



Annual Report 2022



ateliiescola acaia

Acaia Sagarana

Acaia Pantanal



Annual Report 2022



SUMMARY

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President's Letter

The year 2022 was marked by the resumption of normal activities at Instituto Acaia after two years of a pandemic. The emotional and educational consequences of the pandemic and its mitigation were the central focus of our activities in our three core areas. A great effort was made to assist students in compensating for the learning delay, loss of concentration and study capacity, and the emotional impact on students and their families caused by the pandemic. Our assessment is that this effort was successful, managing to correct or alleviate some of these problems. However, it is important to remember that the effects of the pandemic will persist in our students and staff. More importantly, it was also a year of many achievements.

At the end of 2022, Ateliescola served 243 students in Early Childhood Education and Elementary School, in addition to 138 students in its various workshops and other programs. That year also saw the graduation of the first class from the 9th grade of Elementary School. We now have a class of students in each grade of Kindergarten, Elementary School I, and Elementary School II. These students have been successful, and a large portion of them are currently enrolled in High School. With this milestone, we have completed the growth cycle of the school. In 2022, the Ateliescola study center was also implemented, aiming to document and disseminate the school's pedagogical experiences.

In 2022, Acaia Sagarana served 32 students. Out of these, 25 students gained admission to universities, with 23 in public universities and two in private universities. As shown in the report, out of a total of 669 students who went through Sagarana between 2005 and 2022, 68% were accepted into public universities and 8% into private universities. Only 4.2% of these students dropped out of their studies.

In Acaia Pantanal, we had 74 students in Kindergarten and Elementary School I in 2022, in addition to 36 students who continued their studies in other schools in Elementary School II and High School. In the shared pedagogical training program, 480 educators participated in the events held with the professionals from the public education in Corumbá.

These are some of the achievements of Instituto Acaia in 2022. As always, we express our gratitude to all the collaborators, donors, and partners. Without them, this work would not have been possible.

Fernando Reinach

The Acaia Institute

The Acaia Institute is a non-profit organization dedicated to education. Our activities are funded by donations, covenants, and an endowment fund.

The Acaia Ateliescola is an experimental school that serves children and young people from the Nove and Linha favelas, near Ceasa in São Paulo, offering formal education combined with "workshops of activities." One of the goals of the ateliescola is to develop and formalize

a program that integrates education, health, and culture, capable of serving vulnerable and socioeconomically underserved children.

The Acaia Sagarana is a one-year course aimed at increasing the chances of admission to the best universities in the country. The course is designed for high school students from public schools in São Paulo. These students are identified and selected among the best and most motivated to study, along with public schools that are partners of the project.

The Acaia Pantanal is a set of socio-educational activities that bring together efforts for the development of the riverside population in the Pantanal region of *Mato Grosso do Sul*. It operates through a rural Elementary school Kindergarten, supporting former students in continuing their studies at partner schools. Socio-educational actions aimed at the surrounding population are also developed, as well as specialized training for educators, in addition to protecting the *Pantanal biome*.

History of the Acaia Institute

The history of the Acaia Institute began in 1997 when Elisa Bracher started welcoming children from neighboring Shantytowns into her sculpture studio. Soon the activities expanded and began to involve cooking, capoeira, and music for the children, besides the evening sewing activity for the mothers.

In 2000, the activities became daily but still took place outside of formal school hours. The Acaia Institute was formally established on April 3, 2001, and Fernão Bracher assumed its presidency.

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

The Acaia Sagarana was conceived in early 2005 when its first group of students was formed. Since then, a new class has been admitted each year. Among its students are doctors, engineers, teachers, and economists who graduated from USP - University of São Paulo - as well as dozens of other professionals who graduated trained by the best public and private universities in the country.

Acaia Pantanal was founded in 2007 and began its activities in 2008 with a youth and adult literacy project in parallel with the establishment of the Jatobazinho School. This school covers Kindergarten and Elementary School and operates on an alternating schedule: students are brought from their homes to the school on Mondays and reside at the school until Saturday when they return to their homes. The school is the center of several social and environmental activities involving local residents. In 2018, it celebrated the graduation of its first technical high school students at the *Bradesco Foundation school in Corumbá*.

In 2016, the Acaia Institute established its endowment fund with donations from Sonia and Fernão Bracher, their children, and friends, ensuring the longevity of the projects. Monthly, annual, one-time donations, and partnerships complete the budget, enabling the sustainable growth of Acaia's projects.

ACAIA INSTITUTE

Founded on April 3rd, 2001
 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

Administrative Council

Beatriz Sawaya Botelho Bracher
 Candido Botelho Bracher
 Eduardo Mazzilli de Vassimon
 Elisa Sawaya Botelho Bracher
 Fernando de Castro Reinach (presidente)
 Teresa Cristina Ralston Bracher

Investment Committee

Candido Botelho Bracher
 Eduardo Mazzilli de Vassimon
 Fernando de Castro Reinach

Fiscal Council Members

José Irineu Nunes Braga
 Marcio Akira Kashihara
 Mario Luiz Amabile

Legal Advice

Theotônio Maurício Monteiro de Barros
 Décio Lencioni Machado

Accounting/Financial Advisory

Empresarial FS

Audit

PwC – Pricewaterhouse Coopers

Architecture & Engineering

UNA Barbara e Valentim Arquitetos Ltda.

Budget

2021: R\$ 23.047.893
 2022: R\$ 25.830.306

CORE SUPPORT

Financial Administrative Director

Aluisio Nogueira da Silva

Legal Department

Ketlen Amaral do Prado
 Tais Cristina Lopes Marinho

Financial

Giovanna Prates Nogueira
 Jéssica Barbosa Lira
 Joyce Brito Galdino Silvério

Administrative

Evelin Cristina de Deus
 Márcia Bolognesi

The Core Support aims to provide legal, patrimonial, administrative and financial support to the Institute and its nucleus.

Legal and Property Areas – under the responsibility of two lawyers, all institutional and patrimonial control, titles, certifications, registrations, exemptions, immunities, partnerships and relationships with bodies of the public and Judicial Power, as well as individuals and legal entities, always in defense of the ideals that guide the activities of the Institute and its nucleus.

Administrative and Financial Area

– under the responsibility of a coordinator, is responsible for managing the Financial, Accounting, Fiscal, External Audit, Personnel Department, Internal Controls areas in addition to assisting the Board of Directors and Fiscal Council and providing strategic support to the nucleus.

TITLES AND CERTIFICATIONS

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

ateliescola acaia

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Joy, joy: our first 9th-grade class graduates.

ATELIESCOLA ACAIA: Celebrations, Progress, and Adaptations

The restrictions imposed by 2022 required an increased ability to adapt from the Acaia Ateliescola team. Although less intense than in the previous two years, we continued to face the challenges of dealing with the **COVID-19 pandemic**. Attentive to the guidelines and new waves of the virus, we maintained in-person classes, alternating restrictive periods with more flexible formats. In addition, unexpected failures with the **building structure** forced us to suspend the use of the workshop space for repairs.

In an attempt to adapt the work to what was possible without losing quality, actions were accommodated in other spaces. As difficulties often bring gains, the need to share space eventually led to greater integration between areas. We redoubled our efforts to ensure that the division did not erode individual space, an important learning experience for students who, for the most part, live with large families in tiny spaces.

The team was a partner in this adjustment to circumstances, helping to think about how to use the available space. Leaving behind the concept of an ideal school to strengthen the experience of the real school was an important learning experience that is reflected in the creation of strategies and solutions. 2022 made us think again. What should we do in the face of challenges? How do they enable us to learn and create?

For the entire school community, 2022 was a year to be celebrated. With 243 students enrolled from Kindergarten to Elementary School, and an additional 138 students served in Pre-Technical courses and as attendees of the School Shacks. We also celebrated the graduation of our first 9th-grade class, marking the completion of the first cycle in Middle School. It was an exceptionally special class: when the ateliescola started its activities in 2017, they were in the 4th grade. The vast majority of them had poor academic habits, were barely literate, and had difficulty related to learning.

Discredited by themselves and their surroundings, these students faced many challenges. And they are now ready to follow their paths in high school, which is also due to the many interventions and actions implemented by educators throughout their school journey to help them learn and see themselves as capable individuals. These actions include:

- **Support classes:** Throughout Elementary School II, we hired teachers to work together with classroom teachers, especially assisting students with greater difficulties.
- **Maintaining classes during the pandemic:** With a routine of remote classes and studies, we kept students engaged with learning.
- **Saturday classes:** Designed to compensate for the educational setbacks caused by the pandemic, these classes had great results. They were focused on entering high school, with mock exams and Q&A sessions about the selection processes of ETEC and other partner schools. They also involved various proposals for body movement and workshop practices. music, sculpture, graffiti, circus, and parkour were part of the Saturday activities program, which was also extended to 7th and 8th-grade students.

Out of the thirteen students in the class, four were accepted into ETECs and ten into private partner schools, where they will attend with full scholarships obtained by us. The students accepted into ETECs also passed the entrance exams for some of these partner schools and were able to decide where to attend high school. We are creating a follow-up program to provide emotional support for teenagers and families in this new stage. We will continue to stay close, looking at the paths chosen by students in both public and private schools.

Throughout the year, the **graduation committee** developed actions and products to raise funds and help with the year-end trip to *São Bento do Sapucaí*. We are very happy to report the massive involvement of family members in the process, a great achievement for the ateliescola.

The educational actions and situations organized by the **kindergarten** in 2022 valued visual arts, games, role-playing (pretend play), music, Brazilian and African literature, and myths of the Indigenous Peoples. Children were also challenged with body-related activities, promoting their autonomy to move around in different spaces of the school. From observations and comments of the students about their interests, investigative processes emerged, mediated by the teachers and actively involving the children. In 2022, they researched birds, types of seeds and planting, and characters from the Boi-Bumbá folklore, which they turned into papier-mâché sculptures. Formulated from sensations, perceptions, and inspirations, the children's spontaneous questions guided their first reflections about the world around them. Listening to them is a way of putting the child at the center of the pedagogical process.

In another important advancement for the ateliescola, Elementary School I gained its own pedagogical coordination in 2022.

The **library team** underwent a significant restructuring. It now includes a librarian, specialists in literature, performing arts, and issues related to peripheral and racial matters, as well as a group of young assistants. The changes have expanded the scope of work in a very interesting way.



Caring for anemia: tests and distribution of ferrous sulfate and citrus juice.

The new team brings invaluable contributions by helping to strengthen the relationships between literature and other worldviews.

Restricted during the pandemic, the School Health Program was fully resumed in 2022, with Snellen tests, dental and dermatology campaigns, and control and treatment of children with iron deficiency anemia. We expanded the mental health work directed at Elementary School II with the Crias program - Building Reflections on Childhood, Adolescence, and Health, and the Feminine (Mina) and Masculinity (Jão - Youth, Adolescents, and Guidance) collectives. We promoted meetings with families and referrals to the Adolescent House.

The health team works in a cross-cutting manner, prioritizing collective emotional support in the various contexts of the ateliescola. In addition to the Feelings Workshop, which offers individual and small group sessions, the team participates in library and workshop activities. A collaboration with IEPS (Institute of Studies for Health Policies) ensures the daily presence of a nurse and, weekly, a community specialist doctor. We also have partnerships with a psychopedagogue and a speech therapist focusing on language.

In 2022, we made significant progress in engaging with the public care network for the children we serve and their families, with the creation of the guidance counselor role, which now acts as a bridge between the pedagogical coordination and the school health team. In order to support the attention to children and young people in pedagogical, educational, health, and social assistance instances, we established partnerships with the Child and Adolescent Psychosocial Care Center (CAPS) and with Shelter Services for Children and Adolescents (Saicas), and participated in meetings to discuss specific cases with the public network. Finally, we intensified our work with families, aimed at expanding our connection and partnership in the development of the students.

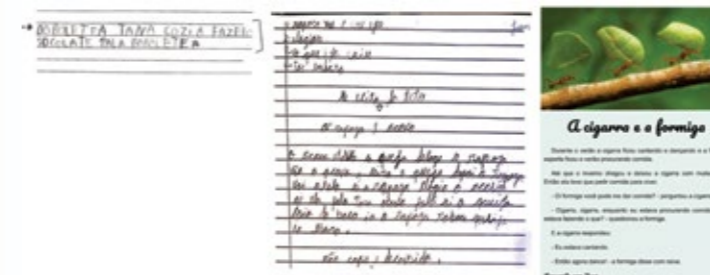
2022 marks the formation of the first class of our **Pre-Tech** course, a multi-age group composed of 9th-grade students and students from public schools in the region. A showcase of processes and an event conceived by the participants, "Brota que muda," offered the school community a glimpse of the projects developed in four courses: Projects and Technology, Fashion and Printing, Audiovisual and Sound Production, and Cultural Production, Creation, and Illustration.

In 2022, the ateliescola acaia Center for Studies and Research officially came into existence, with the goal of disseminating and replicating the practices we have developed and contributing,

Process Exhibition: Proud Pre-Technical students present their work.

through them, to the training of educators. The scope of the Center's actions include establishing partnerships with public and private schools, NGOs, and socioeducational institutions, as well as conducting didactic investigations, courses, and publications. The Center established several partnerships in 2022:

– With the José Monteiro Boanova Professor State School for Elementary and High School Education, to develop a support program for twenty 6th-grade students, aimed at promoting progress in reading and writing.



The changes in a student's text over ten months of work.

– With the Dilermando Dias dos Santos Municipal Elementary School, to implement the Literacy Teachers Training Program, which deepens the understanding of the roles of teachers and students in the literacy process. Five 2nd-grade classrooms were served, totaling 150 children and twelve school professionals.

– In partnership with Cedac (Documentation Center), the Center produced videos at the ateliescola to be part of the content for the course "Literacy in the Classroom."¹

– Still in partnership with Cedac, we held, in the field of **Didactic Investigation**, the event "Formative Dialogues," with supervision from Delia Lerner, an advisor to the Ministry of Education of Argentina, and Patricia Sadovsky, a researcher and specialist in didactics of mathematics. Patricia now joins the Pedagogical Council of the ateliescola, alongside Karen Giles, director of Barham School in London, and philosopher, writer, and activist Sueli Carneiro, which is a joy for us.

1. The course is free. Available at: <https://polo.org.br/gestao-pedagogica/percurso/294/alfabetizacao-na-sala-deaula>.



1. At the Pre-Technical Exhibition, pieces created by the Fashion and Printmaking class.
2. Reading activity in the alley in front of the School Shack in the Linha slum.



The **Youth Training Program** continues to make structural improvements to enable young residents of the Linha and Nove communities to be more present in the school routine. Contributing to the construction of adolescents' identity and to the formation of the ateliescola team itself, the program offers positions ranging from assistant (with 20 hours per week, for young people who are attending high school) to monitor (30 hours per week, for those who have completed high school). The young people work in the areas and courses of Arts, Audiovisual, Library, Science and Technology, and Fashion and Printing at ateliescola.

The coordinator of **Senac São Paulo/Faustolo** proposed offering free short and medium-term courses at ateliescola, with Senac certification, aimed at young adults and addressing pressing employment and income needs. In 2022, a pilot experience offered four courses to the community: Marketing and Sales Assistant, Human Resources Assistant, Fashion Production, and Visual Merchandising.

After the pandemic hiatus, the work of the **Barracos-escola** in the Nove and Linha favelas has strengthened, promoting daily connections with what is carried out at the ateliescola headquarters. With a focus on welcoming, the Barracos team promotes actions in the areas of health, body and movement, and culture and leisure. In addition to the poetry readings, exhibitions, visits to parks and museums, and parties that take place during the week at the Barracos, in 2022 the Open Barraco was introduced, with activities offered to the community on some Saturdays as well.

The Barracos-escola are the theme of the third volume of *Cadernos Acaia, Conexões*, which describes the history, evolution, routine, and methodology behind a project that began in 2005 and has become one of the foundations of ateliescola acaia's work. The book was pre-launched during the Pre-Tech exhibition in November.

Expanding the catalog of the Letra da Cidade label, the publishing arm shared with the *Instituto Çarê*, ateliescola produced two editions of *Cadernos Acaia* in 2022: in addition to

Conexões, about the Barracos-escola, *Desassossego*, which recounts remote education experiences carried out by the most diverse areas of ateliescola during the social isolation of the COVID-19 pandemic (2020-2021). Other *Letra da Cidade* releases in 2022 include the books *Favela, the flower in resistance / the absent place*, an academic and poetic reflection by former student Adriele Oliveira on the experience of growing up in a community, and *Vozes Periféricas* (Peripheral Voices), featuring poems and drawings created in remote collaborations by young people from the outskirts of São Paulo, in a project developed by educators from ateliescola's library.

Another important step for ateliescola was the creation of School Administration, which, starting in 2022, plays a significant role in controlling internal and external processes, aiming for good management of our resources and optimizing school time and space. The new management actions and strategic planning arrive at an important moment, considering that for the first time, the school is operating at full capacity, with all grades of elementary school, two Barracos-escola, two Pre-Tech classes, and the new Training Center. School Administration also manages Resource Mobilization and Income Generation Groups (*Artesãs da Linha Nove, XiloCeasa, and Olhares do Beco*).

The improvements can already be seen in the routine of the Secretariat, in administrative and operational demands, in the organization of the Escola Plural Program, and in a more rigorous control of the budget.



ATELIESCOLA ACAIA TEAM – 2022

General Director

Ana Cristina de Araújo Cintra e Elisa Bracher

Pedagogical Director

Maria Esther Pacheco Soub

Pedagogical Coordinator

Maria Clara de Almeida Prado Galvão

Executive Director

Fabício de Jesus Barrio Lopez

School Administrator

Tassiana da Silva Souza

Assistent to the Director

Patrícia Yanaguisawa

Secretary for ateliescola acaia

Iara Faria Bárbaro

Operational Manager

Ianarlene Pereira de Melo

Facilities

Thiago Conrado Silva

Purchasing Department

Luciana Menezes

Administrative Assistant

William Santos Guimarães

PEDAGOGICAL COUNCIL

Karen Giles

Sueli Carneiro

AREA COORDINATORS

Ana Maria Leite

(Body & Movement Coordinator)

Enio Alex Assunção

(Sciences & Technology Coordinator)

José Sergio Dutra Pinchiaro

(Music Coordinator)

Juliana Cristina Diniz

(Guidance Counselor)

Karina Santos da Silva

(Study Center & Research Coordinator)

Laís Pereira de Oliveira

(F1 Coordinator)

Luciana Gomes do Nascimento

(Barraco-escola Coordinator)

Magno Rodrigues Faria

(Library Coordinator)

Silvia Maia Bracco

(Health Coordinator)

Ynaiá de Paula Souza Barros

(Workshop Coordinator)

EDUCATORS

Afonso Nogueira da Cruz

(Junior Psychologist)

Aliana Santana

(Nurse and Barraco-escola)

Aline Aparecida da Silva Lima

(Grade 2 Assistant)

Ana Elisa Cronéis Zambon

(Technical Drawing & Mathematics Teacher)

Ana Flora Franco de Siqueira

(Grade 3 Teacher)

Ana Paula Mateus

(Grade 7 Teacher and Psychologist)

Ana Sophia Mesquita Stock

(Science Teacher)

André Luiz Maciel Pinto

(Capoeira Teacher)

Beatriz Breim Tavares Pedrosa

(Psychologist Partner)

Bruna Salomão Frassinetti

(Kindergarten Teacher)

Carlos Eduardo Santos

(General Assistant)

Clara Felisberto de Moura Corrêa

(Kindergarten Teacher)

Clara Moreira Lisboa

(Grade 1 Assistant)

Cláudio Shiroma

(Science & Pre-Tech Teacher)

Danilo Pereira Nogueira

(Kindergarten Assistant)

Denner Andrade Alves

(English Teacher)

Diego da Silva Querino

(Pre-Tech Teacher)

Eduardo Massuda Fanis

(Physical Ed. Teacher)

Elânia Francisco Lima

(Senior Psychologist)

Evander Pereira dos Santos

(Physical Ed. Teacher & Barraco-escola)

Fernanda Basualdo

(Mathematics Teacher)

Fernando Funchal Tavares da Silva

(Grade 6 Assistant)

Flávio Castellan

(Arts & Pre-Tech Teacher)

Gabriel Garcia Carvalho

(Grade 4 Assistant)

Guilherme Ussier de Mello Souza

(Grade 7 Assistant)

Heloisa Ferreira Alves dos Santos

(Kindergarten Assistant)

José Henrique Reis Menezes

(Music Teacher)

Igor dos Santos Romualdo

(Junior Teacher)

Jéssica Souza da Silva

(Library)

José Carlos Gianotti

(Typography & Pre-Tech Teacher)

Karen Camata Guimarães

(English Teacher)

Laura Estelita Teixeira

(Pre-Tech Teacher)

Laura Helena Geraldo dos Anjos

(Grade 5 Assistant)

Laura Tavares

(Class F2 Assistant)

Lázaro de Souza

(Junior Psychologist)

Lucas Bastos Martins Cruz

(Pre-Tech Teacher)

Lucas Simões Borelli
(Music and Pre-Tech teacher)

Lucialva Valéria Gonçalves Rocha
(Center for studies and research assistant)

Luciana Oliveira
(Expression and Movement Teacher)

Lucineide Moreira Dourado
(Barraco-escola Teacher)

Luisa Jorge Tasima
(History & Interdisciplinary Project Teacher)

Luísa Rangel Borin
(Grade 2 Teacher)

Luíza Ribeiro Barros
(Portuguese Teacher)

Maiara Bovelone Quaglio
(Grade 4 Teacher)

Maiara de Oliveira
(Grade 3 Assistant)

Marcia Eliane da Silva
(General Assistant)

Maria Eugênia Kira
(Class Assistant)

Maria Caroline Gomes dos Santos
(Natural Sciences Teacher)

Maria Cecília Frayha
(Speech Therapist)

Maria Fernanda Martorano Pugliesi
(Grade 6 Teacher)

Mariá Gonçalves dos Santos
(Audiovisual & Pre-Tech Teacher)

Mariana da Silva Souza
(Grade 5 Teacher)

Marina Miragaia de Miguel
(Nursery School Teacher)

Natália Fernandes Brescancini
(Art Teacher)

Nathalee Bosquê Fernandes
(Geography Teacher)

Neuza Francisca dos Santos Lins
(Barraco-escola Nurse)

Paulo Lucas Monteiro de Lima
(Class F2 Assistant)

Renata Ferreira Ventura
(Barraco-escola Teacher)

Renato Nonato Valério
(Kindergarten Assistant)

Renato Rodrigues Gama
(Library & Pre-Tech Teacher)

Rodrigo Santos
(Pre-Tech Teacher)

Rogério Maciel
(Pre-Tech Teacher)

Simone Baptista dos Santos
(General Assistant)

Sofia Sales Magalhaes Motta
(Grade 1 Teacher)

Thais Galati Ozzetti
(Music Teacher)

Thiago da Silva Nascimento
(Art & Pre-Tech Teacher)

Assessoria F2

Angela Kim Hirata
(Portuguese Language Coordinator)

Diana Pessoa de Almeida
(English)

João Carlos Micheletti
(Natural Sciences)

Lucília Siqueira
(Human Sciences)

Renata Akemi Maekawa
(Mathematics)

Silvia Lenzi
(Geography)

Monitors

Andressa Bonfim da Cruz
Alexandre Silva de Lima
Maria Giovana de Lira Pereira
Samanta Sabrina Ribeiro de Souza
Thais de Sá Pereira dos Santos

Assistants

Ana Julia da Silva Lima
Gabriel Sousa Balbino
Jeane de Jesus Silva
Josivaldo Silva de Lima
Marcos Ruam dos Santos Alves
Ruth Nataly Lopes do Nascimento
Kawanny Barbosa Ribeiro
Patrícia Freitas de Souza

Interns

André Bleggi Bracher
Gabriel Ferreira Santos
João Antônio Amorim da Silva
Kaliu Peterson de Camargo
Vinícius Henrique dos Santos Machado

Education Technology

Flavia Lambiasi

Resource Mobilization and Income Generation Groups

Ana Gabriela Montan Torres
Flávia Teófilo da Silva
Thamires Silva

Casinha Amarela (Little Yellow House)

Maria Clemência Viana dos Santos

Communications

Estúdio Voador

Operations

Eliel Ramos
(General assistant)

Paulo Orestes da Silva
(General assistant)

Cristiano Manoel da Silva
(Cook)

Felix da Silva Santos
(Kitchen Assistant)

Francisca Ferreira Lustosa Santos
(Kitchen Assistant)

Lucia Patrícia Vicente
(Chief Cook)

Marcos Francisco da Silva
(Kitchen Assistant)

Maria de Fatima
(Kitchen Assistant)

Rosimeire Sztukalski
(Kitchen Assistant)

Manoel Santana da Silva
(Kitchen Assistant)

Information Technology

Corpnet Soluções em Rede Corporativa

Cleaning

Leccor Multiserviços

Security

Plansevig Planejamento Segurança e Vigilância Ltda.

Design Lab

Denis Araújo da Silva

Fernando da Silva Melo Mariano

Legal Services

Ketlen Amaral do Prado

Human Resources

Elaine Zanatta

PARTNERS

- Alberto Guimarães Aguirre Zürcher
- Alcides Tapias
- Amoreira
- Instituto Givaudan
- Instituto Israelita Fortuneé de Picciotto
- Instituto Paulistano de Olhos
- Januário Figueiredo
- Liane Ralston Bielawski
- Maria Luiza Nazarian
- Magi Óptica
- Marcos Mondin
- Mônica Villaça Sevestre
- Natasha Barricelli

– Outward Bound Brasil

– Passos para o Futuro

– RL Higiene

– Silvia Dias Alcântara Machado

– Thaís Weber

HEALTH

Public Health:

– UBS Parque da Lapa

(Participação na Rede Intersetorial em Defesa da Infância e Juventude da Lapa)

– Casa do Adolescente e SUS (Ginecologia, Hebiatria, Oftalmologia, Odontologia, Nutrição, Dermatologia e Análises Clínicas)

– Vara da Infância da Lapa

– BP – A Beneficência Portuguesa de São Paulo

– Grupo Fleury

– Núcleo de Proteção Jurídico Social e Apoio Psicológico (NPJ) Lapa

– Supervisões de Assistência Social

(SAS) – Lapa

– Centro de Atenção Psicossocial Adulto III – Lapa (CAPS)

– Centro de Atenção Psicossocial Infante Juvenil – Lapa (CAPS)

Public Health Psychiatry

– Dr. Cássio Martins

– Dr. Fernando Asbahr

– Dra. Ilana Reuben

– Dra. Maria Luiza Fiore

– Dra. Valéria Lauriano

Ear, Nose and Throat

– Dra. Roberta Ribeiro de Almeida

– Dr. André Duprat

– Dr. Samir Bechara

Ophthalmology

– Dr. Ronaldo Barcelos

– Grupo Giardini Optical

– Ótica Magi

Psychology

– Pedro Monteiro

Dentistry (Prevention and treatment)

– Associação Fortuneé de Picciotto

– Odontologia Sanseverino

Dermatology

– Dra. Eliana Senatore

– Dra. Patrícia Uehara Fonoaudiologia

Speech therapy

– Dra. Mônica Villaça Sevestre

Orthopedics

– Dr. Eduardo Bracher

– Dr. Eduardo Von Uhlendorff

Neurology

– Dr. Vinícius Scaramuzzi



Acaia Sagarana

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“...O BRASIL PRECISA SER DIRIGIDO POR UMA PESSOA QUE JÁ PAS
A FOME TAMBÉM É PROFESSORA.”



ACAIA SAGARANA STUDY CENTER

What we do

The Center for Study Acaia Sagarana has been developing its activities since 2005, offering a comprehensive curriculum and good study practices to high school students from public schools who prioritize continuing their studies as part of their life project.

Regular: 36 students

Hours:

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

Weekly workload:

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

Classes provided:

Biology
Physics Geography
History
Portuguese Language
Literature &
Mathematics
Chemistry

Visit to the exhibition Carolina Maria de Jesus: “A Brazil for Brazilians” at IMS Paulista.



Observation activity in the Itatiaia National Park, during the Environment Study for Bananal-SP.

PART 1: 2022

Despite still adjusting throughout the year to the challenges imposed by the COVID-19 pandemic, we started 2022 with great expectations for the resumption of important activities and routines that had to be reformulated in previous years, such as our fieldwork business trip and our in-person end-of-year presentation, the interdisciplinary symposium.

Furthermore, 2022 proved to be an important year of learning for the education team, especially if we consider the significant gaps identified in our students through the selection process and experiences throughout the year, which demanded new discussions and future directions for this and the coming years.

Adjustments in activities to obtain the desired learnings

The biggest challenge we faced during this pandemic period was ensuring learning under restricted conditions of time, meetings, and spaces. Our sophisticated curriculum, built over the years with very efficient didactic sequences, had to be entirely reviewed in recent years in light of the new learning needs of students. In 2022, it was no different because we were aware that students would arrive at the end of high school with educational losses caused by the two years of the pandemic.

The results found in the selection test confirmed that these two years had consequences, mainly in the areas of Mathematics and Language Practices, thus demanding a prompt reaction from our team to meet the learning needs of the students. With this, our planning month was full of studies and discussions, in different areas and groups, to rethink the curriculum and, bring new approaches and forms of course delivery. Tutoring gained more importance and was restructured to focus strongly on reading, writing, math, and study guidance, as well as the diversification of study experiences.



Volume measurement activity during integrated Natural Sciences classes.



Reading activity in the Instituto Acaia library during a Literature class.

This class suffered the impacts of the pandemic for two years and presented particularities that required more than previous classes that had also experienced the pandemic. In this specific case, the pedagogical restructuring was not sufficient. The impact of the reduced school experience due to the pandemic fell heavily on important daily procedures and actions, such as student posture in the classroom, pace of the class and homework, and even daily organization for study. This generated a greater need for support and care for students by the entire team, and dedication of class time to create a new culture of study. Constant adjustments and changes, attentive listening and observation of students, and the team's quick reaction to the class's needs were necessary actions in achieving good results.

The experience of this year strengthened us and prepared us to face different scenarios, and that is how we reached the end of the year with a partner class, committed, engaged in tutoring and studies, and very focused on college entrance exams and the ENEM (Brazil's national high school exit exam).

Emotional and psychological weaknesses

One of the most evident impacts of the pandemic on students was the emotional and psychological fragility, which manifested itself in many ways, some more and others less complex.

The immaturity of the students and their lack of knowledge regarding basic agreements and rules strongly marked the work with this group. Despite being simple, it was one of the areas that required the most intervention throughout the year, took time to overcome, and generated conflicts in coexistence that interfered with the study routine and required mediation and time from both the students and educators.

Other episodes, less frequent but that demanded a lot from the team of educators, were some psychological disorders, such as panic attacks. Students in this situation were already receiving some psychological support and were accompanied by the team of educators, especially the coordination team, which provided all possible pedagogical support.

All but one of the students were able to continue; overcoming the crisis and completing the course - and are already showing positive results in college entrance exam approvals.

Study and work

Following the trend observed in 2021, we had a large number of students working, either throughout the year or during a period of the year. The justifications for working range from the need to help with the family budget and/or subsidize transportation and personal expenses. Despite this, the number of students who dropped out throughout the year remained within the margin of the last few years: there were four dropouts for various reasons - just over 10%.

New perspectives on candidate selection

The pandemic has also presented challenges for the selection process, which required adjustments to better identify academic gaps and align the course with the profile of the group of students. Another necessary adjustment that we noticed was to identify the attitude of students in relation to the group and the learning process. It is worth noting that our selection process aims to identify a set of elements that allow us to make adjustments to our course so that everyone can advance. It is in the heterogeneous composition of the group that we find the balance to assemble the class.

The pandemic also impacted direct access to some public schools for the dissemination of our work, which led us to expand our dissemination strategies through social media. There was also support from teams of teachers, coordinators, and directors from several schools.

For the promotion of the selection process, we relied on the support of several former students who helped us in producing digital content and promoting the schools. The "Sagarana Embassy" was created, a group of volunteer alumni who visited schools and social media to present Acaia Sagarana. The result: we had the highest number of applicants in the last five years. The profile of the candidates remained similar to the previous selection, with a diverse audience and a greater geographical distribution both in the selection process and in the final composition of the group.

A return to field trips

After two years of the pandemic, we were able to resume our field trip, which is characterized by being in person and involving a few days outside of São Paulo. In general, we carry out this work in partnership with Acaia Pantanal, but this year we jointly decided that it was not yet time to resume the field work we do in Corumbá-MS. Considering our budget and a location rich for studies and close to the capital, we chose the city of Bananal-SP. We spent five days visiting important locations in the region and carrying out diverse activities that expanded the students' universe of knowledge. It was an important experience for engaging the students in the course

and for the progress of the study, which extended until the end of the year. The field experience and the process of building articles is always very rich and important, as it mobilizes students in the articulation of knowledge and the production of new knowledge. All work is preceded by studies, construction of instruments, preparation of questions, research, investigations, and many preparation classes. From there, students carry out the programmed activities and, upon return, systematize their learning, producing texts, articles, and seminars.

Another great end of the year

The interdisciplinary symposium of this year was a very special moment. Marked by the return of in-person presentations, we were able to have families, friends, partners, school representatives, and former students present again. The presentations and debates of the students' work were very good, despite the many challenges they faced. This always demonstrated the great commitment to their studies and the high academic quality that the students strived to maintain throughout the year.

The results appeared with the 16 already approved already on the first lists of the entrance exams of the São Paulo state universities - partial results, it is worth noting, since the final approvals of the entrance exams will only take place in mid-April 2023.

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

The following description of the proposal for the Acaia Sagarana Study Center essentially considers the in-person mode as essential. Hybrid or remote activities are currently considered exceptions imposed by adjustments due to the pandemic.

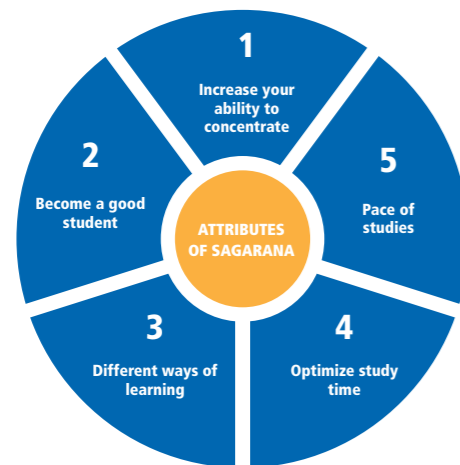
Actions of the Acaia Sagarana Study Center (CEAS)

The CE Acaia Sagarana translates into a free course offered to 36 students who are currently studying or who have finished the third year of high school in the public school system in the previous year.

This course aims primarily to strengthen in students some of the main academic competencies: autonomy to study, connection with knowledge, and the ability to manage their own learning process. Another focus of our work is to increase the amount of time that each student dedicates to studying. Students need to make choices and prioritize activities related to their studies. If they want to enter public universities, they need to understand that there is a proportional effort required to achieve this goal. Therefore, it will not be possible to engage in leisure activities at the same pace as before or dedicate the same amount of time to studying per week; it will be necessary to increase their dedication. The commitment to studying goes beyond the period that

students remain at Acaia; this is a crucial factor that we also communicate to students during the selection interviews.

The CEAS is not exactly a preparatory course. In a preparatory course, the main focus is to review knowledge and also to fill in some gaps left by the high school education. However, this is not enough for most students from public schools who aim to enter excellent courses. For these students, it is necessary to, for example, improve their ability to deal with new knowledge, persistence, confidence, and willingness in the face of difficulties and new challenges. For this reason, our main focus is on developing autonomy to study. To achieve this, the curation of content is carried out with a focus on those with the greatest potential to mobilize the young person to properly develop a student posture during the selection.



- 1** For students, developing the ability to concentrate is essential to deepen their studies and face the test marathon.
- 2** Developing autonomy, and study skills, and becoming aware of their learning potential and interests.
- 3** Classroom, work and study situations are diverse; meet various forms of class organization and different ways of learning by students.
- 4** The students learn to organize themselves to make better use of the time available for studies.
- 5** Throughout the year, the student develops an increasingly intense and efficient rhythm of daily studies.

The Acaia Sagarana Course

Our course covers topics such as Portuguese Language, Writing, Literature, Mathematics, Biology, Physics, Chemistry, History, and Geography. On Saturdays, extracurricular activities are developed, such as field studies, museum visits, lectures, and movies.

Classes take place from March to December, from 6:00 pm to 10:30 pm, Monday through Friday, and on Saturdays from 8:30 am to 5:00 pm. In July, more extensive fieldwork is carried out, generally in the Pantanal wetlands of Mato Grosso. Students spend between eight and ten days getting to know the region, its inhabitants, culture, biodiversity, and learning more about the local reality. In the Pantanal, there is an exceptional condition: the students are always welcomed by the team from Acaia Pantanal, a department of the Acaia Institute that takes care of all the logistics of accommodation and food, study support, scheduling of the visited locations, etc.

This fieldwork translates our methodology well and has become the main focus of the work we develop with our students, as it represents privileged situations for them to improve their skills in studying, reading, writing, asking questions, observing, investigating, establishing relationships and, thereby, expanding their connection with knowledge. Students are called upon to think about aspects of a particular space and to construct an understanding of reality by integrating knowledge from social, environmental, geographical, linguistic, political, economic, historical, and cultural perspectives. In the second semester, students, organized in pairs or in groups of three, are challenged to establish a thematic focus for further study and to write a scientific article on the chosen topic, based on a field study situation. This activity develops their reading, writing, graph analysis, and argumentation skills very clearly. Once the articles are completed, an open symposium is held for parents and the community, for which the students prepare a presentation and work strongly on the communication skills necessary for the presentation. The preparation of this presentation results in significant learning achieved through the organization of all that was seen in the fieldwork.

Selection for the CE Acaia Sagarana course

The vacancies for the CE Acaia Sagarana course are offered to state schools in the region. The selection process, which is currently carried out in two phases, seeks to identify students who are motivated to study and to assess 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 basic mathematical operations involving rational numbers, ratios and proportions, and first-degree equations.

1. In 2022, we conducted our field work in Bananal-SP. However, in 2020 and 2021, we were unable to conduct field work due to the pandemic. In previous years, we were able to conduct field work in the southern Pantanal region of Mato Grosso do Sul (from 2011 to 2013 and from 2015 to 2019) or in the Ribeira Valley (in 2014).



Visit to the launch of the books *Vozes peripherals* and *FAVELA, flor e resistência/o lugar ausente* (Flower and resistance/the missing place), authored by students and alumni of Instituto Acaia.

The first phase consists of a basic reading, writing, and math test. The second phase, as important as the first, consists of a group interview with up to four students accompanied by two teachers from CE Acaia Sagarana. Whenever necessary, we perform a third evaluation, which occurs in cases where students have a very low performance in a single area. This phase aims to identify the student's learning potential in relation to their knowledge of that area.

The team of teachers

The team of teachers is crucial to the success of the work. It is composed of experienced and highly qualified professionals who share a commitment to the learning of all students. It is worth noting that we receive people with different educational backgrounds and experiences, which increases the complexity of the work and makes this commitment a demanding and challenging task.

We know that our ambition is great: within a year, to leave our students in a position to compete for a spot in the best universities, contending with candidates from the best private schools. This requires dedicated and committed teachers who have, in addition to knowledge, other qualities such as dedication, availability, and flexibility.

We strive to meet this great demand by compensating our teachers with salaries that are compatible with those of the best schools in São Paulo.



Class 2022 at the Bananal-SP Ecological Station waterfall.

The partnership with Anglo

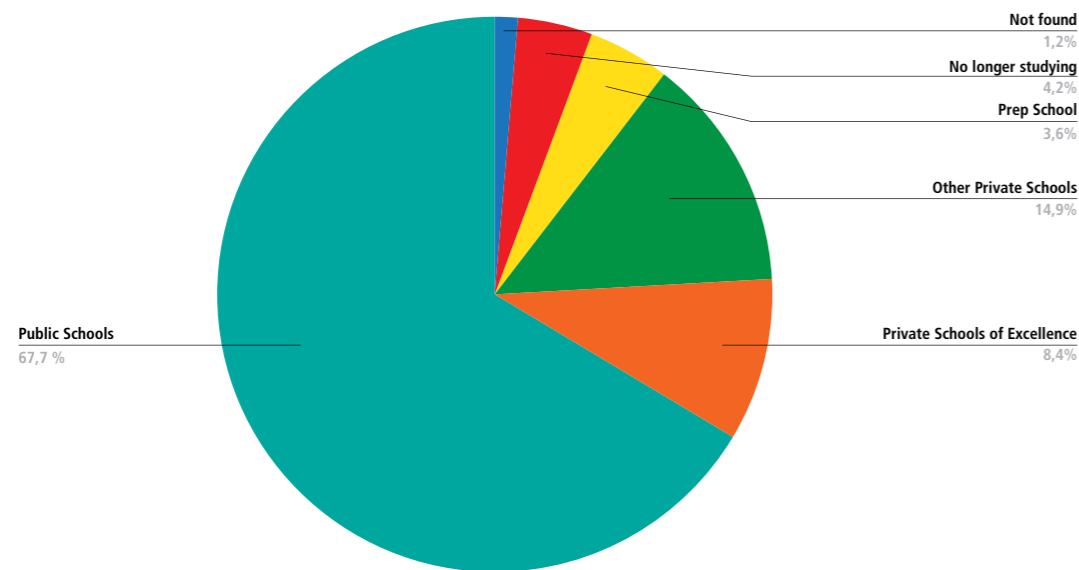
For students who already show a certain degree of autonomy in their studies and are prepared to build their own study program with responsibility, discipline, commitment, resilience, and adequacy to their objectives, we have a partnership with Anglo Vestibulares.

This partnership was born in 2006 and currently offers 20 full scholarships for the morning period of the comprehensive course to students who have already completed high school in public schools and have completed their entire schooling in regular public schools. To participate, students must have the full period available - in the morning for classes and in the afternoon for study, also at the Anglo space, where they receive specific guidance, enjoy a conducive study environment, and have access to all of the Anglo's student support structure.

PART 3: THE RESULTS

Since its inception in 2005 until now, 669 students have been served in the CE Acaia Sagarana course and the scholarship program we maintain in partnership with the Anglo course. Of these, 460 students (68.76%) have gained admission to public universities, and 56 (8.37%) have been accepted into prestigious private universities, resulting in a total of 516 students or 77.13% enrolled in good universities.

669 students served from 2005 to 2022



In relation to our class of 2022, out of the 32 students who completed the year with us, 25 (78.12%) have enrolled in higher education, with 23 entering public universities and only two in private universities. The remaining seven students who have not been accepted at this time are continuing their studies in other pre-university courses and reorganizing their future plans.

Lastly, in 2022, we did not have scholarship students enrolled in the extensive pre-college courses at Anglo Vestibulares. This situation is not expected to remain the same for 2023, but it will depend on the publication of all admission results for the class of 2022 and previous years' entrance exams.

TEAM

Director: Ana Amélia Inoue

Pedagogical Coordinator: Danilo Hernandez, Paulo Roberto da Cunha e Tassiana da Silva Souza

Teachers: Arthur Vieira de Medeiros, Camila de Macedo Deodato Barbosa, Danilo Hernandez, Juliana Rizzitano, Luiz Venâncio Rodrigues Aiello, Marcos Roberto de Freitas Bolognesi, Maria Fernanda Penteado Lamas, Paulo Roberto da Cunha e Thais Batista Siqueira

Monitors: Alice de Souza Araújo, Ana Luiza Amorim Nascimento, Bruno da Silva Siqueira, Davi Martins dos Santos e Fernanda Basualdo

Administrative Assistant: Thaís da Silva Nunes

Pedagogical Assistant: Allan Kadson Valentim Alves

Student Support Scholarship Donors

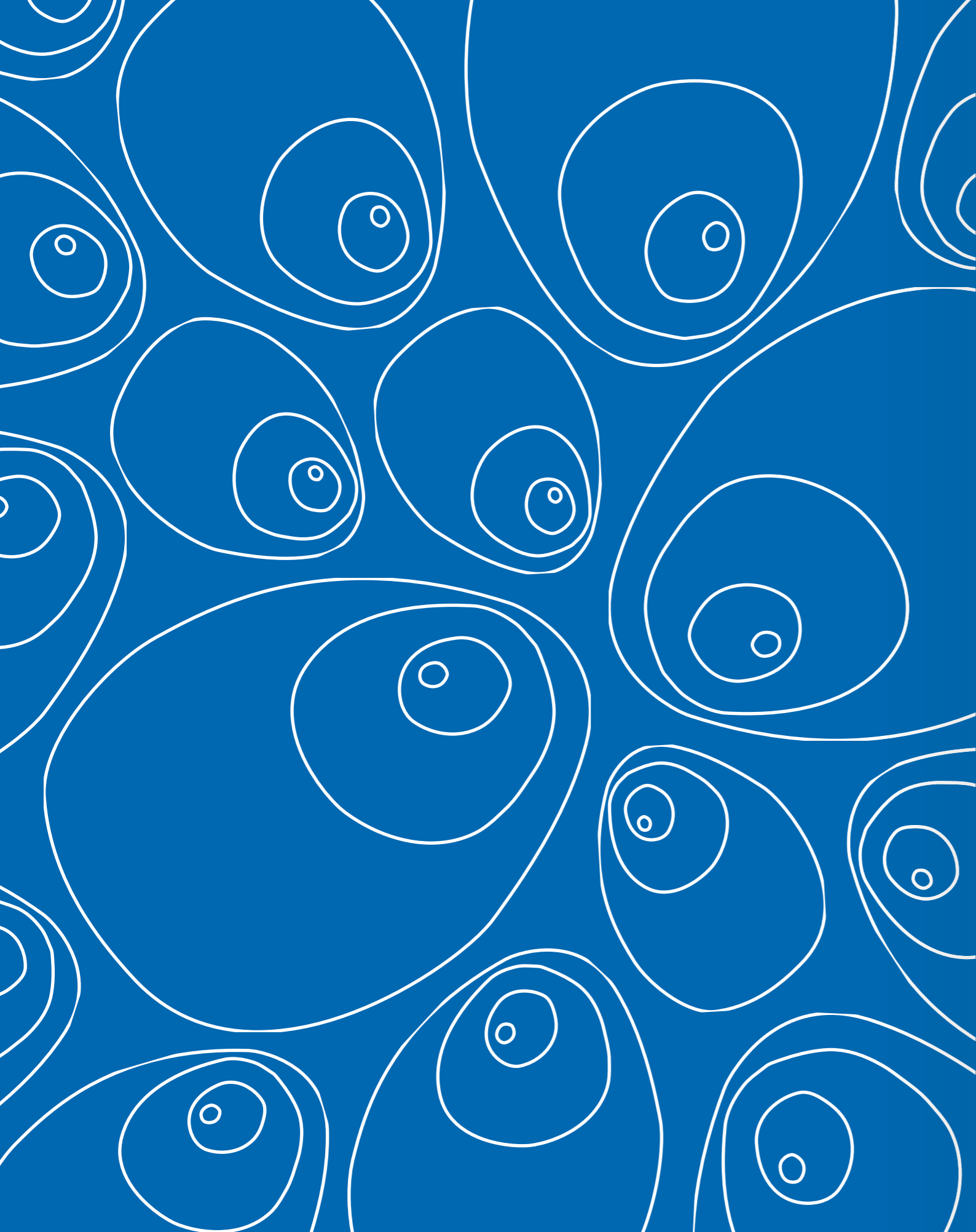
Instituto AD Maiora

Alumni Partners

Adriano da Silva Avelino, Ana Paula Silva de Jesus, Anderson Santos Ramalho de Souza, Ariely Santana Moreira, Damiana Sthefani da Silva, Dara Barbosa Silva, Davi Bezerra da Silva, Diogo de Campos Leopoldo, Guilherme da Silva Cavalcanti, Iversson Natan da Silva Santos, Jaqueline Alves da Silva, Luis Fellipe Andrade Alves, Maria Caroline Gomes dos Santos, Matheus Pereira dos Santos, Naomi Shida, Pamella Pereira de Matos, Rafael Bezerra de Medeiros, Ryan Leite Santos, Stella Morais Monteiro, Thiago Martins de Carvalho, Yasmin de Souza Araújo

Partner institutions

Diretoria de Ensino Centro-Oeste – SEE-SP, E.E. Alexandre Von Humboldt, E.E. Anhanguera, E.E. Emiliano Augusto Cavalcanti de Albuquerque e Melo "Di Cavalcanti", E.E. Fernão Dias Paes, E.E. João XXIII, E.E. Ministro Costa Manso, 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. Prof. Maria Eugenia Martins, E.E. Romeu de Moraes, E.E. Sólon Borges dos Reis e E.E. Virgília Rodrigues Alves de Carvalho Pinto



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ACAIA PANTANAL

MISSION

Contribute to the human and social development of the Pantanal through integrated educational actions aimed at preserving the biome.

AREA OF OPERATION

An isolated riverside region with difficult access, located about 100 kilometers north of the city center of Corumbá, Mato Grosso do Sul, near the border with Bolivia.

ACTIVITIES DEVELOPED

Jatobazinho School
 Jatobazinho Workshop
 Teacher Training
 Bodoquena Students
 Community Relations
 Complementary Activities

TARGET AUDIENCE

Target Audience	Quantitative	Details
Riverside Families	72 families, 300 individuals	Social and educational support
Elementary School and Kindergarten Students	74 students	Full-time alternating school
Elementary school students	27 students	Support for the continuity of alumni studies
High school students	9 students	Support for the continuity of alumni studies
Technical education students	4 students	Administrative technical training
Jatobazinho School Educators (professors, monitors, social educators)	13 educators	Continuing pedagogical training
Pedagogical Residents	9 residents	Continuing pedagogical and administrative training
Pedagogy Interns	6 interns	Pedagogical training
Pedagogical coordinators of the Education system in Corumbá	30 coordinators	Pedagogical training
Teachers from the field schools in AM, PA e MS	450 teachers	20 hours of hybrid model training
Visitors	969 visitors	Support for firefighting teams and partners in the <i>Pantanal</i>

BEGINNING OF ACTIVITIES: January 2008

Aerial view of Jatobazinho School.



1



2

1. Educational garden.
2. Shared Reading.
3. Logic Games.

CONTEXT

The post-pandemic scenario of 2022 brought important opportunities and significant challenges.

Choices had to be made. There were priorities and specificities to be considered, and not all activities could be developed at the same pace as in the years before the pandemic.

We observed the riverside population grow as families migrated from the city to the waterside region, fleeing the pandemic and unemployment, and hunger standing out as a consequence of the fires in previous years. However, we also noticed the local population's preparedness to fight fire and celebrated the absence of fires in our region, despite the drought that persisted for another year.

We welcomed new educators, interns, and volunteers. We actively sought children from the local community for inclusion in the education network. And we have strengthened our partnership with the public sector, consolidating efforts to ensure quality education for all.

We finished 2022 aware that the impacts of the pandemic have not yet been fully overcome, but with the certainty that the path to overcoming it has been established.



3



4

JATOBAZINHO SCHOOL & JATOBAZINHO WORKSHOPS

The Jatobazinho School is a school established in partnership with the Corumbá municipal government, offering Kindergarten and Elementary Education for riverside children who are students in the municipal education network. The school operates on an alternating schedule, alternating boarding periods with weekends off, so that the children can socialize with their families.

In 2022, the watchword was "recovery of learning." The 74 students from Kindergarten and Elementary School who attended Jatobazinho School that year participated in a series of actions and activities aimed at boosting teaching, considering students at their different levels of learning. By prioritizing the essential skills and competencies of the National Common Curricular Base (BNCC), and making the curriculum flexible, we sought to develop the learning not addressed in 2020 and 2021 during the pandemic.

We started 2022 with 56 students, and throughout the year, 18 more joined, making a total of 74 enrolled students. During the school year, 23 students transferred due to their families moving. We finished the year with 51 students. Of the students who joined in 2022, all but three students with special needs, passed at the end of the year.



5

4. Body and Movement.
5. Home visit.



Teacher training.



Bodoquena Students.



Education against fire.



Craft workshop.

TEACHER TRAINING

With a team of new municipal teachers assigned to work at Jatobazinho School, we invested efforts in training on the essential skills and competencies of the National Common Curricular Base (BNCC). With 12 hours of weekly activity, the team of educators (teachers, residents, and monitors) participated in collective and individual training to monitor the necessary adaptations to the curriculum, in order to overcome the learning gap of students resulting from the pandemic. The training related to curricular subjects and socio-educational workshops totaled more than 300 hours.

The Residency Program, which has been running for seven years, had eight professionals throughout the year and one professional for a shorter period. The program allows professionals from various fields to experience the daily life of a rural school and participate in pedagogical training with the team of educators. The Apprentice Program welcomed four high school students, who provided administrative support at the urban base.

After being suspended for two years, the Pedagogy internship program was resumed, in partnership with the Vera Cruz Institute. Six students from the Pedagogy course participated in an immersion lasting about a month at Jatobazinho School.

A new training proposal was developed to meet the demands of coordinators of rural schools in the Corumbá municipal network. In four monthly modules, totaling 60 hours of training, 30 coordinators discussed topics related to the construction of the pedagogical coordinator's identity, teacher planning, and issues concerning rural schools.

And in the fourth edition of the collective training open to public education professionals and those interested in the theme of rural education, we held the seminar Being a Teacher in the Pantanal: "Rural Schools - Diversity and Identities". The hybrid event featured the participation of educators from Amazonas, Pará, and Mato Grosso do Sul. Over three days, there were lectures, roundtable discussions, and presentations of individual experiences, with the participation of 194 people online and 256 people in person. At the event, we had the special and generous participation of Alexandre Sequeira, Anamaria Santana, André Lázaro, Bernardo Toro, Jacqueline Nóbrega, José Medeiros, Marcelle Saboya Ravanelli, Maria Aparecida Moura, Mario Mantovani, Mônica Guimarães, Ruivaldo Neri de Andrade, and Valcleia Solidade.

BODOQUENA STUDENTS

To ensure the continuity of studies for students graduating from the 5th grade at Jatobazinho School, Acaia Pantanal supports former students and their families to continue their studies at the Bodoquena School of the Bradesco Foundation, a boarding school located in Miranda/MS. In 2022, 36 students benefited, and one of them completed high school.

COMMUNITY RELATIONS

A big challenge was to resume the projects with the community and the frequency with which we carried them out.

Given the difficulties faced by families resulting from the pandemic and the fire that burned a large area of the Pantanal in previous years, we continued to provide support by donating basic food baskets in partnership with other organizations and donors.

We carry out active searches for actions to welcome new residents and integrate them into the activities developed by Acaia Pantanal. Around 50 families participated in the "Education Against Fire" action, developed over three months in the homes of riverside residents.

The handicraft training courses have been suspended for reorganization, and only one embroidery workshop was held. To ensure that the riverside communities continued to have alternative sources of income, the Jatobazinho School implemented a bimonthly market so that families could sell their products to the community during the periodic school meetings.

COMPLEMENTARY ACTIVITIES

We included various initiatives related to education, health, culture, social assistance, environmental preservation, among others, that require coordination with other local partners and organizations.



We published a book describing the experience of working in person and outside the school setting during the pandemic. In 2020 and 2021, we did not interrupt our activities, and the work we developed in support of education and social support for the riverside population was systematized in the book "Jatobazinho, uma escola em movimento", by Marcela Bourroul Gonsalves.

Once again, we support the initiative of the Alma Pantaneira Institute in the eleventh edition of the "Pantanal Doctors", which carries out medical, dental and veterinary procedures in distant and isolated locations in the Pantanal in three municipalities. As in other years, we also support the actions of the Corumbá Health Department, setting up an advanced vaccination station for the local community.

We welcomed for two days the "Fluvial Itinerant Justice," an action of the Federal Special Court that provided legal assistance to the riverside communities. In about 12 hours, 120 services were provided, guaranteeing basic rights such as retirement benefits, sick leave, various registrations, among others.

In the environmental area, we support the Environmental Military Police in actions of guidance and monitoring in the region, as well as various local partners who work for the protection and conservation of the Pantanal.

Awards

2019: 2nd place in the 2019 Teacher Award for Excellence from the Municipality of Corumbá/MS – Profª Liliana Costa, with the theme "Minha Terra"

2017: 1st place in the Research Professor Award of the Municipality of Corumbá/MS – Prof. Natália Janaina Coelho Gomes, with the theme "Meio Ambiente e Cidadania"

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 with references to Acaia Pantanal

A master's thesis - author: Andreza Sumara.

Four scientific articles in national journals - authors: Cleia R. T. Souza et al.; Washington Cesar Shoiti Nozu et al.; Andreza aS. G. Santos et al.; Ana Maria de Souza et al.

Three books containing references - Jatobazinho, a school in motion, by Marcela Bourroul Gonsalves; Teaching practices in higher education: experiencing the three pillars of the university, by Larissa Wayhs Trein Montiel, Maria das Graças Fernandes de Amorim dos Reis, Jeniffer Ribeiro Pessôa; Expanded cartography: education, culture and all letters, by Antonio Iraldo Alves de Brito, Isabel Orestes Silveira

Print and digital media

The work developed and/or supported by Acaia Pantanal aroused interest in the print and electronic media, being the subject of 314 articles in 131 communication vehicles during 2022.

TEAM

Direction

Maria Cecília Lacerda de Camargo

Teresa Cristina Ralston Bracher

Sylvia Helena Bourroul

Pedagogical Coordination

Tatiane Zabala Gomes

Operational Coordination

Matheus Guilherme dos Anjos Chalega

Administration

Daniella Rodrigues

Rayssa Ester de O. Alves dos Santos

Veila Stano de Carvalho

Educators

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Edna Brás de Souza

Gleyce Mary Cassupa Pinheiro Duarte

Juliane Aparecida Conceição Sanches

Julio Cesar Flores Franco

Keilla Simone dos Santos

Rodrigo de Souza Pereira Leite

Silvana Souza da Silva

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Antonio de Jesus da Conceição
Denis Rodrigues Valejo
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Francielle Rodrigues da Silva
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Joaquim Alfredo de Souza Neiva
Patricia Ferreira da Silva Faustino
Pedro Paulo Picolomini Rosa
Roberto Mauro Ferreira da Silva
Tania de Souza
Wandir Oliveira da Silva

Young Apprentice Program

Ana Cláudia Correa Velasco
Helder Chaves Marandipi
Leticia Gabriela de Souza Canavarros
Wagner Junior da Silva

CONSULTANTS

Legal

Theotônio Monteiro de Barros

Portuguese Language & Mathematics

Silvia Juhas

Workshop “Minha História”

Amanda Estelles

Operations

Agnaldo Orlando Bertini

Pedagogy

Lourdes Atié
Renata Queiroz de Moraes Americano

Psychology

Ana Cecília Demarchi

TRAINING EVENTS

Chess Festival

Augusto Samaniego

Literature

Ricardo Azevedo

RESIDENCY PROGRAM

Pedagogical Residency

Barbara de Oliveira Banega
Bianca da Silva Cavalcanti
Carolina Pio Fraccaro
Elias Achcar Bengtsoon
Laurianne Sorrilha do Amaral

Monitoring Residency

Bianca de Souza Duarte
Dalvan de Arruda

Administrative Residency

Christiner Máximo de Souza Casupá

INTERNSHIP PROGRAM

Alicia Alexandre Araújo
Amanda da Silva Vieira
Ana Carolina Gonçalves Passarini
Cristina Gomes de Almeida
Janaina Theodoro dos Santos
Laise da Silva Vieira

COORDINATORS TRAINING COURSE

Lourdes Atié
Renata Queiroz Americano
Silvia Juhas

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 Therezinha Ribeiro Ralston

Special Thanks

To the City Hall of Corumbá and to the
 Government of the State of Mato Grosso do
 Sul, whose partnerships are fundamental
 to the carrying out the activities of Acaia
 Pantanal.

The image features a dark orange background with a complex, abstract pattern of white geometric lines. These lines form various shapes, including circles, triangles, and irregular polygons, creating a dynamic and modern aesthetic. The pattern is most prominent on the left side of the image, where it transitions into a solid dark orange area on the right.

Financial Statements

Clarification on the financial statements of the Acaia Institute

The Acaia Institute is headquartered in the capital of São Paulo and is registered under CNPJ 04.449.826/0001-93. Since its constitution on April 3, 2001, the institute has maintained its activities with donations from its associates, donors, and supporters, as well as government funding in accordance with projects approved by municipal and state agencies.

In 2016, the board and founding members of the Institute, concerned with its continuity and that of three nuclei, namely, *Acaia Ateliescola*, *Centro de Estudar Acaia Sagarana* and *Acaia Pantanal*, created a Heritage Fund (Endowment).

This fund consists solely of long-term NTN-Bs that yield IPCA plus an interest rate. However, this interest rate is only enough to cover the regular expenses of the three nuclei of Instituto Acaia. Therefore, 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 present deficits or accounting surpluses that would only be realized with the sale of the securities. However, these securities cannot be sold as they guarantee the continuity of the basic activities of the Institute. Therefore, any deficits or surpluses are only accounting events and do not have any financial impact on the management of the institute.

Best regards

Aluisio Nogueira da Silva
Chief Financial Officer
Instituto Acaia

Financial statements as of December
31 , 2022 and 2021 and report of
the independent auditors*

*Explanatory notes are available on the Achaia Institute website: www.achaia.org.br

Report of the independent auditor on the financial statements

To the Administrators
Acaia Institute

Opinion

We have examined the financial statements of the Acaia Institute ("Instituto"), which comprise the balance sheet as of December 31, 2022, and the respective statements of comprehensive income, changes in shareholders' 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 and other elucidative information.

In our opinion, the aforementioned financial statements present fairly, in all material respects, the equity and financial position of the Acaia Institute as of December 31, 2022, and the results of its operations and cash flows for the year then ended in accordance with accounting practices adopted in Brazil and with ITG 2002 - "Non-Profit Entities".

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 Auditing the Financial Statements." We are independent of the Institute, in accordance with the relevant ethical principles set forth in the Code of Professional Ethics of the Accountant and in the professional standards issued by the Federal Accounting Council, and comply with the other ethical responsibilities according to these standards.

We believe that the audit evidence obtained is sufficient and appropriate to support our opinion.

Management and governance responsibilities for the financial statements

The management of the Institute is responsible for the preparation and proper presentation of the financial statements in accordance with the accounting practices adopted in Brazil and with ITG 2002 - "Entities without Profit Purposes", and for the internal controls that it has determined as necessary to allow the preparation of financial statements free of material misstatement, regardless of whether caused by fraud or error.

In the preparation of the financial statements, management is responsible for assessing the Institute's ability to continue operating as a going concern. Where applicable, management must disclose matters related to the Institute's operational continuity and the use of the going concern basis in the preparation of the financial statements. However, if management intends to liquidate

the Institute or cease its operations, or if there is no realistic alternative to avoid the closure of operations, this should be disclosed in the financial statements.

The parties responsible for the governance of the Institute are those who have the responsibility to oversee the process of preparing the financial statements. The responsibilities of the auditor only include auditing the financial statements.

Acaia Institute

Our objectives are to obtain reasonable assurance that the financial statements, taken as a whole, are free from material misstatement, regardless of whether caused by fraud or error, and an issue audit report 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 relevant distortions that exist. Misstatements may be due to fraud or error and are considered relevant when, individually or in combination, they may influence, within a reasonable perspective, the economic decisions of users taken on the basis of said financial statements.

As part of an audit conducted in accordance with Brazilian and international auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. Furthermore:

- We identify and assess the risks of material misstatement in the financial statements, regardless of whether caused by fraud or 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 non-detection of material misstatement of fraud is greater than that arising from error, as fraud may involve circumventing internal controls, collusion, falsification, omission, or intentional misrepresentation.
- We obtain an understanding of the internal controls relevant to the audit in order to plan audit procedures appropriate to the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Institute's internal controls.
- We assess the adequacy of the accounting policies used and the reasonableness of the accounting estimates and related disclosures made by management.
- We conclude on the appropriateness of management's use of the operational continuity accounting basis and, based on the audit evidence obtained, whether there is material uncertainty regarding events or conditions that may raise significant doubt regarding the Institute's ability to continue operating. 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 a change in our opinion if the disclosures are inadequate. Our conclusions are based on the audit evidence obtained up to the date of our report. However, future events or conditions may lead the Institute to no longer maintain operational continuity.
- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether these financial statements represent the corresponding transactions and events in a manner consistent with the objective of proper presentation.

We communicate with those charged with governance, among other things, the scope and timing of planned audit engagements and significant audit findings, including significant deficiencies in internal controls that, eventually, they have been identified during our work.

Sao Paulo, April 19, 2023

**Pricewaterhouse Coopers
Independent Auditors Ltda.,
CRC 2SP000160/O-5**

**Fabio de Oliveira Araújo
Accountant CRC 1SP241313/O-3**

Financial statements as of December 31, 2022 and 2021 and report of the independent auditors

Balance sheet as of December 31, 2022 and 2021 In reais

	<u>2022</u>	<u>2021</u>
Assets		
Current		
Cash and cash equivalents (Note 3)	2,270,979	3,010,058
Financial investments (Note 4)	431,262,695	363,105,430
Other assets (Note 5)	1,645,990	1,427,081
	<u>435,179,664</u>	<u>367,542,569</u>
Non-current assets		
Fixed assets (Note 6)	28,680,532	27,141,180
Total assets	<u><u>463,860,196</u></u>	<u><u>394,683,749</u></u>

Management's explanatory notes are an integral part of the financial statements. 2 of 20

	<u>2022</u>	<u>2021</u>
Liabilities and Shareholders' equity		
Liabilities		
Current		
Accounts payable (Note 7)	511,608	867,221
Labor and social security obligations	923,004	747,827
Tax obligations	21,493	39,374
Deferred revenue (Note 8)	793,327	782,087
Projects (Note 9)	119,100	9,418
Goods received on loan	36,268	36,268
	<u>2,404,800</u>	<u>2,482,195</u>
Non-current		
Deferred revenue (Note 8)	10,830,652	9,672,399
Total liabilities	<u><u>13,235,452</u></u>	<u><u>12,154,594</u></u>
Net worth		
Social equity (Note 20)	390,582,414	313,412,554
Accumulated surplus	60,042,330	69,116,601
Total shareholders' equity	<u><u>450,624,744</u></u>	<u><u>382,529,155</u></u>
Total liabilities and shareholders' equity	<u><u>463,860,196</u></u>	<u><u>394,683,749</u></u>

Deficit statement

Years ended December 31, 2022 and 2021 In reais

	2022	2021
Revenues		
Donations from individuals (Note 10))	10,986,349	660,387
Corporate donations (Note 10)	451,120	913,458
Revenue from services	839,401	300,857
Revenues from projects (Note 9)	330,135	-
Other operating income (Note 11)	355,959	426,774
Revenue from volunteer work (Note 15)	1,357,346	1,453,369
	<u>14,320,310</u>	<u>3,754,845</u>
Expenses with social activities		
Staff expenditure (Note 16 (a))	(11,262,150)	(9,275,708)
General and administrative expenses (Note 16 (b))	(13,101,837)	(10,913,673)
Project expenses (Note 9)	(370,087)	-
(IPTU) Municipal property taxes	(11,082)	(233,264)
Expenditure on voluntary work (Note 15)	(1,357,346)	(1,453,369)
Depreciation and amortization expenses (Note 6)	(718,861)	(602,099)
	<u>(26,821,363)</u>	<u>(22,478,113)</u>
Cost of social activity	<u>(12,501,053)</u>	<u>(18,723,268)</u>
Net financial income (Note 18)		
Net Financial Income, before the effect of	34,953,721	14,014,866
Mark-to-market of financial investments		
Mark-to-market effect of applications	(31,526,939)	(52,525,677)
Financial		
Total net revenues	<u>3,426,782</u>	<u>(38,510,811)</u>
(Deficit)	<u>(9,074,271)</u>	<u>(57,234,079)</u>

Management's explanatory notes are an integral part of the financial statements. 3 of 20

Comprehensive income statement

Years ended December 31, 2022 and 2021 In reais

	2022	2021
Deficit for the year	<u>(9,074,271)</u>	<u>(57,234,079)</u>
Other income components	-	-
Total overall results	<u>(9,074,271)</u>	<u>(57,234,079)</u>

Management's explanatory notes are an integral part of the financial statements. 4 of 20

Statement of changes in shareholders' equity Years ended December 31, 2022 and 2021 In reais

	Social equity	Accumulated surplus	Total equity
Balances as of December 31, 2020	313,412,554	126,350,680	439,763,234
Fiscal Year 2021 Deficit	-	(57,234,079)	(57,234,079)
Balances as of December 31, 2021	313,412,554	69,116,601	382,529,155
Endowment (Note 20)	77,169,860	-	77,169,860
Fiscal Year 2022 Deficit	-	(9,074,271)	(9,074,271)
Balances as of December 31, 2022	390,582,414	60,042,330	450,624,744

Management's explanatory notes are an integral part of the financial statements. 5 of 20

Cash flows from operating activities

	2022	2021
Deficit for the year	(9,074,271)	(57,234,079)
Income and Expenses Adjustments		
Depreciation and amortization (Note 6)	718,861	602,099
Adjusted profit or loss for the year (Increase)/decrease of assets in:	(8,355,410)	(56,631,980)
Financial investments	(761,363)	(58)
Securities	(67,395,902)	57,985,969
Other receivables	(218,909)	(1,161,403)
Total changes in assets	(68,376,174)	56,824,508
Increase/(decrease) of liabilities in:		
Accounts payable	(355,614)	475,541
Labor and social security obligations	175,177	84,527
Tax obligations	(17,880)	13,727
Projects	109,682	9,418
Deferred revenues (Current and Non-current)	1,169,492	952,778
Total changes in liabilities	1,080,857	1,535,991
Net cash from operating activities	(75,650,727)	1,728,519
Cash flows from investment activities		
Acquisition of fixed assets (Note 6)	(2,258,213)	(1,572,876)
Net cash applied to investment activities	(2,258,213)	(1,572,876)
Cash flows from financing activities		
Endowment (Note 20)	77,169,860	-
Net cash from financing activities	77,169,860	-
Net increase/(decrease) in cash and cash equivalent	(739,080)	155,643
Cash and cash equivalents at the beginning of the financial year (Note 3)	3,010,058	2,854,415
Cash and cash equivalents at year-end (Note 3)	2,270,978	3,010,058
	(739,080)	155,643

Management's explanatory notes are an integral part of the accounting statements 6 of 20

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