



instituto
acaia





ateliescola acaia



Acaia Sagarana



Acaia Pantanal



Annual Report 2019



Concentration, mathematics
and manual work involved in joinery

SUMMARY

04 Instituto Acaia

13 ateliescola acaia

27 Centro de Estudar Acaia Sagarana

41 Acaia Pantanal

55 Accounting Statements

Acaia Institute

The Acaia Institute is a non-profit organization dedicated to education. Our activities are financed by donations, covenants and an endowment fund capable of guaranteeing the continuity of our nuclei.

Our nuclei

Ateliescola Acaia is an experimental school that serves children and young people from Favela do Nove and Favela da Linha, close to Ceasa, in Sao Paulo, offering formal education associated with "making workshops". One of Ateliescola's objectives is to develop and provide a program that focuses on education, health and culture, capable of serving vulnerable children and those with little socio-economic support.

Acaia Sagarana is a one-year course that aims to expand opportunities for entry into the best universities in the country. The course is aimed at high school students from public schools in Sao Paulo. These students are identified and selected from among the best and most highly motivated to study, together with public schools which are partners in the project.

Acaia Pantanal is a set of socio-educational activities that brings together efforts for the development of the riverside population of the Pantanal Sul-Mato Grosso. It operates through a rural elementary school, supporting the continuity of studies up to high school in a partner institution. There are also socio-educational activities aimed at the surrounding population, specialized training for teachers, in addition to protection activities in the Pantanal biome.

History of the Acaia Institute

The history of the Acaia Institute began in 1997, when Elisa Bracher started receiving children from neighboring slums in her sculpture studio. Soon the activities expanded and started to involve cooking, capoeira and music activities for the children. The evening sewing activity was started as an activity for mothers.

In the year 2000 the activities became daily, but still outside normal school hours. The Acaia Institute was formally established on April 3, 2001, and Fernao Bracher assumed the presidency of the Institute.

In 2005, the Institute acquired a shack in Favela do Nove with the aim of getting closer to and to better understand the relationship between children and families. The initiative led towards the formal creation of the school in 2017, with first pre-school education and the early years of elementary school.

Acaia Sagarana was started in early 2005, when work began with its first class of students. Since then, a new class has been admitted each year. Among its former students there are doctors, engineers, professors and economists trained by USP - University of Sao Paulo, as well as dozens of other professionals who have studied the best public and private universities in the country.

Acaia Pantanal was founded in 2007 and started its activities in 2008, with a youth and adult literacy project in parallel with the construction of the Jatobazinho School. This school operates two shifts: students are brought from their homes on Mondays and reside in the school until Saturday, when they return to their homes. The school is the center of several social and environmental activities involving residents of the region, and in 2018 celebrated the graduation of the first technical high school students.

In 2016 The Acaia Institute setup its endowment fund, with donations from Sonia and Fernao Bracher, their children and other friends. This fund, from which only financial interest is withdrawn, guarantees the long-term future of its nuclei. Monthly, annual, one-off donations and covenants complete the budget. We believe that, in addition to the donations and covenants already established and vital to the functioning of the Institute, future donors will assist in the growth of the endowment fund in the coming years, ensuring the sustainable growth of the Acaia nuclei.

With the creation of the endowment fund, a board of directors was created to manage the fund and assist in the development of the Institute's nuclei. After presiding over Acaia for 18 years, Fernao Bracher passed away in February 2019.

In 2019 we changed our management structure. To give more independence and agility to the nuclei, we transferred the respective activities that were under the responsibility of the Institute to each one of them. The Board of Directors is responsible for the management of the patrimonial fund and for the approval of the budget of the nuclei and their strategic plans. Legal activities, financial control and monitoring and payroll administration were transferred to a small support center.

The following report describes the progress of the Acaia Institute in 2019, accompanied by its financial statements.

I hope you enjoy Reading it,

Fernando Reinach

INSTITUTE DATA

Start of Instituto Acaia

Founding Date: April 3, 2001

Institute Headquarters Address

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

2019: R\$ 16.651.273
2020: R\$ 19.314.313

TITLES and CERTIFICATES

CMDCA Conselho Municipal dos Direitos da Criança e do Adolescente – São Paulo e Corumbá

COMAS Conselho Municipal de Assistência Social – São Paulo e Corumbá

CAS Secretaria Municipal de Assistência e Desenvolvimento Social

CEBAS Certificado de Entidade Beneficente de Assistência Social (MDS- Ministério do Desenvolvimento Social e Combate à Fome)

SMADS/SP Secretaria Municipal de Assistência e Desenvolvimento Social

SEDS/SP Secretaria de Desenvolvimento Social do Estado de São Paulo

Certificado de Inscrição Pró-Social

UPF Utilidade Pública Federal

UPE Utilidade Pública Estadual

UPM Utilidade Pública Municipal das Prefeituras de São Paulo e de Corumbá

CRP Conselho Regional de Psicologia de São Paulo

CDH Certificado de Entidade Promotora de Direitos Humanos

CENTS – Cadastro de Entidades do Terceiro Setor

CRCE – Certificado de Regularidade Cadastral de Entidades

CEDHESP – Cadastro das Entidades de Defesa dos Direitos Humanos do Estado de São Paulo

Cadastro na Vara da Infância e Juventude da Lapa (SP)

Cadastro no CEPEMA (SP)

Auto de Licença de Funcionamento

Auto de Vistoria do Corpo de Bombeiros

Vigilância Sanitária

Relatório CETESB

President

Fernando de Castro Reinach

Administrative Council

Beatriz Sawaya Botelho Bracher
Candido Botelho Bracher
Eduardo Mazzilli de Vassimon
Elisa Sawaya Botelho Bracher
Fernando de Castro Reinach

Investment Committee

Candido Botelho Bracher
Eduardo Mazzilli de Vassimon
Fernando de Castro Reinach

Fiscal Council

José Irineu Nunes Braga
Marcio Akira Kashihara
Mario Luiz Amabile

Legal Advice

Sandra Alves Silva
Theotonio Maurício Monteiro de Barros

Accounting / Financial Advising

Empresarial FS

Audit

Price Waterhouse Coopers

DONORS

Private Donors

Fernão Carlos Botelho Bracher (*in memoriam*)
Francisco Manuel Ruas P. Coelho
Heinz Jorg Gruber
João Mario Nedeff Menegaz

Corporate Donors

Brazil Foundation
SEFAZ – Programa Nota Fiscal Paulista

SUPPORT CORE

Legal advice

Sandra Alves Silva

Legal Intern

Jefferson Borges Rodrigues

Financial Assistance

Jéssica Barbosa Lira

Secretary

Luciana Costa de Menezes

Administrative Assistant

Marcia Bolognesi

Maintenance

Thiago Conrado Silva

Operational

Cristiano Manoel da Silva

Eliel Ramos

Lucia Patricia Vicente

Marcos Francisco da Silva

Maria de Fátima Teixeira Alves

Maria do Carmo da Silva

Paulo Orestes da Silva

Rosemeire Sztukalski

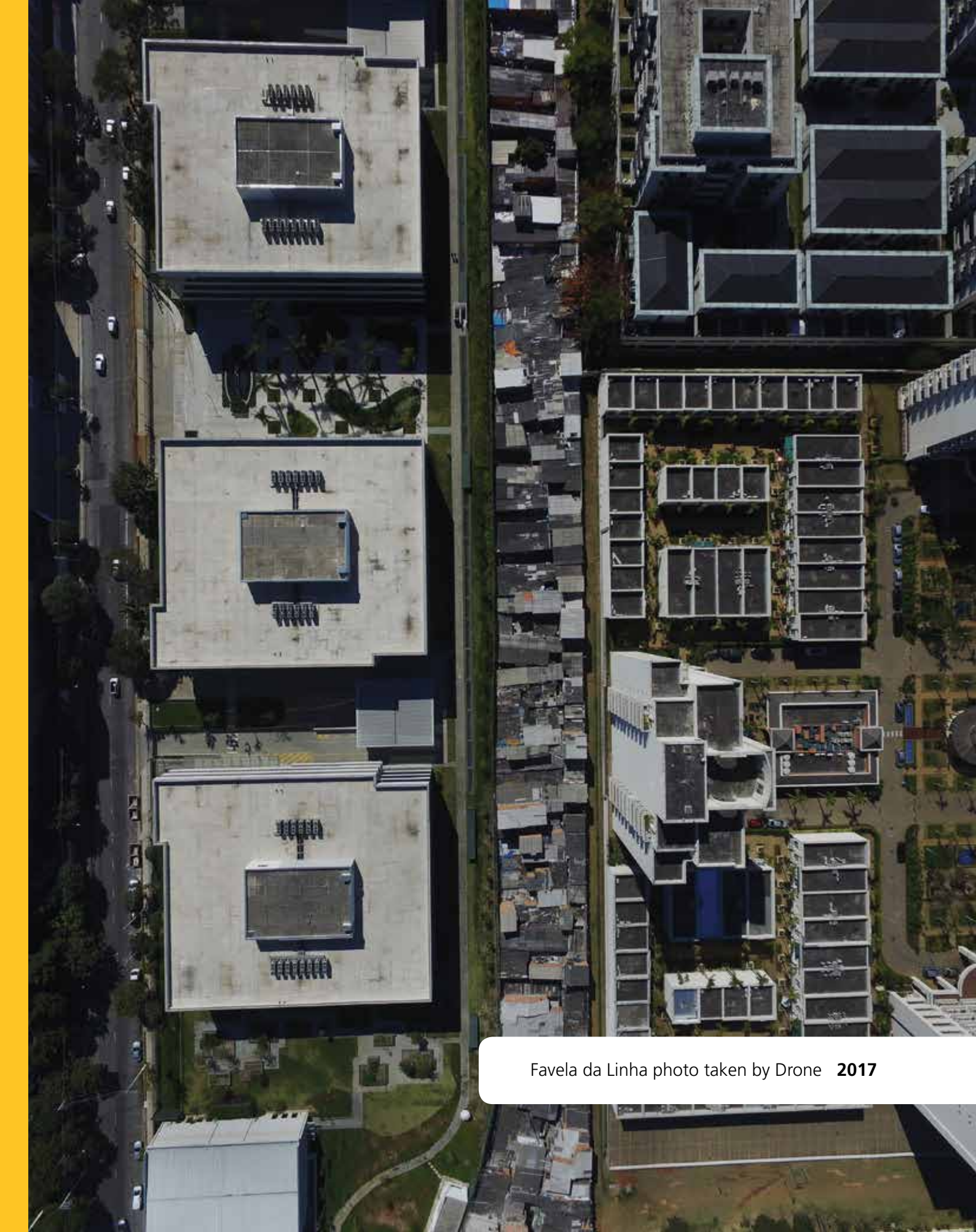
The Support Nucleus aims to provide Legal, Patrimonial, Administrative and Financial support to the Institute and its nuclei.

Under the patrimonial and legal area, all institutional and patrimonial control, titles, certificates, registrations, exemptions, immunities, partnerships and relationships with public and judiciary bodies, as well as individuals and legal entities will remain.

Under the administrative and financial area will be the areas of financial control, accounting, tax, external audit, personnel department and Internal controls.

The support nucleus will centralize these activities for the three operational nuclei, supporting the operational nuclei where necessary.

All other activities, such as selection and evaluation of people, strategic planning and execution and monitoring will be the responsibility of each of the operational nuclei.



Favela da Linha photo taken by Drone 2017

aerial view of CEAGESP region 2014

bairro
vila leopoldina

legenda

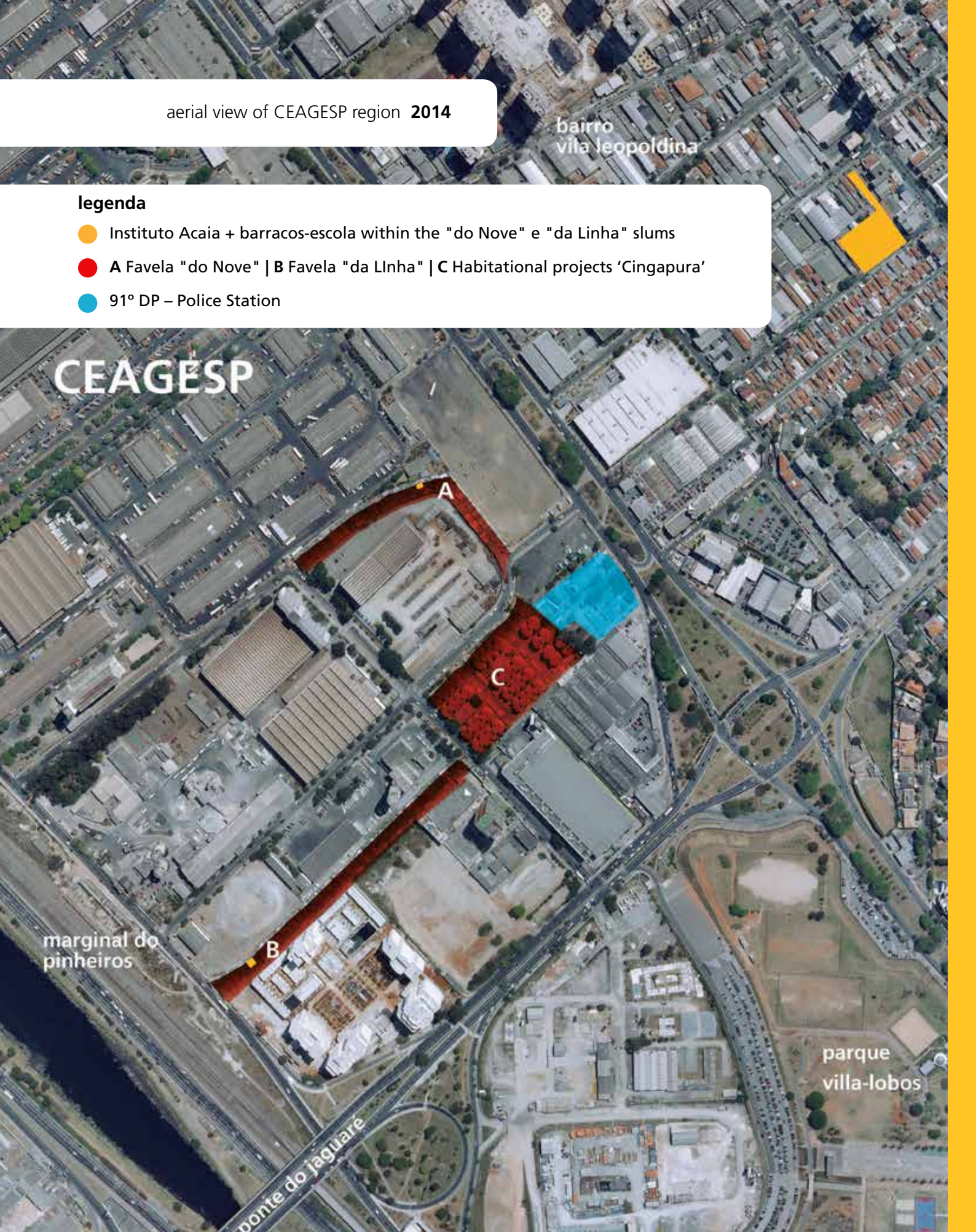
- Instituto Acaia + barracos-escola within the "do Nove" e "da Linha" slums
- A Favela "do Nove" | B Favela "da Linha" | C Habitational projects 'Cingapura'
- 91° DP – Police Station

CEAGESP

marginal do
pinheiros

ponte do jaguare

parque
villa-lobos





ateliescola
acaia



A collective construction of hypotheses, considered essential in the literacy process

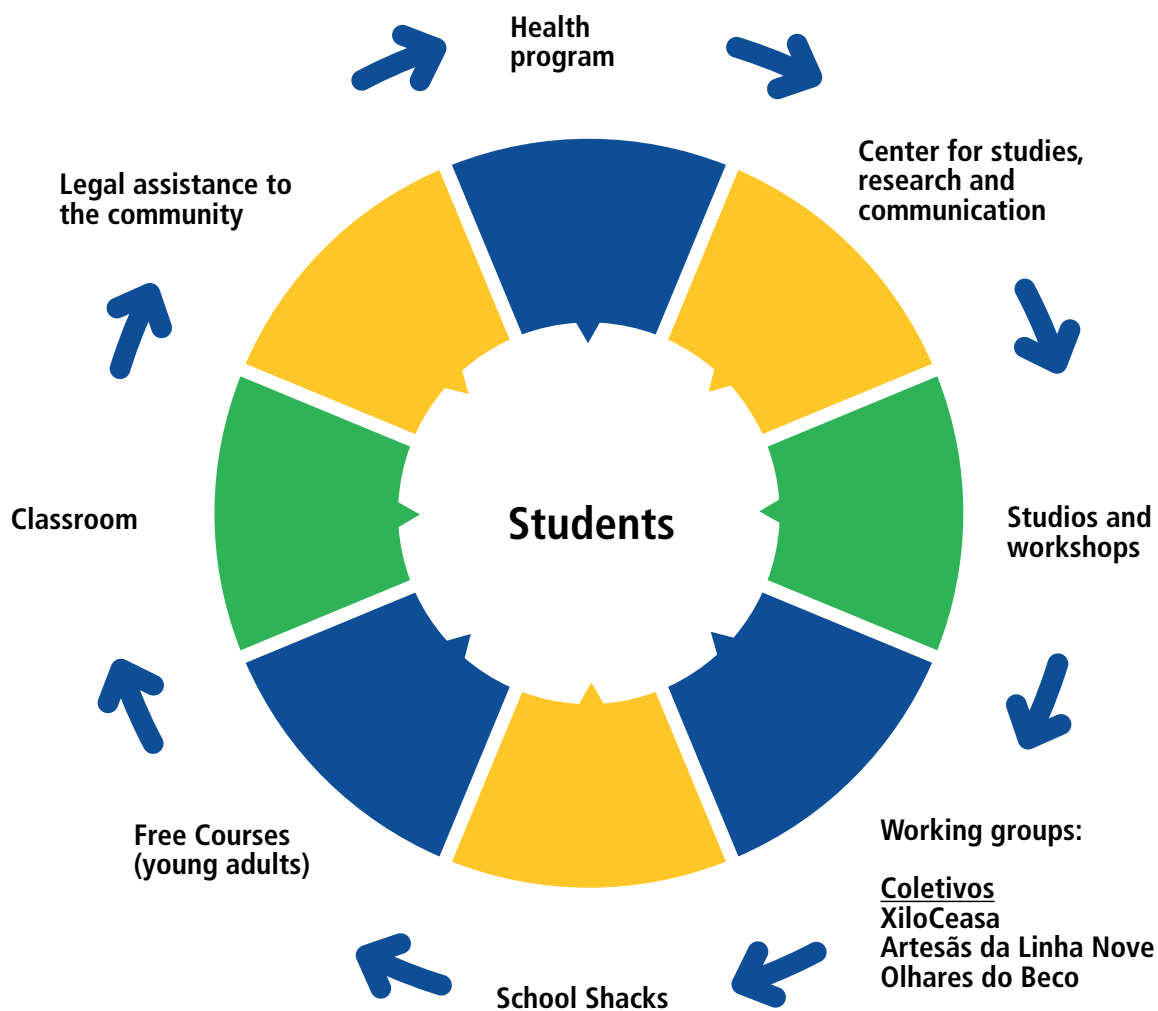
ateliescola acaia

These 17 years that Atelie Acaia has worked as a school has allowed us to get to know the people where we serve and create welcoming strategies. We believe that this is our great skill: being available to understand others, their culture, their forms of organization, in short, their certain way of being part of this world.

However, our task is greater, especially since we took on the task of becoming a workshop. In this third year of operation, we have made pedagogical adjustments and we still have a lot to adjust, to develop and build. We constantly ask our team to feel as if part of the building of Ateliescola, to keep their demands and expectations high in relation to students and themselves as well, and as a consequence, we have seen the development of autonomy in both.

Something new this year is that we are working on the implementation of the 7th year for 2020, the entry of students who have paid half a scholarship, correcting pedagogical support, English classes from the 3rd year onwards, an increase in the health care program and the implementation of an international Pedagogical Council.

Ateliescola acaia is a living organism, adapting to the internal demands (of the regulars and the institution) and the external demands (the demands of the world). These activities as a whole build a curriculum.



How can a **methodology** be developed that manages, on the one hand, to welcome and understand students, and on the other hand keep expectations high? No minute is expendable: the studios demand that students choose and be more demanding; mediating conflicts is fundamental for emotional and pedagogical development, in the same way as hygiene and rest care and the teacher's hands-on approach with each of their students.

We came to understand that, due to the difference in levels of children who attend the same school year, it was necessary to have materials that meet different requirements as well as **support groups** for existing students and also those who were more demanding. If, at the beginning of the workshop, support was given predominantly to individuals or in small groups, in 2019 this took place inside the classrooms, trying to avoid, where possible, the isolation of students from their group, or even their class.

English classes were included from the 3rd year onwards and were a great challenge: the institutional decision to recognize the importance of learning English as an opening of horizons and opportunities for young people without any contact with other languages. We initiated a partnership with students and professors at the University of Michigan's Faculty of Design, and despite the difficulties, we saw that the children were encouraged and accepted the challenge.

An important novelty was the creation of an **International Pedagogical Council**, with the idea of being stimulated by and pushed by teachers who face situations similar to ours in their own countries. Karen Giles, director of the Barham Primary School in London, who had already been to Acaia twice before, was invited to be the first member.

We understand that this is what we propose to each of these students; that they expand their desire for the world and the repertoire of each of them regardless of their age, on the long path they need to travel.

In return, we seek to offer them subsidies and to support them as well. Teachers are our most powerful agents of transformation - they have the enthusiasm to take the task to heart - and we have an engaged and studious team. **The profile of the Ateliescola teacher** includes requirements that they combine the concept of skill-full planning with the possibility of improvisation, all at the same time.

In addition to coordinating the processes of teaching their different subjects, they are tasked with responsibilities such as monitoring parks and exhibition halls, bathing, sleeping, meals and recreational activities and maintaining common spaces.

The ten hours our students spend in the studio combine their activities in the classroom with many different dynamics, classes in physical education and natural sciences, workshops - arts and carpentry -, music and sound design, capoeira, library, science, typography, workshops on feelings, science and games.







team formation

An **extensive health program**, with the help of several partners, makes it possible for us to minimize deficiencies for a good learning process. Assistance is provided in the areas of dentistry, ophthalmology, dermatology, and in the monitoring of worms and anaemia. Prophylaxis and small treatments are performed in indoor units, and those who need continuity or specific referrals are referred to our partners. The mental health program has always been an integral part of the studio with the studio and the team growing in 2019, and is now made up of two psychoanalysts, a psychologist and three interns. We have started a body and health program together with elementary school 2.

In 2018, a team was hired to prepare the curriculum for **elementary 2**, and we started the 6th year in 2019. The advisors of each area remained throughout the year coordinating with the team of teachers, discussing the step by step implementation of this curriculum. Although there is a teacher who teaches all subjects, specialists in the fields of science, arts, physical education English were hired, and for an interdisciplinary project, where the **transversal theme was housing**. The study of the environment was a dip into the different faces of the city of Sao Paulo, visiting various cultural facilities in the center, eating at the Nove de Julho occupation and sleeping in a guesthouse in the Jardins neighborhood, experiencing for the first time the possibility of sharing a room with a private bathroom with a friend.

The multipurpose teacher was responsible for Educational Orientation (OE), with the organization of Class Assemblies dealing with topics such as internet use, bullying, relationships with colleagues and teachers. In the second semester, two members of the psychology team started working with body and health together with curious pre-adolescents who, in general, received more information than they were able to absorb.

In 2019, the original vocation of Atelie Acaia - the desire to unite cultures and mix different social classes – was brought about through the **opening of places for paying students**. Families that, together with us, took on the challenge of a more plural Brazil. We are learning from everyone. One of these students, when entering a clothing store at the height of the São Paulo winter and only seeing white children dressed in sweatshirts in the advertisements, asked: "Do they think that black children do not feel the cold?" It is true that there have been difficulties but also a fact that everyone has helped. Students with a more developed repertoire of literature and language helped and were helped in the handling of tools in the studio, as well as developing skills in the freedom of expression. Learning side by side from an early age, that we welcome and offer learning situations that fit any child.

1. Study in the middle of the 6th year - getting to know the city of Sao Paulo
2. Caring and dedicated professionals - premises of the health program





Free courses in carpentry and audio technician

The ateliescola Acaia workshop shacks(barracos-escola) continued to function and expanded their offerings, with outings to parks, films and soirees. It is the function of the shacks to be a reference point for taking care of themselves and their surroundings, paying attention to the tone of relationships in the community and maintaining an important link between Ateliescola and the families.

The free courses in sewing, audio production, carpentry, typography, drawing, woodcut, capoeira, reading and writing, in addition to audio-visual, received young people, alumni and adults from the slums and "Cingapurás". In line with Ateliescola's policies, some of the vacancies was also offered to students from outside the community.

The groups XiloCeasa (printmaking and graphic design), Artesãs da Linha Nove (embroidery and sewing), Olhares do Beco (audio-visual) and especially Marce (carpentry), continued to participate in fairs and bazaars, developing copyrighted works and becoming an increasingly greater part of the city schedule.

An important event, open to the general public, was incorporated into Ateliescola's calendar: The **Feira da Mistura**. In partnership with GSM, an event company, we brought together several artisanal producers from the city of Sao Paulo and the important participation of mothers and fathers in offering food and drinks for the event. The fair took place in conjunction with the well-known **Sarau do Acaia (open mic)**.

Legal assistance to the community remained on a two-weekly basis and is a fundamental activity in clarifying, supporting and proposing actions to defend the rights and interests of the people served.

Another major change took place in the administrative/institutional environment. With Fernao Bracher's death in February 2019, Fernando Reinach took on the task of presiding over the Council. It instituted a new format for financial statements and semi-annual pedagogical presentations and tasked us with ordering our actions along a more extended timeline. Olga Maria Aralhe, who had been part of the Atelie Acaia board since the beginning, retired in late 2018. There were many changes and important steps were taken, but these were also difficult, requiring some restructuring. The teams have grown and they have gained more autonomy with each team being responsible for updating and discussing ideas and the direction they wish to follow.

- 1.in ateliescola Acaia workshop shacks(barracos-escola), the route is part of the activity**
- 2.our groups: artisans and xyloceasa in action, snapped through the eyes of the alley**
- 3.Feira da Mistura and legal assistance to the community**

Number of students served:

Ateliescola: 170

Free courses: 65

Barracos-escola - Favela da Linha: 50;

Favela do Nove: 50

ATELIESCOLA ACAIA TEAM

General Director

Ana Cristina de Araújo Cintra

Elisa Bracher

Pedagogical Director

Maria Esther Pacheco Soub

Pedagogical Coordinator

Maria Clara de Almeida Prado Galvão

Executive Director

Fabrcio de Jesus Barrio Lopez

Assistant to the de Director

Patrícia Yanaguisawa

Ateliescola acaia Secretary

Iara Faria Bárbaro

AREA COORDENATORS

Enio Alex Assunção

Magno Rodrigues Faria

Silvia Maia Bracco

Veronica Lúcia Saenz Davalos

Ynaiá de Paula Souza Barros

(Carpentry Coordinator)

(Library Coordinator)

(Health Coordinator)

(Audio-visual Coordinator)

(Arts Coordinator)



TEACHERS

Ana Maria Leite	(Physical Education)
André Luiz Maciel Pinto	(Capoeira and Free Courses)
Andressa Bonfim da Cruz	(Monitor)
Ariel Araujo da Silva	(Pedagogy Intern)
Arturo Perez Gamero	(Arts Teacher - F2)
Bruna Fernandes	(Sewing Teacher - Free Courses)
Bruna Frassinetti	(Pre-school Teacher)
Carlos Eduardo Santos	(Class Assistant)
Carolina Nakano Daniel	(Psychologist)
Clara Felisberto de M Corrêa	(Pre-school Teacher)
David Jaffe Cartum	(Barraco Escola)
Elias Alencar Bengtsoon	(Pedagogy Intern)
Elias Chagas da Silva	(Library and Free Courses)
Evander Pereira dos Santos	(Barraco-Escola and Physical Education)
Fabio Gomes Coimbra	(Pedagogy Intern)
Felipe Bandoni de Oliveira	(Science Teacher - F2)
Flavia Schaefer	(2nd year Teacher)
Flávio Castellan	(Arts and Free Courses)
Giovana Anjul Elchemer Savioni	(Psychologist Intern)
Giulia Perini de Almeida	(Class Assistant)
Guilherme Diniz Alves	(Sewing Teacher - Free Courses)
Henrique Reis Menezes	(Music Teacher)
José Carlos Gianotti	(Typography and Free Courses)
José Sergio Dutra Pinchiaro	(Audiovisual and Free Courses)
Juliana Cristina Diniz	(4th year Teacher)
Karina Santos	(1st year teacher)
Kim Cober	(English teacher)
Larissa Carolina Aliberti	(6th year Teacher)
Lia Savoy Reinach	(Class Assistant)
Lindomar Geraldo dos Santos	(Carpenter)
Lucas Moreira Cesar Fernandes	(Psychologist Intern)
Lucialva Valéria	(Class Assistant)
Luciana Gomes do Nascimento	(Barraco-Escola and Library)
Lucineide Moreira Bonfim	(Barraco-Escola and play)
Luiz Gustavo Gomes de Souza Rocha	(Pre-school Teacher)
Luna Camargo Penna	(Pre-school Teacher)
Maiara Bovelone Quaglio	(Support)
Maria Cecília Frayha	(Speech Therapist)
Maria Eugênia Kira	(Support)
Mariah Gonçalves	(Audiovisual - Free Courses)
Mariana da Silva Souza	(5th year Teacher)

Marina Miragaia
Mayara Maria Santos
Neuza Francisca dos Santos Lins
Patricia Alves Matias de Souza
Renata Ferreira Ventura
Rogério Maciel
Sílvia Maia Bracco
Simone Baptista dos Santos
Stephanie R. Silva
Talita Del Collado

(Class Assistant)
(6th year Assistant)
(Barraco-Escola/Nurse)
(Monitor)
(3rd year Teacher)
(Screen Printing Teacher - Free Courses)
(Feelings Workshop)
(Monitor)
(English Teacher)
(Music Teacher)

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André Aquino
(Interdisciplinary Project)
João Carlos Micheletti
(Sciences)
Lucília Siqueira
(History)
Renata Akemi Maekawa
(Mathematics)
Silvana Gili
(English)

Artesãs da Linha Nove

Maria Clemência Viana dos Santos

Communication

Estúdio Voador

Design Lab

Denis Araújo da Silva
Tais Lucia de Melo

Legal team

Jefferson Borges
Dra. Sandra Alves Silva

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Ivan Vilela
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Marina Kim
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NK Store
O2 Filmes
OBB (Outward Bound Brasil)
Perita Manus
Primo Filmes
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Católica de São Paulo)
Thereza Dantas



HEALTH

Public services:

- UBS Unidade Basica de Saude e CAPS
Centro de Apoio Psicossocial Lapa
(Participation in the Intersectorial services in
Defense of Children and Youth in Lapa)
- Casa do Adolescente e SUS (Ginecologia,
Hebiatria, Oftalmologia, Odontologia,
Nutrigao, Dermatologia e Analises Cllnicas)
- Vara da Infancia da Lapa

Private Services:

Psychiatry

Dr. Cássio Martins
Dr. Fernando Asbahr
Ilana Reuben

Ear nose and Throat

Dr. André Duprat
Dra. Roberta Ribeiro de Almeida

Ophthalmology

Dr. Samir Bechara
Dr. Ronaldo Barcelos
Grupo Giardini Optical

Psychology

Pedro Monteiro

Dentistry (Prevention and treatment)

Associação Fortunée de Picciotto
Odontologia Sanseverino

Dermatology

Dra. Eliana Senatore
Patrícia Uehara

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Dr. Eduardo Von Uhlendorff

Pediatrics

Dr. Mario Maia Bracco

Neurology

Dr. Vinícius Scaramuzzi

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Paula Juchem
Teresa Cristina Ralston Bracher
Wirecard Brasil S.A.



Acaia Sagarana



ACAIA SAGARANA STUDY CENTER

WHAT WE DO

The Centro de Estudar Acaia Sagarana has been developing its activities since 2005, offering a program of classes with comprehensive content and good study practices for high school students from public schools that give priority to the continuity of their studies as part of their life project.

PART 1: 2019

The year 2019 brought us the challenge of reviewing our selection process, due to the fact that we had more dropouts than usual; 20% in 2019 compared to previous years where this number was no more than 8 to 10%.

Our selection process seeks to strike a balance between identifying the basics, without which we can do little for students (an example is that our selection test includes problems with the four arithmetic operations, a factor that can eliminate up to 20% of students) and the clear desire to continue studying at universities of excellence (which involves the determination by students to accept a greater challenge).

As it is an entirely free course, we know that there is a greater risk of uncommitted adherence on the part of students (dropping out has no consequence). For this reason, we have a careful selection process that involves several steps: basic skills tests, both multiple choice as well as written, interviews, group dynamics, re-evaluation, learning situations to observe some students, individual conversations. Our goal is to have as few drop-outs as possible. In the case of students in 2019, four failed to effectively adjust to the demands of the CEAS, which represents just over 10%. Two others left for justifiable reasons, such as entering higher education and recovering from an accident (5%).

The 2019 class alerted us to the need to adjust our selection process. Essentially, we have expanded the problems and challenges that candidates are exposed to in specific situations. Frangoise Trapenard, a specialist in the field, helped us with this.

As happens every year, transforming the class into a cooperative and productive group takes time that varies from year to year. This class required a lot of work on the part of the team of teachers, a lot of planning, guidance and mediation of conflicts until the group was able to work together. The result was positive and can be seen in the articles on the Pantanal and in the presentations made at the IX Interdisciplinary Studies Symposium on the Pantanal at the end of the year.



Considering the issues we had with the class of 2019, we have sought to ensure that students broaden their horizons and choose various alternatives when choosing courses and careers - we call them plans, and we encourage them to have plans A, B and C, so that they are not restricted to a single option. We feel that it was this approach that has accounted for approvals of 80%.

Another point on which we have been particularly concerned was in relation to the planning and monitoring of activities that culminated in the IX Symposium on Interdisciplinary Studies on the Pantanal. This year, we aim to finalize the articles written by students for publication. The pace of production of the articles was intensified; with that, we were able to bring forward the publication in relation to previous years.

With regard to the field stage in the Pantanal, we consolidated important partnerships with local indigenous communities and institutions in Miranda, in addition to those already established in Corumba, which allowed us to expand the possibilities of interaction and analysis of regional contexts which was something that was very rich and challenging for students.

PART 2: THE ACAIA SAGARANA STUDY CENTER AND THE ANGLO COURSE PARTNERSHIP

The Centro de Estudar (CE) Acaia Sagarana develops two main actions:

The first is a complementary activity both for regular school and to pre-university courses, commonly called "cursinhos". So much so that we have two supports, both in partnership: the first with secondary schools in the state public network of Sao Paulo and the second, with the

Anglo pre-university course. Our first option translates into a free course offered to 36 students who are attending or have completed the third year of high school in the public network in the previous year. This free course offered by CE Acaia Sagarana mainly aims to strengthen in students some of the main academic skills. They spend only one year with us, and we take on the task of expanding their autonomy to study, strengthening their link with the acquirement of knowledge and in increasing their ability to manage the learning process itself.

We believe that the process of learning and training happens throughout life. Therefore, we focus our work on the development of essential skills so that our students can continue their studies, whether in a college, a technical course or in a pre-university course, and so they can follow their trajectory, occupying spaces and opening new territories, with courage, disposition and autonomy to learn, always.

Over the years we have found that students come to us with strongly embedded beliefs about their learning abilities. "I am not good at math!" or "I have a lot of difficulty in Portuguese (or history, or geography, or physics, or chemistry, or biology ...)" are common lines, accompanied by the idea that there is nothing can be done. Working with the idea that everyone can learn and that there is no innate impediment to doing so requires carefully disarming these entrenched ideas and "exchanging" them for the power of learning. This is done through concrete learning situations in which each one understands their capacity and learns what they assumed could not be learned.

Another focus of the work is to expand the time that each one dedicates to studies. Students need to make choices and prioritize some activities related to studies. If you want to enter public universities, you need to know that there is an effort commensurate with the size of the challenge. Thus, it will not be possible to do leisure activities at the same pace as in the past or to dedicate themselves only to the same hours of study per week as it was before; it will be necessary to expand their dedication to studies which transcends the period they stay at Acaia; is a determining factor that we also seek to communicate to students.

When considering "cursinhos", we know that they constitute a stage of studies for most students from private and public schools who enter good universities, partly because they represent an opportunity to fill the gaps left by studying in secondary education as well as to review previously learned lessons. It is worth mentioning that these gaps exist for students from private schools as well as those from public schools.

The big difference between these two universes is in their ability to deal new knowledge. This transcends the domain of knowledge indicated in the entrance exams for the entrance exams and involves aspects such as discipline, commitment and persistence in the face of their difficulty and capacity to establish links between previous knowledge and new knowledge. For this reason, our main focus is the development of autonomy to study, which helps us to define didactic strategies and specific contents for this purpose.



To be able to articulate these different aspects in a pedagogical project that makes sense to students and leads them to develop the skills necessary to enter good universities, we consider that the following activities are central:

Print a daily study pace

This is not trivial for students who, in general, are used to studying for shorter periods of less than three hours. The demand for longer study periods occurs every day, and it is important that this is understood and is extended gradually no matter how challenging, which is only effective through a precise balance between the difficulty of the proposed activity (which needs to exist) and the real objective as seen by the students, of success.

Make the best use of study time

The study time for those who want to enter a university of excellence is precious. There is much to do and time is limited. The activity of studying, in order to result in actual learning, requires study procedures appropriate to the objectives that each one has. Otherwise, it may represent a waste of time. For example, memorizing the multiplication table generates agility in calculations, while memorizing an entire chapter of a History book in the hope of understanding the complex relationships that define a period of our history can be a great waste of time. To guarantee students a good use of the time dedicated to their studies, it is necessary that they learn to make use of study procedures appropriate for different intentions.

Experiment with different ways of learning

Learning deepens as students are able to gain the knowledge to interact with different situations that reality proposes. This translates, among other capabilities, into being able to solve problems, establish new relationships and think from new perspectives. To make this possible, it is necessary for students to experiment with different ways of learning. A good example is the

importance of getting them to communicate in different ways what they have learned: in writing, in a debate, explaining to someone who does not know, correcting a text that contains errors, identifying the main ideas, developing new arguments, facing contradictions, analysing other points of view. In each of these situations there are different things that are learned.

Develop strategies to increase the capacity for concentration

When they arrive at CEAS, most students have experienced only a short time of concentration on the same activity. We know that entrance exams require a period of 4 to 5 hours of concentration, and the difference between being approved or not may depend on the ability to remain active and focused on the challenges of the entrance exam until the last minute. That is why activities have been developed to improve the ability of students to concentrate, while expanding their repertoires so that they have more resources when dealing with the problems that will be faced in the entrance exam.

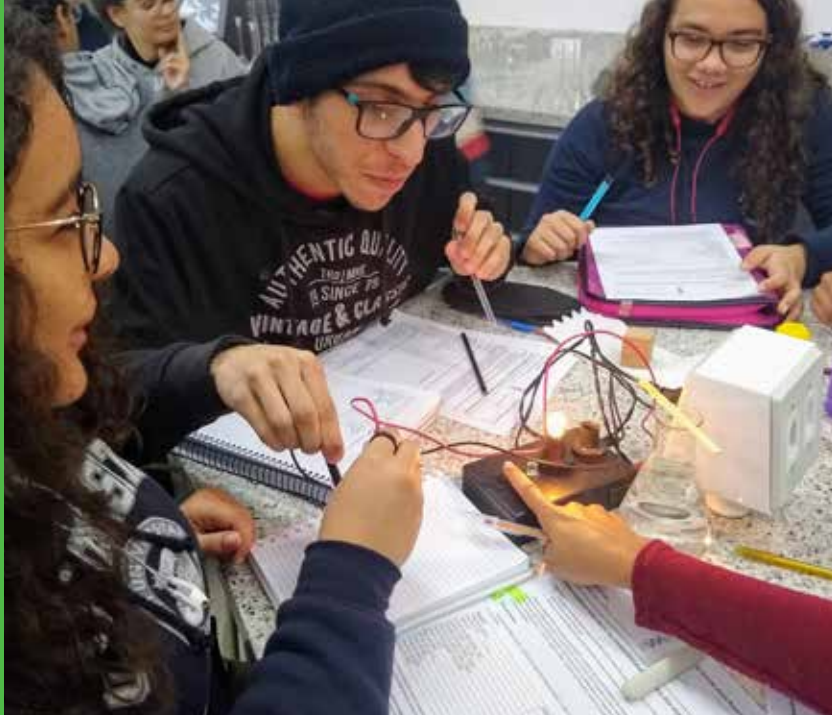
Expand the representation of what it is to be a good student

Many young people arrive with a strong and positive image of themselves as good students, which is very positive. What will be put in check during the time they spend with us are the reasons that support this self-image. For many, studying a lot is "a donkey's thing" (this was the literal speech of a student), because "it is enough to only pay attention to the classes". This interpretation has to be modified, because in general it reaches some students who resist the idea of sufficiently extending their study time. There is a pain involved in this process that involves adjusting the image that each one has of themselves, recognizing that, after all, studying a lot is a necessity.

For this to happen in full throughout a year of work, a cohesive and focused curriculum proposal is needed. We usually say that we have 40 steps, referring to 40 weeks of class and more than 200 school days, to guarantee the changes we want in each of our students:

- autonomy in their relationship with knowledge, for each one to manage their own learning process;
- expanding their study skills – ability to study;
- full ownership of your learning potential.

One of our strategies is to purposely outline part of the content that will not be dealt with in the classroom so that students can study alone. The doubts they bring give us clues about how far they are truly managing to progress. In many years, there is an important fact that informs us about the advances we aim for: by presenting our routine at the beginning of the year, students give a sigh when they understand that there will actually be activities every Saturday. During



Group experimentation in the Chemistry class on the elements and their charges

the first semester, this perplexity changes, and in the second semester it is common to request access to the classroom also on Sundays. Studying on Saturdays is no longer scary and is seen to be insufficient.

THE CE ACAIA SAGARANA COURSE

This course covers content such as Portuguese Language, Writing, Literature, Mathematics, Biology, Physics, Chemistry, History and Geography. On Saturdays, extracurricular activities are developed, such as environmental studies, visits to museums, lectures and films.

Classes take place from March to December, from 6:00 pm to 10:30 pm from Monday to Friday, and on Saturdays from 8:30 am to 5:00 pm. In July, more extensive fieldwork was carried out. In the last few years it has been possible to do it in the Pantanal region of south-grossense (2011 to 2013 and 2015 to 2019) or Vale do Ribeira (2014). Students spend between eight and ten days getting to know the region, its residents, its culture, its biodiversity and learning a little more about local life. In the Pantanal we have an exceptional condition: students are always received by the Acaia Pantanal team, the nucleus of the Acaia Institute that takes care of all the logistics of accommodation and meals, study support, scheduling of the places visited etc..

This field work translates our methodology well and has become the main axis of the work we develop with students, as they represent a privileged situation for them to improve their skills to study, read, write, ask questions, observe, investigate, establish relationships and, with that, expand their link to knowledge. Students are asked to think about aspects of a given space and in building an understanding of real life by integrating knowledge of a social, environmental, geographic, linguistic, political, economic, historical and cultural nature. The final product of the work is the preparation, in pairs or trios, of a scientific article on the subject studied. This

activity develops skills in reading, writing, graph analysis and argumentation very clearly. With the finished articles, an open symposium is held for parents and the community for which students prepare a presentation and work hard on the skills needed to communicate their work. The preparation of this presentation results in significant learning, accomplished through the organization of everything that was seen.

PARTNERSHIP WITH ANGLO

Our second action, the partnership with the Anglo course, aims to assist students who already have learning autonomy and are prepared to build their own study program, with responsibility, discipline, commitment, resilience and adaptation to their goals..

This partnership was begun in 2006.

Currently, it offers 20 full scholarships for the extensive morning course to students who have already finished high school in state schools and have completed all schooling in regular public schools. To participate, you must be available full time - in the morning for classes and in the afternoon to study also in Anglo facilities, when students receive specific guidance, enjoy an environment conducive to study and can have the entire Anglo structure geared to the student.

SELECTION FOR THE CE ACAIA SAGARANA COURSE

Places for the CE Acaia Sagarana course are offered to state schools in the region through a presentation to the board, coordination and teaching staff, and then to students. The selection process, carried out in three phases, seeks to identify students who are motivated to study and to evaluate some of their basic skills, such as identifying data, arguments and explicit points of view in a text, extracting information from simple graphs and tables or performing operations of basic mathematics involving rational numbers, ratio and proportions and first level equations.

The first eliminatory phase consists of a test with multiple choice questions related to reading and basic mathematics. It is worth mentioning that the tests seek to identify, through the eyes of the various subjects, the core skills necessary for students to learn, follow and enjoy the course. The second phase consists of an essay exam and a writing task in which an argumentative text is requested - that is, it is a test that also includes the evaluation of their writing. All students approved in the second phase also undergo an interview with two teachers from the CE Acaia Sagarana in which we seek to assess their real commitment to the study project. Whenever necessary, we carry out a third assessment, in cases where students have a very poor performance in a single area, aiming to identify their learning potential in relation to that specific area.



The multi-step selection helps each student to confirm their interest in the course. We know that a great effort is required from those who make this choice: classes from Monday to Friday night, classes on Saturdays, mandatory attendance, punctuality, demand for studies and extra-class tasks. For many, the task of studying at home and dedicating much of their day to studies is something completely new.

The permanence of candidates at each stage of the selection confirms their interest and reveals an important quality: persistence. This will be a necessary quality, and only the first of many other requirements that academic activity will present to those who wish to change their life trajectory and their future through study.

SELECTION FOR THE PRE-VESTIBULAR COURSE OF THE ANGLO

The selection for scholarships for the Anglo Vestibular Course is based on the scholarship exam held regularly by the Anglo Course at the end of each academic year. Students who have completed elementary and high school in public schools and are available full time to study are selected in order of classification.

TEAM OF TEACHERS

The team of teachers is decisive for the success of the job. It is composed of experienced and highly qualified professionals who have the commitment to the teaching of all students through learning, in common. It is worth remembering that we receive people with different trajectories and school repertoires, which increases the complexity of the work and makes commitment a demanding and challenging task.

We know that our ambition is great: in one year, placing our students in a position to compete for a place at the best universities, competing with candidates from the best private schools. This requires dedicated and committed teachers. One of the most important aspects of our work and the value we give to each minute of class.

Classes start strictly at the scheduled time, the plans are detailed and seek the maximum use of time, and throughout all these years we have never had a class left untaught or without true content. Another aspect that deserves to be highlighted is the selection of the contents that will be worked with and the didactic treatment to adapt them to the learning situations.

Often links with other areas are required, and for this purpose planning and classes need to be done jointly by two or more teachers. In addition, throughout the year, it is necessary to keep an accurate and careful eye on the process of each student, with the ability to react appropriately to each situation. This requires teachers to have in addition to training, elements such as time, dedication, availability and flexibility. In turn we remunerate our teachers with salaries compatible with those of the best schools in Sao Paulo.

THE REASONS

The CE Acaia Sagarana was born from the perception that there is a significant part of young Brazilians whose opportunities to access good universities have been drastically reduced by the deficiencies of a public education that has not yet overcome the challenge of ensuring basic quality education for all.

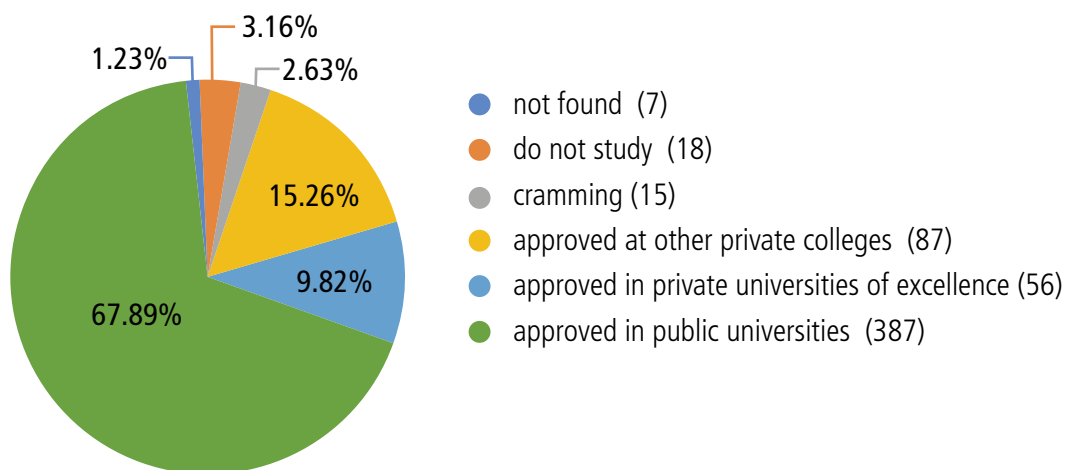
The exclusion of students from public schools at universities vetoes an important means of access to participation in the social, political, economic and cultural life of the country. The damage is caused by the nation, which not only wastes its talents, but sees its social debt grow and the paths for its recovery become narrower. In order for Brazil to make the path of development irreversible and to take its place on the world stage, it is imperative that quality education and professional training also occupy a prominent place in the agendas of the government and society. The absence of young people from public schools in good Brazilian universities also impoverishes and limits the university itself, which is deprived of social representativeness and the benefits brought by the diversity that should characterize it.

Anyway, the challenge is set, and the reactions are positive: the number of students from public schools in the best universities is growing, public inclusion policies are being proposed. But it is necessary to continue and expand the perspectives of participation of these young people in Brazil. Faced with this situation, Instituto Acaia, through the CE Acaia Sagarana, seeks to offer an opportunity for young people from public schools to continue building their life projects and expand their possibilities of real participation in the construction of the nation. We believe that this is a contribution to reduce the existing social inequality in the country, helping to democratize higher education.

PART 3: THE RESULTS

Since the beginning, in 2005, 570 students have been served in the CE Acaia Sagarana course and in the scholarship program that we maintain in partnership with the Anglo Course. Of these, 387 students (67.89%) entered public universities and 56 (9.82%) in private universities of excellence, resulting in a total of 443 students or 77.72% of students enrolled in good universities.

570 students attended from 2005 to 2019



In 2019, we ended the year with 30 students. Of these, 26 or 86.7% entered higher education, with 24 in public universities and two in private universities of excellence.

Students who have not enrolled in the university will continue their studies in pre-university courses. Of the 2019 Anglo fellowship group, 85% were approved in public or private universities of excellence.

TEAM

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Administrative and Pedagogical Assistant: Tassiana da Silva Souza

CONTRIBUTORS: Almino Monteiro Álvares Afonso, Françoise Trapenard
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PARTNER INSTITUTES: Diretoria de Ensino Centro - Oeste – SEE-SP, E.E. Alexandre Von Humboldt, E.E. Dona Ana Rosa de Araújo, E.E. Emiliano Augusto Cavalcanti de Albuquerque e Melo “Di Cavalcanti”, E.E. Fernão Dias Paes, E.E. Godofredo Furtado, E.E. Ministro Costa Manso, E.E. Odair Martiniano da Silva Mandela, E.E. Pereira Barreto, E.E. Prof. Almeida Junior, E.E. Prof. Andronico de Mello, E.E. Prof. Antonio Alves Cruz, E.E. Prof. Archticlino Santos, E.E. Prof. Emygdio de Barros, E.E. Prof. José Monteiro Boanova, E.E. Prof. Manuel Ciridião Buarque, E.E. Romeu de Moraes, E.E. Sólton Borges dos Reis, E.E. Virgília Rodrigues Alves de Carvalho Pinto, Anglo Vestibulares

SPECIAL THANKS: ONErpmStudios

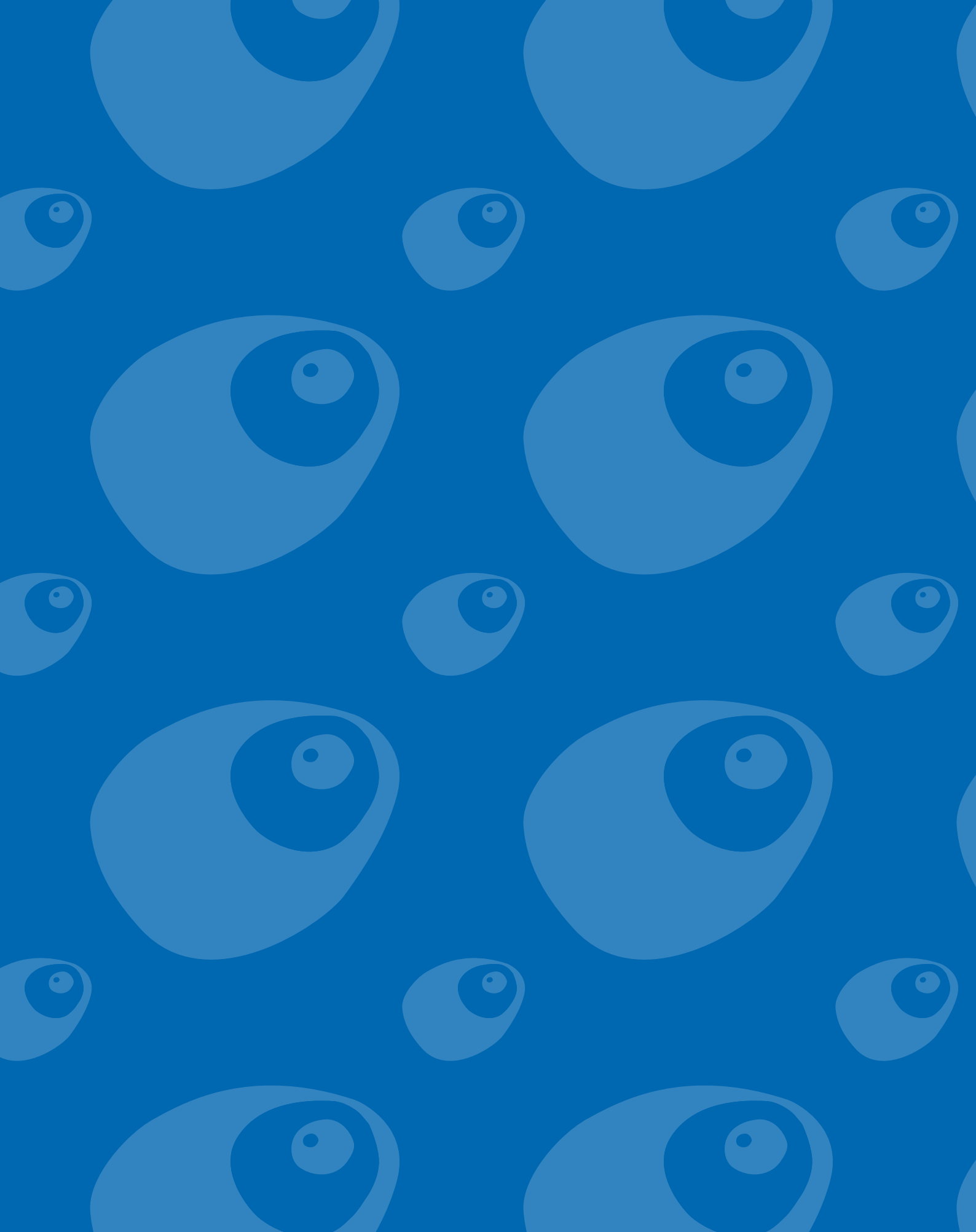
Attendees: 36 students

Hours: Classes from Monday to Friday from 6pm to 10:30 pm, and on Saturdays from 8:30 am to 5:00 pm From Monday to Friday, students have access to the classroom and the materials and equipment to study from 2pm.

Weekly workload: 28 hours

classes and activities. In the classroom there are **18 computers** connected to the internet available for student use.

Classes offered: Biology, Physics, Historical Geography, Portuguese Language, Mathematical Literature, Chemistry



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. The blueberries are scattered across the page, some overlapping.

Acaia Pantanal



ACAIA PANTANAL

MISSION

Contribute to the human and social development of the Pantanal through educational activities integrated with the preservation of the bioma.

OCCUPATION AREA

Isolated riverside region with difficult access, about 100 kilometers north of the center of the municipality of Corumba, Mato Grosso do Sul, near the border with Bolivia.

DEVELOPED ACTIVITIES

Jatobazinho School
Jatobazinho Workshops
Educator training
Bodoquena students
Relations with the community
complementary activities

TARGET AUDIENCE

Families living by the river and professionals dedicated to field education.

Profile	Details
53 ribeirinhas families, 225 people	Socio-educational guidance
49 elementary I school students	Integral education in alternation regime
17 elementary II school students	Social and logistical support
10 high school students	Social and logistical support
02 technical education students	Social and logistical support
40 workshop students for youths and adults	Free technical and craft courses
12 teachers and monitors	320 hours of pedagogical training
08 trainees	University students in pedagogical practice
11 residents	Professionals in pedagogical practice
400 teachers from the Corumba school network	20 hours of pedagogical training
1.384 visitors	Receptive and presentation of the work developed

START OF ACTIVITIES: January 2008

CONTEXT

In a region of great scenic beauty, whose nature remains preserved thanks to the difficulty of access, there lives an isolated riverside population with little or no access to essential public services, such as roads, electricity and health care. Household income depends heavily on artisanal fishing, bait collection and government benefits.

Since 2008, in partnership with the municipality of Corumba, Acaia Pantanal has developed activities related to education, social support, income generation and environmental conservation with the riverside population.

In little more than 10 years of work in the region, young people and adults have become literate, children have finished elementary school, and many of them have continued their studies, graduating from high school and technical school. Through educational workshops for families around the school, a significant portion of riverside women today have extra income from selling handicrafts to tourists. But many shortcomings persist, and there is still a lot to do.

JATOBAZINHO SCHOOL AND JATOBAZINHO WORKSHOPS

Acaia Pantanal offers a complete structure - material and human resources - and its own methodology for students from the municipal public network who live on the riverside. Everything is offered free of charge to students and the surrounding community, and the municipality is responsible for the assignment of school boats, teachers and support for food and fuel for the generator.

The activities of the Jatobazinho School and the Jatobazinho Workshops are carried out at Fazenda Sao Sebastiao do Jatobazinho, in the Paraguay Mirim region. Pre-school and elementary education I (classes from grades 1-5) are offered on an alternating basis.

The alternation regime mixes bimonthly periods of boarding school and periods of fortnightly recess so that students are able to stay with their families. This regime allows riverine children to attend school, as the long distance and difficult access to housing would make daily commuting impossible. In 2019, 49 students attended the school.

Escola Jatobazinho and Oficinas Jatobazinho make up a single and joint set of actions focused on curriculum components and the development of proficiencies and skills as recommended by the BNCC. Alignment with the BNCC is only possible due to the intense dedication of the team of teachers, which also ensures the contextualization of themes and concepts to the students' context.

The guiding thread of the work developed is literature. Even for illiterate children, early contact with storytelling, mediated reading and shared reading of good texts is essential for



Aerial View Escola Jatobazinho

development, stimulating attention, imagination, creativity, critical reasoning and the acquisition of a significant repertoire. For Acaia Pantanal, the pleasure of reading and the acquisition of knowledge is the key to a successful education and to expand future opportunities. The Reading Room has a rich collection of more than 6 thousand titles. The Reading Room adjoins the playroom. At leisure time, games, toys and books are free choice resources for children.

Annually, educators and students elect an author whose works will be the basis for a special work of literature which is concluded at an event called Literary Meeting of the Water Schools. The Literary Meeting is an event that brings together four municipal rural schools in the water region for three days at Escola Jatobazinho. In 2019 the chosen writer was Manoel de Barros, a well-known pantaneiro poet. Theatrical performances, debates, statements, paintings, among other activities, enriched the sixth edition of the event, guaranteeing 120 participants a lot of reflection and fun.

The routine of the Jatobazinho School and Workshops is quite intense during the week. Students reside in the school and have a rich educational and leisure agenda. The Reading Room and Toy Library, the soccer field, the swimming pool and the sprinkler make the students happy at leisure time. On Friday nights, the cinema is one of the most awaited programs. On Saturday after lunch, everyone goes home on the school boat. Located and operating in a distant, isolated region, without access to public electricity services, water and sewage treatment, transportation and telephony, requires Acaia Pantanal to have a complex logistical structure for everyday life.

An operational team works in the support areas, such as kitchen, laundry, cleaning, field, logistics and maintenance, and also participates in training to ensure the best performance in cleaning, organization, food safety, health and labor saving activities.

Of the eleven students who graduated in the 5th year, in 2019, nine participated in a selection process for the 6th year of elementary school at the Bodoquena School of Fundação Bradesco and were approved. The rest, due to their age/academic year gap or due to their families' decision, will continue their studies in the urban area of Corumba, in rural settlements or will remain in the water region attending a municipal school.

TEACHERS TRAINING

Based on the premise that the student learns more from teachers who bring with them a consistent cultural, pedagogical and methodological repertoire, who are passionate about the profession and believe in the students' potential, Acaia Pantana invests in the qualification of its professionals through an intense training program, a program specially formatted for the reality of the riverside student.

In 2019, there were five on-site meetings, lasting a week, which, through workshops, expository classes and group dynamics, worked on topics related to the BNCC, curriculum, methodology and evaluation activities. Of the five annual weeks dedicated to collective pedagogical training, three were held in Corumba and two in Sao Paulo, which enabled a different cultural agenda. The meetings throughout the year totalled 240 hours.

Individual training sessions were held at distance meetings with specialized consultants, in order to meet the specific demands of each teacher in conducting curriculum components and workshops. Internally, the pedagogical coordinator monitors the lesson plans and guides the other on-the-job training projects. Each teacher has about 80 hours of individual training per year. Thirty teachers participated in the training program throughout the year.

Acaia Pantanal shares its pedagogical training proposal with students and professionals in specific projects such as the practical internship for university students and the residency for qualified professionals in several areas. In 2019 we received eight pedagogy interns and eleven residents.

Expanding the reach of pedagogical training, in 2019 we held the Ser Professor in Pantanal, in partnership with the Federal University of Mato Grosso do Sul. There were 500 registered and 400 participants in a three-day event. The Jatobazinho School also receives researchers and university students interested in developing research on education with students and/or teachers. In 2019, three master's theses, four published scientific articles and five scientific articles with reference to the school were concluded and presented at events.



"Wherever there are women and men, there is always something to do, there is always something to teach, there is always something to learn." Paulo Freire

BODOQUENA STUDENTS

Students at Escola Jatobazinho who graduate in the 5th year of elementary school are encouraged to continue their studies. Since 2010, Acaia Pantanal has maintained a partnership with the Bodoquena School of Fundação Bradesco, a boarding school located in Miranda / MS about four hours from the center of Corumba.

The biggest challenges for the families of students entering the competitive selection process at Fundação Bradesco are transportation and availability to participate in school life. Logistics is a major barrier, as they face a long and expensive journey by river and land when commuting from their homes to school. There is also a requirement that they participate in Parent -Teacher meetings and meetings with teachers, whenever called upon.

In 2019, Acaia Pantanal provided social and logistical support to 29 former students of Escola Jatobazinho who study at Escola de Bodoquena. A social teacher organizes the transportation and the feeding of students and families on the move, also ensuring mediation between families and teachers when necessary. There were 40 trips by students and family during the school year.

Of the 29 students assisted, seven entered the Bodoquena School in 2019, with the others enrolled in previous years. Four students graduated from high school and, in an internal selection process, two of them were selected for technical education. Two graduated in technical education and were hired by companies in the region linked to agribusiness.



**"And my soul rejoices with your smile, a wide and human smile, like the applause of a crowd."
Fernando Pessoa**

RELATIONS WITH THE COMMUNITY

Through a social teacher, this activity was developed with the community around the Jatobazinho School through various stages of meeting social demands: socio-educational home visits, handicraft workshops and the monitoring of riverside residents in public organizations. In 2019, 53 family nuclei were served within a 100 km radius of the school, totalling 225 people directly impacted.

These activities require planning and investment, because accessing the riverside population, it is necessary to travel great distances. Throughout the year, seven socio-educational home visits were carried out, with lectures and debates on topics related to health, social protection, child development, strengthening family bonds and family/school mediation, with 394 participants; 19 technical workshops for learning and developing skills such as sewing, cooking, loom, crochet, outboard maintenance and home garden implantation, to 40 participants in the various workshops, for a total of 127 participations; 39 actions to support and accompany families to health and social assistance services, in addition to the dispatch of documents; and 55 support actions for school and riverine visitors.

COMPLEMENTARY ACTIVITIES

The fulfillment of such diverse demands in the region, related to education, health, culture, social assistance, income generation and environmental preservation, requires complex links with other local organizations. These are initiatives developed in different areas that are grouped together in this topic.

In health, Acaia Pantanal once again supported the Medicos do Pantanal initiative in its eighth edition of the Alma Pantaneira Expedition, which carried out 3,111 medical, dental and veterinary procedures in remote and isolated locations. Medical and dental care for students and staff at Escola Jatobazinho, in addition to vaccination coverage, were possible with the



**"A book and a toy made with letters.
Read and play." Rubem Alves**

partnership with the Brazilian Navy, Programa Povo das Aguas and Municipal Health Secretariat, in a total of five visits to the school. In education, Acaia Pantanal organized and provided logistical support to 40 students and teachers from Sao Paulo in a study activity in the Pantanal developed by the Acaia Sagarana Study Center, of the Acaia Institute

In environmental protection, Acaia Pantanal participated in several initiatives, such as: (1) Alto Pantanal promoting alliances and sustainable development solutions for the Pantanal and its surroundings, under the direction of biologist Ignacio Gimenez; (2) Documenta Pantanal, an initiative to disseminate the wealth of the Pantanal biome and warnings of potential impacts caused by man; (3) Documentary Ruivaldo, the man who wants to go to the land, under the direction of Jorge Bodanzky and Joao Farkas and production by Monica Guimaraes, and (4) Serra do Amolar Protection and Conservation Network, which organizes alliances for communication, research, monitoring and inspection of areas that form an ecological corridor for local species.

In culture, Acaia Pantanal also supported the holding of the sixth edition of the Residencia Artfstica project in Pantanal - creative immersion held in the Serra do Amolar region in partnership with Fazenda Santa Tereza -, with artists Stela Barbieri, Fernando Silva, Marcelo Lage and Nydia Franco. That same year, we supported the work of artists Ana Maria Tavares and Maria Luiza Carneiro Campos with Instituto Moinho Cultural.

As a result of the fifth edition, held in 2019, the exhibition Pintura Salobra, by the artist Fabricio de Jesus, was held at Galeria Marilia Razuk, in Sao Paulo. With the Federal University of Mato Grosso do Sul, campus Pantanal, we support the implantation of the Pantanal Archeology Museum.

The Acaia Pantanal facilities are an important logistical reference in the region, which encourages alliances and partnerships with public bodies, civil society organizations and initiatives that work in the area. Supporting organizations, students, researchers and visitors in times of protection, conservation and dissemination of the Pantanal Biome, in 2019 we received 1,384 visitors, of which 285 were supported with accommodation.

Awards

2019: 2nd place at the Professor Award for Excellence 2019 from the Municipality of Corumba / MS - Profª Liliana Costa, with the theme "Minha Terra". 2017: 1st place in the Professor Researcher Award from the Municipality of Corumba / MS - Profª Natalia Janaina Coelho Gomes, with the theme "Environment and Citizenship".

2011: WIZO (Women's International Zionist Organization) - International Women's Day - Teresa Bracher. 2011: Commendation of Legislative Merit by the Legislative Assembly of Mato Grosso do Sul - Teresa Bracher.

Scientific articles 2019

2 master's theses at the Federal University of Mato Grosso do Sul, 1 master's thesis at the Mackenzie Presbyterian University, 2 articles in international scientific journal, 2 scientific articles in national magazines, 5 scientific articles at scientific events

Iniciativas apoiadas

Alto Pantanal - promotes the largest conserved area in the Pantanal, for the benefit of nature, local communities and entrepreneurs. Documenta Pantanal - set of support and coordinated projects to document and make known the Pantanal biome, promoting the dialogue between the productive fields, academia, institutes / organizations in the search for implementable consensus solutions. Exhibition "Land and Soul" - photos of Joao Farkas at the Gallery of the Brazilian Embassy in Brussels (May). Creation of blog and social networks - Instagram, Facebook and Youtube and press. Internet video production (June). Finalization of the documentary Ruivaldo, the man who

saved the land, with the direction of Jorge Bodanzky e codireção de Joao Farkas (julho). Produtor de campo do curta Taquari, de Frico Guimaraes. Produtor de videos para internet (agosto). Lançamento do livro Produtor de natureza, de Ignacio Jimenez Perez (setembro). Sessão do documentário "Ruivaldo, o Homem que Salvou a Terra" na Bélgica, em Bruxelas, no Musée des Sciences Naturelles - Institut Royal e Fundo Leopoldo III (setembro). Sessão do documentário Ruivaldo, o homem que salvou a terra em Corumba e em São Paulo (novembro). Museu de Arqueologia do Pantanal - Implantação em novembro de 2019. UFMS/CPAN

Print and digital media

The work developed by Acaia Pantanal has aroused interest in print and electronic media, being the subject of 44 materials in 23 communication channels throughout 2019.

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My Story Workshop

Fabiana Lambert

Operations

Agnaldo Orlando Bertini

SEMINAR BEING A TEACHER IN THE PANTANAL

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Thanks

Coronel Ângelo Rabelo, Clóvis Borges, Ignacio Gimenez, Therezinha Ribeiro Ralston

SPECIAL THANKS

The Municipality of Corumba and the Government of the State of Matogrosso do Sul, whose partnerships are essential for carrying out the activities of Acaia Pantanal.

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 small protrusion at the bottom, resembling a simplified person. The figures are arranged in a grid-like pattern, slightly offset from each other, creating a sense of movement and a crowd.

Financial & Accounting Statements



Clarification on the Accounting Statements of Instituto Acaia

Instituto Acaia, headquartered in the capital of Sao Paulo, registered with CNPJ 04.449.826 / 0001-93, since its constitution on April 3, 2001 has had its main activities maintained with donations from its members, donors and supporters of its activities and government revenues according to projects approved by municipal and state agencies.

In 2016, the Institute's board of directors and founding associates, concerned with its continuity and that of its 03 (three) nuclei, namely ateliescola acaia, Centro de Estudar Acaia Sagarana and Acaia Pantanal, created a Heritage Fund (Endowment).

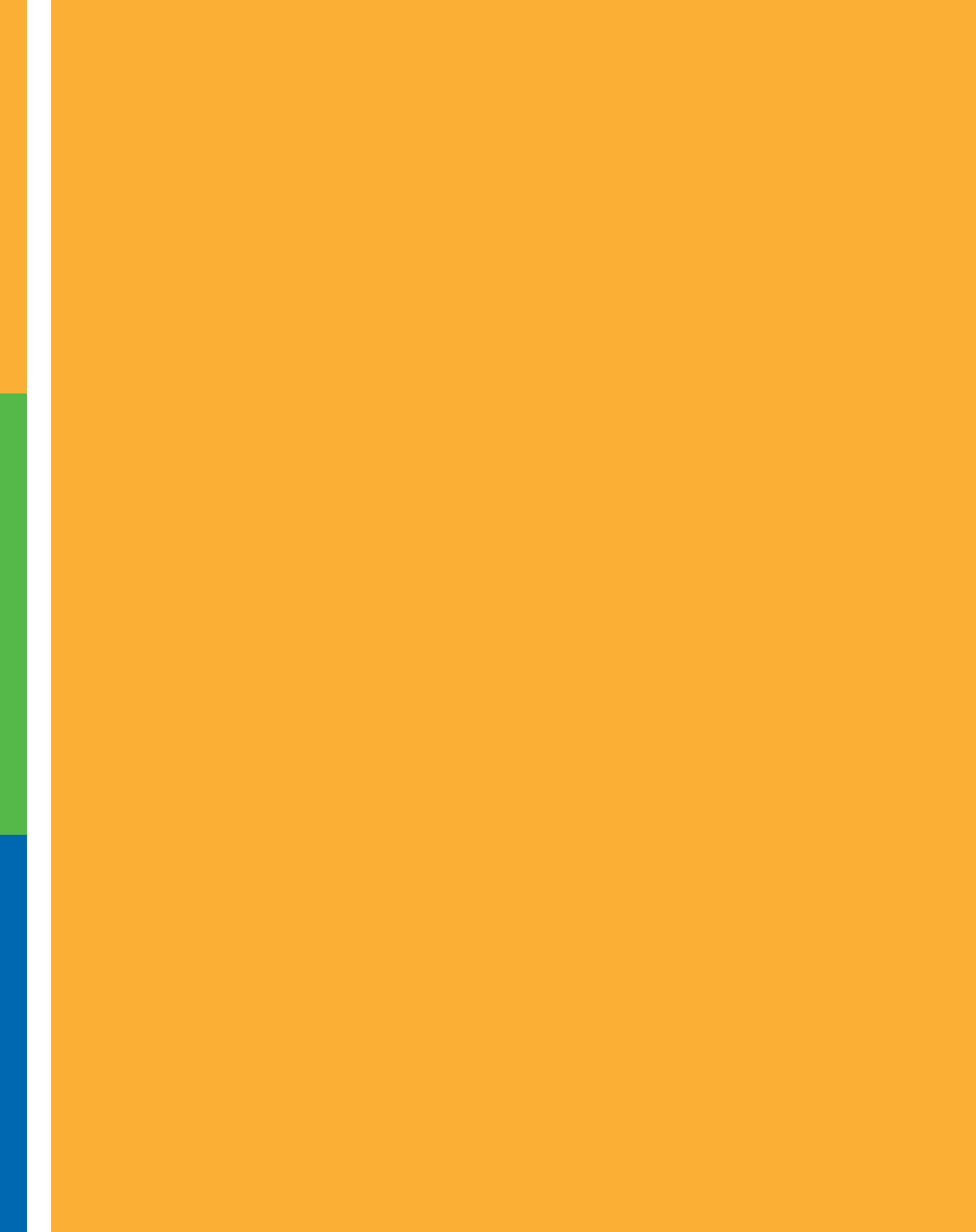
This fund is made up exclusively of long-term NTN-Bs. These securities yield IPCA plus an interest rate. This interest rate is sufficient only to cover the regular expenses of the 03 (three) nuclei of Instituto Acaia. Any new project, or expansion of existing projects, depends on additional funding.

The value of NTN-Bs fluctuates with the market, which is why the fund may have accounting deficits or surpluses, which would only be realized with the sale of the securities. As the titles must not be sold, since they guarantee the continuity of the basic activities of the Institute, such deficits or surpluses are only accounting events, having no impact on the management of the Institute..

Best regards

Sandra Alves Silva

Legal advice of Instituto Acaia



Financial statements on
December 31, 2019 and
independent auditor's report *

* The explanatory notes are available on the Instituto Acaia website: www.acaia.org.br

Independent auditor's report on accounting statements

To the Administrators Instituto Acaia

Opinion

We have examined the financial statements of Instituto Acaia ("Instituto"), which comprise the balance sheet on December 31, 2019 and the respective statements of surplus, comprehensive net income, changes in equity and cash flows for the year ended on that date, as well as the corresponding explanatory notes, including the summary of the main accounting policies.

In our opinion, the aforementioned financial statements adequately present, in all relevant aspects, the equity and financial position of the Acaia Institute on December 31, 2019, the performance of its operations and cash flows for the year ended on that date, in accordance with accounting practices adopted in Brazil - CPC Technical Pronouncement and with ITG 2002 - "Entities Non Profit Purposes".

Basis for opinion

Our audit was conducted in accordance with Brazilian and international auditing standards. Our responsibilities, in accordance with such standards, are described in the following section, entitled "Auditor's Responsibilities for the Audit of the Financial Statements". We are independent in relation to the Institute, in accordance with the relevant ethical principles set out in the Code of Ethics Accountant Professional and the professional standards issued by the Federal Accounting Council, and we comply with other ethical responsibilities in accordance with these standards. We believe that the audit results evidence obtained is sufficient and appropriate to support our opinion.

Management and governance responsibilities for financial statements

The Institute's management is responsible for preparing and presenting the financial statements accounting practices in accordance with accounting practices adopted in Brazil - CPC Technical Pronouncement and ITG 2002 - "Non-Profit Entities", and the internal controls that it determined as necessary to allow the preparation of financial statements free of material misstatement, regardless of whether caused by fraud or error.

In preparing the financial statements, management is responsible for assessing the capacity of the Institute to continue operating, disclosing, when applicable, matters related to its operational continuity and the use of this accounting basis in the preparation of the financial statements, unless management intends to liquidate the Institute or cease its operations or has no realistic alternative to avoid closing operations.

Those responsible for the governance of the Institute are those responsible for supervising the process of preparing the financial statements.

Auditor's responsibilities for auditing the financial statements

Our objectives are to obtain reasonable assurance that the financial statements, taken as a whole, are free from material misstatement, whether due to fraud or error, and issue an audit containing our opinion. Reasonable security is a high level of security, but not a guarantee that the audit carried out in accordance with Brazilian and international auditing standards always detects any existing relevant distortions. The distortions can be due to fraud or error and are considered relevant when, individually or together, they can influence, within from a reasonable perspective, the economic decisions of users made on the basis of these accounting statements. As part of an audit carried out in accordance with Brazilian and international auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. Besides that:

We identify and assess the risks of material misstatement in the financial statements, whether caused by fraud or error, we plan and execute audit in response to such risks, as well as obtain appropriate and sufficient audit evidence to support our opinion. The risk of not detecting material misstatement resulting from fraud is greater than that resulting from error, since fraud can involve circumventing internal controls, collusion, forgery, omission or intentional misrepresentation.

- Obtain an understanding of the internal controls relevant to the audit to plan audit procedures appropriate for the circumstances, but not for the purpose of expressing opinion on the effectiveness of the Institute's internal controls.
- We assess the adequacy of the accounting policies used and the reasonableness of accounting estimates and respective disclosures made by management.
- We conclude on the adequacy of the use, by management, of the continuity accounting basis and, based on the audit evidence obtained, whether there is significant uncertainty regarding events or conditions that may raise significant doubt regarding the ability for operational continuity of the Institute. If we conclude that there is significant uncertainty, we must draw attention in our audit report to the respective disclosures in the financial statements or include changes in our opinion, if the disclosures are inappropriate. Our conclusions are based on the audit evidence obtained as of the date of our report. However, future events or conditions may lead the Institute to no longer maintain itself in operational continuity.

- We evaluate the general presentation, structure and content of the financial statements, including disclosures and whether these financial statements represent the corresponding transactions and events in a manner compatible with the objective of proper presentation.

We communicate with those charged with governance regarding, among other aspects, the scope the time of the audit and significant audit Findings, including any significant deficiencies in the internal controls that we identified during our work.

Sao Paulo, 26 March, 2020

PricewaterhouseCoopers
Independent Auditors
CRC 2SP000160/O-5

Fábio de Oliveira Araújo
Accountant CRC 1SP241313/O-3

Balance sheet on December 31, 2019 and 2018 In reais

	<u>2019</u>	<u>2018</u>
Assets		
Current Liabilities		
Cash and cash equivalents (Note 3)	1,730,814	1,237,886
Financial investment (Note 4)	224,007	330,661
Securities (Note 5)	445,170,837	297,327,692
Other receivables (Note 6)	<u>225,283</u>	<u>679,229</u>
	447,350,941	299,575,468
Non-current liabilities		
Property (Note 7)	24,216,363	21,203,145
Total assets	<u><u>471,567,304</u></u>	<u><u>320,778,613</u></u>

The management explanatory notes are an integral part of the financial statements.

	<u>2019</u>	<u>2018</u>
Liabilities and shareholders' equity		
Liabilities		
Current Liabilities	777,176	1,578,752
Accounts payable (Note 8)	570,030	424,029
Labor and social security obligations		
Tax obligations	25,338	23,873
Deferred revenues (Nota 9 (b))	<u>458,229</u>	<u>434,542</u>
	1,830,773	2,461,196
Non-current liabilities		
Deferred revenues (Nota 9 (b))	7,107,708	6,897,920
Total liabilities		
Shareholder' equity	<u>8,938,481</u>	<u>9,359,116</u>
Capital stock (Note 21)	313,412,554	268,236,030
Accumulated surplus	<u>149,216,269</u>	<u>43,183,467</u>
Total capital	<u>462,628,823</u>	<u>311,419,497</u>
Total liabilities and shareholders' equity	<u><u>471,567,304</u></u>	<u><u>320,778,613</u></u>

**Statement of surplus. For the years ended
December 31, 2019 and 2018 In reais**

Revenues	<u>2019</u>	<u>2018</u>
Donations from individuals (Note 10)	352,572	533,776
Donations from legal entities (Note 10)	444,955	334,121
Donations for specific projects (Note 9 (a))	5,664	186,056
Revenues from Services	215,452	-
Other operating revenues (Note 11)	1,280,132	339,612
Volunteer work (Note 15)	<u>1,500,184</u>	<u>1,038,111</u>
	<u>3,798,959</u>	<u>2,431,676</u>
 Expenses for social activities		
Personnel expenses (Note 17 (a))	(6,954,848)	(5,824,937)
General and administrative expenses (Note 17 (b))	(9,549,806)	(8,533,449)
IPTU (Municipal Property tax)	(23,163)	(17,179)
Expenses of voluntary work (Note 15)	(1,500,184)	(1,038,111)
Depreciation and amortization expenses (Note 7)	<u>(460,399)</u>	<u>(508,277)</u>
	<u>(18,488,400)</u>	<u>(15,921,953)</u>
Cost of social activities	<u>(14,689,441)</u>	<u>(13,490,277)</u>
 Net financial income (Note 18)	 <u>120,722,243</u>	 <u>44,039,130</u>
 Surplus	 <u><u>106,032,802</u></u>	 <u><u>30,548,853</u></u>

The management explanatory notes are an integral part of the financial statements. 3 de 22

**Notes to the financial statements
on December 31, 2019 and 2018
In reais**

	<u>2019</u>	<u>2018</u>
Fiscal surplus	<u>106,032,802</u>	<u>30,548,853</u>
Other components of comprehensive income		
Appropriation (Note 20)	<u>45,176,524</u>	<u>8,624,351</u>
	<u><u>151,209,326</u></u>	<u><u>39,173,204</u></u>

**Statement of changes in capital
In reais**

	<u>Capital stock</u>	<u>Accumulated Surplus</u>	<u>Total Capital</u>
Balances as of December 31 2017	259,611,679	12,634,614	272,246,293
Endowment (Note 20)	8,624,351	-	8,624,351
Surplus for the year 2018	-	30,548,853	30,548,854
Balances as of December 31 2018	268,236,030	43,183,467	311,419,498
Endowment (Note 20)	45,176,524	-	45,176,524
Surplus for the year 2019	-	106,032,802	106,032,802
Balances as of December 31, 2019	<u>313,412,554</u>	<u>149,216,269</u>	<u>462,628,823</u>

**Statement of cash flow
In Reais**

Cash flows from operating activities	2019	2018
Surplus for the year	<u>106,032,802</u>	<u>30,548,853</u>
Revenues and Expenses Adjustments		
Depreciation and amortization (Note 7)	460,399	508,277
Reversal of provision for labor contingencies and IPTU	<u>(378,105)</u>	<u>25,000</u>
	<u>82,294</u>	<u>533,277</u>
Adjusted result for the year	<u>106,115,095</u>	<u>31,082,130</u>
(Increase)/decrease in assets as follows:		
Financial investment	106,654	1,252,952
Securities	(147,843,145)	(37,551,489)
Other amounts receivable	<u>453,946</u>	<u>(342,461)</u>
Total changes in assets	<u>(147,282,545)</u>	<u>(36,640,998)</u>
Increase/(decrease) in liabilities as follows:		
Accounts payable	(388,471)	913,305
Labor and social security obligations	111,000	12,692
Tax obligations	1,465	(1,525)
Other obligations (Current and Non-current Liabilities)	<u>233,477</u>	<u>877,595</u>
Total changes in liabilities	<u>(42,529)</u>	<u>1,802,067</u>
Net cash from operations	<u>(41,209,979)</u>	<u>(3,756,801)</u>
Cash flows from investment activities		
Acquisition of property and equipment (Note 7)	<u>(3,473,618)</u>	<u>(4,192,006)</u>
Net cash from investment activities	<u>(3,473,618)</u>	<u>(4,192,006)</u>
Cash flows from financing activities		
Endowment (Note 20)	<u>45,176,524</u>	<u>8,624,351</u>
Net cash from financing activities	<u>45,176,524</u>	<u>8,624,351</u>
Net increase /(decrease) in cash and cash equivalents	<u>492,928</u>	<u>675,544</u>
Cash and cash equivalents at the beginning of the year (Note 3)	1,237,886	562,342
Cash and cash equivalents at the end of the year (Note 3)	<u>1,730,814</u>	<u>1,237,886</u>
	<u>492,928</u>	<u>675,544</u>

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Bracher & Malta Produção Gráfica

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Acervo Instituto Acaia

São Paulo, Brasil

Maio 2020

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