



instituto
acaia





Ateliê Acaia



Acaia Sagarana



Acaia Pantanal



Annual Report 2016



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Instituto Acaia

Dear Friends,

It is my job to present the activities of Instituto Acaia for the year 2016, described in detail in the following pages.

Last year was a time for consolidation for the Institute. We were able to set up a fund (endowment) that we expect will guarantee the activities of the institution in the coming years. We have also set up a Board that includes friends with extensive experience in the sector to which we devote and greatly interested in our objectives. We have also started to profit from our Ateliê center, where it seems to us that the expertise gained from receiving and educating children that come from shantytowns and the Cingapura complex encourages us to give still another step forward to create a formal early childhood and elementary school. We requested and received the authorizations required by the Education Department and other competent bodies. We therefore accepted the challenge to create, in the year 2017, a school with five classes and seats for 85 students, all of which are already enrolled. We hope that, in addition to offering an excellent school to our students, we are able to consolidate new paths and ways of being in basic education, for the benefit of all.

Accordingly, in the Ateliê, which now also includes the ateliescola, as well as in the Sagarana Study Center and Acaia Pantanal, we will, with endeavor, dedication and creativity, be laying the foundations for new paths and experiences, which, when matured, will enable us to make go even further.

We thank you for following our work, and ask you to continue with us, collaborating with our work according to your possibilities.

Fernão Bracher

DETAILS OF THE INSTITUTE

The start of the Instituto Acaia

Date of foundation: April 3, 2001

Address of the Institute Head Office

R. Dr. Avelino Chaves, 80

Vila Leopoldina CEP 05318-040

São Paulo SP Brazil

Phone: 55 (11) 3643-5533

Fax: 55 (11) 3643-5515

e-mail: adm@acaia.org.br

www.acaia.org.br

Budget

2016: R\$9,000,000.00

Forecast for 2017: R\$13,421,176.00

In 2015, the Institute developed two projects: "Barracos Escola" (Shack Schools) and "Marchetaria e Malhete" (Marquetry and Dovetails), both of them approved by CONDECA/SP. The latter is open for tax-efficient donations.

In 2016, another two projects, "Acolhimento" (Reception) and "Cidadão Musical" (Musical Citizen), were approved by CMDCA/SP, and are both open for accepting tax-efficient donations.

TITLES

CMDCA Municipal Council for the Rights of Children and Adolescents (*Conselho Municipal dos Direitos da Criança e do Adolescente*) – São Paulo and Corumbá

COMAS Municipal Council for Social Assistance (*Conselho Municipal e Assistência Social*) – São Paulo and Corumbá

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

CEBAS Charitable Entity for Social Assistance Certificate (*Certificado de Entidade Beneficente de Assistência Social*) (MDS – Ministry of Social Development and Fight Against Hunger)

SMADS/SP Municipal Department of Social Assistance and Social Development (*Secretaria Municipal de Assistência e Desenvolvimento Social*)

SEDS/SP Department of Social Development of the State of São Paulo (*Secretaria de Desenvolvimento Social do Estado de São Paulo*)

Certificate of Pro-Social Registration

UPF Federal Public Utility

UPE State Public Utility

UPM Public Utility of the Municipal Governments of São Paulo and Corumbá

CRP São Paulo Regional Council of Psychology

CDH Certificate of Human Rights Fostering Entity

Lapa (SP) Child and Juvenile Court

Notice of Operating License

Notice of Firefighting Inspection

CENTS Third Sector Entities Register

CRCE Certificate of Good Standing for Registration of Entities

CEDHESP São Paulo State Register of Human Rights Defense Entities

President and Vice President

Fernão Bracher

Sonia Maria Sawaya Botelho Bracher (*in memoriam*)

Director

Elisa Bracher

Members of the Fiscal Council

Mario Luiz Amabile

José Irineu Nunes Braga

Marcio Akira Kashihara

Legal and Administrative Officer

Dr^a Sandra Alves Silva

Financial Support

Jéssica Barbosa Lira

Secretary

Luciana Costa de Menezes

Administrative Support

Marcia Bolognesi

Maintenance

José Ferreira de Castro Neto

São Paulo Tax Receipt Project

Maria Aparecida Adamo

Operations

David dos Santos Barbosa

Eliel Ramos

Gilcéria Rosa da Silva

Lucineide Moreira Bonfim

Marcos Antonio Onofre da Silva

Maria de Fátima Alves Andrade

Paulo Orestes da Silva

Quitéria Adriana da Silva Barros

Simone dos Santos Paixão

Maintenance and Security

Infonetware

MDotti Tecnologia

Renato Brito de Almeida

Sergio Alves da Silva

Plansevig

Vivo Service

CONSULTANTS

Legal Advice

Dr^a Sandra Alves Silva

Dr. Theotonio Maurício Monteiro de Barros

Accounting / Financial Advice

Empresarial FS

Audit

PriceWaterhouse Coopers

BENEFACTORS

Individual Benefactors

Candido Bracher

Eduardo Esteves Boccomino

Ezequiel Grin

Fernão Carlos Botelho Bracher

Heinz Jorg Gruber

Lucas Ralston Bielawisk

Sonia Maria Sawaya Botelho Bracher (*in memoriam*)

Legal and Administrative Management

The Instituto Acaia is administered by a department that provides basic administration, HR, internal bookkeeping and Institute services. Formal bookkeeping is handled by the company Empresarial.

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

All dealings with Children and Juvenile Courts, Child Protective Councils and other bodies that guarantee rights are the responsibility of Instituto Acaia's legal department, which also monitors the public policies of the municipalities of São Paulo (SP) and Corumbá (MS), issued by the Municipal Councils for the Rights of Children and Adolescents (CMDCA) and for Social Assistance (COMAS).

The Instituto Acaia is registered with the Criminal Court of the 4th Regional Courthouse – Lapa (SP), and receives substantial donations of food, cleaning and toiletry products which are collected under alternative criminal sentences. A similar registration with the Criminal Court of Corumbá (MS) is being arranged.

It also maintains a partnership with the Federal Justice CEPEMA (Alternative Penalties and Measures) Program. Its duty, as a social and educational support organization, is to guarantee that teenagers and their families are ensured their basic rights as citizens.



Ateliê Acaia

A look back, and then we move on.

Ateliê Acaia has come a long way in 19 years. Our aim has always been to build the best structure to meet the demands made on us by the children we look after and by our team.

During 2016 we have continued to offer workshops outside school hours, with research, experiments and reception, as well as formal teaching.

You are well aware of our difficulties with the formal education of our students, and of the many different strategies we use to help them with their activities in Ateliê in general, and in particular in the Study Workshop.

The question facing us last year was “What do we need to be able to certify our students, at least up to Primary School level?!”

In the face of this challenge, we analyzed what we were doing in terms of teaching activities, and whether our premises would be suitable for us to consider opening a school. This would not be a school in the traditional mold, but a school-studio combining the knowledge gained from the research done in studios and workshops with the demands of formal education.

So now it is with pleasure, and some trepidation, that I can announce the opening of the Acaia School-Studio on January 30, 2017.

In the pages that follow you can read about what we did in 2016 at the Ateliê Acaia main office and in the shack schools, presented rather differently than in the past. We will describe the morning and evening routines, and then explain how the different areas are organized: coordination, team, distribution of activities and attendance rates.

Finally we will give our assessment and describe the challenges we face in the year ahead.

WHAT WE DO

where we operate

Main office: Rua Dr. Avelino Chaves, 80

Opening hours: 8 a.m to 8 p.m.

Attendees: 368

Pre-school group (full time): 3 to 5-year-olds

Hours: 8 a.m. to 4 p.m.

12 attendees

Morning group: 6 to 11-year-olds

Hours: 8 a.m. to 12:30 p.m.

90 attendees

Activities: Carpentry, music, library, arts, capoeira, studying, feelings and math games.

Afternoon group:

Hours: 1:45 p.m to 4:30 p.m. (11 to 12-year-olds)

1:45 p.m to 6 p.m. (13 to 14-year-olds)

1:45 p.m to 8 p.m. (15 to 17-year-olds)

96 attendees

Activities: Carpentry, music, library, arts, animation, typography, capoeira, studying, video, feelings, informatics, dressmaking, textile printing, cooking and math games.

Evening group: (18-year-olds and above, accompanied by small children)

Hours: 5:30 p.m to 7:30 p.m.

70 attendees (adults and small children)

Activities: Carpentry, dressmaking, fashion school and play workshops.

where we work

Favela da Linha

Residences: **412 units**
Businesses: **30**

Favela do Nove

Residences: **349 units**
Businesses: **16**

Cingapura Madeirite

Residences: **400 units**
15 residences in an irregular situation

Shack School (Favela do Nove)

Period: afternoon

Hours: 1:30 p.m to 4:30 p.m.

50 attendees

Shack School (Favela da Linha)

Period: morning

Hours: 8:30 a.m to 12 noon

50 attendees



DAILY ROUTINE

ACTIVITIES GRID 2016		MORNING PERIOD				
Hours 8 a.m. to 12:30 p.m. / Total: 90 students*						
Hours	Monday	Tuesday	Wednesday	Thursday	Friday	
7 to 8 a.m.	The Carpentry coordinator collects the students at specific pick-up points and takes them to the Ateliê, discussing different things such as respect, citizenship etc.					
8 to 8:30 a.m.	Welcome and breakfast for teachers and children together (fruit, milk, honey and bread rolls). They learn to help themselves and to eat properly.					
8:30 to 9:15 a.m.	Organized recreation activities					
9:15 to 9:30 a.m.	Circle / Fruit					
9:30 to 11:30 a.m. CLASSES AND WORKSHOPS	Art	Art	Art	Art	Art	
	Carpentry	Carpentry	Carpentry	Carpentry	Carpentry	
	Library	Library	Library	Library	Library	
	Study	Study	Study	Study	Study	
	Capoeira	Feelings	Capoeira	Typography	Capoeira	
		Cultural mini-Tuesdays	Music (Percussion)		Music	
	The daily Study Workshop is compulsory for all students, as is the weekly library workshop. The other subjects are optional, except for students with difficulties who need help in arranging their schedules.					
11:30 to 12 noon	Bath and notions of personal hygiene					
12 to 12:30 p.m.	Lunch. The formula is as for breakfast: the students help themselves, they can try everything, and they are monitored and guided by the teachers. In 2016 the Ráscal Pizza and Cozinha e Cortez selected and supervised the diet at Ateliê Acaia.					
12:30 p.m.	Oral hygiene and go home					

* The formal schooling of most of our 1st and 2nd year primary school pupils is now full time, and so they are unable to go to the Ateliê before or after school.

ACTIVITIES GRID 2016
AFTERNOON PERIOD

Hours: 1:45 p.m to 8 p.m. / Total: 96 students (afternoon) and 70 attendees (evening)

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1.45 p.m to 2 p.m.	Arrival				
2 p.m to 2:20 p.m.	Free games				
2:20 p.m to 2:30 p.m.	Fruit (yard)				
2.30 p.m to 4.30 p.m.	Library	Library	Library	Library	Library
	Carpentry	Carpentry	Carpentry	Carpentry	Carpentry
	Study I	Study I	Study I	Study I	Study I
	Art (Drawing and Typo)	Art (Woodcut and Typo)	Art (Free Studio and Typo)	Art (Die-stamping)	Art (Animation and Die-stamping)
	Music (Guitar)	Music (Audio)		Music (Singing)	Music (Percussion)
		Dressmaking		Dressmaking	
	Video - Beginners	Video - Advanced		Video - Advanced	
	Capoeira				Capoeira
		Games workshop	Games workshop		
			Study hall		Study hall
			Informatics		
		Cookery			
				Feelings workshop	
4 p.m to 8 p.m.	Video - Support	Video - Support	Video - Support	Video - Support	Video - Support
4:30 p.m to 5 p.m.	Dinner for Study I				
4:30 p.m to 6 p.m.	Study II	Cultural Tuesday (warehouse)	Study II	Study II	Study II
6 p.m to 6:30 p.m.	Dinner for Study II				
15 p.m to 7 p.m.	Carpentry - Evening	Dressmaking - Evening	Dressmaking - Evening	Carpentry - Evening	
	Game-play activities - Evening period	Game-play activities - Evening period	Game-play activities - Evening period	Game-play activities - Evening period	
6:30 to 8 p.m.	Study II		Study II	Study II	Study II
7.30 p.m.	Dinner III				

THE SHACK SCHOOLS

Favela da Linha: 8:30 a.m. to 12 noon

Favela do Nove: 1:30 p.m. to 5 p.m.

Activities:

Group cleaning and beauty sessions, nursing shifts, and workshops for play, reading and embroidery.

Collective activities:

Gardening, distribution of trash bags, use of students' homes and urbanization.

The work in and with the communities exposes our teachers to the harsh realities of work and conflict with the population. They are ones responsible for supervising the work at the main office and for transmitting messages from the residents: in short, they make up Ateliê Acaia's front line. The students who have attended the shack schools before starting at the main office arrive with well grounded notions of socializing and organization.

FAVELA DA LINHA	
Time	Activity
8:30 a.m	Leave for the shack school
8:45 a.m to 9:30 a.m.	Organizing Breakfast
9:30 a.m to 10:30 a.m.	Workshops open
10:30 a.m to 10:45 a.m.	Organizing the premises
10:45 a.m to 11:15 a.m.	Meal
11:15 a.m to 11:40 a.m.	General cleaning

FAVELA DO NOVE	
Time	Activity
1:45 p.m.	Leave for the shack school
2:00 p.m to 2:20 p.m.	Circle
2:20 p.m to 3:30 p.m.	Ateliers open
3:30 p.m to 3:45 p.m.	Organizing the premises
3:45 p.m to 4:15 p.m.	Meal
4:15 p.m to 4:40 p.m.	General cleaning

Painting, games, make-believe and meals for everyone are what you can see and hear in the shack schools







EARLY CHILDHOOD EDUCATION

Age: 3 to 5

Hours: 8 a.m. to 4:30 p.m.

Total attendees (per day): 12 students

Activities aimed at social and emotional development. They include basic motor skills and games, and a start is made on learning to read and write.

Integration with workshops: Capoeira, music, studying, arts and carpentry.

PLAY ACTIVITIES – EVENING PERIOD

Hours: 5 p.m to 7:30 p.m. (Monday to Friday)

Reception, recreation and reading activities arranged for the children accompanying adults to evening classes.

**To be out in the world,
learning to hear,
to touch, to hope
and to play**

**Full-time
experimentation and a
spirit of investigation**



CARPENTRY

Total attendees (per day): 25

Morning: 10

Afternoon: 15

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 a.m. to 11:30 a.m.	Free studio	Free studio	Free studio	Free studio	Free studio
2:30 p.m. to 4:30 p.m.	Supervised activity: dovetailing and marquetry	Technical drawing Free studio	Supervised activity: dovetailing and marquetry	Technical drawing Free studio	Free studio Special woodwork
	Special woodwork: partnership projects		Special woodwork: partnership projects		
	Free studio	Free studio			
7:00 p.m.	Workshop for adults				

A range of activities, requirements and times. Students choose the workshops and take part in activities for at least two months (this period can be extended).

Supervised activities, Special woodwork and Technical drawing:

These activities are for students from 15 to 18 years of age, offering an introduction to and training in specific techniques, and development of the necessary skills. Research groups and working groups are formed, and technical projective drawing.

Free studio:

At these times the students can work on their personal projects. They are encouraged to acquire and use the technical skills needed for the work they choose to do.



**Carpentry is a bit of everything:
projects, mathematics and
spatial reasoning**

Partners:

- Marcenaria da Fazenda
- Voluntariado AACD (President: Regina Camargo):
Chairs and desks from "Linha Nina" - Acessibilidade 360°
Designer: Estevão Toledo.

Internship program:

- AEA Arquitetura
- Una Arquitetos



THE ART WORKSHOP

Total attendees (per day): 22

Morning: 10 per studio

Afternoon: 12 per studio

**Typography:
organization and
method**

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:30 a.m. to 11:30 a.m.	Free studio	Free studio	Free studio	Free studio	Free studio	Open studio
2:30 p.m. to 4:30 p.m.	Drawing	Woodblock printing	Free studio	Silkscreen	Textile printing	
	Typography	Typography	Typography + Book-binding		Animation	
9 p.m.	Open	Cultural	Open studio	Open studio	Open	

Morning period:

In the morning period the Art Workshop is used as a place for experimenting, a free studio where students are encouraged to recreate the world they live in using a wide range of materials and techniques. Requirements depend on the children's needs, and they are accepted, negotiated and executed by the teacher. Over the course of a week the children learn drawing, painting, ceramics, collage, stencil, woodblock printing, typography and sewing.



Chisels gouge out images in the wood

Afternoon period:

The afternoon workshops provide the students with a more intimate knowledge of materials and techniques, focusing on giving each of them their own means of expression and a new perspective on themselves, as well as reinforcing the idea of working in a group. They also achieve more autonomy in artistic pursuits, such as drawing, woodblock printing, typography, 2D animation, silkscreen and textile printing.

Artist Residency Program:

Participation in the residency program of artist Arturo Gamero culminated in the 'Primeiro Ato' exhibition, in partnership with the Oswald de Andrade Cultural Workshop, with Gilberto Mariotti as curator. The exhibition continued from October 20, 2016 until January 28, 2017. A panel discussion took place between the artist, the curator, director Elisa Bracher and art coordinator Fabricio Lopez on December 10, 2016.

Xiloceasa Group:

The Xiloceasa group is formed each year, to provide a collective and collaborative structure for students engaged in artistic work. This year the group took part in printing and printed art fairs: Feira Plana at the MIS (Image and Sound Museum - Museu da Imagem e do Som), Tijuana at the Casa do Povo, Maru99 and Folhetaria in the São Paulo Cultural Center (CCSP - Centro Cultural São Paulo), and also gave a workshop for wood-block printing and typography at the West Regional Learning Department (DER - Diretoria Regional de Ensino) for high school students and teachers.



Open Studio:

The Open Studio is intended for current students and graduates who want to learn artistic skills at one of the available workshops. The young people can use the area as they wish, giving them total independence in the field they have chosen. This has allowed a large number of former students to reconcile other activities with artistic work, and gives them a chance to hone their skills and to take part regularly in exhibitions, trade fairs, projects and educational workshops.

Visits and Exhibitions:

- Visit to the Inhotim Institute for Brumadinho students on the further education program
- Visit to the Calder Exhibition at Itaú Cultural
- Visit to exhibitions in the Galpão VB, of the Videobrasil Cultural Association

Support:

- Individual exhibition of woodblock prints by former student Santidio Pereira, at the Galeria Estação
- Santidio Pereira was selected for the 5th edition of the “Energias na Arte” award by the Instituto Tomie Ohtake. He was one of ten finalists, and his work is on show at the institute.

Partners:

- Atelier Kika Levy and Cris Rocha
- Ateliê Acaia Carpentry Workshop
- Estúdio Elástico

Competition:

Student Petherson Matos da Cunha, who is 9, won a prize for the best drawing in the 8 to 10-year-old category in a competition arranged by Decathlon on the inauguration of the Villa Lobos unit.



Rhythm and agility in capoeira

CAPOEIRA

Total attendees (per day): 25

Morning: 10

Afternoon: 15

An activity that teaches organization and attitude, addressing the community directly and attracting many students and former students. One of the aims of the capoeira workshop is to teach them one of the martial arts of our forebears in Africa, showing that it is possible to create a new outlook on life, replacing brawls and violence with wellbeing and good health. In physical terms, capoeira provides one of the most complete activities, combining exercise of every part of the body with dance, expression, music and instrumentation. The belt ceremony is always a high point of the year-end activities.

Partnership:

Capoeira Santa Maria

Master Geraldinho

COOKING

Total attendees (per day): 10

Afternoon period: 10

During the last two years this activity has played a role in reviving the importance of living together and teamwork in preparing food, and has provided an initiation into the basic concepts of cooking. Students also learn the basic rules of safety and hygiene, such as washing their hands with soap and water and tying back their hair in a bonnet before handling ingredients. The chief skills learned were handling and observing different colors, shapes and flavors; motor skills, by means of activities such as mixing, beating, chopping, rolling, opening packets, etc.; and greater sensitivity of taste and smell through experimenting. They learned a number of recipes and we ended the year with a dinner for the teachers.





THE LIBRARY

Total attendees (per day): 60

Morning: 25

Afternoon: 35

Reading, teaching and acting: it all happens in the library



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 a.m. – 9:15 a.m.				Story-telling ((weekly period for telling stories))	
9:30 a.m. – 10:20 a.m.	Literature workshop I (reading works of Tatiana Belinky)	Literature workshop IV (joint reading of Pinocchio by Carlo Collodi); <i>Sarau</i> (monthly period for poetical expression)	Literature workshop II (joint reading of autobiographies: Leocádio, Luiz Gama and Cazumbinha)	Literature workshop III (reading works of Eva Furnari)	Literature workshop V (joint reading of the adventures of Alice in Wonderland, by Lewis Carroll)
10:30 a.m. – 11:25 a.m.	True or False (critical analysis of news items and periodicals)	Library Show (game for exploring and discovering the books in the library); <i>Sarau</i> (monthly period for poetical expression)	Guide to the Library (supervision of school work, individual reading and independent use of the Library)	Quinternet (watching videos as a group and discussions on the production of videos and text on the internet)	Book Games (encouraging the selection of criteria for choosing books for 3 to 6-year-old children)
12 noon	Guide to the Library	Guide to the Library	Guide to the Library	Guide to the Library	Guide to the Library
1:45 p.m. – 2:15 p.m.	Free Library (library available for independent use + borrowing and return of books)	Free Library	Battle of the Cartoons (game involving drawing, individual repertoires and speed)	Story-telling (weekly period for telling stories)	Free Library
2:30 p.m. – 3:30 p.m.	Guide to the Library (supervision of school work, individual reading and independent use of the library)	Guide to the Library	HQuarta (Workshop to encourage reading and drawing of comic strips (HQs) and mangas)	Guide to the Library	Guide to the Library
3:30 p.m. – 4:25 p.m.	Guide to the Library	Guide to the Library	Guide to the Library	Guide to the Library	Guide to the Library
Extra-curricular	Study workshop II				



**Dressmaking and modeling:
pride in the items created**

CORTE E COSTURA

Total attendees (per day): 20

Morning: 8

Afternoon: 12

This area has been growing in popularity and gaining important new partners. It is a good way for young people to enter the jobs market.

Dressmaking continues to attract a mixed selection of adult women and teenagers, and the Linha Nove Artisans continued to get their products better known in the market, taking part in a number of trade fairs.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
2:30 p.m. to 4:30 p.m.		Dressmaking		Dressmaking	
4:30 p.m. to 7:30 p.m.	Fashion School		Fashion School	Fashion School	
5:00 p.m. to 7:00 p.m.		Free Sewing		Free Sewing	

Partnerships:

- Fashion School – FUSSESP (Social Solidarity Fund of the São Paulo State Government), which is chaired by the state’s First Lady, Mrs. Lu Alckmin, is aimed at training seamstresses in basic dressmaking skills and the use of industrial machines. This partnership with FUSSESP, now on its sixth group, had trained 41 people up to 2016.
- Focus Têxtil
- Gráfica do Dharma
- Hope Lingerie
- NK Talienk
- Quaker Têxtil
- Royal Tecidos



MUSIC

Total attendees (per day): 20

Morning: 8

Afternoon: 12

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 a.m. to 11:30 a.m.		Music (children from 3 to 10) Cultural mini-Tuesday	Music (children from 3 to 10)		Music (children from 3 to 10)
2:30 a.m. to 4:30 p.m.	Guitar (11 to 18-year-olds)	Audio (11 to 18-year-olds)		Singing (11 to 18-year-olds)	Percussion (11 to 18-year-olds)
6:30 p.m.		Cultural Tuesday			

A group of younger students (3 to 10 year-olds) were introduced to music and started playing as a group. The idea is to let them try as many instruments as possible.

They then start to select on or more instruments that they want to continue learning. The course content takes into account practical and technical aspects and progress in playing as a group.

Cultural Tuesdays and mini-Tuesdays:

Activities to broaden the repertoire, held jointly for the video and music workshops. Each week, at the end of Tuesday afternoon, artists put on an eclectic program of music, theater and dance, alternating with film shows. Cultural Tuesdays are open to the public. In 2016 we started monthly “mini-Tuesdays” for children attending morning classes.

Guests included: Bruna Caram, Marina de La Riva and Daniel Oliva, Sérgio Carvalho, Ramiro Swetsch, Grupo Migrantes da Marginal, Lyra Latina, 2 Groove, Filó Machado, Fabio Leandro, Rubem Farias, Vitor Cabral, Larissa Finocchiaro, Paulo Ribeiro and Rafael Mota, Marina Melo, Gadiamb, Jarbas Barbosa, Roberta Estrela D’Alva, DJ Rick Dub, Joana Garfunkel, Taiane Candido, Tablao, Nego Jam, Mali Sampaio and Caravana Burity.



VÍDEO

Total attendees (per day), afternoon period: 22

Beginners (11 to 15-year-olds): 14

Advanced (16 to 18-year-olds): 8

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:45 a.m. to 1 p.m.						editing/ assembly laboratories for students and former students who know how to use editing software
2:30 to 4:30 p.m.	beginners	advanced	Server backup organization	advanced		

Activities and work done:

They made short fiction films "Cadu", "Mudando as Regras", "Diferentão", and Mafalda comic strip "O Entregador". And documentaries: "Autoretrato", "Acaia Pantanal Jatobazinho", "Docskate" and video-art "4 Elementos da Natureza". The advanced group made videos for the "Olhares do Beco" news.

(YouTube channel: <<https://www.youtube.com/user/Olharedobeco>>)



Video is working together

External experts:

Ednei Sulzbach: photography and cinema

Guta Bodick: make-up for cinema

Daiana Chianecchini, Jotagá Creme and Daniela Libardi: directors of the series 3% (Netflix)

Cultural visits: Exhibition "The World of Tim Burton", International Language Festival (Fiesp) and exhibition by Lebanese audiovisual artist Akram Zaatari, at Videobrasil productions.

Highlight: student Luam Anastacio Marques received from director Lo Politi the award for best supporting actor at the Los Angeles Brazilian Film Festival.

Placements: 2 internships, 1 professional training course, 2 employment contracts and 4 pre-university and university courses

Partnerships: Academia International de Cinema, Associação Cultural Videobrasil, Primo Filmes, Luis Dreyfuss, Danilo Musolini (technician for O2 Filmes), Academia de Filmes, Uli Burtin (director and photographer) and Instituto Criar de TV, Cinema e Novas Mídias

HEALTHCARE AND FEELINGS WORKSHOP

Psychological care:

Morning (Tuesdays): 8 a.m. to 3 p.m.

Afternoon (Thursdays): 2 to 8 p.m.

Intended for	Frequency	No. of attendees
Groups of children and teenagers	Twice weekly	50 children/week
Individual treatment	Once weekly	3 children/week
Sexuality workshop, in partnership with the Study workshop	5 meetings per semester	25 (11 to 13-year-olds)
Team case supervision	weekly	5 cases/week
Operative artisans group	6 meetings	8 participants

Partnerships:

Partners	Activity	Attendance
UBS Parque da Lapa and CAPS da Lapa	Participation in the Lapa Intersectoral Network in Defense of Children and Young People	1 per month
Casa do Adolescente and SUS	Gynecology, Hebiatrics, Ophthalmology, Odontology, Nutrition, Dermatology and Clinical tests	20 students (monitoring and tests)
Abrigo Reviver	Supervising children of drug-dependent mothers, jointly with the Ateliê Acaia legal department	2 children sheltered

Internship program:

Supervision and monitoring of 4 interns



Playing and chatting about emotions

Private sector partner professionals:

Area	Number of cases	Activities
Psychiatry	3	Care, medication, collection of high-cost drugs
ENT	1	Monitoring
Ophthalmology	2	Eye tests and supply of glasses
Phonoaudiology	4	Monitoring and therapy
Psychology	9	Institutional supervision for teachers (8 individual meetings)

Partners:

Dermatology: Eliana Senatore and Mariana Dias

Phonoaudiology: Dr. Marta Assumpção de Andrada e Silva and Carolina Maria Lopes

Gynecology and Obstetrics: Dr. Eduardo Motta

Odontology: Associação Fortunée de Picciotto and Odontologia Sanseverino

Ophthalmology: Dr. Ronaldo Barcellos and Dr. Samir Bechara

ENT: Dr. Roberta Ribeiro de Almeida and Dr. André Duprat

Psychology: Pedro Monteiro

Psychiatry: Dr. Ilana Granatovicz Reuben and Dr. Fernando Ramos Asbahr

Orthopedics: Dr. Eduardo Bracher and Dr. Eduardo Von Uhlendorff (Clínica Axis de Coluna)



Learning requires effort and dedication

STUDY WORKSHOP

The Study workshop is our benchmark activity and is mandatory for all Ateliê students. The workshop is subdivided into:

- Studying 1 (morning) for Primary 1 students
- Studying 1 (afternoon) for Primary 2 students in the 6th and 7th grades
- Studying 2 (4:30 p.m. – 6 p.m.) for Primary 2 students in the 8th and 9th grades
- Studying 2 (4:30 p.m. - 8 p.m.) for high school students

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 a.m. to 12:30 a.m.	Mathematics	Language practice	Library	Mathematics	Language practice
2:30 p.m. to 4:30 p.m.	Language practice		Mathematics		Language practice
		Math games		Math games	
			Study period		Study period
4:30 p.m. to 6:00 p.m.	Language practice		Mathematics	Language practice	Mathematics
6:30 p.m. to 8:00 p.m.	Mathematics		Language practice	Mathematics	Language practice

Grouping is by age and school grade, but students' difficulties, skills and interests are also taken into account. For example, discussions with the older students focus on further studies, the jobs market, first employment etc.

LEGAL SERVICES

Sterling assistance to the community coordinated by Legal Advice, which arranges a weekly schedule to help with documentation, retirement and INSS benefits, family situations involving payments of alimony, dissolution of civil partnerships, custody of children and domestic violence, and to discuss ways of protecting children who are particularly vulnerable. Help and assistance is provided and cases being heard by the Special Infancy and Juvenile Court are monitored, to ensure that educational sentences for adolescent delinquents are carried out justly. Targets are achieved through partnerships with public bodies. There are, however, bureaucratic obstacles and delays in the municipalities and the courts that can often frustrate expectations; but in 2016 we also had committed partners on whom we have relied to efficiently assist community members to obtain their rights, however minimal.

We saw many legal successes in 2016, and the mediation of disputes in partnership with the Lapa Child Protective Council and the Lapa and Pinheiros Infancy and Juvenile Court proved that legal assistance makes a big difference for local communities and communities located in the areas surrounding the Institute's headquarters.

We would like to express our thanks to the protection network in defense of the rights of children and teenagers in the districts of Lapa and Pinheiros, for their willingly supporting our applications.



STUDENTS WHO LEAVE AND FORMER STUDENTS

For the first time, our students decided, together with 2 educators, to organize a graduation ceremony. Their speeches, honored teachers, and the rap they composed enabled us to notice the dimensions of Acaia's role in the education of teenagers. If they are still not able to reach a wider universe through writing/reading and math tools, as we would like them to, they are certainly participating in society with more dignity and independence.

Acaia's former students always come to the Institute to talk about their trajectory, achievements and difficulties. They are young adults who have obtained good jobs, graduated from universities, attended technical programs, and improved their family structures, although many of them are now involved with drug trafficking and sub-employment. We can say that the "balance" tends to be favorable to the first scenario: in the past five years, over 60% of our students achieved satisfactory positions. Recently, four of our former students came to us to propose initiatives to improve the place where they live in, by painting and cleaning the area. They are also interested in offering activities and workshops on weekends for children of the community, which would be conducted at the school shacks of Ateliê Acaia, as well as wall painting.



Thank you for what you've given me, what has touched me,
what you've shared with me – well-intended comments.

Lessons for life that will be very welcome

As I move on,

When I leave

Thank you so much

For what you have taught me

Which will stay in my memory

Kept safe here

I found hope where there was none

In the face of hypocrisy

Even living alongside

All these bourgeois houses

Today nothing but learning

Floating in time

Living for the moment,

Evolving in a single thought

I am ready for the fight

Getting ready for my life

I want to conquer it

All the comings and goings

Leave only memories

Making closer allies,

I played like children play,

But growing up means changing

* Refrain*

I thank all those

Who helped me progress

Each slip

Taught me persistence

* Refrain*

I thank all those

Who helped me progress

Time goes by

Like a boat borne on the current

Rap (Pâmela)

IT WAS TEN YEARS OF STUDYING
I KNOW I'LL MISS IT
THANKS FOR THE OPPORTUNITIES

IN STUDY 2 AND ALL THE WORKSHOPS
I LEARNED THINGS THAT THEY DON'T
TEACH YOU AT SCHOOL HAH

THOUGHTS ABANDONED
KNOWLEDGE GAINED
TIMES PLAYING BALL
SOMETIMES WITH FRIENDS

DIFFERENT STAGES OF WORKSHOPS
AND EACH WITH ITS OWN SUBJECT
LIVING HAPPY OR SAD

THANKS FOR EACH DAY
I GAVE EVERYONE RESPECT
AND I DEMANDED RESPECT BACK
BECAUSE YOU ONLY RESPECT
THOSE WHO RESPECT YOU

I DO WHAT I CAN
AND I AM WHAT I DO
FOR THOSE I'LL TAKE WITH ME
A HUG I LEAVE HERE

I GAVE AND GOT BACK STRENGTH
I SHALL HAVE HAPPY MEMORIES
I HOPE I WON'T BE FORGOTTEN

THE ONES WHO LIVED ROUND ME
FEW OF THEM WANTED THE BEST FOR ME
TODAY IN THE GROWN-UP WORLD
I FEEL PITY FOR THEM

REFRAIN
I THANK ALL THOSE
WHO HELPED ME PROGRESS
EACH SLIP HELPED ME
BE PERSISTENT
I THANK ALL THOSE
WHO HELPED ME PROGRESS
TIME GOES BY
LIKE A BOAT BORNE ON THE CURRENT

SÃO PAULO, DECEMBER 15, 2016.

Rap (Rodrigo Roseno)

In 2007 this process started
That is when a part
Of my story began
Some Moments of Glory
Stored in my memory
I learnt a little of everything
Here I leave my Dedication
I quarreled too much
I was never a good boy
And there was always someone to disturb my peace
So we take a few turns
I know I'm smart
Looking for something
Something that works
And there were times to be clear
Not to go backwards
Something to understand
The wind blows it away and brings it back
On something I'll do, something to write
Drawing was a way of helping me to grow
It was hard to learn
Drawn to understand
It was hard to learn
It was always harder to go up
And easy to go down
It was always harder to go up
And easy to go down

Rap (Ramon)

CHALLENGES FOR 2017

As previously mentioned, the Vila Leopoldina district, where we are located, is undergoing many changes in terms of its vocation and the people who visit the area. Additionally, new legal instruments of public-private partnerships led some companies in the region to propose to the local administration a reurbanization of the district and, consequently, the reallocation of the shantytowns and renewal of the Cingapura Madeirite complex.

Despite the various attempts made in previous projects for this region, the lack of knowledge about the actual needs and *modus vivendi* of these people still prevails. Instituto Acaia has always been involved in actions that seek to provide for better housing, health and education conditions, based on all the work performed: 1) at the headquarters; 2) at the school shacks; 3) the legal actions filed for collective adverse possession for the inhabitants of the Linha shantytown; and 4) legal advice provided. These activities seek to listen to and give voice to the communities. How can we really propose integration when we know that the decision is a political one, depending on urban policies?

ATELIESCOLA ACAIA

In 2017, our team was entirely involved with the ateliescola, which offered full-time assistance to students in early childhood education (3 to 5 years old) and the first four years of the elementary school, without prejudice to the activities developed by Ateliê in alternating shifts regarding the grades not served by us under the formal education regime.

Throughout the 2nd half of 2016, we carried out physical and accessibility improvements in our space. Rooms were adapted for workshops on art, typography and computing. Everything was made with the help of our team and collaborators, who offered all their availability and affection.

The ateliescola counts on the participation of the teams of the Study, Art, Carpentry and Music Workshops, educators of the school shacks, and the team that assists children in the evening shift. Multiuse rooms, laboratories, knowledge combined with actions, are the hallmark of Ateliê Acaia, and will certainly turn the ateliescola into an innovative model.

PUBLICATIONS

Ana Cristina de Araújo Cintra – “O brincar, a atenção e a violência” – article published in #3 *Objetiva magazine* – Sincora Comunicação publishers.



THE TEAM

Management

Ana Cristina de Araújo Cintra
Elisa Bracher
Olga Maria Aralhe

Executive Secretary

Patrícia Yanaguisawa

AREA COORDINATORS AND EDUCATORS

Art

Coordination: Fabrício de Jesus Barrio Lopez

Flávio Castellan
José Carlos Gianotti
Marco Antonio di Lorenzi Andreoni
Monika Debasa
Guga Szabzon
Ynaiá de Paula Souza Barros
Arturo Perez Gamero (artista residente – 1º semestre)

Music

Coordination: Lucas Simões Borelli

Henrique Reis Menezes
Matias Capovilla
Larissa Finocchiaro Romualdo da Silva

Video

Coordination: Veronica Lúcia Saenz Davalos

Flávio Castellan
Mariah Gonçalves

Study Workshop

Coordination: Daniel Romão da Silva e Maria Esther Pacheco Soub

Alex Fabiano Nogueira
Ana Carolina de Oliveira Luna
Ana Paula Mateus
Beatriz Kagueyama Toth
Flavia Fernanda Shaefer Siqueira
Gustavo Ignacio Duarte
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Karina Santos da Silva
Laís Pereira de Oliveira
Luiz Gustavo Gomes de Souza Rocha (Oficina de Jogos de Matemática)
Maíra Carmo Marquez
Maria Clara de Almeida Prado Galvão
Renata Ferreira Ventura
Viviane Cavalcante Reis

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Magno Rodrigues Faria
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Carpentry

Coordination: Enio Alex Assunção

Evander Pereira dos Santos
Lindomar Geraldo dos Santos
Taygoara Ramos Schiavinoto

Capoeira

André Luiz Maciel Pinto

Cooking

Romilda Benedita Mendes Fernandes

Dressmaking and Embroidery

Edison Ferreira da Silva
Janaina de Sousa Santos

Healthcare and Feelings Workshop

Coordination: Silvia Maia Bracco

Neuza Francisca dos Santos Lins
Estagiárias de psicologia: Nathalia Lamounier
Grotti e Gabriela Flora Costa

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Lucialva Valéria Gonçalves Rocha
Neuza Francisca dos Santos Lins
Taygoara Ramos Schiavinoto

Children's Workshop

Luis Gustavo Gomes de Sousa Rocha
Simone Baptista dos Santos

Gameplay Activities - Evening

Lucialva Valéria Gonçalves Rocha

Linha Nove Artisans

Maria Clemência Viana dos Santos

Legal Advice

Dr^a Sandra Alves Silva

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Editora 34

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Panacéia Tear & Patchwork – Atelier

Ráscal Pizza e Cozinha

Thereza Dantas

Base Urbana Arquitetos Associados

Una Arquitetos

BENEFACTORS

Individual Benefactors

Fernão Carlos Botelho Bracher

Nancy Englander

Sonia Maria Sawaya Botelho Bracher (*in memoriam*)

Corporate Benefactors

Brazil Foundation

Editora 34

Government of the State of São Paulo (NFP Program)

1st Criminal Court of the 4th Courthouse of Lapa –
São Paulo – State of São Paulo



Centro de Estudar Acaia Sagarana

WHAT WE DO

The Acaia Sagarana study center (CE) has been operating since 2005. Its program offers classes with comprehensive content and good learning practices for Senior High School students from the public system who have prioritized continuing school as an aim in life.

Attendees: 36 students

Classes offered:

Biology

Physics

Geography

History

Portuguese Language

Literature

Mathematics

Chemistry

Schedule

Monday to Friday from 6 p.m. to 10:30 p.m. and Saturdays from 8:30 a.m. to 5 p.m.

From Monday to Friday, after 2 p.m., students have access to the classroom, materials and equipment to study.

Weekly hours

28 hours classes and activities

The classroom has **15 Internet-connected computers** available for students to use.

1. **Group in the classroom**
2. **Group field activities in the Pantanal**

Group doing field work in Corumbá-MS, in the Pantanal



On the last school day in 2016, in the farewell round, one of the students asked to speak, and he said: “I would probably become a drug dealer. This would be my fate.” Then, he started to describe his experience at the Acaia Sagarana CE, which resulted in a change of perspective. He ended his speech saying that even if did enter a public university, he would continue to study and try again, since he learned how to study and to enjoy studying! He intends to attend a quality higher education course.

His speech was followed by others, where students stressed their new relationship with studying and the knowledge they developed throughout the year.

At that moment, we saw that we indeed achieved our objectives.



**Field Work
observation**

**THE STUDY CENTER (CE) ACAIA SAGARANA
HAS TWO MAIN ACTIVITIES:**

The first is a free course for 36 students who are in the third and last year of High School or have recently completed it. The second Acaia Sagarana CE initiative is a partnership with Curso Anglo Vestibulares, an institution providing university admission preparation courses.

This course is designed mainly to strengthen some key academic skills, and it lasts only one year. During this period, we undertake to encourage independent self-study, strengthen their relationship with knowledge and enhance their ability to manage the learning process itself. We believe these tools are essential to go on to a college, technical course or university admission preparation course, so that students are able to continue their trajectory by exploring new areas with independence and autonomy.

Additionally, throughout the years, we have noticed that students get to us with strongly rooted beliefs about learning skills that must be eliminated. This is another aspect of our work. "I am no good at Math!" or "I find Portuguese (or History, or Geography, or Physics, or Chemistry, or Biology) very difficult" are common sentences followed by the idea that there is nothing to do about it. Working with the possibility that anyone can learn anything, and that there is no barrier that cannot be overcome, requires eliminating these ideas carefully and "replacing" them for the power of learning.



Another factor of impact is the students' difficulty to understand that one cannot do everything in just a limited period of time. This means making choices and assigning priority to activities. It might not be possible for them to perform leisure activities with the same frequency, or to dedicate just a few hours per week to studying, which is a common idea. This requires setting apart several hours per day to study, while restricting leisure activities. Therefore, commitment to study is a driver we seek to strengthen in the students.

These are some of the differences between us and university admission preparation courses, which currently represent a requirement for most students applying to good universities, public or private. They revise the entire content of the High School curriculum in one year, which gives many students an opportunity to fill gaps left by their previous schooling. Because of their fast pace, they require a level of readiness that public-school system students do not always attain. However, we know that these tools provide necessary but not sufficient conditions for admission to good universities. The journey means developing discipline and commitment so that each student is focused on continuing learning as well as filling gaps in knowledge and revising the curriculum. What we offer is different from what these preparation courses offer, since we do not cover the entire university admission content in a single year. We try to develop independent learning, and content is selected with this in mind. Our focus is also on each student as an individual, and we select those that truly have a life project that includes continuing to study.

The partnerships with Anglo, Acaia Sagarana study center's second activity, is for students who already possess this independent learning ability and are ready to construct their own study program in line with their objectives.



**Field work with
the class**

ACAIA SAGARANA STUDY CENTER COURSE

Our work focuses on what we believe to be one of the major differentials between a curriculum for students in a private school and a public school, and the one that has the greatest effect on performance in pre-university examinations: the necessary skills to study and relate to new knowledge, and the autonomy to study.

This means helping students to make good use of their time when studying, and to take a series of not always easy decisions about choosing to study, persistence and effort, as well as to develop the strategies and skills required. If study time is to be well used, students have to make the right choices, such as to adjust their learning strategies to different subjects; to apply the correct procedures to reading texts in different areas (for example, reading a textbook on Physics demands different skills from studying Literature, and our students do not always have such skills); to be prepared to relate to long, difficult texts, complex equations, complicated problems and new types of knowledge; to test assumptions, to make mistakes, to cope with uncertainty. These may appear to be simple actions, but they are issues given different emphasis in public and private schools, and they are what often makes it hard for students to make progress.



**Visit to the UFMS
Archeology Museum**



**Students at Catavento
Cultural Museum**

When coming across difficult texts with new content, a lot of students stop concentrating and give up, because “I can’t understand this. I’m no good at this subject.” Persistence in the face of difficulty and “not knowing” is a critical faculty that must be exercised, developed and extended for a student to become an autonomous learner. Many students come to the Acaia Sagarana study center without previous experience of studying for long periods and many have a fixed image of themselves as “good” in certain subjects or fields of knowledge but “not good” at others, as if these were innate characteristics. One of our tasks is precisely to instill a learning process to dissolve this false image and replace it by one showing that everybody is capable of learning! And for this we have to prove to them that yes, in fact they will learn. Some of our activities are precisely intended for this, to show them that they are capable of learning. Another of our tasks is to inculcate a pace of studying that requires students to engage with an everyday activity in which they feel constantly challenged. We propose activities that require both individual and group work. A very important point is that each individual should be aware of their own pace and method of studying; they must learn the appropriate procedures for studying or learning when required and be able to learn both in groups and individually. In this respect we offer a number of conditions for students: carefully planned step-by-step lessons with precise

challenges adjusted to our learning objectives; homework that complements class activity and will be needed to continue the next class; classrooms available for afternoon study as of 2 p.m., with monitors in attendance as well as materials and equipment for study; specific study classes for teachers to observe and offer specific advice on the best way of using time allotted. In addition, the course curriculum is meticulously structured so that some content is taught in class and some is for self-study. In other words, the curriculum is designed so that students have to do part of their learning tasks outside the classroom. This experience is needed to develop the ability to study independently. But for this to happen, the students need to play their part: it is by commitment to their studies, the courage and will to face challenges and frustration, finding links between skills of different sorts, and going beyond limits (which generally seem insurmountable in their eyes), that they can construct a new way of learning which will be decisive in the dispute for a place at the best universities in Brazil.

One of our main challenges is to deal with the fixed ideas that students have about what learning is, or studying, or being a good student. For many of them learning is related to knowing, and therefore to obtaining definitive answers. Doubt, research, dealing with uncertainty is not part of their idea of “study”. At the start, the students commonly expect short answers, and get annoyed if the teachers do not deliver them. These changes completely during the year.

Another situation we have to face is when students consider dropping out, and one of the reasons given is that they feel their good opinion of themselves as students has been damaged. Once one of them told us: “I have always been a good student, but here I am expected to study”, and then went on: “Only idiots need to study”. This episode illustrates a daily problem and hard work is needed to create a relationship with studying – something they know little about – and, frequently, this causes frustration, and quite often the feeling that they are facing an impossible task. Many students come to us with their minds already made up: “I have always been bad at Math (or Physics or Biology or whatever), I’ll never learn”. Our work is heavily directed towards reconstructing the link with knowledge. We know that this can avoid their dropping out and, above all, can empower them to learn.

Something that happens every year marks the changes through which the students go, and has a great significance for our team: at the beginning of the year, the prospect of lessons every Saturday, from 8.30 a.m. to five in the afternoon, from March to December without vacation, always gives rise to trepidation and reactions of horror. “Every Saturday?!!” Every year, in the second semester the group asks us to open Acaia on Sundays, so that they can meet, do simulations and carry on other study activities. Classes on Saturday stop being scary and start to seem insufficient.

After a year at our Acaia Sagarana study center, we have a proportion of students who go straight to a public university – in recent years this has been more than 50%. The ones who do not get in to university can receive a scholarship for the Anglo pre-university examination course to pursue their studies.

The Acaia Sagarana study center project provides for monitoring students while they are at university. During their undergraduate years we give them the support they need, helping them with the challenges they face, providing the things they lack, arranging contacts with specialists in different areas, and helping them get into the job market whenever this is possible.

COURSE DEVELOPMENT

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

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

Academic term is March through December, from 6 p.m. to 10:30 p.m., Monday to Friday, and from 8:30 a.m. to 5 p.m. on Saturdays. In July, more extensive field work is done. In recent years, this has been in the southern Pantanal (2011 to 2013, and 2015 to 2016) or Vale do Ribeira (2014). Students spent 8 to 10 days exploring the region and finding out



Tracking and collection of material in field studies in the Pantanal

about the people living there, their culture, biodiversity, and learning something about the local reality. In the Pantanal, we have an exceptional situation: our students are hosted by the Acaia Pantanal team from Instituto Acaia, which provides all logistics regarding accommodation, food and support for the study trip, as well as scheduling places to visit, etc.

These field studies are good examples of our methodology, and have become the great axis of the activities developed with students: they represent a privileged situation in which people are able to study, ask questions, observe, investigate, establish relationships and expand their knowledge. Students are called to think about the aspects of a given space and build up an understanding of this reality by integrating social, environmental, geographic, linguistic, political, economic, historical and cultural knowledge. The final product of these studies is the preparation, in small groups, of a scientific article about the topic studied. This activity clearly enables the development of reading and writing skills, chart analyses and argumentation. After the preparation of these articles, a meeting is held with the presence of the parents and the community. The students prepare a presentation and strongly work on the skills required to communicate their work. The preparation of this presentation constitutes in an important way of organizing everything they have learned.

PARTNERSHIP WITH ANGLO

Starting in 2006, the partnership between Acaia Sagarana CE and Curso Anglo Vestibulares currently offers 20 full scholarship places on the extensive morning session course for students who have completed High School entirely in the state system and have always attended regular public-system schools. Eligible students must be available for full-time education - both morning classes and afternoon study time at the Anglo unit, when specific support is provided, so that they will enjoy an environment that favors learning and use all Anglo's facilities for students.

SELECTION FOR THE ACAIA SAGARANA CE COURSE

Places on the Acaia Sagarana CE course are offered to public schools in the region, with a presentation to the director, the coordinators and the teaching staff, and then to the students. A three-stage selection procedure looks for students who are motivated to study, seeking to recognize some of their basic skills, such as the identification of data, arguments and points of view that are explicit in the text; extract information from charts and simple tables, or make basic math operations involving rational numbers, ratio and proportion, and 1-step equations.

The first eliminatory stage consists of a multiple-choice test on reading and basic Math. Note that the tests are designed to identify, through different subjects, the core skills required from students so that they can be able to learn, follow and take advantage of the course.

The second stage consists of open questions and a written essay with an argumentative text. This test also assesses the students' writing skills. All students who pass the second phase are interviewed by two teachers of Acaia Sagarana CE, who will seek to evaluate the actual commitment of each student with their relevant study project. If necessary, the students may be assessed for a third time. Those performing unevenly with low scores in one particular subject area may take this third test to identify their learning potential in that particular area.



In-class teamwork

We contact some 18 schools and 2,800 students attending the 3rd year of High School. The schools send us a list of the students who sign up for the selection process. Initially, most students show interest in our course. However, when we spell out attendance and punctuality requirements, most give up. Of the 2,800 students contacted in 2016, some 300 enrolled, but only around 150 students showed up for the 1st stage of testing. Of these, 90% went on to the 2nd stage, leaving around 135 students, of whom only 120 actually came for the test. Finally, 90 students were interviewed.

Selection in several stages helps students confirm their interest in the course. We are aware of the major efforts required of those who choose this option: evening classes from Monday to Friday, classes on Saturdays, mandatory attendance, punctuality, homework and extracurricular tasks. Many students are new to the task of studying at home and spending a large part of their day studying. By continuing through each stage of selection, applicants confirm their interest and show an important quality: persistence - which will be required, and is only the first of many demands that classes will make on these students who wish to change the direction of their lives and their reality through study.

SELECTION FOR ANGLO'S UNIVERSITY ADMISSION PREPARATION COURSE

Scholarships for Anglo's courses are awarded through scholarship examinations held regularly at the end of each school year. Students who have completed their Elementary and Secondary Education in public schools and are now available to study full time are selected on the basis of their ranking.

TEACHING STAFF

The teaching staff is crucial to the success of this work. Our experienced and highly qualified professionals share a commitment to learning for all students. It is worth stressing that our students come to us from different walks of life and schooling environments, so this commitment is a demanding and challenging task.

We know we are setting our sights high: in just a year, we want to get our students into a position of being able to compete for places at top universities alongside students from the best private schools. This requires dedicated and committed teachers. An important aspect of our work is that we value every minute of class time. Classes start strictly on time, lesson plans are detailed and make the best use of the time available. We can affirm that we have never had a missed class or an empty slot in the schedule. Another aspect worth mentioning is the selection of content and a didactic approach for adapting programs to actual learning situations. Often an interconnection with other fields of activity is required and both planning and lessons have to involve two or more teachers. In addition, throughout the year we need to keep a keen eye on the process each student is going through and be quick to make any referrals required.

In addition to knowledge, all the above requires teachers to invest time, dedication, availability and flexibility.

Corresponding to this high level of dedication, we seek to compensate our teachers by paying salaries on the same level as São Paulo's best schools.

RESULTS

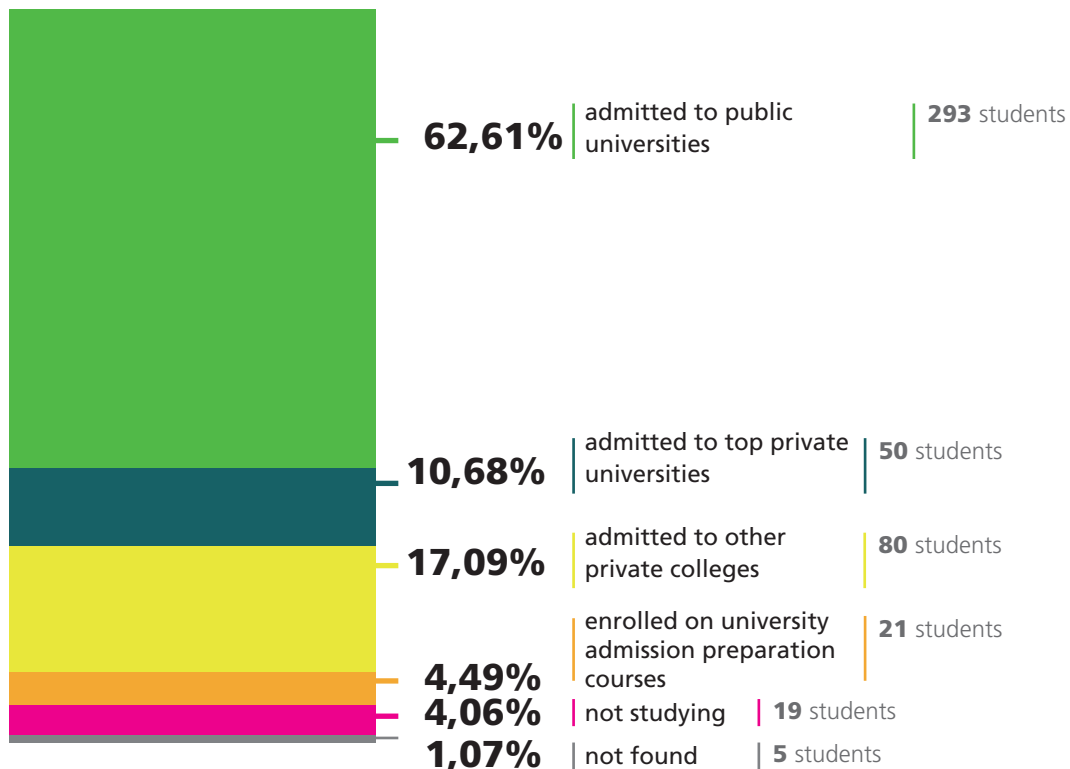
From 2005 to date, 468 students have attended the course at Acaia Sagarana CE and benefitted from the scholarship program we run in partnership with Curso Anglo Vestibulares. Of these, 293 students (62.61%) enrolled at public universities and 50 (10.68%) at good private universities, resulting in a total of 343 students (73.29%) enrolled at good universities.

We ended 2016 with 33 students. 24 of these (72.72%) obtained places at public universities in Brazil.

Students failing to pass admission exams may continue studying on preparation courses.

Of the group that was awarded Anglo scholarships in 2016, 76.47% obtained places at public or top private universities.

468 STUDENTS TAKEN BETWEEN 2005 TO 2016





In-class group studies – “Immunology in Schools” project

THE REASONS

Acaia Sagarana study center was founded because a significant proportion of young Brazilians have their chances of being admitted to good universities drastically reduced by the shortcomings of a public-school system that has not been up to the challenge of ensuring quality basic education for all.

By excluding public-system students from university, an important means of access to participation in social, political, economic and cultural development is being cut off. Brazil as a nation is the worse for it, not only wasting talent but also seeing ‘social debt’ spiraling with ever-diminishing means of overcoming it.

If Brazil is to make its development irreversible and play a role in the world, high quality education and vocational training must be at the top of the agenda for both government and civil society.

The small number of young people from public-school systems enrolled at good universities in this country impoverishes and limits the educational system as a whole, which is deprived of the social representativeness and benefits of diversity that should be part of it.

The challenge is posed: we must act to broaden the prospects of these young people being involved in Brazil. Given this situation, through the Acaia Sagarana study center, Instituto Acaia works to provide opportunities for young people from the public-school system to continue building toward their dreams and get them actively involved in building this nation. We believe this is a contribution toward lessening Brazil’s social inequality and democratizing Higher Education.



THE TEAM

Director

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Pedagogical Coordinators

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Lisângela Kati do Nascimento

Paulo Roberto da Cunha

Teachers

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Danilo Hernandes

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Marcos Roberto de Freitas Bolognesi

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Rodrigo Hübner Mendes

BENEFACTORS

Eduardo Mazzilli de Vassimon

Candido Botelho Bracher

PARTNER INSTITUTIONS

CMDCA – Municipal Council for the Rights of Children and Adolescents (*Conselho Municipal dos Direitos da Criança e do Adolescente*) São Paulo - SP

Municipal Fund for Children and Adolescents (*Fundo Municipal da Criança e do Adolescente*) – FUMCAD

Mid-West Brazil Education Department – SEE-SP

Alexandre Von Humboldt state school

Deputado Augusto do Amaral state school

Emiliano Augusto Cavalcanti de

Albuquerque e Melo “Di Cavalcanti” state school

Fernão Dias Paes state school

Godofredo Furtado state school

Ministro Costa Manso state school

Pereira Barreto state school

Prof. Almeida Junior state school

Prof. Andronico de Mello state school

Prof. Antonio Alves Cruz state school

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Prof. José Monteiro Boanova state school

Prof. Manuel Ciridião Buarque state school

Romeu de Moraes state school

Sólon Borges dos Reis state school

Virgília Rodrigues Alves de Carvalho Pinto state school

Anglo Vestibulares



Acaia Pantanal

WHAT WE DO

In order to contribute to the human and social development of the Pantanal through teaching allied to the preservation of the biome, Acaia Pantanal works with children, teenagers and adults who live on the banks of the Paraguay River, in the rural area of Corumbá, State of Mato Grosso do Sul.

Attendees

80 children and teenagers

58 families

4 rural schools near the river

85 researchers, partners, visitors and college students

Activities offered

Jatobazinho School

Jatobazinho workshops

Educators training

Bodoquena students

Community Relations

Supplementary activities

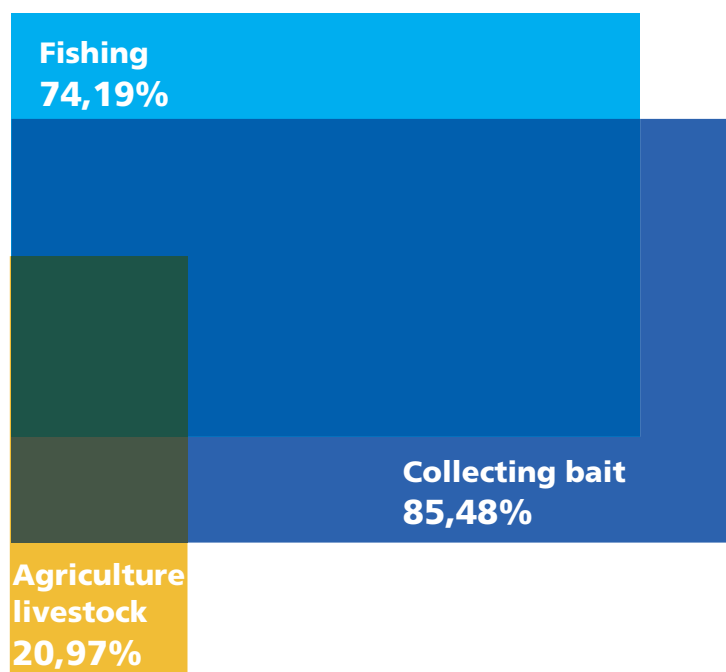
Start of Activities

January 2008

Household's monthly income



Main activities of the inhabitants (with overlapping activities)



Source: FRANCO, José Luiz de Andrade et al. *Biodiversidade e ocupação humana no Pantanal mato-grossense – Conflitos e oportunidades.*



Riverside Housing

CONTEXT

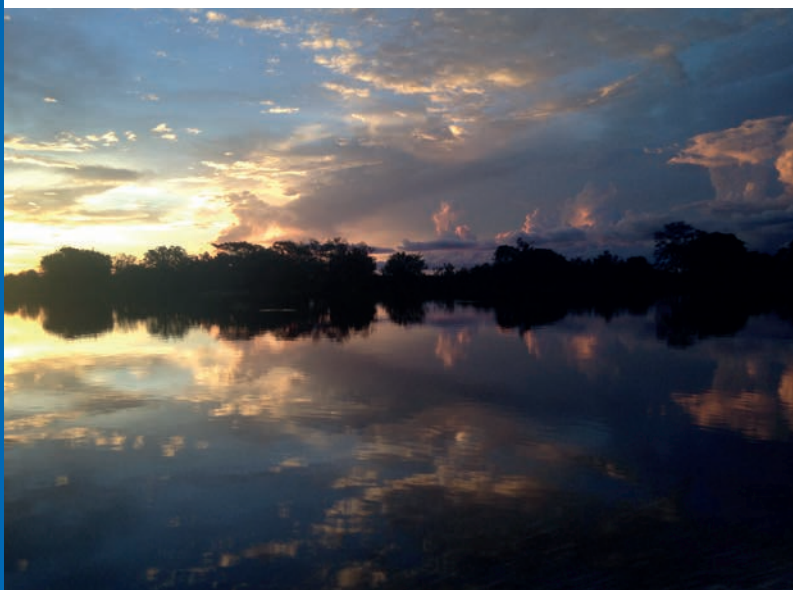
In response to the needs of the population living on the banks of Pantanal rivers, identified after an extensive social and environmental survey conducted in 2006/2007, Acaia Pantanal implemented, in 2008, social and educational activities for the communities living in the Pantanal region between Baía do Castelo and Serra do Amolar.

The region is characterized by isolated houses that are distant from each other, difficult transport, which depends on individual boats and therefore increased costs for the families due to fuel expenses, and a subsistence economy based on small scale fishing and bait collection, together with tourism fishing.

The difficulties noticed in a study conducted almost 10 years ago still prevail, given that as a result of the difficult access to the region, due to the distance and transportation costs, locals are isolated and basic infrastructure facilities such as electricity, and essential health, education or social assistance services are unavailable.

However, important changes took place in this period, modifying the way this population connects and responds to the world around them: access to mobile telephony, slight changes in tourism profile, from predatory fishing to ecological tourism, creation of non-predatory income generation initiatives, and a portion of teenagers who live on river banks are now continuing their studies, being about to complete senior High School.

In 2016, Acaia Pantanal was present on the daily life of the population living on river banks, working together with the families and local players, combining education with social protection as a means of ensuring comprehensive development for riverside residents, and contributing to the region's social and environmental development.



Paraguay River



**Aerial view of
Jatobazinho School**

INTRODUCTION

Acaia Pantanal undertakes social and educational activities basically focused on children and teenagers who live on river banks, as well as the adults of the families assisted.

Social and educational actions are developed around a central axis, the Jatobazinho School, which is situated 90 kilometers north of the city of Corumbá (State of Mato Grosso do Sul) on the banks of the Paraguay River. The school is a multiplier of activities, meeting, with synergy, the different needs of the local population. The activities are developed at the Jatobazinho Farm, which is located in an isolated area with difficult access, and access is only possible by boat or small plane.

In 2016, Acaia Pantanal's activities were as follows: Jatobazinho School and Workshops, Educators Training, Bodoquena Students, Community Relations and Supplementary Activities. This set of activities requires complementary efforts.



**Getting to and studying
at Jatobazinho School**

JATOBAZINHO SCHOOL AND WORKSHOPS

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

The Jatobazinho School and Workshops comprise different activities that are combined to make up a single and articulated set based on constructivism and social interaction. This set of activities works on an alternating system, which combines two-month periods of boarding school with fortnight periods at home. This is the only way for many children living on river banks to go to school, since the great distances and difficult access to their homes make it impractical for them to travel to school and back each day.

The Jatobazinho School is also known as “Escola Municipal Rural Polo Paraguai Mirim Extensão Jatobazinho,” since it is the result of a public-private partnership between Acaia Pantanal and the Corumbá (MS) Municipal Education Department. Acaia Pantanal provides the students living beside the river, free of charge, a complete teaching structure, while the Education Department bears the costs of the teachers’ salaries, as well as contributing to the cost of food for meals and fuel for generators. The partnership allows Acaia Pantanal a great deal of autonomy in the educational management of the school.

Jatobazinho School offers first cycle Elementary Education, with classes from 1st to 5th year, being supported by the educational advisory and didactic resources provided by the Bradesco Foundation for development of the formal content. Supported by the educational advisory of Silvia Juhas, the teaching work is supplemented and planned on a daily basis. In 2016, 56 children from 5 to 12 years old attended the school.





**Visitors sharing their knowledge: writer
Patrícia Auerbach, athlete Shubi Guimarães
and the Arara Azul Institute**

On the alternate shift, the diversified base provided is structured on a series of workshops, the Jatobazinho workshops. The workshops adopt a project methodology to build on the abilities and skills required in daily life and for the exercise of citizenship, by broadening cultural repertoire, developing social skills, and discussing values. In this space, we encourage the integration between academic knowledge and cultural and artistic universe, through meetings with organizations and professionals well-known in their fields of activity.

Simultaneously with the social and educational workshops, events are organized in line with local knowledge, attracting a good audience. In 2016, the experiences and conferences held counted on the presence of the Amor Peixe Women's Association, which exhibited handmade products made with fish skin; the writer Patrícia Auerbach, who presented the books written by her; the athlete Shubi Guimarães and Professor Beatriz Lima de Paula Silva, who run a cartography workshop and the sports event "Desafio de Aventura;" the Mamede Institute, with the "Olhos de Ver Aves" project; the Arara Azul Institute; the Furnas River Reserve, which presented the "Roda de Passarinho" Project; the "Tatu-Canastra" Project; the Environmental Police Force, the 6th Battalion of the Military Police; the Brazilian Navy; the Brazilian Army; Geopark Bodoquena-Pantanal; the Águas de Bodoquena Institute; and the Municipal Environment Department of Corumbá, with environmental education projects.

The activities conducted by the Jatobazinho School and Workshops are supported by conceptual, procedural and attitude contents, so as to ensure strong basic learning and fulfill the intellectual, cultural and moral needs of the students. These integrated units allow a complete education to be offered in a shorter space of time. This fast-track process allows a student to advance one or two grades in one single year, reducing the existing difference between ages and grades. This allows students to apply to other schools to continue their



Discovering the possibilities offered by local resources: handmade products made from fish skin

studies as from the sixth grade of Primary Education. In 2016, four students successfully took fast-track programs, and all completed the school year to which they were promoted with good performance levels.

Throughout the year, the school was assessed by external agents in four occasions: the Summative Assessment undertaken by the CESGRANRIO Foundation in the areas of Reading, Writing and Mathematics; Educational Action, undertaken by the Municipal Education Department; “Provinha Brasil,” a countrywide initiative that consists of a test to assess the performance of primary education students; and the Municipal Social Assistance Council. The results of these assessments had not been published as of the date of this report.

The routine of the Jatobazinho School and Workshops is quite intense during the week. The students sleep in the school and, simultaneously to the agenda of educational activities, they also have a leisure schedule. The Reading Room and the Toy library, the soccer field, the swimming pool and the hose entertain the students during leisure time. The films shown on Friday evenings are a highlight. At the weekends, the students go home thanks to the school boat provided by the Education Department of Corumbá.

Due to the long time spent by students and the staff at school, special attention is given to the areas reserved for activities and accommodation. We must ensure decent work and leisure conditions. In addition to the existing areas – such as classrooms, multimedia rooms, multiuse shed, art studio, educational kitchen, reading room, toy library, swimming pool, soccer field, kiosks, meal room and good accommodation places, in 2016 Acaia Pantanal released new accommodation facilities for the operational employees, as well as a new educational kitchen-garden. Also in 2016, staff accommodations were furnished with gymnastics equipment for training during leisure.

DAILY ROUTINE

Wake-up call 6 to 7 a.m.

In the boys' and girls' dormitories, two monitors supervise the students as they get up, bathe, brush their teeth and get dressed;



Breakfast 7 to 8 a.m.

The students have breakfast, supervised by the monitors;



Classes 8 a.m. to 12 noon

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





Lunch
12 noon to
1 p.m.
With a varied
and balanced
menu;



Workshops 1 to 5 p.m.

Agricultural, Handicrafts, Bodily Expression and Computer Workshops, and the student assembly, are held in classrooms and in the field;



Recreation 5 to 6 p.m.

Field games, swimming and walks;



Personal care
6 to 7 p.m.

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



Dinner
7 to 8 p.m.

With a varied and balanced menu;



Recreation
8 to 9 p.m.

Cinema, reading and board games;



Rest
9 p.m. to 6 a.m.

Rest time, supervised by monitors.





Literary group from four riverside schools discussing the work of writer Monteiro Lobato

Operating in such a distant region, with no access to public services such as electricity, water and sewage treatment, transport or telephones means that Acaia Pantanal has to have a complex logistics structure for its everyday operations. The Jatobazinho farm has a set of generators to supply energy to the cold storage system and night lighting. In 2016, we replaced the previous water treatment system to improve the quality of the water consumed. A radio system shared with other organizations active in the region provides Internet access. Telephone communications depend on very weak cell phone transmissions that are not always to be relied on. For transport, Acaia Pantanal has four boats that take turns to carry staff, students, food and consumables. In addition to the physical structure, we must recognize the fundamental actions of the operational team that works in the kitchen, laundry, and provide cleaning and field services, among other areas of logistic support and maintenance. In 2016, the operational team attended educational programs offered by Senac [National Commerce Service], the Health Department of Corumbá and the Theater Experiments Group, with a focus on team integration, cleaning activities, organization of spaces, food safety, healthcare and occupational safety.

In 2016, the following activities were developed at the school and in the social and educational workshops:

Curricular Education Components	Work topics of social and educational workshops
Portuguese Language	Agriculture Workshop
Mathematics	Handicrafts Workshop
History	Cooking Workshop
Geography	Logic Games Workshop
Science	Citizenship
Physical Education	Introduction to Sports
English	Communication and Media
Learning Support and Acceleration	Games and Recreation



Visits to exhibitions and tourism spots in Corumbá are part of cultural education

In addition to the regular activities, the school organized an external event, the “*Estudo do Meio*” [Field Study] project. In 2016, the students had the opportunity to learn about the reality of the urban environment through tours and visits to museums, and historical and tourist sites in the city of Corumbá.

Other annual and long awaited events that included students from other entities were as follows: Meeting of Former Students, a party day in which 18 former students visited the school to tell about the paths they have followed and the changes in their lives; the 3rd Literary Meeting of the Water School, which gathered 80 students from 4 schools of the riverside region, who discussed the works of Brazilian writer Monteiro Lobato for two days; and the 1st Olympic Games of the Water School, which gathered 70 students of Paraguai Mirim School and Jatobazinho School during two days of fun and competitions in some Olympic modalities.

Students were also encouraged to participate in external student competitions, such as the Short Stories Competition of Fundación Mapfre, and the Cartography Competition for Children, organized by the International Cartographic Association (ICA).

During the year, the school received seven pedagogy students from Instituto Singularidades, located in the city of São Paulo, as part of a partnership of over 5 years. The students were able to learn about the activities developed and experience the reality of education in rural areas. A pioneering Pedagogical Residence project was implemented in 2016, in which graduated professionals have the opportunity to understand our unique reality. A teacher participated, as Pedagogical Resident, in the routines of the Jatobazinho School and Workshops, for a period of three months.

Fifty-six students attended the Jatobazinho School and Workshops in 2016. Throughout the year, there were transfers of students who left the region and admission of new students. Fifty-two students completed the school year. One student that was admitted in the second semester failed, since we did not have sufficient time to fill his educational gaps.



Continuing training of the operational team and educators throughout 2016

Out of six students who completed the 5th year and graduated in 2016, three students obtained a pass in the selection process for the 6th year of Elementary School at the Bodoquena School, which is supported by the Bradesco Foundation. In January 2017, one of the students who pass the selection process gave up her place. The remaining four students will continue to study in the city of Corumbá, in rural settlements, or stay in the riverside region and attend a municipal school.

EDUCATIONAL TRAINING

Since its establishment, Acaia Pantanal has dedicated a great deal of effort to training educators for teaching practice and facilitating social and educational workshops.

Recognizing the differential of the work done in training educators, beginning 2003, Acaia Pantanal has allowed other schools and educational organizations to participate. This project was then named "*Comunidade de Aprendizagem*" ["Learning Community"] and remained in force until the year 2015.

As from 2016, we recognized the need to return to our origins and focus studies and reflections on the specificities of Jatobazinho School and Workshops. We referred to this new theoretical and service training proposal for teachers, monitors, pedagogical residents and interns as Educational Training.

The Educational Training is an activity characterized by a free course directed towards the reality of a school and that combines curricular training with social and educational workshops. In 2016, nine educators participated in this training: five teachers, three monitors, one arts educator, one social educator and one pedagogic coordinator. From time to time, due to their presence in the school for shorter periods of time, seven pedagogic interns and one pedagogical resident participated in the process on a part-time basis.



In 2016, each Acaia Pantanal educator participated in a theoretical and practical training course for 224 hours; a service training course dedicated to specific projects such as Cultural Educator, Collective Pedagogic Studies, Scientific Papers and Contest for 136 hours; as well as 34 hours of online pedagogic supervision to support weekly planning and activities that are subject to assessment.

During the year, five weeks of training were held divided into five meetings. Two weeks of training were held in São Paulo, which allowed a differentiated cultural schedule. The other three weeks of training were held in the municipality of Corumbá-MS. All curricular subjects include emphasis on Portuguese and Mathematics. The themes of the social and educational workshops included training courses in the fields of photography, reading mediation and storytelling, Brazilian children's literature, creative writing, percussion, capoeira, drama, body expression, musical games and logic games.

BODOQUENA STUDENTS

Acaia Pantanal encourages students to continue their studies after completing the 5th year of Primary Education at Jatobazinho School. Moreover, Acaia Pantanal has consolidated an important partnership with the Bradesco Foundation's Bodoquena School since 2010. Bodoquena School is in the municipality of Miranda/MS, about four hours from the center of Corumbá. For students from the riverside, the logistical challenge is even greater, since they face the uncertain availability and the cost of river transport as well as having a long day away from home.



Riverside students receive help to continue their studies at the Bradesco Foundation



Handicraft workshop with women from the riverside communities

In 2016, Acaia Pantanal provided social and logistic support for 24 students from the Bodoquena School. There is a lot of competition to get into this school, as students have to be less than 11 years old and show good school performance. Every year Acaia Pantanal is delighted with the good results of the students from Jatobazinho School who take part in the selection process.

Two Acaia Pantanal students monitored during this activity were awarded 1st place in internal contests held by Bodoquena School: the Amador Aguiar Drawing and Painting Contest – 60th Anniversary Special Edition and the horse riding championship.

COMMUNITY RELATIONS

The Community Relations activity developed important work fronts with 58 riverside families, in 2016, through monitoring, guidance and social and educational actions. The actions were developed by a team comprised of a social educator and an arts educator.

Such activity requires significant planning and investment, as long distances must be crossed in order to get in touch with the riverside population. An important action carried out by a social educator is the Coexistence and Relationship Strengthening Service. Among other purposes, this work contributes to inserting, reinserting and maintaining riverside children in the educational system. The 336 visits to riverside families in the year 2016 included talking circles, lectures, video discussions and distribution of guidance material.

In 2016, support was provided for events that benefited the riverside population, such as the Fish Market held at Porto Geral in Corumbá, which prizes their way of life, and the Itinerant Forum on Farm and Riverside Women, which gives voice to women's demands. An important event held in the school and organized by the Department of Social Work



Training course for helmsmen



Support to local farmers



and the Brazilian Navy was the *Piloteiro* [Boat Driver] Course, an extremely important action for the riverside population, as vessels are the only means of transportation that exist in the region. The 32-hour course lasted four days and was attended by 64 riverside persons, all of whom were awarded a certificate.

In the field of arts and education, 11 social and educational workshops were held for riverside women and included income creation and generation projects emphasizing the Pantanal culture. The topics encompassed cooking, sewing, embroidery, weaving and knitting. The number of participants in these meetings during the year 2016 totaled 30 women. In recognition of the activities developed by these women as artisans, the Department for Development of Craftsman Activity the Cultural Foundation of the State of Mato Grosso do Sul attended the activities, assessing the work done by those women and granting to 18 of them the National Craftsman and Handicraft Worker Card, an official document that recognizes them as professional artisans.

The participation of riverside women in craftsman and cooking workshops has led them to the desire of correcting limitations in visual accuracy. In partnership with the Municipal Department of Health, Acaia Pantanal conducted seven medical appointments along with donation of glasses.

Acaia Pantanal also provides support for local partners, which includes materials to build accommodation for boat drivers at Paraguai Mirim School, a municipal riverside school also located in the Pantanal; logistic, food and accommodation support for the 3rd Corumbá Military Firefighter Department during actions to search for missing people; as well as a boat, on a free-lease basis, for the Association of Inhabitants of the District of São Francisco, which is to be used in connection with the apiary that has been constructed by the population.





SUPPLEMENTARY ACTIVITIES

Acaia Pantanal's role as an important reference for logistics in the region drives strategic alliances and partnerships with public agencies, civil society organizations and enterprises.

Through Acaia's partnership arrangement with the Brazilian navy, the Tenente Maximiliano hospital ship makes bimonthly visits to provide medical and dental services for students and employees. However, only one visit was made in 2016.

With the Doctors of the Pantanal organization, Acaia Pantanal supported the 5th edition of the "Soul of the Pantanal" Expedition, which covered nearly 1800 kilometers, between Corumbá/MS and Cuiabá/MT, providing medical and dental care and drugs, in addition to delivering lectures on hygiene and health to the population that resides

in distant and isolated locations of the vast Pantanal area. This project is developed in partnership with the Brazilian Navy, through the 6th Navy District, and Acaia Pantanal, among others. Psychologist Fabiana Lambert Zayat represented Acaia Pantanal in this action, which included painting workshops and games for children and teenagers on various themes, such as identity, differences and similarities and guidance for parents. More than 60 children and parents/guardians were given psychological care.

An action that has already become traditional is the support for the Field Study of the Acaia Institute's Acaia Sagarana Study Center. A group comprised of 40 students and teachers, with the logistic support provided by Acaia Pantanal, visited a number of public and private organizations in Corumbá, including some linked to education and environmental protection along the Paraguay River and could talk to people of the region.

Another significant exchange between the departments that comprise the Acaia Institute resulted in the second trip made by students from the Acaia Atelier's Video Workshop to Jatobazinho School. The students took the opportunity to use the techniques and resources they learned in real situations: organization of projects, script and research, and recording.

An important event in 2016 was the 2nd edition of the project named "Artistic Residence in the Pantanal", which was held in partnership with *Fazenda Santa Tereza*. In this edition, we gathered four writers in a creative immersion process. At the opportunity, writers Tânia Carvalho Dias Ralston, Lucila Losito Mantovani, Haroldo Bezerra Saboia Filho and Eduardo Dias Fonseca Guimarães offered creative writing workshops for students at Jatobazinho School.

Acaia Pantanal is a member of the Serra do Amolar Protection and Conservation Network – RPCSA, which represents an umbrella for joint efforts by private institutions working together with governmental and civil society organizations to conserve the Serra do Amolar region, together with the other members: the Mato Grosso Pantanal National Park, *Fundação Ecotrópica*, *Instituto Homem Pantaneiro*, *RPPN Engenheiro Eliezer Batista* and *Fazenda Santa Tereza*. Instituto Homem Pantaneiro coordinates this activity and Acaia Pantanal takes an active part, providing resources and logistics.

AWARDS

2011: WIZO – Women’s International Zionist Organization – International Women’s Day – Teresa Bracher

2011: Legislative Merit Commendation by the State House of Representatives of Mato Grosso do Sul – Teresa Bracher

PRESS

The work done by Acaia Pantanal has aroused the interest of the press and digital media, and was the subject of 36 articles in 19 vehicles of communication during 2016. Here are the main vehicles:

A Crítica de Campo Grande

June 2016 – “Fundação de Cultura issues Handicraft Card to Pantanal riverside community”

Bonitonet

June 2016 – “Fundação de Cultura issues Handicraft Card to Pantanal riverside community”

Capital do Pantanal

March 2016 – “Fish Market attracts customers to Porto Geral on the eve of Good Friday”

April 2016 – “Corumbá holds IV Forum on Women from the Countryside and Riverside”

July 2016 – “Students from São Paulo learn Environmental Education in visit to Pantanal”

October 2016 – “Technical team researches and collects data from social service”

October 2016 – “PMA and institutions visit Pantanal rural schools in Corumbá”

Campo Grande News

January 2016 – “With professionals on board, vessel provides support for riverside population”

Campus do Pantanal

April 2016 – “UFMS/CPAN takes action in Pantanal school”

Conexão Planeta

September 2016 – “The story of Mr. Ruivaldo and his underwater farm in the Pantanal”

Correio de Corumbá

March 2016 – “Fish Market attracts customers to Porto Geral on the eve of Good Friday”

October 2016 – “Institutions travel 600 km along the Paraguay River to provide Environmental Education for rural students”

Diário Corumbaense

March 2016 – “Fish Market to be held this Thursday at Porto Geral”

April 2016 – “Corumbá promotes Forum on Women from the Countryside and Riverside”

June 2016 – “FCMS issues Handicraft Card to Pantanal riverside community”

June 2016 – “Students from Jatobazinho School learn about the Feast of the Baptism of Saint John”

July 2016 – “Corumbá PMA guides students and teachers from São Paulo”

Diário Digital

June 2016 – “Pantanal riverside community receives National Handicraft Card”

June 2016 – “Pantanal riverside community receives National Handicraft Card”

Folha MS

April 2016 – “Corumbá holds IV Forum on Women of the Countryside and Riverside”

Jornal Dia a Dia

June 2016 – “Fundação de Cultura issues Handicraft Card to Pantanal riverside community”

July 2016 – “Corumbá PMA provides Environmental Education for students from São Paulo visiting the Pantanal”

Jornal O Progresso

June 2016 – “Pantanal women receive National Handicraft Card”

July 2016 – “Corumbá PMA provides Environmental Education for students visiting the Pantanal”

Notícia

March 2016 – “Fish Market attracts customers to Porto Geral on the eve of Good Friday”

April 2016 – “Corumbá holds IV Forum on Women of the Countryside and Riverside”

O Estado online

June 2016 – “FCMS issues Handicraft Card to riverside community from the Pantanal”

Pantanal News

January 2016 – “Hospital care vessel supports ‘Riverside Citizen’ project”

July 2016 - “Corumbá PMA provides Environmental Education for students from São Paulo visiting the Pantanal”

Transparência Pública – Governo Federal

June 2016 – “Fundação de Cultura issues Handicraft Card to Pantanal riverside community”

July 2016 – “Group of teenagers from São Paulo visits Geopark”

VÍDEOS

***Caçadores de Bons Exemplos* channel**

March 2016 – “Good Examples Inspire – Hunters visit Acaia Pantanal – MS”

September 2016 – “1 Minute of Inspiration – #5 Acaia Pantanal”

***Pantanal Poética* Youtube channel**

May 2016 – “STARTING OVER - PANTANAL POETRY – WEB”

May 2016 – “NAVIGATING - PANTANAL POETRY – WEB”

G1 – Globo Mato Grosso do Sul

October 2016 – “PMA provides environmental education for riverside population in Corumbá”

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Fundación Mapfre
Trilha Investimentos
SPM Participações S/A
Matueté

Corporate Collaborators

Ativa Náutica
Cerâmica Bella Vista
Fazenda Jatobazinho
Fazenda Santa Tereza
Hotel Nacional – Corumbá-MS
Posto Paulista de Pneus Ltda.
Prefeitura Municipal de Corumbá

Strategic Partners

Associação Amor Peixe
CMAS – Conselho Municipal de Assistência Social
EMBRAPA
Exército do Brasil – 17º Batalhão de Fronteira
Fundação Avina
Fundação Ecotrópica
Fundação de Turismo de Corumbá
Fundação de Meio Ambiente de Corumbá
Governo do Estado do Mato Grosso do Sul
Instituto das Águas da Serra de Bodoquena
Instituto Arara Azul
Instituto Chico Mendes da Biodiversidade
Instituto Homem Pantaneiro
Instituto Mamede
Instituto Singularidades
Instituto SOS Pantanal
Laboratório de Arqueologia do Pantanal da

UFMS

Marinha do Brasil: 6º Distrito Naval –
Capitania Fluvial do Pantanal
Moinho Cultural Sul-Americano
Muhpan
Panthera Brasil
Parque Nacional do Pantanal Mato-grossense
Polícia Militar Ambiental MS: 2ª Cia / 15º
Batalhão
Polícia Militar: 6º Batalhão
Ponto de Cultura Sapicuá Pantaneiro
Rede de Proteção e Conservação da Serra do
Amolar
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
Sesc Corumbá
Superintendência de Economia Criativa da
Secretaria de Estado de Cultura, Turismo,
Empreendedorismo e Inovação – SECTEI-MS
UFMS, Campus Pantanal – Faculdade de
Educação Física
UFMS, Campus Pantanal – Faculdade de
Geografia

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Andrea e Roger Agnelli (*in memoriam*)
Arri Coser Everson dos Santos Lopes
Francisco Salles Neto
Maria Cecília e Henrique Lacerda de Camargo
Mário Pitta
Marco Tullio
Mário Haberfeld
Marlon Jackson Tafner
Maurício Ferreira
Rodrigo Rhormens Alves Natel
Rubens Torres Medrano Filho
Sérgio Villas Boas Pereira
Sílvia e Ari Weinfeld
Sonia (*in memoriam*) e Fernão Bracher
Teresa Cristina e Candido Bracher

Adopt a Student

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Renata Macchione e Lucas Bielawski
Renata e Luiz Ronchel Soares

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Gabriel Lacerda de Camargo
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Ruivaldo Nery de Andrade
Shubi Guimarães
Tânia Ralston

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

Independent Auditor's Report

To the Management
Instituto Acaia

Opinion

We have audited the accompanying financial statements of Instituto Acaia (the "Institute"), which comprise the balance sheet as at December 31, 2016 and the statements of income, comprehensive income, changes in equity and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Instituto Acaia as at December 31, 2016, and its financial performance and its cash flows for the year then ended, in accordance with accounting practices adopted in Brazil for small and medium-sized entities - CPC Technical Pronouncement PME - Accounting for Small and Medium-sized Entities and ITG 2002 – "Non-Profit Entity".

Basis for opinion

We conducted our audit in accordance with Brazilian and International Standards on Auditing. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Institute in accordance with the ethical requirements established in the Code of Professional Ethics and Professional Standards issued by the Brazilian Federal Accounting Council, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting practices adopted in Brazil for small and medium-sized entities (CPC - Technical Pronouncement PME - Accounting for Small and Medium-sized Entities) and ITG 2002 – “Non-Profit Entity”, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Institute’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Institute or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Institute’s financial reporting process.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Brazilian and International Standards on Auditing will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Brazilian and International Standards on Auditing, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Institute's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Institute's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Institute to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether these financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

São Paulo, March 30, 2017

PricewaterhouseCoopers
Audidores Independentes
CRC 2SP000160/O-5

Paulo Rodrigo Pecht
Contador CRC 1SP213429/O-7

Financial Statements as of December 31, 2016*

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

Balance sheet as of December 31

All amounts in reais

Assets	2016	2015
Current assets		
Cash	1,470	4,142
Bank – checking account (Note 4)	1,185	1,088
Financial investment (Note 5)	10,980,995	464,800
Amounts receivable	17,396	11,376
Advance to suppliers	5,374	32,283
Advance on vacation pay	126,639	158,137
Other receivables (Note 10)	739,152	-
Other credits	29,637	16,520
Inventory of goods	16,874	15,393
	11,918,722	703,739
Non-current Assets		
Investments	50,000	50,000
Property and equipment (Note 6)	3,738,832	3,639,203
	3,788,832	3,689,203
Total assets	15,707,554	4,392,942

Liabilities and shareholders' equity	2016	2015
Current Liabilities		
Accounts payable (Note 7a)	457,059	320,615
Labor and social security obligations	1,063,607	364,340
Tax obligations	22,125	10,262
Other obligations (Note 7b)	832,564	696,837
Non-current liabilities		
Other obligations (Note 7b)	3,081,771	2,972,414
Total liabilities	5,457,126	4,364,468
Capital stock		
Appropriation (Note 15)	10,000,000	-
Accumulated surplus	28,474	62,120
Surplus/(Deficit) for the year	221,954	(33,646)
	10,250,429	28,474
Total liabilities and shareholders' equity	15,707,554	4,392,942

Statement of income for the year

Years ended December 31

In Reais

	<u>2016</u>	<u>2015</u>
Revenues		
Donations from individuals (Note 8)	10,677,409	9,287,208
Donations from legal entities (Note 8)	425,908	550,502
Donations for specific projects (Note 9(b))	4,224	254,882
Financial revenues	301,082	134,046
Revenues from artisans project	85,827	38,360
Volunteer work (Note 12(b))	12,886	2,598
Other operating revenues (Note 10)	772,326	225,475
	<u>12,279,662</u>	<u>10,493,071</u>
Expenses for social activities		
Personnel expenses (Note 13(b))	(5,469,114)	(4,501,420)
General and administrative expenses (Note 13(a))	(5,988,706)	(5,482,906)
Financial expenses	(26,398)	(22,276)
Depreciation and amortization expenses	(573,490)	(520,116)
	<u>(12,057,708)</u>	<u>(10,526,717)</u>
Surplus/(Deficit) for the year	<u>221,954</u>	<u>(33,646)</u>

Statement of changes in shareholders' equity

Years ended December 31

In Reais

	Capital stock	Accumulated surplus/ (déficit)	Total
Balances as of December 31, 2014	62,120	-	92,199
Deficit for the year 2015	-	(33,646)	(33,646)
Incorporation to Capital Stock	(33,646)	33,646	-
Balances as of December 31, 2015	28,474	-	28,474
Appropriation (Note 15)	10,000,000	-	10,000,000
Surplus for the year		221,954	221,954
Incorporation to Capital Stock	221,954	(221,954)	-
Balances as of December 31, 2016	10,250,429	-	10,250,429

Statement of cash flows

Years ended December 31

In Reais

	2016	2015
Cash flows from operating activities		
Surplus/(Deficit) for the year	221,954	(33,646)
Revenues and Expenses Adjustments		
Depreciation and amortization	573,490	520,116
Provisions for contingencies	676,395	-
Adjusted income for the year	1,471,839	486,470
(Increase)/decrease in other amounts	(6,020)	5,923
(Increase)/decrease in advances to suppliers	26,909	54,824
(Increase) decrease in advance on vacation pay	31,498	(6,047)
(Increase) decrease in inventories	(1,481)	1,675
(Increase)/other amounts receivable	(739,152)	-
(Increase)/decrease in other credits	(13,116)	629
Increase/(decrease) in accounts payable	136,444	118,214
Increase/(decrease) in labor and social security obligations	22,870	51,672
Increase/(decrease) in tax obligations	11,864	(2,979)
Increase/(decrease) in other obligations	245,084	(43,689)
Changes in Assets and Liabilities	(285,100)	180,222
Net cash from operations	1,186,739	666,692
Cash flows from investment activities		
Acquisition of property and equipment	(703,506)	(448,461)
Write-off of property and equipment	30,387	-
Investment – Savings Bonds	-	(50,000)
Net cash used in investment activities	(673,119)	(498,461)
Cash flows from financing activities		
Appropriation	10,000,000	-
Net cash used in financing activities	10,000,000	-
Net increase /(decrease) in cash and cash equivalents	10,513,620	168,231
Cash and cash equivalents at the beginning of the year	470,030	301,799
Cash and cash equivalents at the end of the year	10,983,650	470,030
Net increase (decrease) in cash and cash equivalents	10,513,620	168,231



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www.acaia.org.br

In 2015, the Institute developed two projects: "Barracos Escola" (Shack Schools) and "Marchetaria e Malhete" (Marquetry and Dovetails), both of them approved by CONDECA/SP. The latter is open for tax-efficient donations.

In 2016, another two projects, "Acolhimento" (Reception) and "Cidadão Musical" (Musical Citizen), were approved by CMDCA/SP, and are both open for accepting tax-efficient donations.



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