

# Annual Report 2020



instituto  
acaia



**ateliéscola  
acaia**

**Acaia  
Sagarana**

**Acaia  
Pantanal**



instituto  
acaia

Annual  
Report 2020



## Summary

**07 Instituto Acaia - Letter from the President**

**11 ateliescola acaia**

**25 Acaia Sagarana**

**39 Acaia Pantanal**

**59 Financial Statements**

## President's Letter

2020 was a difficult year for children and young people attending the *Instituto Acaia*. The pandemic caused by the new coronavirus forced us to interrupt face-to-face activities in our centers several times. The difficulties encountered by our students in accompanying distance learning and the increasing economic difficulties faced by their families became acute in 2020, posing an additional obstacle to their development. The Institute tried to alleviate part of these difficulties, and for that it counted on the generous contribution of many donors throughout the year.

As can be seen in the nucleus' reports, the distribution of didactic material, computers, and especially the efforts of the teams made it possible that teaching activities were not interrupted. The year was difficult, but it was not lost from an educational point of view. Our teachers and staff worked remotely or in person for the entire period. They created, planned, executed and evaluated the various activities that partially compensated for the lack of personal interactions between students and teachers. Much has been learned, and many of these learnings will be incorporated when we can return to normal.

This year's report is a testament to our students' desire to learn and our team's dedication in a pandemic year. It deserves to be read with affection.

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 fund capable of guaranteeing the permanence of our three centers.

## Our nuclei

*Ateliescola 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 *ateliescola* is to develop and provide a program that focuses on education, health and culture, capable of serving vulnerable and those with little socio-economic support.

The *Acaia Sagarana* is a year-long, one-year course that aims to expand opportunities for entry into the best universities in the country. The course is aimed at high school students from public schools in São Paulo. These students are selected from among the best and most highly

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

### **History of *Instituto Acaia***

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

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

In 2005, the Institute acquired a shack in *Favela do Nove*, with the aim of getting closer to and getting a better understanding of the relationship between children and their families. The 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 started in early 2005, when work began with its first class of students. Since then, a new class of students been admitted each year. Among its former students there are doctors, engineers, professors and economists, trained by 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 started its activities in 2008, with a literacy project for young people and adults in parallel with the construction of the *Jatobazinho School*. This school 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 involving residents of the region, and in 2018, celebrated the graduation of their first technical high school students.

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 out, 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 to the functioning of the Institute, future donors will assist in the growth the endowment fund in the coming years, ensuring the sustainable growth of *Acaia's* projects.

## **ACAIA INSTITUTE**

Founded on April 3, 2001

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### **Board of Directors**

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

### **Investment Committee**

Candido Botelho Bracher  
Eduardo Mazzilli de Vassimon  
Fernando de Castro Reinach

### **Fiscal Council Members**

José Irineu Nunes Braga  
Marcio Akira Kashiara  
Mario Luiz Amabile

### **Legal Advice**

Theotonio Maurício Monteiro de Barros

### **Accounting / Financial Advising**

Empresarial FS

### **Audit**

PwC – Pricewaterhouse Coopers

### **Architecture and Engineering**

Carlos Bracher Arquitetos Associados Ltda.

## **DONORS**

### **Individual Donors**

Jorge Emanuel Morato

### **Corporate Donors**

Brazil Foundation  
SEFAZ – Programa Nota Fiscal Paulista

### **Budget**

2020: R\$ 19.314.313  
2021: R\$ 23.047.893

## **CORE SUPPORT**

### **Financial Administrative Direction**

Aluisio Nogueira da Silva

### **Legal Direction**

Sandra Alves Silva

### **Secretary**

Luciana Costa de Menezes

### **Legal Analyst**

Jefferson Borges Rodrigues

### **Law Intern**

Kevin Sales

### **Financial Supervision**

Jéssica Barbosa Lira

### **Financial Assistant**

Joyce Brito Galdino Silvério

### **Accounts Payable Assistant**

Elaine Hyun Mi Lee

### **Administrative Supervision**

Marcia Bolognesi



The Support CORE is intended to provide legal, patrimonial, administrative and financial support to the Institute and its CORE.

**Legal and Patrimonial Nucleus** - under the responsibility of two lawyers is all institutional and patrimonial control, titles, certifications, registrations, exemptions, immunities, partnerships and relationships with bodies of the PUBLIC and Judiciary, 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 Nucleus** - under the responsibility of a coordinator, this NUCLEUS is responsible for managing the Financial, Accounting, Tax, External Audit, Personnel Department, Internal Controls areas, in addition to assisting the Board of Directors and the Fiscal Council and providing strategic support to the other 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**

[secretariaescola@acaia.org.br](mailto:secretariaescola@acaia.org.br)

[facebook.com/institutoacaia](https://facebook.com/institutoacaia)

[instagram.com/ateliescola\\_acaia](https://instagram.com/ateliescola_acaia)

[www.acaia.org.br](http://www.acaia.org.br)



**ateliescola**  
**acaia**



Flood on 02/10/2020.

## ***atliescola acaia***

We started 2020 following the growth of *atliescola acaia*, implementing the seventh year of elementary school and maintaining full time activities. We had barely started our school year when, on February 10, 2020, the west side of São Paulo, where the atliescola is located and the three communities where most of our students come from, was hit by one of the biggest floods in the last 25 years.

The team came together with the community spending ten days cleaning houses in the shantytowns, together with organizing campaigns to donate food, water, mattresses and hygiene and cleaning items. The entire team was involved in these tasks, and with the help of many donors, we were able to help minimize the difficulties faced by the community.

It was time to catch our breaths and resume activities because immediately afterwards, the covid-19 pandemic imposed countless challenges on the world, starting in March.

We would like to share what we have learned and built in the *atliescola acaia* with the help and commitment of the entire school community. In 2020, the entire action plan needed to be remodeled for remote activities, aimed at a population with scarce technological resources and whose families depended on the functioning of the studio school for their basic services, work and food for their children. There was no condition to maintain isolation, adequate ventilation or even the hygiene guidelines indicated in the pandemic. Despite all the adversity, we managed to maintain a routine every three weeks, from March to December, of deliveries to all classes of the atliescola, totaling 1876 basic food baskets, hygiene and cleaning materials, as well as 2254



Olimpíada real você só vê aqui. Hoje vi o que era natação de fato. Levantamento de peso? Eu sou campeão. Tem que deixar os móveis "atrepada", minha mãe disse. Braçadas, pique de canoagem com o rodo na mão porque a água não pode entrar e molhar mais um colchão.

Minha mãe olha para mim e fala: "De novo isso?". Outro recomeço. "Eu Não mereço. Nem terminei de pagar as dívidas". O sofá tão sonhado, que ela comprou no finalzinho do ano passado, agora se encosta suspenso em duas cadeiras. Ensopado. Olho para ela e não sei o que responder. Só queria saber o que dizer. Mas tenho força para escrever.

"Não sei até quando vou ver água nos olhos desse povo. Sinto a sensação de ser tudo novo".



Text by Iversson Nathan published in Folha de S.Paulo on 3/5/2020.

Pedagogical kits for students.

teaching kits. We carried out the Feeding-Reading campaign, which included a book for each student in the basic food basket. Aligned and divided into specific tasks, made possible by the work done with a team of teachers and their assistants, other assistants, operational support, secretariat, coordinators and directors. We were able to identify the best ways of reaching

**How were we organized?**

**Early Childhood Education classes**

Despite the difficulty of proposing activities for the 3 to 5 year old age group without the intervention of a teacher, materials were prepared in which the children could, with some help from their parents, carry out tasks that would help them to stay in their homes, with great inventiveness.

Teachers sent different materials for tactile and sensorial exploration; pencils, colored chalks, fun games, books for them to follow stories and, mainly, they recorded short videos teaching them the activities, making themselves present in modalities that could be transmitted by WhatsApp, a tool that the vast majority of parents had at their disposal.

Physical education teachers prepared material for fun and play, music and activities accompanied by elements known to the children. It was also a time of much study for Early Childhood Education, with external assistance aimed at systematizing the curriculum's purpose.



**Delivery of basic food baskets, hygiene and cleaning materials.**

## **Initial years of Elementary school (Elementary I), up to Grade 4**

Literacy, creating hypotheses, building together ... How unreasonable is this task in the remote model? Children need children. A Teacher, their students. Living matter, exchange of ideas and learning. But the team was courageous.

They structured conditions for everyone to be in video classes through WhatsApp: individual classes and classes of two, three or four students, grouped according to the needs of each one. Engineering and logistics were tremendous: talking to parents, getting them to make time and cell data available, preparing activities, making them happen.

When the teaching materials were returned, every three weeks, the teachers got a good idea of what was being accomplished, what needed to be adapted, and thus remodeled the contents for each student, preparing the next delivery.

Artistic practices, Science classes, Physical Education, Music, English (from the third year onwards) and Art workshops which sent the materials to the children's home with videos that helped them in their activities, making it possible for parents, a cousin or a brother to accompany them, and it was even possible for them to study and play together. They replaced the best they could with what the children missed most: with the help of the teams of T.E and T.I from the ateliescola, they discovered games on platforms, arranged conversations and exchanged recipes that were easy to prepare.

A relief for families, students and teachers alike. Warm and passionate stories of mothers who, while following the tasks of their children, learned and became literate together with them, gave us the sense of a job well done.

## **Final years of Elementary school (Middle School), including Grade 5**

Keeping students interested in this phase is more challenging, and the difficulty of returning and accessing printed materials in the early months of the pandemic indicated that we needed to act. In a short time, with the assistance and promptness of the *Estúdio Voador* team, which is responsible for our internal and external communication, we came up with the "ateliescola conecta" campaign and managed to raise funds for the purchase of 53 computers, internet modems and headphones for the Grade 5, 6 and 7 classes.



Starting in July, online daily classes and complementary activities were carried out using the Google Classroom platform, making interaction with students more agile and powerful.

If, on the one hand, it was an incredible achievement, on the other hand, we entered our students' home with the computer camera, which, most of the time, exposed the difficult conditions they need to deal with: very small spaces without privacy and silence, or even a place, a corner or a table to support their activities and computers. This generated a lot of distress in the team who are generally more protected at work or at their headquarters - with the exception of the teachers of the after-school programs open to the community as a whole who had already experienced this.

With the difficulty of eating regularly or having company during the day, children switched from day to night, and scheduling any activity before 11 am was impossible. So, we adapted to the limitations that the year had imposed on us and organized classes in the afternoon.

The school's support of Mathematics and Language Practices acted with greater emphasis on the fifth, sixth and seventh grade students, focusing not only on pedagogical issues but on the organizational aspects related to the virtual environment that became part of the students' routine.

### **Inclusion, integration and diversity program**

In 2020, we continued to include students from outside the communities mostly served by the ateliescola. It was always Acaia's vocation that members of different socio-cultural contexts shared and exchanged experiences and knowledge. With 11 students from families that, together with us, believe in a more plural Brazil, we have continued to build a plural school.

We can exemplify this with two examples: during one conversation, one of the students, a resident of the surrounding shantytown community reports his weekend; the loud sound of funk parties and scenes of domestic and police violence; a colleague, living in a more protected social environment, asks if this is even possible. The subject goes to the students' home, the surprise of one, the dismay of the other, leading everyone to reflection: students, teachers, coordinators and the families as a whole. In another scene, a 12-year-old elementary student, comments on the way she is ostensibly and daily harassed, generating a frank and mobilizing conversation about posture and gender issues.

With the examples above, we do not want to say that such situations are restricted to the less economically privileged classes, but we understand that the possibility of moving between themes like these takes place in very different experiences. Examples of solidarity, evidenced by houses side by side in the Shantytowns, without gates or walls, also give rise to similarly relevant conversations.



## Health care

The health team also found itself reinventing places and forms of intervention. They maintained individual and family care and speech therapy via WhatsApp or the Google platform. It was also possible to continue the work discussions with the team of teachers and hold regular meetings with the team to discuss strategies for participation and the supervision of practical activities.

The need to care for children very distressed with the pandemic and with difficulty following the remote model led us to inaugurate a new format of six meetings, two with the parents and four with the child, so that we could attend a greater number of families. Due to the positive results obtained, we intend to keep this format as one of the devices available for future use.

The Educational Guidance (OE) work continued; the team followed the Grade 5 class, took the Grade 6 and 7 classes and developed a program aimed at elementary school students, including the main issues and transformations that take place during this stage of life for both boys and girls: digital security, security issues, gender, relationships, diversity, prejudice and racism are among the topics discussed. We understand that health work must permeate across actions as a whole. Thus, psychologists and interns established support networks for students approaching the practices of each area while working together with teachers.

The radio "Fala, Fi!" operated over three seasons, with 35 programs, 21 content boards and an interdisciplinary team and was considered a huge success. Created as a communication channel with students and their families, the radio brought entertainment and information to the community. Just like the old radio programs it brought families together who hoped to discover the theme of the day or who it was who the announcer would be.

The *Estúdio Voador* team, teachers, young people, assistants and psychologists got together to generate the programs and assign the role for each one. The effectiveness of radio as a pedagogical and communication tool has made us think about making it a permanent program. The request of a boy, resident of the Linha favela, for us to extend the radio's reach beyond the scope of the students and the families of the ateliescola seems promising.



## The *ateliê escola Açaia* workshop shacks ( *barracos-escola* )

The team in the *barracos-escola* remained steadfast during the year, developing strategies for promoting health and monitoring families, children and adolescents. A cell phone was made available, and a team member was in charge of organizing the removal and distribution of garbage bags, giving information about task forces for the delivery of basic food baskets and activity kits, distribution of masks and also collecting information and exchanging messages for *Radio Fala-Fi* ", Developed by teachers and students of *ateliê escola açaia*. In this way, we remained connected with our public, despite the difficulties imposed by the distance.

In partnership with BP - A *Beneficência Portuguesa* Hospital of São Paulo, the *Votorantim Institute* and the Ceasa Residents' Association (including *Cingapura Madeirite*, *favela da Linha* and *favela do Nove*), we set up an Mobile Medical Centre that operated from Monday to Saturday, during the months of May to August, and on Tuesdays and Thursdays since then. In a network with a movement called *Leopoldina Solidária*, actions were also carried out during the pandemic, such as the production and distribution of masks and basic food baskets, and a number of partnerships aimed at mitigating the impacts suffered by the people with fewer resources during the year 2020.

## Extracurricular courses

The extracurricular courses offered to teenagers and adults were, with the pandemic, adapted and offered predominantly remotely.

In 2020, some students from the after-school art and communication courses were evaluated and chosen to be monitors. Such students, in addition to attending the courses, did an internship related to the activities of the school and/or of the courses themselves, and for which they received an aid grant. The action of some of these young people was wonderful for those living close to the students and proved to be essential in helping those who had more difficulties. They went to the students' homes and, instructed by the teachers, intervened in the activities there, making the task of remote learning less arduous.

The audiovisual class, in online classes, set up the videoblog "*É Nós que Tá - quarantine diary*", with 20 publications with reports, interviews, rhymes, poems, photographs and videos, chats with former students of the audiovisual class from *Ateliê Açaia* and pictures posted on Instagram from *ateliê escola*. The library course was responsible for recording videos with storytelling, which reached the students of the *ateliê escola* with enchantment and fun. It also promoted soirees and reading clubs, in partnership with '*Escrevedeira*'; the book chosen was *Quarto de despejo*, by Carolina Maria de Jesus. Helpers working in shifts was organized to assist students in their school difficulties, and library teachers began structuring the area's curriculum.



The coordinators of all areas were concerned with the training of assistants and interns, always including them in discussions and planning, enhancing their use in this singular year. The difficulty of accessing the computer and the internet was also a reality for young people; seeking to keep this monitoring active, as well as for the most assiduous students. We counted on the collaboration of several donors who came together to obtain notebooks and tablets.

Young people were the ones most affected by social isolation; therefore, teachers made themselves readily available. Work was done by the library team together with the psychology team through weekly meetings in addition to duty shifts where each young person could be heard individually.

### **Income generation programs: research, development and innovation in the school environment**

We structured "*Casinha Amarela Açaia*" in order to bring together the income generation groups - *Xilo Ceasa*, Artisans of *Linha Nove* and *Olhares do Beco* - in a single marketing policy, in order to join forces and promote collective actions. We created the online sales channel, which resulted in the launch on Instagram (*casinha Amarelo.acaia*) + WhatsApp in September 2020, enabling groups to continue generating income during the pandemic. The *Olhares do Beco* group was responsible for photographing the products, and the coordinators of the projects were in charge of the Design Laboratory.

The groups continued to receive orders and carry out work through institutional partnerships, among them a series of *Xilo Ceasa* with ten videos for *Sesc Santo Amaro* entitled "*A favela como ateliê*". The Artisans of *Linha Nove*, together with the company *Grendha*, held an embroidery workshop for the development of a new brand of footwear.

Even with all the challenges present during the year, the ateliescola's Natural Sciences team, together with environmental engineer Leonardo Tannous, developed a totally safe drinking system for the pandemic. Through a sterilizing mechanism, the project, named *Bebedouro Comvida*, allows collective use and access without the risk of spreading the virus.



## Legal assistance

We maintained legal representation with the community through the Court of Childhood and Family and Labor Justice.

## Our communication

A series of five live broadcasts, called "From the inside out," with the participation of teachers, family members and special guests, told a little about the story of *Acaia*. For many years we have been looking for other social and educational projects to exchange and make content available for them. The Live broadcasts came to fulfill part of this function.

The themes were: How is an integral and plural school born? The school community: integration and diversity; School clinic: health and education; School of making: practices of studios; Reading and literature: active library. We developed an e-book with the protocol for returning to classes, made 431 posts on Instagram, created new channels, a periodic newsletter sent to our school community and supporters, in addition to a YouTube channel.

## Donations received

FreeFree: basic food baskets; Hungry Hunting: basic food baskets (a ton of food); Oli + Sofi: groceries + a light table; *Higienópolis Solidário* (Ana Paula): groceries and cleaning products;

Artesol: groceries; Focus Têxtil e Rede Asta: 1500 fabric masks; *Cooperativa do bem*: fabric masks; Leopoldine Solidarity Network: fabric masks; BP - The *Beneficência Portuguesa Hospital* of São Paulo: paper towels and napkins; Emílio Chiofeti and friends: ten computers; Let's Talk - fundraising campaign to buy supplies.

We would like to thank all partners and donors who contributed to our projects. We received 906 cash donations (individuals and companies) for the purchase of Chromebooks for students, as well as groceries and supplies for the flood and pandemic campaigns. The scenario of uncertainties, leading to decision making and systematic upheavals made the work delicate, but it did not prevent us from concluding 2020 certain that we had done our best, including the care with physical and emotional health. The return of students and families indicated that we paddled together against such an adverse tide, and that the willingness to face unforeseen events, creating alternatives and moving forward is an essential condition for subjectivizing and raising healthy individuals.

With creativity, dedication, affection and teamwork, we have learnt and built a lot together to overcome so many challenges. This would not have been possible without the support of our collaborators, partners and donors, who contributed to the implementation of our actions throughout the quarantine.

Thank you very much!

## ***Ateliescola acaia Team***

### **General Direction**

Ana Cristina de Araújo Cintra e Elisa Bracher

### **Pedagogical Direction**

Maria Esther Pacheco Soub

### **Pedagogical Coordinator**

Maria Clara de Almeida Prado Galvão

### **Executive Director**

Fabício de Jesus Barrio Lopez

### **Assistant to the Director**

Patrícia Yanaguisawa

### **Secretary for ateliescola acaia**

Iara Faria Bárbaro

### **School Administrator**

Ianarlene Pereira de Melo

### **Facilities**

Thiago Conrado Silva

### **Administrative Assistant**

Tais Cristina Lopes Marinho

### **AREA COORDINATORS**

Enio Alex Assunção	(Coordinator of joinery)
Magno Rodrigues Faria	(Library Coordinator)
Silvia Maia Bracco	(Health Coordinator)
Veronica Lúcia Saenz Davalos	(Audiovisual Coordinator)
Ynaiá de Paula Souza Barros	(Artes Coordinator)



## TEACHERS

Ana Flora Franco de Siqueira	(Support)
Ana Maria Leite	(Physical Education Teacher)
Ana Paula Mateus	(Grade 7 Teacher)
André Luiz Maciel Pinto	(Extracurricular Course Instructor)
André Bleggi Bracher	(Intern)
Andressa Bonfim da Cruz	(Monitor)
Armando Silva Lima	(Sixth Year Assistant)
Bruna Fernandes	(Extra curricular Courses)
Bruna Frassinetti	(Pre-school Teacher)
Carlos Eduardo Santos	(Class Assistant)
Carolina Nakano Daniel	(Psychologist)
Clara Felisberto de M Corrêa	(Nursery School Teacher)
Claudio Shiroma	(Science Teacher)
David Jaffe Cartum	(Shack-School)
Elias Achcar Bengtsoon	(Intern)
Elias Chagas da Silva	(Library and Extra curricular Course Teacher)
Ester Ohl Fernande	(Grade 4 Assistant)
Evander Pereira dos Santos	(Barraco-School and Physical Education)
Felipe Bandoni de Oliveira	(Science Teacher)
Flávio Castellan	(Arts and Free Courses)
Giovana Anjul Elchemer Savioni	(Psychologist)
José Guilherme Alves Diniz	(Extra curricular Course Instructor)
Igor dos Santos Romualdo	(Monitor)
Iversson Natan Santos	(Monitor)
José Carlos Gianotti	(Typography Teacher)
José Henrique Reis de Menezes	(Music Educator)
José Sergio Dutra Pinchiaro	(Extracurricular Courses and Workshops)
Juliana Cristina Diniz	(Grade 4 Teacher)
Karina Santos da Silva	(First Grade Teacher)
Kim Cober	(English Teacher)
Larissa Carolina B. Aliberti	(Sixth year Teacher)
Laura Helena Geraldo dos Anjos	(Children's assistant 1)
Lia Savoy Reinach	(Class assistant)
Lindomar Geraldo dos Santos	(Joinery)
Lucas Moreira Cesar Fernandes	(Intern)
Lucas Simões Borelli	(Music Teacher)

Lucialva Valéria G. Rocha	(Class Aide)
Luciana Gomes do Nascimento	(Barraco-Escola Library)
Lucineide Moreira Bonfim	(Barraco-Escola Entertainment)
Luísa Rangel Borin	(Second year assistant)
Luiz Gustavo G. de Souza Rocha	(Kindergarten Teacher)
Maiara Bovelone Quaglio	(Grade 4 Teacher)
Maria Cecília G. Frayha	(Speech Therapist)
Maria Eugênia Kira	(Support)
Maria Fernanda M. Pugliesi	(Grade 5 assistant)
Mariah Gonçalves dos Santos	(Audiovisual–Art & Communication)
Mariana da Silva Souza	(Fifth Grade Teacher)
Marina Miragaia	(Kindergarten Teacher)
Neuza Francisca dos Santos Lins	(Barraco-Escola Nurse)
Patricia Alves Matias de Souza	(Monitor)
Rafael Mastronardi	(Seventh year assistant)
Renata Ferreira Ventura	(Third Grade Teacher)
Rogério Maciel	(Screen Printing – Art & Communication)
Simone Baptista dos Santos	(Monitor)
Sofia Sales Magalhaes Motta	(First Grade Teacher)
Stephanie R. Silva	(English Teacher)
Talita Del Collado	(Music Coordinator)
Thiago da Silva Nascimento	(Arts Teacher)

### **Counsellors F2**

Angela Kim Hirata  
 Lucília Siqueira  
 João Carlos Micheletti  
 Renata Akemi Maekawa  
 Diana Pessoa de Almeida

### **Education Technology**

Guilherme Manarin  
 Renata Martinez

### **Artisans of Line Nine**

Maria Clemency Viana dos Santos

### **Income Generation Advisory**

Marina Kim  
 Monika Debasa

### **Communication**

Studio Voador

### **Operational**

Eliel Ramos (General Assistant)  
 Paulo Orestes da Silva (General Assistant)  
 Cristiano Manoel da Silva (Cook)  
 Francisca Ferreira Lustosa Santos (Kitchen Assistant)  
 Lucia Patrícia Vicente (Cook)  
 Marcos Francisco da Silva (Kitchen Assistant)



Maria de Fátima Teixeira Alves (Cook)  
Maria do Carmo da Silva (Kitchen Assistant)  
Rosemeire Sztukalski (Kitchen Assistant)

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Ivan Vilela  
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### **HEALTH**

#### **Public Health Service:**

– 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

##### **Ophthalmology**

– Dr. Samir Bechara  
– Dr. Ronaldo Barcelos  
– Grupo Giardini Optical

##### **Psychology**

– Pedro Monteiro  
– Beatriz Breim Tavares Pedrosa

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

– Associação Fortunée de Picciotto  
– Odontologia Sanseverino

##### **Dermatology**

– Dra. Eliana Senatore  
– Patrícia Uehara

##### **Orthopedics**

– Dr. Eduardo Bracher  
– Dr. Eduardo Von Uhlendorff

##### **Pediatrics**

– Dr. Mario Maria Bracco

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

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# **Acaia Sagarana**

## **ACAIA SAGARANA STUDY CENTER | 2020**

**Attendants:** 36 students

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

**Weekly workload: 28 hours of classes and activities. In the classroom there are 18 computers** Internet connections available for student use.

**Subjects offered:** Biology, Physics, Geography, History, Portuguese Language, Literature, Mathematics and Chemistry

### **PART 1: 2020**

*"You can't just say 'help me'. You have to say what you want."  
"I want to have two more hours of class."*

These messages, written by students in our WhatsApp group defined the formality used by the class itself when they organized their request to expand the number of hours of online classes. The sequence of messages on the subject, after everyone's support for more classes, ended like this: "Let's occupy Acaia".

The class of 2020 lived the perplexity of the reality generated by the pandemic together with us and created responses, formed bonds and found solutions. They knew how to stand firm for the purpose of studying. Like everything that marked the year 2020, here too everything was very demanding.

### **The beginning**

In March, after two weeks of face-to-face classes, we decided to suspend classes. We gave students guidance on how to use the main Google programs that we would use for the period that ended up being longer than we imagined: Calendar, Google Meet, Classroom and Google Drive. We did a survey on the electronic devices of the students and the access that each one had to the internet at home. We provided notebooks, headphones and internet access chips for those in need. We had already activated the group's WhatsApp group, which ended up being an important communication and support channel for the work throughout the year. There was the general group and each teacher maintained a group from their area - the students thus participated in ten groups linked to Acaia Sagarana. We defined a routine consisting of online classes taught by teachers and directed activities that students should perform in groups or individually and for which they would have the support of the monitors. For these classes, we divided the class into four groups of nine students with 2.5 hours of class per day, instead of the usual 4.5 hours. We thought that this was the best way to give more individual attention

and follow the development of each student, keeping the workload divided between classes and directed activities. This period lasted two months. We knew that we would have to evaluate whether the activities functioned correctly while monitoring the development of the students, make adjustments and, very importantly, be agile in recognizing and making the necessary changes - after all, we were starting something new without the slightest evidence that it would work and without references from previous experience. Tell yourself in passing, exactly what it was that was happening around the world in all areas. In our case, as in other institutions, there was an exchange of experiences with other schools. However, everything was new for everyone. The teaching staff remained attentive and were quick to make the necessary changes. The importance of having a fine-tuned working group was evident, and that was decisive for everything to work in the best way possible during the pandemic.

In the beginning, there was a period of adaptation of the class to remote access, with everyone assimilating the functioning of the routine in virtual rooms, sometimes with simultaneous classes for different groups, materials made available on Google Drive, delivery of activities by electronic means, in short, many new things to adapt to! This soon settled, above all with agility, good humor and great cooperation from everyone.

### **Establishment of bonds and the formation of a group of students**

Throughout the first semester, coordinators regularly contacted all students individually - some weekly - so that we could follow the development of each one and the emotional fluctuations generated by isolation. This support proved to be fundamental in some cases, and, in general, strengthened the group and ties. In the second semester, with the study routine in place, such conversations took place only when necessary.

We had a massive presence of students in classes and a visible effort to participate - when there were unstable internet connections or some local event that would hinder concentration, for example, they went to great lengths to move to other places where they could participate in classes. This intense involvement had a great impact on the decisions made, especially on the workload and the functioning of the groups. A good example was the request by a vast majority of students, for the unification of the classes and the resumption of the total workload in virtual classes. What seemed difficult (4.5 hours of virtual classes with 36 students in the classroom) became possible and effective, with the putting together of good classes, operating procedures, respect for what had been agreed upon and, above all, full collaboration of the students. With that, we started the second semester with the regular workload of daily classes, with the only difference being that they were entirely virtual. The activities started every day at 2 pm, with the support of monitors in the afternoon and classes from 6 pm until 10:30 pm. Saturday activities were also resumed in both periods – with a reduction of only 1.5 hours.

### **The implementation of the study routine**

The success of the CE Acaia Sagarana is closely linked to the establishment of a study routine that expands the students' autonomy and instills a rhythm that makes learning advance. Creating this routine in virtual environments involved a series of strategies, such as the formation

of groups to study together, individual study moments, directed activities, people available to respond to doubts, records of questions and answers from everyone in the WhatsApp groups, to allow for later consultation, and the constant exchange by all available means - e-mail, WhatsApp, videoconference. The group of students was always involved and present. Faced with all the adversities generated by the pandemic, the group remained cohesive and cooperative. It was able to organize itself and become a collective study group very quickly. The students formed study groups in the afternoons, consulted their monitors, used the digital tools available to them and, more importantly, started to produce results individually and collectively. As the routine was being mastered, their work flowed in easily and constantly.

One of the successful strategies in creating this routine in a virtual environment was the "Song of the day". Every day we started the afternoon with the suggestion of a song that, in addition to stimulating everyone's participation and marking the beginning of the study day, contributed to highlighting important topics that were being discussed in class, expand the repertoire of students and trigger discussions. The Song of the day instilled a ritual to start daily activities, followed by the roll call, preliminary conversations and then regular activities.

Saturday activities continued to be moments for diversifying teaching strategies and situations, and were organized into two two-hour periods, one in the morning and one in the afternoon. In addition to the longer classes of each discipline, we were able to carry out other dynamics, such as classes by areas of knowledge or specific themes and integration of subjects.

## Highlights

In November 2020, we carried out two face-to-face activities outside the Instituto Acaia. With students divided into three groups, alternating among teachers ensuring that all safety protocols were followed, experiments were conducted and collective discussions were encouraged, two of the activities most affected by the restrictions imposed by online classes.

Another point to be highlighted is that in this pandemic year, we did not carry out any fieldwork. Instead, we organized what we call "Virtual fieldwork on São Paulo". The activity was developed from Google Earth, Google Maps, local sites pages, photos and all the resources available on the internet. There were several classes in June and July in which the city of São Paulo was approached from different perspectives within the disciplines, offering a historical and geographical look at the city center, the periphery and center relationship, transport, water and water pollution, air, climate and vegetation, to the varying perceptions taken from literature about the city. This activity allowed students to produce a written essay and promote a discussion around what they had observed. The essay was conceived and written in pairs, which addressed issues related to mobility, health in the city, education, work, migration and many others. At the end of the production of the essays, we held our first virtual interdisciplinary study symposium broadcast live on our channel on You tube. This format even allowed us, for the first time, to count on the presence of alumni from different parts of Brazil at the discussion tables. These ex-students had participated greatly in the activities in 2020. Every year, quite often, they come to *Sagarana* to relive a little of what they missed and to tell students about their experiences at



university and what they remembered from the year they were here. Without them being able to do this, this year, we organized some meetings so that these exchanges could take place. In addition to participating in the virtual symposium, alumni attended some classes and gave lectures on various subjects to students.

### **The selection process of the class**

In 2019, we revised the selection process, with the aim of improving this process and identifying students with greater adherence to our purpose. We revisited the skills matrix that supports the preparation of the exam and analyzed which types of questions in recent years have been more assertive in relation to the selection of candidates. However, the biggest change occurred in the interview protocol. After talking to specialist Françoise Trapenard and discussing the bottlenecks and difficulties in the team, we established two main changes:

a) introduction of a “hands-on” activity at the beginning of the interview, in which the candidates had to solve a problem;

b) reduction in the number of questions for discussion, giving priority to those that allowed the reporting of experiences in relation to the school. The 2020 class is the result of this revised selection process. Although we only had two weeks of face-to-face classes, the selection was successful. We had a class with a high degree of engagement, which knew how to face the great adversity of the pandemic with creativity, resistance, energy and commitment.

We ended the year with 31 students. Five quit during the pandemic. Some news reports pointed out that dropout rates were close to 50%; however, we managed to keep drop outs in the same range as in previous years. Two of these who left did so because they could not adapt to the virtual environment - we agreed that this being an exceptional moment, they could re-enroll on a future occasion, with the return of the face-to-face classes. The others cited other reasons such as the lack of involvement with classes and the establishment of a new purpose other than the continuation of studies. We can't ever know what their option would be like in a reality without social isolation.



**Science experiment with winged seeds.**

Apparently, the changes in the selection process had a positive effect, which generated a group of students with greater clarity about the importance of continuing their studies for their life projects.

### **The end of the year**

The pandemic also had an impact on the University Entrance Exam calendar, which was postponed to the months of January and February 2021. With that, we extended the term until the end of January.

This change has led to a diversity of expectations. In such an important year with so many challenges pushing so many to their limits at a time when Teachers traditionally took a well-deserved break, this compromised month of January created a dilemma: how to adjust the monitoring of students at the most decisive moment of the year with the pressing need to "recharge their batteries", exhausted by an excessively demanding year? We were clear that the University Entrance Exam period is a period of tension, and we know that the support we offered can make a big difference. The teaching team's solution was an activity calendar that filled every January school day with study activities and conversations with guests. Each member of the teaching team had only one day of activity, which everyone agreed was appropriate. In addition, we maintained a shared duty roster that ensured support and monitoring for students throughout this period.

Nobody lets go of anyone's hand!

We move on to 2021!

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

OBS: In this second part of the report, we describe the principles, the reasons and the purpose of the Centro de Estudar Acaia Sagarana as it should happen at a time when there is no pandemic.

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

The first is an activity complementary to both regular school and pre-university courses, commonly called "*cursinhos*". So much so that we have two actions, both in partnership: the first with high schools in the São Paulo state public high schools, and the second with the pre-university entrance exam course. Our first action translates into a free course offered to 36 students who are attending or have finished the third year of high school in the Public School System in the previous year.

This free course offered by CE *Acaia Sagarana* mainly aims to strengthen some of the main academic skills of the students. They spend only a year with us, This year, we took on the task of expanding their autonomy to study, strengthening their link with knowledge, and increasing their capacity to manage the learning process itself. We believe that the process of learning and training happens throughout life. For this reason, we focus our work on the development of essential skills so that our students can continue studying and learning autonomously, whether in formal or informal spaces, occupying spaces and exploring new territories, with courage and disposition.

Over the years, we have found that students come to us with strongly embedded beliefs about their learning capacities. "I am not good at math!" is an example of a common statement, which is usually accompanied by the idea that there is nothing they can do to change this. Working with the idea that everyone can learn and that there is no innate impediment to doing so requires carefully disarming these entrenched ideas and "exchanging" them with the power of learning. This happens through concrete learning situations, in which each one perceives their own ability and learns what they would not have learned before.

Another focus of the work is to expand the time that each one dedicates to their studies. It is necessary for students to make choices and prioritize some activities related to studies. If you want to enter public universities, you need to know that there is an effort proportional to the size of the challenge. And their commitment to that study goes beyond the period they stay at Acaia; it is a determining factor that we also seek to communicate to students.

With regard to "courses", we know that they constitute a stage of studies for most students from private and public schools who enter good universities, partly because they represent an opportunity to fill gaps left by high school training and review knowledge. It is worth mentioning that these gaps exist for students from private schools as well as those from public schools.

The big difference between these two universes is the ability to deal with new knowledge. This transcends the domain of knowledge indicated in the entrance exams for the entrance exams and involves aspects such as discipline, commitment and persistence in the face of difficulty and the capacity to establish relationships between previous knowledge and new knowledge. For this reason, our main focus is the development of autonomy to study, which leads us to define didactic strategies and specific content for this purpose. To be able to articulate these different aspects in a pedagogical project that makes sense for students and leads them to develop the skills necessary to enter good universities, we consider that the following activities are central:

### ***Insist on a daily study pace***

This is not trivial for students who, in general, are used to studying for short periods, less than three hours. Our job is to ensure that this happens every day, and, more than that, that this time is gradually extended.

### ***Make the best use of time for studies***

The activity of studying, in order to result in actual learning, requires study procedures appropriate to the objectives you have. Memorizing the multiplication table generates agility in the calculations, while Memorizing a History text does not bring the expected understanding on a theme. In order to guarantee students a good use of their time dedicated to their studies, it is necessary that they learn to make use of study procedures appropriate to different needs.

### ***Develop strategies to increase their ability to concentrate***

When they arrive at the CE Acaia Sagarana, most students endure a short time of concentration on the same activity. We know that entrance exams require a period of four to five hours of concentration, and the difference between being approved or not may depend on the ability to remain active and focused on the challenges of the entrance exam until the last minute. For this, activities are developed aimed at expanding students' ability to concentrate, while expanding their repertoires so that they are armed with more resources to face the problems that will be given to them in the entrance exam.

In order for this to happen fully over the course of a year of work, a cohesive and focused curriculum proposal is required. We usually say that we have 40 steps, referring to 40 weeks of class and more than 200 school days, to guarantee the changes we want in each of our students:

- autonomy in their relationship with knowledge with each one managing their own learning process;
- expanding their study skills;
- full ownership of their learning potential.



One of our strategies is to purposely recommend part of the content that will not be dealt with in the classroom so that students can study alone. The doubts they bring give us clues as to how far they are, in fact, making progress. In many years, there is an important fact that informs us about the progress we are aiming for: when we present our routine at the beginning of the year, students sigh when they understand that there will actually be activities every Saturday. During the first semester, this perplexity changes, and in the second semester it is common for them to request access to the classroom also on Sundays. Studying on Saturdays is no longer scary and instead, becomes insufficient.

### **The CE *Acaia Sagarana* Course**

This course covers Portuguese Language, Writing, Literature, Mathematics, Biology, Physics, Chemistry, History and Geography. On Saturdays, extracurricular activities are developed, such as studies of the environment, visits to museums, lectures and films. Classes take place from March to December, from 6:00 pm to 10:30 pm from Monday to Friday, and on Saturdays from 8:30 am to 5:00 pm. In July, more extensive fieldwork is carried out. In recent years it was possible to do it in the Pantanal region of Southern Brazil (2011 to 2013 and 2015 to 2019) or *Vale do Ribeira* (2014). Students spend between eight and ten days getting to know the region, its residents, its culture, its biodiversity and learning a little more about the local reality. In the Pantanal we have an exceptional condition: students are always received by the *Acaia Pantanal* team, the *ACAIA* Institute core that takes care of all the logistics of accommodation and meals, study support, scheduling the places to be visited, etc.

This field work translates our methodology well and has become the main axis of the work that we develop with students, because this represents a privileged situation for them to improve their skills and autonomy to study, and, with that, expand their links with knowledge. Students are asked to think about aspects of a given space and to build an understanding of reality, integrating knowledge of a social, environmental, geographical, linguistic, political, economic, historical and cultural nature.

The final product of the work is the preparation, in pairs or threes, of a scientific article on the studied topic. This activity clearly develops reading, writing, graph analysis and argumentation skills. With the articles ready, a symposium is held, open to parents and the community, which students prepare a presentation for and work hard on the skills necessary for communicating their work. The preparation of this presentation results in significant learning, accomplished through the organization of everything that was seen.

### **The partnership with Anglo**

Our second action, the partnership with the Anglo course, since 2006, aims to serve students who already have learning autonomy and are prepared to build their own study program, with responsibility, discipline, commitment, resilience and adaptation to their goals.

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

### **Selection for the course of the CE *Acaia Sagarana***

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

The first phase, eliminatory, consists of a test with tests of multiple choice of reading and basic mathematics. It is worth mentioning that the tests seek to identify, from the perspective of the various disciplines, the central skills necessary for students to learn, follow and enjoy the course.

The second phase consists of an essay exam and a written paper in which an argumentative text is requested - that is, it is a test that also includes a written evaluation. All students approved in the second phase also undergo an interview with two teachers from the CE *Acaia Sagarana*, in which we seek to assess their real commitment to the study project. Whenever necessary, we carry out a third assessment, in cases where students have shown to be weak in a single area, in order to identify their learning potential in relation to that specific area.

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

The permanence of the candidates in each stage of the selection confirms their interest and reveals an important quality: persistence. This will be a necessary quality, and only the first of many other requirements that the academic activity will present to those who wish to change their life trajectory and their reality through study. The selection for scholarships for the *Anglo Vestibulares Course* is based on the exam carried out regularly by the Anglo Course at the end of each school year. Students who have taken elementary and high school in public schools and are available full time to study are selected in order of classification.

## The team of teachers

The team of teachers is decisive for the success of the work. It is composed of experienced and highly qualified professionals, who have in common the commitment to the learning of all students. It is worth remembering that we receive people with different trajectories and school 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 one year, leaving our students in a position to compete for a place at the best universities, competing with candidates from the best private schools. This requires dedicated and committed teachers. One of the important aspects for our work is the value we give each minute of class. Classes start strictly at the scheduled time, the plans are detailed and seek the maximum use of time, and throughout these years we have never had empty or unattended classes. Another aspect that deserves to be highlighted is the selection of the content that is worked on and the didactic treatment to adapt them to the learning situations. Often, articulation with other areas is required, and for that, planning and classes need to be done jointly by two or more teachers. In addition, throughout the year it is necessary to keep an accurate and careful eye on the process of each student, with agility in the appropriate referrals.

This requires teachers, in addition to knowledge, elements such as time, dedication, availability and flexibility. We try to meet this great demand by remunerating our teachers with salaries compatible with those of the best schools in São Paulo.

## The reasons

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

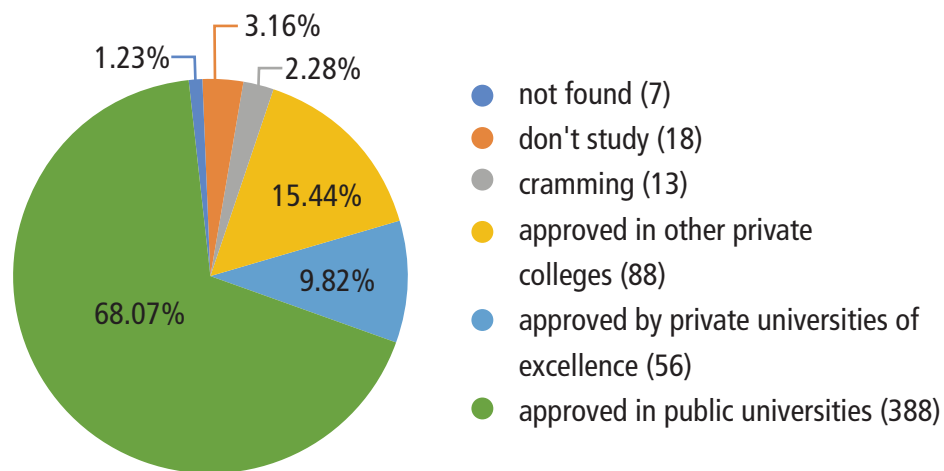
The exclusion of public school students from the university vetoes an important way of access to participation in the social, political, economic and cultural life of the country. The damage is to the nation, which not only wastes its talents, but sees its social debt grow and the ways to overcome it are narrowed. In order for Brazil to make the path of development irreversible and take its place on the world stage, it is imperative that quality education and professional training also occupy a prominent place in the agendas of the government and society as a whole.

The challenge is set, and the reactions are positive: the number of students from public schools in the best universities has been growing, public inclusion policies have changed the Brazilian scenario. But it is necessary to continue and expand the perspectives for the participation of these young people in Brazil. Given this situation, the *Acaia* Institute, through the CE *Acaia Sagarana*, seeks to offer an opportunity for young people from public schools to continue building their life projects and expand their possibilities for real participation in nation building. We believe this is a contribution to reduce the social inequality that exists in the country, helping to democratize higher education.

### PART 3: THE RESULTS

From the beginning, in 2005, until 2019, 570 students were served in the CE *Acaia Sagarana* course and in the scholarship program that we maintain in partnership with the Anglo Course. Of these, 388 students (68.07%) entered public universities and 56 (9.82%) entered private universities of excellence, resulting in a total of 444 students or 77.89% of students enrolled in good universities.

#### 570 STUDENTS SERVED FROM 2005 TO 2019



In the year 2020, due to the pandemic, *ENEM* and the main entrance exams were postponed, so that the first tests, which would generally take place in November, passed to January of the following year. So far, of the 31 students who concluded the year with us, we have only the result of those approved for the second phase of state universities: 13 approved at *Unicamp*, seven at USP and 17 at *Unesp*. The selection process of Sisu (Unified Selection System), which uses the *ENEM* score, will be carried out only in the month of April.

## 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, Daniel Vieira Helene, Danilo Hernandez, Juliana Rizzitano, Katia Ferreira Henrique, Luiz Venâncio Rodrigues Aiello, Marcos Roberto de Freitas Bolognesi, Maria Fernanda Penteado Lamas, Paulo Roberto da Cunha

**Monitors:** Alice de Souza Araújo, Fernanda Basualdo, Thiago Martins de Carvalho

**Administrative Assistant:** Thaís da Silva Nunes

## Employees

Ana Maria Monteiro, Eduardo Giannetti da Fonseca, Eliane Boa Morte, Fernando Reinach, Françoise Trapenard, João Brant, Ricardo Boulhosa, Wania Sant'anna

## Student Scholarship Donors

Denise de Freitas Camargo, Elisabeth S. Coelho de Lima, Fator Seguradora/Luís Eduardo Assis Instituto Ad Maiora, Marcelo Coelho de Lima, Sílvia Ferreira Meirelles, Sociedade Harmonia de Tênis

## Former Student Partners

Adriano da Silva Avelino, Allan Kadson Valentim Alves, Ana Caroline Yukorvic Leitão, Ana Luiza Amorim Nascimento, Anderson Santos Ramalho de Souza, Anderson Santos Silva, Camila Castro de Oliveira, Camila de Macedo Deodato Barbosa, Cintia Dias Coelho, Francisco Rodrigues Melo, Gustavo Ferrandi ArAÚJO, Igor dos Santos Oliveira, Kauane Stefany Braga da Silva, Kevin Rodrigues Vieira, Leandro Shida, Letícia Christmann, Luiz Henrique de Lira Pereira, Maria Caroline Gomes dos Santos, Rosa Vanessa Alves Lima, Sabrina Alves Santos, Stella Morais Monteiro, Taís LÚCIA de Melo, Thayná de ArAÚJO Carvalho, Thayne da Silva Santos, Wanderson Vieira de Sousa

## 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 Vestibula

## **Acaia Pantanal / social media**

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

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

[www.acaia.org.br](http://www.acaia.org.br)



# **Acaia Pantanal**



Aerial view of the  
Jatobazinho School.

## ***Acaia Pantanal***

### **Mission**

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

### **Occupation area**

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

### **Developed activities**

Jatobazinho School  
Jatobazinho Workshop  
Teacher training  
Bodoquena Students  
Community relations  
Complementary activities

### **Target Audience**

Families living by the river and professionals dedicated to field education



Profile	Detailing
57 riverside families, 300 people	Socio-educational guidance
46 elementary school students I	Comprehensive education on an alternation basis
21 elementary school students II	Social and logistical support
08 high school students	Social and logistical support
02 technical education students	Social and logistical support
18 craftsmen	Issuance of National Artisan's Portfolio
12 teachers and monitors	1500 hours of pedagogical training
1 trainee	Aluno universitário em prática pedagógica
7 residents	University student in pedagogical practice
238 public and private school teachers	6 hours of distance training
866 visitors	Support for researchers, journalists and firefighting teams in the Pantanal

**START OF ACTIVITIES:** January 2008

## Context

In 2020, the great scenic beauty of the Pantanal was consumed for months by fires. The difficult access to the region, which is essential to maintain a large part of the preserved biome, was also responsible for the difficulty of the actions to fight fire and help the riverside population.

Concomitantly with the burning of the Pantanal, the riverside population faced, like the rest of the country, the consequences of the covid-19 pandemic. Suffering from air and water pollution, the riverside residents also lost their income being highly dependent on fishing tourism, which was interrupted by the city's closure measures for tourists, the suspension of commercial activities and the orientation of social isolation.

*Acaia Pantanal*, which since 2008, in partnership with the municipality of Corumbá and other local **entities**, has developed activities related to education, social support, income generation and environmental conservation with the riverside population, and has had to rethink its actions in order to minimize difficulties and suggest ways to face such a difficult time.

## ***Jatobazinho School and Jatobazinho Workshops***

On a farm in the middle of the biome, Acaia Pantanal offers riverside families a structure with material, human and methodological resources to meet the demands of education and the social support of families living in the region.

At the *São Sebastião do Jatobazinho* Farm, located on the banks of the Paraguay River, 100 km north of the city of Corumbá (MS), activities at the *Jatobazinho* School and *Jatobazinho* Workshop have been carried out since 2008, through alternating between kindergarten and elementary



**The fire in the Pantanal in 2020 that devastated about 30% of the native forest.**

school I. The alternation regime mixes bimonthly periods of boarding school (with departures on weekends) and periods of fortnightly recess for the students to remain with their family.

In partnership with the Municipality of *Corumbá*, the *Jatobazinho* School receives students from the municipal network and has six teachers hired by the municipality. In 2020, 46 children started the school year in March, which was interrupted after 15 days due to the covid-19 pandemic. For a period of about a month we tried to reorganize the activities and the pedagogical team, even with conflicting information and an uncertain scenario about the continuity of the school year. Given the impossibility of remote education proposed by most schools, since the riverside population does not have access to a telephone or internet signal, we decided to carry out pedagogical interventions at home.

A teacher and a social educator travelled by boat, visiting students in series each week, bringing printed material and educational guidance. The families were provided with socio-educational guidance and followed the pedagogical activities in order to help their children between the visits of the educators. Every five weeks, students in each grade received home visits. Whenever possible, a monitor, a resident and the pedagogical coordinator went on the visits.

Priority was given to activities related to the subjects of the Portuguese Language and Mathematics, with the guiding thread of literature. Through storytelling and shared reading, we sought to stimulate attention, imagination, creativity, critical thinking and the acquisition of meaningful repertoire. The other subjects had a very low programmatic content, which will require a compensation of content in 2021. The development of pedagogical actions during the year 2020 required a great investment, since the consumption of nautical fuel for home visits to all schools. families along the river was much higher than estimated. The resources to guarantee control and prevention measures in relation to the covid-19 for professionals and riverine residents also required equipment, supplies and training that were not initially foreseen.

In accordance with the guidelines of the Municipal Board of Education, all students were automatically approved at the end of the 2020 year, with the exception of a Mentally challenged student. Supporting the actions of the pedagogical team in the field, an operational team worked in the areas of kitchen, laundry, cleaning, logistics and maintenance. The operational team was responsible for fighting fires in the Pantanal for many months, which dangerously reached the surrounding farms and the school facilities. The operational team fought the flames day and night, with the support of the Fire Brigade, the Military Environmental Police and brigades from the *Ibama Prevfogo* program. For months, the *Jatobazinho* School was the base and logistical support for teams from the various organizations that fought the fire, offering accommodation, food and equipment. Throughout 2020, with all the measures adopted by our team in relation to personal and collective protection against covid-19, not a single problem of contagion was identified among students and/or family members from the riverside.

### **Educator training**

In 2020, we received a new team of teachers hired by the municipality of Corumbá through a selection process. The group replaced teachers with experience in rural education and, in particular, with experience in the methodological practices of the *Jatobazinho School*.

With the advent of the covid-19 pandemic and the suspension of face-to-face classes, it was possible to set up an intensive training program of around 1500 hours. Throughout the year, we sought to set up a program within the limitations imposed by the municipality in order to control the spread of the pandemic. In this way, we had a remote, part-time schedule for a few months and, when allowed, a complete schedule with live and remote moments. The curricular disciplines and socio-educational workshops were worked on, addressing themes related to the BNCC, curriculum, methodology and evaluative activities. It was possible for an older member of the team, Julio Cesar Flores, together with pedagogical advisor Renata Americano, to publish their scientific article. Liliana Elisa Mello Costa and Francisca Renata Oliveira, former teachers of the school, also published articles referring to the *Jatobazinho* School in specialized magazines. In the second half of 2020, we received in the Educator Training group the teachers and monitors from the Municipal School of Miranda, located on the BrPec farm. The new group enabled rich exchanges between the teams and gave the activity a new dimension. Continuing the group training project focused on rural schools and aimed at a greater number of teachers, the '*Ser Professor no Pantanal*' initiative held three live broadcasts for a total of 238 listeners, with the special and generous participation of Anamaria Santana, Camilla Schiavo, Cleide Marçal de Abreu, Fernando Perina, Lourdes Atié, Marcia Regina Sambugari, Renata Americano and Rosaura Soligo.

### **Bodoquena Students**

Students at the *Jatobazinho* school who graduate in the 5th year of elementary school are encouraged to continue their studies. Since 2010, Acaia Pantanal has maintained a partnership with Fundação Bradesco School of Bodoquena, a boarding school located in *Miranda/MS*, about four hours from the center of *Corumbá*. In 2020, seven students passed the selection process and entered the 6th year. As in the rest of the country, the Escola de Bodoquena suspended

classes and the students returned to their homes. This group of riverside students was unable, due to the lack of access to telephones and the internet, to follow the online classes proposed on the *Fundação Bradesco* portal. A great logistical effort was made by the *Bodoquena* School to print the teaching materials and by *Acaia Pantanal* to distribute this material to the 31 students, members of middle school II, high school and technical education, for all academic terms. Sometimes the *Jatobazinho* School lent its facilities to *Fundação Bradesco*'s students to use the computers in the computer lab, and the internet signal for them to participate in activities on the *Fundação Bradesco* portal. Also the students who moved to the city during the pandemic were received at the urban base of *Acaia Pantanal*, to use the existing computers for study and evaluation activities.

Educators from *Fundação Bradesco* were at the *Jatobazinho* School, meeting with families and students in a joint effort to guarantee, despite the difficulties, the best possible school performance. On all occasions the biosafety protocols were strictly applied, and there was no problem of contagion of covid-19 among students, educators and/or riverside families.

### **Community relations**

Actions with the community are carried out by a social educator. *Acaia Pantanal* has in its team two social educators who assist riverside families in demands related to health, education, social assistance and income generation.

In 2020, 57 family nuclei - 300 people - were assisted, through home visits, telephone guidance and follow-ups in medical consultations and consultations in various public organs. The actions carried out in 2020 required planning and investment, due to the need for constant navigation over long distances, in order to support the activities of teachers in home visits and social support for families affected by the devastation caused by the fire in the Pantanal. Social educators were responsible for ensuring social protection, child development, strengthening family bonds and family/school mediation in 137 home visits. Social educators also ensured that several donations received by *Acaia Pantanal* reached the riverside. Such donations minimized the needs experienced by a large number of families due to the pandemic of covid-19 and the fire in the Pantanal. Donations of basic food baskets, face masks, alcohol gel, cleaning products, school supplies, among other items, were passed on.

### **Complementary activities**

Different 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 together in this topic. In the area of health, *Acaia Pantanal* once again supported the initiative of *Médicos do Pantanal*, in the ninth edition of the *Alma Pantaneira Expedition*, which carried out 2374 medical, dental and veterinary procedures in distant and isolated locations in three municipalities. In the environmental area, we support the *Documenta Pantanal* initiative, which circulates the richness of culture and biome, warns of impacts by fire and human action, and assists in fighting fires and fundraising initiatives to form permanent brigades in the region.



**Support for the riverside families was essential for them to keep themselves during the covid-19 pandemic.**

Still in the environmental area, we restructured our initiatives with organizations aimed at protecting the Pantanal biome. As of 2021, the Amolar Protection and Conservation Network, of which we have been active members since 2008, has been deprived of its supra-institutional character and has become part of the scope of projects developed only by Instituto Homem Pantaneiro. Acaia Pantanal continues to support independent initiatives carried out by *Instituto Homem Pantaneiro*, Ecotrópica Foundation and Environmental Military Police. With the support of SOS Pantanal, we formed a well-equipped fire brigade. With the assistance of the Fire Department and the Prevfogo/Ibama Brigade Program, we trained our field operational team. Such actions will guarantee a faster and more effective fire-fighting action in case of new occurrences of environmental disasters of the magnitude observed in 2020.

In culture, Acaia Pantanal supported the implementation of the seventh edition of the Artistic Residency in Pantanal project - creative immersion carried out in the *Serra do Amolar* region in partnership with *Fazenda Santa Tereza* -, offering structure and logistical support to the Pantanal Agora Project, with artists Alice Lara, Amanda Melo da Mota, Elilson Gomes do Nascimento, Jonathas de Andrade, Márcio Harum, Marcos Farinha, Santídio Pereira, Ricardo Luiz Bueno de Aguiar - Rag and Virginia de Medeiros. The project held a collective experimental residency and collaborated to form two Pantanal fire brigades. The *Acaia Pantanal* facilities are an important logistical reference in the region, which stimulates alliances and partnerships with public bodies, civil society organizations and initiatives that work in the area. In 2020, we gave essential support to researchers, journalists and firefighting teams with accommodation, food and logistical support for a total of 866 visitors, with 457 overnight stays.

## Awards

2019: 2nd place in the Professor for Excellence Award 2019 of the Municipality of Corumbá/ MS - professor Liliana Costa, with the theme "My Land".

2017: 1st place in the Research Professor Award of the Municipality of Corumbá / MS - professor Natália Janaina Coelho Gomes, with the theme "Environment and Citizenship".

2011: WIZO (Women's International Zionist Organization) - International Women's Day - Teresa Bracher

2011: Commendation of Legislative Merit by the Legislative Assembly of Mato Grosso do Sul - Teresa Bracher

## Scientific articles on the Jatobazinho School in 2020

2 scientific articles in national journals

1 scientific article at a national scientific event

1 scientific article in international scientific event 2 book chapters

## Initiative supported

### Documenta Pantanal

Set of coordinated actions and projects to document and make known the Pantanal biome, promoting dialogue between productive forces, academia and institutions/organizations in the search for implementable consensus solutions.

**January** – Pre-production of the Okavango Delta project.

**February** – Production of photos and trip to the Pantanal for the book *Cozinha Pantaneira: entourage of flavors*, by chef Paulo Machado.

**March** – Projection of the documentary *Ruivaldo, the man who saved the Earth*, by Jorge Bodanzky and João Farkas, in the show Manifestos to Postpone the End of the World.

**April** – Start of coverage on the fires in the Pantanal.

*Live presentation* with João Farkas and Luciano Candisani on photography and conservation.

*Live presentation* with Cel. Angelo Rabelo and Claudia Gaigher on the fires in the Pantanal.

*Live* with chef Paulo Machado and chef Dedê Cesco teaching *pantaneiras* recipes. Live "Ruivaldo, the movie", with João Farkas and Jorge Bodanzky.

**May** – *Ruivaldo, the man who saved the Earth* is selected for the 9th Ecospeaker Show. Production of the book *Cozinha Pantaneira: entourage of flavors*.

*Live presentation*: Cel. Angelo Rabelo and Roberto Klabin talk about the experience of the *Oka-vango* Delta Expedition, the African Pantanal.

**June** – Production of videos about the work of brigadists against fires in the Pantanal fires.

Extensive coverage of the fires in the Pantanal – *Documenta* created a database of images for journalists and those interested in documenting what happened.

**July** – Exhibition of the documentary *Ruivaldo, the man who saved the Earth* on TV Cultura.

**August** – Exhibition of the documentary *Ruivaldo, the man who saved the Earth* in the 9th Ecofalante Show. Participation of *Documenta Pantanal* in SP-Arte.

*Live presentation* João Farkas and Maureen Bisilliat at SP-Arte.

Exhibition of *Okavango Delta, the African Pantanal* at TV Cultura's Eco Reporter.

Financial collection campaign in partnership with the Arara Azul Institute for The São Francisco Do Perigara Farm.

Finalization of the *book Pantanal*, by João Farkas.

**September** – New screening of the documentary *Ruivaldo, the man who saved the Earth* in the 9th Ecofalante Show.

Start of the Alto Pantanal Brigade Campaign, with intense participation of *Documenta Pantanal*. Support and distribution to NGOs that were on the front line of aid and involved in fighting fires in the Pantanal.

Beginning of the production of the *book Santa Sophia*.

**October** – Video production with testimony by Lalo de Almeida about the fires in the Pantanal.

**November** – Pantanal Marathon - nine hours of *live presentations*, with the launch of the book by João Farkas.

Finalization of the *book Cozinha Pantaneira: entourage of flavors*, by chef Paulo Machado.

Fundraising campaign in partnership with Pirei no *Chapéu and Projeto Ovo*. Participation of SP-Foto Viewing Room, with works by Araquém Alcântara, João Farkas and Luciano Candisani.

*Live presentation* with Sandro Menezes and Gustavo Figueroa on "Science and Conservation".

*Live presentation* with João Farkas and Lalo de Almeida on photography and mobilization.

"Two approaches to the Pantanal issue" in SP-Foto.

December - Launch of the *webseries* "Pantanal artists".

Launch of the *book Pantanal: Serra do Amolar*, by Araquém Alcântara, on various internet platforms.

Contribution to the Christmas Campaign of the Hope Entourage, which benefited residents of the Black Bay.

Award to four non-professional photographers for images made in the Pantanal in cultural contest on Instagram.

## Print and Digital Media

The work developed and/or supported by Acaia Pantanal during this year of firefighting that devastated the Pantanal aroused interest in the print and electronic media, being the subject of 90 articles in 50 communication vehicles throughout 2020.

## **Team**

### **Director**

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

### **Pedagogical Coordination**

Dilson Vilalva Esquer

### **Operational Coordination**

Fernanda Sá Vieira

### **Administration**

Chloé Silvestre de Lima  
Veila Stano de Carvalho  
Nildete Dias da Silva

### **Educators**

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Evanice Cortes Rondon  
Gleyce Mary Cassupa Pinheiro  
Jacqueline Vargas Duarte  
Josenevete Ribeiro Rondon  
Josiane Ribeiro Julião  
Julio Cesar Flores Franco  
Maria de Castro Rojas  
Verônica Murillo

### **Monitors**

Amanda de Paula Santos  
Wellington Mendes Soares

### **Operational**

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Antonio de Jesus  
Antonio Tavares de Lira Neto  
Carla Gregório da Silva  
Flávia da Luz Sanchez  
Francianne Souza da Silva  
Gilson Arnaldo Filho  
João Alberto Espindola  
Joaquim Alfredo de Souza Neiva

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Tania de Souza  
Tatiana Maria das Neves

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Raphaella Martins Fakri

### **Sports**

Shubi Guimarães

### **Legal**

Theotônio Monteiro de Barros

### **Portuguese Language**

Jordana Thadei

### **Matemática**

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Patrícia Cândido

### **Pedagogy**

Fundação Bradesco – Programa Educa+Ação  
Renata Queiroz de Moraes Americano

### **Psychology**

Ana Cecília Demarchi

### **People Management**

Antonio Carlos Brasiliense Carneiro

### **literature**

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Marta Pinto Ferraz

### **My History Workshop**

Amanda Estelles

### **My Earth Workshop**

Mônica Pilz Borba



## **Operations**

Agnaldo Orlando Bertini

## ***LIVE PRESENTATION-BEING A TEACHER IN THE PANTANAL***

Anamaria Santana  
Camila Schiavo  
Cleide Marçal de Abreu  
Fernando Cardoso Perina  
Lourdes Atié  
Marcia Regina Sambugari  
Renata Queiroz Americano  
Rosaura Soligo

## **RESIDENCY PROGRAM**

### **Pedagogical Residency**

Beatriz Lopes Flores  
Camilo Kuasne Anderson

### **Residence Monitor**

Luan Vilalva  
Raquel Gonçalves  
Rodrigo S. Pereira Leite

### **Residence Administrator**

Marcos Vinicius Machado Lopes  
Rayssa Ester O. A. Santos

### **Internship**

Natiele Souza Fontana

## **ARTISTIC RESIDENCY**

### **Pantanal Now Project**

Alice Lara  
Amanda Melo da Mota  
Elilson Gomes do Nascimento  
Jonathas de Andrade  
Márcio Harum  
Marcos Farinha  
Santídio Pereira  
Ricardo Luiz Bueno de Aguiar – Rag  
Virginia de Medeiros

## **Corporate Donor**

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Mombuca Agro  
Trilha Investimentos

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Sílvia e Ari Weinfeld  
Teresa Cristina e Candido Bracher

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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**

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Tecnoclean

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Marizete Gonçalves Ferreira  
Paula e Guilherme Lacerda de Camargo  
Rafael Brandão Galvão  
Regina Amauri Varga  
Renato Roscoe

### **Strategic Partners**

Alto Pantanal  
Associação Onçafari  
Beacon School – SP  
CAIJ – Centro de Apoio Infanto-Juvenil  
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 Moinho Cultural  
Instituto Novo Olhar  
Instituto Singularidades  
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 Matogrossense  
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 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  
SENAC Corumbá

SPVS  
UFMS, *Campus* Pantanal – Faculdade de  
Pedagogia  
UFMS, *Campus* Campo Grande – Faculdade  
de Engenharia Elétrica – BatLab

## **Campaigns**

### **Fire Fighting in the Pantanal**

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Alex Cerveny  
Alexandre Craveiro Delgado  
Alexandre S Hivivielstein  
Alexei de Bona  
Alfredo Egydio Setubal  
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Amanda França  
Amanda Leonel Nascimento  
Amanda Morara  
Ana Beatriz Pereira de Carvalho  
Ana C Machado Daltro  
Ana Carolina Buzelim dos Santos  
Ana Carolina de Aquino Silva  
Ana Carolina Guztzazky  
Ana Carolina Passarelli  
Ana Kagila da Silva Medeiros  
Ana Luiza Bastiani  
Ana Luiza de Azevedo Pires  
Ana Maria Marcondes Barreto  
Ana Tanis  
André Lopes Marinho  
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Angela Cristina Fugagnolli  
Angelo de Souza Santos  
Anna Elisa de Villemor Amaral  
Anna Helalm Pires Silva  
Anna Luiza Bayer Polles  
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Bellkiss Rondon da Rocha Azevedo  
Benedito Pedro de Ávila  
Bia Franco Guimarães  
Bianca Cucuzza dos Santos  
Bianca Grabaski Accioly  
Bleine Conceição Bach  
Bruna Barbosa  
Bruna Medeiros Vieira Leal Siqueira  
Bruna Panageiro Cisi  
Bruna Rodrigues da Cunha Dias  
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Cristiane Salgado Pereira  
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Cristina Maria Loureiro Sion  
Cristina Traskine Pereira  
Daniel Carlos Lopes  
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Daniela Rossi Fernandes Costa  
Danielle Telio de Oliveira  
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Denise Freitas Camargo  
Denise Pereira C. Alves Botelho  
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Dora Mariani Moreau Stroeter  
Douglas de Andrade Palhares  
Edith Meireles Vieira  
Eduarda Name Oshiro  
Eduardo Sawaya Botelho Bracher  
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Leda Almeida Zogbi  
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Lilian Bianca Viotto  
Lilian Szabzon  
Livia Pereira Clemente  
Luana Izy Veras Tavares  
Luana Pereira dos Santos  
Luca Luz  
Lucas de Sales Alves  
Lucas Tavano Pereira  
Lucia Lopes Nunes  
Lucia Wajskop

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Yasmim Miranda Moisés  
Yasmin Álvares Matsuda  
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Emegê Produções Artísticas  
Ligia Hercowitz  
Lizianne Muller Ury  
Luis Fakri  
Maria Angélica Calmon Martins  
Priscila Garcia Barbosa  
Rodrigo Latance  
Vinicius Santiago Gonçalves

### **Thanks**

Coronel Ângelo Rabelo  
Therezinha Ribeiro Ralston

### **SPECIAL THANKS**

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







The background is a solid orange color with a repeating pattern of stylized human figures and the letter 'A'. The figures are simple, with a circular head and a rectangular body, and are scattered across the page. The letter 'A' is also a simple, bold shape, appearing in various orientations and sizes, interspersed with the figures.

# **Accounting statements**



## Clarification on the Financial Statements of Instituto Acaia

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

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

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

Regards

Aluisio Nogueira da Silva  
Financial Administrative Director  
Instituto Acaia





instituto  
acaia

Financial statements as of  
December 31, 2020 and  
independent auditor's  
report\*

\*The explanatory notes are available on the website of Instituto Acaia: [www.acaia.org.br](http://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, 2020 and the respective statements of surplus, comprehensive income, changes in equity and cash flows for the year ended on that date, as well as the corresponding explanatory notes, including the summary of the main accounting policies.

In our opinion, the aforementioned financial statements adequately present, in all material respects, the equity and financial position of *Instituto Acaia* as of December 31, 2020, the performance of its operations and its cash flows for the year ended on that date, in accordance with accounting practices adopted in Brazil - CPC Technical Pronouncement 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 these standards, are described in the following section, entitled "Auditor's responsibilities for the audit of the financial statements". We are independent in relation to the Institute, in accordance with the relevant ethical principles set out in the 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 support our opinion.



## **Management and governance responsibilities for financial statements**

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

In the preparation of the financial statements, management is responsible for assessing 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 auditing the financial statements**

Our objectives are to obtain reasonable assurance that the financial statements, taken as a whole, are free from material misstatement, whether due to fraud or error, and to issue an 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 existing distortions. The distortions can be due to fraud or error and are considered relevant when, individually or jointly, they can influence, within a reasonable perspective, the economic decisions of users made based on said financial statements.

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

- We identify and assess the risks of material misstatement in the financial statements, regardless of whether they are caused by fraud or error, we plan and execute audit procedures in response to such risks, as well as obtain sufficient and appropriate audit evidence to support our opinion. The risk of not detecting material misstatement resulting from fraud is greater than that arising from error, since fraud can involve the act of circumventing internal controls, collusion, forgery, omission or intentional misrepresentation.
- We obtain an understanding of the internal controls relevant to the audit in order to plan audit procedures that are appropriate for 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 respective disclosures made by management.
- We conclude on the adequacy of the use, by management, of the accounting basis for operational continuity and, based on the audit evidence obtained, whether there is significant uncertainty in relation to events or conditions that may raise significant doubts in relation to the capacity of operational continuity of the Institute. If we conclude that there is significant uncertainty, we must draw attention in our audit report to the respective disclosures in the

financial statements or include changes in our opinion, if the disclosures are 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 remain in business.

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

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

São Paulo, 9 April, 2021

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

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

## Financial statements as of December 31, 2020 and independent auditor's report

### Balance sheet as of December 31, 2020 and 2019

#### In reais

	<u>2020</u>	<u>2019</u>
<b>Assets</b>		
Current liabilities		
Cash and cash equivalent (Note 3)	2,854,415	1,730,814
Financial Investments (Note 4)	15,914	224,007
Securities (Note 5)	421,075,427	445,170,837
Other receivables (Note 6)	247,678	225,283
	<u>424,193,434</u>	<u>447,350,941</u>
Non-current liabilities		
Property (Note 7)	26,152,135	24,216,363
Total assets	<u><u>450,345,569</u></u>	<u><u>471,567,304</u></u>

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

2 of 22

	<u>2020</u>	<u>2019</u>
<b>Liabilities and shareholder's equity</b>		
Liabilities		
Accounts payable (Note 8)	391,678	777,176
Labor and social security obligations	663,301	570,030
Tax obligations	25,648	25,338
Deferred revenues (Note 9 (b))	571,856	458,229
	<u>1,652,483</u>	<u>1,830,773</u>
Non-current liabilities		
Deferred revenues (Note 9 (b))	8,929,852	7,107,708
Total liabilities	<u>10,582,335</u>	<u>8,938,481</u>
Shareholder's equity		
Capital stock (Note 20)	313,412,554	313,412,554
Accumulated surplus	126,350,680	149,216,269
Total capital	<u>439,763,234</u>	<u>462,628,823</u>
Total liabilities and shareholder's equity	<u><u>450,345,569</u></u>	<u><u>471,567,304</u></u>

## Balance sheet as of December 31, 2020 and 2019

### In reais

<b>Revenues</b>	<b>2020</b>	<b>2019</b>
Donations individuals (Note 10 (a))	1,144,030	352,572
Donations corporate (Note 10 (a))	671,930	444,955
Donations specific projects (Note 9 (a))	-	5,664
Solidarity donations (fire / floods / Covid) (Note 10 (b))	928,872	-
Revenues from services	207,240	215,452
Other operating revenues (Note 11)	813,878	1,280,132
Revenue from volunteer work (Note 15)	1,516,235	1,500,184
	<u>5,282,185</u>	<u>3,798,959</u>
 <b>Expenses for social activities</b>		
Personnel expenses (Note 16 (a))	(8,095,653)	(6,954,848)
General and administrative expenses (Note 16 (b))	(9,333,102)	(9,549,806)
IPTU (Municipal property tax)	(35,908)	(23,163)
Expenses of voluntary work (Note 15)	(1,516,235)	(1,500,184)
Depreciation and amortization (Note 7)	(539,924)	(460,399)
	<u>(19,520,822)</u>	<u>(18,488,400)</u>
<b>Cost of social activities</b>	<u>(14,238,637)</u>	<u>(14,689,441)</u>
 <b>Net financial income (Note 18)</b>	 <u>(8,626,952)</u>	 <u>120,722,243</u>
 <b>Surplus / (deficit)</b>	 <u><u>(22,865,589)</u></u>	 <u><u>106,032,802</u></u>

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

## Comprehensive income statement

### Years ended December 31, 2020 and 2019 In reais

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	<u>2020</u>	<u>2019</u>
Fiscal Surplus / (deficit)	<u>(22,865,589)</u>	<u>106,032,802</u>
Other components of comprehensive income		
Endowment (Note20)	-	45,176,524
<b>Total comprehensive results</b>	<b><u><u>(22,865,589)</u></u></b>	<b><u><u>151,209,326</u></u></b>

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

## Statement of changes in shareholders' equity

### In reais

	<u>Capital stock</u>	<u>Accumulated surplus</u>	<u>Total capital</u>
<b>Balances as of December 31 2018</b>	268,236,030	43,183,467	311,419,497
Endowment (Note, 20)	45,176,524	-	45,176,524
Surplus for the year 2019	-	106,032,802	106,032,802
<b>Balances as of December 2019</b>	<u>313,412,554</u>	<u>149,216,269</u>	<u>462,628,823</u>
Surplus for the year 2020	-	(22,865,589)	(22,865,589)
<b>Balances as of December 2020</b>	<u><u>313,412,554</u></u>	<u><u>126,350,680</u></u>	<u><u>439,763,234</u></u>

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

5 of 22



## Explanatory notes from management to the financial statements as of December 31, 2020 and 2019

### In reais

	<u>2020</u>	<u>2019</u>
<b>Cash flows from operating activities</b>		
<b>Surplus / (deficit) for the year</b>	<u>(22,865,589)</u>	<u>106,032,802</u>
<b>Revenues and Expenses Adjustments</b>		
Depreciation and amortization (Note 7)	539,924	460,399
Reversal of provision for labor contingencies and IPTU	<u>(472,058)</u>	<u>(378,105)</u>
	67,866	82,294
<b>Adjusted result for the year</b>	<u>(22,797,723)</u>	<u>106,115,095</u>
<b>(Increase)/decrease in assets as follows:</b>		
Financial investment	208,093	106,654
Securities	24,095,410	(147,843,145)
Other amounts receivable	<u>(22,395)</u>	<u>453,946</u>
<b>Total changes in assets</b>	<u>24,281,108</u>	<u>(147,282,545)</u>
<b>Increase/(decrease) in liabilities as follows:</b>		
Accounts payable	66,560	(388,471)
Labor and social security obligations	113,270	111,000
Tax obligations	310	1,465
Deferred income (Current and Non-current)	<u>1,935,771</u>	<u>233,477</u>
<b>Total changes in liabilities</b>	<u>2,115,911</u>	<u>(42,529)</u>
<b>Net cash from operating activities</b>	<u>3,599,296</u>	<u>(41,209,979)</u>
<b>Cash flows from investment activities</b>		
Acquisition of property, plant and equipment (Note 7)	<u>(2,475,695)</u>	<u>(3,473,618)</u>
<b>Net cash used in investing activities</b>	<u>(2,475,695)</u>	<u>(3,473,618)</u>
<b>Cash flows from financing activities</b>		
Endowment (Note 20)	-	45,176,524
<b>Net cash from financing activities</b>	-	<u>45,176,524</u>
<b>Net increase / (decrease) in cash and cash equivalent</b>	<u>1,123,601</u>	<u>492,928</u>
Cash and cash equivalents at the beginning of the year (Note 3)	1,730,814	1,237,886
Cash and cash equivalents at the end of the year (Note 3)	<u>2,854,415</u>	<u>1,730,814</u>
	<u>1,123,601</u>	<u>492,928</u>





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acaia



centro de  
estudar



acaia  
sagarana



acaia  
pantanal

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**Original graphic design**

Bracher & Malta Produção Gráfica

**Design and layout**

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**Preparation and review**

Jonathan Busato

**Photos**

Acervo Instituto Acaia

**Paper**

capa: cartão Supremo Duo Design 250g/m<sup>2</sup>

miolo: couché Fosco Suzano 115g/m<sup>2</sup>

**Print**

Stilgraf

São Paulo, Brasil

May 2021

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