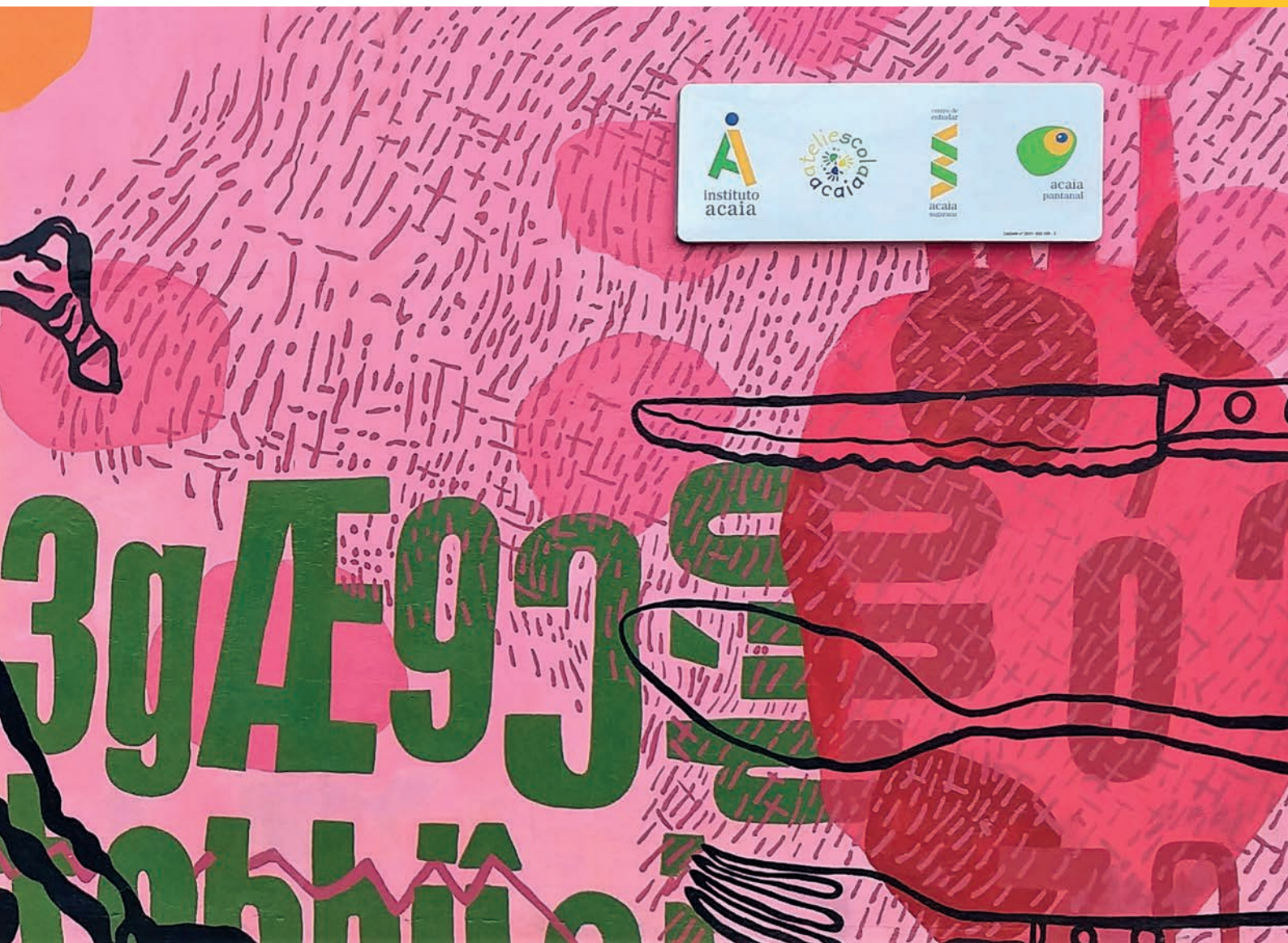




instituto
acaia





**ateliescola
acaia**



**Acaia
Sagarana**



**Acaia
Pantanal**



**instituto
acaia**

Annual Report 2021



SUMMARY

- 04 Instituto Acaia
- 09 ateliescola acaia
- 23 Centro de Estudar Acaia Sagarana
- 37 Acaia Pantanal
- 51 Financial Statements

President's Letter

2021 was the second year that the Institute experienced the turmoil caused by the pandemic. The difficulties encountered by students and their families worsened in 2021.

But this time our teams were better organized and carried out their work amidst the uncertainties and constant changes in health measures. It was not a wasted year, since, with most students and teachers vaccinated, the *atliescola* gradually returned to work in person in some classes from May 2021 and, in the second semester, part-time with all classes. Acaia Pantanal maintained in home classes in the first semester and, as of August, resumed face-to-face classes at *Escola Jatobazinho*. The *Centro de Estudar Acaia Sagarana* has programmed its activities according to the guidelines of the São Paulo Department of Education. It started its activities in April and continued until the end of May with totally remote activities; and from June to August, several arrangements were made that made it possible to intersperse face-to-face and online classes. As of September, Sagarana resumed face-to-face activities for all students, with group rotation whenever necessary, ending the school year in December with the class 100% in the classroom. A careful process of evaluation of the socio-educational losses suffered by the students was then started, with the objective of readjusting the activities and remedying the delay in their training. The fact is that the institute was able to maintain and continue its activities in 2021. This report demonstrates the resilience of our students and our team, which we are very proud of.

As we do every year, we have reproduced here a brief history of *Acaia*, followed by the report from each of our three nuclei and the financial statements. Good reading.

Fernando Reinach

The Acaia Institute (Instituto Acaia)

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

Atliescola Acaia is an experimental school that serves children and young people from the Shantytowns *Favela do Nove* and *Favela da Linha*, close to *Ceasa*, in São Paulo, offering formal education associated with "making workshops". One of the objectives of the *atliescola* is to develop and provide a program that focuses on education, health and culture, capable of serving vulnerable and socioeconomically underserved children.

Acaia Sagarana is a one-year course whose objective is to increase the chances of entering the best universities in the country. The course is aimed at high school students from public schools in São Paulo. These students are selected from among the best and most highly motivated to study, together with public schools that 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 in Mato Grosso do Sul*. It operates through a rural Elementary school and Preschool, supporting former students in continuing their studies at a partner school. 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 Instituto Acaia

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

In 2000, activities became daily, but still outside normal public-school hours. Instituto Acaia was finally 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 School.

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 former students are doctors, engineers, professors and economists graduated from USP – University of São Paulo –, as well as dozens of other professionals 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 literacy project for young people and adults in parallel with the establishment of the *Jatobazinho School*. This is a school that covers Preschool and Elementary School and works on an alternating basis: 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 that involve the residents of the region and in 2018, celebrated the graduation of their first technical high school students at *Fundação Bradesco* school, in *Corumbá*.

In 2016, *Instituto Acaia* created its endowment fund, with donations from Sonia and Fernão Bracher, their children and other friends. This fund, from which only financial fees are taken, guarantees the continuity of the projects. Monthly, annual, one-off donations and covenants complete the budget. We believe that, in addition to the donations and covenants already established and being so vital for the functioning of the Institute, future donors will help us to grow the endowment fund in the coming years, ensuring the sustainable growth of *Acaia's* projects. Still, donations and covenants will continue to be important for the Institute.

INSTITUTO ACAIA

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

Theotonio Maurício Monteiro de Barros
Décio Lencioni Machado
Sandra Alves Silva

Accounting / Financial Advisory

Empresarial FS

Audit

PwC – Pricewaterhouse Coopers

Architecture and 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

Jefferson Borges Rodrigues
Taís Cristina Lopes

Financial

Jéssica Barbosa Lira
Joyce Brito Galdino Silvério

Administrative

Evelin Cristina de Deus
Kevin Sales
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

Pro-Social Enrollment Certificate

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

Social Media

infoacaia@acaia.org.br

facebook.com/institutoacaia

instagram.com/ateliescola_acaia

www.acaia.org.br



ATELIESCOLA ACAIA

We started the year continuing with Elementary School, inaugurating the eighth year and the pre-technical courses.

How did we get along in 2021?

Still in the context of the coronavirus pandemic, the ateliesscola worked in different scenarios according to the health protocols in the city of São Paulo: from 100% remote teaching to the rotation of in-person classes between groups and remote services with synchronous classes for students in the fifth to eighth grade. During the second semester, we were able to maintain daily part-time classes for students from kindergarten to sixth grade and asynchronous activities in the remaining period. For seventh and eighth graders, we held full-time daily classes.

As a way to minimize the effects of the pandemic on learning, we offered support to students from first to sixth grade who had difficulty keeping up with the content. Because we work part-time, the Early Childhood educators formed a "literacy brigade" in their non-teaching periods, allying themselves with the teachers of the first- and second-year classes. For grades 7 & 8, we scheduled classes on Saturdays with contract teachers who, together with the directors and pedagogical coordinators, chose the most important topics in relation to the impact of these in their future years.

We managed to teach almost all of the students to read, even under adverse conditions. Older students were engaged in Saturday classes, reaffirming that learning is every child's desire.

The workshops, as well as the classes focused on body and movement, worked fewer times a week due to the reduced hours, but were essential for the well-being and better behavior of the students, who insisted on more time dedicated to these activities.

Health in the pandemic

The health protocols were carefully followed: two health professionals received the students, measuring temperatures and providing symptom questionnaires. We provided masks for the entire team of educators and students. We were careful in ensuring that the number of people per environment was in accordance with that recommended by the government health agencies, we kept rooms well ventilated with all meals consumed inside the classrooms themselves.

The incentive to use open spaces further increased the activities in our park, affectionately called "Cariri", and the walks to *Cyla Remundini*, *Barão Pinto Lima*, *Boaçava* squares and *Villa Lobos* Park, promoted mainly by the Body and Movement Group. The library's activities, which have always excelled in external environments, also expanded on these offerings.



Dental workforce.

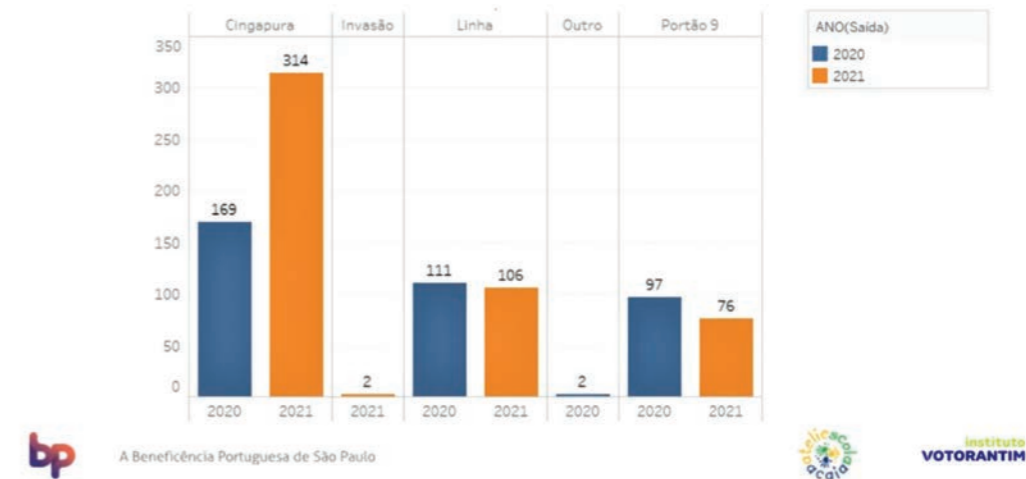
At the beginning of the second semester, we were able to resume the health program by performing the Snellen visual test on all students and referring those who needed care. The resource mobilization sector, new to the *ateliéscola*, managed to obtain, among many other items, eyeglasses for the children who needed them.

Sanseverino Dentistry continued to be a great partner and held a joint effort in August, serving the entire *ateliéscola*, receiving the cases that needed referral in their clinic. It is important to note that, even though the dental task force was not carried out in 2020, the students had fewer dental problems, indicating that the work done in the health sector is showing the desired results.

We also resumed dermatological duties. Anemia testing returned to 2019 levels, and we were able to perform treatment on students, where lower than expected rates were found. Individual and group psychological counselling, in free workshops and family follow-up continued. The work carried out by our team of psychologists together with the pedagogical team with students in the final years of Elementary School focused on important points. Many of these brought up by the students themselves, such as taking care of their bodies, gender and sexuality issues, police violence, among others. A feminist collective was formed, derived from these questions. Grade 7 & 8 students were monitored for the *Casa do Adolescente* (Program of the Government of the State of São Paulo), where consultations with pediatricians and gynecologists are carried out, in addition to referrals to the UBS-Pq in Lapa (neighborhood medical center).

Our partnership with *Beneficência* Portuguesa and *Votorantim* remained throughout the year, making it possible to maintain the operation of the Service Center in the community, relieving the local UBS, also paying attention to essential prophylactic care.

Demand for Community Outpatient services - 2021



A Beneficência Portuguesa de São Paulo



Instituto VOTORANTIM

Pre-technical

We started the first pre-technical group, which brings together our eighth-grade students with teenagers from other grades and schools. We understand that finishing Elementary School with some technical skills in their area of interest would prepare them for jobs in the future and for the current format of High School.

There were courses in Audiovisual and Sound Production, Fashion and Printing, Illustration, Cultural Creation and Production, Technology and Projects which culminated in an exhibition of the productions that were formed.

The residency with the Bahian artist Alberto Pitta at *Estamparia* was very important for the students to experience the process of creating and printing large-scale prints. (Photos)

Resource mobilization, Design Lab and income generation programs

After many years without a specific resource mobilization sector, we hired two professionals who understood the essence of what is carried out at *Ateliéscola Acaia* and sought partnerships and support for the activities we develop. Both brought together the Design Lab and the Income Generation Group, making the efforts more organic.

The Design Laboratory not only produces the teaching materials used in the studio, but also transforms student productions into educational games, physical prints into digital ones, for printing on objects and clothing, and assists in the production of reports and internal and external communication.



1. My first Library.
2. Pitta Residence.
3. Return to in-person classes.

The income generation groups *XiloCesa*, *Artesãs da Linha Nove* and *Olhares do Beco*, despite the difficulties of the pandemic, continued to work and participate in bazaars and events.

My first library

A campaign initiated in the second semester which, through donations from publishers, bookstores and individuals, enabled the distribution of 320 books to children in kindergarten and grade 1. Through this initiative, the children began to compose their personal collection, enabling another axis of work with literature involving family members. The titles selected for donation can be found in this link: <https://ateliesscola-acaia.medium.com/minha-primeira-biblioteca-932d2cdf284>.



Barracos-escola (The ateliesscola Acaia Workshop shacks)

We took advantage of the year to finish the work on the school shacks, favoring their return to a larger and airier environment. The shack in *Favela do Nove* became a large warehouse where we were able, in the last two months of the year, to receive children and adults who attended the activities there. In *Favela da Linha*, due to the structural conditions (it is a “sobradinho”), renovations are more difficult, we ended up not being able to return to this routine in 2021.

Despite this, we created “*Barracast*” – a podcast using the voices of educators and former shack educators, remembering many emblematic moments and maintaining ties. We also delivered party kits and material for fun and play, and we pasted poetry and games that we used to make together on the external walls. An Embroidery of Feelings kit was delivered for women to embroider the way they have been feeling and facing the pandemic.

Youth Program – assistants and monitors

For some years now, we have been working with young people, mostly former students, in positions of assistants and monitors in the various areas in which we operate. They are chosen based on characteristics such as diligence, good rapport with children, ability to fulfill tasks and especially availability for learning. Assistants work 20 hours per week, and monitors, with more demanding functions, 30 hours per week.

They are young people over 16 years old who, during the period they attended *Ateliê Acaia*, before they went to the *ateliesscola*, showed interest and engagement in the workshops in which they participated. We increasingly seek to clarify these prerequisites, and weekly assessments are carried out reinforcing these. It is up to the area coordinators to train and evaluate these young people.

We understand how well the program is evaluated, and we seek to improve it year after year. A meeting held with this group at the end of 2021 made it possible for the management, coordination and young people to engage in opinions and suggestions, along with the opportunity to inform them of their importance and the example they represent for the students of the *ateliesscola*.



Relationship with *Dilermando* and *Boanova* schools

We are very happy to say that, after many years of trying to establish good partnerships with schools in the region that work with the same population as the *ateliescola*, the current directors of EMEF *Dilermando Dias dos Santos* and the State School *Professor José Monteiro Boanova* have shown a desire to work together, which adds strength and demonstrates to students and the community that we are together.

Atelier school counselors and anti-stigma committee

We had, as we announced in the previous report, Karen Giles, director of Barham Primary School in London, as our advisor, and we were pleased to add Sueli Carneiro, philosopher, writer and activist of the Brazilian Black Social Movement, to our board. In conversations between Sueli and the team of educators at the *ateliescola*, the formation of an anti-racist committee with the appointment of Edson Lopes Cardoso emerging as one of their referrals to coordinate the group, which, under his management, became an anti-stigma committee, expanding the horizon to issues of gender, class, or any stigma that removes the sense of humanity from people.

Representatives of all segments of the studio were elected for the formation of the committee, from administrative positions, the kitchen, concierge, as well as those involved in the studios and segments of Early Childhood Education, early years and final years of Elementary School areas. We held eight meetings with the committee and two with the participation of all educators. Two other specific meetings with the area of Natural Sciences were held to consider issues directly related to the curriculum.

We hope that the *ateliescola* is, as has been its DNA from the very beginning, attuned and acting with lucidity in inclusive practices, where everyone has something to learn and exchange.

Diverse and plural studio project

Since 2019, based on the rationale above, up to 30% of the *ateliescola* vacancies are available to students from other neighborhoods or from other sociocultural classes. In principle, from an early age, coexistence and learning side by side offer opportunities for growth and learning to deal with diversity. We understand that it is a challenge for everyone, but that there is no other way to face crucial issues such as racism in our country.

Legal Assistance

We have maintained these services for students and family members of the *ateliescola*, with legal representation with the community regarding children and family courts and labor laws.



Launching of *acaia* notebook.

Launch of the books *Oficina dos Sentimentos* and *Desalojados*

- *Dislodged (Desalojados)* inaugurates a series of notebooks that will try to tell the story and the methodology developed by *Ateliê Acaia* – currently *ateliescola acaia*. The next publications will describe the work carried out in the years of the coronavirus pandemic and that of the school shacks.
Author: Elisa Bracher.
- *Feelings Workshop (Oficina dos Sentimentos)*: extensive clinic and psychoanalysis at *Ateliê Acaia* seeks, through many reports and clinical vignettes, to offer the reader the opportunity to follow the therapeutic work ingrained in the institution.
Author: Ana Cristina Cintra.



Working at the *ateliescola* with the objective of fully serving our student, we have the horizon to transform it into a model of public policy. In this way, the works with the *Dilermando* and *Boanova* schools are the embryos of our Training and Research Center.

Finally, we would like to talk about the importance of engaging the entire school community, which, in general, adhered to the needs and adjustments arising from the restrictions imposed by the pandemic, making possible a collective space for learning and health.

(Grade 7 Class Assistant)
Renata Ferreira Ventura
 (Grade 3 Teacher)
Rogério Maciel
 (Educador do Pré-Técnico)
Samanta Sabrina Ribeiro de Souza
 (Monitor)
Simone Baptista dos Santos
 (Operational Support)
Sofia Sales Magalhaes Motta
 (Grade 1 Class Assistant)
Talita Del Collado
 (Music Teacher)
Thiago da Silva Nascimento
 (Arts & Pre-Technical Teacher)

Assistants 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)

Education Technology

Flavia Lambiasi

Information Technology

Rafael Carvalho de Oliveira (Corpnet)
 Tales Calaça de Moura (Corpnet)

Resource Mobilization and Income Generation Groups

Ana Gabriela Montan Torres
 Thamires Silva

Casinha Amarela (Little Yellow House)

Maria Clemência Viana dos Santos
 Monika Debasa

Communication

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
 (Cook)
Marcos Francisco da Silva
 (Kitchen Assistant)
Maria de Fatima
 (Kitchen Assistant)
Rosimeire Sztukalski
 (Kitchen Assistant)

Design Lab

Denis Araújo da Silva
 Tais Lúcia de Melo

Legal Services

Jefferson Borges
 Sandra Alves Silva

PARTNERSHIPS

Aggrego Consultores
 Amoreira Comercial Ltda. – EPP
 Arlete Soares
 Condomínio Villa REale
 Editora 34
 Editora Chão

Elaine Zanatta
 Estúdio Elástico
 Fazenda do Pinhal
 Focus Têxtil
 Galeria Estação
 Grupo Passos para o Futuro
 Higienópolis Solidário
 Instituto Criar de TV, Cinema e Novas Mídias
 Instituto Givaudan
 Ivan Vilela
 Levi's Vila Leopoldina
 Magi Óptica
 Marcenaria da Fazenda
 NK Store
 O2 Filmes
 OBB (Outward Bound Brasil)
 RL Higiene
 UBS Consenso Investimentos Ltda

HEALTH

Public Health Services:

– UBS Unidade Básica de Saúde e CAPS
 Centro de Apoio Psicossocial 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

Private Health Service:

Psychiatry

– Dr. Fernando Asbahr
 – Dr. Cássio Martins
 – Dra. Maria Luiza Fiore
 – Dra. Ilana Reuben
 – Dra. Valéria Lauriano

Otorhinolaryngology

– Dra. Roberta Ribeiro de Almeida
 – Dr. André Duprat
 – Dr. Samir Bechara

Ophthalmology

– Dr. Ronaldo Barcelos
 – Grupo Giardini Optical
 – Ótica Magi

Psychology

– Pedro Monteiro
 Odontologia (Prevenção e tratamento)
 – Associação Fortunée de Picciotto
 – Odontologia Sanseverino

Dermatology

– Dra. Eliana Senatore
 – Dra. Patrícia Uehara

Speech Therapy

– Dra. Mônica Villaça Sevestre

Orthopedics

– Dr. Eduardo Bracher
 – Dr. Eduardo Von Uhlendorff

Pediatrics & Consultant for Health programs & COVID-19 protocols

– Dr. Mario Maria Bracco

Neurology

– Dr. Vinícius Scaramuzzi



Acaia Sagarana

Social Media

sagarana@acaia.org.br

[facebook.com/acaiasagarana](https://www.facebook.com/acaiasagarana)

[instagram.com/acaiasagarana](https://www.instagram.com/acaiasagarana)

<https://www.youtube.com/user/acaiasagarana10/featured>

www.acaia.org.br

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 in public schools that have the continuity of their studies as a priority and part of their life projects.

Attendees: 36 students

Schedule: Classes from Monday to Friday from 18:00 to 22:30, and on Saturdays from 8:30 to 17:00. From Monday to Friday, students have access to the classroom and materials and equipment to study from 2pm on.

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

Courses offered:

Biology
Physics
Geography
History
Portuguese
Literature
Mathematics
Chemistry



Chemistry experiment
on batteries.

PART 1: 2021

For the first time, students were selected entirely remotely, and we began the initial period of fully online classes. It was a great challenge, but in addition to the schools that remain important partners and supported us in the dissemination of the selection process and the dissemination performed "word of mouth" by students and alumni, we had a large number of students who declared themselves to have been aware of the selection process through the banners that we publish in our social networks. The result was positive, with a more diverse group being selected, with greater geographic distribution both in the selection and in the final composition of the group.

The delay in taking the entrance exams and, consequently, the publication of those approved in the 2020 class generated a mismatch: the 2021 classes at *CE Acaia Sagarana* began, extraordinarily, just before the publication of the results of the 2020 entrance exams. When considering the students to include, without generating idle vacancies while waiting for these results, we allowed the attendance of four students approved in our selection but who were still awaiting the results of the entrance exams. We started the year for the very first time, with 40 students in the classroom. Of the four surplus students, three were approved in the entrance exams. As a result, there were 37 students in our class.

Study and work

In this atypical year of 2021, adjusting to the challenges imposed by the pandemic for many of our students meant working to help with the family income. We had eight students who left before the end of the course: two due to emotional difficulties, and six of them to work and

help with family income. This point was important: 19 students had to change their plans of dedicating themselves to their studies and started working during the course to help make up the family income.

The challenge of intermittent routines

The waves of opening and closing of face-to-face activities imposed by the pandemic affected our classes and our work. We complied with all the healthcare protocols published by the government health agencies, and throughout the year we organized ourselves in every possible way, always looking for the best alternatives among what was possible: face-to-face moments, remote moments, hybrid moments with remote parts, in-person parts, moments with parts of the class in one model and parts in another, etc. Masks, distancing, gel alcohol and, in the face of any suspicion of contamination through COVID, suspended classes. In the end, the care we took was not in vain: there was no contamination in *Acaia*. The biggest challenge was in the installation of a study routine, one of our goals in the midst of the variable conditions and the instabilities of the internet for each one.

The organization of classes was a separate challenge for teachers and coordinators, who had to put together class schedules with activities they developed in other institutions. So that we could contemplate maximum learning for all students, classes were rethought and articulated in different models and within the limits imposed by the pandemic. For this, we counted on their immense disposition, creativity, solidarity, responsibility and the commitment of the team of teachers and coordinators, who built the best work routine for all students to learn.

The challenge of face-to-face activities

In 2020 we had the in-person start of classes, the interruption of activities due to the pandemic and the need to adjust to remote activities. Nobody knew how we should do it; we learned together. Returns were always celebrated and those who returned were quickly absorbed into the work routine.

In 2021 it was the opposite. We started the year with all the activities online, with an entire class that already came from previous experiences of remote activities. The initial remote activity generated an incredibly productive routine with the students. We made use of good online tools and developed effective class strategies. The group was able to work together and made great strides. We quickly gained work rhythm and an efficient working routine. The group proved to be collaborative, committed to the studies and very capable of organizing itself in the remote model.

On the other hand, teachers were aware of the limitations imposed by remote activity for the perception of students' difficulties and speed in focused interventions and dialogues. We had the prospect of recovering this trend in the face-to-face return. We adjusted everything so that the course worked in the best way possible in remote mode, announcing what was expected by everyone, of resuming face-to-face activities as soon as possible.

However, when this happened, in addition to the foreseeable difficulties such as coordinating time, displacements and the execution of some activities such as homework and group productions, we faced the effect of face-to-face contacts on the group. Some students had a drop in performance caused by dispersion, others had to deal with unexpected affinities or discomforts, still others felt disturbed by the contact with the group. The impact of the face-to-face feedback was great, and we had to adjust the pace of work and create specific strategies to also deal with this impact. The face-to-face return was more challenging than expected!

It was only in October that we were able to fully return to face-to-face activities, with all students together – even so, between October and December, there were interruptions due to the pandemic.

Despite all the challenges, we reached the end of the year with a cooperative group, committed and very focused on studies and university entrance exams.

Adjustments in activities to obtain the desired learning

The biggest challenge we had during the pandemic was to ensure learning amid restricted conditions. We have a sophisticated curriculum built over the years, with very efficient didactic sequences that had to be entirely reformulated. To illustrate this challenge, it is worth highlighting the changes made in the fieldwork.

Every year, students have the experience of carrying out three field assignments with different degrees of complexity and different challenges. The trips to *Ibirapuera* Park, downtown *São Paulo* and the *Pantanal Sul-Mato-grossense* are preceded by studies, construction of instruments, questions, research, investigations and many preparation classes. From there, the students carry out the programmed activities and, on their return, they document the learning, producing texts, articles, and seminars.

They are interdisciplinary activities, carefully planned, that involve all teachers and learning related to all areas. It is a rich experience that mobilizes students in the articulation of knowledge and the production of new knowledge.

With the pandemic and its restrictions, the fieldwork was transformed into a completely online study, with virtual visits to museums, and another in person about the city of *São Paulo*. For remote activities, tools such as Google Maps, Google Arts and Culture, guided tours by invited experts, spontaneous visits and lectures were used. The face-to-face work was carried out only in the second semester, the only period in which this was possible, respecting all healthcare protocols. Unlike fieldwork in other years, with the whole group always together, we opted for plurality and divided students into small groups that traveled to various locations in the city of *São Paulo*. The *Interlagos* neighborhood, indigenous villages in the *Jaraguá* region, an organic farm in *Parelheiros*, *Praça Roosevelt*, *Beco do Batman*, in *Vila Madalena*, and *Favela do 9*, a community served by *Acaia*, were also objects of study this year.

The end of the year

The presentations and debates of the students' work represented a very special moment, in which the knowledge acquired became evident. The class of 2021 showed great commitment to studies, a great ability to react to difficulties and high academic quality. Even in the face of challenges, which were not few, it was a group that was always very committed and willing to “come together”. The results have appeared with 12 approvals already on the first lists of entrance exams for state universities in São Paulo – we still do not have results from SISU and other universities.

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

The following description of the purpose of the *Centro de Estudar Acaia Sagarana* essentially considers the face-to-face mode. Hybrid or remote activities are currently considered exceptions imposed by the pandemic adjustment.

Actions of the Study Center (CE) Acaia Sagarana

CEAS translates into a free course offered to 36 students who are studying or have completed the third year of high school in the public school system in the previous year.

This course mainly aims to strengthen in students some of the main academic skills: autonomy to study, their bond with knowledge and their ability to manage the learning process itself. Another focus of our work is to increase the time that each one dedicates to studies. Students need to make choices and prioritize some activities related to their studies. If they want to enter public universities, they need to know that there needs to be an effort proportional to the size of the challenge. Thus, it will not be possible to carry out leisure activities at the same pace as usual, nor to dedicate the same hours of study per week; it is necessary to increase their dedication to studies. And the commitment to study goes beyond the period in which they stay in *Acaia*; this is a determining factor, which we also seek to communicate to students from the interviews during the selection process.

CEAS is not exactly a course. In a pre-college course, the main focus is to review knowledge and also to fill in some gaps left by their training in High School. This, however, is not enough for most students from public schools who aim to enter courses of excellence. For these students, it is necessary, for example, to improve their ability to deal with new knowledge, build persistence, confidence and willingness to face difficulties and new challenges. For this reason, our main focus is the development of autonomy to study. For this, content with the greatest potential to mobilize young people and properly develop a student attitude is selected.

1. Fieldwork in downtown São Paulo.
2. Daily classroom routine Biology class.



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

The CE Acaia Sagarana course

This course covers the following content: Portuguese Language, Writing, Literature, Mathematics, Biology, Physics, Chemistry, History and Geography. On Saturdays, extracurricular activities are carried out, 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, Monday to Friday, and on Saturdays, from 8:30 am to 5:00 pm. In July, more extensive fieldwork is carried out, which generally takes place in the *Pantanal Sul-Mato-grossense*. Students spend between eight and ten days getting to know the region, its residents, its culture, its biodiversity and learning a little more about the local reality. In the Pantanal we have an exceptional condition: students are always welcomed by the staff of Acaia Pantanal, nucleus of *Instituto Acaia*, which takes care of all the logistics of accommodation and food, study support, scheduling of places visited, etc.

This fieldwork translates our methodology well and has become the main axis of the work we develop with students as these opportunities represent privileged situations for them to improve their skills to study, read, write, ask questions, observe, investigate, establish relationships and, with this, expand their link with knowledge. Students are invited to think about aspects of a given space and to build an understanding of reality by integrating social, environmental, geographic, linguistic, political, economic, historical and cultural knowledge.

In the second semester, students, organized in pairs or in threes, are challenged from a field study situation to establish a thematic focus to deepen their studies and prepare a scientific article on the topic studied with graphics and sound arguments.



With the articles ready, a symposium is held, open to parents and the community, for which students prepare a presentation and work hard on the skills necessary to communicate the work. The preparation of this presentation results in significant learning carried out through the organization of everything that was seen.

The partnership with Anglo

For students who already demonstrate a certain degree of autonomy for studying and are prepared to build their own study program with responsibility, discipline, commitment, resilience and adaptation to their goals, we have continued our partnership with *Anglo Vestibulares*.

This partnership was born in 2006 and currently offers 20 full scholarships in the extensive morning course to students who have finished high school in state run public schools and who have completed all their schooling in regular public schools. To participate, students must be available full-time – in the morning for classes and in the afternoon for study also in the Anglo facilities, when they receive specific guidance, enjoy an environment conducive to study and can have access to the entire Anglo structure of student services.

Selection for the CE Acaia Sagarana course

Vacancies for the *CE Acaia Sagarana* course are offered to state run public schools in the region. The selection process, currently carried out in two phases, seeks to identify students who are motivated to study and to know 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 math operations involving rational numbers, ratios and proportion and first level equations.

The first phase consists of a reading, writing a basic 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 carry out a third assessment, which takes place in cases where students perform very poorly in a single area. This phase aims to identify the student's learning potential in relation to the knowledge of that area.

The team of teachers

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

We know that our ambition is great: in just one year, to place our students in a position to compete for a place in the best universities, disputing each position with candidates from the best private schools. This requires dedicated and committed teachers who have, in addition to knowledge, other qualities such as determination, availability and flexibility.

We seek to respond to this great demand by remunerating our teachers with salaries compatible with those of the best schools in São Paulo.



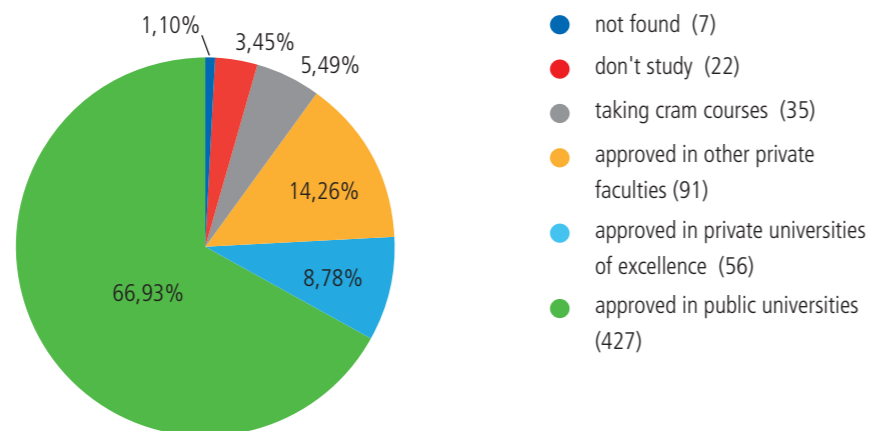
1. Physics activity on electrostatics with a Van der Graaff generator.

2. Making geometric shapes in Mathematics class.

PART 3: THE RESULTS (data updated on 02/22/2022)

Since the beginning, in 2005, 638 students have been assisted in the *CE Acaia Sagarana* course and in the scholarship program that we maintain in partnership with the Anglo Course. Of these, 427 students (66.93%) enrolled in public universities and 56 (8.78%) in private universities of excellence, resulting in a total of 483 students or 75.71% enrolled in good universities.

638 STUDENTS ATTENDED FROM 2005 TO 2021



In 2020, due to the pandemic, SISU and the result of the main pre-entrance exams were postponed and released only after the publication of our report. Of this class, 31 students concluded the year with us and, of these, 21 (67.74%) got into higher education institutions, 19 in public universities and two in a private university of excellence.

In 2021, we ended the year with 29 students. Of these, 22 students (75.86%) got into higher education institutions, 21 in public universities and one in a private university of excellence. Students who have not enrolled at the university will continue their studies in pre-university courses.

Of the Anglo Scholarship class of 2021, 40% were approved in public or private universities of excellence.

TEAM

Director: Ana Amélia Inoue

Pedagogical Coordination: Danilo Hernandez e Paulo Roberto da Cunha

Coordination Assistant: 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, Fernanda Basualdo e Thiago Martins de Carvalho

Administrative Assistant: Thaís da Silva Nunes

Pedagogical Assistant: Allan Kadson Valentim Alves

Employees: Acaiam Silvério de Oliveira, Eduardo Giannetti da Fonseca, Fabiana de Lacerda Vilaço, Françoise Trapenard, Natália Ferreira Torello Viera, Renata Maria Teresa dos Santos Francisco, Rodrigo Hübner Mendes e Wania Sant'Anna

Student Support Scholarship Donors: Instituto Ad Maiora, Minerva S.A e Silvia Ferreira Meirelles.

Former Student Partners: Ana Luiza Amorim Nascimento, Adriano da Silva Avelino, Alana Reis Pereira, Alisson Francisco Eduardo Mota, Anderson Santos Ramalho de Sousa, Barbara Rodrigues Adinolfi, Davi Martins dos Santos, Douglas dos Santos Mariano da Silva, Evelyn Gonçalves Macedo, Eliseu Guilherme Martins Silva, Felipe da Silva Souza, Guilherme da Silva Cavalcante, Gustavo Araújo Santos, Igor Leal Brito, Igor Helian Fernandes Serrano, Jaiane Damasceno de Sá Pereira, Jaqueline Alves Silva, Joana Gabriela Venancio Andrade, Kauane Stefany Braga da Silva, Kevin Rodrigues Vieira, Letícia Christmann, Luis Fellipe Andrade Alves, Luiz Fernando Lopes da Silva, Maria Caroline Gomes dos Santos, Maria Stephanie Katty Tavares, Pablo Silva Vezaro Dias, Paloma Abade Miranda, Patrícia Christmann, Regina de Paulo Santana, Sabrina Alves Santos e Victor Mendes de Freitas Silva.

Partner Institutions: 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.



Acaia Pantanal

Social Media

acaipantanal@acaia.org.br

facebook.com/pantanal.acaia

<https://acaipantanalblog.com.br/>

<https://www.instagram.com/acaipantanal/>

www.acaia.org.br



Grade Five Graduation.

ACAIA PANTANAL

Mission

Contribute to the human and social development of the Pantanal through educational actions integrated with the preservation of the environment.

Area of operation

Isolated and difficult to access riverside region, about 100 kilometers north of the center of the municipality of *Corumbá, Mato Grosso do Sul*, close to the border with Bolivia.

Activities developed

Jatobazinho School, *Jatobazinho* Workshop, Teach Training, *Bodoquena* Students, Community Relations, Complementary Activities.

Target Audience

Target Audience	Quantity	Details
Riverside families	64 families, 300 individuals	Social and educational support
Elementary School and Preschool Students	67 students	Full-time alternating school
Elementary School Students	21 students	Support for the continuity of alumni studies
High School Students	8 students	Support for the continuity of alumni studies
Technical Education Students	2 students	Support for the continuity of alumni studies
Young Apprentice Students	2 students	Administrative technical training
<i>Jatobazinho</i> School Educators (teachers, monitors, social educators)	11 teachers	Continuing pedagogical training
Pedagogical Residents	12 residents	Continuing pedagogical and administrative training
Teachers from the <i>Corumbá</i> school system	239 teachers	10 hours of hybrid model training
Visitors	1250 visitors	Support for firefighting teams in the <i>Pantanal</i> and partners

START OF ACTIVITIES: January 2008



Aerial view of the Jatobazinho School, located in the Pantanal Sul-Mato-grossense

Context

The mass application of the vaccine against COVID-19 in 2021 brought great relief to the riverside population. In the first half of the year, the educators at *Escola Jatobazinho* took the school to all students, through at home classes. In the second semester, vaccination, combined with social distancing protocols and hygiene measures, in addition to the periodic performance of rapid antigen tests for COVID-19, allowed us to resume face-to-face classes. At home classes and the early resumption of classes were a unique initiative in the region, guaranteeing riverside students a fruitful year of learning.

At the same time, 2021 was marked by the continuity of firefighting actions that once again consumed a large portion of the *Pantanal* region. The joint efforts between government organizations and civil organizations ensured that the fire was better controlled, reducing, compared to 2020, the area devastated by the flames. However, the region where we are located was severely affected, with the fire being fought for months in a row during the long period of drought that hit the *Pantanal*.

Keeping a riverside school on an alternating basis, working in the midst of an epidemic and the occurrence of an environmental disaster ensured conditions of physical safety, food and health for riverside children, allied to the guarantee of the right to a full education.



The Jatobazinho School as an advanced vaccination post on the banks of the Paraguay River.

Escola Jatobazinho e Oficinas Jatobazinho (*Jatobazinho* School and *Jatobazinho* Workshops)

Since 2008, Acaia Pantanal has been carrying out educational activities at Fazenda *São Sebastião do Jatobazinho*, located on the banks of the *Paraguai* River, 90 km north of the city of *Corumbá* (MS).

The *Jatobazinho* School and *Jatobazinho* Workshops are activities that support Preschool and Elementary School for riverside children who are students from the municipal network of *Corumbá*.

The school works on an alternating basis, alternating periods of internship with weekends off, so that the children can socialize with their families.

In 2020, in the first year of the pandemic, *Escola Jatobazinho* adapted and held itinerant classes in students' homes, ensuring that everyone had access to school and maintained a rhythm of studies and learning. In 2021, home classes were reorganized and included the involvement of families and surrounding residents. *Escola Jatobazinho* was the first in the city to return to face-to-face classes in August. The team, aware of its responsibility, isolated itself at the school and took all the recommended care to prevent the spread of the COVID-19 virus. Prevention measures were essential to ensure that no case was observed among students throughout the year.

During the year, we received 67 enrollments, of which three were transferred at the beginning of the year and eight arrived at the school after the school year had begun. All students passed at the end of the year, except for two students with special needs.



1. Distribution of basic food baskets to riverside families.
2. The fire consuming the Pantanal for months, being fought tirelessly by firemen and firefighters.
3. Costumes.
4. Chess Festival.

Teacher Training

Acaia Pantanal promotes several moments of training for educators. In 2021, the team participated in a week of initial pedagogical training in a hybrid model and, throughout the year, with several periods of in-service training focused on curricular subjects and socio-educational workshops, totaling about 300 hours of training.

Twelve professionals from different areas were part of the Pedagogical Residency program, experiencing the daily life of a rural school and participating in pedagogical training together with the team of educators. Two young high school students participated in the *Jovem Aprendiz* (Young Apprentice) program, providing administrative support for the urban base.

In a collective formation open to education professionals from the public education system and interested in the field of education, we held the third edition of *Ser Professor no Pantanal* (Be a Teacher in the Pantanal). The 2021 event was themed around the "City of Education". There were three live shows with 1,207 views, and a guided tour of the city's cultural spaces with 239 people. At the event, we had the special and generous participation of *Alexandre Sequeira, Amanda de Mattos Pereira Mano, Anamaria Santana, Isabel Ferreira, Lourdes Atié, Márcia Rolon, Mirian Celeste Martins, Renata Queiroz Americano and Ricardo Azevedo.*

Bodoquena Students

The activity aimed at former students of *Escola Jatobazinho* who continue their studies at *Escola de Bodoquena* of *Fundação Bradesco*, a boarding school located in Miranda-MS, accompanied 31 students, offering conditions for them to participate in online classes for Elementary School II and High School throughout the 2021 year.

Since most students do not have computers or internet access, we offer our equipment and connection, as well as monitoring for remote classes. We also distribute printed school material and apply assessment activities in partnership with *Fundação Bradesco.*

Community Relations

In 2021, the Community Relations activity played a key role in supporting riverside families who were experiencing difficulties due to loss of income, which is mainly based on fishing tourism heavily affected by the pandemic. 64 families were assisted, totaling 300 individuals.

In a year of great uncertainty, the riverside people had the support of partner organizations that donated more than 300 basic food baskets distributed by *Acaia Pantanal*. During an atypical winter, with very low temperatures, for which the riverside people were not prepared, we received donations of blankets and warm clothing also distributed to families. Another great support was the initiative aimed at the digital inclusion of the local population – in the form of implementation, by *Semagro-MS*, of a Social Technology Center at *Escola Jatobazinho.*



Regularly visiting all the families, the social educator was able to identify difficulties and needs, guide the families, mediate donations received from partners and develop the 'Education Against Fire' Project, providing guidance on fire management in the region and initiatives to prevent the spread of forest fires. Together with partners dedicated to strengthening volunteer brigades – *SOS Pantanal*, *Instituto Homem Pantaneiro*, *Documenta Pantanal*, among others – much progress has been made to minimize the problems faced.

Complementary activities

Diverse demands in the region, related to education, health, culture, social assistance, income generation and environmental preservation, require complex articulation with other local organizations. Initiatives developed in different areas are grouped in this topic.

In the health area, *Acaia Pantanal* once again supported the initiative of *Instituto Alma Pantaneira* in the tenth edition of *Médicos do Pantanal*, which performs medical, dental and veterinary procedures in remote and isolated locations in three municipalities. We also support the actions of the Department of health in *Corumbá*, taking part in an advanced vaccination post and also carrying out rapid tests for COVID-19.

In the environmental area, we support the Environmental Military Police in guiding and monitoring the region, as well as several local partners that work in favor of protection and conservation of the Pantanal. We also support the *Documenta Pantanal* initiative, which promoted, among other actions, the "*Artistas pelo Pantanal*", an event to raise funds for the formation of permanent brigades in the region. In honor of the artists who donated works, the community planted the "*Bosque dos Artistas*" at *Escola Jatobazinho*.

In 2021, we provided logistical support for firefighting teams of firefighters and firefighters from *PrevFogo*, offering accommodation, food and transport for a total of 1250 visitors, with 377 overnight stays.



1. Application of COVID-19 test at Escola Jatobazinho.
2. Home schooling.
3. Return to classes.

2019: 2nd place in the 2019 Teacher Award for Excellence from the Municipality of *Corumbá/MS* – Prof^a 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 Escola *Jatobazinho* in 2020

1 Master's thesis – author: Marcia Cristiane Venturini Hilbig
3 Scientific articles in national journals – authors: Rogério Zaim de Melo et al.; Washington Cesar Shoití Nozu et al.; Renata Q. M. Americano e Ana Maria Santana da Silva.
3 books containing references about the Jatobazinho School – ***Circo e comicidade: reflexões e relatos sobre as artes circenses em suas diversas expressões*** (*Circus and comedy: reflections and reports on the circus arts in their various expressions*); ***Espectros latinos da educação social, e Desafios da educação pós-pandemia*** (*Latin spectrums of social education, and challenges of post-pandemic education*); ***Impactos da quarentena no currículo e na cultura digital*** (*Quarantine impacts on curriculum and digital culture*)

Print and digital media

O trabalho desenvolvido e/ou apoiado pelo Acaia Pantanal despertou interesse na mídia impressa e eletrônica, sendo objeto de 154 matérias em 820 veículos de comunicação ao longo de 2021.

TEAM

Direction

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

Pedagogical Coordination

Tatiane Zabala Gomes

Operational Coordination

Fernanda Sá Vieira

Administration

Chloé Silvestre de Lima
Janete Alves dos Santos
Nildete Dias da Silva
Veila Stano de Carvalho

Educators

Edna Brás de Souza
Gleyce Mary Cassupa Pinheiro Duarte
Jéssica Souza Gomes
Julio Cesar Flores Franco
Larissa Paula Costa Motta
Silvana Souza da Silva
Thais Aquino S. Botelho

Monitors

Amanda de Paula Santos
Camilo Kuasne Anderson
Rodrigo de Souza Pereira Leite

Operational

André Wagner Amorim Brandão
Andreia Ferreira
Antonio de Jesus da Conceição
Antonio Tavares de Lira Neto
Carla Gregório da Silva
Flávia da Luz Sanchez
Francianne Souza da Silva
Joaquim Alfredo de Souza Neiva
Pedro Paulo Picolomini
Roberto Mauro Ferreira da Silva
Rodney Evangelista da Silva Pinto
Tania de Souza

Young Apprentice Program

Ana Cláudia Correa Velasco
Helder Chaves Marandipi

CONSULTANTS

Sciences

Juliana B. Zuquer Giaretta

Communications

Raphaella Martins Fakri

Sports

Shubi Guimarães

Legal

Theotônio Monteiro de Barros

Portuguese Language

Erica de Faria Dutra

Mathematics

Patrícia Cândido

Pedagogy

Renata Queiroz de Moraes Americano

Psychology

Ana Cecília Demarchi

Literature

Isabel Moreira Ferreira
Marta Pinto Ferraz

My History Workshop

Amanda Estelles

Operations

Agnaldo Orlando Bertini

LIVE PRESENTATION-BE A TEACHER IN THE PANTANAL

(*SER PROFESSOR NO PANTANAL*)

Alexandre Sequeira
Amanda de Mattos Pereira Mano
Anamaria Santana
Isabel Ferreira
Lourdes Atié
Márcia Rolon
Mirian Celeste Martins
Renata Queiroz Americano
Ricardo Azevedo

RESIDENCY PROGRAM

Pedagogical Residency

Anny Karolina dos Santos Oliveira
Bárbara de Oliveira Banega
Raquel dos Santos Morales Gonçalves
Rebeca Gonçalves Aponte

Monitoring Residency

Christiner Máximo de Souza Casupá
Madalena de Arruda Alves
Pamela Amarilho Silva Marques
Roberto Ramalho Andrade
Rodrigo Souza Pereira Leite

Administrative Residency

Carolina Pio Fraccaro
Matheus Guilherme dos Anjos Chalega
Rayssa Ester O. A. Santos

Corporate Donors

Associação Onçafari
Bank of America
Fundação Mapfre
Instituto Phi Philantropia Inteligente
Trilha Investimentos

Individual Donors

Ana Carolina Aquino Silva
Ana Cristina de Souza
Ana Gabriela Montan Torres
Ana Karolina Merlin Favaro
Ana Luisa Bastiani
Ana Paula da Silva Rosa
Camila da Matta Faria
Clóvis José Ramos Ferraro
Cristina Tolosa Pontes
Eduardo Passafaro
Fabiana Poltronieri
Fernando Lacerda Dias
Francisco Renancio Cunha Monte
Gabriela Vilela Albuquerque
Hector Keiti Satudi
Helena Célia Berciano Flores
Iolanda Del Favero
João Conrado Lucchesi
Julia dos Santos Mateus
Juliana Barbosa Zuquer Giaretta
Karina Assami Hosokawa
Luiza Leitão da Cunha
Marcos Patrizzi Luporini
Maria Cecília e Henrique Lacerda de Camargo
Maria Luisa Carillo Barone
Maria Luiza Alvim Monteiro
Michele Nakamatsu
Paula Barbosa Lucchesi
Renata Sampaio Bonara
Silvia e Ari Weinfeld
Silvia Dias Alcantara Machado
Susan Ann Rangel Clemesha
Susanna Mally Lemman

Teresa Cristina e Candido Bracher
Wilson Jose Fornazier

Adopt a Student

Liane e Roberto Bielawski
Lilian e André Esteves
Renata Macchione e Lucas Bielawski
Renata e Antonio Carlos Canto Porto Filho
Renata e Luiz Ronchel Soares

Corporate Supporters

Aagetur Transporte e Turismo
Barco Lord do Pantanal
Brinox
Cia das Letrinhas
Cia Náutica
Dinâmico Express
Fazenda Santa Tereza
Fundação Vale
Lapapel
Light Print Informática
Mesa Brasil – Sesc
Pantagro
Pequenos Yogis
Posto Paulista de Pneus Ltda
SOS Pantanal
Tramontina

Individual Supporters

Alexandre Bossi
Ana Cecília e Roberto Jank Jr.
Andrea e Pedro Lacerda de Camargo
Denise e Ruivaldo Nery de Andrade
Gabriela e Gabriel Lacerda de Camargo
Jean Fernandes
Jeff Cabili
Mario Haberfeld
Marizete Gonçalves Ferreira
Paula e Guilherme Lacerda de Camargo
Rafael Brandão Galvão
Regina Amauri Varga

Renato Roscoe
Ricardo Martins

Strategic Partners

Associação Onçafari
Casinha na Árvore Produções
CMAS/Corumbá – Conselho Municipal de Assistência Social
CMDCA/Corumbá – Conselho Municipal dos Direitos da Criança e do Adolescente
Documenta Pantanal
Exército do Brasil – 17º Batalhão de Fronteira
Fundação Ecotrópica
Fundação de Meio Ambiente de Corumbá
Governo do Estado do Mato Grosso do Sul
Instituto da Águas da Serra de Bodoquena
Instituto Arara Azul
Instituto Chico Mendes da Biodiversidade
Instituto Homem Pantaneiro
Instituto Phi
Instituto Moinho Cultural
Instituto SOS Pantanal
Laboratório de Arqueologia do Pantanal da UFMS
Marinha do Brasil: 6º Distrito Naval – Capitania Fluvial do Pantanal
Muhpan
Panthera Brasil
Parque Nacional do Pantanal Mato-grossense
Polícia Militar Ambiental MS: 2ª Cia / 15º Batalhão
Polícia Militar: 6º Batalhão
Projeto Tatu Canastra
Programa Corredor Azul
Rede de Proteção e Conservação da Serra do Amolar
Rede Gerando Falcões
Rede Pró-UC
Roda de Passarinho – Reserva Rio das Furnas
Secretaria de Educação de Corumbá
Secretaria de Assistência Social e Cidadania de Corumbá

Secretaria de Saúde de Corumbá
Semagro – MS
Senac Corumbá
SPVS
UFMS, *Campus* Pantanal – Curso de Pedagogia
UFMS, *Campus* Campo Grande – Faculdade de Engenharia Elétrica – BatLab

Thanks

Coronel Ângelo Rabelo
Olga Torres
Therezinha Ribeiro Ralston

Special thanks

To the Municipality of *Corumbá* and the Government of the State of *Mato Grosso do Sul*, whose partnerships are essential for carrying out the activities of *Acaia Pantanal*.



Financial Statements

Clarification on the financial statements of Instituto Acaia

The Acaia Institute, headquartered in the Capital of São Paulo, registered under CNPJ 04.449.826/0001-93, since its establishment on April 3, 2001, had its core activities maintained with donations from its associates, donors and supporters of its activities, plus government revenues in accordance with projects approved by municipal and state agencies.

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

This fund is made up exclusively of long-term NTN-Bs, which yield IPCA plus interest. This interest is sufficient to cover the regular expenses of the 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 present accounting deficits or surpluses that would only be realized with the sale of the securities. As these must not be sold, since they guarantee the continuity of the Institute's basic activities, such deficits or surpluses are only accounting events, having no financial impact on the Institute's management.

Yours sincerely

Aluisio Nogueira da Silva
Financial Administrative Director
Instituto Acaia

Financial statements as of December 31, 2021 and 2020
and independent auditors' report*

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

Independent auditor's report on the financial statements

To the Administrators
Instituto Acaia

Opinion

We have examined the financial statements of *Instituto Acaia* ("Instituto"), which comprise the balance sheet as of December 31, 2021, and the respective statements of deficit, comprehensive income, changes in equity and cash flow for the year ended on that date, as well as the corresponding explanatory notes, including a summary of the main accounting policies and other clarifying information.

In our opinion, the aforementioned financial statements present fairly, in all material respects, the equity and financial position of *Instituto Acaia* as of December 31, 2021, the performance of its operations and its 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 under those standards are described in the following section entitled "Auditor's Responsibilities for the Audit of the Financial Statements". We are independent of the Institute, in accordance with the relevant ethical principles set out in the Accountant's Code of Professional Ethics and in 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 evidence obtained is sufficient and appropriate to provide a basis for our opinion.

Management and governance responsibilities for the financial statements

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

In preparing the financial statements, management is responsible for evaluating the Institute's ability 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 the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance that the financial statements, taken as a whole, are free from material misstatement, whether caused by fraud or error, and to issue an audit report containing our opinion. Reasonable assurance is a high level of assurance, but not a guarantee that the audit performed in accordance with Brazilian and international auditing standards always detects any material misstatements that exist. Misstatements can be due to fraud or error and are considered material when, individually or jointly, can influence, within a reasonable perspective, the economic decisions of users taken based on said financial statements.

As part of an audit performed 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 perform audit procedures in response to such risks and obtain sufficient appropriate audit evidence on which to base our opinion. The risk of not detecting material misstatement resulting from fraud is greater than that arising from error, as fraud may involve the act of circumventing internal controls, collusion, falsification, omission or intentional misrepresentation.
- We obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in 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 accounting estimates and related disclosures made by management.
- We conclude on the appropriateness of management's use of the operational continuity basis of accounting and, based on the audit evidence obtained, whether there is significant uncertainty regarding events or conditions that may raise significant doubts as to the ability of the company to continue as a going concern. If we conclude that material uncertainty exists, we must draw attention in our audit report to the related disclosures in the financial statements or include a modification of 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 cause the Institute to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether these financial statements represent the related transactions and events in a manner consistent with the objective of proper presentation.

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

PricewaterhouseCoopers
Independent Auditors.
CRC 2SP000160/O-5

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

Balance sheet as of December 31, 2021 and 2020 In reais

	<u>2021</u>	<u>2020</u>		<u>2021</u>	<u>2020</u>
Assets			Liabilities and Equity		
Current			Liabilities		
Cash and cash equivalent (Note 3)	3,010,058	2,854,415	Current		
Financial Investments (Note 4)	15,972	15,914	Accounts Payable (Note 8)	867,221	391,678
Securities (Note 5)	363,089,458	421,075,427	Labor and social security obligations	747,827	663,301
Other receivables (Note 6)	<u>1,427,081</u>	<u>247,678</u>	Tax obligations	39,374	25,648
	367,542,569	424,193,434	Deferred revenues (Note 9)	782,087	571,856
			Projects	9,418	-
Non-current assets			Goods received on loan	<u>36,268</u>	-
Property (Note 7)	27,141,180	26,152,135		2,482,195	1,652,483
			Non-current Liabilities		
			Deferred revenues (Note 9)	9,672,399	8,929,852
			Total liabilities	<u>12,154,594</u>	<u>10,582,335</u>
			Net worth		
			Social equity (Note 20)	313,412,554	313,412,554
			Accumulated surplus	<u>69,116,601</u>	<u>126,350,680</u>
			Total equity	<u>382,529,155</u>	<u>439,763,234</u>
Total Assets	<u>394,683,749</u>	<u>450,345,569</u>	Total liabilities and shareholder's equity	<u>394,683,749</u>	<u>450,345,569</u>

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

1 of 20

Deficit statement
Years ended December 31, 2021 and 2020 In reais

	<u>2021</u>	<u>2020</u>
Revenues		
Donations individuals (Note 10 (a))	660,387	1,144,030
Donations corporate (Note 10 (a))	913,458	671,930
Solidarity donations (fire / floods / Covid) (Note 10 (b))	-	928,872
Revenues from services	300,857	207,240
Other operating revenues (Note 11)	426,774	813,878
Revenue from volunteer work (Note 15)	<u>1,453,369</u>	<u>1,516,235</u>
	<u>3,754,845</u>	<u>5,282,185</u>
Cost of social activities		
Personnel expenses (Note 16 (a))	(9,275,708)	(8,095,653)
General and administrative expenses (Note 16 (b))	(10,913,673)	(9,333,102)
IPTU(Municipal property tax)	(233,264)	(35,908)
Expenses of voluntary work (Note 15)	(1,453,369)	(1,516,235)
Depreciation and amortization (Note 7)	<u>(602,099)</u>	<u>(539,924)</u>
	<u>(22,478,113)</u>	<u>(19,520,822)</u>
Cost of social activities	<u>(18,723,268)</u>	<u>(14,238,637)</u>
Net financial expenses (Note 18)	<u>(38,510,811)</u>	<u>(8,626,952)</u>
Deficit	<u>(57,234,079)</u>	<u>(22,865,589)</u>

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

Statement of comprehensive income
Years ended December 31, 2021 and 2020 In reais

	<u>2021</u>	<u>2020</u>
Deficit for the year	<u>(57,234,079)</u>	<u>(22,865,589)</u>
Other income components	-	-
Total overall results	<u>(57,234,079)</u>	<u>(22,865,589)</u>

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

Statement of changes in shareholders' equity In reais

	Social equity	Accumulated Surplus	Total equity
Balances on 31 December 2019	313,412,554	149,216,269	462,628,823
Deficit for the year 2020	-	(22,865,589)	(22,865,589)
Balances on 31 December 2020	313,412,554	126,350,680	439,763,234
Deficit for the year 2021	-	(57,234,079)	(57,234,079)
Balances on 31 December 2021	<u>313,412,554</u>	<u>69,116,601</u>	<u>382,529,155</u>

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

Statement of Cash Flow In reais

Deficit for the year	<u>(57,234,079)</u>	<u>(22,865,589)</u>
Adjustments of Income and Expenses		
Depreciation and amortization (Note 7)	602,099	539,924
Reversal of provision for labor contingencies and taxes	-	(472,058)
	<u>602,099</u>	<u>67,866</u>
Adjusted result for the year (Increase)/decrease in assets as follows:	<u>(56,631,980)</u>	<u>(22,797,723)</u>
Financial investment	(58)	208,093
Securities	57,985,969	24,095,410
Other receivable amounts	<u>(1,161,403)</u>	<u>(22,395)</u>
Total changes in assets	<u>56,824,508</u>	<u>24,281,108</u>
Increase/(decrease) in liabilities as follows:		
Accounts payable	475,541	66,560
Labor and social security obligations	84,527	113,270
Tax obligations	13,727	310
Projects	9,418	-
Deferred Revenue (Current and Non-Current)	<u>952,778</u>	<u>1,935,771</u>
Total changes in liabilities	<u>1,535,991</u>	<u>2,115,911</u>
Net Cash from operational Activities	<u>1,728,519</u>	<u>3,599,296</u>
Cash flow from investing activities		
Acquisition of property, plant and equipment (Note 7)	<u>(1,572,876)</u>	<u>(2,475,695)</u>
Net cash invested in investment activities	<u>(1,572,876)</u>	<u>(2,475,695)</u>
Net increase/(decrease) in cash and Cash equivalent	<u>155,643</u>	<u>1,123,601</u>
Cash and cash equivalents at the beginning of the year (Note 3)	2,854,415	1,730,814
Cash and cash equivalents at the end of the year (Note 3)	<u>3,010,058</u>	<u>2,854,415</u>
	<u>155,643</u>	<u>1,123,601</u>

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



instituto
acaia



centro de
estudar



acaia
sagarana



acaia
pantanal

Editorial Coordination
Heloisa Vasconcellos

Original graphic design
Bracher & Malta Produção Gráfica

Design and layout
Denis Araujo da Silva

Preparation and review
Jonathan Busato

English version
Shane Dale

English version proofreading
Kimberly Cober

Print
Leograf

Photographs
Acervo Instituto Acaia

São Paulo, Brazil
May 2021

