



instituto  
acaia





ateliescola acaia



Acaia Sagarana



Acaia Pantanal



instituto  
acaia

Annual Report 2018



Various activities for childhood education

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## **Instituto Acaia**

Instituto Acaia is a non-profit entity dedicated to education. Today the Institute has three centers which provide social and educational facilities. They are funded by donations, covenants and an endowment fund to ensure the future of the projects.

ateliescola acaia is an experimental school for children and young people from the “Nove” and “Linha” favela close to Ceasa in São Paulo, offering formal education as well as workshops. One of the aims of the ateliescola is to provide a program of education, healthcare and culture for vulnerable children who have little social or financial support.

Acaia Sagarana is a one-year course aimed at improving the chances of a place at the best universities for high school students at the state schools in São Paulo. These students are identified and selected from among the best and most highly motivated children attending the state schools which are partners in the project.

Acaia Pantanal is a social and educational program for the riverside inhabitants of the Pantanal in the state of Mato Grosso do Sul. It has a rural elementary school and supports continuing education up to senior high school at a partner institution. It provides social and educational programs for the surrounding population, specialist training for teachers and initiatives to protect the Pantanal biome.

The history of Instituto Acaia began in 1997, when Elisa Bracher started inviting children from a nearby favela to her sculpture studio. The activities grew and started to involve cookery, capoeira and music for the children. Embroidery was introduced as an evening activity for the mothers. In the year 2000 the activities started to take place in the daytime, but still during the hours when formal schooling was over. Instituto Acaia was formally established on April 3, 2001, with Fernão Bracher as its first president. In 2005 the Institute purchased a shack in the “Nove” favela. Closer relationships were established with the children and their families enabling a better understanding of the social and domestic problems that influenced schooling, as well as steps to mitigate them. This process led to the formal opening of the school in 2017 with pre-school education and early elementary school. Some former students who have completed technical courses and university education are still assisting the Institute.

Acaia Sagarana started in early 2005 and in April of the same year it received its first group of students. Since then a new group has been admitted each year. Its former students include doctors, engineers, teachers, economists and others who have graduated from the University of São Paulo (USP), as well as dozens of professionals who have studied at Brazil's foremost public and private universities.

Acaia Pantanal was founded in 2007 and started operating in 2008 with a project for teaching adults to read and write, in parallel with the construction of the Jatobazinho School on a plot of donated land given on free lease and which in 2018 was donated to the Institute. This school operates two shifts: the children are brought from their homes to the school on Mondays and stay there until Fridays when they go home. The school is the center of a range of social and environmental activities involving the people who live in the region, and in 2018 it celebrated the graduation of the first technical senior high school students.

In 2016 Instituto Acaia set up its endowment fund with donations from Sonia and Fernão Bracher, their children and other friends. Only the interest is withdrawn from the fund, which ensures the long-term future of the projects. Monthly, annual and one-off donations and covenants provide the balance of the budget. We believe that with the help of new donors we will be able to increase the endowment fund in the years ahead, to ensure the sustainable growth of the Acaia projects. At the same time, donations and covenants will continue to be important for the Institute.

A board of directors chaired by Fernão Bracher was set up to manage the fund and supervise the Institute's projects. After acting as president of Instituto Acaia for 18 years, Fernão Bracher died in February 2019. As one of the board members, I was asked to replace him as president.

The following report describes the achievements of Instituto Acaia in 2018, and includes its audited balance sheet.

I hope you enjoy reading it.

**Fernando Reinach**

## **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 CEP 05318-040  
São Paulo SP Brasil  
Tel: 55 (11) 3643-5533  
Fax: 55 (11) 3643-5515  
e-mail: adm@acaia.org.br  
www.acaia.org.br

### **Budget**

2018: R\$ 13.751.358

2019: R\$ 16.651.273



## **TITLES AND ACCREDITATIONS**

**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

**CAS** – Municipal Department for Assistance and Social Development (Secretaria Municipal de Assistência e Desenvolvimento Social)

**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

**Lapa Juvenile Court (SP)**

**Operating License**  
**Fire Brigade Inspection License**

**Health Surveillance**

## **EXECUTIVE BOARD**

### **President**

Fernão Bracher (in memoriam)

### **Directors**

Beatriz Sawaya Botelho Bracher

Elisa Sawaya Botelho Bracher

Candido Botelho Bracher

Eduardo Mazzilli de Vassimon

Fernando de Castro Reinach

### **Comitê de Investimento**

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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**

Sandra Alves Silva

### **Financial Support**

Jéssica Barbosa Lira

### **Secretary**

Luciana Costa de Menezes

### **Administrative Support**

Marcia Bolognesi

### **Maintenance**

Daniel Manfio

## **Operations**

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Eliel Ramos

Joziane Matilde

Lucia Patricia Vicente

Marcos Francisco da Silva

Maria de Fátima Teixeira Alves

Maria do Carmo da Silva

Paulo Orestes da Silva

Rosemeire Sztukalski

## **Maintenance and Security**

Corpnet

MDotti Tecnologia

Renato Brito de Almeida

Plansevig

Vivo Service

## **Consultants**

### **Legal Advice**

Jefferson Borges Rodrigues (intern)

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

## **BENEFACTORS**

### **Doadores Pessoa Física**

Fernão Carlos Botelho Bracher  
Candido Botelho Bracher  
Heinz Jorg Gruber  
Ezequiel Grin  
João Mario Nedeff Menegaz  
Beatriz Sawaya Botelho Bracher  
Carlos Sawaya Botelho Bracher  
Eduardo Sawaya Botelho Bracher  
Elisa Sawaya Botelho Bracher  
Eduardo Mazzilli de Vassimon

### **Corporate Benefactors**

Brazil Foundation  
VM Valente Comércio Ltda.

## **Legal and Administrative Management**

Instituto Acaia is managed by a department that provides basic administration, a personnel department, internal bookkeeping and other institutional services. Formal bookkeeping is handled by Empresarial FS Auditoria.

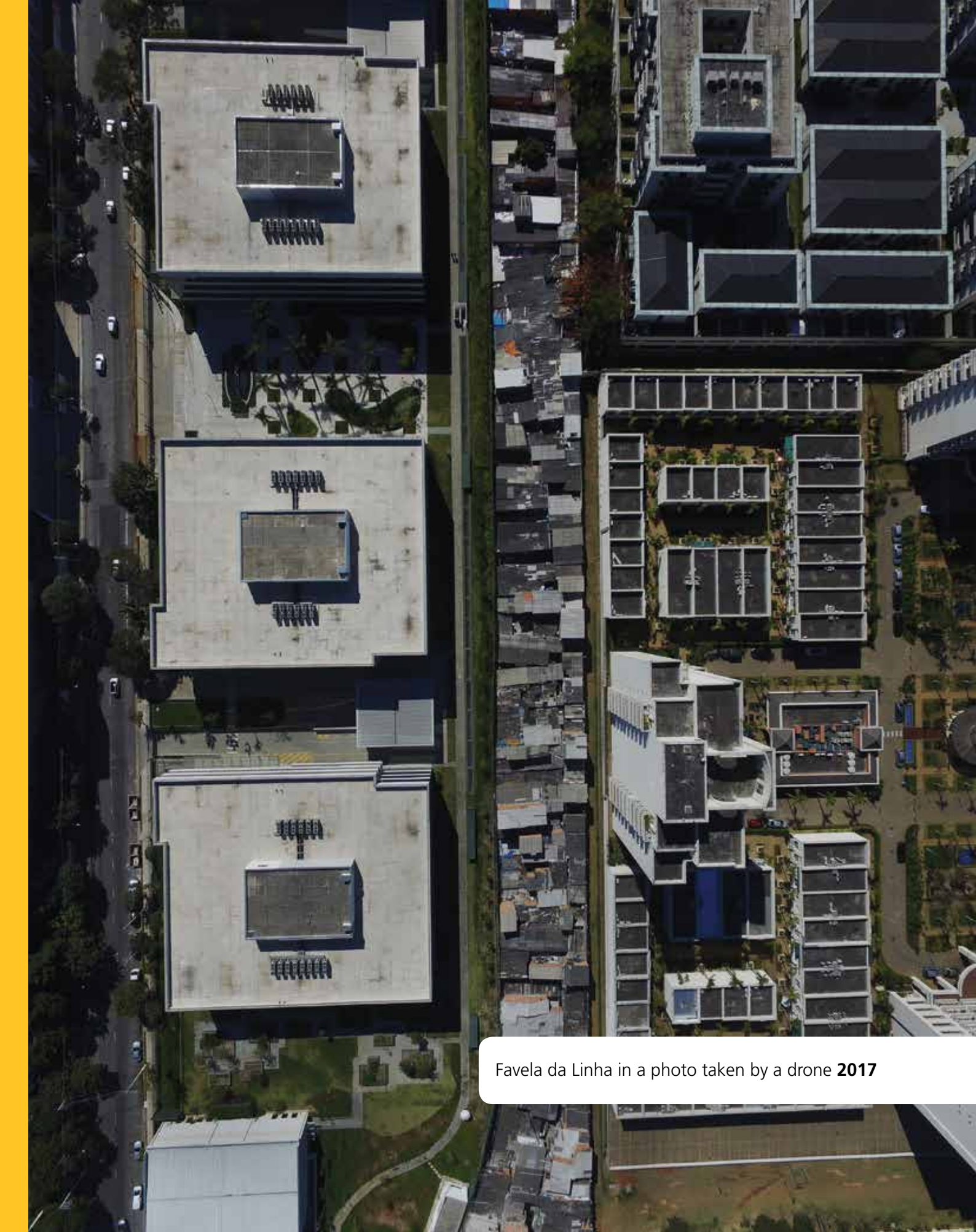
Legal and institutional work is also handled by the administration department.

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).

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 (06) 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.



Favela da Linha in a photo taken by a drone **2017**

Aerial view of the CEAGESP region 2014

bairro  
vila leopoldina

**Key**

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

**CEAGESP**

marginal do  
pinheiros

B

A

C

ponte do jaguare

parque  
villa-lobos

- Key:  
CEAGESP  
Marginal Pinheiros urban freeway  
Jaguare bridge  
Villa-Lobos Park





**ateliescola  
acaia**





## ateliescola acaia

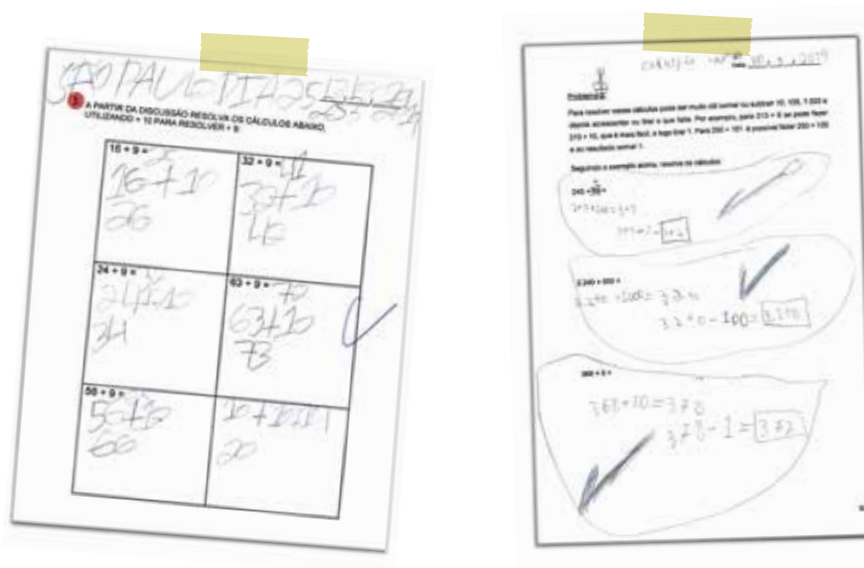
2018 was a year when we improved our work at the Ateliescola and reformatted the activities for teenagers and families.

First let us describe **ateliescola**

The classes that started in 2017 are going well and the teaching staff has designed a set of strategies to deal with the different levels of knowledge amongst the students.

We were concerned mainly with two quite different groups: the first consisting of children whose knowledge fell far short of their grade, and the second of those with sufficient knowledge for their grade.

1. We hired **one-on-one teachers** in the second semester for daily work on language practice and mathematics. A number of groups or pairs of children were formed in order to speed up production and improve the knowledge of those with difficulties. This freed the classroom teacher to progress at the proper pace with students without learning difficulties.
2. Another strategy used was to design **different teaching materials** to allow the class to work together, but at skills levels appropriate to each group.



*In mathematics, the calculations proposed work with the same methodology, but adapting the magnitude of the numbers to meet the abilities of each group*





The daily routine at ateliescola is organized by including **activities in the classroom, and activities in the studios/workshops**, sports areas, audio studio, laboratory, in the yard and on the surrounding block. There are workshops to work with clay, drawing, painting, etching, stamping, carpentry, capoeira and music to stimulate individual production and provide different ways of approaching knowledge.

**Providing different areas** is one of the basics of the teaching project at ateliescola acaia – the more opportunity there is to determine relationships between projects completed in the different environments, the better is the chance of meeting the differences in perception of the children, in other words their different ways of learning.

Our view is that, by not making the children sit in classrooms for hours on end, the workshops help them to concentrate and emphasize the importance of technical skills.

And students who are slightly behind in class may excel in workshop activities or in PE, for example, and this helps overcome their low self-esteem, which can often delay or even prevent advances in learning. Children who are labeled as having learning disabilities end up becoming disorganized and developing aggressive behavior.

**In class at our school** the teacher does not only give theoretical classes, but constantly interacts with the children, proposing challenges and discussions about ways of solving problems of different sorts.

The students have to carry out the tasks set for them as well as they can, they may make mistakes, they must explain their reasoning rather than just giving the answers, they can help their colleagues or ask them for help. Sometimes they can choose where they want to carry out the activity, they can ask the teacher for help, they have to express their opinions and challenge anything that they think is wrong.

In this process, different ways of organizing content are put into practice: projects, teaching sequences and permanent activities. Studying migratory movements in Brazil requires a longer time than learning a regular rule of spelling, for example. And other activities require regular frequency, such as listening to the teacher read aloud, or students reading on their own.



### Graduation of the 5th year and environmental field study for the 3rd and 4th years

One of the principles that guide this work is that the groupings of children should vary: they can work all together, in groups, in pairs or individually. In this way, the teacher is not the only one who knows the answer, or the only one who teaches, since cooperation is a basic premise for every “learning context” planned by the teacher and developed jointly with the children.

Our big challenge in 2018 was to arrange workshop sessions to fit in with lessons in the classroom. Creating a productive dialogue between these two areas was far from easy. The natural solution was for the workshops to serve the classrooms, rather than acting in conjunction with them.

Getting to know the surroundings of the school, and visiting the museum and parks, are part of the routine at ateliescola. **Environmental field studies** from grade 3 onwards enrich the syllabus and help the children get used to experiencing different daily situations. To commemorate the graduation of the **first cycle of elementary school I**, the grade 5 students went to São Bento do Sapucaí – sleeping in tents and climbing a mountain were part of the rites of passage. The stone necklace awarded on the peak was a symbol of the completion of a stage.

The children who attend ateliescola use the public health service for treatment, and as it usually takes a long time to see a specialist, and then the result is not always satisfactory, we have introduced a **health program** to diagnose problems that directly affect learning. The idea is to try to cure existing problems and prevent other ones arising.

So we provided;

1. Anemia and eyesight (Snellen) tests, dermatologists on duty, ENT and phonoaudiology assessments and dental campaigns, referring patients to specialists as necessary. We counted on a number of partners in this project who saw the children at Ateliescola and in their own private clinics.

2. Psychological care remains the basis for overall healthcare in the feelings workshops and in individual, group and family sessions.

**Anemia and eyesight tests and a dermatology on duty are part of the healthcare program**



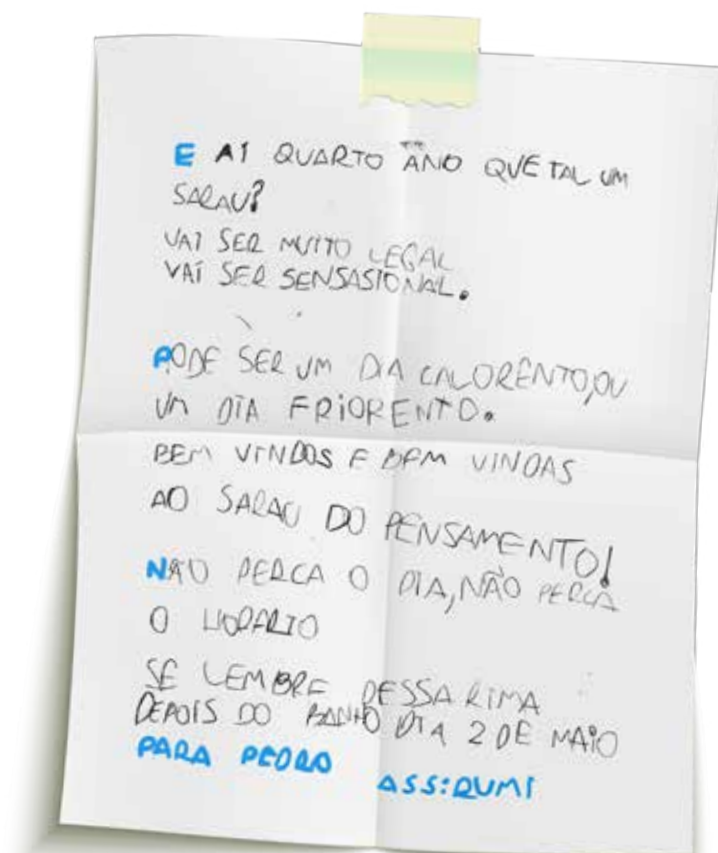


### Soirées are a regular occurrence

As the months went by and workshops and classroom teaching continued, it became clear that the activities in the library had made it a meeting point, and we only needed to encourage this trend without creating hierarchies.

And so the library was made responsible for a range of activities with different types of teaching.

We wanted each group to arrange **soirées** for the other groups, from pre-school to grade 5. Describing what they were learning in class (fluency in reading, variety of texts, broadening the repertoire of authors) and the abilities they were acquiring in the workshops (esthetic vision, scene production, mixing pieces of music, sound systems, printing invitations) improved their poetic, literary and performance skills, which were the object of study and development.





**Students attending the free sewing, graphic arts and audiovisual courses**

## **THE FREE COURSES**

The free courses at ateliescola are scheduled during the part of the day when children are not in class, and provide training for teenagers and adults in areas such as: **graphic arts, carpentry, library and sewing.** They help the teaching environment get closer to the production processes found in professional production contexts and teach the students creativity. Management aspects are also taught (work plans, budgets and timetables) in developing prototypes for educational games, wooden artifacts, organization of events and even short films.

The students are given proper instruction on how to use the resources available at ateliescola, which are the best available on the market, and are encouraged to find creative solutions and complete each stage of the work correctly in the selected areas.

Lessons are made more interesting with visits to clothing manufacturers, film sets, museums, and groups of young people from other suburbs, and we also invite specialists and people already in the jobs market to give talks as part of the courses.



**Groups: Linha Nove Artisans, Olhares do beco and XiloCeasa**

In the **Shack Schools** (Linha and Nove), the daily routine of the teachers: organization of activities, healthcare duty rosters, cleanliness and beauty care drives and the distribution of rubbish bags are essential for creating parameters and facilitate direct contact with the children's families. Soirées, joint readings and cooking classes are all important instruments for learning how to live together and work together.

The **Linha Nove Artisans, XiloCeasa and Olhares do Beco** groups joined the students during the courses and continue to take part in fairs, bazaars and workshops, helping with the routine activities and productions of the ateliescola.

At the end of 2018 we had eight students graduating, most of them, for the first time, with the correct age/grade relationship and the right proportion of girls to boys. The expedition with OBB (Outward Bound Brazil) for the Serra da Mantiqueira Challenge was a unique experience for these young people. A great deal was learned and the challenges of nature were transformed into experiences and discoveries of their physical and mental limits and potential, in addition to team working and team spirit.

**Legal Assistance** is necessary because in the western zone of the City of São Paulo there is no free legal advice for the communities of Linha and Nove favelas and the Cingapura Madeirite Popular Housing Complex which are served by the Ateliê and ateliescola acaia.

The Instituto Acaia lawyer was able to meet this demand and provide legal assistance. With demand, there is now also a law intern and advice is available twice a week between 1 pm and 5 pm. Before 2017, this service provided to the community, although unquantified, and a large number of cases were filed and followed up until a final ruling was handed down in the civil, family and succession courts and the Children and Young People's Court.

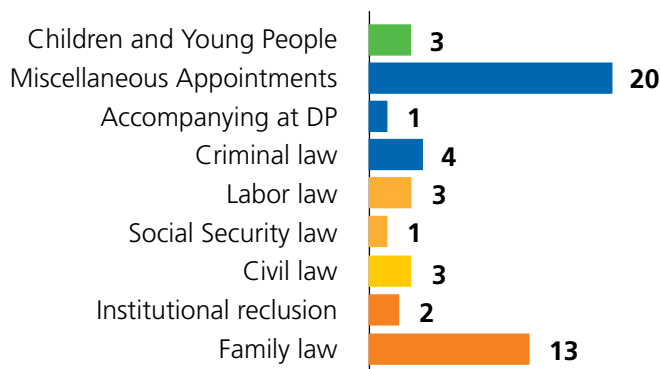




**Activities at the Shack School and trip of the Ateliê Acaia graduation students**

Frequent calls on the Child Protection Council, and accusations of racism and bullying at the Regional Teaching Boards. Since the second semester of 2017 we have been able to better structure and quantify the appointments made, which totaled 45. The following lawsuits were filed, some of which are still ongoing at the Lapa Forum:

### List of Lawsuits filed in 2018



This “free private defense” has achieved a number of successes, since in addition to the rights guaranteed to the communities served, the results have been truly satisfactory. We have an excellent relationship with the network that protects the rights of children and teenagers, and with Forum IV – Lapa and the Lapa Guardianship Council and SAICAS, who we rely on for the work to be a success.

## **THE TEAM**

### **ateliescola acaia**

#### **Directors**

Ana Cristina de Araújo Cintra

Elisa Bracher

Olga Maria Aralhe

#### **Pedagogical Coordinator**

Fabrcio de Jesus Barrio Lopez

Maria Clara de Almeida Prado Galvão (Assistente)

Maria Esther Pacheco Soub

#### **Assistant to the Directors**

Patrícia Yanaguisawa

#### **Secretary of ateliescola acaia**

Iara Faria Bárbaro

## **DEPARTMENT COORDINATORS**

Enio Alex Assunção	(Carpentry Coordinator)
Fabrcio de Jesus Barrio Lopez	(Arts Coordinator)
Lucas Simões Borelli	(Music Coordinator)
Magno Rodrigues Faria	(Library Coordinator)
Silvia Maia Bracco	(Healthcare Coordinator)
Veronica Lúcia Saenz Davalos	(Audiovisual Coordinator)
Ynaiá de Paula Souza Barros	(Arts Coordinator)



## EDUCATORS

Ana Maria Leite	(Physical Education)
André Luiz Maciel Pinto	(Capoeira)
Ariel Araujo da Silva	(Trainee teacher)
Camila de Macedo Deodato Barbosa	(Mathematics)
Carlos Eduardo Santos	(Classroom assistant)
David Jaffe Cartum	(English and Shack School teacher)
Edison Ferreira da Silva	(Sewing)
Elias Chagas da Silva	(Library)
Evander Pereira dos Santos	(Shack School, PE and Carpentry)
Flavia Fernanda Siqueira Schaefer	(2nd year teacher)
Flávio Castellan	(Arts and Audiovisual)
Giovana Anjul Elchemer Savioni	(Intern in Psychology)
Giulia Perini de Almeida	(Classroom assistant)
Henrique Reis Menezes	(Music)
Janaina de Sousa Santos	(Sewing)
José Carlos Gianotti	(Typography)
José Sergio Dutra Pinchiaro	(Classroom assistant)
Julia de Souza Vicente	(Classroom assistant)
Juliana Cristina Diniz	(4th year teacher)
Karina Santos da Silva	(1st year teacher)
Lindomar Geraldo dos Santos	(Carpentry)
Lucas Cruz	(Audiovisual)
Lucas Moreira Cesar Fernandes	(Intern in Psychology)
Lucialva Valéria Gonçalves Rocha	(Classroom assistant)
Luciana Gomes do Nascimento	(Shack School and Library)
Lucineide Moreira Bonfim	(Shack School and Games)
Luiz Gustavo Gomes de Souza Rocha	(Childhood Education Teacher)
Luna Camargo Penna	(Childhood Education Teacher)
Maíra Carmo Marquez	(Library)
Mariá Gonçalves dos Santos	(Audiovisual)
Mariana da Silva Souza	(5th year teacher)
Neuza Francisca dos Santos Lins	(Shack School and Nursing Technician)
Renata Ferreira Ventura	(3rd year teacher)
Rogério Maciel	(Silkscreen)
Simone Baptista dos Santos	(Childhood Education Teacher)

### **Linha Nove Artisans**

Maria Clemência Viana dos Santos

### **Design Laboratory**

Cida Adamo

Denis Araujo da Silva

### **Legal Team**

Sandra Alves Silva

### **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

Bitá 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

Focus Têxtil 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

NK Store

O2 Filmes

OBB (Outward Bound Brasil)

Olimpia Soccer

Panacéia Tear & Patchwork – Atelier

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**

- Fernando Asbahr
- Cássio Martins
- Ilana Reuben

#### **ENT**

- Roberta Ribeiro de Almeida
- André Duprat
- Ophthalmology
- Samir Bechara
- Ronaldo Barcelos
- Grupo Giardini Optical



### **Phonoaudiology**

- Maria Cecília Frayha

### **Psychology**

- Pedro Monteiro

### **Dentistry (Prevention and treatment)**

- Associação Fortunée de Picciotto

- Odontologia Sanseverino

### **Dermatology**

- Eliana Senatore and Patricia Uehara

- Mariana Dias

### **Orthopedics**

- Eduardo Bracher

- Eduardo Von Uhlendorff

### **Neurology**

- Vinícius Scaramuzzi

## **COLLABORATORS**

Base 3 Arquitetos Associados

Sawaya Bracher Arquitetos

Sawaya Engenharia

Una Arquitetos

## **BENEFACTORS**

### **Individual Benefactors**

Paula de Salles Juchem

Gloria Kalil Rodrigues

Edson Ferreira da Silva

Ana Beatriz de Araujo Cintra

Ana Beatriz Goulart

Rafael Ribeiro Visco

### **Corporate Benefactors**

Editora 34 Ltda.

PHD Construções Empreend. E Part.

Design Pensamento Desenv. Prof. Arte e

Cultura Ltda.

Condomínio Atlas Office Park





# **Acaia Sagarana**



1



2



## 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  
Literature  
Mathematics  
Chemistry

1. Sagarana students at a Soirée with the Ateliê Acaia group and guests
2. Group field work downtown São Paulo



The Acaia Sagarana Study Center report is divided into three parts: the first approaches the work with the class of 2018 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.

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.

## **PART 1: 2018**

The class of 2018 provided a surprise, with a big and unusual change in behavior from the first semester to the second. While at the start of the year the group did well in class, in the second semester some immature behavior was more apparent, and this interfered with their studies. An example of this immaturity was some students refusing to work in groups, which is very important not just as a way of organizing the class but also to teach the students efficient ways of learning. This type of behavior by the group diverted the students' attention from their studies to relationship issues and hindered their learning. This called for hard work by the teaching staff, which produced excellent results.

Another example of immaturity relates to the choice of a single career option. This is most serious when the career chosen is a popular one, such as medicine. The number of students choosing medicine was higher than the average for previous years, and none of them had a second option. The work we do on choosing a career always takes into account the students' wishes, on the one hand, but also takes account of realities. This means helping each of them to think about what they want, whether this is realistic and, above all, what they will need to do to overcome this challenge. And this helps them realize that they always need a "plan B". Defining the second option means recognizing that simply wanting something is not always enough to achieve it. This involves a process of recognizing limits, making compromises, and growing up. To help them with this we always provide objective information and statistical data about pre-university exams and entering higher education, to enable them to reflect and make mature decisions. This is on top of the information they get from their regular performance assessments and the guidance we give. We also invite professionals from different areas and with different types of experience to talk to the students. The aim of these talks is to inspire them and explain how different paths are charted, and how many factors weigh on the choices we make. In the case of medicine it is important to have a Plan B, because all the information from the university entrance exams is that it is very difficult to get into a school of medicine. Among other things, the great majority of candidates sit three or more university entrance exams before they obtain a pass. This can be a deciding factor in choosing a career. Many of our students cannot spare three years for these attempts, and this is where reality becomes a factor. The decision is always an individual one, and in general selecting medicine alone risks not going to university at all, and in some cases interrupts the educational process; and it also leaves them without experiencing the second phase of the exams – which unfortunately was what happened with these students.



### **Presentation of papers at the Eighth Interdisciplinary Studies Symposium**

The Eighth Interdisciplinary Studies Symposium, an event in which students present the work carried out on the Pantanal study trip, showed that the immaturity of this class added to the difficulty with group work affected the preparation of their essays and final presentation. The groups demanded a great deal of attention from the teachers in order to make progress, but in the end the work was very good. We found that the class of 2018 responded to the challenge of selecting a subject, conducting research, writing a scientific paper and making an oral presentation of their work very competently.

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 worth highlighting was that three members of this class had completed every stage at Ateliê Acaia before entering Sagarana. They fulfilled a very important cohesive function in the class and were responsible for students using the facilities more fully and knowing more about the other activities at Acaia. Since these three students were of the highest quality and among the most articulate and engaged in the class, they also helped present a positive image of the work done by the ateliê, and ensured that the others could see that there is no favoritism for students from the ateliê getting into Sagarana.

After completing the course with this class, at the beginning of 2019 there were 23 students (or 65.21% of the class) who were approved in Vestibular (university entrance exams) at various public universities, and those who were unsuccessful included 5 who had applied for Medicine. Of these, 20 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.

## **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 their last 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 start the year with strongly rooted beliefs about learning skills that must be eliminated. This is another aspect of our work. “I am not 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.

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.



**History Lesson**



**Group after a visit to the FHC Institute and conversation with Fernando Henrique Cardoso**

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 with the Anglo prep 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.

### **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;



**The entire class at  
the end of the Eighth  
Interdisciplinary Studies  
Symposium**

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 mock exams 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, there are students who get accepted straight into a public university – in recent years this has been more than 50%.





The students 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 monitors 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 possible.

## **COURSE DEVELOPMENT**

At the beginning of the year, selected students are given a preliminary assessment that allows us to judge the profile of the group and define the planning of classes, adjusting them to the characteristics of the students. The content is defined around this structure in each subject.

This course covers Portuguese Language, Writing, Literature, Mathematics, Biology, Physics, Chemistry, History and Geography. On Saturdays, there are extracurricular activities such as field trips, museum visits, lectures and movies.

Academic term is March through December, from 6 p.m. to 10:30 p.m., Monday to Friday, and from 8:30 a.m. to 5 p.m. on Saturdays. In July, more extensive field work is done. In recent years, this has been in the southern Pantanal (2011 to 2013, and 2015 to 2018) or Vale do Ribeira (2014). Students spent 8 to 10 days exploring the region and finding out about the people living there, their culture, biodiversity, and learning something about the local reality. In the Pantanal, we have an exceptional situation: our students are hosted by the Acaia Pantanal team from Instituto Acaia, which provides all logistics regarding accommodation, food and support for the field trip, as well as scheduling places to visit, etc.

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 instigated 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.

## **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 in the extensive morning session course for students who have always gone to and graduated from public 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 in the Acaia Sagarana CE programme are offered to public schools in the region, after presentation to the principal, the coordinators and the teaching staff, and then to the students has been made. A three-stage selection process 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 from 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 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. We contact some 20 schools and 3,500 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.

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.



**Observation activity on a field trip in the Pantanal**



**Exploring the map of Brazil while selecting a university**

## **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. 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 at the same rate as São Paulo's best schools.



**Group at Fazenda Santa Teresa, during the field trip to the Pantanal**

## **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.



1



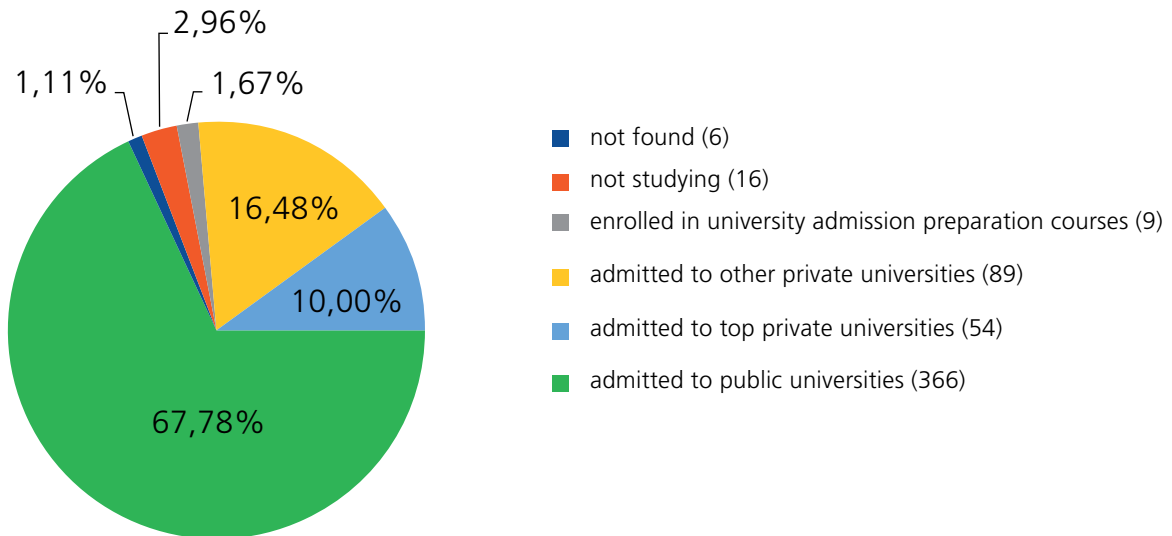
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1. **Group visiting riverside communities in the field trip to the Pantanal**
2. **Group on the Brazil-Bolivia border**

### **PART 3: RESULTS**

From 2005 to date, 540 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, 366 students (67.78%) enrolled at public universities and 54 (10%) at good private universities, resulting in a total of 420 students (77.78%) enrolled at good universities.

### **540 STUDENTS TAKEN BETWEEN 2005 TO 2018**



We ended 2018 with 35 students, 25 of whom, or 71.42%, were accepted at public universities in Brazil, and 3 (8.57%) at top private universities. This gives a total of 28 (80%) accepted at universities throughout the country, while 5 of those without a pass were applying to do Medicine.

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

Of the students awarded Anglo scholarships in 2018, 70% passed exams for top public or private universities.



1



2



## **THE TEAM**

### **Directors**

Ana Amélia Inoue

### **Pedagogical Coordinators**

Daniel Vieira Helene

Lisângela Kati do Nascimento

Paulo Roberto da Cunha

### **Teachers**

Alex Fabiano Nogueira

Augusto Monteiro Ozório

Daniel Vieira Helene

Danilo Hernandes

Juliana Rizzitano

Katia Ferreira Henrique

Lisângela Kati do Nascimento

Maria Fernanda Penteado Lamas

Paulo Roberto da Cunha

### **Monitors**

Alice de Souza Araújo

Camila de Macedo Deodato Barbosa

Thiago Martins de Carvalho

### **Administrative and Educational Assistant**

Tassiana da Silva Souza

## **COLLABORATORS**

Camila Achutti

Eduardo Giannetti da Fonseca

Fernando Reinach

Silvia Bassi

Tania Celestino de Macêdo

## **BENEFACTORS**

### **Donors of student support scholarships**

Marina Meirelles Albuquerque

Silvia Ferreira Meirelles

### **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 and 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

Pereira Barreto 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

Sólton Borges dos Reis state school

Virgília Rodrigues Alves de Carvalho Pinto state school

Anglo Vestibulares

## **THANKS**

Chico Soares

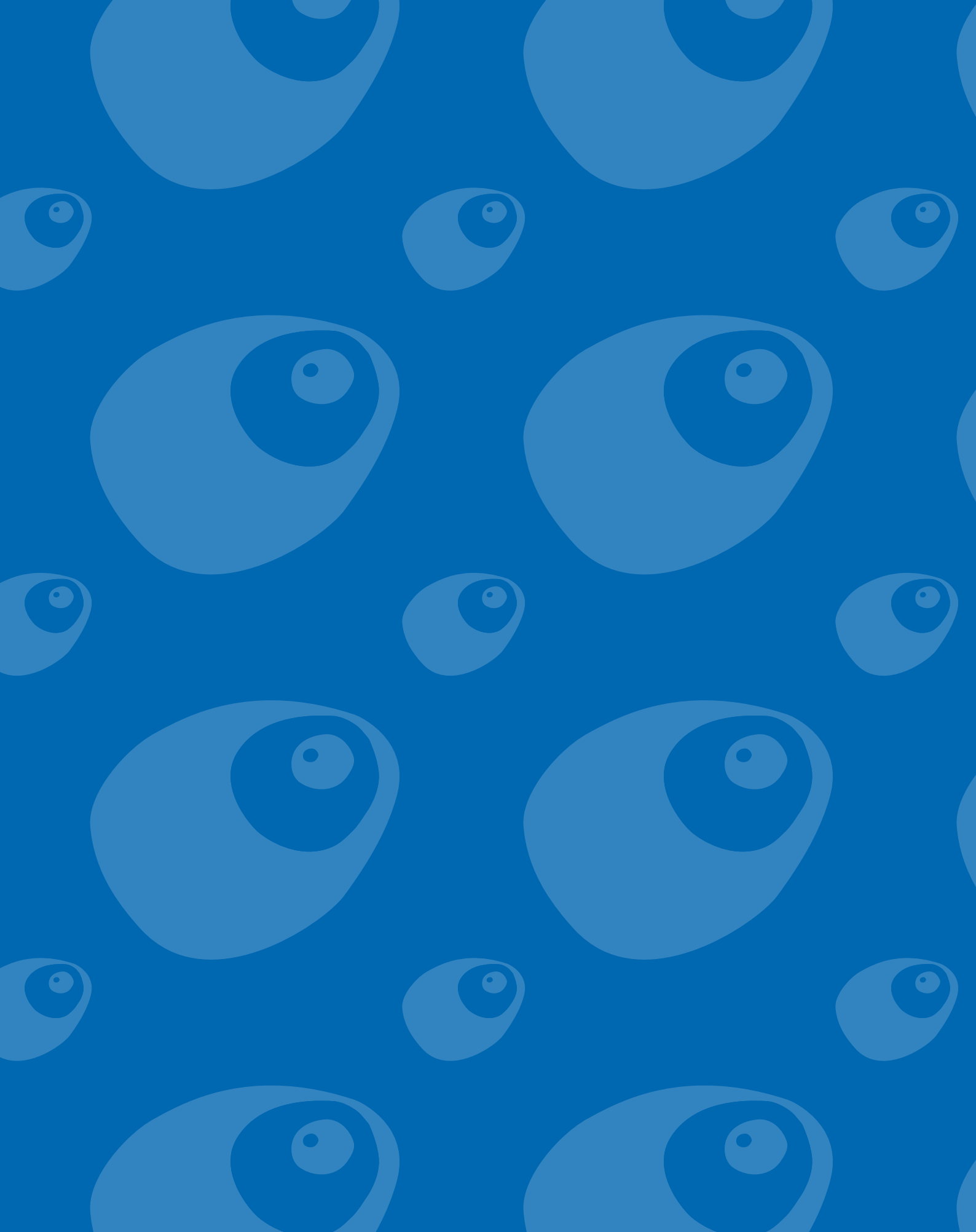
Elisabeth S. Coelho de Lima

Instituto Fernando Henrique Cardoso

Marcelo Coelho de Lima

1. **Drawing by Luiz Lira done during the field trip to the Pantanal**

2. **Group on field trip to Ibirapuera**



The background is a solid blue color with a repeating pattern of stylized blueberries. Each blueberry is represented by a light blue outer shape and a darker blue inner circle with a small white dot in the center, mimicking the appearance of a real blueberry.

# **Acaia Pantanal**



## **Acaia Pantanal**

### **WHAT WE DO**

Acaia Pantanal is a branch of Instituto Acaia, working in a distant, isolated region of the Pantanal, in the municipality of Corumbá, Mato Grosso do Sul, near the border between Brazil and Bolivia. Since its establishment, in 2008, it has been providing social and educational services for the riverside population, aimed at individual and group development in a unique context, the Pantanal Biome. This report presents the work done in 2018, divided into six different but complementary activities.

#### **JATOBAZINHO SCHOOL**

Rural school offering classes from the 1st to the 5th year, working in shifts and intercalating boarding periods of two months and fortnightly periods of recess during which students stay with their families. The school has a Cooperation Agreement with the municipality of Corumbá, In 2018, Jatobazinho school received 64 students over the school year.

#### **JATOBAZINHO WORKSHOPS**

Activities performed during school recess to complement the curricular subjects and develop social, cultural, aesthetic and emotional skills and competencies, among others. In 2018 it received 64 students in the afternoon and evening periods.

#### **TEACHER TRAINING**

Initial and continuing training for the contracted teachers, pedagogical and residents and monitors, trainees and teachers of partner schools. In 2018, a total of 33 teachers attended the training sessions.

#### **BODOQUENA STUDENTS**

Social and logistical support from former students of Jatobazinho School who continue their studies from Grade 6 on, at Bradesco Foundation's Bodoquena School, which is located in the municipality of Miranda, Mato Grosso do Sul. In 2018, 28 students received support from the 6th year of Elementary School II through to the last year of technical high school..

#### **COMMUNITY RELATIONS**

Social, educational and social assistance activities for support regarding documents, health and handicraft with a view to generating income for the riverside population. In 2018, 50 families were assisted, totaling 150 children, Young people and adults.

#### **SUPPLEMENTARY ACTIVITIES**

Support activities to local organizations, students, researchers and visitors in actions to protect, preserve and publicize the Pantanal Biome. In 2018, 1,021 visitors were benefitted, of which 423 also received help with accommodation.



## CONTEXT

The region served by Acaia Pantanal is difficult to reach and geographically isolated, and there are no basic public services such as transport, sanitation, electricity, healthcare, education or social assistance. In view of the size of the Pantanal plain and the small area that remains dry all the year round, people live in small groups, isolated and distant from each other. The riverside people travel on their own boats, and fuel is a major element of the families' expenditure. It is mainly a subsistence economy, based on small-scale fishing and collecting bait to sell to tourists who come to fish.

During the eleven years that Acaia Pantanal has operated in the region, major changes have occurred in the way the riverside people live. Although no infrastructure works have been undertaken and essential services are still lacking, the municipal council has made an effort to provide doctors and dentists, at irregular intervals of between 3 and 6 months. But the main changes are thanks to access to mobile telecommunications, slight changes in the tourism profile, from predatory fishing to ecological tourism, creation of non-predatory income generation initiatives, and a portion of teenagers who live on riverbanks are now continuing their studies and completing senior high school.

Some  $\frac{3}{4}$  of the riverside people survive on one or less than one minimum salary, depending to a great extent on the continued payment benefit (BPC), an government assistance benefit. Eighty-five percent of the people are bait collectors for the tourists who come to fish, a seasonal occupation which is both unhealthy and financially unrewarding.

Some of the younger people have moved to the cities to study, to get jobs, and to enjoy comfort and access to consumer goods and public services. Although the same number of families still live in the region, the number of people in each family has shrunk, and in recent years there have been far fewer children than previously.

Meanwhile the social and economic difficulties continue for the people who still live in the region, and there is still a great deal to be done.





## **ACTION STRATEGY**

Acaia Pantanal undertakes social and educational activities focused on the riverside community, revolving around the Jatobazinho School. The school is a multiplier of activities, meeting, with synergy, the different needs of the local population. The different activities require complementary efforts.

By promoting the inclusion of the riverside population in the educational process, recognizing the uniqueness of each student – whether a child, a young person or an adult – Acaia Pantanal seeks to offer equal opportunities for personal and social development.

A huge effort is made so that the structure and the group of professionals act with the same excellence found in top urban schools. Sensitivity actions stimulating participation of the entire school community in the activities developed is a permanent strategy. Teachers, monitors, social educators and an operational support team join efforts to achieve this objective.

## **JATOBAZINHO SCHOOL AND WORKSHOPS**

Acaia Pantanal and the municipality of Corumbá in the State of Mato Grosso do Sul entered into a Cooperation Agreement under which the Jatobazinho School is authorized to function as an extension of “Escola Municipal Rural Polo Paraguai Mirim.” The Jatobazinho School was set up in 2009 to support the efforts of the Corumbá Municipal Education Department in the region. The Cooperation Agreement gives Acaia Pantanal substantial independence in its teaching strategy.

The Jatobazinho School and Jatobazinho Workshops operate on the São Sebastião do Jatobazinho Estate, which belongs to Acaia Pantanal, located on the banks of the Paraguay river, 90 km to the north of the city of Corumbá (MS), in the Paraguai Mirim region.

Acaia Pantanal provides state school students who live by the river, free of charge, a complete education structure, while the Department of Education provides teachers, a school boat to transport the children to school and back once a week, some food and fuel for the generators.

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

Declaration of the pedagogical team of Jatobazinho School



### science, art and literature

Jatobazinho School offers the earlier years of elementary education, with classes from grades 1-5, 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 and Renata Americano firm of consultants. Extra-curricular activities are organized in the form of workshops, with the occasional help of a number of specialist consultants.

Jatobazinho School and Jatobazinho Workshops form a single, articulated unit working on a shift basis, combining two-monthly periods of boarding in the school alternating 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. Sixty-four students attended the school throughout 2018. However it is difficult for them to stay on when their families move: there were 44 students at the start of the year. During the year 20 new students joined in different terms, and 11 were transferred to urban or other rural schools. We ended the academic year with 53 students.

The subjects in the curriculum were Portuguese, Mathematics, History, Geography, Science, Physical Education, English and extra classes. The content of the different subjects was in line with the proposed National Common Curricular Base

- (BNCC), approved by the Ministry of Education in 2017. This was only possible through the dedication of the teaching staff, who also ensured that the content is adapted to the reality of the riverside students.



### **Agricultural workshop, English and physical education**

The diversified curriculum used in the Jatobazinho Workshops was produced by the workshops of Logic Games, Communication and Media, Agriculture and Cookery, Independent Research, Artistic Enjoyment, Scenic Arts, My Story and Recreation. 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.

The common thread of the work undertaken in the curricular subjects and workshops is literature. Even for the children who cannot read and write, contact at an early age with storytelling, supervised reading and shared reading of good texts is fundamental for their development, stimulating their attention, imagination, creativity and critical reasoning and helping them acquire a substantial repertoire. For Acaia Pantanal the pleasure of reading and knowledge is the key to successful schooling and for broadening future opportunities. Specific projects such as Young Writers and Young Readers are undertaken throughout the year with students in every grade.

Our stock of books now numbers more than 6000 and they are available in the Reading Room. The Reading Room is alongside the toy library, since during breaks games, toys and books can be selected freely by the children.

Each year teachers and students select an author whose works will be the basis of a special literature project, which is completed at an event called the Literary Meeting of the Riverside Schools. The Literary Meeting is an event in which Jatobazinho School is joined, for 3 days, by 4 municipal rural schools in the riverside region. The writer chosen in 2018 was Ana Maria Machado.



### **Shared reading, independent reading and supervised reading**

Plays, debates, declamations, painting and other activities enriched the event and offered the participants reflection and fun during the fifth edition of the meeting.

In view of the good results of certain practices, Acaia Pantanal felt that the time had come to systematize the work done so as to consolidate the institutional culture and share the possibilities for action with neighboring schools. From this effort came the first working guide for the My Story Workshop, with the generous support of the Instituto Fazenda História. This workshop focuses on the children's full emotional development and the process uses children's and young adult literature to a significant extent. The guide is available for download on the Acaia Pantanal blog.

Literature allows the reader to discover a new universes. And the Jatobazinho School seeks to adapt this new knowledge to the context of the students, creating new benchmarks through direct contact with notable people and organizations in order to combine academic skills with the social and cultural universe.

#### **EVENTS AND MEETINGS**

- GETT – Theatrical Experiments and Tricks Group, with the show “Cirandeiros”, filling the imagination of the children with different stories, music and games.
- Environmental Military Police, Public Prosecutor's Office of Bonito/MS, and the Instituto das Águas da Serra da Bodoquena, with the Environmental Expedition,
- Group of 5 students from Slovenia with cooking, handiwork and dance workshops,
- “Rediscovering South America” expedition, a journey through Argentina, Paraguay, Bolivia and Brazil, as far as the city of Manaus, led by Andy Leeman, a Swiss citizen,
- Onçafari Association



### Recreation, swimming and art

Students in the 2nd to 5th grades at Jatobazinho School are encouraged to develop their writing by exchanging letters with children at other schools: A bilingual school in Utah/USA, the Lourenço Castanho School and the Vera Cruz School, both in São Paulo, and the Instituto Moinho Cultural in Mato Grosso do Sul state.

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.

Having boarding students is a major responsibility, as the school has to provide healthy, comfortable and pleasant facilities that will encourage harmony in the school community. The physical structure must provide good conditions for work, leisure and accommodation. The Jatobazinho School has large areas of different kinds, including six classrooms, multimedia room, computer laboratory, multiuse room, art studio and educational kitchen, reading room and toy library, dormitories for pupils and staff, a mini gym, house for visitors, school secretary's office, teachers' room, art mural, swimming pool, soccer field, kiosks, dining room, kitchen, laundry, cold store and an extensive green area.

Operating in a distant, isolated 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.





**The boat as a means of transport for riverside people, and the school boat**

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.

There is an operational support, team that works in the kitchen, laundry, and provide cleaning and field services, logistics and maintenance. In 2018, the 10-man operational team attended educational programs offered by SENAC [National Commerce Service] and the Health Department of Corumbá, to train them for cleaning activities, organization of spaces, food safety, healthcare and occupational safety. A resident cook, a graduate in gastronomy, joined the kitchen team for a term to help improve internal practices.

## DAILY ROUTINE

The Jatobazinho School and Workshops have regular activities planned for learning and mastering the knowledge and skills outlined in the BNCC. In addition to its regular activities the school holds various annual events to enrich the students' experiences.



### 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 a.m. to 8 a.m.**

The students have breakfast, supervised by the monitors.



### CLASSES

**8 a.m. to 12 noon**

The following subjects are taught in classrooms: Portuguese Mathematics, Science, History, Geography, English, Physical Education and extra



### 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.



## PERSONAL CARE

**6 p.m. to 7 p.m.**

The monitors give students guidance on personal care, such as bathing, cutting their nails and hair and brushing their teeth.



## DINNER

**7 to 8 p.m.**

With a varied and balanced menu.



## RECREATION

**8 p.m. to 9 p.m.**

Including cinema,  
reading books and board games.



## REST

**9 p.m. to 6 a.m.**

Rest period supervised by the monitors.





EVENT	PARTICIPANTS	PROFILE
Carnival	Students from Jatobazinho School	Typical municipal festival.
Adventure event	Students from Jatobazinho School	Sports competition based on orienteering, map-reading and action strategies. In 2018 the event lasted 2 days.
Chess Festival	Students from Jatobazinho School and 2 federation players from Corumbá	Chess championship to apply skills gained during the year. In 2018 the champion was a Jatobazinho School student.
June Festival	Students and families	Typical municipal festival enabling the entire body of schoolchildren to get together. In 2018 around 150 people took part.
Alumni meeting	Students and alumni from Jatobazinho School	Get-together and reflection on choices in life. In 2018 70 people took part.
Environment study	Students from Jatobazinho School	Annual trip to distant places to study the environment, history, culture etc. In 2018 it took place in the urban zone of Corumbá.
Literary Meeting	Students of from 4 rural riverside schools	Presentations and activities based on works of the writer selected each year. In 2018 the writer chosen was Ana Maria Machado and the event, with 95 people, lasted for 3 days.



### **Nature as a reference for learning**

The most significant external event for the students is the Environmental Field Study. In 2018 there was a two-day visit to the urban zone of Corumbá. Spending a night in the city, in group accommodation, was enjoyable and an adventure. The riverside students were able to broaden their horizons by exploring the city, finding out about the inhabitants and historical monuments, checking the archives and facilities in cultural sites and museums, enjoying an art exhibition and trying the urban facilities such as buses, restaurants and city squares.

A total of 64 students attended Jatobazinho school and workshops in 2018. The year started with 44 students registered, but during the year 20 more joined and 11 were transferred,

11. leaving us with 53 students at the end of the year.??? These changes are unusual in other schools, but quite normal at Jatobazinho School. Large numbers of families move from the urban zone to the rural zone and back, mainly seeking job opportunities or for medical treatment. These constant arrivals and departures create difficulties for the teachers and the other students. For example, we had one new student join the 3rd year in the last month of the academic year. He was not even able to read and write, and this made adaptation difficult as the class was already well advanced. Because this happens often, Jatobazinho School has two teachers in every class: one senior teacher and a resident educator. Having two teachers in class ensures individual attention when necessary to give the students the opportunity to learn and develop.

A child with learning disabilities is held back every other year in order to provide her with the best conditions for social interaction, learning and health. Her home is very isolated and her parents have serious financial difficulties. She would not be able to continue studying at another school if she does not complete her studies with us. Another student had major health problems and was in hospital for a number of months. Because of this he requires special attention and care from our staff. And finally, one student who joined the school in November failed because he was very far behind and there was not enough time to catch up. And before the school year had even finished this student was asking for a transfer to another school, because his family was moving again. Out of sixteen students who completed the 5th year and graduated in 2018, 8 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.



### Hard work and reflection during teacher training

## TEACHER TRAINING

“The teacher learns how to teach at the school”  
Antonio Novoa

Based on the assumption that students learn more from teachers who bring with them a consistent cultural, pedagogic and methodological repertoire, and who love what they do and believe in the potential of the students, Acaia Pantanal has a thorough teacher training program.

Teacher Training is a continuous process involving both groups and individuals. It is adapted to the reality of the riverside students.

In 2018 group training consisted of five one-week courses. The teaching consultants Silvia Juhas and Renata Americano held workshops, gave lectures and arranged group activities covering the curriculum, teaching methods and assessment. Of the 5 weeks devoted to teacher training during the year, 3 were spent in Corumbá and 2 in São Paulo to enable the teachers to attend specialist workshops and follow a different cultural agenda. The teachers had two other sessions during the year with the teaching team of the Bradesco Foundation responsible for the curriculum and use of the textbooks used at Jatobazinho School. The training during the year lasted a total of 240 hours.

### SPECIALIZED WORKSHOPS

- Scientific Article: Claudia Araujo,
- Cookery: Beth Kövesi and Marina Hernandez,
- Emotions: Ana Cecília Demarchi,
- My Story: Fabiana Lambert,
- Literature: Isabel Moreira Ferreira and Marta Pinto Ferraz,
- Musical theory: Ed Encarnação,
- Theater: Bianca Machado,
- Chess: Gilberto Milos.



### **Practice as an essential element of education”**

Individual training is provided via Skype, email or telephone, and this distance learning meets the specific needs of each teacher for giving the academic classes and workshops. In addition, the teaching coordinator has a weekly meeting with each teacher to discuss plans and educational progress. The teaching coordinator is responsible for monitoring and giving guidance on other on-the-job training projects such as the production of a scientific article, taking part in competitions for teachers, and producing texts on the works of the famous author selected each year. Each teacher is given around 80 hours of individual training per year.

A total of 33 teachers took part in the training program during the year: 6 teachers, 1 teaching coordinator, 2 social educators, 4 monitors, 14 residents and 6 trainees.

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 2018 we welcomed 6 trainee teachers from the Instituto Singularidades in São Paulo. Twelve teaching residents and 2 monitor residents took part in the Teaching Residence program.

Seeing the need for more in-depth training, Jatobazinho School offered one monitor resident a training course as a toy librarian at the Instituto Indianópolis, in São Paulo.

The teaching coordinator at Jatobazinho School, Dilson Esquer, was invited to attend an educational course at the Federal University of Mato Grosso do Sul, and took part in the event “Dialogues in the training of teachers – the meaning of ‘being a teacher’”. It was a unique opportunity to introduce the Jatobazinho School to the teachers in training.

Jatobazinho School welcomes researchers and university students interested in undertaking surveys on education with students or teachers. The following studies on the school were completed in 2018: One Master’s thesis, 3 university final papers by physical education and psychology students, and one scientific article presented at a seminar.



## The ever-present family

### **BODOQUENA STUDENTS**

A major challenge for students completing the fifth year at Jatobazinho School is continuing their studies. For the students living in isolated areas a long distance away there are no other boarding schools. In these cases, if the family has no relative living near a rural school, or in a town, for the child to stay with, these fifth-year graduates simply stop studying. Acaia Pantanal encourages students to continue their studies, and 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 distance to travel. In 2018, Acaia Pantanal provided social and logistic support for 29 students from the Bradesco Foundation's Bodoquena School.

There is a lot of competition to get into this school, as students have to be under 11 years of age 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. Of the four students who obtained a place in 2018, one dropped out in the first month of classes because he could not take seeing so little of his family because of the great distance between his home and the new school.

In 2018 one student completed a technical course in agriculture and received a job offer from a large company in the region on graduation day; three others completed high school, with two of them selected for technical college; nineteen in the 5th to the 8th grades passed, and one student failed and will have to repeat the year. During the year, five students applied for transfer to schools in Corumbá for various reasons, including an unplanned pregnancy.



### **Social and educational workshops and handicraft courses**

All the students who continue their studies at the Bodoquena School are monitored by a social educator who coordinates the processes of enrollment, re-enrollment, transfers, contact with families, settling disputes, healthcare support and social assistance, organization of picnics and meetings with relatives at the Bodoquena school, attending meetings with parents and other occasions where their presence is necessary.

### **COMMUNITY RELATIONS**

Fifty riverside families were assisted in 2018, through monitoring, guidance and social and educational actions. The actions were developed by a social educator.

Such activity requires planning and investment, as long distances must be crossed in order to get in touch with the riverside population. 197 family visits were made, resulting in 381 direct attendances. 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 included conversation circles, lectures, video discussions and distribution of guidance material.

#### **TOPICS OF SOCIAL EDUCATION WORKSHOPS IN 2018**

Domestic and Family Violence – Campaign aligned with the municipal festivities for Women’s Day

Stimulation and full development in early childhood

Sexual abuse of children

New Family Arrangements

Family Planning

Cancer Prevention and Diagnosis – Campaign aligned with the municipal festivities for Pink October



Another initiative in Community Relations is training in handicrafts and cookery, with a view to generating income. To teach manual techniques that can be developed in parallel with the people's activities of bait collection and fishing. 14 workshops were held in 2018 for a total of 122 people.

#### **HANDICRAFT WORKSHOPS IN 2018**

Sewing  
Weaving  
Crochet  
Design  
Embroidery  
Recycling materials  
Cookery

Since the social educator visits families and knows the region well, her job is to accompany visitors, students and researchers who want help dealing with the local population. In 2018, 66 visitors were received along the banks of the Paraguay river.

#### **SUPPLEMENTARY ACTIVITIES**

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

Acaia Pantanal once again supported the 7th edition of the "Soul of the Pantanal" Expedition, as a joint initiative with the Doctors of the Pantanal, which covered nearly 1800 kilometers, between Corumbá-MS and Cuiabá-MT, providing medical and dental care and drugs to some 400 residents of distant and isolated locations of the Pantanal. This project is developed in partnership with the Brazilian Navy, through the 6th Navy District, among others.

Through Acaia Pantanal's partnership arrangement with the Brazilian Navy, the Tenente Maximiliano hospital ship made three visits in 2018 to provide medical and dental services to students and staff of Jatobazinho School . The Corumbá Municipal Health Department, through its Health Surveillance Division, also visited the school to vaccinate students and staff against Influenza A (H1N1), Yellow Fever, Hepatitis B, Diphtheria and Tetanus (dT-dual adult), Pneumococcal infections (Pneumo23), Meningitis, Measles/Mumps/Rubella (Triple viral vaccine) and HPV, and to update their vaccination cards.



**partnerships for health,  
education and culture**

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 conducted surveys with people living in the city and on the river banks.

With the aim of promoting sustainable development solutions for the Pantanal region and surroundings, Acaia Pantanal supported the Document the Pantanal Project. Document the Pantanal has a strategy for action and multilevel mobilization with 4 components: a documentary film, a book, shows/exhibitions and a blog. The Brazil Land & Soul exhibition of photographer João Paulo Farkas, at the Brazilian embassy in London in November, was one of the results of this project, and attracted some 2000 visitors.

Acaia Pantanal also sponsored the fourth and fifth editions of the project named "Artistic Residence in the Pantanal", a creative immersion in the region of the Serra do Amolar which was held in partnership with Santa Tereza Farm. Exceptionally, two editions were held in a single year. In the fourth edition, we sponsored the Ana Maria Tavares Collection with works by Ana Maria Tavares, Luciana Martins Rodrigues, Maria Luiza Carneiro Campos, Marcos do Nascimento Saad and Marina Sheetikoff. In the fifth edition we supported the artist Fabricio de Jesus.

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

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**

My Story, Jatobazinho School: Working Guide – digital publication in partnership with the Instituto Fazendo História. 2018

Annual Report of the Protection and Conservation Network of Serra do Amolar – editions 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017 and 2018

## **Publications supported**

Guide to the Birds of the Pantanal in Mato Grosso do Sul – Publication prepared in partnership with OSC Roda de Passarinho. 2018

?"Environmental Education in the Pantanal" Calendar – Produced in partnership with the Environmental Military Police and Instituto das Águas da Serra de Bodoquena - 2017/2018 and 2018/2019 editions

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

Biodiversity and Human Occupation of the Pantanal, Mato Grosso: Conflicts and Opportunities. José Luiz de Andrade Franco et al. Rio de Janeiro. Garamond, 2013.

## **Scientific Articles 2018**

Master's Thesis - Prof Francisca Renata Oliveira - Federal University of Mato Grosso do Sul, Pantanal Campus, Postgraduate Program in Social Education "The relationships of full-time education in the Pantanal, Corumbá/MS: teaching practices at Jatobazinho School".

Course Completion Paper - Josiane dos Santos Arruda - Federal University of Mato Grosso do Sul, Pantanal Campus, Faculty of Physical Education, "The Social Education Project and Games for Children and Teenagers (PROESCA): teaching process for students at a riverside school - Jatobazinho"

Course Completion Paper – Luciana da Silva -Federal University of Mato Grosso do Sul, Pantanal Campus, Faculty of Physical Education, "The influences of the Social Education Project and Games for Children and Teenagers

Course Completion Paper – Rigoberto Borges de Abreu - Federal University of Mato Grosso do Sul, Pantanal Campus, Faculty of Psychology, “Child of the Pantanal: social representations of a school with a shift system”

Eighth Seminar on Leisure Studies, Maringá/ PR, November 2018 (scientific article)  
“University extension, leisure and games in the context of children attending a riverside school in the Pantanal, Mato Grosso do Sul”

### **Television Media**

TV Morena – affiliate of TV Globo in MS - Jaguar cub in intensive care after appearing at a school in the Pantanal, MS”

TV Record  
August 2018 - Jornal da Record -  
“Undernourished jaguar rescued by biologists in 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 30 articles in 26 vehicles of communication during 2018.

### **Campo Grande News**

August 2018 “Jaguar rescued in the Pantanal hospitalized in Campo Grande”

Corumbá on line August 2018 “Native of Corumbá selected for musical competition”

### **Correio da Manhã**

June 2018 “Riverside School seeks a candidate for Teaching Residence Program”

### **Correio de Corumbá**

August 2018 “Jaguar is rescued and receives intensive care”

November 2018 “For a fair cause”

December 2018 “Rural school opens up activities of the 3rd school period”

### **Correio do Estado**

August 2018 “Rescued in a school yard at UFMS, a jaguar cub becomes the students’ darling”

### **Diário Corumbaense**

April 2018 “Moinho Cultural trains teachers in choral singing”

August 2018 “Musicians of the Moinho Cultural”

### **Fundación Mapfre**

January 2018 “Annual Report 2017”

Instituto das Águas da Serra da Bodoquena (IASB)

November 2018 “3rd Environmental Education Expedition in the Pantanal”

### **Jornal Dia Dia**

November 2018 “PMA inaugurates large launch”

**Jornal Midiamax**

August 2018 "Jaguar rescued in school yard"

**Lunetas**

June 2018 "Shift-system teaching provides education for children in the field"

**O Pantaneiro**

March 2018 "First 2018 edition of the Riverside People's Program"

**TRIP Magazine**

February 2018 "Who needs education?"

**Vogue Magazine**

February 2018 "It's in the DNA"

**Arts website**

August 2018 "Simone Reis presents Women's Circle in the MuBE"

**Beacon School website**

June 2018 "Team of teachers visits school in the Pantanal"

**Cineplaneta website**

August 2018 "Simone Reis presents Women's Circle in the MuBE"

**Envolverde website**

June 2018 "Partnerships to benefit the Pantanal"

**Idis – Social Investment Development Institute website**

June 2018 "New coalition for Charitable Endowment Funds"

**Juliana Ariza website**

August 2018 "Simone Reis presents Women's Circle in the MuBE"

**Patricio Nunes website**

July 2018 "Simone Reis presents Women's Circle in the MuBE"

**Mato Grosso do Sul State Military Police website**

November 2018 "PMA inaugurates large launch"

**Brazilian Navy website**

July 2018 "Sixth Naval District Command receives visit from the Instituto Acaia"

**Roda de Passarinho website**

June 2018 "Guide to birds at Jatobazinho School"

**Tereré News website**

May 2018 "PMA, MPE, IASB undertake environmental education expedition"

**UFMS website**

August 2018 "Jaguar rescued and receives intensive care"

August 2018 "Students and teachers of the Teacher Training course hold event to discuss training of teachers"

## **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  
Patricia Dutra Ramos  
Nildete Dias da Silva

### **Educators**

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Evanice Cortes Rondon  
Fabiana Catarino França  
Liliana Elza Mello Costa  
Natiely Ramyla de Almeida F Nobre  
Tatiane Zabala Gomes  
Verônica Murillo

### **Monitors**

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Gleyce Mary Cassupa Pinheiro  
Wanderley Catarino da Silva

### **Operations**

André Wagner Amorim Brandão  
Antonio de Jesus  
Antonio Tavares de Lira Neto  
Everaldo Amorim de Araujo  
Flávia da Luz Sanchez  
Francianne Souza da Silva

Gilson Arnaldo Filho  
Joaquim Alfredo de Souza Neiva  
Meirian Franco Lopes  
Pedro Paulo Picolomini  
Roberto Mauro Ferreira da Silva  
Rosilene Auxiliadora Garcia  
Vania Souza Vilalva

## **ADVISORY**

### **Communication**

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Raphaela Martins Fakri

### **Legal**

Theotônio Monteiro de Barros

### **Pedagogical**

Bradesco Foundation – Educa+Ação Program  
Renata Queiroz de Moraes Americano???  
Silvia Juhas

### **Psychology**

Ana Cecília Demarchi

### **Physical Education**

Prof Dr Cléia Renata Teixeira de Souza

### **People Management**

Antonio Carlos Brasiliense Carneiro

### **My Story Workshop**

Fabiana Lambert  
Claudia Vidigal  
Instituto Fazendo História

### **Scientific Article Writing Workshop**

Prof Dr Cláudia Araujo de Lima

## **TRAINING**

Augusto Samaniego  
Betty Kövesi  
Bianca Machado  
Cristiane Eloisa Bertoluci  
Ed Encarnação  
Eduardo da Costa Mendes  
Marina Hernandez  
Monica Horta  
Salim Haqzan

## **RESIDENCE PROGRAM**

### **Teaching Residence**

Alexandre de Arruda  
Aline Cristina Ribeiro  
Débora Rebeca da Silva Santos  
Edna Bras de Souza  
Jacqueline de Matos Barreto  
Jefferson Tlaes  
Jhonathan Uily Gomes Ferreira  
Julio Cesar Flores Franco  
Keila Simone Santos  
Liliana Eliza Mello Costa  
Lucas Gaspar  
Suzane Marçal

### **Monitoring residence**

Luana Machado de Arruda  
Welligton Mendes Soares

### **Operational residence**

Simone Castro Alves

## **TRAINEE TEACHERS**

Ana Paula Lemos de Vasconcelos  
Elza da Silva  
Ingrid Talian Almeida Santos  
Ligia Ishigami Vaz  
Marina Silveira de Ninno  
Patricia da Silva Leite

## **ARTISTIC RESIDENCE**

### **Ana Maria Tavares Collective**

Ana Maria da Silva Araujo Tavares  
Luciana Martins Rodrigues  
Maria Luiza Carneiro Campos  
Marcos do Nascimento Saad  
Marina Sheetikoff  
Fabricio de Jesus



### **Corporate Benefactor**

Fundação Mapfre  
Trilha Investimentos  
SPM Participações S/A

### **Corporate Collaborators**

Central geral do Dízimo – Pró Vida  
Dinâmico Express  
Fazenda Santa Tereza  
Hotel Nacional – Corumbá – MS  
Posto Paulista de Pneus Ltda  
Prefeitura Municipal de Corumbá  
Quimera Filmes  
Supreme Móveis Corporativos

### **Strategic Partners**

Associação Onçafari  
Social Assistance  
Beacon School/SP  
CAIJ – Centro de Apoio Infante Juvenil  
CMAS/Corumbá - Municipal Council  
CMDCA/Corumbá - Conselho Municipal dos  
Direitos da Criança and do Adolescente  
Bilingual School of Utah/USA  
Lourenço Castanho School/SP  
Delcídio do Amaral Municipal School/MS  
Vera Cruz School/SP  
Brazilian Army - 17th Border Battalion  
Fundação Ecotrópica  
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 Moinho Cultural  
Instituto Novo Olhar  
Instituto Singularidades  
Instituto Rã-Bugio para Conservação da  
Biodiversidade

Instituto SOS Pantanal  
Laboratory de Arqueologia do Pantanal da  
UFMS  
Brazilian Navy: 6th Naval District - Pantanal  
River Authority  
Muhpan  
Panthera Brasil  
Parque Nacional do Pantanal Mato-Grossense  
Environmental Police MS: 2nd Company /  
15th Battalion  
Militarized Police: 6th Battalion  
Tatu Canastra Project  
Corredor Azul Program  
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 and Cidadania  
de Corumbá  
Secretaria de Saúde de Corumbá  
SENAC Corumbá  
SESC Corumbá  
UFMS, Campus Pantanal – Faculdade de  
Educação Física  
UFMS, Campus Pantanal – Faculdade de  
Geografia

### **Individual Benefactors**

Alessandro Menezes de Souza  
Adriana Veríssimo and Everson dos Santos  
Lopes  
Heinz Jorg Gruber  
Maria Cecília and Henrique Lacerda de  
Camargo  
Silvia and Ari Weinfeld  
Sonia (in memoriam) and Fernão Bracher  
Teresa Cristina and Candido Bracher

### **Adopt a Student**

Liane and Roberto Bielawski  
Renata and Antonio Carlos Canto Porto Filho  
Renata Macchione and Lucas Bielawski  
Renata and Luiz Ronchel Soares

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



The background of the slide is a solid orange color with a repeating pattern of stylized human figures. Each figure is composed of a circular head and a rectangular body with a simple, angular shape for the torso and legs, suggesting a crowd or a group of people. The figures are scattered across the entire page, creating a textured, busy background.

# Accounting Statements



## **EXPLANATION ON THE ACCOUNTING STATEMENTS OF INSTITUTO ACAIA**

Instituto Acaia, with its headquarters in the city of São Paulo, CNPJ corporate registration number 04.449.826/0001-93, has since its incorporation on April 3, 2001 had its core activities maintained with donations from its associates, benefactors and sympathizers and government subsidies for projects approved by municipal and state bodies.

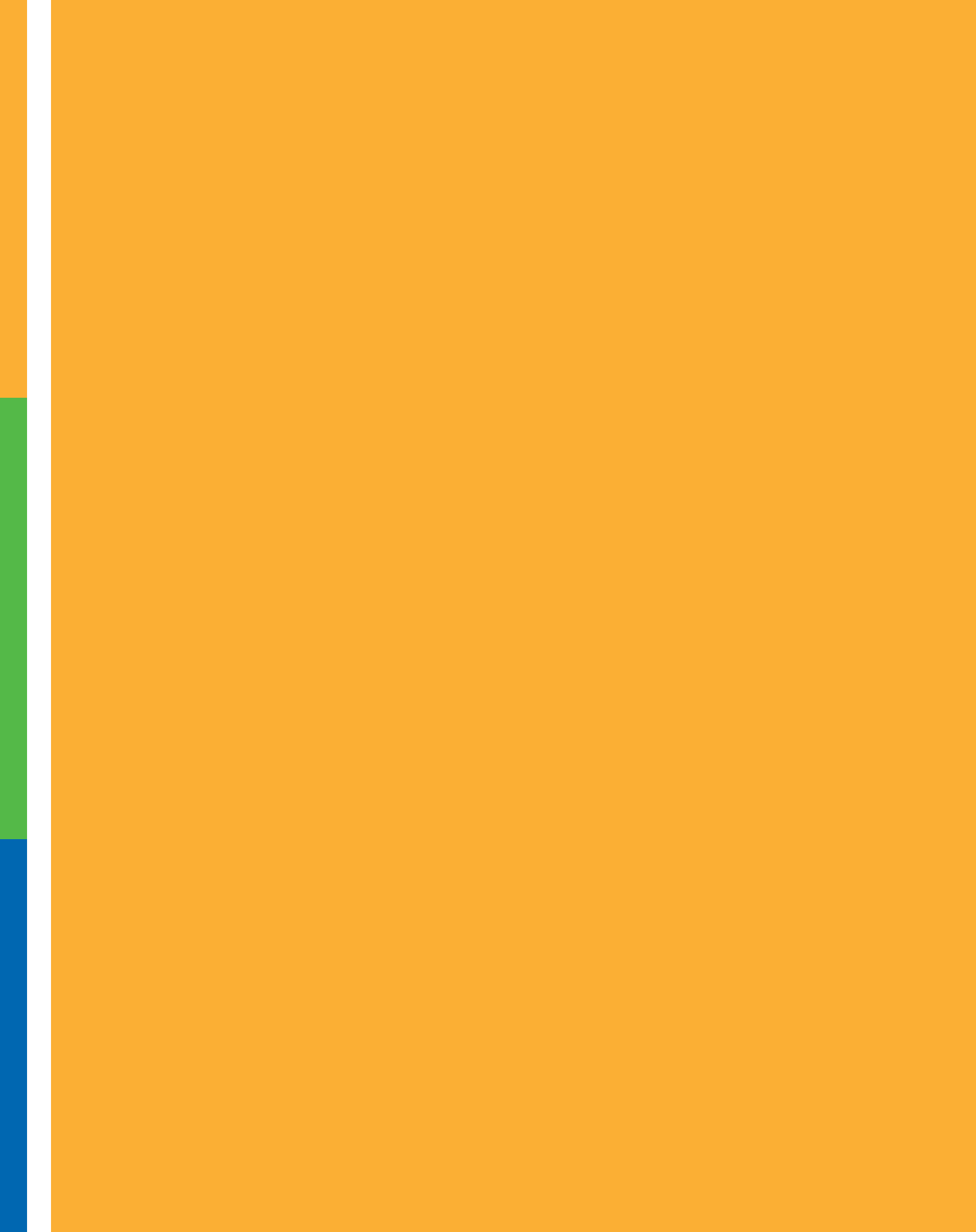
In 2016, the executive board and founding associates of the Institute, concerned with its continuity and that of its three (03) centers - ateliê escola Acaia, Centro de Estudar Acaia Sagarana and Acaia Pantanal – set up an Endowment Fund.

This fund consists exclusively of long-term National Treasury Notes (NTN-Bs). The return on these notes is the IPCA inflation rate plus a margin. The margin is sufficient only to cover the regular expenses of the three (03) centers of the Instituto Acaia. Any new project, or expansion of existing projects, depends on additional funding.

The value of the NTN-Bs varies with the market, and so the fund can show accounting deficits or surpluses which would only be realized upon the sale of the notes. Since the notes are not to be sold, since they guarantee the continuity of the Institute's basic activities, these deficits and surpluses are merely accounting events, and have no effect on the management of the Institute.

Yours truly,

Sandra Alves Silva  
Director of Instituto Acaia







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Accounting Statements as at  
December 31, 2018 and  
report of the  
independent auditors\*

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\*The Explanatory Notes are available on the Instituto Acaia website: [www.acaia.org.br](http://www.acaia.org.br)

## **Independent Auditors' Report on the Accounting Statements**

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, 2018, and the corresponding statements of surplus in comprehensive income, of changes in shareholders' equity 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, 2018, its operating performance and its cash flow for the year ended on that date, in accordance with the accounting practices generally accepted in Brazil, Technical Pronouncement CPC 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, Technical Pronouncement CPC PME 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, March 18, 2019.

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

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

**Accounting statements as at  
December 31, 2018 and 2017 and  
independent auditors' report**

**Balance sheet as of December 31, 2018 and 2017**

	<u>2018</u>	<u>2017</u>
<b>Assets</b>		
Current Liabilities		
Cash and cash equivalents (Note 3)	1.237.886	562.342
Financial investment (Note 4)	330.661	1.583.613
Securities (Note 5)	297.327.692	259.776.203
Other receivables (Note 6)	679.229	336.768
	<u>299.575.468</u>	<u>262.258.926</u>
Non-current liabilities		
Property and equipment (Note 7)	21.203.145	17.519.416
Total assets	<u><u>320.778.613</u></u>	<u><u>279.778.342</u></u>

The explanatory notes form an integral part of the accounting statements  
2 of 19

	<u>2018</u>	<u>2017</u>
<b>Liabilities and shareholders' equity</b>		
Liabilities		
Current Liabilities		
Accounts payable (Note 8)	1.578.752	666.837
Labor and social security obligations	424.029	386.337
Tax obligations	23.873	25.398
Deferred revenues - donations for specific projects (Note 9)	-	180.392
Deferred revenues (Note 10)	434.542	621.474
	<u>2.461.196</u>	<u>1.880.438</u>
Non-current liabilities		
Deferred revenues (Note 10)	6.897.920	5.651.611
	<u>9.359.116</u>	<u>7.532.049</u>
Total liabilities		
Shareholder' equity		
Capital stock (Note 21)	268.236.030	259.611.679
Accumulated surplus	43.183.467	12.634.614
Total capital	<u>311.419.497</u>	<u>272.246.293</u>
Total liabilities and shareholders' equity	<u><u>320.778.613</u></u>	<u><u>279.778.342</u></u>

**Statement of surplus  
for the years ended December 31, 2018 and 2017  
In Reais**

<b>Revenues</b>	<b>2018</b>	<b>2017</b>
Donations from individuals (Note 11)	533.776	3.129.823
Donations from legal entities (Note 11)	334.121	361.345
Donations for specific projects (Note 9)	186.056	160.867
Other operating revenues (Note 12)	339.612	567.443
Volunteer work (Note 16)	1.038.111	74.750
	<u>2.431.676</u>	<u>4.294.228</u>
<b>Expenses for social activities</b>		
Personnel expenses (Note 17(a))	(5.824.937)	(5.285.706)
General and administrative expenses (Note 17(b))	(8.533.449)	(6.475.346)
IPTU	(17.179)	(580.436)
Expenses of voluntary work (Note 16)	(1.038.111)	(74.750)
Depreciation and amortization expenses (Note 7)	(508.277)	(608.175)
	<u>(15.921.953)</u>	<u>(13.024.413)</u>
<b>Cost of social activities</b>	<u>(13.490.277)</u>	<u>(8.730.185)</u>
<b>Net financial income (Note 19)</b>	<u>44.039.130</u>	<u>21.114.371</u>
<b>Surplus</b>	<u><u>30.548.853</u></u>	<u><u>12.384.186</u></u>

The explanatory notes form an integral part of the accounting statements  
3 of 19



**Statement of comprehensive income**  
**Years ended December 31, 2018 and 2017**  
**In Reais**

	<u>2018</u>	<u>2017</u>
<b>Surplus for the year</b>	<b><u>30.548.853</u></b>	<b><u>12.384.186</u></b>
<b>Other components of comprehensive income</b>		
Endowment (Note 21)	8.624.351	249.611.679
	<b><u><u>39.173.204</u></u></b>	<b><u><u>261.995.865</u></u></b>

**Statement of changes in capital  
In Reais**

	<b>Capital stock</b>	<b>Accumulated Surplus</b>	<b>Total capital</b>
<b>Balances as of December 31, 2016</b>	<b>10.000.000</b>	<b>250.428</b>	<b>10.250.428</b>
Endowment (Note 21)	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>	<b>259.611.679</b>	<b>12.634.614</b>	<b>272.246.293</b>
Endowment (Note 21)	8.624.351	-	8.624.351
Surplus for the year 2018	-	30.548.853	30.548.853
<b>Balances as of December 31, 2018</b>	<b>268.236.030</b>	<b>43.183.467</b>	<b>311.419.497</b>

The explanatory notes form an integral part of the accounting statements  
5 of 19

**Statement of cash flow**  
**In Reais**

<b>Cash flows from operating activities</b>	<b>2018</b>	<b>2017</b>
Surplus for the year	<b>30.548.853</b>	<b>12.384.186</b>
<b>Revenues and Expenses Adjustments</b>		
Depreciation and amortization (Note 7)	508.277	608.175
Reversal of provision for labor contingencies	25.000	(337.250)
Elimination of depreciation of properties donated	-	(78.945)
	<u>533.277</u>	<u>191.980</u>
<b>Adjusted result for the year</b>	<b>31.082.130</b>	<b>12.576.166</b>
<b>(Increase)/decrease in assets as follows:</b>		
Financial investment	1.252.952	(1.090.835)
Securities	(37.551.489)	(249.237.987)
Other amounts receivable	(342.461)	598.304
<b>Total changes in assets(Increase)/decrease in other credits</b>	<u>(36.640.998)</u>	<u>(249.730.518)</u>
<b>Increase/(decrease) in liabilities as follows:</b>		
Accounts payable	913.305	208.388
Labor and social security obligations	12.692	(340.020)
Tax obligations	(1.525)	3.272
Other obligations	877.595	(341.261)
<b>Total changes in liabilities</b>	<u>1.802.067</u>	<u>(469.621)</u>
<b>Net cash from operations</b>	<b>(3.756.801)</b>	<b>(237.623.973)</b>
<b>Cash flows from investment activities</b>		
Acquisition of property and equipment (Note 7)	(4.192.006)	(179.385)
<b>Net cash from investment activities</b>	<b>(4.192.006)</b>	<b>(179.385)</b>
<b>Cash flows from financing activities</b>		
Endowment (Note 21)	8.624.351	238.363.044
<b>Net cash from financing activities</b>	<b>8.624.351</b>	<b>238.363.044</b>
<b>Net increase /(decrease) in cash and cash equivalents</b>	<b>675.544</b>	<b>559.686</b>
Cash and cash equivalents at the beginning of the year (Note 3)	562.342	2.655
Cash and cash equivalents at the end of the year (Note 3)	<u>1.237.886</u>	<u>562.341</u>
	<b>675.544</b>	<b>559.686</b>

The explanatory notes form an integral part of the accounting statements





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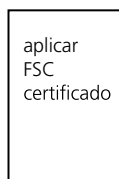
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