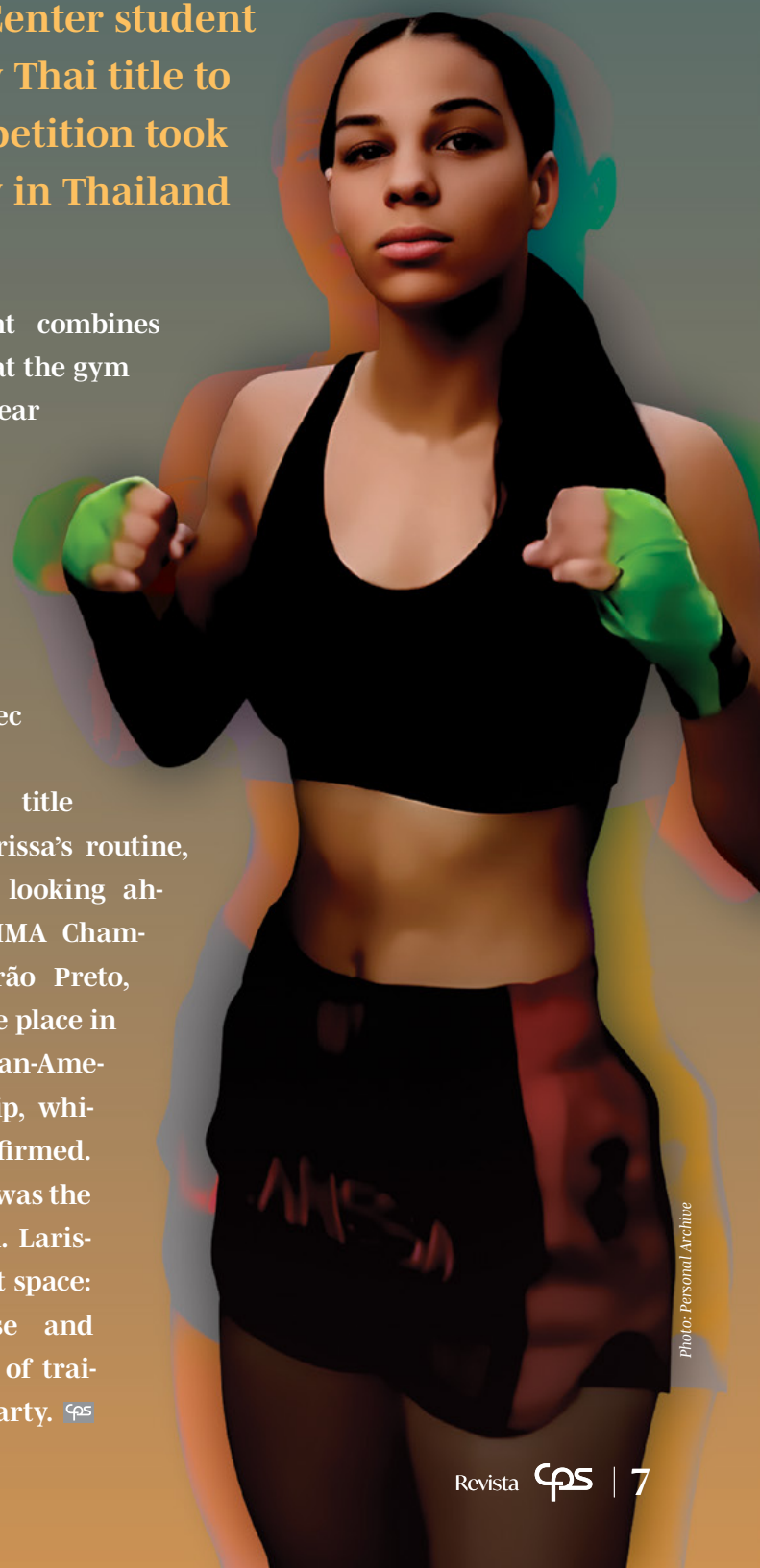


Photo: Personal Archive

*CPS teachers and students share perseverance and a desire to grow in their careers as a common denominator, taking advantage of the opportunities offered by the Foreign Relations Office (ARInter) and partners outside the country. Learn about people who, with their passports, are going far and wide*



**The departure of part of the 354 students selected for the Cultural Exchange in May, with the presence of CPS managing director Clóvis Dias and deputy Maycon Geres. The destinations were the United States, England, Ireland and Argentina.**

# LET'S GO,



# WORLD

## TRANSFORMATIVE IMPACT

“**S**ince February, I’ve been studying Computer Engineering at the Polytechnic Institute of Bragança in Portugal. I traveled through the Paula Souza International Academic Mobility Program (ProMaips), which initially lasts six months and offers the possibility of extending for another semester. Some subjects can be taken in English, which greatly expands your vocabulary – I call it multifunctional classes. I’ve also started my scientific initiation here at the Polytechnic Institute, linked to the project I’m developing at Fatec Registro, where I’m doing Multiplatform Software Development.

This is the first time I’ve left the country. In my hometown of Registro, I lived with my parents and two younger sisters. Here, I live with three colleagues, and I have responsibilities. I have to organize myself and prioritize tasks. But I like this new phase. Getting here took a lot of effort and study. I had to get good grades and attend class, even at the end of the semester. Discipline is fundamen-

tal; you need to be focused if you want to achieve this goal. I really wanted it, so much so that I followed Paula Souza’s ARInter Announcement.

I came to Portugal during my fourth semester at Fatec. I’ve met incredible people from all over the world. I’ve been practicing my English with students from other countries and native speakers. I’ve heard their stories and learned about their cultures. I’ve traveled to several Portuguese cities: Nazaré, Lisbon, Cascais, and Coimbra. I’ve also traveled to Spain and England with my colleagues. This has been one of the best experiences of my life. Education is the most powerful weapon — it changes the fate of families, breaks cycles of inequality, and has a transformative impact.”

**Ruth da Silva Mendonça,**  
*Fatec Registro’ student*

Photo: Personal Archive



**Bragança,**  
*Portugal*

“

Education is the most powerful weapon – it changes the fate of families, breaks cycles of inequality, and has a transformative impact.

”

## THE SKY IS THE LIMIT

“**M**y time at the Higher Institute of Engineering of Porto (ISEP) was more productive than I could have expected.

From April 2023 to December 2024, I attended several conferences at my supervisor’s invitation. I traveled to Taiwan, Greece, and the Netherlands, visited universities such as the University of Vigo in Spain, and took part in doctoral and master’s exams at the University of Porto. I developed and published over 60 articles in scientific journals, which increased my reputation as a researcher. At Paula Souza, I develop research projects in Composite Materials. More specifically, I conduct mechanical tests and machining of aeronautical structures, as well as the recycling of composite materials. I collaborate on these projects with ITA, where I am a visiting researcher. I am a full-time lecturer (RJI). I arrived at the Instituto Superior de Engenharia do Porto, where I contacted a professor developing research projects in my field through ARInter. He would become my post-doctoral supervisor.

I began my career in academia much earlier, at the Faculty of Chemical Engineering at the School of Engineering of Lorena (EEL-USP) at the University of São Paulo. I then obtained a master’s degree and a doctorate in Aeronautical Engineering at the Technological Institute of Aeronautics (ITA).

I discovered Fatec São José dos Campos in 2009, after it had been established in the city in 2006. I reached out to learn about the courses offered and discovered that there was an open competition for teachers. That’s how I became a teacher. Today, I teach Thermal and Chemical Treatments, Use of Polymers



Photo: Personal Archive

“I’ve been to several conferences, visited universities, sat on master’s boards; I’ve developed and published more than 60 articles in scientific journals.”



Porto, Portugal

Applied to Aeronautical Projects, Advanced Materials, and Statistical Process Control. It’s no coincidence that the period of isolation due to the Covid-19 pandemic was difficult for me. I love my students, teaching, doing research, and being constantly on the move.”

**Rita de Cássia Mendonça Sales Contini, professor at Fatec São José dos Campos – Prof. Jessen Vidal**

## VICTORY OF TALENT - AND PERSISTENCE

“ I had wanted to join the *Risotto that Takes You to Italy Gastronomic Competition* for some time. The competition is for teachers from the CPS Gastronomy and Nutrition courses. This was the competition’s fifth edition, and even though I was used to making risotto at home, I missed the registration deadline because of the difficulty of coming up with a new recipe. Fortunately, the deadline was extended and, after doing a lot of research, I came up with a dish that combined the Brazilian gastronomic tradition with that of Pie Monte, the region of Italy that is home to the *Italian Culinary Institute for Foreigners (ICIF)*, Paula Souza’s partner in the competition, I created the *Canastra cheese risotto with Nebbiolo beef tenderloin*.

With the recipe already approved, my expectations weren’t high - I’m a nutritionist and I’d be competing against chefs. In October, on the day of the competition, I felt insecure and even regretted it. But I ended up winning first place. According to the judges, my recipe, prepared with few ingredients, stood out from the rest. I left for Costigliole d’Asti in Italy the following year, in March 2024. The four-

-week scholarship included airfare, accommodation and meals paid for by ICIF, and the possibility of a further three-month internship in restaurants accredited by the Institute.

The study routine was intense. I left the accommodation at 8:00 a.m. and went to school, where I had breakfast. Classes ran from 9 a.m. to 5 p.m., and almost every day, we prepared the *mise en place* (preparation of ingredients) for the following day. I was impressed by the quality of the food used and realized that Italians value the excellence of what they produce, from simple vegetables to sophisticated products.

I extended my stay by a month, doing an internship at the school itself, and took the opportunity at weekends to visit cities in Italy and France. I also went to Copenhagen in Denmark. It was an incredible, unforgettable and very enriching experience.”

*Janaina Costa Ferreira,  
teacher at Etec Cel. Fernando Febeliano da Costa, in Piracicaba*

Costigliole d’Asti  
Italy

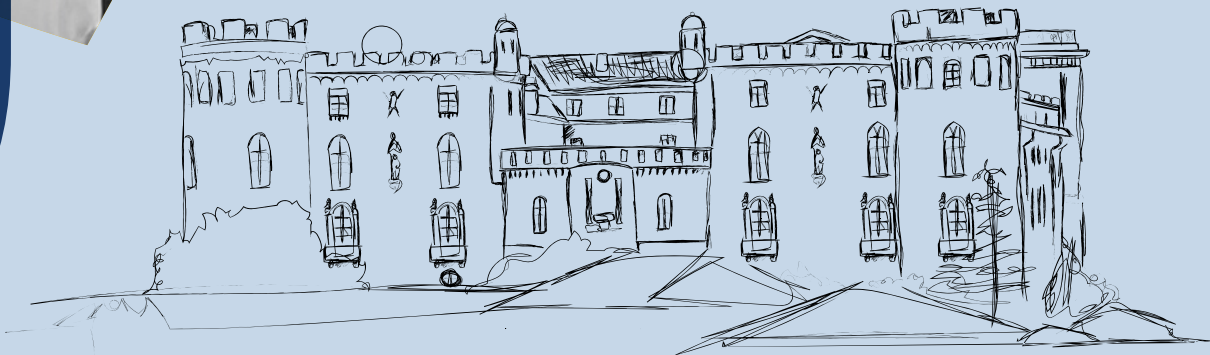


Photo: Personal Archive



“ I was impressed by the excellence of the food used. It’s incredible how the Italians value the quality of what they produce.

”



## EMPOWERED REHABILITATION



“ I landed in Worthing, on the south coast of England, on May 31st, as part of the ARinter Cultural Exchange. My destination was Brighton, but the accessibility offered in Worthing was more suitable for me, as I use a wheelchair. In any case, it was the country I wanted to visit, rich in culture and history.

To spend four weeks abroad, I needed my wife, Larissa Fernanda, to accompany me. I depend on her for day-to-day care. Fortunately, the CPS and the partner operator provided support for her to come with me. I'm 32 years old, and my life has changed significantly since 2017 when I was taken off work after being diagnosed with Waist Muscular Dystrophy. This condition reduces strength and restricts movement to the torso. I lost the autonomy to perform activities such as showering or putting on pants, as well as any other activity that requires flexibility.

Six years after my diagnosis, I began professional rehabilitation through the INSS (a training program that allows people on sick leave, for example, to re-enter the job market). To speed up this process, I took the entrance exam for a technical course in Administration at Etec Arnaldo Pereira Cheregatti, in Aguaí.

I wasn't sure I would pass, but I was the top student in my class. In 2024, I received an electric wheelchair from the INSS, which gave me more freedom and motivation to return to work. In November, I was hired by a multinational technology infrastructure company. I joined as a human resources assistant, a degree I obtained in my second semester at Etec. My wife is studying to be a logistics technician. Our teachers are qualified to teach at universities, and we network with many people.”

*Gabriel Ribeiro Souza Fontes, student at Etec Arnaldo Pereira Cheregatti, in Aguaí*

CPS

Worthing,  
England



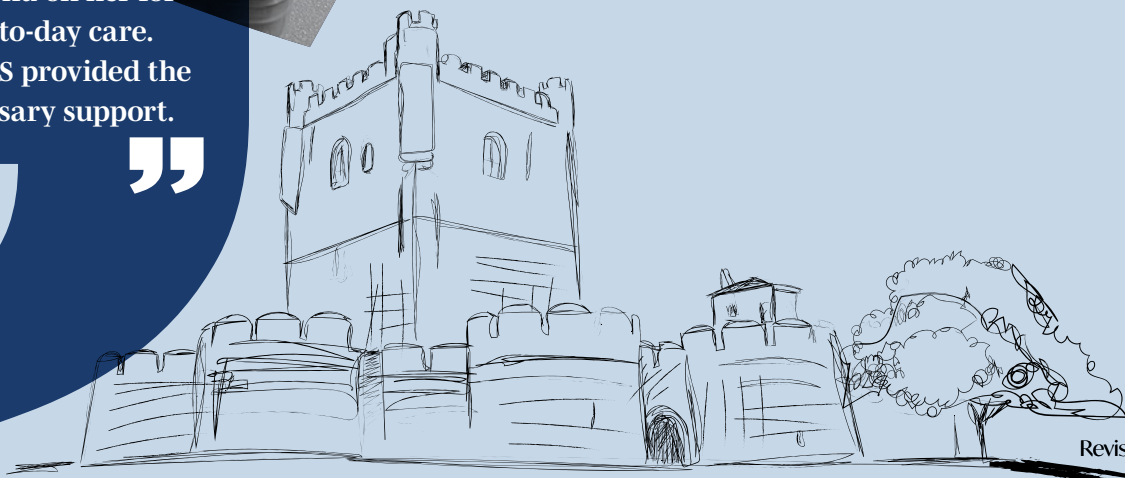
Photo: Personal Archive



“

Spending four weeks abroad required the company of my wife. I depend on her for day-to-day care. The CPS provided the necessary support.

”



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# Attention, dear passengers!



1<sup>st</sup> Semester  
**2025**

**Came to Brazil <<<**

**40** Students from 6 countries

**2** Teachers

**Departure from Brazil >>>**

**354** Estudantes

**17** Is the age of the youngest participant

**68** Is the age of the oldest participant



**Europe** ○○○○

- German
- Belgium
- Spain
- Netherlands
- England
- Italy
- Ireland
- Poland
- Portugal

**North America** ○○○○

- Canada
- Mexico
- United States

**Central America** ○○○○

- Bahamas
- Costa Rica
- Cuba
- El Salvador
- Guatemala
- Haiti
- Honduras
- Jamaica
- Nicaragua
- Panama
- Puerto Rico
- Dominican Republic

**South America** ○○○○

- Argentina
- Bolivia
- Chile
- Colombia
- Ecuador
- Paraguay
- Peru
- Uruguay
- Venezuela





Stay tuned because Etecs and Fatecs students have a wide range of options for training in foreign languages and cultures. Among the opportunities offered by the Paula Souza Center, through its International Relations Advisory (ARInter), there are specific actions, some in conjunction with classes of foreign students and immersion programs in other countries, as well as virtual exchanges and partnerships with institutions that facilitate access for students and teachers to training programs. Check the map to know all the countries with which CPS has some kind of partnership, under the leadership of Marta Iglesias, coordinator of ARInter. And, so you don't miss anything, keep an eye on the portal <https://arinter.cps.sp.gov.br>.

## Exchanges carried out by ARInter

Alunos em intercâmbios presenciais  
**2.974**



Intercâmbio Cultural	2.613
ProMaips	350
Bolsa Espanish	8
Bolsa Jaén	3

Virtual exchanges  
**4.711**



Aspire Leaders	3.066
ProCin	873
Full Sail	361
E-movies	336
Inilatmov+	75

Teachers exchanges  
**197**



ProCin (virtual)	109
ICIF	73
Teachers' research	15



**Ásia** ○○○○

China	Japan
India	South Korea

**Africa and Oceania** ○○○○

Algeria	Australia
Cameroon	South Africa

Learn more about the types of actions and partnerships by country



# SO FAR, SO CLOSE



Illustration by Freepik

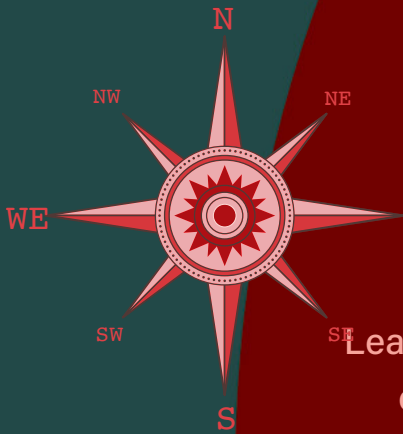


Illustration by pikisuperstar / Freepik

Learning other languages doesn't always require a boarding pass. CPS's **International Collaborative Projects** are carried out remotely and place Brazil second in the world on the podium in this area

Imagine a completely borderless classroom, with students from different countries collaboratively developing academic works while practicing a foreign language. This is how the Collaborative Online International Learning (COIL) methodology works, baptized at the State Technology Colleges (Fatecs) as the International Collaborative Project (PCI).

Over the course of four to ten weeks, the Fatecs' students develop a project together with students from international institutions in virtual ways. As a result, they get to know the peculiarities of each country's culture, education and science, improve their use of a foreign language and interact with other nationalities. The CPS ranks second in the world for the number of projects of this type, according to a survey by the COIL Connect foundation, which brings together around 400 international Higher Education Institutions (HEIs) interested in Coil-type projects. "We've just closed a partnership with the government of Japan," says Carla Aparecida Pedriali de Moraes, head

UNICollaboration, a European organization that unites Higher Education Institutions (HEIs) dedicated to virtual exchange, recently offered the PSC free membership to strengthen and integrate European and South American networks.

of the Extension and Research Division (Depes), the new branch of the Undergraduate Higher Education Unit (Cesu) at CPS.

## BORDERLESS INTERACTION

“The activities start with an icebreaker, where everyone introduces themselves. Then there’s a cultural module, which generates a lot of interaction. Then the hands-on work begins,” explains Osvaldo Succi Junior, coordinator of the Depes/Cesu Internationalization Area at CPS.

In June, Succi took part in *International Digital Week 2025*, at the Université Côte D’Azur, in Nice, France, where a PCI developed by Fatec Itatiba students with students from Thomas More University of Applied Sciences, in Belgium, won one of the *Best Poster of the Day* awards.

**Gabriela Amaral Leite Goulart** was part of this work. A student at Fatec Itatiba, she and her group developed a children’s game about water resources. “Here in Brazil, we focused on the Ribeirão Jacaré, and they on the Brussels canal,” she recalls, explaining the common goal between different countries. “The game teaches how to preserve these water sources,” says Gabriela. “The cultural exchange was the best part. It sparked my interest in Belgium and my desire to take part in another PCI,” she says. At Fatec Antonio Seabra, in Lins, **Beatriz Romancini Ferreira de Souza** is taking part in a PCI with the University of Aveiro, in Portugal. “This international interaction is extremely important for my career,” she says. Beatriz’s class is developing an interactive solution with their Portuguese colleagues to advertise restaurants on a social network.

## BETWEEN 2013 AND 2025

  
**13.864**  
Fatecs' students  
14K  
international

  
**57**  
Fatecs' joined


  
**694**  
PCIs done

  
**74**  
Universities  
in 29 countries

## 2025 1<sup>ST</sup> SEMESTER

  
**1.285**  
Fatecs' students  
1.425  
international

  
**32**  
Fatecs' joined

  
**63**  
PCIs done

  
**28**  
Universities  
in 17 countries

photo: Personal Archive



photo: Personal Archive



Photo: Roberto Stungi



## SUCCI, THE PIONEER

Osvaldo Succi Junior tropicalized Virtual Exchanges in Brazil, instituting the model at Fatecs. A pioneer, he set the ball rolling in 2013, when he led the first PCI at Fatec Americana, with Professor Carlos Augusto Moreira, winning the Santander Universities award in 2014.

Today, with an average of 60 PCIs per semester, involving more than 2,200 students from Fatecs and HEIs, Paula Souza has become so representative that the COIL Connect Executive Committee invited Osvaldo Succi Junior to join its board.

The professor attends international academic congresses and events in the field, gives lectures at universities outside Brazil and offers training courses for teachers and coordinators of Virtual Exchanges. 

## THE NEW ALLY: ARTIFICIAL INTELLIGENCE

For Osvaldo Succi Junior, Generative Artificial Intelligence (GAI) has become a very useful tool in PCIs, playing the following roles:

- It helps group and understand the qualitative responses of teachers and students in Perception Surveys, quickly processing large volumes of open comments to identify recurring themes, patterns of satisfaction or dissatisfaction and points for improvement in projects.
- It encourages the creation of ideas for new projects, especially those of a multidisciplinary nature. For example, you could suggest integrating a Graphic Design course at a Fatec and an Environmental Engineering course at a foreign university to create sustainable campaigns, promoting innovative approaches by combining different areas.
- It simplifies teaching work by making it easier to draw up joint Work Plans, offering clear and objective instruction templates and allowing automatic translations when necessary. This reduces time and ensures greater clarity and standardization in the development of projects.
- It contributes by summarizing discussions and organizing tasks based on the transcripts of meetings between teachers and members of the PCI teams, highlighting key points, decisions made, and responsibilities assigned, which enhances efficiency in the monitoring and execution of agreed actions.

# LIFE purpose

**W**hen Milene Checoni decided to enter the State Technology College (Fatec) Jahu, in Jaú, she had no idea that her course completion work (TCC) would bring her prizes, participation in a congress, a postgraduate course and the satisfaction of seeing her idea come to fruition and help many people. With the project **Transposition chair for bedridden people with low mobility**, the student won fourth place at the 15th Paula Souza Center Technology Fair (Feteps) in 2024. At the

same event, she won the Mackenzie Prize for Young Entrepreneurs, awarded by Mackenzie Presbyterian University. Milene also took part in the 4th Foro de Creatividad Solidaria, in Palermo, Argentina, which was broadcast online.

For the student, the taste of victory was also a comeback from the depression she suffered before entering Fatec. Once in college, everything started to get back on track. Today, Milene's future is promising: Flavio Ventura, her supervising professor for her final paper, together with Rosangela Santos, introduced Milene to Unesp Bauru, where she is doing postgraduate studies, continuing the project that gives more autonomy to people who are bedridden and have reduced mobility. "At Fatec I met people who helped me," says the former student, who donated the prototype chair to the Amaral Carvalho Hospital in Jaú. [CPS](#)

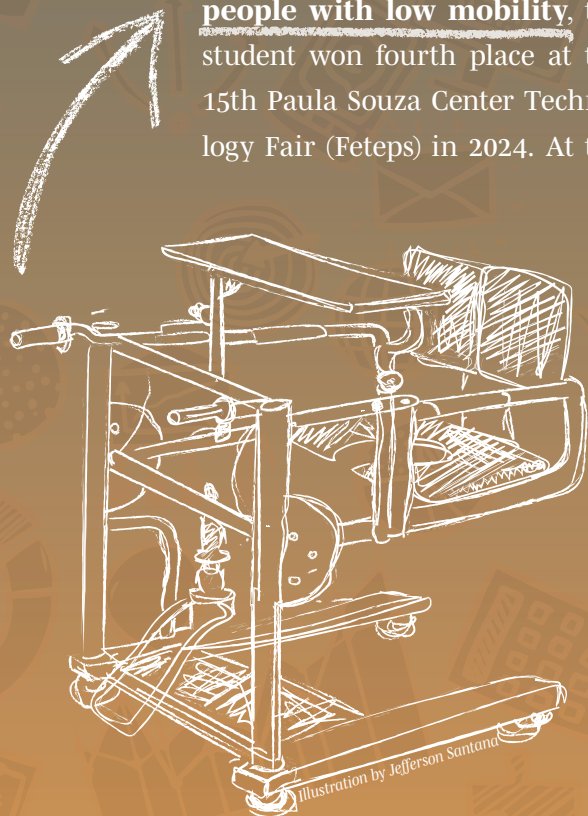


Illustration by Jefferson Santana

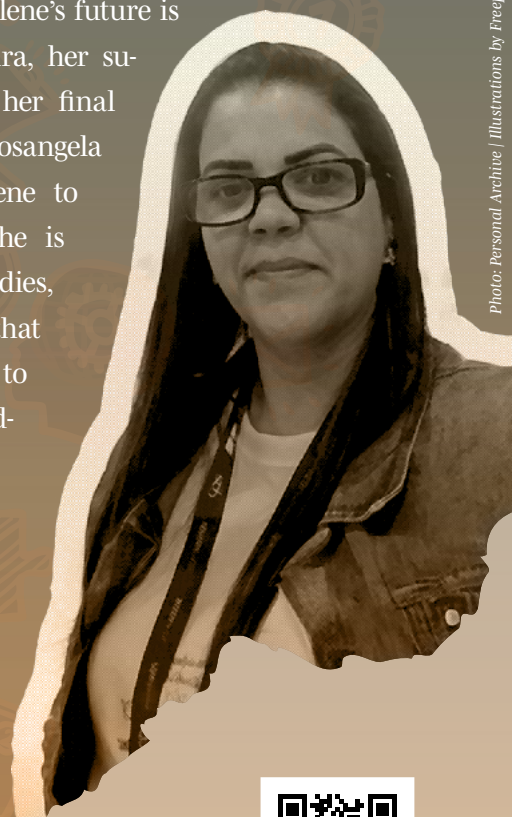


Photo: Personal Archive / Illustrations by Freepik

Watch the video with the student's testimony



It's a CPS thing

# Press Start

At Etecs and Fatecs, the Digital Games Programming course opens a wide range of job opportunities – in Brazil and around the world.

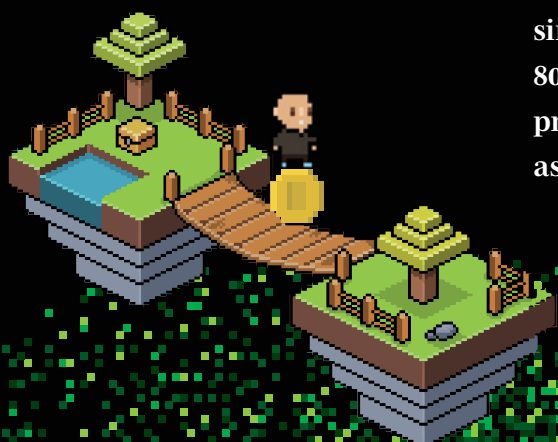
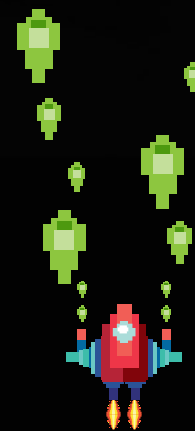
**C**reativity, technology, and innovation. If you see yourself in this combo, you should sign up for the Digital Games Programming course. The Paula Souza Center (CPS) offers this course at two levels: technical level in the State Technical Schools (Etecs) and university level in the Faculties of Technology (Fatecs). And with a good chance of studying and working abroad.

Students are engaged in a world of specific programming languages for games, compu-

ter graphics, animation, and scriptwriting. Digital Games Programming professionals can work in various roles as programmers, designers, scriptwriters, and content producers. This field offers opportunities in game development companies, independent studios, digital marketing, and even in education and corporate training.

## PROFESSOR'S TURN

Carlos Alberto Paiva, the creator of the successful academic project Smaug (System for Maximizing Unified Assessment in Games) and head of the Digital Games program at Fatec Carapicuíba, says that 910 games have been developed since 2018, when Smaug began. “An average of 80 games are developed each week,” says the professor about the project that integrates all aspects of learning.



Illustrations by Jefferson Santana and Freepik



The teacher explains that students develop various skills by creating scripts, producing art, programming, animating, and managing the process. The best games, with scores above 9, are available to play and download on the SiJoga website.

Everyone has been involved since the first semester. Divided into classes, the students must produce a game using the knowledge acquired in the semester's subjects every six months.

Carlos Alberto highlights another strength of the Smaug project: its potential to engage and include students. "Students get involved in the learning process, seeking to deeply understand the themes they choose for the games. Plus, no one is excluded for any reason. We have students on the autism spectrum, with low vision, and who identify as LGBTQIAPN+. Everyone is included because by choosing a theme for the game, learning becomes meaningful when it relates to the daily lives of these young people."

## STUDENT'S TURN

One of the students at Fatec Carapicuíba is so enthusiastic about his career that he is planning to work abroad. Rafael Furlan Leandro, 38, is in his fourth semester and traveled

to Dublin, Ireland, to interview for a developer position at Riot Games, the famous creator of League of Legends, often called "the biggest electronic sport in the world."

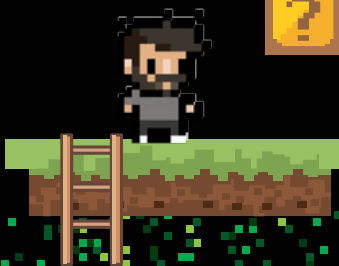
Rafael was born in Osasco, a city near São Paulo, and taught math, physics, and robotics. During the pandemic, he began incorporating games into his classes and decided to pursue a career in gaming, applying for the Digital Games course at Fatec. Rafael believes that his training at Fatec qualifies him

to compete with other professionals in Brazil and abroad.

"This course is not just for those who want to learn programming. It's also a good opportunity to open your mind," Rafael explains. "You get to explore other thematic

universes and start identifying what generates public interest and has commercial value. That's why I ended up falling in love with the area."

Photo: Personal Archive

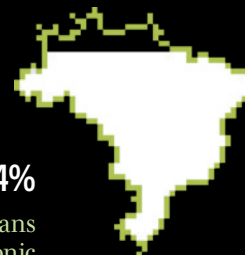


## SURVEYS' TURN

The 2024 edition of the Brazilian Games Industry Survey (PBIG) reveals that 85.4% of Brazilians consider electronic games to be one of their main forms of entertainment. The study, conducted by SX Group and Go Gamers in partnership with Blend New Research and ESPM, also shows that 73.9% of Brazilians play digital games, and 70.2% of those interviewed started playing as children. These figures demonstrate the deeproots of electronic games in Brazilian culture and point to a highly promising job market.

## DIGITAL GAMES AS BRAZILIANS' FUN

**85,4%**  
of Brazilians  
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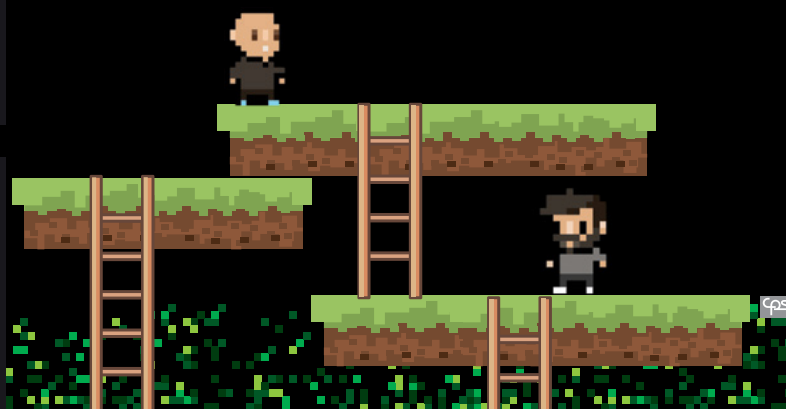
**70,2%**  
of Brazilians  
started playing  
as children



## LEVEL UP

The Digital Games Programming degree prepares students to create and develop games for various platforms, such as consoles, computers, the web, cell phones, tablets, and smartphones.

Check the **Etecs** and **Fatecs** where the course is offered



# INTERNATIONAL INTELLIGENCE

Fatec São Sebastião professor has article published in US management research journal

**T**hirty years ago, the term Emotional Intelligence, created by psychologist and science journalist Daniel Goleman, began to circulate in academic circles, drawing to its trenches those dedicated to understanding (and expanding) what it set out to do: the management of emotions as a determining factor in good personal and professional relationships. In these trenches is José Renato Kitahara, a professor at the São Sebastião State Technology College (Fatec). “This is an approach that facilitates engagement and productivity,” explains Kitahara, whose article *An Exploratory Study of Emotional Intelligence Factors in Brazilian Undergraduate Students* was published

in the *Journal of Management Research* of the Macrothink Institute in the United States.


Goleman proposed the development of five dimensions, or pillars: self-awareness, self-regulation, motivation, empathy and social skills. “The aim of my work is to investigate the relationship between Goleman’s five dimensions in undergraduate business students,” says the Marketing lecturer. A 1975 graduate with a master’s and PhD from the University of São Paulo (USP), Kitahara believes that the study could develop harmony, engagement and a sense of teamwork among students, and even reduce school dropouts. “Today we know that competence and intelligence quotient (IQ) are not enough for students and professionals to be successful,” he explains. “Emotions are also fundamental.” 



Photo: Personal Archive

# 16<sup>th</sup> feteps



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**10/1-2**  
10am - 8pm

**10/3**  
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