



instituto  
acaia

Annual Report  
2017





Ateliê Acaia



ateli escola acaia



instituto  
acaia



Acaia Sagarana



Acaia Pantanal

Annual Report 2017





Playtime for kindergarten

## 7 Instituto Acaia

### 13 Ateliê Acaia

- 14 What we do
- 16 Area of activity
- 18 Carpentry
- 20 Capoeira
- 21 The Study workshop
- 22 Library
- 25 Music
- 26 Sewing and Fashion School
- 27 Linha Nove Artisans
- 29 Xiloceasa Group
- 30 Olhares do Beco
- 33 Shack-schools
- 34 Healthcare Area and Feelings Workshop
- 37 Legal advisory service
- 38 Students who leave and Former Students
- 41 ateliescola acaia
- 46 Childhood Education
- 47 First Year Students
- 48 The Most Significant Projects and Activities
- 49 Our First Year
- 50 Third and Fourth years – A Huge Challenge
- 55 The Parents
- 57 Final Considerations and Challenges
- 58 Awards and Publications
- 60 Daily schedule

### 65 Acaia Sagarana Study Center

- 65 What we do
- 66 Part 1: 2017
- 68 Part 2: the Acaia Sagarana Study Center
- 72 The Acaia Sagarana Study Center (CE) Course
- 75 Preparing the Course
- 77 Partnership with Anglo
- 77 Selection for the course at the Acaia Sagarana Study Center
- 79 Selection for Anglo's university admission preparation course
- 79 Teaching staff
- 80 The Reasons
- 81 Part 3: The Results
- 83 Daily schedule

### 85 Acaia Pantanal

- 85 What we do
- 87 Context
- 87 Operating strategy
- 88 Jatobazinho School and Workshops
- 94 Daily routine
- 97 Teacher training
- 99 Bodoquena students
- 100 Community relations
- 102 Supplementary Activities
- 104 Daily schedule

### 112 Independent Auditors' Report

### 116 Accounting Statements as of December 31, 2017





instituto  
acaia

Dear Friends,

The year 2017 saw many events. Firstly, the new articles of association came into effect, including the board and the boost to the cash position consisting of an endowment, that is, resources from a fund whose income must be sufficient to meet the Institute's present current needs. On the board, the arrival of four friends of extraordinary competence: Beatriz Bracher, Candido Bracher, Eduardo de Vassimon and Fernando Reinach who, along with the existing members, offer their collaboration to the Institute at monthly meetings.

Later, we took another major step forward by opening the ateliescola. We obtained the formal permissions from the proper authorities, and the school for childhood education and elementary school I (1st to 5th grade) came into existence with 89 pupils.

Writing the lines above, it all appears to have been a stroke of magic. It does indeed, but it wasn't. A lot of work went into this involving not only the material arrangements (classrooms, apparatus, uniforms and timetables), but also programs and teacher training and coordination. At the end of the day, it was the orderly and harmonious achievement of so much that we had been doing through the activities of the Study Workshop and the Atelier itself, but without a formal school and everything that this represents. It is not a school like any other, rather it is a school for favela children who experience a highly challenging reality and a project to which we are bringing all the experience and care we have acquired over these many years.

The results are exceeding our expectations. Further ahead we give details of what the school consists of. You will find the narrative detailed and perhaps extensive. But this is due, firstly, to the enthusiasm of those who created the school and, also, the desire to share the experience. At the other units, Sagarana and Pantanal, work has made good progress. The report from Sagarana includes the advent of the class of 2017, highlighting the specifics of this year's experience and, thereafter, continuing to describe the permanent features of the work. Pantanal celebrated 10 years since its foundation by systematizing its best practices. The Sagarana and Pantanal reports are also provided in the following pages.

We wish to thank you for your interest and invite you to join us at Acaia.

*Fernão Bracher*

## DETAILS OF THE INSTITUTE

### The beginnings of Instituto Acaia

Date founded: April 3, 2001

### Address of the Institute's Head Office

R. Dr. Avelino Chaves, 80

Vila Leopoldina Postal Code 05318-040

São Paulo, SP, Brazil

Tel: 55 (11) 3643-5533

Fax: 55 (11) 3643-5515

E-mail: adm@acaia.org.br

www.acaia.org.br

### Budget

**2017: R\$13,174,958.40**

**Forecast for 2018: R\$13,694,734.49**

## TITLES

**CMDCA** – Municipal Council for the Rights of Children and Teenagers (Conselho Municipal dos Direitos da Criança e do Adolescente) - São Paulo and Corumbá

**COMAS** – Municipal Council for Social Assistance (Conselho Municipal de Assistência Social) São Paulo and Corumbá

**CEBAS** – Charitable Entity for Social Assistance Certificate (Certificado de Entidade Beneficente de Assistência Social (MDS – Ministry of Social Development Social and Against Hunger)

**SMADS/SP** – Municipal Department of Social Assistance and Development (Secretaria Municipal de Assistência e Desenvolvimento Social)

**SEDS/SP** – Department of Social Development of the State of São Paulo (Secretaria de Desenvolvimento Social do Estado de São Paulo)

### Certificate of Pro-Social Registration

**UPF** – Federal Public Utility

**UPE** – State Public Utility

**UPM** – Public Utility of the Municipal Governments of São Paulo and Corumbá

**CRP** – São Paulo Regional Council of Psychology

**CDH** – Certificate of Human Rights Fostering Entity

**CENTS** – Third Sector Entities Register

**CRCE** – Certificate of Good Standing for Registration of Entities

**CEDHESP** – São Paulo State Register of Human Rights Defense Entities

**CNEAS** – National Register of Social Assistance Entities

Lapa Juvenile Court (SP)

Operating License

Fire Brigade Inspection License

## **Executive Board**

### **President**

Fernão Bracher

### **Directors**

Beatriz Sawaya Botelho Bracher

Elisa Sawaya Botelho Bracher

Candido Botelho Bracher

Eduardo Mazzilli de Vassimon

Fernando de Castro Reinach

### **Members of the Fiscal Council**

Mario Luiz Amabile

José Irineu Nunes Braga

Marcio Akira Kashihara

### **Legal and Administrative Officer**

**Dra. Sandra Alves Silva**

### **Secretary**

Luciana Costa de Menezes

### **Financial Support**

Jéssica Barbosa Lira

### **Administrative Support**

Marcia Bolognesi

### **São Paulo Tax Receipt Project**

Maria Aparecida Adamo

## **Operations**

Cristiano Manuel da Silva

Daniel Manfio

Eliel Ramos

Gilcéria Rosa da Silva

Lucia Patricia Vicente

Marcos Francisco da Silva

Maria do Carmo da Silva

Maria de Fátima Alves Andrade

Paulo Orestes da Silva

## **Maintenance and Security**

Corpnet

Grupo Rudi

MDotti Tecnologia

Renato Brito de Almeida

Sergio Alves da Silva

Plansevig

Vivo Service

## **CONSULTANTS**

### **Legal Advice**

**Dra. Sandra Alves Silva**

**Dr. Theotonio Maurício Monteiro de Barros**

### **Accounting / Financial Advice**

**Empresarial FS**

### **Audit**

**Price Waterhouse Coopers**

### **Architecture and Engineering**

**Carlos Bracher Arquitetos Associados Ltda.**

**Franklin Viégas**

**Frederico Moreira**

**Sawaya Engenharia**

## **BENEFACTORS**

### **Individual Benefactors**

**Cândido Bracher**

**Carlos Sawaya Botelho Bracher**

**Daniel Romão da Silva**

**Eduardo Mazzilli de Vassimon**

**Eduardo Sawaya Botelho Bracher**

**Ezequiel Grin**

**Fernão Carlos Botelho Bracher**

**Fernando Reinach**

**Heinz Jorg Gruber**

**José Menezes Berenguer**

**Lucas Ralston Bielawisk**

### **Legal and Administrative Management**

The Instituto Acaia is managed by a department that provides basic administration, HR, internal bookkeeping and Institute services. Formal bookkeeping is handled by the company Empresarial.

Legal and institutional work is also handled by the administration department.

All dealings with Juvenile Courts, Child Protection Councils and other bodies that guarantee rights are the responsibility of Instituto Acaia's legal department, which also monitors the public policies of the municipalities of São Paulo (SP) and Corumbá (MS), issued by the Municipal Councils for the Rights of Children and Teenagers (CMDCA) and for Social Assistance (COMAS).

The Instituto Acaia is registered with the Criminal Court of the 4th Regional Courthouse – Lapa (SP), and receives substantial donations of food, cleaning and toiletry products which are collected under alternative criminal sentences. A similar registration with the Criminal Court of Corumbá (MS) is being arranged.

It also maintains a partnership with the Federal Justice CEPEMA (Alternative Penalties and Measures) Program and, in 2017, it benefited from the PSC (Provision of Community Service) of six collaborators.

Its duty, as a social and educational support organization, is to guarantee that teenagers and their families are ensured their basic rights as citizens.





1



2



3



4

1. **Post-prandial nap**
2. **Fashion parade**
3. **Print workshop**
4. **Literary appreciation for teenagers**



### **Acaia and the acaia ateliescola**

The year is 2018 and, as we mentioned in the previous report, at the end of 2017 we marked 20 years of operations.

Although, during all this time we were always evolving, adapting our work to the demands that arose, while observing and listening to the children, teenagers and families in our care, in 2017, with the opening of the ateliescola, we experienced a profound transformation.

Since the beginning of the Ateliê Acaia, we have operated during the school recess, offering a range of workshops with excellent technical results but without their equivalent in cognitive knowledge and the necessary formalization. What I mean is: good cameramen with no script, carpenters without set-squares. For these children and teenagers, doing what is concrete is familiar, abstraction is a step to be reached without which certain relationships cannot evolve.

We have put effort into alliances and partnerships with the schools that take them in, having organized the Study Workshop at different levels. Nevertheless, we and our attendees are way behind what it takes to breach the content gaps and place our pupils on an equal footing in terms of age and school year, with the skills they need to hold their heads high in the competitive and demanding world in which we live.

In our ateliers we notice that the children develop surprisingly well until not knowing how to read or write begins to become a barrier to sociability no matter what the milieu.

One thing is for certain, their path and ours has been a long one fraught with mishaps. On our side, we need to deconstruct formulas, prejudices and arrogance, also becoming apprentices in the way in which our audience approaches knowledge, including context and concepts. It requires a considerable amount of time and effort to look and try to understand, with respect and true curiosity. Somewhere there has to be a place where these paths cross.



The huge challenge, without forgoing the freedom of the Atelier, was to engage in formal education, and to do all this basically within the same physical space.

We will describe below the activities of Ateliê Acaia in 2017 and, thereafter, describe the transition to the Acaia ateliescola. (page 39).



## ATELIÊ ACAIA

Head Office: Rua Dr. Avelino Chaves, 80, Vila Leopoldina

Located close to the São Paulo General Warehousing and Depot Company (Ceagesp), the Linha and Nove favelas and the Cingapura Madeirite Popular Housing Complex. The neighborhood includes the districts of City Boaçava and Alto de Pinheiros. It is worth pointing out that Vila Leopoldina is a neighborhood high on the radar for property investments and that the population of the favelas and the housing complex experience daily uncertainty about their homes. The constant news about the transfer of the Ceagesp from the region and the removal of the favelas not only engenders instability, but also growth in the number of constructions, even in the communal areas of the Cingapura Complex.

### WHAT WE DO

Total attendees: 240

#### Head Office activities:

##### Morning

**Hours: 8:00 a.m. to 12:30 p.m.**

**Attendees: 20 pupils, 15 in 7th and 8th grade, and 5 in 5th grade**

**Workshops:** Audiovisual, Typography, Informatics, Library and Study

##### Afternoon

**Hours: - 1:45 p.m. to 4:30 p.m. (11- and 12-year-olds)**

**- 1:45 p.m. to 6:00 p.m. (13- and 14-year-olds).**

**- 1:45 p.m. to 8:00 p.m. (between 15 and 18 years of age)**

**Attendees: 50**

**Activities:** Carpentry, Music, Library, Arts, Animation, Typography, Capoeira, Studying, Videos, Feelings Workshop, Informatics, Sewing

##### Evening

**Hours: 5:00 p.m. to 7:00 p.m.**

**Attendees: 70** (adults and small children)

**Workshops:** Carpentry, Sewing, Fashion School and Play Workshops

#### activities in the Shack-school

##### Favela da Linha

**Hours: 8:30 a.m. to 12:00 p.m.**

**Attendees: 50**

##### Favela do Nove

**1:30 p.m. to 4:30 p.m.**

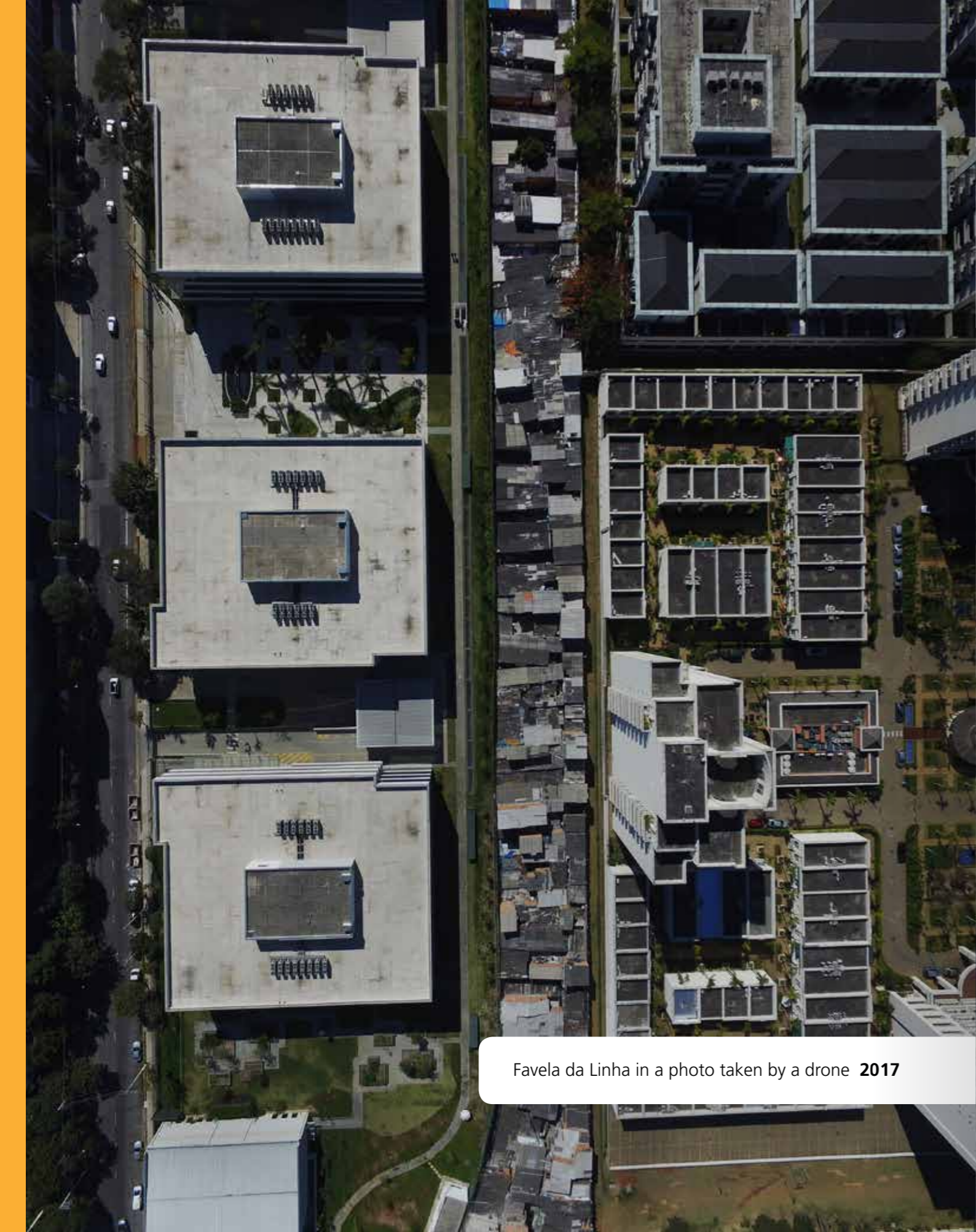
**Attendees: 50**

Workshops and activities: Clean-up and beautycare drives, on-call nursing, reading sessions and soirées, embroidery and cooking. Let us now take a closer look at each workshop and the work of the shack school

We quote below the words of a young educator who works at the shack school:

*"Before 2017, not only was I unaware of Instituto Acaia, I had also never experienced life in a favela. During the year, the constant trips down to the shack in the Nove helped me get a little understanding of the complexity of the place and those people. There is an infinity of codes I don't know, so many ways of communicating, of sharing experiences, passing on all types of knowledge... We learned a lot during the year, me and the boys and girls. Today, I know my place is assured there for who I am, and I am certain that this is the result of a year filled with a wide variety of situations which a young educator like me can have".*





Aerial view of the CEAGESP region 2014

bairro vila leopoldina

Key

- Instituto Acaia + and the shack schools within the "Nove" and "Linha" favelas
- A "Nove" favelas | B "Linha" favela | C Cingapura Housing Complex
- 91° DP – Police Precinct

# CEAGESP



marginal do pinheiros

parque villa-lobos

ponte do jaguare

Favela da Linha in a photo taken by a drone 2017





**New measures for teenagers:  
Carpentry Workshop**

### **CARPENTRY**

Workshop runs daily, from Monday to Friday.

**During the morning,** it combines with **arts**, receiving children from 5 to 11 years old. The activities are organized with freedom of choice in terms of techniques and materials. The bond created by the children with the space and the degree of concentration achieved shows us the importance of the work. The individual and collective proposals enable the construction of unique processes and ensure different symbolic needs for expression.



**Finishing touches in the  
Carpentry Workshop**

**In the afternoon,** the teenagers were involved in projects intended for internal use by Ateliê Acaia, experiencing actual practices involving the carpentry workshop.

**The evening period** takes on a welcoming nature and admits mothers, fathers and other community members looking to develop their personal projects.





### THE STUDY WORKSHOP

The Study Workshop is the benchmark and mandatory activity for all pupils of Ateliê Acaia. The Workshop offers classes in mathematics, language practice and literature and is subdivided into:

- Study 1 (mornings), for pupils of Elementary School I
- Study 1 (afternoons), for pupils in the 6th and 7th grades of Elementary School II
- Study 2 (4:30 to 6:00 p.m.), for pupils in the 8th and 9th grades of Elementary School II
- Study 2 (4:30 to 8:00 p.m.), for High School pupils

### Literary appreciation for teenagers

### Capoeira (traditional foot fighting dance) for teenagers

#### CAPOEIRA

One of the objectives of the capoeira is to provide the pupils with knowledge of the fighting art of their African ancestors, showing that it is possible to play games without fighting or violence. At the same time, it fosters wellbeing and health and develops organization, attitude and discipline. It is an activity that requires a combination of dancing, music and instrumentalization to execute it. The exchange of cords ceremony is always the high point of the end-of-year activities, with the participation of and parents and guests.







**Literary appreciation for teenagers**  
**Year-end reading soirée involving all pupils**

## LIBRARY

The library program aims to access the different ages and interests of the attendees. So, little children have **Reading Workshops**, and they are invited to the Book Game in which the criteria for choosing books are surveyed; or for the Truth and Lies activity in which the children receive news from bulletins and periodicals which they have to analyze and criticize.

The **Book Camp** takes over and builds spaces that are inviting for reading; the Quinternet aims to propose collective discussions about the production of videos and texts on the internet, while the **Library Show** is a game for exploring and getting to know the collection.

Older pupils are encouraged to make **Independent Use of the Library** and they are offered **Literature Classes and Help Desks** that accompany them as they prepare school work and individual reading sessions.

Comic books are the stars of two hotly disputed activities: the **Comic Book Battle**, a game that uses drawing, construction of individual repertoires and speed in order to get it done, and **HQuarta**, a workshop that encourages reading and production of comic books and mangas. The library team seeks to involve the pupils in **cultural events** throughout the city, and organizes **soirées** at which participation is steadily growing.

**Inspired, pupil Gabriel Ferreira Santos draws during the reading soirée**

(Part of a text created and recited by Iversson Silva Santos, aged 15, a pupil of Ateliê Acaia and the first year at High School, during the Reading Soirée)

*Sometimes it is hard to talk about the favelas  
 It's a place where I feel happy  
 First I'll talk about the Nove  
 That's where my home is, that's where I play  
 I remember when it caught fire  
 It was very sad, for me, for my family  
 I remember that we even had a gang there  
 A good gang, a gang for kids  
 Where in spite of everything we played with vinyl disks  
 The Nove is a great place that I know  
 And there I respect everyone*

*Talking a bit about the three favelas, talking about the buildings  
 It was a place where you never got bored  
 There was a sports court, a place we liked to be in  
 I thought it was cool that all the houses there had sofas  
 A very impressive item  
 But many ignorant people  
 Many people that I made friends with  
 The Linha was the place I went to least  
 But my first girlfriend came from there  
 And there they had fantastic forró music  
 Saturdays, New Year, Christmas  
 And that's how I remember those three places.*





## MUSIC

**Mornings** – During this period we attend to 3 to 10-year-old pupils and engage in musicalization and group practice. The idea is for the pupils to come into contact with lots of instruments and then choose the one they want to keep practicing.

The collective percussion activity for all pupils takes place on Mondays and is open to parent participation, so as to bring families closer to the activities of Acaia.

**Afternoons** – Activities intended for 11 to 18-year-old pupils. The content was thought out based on practical and theoretical aspects that develop their talent for music. Acoustic guitar, choral singing and percussion workshops were offered, as well as an audio course.

**Cultural Tuesday** is a project for expanding repertoires at which artistes are invited each week to take part in an eclectic program combining music, dance and cinema. In 2017, we had the privilege of welcoming artistes like Toninho Horta, Roberta Estrela D'Alva, Ivan Vilela and Vítor Cabral among others.



**Internal presentation by the percussion pupils  
Sound Technique Class, in the studio**





## SEWING AND FASHION SCHOOL

This workshop is a space whose main purpose is to offer basic notions of sewing, assembly and customization, in addition to encouraging manual work and training on industrial machines.

It also aims to develop skills so that pupils learn to produce their own clothes using patterns worked on in class and to show a possible way forward for future vocational training. It is an area that is attracting adherents and important partnerships, since it can offer placements on the labor market.

In 2017, we continued **the partnership with FUSSESP (the Solidarity Social Fund of the State of São Paulo)** through the Fashion School project whose president is Mrs. Lu Alckmin, and which seeks to provide training in basic sewing skills and the use of industrial machines. We have already produced 8 groups of graduates.

### Collaborators:

- Focus Têxtil • Hope Lingerie • NK Talienc • Quaker Têxtil • Royal Tecidos

### THE GROUPS

A group is created when a certain number of pupils or women with technical capacity and organization come together to engage in a guided activity. Usually consist of older boys and girls between the ages of 15 and 18, and may include alumni.



## LINHA NOVE ARTISANS

A sewing and embroidery group consisting of community women. The Linha Nove Artisans enjoyed yet another year of brand consolidation on the market, participating in several fairs, bazaars and running classes and workshops at SESC and, once again, they had help from Teresa Dantas.



Wall on Av. Manoel Bandeira,  
painting commissioned by  
Instituto Votorantim



**XILO  
CEASA**

### **XILOCEASA GROUP**

During 2017, the Xiloceasa group consolidated its participation on the independent publications circuit in the city of São Paulo, offering what the young people produced to a wide public interested in graphic arts.

The Plana, Tijuana, Miolo(s), Pira and Parte Fairs (a partnership with Galeria Adelino), as well as Folhetaria, were real-life professional experiences in which engagement with the public became the greatest apprenticeship in disseminating the art work that the different members of the group have been undertaking, which was confirmed by the volume of sales in all participations.

Between the months of August and November, following an invitation from Instituto Votorantim, Xiloceasa designed and executed a 250-meter long painting of the wall surrounding part of the former Metalúrgica Atlas plant which borders on the Cingapura Madeirite and the Nove and Linha favelas.

The challenge of doing a painting of this magnitude “in one’s own backyard” was enthusiastically embraced by the young people who with a very positive attitude, produced a work that was both lyrical and socially critical, dealing with the different dramas they themselves and the local inhabitants experience.

### **Partners:**

- Atelier Machado, Estúdio Elástico, Estúdio Paula Juchem, Galeria Adelina, and Instituto Votorantim
- Leonora de Barros; the Tenonderã Ayvu Movement





**Video course pupils in training activities**

**Interviews recorded by teenagers on the video course**



## OLHARES DO BECO

The audiovisual area was intensely busy during the whole year, being an important tool for recording the Institute's activities, including:

- 95 lessons with interviews and activities of the first semester of the Atelier School. The recording was done by two teams consisting of pupils and former pupils of the video course over a 5-month period
- Teacher Training Talks
- Institution Video with testimonials by Sagarana 2016 alumni (18min)
- Production of painting and art on the Votorantim Wall, recording a 15-minute video with interviews and statements.
- An act against censorship at the opening of the exhibition "The History of Sexuality" (A História da Sexualidade) at the MASP museum: a video report with interviews and photos for the 11th edition of the newspaper "Olhares do Beco".
- Music shows: video and audio recordings of 12 music shows, as well as organizing and projecting films comprising "Cultural Tuesdays" (Terças Culturais) at the Acaia.

### They recorded:

- 8 short films (fiction and documentaries);
- Participation in the mini docs: "Um dia de Letícia" and "Um dia com Renan" at the "Make It Short - Leeds Film Festival", in London, England.

**Partnerships:** Primo Filmes; AIC (Academia Internacional de Cinema) Academia de Filmes; Luis Dreyffus and Instituto Criar.

Cultural visits: visit to the Producer O2 FILMES and the Exhibition "Agora Somos Todxs Negros?" in the VB Hall

### Pupil outplacements:

- Two pupils obtained internships, three joined the Acaia Sagarana Study Center and four joined the Vocational Training Course of Instituto Criar

### Guest Professionals:

- Director, Cláudio Gonçalves: lessons in scripting, directing and producing a short horror movie.
- Director and Scriptwriter Jotagá Crema: lessons in scripting, and joint creation with the pupils of the script of a short fiction movie with the pupils.
- Directors of the Netflix series "3%": an explanatory class about the process of creating and producing a fiction series.
- Director of Photography Uli Burtin – a practical class in lighting for documentaries and interviews.
- Actress and theater director Abigail Tati: practical classes and casting for a short fiction project.





Activities at the shack school and the Linha and Nove Favelas



### SHACK SCHOOLS

Activities at the Linha and Nove Favelas

The routine for activities, organization and meals is fundamental for setting parameters and criteria for those attending the shack schools.

Actions such as healthcare duty rosters, cleanliness and beautycare drives and the distribution of rubbish bags lead to discussions among the residents about difficult community issues.

Soirées, joint readings and making cakes or pizzas in cooking class are all instruments for learning how to jointly organize and execute tasks.



Movies and parties are also part of the program





**A partner physician attending in his private medical office**

**HEALTHCARE AREA AND FEELINGS WORKSHOP**

This area has been expanding its actions, both in the field of mental health and on other fronts, to meet the different day-to-day demands arising from the children and their families. A lot of care also goes into the food, preparing balanced meals that serve breakfast, fruit, lunch, snacks and dinner. Hygiene and body care also come in for attention. We believe that the repertoire is increasing in all directions. Culture involves learning to eat rocket and cauliflower, differentiating artistic movements and getting to know oneself.

Silvia Maia Bracco – 15 hours a week  
 Ana Cristina de Araújo Cintra – 7 hours a week



**Playing and chatting about emotions**



Mental Health Appointments:

Those seen	Frequency / those seen
Feelings Workshop (group of children and teenagers)	3 weekly workshops of 50 children / per week
Individual appointments for children and families	20 pupils and their families received weekly monitoring
Workshop on sexuality, together with a classroom teacher	8 fortnightly meetings / 18 children
Monitoring and discussing cases with the team	5 cases / week
Internship Program	Supervision and monitoring of 7 interns



Public Network Partnerships:

Partner	Activity / appointments
UBS Parque da Lapa and CAPS Lapa	Participation in the Lapa Intersectoral Network in defense of Children and Young People. Monthly meeting Vaccination for pupils whose vaccination control cards are not up to date, because of four cases of mumps among the pupils.
Casa do Adolescente and SUS	Gynecology, Adolescent Medicine, Ophthalmology, Odontology, Nutrition, Dermatology and Clinical Tests. 20 pupils (prevention and treatment)
Lapa Juvenile Court	Accompanying two families in situations of institutional reclusion. 5 children

Private sector partner professionals:

Area of activity	Especialista	Atividades / número de casos
Psychiatry	Dr. Fernando Asbahr Dr. Cássio Martins Dra. Ilana Reuben	Care, medication, pick-up of high-cost medications at pharmacies; 3 cases attended to and monitored during the entire year
ENT	Dra. Roberta Ribeiro de Almeida Dr. André Duprat	Care and treatment - 3 cases
Ophthalmology	Dr. Samir Bechara Dr. Ronaldo Barcelos Giardini Optical Group	Care and supply of glasses - 4 cases
Speech therapy	Cecília Frayha	Evaluation and therapy - 13 cases attended to in 2017
Psychology	Pedro Monteiro	Institutional supervision for teachers – (8 individual meetings) – 6 teachers / year Individual appointments in psychotherapy - 2 teenagers
Odontology – Prevention and Treatment Associação Fortunée de Picciotto		10 pupils screened. Odontologia Sanseverino 1 pupil - treatment
Dermatology	Dra. Eliana Senatore Dra. Mariana Dias	2 pupils attended to
Orthopedics	Dr. Eduardo Bracher Dr. Eduardo Von Uhlendorff	



### LEGAL ADVISORY SERVICE

Given the local shortage of legal advisory services for the socially vulnerable communities attended to by Ateliê and the ateliescola, this service was implemented several years ago and is provided twice a week, from 1:00 p.m. to 5:00 p.m. by a lawyer and an intern.

During 2017 there were 29 appointments and the following lawsuits were filed, some of which are still ongoing at the Lapa Forum:

- **Family law:** Family law: visiting regulations (01), meals (05), paternity investigation (02), estate and distribution (01), institutional reclusion (1)
- Civil law (03)
- Social Security law (03)
- Labor law (04)
- Criminal law (03)
- Custody Hearings (02)
- Miscellaneous Appointments (29))

We wish to say a special thank you to the Forum IV - Lapa and the Lapa Guardianship Council, as well as the network that protects children and teenagers, who we rely on for the work to be a success.



## STUDENTS WHO LEAVE AND ALUMNI

There were few graduates (five) and no girls, which leads us to ask: how many of each there should be? Why did they opt out before completing their education at Ateliê? We don't have all the answers. Some left to work, others were unable to make the effort needed to stay. The text of the poet Rodrigo Ciríaco chosen by the graduates gives us a few hints, as well as the certainty that we need to be there for THOSE THAT STAY.

But they also talk about the desire to remain where they are. We are not leaving here! As the reports of the XiloCeasa and Olhares do Beco show, many alumni join forces with current pupils to continue engaging in work and their own education.

### Graduation trip to São Bento de Sapucaí Graduation Ceremony



WE, THE ONES THAT STAY ON  
SOME PEOPLE ASK ME:  
FINE, WHAT ARE YOU GOING  
TO DO?  
WE ARE FINDING OUT.  
THE ONLY CERTAINTY IS:  
WE ARE GOING TO STAY.  
WE, THE ONES THAT STAY  
ON, WE ARE THE ONLY  
CHANCE OF SAVING THIS  
PLACE THAT'S WHY WE HAVE  
TO STAY.  
TO FIGHT, TO CHALLENGE,  
TO BLEED.  
TO ADD SOMETHING, TO  
TRANSFORM  
TO UNITE.  
SO THAT NONE OF US  
CONTINUES TO BE  
HUMILIATED.  
NONE OF US DESPISED,  
DISRESPECTED.

FORGOTTEN.  
TO STAY.  
WE DO NOT WANT TO MOVE  
FROM THE PLACE WHERE WE  
SURVIVE.  
WE WANT TO CHANGE IT TO  
MAKE IT PRETTIER, MORE  
CARING.  
STRONGER. MORE HUMAN.  
WE, THE ONES THAT  
STAY ON. WE ARE VERY  
IMPORTANT. WE, THE ONES  
THAT STAY, WE ARE THE  
ONLY CHANCE  
TO SHOW HOW ALIVE,  
PULSATING WE ARE.  
EVEN TO SAY: NO!  
WE ARE NOT LEAVING HERE!

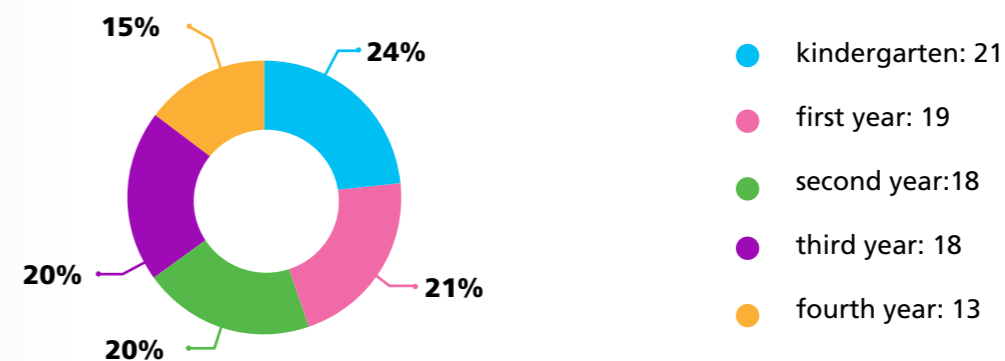




1. Garden Activities
2. Story time with all the groups of the ateliescola

**ateliescola acaia**  
**The Ateliê Acaia logo gets an additional hand.**

**Total pupils: 89**



When we began the ateliescola, there were, among others, two important elements to consider. First, the experience of the Ateliê and everything it represented; second, with this information, to create something new and harmonious. We weighed this up and persevered with our routine of actions at Ateliê which we understand to be fundamental for the school to function properly:

- free ateliers
- long-time independent practice
- various offers of workshops
- the connection between doing and the real and practical world
- daily arts atelier
- library activities in the "heart" of the Acaia
- musicalization
- typography as a union of centuries-old practices with those of today
- individual and family psychological care
- legal advisory service
- brushing teeth and daily showers, as well as beautycare days (more intense communal concern with dermatitis and lice)
- work in the shack schools in the two favelas where most of our pupils come from





**Mothers stitching the backpacks for environment field trip**

### Preparing backpacks for the environmental field study

A combination of theory and practice, ateliescola acaia was born as a full-time project, without sharing ideas. We do not replicate existing models where in one of the periods classroom practice predominates, and in the other the workshops and free choice subjects. The pupil's day is extensively thought out, striking a balance between more concentrated activities and others of free choice, mixing physical and laboratory activities with language practice and mathematics, for example.

The routine took into consideration that the interruption at weekends causes greater disorganization in the children and that on Mondays the reception needs to be more drawn out. So, breakfast with the families, followed by a collective musical activity kicks off the week at the ateliescola.

Sleep/rest is mandatory for children in kindergarten and first year, and optional for the other pupils. There are times during the day when play activities are free. We are seeking a non-hierarchization of intellectual and manual knowledge, especially when working with the team.

The health of the children and the family receives full attention.

The work with the children's families offers socialization activities such as sewing, embroidery and carpentry, to increase the involvement of the families with the school and their children's education. For example, they were invited to stitch articles for the ateliescola pupils, such as cushions and blankets, as well as making the bags used in the first study of the environment.

There was interaction with the activities and educators of the shack schools (which quite often provide news about absent children and families, while helping the pupils' attendance).

A group of psychology interns accompanies during the year children requiring special attention, working as ATs (therapeutic companions).

We were able to look after the education and institutional work with the teams, allocating priority to spaces for:

- meetings with the full team;
- coordination meetings;
- individual teacher supervision by the pedagogical supervisor
- supervision of the psychology interns by professionals from the field

Against this background, the most important thing is the clarity of the pedagogical approach that one must have. We decided to have a conversation with Maria Esther Pacheco Soub (Teca), coordinator of the ateliescola, to address the immediate issues. The questions we put were:

- a. With what task was the ateliescola born?
- b. As coordinator, which features do you find in this school community (children, teachers, parents)?
- c. What are your working conditions as coordinator?
- d. What conditions are required for the school to function, in other words, how do you make it a powerful place for learning?
- e. Working in the sense of imagining an integral school model





First year in wood engraving class

Teca: The ateliescola was born to function full-time, and a large part of its project has already been built thanks to the 20 years' experience of Ateliê Acaia. This means that we had extensive knowledge of the pupils, the social context in which they live and how they relate to formal education. These pupils almost always have a history of school failure, saying they cannot read or write, considering themselves to be stupid and revealing a series of feelings of this type with regard to school.

Moreover, we began with significant experience drawn from practices involving the workshops chosen independently by the pupils – carpentry, arts, and capoeira. In these spaces they had good technical knowledge on the use of tools, like paintbrushes, for example. There was also a study workshop in which they developed their reading and writing skills, enabling us to detect which children were literate and which were not.

Our dream and desire was to build a school for children who found it difficult to attend the neighborhood public school, coexist with other children, relate to the teachers or get good grades. This was the target of much reflection by our educators, which was very important for us since when we were designing the ateliescola we were already very clear about what these children needed. In some cases, we knew that the teacher-pupil relationship was a fundamental element and that we needed to deal with this very carefully, because these children were asking for attention, care and supervision.

At any rate, they needed encouragement, to be told by the teachers that they were good and capable of achievements. On the other hand, as we already had huge experience, with the ateliers, of encouraging children to produce, evaluate what they produced, understanding mistakes as an attempt to get it right, not as a failure or impossibility. So, these were aspects which the group of educators knew very well how to deal with.

We believe that all children are capable of learning, in spite of their social class and life story. We are aware of the magnitude of this challenge and, primarily, how much this school needs to reinvent itself and structure itself to meet the children's demands. We started with several principles:

**1. To integrate the different fields of knowledge and the various educational dimensions of the children.** For example: solving mathematical problems involving measurements has the same value as a project that the children develop in carpentry for building a dining room table.

**2. Valuing collective work.** The children work in different combinations of groupings defined by the teacher, as well as spontaneously choosing colleagues with whom they want to work. Group activities promote the children's intellectual respect for each other, actual help that one can give the other in solving a problem or doubt.

**3. The importance of taking into account the world outside the school.** Our principle is to have these children visit all social facilities: park libraries, health centers and exhibitions, and to have them use collective transportation. We afford the children this type of experience all the year round. We expect them to get to know the city where they live.

**4. To consider the pupils' social and cultural context.** Indeed, school brings new knowledge, new worlds and horizons, but without losing sight of the pupil's life, where they come from, their family make-up. From the cultural point of view, what inheritance they bring from where they were born and where they live and coexist.

When the school began, most of the children we received already attended Ateliê Acaia, in addition to others who came from public schools and who we did not know. We also took in a group of younger children, such as the first and second year classes which were within what convention expects for this phase of schooling.

When enrolling new pupils in kindergarten and the initial grades of elementary school, we gave priority to those who were taking evening classes, accompanying the family, to those attending the shack schools and their siblings.



## KINDERGARTEN

We created a multiple age bracket group of 21 children aged between 3 and 5 years, consisting of 11 girls and 10 boys. We stressed the experiences that valued how they look after themselves and the organization of their belongings, personal hygiene procedures and meals, as well as the care taken with the spaces and materials used.

These children engaged with the workings of the entire ateliescola, regularly participating in workshops in the library with teachers specializing in music, arts, the body and movement and reading in the library, enriching and expanding their knowledge through practical experiences planned beforehand by the educators.

## FIRST YEAR STUDENTS

Our target was to ensure that all children were literate at the close of the 1st school year. The group consisted of nineteen children, nine girls and ten boys aged between six and seven years. Of this group, only one child could write their own name. Generally speaking, the pupils arrived at the school with little independence, most of the group not having attended kindergarten. That is why, to begin with, the main focus of the work was to teach some basic procedures such as handling notebooks, learning to pick up a pencil, organizing their own material, sitting in a circle, managing to listen to a story and follow the class from start to finish.

This group showed a characteristic marked by social and racial issues. The great majority of the children had experienced during their lives symbolic and physical violence, as well as situations of racial discrimination that could directly interfere in the learning process. Individualized work was required, as well as in small groups, in an attempt to help them better understand the reason why conflicts arise, to believe in their intellectual capabilities and to value their African descent.

Second year arts class



Fourth year physical education class





### THE MOST SIGNIFICANT PROJECTS AND ACTIVITIES

The pupils were familiar with several popular songs linked to the “Almanac of toys and games” project. They had contact with informative texts, poems, nursery rhymes and guessing games. By launching this project and other activities, the children were able to progress in their ideas about the written language. At the end of the year, all the children were literate, writing their own name, producing short texts, like songs, reading poems, comic books and scrapbooks. The families participated and contributed to expanding the children’s repertoire, telling their stories, teaching games and making toys and black dolls that were part of the project’s end-product.

We can see below the production of a pupil from a dictation in March, and the same dictation in August.



Moment of relaxation, third year

#### Presyllabic

#### Alphabetic syllabic

#### Alphabetic without spelling check

<p>Março Lista de palavras ditada pela professora: Patinete, carrinho, boneca, bola, pé</p> <p>CARLOSARTUR EALQSATAUR X X ABLPOS + AMORLOS + PROSLHIB + ABTLOHR +</p>	<p>Agosto Lista de palavras ditada pela professora: Patinete, carrinho, boneca, bola, pé</p> <p>DITADO</p> <p>PAIEET</p> <p>USISO</p> <p>OECA</p> <p>OLA</p> <p>PA</p>	<p>Novembro</p> <p>Lista de palavras ditada pela professora: cenoura, manteiga, farinha de trigo, leite, ovo, mel.</p> <p>QUESTÃO 2 – ESCRITA DE LISTA</p> <p>CENOURA</p> <p>MANTEIGA</p> <p>FARINHA DE TRIGO</p> <p>LEITE</p> <p>OVO</p> <p>MEL</p>	<p>Novembro</p> <p>Escrita de texto curto:</p> <p>Rei capitão Soldado ladrão Moça bonita do meu coração</p> <p>QUESTÃO 3 – ESCRITA DA PARALELA “REI CAPITÃO”</p> <p>REI CAPITÃO SOLDADO LADRÃO</p> <p>MOÇA BONITA DO MEU CORAÇÃO</p>
---	--	--	--

### OUR FIRST SECOND YEAR

We began the 2nd year with 18 pupils aged 7 to 9, with 10 girls and 8 boys (on returning from July vacations, 2 more joined the group) creating a class with very challenging specifics and characteristics, with distracted pupils who found concentration very difficult. There were 8 boys and 10 girls between the ages of 8 and 9. The affection and care for each other were the driving force that molded the group and helped them identify themselves as a group.



The “Following the Witches” (Seguindo as Bruxas) project filled the children with enthusiasm and mobilized them. Classical tales they already knew were read, and many others they then became familiar with. They had the opportunity to create their own witches, thinking of the evil they would do, how they would dress, what their pets would be and even inventing horrible potions.



**Drawing of a witch  
created by the pupil  
Lavínia**

A lot of progress was made in the children’s learning during the first year of the ateliêcola Acaia. I would draw attention here to the link the 2nd year created with reading. It was a difficult process, but also a very nice one. They got to know different authors and a variety of books. They experimented different modalities of reading: alone, in pairs or small groups. Reading was a very significant learning process, since not only did they learn by themselves, but also with others. After all, this is what books are about: conversations about life.

### THIRD AND FOURTH YEARS - A HUGE CHALLENGE

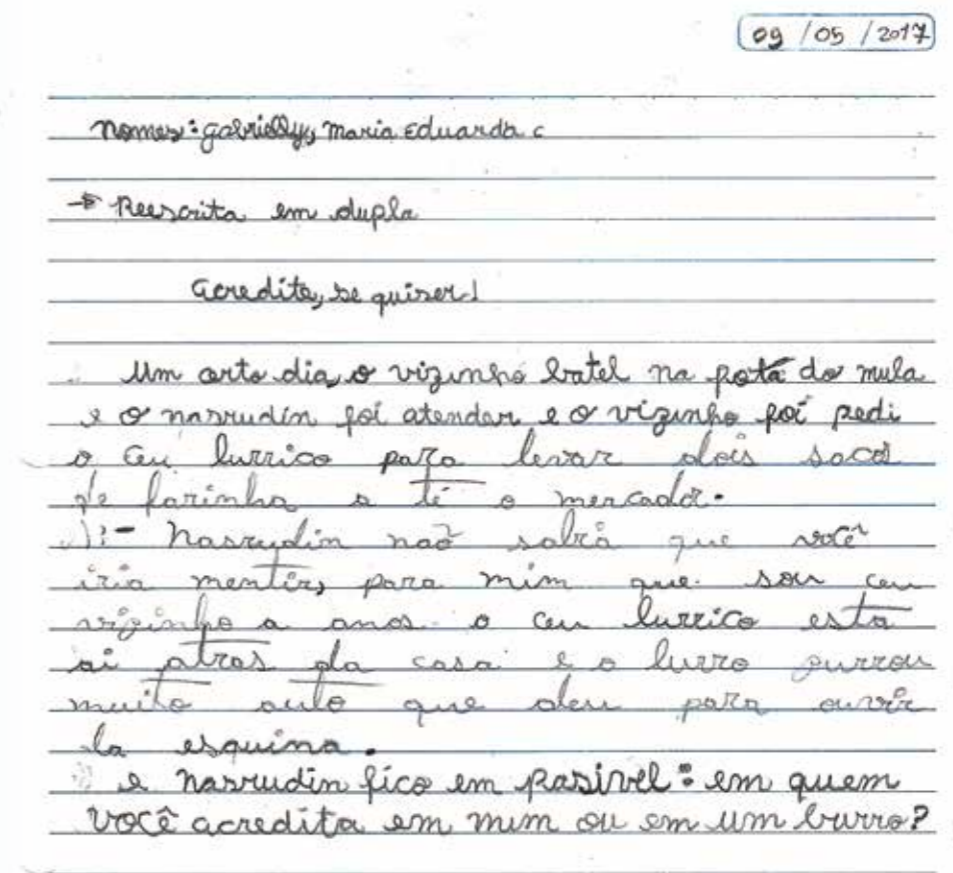
Right at the outset we knew that this group of children who were in 3rd and 4th year were way behind in relation to the very content of the series they attended. So, right at the beginning of the year, we undertook a diagnosis and opted to reorganize these groups according to the skills and difficulties identified. So, we put together two mixed groups with students of these years. The first consisted of children who, although behind, were literate. The second was composed of children who could not read and write (some of them were unable to write their own name). Let’s discuss these groups a little:

### group 1 from third/fourth year

This group consisted of **18 pupils aged between 8 and 11, with 11 girls and 7 boys, 11 from 3rd year and 7 in 4th year**, and was the one that revealed less difficulty, which made it possible to work more closely on the content proposed for the grade. Nevertheless, the children brought up a lot of issues carried forward from the early years (writing, reading and comprehension difficulties) requiring other important procedures for developing the group.

We worked on several projects, but “Tales of Nasrudin” was the one that enabled us to get a more detailed insight into the difficulties and advances. This is a project involving a lot of work on reading and writing procedures.

At the close of the semester, the group produced good results. One example was a 4th-year pupil aged 10, who during the first quarter showed outstanding progress in the texts she produced, bearing in mind that when the year began she had only recently become literate.







**First Environmental Study, 3rd and 4th years of the ateliescola**

### **group 2 from third/fourth year**

#### **Class profile:**

13 pupils aged **between 9 and 12, of which 5 girls and 8 boys** from 3rd and 4th years who were not literate, could not count (0 to 100) and used very simple strategies for solving calculations and problem situations. In addition, they did not have procedures for accompanying the activities proposed. For example, to stay focused for 10 minutes, take part in group conversations, show independence in organizing their own material and in venturing to start an activity they were very insecure because of the situations of failure in their previous school experiences.

#### **Advances:**

This class advanced at an extraordinary rate, if we consider the situation in which these pupils arrived at the ateliescola. All of them ended the year literate, reading without assistance and with a certain fluency in short texts, locating explicit and implied information. In mathematics, they all had command of the position value of the counting system (0 to 100), developed a range of strategies for resolving problem situations in addition and multiplication, as well as capturing the algorithm of addition. We also noticed a significant advance with regard to the students' attitude and the procedures for engaging in activities in pairs or groups.



**Visiting the vivarium where birds are released, during the Study of the Environment**

### **A significant moment: the study of the environment**

Study of Brazilian Trees on the Monte Alegre Farmstead, in the São Carlos region of São Paulo. The children got to know various Brazilian species in danger of extinction, studied reforestation and forest restoration on the farm.

During the first school term, many of the issues that the children raised involving poor adaptation to the classes, homework or even the departure to the ateliers that we had feared would be very difficult had already been overcome.

This is an important point because it shows us that the children already felt more secure and more wanted in the ateliers, and this was immediately seen as an important element of adaptation to the routine of a full-time school. It showed us that we had been right in creating the groups, in dealing with them and in the proposals offered to the children. Being an already familiar space for many of them was one definitive aspect that enabled them to feel safe at school.





Parents' meeting

One year on from this experience, we can very safely say that the children are very happy, at ease, really learning new stuff, getting on with new friends and building relationships with the educators. Indeed, it is now a school where the children have room to express themselves and to take decisions about the rules on coexistence within their group, as well as about the use of the space and group activities. When we consider all these advances, we cannot forget the educators.

### **The Educators/guiding principles**

The challenge of forming a group of educators who work in different spaces, with different work proposals and objectives is only possible because their work is based on common guiding principles.

#### **1. Respect for a child's story**

In this context, the educator must be clear about what he/ she intends to teach and communicate to a child, taking into account his/ her initial hypothesis and being very clear that his/ her task is to make the child reflect on the issues at stake in a learning situation. In addition, he/ she should not forget that children have different working conditions and rhythms, which need to be considered.

#### **2. Children have different working conditions and rhythms, which need to be considered.**

#### **3. The educational project is a very special means of training educators**

We are convinced that reflection on the practice is a privileged space for educators to develop new and better ways of teaching. This is already ensured in an educator's routine with moments of individual and collective planning, to study various education issues and conduct management meetings. Undoubtedly, we cannot dissociate the quality of training of our teachers from the quality of education for our students. A dedicated teacher, who takes responsibility for his/ her training, will always be a teacher who contributes best to the education of a student.

### **THE PARENTS**

The participation and collaboration of parents at the beginning of Ateliescola was a pleasant surprise for everyone. Most parents expected a relationship model typical of public schools: parents are invited for a conversation solely when students present problems or have learning difficulties, they are rarely held to report an improvement, advancement or change in student attitude. In this model, the most serious circumstances are when there is classic division of responsibilities in monitoring the student: The parents provide care at home, as recommended by the school, while the school is responsible for handling the student who infringes and violates the rules. The parents do not participate in these decisions. In parent meetings and individual interviews, we seek precisely the opposite. We invite parents to work in partnership with us and this is the first part of our conversation.

At the moment a student is in need of greater attention, we increase communication with parents, for example, arranging weekly meetings to see what has changed, and if things have improved if we should change the strategy or not. Finally, we discuss what to do together. We commit ourselves to discuss and propose a strategy to be guaranteed by family and school. We say to parents: "we are with your child all day and the responsibility to educate him/ her is ours, so it is very important that we work together and that your child realizes that we are fully committed to the improvement he/ she needs to show". In this process, we realized that the parents feel included and supported in meeting the challenge.

Generally, we feel during interviews that the majority are very pleased with the proposal presented by the school. But we still have a long way to go in increasing the participation of families in our projects.





**Woodwork workshop for the first year of Ateliescola  
Ateliescola Second Year Book Camp**



### **FINAL CONSIDERATIONS AND CHALLENGES 2018**

We are always learning. Despite Ateliê Acaia's 20-year history it was Ateliescola's first year. The first year is by definition the first year and everything is new: the times and breaks, strictness and warmth.

As the Coordinator of the Ateliê Acaia audiovisual workshop put it: "It's amazing the difference from the first to the second semesters – you can tell by the decibels!" She told us, with her technical sensitivity, how much the space was calmer and more organized.

We were able, as a team, in the last weeks of the year, to identify our greatest difficulties, gaps and what had worked well. Accordingly, we anticipate a routine in 2018 that is sure to suffer adjustments but will give us peace of mind to begin the year allowing us to receive the Ateliescola fifth years, open a new preschool class and implement the necessary changes at the Ateliê Acaia.

We are proposing technical courses for adolescents in the afternoon period that have been presented by the Coordinators and discussed with the students. These courses include woodwork, audiovisual, cutting and sewing classes that entail a choice made in advance in order to facilitate the arrangement of modules, to establish the expectations and the organization of the teams. Technical courses are in addition to two weekly one and a half hour classes in language and literature, humanities and the sciences and complementary and optional training in library practices. There are scholarships with participation, learning and behavioral criteria.

On Saturdays, as well as the evening period, both the students of technical courses and alumni can join in and produce collective and individual work.

We hope that these developments will help us during the course of 2018 to think of the best means of basic education continuity and perhaps we will be able not only to formulate the Elementary 2 curriculum but also implement it as from 2019.

- Opening another preschool and fifth year class;
- 2018 Study Group to consider the Elementary School 2 curriculum; 2
- The beginning of technical courses.





## AWARDS AND PUBLICATIONS

- Psychoanalysis in the field of exiles: On Refugees and Migrants.

Event promoted by the Brazilian Psychoanalytic Society of São Paulo (SBPSP) in partnership with the Centro de Pesquisa e Formação of SESC- SP.

- With participation on the panel: Migrants: displacements and paralysis.

"Exílio na Cidade: Algumas Reflexões" ("Exile in the City: Some Reflections") - Silvia Maia Bracco 8/18/2017, from 2pm to 5pm

- Faculty of Human and Health Sciences (FACHS) Integrating Activity Week 2017 - PUC/SP, sponsored by the Child and Adolescent Clinical and Educational Interventions Cluster – The constitution of subjectivity and citizenship". Subject Name: Inquiry on professional practices in institutional settings under a new social phenomena approach.

Participants: Elisa Bracher, Ana Cristina de Araújo Cintra and Maria Esther Pacheco Soub.

11/08/2017: Screening of the documentary "Que língua você fala?" ("What language do you speak") and discussion with the documentary's director Elisa Bracher, artist, founder and coordinator of Ateliescola Acaia.



Lunch at Ateliescola

### School, meals and personal hygiene

At mealtimes, students from 3 to 5 years were served first, helped by educators. Then 6-year-old students tried choosing their own food from the buffet while whoever was near the buffet table helped them successfully coordinate eye/hand/hunger. All, without exception, had to try a little of everything.

We believe that the repertoire increases in all directions. It is cultural to learn to eat arugula and cauliflower, to differentiate artistic movements and to dominate and be aware of one's own body.

When we give the student the opportunity to experience the issues discussed, he/ she comes to understand them more effectively. Reading and listening about an issue is effective, but to make an issue part of a student's routine enriches learning. Accordingly, since last year "Natural Science" is half theory and half based on experiments conducted by students, which has secured a greater dynamism and interest from them.



## THE ATELIÊ ACAIA TEAM

### Directors

Ana Cristina de Araújo Cintra  
Elisa Bracher  
Olga Maria Aralhe

### Executive Secretary

Patrícia Yanaguisawa

## DEPARTMENT COORDINATORS AND EDUCATORS

### Arts

**Coordinators:** Fabrício de Jesus  
Barrio Lopez

Flávio Castellan  
José Carlos Gianotti  
Rogério Maciel  
Ynaiá de Paula Souza Barros

### Music

**Coordinators:** Lucas Simões Borelli  
José Henrique Reis Menezes  
Larissa Finocchiaro Romualdo da Silva  
Matias Capovilla

### Video

**Coordinators:** Veronica Lúcia Saenz Davalos  
Mariá Gonçalves dos Santos  
Lucas Cruz Bastos

## Study Workshop

**Coordinators:** Maria Esther Pacheco Soub

Alex Fabiano Nogueira  
Ana Paula Mateus  
Camila de Macedo Deodato Barbosa  
Elias Chagas da Silva  
Juliana Karina Monteiro David Oliveira  
Lais Pereira de Oliveira  
Luciana Gomes do Nascimento  
Magno Rodrigues Faria  
Maíra Carmo Marquez  
Maria Clara de Almeida Prado Galvão

## Library

Magno Rodrigues Faria  
Elias Chagas da Silva

## Woodwork

**Coordinators:** Enio Alex Assunção  
Evander Pereira dos Santos  
Lindomar Geraldo dos Santos

## Capoeira

André Luiz Maciel Pinto

## Sewing and Embroidery

Edison Ferreira da Silva  
Janaina de Sousa Santos

## Feelings Workshop

Silvia Maia Bracco

## Barracos-Escola

**Coordinators:** Neuza Francisca dos Santos Lins  
David Jaffe Cartum  
Evander Pereira dos Santos  
Luciana Gomes do Nascimento  
Lucineide Moreira Bonfim

## Play Activities - Evening

Lucineide Moreira Bonfim

## Linha Nove Artisans

Maria Clemência Viana dos Santos

## Legal Team

Dra. Sandra Alves Silva  
Jefferson Borges Rodrigues (estagiário)

Toda a Equipe do Ateliê Acaia também atua no ateliescola acaia.

## Ateliescola Acaia Team

### Director

Daniel Romão da Silva

### Educational Director

Maria Esther Pacheco Soub (Teca)

### Teachers

Ana Maria Leite  
Flavia Fernanda S.Siqueira  
José Sergio Dutra Pinchiaro  
Juliana Cristina Diniz  
Karina Santos da Silva  
Renata Ferreira Ventura

### Monitors

Carlos Eduardo Santos  
Lucialva Valéria Gonçalves Rocha  
Luiz Gustavo Gomes de Souza Rocha  
Simone Baptista dos Santos

### Secretary

Iara Faria Bárbaro



## STRATEGIC PARTNERSHIPS

Academia de Filmes  
 Academia Internacional de Cinema (AIC)  
 AEA Arquitetura / Thereza Dantas  
 Amoreira Comercial Ltda. – EPP  
 Apiacás Arquitetos  
 Arlete Soares  
 Ateliê Kika Levy Cris Rocha  
 Atelier Luiz Fernando Machado  
 Auditório Ibirapuera  
 Beacon School  
 Bita Encadernações, Caixas e Cerâmicas  
 Casa do Adolescente – SP  
 Colégio Santa Cruz  
 Colégio Vera Cruz  
 Editora 34  
 ENG Audio e LazzDesign  
 Estúdio Elástico  
 Estúdios Quanta  
 Fazenda do Pinhal  
 Galeria Estação  
 Instituto Criar de TV, Cinema e Novas Mídias  
 Instituto Tomie Ohtake  
 Ivan Vilela  
 Livraria da Vila  
 Luis Dreyfuss  
 Marcenaria Baraúna  
 Marcenaria da Fazenda  
 Museu Lasar Segall  
 O2 Filmes  
 OBB (Outward Bound Brasil)  
 Olimpia Soccer  
 Panacéia Tear & Patchwork – Atelier  
 Paula Juchem

Perita Manus  
 PUC SP (Pontifícia Universidade Católica de São Paulo)  
 Ráscal Pizza e Cozinha  
 Uli Burtin (Associação Brasileira de Cinematografia – ABC)

## HEALTH

### Public Health Service:

-Unidade Básica de Saúde (UBS) and Centro de Apoio Psicossocial Lapa (CAPS) (Participation in the Lapa Intersectoral Network in Defense of Children and Young People)  
 - Casa do Adolescente and SUS (Gynecology, Adolescent Medicine, Ophthalmology, Odontology, Nutrition, Dermatology and Clinical Analysis)  
 - Lapa Infancy Court

### Private Network:

Psychiatry  
 -Dr. Fernando Asbahr  
 - Dr. Cássio Martins  
 - Dra. Ilana Reuben  
 ENT  
 - Dra. Roberta Ribeiro de Almeida  
 - Dr. André Duprat  
 Ophthalmology  
 - Dr. Samir Bechara  
 - Dr. Ronaldo Barcelos  
 - Grupo Giardini Optical  
 Phonoaudiology  
 - Maria Cecília Frayha  
 Psychology  
 - Pedro Monteiro  
 Dentistry (prevention and treatment)  
 - Associação Fortunée de Picciotto  
 - Odontologia Sanseverino  
 Dermatology  
 - Dra. Eliana Senatore  
 - Dra. Mariana Dias  
 Orthopedics  
 - Dr. Eduardo Bracher  
 - Dr. Eduardo Von Uhlendorff

## COLLABORATORS

Base 3 Arquitetos Associados  
 Sawaya Bracher Arquitetos  
 Sawaya Engenharia  
 Una Arquitetos

## ATELIÊ ACAIA BENEFACTORS

### Individual Benefactors

Cândido Bracher  
 Glória Kalil  
 Maria Esther Pacheco Soub  
 Vanda Alves Pereira  
 Edison Ferreira da Silva  
 João M.N. Menegaz

### Corporate Benefactors

Editora 34  
 Instituto Focus Textil de Moda  
 Luiz Fernando Machado Ltda.  
 Votorantim S/A

## Ateliescola Acaia Benefactors

### Individual Benefactors

Elisa Bracher  
 Fernão Bracher

### Corporate Benefactors

Era Urbana Projetos





## ACAIA SAGARANA STUDY CENTER

### WHAT WE DO

The Acaia Sagarana Study Center (CE) has been operating since 2005. Its program offers classes with comprehensive content and good learning practices for Senior High School students from the public system who have prioritized continuing school as an aim in life.

**Attendees: 36 students**

#### Weekly hours:

Monday to Friday from 6 p.m. to 10:30 p.m. and Saturdays from 8:30 a.m. to 5 p.m.

From Monday to Friday, after 2 p.m., students have access to the classroom, materials and equipment to study.

#### Weekly hours:

**28 hours** classes and activities  
The classroom has **15** internet-connected **computers** available for students to use.

#### Classes offered:

Biology  
Physics  
Geography  
History  
Portuguese language  
Literature  
Mathematics  
Chemistry



1. **Group with Prof.**

**Luis Carlos de Menezes, from USP**

2. **Independent study in the afternoon**





### Presentation at the VII Pantanal Interdisciplinary Studies Symposium

With this class we have also improved interdisciplinary activities. With significant presence in the didactic and curricular proposals, interdisciplinarity succeeds when related to thorough detailed planning and clear focus on what it is intended that the students shall learn. This planning work was carried out with teachers from two, three or four areas and involved significant planning time. The result was to make clear to students that knowledge comes from the integration of all we know and that good questions are a key factor to achieving it.

The Seventh Interdisciplinary Studies Symposium, an event in which students present the work carried out on the Pantanal study trip showed, that opportunities for learning were varied: consistent work, with good thematic and conceptual boundaries with feasible, researchable and challenging questions from an investigation standpoint. We found that the class of 2017 responded to the challenge of conducting research, writing a scientific paper and making an oral presentation of their work very competently and with more uniformity than previous groups.

The challenges posed by this group were related to autonomy for individual work. If, on one hand they knew how to organize for collective work, on the other, they needed to be stimulated and encouraged to conduct individual work with the necessary zeal more frequently than in previous years.

Another point that required much of our attention throughout 2017 was the construction of the leadership within the class and the perception of influence these leaders exerted on strengthening the student posture of the group. The class of 2017 required special attention in this regard, as they quickly and autonomously chose as references students who had difficulty in considering new ways of thinking and learning, of becoming aware of a particular reality or of questioning their own certainties. This had great impact on how this group behaved in relation to the learning process itself and consumed study time of the students and classes. But we understand that it was a necessary process so that each individual could follow the path that they had chosen for themselves with more certainty..

At the end of the work with this class we arrived at the beginning of 2018 with 25 students (or 73.5% of the class) approved in Vestibular (university entrance exams) for various public universities. Of these, 18 students actually enrolled and have started their courses. The others have chosen to continue their studies and will apply for entrance to another university or for a different course.

The Acaia Sagarana Study Center report is divided into three parts: the first approaches the work with the class of 2017 the second describes the principles and the design of work while findings are published in the final part. While Parts 1 and 3 change every year, Part 2 remains the same.

#### **PART 1: 2017**

Every year we receive new students and a key challenge is to transform this set of individuals into a cooperative group, focused on study. We understand through experience from prior years that this is fundamental to sustain any change of attitude we desire from the students with regard to study.

Enabling each group of students every year to overcome their distance from the school and focus on studies is the result of intentional work, with activities and strategies discussed in depth by the teaching staff.

The class of 2017 responded promptly to this work and very quickly became a cooperative group, which was very good because as a group it sought ways to help itself and to gain more autonomy to study.





**Pantanal Field work**



**Integrated Natural Sciences activities at Vera Cruz School**

## **PART 2: THE ACAIA SAGARANA STUDY CENTER**

### **The Acaia Sagarana Study Center (CE) has two main activities:**

The first is a free course for 36 students who are in the third year of high school or have recently completed it. The second Acaia Sagarana CE initiative is a partnership with Curso Anglo Vestibulares, an institution providing university admission preparation courses.

This course is designed mainly to strengthen some key academic skills, and it lasts only one year. During this period, we undertake to encourage independent self-study, strengthen their relationship with knowledge and enhance their ability to manage the learning process itself. We believe these tools are essential to go on to a college, technical course or university admission preparation course, so that students are able to continue their trajectory of studies by exploring new areas with independence and autonomy.

Additionally, throughout the years, we have noticed that students get to us with strongly rooted beliefs about learning skills that must be eliminated. This is another aspect of our work. "I am no good at Math!" or "I find Portuguese (or History, or Geography, or Physics, or Chemistry, or Biology) very difficult" are common sentences followed by the idea that there is nothing to do about it. Working with the theory that anyone can learn anything, and that there is no barrier that cannot be overcome, requires eliminating these ideas carefully and "replacing" them for the power of learning.





1

Another factor of impact is the students' difficulty to understand that one cannot do everything in just a limited period of time. This means making choices and assigning priority to activities. It might not be possible for them to perform leisure activities with the same frequency, or to dedicate just a few hours per week to studying, which is a common idea. This requires setting apart several hours per day to study, while restricting leisure activities. Therefore, commitment to study is a driver we seek to strengthen in the students.

These are some of the differences between us and university admission preparation courses, which currently represent a requirement for most students applying to good universities, public or private. They revise the entire content of the high school curriculum in one year, which gives many students an opportunity to fill gaps left by their previous schooling. Because of their fast pace, they require a level of readiness that public-school system students do not always attain. However, we know that these tools provide necessary but not sufficient conditions for admission to good universities. The journey means developing discipline and commitment so that each student is focused on continuing learning as well as filling gaps in knowledge and revising the curriculum. What we offer is different from what these preparation courses offer, since we do not cover the entire university admission content in a single year. We try to develop independent learning, and content is selected with this in mind. Our focus is also on each student as an individual, and we select those that truly have a life project that includes continuing to study.

The partnerships the with Anglo course, Acaia Sagarana study center's second activity, is for students who already possess this independent learning ability and are ready to construct their own study program in line with their objectives.



2

1. **Classroom preparation for Field Work**
2. **Natural Sciences experiment**





Field work in Ibirapuera Park



Students during break

### ACAIA SAGARANA STUDY CENTER COURSE

Our work focuses on what we believe to be one of the major differentials between a curriculum for students in a private school and a public school, and the one that has the greatest effect on performance in pre-university examinations: the necessary skills to study and relate to new knowledge, and the autonomy to study.

This means not only helping students to make good use of their time when studying, and taking a series of not always easy decisions about choosing to study, persistence and effort, but also developing the strategies and skills required. If study time is to be well used, students have to make the right choices, such as to adjust their learning strategies to different subjects; to apply the correct procedures to reading texts in different areas (for example, reading a textbook on Physics demands different skills from studying literature, and our students do not always have such skills); to be prepared to relate to long, difficult texts, complex equations, complicated problems and new types of knowledge; to test assumptions, to make mistakes, to cope with uncertainty. These may appear to be simple actions, but they are issues given different emphasis in public and private schools, and they are what often makes it hard for students to make progress.

When coming across difficult texts with new content, for example, a lot of students stop concentrating and give up, because “I can’t understand this. I’m no good at this subject.” Persistence in the face of difficulty and “not knowing” is a critical faculty that must be exercised, developed and extended for a student to become an autonomous learner. Many students come to the Acaia Sagarana study center without previous experience of studying for long periods and many have a fixed image of themselves as “good” in certain subjects or fields of knowledge but “not good” at others, as if these were innate characteristics. One of our tasks is precisely to instill a learning process to dissolve this false image and replace it by one showing that everybody is capable of learning! And for this we have to prove to them that yes, in fact they will learn. Some of our activities are precisely intended for this, to show them that they are capable of learning. Another of our tasks is to inculcate a pace of studying that requires students to engage with an everyday activity in which they feel constantly challenged. We propose activities that require both individual and group work. A very important point is that each individual should be aware of their own pace and method of studying; they must learn the appropriate procedures for studying or learning when required and be able to learn both in groups and individually.



In this respect we offer a number of conditions for students: carefully planned step-by-step lessons with precise challenges adjusted to our learning objectives; homework that complements class activity and will be needed to continue the next class; classrooms available for afternoon study as of 2 p.m., with monitors in attendance as well as materials and equipment for study; specific study classes for teachers to observe and offer specific advice on the best way of using time allotted.

In addition, the course curriculum is meticulously structured so that some content is taught in class and some is for self-study. In other words, the curriculum is designed so that students have to do part of their learning tasks outside the classroom. This experience is needed to develop the ability to study independently. But for this to happen, the students must play their part: it is by commitment to their studies, the courage and will to face challenges and frustration, finding links between skills of different sorts, and going beyond limits (which generally seem insurmountable in their eyes), that they can construct a new way of learning which will be decisive in the dispute for a place at the best universities in Brazil.

One of our main challenges is to deal with the fixed ideas that students have about what learning is, or studying, or being a good student. For many of them learning is related to knowing, and therefore to obtaining definitive answers. Doubt, research, dealing with uncertainty is not part of their idea of "study". At the start, the students commonly expect short answers, and get annoyed if the teachers do not deliver them. These changes completely during the year.

Another situation we have to face is when students consider dropping out, and one of the reasons given is that they feel their good opinion of themselves as students has been damaged. Once one of them told us: "I have always been a good student, but here I am expected to study", and then went on: "Only idiots need to study". This episode illustrates a daily problem and hard work is needed to create a relationship with studying – something they know little about – and, frequently, this causes frustration, and quite often the feeling that they are facing an impossible task. Many students come to us with their minds already made up: "I have always been bad at Math (or Physics or Biology or whatever), I'll never learn". Our work is heavily directed towards reconstructing the link with knowledge. We know that this can avoid their dropping out and, above all, can empower them to learn.

Something that happens every year marks the changes through which the students go, and has a great significance for our team: at the beginning of the year, the prospect of lessons every Saturday, from 8.30 a.m. to five in the afternoon, from March to December without vacation, always gives rise to trepidation and reactions of horror. "Every Saturday??!" Every year, in the second semester the group asks us to open Acaia on Sundays, so that they can meet, do simulations and carry on other study activities. Classes on Saturday stop being scary and start to seem insufficient.

After a year at our Acaia Sagarana study center, we have a proportion of students who go straight to a public university – in recent years this has been more than 50%. The ones who do not get in to university can receive a scholarship for the Anglo pre-university examination course to pursue their studies.

The Acaia Sagarana study center project provides for monitoring students while they are at university. During their undergraduate years we give them the support they need, helping them with the challenges they face, providing the things they lack, arranging contacts with specialists in different areas, and helping them get into the job market whenever this is possible.

## **COURSE DEVELOPMENT**

No início do ano é realizada uma avaliação preliminar dos alunos selecionados que permite conhecer o perfil daquela turma e definir o planejamento das aulas adequando-as às especificidades daquela turma. Os conteúdos são definidos em torno do que é estrutural em cada uma das áreas.

Este curso aborda conteúdos de Língua Portuguesa, Redação, Literatura, Matemática, Biologia, Física, Química, História e Geografia. Aos sábados são desenvolvidas atividades extracurriculares, como estudos do meio, visitas a museus, palestras e filmes.

As aulas ocorrem de março a dezembro, das 18h00 às 22h30 de segunda a sexta-feira, e aos sábados, das 8h30 às 17h00. Em Julho é realizado um trabalho de campo mais extenso. Nos últimos anos foi possível realizá-lo na região do Pantanal Mato-grossense-do-sul (2011 a 2013 e 2015 a 2016) ou do Vale do Ribeira (2014). Os alunos passaram entre 8 e 10 dias conhecendo a região, seus moradores, sua cultura, sua biodiversidade e aprendendo um pouco mais sobre a realidade dessas regiões. No Pantanal temos uma condição excepcional: os alunos são sempre recebidos pela equipe do Acaia Pantanal, núcleo do Instituto Acaia, que cuida de toda a logística de estadia, alimentação e apoio ao estudo, agendamento dos locais visitados etc.





## **PARTNERSHIP WITH ANGLO**

The partnership with Anglo started in 2006.

Today, the partnership between Acaia Sagarana CE and Curso Anglo Vestibulares currently offers 20 full scholarship places on the extensive morning session course for students who have completed high school entirely in the state system and have always attended regular public-system schools. Eligible students must be available for full-time education - both morning classes and afternoon study time at the Anglo unit, when specific support is provided, so that they will enjoy an environment that favors learning and use all Anglo's facilities for students.

## **SELECTION FOR THE ACAIA SAGARANA CE COURSE**

Places on the Acaia Sagarana CE course are offered to public schools in the region, with a presentation to the director, the coordinators and the teaching staff, and then to the students. A three-stage selection procedure looks for students who are motivated to study, seeking to recognize some of their basic skills, such as the identification of data, arguments and points of view that are explicit in the text; extract information from charts and simple tables, or make basic math operations involving rational numbers, ratio and proportion, and 1-step equations.

The first eliminatory stage consists of a multiple-choice test on reading and basic Math. Note that the tests are designed to identify, through different subjects, the core skills required from students so that they can be able to learn, follow and take advantage of the course.

The second stage consists of open questions and a written essay with an argumentative text. This test also assesses the students' writing skills. All students who pass the second phase are interviewed by two teachers of Acaia Sagarana CE, who will seek to evaluate the actual commitment of each student with their relevant study project. If necessary, the students may be assessed for a third time. Those performing unevenly with low scores in one particular subject area may take this third test to identify their learning potential in that particular area.

## **Field Camp in the Pantanal**

These field studies are good examples of our methodology, and have become the great axis of the activities developed with students: they represent a privileged situation in which people are able to develop their ability to study, read, write, ask questions, observe, investigate, establish relationships and thus expand their knowledge.

Students are called to think about the aspects of a given space and build up an understanding of this reality by integrating social, environmental, geographic, linguistic, political, economic, historical and cultural knowledge. The final product of these studies is the preparation, in small groups, of a scientific article about the topic studied. This activity clearly enables the development of reading and writing skills, chart analyses and argumentation.

After the preparation of these articles, a meeting is held with the presence of the parents and the community. The students prepare a presentation and strongly work on the skills required to communicate their work. The preparation of this presentation constitutes in an important way of organizing everything they have learned.



We contact some 18 schools and 2,800 students attending the 3rd year of high school. The schools send us a list of the students who sign up for the selection process. Initially, most students show interest in our course. However, when we spell out attendance and punctuality requirements, most give up. Of the approximately 2,800 students contacted in 2016, some 300 enrolled, but only around 150 students showed up for the 1st stage of testing. Of these, 90% went on to the 2nd stage, leaving around 135 students, of whom only 120 actually came for the test. Finally, 90 students were interviewed.

Selection in several stages helps students confirm their interest in the course. We are aware of the major efforts required of those who choose this option: evening classes from Monday to Friday, classes on Saturdays, mandatory attendance, punctuality, homework and extracurricular tasks. Many students are new to the task of studying at home and spending a large part of their day studying. By continuing through each stage of selection, applicants confirm their interest and show an important quality: persistence - which will be required, and is only the first of many demands that classes will make on these students who wish to change the direction of their lives and their reality through study.

#### Group research activity



#### SELECTION FOR ANGLO'S UNIVERSITY ADMISSION PREPARATION COURSE

Scholarships for Anglo's courses are awarded through scholarship examinations held regularly at the end of each school year. Students who have completed their elementary and secondary education in public schools and are now available to study full time are selected on the basis of their ranking.

#### TEACHING STAFF

The teaching staff is crucial to the success of this work. Our experienced and highly qualified professionals share a commitment to learning for all students. It is worth stressing that our students come to us from different walks of life and schooling environments, so this commitment is a demanding and challenging task.

We know we are setting our sights high: in just a year, we want to get our students into a position of being able to compete for places at top universities alongside students from the best private schools. This requires dedicated and committed teachers. An important aspect of our work is that we value every minute of class time. Classes start strictly on time, lesson plans are detailed and make the best use of the time available. During all this time we have never had a missed class or an empty slot in the schedule. Another aspect worth mentioning is the selection of content and a didactic approach for adapting programs to actual learning situations. Often an interconnection with other fields of activity is required and both planning and lessons have to involve two or more teachers. In addition, throughout the year we need to keep a keen eye on the process each student is going through and be quick to make any referrals required.

In addition to knowledge, all the above requires teachers to invest time, dedication, availability and flexibility.

Corresponding to this high level of dedication, we seek to compensate our teachers by paying salaries on the same level as São Paulo's best schools.





**Symposium closing lecture with Prof. Luis Carlos de Menezes.**

### THE REASONS

Acaia Sagarana study center was founded because a significant proportion of young Brazilians have their chances of being admitted to good universities drastically reduced by the shortcomings of a public-school system that has not been up to the challenge of ensuring quality basic education for all.

By excluding public-system students from university, an important means of access to participation in social, political, economic and cultural development is being cut off. Brazil as a nation is the worse for it, not only wasting talent but also seeing 'social debt' spiraling with ever-diminishing means of overcoming it.

If Brazil is to make its development irreversible and play a role in the world, high quality education and vocational training must be at the top of the agenda for both government and civil society.

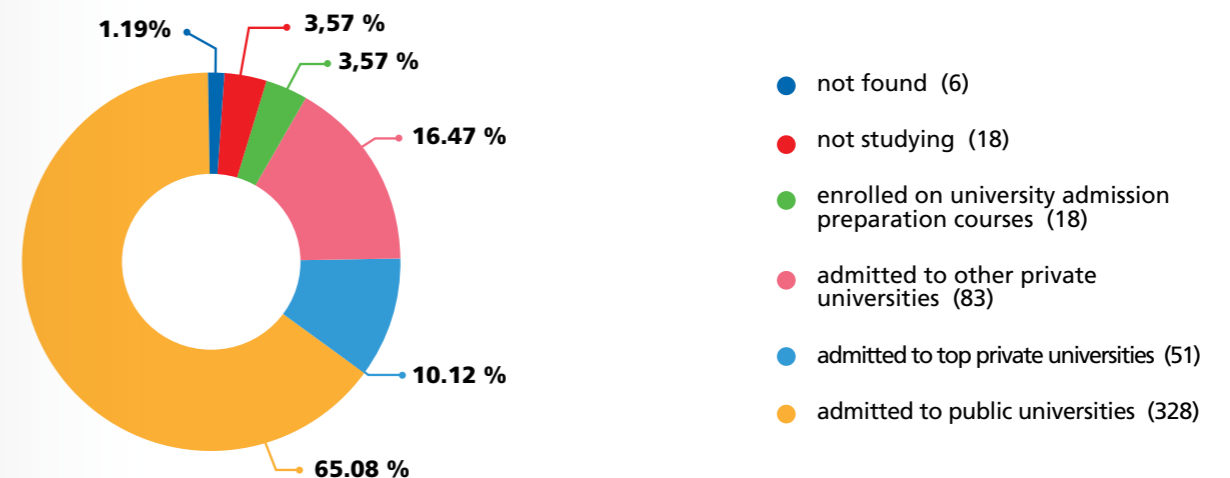
The small number of young people from public-school systems enrolled at good universities in this country impoverishes and limits the educational system as a whole, which is deprived of the social representativeness and benefits of diversity that should be part of it.

The challenge is posed: we must act to broaden the prospects of these young people being involved in Brazil. Given this situation, through the Acaia Sagarana study center, Instituto Acaia works to provide opportunities for young people from the public-school system to continue building toward their dreams and get them actively involved in building this nation. We believe this is a contribution toward lessening Brazil's social inequality and democratizing higher education.

### PART 3: RESULTS

From 2005 to date, 504 students have attended the course at Acaia Sagarana CE and benefitted from the scholarship program we run in partnership with the Anglo Course. Of these, 328 students (65.08%) enrolled at public universities and 51 (10.12%) at good private universities, resulting in a total of 379 students (75.20%) enrolled at good universities.

### 504 STUDENTS TAKEN BETWEEN 2005 TO 2017



We ended 2017 with 34 students, 27 of whom, or 79,41%, obtained places at public universities in Brazil.

Students who did not obtain university places will continue studying for university entrance.

Of the students awarded Anglo scholarships in 2017, 87.5% passed exams for top public or private universities.





1



2

1. **Classroom activities**
2. **Field Work in the Pantanal - Fazenda Santa Tereza**

### THE TEAM

#### Director

Ana Amélia Inoue

#### Pedagogical Coordinators

Daniel Vieira Helene  
Lisângela Kati do Nascimento  
Paulo Roberto da Cunha

#### Teachers

Angela Kim Arahata  
Daniel Vieira Helene  
Danilo Hernandes  
Fabiana de Lacerda Vilaço  
Katia Ferreira Henrique  
Lisângela Kati do Nascimento  
Marcos Roberto de Freitas Bolognesi  
Paulo Roberto da Cunha  
Priscila Vallinoto

#### Monitors

Alice de Souza Araújo  
Camila de Macedo Deodato Barbosa  
Thiago Martins de Carvalho

#### Administrative and Educational Assistant

Tassiana da Silva Souza

#### COLLABORATORS

Cláudia Morelli Gadotti  
Eduardo Giannetti da Fonseca  
Fernando Reinach  
Luiz Carlos de Menezes  
Renato Janine Ribeiro  
Roberta Murasaki Cardoso  
Silvia Bassi

### BENEFACTORS

Eduardo Mazzilli de Vassimon  
Candido Botelho Bracher

### PARTNER INSTITUTIONS

Mid-West Brazil Education Department - SEE-SP  
Alexandre von Humboldt state school  
Deputado Augusto do Amaral state school  
Emiliano Augusto Cavalcanti de Albuquerque e Melo "Di Cavalcanti" state school  
Fernão Dias Paes state school  
Godofredo Furtado state school  
Ministro Costa Manso state school  
Odair Martiniano da Silva Mandela state school  
Prof. Almeida Junior state school  
Prof. Andronico de Mello state school  
Prof. Antonio Alves Cruz state school  
Prof. Archticlino Santos state school  
Prof. Emygdio de Barros state school  
Prof. José Monteiro Boanova state school  
Prof. Manuel Ciridião Buarque state school  
Romeu de Moraes state school  
Sólon Borges dos Reis state school  
Virgília Rodrigues Alves de Carvalho Pinto state school  
Anglo Vestibulares

### THANKS

Cristiano Di Giorgi  
Eliane Maria Vani Ortega  
Nilma Lino Gomes



## Acaia Pantanal

### WHAT WE DO

Acaia Pantanal is a branch of the Instituto Acaia, working with the riverside population in the Pantanal, in the municipality of Corumbá, Mato Grosso do Sul, through social and educational initiatives combined with preservation of the biome.

In October 2017 Acaia Pantanal celebrated its tenth anniversary. A significant achievement, since many challenges had to be faced in setting up a school working in shifts in a distant, isolated place, with a wide range of activities for children, teenagers and adults living alongside the Paraguay River, in the region known as Paraguai-Mirim.

The work we have done in 2017, to which this report refers, reflects the systematic application of the good practices we have developed over these 10 years. A quick glance at our timeline shows the changes we have had to make in order to meet the needs of these people and uncover their potential.

As will be seen at the end of this chapter, the success of this initiative was only possible thanks to the partnerships formed with various local players – in particular the Municipal Council of Corumbá – who offered us assistance and support in this major experiment.

During 2017 Acaia Pantanal has been active in the daily lives of these families, combining education with social protection as a means of ensuring comprehensive development for riverside residents and contributing to the region's social and environmental development.

### Attendees

- 81** children and teenagers
- 58** families
- 4** rural schools near the river
- 90** presearchers and students

### Activities undertaken in 2017

- Jatobazinho School
- Jatobazinho workshops
- Educators training
- Bodoquena students
- Community Relations
- Supplementary activities

### Start of Activities

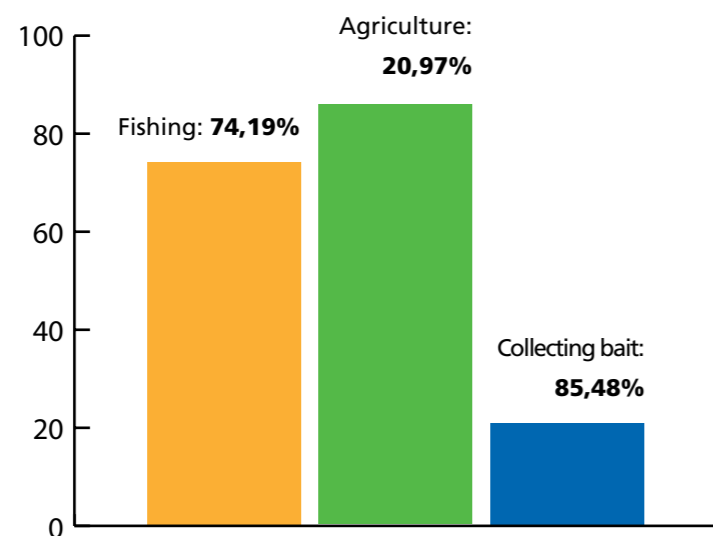
January 2008

**View from the air  
and general view of  
Jatobazinho School**

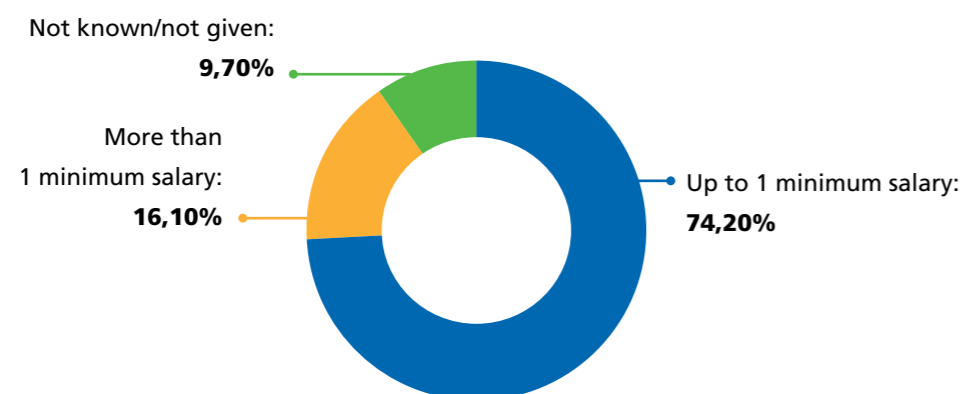




### Main activities of the inhabitants (with overlapping activities)



### Household's monthly income



Source: FRANCO, Jose Luiz de Andrade, DRUMMOND, Jose Augusto et al. Biodiversidade e ocupação humana no Pantanal mato-grossense – Conflitos e oportunidades.

### CONTEXT

Acaia Pantanal operates in a region of difficult access, where the locals are isolated and basic infrastructure facilities such as electricity, and essential health, education and social assistance services are unavailable. The people live in isolated houses that are distant from each other, with travel depending on individual boats and therefore increased costs for the families due to fuel expenses, and a subsistence economy based on small scale fishing and bait collection, together with tourism fishing.

Although few improvements have been introduced into the regional infrastructure since Acaia Pantanal started operating ten years ago, important changes took place in this period, modifying the way this population connects and responds to the world around them: access to mobile telephony, slight changes in tourism profile, from predatory fishing to ecological tourism, creation of non-predatory income generation initiatives, and a portion of teenagers who live on river banks are now continuing their studies and completing senior high school.

### ACTION STRATEGY

Acaia Pantanal undertakes social and educational activities basically focused on children and teenagers who live on river banks, as well as the adults in the surrounding community.

Social and educational actions are developed around a central axis, the Jatobazinho School. The school is a multiplier of activities, meeting, with synergy, the different needs of the local population. The activities are developed at the Jatobazinho Farm, which is situated 90 kilometers north of the city of Corumbá (State of Mato Grosso do Sul) on the banks of the Paraguay River, where access is only possible by boat or small plane.

Acaia Pantanal's activities require complementary efforts.





### JATOBAZINHO SCHOOL AND WORKSHOPS

Mission: **“To provide an environment in which new and different ways of thinking and learning about the world can be developed, based on reality, so as to broaden individual and collective perspectives.”**

The Jatobazinho School was set up to support the efforts of the Corumbá Municipal Education Department in the region. Known officially as “Escola Municipal Rural Polo Paraguai Mirim Extensão Jatobazinho,” the school is the result of a public-private partnership, where the students of the public municipal network find first-class conditions in which to develop their socio-emotional skills and to study the curriculum.

Acaia Pantanal provides the students of the public network living beside the river, free of charge, a complete teaching structure, while the Education Department provides the teachers, river transport on a school boat, food for meals and fuel for generators. The partnership allows Acaia Pantanal a great deal of autonomy in the educational management of the school.

Jatobazinho School offers first cycle elementary education, with classes from 1st to 5th year, in line with the basic curriculum set by the municipality of Corumbá and with total freedom to select teaching methods and practices, both for curricular and extra-curricular activities. In teaching the curriculum we have the support of the educational advisory and didactic resources provided by the Bradesco Foundation and the Silvia Juhas firm of consultants. Extra-curricular activities are organized in the form of workshops, on the basis of projects, with the help of a number of specialist consultants.



The production of knowledge in different contexts





**Sporting event with other schools from the riverside region**



**Combined event for discussion of the future with former pupils of Jatobazinho School**



**Literary Meeting of the Riverside Schools in honor of Jorge Amado**



Jatobazinho School and Jatobazinho workshops form a single, articulated unit working on a shift basis, combining two-monthly periods of boarding in the school with leave periods of two weeks for students to stay with their families. The boarding system allows children from the area to go to school, since the great distances and difficult access to their homes make it impractical for them to travel to school and back each day. In all, 56 children from 6 to 12 years old attended the school in 2017.

The subjects in the 2017 curriculum were Portuguese Language, Mathematics, History, Geography, Science, Physical Education, English and extra classes. The content of the subjects, thanks to the constant efforts of the teachers, is always adapted to the abilities of the students.

The Jatobazinho Workshops concentrate on the skills and abilities required in daily life and for the exercise of citizenship, expanding knowledge, cultural repertoire, socio-emotional development and reflections on values. In 2017 the following workshops were held: Sports Initiation, Art, Games of Logic, Agriculture, My Story, Civic Education and Recreation.

During the year, in a combination of academic learning and the social and cultural universe, we held events and meetings with organizations and professionals well known in their fields. Activities were arranged and lectures given in 2017 by: Giant Armadillo Project - Brazil, with a team from the Forest Animals Conservation Institute (ICAS); Instituto Homem Pantaneiro; Instituto Arara Azul; IBGE; POTA/ Skupnost Katoliske Mladine (Slovenia); the School of Biology of UFMS/Campo Grande Campus; and writers, artists and indigenous people participating in the Pantanal Artistic Residence Project.

Jatobazinho School was assessed by external agents on three occasions: Educational Action, undertaken by the Municipal Education Department, as a diagnosis of how the students were commencing the academic year; "Provinha Brasil," a countrywide assessment of fifth year students to assess the performance of primary education students; and the Multiprofessional Center for the Support of Infanto- Juvenile Development (CMADIJ), of the Corumbá Municipal Education Network, for a psychological assessment of students with learning disabilities.

The routine of the Jatobazinho School and Workshops is quite intense during the week. The students sleep in the school and they also have a broad educational and leisure schedule. The Reading Room and the Toy library, the soccer field, the swimming pool and the hose entertain the students during leisure time. The films shown on Friday evenings are a highlight. On Saturdays after lunch, the students go home thanks to the school boat provided by the Education Department of Corumbá, and on Mondays they return to school on the same boat.

Due to the long time spent by students and the staff at school, special attention is given to the areas reserved for activities and accommodation





**Development of reading and writing: supervised reading, shared reading, independent reading and production of texts.**

In the last 9 years, Acaia Pantanal has invested substantial amounts in refurbishment and new buildings to create a functional, pleasant and salubrious environment. In 2017 the Works Program was completed, consisting of refurbishment of the school administrative office, new accommodation for coordinators and an arts mural for painting and playing in the sand. Today the Jatobazinho School has large areas of different kinds, including five classrooms, multimedia room, informatics laboratory, multiuse shed, art studio and educational kitchen, reading room and toy library, lodging for pupils and staff, a mini gym, house for visitors, school secretary's office, teachers' room, art mural, swimming pool, soccer field, kiosks, meal room, kitchen, laundry, cold store and an extensive green area.

Operating in a distant region, with no access to public services such as electricity, water and sewage treatment, transport or telephones means that Acaia Pantanal has to have a complex logistics structure for its everyday operations. The Jatobazinho farm has a set of generators to supply energy to the cold storage system and night lighting, and solar panels to keep the internet and computers running 24 hours a day. A private radio system shared with other organizations active in the region provides Internet access. Telephone communications depend on variable cell phone transmissions that are not always to be relied on. We have our own water treatment system to guarantee the quality of the water we drink. For transport, Acaia Pantanal has four boats that take turns to carry staff, students, food and consumables. In addition to the physical structure, we must recognize the fundamental actions of the operational team that works in the kitchen, laundry, and provide cleaning and field services, among other areas of logistic support and maintenance. In 2017, the operational team attended educational programs offered by SENAC [National Commerce Service], the Health Department of Corumbá, the Theater Experiments and Tricks Group (GETT) and the Maria Mole Theater Company with a focus on team integration, cleaning activities, organization of spaces, food safety, healthcare and occupational safety.





**WAKE-UP CALL**  
**6 to 7 a.m.**

In the boys' and girls' dormitories, two monitors supervise the students as they get up, bathe, brush their teeth and get dressed;

**BREAKFAST**  
**7 to 8 a.m.**

The students have breakfast, supervised by the monitors



**REST**  
**9 p.m. to 6 a.m.**  
Rest period supervised by the monitors

**RECREATIONAL ACTIVITIES**  
**8 p.m. to 9 p.m.**  
With cinema, reading books and board games

**DINNER**  
**7 to 8 p.m.**  
With a varied and balanced menu

**PERSONAL CARE**  
**6 to 7 p.m.**  
The monitors give students guidance on personal care, such as bathing, cutting their nails and hair and brushing their teeth



**CLASSES**  
**8 a.m. to 12 noon**  
The following subjects are taught in classrooms: Portuguese Language, Mathematics, Science, History, Geography, English, Physical Education and extra tuition

**LUNCH**  
**12 noon to 1 p.m.**  
With a varied and balanced menu

**WORKSHOPS**  
**1 to 5 p.m.**  
Jatobazinho Workshops are held in classrooms and in the field;

**RECREATION**  
**5 to 6 p.m.**  
Field games, swimming and walks





### **Study of the environment as a strategy for reflecting on the possibilities for using and conserving the Pantanal**

In addition to the regular activities, the school organizes an external annual event of great importance for the students, known as the “Estudo do Meio” [Field Study]. In 2017, the students had the opportunity to learn about the reality of a small farm in the Pantanal, with plantations, animal husbandry and the production of foodstuffs such as farofa and a variety of sweets. The opportunity to learn about the routine of a farm and talk to the farmer about the history of the region and his work offers the young riverside people a memorable experience.

There are other annual events at Jatobazinho School, keenly awaited by students and teachers, which include students from other schools. The Meeting of Alumni is a party day when alumni visit the school to tell about the paths they have followed and the changes in their lives; the 2017 meeting was attended by 30 alumni. The Literary Meeting of the Water Schools in 2017 was attended by 4 schools of the riverside region, with a total of 80 students, who discussed the works of Jorge Amado, which had been the subject of study during the year.

Fifty-six students attended the Jatobazinho School and Workshops in 2017. Throughout the year, there were transfers of 3 students who left the region and admission of 7 new students. Fifty-three students completed the school year. Five students failed, three of them admitted in 2017, not giving us sufficient time to fill their educational gaps, and two with learning difficulties.

Out of eleven students who completed the 5th year and graduated in 2017, only 4 sat and obtained a pass in the selection process for the 6th year of elementary school at the Bodoquena School, which is supported by the Bradesco Foundation. The remaining students, because of a mismatch between their ages and the academic year, or due to a parental decision, will continue to study in the city of Corumbá, in rural settlements, or stay in the riverside region and attend a municipal school.

### **Continuing education of operations staff and teachers**

#### **TEACHER TRAINING**

Since its establishment, Acaia Pantanal has dedicated a great deal of effort to training educators for teaching practice and facilitating social and educational workshops.

Teacher Training is an activity characterized by a free course specially designed for the reality of Jatobazinho School. In 2017 five weeks of training were held divided into five meetings attended in person. Two weeks of training were held in São Paulo, which allowed a differentiated cultural schedule, and there was a visit to Castanheiras School to swap experiences. The other three weeks of training were held in the municipality of Corumbá All curricular subjects include emphasis on Portuguese and Mathematics. The themes of the social and educational workshops included training courses in the fields of yoga and meditation, storytelling, shared reading, creative writing, bodily perception and expression, physical exercise, personal identity and emotions, chess, and writing scientific articles.

In addition to the meetings attended, training was given by Skype and email for all the teachers, in planning curricular subjects and debates, presentations of techniques from Doug Lemov’s book “Teach Like a Champion”, and reflections on students’ emotions in the My Story workshop.





**Residents and trainees in the school's daily life – in the photos, Antonia, Sofia and Júlio**

Acaia Pantanal shares its proposal for teacher training with students and professionals in specific projects such as Practical Traineeships for university students and Teaching Residence for professionals with a range of different skills. In 2017 we welcomed 7 trainee teachers: 1 art student from UFPR, 1 nutrition student from Unicamp, 1 musicology student from the Franz Liszt Weimar University of Music (Germany) and 4 students from the school of education of the Instituto Singularidades. Five residents took part in the Teaching Residence program: 1 physical education teacher, 1 environmental manager, 1 psychologist and 2 educationalists.

In 2017 every teacher at Acaia Pantanal was given 360 hours of training, 224 hours in teacher training (130 hours of distance learning and 94 hours in the classroom); a service training course dedicated to specific projects such as Cultural Educator, Pedagogic Studies, Educational Conferences, Scientific Papers and Contest for 136 hours; as well as online pedagogic supervision to support weekly planning and activities that are subject to assessment.

**Socio-educational support for alumni of Jatobazinho School for continuing their studies at the Bradesco Foundation's Bodoquena School**

### **BODOQUENA STUDENTS**

Acaia Pantanal encourages students to continue their studies after completing the 5th year of primary education at Jatobazinho School. Since 2010 we have been in partnership with the Bradesco Foundation's Bodoquena School. Bodoquena School is in the municipality of Miranda-MS, about four hours from the center of Corumbá. For students from the riverside this is a major logistical challenge, since they face the uncertain availability and the cost of river transport as well as having a long day away from home. In 2017, Acaia Pantanal provided social and logistic support for 25 students from the Bradesco Foundation's Bodoquena School.

There is a lot of competition to get into this school, as students have to be less than 11 years old and show good school performance, as well as sitting a test and attending an interview. Every year Acaia Pantanal is delighted with the good results of the students from Jatobazinho School who take part in the process.

Two students completed high school in 2017. One of them decided to stay on at Bodoquena School for a year of technical training in agriculture. The other chose to dedicate herself to preparation to enter university.





Initiatives by teachers include social welfare, mediation between families and the school; social and educational activities in the areas of education, healthcare, social assistance and citizenship; encouragement of individual and community initiatives; promotion of family autonomy; and strengthening of family ties. Visits to riverside families in the year 2016 included talking circles, lectures, video discussions and distribution of guidance material.

In 2013 [sic], Acaia Pantanal met the demands of riverside women for teaching to enable them to earn an income by introducing training focused on artistic education, in particular the culture of the Pantanal. Artistic education teaches manual techniques that can be used in parallel with the people's activities of bait collection and fishing. Seventeen socio-educational workshops were held during 2017: 7 for dressmaking, 2 for cooking, 2 for embroidery, 1 for design, 1 for weaving, 1 for crochet, 1 on entrepreneurship, with the support of SEBRAE, and 1 in honor of Women's Day, with hairdressing and manicure lessons. Thirty-four women took part in these workshops during 2017.

*" My husband won't take me collecting bait any more, he says I can earn more staying at home and doing embroidery, dressmaking and crochet."*  
(Daniele)

*" There was a time when our men folk tried to stop us going to the meetings, but now they think it's a good thing! They even tell us to go, because now we don't spend our time asking them for money."*  
(Claudineia)

*" I don't collect bait any more, because I can't earn as much as I do with embroidery and needlework."*  
(Janaina)

## COMMUNITY RELATIONS

The Community Relations activity developed important work fronts with 58 riverside families, in 2017, through monitoring, guidance and social and educational actions. The actions were developed by a team comprised of a social educator and an arts educator.

Such activity requires significant planning and investment, as long distances must be crossed in order to get in touch with the riverside population.



**Regional players committed to the health and education of the riverside people**

**SUPPLEMENTARY ACTIVITIES**

Acaia Pantanal's role as an important reference for logistics in the region drives alliances and partnerships with public agencies, civil society organizations and local enterprises, offering support for the Brazilian Navy, Federal Police, Federal University of Mato Grosso do Sul and many other institutions.

Acaia Pantanal once more supported the 6th edition of the "Soul of the Pantanal" Expedition, an initiative of the Doctors of the Pantanal which covered nearly 1800 kilometers, between Corumbá-MS and Cuiabá-MT, providing medical and dental care and drugs to the population that resides in distant and isolated locations of the Pantanal. This project is developed in partnership with the Brazilian Navy, through the 6th Navy District, and Acaia Pantanal, among others.

Through Acaia's partnership arrangement with the Brazilian Navy, the Tenente Maximiliano hospital ship made three visits in 2017 to provide medical and dental services. The Municipal Health Department also visited the school to vaccinate students and staff against H1N1 influenza and to update their vaccination cards.

In the educational area, Acaia Pantanal provided support for the Field Study of the Instituto Acaia's Acaia Sagarana Study Center. A group comprised of 40 students and teachers, with the logistic support provided by Acaia Pantanal spent ten days visiting a number of public and private organizations in Corumbá, and talked to people of the region.

Acaia Pantanal also sponsored the third edition of the project named "Artistic Residence in the Pantanal", which was held in partnership with Fazenda Santa Tereza. In this edition, we gathered two writers, an artist, a photographer and two Indians from the Kadiweu village in a creative immersion process. On their visit to Jatobazinho School they held workshops on body painting with indigenous markings.

Acaia Pantanal is a member of the Serra do Amolar Protection and Conservation Network (RPCSA), which represents an umbrella for joint efforts by private institutions working together with governmental and civil society organizations to conserve the Serra do Amolar region. The other members are: the Mato Grosso Pantanal National Park, Fundação Ecotrópica, Instituto Homem Pantaneiro, RPPN Engenheiro Eliezer Batista and Fazenda Santa Tereza. Instituto Homem Pantaneiro coordinates this activity and Acaia Pantanal takes an active part, providing resources and logistics.





## AWARDS

2017: First place in Professor Researcher Prize awarded by the Municipal Council of Corumbá (MS) – Prof. Natália Janaina Coelho Gomes, on the subject of Environment and Citizenship

2017: Named Friend of the Library and Reading by the Professional Association of Librarians of Mato Grosso do Sul, in recognition of the work done to encourage reading and build citizenship by Jatobazinho School

2011: WIZO – Women’s International Zionist Organization – International Women’s Day - Teresa Bracher

2011: Legislative Merit Commendation by the State House of Representatives of Mato Grosso do Sul - Teresa Bracher

## PUBLICATIONS SUPPORTED

Collection “Naquela Terra, Daquela Vez” - Editora Quêlônio – Publication in 2017 of work done during the Artistic Residence Project of 2016. Authors: Tania Ralston, Lucila Mantovani, Eduardo Guimarães and Haroldo Saboia

“Environmental Education in the Pantanal” Calendar – Produced in partnership with the Environmental Military Police and Instituto das Águas da Serra de Bodoquena

## SCIENTIFIC ARTICLES

Eighth Regional University Extension Seminar for the Midwest Region (scientific article)

July/August 2017 “The social education project and games with children and teenagers (PROESCA): physical education in the context of a riverside school in the Pantanal and university toy library”

Twentieth Brazilian Congress of Sports Sciences and Seventh International Congress of Sports Sciences September 2017 “Physical education in the context of a riverside school in the Pantanal, Mato Grosso do Sul: Jatobazinho School”

THIRD INTERNATIONAL CONGRESS OF SOCIAL EDUCATION RESEARCHERS AND PROFESSIONALS (III EDUSO), Social Education and Social Teaching of Paraná, Second International Meeting of Social Pedagogy/ Social Education, Fifteenth Child Citizen Week

October 2017 “Reflections on leisure practices and free time at Jatobazinho School MS: social education practice in the Pantanal”

Tenth ENEX – University Extension Meeting of UFMS November 2017 “Social education project and games with children and teenagers (PROESCA): physical education and university toy library”

TCC - Antonia Kolble - University of Music Franz Liszt, Weimar & Friedrich Schiller University, Jena - Weimar, Germany “Die Viola-de-Cocho und ihre kulturellen Kontexte”

TCC - Sara Danielly Vilas de Amarilio – School of Pedagogy of UFMS “Education in the field: the view of teachers at a water school in the Pantanal, Corumbá-MS”

## TELEVISION MEDIA

### TV Record

July 2017: “JR Series: Children board at school during the flood season in the Pantanal”

### TV Globo

September 2017: “Globo Repórter - Pantanal”

### TV Globo - Bom dia MT (“Good Morning Mato Grosso”)

December 2017: “Businessmen’s initiative helps protect the Pantanal”

## PRINTED AND DIGITAL MEDIA

The work done by Acaia Pantanal has aroused the interest of the press and digital media, and was the subject of 23 articles in 20 vehicles of communication during 2017.

### Bonito Informa

July 2017: “Materials will be reused and will serve as raw material in the Ecobags workshop at the 18th FIB”

## Campo Grande News

August 2017: “Reusable material to be used at the Ecobags Workshop in Bonito”

November 2017: “If the Amazon represents the lungs of the planet, the Pantanal is its heart”

## Capital do Pantanal

November 2017: “The Pantanal in MS is portrayed as the heart of the planet in a Pay TV series”

## Capital News

September 2017: “Exhibition of books inspired by life in the Pantanal”

## Correio de Corumbá

June 2017: “With the delivery of food from the PAA, Municipality reinforces family farming”

October 2017: “Environmental education for 200 students at riverside and indigenous schools on the banks of the Paraguay River”

## Diário Corumbaense

December 2017: “Municipal teaching network announces winners of the Professor Researcher Prize”

## Diário Digital

September 2017: “Books based on life in the Pantanal are the focus of Literary Breakfast”



### **Folha MS**

November 2017: "PAA: Regional entities receive 299 kilos of food from the Municipal Council"

### **Fundación Mapfre**

July 2017: "Educación y apoyo social a través de la Escuela Jatobazinho "

August 2017: "Empieza el curso para los alumnos de primer ano em la escuela Jatobazinho "

### **G1 Notícias – TV Globo**

September 2017: "Globo Repórter takes a trip through the Pantanal"

### **Girassolidário**

March 2017: "Gemeinnutziger verein fur reine menschenwürdige zukunft fur kinder und jugendliche in brasilien"

### **Instituto das Águas da Serra da Bodoquena (IASB)**

October 2017: "PMA and partners provide Environmental Education for 200 students in riverside and indigenous schools for 300 km along the banks of the Paraguay River"

### **Dia a Dia Newspaper**

October 2017: "PMA and partners provide Environmental Education for 200 students in riverside and indigenous schools for 300 km along the banks of the Paraguay River"

### **Pantanal News**

October 2017 - "PMA and partners provide Environmental Education for students at riverside and indigenous schools"

### **Educational Portal**

November 2017: "IASB and PMA initiative: riverside schools produce educational calendar about the Pantanal"

### **Sentido Online Magazine**

July 2017: "When education breaks down barriers"

### **Mato Grosso do Sul State Government website**

October 2017: "PMA and partners provide Environmental Education for 200 students in riverside and indigenous schools for 300 km along the banks of the Paraguay River"

### **Lugares.eco website**

July 2017: "Sylvestre Campe films the Pantanal for program on the Off channel"

### **Municipal Council of Corumbá website**

December 2017: "City council announces winners of the Professor Researcher Prize"

### **VM Filmes**

May 2017: "Doctors of the Pantanal expedition"

## **THE TEAM**

### **Directors**

Maria Cecília Lacerda de Camargo  
Teresa Cristina Ralston Bracher  
Sylvia Helena Bourroul

### **Pedagogical Coordinator**

Dilson Vilalva Esquer

### **Operations Coordinator**

Fernanda Sá Vieira

### **Administrative**

Chloé Silvestre de Lima  
Felipe Tavares  
Nildete Dias da Silva

### **Educators**

Dayane Laura Estigarribia  
Fabiana Catarino França  
Francisca Renata Oliveira  
Lauriene Mendes Moraes  
Natália Janaina Coelho Gomes  
Tatiane Zabala Gomes  
Verônica Murillo

### **Monitors**

Diego de Almeida Costa  
Gleyce Mary Cassupa Pinheiro  
Wanderley Catarino da Silva



## **Operations**

André Wagner Amorim Brandão  
Everaldo Amorim de Araujo  
Flávia da Luz Sanchez  
Gilson Arnaldo Filho  
Joaquim Alfredo de Souza Neiva  
Lucas Moreira Sorrilha  
Luzia da Penha Santos  
Meirian Franco Lopes  
Pedro Paulo Picolomini  
Rosilene Auxiliadora Garcia  
Wandir Oliveira da Silva

## **ADVISORY**

### **Social Worker**

Rosilene da Silva Cruz

### **Communication**

Batuq  
Raphaela Martins Fakri

### **Legal**

Dr. Theotônio Monteiro de Barros

### **Pedagogical**

Bradesco Foundation – Educa+Ação Program  
Silvia Juhas

### **Psychology**

Ana Cecília Demarchi

### **Physical Education**

Prof Dr Cléia Renata Teixeira de Souza

### **My Story Workshop**

Fabiana Lambert

### **Scientific Article Writing Workshop**

Prof Dr Cláudia Araujo de Lima



## TEACHING RESIDENCE

Edna Bras de Souza  
Marcela Sodré  
Raquel Meirelles  
Sofia Coelho  
Thais Reis

## TRAINEE TEACHERS

Aline Aquino Schilipake  
Celina Nascimento  
Clara Machado Campolim  
Jacqueline de Lima Carvalho  
Julio Cesar Beltrão  
Natália Peres Rios

## ARTISTIC RESIDENCE

Lucila Mantovani  
Monica Nador  
Sandra Silva  
Simone Fontana Reis  
Tania Ralston  
Thiago Oliveira

## PARTNERS

### Corporate Benefactor

Fundação Mapfre  
Trilha Investimentos  
SPM Participações S/A

### Individual Benefactors

Ana Cecília A. Oliveira  
Eduardo Bracher  
Everson dos Santos Lopes  
Heinz Jorg Gruber  
Julio Silvestre  
Maria Cecília e Henrique Lacerda de Camargo

Mário Pitta  
Marco Tullio  
Mário Haberfeld  
Maurício Ferreira  
Sílvia e Ari Weinfeld  
Sonia (in memoriam) and Fernão Bracher  
Teresa Cristina and Candido Bracher

## Adopt a Student

Liane and Roberto Bielawski  
Renata Macchione and Lucas Bielawski  
Renata and Luiz Ronchel Soares

## Corporate Collaborators

Ativa Náutica  
Fazenda Jatobazinho  
Fazenda Santa Tereza  
Hotel Nacional – Corumbá – MS  
Posto Paulista de Pneus Ltda  
Prefeitura Municipal de Corumbá

## Individual Collaborators

Agnaldo Orlando Bertini  
Alessandro Menezes  
Aline Barbosa Petelin  
Andrea e Pedro Lacerda de Camargo  
Cassia Parmeggiani  
Cleia Renata Teixeira de Souza  
Elisabete Baptista  
Gabriel Lacerda de Camargo  
Jean Fernandes  
José Faner Rodrigues Machado  
Maria Cristina Damianovic  
Marizete Gonçalves Ferreira  
Olga Torres  
Paula e Guilherme Lacerda de Camargo  
Paulo César Ferreira de Oliveira  
Regina Amauri Varga  
Roberto Jank Jr.  
Ruivaldo Nery de Andrade

## Strategic Partners

Caçadores de Bons Exemplos  
CMAS - Municipal Social Assistance Council  
EMBRAPA  
Castanheiras School  
Wilma Kövesi Cookery School  
Esfera – International School  
Brazilian Army - 17th Border Battalion  
Fundação Ecotrópica  
Corumbá Tourism Foundation  
Fundação de Meio Ambiente de Corumbá  
Mato Grosso do Sul State Government  
Instituto da Águas da Serra de Bodoquena  
Instituto Arara Azul  
Instituto Chico Mendes da Biodiversidade  
Instituto Homem Pantaneiro  
Instituto Novo Olhar  
Instituto Singularidades  
Instituto SOS Pantanal  
Laboratório de Arqueologia do Pantanal da UFMS  
Brazilian Navy: 6th Naval District - Pantanal River Authority  
Moinho Cultural Sul Americano  
Muhpan  
Panthera Brasil  
Parque Nacional do Pantanal Mato-Grossense  
Environmental Police MS: 2nd Company / 15th Battalion  
Militarized Police: 6th Battalion  
Serra do Amolar Protection and Conservation Network  
Pró-UC Network  
Roda de Passarinho – Reserva Rio das Furnas  
Secretaria de Educação de Corumbá  
Secretaria de Assistência Social e Cidadania de Corumbá  
Secretaria de Saúde de Corumbá  
Secretaria Especial de Agricultura Familiar de Corumbá

SEBRAE  
SENAC  
SESC Corumbá  
UFMS, Campus Campo Grande – Faculdade de Biologia  
UFMS, Campus Pantanal – Faculdade de Educação Física  
UFMS, Campus Pantanal – Faculdade de Geografia  
UNICAMP - Universidade Estadual de Campinas  
Universidade Federal do Paraná

## Acknowledgements

Coronel Ângelo Rabelo  
Fernão Ralston Bracher  
Martin Ralston Bracher  
Miguel Serediuk Milano  
Rene Fernandes  
Therezinha Ribeiro Ralston

## SPECIAL ACKNOWLEDGEMENT

The Municipality of Corumbá and the Government of the State of Mato Grosso do Sul, whose contributions are crucial for Acaia Pantanal's activities.







instituto  
acaia

Accounting Statements as at December  
31, 2017 and report of the independent  
auditors<sup>1</sup>

---

<sup>1</sup> The Explanatory Notes are available on the Instituto Acaia website: [www.acaia.org.br](http://www.acaia.org.br)



To the Managers  
Instituto Acaia

### **Opinion**

We have examined the accounting statements of Instituto Acaia (the "Institute"), comprising the balance sheet as at December 31, 2017, and the corresponding statements of income, of changes in equity capital and cash flows for the year then ended, together with the explanatory notes, including a summary of significant accounting policies.

In our opinion, the above-mentioned financial statements fairly represent, in all material aspects, the equity and financial position of Instituto Acaia as of December 31, 2017, its operating performance and its cash flow for the year ended on that date, in accordance with the accounting practices generally accepted in Brazil and applicable to small and medium companies, Technical Pronouncement CPC PME - "Accounting for Small and Medium Companies" and with ITG 2002 - "Not-for-Profit Entities".

### **Basis for our opinion**

Our audit was carried out in accordance with Brazilian and international audit standards. Our responsibilities, according to these standards, are described in the following section, headed "Responsibilities of the auditor for the accounting statements". We are independent of the Institute, as required by the ethical principles contained in the Accountant's Code of Professional Ethics and the professional standards issued by the Federal Accounting Council, and we comply with the other ethical responsibilities described in these standards. We believe that the audit evidence obtained is sufficient and appropriate as a basis for our opinion.

### **Responsibility of management and governance for the accounting statements**

The management of the Institute is responsible for the preparation and fair presentation of the accounting statements according to the accounting practices generally accepted in Brazil for small and medium companies - Technical Pronouncement CPC PME - "Accounting for Small and Medium Companies" and ITG 2002 - "Not-for-Profit Entities", and for the internal controls which it has determined as necessary to permit the preparation of the accounting statements free from material misstatement, whether caused by fraud or by error.

In preparing the accounting statements, management is responsible for assessing the Institute's capacity to continue as a going concern, and for disclosing, when appropriate, matters related to its business continuity and the use of this accounting base to prepared the accounting statements, unless management intends to liquidate the Institute or cease operations, or has no realistic way of avoiding closure.

The people responsible for the governance of the Institute are those who supervise the process of preparing the accounting statements.



## Responsibilities of the auditor for the accounting statements

Our objectives are to obtain reasonable assurance that the accounting statements, taken as a whole, are free of material misstatement, whether caused by fraud or by error, and to issue an audit report containing our opinion. Reasonable assurance is a high level of assurance, but it does not guarantee that an audit undertaken in accordance with Brazilian and international auditing standards will always detect any existing material misstatements. The misstatements may be due to fraud or to error, and are considered material when, individually or jointly, they may reasonably be expected to influence business decisions taken by users on the basis of the accounting statements in question.

In an audit carried out in accordance with Brazilian and international auditing standards, we exercise professional judgment and maintain our professional reservations throughout the process. Moreover:

- We identify and assess the risks of material misstatement in the accounting statements, whether caused by fraud or by error; plan and execute audit procedures in response to such risks; and obtain appropriate and sufficient audit evidence on which to base our opinion. The risk of failure to detect material misstatement resulting from fraud is greater than for that resulting from error, since fraud can involve the evasion of internal controls, collusion, forgery, omission or intentionally false declarations.
- We obtain an understanding of the internal controls that are material for the audit, so that we can plan audit procedures that are appropriate under the circumstances, but not so as to be able to express an opinion on the efficacy of the Institute's internal controls.
- We assess the adequacy of the accounting policies used and the reasonableness of the accounting estimates and corresponding disclosures made by management;

- We reach a conclusion on management's correct use of the accounting base as a going concern and, on the basis of the audit evidence obtained, as to whether there is material uncertainty in respect of events or circumstances that might raise significant doubt as to the Institute's capacity to continue operating. If we conclude that such material uncertainty exists, we are bound to call attention in our audit report to the corresponding disclosures in the accounting statements, or include a modification if, in our opinion, the disclosures are inadequate. Our conclusions are based on the audit evidence obtained up to the date of our report. Future events or circumstances may, however, result in the Institute's being unable to continue as a going concern.

- We assess the overall presentation, the structure and the content of the accounting statements, including the disclosures, and consider whether the accounting statements represent the corresponding transactions and events in such a way as to fulfill the objective of fair presentation.

We talk to the people responsible for governance about various aspects, including the planned scope and the timing of the audit, and about its significant findings, including any material failings in internal controls which we identify during the engagement.

São Paulo, April 10, 2018.

**PricewaterhouseCoopers**  
**Audidores Independentes**  
**CRC 2SP000160/O-5**

**Tatiana Fernandes Kagohara Gueorguiev**  
**Accountant CRC 1SP245281/O-6**



**Balance sheet as of December 31  
In Reais**

	<u>2017</u>	<u>2016</u>
<b>Assets</b>		
Current Assets		
Cash (Note 3)	1.484	1.470
Bank – checking account (Note 3)	560.858	1.185
Financial investment (Note 4)	1.583.613	492.778
Securities (Note 5)	259.776.203	10.538.217
Amounts receivable	16.093	17.396
Advance to suppliers	53.412	5.374
Advance on vacation pay	126.307	126.639
Other receivables	94.339	739.152
Other credits	23.621	29.637
Inventory of goods	22.996	16.874
	<u>262.258.926</u>	<u>11.968.722</u>
Non-current Assets		
Property and equipment (Note 6)	17.519.416	3.738.832
Total assets	<u><u>279.778.342</u></u>	<u><u>15.707.554</u></u>

	<u>2017</u>	<u>2016</u>
<b>Liabilities and shareholders' equity</b>		
Current Liabilities		
Accounts payable (Note 7(a))	665.447	457.059
Labor and social security obligations	386.337	1.063.607
Tax obligations	25.398	22.125
Other obligations (Note 7(b))	803.256	832.564
	<u>1.880.438</u>	<u>2.375.355</u>
Non-current liabilities		
Other obligations (Note 7(b))	5.651.611	3.081.771
Total liabilities	<u>7.532.049</u>	<u>5.457.126</u>
Capital stock		
Appropriation (Note 18)	259.611.679	10.000.000
Accumulated surplus	12.634.614	250.428
	<u>272.246.293</u>	<u>10.250.428</u>
Total liabilities and shareholders' equity	<u><u>279.778.342</u></u>	<u><u>15.707.554</u></u>

The explanatory notes form an integral part of the accounting statements.



**Statement of income for the year**  
**Years ended December 31**  
**In Reais**

<b>Revenues</b>	<u>2017</u>	<u>2016</u>
Donations from individuals (Note 8)	3.129.823	10.677.409
Donations from legal entities (Note 8)	361.345	366.224
Donations for specific projects (Note 9)	160.867	4.224
Sale of merchandise	64.996	85.827
Volunteer work (Note 13(b))	74.750	72.570
Other operating revenues (Note 10)	502.447	772.326
	<u>4.294.228</u>	<u>11.978.580</u>
<b>Expenses for social activities</b>		
Personnel expenses (Note 14(a))	(5.285.706)	(5.456.228)
General and administrative expenses (Note 14(b))	(6.475.346)	(5.789.494)
IPTU	(580.436)	(102.402)
Expenses of voluntary work (Note 13(b))	(74.750)	(72.570)
Depreciation and amortization expenses	(608.175)	(610.616)
	<u>(13.024.413)</u>	<u>(12.031.310)</u>
<b>Cost of social activities</b>	<u>(8.730.185)</u>	<u>(52.730)</u>
<b>Net financial income (Note 16)</b>	<u>21.114.371</u>	<u>274.684</u>
<b>Surplus for the year</b>	<u>12.384.186</u>	<u>221.954</u>

The explanatory notes form an integral part of the accounting statements.

**Statement of changes in capital**  
**In Reais**

	<u>Endowment</u>	<u>Accumulated surplus</u>	<u>Total capital</u>
<b>Balances as of December 31, 2015</b>	-	<b>28.474</b>	<b>28.474</b>
Endowment (Note 18)	10.000.000	-	10.000.000
Surplus for the year 2016	-	221.954	221.954
<b>Balances as of December 31, 2016</b>	<u>10.000.000</u>	<u>250.428</u>	<u>10.250.428</u>
Endowment (Note 18)	249.611.679	-	249.611.679
Surplus for the year 2017	-	12.384.186	12.384.186
<b>Balances as of December 31, 2017</b>	<u>259.611.679</u>	<u>12.634.614</u>	<u>272.246.293</u>

The explanatory notes form an integral part of the accounting statements.



**Statement of cash flow  
in Reais**

	<b>2017</b>	<b>2016</b>
<b>Cash flows from operating activities</b>		
Surplus for the year	<b>12.384.186</b>	<b>221.954</b>
<b>Revenues and Expenses Adjustments</b>		
Depreciation and amortization	608.175	610.616
Provisions/(reversal of provision) for contingencies	(337.250)	676.395
Elimination of depreciation of properties donated	(78.945)	-
	<u>191.980</u>	<u>1.287.211</u>
<b>Adjusted surplus for the year</b>	<b>12.576.166</b>	<b>1.508.965</b>
<b>Changes in Assets and Liabilities</b>		
(Increase)/decrease in securities	(249.237.987)	(10.304.174)
(Increase)/decrease in bank deposits	(1.090.835)	(212.021)
(Increase)/decrease in accounts receivable	1.303	(6.020)
(Increase)/decrease in advances to suppliers	(48.038)	26.909
(Increase) decrease in advance on vacation pay	332	31.498
(Increase) decrease in inventories	(6.121)	(1.481)
(Increase)/decrease in other amounts receivable	644.813	(739.152)
(Increase)/decrease in other credits	6.015	(13.116)
Ancrease/(decrease) in accounts payable	208.388	136.444
Increase/(decrease) in labor and social security obligations	(340.020)	22.870
Increase/(decrease) in tax obligations	3.272	11.864
Increase/(decrease) in other obligations	(341.261)	245.085
<b>Changes in Assets and Liabilities</b>	<u>(250.200.139)</u>	<u>(10.801.294)</u>
<b>Net cash from operations</b>	<b>(237.623.973)</b>	<b>(9.292.329)</b>
<b>Cash flows from investment activities</b>		
Acquisition of property and equipment	(179.385)	(710.245)
<b>Net cash used in investment activities</b>	<b>(179.385)</b>	<b>(710.245)</b>
<b>Cash flows from financing activities</b>		
Endowment	238.363.044	10.000.000
<b>Net cash used in financing activities</b>	<b>238.363.044</b>	<b>10.000.000</b>
<b>Net increase /(decrease) in cash and cash equivalents</b>	<b>559.686</b>	<b>(2.574)</b>
Cash and cash equivalents at the beginning of the year	2.655	5.229
Cash and cash equivalents at the end of the year	<u>562.341</u>	<u>2.655</u>
	<b>559.686</b>	<b>(2.574)</b>





Original graphical project  
Bracher & Malta Produção Gráfica

Design and diagrams  
Denis Araujo da Silva

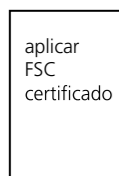
Revision  
Daniel Luiz do Val Ramos Braga Marcondes

Photography  
Instituto Acaia archives

Paper  
cover: Supremo Duo Design 250g/m<sup>2</sup>  
inside pages: couché Fosco Comercial Suzano 115g/m<sup>2</sup>

Printed by:  
TypeBrasil

São Paulo, Brazil  
May 2018



Ateliê Acaia e ateliescola acaia



infoacaia@acaia.org.br  
facebook.com/institutoacaia

Acaia Sagarana



sagarana@acaia.org.br  
facebook.com/acaiasagarana

Acaia Pantanal



acaipantanal@acaia.org.br  
facebook.com/pantanal.acaia  
<https://acaipantanalblog.com.br/>  
<https://www.instagram.com/acaiapantanal/>  
<https://twitter.com/acaiapantanal>

Head Office address:

**R. Dr. Avelino Chaves, 80**  
**Vila Leopoldina CEP 05318-040**  
**São Paulo-SP, Brazil**  
**Phone No. 55 (11) 3643-5533**  
**Fax: 55 (11) 3643-5510**  
**Email: adm@acaia.org.br**

more information at:  
**[www.acaia.org.br](http://www.acaia.org.br)**